

LINC 79B: SOCIO-EMOTIONAL LEARNING THROUGH IMMERSIVE MEDIA

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2024
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; basic skills and knowledge using web browsers, email, bookmarking, searching, and downloading; this course uses VR headsets and hand controllers as part of instruction.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Research socio-emotional learning applications for immersive media.
- Design and develop an immersive media project that supports socio-emotional learning.

Description

Intended for educators, this course examines the ways in which immersive media technologies (virtual reality, augmented reality, and mixed reality) can support socio-emotional learning (SEL) across subject areas in K-12 classrooms. Special emphasis is placed on the ways in which immersive media can heighten empathy through experiential learning. Students explore and evaluate applications related to mindfulness, empathy, and social interaction, and develop an immersive media project that supports socio-emotional learning.

Course Objectives

The student will be able to:

1. Identify the ways in which immersive media technologies can support socio-emotional learning (SEL) in K-12 classrooms
2. Demonstrate how immersive media can heighten empathy through experiential learning
3. Evaluate and analyze a variety of immersive media applications that support mindfulness, empathy, and social interaction in the classroom
4. Create a plan for incorporating immersive media SEL applications into teaching practice
5. Design and develop an immersive media project that supports socio-emotional learning

6. Share and evaluate peer immersive media projects and make revisions based on feedback

Course Content

1. Immersive media and SEL
 - a. Educational importance for socio-emotional learning
 - b. Immersive media technologies that support SEL
 - c. Examination of immersive media projects through an SEL lens
2. Empathy through experiential learning
 - a. Experiential learning and immersive media
 - b. Empathy and learning theories
 - c. Exploration of empathy-promoting technologies
 - d. Empathy walks
3. Analyzing immersive media applications for SEL
 - a. SEL Frameworks and CASEL Standards
 - b. Critical evaluation of immersive media applications for SEL
 - c. Potential benefits and limitations of using immersive media for SEL
4. Incorporating elements
 - a. Incorporating immersive media, SEL, and teaching practice
 - b. Best practices
 - c. Potential challenges and strategies
5. Project design
 - a. Planning immersive media projects for SEL
 - b. Designing an immersive media project that supports socio-emotional learning
 - c. Hands-on experience creating an immersive media project that supports SEL
6. Evaluation and revision
 - a. Sharing and evaluating peer immersive media projects
 - b. Feedback and revision based on evaluation
 - c. Reflection on the effectiveness of immersive media projects for SEL and strategies for future project design and implementation

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. VR laboratories equipped with computers or laptops with internet access and VR headsets.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access. Students will need VR headsets for this course. Headsets can be borrowed at no cost if needed.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Developing an educational immersive media SEL project
 Presenting the project to peers for feedback
 Making constructive contributions to class discussions
 Providing peer reviews to other class members showing their own understanding of the class content

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or collaborative activities in virtual learning environments
Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Mihailidis, Paul, Sangita Shresthova, and Megan Fromm. Transformative Media Pedagogies. 2021.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology