Core Research Area: Emotional and Motivational Aspects of technology-enhanced Learning

For several years, research on technology-enhanced learning mainly focused on cognitive aspects. However, research on emotional and motivational factors of technology-enhanced learning is now a growing research area. For instance, both a learner ′ s attitude towards new technologies as well as his or her learning motivation can influence the effectiveness of TEL. In addition, modern technology-enhanced learning arrangements often comprise knowledge building and knowledge creation in collaboration with others.

What motivates people to participate in and contribute to such collaborative processes? How can self-regulation be supported on the group level? For example, many motivational processes can be studied in online communities where people meet informally, and where members have high intrinsic motivation and often own high domain-specific expertise. Further, game-based learning offers interesting new possibilities for enhancing learning motivation and enjoyment. Games and virtual reality have the potential to introduce intrinsic motivation and flow. However, it is a challenge to also achieve these effects in learning tasks where the learners have to elaborate on the material and engage in deep learning.