THE ROLE OF EMOTIONS IN AN ADULT CLASSROOM SETTING:

A FOCUS ON COMMUNITY COLLEGE INSTRUCTION

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ABSTRACT

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The purpose of this study was to explore the potential role of emotions within an adult education setting—the community college—through the perspective of the teacher. Using qualitative grounded theory methodology, this study queried 11 community college faculty members of their perspectives on emotions within the classroom setting. Study findings included the identification of four roles of emotions and a model depicting a phenomenon titled *The Classroom Emotional Temperature*. The four roles of emotions include: (a) the role of emotions is to enhance the learning environment; (b) the role of emotions is to influence the energy level of the learner(s); (c) the role of emotions is to make class content more memorable; and (d) the role of emotions is to incite deeper understanding of class content.

The Classroom Emotional Temperature Model operates under the assumption that the occurrence of student emotions can positively influence or inhibit the learning process. The model emerged from the perspectives of the study participants and depicts,

through both a narrative description and a pictorial illustration, a way to think about the occurrence of students' emotions within a classroom setting and the potential influence of those emotions while learning subject matter content.

Keywords: emotion(s), classroom emotional temperature, affective teaching, memory, attention, interest, adult education, and engagement

CHAPTER I

EMOTIONS AND LEARNING

The classroom teacher asked for 5 volunteers from the 40 assembled students. The five volunteers moved to the front of the classroom and were issued the following challenge by the teacher: "The task is to move this tennis ball in a sequence starting and ending with me (the teacher); the ball must be touched by each person of the group; time will stop when the ball is inside this tennis ball can." The group performed the task two times. Before the third attempt, the leader introduced two more tennis balls. The teacher again challenged: "Now take these three balls labeled 1, 2, and 3; the object once again is to start and end with me, moving the tennis balls as fast as possible through the sequence you specify; time will stop when all the tennis balls are inside the can." The volunteers stood for a few seconds looking at each other. After a few minutes and some trial and errors, the volunteers organized and started following a natural leader within the group. Each attempt was timed. The teacher asked the volunteers if there was a better or different way to solve the task. As the group discussed different solutions, the teacher challenged, "a group from the last class did the task in 6.5 seconds." Immediately the group became more animated and excited; more ideas were thrown in along with the comment that, "we (the volunteers) can beat that time!" After several more attempts, the group had beaten the previous group's time. The group had problem solved to accomplish the task.

The above-described *tennis-ball challenge* was the first classroom event of a seminar focused on the topic of adaptive leadership that occurred in 2008. The particular teacher that led the above-described activity taught many other classes during the seminar. During the classes that he taught, he incorporated classroom activities that not only engaged students intellectually, but also elicited an emotional response from the participating students. I personally felt feelings of joy, frustration, anger, and pride while attending the seminar; my fellow students appeared to experience similar feelings. In reflecting on this experience, I had noticed an emotional element that I had not consciously observed before within a classroom setting. The teacher had designed the activities to elicit an emotional response. Following this experience, I often wondered about existing research and literature addressing the role of emotions within the field of education.

Statement of the Problem

The problem includes three aspects. First, the role of emotions within the learning process appears to be currently un-established and a subject of ongoing discussion within the fields of higher education (Berry, Schmied, & Schrock, 2008; Crossman, 2007; Varlander, 2008) and adult education (Dirkx, 2008; Jarvis, 2006; Taylor, 2008; Wolfe, 2006; Zull, 2006). The Organization for Economic Co-Operation and Development (OECD), in a 7-year report on brain research and learning, highlighted that "emotional components have long been neglected in institutional education" (2007, p. 25). The influence of students' emotions in a learning environment remains relatively unexplored (Dirkx, 2006; Moore, & Kuol, 2007; Taylor, 2008;). The study of emotions

in education requires additional study and research (Govaerts & Gregoire, 2008; Mudge,

Grinnan, & Priesmeyer, 2009).

Second, I remember being told as a young child, *one thinks with the brain and feels with the heart*. In many classrooms, emotions are "regarded as largely undesirable within teaching and learning settings" (Dirkx, 2008, p. 11). Varlander (2008) concurred, "it appears as if educators often fail in acknowledging that emotions are an important part of learning" (p. 148). In addition to being regarded as undesirable and unimportant, many educators seek to control or suppress the expression of emotions within a learning setting (Dirkx, 2008; Reidel & Salinas, 2011; Wang, 2008).

Thirdly, a change within the field of education that stands in disagreement with the above stated assertions may slowly be occurring. With current advances in technology, specifically in the field of neuroscience, and the continued study of the learning process, the importance of emotions is becoming more acknowledged in the educational environment. The belief that "emotions are intimately involved in virtually every aspect of the teaching and learning process" (Mudge et al., 2009, p. 543) is being echoed in a number of different forums. OECD (2007) referred to "learning as a multifaceted exchange between cognitive, emotional, and physiological elements" (p. 64). Crossman (2007) added, "emotion and learning are interrelated and interactive and interdependent" (p. 315). Radin (2005) declared, "fear and pleasure are the two emotions for which researchers have found specific brain sites" (p. 17) disproving the myth that feelings reside in the heart.

Significance of the Study

Recent research in education and neuroscience indicates emotions may have a role in the classroom (Crossman, 2007; Hinton et al., 2008; Mudge et al., 2009; OECD, 2007; Radin, 2005; Weiss, 2000; Wolfe, 2006). Old concepts of the separation of emotions and cognition are beginning to die away to be replaced by new concepts of the interrelationship and interdependence of emotions and cognition in the learning process (Bennet, 2009; Crossman, 2007; Varlander, 2008; Zull, 2004). A small body of work has contributed to this emerging awareness in which authors have posited the influence of emotions on cognition (Crossman, 2007; Hinton et al., 2008; Mudge et al., 2009; OECD, 2007; Radin, 2005; Weiss, 2000; Wolfe, 2006; Zull, 2002, 2004). Weiss (2000) captured in her description of emotions the tremendous potential of this largely untapped resource, "emotions drive attention, which drives learning, memory, and problem-solving behavior. Simply stated, learning doesn't take place when there's no emotional arousal" (p. 46). Therefore, this research study intends to draw attention to the potential role of emotions in an adult learning classroom environment.

Many current educational practices minimize or exclude the occurrence of emotions from the educational setting (Berry et al., 2008; Carless, 2006; Crossman 2007; Dirkx, 2001, 2008; Moore & Kuol, 2007; Pekrun et al., 2002; Wang, 2008). Traditionally, the role of emotions in the adult classroom has been overlooked or minimized in current educational theory suggestions (Dirkx, 2001; Sutton et al., 2009; Titsworth, Quinlan, & Mazer, 2010; Zull, 2004). This research has the potential to influence the following three areas within the field of education: educational practices, teacher preparation and development programs, and educational theory.

Research Questions

Three research questions served as the basis of this inquiry. The primary question for this study was *what is the teacher's view of the role of emotions in an adult learning classroom*? In addition to understanding how the teacher viewed emotions within a classroom, this study sought to understand why the teacher held these views. Therefore, a second question focused on understanding *those factors that have influenced the teacher's view of the role of emotions in an adult learning classroom* (i.e. past education, experience, and culture). The final area of the study was to discover teacher-developed strategies used to address emotions in the classroom. For that reason, a third question queried, *what processes do teachers use to elicit or evoke emotions in an adult learning classroom?*

Definition of Terms

A number of terms used in this study may be open to interpretation or may be used in different ways in the literature. Therefore, the following definitions are provided to clarify how relevant terms are used in this study.

1.   Adult: "Persons may be considered adults when they have taken on the social, psychological, and/or economic roles typically expected of adults in their cultures and collective societies" (Hansman & Mott, 2010, p. 14).

2.   Emotional response: A physiological response to a stimuli; for example, "fear as an emotional response to the encounter of a mountain lion" (Dirkx 2008, p. 12).

3.   Memory: "The power or process of reproducing or recalling what has been learned and retained especially through associative mechanisms… a particular act of recall or recollection" (Merriam-Webster, n.d., para. 1).

4. Motivation: "comes from a Latin root related to movement… [motivation] determines how much energy and attention the brain and the body assign to a given stimulus—whether it's a thought coming in or a situation that confronts one" (Ratey, 2001, p. 247).

5. Negative emotions: Generally referred to emotions that have a negative or detrimental effect on a student when learning a task, for example, "negative emotions, such as fear and stress, can disrupt learning" (Hinton et al., 2008, p. 92).

6. Positive emotions: Generally referred to emotions that have a positive or beneficial effect on a student when learning a task, for example, "learners who are happy and satisfied can learn almost anything" (MacKeracher, 2004, p. 138).

7. Role: "A function or part performed especially in a particular operation or process." (Merriam-Webster, n.d., para. 2).

8. Teaching perspective: "Teaching is guided by one's perspective on teaching, which is defined by actions, intentions, and beliefs regarding: (a) knowledge and learning, (b) the purposes of adult education or training, and (c) appropriate roles, responsibilities, and relationships for instructors of adults" (Pratt, 2005, p. 11).

9. Teaching strategy: A specific technique that a teacher uses during a classroom session with the intent to teach a specific lesson. These include "activities that are meant to help people learn—a means of helping them do something with content" (Pratt, 2005, p. 17).

Defining Emotions

Within the field of education, there is a lack of consensus of a working definition of emotions (Bennet, 2009; Crossman, 2007; Dirkx, 2008; Govaerts & Gregoire, 2008; Varlander, 2008). The Organization for Economic Co-Operation and Development (OECD) completed a project surrounding brain research and learning during a 7-year period. The research project was focused on "understanding the brain… to open new pathways to improve educational research, policies, and practice" (OECD, 2007, p.18). OECD provided an overview of the brain's functions and included discussion on the roles of emotions in learning. OECD is a large international organization established in 1961, headquartered in Paris, France, and currently consists of 34 member countries (OECD.org, n.d.). This research is anchored in the following description of emotions postulated in the 7-year report.

Emotions are complex reactions generally described in terms of three components: a particular mental state, a physiological change, and an impulsion to act. Therefore, faced with a situation perceived as dangerous, the reactions engendered will simultaneously consist of a specific cerebral activation of the circuit devoted to fear, body reactions typical of fear (e.g. accelerated pulse, pallor, and perspiring) and the fight-or-flight reaction. (OECD, 2007, p. 25)

I choose this description for a number of reasons: (a) the definition is a clear statement that is easy to understand and includes an example; (b) it was agreed upon by a group of experts from OECD; and (c) it does not conflict with any of the other descriptions that I have located in my review of the literature. These other definitions will be reviewed in Chapter Two.

In addition to the elusiveness of a single definition, there is an inconsistency in the use of the word emotion or emotions (singular & plural). This inconsistency was apparent in a number of the articles reviewed and only addressed specifically by one author. I include both the explanation and accompanying example, as they were informative in understanding this inconsistency.

Much like the keys on a piano, emotions are very separate and distinct. However, we don't feel them that way: what we feel is always a mixture of the basic emotions. For this reason, most of us are quite unaware of the distinct and separate emotions that are present. Most people cannot name the basic emotions much less recognize them when they feel them. When asked how they feel, students typically respond *ok* or *fine* instead of *pretty angry with a good dose of contempt, some anxiety, and a whole lot of sadness*. (Mudge et al., 2009, p. 544)

With this acknowledgment, I chose to refer generally to emotions in the plural state in this research study. In my view, I do not know if an individual can experience one emotion for more than a few microseconds without the presence of another, accompanying emotion.

Researcher Influences

I became interested in the subject of emotions while part of a school leadership team in the U.S. Army in 2008. We (the school leadership team) received a directive from our higher U.S. Army headquarters (the next level above our school leadership) to incorporate the dimensions of critical and creative thinking into the curriculum. While developing this curriculum, I participated in a seminar on adaptive leadership, conducted by another military school; the seminar sessions were extremely emotionally charged. I

described one of the activities (the tennis-ball challenge) that I participated in during this seminar in the introduction of this study. As a seminar participant, I was incredibly engaged in the learning sessions that were emotionally charged, as were the other participants. My classmates and I discussed the content during the class session, after the class session, during dinner that evening, and I maintained a dialogue with one of my classmates for a month after the session. I had experienced feelings of joy, frustration, anger, and pride during the seminar.

This experience inspired me to change some of my perspectives on classroom instruction. I had learned that the limits of the classroom were only confined to the limits of my creativity as an instructor. I had noticed an emotional element that I had not acknowledged before within a classroom setting; the classroom instructor had designed the activities to elicit an emotional response. In reflecting on this experience, I realized that the more emotionally engaged I was in the learning environment the more interested in the subject I became and the more attention I paid to understanding the content.

This realization motivated me to attempt to integrate emotions into my own instructional practice. With the assistance of fellow instructors, I designed a lesson that sought to elicit an emotional response from the learners. This new lesson was incorporated into an existing course that was conducted once monthly throughout the year. The course was several days in length and consisted of numerous other lessons in addition to the new lesson. During 2007-2009, my fellow instructors and I taught this emotionally laden lesson on 18 different occasions. The lesson was taught by 72 instructors and experienced by approximately 270 learners. As identified by the learners in the course feedback sheets, the new lesson became a highlight of the course. When we

(the instructors) studied the lesson, we came to the realization that the content of the lesson was not what was stimulating the learner interest—the incorporation of emotions into the lesson appeared to be the driving force of the learner's interest.

I am fascinated with the effect that emotions can have within a learning environment. In my own learning, when I am bored I learn little; versus when I am excited and I cannot learn enough. I have watched learners all around me experience the same effects in varied learning environments. In my own experience, emotions have led to interest, motivation, and self-directed learning. Further, I have observed a few teachers that seemed to have designed a lesson to elicit an emotional response from the learners with the intention to aid the learner in understanding the lesson content. I have many curiosities surrounding the power and effect of emotions in a learning environment and enter the study with the following three assumptions:

1. Emotions are present within the classroom.

2. Emotions, independent of the classroom, exist and influence the classroom.

3. Emotions can be stirred within a classroom.

Theoretical Perspectives

My views resonate with a social constructionist epistemological perspective (Crotty, 1998). This perspective influenced the design of this study and the conduct of the research. For example, I construct knowledge and understanding as I socially interact with other people. I will use an illustration of a white board to describe my perspective. I generally start a discussion with an (imaginative) clean white board. The first item written on the white board is the topic of the discussion, in this study the topic of emotions was on the top of that white board. I recognize that I have initial

(internal/personal) perspectives on the topic. As the discussion progresses, between the discussion participants, the *joint constructed* entries are recorded under the topic title on the white board. At the end of the discussion, I review and self-reflect on the product of our discussion. The product I incorporate into myself, thus enhancing the understanding that I initially held before the discussion.

Social Constructionism

The social constructionist approach is different from an objective, critical, or a subjective approach. As described by Charmaz (2006), social constructionism is "a theoretical perspective that assumes that people create social reality(ies) through individual and collective actions" (p. 189). Charmaz (2006) goes on to describe several common themes in a social constructionist's approach to research. A researcher from this perspective studies what participants at a particular time and place perceive as real; is interested in how the participants construct their views; and the actions they have taken as a result of those views. The perspective of a social constructionist is relativist in that any understanding gained of a phenomenon is relative to the participants, the culture, and the time from which the understanding emerged (Crotty, 1998).

Berger and Luckmann (1966) suggested that the everyday life or one's so-called reality is an "intersubjective world, a world that I share with others" (p. 23). The intersubjective world is an on-going co-creation of reality as one interacts with others and learns, interactively, each other's perspectives. Berger and Luckmann (1966) described this co-created, intersubjective world as follows:

I also know, of course, that the others have a perspective on this common world that is not identical with mine. My 'here' is their 'there.' My 'now' does not fully

overlap with theirs. My projects differ from and may even conflict with theirs. All the same, I know that I live with them in a common world. Most importantly, I know there is an ongoing correspondence between my meanings and their meanings in this world, that we share a common sense about its reality. (p. 23)

Returning to the white board illustration, I recognize that I started this study with perspectives that may be different or similar to those who I inquired with during this investigation, but nonetheless, their perspectives were not identical to mine. As I heard and understood the research participants' perspectives, I recorded those ideas on the white board. Those ideas became a construction of a collective of ideas throughout the inquiry. I acknowledge that my perspectives also influenced this construction of ideas. This co-produced construction resulted in the study findings.

A social constructionist theoretical perspective led me to use a qualitative methodological approach to understanding each participant's perspectives and opinions about the role of emotions in an adult learning classroom. This coincides with the description provided by Patton (2002) of a social constructionist approach to qualitative inquiry, which is to understand the overall "perceptions, truths, explanations, and beliefs" (p. 96) of the study participants. Having settled on a qualitative methodology, I reviewed the various approaches available under the qualitative paradigm. Returning to my primary research question, *what is the teacher's view of the role of emotions in an adult learning classroom,* I sought to find a methodology that would assist in pinpointing the role of emotions in this environment. As learning has been referred to as a process by many researchers (Kolb, 1984; Jarvis, 2006; Zull, 2002), I considered approaching this study through a qualitative methodology that would assist me in understanding a process

at work. In addition, my initial goal was to produce a theory that explains the role of emotions in the adult classroom setting. In view of researching a process at work and my goal for this study, I chose to use grounded theory methodology.

Grounded Theory

Grounded theory methodology focuses on analyses of action and process (Charmaz, 2006; Glaser & Strauss, 1967) with the intent to produce a theory (Charmaz, 2006; Patton, 2002). In reviewing grounded theory, there are many perspectives on whether to identify a theoretical framework and whether to review the literature prior to the initiation of the study (Charmaz, 2006; Glaser & Strauss, 1967; Holton, 2007; Lempert, 2007). This was an important decision in the beginning of a grounded theory study, so I include the two different perspectives of this argument. Holton (2007) outlined the basic argument for delaying the review of the literature.

> Extensive review of extant literature before the emergence of a core category in a grounded theory study is another dimension of preconception that violates the basic premise of the classic methodology; that being, the theory emerges from the data not from extant theory. Extensive engagement prior to data collection and analysis also runs the risk of thwarting theoretical sensitivity by clouding the researcher's ability to remain open to the emergence of a completely new core category that may not have figured prominently in the literature to date. (p. 272)

Lempert (2007) offered a conflicting argument to this premise.

> In order to participate in the current theoretical conversation, I need to understand it. I must recognize that what may seem like a totally new idea to me (an innovative breakthrough in my research) may simply be a reflection of my

ignorance of the present conversation. A literature review provides me with the current parameters of the conversation that I hope to enter. Utilizing comparisons from the literature alerts me to gaps in theorizing, as well as the ways that my data tells a different, or more nuanced, story. It does not, however, define my research. (p. 254)

My choice was to follow the argument posed by Lempert, to a degree. I reviewed the literature prior to initiating this study to become aware of the major discussion points surrounding emotions and learning in the fields of higher education, adult education, and neuroscience. I was also aware of the advice of Holton (2007), specifically to avoid conducting an "extensive review of extant literature" (p. 272). My goal was to become familiar enough with the literature to understand the various viewpoints, yet not so immersed in the literature to form an impression of the majority viewpoint. I did not subscribe to a specific theoretical perspective related to emotions at the beginning of this study. During the final stage of this study, I returned to the literature and compared the findings of this study to other extant literature.

Chapter Summary

The pursuit of a clearer understanding of emotions within a classroom educational environment is a personal topic of interest and is identified as an important topic of study to some within the field of education (Carless, 2006; Crossman, 2007; Govaerts & Gregoire, 2008; Kannan & Miller, 2009; Mudge et al., 2009; OECD, 2007; Varlander, 2008). The problem statement examined in this study has three aspects. First, little empirical research has been conducted on the role of emotions within an adult learning classroom environment (Demetriou, Wilson, & Winterbottom, 2009; Dirkx, 2008;

Govaerts & Gregoire, 2008; Moore & Kuol, 2007; Mudge et al., 2009; OECD, 2007; Sutton, Mudrey-Camino, & Knight, 2009; Varlander, 2008). Second, emerging research suggests that emotions are fundamental to the learning process and contains recommendations that educators consider incorporating emotions into the classroom (Bennet, 2009; Berry et al., 2008; Eynde & Turner, 2006; Hinton, Miyamoto, & Della-Chiesa, 2008; Jarvis, 2006; Levine & Pizarro, 2004; OECD, 2007; Radin, 2005; Weiss, 2000; Wolfe, 2006; Zull, 2002). Finally, many educators continue to regard emotions as undesirable or unimportant within learning settings (Berry et al., 2008; Dirkx, 2001, 2008; Govaerts & Gregoire, 2008; Moore & Kuol, 2007; Reidel & Salinas, 2011; Varlander, 2008; Wang, 2008). The overall purpose of the study was to explore the role of emotions within an adult classroom learning setting—the community college—from the perspective of the teacher.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to provide a review of extant literature that relates to the role of emotions within an educational setting, the classroom. The topic of emotions within a classroom setting has the potential to touch on several different areas. At a broad level, these different areas could include the teacher, the learner, the classroom setup, and the curriculum. While in a more specific sense, these areas may well include feedback situations between the teacher and the learner, emotions that an individual learner may bring with them to a classroom setting and the arousal of learner emotions in response to a particular medium (e.g. video tape, pictures, or simulations) that a teacher may introduce.

These various areas (teacher, learner, classroom setup, curriculum, feedback, and medium) served as starting points in the endeavor to review extant literature. For example, a number of resources were located that discussed emotions in feedback situations within a classroom environment (Carless, 2006; Crossman, 2007; MacKeracher, 2004; Pekrun, Goetz, Titx, & Perry, 2002; Varlander, 2008). In the course of reviewing studies related to emotions and learning, several recurring themes began to emerge that moved across these various areas. This review is essentially organized by these major themes. Additionally, these major themes resulted in the study problem statement.

This review will start with extant literature that discusses the definition of emotions and the identification of specific emotions. From this starting point, the review will highlight those works that discussed the major themes identified within the study problem statement as follows: (a) literature that reports limited empirical research has been conducted on the role of emotions within an adult learning classroom labeled as *Gaps within the Literature*; (b) literature that suggests that emotions are fundamental to the learning process labeled as *The Influence of Emotions during the Learning Process*; and (c) literature that proposes many educators continue to regard emotions as undesirable within the learning environment labeled as *Emotions considered Undesirable in Learning*.

Defining Emotions

As introduced in Chapter One, much debate and a lack of consensus of a working definition of emotions exist (Bennet, 2009; Crossman, 2007; Dirkx, 2008; Govaerts & Gregoire, 2008; Varlander, 2008). Dirkx (2008) reinforced this elusiveness as he highlighted, "depending on whose writings you read and what discipline the scholar represents, the meaning of emotion and what is considered an emotion vary widely" (p. 11). Some see the lack of agreement on the definition of an emotion as an obstacle in future research on emotions (Govaerts & Gregoire, 2008). LeDoux (1996) stated, "scientists have not been able to agree about what an emotion is" (p. 23). Bennet (2009) addressed this reality from a neuroscience perspective as follows:

A clean definition of the meaning of emotion may not be possible since it describes a phenomenon that includes many physiological parts of the brain, a complex network of neuronal connections throughout the brain, the hormones that

spread information throughout the body, and connections with the conscious and unconscious aspects of the body. (p. 97)

Despite the lack of consensus, these authors and many others do select or postulate a definition when discussing the concept of emotions. Bennet (2009) chose to anchor his discussion on emotions to a definition provided by the American Heritage Dictionary (2006), "emotion is a mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes; a feeling" (as cited in Bennet, p. 98). In a study on academic emotions, Govaerts and Gregoire (2008) used the following definition, "emotions are short and intense subjectively experienced feeling states related to a specific context" (p. 36). When studying emotionally laden images, the team of Berry et al. (2008) identified the following definition, "a physiological arousal combined with cognitive labeling or evaluation that gives that experience an affective quality" (p. 445). In a study on the relationship between the feeling of confidence and learning, Ingleton (1999) cited the definition advocated by Barbet (1999), "emotion includes three elements: a subjective component of feelings, a physiological component of arousal, and a motor component of expressive gesture" (p. 2). MacKeracher (2004) defined emotion as,

> the term used to describe an arousal state exceeding optimal levels and having positive or negative meaning for the individual. An emotion typically arises in response to an event, either internal or external, and acts to organize cognitive, social, and physical behavior in relation to the event and its consequences. Emotions are shorter in duration and more intense than mood. (p. 124)

As stated in chapter one, this research proposal is anchored on the following description of emotions identified by the Organization for Economic Co-Operation and Development (OECD, 2007):

> Emotions are complex reactions generally described in terms of three components: a particular mental state, a physiological change, and an impulsion to act. Therefore, faced with a situation perceived as dangerous, the reactions engendered will simultaneously consist of a specific cerebral activation of the circuit devoted to fear, body reactions typical of fear (e.g. accelerated pulse, pallor, and perspiring) and the fight-or-flight reaction. (p. 25)

This description is chosen because of a number of reasons: (a) the definition is a clear statement that is easy to understand and includes an example; (b) it was agreed upon by a group of experts from OECD; and (c) it does not conflict with any of the other descriptions that I have located in my review of the literature.

Different Types of Emotions

Coupled with the definition of emotions is the identification or listing of different types of emotions. Once again there is little consistency or agreement among authors on a definitive list of emotions. Mudge, Grinnan, & Priesmeyer (2009) referred to 11 basic emotions and lists them as, "happiness, interest, surprise, contempt, disgust, shame, fear, anger, distress, sadness, and anxiety" (p. 543). While Weiss (2000) stated, "our primary emotions are surprise, happiness fear, anger, disgust, and sadness" (p. 47). Other researchers divide emotions into two different categories: positive and negative. For example, Pekrun et al. (2002) identified the positive emotions as "enjoyment, anticipatory joy, hope, joy about success, satisfaction, pride, relief, gratitude, empathy, admiration,

sympathy, & love… [and negative emotions as] boredom, hopelessness, anxiety sadness, disappointment, shame, guilt, anger, jealousy, envy, contempt, antipathy & hate" (p. 92). Moore & Kuol (2007) listed the following as negative emotions: "stress, anxiety, fear, worry, and shame" (p. 88).

Another perspective emphasized by Bennet (2009) is that "each emotion has a unique quality resulting from a pattern of sensory feedback from separate neural systems that have evolved for different reasons" (p. 101). This perspective is further explained by LeDoux (1996):

> Fear feels different from anger or love because it has a different physiological signature. The mental aspect of emotion, the feeling, is a slave to its physiology, not vice versa: we do not tremble because we are afraid or cry because we feel sad; we are afraid because we tremble and sad because we cry. (p. 44-45)

With the exception of one team of authors, the majority did not include a description or definition of each of the listed emotions. An exception is Mudge et al. (2009) who included an "educational implication" (p. 545) with each of the 11 identified emotions. The educational implication was a description of the sensation that a student may experience in an academic environment when feeling or experiencing a specific emotion. For example, if a student feels the emotion of interest in response to an event the accompanying educational implication is that the "event draws and holds the attention" of the student (Mudge et al., 2009, p. 545).

In this study, a specific list of emotions is not listed as the varied types of emotions are not a critical aspect of the study. The focus is to understand the different perspectives of teachers in response to the general question, *what is the teacher's view of*

the role of emotions in an adult learning classroom? Further, in a given situation many individuals may experience different emotional responses to the same incident (Dirkx, 2001; Titsworth, Quinlan, & Mazer, 2010; Varlander, 2008). For example, a teacher may display a photograph and in response to the photograph, one learner may experience the feeling of fear, while another, the feeling of sadness.

Gaps in the Literature

Research in general on the role of emotions within an educational setting seems to be limited (Antonacopoulou & Gabriel, 2001). OECD (2007) reported, "emotional components have long been neglected in institutional education" (p. 25). Goverts and Gregoire (2008) agreed, "research has been slow to understand emotions in education" (p. 35). Demetriou et al. (2009) concurred, "more remains to be done to address the affective component in research on teaching and learning" (p. 451).

As will be emphasized in this review, the assertion of a lack of research on the topic of emotions within an educational setting will be echoed by many others. Further, many believe that this topic receives little emphasis or attention from educators in general. Varlander (2008) declared, "it appears as if educators often fail in acknowledging that emotions are an important part of learning" (p. 148). Dirkx (2006) noted, "relatively few scholars and practitioners in adult and higher education regard emotion as integral to the meaning making process" (p. 16). Moore & Kuol (2007) concurred, "emotional dynamics of teaching require more attention in both research and practice" (p. 95). This overall lack of emphasis and attention seems to be related to a number of contributing factors. One contributing factor is the apparent continued

prevalence of the myth that thinking (cognition) resides in the brain, while feelings (emotions) reside in the heart.

Separation of the Head from the Heart

LeDoux (1996) explained, "since the time of the ancient Greeks, humans have found it compelling to separate reason from passion, thinking from feeling, cognition from emotion" (p. 24). As far back as 1916, Dewey attempted to bring attention to this issue explaining:

> Another current opposition is that said to exist between the intellect and the emotions. The emotions are conceived to be purely private and personal, having nothing to do with the work of pure intelligence in apprehending facts and truths—except perhaps the single emotion of intellectual curiosity. The intellect is a pure light; the emotions are a disturbing heat. The mind turns outward to truth; the emotions turn inward to considerations of personal advantage and loss. (p. 390)

In similarity with Dewey and LeDoux, other researchers agreed that this tendency to separate cognition from emotion has resulted in "marginalizing emotions and elevating rationality to a supreme position" (Dirkx, 2001, p. 67). Eynde and Turner (2006) concurred that this belief in separation continues to perpetuate, "still far too often, the head (cognitions) and the heart (emotions) are perceived as two distinct entities when learning is concerned" (p. 373). Reidel and Salinas (2011) highlighted "the resiliency and strength of traditional conceptualizations of emotion as a private, individual problem and as something to be controlled" (p. 17). This tendency or preference in which reason has been valued over emotion in learning situations has led to an overall lack of attention

to the emotional aspects of teaching and learning in a classroom environment (Crossman, 2007; Demetriou et al., 2009; Kingston, 2008; Sutton, Mudrey-Camino, & Knight, 2009; Titsworth, Quinlan, & Mazer, 2010; Wang, 2008; Zembylas, 2005; Zembylas & Fendler, 2007).

The Study of Emotions is Unimportant and Undervalued

A contributing factor to this lack of emphasis, in addition to this belief in the separation of cognition and emotions, is that many consider emotions in learning environments to be unimportant. Titsworth et al. (2010) pointed out, "emotion has traditionally been relegated to the periphery of theory and research in education" (p. 433). Varlander (2008) added, "with a few exceptions, the role of students' emotions in learning remains relatively unexplored and undervalued" (p. 146). Ingleton (1999) stated, "it is surprising that the role of emotion in learning remains largely unexamined and certainly undervalued in the higher education literature, despite every-day experiences in which teachers are delighted or disappointed by the performance of students" (p. 1). This devaluing of emotions has resulted in a lack of research that some categorize as neglect (Govaerts & Gregoire, 2008; OECD, 2007). Zembylas (2004) explained, "the neglect of an exploration of teacher emotion is also due in part to the domination of cognitive psychology over educational research" (p. 345).

Difficulty in Studying Emotions

Another contributing factor many highlight is the inherent difficulty in attempting to research emotions. In a research study to develop an academic emotions questionnaire, Pekrun et al. (2002) explained, "one general implication is that it may be difficult to measure different emotions in nonoverlapping ways, making it difficult to

ensure discriminant validity of these measures" (p. 94). When describing a three-year ethnographic case study on an individual teacher and her teaching experiences associated with emotions, Zembylas (2004) found that researching the emotional components of teaching was a difficult task. In a study on the incorporation of autobiographical films into multicultural education and addressing the emotional dynamics of such a project, Wang (2008) highlighted the influence of culture and conventional assumptions that sometimes surround the topic of emotions:

> The difficulty of addressing emotions in multicultural education is compounded due to the stereotypical depictions of minority groups, especially women, as more emotional and thus, less mature. The traditional dichotomies of reason/emotion, public/private, and male/female hold the former as superior. In the case of racial minorities, the stereotypes of African Americans as impulsive, Native Americans as savage, Asian Americans as weak, and so on and so forth, are all implicated in emotionalizing minority groups to make them appear less rational and, thus, less civilized. (p. 11)

Several authors included other stereotypical assumptions that sometimes surround the topic of emotions. In an article on the potential role of emotions in an adult learning environment, Dirkx (2008) explained that emotions have "for many years been regarded as separate from both our cognitive and bodily processes, and an anathema to reason and knowing" (p. 14). Some bring attention to the belief or assumption that emotions are something that can be easily controlled or manipulated. In a study conducted in a collegiate history classroom investigating the influence of emotionally laden photographs, Berry et al. (2008) reported that "historians are often uncomfortable

thinking about the role of emotion, sometimes recalling the ways that emotions have been exploited by unscrupulous political leaders at various times in the past" (p. 438). Fisher (2009) provided critique and caution in an article on controlling emotions in which he pointed out that "we can be and are, often manipulated emotionally by fear-mongers, hope-mongers, and all the rest" (p. 7).

Adding to this difficulty is the complexity of individual student emotional response. Student members of a same class exposed to the same event will not experience the same emotional response. As explained by Titsworth et al. (2010), the emotional responses will "vary from one person to another" (p. 448). Dirkx (2001) added the following explanation, "some learners describe their classroom experiences as boring or stressful while others characterize them as fun and exciting" (p. 64). Each person's emotional response may differ in a particular setting. Additionally, learners may bring different emotions with them to the classroom setting (Dirkx, 2001; MacKerarcher, 2004). For example, a student may arrive to class angry due to a conflict that arose in the parking lot. It may take some time for the feelings of anger to subside and the student is capable of actively engaging in class.

The Value in Studying Emotions

With the prevalence of the assumption that cognition and emotions are separate processes, the lack of importance tied to studying emotions, and the inherent difficulties in the undertaking of such a task, the obvious question is *why study emotions*? Many refer to emotions and cognition as interrelated and interdependent (Clarke, 2006; Crossman, 2007; Demetriou et al, 2009; LeDoux, 1996; Pekrun et al., 2002) suggesting that emotions may be just as important as cognition or in another sense, separating the

two may be impossible. Varlander (2008) posed some interesting questions to ponder in relation to the assertion that emotions and cognition are separate processes:

> How could a person deal competently with any practical problem without the emotion of confidence in their actions, without the emotion of trust in the actions of enabling others, without the feeling of dissatisfaction with failure to encourage success, without the envy of competitors to spur the pursuit of interests, and so on. (p. 145)

As described by Sylwester (1994), "emotion is often a more powerful determinant of our behavior than our brain's logical/rational processes… reason may override our emotions, but it rarely changes our real feelings about an issue" (p. 60). In the context of a learning environment, Schutz and Lanehart (2002) agreed with these implications, "emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential" (p. 67). Recognizing the prevalence of the belief in the separation of cognition and emotions, Eynde & Turner (2006) recommended that through continued research "we will be able to remove the perceived wall that superficially exists between the head (cognitions) and the heart (emotions)" (p. 374).

In the last 10 years, a small but growing group of researchers have advocated for future research on emotions focused on at least one area within the classroom. For example, Varlander (2008) recommended, "a deeper understanding of the various learning activities that would help in acknowledging students' emotions is needed" (p. 154). Kannan and Miller (2009) noted, "researchers and practitioners have paid little attention to emotional barriers that often impede college success or how instructors may

respond constructively when such barriers arise" (p. 144). Others have called for more research on emotions in the areas of feedback situations (Carless, 2006; Varlander, 2008), teacher-learner relationships (Crossman, 2007), teachers' gestures (Sime, 2006), emotionally laden photos and videos (Berry et al., 2008; Ulbig, 2009), classroom learning activities (Moore & Kuol 2007), classroom communications (Titsworth et al., 2010), and individual teacher emotions (Hastings, 2008; Sutton et al., 2009). This review will now turn toward extant literature that discusses how emotions can contribute to the learning process.

The Influence of Emotions During the Learning Process

Looking at the context of emotions and learning in general, Boucouvalas & Lawrence (2010) asserted, "emotions take us to places where words alone cannot, thus elevating us to new levels of knowledge acquisition" (p. 37). Jarvis (2006) added, "emotions play a major role in behavior and in human learning since they are at the heart of our personhood" (p. 177). In the following section, contributions that propose that emotions may positively contribute to a learning environment are discussed. This section will begin with recent publications referring to findings from the field of neuroscience. The review then summarizes extant literature that discusses the potential role of emotions in memory and emotions in motivation.

Contributions from Neuroscience

The discoveries and recent advances in the field of neuroscience have much to offer in understanding the potential effect of emotions on learning. However, as highlighted by the team of Merriam, Caffarella, and Baumgartner (2007) this information should be considered from a critical perspective and "care must be taken in using work

from both the cognitive and neurobiological sciences … because the majority of the studies in these two areas have been done with children or with animals and people with severe brain damage" (p. 391). In contrast, this team also emphasizes the potential importance of these contributions, through "newer imaging techniques, such as CT, PET, and fMRI scans, we can catch glimpses of how our brains are structured and operate during differing types of learning episodes" (p. 420). This advice provides both caution and acknowledgment in considering information from the field of neuroscience. As will be discussed, many of the authors identified in the following paragraphs refer to findings from neuroscience or from brain-imaging scans. The majority of these references did not discuss the parameters or the environment in which the discoveries were made. Whether the participants were adults, children, or animals is sometimes unspecified based on the information provided.

While highlighting findings that have emerged from the field of neuroscience, Hinton, Miyamoto, & Della-Chiesa (2008) asserted, "neuroscientists have begun to uncover the biological interdependence of learning and emotion" (p. 90). Building on this assertion, the team emphasized, "brain research reveals that emotion is fundamental to learning and instruction that neglects emotional dimensions of learning is likely to be ineffective" (Hinton et al., 2008, p. 100). Wlodkowski (2008) noted, "research in the neurosciences and the field of intrinsic motivation indicates that emotions are critical to learning" (p. 21). Weiss (2000) stated, "recent research conducted by neurologists and educators shows a strong link between emotion and reason, feelings and thoughts" (p. 45).

Perhaps most important is the potential interaction that occurs between emotions and memory. In an article that reviewed research conducted on memory and emotions, Levine & Pizarro (2004) reported, "brain imaging studies shows that emotional events are remembered better than nonemotional events" (p. 535). Christos (2003) stated, "memory seems to be enhanced if our emotions are heightened…the amygdala sends signals to the locus coeruleus and other related brain structures to release more neurotransmitters, which help the brain to cement the learning experience" (as cited in Bennet, 2009, p. 117). Taylor (2006) pointed out, "long-term memory—that is, circuits made up of durable neuronal patterns—is particularly affected by emotions. Generally, the more powerful the emotion that accompanies the initial experience, the more lasting the memory" (p. 81). Weiss (2000) added, "scientists have discovered that the same areas of the brain that are involved in processing emotion are also involved in processing memory" (p. 45).

Emotions and Memory

The Merriam-Webster dictionary defined memory as, "the power or process of reproducing or recalling what has been learned and retained especially through associative mechanisms… a particular act of recall or recollection" (n.d., para. 1). In this context, memory is either the recalling of information that has been learned or the recalling of information based on prior exposure. Learning is not necessarily a precursor to memory and many times events or information can be recalled without the occurrence of learning. For example, an individual may recall seeing a friend a week ago. The individual can recall the occurrence of the prior event; however, would not be able to necessarily say he/she learned something from the remembered memory. As highlighted

above in the neuroscience research section, emotions can potentially enhance memory

(Christos, 2003; Levine & Pizarro, 2004; Taylor, 2006; Weiss, 2000). Many other

authors have contributed to this viewpoint from outside the field of neuroscience. In a

discussion on memory and emotions Wolfe (2006) explained, "classroom activities

designed to engage students' emotional and motivational interest are also quite likely to

lead to more vivid memories of whatever grabs their attention. The more intense the

arousal, however, the stronger the imprint" (p. 39). In this discussion, the author asserted

that memory of the event or the information has been improved as a result of engaging

the learner's emotions; further he speculated, "it is almost as if the brain has two memory

systems, one for ordinary facts and one for those that are emotionally charged" (Wolfe,

2006, p. 39). OECD (2007) noted, "memorization of an event or of information can be

improved by a strong emotional state" (p. 29). Weiss (2000) agreed, "emotions imprint

what we learn" (p. 45). From a biological perspective that indicates the same result,

another team of authors asserted, "the adrenaline release evoked by an emotional

stimulus helps forge the neural pathways that underlie memories" (Berry et al., 2008, p.

447).

These aforementioned authors focus on improved memory of information or an

event based on an emotional reaction. In the transition from simple recollection to

actually learning content, attention may be an important ingredient. Wolfe (2006)

highlighted, "attention is the first step in this learning process" (p. 36). Weiss (2000)

explained the connection of emotion and attention in this manner, "emotion drives

attention, which drives learning, memory, and problem solving behavior" (p.46). The

challenge may be how to incorporate the emotional aspect so that it relates to the content

that is being learned. Some authors label this incorporation an *emotional hook* (Bennet, 2009; Berry et al., 2008; Loo, 2011; McGeehan, 2001; Weiss, 2000; Wolfe, 2006). Wolfe explained this perspective as follows:

There are two factors—both of which the educator controls—that have been shown to greatly influence the kind of connection made in the brain that can lead to future recall and greater understanding. They are whether or not the information has meaning and whether or not it has an emotional hook. Adult educators can use this knowledge to the advantage of their learners. (p. 37)

Bennet explained, "educators use this power of emotion to promote learning and memory through role playing and other experiential activities" (p. 118). Weiss highlighted, "if they don't get emotionally hooked on some level, they don't pay attention; if they don't pay attention, they don't learn" (p. 47). One example is to incorporate "emotionally laden images" (Berry et al., 2008, p. 447) into a lesson plan.

Berry et al. (2008) attempted to engage students visually with emotionally laden images in order to assist learning. In an experimental study, researchers sought to investigate the research question, "Does using emotionally powerful images in class help students connect to the history we discuss and interpret" (p. 438). The experiment included 63 students. Emotional-laden images were used in an attempt to enhance student's memories. Students were provided a computer with 12 variable images and an accompanying narrative to learn. The images were from one of three categories: (a) no image, (b) neutral image, or (c) emotional image. Selected images were categorized *emotional or neutral* based on a review by 20 students using a 7-point Likert scale while

they were attached to a Galvanic Skin Response (GSR) machine that measured "arousal through heart rate and galvanic skin response, or sweating" (Berry et al., 2008, p. 440).

The study found that those students provided with the emotional image scored higher when compared to the other two groups. Researchers attributed these results to the belief that emotion makes memory better and events that contain emotions are better remembered than those that do not. Second to the emotional image, students that viewed no image scored higher on the test than those that viewed the neutral image. The researchers asserted that the neutral image became a "distraction to learning" (Berry et al., 2008, p. 445) because it had no content that resulted in a learner emotion. The suggested power of the image was not only in direct relation to the content but also in that, it primed the learner to be receptive to the ensuing content (Berry et al., 2008). Primed is explained as, "viewing the image prompted the student to call to mind other past memories that assisted the learner in making meaning with the new content" (Berry et al., 2008, p. 447). The article provided an example of how an emotional response, invoked by an image, could assist in a learning environment. Perhaps the clearest analogy of the influence of emotion on memory is a quote from Levine and Pizarro (2000), "emotion appears to increase the salience of information much like a highlighter increases the salience of text; emotion makes memory better" (p. 537).

Emotions and Motivation

As will be discussed, a number of authors talk about various concepts of motivation and emotion together or as interrelated concepts. Ratey (2001) stated this perspective as follows, "we cannot explore the topic of emotion without understanding motivation. Motivation is not an emotion per se, but a process that ties emotion to

action" (p. 247). He went on to explain motivation "determines how much energy and attention the brain and the body assign to a given stimulus—whether it's a thought coming in or a situation that confronts one… comes from a Latin root related to movement" (Ratey, 2001, p. 247). Goleman (1998) offered the following related analogy, "motive and emotion share the same Latin root, motere, (to move). Emotions are literally, what move us to pursue our goals; they fuel our motivations and our motives in turn drive our perceptions and shape our actions" (p. 106).

The team of Pekrun et al. (2002) conducted five qualitative studies, which provided an information base for the development of the Academic Emotions Questionnaire (AEQ). The AEQ was tested in "7 cross-sectional, 3 longitudinal, and 1 diary study," (p. 91) including 302 learners. The AEQ is reported to measure nine emotions: enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom. Five key questions were posed in the testing and development of the questionnaire. These surrounded the identification of emotions, the measurement of emotions, the effect of these emotions on learning, the origin of these emotions, and how to foster emotions that assist student learning. The results "demonstrate that students' academic emotions are often multifaceted, can be measured in reliable ways by the AEQ self-report scales, and relate significantly to students' learning, self-regulation, achievement, personality antecedents, and instructional as well as social environments" (p. 102). Pekrun et al. (2002) described the influence of emotions in the following manner:

Emotions serve the functions of preparing and sustaining reactions to important events and states by providing motivational and physiological energy, by focusing

attention and modulating thinking, and by triggering action-related wishes and intentions. This would imply that emotions can profoundly affect students' thoughts, motivation, and action. (p. 96)

Dirkx (2001) expressed the viewpoint that "emotions are important in adult education because they can either impede or motivate learning" (p. 63). Greenleaf (2003) agreed, "emotion serves as a powerful vehicle for enhancing or inhibiting learning; it is integral to all that we do" (p. 15). Dirkx highlighted both the beneficial and detrimental roles that various emotions can have within a learning environment. He linked the presence of positive emotions to the production of learner motivation resulting in deeper pursuit of subject matter content. In one example, this was demonstrated to the degree that learners had "no choice but to wanna come to class" (Dirkx, 2001, p. 67). In a later article, Dirkx (2008) returned to this viewpoint, that emotions "range from positive and energizing to negative and distracting" (p. 9). Pekrun et al. (2002) agreed, "positive emotions foster students' self-regulation, whereas negative emotions lead to reliance on external guidance" (p. 99). Hinton et al. (2008) also concurred, "while negative emotions, such as fear and stress, can disrupt learning, positive emotions drive learning" (p. 92).

Although general characterizations are made about positive and negative emotions, many authors also address that this connotation may be somewhat misleading. Pekrun et al (2002) advised that "simplistic conceptions of negative emotions as bad and positive emotions as being good should be avoided" (p. 103). Berry et al. (2008) pointed out, "the physiological arousal is virtually the same, regardless of whether the emotion is positive or negative" (p. 445). Some reported that low levels of stress or anxiety can

cause us to become more focused on details related to the task at hand (Cozolino & Sprokay, 2006; Levine & Pizzaro, 2004).

Negative emotions are seen to generally disrupt learning (Carless, 2006; Ingleton, 1999; OECD, 2007; Pekrun et al., 2009; Radin, 2005; Zull, 2006), but can these same emotions aid in the learning process? As highlighted by Bennet (2009), "stress plays a strong role in arousal and attention, both of which significantly impact the motivational and cognitive aspects of learning" (p. 109). MacKeracher (2004) agreed, "at low to moderate levels, emotions can enhance or motivate learning; at high levels, emotions—both positive and negative—can hinder learning" (p. 15). For example, consider the feeling of stress—generally considered a negative emotion. An instructor can increase a student's stress level by increasing the complexity associated with a specific task. The complexity may cause the student to become more focused and attentive to the task. Validating the assertion, that a little stress may be beneficial. However, if the instructor continues to increase the complexity to an unrealistic level, it can result in very high levels of student stress resulting in failure or complete withdrawal from the task. OECD (2007) explained the relationship as follows, "some level of stress is essential for optimal adaptation to environmental challenges and can lead to better cognition and learning, but beyond this modicum it can be damaging, both physically and mentally" (p. 66). Two additional studies are included in this section. The first, *Descriptions of Past Learning Experiences*, is included because of its discussion on learner interest. The second, *Emotions in Feedback or Analysis Situations*, is included because of its discussion on the emotional context of assessments and the potential to increase the motivation in students.

Descriptions of past learning experiences. Researchers Moore and Kuol (2007) initiated a qualitative study to analyze student narrative responses when identifying an excellent past teacher at the University of Limerick in Ireland. The study included analysis of 139 statements made by alumni about a faculty member that "had the most positive effect on their learning" (p. 89). Noted in the study, "97 of the 139 responses [statements] identified emotion-related dimensions when describing positive teaching and learning experiences" (Moore & Kuol, 2007, p. 90). Emotions identified as positive included enthusiasm, commitment, motivation, dedication, devotion, humor, laughter, enjoyment, compassion, empathy, care, passion, exhilaration, animation, captivation, intrigue, and inspiration (Moore & Kuol, 2007).

The study emphasized that the area of emotion is largely unexplored in terms of student's learning. It repeatedly stressed the importance to initiate research focused on emotions, specifically the emotion of interest. Furthermore, most educational environments work to "control or suppress" (Moore & Kuol, 2007, p. 88) emotions. Moore & Kuol placed focus on the element of *interest* within a learning setting. They defined interest as an "emotion that is invoked when something is puzzling or novel or otherwise incites a level of curiosity" (Moore & Kuol, 2007, p. 91). The authors emphasized the importance for teachers, administrators, and academic developers to begin to understand the importance of emotions in the learning processes. Recommendations included to initiate research to identify techniques to "invite emotions" (Moore & Kuol, 2007, p. 93) into the classroom and to provide teachers with strategies to assist learners generate interest in subject matter content.

Emotions in feedback or assessment situations. Crossman (2007) conducted a qualitative grounded theory study to "discover how individuals perceived different kinds of assessment in one Australian university" (p. 316). 11 Bachelor of Education students (study participants) completed an interview, a classroom activity, and wrote a reflection. The study "sought to explore the role of relationships and emotions in student perceptions of assessment" (Crossman, 2007, p. 316). The study findings informed teachers of the feelings students had experienced in response to feedback, the student described influence of those experienced feelings on future learning, and actions teachers could take to maximize feedback situations to increase future learning potential. One example of the influence of the power of positive feedback included, "all the positive comments and feedback I got just made me want to work harder" (Crossman, 2007, p. 321). The importance of establishing and building relationships with students was emphasized in the conclusion, "understanding how to communicate with students and form relationships with them is therefore, a crucial aspect of the teacher's role" (Crossman, 2007, p. 325).

Emotions Considered Undesirable in Learning

Many educators continue to regard emotions as undesirable within a classroom-learning environment (Crossman, 2007; Dirkx 2001; Titsworth et al., 2010; Varlander, 2008; Wang, 2008). As explained by Dirkx (2008):

Educators have not always looked favorably on the manifestation of emotions and feelings within the learning process. Reflecting the widespread influence of the enlightenment and the growth of scientific ways of knowing, emotions have for many years been regarded as largely undesirable within teaching and learning settings, that is, as obstacles to reason and the development of knowledge. Many

educators still regard their manifestation within the learning process as a distinctly

negative development, and they seek ways to avoid or mitigate their expression.

(p. 11)

Furthermore, as indicated by Wang (2008), "both educators and students… are usually

uncomfortable talking about emotions" (p. 11). This uncomfortableness with emotions in

general or the view that emotions are undesirable within a learning setting seems to stem

from a number of contributing sources. The first source is the continued prevalence in

the belief of the separation of cognition (head) from emotions (heart) (Crossman, 2007;

Demetriou et al., 2009; Dewey, 1916; Dirkx, 2001; Eynde & Turner, 2006; LeDoux,

1996; Sutton et al., 2009; Titsworth et al., 2010; Wang, 2008; Zembylas, 2005; Zembylas

& Fendler, 2007). Second, some have asserted that these perspectives may originate in

Western culture (Opengart, 2005; Wang, 2008). For example, Zembylas (2004)

explained, "embedded in Western culture is the assumption that emotions threaten the

disembodied, detached, and neutral knower" (p. 345). Third, emotions are complex

(Bennet, 2009; LeDoux, 1996; OECD 2007), difficult to study (Berry et al., 2008; Pekrun

et al., 2002; Wang, 2008), and can change from person to person (Berry et al., 2008;

Dirkx, 2001, 2008; Titsworth et al., 2010).

The Control or Suppression of Emotions

This uncomfortableness with emotions in general or the view that emotions are

undesirable within a learning setting has led many educators to control or suppress the

occurrence of emotions within a classroom (Berry et al.,2008; Crossman 2007; Moore &

Kuol, 2007; Sutton et al., 2009). Dirkx (2001) reported, "educators within formal

settings of adult learning seek to control, manage, limit, or redirect outward expressions

of emotions and feelings" (p. 67). Classroom design, textbooks, and instructional methods appear to emphasize this reality. Classroom design structure may include chairs, desks, and tables set up in a configuration that maximizes discipline and control. Shor (1996) described a typical classroom setup as follows:

> Like plants growing toward sunlight, students are expected to sit in rows facing the lecturing teacher at the front, the unilateral authority who tells them what things mean, what to do, and how to become people who fit into society as it is. This classroom design is an architecture of control that helps teachers assert their authority. (p. 11)

If pictures or images are used within a textbook, they "often appear to be neutral or without much emotion" (Berry et al., 2008 p. 444).

In a study on emotions experienced by teachers during a professional development session, Sutton et al. (2009) noted, "teachers in the United States and Canada report that they are most likely to regulate their emotions because they believe it makes them more effective educators" (p. 133). The study of the regulation of emotions has resulted in many discussions and varied theoretical viewpoints associated with what is referred to as *Emotional Intelligence* (Gardner, 1983; Goleman, 1995, 1998; Salovey & Mayer, 1989). Emotional intelligence is defined as, "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman, 1998, p. 317). Review of theories and works associated with Emotional Intelligence is beyond the scope of this literature review, as this study does not seek to understand the teacher's (participant) self-regulation of emotions, only their views on the potential role of emotions within an adult

classroom environment. However, what is relevant is the awareness that some teacher's do attempt to control or suppress their emotions because of the resulting influence their emotions may have on the classroom environment.

Emotional Intensity

Another reason why educators may attempt to control or suppress emotions within a classroom is the awareness that "once aroused, [emotions] cannot be turned off automatically, and may last for days" (Varlander, 2008). Weiss (2000) explained, "if someone has an emotional encounter—for example, was chewed out—he or she might not express it outwardly, but the feeling can last for hours or days" (p. 47). Dirkx (2008) described the potential influence that the expression of emotions may have within a classroom environment:

> At the hint of affect-laden conflict, disagreement, or powerful expressions of emotionality, learners and educators alike, in many different educational contexts, tend to feel their stomach tighten, their pulse quicken, and their breathing grow more shallow and constrained. Even expressions of so-called positive emotions, such as joy or elation, are often regarded as pleasant interruptions of an otherwise sober environment. (p. 11)

Furthermore, Wang (2008) suggested caution regarding the potential danger of emotional expression within a classroom environment that "may lead to breakdown moments in learning and teaching" (p. 15). This could include student and/or teacher loss of emotional control (e.g. yelling, crying, or rebellion).

Negative Emotions

Educators may choose to control or suppress the occurrence of emotions referred to as *negative emotions* because of the belief that these emotions work in opposition to fruitful learning. The labeling of negative emotions should be taken as a general description and not a specific description. Previously discussed inside this review, is the inconsistency of either a specific listing of emotions or the categorization of emotions as either positive or negative (Bennet, 2009; LeDoux, 1996; Mudge et al., 2009; Pekrun et al., 2002; Weiss, 2000). To illustrate some of these inconsistencies, a few examples are provided. The team of Pekrun et al. used the following listing of negative emotions: "boredom, hopelessness, anxiety sadness, disappointment, shame, guilt, anger, jealousy, envy, contempt, antipathy & hate" (p. 92). Moore & Kuol (2007) identified "stress, anxiety, fear, worry, and shame" (p. 88) as negative emotions. Mudge et al. (2009) did not categorize as positive or negative when they refer to the 11 basic emotions: "happiness, interest, surprise, contempt, disgust, shame, fear, anger, distress, sadness, and anxiety" (p. 543). MacKeracher (2004) offered the following broad description of negative emotions, "if the situation is defined in negative terms—being arrested, losing a loved one, not receiving an expected promotion, going into debt—then the emotions are experienced as negative" (p. 124).

What does appear somewhat consistent is the assertion that high levels of negative emotions can inhibit or sometimes even block learning (Carless, 2006; Ingleton, 1999; OECD, 2007; Pekrun et al., 2009; Radin, 2005; Zull, 2006). The emotional words stress, anxiety, and fear are used frequently in the reference to negative emotions and the negative influence of these emotions on learning. Pekrun et al. (2002) reported, "this

research has shown that test anxiety can reduce working memory resources, leading to an

impairment of performance at complex or difficult tasks that draw on these resources" (p.

96). Wlodkowski (2008) stated, "high anxiety diminishes our capacity to think rationally

and the problem-solving part of the brain is less efficient" (p. 313). MacKeracher (2004)

explained, "learners who are anxious, angry, fearful, or depressed don't learn. They do

not take in information efficiently or make effective use of the information they do have.

Their attention is twisted towards their own preoccupations" (p. 138). In an article on

fear and learning, Perry (2006) proclaimed, "fear destroys the capacity to learn" (p. 22).

Hinton et al. (2008) claimed that "negative emotions, such as fear and stress, can disrupt

learning" (p. 92). Wolfe (2006) concurred, "during the stress response the rational,

problem-solving part of the brain is less efficient" (p. 40).

One specific classroom situation that may invoke high levels of negative emotions

is when the teacher is providing feedback to students. As explained by Carless (2006),

the "asymmetrical power relations inherent in the assessment process risk invoking

negative emotions, which may form a barrier to learning from feedback" (p. 229).

Students recognize "the assessment process as deeply personal and their work submitted

for assessment as an extension of themselves" (Crossman, 2007, p. 322). Consequently,

when a student receives negative feedback there is a likelihood of affecting an emotional

response such as "anxiety and depression" (Varlander, 2008, p. 150). Carless described

feedback as "a social process in which elements, such as discourse, power and emotion,

impact on how messages can be interpreted" (p. 221).

The Lecture

Teachers may choose specific instructional methods that attempt to control or limit the expression of emotions within a classroom setting. For example, the teaching strategy or technique of lecture is a preferred method used by many educators (Armbruster, 2009; Wirt et al., 2001). The lecture method of instruction constructs a passive learning setting in which the instructor speaks while the students listen (Ulbig, 2009). Armbruster (2009) reported, "lecturing is a predominant form of instruction in U.S. classrooms from middle school through college" (p. 220). In a national level study on education, it was reported that more than 80 percent of teachers within postsecondary institutions used lecturing "as their primary instructional method" (Wirt et al., 2001, p. 79). In the past, the lecture method was referred to as the "sacred cow among most college and university instructors" (Carrier, Williams, & Dalgaard, 1988, p. 223). Within many universities, teaching positions are still titled as lecturers (Mann & Robinson, 2009).

Mann and Robinson (2009) conducted a study with 211 university level students on the lecture teaching method in order to identify factors that contribute to student boredom and resulting student coping strategies. As reported within the study results, "59% of students find their lectures boring half the time and 30% find most or all of their lectures to be boring" (Mann & Robinson, 2009, p. 243). They suggested, "boredom stems from a situation where none of the possible things that a person can realistically do appeal to the person in question. This renders the person inactive and generally unhappy" (Mann & Robinson, 2009, p. 243). The coping strategies that students reported

to deal with feelings of boredom experienced in the lecture setting included the following:

> The most popular are daydreaming (75% of students admitted doing this), doodling (66%), chatting to their friends (50%), sending mobile phone texts (45%) and passing notes to their friends (38%). Over a quarter of students avoid the boring situation by leaving the lecture at the mid-session break. (Mann & Robinson, 2009, p. 256)

The findings that students report feelings of boredom while attending lecture presentations and an inability to pay attention in such settings has been echoed by many others. Moore & Kuol (2007) reported that "lack of involvement in class dynamics can create negative emotional states such as disinterest, boredom, and apathy" (p. 92). Small, Bernard, and Xiqiang (1996) concurred, "when learners are bored, they pay less attention, resulting in lower retention and less ability to apply information" (p. 714). MacKeracher (2004) asserted, "most adults cannot listen to a lecture for more than fifteen minutes without taking a nonverbal break—if only in their own thinking" (p. 128). Related to the student reported coping strategy, Pekrun et al. (2002) explained, "one important case in point is boredom because mental withdrawal and daydreaming are strongly related to this emotion" (p. 99). Radin (2005) noted, "while students perceive sedentary learning as essentially boring, educators now know that sedentary learning goes beyond boring to actually hindering learning" (p. 24).

Summary of Literature Review

This review of the literature emphasized contributions that addressed the major themes identified in the problem statement. Various definitions of emotions were

examined and the definition proposed by OECD (2007) was selected as the study

reference point. Extant literature published within the last five years was highlighted that

indicated a need to conduct further studies on emotions within a classroom environment

(Demetriou et al., 2009; Dirkx, 2008; Govaerts & Gregoire, 2008; Moore & Kuol, 2007;

Mudge et al., 2009; OECD, 2007; Sutton et al., 2009; Varlander, 2008). Further, in

reviewing the literature several recurring explanations emerged that suggested the reasons

why few studies have been done on this topic. These included, (a) the continued

prevalence of the belief that emotions reside in the heart while cognition resides in the

brain (Dewey, 1916; Dirkx, 2001; LeDoux, 1996; Eynde & Turner, 2006); (b) that in

general emotions are viewed as unimportant and undervalued within an educational

setting (Govaerts & Gregoire, 2008; Titsworth et al., 2010; Varlander, 2008); and (c) the

inherent difficulties involved in the study of emotions (Dirkx, 2008; Pekrun et al., 2002;

Wang, 2008; Zembylas, 2004).

The review brought attention to studies and articles that reported the potential

influence of emotions during the learning process. These included assertions that

emotions and cognition are interrelated and interdependent, emotions are fundamental in

the learning process (Crossman, 2007; Hinton et al., 2008; OECD, 2007) and emotions

can improve or enhance memory of an event or a learning experience (Christos, 2003;

Levine & Pizarro, 2004; OECD, 2007; Taylor, 2006; Weiss, 2000). In addition, emotions

can serve to motivate a learner during a learning experience (Dirkx, 2001; Greenleaf,

2003; MacKeracher, 2004). Moreover, how experiences related to learning (such as past

classes, feedback from an instructor, and testing experiences), both positive and negative,

can impact a learner's feelings and motivation about current and future learning experiences (Crossman, 2007; Moore & Kuol, 2007).

The review pointed out literature that noted reasons why educators may consider emotions potentially undesirable in a learning setting (Berry et al., 2008; Carless, 2006; Crossman 2007; Dirkx, 2001, 2008; Moore & Kuol, 2007; Pekrun et al., 2002; Wang, 2008). These reasons included the adverse or negative effects that emotions can have during a learning experience, how emotions from one experience or event cannot easily be turned on or off, and emotions that arise as a result of one experience can have an impact on another, unrelated experience (Dirkx, 2008; Varlander, 2008; Wang, 2008; Weiss, 2000). Furthermore, emotions referred to as negative emotions can disrupt or block learning from occurring (Hinton et al., 2008; MacKeracher, 2004; Pekrun et al., 2002; Wlodkowski, 2008).

CHAPTER III

METHODOLOGY

The purpose of this study was to initiate inquiry into the exploration of the potential role of emotions within an adult classroom setting—the community college—from the perspective of the teacher. Three research questions served as the basis of this inquiry. The primary question for this study was *what is the teacher's view of the role of emotions in an adult learning classroom*? In addition to understanding how the teacher viewed emotions within a classroom, this study sought to understand why the teacher held these views. Therefore, a second question focused on understanding *those factors that have influenced the teacher's view of the role of emotions in an adult learning classroom* (i.e. past education, experience, and culture). The final area of the study was to discover teacher developed strategies used to address emotions in the classroom. For that reason, a third question queried, *what processes do teachers use to elicit or evoke emotions in an adult learning classroom?*

Research Design and Rationale

Qualitative grounded theory methodology was the primary research method. Qualitative grounded theory methodology includes data collection and analysis strategies that seek to develop categories, concepts, and theory development that are grounded in data collected from study participants (Charmaz, 2006; Merriam, 2009; Patton, 2002; Strauss & Corbin, 1994). Grounded theory is a process whereby a researcher can move systematically from collecting data through a successive step-by-step process

(Charmaz, 2006). In this approach, "data collection and analysis proceed simultaneously and each informs and streamlines the other" (Bryant & Charmaz, 2007a, p. 1). The intent of the ensuing narrative is to describe the research methods and reasoning, starting from a macro-level, and moving methodically to a micro-description of data collection and analysis strategies that were used in this study.

Qualitative Design

A social constructionist epistemological perspective coupled with my initial goal for this study, to produce a formative theory on the role of emotions within the adult classroom environment, led to the selection of a qualitative grounded theory methodology for the conduct of this study. I chose a qualitative research design in view of the type of inquiry, the design flexibility, and the sampling strategy. The type of inquiry implemented in this study is what Patton (2002) described as naturalistic inquiry, which is the study of a phenomenon in its naturally occurring setting without any attempts to control or manipulate the studied phenomena. I studied the topic of emotions from the perspective of teachers through teacher interviews. I traveled to the selected teacher's classroom settings or offices to conduct interviews.

A qualitative research design is flexible, as it allows the researcher to move where the data lead and to investigate what emerges from the study participants (Charmaz, 2006; Patton, 2002). By using a qualitative design that allowed flexibility, I was able to pursue different perspectives of the participants and to understand their varied views of emotions. As explained by Charmaz, a researcher has to follow where the data lead and if necessary adjust data collection strategies to fit the unanticipated changes in direction.

Finally, a qualitative design allowed for purposeful sampling techniques. In a purposeful sample, the researcher seeks out specific participants that have experience or knowledge of a specific phenomenon (Patton, 2002). I looked for teacher participants that met specific screening criteria. A participant-screening instrument referred to as the preliminary survey was used in the selection of instructors. The preliminary survey will be further discussed under the sub-section titled, *Participants*. By purposefully selecting the participants, I was able to locate teachers with an abundance of experience and opinions that were information rich (Patton, 2002) to assist in the identification and understanding of the roles of emotions in an adult classroom environment.

Grounded Theory

Sociologists Glaser and Strauss (1967) developed the grounded theory methodology while studying the process of dying, as described by terminally ill patients. As defined by Bryant & Charmaz (2007a), grounded theory methodology "comprises a systematic, inductive, and comparative approach for conducting inquiry for the purpose of constructing theory" (p. 1). Since its introduction in 1967, researchers have applied grounded theory methodology in many different ways (Bryant & Charmaz, 2007a; Bryant & Charmaz, 2007b; Charmaz, 2006; Denzin, 2007; Glaser, 1998; Strauss & Corbin, 1994). To outline all these varied perspectives, is beyond the scope of this study.

For the purpose of this study, I used the text written by Charmaz (2006), as a primary resource reference. I made this decision because I agree with Charmaz's overarching view on constructing theory:

I assume that neither data nor theories are discovered. Rather, we are part of the world we study and the data we collect. We *construct* our grounded theories

through our past and present involvements and interactions with people, perspectives, and research practices. (p. 10)

As explained by Charmaz (2006), a grounded theory research methodology is "like a camera with many lenses, first you view a broad sweep of the landscape. Subsequently, you change your lens several times to bring scenes closer and closer into view" (p. 14). I started this study equipped with the above stated research questions and the following three assumptions:

1. Emotions are present within the classroom.

2. Emotions, independent of the classroom, exist and influence the classroom.

3. Emotions can be stirred within a classroom.

My assumptions are self-influential and the result of many years of teaching and classroom experiences. I recognize that these assumptions served as a starting point for this study. These assumptions aided in the development of my questions, influenced what I saw and heard during interviews, and affected the analytical process (Charmaz, 2006). I found value in the advice offered by Charmaz in considering my assumptions at the beginning of the study:

Grounded theorists' background assumptions and disciplinary perspectives alert them to look for certain possibilities and processes in their data. These assumptions and perspectives often differ among disciplines but nonetheless shape research topics and conceptual emphases… Grounded theorists evaluate the fit between their initial research interests and their emerging data. We do not force preconceived ideas and theories directly upon our data. (p. 16-17)

My assumptions are not set in stone and were evaluated throughout the study. They are a result of many discussions and an on-going self-construction of my views on the topic of emotions. I implemented a basic grounded theory strategy of this subject area, which included the following steps: "seek data, describe observed events, answer fundamental question about what is happening, then develop theoretical categories to understand it" (Charmaz, 2006, p. 25). I will now describe the procedures I used in selecting the study participants.

Participants

A purposeful sample of community college teachers who teach in the community college setting were the participants for the study. The decision to focus on teachers was based on personal interest in teachers and the authoritative power and inherent responsibilities that resides within a teacher position (Brookfield, 2006; Freire, 1998; Shor, 1996; Wolfe, 2006). My personal experience with teachers has included many that vary greatly in their approach and strategies in teaching a group of learners. For example, one teacher may teach a specific subject through a lecture strategy. While another, when teaching the same subject, may integrate classroom discussions, exercises, and hands on activities.

A national level study on education reported that teachers within postsecondary institutions have tremendous latitude in their selection of teaching strategies and techniques (Wirt et al, 2001). The study also highlighted significant variations of student-test procedures that further indicate the teacher of record sometimes makes the choice of curriculum delivery and assessment. Accordingly, teachers have the authority

and responsibility to decide what teaching approaches they use and what activities occur within their classrooms.

I interviewed 11 faculty members who teach adults within the community college setting in central Texas. I chose the community college setting because community college settings contain a high percentage (more than 30%) of adult learners that are pursuing post-secondary education (Kane, & Rouse, 1999; Kim, 2002). To obtain a purposeful sample, I selected teachers through a selection strategy referred to as the preliminary survey.

Preliminary Survey

An email invitation was sent to all instructors (both full-time and adjunct) that taught within the community college setting (see Appendix A). The intent of this email was to locate teachers that were willing to participate in this research study. Once instructors responded to the email invitation, instructors were sent a link to a preliminary survey. The intent of the survey was to ensure that the instructors met the screening criteria prior to selection as a study participant. The survey included a short description of the research study, some basic demographic information, and a few open-ended questions (see Appendix C). The demographic type information comprised years of teaching experience, average number of learner attendance in the classes an instructor taught, and their primary teaching location (i.e. classroom). To participate in this study, teachers must have had at least three years teaching experience. Studies have found that teacher effectiveness continues to improve during the first three years of teaching (Chingos & Peterson, 2011, Wing Institute, n.d.). Selected teachers had to teach the majority (defined as 50% or more) of their classes in a classroom setting which included

an average of at least 5 but no more than 30 learners. These numbers were selected in an attempt to maintain some consistency between participants in the number of learners each teacher taught. Teachers were provided with the definition of an adult learner that was used within this study, "persons may be considered adults when they have taken on the social, psychological, and/or economic roles typically expected of adult in their cultures and collective societies" (Hansman & Mott, 2010, p. 14). Teachers were asked if they typically have learners that fall into the criteria included in the above identified definition. Teachers had to answer yes to be included to participate in this study.

Classroom contexts can include online environment, a blended environment (which includes both face to face and online), or solely face-to-face. This study focused on one of these contexts, the face-to-face classroom setting, which seemed to be the most tangible of the lived experience. Moments of face-to-face interaction can be those when each of us is most likely to affect the other, to understand each other, to observe and respond to emotional reactions, and to influence each other. The face-to-face situation between two parties is a "continuous reciprocity of expressive acts" (Berger & Luckmann, 1966, p. 29) that includes an exchange of language, gestures, ideas, and emotions. One's smile or expression of joy can quite quickly result in another's smile and further produce a shared feeling of joy between the one and the other. An idea, that may have been considered remote or false in one's perspective, may become a contemplated idea when expressed by another in the face-to-face interaction. In this interaction, between one and another, the introduction, exchange of opinions, emotions, contemplation, and reflection may result in a complete change of perspective and change of meaning, in both parties, because of the interaction (Berger & Luckmann, 1966).

The survey included 2 open-ended questions as follows: (a) In your own words, define emotions; (b) When you hear the phrase "emotions in the classroom" what are some things that come to mind? The answer provided by the teacher to the first open-ended questions (define emotions) was compared with the definition that this study used as a reference point. The purpose of this question was to understand the perspective of the teacher and compare this perspective to the definition identified within this study:

> Emotions are complex reactions generally described in terms of three components: a particular mental state, a physiological change, and an impulsion to act. Therefore, faced with a situation perceived as dangerous, the reactions engendered will simultaneously consist of a specific cerebral activation of the circuit devoted to fear, body reactions typical of fear (e.g. accelerated pulse, pallor, and perspiring) and the fight-or-flight reaction. (OECD, 2007, p. 25)

The purpose of the second open-ended question was to gauge, in general, what was the teacher's view of emotions. This study sought to locate teachers that are likely to be rich sources of information in relation to thinking about emotions in the classroom and incorporating emotions into the classroom. Teachers that fell into one of three categories were selected to participate in this study: (a) considered the occurrence of emotions important within a classroom setting; (b) considered the occurrence of emotions un-important or adverse within a classroom setting; or (c) recognized that emotions exist within the classroom but did not consider emotions a viable part of a classroom environment. If the teacher had not considered emotions or simply did not have an opinion, the teacher would not have been asked to participate in the study.

In summary, all teacher participants selected to participate in the study met the screening criteria demographics: taught more than three years, taught in a face-to-face classroom setting, and had an average class size of 5-30 learners that included learners that the teacher categorized as adult learners. Teachers had an opinion whether emotions have a role in their classroom.

Researcher Role

In this qualitative grounded theory research study, I served in two roles. These roles included researcher as instrument and researcher as learner. In my role as instrument, I collected, interpreted, and analyzed all data during the conduct of this study. As explained by Merriam (1998), "in a qualitative study the investigator is the primary instrument for gathering and analyzing data" (p. 20). This is also explained by Patton (2002) "a real, live person makes observations, takes field notes, asks interview questions, and interprets responses" (p. 64).

In my role as learner, I sought to understand and learn more about emotions and the potential role of emotions in a classroom. I have experienced the emotions of joy, frustration, anger, and pride in an academic environment. I sought to understand the emotions that I experienced and the influence that they had on my individual learning. I also sought to learn from the experiences of other teachers on this topic through the interview process.

 I followed grounded theory methodology process as outlined by Charmaz (2006) and other grounded theorists included in this narrative. I saw this study as a personal journey to understand and acquire new knowledge surrounding the effect and role of emotions. A portion of this journey was to seek out new or different techniques and

attempt to determine the usefulness of those techniques. I continued forward on this path

of understanding until I collected enough data that I was personally convinced of the

research findings.

Data Collection and Analysis

Data collected from the participants formed the foundation of this study. I viewed

each data collection session as a building block, upon which the next subsequent session

was constructed (Charmaz, 2006). Data collected from each participant was compared to

all study participants, from the beginning to the end of the study (Charmaz, 2006; Corbin

& Strauss, 2008; Merriam, 2009; Patton, 2002). Although data collection logically

preceded data analysis, these steps (collection and analysis) occurred concurrently

(Bryant & Charmaz, 2007a). Specific data collection procedures will now be described,

with the acknowledgement that both collection and analysis cannot be separated from

each other and occurred in parallel (Bryant & Charmaz, 2007a).

Data Collection

Data collection consisted of interviews, field notes, artifacts, and researcher

written memos. Participant selection was completed through the preliminary survey.

Once a participant was selected, I scheduled an initial interview session with the faculty

member. In meeting each new participant, I began with a brief explanation of my role as

a researcher and the purpose of the study. Included in the purpose of the study, I

reviewed the consent form, Appendix B, with the potential participant. The participant

reviewed and signed the consent form prior to the initiation of any data collection. All

data collection sessions were recorded with an audio recorder and I maintained a journal

to record field notes. Following the interview, I transcribed the audio recording into a

written transcription for coding and analysis. I used a pseudonym for each participant to protect their confidentiality.

Interviews. I started with a semi-structured interview guide (see Appendix D) that consisted of a number of open-ended questions such as: when you hear about emotions in a classroom, what comes to mind; what kind of emotional responses do you encourage during a class. I asked further probing questions that were based on the teacher's answers. I was particularly interested in the participant's thoughts, feelings, and actions related to emotions and learning. As described by Charmaz (2006), this type of interviewing "provides an open-ended, in-depth exploration of an aspect of life about which the interviewee has substantial experience, often combined with considerable insight" (p. 29). In addition, I collected data during the interview through an intensive interview process. As explained by Charmaz (2006), "intensive interview permits an in-depth exploration of a particular topic with a person who has had the relevant experiences" (p. 25). I used this process to investigate what the teacher believed about the relationship between emotions and learning, why he or she believed their stated assertions, and what teacher actions were related to those beliefs. I wanted to get inside the teacher's thinking to explore his or her justifications. The initial interview lasted an average of 90 minutes.

I conducted a follow up session with all but one of the participants. A follow up interview was not required with this participant. In the follow up interviews, I further explored the data from the initial interview. This second session was an unstructured interview to expand on and clarify the information previously collected. In addition, I conducted theoretical sampling interviews with 7 of the 11 study participants. As

explained by Charmaz (2006), theoretical sampling "means seeking and collecting

pertinent data to elaborate and refine categories" (p. 96). The theoretical sampling

interviews were to further discuss assertions the participant had previously made relating

to the emerging categories.

Field notes. I kept field notes throughout the implementation of the study. The

purpose of the field notes was to enhance the interview sessions and to record my

thoughts and impressions. Upon completion of an interview, I found a quiet space close

to the interview location to record my notes about the interview session. I used the field

notes to record personal thoughts, impressions of the interview session, and a description

of the physical structure of the teacher's classroom (if observed). Observations were

made of three of the study participants' typical classrooms. The majority of the

instructors had rotating locations where he or she conducted their typical classes due to

college space limitations and renovations. As recommended by Patton (2002), these

notes included "key phrases, lists of major points made by the respondent and key terms

or words shown in quotation marks that capture the interviewee's own language" (p.

383).

I highlighted topics of conversation that were emphasized by the participant. For

example, when an instructor placed particular emphasis on an idea or opinion, I recorded

that emphasis. If an individual was enthusiastic while describing an experience or

vehemently opposed to an idea or opinion, I recorded those levels of prominence. As

suggested by Patton (2002), I used brackets to separate my ideas and expressed feelings

from those of the interviewee. The field notes were kept in a journal notebook,

maintained in my home office, and were referenced during transcription, coding, and analysis.

Artifacts and documents. I asked the teachers for copies of any curriculum they had designed with the intention of eliciting an emotion. Materials collected included instructional stories or case studies, YouTube site links, Internet site links, pictures, and videotaped recordings. I took a camera with me to each of the interviews and was able to photograph several teacher-referenced items. Some of these items were student made projects that had an emotional aspect such as a drawing that depicted a transformative life experience. Other items included teacher made products with the intention to elicit an emotional response from students. These artifacts were compiled with the collected data and referenced during data analysis. Many of the artifacts are described in the findings section or listed under teacher-developed processes to elicit an emotional response.

Focus group interview. Once I completed data collection through the initial and follow-up interviews, I conducted one focus group interview. The intent of this interview was to collect as much rich data as possible from these participants. As explained by Patton (2002):

> Participants need not agree with each other or reach any kind of consensus. Nor is it necessary for people to disagree. The object is to get high-quality data in a social context where people can consider their own views in the context of the views of others. (p. 386)

Duggleby (2005) reinforced the potential of rich data as the focus group interview design allows the researcher to "observe participants sharing ideas, opinions, and experiences, and even debating each other" (p. 832).

Participants that seemed to "know the most about the topic" (Merriam, 2009, p. 94) were asked to participate in the focus group interview. Selection was based upon data collected during the interview process, which demonstrated that these instructors had many experiences related to emotions within a classroom environment and the instructor indicated he or she was willing to participate in a focus group session. Four instructors participated in the focus group session.

Two other individuals assisted me in conducting the focus group interview. During the focus group interview, I served in the role of moderator and was "responsible for facilitating the discussion, prompting members to speak, requesting overly talkative members to let others talk and encouraging all the members to participate" (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009, p. 4). The other two assistants served as recorder and note-taker. The recorder videotaped the focus group interview with two video recording machines. The note-taker took notes during the focus group interview annotating any specific points of interest such as individual agreement or disagreement of group members. For example, during the session, one participant made an assertion and all the other participants immediately started nodding their heads up and down in agreement with the assertion.

Immediately following the focus group interview, I spent time with my two assistants recording their impressions, observations, and annotated notes. The note-taker provided a written report of her recorded notes, which were incorporated into the field notes for the focus group interview. In addition to yielding additional rich data to the previously conducted interview sessions, the focus group interview added two significant contributions. First, during the interview, participants had an opportunity "to hear each

other's responses and to make additional comments beyond their own original responses"
as they heard what other people had to say (Patton, 2002, p. 386). The back and forth
conversations that occurred between the participants resulted in a thorough discussion of
several assertions on the role of emotions. Second, having two assistants observe the
focus group session allowed the opportunity for the assistants to articulate their thoughts
and impressions of the focus group session. This assisted me in confirming some of my
own impressions and adding a few that I had not initially noted. This process served as
another means of enhancing the validity of the study findings.

      Memo writing. Memo writing was a major part of this endeavor that aided me
throughout the study. As described by Charmaz (2006), "we write preliminary analytic
notes called memos about our codes and comparisons and any other ideas about our data
that occur to us" (p. 3). By using this strategy, I thought through, compared, and
analyzed ideas that emerged during data collection. I also kept a record of what codes I
developed, changed, and combined. I viewed memo writing as a strategy to think
through the decisions I made during the study. An additional measure that greatly
assisted me was the drawing of pictorial illustrations. In many instances, I started with a
blank, unlined, piece of paper and drew image representations of my thoughts and
perspectives related to coding, analysis, and interpretation (see Appendix E).

      In addition to helping in decision-making, I also saw this strategy as an essential
part of the entire process, from data coding to theory development (Charmaz, 2006;
Saldaña, 2009). Stern (2007) described memo writing in the following analogy, "if data
are the building blocks of the developing theory, memos are the mortar" (p. 119). This
strategy not only aided in the development of codes, but also in the comparison of codes,

the development of categories and themes, and the achievement of data saturation (Charmaz, 2006; Saldaña, 2009). These documents provided an audit trail of where the study began, what obstacles were negotiated, and to what direction the study moved. The memos are an unofficial part of the study, yet a major point of reference both in official document composition and final study publication. This strategy was "the pivotal step between data collection and writing drafts of papers" (Charmaz, 2006, p. 72).

Data Analysis

Returning to the analogy of the camera with many lenses, I used a process referred to as the constant comparative method throughout data analysis and theoretical development (Charmaz, 2006; Corbin & Strauss, 2008; Merriam, 2009; Patton, 2002). Like changing lenses on a camera, I moved back and forth looking at the data from different perspectives and different angles. Charmaz (2006) defines the constant comparative method as "analysis that generates successively more abstract concepts and theories through inductive processes of comparing data with data, data with category, category with category, and category with concept. Comparisons then constitute each stage of analytic development" (p. 187).

As I collected the data, I began to analyze the data in comparison with previously collected data. For example, a participant identified an anomaly during the interview and described that anomaly; I compared this participant's identification and description of the anomaly to other participants that also discussed this anomaly. Further, if the anomaly became a recurring occurrence in the conduct of the study, I considered altering the interview questions to include specific discussion of this anomaly. In this process, data was constantly compared to each other to "find similarities and differences" (Charmaz,

2006, p. 54). This process continued through data saturation, which was the point when I became convinced that I confirmed what I was seeing, that I pursued the consistencies to a degree I felt comfortable in reporting the study findings, and no new anomalies were arising (Charmaz, 2006; Corbin & Strauss, 2008; Morse, 2007; Patton, 2002).

According to Charmaz (2006), preconceptions and assumptions (both known and unknown) pose a potential threat to the validity of study findings. She explained, "every researcher holds preconceptions that influence, but may not determine, what we attend to and how we make sense of it" (Charmaz, 2006, p. 67). In the succeeding narrative, I describe the steps or strategies that I implemented during the analysis of participant's data. By using a systematic approach, I incorporated several strategies to minimize the influence of these preconceptions and assumptions. These strategies included multi-step coding and theoretical sampling. Each of these strategies were an endeavor to stay as close to the data as possible (Charmaz, 2006).

Multi-step coding. Coding, as defined by Charmaz (2006), "means that we attach labels to segments of data that depict what each segment is about. Coding distills data, sorts them, and gives us a handle for making comparisons with other segments of data" (p. 3). Coding starts the organization process of moving words, phrases, and sentences into key words or phrases that can be referenced with other pieces of similar or different data. Using an analogy, Charmaz explained, "grounded theory coding generates the bones of your analysis. Theoretical integration will assemble these bones into a working skeleton" (p. 45). Completed interview transcriptions, and field notes were coded through a four-step approach: (a) Initial & Process coding, (b) Emotion Word coding, (c) Emotion Phrase coding, and (d) Focused coding.

In step one, initial coding, I coded the document line-by-line looking for words, phrases, and actions that stood out. I incorporated process coding to search for "ongoing action/interaction/emotion" (Corbin & Strauss 2008, p. 169). Process coding included the use of gerunds (-ing words) to assist in the identification of processes at work within the classroom environment (Charmaz, 2006). For example, a teacher spent considerable time *questioning* the students to elicit an emotional response. In this step, I immersed myself within the data, developing the codes from the data itself, and reflecting on the potential meanings of each sub-set of the transcription (Saldaña, 2009).

In step two, emotion word coding, I highlighted all the words that had an emotional connotation. For example, words like: happy, sad, angry, mad, etc… As described by Saldaña (2009), "emotion coding labels the feelings participants experienced" (p. 86). In step three, emotion phrase coding, the previously highlighted emotional word were identified/linked with the "specific period or experience" (Saldaña, 2009, p. 87) described by the teacher. For example, a teacher used a word like happy, humorous, or funny to describe learners' reaction to a video clip on a specific topic. The words *happy, humorous, and funny* were linked to the phrase *video clip*.

In the fourth step, focused coding, I put the data into categories that included "the most frequent or significant initial codes" (Saldaña, 2009, p. 155). The recurring codes that emerged from comparing data to data, and codes to codes, became the categories of the study (Charmaz, 2006). Beyond the recurring codes, it also included those codes that shared some characteristics (Saldaña, 2009). For example, even though two teachers did not use the same words to describe a similar anomaly, the fact that the anomaly shared common characteristics resulted in the grouping of these descriptions under one category.

Critical in this process was to "provide sufficient empirical evidence to support…

definitions of the category and analytic claims about it" (Charmaz, 2006, p. 82). Memo

writing was the strategy that I used in defining each category and providing the evidence

and analysis to substantiate the categorical selection.

I used two systems during the coding process: pen and paper manual coding and

NVivo 10 qualitative data analysis software. These systems were used interchangeably

throughout all data coding steps. For the most part, as I completed transcribing an

interview, I would print the transcript and code the document by hand. As I developed

the codes, I manually input them into the NVivo software. Further, once I finished

coding a transcript manually, I would input the coded transcriptions into the NVivo

software. This was initially an extremely time consuming process, as all the data had to

be coded twice, once manually and the second time as it was input into the NVivo

software. However, future iterations of coding and alterations that occurred throughout

the study were greatly assisted by having the transcript inside the NVivo 10 management

software. Further, the software was an asset to retrieve coded data or to print coded data

reports.

Theoretical sampling. In addition to memo writing, I initiated theoretical

sampling to elaborate and refine the constructed categories (Charmaz, 2006). The

purpose of theoretical sampling was to select participants with the intention of finding

enough data to validate and explain as many aspects as possible of the category

(Charmaz, 2006; Corbin & Strauss, 2008). As a category began to appear within the

data, this emerging idea or group of ideas was used in the querying of future study

participants (Charmaz, 2006). For example, when more than one participant asserted a

specific idea, that idea was incorporated into the semi-structured interview guide with the intent to further explore it.

A category should have enough data to substantiate its existence. The obvious question arose, how much data was enough? Data saturation was the recognizable answer, however, data saturation in whose view? Charmaz (2006) offered, "categories are 'saturated' when gathering fresh data no longer sparks new theoretical insights, nor reveals new properties of these core theoretical categories" (p. 113). Corbin and Strauss (2008) described theoretical saturation as the "point in analysis when all categories are well developed in terms of properties, dimensions, and variations. Further data gathering and analysis add little new to the conceptualization, though variations can always be discovered" (p. 263). Merriam (2009) suggested, that the "data and emerging findings must feel saturated; that is, you begin to see or hear the same things over and over again, and no new information surfaces as you collect more data" (p. 219). Morse (2007) explained, "once the researcher is convinced that they understand what they see, can identify it in many forms, and it appears culturally consistent, then the category may be considered saturated and sampling may cease" (p. 243). In reviewing these definitions, I focused on two core elements in achieving data saturation: (a) when I thought that I was seeing the same things over and over again related to the categories that emerged over the course of data analysis and (b) when no new category related information appeared to be emerging.

Trustworthiness and Ethical Considerations

The trustworthiness of the research methods and produced findings of this study were of utmost importance. Merriam (2009) advised "to have any effect on either the

practice or the theory of a field, research studies must be rigorously conducted; they need to present insights and conclusions that ring true to readers, practitioners, and other researchers" (p. 210). In reviewing extant literature, I have been both impressed and surprised by the variances demonstrated. In some cases, the author went to extensive lengths to appear trustworthy in the research endeavors. While in other cases, I found myself questioning the study findings due to lack of evidence, inconsistencies, and an overall absence of transparency. Merriam (2009) explained, the "extent to which research findings are credible—is addressed by using triangulation, checking interpretations with individuals interviewed or observed, staying on-site over a period of time, asking peers to comment on emerging findings, and clarifying researcher biases and assumptions" (p. 234). In pursuing trustworthiness, I attempted to achieve three different goals within this study: (a) to articulate clearly my experiences, beliefs, and assumptions related to this study; (b) to conduct the study in an ethical and competent manner; and (c) to present the findings with sufficient evidence to add to credibility and dependability of findings.

Researcher's Experiences, Beliefs, and Assumptions

Included in Chapter One is a description of the theoretical perspective *social constructionism* and why I believe that my views emanate from this orientation. My experience, beliefs, and assumptions related to the topic of emotions within an adult classroom setting are a result of my initial exposure to emotionally laden teaching strategies (described in Chapter I) and my continued endeavors to incorporate emotions into my own teaching opportunities. These endeavors have included many conversations

with learners, peers, and superiors on this topic. I have acknowledged in the preceding narrative my current beliefs and assumptions surrounding emotions in an adult classroom.

Ethical Considerations

Ethical considerations were incorporated during each step of the research project. The interview session began with an explanation of my role as a researcher and the purpose of the interview. The participant reviewed and signed a consent form (see Appendix B) prior to the initiation of the interview. The interview session was recorded with an audio recorder and I maintained a journal notebook to record field notes. Following the interview, I transcribed the audio recording into a written format for coding and analysis. I used a pseudonym for each interview participant to assist in confidentiality. The audiotaped recording and transcriptions were stored on the hard drive of my home computer, which is inside a locked office. The journal notebook with my field notes were maintained inside my home office. A back-up copy of the recording, transcriptions, and data analysis will be maintained in a locked file cabinet in my home for a period of three years after the study has been completed to be used in completing and publishing findings from this research study.

Substantiation of Study Findings

The study goals and research topic fit well with the methods associated with a grounded theory approach. In addition to the step-by-step data analysis process outlined in the methods section, several added measures were taken to assist in ensuring the collection procedures were carried out in a competent manner. The process referred to as triangulation was integrated into data analysis. As explained by Merriam (2009), triangulation is "comparing and cross-checking data collected through observations at

different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people" (p. 216). In this study, data were collected from all but one teacher on at least two occasions: an initial interview and a second interview. In addition, teachers provided artifacts in the form of photos, videotaped recordings, and instructional stories or case studies. These different data were compared to each other to look for internal consistency; and were compared to data collected from other teachers to look for consistencies among different teachers. The use of verbatim answers from participants was included in the reporting of findings. An audit trail or a written record that described "in detail how data were collected, how categories were derived, and how decisions were made" (Merriam, 2009, p. 223) was maintained throughout the study. This audit trail is included in the field notes journal.

On a recurring basis throughout the conduct of the study, I consulted with two peers and my dissertation chair. In these consultations, numerous conversations occurred "regarding the process of study, the congruency of emerging findings with the raw data, and tentative interpretations" (Merriam, 2009, p. 229). For example, two peers attended the focus group session and were provided a copy of transcript excerpts that referred to the phenomenon labeled as *the classroom emotional temperature*. These individuals reviewed the transcripts prior to the focus group session and observed the focus group discussions. At the conclusion of the session, these peers provided verbal and written feedback of their impressions, perspectives, and reactions to my interpretations.

The process of member checking was integrated by providing an initial copy of the emerging findings to the participants (Merriam, 2009; Patton, 2002). All faculty

members were sent an email copy of a portion of their transcribed interviews with a copy

of the key study findings. The teachers were asked to review this document (the

transcription and the findings) and provide comments on my interpretations. Most of the

teachers responded with comments that confirmed my interpretations. A few of the

participants did not respond to the email. No participants responded that he or she did

not concur with my interpretation of their assertions or the constructed study finding. As

highlighted by Patton, "having those who were studied review the findings offers another

approach to analytical triangulation" (p. 560). Although specifically addressed at the

conclusion of methodology, the pursuit of trustworthiness was not an afterthought, but a

driving force throughout the study.

Summary of Methodology

In summary, data collection and analysis preceded concurrently with each

informing the other (Bryant & Charmaz, 2007a). The data collection plan included the

completion of an initial interview and a follow-up interview. In addition, artifacts were

collected as available and one focus group interview session was conducted. Data

analysis steps and strategies included initial coding, process coding, emotion word

coding, emotion phrase coding, focused coding, and theoretical sampling. Measures of

triangulation, member checking, and an audit trail assisted in securing the overall

trustworthiness of this study. The process of simultaneous data collection and analysis

continued until the theoretical categories became saturated to the degree that I was

convinced of the categories I constructed and no new related information appeared to be

rising in relation to those categories.

CHAPTER IV

FINDINGS

This study was initiated to explore the potential role of emotions within an adult classroom setting—the community college—from the perspective of the teacher. Data was collected from 11 study participants through qualitative interviews and a focus group interview with four of the 11 study participants. Three research questions served as the basis of this inquiry. The primary question for this study was *what is the teacher's view of the role of emotions in an adult learning classroom*? A second question focused on understanding *the factors that influenced the teacher's view of the role of emotions in an adult learning classroom* (i.e. past education, experience, and literature). Finally, a third question focused on identifying *what processes do teachers use to elicit or evoke emotions in an adult learning classroom?*

The report of findings will begin with a description of the study participants and highlight how they characterized emotions in general. For ease of organization and understanding, the major themes that emerged from the collected data have been organized under sections related to each of the three research questions. The two major sections discussed within this chapter are titled, (a) Role of Emotions in an Adult Learning Classroom and (b) Factors that Influenced the Teacher's View of Emotions. Chapter Five will list the Teacher Developed Processes to Manage or Elicit Emotions. In addition, a conceptual model emerged from the data analysis, which has been titled: The Classroom Emotional Temperature. This model is described in Chapter Six.

Study Participants

The study was initiated and completed in one community college setting. 11 faculty members volunteered to participate in this study. All 11 faculty members completed the preliminary survey and met the minimum identified screening criteria discussed in Chapter Three. The faculty members consisted of nine full time teaching instructors and two adjunct instructors. Faculty members taught a wide variety of collegiate subject matter content, which included primary duties as instructors of math, nursing, biology, history, English, speech, media communications, and student development. The instructors ranged in teaching experience from 3 years to an excess of 40 years, with the majority having taught over 10 years. All 11 instructors taught within a face-to-face classroom setting as their primary teaching setting (defined as 50% or more of their classes). 3 of the 11 faculty members also served in leadership roles as department chairs of their various academic disciplines. See table in Figure 1.

Subject Matter Taught	General Characteristics
Developmental Education (3)	3-40+ years teaching experience
Nursing (2)	majority 10+ years experience
Math (1)	2-Adjunct Faculty Members
Biology (1)	9-Full-Time Faculty Members
History (1)	3-Department Chair
English (1)	
Speech (1)	
Media Communications (1)	

Figure 1. Participant General Characteristics

In addition to basic demographic information, the instructors answered a few questions that were focused on understanding their general perspectives on the topic of emotions, such as the following: (a) defining emotions in their own words, (b) their views

on emotions in general, and (c) what thoughts came to mind when they heard the phrase *emotions in the classroom*. The answers provided produced a narrative picture of their individual views on both the topic of emotions and the occurrence of emotions within a classroom setting. In addition, when the views of each participant were compared to other study participants some similarities were noted. The following sub-sections will detail how participants characterized emotions in general and will highlight both the differences and the similarities among the participants. Each instructor is identified by a pseudonym.

Participants' View of the Characteristics of Emotions

Study participants were asked to define emotions in their own words. The purpose of this question was to understand how each instructor described emotions and to compare the instructor's definition to the definition referenced within this study. The definition of emotions referenced within this study is as follows:

Emotions are complex reactions generally described in terms of three components: a particular mental state, a physiological change, and an impulsion to act. Therefore, faced with a situation perceived as dangerous, the reactions engendered will simultaneously consist of a specific cerebral activation of the circuit devoted to fear, body reactions typical of fear (e.g. accelerated pulse, pallor, and perspiring) and the fight-or-flight reaction. (OECD, 2007, p. 25)

The definitions provided by the participants included a wide range. Most of the participants referred to emotions as a reaction or a response to something external to an individual (a stimulus). Some of the participants went beyond a basic description and included examples to illustrate their perspective. The participants stated definitions are

included within the study for two reasons. One, as noted within the literature review a wide variation continues to exist from scientist and researchers alike in defining emotions (Bennet, 2009; Crossman, 2007; Dirkx, 2008; Govaerts & Gregoire, 2008; LeDoux, 1996; Varlander, 2008) and this variance was also noted within the study participants. Two, to provide a reference of how each participant viewed emotions in general.

- Emotions are a hormonal response to a situation, whatever that situation may be, whether it is threatening or welcoming. You have a certain response that elicits a physiological reaction such as increased heart rate or tremors, a release of adrenaline or something that takes over the physiological aspects of your body (Ms. Katelyn).

- Emotions are reactions to external and internal stimuli (Mr. Dawson).

- Emotions are feelings; reactions; could be negative or positive (Ms. Oatfield).

- Emotions are feelings unique to the individual that result from involuntary physical reactions that reflect a state of mind. There are involuntary physical responses that a person experiences, while they are experiencing that emotion. Such as fear would increase the heart rate of the person, the respiration would increase, and the sympathetic nervous system responses would occur, along with that emotion (Ms. Hopkins).

- Emotions are the internal or external response to stimuli manifested in some type of physiological response. The first thing that I'm seeing is a physical response, something on their (the student's) face, some kind of muscle reaction (Mr. Masten).

- Emotions are a complex reaction, a mood, and a state of mind (Mr. Tower).

- Emotions result from the impact of thoughts and feelings (Ms. Bianchi).

- Emotions are our feelings in response to situations in our lives (Ms. Everton).

- Emotions are human responses such as sadness, happiness, worry, anxiety, that are involuntarily elicited as a reaction to some event, activity, and/or a situation out of your control such as a serious illness. I think that emotions are reactions to whatever stimuli surround you. (Ms. Moore)

- Emotions are a cognitive process of interpretation and attaching meaning to stimuli. Emotions are shaped by physiology, perceptions, and experiences (Mr. Hill).

- Emotions are feelings of a psychological nature that influence actions and decision making process. (Ms. Sachten)

After providing their own definition, each participant was shown the definition of emotions used within this study. All of the participants responded with concurrence of understanding the study-referenced definition of emotions and indicated verbal agreement that the definition seemed to be a reasonable representation of describing emotions. This reinforced the understandability of the study referenced definition of emotions. Included are some of the responses that participants had upon reading the definition of emotions used within this study.

- I agree with the definition. I agree with what its saying. I agree that there are the three components, the mental state, but at the same time I believe that the physiological change and the impulse to act, that they all are components of the emotion and relate to one another. Again, if the situation as it says there is danger

or even if it is pleasant, it will provoke different kinds of reactions and different types of physical responses and different types of impulses to act. (Ms. Hopkins)

- Oh my gosh, I love reading this. I love it. I like this because I do not know if I'm using the correct word but you have quantified emotions and it is very difficult to do. I think that my flute teacher the other day was saying you play the flute because you can express yourself, words do not work, and you can get your emotions out. It is hard to pin your emotions down, but this is what happens when you feel something. Okay, it is a change in your physiology that makes you want to act in a certain way and it is because you were programmed to do that through your different circuits and neurons. I really like that, I like that it is just a very nice, quantifiable definition of emotion. I think it is real cool. (Ms. Katelyn)

- I think it is appropriate and sometimes I see this more in different classes. For example, English not so much. Speech class, I see this a lot, especially when it comes to getting in front of the class and it's time to talk. I can literally see the physiological response of people. I have a couple of students that are very light skin complected and the moment they get up, I'm talking about red blotches everywhere, eyes wide like a deer in the headlights. (Mr. Masten)

- I definitely agree that it's a reaction and that everyone is going to have some type of reaction, whether it's positive or negative, whether it has good or bad consequences. Everyone has some type of reaction to almost everything. (Ms. Sachten)

Negative and positive emotions. Most of the participants categorized or referred to some specific emotions as negative or positive during the interviews. There was little

consistency within the listing of emotions that were specified under the category negative or positive. A common characterization by most participants was the categorization of anger and high anxiety as an emotion that can have a detrimental influence. Some of the participants provided past examples that emphasized the potential adverse impact of these emotions in a classroom setting.

- I generally try to avoid anger. I think it is hard to contain. It is something that might lose control in a classroom. I do not want students to feel that they are picked on. I do not want anyone to feel insulted. I really try to control the anger towards me but also that there is not anger between the students. I say, okay, if you are going to ask a question, turn and ask the question to me, do not look that way… I tell the students, direct your comments to the chair, to me. I will also change the topic. In one or two minor cases, I ended the class, especially if there is a student where it gets to the point when I am worried about the student's physical safety. In those instances, it turned out to be a non-issue, but I would rather be safe than sorry when it comes to that one… Anger is the only one. I do not think anger is a useful emotion. It is one that can spiral out-of-control. (Mr. Dawson)

- Anxiety, fear, and anger, that is a really bad one because it is the most volatile; if someone is angry whether it is at you or the other students or themselves or someone else or whatever, it is just a completely different aura. You can just feel it, kind of raining off that person. Especially if they are really mad. That kind of negative energy, generally, I will not let them stay in class. So I've done that before. I've had people that come to class, they are cussing under their breath and

making statements and I have said to them, please get your stuff, and you can take off. So I do not tolerate that… I think that anger is the worst as far as an environment. (Ms. Moore)

- I do think that too much anxiety, on the other hand, can be very detrimental, and perhaps interfere with performance or even the desire to continue. I think too much anxiety is not good… it might be paralyzing to the student. It might be so overwhelming to the students to where they cannot experience the benefits of the classroom. (Ms. Hopkins)

Some participants cautioned that categorizing a specific emotion or emotions as negative or positive can be misleading.

- I do not think that there are positive or negative emotions… Negative implies something bad and I do not think that it is the emotion that it is bad but how you act upon the emotion that may be bad. I can see that there are positive and negative emotions but I look at it more that there are positive and negative actions to be taken. It is how you handle those emotions. I do not want to label an emotion as bad; you cannot help how you feel… It depends on how they act upon it in a positive or negative way. (Ms. Katelyn)

- Because people do refer to emotions that way (positive or negative) but I don't have a feeling about that. So much of what people say does not have meaning. They have one descriptor for a thousand different things that people feel because negative emotions can be positive and positive emotions can be negative. (Ms. Bianchi)

- Emotions are neither negative nor positive but the way you deal with them can be positive or negative. I think it is about how the person deals with the emotions. (Ms. Everton)

Externally related emotions. All of the participants referred to the emotions that students seemed to bring with them into a classroom setting. Many of these emotions were unrelated to the class and stemmed from some external source. These external sources could be a previous class, a verbal discussion that occurred in the hallway immediately preceding the class, or a telephone call that contained some emotionally laden information. The participants talked about how these externally related emotions can influence the learner in their ability to focus and learn classroom content. All of the participants addressed this reality and some of the participants discussed how they attempted to deal with these externally related emotions.

- Everyone walks in with emotions. If their car broke down that morning, they had a fight with their wife or their kids or whatever. Everyone brings emotions with them. And so you either deal with it and manage it, and allow them to calm down or you are going to be fighting it… I will check in with them as to how they are doing. Usually, if you at least speak to them and not try to avoid them, it can click in their mind. It will help shift their emotions. (Ms. Sachten)

- We all come into the classroom with our precipitating factors. The stuff that is going on and if I am tired and grumpy then it is a little harder to get past that, and focus on the class, and really interact and be appropriate… So I always come in and I put on the board the list of topics of what we are covering for the day and

what they have to do for the next class, and any notes they might need to know. I think that centers them, them knowing what they are doing today. (Ms. Everton)

- Sometimes I see that the students are really upset and shouldn't even be in class. They're not available to focus or really learn anything in class… The first thing I say when I walk in a classroom is, good morning, how is everybody doing today? Or good afternoon, and I get this great, good afternoon or good morning back and it kind of sets the tone for the classroom. (Ms. Moore)

- I had a student that was shy, was late a couple times, and was acting very withdrawn and shy. I asked the student how she was doing and she said she was doing badly with her grandmother in the hospital who had cancer… Things that are going on in their lives that have nothing to do with school that probably plays a much bigger role than teachers realize… I will start the class with a little small talk. I do not hit the ground running. (Mr. Dawson)

- If they come in in a bad mood or something that would affect… Those emotions then affect how they are doing in the class. It is kind of hard to separate that… I make sure I have them dialogue. I may come in and tell them, what we are learning today I saw an article about this in this paper and it's really interesting and you can see how we are learning something that has a neat application… I might bring in my own little personal thing about cats or my cup of coffee was really bad and I will never buy this brand again. I just try to bring them into the classroom setting. (Ms. Katelyn)

In addition and related to this common characterization, was the point made by most of the participants that many times students will enter a class with an emotionally

laden attitude about a class. This attitude can be a negative attitude that has been generated because of something that is external to the specific course. This negative attitude could be the result of a past adverse experience the student had with the subject matter or with an instructor. It could be due to comments made by peers about the class or subject matter. It could be as a result of mandatory attendance in which a student has been directed by the college to attend a specific class due to a myriad of reasons. According to the participants, this negative attitude may be expressed verbally or non-verbally and can become an emotional barrier, which limits or prevents learning.

- I have a student that has come into the class and is adamant that there is nothing she is going to learn, she is hostile about everything. And obviously she's not going to learn anything. When they come in with that attitude and that belief, they are setting themselves up not to learn. It is a very difficult situation when a student feels that way. (Ms. Everton)

- You have students that believe in the course and students that do not. So that if they talk with someone that doesn't believe in the course, they come into the class with a negative attitude. Because if they've already had that seed planted, sorry you have to take that class, it's just something you have to do versus someone telling them, this is an awesome class and if you do well in this class it's actually a successful predictor for you. So it's all about who they talk to, and what seed is planted in their mind about the course they are going to be taking… Which is then also going to lead them to not doing work and being resistant to learning and so that is the sabotaging behaviors. (Ms. Sachten)

- I teach speech communication, which could be, or as research shows, that as human beings that is our number one fear. I fear math more, but most people have a fear of getting up and speaking in front of an audience. So, emotionally as a teacher, teaching speech, that plays a huge role in the way I approach every class and of course every student. (Mr. Hill)

- So they're coming to me as an adult, already having the perception of themselves that they're not going to be successful or that they hate mathematics, they hate the classroom. So they walk in and they just expect that they're going to continue to hate it… So, I think with them it's not going to make a difference what I do because they're bringing in their own emotional baggage and until they get rid of it, I'm not going to be able to help them. (Ms. Moore)

Emotions can be contagious. A characterization of emotions expressed by most of the participants is that emotions can be contagious. The expression of an emotion by one individual can quite quickly transfer to another.

- I think we feed off people who are giving us impulses that we end up feeling. If I'm around a lot of happy people, then I'm generally a happy guy. If I am around a lot of miserable people, I start feeling miserable. I have no reason to feel that way but it does bring people up or bring people down. (Mr. Masten)

- If someone else is feeling down or on the brink of not doing well or maybe they hear a part of what that person is saying, it can draw them into that negative spot, that negative space… In some cases, I think if you are around a person who is in a good frame of mind, who has a positive outlook, who is happy, who is pleasant,

who sees good things or is experiencing good things, it will influence another. (Ms. Hopkins)

- They feed off of each other and there is an excitement there. I think that having a class gel together as a community and maybe feeding off my excitement of the subject has caused them to raise their excitement a little. (Ms. Katelyn)

- I think if some students are enthusiastic, then they can pull other students into their enthusiasm. I especially see it with males. Some males will display an apathetic attitude to other students around them; members from the same peer group can stimulate other people to get more involved than they would otherwise get involved. I do not know if it is an alpha male syndrome but once they see one person in a group become enthusiastic, I can see other people pick up on that… Sometimes I will see an apathetic attitude and I have seen that spread to other people. I have seen it spread both ways. (Mr. Dawson)

Differing emotional responses. A final characterization of emotions among some of the participants was that learners are going to have different emotional responses to the same stimuli. For example, if an instructor introduces an emotionally laden scene within a video, one student may respond with laughter while another may appear more serious.

- People can have different emotions and you cannot control that. In general, I know how most people respond to these things, but you never know what you are going to get. (Ms. Sachten)

- I think that some situations may provoke a different feeling or emotional exhibition that might be true on one-person's behalf, whereas it would not

provoke the same feeling from another person… I think that will vary dependent

on the student, dependent on the instructor and depending even on the other

students in the classroom. I see that it can vary. (Ms. Hopkins)

Participants' View of the Categorization of Emotions

Participants were asked to make a choice from among three alternatives as to how

he/she is more likely to categorize emotions within the classroom setting? (a) Something

to be avoided or controlled in the classroom; (b) Something to be encouraged in the

classroom; (c) Part of the classroom experience that can have beneficial or detrimental

effects. After making a choice, instructors were asked why they had made that choice.

None of the instructors selected choice A (something to be avoided or controlled

in the classroom) of the three alternatives. A few of the instructors explained why they

did not think A was an appropriate choice. Ms. Moore declared, "certainly not answer A,

something to be avoided, you can't do that, I can't turn off my emotions and I don't

expect them (the students) to turn their emotions off." Mr. Dawson noted, "A is

completely out of it. Especially the first part, avoided, I think an un-emotional classroom

experience you might as well have robots for students." Most of the instructors choose C

(part of the classroom experience that can have beneficial or detrimental effects) of the

three alternatives. Of the instructors that choose C, most explained why they made that

choice in a similar fashion to how Mr. Tower described his choice, "I would say C. I

think it can be healthy and helpful and I also think that it can be damaging, because it can

interfere with both the instructor and the students, I think that's true." Some were a little

more extensive in their explanations and included their reasoning behind their answer,

- I think the third one, Answer C, part of the classroom experience that can have beneficial or detrimental effects. It (emotions) can help but it can also hurt. I think especially in a math classroom, I have to always put that little part out there. (Ms. Moore)

- I would pick answer C, because I think we are all human beings and you cannot escape emotions. I think that as a teacher, a professor, a professional, I try and guard my emotions very well and every now and then it still comes out. If there is a student that is being constantly annoying, I say, okay that is enough. So I think it cannot be avoided, it's just how you handle it, it can be good or it can be bad. It just depends on the situation. (Mr. Masten)

- I would pick C, because you cannot separate the emotions out so they are going to be a part of the classroom experience whether you like it or not. If you are feeling great about yourself then I think that they can be beneficial and I think you can encourage that beneficial or I could come into the classroom in a bad mood and that would have a detrimental effect. (Ms. Katelyn)

One instructor selected answer C, but was not satisfied that the choice actually reflected how she would categorize emotions within a classroom setting. Ms. Oatfield explained,

Not A, and not B, which leads me to C. The answer C is okay but it is still too general for me. I do not know how to specify it myself. I think emotions are something that do exist in the classroom. So controlling it is wrong and on the other extreme of encouraging it is also wrong, because some emotions you do not want to encourage.

One instructor selected answer B (something to be encouraged in the classroom). Ms. Sachten stated,

>I think it is B, something to be encouraged in class. If you can evoke positive emotions in the classroom students are more likely to learn and be engaged and have fun learning. And I think if there are negative emotions, you need to confront them because if you don't get past them, then the students are not going to learn.

In summary, participants generally defined an emotion or emotions as a reaction to external or internal stimuli. Students and teacher alike may enter into a classroom with a myriad of emotional feelings that may be unrelated to the class content. Although unrelated to the class content, these externally related emotional feelings can influence the individual. The expression of emotion(s) by one student can quite quickly transfer to another student, indicating that emotion(s) seem to be contagious. However, instructors went on to say, the reaction may also change from person to person, and that not all students will necessarily react in the same manner. Therefore, if an instructor makes a joke, some of the students within the classroom may react by laughing. As one student responds with laughter, that response may cause other students to laugh. Nevertheless, not all the students may laugh and some may find the joke inappropriate or disturbing and may even frown.

When asked about participant's view of emotions within a classroom setting, instructors made several assertions. The instructor has the ability to elicit an emotional response from the students through specific instructor actions or specific mediums such as video clips or photographs. Once elicited an emotional response has the potential to

positively or adversely influence the learning of the individual. However, in some instances the emotional response will have little to no influence on the learner. Having described how the participants characterized emotions in general, I will now transition to the primary focus of the study, to determine the potential roles of emotions within the adult learning classroom.

<div align="center">**Role of Emotions in an Adult Learning Classroom**</div>

The question that drove this study and one that I have returned to time and time again within my work associated with this endeavor is *what is the role of emotions within an adult classroom setting from the perspective of the teacher*? A total of four different roles of emotions emerged from analyzing the participant's comments. These roles are related to a viewpoint that was expressed by all 11 of the study participants. The instructors indicated a belief that if he or she is able to elicit an emotional response from the learner(s), the emotional reaction can cause a positive influence within the learner(s) to learn subject matter content. The four concepts are titled as follows: (a) The Role of Emotions is To Enhance the Learning Environment; (b) The Role of Emotions is to Influence the Energy Level; (c) The Role of Emotions is to Make Class Content More Memorable; (d) The Role of Emotions is to Incite Deeper Understanding of Class Content. These various roles will now be discussed in more detail.

1. The Role of Emotions is To Enhance the Learning Environment

In beginning this report of the various narratives associated with the role of emotions, I feel it is important to start with a viewpoint that was impressed upon me by the first participant in the first interview and reinforced in different ways by all the study participants. During my interview with Ms. Sachten, she shared that she had consistently

used an emotionally laden video clip in the process of teaching a specific concept to students. She described the clip, how she introduced the clip, the observed reaction of the students while watching the clip, and the classroom discussion that followed the viewing of the video clip. She talked about how the "students are in tears by the end" of the video clip and it is because they "are so happy for the person" that is being portrayed in the clip. She then went on to describe how involved the students were in the post-viewing discussion in asking questions, making comments, and interacting with each other and her as the instructor. I asked her the question, what type of learning takes place when emotions play a central role in the teaching/learning process? Ms. Sachten replied, "it enhances the learning."

When I first heard this perspective that emotions can enhance a learning environment, I did not think it would become as meaningful as it became as the study progressed. Time and time again when discussing mediums or teaching strategies that specifically elicited an emotional response from the students, participants made comments that returned to this perspective. Ms. Katelyn emphasized, "I think emotion heightens the learning experience." Mr. Tower talked about how emotions "put it (class content) on another level." When asked, if you think about emotions holistically, what role do you think emotions play in the classroom environment? Mr. Tower responded, "it puts an exclamation point on things." Other instructors talked about how they also used a video clip in a similar manner as Ms. Sachten and how it seemed to enhance the learning. Mr. Dawson used a video clip during a discussion and described how eliciting an emotional response seemed to heighten the lesson.

After seeing the clip, it is a completely different level. Even I am different. I can

see from them how emotionally affected they are. They appear emotionally

affected. A different level of seriousness. It almost seems like the class itself can

judge that we moved from fun time to serious time.

Mr. Tower emphasized that he looks for opportunities to elicit an emotional

response from students. He reported that once he sees that the students are responding

emotionally it becomes an environment that is a "rich" learning environment.

I do think that distinguishes it from much of the other things that are purely

intellectual. I think it puts it on another level, in a much more human level,

because we are all a mixture of thoughts and emotions. I think if you can, in the

classroom give students a complete experience from time to time, meaning one

that is rich and that contains thoughts and information, and emotions, that is very

important. (Mr. Tower)

Most of the instructors emphasized that they felt it was a good thing for students

to talk about emotionally laden subjects or to display emotions when participating in

classroom discussions. By including or allowing emotionally laden discussions to occur

it seemed to add to the overall discussion. A few selections are included.

- I think that when a student gives a personal description of something that

    happened that is relevant to what we are talking about, certainly, displaying

    emotion or describing how they felt is important. Especially if they are describing

    it from the point of view that they were the patient, or it was a family member that

    was the patient and this healthcare provider did whatever. Good, bad, whatever, it

    adds to the discussion. (Ms. Oatfield)

- Emotions can have benefit. For example, if I share something that is on topic, that is showing some emotions on my part, they are tied in, they are watching me, and they are engaged and they want to know more. And even in something that another student shares, if it is on topic and it is what I'm trying to get across, and they're saying it from their own experience and sharing the emotion that went with it. (Ms. Everton)

Most of the instructors talked about integrating humor into their class and the importance of attempting to make the classroom experience fun at times. A few specifically asserted that students seem to gain understanding or learn more, thus enhancing the learning setting when something is humorous or fun.

- I think that teaching is very serious but I think that levity helps a little bit. It's better that they are not so stoic and they are able to relate to it a little bit more. Sometimes textbooks are good to memorize it but it doesn't mean anything to them. When they actually see it happen from a comical standpoint, being able to see it and for it to click to them. They say, I have done that or I know somebody just like that. All of a sudden, they understand proxemics. The jargon starts making sense because they start seeing it (Mr. Masten).

- We were talking about weird subunit glycoprotein and I was likening them to Smurfs, the students said, oh I get it… I get that interaction and they will laugh if I make a geeky joke or if there is a silly video that helps them learn information, they will laugh at that… To me, creating that silly, fun environment encourages them to learn more… If you are having fun, you are learning more. (Ms. Katelyn).

2. The Role of Emotions is to Influence the Energy Level

Instructors described situations in which students reacted emotionally to something that occurred within the classroom. All of the instructors emphasized that in some situations, the student's internal energy level appeared to positively increase as a result of the emotional reaction. This role is slightly different from the preceding role in that addition to the medium enhancing the overall learning environment, the students appeared to respond emotionally and to become more energetic. The observed student response seemed to indicate a specific increase in student energy. Instructors referred to this increased energy level as a high buzz, a positive lift, a level of excitement or enthusiasm, a good feeling about learning, and a student displayed desire to want to do more. This was evidenced by observed student reactions, student enthusiasm, and student comments. One instructor captured in her description of emotions the potential power of an emotional reaction. She likened the process of learning to a burning fire and referred to the power of an emotional reaction to have the ability to either increase the intensity of the fire or to extinguish the fire.

> I think it (emotions) is either gasoline or a fire hose. I just think that it will ignite your students and create passion, joy, and hopefulness and all the things that really make you do the stuff you want to do in life or it will absolutely extinguish any of that. (Ms. Bianchi)

Ms. Sachten concurred with Ms. Bianchi on the potential power of an emotional reaction to either positively or negatively affect the learning process by causing the learners to become energized or to stop.

It (emotions) can shut down the situation, not only for themselves but also for

others if it is not taken care of, in a negative sense. In a positive sense, it can also

energize a whole group and get them on board to learn. So it definitely impacts

the whole classroom.

The increased energy level was described by some of the instructors as an internal

reaction that resulted in driving or pushing the learner (s) to do something.

- If that thing that got you going is the emotion, the emotion actually made you say

  something, than that is great. I will often say I see your passion there and that this

  is important to you. In that way, I support and encourage the emotion… I see it

  as a way of having the students to be able to connect with the subject matter in the

  course. Ideally, leading them into triggering an emotion, leading them into the

  intellectual exercise after the emotion is present. The emotion is the driver, it is

  getting them started, and it brings it together… I do look for things that people

  are going to care about and especially if they are expressed in a way that is pretty

  aggressive. I am showing them stuff that is not entirely fact-based, and that has

  some passion in it and letting that influence them and then to back up and talk

  about it. (Mr. Tower)

- I think if you hook them emotionally, I think that is a great way to get your

  students engaged because emotions, they drive you… Emotions play a big part in

  my life and if I am emotionally invested in something, I am going to work harder

  for it. (Ms. Katelyn)

- I think if you come in to take an exam or give a presentation you are anxious.

  That anxiety has caused the physical responses to occur and your state of mind,

once you have done the presentation, after it is over, the fact that you were a little

bit anxious or nervous about it caused you to do extra work for the presentation

and extra preparation. It could be beneficial in the end… Yes, a little anxiety, I

think it is normal and helpful; to be that extra push to prepare you. (Ms. Hopkins)

Most of the participants reported that they took measures to elicit an emotional

response from the students in the belief that it would result in a significant increase of

student interest, engagement, and attention to class content. Some of the instructors did

this by attempting to get the students riled up or to increase the tension level in the

classroom. Mr. Hill described how he sometimes "feeds the fire" or plays "the

instigator" to elicit an emotional response, which makes the discussion more intense. Ms.

Everton described how "sharing the emotion that went with it (the story), the whole class

was riveted; they really got something out of it." A few additional salient quotes are

provided to illustrate this perspective.

- When I see something like that where I can get people riled up a little bit in a

  healthy way, I see that as a part of engagement. If I can engage them emotionally,

  as well as intellectually, that is important. (Mr. Tower)

- I think tension is good because it gets people to pay attention. I think when you

  do have tension it is good. For example, I just did a jeopardy exercise, which is a

  pretty standard thing in my class. One of the things that I do and this is almost

  cruel is that I have students vote students off of other people's teams. It is not

  their own team that would be too mean. When I do that, you can feel the tension

  in the class as the students think, am I going to get voted off, is it going to be me?

  I think that that little bit of uncertainty is good; I noticed that the attention level

picks up a little after I do that… not every class, but every once in a while, absolutely, I think it is good to have a little bit of tension. To have people on edge a little bit. (Mr. Dawson)

- They are allowed to speak on any other controversial issue, totally, and now does that spark debate and hostility, yes… Let's say they are talking about, what's a good controversial topic that someone might bring. I don't know, the environment, capital punishment, planet control, it can get pretty heated and I encourage that dialogue because it's really important in a speech class that we do have the dialogue and I try to be a facilitator at that point. (Mr. Hill)

Mr. Masten described how he sometimes tries to shock the students "to get them out of their comfort zone." He does that in an effort to get the students more attentive to class material and more interested in class discussion. He explained,

I did one to get a shock out of the students. I walked in and I gave a quote about something. I asked all the students if they agreed with the quote. They said, yes, yes. Then I gave another quote that was very negative and asked if everybody agreed with that. They said no. Then I told them that Adolf Hitler said both of these things in a speech. The power of words affects things. So now that we know who said both quotes, how do you feel about the first one? Just to shock the students a little bit. The students think, oh, my gosh, I agreed with Adolf Hitler. In the discussion that followed, it was really interesting about the power of words and how we say things in different environments and things like that.

Ms. Everton relayed a similar perspective in looking for an emotional reaction from individual students in response to either a video or general class discussion. Once she

sees that a student responded in surprise or nodding or frowning to the content that is being discussed, she specifically focuses on the student that displayed the apparent emotional reaction to initiate class discussion or to potentially increase other student's interest. She labeled the reaction or response that she looks for as a "spark in their eyes."

Sometimes I am trying to make something really dry to them in the book, to come alive. If there is some kind of emotional tie-in from the video that helps them to see that and it's something that I can use to jump off of, to talk about, a jumping off point, to get them to start talking about it… I do not know that my purpose is for them to be surprised but I am okay if that is the result and that makes it more interesting. It is kind of breaking them out of that monotony that maybe they've fallen into, which is really easy to do when you're sitting in a classroom and listening to the air conditioner and the instructor's voice. Something that is a little bit of a jolt… I am always hoping to get some reaction in which I can get them involved. So if I see someone who is really nodding or making comments I will say, there seems to be something you're really agreeing with there. Back to that *spark*, whatever that is. If they are frowning I will say, you seem to be frowning is there something that doesn't make sense or you're not agreeing with and generally I have the rapport with the students that they will tell me one way or the other. But that is a jumping off point for me to get them involved.

Some of the instructors talked about the importance of learning student's names and how the simple act of referring to the students by name potentially elicited an emotional response. That response seemed to increase student attention to class content and engagement.

- I call by name. I know all the names of all my students; I know all their names. I think it engages the student. I think it pulls them into what is going on in the classroom. I think it makes them feel like they are all part of what is going on in the classroom. (Ms. Hopkins)

- Just getting to know their name and seeming friendly and open and welcoming, you get more of a response out of the students because they are not all locked up. They are open, they will ask questions and I have seen that when I was a student. (Ms. Katelyn)

- When I know their names I think they like that too. But I not only know their names but I also try to learn something about them. It helps during discussions, I can say earlier when so-and-so student said this, and the students will be surprised that I remembered what they said and I remembered their name and what they said was important. They are going to be more alert in the class. (Ms. Everton)

A few of the instructors indicated that when the learners felt the instructor cared about them and their success it resulted in an increased energy level in the learners.

- I think a lot of students that take me, especially for a second time, have told me that they will work for me but they would never work for somebody in high school. When I asked them why, they said because we can tell that you care, when you teach the class that you care, and if you care than I should care, which is a really big deal. (Ms. Moore)

- Yes, I guess going back to the question does the emotion impact the learning. If they believe that I care about their success, then they want to do it. That is an additional motivator other than just the grade. (Ms. Everton)

Most of the instructors discussed the importance of students having fun in the classroom. Some reported that through their efforts for students to have fun while learning or to enjoy learning, it changed the student's perspective on learning and resulted in an increased desire to learn.

- In that same class, another student said, I have never had fun in class before like I have fun in your class. So, even though I'm not making an A, I am having fun and I want to come to class. I did not want to go to class before. So, lots of time they just tell me. Otherwise, they let me know because they are smiling or laughing, they don't have a frown on their face. (Ms. Moore)

- I am creating positive experiences that help them to go back and say, I really like this or maybe I can learn more about this thing. I have had a lot of my students tell me that this is so exciting and something they really want to do. They say, I think I want to change my major to biology and you are making this so exciting. I had one student who said, you need to stop making this so much fun, I have changed my major 5 times already and I cannot do it again. (Ms. Katelyn)

- There is that feeling of excitement about learning and I think if you get students to feel that then you can get them hooked on learning because some of them have never had that, and it has always been a chore… I think for some of those that get that, and understand that, and get the excitement about learning that carries them throughout their whole life. I think that is the biggest challenge is getting everyone to be able to feel that and what it is like to learn for learning sake and to enjoy it. (Ms. Sachten)

3. The Role of Emotions is to Make Class Content More Memorable

Most of the participants talked about how when a student responds emotionally to content within a lesson, the student is more likely to remember the content because of the experienced emotion. For example, if a student laughs or feels sad when being exposed to subject matter content the student experienced emotional response (laughing or feeling sad) results in improved memory. Ms. Sachten asserted, "I think when you feel something when you learn you are more apt to remember it. It is like experiences, experiences that have a lot of emotion, then you are more likely to remember." Ms. Everton stated that when students "have an emotion tied to the material then they are going to remember it." She described,

> The textbook that we are using is pretty good. Every chapter starts with a case study, which is giving pretty realistic experiences that students have had. They will always have an emotional component to the stories. So having the students read and discuss those stories and the more that they relate to the case study situation, the more conversations start and the more examples they give. The discussion is back and forth. They seem to remember that more because we tend to remember things that are meaningful to us. If something is meaningful to me then I probably have an emotion tied to it. It is something that I enjoyed or I was maybe angry or maybe sad or otherwise… I really think that when they have an emotion tied to the material then they are going to remember it. I hear the students say, oh that was the topic where I got upset about that. I remember what that was about. Then they bring it up in future classes.

Ms. Katelyn spoke extensively about this perspective and provided many examples in which she attempted to elicit an emotional response in the belief that it would help the students to remember content from a lesson.

- If there is something that causes an emotional reaction, they (the students) remember it more. They will remember they watched that video and hopefully it is creating those links of what they remember when they watched that video. They will remember they watched a video about Watson and DNA… Because we remember emotional events, because emotions elicit a physiological response; you remember it more, you remember how you feel. (Ms. Katelyn)

- I showed them a clip about Capt. Planet, and it said wind, fire, and Earth. I was looking for an emotional response with that. I wanted them to laugh and then they will remember that. They all remember Capt. Planet and they always get it right on their test, and I was looking for an emotional response with that one. I was trying to make them laugh. (Ms. Katelyn)

- Sometimes the videos may be funny. Like when we were studying potential energy and kinetic energy I showed them the clip from Wild E Coyote and Road Runner. It was showing the difference between potential and kinetic energy… I'm trying to give them a creative way of remembering it. (Ms. Katelyn)

Ms. Katelyn described a specific teaching lesson in which a situation occurred that was unplanned and the students responded in an unanticipated manner. When in the midst of teaching a lesson and explaining a specific concept, she had drawn what appeared to be upside down cross on the board. One of the students brought the visual similarity to her attention and another student responded with, "now I will remember it

because it is like anti-Christ and anti-codon and the whole room exploded with, oh my

gosh!" She took that occurrence and re-enacted the description and the activity with

another class of students, which resulted in the same response. She reported that the

students remembered the concept because of the shock they felt when they heard the

description. She emphasized that in her experience, when the students respond

emotionally to classroom content they seem to remember the content better. She has seen

this demonstrated through student performance on tests, classroom discussions, and in the

comments made by students in the end of the semester feedback. In her opinion, the

specific emotional reaction is not important, only that the students have an emotional

reaction. The reaction can vary from something humorous to something shocking with

the same result in that the students remember the content. When asked what type of

learning does she think takes place when emotions play a central role in the

teaching/learning process? She responded, "I think it would be learning that would be

more memorable learning, because you can acquaint it with how you are feeling at the

moment."

Mr. Dawson goes so far as to specifically plan the "big emotional punch" that he

wants to achieve when teaching a classroom lesson. He explained that he thinks and

plans how he can elicit an emotional response from the students because he believes it

will help the students to remember the key content that was being discussed.

Sometimes, I do it with humor and sometimes I am trying for another big

emotion. I conceptualize the big emotional punch that I want for the lesson, either

visually or through the written word because I want them to remember it… I do

think there is a big difference when you say, okay, 3000 African Americans were

lynched in the South, and there were 300 in Texas. I have the statistics, and I can go over it in lectures, and I am not going to make the effect that I make by showing the 5-minute slideshow then the students really understand. What I try to describe to the students is that, I do not care what you saw in the movies, I do not care what you read in the textbook, but nothing will really come close to understanding this for you. Then I show them these terrible pictures so they can mentally picture it. Mentally, the pictures are horrific.

Mr. Hill agreed with this premise and added that he attempts to teach this perspective to his students so that when his students give a speech he or she includes emotionally laden elements into their speech because it will help the audience to remember.

We talk about that pretty early on in the speech making process, it's called *reality* and you want to bring in specific names, events, stories, people, and if you can even make it close to home or about yourself, definitely share your personal stories. It's called reality, that's the term for it. I really encourage that because the audience may never remember the statistics, and may never remember the facts, but they will remember how they felt… I tell them that because audiences remember the emotional connection and we may not remember this statistic about cancer, but we will sure remember that you had cancer or your mother had cancer.

4. The Role of Emotions is to Incite Deeper Understanding of Class Content

All of the participants talked about how when they were able to elicit an emotional response from the students it appeared that the students learned at a deeper level. A few questions came to mind when I reflected on this perspective. What is the

difference between thinking and feeling when learning a concept? If I think about something, do I learn something in the process? If I think about something and experience an emotional feeling, do I learn more or deeper in the process? All of the instructors indicated that they think that experiencing an emotion or a feeling while thinking about something results in more learning or a deeper understanding. In what follows, I will highlight a selection of quotes that illustrate this perspective. When teaching students about the concept of motivation Ms. Bianchi had the students watch a video clip and described the impact, "I love that video because she takes them to a different level and all my students respond to this video clip, deeply and emotionally, even my older students." Mr. Dawson used films, photos, and additional readings with the intention to elicit an emotional response. He reported that he could see that the students "really felt the despair" and that the learning appeared to be "not just a surface thing." He further went on to say,

> For example, yesterday we watched the reenactment of slave quarters on slave
> ships. That is heavy stuff, it really is. I know it emotionally affects people. I
> want them to be emotionally affected, because I want them to understand, I want
> them for just a tiny bit of time to put themselves in the place of the slaves. I also
> do that with primary documents that are pretty powerful as well. Such as the
> *Trail of Tears*, when they are digging up Cherokee bodies in front of other
> Cherokees. I tell the students, imagine as if this is your grandmother, they are
> pulling the jewelry off her dead fingers, and you are watching. To make them
> understand the horror of what was involved in that… Let me tell you one that I
> give out, it is called *The Flight to Freedom*. It is a simulation of the Underground

Railroad and when students read that, the hope is they will understand a lot of the issues that impacted the time. I want them to understand the whole situation, how would they deal with this situation of running away from their family. Some students they come back emotionally charged, they come back and say, they really felt the despair and that is my point. For a little short period of time, for them to understand. It can convey emotions through that scenario. You can see how that does affect them a little. Sometimes you can see that it is not just a surface thing. (Mr. Dawson)

Ms. Oatfield noted "emotions color what we think" illustrating that class content may initially appear in shades of gray. Accordingly, when a student experiences a feeling associated with that content, it changes from shades of gray to a more colored thought. Ms. Sachten introduced a video clip to elicit an emotional response when talking about behaviors. She noted that it seemed to "open their (the student's) eyes."

I have a clip that is called, *You Do What You See*. That is not the right title but that describes it. It is a clip where it shows adults doing something and it shows the child doing it. So people think it is funny when someone flips someone off but when you see the child doing it, it is not good. They see someone smoking and they see a child smoking, or they see someone throwing up because they are bulimic and then you see the child mimicking that behavior. It really opens their eyes and it does evoke emotion because they're like, oh my God. It makes you look at what you do. I have to think that someone may be watching me and that I am influencing his or her behaviors. A lot of them have children and so we talk about that. (Ms. Sachten)

Mr. Tower used a film to elicit an emotional response when talking to students about choosing a career within a specific field of study. He declared that "triggering people to feel can lead to understanding, appreciation, and empathy."

> I want them to see the human aspect of working in a career at one of the top
>
> magazines. What the good aspects are and some of the things that are painful. I
>
> think that most of them respond to it emotionally. I have seen it (the film) 60 to
>
> 80 times and I still tear up. I think that it is good and I want that to happen. I
>
> want them to feel what it is like to be in a family environment and to leave your
>
> kids, who are 7 and 10 years old, for 10 weeks… The national geographic leaders
>
> talk about how to balance your life and your work and how it can break up
>
> families, destroy relationships if there is too much work and too little life. I think
>
> triggering people to feel can lead to understanding, appreciation, and empathy.
>
> Those kinds of things that are in our intellect can be triggered. They think about
>
> it and say, wow, I really did not think about that. (Mr. Tower)

Ms. Everton talked about how she wanted a concept to become emotional and that she put specific emphasis on this concept in classroom discussions. She explained that once the concept elicits an emotional response it results in a deeper understanding, to the degree that the student may be able to take the concept and apply it to situations outside of the classroom environment.

> We have a chapter in the book where it talks about victims and creators. When
>
> you are a victim in your life and when are you acting as a creator in your life. For
>
> whatever reason, it becomes a very emotional chapter and I want it to be
>
> emotional because it really hits home for them. They start to personalize it and I

have them think of examples about how it fits with their own life. Usually, when

I do that they will be very emotional about it. It ties into things that mean

something in their life and they can see benefit to admitting that this behavior is

not getting anywhere; it can become kind of sad.… It moves from just being a

concept that I've memorized out here, to something that applies to my life. Once

they do that, then they can transfer it to other situations, which is very different

from memorizing the definition of a word. The students see how that applies to

their life and in a different situation, the same concept applies. Once you

emotionally get it, I think you can apply it in other situations.

In teaching concepts related to nursing, Ms. Oatfield talked about different ways

emotions are important within the profession of nursing. She highlighted that nursing "is

care of people and you cannot separate emotions from people." In attempting to mimic

real-life situations, she used simulations with manikins to teach various concepts to

students. She noted that when a simulation includes the display of emotion and elicits an

emotional response from students, the simulation is more realistic.

I will give you another example, do you know about simulations, we use

manikins. We write scenarios and in the scenarios the students have nursing roles

and there is usually always someone that plays a family member and they are

given some form of script. We have a scenario where this person had respiratory

problems. The patient was not doing well in this scenario. It unfolds based upon

what the nursing students do to the patient. This patient was drifting downward.

Getting sicker, sicker, sicker, complaining they could not breathe. We have an

assistant that speaks through the manikin and it seems very real. The girl that was

playing the mother of the patient started screaming at the other nursing students;

you have to help my mother. I thought my God, she is a good actress, and she is

amazing… the emotion that was actually displayed was very realistic for students

to learn and to have a family member stand there and say do something, be

responsible; that is not something they always get as students… They (the

students) are surprised by how real it is. By how much they felt things because it

was so real. It is pretty emotional.

Four roles of emotions emerged from the data analysis conducted on the study

participant's interview transcripts. The four roles of emotions are as follows: (a) The

Role of Emotions is To Enhance the Learning Environment; (b) The Role of Emotions is

to Influence the Energy Level; (c) The Role of Emotions is to Make Class Content More

Memorable; (d) The Role of Emotions is to Incite Deeper Understanding of Class

Content. See Figure 2 for a visual representation.

The Role of Emotions

- is to Enhance the Learning Environment

- is to Influence the Energy Level within the Learner (s)

Enhance

Energy

Emerged from Participants

Memory

Deeper
Understanding

- is to Make Class Content More Memorable

- is to Incite Deeper Understanding of Class Content
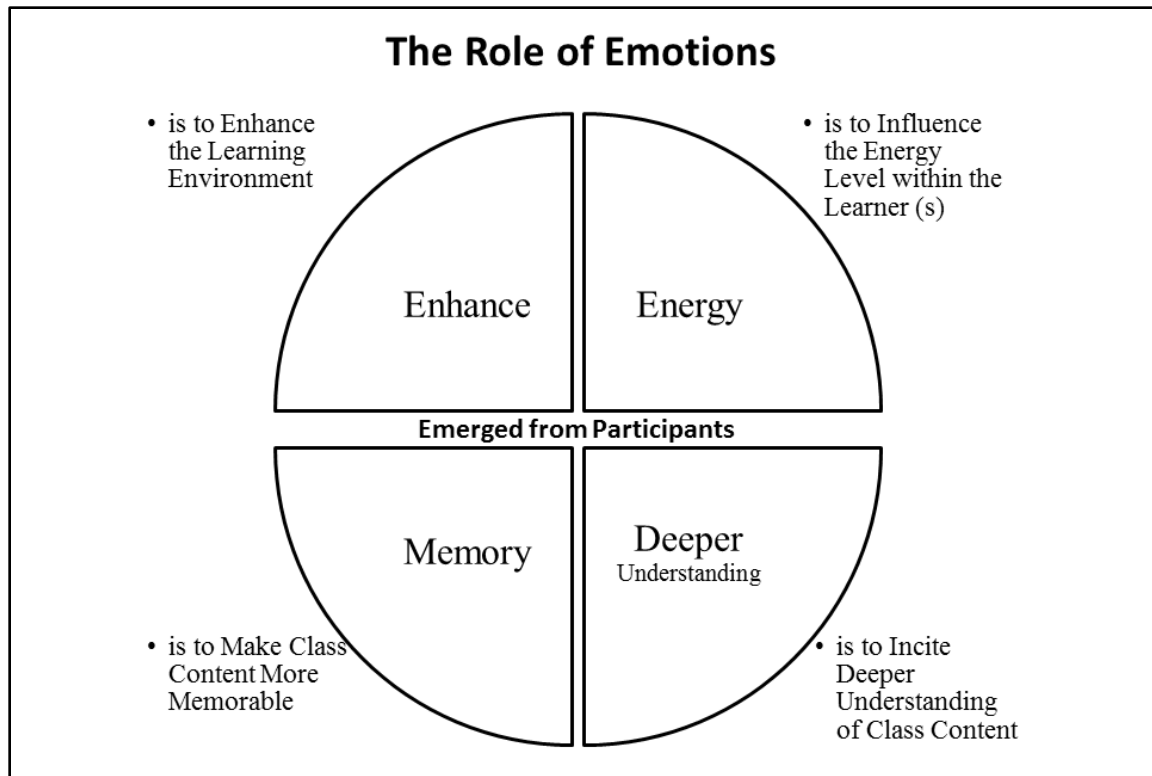
Figure 2. Depiction of The Role of Emotions

These four roles are distinct and were referred to by the study participants on a number of occasions. However, the instructors made many other references to the potential roles of emotions within a classroom setting. These four roles should be considered a starting point when considering the role of emotions within a learning setting and not an all-inclusive list. Each of the four roles is related to the belief that in some instances emotions can cause a positive influence on a learner within a learning setting.

The following analogy came to mind when reflecting on the viewpoint that emotions can add to a learning environment. The manifestation of emotions in relation to subject matter content is like adding frosting to a piece of cake. In this analogy, the cake is the subject matter of a class session and like cake is the main element of a dessert, so

too is subject matter content the main element of a class. The frosting is the experienced emotion, it can add flavor to the subject matter content. The sensation of emotion seems to be able to enhance the learning setting, to cause the learner to be more energized, to make it more memorable, and to deepen understanding of a concept. Much like frosting on a piece of cake can improve the overall flavor and experience of eating the cake, emotions can also improve the overall learning of subject matter content.

Factors that Influenced the Teacher's View of Emotions

After listening to the participants' views on the characteristics and the role of emotions in an adult classroom, I sought to understand if there were any contributing factors that had influenced the participants' views. As noted in the description of the study participants, the instructors teach within varied academic disciplines, including eight different subject matter content areas. Instructors were asked both general in nature questions and specific questions about any academic factors such as past educational courses, literature, professional conferences, research, or teacher professional development programs focused on the topic of emotions within a classroom setting.

As will be further described in detail below, very few similarities were noted when comparing specific factors identified by the instructors. Most instructors paused at the questions related to academic factors (educational courses, literature, professional conferences, research, or professional development programs) and spent time in contemplation to come up with things that they were able to refer to that influenced their views on the role of emotions. A few of the instructors commented on this challenge,

- I have really never thought about it the way that I am talking about it right now, to any real extent, but I have been thinking about it since I read about what you are

doing. I had some thoughts when you arrived here about what I do, but I have never faced up to that before. This is new for me. Some of the things that I am saying, I am just thinking about as we talk and that is probably going to be common for many people that you talk to. I do not think this is something that we learn to do and I am probably more conscious of some of the stuff than some other people would be just because of my training, but that is particular to the last 15 years… I was never tuned into the emotions in the past. I never understood that before. I was socialized to believe from my father and by my teachers in high school that if you do not have good reasons for something then it cannot be possibly valid. (Mr. Tower)

- I think it is experience. I do not think I was ever taught, although my background is counseling and in counseling, you watch for the emotion, but that is not the same thing as the interaction in a classroom. I think it is experience. (Ms. Everton)

Although few similarities emerged when comparing specific factors, similarities did emerge when the instructor's comments were placed into large general categories. For example, some of the instructors talked about literature they read or conferences they had attended, however none of the instructors referenced similar conferences or similar literature. For this reason, the influencing factors have been grouped together into large broad categories. The most prevalent of these groupings is under references made to learning about emotions from experiences. These learning experiences include two different settings. The first setting is when they were a student and had teachers that they referred to as either great teachers or poor teachers. The second setting is when they

were actually teaching a class themselves and they learned from their own successes and mistakes.

Learning about Emotions from Adverse Experiences

The foremost area referred to by most of the instructors in response to what influenced their views on emotions within a classroom setting were past adverse experiences the instructors had while they were students with former teachers. These experiences significantly impacted them at the time and continue to influence them in their daily teaching. Although memorable, the instructors referred to these occurrences as negative learning experiences and served as examples of what not to do in relation to emotions when they became teachers.

- Instructors that all they did was lecture. It felt like pulling teeth, you know you are trying to stay awake and everything you can do to stay awake and you know you are not getting anything because you are just trying to stay awake and it is not sticking. I do not want that for my students, but also because of those experiences to talk to them about how they manage that if they are stuck with an instructor like that. You do not always get the instructor that you want and they do not always teach the way you want to learn. So how do you take what they are doing and make it into something that you can get something out of. (Ms. Sachten)

- I had some professors in the past; they came in very uptight with a superior attitude and all that. All the students were annoyed… I've had some professors who just drone on and on, and a monotonous tone and you just can't focus… I remember thinking, oh my God, I will never do it like that. (Mr. Masten)

- I had teachers who would come in in a foul mood and it closes you. You cannot focus on what they are saying. I am going to go back to your definition, but it does elicit a negative affect and you do not want to be there, you do not want to be in that classroom anymore. You are not engaged in the material and you just want to leave. I do not want to be a part of this. If I am in a negative environment, I need to get out or I need to rise up against it. Neither one of those emotions are good for a learning environment at all (Ms. Katelyn)

- The majority of my math professors or stem professors or computer science professors, had their back to me almost the whole class and I hated it. When I first started to teach, I thought I am never going to do that. I am not going to give them my back. And I know that negatively affected me because I thought the instructor just didn't care, I thought he doesn't care enough to turn around and ask me directly whether I get it or I don't, then he doesn't care or she doesn't care. So that definitely affected me. That negative activity or behavior helped me in a positive way, in my teaching, because I did not want to do that. So, that is one example. (Ms. Moore)

Some of the instructors recalled specific instances when former teachers made them feel demeaned or embarrassed when they were students. They described how they felt at the time and how that experience has influenced their teaching.

- Yes, they are all negative. I went to a diploma school, years ago after high school. At that time, the students were pretty much slave labor as nursing students. A lot of instructors thought the more they could demean you, the more they could get their point across, and save the world by making great nurses. I am

not saying that they were all like that, but that was accepted which is weird in itself. If you think about it, a nurse is always a teacher with patients and some nurses can be demeaning with patients. I think I have always thought about that because of those experiences that I do not do that. (Mr. Oatfield)

- I heard those things and not always said to me, but I heard it directed to other students and I remember thinking, how humiliating is that. Even as an adult, it is worse because you are made to feel like a child all over again. There are certain boundaries as a teacher that I would never cross. I might not be able to stand a certain student's attitude but I am not going to sit there and make them feel worthless, maybe they are having a bad day with their family situation and everything is going on in their lives. (Mr. Masten)

- I think I am a little different from most, what impacted me the most were people that made me mad and that made me angry. One guy that I remember, it was a class about political sociology, it was about Chile in the 1970s, I raised my hand and I asked, what about the CIA and them destabilizing the country and using American businesses and doing that. Obviously, I have never forgotten this; it has been a long time since this happened maybe 1994 or 1995. The instructor said, that is not true, you do not know what you are talking about, that did not happen. In the last class I had taken, another political sociology class, we looked at the actual documents about the actions that took place. It really made me angry because people were literally laughing at me… Then I had something similar like that happen to me in a public policy class. The professor was going on and on about the immorality of illegal drugs and I raised my hand and said, what makes

legal drugs more moral, it kills many more people? It was kind of a similar situation where he said something negative. Almost all the fraternity members turned around and laughed at me… That is something I really strive for is to treat people as fairly and respectful as possible. (Mr. Dawson)

Learning about Emotions from Favorable Experiences

A second similar reference related to former teachers were those made by most of the participants to favorable learning experiences that they had while they were a student. The participants referred to these individuals as their favorite former teacher, best teacher, or the model of excellence when it came to teaching.

- One of the things that I remember from my undergraduate career is one class I had on violent crimes, political socialization, and assassins. It was an awesome, awesome class. I still remember how emotionally affected I was by some of the stuff. I remember walking out, after seeing raw footage from concentration camps, not Schindler's list, but the real stuff, just sitting there, walking out, and ready to cry. I still remember that. It was very vivid to me. I think that was successful for him, for that professor, and that is not a bad tactic to steal… He was so serious in presenting the information and the class took it dead serious. I think it was a very effective teaching method and it was something that in some ways I have tried to strive myself to be, in a limited fashion, to be like him. I do not want the entire semester to be like that, but it was easily the best undergraduate class that I ever took… I guess because since I realized that, even before I started teaching my own class, I realized that class was a model of

excellence. Even though I will not achieve that level in my own class, that class is still a model of excellence. (Mr. Dawson)

- I think I just learned to do it (incorporate emotions) because I had really good teachers. I think that 75% of it had to come from somewhere that I learned from my teachers. Me being a student, being a good student, because clearly I know what a bad teacher is, I have had some really crappy teachers that are not very fun to listen to or pretty boring. (Mr. Hill)

- All the best professors I have had were quick to praise students. I don't care who you are, we all crave to hear that we did something right, no matter what… Those three were my role models on how to teach because in every class people were listening. The way they taught and the things that they did to get people interested, to get people talking, I try to mimic that the best I can. I still e-mail these professors and I talk to them and say I have this problem, what would you do in this case? They are quick to give me feedback, they say try this, I find this helpful. I still go back to these people now if there is something I am not sure of, or if I am looking at a different type of lesson plan. The teachers that I loved and I learned the most from, they were the most knowledgeable but also the most easily accessible teachers and they did not come in there with an agenda that they were better than everybody else. They came in there with the happiness to teach everybody else, they were excited; I know this thing and let me tell you now. My history teacher would come in with cutup jeans and a Led Zeppelin T-shirt and I loved that guy. He was fantastic. I had an English teacher, she would come in, she would sit next to your seat, and she would just sit like on top of a desk and

address the whole class. She would sit down next to a student sometimes. She generally cared about us as students. She would say, hey how is your day going? (Mr. Masten)

- Some of my favorite instructors were classes that we had great discussions and it was so much fun, topics that you are passionate on. In some of them you were angry because you are trying to argue your point and that feeling of really caring about what you are learning and that make a difference. I think it is awesome. It is definitely something, which is why I like learning. (Ms. Sachten)

Learning about Emotions from Personal Teaching Experiences

Most of the instructors stated they have learned about emotions from their own experiences while teaching a class. Some of these experiences were situations in which they saw that something worked well and in others something that did not work well within the classroom. Although not specifically stated in some of the following responses, the instructors were responding to probing questions about what factors have influenced their views of emotions.

- I was 24 years old and the advice that I received from a professor was not to let the students see you smile. I asked him why and he said because they will walk all over you. I said okay, so the first semester I took that to heart and I was not a nice person. I did not come in and be all nice and perky, I certainly didn't have any disciplinary problems, but I didn't have any fun either… When I think about myself back then I just want to slap myself because I don't think that helped them (the students) at all to be successful. I still think I taught well but I don't think it was nearly the positive experience for the students that it is now. (Ms. Moore)

- I think my understanding of what works with students to get them engaged. That is not something that I learned quickly. I am kind of a late bloomer there although students come to me and tell me about something I shared in a class so many years ago that they still remember, that made such a huge impression on them. I was doing that back then but just not as consciously as I am now … I want to be open and I tried to figure out ways of making things work based upon student feedback, which I have always paid close attention to. (Mr. Tower)

- I guess in some ways what I really want to be in life is to be a rock star, but what I forget is that I have no talent and I cannot play an instrument. In some ways, I do not look at what I am doing as an educator; I look at what I am doing as a performer. It is a key part of what I am doing. I really do not know where I get this from, maybe it is something that I developed because when I first started teaching as a teacher's assistant. As a teacher's assistant, we do a lot of these things in class, I'm not regurgitating the things for the professor but having these exercises that were done to reinforce the readings at the end of the week. I think that clearly made a big difference. I did not start from day one as a lecturer, I never learned that way. I think it is related to my training as a teacher's assistant that made a big difference. A part of it is that I felt more comfortable with some of these other types of exercises, not straight hard-core smash them over the head with content, nonstop. (Mr. Dawson)

- Being a miserable failure at teaching a class, doing the crappiest job that I ever did as a teacher and I never wanted to feel that way again. When I was done with that class, I literally called the chair of my department, I was crying, I said we are

operating without a textbook, there was no framework, and everyone had been

doing what they wanted to for years. I did not know what to do. I remember

feeling so awful, so awful. I do not like that; I did not like that feeling. That was

my best motivator. (Ms. Bianchi)

- I would also say experience and discussions with my colleagues. There are a

    number of us that are teaching the same class… I teach with a great team. It is

    not the typical faculty environment. We are all primarily counselors and we are

    used to collaborating and dealing with emotions. There is a lot of sharing.

    Whenever anybody finds something that has worked for them, they will share it

    with the rest of us. Nobody is holding onto this is my thing. We talk a lot

    between ourselves, bouncing ideas between each other; I have five other teachers

    in a shared office. We have monthly department meetings and sometimes the

    topic will be: what is the latest great thing you have done in class. (Ms. Everton)

Learning about Emotions from Literature, Conferences, and Courses

Instructor references to academic factors (educational courses, literature,

professional conferences, research, or development programs) were extremely varied,

with only a few specifically related to the role of emotions within a classroom setting. As

previously stated, most instructors paused when specific questions related to academic

factors were posed. Most instructors did make references to academic factors; however

the only specific academic factor that was referred to by more than one instructor was to

the topic of Emotional Intelligence.

- so I did a lot of reading and took some classes and went through the Glasser

    Institute two-year program to be certified in reality therapy and I still use that,

both in my teaching and certainly with the seminar I teach off campus called

divorce seminar… I read things about Emotional Intelligence. (Mr. Tower)

- It is called the Journal of Communication. I get it once a quarter. I have been

  getting it for a couple years now… I will flip through it and read those things that

  are relevant to what I'm doing. They have articles that are about the nonverbal.

  How to identify a problem student or somebody that is having trouble with

  something because most of the time it is going to be the nonverbal. Most of them

  are too afraid to tell you, that they do not know what they are doing. Most people

  do not want to admit that. They will still give themselves away in the nonverbal

  response. (Mr. Masten)

- I have read some articles. I took some classes on adult education and I did

  coursework on teaching as part of the class process. This was graduate

  coursework, I took classes from several different universities. During one

  semester, I had the opportunity to do some research on emotions in the classroom

  and I read articles. (Ms. Bianchi)

- Maybe from couple communications and if there is a hostile environment, you are

  not going to be able to communicate to one another. As long as you are calm,

  open, showing feelings towards each other, then you can discuss ideas that

  otherwise may be inflammatory. If they cause you to become defensive or be put

  into a place where you are feeling attacked or you feel negative or you feel

  frightened then you're not going to be able to communicate, you cannot have a

  clear open channel of communication. I guess I would take that into my

  classroom as well. If my students feel frightened, or threatened, or in a hostile,

negative, closed off environment there is not going to be a clear line of communication and that is what teaching is. I am communicating ideas to the students. If I do not have a clear channel then I cannot do my job. Maybe I would say, couples communication is some sort of literature that I have read. Nothing specifically with emotions and the educational environment. (Ms. Katelyn)

- I belong to the National Association for Developmental Education, I belong to the Mathematics Association for Two-Year Colleges, and when I was in graduate school, I belonged to other mathematic organizations. Going to these conferences made me realize what was going on all around the country in developmental education, and how people would approach it. I remember one of the first ones that I went to was in Little Rock, Arkansas, and I remember being amazed by all the stuff that they were trying to do to get the students more involved in the classroom. I said to myself that I should go back and try that. And once I did, I have never gone back. So, I still stay very active now and I think that's very useful. I think that made a real big difference. I also read the pamphlets that you get from conferences, and I read what is going on. I stick more to what's going on in the education portion of it versus the math portion of it. Because I don't need any more on the math part of it, I know how to teach calculus, I know how to teach math. I do not need someone to tell me anything about mathematics anymore; I think I have all of the math that I will need for a lifetime. So, anything I do now is to focus on how much better of an educator I can become, and how I

can approached the topic differently in the classroom, and should I do this or that

in the classroom. So the creative parts of the education part of it. (Ms. Moore)

- That is where a lot of it comes from and even within the textbook that we use, we

  have got a lot of things that tie into counseling like cognitive reframing, so it

  really lends itself well. Also, Emotional Intelligence, our vice president did his

  dissertation on Emotional Intelligence. So that helps to guide us and to get us

  hooked into resources… We go to the Emotional Intelligence conference.

  Different conferences that are on learning, like first year experience, there are

  always workshops on engaging students and I usually go to workshops on

  engaging students, it is about teaching different learning styles, it's about evoking

  different emotions, it's about engaging. (Ms. Sachten)

Emotional Dimensions Related to Academic Discipline

One additional factor that was mentioned by some of the instructors was that one

academic topic could be different from another academic topic when considering the

emotionality of the subject matter. For example, the emotional dimensions of the

academic topic of math tended to be different when compared to the emotional

dimensions of the academic topic of music.

- You have to understand from a mathematics professor's point of view, I think my

  reaction or my student's reactions to a classroom are going to be considerably

  different from somebody else's in a different topic. (Ms. Moore)

- Because we are talking about nursing, which is care of people and you cannot

  separate emotions from people, that is why I think I am different because I am

  teaching nursing. I think that someone that is teaching social work or is teaching

other people professions would be similar. Whereas if you are teaching a set

subject. For example, if I were teaching music, or if I were teaching English

literature, I think emotions would have to come in to play. How could you deny

them? How could you appreciate the topic? And maybe some people feel that

way about math, I don't know? (Ms. Oatfield)

- I feel sorry for them in areas like math because I think it's really hard to connect

  applicability and entertainment to math. I feel sorry for them and I think they

  have a really hard job but it does not excuse them not knowing their students

  names or trying to connect in some way. (Mr. Hill)

- I think in my subjects there is a pretty big amount of emotion in it (media

  communications), the reactions to mass media. If I try to limit it much, I think

  students would be more likely to sit there and not take part, not discuss. (Mr.

  Tower)

Summary of Findings

In summary, participants offered many similar descriptions of the characteristics

of emotions. At a basic level, emotions are generally a response to something external or

internal to an individual. Individuals (students and teachers) enter into a specific

classroom setting with emotions (feelings) that may or may not be related to the

classroom. These external emotions can influence an individual when learning class

content. For example, an individual may enter the classroom extremely upset because of

a telephone call and be unable to concentrate on the classroom activity. The teacher

through actions or introduced mediums can elicit a student emotional reaction within a

classroom setting. An emotional reaction can sometimes cause a beneficial or

detrimental influence within an individual when learning a specific concept. Emotions can be contagious and can pass from one individual to another. For example, if several students are displaying signs of happiness it may cause other students to also feel happy; likewise, if several students are displaying signs of anger it may cause other students to also feel angry. Finally, emotional reactions can differ from one student to another in response to the same stimuli. For example, a teacher may show a specific scene within a movie and one student may respond by laughing, while another may appear more serious.

Participants' descriptions of the role of emotions within a classroom setting were organized into four specific roles. These roles are based on the assumption that emotions can positively influence the occurrence of learning. First, the role of emotions is to enhance the learning environment. The introduction of an emotionally laden medium can add to the overall emotional tone of a learning session. "I think emotion heightens the learning experience" (Ms. Katelyn). Second, the role of emotions is to influence the energy level within the students. When a student responds emotionally to class content, the student may display an increased energy level. "The emotion is the driver, it is getting them (the students) started, and it brings it together" (Mr. Tower). Third, the role of emotions is to make class content more memorable. When a student experiences an emotion while learning class content, it may cause improved memory of the content. "I think when you feel something when you learn you are more apt to remember it" (Ms. Sachten). Fourth, the role of emotions is to incite deeper understanding of class content. When a student responds emotionally to class content, it may cause deeper understanding to occur within the learner. "I want them to be emotionally affected, because I want them

to understand, I want them for just a tiny bit of time to put themselves in the place of the slaves" (Mr. Dawson).

Participants referred to many factors that had influenced their views on the role of emotions within a classroom setting. When comparing these factors among the study participants, few associations could be made that held up across most of the participants. In order to organize the instructor references to influencing factors into some type of categorization, the factors were placed into several large general categories. These large general categories included the following groupings: (a) learning about emotions from adverse experiences while a student; (b) learning about emotions from favorable experiences while a student; (c) learning about emotions from personal experiences while serving as a teacher of a class; (d) learning about emotions from literature, conferences, and courses; and (e) emotional dimensions may differ from one academic discipline to another. The only specific statement that was echoed by most of the study participants was that their awareness of emotions emerged over time based mainly on past personal experiences, both as a student and as a teacher.

CHAPTER V

TEACHER DEVELOPED PROCESSES

The secondary goals of this study was to search for and discuss teacher-developed processes to manage or elicit emotions. The instructors spoke of many different strategies that they had developed to manage or elicit the expression of emotions by their students. The strategies and activities that were included here were those that made reference to emotions and seemed transferrable to other classroom settings. Many strategies and activities have already been included in the preceding chapter to illustrate various points of emphasis. I will not re-state in explicit detail the already mentioned strategies; however, sometimes I will refer to these strategies and further expound as required. I have sub-divided these strategies into two broad themes, Individual Teacher Actions and Emotionally Laden Activities.

Individual Teacher Actions

Do the students seem to be learning? Do the students understand what I am saying and do they comprehend the subject matter? What are some of the things that I am looking for to know the students are learning? These questions and many more were stated as a primary concern for each of the instructors I interviewed. All of the instructors indicated that they consciously attempt to read their students to determine if learning was occurring. One of the ways expressed by the instructors to judge if learning was occurring was by reading the emotional state of their students. The instructors indicated that they are in tune with the emotional state of their students and they monitor

this state as an indicator of the occurrence of learning. Here are a few quotes that illustrate this perspective.

- So I read their reactions. I think it's the best way is to just read their faces... If you are listening to a speech you are giving off some type of emotions, some type of verbal and nonverbal response that you are into it. (Mr. Masten)

- You see the energy throughout the body, really, in all kinds of ways. Facial expressions and slumping... sometimes they do lean, but they do not necessarily have to, sometimes I do have students that do sit like this (leaning back in chair) and are very engaged and very with it. So it is not always posture, but you can still pick up the feeling. (Mr. Tower)

- I still think there is an energy about it. In a sense you feel the energy and sometimes it is a real low energy, and it is like, okay, people, wake up. Or sometimes there is a high energy and it is like, okay, calm down. You know, there is almost an energy that you feel. (Ms. Sachten)

In monitoring the emotional state of the students, all of the instructors described different things that they looked for that indicated the students were or were not learning. One assertion was that emotions can be expressed through verbal utterances or statements and nonverbal actions or gestures. Participants claimed that individual student verbal and nonverbal reactions indicated how the student is feeling (emotionally) and are watched by the instructors to gauge the occurrence of learning. Some of these verbal and nonverbal reactions are seen as positive indicators of the occurrence of learning, while others are perceived as indicators that learning is adversely impacted or not occurring.

The following list of descriptions of non-verbal student responses were referred to

by the instructors as indicators that student learning was adversely impacted or not occurring: looking bored; folded arms; anger; flip pencil in the air; giving the stink eye; pissed; trembling; super excited; mad; overwhelmed; eyes swimming in the student's head; slumped over; day-dreaming; silent yawning; head down; looking checked out; hostile; rolling of the eyes; depression; ashamed; embarrassed; looking away; avoiding eye contact; eyes wide like a deer in the headlights; confusion; fearful look; rude; anxiety; frustration; and zoning out.

The following list of descriptions of verbal student responses were referred to by the instructors as indicators that student learning was adversely impacted or not occurring: sighing; nervous laughing; angry comments; flippant; mutter under their breath; smart-alec comments; loud yawning; crying; making fun of each other; disrespectful comments; obnoxious comments; getting off track; making negative comments to each other; real snobby response; cussing under breath; students stating: I don't like this; I'm too scared; I'm never going to get this; and I'm not smart enough. A few quotes that illustrate this viewpoint:

- I think that if everybody starts being negative, as a professor or as a teacher, you spend so much time trying to mitigate what they are saying and you lose focus of the class and you lose classroom control and by then the whole class is just ruined and it has been a wasted day. So if somebody keeps telling me, no, I don't like this, I can't do this, I'm too scared; if I just sit there and keep on enabling them that is going to be bad. (Mr. Masten)

- They may be negative, making negative comments in the class about having to do something, or they sigh, or the way they come into the class. You can just read

their body language a lot of times. (Ms. Sachten)

- I am definitely in tune to that. That yawn thing is just really funny; I hate it when they do that. I can make a joke out of it. But if they do one of those horrible yawns, you know ahhhhhhhhhh, I will stop and let them finish their yawn and go, did someone not get their seven hours of sleep last night? This student will say, I am so sorry. (Ms. Moore)

- The only other one is that sometimes you will have students that get overly emotional and then they are embarrassed and they feel ashamed and I always try to go to them right away and tell them it was cool, or whatever. (Mr. Hill)

- You can just tell. You can just tell. Even the non-verbal things I think are the most important. A student comes in and starts like sighing very heavily or rolling the eyes or just making it known they do not want to be there, there's something wrong. (Mr. Masten)

- I absolutely do not allow them to make fun of each other, to be disrespectful to each other. I will cut them in half in a minute. I handle that aggressively, like I am not kidding around when it comes to that because it is a big thing. I make a conscious effort, and this goes back to the training for faculty, as soon as I am done tearing them and then we are cool and I am not mad at you because you're the student and I'm the teacher. (Ms. Bianchi)

- I want a positive learning environment so I am never going to accept negative behavior. If someone says something negative to another student, I'm going to shut them down quicker than you can say my name. (Ms. Moore)

- If the emotional tone is not appropriate for a setting or it is being disruptive to the class or taking us where we do not need to go, I will need to nicely shut that down and move on. (Ms. Everton)

- But here where we teach you're going to get met with a lot of frustration, a lot of depression, a lot of anger, and I do my best to defuse the emotion or whatever it is that I am getting… Now, I find myself being an emotional facilitator in class. (Mr. Hill)

In addition to looking for indicators that learning was adversely impacted, all of the instructors identified several verbal and non-verbal responses that they looked for that indicated learning was potentially occurring within their students. These included both verbal and non-verbal responses that the students were displaying. The following list of descriptions of non-verbal student responses were referred to by the instructors as positive indicators of the occurrence of learning: smiling; leaning forward; real quiet; somber mood; relaxed; spark in the eye; eye contact; nodding yes; leaning in; riveted; goose bumps; heated; hand under chin; a sense of unease; and excited.

The following list of descriptions of verbal student responses were referred to by the instructors as positive indicators of the occurrence of learning: laughing; positive comments; positive interaction between students; little bit of verbal chaos; after class discussion; students stating: wow; golly; yes; and light bulb went off. Some salient quotes from the instructors:

- You have a lot of students who will mutter things under their breath and say golly or wow or something. You will see them whispering to each other. To me it lets me know that they are on task. You can see if they are engaged, because if they

are leaning in, especially when they lean in and they put their hands underneath

their chin, the thought process is going on, they are thinking something… I see a

lot of people that will look at it and they will shake their heads. I want them to

have a reaction. (Mr. Masten)

- Enthusiasm, change in body language, more leaning forward instead of leaning

  back. Even though it is a little bit negative sometimes, it is a positive thing in a

  negative fashion when you see people talking to each other and you know that

  they are talking about the topic to the person in the seat next to them. They are

  saying, wow, I cannot believe it happened; the British did that. When you see a

  little bit of interaction, I do not necessarily want them to do that, but I see how

  that can happen and that is not a bad thing. Willingness to continue to carry on

  conversations after the class has finished even with each other, not just me. (Mr.

  Dawson)

- I think that if an atmosphere is more relaxed than you have more conversations,

  not like this distracting side conversations, but that the students will talk with you

  more. There is more dialogue and there is more open communication. I guess

  that is one way I can tell is that they are much more willing to ask a question.

  (Ms. Katelyn)

- They are all looking, you do not have the yawning or looking away or wanting to

  fall asleep. They are paying attention, they ask questions, and it is a back-and-

  forth conversation… I try to give examples that I think they are going to identify

  with at their level. Then I ask them for their examples and they're probably sitting

  there looking at me. One of them may have a little spark going on in their eye.

(Ms. Everton)

- My student today had goose bumps about the cell cycle, she was very excited and I encouraged that. I said good, that is something that makes you excited and you should pursue that and follow that. (Ms. Katelyn)

Individual Teaching Methods

All the participants referred to various individual teaching methods that they used in presenting subject matter content. Stated methods included the use of lecture, student-teacher discussion, teacher demonstration, Socratic dialogue, and storytelling. The participants were asked if emotions influenced the selection of those teaching methods. Participants responded in two ways.

First, instructors referred to changing their teaching methods based on their reading of the student's response, which included student's emotional response, to a particular class presentation and their judgments of the overall occurrence of learning. Participants described being able to observe the class and judge if the class (most or all students) was bored, anxious, relaxed, excited, engaged, attentive, interested, somber, or serious. Participants explained adjusting their teaching methods or changing to an activity based upon their reading of student's emotional response and their resulting judgments of the occurrence of learning.

- Sometimes I do have a 40 minute lecture and then I have an activity. It literally depends on the content and me in judging the emotions of my students. I do not know if boredom is officially classified as an emotion but I do try to pay attention when I see the eyes swimming in the student's head. I think, okay I need to make a change right now. (Mr. Dawson)

- When you look around the classroom and everyone is just kind of sitting there slumped over, hands on their head and not really focusing, in which case I think it is the teacher's job to really just to kind shift gears all of a sudden and do something dramatic to kind of get them all waken up again. (Mr. Masten)

- If I get a feeling that the whole class is tired, that is when I sit down and they stand up. I tell them okay, you all seem to be a little lethargic today, and I have my caffeine, so I don't need to stand up here. So I'm thinking that y'all need to get up. And they will moan for a second, but they get up. So whatever I was doing, I change so that they can get themselves physically up and active and into the work. Because when they are all sitting there and they are not learning it anyway, and not absorbing it, not participating, I have to do something. (Ms. Moore)

- If the whole room seems to be saying, oh this is so exhausting, I really want to try to respond to that by giving them a break and not let that negativity grow in the classroom. If they are getting tired then they are getting bored or exhausted and they are not going to learn. (Ms. Katelyn)

- I probably change it up quite a bit probably every 10 to 15 minutes. At the most, we are doing something for about 30 minutes, I am constantly moving around, and asking questions and making sure they are staying on track. Because one group will get done early, they are going to get bored and start doing other stuff and so trying to balance that. (Ms. Sachten)

The second response to the question (if emotions influenced the selection of those teaching methods) was in specific references to teaching through the lecture method of instruction. Some instructors were quick to emphasize that they thought the lecture

method was important within their teaching presentation methods. However, they also noted that they thought many times the lecture method resulted in the emotion of student boredom.

- I tend to lecture about 10 to 15 minute I do not like to lecture that much because I think the students just tune out; they are checking their phones, they are texting, they are looking at something else, they are daydreaming, that kind of thing. (Ms. Sachten)

- I think there is a short attention span for a lecture. I think people stop listening at about that long, 10 minute, maybe 15 at the most. I think it mostly comes from experience, how I figured out about how long I can go and they start to drift off. (Ms. Everton)

- the only emotions I would try to deter in a classroom, I guess I do not want them to be bored. That is definitely something that I try to do. I try to keep my lectures engaging. I try to mix it up. I put in videos. I put in little exercise stuff. I have them do experiments and I bring in visual aids. I do not want them to be bored. I think if they are bored then they are not learning, their minds are going to wander. (Ms. Katelyn)

- I will typically try to talk or lecture no more than about 30 minutes, coming from a communication background, I know that you can lose students in about five or six minutes unless you are incredibly entertaining which I try to be; but by 30 or 35 minutes everybody is getting fatigued, they get tired of hearing somebody and then they are not paying attention as much. (Mr. Masten)

A few commented that they thought the lecture method limited the emotional connection

or was an ineffective teaching method.

- I think in a lecture style class, it limits the emotional connection between the professor and the students. Lecture limits the connection. (Mr. Dawson)

- Lecture tends to be very one-sided; I am in charge. We do a lot of classes that are interactive, like case studies are discussed, or critical thinking based upon something; lecture does not work in my opinion. (Ms. Oatfield)

- When you look at the way people learn, lecture is not effective. To lecture text is not going to get it. (Mr Tower)

Teachers' Mood & Attitude

Most of the instructors talked about the importance of being aware of their own mood or display of emotions. The instructors indicated a belief that their display of emotions influences the mood or attitude of their students, to the degree that the students can mirror the instructor's emotional expression. If the teacher is excited or happy or enthusiastic then students can reciprocate that emotion. In turn, if the teacher is angry or upset, this emotion can also transfer to the students. This perspective relates to a previous perspective discussed about the participant's belief that emotions are contagious and can be passed from one person to another.

- I think it is how we present ourselves. Teachers who walk into the classroom who are excited, even if they are having a bad day, but that they don't show it. I try not to show my students that I have bad days. I may have had the worst day of my life at home but when I'm here, I am here and I'm going to try and give everything that I got. If I come in excited and happy then they are excited and happy. If I

come in miserable and short with everybody then the whole classroom is going to be dragged down also. (Mr. Masten)

- If I walk into the classroom and I am all negative and upset or angry or whatever emotion is that is going through my head, if I walk in with that on my sleeve then the whole entire atmosphere of the class changes accordingly. (Ms. Moore)

- I think that I am highly energetic in the classroom, I can be very goofy, and we have fun. I use the students a lot in my routine. So if there's a lecture, I can use them as examples to refer back to, or their experiences, or I will bring up an experience, or you always have students that say that happened to me, and I will ask them what happened and we can go off on that. So as they self-disclose, it just gives you more and more material. So, I think I tend to be very expressive, I tend to be fun, and so I think that's what that looks like. (Mr. Hill)

- I am not afraid of being weird and I do not care what they think of me. I try to model. I try to tell them that weird is good and they want to be weird because they spend so much of their time trying to be composed that it takes a lot to get past that and get them comfortable. (Ms. Bianchi)

- I had teachers who would come in in a foul mood and it closes you. You cannot focus on what they are saying. I am going to go back to your definition, it does elicit a negative effect, and you do not want to be there, you do not want to be in that classroom anymore. You are not engaged in the material and you just want to leave. I do not want to be a part of this. If I am in a negative environment, I need to get out or I need to rise up against it. Neither one of those emotions are good for a learning environment at all... I guess that perspective to put your negative

emotions aside, because they do not belong in the classroom, because I am a teacher. That is what I am and my job is to get information across and anything that is going to hinder that needs to stop. That is just plain and simple and I need to stop the negative emotions. (Ms. Katelyn)

Teacher's Emotional Actions

Related to the instructor's mood and attitude, most of the participants described that at times they would act or respond in a certain emotional way in order to dramatize the content. The instructors reported that they would alter the volume level of their voice, be enthusiastic, or even express anger or frustration in order to bring additional emphasis to a concept.

- I feel like in order for them to really pay attention and to get through the class, I do have to perform. I use my acting skills and my speech skills every day. To keep them interested, I think this is where a lot of educators can really have gotten cynical because it's not like it used to be where you stand up and lecture or read the book and let me see if there are any questions, you know those days are long gone. Students want to be entertained and want to feel connection, and if you are not doing that then as a teacher, you are not being very successful. (Mr. Hill)

- I've had some professors who just drone on and on, and a monotonous tone and you just can't focus. I have had other teachers who were great in changing the volume level of their voice and talk very loud and make sure that you're still with them. I try to mimic those because I know that helped me. (Mr. Masten)

- Sometimes I will raise my voice, not yell at them like a jerk professor. I will pitch modulate my voice. I will change my volume level when I am talking to my

students. I see some instructors that use it as their regular stick, but every once in a while I will use that. Usually if I want to make a point, it is not raising my voice, it is really lowering my voice. It seems sometimes you get greater attention when you do that. I will do that occasionally, usually, when I am talking about things that at that moment I was emotionally affected… For example, when I show pictures of lynching examples. What I am showing something that is really powerful and I try to use my voice to give them a vocal cue that this is not fun time and this is serious time. I try to show a major drop in my tone and even my volume and say, this is really serious stuff. (Mr. Dawson)

- I am always enthusiastic but sometimes I really display excitement, disdain, to color things about something. I usually preface whatever that is by saying I am not the last word on this subject but here is the way I think about it and the way I feel and then I lay out how I feel and what I think… Not just here are the facts and here is the information and to know about it, but here is my take, here is how this makes me feel. That lets me be a human being and lets them know that they can have strong feelings. That tells them that I think this is important, important enough to get excited, or frustrated, or angry. (Mr. Tower)

- I am trying to get some enjoyment out of this subject. I think it is cool and I want them to see that to. It is fun being able to share your excitement with somebody. I want them to see that and to share it also… I think that even sharing my emotions about it. They have an emotion about it; they see the instructor has an emotion. (Ms. Katelyn)

Teacher Comments Made to Students

Instructors placed a lot of emphasis on the verbal comments they would make to specific students. One area that was mentioned repeatedly was the importance of making positive comments in recognition of student's work or achievements. The verbal recognition seemed to elicit a positive emotional response from the student to which the comment was directed. In addition, it served as a potential motivator to other students that heard the comment. Some instructors emphasized that they always attempted to single out students by name when giving recognition.

- Wherever I see positivity, I always try to support that. If they did well, I definitely praise. I say, you did a good job when you worked for that grade and made sure I recognized that they were the ones who are responsible for their results. Whether it is a good grade or a bad grade, I always try to make sure that they understand that it is their work. They get praised for their good work. I try to positively reinforce that feeling, that positive one because I believe that it elicits a reward response in the brain. That feel-good response. (Ms. Katelyn)

- One little note on a test that says, great job keep it up, is enough to keep them working at whatever level they were working at. So there is always going to be positive feedback, saying things like, you're doing a good thing even when their problem is wrong or there not paying attention to my directions. I will correct the behavior but I do not put it in a negative context. I put a positive spin on it. Now that is very hard sometimes but I try. I don't want to be negative… I think calling them by name and telling them that they're doing great is awesome. (Ms. Moore)

- I will say, hey you are doing a great job. I will say, check out what this person is

doing and I will try to model that student. I will also make a note on my attendance sheet, my sign-up sheet. I will say so-and-so is doing a great job and make a note on my sign-up sheet; I make it clear and obvious to everybody. (Mr. Dawson)

- I acknowledge when students work through something, brainstorming. To let them know and say, that was a good observation or that was a great job that you did. (Ms. Hopkins)

- I am very quick to praise students. I still think it is paramount to college students to give them praise for something that they have done right. All the best professors I have had, were quick to praise students. I don't care who you are, we all crave to hear that we did something right, no matter what. So in a positive sense if someone has done a great job, at a speech or a paper or just a discussion, I'm quick to say, yes, that's good, that's very good, I try to keep them going. Because if they're on a roll, I do not want them to stop. (Mr. Masten)

The Setup or Alteration of the Physical Setting

According to the participants, the physical set up or alteration of the setup of a classroom can influence the feelings a student experiences upon entering a classroom, while in a classroom, and can contribute to the expression of emotions during a class session. The participants made a number of different points about the physical setting. The instructors spoke about how they arrived early to the classroom location to check the physical setting and how they would alter the setting. The first point that a few participants highlighted was the overall design of the classroom. Some of the things an instructor should look for included the overall organization, placement of materials

(handouts, markers, supplies), cleanliness, and lighting (specifically flickering lights can be distracting). Ms. Katelyn offered some suggestions to consider,

> If they are in a negative place, I do not think they are going to learn… If you have a nasty classroom, the students are not going to learn well. If the students do not see that there has been care given to at least where they are put then they are going to think, well they (teacher/administrator) do not care about the class, they (teacher/administrator) do not care about where I (the student) am, why should I (the student) care about this information. The environment that the student is in is important. If it looks like someone has taken the time to clean the classroom. If it has chalk or the markers work on the dry erase board, then it shows that someone took the time and consideration to prepare this class. If the teacher's information is prepared correctly and if the classroom setting is prepared correctly then I think that students either consciously or subconsciously will pick up on the fact that somebody cared enough to make this place nice for them. So in turn, the students will reciprocate more and if it is stinky, ugly, supplies are missing, and then the students think why I should care about this material if they are putting me in a terrible room. Whether they are thinking that or not, I do think it affects them.

Most of the participants described the physical arrangement of the chairs and desks or tables within the classroom and the potential affect each arrangement had on the emotional expression of the students. There was a variance among instructors at to how to organize the furniture. Suggestions included rows facing the podium, small group structure in which 4 or 5 desks were placed close together, a circle or horseshoe shape for all the classroom chairs, and large tables with seating for 4-5 students. In addition, some

recommended changing the physical arrangement based on the activity. Certain arrangements seemed to limit the emotional expression of students, while others increased the emotional expression. For example, desks organized in rows facing the podium may be useful for lecture presentations when less interaction is desired and the circle or small group organization structure may be useful during classroom discussions when more interaction is desired. Included below are some salient quotes.

- It seems to me, that it is easier for the students to express emotions when I am not in the dominant position, the front of the classroom, behind a podium… I think that when we sit in a circle, and the students are working in small groups, both of those situations allow more emotion to be expressed, because I think that they are little more on guard when I am up in the front. I think they temper themselves more... When I want to have a robust discussion, I organize the classroom into a big circle. (Mr. Tower)

- I think with the lines like it is in this room (desks in a row), it seems to me that they were less confident. I think because again there is not that closeness, because I think the group promotes a sense of security or something. When they are spread out, there is a lack of confidence and nobody wants to speak. (Mr. Masten)

- I think it has an effect on them. Tables, for the three classes I have that have tables, it seems more conducive to them getting to know each other and working with each other. Whereas the individual desks, it's like this little oasis, this little island, self-contained. I think that's less conducive which is why I like the circle set up, or the tables, or the groups and that makes them get to know each other.

(Ms. Moore)

- I think because you cannot hide in a circle. I think that the students hide in the classroom, they hide in the back rows, they hide behind people, and I am here to connect and I am not here to judge them or to make them feel bad about anything. (Ms. Bianchi)

- As an instructor I feel like I have to work harder to create dialogue if the classroom is organized by rows because most people are looking at the back of someone else's head. Maybe they are not reading the eye messages, the contact, or the body language. They feel like they are in the back and they have permission to go into their own world. It is a lot more work on my part to keep them engaged when it is in rows. I prefer teaching with tables and groups. Large tables with several chairs around it, maybe four people to a table. To me this is ideal. But I have heard other instructor say that they don't like it because they can't maintain control. They like rows to maintain control. I do like to maintain control but that is not my primary purpose. So I do not mind the little bit of chaos, or the exchange of dialogue that comes with more of the pod seating… no, I really dislike a classroom that is set up in rows. Because we are creatures of habit and on the first day, they all sit in the back and then they stay in the back. Then I will have to try to make them move up front and they do not want to move because they are attached to that seat. Usually, I will say the chairs in the back are off-limits. There is always some type of group activity during class, we move the chairs, they get together, and we move into groups. (Ms. Everton)

The following instructors spoke about specific arrangements for specific activities.

- Everybody can see each other when we are in a circle. That class arrangement is simple and easy and reinforces they are the expert for their *presentation*. Whereas if I had them do that from their seat or even come to the front of the room, that is more time, I do not need that, they do not need that either. It is also more casual I think. (Mr. Tower)

- Part of why they get serious is that they understand that the framework of *presenting these projects* is very different in class. We sit in a circle, just like in Alcoholics Anonymous. I tell the students, the reason that alcoholics who go to an alcoholics anonymous meeting and say, I am an alcoholic, is not because they do not remember, they did not forget, but they are stating it to their peers, and the public, and their friends, they are claiming their truths… We sit in a big circle and then each student states his or her mission statement. Then we give them feedback. They just don't say it and then tell us what it means. We try to interpret it because it is important that this student not just be heard, but that their peers understand them which is really critical. (Ms. Bianchi)

- If I have a *debate*, South versus North, I usually separate the room in half. (Mr. Dawson)

Mr. Masten described how he will actually move students from one seat to another to make the students a little uncomfortable and to "shake things up a little bit".

> For speech, I will, because we talk about personal space and the perception of personal space. So I will specifically tell someone to go and sit in so-and-so's seat. Why don't you sit there today and you move your stuff there. Just to see what that does, it rattles them up a little bit, and it promotes a good discussion at

that point because you assume, that you sat in one specific seat all semester, somehow it belongs to you now and if you see someone else sitting there you take a pause, twilight zone, and they say, what is going on here. When they do that, it seems that they have a different mindset; they seem to be a little uncomfortable. For that specific lesson, it worked perfectly because of people's perceptions… They will walk in, and stop, and look around, as if there is something that is not right here and they can't figure out that something is wrong. Nobody has ever been rude enough to say, hey get out of my seat. They kind of come in, sit down uncomfortably, and keep their backpacks next to them. And then I say, what is wrong, what is different about today? I think it is really great sometimes to shake things up a little bit.

Emotionally Laden Activities

Apart from individual teacher actions, all of the participants identified specific activities that they had introduced into a classroom setting that resulted in eliciting an emotional response from their students. In some instances, the instructor had specifically planned to elicit an emotional response, while in others, the change of emotion simply occurred during the activity. In general, participants talked about many activities that generated emotions such as a particular topic classroom discussion, journaling, small-group activities, games, projects, and the use of films, video clips, and pictures. The following activities are identified as emotionally laden because the participants identified them as eliciting an emotional response from students. Once again, many of these types of activities have already been described within the preceding sections. The activities that will be highlighted below are only a selection of all the activities that were described

by the instructors. These activities were selected because they appear to be activities that are not single-topic specific and potentially could be used in other classroom settings.

The Viewing of Films, Video Clips, and Photos

With the advent of YouTube and Cloud computing the classroom accessibility for instructors of films, video clips, and photos has skyrocketed. Incorporating YouTube clips into classroom instruction has potentially become in-vogue in the modern internet age. All study participants reported use of these mediums (films, video clips, and photos). Further, these mediums emerged as the foremost referenced strategy to elicit an emotional response from students. Instructors talked about using these mediums on a daily basis and built personal storage sites or libraries to maintain them for quick accessibility.

There were a number of reasons cited by the instructors for the usefulness and applicability of this strategy. Ms. Everton asserted these mediums can help "something really dry to them in the book, to come alive." Chief among the reasons was because the medium caused the students to react. As described by the instructors, the most notable of those reactions was demonstrated by an emotional reaction. The instructors repeatedly spoke about how the students laughed, became sad, became serious, exclaimed *oh my gosh*, leaned in, or furrowed their brow in concentration, in response to a specific medium. The instructors wanted that emotional reaction to occur. When an emotional reaction did occur it seemed to accomplish several things. Mr. Masten stated, "I want them to have a reaction because it shows that they're engaged." Ms. Sachten expressed a similar belief, "I will use the video clips because I think, they get more engaged." Ms. Katelyn asserted, "if there is something that causes an emotional reaction, they remember

it more." Mr. Dawson claimed, "I know it emotionally affects people. I want them to be emotionally affected, because I want them to understand."

Instructors explained how they spent time looking for applicable mediums and then would test the medium on a group of students. Further, that one group of students may respond one way to a medium, when another group may respond in another way. In some cases, instructors changed mediums on a regular basis and in other cases, the instructors talked about using a specific medium for many years. Mr. Tower described a video he has been using since 2006 that has worked so well that he has shown the video on 80 occasions. When asked why he thought that it worked well, he explained,

> In the discussion that follows the clip, they get it; they really get it. I am probing
>
> to find out if they saw what I saw or what I felt; they do and every class that is
>
> reinforced because they do get it. There is nothing anywhere close to that level.

Instructors made the following suggestions of what he or she looked for in selecting mediums: (a) those that clearly related to the subject content, (b) were easily understandable to the students, (c) elicited an emotional response, and (d) seemed to generate student discussion after viewing the medium.

Many of the instructors explained the steps they take when they show one of these mediums to their students. The following is an assemblage of their guidance when using one of these mediums. Mr. Dawson advised screening the medium each time before viewing "because sometimes you will get surprises from YouTube, you are not expecting certain words to pop up."

In the pre-viewing stage, the instructors began by setting up the medium with a short introduction, but not too much so as to spoil the intended impact. Some advocate

the use of a worksheet for longer mediums (longer than 3-5 minutes) to assist the students in staying attentive during the viewing.

During the viewing of the medium, many of the instructors monitor the reaction of their students. Some do this by listening to their responses, while others position themselves to the side so that they can see the medium and watch the reaction of their students at the same time. However, Ms. Sachten and Ms. Bianchi cautioned that the students should not be aware that you are watching them as they may become self-conscious. In addition, several instructors stressed the importance of being attentive to the video as that is modeling to the students that the instructor expects them to be paying attention to the medium. As one instructor explained, if the instructor starts grading papers or doing work at his or her desk that may send a message to some of the students that the medium is not very important.

After the viewing of the medium, the instructors spend time processing the salient points with the students. Some of the instructors have a formal manner where they ask a number of prepared questions. While others, simply ask the students their impressions, and allow the discussion to progress. Most of the instructors recommended that if the connection of the medium to the class content was not explicit, too clearly state the instructor's reasoning to ensure the students understand why they just viewed this emotionally laden medium. Many of the instructors referenced past instances when they viewed mediums that were funny or interesting to watch but had no applicability to the content being discussed. They stated that sometimes it is necessary for the instructor to make that connection for the students because it may not be obvious why class time was spent in this manner.

Ice Breaker Activity

The icebreaker activity is an activity that is conducted at the beginning of a semester to help students and teacher alike to get to know each other and to ease the tension of starting a new class. Mr. Hill explained that by doing this type of activity it can build an "emotional connection" that will potentially help the students in the beginning of a semester, specifically with a subject matter that may be intimidating to most students. Ms. Katelyn has conducted this activity in several classes. In what follows, she describes how she conducts this activity and several reasons why she thinks this activity is important for her and her students.

It is a get to know each other activity. I tell them my educational background, a little bit about myself, what my academic interests are, and then I conclude it with something interesting about myself. I tell them that I have the periodic table of elements shower curtain in my bathroom. I say, we are going to go around the room and everybody introduce yourself, say what your major is, and then something interesting about you as long as that is appropriate. That seems to really help… It is typically the first day, so I do not mind how long it takes. I will schedule maybe 10 to 20 minutes on it. I just let them introduce themselves and go around the room. Sometimes, they will instantly form a connection. I just had two military wives and they said, what base are you from and they made a small connection… It is to get the class to a more relaxed feel, because if they feel that they are among the same team, I think it makes a better learning environment for them. If you get to know the person next to you than maybe they can start forming study groups, which helps with their studying. It makes it a

nice, positive environment for learning… It always seemed to relieve this tension in the room, that newbie tension, for lack of a better word.

Check-in Activity

The check-in activity is a daily class activity to assist students to bring their mental focus into a classroom and out of whatever events that may be occurring within their personal lives and external to the classroom. As has been previously discussed, most of the participants asserted that students and teachers alike carry feelings and thoughts with them into a classroom setting, unrelated to the class, which may affect their ability to focus on subject matter content. For example, a student may enter a class upset because of a text received on the way to class. Ms. Sachten explained, "I will check in with them as to how they are doing. Usually, if you at least speak to them and not try to avoid them, it can click in their mind. It will help shift their emotions." Mr. Dawson spoke of a similar approach when he stated, "I do not want to use the word foreplay, but it is some kind of verbal foreplay. I ask, how is everybody, how was their weekend? Maybe a joke or some minor chitchat." Ms. Moore relayed how a check-in activity looks within her class on a daily basis,

> In a typical class, I will say good morning, put my stuff down, and take role. I have a seating chart. People laugh at me and say I'm crazy. But I do this seating chart because I can look at the chairs and know who is here and who is not here. I also know their names… I will ask how is your day going and start engaging them in some small conversation. I quickly gear it toward, so how did the homework go last night? Any questions on the homework, let's answer those questions first and then we will talk about what's up next… Generally, we will

spend about 15 minute with the students asking questions and me answering the

questions.

Ms. Sachten offered another technique that she uses on occasion, "sometimes, I use video

clips at the beginning of class just to get them laughing and get them here in the class."

Classroom Games

Games that the participants reported playing in a classroom setting included:

Family Feud, Hot Potato, Trivia, instructor developed games and on-line Internet games.

In talking about games, Ms. Oatfield stated that she has the students play games because

the students seem to like it, it appears to be fun for the student, and it is different and

more interactive when compared to lecturing or other classroom activities. Ms. Katelyn

asserted that when the students play a game they become competitive and "are more

emotionally invested in the subject matter."

Several participants spoke of playing the game of Jeopardy in a classroom setting.

Mr. Dawson reported that he used this game, but slightly altered the playing of the game

that had resulted in a significant change in the emotional level of the participants and

seemed to increase the interest of the students that were participating in the game. The

alteration occurs about half way through the game and the students are unaware that the

alteration is going to occur. He tells one of the teams that they get to choose one team

member of the opposing side to sit out for the remainder of the game. He said what

normally happens is that the team selects the best member of the opposing side to sit out.

He reported that it resulted in "a little bit more attention being paid to what is going on

after somebody was voted off." He stated that he has been doing this for the last six

years and picked up this idea from watching the television show *Survivor* where the show

members vote someone off the island. He said that once the first team is given this opportunity the other teams also get a chance later in the game to vote an opposing team member off the other team. A secondary thing that sometimes happens is that the person that is voted off is a good thing because that person was starting to dominate the team and the elimination of that player requires the remaining players to step up and demonstrate their understanding of the content that is being challenged in the game.

Debate and Discussion Activities

Several variances of incorporating debate type activities into classroom topic discussions were advocated as an emotional laden activity. The purpose of the debate was to highlight multiple sides of an issue both the strengths and weaknesses of the various perspectives. Participants explained that they would continue to push the debate activity until it became emotional in an attempt to highlight the importance of understanding all sides. Sometimes instructors would personally defend one side of an issue, while the students attempted to substantiate another side. When using this method, Mr. Masten would pose a controversial question and then offer an opinion, while asking if any students agreed with him. Once he located a few students that agreed with the assertion, he would ask if anyone disagreed. He would then have the two groups debate their reasoning behind their choices. Mr. Hill employed the same tactic and explained that he would intensify the discussion by making strong opinionated statements to instigate further discussion and continued "feeding the fire" until the conversation became "heated."

Mr. Dawson goes so far as to issues instructions to specific students to attempt to debate sides of an issue that he or she may or may not believe in so that certain opinions can be voiced and considered by the students. He explained,

> I tell them here is an argument that you may use that is emotionally charged, I am going to explain to the class while you are doing this so they do not refer to you as a racist, but you are doing a role plant.

Mr. Tower uses the debate method while the students are organized into small groups. He issues each small group a case study situation and tells the group they have to make a decision on the situation. At the end of the exercise, he provides support and brings attention to what he calls the "minority report." The minority report are those groups that came up with a decision that is very different from the majority of the class. He then instigates a conversation between these variances of view and reports these discussions can get very emotional. He explained why he emphasizes the minority report,

> Sometimes, I tell them that this is one of those cases where caring professional people can disagree. There is not a right answer. The important thing is that you consider the rights of the public, and the needs of the public, and the hurts to the individual and you weigh those things and decide for yourself, it is a judgment call… I do look for things that people are going to care about and especially if they are expressed in a way that is pretty aggressive. I am showing them stuff that is not entirely fact-based, and that has some passion in it and letting that influence them and then to back up and talk about it.

These listed activities and mediums are only a small sampling of the total listing that the instructors described during the interview sessions. The activities that were

included were those that seemed easily transferrable to other classroom settings. Some other suggestions from the participants that were not detailed, however that may be considered within classroom settings include the following: subject matter specific classroom projects that include emotional aspects; the telling of personal stories that contain emotional elements and relate to subject content; and additional readings such as case studies or opinion based articles that include conflicting aspects, issues of morality, or contentious assertions.

Summary of Processes

In summary, the participants discussed many different techniques and strategies they used to manage (increase, decrease, or maintain) student's emotions or to elicit an emotional response from students. Instructors spoke of being able to read the emotionality of their students by listening to verbal responses and observing non-verbal gestures and movements. Based on these readings, instructors were able to judge the emotional state of their classes, which indicated whether students seemed interested, bored, confused, anxious, or engaged in subject matter content. When necessary, instructors would respond to these emotional states by changing their teaching strategy or move to a classroom activity. Instructors described acting in a certain way to stimulate the classroom discussions such as changing their voice volume level. Significant emphasis was made by the instructors on the importance of being aware of their own individual mood and the way in which their mood could positively or adversely influence the mood of their students. Furthermore, the instructors advocated singling out students by name to recognize student performance. This action seemed to result in not only a

positive emotional lift to the recognized student, but also served to demonstrate instructor expectations of specific performance standards.

In addition to individual instructor actions, the participants described many different emotionally laden classroom activities and mediums (videos, photos, or films) that would elicit a student emotional response. These activities were selected by the instructors to add to or reinforce subject matter content. Instructors explained how the students' emotional states would change after the introduction of an emotionally laden medium or activity. Instructors wanted this reaction or change to occur and found that when the students reacted emotionally to a medium or activity, it seemed to help the students in learning the subject content.

CHAPTER VI

CLASSROOM EMOTIONAL TEMPERATURE MODEL

The final perspective that emerged from the participants relates to a classroom phenomenon described as the daily manifestation of a class emotional expression which I refer to as: *The Classroom Emotional Temperature*. The occurrence of this phenomenon was ascertained from a collection of statements and descriptions from the participants. The participants described it as some emotional manifestation that they could feel within a classroom setting. Further, instructors attempted to read this emotional expression and interpreted the potential influence of emotions onto the learning process. Based on their reading of this emotional temperature instructors would react to the emotional temperature. The Classroom Emotional Temperature Model is a model that depicts these relationships. This model includes a narrative description and an attached pictorial.

Narrative Description of the Model

There seems to be an unknown, unspecified range of individual and collective emotions that occur within a classroom setting that results in a daily classroom emotional temperature. The emotional temperature is constantly fluctuating based on many factors, can change during a specific class, and can vary from one day to the next. These factors are not limited to, but can include the following:

- Each individual (students and teacher alike) can bring emotions that are external to a specific class, into a class and can influence the emotional temperature of the classroom.

- The emotionality of each individual (students and teacher alike) contributes to and influences the emotionality of individuals and the entire class within the classroom.

- The instructor may take actions to attempt to manage (maintain, increase, or decrease) the emotional temperature of a classroom.

- The physical set up of a classroom can influence the emotional temperature of the classroom.

- The class content or subject matter can influence the emotional temperature of the classroom.

- Introduced mediums such as videos, activities, readings, and photos can influence the emotional temperature of the classroom.

A teacher by position of authority and the inherent structure of the classroom setting has the ability to exhibit actions that can significantly contribute to the emotional temperature of the classroom. However, individual students or groups of students have the ability to exceed even the teacher's level of influence on the overall classroom emotional temperature. For example, an individual student or group of students can conduct themselves in such a manner to increase or decrease the class emotional temperature.

This emotional temperature is something that can be felt by individuals and can influence the learning of individuals and groups within the classroom. Ways in which the emotional temperature can be felt include the verbal and non-verbal gestures of individuals within the classroom such as body language, eye contact, facial gestures, verbal utterances or expressions, and body position.

The temperature gauge displayed in the pictorial (Figure 3) is a depiction of the general range of emotional temperature that can occur within a classroom setting. The range starts at the bottom of the pictorial and moves upward through the Increased Level, the Optimum Level, the Excessive Level, until the top at the Adverse Level. The pictorial includes the most referred to student verbal and non-verbal responses that the instructors related to the level of emotional expression and the potential influence of emotions on the learning process. The emotional temperature can range from having little to no influence to having influence (both positive and negative) on individuals, groups, and the entire class in a learning environment.

The emotional temperature range includes what some have labeled as the optimal classroom emotional temperature. This optimal emotional temperature has also been referred to as a level of excitement, a level of engagement, a high buzz, a good feeling about learning, and seems to be able to positively influence student learning. This does not mean that individuals cannot learn in a non-optimal emotional temperature setting. The emotional temperature range can also contain high or extreme emotional levels that can adversely influence learning. A high emotional temperature can include high anxiety, feelings of embarrassment, shame, or intense anger and can decrease or block the occurrence of learning.
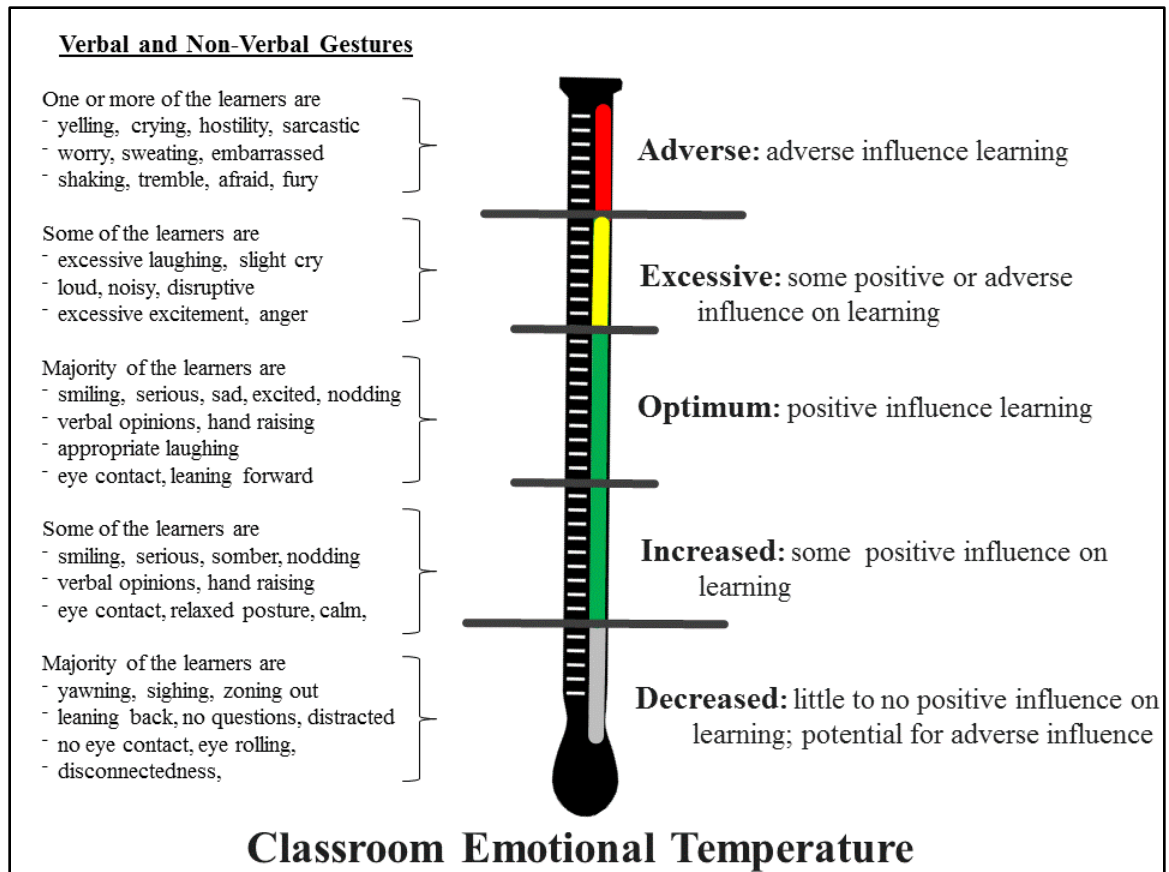
Verbal and Non-Verbal Gestures

One or more of the learners are
- yelling, crying, hostility, sarcastic
- worry, sweating, embarrassed
- shaking, tremble, afraid, fury

Adverse: adverse influence learning

Some of the learners are
- excessive laughing, slight cry
- loud, noisy, disruptive
- excessive excitement, anger

Excessive: some positive or adverse influence on learning

Majority of the learners are
- smiling, serious, sad, excited, nodding
- verbal opinions, hand raising
- appropriate laughing
- eye contact, leaning forward

Optimum: positive influence learning

Some of the learners are
- smiling, serious, somber, nodding
- verbal opinions, hand raising
- eye contact, relaxed posture, calm,

Increased: some positive influence on learning

Majority of the learners are
- yawning, sighing, zoning out
- leaning back, no questions, distracted
- no eye contact, eye rolling,
- disconnectedness,

Decreased: little to no positive influence on learning; potential for adverse influence

Classroom Emotional Temperature

Figure 3. Classroom Emotional Temperature Model

Key Points of the Classroom Emotional Temperature Model

In the following sections, key points of the Classroom Emotional Temperature Model will be expanded in greater detail. Some of the key points have been introduced and discussed in the preceding chapter, in those instances little elaboration will be made of the key point.

Sensing the Classroom Emotional Temperature

The emotional temperature of the classroom is based on the collective emotional expressions that emanate from the students. Instructors made many references to reading the emotionality of their students and responding to their interpretation of that emotionality. Instructors referred to this emotionality in different ways, some labeling it

as an energy level, some in the verbal and non-verbal indicators displayed by the students, and some as a positive or negative feeling that seemed to emanate from the students. These expressions included the occurrence of both verbal and non-verbal responses from the students. In the preceding chapter, a complete listing of the individual verbal and nonverbal responses that various instructors looked for that indicated the individual student emotional state was provided. The emotional temperature is something that the instructors asserted he or she could sense or feel based on the reading and interpretation of these collective verbal and non-verbal indicators. Participants described how they were able to observe several students simultaneously or the entire class and through these observations ascertain the overall class (most or all students) general emotional temperature. The instructors noted that they were able to sense or feel the emotional temperature in a very rapid manner.

- Because I can walk into a classroom and tell you about what the level (emotional temperature) is? You can just walk in and see it is going to be a good day, it is not going to be a good day, or it is going to be an average day… I think a lot of it is based on body language though, what they are doing physically, how they are reacting, how much they are focusing, if they are paying attention to who's up front or who's talking versus doing something on their own and sitting. I can just get a feel. It is instantaneous. (Ms. Moore)

- Yes. It is almost an instantaneous feeling. You get the sense, and then you get the feel of it (the emotional temperature). Yes, it is pretty quick. (Ms. Katelyn)

- I would say a minute… You see the energy throughout the body, really, in all kinds of ways, facial expressions and slumping. (Mr. Tower)

- I can walk in and people sometimes will look bored. Like great, what are we

  covering this time? You know, believe me and sometimes I will hear the chatter

  about it. God, what are we going to do today? I can pick up on it immediately.

  (Ms. Sachten)

Similar to a room temperature thermometer that displays cold and warm levels of

temperature, the instructors also spoke of the collective student emotional expressions

that felt cold or hot. Ms. Sachten commented that it was "just as if you had walked into a

freezer, you feel the coldness." Ms. Katelyn made a similar description, "you know you

walk in and you feel that distance, like a chill in the classroom… and you know, when

you are excited, when you are moving around, you do generate heat, so it is the heated

feeling." Mr. Hill also described discussions that sometimes became "pretty heated."

Further, like a temperature gauge that has a range of temperatures, the instructors

also referred to a range of emotional temperatures that can occur within a classroom

setting. Some instructors described a low or decreased level of emotional expression.

When instructors sensed this decreased level was occurring in their classroom, some also

suggested that they felt learning was potentially blocked or occurring at a low level.

- I know it does because I have seen it. If it is a very tense, negative, dry setting, I

  do not think that students have the will to learn. Sometimes they lose the will to

  live in a classroom... because if you are bored with the subject then you are

  thinking about something else and waiting for it to end. You are not thinking

  about what is being presented to you, if it is boring you then you are tuning out.

  You think, I do not want to learn this anymore and blocking it and waiting for it to

  be over. Instead of taking it in and working the information through your brain

and trying to understand it, digest it, and let it become a part of your knowledge

base. (Ms. Katelyn)

- I think when students are checked out in a sense. The students head is down or

  looking around and being distracted, not participating at all or is very flippant

  with their answers. I don't know, I don't care. Any of those things are completely

  negative and it immediately starts draining the classroom. I can see it in other

  student's eyes and their responses. I will look at them, they will roll their eyes,

  and they will sigh. (Mr. Masten)

- Well, you can read a student just based on their posture in their chair. Now,

  sometimes, granted, we can read it incorrectly, but overall, we are looking at a

  class, if they are sitting up and they've got their paper out, they are writing, they

  are looking up, they are concentrating, their whole image is up compared to back

  like this, slouched down in the chair or the sighs or the yawns or the, I am just

  disgusted sitting here. You know, it is just obvious. (Ms. Moore)

Some instructors described a student displayed increased level of an emotional state or

temperature. This increased or optimum level seemed to indicate that students were

interested in the subject area, more engaged with the topic of discussion, and potentially

learning more.

- I think when everybody is talking, or if they're not they are at least nodding yes,

  yes, and positive words back and forth. Everybody is nodding or disagreeing,

  people are taking notes down, that to me is great… I think it's always good when

  you see students are nodding, when they are smiling. I'm even happy if I see a

  student who is just lying back in his chair and really getting into it. I want them

to be relaxed. I think some people like the classroom when everyone is sitting straight up. To me that is scary because it means that everybody is very nervous. If I see signs that people are relaxing then I think that everyone is learning a little bit more, because they're in a more relaxed state… I think if it is the positive emotions and reinforcement and that kind of thing, I think that is going to net the best learning environment because everybody is involved and everyone is going to learn something. (Mr. Masten)

- Students who are excited to be there. They are talking about whatever they just finished working on, or what they are going to cover or getting ready to talk about. There is that energy. It is more of a positive energy versus the negative energy… because there is just that feeling when you are learning something and you really enjoy it. It is an awesome feeling, to get them engaged and to have that feeling; I think it is so important. (Ms. Sachten)

- I observed an excellent instructor and there was not one bored student in the class. That is pretty amazing, that they were all engaged with each other, with the instructor. It was fun, but they were on task the whole time. You know, that is a skill that not everybody can achieve, very few people have it at that level. (Ms. Everton)

- We will have discussions and in the discussions students will get excited or they will argue a little bit, sometimes there is even a little hostility, a good kind of competitive feeling. (Mr. Tower)

- That is always a wonderful time because they are able to talk about things they saw in actual action that they read about in their book or that we talked about in a

case study or the class. So those emotions change as they are happy and pleasant and excited. They are motivated and they are anxious to come back for the next day. They feel satisfied with themselves, because they were able to do the physical assessment on a patient. They will say things like, I heard a heart murmur, or they were able to go to surgery with their patient or they saw a gallbladder; they are excited. (Ms. Hopkins)

This student displayed increased level of an emotional state can be any emotion. Mr. Tower emphasized, "my opinion is I think the full range of emotions can be tapped into for the benefit of the class. I think that is possible." Therefore, the student displayed increased level of an emotional state can include displays of excitement or enthusiasm as included in the examples above or as will be highlighted in the examples below, it can also include displays of somberness, seriousness or even sadness.

- When I see that the normal level of comfort that I have in the class, is like a different class, the class has changed. Especially when I show the slave footage, I did that in the last couple of days. I had seen that everyone was up and laughing and talking. After seeing the clip, it is a completely different level. Even I am different. I can see from them how emotionally affected they are. They appear emotionally affected. A different level of seriousness… It just seems like a somber mood goes over the entire class. (Mr. Dawson)

- So we have topics that are very serious, domestic abuse, relationship issues, just motivational stuff that can take you from a real low to a real high, and we use a lot of media with that. And so actually being able to bring them down and being

real serious from looking at that stuff and a lot of self-introspection can bring that

sadness, but that also means they are very engaged. (Ms. Sachten)

- There is a video that I use at the end of my class. It has to do with

  photojournalism. A piece of it is how the actor in the video tries to cope with

  balancing his work and his life, and he has to leave his family for a month. It is a

  very touching kind of thing to see his wife in tears and his kids and him talking

  about it too. That is a sad thing, but it is an important piece of what I am trying to

  teach. It is a sad piece that you have to face if you are considering a certain career

  field in my discipline, in journalism, because that is part of some jobs. They (the

  students) do connect with that, and they do feel that, many of them. (Mr. Tower)

Although, a student displayed increased level of an emotional state can be a positive

influence to learning, instructors also emphasized that if emotions continued to increase

to an excessive level of emotional expression, the influence can potentially become

adverse to the learning process.

- So this is an increase and then here where, you know, you've got some of the

  students that are actually crying, well of course, that is a distraction to some of the

  other students. So then, it becomes excessive and then almost can quickly

  become adverse. (Ms. Sachten)

- Sometimes I think what happens is if the emotion is strong enough and

  widespread enough, sometimes there is not much reflection that goes on. We are

  off in this emotional place and I can attempt to lead them back to the whole

  thoughtfulness about the subject that they just expressed emotion about and that is

  what I try to do, but sometimes that does not work. Sometimes, things will

happen spontaneously and will go in a direction that is not helpful to what I am

trying to accomplish. (Mr. Tower)

- Topics that I think are explosive. For example, most of us (teachers) we do not

  allow speeches on abortion, no, because that is never going to end well and that

  will take your class apart. (Mr. Hill)

Classroom Emotional Temperature Pictorial

The temperature gauge displayed in the pictorial (Figure 3) is a depiction of the

general range of emotional temperature that can occur within a classroom setting. The

range starts at the bottom of the picture or the depicted thermometer gauge with the

Decreased Level and moves upward through the Increased Level, the Optimum Level, the

Excessive Level, until the top at the Adverse Level. The pictorial includes the most

referred to student verbal and non-verbal responses that the instructors related to the level

of emotional expression and the potential influence of emotions on the learning process.

The pictorial was shown to each of the instructors during the follow-up interview

sessions. The instructors were asked to comment on the pictorial and if the pictorial is an

accurate depiction of what they looked for in the student's responses.

- But then what do I look for? Totally, I look at what you have identified here in

  your picture. Are there verbals and nonverbals, eye contact? I look for

  attentiveness. I look for what is the student's posture. Are they relaxed, but

  attentive? Or are they totally slouching and checked out? And who knows how

  long they have been checked out. Is this a chore for them to be there? Not a lot

  of eye contact, not a lot of interaction. (Mr. Hill)

- I think all teachers should be trained with the non-verbal communication. I am so grateful for my communication background because it helps so much. I think about the students and it does help me as a teacher. Again, I go in there with a plan but I also know odds are my plan is going to change when I get there based on what is going on in the classroom. (Mr. Masten)

- I think this (pointing to pictorial) is very indicative of what I would look for walking into the classroom. (Ms. Moore)

- I guess good. I mean, you even put actual examples of how you can see it, the body language and things like that which I agree with. (Ms. Sachten)

Altering the Classroom Emotional Temperature

Instructors indicated the classroom emotional temperature for a specific group of students can change from one day to the next and can even fluctuate during the conduct of a class.

- Yeah, because there are so many variables, I mean you got 25 students, if you got class of 25, you got 26 variables that can change it any moment. But you do not control 25 of them, so yeah, every time you walk in, each class can be completely different, same students but different. (Ms. Sachten)

- You may have a super quiet class where if you can get them to just say anything, you think you are doing good. And others if you could get them to calm down a little bit and reflect, that is what you are looking for. (Ms. Everton)

- And then maybe we'll do more group work that day as opposed to me doing a PowerPoint because they are not going to listen to me anyway. So, they are never rude about it but it is just you still can just tell that they are kind of checked out

that day. So, yeah it does fluctuate. (Mr. Masten)

One key factor that influences the daily emotional temperature of the classroom is the emotionality of each individual (both instructor and student) in the classroom. As previously discussed in the preceding chapter, emotional feelings related to external events outside of the classroom can be brought into the classroom by each individual (both instructor and student). Further, emotions are contagious and can pass from one individual to another or influence another. During the follow-up interviews, instructors continued to refer to this individual influence and emphasized how the individual can influence the remainder of the class.

- If you had somebody who's like really excited about some project, we're learning sometimes then the whole group starts getting excited about it even if they didn't want to at first… If you have someone that is constantly negative, that is going to trickle down to somebody else that is in a week emotional state and end up being negative too. I typically see in every classroom there are some that will rise up and there are some that will just go down, depending on what the prevailing emotional state is in the whole class. (Mr. Masten)

- With learning communities, sometimes, you can walk in, and because one person's having a problem, they've talked to the whole little community about it; the whole group is down or up. And so you have to address what has happened, in a sense, to get that out in the open, deal with it, and then we can move on. (Ms. Sachten)

- My experience is that one person, me or any individual in the room, can lead the whole room in a direction. It is not necessarily some. It can be one person that

just completely takes us on a trip, somewhere we do not want to go… I picked up

from student evaluations that I was influencing this in a negative way by allowing

students to see my frustration with the technology when I was hitting the wall

over and over again occasionally. Technology things just stopped working. I've

taught the class three sessions in a row, and in the last class all of a sudden

everything goes down. Nothing runs right, and I've got to spend 10 minutes

getting back to where I would like them to be. So now I've really made an effort

not to have the frustration, first of all, by perceiving it differently. Secondly, if I

do have it, not to show it, because that pulls everybody down. You are in a

leadership position, and that is something you really can't do. (Mr. Tower)

Instructor Management of the Classroom Emotional Temperature

The instructor can take steps to attempt to manage (maintain, increase, or

decrease) the emotional temperature of the classroom. These steps could include altering

their individual mood or attitude, individual teaching actions such as acting or responding

in a certain manner, changing teaching methods, altering the physical positioning of the

desks and chairs, or conducting emotionally laden activities. Specific instructor

strategies for each of these approaches were discussed in the preceding chapter. Despite

the level of authority that accompanies a teaching position and the teacher's ability to

manage certain aspects of the classroom, the study participants were quick to emphasize

that individual students have the ability to exceed the instructor's level of influence over

the emotional temperature of the classroom.

- The students influence the emotional temperature as well and sometimes can overpower the instructor. It will take someone really strong to ring them in sometimes. (Ms. Everton)

- That part is very true, that individual students or group of students can exceed the teacher's level of control on the overall classroom emotional temperature. (Mr. Masten)

- I love the point that you make that despite the efforts of the instructor, that the students can increase or decrease the emotional temperature and take over the control or whatever. I love that. I love that part because that is so true. (Mr. Hill)

A related topic that many instructors referred to is an adverse or unstable individual. Individuals that act out in an adverse or unstable emotional manner can completely disrupt a classroom session and in some cases may require additional specific measures.

- If the focus is on the adverse individual there is no focus on anything else. You cannot have someone acting like that people aren't going to pay attention to anything else and that is usually when you have to remove the person from the class. (Ms. Sachten)

- The other thing is that we do get emotionally unstable people. Again, for whatever reason, whether there is a chemical imbalance or the physiology that is going on, there are many pressures. And the stress and we have so many more veterans now that are coming to us, and so they might be coming to us with post-traumatic stress and we are seeing a definite increase in that… So you will get unbalanced people, that either need to be on medication or they are on medication

or they don't know the line of what is appropriate to disclose and what is not. (Mr. Hill)

- If there is a student who is particularly obnoxious, being able to separate that or manage that to stay in tune with everybody else, and interact and keep on track with the content and try to make it relevant to where they are. (Mr. Everton)

- If you are teaching a class and one is having a breakdown. Perfect example, in our classes we usually give exams in the first hour of a class and if students did not do well in the exam then the emotional expression has to do with the exam and I have to teach the other students that are in the class. (Ms. Oatfield)

Participants' Views of the Model

At the conclusion of the follow-up interview, participants were asked their overall perspectives on the narrative of the model and attached pictorial. Some of the instructors provided general comments, while others suggested it could be useful in conducting faculty development or new instructor training activities.

- It is an accessible metaphor because everyone's walked into the cold environment. And so it is that chill, it is that distance. And so even for individuals who may not be able to grasp emotions very well, like my husband says, I do not understand emotions nearly as much as you do, and you talk about happy or sad, but he would understand if I told him, you know you walk in and you feel that distance, like a chill in the classrooms? Oh, yeah, okay. Yeah. And so I think this is a really accessible metaphor. And you know, when you are excited, when you are moving around, you do generate heat. So it is the heated

feeling and just finding that optimal temperature for the class environment. I think that is very, very accessible for everyone. I like that. (Ms. Katelyn)

- Definitely in the supervision piece, we hire a lot of new adjuncts and we're going to go more and more in that direction. One of my priorities is coming up with the best way to train our adjunct faculty, because when you are moving, the adjuncts are losing their quality that is what we are concerned about. So I can see how this could play into a good discussion about how to moderate that temperature in the classroom, to get it in the right place. What do you do when you are up here in the red? (Ms. Everton)

- I think we tend to use abstract terms like engagement that do not get down to the fundamental behaviors that we are after. This is a way of getting at real stuff that is observable and nameable. That, by itself, is very helpful for us to do self-assessments as well as to share with others if we are doing faculty development type things and even share with students. I teach a section on non-verbal behavior, and I am already doing some of that stuff. I talk about the kind of behaviors that show up and what certain behaviors say to other people, and we discuss it. We mostly talk back and forth about that. I think this emotional temperature pictorial is a useful thing. (Mr. Tower)

- I thought your use of emotional temperature was very unique, because I was wondering why it was a thermostat, but now I get it. I thought it was great… I thought it was unique to think of the temperature of the class and emotional temperature of the classroom. I just thought that was very unique. Original, very original. It is a very original way to think about it, which makes total sense to

me… I think it would be really easy to use this (emotional temperature pictorial) as the only thing that is up on the board for someone who's got experience teaching, that has been doing it a while. I could look at this and I could easily give examples all the way down without having any kind of notes. It would be an easy and small presentation to give, especially to new faculty. Yes, I think it would be very useful. It is a nice visual. (Ms. Moore)

The Classroom Emotional Temperature Model is a way to think about the occurrence of student's emotions within a classroom and the potential influence of those student emotions onto the learning process. It can be used as a reference point for instructors in their own teaching practice or during teacher development and new teacher instruction. A critical aspect of the model is the instructor's awareness of the verbal and nonverbal indicators that students are displaying and the instructor's reaction to those indicators. As stated by Mr. Tower "I think it is an asset to teach with emotion" and similarly stated by Mr. Dawson,

> I view emotions as part of my quiver. I can pull out emotion, I can pull out content, and I can pull out technology. I think about the emotions of the students in each classroom. It goes back to what I am saying before, as well as the textbook and other resources that are on campus, and the resources in the classroom; it is part of the classroom experience.

CHAPTER VII

DISCUSSION AND CONCLUSIONS

The purpose of this study was to explore the potential role of emotions within an adult education setting—the community college—through the perspective of the teacher. This study sought to address the scarcity of research on emotions in higher education (Berry, Schmied, & Schrock, 2008; Crossman, 2007; Varlander, 2008) and adult education (Dirkx, 2008; Jarvis, 2006; Taylor, 2008; Wolfe 2006; Zull 2006). Further, as differing views of the role of emotions exist as discussed in the literature review; this study queried the participants to address this apparent difference. In short, some assert emotions are unimportant or undesirable within a learning setting (Berry et al., 2008; Dirkx, 2001, 2008; Govaerts & Gregoire, 2008; Moore & Kuol, 2007; Reidel & Salinas, 2011; Varlander, 2008; Wang, 2008) while others share the viewpoint that emotions are fundamental to the learning process (Bennet, 2009; Berry et al., 2008; Eynde & Turner, 2006; Hinton, Miyamoto, & Della-Chiesa, 2008; Jarvis, 2006; Levine & Pizarro, 2004; OECD, 2007; Radin, 2005; Weiss, 2000; Wolfe, 2006; Zull, 2002).

Qualitative grounded theory methodology was used as the primary data research strategy. Three research questions served as the basis of this inquiry. The primary question for this study was *what is the teacher's view of the role of emotions in an adult learning classroom*? In addition to understanding how the teacher viewed emotions within a classroom, this study sought to understand why the teacher held these views. Therefore, a second question focused on understanding *those factors that have influenced*

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the teacher's view of the role of emotions in an adult learning classroom (i.e. past

education, experience, and culture). The final area of the study was to discover teacher

developed strategies used to address emotions in the classroom. For that reason, a third

question queried, *what processes do teachers use to elicit or evoke emotions in an adult*

learning classroom?

11 community college instructors participated in this study. Participating faculty

taught a wide variety of collegiate subject matter content which included primary duties

as instructors of math, nursing, biology, history, English, speech, media communications,

and student development. The instructors ranged in teaching experience from 3 years to

an excess of 40 years, with the majority having taught over 10 years. 3 of the 11 faculty

members also served in leadership roles as department chairs of their various academic

disciplines. In the summary and discussion of findings, I provide a summary of the key

findings of the study and a consideration of the findings in comparison with extant

literature on emotions in higher education or adult education.

Summary and Discussion of Findings

All of the study participants shared the viewpoint that emotions are present within

a classroom setting, they can influence the learner during the learning process, and

students' emotions can be managed or elicited by an instructor during a learning session.

All of the participants conveyed opinions that learning is both a cognitive and emotional

endeavor, indicating a concurrence with those authors that maintain emotions are a

fundamental part of learning (Clarke, 2006; Crossman, 2007; Demetriou, Wilson, &

Winterbottom, 2009; Hinton, Miyamoto, & Della-Chiesa, 2008; LeDoux, 1996; Pekrun et

al., 2002; OECD, 2007; Weiss, 2000; Zull, 2006). The level of importance ascribed to

emotions by all of the study participants was an unexpected development within this study as some of the literature claimed that most educators work to control or suppress the occurrence of emotions within an educational setting because emotions are viewed as unimportant in the learning process (Crossman 2007; Dirkx, 2001, 2008; Moore & Kuol, 2007; Varlander, 2008; Wang, 2008). None of the study participants conveyed the view that emotions are unimportant.

Participants' Views of Emotions

The interviews started with participants' definition of emotions. The definitions provided by the participants were compared to each other to note similarities and differences and compared to the literature-referenced definition of emotions provided by OECD (2007). The study participants generally defined an emotion or emotions as a reaction that occurs in response to some external or internal stimulus. During the interview sessions, most instructors made assertions that these reactions can be expressed in an external verbal or non-verbal manner. For example, a person may hear (external stimulus) a sad story or remember (internal stimulus) a sad story from their past. The person may react by feeling sad. That sadness could be expressed in a non-verbal manner such as frowning or the appearance of tears. The sadness could also be expressed in a verbal manner such as crying or wailing. Most of the definitions provided by the participants were generally similar to each other in that the definitions referred to reactions. The instructor provided definitions did not directly conflict with the study referenced definition of emotions (OECD, 2007). Although many of the instructors referred to somewhat simplistic definitions of emotions, some instructors also noted that the occurrence of emotions is a complex concept that can be influenced by many factors.

These factors may include, but are not limited to, perceptions, past experiences, culture, and personal thoughts.

Noteworthy, is that none of the study participants' definitions were exactly the same and most had wide variation beyond the common reference to a reaction to a stimulus (internal or external). As will be mentioned on a number of occasions in this concluding chapter, a contributing factor to this variance noted by the instructors is the absence or lack of academic exposure to the topic of emotions. Few instructors could point to specific academic experiences in their collegiate teaching preparation that addressed the presence of emotions within a classroom setting. This would seem to substantiate the belief that the presence or role of emotions within teaching and learning settings continues to be marginalized by academic institutions (Berry, Schmied, & Schrock, 2008; Carless, 2006; Crossman 2007; Dirkx, 2001, 2008; Moore & Kuol, 2007; Pekrun, Goetz, Titx, & Perry, 2002; Wang, 2008). Secondly, this may also substantiate that a common definition of emotions does not exist (Bennet, 2009; Crossman, 2007; Dirkx, 2008; Govaerts & Gregoire, 2008; Varlander, 2008). Instructors emphasized that emotional reactions may change from one person to another, which was a characteristic of emotions that was referred to by several within extant literature (Dirkx, 2001; Titsworth, Quinlan, & Mazer, 2010; Varlander, 2008). For example, one individual may respond to a photograph of an animal inside a zoo by smiling, while another may respond by frowning.

A characteristic not specifically noted within the reviewed literature is that according to most of the participants emotions can be contagious, meaning that the emotional state of one student of a group of students can change another student's

emotional state. As described by the instructors, this can work to the benefit of the overall group effort or can be counterproductive. Mr. Masten offered a description that is indicative of the other study participants and captures the dynamics of this characteristic.

> I think we feed off people who are giving us impulses that we end up feeling. If I'm around a lot of happy people, then I'm generally a happy guy. If I am around a lot of miserable people, I start feeling miserable. I have no reason to feel that way but it does bring people up or bring people down.

When referring to a classroom setting, instructors indicated a belief that each individual (student and instructor) enters into a classroom with a myriad of emotional feelings. These emotions may or may not be related to the class lesson. The emotions could be from an external situation, such as a personal concern or could stem from something related to the course material, such as a fear of math stemming from a previously attended math course. Both Dirkx (2001) and MacKeracher (2004) noted that learning can be affected by emotional feelings that are related to external events outside of the classroom. As explained by MacKeracher (2004),

> Learning is much affected by emotions from three sources: those we bring to the learning process, those that are generated during the learning process, and those we feel when we receive feedback about whether we have succeeded or failed in our learning endeavors. (p.15)

As suggested in the second portion of the above quote by MacKeracher (2004), the study participants concurred that individuals (students and instructor) may respond to stimulus within a classroom in an emotional manner during the conduct of a class and that response may influence learning. According to the participants, these emotional

responses can range from the emotion of boredom to the emotion of elation. Some of the

participants described instances when students displayed high or extreme levels of the

emotions of anger, anxiety, boredom, or fear and the emotional response seemed to cause

a detrimental influence to learn subject matter content. Several authors stated parallel

assertions that the occurrence of *high* levels of student emotions while learning such as

the manifestation of anger, fear, stress, and anxiety can result in a detrimental influence

to learn subject matter content (Carless, 2006; Hinton et al. 2008; Ingleton, 1999; OECD,

2007; Pekrun, Maier, & Elliot, 2009; Perry, 2006; Radin, 2005; Wlodkowski, 2008;

Wolfe, 2006; Zull, 2006). MacKeracher (2004) reported, "adults do not learn when

overstimulated or when experiencing extreme distress or anxiety" (p.129)   Further, many

authors have suggested when students are bored, little to no learning is occurring and the

learner, although physically present in the classroom, are mentally somewhere else

(MacKeracher, 2004; Mann & Robinson, 2009; Moore & Kuol, 2007; Pekrun et al.,

2002; Radin, 2005; Small, Bernard, & Xiqiang, 1996).

Roles of Emotions in an Adult Learning Classroom

Important to note in beginning this discussion of the identified roles of emotions

is that as indicated through the pre-interview questionnaire, none of the study participants

claimed that students' emotions should be avoided, rather that students' emotions were

part of the classroom experience. Further, in answering questions about the role of

emotions within a classroom setting, all of the participants claimed that the occurrence of

emotions was generally a favorable manifestation that could potentially cause a positive

influence within the learner to learn academic content.

The four roles of emotions revolve around the assumption that the occurrence of emotions can cause a positive influence within a student to learn. As highlighted in the review of literature, this assumption is similarly being advanced by a number of authors (Bennet, 2009; Berry et al., 2008; Crossman, 2007; Dirkx, 2001, 2008; Levine & Pizzaro, 2004; MacKeracher, 2004; Moore & Kuol, 2007; Mudge et al., 2009; Sylwester, 1994). One of the authors that stated this perspective most directly is Weiss (2000) when she declared, "the more emotionally engaged a learner is, the more likely he or she is to learn" (p. 45).

Four roles of emotions within an adult classroom setting emerged from the qualitative data analysis conducted on the study participant's interview transcripts. The four roles of emotions are as follows: (a) The Role of Emotions is To Enhance the Learning Environment; (b) The Role of Emotions is to Influence the Energy Level; (c) The Role of Emotions is to Make Class Content More Memorable; (d) The Role of Emotions is to Incite Deeper Understanding of Class Content. Although categorized into four distinct roles, this should not be considered an all-encompassing categorization or listing. The following quotes capture what was indicated by many of the participants, "in a big level, I think emotions play to the success of every student in the class" (Mr. Masten) and "the role of emotions is to teach; if the students are in a good place then they are going to learn" (Ms. Katelyn). Accordingly, it is important to stress the participants specified many other roles of emotions; what has been reported within the findings and will be further discussed here is what appeared to be the most dominant or most referred to assertions surrounding the role of emotions within an adult classroom setting. In the following sections, the word *medium* is used to refer to a teacher-initiated action that

occurs within the classroom. The teacher-initiated action includes both individual teacher actions such as teaching methods and the use of teacher-initiated activities such as the viewing of videos or the conduct of a game.

The role of emotions is to enhance the learning environment. The first finding is that the introduction of something (a medium) that is emotionally laden will result in enhancing the learning environment. An example provided by many of the participants, is demonstrated when an instructor shows the students an emotionally laden video clip while in the midst of teaching a specific concept. The video clip is directly related to the lesson content, but instead of being solely a discussion of facts written in a book, the lesson now includes a visual illustration of the content depicted in the video that generally results in eliciting an emotional response from the students. Students may watch the video and laugh, or feel sad, or become serious. The introduction of something that is emotionally laden results in an emotional response from the learners and moves the overall learning environment from one level of interest to another level of interest. Mr. Dawson explained:

> After seeing the clip, it is a completely different level. Even I am different. I can see from them how emotionally affected they are. They appear emotionally affected. A different level of seriousness. It almost seems like the class itself can judge that we moved from fun time to serious time.

This finding is consistent with what was found in the study conducted by a team of researchers that introduced emotionally laden photographs to enhance a history lesson (Berry et al., 2008). As explained by the research team, "in the case of the emotional image, the instructor has enhanced the learning process" (Berry et al., 2008, p. 446). This

was also demonstrated in a study that was conducted on the introduction of visually enhanced lecture material (Ulbig, 2009). In the study, two different classrooms of American government students were observed. In one class, the instructor used visually enhanced photos that were described as "colorful, iconic and sometimes comical still images" (Ulbig, 2009, p. 387) and in the other class no images were used. The researcher noted, "the use of visual images in the classroom can stimulate more engaged learning and enhance student interest in classroom activities" (p. 386).

  The role of emotions is to influence the energy level. According to the participants, when students respond to something (a medium) that is emotionally laden within the classroom, in some instances the response seems to cause an influence on the internal energy level of the student. Participants described instances when students became significantly more animated, more talkative, more engaged, more attentive, or worked harder as a result of responding to an emotionally laden medium. Instructors claimed the emotional response drove the students to become more energized. Mr. Tower explained, "ideally, leading them into triggering an emotion, leading them into the intellectual exercise after the emotion is present. The emotion is the driver, it is getting them started." Participants' techniques to drive the students emotionally included the instructor attempted to rile up the students with a provocative medium (article, video, or case study), the instructor played the role as instigator until the conversation became intense or heated, and the instructor added a little tension to the classroom activity or even attempted to jolt the students through surprise or an unexpected change. These actions resulted in what the participants described as a positive lift, a high buzz, or a high energy level.

This finding is similar to other reports that indicate an emotional response can sometimes result in an increase or decrease in energy level (Dirkx, 2001; Hinton et al., 2008; MacKeracher, 2004; Ratey, 2001). Two different sources offered descriptions of the influence of emotions related to energy level and individual displayed actions. One team of researchers explained this influence in the following manner,

> Emotions serve the functions of preparing and sustaining reactions to important events and states by providing motivational and physiological energy, by focusing attention and modulating thinking, and by triggering action-related wishes and intentions. This would imply that emotions can profoundly affect students' thoughts, motivation, and action. (Pekrun et al., 2002, p. 96)

Goleman (1998) described, "emotions are literally, what move us to pursue our goals; they fuel our motivations and our motives in turn drive our perceptions and shape our actions. Great work starts with great feeling" (p. 106).

The role of emotions is to make class content more memorable. Participants claimed that when a student experienced an emotion while learning a concept or idea, it resulted in better or improved memory. According to this finding, an emotionally laden medium was introduced during discussion or instruction of a specific class lesson and caused a student emotional reaction. The student emotional reaction resulted in enhanced memory of the lesson content. Ms. Everton noted, "I really think that when they (students) have an emotion tied to the material then they are going to remember it." One instructor went so far as to plan the *big emotional punch* for a specific lesson to reinforce the importance of a concept and help the students to remember it. The specific emotional response is immaterial, whether it is sadness, happiness, seriousness, surprise, or anger;

what seems to assist in the memory or recall process is the fact that the student responded emotionally during the discussion of the content. This could be as simple as a student laughed at a comical connection made to a specific idea or as complex as an entire class session consisting of a Socratic dialogue refuting a concept.

The finding is consistent with assertions highlighted in the review of the literature that emotions can positively influence memory (Berry, Schmied, & Schrock, 2008; Christos, 2003; Levine & Pizarro, 2004; OECD, 2007; Taylor, 2006; Weiss, 2000). Wolfe (2006) explained, "educators can use the power of emotion to affect learning and retention positively. Simulations, role plays, and other experiential activities can be highly engaging. By intensifying the student's emotional state, they may enhance both meaning and memory" (p. 39). The emotionally laden medium could be referred to as what some authors titled as an *emotional hook,* which purportedly can assist in enhancing or improving memory (Loo, 2011; McGeehan, 2001; Weiss, 2000; Wolfe, 2006).

The role of emotions is to incite deeper understanding of class content.
Through the introduction of an emotionally laden medium, participants described student emotional responses, which seemed to cause deeper understanding of class content. According to this finding, participants used specific emotionally laden medium to cause the occurrence of an emotional response, in some instances an intense emotional response. The purpose of the strategy was to cause such an emotional reaction that the students not only understood the facts surrounding an event, but also felt some of the emotional feelings involved in the event. The goal was to cause a deeper understanding of key class content. As explained by Mr. Dawson, "to make them (the students) understand the horror of what was involved." A few examples of the media are provided

to illustrate the strategies used to incite an intense emotional response: (a) the viewing of extremely graphic photographs portraying slave lynching; (b) the reading of case studies that include narrative that is similar in nature to student personal life situations that caused the student to question self; (c) the conduct of role playing exercises that portrayed extreme viewpoints such as racial biases; (d) the viewing of films that depicted real live stories with heartrending occurrence or endings; (e) the conduct of simulation exercises that included intense displays of emotion.

In many of the instances described, the students would display emotional reactions that included sadness, somberness, intense seriousness, and hostility. In some instances, the emotional reaction was so intense the instructor had the students view the medium at the end of one class and waited until the next class to host a discussion on the viewed medium. Ms. Oatfield emphasized the potential influence of experiencing an emotion in the context of learning when she stated, "emotions color what we think."

Few extant literature resources were found that discussed the eliciting of intense emotional responses to cause deep understanding to occur. One such resource is an article on multicultural education that discussed the incorporation of two emotionally laden films into class lessons. As explained by Wang (2008), "in multicultural education, novels, auto/biographies, and films can be used effectively to move students beyond their own world and into other people's lives to experience the impact of social injustice" (p. 12). Another such resource is a dissertation study on the use of storytelling in nursing education. When describing how teachers used stories to discuss nursing concepts, Sochacki (2010) explained "one of the most powerful nursing education tools used to make connections is the intensely personal, highly emotional, and often brutal stories of

everyday life lived by patients and witnessed by nurses" (p.6). In the study conclusion Sochacki asserted, "this study demonstrates the power of emotions within stories and how that power translates into solid student learning" (p.129).

Both of these authors provided caution in the context of their explanations of the elicitation of emotions. Wang (2008) referred to the "danger of engaging emotions in multicultural education" and went on to explain, "intensification of feelings may lead to breakdown moments in learning and teaching" (p.15). Sochacki (2010) highlighted that teachers may become too emotional while telling stories. Other authors have pointed out that intense emotional expression can be difficult to control in a classroom setting (Dirkx, 2008; Varlander, 2008: Weiss, 2000).

Factors that Influenced the Teacher's View of Emotions

When probing about factors that influenced the participant's views on the topic of emotions, few similarities were noted among the instructors. The most significant of these factors appeared to stem from past experiences the participants had while they were students under what they referred to as either excellent or poor teachers. The second most significant factor stemmed from the instructor's own past teaching experiences. Instructors were quick to note that their awareness of emotions did not occur quickly and more accurately developed over the course of time and practice. When asked about any academic factors (educational courses, literature, professional conferences, research, or development programs) that had influenced their views, participants struggled to identify any experiences that they had either before they became a teacher or since they have been a teacher. A few participants were able to refer to professional conferences or literature

related to the topic of emotions. However, these experiences were primarily due to their personal interest in wanting to know more about the subject of emotions.

Noteworthy, is that only one participant was able to point to a specific collegiate academic course that she had taken as a graduate student on the subject of emotions. In addition to the experiences identified above, most credited sources that were unrelated to instruction or professional development for their teaching position. Sources included attending the Glasser Institute, couples communication seminar, divorce seminar, and attending religious retreats. Although surprising, the absence of academic influencing factors coincides with assertions made by many authors that emotions are generally seen by institutional education settings as unimportant (Crossman, 2007; Demetriou et al., 2009; Dirkx, 2008; Govaerts & Gregoire, 2008; Kingston, 2008; Mudge et al., 2009; OECD, 2007; Sutton et al., 2009; Titsworth et al., 2010; Varlander, 2008; Wang, 2008). As indicated by this reference listing, a plethora of authors have sounded this trumpet call in the past and continue to sound it today as Zembylas (2005) highlighted, "emotion is the least investigated aspect of research on teaching, yet it is probably the aspect most often mentioned as being important and deserving more attention" (p. 466).

Teacher Developed Processes

Instructors provided many different techniques and activities that were used in the past to manage or elicit student's emotions with the intent to positively influence the learning process. These strategies included individual instructor teaching methods that are more emotionally laden such as storytelling and instructor initiated mediums such as emotionally laden videos, films, or photographs. Included in the findings section of this study is a collection of these teacher developed processes to manage or elicit emotions

within a classroom setting. As emphasized by Weiss (2000), "the ultimate challenge is how teachers and trainers can use emotion as a teaching aid" (p. 47). The hope is that by including this listing potentially some of these strategies could be transferred to other classroom settings and instruction.

The Classroom Emotional Temperature Model

The Classroom Emotional Temperature Model was constructed from several perspectives that emerged from data analysis on participant interview transcripts. The model is what is referred to by Charmaz (2007) as a concept-indicator model. Charmaz explained a concept-indicator model "is a method of theory construction in which the researcher constructs concepts that account for relationships defined in the empirical data and each concept rests on empirical indications. Thus the concept is 'grounded' in data" (p.187).

This model operates under the assumption that the occurrence of student's emotions can positively-influence the learning process or inhibit the learning process; see Figure 4 for a visual representation. As reported within the review of the literature, many authors that ascribe to the influence of emotions within a learning setting agree that certain emotions can positively influence some aspects of learning (Christos, 2003; Crossman, 2007; Dirkx, 2001; Greenleaf, 2003; Hinton et al., 2008; Levine & Pizarro, 2004; MacKeracher, 2004; Moore & Kuol, 2007; OECD, 2007; Taylor, 2006; Weiss, 2000). In addition, many authors also agree that high levels of emotions can adversely influence learning (Carless, 2006; Hinton et al., 2008; Ingleton, 1999; MacKeracher, 2004; OECD, 2007; Pekrun et al., 2002; Radin, 2005; Wlodkowski, 2008; Zull, 2006).
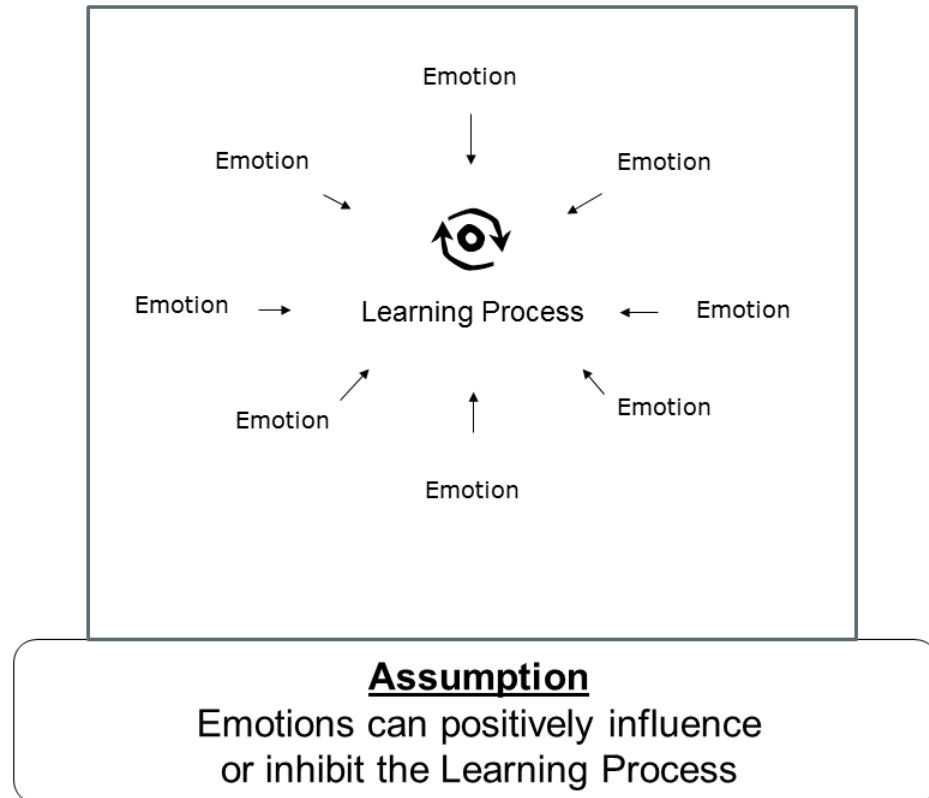
Figure 4. Depiction of Influence of Emotions on the Learning Process.

This model includes a narrative description and an attached pictorial (Figure 5) that depicts the occurrence of a collective emotional temperature that participants asserted exists and constantly fluctuates within a classroom setting. The emotional temperature is a manifestation that can be felt very rapidly within a classroom setting. The participants referred to this emotional temperature level as an indicator of the potential influence of emotions on student learning. Instructors seemed to be able to read the classroom emotional temperature, interpret the potential influence of this temperature, and react to the emotional temperature. Participants claimed that they were able to influence the emotional temperature level through teaching methods and teacher initiated mediums. Conversely, a student or groups of students can also significantly influence the

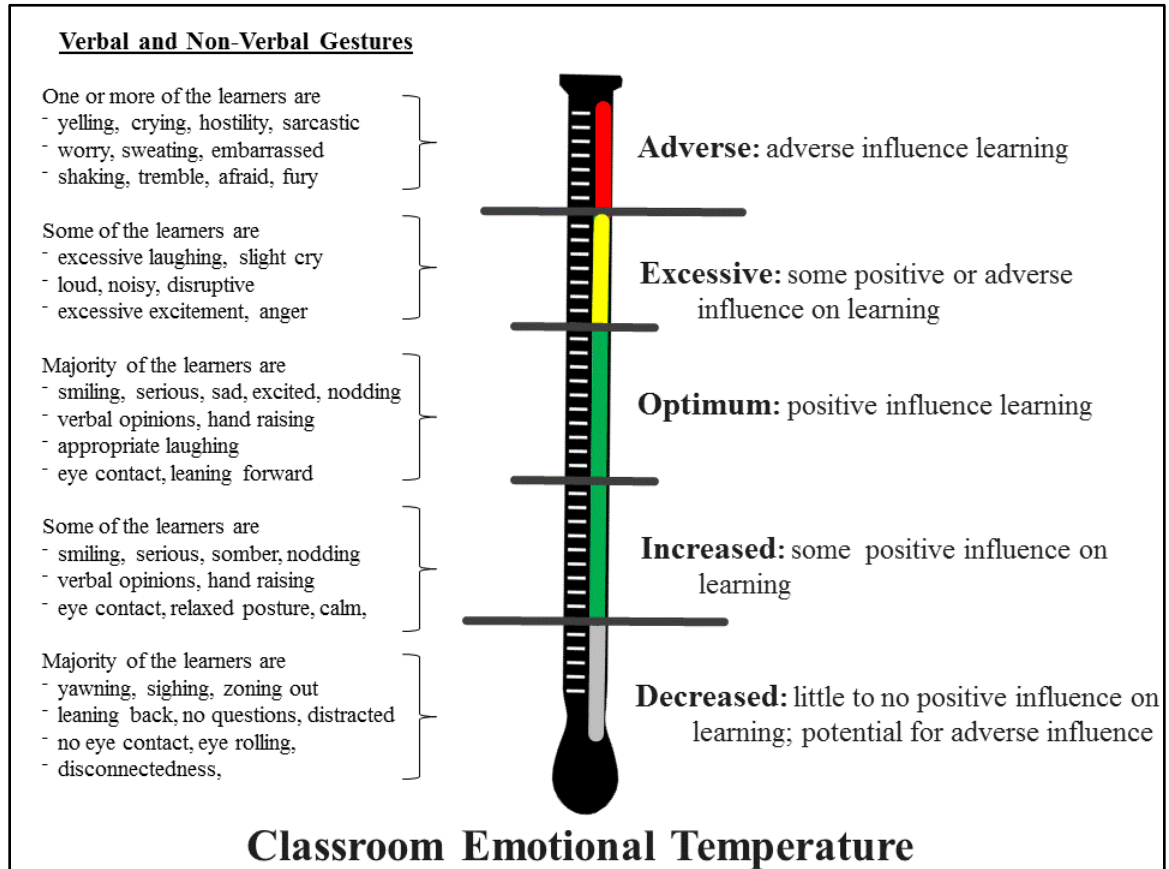emotional temperature through their actions and conduct.

Figure 5. Classroom Emotional Temperature Model

In returning to extant literature, no specific references were found that discussed

the daily classroom emotional temperature, however, several resources were located that

discussed classroom climate (Ambrose, Bridges, & DiPietro, 2010; Roberts & Smith,

2002; Sadlier, 2009; Williams-Johnson, Cross, Hong, Osbon, Schutz, 2008). The

classroom climate is described as,

The intellectual, social, emotional, and physical environments in which our

students learn. Climate is determined by a constellation of interacting factors that

include faculty-student interaction, the tone instructors set, instances of

stereotyping or tokenism, the course demographics (for example, relative size of

racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials. All of these factors can operate outside as well as inside the classroom. (Ambrose et al., 2010, p. 190)

As indicated by this definition the classroom climate includes many interrelating factors, one listed as the emotional. Classroom climates are built over the course of a semester, through many student-professor experiences, and can reflect how students perceive their classrooms as inclusive learning environments (Sadlier, 2009). While a classroom climate may include the total sum of a classroom, others refer to a more narrowly focused classroom emotional climate. Classroom emotional climates are said to consist of teachers that are perceived by students as good listeners, conveying a genuine interest, and a caring attitude (Williams-Johnson et al., 2008). Once again, this description indicates that climates are built over time and are based on the perceptions of the students.

Although related to the classroom climate and classroom emotional climate concepts, the classroom emotional temperature concept is also different in a number of ways. The classroom emotional temperature is a phenomenon that occurs daily, that changes from day to day, and can fluctuate continually during the conduct of a class session. Furthermore, unlike the classroom climate or the classroom emotional climate that is primarily based on the perceptions of the students, the classroom emotional temperature is based on the perception of the instructor.

The Classroom Emotional Temperature Model emerged from the perspectives of the study participants. It is a model or a way to think about the occurrence of student's

emotions within a classroom setting and the potential influence of those emotions while learning subject matter content; see Figure 6 for a visual representation. Although referred to by the participants as a potentially useful model, the model was not tested or put into use during the conduct of this study. It is a model that is representative of this group of instructors and the assertions they hold on the influence of emotions in the learning process while in the midst of conducting a class session.
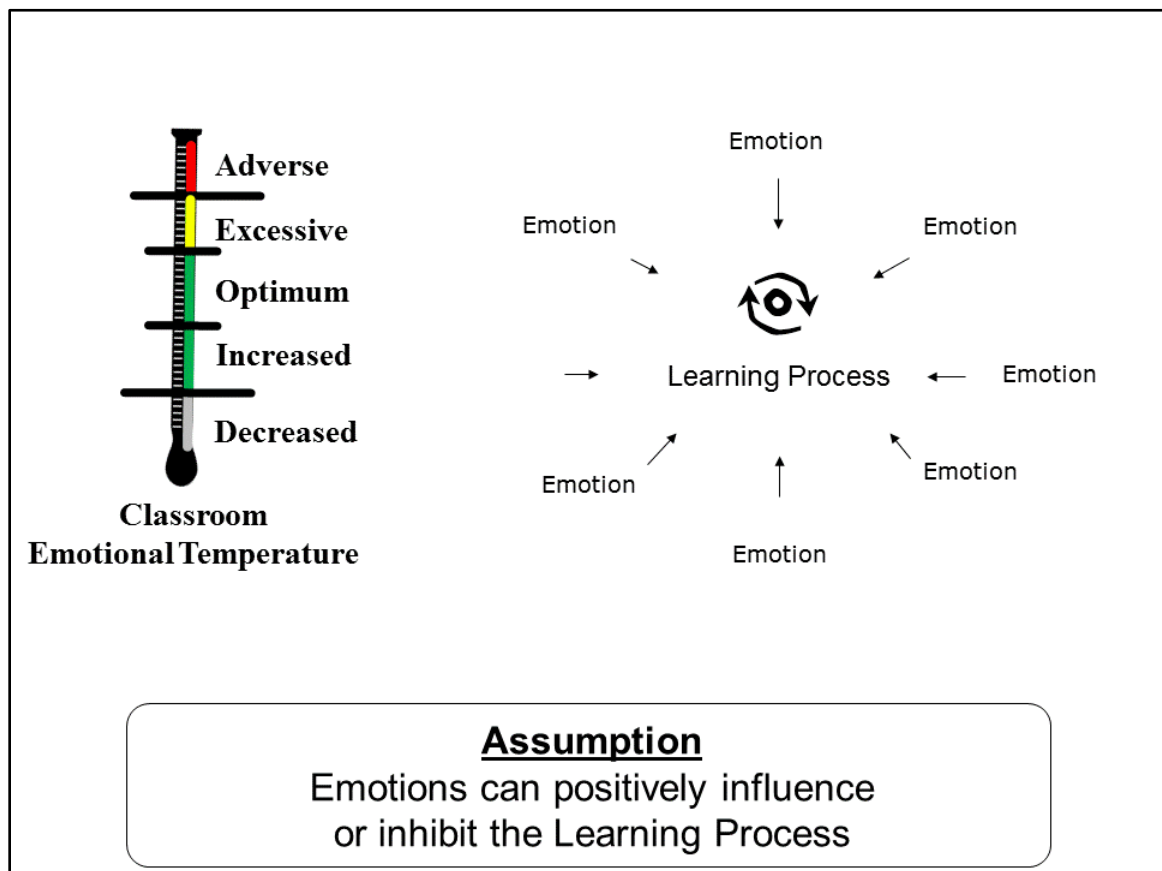

Figure 6. Depiction of Classroom Emotional Temperature in a Classroom Setting

Tensions and Challenges

Two challenges became evident during the implementation of the study. First, it was hoped that volunteers to participate in this study would come from at least two conflicting perspectives on the significance of emotions within a classroom setting. All of the participants came from the perspective that emotions are valued within the learning process and should be elicited in the classroom setting versus the opposing perspective of the suppression and control of emotions within the classroom (Berry et al., 2008; Carless, 2006; Crossman 2007; Dirkx, 2001, 2008; Moore & Kuol, 2007; Pekrun, Goetz, Titx, & Perry, 2002; Wang, 2008). Several participants spoke of fellow peer instructors who do hold a differing viewpoint on the value of emotions, but despite specific attempts to recruit participants from this perspective, none volunteered. This challenge resulted in findings and conclusions that are related to a valued viewpoint of the occurrence of emotions in a learning setting.

Secondly, listing roles of emotions within an educational environment may initially appear to increase the importance of emotions within a learning setting; however, it is a limiting endeavor. A specified role can quickly become a confining box and limit the overall importance of emotions within the learning process. With the current prevailing viewpoint of the lack of importance of emotions within institutional education (Crossman, 2007; Demetriou et al., 2009; Dirkx, 2008; Govaerts & Gregoire, 2008; Kingston, 2008; Mudge et al., 2009; OECD, 2007; Sutton et al., 2009; Titsworth et al., 2010; Varlander, 2008; Wang, 2008) this appeared to be a necessary step in the advancement toward the next evolutionary step to viewing cognition and emotion as interrelated and interdependent within the process of learning (Clarke, 2006; Crossman,

2007; Demetriou et al, 2009; Hinton et al., 2008; LeDoux, 1996; OECD, 2007; Pekrun et al., 2002).

Recommendations of the Study

This research clearly supports the value of incorporating emotions into a classroom learning setting. As a result, readers are asked to consider the implications of the analogy referred to in the findings section of this report. The manifestation of emotions in relation to subject matter content is like adding frosting to a piece of cake. In this analogy, the cake is the subject matter of a class session and like cake is the main element of a dessert, so too is subject matter content the main element of a class. The frosting is the experienced emotion, it can add flavor to the subject matter content. The sensation of emotion seems to be able to enhance the learning setting, to cause the learner to be more energized, to make it more memorable, and to deepen understanding of a concept. Much like frosting on a piece of cake can improve the overall flavor and experience of eating the cake, emotion can also improve the overall learning of subject matter content. The following recommendations are made to key leaders within the field of education.

To fellow instructors, resist the urge to be inculcated into the prevailing viewpoint to "control, manage, limit, or redirect outward expressions of emotions and feelings" in the classroom (Dirkx, 2001).   Instead find ways to invite emotions into classroom settings (Schechtman & Leichtentritt, 2004). Use the Classroom Emotional Temperature Model as a reference point for teaching practice or a point of discussion during teacher development and new teacher instruction activities.

To fellow researchers, conduct future study explorations to analyze, critique, and if appropriate add to the four roles of emotions that emerged from this study. Conduct empirical studies on the Classroom Emotional Temperature Model.

To institutional educational leaders, respond to the emerging voices to recognize emotions as fundamental to the learning process (Bennet, 2009; Berry et al., 2008; Eynde & Turner, 2006; Hinton, Miyamoto, & Della-Chiesa, 2008; Jarvis, 2006; Levine & Pizarro, 2004; OECD, 2007; Radin, 2005; Weiss, 2000; Wolfe, 2006; Zull, 2002). Initiate collegiate academic courses and teacher professional development activities to discuss the importance of emotions in the learning process.

Recommendations for Future Research

Three recommendations are made for potential future research of this topic. First, the research study focused on the perspective of the teacher due to the inherent authority that exists within the teaching position. The perspective of the student or the learner was not a part of this current exploration. The next logical step is to seek out this voice as an equally important perspective and compare findings to this study. This may be accomplished through a case study within a specific course, consisting of both the teacher and attending student's perspectives of the influence of emotions or a study solely focused on the student's perspectives of the role of emotions within a classroom learning setting.

Second, conduct experimental or quasi-experimental research comparing (a) collegiate teachers of a specific course that intentionally seek to elicit a student emotional response to (b) teachers of the same course that do not typically seek to elicit a student emotional response. One possible approach would be to compare (a) teachers that teach

principally through the lecture method, absent of emotionally laden mediums (videos, games, photographs, & stories) to (b) teachers that teach principally through the lecture method with the integration of emotionally laden mediums (videos, games, photographs, & stories). The predominant method of collegiate teaching is through the lecture method with more than 80 percent of instructors relying on the lecture "as their primary instructional method" (Wirt et al., 2001, p. 79). In view of the study findings that indicate the potential value of eliciting emotions (enhanced environment, enhanced memory, increased energy, & deeper understanding), this suggested experimental research design could shed additional light on these assertions.

Finally, conduct empirical research on the viability and potential use of the Classroom Emotional Temperature Model. Captured in the words of one study participant is the potential use of this model,

> I think we tend to use abstract terms like engagement that do not get down to the fundamental behaviors that we are after. This (Classroom Emotional Temperature Model) is a way of getting at real stuff that is observable and nameable. That, by itself, is very helpful for us to do self-assessments as well as to share with others if we are doing faculty development type things and even share with students. (Mr. Tower).

Concluding Thoughts

In beginning this study of the potential role of emotions within an adult education setting, it was hoped that findings would contribute to the following three areas within the fields of higher education and adult education: educational practices, teacher preparation and development programs, and educational theory. Study findings suggest

that emotions can influence the learning process in many specific ways and provides support to ending the persistent myth that emotions can be separated from thinking (Dewey, 1916; Eynde & Turner, 2006; LeDoux, 1996). These realizations, coupled with numerous other implications raised by the study participants, lend credence to questioning educational practices, teacher preparation or professional development programs, and educational theory that do not address the influence of emotions within the learning process.

In conclusion, teaching and learning can be an emotional roller coaster or as Brookfield (2006) described, "white water rafting" (p. 8). For both the teacher and the learner, it is possible to experience a myriad of emotions, feelings, or moods within a classroom environment. These emotions can range from "positive and energizing, to negative and distracting" (Dirkx, 2008, p. 9). While describing past learning experiences, some individuals have identified intense positive feelings, equivalent to emotional bliss or being in a state of flow, wherein their thinking seemed to be effortless (Csikszentmihalyi, 1999). Others described experiences of negative feelings, such as anxiety, in which cognition was hindered and problem solving were slowed (Wlodkowski, 2008). This study resulted in a more nuanced understanding of the potential role of emotions in an adult learning classroom from the perspective of the teacher. Weiss (2000) captured in her description of emotions the tremendous potential of this largely untapped resource, "emotions drive attention, which drives learning, memory, and problem-solving behavior. Simply stated, learning doesn't take place when there's no emotional arousal" (p. 46).

Epilogue

In responding to advice to add a final section noting any personal surprises that occurred during the conduct of this study, the following three revelations are detailed. First, this study was primarily an individual exploratory endeavor. Participants, advisors, and peers were extremely helpful, informative, and supportive. Nevertheless, the strong preference of this researcher is within team explorations. Much missed was the voice of a fellow researcher to discuss, debate, and collaborate.

Second, the first thoughts surrounding the Classroom Emotional Temperature Model of an adult classroom setting occurred at 05:30 am one morning while my daughter was feeding her agriculture farm animal, Sally the pig. I had spent the evening before immersed in participant's transcripts and intense organization of transcription data. The generation of ideas that occurred that morning, caused me to walk outside the barn and locate my voice recorder from my vehicle to record these ideas. This was the first episode of many such episodes when ideas and thoughts related to this study occurred while away from my office and computer. Others had explained the intensity of a dissertation study and the importance to get away from the computer and to incorporate alternate (not dissertation) activities to occur, not only to allow balance, but also to allow fermentation of ideas. It was not the smell that drove me from the barn that morning as my daughter suspected, but the theoretical ideas.

Finally, I was astounded by the vivacity of the study participants. I have been pursuing understanding of this topic in excess of five years. I am intensely passionate for

this topic due to personal learning and teaching experiences. I was extremely surprised to find other teachers as passionate, or dare I say, more passionate to explore this topic. I was inspired and enlightened by their personal teaching examples and their displayed commitment to this profession of teaching.

APPENDIX A

Invitation to Participate in Dissertation Study

Greetings College Faculty Members,

I am enrolled as a doctoral student in Adult, Professional, and Community Education at Texas State University. The purpose of this email is to identify faculty who would be willing to participate in my dissertation research on faculty perceptions of the role of emotions within community college classrooms.

Recent research in education and neuroscience indicates emotions may have a role in the classroom*. Old concepts of the separation of emotions and cognition are beginning to die away, replaced by new concepts of the interrelationship and interdependence of emotions and cognition in the learning process*. A small body of work is contributing to this emerging awareness and is positing the influence of emotions on cognition*. Yet, little empirical research has been conducted specifically on the role of emotions in adult learning settings, and specifically on faculty perceptions of the role that emotions play in their classrooms*. This research study has the potential to influence the following three areas within the field of education: educational practices, faculty preparation and development programs, and educational theory (*Literature references available upon request).

This study will include an initial interview (60-90 minutes) and a follow-up interview (45-60 minutes). Your participation in this project is voluntary. There will be no consequences if you decline to participate in this study. If you do agree to participate,

you may decline to answer individual questions if you choose and you are free to

withdraw your authorization and discontinue participating in this study at any time.

If you are interested in participating in this research study, please indicate by

responding to my address: cjvanaacken@att.net. I will then contact you with further

details of the study and the study consent process. Please also feel free to contact me

with questions you may have.

Thank you for your time and consideration,

 Carl Van Aacken

APPENDIX B

Consent Form

IRB Approval Number: EXP2012I7884

The purpose of this form is to obtain your consent to participate in the research project titled: Teachers' Perspectives on the Role of Emotions in an Adult Classroom Environment. This research project is a qualitative study to explore the role of emotions within an adult classroom-learning environment from the perspective of the teacher. The following researcher from Texas State University will be participating in this research project: Carl Van Aacken (current doctoral student). For the purpose of this study, my contact information is as follows: telephone: 210-394-9812 and email: cv1119@txstate.edu.

My overall goal in this project is to produce a formative theory of the role of emotions within an adult classroom setting—the community college—through qualitative research methods rooted in the grounded theory tradition. I will ask you a series of demographic and open-ended questions on emotions and your teaching experiences within the classroom.

This research study will include the completion of a preliminary survey and a minimum of two individual interviews, conducted face-to-face. As this study prioritizes the face-to-face interaction, interviews conducted over the telephone or other means of communication will be kept to a minimum and only used in those circumstances when the face-to-face interaction is inconvenient for you (the participant). The interviews will

be semi-structured and consist of open-ended questions. Each interview will be audio-recorded and will last for approximately 60 minutes. Some participants may be asked to participate in more than two interview session.

By participating in this interview and this research study, you will have the opportunity to share your experiences. The data collected will be combined with that of other participants and will be used in my dissertation study and to publish additional documents. There is no anticipated physical and/or psychological risk to you as a participant in this research study.

By signing this form, you acknowledge that your participation in this project is voluntary. There will be no consequences if you decline to participate in this study. You may decline to answer individual questions if you choose. You are free to withdraw your authorization and discontinue participating in this study at any time. If you withdraw, the information you have provided up to that point will not be used as a part of the study.

I will use a pseudonym when referring to you in this study to protect your confidentiality. Your responses will remain confidential and your identity will not be revealed. This interview will be transcribed into a written copy. A copy of the transcription (interview) with pseudonyms will be maintained inside the hard drive of my home computer, which is inside a locked office. A backup copy will be maintained inside a locked file cabinet inside my home. These copies will be maintained on file for a period of three years after the study has been completed to be used in completing and publishing findings from this research study. If requested, you may obtain a summary of the research study findings. In addition, you will be notified via email of any published reports that result from this research study.

If you have any questions that have not been addressed by the researcher relating to this research study, your rights as a participant, and/or research-related injuries, please contact the IRB chair, Dr. Jon Lasser (512-245-3413 – lasser@txstate.edu), or Ms. Becky Northcut, Compliance Specialist (512-245-2102).

Please sign this form and keep the extra copy of this document for your records. Thank you for your participation.

_____   _____

Signature of researcher asking for consent   Date

_____   _____

Signature of participant giving consent   Date

In addition, a focus group interview will be conducted at the end of this study. The focus group interview will consist of approximately five faculty volunteers that will participate in a group interview. I will facilitate the focus group interview by asking open-ended questions related to the topic of this study. The focus group will be audiotaped and videotaped. If you are willing to volunteer to participate in this focus group interview, please sign the below space:

_____   _____

Signature of participant giving consent   Date

APPENDIX C

Preliminary Survey

Survey topic: Role of emotions in an adult classroom from the perspective of the teacher

Survey purpose: To identify potential research study participants

Introduction:

The purpose of this survey is to identify teachers who would be willing to participate in a research study on the role of emotions within an adult classroom. Little empirical research has been conducted on this area of study*. Recent research in education and neuroscience indicates emotions may have a role in the classroom*. Old concepts of the separation of emotions and cognition are beginning to die away, replaced by new concepts of the interrelationship and interdependence of emotions and cognition in the learning process*. A small body of work is contributing to this emerging awareness and is positing the influence of emotions on cognition*. This research study has the potential to influence the following three areas within the field of education: educational practices, teacher preparation and development programs, and educational theory.

This study will include an initial interview (60-90 minutes) and a post interview (45-60 minutes). Your participation in this project is voluntary. There will be no consequences if you decline to participate in this study. You may decline to answer individual questions if you choose. You are free to withdraw your authorization and discontinue participating in this study at any time. If you withdraw, the information you

have provided up to that point will not be used as a part of the study. If you are willing to participate in this study, please answer the following questions and provide your point of contact information at the end of this survey. I will ask you a series of demographic and open-ended questions on emotions and your teaching experiences within the classroom.

1. How many years have you taught?

2. What is the primary teaching location in which you teach (classroom or online)?

3. What is the average number of learners that attend a typical class that you teach?

4. The definition of an adult learner that is used within this study is, "persons may be considered adults when they have taken on the social, psychological, and/or economic roles typically expected of adults in their cultures and collective societies" (Hansman & Mott, 2010, p. 14). Do you typically have learners that fall into the criteria included in the above-identified definition of an adult learner?

5. In your own words, define emotions?

6. When you hear the phrase "emotions in the classroom" what are some things that come to mind?

Thank you for your time and participation. I will contact you in the near future to discuss your participation in this study.

*Literature references available upon request

APPENDIX D

Interview Guide

Time: _____

Date: _____

Place: _____

Interview topic: Role of emotions in an adult classroom from the perspective of the

teacher.

Interview purpose: The overall purpose of this research project is to explore the potential

role of emotions in an adult learning classroom.

Interview type: Semi-structured open-ended interview

Introduction:

Please sign the consent form.

Here is a copy of the consent form for your personal files.

     I will ask you a series of questions on emotions and your teaching experiences

within the adult classroom. Please feel free to ask for repetition or an explanation of the

question when you feel it is necessary.

I. Role of emotions within an adult classroom environment:

   1. What role do you think emotions play within an adult classroom environment?

   2. How would you be more likely to describe emotions within the classroom?

         i. Something to be avoided or controlled in the classroom

        ii. Something to be encouraged in the classroom

        iii. Part of the classroom experience that can have beneficial or

             detrimental effects

3. Please explain why?

4. What are some ways that emotions can influence a learning situation?

5. What kind of emotional responses do you encourage during a class?

6. What kind of emotional responses do you seek to deter or avoid during a class?

7. When you hear the phrase "negative emotions" what are some things that come to

    mind?

8. When you hear the phrase "positive emotions" what are some things that come to

    mind?

II.   Factors that have influenced the faculty member's view of emotions:

1. What factors have influenced your view of the role of emotions within an adult

    learning classroom?

2. Could you please explain why?

3. Please identify any past educational experiences that you think have had an

    impact on how you feel about emotions in an adult learning classroom?

4. Describe any research (you are familiar with) conducted on emotions within an

    academic environment?

III.   Processes to elicit or evoke emotions in a learning setting:

1. What influence do emotions have in physical setup of your classroom (desks,

    chairs)?

2. What influence do emotions have in your selection of curriculum (to include

    books)?

3. What influence do emotions have in your selection of teaching methods?

4. Describe a learning activity when you intentionally planned to elicit emotions of one kind or another?

5. What happens when you elicit/evoke emotions during the lesson?

6. What techniques or strategies have you used to manage emotions that have been displayed by your learners?

7. What is the purpose to elicit/evoke emotions in the teaching/learning process?

8. What type of learning takes place when emotions play a central role in the teaching/learning process?

Is there any other information you want to share with me today?

Is there anything I did not ask in the interview and that you consider important to add to our conversation today?
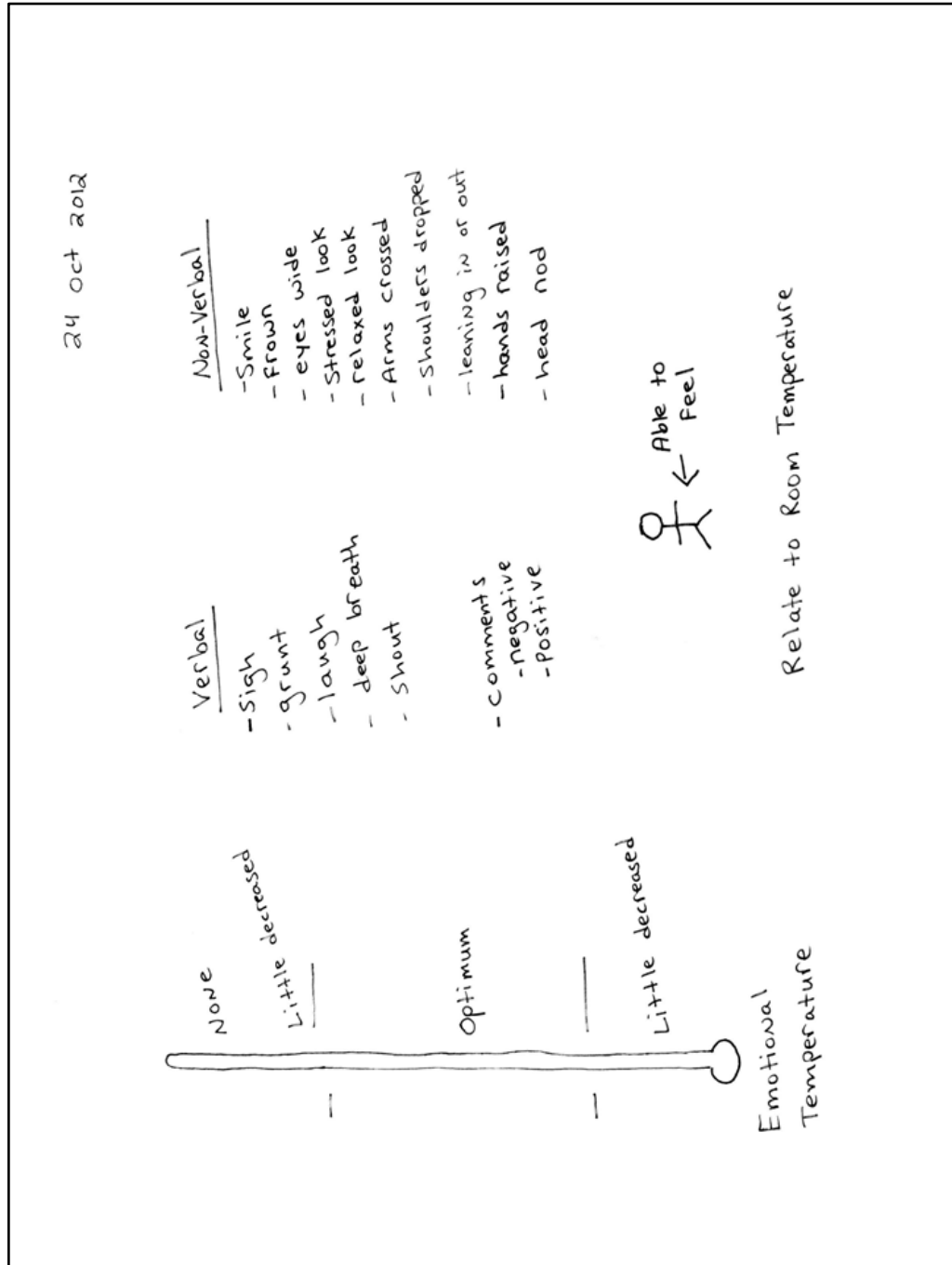
Thank you for your time and participation. Your answers are very important for my research. May I contact you again for possible follow up questions and clarification? Thank you again.

Time when interview ended: _____

APPENDIX E

Memo Example

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VITA

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