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Educational Research on the Use of Virtual Reality Combined with a Practice Teaching Style in Physical Education: A Qualitative Study from the Perspective of Researchers

Daniel Bores-García, Roberto Cano-de-la-Cuerda, María Espada, Nuria Romero-Parra, Diego Fernández-Vázquez, José Manuel Delfa-De-La-Morena, Víctor Navarro-López, Domingo Palacios-Ceña

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(1) Background: the scientific literature has shown that students' active involvement in the teaching-learning process significantly improves their learning outcomes. (2) Methods: this study shows the perceptions of seven researchers on the process of inquiring about the effects of the combined use of virtual reality (VR) and a practice teaching style in physical education in secondary educational institutions. (3) Results: the results obtained from the researchers' diaries and the focus group, through qualitative design, are arranged in the following categories: difficulties in data collection before, during, and after the intervention; perceived differences between VR interventions in laboratory situations and educational contexts; and the perceived transferability of the use of VR devices in the educational context. (4) Conclusions: more research is needed on the use of VR in the educational context, although the results obtained indicate that the teaching-learning process can be enriched by overcoming the difficulties inherent to the use of this technology in a variable context such as education.

Keywords

virtual reality teaching methods educational research qualitative design physical education secondary education