What is Augmented Reality (AR)? What’s it Doing in the Library?

Jolanda-Pieta (Joey) van Arnhem, MFA, MLIS
College of Charleston Libraries
Email: vanarnhemj@cofc.edu

Introduction

What is Augmented Reality (AR)?

AR makes use of mobile technologies to enhance physical locations and objects with digital information in various formats, including text, audio, video, web content, social media links, 3D modeling and animation using markers, and more recently geolocation and geotagged entries, or products using interactive print (“DIY,” 2013).

How is it Used?

AR has primarily been used in the consumer sector for marketing, social engagement, amusement, or location-based information. The New Media Consortium Horizon Project notes that “new uses seem to emerge almost daily, as tools for creating new applications become even easier to use” (Augmented Reality, 2013).

AR Apps

A few common augmented reality apps on the market today include GoogleGoggles, Wikitude, Blippar, Layar, Junaio Metaio Creator and Aurasma. Some AR apps also provide cloud hosted content creators with intuitive drag-and-drop interfaces and built in publishing tools (van Arnhem and Spiller 2013).

Uses of AR for Education

Blippar provides numerous reasons for using AR in Education including increasing student engagement, embracing connectivity and immediacy, adding assessment to existing course materials, enhancing traditional online learning and extending the life of print material (Layar in Education n.d.)

Metaliteracy

The ACRL Information Literacy Framework recommends reframing information literacy as a metaliteracy in order to promote affective learning outcomes by moving beyond a focus on format, allowing the student to become a both a content creator and curator (Stern Cahoy 2014). Major trends at Universities support these efforts in the form of integrated and interdisciplinary learning communities, undergraduate research programs, digital scholarship projects, collaborative student work, and an increase in students as creators and participants (Framework for Information Literacy, initial draft 2014).

Assignments

As a group, each student contributed to the research and designed a traditional printed research poster on a culture jamming and/or social influence topic of their own choosing. Students identified key web and multimedia resources in order to augment the printed poster and provide viewers with additional resources on their topic via interactive print.

Activities

- Introduce Library resources and search strategies
- Introduce copyright, fair use and media searching using Creative Commons
- Instruction on using open source imagine editing software
- Instruction on group sharing for collaborating with GoogleDocs during the research process
- Instruction creating and sharing group posters using Google Presentations
- Assistance downloading and printing posters
- In Class activity using Layar to augment posters with interactive print components

Tools

- Google Apps (Docs/Presentations)
- Blippar App
- Blippar Education Creator Account
- GNU Image Manipulation Program (GIMP)

Conclusions

Did Students Make Gains in Metaliteracy?

“From this class, I have learned how to augment articles and videos onto a project or anything else that I need to. I learned how to make a research article and format it to the appropriate sizes. With that, I now have a general understanding of the GIMP design program. This was the first class that I have had to do an annotated bibliography so I have gained those skills, as well.”

Were Students Satisfied with Their Results?

Not at all

- X

Yes
- X

- X

- X

Did Students Plan to Continue Using AR/Interactive Print?

- X

References


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Resources

Get Blippar

https://blippar.com/en/