

Preface

As the adoption of digital learning materials in modern education systems is increasing, the analysis of reading behavior and their effect on student performance gains attention. The main motivation of this workshop is to foster research into the analysis of students' interaction with digital textbooks, and find new ways in which it can be used to inform and provide meaningful feedback to stakeholders: teachers, students and researchers. The previous year workshops at LAK19 and LAK20 focused on reading behavior in higher education, and LAK21 on secondary school reading behavior. As the COVID-19 pandemic has brought about sudden change in learning environments around the world, participants of this year's workshop will be given the unique opportunity to analyze the changes from onsite classes in 2019 and online classes in 2020 in the same education institution. As with previous years, additional information on lecture schedules and syllabus will also enable the analysis of learning context for further insights into the preview, in-class, and review reading strategies that learners employ. Participant contributions will be collected as evidence in a repository provided by the workshop and will be shared with the wider research community to promote the development of research into reading analysis systems.

The scope of topics in this workshop includes but not limited to:

- Student performance/at-risk prediction
- Student reading behavior self-regulation profiles spanning the entire course
- Preview, in-class, and review reading patterns
- Student engagement analysis; and behavior change detection
- Visualization methods to inform and provide meaningful feedback to stakeholders

Each paper submitted to the workshop underwent a rigorous double-blind review by at least two reviewers. Each paper was evaluated with respect to four criteria: 1) quality of content, 2) significance for theory and practice, 3) originality and level of innovativeness, 4) fitting to the workshop theme. The review results of each paper were subsequently discussed by the six workshop chairs resulting in a decision of acceptance or rejection. As a result, we accepted 6 papers to be published in this workshop. We thank the authors for their submissions and the program committee for their hard work.

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Organization

Organizing Committee

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