

Interaction Processes in The Classroom: Theories, Methods, Empirical Findings and Practical Implications

Part II: Emotional Interactions

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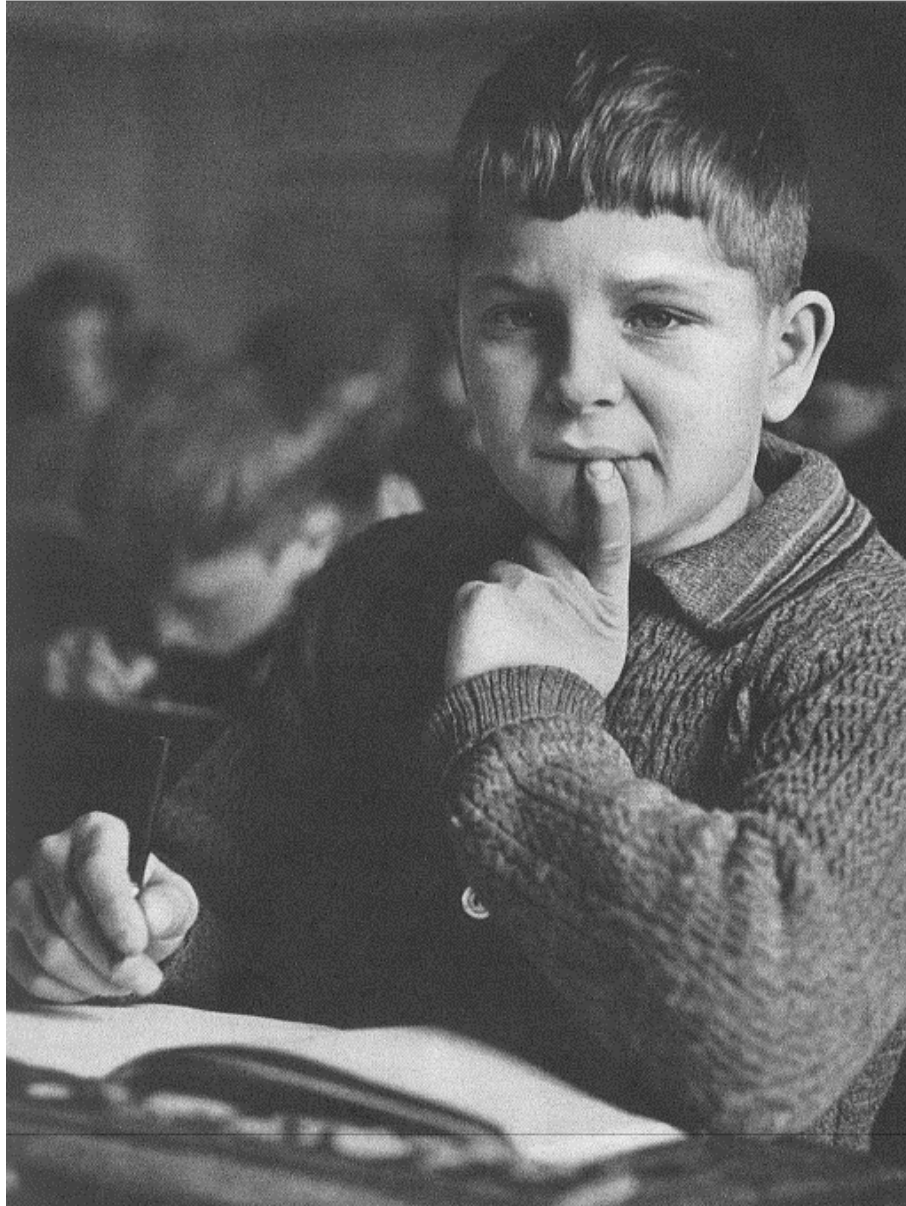
Emotions - Relevance

- Learning and Achievement
- Lifelong Learning
- Career-Choice
- Well-being and Health
- Communication Processes in the Classroom

Students' Emotions in the Classroom













Trait- und State-Emotions



Trait-Emotions

e.g. „How strongly do you typically experience enjoyment in the classroom“



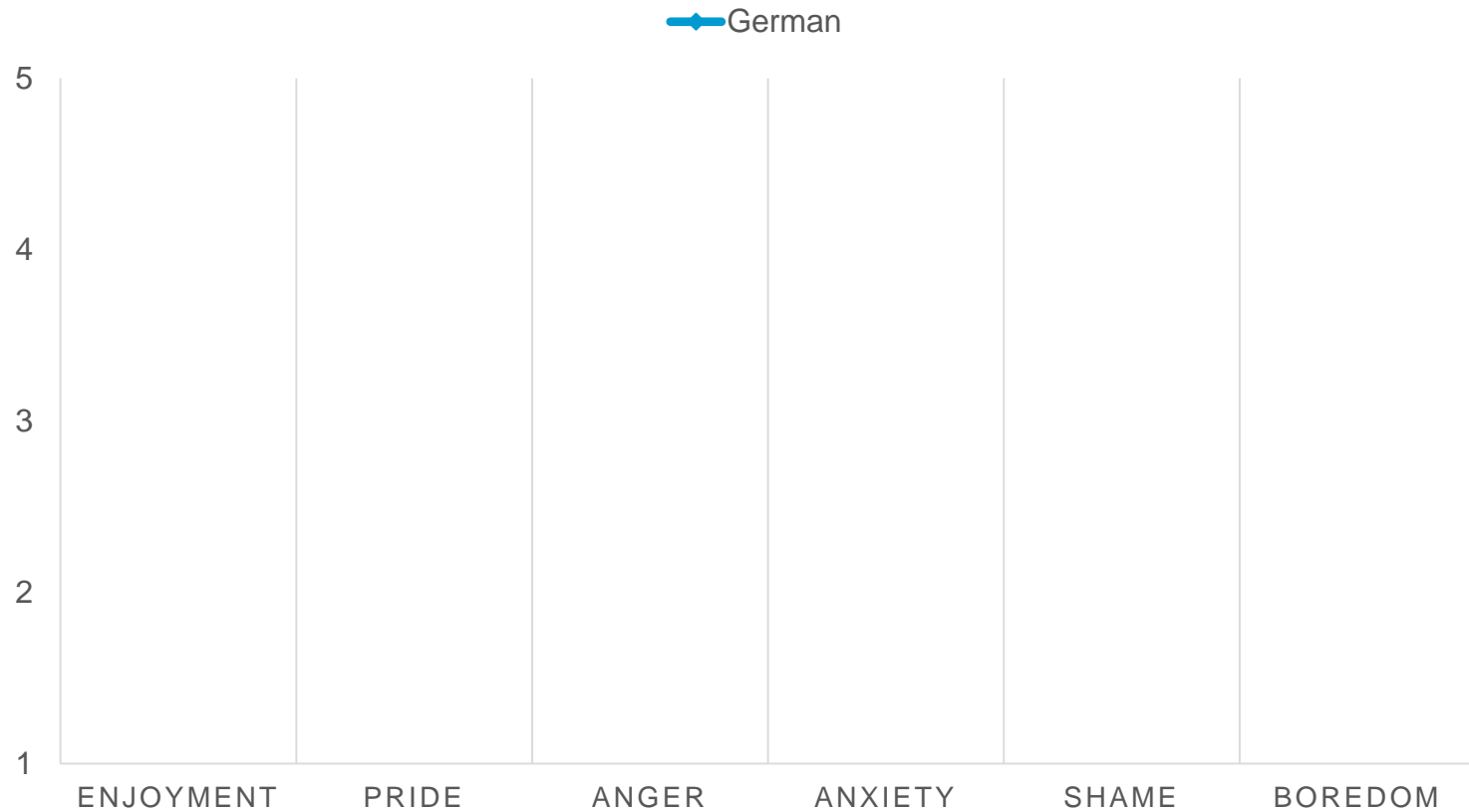
State-Emotionen

z.B. „At this moment I experience enjoyment“

State-Assessment



How strongly do you experience in this class...?



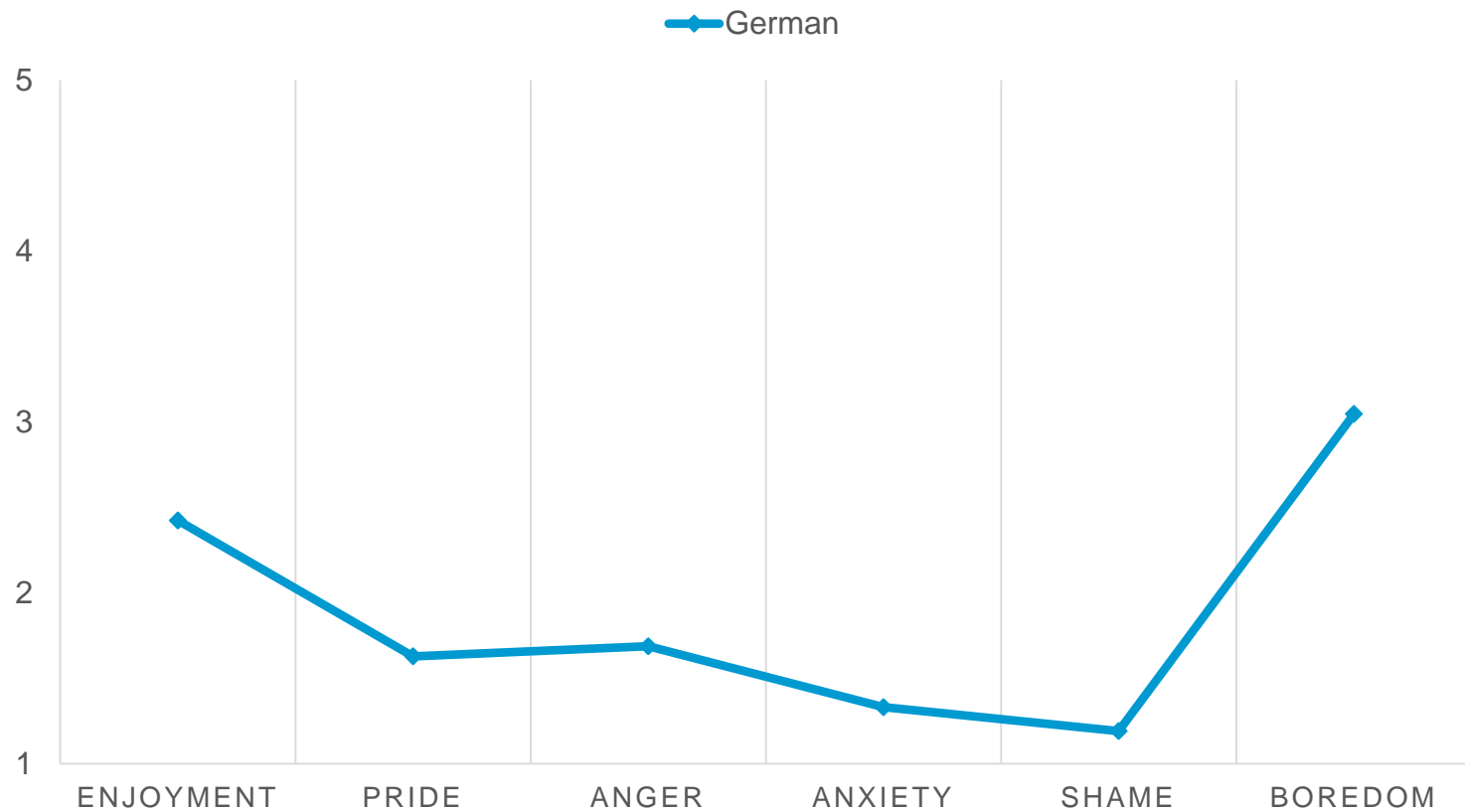
Grade levels 8 und 11, $N = 121$

(1) „not at all“ to (5) „very strongly“

State-Assessment



How strongly do you experience in this class...?



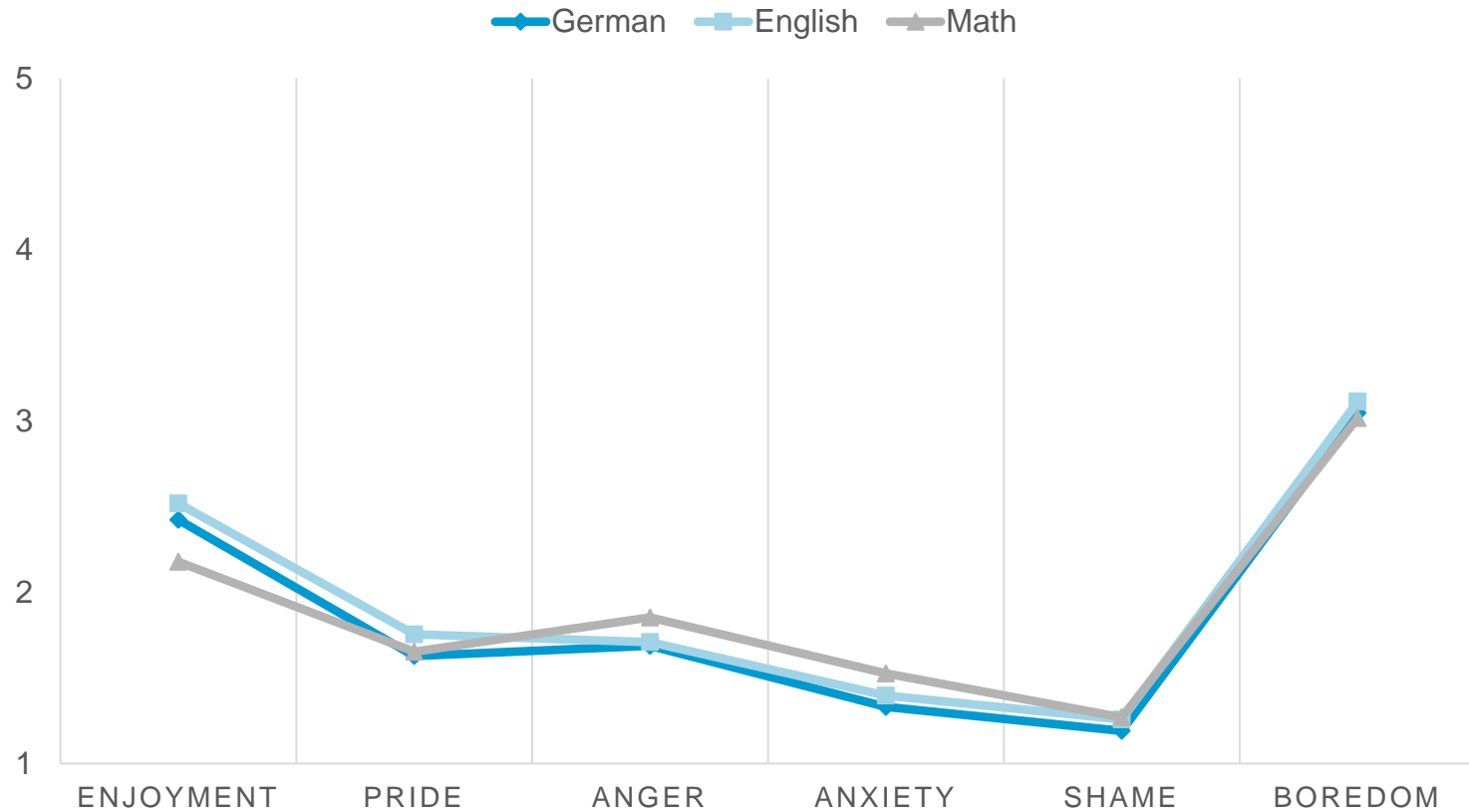
Grade levels 8 und 11, $N = 121$

(1) „not at all“ to (5) „very strongly“

State-Assessment



How strongly do you experience in this class...?



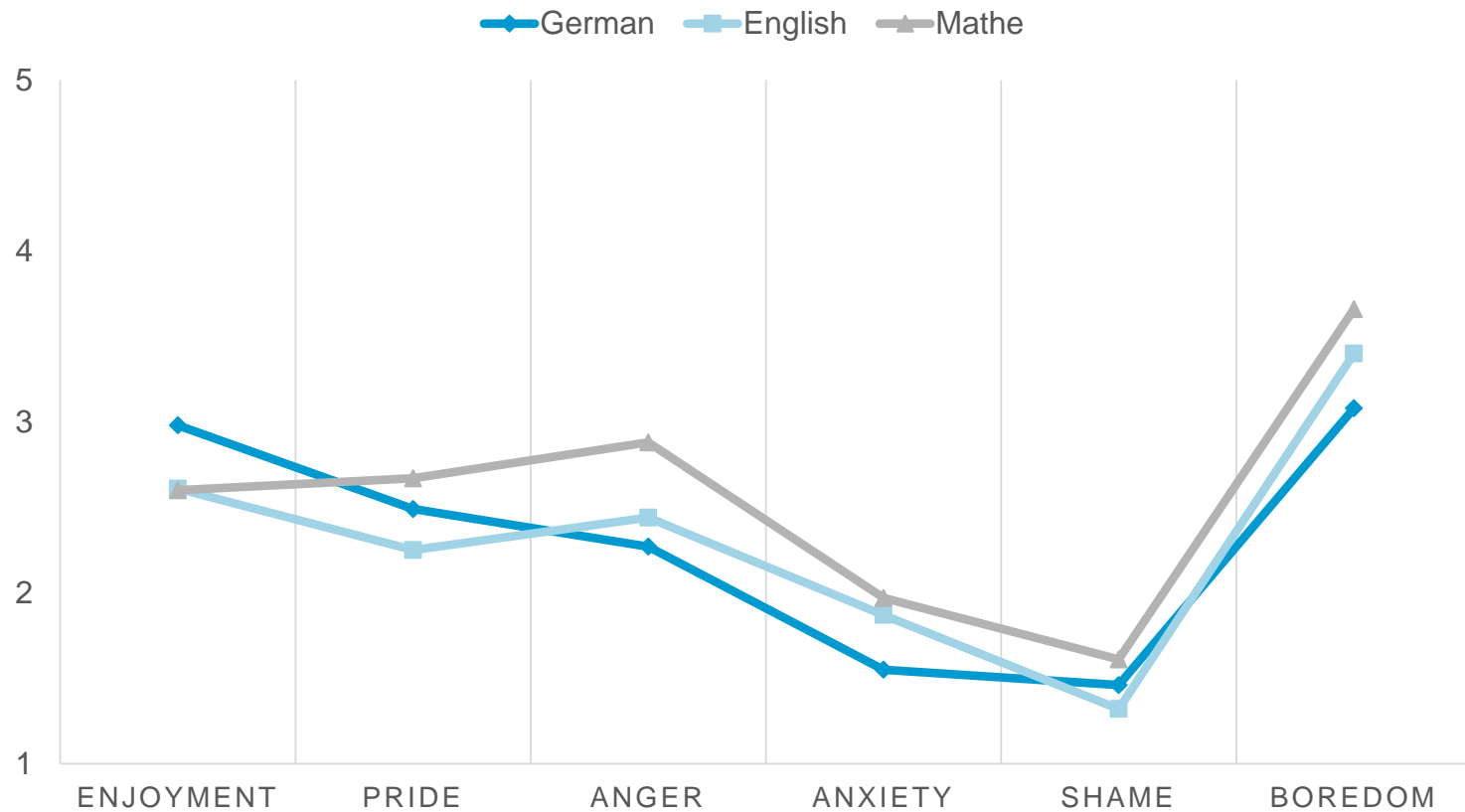
Grade levels 8 und 11, $N = 121$

(1) „not at all“ to (5) „very strongly“

Trait-Assessment



How strongly do you typically experience in the class...?



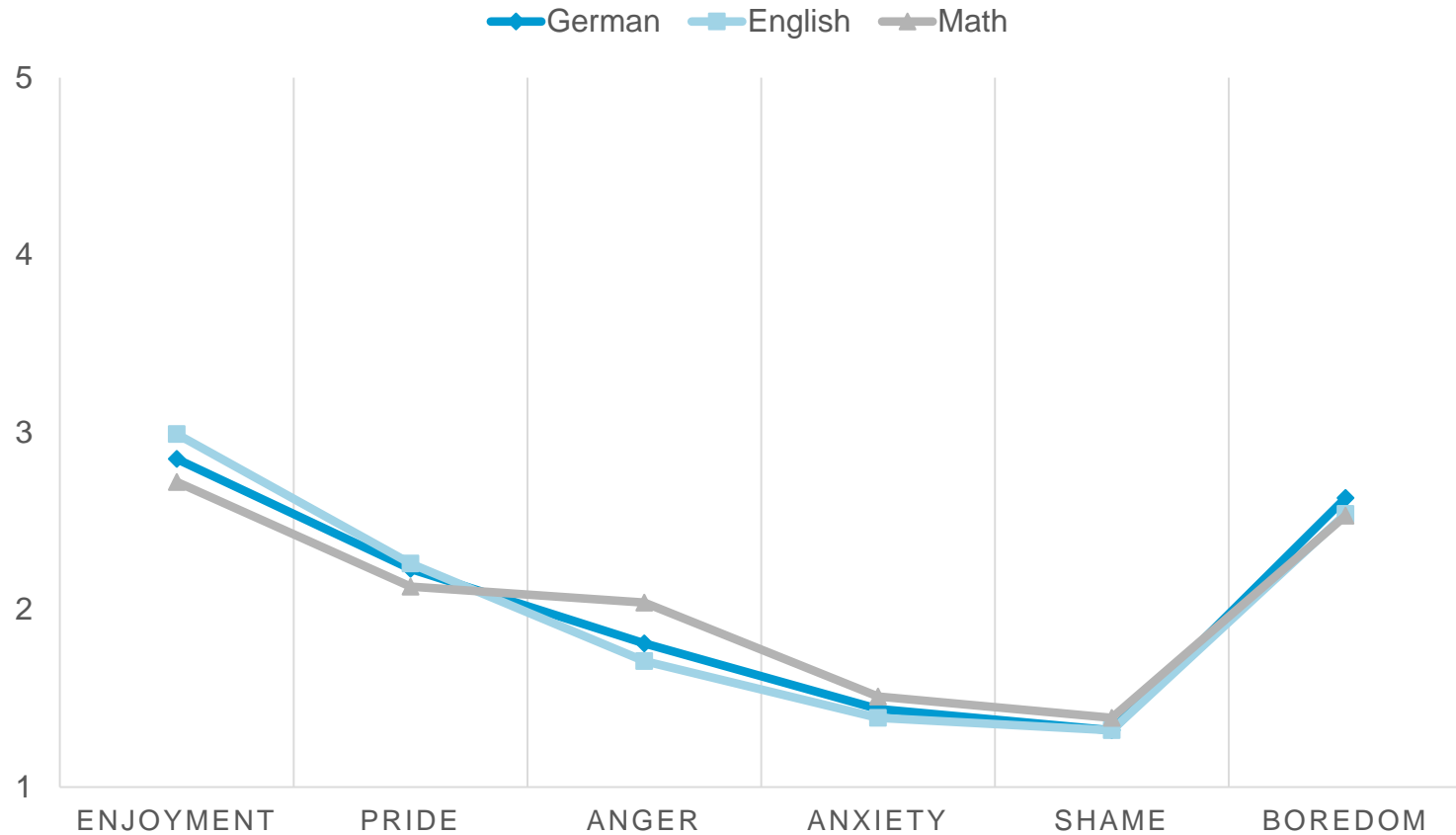
Grade levels 8 und 11, $N = 121$

(1) „not at all“ to (5) „very strongly“

State-Assessment



At this moment I experience...

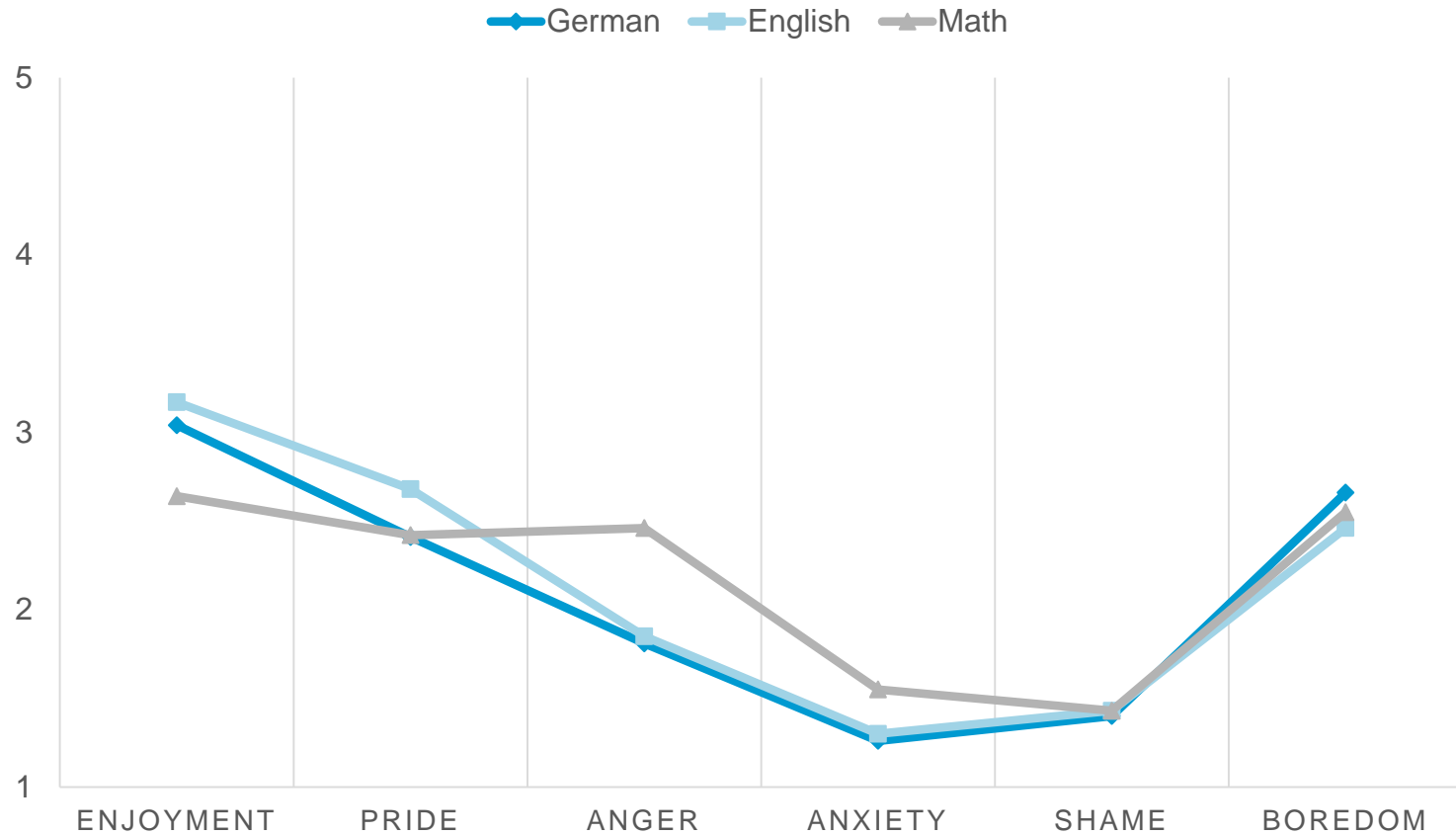


Grade level 9, $N = 141$ (1) „not at all“ to (5) „very strongly“

Trait-Erhebungen

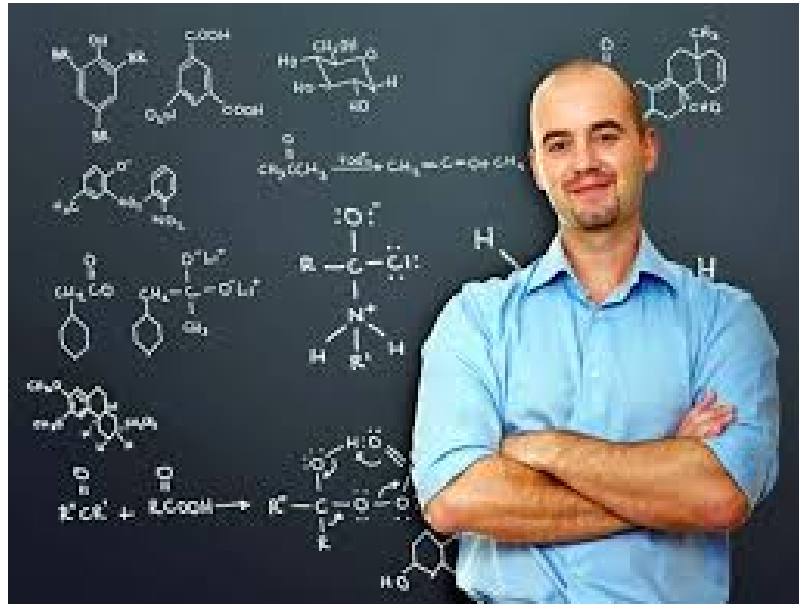


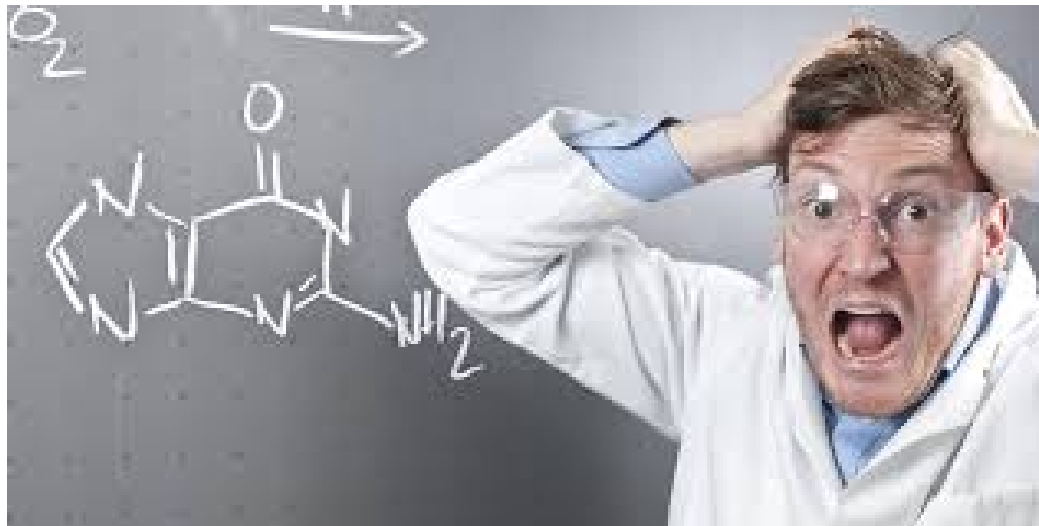
How strongly do you typically experience in the class...?



Grade level 9, N = 141 (1) „not at all“ to (5) „very strongly“

Teachers' Emotions in the Classroom





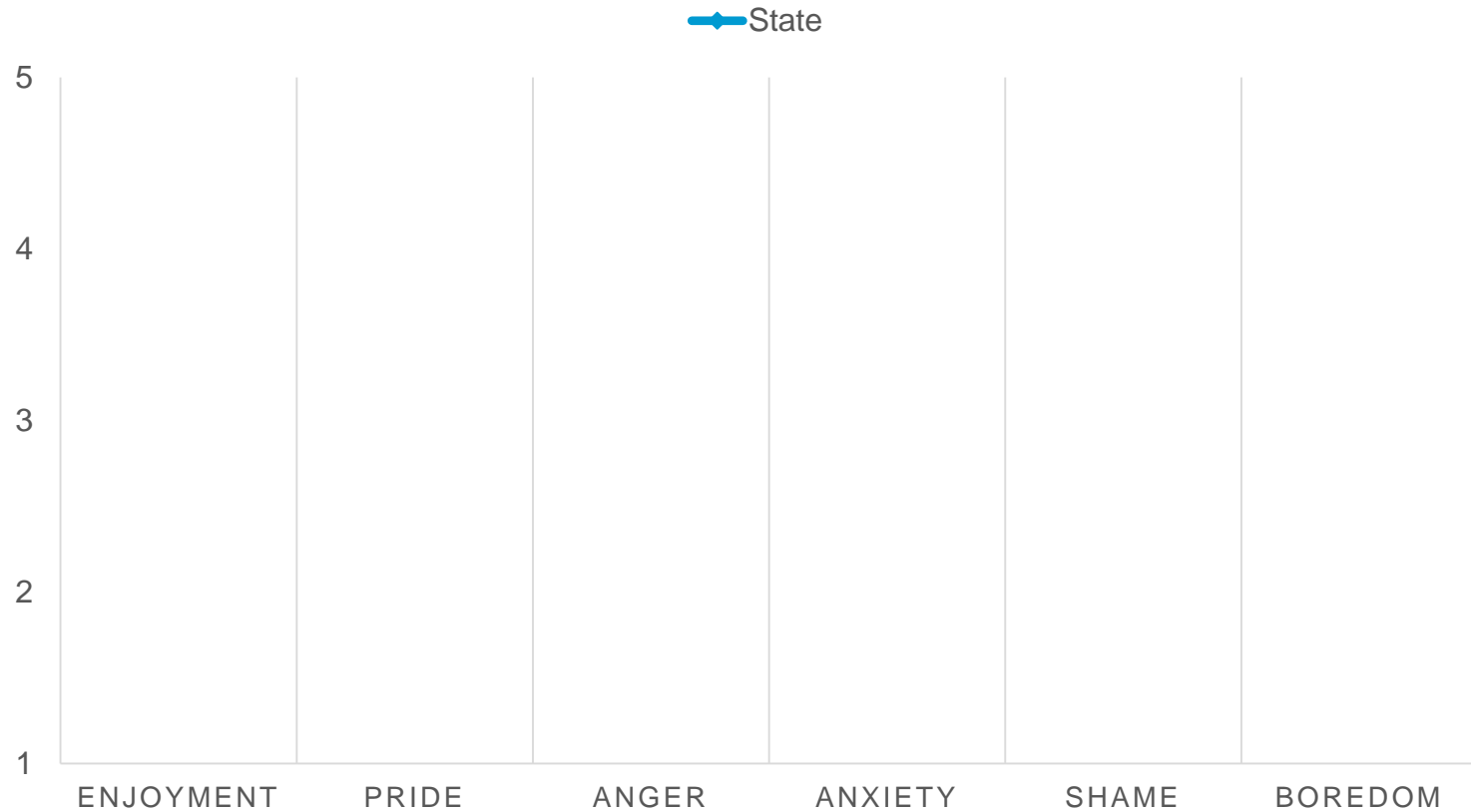




State-Assessment



How strongly do you experience in this class...?



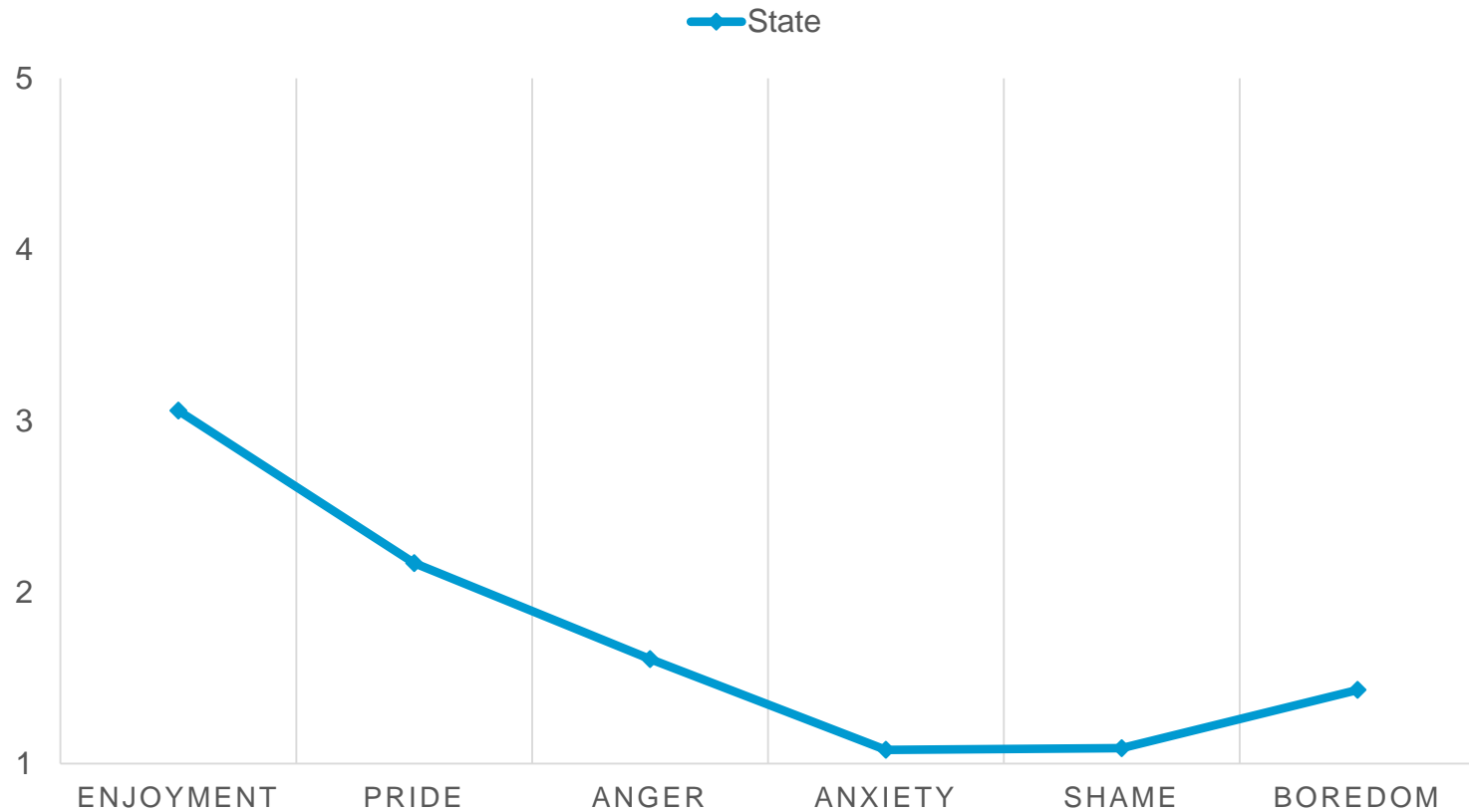
$N = 69$

(1) „not at all“ to (5) „very strongly“

State-Assessment



How strongly do you experience in this class...?



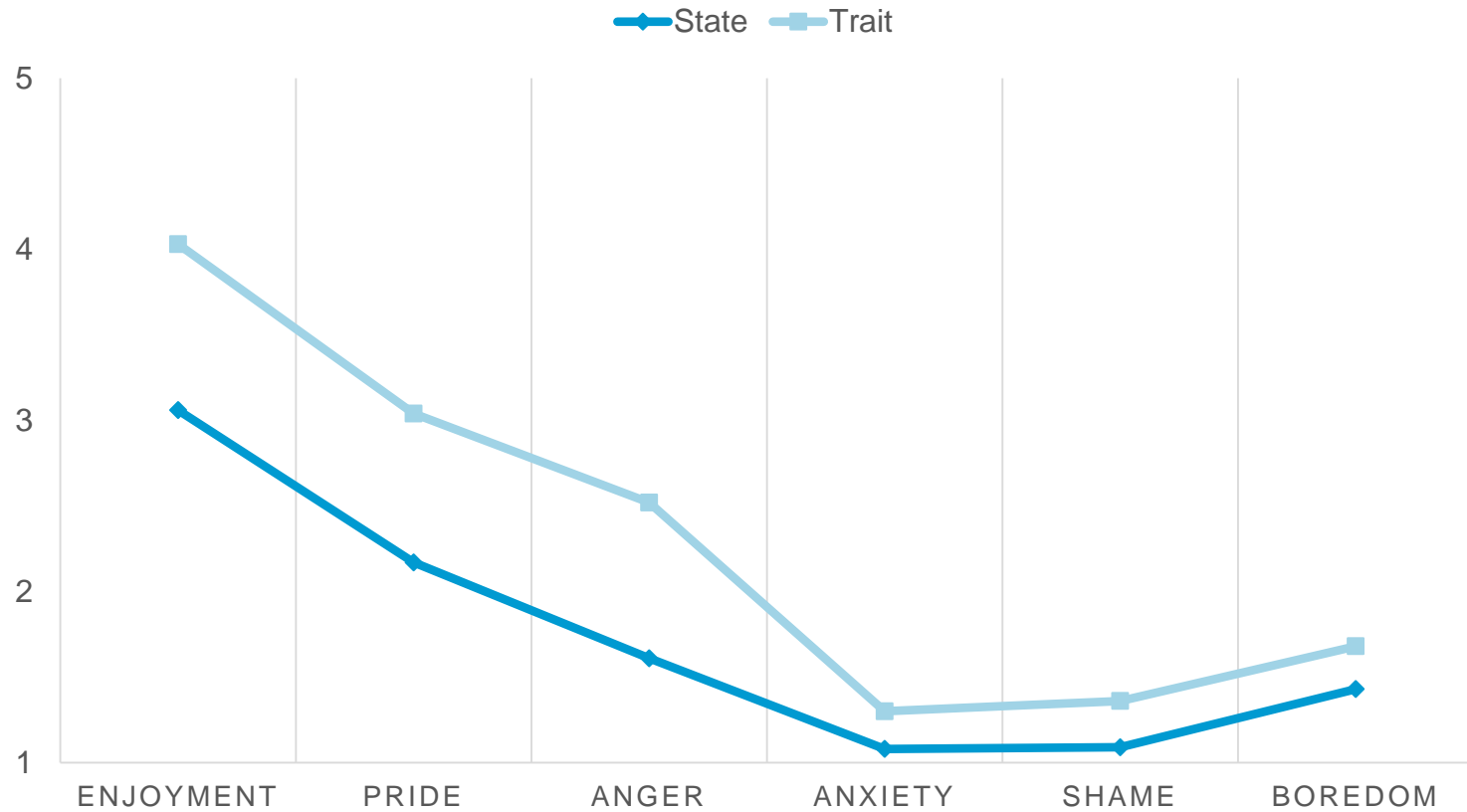
$N = 69$

(1) „not at all“ to (5) „very strongly“

State-Assessment



How strongly do you experience in this class...?



$N = 69$

(1) „not at all“ to (5) „very strongly“

Students' AND Teachers' Emotions

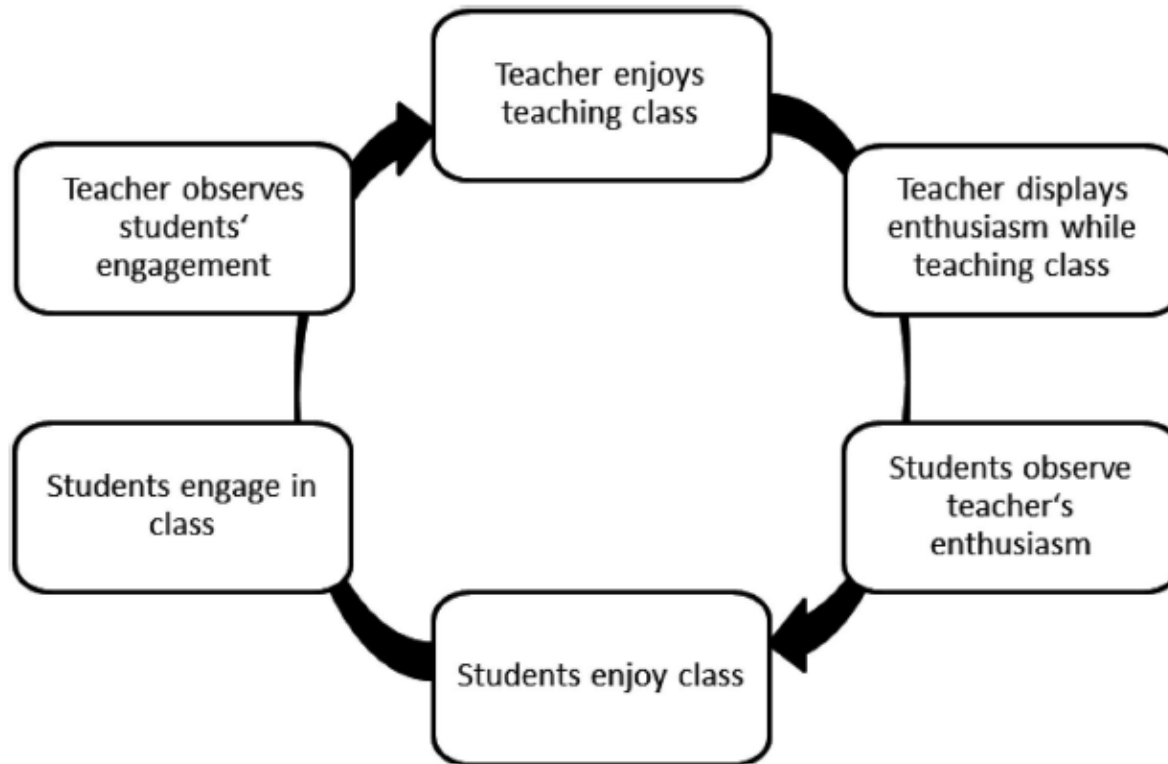
Theory



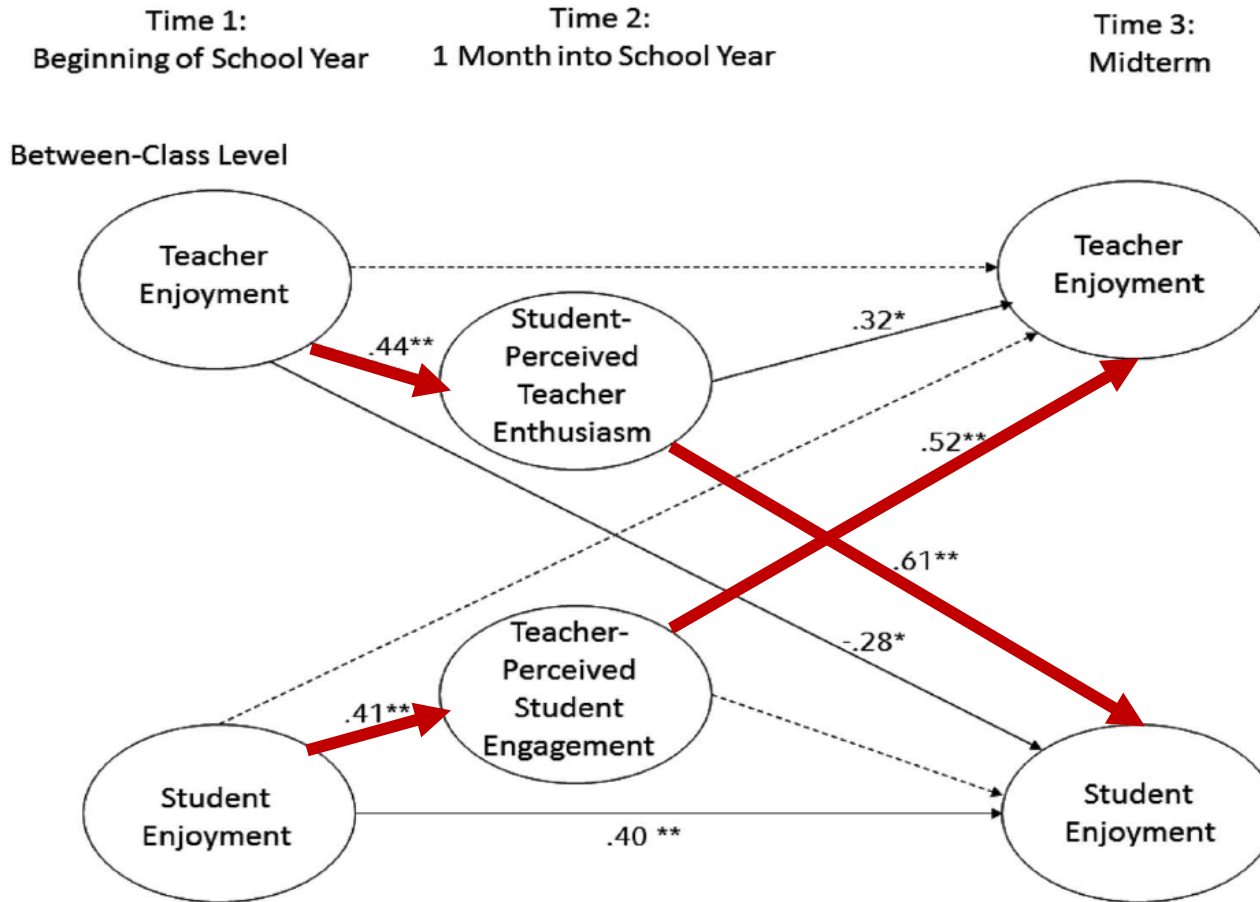
Theory



Teacher enjoyment can transmit to students – and back from students to teachers



Results



$N = 1634$ Students / 69 Teachers

ntr:



Can I go to the bathroom?

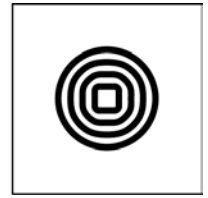
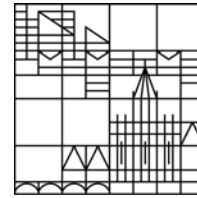


Practical Implications

- Emotions matter – focusing on it
- Being aware of the transmission processes
- Up-regulate the expression of enjoyment in class – as long as experienced
- Try to start emotionally positive in the school year and in each lesson
- More emphasis on emotions in teacher training
- Emotions: part of personality but also range within personality

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**Thanks for your
Attention!**

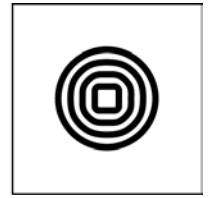
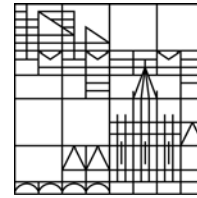
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