

Special Issue

Immersive Learning in Higher Education: Exploring Augmented Reality (AR) and Virtual Reality (VR) to Elevate Learning Experiences

Message from the Guest Editors

The roots of immersive learning can be traced to early experiments in simulation-based training and computer-assisted instruction. As computing power and hardware affordability improved, AR and VR have emerged as powerful tools for educational enhancement. What does this look like now, and where is it leading us? Some areas to consider include:

- **Enhanced Engagement:** Immersive environments that captivate learners, fostering deeper understanding and retention of complex concepts.
- **Experiential Learning:** Enabling learners to experience scenarios which are impractical or unsafe in reality, fostering hands-on, experiential learning both physical and virtual.
- **Accessibility:** accommodating diverse needs and learning styles, promoting inclusivity in education. Additionally, diverse cohorts in remote and regional locations.
- **Skill Development:** practical skill development across various professions, from surgery simulations in healthcare to architectural design exploration. Additionally, meeting the needs of workplace shortages.
- **Future focussed:** This field offers a fertile ground for academic exploration, driving innovation in technology and pedagogy.

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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