

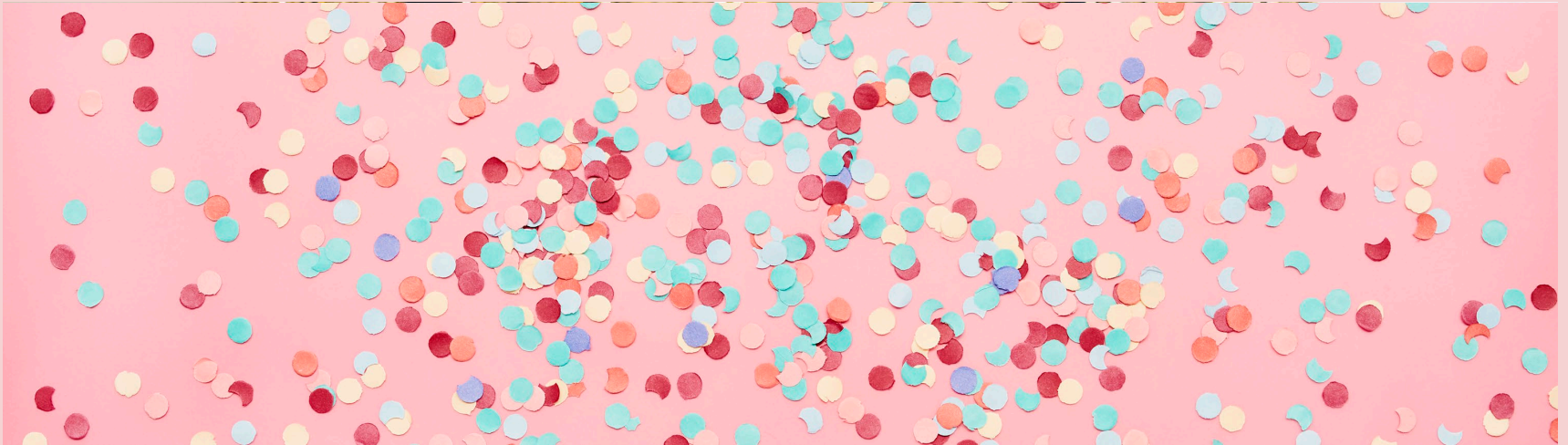
“Teaching is emotional work —  
which it must be if it is to be  
effective. If teaching were just  
about delivering content, any  
person or any digital device  
could do it.”

Allison Posey, 2019

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# Emotions in Teaching & Learning

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# Faculty Presenters

Many thanks for sharing your experience today!



**Dr. Scott Christen**

Dept of  
Communication



**Dr. Katie Hermann-  
Turner**

Dept of Counseling and  
Psychology; Counseling  
Center



**Dr. Wendy Mullen**

School of Music

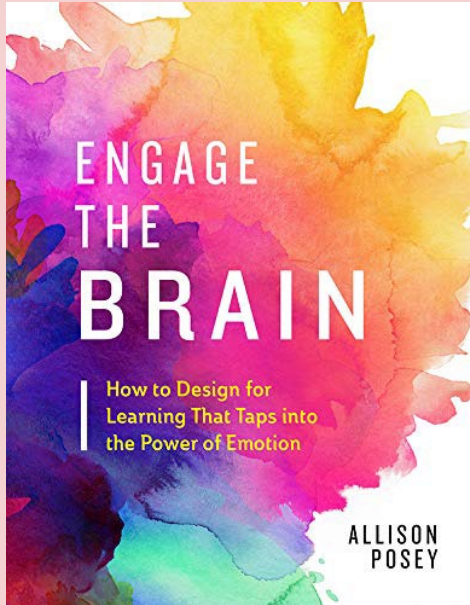
# Today's Agenda

- **Why talk about emotions in teaching & learning?** *(5 min)*
- **Emotions and learning: What's important for students?** *(10 min)*
- **Emotions and teaching: What are our experiences?** *(10 min)*
- **What are some resources for students and faculty?** *(5 min)*

# Why talk about emotions?

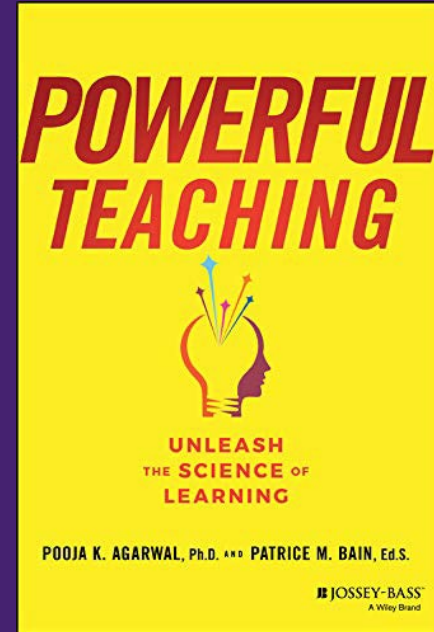
Scholarship on emotions in teaching and learning is expanding for both on-ground and online learning environments.

# Recent Readings



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

[Link to TTU electronic version of Posey](#)



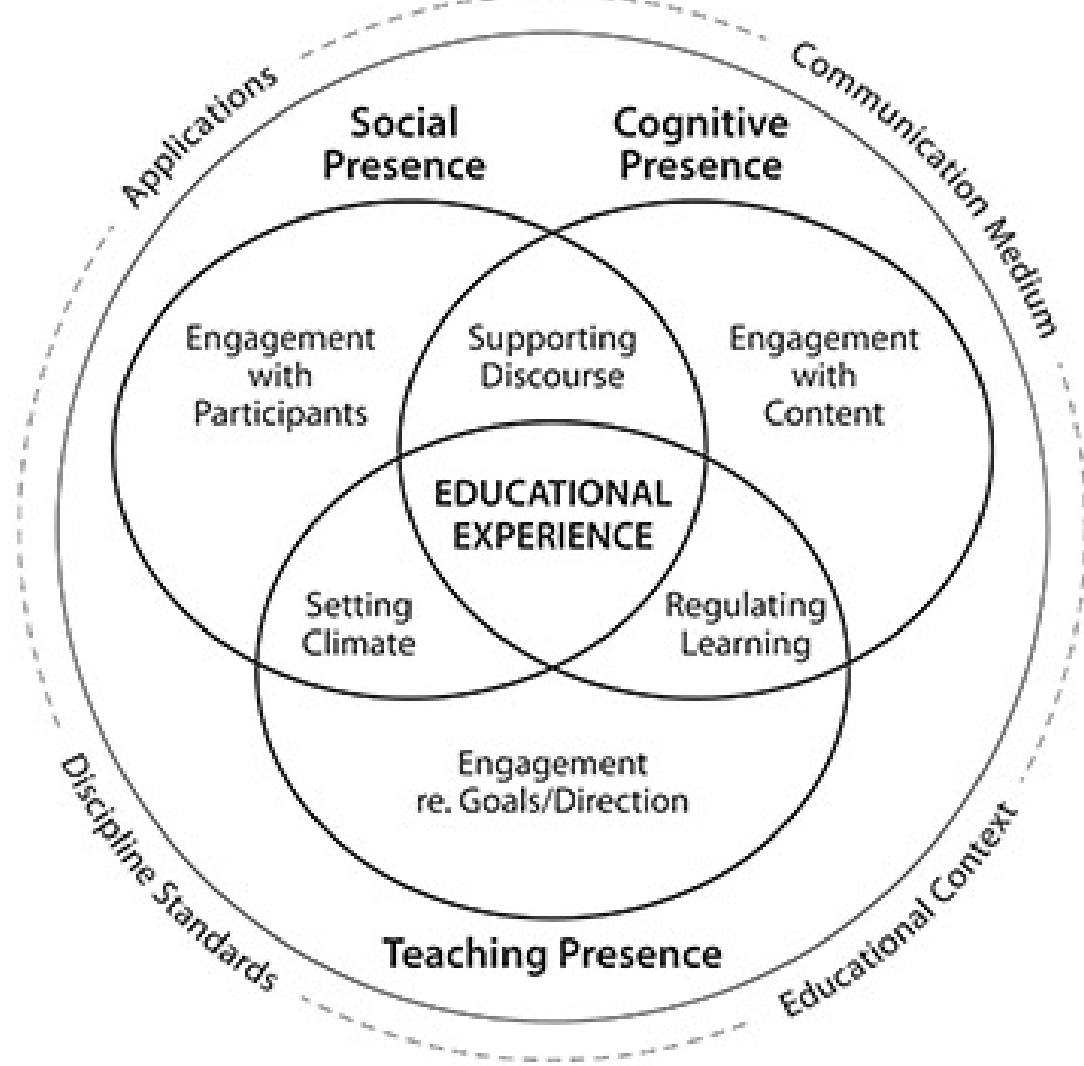
This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

[Link to TTU electronic version of Agarwal & Bain](#)

# A fourth presence?

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A 2016 article summarizes the conversation around adding “emotional presence” to the Community of Inquiry framework.



# A fourth presence?

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A 2016 article summarizes the conversation around adding “emotional presence” to the Community of Inquiry framework.

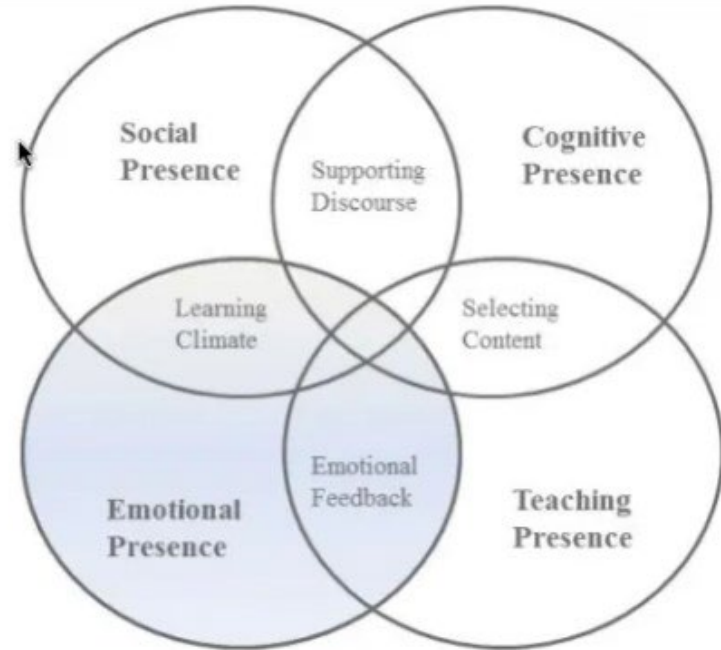


Figure 1: Community of Inquiry Framework for Online Learning (adapted from Stenbom et al. (2014))

[Web resource for image and article](#)



# Emotions and Learning

What's important for students?

“Emotional experiences are ubiquitous in nature and important and **perhaps even critical in academic settings** , as emotion modulates virtually every aspect of cognition.”

Tyng et al., 2017

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# What are some emotions you see in students?

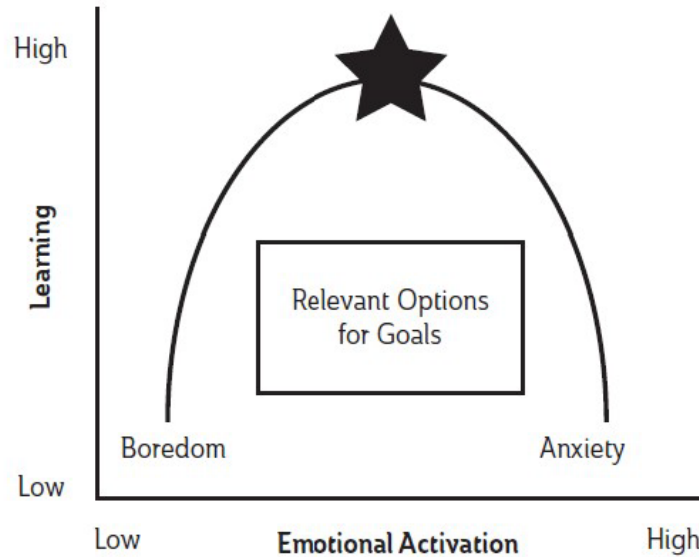
anxiety  
stressed  
apathetic  
frustration

# What's a learning item or event that evokes an emotional response in your students?

testing  
exams  
grades  
group-work

# Posey, 2019

FIGURE 1.1 | Activation Model



# Faculty Perspectives



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# How do we design to support emotions in learning?

- Offer a clear goal, a relevant connection that addresses the question “why does this matter,” and a few options within the lesson to support the intended goal
- Have an option to work with a peer, use a graphic organizer, see a model example, or choose the topic for research
- Use rubrics and assessments to focus on and highlight the necessary skills to achieve the goals, and even though learners begin in different places, each can progress toward the same goal

“The physiology of a student in a classroom can be as intense as it would be if he were escaping a tiger [...]. Similarly, a teacher’s physiology will be activated differently throughout the course of a school day[...].”

Posey, 2019

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# Emotions and Teaching

What are some faculty experiences?

“I was well prepared for the logistics and routines of teaching, but not the emotional demands of this job.”

Allison Posey, 2019

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# What are some emotions you experience in your teaching?

despair  
frustration  
overwhelmed

# What are some teaching activities that evoke an emotional response in you?

observations  
assignments  
testing  
high-stakes

# Faculty Perspectives



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# References

- Argawal, P. K. & Bain, P. M. (2019). *Powerful Teaching: Unleash the science of learning*. John Wiley & Sons, Incorporated.
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<https://doi.org/10.1177/2398212818812628>
- Posey, Allison. (2019). *Engage the Brain: How to design for learning that taps into the power of emotion*. ASCD. Alexandria, VA.
- Tyng, C. M., Amin, H. U., Saad, M. N. M., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in Psychology*, 8, 1-22.  
<https://doi.org/10.3389/fpsyg.2017.01454>

# Faculty Resources

## DISTRESS PROTOCOL WORKSHOP

for Academic Affairs Faculty & Staff



DATE  
February 16, 2023

TIME  
3:00 - 4:30 PM

LOCATION  
RUC 282



CENTER FOR ADVANCING FACULTY  
EXCELLENCE  
AND  
COUNSELING CENTER

- Distress Protocol Workshop  
Feb. 16 from 3:00-4:30  
([Register](#))
- Partners for Health (Here4TN)  
[State of TN Employee Assistance Program \(EAP\)](#)

Jain g & Koo,  
2020

Activity -related

emotions

e.g., enjoyment & frustration

Outcome emotions

e.g., joy and hope

# What do we mean by “emotions”?

**Table 1.** Some proposed distinctions among affective phenomena that have been studied under the rubric of ‘affect’ within affective science and affective neuroscience.

English term	Typical duration	Common elicitor	Function
Emotions	Seconds to minutes	Specific object or situation	To bias actions
Moods	Hours, days, weeks	General internal and external environment/milieu	To bias cognition
Feelings	Variable, but probably relatively short-term	Activation of internal milieu (e.g. interoceptive system)	To bring to conscious awareness
Emotion concept	Variable, but probably very long-term	General environment and semantic system	To inform rational discussion and decision-making

*Fox, 2018. See also Tyng et al., 2017*



Emotion is triggered by external stimuli

Emotion is associated with the combination of feeling and motivation



# The Term “Emotion”

*Tyng et al., 2017*