

What's the reason for your interest?

Emotions often overlooked, complex topic, interest in affective barriers in learning

I think that this is a very important consideration when we design teaching and support our students

Want to think about how we can help them manage their negative emotions. We cannot factor out stress

I'm student experience focused, and emotions tie in very much to how students perceive the course and the environment

Students seem increasingly disengaged with everything we offer, no matter how much we try to make teaching relevant, challenging, fun

Interested in how emotions relate to behaviours - extent to which it influences what we do/don't do, and in what ways

Under considered area in our teaching. Would like this to be something we think about more!

Staff emotions significantly impact on their teaching too, I'd be interested in looking at this too.

What's the reason for your interest?

Emotion can play a huge part in academic interest and attainment, and can affect people from different backgrounds/cultures differently - I think this is really interesting from a teaching angle

Hear about interesting work others are doing on this! Be inspired to make changes

Interested in thinking about the role of positive emotions!

Emotions very much affect students' learning experiences and we perhaps don't consider this enough.

I suspect that emotions 'interfere'/enhance/diminish learning (and teaching) more than we may think. I'm interested in unpicking this to enhance our students and staff experiences.

Part of university is about equipping students for the real world, and applying their learning to real world contexts and end users; they need to engage emotionally to do so effectively

It's so important for all aspects of learning and contributing to a compassionate and productive community (staff and students). Learning self-regulation is key to any success in life!

The new L&T strategy talks about students' emotional resilience, but I feel uncomfortable with making everyone more "resilient" rather than fixing the environment. Resilience needs exploring!

What's the reason for your interest?

Different emotions affect the students engagement and their interactions with the material and staff. We dont really know how.

I've been criticised by students for making things "fun" and "not taking things seriously enough". I think the two are not mutually exclusive. Students (and staff) need a less binary view of emotion

Emotions almost certainly play a large part in awarding gaps which I would like to address

How has this session made you feel? What would you like to talk about next time?

Really uplifted, thank you!

Optimistic!

A little overwhelmed - in a good and bad way as there is so much to consider when we think about emotion in education! It would be good to share good practice from other institutions/departments

I really enjoyed it and it's really good to be part of a team looking into this

Next time: pick a topic and look at a mix of literature and practice on that topic. Example topics: feedback, transition, group work, exams, lectures, labs

Insightful - interesting to see the range and complexity of emotion across different disciplines.

Really great. Enriching, engaging discussion

Excited about what might be discussed / developed etc. Frustrated by how little we can get through in 90 minutes when there's so much to do!

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Promising. I would like to know more examples of practice that support students to discuss emotion in class

Increasingly curious to learn more and to think more about this topic.

It has made me feel comfortable & positive. Maybe a future session could focus on teaching and learning events that lead to sharp changes in emotions.

Impact of emotion in the classroom from a neurodivergence point of view (how does the classroom feel to the autistic student? And the adhd'er? And the neurotypical student? And...)

Engaged! - challenging but sense of flow and opportunities

Teachers emotions

Interesting! Just getting started!

Future: Student expectations for emotional experience during their degree