WILOS360

Co-funded by the European Union

Final Impact Report

WITNESS LOCAL CUSTOMS IN 360

2023-1-ES01-KA220-SCH-000162182

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IOANNINA, 2026

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1. Introduction

The WILOS360 project aimed to explore and promote the use of Immersive Reality (IR) as an innovative educational approach for enhancing learning experiences, strengthening cultural awareness, and fostering European identity among students. By enabling virtual participation in cultural events across different European countries through 360° content, the project introduced a novel way of connecting education with cultural heritage.

The purpose of this Final Impact Report is to assess the extent to which the project achieved its intended outcomes and to examine the changes generated among its main target groups. The report focuses on the impact of the project on students, teachers, participating organisations, and the wider community, as well as the potential for sustainability and future use of the project results.

The analysis is based on evidence collected throughout the project lifecycle, including questionnaires administered to students and teachers at the beginning and end of the project, evaluations of training activities, and feedback from project partners. The report synthesizes these findings in order to provide a comprehensive understanding of the project's overall impact.

2. Impact Framework

The impact of the WILOS360 project is examined across multiple levels, reflecting the different groups involved and the key areas of change targeted by the project.

At the individual level, the project aimed to influence both students and teachers. For students, the expected impact focused on the development of digital competences, increased engagement in learning, enhanced understanding of cultural heritage, and the strengthening of European identity. For teachers, the project aimed to support the development of pedagogical innovation, improve digital skills related to immersive technologies, and encourage the integration of new teaching approaches into classroom practice.

At the organisational level, the project sought to contribute to the adoption of innovative educational practices within participating schools and institutions. This includes the integration of immersive learning into the curriculum, the strengthening of collaboration among educators, and the development of institutional capacity to support digital and experiential learning approaches.

At the broader level, the project aimed to create an impact on the wider community by promoting cultural heritage, encouraging local engagement, and facilitating the dissemination of project results to a wider audience. The involvement of local stakeholders, such as cultural associations and community members, contributed to connecting educational activities with real-world contexts.

Across these levels, the impact is analysed through key dimensions that reflect the objectives of the project. These include the development of digital skills, the enhancement of pedagogical practices, the promotion of cultural awareness, and the strengthening of European identity. In addition, particular attention is given to the sustainability and transferability of the project results, examining the extent to which they can continue to be used and expanded beyond the project's duration.

3. Impact on Students

The WILOS360 project had a significant impact on students across multiple dimensions, including engagement, digital skills development, cultural awareness, and learning experience.

At the beginning of the project, students demonstrated moderate levels of digital competence but limited familiarity with immersive technologies and an uneven understanding of the project's objectives. Their expectations varied considerably, ranging from enthusiasm for new experiences to uncertainty or low engagement. In addition, most students had little prior experience with international collaboration and expressed concerns related to communication and language barriers.

By the end of the project, the findings indicate a clear positive shift in students' experiences and perceptions. Students reported increased engagement and motivation, with the majority describing the use of Immersive Reality as interesting and more engaging than traditional lessons. The immersive nature of the activities, particularly the sense of presence created through 360° environments, contributed significantly to capturing students' attention and enhancing their overall learning experience.

The project also contributed to the development of digital skills. Students reported improved familiarity with new technologies, particularly in relation to the use of VR equipment and the creation of immersive content. Although not all students participated equally in content creation activities, those who did highlighted the value of hands-on experience and creative engagement.

In terms of learning outcomes, students demonstrated improved understanding of cultural content and local heritage. The use of immersive materials enabled them to explore cultural events and traditions in a more experiential way, making learning more meaningful and accessible. At the same time, the impact on deeper conceptual understanding was more moderate, suggesting that immersive technologies are particularly effective in enhancing engagement but require structured pedagogical integration to maximize learning outcomes.

The project also had a positive effect on students' intercultural awareness. Students reported increased interest in other European countries and a better understanding of cultural diversity. However, the development of a stronger sense of European identity was more gradual and varied among participants. This can be partly explained by the absence of physical mobility, as students did not have direct interaction with peers from other countries. In this context, immersive technologies provided an alternative form of cultural exposure, but could not fully replicate the effects of direct interpersonal communication.

From a skills perspective, students also reported improvements in collaboration and research abilities. While the development of these skills was evident, it was not uniform across all participants, reflecting differences in the level of involvement and the nature of activities in which students participated.

4. Impact on Teachers

The WILOS360 project had a strong and multidimensional impact on teachers, particularly in relation to pedagogical practices, digital competences, and professional development.

At the outset of the project, teachers demonstrated a relatively high level of digital competence and prior experience in international collaboration. They entered the project with clear expectations, primarily focused on acquiring practical knowledge of immersive technologies, enhancing their teaching methods, and integrating innovative approaches into their classroom practice. Their responses reflected a structured and goal-oriented perspective, with a strong emphasis on professional growth and pedagogical innovation.

By the end of the project, these expectations were largely fulfilled. Teachers reported that they had developed new skills related to the use of Immersive Reality and 360° content, gaining both technical familiarity and confidence in applying these tools within educational contexts. Importantly, the impact extended beyond technical competence, as teachers also demonstrated an increased capacity to design and implement more interactive and engaging learning experiences.

The pedagogical impact of the project is particularly evident in the way teachers perceived the value of immersive technologies. They reported that the use of Immersive Reality enhanced student motivation, supported active learning, and facilitated interdisciplinary teaching, especially in subjects such as history, geography, and cultural studies. This confirms that the project contributed to a shift toward more student-centered and experiential learning approaches.

At the same time, the findings indicate that the integration of immersive technologies into everyday teaching practice is still evolving. While teachers actively participated in the development of educational materials and training activities, the actual implementation of these tools in the classroom was more moderate. This suggests that although teachers recognize the value of these approaches, practical constraints—such as time, equipment availability, and classroom management—continue to influence the extent of their use.

The project also had a significant impact on teachers' professional development. Through participation in training activities and collaboration with international partners, teachers reported gaining new ideas, exchanging practices, and reflecting on their teaching approaches. The collaborative dimension of the project was particularly strong, with teachers highlighting the value of teamwork, mutual support, and the sharing of expertise.

In addition, teachers demonstrated a strong orientation toward sustainability and future use. Most participants expressed their intention to continue using the project materials and

integrating them into their teaching practice. They also recognized the potential of the project outputs to be used by other educators, indicating a broader impact beyond the immediate project context.

Despite these positive outcomes, teachers also identified challenges related to implementation. These include the need for additional technical support, more equipment, and further practical training. Such challenges highlight that the successful adoption of immersive technologies requires not only teacher readiness but also supportive institutional conditions.

5. Impact on Schools & Organisations

The WILOS360 project contributed to meaningful changes at the organisational level, particularly in relation to the adoption of innovative teaching practices, collaboration among educators, and the integration of digital technologies within participating institutions.

One of the most significant impacts observed is the increased capacity of schools to engage with innovative pedagogical approaches. Through participation in the project, schools were introduced to Immersive Reality as a new educational tool and gained practical experience in integrating it into teaching and learning processes. This exposure supported the development of a more innovation-oriented culture within the participating institutions.

The project also strengthened collaboration within and between organisations. At the internal level, teachers worked together in the design and implementation of lesson plans, content creation, and project activities, fostering a collaborative working environment. At the transnational level, the partnership enabled the exchange of knowledge, practices, and experiences among organisations from different countries. This contributed to the development of a shared understanding of educational innovation and cultural learning.

In addition, the project supported the integration of digital and immersive learning into school practices. Although full institutional integration is still in progress, the development of ready-to-use materials, such as lesson plans and immersive content, provides a strong foundation for continued use. Schools now have access to structured resources that can be incorporated into the curriculum and adapted to different subjects and contexts.

The involvement of schools in content creation also had an important organisational impact. By engaging students and teachers in the documentation of local cultural events, schools strengthened their connection with the local community and promoted the value of cultural heritage. This contributed to positioning schools as active participants in cultural preservation and community engagement.

At the same time, the evaluation highlights certain constraints that affect the extent of organisational impact. These include limitations in technological infrastructure, availability of equipment, and time for implementation. Such factors influence the ability of schools to fully integrate immersive technologies into their daily practices and suggest the need for continued support at the institutional level.

Despite these challenges, the project demonstrates strong potential for long-term impact within participating organisations. The experience gained, the materials developed, and the networks established provide a solid basis for future initiatives. Schools are now better equipped to adopt innovative approaches, participate in international collaborations, and continue exploring the use of immersive technologies in education.

6. Impact on Wider Community

The WILOS360 project extended its impact beyond the immediate educational environment, contributing to increased engagement with the wider community, particularly in relation to cultural awareness and the promotion of local heritage.

A key aspect of this impact is the active involvement of local communities in the project's activities. Students and teachers engaged with cultural associations, local experts, and community members in order to document traditions, customs, and cultural events. This process not only enriched the project content but also strengthened the connection between schools and their local environment.

The documentation of cultural events in immersive formats contributed to the preservation and dissemination of both tangible and intangible cultural heritage. By transforming local traditions into accessible digital experiences, the project enabled wider audiences to engage with cultural content that might otherwise remain limited to specific geographic areas. This is particularly significant in the context of promoting cultural diversity and mutual understanding across different regions.

In addition, the project increased the visibility of local cultural practices. The publication of immersive content on the project platform allowed community traditions to reach a broader audience, including participants from other countries. This contributed to raising awareness of local identities while simultaneously highlighting common elements across cultures.

The project also supported intergenerational learning. Through activities such as interviews with older members of the community, students were able to engage with local knowledge holders, fostering dialogue between generations and contributing to the transmission of cultural knowledge.

Furthermore, the dissemination activities carried out by project partners contributed to extending the project's reach. Schools shared results within their networks, promoting the use of immersive technologies and the educational value of cultural heritage. This helped to raise awareness among educators, students, and local stakeholders about innovative approaches to learning.

Despite these positive outcomes, the extent of community impact varied depending on local conditions, levels of engagement, and available resources. In some cases, stronger involvement of community stakeholders could further enhance the reach and sustainability of the project.

7. Impact of Project Results

The WILOS360 project produced a set of interconnected outputs that contributed significantly to its overall impact, particularly in terms of accessibility, usability, and educational value. The main results include the Cultural Platform, the Educational Platform, and the Training Course, all of which were designed to support both learning and teaching practices.

The Cultural Platform provides access to a collection of 360° immersive representations of cultural events from the participating countries. The development of 18 cultural events, accompanied by detailed descriptions and contextual information, allows users to explore traditions and customs in an interactive and engaging way. This output has a strong impact in promoting cultural awareness and enabling virtual participation in events that would otherwise be geographically inaccessible. The use of immersive media enhances the sense of presence and contributes to a more meaningful understanding of cultural heritage.

The Educational Platform includes a set of structured lesson plans and supporting materials designed to facilitate the integration of immersive content into classroom teaching. The development of 23 lesson plans provides teachers with practical tools that can be directly applied in educational contexts. These materials support interdisciplinary learning and encourage the use of innovative teaching approaches. Their availability in multiple languages further enhances their accessibility and potential for wider adoption.

The Training Course represents an important outcome aimed at supporting teachers in the pedagogical use of Immersive Reality. By providing guidance on both the technical and instructional aspects of immersive learning, the course contributes to building teachers' capacity and confidence. The pilot implementation and refinement of the course ensured that it meets the needs of educators and supports the effective use of the project's outputs.

A key strength of the project results is their integration within a unified online environment. The availability of all materials through the WILOS360 platform facilitates access and usability, allowing users to navigate between cultural content, educational resources, and training materials. The multilingual nature of the platform further supports inclusivity and enables use across different national contexts.

From an impact perspective, the results demonstrate strong potential for reuse and transferability. Teachers indicated that the materials are ready for classroom use and relevant to their needs, while also expressing their intention to continue using them beyond the project duration. In addition, the structure of the platform allows for future expansion, including the addition of new cultural events and educational content.

However, the full impact of the project results depends on continued engagement and use. Factors such as access to equipment, institutional support, and teacher training influence the extent to which these outputs can be effectively integrated into educational practice.

8. Dissemination & Exploitation Impact

The dissemination and exploitation activities of the WILOS360 project played a key role in extending its impact beyond the immediate partnership and ensuring the visibility and usability of its results.

Throughout the project, partners implemented a range of dissemination actions aimed at sharing the project's objectives, activities, and outputs with different target groups. These actions included presentations within schools, engagement with local educational communities, and communication through institutional channels. As a result, awareness of the project and its innovative approach to learning was increased among teachers, students, and other stakeholders.

The feedback collected from project partners indicates that dissemination activities were effective in reaching relevant audiences and promoting the project results. Partners reported that the materials developed within the project are considered useful and applicable in educational contexts, and that there is strong interest in their further use. The availability of the project outputs through an online platform has significantly supported this process, allowing easy access to resources and facilitating their sharing across different contexts.

In terms of exploitation, the project demonstrates strong potential for continued use and expansion. Teachers expressed their intention to integrate the materials into their teaching practice, while also recognizing their value for other educators. The structured nature of the outputs, including lesson plans, immersive content, and training materials, supports their direct application and adaptation to different educational settings.

The project also promotes a model of sustainability based on content expansion and continuous use. Teachers and students are encouraged to act as content creators, contributing new cultural material and enriching the platform over time. This approach ensures that the project remains dynamic and relevant, extending its impact beyond its original scope.

However, the effectiveness of dissemination and exploitation activities varies depending on local conditions and the level of engagement of each partner. While some partners reported strong outreach and integration, others identified the need for more structured strategies to reach wider audiences and ensure long-term use.

9. Sustainability of Impact

The WILOS360 project demonstrates strong potential for sustainability, particularly in relation to the continued use, adaptation, and expansion of its results within educational contexts.

A key factor supporting sustainability is the practical and accessible nature of the project outputs. The Cultural Platform, Educational Platform, and Training Course provide ready-to-

use materials that can be directly integrated into teaching practice. Teachers indicated a clear intention to continue using these resources, suggesting that the project has already established a foundation for long-term impact.

The multilingual availability of the materials further enhances their sustainability by allowing use across different countries and educational systems. This increases the potential for wider adoption and supports the transferability of the project outcomes beyond the original partnership.

Another important element is the project's emphasis on content creation. By training both teachers and students not only as users but also as creators of immersive content, the project enables the continuous enrichment of the platform. This approach allows for the addition of new cultural events and educational materials over time, ensuring that the platform remains dynamic and relevant.

At the organisational level, the project contributed to building capacity within participating schools. Teachers developed the skills and confidence needed to use immersive technologies, while schools gained experience in implementing innovative practices. This creates favourable conditions for the continuation of similar initiatives in the future.

However, the sustainability of the project's impact depends on several external factors. These include the availability of technological equipment, access to technical support, and the level of institutional commitment to integrating innovative approaches into the curriculum. Without adequate resources and support, the long-term use of immersive technologies may be limited.

In addition, continued dissemination and engagement with wider educational networks will be essential in maintaining and expanding the project's impact. Encouraging other educators to adopt the project materials and approaches can contribute to their long-term relevance and use.

10. Key Success Factors & Lessons Learned

The implementation of the WILOS360 project provides valuable insights into the factors that contributed to its success, as well as the challenges encountered and the lessons learned throughout the process.

One of the key success factors of the project was the strong alignment between its objectives, activities, and outputs. The integration of cultural heritage with Immersive Reality created a clear and coherent framework that was meaningful for both students and teachers. This alignment ensured that the project was not only innovative but also relevant to educational needs.

Another important factor was the emphasis on experiential learning. The use of immersive technologies allowed students to engage with content in a more interactive and engaging way, contributing significantly to increased motivation and participation. The sense of

presence created through 360° environments played a central role in enhancing the learning experience.

The quality and structure of the project outputs also contributed to its success. The development of well-designed lesson plans, immersive content, and training materials provided practical tools that teachers could use directly in their classrooms. The availability of these resources through an accessible and multilingual platform further supported their usability and impact.

Training activities were another critical success factor. The combination of hands-on experience, clear guidance, and collaborative learning environments enabled teachers to develop both technical and pedagogical competences. The progressive structure of the training activities supported the transition from initial familiarisation to practical application and refinement.

Collaboration among partners played a significant role in the successful implementation of the project. The exchange of ideas, practices, and feedback contributed to the continuous improvement of the project outputs and strengthened the overall quality of the results. The positive and supportive working environment facilitated effective cooperation across different contexts.

At the same time, the project highlighted several important lessons learned. One of the main challenges relates to the integration of immersive technologies into classroom practice. While the benefits of these technologies are clear, their effective use requires adequate infrastructure, technical support, and time for preparation and implementation.

Another key lesson concerns the importance of pedagogical integration. Immersive technologies are most effective when they are embedded within structured learning activities. Without clear pedagogical design, there is a risk that the technology is used primarily as a tool for engagement rather than as a means to support deeper learning.

The project also demonstrated that while immersive experiences can enhance cultural awareness, they cannot fully replace direct interaction. The absence of physical mobility limited opportunities for deeper intercultural exchange, suggesting that future projects should consider combining digital and face-to-face interaction where possible.

Finally, the importance of sustainability planning emerged as a critical lesson. Ensuring the continued use of project results requires not only high-quality materials but also ongoing support, dissemination, and institutional commitment.

11. Conclusion

The WILOS360 project demonstrates that Immersive Reality can serve as a powerful driver for innovation in education, particularly in enhancing student engagement and supporting the development of digital and cultural competences.

The findings of this report indicate that the project successfully created meaningful learning experiences by combining cultural heritage with immersive technologies. Students showed increased motivation, improved digital skills, and a stronger interest in cultural content, while teachers adopted more interactive and student-centered pedagogical approaches. The consistency between student and teacher perspectives further strengthens the validity of these outcomes.

At the same time, the project highlights that the impact of immersive learning is not uniform across all dimensions. While engagement and motivation showed strong improvement, deeper learning outcomes and intercultural identity development were more gradual. This suggests that immersive technologies are most effective when supported by structured pedagogical design and complemented by opportunities for interaction.

The project also confirms the importance of training and collaboration in the successful implementation of innovative practices. The capacity building of teachers, combined with the development of practical and accessible resources, created favourable conditions for the integration of immersive learning into educational contexts.

A key contribution of WILOS360 lies in its tangible and scalable results. The development of a multilingual platform, immersive cultural content, lesson plans, and a training course provides a solid foundation for continued use and expansion. The project not only introduced new tools but also established a model that can be replicated and adapted in different educational settings.

However, the sustainability of the project's impact depends on external factors such as infrastructure, institutional support, and continued engagement of educators. Addressing these factors will be essential in ensuring the long-term adoption of immersive technologies in education.

In conclusion, WILOS360 provides clear evidence that immersive learning can enrich educational experiences and support key competencies relevant to contemporary education. Its impact is particularly strong in engagement, innovation, and pedagogical development, while also contributing to cultural awareness and European identity. With appropriate support and further development, the project's approach has the potential to influence educational practice beyond its original scope.

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