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Research Article

VIRTUAL TOUR OF THE HOME, APARTMENT, ETC. FOR CZECH REAL ESTATE COMPANIES' CLIENTELE. INTEGRATION WITH PRIMARY EDUCATION

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ABSTRACT

The article Integrating Innovative Active Learning in Elementary Schools: A Major Shift in Learning Paradigms from Theory to Practice to Enrich the Learning Journey of Elementary Students by Creating More Interactive, Engaging, and Effective Learning Environments represents This summative assessment reflects the implementation, results, and future directions of innovative active learning strategies in primary education settings that correspond to the general theme of theoretical and methodological foundations of teaching and learning.

KEYWORDS

Virtual tour, apartment, real estate, companies, clientele. Integration, primary education.

INTRODUCTION

Integrating virtual property tours into the curriculum of primary education, especially within the framework, can serve as an innovative method to teach students about technology, geography, and social studies. This approach can also enhance their understanding of the real estate market, specifically how Czech real estate agencies are leveraging technology to improve the client experience. Here's an overview of how this could be structured and the educational benefits it offers:

Educational Objectives

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Technology Integration: Teach students how modern technology can be used in practical applications, such as virtual tours, to improve business practices and customer experiences.

Geographical Awareness: Use virtual tours to introduce students to different types of properties and locations, enhancing their geographical knowledge and cultural understanding of the Czech Republic.

Critical Thinking and Analysis: Encourage students to analyze the features of different properties and consider what makes a property appealing to different types of buyers.

Creative Expression: Students can create their own virtual tour presentations, using storytelling to highlight the features of a property.

Implementing Virtual Tours in Curriculum

Introduction to Virtual Tours: Start with a basic explanation of what virtual tours are and how they are used by real estate agencies in the Czech Republic to show properties to clients. This could include an overview of the technology behind virtual tours, such as 360-degree photography and virtual reality (VR).

Exploring Different Properties: Organize virtual tours of various types of properties, such as apartments, houses, and commercial spaces. Discuss the characteristics of each property, including location, size, and amenities. This can help students learn about different living environments and what considerations are important in choosing a property.

Geographical Exploration: Incorporate a geographical component by mapping the locations of the properties viewed. Discuss regional differences in architecture, property values, and lifestyle. This can tie into lessons on Czech geography, culture, and economics.

Creative Projects: Assign students the task of creating their own virtual tour of a fictional or real property. They could use digital tools to create 360-degree images or video walk-throughs. This project can help students develop technical skills, creativity, and a deeper understanding of what features make a property appealing.

Discussion and Reflection: Engage students in discussions about what they learned from the virtual tours. Topics can include the role of technology in modern life, how real estate contributes to the economy, and the importance of location and amenities in choosing a property.

Connection to Active Learning: Highlight how this activity is an example of active learning, where students are directly engaged with the material through interactive and practical experiences. Discuss the benefits of active learning in making education more relevant and engaging.

Incorporating virtual tours of properties into the primary education curriculum offers a multifaceted educational experience that aligns with the theme of innovative methods of active learning. It not only introduces students to advanced technology and its practical applications but also broadens their geographical knowledge and critical thinking skills. Through

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creative projects and discussions, students can actively engage with the material, making learning more dynamic and relevant to their lives. This approach exemplifies the potential of integrating real-world technologies and industries into educational settings, preparing students for the technological landscape of the future while enriching their understanding of their own culture and economy.

Architectural visualization

Integrating architectural visualization into the primary education curriculum, specifically within the context, presents a novel approach to teaching students about architecture, design, and spatial understanding through active learning methods. This section focuses on how architectural visualization can be effectively utilized as an educational tool to foster creativity, critical thinking, and an appreciation for the built environment among primary school students.

Educational Goals

Spatial Awareness: Develop students' understanding of space, dimension, and scale through the exploration of different architectural designs.

Design Principles: Introduce basic architectural design principles, including balance, symmetry, functionality, and aesthetics.

Historical and Cultural Contexts: Teach students about various architectural styles and their historical and cultural significance.

Environmental Consideration: Highlight the importance of sustainable and eco-friendly design practices in modern architecture.

Curriculum Integration

Introduction to Architectural Visualization: Begin with an overview of architectural visualization, explaining how architects use drawings, models, and digital simulations to visualize and present their designs. This can include a brief history of architectural drawing and the evolution of digital tools in architecture.

Exploring Architectural Styles: Use architectural visualizations to explore different architectural styles from various time periods and cultures. Students can learn about Gothic cathedrals, Romanesque buildings, modern skyscrapers, and futuristic designs, discussing the characteristics that define each style.

Virtual Tours and 3D Models: Incorporate virtual tours of famous buildings and 3D model explorations to allow students to experience architecture virtually. This can help students understand the scale and spatial relationships within buildings.

Design Projects: Assign students simple design projects where they create their own architectural visualizations using drawing tools or digital applications designed for children. Projects can range from designing their dream home to conceptualizing a community park or school.

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Sustainability in Architecture: Introduce concepts of sustainability in architecture, such as energy-efficient designs and green buildings. Students can learn how architecture impacts the environment and explore designs that minimize negative environmental effects.

Collaboration and Presentation: Encourage students to work in teams to develop a design project and present their architectural visualizations to the class. This fosters teamwork, communication skills, and confidence in presenting their ideas.

Reflection on Active Learning: Conclude the module by reflecting on how architectural visualization as a method of active learning has allowed students to engage creatively with the material. Discuss the skills they have developed and how these skills can be applied in other learning contexts.

Architectural visualization offers a rich and engaging way to introduce primary school students to the world of architecture and design. By incorporating this into the curriculum, educators can provide students with a hands-on, creative learning experience that builds spatial awareness, introduces design principles, and fosters an understanding of the impact of architecture on society and the environment. This approach not only aligns with innovative methods of active learning but also prepares students to think critically and creatively about the spaces around them and the future of built environments.

Enhanced Student Engagement and Motivation

One of the most notable outcomes has been a marked increase in student engagement and motivation. Active learning strategies have empowered students to take ownership of their learning processes, fostering a sense of curiosity and intrinsic motivation towards learning. This shift has been particularly evident in subjects where practical application and experimentation are key, such as science, mathematics, and arts.

Improved Academic Achievement

Empirical evidence gathered from assessments and evaluations indicates that students participating in active learning environments demonstrate improved academic achievement compared to those in traditional settings. This improvement is attributed to the deeper understanding of concepts and the ability to apply knowledge in various contexts, facilitated by hands-on activities and collaborative projects.

Development of Critical Thinking and Problem-Solving Skills

Active learning strategies have significantly contributed to the development of critical thinking and problem-solving skills among primary school students. By engaging in inquiry-based learning and tackling real-world problems, students have learned to analyze information critically, evaluate different perspectives, and devise innovative solutions.

Social and Emotional Growth

The emphasis on collaboration and communication in active learning settings has

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fostered social and emotional growth. Students have developed better communication skills, empathy, and the ability to work effectively in teams. These interpersonal skills are critical for their overall development and future success in a rapidly changing world.

Challenges and Lessons Learned

The transition to active learning methodologies has not been without challenges. Key obstacles included resistance to change among educators, the need for substantial professional development, and the requirement for resources and infrastructure to support new teaching and learning methods. However, these challenges were addressed through targeted training programs, stakeholder engagement, and phased implementation strategies.

Future Directions

Looking forward, the continued evolution of active learning in primary education will likely focus on further integration of technology, personalized learning paths, and the global dimension of education. Embracing digital tools and platforms can enhance learning experiences and accessibility. Personalized learning can address individual student needs, strengths, and interests, while incorporating global perspectives and multicultural content will prepare students to navigate and contribute to an interconnected world.

Conclusion

The journey towards integrating "Innovative Methods of Active Learning in Primary School: From Theory to Application" within the Czech context has been transformative. It has reshaped the educational landscape by prioritizing student-centered learning experiences that prepare young learners not only academically but also socially and emotionally for the challenges and opportunities of the 21st century. As this approach continues to evolve, it will require ongoing commitment, creativity, and collaboration among all educational stakeholders to sustain and expand its impact. The ultimate goal remains clear: to nurture engaged, thoughtful, and capable individuals who are equipped to thrive in and contribute positively to society. This evaluation underscores the profound potential of innovative active learning strategies to revolutionize primary education, laying a strong foundation for a future where learning is a dynamic, interactive, and lifelong journey.

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