

A pair of black binoculars is positioned in the foreground, angled towards the right. The background is a panoramic view of a city, likely Philadelphia, with a dense urban landscape and a clear blue sky. The binoculars are the central focus, symbolizing exploration and learning.

Through the Looking Glass: Using 360° Video as a Global Learning Tool

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Overview

A pair of silver binoculars is positioned in the foreground, looking out over a vast cityscape under a clear blue sky. The binoculars are the central focus, with their two barrels extending towards the right. The city below is densely packed with buildings and greenery, stretching towards the horizon. The overall scene is bright and clear, suggesting a high vantage point.

1. Practice

a. Problem

b. Application

2. Research

a. Methodology

b. Findings

c. Discussion

3. Questions and Comments

Practice



Problem

Teaching a class with global content to students who may have limited to no experience outside of the country or even the state.

Application

360 degree videos:

- Available for free online and relatively easy to capture
- Can be posted to YouTube or other sharing services
- Utilizes smartphones owned by *most* students

Let's Try It Out...

1. Open YouTube App on your smartphone.

2. Search for INTAG 100

- 3 Select "Melvin's Farm"

Questions:

1. What is growing?

2. What is Melvin doing? Why?

3. What else do you see in the video?

Research

It's fun...

... but does it
promote student
learning?

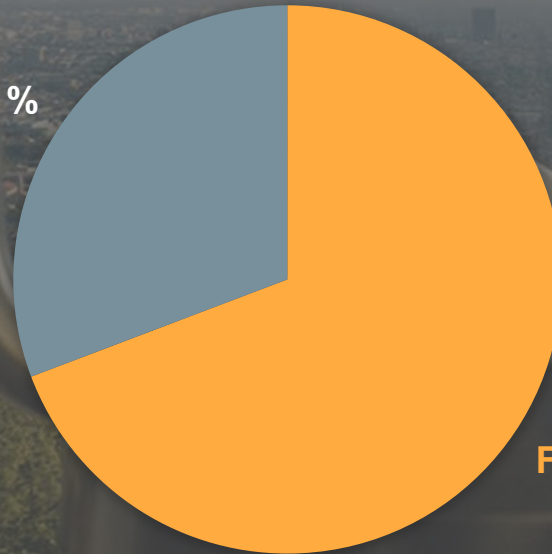
Methodology

Mixed quantitative and qualitative assessment on the value of integrating 360 degree video into class.

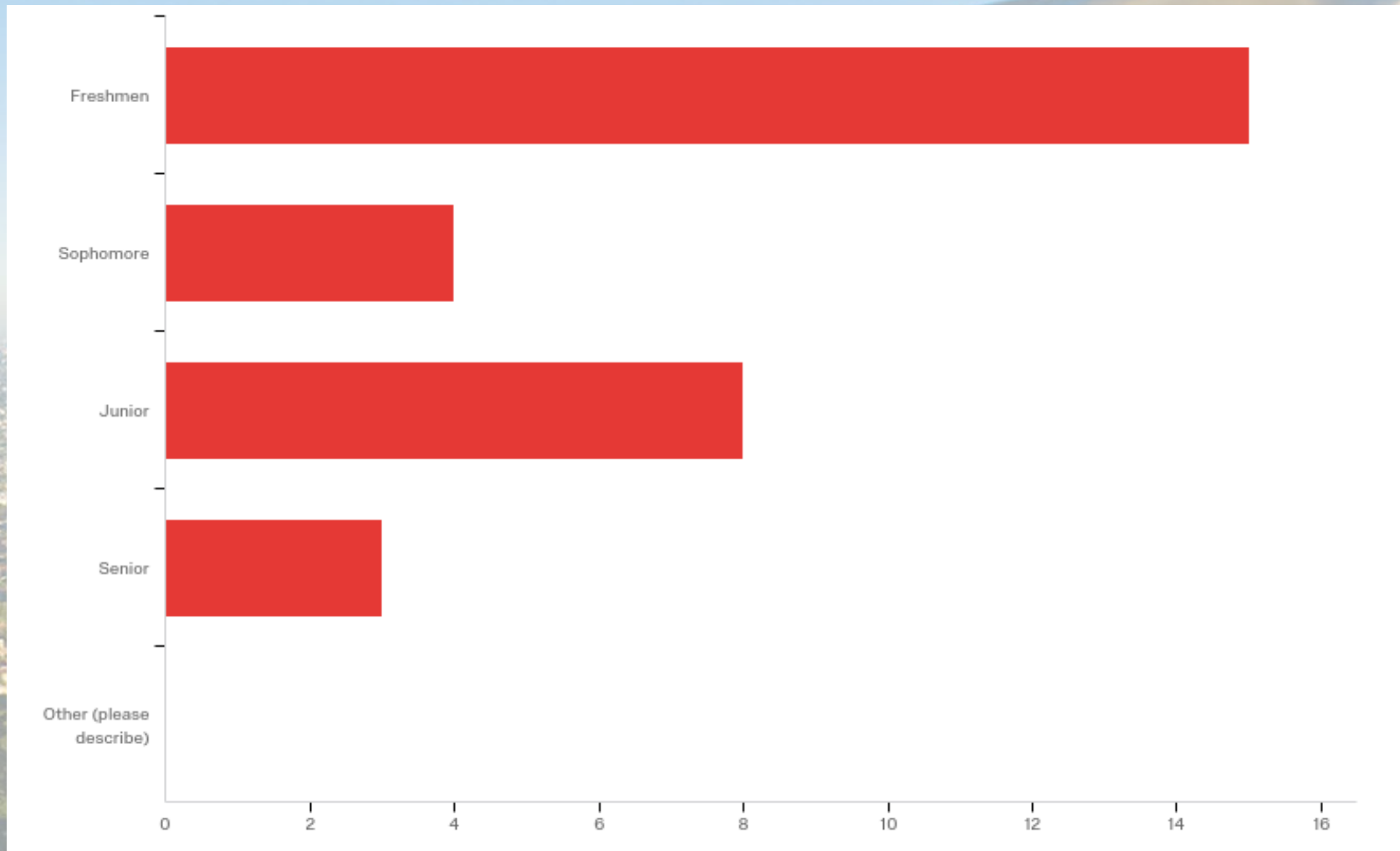
n=30

Male, 8, 31%

Female, 18, 69%

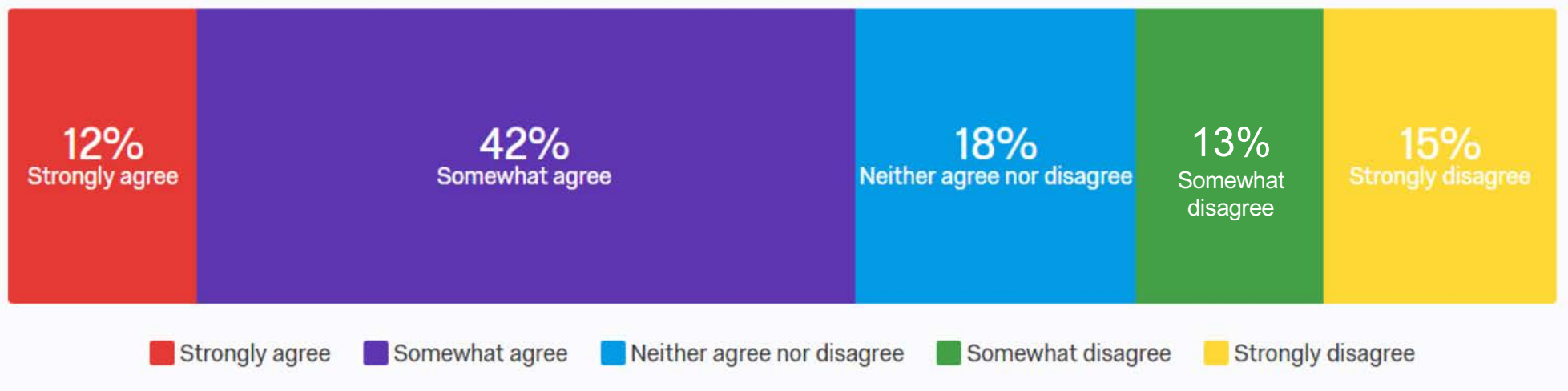


Q9 - What is your academic rank here at Penn State?



Findings

“360 degree videos helped me learn the content discussed in class”



Findings

Please provide an example of how the 360 degree videos used in this class affected your learning.



Findings



Findings



“They helped by allowing me to see differences in real life farms since I haven't been to many farms.”

“It was interesting to actually see a different country's ag system”

“Was able to see an area of agriculture that I might not have been able to travel to and see in person.”

“Provided an example of Agricultural systems which led to meaningful conversation.”

“It gave me an opportunity to actually look into these areas and gain a deeper perspective”

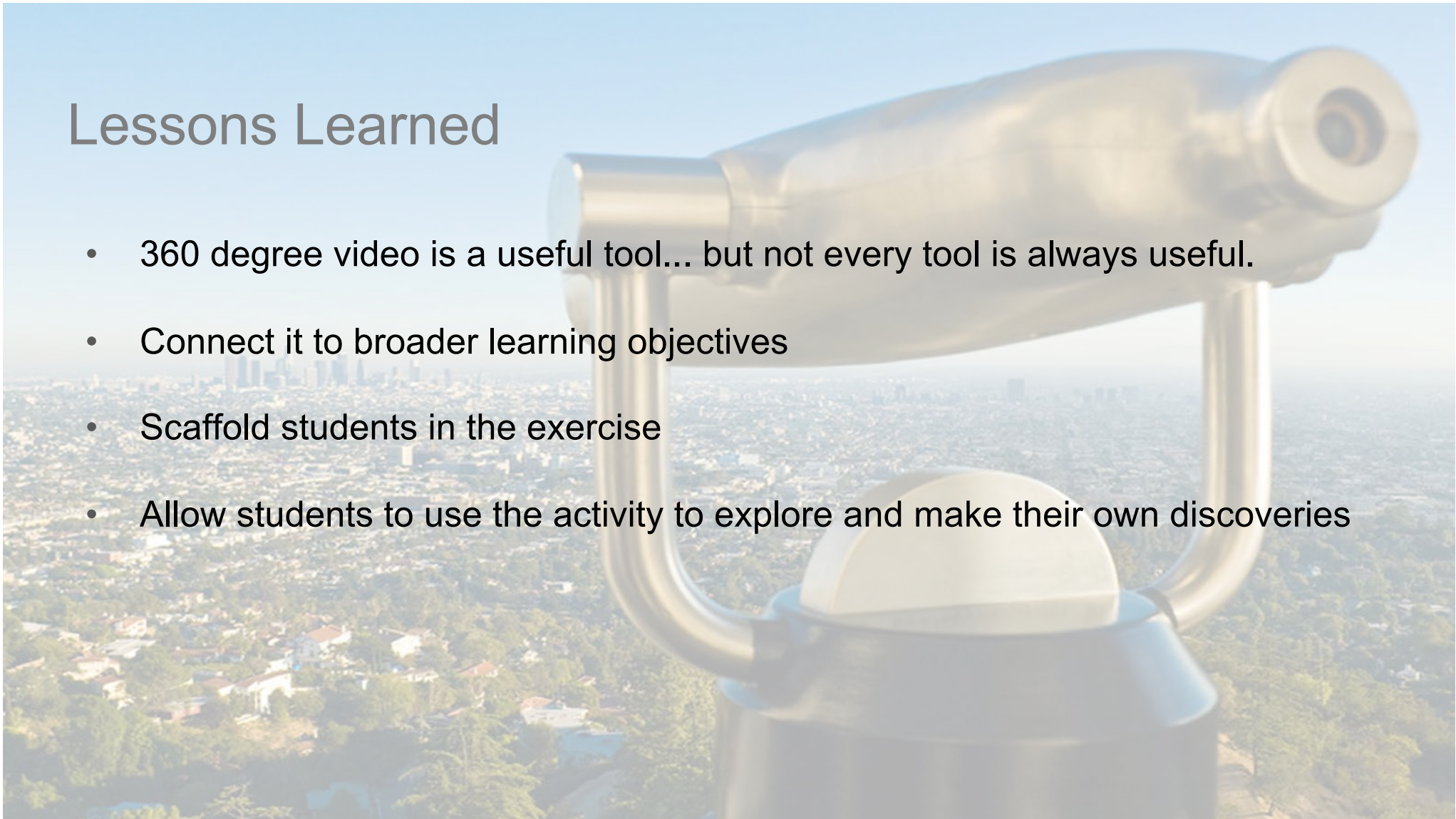
Findings

“They didn't really help me at all because it was brief and it just seems like something experimental that we were trying for one class period.”

“It helped to see a farm, but it would have been more helpful to hear from the specific farmer. I think those who don't have any access to PA farms benefited from seeing it.”

Lessons Learned

- 360 degree video is a useful tool... but not every tool is always useful.
- Connect it to broader learning objectives
- Scaffold students in the exercise
- Allow students to use the activity to explore and make their own discoveries



Where can you find 360° videos?

- [nytimes.com/thedaily360](https://www.nytimes.com/thedaily360)
- farmvr.com



A pair of silver binoculars is positioned in the foreground, looking out over a vast cityscape. The city is densely packed with buildings and greenery, extending to the horizon under a clear blue sky. The binoculars are mounted on a dark base, and their lenses are pointed towards the city.

**Questions
or
Comments?**