VIRAL

VIRTUAL INTERCULTURAL REALITY ACTIVE LEARNING
FOR LOCAL COMMUNITIES

Manual

Adult intercultural education materials

VIRAL
FOR LOCAL COMMUNITIES

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VIRAL Manual: adult intercultural education materials

The project was born as a response to the real challenges of educational practice. Small villages in Tuscany have radically changed their demographic structure over the several years. The global trends in population flows and market requirements, employment in the leather manufacturing industry resulted in an influx of labour migrants from North Africa. Similar processes have been taking place in Poland in recent years: the influx of people from Ukraine in such numbers has never happened before. The scale is significant: currently every tenth inhabitant of Lower Silesia is of Ukrainian origin.

As the authors of the project, we spent many hours talking about the challenges caused by this situation. On the one hand, migrants feel the overwhelming feeling of being lost in the new world, especially in bureaucratic situations: looking for a job, contacts with schools or doctors. On the other hand, there is still a lack of understanding for them from the native inhabitants, which results in stereotypes and prejudices that prevent building common small homelands.

Education became the obvious answer when we had discussed ways to deal with these problems. But what type of education? How to safely introduce new residents to this world? How to teach empathy? … Here modern VR technology came to us with a help.

We invited partners from Greece and Romania to join the project and that's how our VIRAL adventure began. The presence of academics from the University of Wroclaw and the University of Perugia increased the substantive quality of our studies. Before we started writing scripts, making videos or creating materials for classes, we conducted a series of focus studies, asked representatives of the migrant communities and educators about what kind of real difficulties they were struggling with as well as skills and information they needed. On this basis academics from our team developed quality criteria and recommendations as well as supervised all project activities.

In this manual you will find:

1. Introduction explaining the values and context of intercultural education
2. Dictionary of terms
3. Case studies cards
4. Reflection cards
5. Lesson scenarios and educational materials (DIDACTIC UNITS section)

We invite you to use our materials! We believe that VR will help you to go on a fascinating trip. Thanks to practical advice on how to create videos yourself, you can also create new paths. But most of all remember that path to peace and understanding is important!

"The path is so important because each step brings us closer to meet the Other. The experience of spending years among remote Others has taught me that kindness toward another being is the only attitude that can strike a chord of humanity in the Other."

Ryszard Kapuściński

INTRODUCTION

Intercultural education is a challenge!

Intercultural education is a space for meeting **the Other** as well as for dialogue and conversation. As a matter of fact that educational context can be challenging: Different but equal!", "Respect is due to everyone", "It is worth looking at things from the perspective of another person / culture" ... all these are beautiful declarations, but when it comes to a real meeting, it turns out that it is not easy at all. Differences often lead to misunderstanding and lack of knowledge lead to conflict. Not every conversation is nice and not every meeting results in friendship, although certainly each of them allows us to broaden our perspective. What is more: information and so called cognitive competence is not enough: sometimes we have the knowledge but still lack the empathy and openness for **the Other**. Why? Because it requires getting out of your own comfort zone ... Opening up often shows our vulnerable points and can hurt us.

It's worth practicing in the virtual world before tackling it in real life. Educational material, especially the videos that we give you, are helpful in this. By putting on VR glasses, we enter this world, we can empathize with these situations, and yet, we risk less because we are safe.

Intercultural education is a challenge, but it is ALWAYS worth it!

Especially if we live in small multicultural communities.

Especially when **the Others** suddenly appear and the locals are surprised by their presence and customs.

Why?

Because there is no other way than to meet and talk about building the future in which these small towns and villages will be a good place to live, study and work for all residents: both old and new. The educational materials that you will find in the manual are based on the realities of the small communities in which the migrants appeared. We based the scenarios on observations in 4 countries and on focus studies. From the point of view of new residents, the most difficult situations are: looking for a job, contact with medical services as

well as with educational institutions. VR movies are supplemented with work cards that help not only understand the videos, but also situations that are difficult for migrants. Additionally: they teach language phrases needed when planning a visit to the doctor or enrolling a child in school.

For inhabitants of small towns in which they have lived for generations, a frequent challenge, often difficult because not fully realized, is to empathize with the Other. Empathy is a challenge. Thanks to VR technology, we can literally "find ourselves in the shoes of the Other", look at the world through his eyes and experience what it means to be new, misunderstood, excluded.

This is a necessary step to change. This issue is covered in video B and in the set of scenarios to be implemented with the majority of the old residents after watching the movie.

Intercultural education is a challenge!

For cultural education to be really effective and its effects lead to change, it cannot only concern the head and only provide us with knowledge and information! It must also touch the heart and change our attitudes as well as arouse empathy! Ideally, it should also give us new skills. In the materials we hand over to educators, we refer to Bloom's Taxonomy of Educational Objectives - the scenarios contain goals and methods related to the cognitive, emotional and motor spheres. The reflection cards are inspired by Pestalozzi's educational theory, according to which every educational situation should give its participants something: "to the head", "to the heart" and to the "hand".

How can you prepare for this? In addition to movies and language task cards, we also prepared reflection cards for you.

Intercultural education is a challenge! Also for employees involved in local communities animation: adult educators, street workers and teachers.

For them, we have a series of educational materials in the form of scenarios and exercise cards. Additionally, they will also find a set of case studies. Each of them presents problematic and difficult situation that happened at one time. Again, the starting point for learning are research and observation-based challenges along with possible solutions.

We invite you to read and implement these materials in practice!

Together we change the world for the better!

"For me the world has always been a great Tower of Babel. However, it is a tower in which God has mixed not just the languages but also the cultures and customs, passions and interests, and whose inhabitant He has made into an ambivalent creature combining the Self and non-Self, himself and the Other, his own and the alien."

Ryszard Kapuściński

DICTIONARY OF INTERCULTURAL EDUCATION TERMS USED IN THE VIRAL PROJECT

together with a SWOT analysis

Do you want to use our methods, but you don't know how they work?

Do you feel that you will improve the quality of educational services in your organization, but are you afraid that it is too difficult?

Do you like modern technologies, but you don't want to lose touch with the "real person"?

Each method and tool has pros and cons. Below we present selected methods along with their SWOT analysis. See what their strengths and weaknesses are as well as what opportunities and threats they bring.

- **Blended learning** - the term is synonymous with hybrid learning. There are many ways to define this educational system. In the literature, two ways of defining are most often distinguished. First is defined by Graham and means systems of mixing instructions / commands issued stationary (face-to-face) with instructions / commands transmitted via a computer. The second is formulated by Garrison and Kanuka, who describe it as a thoughtful integration of face-to-face classes with online learning experiences in the classroom. Two fundamental differences are noticeable in these definitions. The first of the given understandings is more inclusive as it states that there should be a mix of stationary and online learning, while the second includes a qualitative dimension, i.e. the process should include a thoughtful integration of activities in the classroom with online learning experiences. Another (cosmetic) difference can be seen in the ways in which computer messages are understood. While in the first definition it is referred to as computer-mediated, which we understand as offline, the second clearly indicates online communication. It is worth noting here that in today's realities only offline transmission is rarely used, so the term indicated in the first definition can also be applied to online computer transmission. It should be also indicated that there are differences between the wording of instructions used in the first definition and learning experience in the second. In blended learning research, it is not natural to focus only on instructions or

learning experience, which are usually considered as two sides of the coin. Empirical research most often describes instructional (teaching) methods and the media, and then assesses from the learner's perspective. Therefore, it can be assumed that the blended learning survey is interested in both instructions and learning[1].

- o Strengths
    - It can be widely used in teaching
    - Due to the semantic range, it can adopt many models
    - Thanks to the use of online communication, materials from classes can be transferred to a wide audience
    - Widely understood term of "mixing" provides the possibility of using many work forms, which allow us to meet individual needs of preferred learning form.

- o Weaknesses
    - The need to connect online and have the appropriate equipment
    - Mixing teaching methods (offline with online) can disrupt work
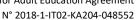   - Not all forms of work can be performed with the use of blended learning

- o Examples of application
    - Teaching grammar in contexts - as research conducted in Palestine shows, mixed teaching positively influences the improvement of students' competences. The study was based on two of the five hybrid learning models presented in the Leadership Series[2] - the fourth model (teaching in the classroom with extracurricular activities taking place outside the classroom or school days) and the fifth model (teaching in the classroom with using online resources that require limited availability from students or do not require them to be online). The researcher presented the materials online on a specially created Google website. Videos, worksheets, and links to online quizzes on

[1] Stefan Hrastyński, *What Do We Mean by Blended Learning?*, TechTrends, vol. 63, s. 565
[2] Leadership Series (2009). Blended Learning: Where Online and Face-Face Instruction Intersect for 21st century Teaching and Learning

each topic were uploaded weekly to a page related to each topic students learn in class. The study was conducted using an experimental method. Both quantitative and qualitative data were collected using the test method - preliminary test (pre-test) and experimental test (post-test) and with the use of an interview. Before the data were collected, the students were informed that their identities would remain anonymous in this study. The research sample consisted of two sections (classes) of the tenth year of schooling (female students aged 15-16), which gave the total number of 45 female students - participants from the Palestinian public secondary school for girls. The pre-test was conducted during the first six weeks of the 2015-2016 semester. It was given to both groups before the experiment to see if they had the same level of English, especially in terms of the topics they were going to learn during the experiment. The test consisted of five grammar exercises and each exercise consisted of ten tasks. They were based on the grammar topics in Chapters 4, 5 and 6 of the English for Palestine Student Handbook. These topics included adverbs and adjectives, past simple and past continuous tenses, comparative and superlative forms of adjectives and adverbs as well as past simple and past perfect tenses. It turns out that the median result of students learning the mixed system compared to the pre-test (where it was 8.8) increased to 31.2, thus surpassing the group of students learning only stationary (pre-test 10.2, experimental test 15.6)[3]

- Virtual walk - is a broad term referring to taking virtual tours in which the user moves through a virtual three-dimensional space by using an avatar (visible or not). Virtual walks most often use VR systems or 360-degree photo technology (e.g. Google Street View)
    - o Strengths

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[3] Suzan Qindah, *The Effects of Blended Learning on EFL Students' Usage of Grammar in Context*, The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2018 vol. 10, s. 11-22.

- ▪ Possibility to visit distant places

- ▪ Possibility of virtual participation in events

- ▪ Possibility of using archival databases - visiting past events or places, where exhibitions no longer exist or have changed

- ▪ Low hardware requirements

- ▪ Still growing resource base

- o Weaknesses

  - ▪ Relative immersion – it depends on the virtual walk equipment used

  - ▪ Small resource base that does not contain navigational resources

- o Examples of application

  - ▪ Taking virtual trips to museums or other historic places (e.g. using Google technology)

  - ▪ Virtual tours are also used for educational exploration of other cities

- ● **Augmented Reality (AR)** - places the virtual layer on the user's perception of real objects, which connects both real and virtual objects in such a way that they function in relation to each other, with synchronization and appropriate depth of perception in three dimensions[4]. This means placing a virtual layer over the real image in real time, which allows you to extend the experience of receiving it. It is a fluid process that typically uses a set of cameras or other real-image capture devices such as smart glasses, lenses, goggles, smartphones or tablets.

  - o Strengths

    - ▪ Total immersion - the virtual layer blends seamlessly with reality

    - ▪ Attractiveness - as a modern technology it appears attractive for the participants to use

    - ▪ Comfort of use - AR systems are comfortable to use

  - o Weaknesses

    - ▪ Low availability - AR systems are difficult to access due to the young "age" of technology

    - ▪ High price

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[4] Cedric Westphal, *Challenges in Networking to Support Augmented Reality and Virtual Reality*, Huawei Technologies & University of California, Santa Cruz Santa Clara, CA

- o Examples of application
  - ▪ Google Expeditions offers virtual tours using both VR and AR. Thanks to AR technology and mobile devices, users can bring 3D objects into the classroom, then walk around and discover them. They can be tornadoes, volcanoes and even DNA. Google Expeditions cover a variety of topics and offer over 100 augmented reality expeditions through the circulatory system, history of technology and the moon landing[5].

- **Virtual Reality (VR)** - places the user in a synthetic, virtual environment along with a consistent set of rules and interaction within this environment and its other participants[6]. The synthetics of the world created by VR (created with the use of information technologies) is based on the use of resources from libraries and databases of 3D images. The presented images and worlds can be fictional (as is the case of computer games) or reflect the real world (computer simulations).

  - o Strengths:
    - ▪ Immersion
    - ▪ The possibility of experiencing things unattainable in reality
    - ▪ Can be used anywhere at anytime
    - ▪ Attractiveness - as a modern technology it is attractive to participants

  - o Weaknesses
    - ▪ High hardware requirements - both a high-speed Internet connection and computers with sufficient power are required
    - ▪ Expensiveness of this systems
    - ▪ Accessibility problem - VR systems are still developing, but also do not have a wide range of users, which results in low availability. The production of systems itself is expensive, which means that there are only a small number of their producers.

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[5] Victoria S., *Use Cases of Augmented Reality in Education and Training*, RubyGarage, dostęp: Augmented Reality in Education and Job Training: Use Cases and Benefits | RubyGarage Blog 05. 05. 2020.
[6] Cedric Westphal, *Challenges in Networking to Support Augmented Reality and Virtual Reality*, Huawei Technologies & University of California, Santa Cruz Santa Clara, CA

- There are threats - the VR systems are deeply immersive, which can isolate its users from the real world

- Inconvenient equipment - due to the VR dimensions, they are not the most comfortable systems to use

o Examples of applications:

- By using virtual reality in education - e.g. in the area of historical topics, we can take the viewers to different places like e.g. to ancient Greece and let them face the characters and heroes from several thousand years ago. The users can interact with these people, explore places that no longer exist and perform whatever activities the software developers have planned[7].

- In virtual reality, we are able to take any number of training participants to the most dangerous places in the world without the slightest risk. Anyone can observe dangerous phenomena up close, or undergo training in places where they could not be found in the real world.

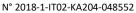**VR videos and the use of the Case Study method**

The potential of VR films is used in many fields of science and in educational practice. Contrary to equating virtual reality with computer games in the common consciousness, it is used, among others, in medicine, pain treatment, rehabilitation, pilot training or in many branches of education. The use of this technology in education allows for the presentation of a specific situation, space or object in the most naturalistic way and allows for its in-depth understanding. At the same time, such action does not have to concern only medical students who learn to conduct surgery thanks to VR. Social science students can also benefit extensively from this method, because it allows to remould the practical aspect of gaining competences. For the future educator, psychologist or social worker, soft skills and the possibility of applying theoretical knowledge in practice are extremely important. These activities are carried out using simulation methods during studies as well as during

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[7] VR i Edukacja, Czyli Jak Wykorzystać Wirtualną Rzeczywistość w Edukacji, EPICVR, dostęp: VR i edukacja, czyli jak wykorzystać wirtualną rzeczywistość w edukacji - EPIC VR - Producent Oprogramowania i Gier VR/AR

apprenticeships and internships. The VR method allows for the introduction of an additional stage of practical education. Thanks to the use of a wide selection of educational videos, it is possible to test skills in practice without having to contact students or clients. At the same time, VR technology engages people emotionally and introduces them to a state much closer to natural action than simulation practices undertaken during studies do. The learner is in the "epicentre of events" - he feels emotions and his body reacts to what is happening around him, even though the reality is still virtual. By being "inside the video", he applies his knowledge in practice and notices his spontaneous reactions. Discussing this experience in a group allows for some kind of supervision of our own experiences. This kind of education does not involve third parties at the same time - they remain virtual. It also creates additional potential.

Contemporary societies face numerous challenges related to multiculturalism. The dynamic process of migration makes it difficult for many institutions' employees to adapt to changes and the appearance of students or clients from other cultures in their environment. Virtual reality can effectively prepare them for such work. Thanks to the creation of a number of educational videos describing specific examples of challenges related to interculturalism, it is possible to prepare employees to respond appropriately to the students' or clients' problems. VR has great potential not only in expanding the knowledge of people using it, but also in increasing their intercultural sensitivity. This is due to the emotional component that occurs naturally when watching / participating in the movie. This solution can be used not only by students, but also by all those who already work with migrants. Preparing VR videos and then using them increases intercultural awareness and allows for the practical extension of knowledge about working in a multicultural environment.

In this text, it is proposed to use the case study method to create VR films in the area of intercultural education. The case study method is used in many different scientific disciplines, including management and legal sciences, but it can also be used in pedagogy and education. W. Ellet describes this method as: "verbal representation of reality, which

puts the reader in the role of a participant in the described situation[8]". This creates an opportunity to put yourself in a certain role and present the whole situation together with its context, including problematic elements, cultural contexts and other factors and variables.

This method is often used, among others, in educational institutions as well as in various non-governmental organizations, because it allows the achievement of goals through the analysis of specific cases with all their complexity. The use of case study method in work with children, adolescents and adults enables active involvement of all participants. The correct application of this method allows for the development of skills such as analyzing a lot of information in terms of: difficulties, political / system / cultural context as well as cause and effect chains. At the same time, it creates a space for deepening creativity, critical thinking and analysis of social roles and behaviors of individual people[9]. Using the case study method as a way of acquiring competencies and skills allows you to use your previous experiences and learn together thanks to the exchange of mutual thoughts and ideas by a group of participants, which gives the opportunity to study a specific problem from many perspectives.

Proper use of the case study method requires awareness and good preparation of the person conducting the activities. Due to the involvement of the group in solving a given problem, the leader should have appropriate competencies and skills to conduct them. During the activities, various problematic situations may arise resulting from the opinions or views expressed by participants as well as difficulties based on the emotional relationship and own experiences of group members, to which you need to be able to react appropriately and create an atmosphere conducive to cooperation. In some studies of specific cases, you can find additional provisions, the so-called teaching notes, which are a collection of suggestions and hints for the teacher regarding techniques, tools or aids that can be used in practice[10].

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[8] W. Ellet, *The case study handbook. How to read, discuss, and write persuasively about cases*, Harvard Business School Press, Boston, MA. 2007, s. 13.

[9] D. Latusek-Jurczak, *Studium przypadku jako metoda dydaktyczne,* Zeszyty Naukowe Uniwersytetu Szczecińskiego. Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania 2015, nr 39 T.4 Zarządzanie, s. 127-129.

[10] Ibidem, p. 27.

Very diverse cases, with the use of appropriate techniques and tools, can become a virtual reality video that will show specific situations, thanks to which the participants of the course could recognize the problem under study not only from a verbal description. The technique of VR uses a person's imagination and builds their interactions with the virtual world to achieve the intended goals. It is worth noting that the use of VR technology in education has many advantages, including focus on the presented situation, high level of participant involvement, attractiveness of the method and elimination of external distracting stimuli.

The case study method and VR technology can be used also in intercultural education, which will allow you to understand and perceive the entire context of a specific situation. Below are descriptions of various circumstances that can become an inspiration for creating and analyzing specific cases using VR technology. They are a collection of real experiences that took place and therefore should become the subject of discussion and analysis in various environments and communities, because most often their problematic focuses on the lack of one, easy to predict and appropriate solution, which requires deep reflection of the participants. The prepared materials were collected in the form of 10 cases, each of which consists of: case description, issues worth analyzing before shooting a VR video as well as a reflection card with questions and a task to be performed regarding the preparation of various scenarios. Each case study is a separate material that can be used in group work. Thanks to reflection cards and issues for analysis, the preparation of a video script will be preceded by a discussion on the cultural context of a given case and possible forms of support provided to a given person. Each case study can be used individually. At the same time, it is possible to confront several described cases in one group developing the scenarios. Then it is worth comparing the group's reflections on individual examples.

Case Study Cards and Reflection Cards

Case Study No. 1
Case description
One of the schools in Wroclaw has over a dozen children of Ukrainian origin. One girl, who attends 7th grade of primary school is not liked among the rest of the children. Her name is Oksana. Once, during a break, several boys in front of the whole class called her name and teased her using the words: "You dirty Ukrainian woman, you can clean my toilet!". The children passed the information about the incident to the teacher.
Issues worth analyzing before shooting a VR video
1) How to adapt a given situation to the cultural context? 2) What words and behaviors are displayed by the community towards the migrants in their country? 3) What should the VR video contain (background, context, scenes)? 4) What is the problem that should be presented and investigated?
Reflection card
1) What could be the reason for this behavior? 2) What would you do if you were Oksana? 3) What would you do if you were working at this school? 4) Who / what could help in this situation?
Task
Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next? Analyze possible outcomes and outcomes.

Case Study No. 2

Case description

There are students from Syria at school, who are not participating in the religion classes, because they are Muslim. During the so-called "refugee crisis", negative public moods began to build up, which also spread across the school. One day, two boys, who were in 8th grade of an primary school, attacked their Syrian colleagues with stones on their way to school.

Parents of Syrian boys filed a complaint to the school management.

Issues worth analyzing before shooting a VR video

1) How to adapt a given situation to the cultural context?
2) What words and behaviors are displayed by the community towards the migrants in their country?
3) What should the VR video contain (background, context, scenes)?
4) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for this behavior?
2) What would you do if you were the headmaster?
3) What would you do if you were working at this school?
4) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 3

Case description

A boy from Belarus, who sits at the front desk, has problems with concentration. During each lesson he sits with his side turned to the blackboard, looks at his classmates as well as fools around, which distracts other students and makes it difficult to conduct classes.

His behavior disturbs the teacher and consequently does not help him learn.

Issues worth analyzing before shooting a VR video

1) How to adapt a given situation to our reality?
2) What should a VR movie contain (background, context, scenes)?
3) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for this behavior?
2) What would you do if you were a teacher?
3) What would you do if you were working at this school?

4) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 4

Case description

The girl from Russia is very shy. She attends the 3rd grade of primary school and hardly speaks during classes. She doesn't want to be called by her name: Katja (native version of her name), because she prefers to be called: Kasia (Polish version of her name). She is ashamed of her accent and doesn't want to interact closely with other students and teachers. Each time she decides to speak, the teacher encourages the class to applaud. One day, another girl - Hania, after such applause, asked angrily: "why doesn't anyone clap to me when I'm talking ?!"

Issues worth analyzing before shooting a VR video

4) How to adapt a given situation to our reality?
5) What should a VR movie contain (background, context, scenes)?
6) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for this behaviour of both girls?
2) What would you do if you were a teacher?
3) What would you do if you were a student of this class?
4) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analise possible outcomes and outcomes.

Case Study No. 5

Case description

In one of the schools in Wroclaw, there was a girl from Bulgaria in the class, who attended the 2nd grade of primary school. She did not adapt well in the peer group, but she did not create any special problems. One day, the headmaster received a letter signed by the majority of the parents from the class with a request to transfer the child to another class. During the meeting with the parents, several people strongly distanced themselves from the letter, but most of the parents preferred the "only Polish class".

Issues worth analyzing before shooting a VR video

7) How to adapt a given situation to our reality?
8) What should a VR movie contain (background, context, scenes)?
9) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for the behaviour of parents?
2) What would you do if you were the class teacher?
3) What would you do if you were the headmaster?

4) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 6

Case description

One of the boys from the class in high school displays very radical views, mostly on the internet, but also face to face in school. This includes discussions during the history and Polish lessons. One day he came to school wearing a black sweatshirt with the swastika symbol stuck with white tape on his back.

Issues worth analyzing before shooting a VR video

10) How to adapt a given situation to our reality?
11) What should a VR movie contain (background, context, scenes)?
12) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for this boy's behavior?
2) What would you do if you were the class teacher?
3) What would you do if you were a school counselor?
4) How would you feel as other students in this class?

5) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 7
Case description
In 3rd grade of primary school is a boy from Korea, who speaks Polish well despite his parents' lack of this skill. The mother is participating in the meetings with other parents, but doesn't understand anything. Contact with the tutor is also difficult for her because he doesn't speak English. Meanwhile - the boy beats his friends. His aggression towards other students is significant e.g. he kicks them in their stomachs.
Issues worth analyzing before shooting a VR video
1) How to adapt a given situation to the historical and cultural context?   2) What should a VR movie contain (background, context, scenes)?   3) What is the problem that should be presented and investigated?
Reflection card
1) What could be the reason for this boy's behavior?   2) What would you do if you were a teacher?   3) What would you do if you were in management?   4) How would you act as students in this class? Why?   5) Who / what could help in this situation?
Task
Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?   Analyze possible outcomes and outcomes.

Case Study No. 8

Case description

Little Sofia developed a musical talent in Ukraine, because she is very talented. She sings and plays the piano. Unfortunately, as her mother says, piano lessons are too expensive and she doesn't have proper equipment. The girl participated in festivals in Ukraine, and after arriving in a new country, no one encouraged or supported her. The girl breaks down more and more as well as experiences a lot of sadness and discouragement. She doesn't want to draw attention to herself and is afraid of being ridiculed by the class.

Meanwhile, colleagues do not even know what talent she has and neither do the teachers.

Issues worth analyzing before shooting a VR video

1) How to adapt a given situation to the historical and cultural context?
2) What should a VR movie contain (background, context, scenes)?
3) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for this behavior of the girl?
2) What would you do if you were a teacher?
3) What would you do if you were cultural assistants at this school?
4) Who / what could help in this situation?
5) Write a few scenarios: if I do something, what will happen next?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 9

Case description

Sasha (10 years) has a mother, who is a victim of domestic violence. Her partner (the boy's father) invades her in the apartment, although they live in a hotel, where his mother cleans. One day the mother's boss called the police and chased the aggressor, who switched to "school actions". Later on father came several times to school wanting to pick up the boy, despite the fact that he is forbidden to approach. The climax was a brawl in the secretary's office, where he screamed that he is going to hurt Sasha's mother. The boy is experiencing horror. Mom decided to return to Ukraine. The school considered this as its own failure.

Issues worth analyzing before shooting a VR video

4) How to adapt a given situation to the historical and cultural context?
5) What should a VR movie contain (background, context, scenes)?
6) What is the problem that should be presented and investigated?

Reflection card

1) Was there any way to help the boy?
2) Was it possible to help the boy's mother somehow?
3) What would you do if you were in management?
4) Who / what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Case Study No. 10

Case description

The class of Tatiana (from Belarus) and Max (from Korea) is implementing a project called Multicultural Children's Museums. Colleagues bring souvenirs from travels and grandparents' homes, collect family stories and conduct interviews. The teacher thought that this task would activate children from other cultures than Polish, who would want to show off. It turned out that this is not the case and it is not happening at all. Tatiana and Max did not bring anything, neither family mementoes nor interviews. The children's parents also do not want to cooperate.

Issues worth analyzing before shooting a VR video

1) How to adapt a given situation to the historical and cultural context?
2) What should a VR video contain (background, context, scenes)?
3) What is the problem that should be presented and investigated?

Reflection card

1) What could be the reason for such behaviour of the girl and the boy?
2) What could be the reason for such behaviour of children's families?
3) What would you do if you were a teacher?
4) Who/ what could help in this situation?

Task

Write a few scenarios that will take into account your ideas for solving this situation: if I do this and this, what will happen next?

Analyze possible outcomes and outcomes.

Partners