

Table: Imparting of knowledge via VR – opportunities and limits

	Readily communicable	Can only be inferred in excerpted form or symbolically	Difficult/impossible to impart	New opportunities provided by VR
Organisation	Processes, procedures and organisational matters, check lists (e.g. sequences, completeness, regulation)	Decision making and problem solving (directive or explorative)	Complexity of work stages and tasks (e.g. variable possible solutions, extensive processes, diversity)	Failure without risk, trial and errors
	Organisation, coordination, navigation, orientation, patience and care (e.g. compartmentalised tasks, routines, subtle details)	Spontaneity, flexibility, creativity and innovation		VR competence (adaption and acquisition of the rules and possibilities of virtual spaces, digital navigation)
Corporeality and perception	Visual properties (states, distance, size, volume, proportion, movement, speed)	Physical states (e.g. weight, heat/cold, hardness, surface/material properties, weather conditions, smell)	Direct physicality (e.g. exertion, touching, feeling)	New physical and sensory impressions (e.g. flying, animations, assumption of impossible social and spatial perspectives)
	Attentiveness (e.g. risk awareness, safety aspects, visual and procedural anomalies, deviations)	Ergonomics, stresses and strains (e.g. postures, availability, feasibility of tasks, cognitive requirements, time pressure, concentration)	Haptics, practice of fine-motor skills, sensing the nature of materials (e.g. torque, material states)	Raising awareness, testing out limits (e.g. height, movement, dangerous/critical objects)
Interaction	Cooperation and social coordination processes (communication, joint tasks, division of labour, simple conflicts)	Collaborative learning based on the virtual object (watching, helping, describing, organising, voting)	Complexity of tasks and occupations (e.g. occupational profile, recognition, imputations, holistic understanding)	Cross-spatial simulated proximity (e.g. collaboration, co-presence)
		Perspective taking and culture (e.g. roles, missions, occupational profile, ethos, recognition)		Assumption of new perspectives which would otherwise be impossible (e.g. via extended/outside skills and situations)

Figure from: Huchler, N.; Wittal, R.; Heinlein, M.: Experience-based learning in virtual reality – areas of potential and challenges (Translation from the German original: Erfahrungsbasiertes Lernen in der virtuellen Realität – Potenziale und Herausforderungen. In: BWP 51 [2022] 2, S. 28-32 - URL: <https://www.bwp-zeitschrift.de/de/bwp.php/de/publication/download/17822>)