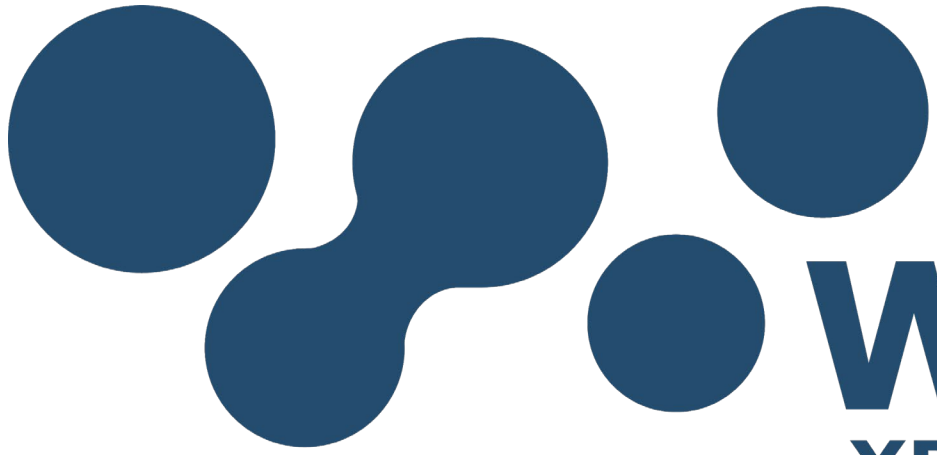

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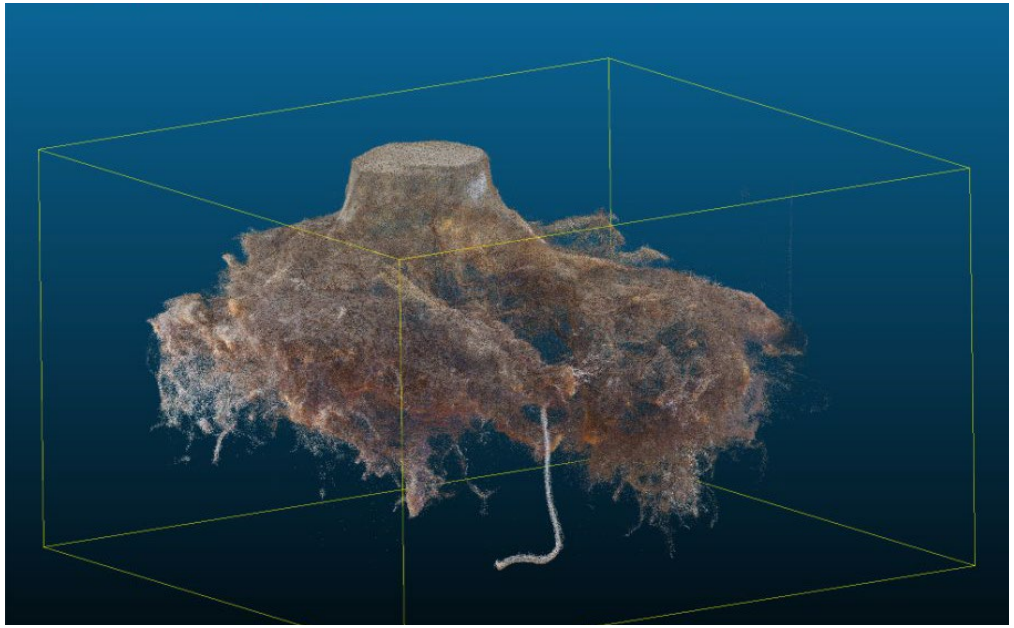
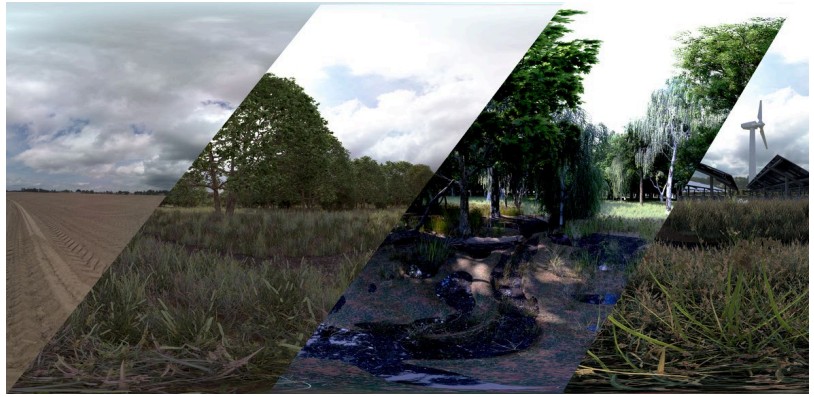
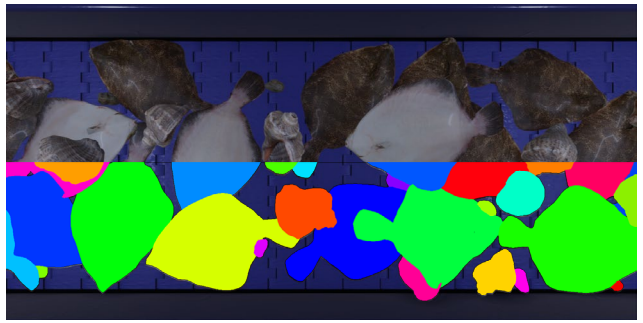
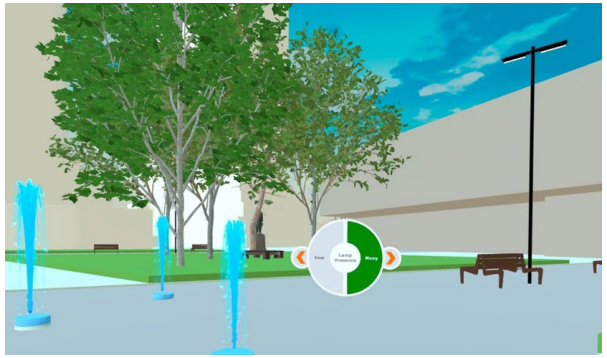
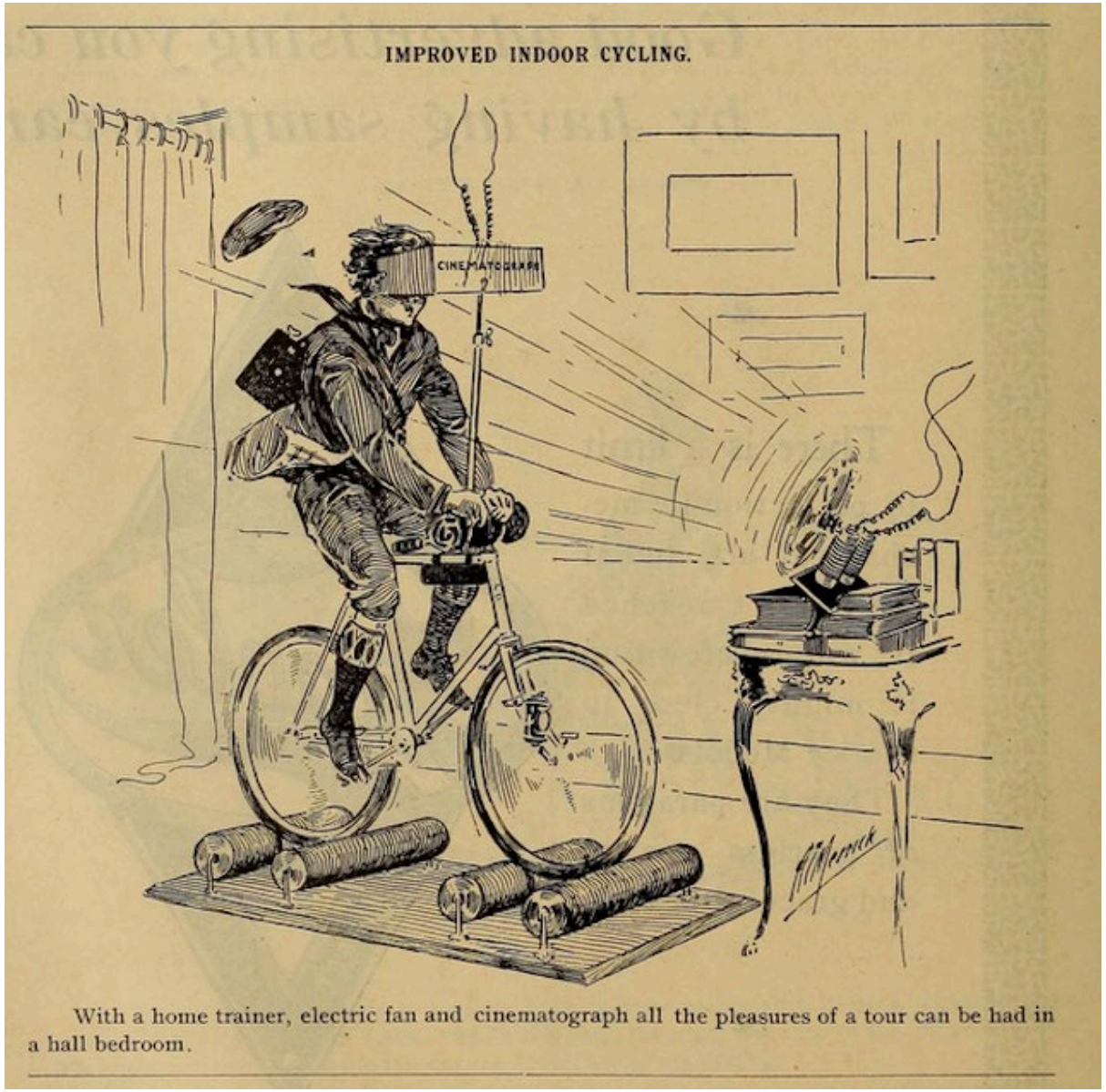




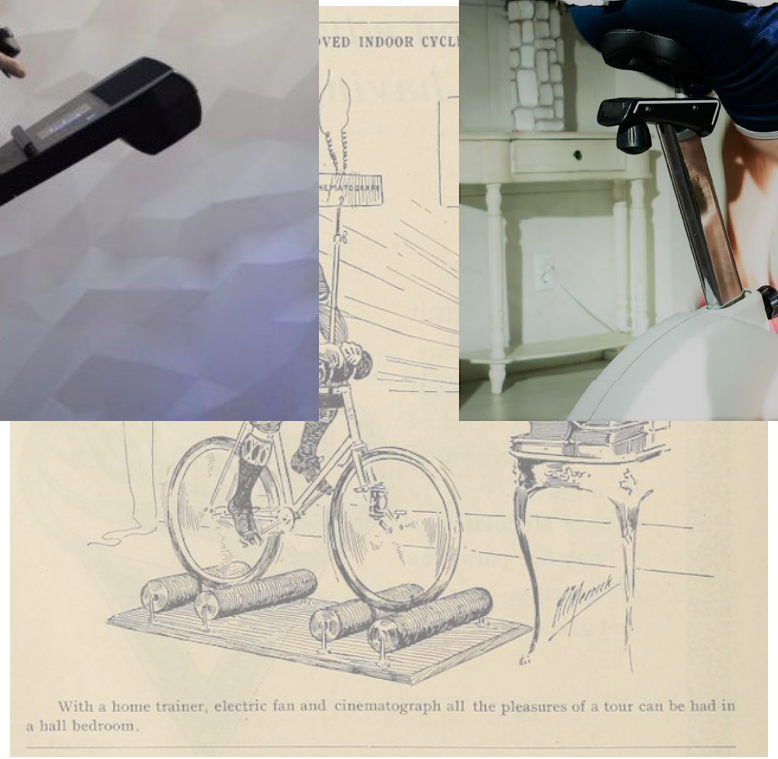




XR = Extended Reality (AR/MR/VR)



With a home trainer, electric fan and cinematograph all the pleasures of a tour can be had in a hall bedroom.



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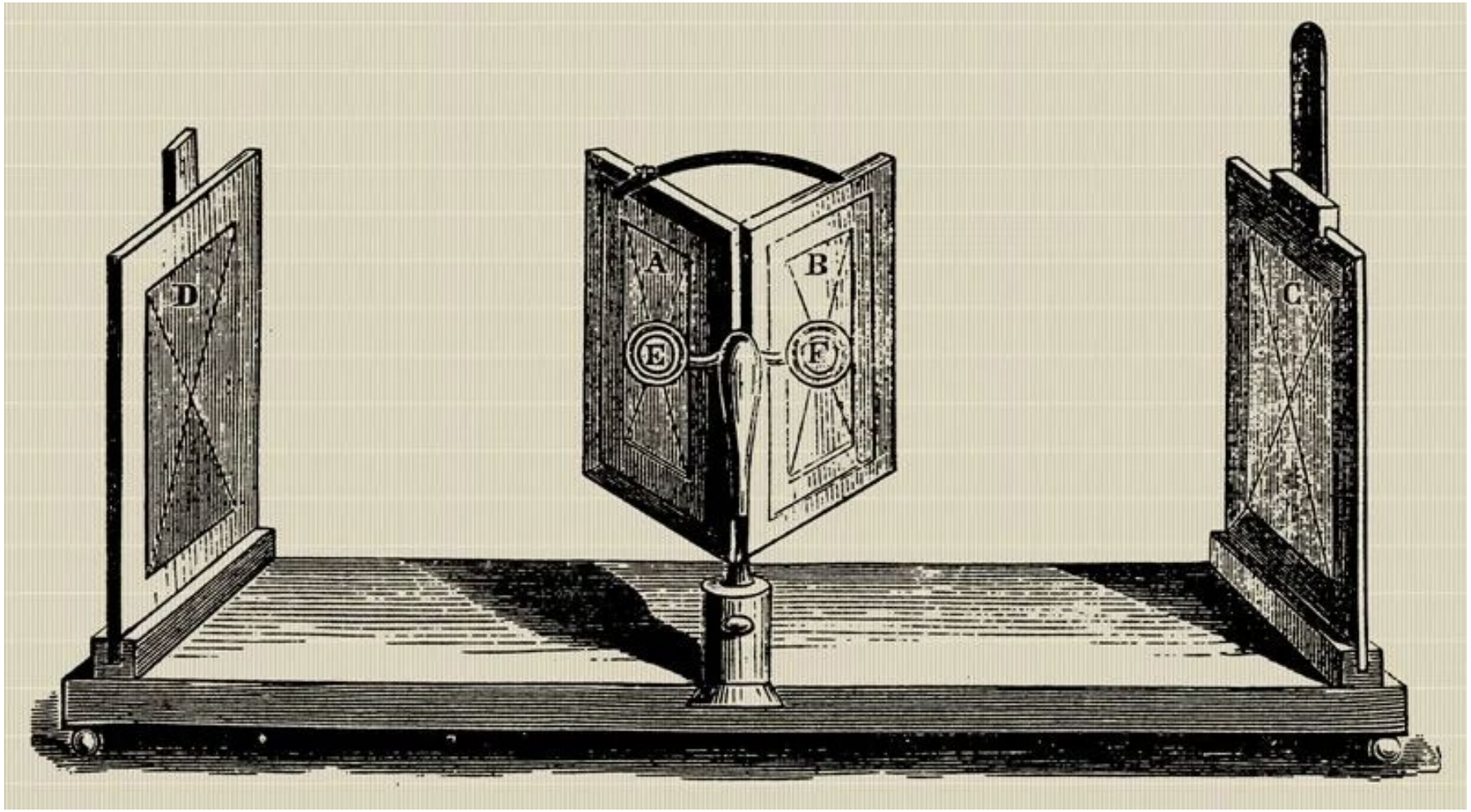
With a home trainer, electric fan and cinematograph all the pleasures of a tour can be had in a hall bedroom.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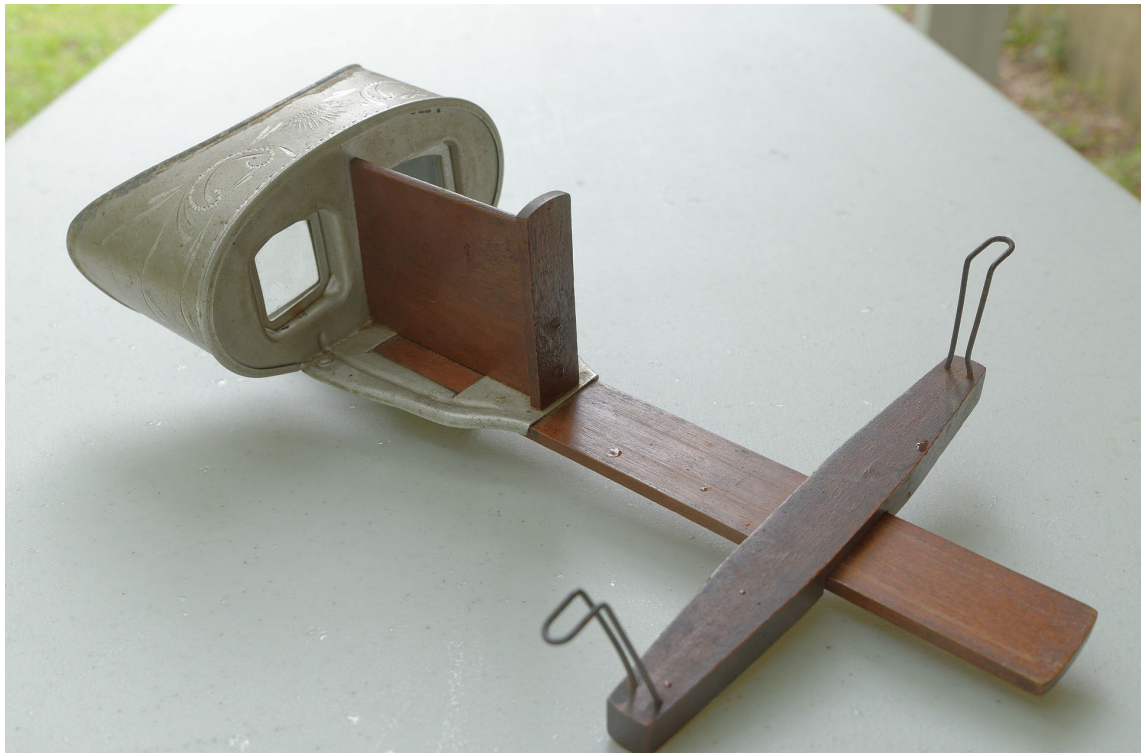


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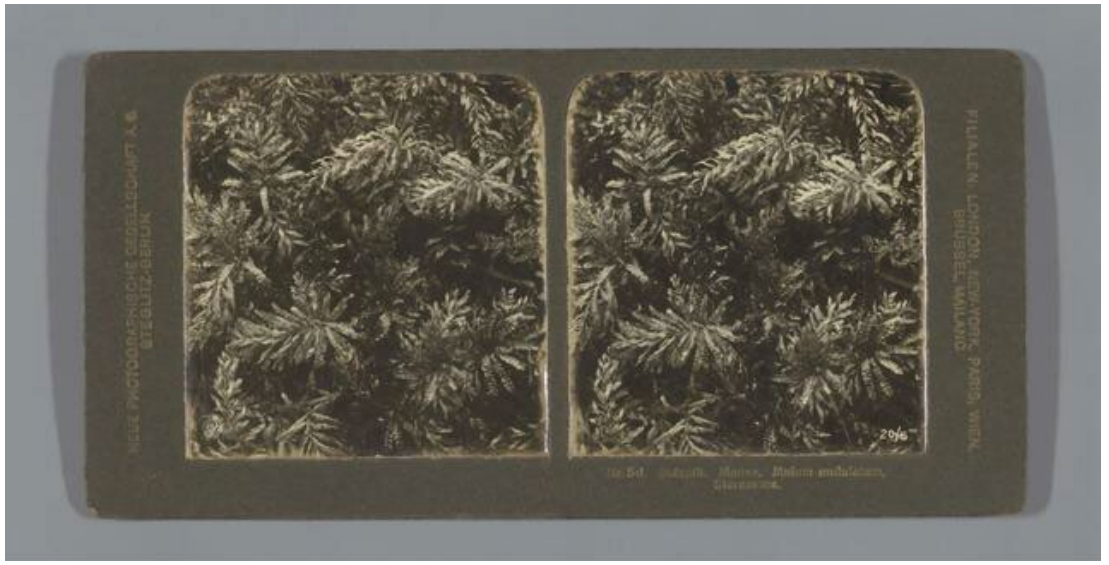

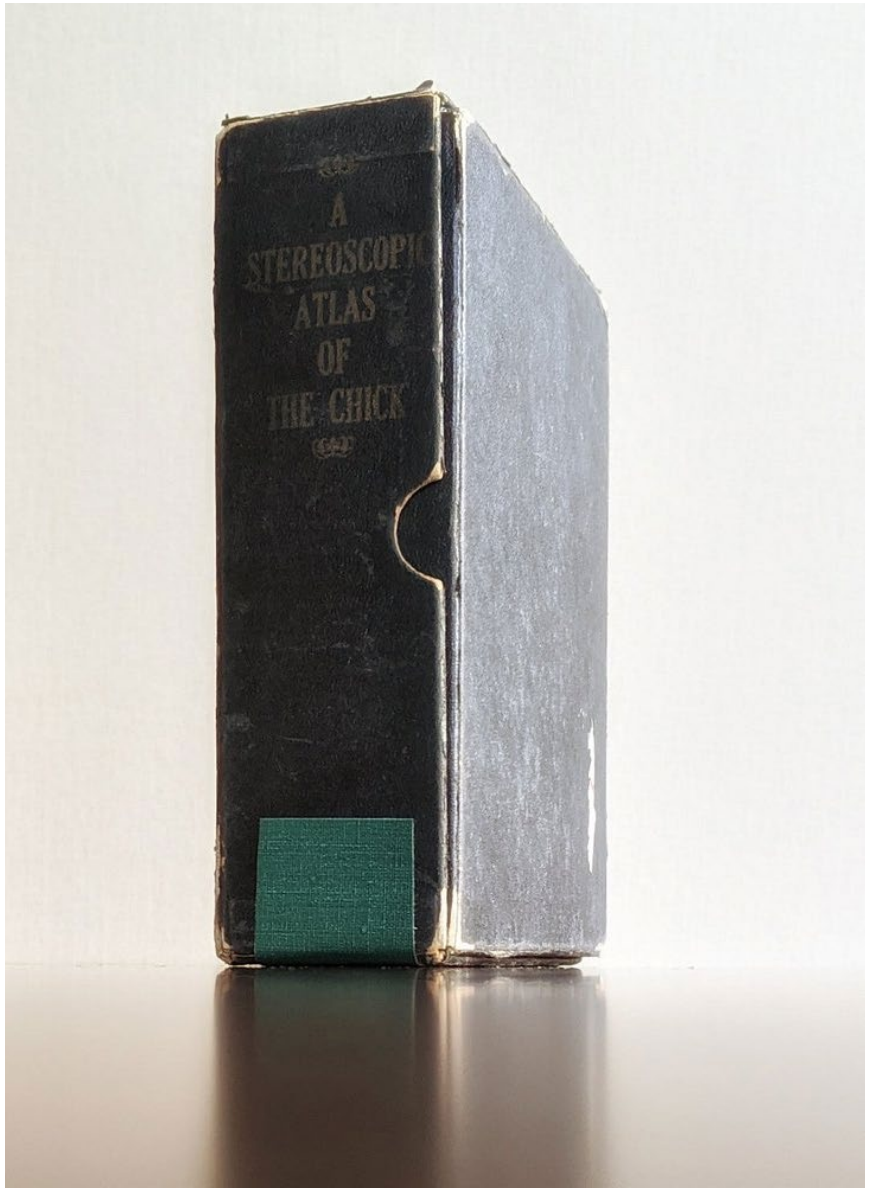
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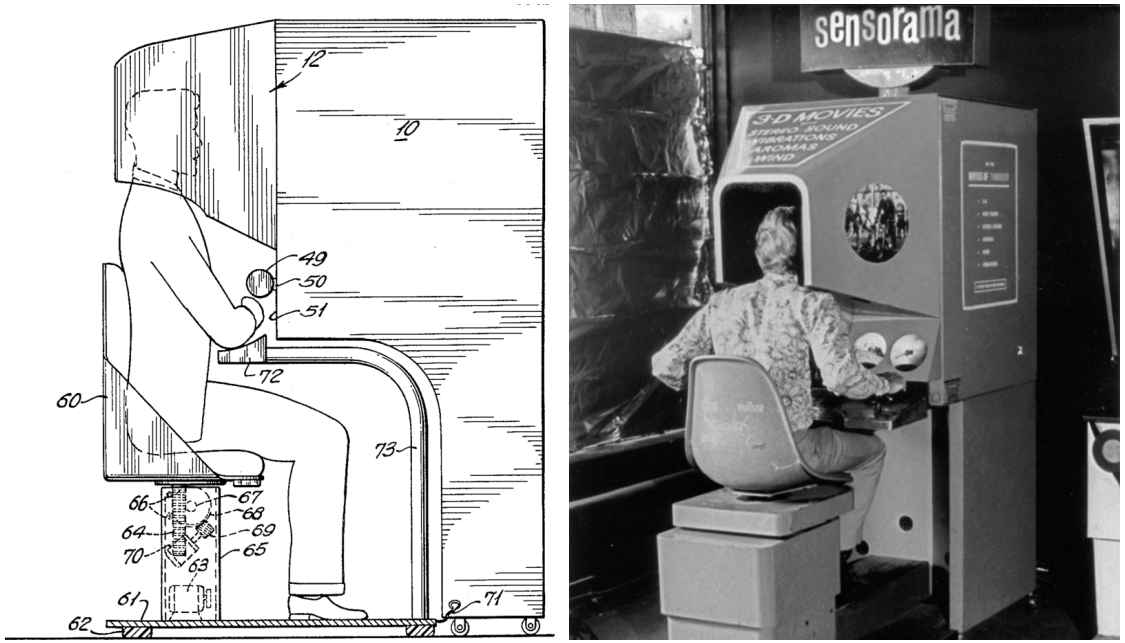


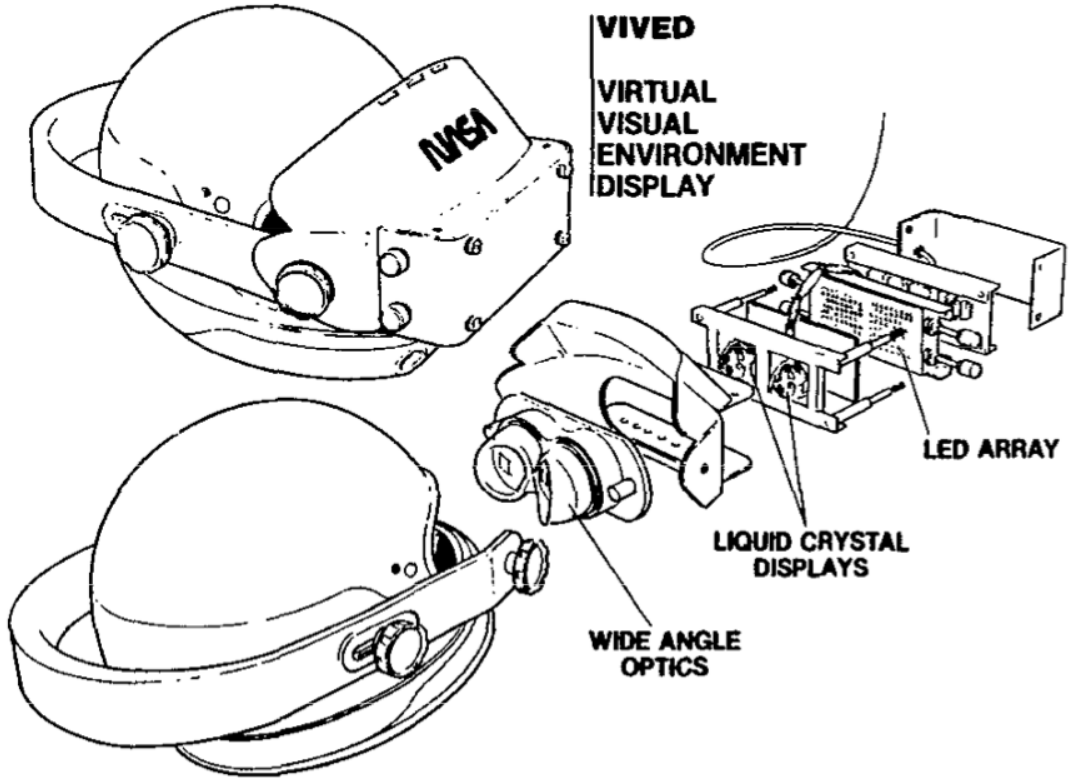
Sensorama

1968

The Sword of Damocles

1989


NASA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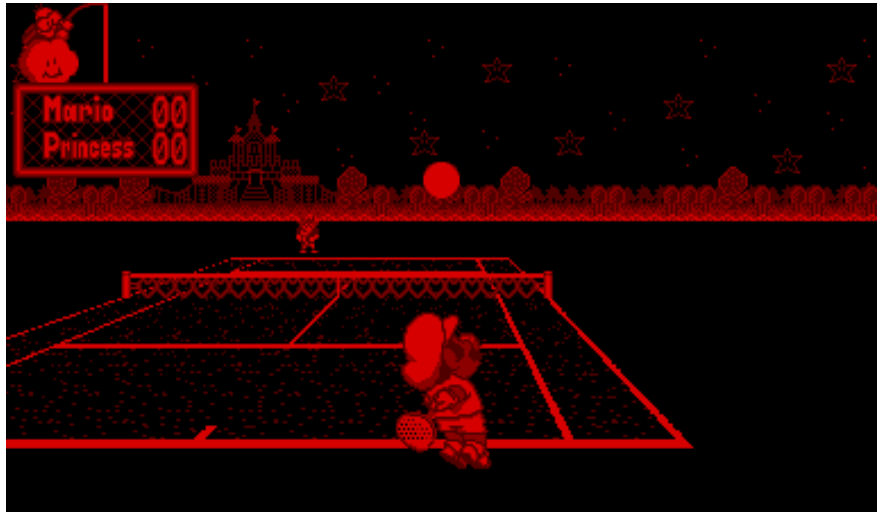

2012

2014

2013

2016


LIVE

Metaverse Market Map

V7.0 – August 2022 - Building the Metaverse
Jon Radoff

VRHAB

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XR4 HUMAN

iXPERIUM CENTRE OF EXPERTISE

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Themes in Science & Technology Education, 10(2), 85-119, 2017

A systematic review of Virtual Reality in education

Sam Kavanagh, Andrew Luxton-Reilly, Burkhard Wuensche, Beryl Plimmer
skav012@auckalnduni.ac.nz, {andrew, burkhard, beryl}@cs.auckland.ac.nz

Department of Computer Science, University of Auckland, New Zealand

Abstract. Virtual reality has existed in the realm of education for over half a century. However, its widespread adoption is still yet to occur. This is a result of a myriad of limitations to both the technologies themselves, and the costs and logistics required to deploy them. In order to gain a better understanding of what these issues are, and what it is that educators hope to gain by using these technologies in the first place, we have performed both a systematic review of the use of virtual reality in education, as well as two distinct thematic analyses. The first analysis investigated the applications and reported motivations provided by educators in academic literatu virtual reality educational systems, while the second investigated the associated with doing so. These analyses indicate that the majority virtual reality to increase the intrinsic motivation of students, and refer of factors such as constructivist pedagogy, collaboration, and gamifica of their experiences. Similarly, a small number of educational areas ac majority of educational virtual reality implementations identified in o we introduced and compared a multitude of recent virtual rea

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Volume 5, Issue 2, 2024
agdevresearch.org

Enhancing Agricultural Education through Virtual Reality: Facilitation, Application, Reflection, and Measurement in the Classroom

J. Greig[1], B. Colclasure[2], S. Rampold[3], T. Ruth[4], T. Granberry[5]

Abstract

This agricultural development methods paper presents the Virtual Reality Facilitation, Application, Reflection, and Measurement (VRFARM) framework, an approach for integrating and evaluating Virtual Reality (VR) in agricultural education to enhance agricultural literacy. The VRFARM framework is adapted from Biggs' three key components— – presage, process, and product. It draws upon the principles of student ics, teaching environments, instructional and measurement-based evaluations. The mixed-methods approach for evaluation, quantitative data from teachers and students assroom. VR, when appropriately integrated ework, is designed to improve students' engagement, and awareness. Major using the VRFARM framework to implement development programs for educators on VR

Article History
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Keywords
virtual reality integration; agricultural literacy enhancement; VRFARM model

The Effect of Stereoscopic Augmented Reality Visualization on Learning Anatomy and the Modifying Effect of Visual-Spatial Abilities: A Double-Center Randomized Controlled Trial

Katerina Bogomolova,[1,2*] Ineke J.M. van der Ham,[3] Mary E.W. Dankbaar,[4] Walter W. van den Broek,[4] Steven E.R. Hovius,[5,6] Jos A. van der Hage,[1,2] Beerend P. Hierck[2,7,8,9]
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[8]*Centre for Innovation, Leiden University, The Hague, The Netherlands*
[9]*Leiden Teachers' Academy, Leiden University, Leiden, The Netherlands*

Monoscopically projected three-dimensional (3D) visualization technology may have significant disadvantages for students with lower visual-spatial abilities despite its overall effectiveness in teaching anatomy. Previous research suggests that stereopsis may facilitate a better comprehension of anatomical knowledge. This study evaluated the educational effectiveness of stereoscopic augmented reality (AR) visualization and the modifying effect of visual-spatial abilities on learning. In a double-center randomized controlled trial, first- and second-year (bio)medical undergraduates studied lower limb anatomy with stereoscopic 3D AR model (n = 20), monoscopic 3D desktop model (n = 20), or two-dimensional (2D) ana-

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Wat kan XR voor het onderwijs betekenen?

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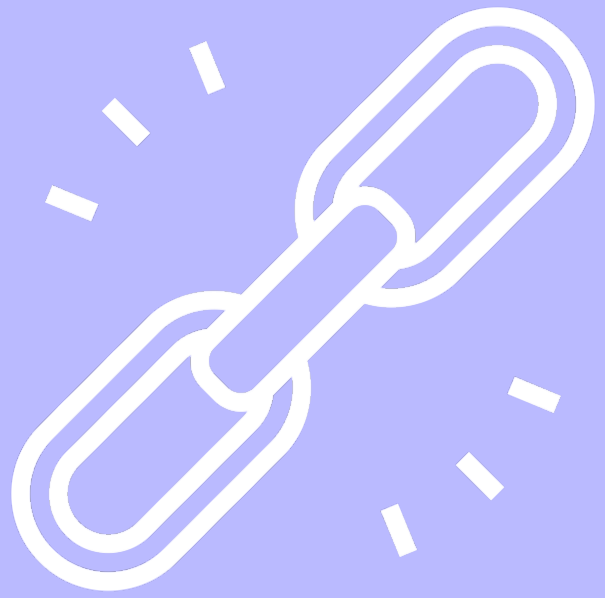

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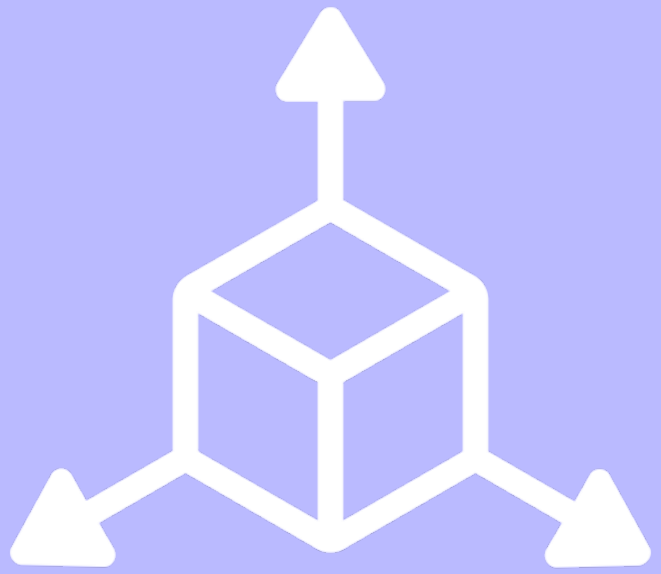

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Affectief leren

Gevaarlijke of onbereikbare situaties

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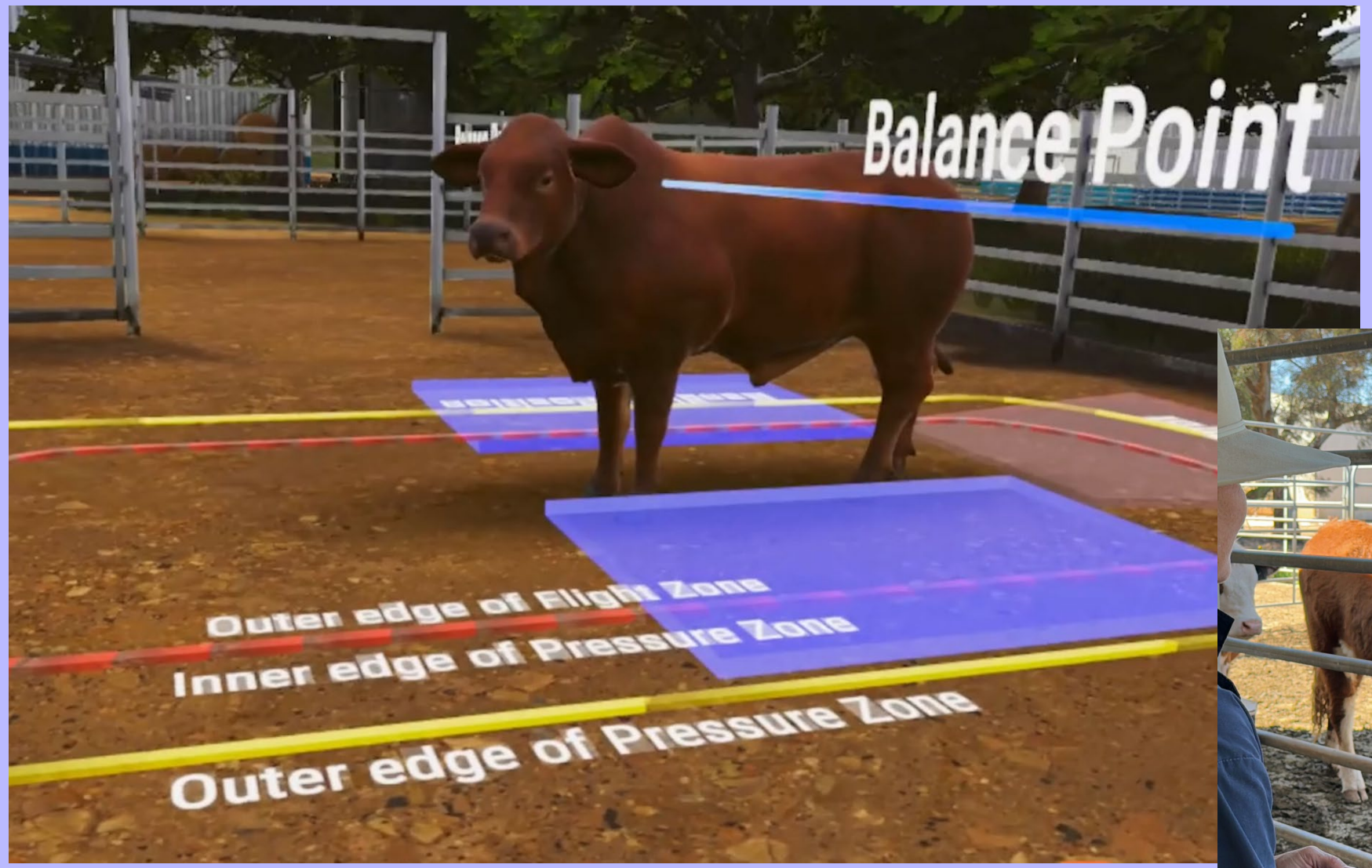

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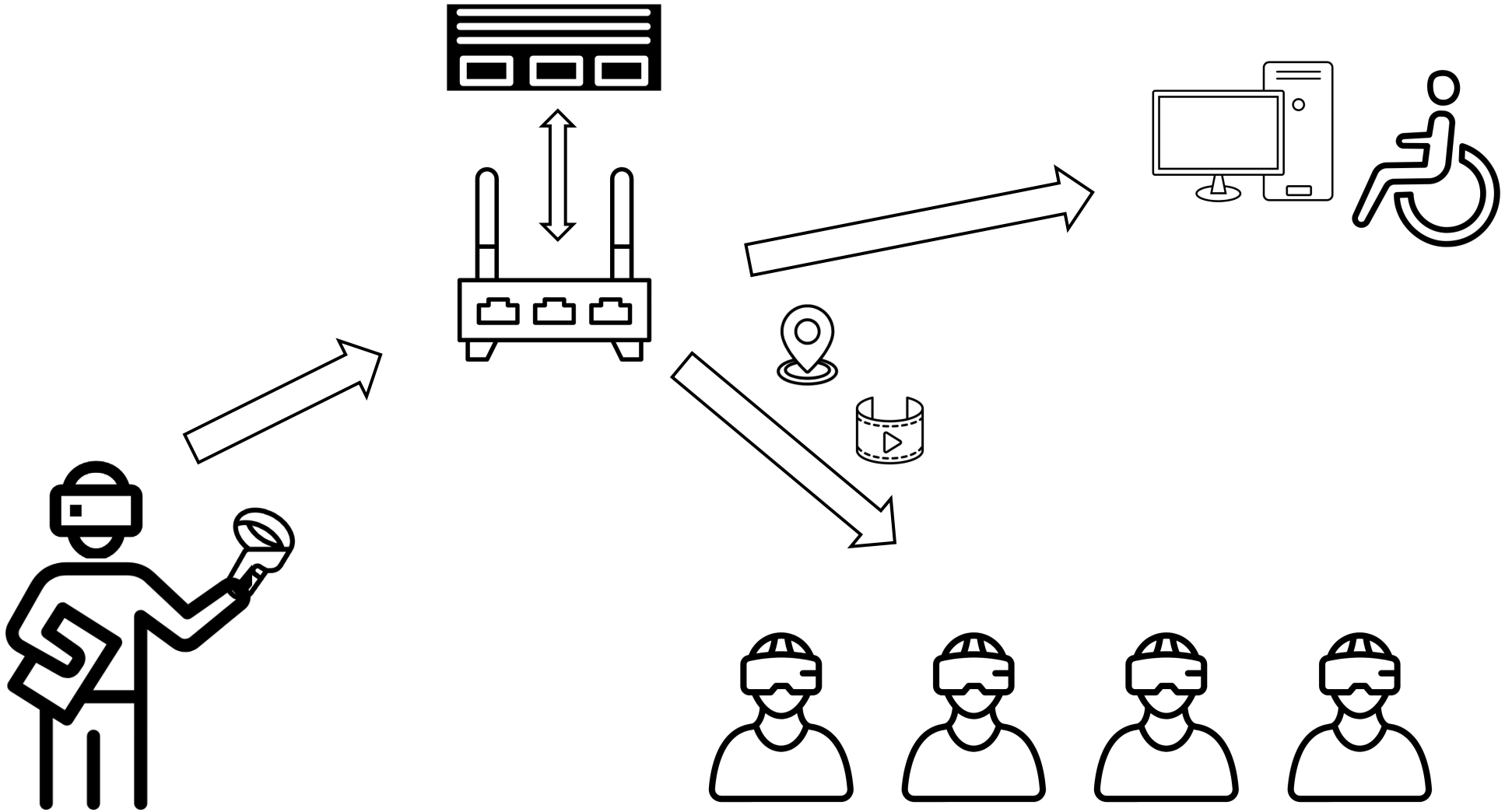


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