# A PROPOSAL FOR AN IMMERSIVE VIRTUAL REALITY COMPETENCIES FRAMEWORK FOR HISTORY TEACHERS: TOWARDS A SPECIALIZATION OF TPACK

Aránzazu García-Martínez
*University of Burgos*
Víctor Gómez-Muñiz
*Universidad de Vitoria Gasteiz EUNEIZ, SPAIN*
Elisa Serrano-Ausejo
*Umeå University*
Peter Mozelius
*University of Gävle, Mid Sweden University, SWEDEN*

**Abstract**
History education faces challenges engaging students due to its complexity, hindering understanding of key concepts like causality. Immersive virtual reality (iVR) is being broadly implemented in heritage institutions, with some history teachers beginning to explore its potential. However, insufficient technological-pedagogical knowledge complicates its implementation and the competencies needed for K-12 history teachers remain unexplored. Knowledge required to effectively implement iVR in history education is presented, aiming to discuss a model covering the various areas that should be developed for successful history education through iVR.