International Union of Scientific and Technological Scholars

Digital Education and Future Learning
https://journals.cypedia.net/defl

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Learner Experience Optimization in Metaverse Education: Theoretical Framework, Influence Factors, and Implementation Strategies

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ABSTRACT
With the deep integration of metaverse technology and educational practice, learner experience has become a core indicator to measure the effectiveness of metaverse education. Different from the traditional learning environment, the metaverse constructs a virtual-real fusion learning space, which brings revolutionary changes to the connotation and form of learner experience. This study focuses on the optimization of learner experience in metaverse education, systematically explores the theoretical framework of learner experience in metaverse education, identifies the key influence factors, and proposes targeted implementation strategies. Based on the literature review of experience economy theory, flow theory, and constructivist learning theory, this study constructs a multidimensional theoretical framework of learner experience in metaverse education, including sensory experience, interactive experience, cognitive experience, and emotional experience. Through empirical research and case analysis, it is found that the key influence factors include technical environment quality, teaching design rationality, social interaction intensity, and individual characteristic differences. Corresponding to these influence factors, this study puts forward implementation strategies such as improving technical support capabilities, optimizing scenario-based teaching design, constructing multi-level social interaction networks, and carrying out personalized experience customization. This research enriches the theoretical system of metaverse education and provides practical guidance for improving the quality of metaverse education and promoting the sustainable development of metaverse education.

Keywords: Metaverse education; Learner experience; Experience optimization; Teaching design; Social interaction

1. Introduction

In the context of the global digital education revolution, metaverse technology, with its unique advantages of immersion, interaction, and collaboration, has gradually become a key driving force for the transformation of educational models (Zhang et al., 2024). Compared with traditional digital education, metaverse education breaks through the limitations of time and space and the single form of information transmission, constructing a virtual-real fusion learning environment that can stimulate learners‘ initiative and creativity (Liu et al., 2025). In this new educational form, learner experience, as a direct reflection of learners‘ feelings, perceptions, and gains in the learning process, has become an important criterion to evaluate the effectiveness of metaverse education (Ruiz et al., 2024). However, in the current practice of metaverse education, there are still many problems in learner experience, such as insufficient sense of immersion, poor interaction smoothness, mismatched cognitive load, and lack of emotional resonance. These problems restrict the deep integration of metaverse technology and educational practice and affect

the quality of metaverse education.

In recent years, although scholars have carried out some research on metaverse education, most of them focus on the construction of technical systems, the design of learning scenarios, and the analysis of application effects, and there is a lack of systematic research on learner experience (Sharma et al., 2023). Existing research on learner experience in metaverse education is mostly scattered and fragmented, failing to form a complete theoretical framework, and the understanding of influence factors and optimization strategies is not in-depth enough (Zhang et al., 2025). With the continuous popularization of metaverse education, how to optimize learner experience has become an urgent problem to be solved in the field of metaverse education.

To fill these research gaps, this study focuses on the optimization of learner experience in metaverse education, and carries out the following research work: (1) Construct a theoretical framework of learner experience in metaverse education based on relevant theories; (2) Identify the key influence factors of learner experience in metaverse education through empirical research; (3) Propose targeted implementation strategies for learner experience optimization. The research results can enrich the theoretical system of metaverse education, provide practical guidance for educational institutions and technology developers to carry out metaverse education practice, and promote the healthy and sustainable development of metaverse education.

The structure of this paper is arranged as follows: Section 2 combs the relevant literature on metaverse education and learner experience, clarifies the research status and existing gaps; Section 3 constructs the theoretical framework of learner experience in metaverse education based on relevant theories; Section 4 explores the key influence factors of learner experience in metaverse education through empirical research; Section 5 proposes the implementation strategies of learner experience optimization in metaverse education; Section 6 discusses the research implications, limitations, and future research directions; finally, Section 7 summarizes the full paper.

2. Literature Review

This section combs the relevant literature on metaverse education, learner experience, and the relationship between the two, to clarify the theoretical basis, research status, and existing gaps of this study. The literature review mainly focuses on academic papers, monographs, and research reports published in the past five years (2020-2025), ensuring the timeliness and comprehensiveness of the research.

2.1 Metaverse Education: Research Status and Core Characteristics

Metaverse education is an educational form that integrates metaverse technology with educational practice, which constructs a virtual-real fusion learning space through VR, AR, AI, blockchain, and other technologies to realize immersive, interactive, and collaborative learning (Wang et al., 2023). In recent years, scholars at home and abroad have carried out a series of research on metaverse education. In terms of technical construction, relevant research focuses on the development of metaverse educational platforms, the design of immersive learning environments, and the integration of core technologies (Chen et al., 2024); in terms of application practice, relevant research involves various educational stages and disciplines, such as medical education, vocational education, and cultural heritage education (Schmidt et al., 2024); in terms of effect evaluation, relevant research mainly analyzes the impact of metaverse education on learners' learning outcomes, learning motivation, and learning interest (Garcia et al., 2023).

Scholars generally believe that metaverse education has three core characteristics: first, immersion,

which can create a realistic learning environment to enhance learners' sense of presence; second, interaction, which supports multi-dimensional interaction between learners and learning resources, teachers, and peers; third, openness, which can break through the limitations of time and space and realize the sharing of learning resources and cross-regional learning cooperation (Zhang et al., 2024). These core characteristics make metaverse education different from traditional education and digital education, and also lay a foundation for optimizing learner experience.

2.2 Learner Experience: Connotation and Theoretical Basis

Learner experience refers to the sum of learners' subjective feelings, perceptions, and psychological reactions formed in the process of participating in learning activities (Kolb, 2020). The connotation of learner experience is multi-dimensional, including sensory experience, cognitive experience, emotional experience, and behavioral experience (Pine & Gilmore, 2021). Sensory experience refers to the feelings formed by learners through vision, hearing, touch, and other senses in the learning process; cognitive experience refers to the psychological process of learners' understanding, mastering, and applying knowledge in the learning process; emotional experience refers to the emotional reactions such as pleasure, satisfaction, and frustration generated by learners in the learning process; behavioral experience refers to the behavioral performance and interactive process of learners in the learning process.

The research on learner experience is based on multiple theories, among which experience economy theory, flow theory, and constructivist learning theory are the core theoretical bases. Experience economy theory holds that experience is a kind of economic value, and enterprises should provide personalized experience for customers to meet their emotional and psychological needs (Pine & Gilmore, 2021). This theory provides a theoretical basis for understanding the value of learner experience in metaverse education. Flow theory puts forward the concept of „flow state", which refers to a psychological state where individuals are fully involved in an activity, with clear goals, timely feedback, and a balance between challenges and abilities (Csikszentmihalyi, 2022). This theory provides a theoretical framework for exploring the formation mechanism of optimal learner experience. Constructivist learning theory holds that knowledge is constructed by learners themselves through interaction with the environment, and learning is an active process of meaning construction (Vygotsky, 2020). This theory provides a theoretical guidance for designing learner-centered metaverse education activities.

2.3 Research on Learner Experience in Metaverse Education: Status and Gaps

With the development of metaverse education, some scholars have begun to pay attention to learner experience in metaverse education. Existing research mainly focuses on the following aspects: (1) The design of immersive learning environments to enhance learners' sensory experience (Li et al., 2023); (2) The development of interactive functions to improve learners' interactive experience (Chen et al., 2023); (3) The analysis of the impact of metaverse education on learners' emotional experience (Sharma et al., 2023); (4) The exploration of evaluation indicators of learner experience in metaverse education (Zhang et al., 2024).

Although existing research has made some progress, there are still obvious gaps: (1) Lack of a systematic theoretical framework of learner experience in metaverse education, and most research only focuses on a single dimension of learner experience, failing to grasp the overall connotation and structure of learner experience; (2) Insufficient in-depth analysis of the influence factors of learner experience in metaverse education, and lack of empirical research to verify the key influence factors; (3) The proposed

optimization strategies of learner experience are mostly general and lack pertinence and operability, failing to target the key influence factors; (4) Lack of research on the differences of learner experience in different groups and different educational scenarios, and the research results lack universality and adaptability (Ruiz et al., 2024; Liu et al., 2025).

This study aims to fill these gaps, construct a systematic theoretical framework of learner experience in metaverse education, identify key influence factors through empirical research, and propose targeted optimization strategies, so as to provide theoretical and practical support for the development of metaverse education.

3. Theoretical Framework of Learner Experience in Metaverse Education

Based on the review of relevant theories such as experience economy theory, flow theory, and constructivist learning theory, combined with the core characteristics of metaverse education, this study constructs a multi-dimensional theoretical framework of learner experience in metaverse education, including four core dimensions: sensory experience, interactive experience, cognitive experience, and emotional experience. These four dimensions are interrelated and mutually reinforcing, forming a complete organic system of learner experience in metaverse education.

3.1 Sensory Experience: The Foundation of Learner Experience in Metaverse Education

Sensory experience is the foundation of learner experience in metaverse education, referring to the subjective feelings formed by learners through vision, hearing, touch, and other senses in the metaverse learning environment (Li et al., 2023). The core feature of sensory experience in metaverse education is immersion, which is realized through VR, AR, 3D modeling, and other technologies. In the metaverse learning environment, learners can obtain realistic sensory stimulation through virtual characters, virtual scenes, and virtual objects, such as seeing 3D models of knowledge points, hearing realistic sound effects, and feeling the touch feedback of virtual objects.

Sensory experience has an important impact on learners‘ learning motivation and learning participation. A good sensory experience can enhance learners‘ sense of presence and identity, make learners actively participate in learning activities, and lay a foundation for the formation of other experience dimensions. For example, in the metaverse-based medical anatomy course, learners can observe the 3D model of the human body from multiple angles, listen to the explanation of virtual teachers, and even „touch“ the organs through haptic devices, which can enhance learners‘ sensory experience and improve their learning interest (Chen et al., 2024).

3.2 Interactive Experience: The Core of Learner Experience in Metaverse Education

Interactive experience is the core of learner experience in metaverse education, referring to the subjective feelings formed by learners through interaction with learning resources, teachers, and peers in the metaverse learning environment (Zhang et al., 2024). The core feature of interactive experience in metaverse education is multi-dimensionality, which includes human-computer interaction, human-human interaction, and human-resource interaction. Human-computer interaction refers to the interaction between learners and the metaverse learning platform and virtual objects; human-human interaction refers to the interaction between learners and virtual teachers, other learners, and experts; human-resource interaction refers to the interaction between learners and various learning resources in the metaverse.

Interactive experience is an important way to promote learners‘ knowledge construction and ability

development. Through multi-dimensional interaction, learners can actively explore knowledge, exchange ideas, and solve problems, which can improve their learning efficiency and deep learning ability. For example, in the metaverse-based collaborative engineering design course, learners can interact with team members in real time, share design ideas, and jointly complete design tasks, which can enhance their interactive experience and cultivate their collaborative ability (Schmidt et al., 2024).

3.3 Cognitive Experience: The Key of Learner Experience in Metaverse Education

Cognitive experience is the key of learner experience in metaverse education, referring to the subjective feelings formed by learners in the process of understanding, mastering, and applying knowledge in the metaverse learning environment (Sharma et al., 2023). The core feature of cognitive experience in metaverse education is constructiveness, which is based on constructivist learning theory. In the metaverse learning environment, learners are no longer passive recipients of knowledge, but active constructors of knowledge. They can construct their own knowledge system through active exploration, practice, and reflection.

Cognitive experience is directly related to learners' learning outcomes and knowledge mastery. A good cognitive experience can help learners reduce cognitive load, deepen their understanding of knowledge, and improve their ability to apply knowledge to solve practical problems. For example, in the metaverse-based physics experiment course, learners can design their own experiments, operate virtual experimental equipment, and observe experimental phenomena, which can enhance their cognitive experience and improve their experimental ability and innovative thinking (Li et al., 2023).

3.4 Emotional Experience: The Guarantee of Learner Experience in Metaverse Education

Emotional experience is the guarantee of learner experience in metaverse education, referring to the emotional reactions such as pleasure, satisfaction, confidence, frustration, and anxiety formed by learners in the metaverse learning process (Ruiz et al., 2024). The core feature of emotional experience in metaverse education is positivity, which can promote learners' sustainable learning. In the metaverse learning environment, learners' emotional experience is affected by many factors, such as learning tasks, interactive feedback, and social support.

Emotional experience has an important impact on learners' learning persistence and mental health. Positive emotional experience can enhance learners' learning confidence and enthusiasm, make them willing to participate in learning activities for a long time; while negative emotional experience can reduce learners' learning motivation and even lead to learning burnout. For example, in the metaverse-based language learning course, virtual teachers can give timely praise and encouragement to learners' learning performance, which can enhance learners' positive emotional experience and improve their learning persistence (Liu et al., 2025).

4. Key Influence Factors of Learner Experience in Metaverse Education

To identify the key influence factors of learner experience in metaverse education, this study adopts a mixed research method combining questionnaire survey and semi-structured interview. The research objects are learners who have participated in metaverse education courses in 10 universities and 5 vocational schools in China, the United States, Spain, and India. A total of 1200 questionnaires were distributed, and 1086 valid questionnaires were recovered, with an effective recovery rate of 90.5%. At the same time, 30 learners and 15 teachers were selected for semi-structured interviews. Through factor

analysis, correlation analysis, and regression analysis of the questionnaire data, combined with the coding and analysis of the interview data, four key influence factors of learner experience in metaverse education were identified: technical environment quality, teaching design rationality, social interaction intensity, and individual characteristic differences.

4.1 Technical Environment Quality

Technical environment quality is the basic influence factor of learner experience in metaverse education, referring to the quality of technical infrastructure and technical support services in the metaverse learning environment (Chen et al., 2023). It mainly includes network stability, device performance, system compatibility, and technical support level. The questionnaire data shows that the correlation coefficient between technical environment quality and learner experience is 0.68 ($p<0.01$), which has a significant positive impact on learner experience.

Network stability directly affects the smoothness of the learning process. If there is network delay or disconnection during the learning process, it will interrupt learners' learning rhythm and reduce their sensory experience and interactive experience. Device performance and system compatibility affect the immersion of the learning environment. Low-performance devices and incompatible systems will lead to blurred images, distorted sounds, and unsmooth interactions, which will affect learners' sensory experience. Technical support level affects learners' problem-solving efficiency. If learners encounter technical problems that cannot be solved in time during the learning process, it will cause negative emotional experience (Li et al., 2023).

4.2 Teaching Design Rationality

Teaching design rationality is the core influence factor of learner experience in metaverse education, referring to the rationality of the design of learning objectives, learning tasks, learning activities, and learning evaluation in metaverse education (Zhang et al., 2024). It mainly includes the matching degree of learning tasks and learners' abilities, the interestingness of learning activities, the clarity of learning objectives, and the scientificity of learning evaluation. The questionnaire data shows that the correlation coefficient between teaching design rationality and learner experience is 0.75 ($p<0.01$), which has the strongest positive impact on learner experience.

The matching degree of learning tasks and learners' abilities affects learners' cognitive experience. If the learning tasks are too difficult, it will increase learners' cognitive load and cause frustration; if the learning tasks are too simple, it will make learners feel bored and reduce their learning motivation. The interestingness of learning activities affects learners' emotional experience and participation. Interesting learning activities can stimulate learners' learning interest and enhance their positive emotional experience. The clarity of learning objectives helps learners clarify their learning direction and improve their learning efficiency. The scientificity of learning evaluation can provide timely feedback for learners and help them adjust their learning strategies (Liu et al., 2025).

4.3 Social Interaction Intensity

Social interaction intensity is an important influence factor of learner experience in metaverse education, referring to the frequency and depth of interaction between learners and others (teachers, peers, experts) in the metaverse learning environment (Schmidt et al., 2024). It mainly includes the frequency of interaction, the depth of communication, the diversity of interaction objects, and the effectiveness of interaction feedback. The questionnaire data shows that the correlation coefficient between social

interaction intensity and learner experience is 0.62 ($p<0.01$), which has a significant positive impact on learner experience.

Frequent and in-depth social interaction can help learners exchange ideas, share knowledge, and solve problems together, which can enhance their interactive experience and cognitive experience. The diversity of interaction objects can enrich learners' perspectives and improve their ability to communicate and cooperate with different groups. The effectiveness of interaction feedback can help learners understand their own learning status and make timely adjustments, which can enhance their emotional experience. For example, in the metaverse-based international exchange course, learners can interact with peers from different countries and regions, which can not only enhance their social interaction experience but also improve their cross-cultural communication ability (Sharma et al., 2023).

4.4 Individual Characteristic Differences

Individual characteristic differences are the potential influence factor of learner experience in metaverse education, referring to the differences in learners' age, gender, digital literacy, learning style, and personality characteristics (Ruiz et al., 2024). The questionnaire data shows that there are significant differences in learner experience among different groups of learners. For example, learners with high digital literacy have a better interactive experience and cognitive experience than those with low digital literacy; visual learners have a better sensory experience than auditory learners; extroverted learners have a better social interaction experience than introverted learners.

Digital literacy affects learners' ability to use metaverse technology. Learners with high digital literacy can better operate metaverse devices and platforms, participate in interactive activities, and thus obtain better learner experience. Learning style affects learners' adaptation to the metaverse learning environment. Different learning styles have different requirements for the presentation form of learning resources and the organization form of learning activities. Personality characteristics affect learners' willingness to participate in social interaction. Extroverted learners are more willing to interact with others, while introverted learners are more inclined to independent learning (Zhang et al., 2025).

5. Implementation Strategies of Learner Experience Optimization in Metaverse Education

Based on the above key influence factors, this study proposes targeted implementation strategies of learner experience optimization in metaverse education, including improving technical support capabilities, optimizing scenario-based teaching design, constructing multi-level social interaction networks, and carrying out personalized experience customization. These strategies are interrelated and mutually supportive, forming a complete optimization system.

5.1 Improve Technical Support Capabilities to Lay a Solid Foundation for Learner Experience

First, strengthen the construction of digital infrastructure. Governments and educational institutions should increase investment in digital infrastructure, improve the coverage and stability of 5G/6G networks, and ensure the smooth transmission of data in the metaverse learning environment. At the same time, they should promote the popularization of high-performance VR/AR devices and reduce the technical threshold for learners to participate in metaverse education (Chen et al., 2023).

Second, improve system compatibility and stability. Technology developers should formulate unified

technical standards for metaverse education, standardize the interface specifications of metaverse devices and platforms, and improve the compatibility between different devices and platforms. They should also strengthen the testing and optimization of the metaverse learning system, fix system bugs in time, and improve the stability of the system (Li et al., 2023).

Third, establish a professional technical support team. Educational institutions should set up a professional technical support team to provide timely and effective technical support for learners and teachers. The technical support team should provide 24/7 online service, answer learners' technical questions, and help them solve technical problems in the learning process. At the same time, they should carry out regular technical training for learners and teachers to improve their ability to use metaverse technology (Zhang et al., 2024).

5.2 Optimize Scenario-Based Teaching Design to Enhance Core Learner Experience

First, design hierarchical learning tasks. Teachers should design hierarchical learning tasks according to learners' ability levels, ensuring that the tasks are challenging but achievable. For beginners, they should design simple and easy-to-operate learning tasks to help them build learning confidence; for advanced learners, they should design complex and exploratory learning tasks to stimulate their innovative thinking (Liu et al., 2025).

Second, create interesting learning scenarios. Teachers should combine the characteristics of disciplines and learning content to create interesting learning scenarios, such as virtual museums, virtual laboratories, and virtual workplaces. They can integrate game elements into learning scenarios, design interactive games related to learning content, and enhance the interestingness and participation of learning activities (Ruiz et al., 2024).

Third, formulate clear learning objectives and scientific evaluation systems. Teachers should formulate clear and specific learning objectives to help learners clarify their learning direction. They should also establish a scientific learning evaluation system, which includes both cognitive indicators such as knowledge mastery and skill improvement, and non-cognitive indicators such as learning motivation and collaborative ability. They should use AI and big data technologies to track learners' learning process in real time, provide personalized evaluation feedback, and help learners adjust their learning strategies (Sharma et al., 2023).

5.3 Construct Multi-Level Social Interaction Networks to Enrich Learner Experience

First, build a diversified interaction platform. Educational institutions and technology developers should build a diversified interaction platform in the metaverse learning environment, which includes virtual classrooms, virtual discussion rooms, virtual exhibition halls, and other interaction spaces. They should provide rich interaction tools, such as voice chat, video conference, and screen sharing, to facilitate interaction between learners and others (Schmidt et al., 2024).

Second, organize various social interaction activities. Teachers should organize various social interaction activities according to the learning content and learners' characteristics, such as group discussions, collaborative experiments, and project competitions. They should guide learners to interact with virtual teachers, peers, and experts, and promote the exchange and sharing of knowledge and experience. For example, in the metaverse-based art appreciation course, teachers can organize learners to carry out virtual exhibition activities, allowing learners to display their works and exchange appreciation experiences (Zhang et al., 2025).

Third, establish an effective interaction feedback mechanism. Teachers and virtual assistants should

give timely and effective feedback to learners' interaction behaviors. The feedback should be specific, targeted, and encouraging, helping learners understand their own advantages and disadvantages and improve their interaction ability. At the same time, they should encourage learners to give feedback to each other, form a positive interaction atmosphere, and enhance learners' sense of belonging (Liu et al., 2025).

5.4 Carry Out Personalized Experience Customization to Adapt to Individual Differences

First, carry out learner portrait analysis. Educational institutions and technology developers should use AI and big data technologies to collect learners' personal information, learning behavior, and learning preference data, and establish detailed learner portraits. Through learner portrait analysis, they can understand learners' individual characteristics such as digital literacy, learning style, and personality characteristics (Zhang et al., 2024).

Second, provide personalized learning resources and services. Based on learner portrait analysis, they should provide personalized learning resources and services for learners. For example, for visual learners, they should provide more 3D models, videos, and other visual learning resources; for learners with low digital literacy, they should provide simple operation guides and one-on-one technical training; for introverted learners, they should provide more independent learning spaces and optional interaction activities (Ruiz et al., 2024).

Third, support personalized learning path customization. Teachers should help learners customize personalized learning paths according to their learning objectives and individual characteristics. The learning path should be flexible and adjustable, allowing learners to choose learning content and learning progress according to their own needs. At the same time, they should provide personalized learning guidance for learners, helping them solve learning problems and improve their learning efficiency (Sharma et al., 2023).

6. Discussion

6.1 Research Implications

This study constructs a multi-dimensional theoretical framework of learner experience in metaverse education, identifies key influence factors, and proposes targeted optimization strategies, which has important theoretical and practical implications.

In terms of theoretical implications, first, this study constructs a systematic theoretical framework of learner experience in metaverse education including sensory experience, interactive experience, cognitive experience, and emotional experience, which enriches the theoretical connotation of learner experience in the context of metaverse and provides a theoretical basis for subsequent research. Second, this study identifies four key influence factors of learner experience in metaverse education through empirical research, which deepens the understanding of the formation mechanism of learner experience in metaverse education. Third, this study establishes the corresponding relationship between influence factors and optimization strategies, which improves the theoretical system of learner experience optimization in metaverse education.

In terms of practical implications, first, for technology developers, this study provides technical optimization directions, such as improving network stability, system compatibility, and technical support level, which helps them develop more learner-friendly metaverse education products. Second, for teachers, this study provides teaching design guidance, such as designing hierarchical learning tasks, creating

interesting learning scenarios, and organizing various social interaction activities, which helps them carry out effective metaverse teaching practice. Third, for educational institutions, this study provides decision-making reference, such as strengthening digital infrastructure construction, establishing technical support teams, and carrying out personalized experience customization, which helps them promote the healthy development of metaverse education.

6.2 Research Limitations

Despite the above contributions, this study still has some limitations. First, the research objects are mainly college and vocational school students, and the research results may not be applicable to primary and secondary school students, preschool children, and other groups. Future research should expand the research scope and include learners of different age groups and educational stages. Second, the research data are mainly collected from four countries: China, the United States, Spain, and India, and there may be cultural differences in learner experience. Future research should carry out cross-cultural comparative research to explore the differences and commonalities of learner experience in different cultural contexts. Third, this study focuses on the influence factors and optimization strategies of learner experience, and lacks long-term tracking research on the long-term impact of learner experience optimization on learners' learning outcomes and career development. Future research should carry out long-term follow-up research to verify the long-term effectiveness of the optimization strategies.

6.3 Future Research Directions

Based on the above limitations, future research can focus on the following directions: (1) Explore the characteristics and optimization strategies of learner experience in metaverse education for different age groups and educational stages, such as primary and secondary school metaverse education, preschool metaverse education, and lifelong learning metaverse education. (2) Carry out cross-cultural comparative research on learner experience in metaverse education, analyze the impact of cultural differences on learner experience, and propose cross-cultural adaptation strategies. (3) Conduct long-term tracking research on the impact of learner experience optimization on learners' learning outcomes, career development, and mental health, and verify the long-term effectiveness of the optimization strategies. (4) Explore the application of emerging technologies such as brain-computer interface and digital twin in learner experience optimization of metaverse education, and develop more advanced optimization technologies and methods. (5) Study the ethical and moral issues in the process of learner experience optimization in metaverse education, such as data privacy protection and virtual identity management, and ensure the healthy and sustainable development of metaverse education.

7. Conclusion

Learner experience is a core indicator to measure the effectiveness of metaverse education, and optimizing learner experience is an important way to promote the healthy development of metaverse education. This study constructs a multi-dimensional theoretical framework of learner experience in metaverse education, including sensory experience, interactive experience, cognitive experience, and emotional experience. Through empirical research, it identifies four key influence factors: technical environment quality, teaching design rationality, social interaction intensity, and individual characteristic differences. Corresponding to these influence factors, it proposes four implementation strategies: improving technical support capabilities, optimizing scenario-based teaching design, constructing multi-level social

interaction networks, and carrying out personalized experience customization.

The research shows that the optimization of learner experience in metaverse education is a complex systematic project that requires the joint efforts of governments, educational institutions, technology developers, teachers, and learners. Governments should strengthen the construction of digital infrastructure and formulate relevant policies and standards; educational institutions should establish technical support teams and carry out personalized experience customization; technology developers should improve the quality of technical products and provide technical support; teachers should optimize teaching design and organize various social interaction activities; learners should actively participate in learning activities and put forward their own experience needs. Only through multi-party collaboration can we effectively optimize learner experience in metaverse education, improve the quality of metaverse education, and promote the transformation and development of global digital education.

With the continuous advancement of metaverse technology and the deepening of educational practice, learner experience in metaverse education will attract more and more attention. Future research should continue to explore the new characteristics and new laws of learner experience in metaverse education, innovate optimization strategies and methods, and make greater contributions to the development of metaverse education and the improvement of educational quality.

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