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Commentary

The Learning Dimensions of the Procedural Operations by Paper-Based Planispheres

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DESCRIPTION

The procedural procedures' learning components include instruction in practical astronomy, tool use, and accumulated prior knowledge. However, rather than being taught in an outside setting, observation education is frequently imitated by paper-based planispheres in the classroom, leading to more uniform action training. Instructors frequently offer instructions and instruct students to use their fists to represent celestial entities, or they may assume that a particular classroom corner symbolises north and instruct students to use planispheres to find a constellation's position at a specific imagined time. Due to the fact that each student's reference during these stargazing exercises in the classroom is based on their "assumptions," the identical target that each student points out may actually symbolise different things. Also, some students might not be interested in stargazing because it takes place in a mimicked classroom setting when instructors use traditional planispheres in a classroom to simulate constellation sighting.

Even worse, some pupils fail to "lift their heads," which is required to happen on occasion, instead choosing to look at the planispheres horizontally instead. The limited learning transfer in outdoor observations will be caused by a significant contrast between the aforementioned training and the real stargazing activities. Some of the above-mentioned restrictions on the application of astronomical observation instruction are brought on by implausible teaching scenarios, which frequently lower learning motivation. Moreover, giving kids inaccurate or insufficient information leads to them making incorrect assumptions. By using mobile technologies, these restrictions can be overcome. Numerous studies on mobile learning have suggested that mobile communication enhances learning-related activities for students at various locations, facilitates guided tours, and improves communication and cooperative learning in the classroom. It also increases the effectiveness and availability of information networks. Also, empirical research have looked at how mobile learning and outdoor instruction can work together.

The key tool for this kind of integrated learning should be a mobile device, according to ubiquitous theories of learning and context awareness. Moreover, mobile technologies like smartphones and cell phones are appealing to teenage pupils, which might raise their enthusiasm for learning and their ability to pay attention. A research question that merits investigation is how Augmented Reality (AR) might be used with mobile devices to support astronomical observation education. In 1997, Ronald Azuma identified three components of Augmented Reality (AR): the ability to blend virtual and real worlds; quick interaction; and spatial 3D location. AR attempts to provide consumers a sense of engagement with real environments that is strikingly close to actual interaction. Users also get communications through the display of virtual messages that they would not otherwise be able to receive from the outside world. Users are supposedly encouraged to accomplish goals in the real world by using this tool. AR significantly influences how much attention students pay to important learning objectives.. Also, a meta-review of AR approaches was undertaken in light of the technique's following discussion, and it was suggested that AR can be separated into two categories: image-based AR and location-based AR. According to the current study, learning activities using astronomical observations are ideally suited for the Location-based AR paradigm. A kinesthetic-based environment for astronomical training is best suited for an astronomy simulation tool that leverages the Location-based AR model.

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