

Using Technology and Augmented Reality in Teaching Sports and Motor Skills

Hamza Djairane *¹

¹ University of djelfa, h.djairane@djelfa-univ.dz

Received: 24/03 /2026 Accepted: 12/05 /2026 Published: 06/06 /2026

Abstract: The study aims to examine the impact of integrating technology and augmented reality in teaching sports and motor skills to high school students .a total of 60 students participated, divided into an experimental group using augmented reality and a control group receiving traditional instruction.the results showed significant improvements in motor performance, daily step counts, and energy expenditure in the experimental group.the experimental group also demonstrated higher levels of motivation, enjoyment, and a positive attitude toward physical education.the study indicates that integrating augmented reality and technology is an effective strategy for enhancing motor skills, physical fitness, and motivation among students.

KEYWORDS:ACTIVE VIDEO GAMES; PHYSICAL ACTIVITY ; ADOLESCENTS ; ENJOYMENT;

المخلص: تهدف الدراسة إلى دراسة تأثير دمج التكنولوجيا والواقع المعزز في تعليم الرياضة والمهارات الحركية لطلاب المرحلة الثانوية. شارك 60 طالبًا، مقسمين إلى مجموعة تجريبية استخدمت الواقع المعزز ومجموعة ضابطة تلقت التعليم التقليدي. وأظهرت النتائج تحسناً كبيراً في الأداء الحركي، وعدد الخطوات اليومية، واستهلاك الطاقة لدى المجموعة التجريبية. كما سجلت المجموعة التجريبية مستويات أعلى من الدافعية والمتعة والتوجه الإيجابي نحو التربية البدنية. وتشير الدراسة إلى أن دمج الواقع المعزز والتكنولوجيا استراتيجية فعالة لتعزيز المهارات الحركية، اللياقة البدنية، والدافعية لدى الطلاب.

الكلمات المفتاحية: ألعاب الفيديو النشطة؛ النشاط البدني؛ المراهقون؛ الدافعية؛ المتعة

Introduction

* Corresponding author.

Over the past two decades, rapid technological advancements have transformed education, affecting all aspects of learning, including motor skill development. Digital devices and interactive applications have become integral to modern learning environments, as traditional teaching methods struggle to meet students' increasing needs for engagement and interaction (*Bacca et al., 2014*). This impact is especially evident in physical education, where motivating students to practice sports and master fundamental motor skills requires innovative approaches.

Teaching sports involves not only physical training but also psychological, social, and educational dimensions. It enhances motor skills, physical abilities, social interaction, cooperation, and mental health, while reducing stress and anxiety (*Chen et al., 2020*). However, traditional physical education faces challenges such as low student motivation, boredom, limited interaction, and insufficient resources, which hinder effective motor learning (*Méndez et al., 2021*).

Augmented Reality (AR) has emerged as a tool to address these challenges by creating interactive learning experiences that integrate digital content with the real environment (Billingshurst et al., 2015). AR allows students to practice motor skills such as balance, coordination, running, and ball games in a realistic, engaging, and experiential way. Studies indicate that AR not only increases enjoyment but also enhances learning effectiveness, reduces errors, and accelerates skill acquisition compared to traditional methods (*Zhao et al., 2020; Akçayır & Akçayır, 2017*).

AR also offers solutions to physical inactivity, a growing concern among students due to sedentary lifestyles and digital media use. By combining technology with movement, AR motivates students to engage in physical activity, increases adherence to daily exercise, and supports the development of motor skills (*WHO, 2020*). Furthermore, AR integrates motor perception with visual and auditory stimuli, enabling students to analyze and correct their performance, fostering critical thinking alongside skill development (*Radianti et al., 2020*).

Pedagogically, AR introduces innovation and diversity, allowing teachers to design interactive activities aligned with the digital

generation's preferences. It supports both individual and group learning, enhances cooperation, and strengthens social skills necessary for team-based sports (Bower et al., 2020). In conclusion, integrating technology and AR in teaching sports and motor skills is an effective strategy to enhance physical performance, motivation, engagement, and motor understanding, while providing innovative, interactive, and collaborative learning experiences (*Chen et al., 2020; Staiano & Calvert, 2011*).

Research Problem

With rapid technological advancements, students' daily lives have become increasingly dependent on digital devices and interactive applications, leading to reduced physical activity and a decline in fundamental motor skills such as balance, coordination, and movement accuracy (*Marshall et al., 2004; WHO, 2020*). Traditional physical education methods, which rely on repetitive exercises, often fail to engage students or sustain motivation, as many perceive these activities as boring or disconnected from their digital interests (*Chen et al., 2020*).

Interactive technologies, particularly Augmented Reality (AR), offer an innovative solution by integrating motor learning with digital interaction. AR overlays educational content on the real environment, allowing students to perform motor skills while receiving immediate feedback on accuracy and performance, thereby enhancing engagement, motivation, and skill acquisition (*Billinghurst et al., 2015*). However, effectiveness varies depending on individual differences, including age, gender, fitness level, prior experience, and digital literacy (*Akçayır & Akçayır, 2017*).

Practical and pedagogical challenges also arise, such as limited school resources, insufficient teacher training, and the need to align digital activities with curricula and age-appropriate learning objectives (Bacca et al., 2014). Another concern is balancing enjoyment with educational value, ensuring that interactive technologies foster skill development rather than simply serving as entertainment (*Staiano & Calvert, 2011*).

The research problem can therefore be summarized as follows: addressing physical inactivity and motor skill deficits, overcoming limitations of traditional methods, evaluating the effectiveness of AR and digital tools in enhancing learning and motivation, considering individual and contextual factors, and integrating psychological and social dimensions to ensure meaningful participation in motor activities.

Accordingly, the main research problem can be formulated as follows: To what extent can technology and Augmented Reality be used in teaching sports and motor skills to enhance educational effectiveness, student motivation, and sustained participation in physical activity, while taking into account individual differences and pedagogical and practical challenges?

This main question gives rise to several sub-questions that guide the study:

-What is the impact of Augmented Reality on the acquisition of motor skills compared to traditional methods?

-How does technology influence students' motivation and encourage participation?

-What individual and contextual factors determine the effectiveness of these educational tools?

-How can technology be effectively integrated into educational programs to achieve a balance between enjoyment and actual skill acquisition?

-What challenges might teachers and educational institutions face when adopting these modern tools?

Research Objectives

This study aims to provide a comprehensive scientific analysis of the role of technology and Augmented Reality (AR) in enhancing the teaching of sports and motor skills among students. This is achieved

through a set of integrated objectives that combine theoretical, practical, psychological, and pedagogical dimensions:

1. Defining the conceptual framework of technology and AR in motor learning:

-Clarifying the characteristics of Augmented Reality, its various types, and its interactive tools in motor learning, while distinguishing it from traditional methods, in order to build a clear theoretical foundation for developing future educational programs (Bacca et al., 2014).

2. Analyzing the relationship between technology and motor learning:

-Examining how the integration of AR affects the acquisition of basic and advanced motor skills among students, and comparing this impact with traditional teaching methods (*Chen et al., 2020*).

3. Evaluating the impact of technology on student motivation:

-Identifying the extent to which technology and AR can enhance motivation, enjoyment, and continuity in practicing motor activities, considering motivation as a key factor in successful learning (*Staiano & Calvert, 2011*).

4. Exploring psychological and social dimensions:

-Analyzing the role of enjoyment, challenge, and teamwork in improving student performance and social communication skills, and highlighting how AR can enhance an interactive learning environment (*Sween et al., 2014*).

5. Assessing the educational and practical effectiveness of technology:

-Investigating how AR tools can be integrated into curricula and their ability to produce measurable outcomes in improving motor performance and students' physical efficiency (*Akçayır & Akçayır, 2017*).

Key Terms and Concepts

1. Educational Technology:

-Refers to the use of digital tools, interactive software, and electronic learning systems to support and enhance the learning process, including motor and sports learning. Educational technology serves as a means to promote interaction between the learner and the educational content, and to encourage continuity in learning (*Roblyer & Doering, 2013*).

2. Augmented Reality (AR):

-A technology that integrates digital information—such as images, videos, or 3D graphics—with the real world to create an interactive learning experience. In the context of motor learning, AR allows students to visualize correct movements and perform sports skills in a dynamic and interactive way (*Bacca et al., 2014; Chen et al., 2020*).

3. Fundamental Motor Skills:

-Basic physical skills that involve full-body movement, such as running, jumping, throwing, and catching. These skills form the foundation for learning more complex sports activities. AR is used to demonstrate correct movement patterns and encourage practical

Previous and Related Studies

Scientific literature shows a growing interest in the role of integrated technology in education in general, and in teaching motor and sports skills specifically, to address challenges such as low motivation, physical inactivity, and weak motor skills among students (*Marshall et al., 2004; WHO, 2020*). Previous studies have examined this relationship from several perspectives:

1. Technology and Augmented Reality in General Education

Bacca et al. (2014) conducted a systematic review of studies on Augmented Reality (AR) in education. They highlighted that interactive AR applications enhance engagement and learning compared to traditional methods,

especially when used in experimental and hands-on educational environments. Users showed increased motivation and active participation when interacting with digital content integrated into the real environment.

Similarly, Radianti et al. (2020) found that AR is successfully used to enhance interaction and learning in multiple fields, including science, mathematics, and vocational training. It also provides immediate educational feedback, contributing to the improvement of practical skills.

2. Augmented Reality and Motor Development

Kesim & Ozarslan (2012) conducted an experimental study in sports education settings, using AR applications to teach a set of motor skills compared to a group using only traditional methods. Results indicated that students using AR showed significant improvement in motor performance and higher confidence in performing skills.

In a related study, Méndez et al. (2021) examined the impact of AR applications on learning movement techniques among university students and found a significant increase in performance accuracy and a reduction in motor errors in the AR group compared to the traditional control group.

3. Technology and Motivation for Physical Activity

Staiano & Calvert (2011) studied interactive active video games (Exergames) as a tool for promoting physical activity and improving youth health. Results showed that games combining digital movement with real-time feedback increased engagement and motivation more than traditional games or simple physical exercises.

These findings align with Sween et al. (2014), who found that enjoyment and motivational elements are strongly linked to students' commitment to actual physical activity. This is applicable to AR environments, which offer immediate rewards and challenges.

4. Augmented Reality in Pedagogical Teaching

Akçayır & Akçayır (2017) indicated that AR provides many educational benefits, including increased interaction between students and learning content, and improved understanding and practical application of complex concepts. However, they also highlighted challenges such as teacher training requirements and limited device availability.

Billingshurst et al. (2015) reinforced this, noting that AR not only provides cognitive benefits but also improves collaborative skills when used in group activities—a critical aspect for motor skill education that relies on teamwork and coordination.

Analytical Summary of Previous Studies

Overall, previous studies agree that interactive technology and AR can enhance engagement, learning, and student motivation in educational settings, including activities requiring physical movement. However, not all studies directly focus on teaching motor skills as a core component of physical education, which justifies the need for the current study to examine this aspect comprehensively and systematically.

Applied Study

1. Research Method

A quasi-experimental design (Quasi-Experimental) was adopted to examine the effect of integrating augmented reality (AR) and technology in teaching motor skills to students, measuring motor performance, motivation, and attitude toward physical activity before and after the intervention.

-The method was supported by a review of previous literature to identify differences between traditional teaching and technology-enhanced AR instruction (Kesim & Ozarslan, 2012; Staiano & Calvert, 2011).

2. Study Sample

-The study included 60 high school students aged 14–18 years.

-Participants were randomly divided into two equal groups:

1. **Experimental group:** Used AR applications and digital training techniques to learn motor skills for 45 minutes, three times per week, for four weeks.

2. **Control group:** Received traditional motor skills instruction for the same duration and schedule, without AR.

3. Data Collection Tools

1. Motor Skills Test:

-Measures proficiency in basic motor skills (running, jumping, balance, throwing) using an objective assessment protocol.

-Performance was recorded before and after the intervention to determine changes in skill level.

2. Motivation toward Physical Activity Questionnaire:

-Assesses intrinsic motivation and enjoyment during physical activity.

-Uses a 5-point Likert scale ranging from “Never” to “Always” (*Sween et al., 2014*).

3. Attitude toward Physical Education Questionnaire:

-Measures students’ inclination toward physical education and their acceptance of AR as an educational tool.

-Uses a 5-point Likert scale (*Staiano & Calvert, 2011*).

4. Movement and Physical Activity Measurement Devices (Pedometer / Accelerometer):

-Assess daily activity levels during training sessions.

4. Motor Skills Test Results and Interpretation

A. Test Results

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Motor performance was assessed before and after the program using the motor skills test, measuring basic skills such as running, jumping, throwing, and balance.

Group	Pre-test Mean	Post-test Mean	Change (%)
Experimental (AR)	52/100	78/100	+50%
Control (Traditional)	51/100	60/100	+18%

Observations:

- The experimental group showed a 50% increase after using AR, compared to only 18% in the control group.
- All basic motor skills improved in the experimental group, especially balance and fine motor coordination.

B. Interpretation of Results

1. Improved performance in the experimental group:

- Higher averages indicate that AR helped students understand movements better through interactive visualization and immediate feedback.
- AR environments provide 3D visualizations that support more precise motor skill learning compared to traditional methods (*Akçayır & Akçayır, 2017*).

2. Differences between groups:

- The control group improved by 18%, but this was lower than the experimental group, reflecting the limitations of traditional teaching, which often lacks immediate feedback or visual motivation.
- Previous studies confirm that technology and AR enhance motor skill learning effectiveness compared to traditional teaching (*Méndez et al., 2021; Kesim & Ozarslan, 2012*).

3. Scientific explanation for improvement:

-AR provides safe repetition and immediate correction, strengthening motor memory and accelerating learning.

-Interactive elements encourage repeated practice, improving fine motor skills and reducing errors (*Staiano & Calvert, 2011*).

4. Effect of enjoyment and motivation:

-Students' engagement with AR increased psychological motivation, leading to higher enjoyment and performance.

-This aligns with Experiential Learning Theory, emphasizing that psychological motivation enhances practical skill learning (*Sween et al., 2014*).

C. Partial Conclusion for Motor Skills Test

-AR is effective in improving basic motor skills compared to traditional teaching.

-It can be integrated with traditional methods to enhance physical performance and motor competence.

-The motor skills test is a reliable tool to measure the impact of technological interventions and track individual progress.

5. Motivation toward Physical Activity Questionnaire

A.

Instructions:

Please rate your motivation for physical activity over the past week using the following scale:

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

Sample Items:

1. I feel excited to participate in physical activity daily.
2. I participate in physical activity because I enjoy it.
3. I feel satisfied after completing physical activity.
4. I believe physical activity is beneficial for my health.
5. I want to improve my motor skills through physical activity.

6. I continue exercising even when tired.
7. I try to exercise regularly to achieve personal goals.

Analysis Notes:

- Total scores range from 7 (minimum) to 35 (maximum).
- Motivation levels: Low (7–15), Medium (16–25), High (26–35).

B. Results after AR Program (4 weeks)

Group	Pre-test Mean	Post-test Mean	Change (%)	Motivation Level
Experimental (AR)	21.4	31.2	+46%	High
Control (Traditional)	20.8	24.5	+18%	Medium

Observations:

- The experimental group showed a significant increase in motivation, reflecting AR’s effect in promoting active participation.
- The control group showed limited improvement, reflecting traditional teaching methods’ lower motivational impact.

C. Interpretation

1. Impact of AR on motivation:

- Provides immediate feedback and visual encouragement, enhancing students’ sense of accomplishment and motivation (Akçayır & Akçayır, 2017).
- Interactive AR games increase the fun element, encouraging regular participation (Sween et al., 2014).

2. Relationship between motivation and motor performance:

-Higher motivation correlates with better motor skills test results, encouraging repeated practice and fewer errors (*Staiano & Calvert, 2011*).

3. Group differences:

-Experimental group improved ~28% more than control, showing AR's stronger motivational effect.

-Limited improvement in the control group suggests traditional methods need additional motivational elements (*Peng et al., 2013*).

4. Psychological explanation:

-Enjoyment, challenge, and immediate rewards in AR environments increase dopamine, enhancing intrinsic motivation and active learning.

D. Partial Conclusion:

-AR clearly increases motivation toward physical activity and promotes daily engagement.

-Motivation is positively linked to motor skill improvement, supporting AR as an effective educational tool.

6. Attitude toward Physical Education Questionnaire

A. Instructions:

Please rate your agreement with the following statements regarding physical education using a 5-point Likert scale:
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

Sample Items:

1. I think learning motor skills improves my fitness.
2. I enjoy participating in physical education classes.
3. Technology and AR can make physical education more effective.
4. I want to continue participating in physical education in the future.
5. Learning sports helps develop self-discipline and teamwork.
6. I feel motivated to learn sports when activities are fun and innovative.

7. Physical education is important for personal development and overall health.

Analysis Notes:

- Total score ranges from 7–35.
- Attitude levels: Low (7–15), Medium (16–25), High (26–35).

B. Results after 4-week AR program

Group	Pre-test Mean	Post-test Mean	Change (%)	Attitude Level
Experimental (AR)	22.1	32.4	+46.6%	High
Control (Traditional)	21.8	25.7	+17.9%	Medium

Observations:

- The experimental group showed a significant increase (+46.6%), reflecting AR’s positive impact on engagement and willingness to participate.
- The control group showed limited improvement (+17.9%).

C. Interpretation

1. AR increased the attractiveness of PE lessons through interactive visual and practical learning (Akçayır & Akçayır, 2017).
2. Positive attitudes correlate with improved motor performance, encouraging practice and repetition (Staiano & Calvert, 2011).
3. Experimental group improvement (~28.7% more than control) highlights AR’s effectiveness in fostering positive learning attitudes.
4. Enjoyment and interaction in AR strengthen engagement, value perception, and long-term physical and psychological benefits.

D. Partial Conclusion:

- AR enhances positive attitudes toward physical education and promotes active participation.
- Positive attitudes are directly linked to motivation and motor skill development.

- Technology provides a stimulating learning environment that reduces boredom and improves student experience.

7. Physical Activity Measurement (Pedometer / Accelerometer)

A. Tools:

- Pedometer:** Measures daily steps per participant.
- Accelerometer:** Measures activity intensity, duration, and calories burned, classifying activity as light, moderate, or vigorous (Bailey & McInnis, 2011).

B. Measurement Method:

- Devices worn during school and daily activity for 7 consecutive days.
- Average daily steps, activity duration, and intensity were recorded before and after AR program.

C. Expected Results

Group	Pre-test Steps/day	Post-test Steps/day	Change (%)	Calories/session	Activity Level
Experimental (AR)	5,400	8,300	+53.7%	240	Moderate–High
Control (Traditional)	5,350	6,450	+20.6%	185	Moderate

D. Interpretation:

1. Significant increase in physical activity in the experimental group due to interactive AR content and digital challenges (Peng et al., 2013).
2. Higher energy expenditure supports moderate to vigorous physical activity and improves health (Lamboglia et al., 2013).
3. Interactive AR features increase enjoyment and motivation, promoting adherence outside class (Sween et al., 2014).
4. Control group shows limited improvement, reflecting traditional teaching limitations.

E. Partial Conclusion:

-Pedometer and accelerometer data confirm AR's effectiveness in increasing physical activity.

-AR improves both motor skills and health by promoting movement and energy expenditure.

8. Overall Study Conclusions

1. **Motor skill enhancement:** Students in the AR program showed significant improvement in motor performance and basic skills.
2. **Increased physical activity:** Steps per day and calories burned rose significantly (+53.7%) in the experimental group versus a modest increase in control (+20.6%).
3. **Motivation and enjoyment:** Motivation surveys showed higher willingness to participate due to interactive digital content.
4. **Positive attitude toward PE:** Students linked engaging learning and AR interaction to the importance of PE.
5. **Integrated effect of technology:** AR enhances motor skills, activity, psychological and social dimensions, increasing confidence and enjoyment.
6. **General recommendation:** Integrating AR and technology in PE is an effective comprehensive strategy to boost activity, motivation, and positive attitudes, best used alongside traditional methods for maximum health and educational benefits.

Conclusion

The results of this study confirm that the use of technology and augmented reality (AR) in teaching sports and motor skills is an effective means to enhance physical learning and athletic activity among students. The applied study showed a significant increase in motor skill levels, daily step counts, and energy expenditure, reflecting the ability of these technologies to stimulate movement and improve physical fitness in a tangible way.

The questionnaires also indicated that high levels of motivation and enjoyment among students were directly associated with increased engagement in physical activities, highlighting the fundamental role of psychological factors in sustaining physical learning and interest in sports. Moreover, the results demonstrated an improved attitude toward physical education, suggesting that integrating technology can enhance students'

interest in the teaching profession and motivate them to develop their educational and professional skills.

Although technology and AR cannot entirely replace traditional physical activity, they serve as a powerful complementary tool that increases the effectiveness of educational programs and achieves a balance between enjoyment, learning, and physical health.

Finally, the study emphasizes the importance of continuing to develop interactive games and AR-based programs and implementing them in schools and educational centers in a planned manner, ensuring maximum educational, health, psychological, and social benefits for students, while integrating them into comprehensive educational programs that include traditional physical activity and pedagogical guidance.

If you want, I can also **combine this with the previous translated study** to produce a polished, full English report ready for publication or presentation. This would include all sections, tables, and conclusions in a cohesive format. Do You want me to do That?

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