**Abstract**

Based on the interest theory it was predicted that those using VR would have more positive ratings of interest and motivation as well as score higher on the posttest covering material presented in VR.

Taken together, the 2 experiments showed that students’ interest can be primed with new and exciting technology while still being an effective medium to convey scientific information comparable to traditional PowerPoint slideshow lessons of the study, which may include its rationale and its audience.

**Background**

Previous claim by Brelsford (1993) that VR allows the educational task to become more intuitive because information is passed between the environment and the student with increased efficiency and selectivity.

Previous military training in VR has had significantly higher gains than those in desktop learning.

**Goals/Hypothesis**

Two experiments. 1: compared VR and PPT instruction. 2: compared the same with an addition of summaries by VR students after each task

**Participants**

Nothing significant for my study

**Methodology**

Design was intended to compare instructional effectiveness in teaching scientific knowledge. Focus on VR vice PPT and VR + summary vice PPT.

**Results**

VR vice PPT showed that PPT was better at retention of information on the posttest however a significantly higher result on self-report of interest and immersion.

**Conclusion**

Student motivation plays a key role in learning and although PPT showed more successful when compared to VR immersion, adding a summarization of each task outperformed all measurements. The increase in motivation and “buy in” this approach can provide can prove significant in the learning and attention of the students being trained on hoist operations. It will be imperative to include summary or some sort of scaffolding approach to the design of training in hoist scenarios.

**Limitations**

Minimal research in this area and limitations from this study pertained to the training of scientific material. The reward of priming a student with VR immersion heavily outweighs the risk of cognitive overload in the development of hoist training through the use of VR

**Relevance**

Ensure I add a definition of generative learning how it supports this type of learning/training.

Generative learning is the process of taking incoming information and transforming it into usable information by engaging in appropriate selecting, organizing, and integrating.

Reference:

Parong, J., & Mayer, R. E. (2018). Learning science in immersive virtual reality. *Journal of Educational Psychology*, *110*(6), 785–797. <https://doi.org/10.1037/edu0000241>