



360° Interdisciplinary Interactive Immersive Hispanic Experiences

Project **Team 2** Members

Group 1

Prof. María Redmon
Dr. M. C. Santana Rogers

Group 2

Dr. Irene Pons
Prof. Richard Brunson



Goals for the Project

1. Interdisciplinary, 4 professors from 4 concentrations with a common goals for student success in completion of courses and impacting DFW rate in their classes.
2. Uses 360 Technology to support implementation of authentic course materials focused on Hispanic society, culture and values in bilingual modules for the selected courses. We will develop an immersive environment in the courses to increase engagement, interaction and knowledge

Goals for the Project

3. Hispanic Serving Institution as an HSI we will offer a focus on Hispanic society, culture and values through thematic modules relevant to current issues in Latin America so as to bring awareness to faculty university wide of the issues relevant to the Hispanic students and to the community.
4. Assessment of student engagement, retention, motivation, interactivity, knowledge through the implementation of assessment instrument designed to establish the impact of the 360 technology on our students and their success in our courses.
5. Ability to Scale up and apply this technology across disciplines using innovative practices other department in the university have expressed interest in the thematic modules we will create and our project can be used as a resource and model for further development and implementation of the 360 technology at UCF in other courses and disciplines.

A golden statue of a knight on a horse, with a shield featuring the letters 'UCF'. The statue is set against a solid yellow background. The knight is wearing a helmet and armor, and the horse is facing left. The shield is prominently displayed on the knight's chest.

Project Description

The Modules created for this project incorporated 360° technologies to develop student-centered immersive learning experiences. The students will interact with the 360° content and be immersed in the core culture and environment that surrounds them, including bilingual (English/Spanish) hot-spots within the 360° activity. Each module will focus on a theme relevant to Hispanic society, culture and values. Also in each module, we will incorporate reflection/analysis, surveys, discussion activities, readings, and videos with topics to ponder. Content layering will be developed by each faculty to create further interactive opportunities.



Project Overview

This is an interdisciplinary project for entry-level and core online classes in four disciplines: Legal Studies, Spanish Language, Journalism, Culture and Latin American Studies. To foster interactive and immersive learning, we will implement 360° videos and photos in our instructional modules.



Course Breakdown

- Dr. M. C. Santana-Rogers
- LAS 31001 Latin American Popular Culture
- LAS 3002 Topics in Latin America
- LAS 3930 Issues in Latin American Leadership
- web
- 360 Interactive Experience

Course Breakdown

- Prof. Maria Redmon
- SPN 1120 and SPN 1121 Elementary Spanish Language & Culture
- SPN 2201 Intermediate Spanish Language & Civilization
- Web Courses
- LAS 3930 Special Topics in Contemporary Argentine Culture (Pending HIP Global course designation, 2025)
- 360 Interactive Experience
- AI Resources with video, voice and music

Course Breakdown

- Prof. Richard Brunson
- JOU 2100 News Writing
- Web
- 360 Interactive Experience
- Module on The Reporter's Method: [ThingLink](#)

Course Breakdown

- Prof. Irene Pons
- PLA4843 Immigration Law
- PLA 3014 Law and the Legal System
- Web
- 360 Interactive Experience:

<https://www.thinglink.com/scene/1778914228942406309>

Project Impact

• Implementation of interdisciplinary 360° immersive experiences in online classes across Legal Studies, Spanish Language and Culture, and Latin American studies

- Integration of 360° videos and photos into instructional modules to enhance interactive and immersive learning.
- Creation of 2 modules per class in each discipline, focusing on themes relevant to Hispanic society, culture, and values.
- Utilization of bilingual (English/Spanish) hot-spots within the 360° activities to deepen student engagement.
- Incorporation of reflection/analysis, surveys, discussion activities, readings, and videos to foster student-centered learning.
- Collaboration among professors for cross-pollination of content and sharing of modules to ensure scalability and sustainability.
- Utilization of existing 360 educational content and collaboration with international partners to enrich thematic and culturally selected resources.
- Filming of new 360° videos in Buenos Aires, Argentina, and on the Mexico/USA Border to provide authentic cultural experiences.
- Support from various disciplines and colleagues to ensure interdisciplinary engagement and support.
- Implementation of assessment instruments including PRE/POST surveys and formative/summative assessments to measure effectiveness.
- Aim to reduce the DFW (Withdraw/Fail) student rate through innovative course design and immersive learning experiences.
- Transformation of 6 courses and creation of 36 newly designed modules to enhance student success and engagement.
- Initiation of the certification process for courses as HIP (High-Impact Practice) Global courses.
- Commitment to ongoing revisions and content development based on assessment data to achieve project goals.



Project Timeline

- May 28, 2023 Start Pre-Planning
- June 2023 Development of Activities for use with 360: Brainstorming
- July 1, 2023 Initial Disbursement of Funds – Hire Assistants Early
- July 2023 Travel and Filming begins to Argentina, Travel and filming to El Paso/Mexico
- August 2023 Classify and Organize 360 Content, Meet with Research students for qualitative and quantitative
- September 2023 Create Surveys, develop assessment tools
- October 2023 Create Module Templates, Evaluate OER Materials
- November 2023 Implement 360 Materials for feedback
- December 2023 Initiate HIP Global Proposal Development
- January 2024 Review edited Videos with CDL, Implement Modules in spring 2024 LAS courses
- February 2024 Develop Module Content including embedded hot spots, work on translation for bilingual content
- March 2024 Continue development of Modules and Translation
- April 2024 Prepare to present Modules



Supporting Details

- Blue Room Experience: Body Representations done in Spring 2024 for the class *LAS 3101 Latin American Popular Culture*
- The body that we carry is functional and personal. It has the scar of our living and it also witness our every day. For women in Latin America, the body they have has cultural significance. The shape we have as women dictates responses. Some people call it "cat calling" when you are young and sexist as you grow older. In this exhibit we will see renditions of women made in clay, corresponding to the reality of those making them- it could be their mothers, sisters, friends or themselves. They were created to copy the format of the amulet more than 25,000 years old in the image of the Venus of Reconquista. Start the page reading the article on the left side. It should give you a background into what Archeologists and Anthropologists think the figure represents. Now zoom into the middle and look at some of the women bodies made by local residents. This exhibit was done with the efforts of local residents--not artists. It serves as a cultural empowerment exercise to bring art to all people. Would you do a similar body?
- I want you to view one of the Dove soap campaigns at the back of the exhibit. Think about the message the campaign is bringing as a topic to discuss. Our society is full of messages on beauty, wellness and aging. What if you were one of the people featured in the videos. Do you think your response would have been the same?



Lessons Learned

- Organization is key! You may have an idea of how you want to accomplish the project but if you are not organized...time goes by very fast.
- I would suggest to organize the content by type: that is, photos, journal articles, songs, dances...and so forth.
- Do the work like a student would. Try completing the assessment after reviewing the project.
- Pay close attention to your project goals and keep them always in mind.



Project Highlights

Group 1

The use of AI was an added benefit. We used it to create images to match folklore tales from Argentina. **Bringing the past to life:** Focus on Folk Heroes and their common characteristics. Students interact with folk heroes and select their own hero for class presentation and analysis.

Students enjoyed being curators of an exhibit.

The difference in content for the students was not a challenge but an enjoyment.

Development of HIP Global Course designation for LAS 3930, Topics in Argentine Culture (pending, Spring 2025)



Project Highlights

Group 2

1. Interactive and Immersive Learning: Utilizing 360° videos and photos, the project created reusable immersive learning experiences where students can interact with the content, fostering deeper engagement and understanding.

2. Student-Centered Approach:

Our modules prioritize students' needs, empowering them to delve into topics such as immigration laws and journalistic techniques by immersing themselves in their surroundings. This is facilitated by bilingual (English/Spanish) hot-spots embedded within the 360° activities.

3. Theme-Focused Learning: AI brings to life places, folklore, historical characters in video, images, songs, poems and other media. Time and space are captured and given a new reality through the AI experience.



Evaluation Plans/Results

Group 1

Spring 2024

1. LAS 3930 Issues in Leadership in Latin America
2. LAS 31001 Latin American Popular Culture

Module “The Past Feeding the Present” in Lujan, Argentina

LAS 3930 and LAS 31001 experience the 360 Interactive Project as one unit and as three units. At the end of the module the students were assessed with:

1. Electing, making or featuring one entry for the museum exhibit.
2. Answer short questions on the content and delivery of the experience online.



Evaluation Plans/Results

Group 2

Spring 2024 and Summer 2024

1. PLA3014 & PLA4843 Immigration Law

Module: The Border Experience

At the end of the module the students were assessed with:

1. Student Reflection Statement
2. Quiz

Sample of item curated by student in sp24 LAS 3101

I would love to exhibit my creation in blue room and make something in reference to body representation.

1. To me, being comfortable in my own skin has taken time and I'm not even fully there yet. Everybody has a body and every body is a good body. As a young Hispanic woman, I have fallen victim to social media, toxic masculinity and self comparison, these have taken a significant hit to my mental health. However, I have learned to accept my body and appreciate what it does for me daily. This is an important message for anyone, regardless of what you look like, we are functioning human systems, so we are bound to have differences. I would also like to incorporate body types that aren't as often seen such as those who use mobility aids and amputees. It's fundamental to know and appreciate your body for what it does, beyond who others can see or say!
 2. A limitation I would run into is the actual sculpting process, I would like to have the proportions be even and realistic which takes time. I would also like to get real world examples for my sculptures, this would require some kind of interview or model cast situation.
- Viana Gonzalez (2002) "*to the others in the mirror* "
 - Material of the entry: air dry clay & paint
 - My idea here was to create a representation of body types, not often represented in popular culture. I have chose to highlight BIPOC friends in a respectful light. I chose to use air dry clay, because I felt as if it was the most malleable material for me to create the intricate designs. The uniqueness really comes to life in the way the sculptures will be painted. I will be using an aura-based painting method, which means I will be using the natural color of that person to paint their sculpture, I will use different tones and shades of paint to create dimension and put extra emphasis on what they felt most insecure about at one time. For some, it may be a new mobility device, and for others it could be cellulite - all bodies are normal, good bodies!



Thank you!



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