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E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.

Exploring FrameVR

Task summary

Topic	Exploring FrameVR
Target group, CEFR level, Communication	Student teacher English as Lingua Franca, C1, Synchronous
Summary of activities	You are about to embark on a journey through the virtual reality world of FrameVR, exploring not only the diverse cultural landscapes but also delving deeper into the Spanish and Dutch villages. This unique collaboration between Spanish and Dutch students is designed to foster a deeper understanding and appre ciation of each other's cultures, languages, and the creative efforts behind the virtual environments you will explore. 1. Duo Exploration Tour: Explore Spanish and Dutch villages in FrameVR to identify unique cultural landmarks. 2. Digital Photo Journey: Capture interesting discoveries to share insights via Padlet. 3. Virtual Café Meet-up: Discuss discoveries and effectiveness of FrameVR for language learning. 4. Prepare multimodal Padlet post in Chatterdale based on shared insights.

Learning goals	**Intercultural Objectives**

Intercultural Objectives

- Cultural Awareness: Develop a deeper understanding of Spanish and Dutch cultures, recognizing and appreciating the diversity and richness of cultural practices, values, and symbols represented in the virtual villages.
- Cultural Comparison and Reflection: Compare own cultures with those explored in the virtual environment, fostering self-reflection on cultural identities and biases.
- Intercultural Communication Skills: Promote effective and respectful communication across cultures, enhancing the ability to interact with people from different cultural backgrounds.

Linguistic objectives (C1-level)

- **Spoken Interaction**: Participate effectively in discussions and collaborative tasks with peers in the virtual environment, expressing ideas fluently and spontaneously without much obvious searching for expressions. This involves negotiating, hypothesizing, explaining viewpoints, formulating and defending opinions, as well as speculating about cultural differences and similarities, and engaging in discussions on cultural representation and the educational value of VR for language learning.
- **Multimodal Production**: Produce clear, well-structured multimodal text for Padlet on the findings from the exploration, including descriptions of cultural landmarks, reflections on cultural accuracy, and evaluations of the VR experience in language learning. This may also involve formulating and defending opinions, as well as speculating about cultural differences and similarities.

Digital Objectives

- Navigational Skills in Virtual Environments: Develop proficiency in navigating and interacting within a virtual reality setting, enhancing digital literacy.
- Digital Collaboration: Facilitate collaboration and communication using digital platforms (e.g., Padlet, virtual cafes) to share insights and work together on projects.
- Critical Digital Literacy: critical engagement with digital content, assessing the accuracy and representation of cultures within virtual environments.

Pedagogical Objectives

- Collaborative Learning: students work in pairs or groups to explore, discover, and share insights, promoting peer learning.
- Critical Thinking and Analytical Skills: by discussing about cultural representation, language learning potential, and the educational value of virtual environments.

	● Reflective Learning: reflect on learning experiences, the effectiveness of VR for language acquisition, and its potential application in educational settings.
Final product	Recordings Padlet post Reflection Journal
Guidelines for a Successful Exploration	● Engage deeply with the different villages in FrameVR, especially the Spanish and Dutch villages, using them as a lens to explore and discuss cultural accuracy and representation. ● Communicate openly with your partner, sharing your insights, surprises, and perhaps even critiques of how your cultures are depicted. ● Embrace curiosity and use this opportunity to not only learn about another culture but also to see your own through the eyes of someone else. ● Reflect on the educational potential of VR for language learning, especially for younger audiences, and how it might be optimized for schools.
Assessment	● Padlet post ● Recordings ● Sharing information with classmates ● Reflecting on the exchange experience (Reflection Journal)
Tool suggestions	FrameVR in Meta Quest / Desktop Islands: **https://framevr.io/chatterdale** (English) **https://framevr.io/chatterdale2** (English) **https://framevr.io/chatterdale3** (English) **https://framevr.io/parolay** (French) **https://framevr.io/plauderstein** (German) **https://framevr.io/villacharla** (Spanish) **https://framevr.io/villacharla2** (Spanish) **https://framevr.io/babbeldam** (Dutch) **https://framevr.io/babbeldam2** (Dutch) **https://framevr.io/arcadia** (the orientation island)
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Validated	In Language Acquisition courses at both universities.

Preparation activities

Task elements	Activities and/or related skills
Familiarisation with the tools	Make sure you know how Meta Quest and FrameVR function before the first meeting with your peer. (Online tutorials: Meta Quest 3 & FrameVR): ● You have an account in FrameVR ● You will be informed where you will meet your partner ● You know how to speak, move in the virtual world ● You have checked the sound and your microphone is working (make sure you know how to unmute it) ● You know how to record the session (Check it previously with your teammates).
Preparing for the meeting	● Arrange a time for the meeting (keep a fluid communication line with your partner). ● Meet your partner in the assigned island in FrameVR. ● Check the tools (the sound and your microphone) This is the second meeting, but the frist one in VR. Remember that your partner has a different socio-cultural background, probably a different command of English, of technology, with other experiences, views or ideas, different interaction styles. Listen, contribute and be respectful to each other.
Familiarisation with the task topic	Read the task description (the interaction part) carefully and make sure you understand what the task is about.

Interaction

Task elements	Activities and/or related skills
Recordings	Prepare the recordings in Quest / desktop
Important!	**Remember** that this should be a **dialogue** where you share and compare information and experiences in a constructive manner.
Sharing impressions	This unique collaboration between Spanish and Dutch students is designed to foster a deeper understanding and appreciation of each other's cultures, languages, and the creative efforts behind the virtual environments you'll explore.

1.Duo Exploration Tour	With your partner, navigate through the Dutch, and Spanish villages in FrameVR. And if you have time also explore the other villages. Your mission is to identify and learn about specific landmarks, cultural items, or features that are unique to each villag. Discuss with your partner how these villages represent your cultures and whether they capture the essence of your countries. Would you change anything? Why?
2. Digital Photo Journey	Take screenshots or digital photos of interesting places or items you discover, especially those that resonate with your cultural identity or surprise you. Create a digital photo album or a presentation with descriptions of why these elements stood out. You'll share your insights with the other pairs through Padlet (see below)
3. Virtual Café Meet-up	Go to a virtual café within FrameVR at the end of your exploration. This is your chance to share experiences, discuss your discoveries about the Spanish and Dutch villages, reflect on the representation of your cultures in a virtual environment and engage in a discussion with your partner on the following question: **Would this virtual environment be effective for teenagers learning languages at school?** Consider aspects such as engagement, cultural representation, language immersion, and the learning curve of using VR technology. Share your conclusions in a shared document or during a group discussion.
4. Padlet post	Go to the screen with Padlet in FrameVR and create a collaborative document to capture our insights and reflections from your FrameVR cultural exploration (link to Padlet). 1. Digital Photo Journey Reflections: Upload your digital photo album or presentation to Padlet. Describe interesting discoveries and explain their cultural significance briefly. 2. Reflections on the Virtual Café Meet-up: Share experiences and reflections from the virtual café meet-up. Discuss conversations about the Spanish and Dutch villages and their cultural representation. 3. Discussion on Suitability for Teenagers Learning Languages: Collaborate with your partner to share conclusions on the suitability of VR for language learning by teenagers. Consider engagement, cultural representation, and learning curve. 4. Additional Insights: Add any other insights, reflections, or recommendations related to the cultural exploration experience. 5. Write your surnames in the post.

	6. Collaboration and Engagement: Engage with peers' contributions by commenting respectfully and providing feedback. Let's make this document a platform for rich discussion and learning from each other's experiences.
5. Joint evaluation	Finally, evaluate together this first meeting in VR: How did it go? How did you experience your first VR session? How did you like the conversation task? How did you experience the interaction? What did you learn in this first meeting (linguistic, cultural, personal, technological issues...)

Post task

Task elements	Activities and/or related skills
Individual assessment	1. Share and react to the Padletposts 2. Recording of the interaction 3. Prepare to share your experiences with your classmates. 4. Fill in your reflection in this online form: (Microsoft of Google Foms)