

## **Augmenting History: Case Study Measuring Motivation of Students Using Augmented Reality Apps in History Classes**

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**Abstract :** Due to the rapid advances in the use of information technology and students' familiarity with technology, learning styles in higher education are being reshaped. One of the technology developments that has gained considerable attention in recent years is Augmented Reality (AR), where technology is used to combine overlays of digital data on physical real-world settings. While AR is being heavily promoted for entertainment by mobile phone manufacturers, it has had little adoption in higher education due to the required upfront investment that an instructor needs to undertake in creating relevant AR applications. This paper discusses a case study that uses a low upfront development approach and examines the impact on generation-Z students' motivation whilst studying design history over a four-semester period. Even though the upfront investment in creating the AR support was minimal, the results showed a noticeable increase in student motivation. The approach used in this paper can be easily transferred to other disciplines and other areas of design education.

**Keywords :** augmented reality, history, motivation, technology

**Conference Title :** ICTLHE 2018 : International Conference on Teaching and Learning in Higher Education

**Conference Location :** Paris, France

**Conference Dates :** June 25-26, 2018