

Pedagogical Strategies Supporting Student Emotional Labor Towards Learning

Emotions have a profound impact on student learning in positive and negative ways. Students can experience emotions ranging from anxiety, stress, pride, confidence, or accomplishment - sometimes within a single course.

The difference between negative and positive learning experiences is often connected to the students' affective responses within the classroom. *Emotional regulation* is a term often used to describe positive affective responses which can have a profound impact on individual emotional well-being. Emotional regulation is often defined as a broad set of “extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one’s goals.” (Thompson, 1994)

Although educators have a limited role in the development of students' emotional regulatory skills, understanding how positive emotion regulation can maximize learning outcomes may help students in times of stress and potentially benefit learning outcomes.

The following are a few examples of pedagogical strategies that can help you consider the emotional impact of your teaching style and course design. While far from comprehensive, each of these suggestions compliments evidence-based practices while also supporting positive student emotional regulation.

If you would like to learn more about pedagogical strategies that support positive student emotional regulation, please consider setting an appointment with the Reinert Center for a [confidential teaching consultation](#).

Metacognitive Learning Strategies: Incorporating metacognitive learning can have a profound impact on students' feelings towards learning. Consider incorporating [interactive lecture strategies](#), and [active learning-based course design](#). Help students become familiar with retrieval practices to help learn course content. Stephen Brookfield's "[Classroom Critical Incident Questionnaire](#)" can provide a quick opportunity for students to internally process their relationship to learning. Distributed during the last few minutes of class, the questionnaire offers students an opportunity to develop content competence and manage emotions (Brookfield, 1995; Chickering & Reisser, 1993).

Transparency in Learning and Teaching (TILT): [Transparency in Learning or Teaching \(TILT\)](#) is a series of pedagogical strategies designed to help create a more equitable learning environment. It helps students understand *how and why* they are learning course content. They include: discussing learning goals and design rationale before each assignment; inviting students to participate in class planning; connecting how students learn with instructional activities; debriefing tests and assignments in class; and offering insight into how class structure is connected to overall learning goals and outcomes.

Cognitive Reappraisal within course design and instruction: One of the more impactful emotional regulatory techniques is cognitive reappraisal or the reinterpretation of a situation in order to reduce its emotional impact. Consider how cognitive reappraisal may be incorporated into course design and instruction. For instance, [mastery grading](#) may help create different feelings towards learning than traditional assessment. Scaffolded learning assignments may help students see how course concepts are connected. Or, communicating how learning is organized by introducing students to learning theories like [Bloom's Taxonomy](#) may promote student control over learning and may help students make adaptive appraisals of their learning experiences.

Consider the inviting tone of instruction and course materials: There are many ways the tone of instruction and course materials can have an impact on student learning. Consider ways to create a [Warm Classroom Climate](#); [WISE feedback techniques](#), [inviting syllabus design](#), [active listening techniques](#), [inclusive language](#), and other inclusive communication strategies.

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References

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