

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IX Digital literacy and language teaching

Chairs: Fabio Nascimbeni, Universidad Internacional de la Rioja (UNIR) and Jeroen Clemens, Windesheim University for Applied Sciences, Netherland

Tuesday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 26

LITERACY CHANGES LIVES.

Augmented reality in the content areas

Presenters:

Tara Wilson, USA

Kara Rosenblatt, USA

Ann Marie Smith, USA

Abstract:

Augmented reality (AR) is a scan-able technology that allows students to engage with the world around them and can enhance an individual’s perceptions and experiences. AR involves the use of a trigger image (a still picture) to access an overlay (an attached video or the content) on your channel (a digital repository accessible by others). Essentially, AR makes static material come alive by blending computer-generated images and layering them onto the real world.

This presentation will demonstrate methods for using AR with students in third – twelfth grades to improve reading comprehension and enjoyment. Not all students have access to technology outside of school; however, teachers can provide spaces for students to creatively interpret literature through video and other technology (Bruce, 2009). One way to combine AR and literacy is to have students create book reviews.

The presenters will discuss projects and the benefits of these projects for engaging students in literacy learning. Presenters will also discuss methods of using AR to improve students’ comprehension in content areas. Using marker-based AR technology, students are provided with a view of the vocabulary word and overlaid digital information and can learn the definitions and locations of science-related vocabulary words. After selecting the initial target vocabulary and corresponding target image, teachers should create a short video for each term. Elements of the videos should include a title slide of the term, a video with audio of the definition being read aloud, an image (identical to the marker image), a 3D video simulation that shows the location of the term, and the presentation of the image.

This method of presenting information is helpful for students who need additional supports as well as second-language learners because the information is presented through spoken text, pictures, and video designed to teach the meaning and location of the term.

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References:

Black, R. & Steinkuehler, C (2009). Literacy in virtual worlds. . In L. Christenbury, R. Bomer, & P. Smagroinsky (Eds.). *Handbook of Adolescent Literacy Research* (pp. 271-286). New York: The Guilford Press.

Bruce, D. (2009). Reading and writing video: Media literacy and adolescents. In L. Christenbury, R. Bomer, & P. Smagroinsky (Eds.). *Handbook of Adolescent Literacy Research* (pp. 287-303). New York: The Guilford Press.