1. AUGMENTED REALITY (AR) APPLIED TO UNIVERSITY EDUCATION

AR
A technology which harmonizes in real time in and with user collaboration, digital information with physical information through different technological media/devices (smartphones and tablets)

2. METHODOLOGY

OBJECTIVE
To investigate the technical, curricular and organizational challenges that AR application may be faced with at university education contexts.

STRATEGY
PARTIALLY MODIFIED DELPHI
The experts are not in contact

3. RESULTS

I. ITEMS HIGHER SCORE (highly significant obstacles)
- Lack of educational materials.
- The incorporation experiences are specific actions rather than planned and continuous ones.
- Teachers’ lack of knowledge about AR.
- Teachers are not trained for its use.
- Lack of teacher training.

II. ITEMS LOWER SCORE (obstacles of little or no significance)
- It can only be used by adults and at higher levels.
- AR as a technology only serves to distract. Only traditional and hardly innovative methodologies can be mobilized in its use.
- Students feel bored and confused in AR.
- It cannot be used in every discipline.

4. CONCLUSIONS AND IMPLICATIONS

LACK OF TEACHER TRAINING AND IMPROVEMENT

SOLUTION
Teachers need to acquire technological knowledge, pedagogical knowledge and content knowledge.

FEW EDUCATIONAL EXPERIENCES AND LACK OF CONCEPTUAL FOUNDATION

SOLUTION
Associating them with the fact that this is a technology which can find support in the following learning approaches: constructivist; contextual; game-based; and research-based.

OBSTACLES NOT FOCUSED

THE STUDENT
The difficulty involved in using AR
- Its inefficiency as a didactic resource

IF ONE REALLY WANTS TO USE IT IN THE CLASSROOM, IT CAN BE USED

AR
Association with the fact that AR is a technology which can find support in the following learning approaches: constructivist; contextual; game-based; and research-based.