BRIDGING PAST AND PRESENT: THE ROLE OF VIRTUAL REALITY IN CHINESE HISTORY EDUCATION

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In the context of the "New Normal," technology-enhanced pedagogical approaches have been extensively adopted. The implementation of virtual online instruction has become a key developmental focus for numerous educational institutions and schools. The integration of Virtual Reality (VR) into teaching facilitates immersive experiences that stimulate learners' multisensory engagement, thereby fostering experiential learning. Through immersive VR environments, students' learning motivation is heightened, and their comprehension of curricular content is deepened.

This paper utilizes the project "Enhancing Pedagogical Content Knowledge: A Programme Utilising Virtual Reality for Chinese History Instruction to Foster Students' Positive Psychology" as a case study. By employing VR as a mediating tool, the project establishes a connection between Chinese historical knowledge and figures and the principles of positive psychology. This article elucidates the pedagogical design rationale, developmental process, and an analysis of the project's outcomes, with the objective of augmenting the instructional competencies of pre-service teachers.

Keywords - Virtual Reality, Chinese History, Immersive Learning