

Preface

Emotions and affect play an important role in learning. There are indications that meta-affect (i.e., knowledge about self-affect) also plays a role. There have been various attempts to take them into account both during the design and during the deployment of AIED systems. The evidence for the consequential impact on learning is beginning to strengthen, but the field has been mostly focused on addressing the complexities of affective and emotional recognition and very little on how to intervene. This has largely slowed down progress in this area.

Research is needed to better understand how to respond to what we detect and how to relate that to the learner's cognitive and meta-cognitive skills. One goal might be to design systems capable of recognizing, acknowledging, and responding to learners' states with the aim of promoting those that are conducive to learning by means of tutorial tactics, feedback interventions, and interface adaptations that take advantage of ambient intelligence, among others. Therefore, we need to deepen our knowledge of how changes in learners' affective states and associated emotions relate to issues such as cognition and the learning context.

The papers submitted to the workshop address issues that bridge the existing gap between previous research with the ever-increasing understanding and data availability. In particular, these papers report progress on issues relevant to the broad and interdisciplinary AIED and EDM communities. AMADL 2015 workshop raises the opportunity to bring these two communities together in a lively discussion about the overlap in the two fields. To achieve this, we explicitly address and target both communities, as indicated by the workshop's organizers background and the programme committee set up. This workshop builds on the work done in affect related workshops in past AIED conferences, such as Modelling and Scaffolding Affective Experiences to Impact Learning in AIED 2007. The format of the workshop is based on presentations, demonstrations and discussions according to themes addressed by the papers accepted for the workshop.

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