Augmented Reality: An Overview and Five Directions for AR in Education

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Abstract
Augmented Reality (AR) is an emerging form of experience in which the Real World (RW) is enhanced by computer-generated content tied to specific locations and/or activities. Over the last several years, AR applications have become portable and widely available on mobile devices. AR is becoming visible in our audio-visual media (e.g., news, entertainment, sports) and is beginning to enter other aspects of our lives (e.g., e-commerce, travel, marketing) in tangible and exciting ways. Facilitating ubiquitous learning, AR will give learners instant access to location-specific information compiled and provided by numerous sources (2008). Both the 2010 and 2011 Horizon Reports predict that AR will soon see widespread use on US college campuses. In preparation, this paper offers an overview of AR, examines recent AR developments, explores the impact of AR on society, and evaluates the implications of AR for learning and education.

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Why does education need for AR and VR technologies? Of course, the education industry is unlikely to be a field you think about when you hear something about mixed reality. Yes, education is not the first industry that moves towards all new technologies. But anyway it was supposed to face VR and AR eventually since these technologies can change every aspect of the educational process. In fact, there are many ways of VR/AR application in education. Therefore, many software development companies are creating augmented reality and virtual reality educational apps, Cleveroad also contributes to this process. The demand for such apps is growing, and you will see now why. What you should start with or why AR is a solution. Augmented Reality: An Overview and Five Directions for AR in Education. Journal of Educational Technology Development and Exchange, 4, 119-140. has been cited by the following article: TITLE: Production and Evaluation of Educational Material Using Augmented Reality for Teaching the Module of “Representation of the Information on Computers” in Junior High School. AUTHORS: Stefanos Giasiranis, Loizos Sofos. KEYWORDS: Augmented Reality, Flow, Interactive Learning Environments, Secondary Education. JOURNAL NAME: Creative Education, Vol.7 No.9, June 22, 2016. Augmented Reality (AR) is an emerging form of experience in which the Real World (RW) is enhanced by computer-generated content tied to specific locations and/or activities. Over the last several years, AR applications have become portable and widely available on mobile devices. It provides an overview of two Australian school education policy priorities: that of how to meaningfully include technologies into teaching and learning; and how to build innovation capabilities in students. Section 2 critically examines the education and economic policy contexts for digital education in Australia, their intersections with international economic priorities, and the role of commercial technologies markets in schools.