

学校编码：10384

学号：25720131151826

厦 门 大 学

硕 士 学 位 论 文

情绪如何影响学习？——中国学生的学业情绪和  
学习方式及其对学习收获的影响研究

How Emotion Affects Learning?——Effects of  
Academic Emotions and Learning Approaches  
on Learning Gains

王柳萌

指导教师：郭建鹏

专业名称：发展与教育心理学

答辩日期：2016年5月

## 厦门大学学位论文原创性声明

本人呈交的学位论文是本人在导师指导下，独立完成的研究成果。本人在论文写作中参考其他个人或集体已经发表的研究成果，均在文中以适当方式明确标明，并符合法律规范和《厦门大学研究生学术活动规范(试行)》。

另外，该学位论文为( )课题(组)的研究成果，获得( )课题(组)经费或实验室的资助，在( )实验室完成。(请在以上括号内填写课题或课题组负责人或实验室名称，未有此项声明内容的，可以不作特别声明。)

声明人(签名)：

年 月 日

# 厦门大学学位论文著作权使用声明

本人同意厦门大学根据《中华人民共和国学位条例暂行实施办法》等规定保留和使用此学位论文，并向主管部门或其指定机构送交学位论文(包括纸质版和电子版)，允许学位论文进入厦门大学图书馆及其数据库被查阅、借阅。本人同意厦门大学将学位论文加入全国博士、硕士学位论文共建单位数据库进行检索，将学位论文的标题和摘要汇编出版，采用影印、缩印或者其它方式合理复制学位论文。

本学位论文属于：

(        )1. 经厦门大学保密委员会审查核定的保密学位论文，于  
年 月 日解密，解密后适用上述授权。

(        )2. 不保密，适用上述授权。

(请在以上相应括号内打“√”或填上相应内容。保密学位论文应是已经厦门大学保密委员会审定过的学位论文，未经厦门大学保密委员会审定的学位论文均为公开学位论文。此声明栏不填写的，默认为公开学位论文，均适用上述授权。)

声明人(签名)：

年 月 日

## 摘要

学生是学习的主体。在学习过程中，学生的学习方式是影响学习收获的关键因素，学生的学习体验会通过其学习方式影响学习收获，而学业情绪是学习体验中重要的一部分，相关研究却鲜少涉及。对学业情绪和学习方式进行研究，能够帮助我们更好地从学生的视角审视学习过程，为提高教育质量提供现实依据。

本研究以问卷调查为主要方法，考察小学、初中、高中和大学四个学段学生的学业情绪和学习方式，并对比不同学段和性别的差异，然后探讨这两个因素对学习收获的影响，分析其影响在不同学段有何特点。本研究主要得出以下结论：

第一，我国学生的学业情绪和学习方式比较积极，但还需要进一步改善。

第二，学生的学业情绪和学习方式存在学段差异、性别差异及学段和性别的交互作用。首先，随着学段升高，学生的学业情绪和学习方式越来越消极，初中是二者发生转变的关键时期。其次，四个学段整体而言，女生比男生体验到更多的消极低唤醒情绪，男生比女生更倾向采用表层学习方式。再次，在较低的学段，女生的学业情绪和学习方式都比男生更加良好，但随后情况发生反转，大学是学业情绪的性别差异发生转变的关键时期，高中是学习方式的性别差异发生转变的关键时期。

第三，学业情绪通过学习方式影响学习收获，并且其影响主要体现在学习成绩上，对一般能力发展的影响较小。其中，积极高唤醒情绪会促使学生采用深层学习方式，二者会促进学习收获。消极高唤醒情绪会促使学生采用表层学习方式，二者会阻碍学习收获。消极低唤醒情绪对学习方式没有显著影响，但会阻碍学习收获。另外，不同学段学生的学业情绪和学习方式对学习收获的影响有所不同。随学段升高，积极高唤醒情绪对学习成绩和一般能力发展的影响整体上逐渐减弱，深层学习方式对学习成绩的影响逐渐增强，而对一般能力发展的影响逐渐减弱。两类消极学业情绪和表层学习方式对学习收获的影响随学段升高有增有减。

本研究对教师和学校管理者提出如下对策建议：首先，重视学生的学业情绪和学习方式。其次，促进学生良好的学业情绪体验。再次，培养学生的学习兴趣和学习能力。最后，对不同学段和性别的学生采取更有针对性的教育举措。

**关键词：**学业情绪；学习方式；学习收获

## Abstract

Students are the main participants in the process of learning, where approaches to learning are key factors, and where learning experience may have effects on learning gains through approaches to learning. Academic emotions are an important part of learning experience, but are rarely involved in the relevant research. Therefore, Study on academic emotions and approaches to learning allows us to better review the learning process from the perspective of students, and it's of significance to provide realistic basis for improving the quality of education.

Questionnaire survey has been adopted in this study as the main method. The aims of this study are to examine the current situation of students' academic emotions and approaches to learning in four school levels (including primary school, junior high school, senior high school and university), compare their differences across school levels and genders, and then explore their effects on students' learning gains and analyze what peculiarities there are of the effects in different school levels. Following are the major conclusions of this study:

Firstly, Chinese students' academic emotions and approaches to learning are relatively positive, but there is still need for further improvement.

Secondly, there are differences on academic emotions and approaches to learning of students in different school levels or of different genders, and moreover school level and gender have interaction. First, students' academic emotions and approaches to learning become more negative as they study in higher school levels. Junior middle school is the key period for the change. Second, take four school levels as a whole, girls experience more negative deactivating emotions than boys, and boys are more apt to surface approach to learning than girls. Third, girls' academic emotions and approaches to learning are better than boys in the lower school levels, but it reverses then. University is

the key period during which academic emotions reverse between genders, and senior high school is the key period during which approaches to learning reverse between genders.

Thirdly, academic emotions produce effects on learning gains through approaches to learning, and the effects are mainly on academic performance, much larger than the effects on general ability development. Positive activating emotions can motivate students to adopt deep approach to learning, and both of them will promote students' learning gains. While negative activating emotions may drive students to adopt surface approach to learning, and both of them will hinder students' learning gains. Negative deactivating emotions do not significantly affect approaches to learning, however they will hinder students' learning gains. Moreover, the effects of academic emotions and approaches to learning on learning gains vary in different school levels. In general, the effects of positive activating emotions on learning gains weaken as school level raises. The effects of deep approach to learning on academic performance strengthen as school level raises, but its effects on students' general ability development continue weakening as school level raises. While, the effects of negative activating emotions, negative deactivating emotions and surface approach to learning on learning gains go up and down as school level raises.

Major suggestions to teachers and school managers are provided:

Firstly, pay attention to students' academic emotions and approaches to learning. Secondly, develop students' interest in learning and their abilities to learn. Thirdly, facilitate students' positive academic emotions. Finally, customized education initiatives shall be offered to students in different school levels and of different genders.

**Keywords:** Academic Emotions; Approaches to Learning; Learning Gains

## 参考资料

- [1] 国家中长期教育改革和发展规划纲要工作小组办公室. 国家中长期教育改革和发展规划纲要(2010-2020年)[N]. 人民日报. 2010-7-29.
- [2] Ference Marton. Phenomenography-describing conceptions of the world us[J]. *Instructional Science*, 1981(10):177-199.
- [3] 杨凌燕,郭建鹏. 现象图析学视域下的西方大学教学研究:观点&#65380;进展及问题[J]. *比较教育研究*,2015(1):35-41.
- [4] 郭建鹏,杨凌燕,史秋衡. 西方高校师生教学信念研究的缘起&#65380;进展及趋势[J]. *复旦教育论坛*,2013,11(2):25-29.
- [5] (澳)迈克尔·普洛瑟,基思·特里格威尔. 理解教与学:高校教学策略[M]. 潘红,陈铿明译. 北京:北京大学出版社,2007.
- [6] Ramsden P., & Entwistle N. Effects of academic departments on students' approaches to studying[J]. *British Journal of Educational Psychology*, 1981,51(3):368-383.
- [7] Ramsden P. A performance indicator of teaching quality in higher education: The Course Experience Questionnaire[J]. *Studies in Higher Education*, 1991,16(2):129-150.
- [8] Reinhard Pekrun, Thomas Goetz, & Wolfram Titz. Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research [J]. *Educational Psychologist*, 2002,37(2):91-106.
- [9] Reinhard Pekrun, Thomas Goetz, Anne C. Frenzel, Petra Barchfeld, & Raymond P. Perry. Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ) [J]. *Contemporary Educational Psychology*, 2011(36),36-48.
- [10] Zuway-R Hong, & Huann-shyang Lin. Boys' and girls' involvement in science learning and their self-efficacy in Taiwan[J]. *International Journal of Psychology*,2013,48(3):272-284.
- [11] Biggs J.B. Student approaches to learning and studying[R]. Hawthorn, Vic: Australian Council for Educational Research, 1987.
- [12] Biggs J.B. Individual and group difference in study process[J]. *British journal of educational psychology*,1978(3):266-279.
- [13] Reinhard Pekrun, Thomas Goetz, Raymond P. Perry. Achievement Emotions Questionnaire (AEQ) User's Manual[J].2005.
- [14] John Aubrey Douglass, Gregg Thomson, & Chun-Mei Zhao. The learning outcomes race: The value of self-reported gains in large research universities [J]. *Higher Education*, 2012(64):317-335.
- [15] Marton F., Saljo R. On qualitative differences in learning -Outcome and process [J]. *British Journal of Educational Psychology*, 1976(1):4-11; Marton F., Saljo R. On qualitative differences in learning - Outcome as a function of the learner's conception of the task [J]. *British Journal of Educational Psychology*, 1976(2):115-127.
- [16] Richardson J. The concepts and methods of phenomenographic research [J]. *Review of Educational Research*, 1999,69(1):53-82.
- [17] 高凌飏. 现象图析学与学习观&#65380;教学观的研究[J]. *华南师范大学学报(社会科学版)*. 2000,3:97-104.
- [18] Sjostrom B., & Dahlgren L O. Applying phenomenography in nursing research[J]. *Journal of Advanced Nursing*, 2002(3):339-345.
- [19] Ference Marton. Phenomenography-describing conceptions of the world around us [J]. *Instructional Science*, 1981(10):177-199.
- [20] 陈琼娥. 我国大学生课堂体验和学习方式年级差异的实证研究[D]. 福建:厦门大学,2014.
- [21] Biggs J.B. The revised two-factor study process questionnaire: R-SPQ-2F[J]. *British Journal of Educational Psychology*,2001(71):133-149.

- [22] Prosser M. & Trigwell K. *Understanding Learning and Teaching: the Experience in Higher Education*[M]. London: McGraw Hill Education.1999.P87.
- [23] Entwistle N, Tait H, & Macune V. Patterns of response to an approach to studying inventory across contrasting groups and contexts [J]. *European Journal of Psychology of Education*, 2000,15(1):33-48.
- [24] Kember D, & Leung D. Influences upon students' perceptions of workload [J]. *Educational Psychology*, 1998,18(3):293-307.
- [25] 黄黎明,高凌飏. 学习方式研究对我国教学的启示[J]. *教育科学研究*,2002(2):30-34.
- [26] Entwistle N. J. Approaches to learning and perceptions of the learning environment [J]. *Studies in Higher Education*, 1991(22):201-204.
- [27] Marlies Baeten, Eva Kyndt, Katrien Struyven, & Filip Dochy. Using student-centred learning environments to stimulate deep approaches to learning: factors encouraging or discouraging their effectiveness [J]. *Educational Research Review*, 2010(5):243-260.
- [28] Diseth, A. The relationship between intelligence, approaches to learning and academic achievement[J]. *Scandinavian Journal of Educational Research*, 2002,46(2):219-230.
- [29] Francisco Cano. Approaches to learning and study orchestrations in high school students [J]. *European Journal of Psychology of Education*, 2007,29(2):131-151.
- [30] 史秋衡,郭建鹏. 我国大学生学情状态与影响机制的实证分析[J]. *教育研究*,2012(2):109-121.
- [31] Mattick K., Dennis I., et al. Approaches to learning and studying in medical students: Validation of a revised inventory and its relation to student characteristics and performance [J]. *Medical Education*, 2004(5):535 – 543.
- [32] 卿素兰. 中小学生学习方式的现状分析[J]. *教育科学研究*,2009,(10):52-55.
- [33] 孙智昌,郑葳,卿素兰,李嘉骏,杨宝山. 中小学生学习方式的现状分析与对策建议[J]. *课程·教材·教法*,2011,31(8):35-42.
- [34] 李本友,李红恩,余宏亮. 学生学习方式转变的影响因素&#65380;途径与发展趋势[J]. *教育研究*,2012(2):122-128.
- [35] Duff, A. Approaches to learning: Factor invariance across gender. *Personality and Individual Differences*, 2002(33):997-1010.
- [36] Richardson J T E, & King E. Gender differences in the experience of higher education: quantitative and qualitative approaches [J]. *Educational Psychology*, 1991, 11:363-382.
- [37] Richardson J T E. Gender difference in responses to the approaches to studying inventory [J]. *Studies in Higher Education*, 1993, 18(1):3-14.
- [38] 陆根书. 大学生感知的课堂学习环境对其学习方式的影响[J]. *复旦教育论坛*,2010,8(4):34-46.
- [39] Richardson J. T. E., “ Variations in learning and perceptions of academic quality ” , in Armstrong, S.J. Et al.(Eds), *Proceedings of the 7th Annual ELSIN Conference*, Academia Press Publishers, Ghent, 2002:3-7.
- [40] Richardson E. Investigating the relationship between variation sin students' perceptions of their academic environment andvariations in study behaviour in distance education [J]. *British Journal of Educational Psychology*, 2006(4):867-893.
- [41] Trigwell K., Prosser M., et al. Relations between teachers' approaches to teaching and students' approaches to learning[J]. *Higher Education*, 1999(1):57 – 70.
- [42] Struyven K., Dochy F., et al. On the dynamics of students' approaches to learning: The effects of the teaching/learning environment[J]. *Learning and Instruction*, 2006(4): 279 – 294.
- [43] 董妍,俞国良. 青少年学业情绪问卷的编制及应用[J]. *心理学报*,2007,39(5):852-860.
- [44] 孙士梅. 青少年学业情绪发展特点及其与自我调节学习的关系[D]. 山东:山东师范大学,2006.
- [45] 马惠霞. 大学生学业情绪研究[M]. 北京:北京师范大学出版社,2011. P5.
- [46] 陆莲. 初中数学学习困难学生学业情绪及其影响因素研究[D]. 上海:华东师范大学,2008.
- [47] 360百科[EB/OL]. <http://baike.so.com/doc/5580649-5793527.html>.
- [48] Reinhard Pekrun. The control-value theory of achievement emotions: assumptions, corollaries, and implications for educational research and practice[J]. *Educational Psychology Review*, 2006,(18):315-341.
- [49] 孙芳萍,陈传锋. 学业情绪与学业成绩的关系及其影响因素研究[J]. *心理科学*,2010,33(1):204-206.



- [50] 余强,范翔宇,范起东. 大学生学业情绪及其相关因素分析[J]. 西南石油大学学报(社会科学版),2012,14(6):111-115.
- [51] 赵联防. 大学生学业情绪&#65380;学校归属感和心理健康的关系研究[D]. 广西:福建师范大学教科院,2009.
- [52] 李洁,宋尚桂. 大学生学业情绪与学业自我效能感的关系[J]. 济南大学学报(自然科学版),2011,25(4):418-421.
- [53] 徐速. 儿童学业情绪的领域特殊性研究[J]. 心理科学,2011,34(4):856-862.
- [54] 宋慧芳. 大学生自我决定动机&#65380;学业情绪与学业成绩的关系研究[D]. 山西:山西师范大学,2014.
- [55] 严鹏展,程思傲,孙芳萍. 初中生学业情绪的现状&#65380;问题及对策研究[J]. 宁波大学学报(教育科学版),2011,33(2):78-82.
- [56] 俞国良,董妍. 学习不良青少年与一般青少年学业情绪特点的比较研究[J]. 心理科学,2006,29(4):811-814.
- [57] 赵淑媛,蔡太生. 不同教学方法对大学生课堂学业情绪的影响[J]. 中国健康心理学杂志,2012,20(12):1900-1902.
- [58] 马惠霞,林琳,苏世将. 不同教学方法激发与调节大学生学业情绪的教育实验[J]. 心理发展与教育,2010(4):384-389.
- [59] 陆桂芝,任秀华. 教师领导方式对初中生学业情绪的影响研究[J]. 教育理论与实践,2010(1):41-43.
- [60] 张玉,何成森,吕晓萍. 初中生学业情绪相关因素分析[J]. 中国健康心理学杂志,2011,19(12):1474-1477.
- [61] 徐先彩,龚少英. 学业情绪及其影响因素[J]. 心理科学进展,2009,17(1):92-97.
- [62] Pekrun, R., Elliot, A. J., & Maier, M. A. Achievement goals and discrete achievement emotions: A theoretical model and prospective test [J]. *Journal of Educational Psychology*, 2006,98(3):583-97.
- [63] Pekrun, R., Elliot, A. J., & Maier, M. A. Achievement goals and achievement emotions : Testing a model of their joint relations with academic performance[J]. *Journal of Educational Psychology*, 2009,101(1):115-135.
- [64] Maarten Vansteenkiste, Mingming Zhou, Willy Lens, Bart Soenens. Experiences of autonomy and control among chinese learners: Vitalizing or immobilizing? [J]. *Journal of Educational Psychology*, 2005,97(3):468-483.
- [65] 暴占光. 初中生外在学习动机内化的实验研究[D]. 吉林:东北师范大学,2006.
- [66] Jeannine E. Turner. The importance of students ' goals in their emotional experience of academic failure: Investigating the precursors and consequences of shame [J]. *Educational Psychologist*, 2002,37(2),79-89.
- [67] Andrew M. Lane, Mood, Gregory P. Whyte, Peter C. Terry, & Alan M. Nevill. Self-set goals and examination performance: The moderating effect of depressed mood [J]. *Personality and individual differences*, 2005(39):143-153.
- [68] Olasfon, K. M., Fearro, F. R. Effects of emotional state on self-decision Performance [J]. *Brain and Cognitive Development*, 2001,45,15-20.
- [69] 张春梅,陈京军. 高中生学业情绪&#65380;学习策略与学业成就的关系研究[J]. 现代中小学教育,2015,31(10):79-82.
- [70] Keith Trigwell, & Michael Prosser. Improving the quality of student learning: The influence of learning context and student approaches to learning on learning outcomes[J]. *Higher Education*, 1991(22):251-266.
- [71] Entwistle, N. J., & Tait, H. Approaches to learning, evaluations of teaching, and preferences for contrasting academic environments [J]. *Studies in Higher Education*, 1990(19),169-194.
- [72] Trigwell K., & Prosser M. Relating approaches to study and the quality of learning outcomes at the course level [J]. *British Journal of Educational Psychology*, 1991(3):265-275.
- [73] Lizzio A., Wilson K., et al. University atudents' perceptions of the learning environment and academic outcomes: Implications for theory and practice [J]. *Studies in Higher Education*, 2002(1): 27-52.
- [74] 陆根书. 课堂学习环境&#65380;学习方式与大学生发展[J]. 复旦教育论坛,2012(10):46-55.
- [75] 董妍,俞国良. 青少年学业情绪对学业成就的影响[J]. 心理学报,2010,33(4):934-937.
- [76] Carol Nickerson, Ed Diener, & Norbert Schwarz. Positive affect and college success[J]. *Journal of*

Happiness Studies,2011,12(4):717-746.

[77] Zuway-R Hong, Huann-shyang Lin. Boys ' and girls ' involvement in science learning and their self-efficacy in Taiwan[J]. International Journal of Psychology,2013,48(3):272-284.

[78] Pintrich, P. R., Smith, D., A. F., Garcia, T., & Mckeachie, W. J. Motivated Strategies for Learning Questionnaire Manua[J].1991.

[79] 陈爱雯. 多维度课堂学习经验对学习结果的影响——以云南和广西地区泰语专业本科生为例[D]. 福建:厦门大学,2015.

[80] 吴明隆. 结构方程模型——AMOS的操作与应用[M]. 重庆:重庆大学出版社.2010.

[81] Anne C. Frenzel, Todd M. Thrash, Reinhard Pekrun, & Thomas Goetz. Achievement emotions in Germany and China---A cross-cultural validation of the academic emotions questionnaire-mathematics[J]. Journal of Cross-cultural Psychology, 2007,38(3):302-309.

[82] 马惠霞. 大学生一般学业情绪问卷的编制[J]. 中国临床心理学,2008,16(6):593-596.

[83] 李磊, 郭成. 青少年学业情绪研究综述[J]. 贵州教育学院学报,2009,25(4):12-15.

[84] 冯忠良,吴新春,姚梅林,王健敏. 教育心理学[M]. 北京:人民教育出版社.2000.

[85] 郭双,李红伟. 心理行为训练对学生厌学干预有效性的探讨[J]. 现代教育科学,2007(4):12,15-16.

[86] McIntyre, M. H., & Edwards, C. P. The early development of gender differences[J]. Annual Review of Anthropology,2009(38): 83 – 97.

转引自:沈汪兵,刘昌,施春华,袁媛. 创造性思维的性别差异[J]. 心理科学进展,2015,23(8):1380-1389.

[87] 林崇德. 发展心理学[M]. 北京:人民教育出版社,2009.

[88] 林钟敏,黄宪妹,李林. 中学男女学生逻辑思维差异特点浅析[J]. 心理发展与教育,1985(1):30-35.

[89] 王可,林崇德. 中学生写作中思维品质的发展特点[J]. 心理发展与教育,2007(2):100-105.

[90] 沈汪兵,刘昌,施春华,袁媛.创造性思维的性别差异[J]. 心理科学进展,2015,23(8):1380-1389.

[91] 林崇德. 发展心理学[M]. 北京:人民教育出版社.2009.

[92] 庞维国. 论学习方式[J]. 课程·教材·教法,2010,30(5):13-19.

Degree papers are in the “[Xiamen University Electronic Theses and Dissertations Database](#)”.

Fulltexts are available in the following ways:

1. If your library is a CALIS member libraries, please log on <http://etd.calis.edu.cn/> and submit requests online, or consult the interlibrary loan department in your library.
2. For users of non-CALIS member libraries, please mail to [etd@xmu.edu.cn](mailto:etd@xmu.edu.cn) for delivery details.