How we *feel* about...
ourselves, this class, this subject, this lecture, this task...

is more important than what we *think* about them.
How we **feel** about...

ourselves, this class, this subject, this lecture, this task...

is more important than what we **think** about them.

How we **feel** determines **how much** we learn and **how well**
How we feel about...
ourselves, this class, this subject, this lecture, this task...

is more important than what we think about them.

How we feel determines how much we learn and how well

Much of our behaviour is emotionally-driven
A brief introduction to...

The Human Emotional System
A brief introduction to...

The Human Emotional System

‘How do we feel what we feel?’

‘Why do we do what we do?’

‘What’s this got to do with learning?’
neurons, nerves, muscles, hormones, skin
neurons, nerves, muscles, hormones, skin

drives, affects

SOFTWARE

FIRMWARE

HARDWARE
neurons, nerves, muscles, hormones, skin

life experience, learning, conditioning

drives, affects
neurons, nerves, muscles, hormones, skin

drives, affects

life experience, learning, conditioning
neurons, nerves, muscles, hormones, skin

life experience, learning, conditioning

drives, affects
Human emotion is always **BIOLOGY + BIOGRAPHY**
neurons, nerves, muscles, hormones

drives, affects

life experience, learning, conditioning

WHAT OUR BODY SENSES

SOFTWARE

FIRMWARE

HARDWARE

emotional aspects of learning
neurons, nerves, muscles, hormones, skin

drives, affects

life experience, learning, conditioning

BIOLOGY

WHAT OUR BODY SENSES

WHAT WE SHOULD PAY ATTENTION TO

SOFTWARE

FIRMWARE

HARDWARE

emotional aspects of learning
neurons, nerves, muscles, hormones

drives, affects

WHAT OUR BODY SENSES

WHAT WE SHOULD PAY ATTENTION TO

WHAT WE SHOULD DO ABOUT IT

life experience, learning, conditioning

emotional aspects of learning
I can't breathe
There's a slight buzzing sound
My left arm is relaxed
I had cereal for breakfast
This chair is hard
My shirt feels itchy
I don't follow this story
There's a breeze on my neck
There's enough light to see
My blood sugar is slightly low
I can feel my toes in my shoes
I can't breathe
I can’t breathe

There’s a slight buzzing sound

I had cereal for breakfast

My shirt feels itchy

There’s a breeze on my neck

My blood sugar is slightly low

It’s slightly too cold

My left arm is relaxed

This chair is hard

I don’t follow this story

There’s enough light to see

I can feel my toes in my shoes

HARDWARE

FIRMWARE
BIOGRAPHY

life experience, learning, conditioning

BIOLOGY

drives, affects

neurons, nerves, muscles, hormones, skin
BIOGRAPHY

life experience, learning, conditioning

BIOLOGY

drives, affects

neurons, nerves, muscles, hormones, skin

STIMULUS

emotional aspects of learning
life experience, learning, conditioning

drives, affects

neurons, nerves, muscles, hormones, skin

AFFECT

PHYSIOLOGICAL RESPONSE

STIMULUS
BIOGRAPHY
life experience, learning, conditioning

BIOLOGY
drives, affects
neurons, nerves, muscles, hormones, skin

FEELING

AFFECT
PHYSIOLOGICAL RESPONSE

STIMULUS
EMOTION
FEELING
AFFECT
STIMULUS

BIOGRAPHY
life experience, learning, conditioning

BIOLOGY
drives, affects

neurons, nerves, muscles, hormones, skin

PSYCHOLOGICAL RESPONSE

PHYSIOLOGICAL RESPONSE

emotional aspects of learning
WHAT WE DO

BIOGRAPHY
- life experience, learning, conditioning

BIOLOGY
- drives, affects

neurons, nerves, muscles, hormones, skin

PSYCHOLOGICAL RESPONSE
- emotion

FEELING
- affect

PHYSIOLOGICAL RESPONSE
- stimulus

emotional aspects of learning
Not surprisingly, the Pixar/Disney movie took a little ‘poetic licence’.
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Mainly – a little confusion around AFFECTS and EMOTIONS.

AFFECTS ≠ EMOTIONS
Not surprisingly, the Pixar/Disney movie took a little ‘poetic licence’.

Mainly – a little confusion around AFFECTS and EMOTIONS.

AFFECTS ≠ EMOTIONS
AFFECTS

emotional aspects of learning
INTEREST AFFECTS
INTEREST

AFFFECTS

ENJOYMENT

emotional aspects of learning
Emotional aspects of learning

AFFECTS

INTEREST

FEAR

ENJOYMENT
emotional aspects of learning

INTEREST

ENJOYMENT

FEAR

DISGUST

AFFECTS
emotional aspects of learning

INTEREST
ENJOYMENT
FEAR
DISGUST
DISTRESS
ANGER
We are motivated to increase POSITIVE affect, and to minimise NEGATIVE affect in our lives.
INTEREST

ENJOYMENT

emotional aspects of learning
This is what happens when we learn something...
This is what happens when we learn something...

**INTEREST**... is triggered when we *encounter* something *new, novel*

**ENJOYMENT**... is triggered when we *realise* that we understand it
This is what happens when we learn something...

**INTEREST**... is triggered when we *encounter* something *new, novel*

**ENJOYMENT**... is triggered when we *realise* that we understand it

These makes us **FEEL GOOD**... and encourage us to continue
This is what happens when we learn something...

**INTEREST**... is triggered when we *encounter* something *new, novel*

**ENJOYMENT**... is triggered when we *realise* that we understand it

These makes us **FEEL GOOD**... and encourage us to continue

But... what happens if we **get it wrong**... if we **don’t understand** it?
When something (someone) interrupts our INTEREST or ENJOYMENT...
When something (someone) interrupts our INTEREST or ENJOYMENT...

We experience a **physiological response**...
- hormones and biochemicals are released,
- our head droops,
- our shoulders drop,
- we look down,
- we might blush,
- and... our ‘thinking brain’ is momentarily ‘fried’.
Whenever anything *impedes* our experience of *interest* or *enjoyment*...

*Shame* affect is triggered.
Whenever anything *impedes* our experience of *interest* or *enjoyment*...

**Shame** affect is triggered.

This is a **physiological** response.
Whenever anything *impedes* our experience of **INTEREST** or **ENJOYMENT**...

**SHAME** affect is triggered.

This is a **PHYSIOLOGICAL** response.

It is not “feeling ashamed”
I’ve done nothing to be ashamed of.
Whenever anything **impedes** our experience of **INTEREST** or **ENJOYMENT**...

**SHAME** affect is triggered.

This is a **PHYSIOLOGICAL** response.

It is not “feeling ashamed”
I’ve done nothing to be ashamed of.

“Feeling ashamed” is an **EMOTIONAL RESPONSE**.

it involves our **BIOGRAPHY**.
Whenever anything *impedes* our experience of INTEREST or ENJOYMENT...

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It is not “feeling ashamed”
I’ve done nothing to be ashamed of.

“Feeling ashamed” is an **EMOTIONAL RESPONSE**.
it involves our **BIOGRAPHY**.

**SHAME** affect is a purely **PHYSIOLOGICAL RESPONSE**.
**EVERYONE** has the same response.
It is a **PAINFUL** response.
Whenever anything impedes our experience of INTEREST or ENJOYMENT...

SHAME affect is triggered.

This is a PHYSIOLOGICAL response.

It is not “feeling ashamed”
I’ve done nothing to be ashamed of.

“Feeling ashamed” is an EMOTIONAL RESPONSE.
it involves our BIOGRAPHY.

SHAME affect is a purely PHYSIOLOGICAL RESPONSE.
EVERYONE has the same response.
It is a PAINFUL response.

It what we do when it’s triggered that MATTERS.
WHAT WE DO

BIOGRAPHY

life experience, learning, conditioning

BIOLOGY

drives, affects

neurons, nerves, muscles, hormones, skin

EMOTION

PSYCHOLOGICAL RESPONSE

FEELING

AFFECTION

PHYSIOLOGICAL RESPONSE

STIMULUS

SHAME

emotional aspects of learning
We all experience the same physiological response whenever the SHAME affect is triggered...

It is **PAINFUL**.
We all experience the same physiological response whenever the SHAME affect is triggered...

It is PAINFUL.

But – its purpose is simply to alert us to the fact that something has interrupted our INTEREST or ENJOYMENT.
We all experience the same physiological response whenever the SHAME affect is triggered...

It is **PAINFUL**.

But – its purpose is simply to alert us to the fact that something has interrupted our **INTEREST** or **ENJOYMENT**.

It is **PAINFUL** to draw our attention to the fact that **GOOD THINGS** have been interrupted.
We all experience the same physiological response whenever the SHAME affect is triggered...

It is **PAINFUL**.

But – its purpose is simply to alert us to the fact that something has interrupted our **INTEREST** or **ENJOYMENT**.

It is **PAINFUL** to draw our attention to the fact that **GOOD THINGS** have been interrupted.

It serves a valuable purpose. It provides us with important **information**.
We all experience the same physiological response whenever the SHAME affect is triggered...

It is **PAINFUL**.

But – its purpose is simply to alert us to the fact that something has interrupted our **INTEREST** or **ENJOYMENT**.

It is **PAINFUL** to draw our attention to the fact that **GOOD THINGS** have been interrupted.

It serves a valuable purpose. It provides us with important **information**.

What we do with that information is up to us... and our biography!
The helpful, mature response to SHAME affect being triggered is to...
The helpful, mature response to SHAME affect being triggered is to...

Take a breath,
Let the physiological response pass,
The helpful, mature response to **SHAME** affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

**What could I do differently so that I might better understand?**
The helpful, mature response to **SHAME** affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

**What could I do differently so that I might better understand?**

What strategy could I use?
- Listen more carefully?
- Think it over? Differently?
- Ask a question?
- Consult the example?
- Ask a colleague?
- Google it?
- etc...
The helpful, mature response to SHAME affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

What could I **DO** differently so that I might better understand?
The helpful, mature response to SHAME affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

What could I \textbf{DO} \textit{differently so that I might better understand}?
The helpful, mature response to **SHAME** affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

**What could I do differently so that I might better understand?**

This is what the most successful students have learned to do *automatically* whenever they encounter difficulty.

They try a different strategy...
You could train yourself to use the **PEACE** process:
You could train yourself to use the **PEACE** process:

**P**ause, just step back for a moment
You could train yourself to use the **PEACE** process:

**P**ause, just step back for a moment
You could train yourself to use the **PEACE** process:

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**E**xhale, take a deep breath,
let the physiological response pass
You could train yourself to use the **PEACE** process:

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You could train yourself to use the **PEACE** process:

- **P**ause, just step back for a moment
- **E**xhale, take a deep breath, let the physiological response pass
- become **A**ware of how you’re feeling, and how you’d usually react
You could train yourself to use the **PEACE** process:

- **P**ause, just step back for a moment
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- **P**ause, just step back for a moment
- **E**xhale, take a deep breath, let the physiological response pass
- become **A**ware of how you’re feeling, and how you’d usually react
- **C**hoose how you **will** act this time
You could train yourself to use the **PEACE** process:

- **P**ause, just step back for a moment
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- **E**xhale, take a deep breath, let the physiological response pass
- become **A**ware of how you’re feeling, and how you’d usually react
- **C**hoose how you **will** act this time
- **E**ngage again, but differently
You could train yourself to use the **PEACE** process:

**P**ause, just step back for a moment

**E**xhale, take a deep breath, let the physiological response pass

become **A**ware of how you’re feeling, and how you’d usually react

**C**hoose how you **will** act this time

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You could train yourself to use the **PEACE** process:

**P**ause, just step back for a moment

**E**xhale, take a deep breath, let the physiological response pass

become **A**ware of how you’re feeling, and how you’d usually react

**C**hoose how you **w**ill act this time

**E**ngage again, but differently
When we don’t take the mature path,
we still need a way to deal with the PAINFUL affect...
When we don’t take the mature path, we still need a way to deal with the PAINFUL affect...

There are four, effectively universal, ways we attempt to diminish the PAIN...

SHAME
When we don’t take the mature path, we still need a way to deal with the **PAINFUL** affect...

There are four, effectively universal, ways we attempt to diminish the **PAIN**...

We:

- hide to escape the attention
- put ourselves down, get in first
- divert attention from what’s wrong
- put others down
When we don’t take the mature path, we still need a way to deal with the PAINFUL affect…

There are four, effectively universal, ways we attempt to diminish the PAIN...

We:

• hide to escape the attention
• put ourselves down, get in first
• divert attention from what’s wrong
• put others down

These four (maladaptive) responses can be arranged to form the ‘Compass’ of Shame
‘Compass’ of Shame

When we WITHDRAW, we:
• Avoid eye contact,
• Hide in case we’re seen,
• Stay quiet in class,
• Forget to bring things,
• Don’t do homework,
• Don’t ask questions,
• Don’t answer questions,
• Stay away from class
• Stay away from school
• Don’t try

When we don’t try,
we can’t fail
‘Compass’ of Shame
‘Compass’ of Shame

When we **ATTACK SELF**, we:
- Trash talk ourselves,
- Think we can’t do it,
- Think we’ll never get it,
- Put ourselves down,
- Let others put us down,
- Expect to fail,
- Don’t ask questions,
- Don’t try

*When we don’t try, we can’t fail*
‘Compass’ of Shame

WITHDRAWAL

ATTACK SELF

emotional aspects of learning
‘Compass’ of Shame

When we **AVOID**, we:
- Pretend it’s not important,
- Focus on other strengths,
- Get caught up in things,
- Take risks to show off,
- Don’t do homework,
- Don’t ask questions,
- Don’t come to class,
- Don’t try

*When we don’t try, we can’t fail*
‘Compass’ of Shame

WITHDRAWAL

ATTACK SELF

AVOIDANCE
‘Compass’ of Shame

When all else fails, we try to make ourselves feel better by **ATTACKING OTHERS**.

We:
- Sledge, pay out on others,
- Call them names, exclude,
- Use derogatory nicknames,
- ridicule, bully, troll,
- Find fault with the work,
- Find fault with colleagues,
- Find fault with the teacher,
- Physically harass,
- Don’t try

*When we don’t try, we can’t fail*
‘Compass’ of Shame

WITHDRAWAL

ATTACK OTHER

AVOIDANCE

ATTACK SELF

emotional aspects of learning
‘Compass’ of Shame

Each of these ‘Compass’ Strategies might lessen the pain temporarily…

… but none of them help, or go any way towards resolving the issue that caused the pain.
The helpful, mature response to SHAME affect being triggered is to...
The helpful, mature response to **SHAME** affect being triggered is to...

Take a breath,
Let the physiological response pass,

and then...
Ask yourself:

**What could I **DO** differently so that I might better understand?**
You could train yourself to use the **PEACE** process:

- **P**ause, just step back for a moment
- **E**xhale, take a deep breath, let the physiological response pass
- Become **A**ware of how you’re feeling, and how you’d usually react
- Choose how you **w**ill act this time
- **E**ngage again, but differently
The ‘bottom line’...

Learning **will** involve difficulty, frustration and confusion...

This is **inevitable** in learning anything worthwhile...

These hurdles **will** trigger SHAME affect...
The ‘bottom line’...

Learning **will** involve difficulty, frustration and confusion...

This is **inevitable** in learning anything worthwhile...

These hurdles **will** trigger SHAME affect...

It’s **what you do** when the SHAME is triggered, that **makes all the difference**
What strategy could I use?

- Listen more carefully?
- Think it over? Differently?
- Ask a question?
- Consult the example?
- Ask a colleague?
- Google it?
- etc...

The PEACE process

What could I do differently so that I might better understand?

- What strategy could I use?
- Listen more carefully?
- Think it over? Differently?
- Ask a question?
- Consult the example?
- Ask a colleague?
- Google it?
- etc...
You can become an **EXPERT LEARNER**

by...

Being **more aware** of your emotions and how they affect your work and study.

Practising **strategies** (like PEACE) to overcome learning shame when it occurs, and get yourself back on track.

**Not falling** for ‘Compass’ of Shame responses – that don’t achieve anything.

**Learning from your mistakes.**
Any questions? Comments? Reflections?