

Preface

At its origin, the field of Artificial Intelligence in Education (AIED) aimed to employ Artificial Intelligence techniques in the design of computer systems for learning. The 25th anniversary of the IJAIED is a good opportunity to interrogate the aims and aspirations of the field, its past and current achievements, while the AIED conference constitutes a timely forum for such an interrogation. This workshop explores questions such as:

- What is and what should be the role of AI in Education and conversely of Education in AI? Specifically, in the early days of AIED there seemed to be lots of AI in AIED, but now AI is more often a placeholder for any kind of advanced technology.
- What is and what should be the motivation of AIED as a field? Supporting learning has been considered a great "challenge domain" for AI in that many of the big AI questions must be answered, at least to some extent, to build a sophisticated learning environment. But, it seems that the ideas generated in AIED are neither influencing AI nor Education in any serious way. Why not?
- What is and what should be the balance of respective contributions to AIED from AI and Education as distinct fields of research and practice? Both fields have well-established methodologies and practices, but the extent to which these are cross-fertilising under AIED is not clear.
- A related question relates to the extent to which the results of AIED research are meaningful to real educational practices? Does the community even care?
- What are the future directions for the field that could justify and maintain its unique identity? How does AIED differ from related disciplines such as Learning Sciences, ITS, and CSCL? Or are these just labels for essentially the same research discipline?

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