

Affective Factors Influence Classroom Learning

SOCIAL psychologists warn us that communication between members of different subgroups in our culture is fraught with peril. Mindful of this peril, the writer presents in this paper a review of some research on the influence of affective factors on classroom learning. A frame of reference is presented first. This is followed by a review of research on teacher-learner affective characteristics and interactions, and some concluding remarks.

Doubtless the general goal of education can be stated in many different ways. From the point of view of an educational psychologist the writer would define this general objective as the arrangement of conditions which will

Richard E. Ripple is Associate Professor of Educational Psychology, Cornell University, Ithaca, New York.

promote effective and efficient student learning aimed at developing all human abilities and nourishing appropriately wholesome affective characteristics. The factors influencing student learning are numerous and diverse. To arrive at a useful conceptualization of classroom learning it is necessary to classify these variables into manageable categories.

Gallagher (1964) has proposed a model of productive thinking as a function of motivational, personality, and cognitive factors operating in different environmental situations. He sees a large number of different patterns of intellect, motivation, personality, and environment leading to productive thinking. It is suggested, for example, that an individual operating under high motivation might overcome the effects of an inadequate environment, or that negative personality factors might be compensated by a good environment.

More closely related to classroom learning, Klausmeier (1961) has presented a conception of factors affecting teaching-learning processes in any behavioral setting for learning. Six main factors are identified: learner characteristics, teacher characteristics, learner and teacher behaviors, group characteristics, physical characteristics of the behavioral setting, and outside forces. As Klausmeier uses the term, behavior implies verbalizing, doing, and feeling—the entire range of cognitive, psychomotor, and affective activities engaged in by teachers and learners.

These general formulations suggest the complex interrelationships of many factors and classes of variables affecting classroom learning. Specifically for the purposes of this paper, these formulations call attention to the important influence of affective factors. As used here, affective factors are those referring to

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Learning Emotions Philipp Mayring, Christoph von Rhoeneck, 2003 Educational psychology and educational practice is dominated by behavioristic and cognitive approaches This reader brings together new research results which underline the important role of emotion in learning Anxiety joy pride boredom of the learner influences the learning outcome Research teams from Europe and the U S A present their results *Educational Innovator's Guide* Herbert I. Von Haden, Jean Marie King, 1974 *Eight Propositions* Joe L. Rempson, 2020-11-19 Rempson takes issue with those who lay the plight of African Americans on racism not seeing it today as a major obstacle to black progress Rather he traces the origin back to what he terms the African American Garden of Eden In it W E B Dubois outlasted Booker T Washington and fathered a tradition which Rempson argues has produced a victim identity and an emphasis on the system rather than the self Only black males offer a way out he declares because it is entirely our black males who are keeping us down and curtailing our progress in contrast to black females who are doing OK They are plagued by what Rempson calls the African American Male School Adaptability Crisis AMSAC Their academic performance ranks at the bottom alone below black female students and below white Asian and Hispanic male students In large urban areas their high school dropout rate is 59 percent and nationally they lag behind in college attendance and graduation rates The outcome Rempson argues is dysfunctionality and the existence of hedonistic norms which hinder family and community stability But while black males are the problem Rempson contends it is nevertheless only they who can solve it because research and experience show that it takes males to bring up and change other males Though intended for everyone he therefore writes his book to his fellow advantaged black males and makes a passionate plea for them to step up and with the help of black females and of the nation take the lead As their guide he has formulated eight propositions Arrived at through an examination of impressively extensive data from numerous sources and disciplines they are a marked departure from the customary Most strikingly delicate matters such as those which pertain to intelligence quotient IQ and culture are openly confronted and dealt with But Rempson writes unless confronted we will not solve our problems Nor he continues can we solve them unless we cut the umbilical cord to white America We have no right to expect it to be our savior nor are we justified in perceiving it as our oppressor Forcefully and finely written Rempson s book is a singular and courageous contribution Alone his eight propositions make it a worthy read *The African American Male School Adaptability Crisis (Amsac)* Joe L. Rempson, 2016-03-12 The African American Male School Adaptability Crisis AMSAC cannot be solved by the school alone It is a race problem which can only be solved if we black males provide the leadership in tackling our three major demons which now mainly account for the problem IQ lag fatherless families crime AMSAC had its origin about 100 years ago when after the death of Washington DuBois gained ascendancy in our African American Garden of Eden and replaced Washingtons brains property and character gospel with a civil rights agenda That agenda has led to a civil rights fixation and our second bondage Victimology wherein being the victim has become part of our

core identity and made us psychological slaves Rather than being proud and self reliant disproportionately we have come to see ourselves as victims who are entitled to system help and special treatment This bondage and it is a bondage vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington but demonized by DuBois Return to that pathway and we can confront and conquer AMSAC and our three major demons Guided by history and the research evidence this book details how Its 20 chapters make for long reading but just by reading the first and last chapters you can get the message The motto of the proposed evidence based experimental program the African American Male Career Pathway Program AMCAP A special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs Student AMCAPs in its implementation *Resources in Education* ,1990 **Research in Education** ,1974 **Resources in Education** ,1990 *AE - Educational Psychology 92/93* Grolier Educational Associates,McGraw-Hill Higher Education,1992-02 [Current Index to Journals in Education](#) ,1980

Educating Young Children: Sociological Interpretations Edith W. King,1973 **Looking in Classrooms** Thomas L. Good,Jere E. Brophy,1987 This classic book provides a balanced research based overview of the most effective teaching methods and guides teachers to select appropriate methods by intelligent observation in their classrooms Widely considered to be the most comprehensive and authoritative source available on effective teaching Looking in Classrooms synthesizes the knowledge base on student motivation classroom teaching teacher expectations and adapting instruction for individual learners This book represents state of the art research reviews in several areas including student motivation classroom instruction and student learning classroom management and adapting instruction to the needs of individual students K 12 educators administrators and superintendents **ERIC Educational Documents Index, 1966-69: Major descriptors** ,1970 *ERIC Educational Documents Index* Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education **ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation,1970 **Subject Guide to Books in Print** ,1984 [Teaching with the Brain in Mind](#) Eric Jensen,2005-06-01 When the first edition of Teaching with the Brain in Mind was published in 1998 it quickly became an ASCD best seller and it has gone on to inspire thousands of educators to apply brain research in their classroom teaching Now author Eric Jensen is back with a completely revised and updated edition of his classic work featuring new research and practical strategies to enhance student comprehension and improve student achievement In easy to understand engaging language Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning After discussing what parents and educators can do to get children s brains in good shape for school Jensen goes on to explore topics such as motivation critical thinking skills optimal educational environments emotions and memory He offers fascinating insights on a number of specific issues including How to tap into

the brain's natural reward system The value of feedback The importance of prior knowledge and mental models The vital link between movement and cognition Why stress impedes learning How social interaction affects the brain How to boost students ability to encode maintain and retrieve learning Ways to connect brain research to curriculum assessment and staff development Jensen's repeated message to educators is simple You have far more influence on students brains than you realize and you have an obligation to take advantage of the incredible revelations that science is providing The revised and updated edition of *Teaching with the Brain in Mind* helps you do just that [Affective Teacher Education](#) Patrice R. LeBlanc, Nancy P. Gallavan, 2009-02-16 *Affective Teacher Education* is one of the first books to provide teacher educators classroom teachers school administrators and teacher candidates with research and recommendations related to affective education All teachers want to become professional educators they want find satisfaction and reward in their chosen careers Likewise all teachers want to show their students in all grade levels and in all subject areas how to acquire apply and appreciate appropriate dispositions or outlooks related to the course content and as a community of learners This book guides and supports teachers to fulfill these two goals Each chapter explores a different aspect of affective education and offers the reader useful suggestions to prompt self assessment professional conversations and developmental activities *Affective Teacher Education* helps teachers to visualize teaching and learning holistically linking the knowledge skills and dispositions that students need to know do and feel to achieve in school and become lifelong learners [Behavioral Method Influences Student Interest Learning](#) Johnny Ch Lok, 2019-07-28 When the school can let its teachers to enjoy to do their teaching jobs and they can feel more satisfactory when they are teaching every time in classroom as well as its teachers can understand some students why they choose to do harmful learning behavior to influence the other students to concentrate on learning in classrooms and they can find the solvable methods to dissuade they do not choose to do harmful learning behavior ro influence other students can not conentrate on learning in clsrooms again Then between the school's teachers and students both can build positive teaching attitudes and learning attitudes in order to cause they can choose to do enjoyable and satisfactory teaching behaviors or performances to teacher and concentration on learning behavior or attitues to students in classrooms Consequently when the school can build a good classroom learning environment to let teachers consider to teach their students in order to bring whose students can concentrate on learning in classrooms Then a good classroom learning environment will bring good learning economic and non economic benefit such as student number increases school income increases and teachers salaries increase student individual attention will raise student will enjoy to go to school and absence number will reduce Consequently any schools teacher individual teaching behavior and student individual learning behavior both in classrooms which must have positive or negative relationship to bring the school itself and the teachers themselves long term economic and non economic benefits in learning behavioral economic view point Also the importance is that learning behavioral economic analysis can explain why the teacher individual good or bad emotion can

influence his her every lesson student individual learning emotion to be good or bad to do learning behavior in classroom So schools need to concern every teacher individual emotion whether he she feels enjoyable or satisfactory to teach his her students in classrooms in order to avoid every classroom students learning emotion will be influenced to be poor to bring long time economic loss to the school It is one important factor to influence any school s teaching performance to be succeed

Affective Learning Together Michael Baker, Jerry Andriessen, Sanna Järvelä, 2013-02-15 In the twenty first century being able to collaborate effectively is important at all ages in everyday life education and work within and across diverse cultural settings People are increasingly linked by networks that are not only means for working and learning together but are also ways of maintaining social and emotional support Collaborating with others requires not only elaborating new ideas together but also being able to manage interpersonal relations In order to design and facilitate effective collaborative situations the challenge is therefore to understand the interrelations between social affective and cognitive dimensions of interactions in groups *Affective Learning Together* contains in depth theoretical reviews and case studies of group learning in a variety of educational situations and taught disciplines from small groups working in the secondary school classroom to teams of medical students and more informal working groups at university level Contributors provide detailed analyses of the dynamics of interpersonal relations and affects in relation with processes of meaning and knowledge elaboration including discussion of the variety of social learning situations and experiences social identities in group learning emotion motivation and knowledge elaboration conflict arguments and interpersonal tensions in group learning Bringing together a broad range of contributions from internationally recognised researchers who are seeking to broaden deepen and integrate the field of research on collaborative learning this book is essential reading for all serious students of contemporary educational research and practice

Affective Education Isadore L. Sonnier, 1989

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