

IMMERSIVE RECYCLING EXPERIENCE DESIGNER

THEORETICAL PART



Context:

Your school is known for inspiring learning and encouraging students to be responsible citizens. However, like many other schools, it faces challenges in teaching sustainable habits. Recycling can be confusing—many bins end up with the wrong items, and people aren't always sure how to separate waste properly. Plus, the school doesn't have much space for traditional recycling programs or environmental projects.

To fix this, the school is starting an exciting new program using augmented reality (AR) and virtual reality (VR). These technologies will make learning about recycling and protecting the environment fun and interactive. With help from Immersive Recycling Experience Designers, the program will create tools and activities that are easy for everyone to use, including students with disabilities or who speak different languages. These experiences will be set up in areas around the school and designed to help everyone learn about waste management and how to be more environmentally responsible.

While the idea has gotten a lot of support, there are still some important questions to figure out: How can the immersive experiences be designed to suit the diverse needs of students, including those with disabilities or different cultural and linguistic backgrounds? What spaces within the school can be adapted to host these installations, and how can limited resources be utilized effectively? How will the success of these programs be measured in terms of behavioral and cultural changes within the school community?



Related Skills:

GUIDANCE PART

Problem-Solving

Environmental
Education:

Communication

Digital Content
Management

Creativity

Immersive
Technologies

Interactive Design

Universal Design in
ICT

Self-Reflection Questions:

Which areas within the school would be most suitable for immersive recycling installations?

What types of recycling topics or activities would be most appropriate to cover in the AR/VR experiences?

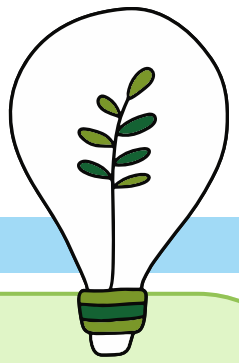
What benefits would these immersive experiences provide to the school community?

What skills and knowledge should the Immersive Recycling Experience Designer have to ensure the project's success?

How could project costs be reduced without compromising the quality or impact of the educational experiences?

How can students and staff collaborate voluntarily to make the immersive recycling program a success?

What educational opportunities could arise from integrating immersive recycling experiences into the school curriculum?



Analysis:

What is the main problem or need to be addressed?
What knowledge and skills are necessary to tackle this situation?
What are the strengths and weaknesses of the context in which this problem arises?

Planning:

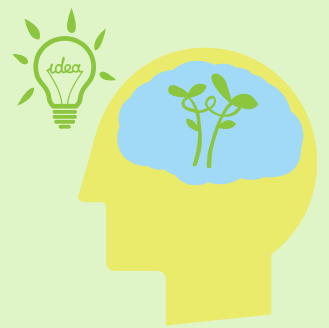
How can an initial plan be developed to address the identified needs?
What material and human resources are available to address the situation?
What specific actions should be taken to implement the solution?

Suggestions and Prevention:

What suggestions can be offered to execute the proposed solutions?
How can risks or potential future problems related to the solution be prevented?

Evaluation:

What methods can be used to assess the success and sustainability of the implemented solutions?
How will the evaluation be conducted, what instruments will be used, and what variables will be analysed?



Expected Results after Implementation

What are the expected outcomes after implementing the solutions?

How is the future context expected to look after our intervention?

What suggestions can be made for future applications, maintenance, or performance improvements?

Reflection on Developed Competencies and Project Impact:

What competencies were developed and what is the potential impact of the project?

What difficulties or strengths were identified during the implementation of this EcoJob in a real context?

How is the coherence of the EcoJob analysed, and how suitable is it in relation to the identified need?

