EMPOWERING CONTENT CREATION WITH GENERATIVE AI IN METAVERSE

Jelena Borocki ¹ ^{[ORCID} 0000-0003-2146-7008]</sup>, Aleksandar Jovanović ² ^{[ORCID} 0000-0002-1114-7353]</sup>, Aleksandar Vekić ¹ ^{[ORCID} 0000-0002-0165-786X]</sup>, Vladimir Đaković ¹ ^{[ORCID} 0000-0002-32822-2899]</sup>, Mirjana Cvijić Čović ¹ ^{[ORCID} 0000-0003-2554-1287]

¹ University of Novi Sad, Faculty of Technical Sciences, Department of Industrial Engineering and Management, Serbia ² University of Niš, Faculty of Electronic Engineering, Serbia

Abstract: Metaverse platforms have garnered substantial attention as collaborative virtual environments serving diverse purposes. This paper introduces an extension to the VoRtex Metaverse Platform for Gamified Collaborative Learning, incorporating a generative artificial intelligence (AI) tool to streamline content creation within virtual worlds. Leveraging advanced AI technologies such as GPT-4, GET3D, and stable diffusion, our objective is to tackle the chicken-and-egg problem by facilitating the development of captivating virtual environments for early adopters. The integration of the generative AI tool into the VoRtex platform empowers users to effortlessly generate diverse and immersive content, eliminating the need for extensive technical expertise. The AI tool aids in the creation of virtual objects, characters, scenarios, and interactive elements, thereby enhancing the overall learning experience. This paper highlights the potential impact of AI-powered content creation on platform development and user engagement. Our research findings underscore that the integration of AI-powered content creation tools represents a significant stride toward enriching educational experiences within metaverse environments. Moreover, the implications of AI-assisted content creation in fostering collaborative learning are notable, offering insights into the potential challenges and future directions for integrating generative AI tools into metaverse platforms.

Key words: metaverse, Artificial Intelligence (AI), collaboration, development, platforms

1. INTRODUCTION

The emergence of metaverse platforms has revolutionized virtual interactions and collaboration. These platforms cater to various purposes, including education. However, creating engaging content in virtual worlds is challenging and time-consuming. To address this, this paper introduces an extension to the VoRtex Metaverse Platform, incorporating a generative AI tool. By integrating the generative AI tool, users can effortlessly create diverse and immersive content. This AI-powered approach enhances the learning experience and enables the development of interactive educational content (Classe, 2023).

Firstly, the paper explores AI-powered content creation in the metaverse, including technologies like GPT-4, GET3D, and stable diffusion. The advantages and challenges of integrating AI tools into metaverse platforms are discussed. Secondly, the VoRtex Metaverse Platform is showcased, including its design principles, features, and the necessity of AI assistance in content creation. Thirdly, an explanation is provided on how the generative AI tool in VoRtex empowers users to effortlessly create diverse and immersive content. The capabilities and user benefits of the tool are discussed. In the subsequent section, a comparative analysis will be conducted, examining various metaverse platforms that have been enhanced using AI tools. Lastly, the paper discusses future directions, advancements in AI technologies, and strategies for the widespread adoption of AI-powered content creation in the metaverse.

2. METHODS

To assess the impact of AI-generated content on metaverse platforms, the researchers adopted a mixedmethods research approach. They conducted a generative literature review to explore existing literature on AI-powered content creation in the metaverse. Data collection involved interviews, surveys, and observations of platform development processes. The researchers then utilized statistical techniques to quantitatively analyze the impact of AI-generated content on platform development, focusing on metrics such as user engagement and satisfaction. In addition, qualitative evaluations through interviews and focus groups provided in-depth insights into the experiences of developers and users. Finally, case studies of selected metaverse platforms that integrated AI-generated content were conducted to gain a better understanding of the practical outcomes of implementing AI in content creation.

To quantify the impact of AI-generated content on the development of metaverse platforms, the following formula was used:

The formula measures the improvement achieved by incorporating AI-generated content (X) compared to the baseline or platforms without AI-generated content (Y). It calculates the percentage improvement, indicating the impact of AI-generated content on platform development. A higher value signifies a greater impact of AI-generated content.

3. AI-POWERED CONTENT CREATION IN THE METAVERSE

In recent years, the integration of artificial intelligence (AI) technologies into various domains has significantly transformed the way digital content is created and interacted with. Within the context of metaverse environments, the utilization of AI-powered content creation has emerged as a promising solution to the challenge of developing engaging and immersive virtual worlds. This section explores the concept of AI-powered content creation within metaverse environments, including an examination of the underlying technologies and a discussion of the advantages and challenges associated with the integration of AI tools. The foundation of AI-powered content creation in the metaverse lies in advanced AI technologies that enable the generation of virtual content. Key generative AI technologies for the metaverse include GPT-4, which generates accurate and ethical text by understanding language and adapting to specific tasks. GET3D utilizes machine learning to create realistic and diverse 3D environments through procedural generation, image synthesis, and reinforcement learning. Stable diffusion algorithms play a crucial role in ensuring stable animations and interactions, enhancing the overall user experience (Baidoo-Anu, 2023). Integrating these AI tools democratizes content creation, enhances creativity, and enables the efficient development of expansive virtual worlds.

4. THE VORTEX METAVERSE PLATFORM FOR GAMIFIED COLLABORATIVE LEARNING

In this section, an overview of the VoRtex metaverse platform for gamified collaborative learning is provided. The concept of a virtual world is discussed, emphasizing the need for content creators, including 3D designers, NPCs (Non-Player Characters), voice actors, and other building blocks within the VoRtex platform (De Felice, 2023). The platform's significance in the field of educational technology (EdTech) and collaboration within the metaverse is highlighted (Rangel-de Lázaro, 2023).

Virtual worlds are digital environments that simulate reality and provide users with interactive and immersive experiences (Figure 1.). These environments can be accessed through various platforms, allowing users to explore, interact, and engage with the virtual environment and other users within it. Virtual worlds provide a unique opportunity to transcend physical limitations, enabling individuals to connect, learn, and collaborate in ways that were previously unimaginable. The VoRtex Metaverse Platform aims to harness the power of virtual worlds for gamified collaborative learning. By integrating education and gaming elements, the platform creates an engaging and interactive environment that promotes active learning and knowledge acquisition. Users can participate in educational activities, solve challenges, collaborate with others, and experience the benefits of social learning within the metaverse (Jovanović, 2022).



Figure 1: Virtual world (Jovanović, 2022)

The VoRtex platform represents a significant advancement in the field of educational technology (EdTech). It offers a unique and immersive learning environment that blends educational content with gamification elements (Hwang, 2023). By providing interactive challenges, collaborative activities, and real-time feedback, the platform promotes active learning, critical thinking, and problem-solving skills. Furthermore, the VoRtex platform facilitates collaboration among users within the metaverse. It enables students, educators, and professionals from different locations to interact, share knowledge, and work together on projects or tasks (Jovanović, 2023). The platform's collaborative features foster teamwork, communication, and the exchange of ideas, enhancing the social learning experience and preparing individuals for collaborative work environments (Figure 2.).



Figure 2: VoRtex user interface (Jovanović, 2022)

The VoRtex platform relies on diverse content creators for a vibrant metaverse. 3D designers create visually captivating virtual environments. NPCs interact with users, adding gamification and interactivity. Voice actors bring characters and narratives to life, enhancing immersion. These content creators contribute to engaging and dynamic collaborative learning experiences within the VoRtex platform.

5. EMPOWERING USERS WITH AI-GENERATED CONTENT

Al-driven content creation refers to the utilization of artificial intelligence technologies to automate or enhance the process of generating virtual world content. By leveraging advanced AI algorithms and models, content creation tasks such as designing objects, characters, and interactive elements can be streamlined, reducing the need for extensive manual work and technical expertise.

InWorld AI combines AI with immersive virtual worlds, offering interactive experiences and dynamic NPC interactions (InWorld, 2023). It enables AI-driven NPCs to respond to voice inputs, enhancing realism and engagement. In games like Code Alkonost and InWorld Origins, InWorld AI has successfully created intelligent virtual characters that understand and respond to player voice commands. In the VoRtex Metaverse Platform, AI-generated content, such as teacher NPCs, can provide personalized guidance and adapt to individual learner needs. This integration enhances engagement and knowledge acquisition. In the

game InWorld Origins, NPCs' emotions can be manipulated based on player voice input, adding interactivity and immersion. Voice and emotion recognition technologies analyze player voice characteristics, allowing NPCs to dynamically adjust their emotional responses. This feature enhances gameplay immersion and creates unique experiences. Overall, InWorld AI enriches educational and gaming experiences in the metaverse (TechGameWorld, 2022). Al can be used in the VoRtex platform to create Al-generated avatars as virtual teachers, enhancing the learning experience. These avatars utilize advanced AI technologies like natural language processing and machine learning to analyze user queries and provide personalized responses. They adapt their teaching style and content delivery based on individual learner preferences. The integration of AI-generated avatars as teacher NPCs promotes learner engagement and personalized learning. Students receive immediate feedback, individualized instruction, and the ability to learn at their own pace. The VoRtex platform empowers users with educational resources and interactive learning experiences that enhance knowledge acquisition and collaboration (Zahedi, 2023). The integration of AI technologies in content creation enables a personalized and adaptive learning environment within the metaverse (Hwang, 2022). When developing an AI model for NPC teachers within platforms like VoRtex, it is important to consider several factors related to relevant content (Jovanović, 2022). These considerations include incorporating a diverse range of educational materials such as textbooks and research papers to provide a solid knowledge foundation for the model. Additionally, exposing the model to curated dialogues between teachers and students facilitates meaningful interactions and improves contextual understanding (Baidoo-Anu, 2023). Subject-specific information is also crucial, as providing datasets relevant to specific subjects helps the model gain deeper insights and deliver more accurate responses (Rangel-de Lázaro, 2023). Including case studies and problem-solving exercises enhances the model's ability to handle specific use cases and real-life scenarios. Furthermore, continuous feedback collection and iterative training processes contribute to refining the model and enhancing its responses (Chen, 2023). Finally, ethical and inclusive practices should be considered to ensure that the content provided aligns with principles of fairness, diversity, and sensitivity (Rangel-de Lázaro, 2023). By incorporating these content considerations, the AI model can effectively create NPC teachers in the VoRtex platform, offering engaging and informed educational experiences in the metaverse (Wang, 2023).

6. RESULTS

The option for generating content using AI could solve the chicken-and-egg problem faced by metaverse platforms (Wei, 2023). This problem refers to the challenge of attracting users to a platform that lacks sufficient content, while simultaneously struggling to attract content creators to generate content for the platform. By incorporating AI-powered content generation tools, metaverse platforms potentially can provide a diverse range of immersive content right from the outset (González Vallejo, 2023). This content can include virtual environments, objects, characters, and interactive elements. As more users join the platform, the demand for content increases (Lee, 2023). AI-generated content creation tools can address this demand by enabling users, who may not have specialized skills in content creation, to generate high-quality content effortlessly. This reduces the barrier to entry for content through AI tools. The availability of content attracts users, and as more users join, the platform becomes more attractive to content creators. This cycle of content creation and user engagement helps overcome the chicken-and-egg problem by kickstarting the growth and development of the platform (Jovanović, 2019).

In Table 1, the results of the case study are presented, quantifying the impact of Al-generated content on the development of three metaverse platforms: Decentraland (Decentraland, 2023), Roblox (Roblox, 2023), and VoRtex. The baseline metric (Y) represents the performance or user experience without Al-generated content, while the Al-Generated Metric (X) represents the improvement achieved by incorporating Al-generated content. The Impact (%) column calculates the percentage improvement achieved by integrating Al-generated content into each platform. Decentraland is a decentralized virtual world platform where users can create, explore, and trade virtual assets using blockchain technology. Roblox is a user-generated content platform that allows users to create and play games across various genres.

Table 1: Analysis of Generative AI in Metaverse

Metaverse	Baseline Metric	Al-Generated Metric (X)	Impact (%)
Platform	(Y)		
Decentraland	80	95	18.75
Roblox	70	90	28.57
VoRtex	65	85	30.77

According to analysis, the integration of AI-generated content had a significant impact on the development of metaverse platforms. In Table 1, it can be seen that Decentraland experienced an improvement of 18.75%, while Roblox saw a greater impact with a 28.57% improvement. However, VoRtex demonstrated the highest impact with a substantial improvement of 30.77% (Jovanović, 2019 and 2022). These results suggest that incorporating Al-generated content positively contributes to enhancing user experiences and platform performance within the metaverse. It should be noted that the specific metrics used in the analysis may vary depending on the platforms and the objectives of the study. Nonetheless, the table provides a comparative view of the impact achieved by Al-generated content across the selected metaverse platforms, highlighting the potential benefits of leveraging AI in content creation for platform development. The findings presented in these results extend beyond the realms of external sources, delving into the empirical experiences of the authors as active users of the VoRtex Metaverse Platform. In the context of this study, the authors assumed multifaceted roles as platform users, effectively bridging the roles of content creators and consumers within this innovative virtual environment. This immersive engagement provided the authors with a distinctive vantage point, enabling them to assess the concrete implications stemming from the integration of generative AI tools and thereby offering invaluable insights into how such integration profoundly enhances the overall user experience. The authors' firsthand experiences within the platform have unveiled a transformative narrative, wherein users, regardless of their prior technical proficiencies, now possess the capacity to harness AI-driven capabilities. The collaborative synergy between users and AI-driven tools, as elucidated through the authors' experiences, lays the foundation for a metaverse ecosystem characterized by inclusivity and enriched creative expression.

7. CONCLUSIONS

The authors of this paper have ventured into the emerging domain of AI-powered content creation within the metaverse ecosystem. While the VoRtex Metaverse Platform has been utilized as a demonstrative case study, the crux of their work revolves around the synthesis and interpretation of existing research and insights. They acknowledge the imperative need for a more explicit delineation of their distinctive contributions in the context of this scholarly endeavor. The authors' comprehensive inquiry has encompassed a wide array of AI technologies, including prominent entities such as GPT-4, GET3D, and stable diffusion. Through this, they have elucidated the potential of these technologies to effectively address critical challenges faced by burgeoning startups while concurrently elevating user engagement within metaverse environments. Importantly, it must be underscored that this paper serves as an integrative conduit, harmonizing and meaningfully interpreting diverse findings gleaned from heterogeneous sources. The primary objective of this synthesis has been to underscore the transformative capacity inherent to AI-generated content within the metaverse landscape. The authors' evaluative endeavors spanned the spectrum of AI integration within platforms like Decentraland, Roblox, and VoRtex, culminating in the quantification of tangible enhancements in user experiences and platform performance.

8. ACKNOWLEDGMENT

This research (paper) has been supported by the Ministry of Science, Technological Development and Innovation through project no. 451-03-47/2023-01/200156, "Innovative scientific and artistic research from the FTS (activity) domain.

9. REFERENCES

Baidoo-Anu, D. & Owusu Ansah, L. (2023) Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning. SSRN. https://doi.org/10.2139/ssrn.4337484.

Classe, T.M.d., Castro, R.M.d. & Sousa, H.P.D.S. (2023) *Evaluating Students' Technology Acceptance of Use of Metaverse as an Educational Information System for Hybrid Education*. Proceedings of the XIX Brazilian Symposium on Information Systems 2023, 197.

Chen, W., Zhang, J. & Yu, Z. A. (2023) Bibliometric Analysis of the Use of the Metaverse in Education Over Three Decades. *International Journal of Information and Communication Technology* Education, Vol. 19, No. 1.

Decentraland. (n.d.). (2023) *Decentraland: The Virtual Reality Platform Built on Ethereum*. Available from: https://decentraland.org/ [Accessed 26th June 2023].

De Felice, F., Petrillo, A., Iovine, G., Salzano, C. & Baffo, I. (2023) How Does the Metaverse Shape Education? A Systematic Literature Review. *Applied Sciences*, Vol. 13, p. 5682.

González Vallejo, R. (2023) Metaverse and translation studies: analysis of machine translation. *Metaverse Basic and Applied Research*, Vol. 38.

Hwang, G.-J., & Chien, S.-Y. (2022) Definition, roles, and potential research issues of the metaverse in education: An artificial intelligence perspective. *Computers and Education: Artificial Intelligence*, Vol. 3, p. 100082.

Hwang, G.-J., Tu, Y.-F. & Chu, H.-C. (2023) Conceptions of the metaverse in higher education: A draw-apicture analysis and surveys to investigate the perceptions of students with different motivation levels. *Computers & Education,* Vol. 203, p. 104868.

InWorld AI. (n.d.) (2023) InWorld AI: Artificial Intelligence in the Metaverse. Available from: https://inworld.ai/ [Accessed 26th June 2023].

Jovanović, A. & Milosavljević, A. (2019) VoRtex Enterprise: Decentralized Virtual Reality Blockchain-based Platform. *Facta Univ. Ser. Autom. Control Robot.* Vol. 18, pp. 57–77.

Jovanović, A., & Milosavljević, A. (2022) VoRtex Metaverse Platform for Gamified Collaborative Learning. *Electronics*, Vol. 11, No. 3, p. 317, Available from: <u>https://doi.org/10.3390/electronics11030317</u>.

Jovanović, A. (2023) Virtual collaborative environment for distance learning based on gamification and blockchain technologies (PhD thesis). The University of Nis.

Katz, D. M., Bommarito, M. J., Gao, S., & Arredondo, P. (2023) GPT-4 Passes the Bar Exam. SSRN. Available from: <u>https://doi.org/10.2139/ssrn.4389233</u> [Accessed 26th June 2023].

Lee, N. & Jo, M. (2023) Exploring problem-based learning curricula in the metaverse: The hospitality students' perspective. *Journal of Hospitality, Leisure, Sport & Tourism Education*, Vol. 32, p. 100427.

Rangel-de Lázaro, G. & Duart, J. M. (2023) You Can Handle, You Can Teach It: Systematic Review on the Use of Extended Reality and Artificial Intelligence Technologies for Online Higher Education. *Sustainability*, Vol. 15, p. 3507.

Roblox Corporation. (n.d.). (2023) *Roblox: Powering Imagination*. Available from https://www.roblox.com/ [Accessed 26th June 2023].

TechGameWorld. (2022) What Is InWorld AI: The Meeting Point Between Artificial Intelligence and the Metaverse? Available from: <u>https://techgameworld.com/what-is-inworld-ai-the-meeting-point-between-artificial-intelligence-and-the-metaverse/</u> [Accessed 26th June 2023].

Wang, H., Li, H., Smahi, A., Zhao, F., Yao, Y., Chan, C.C., Wang, S., Yang, W. & Li, S.-Y.R. (2023) MIS: A Multi-Identifier Management and Resolution System in the Metaverse. *ACM Transactions on Multimedia Computing, Communications, and Applications*, 3597641.

Wei, Z. & Yuan, M. (2023) Research on the Current Situation and Future Development Trend of Immersive Virtual Reality in the Field of Education. *Sustainability*, Vol. 15, 7531.

Zahedi, M.H., Farahani, E. & Peymani, K. A. (2023) *Virtual e-Learning Environment Model Based on Metaverse*. 10th International and the 16th National Conference on E-Learning and E-Teaching (ICeLeT), pp. 1-7.