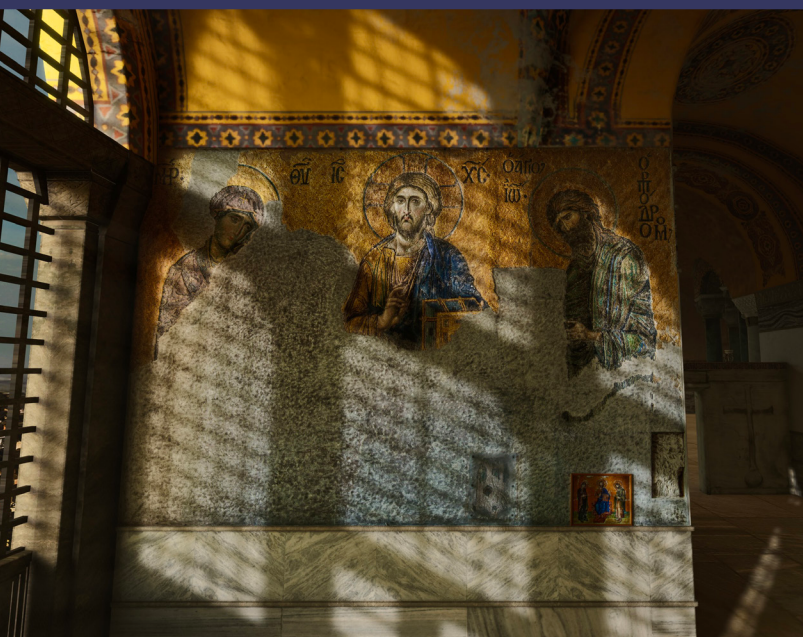




DREAMSCAPE
LEARN™

IMMERSIVE EXPERIENCES FOR HIGHER EDUCATION

Dreamscape Learn transports students into iconic cultural spaces and the defining moments that shaped them. They can visit places that are inaccessible or have been lost to time, experiencing their scale, atmosphere, and significance firsthand. By turning passive learning into active exploration, Dreamscape Learn brings culture to life in ways that a textbook, lecture, or even a field trip never could.



IMMERSIVE PROJECT-BASED LEARNING EXPERIENCES

Dreamscape Learn provides two immersive academic environments for humanities and social science instruction:

- The Tomb of Seti I (Ancient Egypt, Valley of the Kings)
- Hagia Sophia (Byzantine, Ottoman, and modern Istanbul)

These experiences function as shared visual and spatial reference points that support interpretive work in readings, lectures, and seminar discussion across disciplines including history, religion, heritage studies, museum studies, philosophy, and media studies.

Faculty typically use the experience as:



Pre-Reading Orientation

Students experience a site or environment before engaging with scholarly texts that interpret it.



Shared Context for Discussion

Students enter discussion with a common visual and spatial reference point.



Case-Based Anchor for Analysis

The immersive environment serves as a concrete example that students analyze using disciplinary frameworks introduced in readings and lectures.





TOMB OF SETI I

CINEMATIC IMMERSIVE EXPERIENCE FOR HIGHER EDUCATION

Enter The Tomb of Seti I, the largest and most lavishly decorated funerary site in the Valley of the Kings. Created for Pharaoh Seti I of Egypt's 19th Dynasty, the tomb is a sacred space which, once sealed, was never intended to be opened. But the symbols, scenes, and architecture that we find there provide a rare glimpse into the belief systems of a culture now absent for thousands of years.

Its corridors and chambers are covered in hieroglyphic inscriptions, divine iconography, and narrative sequences drawn from funerary texts such as the Amduat. Figures including Osiris, Ra, and other deities appear within a visual system that encodes beliefs about kingship, moral order, death, and rebirth. The spatial organization of the tomb is not decorative but instructional, guiding movement and interpretation through a symbolic journey from the world of the living toward the Field of Reeds and eternal life.



HAGIA SOPHIA

CINEMATIC IMMERSIVE EXPERIENCE FOR HIGHER EDUCATION

Step inside the Hagia Sophia, a monumental structure that has continuously transformed across nearly 1,500 years of political, religious, and cultural change. Built during the Byzantine Empire, Hagia Sophia began as the largest church in Christendom. When the Ottomans conquered Constantinople, it was transformed into one of the most important mosques in the Muslim world. Centuries later, with the founding of modern Türkiye, it was recast once more as a museum, a secular embrace of the full breadth of its history. Today, it has returned once again to active religious use as a mosque. With each transition, Hagia Sophia has been claimed and redefined by a new system of power, yet it has endured as a symbol larger than any one of them.

As you move through the space, you encounter a layered environment in which structural form, decorative systems, and spatial orientation reflect successive historical moments rather than a single fixed identity. Byzantine mosaics coexist with Islamic calligraphy and later architectural additions such as minarets and prayer-oriented modifications. The building's massive dome, pendentive system, and engineered spatial proportions demonstrate how architectural innovation and cultural transformation are inseparable in shaping how people experience sacred and civic space.

Cultural Heritage

Guiding Question:

How do sites come to be recognized as culturally significant, and how do changes in political, religious, or social contexts influence how they are preserved, modified, or interpreted over time?

What Students Focus On

Students explore either the Hagia Sophia, the Tomb of Seti I, or both, identifying the architectural features, visual evidence, historical changes, and cultural traditions that contribute to each site's significance. They examine how political, religious, and social change has influenced how the site has been preserved, modified, and interpreted over time.

Example Student Performance Task

Students curate a digital exhibit for a public audience that explains why another historical site remains culturally significant today. Using the immersive experience as a case study, students conduct historical research and use specific artifacts, architectural features, and other material evidence to interpret how the site's meaning has evolved across time.

Applicable Courses

Anthropology

Cultural Studies

Global Heritage Studies

Museum Studies

Religious Studies

World History





Sacred Spaces

Guiding Question:

How is sacred meaning constructed through space, symbol, and ritual, and how does that meaning change when religious traditions shift over time?

What Students Focus On

Students explore either the Hagia Sophia, the Tomb of Seti I, or both, examining how architecture, imagery, symbols, and spatial organization communicate sacred meaning in spaces designed for very different purposes. They analyze how religious beliefs, intended use, and the relationship between participants and the sacred space influenced design and construction.

Example Student Performance Task

Students produce a comparative analysis examining how sacred meaning is constructed in Hagia Sophia and the Tomb of Seti I, or between one of the sites and another sacred space studied in the course. They support their analysis with spatial, architectural, and symbolic evidence.

Applicable Courses

Anthropology

Comparative Religion

Philosophy of Religion

Religious Studies

Theology

World Religions

Ancient Egypt and the Afterlife

Guiding Question:

How do funerary architecture and symbolic systems communicate beliefs about kingship, death, and rebirth in ancient Egyptian culture?

What Students Focus On

Students explore the Tomb of Seti I, identifying how architecture, hieroglyphic inscriptions, symbolic imagery, and spatial sequencing communicate ancient Egyptian beliefs about kingship, death, and rebirth. They interpret how these elements work together to represent the deceased's journey to the afterlife and consider the purpose of visual storytelling in a tomb designed to be sealed.

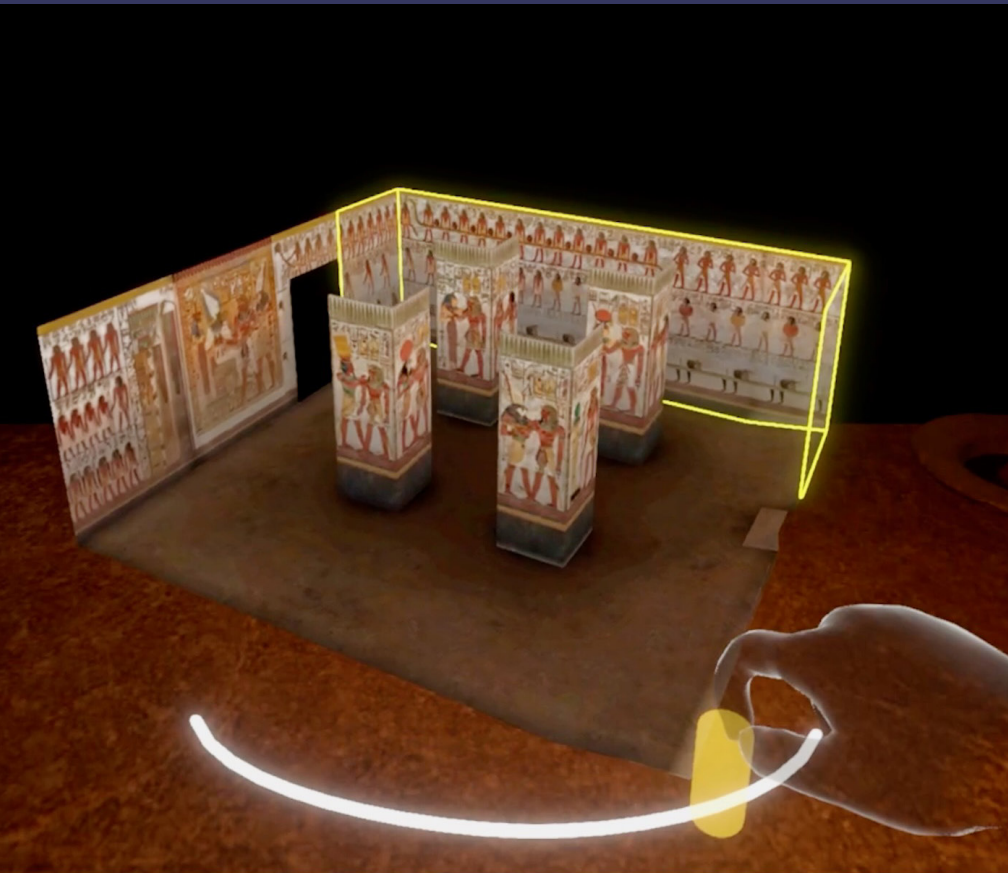
Example Student Performance Task

Students create a museum-style interpretive guide that explains how the Tomb of Seti I or another funerary site of their choosing communicates ancient Egyptian beliefs about the afterlife through architecture, symbolism, and visual storytelling.

Applicable Courses

Ancient Egypt
Ancient History
Anthropology
Archaeology
Art History
Egyptology
Religious Studies





Immersive Media and Digital Storytelling

Guiding Question:

How can spaces tell stories, and how does immersive media influence the way we experience those stories?

What Students Focus On

Students explore either the Hagia Sophia or the Tomb of Seti I through a high-fidelity digital reconstruction. They examine how spatial organization, movement, scale, sequence, and visual elements communicate meaning and shape the user's experience. They consider how immersive media changes that experience compared with photographs, text, video, and lectures.

Example Student Performance Task

Students design an immersive space that tells a story about a person, place, culture, or fictional character, such as an imagined home, personal space, workplace, historical setting, or fictional environment. They explain how design and sensory details communicate meaning and shape the user's experience.

Applicable Courses

Communication
Digital Humanities
Educational Technology
Emerging Digital Media
Game Design
Media Studies

Architecture and Human Experience

Guiding Question:

How do architectural form, structure, and spatial organization shape how people experience, navigate, and interpret built environments?

What Students Focus On

Students move through an interior organized around a central dome, examining how architectural form, structural systems, light, scale, and spatial organization shape human experience. They explore how the dome defines the scale of the space, how light enters through upper windows and moves across surfaces, and how structural changes and additions influence circulation, sightlines, and orientation within the building.

Example Student Performance Task

Students produce an architectural analysis evaluating how structure, space, light, and circulation shape human experience in the Hagia Sophia or another monumental space.

Applicable Courses

Anthropology

Ancient Egypt

Architectural History

Architecture Theory

History of Architecture

Religious Studies

Urban Studies





Preservation and Access

Guiding Question:

How do we balance the demand for access to global cultural heritage with the responsibilities of stewardship in the context of decolonization and repatriation?

What Students Focus On

Students explore the Hagia Sophia, the Tomb of Seti I, or both through immersive digital reconstruction. They evaluate how different approaches to preservation—including in-situ stewardship, museum display, and immersive virtual reconstruction—expand or limit public access while raising questions about conservation, decolonization, and repatriation. They consider the ethical tradeoffs of each approach.

Example Student Performance Task

Students produce a policy recommendation for a real or fictional cultural heritage foundation evaluating how in-situ access, museum visitation, and immersive virtual reconstruction shape ethical responsibilities related to access and stewardship, decolonization.

Applicable Courses

Anthropology
Cultural Studies
Digital Humanities
Ethics
Heritage Studies
Media Studies
Museum Studies
Public History
Philosophy
Religious Studies