

How Higher Education Feels: The Role of Emotions in Teaching and Learning

Ruth Wong Memorial Lecture on Education (2014)



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Emotion and cognition intertwine



Lecture Outline

1. Observations about the state of the field
2. Teachers' emotions
 - "The Pleasures of Teaching Emily Dickinson"
 - "No Offense"
3. A Psychological Perspective
4. A Sociological Perspective
5. Putting the perspectives together: elements of emotional literacy
6. Implications for teaching practice
 - "Lesson of the Day"

1. State of the Field

1. Sparse
2. Fragmented
3. Recent surge of interest
4. Under-theorised
5. Emotion-less writing



2. Teachers' emotions

1. *emotional practice*
2. *emotional understanding*
3. *emotional labour*
4. "Teachers' emotions are inseparable from their *moral purposes* and their ability to achieve those purposes."



(Hargreaves, 1998, p. 838)

Professors in research universities
experience "passionate thought"



(Neumann, 2009)

The Pleasures of Teaching Emily Dickinson

- By Carol Tyx
- published in *The Fifty Poems*, Raven Rocks Press, 2003

Teachers in higher education

Positive teacher emotions are associated with student-centred learning methods.



No Offense

- By Bridget Dixon
- Published at The Teacher's Voice
http://www.the-teachers-voice.org/bridget_dixon.html



No Offense,
but I can't stand white people!
She fires the phrase
across the small classroom,
body cocked behind the desk
prepared for anger, or pain,
whatever comes.
She searches for something sharp:
for teeth to clench, for the sturdy
setting of jaw, the splendor of anger
as it molds a face,
sets it taut against bone.
But she'll take the slide of skin
into suffering or fear,
the slacking of a smile,
eyes that tumble toward the tile.
Behind the podium I struggle,
work to give her nothing she can
call victory but my belly.

That betrayer hardens
seconds too late to diminish the blow.
I cling frantically to façade, reply
none taken.

Bridget Dixon

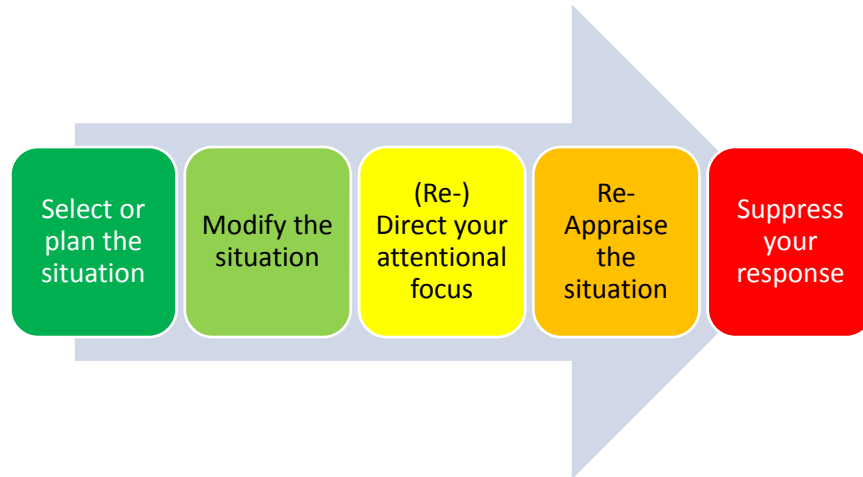
3. A Psychological Perspective

We should help students (and teachers) develop the ability to regulate and manage their own emotions more effectively.



(e.g. Goleman, 1996)

Potential Steps in Adult Emotional Regulation



(Gross, 2001)

4. A Sociological Perspective

Students' (and teachers') emotions can (and should) be interrogated and critiqued as socio-cultural phenomenon.

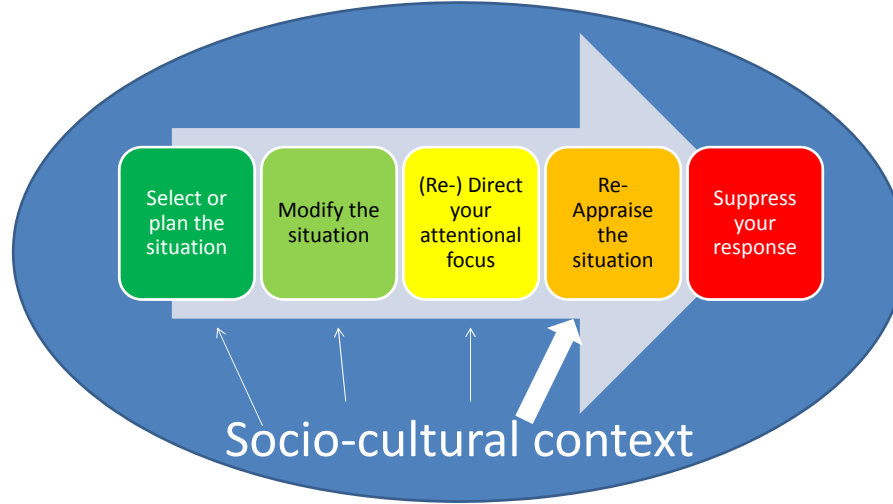


(e.g. Boler, 2004; Zembylas, 2002)

Defense against a soundbite culture



5. Putting the Perspectives Together: Elements of Emotional Literacy



(adapted from Gross, 2001)



Tulane Public Relations

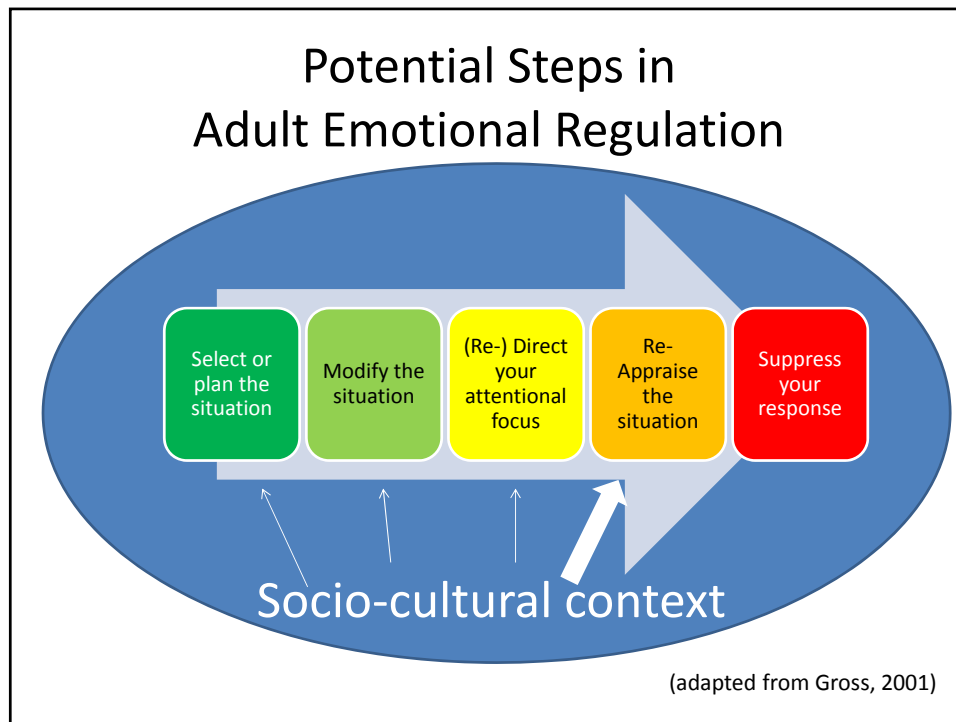
Earthquake Coverage: Engineering Cases



<http://news.bbc.co.uk/1/hi/8544700.stm>

Lesson of the Day

- By Bunkong Tuon



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