

INTEGRATION OF VIRTUAL REALITY SIMULATION IN TEACHING SOCIAL STUDIES: A GUIDE TOWARDS EFFECTIVE LEARNING

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Abstract

Research on incorporating Virtual Reality (VR) into Social Studies classrooms is ongoing, but no established methodologies currently exist. Teachers often face challenges in identifying suitable VR content, designing engaging lesson plans, and evaluating the impact on student performance. Developing a practical guide can assist teachers in integrating VR into lesson plans, aligning VR content with curriculum objectives, and assessing student participation. Insights from this study can inform future instructional practices and curriculum design. The project employs descriptive research design and quantitative methods to explore the incorporation of virtual reality (VR) simulations into Social Studies instruction. For the 2024–2025 school year, the study will focus on 33 Social Studies instructors at Maligaya High School. A survey questionnaire will be created, validated, and verified by subject matter specialists. Data will be analyzed using frequency and percentage distributions, weighted means, and ranking methods, with instructors' beliefs, attitudes, and behaviors assessed using a Likert scale. The study examined the use of virtual reality (VR) by 33 Social Studies instructors. Most participants held bachelor's degrees and had 11–15 years of teaching experience. VR tools were employed for motivation, presentations, examinations, and videoconferencing. Platforms such as YouTube VR and instructional apps were found to be beneficial, while VR-enabled field trips enhanced education on cultural diversity. The findings indicate that there is still considerable potential for further development in VR-based Social Studies instruction. The study indicates that experienced teachers with a bachelor's degree and 11–15 years of teaching experience are well-positioned to integrate virtual reality (VR) simulations into their instruction. VR simulations significantly enhance educational outcomes, including student motivation, presentations, assessments, and online sessions via platforms such as Google Meet. Tools like Quizlet, Google Docs, and Google Classroom were found to support student engagement and foster dynamic learning environments. Teachers reported confidence in using VR to provide immersive experiences, such as virtual field trips and cultural diversity explorations. These strategies have the potential to transform Social Studies education by offering experiential learning opportunities, bridging the gap between theoretical understanding and real-world experiences.

Keywords: established methodologies, virtual reality, virtual field, experiential learning, cultural diversity, curriculum