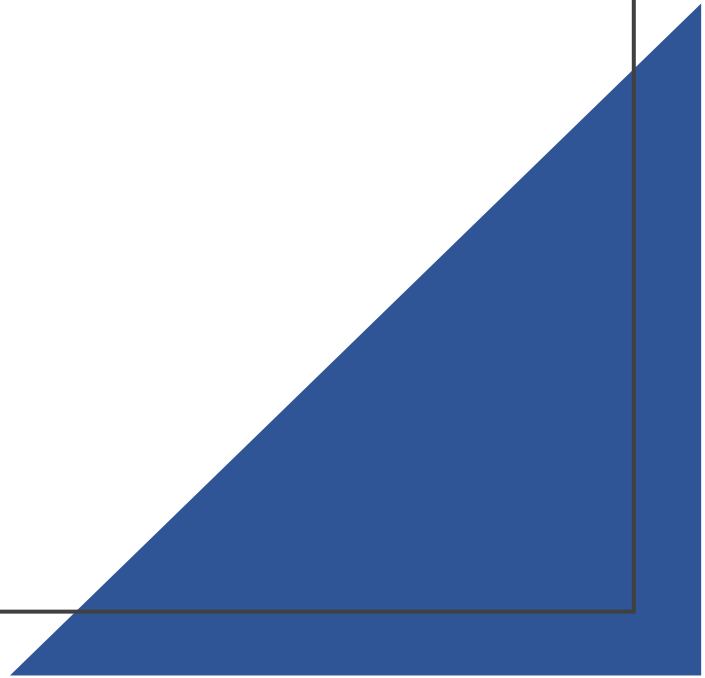


Investigating Acceptance of Immersive Virtual Reality among HE Staff Using an Extended UTAUT Model

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Media and Learning Conference 2024



Overview



Engagement with
XR in HE



XR infrastructure
at the University of
Leeds



Initial findings of
my survey



Next steps

JISC XR report 2023/24 – key findings

- 157 responses from 110 organisations
 - Mix of learning technologists, IT support, academia, administration and professional services
1. Investment in XR technologies within FE and HE is advancing
 2. Appetite for engagement and recognition of benefits exists
 3. Significant belief and positivity towards the technology
 4. Resourcing remains a barrier (financial, people, and time)
 5. Need for better understanding and evidence of use cases



University of Leeds HELIX innovation hub

- Centre for research and practice in immersive technologies
- Opened in Autumn 2023
- VR headsets, high-powered computers, design software, and XR spaces
- Technicians and support staff on for setup and management of XR sessions
- Simple booking system for use by staff and students





One of the featured presentations at the recent HELIX XR symposium

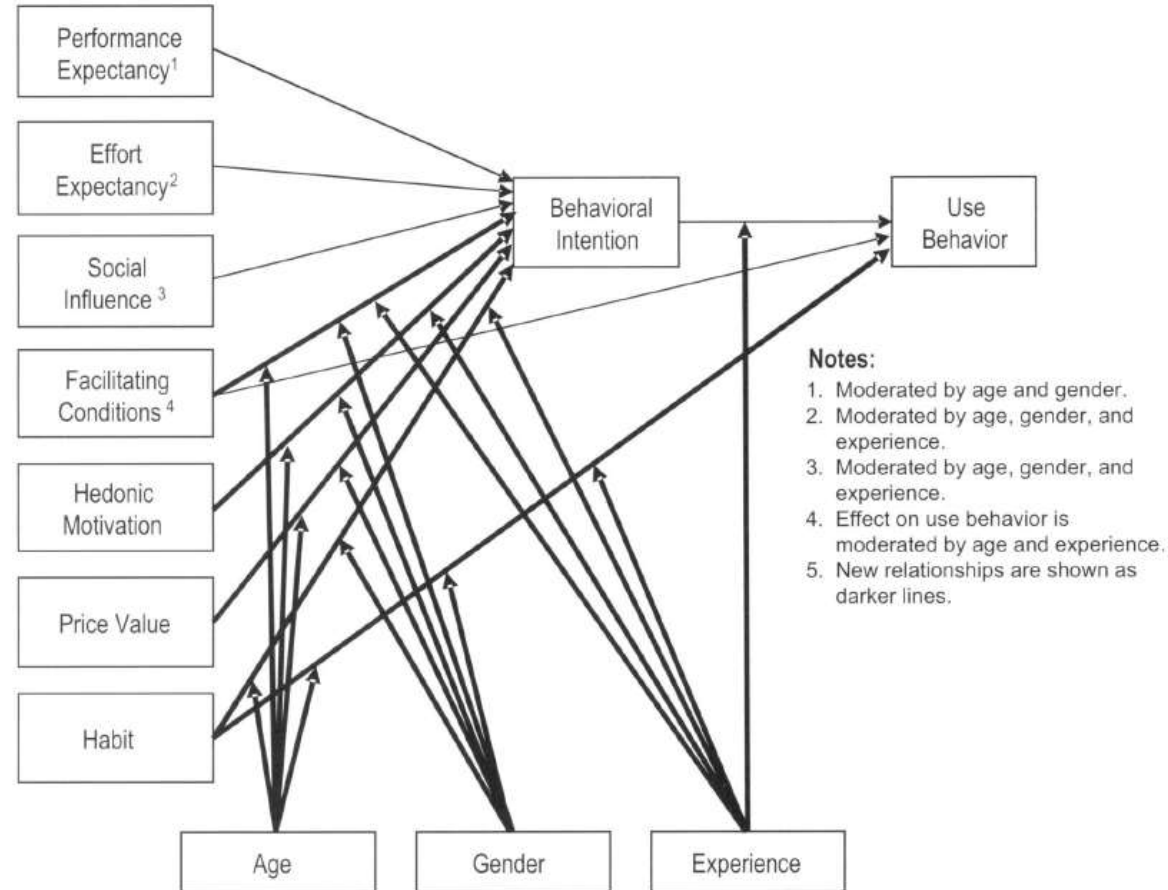


Loaded headsets, ready for participants to use

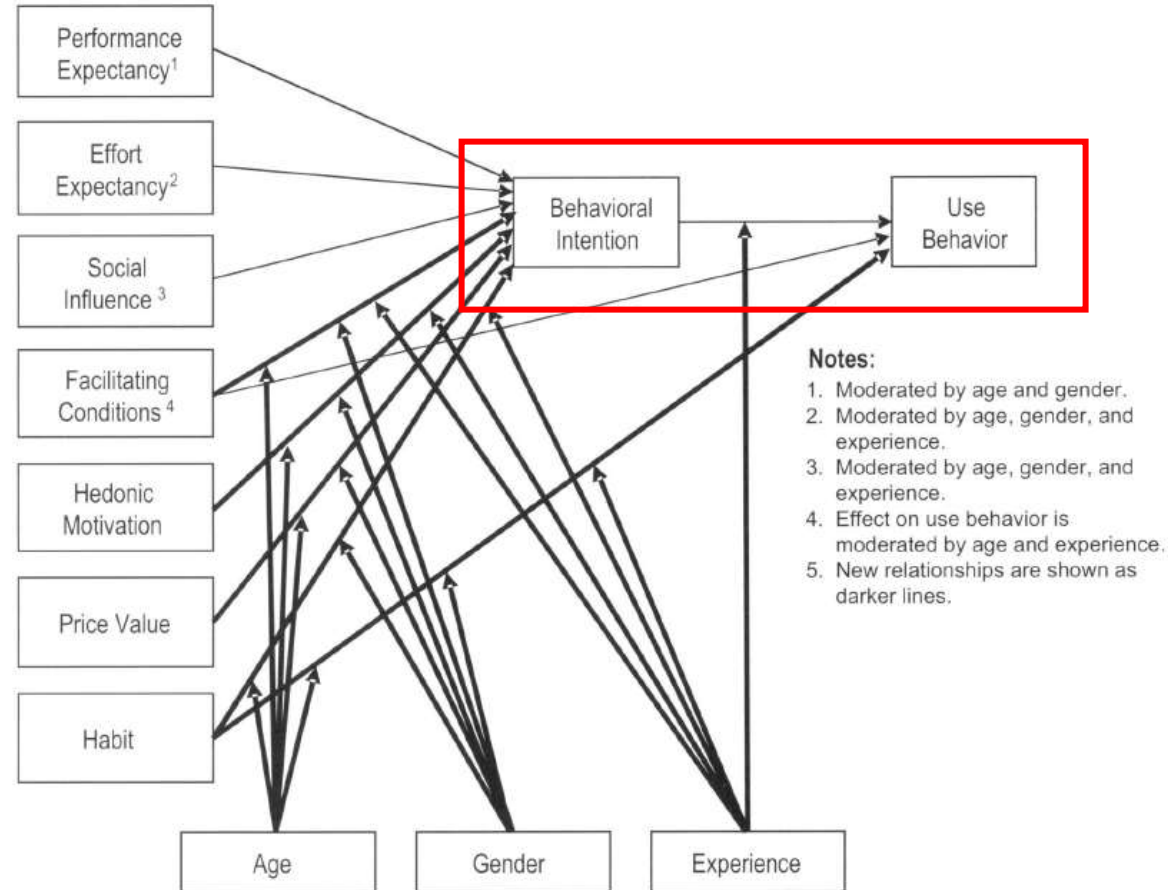


The resources in action

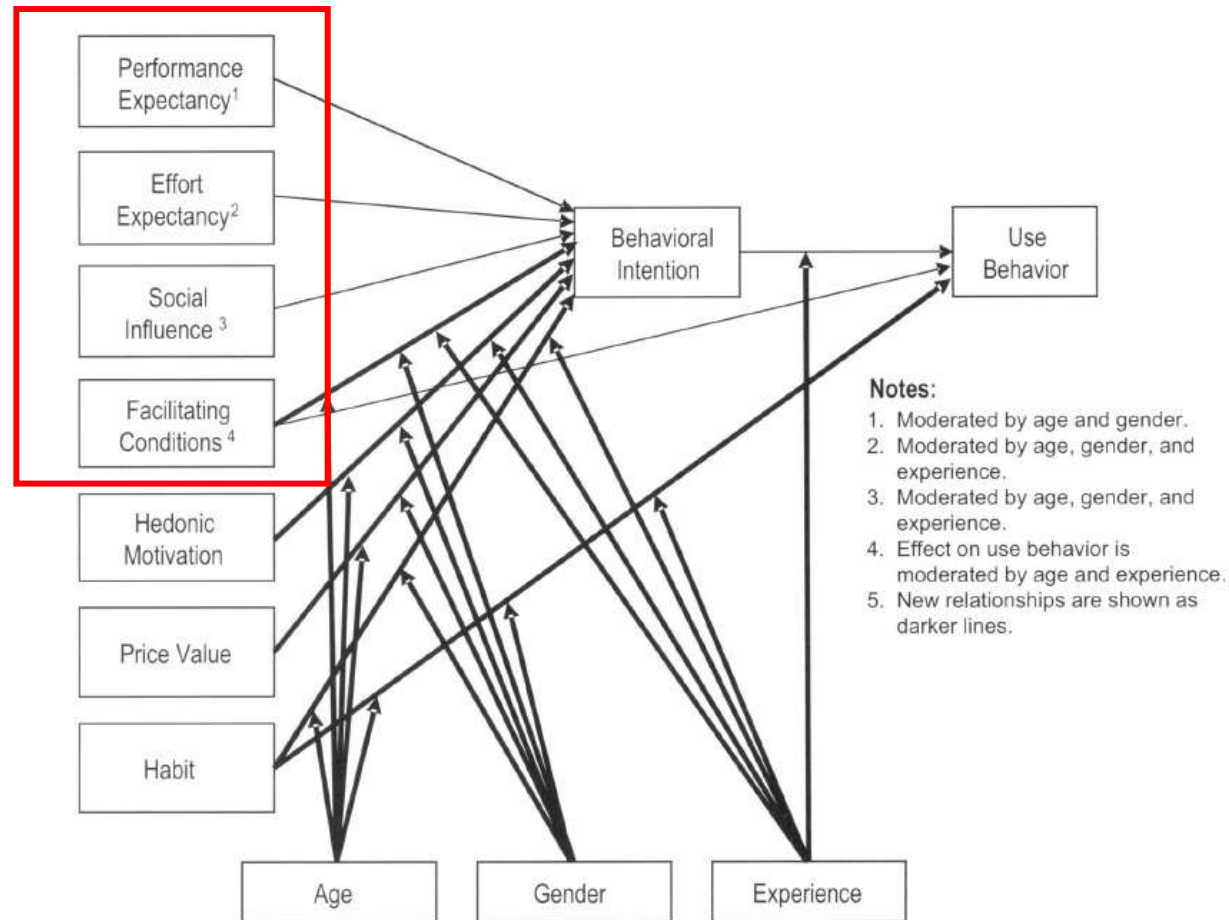
The Unified Theory of Acceptance and Use of Technology (UTAUT2; Venkatesh et al. 2012)



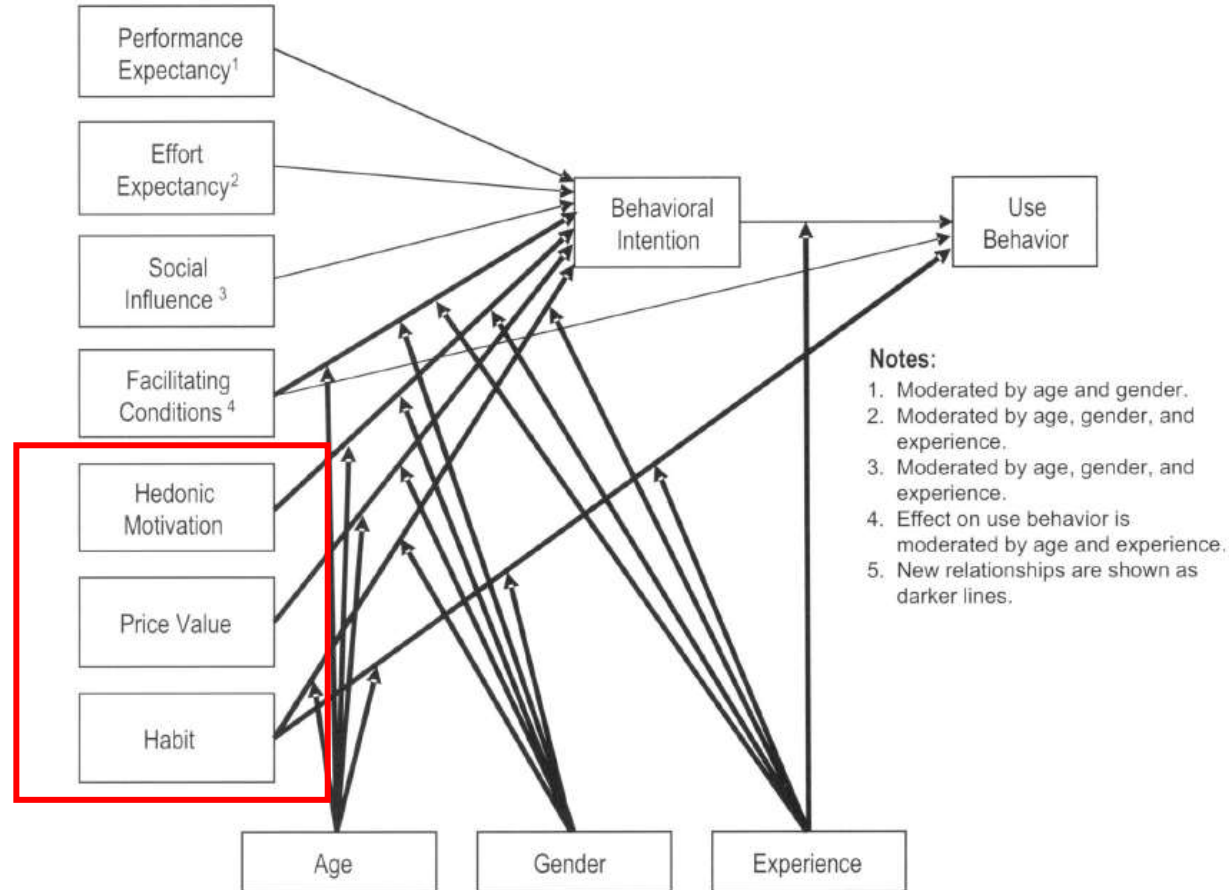
The Unified Theory of Acceptance and Use of Technology (UTAUT2; Venkatesh et al. 2012)



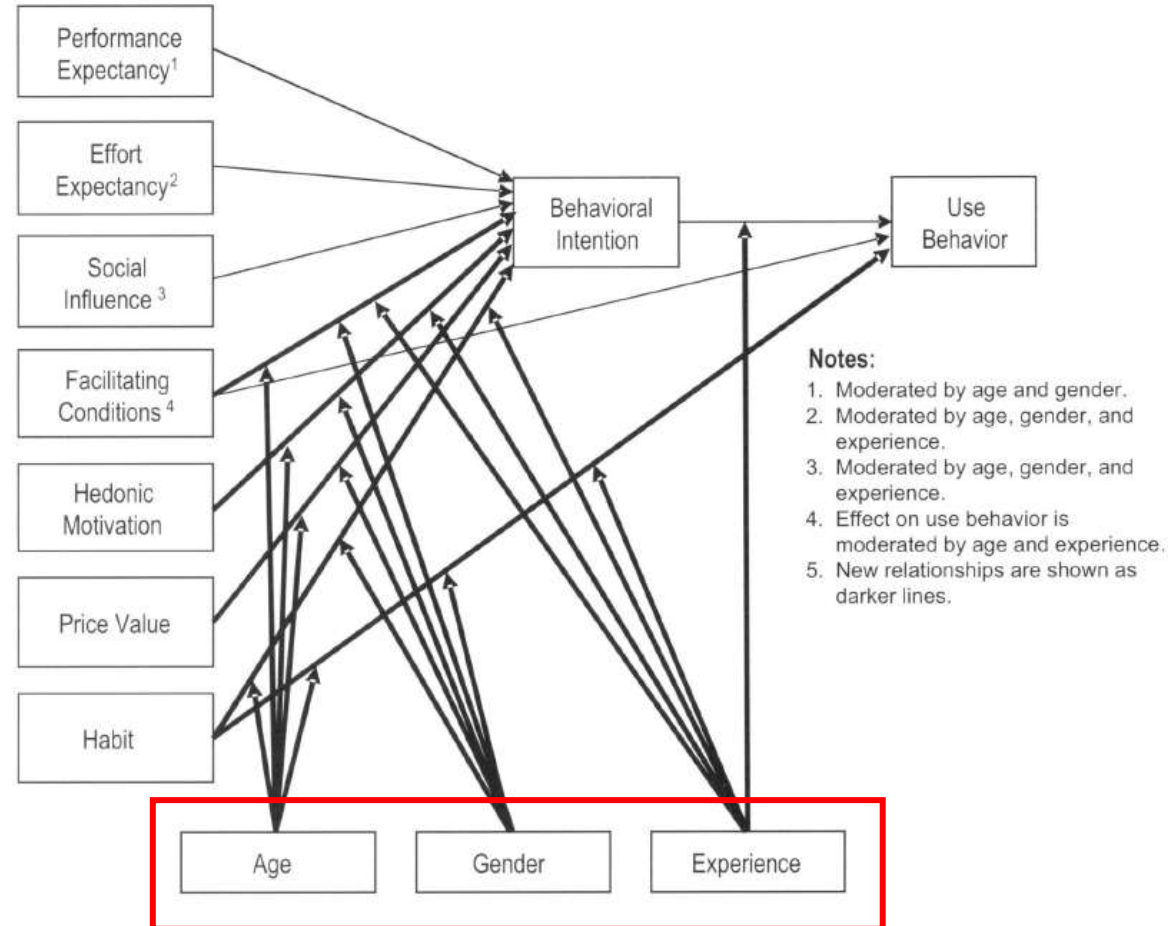
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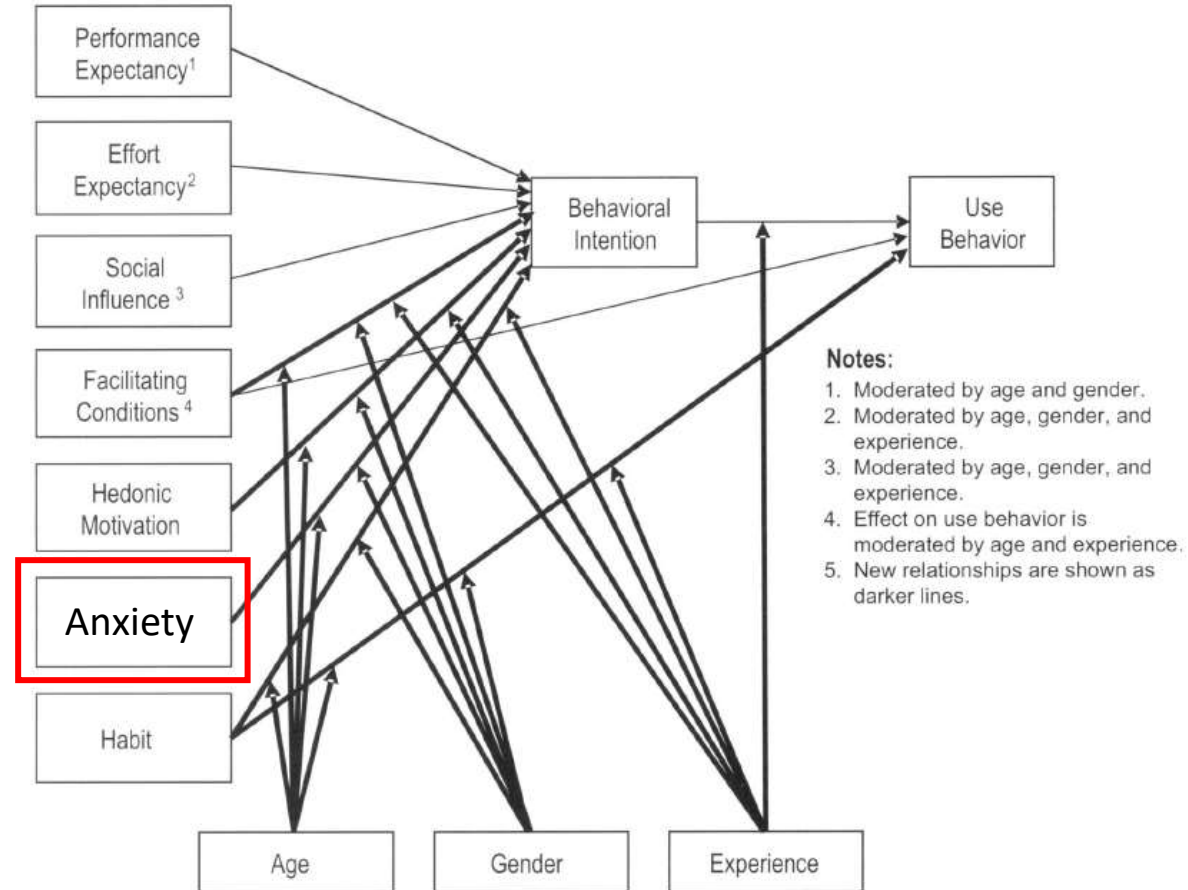
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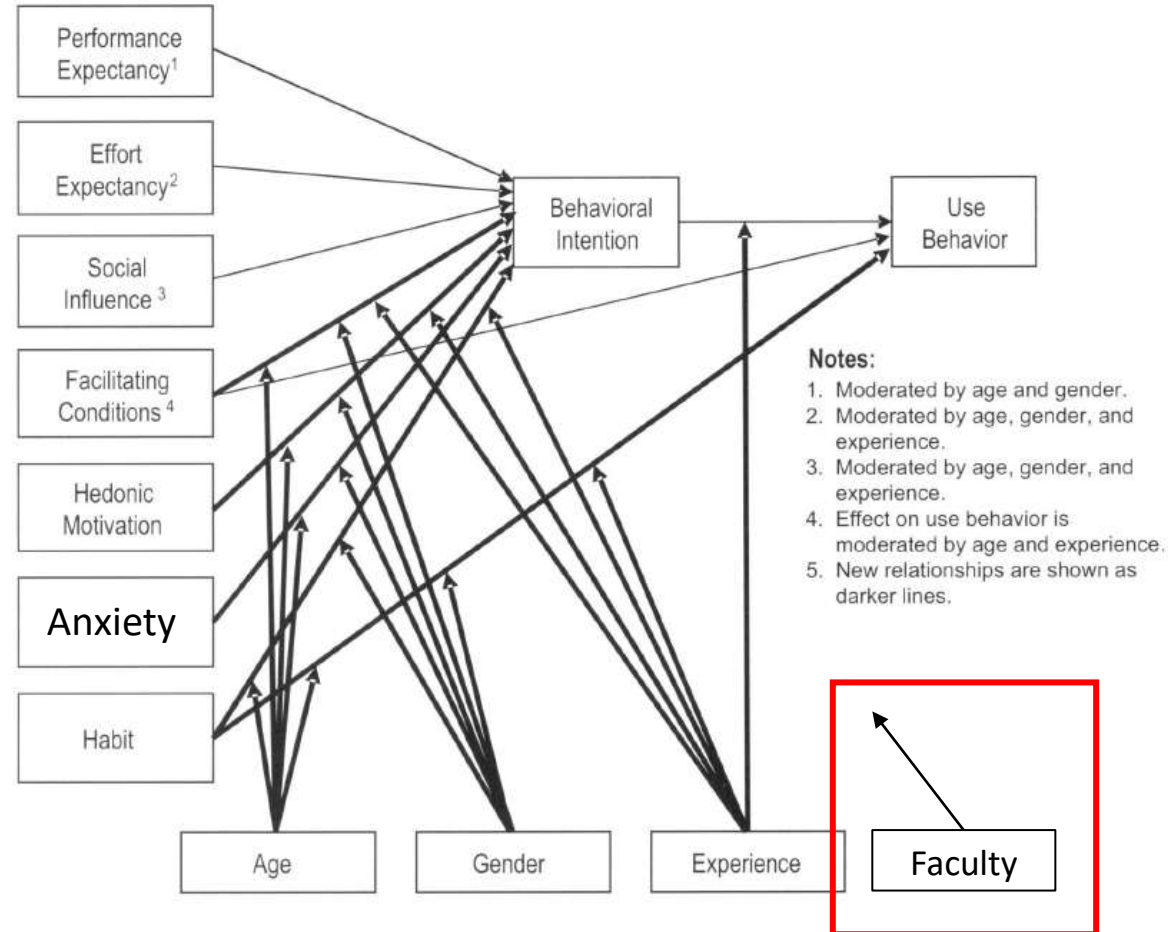
The Unified Theory of Acceptance and Use of Technology (UTAUT2; Venkatesh et al. 2012)



My extended UTAUT2 framework

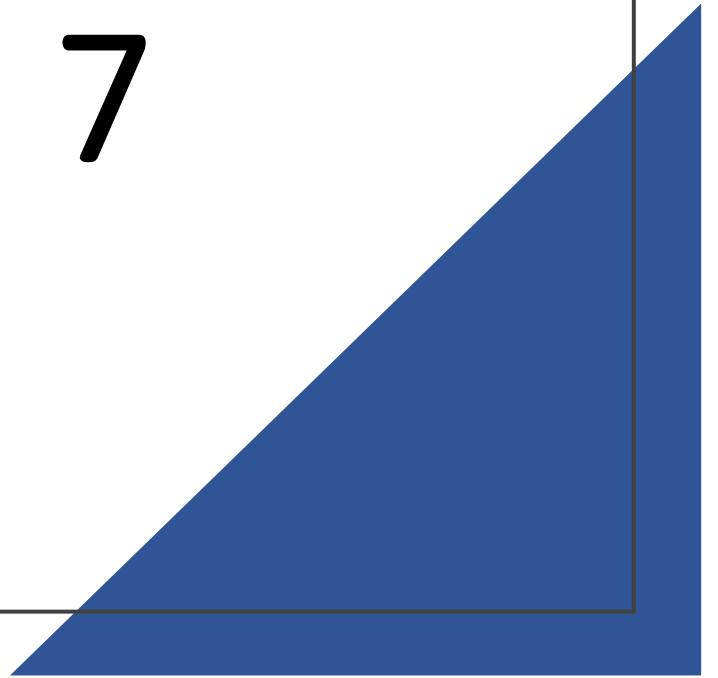


My extended UTAUT2 framework

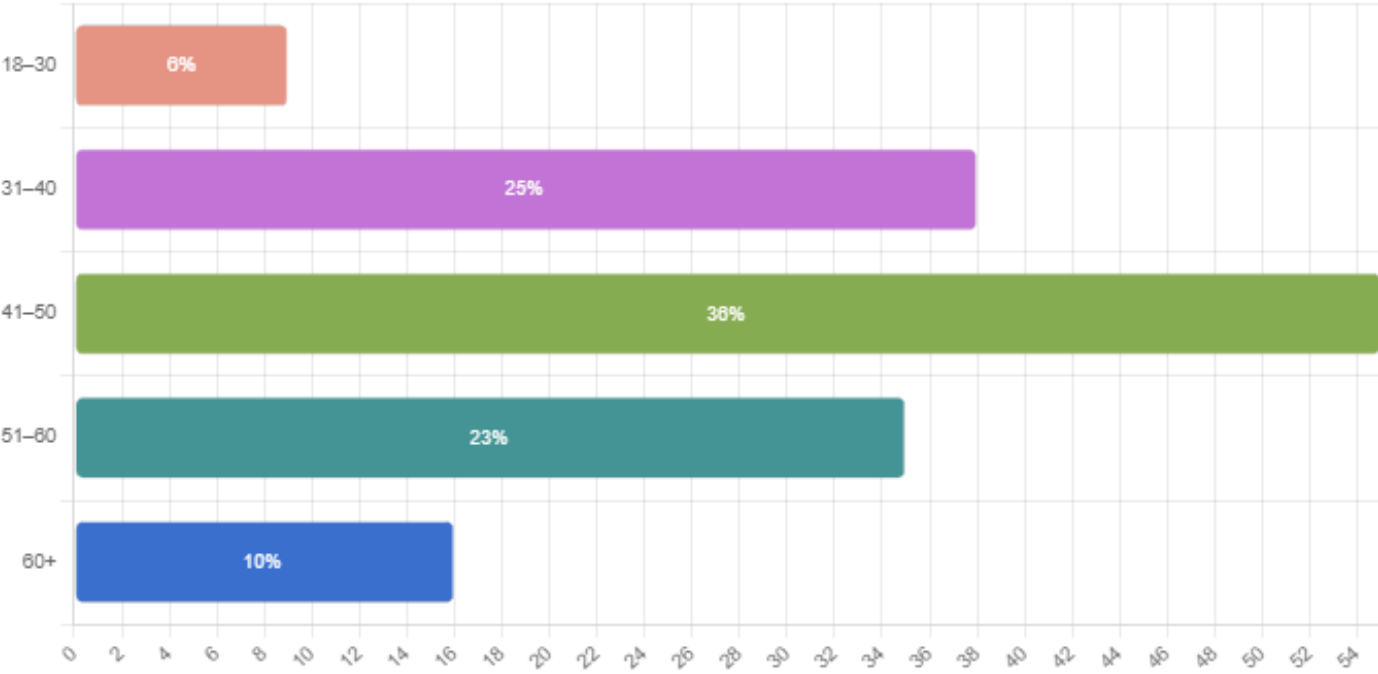


UTAUT survey:

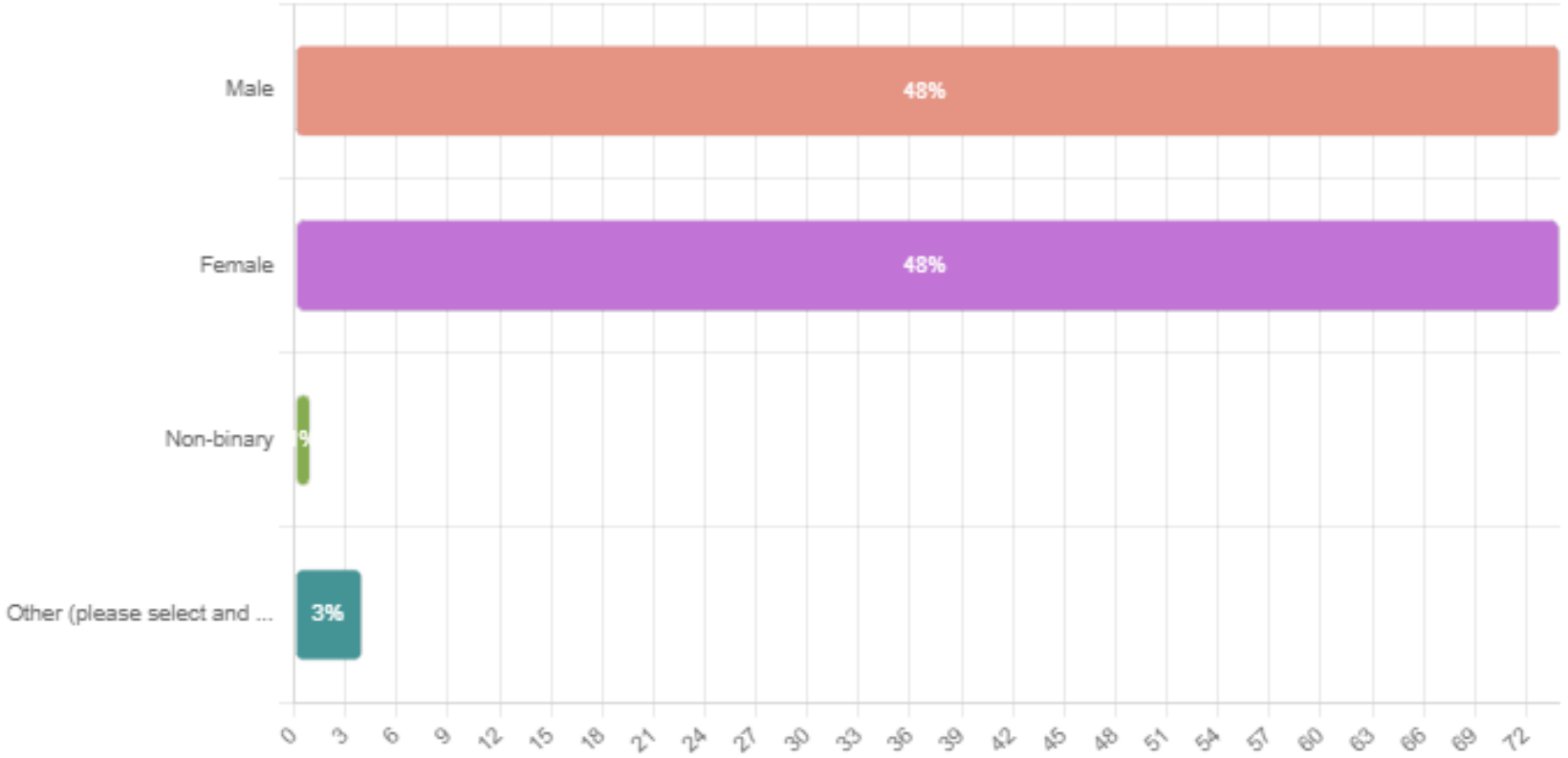
153 responses from 7
faculties



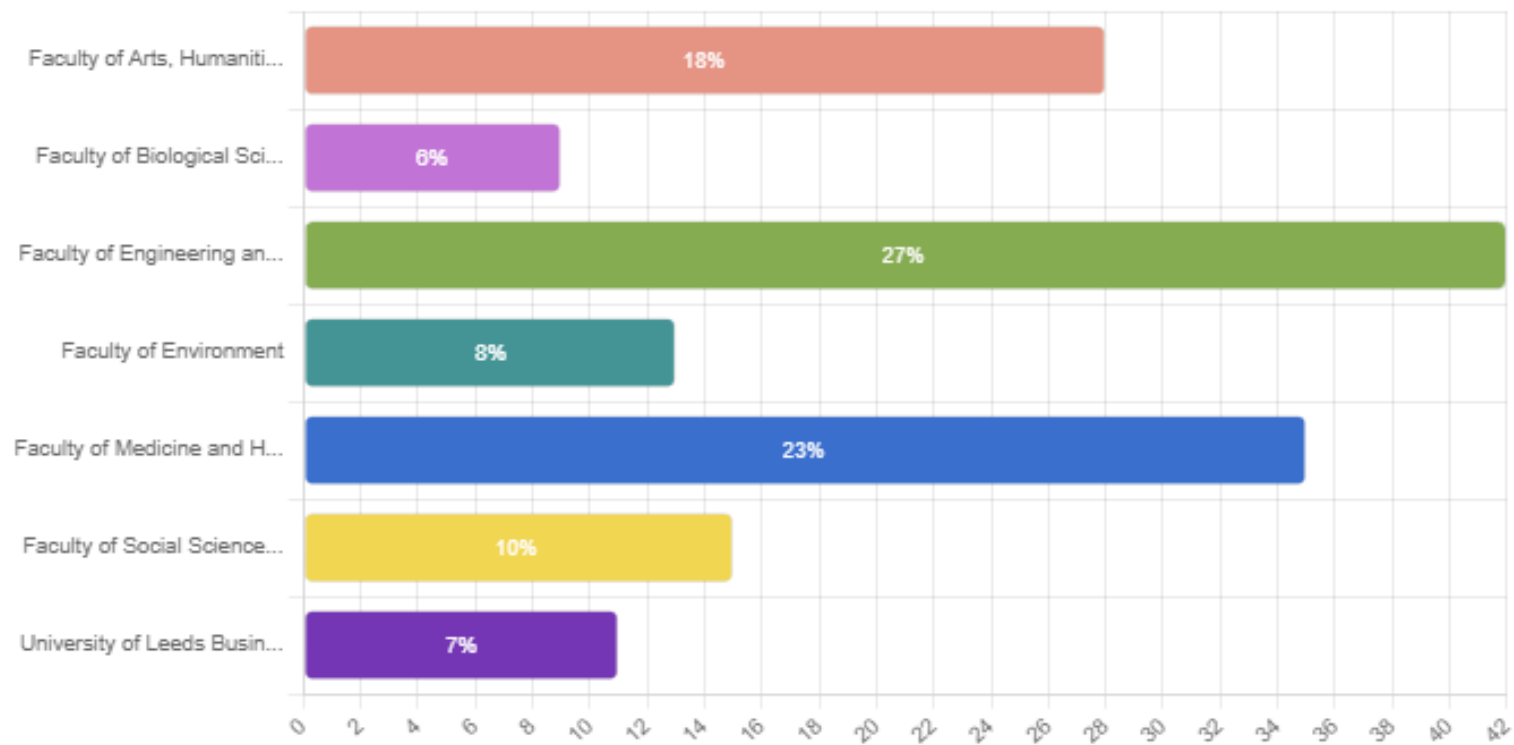
Age



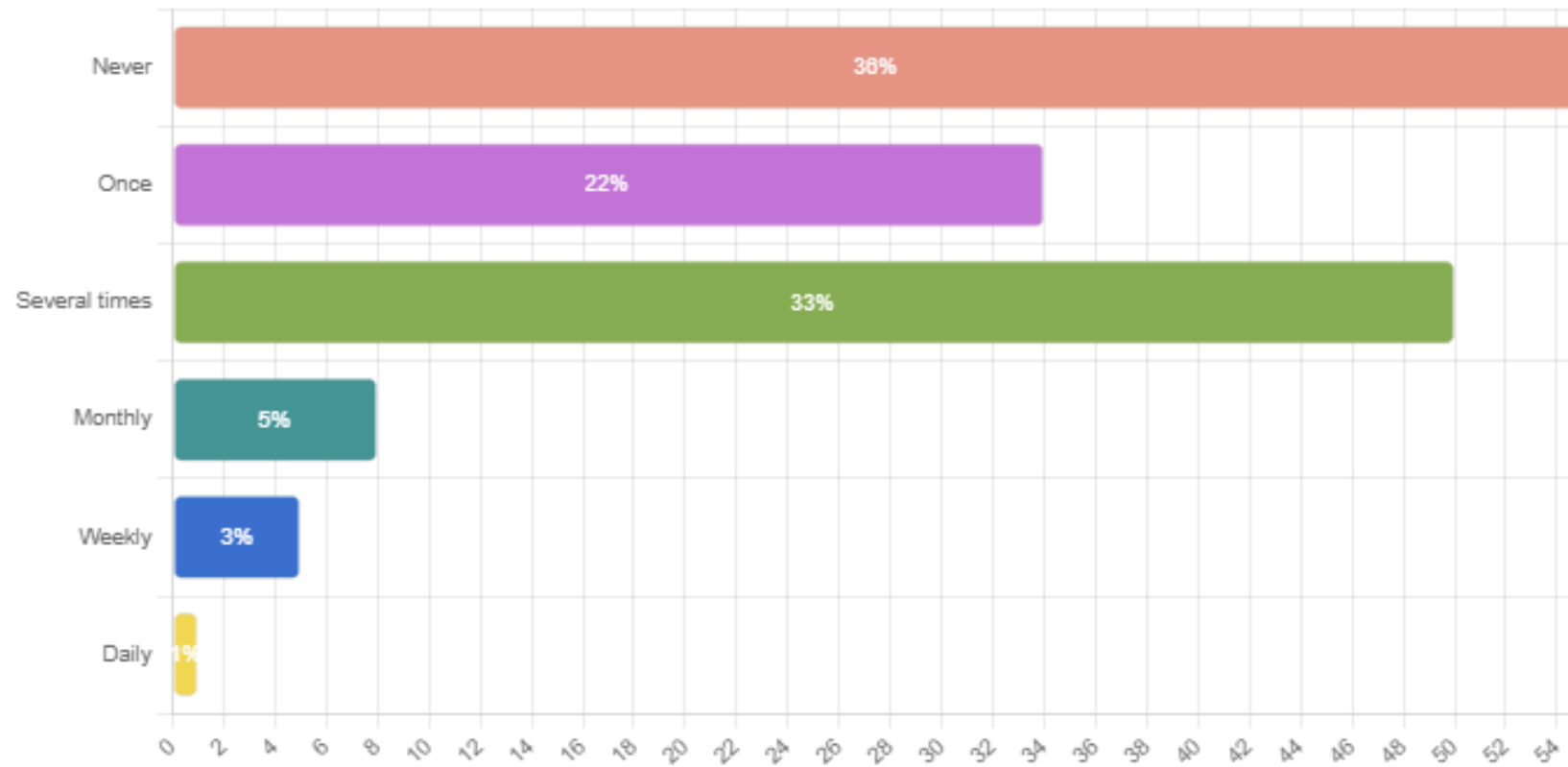
Gender



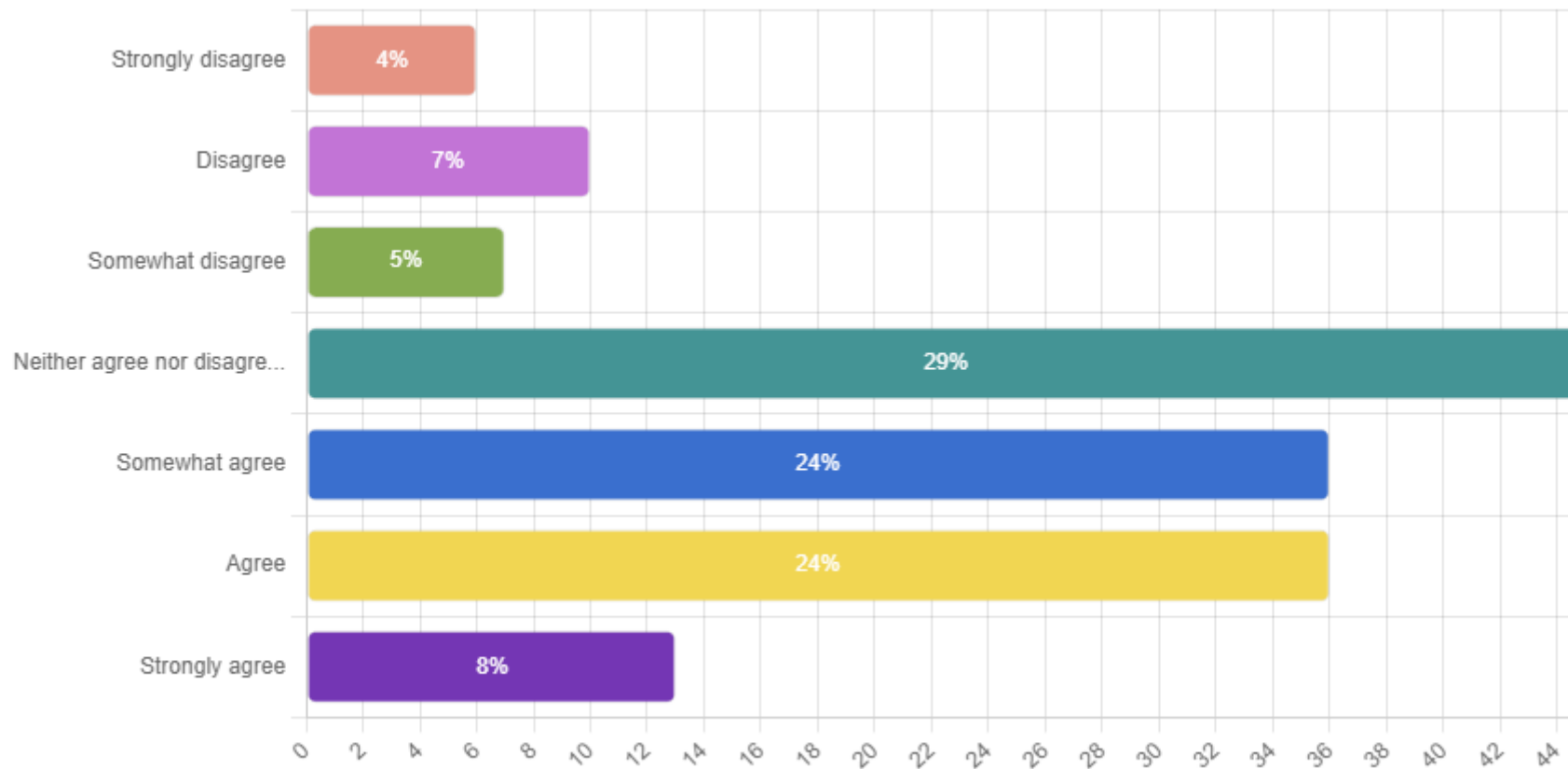
Faculty



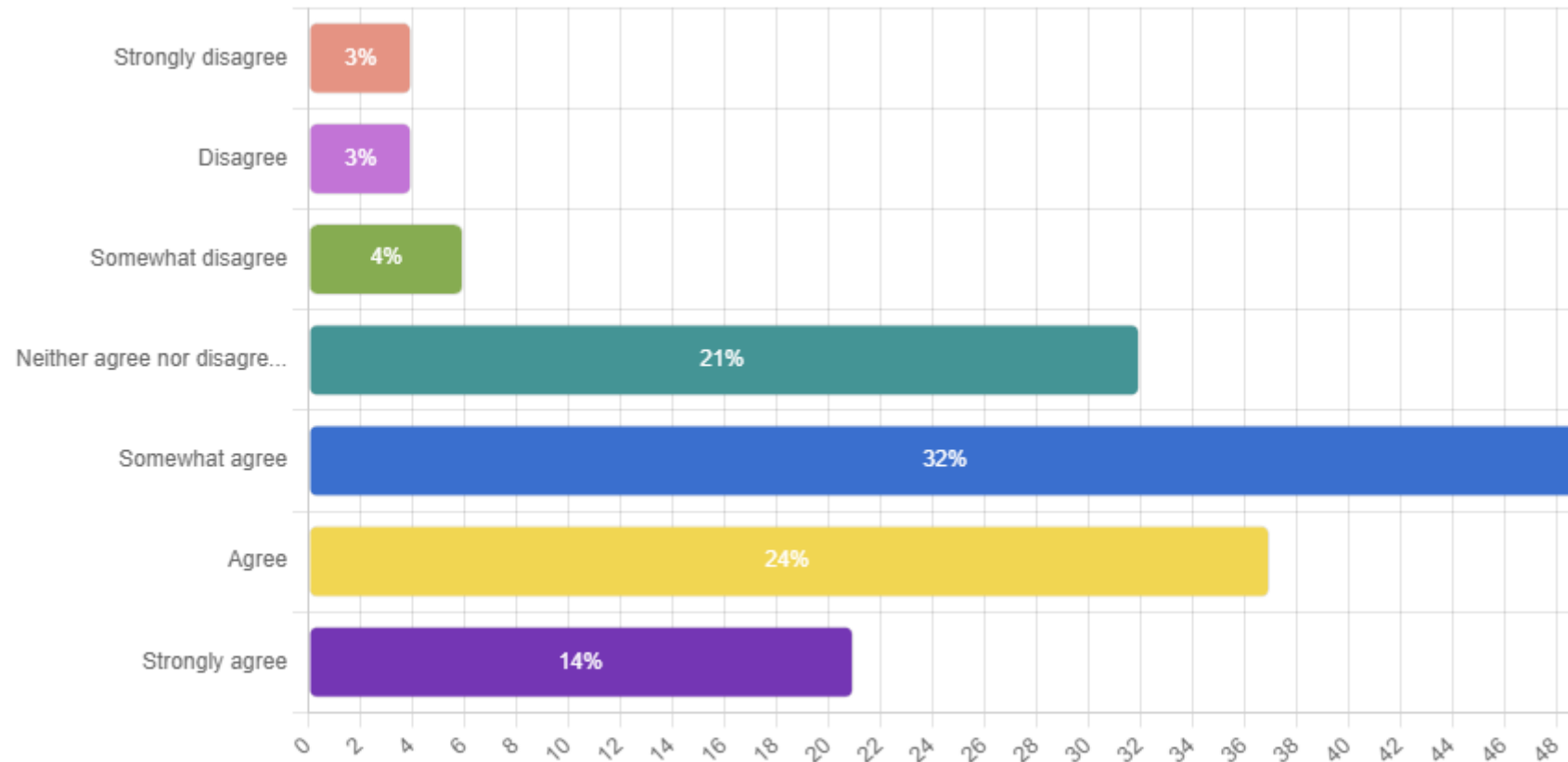
Personal experience of using IVR



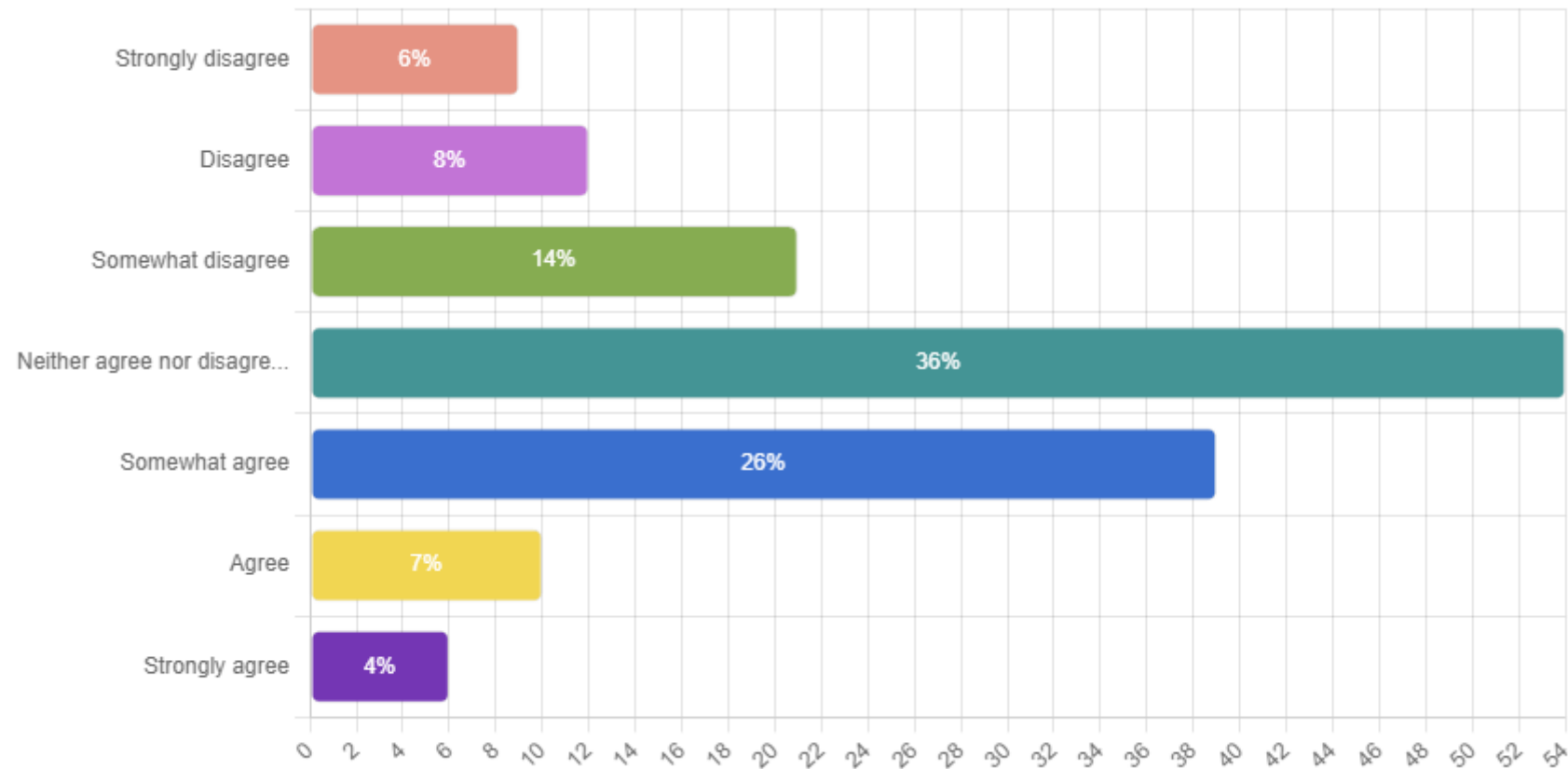
Immersive VR can enhance the quality of my teaching



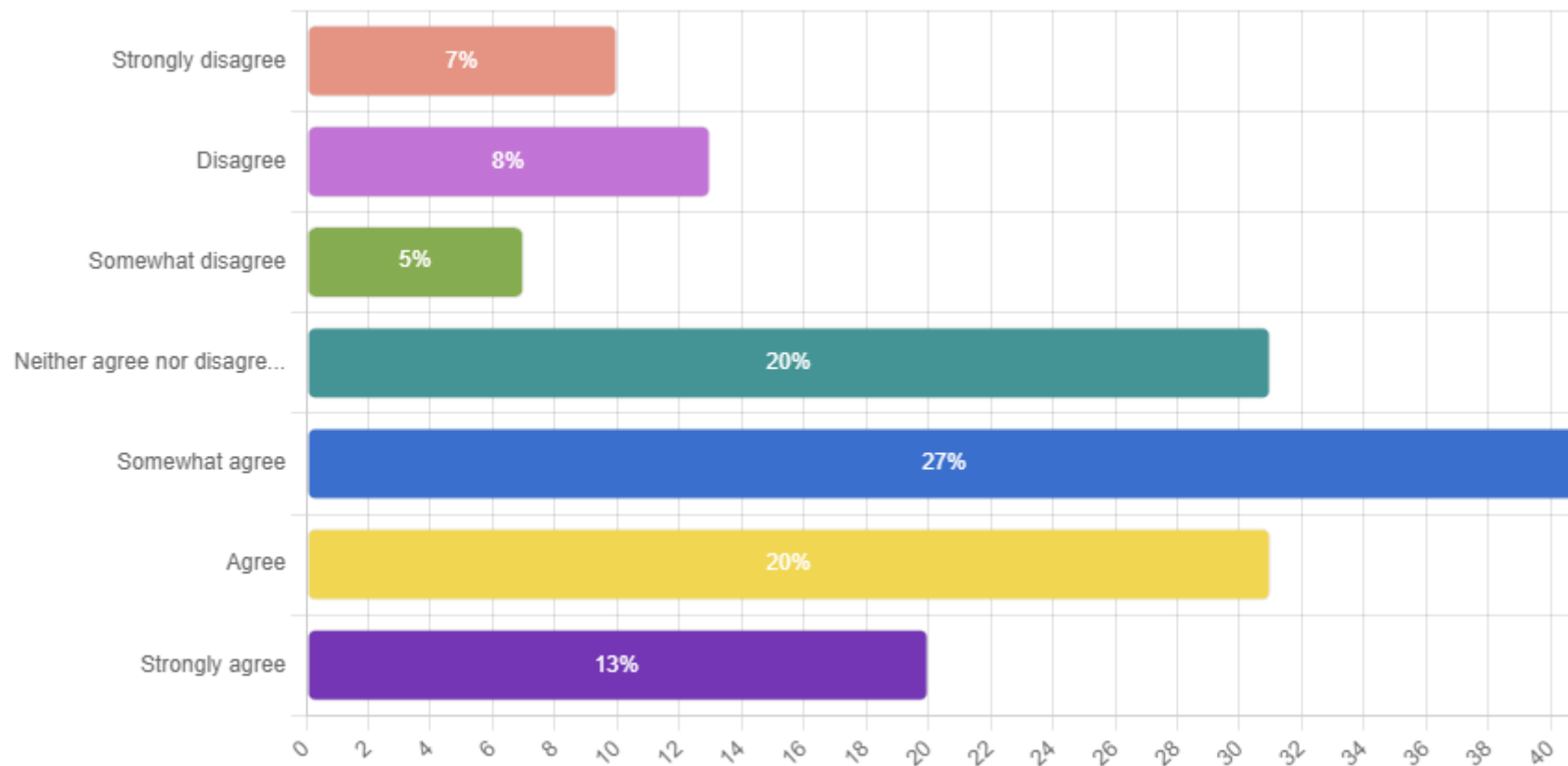
Immersive VR can improve student engagement with course materials and relevant concepts



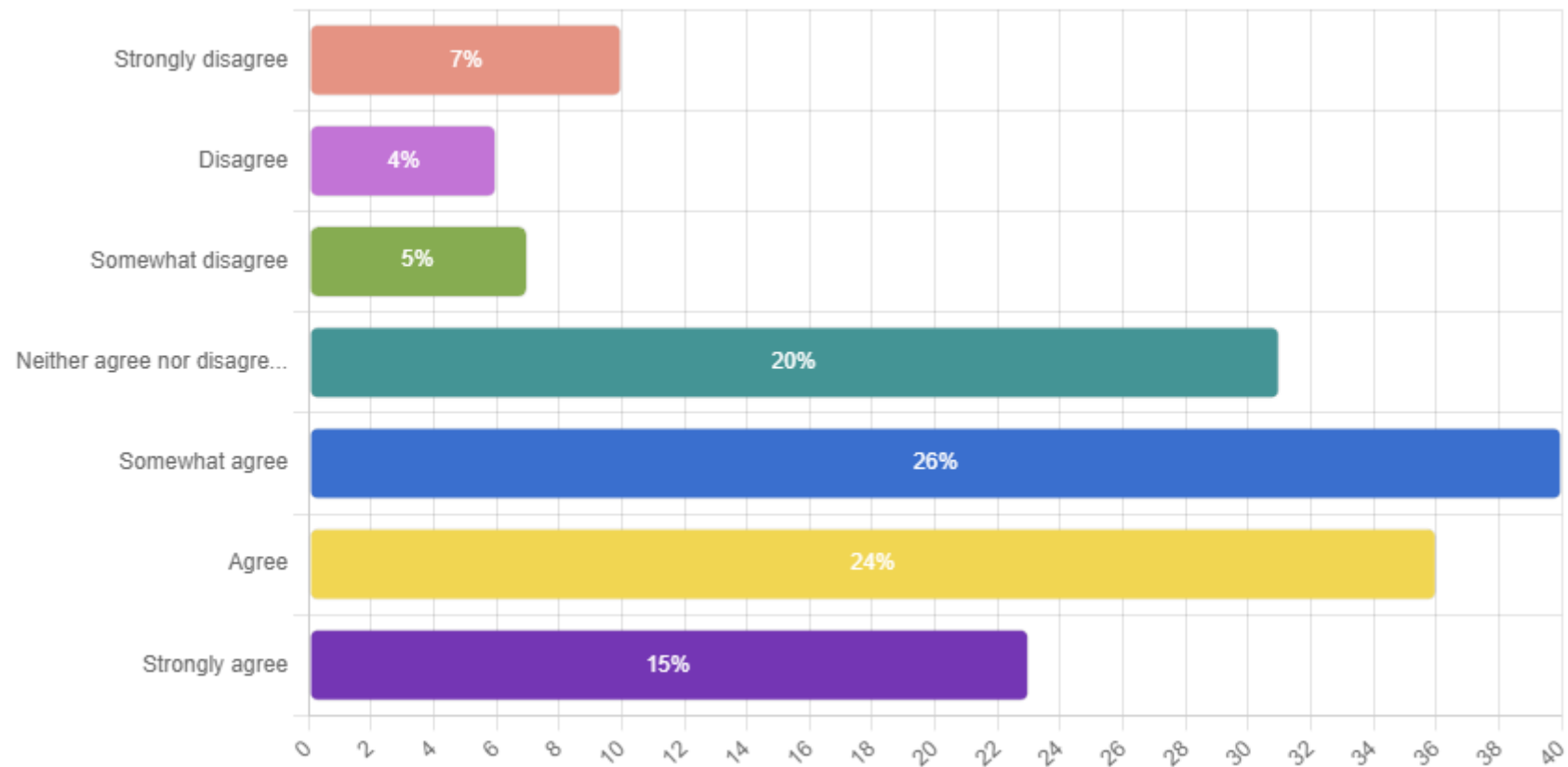
Immersive VR can hinder inclusivity and accessibility in my teaching



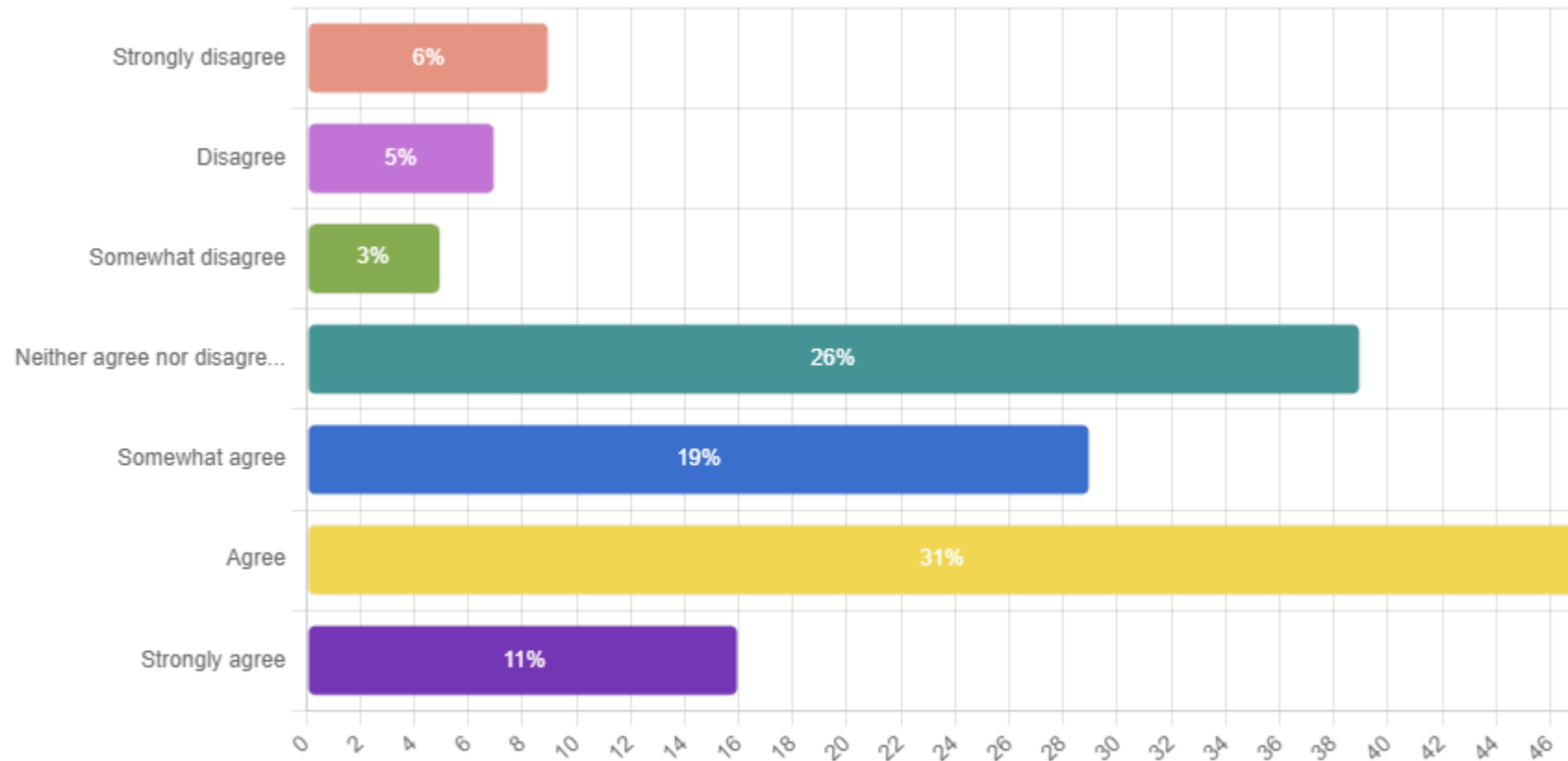
Access to the HELIX innovation hub makes me more likely to use immersive VR in my teaching



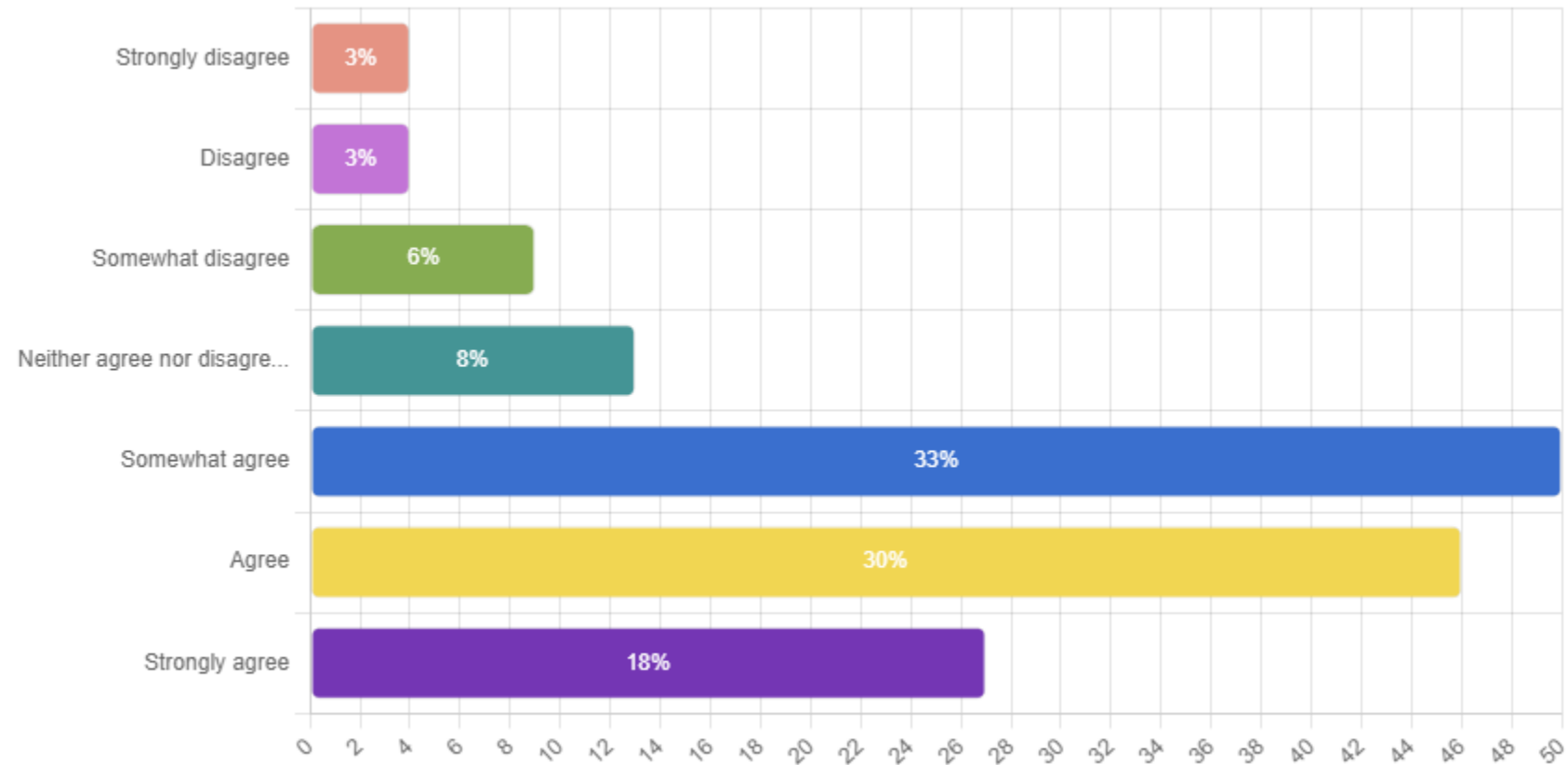
The support of my Digital Education Enhancement Team (DEE) makes me more likely to use immersive VR in my teaching



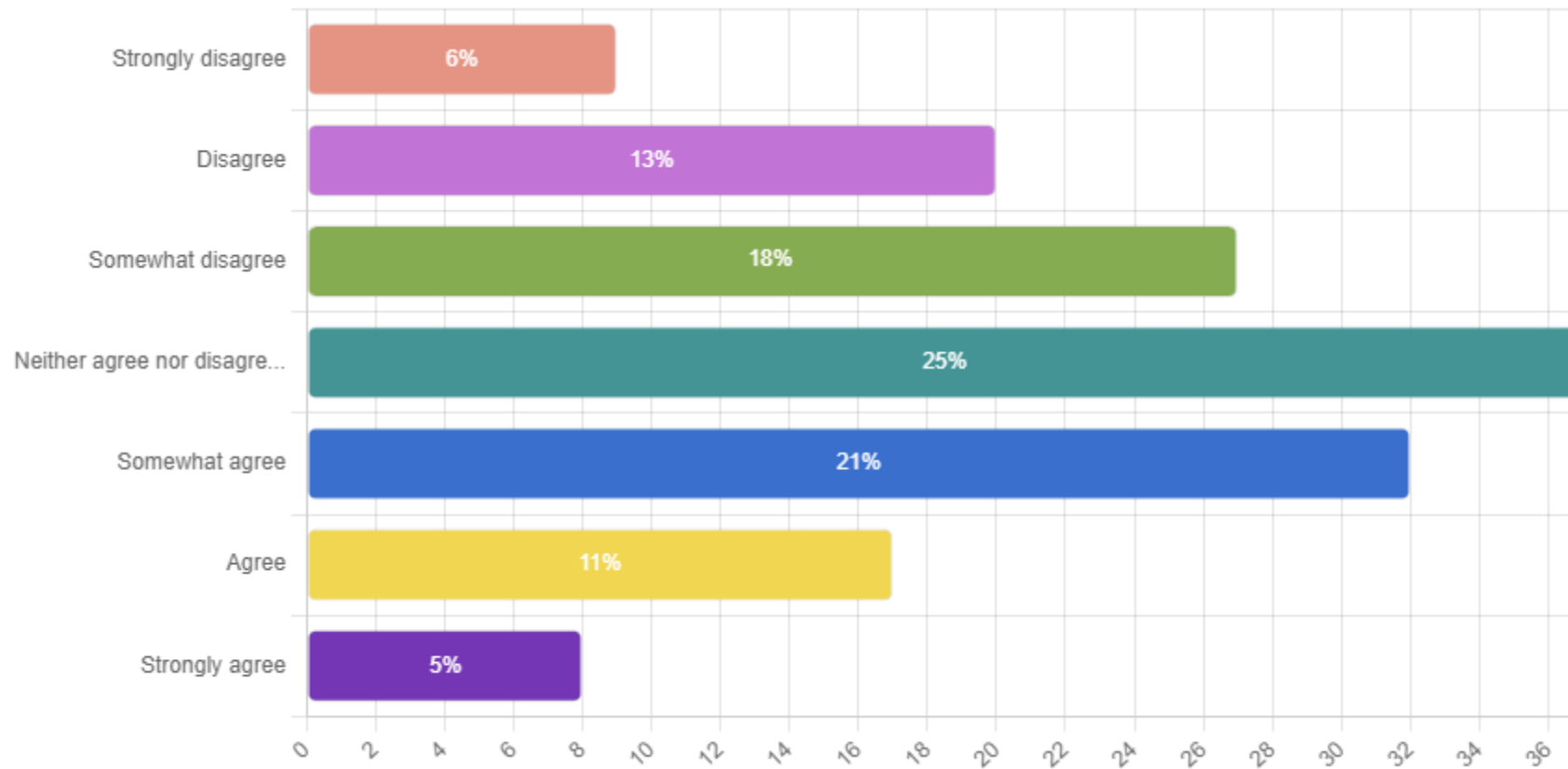
The support of staff in HELIX makes me more likely to use immersive VR in my teaching



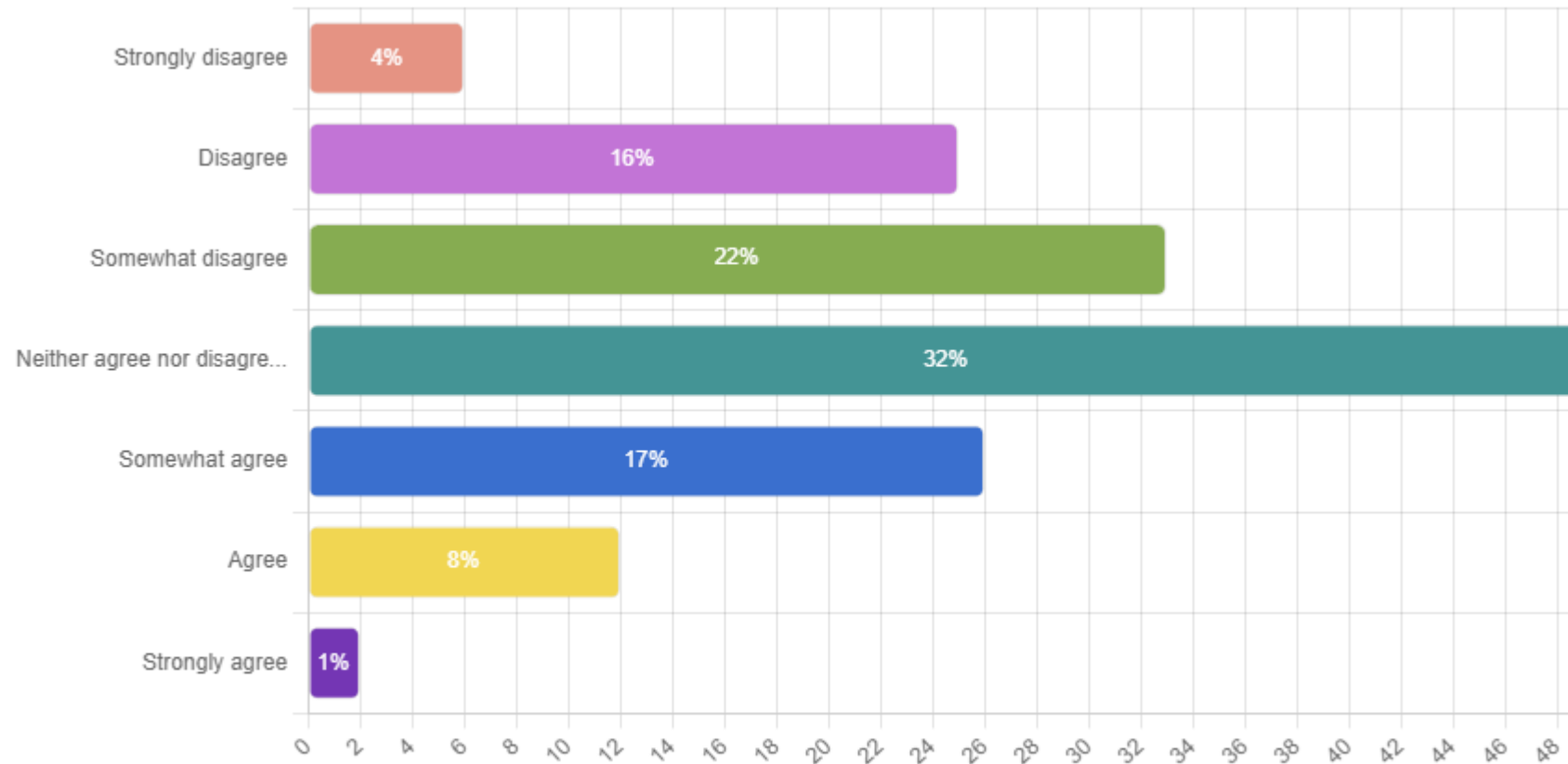
Using immersive VR in my teaching will be challenging



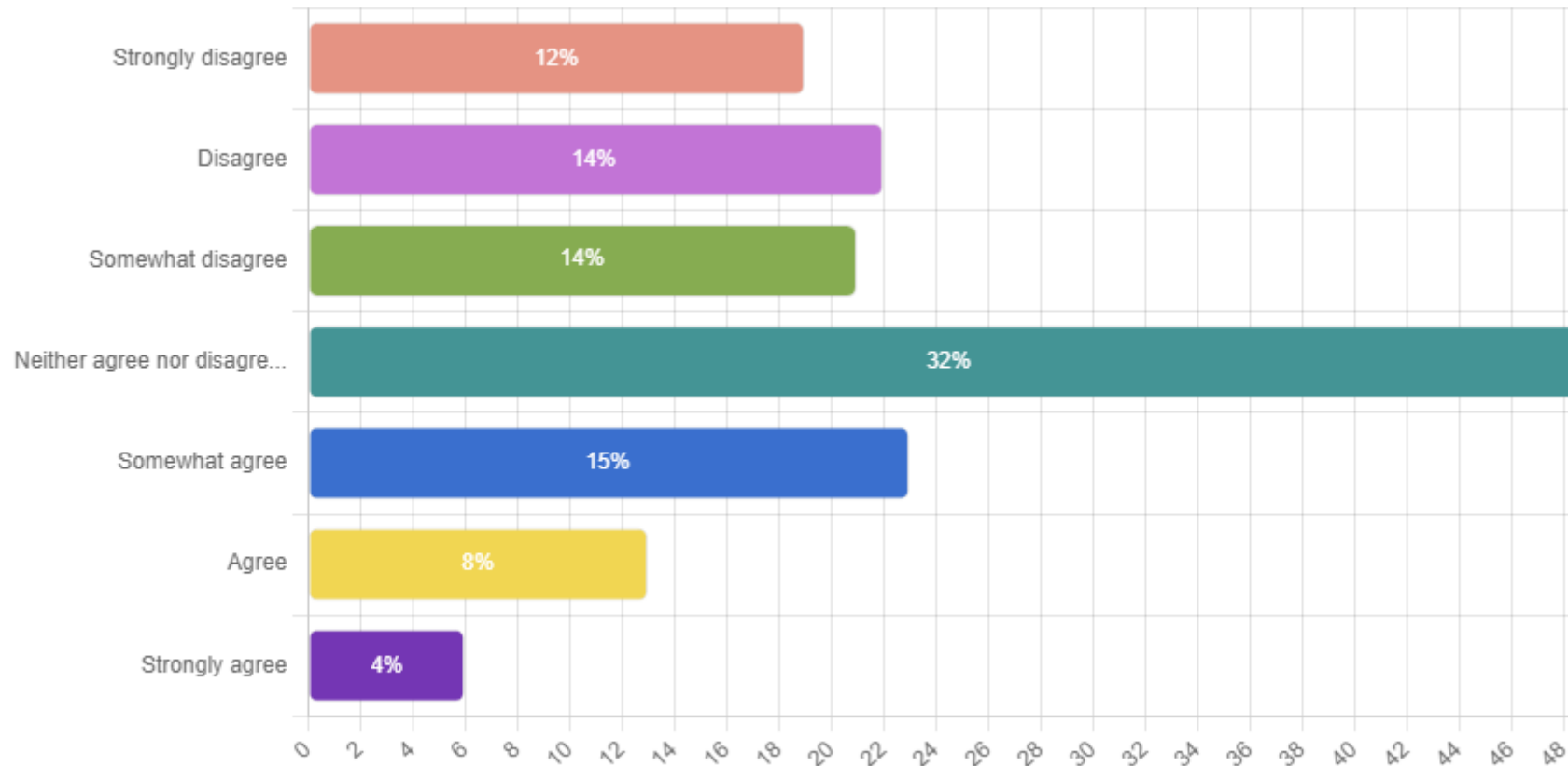
Using immersive VR in my teaching will be easy for me to understand



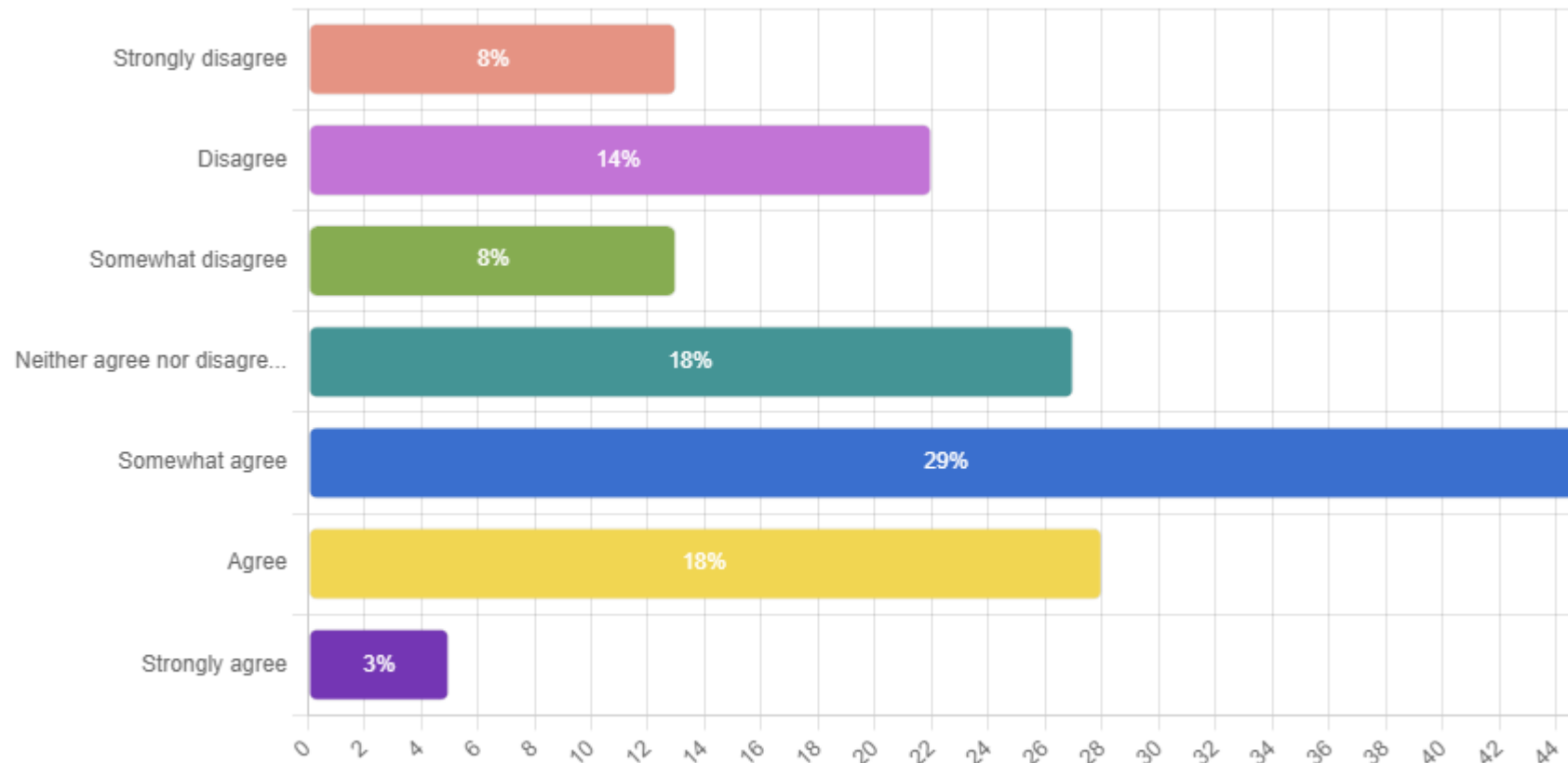
Using immersive VR in my teaching will be difficult for students to understand



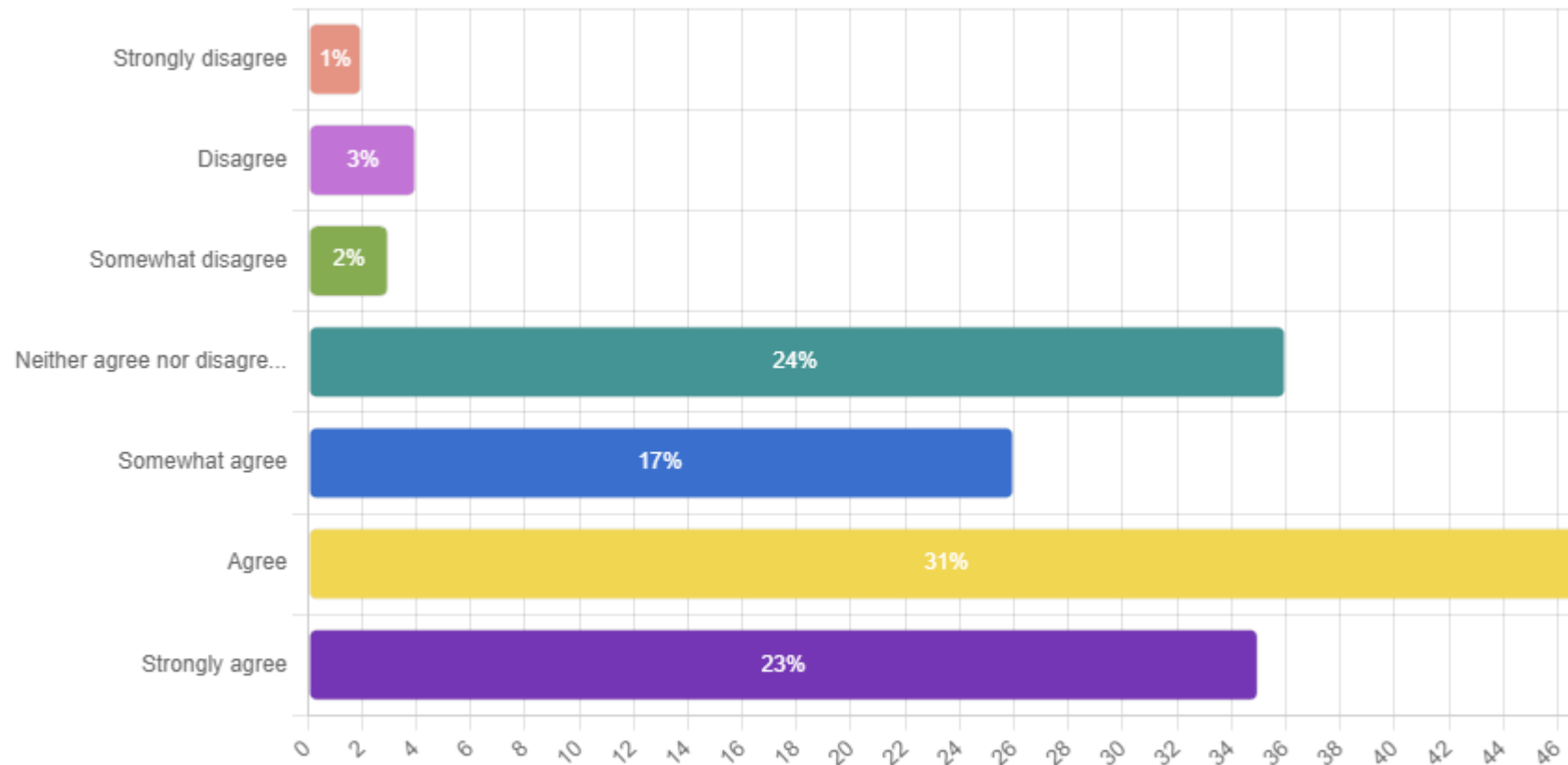
Using immersive VR in my teaching will be well supported



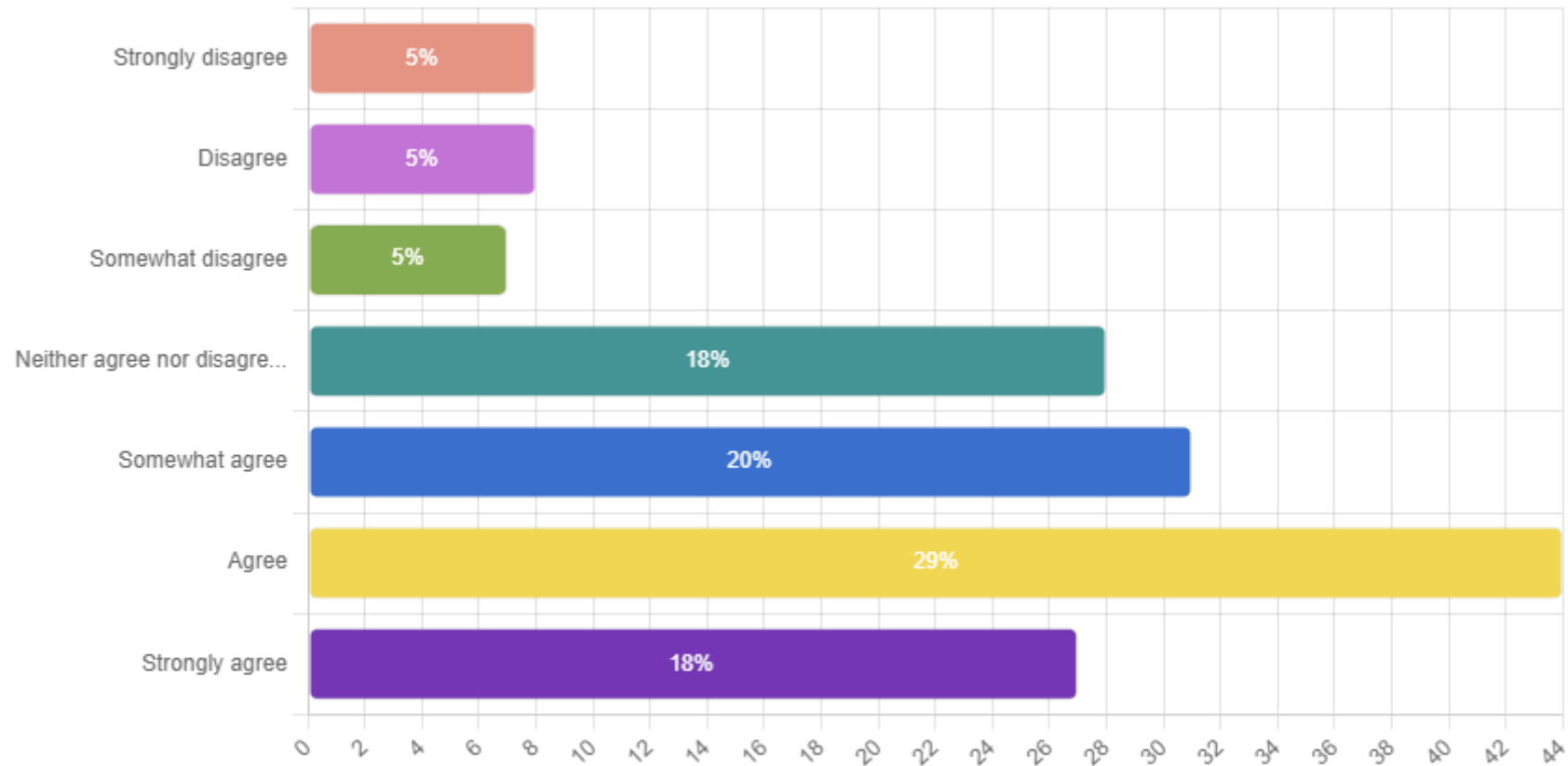
I am likely to use immersive VR in my teaching if my peers are doing so



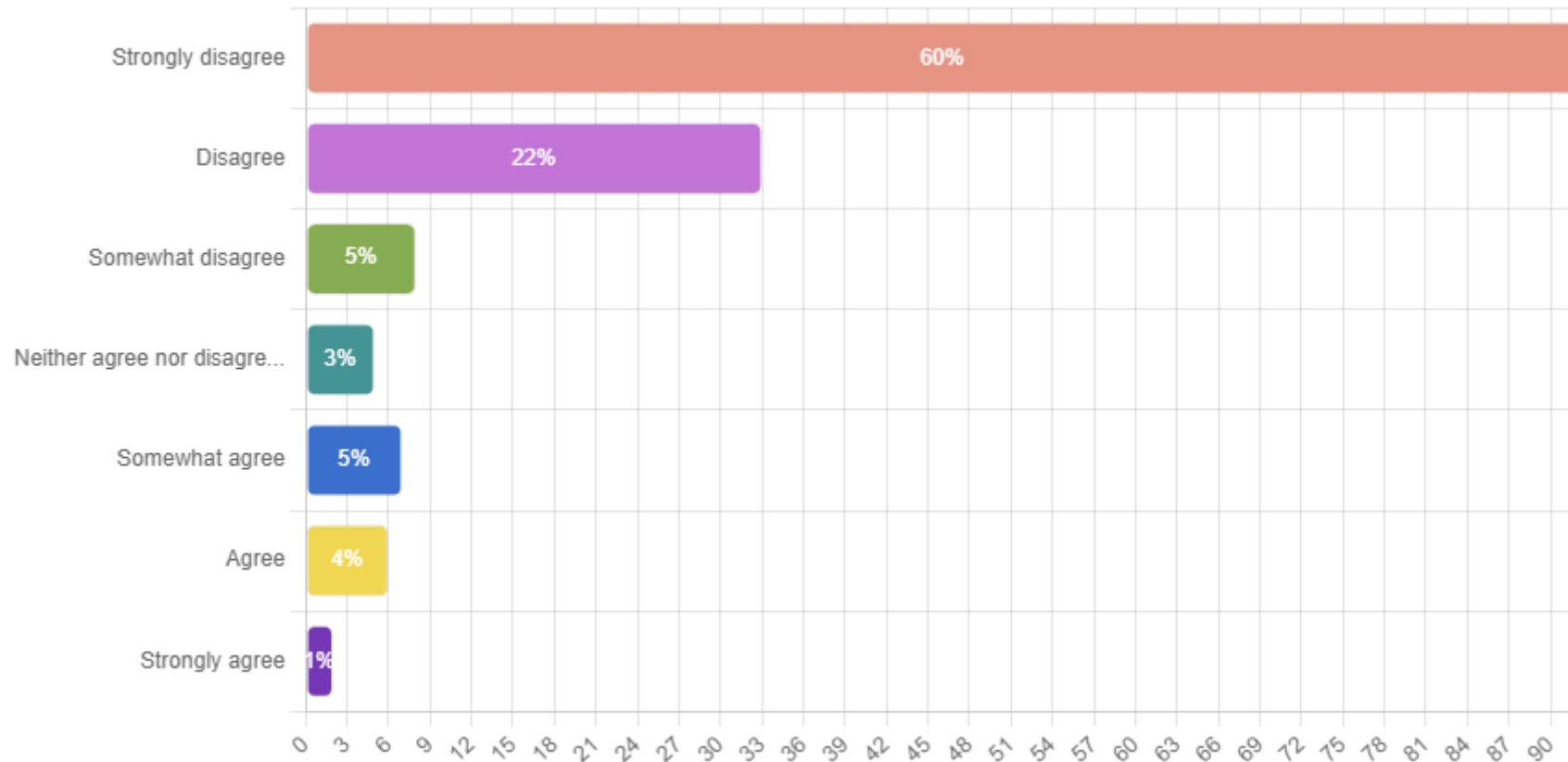
My superiors do not expect me to use immersive VR in my teaching



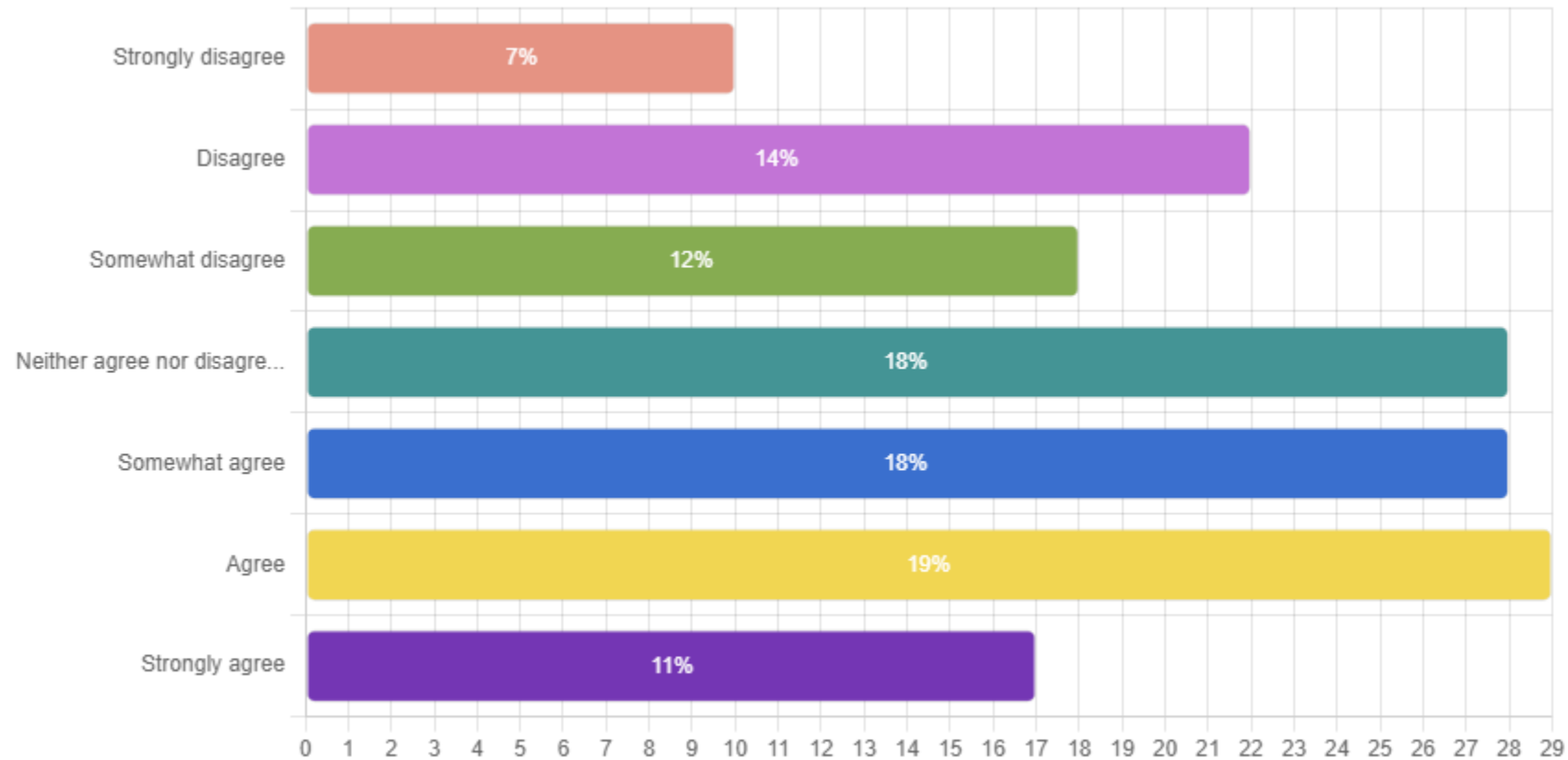
I find the idea of using immersive VR in my teaching fun



I am used to using immersive VR in my teaching



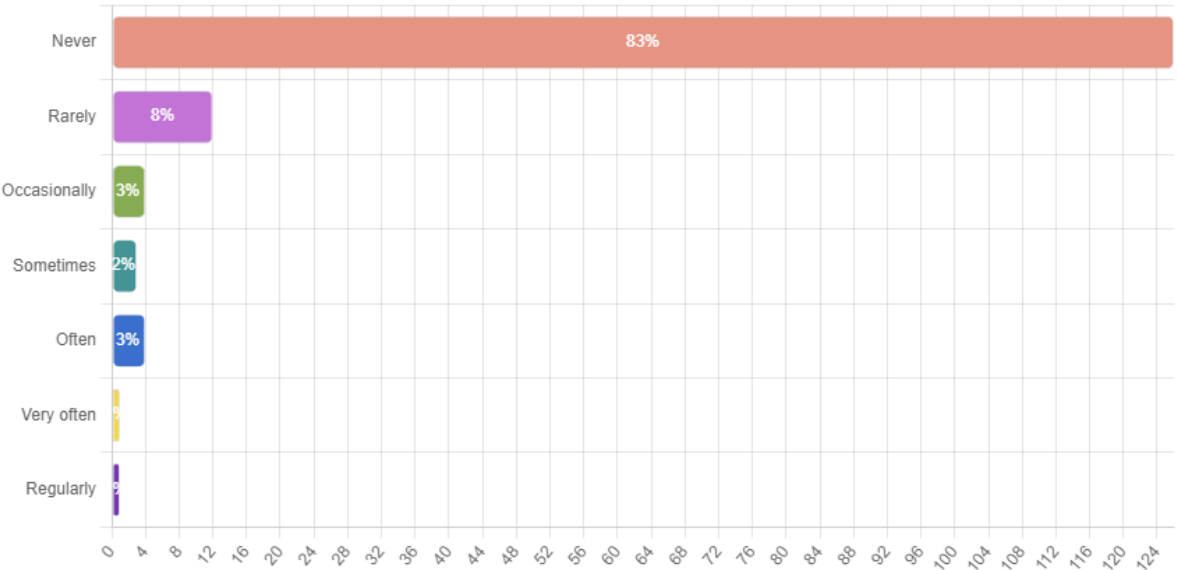
I am concerned about the pedagogical relevance of using immersive VR in my teaching



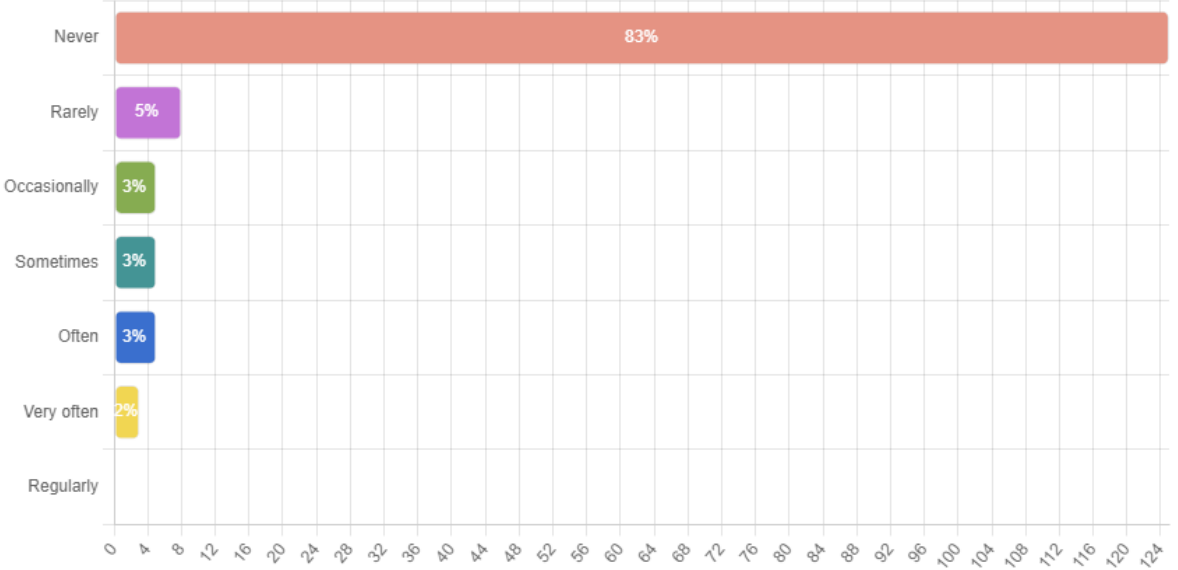
Intention to use

| Option | Count | Percentage |
|---|-------|------------|
| I intend to use immersive VR in my teaching before June 2024 | 4 | 3% |
| I intend to use immersive VR in my teaching during the 24/25 academic year | 16 | 10% |
| I intend to use immersive VR in my teaching at an undefined point in the future | 87 | 57% |
| I have no intention to ever use immersive VR in my teaching | 46 | 30% |

Actual use

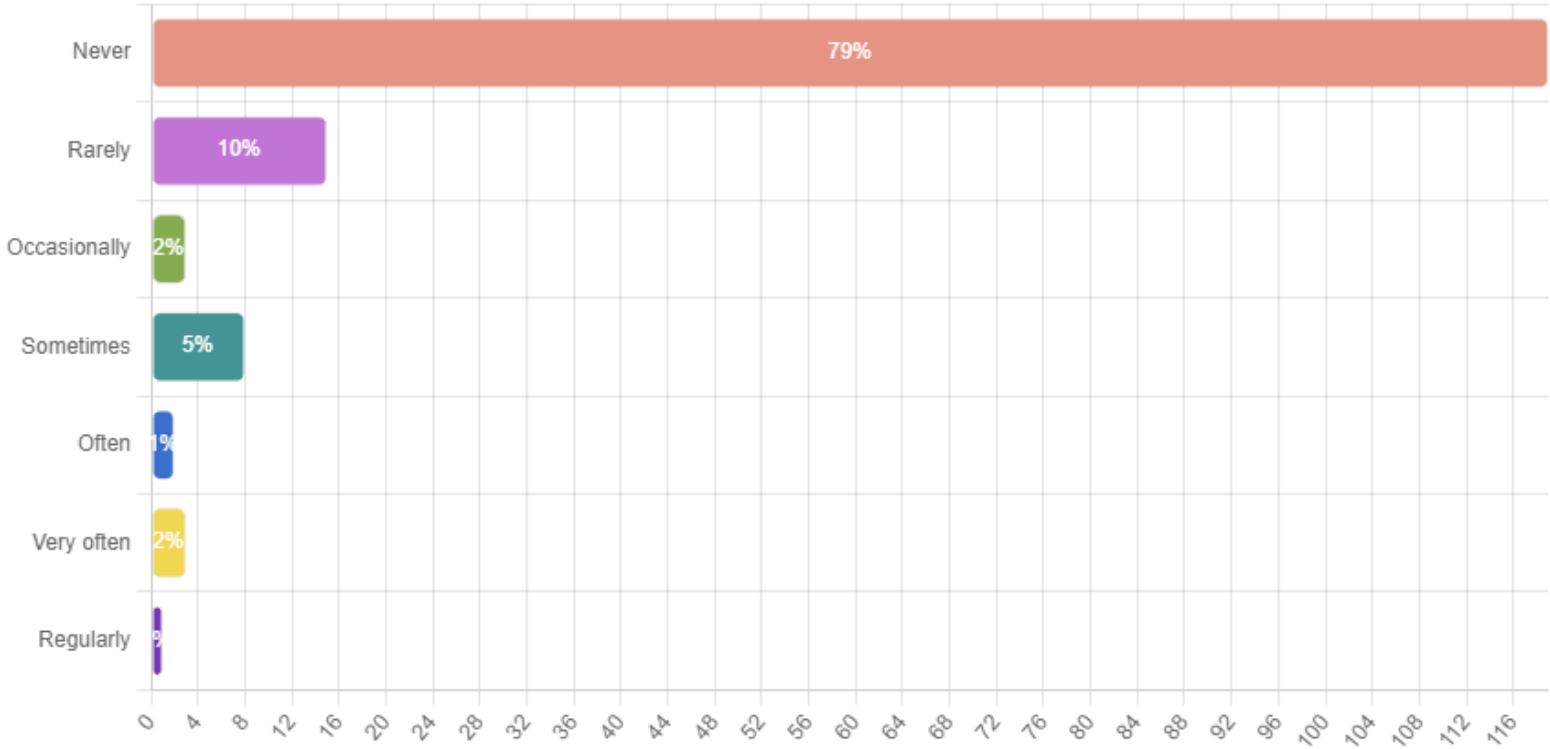


Resource designed by colleagues



Resource designed by user

Actual use



Third-party resource

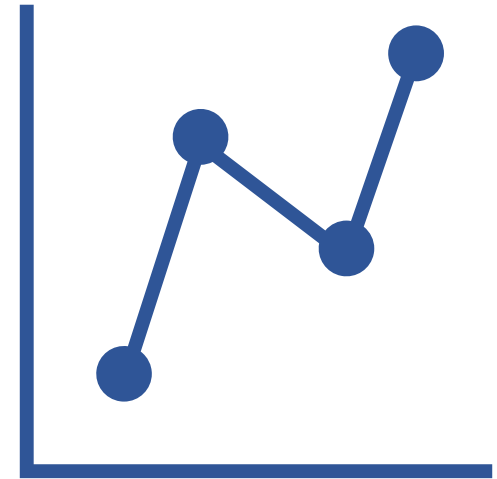
Initial takeaways

1. Active use of VR in teaching and in personal life still very low
2. Survey corroborates JISC report re positive attitude towards perceived benefits
3. Concerns regarding difficulty of implementation
4. Facilitating conditions recognised as encouraging factors
5. Lack of understanding of support provisions
6. Fun factor is highly motivating
7. Mixed confidence in pedagogical relevance
8. Perceived low institutional expectations for use



Next steps: data analysis

- Collaboration with data analysts in University of Leeds Centre for Immersive Technologies
- Reliability testing
- Significance testing
- Factor analysis
- Influence of moderating variables (age, gender, experience, faculty)



Next steps: applied actions

- Design thinking workshops
- Targeted training
- Awareness raising
- Internal report
- External publication



Questions?

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