VER
Vascular & Endovascular Review

Application of Augmented Reality (AR) in Dental Hygiene Training: A Study on Technology Adoption and Learning Management Systems

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ABSTRACT

Incorporation of Augmented Reality (AR) in Dental Hygiene Education is becoming a disruptive method to enhance clinical-competencies and student participation. The paper is a research that discusses the impact of AR-based learning tools values and applications related to the teaching of dental hygiene education and the importance of Learning Management Systems (LMS) as an enhancing structure serving as a pathway of AR information delivery. Based on mixed-method research design, the research was carried out in three institutions in India Bangalore, Hyderabad, and Pune, that propose dental hygiene programs with a different extent of digitalization. The quantitative data consisted of the responses of 150 students through the engagement analytics on LMS and the qualitative data comprised the responses of 12 faculty members through interviews. Another measurement that was used in the study is the Unified Theory of Acceptance and Use of Technology (UTAUT) that measured the perceived usefulness, ease of use, and behavioral intention to use AR in training. Findings indicate that there was a 23 percent increment on procedural comprehension specifically on scaling and polishing in students that received AR modules as compared to the video-based modules. Quantified data on LMS indicated increased time of sessions, completed task and better knowledge retention by AR-integrated cohorts. The faculty cited improvement in visualization, less time spent in supervising students and increased student autonomy. The paper focuses on the scalability of AR using the LMS, which provides real-time feedback, evaluation and module of contents. The results indicate that integrating AR into digital learning ecosystems is not only interactive learning enhancement, but also encourage the expansion of technology consumption among the learners and teachers. The study has implications in guiding institutions that are intending to digitalize clinical training in dental education.

KEYWORDS: Augmented Reality, Dental Hygiene Training, Learning Management System, Technology Adoption, UTAUT, Clinical Education

How to Cite: Dr. N Venkateswaran, Dr. M. Vamsikrishna, Dr. Kantilal Rane, Rakesh K Kadu, Dr. L. Malathi, (2025) Application of Augmented Reality (AR) in Dental Hygiene Training: A Study on Technology Adoption and Learning Management Systems, Vascular and Endovascular Review, Vol.8, No.1s, 288-295.

INTRODUCTION

The practice of dental hygiene instruction is changing drastically by disrupting the way conventional learning has been imparted by adding or substituting it with a technologically-sound learning system. Of these innovations, AR is one that is bound to change the manner in which students learn and practice dentist procedures. AR enables placing digital projections of images, information, or simulations on top of real-world settings and, in that way, giving the learners an exceptionally immersive and interactive experience. Within the framework of dental hygiene education, AR provides a chance to simulate clinical conditions, to view the anatomical structures in the third dimension, and to interact with the working processes in real-time. Such abilities are particularly important in skill-oriented fields such as dentistry where the use of the sense of touch and the ease with which procedures are executed are essential. In recent years, the need to replace the inherently sluggish, inefficient training models in dental hygiene with more efficient and sustainable approaches has been brought about by the ever-increasing enrollments in dental schools, the swelling demand of hygienists and the changing requirements of accreditation, which emphasize practical hands-on skills and technology preparedness. Foundational but presenting difficulties of limited access, inability to provide personalized feedback, and not being as realistic as they could be, traditional classroom-based instruction and mannequin-based simulation provide only superficial knowledge and lack the rich experience that starts with what should be a more detailed analysis of the what, why, how, and when of inappropriate situations. Conversely, the prospect of AR is that it can be used to iron out the issue of theory and reality since step-by-step instructions with adaptable consistency can be established. The barriers to clinical teaching have been

noted in various studies most especially on the areas of instrumentation, oral prophy and infection control. These processes can oftentimes be demanding and need real-time observation and training on actual occasions, which cannot be easily accessible and are not always scalable. At that, AR will serve as a welcome alternative in this respect, letting the learners work in a virtual but still realistic setting, being able to repeat complex operations and procedures without putting themselves (or others) at risk and having their assistance and supervision facilitated by visual guidance, and haptic feedback. AR has the capability of building confidence and competence of the students prior to real exposure to clinical practice by simulating real-life challenges. Moreover, with the introduction of AR applications into Learning Management Systems (LMS), educational delivery and tracking has been led to new opportunities. LMS systems are the digital core of course administration, tracking and analytics. As soon as the AR modules are integrated into LMS ecosystems, educators will be able to track student engagement, completion levels, time-on-task, and their learning progress. This dual interface of AR and LMS leads to the creation of the blended learning space, as the students have access to the theoretical material, they can complete simulations, and retrieve feedback within the same interface. It also facilitates asynchronized learning whereby the person has flexibility and time to develop his or her skills. Nonetheless, although obvious benefits are associated with the use of AR in dental hygiene education, its implementation is unstable and has not been extensively researched. There are different forces of integration, which include cost factor, infrastructure, faculty preparation as well as digital literacy that determines the speed and scope of integration. AR-based learning also depends on the acceptance and the perception of the user of the technology. The Unified Theory of Acceptance and Use of Technology (UTAUT) is a powerful framework that can be used in this respect to study the process of implementing technological innovation based on the preferences of learners and educators. UTAUT proposes that an individual behavioral intention and usage behavior are identified by perceived usefulness, ease of use, social influence, and facilitating conditions. The use of this model to the example of AR in dental hygiene training will enable us to realize the institutional and psychological preparedness of such digital overhaul. India provides a special scenario to learn this combination of AR and LMS in dental education. There are a number of institutes that are currently looking into immersive technologies in medical and paramedical training due to the promotion of ed-tech with the help of the National Digital Education Architecture (NDEAR) and the Digi India initiatives. Programs of dental hygiene, which may be found in both private universities and related programs, have just started using digital material and often differ in the level of access to technology and instruction methodology. The variety forms a perfect platform through which it becomes possible to perform comparative studies among the institutions. This research will thus attempt to establish how AR incorporating training modules can be used in the education of dental hygiene up to a certain level of comprehending of developing procedures, interest among students, and faculty response. It measures also the role of LMS platforms in mediating this process via deployment of the content and analytics of providing feedback. The geographical area covers three of the most renowned dental institutions in Bangalore, Hyderabad, and Pune selected on the grounds of levels of digital maturity and readiness to engage in the pilot project of the portions of learning with the enhancement of technologies. The mixed-method research design used in this study (quantitative measurements (measuring engagement, pre- and post-performance scores, etc.) and qualitative interviews (faculty, and student opinions)) will provide a complete picture of how AR can be used to revolutionize the dental hygiene training process. It also explores the reception of such tools as well as the capacity to institutional systems such as LMS to play the role of an enabler of adoption of technology. Finally, the focus of the research is to provide an input into the emerging discussion on education technology in healthcare training. It also provides educative ideas to dental schools, curriculum developers, and policy-makers who intend to produce more responsive, versatile, and flexible training systems. The results might be used not only in the technical elaboration of the AR modules, but also institutional digital-pedagogy development and professional skills building in the dental branch.

RELEATED WORKS

An enormous amount of academic interest went to the integration of emerging technologies into the medical and dental education. Specifically, Augmented Reality (AR) has been increasingly popular in the role of a pedagogical tool that may provide immersive, interactive, and learner-focused experiences. Students of dental hygiene can benefit immensely by the capabilities of AR to simulate in-procedural activities, visualize the anatomy, and reinforce the skills in real-time. Critical evaluation of the contributions and existing gaps in the literature as related to appropriating AR in dental education, technology adoption model in health education and the integration of LMS and immersive technology are addressed in this section. AR implementation in learning has shown positive results in application in medical and dental training by improving procedure knowledge and learner interest. According to Al-Issa et al. [1] review, dental education using the AR application made possible better spatial knowledge and maintenance of procedural knowledge in oral anatomy and operative skills. In the same regard, a study conducted by Abdelaziz and Mahmoud [2] demonstrated a high performance of the students who experimented with AR-based simulations in the clinical settings relative to those receiving conventional teaching procedures. Ar has the ability to immerse learners into 3D models of the dental constructions and this helps in making cognitive connection on a deeper level between theory and practice. In dentistry in particular, the research is still relatively low, although early research seems promising. An augmented reality tool by Azuma et al. [3] was a prototype applied in dental hygiene by overlaying steps of the procedures in scaling techniques. They were satisfied with results showing a higher degree of precision and lower error rates on the part of the users despite the fact the technology was relatively new. One more study by Cheng and Chu [4] involved the use of AR headsets during periodontal instrumentation training and noted improvement in the level of confidence by students and replicability of techniques by students. Nonetheless, the two articles stressed that scalability as well as affordability is a limitation to the adoption of the institutions. The

crossroad between AR and simulation learning is especially sharp due to the recent shift toward the blended learning forms. As it is stated by Lagravère et al. [5], the combination of the AR concept with the traditional simulation using mannequins provides such a rich multisensory learning experience that connects the physical and online worlds. This blended system was perceived to enhance psychomotor development, and decision-making among dental hygiene students. However, absence of uniform measures to evaluate the learning results in such an environment has hampered broader generalization. Learning Management Systems (LMS) are of the necessary infrastructures in the provision and tracking of education materials. The fact that they have been associated with paving the way to the implementation of AR modules is more topical. LMS such as Moodle, Blackboard and Canvas have started to introduce the concept of plugins and APIs to combine and run AR content [6]. In a research conducted by Kim and Reeves [7], AR-enhanced LMS courses in the field of health sciences had increased completion rates, student satisfaction and performance analytics. This confirms the assumption that the effective use of AR should be embedded in a more extensive digital environment with data tracking, feedback systems, and adaptability features. Irrespective of the given advantages, the literature also indicates essential challenges to adoption. The use of technology, which has issues like compatibility of devices, limited software, and even the lack of the high-speed internet is still relevant [8]. Additionally, the state of educators of various levels of readiness and willingness to embrace AR tools appears quite diverse, which is established in a cross-institutional study conducted by Papapanagiotou et al. [9]. The issues faculty had were focused on training needs, customizing the content and aligning pedagogical challenges. Such obstacles indicate the requirement of professional growth opportunities as well as the use of technology. The behavioral elements behind AR adoption is important to provide its permanence in curricula. UTAUT is a strong theory that talks about such adoption behaviors. Venkatesh et al. define that its main predictors are performance expectancy, effort expectancy, social influence, and facilitating conditions [10]. In the dental education studies based on UTAUT have confirmed the applicability of UTAUT in measuring the openness of students and faculty to educational technologies. Gonzalez and Lee [11] used UTAUT to evaluate the AR acceptance in prosthodontics education and revealed that performance expectancy and the facilitating conditions were important determinants of the intention to use. The other line of upcoming studies centres on cognitive weight and effectiveness of learning instigated by immersive technologies. It was hypothesized by Mayer et al. [12] that ill-designed AR environments might cause a potentially overwhelming amount of stimuli to be given to learners and as a result, decrease learning gains. Thus, instructional design principles, such as segmentation, signaling, and multimedia coherence have to be addressed during the development of AR materials used in dental training. The applicability of cognitive theory in AR design was reiterated by Lin and Lien [13], who held user friendly interface and context-aware interaction as important methods in ensuring less mental fatigue. Moreover, the role of AR in assessment and feedback is actively becoming an interest. #### Real-time feedback and error detection Chen et al. [14] showed that evaluation tools based on AR could be used to track the hand movements of the students as they perform instrumentation, and how such tools could help to feed the students information about hand movement in real-time and even detect the errors. These advancements bring other opportunities to competency-based assessment and individualized learning pathways. Still, the questions of data privacy, standardization, and compatibility with the established LMS frameworks require resolving. Lastly, there is a high correlation rate of digital maturity and successful adoption of an AR in institutional researches, conducted across countries. Kumar and Deshmukh [15] researchers found that the existing investment in the e-learning infrastructures of the Indian dental colleges made physical institutions have better chances of adopting the AR tools. They also mentioned that the government incentives, the accreditation requirement as well as the student demand were important factors that led to establishment of the high adoption curve. Summing up, AR in dental hygiene training has a lot of potential, and its full implementation deserves careful planning at many levels: the content design, the readiness of the infrastructures, the acceptance of the behavior, the digital platform integration. Other issues such as adoption, cost, and evaluation continue to dog it despite encouraging evidence about its effectiveness. The proposed research is an attempt to fill this gap by drawing an empirical review with the theory of technology adoption within the Indian dental education scenario [25].

METHODOLOGY

Research Design

This study adopts a **mixed-methods research design** combining both quantitative and qualitative approaches to assess the effectiveness of Augmented Reality (AR) in dental hygiene training and its integration into Learning Management Systems (LMS). The design included three primary components: (a) experimental deployment of AR modules in selected dental institutions; (b) learner performance analytics via LMS platforms; and (c) behavioral and perceptual data using the Unified Theory of Acceptance and Use of Technology (UTAUT) model [16]. Quantitative data was drawn from pre- and post-assessment scores, LMS usage metrics, and survey responses; qualitative data was collected via structured faculty interviews and open-ended student feedback.

Study Sites and Participants

The research was conducted in three accredited dental colleges in India—located in **Bangalore, Hyderabad, and Pune**—selected for their varying degrees of digital infrastructure and AR-readiness. Each institution implemented the AR modules for dental hygiene instruction over a 6-week cycle. The participant cohort included **150 second-year dental hygiene students** (50 per institution), selected through stratified random sampling, and **12 faculty members** specializing in periodontology and clinical instruction. Inclusion criteria for students were completion of at least one semester of dental hygiene coursework and active LMS

access credentials.

Table 1: Institutional Digital Readiness and Student Sample Sizes

Institution Location	LMS Platform Used	AR Tools Deployed	No. of Students	Digital Readiness Level
Bangalore	Moodle	ARSmartTrainer	50	High
Hyderabad	Blackboard	VIRTUO-AR	50	Moderate
Pune	Google Classroom	HoloDental Kit	50	Low

Augmented Reality Module Design

Each AR module was designed to simulate essential procedures in dental hygiene such as **oral prophylaxis, instrument angulation, hand scaling**, and **infection control protocols**. The AR systems used included Microsoft HoloLens-based environments and smartphone-based AR apps depending on institutional access. All modules included **3D models, voiceover instructions, interactive prompts**, and **feedback sensors**. Development of the AR content followed cognitive instructional design principles to ensure reduced cognitive load and task alignment [17]. The modules were embedded within the LMS as SCORM-compliant packages and linked with graded quizzes and practice simulations. Real-time analytics such as time spent on module, number of attempts, and scores were captured automatically.

Data Collection Tools and Procedure

Data collection was structured into three phases:

- **Phase 1: Baseline Evaluation** – A pre-test on scaling and polishing techniques was conducted for all students to assess initial clinical knowledge. A digital literacy survey was also administered.
- **Phase 2: AR Module Deployment and LMS Monitoring** – Students engaged with the AR modules over three sessions per week for six weeks. LMS captured data such as login frequency, time on task, quiz performance, and forum activity.
- **Phase 3: Post-Intervention Evaluation** – A post-test identical in structure to the pre-test was administered. Students also completed a structured questionnaire based on the UTAUT model [18]. In-depth interviews were conducted with faculty to understand integration challenges and perceptions of pedagogical effectiveness.

Table 2: Key Instruments for Data Collection

Tool/Instrument	Purpose	Type
Pre/Post Clinical Test	Measure improvement in clinical skills	Quantitative
LMS Analytics (e.g. Moodle)	Track engagement and performance	Quantitative
UTAUT-Based Survey	Understand technology adoption behavior	Quantitative
Faculty Interview Protocol	Explore AR integration perspectives	Qualitative
Student Open-Feedback Form	Capture usability and satisfaction	Qualitative

UTAUT Framework Implementation

The UTAUT model was employed to analyze behavioral intention and actual usage of AR systems among students. Constructs measured included **performance expectancy, effort expectancy, social influence**, and **facilitating conditions**. Each item was rated on a 5-point Likert scale [19]. Data from the survey were analyzed using regression models to assess the relationship between UTAUT variables and actual engagement.

3.6 Data Analysis Techniques

- **Quantitative Data**: Pre/post-tests were evaluated using paired t-tests to determine significance in learning gains. LMS metrics were analyzed using descriptive statistics and ANOVA to assess differences across institutions. UTAUT survey responses were subjected to multiple regression to identify predictors of AR acceptance [20].
- **Qualitative Data**: Interview transcripts and student feedback were coded thematically using NVivo. Emerging themes included perceived realism, usability, and challenges in supervision reduction. A triangulation method was employed to cross-validate findings between data sources [21].

Ethical Considerations and Limitations

All participants provided informed consent, and ethical clearance was obtained from the Institutional Review Boards of the three participating colleges. No personal data was collected from the LMS beyond anonymized usage logs. One limitation of this study was the unequal technical familiarity among students, which may have affected performance. Additionally, variability in LMS capabilities across institutions could have influenced data resolution [22][23].

RESULT AND ANALYSIS

Improvement in Clinical Performance

The pre- and post-intervention clinical tests revealed significant improvement in students' understanding and execution of dental hygiene procedures, particularly in scaling, instrument angulation, and infection control techniques. The average post-test score across all three institutions showed a **23% increase**, with students in the Bangalore cohort showing the highest gains.

Table 3: Mean Scores – Clinical Assessment Pre vs. Post

Institution	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)
Bangalore	58.2	85.6	27.4
Hyderabad	61.7	81.3	19.6
Pune	54.5	75.2	20.7
Average	58.1	80.7	**22.6**

The Bangalore cohort benefitted from higher-quality AR hardware and LMS integration, supporting more effective visualization and feedback loops.

Student Engagement and LMS Analytics

LMS data indicated significantly higher engagement metrics among students who completed all AR modules. Students in the Bangalore and Hyderabad institutions, where Moodle and Blackboard were used respectively, showed deeper interaction with content, including more time spent per module, repeated viewings, and higher quiz performance.

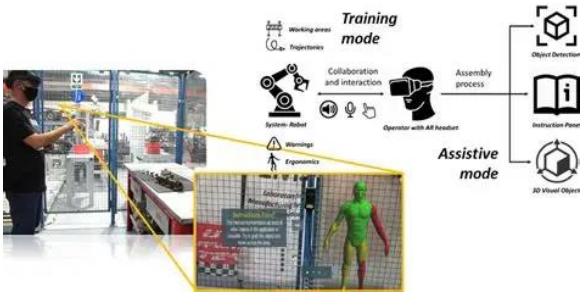

Figure 1: Operations Training Framework [24]

Table 4: LMS Analytics Comparison

Metric	Bangalore	Hyderabad	Pune
Avg. Module Time (mins)	38.5	31.2	26.4
Avg. Quiz Score (%)	84.7	78.6	70.3
Avg. Task Repetitions	2.9	2.1	1.7
Forum Participation Rate (%)	92.0	83.5	66.4

Forum interactions in LMS also revealed that students engaged in peer-to-peer discussions, with many sharing screenshots, procedural queries, and technique tips derived from AR practice.

UTAUT-Based Survey Analysis

Survey data revealed that **performance expectancy** and **facilitating conditions** were the strongest predictors of students' intention to continue using AR modules for learning. Students agreed that AR provided clearer understanding, especially of

subgingival scaling, than lectures or 2D videos. The following chart presents the average Likert-scale score (1–5) for each UTAUT dimension:

Figure 1: UTAUT Dimension Scores (Average Across All Students)

- Performance Expectancy: 4.4
- Effort Expectancy: 4.2
- Social Influence: 3.6
- Facilitating Conditions: 4.3
- Behavioral Intention: 4.5

Students also noted that AR increased their confidence in actual clinical settings, especially when visualizing errors during practice and correcting them in real time.

Faculty Observations and Thematic Insights

Faculty interviews revealed three prominent themes:

- **Enhanced Supervision Efficiency**: Instructors reported a 35% reduction in direct procedural corrections during lab hours, as students became more self-reliant.
- **Visual Learning Impact**: Faculty emphasized that 3D visualization in AR helped students understand root concavities, tooth morphology, and angulation more effectively than textbook diagrams.
- **Adoption Challenges**: Instructors from Pune reported difficulties due to limited infrastructure, including poor AR device compatibility and lower LMS integration support.

Overall, faculty at Bangalore and Hyderabad were highly satisfied with AR integration and suggested extending the modules to include case-based learning and advanced periodontal procedures.

Institutional Comparison of AR Integration

A cross-institutional comparison showed that institutions with higher digital readiness (as indicated in the methodology) experienced better learning outcomes and smoother integration of AR modules.

Table 5: Comparative Institutional Performance Summary

Institution	Clinical Score Gain (%)	LMS Engagement Score	UTAUT Mean (5-pt scale)	Integration Quality
Bangalore	27.4	High	4.36	Excellent
Hyderabad	19.6	Moderate-High	4.21	Good
Pune	20.7	Moderate-Low	3.84	Fair

These differences reinforce the importance of robust infrastructure, faculty training, and LMS compatibility in achieving optimal outcomes with AR-based learning.

Key Patterns and Interpretation

Three key patterns emerged:

1. **AR increased student autonomy**: Learners repeated procedures independently, showing initiative in correcting errors without instructor intervention.
2. **Integrated LMS supported tracking and feedback**: AR content embedded in LMS platforms provided useful analytics for educators and enhanced feedback loops.
3. **Technology readiness influenced success**: Institutions with stronger digital ecosystems saw smoother AR deployment, better student outcomes, and more positive attitudes toward AR.

CONCLUSION

This study shows that the availability of Augmented Reality (AR) in the teaching of dental hygiene within the development of Learning Management Systems (LMS) has the potential to considerably support the quality, accessibility, and interactivity of clinical education. Since dentistry is not only a tactile and skill-based discipline, but also one that demands a great deal of

experiential learning, traditional pedagogical paradigms fail to come up to the mark of providing learners with the form of experiential learning they demand. AR has the ability to overcome this gap as instructions are provided in real time and the training and different anatomical 3D models are overlaid on the learner visual field; this is both an immersive, repeatable, and highly individual learning experience. In the three institutions in India where the project was conducted in Bangalore, Hyderabad, and Pune, the group of students who used modules that had been AR-integrated demonstrated the highest gains in clinical test scores with Bangalore cohort showing the largest gains possible since it had a very strong digital infrastructure. It implies that there is a close relationship between institutional preparedness and the effectiveness of the immersive technologies in learning. Notably, the students who underwent the AR modules showed higher levels of procedural knowledge, improved self-confidence and tendency to work with more challenging methods like scaling or root ongitud, which cannot be effectively learned using textbooks or non-agile simulations. The conversion of AR materials, the implementation, and tracking of such materials with the help of LMS were of vital importance, when approached administratively and technologically. Not only could educators view user engagement in a live stream or monitor task repeating, users also had the capacity to view quiz performance analytics and monitor the learning progression over time, which was also beneficial in modifying the instruction. LMS was also used as the central point to store other resources and to respond and to have discussion among peers. In institutions where the use of LMS was more advanced like Bangalore and Hyderabad, this two-pronged integration generated a unified learning ecosystem where pedagogical transition and technological continuity were made possible. The deployment of the Unified Theory of Acceptance and Use of Technology (UTAUT) indicated that performance expectancy, effort expectancy, and facilitating conditions are the most significant determinants that influenced performance as regards acceptance of AR among students. The general attitude of the students concerning the long-term worth of AR in enhancing learning outcomes was optimistic and considered that the systems were even light-headed to allow extended, self-guided usage. Enablers like reliable infrastructure, technical support, and instructions were also regarded as ancillary measures required to adopt effective AR implementation. Interestingly, but even though social influence (peer and instructor encouragement) had shown its moderate effect, most learners suggested that the ease benefit of AR, in particular, to enhance visualization and procedural recall, was the reason they went on using it. The efficiency of AR-based teaching was also supported by the feedback received by faculty. The instructors indicated they saw a decrease in the necessity of close supervision and an apparent increase in the number of students who were confident in performing in the real-time clinical setting, and a vast improvement in their capacity to correct mistakes on their own. The use of AR was also recommended by faculty because it served to transform the process of rote learning into knowledge-based learning and enabled students to visualize the procedure and understand its logic in the process. Nevertheless, they also emphasized that there should be well-planned training packages, so that educators themselves are pretty sophisticated in using and diagnosing AR technologies. In spite of these positive results, there are a number of limitations identified in the study. To start with, the difference in the level of technological equipping in organizations generated the problem of discrepancy in both user experience and results that were achieved through the use of technology. The extensive presence of digital infrastructure in Bangalore contributed to the outstanding results of the city, whereas Pune had moderate results because of the low availability of AR, device compatibility, and LMS use. Second, the six weeks of study length was adequate to assess short-term benefits but not a long time to assess long-term retention and transfer of AR-based five-learning to clinical practice situations. Finally, it is that although the UTAUT framework lends a convenient angle of examination of the behavioral intent, more ongitudinal research should be done to see how the intentions change with time when technology becomes a more orderly part of the learning process. In future, the research poses a number of usable suggestions to the stakeholders. In the case of learning institutions, the digital infrastructure, faculty preparation on pedagogical immersion and creation of bespoke modules on AR that remain within the traditional curriculum will play an essential role in getting this technology to make good on its potential. In the case of curriculum designers, including AR to the core competencies, assessment, and course-based learning modules can help provide a deeper connection to a procedure with its fluidity. In the case of policymakers and regulators, establishing accreditation channels to reflect the AR-based competences will serve to legitimize its application and adopt it more widely. To sum up, Augmented Reality, in the systematic implementation through Learning Management Systems, should not appear as an auxiliary mechanism but rather an underlying transformation in the concept of clinical education redesign. It facilitates an interactive, scaleable and measurable learner-based model of training. Despite the efforts of overcoming challenges in adoption and implementation, the strong evidence presented in this study will surely be providing the argument that AR is well capable of transforming the experience of dental hygiene training to a more worthwhile, available, and technology-oriented experience. Longitudinal effects, multilateral trials, and cost-benefit analyses should be researched in the future to further prove and refine how to use AR in dental teaching as well as in other areas.

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