International Conference KNOWLEDGE-BASED ORGANIZATION
Vol. XXVI No 3 2025

ENHANCING THE LEARNING EXPERIENCE THROUGH AUGMENTED REALITY: PRACTICAL APPLICATIONS AND SUCCESS STORIES

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Abstract: *Augmented Reality (AR) is changing the education landscape by providing learner-centered immersive, and interactive experiences that are more than 'learn by doing'. This paper discusses the practical applications of AR in education and analyzes real-world examples that highlight the effective enhancement of student learning. AR overlaps digital content into the physical environment, allowing learners to visualize complex concepts and interact with digital 3D models to deepen understanding. The study considers many subject areas, as the author's research supports, such as science, history, medicine, and engineering, where AR has shown high potential for interactive simulations and conceptual understanding. The case studies focus on higher education institutions that report increased student engagement, motivation, and retention as a result of using AR resources. While challenges like high costs associated with implementation and teacher training exist, the educational power of AR continues to evolve with more access to technology. The literature review found that when AR technologies are used purposefully, they enhance the educational experience and help prepare learners to live in a future marked by continuous technological change. This paper adds to the conversations surrounding educational innovations and supports using AR technology as a strategic option for teaching and learning in contemporary times.*

Keywords: **Augmented Reality (AR), Educational Technology, Student Engagement, Inclusive Education, Learning Outcomes**

1. Introduction

In recent years, educational technology has undergone rapid advancement, driven by the increasing commitment of educators and institutions to enhance the learning experience through innovative approaches. Among these, augmented reality (AR) has emerged as a promising tool for transforming educational environments into interactive spaces where digital content seamlessly integrates with the physical world.

Despite the growing body of evidence supporting the potential benefits of augmented reality (AR) in education, significant questions remain regarding its actual impact on student learning and engagement across diverse educational contexts. While existing studies suggest that AR can foster interactive, immersive, and student-centered learning experiences, the extent and consistency of these effects, as well as the specific mechanisms through which AR enhances learning outcomes, are still underexplored. In light of these considerations, the present study seeks to

DOI: 10.2478/kbo-2025-0097

address the following research question:

- How does the integration of augmented reality technologies in educational settings enhance student engagement, motivation, and learning outcomes across various disciplines?

This research question aims to clarify not only the educational value of AR, but also to identify the factors that contribute to its effectiveness, thus providing a foundation for best practices in the implementation of AR in contemporary classrooms.

This paper adopts a narrative review approach, synthesizing findings from recent scholarly literature, international case studies, and practical reports related to the implementation and impact of augmented reality (AR) in education. The methodology was designed to provide a comprehensive overview of how AR technologies have been applied across various educational settings, as well as to identify both measurable outcomes and challenges associated with their integration. Relevant literature was identified using major academic databases such as Web of Science, Scopus, IEEE Xplore, and SpringerLink. Keywords including "augmented reality", "education", "learning", "teaching", "classroom", "students", "higher education", "gamification", "interactive learning", "student engagement", "experiential learning", "learning outcomes", "academic achievement", "STEAM", "technology integration", "mobile learning" were used to locate peer-reviewed articles, systematic reviews, and empirical studies published between 2020 and 2025. Preference was given to studies presenting quantitative or qualitative results, comparative analyses, or longitudinal data.

International peer-reviewed articles were selected to illustrate the diversity of AR applications and their impact in different educational contexts, including primary, secondary, vocational, and higher education. Case studies were included if they reported measurable educational outcomes, such as improvements in student engagement, motivation, academic performance, or inclusivity.

1.1 Understanding Augmented Reality (AR) in Education

Augmented Reality (AR) is an emerging technology that overlays computer-generated elements such as images, text, sounds, and animations onto real-world environments, creating a blended interactive experience. AR is available because of hardware like smartphones, tablets, and AR headsets with AR apps. The core idea of AR is to provide blended or augmented learning, where the digital content interweaves with the physical world. In education, AR can help transform traditional lessons into meaningful, interactive lessons through visual and auditory supplementary content, changing some abstract or complex subject areas to more accessible concepts. An example would be if students are learning about the solar system, they could interact with a 3D model of the planets in their classroom without leaving their desk space - the model would visualize and allow the students to talk about a theory (parallax, solar orbit, or mapping), all in real time [1,2,3]. The visualization of theorized concepts is valuable with AR.

Education is a sector that has quickly adopted augmented reality (AR) applications partly because of an existing and exploding desire for learning that is much more engaging and student-centered. AR is different from reading a book or attending a lecture; it gives students agency, and the more a student is encouraged to engage and interact with the content through interactions, movement, and exploration, the more they are likely to feel intrigued and retain information. AR applications can be built for various levels of education and content areas. Thus, their application possibilities and AR content are endless throughout a curriculum. Teachers and educators have developed AR applications that immerse learners in experiences aligned with curriculum goals. These can include interactive science experiments, virtual tours, or visits to historical locations, each carefully tailored to curriculum objectives. AR has become increasingly mainstream and affordable, leading to a greater openness among educational institutions at both K-12 and postsecondary levels. This trend reflects a growing interest among educators in adopting innovative technologies that support more dynamic and effective pedagogical practices [1,2,3].

1.2 The Need for Enhanced Learning in the 21st Century

In the 21st century, the global education landscape is being transformed rapidly, heavily influenced by technology and globalization, and the evolving needs of society. Students today must master many skills that extend beyond the traditional education model, which often prioritizes rote learning over conceptual understanding. Skills such as critical thinking, digital literacy, problem-solving, and collaboration require educational systems to move beyond traditional textbook learning. Conventional modes of teaching often leave students disengaged and unenthusiastic about learning. Unlike the modern learner engaged with interactive digital content outside of classroom experiences, schools need to find ways to adapt to the modern learner and provide a similar level of stimulation and engagement in the classroom. Because of these expectations, new and innovative tools such as AR have been gaining interest within educational spaces and are being offered for implementation to provide a new interactive possibility for learning and developing critical skills [3.4].

Augmented reality (AR) meets the need for better learning by facilitating active, experiential, and personalized learning. AR prepares learners to learn better by going beyond static lessons into visual experiences [19,24]. The basic goal of AR is to help learners build a deeper understanding of content while appealing to the three types of learning styles—visual, auditory, and kinesthetic. For instance, a biology student learns how to dissect a frog using a virtual version instead of a real frog, and understands the process and the ethics of such a thoughtful, realistic alternative. In addition to feedback and practice that are part of hands-on learning, AR supports individual learning by cultivating practical skills with self-guided learning habits. Additionally, AR can level the playing field for students who struggle with traditional means, helping them explore alternative ways to understand immersive, social, and exciting content. In addition to academic content, AR can expand learners' technological fluency and adaptability in a landscape of change [4,5].

1.3 Contributions of the Study

This paper provides the following significant contributions to the field of educational technology and instructional design:

- Provides a thorough overview of how Augmented Reality (AR) is utilized across various educational contexts, including science, history, medicine, and engineering.
- Documents real-world case studies depicting actual success in applying AR to enhance student engagement, motivation, and academic achievement.
- Provides a reputable pedagogical basis for implementing AR about academic theories such as constructivism and experiential learning in classrooms.
- Promotes inclusive education because AR embodies varied learning styles, and benefits students with learning disabilities by presenting knowledge in an interactive, multisensory manner.
- Identifies many challenges for adopting AR, including cost, inadequate teacher training, and limited infrastructure in educational settings.
- Provides implications and future direction in designing and implementing AR to improve education, informs

educators, policymakers, technology developers, and designers.

- Contributes to the ongoing academic conversation related to prospective changes in education due to digital transformation and how emergent technology will influence the development of contemporary learning environments.

1.4 Structure of the Paper

This paper is organized into five sections: Introduction, Theoretical Framework and Background, Practical Applications, Case Studies and Success Stories, and Challenges with Future Directions. Each section supports the preceding paragraph to build a complete view of AR in education.

2. Theoretical Framework and Background

Augmented Reality (AR) is a technology that builds a real-world environment by adding computer-generated content, including images, sounds, videos, or other interactive data, on top of the user's view in real time. In contrast to Virtual Reality (VR), which replaces the real world with a simulation, AR adds digital layers while the user remains connected to the real world. AR consists of a display device (e.g., a smartphone or AR headset), a processor, sensors, and cameras to sense the physical environment, and a software platform to generate and manage its virtual content. Together, these components allow users to engage and interact with an inseparable hybrid of physical and virtual input at the same time [4,5,6].

Augmented reality (AR) has its roots in the early research in computer graphics and computer vision of the late 20th century. The term "augmented reality" was used in the 1990s, mainly focused on industrial or military settings. These circumstances were manageable since mobile capabilities did not exist, and AR did not enter commercial or research practices before the technology became more affordable. AR's early entrance was documented in education through enhancing standards, textbooks with 3D content, or mimicking virtual demonstrations. The use of AR has progressed and developed in education over the last decade alongside the emergence of interactive apps, educational games (e.g., Minecraft), virtual simulations, and experiences to create AR within the classroom and as emerging trends in digital learning practices [4,5,6].

AR in education is well supported through various educational theories. Constructivist theory has recognized students as active agents engaged in experiential, hands-on learning, a key component of AR design. Experiential learning theory has distinguished and emphasized the importance of students learning through experience and reflection (i.e., as per AR, the experiential concepts). The constructivist and experiential learning theory divisors indicate that students can construct knowledge more significantly and productively based on personal significance when engaging in meaningful tasks, mainly through AR.

The educational significance of AR is due to its capacity to convert abstract concepts into something more tangible, to increase engagement, and to help students personalize their learning paths. AR naturally supports real-time visualizations, allows for collaborative experiences, and provides contextual meaning for learners, which can all promote meaningful learning and help students remember in the long term [6]. In sum, AR is more than a technology to be played with; in many ways, AR represents a paradigm shift in education that is consistent with how we need to teach and assess learners today.

3. Practical Applications of AR in Education

Augmented Reality (AR) has established powerful possibilities for context-specific teaching within all disciplines. Moving to science education, AR allows students to systematically refine their abstract representation of biological systems, chemical reactions, and physical systems through three-dimensional space. For example, applications like Anatomy 4D enable learners to see their body's anatomy, layer by layer. Similarly, AR impacts physics classes where forces, motion, and electricity can be modeled. In social studies and history classes, AR allows students to see historical artifacts or engage in historical events [6,7,8,9]. Likewise, AR is practiced in the medical arena through virtual surgery simulations in which students can recall content while practicing with anatomy. Engineering and architectural students benefit from visualizing structural, building, or design prototypes in AR applications either alone or collaboratively, before commencing construction.

Many AR tools and platforms are used in today's classrooms to bring these experiences to life. Learners can experience AR resources in various ways, such as Microsoft HoloLens, which provides a mixed-reality environment where they can naturally interact with 3D content in real-time. Another example is the MERGE Cube, a handheld cube that operates with a smartphone, so that students can hold and explore a digital object from every viewpoint [7,8]. There are also mobile app options like Quiver, Google Expeditions, and AR Flashcards that are viable options for schools working within limited financial means and school contexts. Each AR platform will have an audience through different levels and subject areas with great adaptability.

AR not only enriches student engagement but also enhances interaction and understanding. By allowing students to manipulate virtual models and receive real-time feedback, AR sets the stage for active learning, which inherently supports curiosity, exploration, and problem-solving instead of passive listening. AR is so engaging that, oftentimes, it feels we are learning through gaming, fostering motivation and sparking engagement, especially in young learners. Compared to traditional modes of teaching - reading textbooks, explaining lessons on a chalkboard, etc., AR creates a much more interactive and personal instructional experience. Typically, traditional tools lack real-time visualizations and interactivity, making it difficult for students to comprehend complex content. Whereas AR emphasizes new ways to experience a lesson rather than retain information, the limitations of lessons governed by textbooks do not promote critical thinking or high-level learning anyway [8,9]. Thus, AR has the potential to shift lessons from a less than engaging static form to a very engaging and sharing immersive experience, such as experiences, which will promote critical thinking and create better learning outcomes.

4. Case Studies and Success Stories

4.1 International Examples of Successful AR Integration

Augmented Reality has been effectively applied in education internationally. Case Western Reserve University and the Cleveland Clinic integrated Microsoft HoloLens into their medical education program in the United States. AR allowed students to examine anatomical structures in three dimensions without using cadavers and provided them the ability to improve their spatial understanding of anatomy [8,9,10]. In Finland, the University of Helsinki created AR applications for science teaching, allowing students to virtually conduct experiments and simulate laboratory situations without using physical objects [9]. These initiatives not only improved the education experience but also enabled institutions to save costs on materials and provide greater flexibility about how they instruct students.

The Ministry of Education adopted AR applications in Singapore as part of the Future Schools initiative. Educators utilized AR applications to visualize better and understand complex math and science topics, which positively increased students' engagement in the classroom and their understanding of the topic [10,11]. Educators in the United Kingdom utilized AR in history lessons at multiple schools; students could explore historical sites and examine historical objects, reconstructed using AR and examined through AR-connected headsets or mobile devices [11]. Each of those initiatives seeks to reconcile what students learn in theory with how ideas and concepts connect to the real world, making abstract concepts more relatable for students.

China has undertaken essential and significant tasks regarding the use of AR in STEM education. Some schools are using an AR-based platform called MetaAR to teach geometry, chemistry, and biology, and students can manipulate real-life 3-dimensional models of both molecules and geometric shapes [10,11,12]. In South Korea, the government has spent money on AR tools for language learning, with young primary school students learning English. The AR tools incorporate real-time pronunciation feedback and interactive vocabulary games, which have led to better motivation levels and knowledge retention according to a report [11,12]. AR has also been used in Australia for vocational education and training (VET). Students can use AR to practice technical procedures within subject matter areas like automotive repair and construction safety. Therefore, they can practice with less risk to themselves and less cost [12].

Brazil has been using AR in remote rural schools in Latin America to address teacher supply issues and access to learning opportunities. Students can access mobile apps to engage with concepts in science through an interactive simulation, even if there is limited infrastructure [12,13]. Similarly, in South Africa, AR has provided support for environmental education by allowing students to experience an ecosystem or wildlife habitat digitally, which would otherwise be unavailable because of the limitations of field trips created by costly structures that have systematically underfunded many schools [12,13,14]. From a global perspective, these examples of how AR is being used show that it is not limited to technologically advanced regions; rather, it is a flexible resource adaptable to a wide range of educational settings and socioeconomic contexts.

4.2 Measurable Outcomes of AR-Based Learning

The use of AR for educational purposes has shown improvement in academic performance in various subjects and levels of education. A controlled study at Case Western Reserve University showed that the medical students using AR headsets in learning anatomy had better spatial reasoning tests and longer retention of anatomical knowledge than their peers taught with traditional cadaver-based learning [13]. Similar findings occurred in related studies in Taiwan, where primary school science students using AR science applications performed better on standardized tests than students taught more traditionally [14]. The opportunity to see and interact with complex content in 3D seems to improve understanding and long-term memory retention.

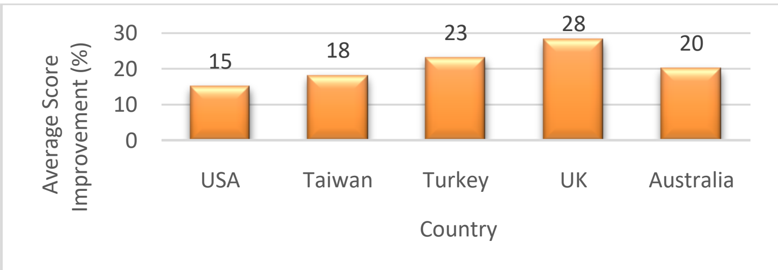

Figure 1: Improvement in Test Scores After AR Integration

From the data we have reviewed for Figure 1, the improvements in test results based on the application of AR were significant, with the UK level of improvement being at 28%. This provides strong evidence that the immersive and interactive enhancements that AR embodies can improve student understanding and retention in traditional and educational contexts around the globe.

Another positive feature of learning through AR technologies is the promotion of greater student motivation and engagement in the classroom. In Singapore, students concluded two modules of learning activities, which incorporated AR (for maths and science challenges), and self-reported greater levels of interest and willingness to engage in group work [15,16]. Teachers reported that the interactive component of AR created curiosity and less distraction in the classroom. In Turkey, AR was integrated into the physics provided to high school students; One study provided evidence of increased test scores, and overall improvement of test scores by 23%, along with a significant increase in students recording their satisfaction with the educational experience [16]. Such evidence suggests that AR technology has the potential to impact student experience and engagement with the learning material simultaneously, whilst continuing to make the association between the curriculum material being studied and their experiences in the real world.

Besides academic achievements, AR positively contributes to cognitive and soft skills development. An Australian research project in vocational education examined the impacts of AR-modified training modules on learners' capability to make decisions, demonstrated efficacious spatial awareness, and objectively and efficiently executed tasks in different fields such as electrical engineering and machine operation [16,17]. The simulations of AR provided low-risk, repeatedly practiced competency and confidence before students entered a real-world environment. In China, math instruction utilizing AR helped students to improve their problem sets with math and to lessen anxiety due to a level of abstraction associated with math [17].

AR also promotes knowledge retention over time. A longitudinal study in the UK followed students to recall historical content six weeks after they used AR to interact with virtual museum exhibits. The AR group recalled nearly 80% of the content, while the textbook-based group was about 52% [17,18]. This strengthens the notion that learning with multi-sensory, environmental, and immersive learning can increase memory information encoding. When students engage with the learning material on different engagement levels—visual, auditory, or kinesthetic- they are more likely to remember and apply what they learned. These examples represent the overwhelming technologies demonstrating AR as much more than a 'gimmick' with demonstrated educational outcomes.

4.3 AR and Inclusive Education

Augmented Reality (AR) has enormous potential to facilitate inclusive education by accommodating many learning styles and abilities due to its visual, interactive, multi-sensory characteristics; it can incorporate many students who otherwise struggle with traditional educational practice. AR reveals potential for different kinds of learners: visual learners can interact with 3D models and animations; auditory learners can interact with spoken instructions and sound feedback; and kinesthetic learners interact with content through manipulation and movement. In Spain, a study focused on students with educational difficulties found that using AR made a marked difference in engagement and understanding, as students could engage with content on their own time and in their way [18].

AR has the potential to support and enhance engagement for students experiencing disabilities, notably for children with autism. In Spain, a case study where teachers utilized AR applications to improve social and communication skills for children with autism utilized AR applications to provide visual prompts and structured interaction, to help mitigate confusion and anxiety often associated with traditional classroom practice [18,19]. The controlled environment of AR allowed students to practice the actions and scenarios predictably, and students could focus better and engage more in groups.

Language learners are yet another group that benefited from classic AR-enhanced instruction. AR and AR resources were piloted before the pandemic with elementary students in South Korea learning English as a second language. Students were exposed to AR applications to create interactive vocabulary games that required lesson-related input and provided real-time pronunciation status. Teachers indicated increased student motivation and vocabulary retention, while the intervention prompted higher accuracy in pronunciation [18]. By delivering immersive environments and opportunities for learners to interact with language in context, AR supports the removal of obstacles inherent in rote memorization and textbook exercises—for example, to perform an identification of objects labeled through AR, or interact with fictional characters in a story simulation.

Furthermore, AR can also support ways to fill the digital divide in marginalized or harsh regions. In Brazil, AR-enabled mobile applications provide new access to science content or carry out experiments that could not happen previously because of limited resources. Typically, AR resources are designed to operate offline on low-cost mobile devices in low or limited infrastructure conditions, which also means they have a higher level of access. Initiatives like these offer direct evidence showing how AR can support equity in learning opportunities while creating more equitable educational systems that consider limitations of geographic or socioeconomic factors.

4.4 Feedback from Educators and Students

Overall, teachers have received positive affirmation for using augmented reality (AR) in education. Many educators indicated that AR helps lessen the complexities found with the students in question, as it makes lessons more engaging. Generally, in Finland, science teachers in an AR-based pilot program gave positive reviews of AR-enhanced lessons, stating engagement was enhanced to foster student curiosity and active discussions within the classroom [18]. Educators pointed out how they had transitioned from deliverers of information to facilitators of learning by using AR to explore and discover together. Still, they wanted to receive adequate training and support to use AR for better alignment with curricular tasks.

Teachers also indicate that AR aids differentiated instruction, especially with inclusive classes. For example, educators in Singapore using the AR apps/systems in mathematics classes observed students struggling with abstract topics, which often resulted in less engagement and motivation, improve significantly when it was displayed in the real world, as when students we able to visualize an abstract concept, like geometry, with 3D representations [18]. AR enables instructors to address students' varying needs with instructional quality. Other AR users in Singapore mentioned that they had the time and effort to roll AR into the lesson planning, especially in schools that were not necessarily well stocked with technology [18,19].

Students overwhelmingly view AR as an enjoyable and exciting way to learn. Studies in the UK and Taiwan indicate that students view AR lessons as more enjoyable and memorable than learning in more typical ways [19]. Students enjoy the fact that they can directly interact with content and generally feel that teaching subjects such as science is enhanced by the fact that they can conduct virtual experiments or assess complex systems in detail. In a student survey conducted in Turkey, more than 85% of respondents stated that AR in the classroom enhanced their comprehension and understanding of topics studied in class. AR made them want to take a more active role in lessons. This points to increased student understanding, confidence, and enjoyment in the taught subject.

In the student comments collected, some limitations were identified. Technical difficulties, lack of access to AR-compatible devices, and short battery life disrupted the learning experience, reducing the effectiveness of AR tools used in the study. Some students claimed increased frustration from too much digital information or an inability to focus when too much interactive media was presented simultaneously [19]. These comments reveal the need and importance of careful instructional design when using AR, and providing support to help students ensure that they can keep pace with, or appreciate the advancement of, their learning goals, without distraction.

5. Challenges, Future Directions, and Conclusion

5.1 Current Barriers to Adoption

Augmented reality (AR) as part of learning is not straightforward. Perhaps some of the most serious barriers that exist revolve around money. The costs of obtaining a variety of AR-compatible hardware (such as tablets, smartphones, or head-mounted displays) and software licenses are not costs that all learning institutions have the funding available to absorb. This is more true for educational institutions in developing regions, poorly funded institutions, or less wealthy communities. Moreover, even if an academic institution has a basic level of AR-compatible hardware, the additional financial barrier exists in needing AR-specific content that commercial vendors most commonly develop. These economic realities can severely restrict equitable access to AR-enhanced learning opportunities and widen the gap between well-resourced and poorly-resourced education institutions.

Another significant barrier is the lack of appropriate training and technical assistance for teachers. Most teachers have not received any training in AR technology, and few have been formally trained in how to design an AR experience into lessons. Educators who do not know how to use the technology are less likely to incorporate it into their lessons since they are worried about how the issues might arise. Interruptions to the learning will be a bigger concern. There are also challenges to inadequate technology infrastructure, such as poor connectivity, old devices, and a lack of technical support. These obstacles to using AR technology slow the rate of AR adoption. They can lead to inappropriate application of AR technology, especially if installed without training and technology support.

5.2 Emerging Trends and Future Possibilities

Despite the abovementioned obstacles, there is much to be optimistic about regarding the future of AR in education. Technological development continuously pushes operational expenses down and thus many educational institutions can look at AR in the future, with an inexpensive entry point likely developing from AR glasses that have mobile phones or cloud services for processing, and improved speed with real-time experiences as 5G and mobile processing improve, which will also help lessen the number of barriers associated with operational costs in heavy use cases as heavy hardware is not required.

AR is still AR, but future applications will also likely be more intelligent and personalized with the increase of Artificial Intelligence (AI), where content could be shaped in real-time based on a student's progress, learning style, and engagement level. As evidence-based learning opportunities continue to grow in hybrid learning environments, AR also provides another opportunity to support students during remote and enriching learning experiences. For example, transitioning students from the middle of a typical learning day to a home-based virtual field trip or lab simulation continues the educational journey during disruption. AR is unlikely to remain a stand-alone learning opportunity as it matures and becomes more widespread. AR will blur the boundaries of time and place, and be part of the educational experience, rather than simply an educational tool.

5.3 Recommendations for Educators and Policymakers

Concrete plans can help educators and administrators maximize the potential of AR in education. The most crucial step is to create and offer a comprehensive teacher training program, which should include private professional development opportunities. Part of this training involves teachers learning to use AR tools and, more importantly, integrating them into lessons and units aligned with curriculum expectations. Teachers will not use anything new unless they feel confident in their competence. So, offering in-depth support, including hands-on workshops, peer-to-peer support, and support resources, is essential.

Secondly, school district decision-makers and leaders must be willing to fund the new infrastructure and resources needed to adopt AR, including potentially AR-enabled devices and additional Wi-Fi coverage, and produce all locally produced, curriculum-specific AR content. Engaging in partnerships with technology companies to co-produce some of the AR will assist in alleviating some of the financial burden to schools, while ensuring the relevance of the tools they develop and use in the classroom. There will also need to be policies to guide the ethical, equitable, and data-safe use of AR in schools. All of this will not only address existing barriers but will also position the education system towards technological growth in the future.

5.4 Summary and Closing Reflections

In conclusion, the AR experience provides considerable pedagogical value in interaction, understanding, and the ability to focus on varying ways of learning. Case studies and making real-life simulations around the world have shown how positively AR can affect academic achievement, student engagement, and motivation to learn. Although there will always be positives, we should also be cautious of cost barriers, professional development/training, and infrastructural considerations in sustaining that positive. Addressing limitations will be collaborative between teachers, educational technologists, and education policymakers.

Moving forward, there will be opportunities for AR in education. The expansion of artificial intelligence, network connectivity, and user-focused design will also make AR tools more efficient and available to master our use of AR in education. AR can be used in a thoughtful, adequate, and equitable way of learning. In that case, we can readily create an educational experience that bypasses the current 2D ways of imagination in learning about 3D. AR technology will allow for a higher degree of student engagement through more interactive, immersive, and equitable learning experiences. As technology becomes more omnipresent for learning and teaching, AR is not just an enhancement but a transformational learning tool that is a foundational step in preparing learners to contend with the uncertainties of their future.

Acknowledgements

I sincerely extend my heartfelt gratitude to everyone who participated in the research. I would especially like to acknowledge the educators, researchers, and institutions that inspired much of my research on Augmented Reality in education.

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