香港教育大學
The Education University of Hong Kong

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The Future of Learning: AI-Powered Interactive and Immersive Experiences

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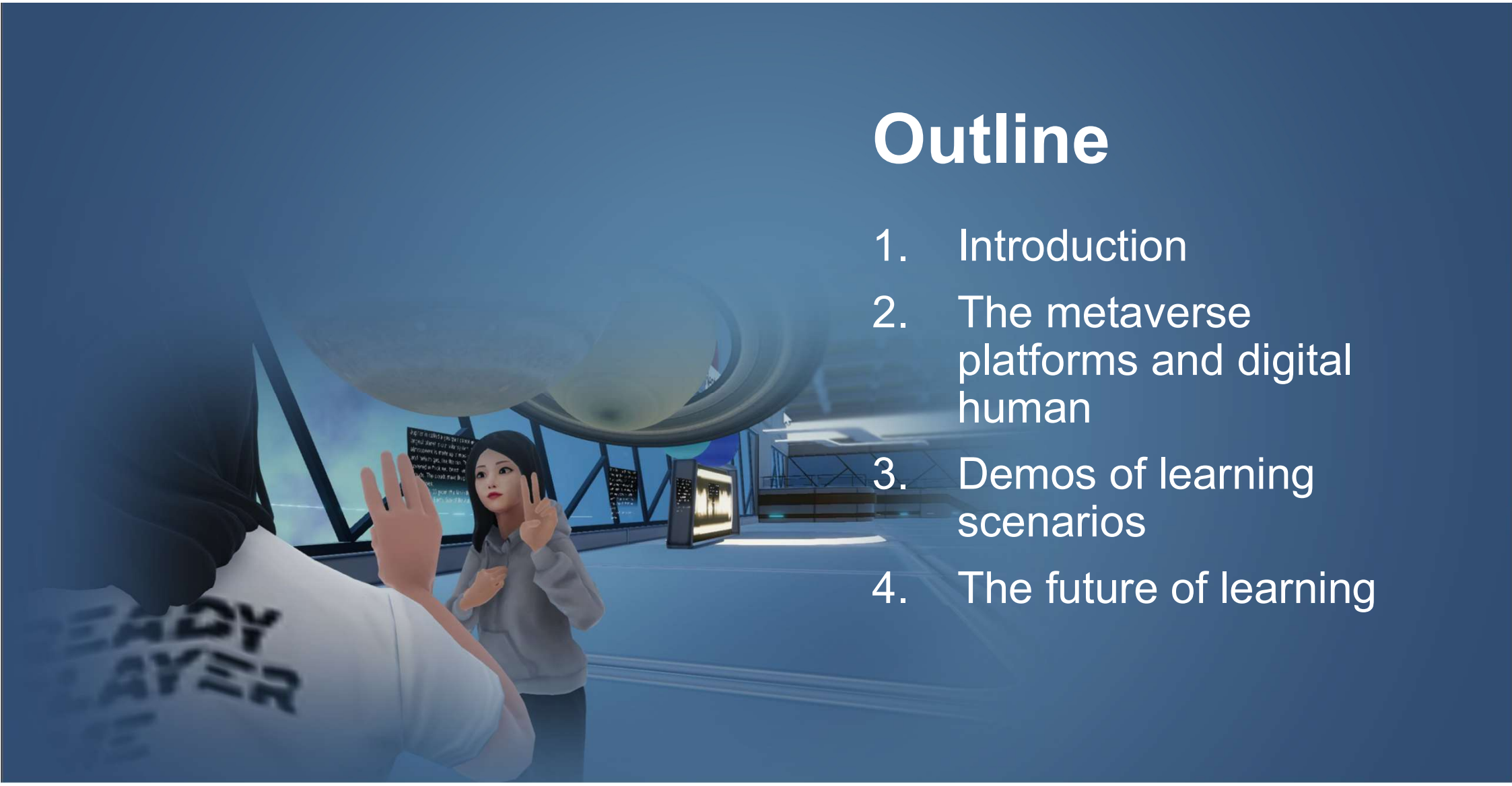
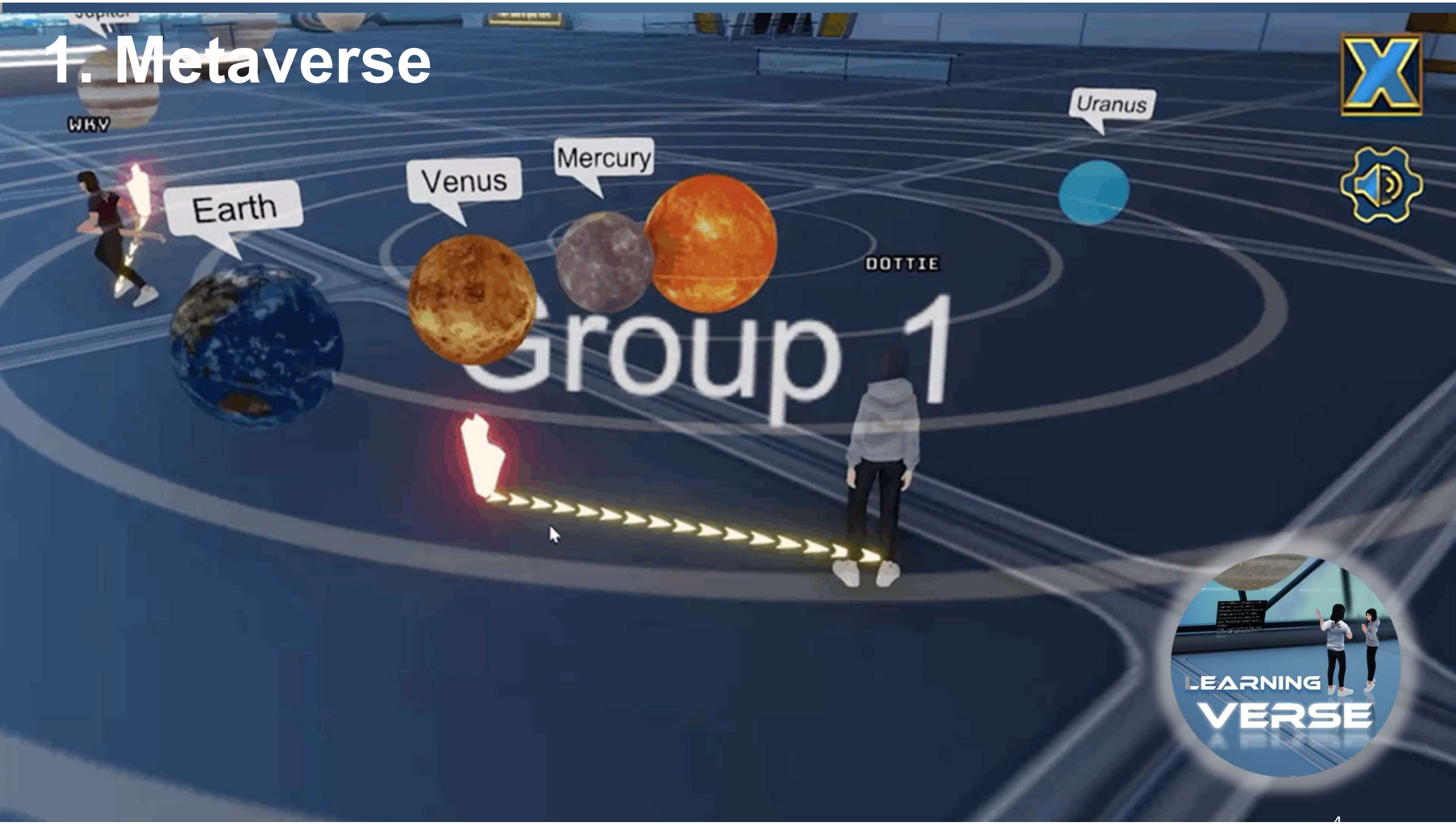


Outline

1. Introduction
2. The metaverse platforms and digital human
3. Demos of learning scenarios
4. The future of learning

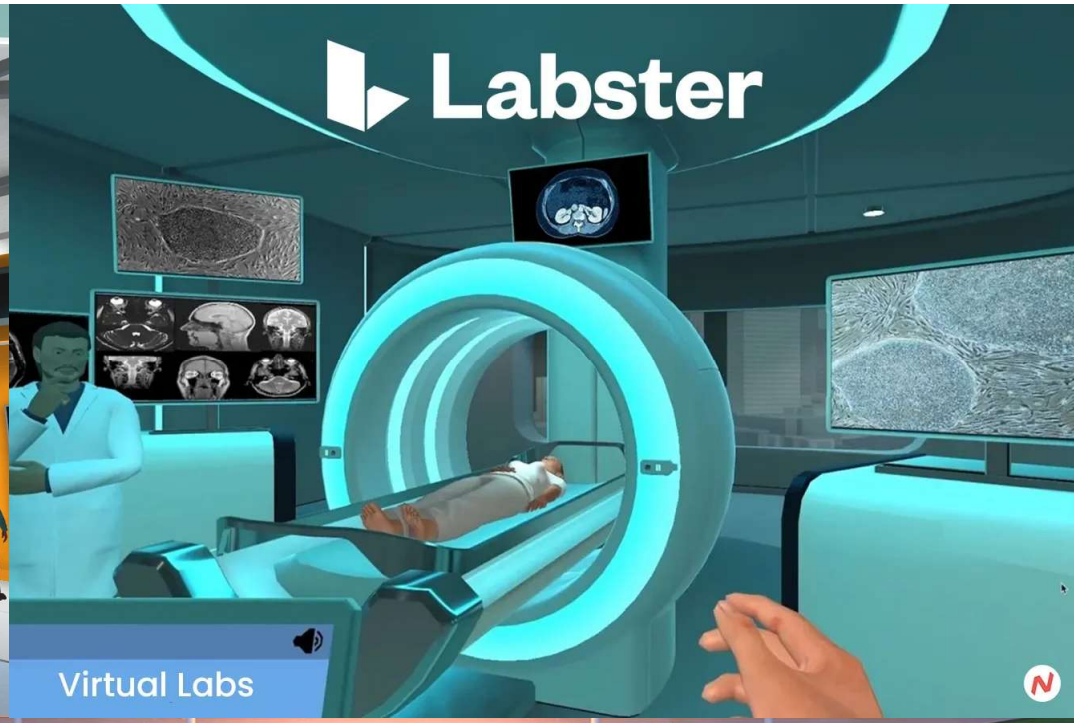
1. Introduction

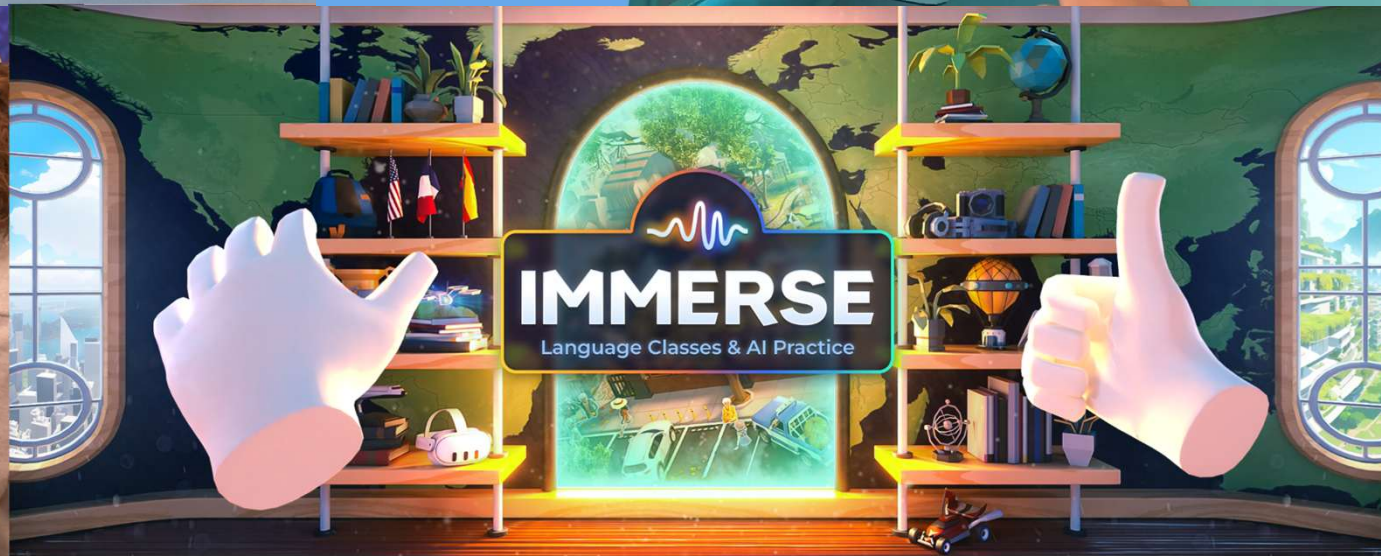
1. Metaverse


WKV
Earth
Venus
Mercury
Uranus
DOTTIE
Group 1
LEARNING
VERSE

Metaverses

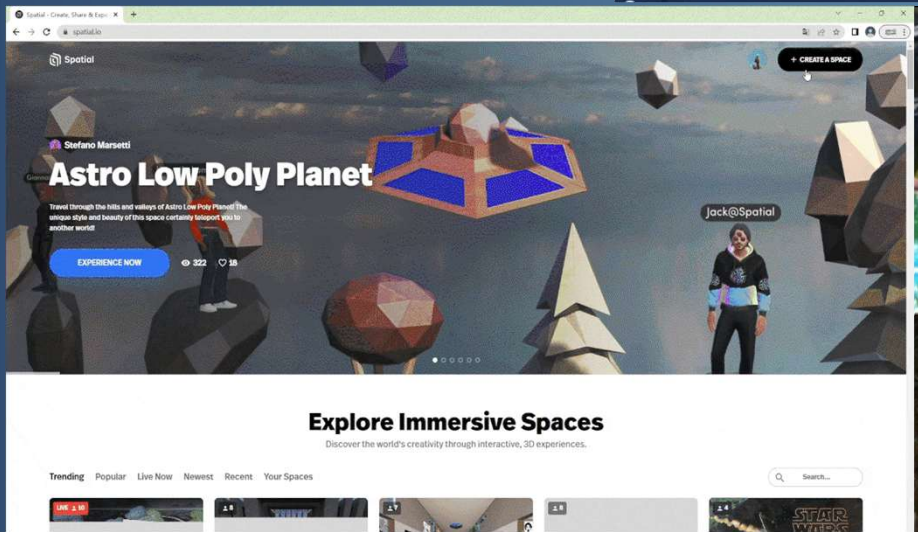

ENGAGE
REAL BUSINESS DONE VIRTUALLY


Labster
Virtual Labs


IMMERSE
Language Classes & AI Practice

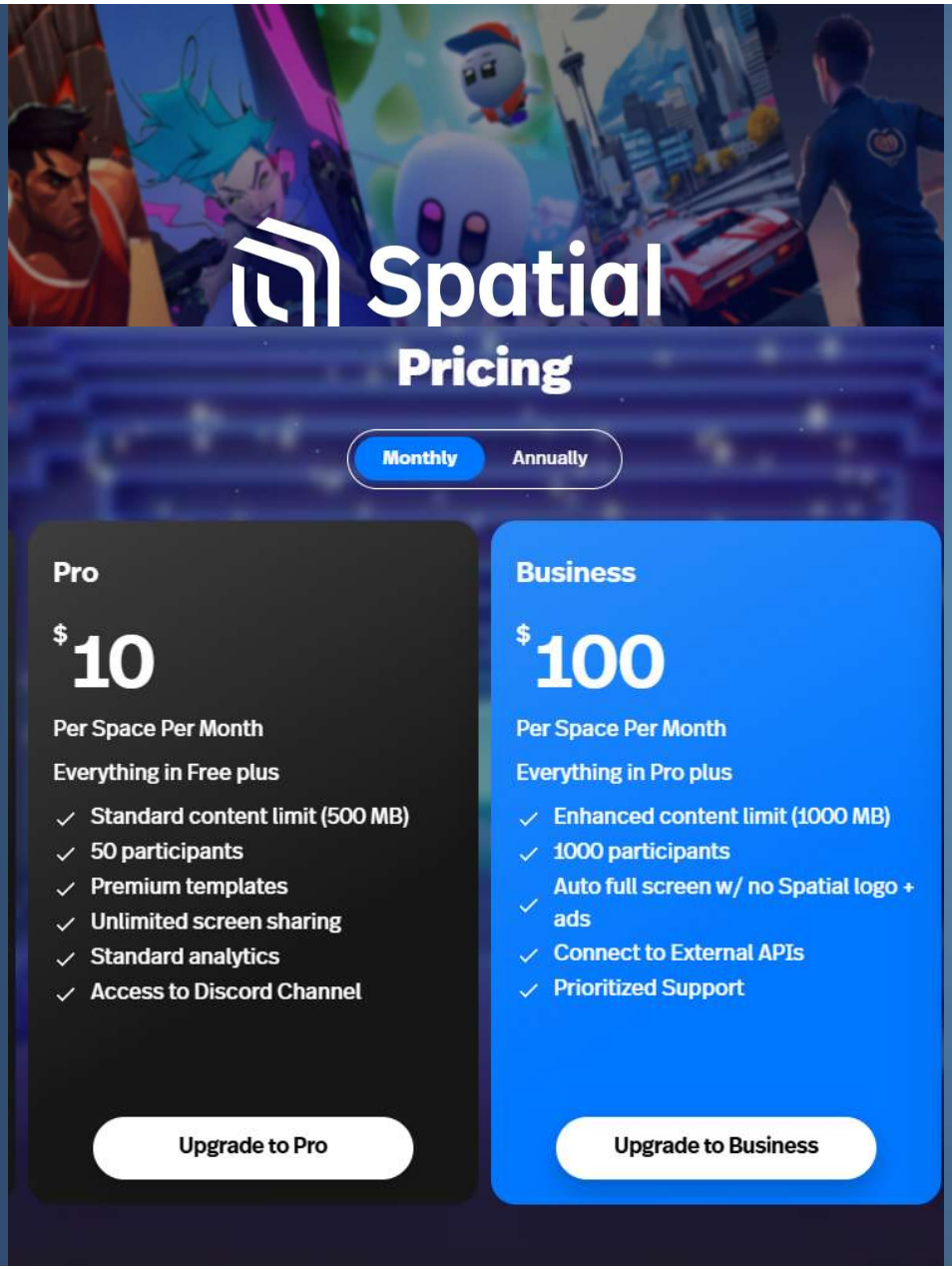
Issue 1: Excessive gamification

These platforms overemphasize on gaming which may distract students, affecting their learning outcomes.



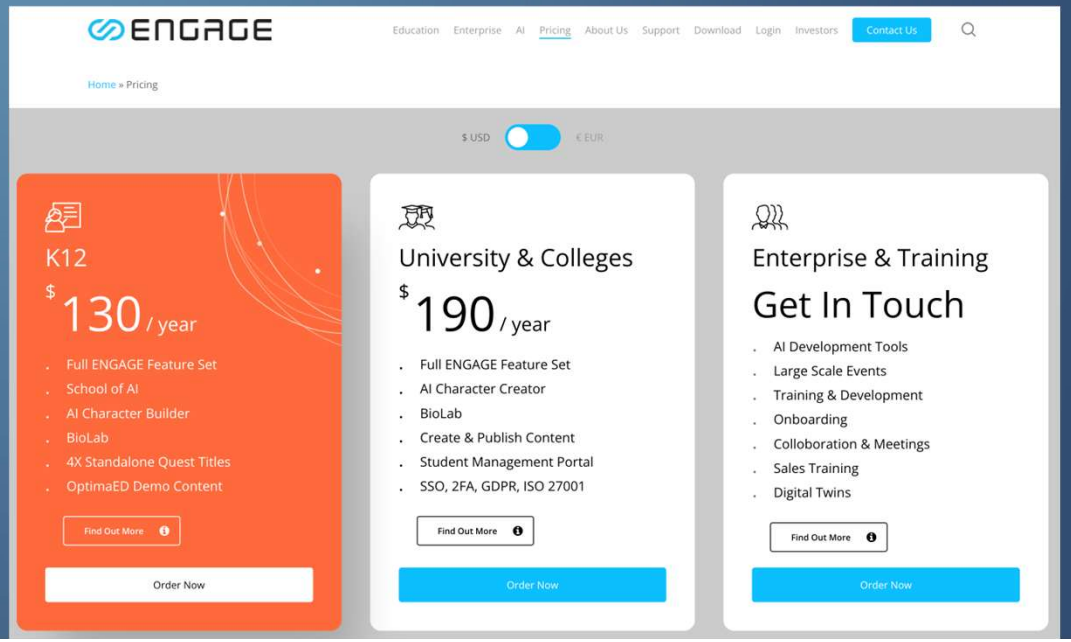
Issue 2: Lack of instructional design

These platforms' lack of instructional design complicates course implementation and management for teachers, and can lead to students losing track of their learning goals; and the AI technology adopted is very basic.



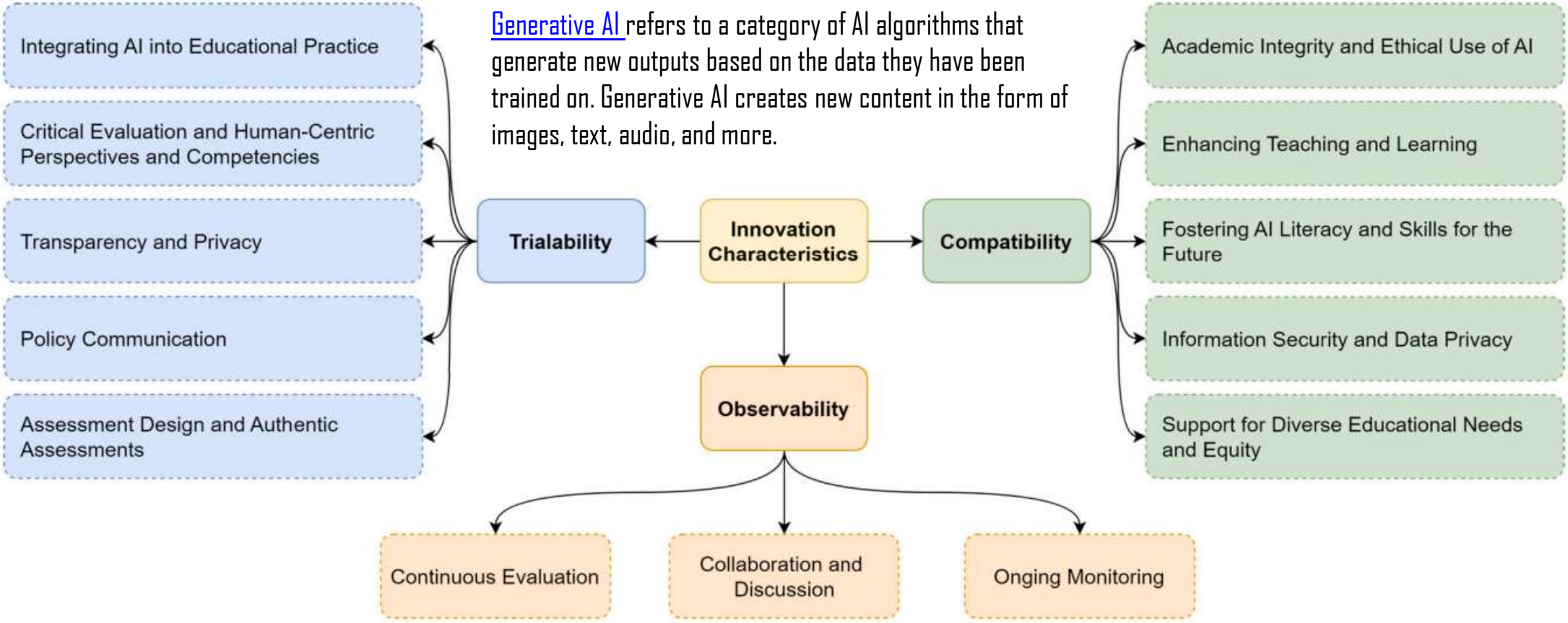
Issue 3 : Expensive fees

Popular metaverse platforms now charge fees and restrict data collection, hindering student usage data collection for learning analytics.



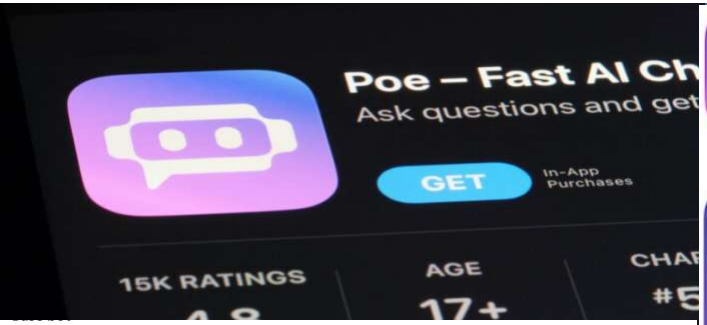
1.2 Generative AI

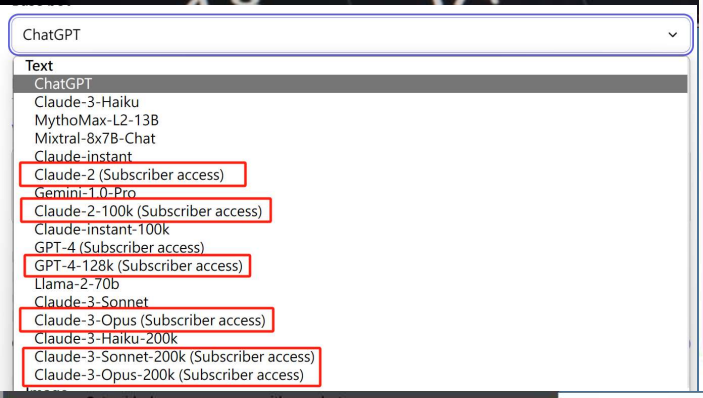
Generative AI refers to a category of AI algorithms that generate new outputs based on the data they have been trained on. Generative AI creates new content in the form of images, text, audio, and more.

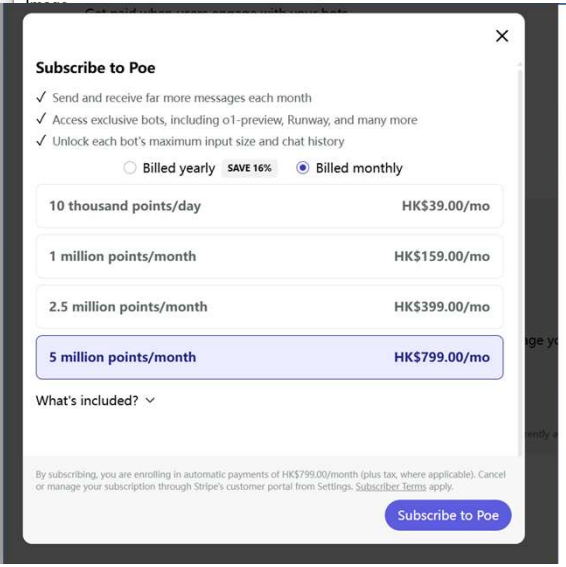


Key themes related the compatibility, trialability, observability of generative AI integration which emerged from the analysed universities' policies and guidelines (Jin et al., 2025)

Jin, Y., Yan, L., Echeverria, V., Gašević, D., & Martinez-Maldonado, R. (2025). Generative AI in higher education: A global perspective of institutional adoption policies and guidelines. *Computers and Education: Artificial Intelligence*, *8*, 100348.







Issue 1 :
Expensive fees

Issue 2:
Focus on AI tool applications instead of customising them for instructional design and implementation

Issue 3:
Personal privacy issues

Issue 4:
Fairness and equity

Our solution for future education

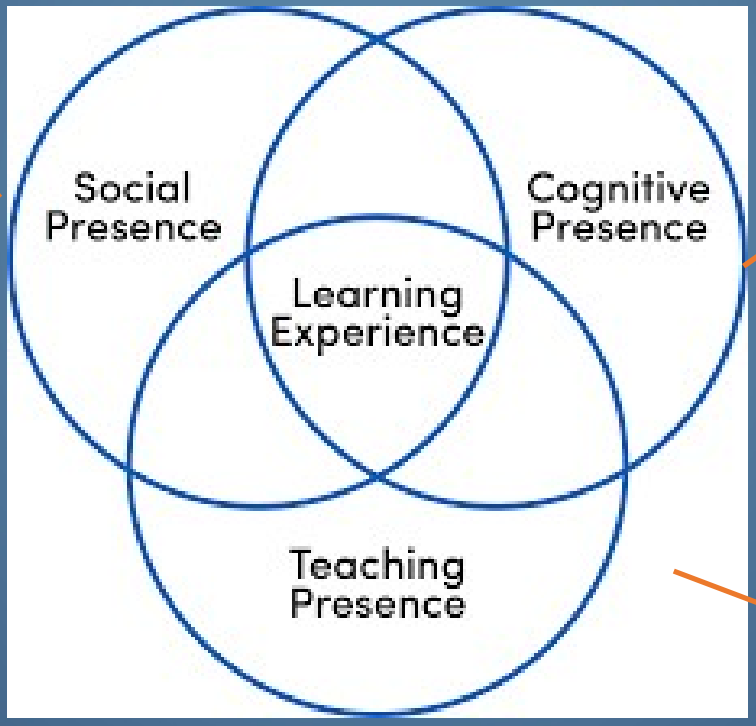
To integrate generative AI into the metaverse

2. The metaverse platforms - Learningverse and LearngverseVR and digital human

2.1 Learningverse

- Learningverse is a 3D metaverse platform, integrating a range of AI technologies for learners to conduct immersive and interactive learning activities in online or blended contexts.

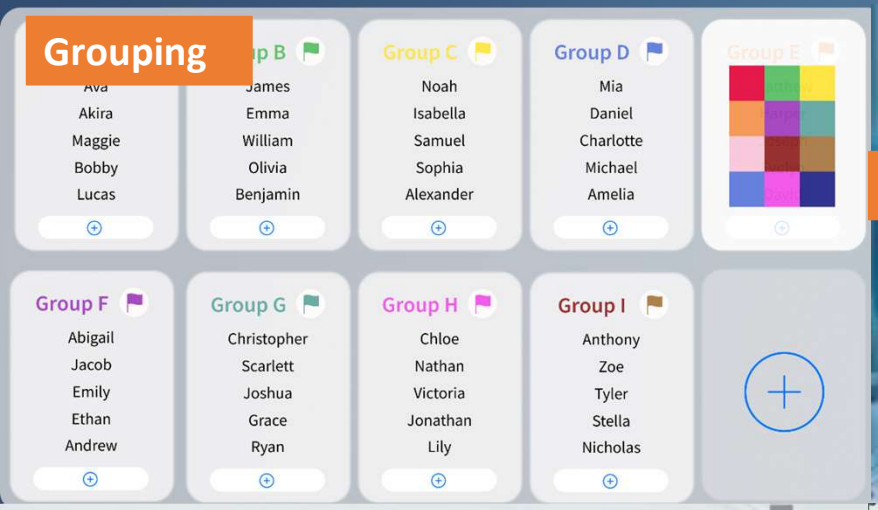
Community of inquiry as a theoretical underpinning for setting up the platform

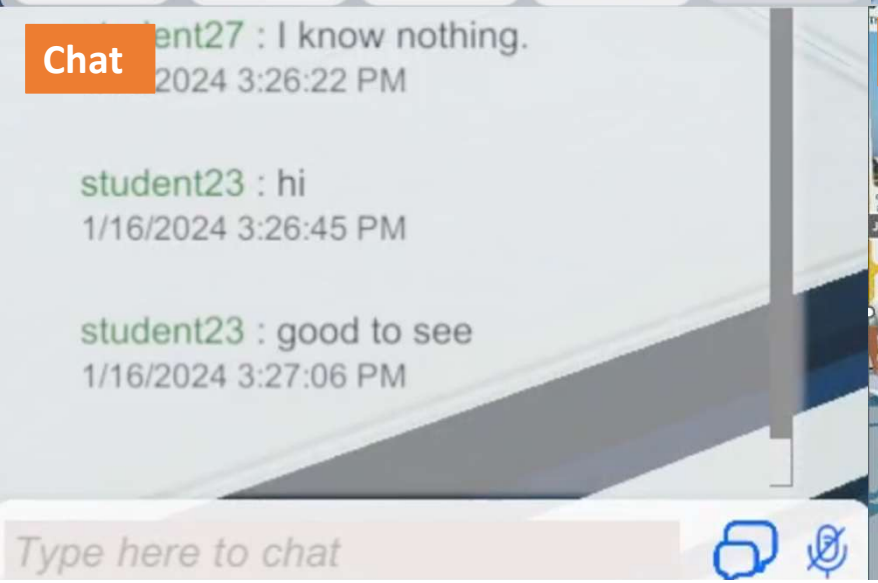


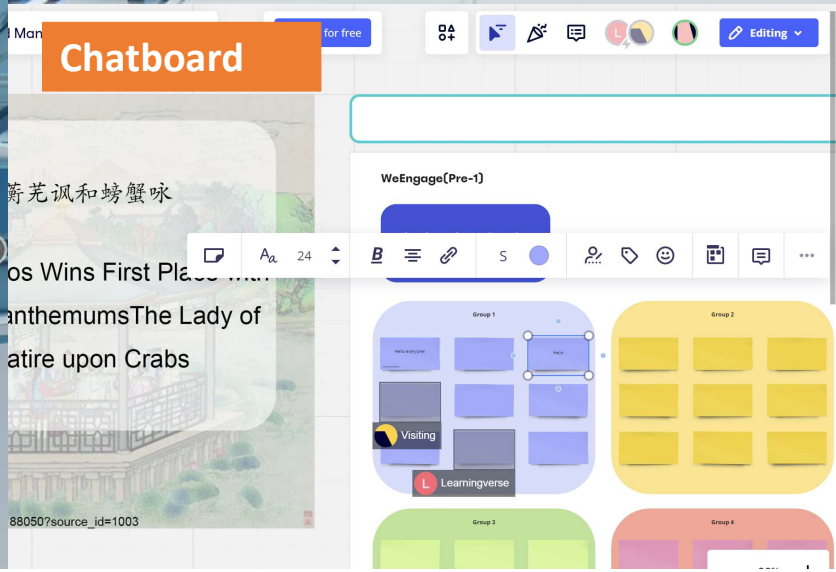
Song, Y., Cao, J., Wu, K., Yu, P. L. H., & Lee, J. C. K. (2023). Developing "Learningverse" - A 3-D Metaverse Platform to Support Teaching, Social, and Cognitive Presences. *IEEE Transactions on Learning Technologies*, 16(6), 1165-1178. https://doi.org/10.1109/TLT.2023.3276574

(Garrison et al.,2010)

Specialised features for educational use








WeCreate
Group 1
Group 2
Back
Task
Map
Reaction
Chat
Task 1
Task 2
Task 3
Task 4
Task 5
Cancel
Lucas
Type here to chat
Wave
Clap
Great
Yeah
Raising hand
Happy
Surprise
Fear
Confused
Frustrated
Bored
Rotate
Move

2.2 AI-driven digital human in the metaverse platform

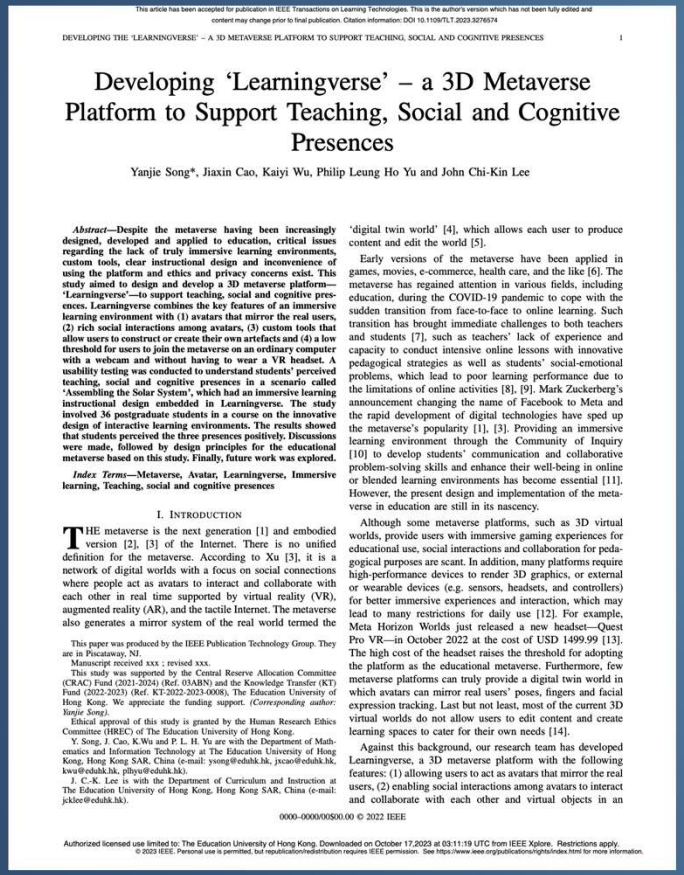
- Human-like Interaction:
  - GenAI and LLMs represent cutting-edge technologies capable of mimicking human-like cognitive processes (Fan et al., 2023)
- Adaptive Learning:
  - AI can adapt instructional strategies based on real-time student responses and learning progress (Rane, Choudhary, & Rane, 2023)
- Personalised Feedback and Guidance:
  - Individualized Support (Lim et al., 2023)
  - Retrieval-Augmented Generation(RAG)

2D digital human

3D digital human


2D Digital human teacher
Back
Task
Map
Reaction
Chat
Task 1
Task 2
Task 3
Task 4
Task 5
Cancel
Digital Human
Rotate
Move
Wave
Clap
Great
Yeah
Raising hand
Happy
Surprise
Fear
Confused
Frustrated
Bored
Hello! It seems like you're looking for assistance or information. Please provide me with your query or topic of interest, and I'll be happy to help you.
Enter text...

Publication and awards



Developing 'Learningverse' – a 3D Metaverse Platform to Support Teaching, Social and Cognitive Presences

Yanjie Song*, Jiaxin Cao, Kaiyi Wu, Philip Leung Ho Yu and John Chi-Kin Lee

***Abstract*—Despite the metaverse having been increasingly designed, developed and applied to education, critical issues regarding the lack of truly immersive learning environments, custom tools, clear instructional design and inconvenience of using the platform and ethics and privacy concerns exist. This study aimed to design and develop a 3D metaverse platform—'Learningverse'—to support teaching, social and cognitive presences. Learningverse combines the key features of an immersive learning environment with (1) avatars that mirror the real users, (2) rich social interactions among avatars, (3) custom tools that allow users to construct or create their own artefacts and (4) a low threshold for users to join the metaverse on an ordinary computer with a webcam and without having to wear a VR headset. A usability testing was conducted to understand students' perceived teaching, social and cognitive presences in a scenario called 'Assembling the Solar System', which had an immersive learning instructional design embedded in Learningverse. The study involved 36 postgraduate students in a course on the innovative design of interactive learning environments. The results showed that students perceived the three presences positively. Discussions were made, followed by design principles for the educational metaverse based on this study. Finally, future work was explored.**

***Index Terms*—Metaverse, Avatar, Learningverse, Immersive learning, Teaching, social and cognitive presences**

I. Introduction

THE metaverse is the next generation [1] and embodied version [2], [3] of the Internet. There is no unified definition for the metaverse. According to Xu [3], it is a network of digital worlds with a focus on social connections where people act as avatars to interact and collaborate with each other in real time supported by virtual reality (VR), augmented reality (AR), and the tactile Internet. The metaverse also generates a mirror system of the real world termed the 'digital twin world' [4], which allows each user to produce content and edit the world [5].

Early versions of the metaverse have been applied in games, movies, e-commerce, health care, and the like [6]. The metaverse has regained attention in various fields, including education, during the COVID-19 pandemic to cope with the sudden transition from face-to-face to online learning. Such transition has brought immediate challenges to both teachers and students [7], such as teachers' lack of experience and capacity to conduct intensive online lessons with innovative pedagogical strategies as well as students' social-emotional problems, which lead to poor learning performance due to the limitations of online activities [8], [9]. Mark Zuckerberg's announcement changing the name of Facebook to Meta and the rapid development of digital technologies have sped up the metaverse's popularity [1], [3]. Providing an immersive learning environment through the Community of Inquiry [10] to develop students' communication and collaborative problem-solving skills and enhance their well-being in online or blended learning environments has become essential [11]. However, the present design and implementation of the metaverse in education are still in its nascency.

Although some metaverse platforms, such as 3D virtual worlds, provide users with immersive gaming experiences for educational use, social interactions and collaboration for pedagogical purposes are scant. In addition, many platforms require high-performance devices to render 3D graphics, or external or wearable devices (e.g. sensors, headsets, and controllers) for better immersive experiences and interaction, which may lead to many restrictions for daily use [12]. For example, Meta Horizon Worlds just released a new headset—Quest Pro VR—in October 2022 at the cost of USD 1499.99 [13]. The high cost of the headset raises the threshold for adopting the platform as the educational metaverse. Furthermore, few metaverse platforms can truly provide a digital twin world in which avatars can mirror real users' poses, fingers and facial expression tracking. Last but not least, most of the current 3D virtual worlds do not allow users to edit content and create learning spaces to cater for their own needs [14].

Against this background, our research team has developed Learningverse, a 3D metaverse platform with the following features: (1) allowing users to act as avatars that mirror the real users, (2) enabling social interactions among avatars to interact and collaborate with each other and virtual objects in an

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Ethical approval of this study is granted by the Human Research Ethics Committee (HREC) of The Education University of Hong Kong.
Y. Song, J. Cao, K.Wu and P. L. H. Yu are with the Department of Mathematics and Information Technology at The Education University of Hong Kong, Hong Kong SAR, China (e-mail: ysong@eduhk.hk, jxcao@eduhk.hk, kwu@eduhk.hk, plhyu@eduhk.hk).
J. C.-K. Lee is with the Department of Curriculum and Instruction at The Education University of Hong Kong, Hong Kong SAR, China (e-mail: jcklee@eduhk.hk).

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"Learningverse" won "Bronze Medal" at the 48th International Exhibition of Inventions in Geneva, Switzerland 2023; and "Silver Medal" and "Special Award" at The International Invention Innovation Competition in Canada (iCAN) 2023

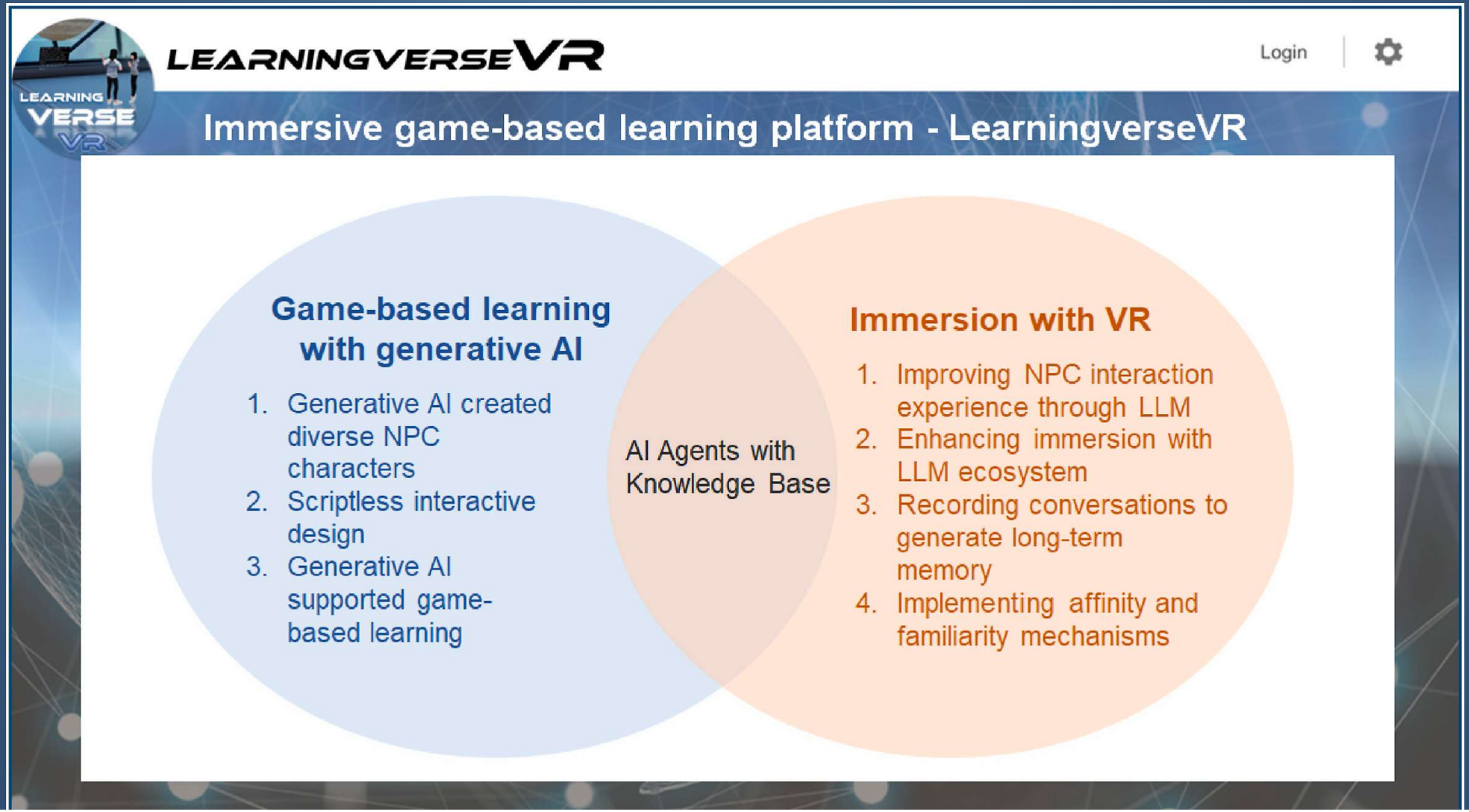
Song, Y., Cao, J., Wu, K., Yu, P. L. H., & Lee, J. C. K. (2023). Developing "Learningverse"—A 3-D Metaverse Platform to Support Teaching, Social, and Cognitive Presences. *IEEE Transactions on Learning Technologies*, *16*(6), 1165-1178.

2.3 LearningverseVR

An immersive game-based learning platform based on Learningverse that uses generative AI and virtual reality to improve learners' immersive and interactive experiences and offer novel views on digital game-based learning.

Song, Y., Wu, K., & Ding, J. (2024). Developing an immersive game-based learning platform with generative artificial intelligence and virtual reality technologies–“LearningverseVR”. *Computers & Education: X Reality*, *4*, 100069.

Overview of LearningverseVR design framework



Design of generative AI-driven NPCs /digital humans

Large Language Models (LLMs)

Text generation & Action

Knowledge base access

Context-awareness

Prompt engineering

NPC objective & behaviour

Generative visual model

Image & diagram generation

Audio encoder & decoder

Text-to-speech

API communication

Integration of various capabilities

3D reactions

Face emotion & body gestures

Retrieval and prompt engineering based on the LLMs

Generative visual model and text-to-speech converter creation of an agent

Agent-client communication

Multi-agent ecosystem

AI-driven NPC

Agent workflow

RAG

LLM

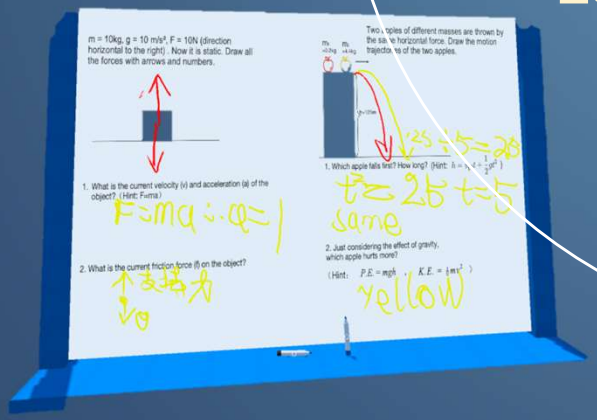
Generative AI

Unity

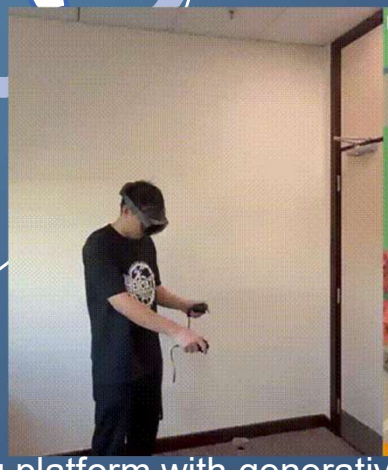
First-person view

Game-based learning interaction

LearningverseVR Multi-Agent ecosystem



AI feedback

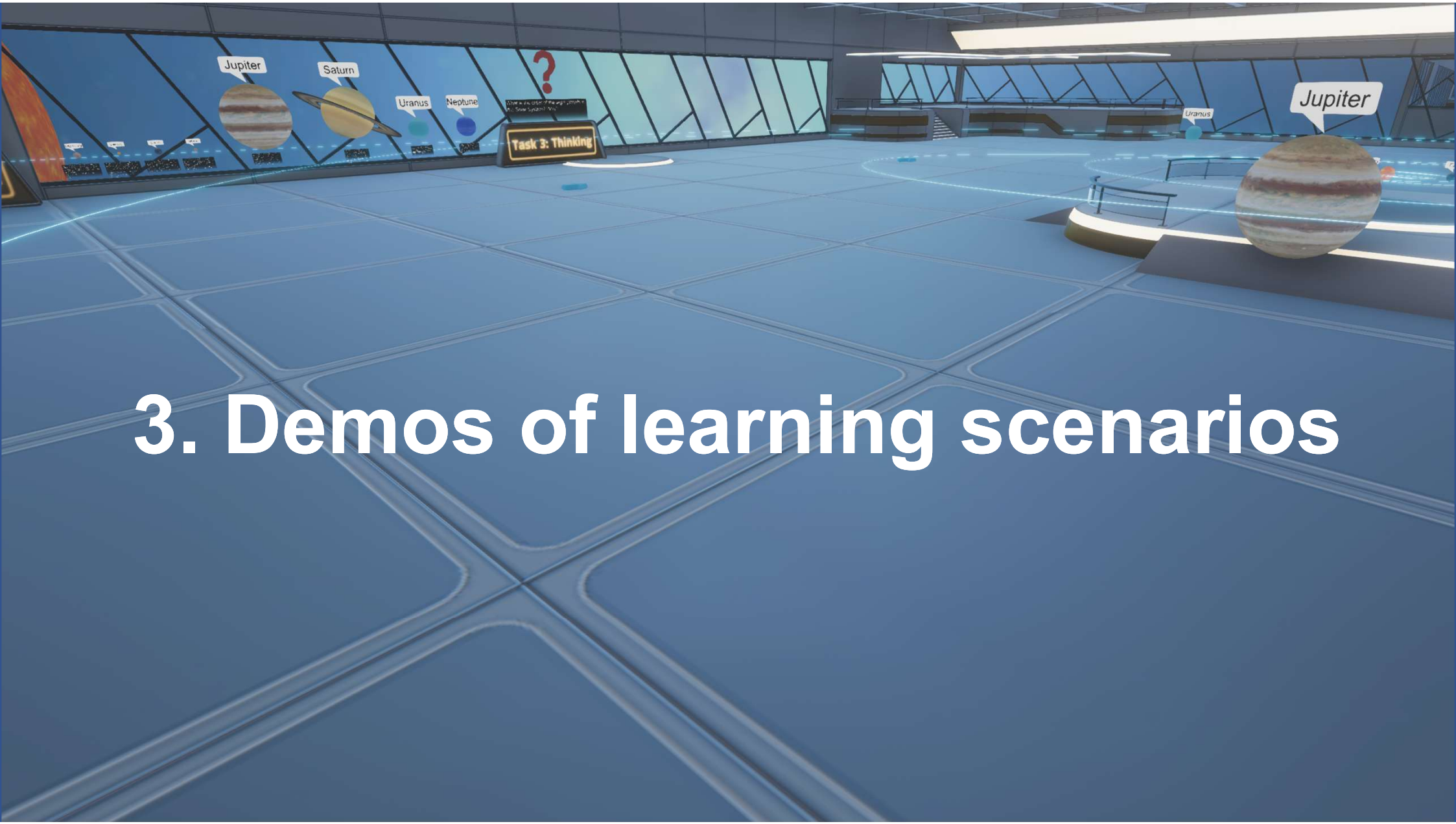


Song, Y., Wu, K., & Ding, J. (2024). Developing an immersive game-based learning platform with generative artificial

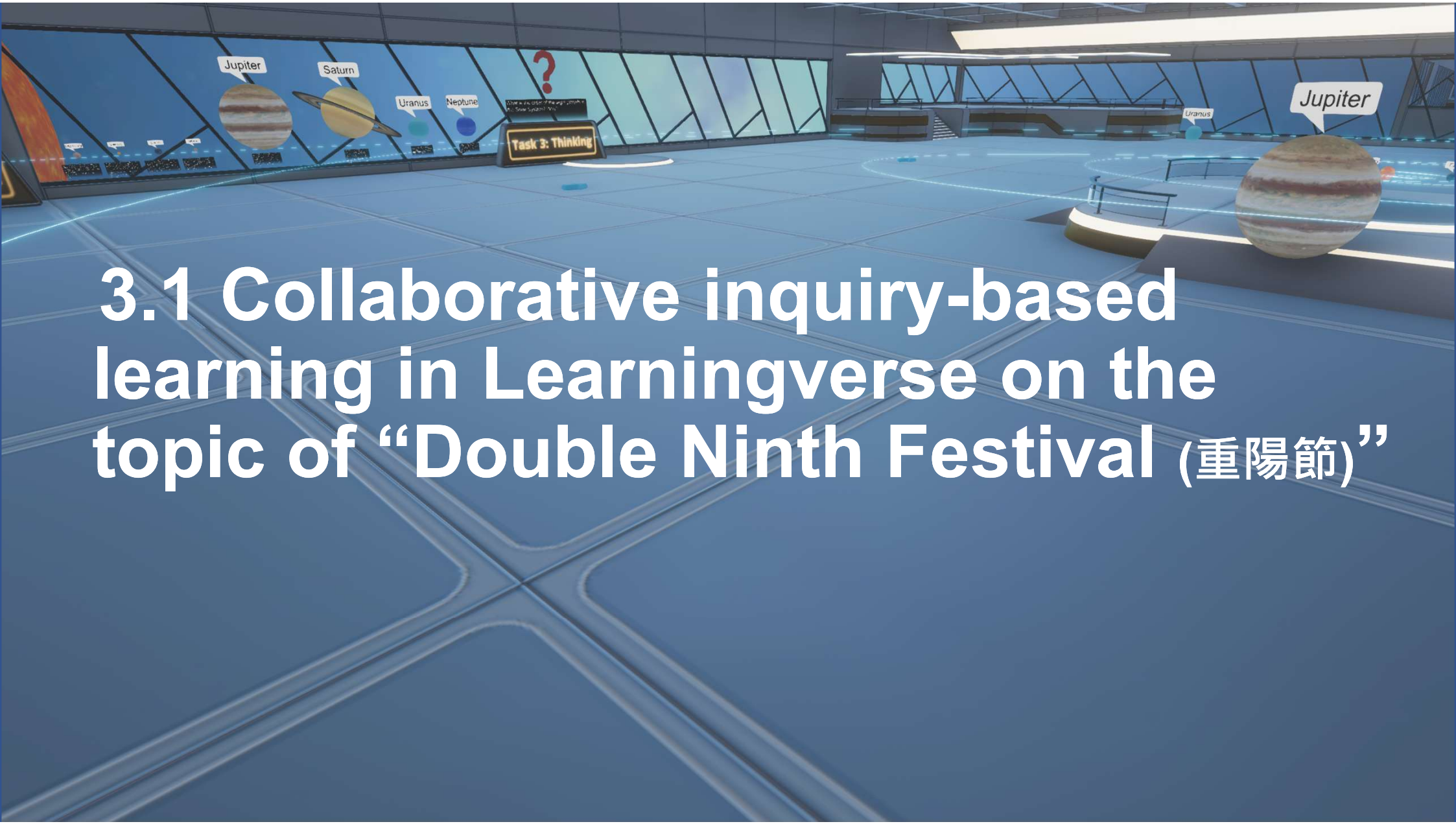
Multi-Agent ecosystem

Multi-agent ecosystem is an autonomous interactive system where multiple AI agents (including digital humans, objects, etc.) can communicate and share information with each other. Each agent possesses its own cognitive abilities and decision-making logic, enabling unscripted natural dialogue and behaviour simulation to create a more authentic and dynamic interactive experience.

Features	Multi-Agent ecosystem	Traditional ecosystem
Unscripted dialogues	✓	✗
Autonomous decision making	✓	✗
AI objects	✓	✗
AI plants	✓	✗
Dynamic behavior simulation	✓	✗
Inter-agent communication	✓	✗
Information sharing	✓	✗
Preset script interactions	✗	✓



3. Demos of learning scenarios



3.1 Collaborative inquiry-based learning in Learningverse on the topic of “Double Ninth Festival (重陽節)”

Caborative inquiry-based learning in Learningverse on the topic of “Double Ninth Festival (重陽節)”

WeEngage

Task 1 WeEngage: Students work in groups to make pre-reflections on what they know about Double Ninth Festival on the Whiteboard.

WeExplore

Task 2 WeExplore: Students work in groups to explore the Learningverse space based on A Dream of Red Mansions, exploring and experiencing the ancient Double Ninth Festival folk customs

WeAnalyse

Task 3 WeAnalyse: Students analyse the Intangible Cultural Heritage knowledge and information about Double Ninth Festival.

WeExplain

Task 4 WeExplain: Students perform in groups to show their understanding of the festival (both the key concepts learning in the novel and customs in real life).

WeReflect

Task 5 WeReflect: Quiz and post reflection on Whiteboard

Learning Chinese culture on “Double Ninth Festival (重陽節)” supported by a digital human teacher

- Simulating human thinking and behaviour
- Interactive learning experiences
- Personalised learning pathways
- Real-time problem solving
- AI-scaffolded learning

Digital human teacher

(Drigas et al., 2023; Fink et al., 2024; Johri et al., 2023; Wang et al., 2023)

An empirical study - “The Double-Ninth Festival” in the metaverse platform - Learningverse

Research question

What were the interactions patterns between students in the experimental group scaffolded by the digital human teacher and students in the control group scaffolded by a real teacher?

Participants

Involving two classes of 85 Grade 6 students

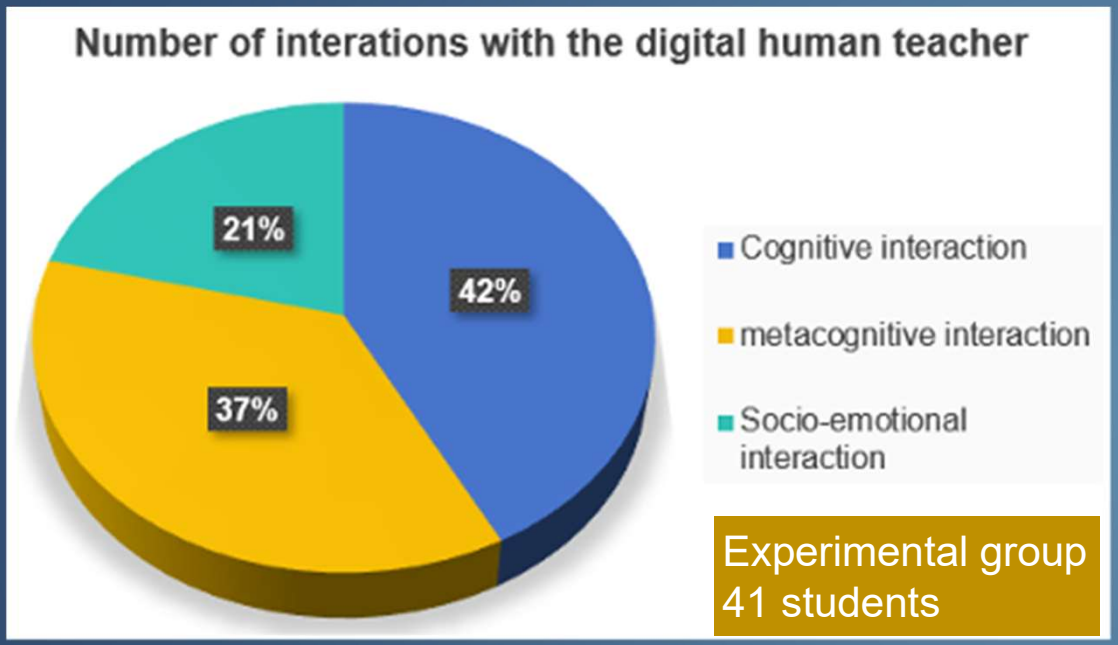
- 41 students as the experimental group
- 44 students as the control group

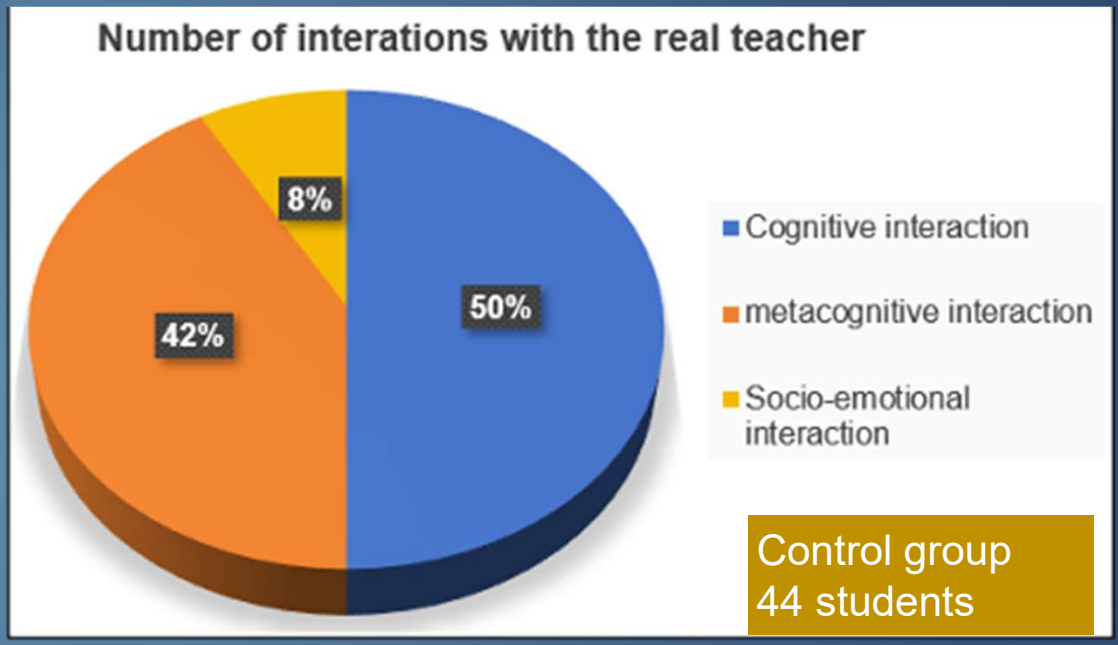
- Lasted three weeks

Experimental group: 6 groups with 41 students
Control group: 7 groups with 44 students

Chinese culture (Double Ninth Festival 重陽節)

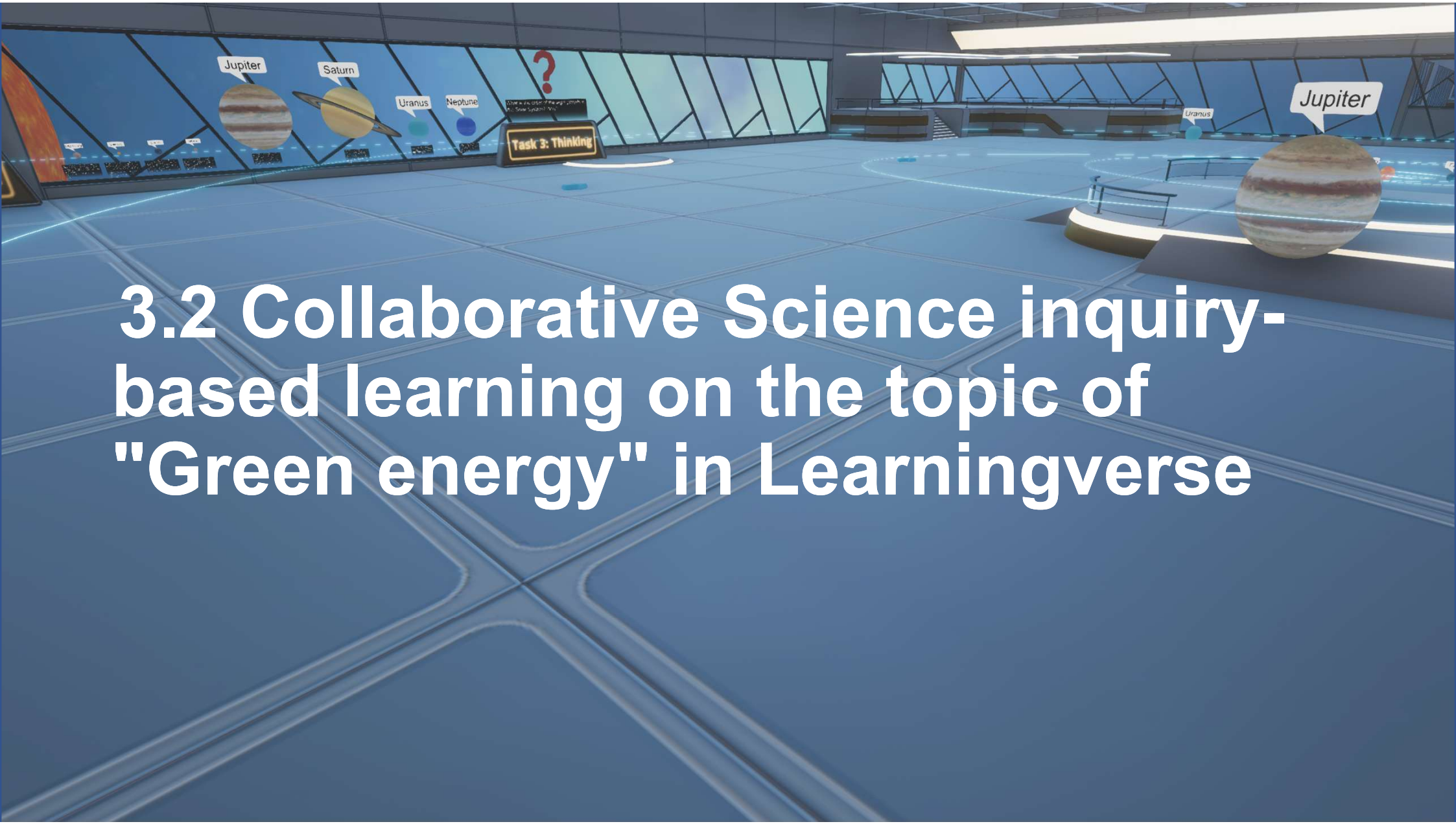
Results of interaction patterns between experimental and control groups





This Figure shows that in the experimental group, cognitive, metacognitive and socio-emotional interactions accounted for 42% (66 interactions), 37% (57 interactions) and 21% (33 interactions) between the digital human teacher and students respectively (156 interactions in total).

This Figure shows that in the control group, cognitive, metacognitive and socio-emotional interactions accounted for 50% (6 interactions), 42% (5 interactions) and 8% (1 interaction) between the real teacher and students respectively (12 interactions in total)).



3.2 Collaborative Science inquiry-based learning on the topic of "Green energy" in Learningverse

3.2 Collaborative Science inquiry-based learning on the topic of "Green energy" in Learningverse

Task 1 WeEngage: Students interact with a steam engine model in the Learningverse, sharing their prior knowledge about energy.

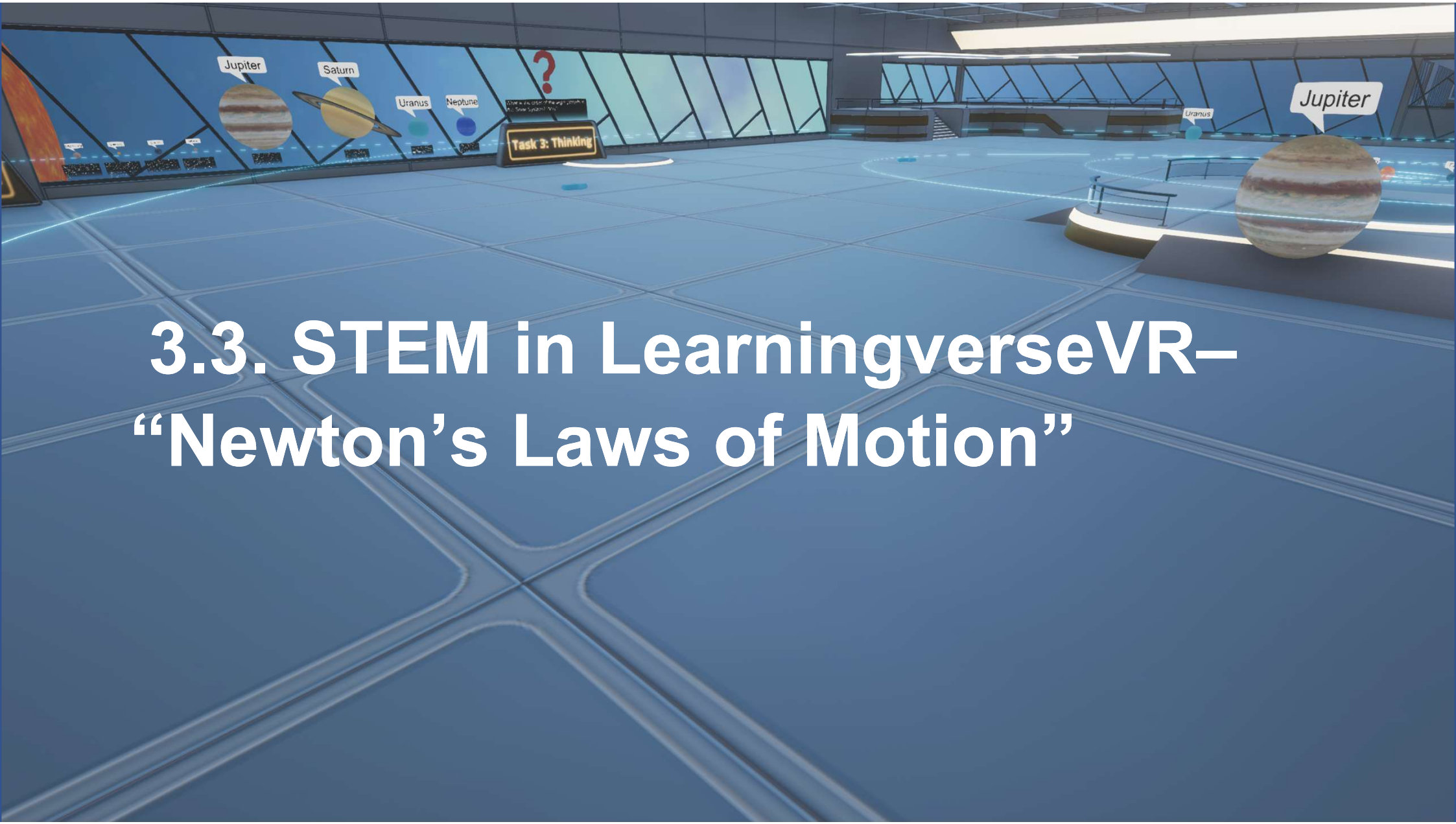
Task 2 WeExplore: Students design power supply solutions for a virtual town using various energy sources and converters.

Task 3 WeAnalyse: Students analyse their power supply solutions based on cost, efficiency, sufficiency, and pollution.

Task 4 WeCreate: Students create their power supply solutions using interactive features in Learningverse.

Task 5 WeShare: Students share their power supply solutions with peers.

LEARNINGVERSE



3.3. STEM in LearningverseVR– “Newton’s Laws of Motion”

3.3 STEM in LearningverseVR– “Newton’s Laws of Motion”

Topic

Magical VR adventure: Newton’s laws of motion through apples and archery

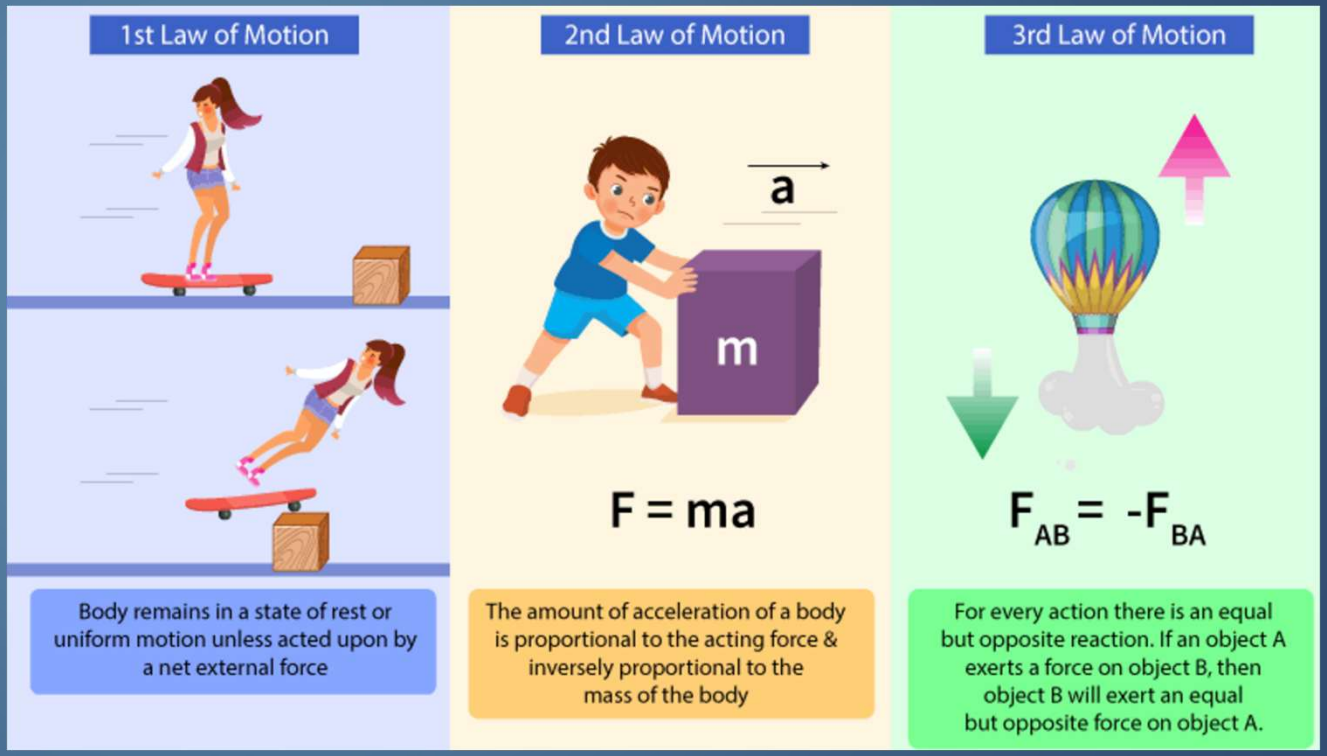
Target students

Grade Level: Hong Kong Secondary 4 Students (Approximately 15-16 years old)

Prior knowledge

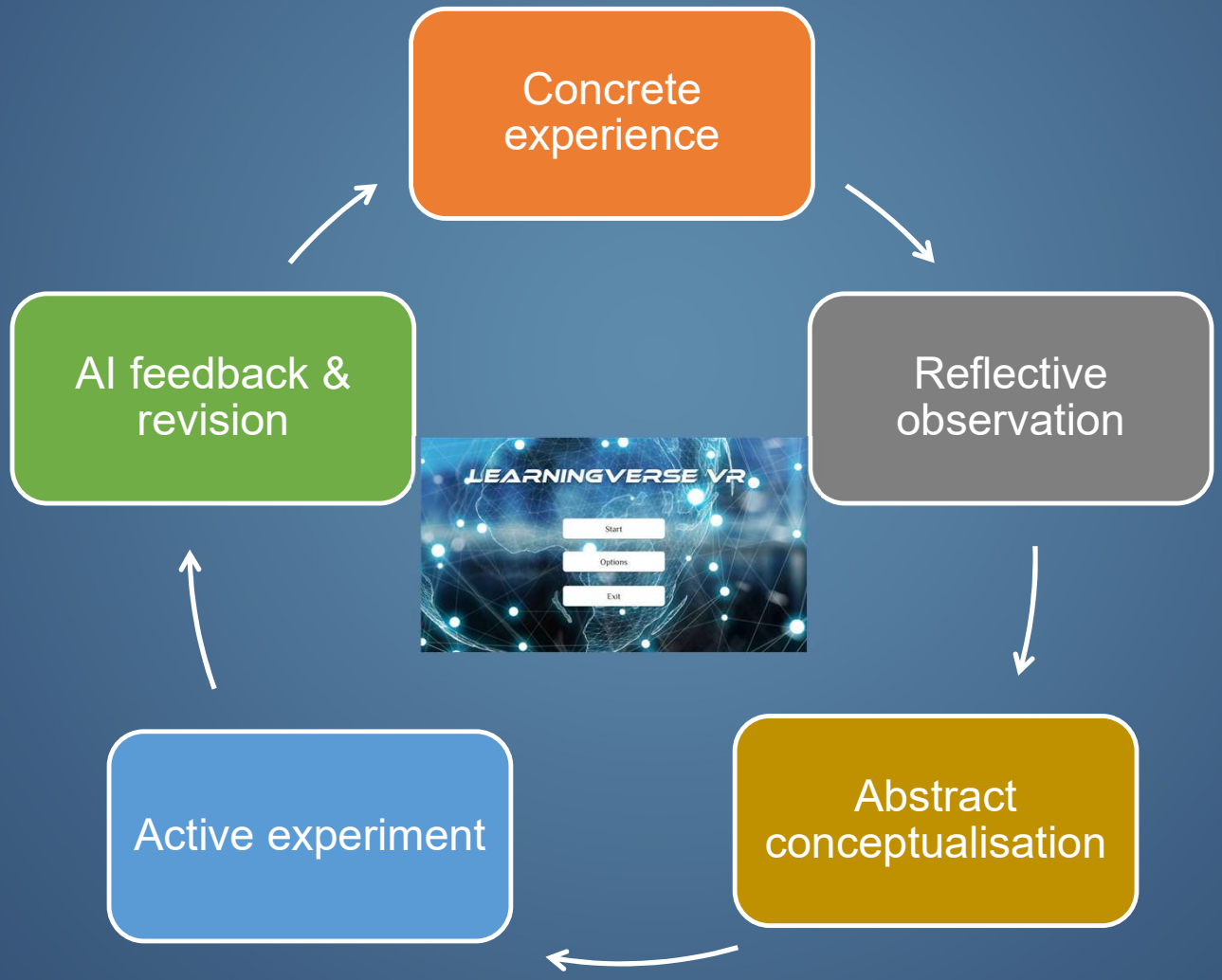
- Basic understanding of gravity and its effects
- Familiarity with concepts of mass and weight

Learning objectives



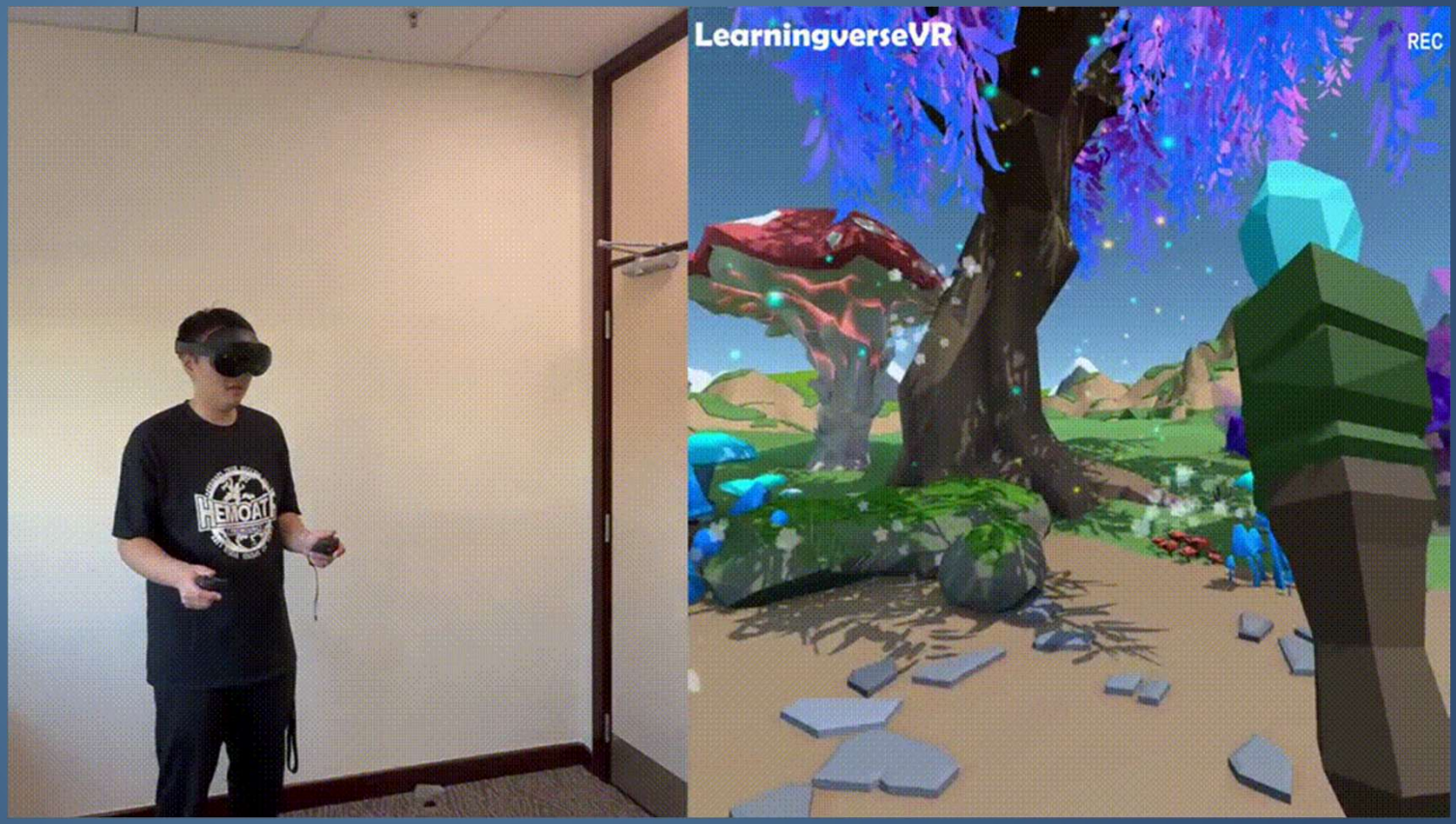
Adapte from: EDB Science Education Curriculum Documents https://www.edb.gov.hk/attachment/en/curriculum-development/kla/science-edu/Science(S1-3)_supp_e_2017.pdf

Research design Immersive game-based experiential learning [(adaptive from experiential learning model (Kolb, 1984)]



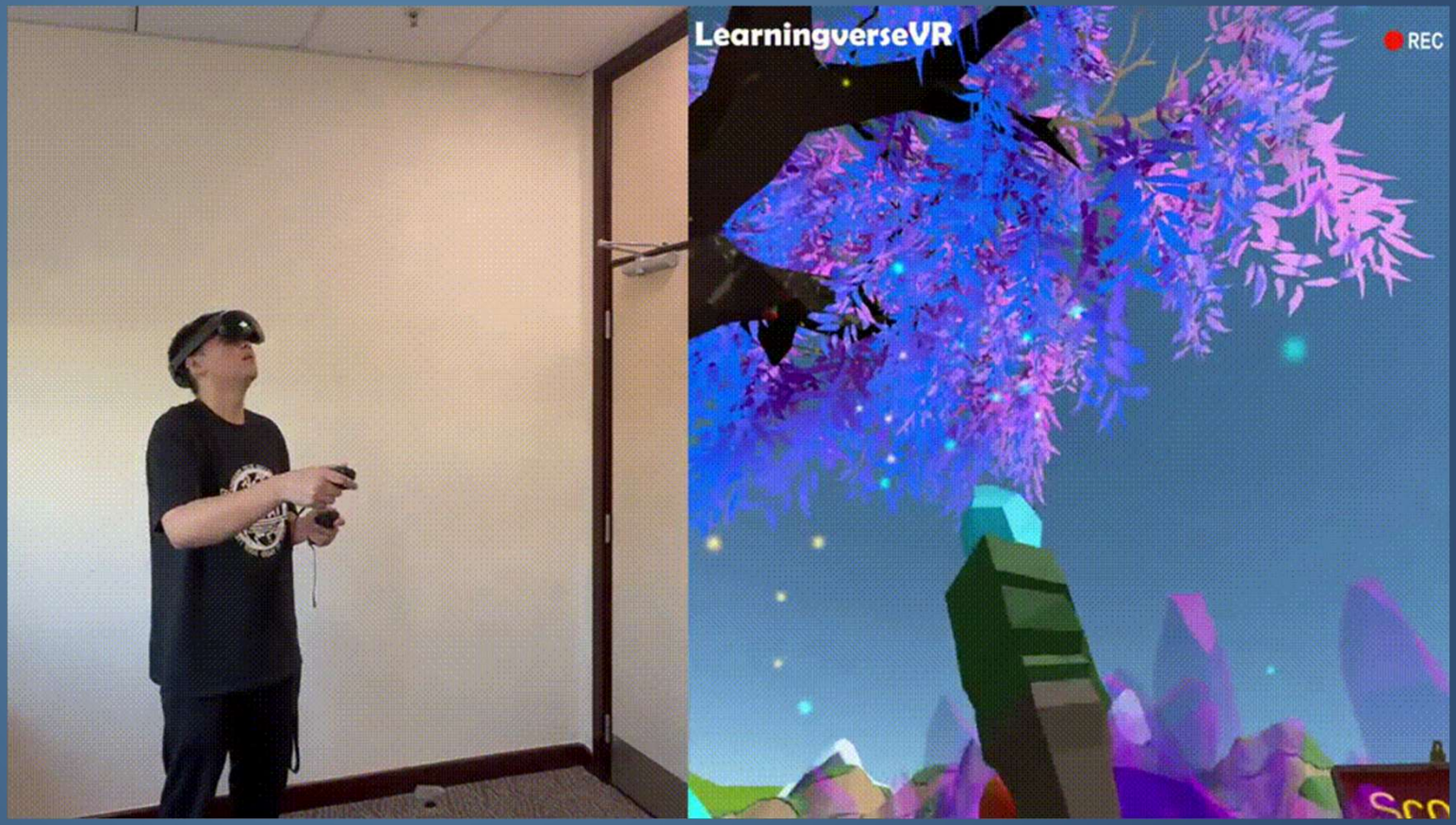
LearningverseVR supported immersive game-based experiential learning

1) Concrete experience: Students engage in hands-on activities like catching falling apples, providing direct experience with the concepts of gravity and mass.



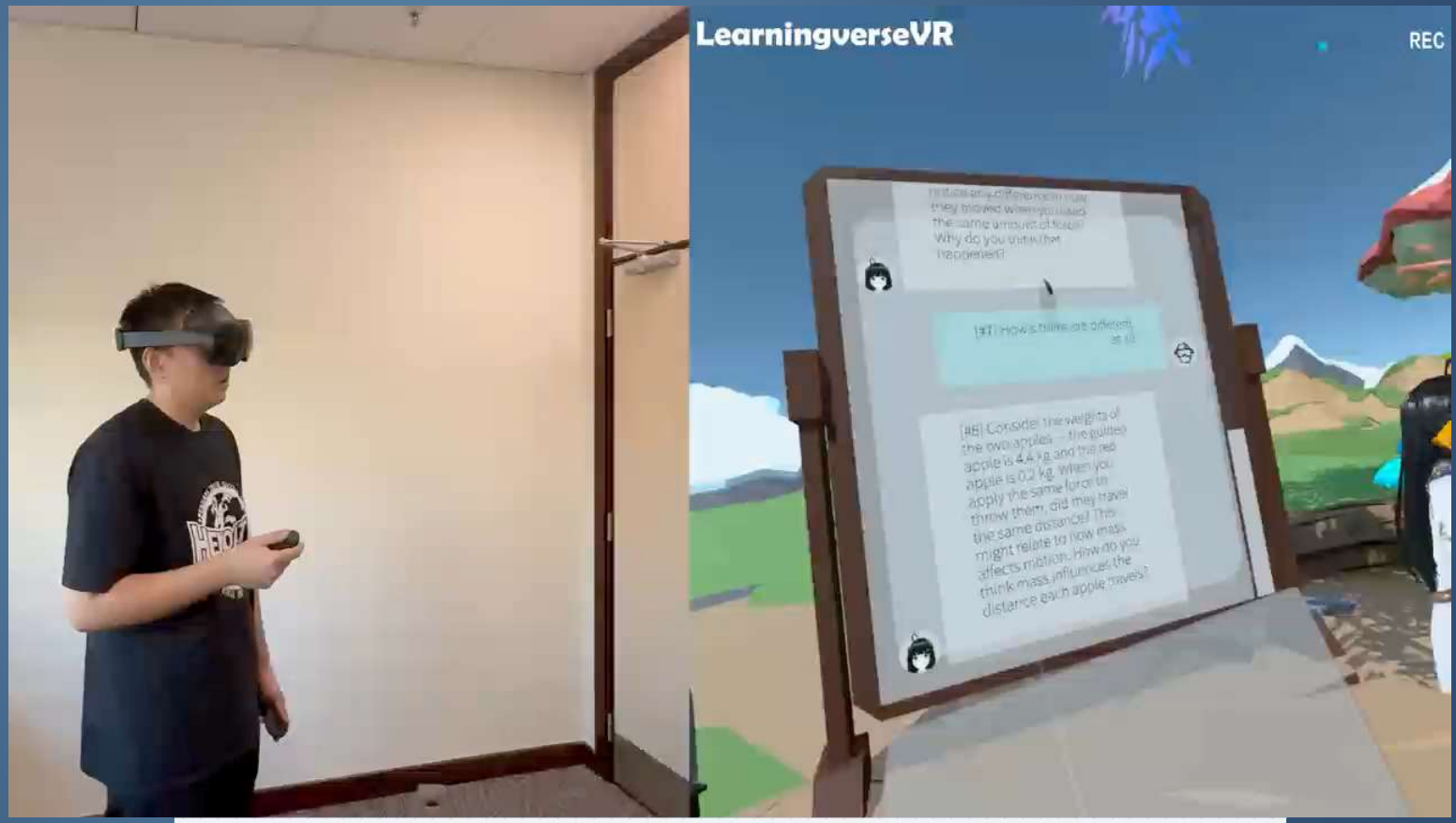
LearningverseVR supported immersive game-based experiential learning

2) Reflective observation: Tasks like throwing apples into storage areas help students observe the effects of force and mass on motion.



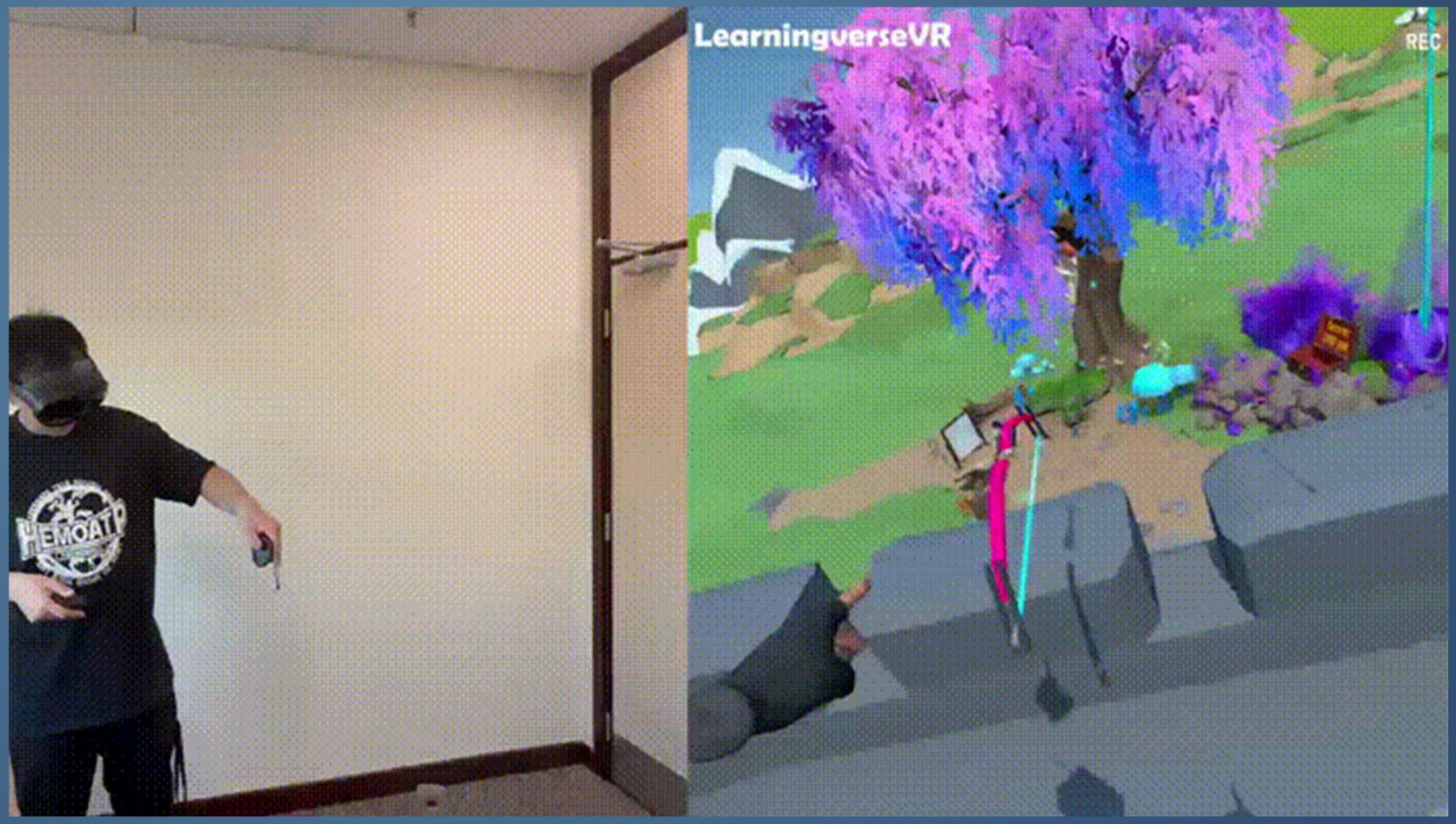
LearningverseVR supported immersive game-based experiential learning

3) Abstract conceptualization: The AI-driven NPC guides students in understanding of Newton's laws and related equations.



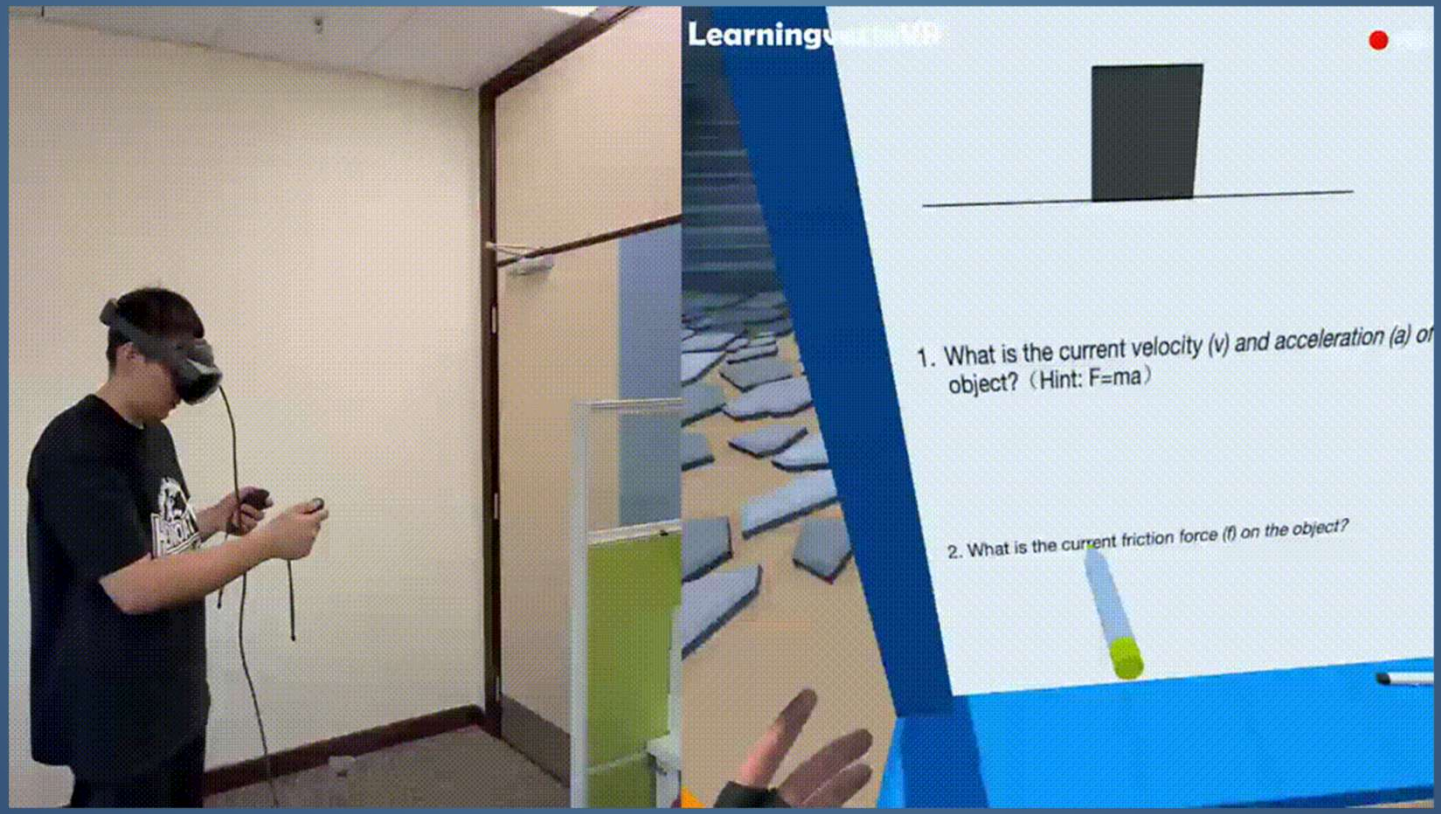
LearningverseVR supported immersive game-based experiential learning

4) Active experimentation:
In the Archery challenge arena, students apply learned concepts to new challenges, experimenting with and observing arrows with different mass and weight (e.g. ice and wood), which results in different trails and air/flying speed.



LearningverseVR supported immersive game-based experiential learning

5) Immersive learning and AI feedback: Drawing and writing equations on a virtual whiteboard with AI feedback.



LearningverseVR supported immersive game-based experiential learning

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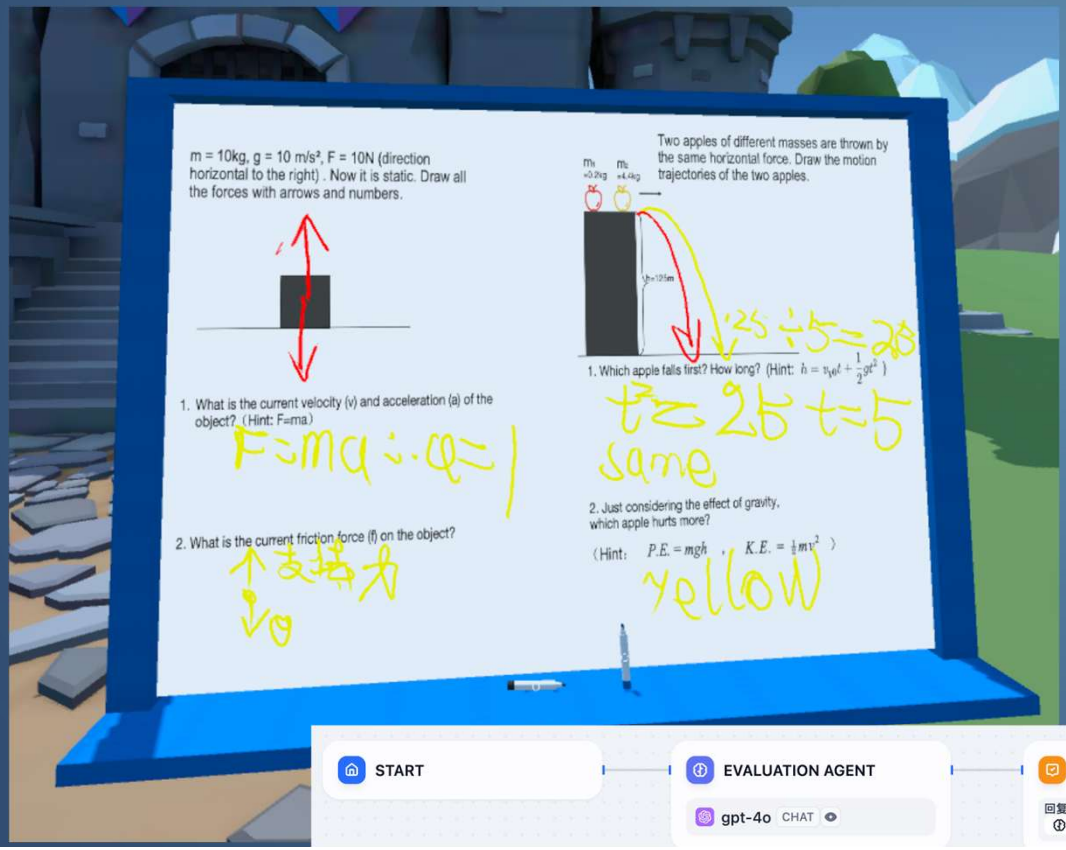


- **Missing Forces (Applied Force and Friction Force):** The student's diagram does not show the applied force of 10 N directed horizontally to the right, which is crucial for understanding the scenario. Additionally, there is no representation of the friction force, which should be equal and opposite to the applied force to maintain static equilibrium.

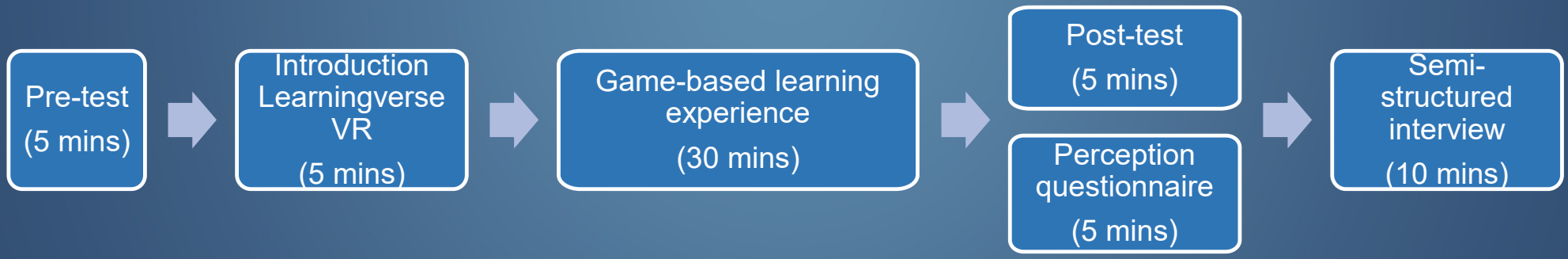
Correct Force Analysis Should Include:

- **Gravitational Force (G = mg):** This should be drawn vertically downward, representing the weight of the object, calculated as the product of mass and gravitational acceleration (10 kg × 9.8 m/s² = 98 N).
- **Normal Force (N):** Drawn vertically upward, equal in magnitude to the gravitational force, to maintain vertical equilibrium.
- **Applied Force (F = 10 N):** Horizontally to the right.
- **Friction Force (f):** Horizontally to the left, equal in magnitude to the applied force, to ensure no net horizontal movement.

A pilot study:

RQ1: What is the impact of LearningverseVR ion students' understanding of Newton's Law of Motion?

RQ2: What are students' perceptions of the usability and effectiveness of LearningverseVR as a game-based learning platform?



Research procedure

Data collection

Both quantitative data and qualitative data.
Participants: 27 students (N=27)

RQ1: What is the impact of LearningverseVR ion students' understanding of Newton's Law of Motion?
RQ2: What are students' perceptions of the usability and effectiveness of LearningverseVR as a game-based learning platform?

	RQ 1	RQ 2
Pre-test and post-test	√	
Perception questionnaire		√
Dialog data	√	
Whiteboard data	√	
Interview data	√	√

Results: Conceptual understanding

RQ1:
Students demonstrated improved conceptual understanding of Newton's Law of Motion.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
preScore	27	2.00	5.00	3.8000	.73485	1.64317
postScore	27	6.00	9.00	7.9000	.37417	.83666
Valid N (listwise)	27					

Descriptive Statistics from pre-test and post test

Results: Perceptions

RQ2:
What are students' perceptions of the usability and effectiveness of LearningverseVR as a game-based learning platform?

1	I think learning on a VR platform is detrimental to me.	☐	☐	☐	☐	☐
2	I think learning with a VR platform must be approached with caution.	☐	☐	☐	☐	☐
3	I think using a VR platform involves risks.	☐	☐	☐	☐	☐
4	I believe the VR platform is designed to support my best academic performance.	☐	☐	☐	☐	☐
5	I believe using a VR platform can help me learn.	☐	☐	☐	☐	☐
6	I believe the VR platform meets my academic needs.	☐	☐	☐	☐	☐
7	I think the VR platform is capable of introducing knowledge and inspiring thinking.	☐	☐	☐	☐	☐
8	I think the VR platform introduces course content and inspires thinking.	☐	☐	☐	☐	☐
9	I believe the VR platform has all the functionalities I expect.	☐	☐	☐	☐	☐
10	I think I can fully rely on the VR platform.	☐	☐	☐	☐	☐
11	I think I can always trust the VR platform to help me better understand Newtonian mechanics.	☐	☐	☐	☐	☐
12	I believe the VR platform provides reliable information.	☐	☐	☐	☐	☐

No.	Item	1 Strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
1	Do you think the topics covered in learningverseVR are very complex?	☐	☐	☐	☐	☐
2	Do you think learningverseVR covers terms considered very complex?	☐	☐	☐	☐	☐
3	Do you think learningverseVR covers concepts and definitions that are very complex?	☐	☐	☐	☐	☐
4	Do you think the instructions and explanations provided during learningverseVR sessions are very unclear?	☐	☐	☐	☐	☐
5	Do you think the instructions and explanations provided during learningverseVR sessions are filled with unclear language?	☐	☐	☐	☐	☐
6	Do you think the guidance and explanations provided during learningverseVR sessions are very ineffective for learning?	☐	☐	☐	☐	☐
7	Do you think the interactive technologies used in learningverseVR are very unclear?	☐	☐	☐	☐	☐
8	Do you think the interactive technologies used in learningverseVR are very inefficient?	☐	☐	☐	☐	☐
9	Do you think the interactive technologies used in learningverseVR make learning more difficult?	☐	☐	☐	☐	☐
10	Do you think the interactive technologies used in learningverseVR are difficult to master?	☐	☐	☐	☐	☐
11	Do you think the design elements in learningverseVR make learning very unclear?	☐	☐	☐	☐	☐
12	Do you think the learningverseVR environment is very inefficient?	☐	☐	☐	☐	☐
13	Do you think the learningverseVR environment is filled with irrelevant content?	☐	☐	☐	☐	☐
14	Do you think it is difficult to find relevant learning information in the learningverseVR environment?	☐	☐	☐	☐	☐
15	Do you think learningverseVR has truly enhanced your understanding of the topic of Newtonian mechanics?	☐	☐	☐	☐	☐
16	Do you think learningverseVR has truly enhanced your understanding of Newtonian mechanics concepts and definitions?	☐	☐	☐	☐	☐
17	Do you think learningverseVR has truly enhanced your understanding of the Newtonian mechanics learning process?	☐	☐	☐	☐	☐

Adaptive from Technology acceptance model(TAM)

Results: Perceptions

RQ2:
Participants positively perceived learningverseVR's usability and effectiveness, highlighting deeper knowledge understanding and enhanced learning interest.

However some raised concerns about excessive distraction, VR related discomfort, and limited course coverage.

Construct	Mean	Std. Deviation	Min	Max	Cronbach's α
Perceived Usefulness (PU)	3.88	0.81	2	5	0.89
Perceived Ease of Use (PEOU)	4.73	1.25	2	5	0.91
Hedonic Motivation (HT)	3.83	0.83	2	5	0.87
System Quality (SQ)	4.42	0.69	3	5	0.93
Behavioral Intention (BI)	4.25	0.72	2	5	0.90

Adaptive from Technology acceptance model(TAM)

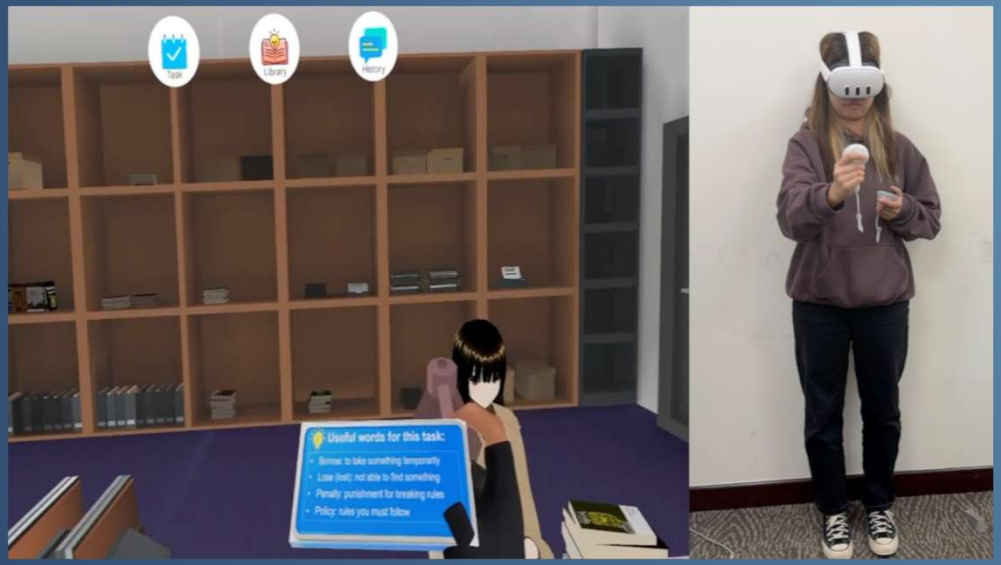
Descriptive Statistics of TAM Constructs
Scale: 1 = Strongly Disagree, 5 = Strongly Agree

3.4 A pilot study on improving oral English in LearningverseVR with digital humans/intelligent agents

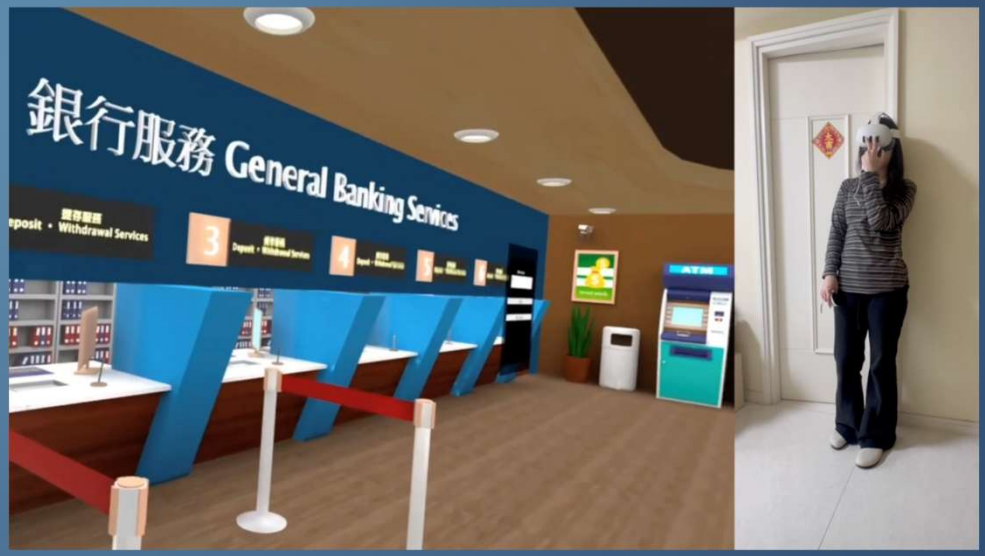
Learning tasks

Two learning tasks:

- Library task: Report a lost book and ask for help at the service counter
- Bank task: Open a savings account and complete basic service dialogues



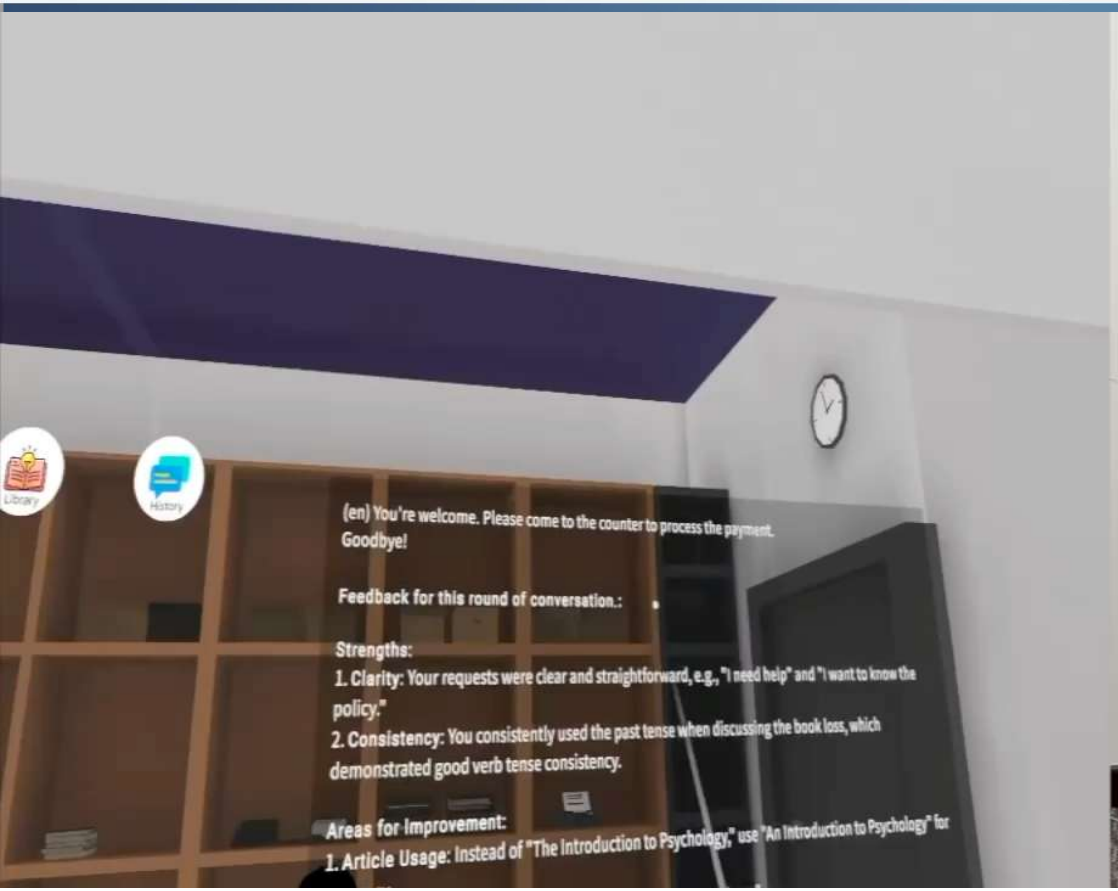
In the Library



In the Bank

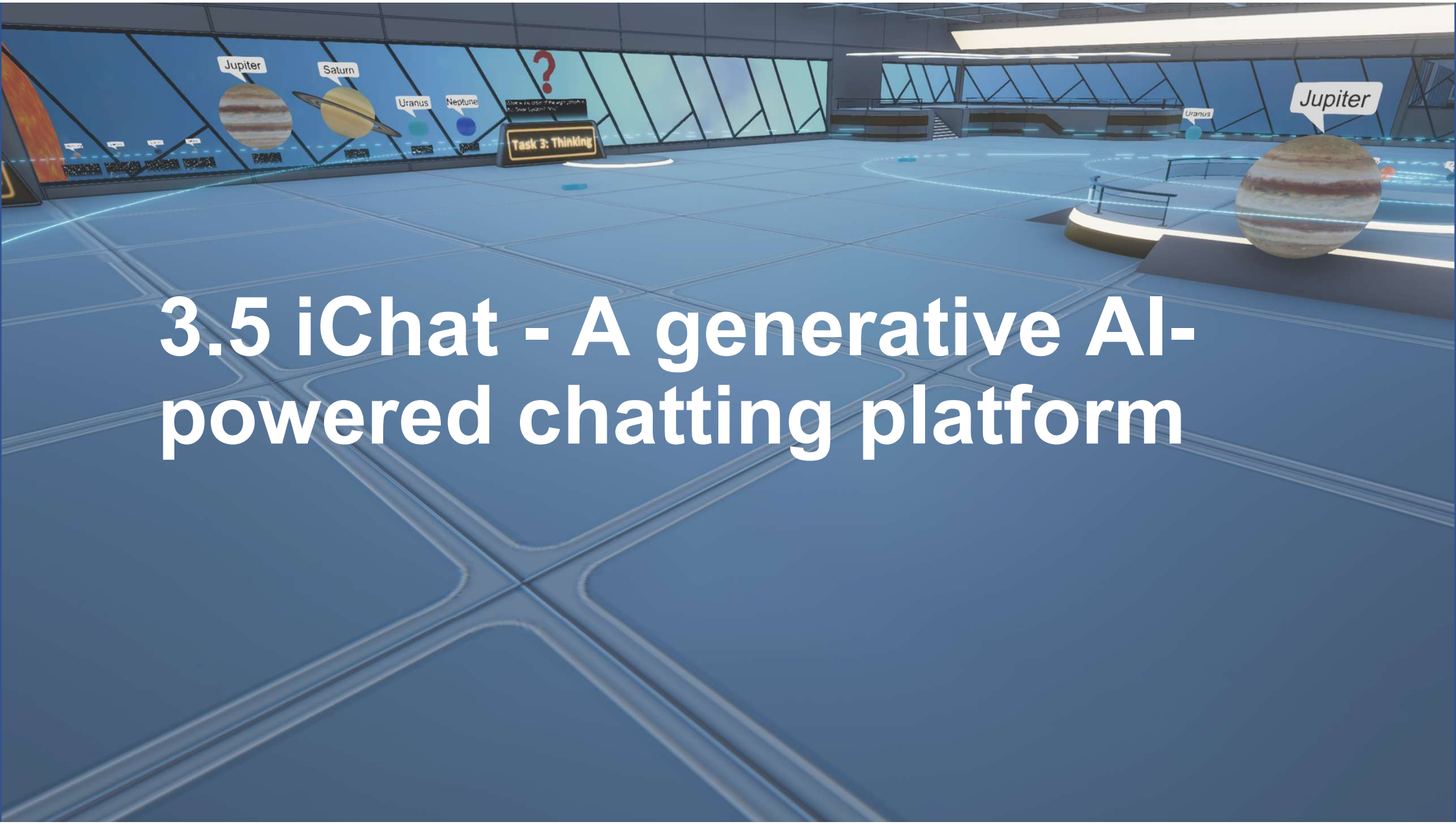

VR
Learning
Verse
VR

Workflow of NPC's feedback



Band	Lexical resource	Grammatical range and accuracy
9	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech
8	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors
7	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist
6	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures, though these rarely cause comprehension problems
5	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems
4	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding
3	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions
2	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms
1		

Feedback criteria from Cambridge English: https://assets.cambridgeenglish.org/webinars/ielts-speaking-band-descriptors.pdf



3.5 iChat - A generative AI-powered chatting platform

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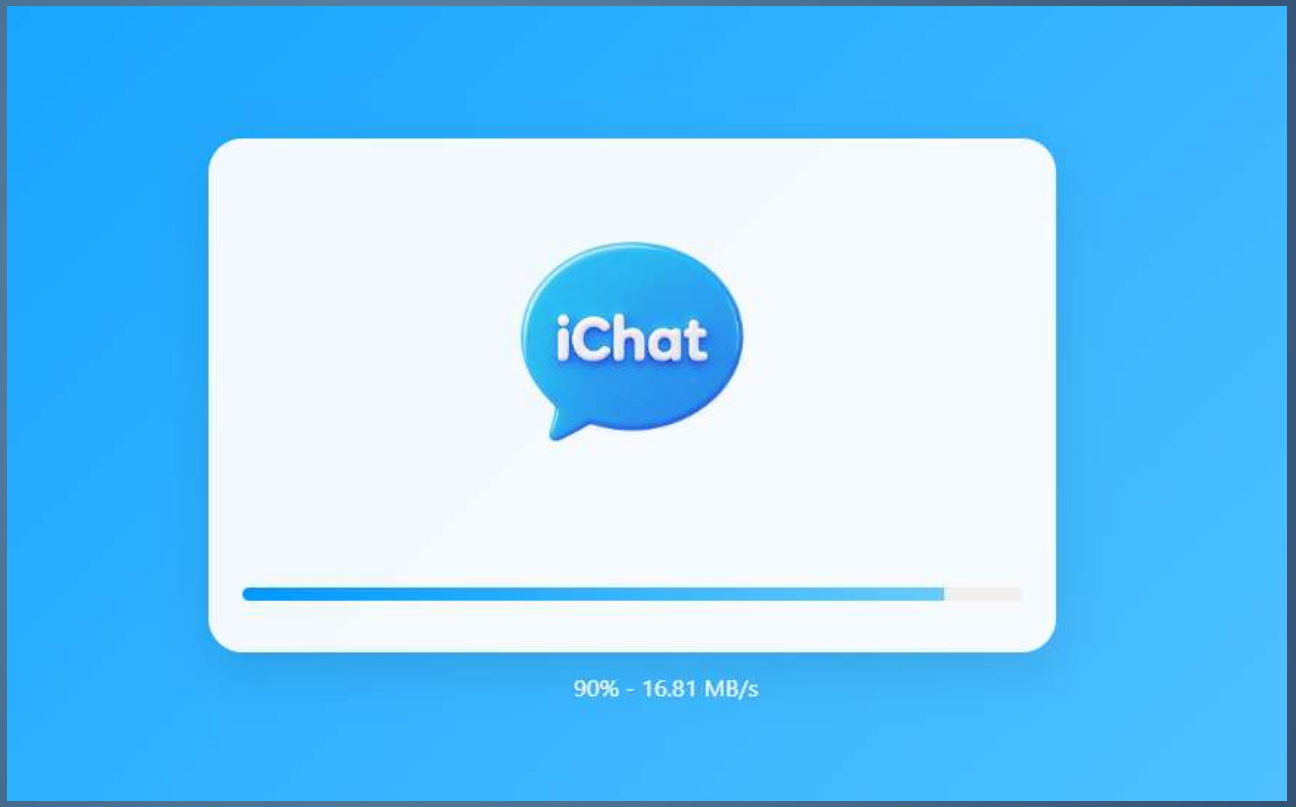
Visit the website： https://metaai360.com/ichat/



A generative AI-powered chatting platform integrated with “Learningverse” for personalized, and interactive learning, teaching and communication purposes in a more immersive and interactive environment


iChat
Welcome
Sign in with Google
Skip

Please fill in the information to create a digital human.

Digital Character Settings

Digital Human Name

New Digital Human_2025

Personality

- [ ] Serious
- [ ] Encouraging
- [ ] Approachable
- [ ] Calm
- [x] Patient

Customise

Start chat

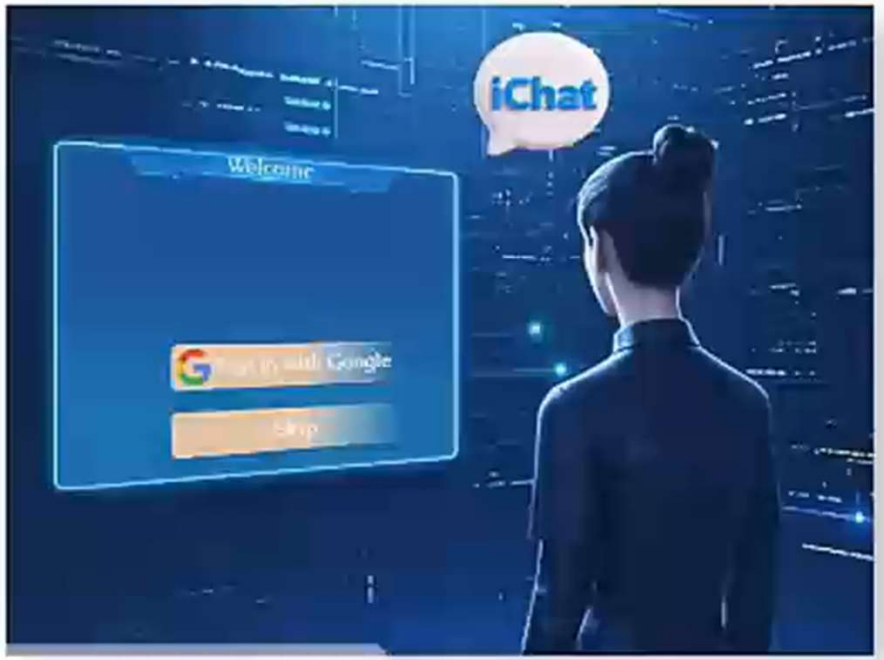

Please fill in the information to create a digital human.
NEXT
Search


iChat
Hi there! I'm Amy, your history teacher. I'm here to help you learn all about history in a fun and informal way. Whether it's ancient civilizations, world wars, or anything in between, just ask me anything history-related, and I'll do my best to guide you through it!
May I know where is Lantau Island?
发送
Back

VIRTUAL COURSES

AI-powered digital human chat platform providing customizable interactive learning experiences for students of all ages.

Try iChat



Wrap-up

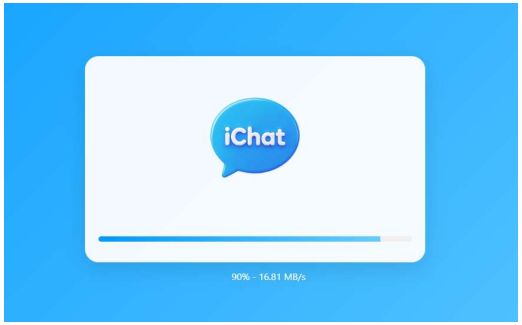
1. Introduction to metaverses and Gen AI

2. The metaverse platforms - Learningverse and LearngverseVR + digital human

3. Five learning scenarios in Learningverse or LearningverseVR

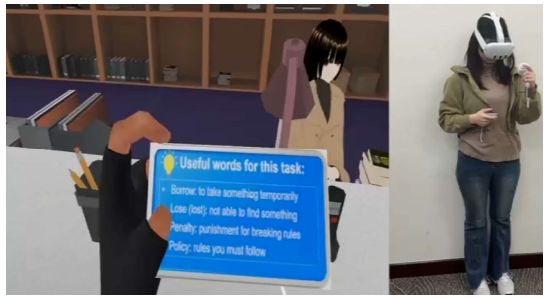
1) “Double Ninth Festival (重陽節)” in Learningverse

2) “Green Engergy” in Learningverse



5) iChat for personalised learning, teaching and communcation

3) “Newton’s Law of Motion” in Learningverse VR



4) English Oral English practice

4. The future of learning

Trends:

https://ace.edu/blog/whats-next-top-five-trends-in-education-for-2025/

Thank you!

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Email: ysong@eduhk.hk