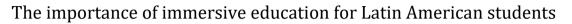


eISSN: 2581-9615 CODEN (USA): WJARAI Cross Ref DOI: 10.30574/wjarr Journal homepage: https://wjarr.com/

	WJARR W	USEN 2561-5615
	World Journal of Advanced Research and Reviews	
		World Journal Series INDIA
Check for updates		

(REVIEW ARTICLE)



Rossula Amarilis Martillo Ochoa *

American School of Guayaquil, Guayaquil, Ecuador..

World Journal of Advanced Research and Reviews, 2023, 19(03), 309-310

Publication history: Received on 30 July 2023; revised on 06 September 2023; accepted on 08 September 2023

Article DOI: https://doi.org/10.30574/wjarr.2023.19.3.1815

Abstract

This article examines the value of immersion education in addressing the specific difficulties that students in Latin America confront. The interactive and experience element of immersive education provides creative answers to the region's educational inequalities, cultural diversity, and uneven access to high-quality education. The potential of immersive technology, such as virtual reality and simulations, to engage students, improve comprehension, and get them ready for changing workforce requirements is discussed in the study. It suggests solutions, including public-private collaborations and individualized professional development, while acknowledging the difficulties caused by a lack of resources and inadequate teacher preparation.

By embracing immersive education, Latin America can close educational gaps, develop vital skills, and promote a more technologically advanced future. Immersive instruction provides Latin American students with strategies that allow them to acquire real-world skills, cultivate critical thinking, encourage entrepreneurship, embrace cultural diversity, and solve educational disparities. It is imperative to offer immersive education strategies to Latin American students to develop the skills needed in the globalized world.

Keywords: Immersive; Creative; Technology; Strategies; Critical Thinking

1. Introduction

The destiny of individuals and civilizations is shaped through education, a cornerstone of progress and development. The idea of experiential education is fundamental in Latin America's distinctive and varied geography. The hands-on, experiential learning methods that define immersive education provide a transformative manner of learning that meets the various difficulties that Latin American students must overcome. This essay explores the persuasive arguments for why immersive education is essential for Latin American students.

1.1. Development

Immersive learning bridges the gap between theoretical knowledge and real-world application, bringing education to life. Due to a lack of resources and out-of-date courses, Latin American students frequently have few opportunities to enhance their practical skills. Dunlap and Grabinger (2019) state that immersive learning experiences promote active engagement and allow students to apply theoretical ideas in real-world situations. It aligns with the need for a workforce well-versed in the practical skills required by the changing job market (OECD, 2019).

Latin America faces numerous complex issues, ranging from social injustice to environmental problems. Immersive education fosters critical thinking and problem-solving abilities by placing students in real-world situations that call for creative answers. Experiential learning allows students to assess events, weigh options, and make wise judgments, as

Copyright © 2023 Author(s) retain the copyright of this article. This article is published under the terms of the Creative Commons Attribution Liscense 4.0.

^{*} Corresponding author: Rossula Amarilis Martillo Ochoa

promoted by Dewey (1916). With the help of this strategy, Latin American students will be better prepared to deal with today's severe societal concerns.

The region's economic growth is closely linked to encouraging entrepreneurial spirit and promoting innovation. Immersive education encourages taking risks, creativity, and experimentation, essential characteristics of successful businesspeople. Ramrez et al.'s (2018) study highlights the beneficial role that active learning plays in fostering entrepreneurial attitudes and behaviors. Teachers can promote economic growth and employment opportunities.

Many cultures, languages, and histories may be found throughout Latin America. Immersive education celebrates this diversity by incorporating local surroundings and cultural experiences into the learning process. These ideas support regional calls for culturally appropriate education (Haberman, 2019). Immersive learning opportunities that combine local knowledge and traditions enable students to gain a more comprehensive understanding of their culture.

Due to factors including socioeconomic disparities and geographic isolation, Latin America experiences educational inequality. By fostering inclusive and motivating learning environments, immersion education can democratize education. According to Resnick (2017), immersive technologies can reduce disparities in educational opportunities by bridging geographic gaps and providing access to high-quality education, even in remote areas.

2. Conclusion

In conclusion, immersive education stands out as a crucial strategy for students in Latin America, offering the chance to acquire real-world skills, cultivate critical thinking, promote entrepreneurship, embrace cultural diversity, and solve educational disparities. These elements highlight how urgent it is to implement immersive education strategies to give Latin American students the skills they need to succeed in a dynamic and changing world.

References

- [1] Dunlap, J. C., & Grabinger, R. S. (2019). "The nature of student engagement in experiential learning: Reconciling active and situated learning." In J. M. Spector, B. Lockee, & M. Childress (Eds.), *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy* (pp. 1-24). Springer.
- [2] OECD. (2019). Education in Latin America: Present and Future Challenges. OECD Publishing.
- [3] Dewey, J. (1916). Democracy and Education: An Introduction to the Philosophy of Education. Macmillan.
- [4] Ramírez, A. D., Martínez, S. B., & Amaro, L. S. (2018). "Fostering Entrepreneurial Attitudes through Immersive Learning: A Study in Latin American Universities." *Journal of Entrepreneurship Education*, 21(3).
- [5] Haberman, S. J. (2019). "The culturally responsive teacher." *Teaching and Teacher Education*, 90, 103-111.
- [6] Resnick, M. (2017). "Sowing the Seeds for a More Creative Society: Learning and Creating with New Technologies." *Journal of Science Education and Technology*, 26(4), 311-320.a