Chapter 6

Student Immersive Experiences Engaging With Panoramic Animations in the Post–Pandemic Era:
Examining Hedonic Motivation, Positive Emotions, and Behavioral Intentions

FangLing Pei
https://orcid.org/0009-0003-4053-1594
Universiti Utara Malaysia, Malaysia

Norbayah Mohd Suki
Universiti Utara Malaysia, Malaysia

Norazah Mohd Suki
https://orcid.org/0000-0002-8422-2449
Universiti Utara Malaysia, Malaysia & Universiti Teknologi MARA, Malaysia

Nadia Diyana Mohd Muhaiyuddin
Universiti Utara Malaysia, Malaysia

ABSTRACT

Panoramic animations provide a multisensory experience that can captivate students of varying learning abilities, ensuring that educational content is accessible and

engaging for all. This study examines the influence of hedonic motivation, positive emotions, and immersive experiences on students' behavioral intentions engaging with panoramic animations in the post-pandemic era. Data were collected from a sample of 400 university students majoring in art in China using a convenience sampling technique. The results revealed a significant role of immersive technology in education, particularly in the context of post-pandemic teaching and learning. The results imply strong support for integrating panoramic animations in educational settings. This study paves the way for inventive and adaptive educational methods tailored to a post-pandemic era on the unique ability of immersive technologies to engage students more effectively than traditional approaches, enhancing their learning experience and catering to the evolved educational dynamics of the current era.

INTRODUCTION

Integrating digital technologies into educational settings, particularly panoramic animations, represents a significant shift in contemporary learning environments. In the post-pandemic era, these immersive tools have garnered increased attention for their potential to enhance student engagement and learning outcomes (Piki, 2022). The emergence of immersive technology has greatly improved the efficiency of animation production and brought animation into an era where computer graphics (CG) and 3D animation are the main forms of expression. Deeply affected by the epidemic, people's entertainment activities have been shifted from offline to online, and immersive animation not only has the type of equipment that requires VR, but also has the form that supports online broadcasting, so it has become a bridge that facilitates the relationship between viewers and animation, and can be viewed anytime and anywhere through computers, tablets and mobile phones. A variety of devices to watch immersive animation anytime and anywhere, the network is a platform that young people like, they have sensitivity to emerging hot spots, it led to the birth of animation secondary creation, but also gave animation a different turn, the rise of network heat also gave animation more platforms to put, whether it is pop-up ads or inserted in the video or the opening ads, which have become a means of animation publicity.

In addition to getting more and more attention in advertising and publicity, the application of animation in the field of education is also gradually emerging. Educators are beginning to realize that animation is not only an entertainment tool to attract audience's attention, but also a powerful teaching tool. Through the skillful use of animation, educators are able to create engaging learning experiences that increase student engagement and understanding. The epidemic has affected the teaching work of universities, objectively speaking, not being able to return to school

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