Augmented Reality: New perspectives for geodiversity learning

Stefanie Zecha

Catholic University, Didactics of Geography, Geography, Eichstätt, Germany (stefanie.zecha@gmx.de)

For the current generation of adolescents, smartphones, WLAN and mobile end devices with Internet access are naturally part of their lifeworld. Excursions, in turn, are an essential meth-od to better understand geological and geomorphological processes. Augmented reality (AR) is another possibility of learning location-based mobile devices. For example, visitors to mu-seums or exposuress can discover the place in a different way and start other learning pro-cesses - by accessing content such as video messages or audio contributions to specific loca-tions. It becomes clear that the new technologies do not replace existing media, but extend and complement them. AR is an additional tool. The high degree of immersion, which allows to gain authentic experiences in the virtual learning object, not least the fun of discovering geological and geomorphological processes is increased. Within the framework of this presen-tation the potentials as well as limits of the use of augmented reality (AR) are shown.