

Real World Geometry

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Outline

- Introduction
- Problem Statement
- Related Works
- Need Finding
- Prototyping
- Implementation
- User Study
- Alternative Approaches
- Timeline
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Introduction

- Geometry is an essential area of mathematics but considered difficult by kids when they first access it in school.
- Kids know 3D shapes before going to school (everything around us is three-dimensional); they go to school learn to write and draw in 2D.
- Piaget's theory: kids easily acquire new knowledge if learning occurs in a specific context and is embedded in a physical environment.
- Augmented Reality (AR): one of the most explored and successfully used technology.

Introduction

Use HCI design principles to design a game for kids (3-11 years old) to learn:

- Three basic geometry shapes model
- How those different geometry shapes look like in real world and do some simple calculations

Goals of the game

- Effectively Learning Geometry through an Augmented Reality Game
- Current App only have three geometry shapes to access
 - Expand the project to new Shapes
- Make the App widely applicable to more user interface
 - Expand it to support Android phones.
- Design details
 - More care about user experience, make it to a user-friendly game

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Problem Statement

This project aims at using AR technology to support teaching of geometry in K-3.

```
graph TD; A["This project aims at using AR technology to support teaching of geometry in K-3."] --- B["Build connection between 2D shapes drawing and 3D real objects"]; A --- C["Help kids develop spatial imagination and the capacity for abstraction specific to geometry."]; A --- D["Geometry combines conceptual content (definitions and characteristics) with procedural content (applying formulae and calculus)."]
```

Build connection between 2D shapes drawing and 3D real objects

Help kids develop spatial imagination and the capacity for abstraction specific to geometry.

Geometry combines conceptual content (definitions and characteristics) with procedural content (applying formulae and calculus).

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Arloon Geometry

Arloon Education

★★★★★ 35

Everyone

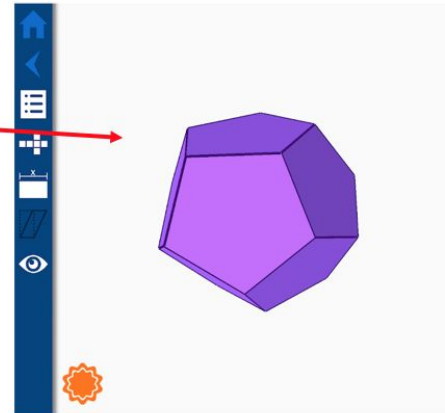
You don't have any devices

Add to Wishlist

\$3.49 Buy

PICK A FAMILY

 PRISMS	 REGULAR POLYHEDRONS
 BODIES OF REVOLUTION	 PYRAMIDS



Definition

Dodecahedron

Polyhedron with 12 faces. The faces that make up the figure are regular pentagons.

- Vertices: 20
- Faces: 12
- Edges: 30

Composition

DEFINITION
Regular Polyhedra is a polyhedron in which all faces are regular polygons and are equal. They are also known as Platonic Solids. There are only 5 regular polyhedra.

FACE (F)
Face refers to each of the polygons which surround the polyhedron. All faces are regular and equal polygons.

SIDE (S)
Side refers to the side of the regular polygon which

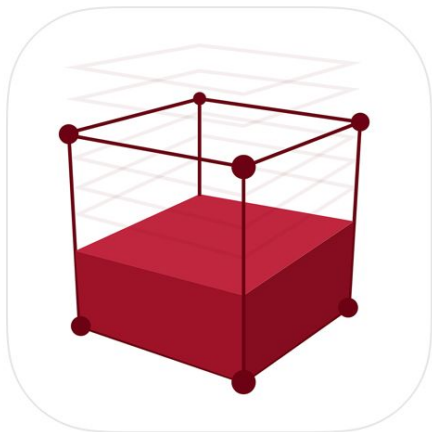
1 / 10 Guess

Score 86
Time 00:52

Pick the figures that are:

- It has the same number of faces and vertices
- The number of edges is less than 15

Continue



Shapes 3D - Create Geometry AR 4+

Measure & build 3D solid in AR

[Learn Teach Explore Sp. z o.o.](#)

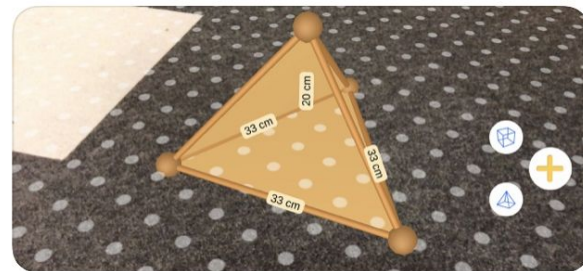
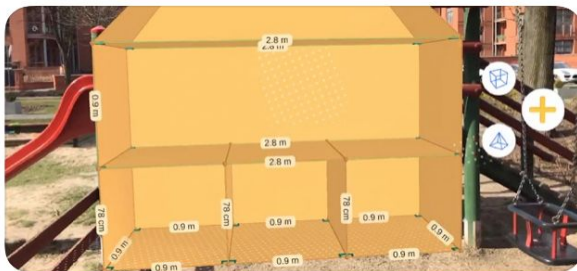
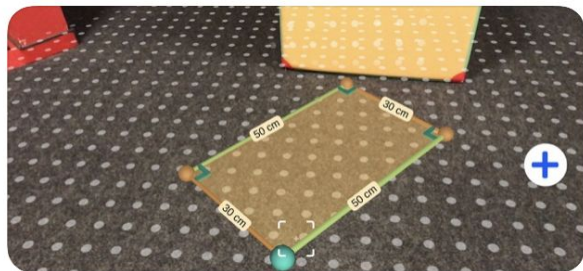
Designed for iPad

★★★★☆ 2.5 • 11 Ratings

Free

[View in Mac App Store ↗](#)

Screenshots [iPad](#) [iPhone](#)



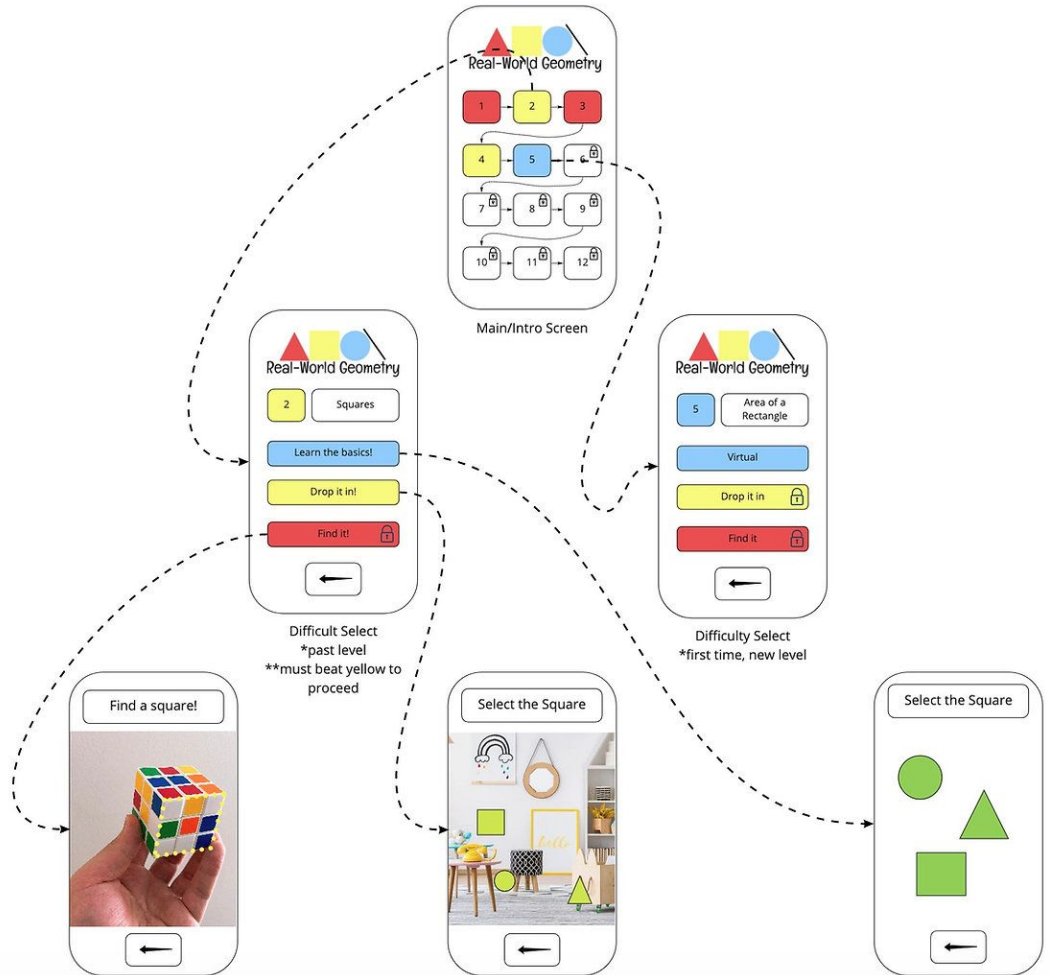
Geometry Augmentors



Ray Patt



Kyle Wang



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Who is our target user?

Elementary school (K-3) students learning about geometry

What we want to know

1. What material students struggle with the most
2. Can geometry games make an instructor's job easier
3. How to best communicate instructions to students
4. How to keep students engaged

How we plan on collecting this information

Interviews with domain experts (k-3 teachers)

INTERVIEW PROTOCOL

(1) **Introduction**

Hello, my name is _____. I am a student at the University of Delaware studying the role that augmented reality software can play in geometry education. I am looking to gain some insight on your experience teaching students geometry.

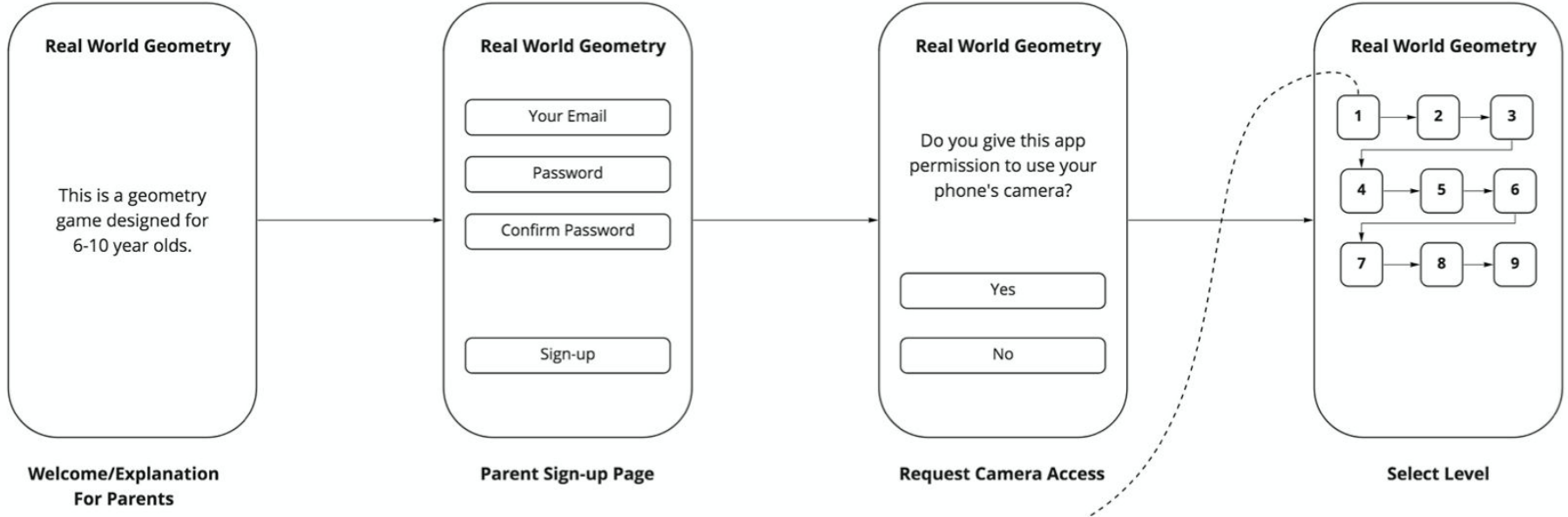
(2) **Questions**

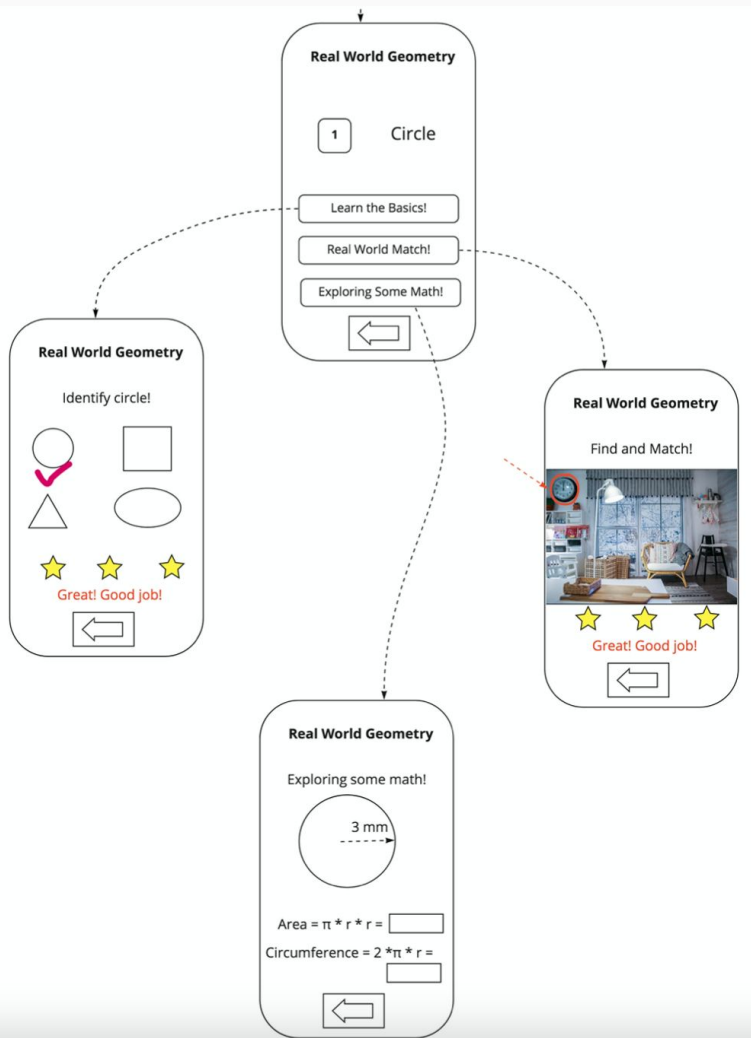
- What grade do you teach?
- How many classes do you typically spend covering geometry per year?
- Do you enjoy teaching geometry?
- Is teaching geometry ever difficult? If so, what kind of things make it difficult?
- Do you ever use resources like videos, websites, or games to help teach? If so, do you ever use any of these to help teach geometry?
- Could you see a geometry phone game as something that could be a helpful supplementary tool for teaching?
- What topics would you think such a game should cover?
- How do you best communicate instructions for students to complete activities, assignments, and games? What types of considerations should be made when doing so

(3) **Conclusion**

Thank you for participating in this study. We will send you an update when we complete our paper.

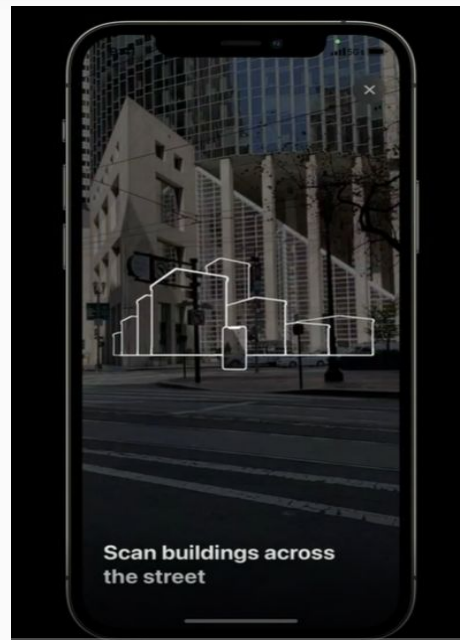
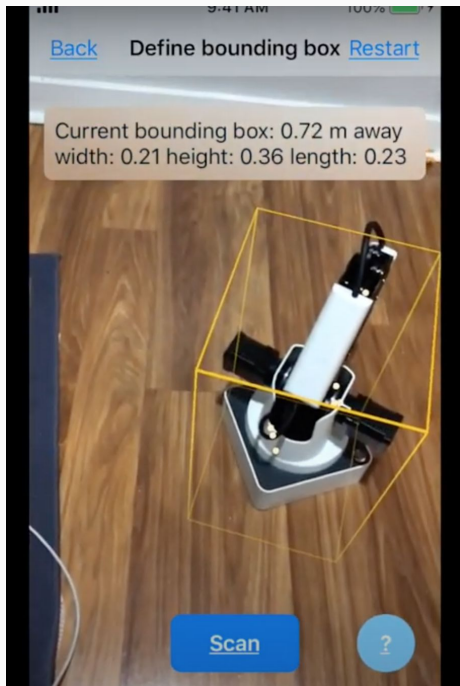
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Implementation (iOS-ARKit 2)



<https://developer.apple.com/videos/play/wwdc2021/10073/>

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Hypotheses

- Can use of our application significantly improve student performance on geometry assessments?
- Is there a significant difference in geometry assessments performance between students who use our application and students in traditional learning environments?

High Level Details

- Between subjects experiment
- Collecting ratio data (as well as some qualitative data)
- 2 experimental conditions

Participants

Ideally we would recruit elementary school students, but this might not be feasible

Methodology

1. Students will take geometry pre-assessment
2. Students will undergo one of 2 experimental conditions:
 - a. Watch a short pedagogical geometry video
 - b. Use our app for 5-10 minutes
3. Students will then be reassessed
4. Students who use our application will answer a brief questionnaire about their experience

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Alternative Approaches

1. ARKit 2/Unity only support macOS/iOS.

Replaced plan: Vuforia/Unity or ARCore/Unity (support Android system)

2. Could not recruit elementary school students.

Replaced plan:

Let Neighbors' kids to use our app.

Ask UD Education Major friends try our app and provide feedbacks.

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Timeline

Phase 3 -Finish first draft of proposal

Mon 11/15

Phase 1 -Finish Sketch Prototype (storyboard)

Mon 10/25

Designed survey and observation methods

Tue 11/16

Mon 11/1

Phase 2 -Finish first draft of proposal and presentation

In progress -Coding

Nov 22 - Dec 5

Showcase

Dec 8 - Dec 8

Complete project

Oct 25 - Dec 13

2021

Oct

Nov

Dec

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References

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