Abstract

This study focuses on teacher using the Augmented Reality technology for development and implementation of curricula. This technology is a tool that supports curriculum development. In the framework of the technological development of the learning units supported by the AR, teachers and students will experience independent learning and research the physical environment of their classroom and the various school spaces supervised by the teacher. This technology creates different teaching and learning possibilities and changes the role of the teacher in class. The use of technology also raises difficulties in teaching, in which the teacher does not encounter the traditional teaching method. Teachers play a central role in mediating between curriculum and students, teachers' ability to use the environment as an adjunct to learning, and to guide independent learning depends to a large extent on their pedagogical concepts and their attitudes toward classroom design.

The study discussed in this article examined the development of teachers' perceptions of the meaning of teaching and learning following exposure to the use of the technology of the AR in the world of education and in the learning units, as well as the viability of educational interactions with the physical environment.

Keywords: Teacher Training, Augmented Reality, Learning Space, Development of curricula.


