



Influence of emotions on digital learning

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Abstract

Emotions have been theoretically and empirically linked to engagement and learning outcomes in many domains and settings. A recent quasi-experimental study measured medical students' emotions after completing four diagnostic tasks in a computer based learning environment (Jarrell et al., *Educ Technol Res Dev* 65:1263–1284, 2017). Cluster Analysis showed three distinct groups and students in the positive emotion cluster performed well on their diagnostic tasks and negative emotions were linked to poor performance. Three perspectives about the results are presented in this Special Issue: K-12 teacher and administrator, student, and practical and policy. All perspectives focus on the need for additional research in the area of emotions and digital learning. Recommendations for future research are presented with a need for causal studies that meet the What Works Clearinghouse Guidelines.

Keywords Emotions · Digital Learning · Motivation