



iJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 13 Issue: IV Month of publication: April 2025

DOI: <https://doi.org/10.22214/ijraset.2025.67824>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

EmmersED AR Based Educational Platform

Devanshi Joshi¹, Prachi Kamble², Ashvin Dige³, Tripura Dange⁴, Dr. Kavita Bani⁵

Department of Electronics & Computer Science Engineering, Atharva College of Engineering, Malad West, Mumbai-400095

Abstract: *ImmersED is an innovative Augmented Reality (AR) platform designed to transform the educational experience by providing interactive and immersive learning environments. By integrating real-time 3D models and simulations, the platform enhances student engagement and conceptual understanding in subjects such as physics, biology, and geography. Traditional teaching methods often struggle to convey abstract concepts effectively, leading to learning gaps and reduced retention. ImmersED addresses these challenges by enabling students to visualize, manipulate, and interact with virtual objects through AR-compatible devices like smartphones and tablets. This hands-on approach fosters deeper comprehension, improves spatial cognition, and reduces misconceptions by bridging theoretical knowledge with practical application. Beyond interactive learning, ImmersED emphasizes ethical considerations, ensuring data privacy, accessibility, and responsible AR integration in educational institutions. Designed for scalability, the platform is adaptable across different grade levels and disciplines, making it a versatile tool for modern education. Future enhancements will incorporate Artificial Intelligence (AI)-driven personalized learning experiences and Virtual Reality (VR) capabilities, further enriching student interaction and engagement. By redefining traditional pedagogical approaches, ImmersED has the potential to revolutionize digital education, creating a more engaging, effective, and accessible learning experience for students worldwide.*

Keywords: *Augmented Reality, Interactive Learning, 3D Visualization, Virtual Reality, Immersive Technology*

I. INTRODUCTION

Students often struggle to grasp spatially complex concepts in subjects such as geography, astronomy, and biology due to the limitations of traditional teaching methods. Textbooks and 2D illustrations fail to convey depth and dynamic interactions, leading to misconceptions and reduced engagement. Augmented Reality (AR) addresses this challenge by enabling interactive, real-time 3D visualization, allowing students to manipulate virtual objects and explore abstract concepts from multiple perspectives. Research indicates that AR enhances retention, comprehension, and student engagement by transforming passive learning into an interactive experience. ImmersED is an AR-based educational platform designed to integrate 3D models and simulations into academic curriculum, making abstract concepts more accessible. The platform offers a user-friendly interface that supports personalized learning, enabling students to interact with content at their own pace. Additionally, collaborative features allow multiple users to engage with the same virtual environment, promoting teamwork in both classroom and remote learning settings. Designed for scalability, ImmersED is optimized for smartphones, tablets ensuring accessibility across diverse educational settings. Future developments will integrate AI-driven adaptive learning and Virtual Reality (VR) capabilities to further enhance engagement and comprehension. By leveraging AR technology, ImmersED redefines digital education, providing an innovative solution to modern learning challenges.

Virtual Reality (VR) capabilities in ImmersED will further enhance engagement and comprehension by creating fully immersive learning environments. Unlike AR, which overlays digital content onto the real world, VR transports students into simulated spaces where they can explore complex concepts without physical limitations. This feature is particularly beneficial for subjects like anatomy, astronomy, and engineering, where students can interact with lifelike 3D models, conduct virtual experiments, or explore historical sites in a simulated environment.

II. RELATED WORK

The integration of Augmented Reality (AR) in education has been widely explored to enhance student engagement and conceptual understanding. Various AR-based platforms have been developed to create immersive learning experiences by allowing users to visualize and interact with complex concepts in real time. Research has demonstrated that AR can bridge the gap between theoretical knowledge and practical application, particularly in subjects that require spatial reasoning, such as science, mathematics, and history.

Several AR applications, such as Google Expeditions and Merge EDU, have been employed in education to provide interactive 3D models for students. Studies indicate that AR significantly improves retention rates and enhances problem-solving skills by making abstract topics more tangible. Microsoft HoloLens has been widely used in medical education to provide real-time 3D visualization of anatomical structures, improving student comprehension in complex fields like biology and medicine.

Virtual Reality (VR) has also been investigated as an extension of AR-based learning. Platforms like zSpace and ClassVR allow students to engage with fully immersive simulations, providing deeper insights into scientific experiments, historical events, and engineering models. These technologies contribute to active learning by fostering hands-on experiences in a controlled digital environment. Despite these advancements, challenges remain in implementing AR and VR technologies at scale, including hardware costs, accessibility, and the need for technical training among educators. The ImmersED platform addresses these issues by offering a scalable, mobile-friendly AR solution optimized for educational institutions. By integrating interactive 3D models, real-time simulations, and collaborative learning features, ImmersED builds upon existing research to create a comprehensive and accessible AR-driven educational tool. Future enhancements, including AI-driven personalization and VR capabilities, will further expand the platform's impact, making it a versatile solution for modern education.

III. SYSTEM ARCHITECTURE

The system architecture of the ImmersED AR Educational Platform serves as the backbone for integrating augmented reality with an intuitive learning experience. It outlines the interaction between users, educational content, and AR components, ensuring smooth data flow and real-time rendering. Built with C# and Unity, the system enables efficient AR integration, while the content management system ensures structured storage and retrieval. Additionally, Figma-designed UI/UX enhances accessibility and user engagement. This architecture is designed for scalability, optimizing performance across web and mobile platforms.

A. System Development Approach

The ImmersED AR Educational Platform was developed using a structured Software Development Life Cycle (SDLC) model, incorporating the following key stages:

- 1) Requirement Analysis – Researched AR-based learning systems, user experience principles, and structured content navigation to ensure an interactive and intuitive design.
- 2) System Design – Created system architecture using Figma for UI/UX wireframing, developed user flow diagrams, and structured the database design for efficient content management.
- 3) Implementation – Developed the platform using C# and Unity for AR integration, interactive 3D models, and smooth lecture playback. Core modules include the home page, content management system, and navigation framework.
- 4) Testing & Debugging – Conducted functionality, performance, and UI testing to ensure stability, efficiency, and accessibility across different devices.
- 5) Deployment – Optimized for mobile and web accessibility, ensuring seamless AR rendering and efficient system performance.

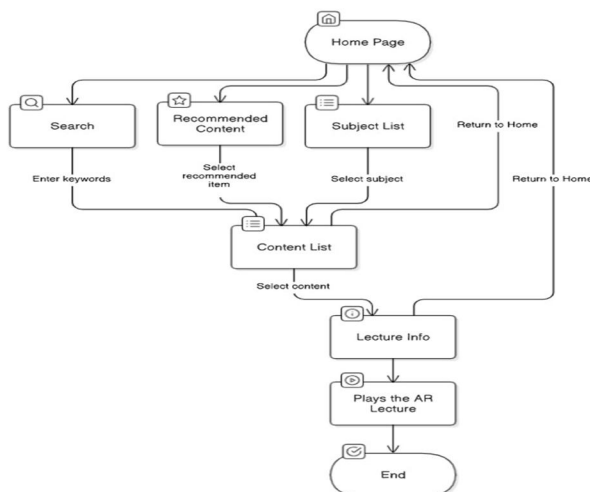


Fig. 1 Flowchart for ImmersED AR Based Educational Platform

IV. METHODOLOGY

The development of the Immersed AR Educational Platform followed a user-centered design approach to enhance accessibility and engagement. The interface was designed using a structured framework, ensuring intuitive navigation and seamless user interaction. The registration and authentication processes were implemented with secure input validation mechanisms to protect user data. A modular course selection system was integrated, offering a hierarchical learning structure with multimedia support. User testing and iterative refinements were conducted to optimize usability, ensuring an interactive and immersive educational experience.

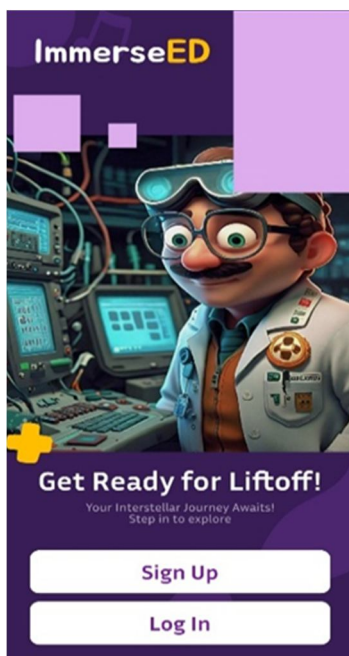


Fig. 2 User Interface

The Fig 2: displays the login screen of the Immersed AR Educational Platform, designed with an intuitive user interface. It features a structured layout with interactive elements, including "Sign Up" and "Log In" buttons, ensuring seamless user authentication. The design emphasizes accessibility and engagement, guiding users toward an immersive educational experience.

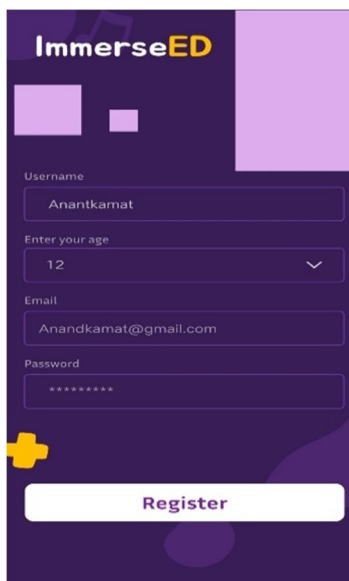


Fig. 3 User Registration Interface

The Fig 3: This interface streamlines user onboarding with structured input fields for username, age selection, email, and password. The "Register" button at the bottom acts as a call-to-action, ensuring secure account creation.



Fig. 4 User Login Interface

The Fig 4: provides a streamlined authentication mechanism with input fields for username and password, along with a prominent "Log In" button for quick access. The interface maintains visual consistency with the registration screen, ensuring usability through a cohesive design.

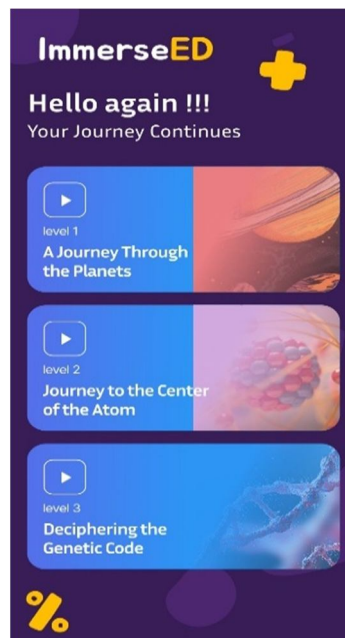


Fig. 5 Learning Modules

The Fig 5: depicts the user interface (UI) of the Immersed Educational Platform, designed to offer an immersive and visually appealing educational experience. The interface presents three distinct learning modules, each focusing on a core area of science—planetary exploration, atomic structure, and genetic decoding. These modules are structured into levels, starting with introductory concepts, allowing users to progressively explore and engage with each scientific topic interactively.

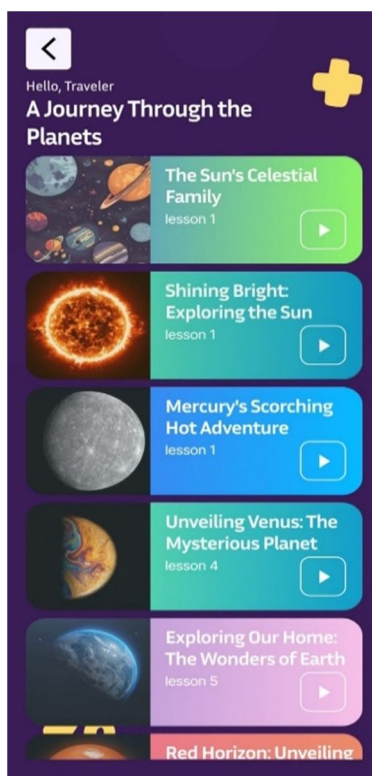


Fig. 6 Course Content

The Fig 6: shows the content screen of the Immersed AR Educational Platform, featuring the module "A Journey Through the Planets." It presents three lessons—"The Sun's Celestial Family," "Shining Bright: Exploring the Sun," and "Mercury's Scorching Hot Adventure." The design is vibrant and user-friendly, with play buttons for each lesson, making it easy for users to begin their learning journey. The interface emphasizes engagement and simplicity, encouraging interactive exploration of educational content.

V. RESULTS AND DISCUSSION

The results of our project demonstrate the effectiveness of Augmented Reality (AR) in enhancing conceptual understanding through immersive visualizations. The primary outcome of the system is the interactive 3D representation of the solar system, as seen in the generated output. The AR-based interface allows users to explore planetary arrangements, observe their relative positions, and understand celestial mechanics more intuitively compared to traditional 2D learning methods.

A key feature of the application is the integration of an audio explanation that guides users through the core concepts of the solar system. The narration provides a structured learning experience, ensuring that users not only visualize but also comprehend astronomical phenomena, such as planetary orbits, relative sizes, and distances. This combination of audio and interactive 3D content reduces cognitive overload and enhances retention by catering to multiple learning styles. The rendered solar system simulation effectively demonstrates the potential of AR in education. The realistic lighting, shadows, and detailed planetary textures contribute to an engaging and scientifically accurate representation. Additionally, the interactive controls enable users to navigate freely within the simulation, fostering an exploratory learning environment.

While the current implementation showcases a static AR-based visualization with audio narration, future iterations can enhance interactivity by incorporating real-time user interactions, such as zooming into specific planets or displaying additional educational overlays. Furthermore, expanding the content beyond the solar system to cover other scientific topics can increase the application's educational value. Overall, the project successfully validates the hypothesis that AR-based learning tools can significantly improve student engagement and comprehension by transforming abstract concepts into tangible experiences.



Fig. 7 Course Outcome

The Fig 7: shows a scene from the Immersed AR Educational Platform, depicting an interactive 3D view of the solar system. The display focuses on the Sun, surrounded by a few planets, including Saturn with its distinctive rings. A "Back" button at the top allows users to easily navigate to the previous screen. The simple yet visually engaging design emphasizes interactive learning, allowing users to explore the planets and their characteristics in an immersive, user-friendly environment. This enhances the educational experience by offering an interactive, visually appealing way to learn about space.

VI. CONCLUSION AND FUTURE WORK

The Immersed Augmented Reality (AR) platform represents a transformative shift in digital education, addressing the limitations of traditional learning methodologies by integrating immersive 3D visualizations, real-time simulations, and interactive content. Conventional teaching approaches, which often rely on text-based explanations and static diagrams, struggle to convey complex and abstract concepts effectively. This challenge is particularly evident in subjects such as science, mathematics, and geography, where students benefit from spatial and experiential learning. Immersed overcomes these obstacles by enhancing visualization, engagement, and conceptual understanding through AR-powered modules. By allowing students to explore dynamic 3D models, the platform promotes active participation and deeper cognitive processing, leading to improved knowledge retention and comprehension. Unlike passive learning methods, where students primarily rely on memorization, Immersed fosters experiential learning, making education more practical, interactive, and engaging. Additionally, the platform's user-friendly interface and device compatibility ensure accessibility across a wide range of learners, from primary education to higher learning institutions. This scalability positions Immersed as a versatile educational tool, adaptable to diverse curriculum frameworks and learning environments, including classroom-based learning, remote education, and self-paced study models.

To further refine its impact, Immersed will evolve through the integration of advanced technologies and expanded subject coverage. A key future enhancement is the implementation of AI-driven personalization, which will allow the platform to adapt learning content based on individual student progress, strengths, and challenges. Through the use of machine learning algorithms, Immersed will be able to recommend tailored educational modules, suggest additional resources, and provide real-time feedback, ensuring that students receive a customized and optimized learning experience. Additionally, expanding AR content across multiple disciplines will further enhance the platform's applicability and versatility.

While the current focus is on science and mathematics, future updates will incorporate subjects such as history, art, and engineering, providing students with a more comprehensive and interdisciplinary learning experience. The integration of AR-based storytelling, historical reconstructions, and artistic visualizations will enable learners to engage with content in new and innovative ways, fostering creativity and critical thinking.

By continuously integrating cutting-edge educational technologies, Immersed is set to redefine the landscape of digital education, ensuring that learning remains engaging, effective, and future-ready. Through its commitment to innovation, scalability, and accessibility, the platform will continue to empower students and educators, shaping the next generation of immersive learning experiences.

VII. ACKNOWLEDGEMENT

The authors would like to express their heartfelt gratitude to the institutions and individuals who contributed to the successful development of this project. We extend our sincere thanks to Atharva College of Engineering for providing the essential resources and facilities that enabled us to bring this project to fruition. A special note of thanks goes to Dr. Kavita Bani for her invaluable cooperation and approval of this initiative. Her guidance and support were pivotal in aligning the project with real-world requirements and ensuring its effective implementation. Her belief in the potential of this blood donation bank app was a driving force behind its success. We also acknowledge the contributions of our colleagues and peers who provided constructive feedback, shared innovative ideas, and supported us during the development and testing phases. Their collaboration played a significant role in enhancing the quality and reliability of this app. Lastly, we express our sincere appreciation to our families and friends for their patience, understanding, and continuous motivation. Their unwavering support enabled us to overcome challenges and stay focused on our objectives. This blood donation bank app represents a collaborative effort and shared vision, and we are immensely grateful to everyone who played a role in making it a reality. Thank you for being an integral part of this journey.

REFERENCES

- [1] K. M. K. Chaturvedi, A. G. S. V. S. Rao, and S. D. V. N. R. Sharma, "Augmented Reality for Education: A Systematic Review of Applications and Technologies," 2020 IEEE International Conference on Innovations in Power and Advanced Computing Technologies (iPACT), Vellore, India, 2020. DOI: 10.1109/iPACT48948.2020.9181203
- [2] M. Azhar, S. H. Alshahrani, and N. A. Alzahrani, "The Impact of Augmented Reality on Learning Outcomes: A Systematic Review," 2021 IEEE 8th International Conference on Engineering Technologies and Applied Sciences (ICETAS), Kuala Lumpur, Malaysia, 2021. DOI: 10.1109/ICETAS52461.2021.9654182
- [3] R. K. Gupta and P. J. Vaidya, "Implementing Augmented Reality in Education: Challenges and Opportunities," 2019 IEEE International Conference on Advances in Computing, Communication and Control (ICAC3), Mumbai, India, 2019. DOI: 10.1109/ICAC3.2019.8917636
- [4] B. Furht, "Handbook of Augmented Reality," Springer, 2011. DOI: 10.1007/978-1-4614-0064-6
- [5] M. Billinghurst, A. Clark, and G. Lee, "A Survey of Augmented Reality," Foundations and Trends in Human-Computer Interaction, vol. 8, no. 2-3, pp. 73-272, 2015. DOI: 10.1561/11000000049
- [6] L. Cheng and J. Tsai, "Enhancing Science Education Through Augmented Reality," IEEE Transactions on Learning Technologies, vol. 13, no. 4, pp. 839-849, 2020. DOI: 10.1109/TLT.2020.2996348
- [7] H. Wu, S. Wen, and J. Lin, "The Use of Augmented Reality in STEM Education: A Systematic Review," Educational Technology Research & Development, vol. 68, pp. 1769-1793, 2020. DOI: 10.1007/s11423-020-09799-3
- [8] T. Dünser, R. Grasset, and M. Billinghurst, "A Survey of Evaluation Techniques Used in Augmented Reality Studies," Human Interface and the Management of Information, pp. 135-144, 2008. DOI: 10.1007/978-3-540-70534-9_15
- [9] Ibáñez and D. Delgado-Kloos, "Augmented Reality for STEM Learning: A Systematic Review," Computers & Education, vol. 123, pp. 109-123, 2018. DOI: 10.1016/j.compedu.2018.05.002
- [10] M. Akçayır and G. Akçayır, "Advantages and Challenges Associated with Augmented Reality for Education: A Systematic Review of the Literature," Educational Research Review, vol. 20, pp. 1-11, 2017. DOI: 10.1016/j.edurev.2016.11.002
- [11] van Krevelen and R. Poelman, "A Survey of Augmented Reality Technologies, Applications, and Limitations," The International Journal of Virtual Reality, vol. 9, no. 2, pp. 1-20, 2010.
- [12] S. J. Henderson and S. Feiner, "Exploring the Benefits of Augmented Reality Interfaces for Industry," IEEE Transactions on Visualization and Computer Graphics, vol. 16, no. 2, pp. 152-163, 2010. DOI: 10.1109/TVCG.2009.195



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)