Colorado Charter Schools Annual Conference

February 25-27, 2026
Denver Marriott Tech Center

forward together 2026

"If you want to go fast, go alone.
If you want to go far, go together."
— African proverb

Colorado League of Charter Schools

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We make it our priority to **advocate** for high-quality public **charter schools** across Colorado.

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LESSONS FROM THE FRONTLINE OF AI TUTORS & INSTRUCTORS: BENEFITS & PITFALLS FOR SELF-DIRECTED STUDENT LEARNING

Innovations and Opportunities

Presented by:
Kathleen Ouellette, M.Ed. Chief Education Officer, VictoryXR
and Cari Warnock, M.S, Principal II, NBCT, K12 Ambassador with CDW

Kathleen Ouellette, M.Ed.

VICTORYXR

Chief Innovation & Education Officer

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Special Needs Educator (B-3 and K-A)
Experiential Learning Advocate
XR and AI Specialist
Home and Virtual Education Specialist
Performing Arts Philanthropist
Military Vet Spouse

CDW Education

TEXAS WOMAN'S UNIVERSITY

REGENT UNIVERSITY

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M.S., Principal II, NBCT

We make technology work so students can do great things.

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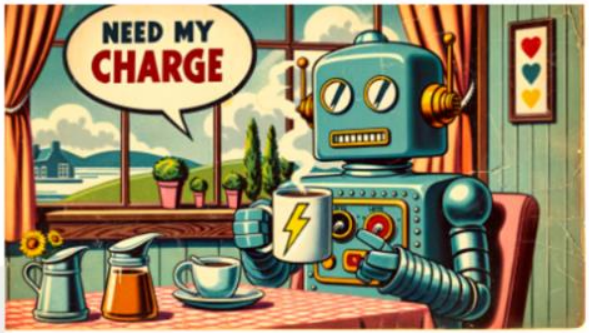

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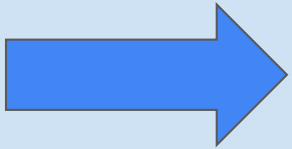
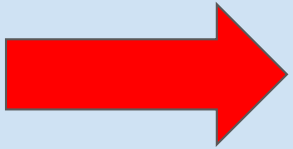
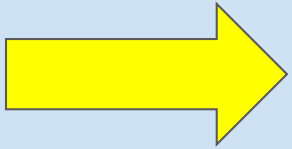


Just starting



Already into the process



Fully baked: all set!

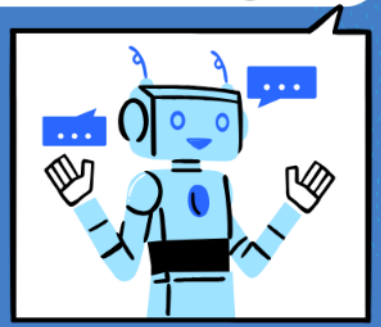
AI Tutors, Immersive Learning & The Future of Instruction

Balancing Innovation, Evidence and Responsibility

The Inflection Point

ARTIFICIAL INTELLIGENCE IS NO LONGER EXPERIMENTAL

- AI tutors now deliver standards-aligned instruction.
- Students engage in conversational learning.
- On-demand support is becoming expected.
- Institutions must decide how, not whether, to integrate.



Redefining the Classroom

AI, VR, Virtual Tutors, and
Research from Harvard

HoloTutor License Holders: 15K

AI Sessions Created
via Creator Studio: 2,300+

Between Jan 14 and Jan 30, there were over 37K inquiries

That's essentially 37K Curiosities guided, directed, expanded, from a personal agent

Video | Facebook

Meet The #ChangeAgents with Steve Grubbs - VR & Mixed Reality Expert - YouTube

CDW

WHAT HAPPENS WHEN AI TUTORS ARE INTEGRATED INTO A UNIVERSITY COURSE

- Controlled comparison: AI-supported vs. traditional instruction
- Structured AI guidance, not open-ended chatbot use
- Measured academic outcomes

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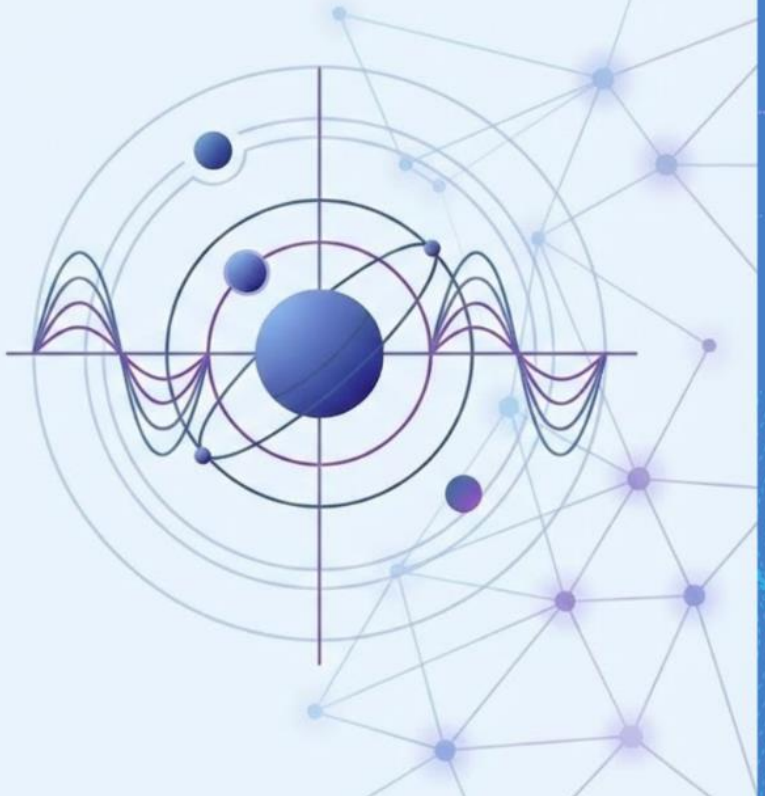
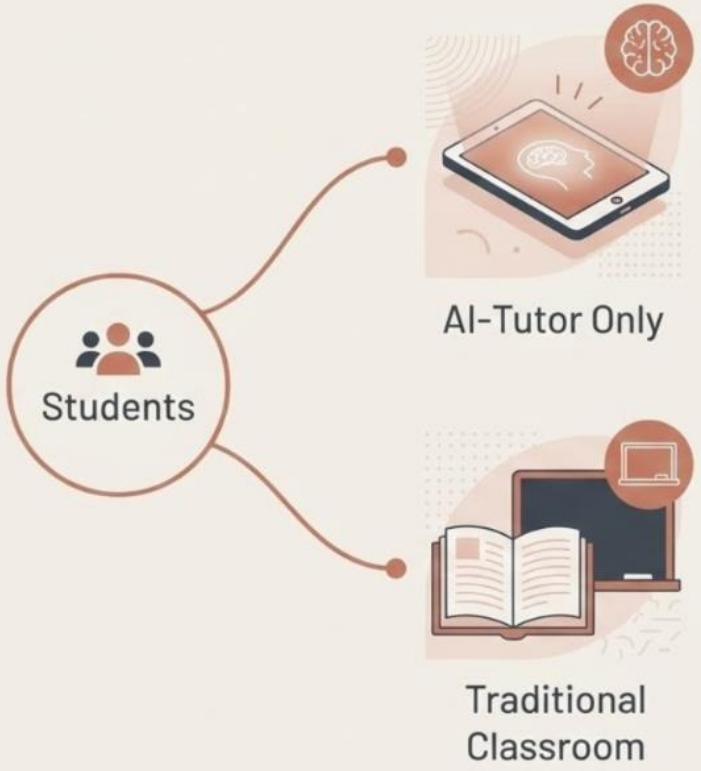
Harvard AI Tutor Pilot

- Custom AI tutor tested
- Course: Physical Sciences 2 (Large physics course)
- Institution: Harvard University



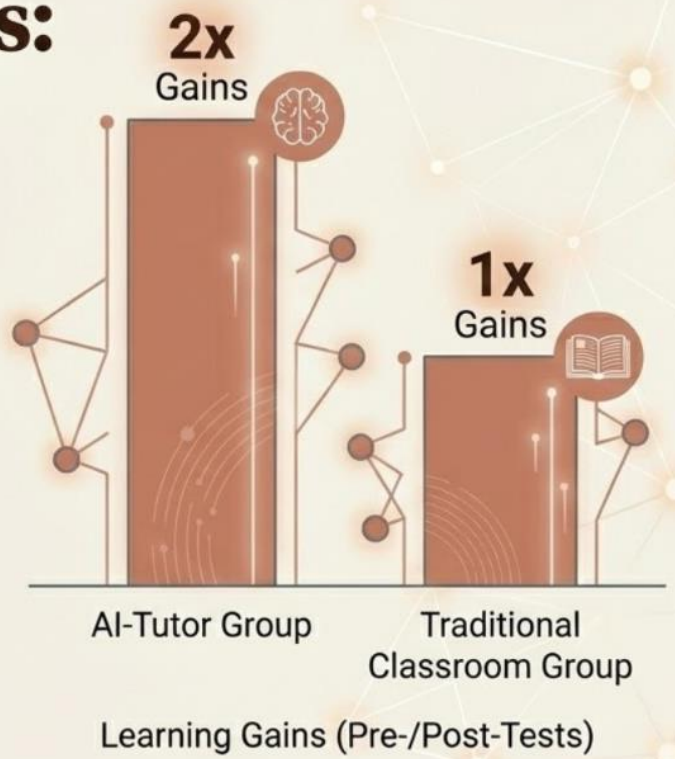
Experimental Design

- Participants: ~180 students
- Group 1: AI-tutor only
- Group 2: Traditional classroom instruction



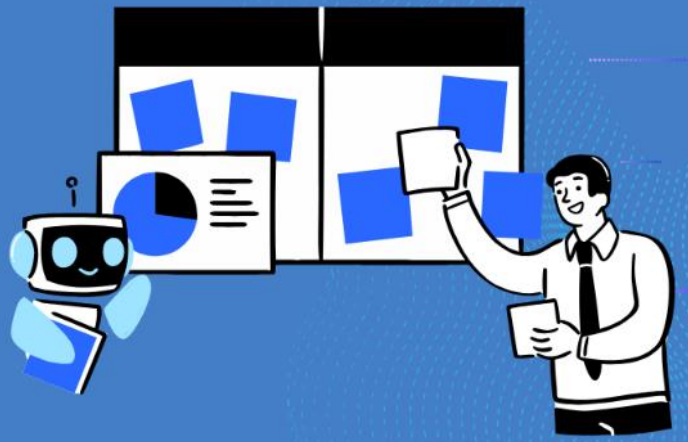
Experimental Results: Learning Gains

- AI-Tutor Group: Showed ~2x learning gains on pre-/post-tests.
- Traditional Classroom Group: Demonstrated half the learning gains of the AI-tutor group.



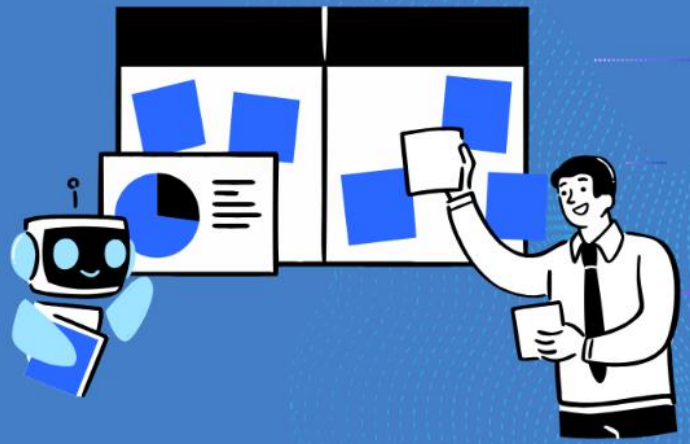
AI SUPPORTED STUDENTS DEMONSTRATED STRONGER PERFORMANCE

- Improved problem-solving accuracy
- Greater conceptual clarity
- Increased engagement with material
- Higher persistence on challenging tasks
- Students' rated experience more positively.



AI SUPPORTED STUDENTS DEMONSTRATED STRONGER PERFORMANCE

- Increased learners' efficiency:
  - students learned more in less time.
- Higher engagement
- Higher motivation



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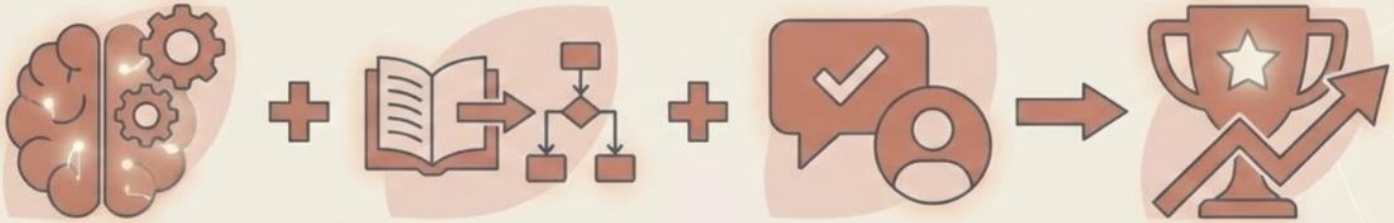
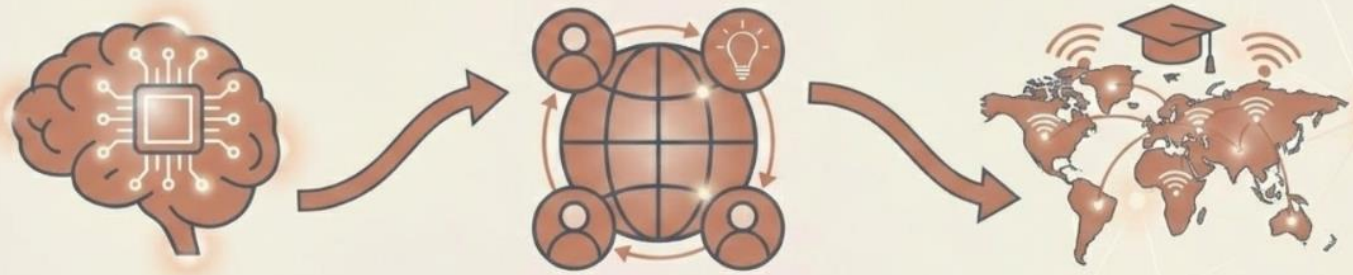
Drivers of Success: Beyond AI Power



Structured pedagogy plus real-time personalized feedback drove results.

Conclusion: Expanding Personalized Learning Everywhere

The results suggest scalable, adaptive AI tutoring can expand high-quality personalized learning everywhere.



Scalable AI Tutoring

High-Quality Personalized Learning

Global Reach

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WHY IT WORKED

Structured Guidance + Immediate Feedback

AI Replicated key elements of effective tutoring:

- **Stepwise scaffolding**
- **Feedback loops**
- **Encouragement to reason**
- **Clarification of misconceptions**

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Teaching & Learning with Virtual Reality

VictoryXR

Results | February 2024

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Project Objectives

Measure Success

- Conduct research to inform success metrics relevant to learning with virtual reality

Build Understanding

- Gain a deeper understanding of immersive learning, best practices, and stakeholder perspectives

Inform Implementation

- Provide tools for measuring success in future immersive VR learning opportunities

Inform Expansion

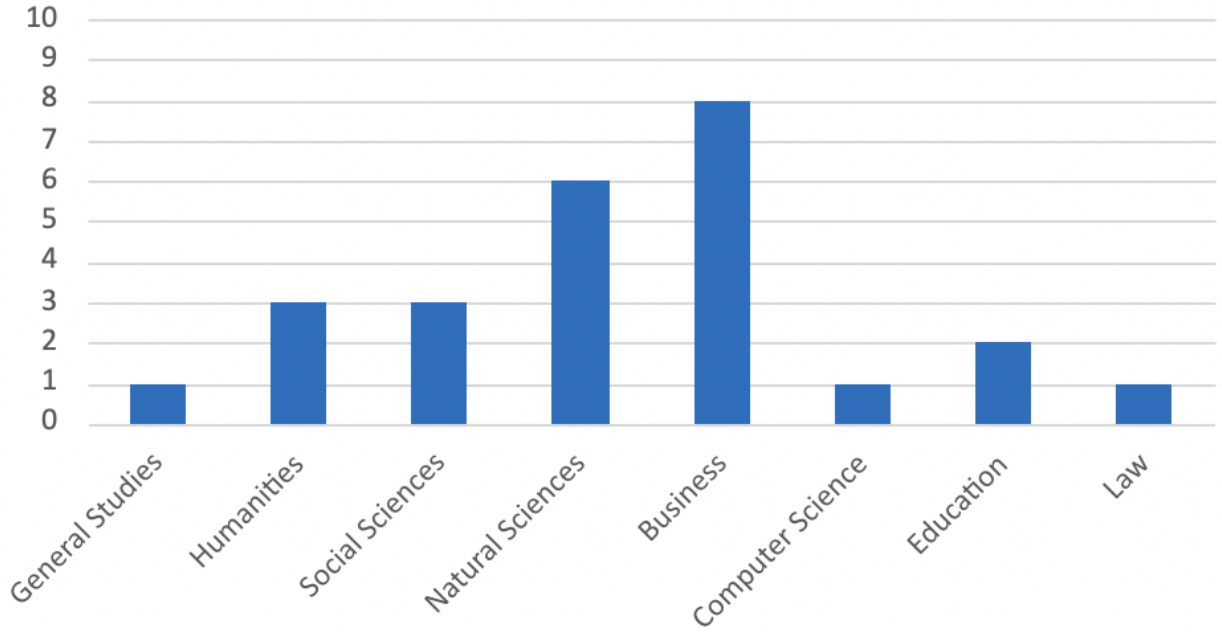
- Support decisions on the expansion of immersive VR learning in higher education

University and Instructor Participants

- 25% of VictoryXR's university partners
- 24 Professors
- 19 Universities
- Approximately 565 students (average of 23.6 students per course (range of 2 to 120 students).
- 84% were undergraduate courses, 16% being graduate courses.
- An additional three universities contributed data and insights to this research study through alternative methods.

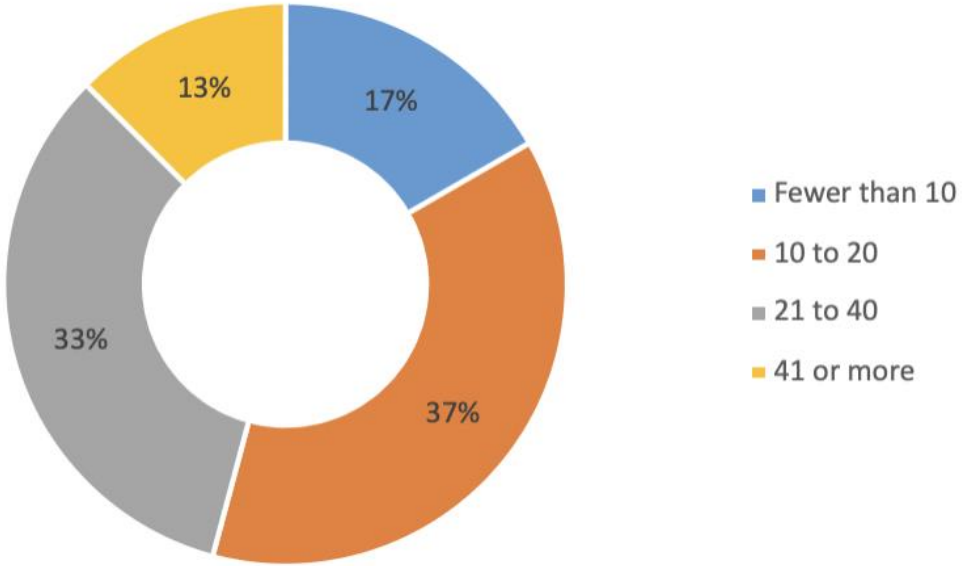
Course Subjects Represented in Data

Participating instructors taught the following topics using VR during the research term



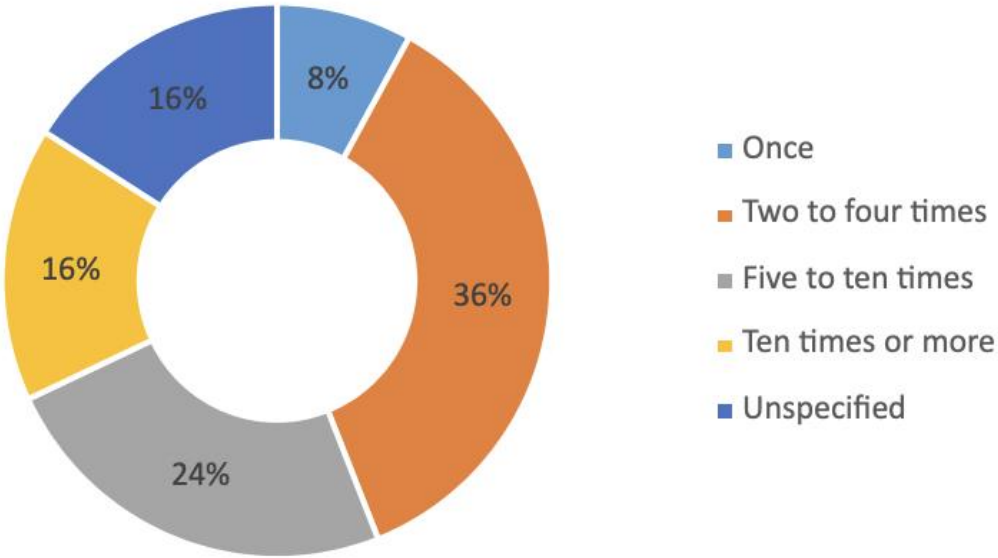
Class Size Distribution

How many students are enrolled (or do you expect to enroll) in this course?



Projected Frequency of Use Over Semester

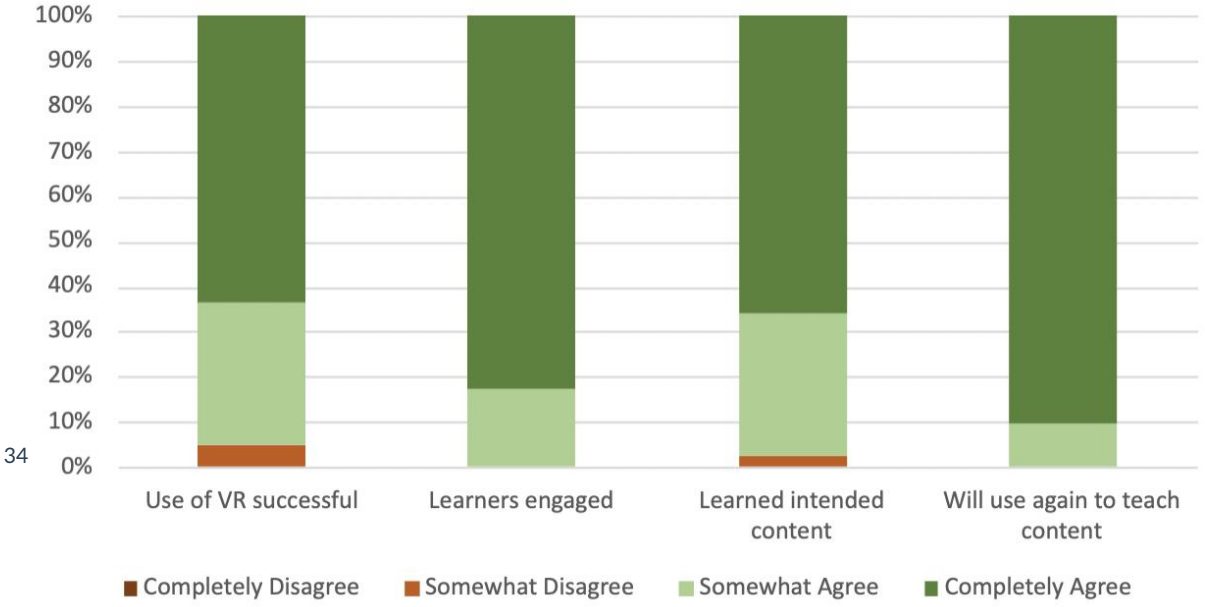
How many times do you plan to use VR in this course over this semester?



Instructor Participants

- 22% of instructors had used VR to teach the same course before.
- 56% of participating instructors also indicated that they use VR outside of the classroom, in their personal lives.

Learning Event Surveys: Instructor Perspectives



- 41 survey submissions from professors
- All instructors agreed that learners were engaged while using VR, and that they would use VR again to teach the same content.

Student Insights: End-of-Semester Surveys

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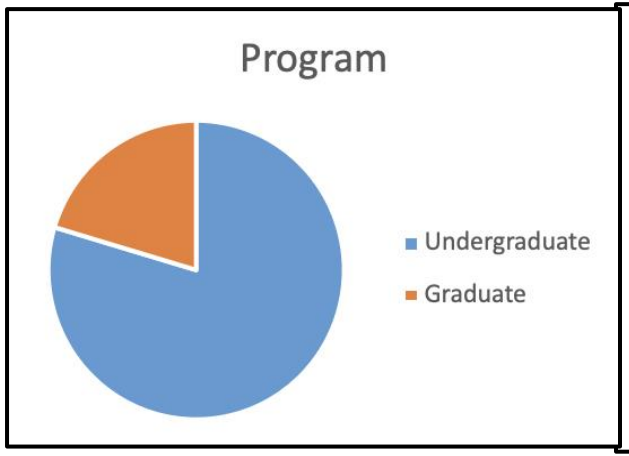
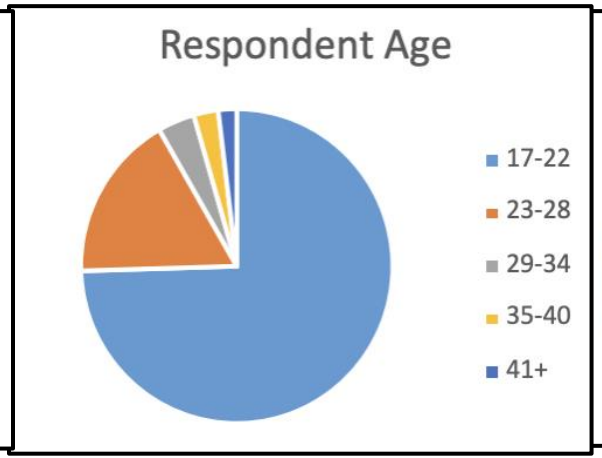
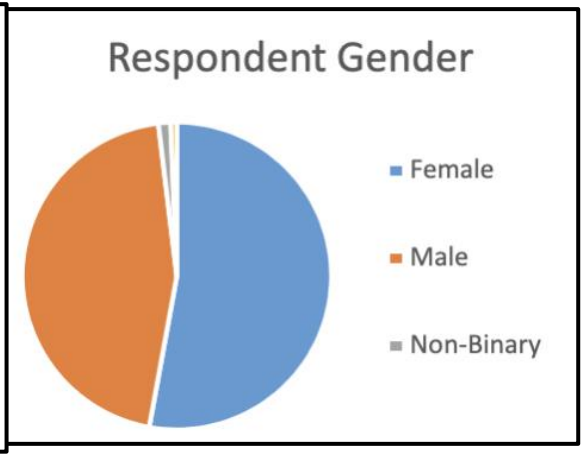
Student Participants

157 student responses were collected.

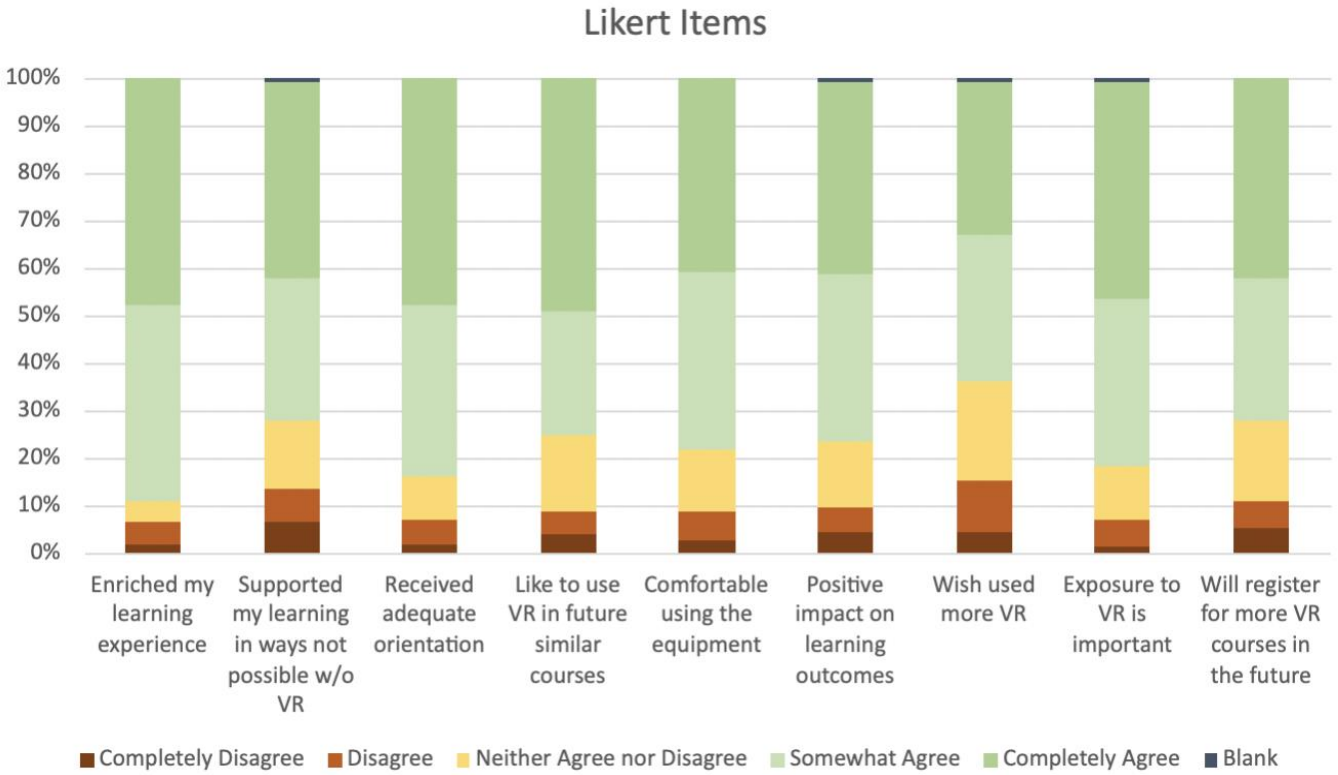






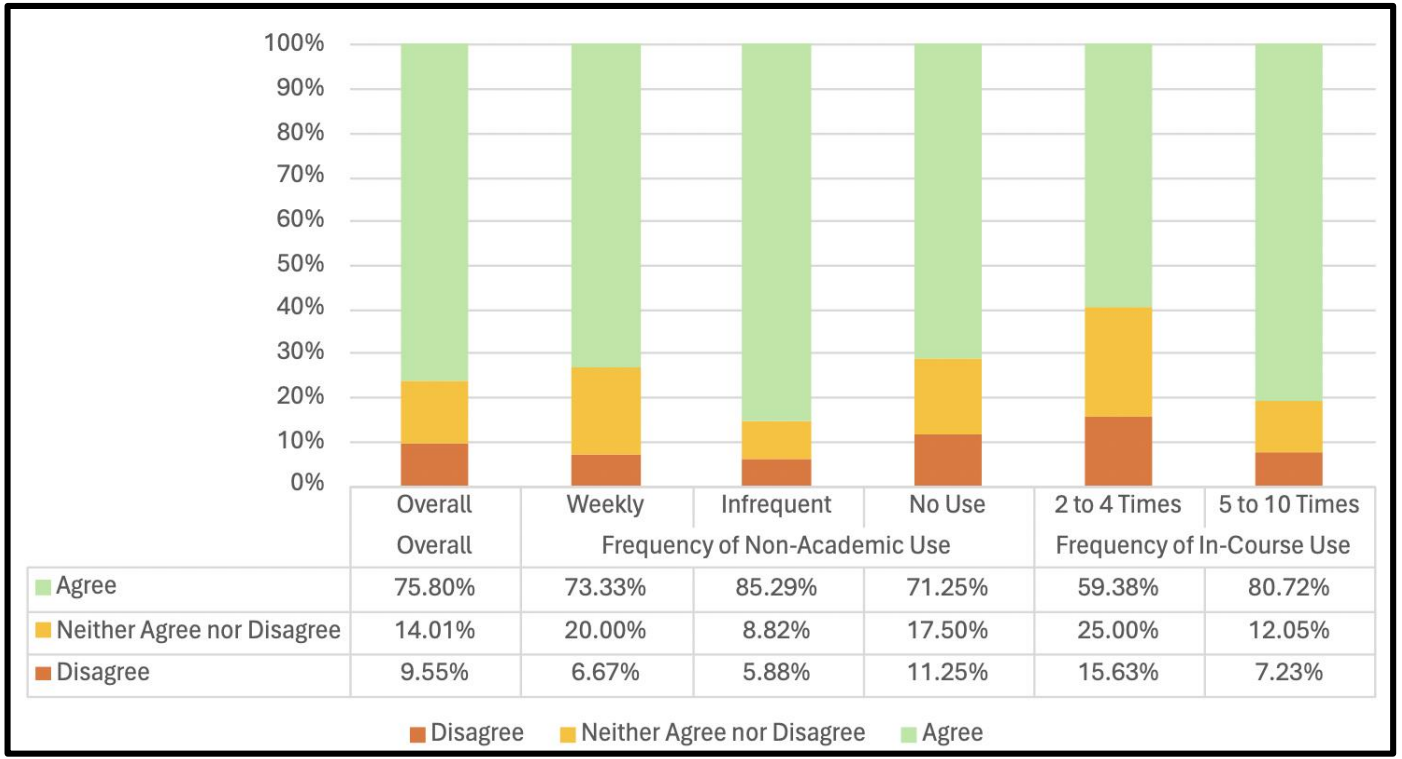
Survey Responses: Student Learning

Ratings of agreement with statements on the use of VR in coursework



Learning Outcomes Questions (cont)

"Using VR in this course had a positive impact on my learning outcomes" by Frequency Factors



	Overall	Weekly	Infrequent	No Use	2 to 4 Times	5 to 10 Times
	Overall	Frequency of Non-Academic Use			Frequency of In-Course Use	
Agree	75.80%	73.33%	85.29%	71.25%	59.38%	80.72%
Neither Agree nor Disagree	14.01%	20.00%	8.82%	17.50%	25.00%	12.05%
Disagree	9.55%	6.67%	5.88%	11.25%	15.63%	7.23%

"This definitely provided benefits that were not available in a traditional sense. Being fully immersed ...allowed the students to stay focused...[which] gave them the ability to really absorb the content at a much higher rate."

"I cannot predict whether or not my students will be required to do business in VR five years from now. What I can say is that they have the skills to work in that space—skills that most of their peers do not have on their resumes."

"I feel the criteria [of success] were met as the student evaluation responses of the class were very high."

"Not only were the students' experiences enhanced, but the engagement was evident. [...] Students also mentioned they were looking forward to future VR sessions."

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LARGE SCALE RESEARCH ON IMMERSIVE LEARNING

INSTRUCTOR IMPACT: Faculty Adoption and Perception

- 96% reported highly successful experiences
- 98% found immersive learning effective
- 100% planned continued use

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WHY IT WORKED

IMMERSION ENHANCED PEDAGOGY

it DID NOT replace it

r

LARGE SCALE RESEARCH ON IMMERSIVE LEARNING

STUDENT IMPACT: Student Learning and Engagement

- 89% said learning was enriched
- 78% reported positive academic impact
- Majority wanted more immersive learning

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WHY IT WORKED

REPEATED EXPOSURE INCREASED PERCEIVED LEARNING BENEFITS

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WHY IMMERSION MATTERS

Experience Drives Retention

Immersive learning supports:

- Contextual understanding
- Emotional engagement
- Applied reasoning
- Knowledge transfer

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CHALLENGES:

Why don't students want to sit down and listen?

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES:

Why don't students want to sit down and listen?

1. They don't relate to what WE want THEM to learn

2. They want to make money and you want them to learn a geometric formula
...and they don't know WHY

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES = STUDENT'S FRUSTRATIONS

Why don't students want to sit down and listen?

Let's FLIP this QUESTION to YOU:

Why am I being asked to LISTEN and then WRITE/SOLVE?

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES = STUDENT'S FRUSTRATIONS

For our students' sake and for our own sanity, it's time to change the narrative.

HOW can we INCREASE
Relatability and Engagement?

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES:

Students need more than passive instruction

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES:

Students need more than passive instruction

They need:

- Engagement in a distraction-heavy world
- Real-world relevance
- Career-connected learning
- Social-emotional development
- Personalized support
- Cross-curricular application
- Future-ready skills

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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CHALLENGES:

Educators need:

- Tools that integrate with existing curriculum
- Standards-aligned resources
- Support for diverse learners
- Scalable differentiation
- Measurable outcomes
- Flexible implementation (not one-size-fits-all programs)

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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The Solution:
Immersive + Intelligent Learning

VXRLabs and HoloTutor:

Transform traditional curriculum into interactive, experiential learning without requiring educators to abandon what they already use.

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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Teachers: What Tech Can't Do:

Teachers remain the instructional leaders/guiders.

- ❑ Relationship building
- ❑ Emotional Intelligence
- ❑ Classroom culture
- ❑ Professional judgement
- ❑ Contextual decision-making
- ❑ Mentorship and motivation

AI does not replace educators. It protects their time for the work only humans can do.

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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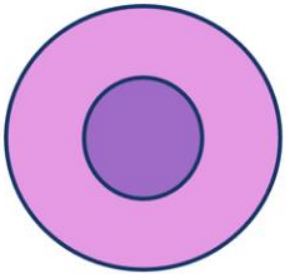
AI Agents Do Exceptionally Well:

AI expands the teacher's ability to personalize instruction.



- ❑ Provide on-demand explanations
- ❑ Offer immediate **feedback**
- ❑ **Scaffold** learning in real time
- ❑ Generate differentiated pathways
- ❑ Adapt **pacing** without stigma
- ❑ Reinforce prior skills when gaps appear

One teacher can only be in one place at one time.
AI agents make guidance available anywhere and anytime.

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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Immersive Experiences (VXRLabs):

Students learn deeper when they experience knowledge, not just consume it.

SIMULATIONS

SCIENCE

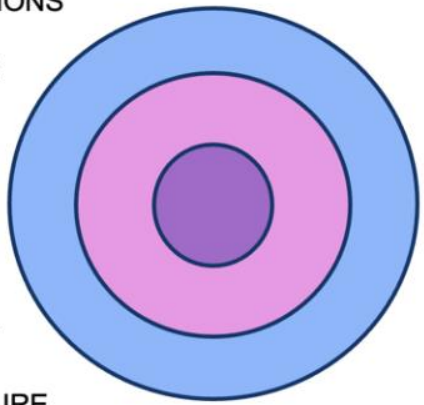
LABS

CTE

MATH

HISTORY

LITERATURE



- ❑ Context-rich scenarios
- ❑ Real-world application
- ❑ Safe experimentation
- ❑ Emotional engagement
- ❑ Authentic problem solving
- ❑ Career-connected learning

Students remember what they DO, not just what they hear.
VR transforms abstract concepts into lived experiences.
WHICH MEANS...students RELATE to what they are learning.

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

The Power of Three:

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Students learn deeper when they experience knowledge, not just consume it.

When all layers work together:

Challenge	Traditional Classroom	With AI + Immersive Learning
Differentiation	Limited by Time	Continuous, adaptive support
Engagement	Varies Widely	High due to experiential context
Feedback	Delayed	Immediate and iterative
Learning Gaps	Hard to Diagnose Early	Identified and supported instantly
Teacher Reach	One-to-many	One-to-many *plus* individualized guidance

Students remember what they DO, not just what they hear.
VR transforms abstract concepts into lived experiences.
WHICH MEANS...students RELATE to what they are learning.

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THE BIG SHIFT

OLD MODEL:

Teacher→ Content →Student

NEW MODEL:

Teacher ⟶ AI Guidance ⟶ Immersive Experience ⟶ Student Exploration

AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting | Scientific Reports

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The Big SHIFT

OLD MODEL:

Teacher → Content → Student

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The Big SHIFT

NEW MODEL:

Teacher → AI GUIDANCE → Immersive Experience → Student Exploration

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Important Considerations

The Risk of Overreliance

Accuracy and Bias

Data Privacy

Alignment with Standards

Engagement Risks

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Nuanced Conclusion

AI tutors can:

- Improve outcomes
- Bridge gaps
- Extend reach

But only when:

- Implemented responsibly
- Paired with human oversight
- Aligned with curriculum

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Thank you!

Artificial Intelligence is reshaping learning.

The question is not whether we use it,
but whether we use it wisely.

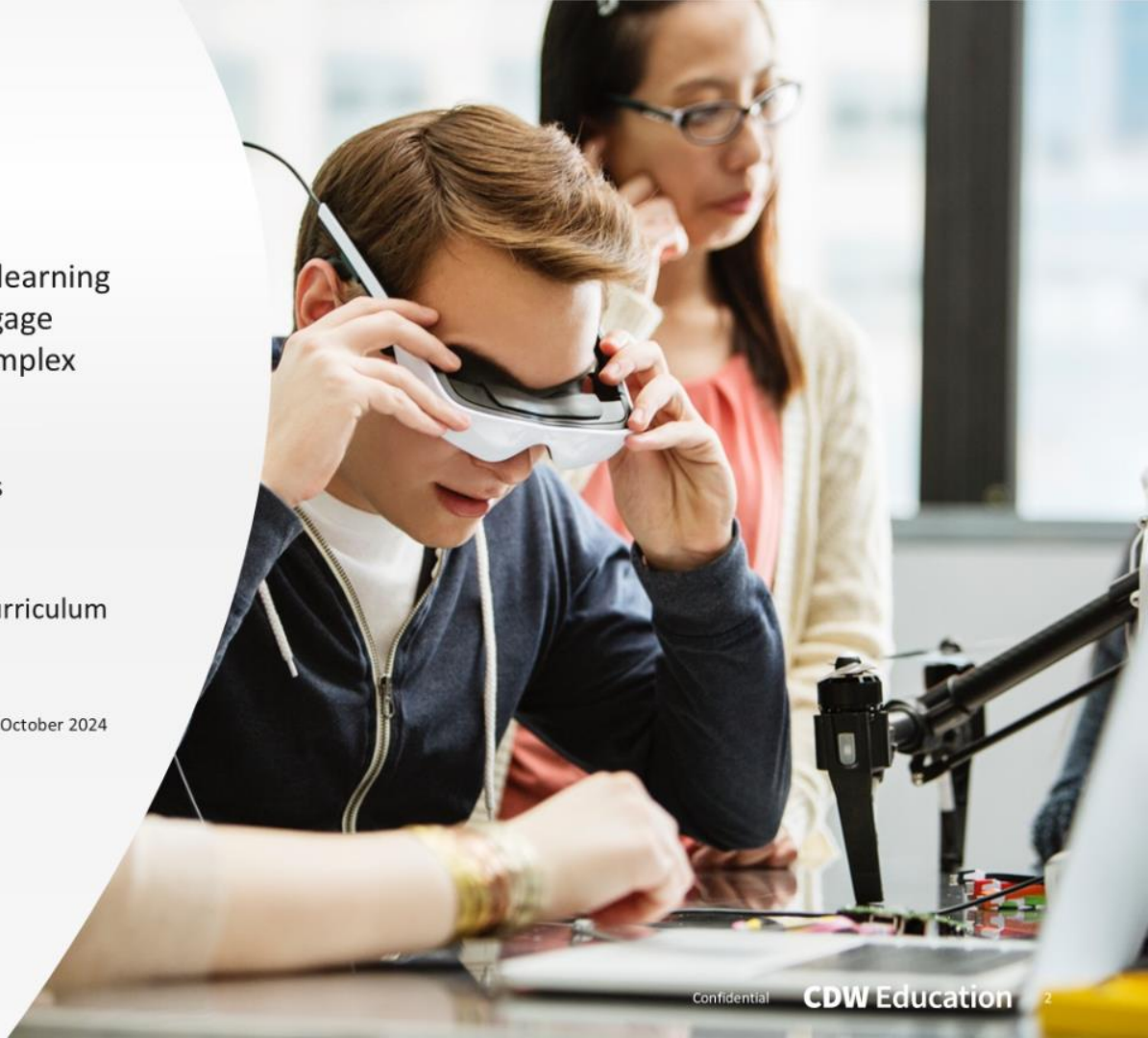
The Shifted Reality of Learning

Schools are increasingly seeking immersive learning technology like Extended Reality (XR) to engage students, but many face challenges with complex setups, scalability and security.

67% of teachers hope that XR technologies will be used regularly in schools

94% of teachers believe that aligning XR curriculum with academic standards is crucial

Source: XR Association, "Insights from Teachers on Future of XR in Education," October 2024



“The real opportunity isn’t headsets or systems —it’s how we integrate devices, AI, and spatial computing so that immersion is available when it matters most: for learning, for work, for health, and for play. We’re building human-scale systems that meet people where they are while keeping true immersion within reach when “being there” virtually is what matters most.”

Elizabeth Hyman, CEO at XR Association

From Headsets to Human-Scale Systems,
Part II: XR Still Needs Immersion | LinkedIn

THANK YOU!

It’s the work each of you do everyday that **will make a difference**.

https://bit.ly/3NWmML2

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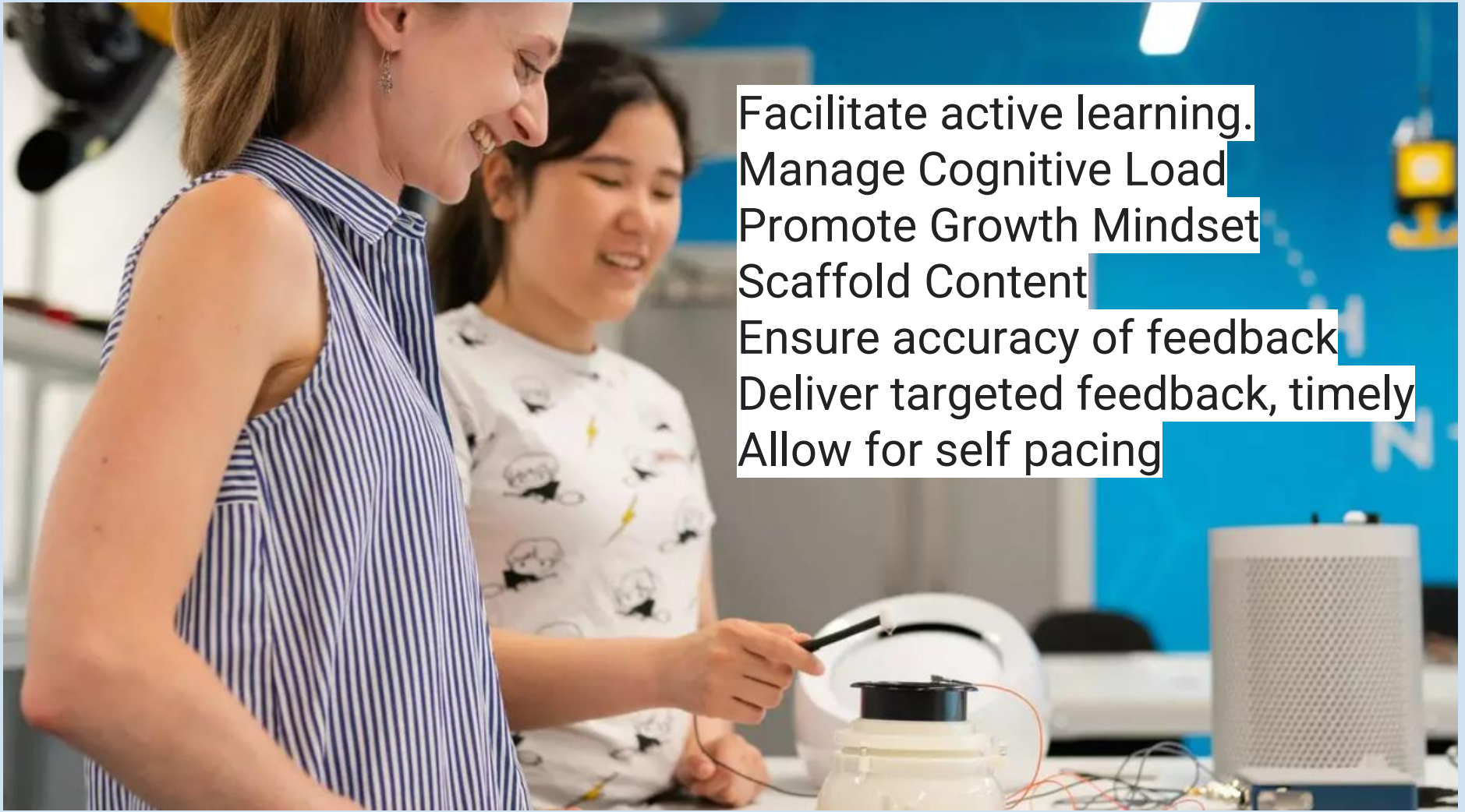
kathleen@victoryxr.com

CDW Education

TURN AND TALK

1 WORD: How do you feel about the future of technology? WHY?


Facilitate active learning.
Manage Cognitive Load
Promote Growth Mindset
Scaffold Content
Ensure accuracy of feedback
Deliver targeted feedback, timely
Allow for self pacing


THINK AND JOT: START
STOP CONTINUE
Write down 1 idea for each

CDW BOOTH: Atrium #31A
CDW Partners:
Evergreen and Ponderosa

1F. Spectrum Furniture + Logitech

2F. Meter & TEQ

3F. Lü & Victory XR

4F. Go Guardian & Lenovo