

Immersive Learning Case Presentation Template

Immersive Learning Case Presentation Template

This page is a **template** for documenting immersive learning cases in the iLRN Immersive Learning Case Repository. It reflects the Immersive Learning Case Sheet (ILCS) method.¹

When you create a new case:

1. Make a copy of this page.
 2. Rename it to `Case - [Short case title]`.
 3. Replace the bracketed guidance text with information about your case.
 4. Delete any instructions that are no longer relevant.
-

| 1. Case identification

- **Case title:**
[Short, meaningful title people can recognise and reuse.]
- **Contributors:**
[Names and affiliations of the people describing this case.]

- **Original source(s):**

[If the case is reported in a paper, thesis, report, or website, list full references and links.]

- **Time frame:**

[When the case took place (year(s), semester, etc.).]

| 2. Short description (abstract)

[In 3–6 sentences, summarise what this case is about, who is involved, what immersive environment is used, and how it is used for learning. Focus on *how immersion is employed*, not just on results.]

| 3. Context and participants

- **Educational level and setting:**

[e.g., upper-secondary physics lab; undergraduate engineering course; corporate safety training.]

- **Discipline / subject area:**

[Main subject domains.]

- **Number and profile of learners:**

[Approximate numbers; key characteristics such as age range, prior

experience.]

- **Other stakeholders:**

[Teachers/trainers, technical staff, industry partners, institutions.]

- **Constraints or special conditions:**

[e.g., remote delivery, health & safety constraints, pandemic context, equipment scarcity.]

| 4. Immersive environment and technologies

- **Type of environment:**

[VR / AR / MR / 360° media / game engine / hybrid physical-digital setup, etc.]

- **Main platforms and tools:**

[e.g., VRChat, Unity, Unreal, custom engine, specific HMDs, tracking systems, controllers, other hardware.]

- **Physical and virtual spaces involved:**

[Describe where learners are physically located and what virtual / mixed spaces they experience.]

- **Key interaction modes:**

[e.g., embodied manipulation, navigation, speech, menus, gaze-based selection, tangible tools.]

| 5. Learning goals and assessment

- **Intended learning outcomes:**

[Bullet list of the main knowledge, skills, attitudes, or competencies targeted.]

- **Assessment approaches:**

[Formal or informal – tests, performance checklists, observational rubrics, analytics, reflection activities, etc.]

- **Main results (if available):**

[Very short summary of outcomes, findings, or feedback. You can link to publications with more detail.]

| 6. ILB interpretation – practices and strategies

This section summarises how the case is interpreted using the **Immersive Learning Brain (ILB)** clusters.²

You do *not* need to list every possible item; focus on what is clearly present in the case.

- **Main ILB clusters involved:**

[e.g., Active Context; Presence; Real and Virtual Multimedia Learning; Collaboration.]

6.1 Practices

[List the most relevant ILB *practices* and give a one-line justification for each.]

- **[Practice 1 name]** – [Short explanation of how it appears in the case.]
- **[Practice 2 name]** – [...]
- **[Practice 3 name]** – [...]

(Add more if needed.)

6.2 Strategies

[List the most relevant ILB *strategies* and give a one-line justification.]

- **[Strategy 1 name]** – [Short explanation.]
- **[Strategy 2 name]** – [...]

(Add more if needed.)

If you need help choosing practices and strategies, you can consult the ILB tables in the original paper² or the **Immersive Learning Case Sheet Assistant** custom GPT.

7. Immersion Cube interpretation – immersion and uses

This section describes how the case is positioned in the **Immersion Cube** and which generic *uses* of immersive learning environments it is closest to.³

7.1 Immersion coordinates

- **System immersion (0–1):** [value]
- **Narrative immersion (0–1):** [value]
- **Agency immersion (0–1):** [value]

Justification:

[In 2–4 bullet points, explain why you chose these values, considering dependence on system, narrative, and agency.]

7.2 Proximal uses

[List the 2–3 Immersion Cube *uses* that are closest to your case.]

- **[Use 1 name]** – distance: [value]; [short explanation of why this use fits.]
- **[Use 2 name]** – distance: [value]; [...]
- **[Use 3 name]** (optional) – distance: [value]; [...]

You may optionally include:

- a small **table** of all distances if available, or
- a simple **bar chart** image generated from a spreadsheet, or
- a **3-D diagram** situating the case within the Immersion Cube.

8. Media and supporting resources

Use this section to attach or link:

- **Screenshots or photos** of the immersive experience and key interactions;
- **Videos or demos**, if they can be publicly shared;
- **Links to project websites**, repositories, or documentation;
- **Datasets or instruments** (e.g., rubrics, questionnaires) if they are available under suitable licences.

Example resources for inspiration include the [wind-turbine training materials](#)⁴ and the [Ancient Greek technology case](#).⁵

9. Enrichment and innovation notes (optional)

Based on your ILCS analysis:¹

- How could the case be **enriched** by adding or adjusting practices/strategies within the same ILB clusters?
- How could it be **innovated** by exploring less-used clusters or distant Immersion Cube uses?
- Which variations have you already tried, or plan to try?

Short bullet points are enough – this section is primarily to spark ideas for future work.

10. Attribution for this case (to be edited by case authors)

[State who prepared this particular case sheet and on what basis.]

Example:

Main sources: [short reference list of the paper(s) or project(s) where the case is originally described].

Page created on [date] by [name(s) of the person(s) who adapted this template for this specific case].

(Please adapt this text for each case page.)

Attribution for this template

Main source: Beck & Morgado (2025).¹

Page created on 13 November 2025 by Leonel Morgado, in co-writing with ChatGPT 5.1 Thinking.

References

1. Beck, D., & Morgado, L. (2025). *Describing and Interpreting an Immersive Learning Case with the Immersion Cube and the Immersive Learning Brain*. In J. M. Krüger et al. (Eds.), *Immersive Learning Research Network. iLRN 2024* (CCIS, Vol. 2271). Springer, Cham, Switzerland. https://doi.org/10.1007/978-3-031-80475-5_8
2. Beck, D., Morgado, L., & O'Shea, P. (2024). Educational Practices and Strategies with Immersive Learning Environments: Mapping of Reviews for Using the Metaverse. *IEEE Transactions on Learning Technologies*, 17, 319–341. <https://doi.org/10.1109/TLT.2023.3243946>
3. Beck, D, Morgado, L., & O'Shea, P. (2020). Finding the Gaps about Uses of Immersive Learning Environments: A Survey of Surveys. *Journal of Universal Computer Science*, 26(8), 1043–1073.

4. Cassola, F., Mendes, D., Pinto, M., Morgado, L., Costa, S., Anjos, L., Marques, D., Rosa, F., Maia, A., Tavares, H., Coelho, A., & Paredes, H. (2022). Design and Evaluation of a Choreography-Based Virtual Reality Authoring Tool for Experiential Learning in Industrial Training. *IEEE Transactions on Learning Technologies*, 15(5), 526–539. <https://doi.org/10.1109/TLT.2022.3157065>
5. Kasapakis, V., & Morgado, L. (2025). Ancient Greek Technology: An Immersive Learning Use Case Described Using a Co-Intelligent Custom ChatGPT Assistant. *arXiv preprint arXiv:2502.04110*.

Revision #5

Created 13 November 2025 12:30:40 by Leonel Morgado

Updated 13 November 2025 13:01:48 by Leonel Morgado