

### **OPEN ACCESS**

APPROVED BY
Frontiers Editorial Office,
Frontiers Media SA, Switzerland

\*CORRESPONDENCE
Magalie Ochs

☑ magalie.ochs@lis-lab.fr
Isabelle Régner
☑ isabelle.regner@univ-amu.fr

RECEIVED 26 September 2023 ACCEPTED 27 September 2023 PUBLISHED 11 October 2023

### CITATION

Armando M, Ochs M and Régner I (2023) Corrigendum: The impact of pedagogical agents' gender on academic learning: a systematic review. *Front. Artif. Intell.* 6:1302277. doi: 10.3389/frai.2023.1302277

### COPYRIGHT

© 2023 Armando, Ochs and Régner. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

# Corrigendum: The impact of pedagogical agents' gender on academic learning: a systematic review

Marjorie Armando<sup>1,2,3</sup>, Magalie Ochs<sup>1\*</sup> and Isabelle Régner<sup>2\*</sup>

<sup>1</sup>Aix Marseille Univ, CNRS, LIS UMR 7020, Marseille, France, <sup>2</sup>Aix Marseille Univ, CNRS, LPC, Marseille, France, <sup>3</sup>Pôle pilote Ampiric, Institut National Supérieur du Professorat et de l'Éducation, Aix-Marseille Université, Marseille, France

### KEYWORDS

virtual agent, gender, pedagogical agent, learning environment, gender stereotypes, systematic review

## A corrigendum on

The impact of pedagogical agents' gender on academic learning: a systematic review

by Armando, M., Ochs, M., and Régner, I. (2022). Front. Artif. Intell. 5:862997. doi: 10.3389/frai.2022.862997

In the published article, there was an error in affiliations 1 and 3. Instead of "Aix Marseille Univ, Université de Toulon, CNRS, LIS, Marseille, France," it should be "Aix Marseille Univ, CNRS, LIS UMR 7020, Marseille, France." Instead of "Pôle pilôte Ampiric, Institut National Supérieur du Proffessorat et de l'Éducation, Aix-Marseille Université, Marseille, France," it should be "Pôle pilote Ampiric, Institut National Supérieur du Professorat et de l'Éducation, Aix-Marseille Université, Marseille, France."

In the published article, there was also an error in the Funding section, the Funding statement was not included. The correct Funding statement appears below.

# **Funding**

This work was carried out within the pilot center Ampiric, funded by the French State's Future Investment Program (PIA3/France 2030) as part of the "Territories of Educational Innovation" action.

The authors apologize for these errors and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

# Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.