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Educators' Views on Augmented Reality in Education

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Augmented Reality (AR) integration in education is promising since it improves teaching and provides more engaging and appealing learning experiences. Educators might serve a catalytic role in the adoption of AR in education; thus, their viewpoints on AR in teaching and learning are essential. Billinghurst and Lee (2015) defined AR as a situation in which a real-world context is interactively overlaid with coherent location or context-sensitive virtual information. In this situation, AR may offer users with technology-mediated immersive experiences that combine the real and virtual worlds and enhance users' interactions and engagement.

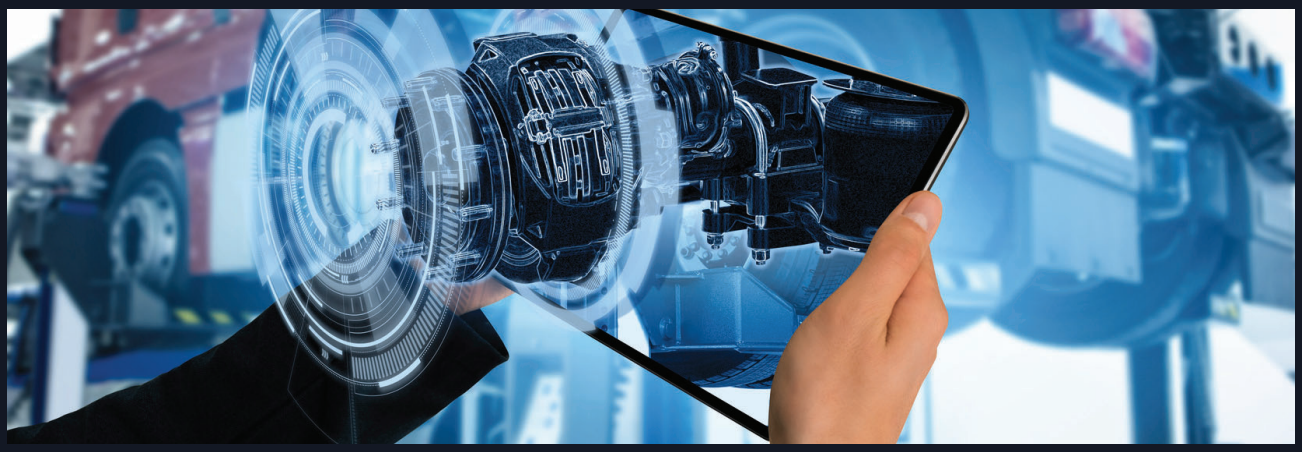
There are several roles and implications related to augmented reality that may be recognised in the context of education. This is not only creating a new learning method and present-day education trend, but it also plays a critical part in altering the traditional educational strategy that has been used. One of the advantages of using AR techniques for educational purposes is that it allows for the use of a tangible interface as a metaphor for object manipulation and supports smooth interaction between real and virtual situations. This is important because it can replace outdated approaches and textbook-based reading. On top of that, since it cannot be switched to technology right away, one should begin using a mixed strategy for both AR-based learning and textbook-based learning

This application is also useful for students' benefits and opportunities of integrating AR in education. For example, it can increase students' inclusiveness, and AR can be used to engage different types of users in the classroom. Besides, it could also facilitate students' understanding, exploration, and explanation of complex concepts. It could also bring something uncommon and unusual as well as not easily seen or explained by the students and also improve their understanding of the concepts that are difficult to see. For example, in terms of chemistry, medicine, and physics (Wu et al., 2018). However, if the same subject is conveyed using drawings, graphics, and animations, the entire 3-dimensional depiction of the same can help the learner understand the issue and clear the tiniest of concerns.

This application does not require any special tools or gadgets to function. It only takes apps and smartphones with an Internet connection. This decreases the expenditure that would otherwise be incurred. The cost of educational materials is also not taken into account in a virtual classroom setting because all required textbooks and materials, including assessments and workbooks, can be produced in an application that leverages this technology. There is also the security that the application-stored material cannot be damaged, stolen, or lost in this manner.

AR enables broad visualisation and object motion; it can reduce misconceptions caused by students' incapacity to visualise topics such as chemical bonds. AR also offers the advantage of allowing macro or micro visualisation of objects and concepts that are not visible to the human eye. AR demonstrates objects and concepts in various ways and from different viewing angles, allowing students to better understand the subjects. Students who have expressed an interest in implementing AR technology in their learning processes have also provided excellent feedback. These positive replies are significant because they demonstrate students' desire to actively participate in their academics using AR tools. (Rumjaun, 2017).

In a nutshell, it is not mistaken to argue that AR is playing an important role as we focus on broad concepts such as the digitalisation of education and almost everything else concerning education, eradicating the time distance gap, and the fact that one does not need to be physically present to learn anything is being reinforced by the simpler means of extended understanding and favourable approach from the students' end as well.



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