Pedagogy enabled through technology: using augmented reality effectively through mobile devices in the ICT learning environment

Munoz, Juan Carlos; Cowling, Michael A.; Birt, James R.

Published: 01/02/2015

Document Version:
Publisher's PDF, also known as Version of record

Link to publication in Bond University research repository.

Recommended citation (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

For more information, or if you believe that this document breaches copyright, please contact the Bond University research repository coordinator.

Download date: 18 Aug 2020
Background

- New emerging devices and virtual environments offer exciting new opportunities for creating innovative learning communities for students.
- Interactive learning environments such as Augmented Reality (AR) are considered as a promising strategy for providing instructional content that allows the learner to engage actively in the learning process.
- Through virtual environments, learners can collaborate or work individually towards enhanced learning outcomes in a learning process activity (Wang et al., 2013).
- Giving permission to multitask using mobile computing devices in a controlled fashion could benefit students to improve learning outcomes, student performance, and motivation.

Problem

- The pedagogy of teaching computing presents particular challenges. For undergraduate students, great effort must be taken to engage them in the learning process, it can be too easy to fall into a dead end with repetitive lectures.

Objectives

- Investigating the effectiveness of using augmented reality (AR) mobile devices in ICT classrooms as an enabler of interactive learning, empowering students to use AR applications to improve active learning by using embedded learning materials.
- Providing a mechanism to encourage student engagement, learning interaction, participation and motivation towards learning performance.

Proposed Intervention

- System Analysis: Tutorial exercises provided to students embedded with and without an augmented reality component.
- Smartphone/Tablet application developed for augmented reality learning.
- App assists students through their learning process using alive textbooks/tutorials - AR embedded learning materials.
- App helps students develop an appropriate and flexible learning approach adapted to the student learning styles and competency.

Expected Results

- Overall student learning and engagement improvement and success compared to students using non AR embedded learning materials.
- Significant benefits in terms of pedagogical effectiveness and experiential and collaborative learning processes by using AR.

References