Abstract

The emergence of Augmented Reality (AR) technology is transforming education by making learning experiences more engaging and interactive. However, there has been a lack of a solid theoretical framework to guide AR integration in educational settings. This study introduces Shah's Augmented Immersive Learning Theory (SAILT), which synthesizes insights from four established theories: Blended Learning Theory, Cognitive Load Theory, Self-Determination Theory, and Constructivist Learning Theory. SAILT posits that AR can enhance learning by seamlessly merging physical and digital environments. It emphasizes the combination of traditional classroom instruction with AR-enhanced content, enriching the educational experience. The framework also highlights the importance of managing cognitive load through intuitive design, allowing students to focus on essential concepts without distractions. Moreover, SAILT recognizes that AR can fulfill learners' intrinsic needs for autonomy and competence, boosting motivation and engagement. It encourages active knowledge construction through hands-on exploration of AR content. The implications of SAILT are significant for curriculum design, teacher training, and assessment methods, advocating for inclusive practices that accommodate diverse learner needs. Overall, SAILT provides a comprehensive model for leveraging AR in education, aiming to create transformative learning experiences that prepare students for a technologically advanced world.

Keywords: Blended Learning Theory, Cognitive Load Theory, Self-Determination Theory, Constructivist Learning Theory