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Summary

The research aimed in understanding how virtual world processes of creating and observing assist to learn visual theories. It was divided into three cycles. In the first stage, it was established that hands-on virtual world experiences assist learners to learn visual theories in the perception of the real-world environment. The second cycle established a teacher-free learning environment is normally embraced by most learners. However, in third cycle, students had to undergo extensive learning and it did not allow them time to have a deeper reflection for them to understand the connection between theories and practice (Han, 2017).

The research was inspired by an understanding that students who can write comprehensive papers at the end of their learning were still not able to apply in practice what they were taught (Han, 2017). Hence the goal of the project was to determine whether hand-on experiences could enhance student's learning of the theories discussed during class sessions. The participants were teachers from different backgrounds, but not in the arts field. Furthermore, in an organic environment, users can create virtual objects without the need to build from scratch. Secondly, it is a three-dimensional world where users are encouraged to see the world from different perspectives. Finally, since it is an organic environment, users can come back to modify, delete, or recreate the environment to achieve a better outcome by offering flexibility.

The research was an empirical study that uses the participatory research method, which is a form of inquiry that depends on the world of experience. In this study, Han is the instructor and the researcher. The first cycle involved 9 students in the winter of 2012. The second phase had 10 students in the winter of 2013, and the third stage had 5 students in the winter of 2015 for three years (Han, 2017). Besides, it involved master's students while two were doctoral students.

The researcher used grounded theory with open coding to scrutinize the research data and come up with a theory to explain the findings. The data analyzed include field notes, final and reaction papers. The main study question was "How can virtual world experiences best enhance student learning theories?" (Han, 2017)

In the first cycle, the researcher established that the virtual world experiences modify users' observation practices. However, the researcher was biased based on the assumptions he made from his personal experiences. His personal experiences suggest that virtual world-building helps users see the world from a different standpoint. Nonetheless, findings in the first cycle confirm that by learning, discussing, and thinking about visual ideas, students utilized what they had learned in class. Students explored the purposes of the imagery, why they were created, and what they communicated to the viewers.

The second cycle involved creating a learning environment where students can learn by themselves. In this stage, the researcher added another lesson involving pedagogy and gaming theory. The researcher also introduced the creation of a virtual world with object altering. In the end, the students reacted differently, bearing in mind they had no gaming experience. Notably, in this case, it is clear learners in the first and second cycle had difficulties in trying to accustom to the process of virtual world navigation. In the third cycle, the researcher aimed to create a teacher-free virtual learning setting in an intensive care perspective. However, learning a combination of practice and theory did not give learners ample time to reflect on the theory, hence were unable to design meaningful virtual learning settings.

Analysis

In the future, students should be accorded time to learn and practice the creation of a virtual learning environment. In the third stage, they were not given time. Again, the research

should focus more on introducing gaming before transition in creating a virtual setup. The researcher also focused on postgraduate students, who already have some foundation in the academic world. Younger students with knowledge of gaming were not part of this study. In the future, it is better to explore all options, those with a gaming background, and those starting their undergraduate studies. For that reason, the findings might have been robust if they were engaged in the research. Virtual worlds are not an ideal teaching instrument for teachers and professors, but the benefits cannot be overlooked. Nonetheless, the virtual world can help students learn by creating a teacher-free learning environment during a regular course. This can be achieved in the early stages of undergraduate study if the desired outcome is to be achieved.

Reference

Han, H. C. S. (2017). ISee: Teaching Visual Learning in an Organic Virtual Learning Environment. *International Journal of Education & the Arts*, 18(38).

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