Monitoring Student Behavior to Assess and Support Student Learning in Virtual Environments

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

Student learning is often mediated via interactions in various types of virtual environments. This trend has become even more apparent during the ongoing global COVID-19 pandemic. Even as many schools return to face-to-face instruction, successive waves of variants of concern have kept these platforms firmly entrenched in teachers' pedagogical toolkits.

In face-to-face settings, teachers often use behavioral cues as part of a continuous formative assessment process to support student learning. Now more than ever, we need to develop and share frameworks for the use of student behaviors within virtual environments to help serve a similar purpose. As such, we are proposing a Special Issue of Behavioral Sciences to bring together multi-disciplinary research efforts across a host of virtual environments. Research topics can include, but are not limited to, frameworks for collecting and using student behavioral data, relationships between patterns of student behaviors and key learning and affective outcomes, and the unique affordances and limitations of behaviors in virtual environments for student assessment.

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Special Issue