

21st E-Learning Day at FH JOANNEUM on Wednesday, 21 September 2022 on the topic

"How do emotions and language influence the (online) learning process? "

The 21st e-learning day focuses on the learners: the students, the pupils, and the participants in online training courses.

The impact of positive or negative emotions on learning outcomes is something teachers experience themselves and observe in (their) children, students and learners. Language as a medium of communication has a significant impact on the learning process.

How does our value system manifest itself in the language of instruction?

Emotions in learning

Teachers often follow Bloom's Taxonomy with its six cognitive levels (*knowledge, comprehension, application, analysis, synthesis, evaluation*)¹. Krathwohl, Bloom & Masia add the so-called "affective domain"; they try to represent² the way in which feelings, values, appreciation, enthusiasm, motivation and attitude the tasks (can) trigger the learners. Grotlüschen and Pätzold state in 2020 in the chapter „*Emotion and Learning – a difficult relationship*“: „*Learning happens out of some emotion ... the content alone doesn't motivate to learn*“³. Apart from the content aspect, the language itself, as well as the language medium, influences how the recipients perceive the learning situation.

Language in learning

What is the communicative function of the language in the (online) learning process, how important is language to express feelings, what factors influence the use of language and communication in general? "Values" (*beliefs*) in the learning process are understood as implicit and explicit attitudes and convictions that are (individually) perceived as true and influence⁴ actions and interactions. They are discursively constructed, context-dependent, complex, dynamic, and often contradictory⁵. *Beliefs* shape the actions of learners and teachers (*micro level*), in institutions (*meso level*) and in educational policy and societal settings (*macro level*).

¹ https://www.oezbf.at/wp-content/uploads/2018/04/Plakatskript_2016-S.19-20-Bloom.pdf; retrieved 10.12.2021

² Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of educational objectives, the classification of educational goals. Handbook II: affective domain*. David McKay Co. Inc, New York, 1, 956. Bloom's Taxonomy: Affective Domain; retrieved 10.12.2021.

³ Kapitel „*Emotion und Lernen – kein einfaches Verhältnis*“: „*Lernen ... aus irgendeiner Gefühlsregung heraus erfolgen muss ... kein Sachverhalt verleitet an und für sich zum Lernen*“ in: Grotlüschen, A., & Pätzold, H. (2020). *Lerntheorien in der Erwachsenen- und Weiterbildung* (Vol. 4). utb GmbH., S. 46

⁴ Voss, T., Kleickmann, T., Kunter, M., & Hachfeld, A. (2013). Mathematics Teachers' Beliefs. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers: Results from the COACTIV Project* (pp. 249-271). New York: Springer Science & Business Media. <https://doi.org/10.1007/978-1-4614-5149-5>

⁵ Barcelos, A., & Kajala, P. (2011). *Introduction to Beliefs about Second Language Acquisition (SLA) revisited*. *System*, 39(3), 281-289.

How do university teachers, schoolteachers and trainers deal with their own emotions and those of the learners and how can they succeed in creating linguistically adequate, appreciative, and motivating courses?

Present your concepts, projects and experiences **online** at the 21st e-learning day:

Emotions in learning

- *How do you take learners' emotions into account in preparing/teaching/assessment?*
- *What experiences have you had with emotions of individuals or groups? What went well/where did something go terribly wrong?*
- *Would you like to share your good practice examples with us?*

The language in learning

- *What role does language play in the teaching/learning process, what changes in online settings?*
- *What is the importance of language in the expression of feelings? How are feelings communicated linguistically in online teaching?*
- *How do individual values linguistically influence (online) teaching?*

The e-learning day is organized in cooperation with the Laura Bassi 4.0 project *#dienetzwerkerinnen*⁶. In the online women's network, the focus is on the joint learning process of the participants, with emotions and language playing an essential role.

NOTE: *The official language of the conference will be German. Submissions for conference contributions and papers can be made in German or English (British spelling)!*

We look forward to receiving your contribution by Wednesday, 02 March 2022 and will notify you of the acceptance and format of your submission by Wednesday, 16 March 2022 at the latest.

Please use our online form for your submission.

Jutta Pauschenwein (ZML - Innovative Learning Scenarios), Birgit Hernady (International Relations)
and the entire team of the ZML of FH JOANNEUM - University of Applied Sciences



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⁶ <https://www.dienetzwerkerinnen.at/>; retrieved 10.12.2021