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Positive Emotions: Passionate Scholarship and Student Transformation.

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Abstract

This paper challenges the practical and conceptual understanding of the role of emotions in higher education from the twin perspectives of transition and transformation. Focusing on the neglected area of positive emotions, exploratory data reveal a rich, low-level milieu of undergraduate emotional awareness in students chiefly attributed to pedagogic actions, primarily extrinsically orientated, and pervasive throughout the learning experience. The data conceive positive affect as oppositional, principally ephemeral and linked to performative pedagogic endeavours of *getting*, *knowing* and *doing*. A cyclical social dynamic of reciprocity, generating positive feedback loops, is highlighted. Finally we construct a tentative ‘emotion-transition framework’ to assist our understanding of positive emotion as a force for transformational change; our contention is that higher education might proactively craft pedagogic spaces so as to unite the *feeling* discourse (affective self), the *thinking* discourse (cognitive-epistemological self) and the wider *life-self* (ontological) discourse.

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Keywords:

Transition, transformation, pleasure, emotions, ontological-self.

Introduction.

The 1990s were declared the ‘decade of the emotions’ (Sadler-Smith, 2008: 272) nevertheless international scholars continue to call for further research. Smith et al., (2009: 200) observe that ‘alongside identity development, emotional experience is probably one of the strongest prevailing themes in the interpretative phenomenological analysis literature’. In higher education Blackie et al, (2010, 641) suggest that ‘if we are to take the idea of the person of the student (transformation) seriously, we need to begin to pay attention to the emotional side of education’. Tinto (1988) argues for a detailed exploration of emotions within student transition beyond the first year experience, whilst Barnett (2007: 9) calls for the epistemological to ontological student trajectory be ‘brought into view and engaged with’. Mezirow (2000) suggests that transformation can involve intensely threatening experiences, and notes that educators seek further ‘clarification and emphasis on the role played by emotions’ (2009: 95). As part of our ongoing research on emotions we focus here on the undergraduate journey and its potential for transformation beyond transition. We seek to bring experiential narratives of positive emotions into view and explore their implications for pedagogy.

The term *emotion* is acknowledged as difficult to define (Boler, 1999; Lee Do & Schallert, 2004): we use the term *emotion* here to embrace moods and feelings. Despite language inadequacies in describing emotions (Sheets-Johnstone, 2009), and with Plutchik (1980) expressing caution about classifications, Darwin listed thirty emotions (Darwin, 1872). Seventeen appear in a recent Academic Emotions Questionnaire developed from several qualitative studies (Pekrun et al., 2007). Adaptive-oppositional classifications emerge (Wundt, 1897, in Gross, 2001), with Energy-Tension and Calm-Tired as central to mood states and learning (Thayer, 1989).

Oppositional emotions are said to derive from social acceptance-rejection (Schlosberg, 1941 in Gross 2001), or sadness/depression-elation/ebullience (Watson and Tellegan, 1985 in Russell and Barchard, 2002). Shame-pride appears important to academic success (Frijda and Mesquita, 1994; Kitayama and Markus, 1994), playing a key role in the establishment of identity and self-esteem (Scheff, 1991). Gilbert (2009) presents a simple three pronged affect-regulation system, with positive affect linked to (a) drive/achievement giving a high or buzz (~~dopamine~~~~opiates~~~~endorphins~~), and to (b) affiliation/connection that has a positive calming effect (~~oxytocin~~, ~~endorphins~~ ~~dopamine~~). The negative threat system (c) is linked to emotions of anger and fear (adrenalin based fight/flight). On a broader front emotions underpin the rejection of monolithic notions of intelligence (Gardner, 1983; Salovey and Mayer, 1997), and renewed interest in the role of emotions in social control, power and gender relations have been fostered by critical feminists (Boler, 1999; Hughes, 2009; Christie et al., 2008).

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Previous research work

Our previous research work on first year student emotions (Beard et al., 2007) highlights an emotional rollercoaster affecting every aspect of their lifeworld (Ashworth, 2003) in relation to Personal and Academic Project, Temporality, Spatiality, Sociality, Embodiment and Discourse. We highlight the importance of relationships, the changing emotions over time and student perceptions of academic studies and life at university, and we argue for richer conceptions of students as affective and embodied selves, and a clearer theorisation of the role of emotion in educational encounters. A further research paper (Clayton et al., 2009) explores the notion of pleasure through transgression of institutional and societal social structures. We present possibilities for exploring students' positive emotions as jouissance experiences linked to the transgression of power relations

and social structures. The paper maintains that descriptions of causal relationships of pedagogic action and the phenomenology of students' feelings of gratification are not enough to plausibly interpret the locatedness and meaning of emotions, and that the emotional nexus is shaped by and continues to inform social relationships.

Positive emotions in teaching, learning and assessment

Our focus on positive emotions, as a neglected area of research in and between student transition and transformation, draws on an international corpus of literature. We are guarded about emotional experiences as therapeutic (Furedi, 2004), or consumptive (Usher & Edwards, 1994), or that learning should be as pleasurable as possible. Although Pekrun et al., (2002) caution against simplistic accounts of bad-good, research has tended to focus on negative emotions with less attention devoted to the 'deliberate design and maintenance of positive learning environments' in higher education (Moore & Kuol, 2007: 88): the tendency is to 'overlook and even ignore positive emotions' (Tugade & Fredrickson, 2002: 320), 'placing more emphasis on the problem perspective' in research for example on transition (Palmer et al., 2009: 39). Event recall favours negative emotions with more negative than positive words available in our language (Baumeister et al., 2001). Positive emotions are said to generate coping mechanisms, and produce more creative, knowledgeable, resilient, socially integrated, and healthy individuals (Gilbert, 2009; Seligman, 2006; Tugade & Fredrickson, 2002; Werner & Smith, 1992).

Transition and transformation

A great deal of theoretical work on transition is grounded in studies on rites of passage (Tinto, 1988). The focus is on adolescence, as challenging 'academically, emotionally, socially, societally and, most of all in terms of identity' (Illeris, 2009: 404), fails to

embrace demographic diversity. Palmer et al., (2009) and Tinto (1988) question transition as an exclusively first year phenomena: identity change is said to be associated with major life-long transitions (Smith et al., 2009). Challenging 'normative accounts' of transformation, Christie et al., (2008) explore class and gender within elite universities, describing the student *becoming* and the student *being* as an intrinsically emotional trajectory, suggesting the discourse of pleasure helps students authorise and validate their learning identity. *Being* in, or betwixt physical and/or social entities (e.g. home and higher educational establishments), is said to affect the student *belonging* (e.g. Cresswell, 1996) with specific 'turning point' experiences noted as significant during first-year transition periods. Rowe (2013) examines how feedback and assessment arouse strong emotions (see also Crossman, 2007; Pavlovich, 2007; Varlander, 2008; Palmer et al., 2009). Emotionally satisfying experiences also surface in descriptions of exceptional teaching (Moore & Kuol, 2007). Blackie et al, (2010: 641) suggest all interaction with knowledge is 'emotionally charged' and they compare student-centred work of Rogers (1961) on *whole person* philosophies, and *congruence* with that of Barnett (2007) on *being* and *authenticity*. Barnett advocates that more intense, 'enduring ecstasy', is experienced as joy and fulfilment when a student finally understands a difficult concept as potentially transformational, compared to 'ephemeral ecstasy' (when a student passes an examination or receives good feedback) which does 'not advance the student in her being', in a transformational sense (Barnett 2007, 60).

This diverse body of literature generates useful concepts with which to interrogate our data: complex emotions necessitate the opening up of space within, beyond and across numerous disciplines (Dillon, 2008).

1135 words

Methodology

To date, data were collected in two stages from undergraduate students at two universities in England, referred to as Fordhampton and Coalthorpe. While the structures and procedures of the universities differed, both may be considered ‘new’ universities (institutions often based on former polytechnics or colleges of higher education which were given university status by the (Further and Higher Education Act 1992) associated with the widening participation directive and the provision of vocationally orientated degree programmes. The student respondents for this research were engaged in a variety of degree courses, which can be listed broadly in the areas of leisure, sport, hospitality, tourism, countryside recreation, business education and music. In this paper we present our data on emotions as middle ground, in the space that connects and propositional-abstract knowing to phenomenological understanding.

First stage

The first stage of the research process sought data largely for quantitative analysis from 542 year one students (307 from Fordhampton and 235 from Coalthorpe) and 234 year two students (130 from Fordhampton and 104 from Coalthorpe). Here the aim was to establish a ‘data terrain’ of sorts, which identified recurrent patterns of positive emotions – ‘types’ of emotion or positive experience – that could be isolated within the student responses.

For first year students, positive experiences are perhaps best considered as ‘expectations’ of neophyte learners, given the limited amount of time spent in higher education. For year two students, the declaration of emotions were a reflection of actual experience of university life. Data were collected by way of a non directive

'blank sheet', which simply asked for 'a description of any positive feelings, buzz or high that had occurred in their university learning to date'. This choice of words proved to be more significant than we realised. Data were subjected to a simplistic exploratory analysis utilising basic spreadsheet software, which was used to identify the frequency of experiences and, moreover, as a visual aid that allowed for the coding, categorising and sub-categorising of the positive experiences of the students. These categories were built very simply on the similarities that could be drawn between the students' listed experiences. For instance, a 'sense of achievement' and 'gaining a good grade' could be categorised under the heading of 'rewards and praise'.

Second stage

The second stage of the research attempted to better understand the 'depth' and group understanding of emotions felt, utilising 'focus' groups with small numbers of students. These groups consisted of between three and six students. The principles underpinning the group discussions were similar to those identified in Bohnsack (2004) in which the researcher guided the discussion, allowing the students to express their views on how they felt about learning.

Some third years attended* see results and we haven't mentioned this?**

The data terrain established following the initial quantitative stage of research was used as a guide in each 'focus' group to gain a description of the emotions, their source and their effect as perceived by students in the group and the group itself (Morgan, 1997; Bloor et al., 2001). Whilst the detailed findings of the 'focus' groups will be the subject of another paper, some illustrative quotations highlight themes identified in the first phase of the work. Due to limited space, we present a small sample of summary charts as well as direct quotations from students.

Coding.....female (F), ec etc...to save wordcount!

Results and discussion

Neophyte learners: anticipated pleasure and transition

Neophyte first year descriptions concern anticipated positive experiences. In most cases, these were related to studying at a higher level, learning new knowledge and ‘tangible outcomes’ such as their career and financial prospects for the future. More than twenty four per cent of year one students expressed the pleasure they would feel from gaining a degree, and its consequences for their future careers. Significantly the anticipated pleasure is linked to the possibility of new intellectual depths, grounded in possibilities of a new identity. Fifty-six per cent (56%) linked a potential positive experience to the course content, including such things as gaining new skills, work experience and the acquisition of in-depth knowledge. The largest proportion of responses (66%) were linked to the intricacies of higher level learning, which included the advancement of knowledge, working in groups, using academic resources and working with tutors/experts in the field.

Neophyte learners found difficulty in expressing emotions: the focus was on generalities, gaining new knowledge, coupled to perceived higher status and linked to future career prospects. What surfaces in the data is that for these students anticipated pleasure is strongly associated with new knowledge, and the development of the epistemological *self* (Barnett, 2007).

Figure 1 here.

The data that gave rise to the category 'higher learning' is broken down yet further in figure 2. Here it is important to note that female students are far higher in number than male students: at this stage all the charts merely establish gender similarities in category priority and there is no apparent difference in responses by gender.

Figure 2 here.

The qualitative first stage data further illustrates the richness of the narratives of anticipated pleasure:

'I'm looking forward to (hopefully) realising that I am more academic than I believe, I look forward to opening my mind to new ideas.' (FF1:187)

Euphoria is mentioned:

'I am looking forward to getting a buzz from achieving something, improving my pool of knowledge and hopefully getting good results...Helping yourself is the best way to feel good and feel like you mean something; it's almost like winning, a feeling of euphoria.' (FM1:198)

'The potential to expand my knowledge into a field which is fun and completely different to [sic] any other thing that I have been offered excites me immensely.'
(FF:235)

Some remarks suggest deeper awareness, highlighting expectations that the self will be changed, i.e. personality and identity might be developed through their learning:

'Developing my own personality through different types of learning...Having a broader understanding of the subject that I take an interest in.' (F1:201)

'Being proud to be me and being able to say HA! I have done this and I did it for me.' (F1:256)

Low levels, short-lived positive affect

By year two, there is a noticeable shift away from general anticipated pleasure to a discourse linked to a milieu of specific pedagogic encounters. These emotions surface as ephemeral 'moments' of pleasure associated with specific learning tasks or activities, and embedded within a social context. Ephemeral pleasure included reported feelings of happiness, relief, pride and achievement, brought about, for example, by finishing work, from good grades, praise and feedback in presentations and assignments.

Figure 3 here.

The top positive category in figure 3 concerns 'rewards and praise' (50 per cent). Further analysed in figure 4, gaining a good grade in an assignment, or 'instant gratifications' (18 per cent), or completing or submitting an assignment represent the highest categories of response. The data reveal affect associated with a sense of 'relief' as linked to the handing-in of a piece of coursework. The sense of 'pride' or 'confidence' as emotional declarations, are connected to 'achievement' in a piece of work. Emotional discourse appears inextricably linked to pedagogic tasks and activities, which Cell (1984) refers to as 'referential objects' contextually embedded within a social context (better than, the best, personal praise, etc).

Figure 4 here.

Pedagogic activity: doing, getting and knowing

The students' articulate milieu of instances of pleasure associated with learning that take the form of a 'buzz' or 'high'. Pleasure is derived from many pedagogic tasks associated with *knowing, doing and getting*. For example, the diversity of positive feelings relate to: revising; constructing and writing assignments; passing on knowledge to others; reading; searching; applying skills; selecting quotations; note taking; writing; presenting; and handing-in. The following selected quotes give a brief illustration (underlines added).

'Feeling confident when doing a presentation, which I didn't used to feel.'

(FF2sport)

'Getting back my first grades for my presentation, I got a very, very good mark and (got) a lot of positive feedback. It felt good.....Getting this spurred me on to strive for more and, with that, my confidence grew about being back in education.' (FM2sport)

'Good marks in assignments gave me a buzz. For example, getting a good mark in one made me try just as hard in the next, as I knew I could do it then.'

(FM2sport)

Such positive emotions appear associated with 'desire', to get, want or to know something. They appear as *activating emotions*, with *desire* seen as pleasure associated with fulfilling a lack or need, followed by motivating action (Pekrun et al., 2002).

Ephemeral and oppositional states

Whilst pleasure mostly emerges as an ephemeral experience, continuity is apparent. Success and pride for example spurred students on to strive for more, giving them confidence to accept further challenges. The following quotation is illustrative of more enduring emotions:

'When I had an A in my first presentation, it gave me confidence for the rest of the year. I felt surprised and overwhelmed.' (FM2sport)

Oppositional states, typified for example by the term '*nervous excitement*', are also identified in the narratives:

'I am looking forward to giving presentations, although I would be nervous, but I would get a buzz when I had done it.' (FF1sport)

By the second year, many students also refer to pedagogic hardship as being pleasurable. These include '*challenge*', '*pressure*', '*working hard*', and '*being absorbed in work*':

'...the pressure of work and getting stuck into essays...' (FM2music)

'...that feeling of finishing an essay at stupid o'clock in the morning...'
(FF2music)

Negative emotions, encapsulated in the struggle to complete coursework, can give way to a heightened positive state, of euphoria and relief, and so have potential to motivate, as *activating emotions* (Pekrum et al., 2002). Similarly, the fear and anxiety that comes with presentations was described by many students, albeit retrospectively, as creating positive feelings. Complex blends of negative and positive states surface: the

feelings of relief, pride and confidence appear enhanced by earlier stress and anxiety, suggesting that greater risk may heighten the ecstatic state (Barnett, 2007). Pleasure also appears to give rise to a further desire to learn. One student (FF3countryside recreation) referred to 'firing on all cylinders', noting that:

'it's quite rare...you do occasionally get it when you think 'Bang! Bang! Bang!' like I'm on fire, it doesn't happen all the time, it's annoying - for example when you finish an assignment and you know you could have done better... finally getting it ...that's nice as well!!...' (FF3countryside recreation)

The struggle and interaction with new knowledge appears to generate a powerful, 'enduring' ecstasy (Barnett, 2007) as potentially transformational. 'Persistence' and the 'will' to learn generates a desire to overcome problems that might otherwise create negative emotions. For one dyslexic student, for example, gaining good marks for assignments created a sense of pride and increased confidence derived not purely from the grades but from the perception of overcoming and quelling the stigma of a learning disability (FM1sport).

Negative stories were pervasive in accounts (Baumeister et al., 2001) within group settings, brining amusement and suggesting that when reframed in this way negativity they engender coping strategies. All these examples illustrate how negative states are closely linked to positive states (Pekrum et al., 2002; Gilbert, 2009) archetypal of the 'rollercoaster of emotions' (Beard et al., 2007; Christie et al, 2008), seen in this way as oppositional in that they tend towards homeostasis.

Positive affect: a social dynamic

Our initial analysis confirms our previous research, revealing how emotions are intricately linked to social relationships, involving other students, lecturers, friends and family. The notion of ‘acceptance’ as an emotional declaration, and the affective states of pride, confidence and relief, are all potentially interconnected and at times indistinguishable. Most relate to aspects of *belonging* (Baumeister, et al., 1995) in the academic world aligning with recent findings by Thomas (2012). The following three phrases from the student group discourse, with *italics* added, exhibit a social context with links not only to dimensions of *doing*, *being*, and *feeling*, but also collectively the sense of *belonging* within an academic community: comments include (1) ‘*doing* better than your peers’, (2) ‘*being* respected’, (3) ‘*feeling* superior’. Social reciprocity is further highlighted by a respondent making a conscious effort to change their *feeling* dimension as linked to sociality:

‘...this year I want to change my feelings, I am doing some sport every day...I think I am getting better.... I hope I find some good friends this year and enjoy it more.’ (FM2sport)

‘I found that working as part of a group in presentations gave me a positive attitude as it gave me the motivation to excel myself and it gave me a buzz when we got very good marks’ (FF2countryside recreation)

‘I felt working as part of the team was exciting, meeting new people of all ages and backgrounds and interacting with people from different parts of the country was exciting - people's different views and approaches to tasks were always different to mine and it made me look at challenges from different angles.’ (FM2countryside recreation).

Here positive emotions associated with achievement and affiliation unify.

When students perceive the input by lecturers as very good or excellent, this appears to engender or to obligate higher quality outputs by such students. Typically, descriptions of excellent teaching relate to *respect, good teaching, passion, interest* and *engagement*. This emotional reciprocity is activating, and suggestive of a moral imperative:

‘The lecturer is really passionate and makes it interesting - it doesn't matter what the subject is.’ (CF2leisure events management, arts and entertainment)

‘When the lecturers aren't working hard you get de-motivated. Now only 50 per cent go to that lecture because everyone's bored and there's no point - they can get slides off Blackboard and I can read the book. That's not an enjoyable module. It could be enjoyable but because the lecturers haven't put the effort in, we don't put the effort in.’ (CF2leisure events management, arts and entertainment).

The ontological self and the wider project of HE

Our data offer glimpses of emotions of transition and transformation, occurring throughout the ongoing trajectory towards ontological awareness, particularly from third year students attending focus groups. When enduring emotions surface they also appear clearly linked to the deep emotions generated by the struggle, or immersion with knowledge for long periods of time at home or in the library. These periods of concentrated study were reported mostly by third year students: the ‘loss of time’, loss of ‘self-awareness’, a ‘flow’ like or ‘peak experience’ (Csikszentmihalyi, 1990) appearing as quasi-meditative states. Other data point to the beginnings of ontological

awareness. The following indicates a reflective, emotionally charged transformational awareness:

‘I had that last year, we had a module about adventure tourism, it intrigued me and I went to the library and got a book out about Everest and just sat and read it. I missed my tea, Neighbours and everything!’ (CF3year countryside recreation)

One third year student referred to the criticality of challenging theirs and others’ ideas more generally, throughout university, as a positive transformational experience:

‘When I came up here I was probably a bit stuck up, thought everything I thought was right and all that sort of stuff. I still can be like that but nowhere near as much. I change my own ideas, change what I think about the world, maybe where I want to go in my career.’ (FM3sport)

Balancing career aspirations with personal values and agency appears more so in third year students:

‘I think I’m going to try to find a way of making money out of doing something good. I don’t just want to do something and make a lot of money out of it, so I want to try and find a balance.’ (FF3 tourism and hospitality business management)

Another third year student commented on a transformational factor in group interviews: ‘it’s not just learning but changing myself’ (FM3sport), indicating their conscious desire to *become* a different person, to develop a new identity. As reported earlier one neophyte learner remarked that they hoped to develop their own personality through the experience of different types of learning (CF1). Illeris (2002: 404) notes that ‘there is a lot of identity work that young people have to do, as well as getting

through their education, forming relationships with a partner, finding their place in society and so on'. Likewise Jarvis (2008) draws attention to the complex youth-adulthood transition, the fluid boundaries, the shedding of childhood and other work that has to be done in searching for and forging identity, in *being* and *becoming*. To construe experiences described in group interviews as possible antecedent foundations to the wider journey of ontological maturation might, at this stage, be seen as conjecture. However a few emotional experiences, relating to the trajectory of ontological self-awareness surfaced occasionally in later final stages of the undergraduate courses. The language to describe these experiences, and the awareness of them, may simply not exist in many students or indeed in most adults outside of higher education.

Towards a categorising framework of positive affect in higher education

Our initial analysis partially illuminates the complexity of relationships between pedagogic action, social context and positive emotions. Our findings tentatively generate a simplified framework (Figure 5) as necessarily simplistic and rather polarised as a visual interpretation of the complex messy reality of a student trajectory toward transformational developments. Ephemeral positive affect awareness is represented on the left, with deeper ontological awareness on the right. This framework might usefully guide our ongoing research on student emotions.

Figure 5 here.

Conclusion

Our research on undergraduate student positive emotions, located in the notional space in and between transition and transformation, reveals pervasive yet low level

emotional awareness. Initially emotions appear as anchored in epistemological anticipation, transferring on to the academic project, as 'process' centred and purposefully action-achievement orientated (Pekrun et al., 2002; Gilbert, 2009). In hindsight our questions resulted in the foregrounding of 'high' or 'buzz' emotions related to achievement/status that orientate toward functional acts of *getting*, *knowing* or *doing* pedagogic work: we suggest that they have efficacy for learning. Here ephemeral ecstasy, such as euphoria, appears pervasive contributing to positive feelings, self-confidence and a growing identity. Complex oppositional emotions, as in 'nervous excitement', are reported, with hardship often experienced as pleasurable. Negative emotions suffuse the narratives and they appear to mitigate against positive feelings (Baumeister et al, 2001), or develop to opposite form, portrayed as humorous, possibly as a coping strategy.

Emotions are strongly linked to the anticipation of interaction with new knowledge, though by the second year the foreground discourse is associated not only with pedagogic action but, for some, as transgression, associated with sufficing minimalist strategies. The data also identify a social interchange with positive emotions significantly linked to peers and lecturers. Enduring ecstasy (Barnett, 2007) appears infrequently.

We have brought into view the role of the positive emotions of desire, to enter into, and stay engaged in, the life of the mind. We hypothesize the existence of a transition, a maturational shift in positive emotional awareness, from neophyte anticipations of the first year experience through to transitional emotions associated with referential

objects and on to complex potentially transformational experiences associated with changes in the self.

The research instrument-as-intervention created critical reflective space that enabled the expression of feelings about learning (Austin, 2002; Beard et al., 2007; Crossman, 2007). The data offers tantalising though insufficient glimpses of transformational emotions that have potential to propel the student along a continuing ontological trajectory. Self-awareness surfaces in relation to the bigger life-picture, almost, we suggest, as an antecedent to understanding a becoming of one's 'self'.

The next stage of our research journey will be to consider how the Transitional Affect Framework (Figure 5) might assist our understanding of the complex emotions of transformation. Third year. M level???

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Figure 1 : Year one students: anticipated positive affective states

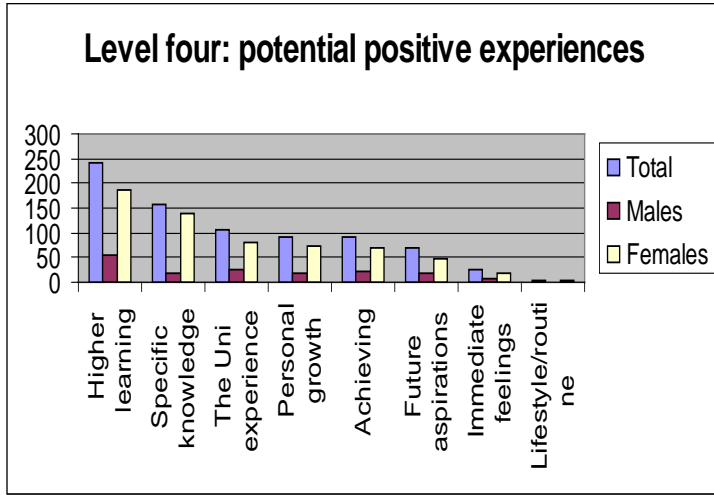


Figure 2: Details of top 10 pleasure response for 'higher levels of learning' category for year one students.

Response Category	Total	Males	Females
	242	56	186
Higher level learning: made up of			
<i>Gain knowledge/new learning/broaden understanding</i>	105	23	82
<i>Group work or team work</i>	26	7	19
<i>Using available resources</i>	19	5	14
<i>Higher level learning</i>	19	3	16
<i>Working hard</i>	11	5	6
<i>Back to studying</i>	11	0	11
<i>'The challenge'</i>	7	2	5
<i>Seeing 'fruits of labour'</i>	6	1	5
<i>Writing assignments</i>	4	0	4
<i>Applying knowledge/helping or teaching others</i>	4	0	4

Figure 3: Year two students: actual positive affective states

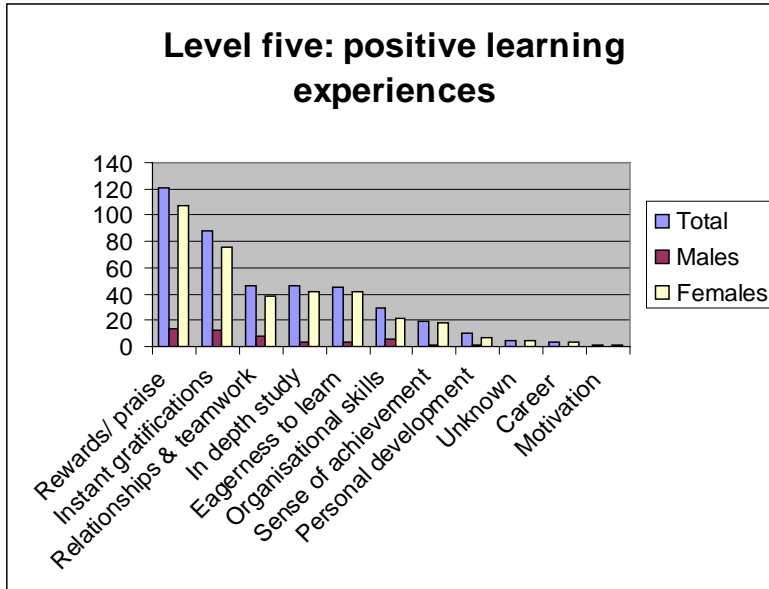


Figure 4: Detailed pleasure response category ‘rewards and praise’ for year two students

<i>Positive Experiences</i>	<i>Number of Responses</i>		
	<i>Total</i>	<i>Female</i>	<i>Male</i>
Rewards and Praise	116	41	75
Getting good marks/grades	58	23	35
Passing first year	18	4	14
Doing better than expected	11	4	7
Getting good feedback	11	4	7
Feeling rewarded/satisfied	6	3	3
Getting ‘the best’ mark	3	2	1
Feeling proud	2	0	2
Sense of achievement	2	0	2
Personal praise	2	1	1

Figure 5: Positive Affect Transitional Framework – redo based on data presented...see notes on sheets....

LEARNING AND POSITIVE EMOTIONS	
<p>Surface</p> <p>Common awareness of foundational/ephemeral/surface/extrinsic positive affect.</p> <p>Associated with referential objects (form) of the academic endeavour/project.</p> <p>Accessible everyday language.</p>	<p>Deep</p> <p>Uncommon insightful transformational awareness.</p> <p>Deeper/enduring/intrinsic positive affect associated with non-object, and formless of one's life project.</p> <p>Complex less accessible language.</p>
Pedagogic Action & Epistemological focus on self	Transformation Ontological Self
<i>Doing Dimension (e.g. academic work).</i>	<i>FEELING Dimension (e.g. broad range of affect states).</i>
<i>Getting Dimension (e.g. feedback and praise).</i>	<i>BECOMING Dimension (e.g. own identity).</i>
<i>Knowing Dimension (e.g. new knowledge).</i>	<i>BEING Dimension (e.g. conscious self).</i>

