

Educators' Awareness for XR Education

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Overview

In the context of XR4Ped project a qualitative online questionnaire survey was developed for obtaining a clear picture about European educators' awareness, experiences, demands and needs concerning digital and immersive learning as well as their experiences and lessons learnt during Covid-19 lockdowns.

The survey involved 324 educators from 26 different European countries. The sample of respondents can be considered suitable for accurate results on a basis of 90% Confidence Level and 5% Margin Error. This poster will present the results of the anonymous data provided through the questionnaire, highlighting the levels of Extended (XR) technologies awareness in Europe.

Results

Respondents were aged between 31 to 60 years old and most of them were female educators (60.80%). Male participants consist 36.11% of the sample while fewer respondents chose the non binary/genderqueer options.

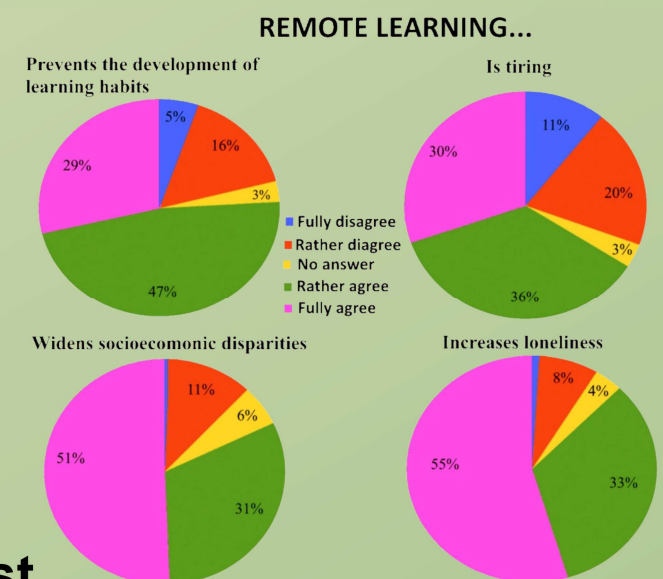
Regarding the area/level of participants' main teaching activity, the 5 most common are: Higher education (42.28%), High school (18.52%), Secondary school (16.36%), Primary school (13.89%) and Vocational education and training (VET) (12.35%).

Educators' views on remote learning

Educators' responses revealed rather negative views about remote learning. Most of them rather or fully agreed with the statements:

- "Remote learning makes it difficult for learners to develop appropriate learning habits" (75.9%);
- "Remote learning increases loneliness" (87.7%);
- "Remote learning widens socio-economic disparities" (82.1%);
- "I found the remote teaching very tiring even after some practice" (66.0%).

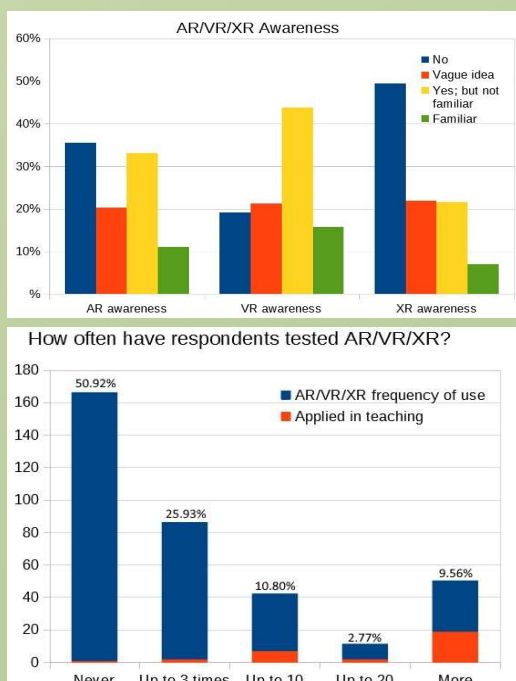
However, a significant number of respondents rather or fully agreed that their learners like distance education (45.1%) and they also want to be taught digitally/remotely to a certain extent in the future (55.6%).



AR / VR / XR technology awareness and interest

Percentages and central tendency metrics revealed that 58.46% of respondents have started using general learning applications, 74.29% online applications and 51.35% AR/VR learning applications more frequently since the pandemic.

- Approximately 60% of respondents revealed that they are either aware of VR technology without being very familiar or that they are rather familiar with using it. On the other hand, the percentages of those who are aware or familiar with using AR (44.13%) and XR (28.70%) technologies are lower.
- In terms of number of times that respondents have tested AR/VR/XR technologies in the past, the percentages revealed that they have not used such technologies a lot. In more detail: Half of respondents (50.92%) have never used AR/VR/XR technologies and 1/4 (25.92%) have only used such technologies up to 3 times.
- Most of participants (90.43%) have not used VR/AR/XR technologies in their own teaching. However, many of them are curious to learn more about these technologies and how to use them for educational purposes (57.41%).



Acknowledgments

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