



iBeAR

**Intro to Beginning
Augmented Reality**

for Learning and Education

Topics in iBeAR



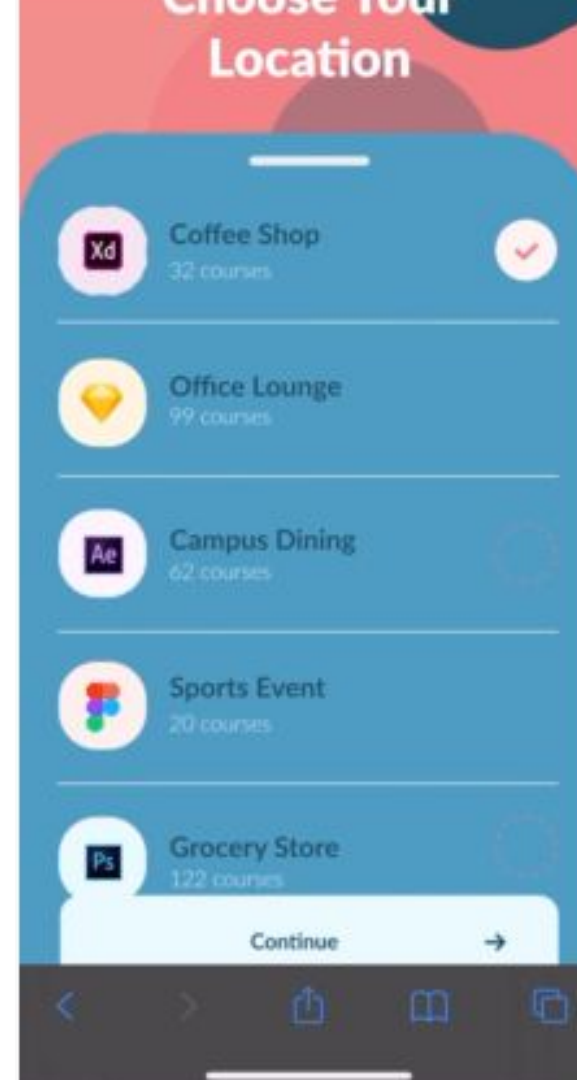
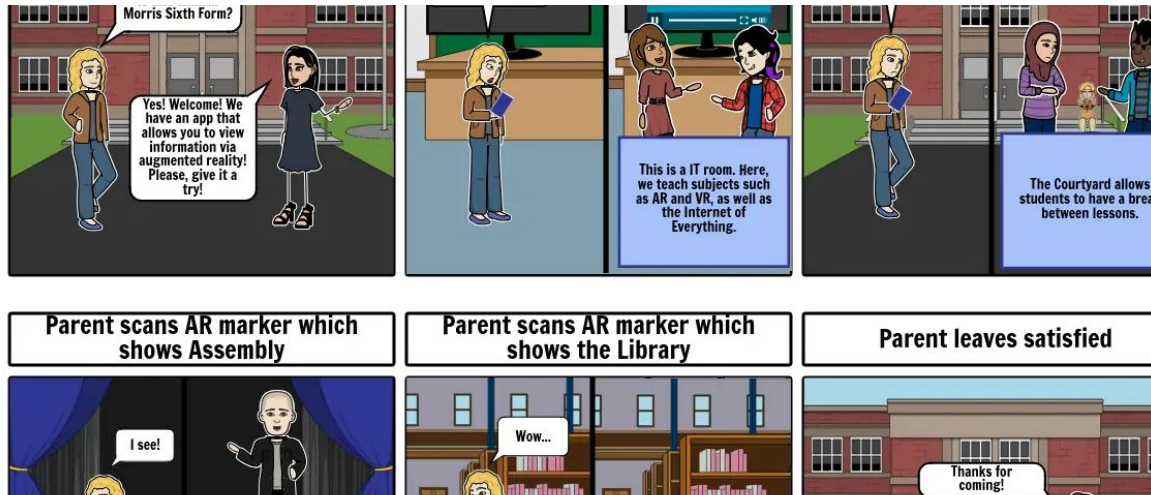
Topics in iBeAR

- Evaluating



Topics in iBeAR

- Designing



Topics in iBeAR

- Adopting

Enter Here



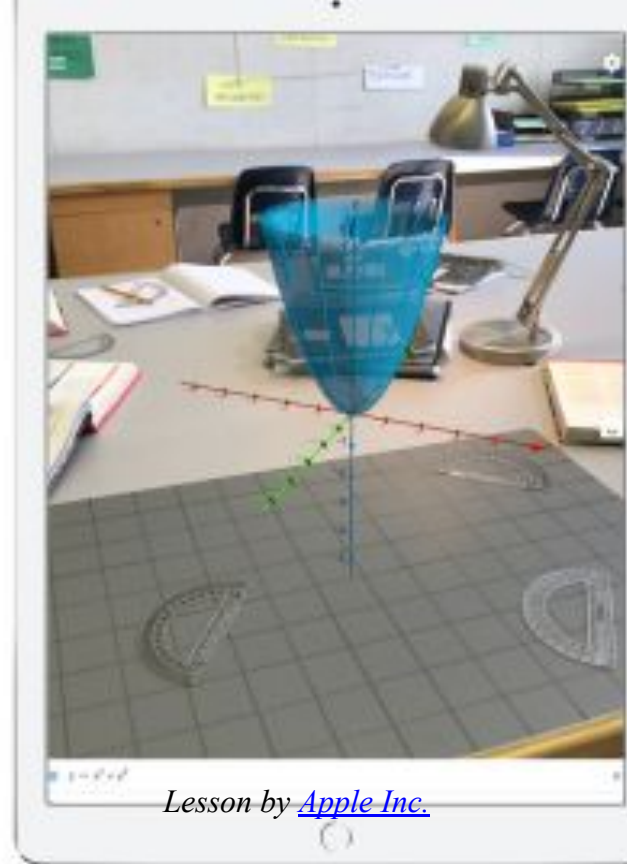
ed Reality

Topics in iBeAR

nces for students to help them visualize math in the
eality lets students explore math by walking around
n better visualize math in the world around them and
rstanding.

eality app

- Incorporating



Lesson by [Apple Inc.](#)



Topics in iBeAR

- Conceptualizing

Remote Learners



Intended

Learner
Teachers

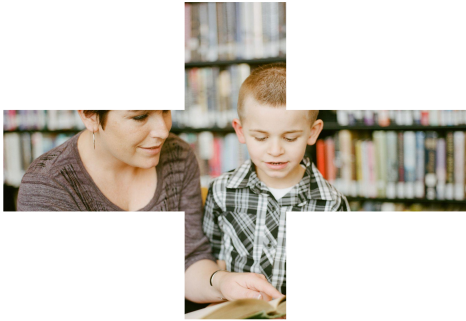


Photo by Adam Winger on Unsplash

Customer
Schools, Systems,
Individuals

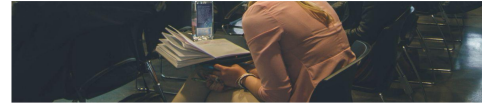


Photo by NeONBRAND on Unsplash



Objectives and Outcomes

- Discuss augmented reality.
 - Understand embodied design.
 - Engage different types of AR platforms and technologies.
 - Design and build interdisciplinary lesson in AR.
 - Explore using AR in the classroom.
- Analyze AR technologies.
 - Use AR to unpack standards.
 - Apply AR technology to produce activities.
 - Give and receive effective peer review.
 - Produce reflections on the use of AR in education.



Instruction

Introduction 6E: Unpacking Standards With AR

Normalization of Social Constructs

The introduction of educational standards is not new. In fact, standardizing tasks is at the heart of learning through activity, the same way apprentices have done for millennia. We learn from each other. That happens. Standardizing that interaction is intended as a guide for those who are learning as much as teaching. It intends to help, not hinder, yet continues to be construed as a hindrance to meaningful learning.

What if AR could begin to help us connect with meaningful applications of artificial bits of intelligence and human computing?

In this lesson, we will begin to explore standards as a learning scientist might, attempting to understand ways to innovate our relationship to identify and quantify what affects teaching and learning. Then, using a collection of AR explorations compiled by the class, students will learn ways to disassemble the standards as a scaffold and reassemble them to promote interdisciplinary learning designs.



◀ Previous

Next ▶



Activity

Collaboration 4B: Best Practices for Emerging Technologies

[Start Assignment](#)

Due Aug 10 by 11:59pm Points 10 Submitting a text entry box, a website url, a media recording, or a file upload



Leading Through Support

For this activity, the class will again split into groups to create a **storyboard** describing an activity using AR. First, attempt to imagine and describe a story of either an optimal or failed deployment. Then "review" or respond to two other recordings with questions, insights, or connections.

This introductory discussion will support a deeper personal analysis of learning goals, help us get to know one another, and hopefully spark ideas for the class. Please remember to be kind, constructive, open, and forthright.

Use [Small Group Discussions](#) to maintain a consistent channel of communication for your collective.

Deadlines:

- Your assignment is due by midnight the day before next week's meeting opens.
- The "review" is due by midnight the day after the meeting opens.



Activity

Lab 5B: Explore The Merge Cube

Start Assignment

Due Aug 17 by 11:59pm Points 5 Submitting a text entry box, a website url, a media recording, or a file upload



Intuitive Play

Each student will create several different objects to be displayed on the Merge Cube.

You may download a [printable pdf](#) ↓ instead of purchasing one, which improves accessibility to AR for all students.

Deadlines:

- Your assignment is due by midnight the day before the next lesson opens.

Labs			
Criteria	Ratings		Pts
Laboratory Opportunity for students to interact, experiment, and iterate with AR technologies intuitively	5 pts Full Marks The student submitted an	0 pts No Marks The student did not submit an	5 pts



Activity

This assignment does not count toward the final grade.

Journal 6E: AR and Standards

Due Aug 24 by 11:59pm Points 1

How to Adapt Standards as Scaffolds



For this assignment, please submit an entry to your [Student Journal](#) reflecting on the use of technology in your classroom.

Each week students will create an entry in a private and personal "discussion" that will not be reviewed or critiqued and is meant to scaffold a final reflection due before the last module.

Prompts

- What do standards represent to you?
- Describe what AR provides that helps to unpack standards?
- What insights did you gain through your group and lab work?



Activity

Task 14A: Final Reflection

[Start Assignment](#)

Due Oct 27 by 11:59pm **Points** 10 **Submitting** a text entry box, a website url, a media recording, or a file upload

Writing on your Process of Learning

For this task, each student will write a **document** describing the knowledge they explored in this course. This paper can be written as either informal and reflective or academic and formal. The paper must be 5-7 pages in length, single-spaced, times new roman 12-inch font, with one-inch margins. The paper must also include at least two texts from the readings. If writing an academic paper, it must conform to APA rules. If it is a reflective paper, then parentheticals are all that is needed. Each group member must then "review" or respond to any two other student papers with questions, insights, or connections.

Possible Topics

- What is an effective learning activity?
- Choose a text to unpack and analyze and critique the argument based on your experience in this course.
- How does context impact what is taught to whom and how?

Deadlines:

- Your assignment is due the night before next week's meeting time.
- The "review" is due by midnight the day after the meeting opens.



Activity

Project 14A: Evaluate Learner Testing Results

[Start Assignment](#)

Due Oct 19 by 11:59pm **Points** 20 **Submitting** a text entry box, a website url, a media recording, or a file upload

Deliberate Intuition

Students will take the feedback given to them by their small group and seek to understand it by making refinements to their project.

Deadlines:

Final projects need to be submitted to the iBeAR [virtual classroom](#) by midnight the day before the last lesson opens.

Final Project Submission					
Criteria	Ratings				Pts
Participation The student displays a willingness to engage in the assignment.	20 pts Accountable Submitted work according to specifications.	12 pts Competent Submitted work to most specifications.	8 pts Distracted Submitted work that does not address the feedback.	0 pts Not Engaged Did not submit work.	20 pts
					Total Points: 20



Presentation

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Bennett T. Dansby '21

