

Validated scales used for evaluation

Study Title	Validated scale
<p>A Randomised Control Trial and Comparative Analysis of Multi-Dimensional Learning Tools in Anatomy</p> <p>Acquisition of Fire Safety Knowledge and Skills with Virtual Reality Simulation</p>	<p>Cambridge Brain Sciences psychometric tests [33]</p> <p>Perioperative Performance evaluation tool [34]</p>
<p>Clinical Virtual Simulation in Nursing Education</p> <p>Comparative value of a simulation by gaming and a traditional teaching method to improve clinical reasoning skills necessary to detect patient deterioration: a randomized study in nursing students</p> <p>Comparison of virtual patient simulation with mannequin-based simulation for improving clinical performances in assessing and managing clinical deterioration: randomized controlled trial</p>	<p>Learner Satisfaction with Simulation; General self-efficacy scale [36]</p> <p>Self-assessment of perceived learning [37]</p>
<p>Finding the Right Blend of Technologically Enhanced Learning Environments: Randomized Controlled Study of the Effect of Instructional Sequences on Interprofessional Learning</p> <p>HoloLens and mobile augmented reality in medical and health science education: A randomised controlled trial</p> <p>Immersive virtual reality as a teaching tool for neuroanatomy</p>	<p>E-learning system success scale [38]</p> <p>Interprofessional Socialisation and valuing scale (ISVS) [41]</p>
<p>Is individual practice in an immersive and interactive virtual reality application non-inferior to practicing with traditional equipment in learning systematic clinical observation? A randomized controlled trial</p>	<p>Adverse health effects (Ames); Participant engagement (McBrien) [42]</p> <p>Instructional Materials Motivation Survey [26]</p>
<p>Learning clinical reasoning: how virtual patient case format and prior knowledge interact</p> <p>Mixed reality for teaching catheter placement to medical students: a randomized single-blinded, prospective trial</p> <p>Mobile Augmented Reality as a Feature for Self-Oriented, Blended Learning in Medicine: Randomized Controlled Trial</p>	<p>System Usability Scale [45]</p> <p>Cognitive load (Opfermann4-item scale) [46]</p> <p>NASA task load index; Standard system usability scale [47]</p>
<p>Nurse-Physician Communication Team Training in Virtual Reality Versus Live Simulations: Randomized Controlled Trial on Team Communication and Teamwork Attitudes</p> <p>Problem-based learning in internal medicine: virtual patients or paper-based problems?</p>	<p>POMS Questionnaire (emotional involvement); AttrakDiff2 Questionnaire [48]</p> <p>ATHCT; ISVS [49]</p>
<p>The effect of self-practicing systematic clinical observations in a multiplayer, immersive, interactive virtual reality application versus physical equipment: a randomized controlled trial</p> <p>The Effect of Stereoscopic Augmented Reality Visualization on Learning Anatomy and the Modifying Effect of Visual-Spatial Abilities: A Double-Center Randomized Controlled Trial</p> <p>The Emotional and Behavioural Impact of Delivering Bad News to Virtual versus Real Standardized Patients: A Pilot Study</p>	<p>Diagnostic Thinking Inventory [51]</p> <p>System Usability Scale [54]</p> <p>Mental Rotation test (visual social ability) [55]</p>
<p>The impact of multi-person virtual reality competitive learning on anatomy education: a randomised controlled study</p> <p>Virtual reality as a teaching method for resuscitation training in undergraduate first year medical students: a randomized controlled trial</p>	<p>Profile of Moods States 2; Maastricht Assessment of Simulated patient [56]</p> <p>Intrinsic Motivation Inventory [57]</p> <p>Comparative Self-assessment; System Usability scale [58]</p>