

TEACHERS' EMOTIONAL EXPERIENCE IN ONLINE CLASSES IN ADULT EDUCATION IN SELECTED EUROPEAN COUNTRIES

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Outline

- Introduction
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- Methodology of the research
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- Conclusions





- Emotions are a crucial aspect of teaching in the educational process [4].
- Online teaching is driven by the emotions, being the “mechanism” of activity’s movement [5]
- Understanding learners' emotions can serve as a guide for driving the further development of teaching in adult education and adult learners’ personal and professional development [7].
- Also, the development of adult learners’ positive emotions might improve their educational achievements [6].
- The aim of this paper is
 - to analyze teachers’ emotional experience in online classes in adult education in selected European countries
 - underpinning the elaboration of implications for training of teachers who work in online classes in adult education.

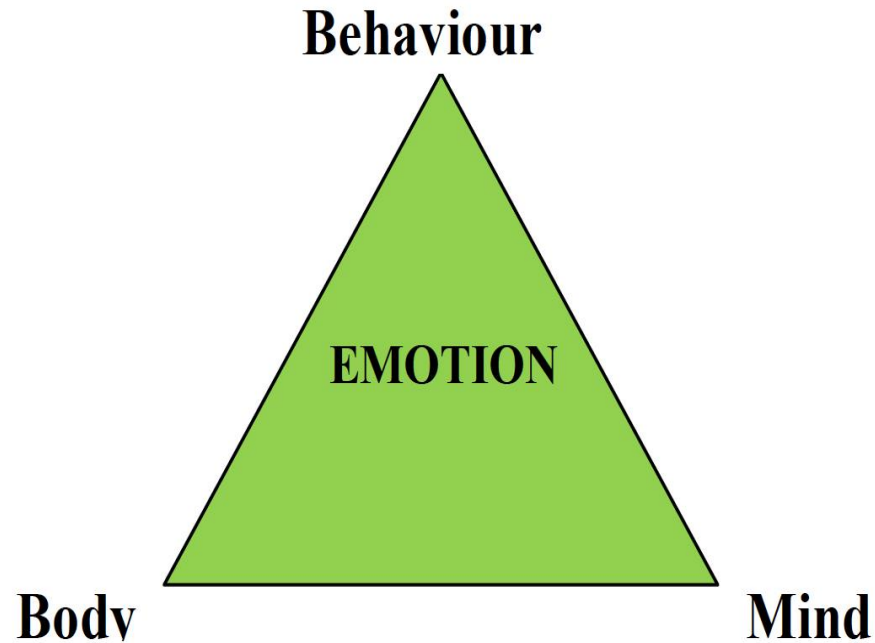




Conceptual framework (1)

- The System-Constructivist Theory allows defining emotions as signs.
- Emotions are not only (bodily) feelings, but also other elements, such as
 - expressions in the face or the voice,
 - physiological changes, and
 - changes in action tendencies or action readiness [13],
 - attitudes [5],
 - mood,
 - verbal expressions,
 - word meaning, and
 - vocal intonation [14], etc.
- Emotions can be
 - separated and
 - at the same time should be analysed in relation to the other emotion groups.





*Figure 2. **The emotions triangle**
(NHS Fife, 2016)*





Conceptual framework (3)

- The main emotions' functions are
 - evaluative [15] and
 - motivating [5].
- The emotions are of the socio-cultural nature.
- The emotions are socially constructed [16].
- In pedagogy, experience is the individual combination of
 - knowledge,
 - skills and
 - attitudes [18].





Conceptual framework (3)

- Teachers' emotional experience is
 - an individual combination of
 - abilities as well as
 - knowledge,
 - skills and
 - attitude
 - based on individual's
 - social interaction and
 - cognitive activity
 - to understand, recognize and manage own and other people's signs
 - aimed at decision-making in various life situations for social adaptation, conflict-and stress resistance, resilience and world outlook.





Methodology of the research

Methodology of the research

Research results

Findings

Conclusions





Methodology of the research

- The empirical study was carried out in April 2022.
- The respondents represented teachers in adult education in the selected European countries, namely Germany, Italy and Greece.
- In total, 78 respondents took part in the study:
 - 30 respondents from Germany,
 - 28 respondents from Greece, and
 - 20 respondents from Italy.
- The respondents work remotely in formal and non-formal adult education.
- The collected data were ranked [23].





Results (1)

Table 1: THE SUMMARY OF THE RESULTS OF THE EMPIRICAL STUDY

Experience element	SUB-CONSTRUCT	Prevailing responses	Need in training
<i>Knowledge</i>	Exchange ideas with others and co-operation with others	The majority of the respondents point that there is a difference in online teaching for children and adults.	No
	Analysis of a problem	The majority of the respondents opine a low level of apprehensiveness when starting the transition to online classes.	No
	Are in the dialogue and Search for the problem solving tools together with others	The majority of the respondents does not know about the learners' perception of their teachers' emotions.	Yes
<i>Skills</i>	Setting his/her own goals	The majority of the respondents consider technical and digital skills to be crucial for a teacher in online classes.	Yes
	Taking responsibility for his/her own learning	The majority of the respondents stress that the main difficulty in online teaching is methodical issues.	Yes
	Participation in the activity	The majority of the respondents have been teaching online for 2 and more years.	No
	Working independently	The majority of the respondents have improved their didactic skills including communication.	No
<i>Attitude</i>	Regulation of his/her own learning process	The majority of the respondents does not think of their emotions before starting your online classes. The majority of the respondents needs training in emotional skills for online teaching.	Yes
	Evaluation of his/her own learning process and continuation of the improvement of his/her own skills		Yes





Table 2: RESPONDENTS' ANSWERS WHAT THEY HAVE LEARNT IN THE PROCESS OF ADAPTING TO ONLINE TEACHING

Skills	GERMANY		Italy		Greece		Total number of respondents	Ranking
	N	%	N	%	N	%		
Technical/digital	0	0	10	50	8	28.5	18	2
Didactic including communication	30	100	10	50	20	71.5	60	1
Learning to learn including patience	0	0	0	0	0	0	0	3





Findings (1)

- The analysis of the elements of the respondents' emotional experience allows finding out that teachers' attitude to online classes has to be developed.





Conclusions (1)

- The emotions are part of a single process in individual's life.
- The emotions are the factors that impact individual's development.
- In pedagogy and education, the emotions are a factor that impacts the individual's motivation.
- The individual's emotions can be changed and manipulated as the emotions refer to social activity and not to an individual action.
- Along with the individual's development of the cyclic nature, the emotions also change in a cyclic manner.
- The cyclic nature of the emotions' change does not coincide with the individual's age progressing. Young people might be emotionally intelligent while older generation can stay at the beginning of the cycle of their emotional development.





Conclusions (2)

- The theoretical findings allow identifying **teachers' emotional experience** as an individual combination of abilities as well as knowledge, skills and attitude based on individual's social interaction and cognitive activity to understand, recognize and manage own and other people's signs aimed at decision-making in various life situations for social adaptation, conflict-and stress resistance, resilience and world outlook.
- The empirical results allow concluding that **teachers who provide online classes need training in developing of their attitude to online teaching.**





Conclusions (2)

- **Implications** for training of teachers who deliver online classes are formulated as following:
 1. Teachers' analysis of their own emotions,
 2. Teachers' analysis of their learners' emotions,
 3. Methodical aspects of online teaching, and
 4. Technical and digital skills for online teaching.
- The **limitations** of the study are the involvement of only respondents who are adult teachers from selected European countries.
- **Further work** intends to widen the study sample by engaging adult learners as well as other stakeholders. Development of training curricula is to be designed and piloted.





Thank you for your attention!

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