

Review of: "Augmented Reality (AR) Technology on Student Engagement: An Experimental Research Study"

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Potential competing interests: No potential competing interests to declare.

The study by Khritish Swargiary investigates the integration of Augmented Reality (AR) technology into the classroom setting, aiming to understand its potential impact on student engagement and learning outcomes. The research utilizes a sample of high school students, employing a pre-test/post-test design to assess the effectiveness of AR technology compared to traditional teaching methods.

The study clearly outlines its objectives and hypotheses, providing a solid foundation for the research. The use of a pre-test/post-test design with random assignment to experimental and control groups enhances the study's internal validity. The study is transparent in providing details about the research design, instruments used, and participant characteristics. Additionally, the open-access nature of the article promotes accessibility to a wider audience.

Few areas for improvement:

1. Provide a more in-depth analysis of the specific challenges faced during the implementation of AR technology. Understanding the nature of these challenges can guide future research and help educators address potential obstacles.
2. Delve deeper into the subject-specific variability in the effectiveness of AR technology. Explore why certain subjects demonstrated more positive outcomes while others did not. This analysis can provide valuable insights for educators and curriculum developers.
3. Provide concrete and practical recommendations for educators and developers based on the study findings. These recommendations should offer guidance on effective AR integration, addressing challenges, and maximizing the benefits of AR in the classroom.

By incorporating these suggestions, the study can contribute even more effectively to the ongoing discourse on the integration of AR technology in education, providing actionable insights for educators, developers, and researchers.