

The pilot study at Murdoch University involved 57 pre-service teachers in their final year of an initial teacher education program. Participants engaged with a parent avatar in a mixed reality simulation to prepare for interactions with parents. After their first interaction, they attended a debriefing session with a coach and applied what they learned in a second interaction.

Following the simulations, 44 participants completed a survey with an open-ended section about their experiences, yielding key themes including their posture, perspective taking, practice, performance, and preparedness for parent interactions. The study found that many teachers felt challenged by hostile interactions with the parent avatar but were able to use strategies learned during coaching, such as a framework that analyzed the situation, actions, and desired outcomes.

These strategies helped them respond more systematically, ensuring beneficial outcomes for both parents and children while enhancing their effectiveness as teachers. The study indicates a broader trend where teacher education programs are incorporating mixed reality simulations to better prepare future educators for real-world parent interactions and suggests the potential for peer feedback to improve collaborative practices among teachers.