Projected Augmented Reality as a Didactic Strategy: Using Classroom Technologies to Target Trainee Teachers' Artistic Literacy

Rocío Lara-Osuna, Manuel Pérez-Valero
University of Granada, Spain

Abstract

Projected Augmented Reality is a popular technique nowadays used by creative studios and contemporary artists. This technique uses projected images to transform the appearance of surfaces of all types and dimensions.

Essentially, the media used to make these productions are the same as the ones we can find in a classroom: projector, computer, and software to share images. This fact brings teachers the possibility of designing proposals using the projected image that goes beyond the typical slide presentations.

Projected image as a medium for sharing visual information allows the development of learning situations in which, based on a theme, the concerns of future teachers are made visible.

In this communication, we share three interventions developed in different Faculties taking this strategy as a starting point.

The first one shows a photographic alphabet created by Social Education Students based on their interests. The second shows recordings of the difficulties Fine Arts students faced during the pandemic. The last one shows videos created with artificial intelligence by future primary school teachers, making visible the improvements they want to incorporate in their professional practice.

The objective of these proposals was to introduce the use of ICTs available in classrooms in a more artistic way, engaging students to better understand the creative process involved in the elaboration of these kinds of proposals.

Keywords: ICTs; Arts-Based Educational Research; teacher training; education innovation; learning situations