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RiVR

# TRAINING IN VIRTUAL REALITY

THE OVERVIEW

This document gives an overview of Reality in Virtual Reality (RiVR) and is your starting point to understand:

- Why Virtual Reality accelerates learning

- The different types of VR

- How VR is being adopted across all industries and sectors

- How RiVR can help your organisation to adopt new innovative training methodology

RiVR

About RiVR

RiVR is a developer of Virtual Reality assets in both 360 video, stereoscopic video (3d) and photorealistic virtual reality experiences which offer immersive training & experiences for all industries; scanning of any real-world environment; and the use of VR simulation to activate special memory around a situation which will stimulate muscle memory and skills normally taught only in hazardous situations. With our simulation engine we can capture any location in the world and recreate it in photorealistic virtual reality. RiVR allows users to interact with and experience these worlds; thus, enhancing the way humans learn. We have formed a specialist team of video game developers, software engineers, artists, ex service personnel, drone pilots and cinematographers. Our clients include The Ministry of defence, The Home Office (Department of Science and Technology Laboratory) Department of defence - USA, UK National Fire and Rescue Service, British American Tobacco, Transguard Group, Transport for London, Emirates, WS Darley, FLETC, Coventry University, Warwick University, Warwickshire Police, West Midlands Police, Yorkshire Ambulance, Highways England, Veolia, Clarion Events, TUI, Royal Artillery Training School, Royal School Mechanical Engineering.

Use of VR in training / education/ commerce
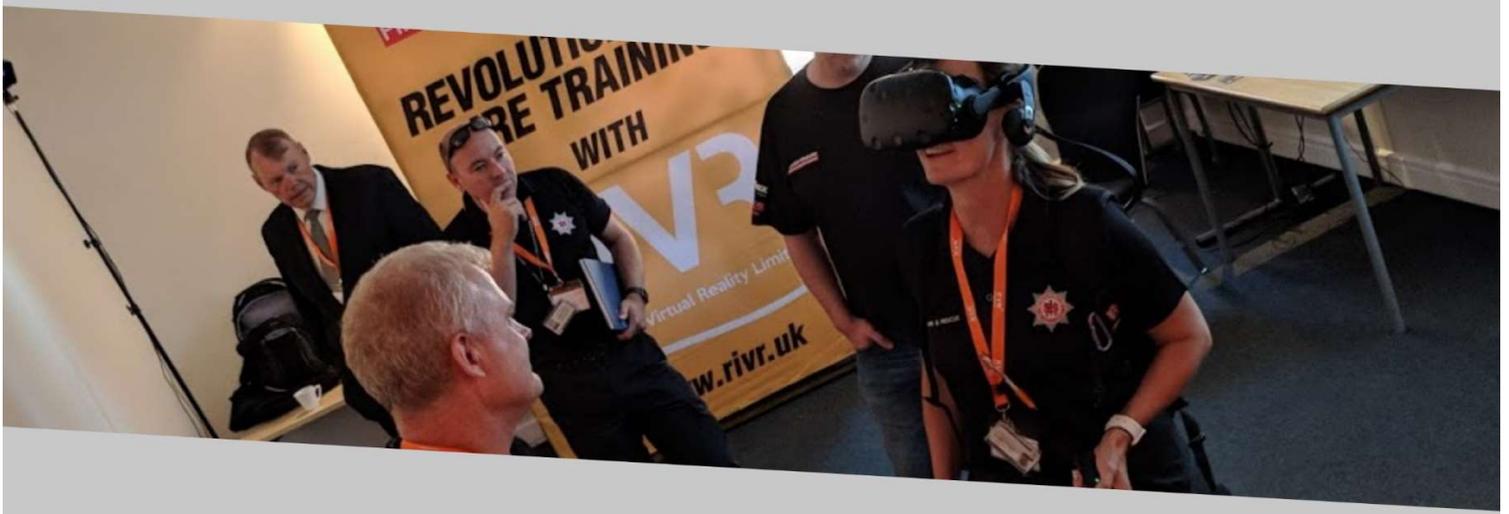
Immersion into virtual reality is a perception of being physically present in a non-physical world. The perception is created by surrounding the user of the system in images, sound or other stimuli that provide an engrossing total environment. Virtual reality (VR) is experience taking place within a simulated environment, that incorporates auditory and visual. This immersive environment can be a replication of the real world creating an experience that is not possible in ordinary physical reality. Traditional education and training largely focus on enhancing competence (knowledge, skills, and attitudes). In today's complex world, we must educate not merely for

competence, but for capability (the ability to adapt to change, generate new knowledge, and continuously improve performance). Individuals and systems change because they learn. If we want staff to be safer through improved professional practices, then they must be provided with opportunities for them to develop these behaviours in the context of real-life experiences.

VR creates Direct Purposeful Experiences. These are our concrete and first-hand experiences that make up the foundation of our learning. These are the rich experiences that our senses bring from which we construct the ideas, the concepts, the generalisations that give meaning and order to our lives. They are the sensory experiences.

Purpose of the direct, purposeful experience:

- It serves as the foundation of concept formation, generalisation and abstraction.
- It leads us to concept formation and abstraction.
- Its aim is to develop higher level thinking skills.

Direct experiences are described to be purposeful because:

- They are experiences that are internalised in the sense that these experiences involve the asking of questions that have significance in the life of the person undergoing the direct experience.

- These experiences are undergone in relation to a purpose, i.e. learning.
- It is done in relation to a certain learning objective.
- Purposeful because the experiences are not purely mechanical. They are not a matter of going through the motion.

Although VR can be applied to most learning situations, it is commonly used for the following reasons:

- **Safety** (in environments where it would be dangerous for those experiencing it).
- **Replicability** (to allow multiple participants to experience the same environment).
- **Learning** (to make mistakes in an environment where critical errors are less impactful).
- **Rarity** (where environments are experienced rarely enough to require on-going development).
- **Cost effective** (Often cheaper as only created once but has multi usage)

VR, as part of a blended learning package, allows students to immerse in the world of experience and heightens their sensitivity to the world. It guides the students so that they can draw meaning from their first-hand experiences and elevate their level of thinking. There is no replacement for true experiential learning, but VR now provides a solution to start to fill in the gap between the classroom and real life.