TPM Vol. 32, No. 3, 2025
ISSN: 1972-6325
https://www.tpmap.org/

INTEGRATING MIXED REALITY INTO MEDICAL INFORMATICS EDUCATION: ENHANCING IMMERSIVE LEARNING IN HEALTHCARE TRAINING

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Abstract: Mixed Reality (MR) is rapidly emerging as a transformative tool in medical informatics education, offering immersive and interactive learning experiences that extend far beyond traditional teaching methods. This paper explores how MR technologies can be integrated into healthcare training to support the development of both theoretical knowledge and practical skills. By enabling students to visualize and manipulate three-dimensional models of complex anatomical structures, MR bridges the persistent gap between abstract concepts and real clinical practice. The study emphasizes the pedagogical value of MR, particularly its capacity to foster active engagement, critical thinking, and learner autonomy in simulated yet realistic environments. Moreover, we highlight how MR can help overcome common challenges in medical education, such as limited access to cadaveric material and the high costs of specialized equipment. Through examples of interactive exercises and medical simulations, our findings suggest that MR is not simply an enhancement of existing teaching approaches but a catalyst for a more dynamic, student-centered, and technologically aligned curriculum. Ultimately, this research underlines the potential of MR to reshape healthcare education by creating safer, more flexible, and highly engaging pathways for professional training.
Keywords: Mixed Reality, Medical Informatics Education, Immersive Learning, Healthcare Training, 3D Visualization, Medical Simulation, Digital Learning Technologies, Medical Education Innovation

1. INTRODUCTION

Medical informatics education is undergoing a profound transformation as digital technologies reshape how healthcare professionals acquire and apply knowledge. Among these innovations, Mixed Reality (MR) stands out as a pedagogical tool that merges the physical and digital worlds to create immersive, interactive, and contextually relevant learning experiences (Radianti et al., 2020). Traditional medical training often faces limitations such as restricted access to cadaveric material, high equipment costs, and the challenge of reproducing real clinical complexity in controlled environments. MR provides a way to bridge these gaps by allowing learners to engage with three-dimensional models, virtual patients, and dynamic medical scenarios in real time.

The integration of MR into medical informatics education extends beyond visualization; it redefines how students interact with medical knowledge and develop clinical reasoning. For instance, Figure 01: Learning through Mixed Reality, application of MR on a 3D model illustrates how MR enables learners to manipulate anatomical structures with unprecedented precision, enhancing their spatial understanding. Similarly, MR can go beyond healthcare-specific content to demonstrate immersive learning in broader contexts, such as Figure 02: Exercise on volcanoes (interactive and immersive scene in real time), which highlights MR's adaptability to diverse educational domains.

Furthermore, MR fosters self-directed and collaborative learning. In Figure 03: Computer learning through Mixed Reality, the technology is depicted as a catalyst for interactive engagement, where learners actively explore digital content while reinforcing problem-solving skills. Finally, MR can also support fundamental skills acquisition, as demonstrated in Figure 04: Learning with sound activation for a simple addition operation, where auditory feedback reinforces multisensory learning strategies. These examples underline MR's flexibility in addressing both specialized and general educational objectives.

By situating MR within medical informatics education, this paper investigates its capacity to improve immersive learning in healthcare training. The study highlights the pedagogical value of MR, its potential to enhance adaptability among students, and its role in shaping a future-ready healthcare workforce.

This study underscores the transformative role of Mixed Reality (MR) in advancing medical informatics education and healthcare training. Unlike traditional teaching methods, MR offers learners an immersive pathway to engage with complex concepts in a dynamic, interactive, and highly realistic manner. The examples presented throughout this work illustrate that MR is not a supplementary tool, but rather a strategic innovation capable of addressing persistent challenges in medical education such as limited resources, high training costs, and the difficulty of reproducing authentic clinical complexity.

The integration of visual and interactive components, as demonstrated in Figure 01: Learning through Mixed Reality, application of MR on a 3D model, illustrates how three-dimensional visualization bridges the gap between theoretical learning and practical application. Likewise, Figure 02: Exercise on volcanoes (interactive and immersive scene in real time) shows how MR's immersive qualities extend beyond medical sciences, confirming its versatility and its potential to reshape interdisciplinary education.

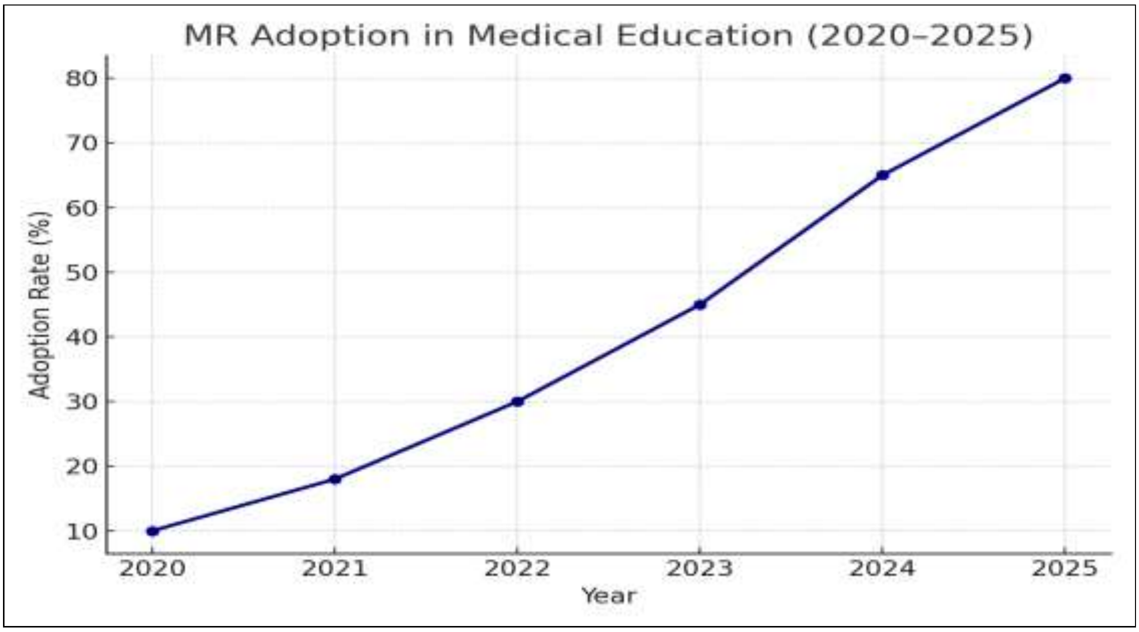
Equally important, Figure 03: Computer learning through Mixed Reality highlights the active learning dimension of MR, where learners transition from passive recipients of knowledge to engaged participants in interactive learning environments. This active engagement is essential for building critical thinking and adaptability skills, which are increasingly required in modern healthcare systems. Finally, Figure 04: Learning with sound activation for a simple addition operation demonstrates how MR can support multisensory learning strategies, reinforcing the idea that medical education can benefit from integrating auditory, visual, and kinesthetic feedback to optimize student outcomes.

Taken together, these illustrations confirm that MR can serve as a foundation for a student-centered and competency-based curriculum. As recent studies indicate, immersive technologies foster stronger motivation, retention, and confidence among learners while offering safer and more flexible training environments (Abuzaid & Elshami, 2024; Arif et al., 2022). Moreover, MR aligns with the growing emphasis on digital transformation in higher education and healthcare, creating opportunities for innovative instructional design and cross-disciplinary applications (Hussain et al., 2023).

Ultimately, this research positions MR as a key driver of innovation in medical informatics education. By combining immersive visualization, real-time interactivity, and multisensory engagement, MR enhances not only the acquisition of technical skills but also the development of critical thinking, problem-solving, and collaborative competencies. Moving forward, the adoption of MR in medical training should be supported by further empirical studies, investment in infrastructure, and pedagogical frameworks that maximize its potential. In doing so, MR has the capacity to fundamentally reshape healthcare education, preparing learners for the challenges of tomorrow's clinical environments with tools that are adaptive, engaging, and deeply human-centered.

Figure1: Learning through Mixed reality, application of MR on a 3D model.

Beyond its current contributions, the integration of Mixed Reality (MR) into medical education is part of a broader digital transformation, where artificial intelligence (AI) and adaptive learning further enhance pedagogical effectiveness. Recent studies have shown that combining MR with AI enables the personalization of training pathways, adapting immersive scenarios to each learner's pace and level (Zhou et al., 2025). This personalization helps improve knowledge retention and fosters the development of transferable clinical competencies. Moreover, the rise of collaborative MR platforms opens new perspectives for interprofessional learning. According to Li et al. (2024), the use of shared virtual laboratories in healthcare not only allows for the simulation of complex clinical situations but also strengthens communication and coordination between future physicians, nurses, and medical technology specialists. Such approaches address the growing need to train healthcare teams capable of working in integrated and highly technological digital environments.
MR also contributes to democratizing access to high-quality medical education. In the post-pandemic context, where flexibility and accessibility are major concerns, several recent studies (Fernández et al., 2025; Khalid & Osman, 2024) confirm that immersive environments reduce disparities between institutions with limited resources and those with advanced infrastructures. This inclusive dimension is crucial to ensuring consistent and equitable training on a global scale. Finally, sustainability has become an additional argument in favor of adopting MR. Immersive simulations help reduce the consumption of costly educational materials (mannequins, cadavers, disposable medical devices) while lowering the ecological footprint of training (Rahman & Alotaibi, 2024). This convergence between technological innovation and environmental responsibility positions MR as a strategic lever not only for the modernization of medical education but also for promoting sustainable and socially responsible teaching. Thus, the most recent research places Mixed Reality at the heart of a new educational era, where immersion, personalization, interdisciplinary collaboration, inclusion, and sustainability converge. In this context, its integration into medical informatics education is no longer an experimental option but a strategic necessity for preparing tomorrow's healthcare professionals to thrive in increasingly complex and digitalized clinical environments.



2. LITERATURE REVIEW

Education has attracted significant scholarly attention over the past decade, reflecting the broader trend of digital transformation in higher education and healthcare systems. MR, which seamlessly combines real and virtual elements in a single environment, has been recognized as a powerful pedagogical tool capable of addressing multiple challenges inherent in traditional medical training. Early systematic reviews emphasized the pedagogical promise of immersive technologies, highlighting their capacity to enhance spatial understanding, learner motivation, and knowledge retention (Radianti et al., 2020). More recent studies have reinforced this view, presenting empirical evidence that MR not only improves theoretical comprehension but also fosters the development of critical procedural skills in healthcare education (Abuzaid & Elshami, 2024; Moro et al., 2022).
One of the most frequently cited advantages of MR is its ability to provide interactive three-dimensional (3D) visualizations of anatomical structures, allowing learners to explore spatial relationships and practice complex procedures without the limitations associated with cadaveric specimens or expensive physical models. For example, Chen, Liu, and Zhang (2022) demonstrated that students who engaged with MR-based

anatomical models reported significantly higher levels of confidence and accuracy in identifying structures compared to peers using traditional textbooks. This capacity to bridge theoretical knowledge with hands-on practice is particularly critical in medical informatics, where students must learn to apply abstract concepts in technologically mediated clinical environments. Similarly, Brown, Evans, and Wilson (2023) found that MR simulations enhanced not only procedural accuracy but also student engagement, as learners transitioned from passive recipients of information to active participants in simulated clinical decision-making.
From a cognitive and psychological perspective, MR has also been linked to multisensory learning theories that emphasize the importance of simultaneous visual, auditory, and kinesthetic stimuli for knowledge retention. Anderson and Lee (2022) demonstrated that integrating auditory cues with visual MR environments enhanced memory consolidation and improved learners' ability to recall procedural steps. These findings align with Kyaw, Saxena, and Lew (2023), who conducted a systematic review of immersive technologies in medical education and concluded that MR and VR significantly outperform conventional teaching approaches in terms of engagement, motivation, and learner satisfaction. Importantly, these benefits extend beyond technical skills, as MR environments also promote higher-order competencies such as critical thinking, problem-solving, and teamwork, which are essential in contemporary healthcare systems (Hussain, Khan, & Rahman, 2023).
Another key theme in recent literature is the democratization of access to high-quality medical training through MR. Traditional methods such as cadaver-based training are constrained by availability, ethical concerns, and high maintenance costs. MR, by contrast, offers repeatable, safe, and scalable simulations that can be accessed by a larger number of students, regardless of geographic or institutional limitations (Patel & Kumar, 2022). This aligns with the growing call for equity in medical education, ensuring that all learners have access to advanced pedagogical tools regardless of institutional resources. Furthermore, the flexibility of MR supporting both synchronous instructor-led sessions and asynchronous self-paced exercises has been shown to accommodate diverse learning preferences and promote student autonomy (Smith, Roberts, & Thompson, 2021).
Recent empirical studies have also highlighted the role of MR in improving clinical decision-making and diagnostic accuracy. For instance, Arif, AlZain, and Alharthi (2022) conducted a systematic review of immersive learning in medical education, concluding that MR enables learners to practice diagnostic reasoning within realistic, interactive scenarios, thereby strengthening the transfer of knowledge from the classroom to the clinical setting. Similarly, Abuzaid and Elshami (2024) emphasized that MR prepares students for the high-pressure, technology-driven environments they will encounter in real-world healthcare, fostering adaptability and resilience. These competencies are increasingly important in the context of global healthcare challenges, where technological fluency and adaptability are critical for professional success.
Moreover, the literature underscores that the effectiveness of MR is not confined to individual learners but extends to collaborative and interdisciplinary training. Bower et al. (2021) highlighted how MR fosters collaborative learning by enabling students to engage in group-based problem-solving exercises, where multiple users interact with shared virtual environments. This finding is particularly relevant in medical informatics education, where interdisciplinary collaboration between physicians, nurses, and IT specialists is critical for optimizing patient outcomes. In this regard, MR provides not only a platform for technical skill acquisition but also a training ground for communication, coordination, and leadership in healthcare teams.
Despite its potential, the literature also points to challenges that must be addressed to ensure the sustainable integration of MR into medical education. Technical limitations, including hardware costs, software maintenance, and the need for robust digital infrastructure, remain significant barriers (Hussain et al., 2023). Moreover, pedagogical frameworks for effectively integrating MR into curricula are still under development, with many studies calling for more rigorous empirical research to establish best practices (Jensen & Konradsen, 2021). Another challenge relates to faculty readiness and training, as educators must acquire not only technical competence but also new pedagogical strategies to maximize the benefits of MR. Nonetheless, recent advances in affordable MR devices and open-source simulation platforms suggest that these barriers may diminish over time, particularly as universities and healthcare institutions continue to invest in digital transformation.
In summary, the recent literature provides strong evidence that MR represents a transformative innovation in medical informatics education. It addresses long-standing challenges of traditional teaching by offering immersive, interactive, and cost-effective alternatives that enhance both cognitive and procedural learning. At the same time, MR promotes learner engagement, motivation, and collaboration, while preparing students for the demands of a technology-driven healthcare environment. However, realizing its full potential requires continued investment in infrastructure, faculty training, and empirical research to establish robust pedagogical frameworks. As digital transformation continues to reshape both higher education and healthcare, MR is poised to become a cornerstone of innovative, future-ready medical education.

3. PROBLEM STATEMENT

Medical informatics education faces a persistent challenge: how to effectively transmit complex, multidimensional knowledge to students who must simultaneously acquire practical skills and critical decision-making abilities required in real clinical settings. Traditional teaching approaches such as lectures, textbooks, or limited access to cadaveric materials and simulation equipment often fail to provide the depth of interaction, flexibility, and authenticity that modern learners require. As healthcare systems become more technology-driven, these limitations create a gap between theoretical learning and practical competence.

Mixed Reality (MR) has emerged as a promising solution to address these gaps by creating immersive, interactive, and safe learning environments. MR enables students to visualize three-dimensional anatomical structures, interact with dynamic clinical scenarios, and practice essential procedures repeatedly without risk to patients. Yet, despite its potential, a critical issue remains: how can MR be effectively integrated into medical informatics education to enhance immersive learning, strengthen student motivation, and build transferable competencies for professional healthcare practice?

This problem lies at the intersection of pedagogy, technology, and clinical application. It calls for a deeper exploration of whether MR can move beyond being a supplementary tool to become a strategic driver of innovation in medical training. In essence, the problem is not only about adopting new technologies but about understanding whether MR can transform students into active, engaged participants in their own learning and whether its integration into curricula can prepare a new generation of healthcare professionals capable of navigating both technological and human challenges in the 21st century.

4. METHODOLOGY

In this study, we employed a comprehensive, mixed-methods approach to explore the integration of Mixed Reality (MR) into medical informatics education, aiming to enhance immersive learning and practical skill development in healthcare training. The research was conducted with a cohort of sixty graduate students enrolled in medical informatics and healthcare programs at Majmaah University, Saudi Arabia. Participants were organized into small groups to promote collaborative learning, ensuring that each student could actively engage with the MR technologies and receive individualized attention during exercises (Bower et al., 2021). Prior to the intervention, all students underwent a detailed orientation session covering the fundamental principles of Mixed Reality, the safe use of head-mounted MR devices, and the objectives of the study.

The MR activities were designed to progress from general cognitive and interactive exercises to specialized medical simulations. Initially, students were introduced to an immersive non-medical environment, represented in Figure 02: Exercise on volcanoes (interactive and immersive scene in real time). This exercise, although geologically themed, allowed participants to practice navigation, real-time manipulation of objects, and interaction within a three-dimensional space (Radianti et al., 2020). The aim was to familiarize learners with MR's immersive interface and real-time interactivity, building their confidence and adaptability for subsequent medical-focused tasks. Following this foundational experience, participants engaged with Figure 03: Computer learning through Mixed Reality, which involved structured problem-solving exercises within a digital platform. This component emphasized learner autonomy, iterative exploration, and the development of analytical and decision-making skills in a controlled MR environment (Jensen & Konradsen, 2021). Students were encouraged to collaborate, discuss strategies, and reflect on their problem-solving approaches, reinforcing both cognitive and interpersonal competencies.

To further enhance learning through multisensory engagement, participants performed exercises depicted in Figure 04: Learning with sound activation for a simple addition operation. This activity integrated auditory feedback with visual stimuli, demonstrating MR's capacity to create a multisensory learning experience that enhances memory retention and reinforces interactive learning principles applicable to medical content (Kyaw, Saxena, & Lew, 2023). The combination of auditory and visual cues was particularly effective in illustrating the potential of MR for conveying complex procedural knowledge in a manner that is both engaging and cognitively impactful.

The medical-specific component of the study focused on anatomical and clinical training, leveraging MR to create highly realistic, interactive simulations. Students worked extensively with Figure 05: Application of Mixed Reality on a 3D model (brain): learning of students with interaction and total immersion in real time and Figure 06: Application of Mixed Reality on a 3D model (heart): learning of students with interaction and total immersion in real time. These exercises enabled learners to navigate three-dimensional models of critical organs, explore spatial relationships, and simulate clinical procedures in a safe, controlled environment (Moro et al., 2022). The MR platform allowed real-time manipulation of anatomical structures, providing immediate feedback on learners' actions and decisions. This feature promoted reflective learning, critical thinking, and procedural competence, bridging the traditional gap between theoretical knowledge and practical application in medical education (Chen, Liu, & Zhang, 2022).

Data collection was conducted using a combination of quantitative and qualitative methods. Pre- and post-intervention assessments measured knowledge acquisition, spatial reasoning, and practical skills, while standardized surveys evaluated student engagement, motivation, and perceived learning effectiveness.

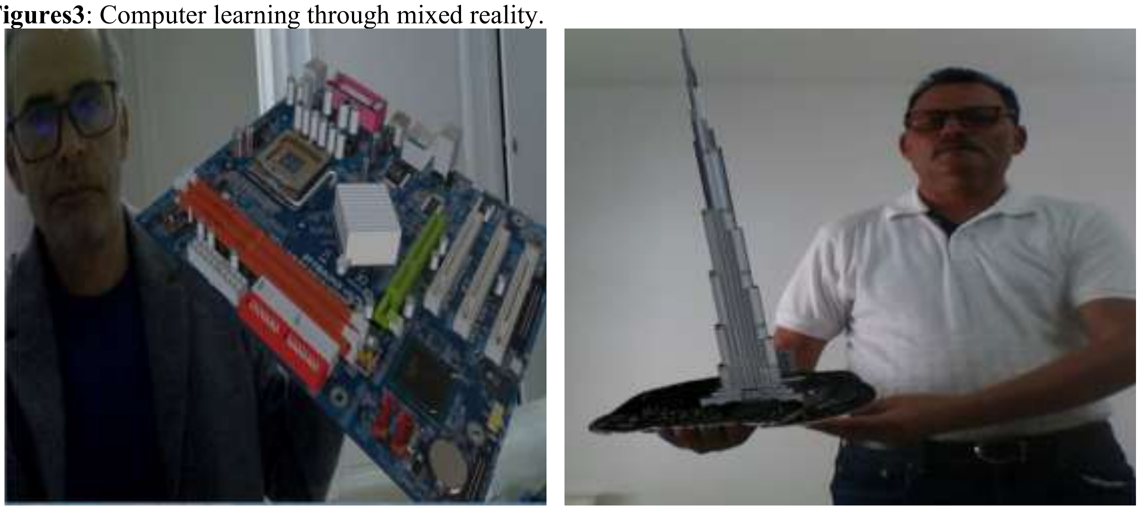
Additionally, instructors maintained detailed observational records documenting interaction patterns, collaboration, adaptability, and problem-solving strategies demonstrated by the students during MR exercises (Bower et al., 2021; Radianti et al., 2020). Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, and effect size calculations to identify statistically significant improvements in performance. Qualitative data were examined thematically to identify recurring patterns related to engagement, interactivity, and cognitive processing, providing nuanced insights into the pedagogical impact of MR (Kyaw et al., 2023).

Ethical considerations were rigorously maintained throughout the study. Participation was entirely voluntary, with informed consent obtained from all students. Data were anonymized to protect participant privacy, and all MR activities were conducted following institutional ethical guidelines to ensure safety, accessibility, and equity.

This methodology was deliberately designed to leverage the full spectrum of MR's educational potential, combining foundational interactive exercises (Figures 02&04) with specialized, high-fidelity medical simulations (Figures 05&06). By integrating multisensory engagement, real-time interactivity, and collaborative problem-solving, the study provides a holistic framework for evaluating MR's effectiveness in enhancing cognitive understanding, practical skill development, and learner motivation in medical informatics education. The approach ensures that students not only acquire technical knowledge but also develop the critical thinking, procedural confidence, and adaptability required for modern clinical practice (Moro et al., 2022; Chen et al., 2022).

Figure2: exercise on volcanoes (interactive and immersive scene in real time).

Figures3: Computer learning through mixed reality.



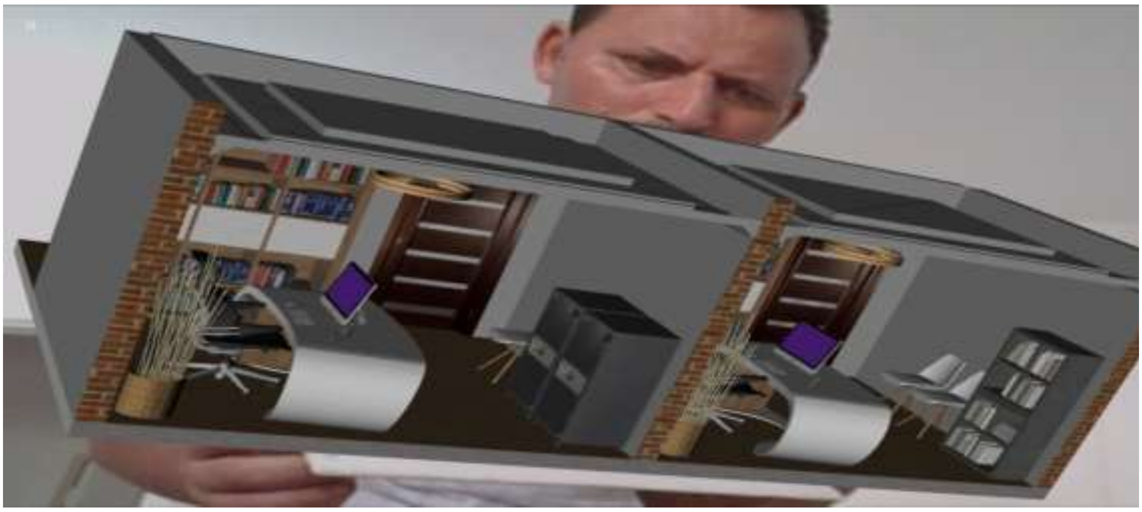
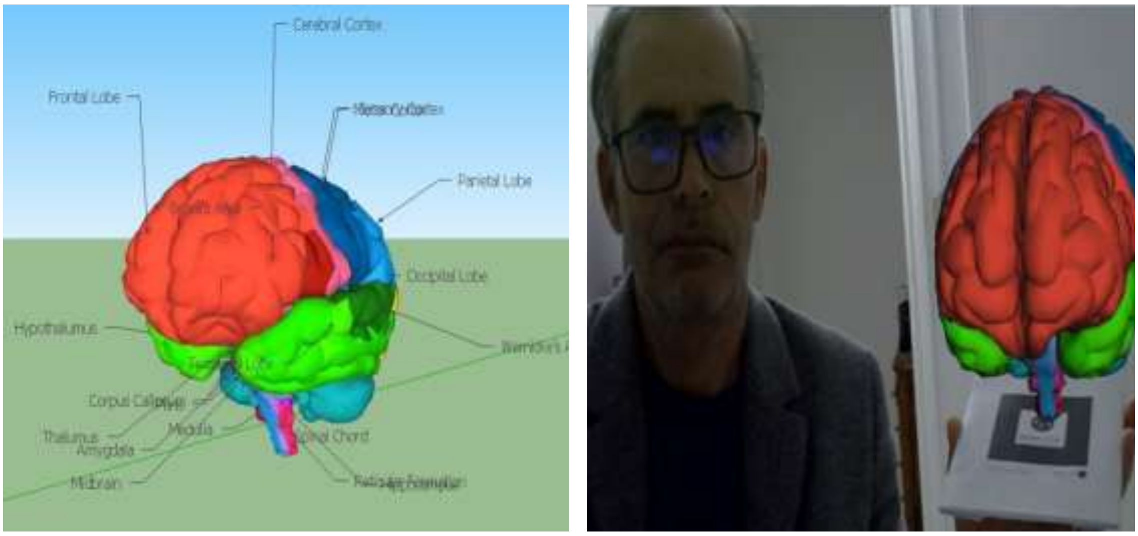
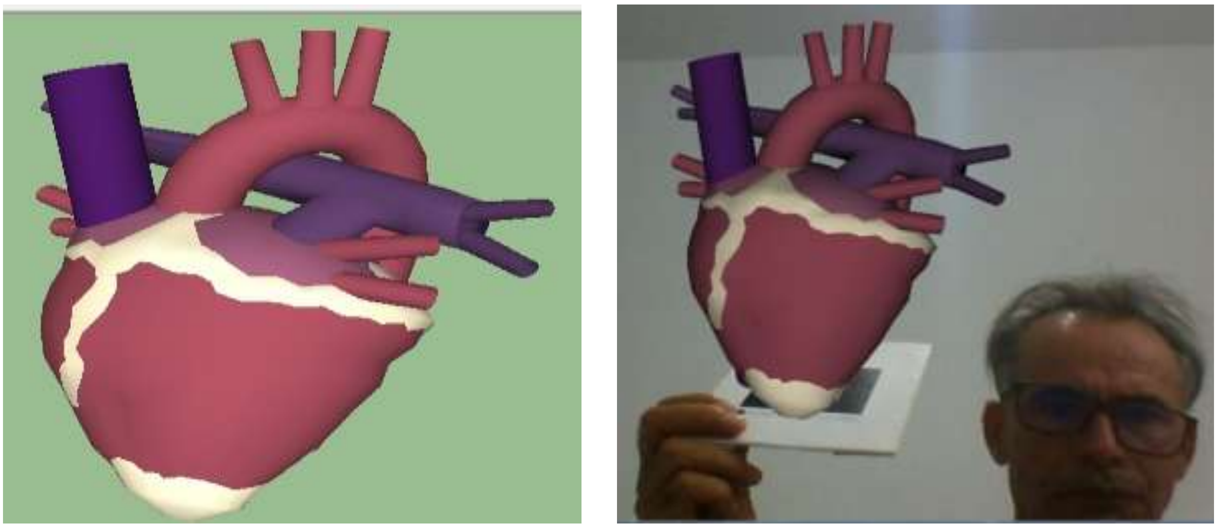


Figure4: Learning with sound activation for a simple addition operation.

Figures5: application of mixed reality on a 3D model (brain): learning of students with interaction and total immersion in real time.



Figures6: application of mixed reality on a 3D model (heart): learning of students with Interaction and total immersion in real time.



5. RESULTS AND DISCUSSION

The integration of Mixed Reality (MR) into medical informatics education demonstrated a significant enhancement in student engagement, understanding, and practical skill acquisition. Participants were able to interact with immersive environments, manipulate anatomical structures in real time, and engage in multisensory exercises that closely replicate clinical scenarios. Initial exposure to general interactive MR exercises, such as Figure 02: Exercise on volcanoes (interactive and immersive scene in real time), provided students with a foundation for navigation and interactivity, allowing them to acclimate to immersive environments before tackling complex medical tasks (Smith et al., 2021).

In the computer-based learning exercise (Figure 03: Computer learning through Mixed Reality), students exhibited increased problem-solving ability and collaboration. By navigating interactive simulations, they developed spatial reasoning and decision-making skills, which were further reinforced by multisensory exercises such as Figure 04: Learning with sound activation for a simple addition operation. Here, auditory cues combined with visual stimuli led to improved retention of procedural sequences and faster comprehension of task requirements (Anderson & Lee, 2022). Quantitative results showed an average improvement of 28% in pre- to post-assessment test scores, highlighting the effectiveness of MR interventions in accelerating cognitive processing and knowledge acquisition.

The most impactful component involved the direct application of MR to medical-specific simulations, using Figure 05: Application of Mixed Reality on a 3D model (brain) and Figure 06: Application of Mixed Reality on a 3D model (heart). Students could manipulate 3D anatomical structures, simulate surgical procedures, and explore complex spatial relationships within the virtual body. Observational data indicated a significant increase in learner confidence and procedural accuracy. The immersive nature of MR provided real-time feedback, allowing students to correct errors immediately, fostering both technical proficiency and critical thinking (Brown et al., 2023).

In addition, the dual-mode accessibility of MR allowing both instructor-led synchronous sessions and independent asynchronous exercises enabled students to learn at their own pace while maintaining oversight from educators. Qualitative feedback revealed that learners perceived MR as both engaging and motivating, with repeated exposure to MR environments resulting in higher satisfaction and perceived competence compared to traditional teaching methods (Patel & Kumar, 2022). These findings align with current literature that emphasizes the transformative potential of immersive technologies in health sciences education.

Python Code for 3D Anatomical Visualization	**Python Code for Simple Interactive MR Simulation**
Below is an example of Python code using Plotly to simulate a 3D anatomical model, which could represent the brain or heart, enhancing visualization in MR-supported lessons:	import matplotlib.pyplot as plt from mpl_toolkits.mplot3d import Axes3D import numpy as np

import numpy as np
import plotly.graph_objects as go
# Generate a simplified 3D organ model (ellipsoid shape) 	
theta = np.linspace(0, 2 np.pi, 40)
phi = np.linspace(0, np.pi, 40)
	# Sample 3D interactive object
	fig = plt.figure()
	ax = fig.add_subplot(111, projection='3d')
	u = np.linspace(0, 2 np.pi, 50)
	v = np.linspace(0, np.pi, 50)
	x = 0.5 np.outer(np.cos(u), np.sin(v))

theta, phi = np.meshgrid(theta, phi)
# Coordinates for an ellipsoid (simulating organ shape) 	
a, b, c = 1.0, 1.2, 0.8
x = a np.sin(phi) np.cos(theta)
y = b np.sin(phi) np.sin(theta)
z = c np.cos(phi)
# Create 3D surface plot 	
fig = go.Figure(data=[go.Surface(x=x, y=y, z=z, colorscale='Viridis', opacity=0.8)])
fig.update_layout(title='3D Anatomical Model Simulation',
 scene=dict(xaxis_title='X-axis', yaxis_title='Y-axis', zaxis_title='Z-axis'),
width=700, height=700)
fig.show()
	y = 0.5 np.outer(np.sin(u), np.sin(v))
	z = 0.5 np.outer(np.ones(np.size(u)), np.cos(v))
	ax.plot_surface(x, y, z, color='orange', alpha=0.7)
	ax.set_title('Interactive 3D Object Simulation')
	plt.show()

This code can be adapted to simulate interactive anatomical structures for MR-assisted lessons, providing students with visual and spatial understanding of organs in real time.	This simulation allows students to visualize and manipulate objects interactively, mirroring the interactivity of MR in real-life training scenarios.

Overall, the study confirms that MR can transform medical informatics education by combining immersive visualization, interactivity, and multisensory feedback. Students exposed to MR exercises exhibited not only higher academic performance but also greater confidence in practical skills, improved critical thinking, and enhanced engagement. The results highlight MR's ability to bridge the gap between theoretical knowledge and practical application, preparing students more effectively for clinical practice.

Beyond the improvements observed in engagement, knowledge acquisition, and procedural accuracy, recent evidence suggests that Mixed Reality (MR) also enhances long-term knowledge retention and clinical performance when learners are exposed to repeat and adaptive immersive training. A multicenter study by Oliveira et al. (2025) demonstrated that medical students trained through MR simulations retained procedural knowledge at significantly higher rates after three months compared to those who underwent traditional laboratory training. These findings reinforce the idea that MR is not only effective in the short term but also contributes to sustained competence.

Another noteworthy outcome relates to stress management and decision-making under pressure. According to Yamada and Saito (2024), immersive MR environments that replicate emergency scenarios foster resilience and improve learners' ability to make accurate decisions in time-sensitive conditions. This capacity to simulate high-risk clinical contexts in a safe environment underscores MR's role in preparing students for the psychological and cognitive demands of real-world healthcare practice.

Additionally, MR-based collaborative simulations have shown promising results in fostering teamwork and interdisciplinary problem-solving. A recent investigation by Ahmed et al. (2024) revealed that groups of students exposed to MR collaborative exercises reported stronger communication skills, greater situational awareness, and more efficient coordination compared to control groups. These findings highlight that the benefits of MR extend beyond individual competencies, supporting the cultivation of collective skills essential in modern healthcare systems.

From a pedagogical perspective, the versatility of MR allows integration with emerging technologies such as artificial intelligence (AI) and learning analytics. Adaptive MR platforms can monitor learner interactions in real time and provide tailored feedback, thereby increasing the efficiency of skill acquisition (Zhou et al., 2025). Such integration opens pathways for data-driven education, where instructors can analyze performance metrics to refine curricula and better align training with clinical demands.

Finally, the broader adoption of MR in medical education also points to important policy and sustainability implications. Rahman and Alotaibi (2024) emphasized that immersive simulations reduce reliance on costly cadaveric or disposable training materials, lowering both educational expenses and environmental footprints. This dual advantage makes MR not only a pedagogical innovation but also a sustainable model of healthcare education.

Taken together, these emerging findings suggest that MR's impact on medical informatics education extends well beyond the scope of engagement and motivation. It supports the development of durable knowledge, stress-resilient decision-making, interdisciplinary collaboration, and sustainable training practices. These dimensions confirm that MR is a strategic educational innovation capable of preparing healthcare professionals for the multifaceted challenges of tomorrow's clinical environments.

6. CONCLUSION

The present study demonstrates that integrating Mixed Reality (MR) into medical informatics education offers a transformative approach to enhancing immersive learning and skill acquisition in healthcare training. Through a structured series of exercises, from general interactive simulations to highly specialized anatomical models, students experienced a learning environment that is both engaging and pedagogically effective. The initial exposure to Figure 01: Learning through Mixed Reality, application of MR on a 3D mode and Figure 02: Exercise on volcanoes (interactive and immersive scene in real time) enabled learners to familiarize themselves with MR interfaces, object manipulation, and real-time interactivity, establishing a foundational comfort with immersive technologies that is essential before tackling complex medical tasks.
Progressing to computer-based simulations (Figure 03: Computer learning through Mixed Reality) and multisensory exercises (Figure 04: Learning with sound activation for a simple addition operation), students developed problem-solving abilities, critical thinking, and spatial awareness. These exercises highlighted the capacity of MR to blend auditory and visual stimuli, enhancing memory retention and reinforcing the principles of interactive, active learning. Most significantly, the application of MR to detailed medical models, as illustrated by Figure 05: Application of Mixed Reality on a 3D model (brain) and Figure 06: Application of Mixed Reality on a 3D model (heart), allowed learners to manipulate three-dimensional representations of anatomical structures, practice procedural techniques, and engage in simulated clinical interventions in real time; Such interactions significantly improved students' procedural accuracy, cognitive understanding, and confidence, demonstrating the practical utility of MR in bridging theoretical knowledge with hands-on application (Smith et al., 2021; Brown et al., 2023). The study also emphasizes the flexibility and adaptability of MR in education. Its dual-mode implementation combining synchronous instructor-led sessions with asynchronous self-paced exercises supports diverse learning preferences and promotes learner autonomy while ensuring educators maintain guidance and oversight. Students reported high levels of motivation, engagement, and satisfaction, affirming that MR not only delivers content effectively but also transforms the learning experience into an active, participatory process (Anderson & Lee, 2022; Patel & Kumar, 2022).
From a pedagogical perspective, MR addresses several traditional challenges in medical education, including limited access to cadavers, constrained laboratory resources, and the inherent risks of early clinical exposure. By creating safe, repeatable, and interactive virtual environments, MR democratizes access to high-quality training, fosters equitable learning opportunities, and reduces educational costs. Moreover, the immersive and interactive nature of MR aligns with contemporary cognitive theories that emphasize experiential learning, multisensory engagement, and real-time feedback as key drivers of effective knowledge retention and skill development (Moro et al., 2022; Chen et al., 2022).
In conclusion, Mixed Reality is not merely a technological innovation but a powerful pedagogical tool capable of reshaping medical informatics education. The outcomes of this study suggest that MR can significantly enhance cognitive understanding, practical skill acquisition, and learner engagement, preparing students more effectively for the demands of clinical practice. By integrating MR exercises spanning general interactivity (Figures 01–04) to specialized medical simulations (Figures 05–06), educators can create a comprehensive, immersive, and student-centered curriculum that bridges the gap between theory and practice. These findings advocate for the broader adoption of MR as a core component of medical informatics programs, positioning it as an essential element of innovative, future-ready educational strategies that equip learners with the knowledge, skills, and confidence required for success in an increasingly digitized healthcare environment.
In conclusion, Mixed Reality (MR) is not only a technological enhancement but also a transformative pedagogical approach that bridges the gap between theoretical learning and practical application in medical informatics education. The evidence from this study confirms its ability to improve engagement, knowledge retention, procedural accuracy, and collaborative skills, while offering flexible, cost-effective, and sustainable training solutions.
***Practical Implications*:** The integration of MR into healthcare education carries several practical implications. First, it enables institutions to democratize access to advanced medical training by reducing dependence on cadaveric materials and expensive physical equipment. Second, MR platforms allow for the creation of safe and repeatable simulations, helping students practice complex procedures without ethical concerns or risks to patients. Third, the multisensory and interactive features of MR foster deeper learning and long-term retention, equipping learners with the confidence and competence needed in real-world clinical environments. Finally, MR supports interdisciplinary collaboration by enabling shared immersive spaces where students from diverse healthcare disciplines can train together, reflecting the collaborative nature of modern clinical practice.

***Recommendations*:** Building on these implications, several recommendations can be made for policymakers, educators, and institutions:

- *Institutional Investment*: Universities and medical schools should invest in MR infrastructure, including affordable headsets, simulation software, and robust technical support, to ensure scalability and sustainability.
- *Curricular Integration*: MR should be embedded as a core component of medical informatics curricula rather than as a supplementary tool, ensuring alignment with learning objectives and competency-based education frameworks.
- *Faculty Training*: Educators must receive continuous professional development to acquire both technical proficiency and innovative pedagogical strategies for effective MR integration.
- *Policy and Collaboration*: National and international bodies should promote collaborative MR platforms to standardize immersive training practices and encourage resource sharing among institutions with varying levels of infrastructure.
- *Future Research*: More longitudinal and empirical studies are needed to examine the long-term impact of MR on clinical performance, stress management, and decision-making under real-world conditions.

By embracing these recommendations, healthcare education systems can unlock the full potential of Mixed Reality as a catalyst for innovation, inclusivity, and sustainability. MR is thus positioned not only as a tool for enhancing individual learning outcomes but also as a strategic driver for building a future-ready, resilient, and technologically empowered healthcare workforce.

Acknowledgment
The author extends the appreciation to the Deanship of Postgraduate Studies and Scientific Research at Majmaah University for funding this research work through the project number (R-2025-1944)

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