Palgrave Macmillan's Digital Education and Learning

Much has been written during the first decade of the new millennium about the potential of digital technologies to produce a transformation of education. Digital technologies are portrayed as tools that will enhance learner collaboration and motivation and develop new multimodal literacy skills. Accompanying this has been the move from understanding literacy on the cognitive level to an appreciation of the sociocultural forces shaping learner development. Responding to these claims, the **Digital Education and Learning Series** explores the pedagogical potential and realities of digital technologies in a wide range of disciplinary contexts across the educational spectrum both in and outside of class. Focusing on local and global perspectives, the series responds to the shifting landscape of education, the way digital technologies are being used in different educational and cultural contexts, and examines the differences that lie behind the generalizations of the digital age. Incorporating cutting edge volumes with theoretical perspectives and case studies (single authored and edited collections), the series provides an accessible and valuable resource for academic researchers, teacher trainers, administrators and students interested in interdisciplinary studies of education and new and emerging technologies.

Series Editors:

Michael Thomas is a senior lecturer at the University of Central Lancashire and editor-in-chief of the *International Journal of Virtual and Personal Learning Environments* (IJVPLE).

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Augmented Education

Bringing Real and
Virtual Learning Together

*Kieron Sheehy,
Rebecca Ferguson, and
Gill Clough*

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Preface

This book was inspired by our interest in researching "extraordinary education"—education that links new technologies with effective pedagogies in order to inspire, motivate, and engage learners. We had originally worked together researching education inside completely virtual 3D worlds, and we became fascinated as technology increasingly allowed the virtual and physical worlds to meet. Consequently, this book focuses on research into learning in the "real world" that is augmented by use of the virtual—and on learning in virtual environments that is augmented by use of the "real." It explores the implications of learning that takes place at the frontiers of reality where the virtual and the real are currently being mashed up to create new learning possibilities, tools, and environments.

This is an exciting time for both educational research and practice, with rapid developments in technology that are changing the ways we interact with the world around us. We believe that these developments have the potential to support new forms of inclusive and collaborative learning and illustrate this through practical examples relating both to informal learning and to formal education in schools, colleges, and universities. We hope that our discussion of these examples will be informative and encouraging to educators who are working to develop their practice and to make use of new technologies and networks within their teaching. By analyzing the possibilities and challenges that exist in augmented learning, we also hope to support researchers to investigate and further develop the possibilities that augmentation of "real life" offers for future education and pedagogy.

Kieron, Rebecca, and Gill
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