



How to Use 3D Simulations in Your Construction Trades Program



Getting Started With 3D Simulations in Your Program

Today's students call for a different kind of instruction. They're eager to learn, but it's hard to hold their attention with lectures and textbooks. Students crave hands-on, experiential learning that integrates the technology they know and love.

In a construction trades program, experiential learning is even more important. Rather than distracting from learning, technology in your classroom can engage students and boost their learning outcomes. We asked instructors their top strategies for integrating 3D simulations in their classrooms. Get started by introducing one or all of these practices into your pedagogy.



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3D Simulations 101

3D simulations are interactive, virtual environments that allow students and teachers to explore and interact with digital representations of objects, systems, or scenarios. Students can complete 3D simulations on a computer or tablet or in a completely immersive environment through virtual reality (VR) goggles.

Building on the multi-sensory power of video, 3D simulations can go beyond one-way information consumption with interaction. Students benefit from interacting with and manipulating 3D objects and learning through trial and error.

How 3D Simulations Aid Active Learning

3D simulations are powerful because they facilitate active learning on multiple levels. Through a rich, interactive environment, simulations help students achieve all of the following components¹ of active learning.

+	Student participation and engagement in the learning process
+	Development of higher-order thinking skills like critical thinking and problem-solving
+	Application of knowledge to real-world scenarios
+	Collaborative learning
+	Immediate feedback on understanding
+	Metacognition, or developing self-awareness, about their strengths and gaps in knowledge ²

Benefits of 3D Simulations in the Classroom

- Keep learners engaged and focused.
- Improve comprehension and retention.
- Provide more learning opportunities for a wide range of learners.
- Potential for increased lab time and reduced lecture time.
- Allow absent students to continue learning.
- Alleviate cost, safety concerns, and space constraints.





6 Strategies for Integrating 3D Simulations in Your Classroom

Researchers have found that a lack of faculty expertise is one of the top barriers to integrating simulation-based learning.³ That's partly because the technology is still young, with few examples of best practices in action.

You can get started today with these six step-by-step strategies for leveraging 3D simulations in your classroom.

1. Synchronous Learning

The first way that teachers can use 3D simulations is as a demonstration tool during synchronous classes. In a physical or virtual classroom, a teacher can cast the simulation up on a screen and walk students through a module such as how to solder a joint or how to put two pieces of pipe together. Teachers can show a procedure while also adding their own commentary and knowledge as they go along.

This is useful for modeling a skill but also demonstrating how not to do something. For example, in a live demonstration you couldn't put your hand on a hot pipe because it would be unsafe. But in a virtual environment, you can show how common mistakes impact your process and what steps you would need to take to fix them.

TEACHER PERSPECTIVE

"I teach the students as a group using Interplay. I will cast it up onto the screen from my computer, and we will together go through simulations. I have a touch screen board that they're able to come up, and we can try to troubleshoot things together, take tips from other students, and they try to figure it out on their own."

DJ Mumau,
HVAC Instructor,
Indiana County Technology Center

Put It Into Practice

1. Choose a skill or module to demonstrate.
2. Walk the class through the simulation, adding your own commentary.
3. Engage students by pausing for Q&A, explaining the why, and asking them what they think will happen or what you should do next.
4. As an alternative, ask a student to volunteer to complete the simulation in front of the class, coaching them through it as needed.



2. Asynchronous Learning

Another way to use 3D simulations is through asynchronous learning. This method uses a flipped-classroom approach where students complete simulations before class so they can discuss the content and work through challenges during class. As a result, students come equipped with a foundation of knowledge, ready to dive into deeper learning.

Rather than replacing hands-on lab time, 3D simulations help students maximize their hands-on practice first virtually, and then in the classroom. This layered approach means students have extra practice and feel more comfortable when it's time to work with real equipment.

Simulations bring the benefit of increased safety, giving students an extra layer of practice before they replicate a skill in the lab with dangerous components like fuses, conduit, or refrigerant.

TEACHER PERSPECTIVE

"Most of the time we've noticed that doing the traditional learning objectives, lecture, assignment, and quiz will lose students, especially in a short amount of time. So if we flip that pedagogical style to where you put them in front of the lab first and utilizing the simulations, to teach them what each component is, that really assists them in putting their hands on things and engages them in such a way that not only teaches them, but they're safe and they feel confident in what they are doing. That allows them to understand and grasp that concept."

Sergio Cazares,

Director of Faculty Development
at Remington College



Put It Into Practice

1. Assign students a 3D simulation module to complete before class.
2. Instead of lecturing, cast a knowledge check or quiz up on the board and go through the questions together to make sure students understood their pre-class assignments.
3. Divide students into small groups to complete a rotation of lab practice.
4. If you don't have enough stations for all groups to practice on physical equipment at once, some groups can go through troubleshooting simulations while waiting.

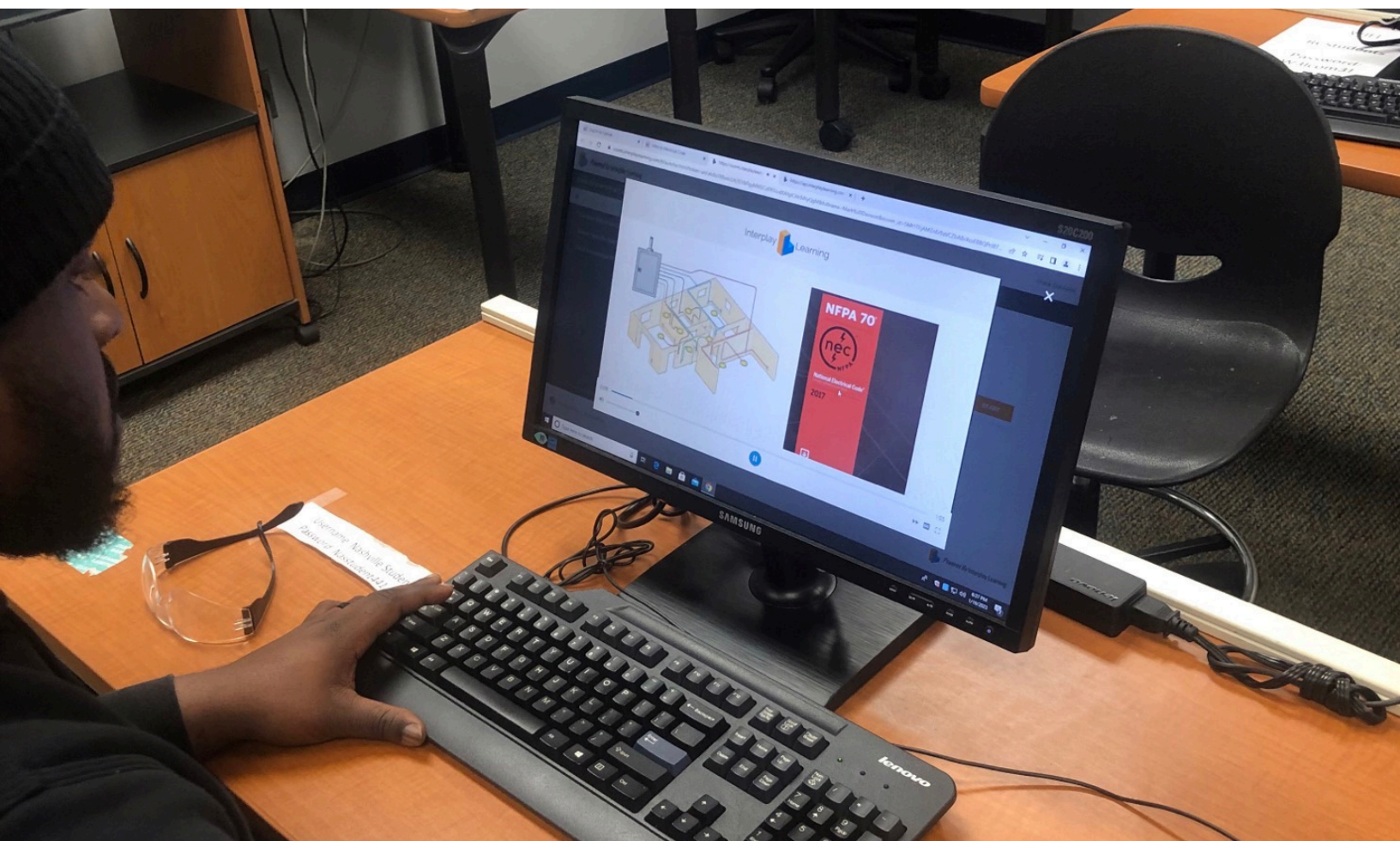


Asynchronous Learning in Action: Remington College

Remington College noticed that starting with lectures and textbooks before moving into any hands-on learning meant most students were pretty disengaged with the learning process. So, they decided to flip their pedagogical style to let students start off with hands-on learning in a virtual environment by first having them use Interplay Learning's VR and 3D simulations to teach them what each component is.

"This approach really assists them in putting their hands on things and engaging in a way that teaches them and helps them feel safe and confident in what they're doing," said Sergio Cazares, Director of Faculty Development, Remington College. "While they're exploring and constructing through trial and error, they're still being guided by Interplay Learning's step-by-step guides."

"Our new pedagogical style is about putting students in front of the material sooner, faster, and more often."



Outcomes

With this approach, Remington College saw higher test scores and grades, along with higher engagement from students and instructors.



3. Formative Assessments

The best 3D simulation curriculums don't just come with the learning content—they also come with assessments to measure learning progress. Interplay Learning courses, for example, assess students in two different ways:

1 Knowledge checks. These assessments structured as online quizzes test students' knowledge at the end of each lesson.

2 Simulations in assessment mode. In assessment mode, students must complete their 3D simulation correctly (accomplishing tasks in the right order without violating safety guidelines) to demonstrate their mastery of a skill.

These built-in assessments save instructors time and give them data to see at a glance who is struggling and needs support. You can pull the data before class to see who completed the knowledge checks and how they performed. Some platforms like Interplay Learning even have a leaderboard to gamify the learning experience.

TEACHER PERSPECTIVE

"Interplay's grading system is another major benefit. It saves me time on assessments, allowing me to focus more on enhancing the program and engaging with students. The ability to track each student's progress and performance means I can offer more personalized feedback, improving their learning experience."

Trevor Geisz,
HVAC-R Instructor, Mercer County Technical Schools

Put It Into Practice

1. Assign students 3D simulations to complete outside of class.
2. Ask students to complete knowledge checks before class time.
3. Recognize and reward students at the top of the leaderboard.
4. If you notice students struggling with a lesson, pull up the knowledge check and complete it live together in class.





Formative Assessments in Action: Mercer County Technical Schools

Mercer County Technical Schools aimed to bring a global approach to its HVAC-R program—one that was practical, modern, engaging, and industry-validated so they could effectively prepare students for successful trade careers. The school integrated Interplay Learning 3D simulations to reach their goal and better support students.

“From an instructional perspective, Interplay has significantly streamlined my teaching process,” shared Trevor Geisz, an award-winning HVAC-R instructor. “The platform allows students to work independently, freeing me to provide targeted support where needed. I can monitor their progress through detailed reports, which helps me identify areas where they might struggle and offer additional assistance.”

“Interplay’s grading system is another major benefit. It saves me time on assessments, allowing me to focus more on enhancing the program and engaging with students. The ability to track each student’s progress and performance means I can offer more personalized feedback, improving their learning experience.”



Outcomes

After integrating 3D simulations, Mercer County Technical Schools observed increased student confidence, information recall, and job placements.



4. Student-Driven Instruction

Also called peer-based learning, student-driven instruction is a great way to get students to learn from each other. With 3D simulations, you can incentivize students to work together to learn a concept. For example, divide students into small groups with a mix of advanced and struggling students in each group. Gamify the experience by putting the groups in competition to complete a simulation in the fastest time or with the greatest accuracy.

This approach reduces the teacher's burden of spending individualized time with each student. It also engages and motivates students more than a traditional lecture would.

TEACHER PERSPECTIVE

"Student-Driven instruction creates a lot of competition and fun in learning and simulates what happens in the real world. They're going to need to work in teams and to be able to collaborate and work with each other. We know when students mentor other students and have that ownership, they learn better. That's the greatest role as a teacher—when you're facilitating and they help each other learn and grow."

Cecilia Carr, M.Ed.

Put It Into Practice

1. Divide your class into two teams, with one student designated on each team to complete the 3D simulation.
2. Use a split screen to cast two simulations up side-by-side, one for each team.
3. Each group needs to coach their designated student through the simulation. If they miss a step or make a mistake, they may need to start over.
4. The first group to successfully complete the simulation wins the competition

Benefits of Learning by Teaching

There are many studies that show the benefits of peer teaching on learning. Experts call this "the protégé effect." Here's why teaching what you learned is so effective at helping your recall.

- Teaching requires students to retrieve and articulate previously studied information.⁴
- It boosts motivation when you believe you're learning for someone else, not just for yourself.⁵
- Teaching boosts feelings of competence and autonomy.⁶





5. Teacher-Driven Instruction

As a twist on the student-led model, you can also teach with simulations by putting the teacher in the driver's seat. Instead of students talking peers through a simulation, ask students to lead you through one.

This approach allows you to reinforce key concepts, engage students in active learning, and assess their mastery of a topic.

Put It Into Practice

1. Cast a simulation up on the screen.
2. Break your simulation into smaller steps and ask different students to walk you through each step.
3. Follow their instructions, even if it means making a mistake.
4. Pause frequently to ask students why you should or shouldn't do things a certain way in the simulation.

TEACHER PERSPECTIVE

"It's the same atmosphere, but now the teacher is wearing a headset. I just play along like I'm a learner, and the student has to guide me through the instruction. The difference is with me doing it now, I can ask the why. So now, we're diving deep into the learning capacity. It runs a little slower because I'm demanding more information from them, but I'm also getting the why out of them and making them think."

Ken Midgett,
Former Plumbing and Heating Instructor



6. Enrichment Learning

Finally, 3D simulations allow you to differentiate students through enrichment learning. The feedback from knowledge checks and teacher-driven instruction will inform you on which students are excelling and which are struggling.

With this data, you can take a competency-based learning approach to support students in learning at their own pace and skill level. 3D simulations give you enrichment learning material you can assign to students to reiterate foundational concepts or scale up to more challenging content.

TEACHER PERSPECTIVE

"Lab time is more effective because students learn the foundations at home, where they can have fun with gamification, repeat lessons, practice, and gain confidence before touching real equipment. It helps them gain familiarity with tools, equipment, and industry terminology and appeals to different learning styles."

Heather Hensell,
Provost at Remington College

Put It Into Practice

1. Choose a learning outcome to assess for your class.
2. Log into your 3D simulation platform and compare student data with class observations.
3. Segment your class into three groups, for example: mastered, improving, and struggling.
4. Assign weekly enrichment simulations to each group to further their knowledge.
5. Incentivize students that complete the enrichment modules each week with a reward.





Teach Beyond the Textbook with Simulation-Based Learning

Incorporating 3D simulations into your construction trades classroom is an effective way to enhance student engagement, deepen learning, and foster critical thinking.

With simulations, students benefit from real-world scenarios in a safe, interactive environment that prepares them for hands-on practice. Whether through synchronous or asynchronous learning, the versatility of 3D simulations allows teachers to tailor their approach to support all learners.

When 3D simulations are skillfully integrated, you'll not only capture students' attention but equip them with the skills needed to succeed far beyond your classroom walls.

Incorporating These Strategies

So what does it look like to use these strategies in the classroom? Figuring out how to combine the right strategies together for a complete lesson plan can be a challenge. Here are a few examples of different lesson plans that use these classroom strategies and specific simulations from Interplay Learning.

LESSON PLAN EXAMPLE #1

**Learning How to
Use a Multimeter**

LESSON PLAN EXAMPLE #2

**Troubleshooting
Gas Furnaces**

LESSON PLAN EXAMPLE #3

**Introduction to PPE
and Safety Procedures**





Lesson Plan Example #1: Learning How to Use a Multimeter

Level	Intermediate
Subject	Electrical
Lesson Topic	How to Use a Multimeter
Course Reference	Interplay Learning: How to Use a Multimeter
Duration	1 Class Period (45-60 minutes)

Learning Objectives

1. Understand the basic functions of a multimeter.
2. Demonstrate how to measure voltage, current, and resistance.
3. Safely troubleshoot simple electrical circuits using a multimeter.

Materials

- Computers/tablets for accessing the course [How to Use a Multimeter](#)
- Physical multimeters (one per group).
- Sample electrical circuits with resistors and batteries.
- Projector or interactive display for casting simulation.
- Material for knowledge checks (either a worksheet you created or you can use Interplay Learning's built-in knowledge check for this lesson).

Standards Addressed

- **Electrical Standards:** Understanding electrical measurement tools and safety procedures.
- **Critical Thinking and Problem Solving:** Apply knowledge in real-world scenarios.

Lesson Procedure

Introduction (5-10 minutes):

- 1. Activate Prior Knowledge:** Begin by asking students what they know about electrical measurement tools. Use questions like:
 - "Who has used a multimeter before?"
 - "What do you think is the most important function of a multimeter?"
- 2. Objective Overview:** Briefly explain that students will learn how to use a multimeter to measure voltage, current, and resistance, emphasizing its importance in electrical work.

Synchronous Learning (10-15 minutes):

- 1. Teacher-Led Simulation:**
 - Cast the **Interplay Learning AC Voltage Simulation** from the How To Use a Multimeter course on the screen.
 - Walk students through the first module, showing how to turn on the multimeter, select the correct settings for voltage, current, and resistance, and measure a sample circuit.
- 2. Interactive Discussion:**
 - Pause during key moments of the simulation to ask questions like:
 - "What do you think will happen if we measure this component?"
 - "Why is it important to set the multimeter to the correct range?"
 - Encourage students to predict outcomes and engage with the demonstration.
- 3. Safety Considerations:** Use the simulation to demonstrate common mistakes (e.g., incorrect dial settings) and what happens in a safe virtual environment before students handle physical multimeters.



Guided Practice (15-20 minutes):

1. Hands-on Practice in Small Groups:

- Divide students into small groups, providing each with a physical multimeter and a simple electrical circuit.
- Instruct students to follow the steps learned in the simulation to measure voltage, current, and resistance in their circuits.

2. Teacher Support:

- Circulate the room, offering help and guidance, ensuring students are safely and correctly using their multimeters.

Formative Assessment (10 minutes):

Knowledge Check:

- Hand out the worksheet with a short quiz or direct students to Interplay's Knowledge Check to assess students' understanding of multimeter functions and safety.
- Review the quiz as a class, allowing students to explain their answers.

Closure (5 minutes):

1. Recap:

- Highlight the key takeaways from the lesson, including the importance of accurate measurements and multimeter safety.
- Ask students to share one challenge they faced and how they overcame it.

2. Preview Next Lesson:

- Explain that in the next lesson, students will begin troubleshooting more complex circuits using their multimeters.

Differentiation and Extensions

- **For Struggling Students:** Allow them to repeat the simulation or work in smaller groups with additional teacher support.
- **For Advanced Students:** Encourage them to move on to Interplay's [AC Power course](#).

Assessment and Reflection

- **Formative Assessment:** Use the knowledge check and in-class simulation results to assess student comprehension.
- **Teacher Reflection:** After the lesson, review students' performance in both the physical practice and the simulation to determine which areas need reinforcement.





Lesson Plan Example #2: Troubleshooting Gas Furnaces

Level	Advanced
Subject	HVAC
Lesson Topic	Intro to Troubleshooting Gas Furnaces Unit
Unit	Gas Furnace Troubleshooting (Multi-Week Unit)
Course Reference	Interplay Learning: Gas Furnace Troubleshooting
Duration	1 Class Period (60 minutes)

Standards Addressed

- **HVAC Standards:** Mastery of troubleshooting techniques and safety protocols for gas furnace systems.
- **Problem-Solving and Critical Thinking:** Apply diagnostic processes to identify and resolve technical issues.

Lesson Procedure

Introduction (5-10 minutes):

Objective Overview: Explain that the next unit will focus on systematically troubleshooting gas furnaces, preparing students for real-world scenarios by applying knowledge and critical thinking. This unit will immerse students in situations they will be encountering out in the field. Transition then into introducing today's topic of troubleshooting pressure switches.

Asynchronous Learning (15-20 minutes):

1. Review Pre-Class Assignment:

- Students should have completed the **Interplay Learning Gas Furnace Troubleshooting Introduction and Lesson 1.1 Pressure Switch Walk-Through Video** prior to class. This provides them with an introduction to the unit and their first troubleshooting practice with pressure switches. Start with a discussion about what students learned from the pre-class assignment.

2. Quick Review:

- Project the **Pressure Switch Knowledge Check** onto the board. Go through the questions with the class to ensure that everyone has a solid grasp of key concepts.

3. Group Discussion:

- Ask students to share any difficulties they encountered during the simulation and discuss how they resolved these issues.

Learning Objectives

1. Introduce students to the process of troubleshooting gas furnaces.
2. Use a systematic approach to troubleshoot malfunctioning gas furnaces.
3. Apply safe practices when diagnosing and repairing gas furnaces.

Materials

- Computers/tablets for accessing Interplay Learning's Gas Furnace Troubleshooting Simulations.
- Example gas furnace system or simulation setup.
- Blank checklist for troubleshooting group exercise. Take either an existing checklist you use and remove some or all of the checklist items or have students just pull out a blank sheet of paper for the exercise.



Student-Driven Instruction (25 minutes):

1. Peer-Based Troubleshooting Challenge:

- Divide the class into half. Have one group work through the **Faulty Pressure Switch Simulation** and the other work through the **Blocked Exhaust Vent Simulation**.

2. Hands-On Practice:

- Groups will work through the issues by identifying symptoms, using appropriate diagnostic tools, and proposing a solution. As they work, students should refer back to the video and in-class discussion to guide their process.

3. Competition:

- To add engagement, introduce an element of competition: each group earns points for resolving their simulation fastest.

4. Presentation:

- After troubleshooting, each group will take turns leading the other half of the group through the simulation.

Formative Assessment (10 minutes):

1. Knowledge Check:

- Hand out the checklist worksheet or have students pull out a blank piece of paper. Ask students to write down what checklist they would use if they were in the field and troubleshooting this issue.

2. Real-Time Feedback:

- Review answers as a class, providing immediate feedback and corrections where necessary.

Closure (5 minutes):

1. Recap:

- Summarize the main steps in troubleshooting pressure switches, emphasizing safety and critical thinking. Ask students to share what they found most challenging or enlightening about the troubleshooting process.

2. Preview Next Lesson:

- Explain that the next lesson will focus on [Flame Sensors](#), building on the troubleshooting skills learned today.

Differentiation and Extensions

- **For Struggling Students:** Provide additional practice time with the Gas Furnace Troubleshooting Simulation or pair them with more advanced students for peer mentoring.
- **For Advanced Students:** Suggest they move on to the [Flame Sensor](#) unit to start preparing for the next class.

Assessment and Reflection

- **Formative Assessment:** Use the quiz and group presentations to gauge understanding and identify areas that need review.
- **Teacher Reflection:** Review student performance in both the simulation and the hands-on activity to inform future lessons.



Lesson Plan Example #3: Introduction to PPE and Safety Procedures

Level	Beginner
Subject	Introduction to Construction Technology
Lesson Topic	Introduction to Electrical Safety Procedures
Course Reference	Interplay Learning - Electrical Safety Assessment and Hazard Recognition
Duration	1 Class Period (45-50 minutes)

Learning Objectives

1. Understand the importance of basic electrical safety.
2. Identify common electrical hazards in the workplace.
3. Learn and demonstrate simple safety protocols, including proper use of personal protective equipment (PPE).

Materials

- Computers/tablets for accessing the Interplay simulations
- Basic PPE gear (gloves, safety glasses, etc.).
- Lockout/tagout visual aids or demonstration kits.
- Interactive display for simulation demonstration.

Standards Addressed

- **Electrical Standards:** Introduction to basic safety practices and understanding hazards in electrical work.
- **Safety Awareness:** Follow introductory safety guidelines to prevent accidents in the classroom and lab settings.

Lesson Procedure

Introduction (5-10 minutes):

1. Engage Prior Knowledge:

- Start by asking students if they've heard about electrical safety or seen electrical safety signs.
- Example question: "What do you think could happen if someone doesn't follow safety rules when working with electricity?"
- Show a short video or image slideshow of electrical hazards to capture attention.

2. Objective Overview:

- Explain that today's lesson will introduce them to safety procedures that are critical for their future work in electrical trades, including identifying hazards and using the proper equipment.

Synchronous Learning (15-20 minutes):

1. Safety Demonstration:

- Demonstrate how to use basic PPE (gloves, goggles) and explain why each item is essential for safety.
- As you progress through the simulation, pause to explain why safety measures are important. For example:
 - "Why should we never touch a wire without knowing if it's live?"
 - "What could happen if we don't wear gloves when handling certain electrical components?"

2. Teacher-Led Simulation:

- Project the **Water Hazards and GFCI Outlets** simulation on the screen.
- Walk students through the key parts of the simulations. Ask students to point out potential hazards they notice in the simulation. This will get them thinking critically about safety before they begin working hands-on in future labs.



Guided Practice (10-15 minutes):

1. Safety Practice in Pairs:

- Divide the class into pairs and give each group a set of PPE to practice putting on correctly. Make sure they check each other for proper fitting and placement.
- Provide students with a basic lockout/tagout kit or visual aid to demonstrate how this procedure helps ensure safety before working on equipment.

2. Safety Checklist Activity:

- Have each pair pull out a blank sheet of paper and work together to create a safety checklist for identifying hazards in a mock electrical setup. This will reinforce the safety concepts they observed during the simulation.

Enrichment Learning (5-10 minutes):

1. Differentiated Practice:

- **For Quick Learners:** Have them revisit the **Water Hazards and GFCI Outlets** simulation on their own devices and identify more advanced hazards or safety practices, allowing them to dive deeper into safety procedures.
- **For Students Needing Extra Help:** Assign simpler activities such as reviewing the proper use of PPE or completing a safety matching game that pairs hazards with the correct safety measure.

2. Homework – Reflecting on the Impact of Safety:

- Introduce today's homework assignment. Have students write a reflection on the real-world implications of the safety protocols they learned today. They could either imagine a real-world situation where the protocol could save lives or prevent an accident, or they could research actual situations where not following these protocols had real consequences.

Formative Assessment (5 minutes):

1. Class Safety Quiz:

- Project the Final Knowledge Check and go through the questions as a class. Discuss the possible answers and why the right answer makes more sense than the other options.

Closure (5 minutes):

1. Recap:

- Summarize the most important safety concepts, emphasizing the need for PPE and hazard awareness in any electrical environment.
- Ask students to share one safety rule they will always remember from the lesson.

2. Preview Next Lesson:

- Explain that the next class will introduce more detailed safety protocols and the first steps toward working safely with electrical systems in hands-on settings.

Differentiation and Extensions

- **For Struggling Students:** Offer additional one-on-one support to go over PPE use and hazard identification.
- **For Advanced Students:** Provide more challenging simulations or safety scenarios to encourage deeper learning.

Assessment and Reflection

- **Formative Assessment:** Use the quiz and the safety checklist activity to gauge students' understanding of basic safety procedures.
- **Teacher Reflection:** After the lesson, review students' participation and quiz performance to identify areas where further reinforcement may be needed.



Summary

Immersive 3D simulations can be a game changer for the construction trades classroom. They increase opportunities for hands-on learning, increase safety, and offer a game-like learning experience that students truly enjoy.

The six strategies listed in this guide offer new tools that you can use in your lesson planning strategies. By incorporating simulations into your lesson plans, you can add new layers of scaffolding that bridge the theory of a concept to the hands-on work you do in your lab. Whether you are embracing a flipped classroom and having students practice before class or you are projecting the simulation and working on it as a group, these strategies provide you with different ways you can embrace this modern technology.

Figuring out exactly how to use these strategies in your classroom is, of course, up to you! The provided lesson plan templates demonstrate a range of ways you can pick and choose the strategies you need. At the end of the day, finding new ways to engage students and expose them to more real-world scenarios is always a win!

Interplay Learning: Build Confidence in the Classroom

Give students unlimited, hands-on practice with a wide variety of field-like scenarios and equipment types in a safe, no-fail environment.

Interplay Learning's platform includes:

- 3D and VR simulations that map to your curriculum and align with industry standards.
- Access to 3D simulations that replicate in-the-field scenarios so students can practice safely and anytime, anywhere.
- The ability to integrate with your Learning Management System, so you have a unified platform to create individualized pathways and track learner progress all in one place.



Start Your Journey with Interplay Learning

Ready to start your students on a pathway to career readiness? Contact our team to get started.

Contact: sales@interplaylearning.com



Appendix

1.) [We must teach more effectively: here are four ways to get started](#)

The American Society for Cell Biology

2.) [Pedagogical Uses of 3D Tech](#)

Educause

3.) [Potential Barriers to the Implementation of Computer-Based Simulation in Pharmacy Education: A Systematic Review](#)

Pharmacy MDPI

4.) [Learning by teaching others is extremely effective](#)

The British Psychological Society

5.) [Teachable Agents and the Protégé Effect: Increasing the Effort Towards Learning](#)

Journal of Science Education and Technology

6.) [Peer teaching in medical education: twelve reasons to move from theory to practice](#)

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