Qualitative Assessment of the Dial-neph Virtual Reality (VR) Educational Tool

VR group

IM PG1 residents

Traditional group

Printed script of VR learning course

2-hour physiology seminar within 1 week of initial session for both groups

3D VR kidney physiology course on Diuretic Action and electrolyte transport in the Nephron (DiAL-Neph)

Classroom set-up

Interactive interface

>90% of the residents rated the platform positively in all parameters
77% of residents preferred it as a teaching method

Conclusion: Feedback of VR course was overwhelmingly positive
VR tool was perceived to be a helpful educational adjunct

Positive themes

Memory anchor
Attention span
Interaction
Spatiality
Enjoyable
Great supplemental resource

Negative themes

Logistical challenges
Technical challenges
Organization
Passive experience
Lack of immediate clinical relevance

Recurring themes emerging from focus groups

Printed script of VR learning course

Elias Bassil, Ali Mehdj, et al, 2024
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