

Unit 13

Emotions and Learning

EDUC 715 – Spring 2020

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Check-in with Quickly

Agenda

- Check-in with Quickly
- Individual oral presentations
- Emotions and learning
- Curriculum groups

Definitions

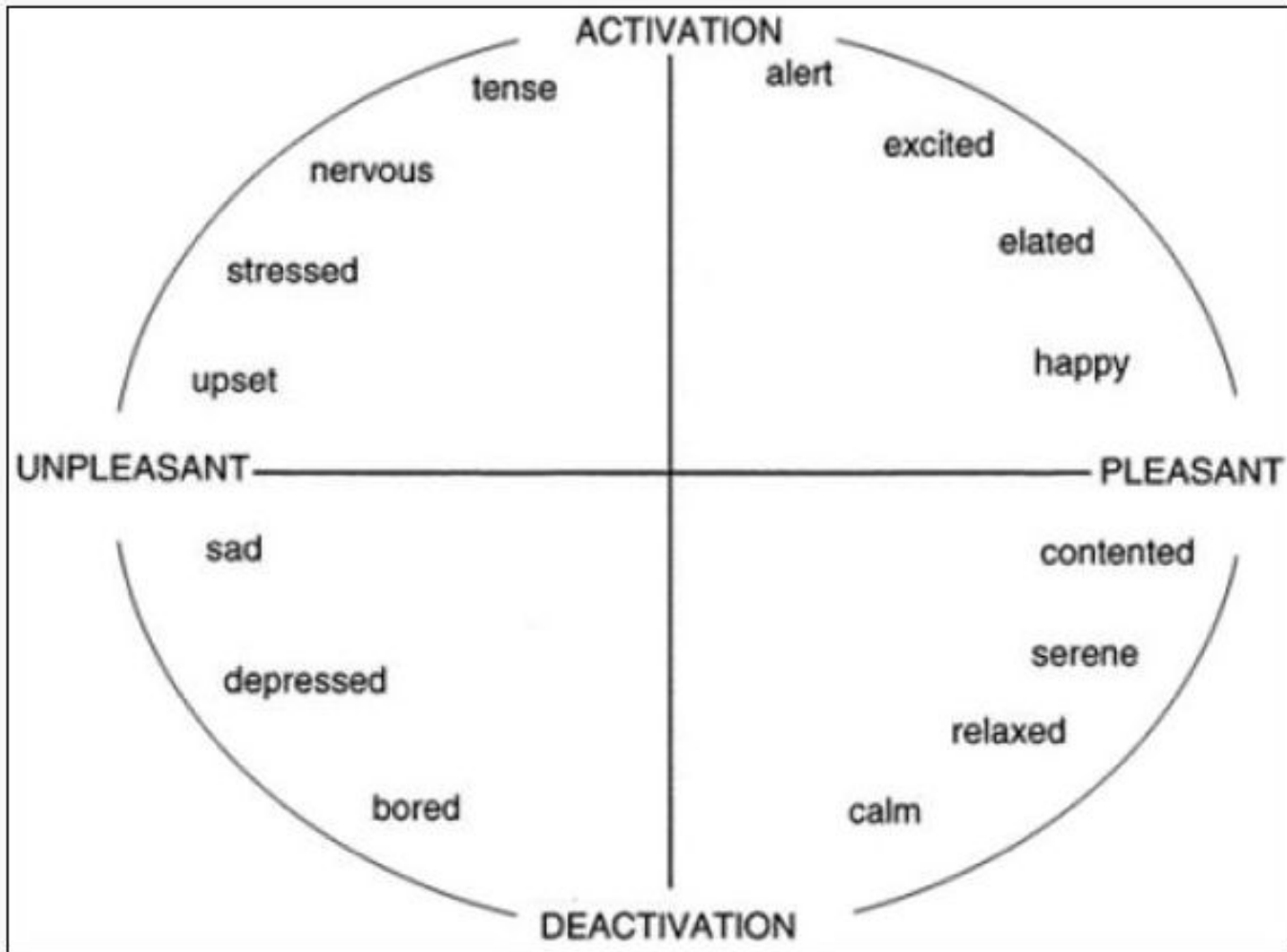
- Mood
- Affect
- Emotions

What are feelings?

Emotions and Learning

- Growing research area in ed. psych.
- Connections with other research areas
- Difficult to research
- Need to focus on academic contexts

Circumplex Model of Affect



Achievement Settings and Boredom

- Boredom more often experienced by low-ability students
- High competency and perceived control can protect against boredom
- Monotonous, repetitive tasks lacking complexity, variety and cognitive stimulation induce boredom
- Mastery goals negatively related to boredom
- Boredom negatively related to attention and effort in achievement activities

Boredom vs. Lack of Interest

Boredom

- Not a neutral state
- Triggers impulses to escape the situation
- Promotes avoidance motivation

Lack of Interest

- A neutral state
- Implies neither wish to engage in an activity nor the wish to avoid it
- Entails a lack of approach motivation

Preventing/Reducing Boredom

1. Increase perceived values of activities in achievement settings
2. Match task difficulty with student ability to promote feelings of control
3. Teach students self-regulation skills to manage their own learning
4. Teach student emotional self-regulation skills

Concept Challenge

- How do emotions influence learning?
 - Draw a concept map that reflects the answers to this question.
- Use key terms and concepts
- Connect with linking phrases or words
- Indicate citations where you have support from the research

Key Terms

- Emotions
- Positive
- Negative
- Epistemic
- Achievement
- Motivation
- Transfer
- Cognitive overload
- Expertise
- Media

Final Projects

