Teacher's perspective for didactic-methodological potentials of metaverse

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Abstract

Education in the 5.0 era requires precise didactic-methodical reflection on how digital technology can be employed to create innovative and stimulating teaching environments. Additionally, educational technology strengthened by artificial intelligence algorithms opens space for radical changes in the previous learning experience.

One of the key challenges facing the educational system determines the main research question of this paper, which relates to how to improve the existing teaching models with the latest technological solutions in educational technology. This research focuses on the integration of IT-driven teaching and mixed reality technology, known as the metaverse. This paper aims to assess the in-services teachers' awareness (in the wider territory of the city of Belgrade) of the metaverse concept and to examine the views on the possible didactic-methodological potential of integrating metaverse in education. The data collected by the instrument in the form of an online survey was analyzed using descriptive research methods. A conceptual proposal for integrating the metaverse into a teaching scenario was included in the survey. The potentials of the metaverse particularly stand out in the domain of teaching and evaluation, as well as in strengthening the holistic perspective of experiential learning. In addition, the results indicate that improving digital competencies and establishing ethical principles for using the metaverse for educational purposes is necessary. Implications for future research may include an experimental assessment of the potential of integrating the metaverse at all levels of the educational process, especially concerning the impact on various aspects of child development.

Key words

digital competences, educational potentials, metaverse, student, teaching