From VR to a Multimodal Task - Developing VR Experiences for the Multimodal Language Classroom

Part 1

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What you will need

Hardware

- Laptop
- Smartphone
  - Unmuted
  - Switch off the notifications
- Headset

Software

- A Google Account (login and password)
- Google Chrome web browser
- Phone Apps
  - Google Cardboard
  - Google Cardboard Camera
  - Google Expeditions

Hallo, ich heiße Simon.

Ich arbeite bei Columbia.

Ich bin begeistert diesen Workshop zu leiten.

Cześć, nazywam się Simon.

Pracuję na Columbii.

Jestem podekscytowany prowadzeniem tego warsztatu.

Embodied cognition and language learning in virtual environments

- **Context** - Vygotsky, L. (1978). Mind in society: The development of higher psychological process. Cambridge: Harvard University Press.
- **Inside and Outside** - Swain, M. (2000). The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In J. Lantolf (Ed.), Sociocultural theory and second language learning. Oxford: Oxford University Press.
- **The Outside Shapes the Inside** - Ellis, R. (2008). The study of second language acquisition (2nd ed.). New York: Oxford University Press.
- **Embodied Learning**
- **Immersion Abroad** - Brecht, Richard D., Dan Davidson, and Ralph B. Ginsberg. 1995. Predictors of Foreign Language Gain during Study Abroad. Second Language Acquisition in a Study Abroad Context 9: 53–82.
- **Unified Competition Model for L1 Acquisition** - MacWhinney, Brian. 2012. The Logic of the Unified Model. In Handbook of Second Language Acquisition. London: Routledge, pp. 211–27.

What about L2 learning?

Not very immersive...

ANDERTOONS

"I appreciate the text, Kate, but next time you can just raise your hand."

VR and curricular design

VR Features

- Visual
- Auditory
- Linguistic
- Spatial
- Gestural

Available Designs in the Multiliteracies Framework

- Visual
- Audio
- Linguistic
- Spatial
- Gestural
- Schematic

What are available designs?

The linguistic, cultural, and social resources a person uses to understand and create texts, as well as resources that comprise and characterize texts themselves. These are different across different texts and for different students, as they are defined by students' experience. They may be targeted by instructors in designing learning activities. **(Paesani, Willis-Allen, and Dupuy, 2016)**

Available Designs

Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

**In the multiliteracies framework, all these available designs cohere into text.**

What is a text?

In the multiliteracies framework a text is a written, oral, audio, visual, or digital artifact combining multiple features such as words, sounds, images, hypertext, gestures, memes, etc. **(Paesani, Willis-Allen, and Dupuy, 2016)**.

Can a city be a text?

Google Cardboard

1. Open the Google Cardboard app.
2. To pair your phone with your viewer, on the right, tap the Right arrow.
3. Use your phone's camera to scan the QR code on the Cardboard viewer.
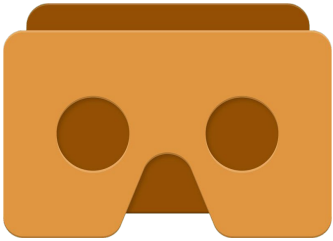
A guided tour with Google Expeditions

1. Open the Google Expeditions App.
2. Log in with your private Google Account.
3. Tap **Discover** and search for **My Harlem**.
4. Download the tour to your smartphone.
5. Tap **View in VR** and follow the directions on the screen.

Google Expeditions

My Harlem

Which available designs can you identify in this scene?

Available Designs

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# 360˚ images with Google Cardboard Camera

1. Open the Google Cardboard Camera App.
2. In the bottom right corner tap **Take Picture**.
3. Tap **Record**.
4. With your arms outstretched, move your device slowly in a circle to the left or right.
5. The camera will stop recording automatically once you complete a full 360° turn. To finish before then, tap **Done**.

Creating a 360° image

1. Go out and take two or three 360° photos with your phone, documenting your path back to this room.
2. **Come back in 10 minutes.**
3. Save the photos to your phone:
    a. Open the Cardboard Camera App.
    b. Tap the photo you want to save.
    c. **iPhone** On the bottom left, tap **Share**. To confirm and save the picture to your camera roll, tap **OK**. Open your Photos app and share the picture.
    d. **Android** To the right of the photo tap **More (three vertical dots) > Open in Gallery**. Follow instructions from your photos app.
4. Email the images to yourself and save them locally.
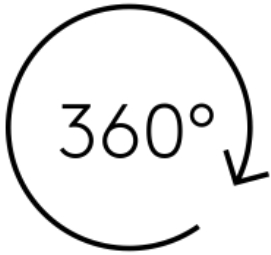
End of Part 1

Upcoming Events

Tomorrow (November 15th, 2019) - Presentations of the Campus Projects supported by the LRC grants awarded last fall.

Wednesday (November 20th, 2019) - Reading Group on CALL: Computer-Assisted Language Learning and Digital Literacies (Part 2)