

Nursing Students experiences of Mixed Reality (MR) simulation

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Supervisory Panel

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Background context

- Teaching modality that compliments traditional methods
- Enables students to learn in a safe, supported environment
- ‘Mimics’ the real environment
- Personal experience of using MR
 - Enthusiasm
 - Captivating and engaging learning experiences



Fidelity and Realism in Simulation

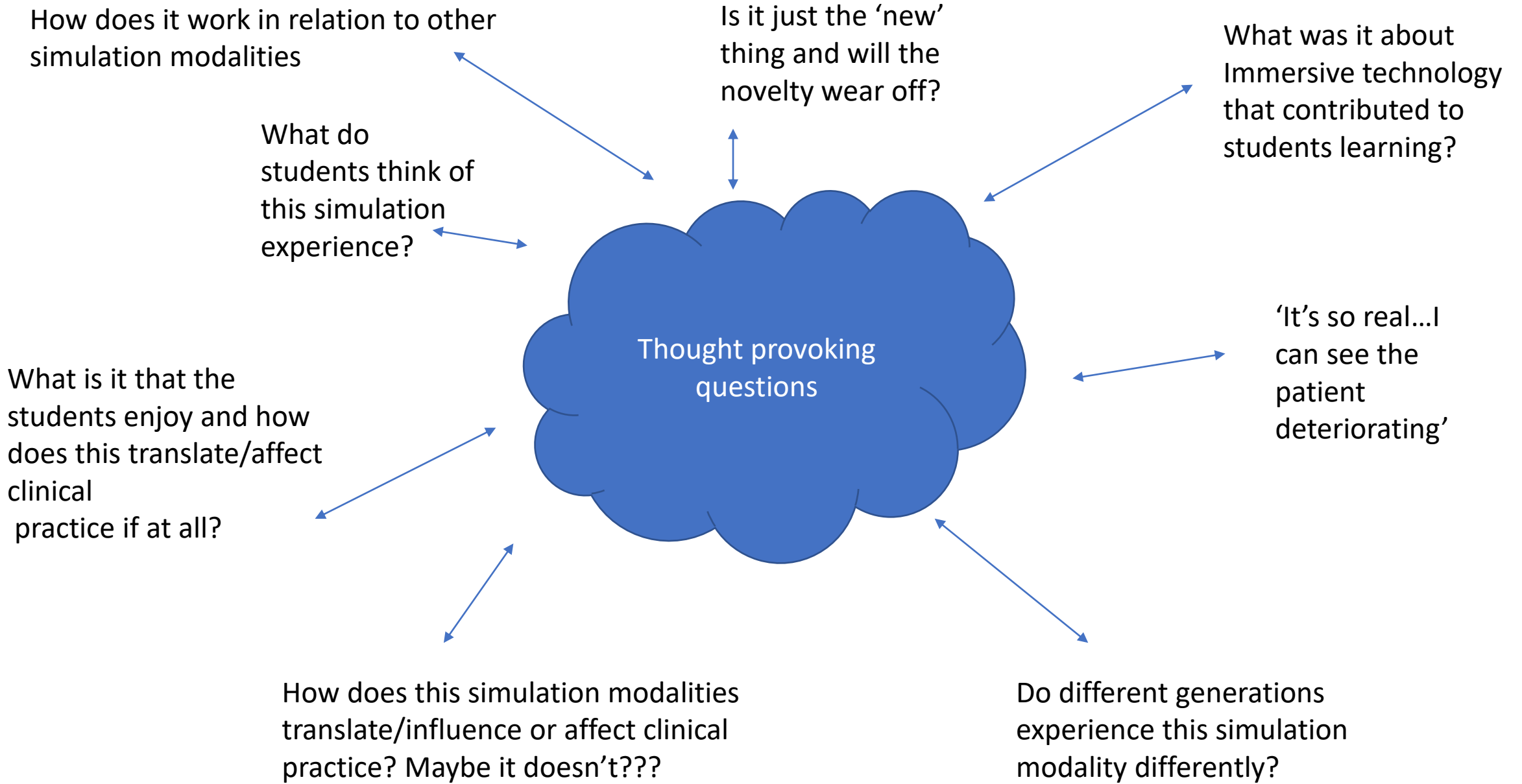
Bridging the gap

Refers to simulation experiences that are extremely realistic & provide a high-level of interactivity & realism for the learner

Low, Medium and High Fidelity

Fidelity vs. Realism in Simulation





Research Question

What are the lived experiences of pre-registered nursing students who undertake mixed reality simulation as part of their curriculum?



What does the literature say?

Simulation is a well-established pedagogy

Increased awareness around clinical judgement, proficiency, knowledge retention, aptitude of technical and clinical skills

Simulation compliments other more traditional teaching practices

Promotes student engagement, desire to learn, develops confidence & is a perfect podium to equip nursing students with skills that are essential as a qualified nurse

Safe & non-threatening environment



Gap in the Literature

Very limited research into mixed reality in nursing education

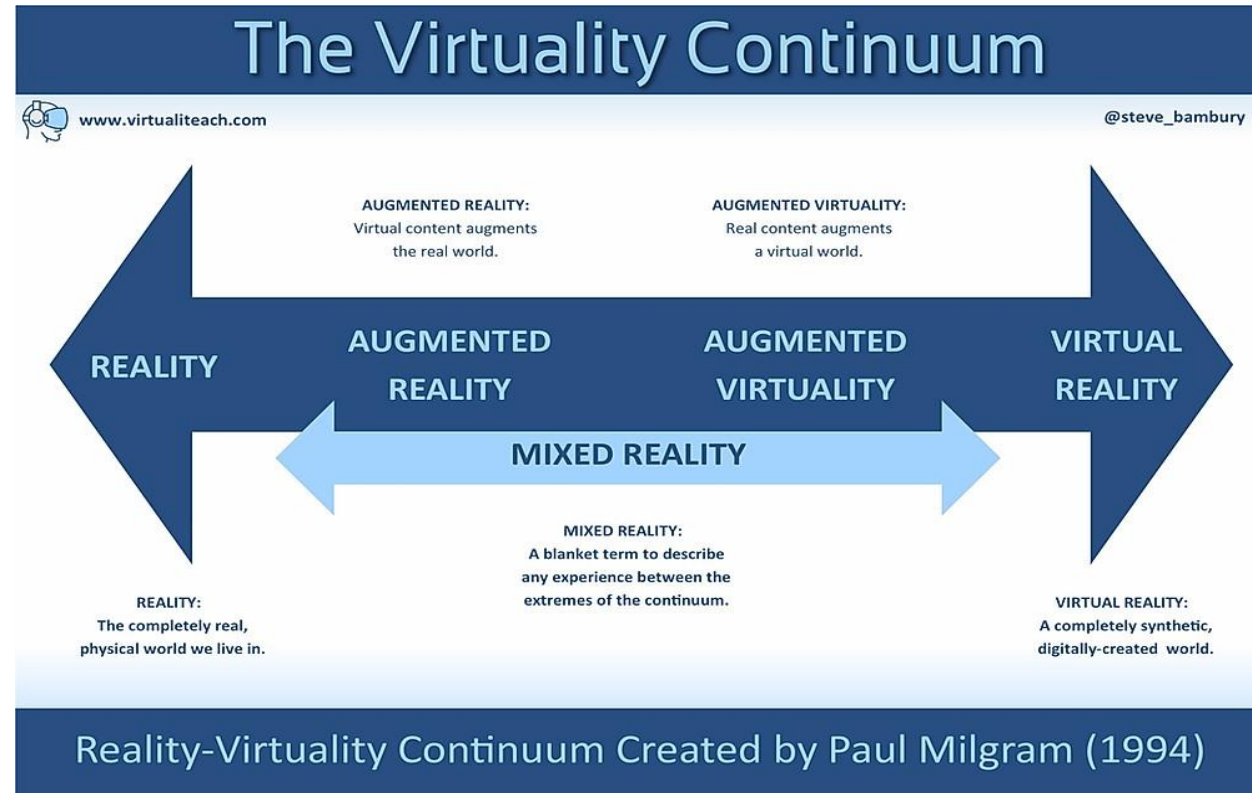
Absence of nursing students voice in mixed-reality simulation research

Will explore the experiences of this simulation modality from the undergraduate nursing students perspectives



Mixed Reality (MR)

Mixed reality is a technology that involves placing virtual objects into the real world and adjusting them to a physical environment in order to expand its functionality as well as allow users to interact with both virtual and real objects in real-time (Tsyktor, 2018)





Phenomenology

Strong philosophical and epistemological approach to the study of experiences

Rich source of ideas about how to examine & comprehend lived experiences

Descriptive, interpretative, hermeneutic

Phenomenological reduction

Bracketing

(Creswell, 2018; Liamputtong, 2017)



Hermeneutic Phenomenology

van Manen (1997) identifies himself as hermeneutic and defines this as

‘being attentive to both terms of its methodology; it is *descriptive* (phenomenological) because it wants to be attentive to how things appear, it wants to let things speak for themselves; it is an *interpretive* (hermeneutic) methodology because it claims that there are no such things as uninterpreted phenomena



Van Manen's existential themes

Lived Body (corporeality): This theme refers to the phenomenological fact that one's body is the basis mode of being in the world. The mind is embodied consciousness and remembers key important aspects like pain, smell, and experiences

Lived Space (spatiality): This theme focuses on the environment perceived by the participants. It refers not only to physical aspects (height, depth, length) but also to the understanding of the space where the phenomenon occurred.

Lived Relations (relationality): This theme refers to the connections one makes when interacting with other human beings. Through interactions with others, bonds, friendships, and relationships are formed.

Lived time (temporality): Lived time refers to the time in which the experiences occurred. It examines experiences in a chronological or historical order. Lived time is subjective in nature and varies from each individual

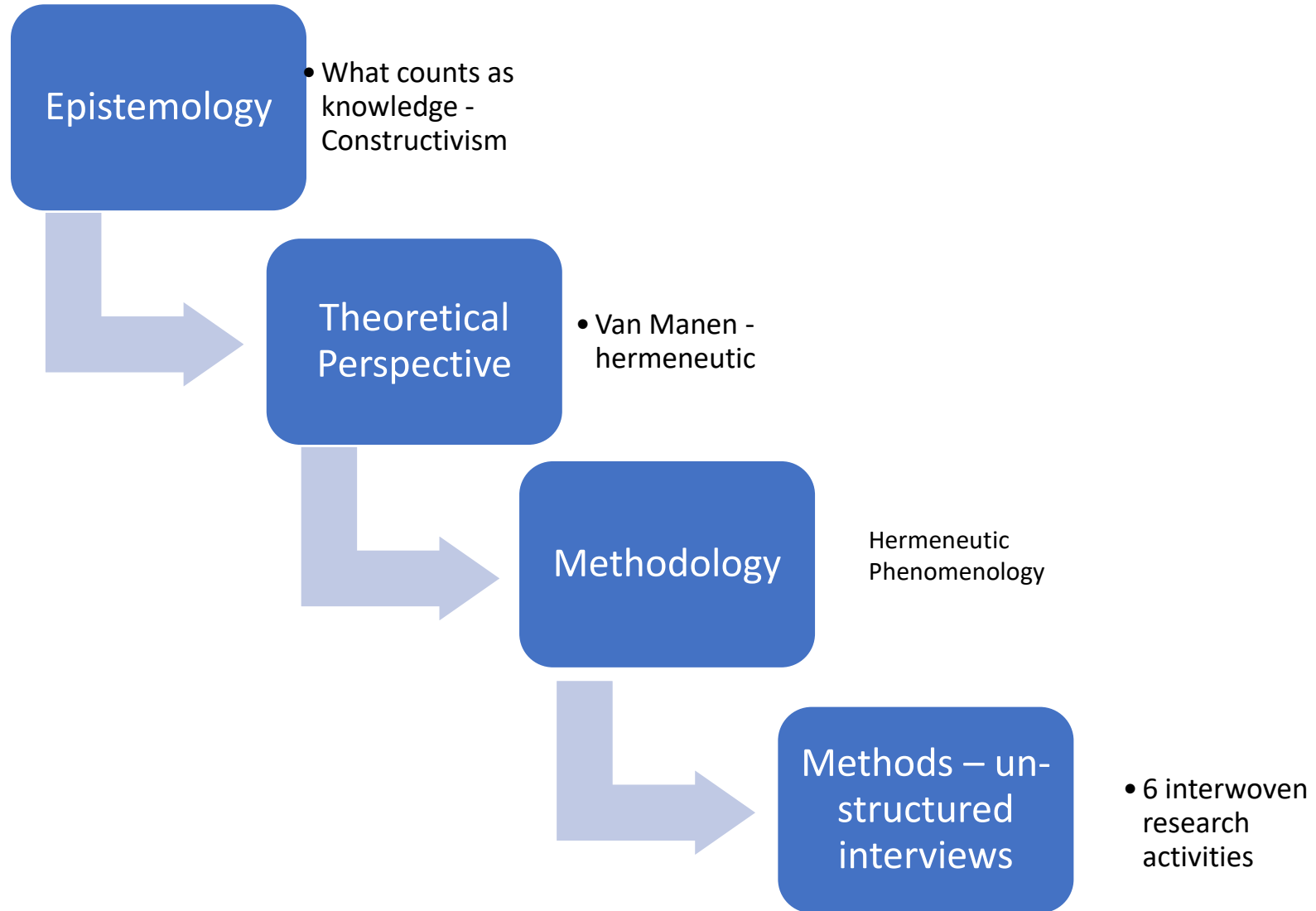


Van Manen's existential themes

Lived Things (materiality): The fifth existential theme is materiality which may guide our reflective processes in asking how 'things' are experienced in relation to the phenomenon. It is important to recognise the significance of 'things' in our lives.

Addendum: Technology: Lived Cyborg Relations: Building on philosophies of technology (van Manen, 2014) provides some thoughts to the additional existential theme of technology. distinguishes between five kinds of lived cyborg relations in relation to the human experience of the existential of things and technology.







SEEKING RESEARCH PARTICIPANTS



ARE YOU?

An undergraduate Bachelor of Nursing student?

HAVE YOU?

Had experience with mixed reality simulation as part of your curriculum in the past 6 months?

WILL YOU?

Participate in a research study interview via Zoom or Skype with PHD candidate, Karyn?

WHY I NEED YOU

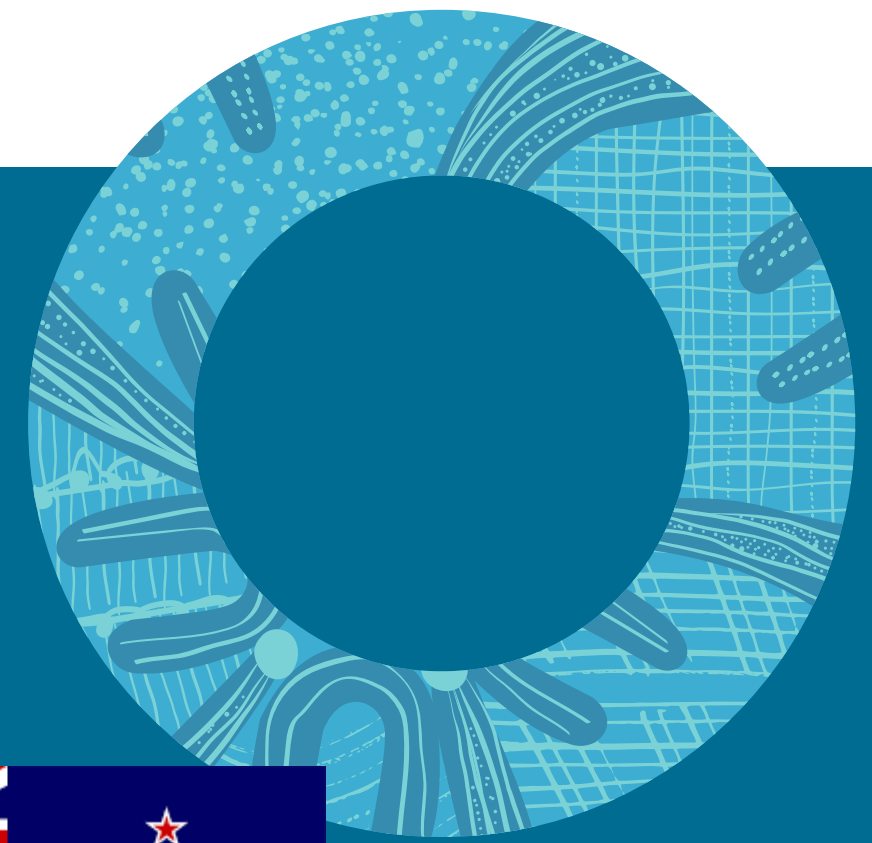
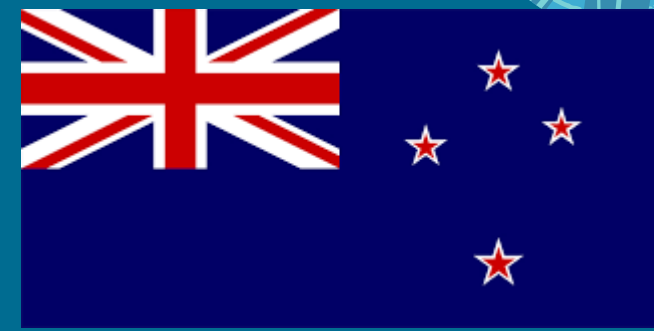
Your valuable experience of using mixed reality simulation in your undergraduate nursing curriculum will assist in providing your voice on an international podium.

IF THIS IS YOU, PLEASE CONTACT ME

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PhD Candidate



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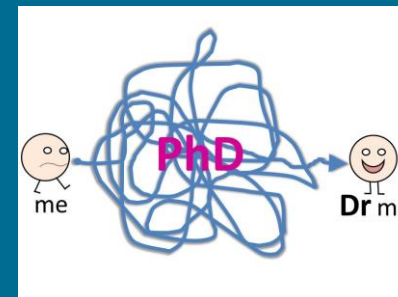
Where am I at?

Participant recruitment

Interviews have commenced

Beginning of Data Analysis

COVID ☹️



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The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.