

iLRN 2024 Preface

The 10th annual International Conference of the Immersive Learning Research Network (iLRN2024) continued to push the boundaries of immersive learning, offering a hybrid experience that combined a virtual campus experience on the iLRN Virtual Campus (powered by ©FrameVR) and Cvent meetings in June, followed by on-location events at the University of Glasgow and the University of St. Andrews, in Scotland. This year's conference brought together an international community of scholars, practitioners, and innovators to explore the theme of *Tech4Good!*

Submissions at this year's iLRN conference truly leverage the idea of using tech for good: The iLRN community's mission is reflected in diverse focus areas that drive positive educational and societal change. Learning innovation and educational technologies enhance personalized learning while upholding ethics and privacy. Inclusive design, educational equity, and digital inclusion ensure access for all. Ubiquitous learning and digital twins create immersive environments, and our emphasis on health, wellbeing, and climate change education prepares learners for a sustainable future. Through museums, libraries, heritage education, and community engagement, we support lifelong learning. Special education, K-12 STEM, language learning, and workforce training address diverse needs, while data analytics and assessment drive continuous improvement. By integrating these domains, iLRN embodies "Tech for Good," fostering meaningful educational and societal impacts.

Building on the success of our past conferences, iLRN2024 showcased cutting-edge research that explored the transformative potential of immersive learning to create more inclusive, engaging, and effective learning experiences for diverse populations. The conference also provided a platform for attendees to network, connect, and contribute to the growing area of immersive learning. In addition, iLRN2024 keynote and featured speakers represented a diverse range of backgrounds and perspectives, including experts worldwide, contributing to the discussion of applications of Immersive Learning in different domains.

In keeping with our commitment to innovation and inclusion, iLRN2024 featured a range of exciting events, including Guided Virtual Adventures, iLRNFuser Game Jams. We hosted thirteen academic tracks, including three special tracks: Immersive Learning across Latin America, which explored state-of-the-art research, use cases and projects specifically for the Latin America region; Sustainable Development and Immersive Learning in the Climate Emergency; and Literacy Equity and Immersive Learning.

473 authors from 189 different academic institutions, research centers and companies in 38 countries submitted publications to the Academic and iLEAD (immersive Learning Education and Design) tracks. Countries included Albania, Australia, Austria, Belgium, Brazil, Canada, China, Colombia, Estonia, Finland, France, Germany, Greece, Honduras, Hong Kong, India, Ireland, Italy, Japan, The Democratic People's Republic of Korea, Latvia, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Norway, Philippines, Portugal, South Korea, Spain, Sweden, Switzerland, Tanzania, Turkey, Ukraine, United Kingdom, and United States.

144 submissions in total were received for the Academic track, 129 of which were submitted for publication. These include full and short papers, work-in-progress (WiP) poster papers and submissions to the Doctoral Colloquium (DC). Every submission underwent a rigorous review by at least three members of the Program Committee to maintain high scientific and quality standards, including meta-reviews for each full and short paper. All contributions were evaluated in a double-blind review process and checked for plagiarism to ensure authors submitted original work. After the peer-review process, all authors were given meaningful feedback on their submissions, and promising work was invited to resubmit in a different category when reviewers agreed that papers needed substantial work (i.e. full papers were invited to resubmit as short papers and short papers as WiP posters).

43 full and short papers were accepted in their initial submission category for the Springer's Communications in Computer and Information Science (CCIS) series proceedings (39.8% acceptance rate): 30 full papers and 13 short papers. 43 papers were accepted for the iLRN Academic proceedings: 3 full papers, 10 short papers, 27 WiP papers and 3 DC papers. The overall acceptance rate, including papers that were accepted in a different category than the one submitted in and including WiP and DC and both proceedings is 66.7% (57.4% of submissions were accepted in their initial category). All WiP poster papers and DC papers are published with an individual DOI in the iLRN online proceedings. We hope these publications will be a valuable resource for scholars, practitioners, and researchers in immersive learning and inspire future discoveries and innovations in our exciting and rapidly-evolving field.

We celebrated outstanding contributions through our *Best Academic Paper* awards (with awards for each category, including student papers). The Program Chairs chose final nominees from those that received the best reviews and have been nominated for awards by reviewers. The winners were selected by an independent jury panel, which was asked to review the nominated papers based on contribution, methodology, and clarity.

Reviewers provided feedback on submitted papers, suggested improvements, and recommended to the Program Chairs whether to accept, reject or request paper changes. Reviewing is a volunteer and time-intensive process, and we are grateful to all our reviewers for contributing to our community. We implemented the *Best Academic Reviewer* award as a small way to recognize them for their service. An independent jury panel chose the winning reviews. The jury panel made a meta-review of the nominated reviews based on the study's rigor, contribution to improving a paper and developing the conference.

In addition, we recognized the service our conference organizing committee does, volunteering their time to make this event happen. We acknowledge their contribution via the Service awards. The list of winners is available in the *Awards* section of this volume. We sincerely thank those involved who volunteered their time to make this such a great event and attendees for joining us and sharing their excellent work with the iLRN community.

If you are not already involved, we invite you to read these proceedings and join us in our subsequent events and ongoing initiatives.

Andreas Dengel, Marie-Luce Bourguet, Rami Ghannam and Alan Miller
iLRN 2024 General Chairs

About iLRN Conference Series

iLRN's annual conference is the premier scholarly event focusing on advances in the use of virtual reality (VR), augmented reality (AR), mixed reality (MR), and other extended reality (XR) technologies to support learners across the entire span of learning—from K-12 through higher education to work-based, informal, and lifelong learning contexts.

iLRN's annual conference, indexed with CORE ranking C (<http://portal.core.edu.au/conf-ranks/2266/>), is the most relevant conference in Immersive Learning, devoting the entire conference to this topic.

iLRN has hosted hybrid conferences in San Luis Obispo (2023) and in Vienna (2022), two entirely online and in-VR conferences in 2021 and 2020, and in-person editions in London, UK (2019), Missoula, Montana, USA (2018), Coimbra, Portugal (2017), Santa Barbara, California, USA (2016), and Prague, Czech Republic (2015).

Contact

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