





"If you Imagine it you can Create it"





The MIXED REALITY UNIVERSE where Children, Teachers and Parents LEARN and have FUN together!

"We strongly believe education is the base

@augmentclass augmentedreality.education for a wiser and more advanced society and a better future"

©2020 CreativiTIC Innova SL enroll@augmentedclass.com





Augmented Class! is a platform that allows users to create their own augmented reality educational projects without any technical knowledge.



From the beginning has an educational target.

Allows users to create, edit and visualize their own AR projects, doing it by themselves.

Interactions help better concept understanding and gamifying the learning process.









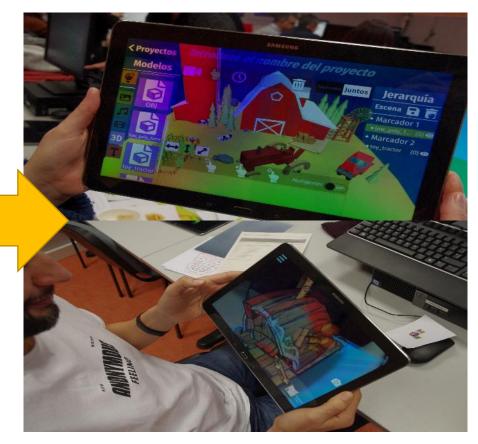
USERS Teachers, Educators, Students, Parents etc.

Create the projects through the INVENTOR



Visualize the AR/VR throught the diferent VIEWERS









TEACHERS











Curricular Tool

Learn from teachers Create their own projects

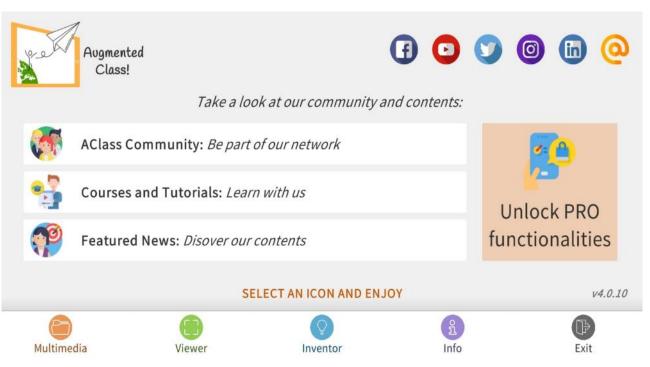
> Reinforcement Learn by Playing

KEYS

Augmented Class!

EASY "No technical knowledge required"
FAST "Create projects with just a few clicks"
INTUITIVE "For all ages and educational fields"

Augmented Class!



We democratize the use of Augmented Reality in Education!





Helps students gain a better understanding of concepts

Fosters intellectual curiosity, creativity & team work

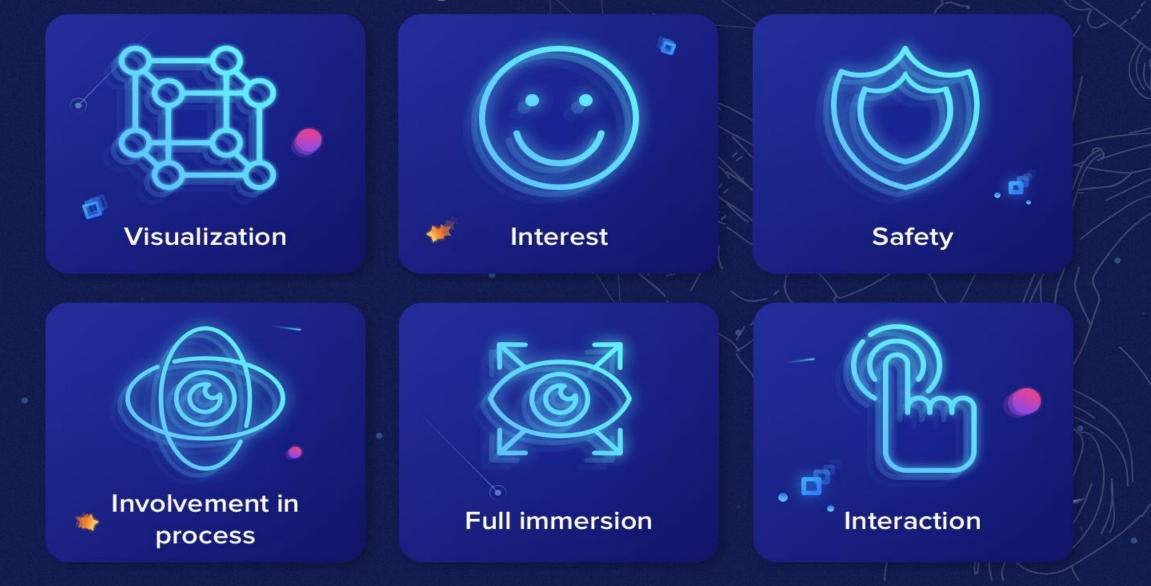
Catalyzes interaction between STEM & Arts

Promotes meaningful use of digital technologies for learning

Engages educational community to grow and share



Advantages of mixed reality in education





2014

TIMELINE

Augmented Class!



"Traction"







Universitat Oberta de Catalunya

museum National Museum of Ireland Ard-Mhúsaem na hÉireann



2020



Educación, Formación y Empleo

8

"The IDEA"







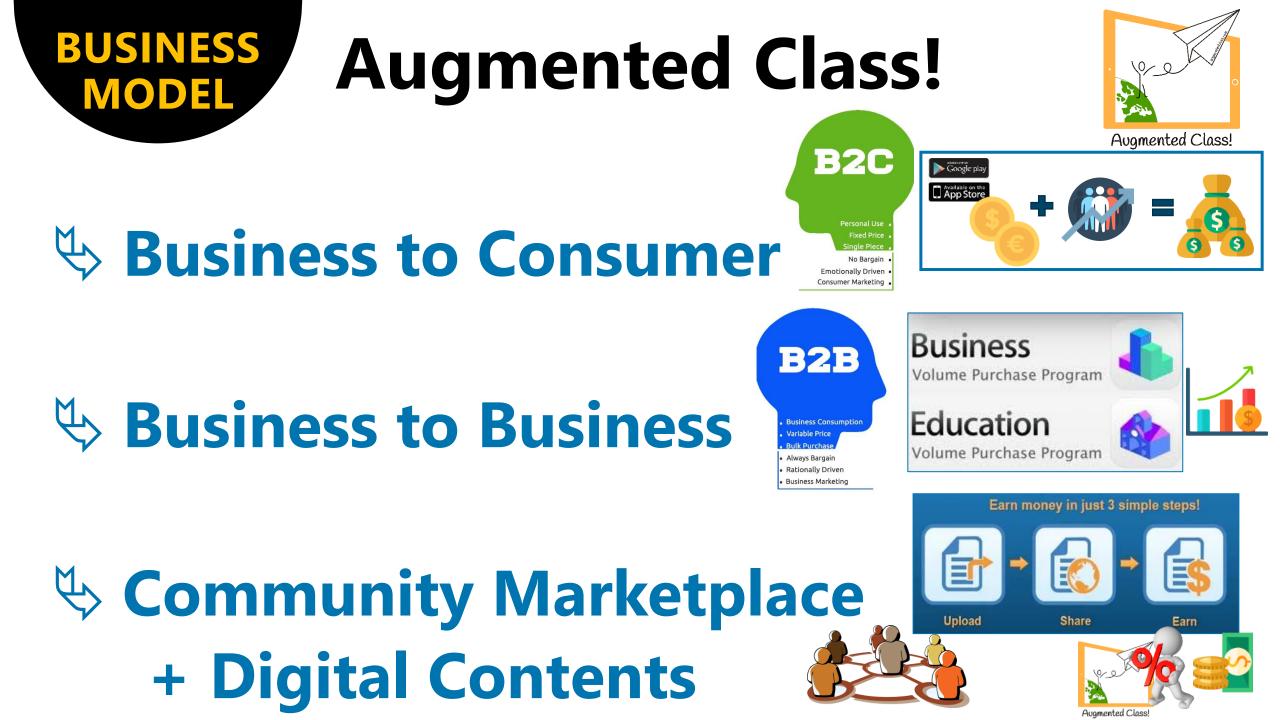
2015





#edcampCN

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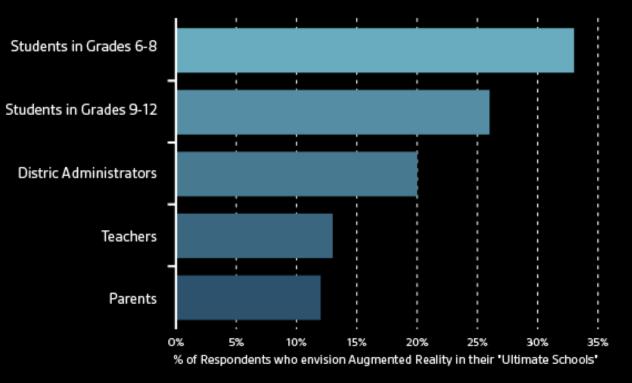


AUGMENTED REALITY in **EDUCATION**

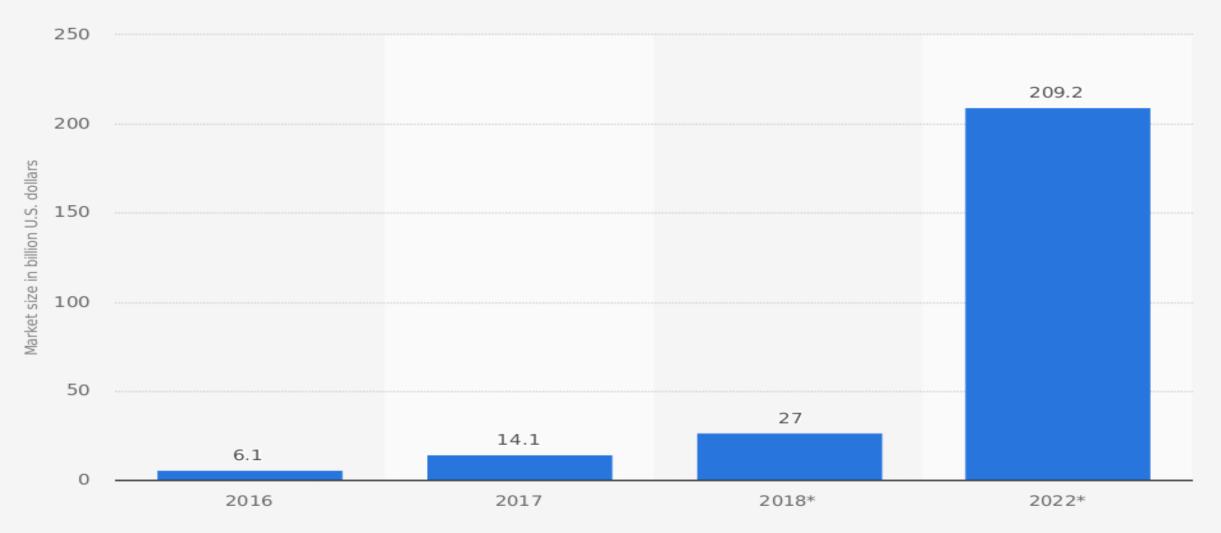
While augmented reality is still in its nascent stage, especially in the education realm, the technology has continued to evolve at a rapid pace. Within schools, augmented reality can be leveraged to enable educational tactics such as gamification, discovery-based learning, and objects modeling.



STUDENTS BEGINNING TO REALIZE THE BENEFITS OF AUGMENTED REALITY IN SCHOOLS

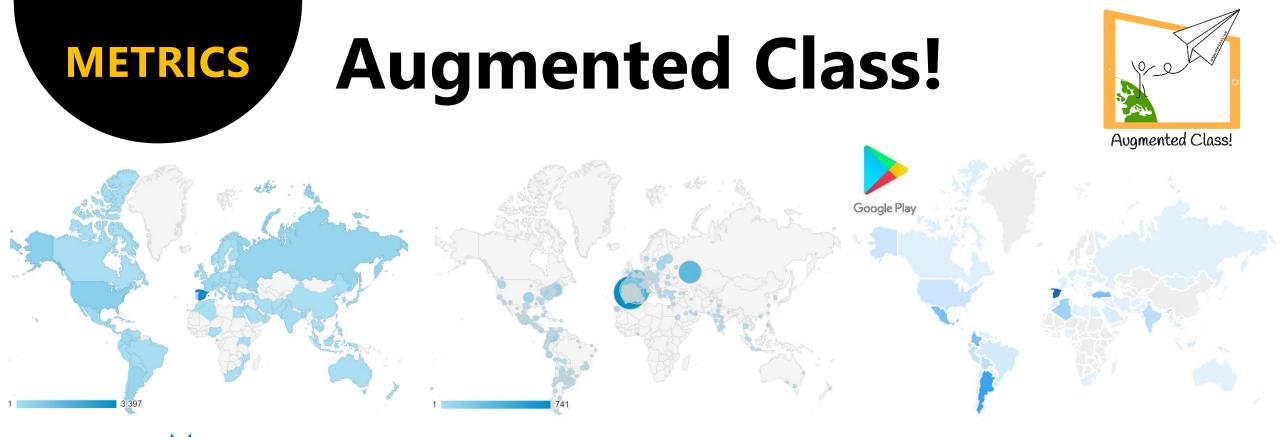


Forecast augmented (AR) and virtual reality (VR) market size worldwide from 2016 to 2022 (in billion U.S. dollars)



Source IDC © Statista 2018 Additional Information:

Worldwide; IDC; 2016 to 2018



Validated > 300 centres > 50000 students Worldwide > 72 countries < 2 years Growing > exponential new USERS every day

PRESS

Augmented Class!



Ale

weet

Alex Gibson @thepersuaders

Talking today #augmentedreality with @AugmentClass who were on #websummit Alpha programme ..innovation in education 1pm @dublincityfm

103.2 Dubin City

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Techli.com is a media company dedicated to covering a wide range of the latest technology companies, startups, and new products that originate in the emerging startup hubs of the US.



11/04 8:34am: Introduced to Augmented Class, a platform that lets teachers build augmented reality apps that they can use in the classroom. For example, a chemistry teacher has designed an app that lets students point their phones at different pictures of chemicals and watch them react with each other. Point the phone at a photo of a methane molecule and an oxygen molecule touching and you'll watch them combust.

We at Fractals was at the **Collision** in Las Vegas, where we met some very promising startups from all over the world. Many of them are dedicated to education technology, with a main focus on gamification and video-learning and a growing attention to business education. We selected 6 of the most innovative and different ones, and we want to introduce them to you.

1- Augmented Class

Collaborative platform to create and share augmented reality apps and resources for education without any technician knowledge.

An Easy Collaborative Platform to Create and Share #AugmentedReality for EDUCATION!

FRACTALS

Our solution is an easy platform that allows Create and Share Augmented Reality APPs and Resources for Education, doing it by yourself! We universalize the access to the Augmented Reality, allowing users to be the ones designing their own projects. PRESS

Augmented Class!





Association de promotion de la Réalité Augmentée

Technos + Usages + Réflexions + Prospectives

Jorge R. López Benito Co-Founder & Managing Partner introduces Augmented Class! based in Logroño La Rioja (SPAIN).



EUROPEAN COMMISSION

What are your company's skills?

We define ourselves as the powerpoint of augmented reality for #education

Augmented Class! is a platform that allows users to create and share their own augmented reality educational projects without any programming knowledge in a very easy and friendly way.

We detected a necessity demanded by the educational community: nowadays AR apps have to be custom developed or with little modification margin and, although educational centres (regulated and non-regulated) count on digital devices such as tablets or digital whiteboards, they lack contents to use them with (mainly pdf-s). There are also very few tools in the market that provide them or allow the creation of new contents easily.

In Augmented Class! we allow users to create their AR apps through a friendly interface without any technical knowledge. We make it possible for educators to

generate innovative contents and we eliminate all barriers universalizing the access to AR.

We allow you to DESIGN your own projects and share them, so they can also be modified and adapted by other users to cover their own needs.

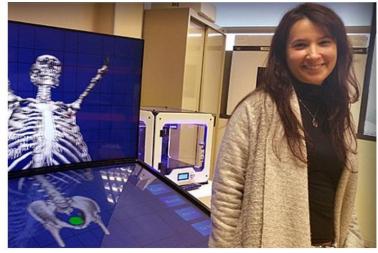


NewBusiness El Mundo Empresarial / Noticias

Enara Artetxe, Augmented Class: "Buscamos inversión para vender nuestros productos, expandirlos e internacionalizarnos"



Publicado el 6 de Febrero , 2016 por Up Euskadi (autor)





minuto

InnoSmart projects reach the end of the competition innoSmart is a European initiative to develop emerging and sustainable industries

Augmented Class is an easy way to Create and Share Augmented Reality APPs and Resources for Education allowing users to create their own Augmented Reality (AR) apps through a friendly interface, without previous knowledge in computer development.

PRESS

Augmented Class!



Seis startups que rompen las reglas de juego de sectores 'tradicionales'

Augmented Class Educación aumentada

http://augmentedclass.com



Enara Artetxe y Jorge R. López participan en un consorcio europeo sobre una plataforma educativa que combina realidad virtual, realidad aumentada e impresión 3D que utilizarán 6.000 niños de 5 países a partir de septiembre. Desde 2011 llevan investigando sobre diferentes usos de la realidad aumentada en distintos ámbitos, pero donde vieron más valor fue en el ámbito educativo. Y desde entonces se han convertido en un referente a nivel internacional. Su tecnología se utiliza en numerosos centros formativos. "Teníamos demanda por parte de los profesores para que les aportáramos valor para dar sus clases. Pensamos en una herramienta que democratizara el acceso a este tipo de tecnología y así cualquier persona, independientemente de su edad y del contexto. tuviera acceso a ella y pudiera generar contenidos e interac-

ciones en realidad aume sin conocimientos técnic sin tener curva de aprene sólo con conocimientos de informática de usuari tampoco había contenid flexibles para desarrollar aula. Lo que hicimos fue el power point de la reali aumentada, que permite rar tus presentaciones co serie de herramientas y (además si me la descarg puedo retocar y reutilizarla de nuevo. Nuestro objetivo era que generar contenidos fuera tan sencillo que fuera casi natural. Ese fue el concepto de crear Augmented Class!", afirma Jorge R. López, fundador, junto a Enara Artetxe.

JUNIO 2018 / Emprendedores.es 87



AUGMENTED CLASS. REALIDAD AUMENTADA PARA EL ÁMBITO EDUCATIVO

Expansión

La alta tecnología entra en las aulas

Augmented Class

Augmented Class es un ejemplo de 'intraemprendimiento' en el seno de una 'start up'. El proyecto nació en 2014 bajo el paraguas de una compañía de realidad aumentada y realidad virtual, CreativiTIC, que había sido fundada apenas tres años antes. El foco de Augmented Class. liderado por una ingeniera de telecomunicaciones, Enara Artetxe, y un informático, Jorge R. López, se centra en el mundo educativo. "Queríamos crear una plataforma de realidad aumentada aplicada al mundo educativo y que permitiera adaptar los contenidos muy fácilmente, como si fuera un Powerpoint", explica López. "Lo que había hasta el momento eran herramientas que permitian crear contenidos, pero eran complejas y hacía falta tener ciertos

conocimientos informáticos. La nuestra la pueden manejar tanto profesores como alumnos", aclara. Además, esta tecnología tiene una particularidad y es que, a diferencia de otras 'apps', no necesita Wi-Fi. Para probar su herramienta, los dos emprendedores llegaron a un acuerdo con la Universidad de la

Rioja, que les permitió poner su tecnología a disposición de los alumnos de último curso en el grado de Educación Primaria. Desde entonces, se ha aplicado con éxito en la Universidad del País Vasco, la Universitat Oberta de Catalunya y varios centros de formación profesional del Gobierno de La Rioia.







This Stories of Tomorrow project has received funding from the European Union's Horizon 2020 research and innovation program under grant agreement No. 731872

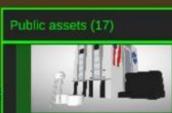
- Solution Designed specifically for the teaching of **STEAM** competitions.
- Storytelling interface to express creativity and imagination.
- ✤ It integrates with the latest **AR / VR** and 3D printing technologies
- Sourcently in **curricular** use by more than 6000 children in 8 countries: Portugal, Finland, France, Greece, USA, Spain, Germany and Japan.

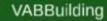


PROJECT NAME: STORIES AR Demo



E







Stories_Rocket



HabitatUnit



CreativiTIC - Stories of Tomorrow

GOT

Plating -

 \odot



SELECTED OBJECT: Stories_Rocket







at Bra



IMPACT



All innovations for which this organisation has been identified as a 'key innovator':

Show 10 entries

				· ·
Innovation	Maturity 🚱	Project	Торіс	
Integrated, Interactive Platform to enable Deep Learning in Classrooms	Creation	STORIES	Education, Content and Creativity	Q
Augmented reality package consisting of AR software and embedded hardware	Creation	E2LP	Education, Content and Creativity	Q
Augmented Reality Software that detects and tracks electronic boards with a camera	Creation	E2LP	Education, Content and Creativity	Q
howing 1 to 3 of 3 entries			Previous 1	Next
All innovations listed above are ranked by freshness of data , i.e. the innovations most recently analysed	d by Innovation Radar a	appear at the top		

Million departments of all

Innovations

Augmented reality for emotional and social development at Early Childhood

AMAIAAGUIRREGOITIA MARTINEZ	LÓPEZ BENITO, JORGE R.	ARTETXE GZLEZ, ENAR/
Languages and Computing Systems	CreativiTIC Innova SL	CreativiTIC Innova SL
University of the Basque Country	www.creativitic.com	www.creativitic.com
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Abstract - Emotional competence and social communication development can be concurrently supported through intentional thought and planning on the part of the early childhood educator. In this article, we offer a proposal for teachers to effectively implement interventions to support these two areas, all within the context of augmented reality. The levels of feeling exploration, social skills and conflict resolution can be implemented using augmented reality to support children and enhance and refine their social competence. Augmented reality (AR) provides an environment where exploration of feelings and interaction with equals is possible and it allows children to understand and practice social skills in a technologically-biased context. The interactive possibilities of AR enable children to explore and learn what can occur by observing how people behave and by observing the effects and consequences of that behaviour. Moreover, by using the AR application, children become active part of the interaction and they can observe how participants mutually influence each other and they can learn social skills by modeling and trying without being afraid of the results of the interaction. The article presents the implementation of a proposal for emotional and social development in early childhood.

There is emerging research suggesting that

cognitive behavioral intervention can be used to

teach prosocial behaviors as well as to decrease

disruptive behaviors. Cognitive Behavior Modification (CBM) provides children with tools to

manage their own behaviors. It involves teaching the

use of inner speech to acquire self-awareness and

likelihood of problem behaviours. Similar proactive techniques can be used for teaching conflict

nteractions with others and an environment for free

and individual exploration can be positive for social

development, the technical possibilities of

Constructivist/Interpretivist theories of learning assume that meaning is imposed by the

individual rather than existing in the world independently. The assertion that AR could provide

for further exploration and investigation.

Assuming that offering a model of appropriate

nented reality (AR) in this area open a new door

resolution methods or helaviours.

Schools have typically relied on traditional

1 INTRODUCTION

Key-Words: - Early childhood, augmented reality, emotional and social development

1 Introduction

Social connetence is accented as crucial for children's early adjustment and willingness for school [1][2]. Social competence consists of skills associated with self-regulation, self-efficacy, and positive relationships with adults and peers [3]. Social competence is the aptitude to integrate

self-monitoring [6]. cognitive, affective, and behavioral states to achieve objectives in a social context. Consequently, social reactive behavior management techniques to attempt to decrease students' inappropriate and disruptive behaviors and increase desirable behaviors. Rather competence may also be referred to as how well children get along with peers and adults and establish than waiting for the appearance of problem successful relationships [4]. Most often, children can easily learn strategies behaviours, proactive techniques such as teaching appropriate behaviors can successfully decrease the

for interacting comfortably and nositively with others furing their experiences at home or at school and everal authors mention the relevance of modeling. Bandura and some others authors pointed that the response consequence experienced by a model

can influence the subsequent behavior of the observer by inhibiting or inhibiting behaviour. Those behaviors that might previously have been displayed are suppressed even though the child has never actually had to engage in the behavior and be punished for it [5]. The importance of teaching example and modeling without the need of punishment or reinforcement is argued by Bandura.

An experience of the application of Augmented Reality to learn English in Infant Education

Agairnegoitia Martínez, Amaía - López Benito, Jorge R. Artetxe: González, Enara - Bilhao Ajuria, Estibaliz Doto Long y Sists Informáticos CreativiTIC Innova SL CreativiTIC Innova SL Claret Askartza ikostetxee iversidad del Pals Vasco Bilbao, España Logrolo, Espeña jrlopezi@creativitic.es Logrofo, España eartetxesileirentivitie er Leice, Españo ebilhacijaskartsachret.org annia amirrasoitiadicht mi

Abstrat— The current study presents an obscational experience using sugmented reading sechnology eleved as improving recebulary sequelation and generated at structures in English while introducing curricular contants of emotional intelligence in a states that second language learning should be designed from a communicative approach. Competence in linguistic and literary communication should begin at an outly age and this while introducing contrastic outcombined initiAgence in a ULII. approach. The presented Blacket Usid hearpenetic Asymeteside Reality activities to ecourage automatus hearing abrough agglorinone which adrive initiality asymptotic periodical progent incorporates longes and aution to facilitate content learning and initializes physical from the Infaird Education stage acing and related and physical to making and the to face physical social generations and usage. The availation table to face physical requires that the professionals in charge of this work must have a bread command of the language and that the educators should be adequately trained to work with children of this age and to use most appropriate methodologies for that age. It has been widely documented that the early years are

iccisive for the development of language [11]. The relevance if preschool and early school years has been increasingly sic different chasesoons points out a very positive acceptance of the methodology by students. In addition, the learning cends have recognized and we also know that it is important to improve inderstanding and production of language at the later stages rignificantly improved, which may be, to some extent, related to the methodology used. In order to take advantage of this sensitive period to introduce the English language from early ages in Early Childhood Keywords— Augmented vosiby, Early childhood obscalors; Educational technologies; Teaching and learning English

the angiest ingrage non-carly ages in any contractor telefaction (E), resources such as score, rob-plays, flyttes, noryteling, flashcards. Total Physical Response activities (PHR) and genues of different nation (E) are used. The use of multimetia resources for English language teching his been The use of AR (angreenial reality) in classrooms for educational purposes is already a reality and its effects on the motivation and performance of students an different educational function have been which documental [1], [2], [3], [4], [5]. In terms of its use in only childhead education, the increasing with positive results in recent years [13]. Fewer increasing with postner results in recent years [15]. Inver-experiences exist, however, in the use of other technologies that can also be incorporated in this stage, among them the Augmented Reality (AR). This technology can expand the exhemition groubilities and can contribute to the understanding and the acquisition of the wordhalary. (9), (9), in terms of it is its in compresentation, in education curriculum considers the introduction of new technologies as a resource for learning in any of the disciplines is the particularly relevant, and digital competences appear as one of the basic skills to be developed [6]. On the other hand, in order to learn new sociabulary, the

presentation of images with associated content in video or and/o format and grouped in sertamic fields is presented as an interesting possibility for the Early childhood stage. It is usual The use of AR enables interaction and exploration and it fits with the characteristics of the developmental stage of early childhood education due to the exploratory activities that encourage discovery and introduce self-assessment. In the case in Early childhood education, to program activities in Erglish In large critichost obtainen to pregram activities in lengths largere to work the leasion, they user the low sense to fields. The justification for this grouping is that it facilitates the states three sensitivities of the least larger than the states of the states of the some state of the larger larger than the states of the larger than the states the constrainties connect a fact that will facilitate the preconstrainties of works [14] [1] and commention the utility of children with special needs. AR can be a very practical resource when used to complement other activities. The workshipped component of AR is another factor in its favor, since "play" as means for learning is the basis of numerous educational projects in line with the Montessoni approach [7]. precessing time of works [14]. It also demonstrates the utility of images and books in the English magange literacy to promote learning of new vocabulary and simple expressions on the stage under study [15]. Litikat to these two common practices (or sequipting the lookeen (images and semantic fields), it should be noted that AR uses images and can Not only Montesson but also Deeroly [8]. Consiner [9] or Twiret [10] agree that the child needs to have acces to material that allows him to be active in the learning process. On the other hand, the current curriculum of latint Education establishes the objective of educating multilingual incorporate narrations in a different format from that of images and books but must of the previously studied students with a wide knowledge of at least one foreign largange at the end of compaisory Basic Education and it

978-1-5386-0648-3/17/\$31.00 E2017 IEEE



hadong or kanna domeny stall adactional levels is empties a period and an all of a specially imprinted and sales is relief the scale to see these arctices having increasing a set at a second and the dependent for the index entry does to back in the solution. The strenge of a model is not a resolution with the point for the entry memory scalar in the solution of the transition in a model and model.

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tional Journal of Education and Learning

A Storytelling Platform for Deeper Learning in STEM Combined with Art-Related Activities

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Abstract: - The STORIES storytelling platform provides the means and the tools along with the necessary collaborative and personalization functionalities to introduce students and monitor their performance extended episodes of deeper learning in Science, Technology, Engineering, and Mathematics (STEM) combined with art-related activities (visual and performing arts, music, movie making, 3D design). The platform introduces students in a progressive exploration of the different technologies that can be

Volume 3, 2018



Aportaciones de la Realidad Aumentada en la inclusión en el aula de estudiantes con Trastorno del Espectro Autista Contributions of Augmented Reality in inclusive education with students with Autism Spectrum Disorders

Boria Láinez¹, Edurne Chocarro de Luis² Jesús Héctor Busto Sancirián³ y Jorge R. Lónez Benito⁴

Fecha de recepción: 11/12/2017; Fecha de revisión: 26/03/20187; Fecha de aceptación: 15/06/2018.

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European

Commission

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Autor de correspondencia: edume.chocarro@unirioja.es

En el siquiente artículo se presenta una experiencia llevada a cabo en un Centro Educativo de la ciudad de Logroño, con el objetivo de utilizar la Realidad Aumentada para explicar contenidos científicos a un alumn con Trastorno del Espectro Autista. A lo largo de tres sesiones, el estudiante pudo aprender cont Ciencias Naturales, concretamente los cambios de estado y el ciclo del aqua, a través de actividades realizados con Realidad Aumentada que, posteriormente, llegó a explicar a sus compañeros. De este modo se intentó dar respuesta a algunos de los principales déficits que presentan este tipo de personas: por un lado, la comunicación y la interacción social y, por otro, el aprendizaje de aquella información de naturaleza más abstracta como así lo confirman los resultados encontrado

En definitiva, recursos como la Realidad Aumentada avudan a afianzar el proceso de aprendizaje di alumnos con necesidades específicas de apoyo educativo y, en consecuencia, aumentan la posibilidad de ociales con otras personas, facilitando así su integración en el aula ordinario

Palabras claves: Realidad Aumentada, Trastomo del Espectro Autista, Educación, Ciencias Experimentales

Abstract

The following article introduces an experience carried out in a school of the city of Logroño, with the objective to use Agumented Reality to explain scientific facts to a student with Autism Spectrum Disorder Throughout three sessions, the student could learn topics on Natural Sciences, specially the states of matter and water cycle, with Augmented Reality activities, and whom ended explaining them to his classmates. Therefore, an attempt was made to approach some of the main deficits presented by these type of people

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4 CreativiTIC Innova SL. (Lograño, Españo); inopez@creativitic.es; Código ORCID: arcid.org/0000-0001-9697



ISSN: 2367,8933







Augmented Class!

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- C) Dióxido de carbono y oxígeno molecular.
- D) Dióxido de carbono y ceniza.
- 10. ¿Qué te ha parecido la clase de hoy? ¿Te ha gustado? ¿Repetirías? (o Megor de mi vida, si quizo repetir

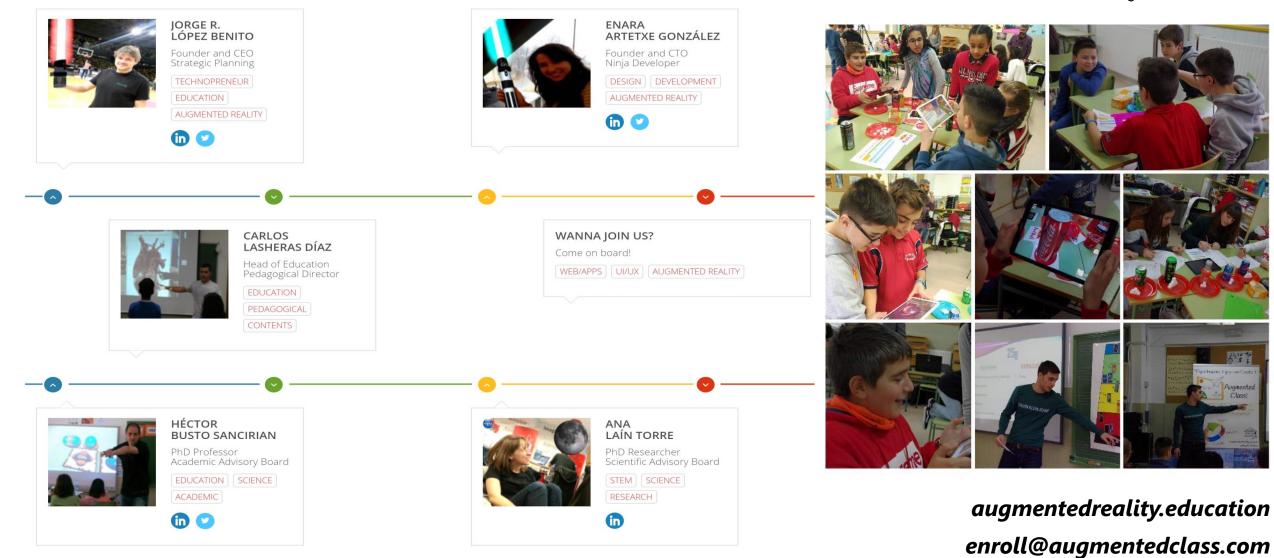
1º Si me ho muy educatives y emocionante 2° Si me ho gentado 3° Si repitiria



TEAM

Augmented Class!











"If you Imagine it you can Create it"





The MIXED REALITY UNIVERSE where Children, Teachers and Parents LEARN and have FUN together!

"We strongly believe education is the base

@augmentclass augmentedreality.education for a wiser and more advanced society and a better future"

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