



### Project 3: VR meets Literature

<b>Description</b>	Learners turn a work of literature into a virtual experience.
<b>Objective(s)</b>	Reading comprehension, illustrating a literary work using 3D objects, voice recordings and images.
<b>CEFR</b>	A1 – B2
<b>Digital Skills</b>	Using digital media to create learning products, using Google Translate for pronunciation practice, information literacy, copyright
<b>6C</b>	Cooperation/Collaboration, Communication, Creativity, Critical Thinking, Character, Citizenship (if the book contains intercultural learning → mediation)
<b>Time frame</b>	6-12 hours (depending on size of learning group and literary work, excluding reading time)
<b>Potential topics</b>	Any novel, short story or poem
<b>You want to go further?</b>	Add a quiz; create your own music and art work, contact the author (if still alive) and invite them for a chat; create a Merge Cube for reflection
<b>Differentiation</b>	Length of audio recordings, for longer works; coding; distribute the chapters according to their difficulty (easier chapter for less proficient learners, have students work in groups)
<b>Devices</b>	Production: PC/Laptop with Chrome browser or tablet with the CoSpaces Edu app (no smartphone since coding does not work on smartphones) Reception: tablet/smartphone with the CoSpaces Edu app, option to use a VR headset (Cardboard with CoSpaces Edu app or autonomous headset using the native browser that is WebVR-enabled)
<b>Tutorials</b>	Sign up for CoSpaces Edu <a href="https://youtu.be/qWXUMkauXp0">https://youtu.be/qWXUMkauXp0</a> Media Production, Copyright and Privacy <a href="https://youtu.be/OaRTYwpEe6g">https://youtu.be/OaRTYwpEe6g</a> Finding media online <a href="https://youtu.be/-SggEV-btCl">https://youtu.be/-SggEV-btCl</a> Cropping media content <a href="https://youtu.be/e7qUu-3jrrA">https://youtu.be/e7qUu-3jrrA</a> Project 3: Step by step <a href="https://youtu.be/zYUm9xOSZLE">https://youtu.be/zYUm9xOSZLE</a>

## Preparation

Choose literary work & CEFR level

Define

- Minimum requirements regarding content
- media content to be included
  - make sure learners know about copyright so they use photos they are allowed to use (→ Public Domain, Creative Commons or their own photos)
  - make sure learners know how to find the content
- linguistic requirements
- differentiation options → mandatory and optional features

Students sign up for CoSpaces Edu and join the project (→ class code)\*

\* the class will be prepared and will contain one task per learning group with sample coding and a sample space

### Example

Literary work & CEFR level: Individual choice within a group of learners (due to collaboration on the end product)

- Minimum requirements
  - learners read the literary work
    - Levels B1/B2: they write short diary entries (5-10 short sentences) for each chapter or scene from the point of view of the protagonist (→ change of perspective, empathy and identification with the protagonist)
  - learners split the literary work among themselves (or teacher distributes it)
  - each chapter / scene will contain the visualization of the main action and an audio file with the diary entry of that chapter
  - one scene with feedback
  - one scene with a question to the author
- media content: pictures where necessary to illustrate cultural differences that need explaining
- linguistic requirements for diary: full sentences, use of adjectives, start with "Liebes Tagebuch"
- differentiation
  - mandatory: s. minimum requirements
  - optional
    - longer diary entries
    - adding a quiz
    - adding coding to the scene
    - creating a Merge Cube for reflection

## Production I (2-4 hours)

*Prerequisite: literary work has been read (optional for levels B1/B2: diary entries have been written during the reading process)*

As a group, the learners

- discuss the literary work they read and make a list of characters
- decide which characters from the CoSpaces Edu library they will use for the characters (and how they will customize them)
  - for this they will log in to CoSpaces Edu and look at the characters in a Free Play space
- decide who will make screenshots of the characters and post them to the Padlet in the corresponding column along with their name
  - optional: add character traits as a description

Learners look at the example.

Chapters/scenes are distributed. (→ differentiation)

Levels A1/A2: Learners write a diary entry

Levels B1/B2: Learners work on the diary entry they have already written for their chapter/scene

Learners

- get together in groups of four and give each other feedback on their diary entries.
- record their diary entry using [www.vocaroo.com](http://www.vocaroo.com) on their computer and download it to their hard drive
- re-read their chapter and come up with a sketch of how they want to illustrate the chapter.
- take notes on intercultural elements that need an explanation and find appropriate illustration
- write down a short feedback
- write down one question for the author

### Production II (2-4 hours)

Learners

- log in to CoSpaces Edu, go to “Classes”, join the appropriate class (if they haven’t done so already when signing up) & pick the project they are working on
- choose the appropriate task
- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
  - find their chapter & add their first name to the title of the scene
    - upload photos they need for illustration of cultural differences
    - add source info (minimum requirements: file name, author name, license, check the box at the bottom)
    - build their chapter’s scene (adding objects from the library, speech bubbles or audio recordings that play when you click on a character etc. – individual choices)
    - optional
      - add more coding
      - add info panels
      - add a quiz
        - add objects to program
        - study sample code and program the quiz
      - add music and artwork that was created by the learners themselves
    - upload their diary entry as a background audio file
  - find the feedback scene
    - add a character to represent them and give it their first name
    - activate coding for the character
    - record their prepared feedback as an audio file
    - program the character to play the audio file when clicked (refer to sample code)
  - find the questions scene
    - add the same character to represent them and give it their first name
    - activate coding for the character
    - record their prepared question as an audio file
    - program the character to play the audio file when clicked (refer to sample code)

### Reception (1-2 hour(s))

Learners

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- decide who will share their space (unlisted)
- post their space on the Padlet in the appropriate column by copying the URL and sharing it as a link (not in the text of the post)
- Check out their peers’ scenes

### Attention

- if the licenses available will be reassigned to different learners in the near future, it is recommended that teachers copy the task to the admin account and share it to the Padlet themselves because otherwise the shared space will no longer work once the learners have been deleted from the license plan

### Reflection (1-2 hour(s))

Learners watch the relevant parts of the step-by-step tutorial and follow the instructions

Learners leave written feedback in German on the Padlet for at least 1 chapter following the guidelines in the first post using the following sentences:

- Ich mag / finde gut, dass ... - positive feedback
- (Ich würde mir wünschen, dass ...) – a complaint, something that is missing
- (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing

As an option and for evaluation purposes learners may

- record feedback for the project in German any way they want (audio, video)
- build a Merge Cube
  - make a screencast of one of the chapters (not their own, using the screencasting feature of the CoSpaces Edu app or Padlet)
  - crop the video to 1:1 (square) format
  - add a voice-over using any video editing tool they want
    - They can pre-record their voice-over using [www.vocaroo.com](http://www.vocaroo.com) or record it in the video editing tool (Windows for example Shotcut or Openshot)
  - add their video to the Merge Cube in the feedback task they can find in their class
    - upload video
    - attach it to one side of the Merge Cube
    - activate coding
    - deactivate auto-play
    - program the video so it will play when hovered over
  - decide who will share the finished Merge Cube to the Padlet

## Student checklist

### Pre-Production

- read the literary work
- write diary entries for each chapter/scene in German from the point of view of the protagonist (only CEFR B1/B2)

### Production I

- watch the relevant part of the step-by-step tutorial
- group work
  - discuss the literary work you read, divide it into scenes and make a list of characters
  - log in to CoSpaces Edu and look at the characters in a Free Play space
  - decide which characters from the CoSpaces Edu library you will use for the characters (and how you will customize them)
  - decide who will make screenshots of the characters and post them to the Padlet in the corresponding column along with their name
  - optional: add character traits as a description
- look at the example
- Distribution of scenes – your scene(s): \_\_\_\_\_
- Diary entry
  - A1/A2: write a diary entry in German for your scene(s) / B1/B2: work on the diary entry in German for your scene(s)
  - In groups of four: give and receive feedback for your diary entries
  - make sure you know how to pronounce your own diary entry Tip: for pronunciation practice you can use Google Translate
  - record your diary entry using [www.vocaroo.com](http://www.vocaroo.com) on your computer and download it to your hard drive
  - re-read your chapter and come up with a sketch of how you want to illustrate the chapter.
  - take notes on intercultural elements that need an explanation and find appropriate illustration
  - write down a short feedback
  - write down one question for the author

### Production II

- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
- log in to CoSpaces Edu, go to “Classes”, join the appropriate class (if you haven’t done so already when signing up), pick the project you are working on and choose the appropriate task
- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
  - find your chapter & add your first name to the title of the scene
    - upload photos you need for illustration of cultural differences
    - add source info (minimum requirements: file name, author name, license, check the box at the bottom)
    - build your chapter’s scene
  - optional
    - add more coding
    - add info panels
    - add a quiz (add objects to program, study sample code and program the quiz)
    - add music and artwork that was created by you
  - upload your diary entry as a background audio file
  - find the feedback scene
    - add a character to represent you and give it your first name
    - activate coding for the character
    - record your prepared feedback as an audio file
    - program the character to play the audio file when clicked (refer to sample code)
  - find the questions scene
    - add the same character to represent you and give it your first name
    - activate coding for the character
    - record your prepared question as an audio file
    - program the character to play the audio file when clicked (refer to sample code)

Make sure you do not work simultaneously in the same scene so you won't overwrite changes

### Reception

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- decide who will share your space (unlisted)
- post your space on the Padlet in the appropriate column by copying the URL and sharing it as a link (not in the text of the post)
- Check out your peers’ scenes

### Reflection

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- leave written feedback in German on the Padlet for at least 1 chapter following the guidelines in the first post using the following sentences:
  - Ich mag / finde gut, dass ... - positive feedback
  - (Ich würde mir wünschen, dass ...) – something that is missing
  - (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing
- optional
  - record feedback for the project in German any way you want (audio, video)
  - make a screencast of one of the chapter (not your own) using the screencast feature of the CoSpaces Edu app or Padlet
    - crop the video to 1:1 (square) format
    - add a voice-over using any video editing tool you want
    - add your video to the Merge Cube in the feedback task you can find in your class
  - decide who will share the finished Merge Cube to the Padlet