Emotions in education [special issue]

2 authors, including:

Introduction: Emotions in Education

Paul A. Schutz

Department of Educational Psychology
University of Georgia

Sonja L. Lanehart

Department of English
University of Georgia

As cognitive, developmental and educational psychologists have moved out of the laboratory and tried to apply their findings to the classroom context, it has become evident that students' and teachers' motivational beliefs (i.e., goals, purposes, intentions, interests, self-perceptions of efficacy, control, and competence) influence their learning and behavior. In the 1990s, motivational issues can no longer be ignored by researchers interested in cognition and learning in the classroom. (Pintrich, 1991, p. 199)

The preceding passage was taken from the Editor's Comment section of a special issue of the *Educational Psychologist* on motivation in education. It is clear that today a similar introduction could be written about this special issue on emotions in education. That paragraph might look like this:

As motivation, cognitive, developmental, and educational psychologists have continued to contextualize their inquiry within the schools, it has become clear that emotions are an integral part of educational activity settings. In the 2000s, researchers interested in teaching, learning, and motivational transactions within the classroom context can no longer ignore emotional issues. 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.

To date, however, inquiry on emotions in education has been generally neglected, with two notable exceptions—research on test anxiety (see Zeidner, 1998, for a recent review) and Weiner's (1985) attributional program of research. Thus, as indicated by Pekrun, Goetz, Titz, and Perry (2002), outside of these two exceptions, inquiry has been slow to advance our understanding of emotions in education. However, this began

to change formally for many of the authors represented in this special issue when they participated in a symposium during the 1998 annual meeting of the American Educational Research Association in San Diego. That symposium, titled "The Role of Emotions in Students' Learning and Achievement," was the first of five symposia to date by many of the authors included in this special issue. These symposia represent an example of the increased interest in the field of educational psychology regarding the study of emotions in education. The goal of this special issue is to add to the understanding of emotions in the educational context by highlighting the essence of this series of symposia.

To reach this goal, this special issue begins with an article by Linnenbrink and Pintrich (2002), titled "Achievement Goal Theory and Affect: An Asymmetrical Bidirectional Model," in which they examine moods and emotions within the context of achievement goal theory. They focus on the development of a model to integrate issues related to moods and emotions into achievement goal theory. This is an important advancement in achievement goal theory because both the adoption of a particular goal orientation and students' perceptions of the classroom goal structure create the potential for a variety of emotional experiences that may or may not facilitate academic success. Thus, the Linnenbrink and Pintrich article helps us develop a better understanding of the relation between goal orientation and affect in the educational context.

The Turner, Husman, and Schallert (2002) article, "The Importance of Students' Goals in Their Emotional Experience of Academic Failure: Investigating the Precursors and Consequences of Shame," draws on their program of research on shame to help illuminate the relations among self-regulation of emotions, motivation, and future goals. This program of research is important for at least two reasons: First, research on test anxiety has dominated the field of research on emotions in education, resulting in very few investigations of other emotions, pleasant or unpleasant. Thus, the inclusion of shame is helpful for getting a different perspective on emotional experiences in the educational context. Second, by contextualizing the research on shame in the process of

self-regulated learning, the authors of the article help to develop a better understanding of how emotions such as shame influence and are influenced by the processes involved in self-regulated learning.

The Pekrun et al. (2002) article, "Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research," provides an overview of their research on students' academic emotions. The article focuses on reciprocal linkages of emotions, achievement, and classroom instruction by presenting a cognitive-motivational model on emotion effects and a control–value theory addressing their antecedents. To do so, the authors highlight the development of their measure used to investigate both pleasant (e.g., pride and hope) and unpleasant (e.g., anger and anxiety) emotions in a variety of academic settings. In addition, the qualitative and longitudinal natures of some of the studies they present provide a unique perspective on the relations among emotions and academic learning and achievement.

The Meyer and Turner (2002) article, "Discovering Emotion in Classroom Motivation Research," takes a reflective look at their program of research over the last 10 years. They discuss many of their "serendipitous findings" that have prompted them to conclude that "emotion is an essential part of studying motivation in classroom interactions" (p. 107). A unique aspect of this article is the way in which Meyer and Turner trace their observations in the real classroom and show how that journey has influenced the development of their theory. As such, their research is an excellent example of how to blend quantitative and qualitative methodologies in a program of research. Therefore, not only do the authors inform research and theory about the nature of emotions in classroom interactions, but they also provide an excellent model for a long-term program of research.

The deMarrais and Tisdale (2002) article, "What Happens When Researchers Inquire Into Difficult Emotions?: Reflections on Studying Women's Anger Through Qualitative Interviews," approaches the study of emotions from a qualitative perspective. There is a growing movement in educational psychology, as well as other areas, toward the inclusion of qualitative methods. DeMarrais and Tisdale use their own work on women and anger to inform their discussion of the hows, whys, and potential challenges of using qualitative methods in the study of emotions and emotional regulation. This extremely timely article provides guidance not only for emotion theory and research, but also for the qualitative methods that are increasingly being used by educational psychologists.

Finally, in Schutz and DeCuir's (2002) article, "Inquiry on Emotions in Education," the authors look at the current state of inquiry on emotions. They examine the theoretical foundations on which future inquiry on emotions in education might

proceed. There is a rich history of research on emotions in a variety of fields as well as increasing interest in the nature of inquiry and the implications of using various methodologies and methods during the research process. This article integrates some of the current thinking about inquiry with the potential challenges that may occur when investigating emotions in education. The authors' goal is to promote the idea that the continual examination of the theoretical foundations on which inquiry in educational psychology is based is key to the healthy development of this research community.

One consistent theme in this series of articles is that emotions are an integral part of the educational activity setting. Therefore, an understanding of the nature of emotions in the school context is important and has a lot of promise for informing the understanding of teaching, motivation, and self-regulated learning. It is also clear that these articles represent only the beginning of this inquiry process, or as Karl Popper (as cited in Miller, 1985) so eloquently stated

> The game of science is, in principle, without end. He [*sic*] who decides one day that scientific statements do not call for any further test, and that they can be regarded as finally verified, retires from the game. (p. 140)

Thus, in terms of our understanding of emotions in education, the game is just getting started.

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