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interactive with the help of a smart phone and a projection screen. Such technologies have made it possible for teachers to convert a still textbook picture into a real-life moving image, which enriches the learners' experience and unleashes their potentials. This process of transforming the content can effectively make things easier. Reading about how big cats chase their prey might not be particularly appealing, but watching the prides of lions moving around in the plains can be much more perceivable.

The results of the intervention study have also shown many positive aspects, including increased verbal and written expression, effective idea generation, more interaction with images, more inquiries on the part of the learners, greater concentration, and better participation. When students are effectively involved and adequately satisfied, deep learning becomes possible, and the knowledge acquired is more likely to remain alive in the student's long-term memory. It is easy then for the learner to retrieve information when it is needed.

What is more, the use of AR technologies is particularly effective when it comes to enhanced learner participation. The pupils in the intervention group seemed to better understand the materials presented to them, which created an interactive atmosphere where pupils started to ask questions, and respond to questions raised by their teacher and by other students, as well. This comes as no surprise, as AR-enhanced demonstration offers the privilege of seeing and feeling at the same time, which increases learners' sensory responses, thus taking the experience to a higher level of engagement.

When students are more engaged, the process of learning becomes faster as students' vigor is focused on the AR-enhanced materials. By supporting the learning experience and enriching it with interactive content, learners become more curious to investigate, and technology is always there to meet their instructional needs and create a hands-on experience, which can be possible only through real life situations or their virtual life simulations. In boosting engagement, pupils were found to evoke different experiences and link them to what they learn, which stirs their curiosity and sets their imagination free. Ultimately, this creates an environment where learners are able to generate ideas and know more about the world.

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