#### NATIONAL HUMAN GENOME RESEARCH INSTITUTE Division of Intramural Research



### Using Virtual Reality to Develop and Test Educational Approaches for Abstract Scientific Concepts

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### Genomic communication

- Communication about common, complex diseases
  - Both genetic and environmental risk factors
- Possible gene-environment interactions
  - Effect of behaviors might depend on someone's genes
  - Likely to be important in disease prevention

## Study background

- Focus on gene-environment interactions
  - Limited genomic knowledge in U.S. adults
  - Limited numeracy
- Research in science education suggests active learning for abstract concepts

## Research questions

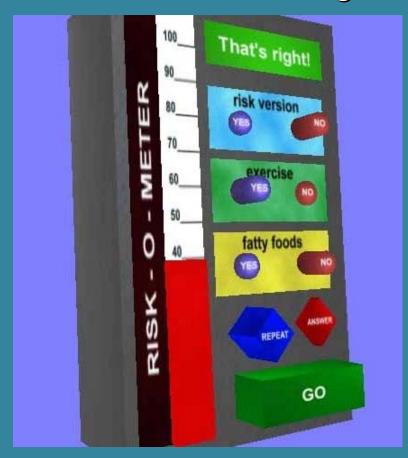


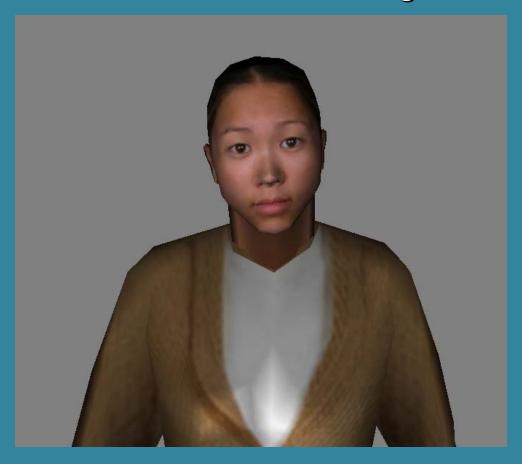
- What is the effect of learning mode on comprehension of G-E concept?
- Is the hypothesized association moderated by health literacy level?
- What are potential mediators of the hypothesized association?

## Independent variable: Learning mode

Active learning

Didactic learning





## Metaphor selection

#### Elevator



#### Bridge



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## Dependent variables

- Comprehension measures
  - -Recall
    - 11-item scale
  - Transfer
    - 4-item scale
  - Open-ended description of concept

### Experimental procedure

Active elevator (n=10)

Active bridge (n=10)

Active bridge (n=10)

(n=10)

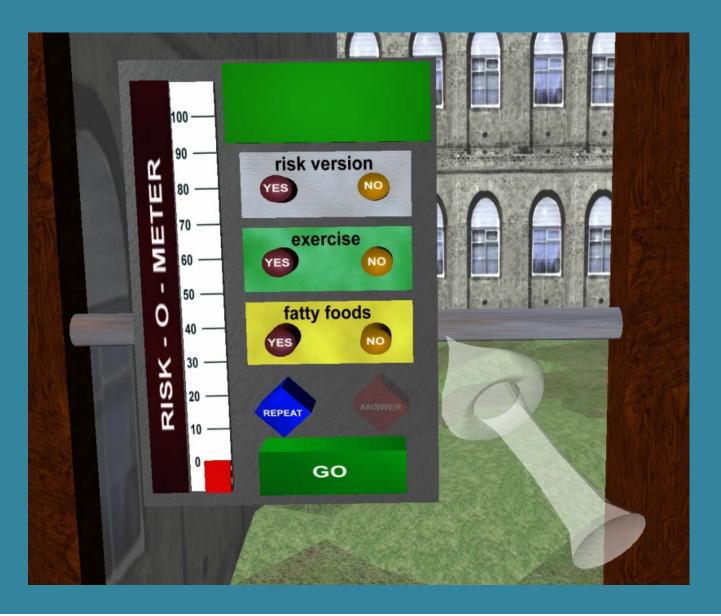
Didactic bridge (n=12)

Post-test questionnaire

### Didactic elevator world



## Active elevator world



# Active bridge world



## Comprehension results

| Condition         | Mean change in recall score | Mean transfer score |
|-------------------|-----------------------------|---------------------|
| Active Elevator   | 1.7                         | 2.1                 |
| Didactic Elevator | 3.4                         | 2.5                 |
| Active Bridge     | 1.3                         | 1.8                 |
| Didactic Bridge   | 2.3                         | 2.0                 |

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## Comprehension results

 Mean transfer scores higher for elevator metaphor than bridge metaphor (p<.05)</li>

 Mean change in recall higher for didactic learning than active learning (p<.05)</li>

## Proposed mediators

| Variable             | Active<br>Elevator | Didactic<br>Elevator | Active<br>Bridge | Didactic<br>Bridge |
|----------------------|--------------------|----------------------|------------------|--------------------|
| Elaboration          | 4.7                | 4.6                  | 5.0              | 5.0                |
| Motivation           | 5.6                | 5.1                  | 4.8              | 4.8                |
| Attention            | 6.1                | 5.6                  | 4.9              | 5.4                |
| Interest             | 5.0                | 4.2                  | 4.7              | 4.5                |
| Perceived difficulty | 2.0                | 1.7                  | 2.4              | 2.2                |
| Enjoyment of world   | 5.4                | 5.1                  | 4.6              | 4.4                |
| Presence             | 5.0                | 3.9                  | 4.5              | 4.2                |
| Like                 | 5.7                | 5.1                  | 4.6              | 4.4                |
| Believability        | 5.8                | 5.4                  | 5.6              | 5.3                |

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## **Implications**

- Simpler, more concrete metaphors may be more effective
- Currently completing phase with 150 healthy adults 18-40
  - Plan to examine characteristics of worlds that affect learning

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## System parameters

- HMD-based VE system
  - nVisor SX
- 6 dof tracking system controlled by body movement
  - WorldViz 4-camera Point Position Tracking system
  - InterSense InertiaCube
- Custom software
  - Developed for Vizard (WorldViz)



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### Recall and transfer

- Recall
  - Eating fatty foods raises someone's chance of getting hyperposia
- Transfer
  - Exercise will lower the chance of getting diabetes more for someone who has a risk version of a gene for diabetes than for someone who does not have a risk version