

# AUGMENTED REALITY

— AND —

# VIRTUAL REALITY

## IN SPECIAL EDUCATION

*Edited by*

V. Ajantha Devi, Williamjeet Singh, Yogesh Kumar



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# Augmented Reality and Virtual Reality in Special Education

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# **Augmented Reality and Virtual Reality in Special Education**

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**V. Ajantha Devi**  
**Williamjeet Singh**  
and  
**Yogesh Kumar**



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# Contents

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<b>Preface</b>	<b>xiii</b>
<b>1 Digital Learning Environments—Constructing Augmented and Virtual Reality in Educational Applications</b>	<b>1</b>
<i>Kapil Mehta and Chamkaur Singh</i>	
1.1 Introduction	2
1.1.1 Organization of the Chapter	4
1.1.2 Multimedia Principles	5
1.1.2.1 Study One: Spatial Contiguity Principle	5
1.1.2.2 Study Two: Coherence Principle	6
1.2 Materials and Methods—Interaction between AR and VR	7
1.2.1 Immersion, Presence, and Embodiment	10
1.2.2 Interaction Methods	11
1.3 AR and VR Adaptability for Education	14
1.3.1 CoSpaces	16
1.3.2 Interior and Exterior Design	16
1.4 Constructing Framework of the ARLE System	18
1.4.1 Analysis	18
1.4.2 Design	19
1.4.3 Development	19
1.5 Digital Learning Environment Analysis in the Context of AR and VR	21
1.5.1 Physical Learning Environment	22
1.5.2 Psychological Learning Environment	22
1.5.3 Social Learning Environment	22
1.6 General Discussion and Future Aspects	23
References	28

<b>2</b>	<b>Role of AR and VR Technology in Transforming Education Ecology</b>	<b>33</b>
	<i>Gagandeep Kaur, Harpreet Kaur, Sonia Goyal, Veerpal Kaur and Prabhleen Kaur</i>	
2.1	Introduction	34
2.2	Related Works	36
2.2.1	Bibliometric Analysis	48
2.2.1.1	Search Key	48
2.2.1.2	Dataset Analysis	48
2.3	Source Analysis	49
2.3.1	Most Relevant Sources	49
2.3.2	Source Growth	49
2.4	Author Analysis	50
2.4.1	Corresponding Author's Country	50
2.4.2	Most Relevant Words	50
2.4.3	Wordcloud	52
2.4.4	Tree Map	53
2.4.5	Trend Topics	54
2.4.6	Thematic Map	54
2.4.7	Thematic Evolution	55
2.5	Strengths and Limitations of AR/VR in Education	56
2.5.1	Limitations of AR/VR Technology in the Education System	57
2.6	Conclusion	57
	References	58
<b>3</b>	<b>Enhancing Social Skills Development Through Augmented Reality (AR) and Virtual Reality (VR) in Special Education</b>	<b>65</b>
	<i>Ajantha Devi Vairamani</i>	
3.1	Introduction	66
3.2	Theoretical Frameworks for Social Skills Development	67
3.3	Using AR for Social Skills Training	69
3.4	VR Simulations for Social Skills Development	70
3.5	Building Empathy and Perspective-Taking Through AR and VR	72
3.6	Virtual Social Interactions and Communication Training	73
3.7	Collaborative VR Environments for Social Skills Development	75
3.8	Assessing Social Skills Development in AR and VR Environments	76
3.9	Best Practices and Strategies for Implementing AR and VR in Social Skills Training	78



3.10	Real-World Examples of AR and VR Implementations in Social Skills Development: Case Studies	80
3.11	Potential Advancements and Future Research Directions for AR and VR in Social Skills Development	81
3.12	Conclusion	83
	References	83
<b>4</b>	<b>Immersive Learning's Promise: The Educational Potential of Augmented and Virtual Reality</b>	<b>91</b>
	<i>Priya Trivedi</i>	
4.1	Introduction	91
4.2	The Impact of AR/VR on Education	92
4.3	Literature Survey	93
4.4	Some Uses of AR/VR in K-12 Education	94
4.5	Higher Education and AR/VR	94
4.6	AR/VR for Administrators and Educators	95
4.7	AR/VR Technologies: Current Applications in Education	95
4.7.1	K-12 Education: Increasing Opportunities and Improving Classroom Experiences	95
4.7.2	Curricula and Resource Collections for Immersive Learning	95
4.7.3	Special Education	96
4.7.4	Medical Education	96
4.7.5	Humanities, the Arts, and Other Academic Fields	97
4.7.6	Soft Skills and Career Development	97
4.7.7	Specialized Training and Technical Education	97
4.8	Teacher Preparation: Setting Up Teachers for Success	97
4.9	Invest in Health, Security, and Efficacy Research	97
4.10	Challenges Lie in Implementing VR in a Learning Environment	99
4.11	Policymakers and Recommendations	99
4.12	Conclusion	100
	References	100
<b>5</b>	<b>Influence of Augmented Reality and Virtual Reality in Special Education in India</b>	<b>103</b>
	<i>Ravichandran K.</i>	
	List of Symbols and Abbreviations	104
5.1	Introduction	104
5.1.1	Increased Usage of AR and VR in Education	104
5.1.2	The Significance of AR and VR in Special Education	104

5.1.3	Defining Special Education	105
5.1.4	Overview of Special Education as a Concept	105
5.1.5	Types of Disabilities Requiring Special Education Services	105
5.1.6	Significance of Personalized Learning Plans for Children with Disabilities	106
5.2	Review of Literature	106
5.2.1	Use Cases for AR in Special Education	106
5.2.2	Use Cases for VR in Special Education	106
5.2.3	VR Supports College Students with ASD during Social–Emotional Development	107
5.3	Methodology	107
5.4	Results	108
5.4.1	Demographics	108
5.4.2	ANOVA Test	109
5.4.3	One-Sample Kolmogorov–Smirnov Test	111
5.5	Discussion	113
5.6	Findings	114
5.6.1	ANOVA Findings	114
5.6.2	One-Sample Kolmogorov–Smirnov Test Findings	115
5.7	Conclusion	115
	Acknowledgments	116
	Conflict of Interest Statement	116
	References	116
<b>6</b>	<b>Exploring the Untapped Potential of the Metaverse in Special Education: A Comprehensive Analysis of Applications and AI Integration</b>	<b>121</b>
	<i>K. B. Priya Iyer and Ajantha Devi Vairamani</i>	
6.1	Introduction	122
6.2	Pillars of the Metaverse	124
6.3	Importance of Special Education in the Metaverse	125
6.4	Inclusion of the Metaverse in Special Education	127
6.5	Benefits of Metaverse in Special Education	129
6.5.1	Helps Visually Impaired Kids with Sensory Enhancement	129
6.5.2	Reenacts Social Communication for Kids with Autism	129
6.5.3	Uses Visual Imagery to Teach Hearing- and Speech-Impaired Students	129
6.5.4	Makes Learning Accessible to Everyone	129
6.6	Metaverse vs. Conventional Learning	130

6.7	Accessibility Features in the Metaverse	131
6.8	Risks of Metaverse in Special Education	132
6.9	AI Integration in the Metaverse for Special Education	132
6.10	Challenges and Considerations	134
6.11	Future Directions and Potential Impact	135
6.12	Conclusion	136
	References	137
<b>7</b>	<b>Fostering and Integrating Augmented Reality/Virtual Reality Experiences for Learners with Autism Spectrum Disorders (ASDs)</b>	<b>141</b>
	<i>Usha Nandhini R. and P. Senthamizh Pavai</i>	
	List of Abbreviations	142
7.1	Introduction	142
7.2	Augmented Reality (AR) in Learning	143
	7.2.1 Status of AR from the Beginning to the Present	144
	7.2.2 Learning with AR in Special Education	144
	7.2.3 How Does AR Support Special Education?	145
	7.2.4 Benefits of AR	146
	7.2.5 Issues with AR	147
7.3	VR in Learning	147
	7.3.1 Status of VR from the Beginning to the Present	148
	7.3.2 Learning with VR in Special Education	148
	7.3.3 What is the Impact of Integrating VR Technology into Special Education?	149
	7.3.3.1 Non-Immersive	149
	7.3.3.2 Semi-Immersive	150
	7.3.3.3 Fully Immersive	150
	7.3.4 Benefits of VR in Special Education	150
	7.3.5 Issues with VR	150
7.4	Variance between AR and VR	151
7.5	AR/VR Enhancement in Children with Autism	152
7.6	The Plan and Expansion of an AR/VR Application for Children with ASD	153
7.7	Setup Requirements for AR/VR	154
7.8	Suggestions to Address Technical Problems Encountered in AR/VR Applications	155
7.9	Experimental Implementation for Autistic Children Based on Research Articles	155
	7.9.1 Experiment 1: Virtual Public Speaking	155
	7.9.2 Experiment 2: Stimming—Repetitive Behaviors	156

7.10	Challenges and Solutions	156
7.11	Discussion	157
7.12	Conclusion	158
	Acknowledgments	159
	Conflict of Interest Statement	159
	References	159
<b>8</b>	<b>Impact of AR/VR in the Learning Process of Children with Dyslexia</b>	<b>161</b>
	<i>C. V. Suresh Babu and Vinutha S.</i>	
8.1	Introduction	162
8.2	Background of the Study	165
	8.2.1 Statement of the Problem	167
8.3	Medical Background	168
	8.3.1 Significance of the Study	169
	8.3.2 Suitable Alternative	171
	8.3.2.1 Text-to-Speech Feature	172
	8.3.2.2 Audiobooks	172
8.4	Research Aim, Objectives, and Hypothesis	172
	8.4.1 Research on Dyslexia Bars	172
	8.4.2 Research Questions	174
	8.4.2.1 How Can Sound Therapy be Beneficial?	174
	8.4.2.2 What Benefits does AR Offer?	174
	8.4.2.3 What is the Situation of the Healthcare AR and VR Market Right Now?	176
	8.4.2.4 Despite Its Many Drawbacks, Is VR Still Worthwhile?	176
	8.4.3 Hypothesis on AR/VR	176
	8.4.4 Objectives of the Solution	177
	8.4.5 Delimitations of the Study	178
	8.4.6 Limitations of Using AR/VR	179
8.5	Proposed Methodology	182
	8.5.1 Implementation of AR/VR for Dyslexia Bars	183
	8.5.2 Comparisons	185
8.6	Conclusion	186
	References	187
<b>9</b>	<b>Immersive Experience in the Education of Special Kids Using the Metaverse Platform</b>	<b>189</b>
	<i>Magesh Kasthuri</i>	
9.1	Introduction	189

9.2	Technologies Used in Special Education	190
9.2.1	Artificial Intelligence	190
9.2.2	Virtual Reality	191
9.2.3	Augmented Reality	191
9.2.4	Robotics	192
9.2.5	Gamification Using Gadgets	193
9.2.6	Metaverse Platforms	193
9.3	Component View of the Metaverse in Special Education	194
9.4	System Architecture of Metaverse in Special Education	197
9.5	Recent Studies on Trends in Special Education	199
9.6	Why Use Metaverse in Special Education?	200
9.7	Challenges of the Metaverse in Special Education	202
9.8	Future Potential of the Metaverse in Special Education	204
9.9	Conclusion	205
	Acknowledgments	206
	Conflict of Interest Statement	206
	References	206
<b>10</b>	<b>Privacy and Security Concerns with Augmented Reality/Virtual Reality: A Systematic Review</b>	<b>209</b>
	<i>Sukhpreet Kaur, Saumya Rajvanshi and Gurleen Kaur</i>	
	List of Abbreviations	210
10.1	Introduction	210
10.2	Augmented Reality/Virtual Reality	211
10.2.1	Benefits of AR	212
10.2.1.1	Higher Attention	212
10.2.1.2	Student Engagement and Interest	212
10.2.1.3	Learning Environment	212
10.2.1.4	Indulging the Content	213
10.2.1.5	Collaboration	213
10.2.1.6	Memory	213
10.2.1.7	Sensory Development	213
10.2.1.8	Cost-Effectiveness	213
10.2.2	Classroom Examples of AR	214
10.2.2.1	Math	214
10.2.2.2	Chemistry and Biology	214
10.2.2.3	History	214
10.2.2.4	Coding	214
10.2.2.5	Educational AR Apps	215
10.2.2.6	Human Anatomy Atlas	215
10.2.2.7	Holo-Human	215

10.2.2.8	VR Frog Dissection	215
10.2.2.9	GeoGebra AR	215
10.2.2.10	Expeditions	215
10.2.2.11	Exoplanet	216
10.2.2.12	Star Walk	216
10.2.2.13	Touch Surgery	216
10.2.2.14	4-D Interactive Anatomy	216
10.2.2.15	Visible Body	216
10.2.2.16	Plantale	216
10.2.2.17	Boulevard AR	216
10.2.2.18	3DBear	217
10.3	Virtual Reality	217
10.3.1	Virtual Reality in Real World	217
10.3.2	Advantages	218
10.3.3	Disadvantages	219
10.4	Algorithms of AR Used in Education	219
10.4.1	Variance Inflation Factor (VIF)	219
10.4.2	The Hum-AR Library	219
10.4.3	SketchAR	220
10.4.4	Virtual Reality-Collaborating Classroom Grounded on Deep Learning Algorithm	220
10.4.5	Security Risks for AR	220
10.4.5.1	Cybersecurity Risks in AR	221
10.4.5.2	Attacks on AR Browsers	222
10.5	Reported Works	222
10.5.1	Comparative Analysis	224
10.6	Conclusion	228
	Acknowledgement	228
	Conflict of Interest Statement	228
	References	228

<b>Index</b>	<b>233</b>
--------------	------------

## Preface

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In recent years, emerging technologies have been making significant strides in revolutionizing various aspects of education. Among these transformative innovations, augmented reality (AR) and virtual reality (VR) have emerged as game-changers in the realm of special education. The potential of these immersive technologies to enhance learning experiences for students with diverse learning needs and disabilities is both promising and inspiring.

The book *Augmented Reality and Virtual Reality in Special Education* is a comprehensive exploration of how AR and VR are reshaping the landscape of special education, creating new opportunities for personalized learning, inclusivity, and engagement. This book brings together experts, researchers, and educators from diverse fields to shed light on the latest developments, best practices, and cutting-edge applications of AR and VR in special education.

The book *Augmented Reality and Virtual Reality in Special Education* aims to empower educators, researchers, policymakers, and stakeholders in the field of special education to harness the full potential of AR and VR technologies. It aspires to inspire the reader with real-life success stories, research-driven insights, and evidence-based practices that demonstrate how these immersive technologies can lead to a more inclusive, engaging, and transformative educational experience for students with diverse learning needs and disabilities.

Chapter 1: “Digital Learning Environments: Constructing Augmented and Virtual Reality in Educational Applications” discusses the current shift in education towards utilizing digital media, particularly AR and VR, to create realistic and immersive learning environments. The chapter explores the theoretical foundations and benefits of augmented reality-based learning environment (ARLE) experiences in science and mathematics. It also highlights the role of VR in addressing educational applications and the potential of AR and VR to improve remote learning in higher education.

Chapter 2: “Role of AR and VR Technology in Transforming Education” examines the rapid advancement of artificial intelligence and its implications for various fields, including education. The chapter emphasizes the role of AR and VR in enhancing access to education, engaging students, and optimizing learning outcomes. It also discusses the potential of AR and VR to improve teaching methods and reform the educational system.

Chapter 3: “Enhancing Social Skills Development Through Augmented Reality (AR) and Virtual Reality (VR) in Special Education” focuses on the use of AR and VR technologies to address social skills development in individuals with special needs. The chapter presents theoretical frameworks and techniques for incorporating AR and VR in social skills training. Real-world examples and case studies demonstrate the effectiveness of AR and VR in fostering social engagement and self-confidence in individuals with autism spectrum disorder and communication challenges.

Chapter 4: “Immersive Learning’s Promise: The Educational Potential of Augmented and Virtual Reality” delves into the transformative potential of AR and VR in education. The chapter discusses the growing interest in AR and VR adoption worldwide and their impact on learners with disabilities or special needs. It explores how immersive technologies, such as virtual classrooms and simulations, can enhance learning experiences, student participation, creativity, and information retention.

Chapter 5: “Influence of Augmented Reality and Virtual Reality in Special Education in India” specifically examines the benefits of using VR and AR technologies for the treatment of autism in India. The chapter explores how VR can simulate everyday situations for early training scenarios tailored to the needs of children with autism. It also highlights the role of AR in enhancing message delivery and creating inclusive digital campuses in India.

Chapter 6: “Exploring the Untapped Potential of the Metaverse in Special Education: A Comprehensive Analysis of Applications, and AI Integration” introduces the concept of the metaverse and its potential applications in education. The chapter discusses the functions of AI in the metaverse and its possibilities for special education. It also explores various applications of the metaverse, from virtual classrooms to group problem-solving and experiential learning.

Chapter 7: “Fostering and Integrating Augmented Reality/Virtual Reality Experience for Learners with Autism Spectrum Disorders (ASD)” emphasizes the importance of integrating AR and VR technologies in the educational system for children with autism. The chapter discusses the challenges and responsibilities in creating high-quality AR/VR educational content tailored to the needs of these learners.



Chapter 8: “Impact of AR/VR in the Learning Process for Children Affected by Dyslexia” addresses the use of AR and VR technologies to support education for children with dyslexia and other learning difficulties. The chapter discusses the benefits and challenges of implementing AR and VR in teaching and learning, particularly in improving student engagement and learning outcomes.

Chapter 9: “Immersive Experience in the Education of Special Kids Using the Metaverse Platform” explores the use of the metaverse platform to create an immersive learning experience for children with special needs. The chapter highlights how machine learning can be used to customize the experience and accelerate the education of special kids through digital transformation.

Chapter 10: “Privacy and Security Concerns with Augmented Reality/Virtual Reality: A Systematic Review” focuses on the security risks and threats associated with AR and VR devices in educational contexts. The chapter discusses various techniques to mitigate these risks and provides a comparative analysis of reported works in this area.

In conclusion, this book presents a comprehensive examination of the applications, benefits, challenges, and potential of AR and VR in various educational contexts, with a particular focus on learners with special needs. It covers a wide range of topics, including theoretical frameworks, real-world examples, and considerations for privacy and security. The chapters collectively demonstrate the transformative role that AR and VR technologies can play in shaping the future of education.



# Digital Learning Environments— Constructing Augmented and Virtual Reality in Educational Applications

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## ***Abstract***

The current pattern shifts in education, which require students to study real-life scenarios and solve realistic problems utilizing digital media, have created a major challenge. Digital learning environments have transformed the way educational instructions are invented. Such learning atmospheres have evolved to meet various presentation styles, sensory modalities, and reality, with augmented reality (AR) being among the newest innovations where all parts of three dimensions can be brought together. As emerging technologies have grown in popularity, words like virtual reality (VR), AR, and mixed reality (MR) have become commonplace. Virtual reality is a hands-on, integrated learning tool that has a unique role to play in addressing educational applications. The major objective of this work is to design AR-based learning, which is thought to be in the field of science and mathematics in the learning environment, and to provide theoretical foundations for comprehending the benefits and restrictions of AR-based learning environments (ARLE) experiences. The proposed study demonstrates how information from multiple disciplines can be combined with VR to improve remote learning in higher education. In the framework of future technologies, we also discuss internal and external learning environments. The virtual scenario is part of the internal learning environment, whereas the circumstance in the room around the player is part of the external learning environment—the authentic learning experience before, during, and after gameplay. To offer a theoretical basis for future educational backgrounds for VR and AR, we investigate features and communications

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crucial to learning use in educational applications, as well as many learning theories. Several VR/AR learning instances are investigated, as well as analyzed, and various promising areas for additional study are suggested, including a stronger emphasis on convenience, the interaction between real-world and imaginary environments, and recommendations for efficient learning system foundations.

**Keywords:** Augmented reality, virtual reality, mixed reality, education, augmented reality-based learning environment, higher education, remote learning

### 1.1 Introduction

In the era of technology and 4th industrial developments, educators think it is important to introduce new learning ideas and shift attitudes to spur creativity across the board. Promoting a curriculum that is driven by problem-solving, exploration, and experiential learning will change education from a normal teacher-centric classroom to a child-centered one. Numerous concepts have emerged in response to the rise of smartphones and other digital devices, together with the most recent advances. Virtual reality (VR), which enables users to incorporate themselves in an environment created by a computer, is one such idea. The definitions of VR, augmented reality (AR), and mixed reality (MR) have entered common discourse, thanks to the rising technology sector. In essence, VR submerges users in an entirely digitized environment, AR superimposes virtual objects in the fixed world, and MR combines virtual elements into the real world and frequently enables human interaction [1].

The COVID-19 pandemic has brought to light the necessity for distance learning to adapt so that it cannot only escape a crisis wave, but also maybe fit the new normal. Governments are becoming more aware of the possibility of cutting-edge technologies like VR and AR to discuss some of the drawbacks of correspondence courses over in-person instruction, including academic misconduct, a decline in socioeconomic aspects of learning, a lack of actual kinesthetic interactions, difficulties preserving students' attention, and the practice of technological boundaries. The deployment of these sophisticated and expensive technologies must be decided upon, not based on technical hype, but rather on results that have been supported by science.

Education research has consistently concentrated on the precise actions a tutor should take to help pupils learn through performance, increase their focus and motivation in class, and develop the necessary skills for this modern period. Students can learn via hearing and seeing, picturing, imagining, acting out, or memorization, according to Felder [1]. In the same

way that learning styles differ, so do teaching methods; some instructors emphasize application, some on idea demonstration, and others on understanding. But in a laboratory, learning is dependent on both the training style of the teacher and the student's learning style. Education places a high value on learning experiences, which call for the mental imagery of ideas to better grasp parallels with less mental effort [2].

Rapid advancements in science and technology nowadays impact and alter people's lifestyles. The educational process and educational surroundings cannot remain unaffected by this transformation, aside from people. Comparing technologies utilized in education settings from the past to the present—the journey from the use of a chalkboard to the computer to the Internet—a trend may be noted toward connected phones with artificial intelligence. Education services could not be excluded from the sector since computer and Internet technologies, particularly in recent years, have such a wide range of applications in our daily lives.

Since today's students are classified as members of the Z generation or the digital generation, educators must keep up with technology advancements and employ the best available tools in learning environments. Education-related AR applications are one of these emerging technologies. There are several meanings of the term "AR" that scholars have established, according to an analysis of the literature. These definitions include the following:

The broadest definition of AR is that "it is a realistic setting where digital media items are employed instead of real-world things." It asserts that AR is a descendant of VR. This concept describes AR as an imaginary world that supplements present reality rather than creating it from scratch. In this setting, users may interact harmoniously with both virtual and actual items in AR surroundings. The interacting space between the virtual and physical worlds is created by AR. This is accomplished via AR. When definitions in the literature are compared, it can be said that AR is the process of enhancing the actual environment with digital things.

Applications for AR are being developed quickly every day, and utilization areas across many industries are beginning to expand. Major businesses have begun to prioritize adopting AR to provide their customers with a more embodied and genuine experience. This technology merges the virtual and physical worlds and may be found in a variety of industries, including food, automobiles, cosmetics, and construction. Today, it is crucial for businesses to identify target consumers, follow their behavior, and use technology for sustainable marketing and brand recognition. The most significant factor is that both public and private sector businesses invest in improved technology in more effective ways to sell or promote their services or goods, and they require competent individuals and businesses

in this area. Businesses having access to technology may make use of these services, thanks to AR applications.

Although there are various uses for AR apps, the sector of education is the most significant. Over time, educators have become more interested in the novel educational prospects provided by AR technology [3]. The following fresh possibilities and benefits, when assessed, can be achieved [4–6]:

- (a) To deliver additional flexible and exciting learning settings for students
- (b) To experience a level of ecstasy they have never experienced
- (c) To boost students' eagerness also enthusiasm to learn
- (d) To encourage students to actively observe their learning processes and to generate hypotheses from these observations
- (e) To improve students' academic achievement and assist them in developing social relationships inside the group, linking formal and informal education, and promoting group learning among pupils
- (f) The application of AR promotes a sense of liberty, autonomy, and privacy
- (g) To foster learning to open new educational options

Wearable technologies catch the eye when AR, which is widely used in the education sector, is evaluated. Smart sensors that can measure the movement of the body are abundant in wearables. Typically, these gadgets seamlessly sync with smartphones via Bluetooth, Wi-Fi, and mobile Internet connections. Sensors are used to link users to portable electronics. Regarding products the user always carries with them, wearable technology offers vital services in a variety of fields, particularly in entertainment, health, employment, information, education, sociability, and security.

### 1.1.1 Organization of the Chapter

This chapter is systematized in this manner: Section 1.1 introduces the concept of VR/AR applications in education. Section 1.2 characterizes the literature background involving materials and methods to interact between AR and VR. Section 1.3 elaborates the VR/AR adaptability in education. Section 1.4 emphasizes the framework of the ARLE System. The analysis of the digital learning environment in the context of AR and VR is presented in Section 1.5. General discussion and future aspects are concluded in Section 1.6.

### 1.1.2 Multimedia Principles

Two basic multimedia principles are implemented and investigated in the studies that we present. The spatial contiguity principle, which interacts with geographically connected physical and virtual aspects, and the coherence principle, which interacts with integrated visual and auditory depictions of contextually integrated virtual and physical elements.

#### 1.1.2.1 Study One: Spatial Contiguity Principle

Examining the geographical integration of imaginary and real elements is the aim of the first investigation. The learning materials are entirely visual, and they emphasize how the spatial contiguity concept is applied in AR. The idea can be used to spatially integrate the viewing of both virtual and real-world objects in applications of AR. In the study, a genuine graphical environment is combined with virtual textual content. We wish to determine whether the spatial contiguity principle, specifically this implementation of the concept, has a favorable impact on cognitive parameters such as cognitive burden, task load, and knowledge.

By lowering visual search procedures and the duration of time that the various components must be maintained in working memory for mental fusion, we anticipate that adhering to the geographical contiguity principle through AR reduces superfluous processing, and hence extraneous cognitive burden (H1.1a). The accessible working memory capacity can be utilized for creative processing when information is integrated rather than isolated, increasing the relevant cognitive load (H1.1b).

We also propose that the task load is influenced by the geographical integration of the learning material. We anticipate that as the visualization is integrated, there will be less of a need to store discrete components in working memory for longer periods (H1.2a). Fewer eye movements are required due to the reduced need for visual search processes, which lowers the physical strain (H1.2b). In addition, since integrating the presentation requires fewer simultaneous search and processing steps (H1.2c), we anticipate that the temporal demand will be reduced. We suggest that the integrated presentation makes it simpler to comprehend the material, which results in better performance (H1.2d), as well as lesser work (H1.2e) and dissatisfaction (H1.2f). When information is spatially integrated, we could anticipate enhanced knowledge due to the reduced irrelevant cognitive load, workload-related variables, and the ensuing rise in relevant cognitive load (H1.3). A summary of all of Study One's hypotheses is given in Table 1.1.

**Table 1.1** Hypotheses in Study one: spatial contiguity principle.

H1.1a	Lower unnecessary cognitive load results from learning with a unified display of real-world and virtual knowledge as opposed to learning with segregated demonstration.
H1.1b	Comparatively to learning with such a separate demonstration, learning with a unified presentation of real-world and virtual knowledge results in a higher relevant cognitive load.
H1.2a	Less mental effort is required to learn when actual and virtual facts are presented together rather than separately.
H1.2b	Less physical effort is required to learn when actual and virtual information are presented together than when they are presented separately.
H1.2c	Learning with the unified display of real-world and imaginary information was less time-consuming than learning from a separate presentation.
H1.2d	Learning with the unified display of real and imaginary information produces higher performance ratings than training with a separate presentation.
H1.2e	Learning with the unified display of real and imaginary knowledge demands less effort than learning from a separate presentation.
H1.2f	Less dissatisfaction is experienced during learning when actual and virtual facts are presented together rather than separately.
H1.3	Learning with the combined display of real-world and imaginary content results in better information retention than studying with a separate presentation.

### 1.1.2.2 Study Two: Coherence Principle

Examining the background coherence of imaginary information is the aim of another study. The application of the coherence principle in AR is the main topic of audio-visual instructional material. The idea may be used with both realistic and imaginary, visual and audio aspects in applications of AR. In the study, in addition to actual ambient noises, simulated sounds matched or did not match the subject matter of the added learning material to an application including simulated words, as well as images. In comparison to virtual auditory features, these noises are not directly related to the learning goal.



We propose that adhering to the coherence principle in AR and excluding noises results in decreased unnecessary dispensation and, consequently, in unnecessary cognitive load (H2.1a) due to the fewer items that must be processed. However, because of inspirational properties, matching sounds are anticipated for the rise in germane cognitive load in the limits through which non-matching sounds are unprovoked. For generative processing, functional memory capacities are made available that raise germane cognitive load having no addition in sounds (H2.1b).

Furthermore, we propose that adherence to the coherence principle affects work burden. We predict that when no noises are provided, both demands of psychological (H2.2a) and corporeal (H2.2b) are reduced because there is less sensory information that must be attended to and because fewer sensory organs are explicitly used. Because reduced physical information may be treated in a similar amount of period when new noises are absent (H2.2c), we also anticipate a reduction in temporal demand. We argue that the absence of extra noises increases perceptions of greater presentation (H2.2d) and reduced effort due to the reduced possibility for distraction through additional sensory information (H2.2e).

On the one hand, it is expected that frustration will be reduced when no disturbing sounds are added at all. On the other hand, expectations of frustration will be reduced when matching sounds are added, as opposed to non-resembling sounds whose reason for addition is unclear, which may result in even greater hindrance (H2.2f). When no sounds are added, we could also anticipate increased resulting knowledge due to reduced irrelevant cognitive load, as well as factors related to workload. Although, we could also anticipate that corresponding sounds produce advanced resulting knowledge other than non-matching sounds due to motivating effects and a reduction in frustration (H2.3). Table 1.2 provides a summary of Study Two's hypotheses.

## 1.2 Materials and Methods—Interaction between AR and VR

This study of the literature provides a thorough and worthy description of usages of VR and AR in the context of social education and serves as a starting point for a conversation and a more in-depth examination of VR/AR in learning. Although VR and AR use many of the same technology, such as tracking sensors and screens, they take two distinct methods to fuse the actual world with the virtual world. Virtual reality is a simulated imaginary