# N-PEAR NEWSLETTER

Compendium of Best practices in Educational AR, Pedagogical Strategy for AR and Peer Learning, TPM in Riga

Editorial

The second newsletter of the n-Pear project will briefly describe second and third project results, as well the progress and next steps. It is a project located in the international field in partnership with six institutions with different capacities and values, which will allow a multidisciplinary approach and a European scope. The project it's supported by the international program ERASMUS + under the name "Cooperation partnerships in higher education-KA220-HED" of the European Union. The partnership formed by the six entities is led by EIA - Atlântica Universidade from Portugal, Biedriba Eurofortis from Latvia, Clictic and PrimerFrame from Spain, Unity Evropaiko Kollegio Ellada from greece and STEPP from Italy.
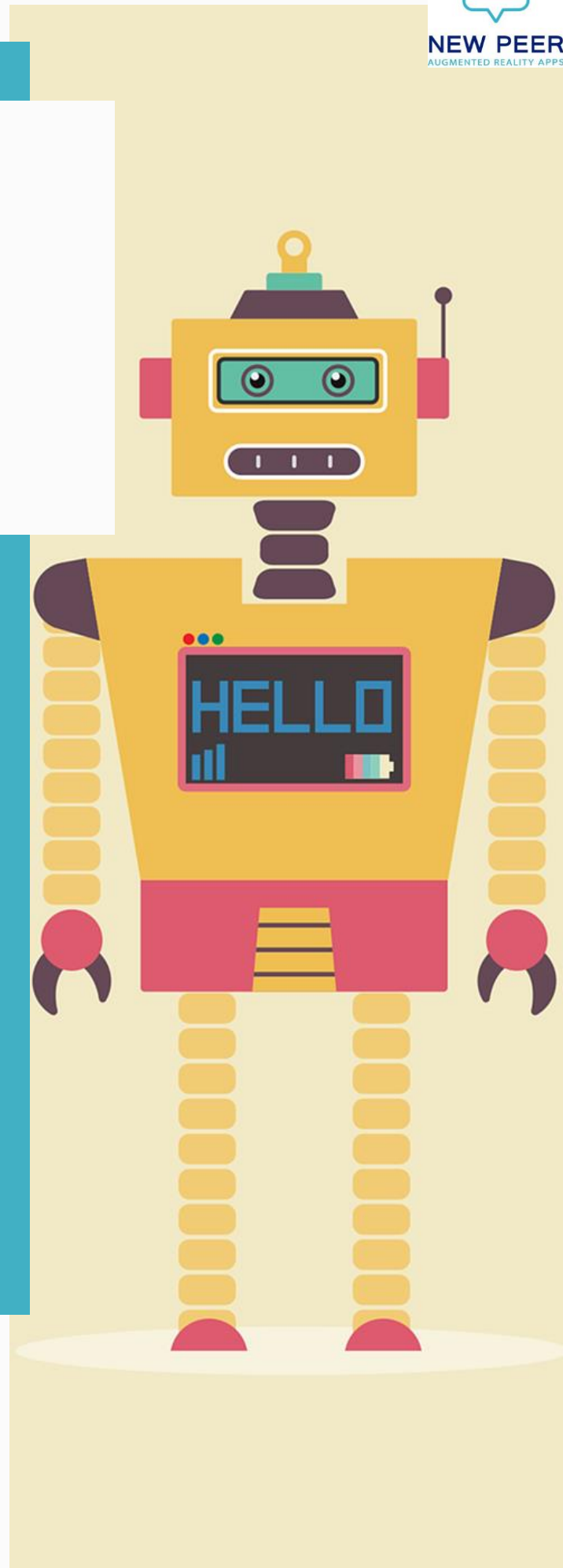
N-Pear project brings educational augmented reality to high education

The second result of N-PEAR project is a Compendium of Best practices in Educational AR, which is linked with the first objective of the project:

Map the educational use of AR in physical education, focusing on collaborative and peer learning approaches.

The consortium has been mapping the existing research results and available applications, supplementing these results and validating them in case studies following the research methodology of Informed Grounded Theory. The focus on peer learning and collaborative learning approach is within the inclusive education framework, as defined by the United Nations – taking into account personal requirements and preferences.

After this mapping, the consortium developed the questionnaires to carry out the case studies and develop the Compendium of Best practices.
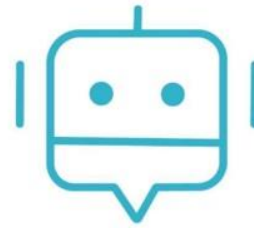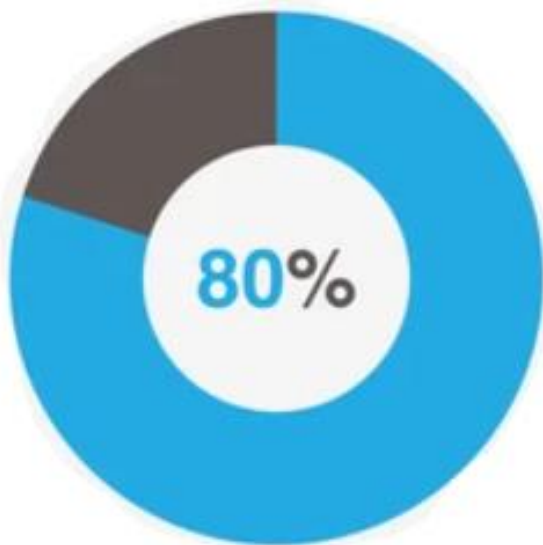
NEW PEER
AUGMENTED REALITY APPS

COMPENDIUM OF BEST PRACTICES IN EDUCATIONAL AR

80%

Up to now, the use of augmented reality focused in education and the peer mentoring methodology have been tested with a total of 53 students in Greece.

The figures from the questionnaires revealed highly satisfactory results in all questions (more than 80% of the answers were positive, except for one question where the results showed around 60% of positive answer against a 40% of neutral responses).

With these results, we can confirm that students show a great interest in education AR as a way of having more practical lessons where they can learn by their own and apply the peer to peer methodology. This way of learning is also more attractive since they can apply the theoretical content in a more dynamic way.

Pedagogical Strategy for AR and Peer Learning

Imagine a classroom where students are fully engaged, motivated, and excited to learn. Thanks to the N-Pear project partnership, this is becoming a reality through the use of Augmented Reality (AR). AR has the potential to revolutionize education by enhancing learner engagement and improving learning outcomes. To make the most of this powerful tool, teachers and trainers need to adapt to their students' needs and incorporate AR into their pedagogical strategies.

One effective approach to AR-based education is peer learning, which can improve student achievement, develop social skills, and increase student engagement. To support educators in using AR effectively, the Educational AR Competence framework has been created.

It includes five components:

1 Technological literacy

2 Peer mentorship

3 Communication and collaboration

4 Playful and experiential learning

5 Active involvement and responsibility

The framework leverages the potential benefits of AR, such as providing an authentic learning environment, enhancing collaboration, fostering creativity and imagination, and promoting personalized and targeted learning experiences. It also considers the characteristics and challenges of the Alpha generation, who are growing up in a digital environment and have a different approach to learning.

Moreover, the Educational AR Competence Assessment Tool has been developed to further help educators. This self-assessment tool allows educators to identify their strengths and weaknesses in digital skills. The questionnaire covers a range of skills, including the ability to use AR tools effectively, communicate and collaborate with students, engage in peer mentorship, facilitate experiential learning, and encourage active involvement and responsibility among students.

We believe that these resources will help educators incorporate AR into their classrooms effectively and help students reach their full potential

¡TPM in Riga!

The next TPM will occur in Florence and the partner from Italy will be our host.

At the end of the year 2022, the whole N-Pear team met in Riga, Latvia, to discuss the implementation of the project. The team had very fruitful discussion and a chance to discuss the current and future project results and next steps!

Next steps...

Project is going ahead and our experts are working on the development of the Project Results

🔵 One of those is our MOOC platform for students and educators.

🔵 This platform will provide them with unlimited participation and open access via web.

Stay tuned!
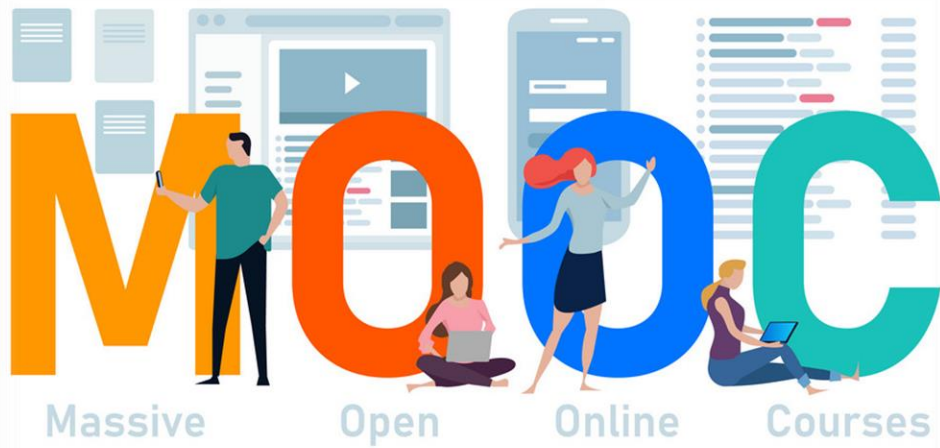
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