

Designing a Tool for Evaluating Employing Augmented Reality Technology to Distinguish between Similar Alphabets

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ABSTRACT The study aimed to evaluate the attitudes of learning difficulties of teachers towards employing augmented reality technology in the formation of mental visualization to distinguish between similar alphabets. The study sample consisted of 153 teachers. Results identified that there is a positive attitude among teachers, as it creates a supportive environment to facilitate the learning process of people with learning difficulties, in addition to their desire to provide equipment and training programs that would help them employ Augmented Reality Technology in teaching people with learning disabilities. Furthermore, there are no statistically significant differences due to the variables of gender, academic qualification, years of experience and using Augmented Reality Technology. Moreover, there are statistically significant differences due to the variable of sub-specialty. However, teachers with other specializations associated with a diploma in learning difficulties have a more positive attitude than specialists in learning difficulties.