Chapter 6

Emotional Elements in Learning Platforms in Open and Distributed Environments

Lazarus Ndiku Makewa
Rwenzori International University, Uganda

ABSTRACT

E-learning is viewed as an innovative approach for delivering quality-designed, learner-centered, interactive, and facilitated learning environments to all, anywhere, any moment by putting in use the skills, knowledge, and resources of diverse technologies together with other teaching and learning resources suited for open, and distributed learning environments. Success story in an e-learning system involves a clear process regarding planning, designing, developing, evaluating, and implementing online learning courses where interaction is actively encouraged and facilitated. Emotional experiences can easily provide multiple challenges to students’ online and classroom engagement and academic performance. For example, academic fears have wide-ranging effects, affecting strategy use, classroom and/or online performance, and subject choice. This chapter will therefore discuss emotional elements and their impacts in learning platforms in open and distributed environments.
INTRODUCTION

Classrooms are places where emotional settings are a common phenomenon. Students’ emotional experiences can easily impact on their ability to learn, their active engagement in school, and their prospective career choices. For many years, educational research has ignored or neutralized emotions. To improve learning and emotional states, minimize teacher burden, and further design emotional and learning theories, research efforts should turn to explore how students’ learning experiences are affected by e-learning.

Emotional experiences can easily provide multiple challenges to students’ online and classroom engagement and academic performance. For example, academic fears have wide-ranging effects, affecting strategy use, classroom performance, and subject choice. Research has not shown that anxiety affects every student in the same way as the other. In fact, some students are able to minimize the negative impact of anxiety on their lesson problem solving, either in the classroom or online whereas others don’t perform according to expectations (Trezise & Reeve, 2014).

Emotional expressions are natural and important in emotional modulation in cognition. Class work and timelines are associated with different emotional states that bring about frustration, fear, and boredom. Even subject matter influences emotions that affect learning abilities (Pekrun, Goetz, Titz & Perry, 2002).

Emotional influences should be carefully considered in curriculum design to maximize learner engagement as well as improve performance and long-term retention of the teaching and learning processes (Shen., Wang & Shen, 2009). Research has shown that human thinking dynamics are influenced by experiences (Vuilleumier, 2005), knowing building (Phelps, 2004; Um, Plass, Hayward & Homer, 2012), thinking (Jung, Wranke, Hamburger & Knauff, 2014), and capacity to face challenges (Isen, Daubman & Nowicki, 1987).

The forgoing issues are a big concern in educational environment because as students experience these difficulties, it gets hard for them to overcome and even create interest in learning. In addition, in comparison, behavioral responses appear to consume more resources than non-behavioral responses (Schupp et al., 2007). It is advocated that, attention and motivation components are linked to heightened learning (Pekrun, 1992; Seli., Wammes, Risko, & Smilek, 2016). As a result, emotional experiences/stimuli appear to be remembered faster and accurately within a period of time.
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