

# 2014 Technology LEARN

Columbia, MD



**Augmented Learning**  
through  
**Enhanced Reality**

By Giovanni Vizcardo

# Augmented Learning through Enhanced Reality



# Augmented Learning through Enhanced Reality



# Augmented Learning through Enhanced Reality

1

AR in Science Fiction



Prepared by DoS/FSI/SLS/EUA/EGVL

Terminator Movie Series: 1984

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# Augmented Learning through Enhanced Reality

1

AR in Science Fiction



Prepared by DoS/FSI/SLS/EUA/EGVL

Minority Report Movie: 2002

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# Augmented Learning through Enhanced Reality

1

AR in Science Fiction

RATIONALE

No borders between physical and digital worlds

Endless authentic/genuine information

Technology as part of cognitive process

From the screen to your pocket

# Augmented Learning through Enhanced Reality



# Augmented Learning through Enhanced Reality

2

AR in/out the classroom: Possibilities





# Augmented Learning through Enhanced Reality

2

AR in/out the classroom:

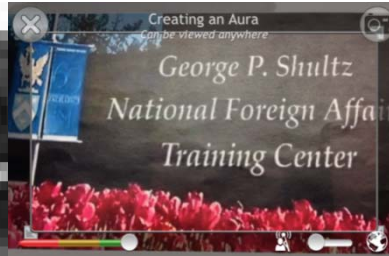
Read the newspaper?  
I'd rather watch it...

# Augmented Learning through Enhanced Reality

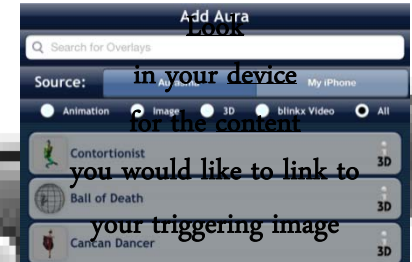
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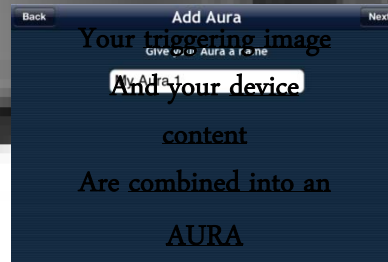
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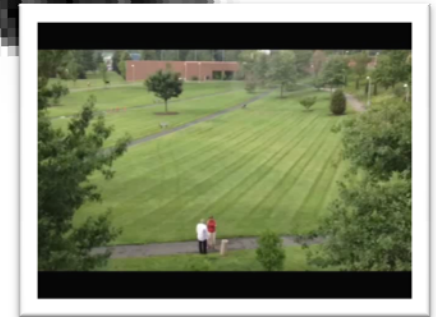
4



5



6



**A** Aurasma Lite  
In Six Steps

# Augmented Learning through Enhanced Reality

## **3** AR in/out the classroom: UNA VUELTA POR EL BARRIO (Behind the Scenes)

You Name It: Scavenger Hunt,  
Choose Your Own Adventure,  
Amazing Race

Technology Amateur: More  
Walking than Taking Pictures  
and Videos.

Seven Stops: Supermarket,  
Bakery, Restaurant, Bus Stop,  
Apartment Leasing Office,  
Typical Restaurant, Laundromat

Several Skills: Listening  
Comprehension, Oral  
Interaction,  
Bargaining/Convincing Power,  
Impromptu scenarios,  
Extemporaneous Reactions

Preactivity: Aurasma Lite Crash  
Course.

Postactivity: Discussion and  
Evaluation of Experiences

# Augmented Learning through Enhanced Reality

3

## AR in/out the classroom: UNA VUELTA POR EL BARRIO (Behind the Scenes)

**"Una vuelta por el barrio"** Page 3 of 4

*Pre-activity*

Class discussion to learn phrases and vocabulary about: Shopping, bargaining, ordering food, inquiring about typical cuisine, greeting strangers on the street, asking about bus schedules and routes, asking for help in the laundromat, getting around in the city, arranging food and accommodations for a big event

Activity	Team A	Team B
<i>At Food Star</i>	<ul style="list-style-type: none"> <li>Ask about Tapioca products, how many and how much they cost.</li> <li>Ask where they have algae/fried pig tail/alpaca meat.</li> </ul>	<ul style="list-style-type: none"> <li>Ask about their variety on Brazilian products, how many and how much they cost.</li> <li>Ask if they sell Bolivian coca-leaf soft drink/Cooking Turtle Oil/Argentine tamales.</li> </ul>
<i>At Panamerican Bakery</i>	<ul style="list-style-type: none"> <li>Tell them that you are new to Latin-American bakeries and would like an explanation of the best two pastries.</li> <li>Ask them if they use Latin-American ingredients in their cakes and what they are.</li> </ul>	<ul style="list-style-type: none"> <li>Ask them about what their flagship product is and all details about it.</li> <li>Tell them that you heard they are well known in the area and would like to know why.</li> </ul>
<i>At the Pizzeria Pike (Bolivian restaurant)</i>	<ul style="list-style-type: none"> <li>Ask for their menu and find the most expensive plate. Ask for an explanation.</li> <li>Ask when their karaoke is and find out what the most popular song is, its origin and history.</li> </ul>	<ul style="list-style-type: none"> <li>Ask about the main differences between the bakery next door and them. Why should you choose them over the bakery?</li> <li>Ask for their drink menu and find out if people prefer beer over their traditional Bolivian drinks, and why.</li> </ul>
<i>At the Bus Stop</i>	<ul style="list-style-type: none"> <li>Find out from people how to get from the bus stop to the Vienna Metro Station</li> <li>Tell people around the bus stop that you have recently moved and would like to know more about the area.</li> </ul>	<ul style="list-style-type: none"> <li>Find out what is the best way to get from there to the <u>Shirlington</u> library.</li> <li>Tell people that you are a tourist and would like to know about historical landmarks in the neighborhood.</li> </ul>
<i>At Oakland's Apartments</i>	<ul style="list-style-type: none"> <li>Tell them that you are looking for the best price rental. Since there is more than one option, why are they better?</li> <li>Ask them about their "Act of God" insurance policy.</li> </ul>	<ul style="list-style-type: none"> <li>Ask them if they live in that apartment complex and why they should or should not.</li> <li>Ask them about their commitment to greener utilities.</li> </ul>
<i>At "El rancho migueleño"</i>	<ul style="list-style-type: none"> <li>Ask them about their name, why it makes this restaurant so special.</li> <li>Bargain on a good price for an event with 50 people. What's included and what's not.</li> </ul>	<ul style="list-style-type: none"> <li>Ask them about the history of two traditional plates they sell.</li> <li>Bargain on a good price for a family event. What's included and what's not.</li> </ul>
<i>At the Laundromat</i>	<ul style="list-style-type: none"> <li>Ask them about clothe washing habits in Latin America vs. US. Why is the Laundromat so important?</li> <li>Ask them what they do to conserve energy and water.</li> </ul>	<ul style="list-style-type: none"> <li>Ask them about a cheaper way to get your clothes washed without a Laundromat. A cleaning lady?</li> <li>Ask them what they do for people that don't carry change or cash.</li> </ul>

*Post activity*

In-class discussion about impressions, new words, handling of impromptu situations, etc.

*Prepared by FSI/SLS/ROM/EGVL*

Prepared by DoS/FSI/SLS/EUA/EGVL

IMMERSION  
ACTIVITY

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## 3 AR in/out the classroom: UNA VUELTA POR EL BARRIO (Behind the Scenes)



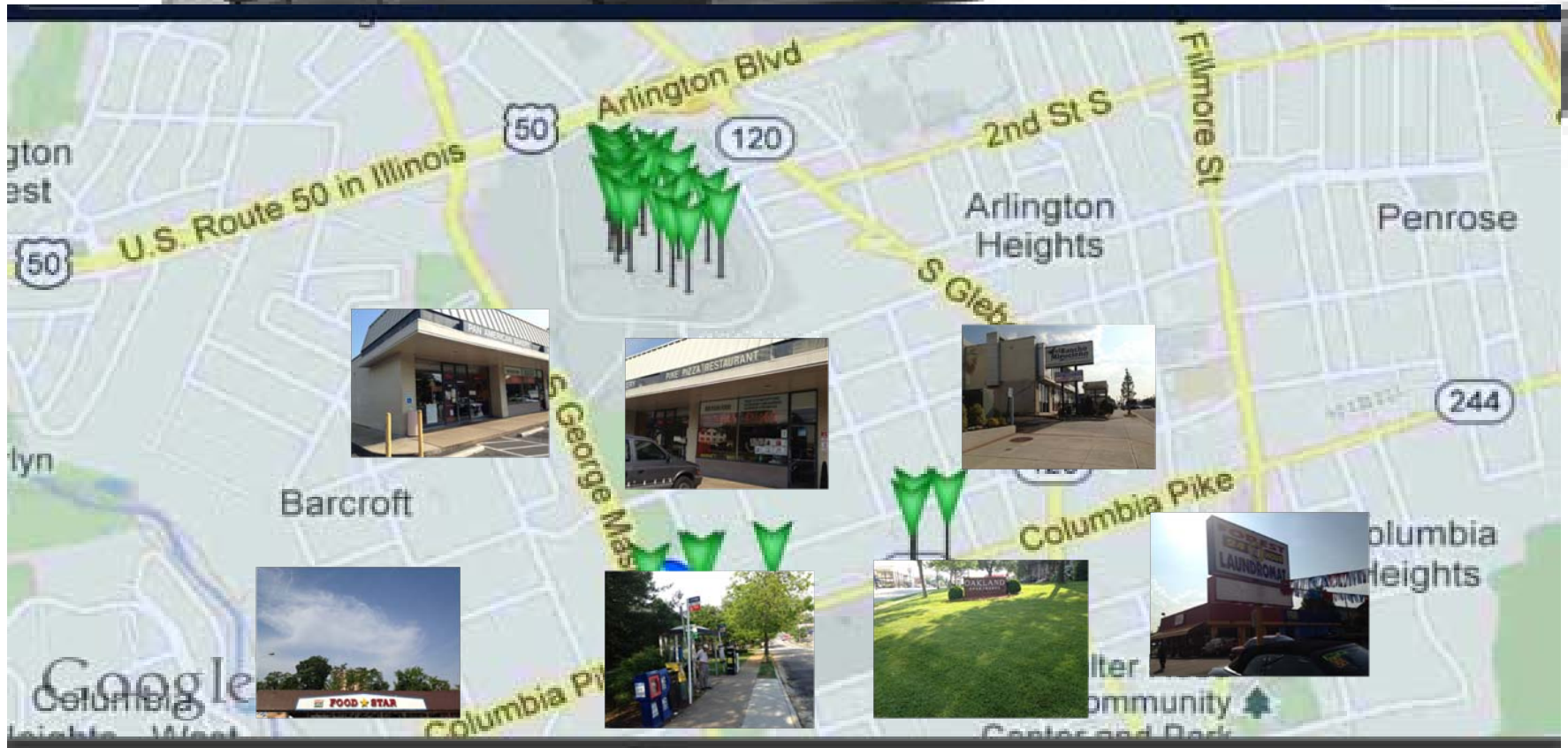
Prepared by DoS/FSI/SLS/EUA/EGVL

IMMERSION  
ACTIVITY

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## 3 AR in/out the classroom: UNA VUELTA POR EL BARRIO (Behind the Scenes)



Prepared by DoS/FSI/SLS/EUA/EGVL

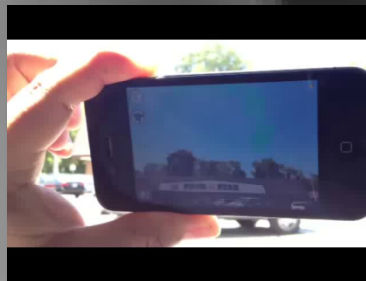
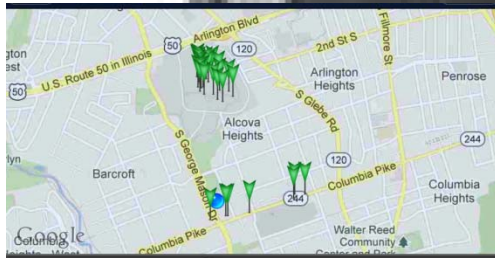
IMMERSION  
ACTIVITY

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# Augmented Learning through Enhanced Reality

3

AR in/out the classroom: UNA VUELTA POR EL BARRIO (Actual Activity)



Prepared by DoS/FSI/SLS/EUA/EGVL

IMMERSION  
ACTIVITY

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# Augmented Learning through Enhanced Reality

3

AR in/out the classroom: UNA VUELTA POR EL BARRIO

## RATIONALE

Logistical Nightmare? One time preparation

Students get to interact with native speakers in real scenarios

Everyone is a winner: Boosts instructors' creativity and students' confidence

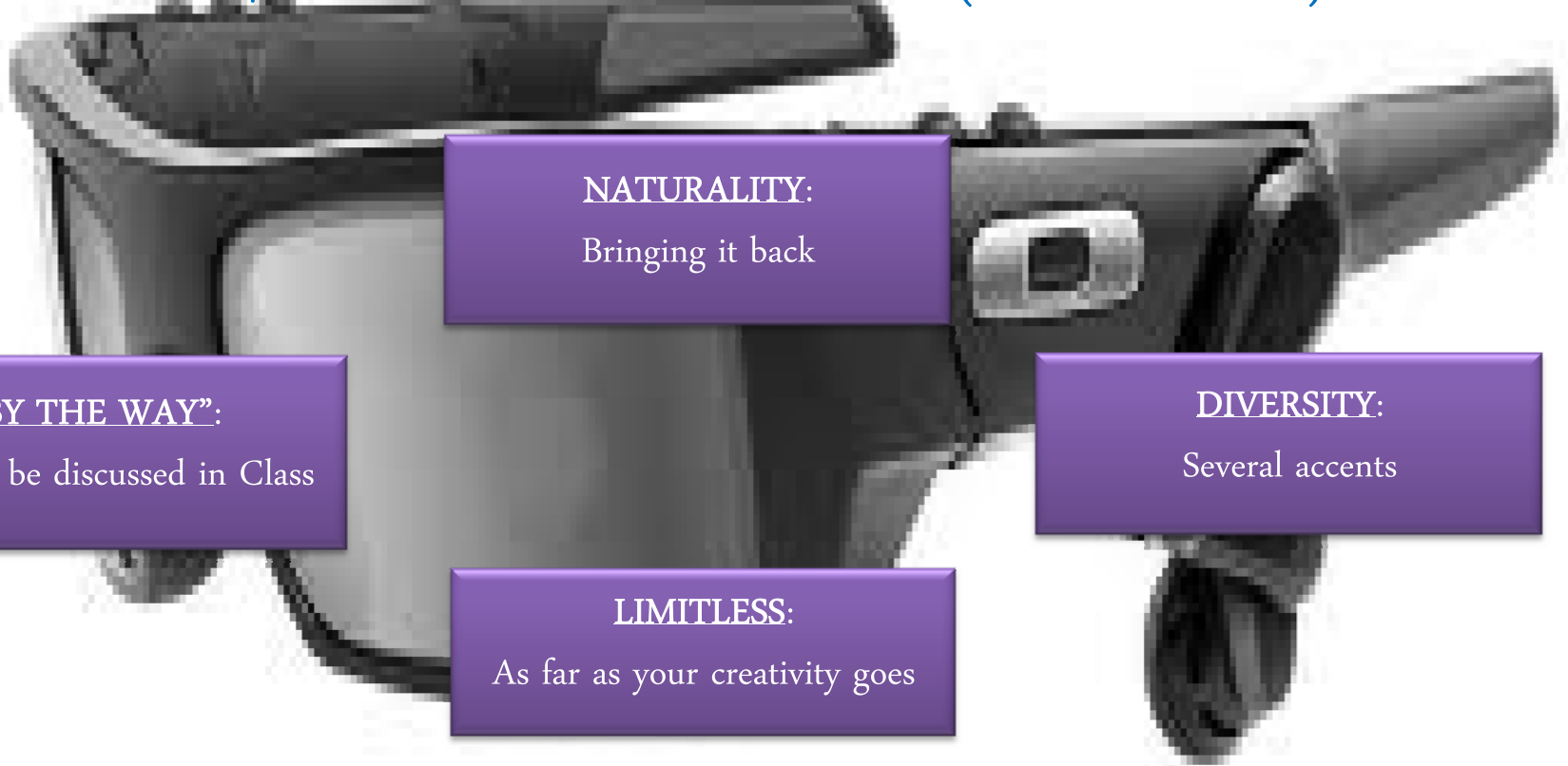
Augmented Reality proves to be a pivotal tool to enhance learning using simple reality



# Augmented Learning through Enhanced Reality

2

AR in/out the classroom: “A PROPÓSITO” (Behind the Scenes)



**NATURALITY:**  
Bringing it back

**“BY THE WAY”:**  
Topic to be discussed in Class

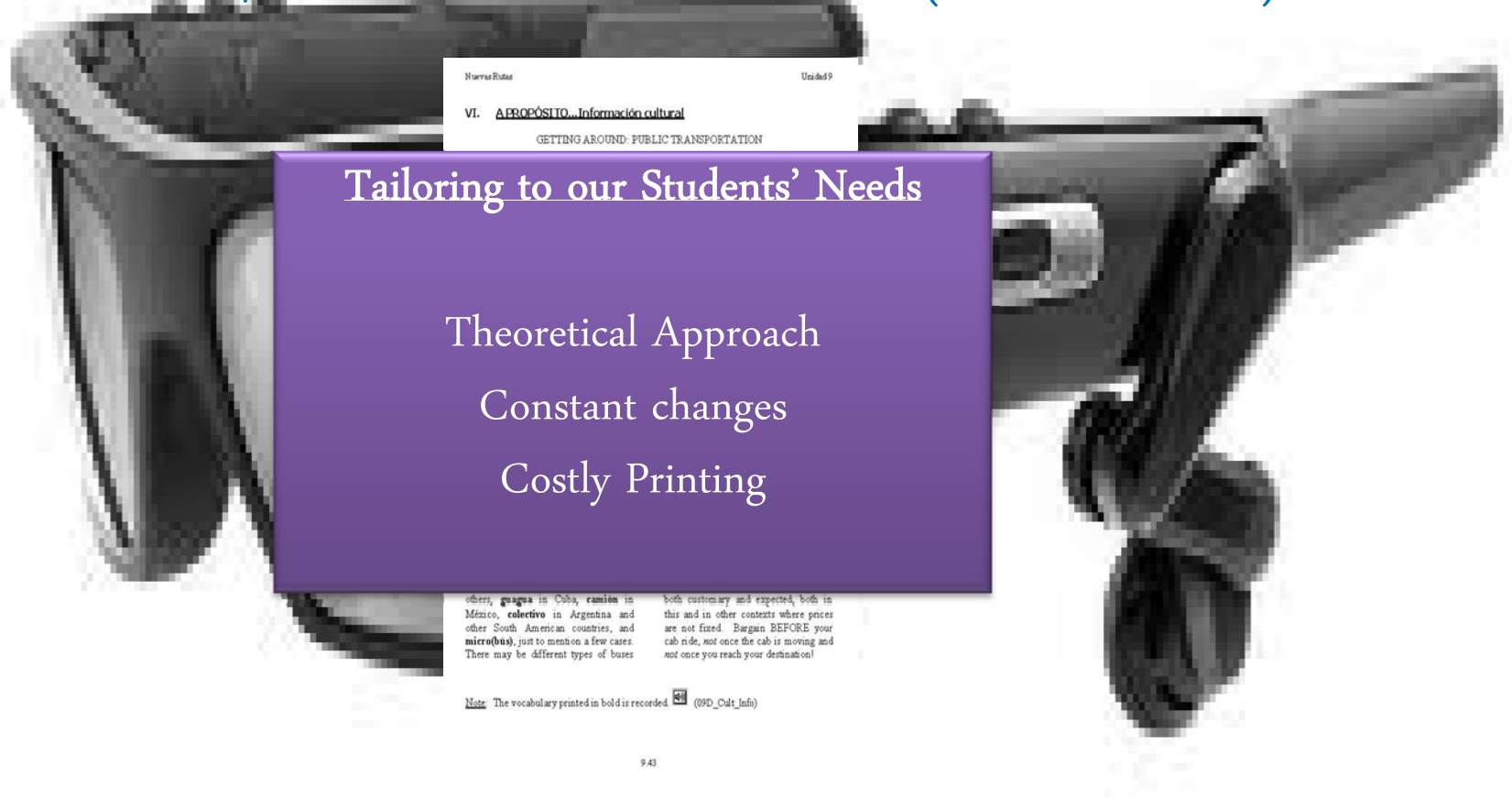
**DIVERSITY:**  
Several accents

**LIMITLESS:**  
As far as your creativity goes

# Augmented Learning through Enhanced Reality

2

## AR in/out the classroom: “A PROPÓSITO” (Behind the Scenes)



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FSI/SLS/ROM  
Proposed Project

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# Augmented Learning through Enhanced Reality

2

AR in/out the classroom: “A PROPÓSITO” (Behind the Scenes)



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FSI/SLS/ROM  
Proposed Project

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# Augmented Learning through Enhanced Reality

## 2 AR in/out the classroom: “A PROPÓSITO” (Behind the Scenes)



# Augmented Learning through Enhanced Reality

## 2 AR in/out the classroom: “A PROPÓSITO” (Students’ Perspective)

Nuevas Rutas Unidad 9

VI. **A PROPÓSITO...Información cultural**

GETTING AROUND: PUBLIC TRANSPORTATION



Public transportation systems (el transporte) play a very important role in the Spanish-speaking countries. Within and between cities, an extensive bus system provides fairly inexpensive transportation. Public transportation is so important because cars, car parts, gasoline and oil are expensive relative to local wages. Other important factors are population density, infrastructure characteristics and geographics.

Normally, people board the buses at the **paradas** (bus stops), but quite frequently they can flag them down on the streets. Thus the transportation system tends to be slow as buses make frequent stops. A small number of large cities have modern subway systems (**metro** or **subterráneo**) that greatly speed up travel.

Buses are called in different ways: **autobus**, (**omni**)bus in Colombia and others, **guagua** in Cuba, **camión** in México, **colectivo** in Argentina and other South American countries, and **microbus**, just to mention a few cases. There may be different types of buses that differ from big to small, less to more comfortable, and priced accordingly. Exercise care on buses, pickpockets may be at work! In some countries there are **taxis colectivos** (taxis peseros in Mexico), which are shared by several people going in the same direction, pretty much like small buses.

Train (**tren**) and subway schedules (**horarios**) often times are listed using the 24 hour system, according to which 2:15 p.m. would be stated as 14:15 hrs. Look for them in the stations (**estaciones**) For buses, the frequency with which they run tends to make schedules irrelevant.

The *Tomando un taxi* dialogue of the *En Contexto* section presents a common situation in which the absence of a taxi meter obliges the passenger to bargain (**regatear**) or negotiate the fare for the trip. Do not shrink from bargaining; it is both customary and expected, both in this and in other contexts where prices are not fixed. Bargain **BEFORE** your cab ride, **not** once the cab is moving and **not** once you reach your destination!

Note: The vocabulary printed in bold is recorded. (09D\_Cult\_Info)

943

NUEVAS RUTAS  
FSI Spanish – Texto de Español  
UNIDAD 3

VI. **A PROPÓSITO...Información cultural** GENTILICIOS O NACIONALIDADES

 3	 3
 3	 3
 3	 3



# Augmented Learning through Enhanced Reality

2

AR in/out the classroom

NO Smartphone ?



NO  
PROBLEM !!!!

AURASMA Lite

VS.

AURASMA Pro

487.7 million  
mobile devices

VS.

414 million  
computers (\*)

(\*) 2011 Google Inc.

# Augmented Learning through Enhanced Reality

2

AR in/out the classroom: “A PROPÓSITO”

**RATIONALE**

Language textbooks can now be visualized and listened to anywhere, anytime

Classes are enhanced by more customized teaching-learning styles

The more interaction, the richer the experience

The classroom is being redefined

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# Augmented Learning through Enhanced Reality

3

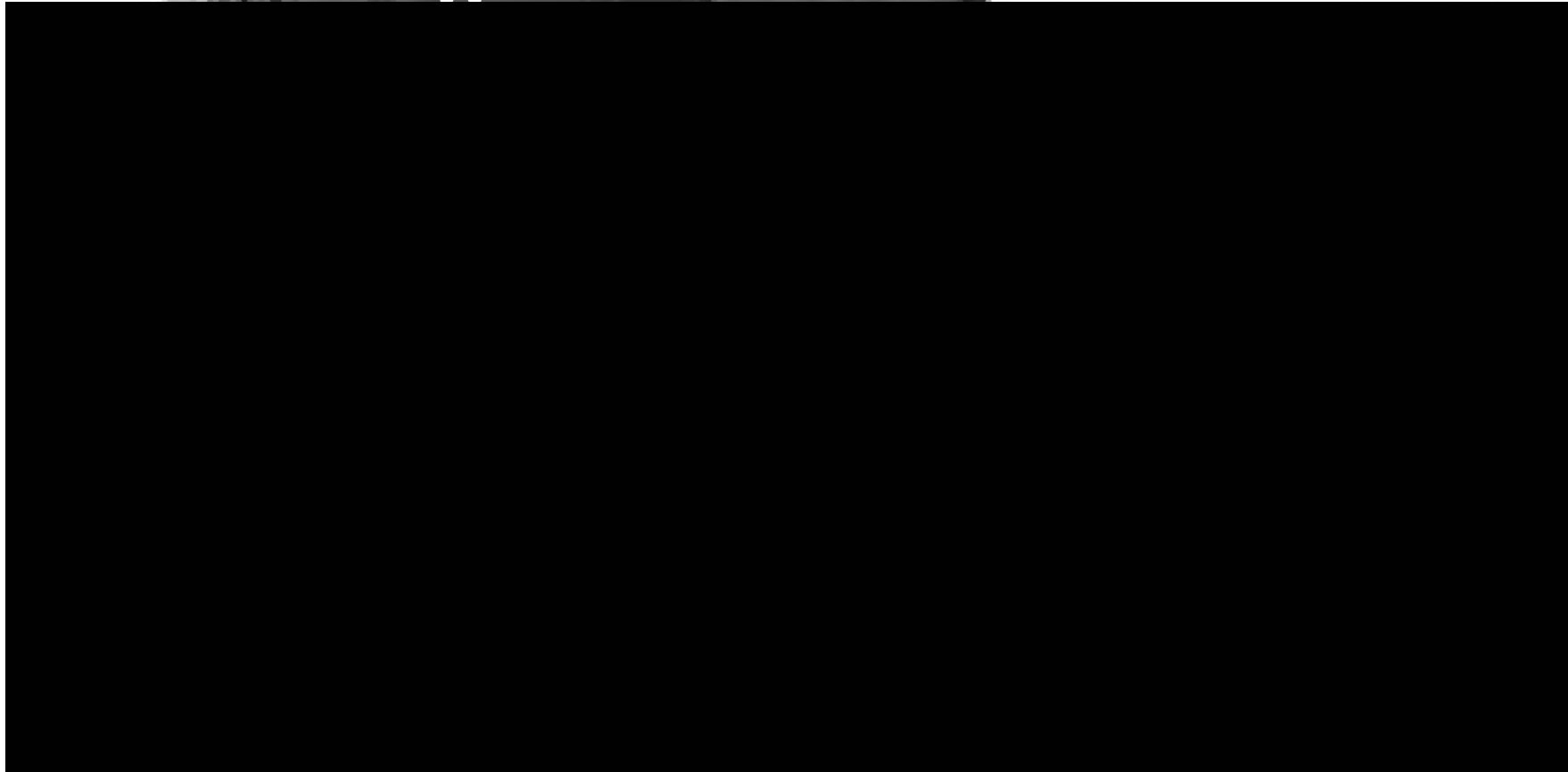
AR: What's Next



# Augmented Learning through Enhanced Reality



AR: What's Next



Remember this?



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# Augmented Learning through Enhanced Reality

3

AR: What's Next

RATIONALE

Reality overcomes fiction

Special effects become everyday life

Interactive Environment: Psychological and Pedagogical Breakthrough

Augmented Reality concept rises up as next technological wave

# 2012 ROM LEARN

Monterey, CA



FSI colleagues have participated with their input in this presentation.

Special thanks to:

Alfred Carter, Nicole García, Marisa Curran, Mark Watson, Attila Lantos, Fatima Doyle, Leila Tobin, Pedro Álvarez, David Elduayen, Malú Jiménez, Emilio Pascal, Ronie Zegarra, Katie Lamoureux.

# Augmented Learning through Enhanced Reality

1

Install Aurasma Lite Application on your device



2

Using Aurasma App Select your triggering image



3

Look in your device for the content you would like to link to your triggering image



4

Use videos or images located in your device



5

Your triggering image And your device content Are combined into an AURA



6

Auras are public or private

