



Emotion in STEMMB Education SIG

Cathy Mansfield, Manuela Mura & Kate Ippolito,



12:15: Why an 'Emotion in STEMM Education' SIG?

12:25: What is the role of emotion in university learning and teaching? An introductory stimulus on what is 'known' and of current interest.

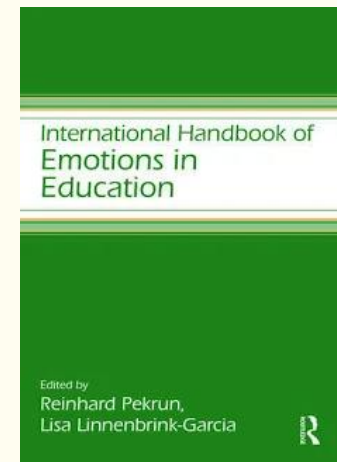
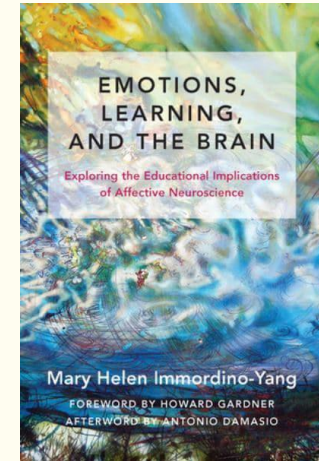
12:40: How does emotion influence teaching and learning in your practice? Small group discussion about experience and approaches.

13:15: Shaping our Special Interest Group – What would members like to get out of it? What are initial aspects of interest? Preferred meeting dates and formats?

Value of thinking about emotion in STEMMB university learning and teaching contexts

- Deepening insight into why students and teaching staff feel and behave in the way they do.
 - Contributing to emotional awareness and competency of students and teaching staff.
 - Developing more sensitive evaluation and policy making approaches.
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- Neurologically impossible to remember material, engage in complex thoughts, make meaningful decisions, transfer classroom learning to real life without emotion (Immordino-Yang, 2016).
- “Emotions are both **experienced** in educational settings as well as **instrumental for** academic achievement and personal growth” (Pekrun & Linnenbrink-Garcia, 2014: p.1).





UUK, 2021

Why is this important now?

Imperial Mental Health and Well-being Strategy, 2023



Student mental health intervention	Impact on mental health	Impact on student outcomes	Strength of evidence
Pedagogy and Professional Training Pedagogical interventions seek to improve student mental health by making changes to the curriculum, assessment structures and professional training. Learn Learning, Teaching and Assessment Transition Into University Live Proactive interventions and a mentally healthy environment Undergraduate Postgraduate Universal	NA	NA	★★★★★
Peer Support Peer support and peer mentoring interventions bring students with shared experiences together to help each other emotionally or academically. Themes Inclusivity and Intersectional Mental Health Learn Into University Live Social integration and belonging Postgraduate Universal	-/+	NA	★★★★★



New Student Mental Health Evidence Hub

A free online resource to strengthen the effectiveness of your student mental health support.

[Explore the Hub →](#)

TASO, 2023

What are the positive and negative impacts of university learning, teaching and assessment on mental health and well-being?

What emotions are actually being experienced in learning settings and why? Which are important for learning (and teaching)?

- How do 'positive' and 'negative' emotions impact on student experiences and learning outcomes?
 - What is the role of university in helping students to regulate emotion in challenging learning?
 - How does emotion spread within cohorts and how can this be used to inform teaching, assessment and feedback design?
 - How do the ways teachers and other staff feel influence educational practice?
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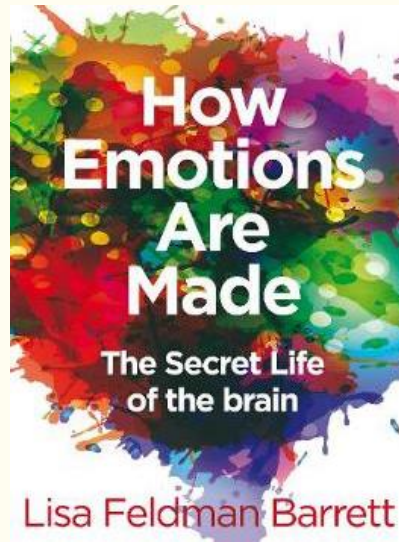
**Classical view:
hard-wired,
universal, triggered
(e.g. Ekman, 2016)**

“We transmit these concepts to each other, wiring each other’s brains for the social world” (Barrett, 2017: 134)

Theory of constructed emotion (Lindquist & Barrett, 2008; Barrett, 2017)

Emotion as a **goal-based concept** which individuals construct based on physiological sensations, social context, experience and what they want to achieve.

“Emotions are not reactions *to* the world; they are your constructions *of* the world” (Barrett, 2017: 104).



What are emotions?

Emotions are social, a form of communication and influence (Parkinson, 1996; Parkinson, 2019; Averill, 2017)

Cultures create emotions (Mesquita, 2022) and influence:

How we understand what emotion is

How we express and regulate emotion



Emotion linked to learning and teaching goals

Control – Value Theory of Achievement Emotion (Pekrun & Perry, 2014)

Control appraisal Do I have
any choice?
Am I competent at this?
What's the likely outcome?

Value appraisal
Is this interesting
/ useful /
important to me?

Impact of
teaching goals
on teacher
emotion (Frenzel et
al., 2020)





Small group discussion about experience and approaches.
How does emotion influence teaching and learning in your practice?

