References

- ACEL. (2016). *Authentic learning: what, why and how?* Retrieved from ACEL: http://www.acel.org.au/acel/ACEL_docs/Publications/e-Teaching/2016/e-Teaching 2016 10.pdf
- Bayuningsih, A., Usodo, B., & Subanti, S. (2018). Problem based learning with scaffolding technique on geometry. 4th International Seminar of Mathematics, Science and Computer Science Education (pp. 1-5). America: IOP Publishing.
- Bhagat, K., & Huang, R. (2018). Improving Learners' Experiences Through Authentic Learning in a Technology-Rich Classroom. In T.-W. Chang, R. Huang, & Kinshuk, *Authentic Learning Through Advances in Technologies* (pp. 3-5). Singapore: Springer Nature
- Brophy, J. (2010). *Motivating student to learn*. New York: Routledge.
- Browning, C., Edson, A. J., Kimani, P., & Tutak, F. A. (2014). Mathematical Content Knowledge for Teaching Elementary Mathematics: A Focus on Geometry and Measurement. *The Mathematics Enthusiast*, 333-383.
- Chen, Y., Chen, Y., Whittinghill, D., & Vorvoreanu, M. (2014). A Pilot Study Exploring Augmented Reality to Increase Motivation of Chinese College Students Learning English. *American Society for Engineering Education*, 1-15.
- Chiang, T., Yang, S., & Hwang, G. (2014). An AR-based mobile learning system to improve students' learning achievements and motivations in natural science inquiry activities. *Journal of Educational Technology and Society*, 352–365.
- Clarke, J., & Dede, C. (2009). Design for Scalability: A Case Study of the River City Curriculum. *Journal of Science Education and Technology*, 353-365.
- Common Core Standards Writing Team. (2013). *Progressions for the Common Core State Standards in math- ematics (draft): Grades K–5, geometry.* Tucson: Institute for Mathematics and Education, University of Arizona.
- Cross, C., Taniesha, A., Woods, & Schweingruber, H. (2009). *Mathematics Learning in Early Childhood Path Toward Excellence and Equity*. United States:US: The National Academies Press.
- David, C., & Dirk, I. (2018). Analysing Performance in Authentic Digital Scenarios. In T.-W. Chang, R. Huang, & Kinshuk, *Authentic Learning Through Advances in Technologies* (pp. 17-26). Singapore: Springer Nature.
- Davis, F. (1986). A technology acceptance model for empirically testing new end-user information systems: Theory and results. United States: Massachusets Institute of Technology.
- Ding, L., Ball, A., Matthews, J., McMahon, C., & Patel, M. (2009). Annotation of lightweight formats for long-term product representations. *International Journal of Computer Integrated Manufacturing*, 1037-1053.
- Doug, F. (2004). *Teaching and learning geometry*. New York:NY: Continuum International Publishing Group.
- Earl, L., & Katz, S. (2006). Rethinking Classroom Assessment with Purpose in mind: assessment for learning, assessment as learning, assessment of learning. Winnipeg: Manitoba Education.

- Flores, M. (2010). Using the Concrete-Representational-Abstract Sequence to Teach Subtraction with Regrouping to Students at Risk for Failure. *Remediation and Special Education*, 195-207.
- Gardner, H. (2011). Frames of mind: The theory of multiple intelligences. New York: Basic Book.
- Google. (2019). *Supported Devices ARCore*. Retrieved from Google Developers: https://developers.google.com/ar/discover/supported-devices
- Grabe, M., & Grabe, C. (2007). *Integrating technology for meaningful learning (5th ed.)*,. New York, NY: Houghton: Mifflin Company.
- Greg, K., & Rampolla, J. (2012). Augmented Reality an emerging technologies guide to AR. USA: Syngress.
- Guest, W., Wild, F., & Vovk, A. (2018). A Technology Acceptance Model for Augmented Reality and Wearable Technologies. *Journal of Universal Computer Science*, 1-16.
- Gulikers, J., Bastiaens, T., & Martens, R. (2005). The surplus value of an authentic learning environment. *Computers in Human Behavior*, 509–521.
- Gürgil, F. (2018). The Effect of Authentic Learning Approach in Social Studies Teaching on the Academic Success. *Universal Journal of Educational Research*, 2061-2068.
- Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research Development*, 23-48.
- Hidayah, I., Dwijanto, & Istiandaru, A. (2018). Manipulatives and Question Series for Elementary School Mathematics Teaching on Solid Geometry. *International Journal of Instruction*, 649-662.
- Hillman, W. (2003). Learning how to learn: Problem based learning. *Australian Journal of Teacher Education*, 1-10.
- Hootsuite. (2019). *The global state of digital in 2019*. Retrieved from Hootsuite: https://hootsuite.com/resources/digital-in-2019
- Howland, J., Jonassen, D., & Marra, R. (2012). *Meaningful learning with technology*. Upper Saddle River, NJ: Pearson.
- Huang, Y.-M., Chiu, P.-S., & Chen, T.-S. (2011). The design and implementation of a meaningful learning-based evaluation method for ubiquitous learning. *Computer & Education*, 2291-2302.
- Hwang, G.-J., Tsai, C., & Yang, S. (2008). Criteria, Strategies and Research Issues of Context-Aware Ubiquitous Learning. *Educational Technology & Society*, 81-91.
- Hwang, W.-Y., Chen, N.-S., & Shadiev, R. (2011). Effects of reviewing annotations and homework solutions onmath learning achievement. *British Journal of Educational Technology*, 1016–1028.
- Hwang, W.-Y., Lin, L.-K., Ochirbat, A., Shih, T., & Kumara, W. (2015). Ubiquitous Geometry: Measuring Authentic Surroundings to Support Geometry Learning of the Sixth-Grade Students. *Journal of Educational Computing Rsearch*, 26-49.
- Jones, J. (2012). Visualizing Elementary and Middle School Mathematics Methods. America: US: Jhon Wiley & Sons.

- Kaufmann, H., & Schmalstieg, D. (2003). Mathematics and geometry education with collaborative augmented reality. *Computers & Graphics*, 339-345.
- Keller, J. (2010). *Motivational Design for Learning and Performance*. New York: Springer.
- Khan, T., Johnston, K., & Ophoff, J. (2019). The Impact of an Augmented Reality Application on Learning Motivation of Students. *Advances Human-Computer Interaction*, 1-14.
- Lam, B. H. (2013). *Authentic learning*. Retrieved from The Active Classroom: https://www.eduhk.hk/aclass/Theories/AuthenticLearning_28June.pdf
- Laveault, D., & Allal, L. (2016). Implementing Assessment for Learning: Theoretical and Practical Issues. In D. Laveault, & L. Allal, *Assessment for Learning: Meeting the Challenge of Implementation, The Enabling Power of Assessment* (pp. 1-10). Switzerland: Springer.
- Leone, T. (2009). Angle Concept Formation in Elementary Age Childern. Retrieved from Tjleone: https://www.tjleone.com/AngleConcept.pdf
- Liyytinen, K., & Yoo, Y. (2002). Issues and Challenges in Ubiquitous Computing. *Communications of the ACM*, 62-65.
- Marchis, I. (2012). Preservice primary school teachers' elementary geometry knowledge. *Acta Didactica Napocensia*, 33-40.
- Martin, H. (1998). Multiple intelligences in the mathematics classroom. Platine: Skylight.
- McIntosh, Alistair, Reys, R., & Reys, B. (1997). Mental Computation in the Middle Grades: The Importance of Thinking Strategies. *Mathematics Teaching in the Middle School*, 22-27.
- Mekni, M., & Lemieux, A. (2014). Augmented Reality: Applications, Challenges and Future Trends. *Applied Computational Science*, 205-214.
- National Council of Teachers of Mathematics. (2006). Curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence. Reston: VA: National Council of Teachers of Mathematics.
- NCTM. (2000). Principles and Standards for School Mathematics. Reston. VA: NCTM.
- Niederhauser, D., Howard, S., Voogt, J., & Agyei, D. (2018). Sustainability and Scalability in Educational Technology Initiatives: Research-Informed Practice. *Technology, Knowledge and Learning*, 1-18.
- Niroo, M., Nejhad, G., & Haghani, M. (2012). The effect of Gardner theory application on mathematical/logical intelligence and student's mathematical functioning relationship. *SOcial and Behavioral Sciences*, 2169 2175.
- Ojose, B. (2008). Applying Piaget's theory of cognitive development to mathematics instruction. *The Mathematics Educator*, 26-30.
- Owens, K., & Outhred, L. (2006). The complexity of learning geometry and measurement. In A. Gutierrez, & P. Boero, *Handbook of research on the psychology of mathematics education: Past, present and future* (pp. 83-115). Rotterdam: Sense Publishers.
- Panadero, E., Jonsson, A., & Sttrijbos, J. (2016). Scaffolding Self-Regulated Learning Through Self-Assessment and Peer Assessment: Guidelines for Classroom Implementation. In D. Laveault, & L. Allal, *Assessment for Learning: Meeting the challenge of implementation*. Switzerland: Springer International Publishing.

- Patkin, D., & Levenberg, I. (2012). Geometry from the world around us. Learning & Teaching mathematics. *Journal of AMESA*, 14-18.
- Piao, J.-C., & Kim, S.-D. (2017). Adaptive Monocular Visual–Inertial SLAM for Real-Time Augmented Reality Applications in Mobile Devices. *Sensors*, 1-25.
- Pohl, M., Wallner, G., & Kriglstein, S. (2016). Using lag-sequential analysis for understanding interaction sequences in visualizations. *Int. J. Human-Computer Studies*, 54-66.
- Shadaan, P., & Leong, K. (2013). Effectiveness of Using GeoGebra on Students' Understanding in Learning Circles. *Malaysian Online Journal of Educational Technology*, 1-11.
- Shadiev, R., Hwang, W.-Y., & Liu, T.-Y. (2018). A Study of the Use of Wearable Devices for Healty and Enjoyable English as a Foregin Language Learning in Authentic Contexts. *Eduational Technology & Society*, 217-231.
- Sternberg, R. (2006). The Nature of Creativity. *Creativity Research Journal*, 87-98.
- Thannimalai, R., & Raman, A. (2018). The Influence of Principals' Technology Leadership and Professional Development on Teachers' Technology Integration in Secondary Schools. *Malaysian Journal of Learning and Instruction*, 203-228.
- Tobar-Muñoz, H., Fabregat, R., & Baldiris, S. (2015). Augmented Reality Game-Based Learning for Mathematics Skills Training in Inclusive Contexts. *Informática Educativa Comunicaciones*, 39-51.
- Van Hiele, P. (1986). Structure and Insight. A theory of Mathematics Education. Academic press Inc.
- Walle, J., & Lovin, L. (2006). *Teaching Student-Centerd Mathematis: Grades K-3*. America: US: Pearson.
- Wang, H. (2017). Construction of xAPI-based Multimedia Interaction Technology in Architectural Design Teaching. *iJET*, 101-111.
- Wei, Z. (2019). Elementary school grade four on mathematic curriculum.
- Wiggins, G., & Mctighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD. Retrieved from ASCD: https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD WhitePaper0312.pdf
- Wu, H., Lee, S., Chang, H., & Liang, J. (2013). Current status, opportunities and challenges of AR in education. *Computers and Education*, 41-49.
- Yahya, S., Ahmad, E., & Jalil, A. (2010). The definition and characteristics of ubiquitous learning: A discussion. *International Journal of Education and Development using Information and Communication Technology*, 117-127.
- Yu, S., Ally, M., & Tsinakos, A. (2018). *Mobile and Ubiquitous Learning An International Handbook*. Singapore: Springer Nature.
- Yuniarto, D., Helmiawan, M., & Firmansyah, E. (2018). Technology Acceptance in Augmented Reality. *Jurnal Online Informatika*, 10-13.
- Zhang, W., Lin, S., Bijarbooneh, F., Cheng, H., & Hui, P. (2018). CloudAR: A Cloud-based Framework for Mobile Augmented Reality. Retrieved from ArXiv: arXiv:1805.03060

Zhao, L., Hwang, W.-Y., Shadiev, R., Lin, L.-K., Shih, T., & Chen, H.-R. (2018). Exploring the Effects of Ubiquitous Geometry Learning in Real Situations. *International Conference on Digital Technology in Education* (pp. 29-36). Thailand: ACM.