

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.

This article addressed an important emerging area of advanced technology application in education. The study on the effects of augmented reality (AR) technology in the classroom is thorough and methodical, with the goal of investigating how it affects learning outcomes and student engagement.

It is significant to be noted that the research demonstrates a strong approach, utilizing both quantitative (pre- and post-test) and qualitative (interviews, surveys) measures to obtain a comprehensive understanding of the effects of augmented reality technology. The study's relevance and application are increased by the age-specific targeting, random assignment of control and experimental groups, and participation of high school students.

Through the analysis of pre- and post-test results, engagement, views, and learning outcomes combined with qualitative feedback, the study provides a multifaceted picture of the impact of the technology.

Although the study utilized statistical analysis, the lack of statistical significance in knowledge improvement between the experimental and control groups challenges the primary hypothesis. The null hypothesis not being rejected doesn't definitively demonstrate the ineffectiveness of AR; it may raise questions about the experimental design or the specific implementation of AR.

In final analysis, even though the study offers insightful information on how students interact with augmented reality technology, the study's equivocal statistical findings highlight the need for additional research and possible methodological improvements for such studies in the future.