**Reading material**

**Augmented Reality in Primary Education**

**Useful resources for MARG**

* [Mobile Augmented Reality: the potential for education](https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042813X00357/1-s2.0-S1877042813038305/main.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEA4aCXVzLWVhc3QtMSJIMEYCIQDD9fe%2B7BZpRsWusXLEdiVzRUvuOnIS8j0TytvdnvH87gIhAIG5Jc73MsbN3aO1KNNOWXgW9EQmJHJ8aiBymsqHPuLIKrQDCHYQAxoMMDU5MDAzNTQ2ODY1IgzPqjrrME%2Bb3rDivDUqkQM3YiXk38GCfmlXFrwhM%2Fj%2Bo4Q7LEaOvB8dk%2BG3OmyEhCkX7umCxhRpPSNTrmoiMC0swS6NfC0bl2LQl8aPBmKQrn6c1Q%2BXw8zYbzGnr%2FpS%2Fp1CrZYXg3wc0F40V4huoktuaoJgY%2BvEYBy6WOsdqzeTq0sv3I%2Bh0X%2Fh76AXXxRpKGn6zgwcEecRucRSrLGezzeM%2FQn0fiWCkjmt2WjU6BTMc%2BR3QWRcjkbtISlROtje02fidT9vKjjmZ%2BopwqFdoZtAYV7PjEQHg%2FCOTIW4QN9%2FjjmOGYgMS0LH1x7s9HELAtUqn9fbcdQ7tAObrR5kfHoD7YbNTnxRmGdR4pETJ6vTBhi%2BgQOLwwwtWBntEeeqzJpfRMjTIAvkesZgAyupNo2P8k8BB7IaE3bnneA1e2w9ejmXrvlvqP2t2muM4PIKdwqrnp7xTBM0nKXP5RR7bMBpjC%2FT801zsgXeXcxwFzGqVMwTZWww7TBBlB6xpZh4JsDbwOEMlQN%2BW3z3xc%2F985nKnnVOdFJD9kYDwAvTO%2Fo5gDDVhfaDBjrqAcbYvcvtTqyTgSw6KcImhpNsf1dBAOBWlCPbebhlkfap3GpRm7tMKVgpbOPQ7XjZ8b4wHzJeVvnisM4kqXaGZi8Ci%2BtewSiii0aOGJu%2B50XW0%2BwTZfcvhKheBPc%2B23Y8NuG1GosEZvpymXZttcg7F3n2GnNdBZRT1cxTQvQaRCI0CEUHQz2CpXOI9JeT%2B12FsmIT3m0kC0LnvxxR4qnVGEte6cafms43j8JAy5RqD1oQB8tJn%2F6%2BU1%2F4nb5hd9xTy%2BaF7ydM3Bc1hYOX7E5tfa7cCA%2Fx5vZqvUYY6wXipHuWQ4HUPvodge%2BpPQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20210419T142715Z&X-Amz-SignedHeaders=host&X-Amz-Expires=300&X-Amz-Credential=ASIAQ3PHCVTYSWLZXI7C%2F20210419%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Signature=4bbca811368cb5ae906029991c43bcfbd2d1b66dfeacccbf676f475f8c64facd&hash=776c79ba836923ff9630857611eb730b290850329e2f5fe458c26b822b9c1171&host=68042c943591013ac2b2430a89b270f6af2c76d8dfd086a07176afe7c76c2c61&pii=S1877042813038305&tid=spdf-3b16e668-1c11-4a20-a515-bd56434343d2&sid=a23024b746bcf447d83a6fa54615836bd9c2gxrqb&type=client)
* [Augmented Versus Virtual Reality in Education: An Exploratory Study Examining Science Knowledge Retention When Using Augmented Reality/Virtual Reality Mobile Applications](https://www.liebertpub.com/doi/10.1089/cyber.2018.0150)
* [7 reasons why Augmented reality is the way forward](https://www.elearninglearning.com/augmented-reality/mobile-learning/?open-article-id=13048622&article-title=7-reasons-why-augmented-reality-is-the-way-forward&blog-domain=growthengineering.co.uk&blog-title=growth-engineering)
* [Mobile Augmented Reality for Learning](https://core.ac.uk/download/pdf/55537012.pdf)

# [Augmented Reality and Education: Benefits and a List of Best 2020 AR Apps](https://itechcraft.com/augmented-reality-and-education/)

# [Using Augmented Reality in the Classroom](https://www.educationcorner.com/augmented-reality-classroom-education.html)

**Good practices and case studies of Mobile Augmented Reality Games**

***EcoMOBILE* (Kamarainen et al., 2013)**

Kamarainen, A. M., Metcalf, S., Grotzer, T., Browne, A., Mazzuca, D., Tutwiler, M. S., & Dede, C. (2013). EcoMOBILE: Integrating augmented reality and probeware with environmental education field trips. *Computers & Education*, *68*, 545-556.

***Mad City Mystery* (Squire & Jan, 2007)**

Squire, K. D., & Jan, M. (2007). Mad City Mystery: Developing scientific argumentation skills with a place-based augmented reality game on handheld computers. *Journal of science education and technology*, *16*(1), 5-29.

***Environmental Detectives* (Klopfer & Squire, 2007)**

Klopfer, E., & Squire, K. (2008). Environmental Detectives—the development of an augmented reality platform for environmental simulations. *Educational technology research and development*, *56*(2), 203-228.

**Effects of an augmented reality-based educational game**

(Hwang et al., 2016)

file:///C:/Users/Factory/Downloads/Inpress-ILE-EffectsofAR-basedgameforreal-worldobservations.pdf

Hwang, G. J., Wu, P. H., Chen, C. C., & Tu, N. T. (2016). Effects of an augmented reality-based educational game on students' learning achievements and attitudes in real-world observations. *Interactive Learning Environments*, *24*(8), 1895-1906.

**Relations between student motivation, immersion and learning outcomes in location-based augmented reality settings (Georgiou & Kyza, 2018)**

Georgiou, Y., & Kyza, E. A. (2018). Relations between student motivation, immersion and learning outcomes in location-based augmented reality settings. *Computers in Human Behavior*, *89*, 173-181.

**Amon Planet (Hodhod, 2014)**

<https://www.researchgate.net/profile/Rania-Hodhod/publication/272173960_Adaptive_Augmented_Reality_Serious_Game_to_Foster_Problem_Solving_Skills/links/54dde1b20cf22a26721d1a80/Adaptive-Augmented-Reality-Serious-Game-to-Foster-Problem-Solving-Skills.pdf>

Hodhod, R. (2014). Adaptive augmented reality serious game to foster problem solving skills.

**Augmented reality in educational activities for children with disabilities (Lin et al., 2016)**

Lin, C. Y., Chai, H. C., Wang, J. Y., Chen, C. J., Liu, Y. H., Chen, C. W., ... & Huang, Y. M. (2016). Augmented reality in educational activities for children with disabilities. *Displays*, *42*, 51-54.

**Luostarinmäki Adventure (Viinikkala et al. 2014)**

Viinikkala, L., Heimo, O. I., Korkalainen, T., Mäkilä, T., Helle, S., Pönni, V., & Lehtonen, T. (2014). The Luostarinmäki adventure–an augmented reality game in an open-air museum. *Engaging SpacES*, *231*.

<https://d1wqtxts1xzle7.cloudfront.net/36436443/NODEM_2014_Proceedings.pdf?1422525172=&response-content-disposition=inline%3B+filename%3DConference_Proceedings_Chapter_Lanz_Fra.pdf&Expires=1618579676&Signature=JcCoJNp~XEccVgoWqTLeQCbsIBlwIgw7Gl5VNBXzNBUtadjl7cPfZUJiDZjHk8iDaO11bLeolkRFzZKuTOnL8u7l5ZsHAMEZ28kd2GupdDAaQZt6yhZJzDQOimUcEEhiP0G~v-SShaxkHxlvOvxCem3cCkROZ6BhPZy-cj19K62ZpGIeU5sUNO8yFaXdMbETHO8-IarS03bkQBSbONMnE7xOWRR51Za-ESls6EOI9xA5NZj6WuibKsCzsZ21FtyQSkZKIfkLBwTRoVxt9LSGujmI7erghlJ0dIENw-Lft6NCT~rAPqGYMuJ2Eu2Zp8vWy~1-nvEjhlAbutXHIPiaYA__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA#page=231>

**REENACT (Blanco-Fernandez et al.,2014)**

Blanco-Fernández, Y., López-Nores, M., Pazos-Arias, J. J., Gil-Solla, A., Ramos-Cabrer, M., & García-Duque, J. (2014). REENACT: A step forward in immersive learning about Human History by augmented reality, role playing and social networking. *Expert Systems with Applications*, *41*(10), 4811-4828.

**Learning English with Augmented reality (Hsu, 2017)**

Hsu, T. C. (2017). Learning English with augmented reality: Do learning styles matter?. *Computers & Education*, *106*, 137-149.