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## Calibration Requirements and Procedures for a Monitor-Based Augmented Reality System

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### Abstract

Augmented reality entails the use of models and their associated renderings to supplement information in a real scene. In order for this information to be relevant or meaningful, the models must be positioned and displayed in such a way that they blend into the real world in terms of alignments, perspectives, illuminations, etc. For practical reasons the information necessary to obtain this realistic blending cannot be known a priori, and cannot be hard-wired into a system. Instead a number of calibration procedures are necessary so that the location and parameters of each of the system components are known. In this paper we identify the calibration steps necessary to build a computer model of the real world and then, using the monitor-based augmented reality system developed at ECIRG (Grauer) as an example, we describe each of the calibration processes. These processes determine the internal parameters of our imaging devices (scan converter, frame grabber, and video camera), as well as the geometric transformations that relate all of the physical objects of the system to a known world coordinate system.

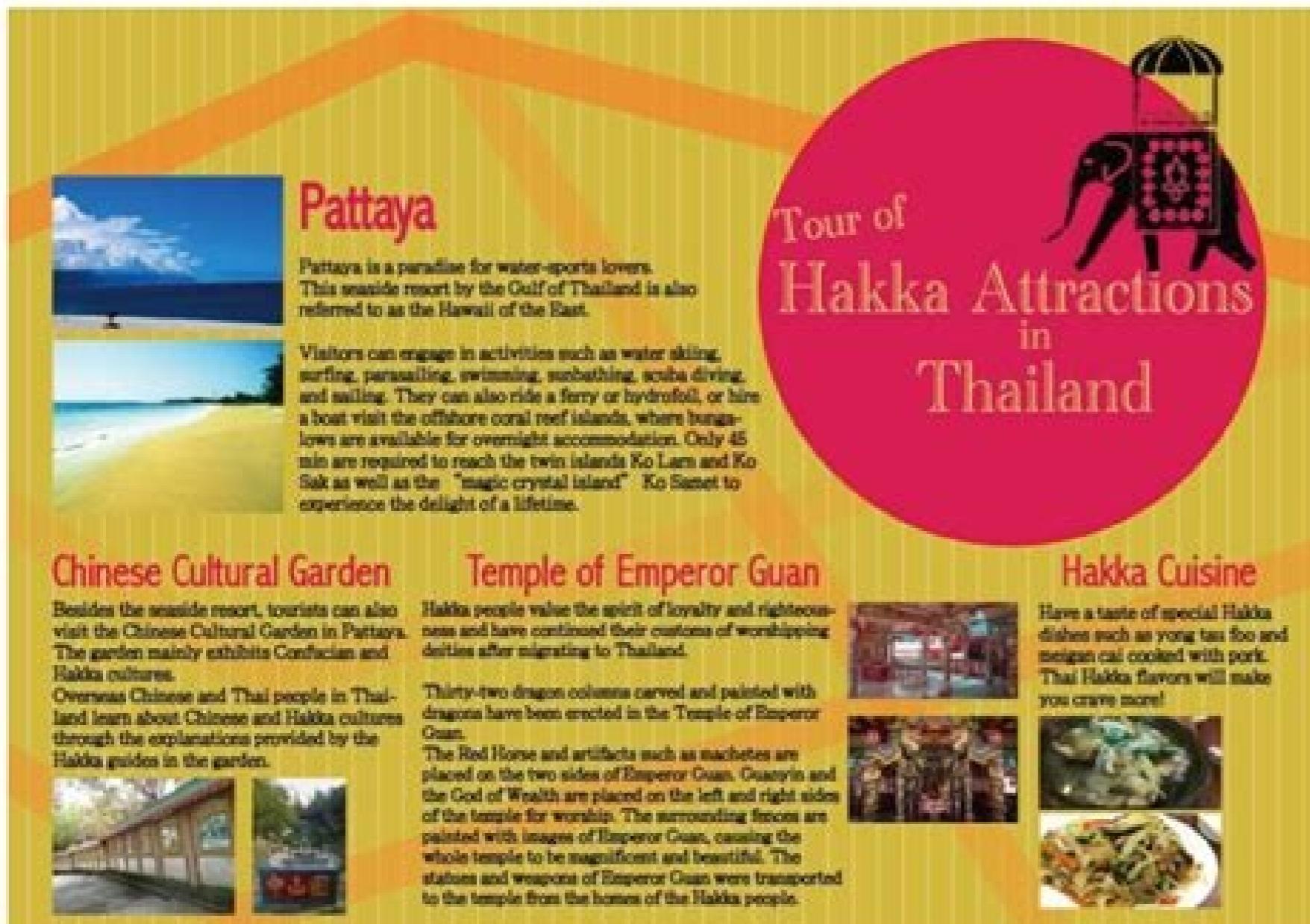
### 1 Introduction

Augmented reality (AR) is a technology in which a user's view (or vision) of the real world is enhanced or augmented with additional information generated from a computer model. The enhancement may take the form of labels, 3D rendered models, or shading modifications. AR allows a user to work with and examine real 3D objects, while receiving additional information about those objects. In contrast to virtual reality, augmented reality brings the computer into the "world" of the user rather than immersing the user in the world of the computer. Computer-aided surgery, repair and maintenance of complex engines, facilities modification, and interior design are some of the target application domains for AR. For example, using AR a surgeon may have images of MRI-derived models overlaid on her view of a patient during surgery to help identify malignant tissue to be removed, or sensitive healthy areas to avoid. A mechanic may observe diagnostic or maintenance data while repairing a complicated automobile, locomotive, or aircraft engine. In this second scenario, AR could provide a monitored pointing device which allows the mechanic to identify engine components. Once identified, on-line data for the component, such as schematics, manufacturer's specifications, and repair procedures, may be retrieved and displayed on top of or next to the real part.

In our approach to augmented reality we combine computer-generated graphics with a live video signal to produce an enhanced view of a real scene, which is then displayed on a standard video monitor. In order for monitor-based augmented reality to be effective, the real and computer-generated (virtual) objects of the environment must be accurately positioned relative to each other and the properties of the system's devices must be accurately modeled. Indeed, a key goal of AR is to blend together real-world objects and representations of virtual entities, making them practically indistinguishable to the user. The success of this illusion depends on a number of factors including:

1. the quality of the computer graphics,

1



### STEM LEARNING BY MEANS OF MOBILE AUGMENTED REALITY. EXPLORING THE POTENTIAL OF AUGMENTING CLASSROOM LEARNING WITH SITUATED SIMULATIONS AND PRACTICAL ACTIVITIES ON LOCATION

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#### Abstract

We have found ourselves exploring digital technology to support rich environments for experiential learning and shared inquiries for science education. There are two emergent trends that challenge current approaches of situated learning: one is the merging of mobile technologies that can produce new environments and visualizations where physical and digital objects co-exist and can be interpreted as hybrids in real time. The other is the merging of embodied experiences at field trips with the activities in the science classroom to produce fun, engaging, and reflective experiences. Further, these environments are inherently social, facilitating dialogue and social exchange. We report from an experiment with situated simulations in a 9th grade science class. The results are promising in terms of student engagement and students' ability to connect experiential learning to curricular subjects on many levels.

**Keywords:** STEM learning, situated learning, situated simulation, mobile augmented reality, climate change, environmental issues, mobile learning.

#### 1 INTRODUCTION & BACKGROUND

There is increased attention in education research to improve STEM learning by connecting classrooms with field trips, for doing e.g. observations and data gathering in the local vicinity of the school. This may result in improved environmental awareness, STEM relevance and engagement with students. For educational and media research, advances in mobile computing, sensory inputs and locate media create new opportunities for designing and studying situated learning that is contextualized both by location (e.g. at site close to the school), and mobile augmented reality (e.g. providing 3D STEM related tasks and simulations).

The authors have designed and developed and user tested a dynamic 3D and visually rich situated simulation of climate change, which is shared online for further reuse, so they may be used and discussed in consequence of the situated learning on a specific location. The situated and means of communication is implemented as a mobile augmented reality application running on a mobile device (smartphones and tablets) that takes advantage of sensory information about position, movement, and orientation.

Together with a STEM teacher we designed a pedagogical plan for using the app in the classroom and during a field trip to gather experience about new sets of constraints and potential capacities for connecting experiential and experimental learning to curricular goals. We evaluated this approach with a full class of 9th grade school children.

In the following we will describe the technological platform involved. We also provide video analysis of the on-site trial. In addition we consider examples from their documentation and communication activity on location and how these were reused and co-constructed in the group presentations. Finally, we explain these activities in the context of situated learning approaches, and discuss how these theories may adjust to appropriately account for situated activities and applications of mobile media. The paper ends with a discussion of implications for curricular design and suggestions for how such experiments may enrich our opportunities for advancing collaboration and problem solving that is situated and enriched with STEM representations and other resources.



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