# Article information:

Full article: Effects of integrating maternity VR-based situated learning into professional training on students’ learning performances
<https://www.tandfonline.com/doi/full/10.1080/10494820.2022.2141263>

# Article summary:

1. The study developed a maternity VR-based situated learning system (MVR-SLS) to support professional courses in obstetrics and conducted a quasi-experiment to evaluate its impact on learners' learning performances.

2. The results showed that the MVR-SLS method improved learners' learning achievement, OSCE competency, problem-solving ability, and recognition of learning engagement compared to traditional methods.

3. Implementing effective virtual reality (VR)-based learning strategies can enhance medical and nursing education by providing a realistic and interactive learning environment for students.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Effects of integrating maternity VR-based situated learning into professional training on students’ learning performances" discusses the development and implementation of a virtual reality (VR) based learning system for obstetrics courses. The study aims to evaluate the impact of this method on learners' learning achievement, clinical competency, problem-solving skills, learning engagement, and teaching effectiveness.

Overall, the article provides a comprehensive overview of the study and its findings. However, there are several areas where potential biases and limitations can be identified.

Firstly, the article does not provide a clear description of the methodology used in the study. It mentions that a quasi-experiment was conducted but does not provide details about the sample size, selection criteria, or data collection methods. This lack of information makes it difficult to assess the validity and reliability of the study's findings.

Additionally, the article does not discuss any potential biases in the design or implementation of the VR-based learning system. It is important to consider whether certain groups of learners may have been disadvantaged or excluded from accessing this technology. Furthermore, there is no mention of any ethical considerations or potential risks associated with using VR in professional training.

The article also lacks a critical analysis of alternative approaches to nursing education. While it highlights the benefits of VR-based learning, it does not explore other methods or compare their effectiveness. This one-sided reporting limits the reader's understanding of different approaches and their potential advantages or disadvantages.

Moreover, there is limited evidence provided to support some of the claims made in the article. For example, it states that learners who used the VR-based learning system showed more active learning behaviors compared to those in the control group. However, no specific data or examples are provided to support this claim.

Furthermore, there is a promotional tone throughout the article that emphasizes the positive outcomes and benefits of using VR in nursing education. While it is important to highlight innovative approaches and their potential impact, it is equally important to present a balanced view and acknowledge any limitations or challenges associated with the technology.

In conclusion, while the article provides valuable insights into the integration of VR-based learning in nursing education, it has several limitations and biases that need to be addressed. A more detailed description of the methodology, consideration of potential biases and risks, exploration of alternative approaches, and provision of supporting evidence would enhance the credibility and reliability of the study.

# Topics for further research:

* Alternative approaches to nursing education in obstetrics courses
* Ethical considerations and risks of using virtual reality in professional training
* Comparison of different methods for teaching obstetrics courses
* Sample size and selection criteria in quasi-experimental studies on VR-based learning
* Data collection methods used in evaluating the impact of VR-based learning on clinical competency
* Critiques and limitations of integrating VR-based learning into nursing education

# Report location:

<https://www.fullpicture.app/item/74c92f1d169f490489fe20bf4d5d4e7b>