collaboration, fostering innovation, and building global teaching communities. Their inclusion in training programs ensures that educators are well-equipped to meet the needs of 21st-century learners. By addressing challenges and prioritizing the integration of ICT, institutions can pave the way for an adaptive and inclusive educational future.

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HARNESSING AUGMENTED REALITY FOR ENHANCED LEARNING EXPERIENCES IN EDUCATION

Augmented reality (AR) is changing how students learn by making education more engaging and interactive. With AR, students can visualize complex concepts, interact with virtual objects, and explore ideas in ways that traditional methods cannot offer. For example, medical students use AR to practice surgery in safe, virtual environments, while design students use it to build and view 3D prototypes. In higher education, AR has shown promise in increasing student participation, improving understanding, and sparking creativity. Despite these benefits, AR is not yet widely used in higher education, and there is still much to learn about its impact on teaching, learning, and institutional practices.

While AR is known to enhance engagement and learning, there is limited research on how it can support creativity and critical thinking in higher education. Current studies often focus on the technical aspects of AR or its short-term effects in classrooms. Few researchers have explored how AR could create learning environments that encourage students to think creatively or solve problems in innovative ways. This is an important gap because creativity is increasingly seen as a key skill for success in today’s world . There is also little understanding of how AR can help higher education institutions innovate and align with modern education policies.

This study explores how augmented reality can create interactive learning environments that promote creativity and critical thinking in higher education. It examines how AR can help institutions adopt new teaching methods and align with policies that encourage innovation. By focusing on AR’s role in fostering immersive and hands-on learning, this study aims to connect its practical uses with broader educational goals.

This study uses a qualitative approach to investigate AR’s role in higher education. Interviews will be conducted with educators, students, and policymakers

to understand their experiences and views on using AR in teaching and learning. Case studies of institutions using AR will also be analyzed to identify successful strategies and common challenges. This approach allows for a detailed exploration of how AR influences learning environments and supports institutional change.

This research contributes to the understanding of how AR-based learning environments support creativity and critical thinking. It will show how AR can help students actively engage with content, explore ideas, and solve problems in new ways. Additionally, this study will expand theories of interactive learning by showing how AR can transform education into a more dynamic and creative process. By addressing the research gap, it aims to help educators and institutions better understand how to use AR to create meaningful and innovative learning experiences.

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TECHNOLOGIES OF CREATIVE PERSONALITY FORMATION IN MODERN EDUCATION

The traditional education system, rooted in rote learning and standardized assessments, has often been criticized for stifling creativity. However, with the advent of new technologies, a shift towards personalized, interactive, and experiential learning is transforming how creativity is nurtured. This paper explores how digital tools and methodologies are contributing to the formation of creative personalities, with a specific focus on their psychological, pedagogical, and practical implications.

AI has become a cornerstone of modern education, offering adaptive learning systems that tailor educational content to the unique needs of each learner. AI-driven