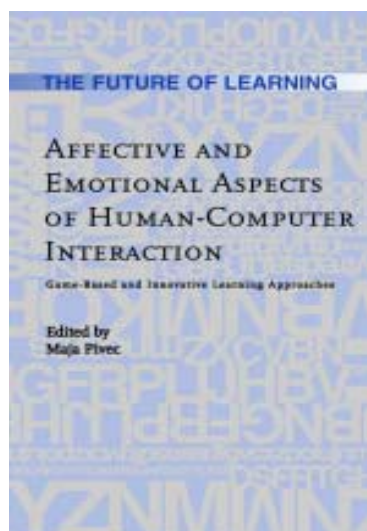


AFFECTIVE AND EMOTIONAL ASPECTS OF HUMAN-COMPUTER INTERACTION: Game-Based and Innovative Learning Approaches

**Edited by Maja PIVEC
IOS PRES, 2006, pp.317, ISBN 1-58603-572-X**

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This book was edited by, Maja Pivec, an educator at the University of Applied Sciences, and published by IOS Pres in 2006. The learning process can be seen as an emotional and personal experience that is addictive and leads learners to proactive behavior. New research methods in this field are related to affective and emotional approaches to computer-supported learning and human-computer interactions. Bringing together scientists and research aspects from psychology, educational sciences, cognitive sciences, various aspects of communication and human computer interaction, interface design and computer science on one hand and educators and game industry on the other, this should open gates to evolutionary changes of the learning industry. The major topics discussed are emotions, motivation, games and game-experience.

ORGANIZATION OF THE SESSIONS

The book has eighteen chapters divided into three sections.

Section I, Game-Based Learning, contains eight chapters. This section reflects upon the two-way interaction between games and students, thus enabling the games to react to the student's emotional state. Having the possibility to detect and steer the emotional state of the student could have a positive impact on using digital games in education. It is claimed that some commercial computer games increase participants' cognitive skills and may enhance multitasking abilities along with their learning ability.

Section II, Motivation and Learning, presented in five chapters. The section analyses whether the absence or presence of social and personal cues in the communication between tutors and their students influence students' learning and their satisfaction with the tutor and the course. Previous studies showed that not all types of personal information are equally important. More specifically, pictorial information is considered more important than audible information.

Section III, Emotions and Emotional Agents, consists of five chapters. This section discusses the production of learning environments that enhance the learner's self esteem. It further ensures that the learner's best interests are perceived through paying attention to the narrative structures of the learner's experience. Besides, communication can be enhanced through empathy with the learner.

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