



English, Media, Geography – VEGA Teaching Scenario

Topic: Creating short 360 Videos following best examples from Sygic Travel Maps App and Oculus TV

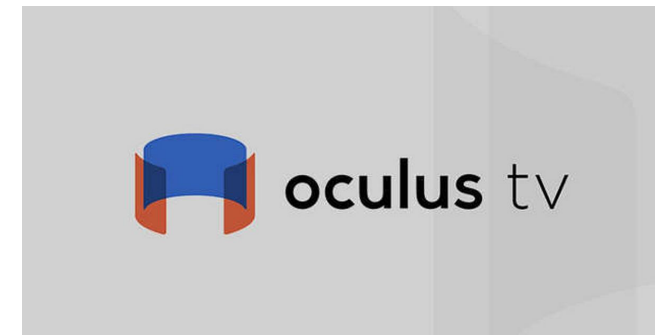
Subject: English, Media Literacy, Geography, History

Age / Grade: 13+ / grade 7+

Short description of the VR application in this scenario:

This scenario is based on two pillars - Oculus TV video library (or Sygic Travel Maps App) and 360 cameras.

Oculus TV is a VR app for oculus goggles for immersive materials. You can get access to award-winning interactive stories, as well as immersive TV, animation and photos. You can stream the videos or download the favourites and watch them later, even if you have no internet connection. Among others it contains the 360 video series “One Day In” with the short videos presenting most known cities from all over the world. They are going to be used in this scenario.





Sygic Travel Maps App is the original source of the videos available in the Oculus TV. You can download it to your mobile device, both for Android and IOS. Even the free version will allow you to present some interesting materials to your students. Sygic Travel's "One Day In" series of 360° videos takes viewers on an immersive journey to destinations across the world. From Angkor Wat and Athens to Sydney and Tel Aviv, the "One Day In" series brings to life some of the best places to visit in each city.

360 degree cameras are becoming more and more popular among travellers. For the purpose of this scenario the Insta 360 One X2 was used, but similar results can be achieved with other models, including GoPro and so.

Introduction to the scenario

This scenario is meant first of all for teaching and practising English (free speech, descriptions, listening, writing and reading), but it contains a media literacy component (360 camera recording, uploading videos to online platforms, subtitling) Geography (learning about different cities and countries) and History (learning about historical sites of own and other cities).

Teaching process starts from watching interesting 360 videos as best practice examples (listening) and goes through writing scenarios - descriptions of the home town or city (writing) to editing and publishing videos with voiceover (reading).

Learning outcomes:

The students are able to:

- operate Oculus Quest goggles and Oculus TV App or/and use Sygic Travel Maps App
- describe the most interesting parts of their home towns/cities
- operate 360 degree camera and edit 360 video in dedicated app
- upload video to YouTube channel and add subtitles
- improve skills in speaking, reading and writing in English
- recognise important parts of the main European cities

Curriculum: <https://podstawaprogramowa.pl/Szkola-podstawowa-IV-VIII/Jezyk-obcy-nowozytny>,
<https://podstawaprogramowa.pl/Liceum-technikum/Jezyk-obcy-nowozytny>

Formative assessment

Number of students, duration (estimated time/number of lessons):

- number of students: as many as in your class - advisable is to divide them into groups related to the number of available devices (cameras, goggles, mobile devices, computers)
- 4 lessons (4 x 45 minutes)

Prerequisites (necessary materials and online resources):

- Oculus Quest goggles or Sygic Travel Maps App (<https://travel.sygic.com/en>) installed on mobile devices, or both
- google cardboard goggles, if you want to use them
- at least one 360 degree camera
- related app installed on the students' devices or on the school devices which are available for them - preferably on all or at least one per group
- dedicated google account with YouTube studio

Before the program begins (preparatory work for teacher):

- Gather and charge Oculus goggles and/or upload Sygic Travel Maps App to the sufficient number of devices.
- Prepare yourself - watch and pick the “One Day In” videos, which you would like to advertise to your students
- Learn how to operate the 360 degree camera and dedicated app
- Practice uploading 360 videos into the YT channel (or other services, if you prefer)
- Practice adding subtitles to the video

Lesson one: Virtual journey to the most beautiful cities in the world

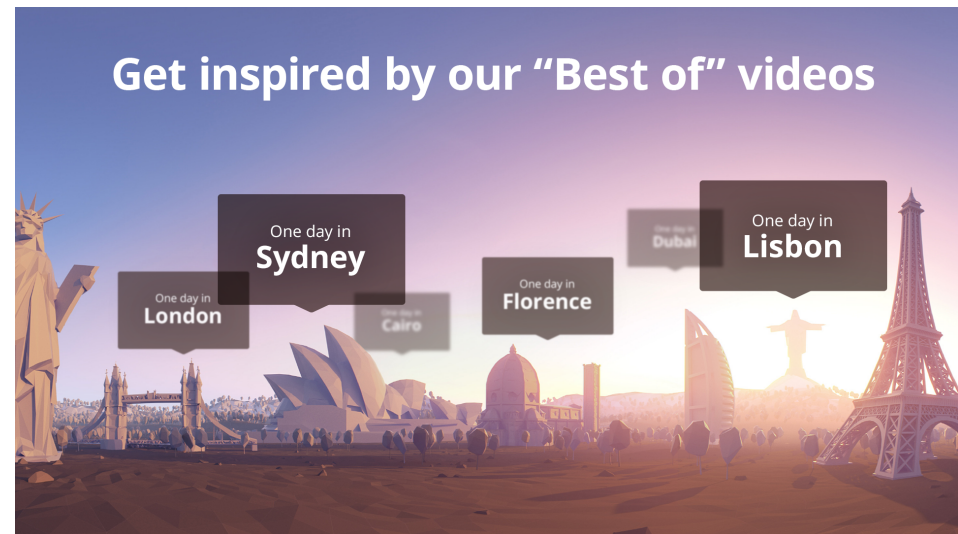
(45 minutes)

We start from the already existing 360 videos available on the Sygic Travel Maps App and through this also on the Oculus TV app.

Watching them on Oculus gives a better impression but, since usually the number of goggles is limited, it is also possible to download an app on smartphones and use google cardboard. You can also connect both ways during the lesson.

If there are several Oculus quest sets available, divide the class in a way that there are maximum 4-5 students assigned for the goggles. They can be used in a stationary mode (you can watch videos sitting on the chair), so you can use several goggles even in a small classroom at the same time. If necessary, devote some time to introduction to using oculus goggles (1 additional lesson can be needed).

If you want to use Sygic Travel Maps App, install it on the intended devices and distribute google cardboard goggles among students.



Let students watch the videos for the whole lesson. You can suggest specific cities, if you have your favourite. If not, let them make their own choices.

Devote at least 5 minutes at the end of the lesson for the short summary. Start discussion about the videos, which will be continued on the next lesson. The things to be considered:

- What interesting things did you learn about the cities you saw?
- How were the cities presented?
- How long were the videos?
- How many sites, attractions were presented in each case?
- Are there any interesting places in your town/city/neighbourhood which could you present in a similar way?

Lesson two: Video scenarios and script

(45 minutes)

The lesson begins with the summary of the previous one. Come back to the discussion which you started last time. Focus on the last question. When it is finished, students are ready to write the script for writing their own scripts.

The script:

- Should contain description of at least 3-4 different places from the town/city chosen by a student
- Should be readable in 3-4 minutes (as on the videos available in the app)

When the scripts are ready, read at least some of them, and try to correct mistakes.

Lesson three: Reading remaining scripts and introduction to the 360 degree camera and app.

(45 minutes)

During this the students read the rest of the scripts, discuss them and correct mistakes.

Then the Insta 360 app (or another which you use) is installed on the students' devices. This is also a time to practice with the camera itself. It is advisable to record, even in the classroom, a short video, which can be downloaded to the smartphones by all the students to practice the functionalities.

The next steps should be done as a "homework":

- Depending on the number of cameras, make a schedule of how and when students can use it to record their videos. They should have enough time to record their films either individually or in groups. Then each of them can download the video and work with editing.
- The students should take the camera "for a walk" and record short clips in the places which they want to present. The easiest way is to just put the camera on the tripod, press "record" and leave it for a sufficient time. If you want to add more action to this, you can walk with the camera. Always:
 - you should pick proper moment of the day - with a good light and weather
 - you can wait for some nice events happening in the place
- Then students should download all the clips to the app and connect them in one video.
- The script can be added to the video at least in two ways: either during the recording (ambient voice) or during the editing phase (as a voiceover/music).
 - adding ambient voice will take less time but the quality will be lower (noise of the street)
 - the voiceover will have a better quality (if you record it in a quiet place) but one needs to put more effort to add it during the post editing. To do so with the Insta 360 app, use one of these tutorials: For Android: <https://youtu.be/l24uyVmiDsl> and for iOS: <https://youtu.be/Lv1H0pXbj2E>

Lesson four: Watching, uploading, summary

(45 minutes)

Obviously you will not be able to upload the videos on YouTube or other platforms during this lesson. But you can learn how to do it.

However, the lesson should start from the show - presentation of the students' videos - for the beginning on a flat screen or just on the cardboard.

The same lesson should be devoted to planning the uploading process. Do the students have their own YT channels where they can upload the videos or do you want to use one, dedicated for this task? Depending on the answer, proceed with the further steps.

Make sure that all, or those who are meant to upload, know, how to do it. If not, make a short instruction. Then give the students a specific task to do:

- upload the videos on YT at home
- add subtitles (for this you can use another lesson, but it is not necessary)

Then don't forget about **the evaluation of the scenario with students**. Discuss the whole process and check:

- How they were feeling during implementation of this scenario
- What did they learn?
- What were the biggest problems?
- What was the most funny?
- What was the most interesting?
- What would they improve the next time?
- What ideas do they have for the next tasks related to 360 degree cameras?