An experiential view to children learning in museums with Augmented Reality

# Details

## Year

2019

## DOI

10.1080/09647775.2019.1578991

## Issued

2019

## Language

English

## Volume

34

## Issue

4

## Start Page

## End Page

## Authors

Moorhouse N.;Tom Dieck M.C.;Jung T.

## Type

Journal article

## Journal

Museum Management and Curatorship

## Publisher

Informa UK Limited

## Topics

## Sample

19 schoolchildren aged 7–8 years

## Implications For Educators About

School innovation

# Abstract

Museums facilitate schoolchildren’s experiential learning, and when combined with Augmented Reality (AR) applications, schoolchildren can benefit from interactive, engaging learning experiences. Experiential learning is, therefore, situated in a context relevant to schoolchildren’s learning experience with digital technologies such as AR in museums, hence, it seems appropriate to employ Kolb’s (1984. Experiential Learning: Experience as the source of learning and development. NJ: Pearson Education) Experiential Learning Cycle as a theoretical base. A museum in the UK was used as a single case study, and experiments and three focus groups were conducted with 19 schoolchildren and data analysed using thematic analysis. This study revealed three new themes specific to schoolchildren’s experiential learning experiences with AR in museums including: (1) integrating AR could further enhance knowledge acquisition, (2) schoolchildren were able to identify their preferred learning style, and (3) schoolchildren are motivated to continue learning with AR in museums. Theoretical contributions and practical implications are presented, as well as suggestions for future research.

# Outcome

"When comparing the experiences with and without AR technology, the majority of schoolchildren
perceived the AR-enhanced museum experience more positively than the prior experiences. This is because the AR application presented novel ways to experience and learn about the museum’s objects and artefacts, which made the overall visit more enjoyable and exciting than previous visits... Each of the schoolchildren expressed enjoyment in learning outside the usual classroom
environment and in the museum environment (i.e., the synagogue). More importantly, the
AR application encouraged them to explore the environment in new ways, and actively
engage with the objects and artefacts... " (Moorhouse et al. 2019: 410-11).