

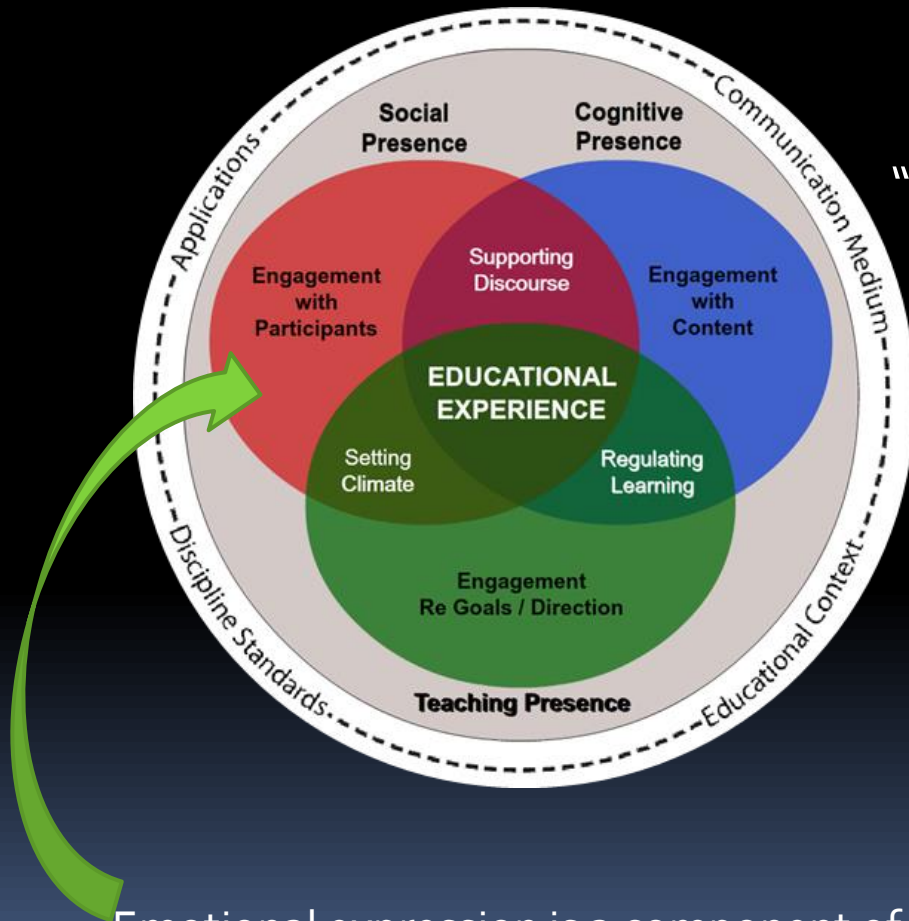
EMOTIONS & LEARNING

*NEW DIRECTIONS
IN
EDUCATION*



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Community of Inquiry



Social Presence

“the ability of participants in a community of inquiry to project themselves socially and **emotionally**, as ‘real’ people (i.e., their full personality), through the medium of communication being used”

(Garrison, Anderson & Archer, 2000, p. 94)

Emotional expression is a component of learning contained in Social Presence

Since the Col was introduced...

“In recent years, there has been a **growing interest** in the **role of emotions** in academic settings, especially in **how emotions shape student engagement and learning**”

(Linnenbrink-Garcia & Pekrun, 2011, p. 1).

Neuroscience and learning

PHYSIOLOGY

Amygdala

“Fight or flight” reactions in learning

Hippocampus

Organizing information as it's learned (short- and long-term memory)



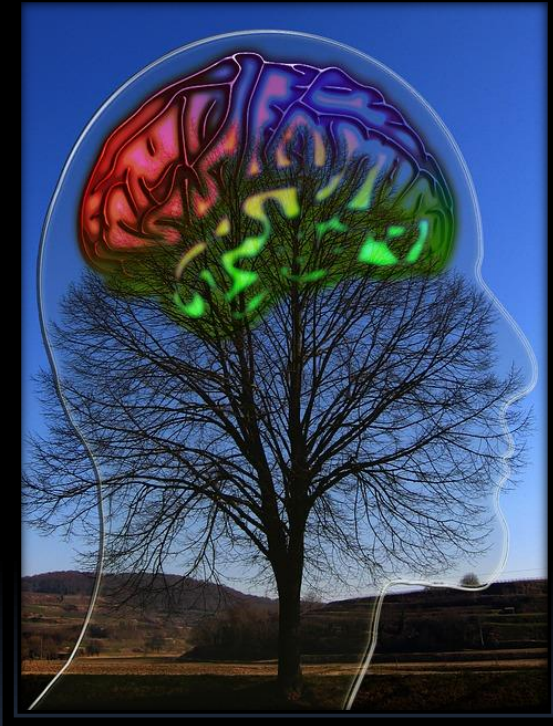
“The brain **does not separate** emotions from cognitions” (Owen-Smith, 2004, p. 11)

“Emotion and cognition, feeling and thinking, are **fundamentally interrelated**”

(Immordino-Yang, Sylvan, 2010, p. 114)

Medical science and learning

Encouraging medical students to use emotions in decision-making and not remain rational and detached.



“Emotional and cognitive systems, even if distinct, are strictly interwoven and interdependent, and these interconnections drive an active and appropriate adaptation to the environment”

(Giani, Brascio, Bruzzese, Garzillo, Vigilante, 2007, p. 332)

Cognition & Metacognition

Thinking and thinking about thinking



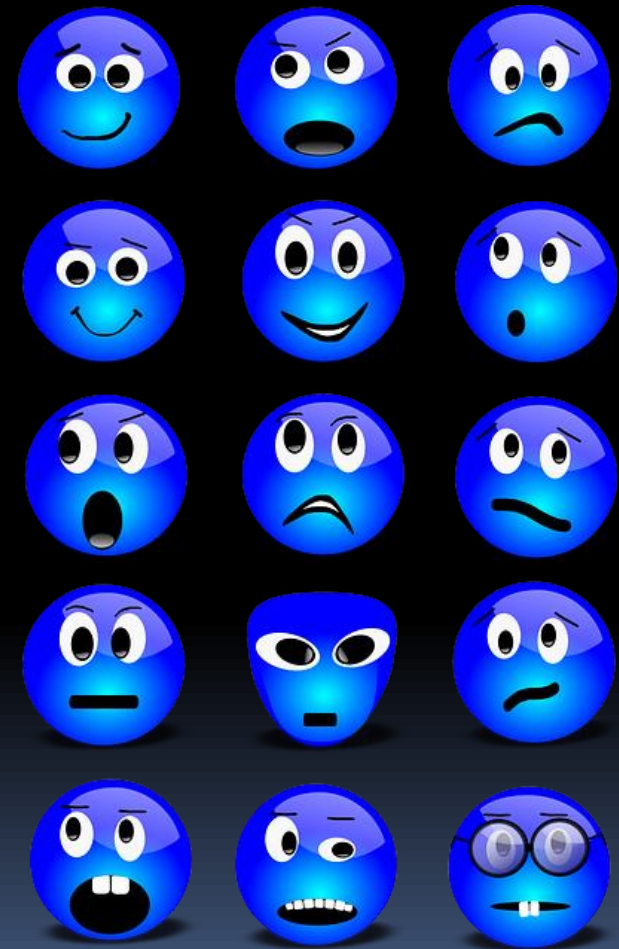
“pedagogies **focused** on the **cognitive** domain **without engaging the affective** may result in relatively incomplete, temporary, and unsophisticated learning”

(Chick, Karis, & Kernahan, 2009, p.4).

Academic Emotions

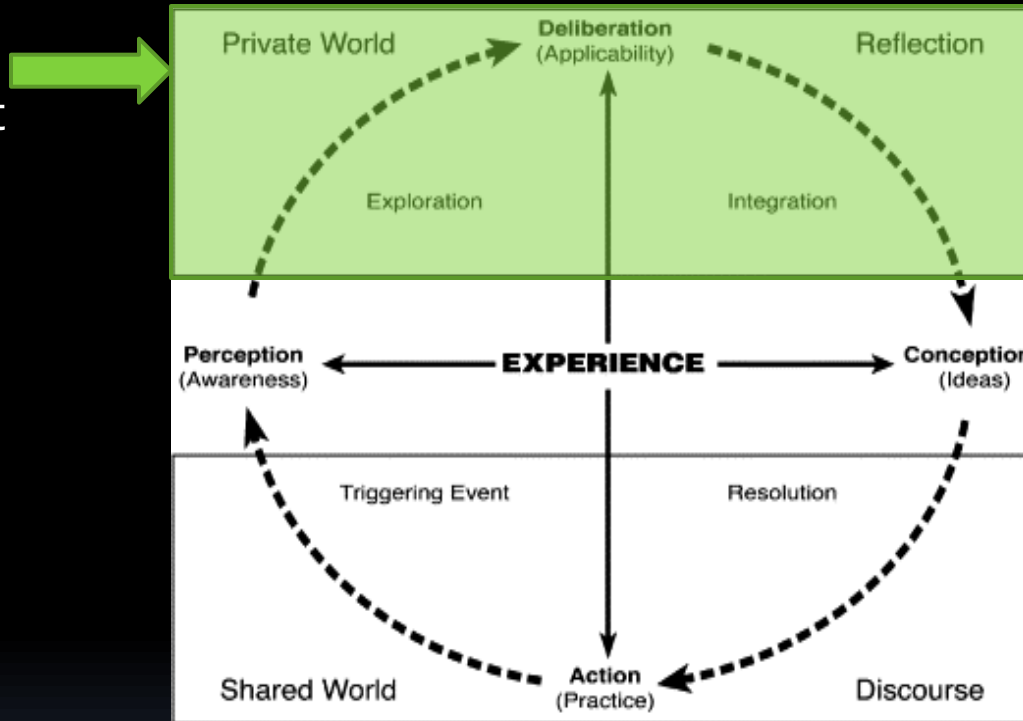
“are closely tied to students’ self-appraisals of competence and control in the academic domain, to the values and goals they attach to **learning and achievement**, and to **classroom instruction** and **social environments** affecting control, values, and goals.”

(Pekrun, Goetz, Titz & Perry, 2010, p. 103)



Col – Cognitive Presence

The private world is not devoid of emotions and their impact on reflection



Practical Inquiry Model
(Garrison & Arbaugh, 2007, p. 161)

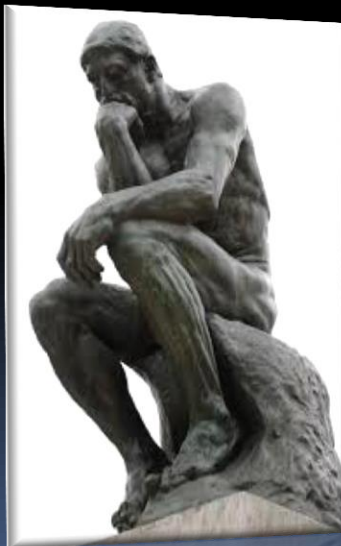
“cognitive problem solving is at the same time also emotional problem solving”

(Giani et al., 2007, p. 333).

Col – Cognitive Presence

“Clearly these more **abstract phases of knowledge** construction will *not* be most evident in **student interactive discourse** (threaded discussions) but should, instead, be **evident** in activities designed to allow for their demonstration, such as **integrative papers, projects, case studies and the like**”

(Shea , Hayes, Vickers, Gozza-Cohen, Uzuner, Mehta, Valchova, & Rangan, 2010, p. 15)



“Meaningful engagement....may mean that a student is **engaged vicariously** by following the discussion, **reflecting** on the discourse, and actively constructing meaning individually....students may be cognitively present while not interacting or **engaged overtly**”

(Garrison & Cleveland-Innes, 2005, p. 144).

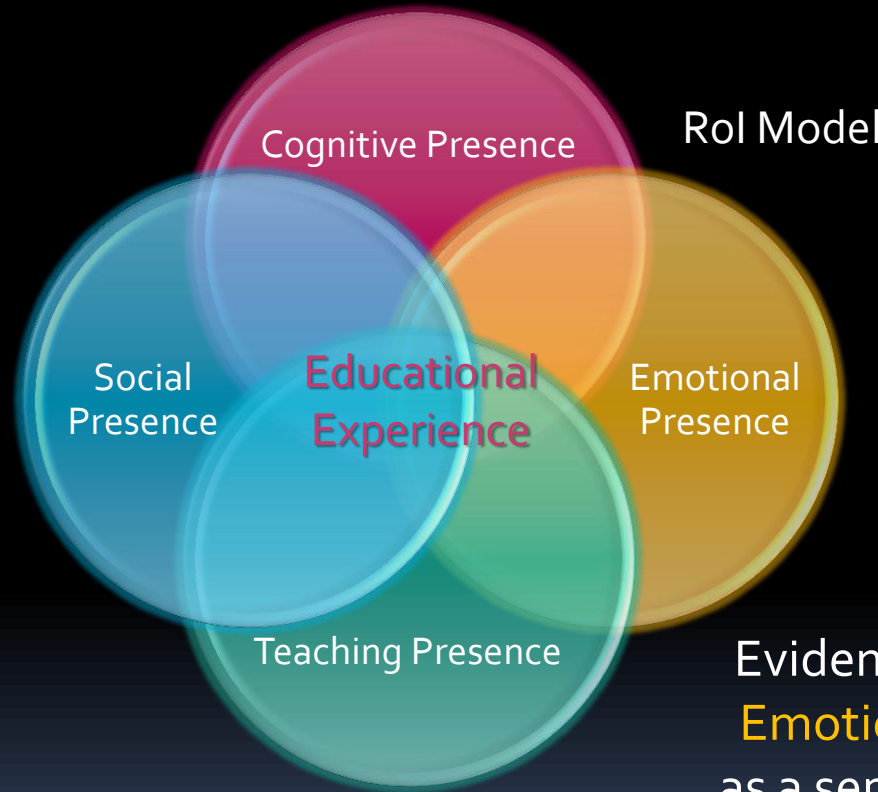
Emotional Presence: 4th Presence

Relationship of Inquiry (RoI): 1-1 interaction | Col research

Definition:

“the outward expression of emotion, affect, and feeling by individuals and among individuals in a community of inquiry, as they relate to and interact with the learning technology, course content, students, and the instructor”

(Cleveland-Innes & Campbell, 2012, p. 283)

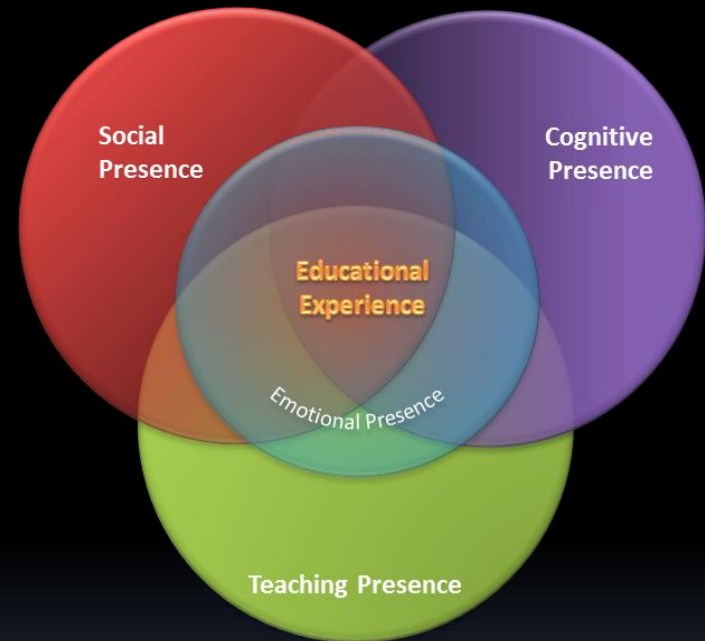
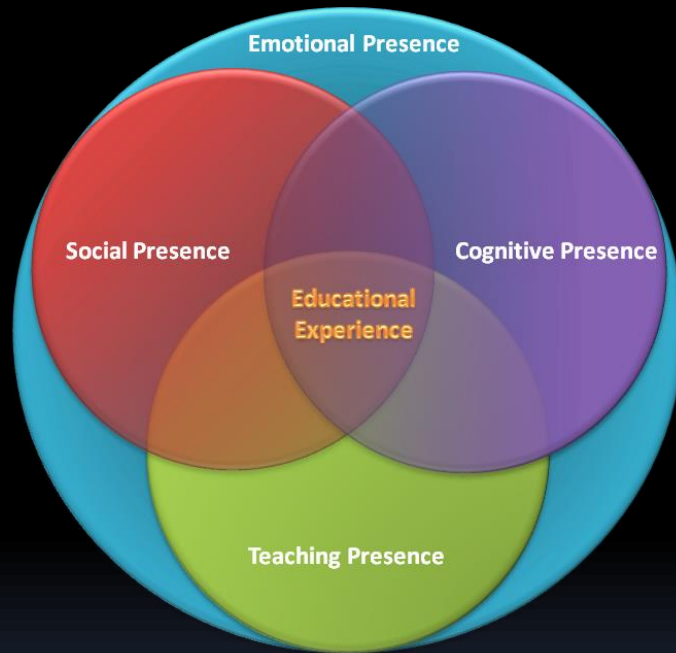


Evidence supporting
Emotional Presence
as a separate element
in the online experience

Cleveland-Innes, Ally, & Wark (2012)
Stenbom, Cleveland-Innes, & Hrastinski (2012)

4PCoI Model

- Emotional Presence as Foundation?
- Emotional Presence as Complementary?



“In addition to examining relationships between and among the elements of the framework, researchers should consider studying other variables in concert with the CoI elements, including the course or subject matter...and characteristics of learners and/or instructors”

Emotions | Learning | Presence | ?

- Elicited differently in online , F2F, blended environments?
- How to accurately measure when devoid of non-verbal cues online?
- Impact of voice vs. text communication (addition of para-verbal cues)?
- M-learning flexibility: effects on emotions and learning outcomes?
- Different contexts/domains = different outcomes?
- Causes for diversity in emotional response, and then in emotional presence?
- Course design with emotions accounted for via 4PCoI = deeper learning?

Cognitive and Emotional Presence Interplay:

Does Emotion have an eliciting or hindering effect on
Cognition/Cognitive Presence?