



# emotional aspects of learning

How we **feel** about...

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

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



emotional aspects of learning

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How we **feel** determines **how much** we learn and **how well**

emotional aspects of learning

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Much of our behaviour is **emotionally-driven**

**emotional aspects of learning**

*A brief introduction to...*

## The Human Emotional System



*emotional aspects of learning*

*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**?'



*emotional aspects of learning*



**SOFTWARE**

**FIRMWARE**

**HARDWARE**

*emotional aspects of learning*



**SOFTWARE**

**FIRMWARE**

**HARDWARE**

neurons, nerves, muscles, hormones, skin

*emotional aspects of learning*





drives, affects

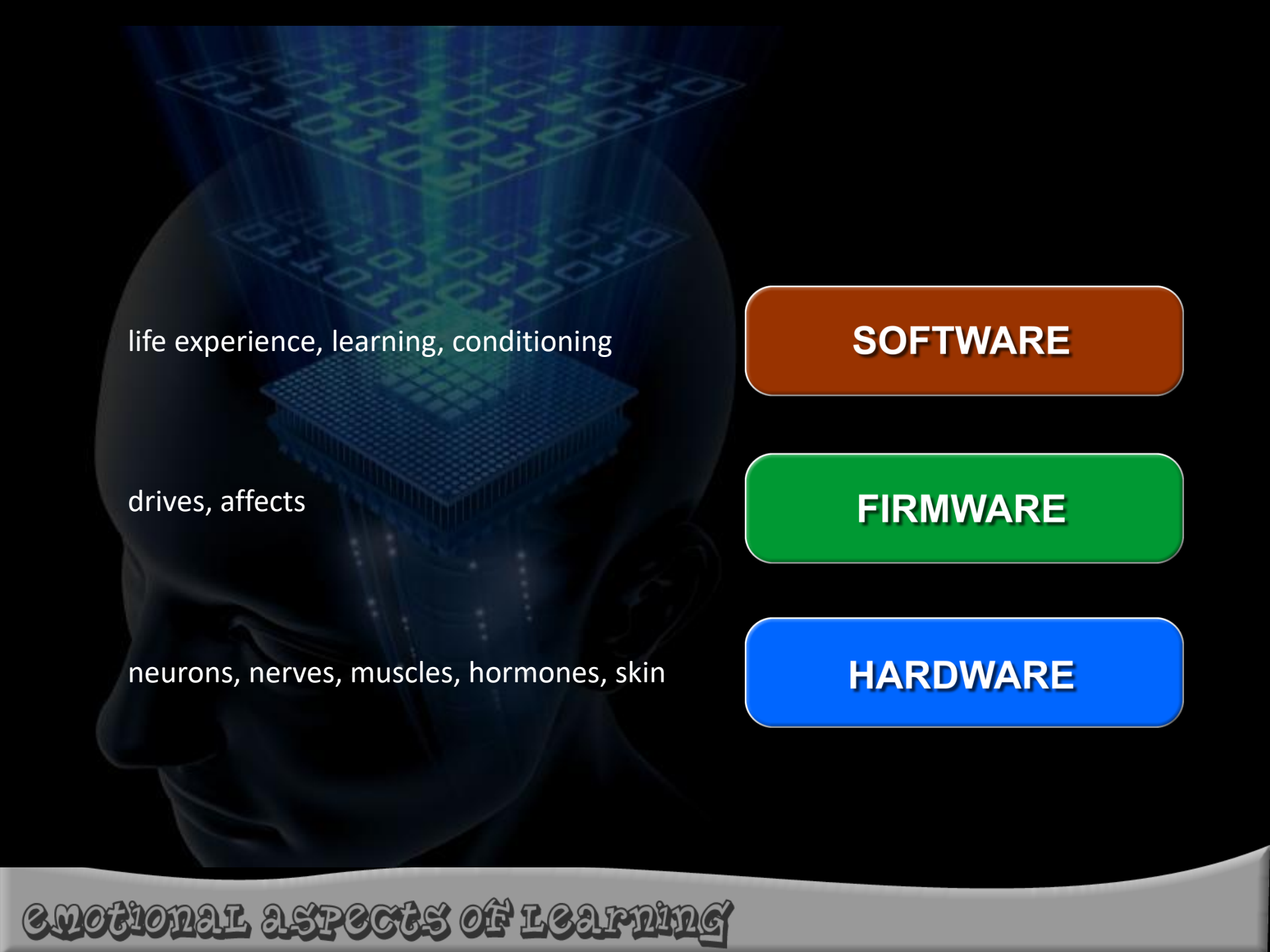
neurons, nerves, muscles, hormones, skin

**SOFTWARE**

**FIRMWARE**

**HARDWARE**

*emotional aspects of learning*



life experience, learning, conditioning

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Human emotion is always **BIOLOGY + BIOGRAPHY**

*emotional aspects of learning*

BIOGRAPHY

life experience, learning, conditioning

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WHAT OUR  
BODY SENSES

**HARDWARE**

*emotional aspects of learning*

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life experience, learning, conditioning

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WHAT WE  
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neurons, nerves, muscles, hormones

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*emotional aspects of learning*

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life experience, learning, conditions

WHAT WE SHOULD DO ABOUT IT

SOFTWARE

BIOLOGY

drives, affects

WHAT WE SHOULD PAY ATTENTION TO

FIRMWARE

neurons, nerves, muscles, hormones

WHAT OUR BODY SENSES

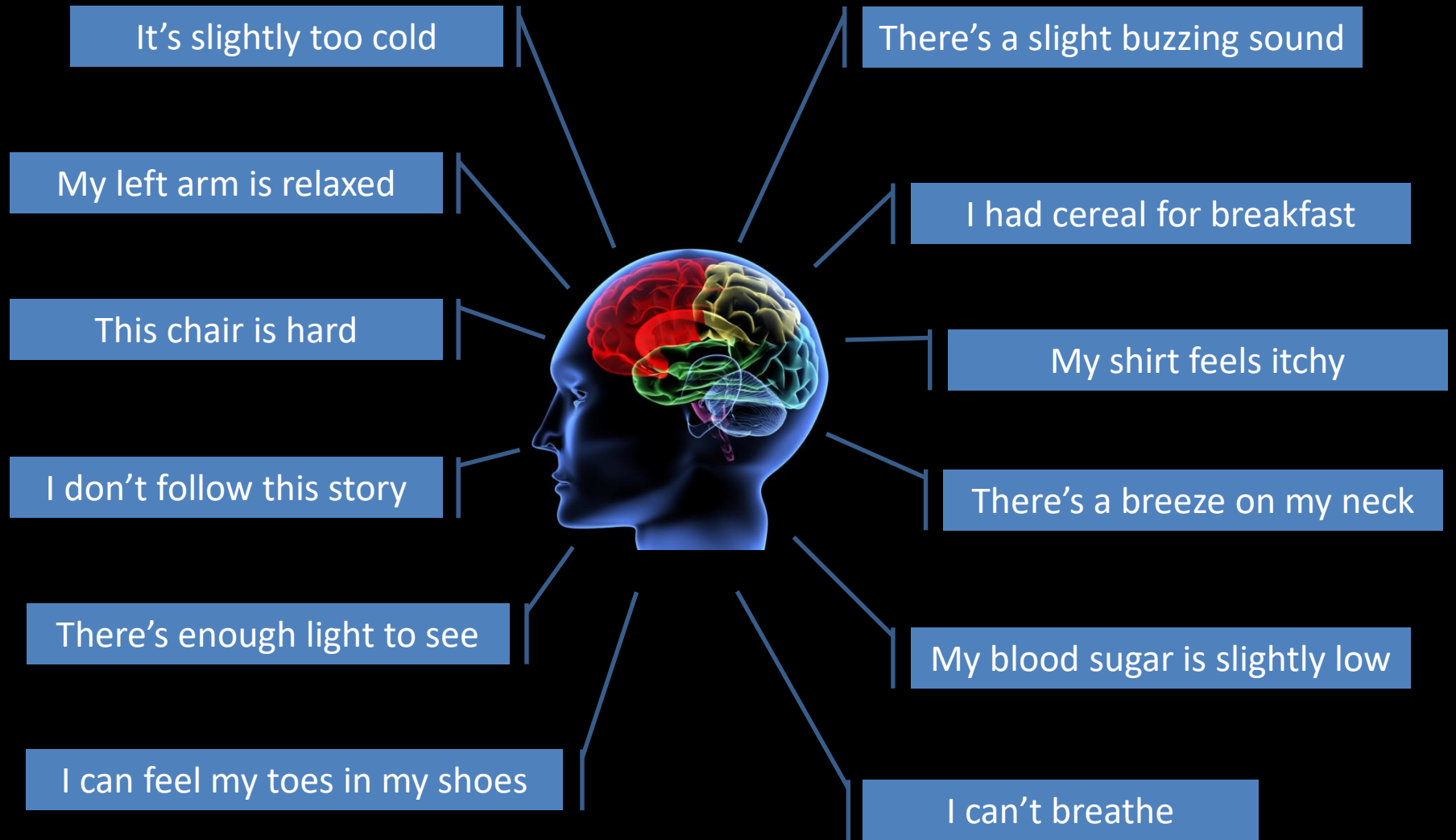
HARDWARE

emotional aspects of learning

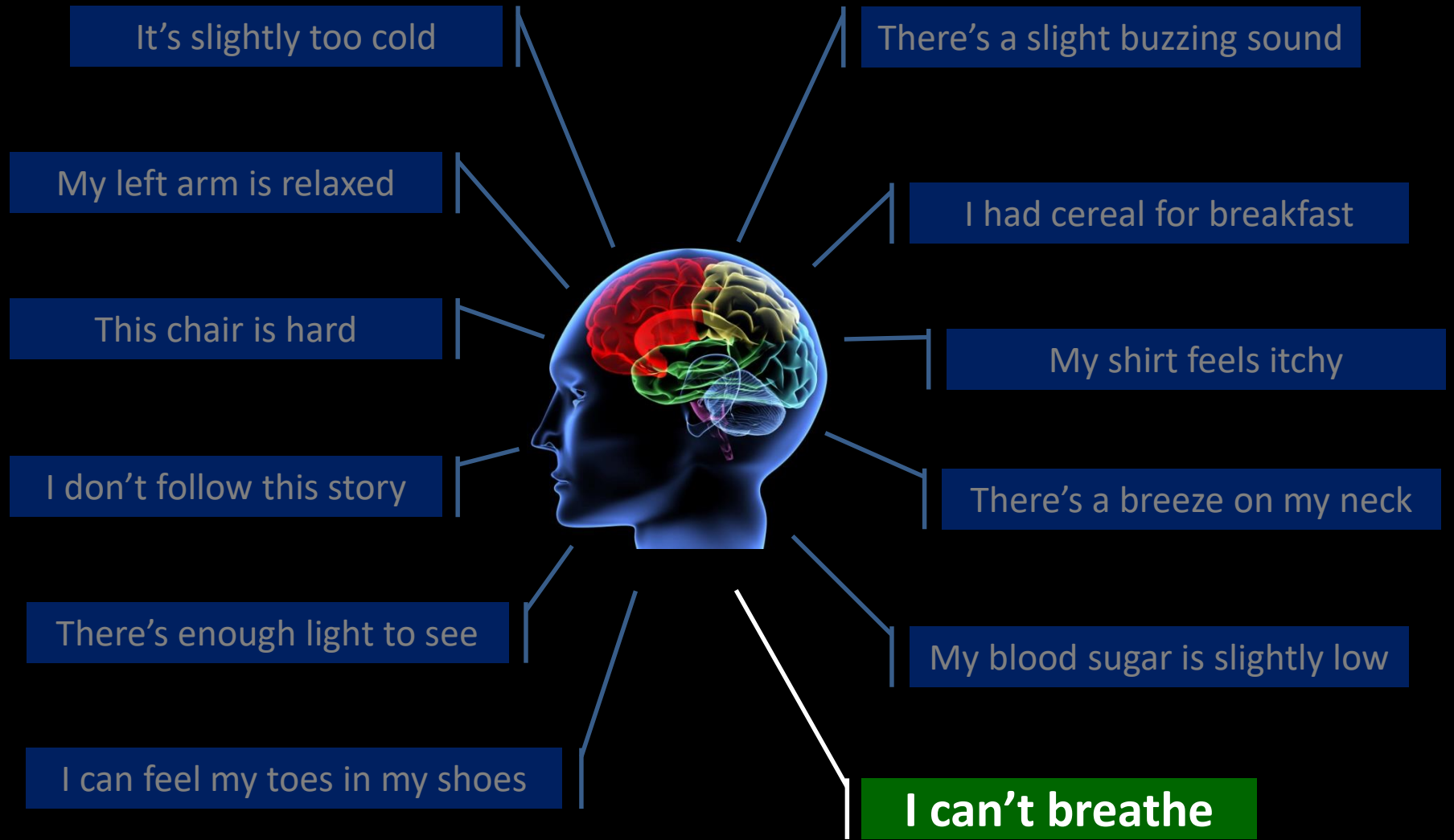




*emotional aspects of learning*



**HARDWARE**



**HARDWARE**

**FIRMWARE**

*emotional aspects of learning*

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life experience, learning, conditioning

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BIOGRAPHY

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STIMULUS

*emotional aspects of learning*

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AFFECT

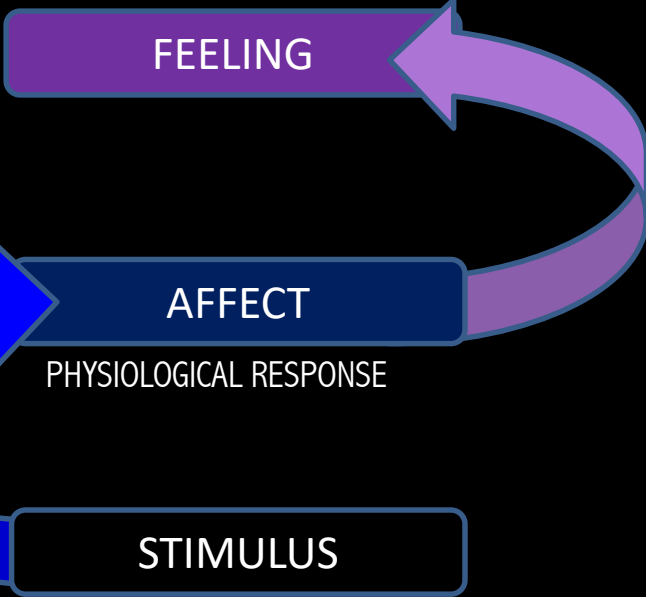
PHYSIOLOGICAL RESPONSE

STIMULUS

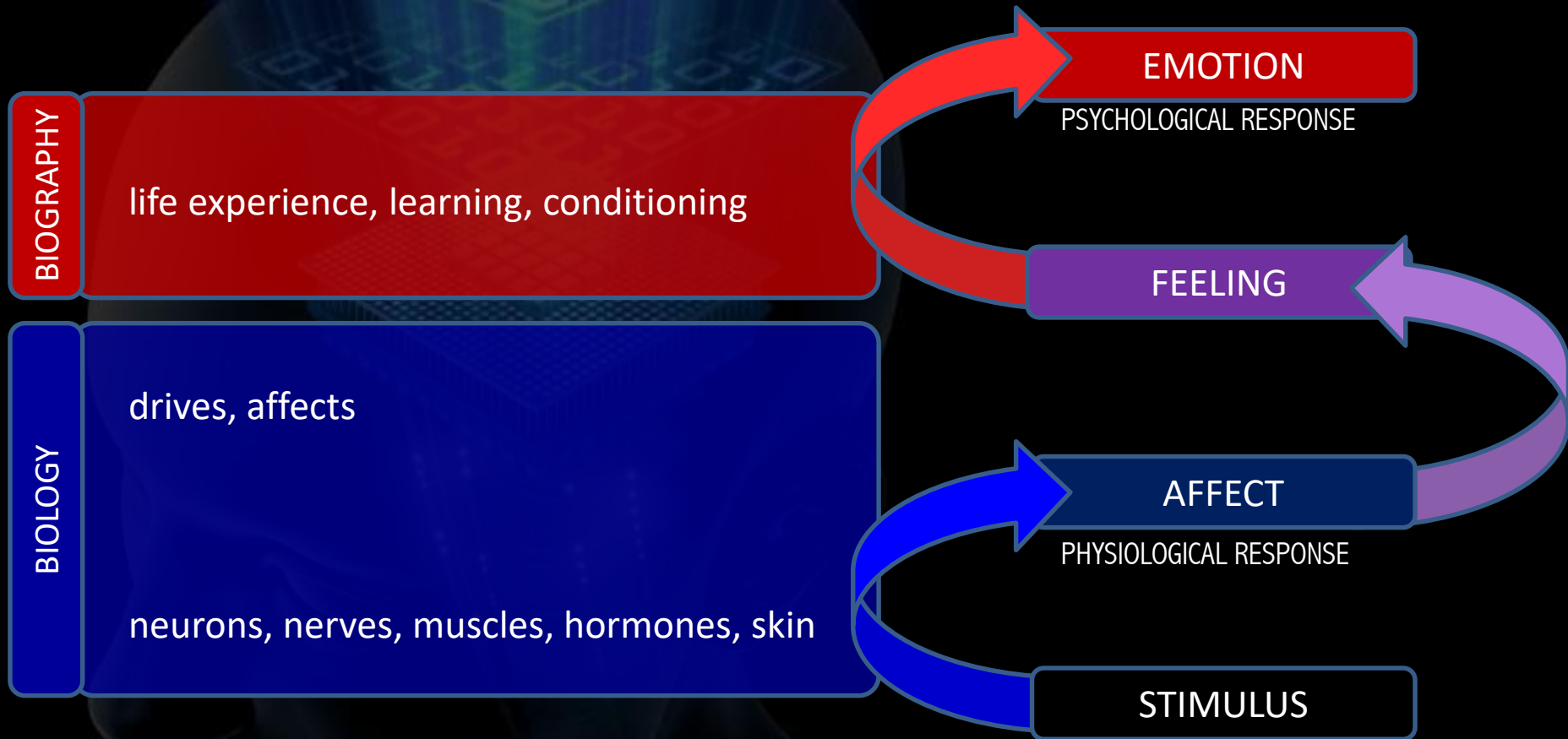
emotional aspects of learning

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life experience, learning, conditioning

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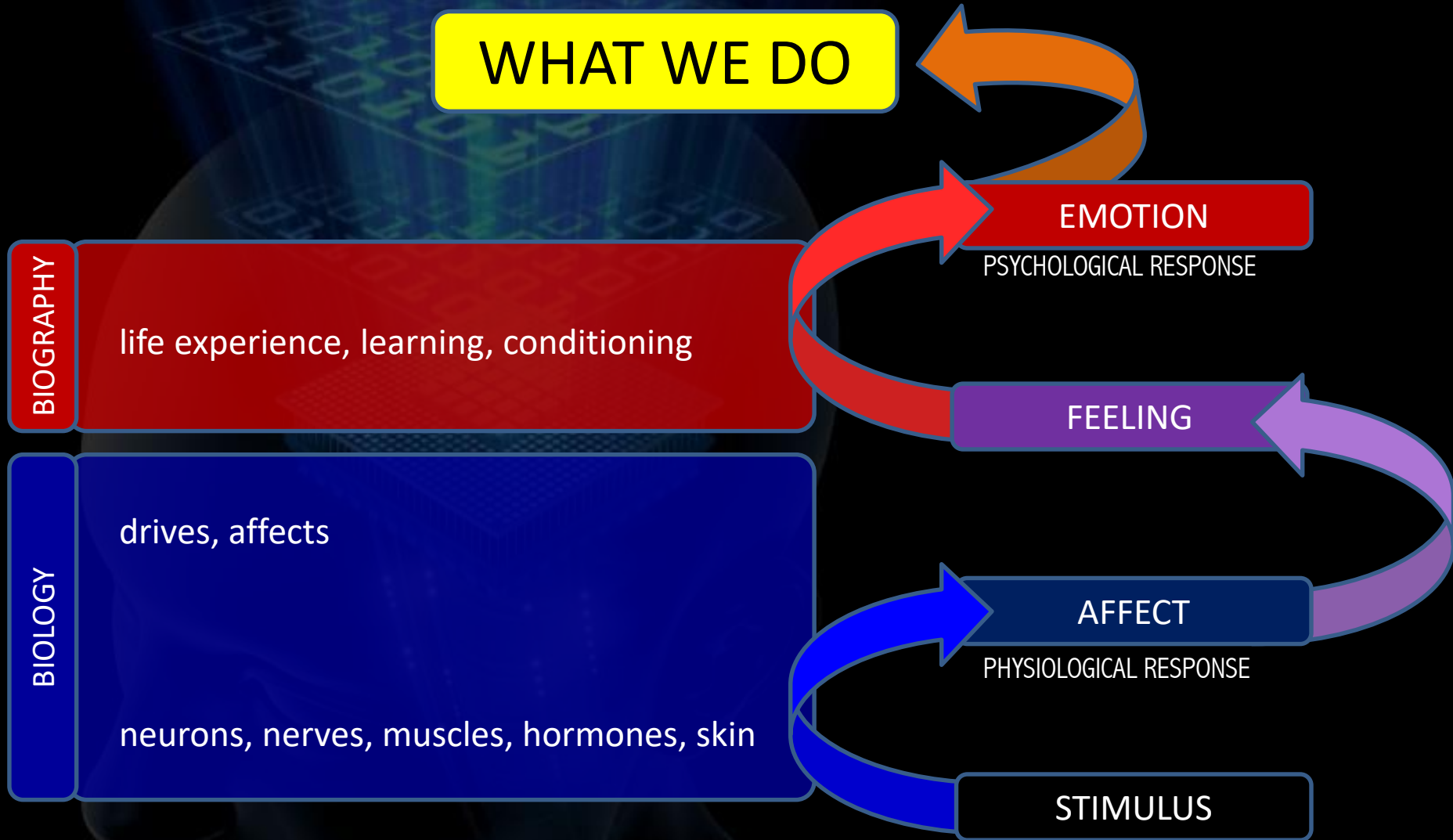
*emotional aspects of learning*

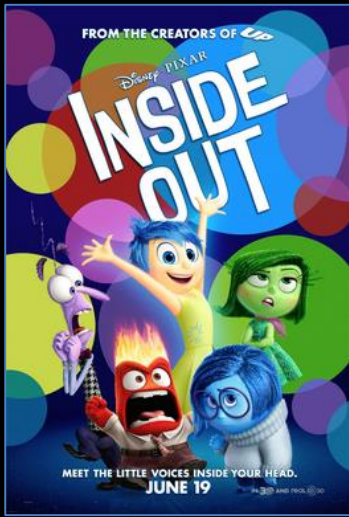


*emotional aspects of learning*



# WHAT WE DO





Not surprisingly, the Pixar/Disney movie took a little 'poetic licence'.

emotional aspects of learning

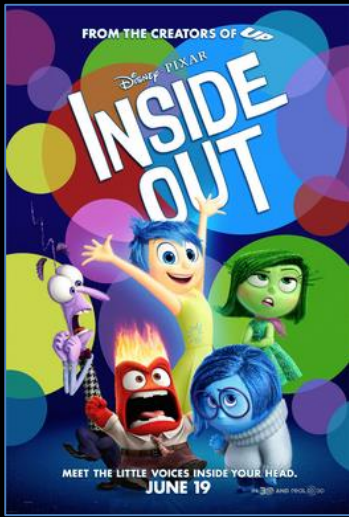


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Mainly – a little confusion around AFFECTS and EMOTIONS.

AFFECTS ≠ EMOTIONS

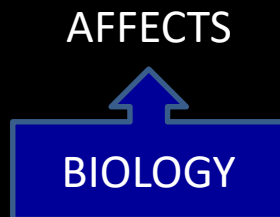
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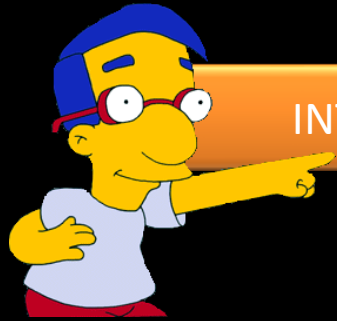
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*emotional aspects of learning*



*emotional aspects of learning*

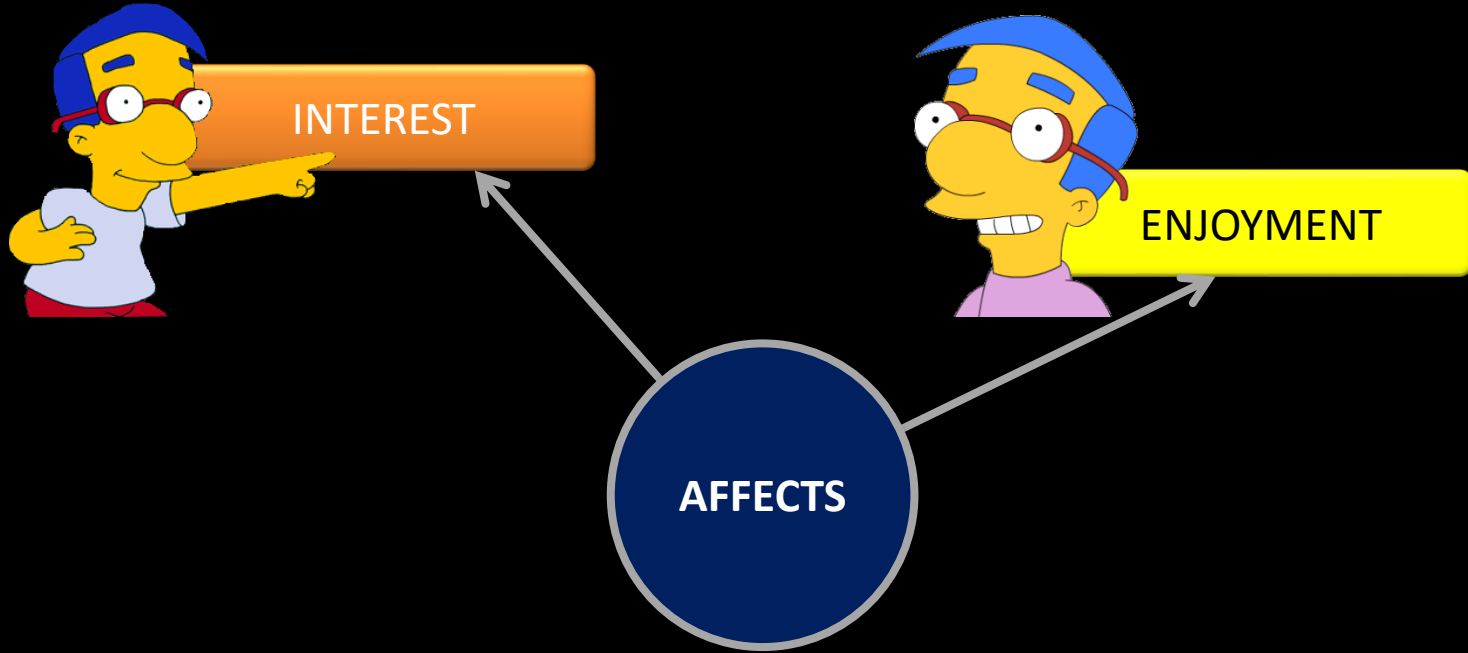


INTEREST

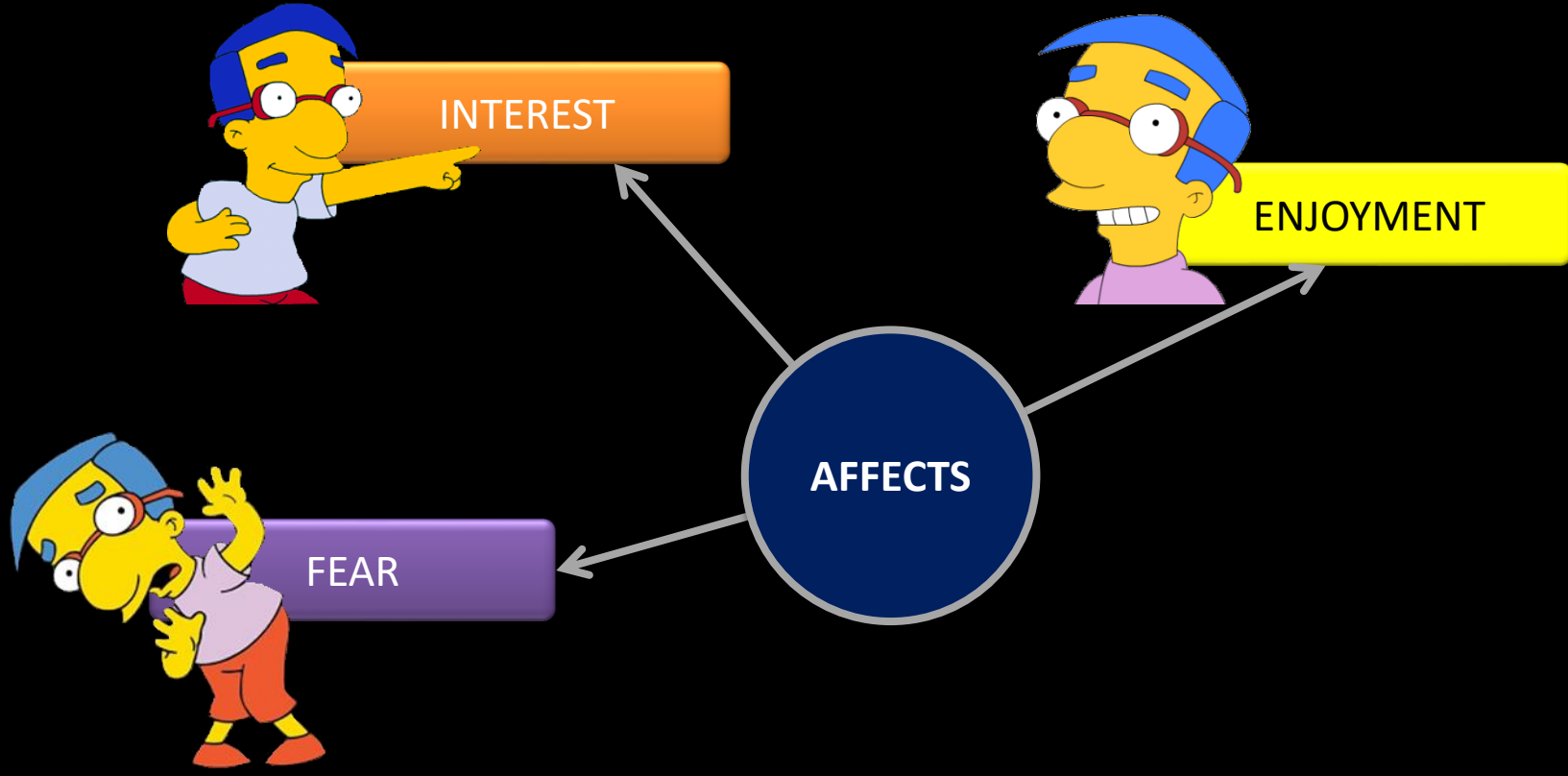


AFFECTS

*emotional aspects of learning*

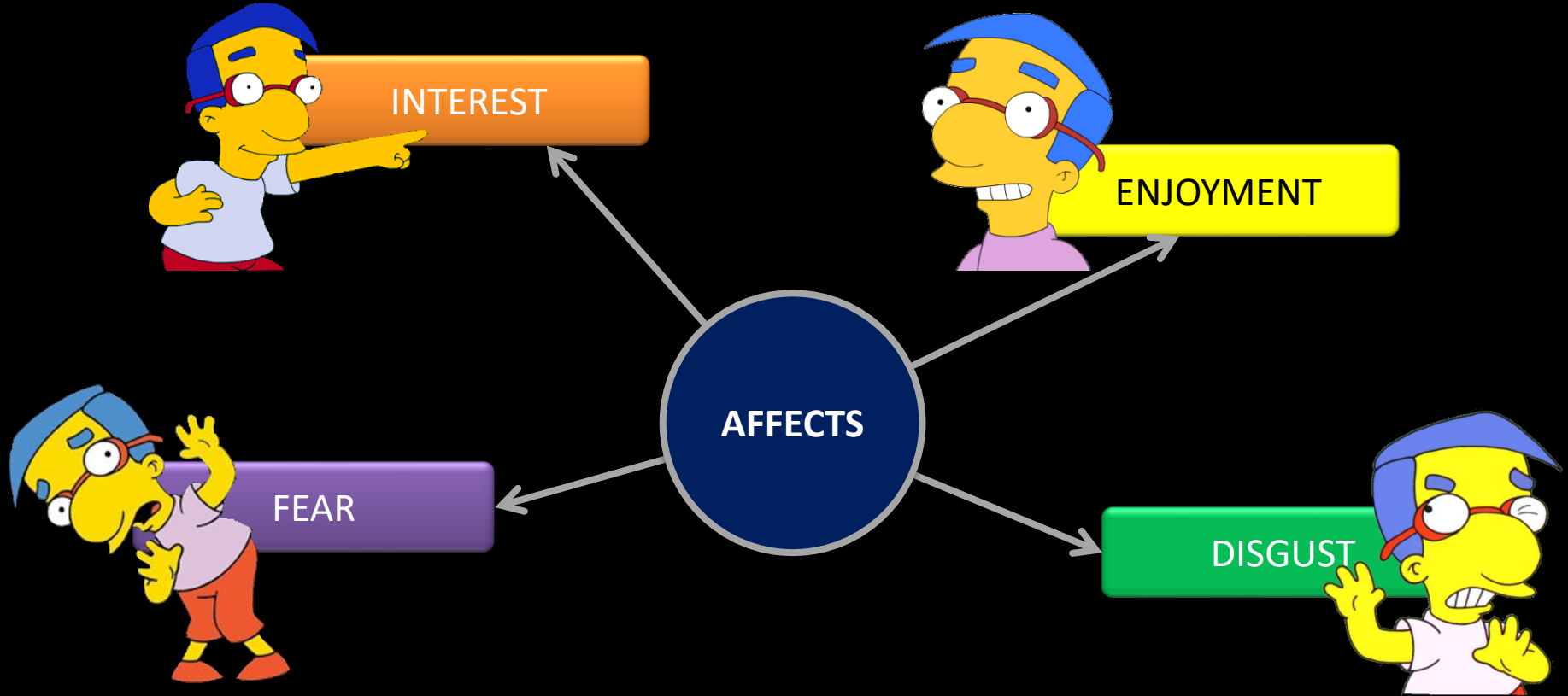


*emotional aspects of learning*

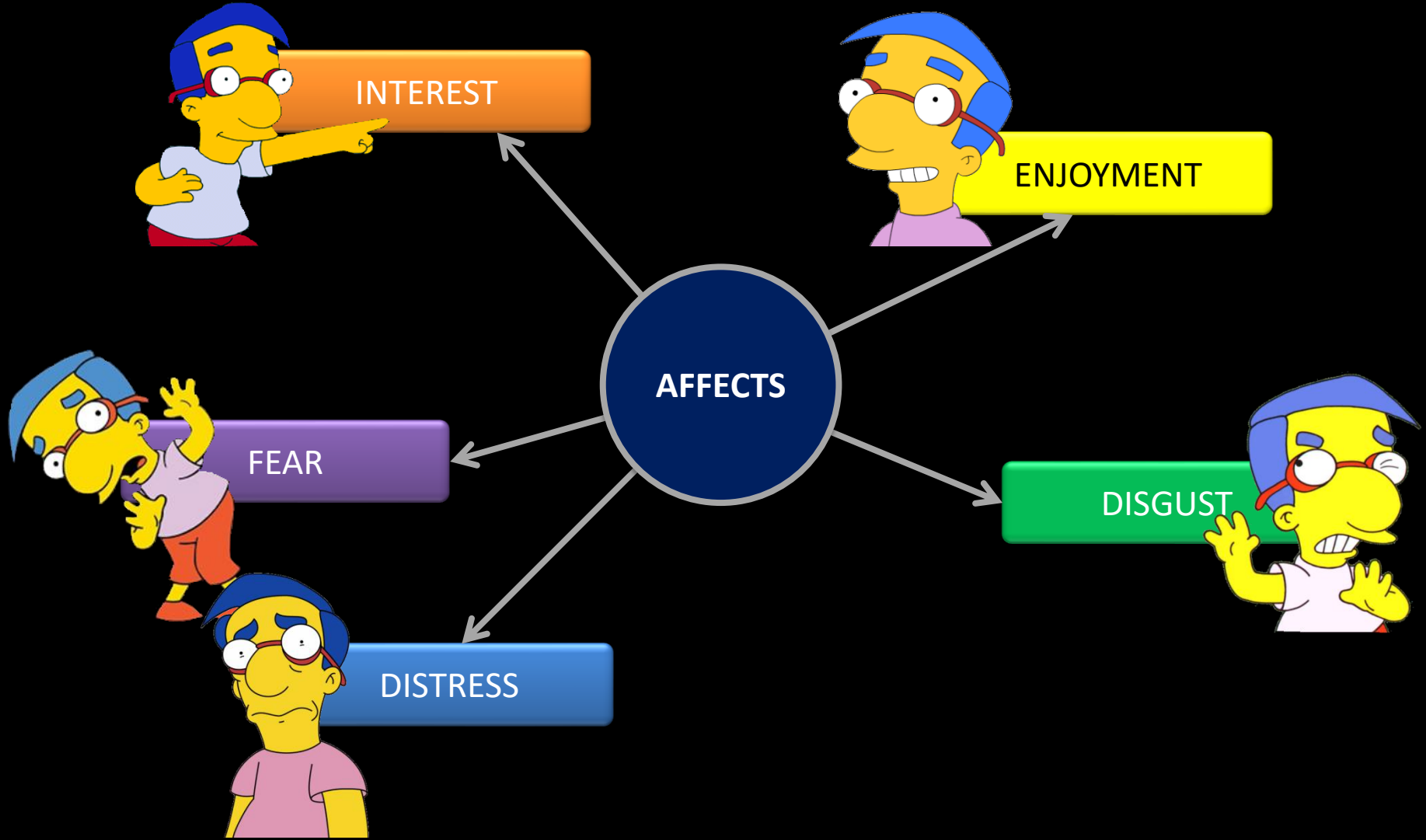


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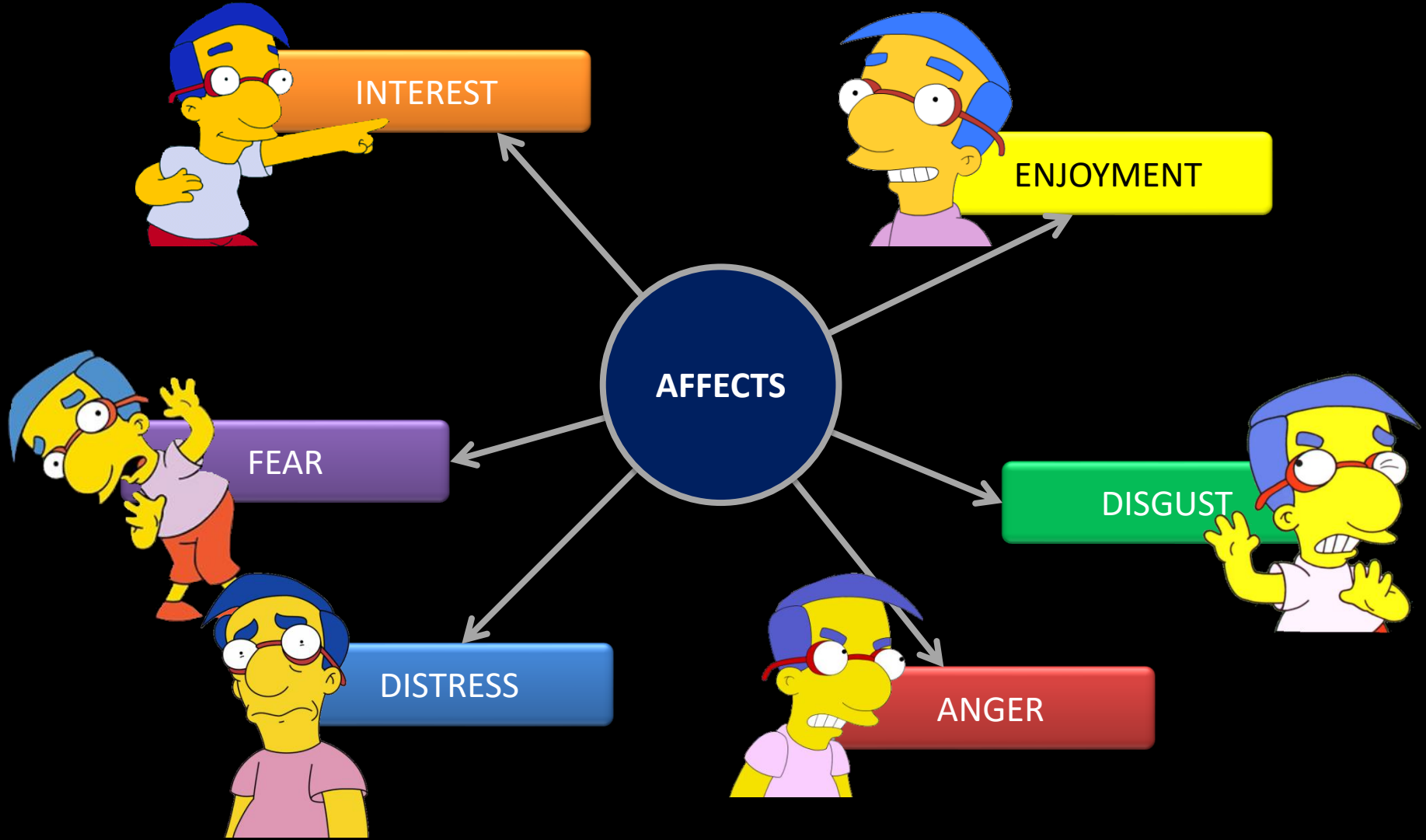




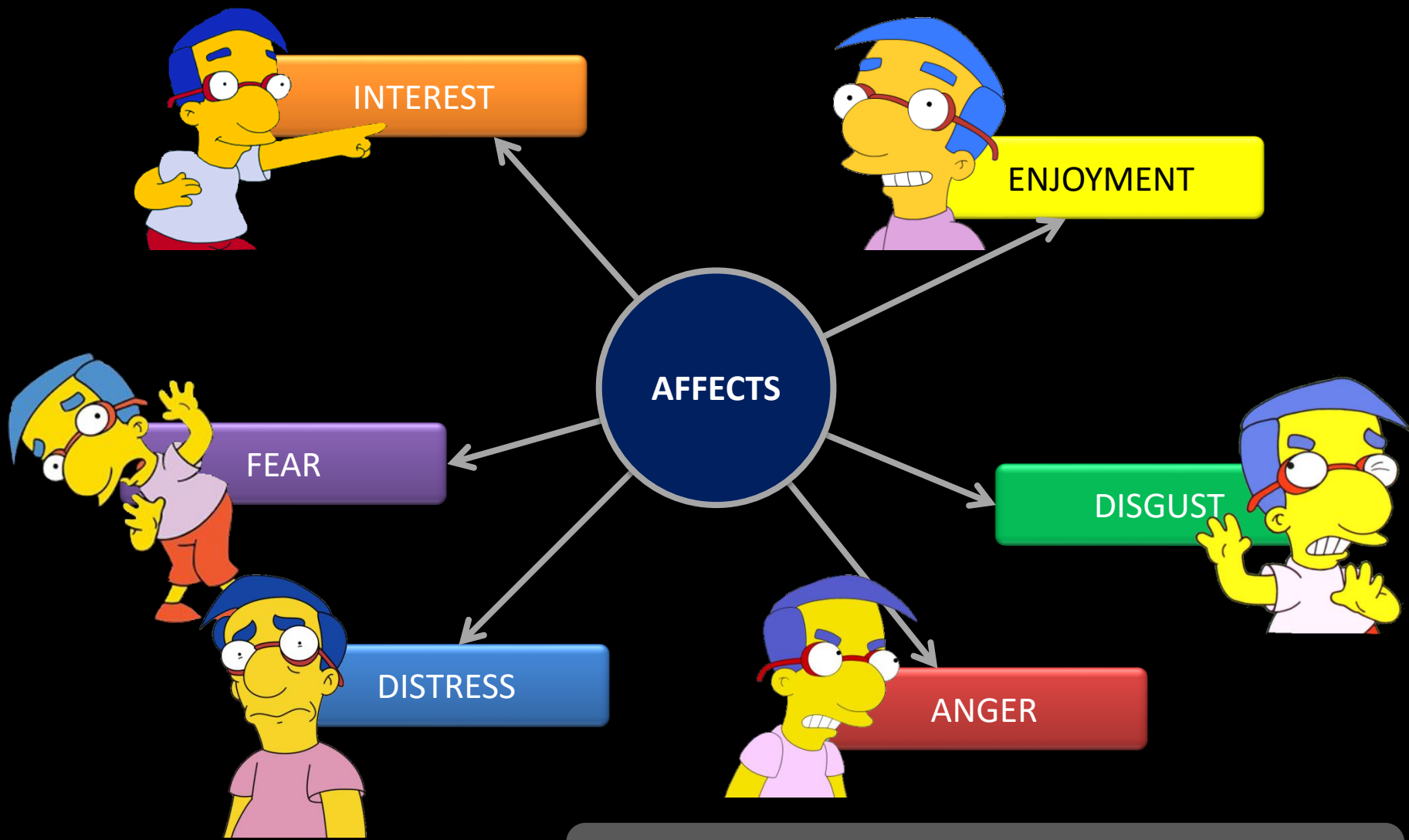
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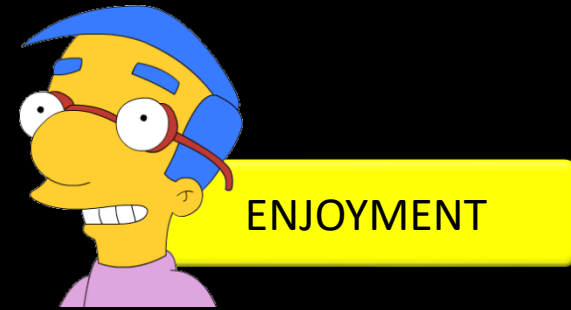
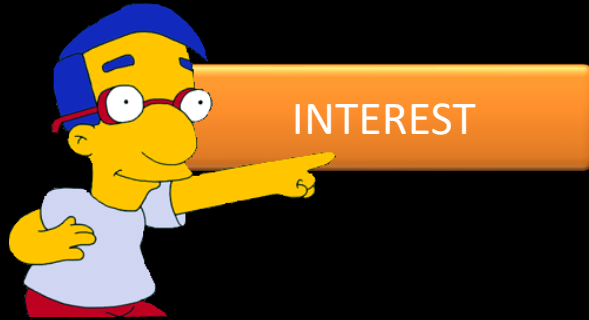
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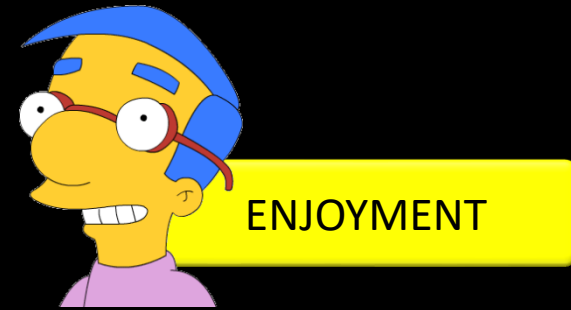
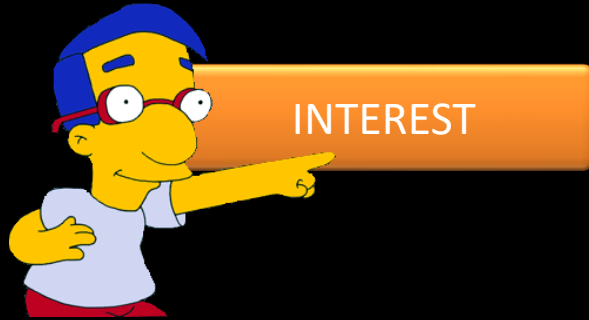
emotional aspects of learning



We are motivated to increase POSITIVE affect, and to minimise NEGATIVE affect in our lives.

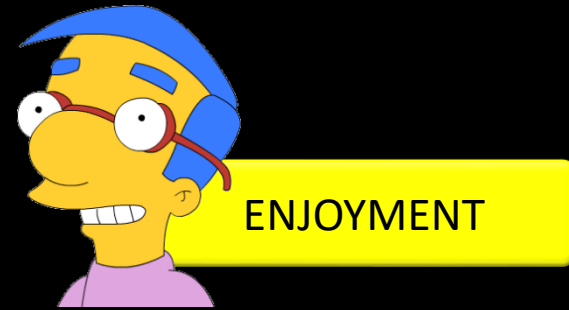
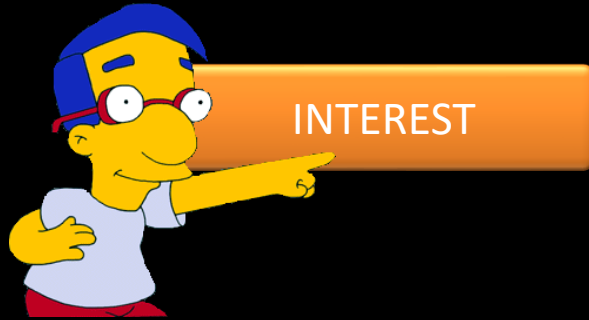


*emotional aspects of learning*



This is what happens when we learn something...

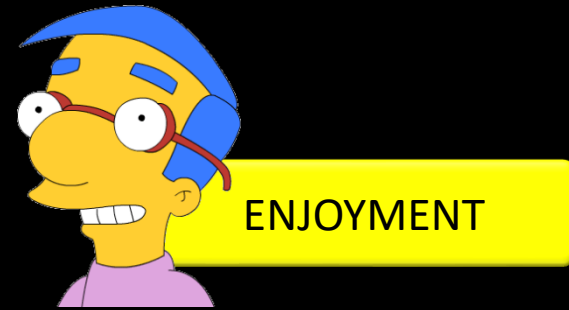
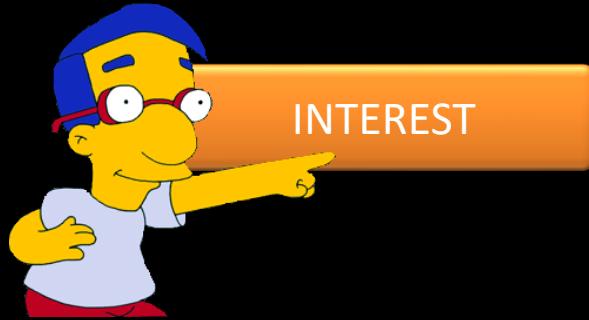
*emotional aspects of learning*



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



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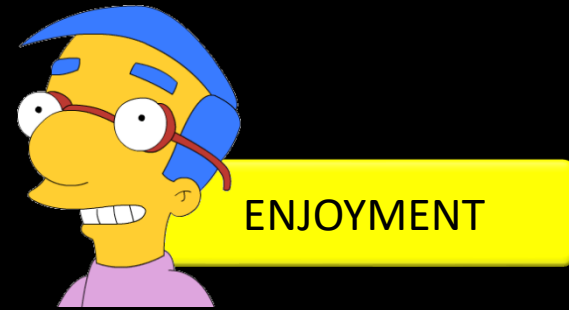
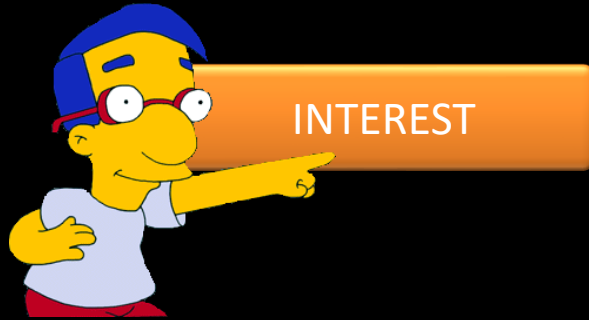
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These makes us **FEEL GOOD...** and encourage us to continue

*emotional aspects of learning*





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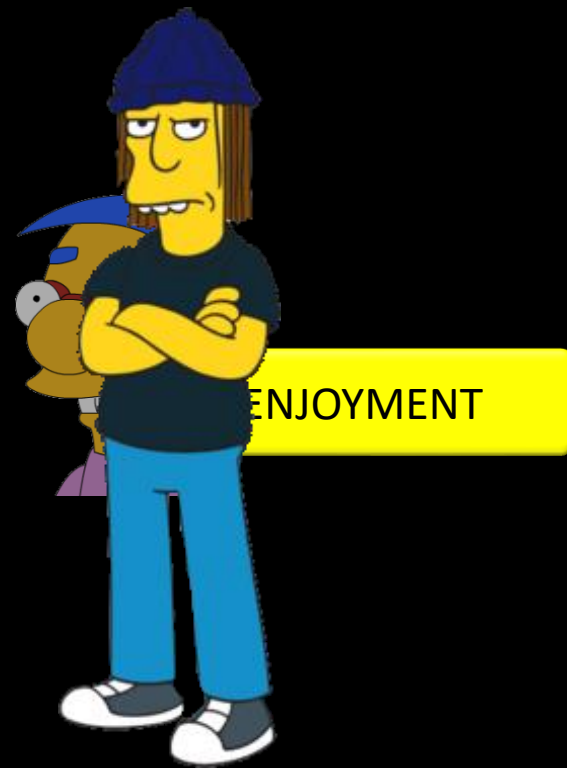
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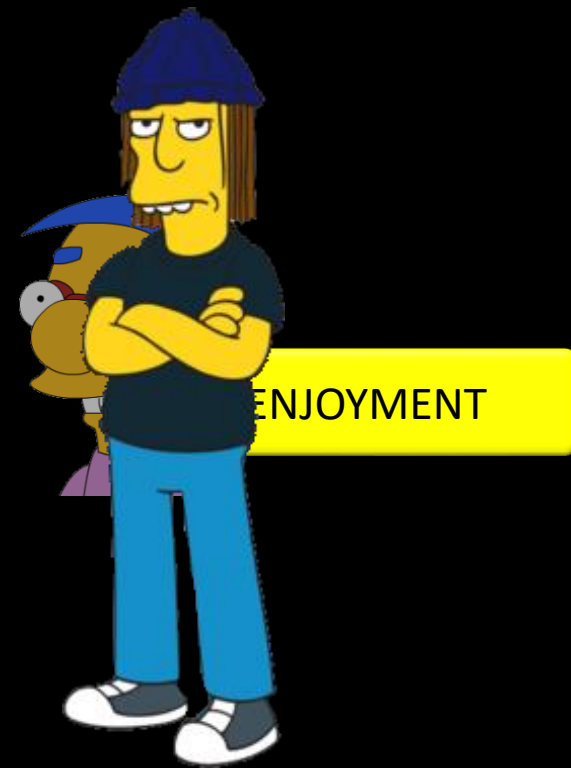
But... what happens if we **get it wrong**... if we **don't understand** it?

*emotional aspects of learning*



When something (someone) interrupts  
our INTEREST or ENJOYMENT...

*emotional aspects of learning*



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'.



*emotional aspects of learning*

SHAME

Whenever anything *impedes* our experience of  
**INTEREST** or **ENJOYMENT...**

**SHAME** affect is triggered.

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**D'OH!**

This is a **PHYSIOLOGICAL** response.



*emotional aspects of learning*

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



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it involves our **BIOGRAPHY**.



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



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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**

**AFFECT**  
PHYSIOLOGICAL RESPONSE

**STIMULUS**

**SHAME**

*emotional aspects of learning*



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

It is **PAINFUL**.



*emotional aspects of learning*

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*emotional aspects of learning*

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SHAME



*emotional aspects of learning*

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What we do with that information is up to us... and our biography!



The helpful, mature response to **SHAME** affect being triggered is to...



SHAME

emotional aspects of learning



The helpful, mature response to **SHAME** affect being triggered is to...

Take a breath,  
Let the physiological response pass,



SHAME

emotional aspects of learning

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



SHAME

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What strategy could I use?

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

SHAME

*EMOTIONAL ASPECTS OF LEARNING*

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SHAME



INTEREST

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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:

*emotional aspects of learning*

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



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

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INTEREST



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ENJOYMENT

emotional aspects of learning

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



SHAME

*emotional aspects of learning*

When we don't take the mature path,  
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There are four, effectively universal, ways we attempt to diminish the **PAIN**...



SHAME

emotional aspects of learning

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



SHAME

*emotional aspects of learning*

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These four (maladaptive) responses can be arranged to form the

**'Compass' of Shame**

SHAME

# 'Compass' of Shame



## WITHDRAWAL

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



WITHDRAWAL



# 'Compass' of Shame



WITHDRAWAL

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*

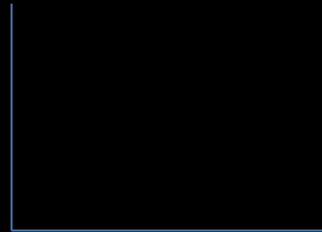


ATTACK SELF

# 'Compass' of Shame



WITHDRAWAL



ATTACK SELF



# 'Compass' of Shame



WITHDRAWAL

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*



ATTACK SELF

AVOIDANCE



# 'Compass' of Shame



WITHDRAWAL



ATTACK SELF

AVOIDANCE



emotional aspects of learning

# 'Compass' of Shame



WITHDRAWAL



ATTACK OTHER

AVOIDANCE



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



ATTACK SELF

AVOIDANCE



emotional aspects of learning

# 'Compass' of Shame



WITHDRAWAL



ATTACK OTHER



ATTACK SELF

AVOIDANCE



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.

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*emotional aspects of learning*



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INTEREST



ENJOYMENT

*emotional aspects of learning*

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## The 'bottom line'...

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

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

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



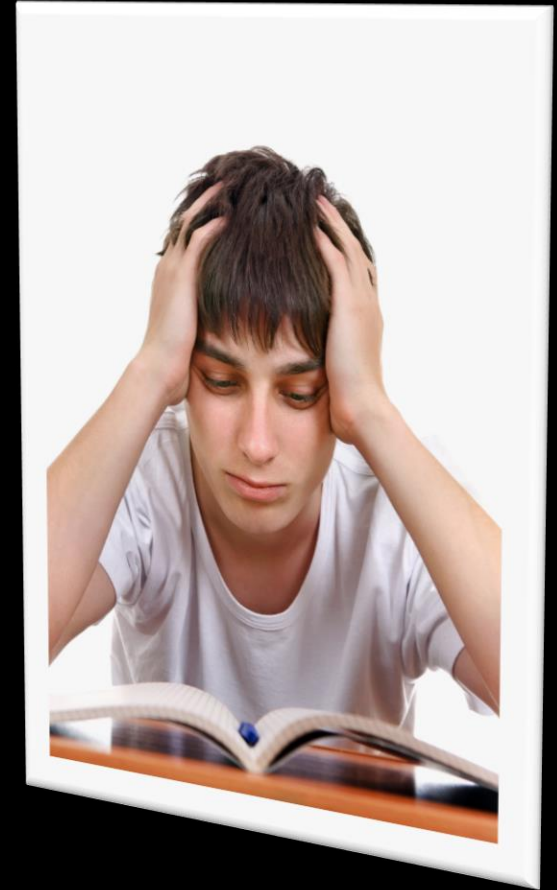
## The 'bottom line'...

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

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

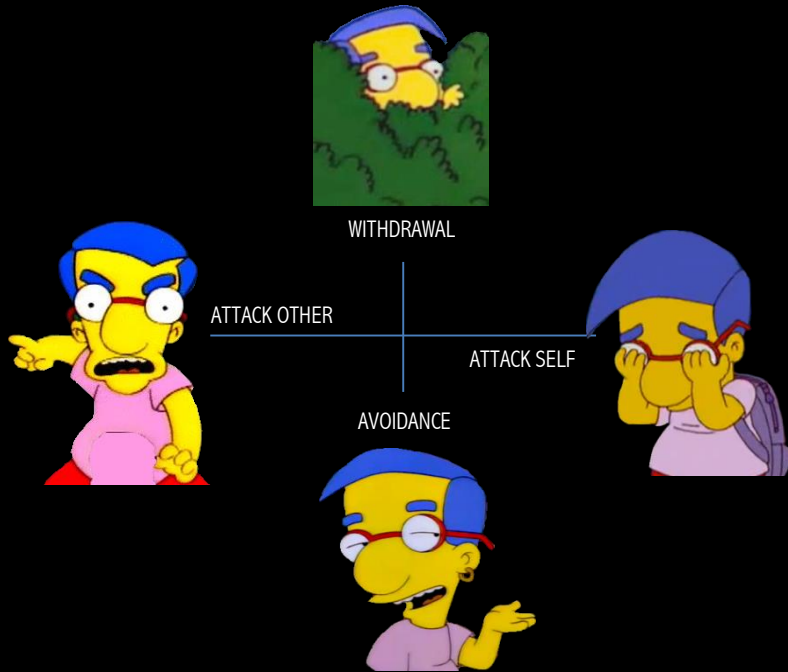
These hurdles **will** trigger SHAME affect...

It's **what you do** when the SHAME is triggered,  
that **makes all the difference**





## The 'Compass' of Shame Strategies



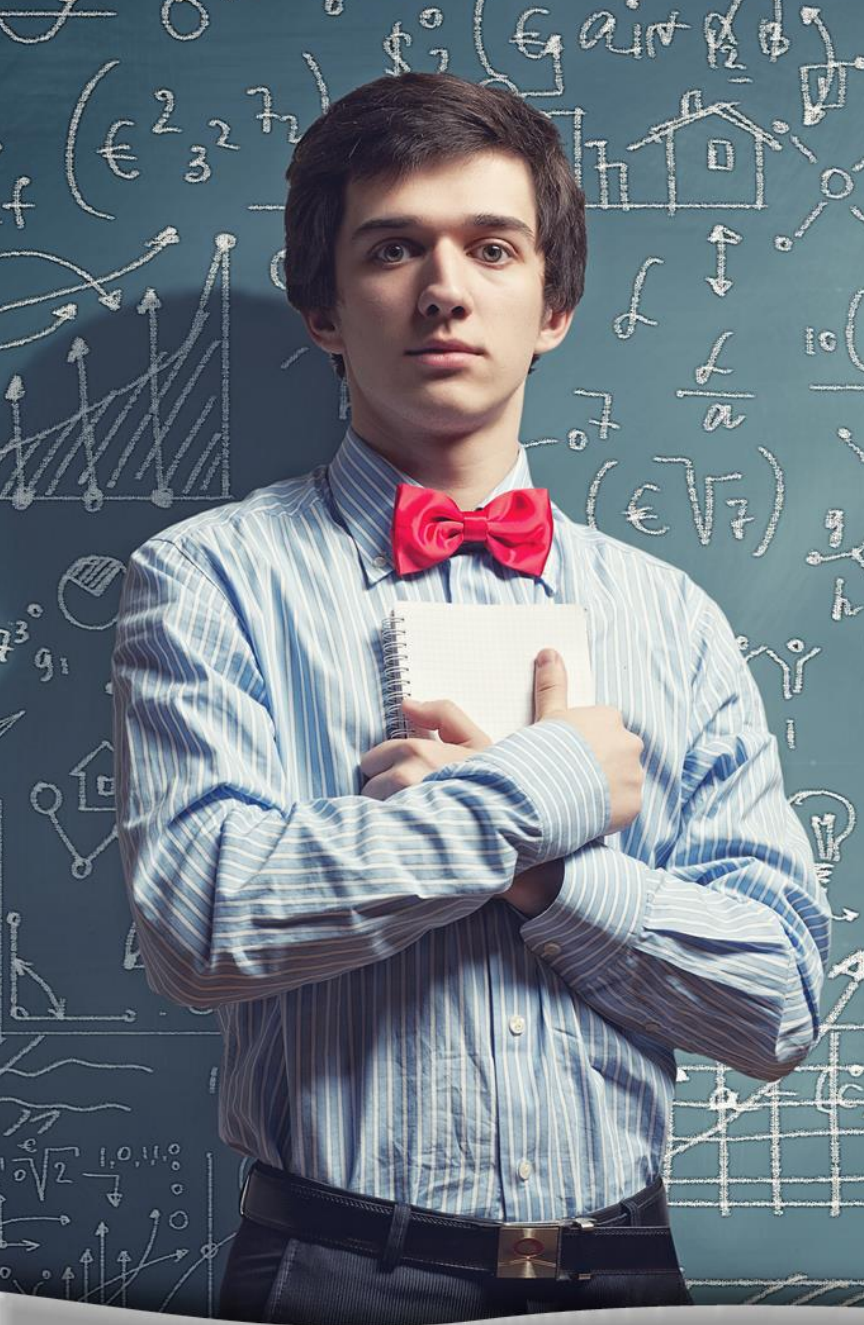
## The Expert Learner Approach

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

### The PEACE process

- 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?

emotional aspects of learning