

OER-Immersive Multimedia Materials Project

“Hasta Siempre Comandante”

Creating immersive cultural learning through revolutionary music and virtual reality

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INTRODUCTION

The OER-Immersive Multimedia Materials Project project aims at the design and development of Open Educational Resources (OER) in the classroom as a model to integrate community-based learning and undergraduate research in lower and upper-level courses of the Spanish Program at UNF. It specifically involves the design of immersive educational materials with a focus on Virtual Reality and reading accessibility.

OBJECTIVES

In order to develop Open Educational Resources for the classroom the researcher sought to

- Build a repository of annotated articles over the effects of music in learning, and connect meaningful music and experiences in a multicultural classroom
- Compile a database of electronic music resources for the language, literature and culture classroom
- Design an immersive experience with music as the key cultural component.

The following research question was used:

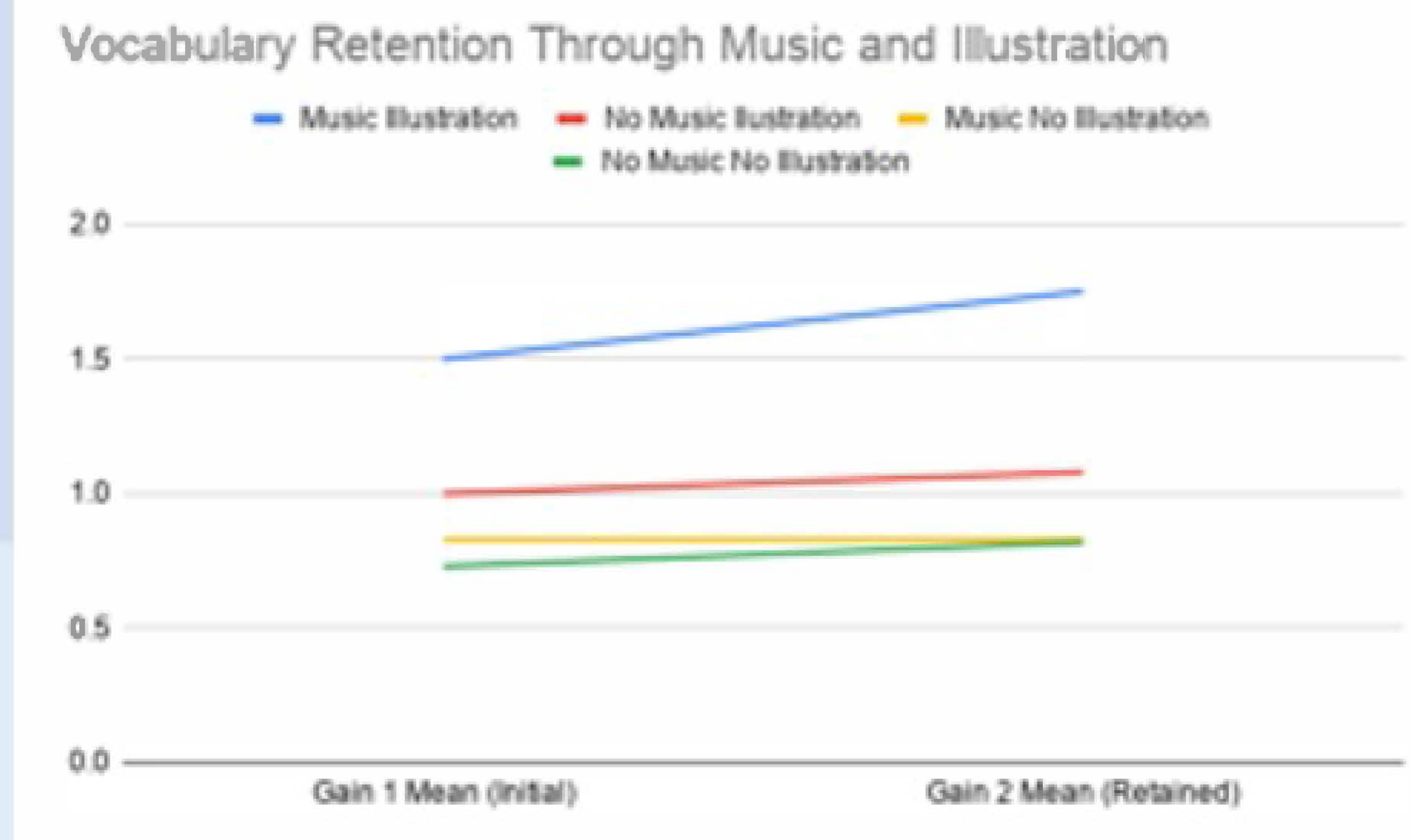
- How can music be incorporated with virtual reality to teach Spanish students about Hispanic culture and aid in language retention?

REFERENCES

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3. Griffin, Robert J. "Teaching Hispanic Culture through Folk Music." *Hispania* 60, no. 4 (1977): 942-45. Accessed May 25, 2020. doi:10.2307/340674.
4. Medina, Suzanne L. "The Effects of Music upon Second Language Vocabulary Acquisition." (1990).
5. Lake, Robert. "Enhancing acquisition through music." *The Journal of the Imagination in Language Learning* 7 (2002).
6. Walsh, Maureen. (2010). "Multimodal literacy: What does it mean for classroom practice?" *Australian Journal of Language and Literacy*. 33.
7. By 1Original: Alberto Korda (Korda)Vector: Craftsmanspace - File:Heroico1.jpg, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=5870448>
8. *Man Playing Acoustic Guitar while Sitting on a Bench*, 2018, Image courtesy of Ban Yido

FIGURE 1

See: reference 4



METHODS AND FINDINGS

The literature shows that music consistently serves to lower students' affective barriers. Music contains the unique ability to teach about culture, and through lyrical analysis enhances poetic understanding. Medina shows that incorporation of music exhibits increased vocabulary retention when paired with accompanying visuals⁴ (Figure 1). This multimodal learning maximizes accessibility by addressing multiple learning styles⁶.

DESIGN

Students will be taught about a song that exemplifies the culture and music of a specific country, building off of the guidelines worked on by Sara Kunz-Rutigliano for another OER-Immersive project.

In this example, the song *Hasta Siempre Comandante* will be used to showcase the unique spirit, history, and music of Cuba. Students will be presented the song by the professor while viewing images of Cuban cities and countryside in 360 degree VR. Afterward, lyrical analysis will be conducted followed by an explanation of the unique *son* musical style of the song.

Using this as a template, students can then continue to find a country of their own to present in a similar form (outlining the music and lyrics) to the class as a final project. Professors can assess the cultural transmission of this activity by seeing how effectively the students analyze the lyrics poetically to express the country's culture.

CONCLUSIONS

Use of this technology will enrich the classroom experience and aid in language retention and engagement. Through this immersive experience students will learn the invaluable unique duality found in Hispanic culture: its unity and diversity.



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