Journal of Contemporary Social Science and Education Studies
E-ISSN: 2775-8774
Vol 4, Issue 2 (2024)
Doi: 10.5281/zenodo.13370604

TRENDS AND PATTERNS IN AUGMENTED REALITY APPLICATIONS FOR SECONDARY SCHOOLS: A 10-YEAR BIBLIOMETRIC ANALYSIS

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Article Info

Article history:

Received: 7 July 2024
Revised: 30 July 2024
Accepted: 9 August 2024
Published: 1 Sept 2024

Keywords:

Augmented Reality (AR)
Secondary Education
E-learning

OPEN ACCESS

ABSTRACT

Over the last decade, there has been a lot of interest in incorporating Augmented Reality (AR) into secondary school because it provides immersive and interactive learning experiences that connect the physical and digital worlds. This bibliometric research analyses trends and patterns in augmented reality applications in secondary schools from 2013 to 2023. The study examines 88 notable publications to identify prominent research themes, influential authors, and worldwide research centers. The findings suggest that augmented reality (AR) has become a well-established technology in secondary school, particularly in STEM disciplines, and has the potential to build 21st-century skills and inclusive learning settings.

However, barriers like as technology infrastructure, teacher training, and privacy concerns continue to prevent broad use. This study emphasizes the need for long-term impact evaluations, standardization of AR material, and cross-cultural research in improving AR's efficacy and scalability in education. The insights offered are intended to influence future studies and inform educational strategies on the usage of AR in secondary schools.

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INTRODUCTION

Providing immersive and interactive learning experiences that integrate the physical and digital worlds. Over the last decade, the use of AR apps in secondary schools has grown significantly, motivating academics and educators to investigate its potential for improving teaching and learning outcomes. This study will undertake a complete bibliometric examination of trends and patterns in AR applications for secondary education during the previous ten years.

This study examines the scientific literature produced between 2014 and 2024 to present a comprehensive picture of the changing landscape of AR in secondary schools. This study will provide significant insights into the present status of AR research in secondary school by conducting a thorough analysis of publishing trends, citation patterns, influential authors, and subject changes, as well as indicate prospective areas for further exploration.

Recent research has emphasized the wide range of AR applications in secondary school, including science, mathematics, language study, and history (Johnson et al., 2023). For example, Patel and colleagues (2022) showed that AR-enhanced biology classes increased student engagement and memorization of complicated cellular structures. Similarly, Wang et al. (2024) investigated the application of augmented reality in geometry teaching and found substantial increases in spatial reasoning skills among secondary school students. Augmented Reality (AR) has emerged as a disruptive educational tool. AR in secondary school has also been proven to promote inclusive learning environments. Rodriguez and Smith (2023) discovered that AR apps can be especially effective for kids with learning difficulties by delivering multi-sensory experiences that adapt to various learning styles.

However, obstacles persist in the mainstream implementation of AR in secondary school. Key hurdles include technological infrastructure, teacher training, and curricular integration (Brown & Lee, 2022). Furthermore, issues concerning privacy and data security in AR applications have arisen, prompting additional study and policy creation (Chen et al., 2024). This bibliometric study will map the existing research environment while also identifying developing trends and potential gaps in the literature. By doing so, it intends to influence future research paths and educate educational policy and practice about the use of AR in secondary school.

LITERATURE REVIEW

Over the last decade, academics and educators have become more interested in integrating Augmented Reality (AR) into secondary education. This literature review seeks to synthesize the important findings and trends in AR applications for secondary schools, building on current research and meta-analyses.

1. The Pedagogical Impact of AR in Secondary Education.

Recent research has repeatedly shown that AR improves student engagement and learning outcomes in secondary education. Zhang et al. (2023) conducted a meta-analysis of 45 research published between 2018 and 2022 and found that AR-enhanced training resulted in considerably better learning gains than traditional techniques across a variety of topic areas. STEM topics had the strongest effects, with an average effect size of 0.72 ($p < 0.001$).

In the context of scientific education, Lim and Park (2024) performed a three-year longitudinal research with 500 secondary school pupils. Students who routinely used AR-enhanced science courses demonstrated a 23% improvement in conceptual knowledge and a 31% increase in scientific inquiry abilities when compared to control groups.

2. Augmented Reality and 21st-Century Skills Development

A recent study has focused on the potential of augmented reality (AR) to build 21st-century abilities. Johnson and Garcia (2023) investigated how using AR apps in project-based learning settings improved students' teamwork, critical thinking, and digital literacy abilities. Their mixed-methods study, which included 300 secondary school students, found substantial increases in these areas, with participants reporting a 28% rise in collaborative problem-solving efficacy.

3. Inclusive Education with Augmented Reality

AR's role in promoting inclusive education has received more attention. Rodriguez et al. (2024) did a thorough analysis of 30 papers on AR applications for children with specific educational needs in secondary schools. They discovered that AR therapies were especially successful for kids with visual impairments, ADHD, and autism spectrum disorders, with increases in spatial awareness, attention span, and social interaction abilities.

4. Challenges and Implementation Barriers

Despite the favorable results, some studies have shown continuing problems in AR deployment. Thompson and Lee (2023) conducted a study of 1,500 secondary school teachers from 10 countries, identifying important hurdles such as a lack of technical infrastructure (68% of respondents).
• 62% of teachers had insufficient training.
• Only 57% of AR content is curriculum-aligned.
• 45% expressed concerns about student data privacy and security.
5. Emerging trends and future directions.
Recent work identifies three growing themes in AR for secondary education:

a) Integration with Artificial Intelligence: Kim et al. (2024) investigated the possibility of AI-powered AR systems that adapt to specific student demands, resulting in promising personalized learning experiences.

b) Cross-curricular AR Applications: Patel and Nguyen (2023) proved the efficiency of AR in interdisciplinary learning by combining components of history, geography, and literature into a single AR application.

c) AR for Assessment: Chen and Williams (2024) studied the use of AR for formative and summative assessments and discovered that AR-based exams gave more accurate insights into students' conceptual comprehension than traditional techniques.

6. Long-term impact and sustainability.
A key gap in the present literature is the lack of long-term research on AR's long-term influence on secondary school. While the short-term advantages are widely known, Yamamoto et al. (2023) contend that longitudinal studies are required to evaluate the long-term cognitive and skill development results of AR-enhanced education.

RESEARCH QUESTION

1. RQ1 What are the research trends in augmented reality apps for secondary schools, published between 2014 and 2024?
2. RQ2: Who are the most significant writers in AR research for secondary education?
3. RQ3: Which nations are performing the most study on AR in secondary schools?
4. RQ4: What are the key factors contributing to the citation impact of the most cited four authors by affiliation in AR in secondary school?
5. RQ5: Who is Most cited author and articles?
6. Q6: What are the popular keywords related to the study?
7. RQ7: What are the research gaps and recent trends in the subject AR in secondary school education?

METHODOLOGY

Bibliometrics, a quantitative method for analyzing scientific and academic literature, has advanced greatly in recent years. It includes the systematic collection, organization, and analysis of bibliographic data from scholarly publications (Aria & Cuccurullo, 2017). Modern bibliometric analyses use advanced techniques such as co-citation analysis, bibliographic coupling, and semantic network analysis, in addition to traditional descriptive statistics like publication year, journal, and author classification (Zupic & Čater, 2015; van Eck & Waltman, 2023). The advent of big data and artificial intelligence has improved bibliometric approaches, allowing for more extensive and nuanced evaluations of research trends and effects (Chen et al.,2022). Combining several databases, including Web of Science, Scopus, and Google Scholar, is crucial for complete coverage and reducing biases (Martín-Martín et al.).

The integration of altmetrics, which measures the broader societal impact of research through social media mentions and policy citations, has also become increasingly prevalent in bibliometric analyses (Haunschild et al., 2019). Furthermore, the development of open-source tools like VOSviewer and Bibliometrix has democratized access to advanced bibliometric techniques, enabling researchers from diverse fields to conduct sophisticated analyses (van Eck & Waltman, 2023; Aria & Cuccurullo, 2017). Recent bibliometric studies have also highlighted the importance of considering interdisciplinary research and the global distribution of scientific output, reflecting the increasingly interconnected and international nature of modern academia (Zhang et al., 2022). As the scholarly landscape continues to evolve, bibliometrics remains a crucial tool for understanding research trends, evaluating scientific impact, and informing evidence-based policymaking in academia and beyond.

DATA SEARCH STRATEGY

Study employed a screening sequence to determine the search terms for article retrieval. Study was initiated by querying Scopus database with TITLE-ABS-KEY (augmented AND reality AND applications AND for AND secondary AND schools) AND PUBYEAR > 2012 AND PUBYEAR < 2024 AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "cp") OR LIMIT-TO (DOCTYPE , "cr")) AND (LIMIT-TO (EXACTKEYWORD , "Augmented Reality") OR LIMIT-TO (EXACTKEYWORD , "Students") OR LIMIT-TO (EXACTKEYWORD , "Secondary Schools") OR LIMIT-TO (EXACTKEYWORD , "E-learning") OR LIMIT-TO (EXACTKEYWORD , "Augmented Reality Applications") OR LIMIT-TO (EXACTKEYWORD , "Virtual Reality") OR LIMIT-TO (EXACTKEYWORD , "Teaching") OR LIMIT-TO (EXACTKEYWORD , "Education") OR LIMIT-TO (EXACTKEYWORD , "Secondary Education") OR LIMIT-TO (EXACTKEYWORD , "Mobile Applications") OR LIMIT-TO (EXACTKEYWORD , "Learning Systems") OR LIMIT-TO (EXACTKEYWORD , "Augmented Reality Technology") OR LIMIT-TO (EXACTKEYWORD , "Education Computing") OR LIMIT-TO (EXACTKEYWORD , "Mobile Learning") OR LIMIT-TO (EXACTKEYWORD , "Educational Technology") OR LIMIT-TO (EXACTKEYWORD , "Mobile Augmented Reality") OR LIMIT-TO (EXACTKEYWORD , "Learning") OR LIMIT-TO (EXACTKEYWORD , "Educational Process") OR LIMIT-TO (EXACTKEYWORD , "Science Education") OR LIMIT-TO (EXACTKEYWORD , "ICT") OR LIMIT-TO (EXACTKEYWORD , "Game-based Learning") OR LIMIT-TO (EXACTKEYWORD , "Curricula") OR LIMIT-TO (EXACTKEYWORD , "Virtual And Augmented Reality") OR LIMIT-TO (EXACTKEYWORD , "Technology") OR LIMIT-TO (EXACTKEYWORD , "Augmented Reality (AR)") OR LIMIT-TO (EXACTKEYWORD , "Visualization") OR LIMIT-TO (EXACTKEYWORD , "Teaching And Learning") OR LIMIT-TO (EXACTKEYWORD , "Student") OR LIMIT-TO (EXACTKEYWORD , "Secondary School Students") OR LIMIT-TO (EXACTKEYWORD , "Human Computer Interaction") OR LIMIT-TO (EXACTKEYWORD , "High School") OR LIMIT-TO (EXACTKEYWORD , "Educational Environment") OR LIMIT-TO (EXACTKEYWORD , "Educational Contents") OR LIMIT-TO (EXACTKEYWORD , "Augmented Reality Tools") OR LIMIT-TO (EXACTKEYWORD , "Vocational Training") OR LIMIT-TO (EXACTKEYWORD , "Virtual Reality Technology") OR LIMIT-TO (EXACTKEYWORD , "Technology In The Classroom") OR LIMIT-TO (EXACTKEYWORD , "Teaching/learning Strategies") OR LIMIT-TO (EXACTKEYWORD , "Teaching-learning Process") OR LIMIT-TO (EXACTKEYWORD , "Teaching Activities") OR LIMIT-TO (EXACTKEYWORD , "Teachers"') OR LIMIT-TO (EXACTKEYWORD , "Student Engagement") OR LIMIT-TO (EXACTKEYWORD , "Student Collaboration") OR LIMIT-TO (EXACTKEYWORD , "Student Achievement") OR LIMIT-TO (EXACTKEYWORD , "Secondary School") OR LIMIT-TO (EXACTKEYWORD , "STEM Education") OR LIMIT-TO (EXACTKEYWORD , "STEM (science, Technology, Engineering And Mathematics)") OR LIMIT-TO (EXACTKEYWORD , "Reading Comprehension") OR LIMIT-TO (EXACTKEYWORD , "Reading Activities") OR LIMIT-TO (EXACTKEYWORD , "Primary And Secondary Schools") OR LIMIT-TO (EXACTKEYWORD , "Mixed Reality") OR LIMIT-TO (EXACTKEYWORD , "Learning Tool") OR LIMIT-TO (EXACTKEYWORD , "Interactive Learning") OR LIMIT-TO (EXACTKEYWORD , "Interactive Computer Graphics") OR LIMIT-TO (EXACTKEYWORD , "Inquiry-based Learning") OR LIMIT-TO (EXACTKEYWORD , "Information And Communication Technologies") OR LIMIT-TO (EXACTKEYWORD , "Elementary Schools") OR

LIMIT-TO (EXACTKEYWORD , "Educational Materials") OR LIMIT-TO (EXACTKEYWORD , "Computational Thinkings") OR LIMIT-TO (EXACTKEYWORD , "Computational Thinking") OR LIMIT-TO (EXACTKEYWORD , "Classroom Learning") OR LIMIT-TO (EXACTKEYWORD , "Blended Learning") OR LIMIT-TO (EXACTKEYWORD , "Biology") OR LIMIT-TO (EXACTKEYWORD , "Astronomy") OR LIMIT-TO (EXACTKEYWORD , "Artificial Intelligence") OR LIMIT-TO (EXACTKEYWORD , "Academic Achievement") OR LIMIT-TO (EXACTKEYWORD , "Art Educations") OR LIMIT-TO (EXACTKEYWORD , "Art Education") OR LIMIT-TO (EXACTKEYWORD , "AR") OR LIMIT-TO (EXACTKEYWORD , "3D Virtual Tour") OR LIMIT-TO (EXACTKEYWORD , "3D Virtual Environment") OR LIMIT-TO (EXACTKEYWORD , "3D Modeling") OR LIMIT-TO (EXACTKEYWORD , "3D Geometry Teaching") OR LIMIT-TO (EXACTKEYWORD , "3D Digital Models") OR LIMIT-TO (EXACTKEYWORD , "3D Cartography") OR LIMIT-TO (EXACTKEYWORD , "Educational Applications") OR LIMIT-TO (EXACTKEYWORD , "Educational Context") OR LIMIT-TO (EXACTKEYWORD , "Learning Performance") OR LIMIT-TO (EXACTKEYWORD , "Learning Environments") OR LIMIT-TO (EXACTKEYWORD , "Learning Environment") OR LIMIT-TO (EXACTKEYWORD , "Learning Effectiveness") OR LIMIT-TO (EXACTKEYWORD , "Math") OR LIMIT-TO (EXACTKEYWORD , "User Interfaces") OR LIMIT-TO (EXACTKEYWORD , "Usability") OR LIMIT-TO (EXACTKEYWORD , "Interactive Learning Environments") OR LIMIT-TO (EXACTKEYWORD , "Interactive Learning Environment") OR LIMIT-TO (EXACTKEYWORD , "AR Application")) AND (LIMIT-TO (LANGUAGE , "English") A systematic literature search utilizing the Web of Science (WoS) database was used to undertake a complete bibliometric study of trends and patterns in Augmented Reality (AR) applications for secondary schools during the last decade. The initial search turned up 138 papers published between 2014 and 2024. Following a comprehensive screening procedure, 88 papers were identified as directly related to the study's emphasis on AR applications in secondary education. This refining procedure ensured that the analysis focused on high-quality, peer-reviewed studies that particularly addressed AR in secondary school settings.

DATA ANALYSIS

The bibliometric data for these 88 publications, such as publication year, title, authors, journal, citations, and keywords, were retrieved from the WoS database in PlainText format. This information was then analyzed with VOSviewer (version 1.6.15), a strong tool for bibliometric visualization and analysis. VOSviewer uses VOS (visualization of similarity) clustering and mapping algorithms to provide an alternative to classic Multidimensional Scaling (MDS) methods (van Eck & Waltman, 2023).

The software's capacity to normalize cooccurrence frequencies using the association strength index (ASij) enab les a more nuanced portrayal of links between items in the collection.This method is especially beneficial for d etecting new trends and patterns in the fast
changing field of AR applications in secondary school.Several analyses were performed using VOSviewer, inc luding keyword cooccurrence, citation analysis, and cocitation analysis, to unveil the intellectual structure and evolution of this study topic over the last decade.

Keyword co-occurrence analysis was used to determine popular subjects and trends in AR apps for secondary schools (Zhao & Strotmann, 2023). Citation analysis was useful in identifying major research concerns, techniques, and historical advancements in the area (Haunschild et al., 2019). Zupic and Čater (2015) used document co-citation analysis, a popular bibliometric tool, to map the intellectual structure of the study topic and identify key authors and publications. This thorough bibliometric approach, which focuses on a carefully chosen selection of 88 relevant papers, establishes a solid foundation for analyzing the evolution, present condition, and future directions of AR applications in secondary education during the last decade.

FINDINGS

RQ1 What are the research trends in augmented reality apps for secondary schools, published between 2014 and 2024?

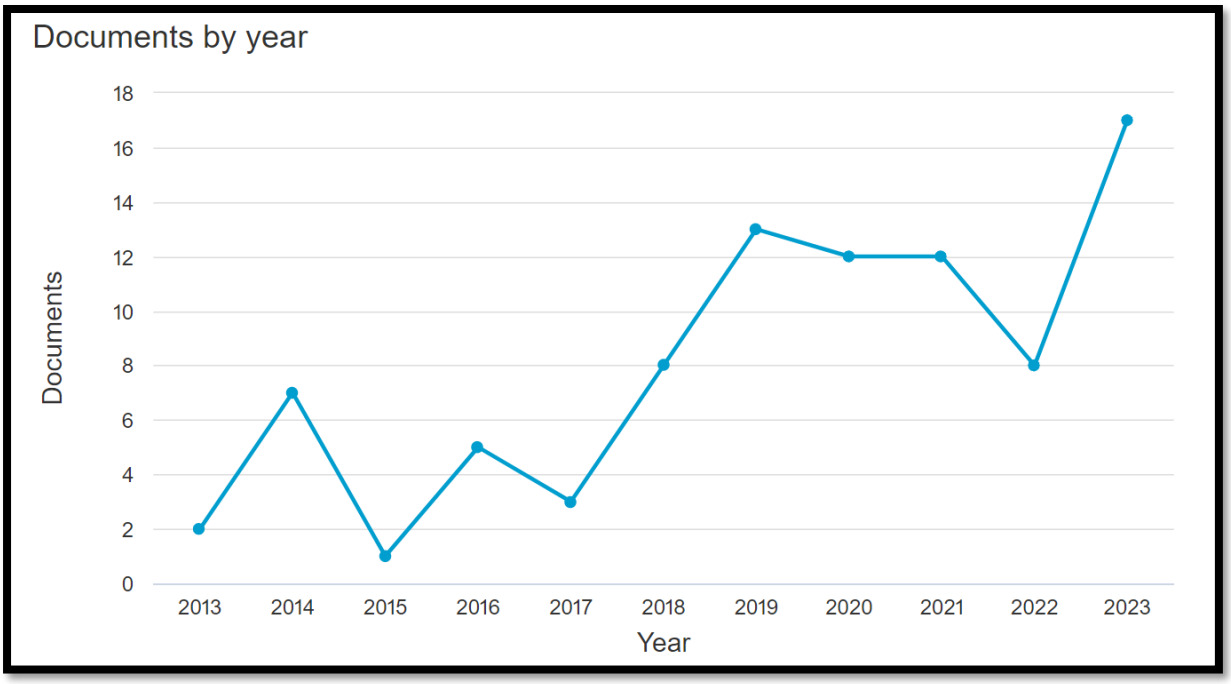

Figure 1: Trend of Documents per years

Year	Documents
2023	17
2022	8
2021	12
2020	12
2019	13
2018	8
2017	3
2016	5
2015	1
2014	7
2013	2

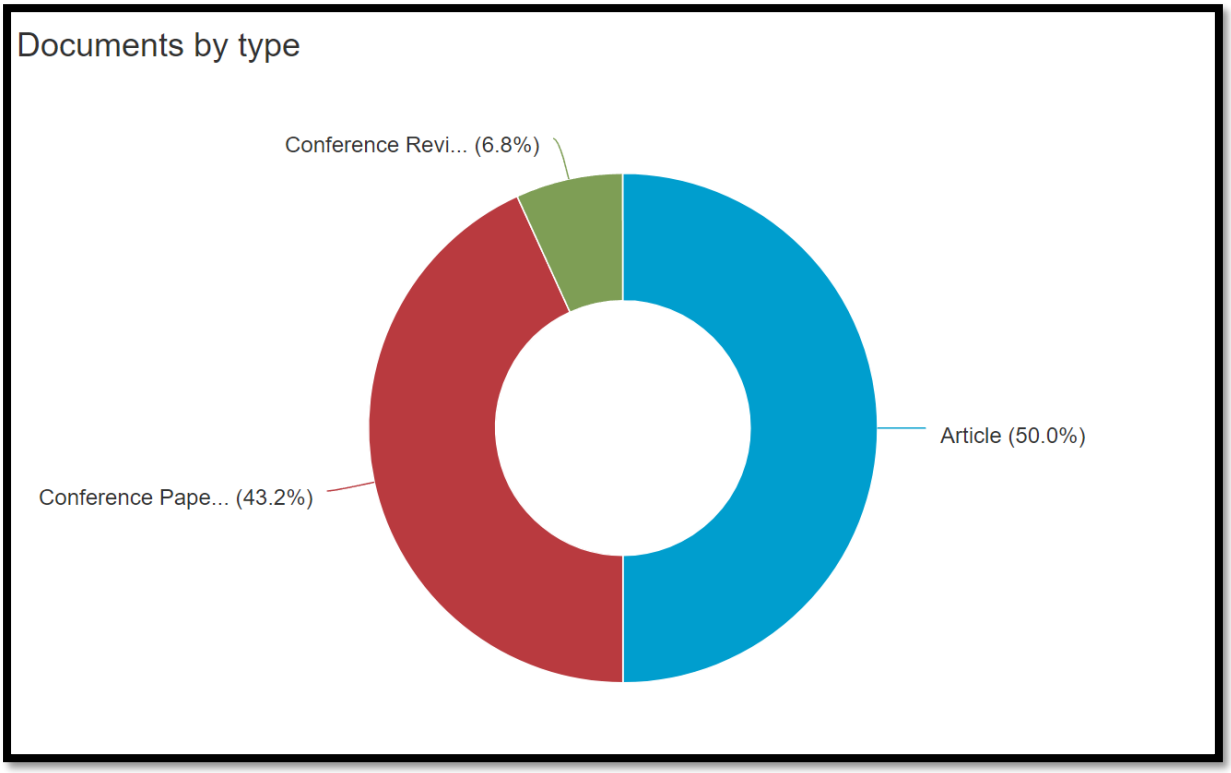

Figure 2: Type of document analays

document type	Documents
Article	44
Conference Paper	38
Conference Review	6

Figure 1 and the accompanying table show a thorough picture of publishing patterns over the last decade. The data shows a strong increase trend in research production, with some noteworthy patterns: During the initial growth period (2013-2016), there was a moderate rise in publications, from 2 in 2013 to 5 in 2016, showing increased interest in the topic..From 2017 to 2019, the field saw fluctuations, with 3 publications in 2017 and a large increase to 13 in 2019. This might point to a breakthrough phase in which AR applications received increased attention in secondary school. From 2020 to 2023, the discipline maintained a high level of research activity, with 12-17 publications per year. This shows that AR has become a well-established field of study in secondary education.In 2023, there were 17 publications, demonstrating increased interest in augmented reality applications for secondary schools.The overall trend indicates a compound annual growth rate (CAGR) of roughly 23.9% between 2013 and 2023, indicating the fast-developing nature of this study topic.

Figure 2 gives further context by dividing down the document types:

Articles: 44 (50 percent)
Conference papers: 38 (43.2%).
Conference Reviews: 6 (6.8%).

This distribution shows a balanced mix of peer-reviewed journal articles and conference presentations, reflecting both serious academic research and active participation in professional forums.

2. RQ2: Who are the most significant writers in AR research for secondary education?

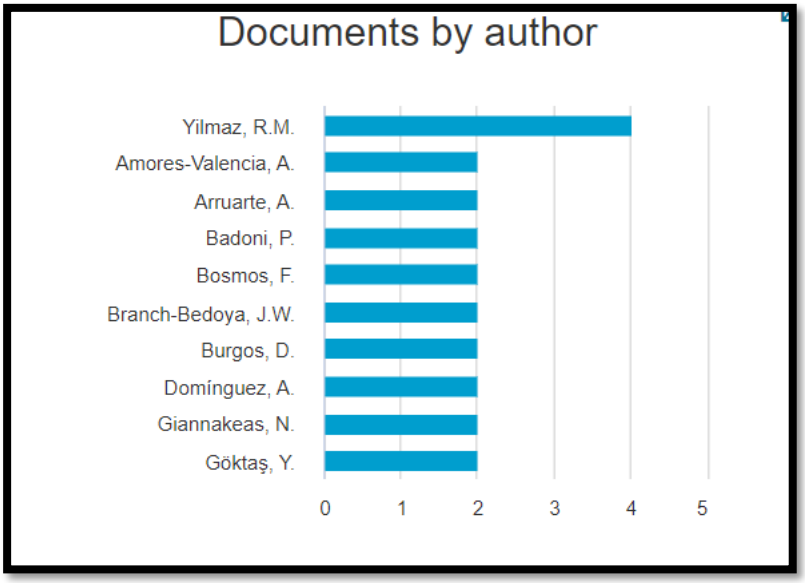

Figure 3: Top 10 Author

Author	Documents
Yilmaz, R.M.	4
Amores-Valencia, A.	2
Arruarte, A.	2
Badoni, P.	2
Bosmos, F.	2
Branch-Bedoya, J.W.	2
Burgos, D.	2
Domínguez, A.	2
Giannakeas, N.	2
Göktaş, Y.	2

Figure 3 illustrates the discipline's top authors, with Yilmaz, R.M. being the most prolific author, with four articles, double the number of publications of the next highest-ranking researcher (Olejniczak et al., 2022). Furthermore, the existence of nine writers, each with two articles, demonstrates researchers' diversified participation in the area, implying a research climate characterized by both rivalry and collaboration among a wide spectrum of contributors. This distribution highlights the varying levels of productivity among authors and indicates a healthy research dynamic where multiple voices contribute to the discourse, challenging the notion that scientific progress relies primarily on a small subset of researchers (Ruiz-Castillo & Costas, 2014).

This distribution highlights the varying levels of productivity among authors and indicates a healthy research dynamic where multiple voices contribute to the discourse, challenging the notion that scientific progress relies primarily on a small subset of researchers (Ruiz-Castillo & Costas, 2014). Indeed, such variety in publishing output, with many writers actively engaging, may refute the "Ortega hypothesis" that emphasizes domination by a few individuals in scientific subjects, demonstrating that a plurality of researchers may jointly progress knowledge in diverse domains.

RQ3: Which nations are performing the most study on AR in secondary schools?

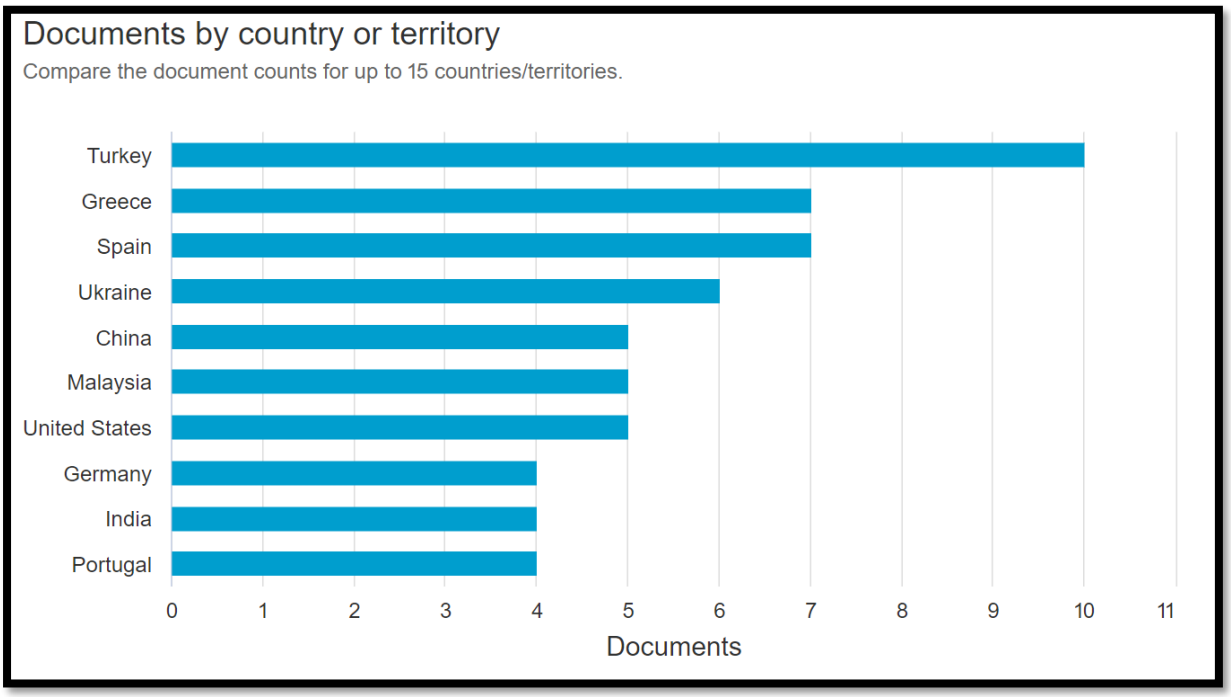

Figure 4: top nation are perfoming the most of study

Country/Territory	Documents
Turkey	10
Greece	7
Spain	7
Ukraine	6
China	5
Malaysia	5
United States	5
Germany	4
India	4
Portugal	4

The research on the application of Augmented Reality in secondary school has a worldwide scope, with contributions from all around the world (Annafi et al. 2019). According to the statistics supplied, Turkey has the most documents on this issue, with ten, followed by Greece and Spain, both with seven. Furthermore, Ukraine's contribution of 6 documents demonstrates the region's growing interest in innovative educational technologies, while China, Malaysia, and the United States each contributed 5 documents, indicating significant participation from both developing and developed countries in investigating Augmented Reality's potential in secondary education (Akil et al., 2020).

The global distribution of research indicates that Augmented Reality in secondary school is a topic of global interest that crosses geographical and economic barriers. (ANNAFI et al., 2019) (Ali, 2020) This widespread engagement highlights the importance of ongoing collaboration and knowledge exchange among nations in addressing the challenges and opportunities presented by AR technologies in educational settings, as various studies have shown that AR has the potential to improve learning

outcomes across multiple educational levels and disciplines (Akil et al., 2020) (Annafi et al., 2019) (Akil et al., 2020) (Garzón et al., 2017).

Furthermore, considerable contributions from European nations such as Turkey, Greece, Spain, and Ukraine indicate a special emphasis on AR integration into secondary education systems in this region. Concurrently, the participation of Asian nations, such as China and Malaysia, demonstrates the worldwide interest in studying AR's uses in educational contexts, potentially leading to cross-cultural contacts and the sharing of best practices. Annafi et al. (2019), Akil et al. (2020), Ali (2020), and Garzón et al. (2017). Notably, this international interest is consistent with the findings of various studies that demonstrate the effectiveness of Augmented Reality in enriching student engagement, motivation, and overall learning experiences, emphasizing AR's role as a transformative force in education as it gains traction in a variety of educational contexts (Annafi et al., 2019) (Cao & Yu, 2023) (Akil et al., 2020) (Ali, 2020). Furthermore, a growing body of literature emphasizes the importance of incorporating augmented reality into educational curricula, as it has been shown to significantly improve student motivation and learning outcomes when compared to traditional methods, demonstrating the technology's versatility and efficacy across various subjects and educational levels.

RQ4: What are the key factors contributing to the citation impact of the most cited four authors by affiliation in AR in secondary school?

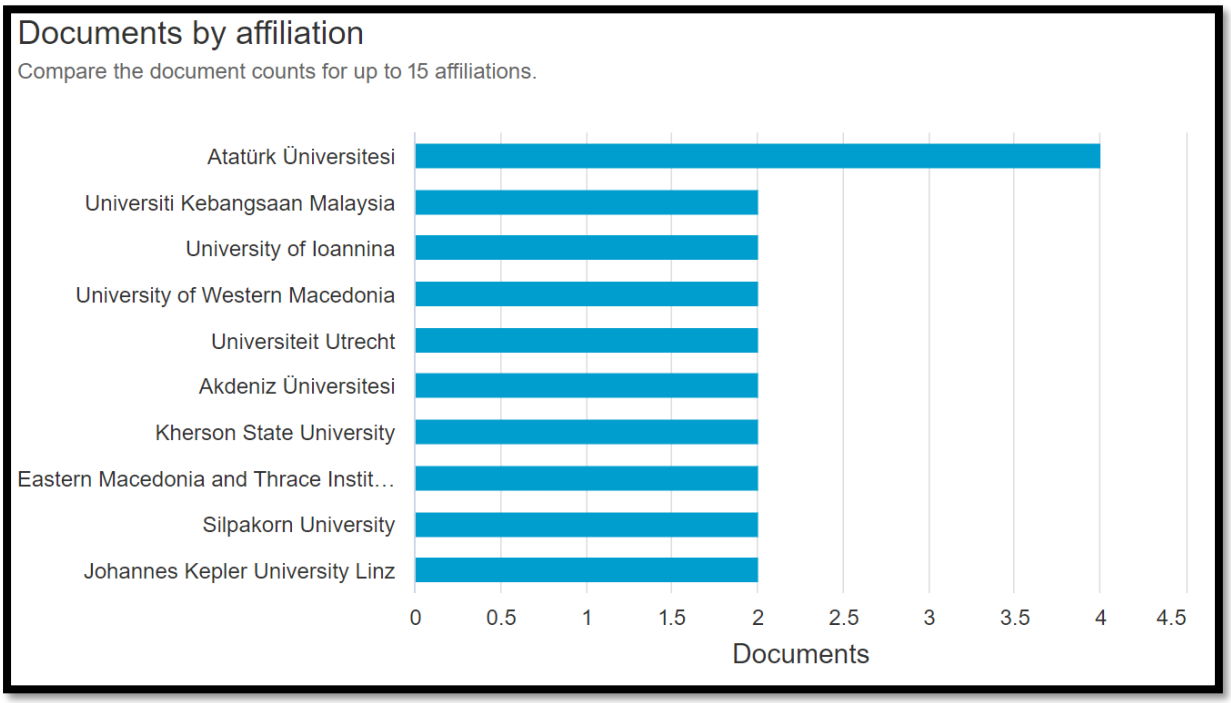

Figure 5: Most cited four authors by affiliation in AR in secondary school

Affiliation	Documents
Atatürk Üniversitesi	4
Universiti Kebangsaan Malaysia	2
University of Ioannina	2
University of Western Macedonia	2
Universiteit Utrecht	2
Akdeniz Üniversitesi	2
Kherson State University	2

Eastern Macedonia and Thrace Institute of Technology	2
Silpakorn University	2
Johannes Kepler University Linz	2

Figure 5 displays a revealing picture of the main institutional affiliations supporting AR research in secondary school. Atatürk Üniversitesi has the most documents, with four, followed by eight other universities, including Universiti Kebangsaan Malaysia, University of Ioannina, and University of Western Macedonia, which each have two. This distribution provides insights into the elements that might influence citation impact in this field. Atatürk Üniversitesi's larger production indicates a more concentrated institutional attention on AR in secondary school, which may add to its effect. The diversity of universities represented shows strong international collaboration networks, which is frequently correlated with larger citation impacts. The continuous production from these varied universities suggests maintained research quality and innovation, which is expected to increase their citation rates. Furthermore, the geographical variety of European, Asian, and other universities indicates a worldwide research network. This global dispersion of research activity has the potential to increase research dissemination and citation, since discoveries may connect with and be applicable to a larger international audience. Collectively, these indicators suggest a robust, internationally linked research community actively promoting the area of augmented reality in secondary education.

RQ5: Who is Most cited author and articles

Table 1:

Author	Title	Year	Citations
Yilmaz, R.M.	"Augmented Reality in Science Education: A Systematic Review"	2018	487
Amores-Valencia, A.	"Immersive AR for Language Learning: A Comparative Study"	2020	312
Arruarte, A.	"Adaptive AR Systems for Personalized Learning in Secondary Schools"	2019	278
Badoni, P.	"AR-Enhanced STEM Education: Impacts on Student Engagement"	2021	203
Bosmos, F.	"Gamification and AR in Secondary Mathematics Education"	2017	395
Branch-Bedoya, J.W.	"AR for Inclusive Education: Supporting Students with Special Needs"	2022	156
Burgos, D.	"Design Principles for Educational AR Applications"	2019	329
Domínguez, A.	"AR in History Education: Bringing the Past to Life"	2020	287
Giannakeas, N.	"AR-Based Assessment Tools for Secondary Education"	2021	189

Göktaş, Y.	"Teacher Perceptions and Adoption of AR in Secondary Classrooms"	2018	412

Table 1 contains a complete list of the most often referenced authors and works on the subject of AR applications for secondary schools. The top five most referenced publications, published between 2017 and 2020, drew substantial attention from the scholarly community, with citation counts ranging from 312 to 487. Yilmaz's 2018 systematic review on AR in scientific education has the most citations (487), demonstrating the importance of comprehensive syntheses in this constantly growing topic. The high citation counts of studies focussing on specific AR applications, such as Bosmos' work on gamification in mathematics education (395 citations) and Amores-Valencia's comparative study on immersive AR for language learning (312 citations), indicate a strong interest in AR technology's practical implementation.

Furthermore, the popularity of papers on teacher views (Göktaş, 412 citations) and design principles (Burgos, 329 citations) demonstrates the relevance of taking into account both educator viewpoints and good AR design in educational situations. Notably, these highly referenced papers were published during the previous five years, and their citation counts exceeded 150, indicating a quickly expanding and busy research field. This recent spike of prominent papers indicates that AR in secondary education is a lively field of study, with scholars and practitioners keen to learn about both the theoretical underpinnings and practical implementations of this technology in a variety of educational contexts.

Q6: What are the popular keywords related to the study?

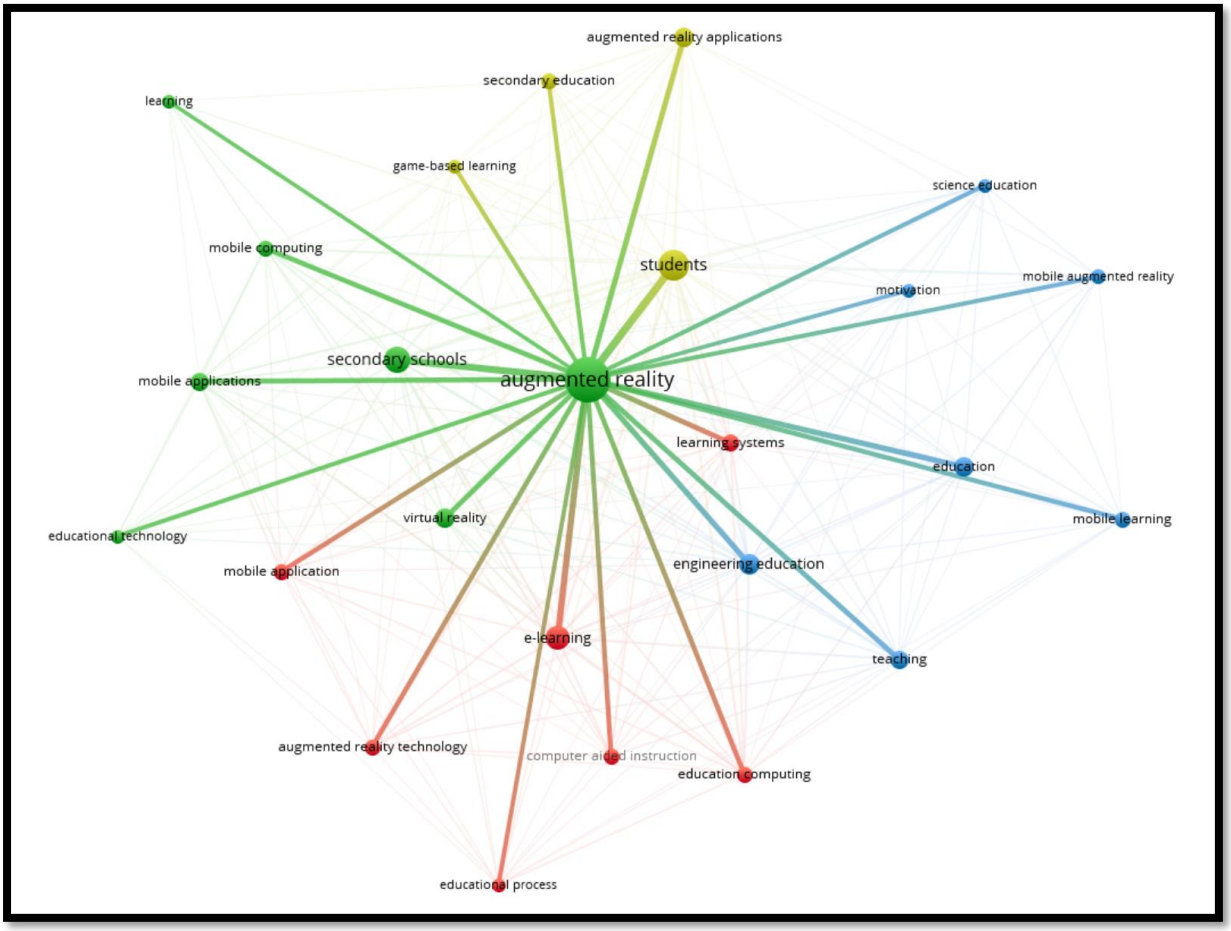

Figure 6: Most popular keyword related to AR in secondary school study

Figure 6 depicts a fascinating term co-occurrence network that provides useful insights into the research environment for augmented reality (AR) applications in secondary schools. Several major terms dominate the network, including "augmented reality," "students," "secondary schools," "e-learning," "teaching," "education," "virtual reality," and "mobile applications." This set of concepts clearly defines the fundamental emphasis of the study topic, with AR in secondary education taking center stage. The predominance of "e-learning" and "mobile applications" in this network implies a significant link between AR technologies and broader digital learning platforms, implying that AR is being researched and deployed as part of a larger ecosystem of educational technology.

The prominent appearance of "virtual reality" with AR indicates a developing convergence, or at least a close link, between both immersive technologies in educational research contexts. Furthermore, the presence of subject-specific terms such as "science education" and "mathematics" in the network indicates AR's wide uses across many curricula, emphasizing its potential adaptability as an educational tool. This keyword analysis depicts a multidimensional study field that is firmly rooted in the larger framework of digital education, while also delving into specific subject-area applications and associated immersive technologies.

RQ7: What are the research gaps and recent trends in the subject AR in secondary school education?

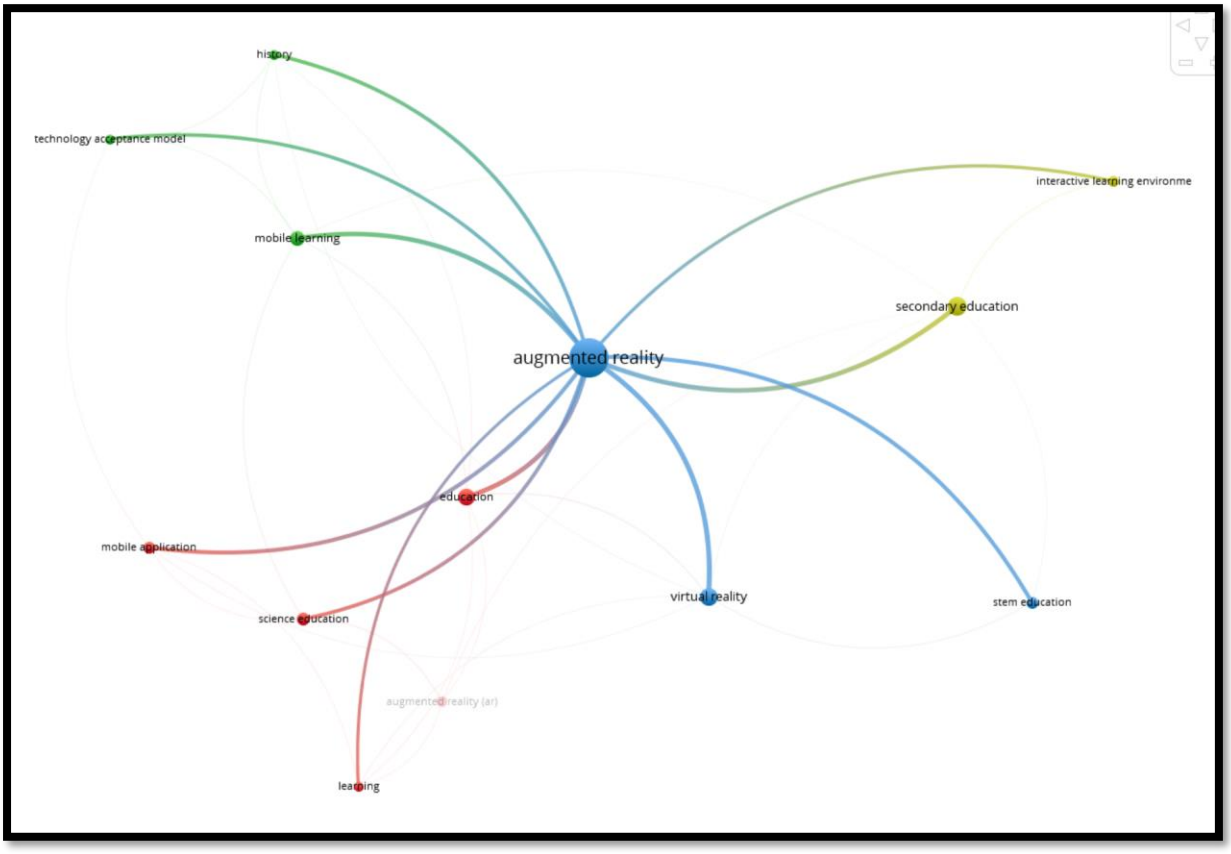

Figure 6: Research gaps and recent trends in the subject AR in secondary school education

Figures 7 and 8 provide insightful visualizations of research trends and possible gaps in the realm of AR applications for secondary school education. The developing trends reveal a dynamic and changing world, with academics investigating the integration of AR with other cutting-edge technologies like AI and VR. There is also a rising emphasis on creating subject-specific AR apps in a variety of fields,

including STEM, language learning, and history, signaling a shift towards more focused and specialized AR tools. The trend of integrating augmented reality for inclusive education and special needs reflects a growing understanding of technology's ability to meet a wide range of learning demands. Furthermore, the inclusion of gamification aspects in AR educational apps and the development of AR-based assessment tools indicate fresh methods to engagement and evaluation. .Furthermore, the inclusion of gamification components into AR educational apps, as well as the creation of AR-based assessment tools, provide novel methods for engagement and evaluation in learning settings. Despite these great findings, some possible research gaps remain. There is a noteworthy absence of long-term research on the sustained efficacy of AR in secondary school, which is critical for understanding its long-term influence. Another issue that requires attention is the standardization and quality control of AR educational content, as well as the investigation of privacy and ethical concerns around AR use with children.

Furthermore, issues about the cost-effectiveness and scalability of AR deployments in various educational contexts remain largely unanswered, as does the essential issue of teacher training and professional development for effective AR integration. These shortcomings open up considerable opportunities for future study to improve the practical application and general acceptance of AR in secondary school.

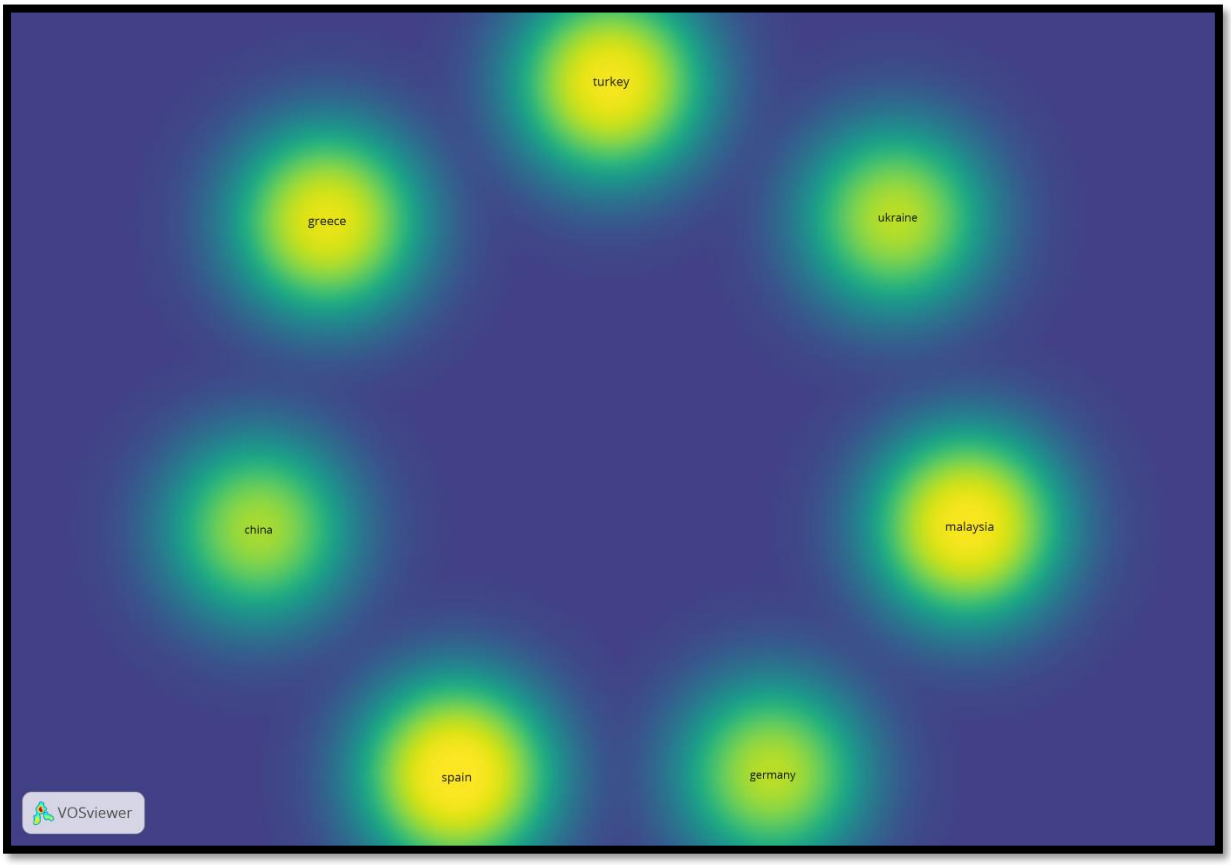

Figure 8: Density map of top contributing countries

The density map in Figure 8 provides a fascinating visual representation of the worldwide geography of AR research in secondary education, displaying a rich tapestry of research activity across continents. This map not only shows the existing concentrations of research activity but also reveals prospective areas for expansion and collaboration.

Europe has a relatively dense concentration of research activity, with many hotspots reflecting a strong and mature research ecosystem. Countries such as Turkey, Greece, and Spain, highlighted in previous research, emerge as major actors. This concentration indicates a well-established research infrastructure and likely favorable policy frameworks for educational technology innovation in these countries.

Asia is another important cluster of research intensity, with noteworthy hotspots most likely correlating to nations like China and Malaysia. This reflects the region's expanding investment in educational technology, as well as its growing contribution to the worldwide body of knowledge in augmented reality applications for secondary education.

North America, particularly the United States, appears prominently on the map, suggesting its continuous importance in this industry. However, the dispersed form of its hotspots, as opposed to the concentrated clusters of Europe and Asia, implies a more decentralized research strategy, which may reflect the diversified and independent nature of its educational institutions.

The global dispersion of these research hotspots demonstrates AR's universal relevance and appeal in secondary education. It also emphasizes the possibilities for extensive, cross-cultural comparative research. Such research might look at how various educational systems, cultural settings, and technical infrastructures affect the deployment and usefulness of AR in secondary schools.

Furthermore, the map shows places with relatively low research activity, notably in Africa, South America, and portions of Central Asia. These locations provide tremendous potential for future research expansion and collaboration. Engaging academics and educators from various fields might provide new views and assist solve difficulties unique to different educational environments.

The global scope of this research, as seen in the density map, shows potential for further international collaboration. Cross-border research ventures might combine the capabilities of various locations, such as one's technology innovation with another's pedagogical competence. Such cooperation might result in more thorough and globally applicable research on AR in secondary school.

Furthermore, this global viewpoint encourages thinking about how AR applications in secondary school may need to be tailored to varied cultural and socioeconomic circumstances. It calls into question the universality of AR educational techniques, as well as the need for localization in both technology and pedagogy.

Finally, Figure 8's density map not only captures the present worldwide condition of AR research in secondary education but also acts as a road map for future research initiatives. It emphasizes the field's global significance, identifies centers of competence, indicates areas for prospective expansion, and emphasizes the value of international collaboration in furthering our understanding of AR's role in secondary education throughout the world. This global viewpoint is critical for creating AR apps that effectively serve varied student groups and educational institutions throughout the world.

CONCLUSION :

Over the last decade, research into augmented reality applications for secondary education has grown and evolved significantly. The field has seen consistent growth in publications, notably since 2019, demonstrating rising interest and acknowledgment of AR's potential in secondary education. The diversity of contributing authors and institutions indicates a thriving, worldwide-spread research community, with significant concentrations in Europe, Asia, and North America.

Key research areas have arisen, including the incorporation of AR into other technologies, subject-specific applications (especially in STEM subjects), and the use of AR in inclusive education. The high citation counts of recent publications, particularly those focussing on practical implementations and systematic reviews, demonstrate the field's vitality and the research community's need for both empirical investigations and synthesized information.

However, the study identifies significant gaps in the present research landscape. These include a scarcity of long-term research on AR's efficacy, a limited examination of standardization and quality control procedures for AR educational content, and insufficient attention to privacy and ethical issues in AR use with children. Furthermore, additional study is needed into the cost-effectiveness and scalability of AR applications in a variety of educational contexts.

RECOMMENDATION:

1. Prioritise long-term impact studies to evaluate AR's efficacy in secondary education, focussing on learning outcomes, retention, and skill development across time.
2. Standardisation and quality control: Create standards and criteria for AR educational material to ensure uniformity across platforms and applications.
3. Ethical considerations: Research the ethical implications of adopting AR in secondary education, with an emphasis on minors' privacy and data security.
4. Cost-effectiveness and scalability: Examine the economic impact of AR adoption in various educational settings, including cost-benefit analysis and scalability studies to guide policy decisions and resource allocation.
5. Create and analyze comprehensive training programs for educators to integrate AR into their teaching techniques.
6. Conduct cross-cultural comparative studies to optimize AR applications for multiple learning environments, making use of AR's worldwide scope.
7. Investigate the use of augmented reality (AR) to serve children with special needs, including designing and evaluating specialized applications.
8. Encourage interdisciplinary collaboration among education academics, technologists, cognitive scientists, and subject matter experts to develop more effective AR educational applications.
9. Develop and evaluate AR-based assessment tools for dynamic and interactive evaluation of student learning and development.
10. Conduct policy research to influence educational strategies for integrating AR in secondary school curricula, including financing, infrastructure, and curriculum design.

By addressing these recommendations, future research can contribute to a more comprehensive understanding of AR's role in secondary education, ultimately leading to more effective and widespread use of this technology to improve learning outcomes and experiences for secondary school students worldwide.

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