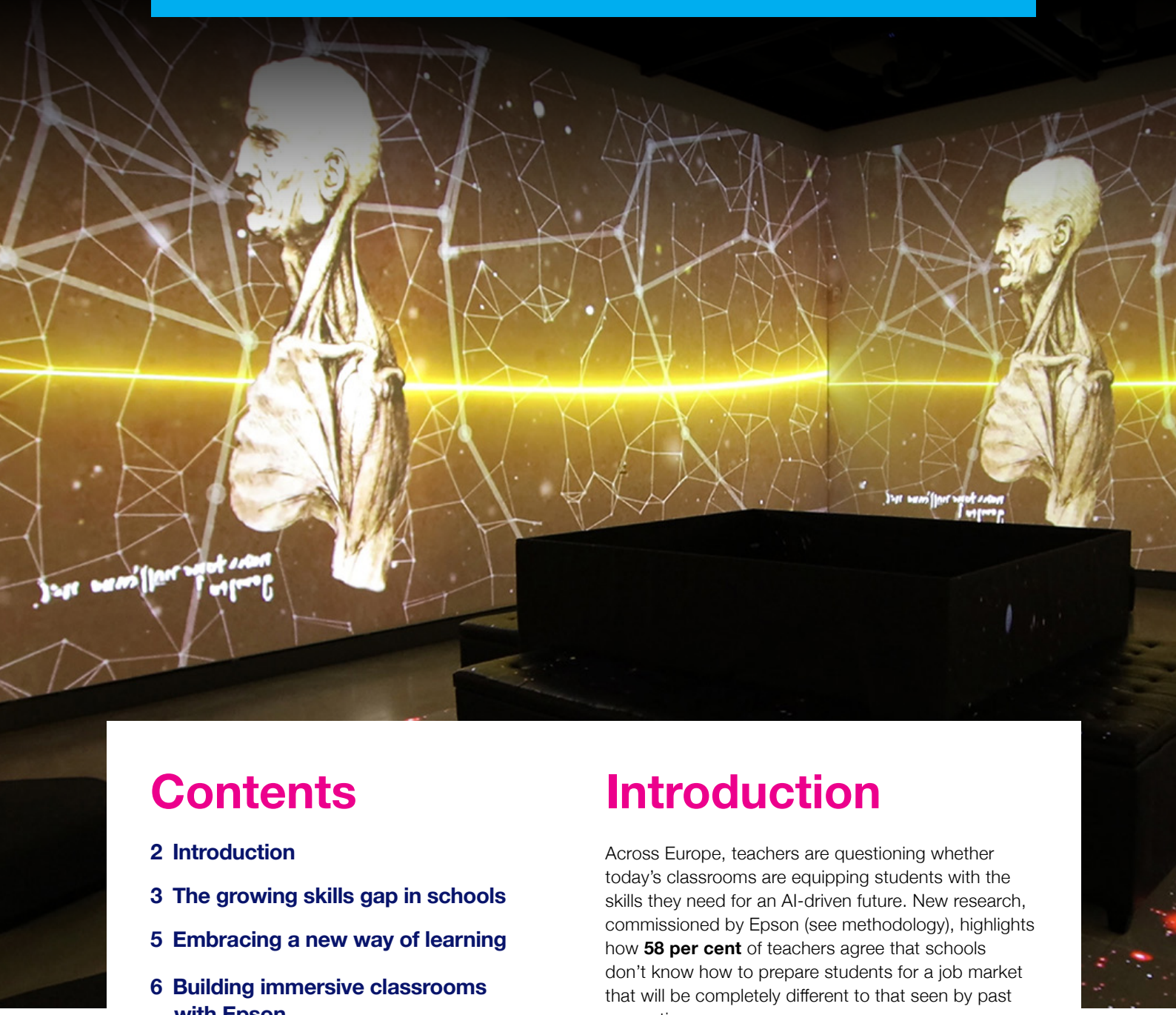
How immersive learning prepares students for an AI world



EPSON®



Contents

2 Introduction

3 The growing skills gap in schools

5 Embracing a new way of learning

6 Building immersive classrooms with Epson

6 Methodology



68%

agree AI is leading to poorer outcomes as learners are less able to retain information and think for themselves



58%

agree that schools don't know how to prepare students for the future jobs market

Introduction

Across Europe, teachers are questioning whether today's classrooms are equipping students with the skills they need for an AI-driven future. New research, commissioned by Epson (see methodology), highlights how **58 per cent** of teachers agree that schools don't know how to prepare students for a job market that will be completely different to that seen by past generations.

In fact, almost half **(46 per cent)** agree schools are simply not preparing students for a future dominated by AI. If schools cannot provide the right foundations, students risk entering the workforce without the resilience or adaptability needed to thrive. The question, then, is how to close this gap. This report explores the challenges of preparing students for an AI future and how immersive learning can be part of the solution.

The growing skills gap in schools

Employers are increasingly clear about the blend of abilities they expect from the future workforce, with analytical thinking, technological literacy, and creativity among the top ten core skills needed for the future of jobs.[1] Yet these abilities cannot simply be left to emerge naturally as students move through the education system.

Interestingly, across the board, there's been a clear decline in the top skills employers and teachers say will matter most for the future (Figures 1 and 2). Without deliberate focus, we risk the very skills most essential to navigating the future job market remaining underdeveloped or unevenly distributed across student populations.

School leaders, however, are not blind to the challenge – they lack the tools to address it. Almost a third of teachers agree that greater investment in schools is needed in technology that can help prepare students for an AI-shaped future. Yet financial constraints mean many schools are unable to act. Across Europe, public spending on education has dropped in recent years, putting further pressure on classroom resources.[2]

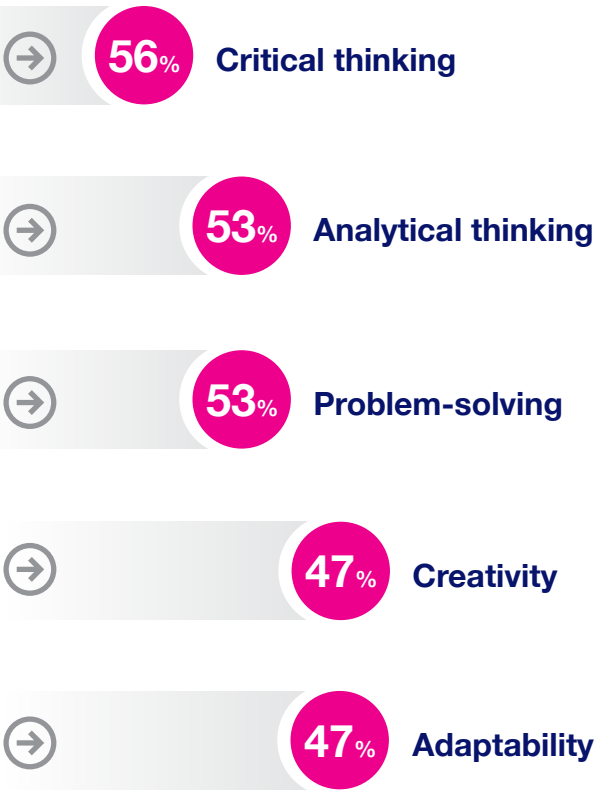
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So, what technology is 'right'? For students to build digital skills, they need meaningful exposure to technology. But when tech is applied passively, whether through excessive screen time at home or unstructured use in school, it can widen the very gaps it's meant to close.[3] Today's students need teaching designed to cultivate these critical skills directly, through approaches that give them space to practice and reflect in real-world or simulated contexts. An important way to teach these skills is through immersive learning.

Figure 1
Skills teachers say are most important for an AI-driven future



Figure 2
Skills that teachers have seen decrease over the last few years



Embracing a new way of learning

At its core, immersive learning uses technology to create interactive environments that simulate real-world scenarios. Unlike passive screen time, it invites students to become active participants – applying knowledge, testing ideas, and learning from mistakes in a safe space that builds confidence as well as competence.

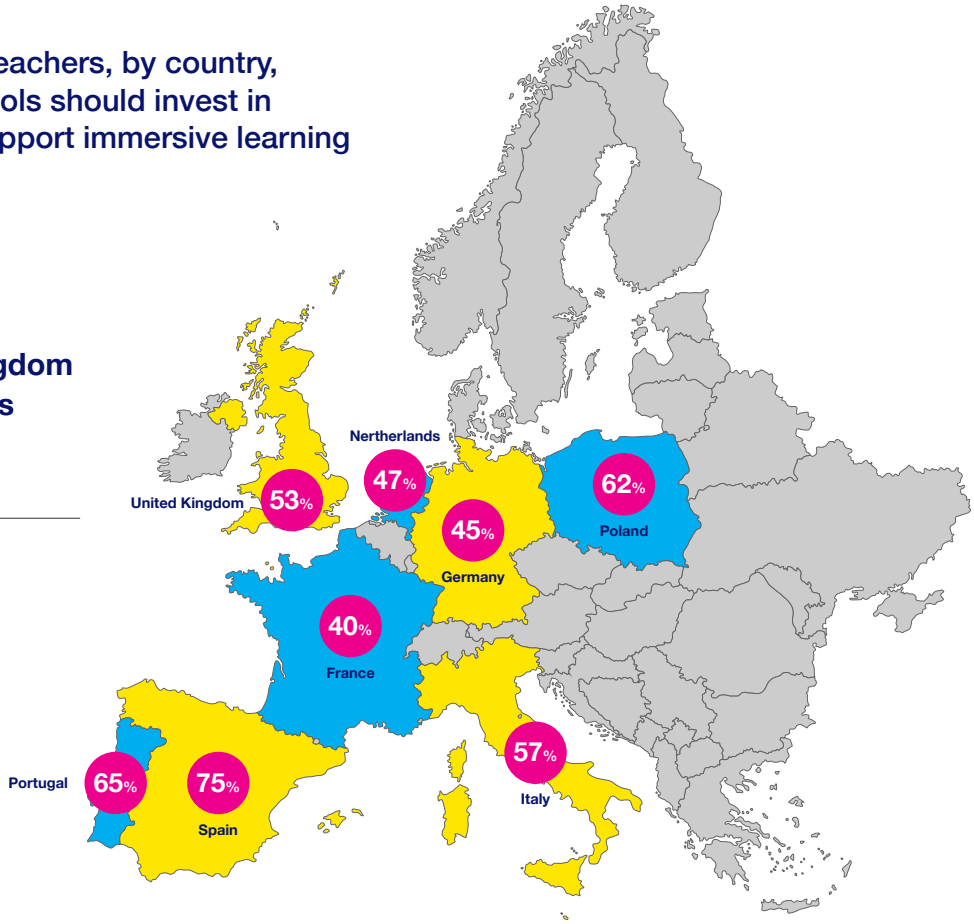
Over half **(55 per cent)** of teachers agree that they would like their school to introduce or increase the use of immersive learning, rising to **63 per cent** in Italy and Poland, respectively. Across Europe, many see it as a way to strengthen adaptability, problem-solving, and critical thinking – the very skills employers value most in an AI-driven future.

Practicality is crucial when schools weigh up which technologies to adopt. Virtual or augmented reality headsets can provide powerful experiences, but they also introduce complexity, isolation, and cost. Projectors, by contrast, create shared environments that the whole class can engage in together. They are one of the most accessible forms of immersive learning; enabling classrooms to transform without the barriers that often come with headsets or handheld devices.

It's these large-scale, 360° projections or interactive walls that bring entire classes into a collaborative environment at once, reducing the burden of one-to-one devices and making lessons easier to orchestrate for teachers while encouraging the right skills. For many, this positions immersive learning as both achievable and scalable; a way to re-engage students while keeping budgets realistic, with teachers across Europe seeing investment in projectors as worthwhile (Figure 3).

Figure 3
Percentage of teachers, by country, who agree schools should invest in projectors to support immersive learning

75% Spain
65% Portugal
62% Poland
57% Italy
53% United Kingdom
47% Netherlands
45% Germany
40% France





Building immersive classrooms with Epson

The challenge is not whether immersive learning has value, but how to make it accessible and build awareness. This research shows how teachers see the value in immersive, collaborative learning; the task now is to ensure schools see projectors as part of the solution to the growing skills gap.

Instead of simply receiving information, history students can use projectors to walk the streets of ancient Rome, biology classes could explore the chambers of the human heart, while physics students could step inside an atom to see electrons orbit. These experiences simply enhance traditional teaching, making abstract concepts concrete and encouraging students to question, contrast, and reflect critically.

Adoption, however, remains low: nearly eight out of ten teachers **(77 per cent)** say they don't often see or have never seen immersive learning in practice at their schools. That's why Epson is working alongside teachers and schools to bridge this gap, helping them move from curiosity to implementation. By combining flexible projector technology with practical guidance and support, Epson is driving classrooms to become more engaging, inclusive, and adaptable to the skills students' need for a future shaped by AI.

To learn more about Epson's education solutions, please visit: our website

Methodology

This research was commissioned by Epson Europe and carried out by FocalData. Fieldwork took place in September 2025, via Focaldata's proprietary technology platform, connected via API to online panels. The sample included 1,624 teachers from a range of school types and subject areas, covering both primary and secondary education from across France, Germany, Italy, the Netherlands, Poland, Portugal, Spain and the UK.

Results are reported as percentages, rounded to the nearest whole number, with country-level and demographic crossbreaks provided where relevant.

1 World Economic Forum, The Future of Jobs Report 2025
2 European Commission, Public investment in education sees largest drop across the EU, according to latest comparative report
3 European Commission, NESET report on screen time and educational outcomes

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