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## Augmented Reality Learning: The Way Forward to Learn UK Land Law

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**Highlights:** When one mentions the term 'law' to a lay person, you can see his or her eyes wide open. The term itself indicates that the field of study is difficult, requires a lot of reading and is only suitable for bookworms. The discernment arises as a result of one anecdote told from a conventional lawyer to the public at large. The story goes that the study of law involves sitting through hours of lectures and reading hundreds of pages of judgments. Back then, the teaching pedagogies relating to the law discipline are very conventional, which is based on teacher-centred learning environment. Nowadays, with the variety of learning platforms worldwide can make the driest, dreary and technical area of law interesting. The adoption of Layar can transform the mindset of the students from 'dragging their feet to class' to 'looking forward to the lesson.' This article seeks to reveal that learning law can be stimulating by incorporating augmented reality learning into UK Land Law classroom.

**Key words:** Augmented Reality, Future learning, Law, Layar, Prezi, Entrepreneurship

### Introduction

#### 1. Description of your innovation / product development / design / process.

The subject of UK Land Law is known to be technical, complicated and dreary. It requires the students to learn the history of land law in the United Kingdom and the concepts relating to land sound alien to the students. The fact that law involves a lot of reading, there is a need to shift the teaching pedagogies from teacher-centered to students-centered particularly when the students are visual learners. The students need to 'see' the law to believe and understand of what are being taught to them.

For UK Land Law lessons, the students are exposed to 'Prezi' application Land Law II module has been perceived to capture students' attention and interest in class. It is one-of-a-kind presentation tool which can bring law to life (Herb, 2012). It provides fantastic visualizations (Herb, 2012) and able to ease lecturers' presentation with the seamless transition from law-related points to presenting YouTube videos in Prezi itself. Students have been observed to be fascinated with Prezi tool and have been adopting the platform for their class presentation as well.

Besides Prezi, the students are exposed to augmented reality learning in Land Law class. The adaptation of augmented reality is able to bring down geographical, finance and time barrier for lecturers to provide students access to enriching materials that can only be found outside classroom (Dunwil, 2016). The mobile application called 'Layar' acts like a magic window as it can create land law notes uploaded on TIME5 into two-dimensional images on their mobile phones.



Figure 1: Left-The use of Prezi for the topic on Adverse Possession in United Kingdom. Right - An example of what 'Layar' augmented reality looks like; bringing still object to live.

Augmented reality learning has been said to be the next best thing (Gurman, 2017) and it will be the future of the education industry. It encourages the students to be immersed with learning UK Land Law. Students have been perceived to be intrigued with the videos that appeared on their mobile phone, and upon clicking the videos, the students will be directed to YouTube channels to view pre-recorded lectures, website links that are relevant for the topics taught and other online learning materials. An example of augmented reality assisted learning is the two-dimensional image on the bottom right hand corner allows the students to direct their queries in a single click should they require more explanation on the topic presented (see: Figure 1). All-in-all, it has been perceived that augmented reality has enhanced their learning abilities when they are able to answer questions at the end of the lesson.

## **2. What is the context or background of the innovation / product development / design / process?**

The adoption of Layar into Land Law class has the ability to develop students' digital literacy, intrapersonal skills, thinking and learning skills, cognitive capabilities and discipline specific knowledge. These skills correspond with the students' learning needs (Cambridge Professional Development, 2017) and reflect Taylor's Graduate Capabilities (Taylor's University, 2017).

In addition to that, the use of Layar in UK Land Law class has the ability to improve students' learning through discovery learning. The exposure of the students to augmented reality learning materials via Layar would be able to enhance long-term retention and improve students' attitudes toward the topics presented in class (Kihstrom, 2017). Instead of relying on direct instructional learning, the discovery learning saves students' time in memorizing the law and also making irrelevant search. By providing variety in learning methods, the students would be able to develop the cognitive skills as well as their non-cognitive skills such as self-discipline, focus and enthusiastic in learning new things. Students active engagement in the classroom will reflect John Anderson's method known as 'PQ4R method' whereby the students learn through Preview, Query, Read, Reflect, Recite and Review (Kihstrom, 2017). Students does not realize that there are steps to learning the law hence it is the duty of the lecturer to facilitate their learning through these methods (Kihstrom, 2017).

## **3. Why are they important to education?**

There is no one size that fits all students' learning styles particularly when there are many types of students in a classroom. Hence it is important to incorporate teaching creativity into the classroom in order to facilitate the learning of the visual learners, physical learners and even verbal learners. The development of technology has changed the way the students think which has resulted in a metamorphosis of today's classroom. The adoption of augmented reality learning into UK Land Law class allows the students to harness their desire to understand land law better and perhaps to reform the law in order to suit the needs of the society in the future. Augmented reality learning has been perceived to be able to increase students' engagement in the classroom and sustains the students' attention until the end of the class.

## **4. Advantages of implementing augmented reality learning in teaching and learning**

One of the advantages of adopting augmented reality learning such as Prezi and Layar for UK Land Law class is that it provides landscapes for students to be continuously inspired in their learning. Augmented reality learning provides the avenue for the lecturers to expose students to the current issues seamlessly. It encourages the students to explore the resources made available online to resolve the issues in the real world which in turn will benefit the community at large. In addition to that, augmented reality can make the learning environment more productive, pleasurable and interactive (Lee, 2012).

## **5. Commercializing students' law related activities via augmented reality**

The adoption of augmented reality learning in land law classroom is a revolutionary step in moving away from 'reading the law' to 'feeling the law'. This approach is not a mere engagement tool or a gimmick to get the students interested in coming to class but it encourages students to explore, experience and understanding things better than just reading (Lawrie, 2017). By using Layar application, the students would be able to commercialize and market their students' law-related activities. The scanning of event posters via Layar application on mobile phone will be able to provide potential participants with a big picture of what will happen in the event. It can generate profit for the students when they are able to secure participants attendance via the selling of the event tickets. The students will develop entrepreneurship skills apart from learning the law.

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