

INNOVATING CULTURAL HERITAGE EDUCATION THROUGH VIRTUAL REALITY

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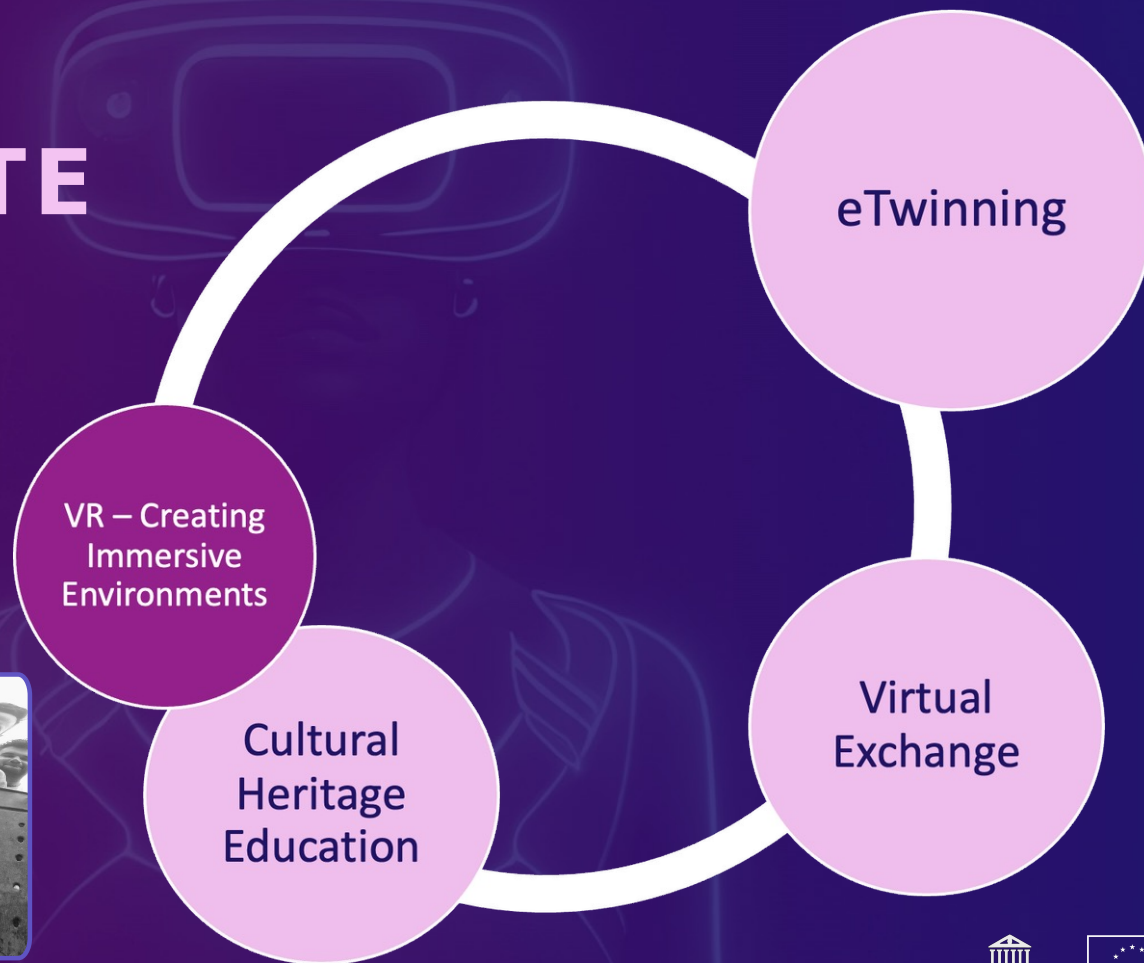
Symposium VR- and AR-Assisted Language Learning - Bamberg, 02-03 July 2026

eTACCHE IN ONE MINUTE

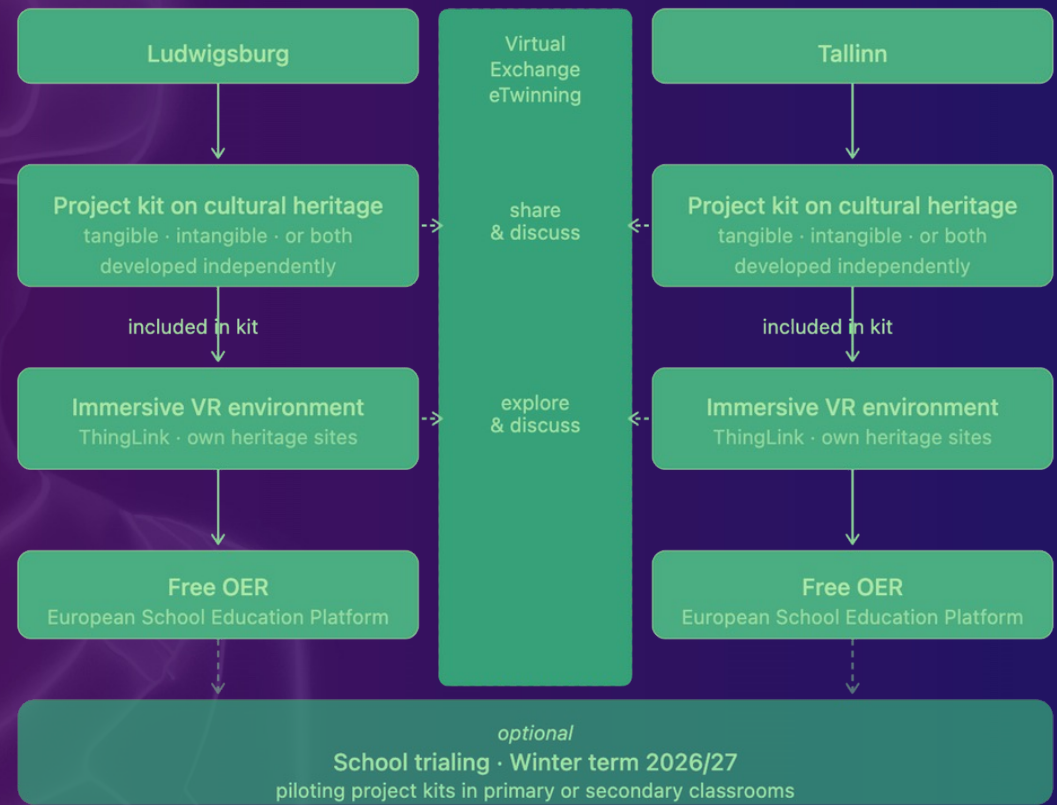
Erasmus+ (2024-2027): eTwinning Across Cultures:
Collaborative Heritage Education

Partners: Germany, Romania, Israel, Greece, Estonia

Aim: To embed eTwinning into Initial Teacher Education (ITE) through XR-based seminars on cultural heritage, equipping future teachers to design immersive, cross-border Virtual Exchange projects.



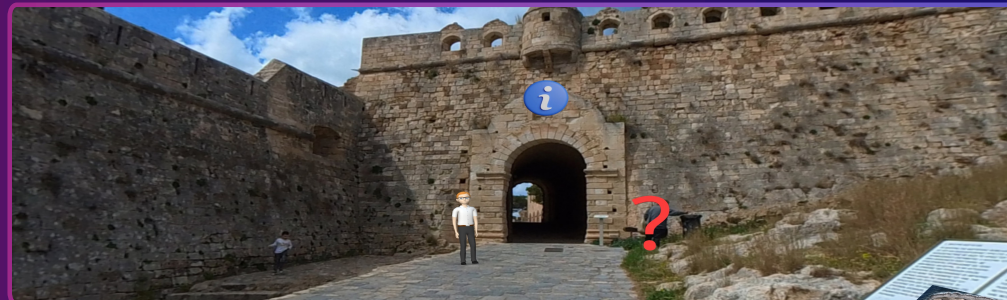
A SHARED SEMINAR CONCEPT TESTED IN TANDEMS



A TRADITIONAL SWABIAN GASTHAUS



FORTEZZA CASTLE



TIME TRAVEL AT TALLINN TOWN HALL SQUARE: EXPLORING MEDIEVAL URBAN LIFE THROUGH VIRTUAL REALITY



BUCKINGHAM PALACE



STUDENT FEEDBACK

ON THE RELATIONSHIP BETWEEN TECHNOLOGY AND PEDAGOGY

- Using XR technology was easier than expected.
- Designing meaningful learning activities was the real challenge.
- The VR environment itself is a pedagogical design.
- Every hotspot, pathway, and interaction reflects a didactic choice.
- Technology should serve learning goals, not drive them.

ON THE EXPERIENCE OF IMMERSION

- 360° environments offer a distinctly different experience from images or text.
- Immersion can create a strong sense of presence and “being there.”
- XR is particularly valuable for exploring spatial cultural heritage.
- Different devices provide different levels of immersion.
- Device choice significantly shapes the user experience.

ON CRITICAL ENGAGEMENT WITH TECHNOLOGY

- Common forms of digital exchange (e.g. using Padlet) generated interest but revealed the added value of (social) VR.
- Experiencing XR as a learner informed better design decisions.
- Not everything feasible in higher education is practical in schools.
- The novelty of XR can distract from learning goals.
- Learning objectives must remain the focus of technology use.

THANK YOU

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