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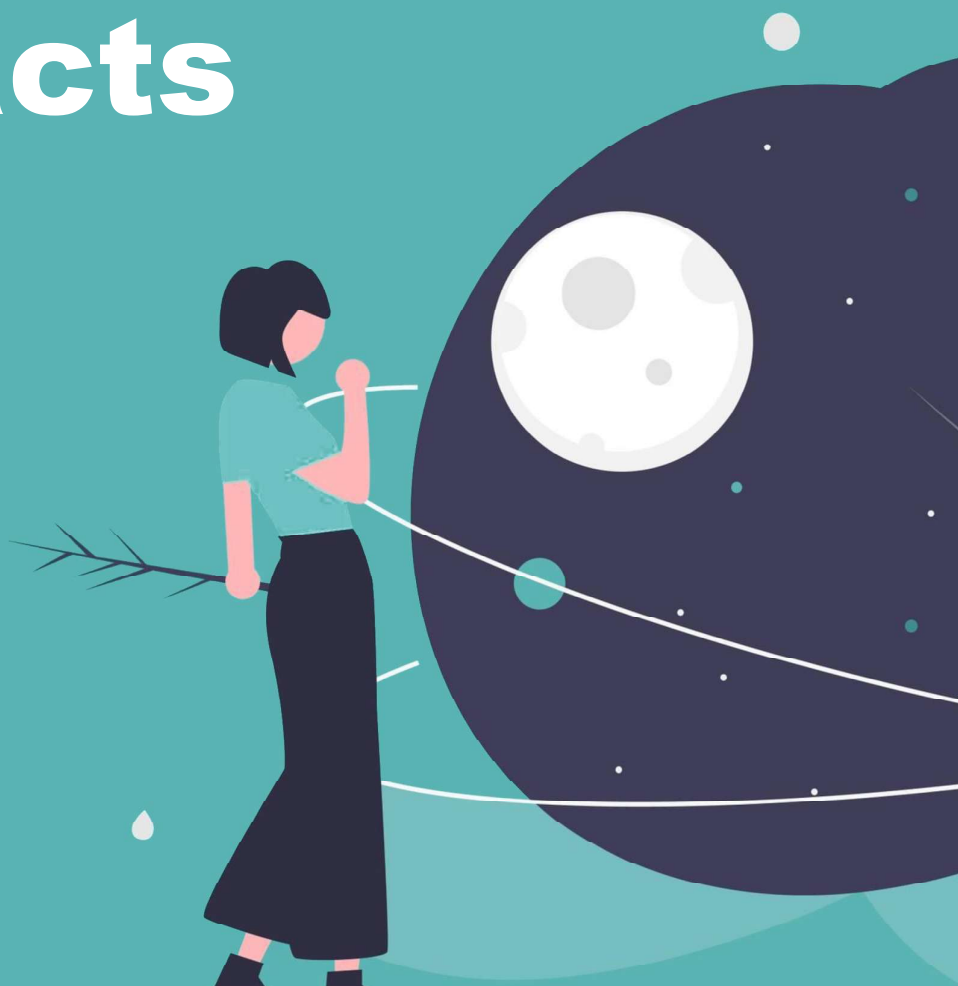
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***Innovation and
Sustainability for
a Quality Future***

**Book of
abstracts**

27th – 28th
February 2025

ESE | IPSetúbal
PORTUGAL



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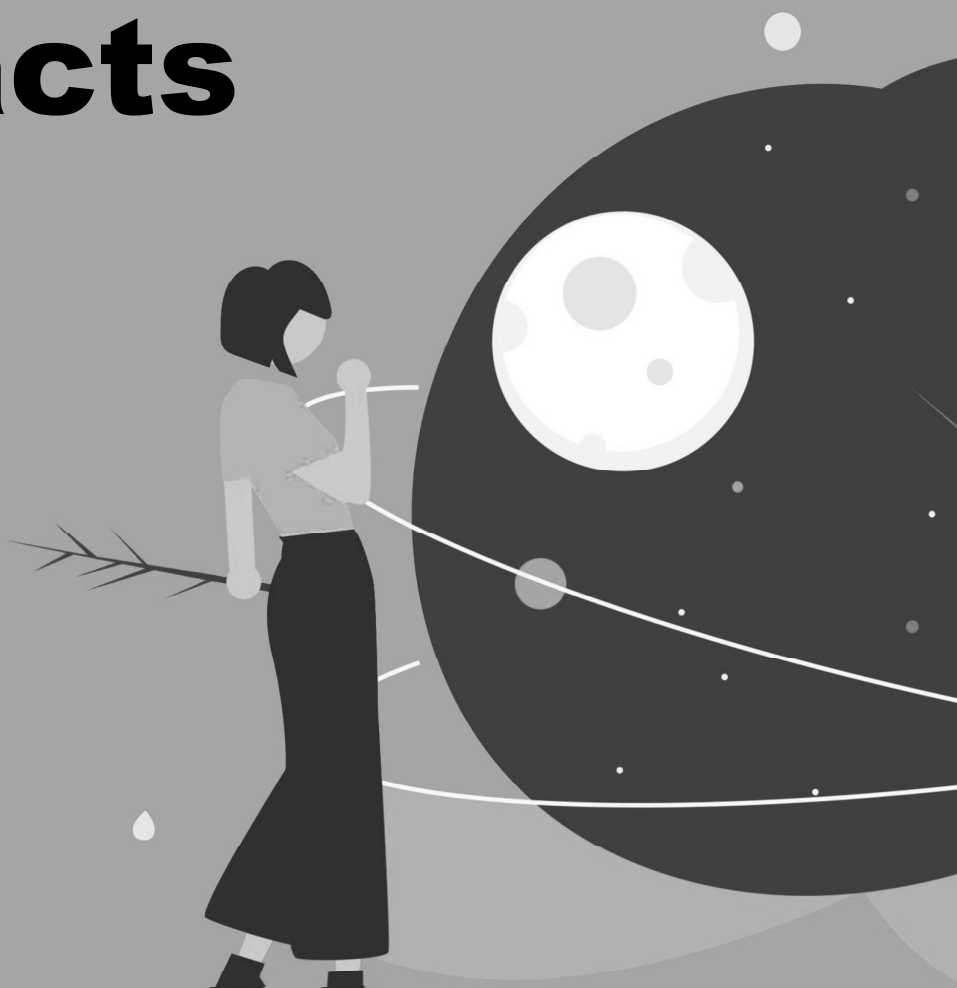
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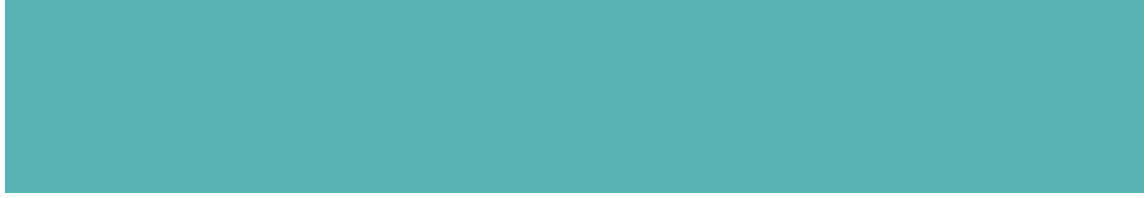
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DISTANCE LEARNING IN HEIS - STRENGTHENING SOCIALISATION ON VIRTUAL CAMPUSES

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ABSTRACT

Socialisation is a pivotal factor in the process of learning, both in physical, face-to-face settings, virtual and online environments (Loureiro, 2013). However, the act of socialising within online spaces can present challenges, often resulting in social isolation and subsequent withdrawal from training courses. Dillenbourg (2000) proposed a set of characteristics for virtual learning environments (VLEs), including their role as spaces for information and socialisation, where students actively participate in the learning process. These VLEs extend beyond the confines of distance education by integrating multiple tools that complement the physical classroom environment and are explicitly represented. Immersion is considered a profound psychological state that influences mental and sensory processes, optimising learning by focusing attention, controlling variables, and providing feedback. This phenomenon relies on three dimensions: narrative, challenge/agency, and system (Agrawal et al., 2020; Morgado, 2022). The design of virtual spaces for socialisation should ensure flexibility, interaction, and resource manipulation. However, how immersive environments support socialisation strategies is underexplored, requiring further study and refinement (Pedrosa & Morgado, 2024). This proposal aims to examine the key considerations for designing a virtual campus that fosters socialisation. The premise underpinning this approach is that, while the learning process is inherently individual, it is also influenced by an individual's capacity for socialisation. This suggests that the more a person socialises, the more likely they are to acquire new knowledge (Loureiro, 2013). The results obtained from analysing several studies and collected through a literature review are presented. This analysis led to the proposal of the design of 3D immersive spaces for socialising in two virtual campuses of two higher education institutions (HEIs). A design-based research (DBR) methodology was adopted to develop these immersive spaces. This methodology was developed for applied research in education, particularly in the field of educational technology and distance learning (Matta, Silva & Boaventura, 2015). The design incorporates considerations of the context, needs and target population of each institution, and integrates avatars to foster a sense of presence and leverages the dimensions of immersion to create environments conducive to meaningful social interactions.

Keywords: Distance learning; immersive worlds; socialisation; virtual campus; Higher Education.

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