Table 2 Summary of the long-term studies in the domain of education

References	Robot	Capabilities	Exp. design	Nr. sessions	Main results
Kanda et al. (2004)	Robovie	Identify users, recognising and speaking English	Subjects: 228 Measures: length of interaction, English skills Methods: video observation, English tests	9 school days	Interaction after 1th week declined; improvement of English skills in children who kept interacting with the robot
Kanda et al. (2007)	Robovie	Identify users, pseudo-development mechanism, confiding personal information	Subjects: 37 (10–11 years) Measures: length of interaction Methods: questionnaire, video observation	32 school days	Children kept interacting with the robot after the 2nd week
Salter et al. (2004)	Wany	Obstacle avoidance, move in the environment	Subjects: 8 (5–8 years, male) Measures: activity around the robot Methods: video observation, analysis of interaction data	5	Children lost interest in the interaction from the third session
Tanaka et al. (2007)	QRIO	Choreographed dance sequences and mimicking children's movements	Subjects: 11 (10–24 months) Measures: quality of interaction, haptic behaviour towards the robot Methods: video observation	15 (45–50 min. each)	Toddlers progressively started treating QRIO as a peer and exhibited several care-taking behaviours towards the robot
Kozima et al. (2009) (study 1)	Keepon	Display non-verbal behaviours (gaze, emotions, ...)	Subjects: 27 (3–4 years) Measures: children's responses Methods: video observation	20 (90 minutes each)	Robot played the role of social mediator; children maintained interest over the sessions
Kozima et al. (2009) (study 2)	Keepon	Display non-verbal behaviours (gaze, emotions, ...)	Subjects: 30 (2–4 years, autistic) Measures: children's responses towards the robot Methods: video observation	15	Although eye contact decreased, children gradually approached the robot more and established physical contact
Leite et al. (2008)	iCat	Feedback on children's moves through facial expressions	Subjects: 5 (5–15 years) Measures: social presence, eye contact with the robot Methods: questionnaire, video observation	5 (aprox. 1 hour)	Some dimensions of social presence decreased; eye contact with the robot decreased after the 2nd week
Hyun et al. (2010)	iRobiQ	Move head and arms, navigate in the environment, express emotions	Subjects: 111 (5 years) Measures: children's perception of the robot Methods: interviews	10 (approx. 1 hour)	Robots are well accepted by children in educational settings