

Breaking down the barriers to XR in the classroom: Call from teachers for higher quality, curriculum-ready content

As immersive technologies gain traction, a survey of more than 500 UK and US teachers already using extended reality (XR) in the classroom points to a growing disconnect. The research, jointly carried out by Pearson and Meta, shows that while educators are optimistic about XR's potential, many say the lack of relevant, curriculum-aligned content remains the biggest barrier to real impact.

Why teachers are embracing XR

Enthusiasm for XR is high among respondents, who are mostly using the technology at least weekly for a median of 20 minutes per session. 96% reported feeling positive about XR in education, and 90% said it enhanced the quality of their students' learning. Teachers embracing the technology were found to be using it for language learning, literary immersion, virtual field trips, training simulations, and developing soft skills.

Scaling the challenge - what's holding XR back?

Immersive learning at scale has the potential to engage students and expand accessibility to learning experiences that are too dangerous, costly or physically difficult to access. But without clear markers of quality, the use of immersive learning in education is highly dependent on time and expertise at the individual level, leaving the burden of implementation to teachers.

Teachers surveyed reported that identifying, vetting, and preparing high-impact immersive lessons can be time consuming, and that the quality of available instructional XR varies widely.

- 62% of teachers spend time researching whether the experience aligns with their learning objectives, or pilot it themselves before introducing to students.
- Approximately one in three respondents said that concerns around the quality or content of the experience prevented them from using XR more.
- 30% reported a lack of relevant XR apps or content available.
- When selecting experiences, top considerations included relevance to learning objectives (55%), anticipated student engagement (52%), and duration (36%).

Building a framework for quality standards

Part of the solution is a shared learning-science-based definition of what quality looks like in immersive learning. Pearson will bring its expertise in learning science together with Meta's experience in expanding access to immersive experiences to develop an evidence-based framework for assessing XR content. By giving teachers clearer signals of what works and why, this approach is designed to reduce the time spent vetting materials and increase confidence in the experiences they bring into the classroom.

"Teachers recognise the power of immersive learning to spark curiosity, deepen engagement and increase accessibility," said Kaylee Seely of Pearson. "They are

calling for trust in the products and confidence that the experiences they bring into the classroom are grounded in learning science, aligned to their curriculum, and designed to deliver real measurable impact for students.”

About the research

- The survey was conducted among 500+ teachers using XR in the US (251) and UK (255), supplemented by qualitative interviews with teachers and XR independent software vendors.
- The sample of XR-using educators was varied across subject areas, with Technology (40%), Science (35%) and Mathematics (23%) most represented.
- The sample was also varied across school type, ranging across private, public and online schools.