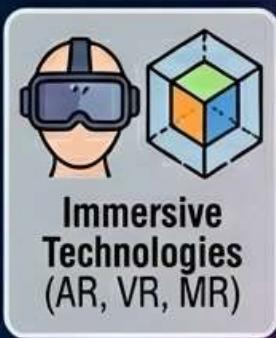


Immersive technologies in higher education: faculty profiles and barriers to integration.

Cabero-Almenara, J., Palacios-Rodríguez, A., Barroso-Osuna, J., & Siles-Rojas, C. – RIED, 29(1)

CONTEXT AND METHODOLOGY OF THE STUDY



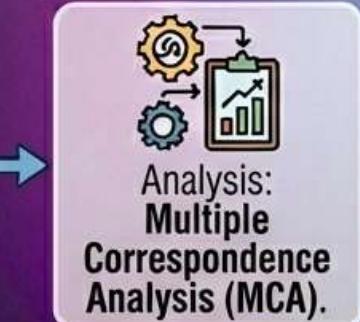
Immersive Technologies
(AR, VR, MR)



Online Survey of 775
University Teachers
(Spain & Ibero-America)
with XR experience.



Instrument:
Sociodemographic
variables + 23 items on
perceived difficulties.



Analysis:
Multiple
Correspondence
Analysis (MCA).

IDENTIFICATION OF 4 FACULTY PROFILES (MCA)



1. Critical and experienced



2. Average or transitional



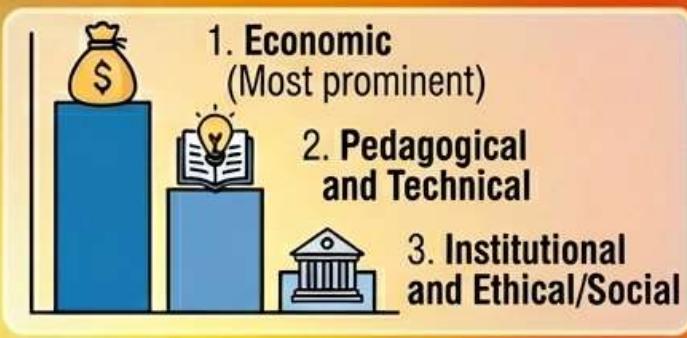
3. Technopositive or innovator



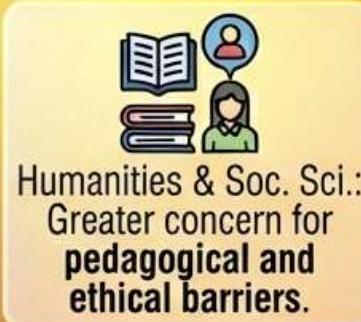
4. Selective critical

Perceptions vary according to
Age, Gender, Disciplinary area,
and Institutional context.

PERCEIVED BARRIERS AND KEY FACTORS



1. Economic (Most prominent)
2. Pedagogical and Technical
3. Institutional and Ethical/Social



Humanities & Soc. Sci.:
Greater concern for
pedagogical and
ethical barriers.



Institutional
resistance to
change emerges
as a key obstacle.

The study evidences the need for differentiated training strategies and institutional support, and recommends advancing towards longitudinal and qualitative research to deepen into the evolution of these perceptions.