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REVIEW

of the Monograph Entitled *Virtual and Augmented Reality in Learning.* Authors: Prof. Dr. Miroslav Galabov, Assoc. Prof. Dr. Nicoleta Samarescu. Faber Publishers, 2025, 142 p. ISBN: 978-619-00-1971-8

1. Relevance and Topicality

The monograph addresses a highly relevant and timely topic—the integration of Virtual Reality (VR) and Augmented Reality (AR) technologies in education. This field has gained increased importance in the post-pandemic era, as the need for immersive, interactive, and personalized learning environments continues to grow. The study aligns well with current educational and technological trends and responds to the demand for innovative, learner-centered pedagogical practices.

2. Structure and Scientific Content

The volume is logically structured into two main parts:

• **The first part** offers a comprehensive overview of the technical foundations of XR technologies, including stereoscopic 3D visualization, tracking and positioning systems, graphic formats, development platforms (Unity, Unreal Engine), and hardware configurations.

• **The second part** focuses on the application of VR and AR in education, covering a broad range of disciplines such as science, medicine, history, arts, special education, and vocational training.

The authors have adopted a multidisciplinary and systematic approach, supported by an extensive bibliography and enriched with diagrams, tables, and illustrative examples that increase the monograph's clarity and accessibility.

3. Originality and Applicability

Among the strong points of the work are:

• A balanced integration of technical depth and pedagogical insight;

• Practical guidance for the implementation of XR in educational contexts (needs analysis, teacher training, platform selection, content development, and effectiveness assessment);

• Consideration of ethical, social, and legal implications—such as data privacy, digital equity, and inclusiveness—often neglected in more technical studies;

• A forward-looking vision including AI integration, cloud computing, collaborative virtual environments, and sustainable digital learning.

4. Critical Observations

Although the monograph is well-written and well-structured, some sections—especially those focused on technical aspects such as 3D rendering and graphic file formats—may require a more advanced level of technical literacy. However, the authors have mitigated this through explanatory elements and

visual aids, which help bridge potential knowledge gaps for readers with an educational rather than engineering background.

5. Conclusion

The monograph *Virtual and Augmented Reality in Learning* constitutes a valuable academic contribution to the field of digital education. It skillfully bridges theoretical foundations with practical applicability, offering educators, researchers, and developers a solid foundation for further study and implementation of XR technologies.

I strongly recommend this monograph for publication and encourage its use in university-level teaching, interdisciplinary research, and innovation in instructional design.

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