

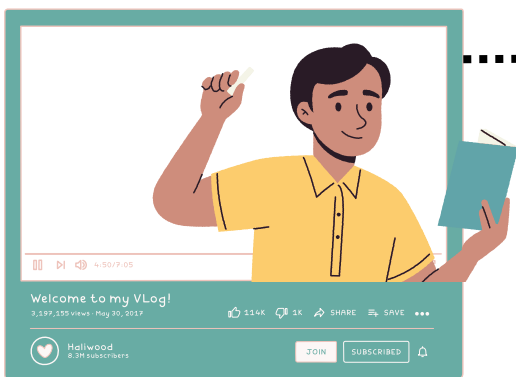
ANALYSIS OF STRESS, ATTENTION, INTEREST AND ENGAGEMENT IN FACE-TO-FACE AND ONLINE HIGHER EDUCATION: A NEUROTECHNOLOGICAL STUDY

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INTRODUCTION

In the field of education, there is a growing interest in technologies that support teaching and learning activities.



The key and innovative role of ICTs and communication is to **promote interaction among students** themselves and to reduce the distance between teacher and student.

METHODOLOGY

The objective of this article is to register and analyze, through the use of neurotechnology, the effect that relevant variables have on the learning process.

The neurotechnologies employed were galvanic skin response (GSR), electroencephalography (EEG) and eye tracking.

Valencia
(Spain)

n= 20
Master's students



CONCLUSIONS

The brain recordings of **students attending online classes show lower interest and attention, as well as lower emotional intensity, indicating that distance learning is less effective in terms of brain signals than in-person classroom teaching.**



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