The AR experience was developed around a storybook model. To trigger the 3D content, the user would hold up the book or printed card (with the 2D geometric shapes - paddle) to a webcam-enabled laptop or desktop. When viewed on screen, the user would appear alongside the digital content. Users could then explore the content with the possibility to view different perspectives when the book/card where rotated. At observation, it was discovered that children were actively engaged in manipulating the objects generated. According to their findings, 98% of children engaged with playing with the characters, while another 93% enjoyed the characters and the written content. Overall, there was a positive response to the AR experience derived from exploration and character interaction. This forms one aspect of the derivable benefits of AR for educational purposes.

Another beneficial aspect for consideration is the ability of learners’ performances to be affected positively using AR. Learning can be quite a challenging task, particularly when trying to learn very abstract concepts. Notions such as these have turned many students away from studying a science-based, subject which most believe to be hard (Ref #10). Furthermore, (Ref #10) points out that the interest and learning engagement levels tie closely to the presentation. When teachers gave lessons solely off endless speech with chalk and board, students became bored and disconnected from the classroom and the learning. Supplementary research by (Ref #13) on the other hand, highlights the usefulness of increasing motivation in learning for students. In (Ref #13) AR can be utilized as a supplementary learning source in addition to physical content. Presenting visualizations of abstract concepts would enable a firmer grasp of the subject taught in comparison to relying solely on imagination. (Ref #13) research reported a 53.3% improvement in learning performance using AR applications, with a 28.1% and 15.6% increase in both learning motivation and engagement.

Despite these benefits, there are still limitations to the application of AR technology in learning environments. AR systems rely on the camera and markers to generate and place the models. When the markers are not properly recognised by the system, there is a long waiting period, which leads users to wonder if the application is working properly – which usually results in frustration – as is the case in (Ref #13). Additionally, (Ref #14) points out that the value remains unclear since most AR applications that currently exist all differ in their evaluation of benefits towards learning outcomes.