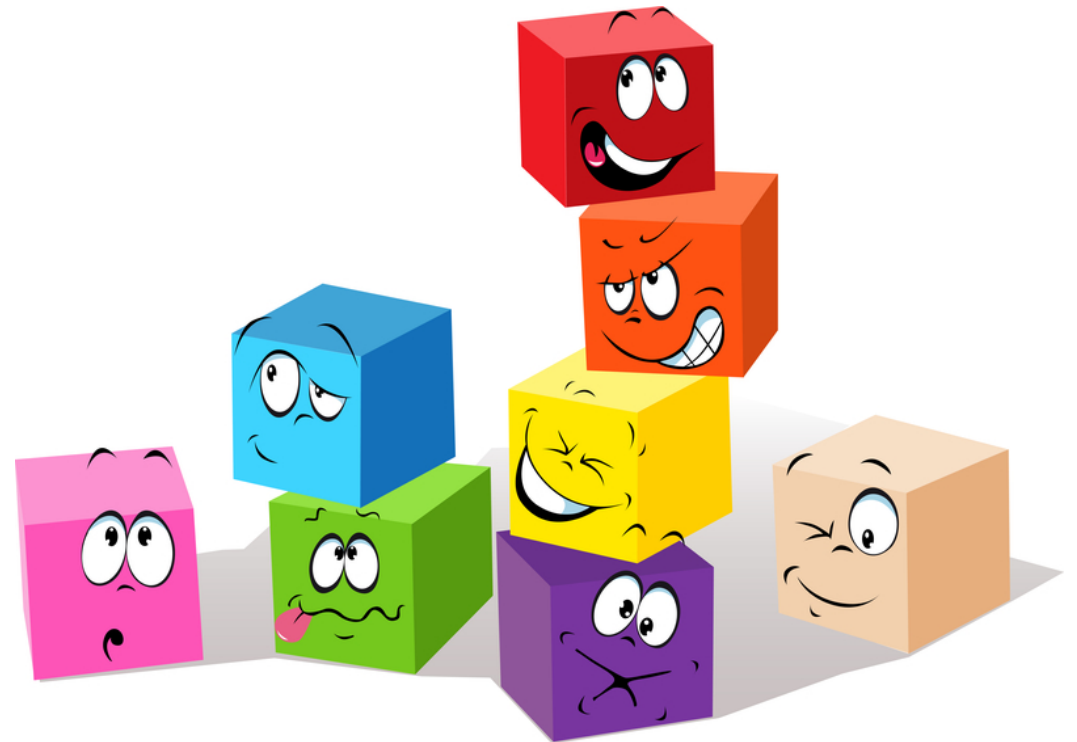# Affective Learning

Clearing Muddy Waters
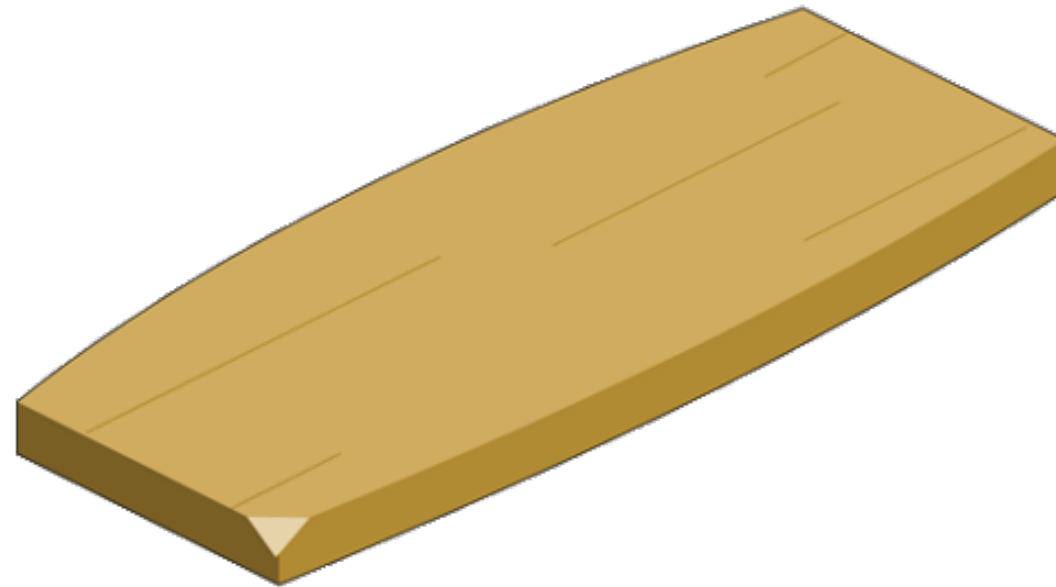
Commonly

- Moods
- Emotions
- Interests
- Motivation
- Values and attitudes
- Feelings or experience of joy, pain, sadness, anger, fear

But Affect Is

- An 'internal system' of rapid evaluation of our environment that kicks in instantaneously

But Affect Is

- An **'internal system'** of **rapid evaluation** of our environment that **kicks in instantaneously**

- Examples abound in daily life occurrences (at the doctor's, traffic)

- Commonly held belief that emotions kick in much earlier than rational thinking does

- 'Reign' in emotions seemed to be a societal need

New Research: Affect vs.

- *Affect* – neuro-physiological state consciously accessible as a simple primitive non-reflective feeling most evident in mood and emotion, but always available to consciousness (tense/relaxed, pleasure/ displeasure)

- *Emotion* – complex set of interrelated neuro-physiological sub-events concerned with a specific object (which includes affect)

- *Mood* – the appropriate designation for affective states that are about nothing specific or about everything-about the world in general

Ekakkis, 2012

Affect and Cognition

- Phenomenological and not ontological

- Earlier belief – affect and cognition are separate, opposing forces

- New research – not opposing forces, but thinking and 'affecting' are fundamentally different psychological activities and they do interact

- Latest research – the distinction is 'not respected' in the human brain (what happens at the drs, in a traffic)

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2396787/#

Affect in Education

- Taxonomy of Educational Objectives (Bloom, Krathwohl, Masia, 1964)

- Affective domain may actually dominate cognitive, especially in constructivist environments – Brown, Collins, Duguid (1989), Harre (1984), Vygotsky (1978)

- Purposeful action is determined by both affect and cognition – (Beane, 1990) (Goleman, 1995) (Noddings, 1994)

- Two minds – emotional, rational, students need to learn and harness emotions (Goleman, 1995)

Related Terms

- *Affect display* – verbalization or demonstration of affect

- *Affective development* – as a process refers to individual growth or internal changes to serve the best interests of individuals and society

- *Affective development education* – refers to a deliberate process of intervention in the development of students; it may include affect as a part of a particular subject areas (English, Politics, Music) or may be integrated into the curriculum or may include separate courses of study for development of affect as process or end outcome. (Martin & Reigeluth, 1999)

Challenges

- Takes a long time compared to cognitive (Neidt & Hedlund, 1969).

- Indoctrination or brainwashing can be an ethical concern (Krathwohl)

- Classical conditioning, operant conditioning and persuasive message design are powerful methods to instil or maintain affective behaviours (Smith & Ragan, 2003)

- There can be confusion about affect as a means for cognitive ends vs as ends in their own right

Affect In ID

- Krathwohl, Bloom, Masia (1964-1969) – Taxonomy of Educational Goals

- Gagne's varieties of learning (1974 – 1992) – Attitudes

- Martin & Reigeluth (1986) – A Conceptual Model of Affective Development

- Kamradt & Kamradt (1999) – Structured Design for Attitudinal Instruction

- Smith and Ragan (2003) – Attitudinal Change & Persuasive Message Design

Typifies Directed Approach

- Conventional task analysis approaches are used
  - A learning goal is broken down into cognitive and affective objectives

- Affective objectives defined using Krathwohl's taxonomy

- Instructional strategies devised using
  - Smith & Ragan – Attitudinal Change and Persuasive Message Design
  - Kamradt & Kamradt – Structured Design for Attitudinal Instruction

- Assessing affective learning

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- **Assessing affective learning**

Writing Affective Objectives

A Taxonomy of the Affective Domain – Krathwohl, Bloom, Masia

Backdrop

- An affective 'continuum'

- Free from the 'indoctrination' traps

- A standardized language for every educator

- A pattern emerged
  - Interests
  - Attitudes
  - Values
  - Appreciation
  - Adjustment

KRAWTHWOHL'S LEVELS		VERBS	
1 RECEIVING	**1.1 IS AWARE** Awareness without discrimination	Acknowledge Ask Attend	Listen Locate Receive
	1.2 WILLING TO RECEIVE Shows tolerance, does not avoid	Be aware Choose Describe	Reply Select Tolerate
	1.3 PAYS ATTENTION (SELECTIVE) Listens	Follow Give Hold Identify	Watch
2 RESPONDING	**2.1 OBEYS** Shows compliance	Agree Answer Ask	Discuss Greet Follow-up
	2.2 WILLING TO RESPOND Discusses, interacts willingly	Assist Communicate Comply	Help Indicate Obey
	2.3 RESPONDS SATISFACTORILY Enjoys, hence participates, interacts	Consent Conform Contribute Cooperate	Reply Respond
3 VALUING	**3.1 ACCEPTS A VALUE** To willingly accept something	Accept Adopt Approve	Display Endorse Exhibit
	3.2 PREFERS A VALUE Prefers doing something over something else	Complete Choose Commit	Explain Initiate Join
	3.3 COMMITS Promises self	Describe Desire Describe Differentiate	Justify Prefer Propose Sanction Study
4 ORGANIZATION	**4.1 CONCEPTUALIZES A VALUE** Understands a value	Adapt Adhere Alter	Generalize Group Integrate
	4.2 ORGANIZES A VALUE SYSTEM Is not afraid or hesitant to demonstrate a particular value	Rearrange Categorize Combine Defend Establish	Modify Order Organize Rank Rate Systematize
5 CHARACTERIZATION BY A COMPLEX VALUE	**5.1 GENERALIZES** Readily demonstrates a value or behavior	Act Advocate Behave	Endure Examplify Preserve
	5.2 CHARACTERIZATION Epitomizes a value or behavior	Characterize Conform Defend Devote Encourage	Retain Uphold Revise Perform

Levels & Sub-levels

1.0 Receive
1.1 Awareness – 1.2 Willingness to receive – 1.3 Controlled Attention

2.0 Respond
2.1 Obey – 2.2 Willingness to respond – 2.3 Satisfaction in response

3.0 Valuing
3.1 Acceptance – 3.2 Preference – 3.3 Commitment

4.0 Organization
4.1 Conceptualization – 4.2 Organization

5.0 Internalization
5.1 Generalized set – 5.2 Characterization

Few Observations

- Breadth of hair distinctions between each sub-level

- Distinctions for a sub-level and the next level – a bit incredulous

- Levels build on each other (but that has since been disproved)

- Ultimately has to boil down to observable behaviour – a bit sad

- Remember the definition while writing objectives

An Example

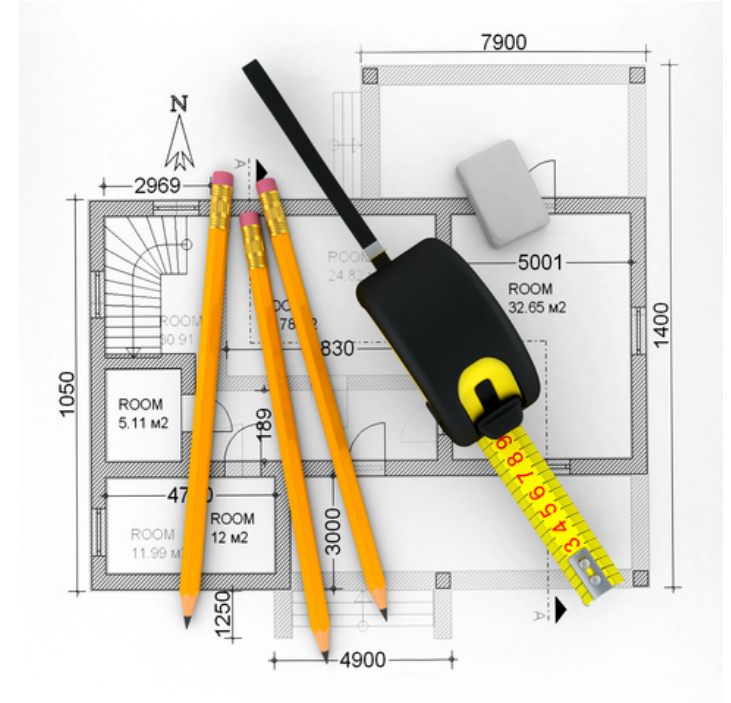A Course on Electricity for College Students

- Recognize the importance of electricity in our day to day life (1.1)

- Be aware that faulty appliances are not only life threatening but also a great drain on the energy (1.1)

- Contribute to conduct an energy consumption audit and initiate energy saving in the work place & living area (2.3)
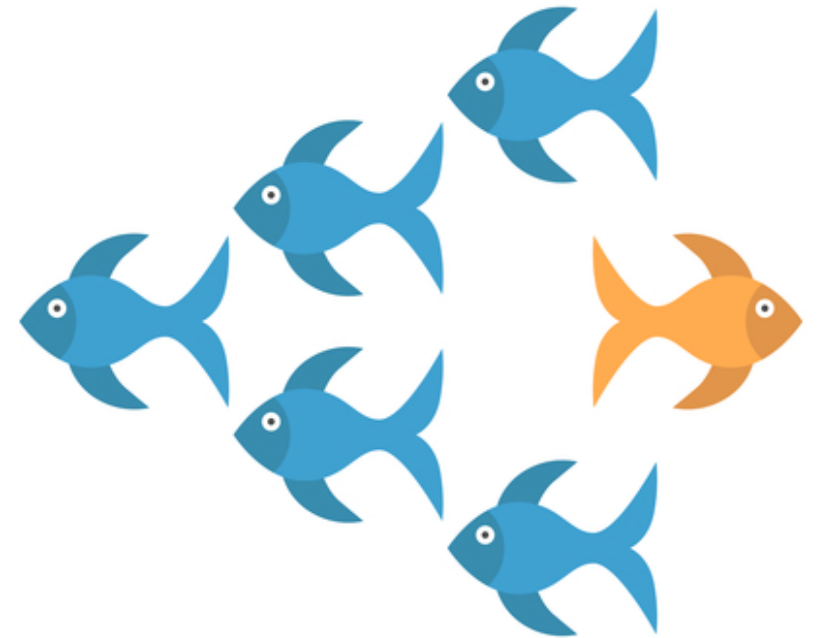
One More

F. Y. Engineering for College Students

- Be aware of the importance of engineering for the development of society. (1.1)

- Adopt an engineering perspective to describe the products used in day-to-day life. (3.1)

Affective IS - I

Attitudinal Change and Persuasive Message Design
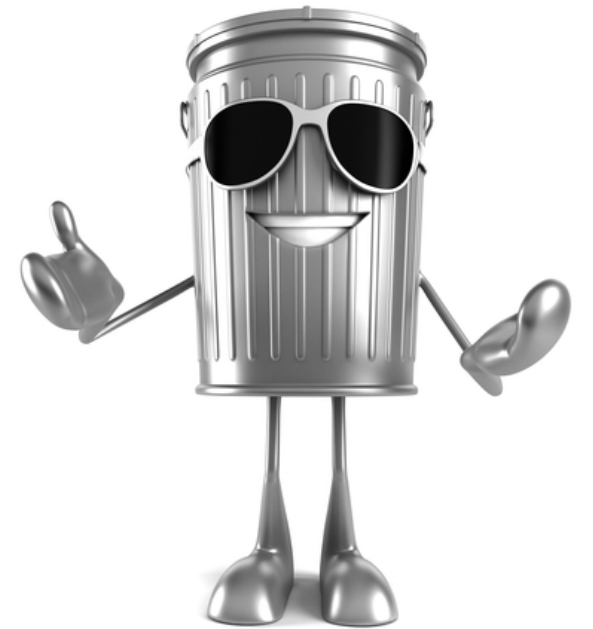
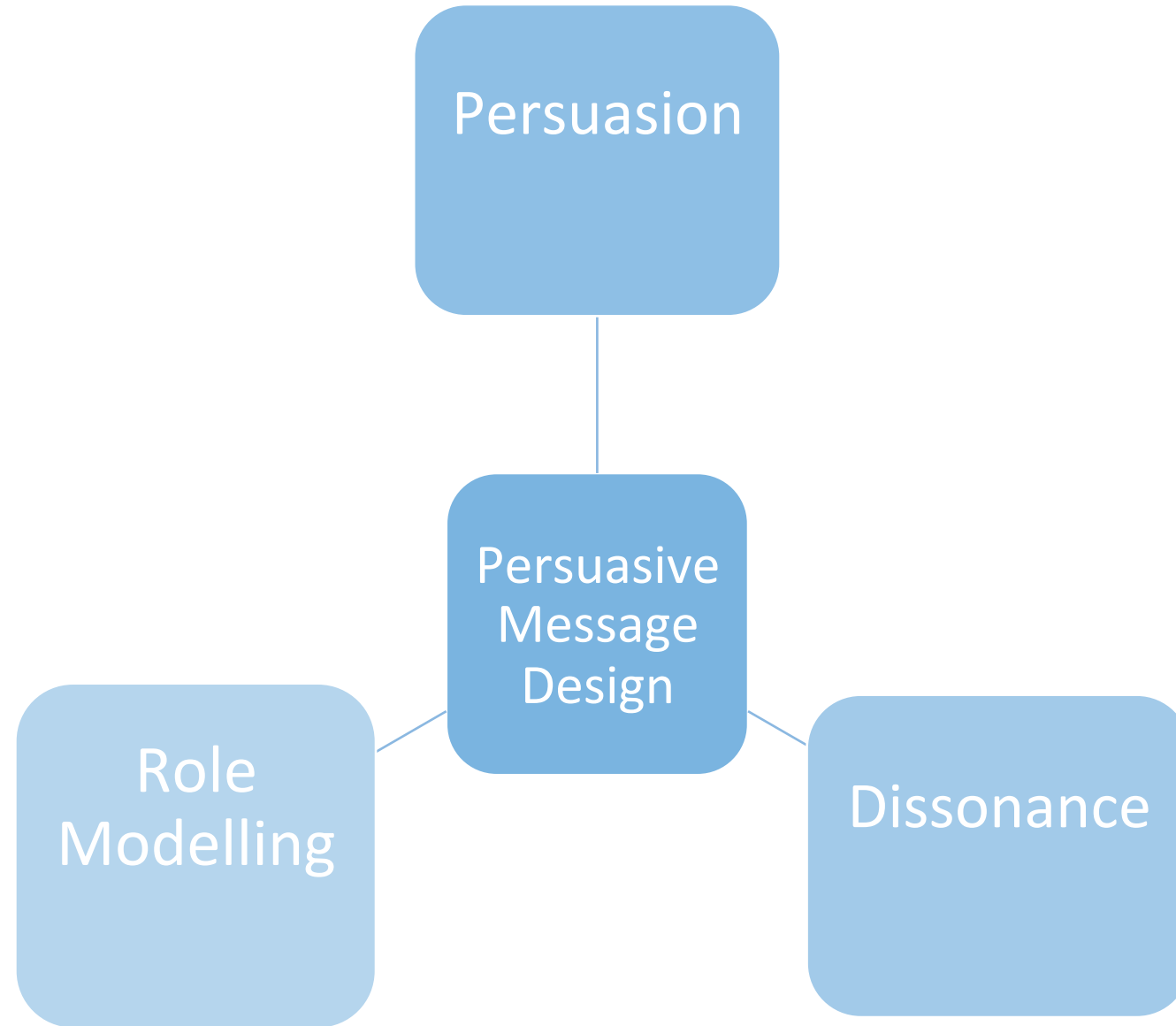**- Smith and Ragan**

Attitudinal Change

- 'Attitudes' as a carrier of affect – a step up from 'behaviour'

- Attitude – choosing to do something

- Yale Communication and Attitude Change Program, Festinger's Cognitive Dissonance Theory, Cognitive Balancing Theory, Social Judgement Theory, Social Learning Theory

- Approach – task analyse an attitude into Cognitive, Affective and Psychomotor (Example: Throwing trash)

Throwing Trash

- Identify the components (task analysis)

- Cognitive: ill effects of trashing, location of bins
- Affective: Choose to trash in bins instead of on the road
- Psychomotor: The physical act of trashing in a bin

- Treat each component separately, unify it in the pedagogy

Persuasive Message Design-Persuasion

- A persuasive message should be designed to include within it an argument in favour of the message.

- The model's belief or position about that message should be congruent to the learner's belief.

- Arguments are more effective if they are relevant to the learner's needs.

- Generally, two-sided arguments are slightly more effective than one-sided messages.

Persuasive Message Design-Modeling

- A high-credibility model tends to exert more persuasive influence on the learner.

- The learner should regard the model to be attractive and or influential.

- For modeling to be effective, the learners must view a demonstration of specific behaviours.

- Ensure that in addition to observing the model demonstrating the behaviour, learners should observe the model experiencing success for that behaviour.

Persuasive Message Design-Dissonance

- If a learner can be induced to perform an important act that is counter to the person's own private attitude, attitude change may result.

- Demonstrate the social acceptability for behavior consistent with the attitude.

- Structure attitude change lessons so that attention is paid to the cognitive, affective, and acting elements of the attitude.

A Not So Good Example
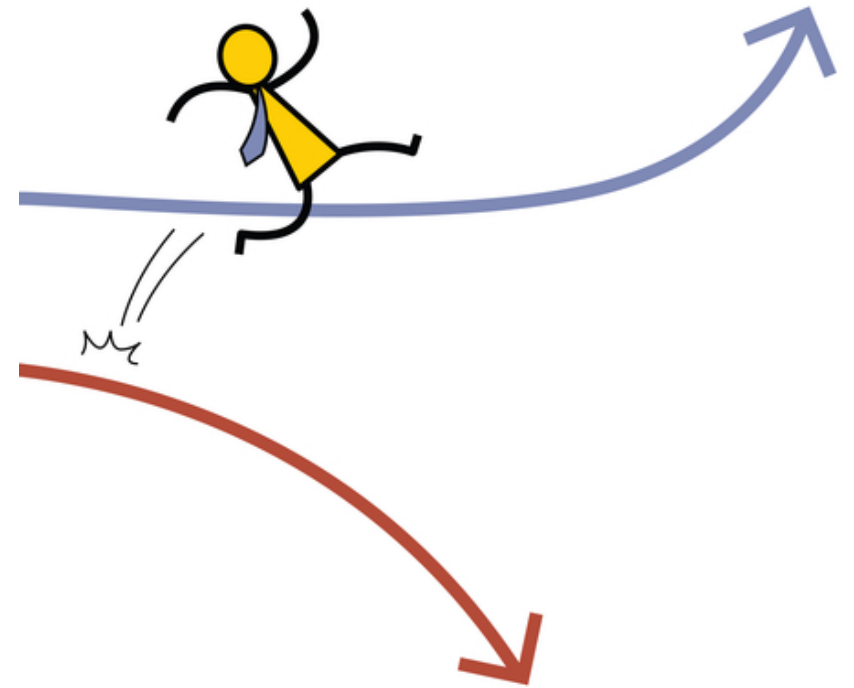
- What's the message here?

Which of These?

- Appreciate that a difficult conversation needs to be dealt with more care and should not be a reason for a work-based or professional relationship to go wrong

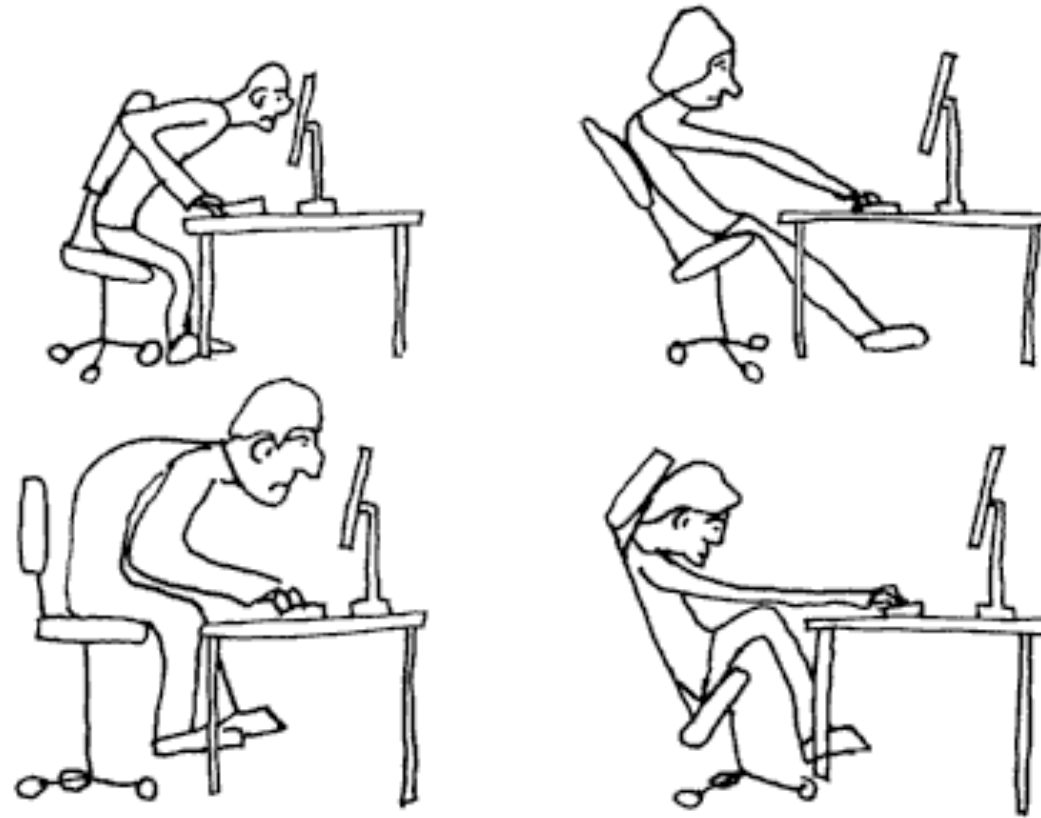- Appreciate the importance of preparing for a conversation

Affective IS - II

Structured Design for Attitudinal Change

– Kamradt & Kamradt

Influencing Attitudes
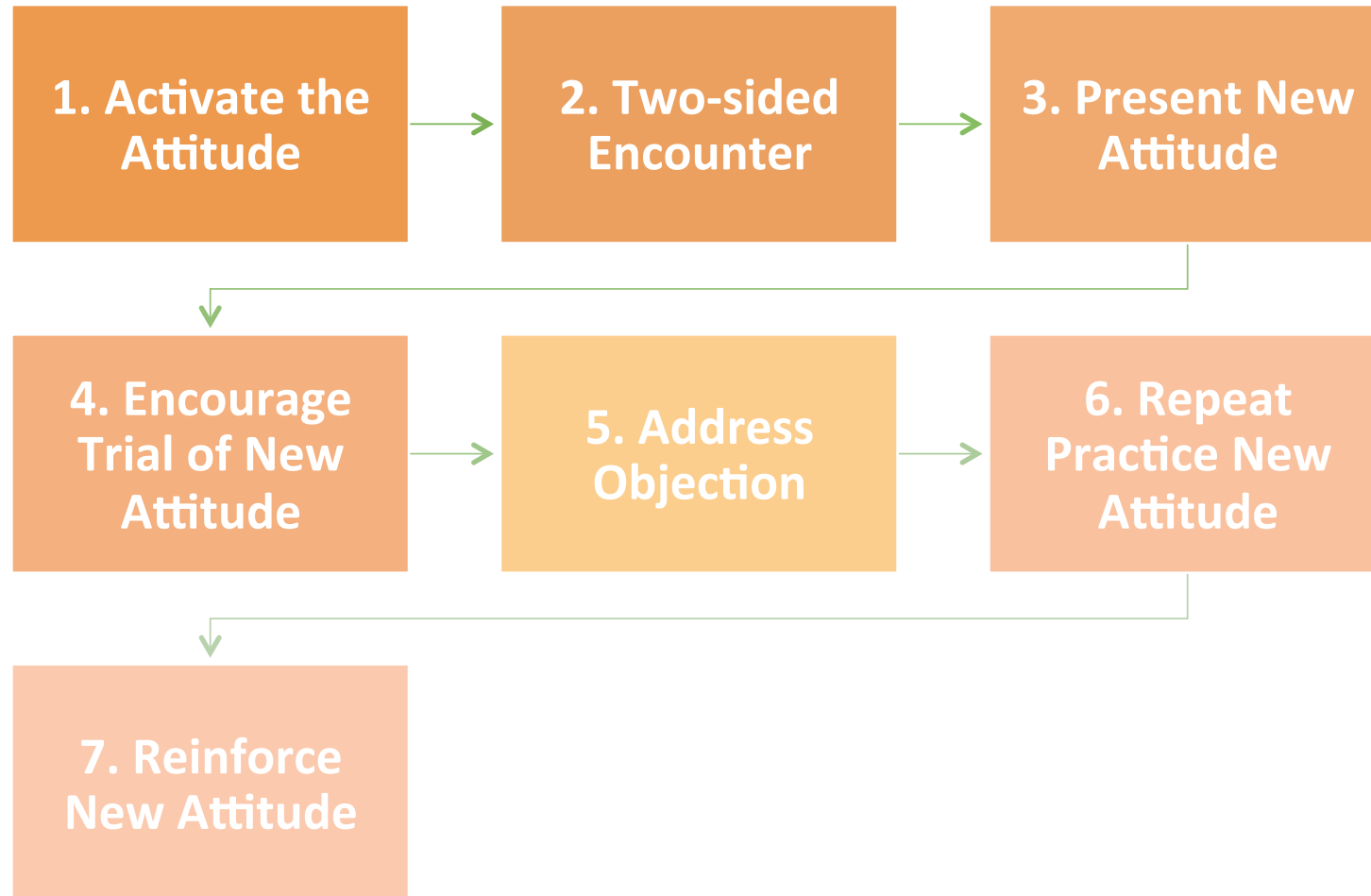

CartoonChurch.com

BAD POSTURE (EXAMPLES OF)

Core Idea

1. Learners are offered the opportunity to change only of they wish to

2. Encourage 'two-sided encounter' with the old and new attitudes

3. Rapid shifts in instructional tactics to deal with all 3 components

The Model

1. Activate the Attitude → **2. Two-sided Encounter** → **3. Present New Attitude**

4. Encourage Trial of New Attitude → **5. Address Objection** → **6. Repeat Practice New Attitude**

7. Reinforce New Attitude

Affective Assessments

Three-Way Approach – Smith and Ragan

Three Way Approach

1. Direct Self-Assessment

2. Indirect Self-Assessment

3. Observation

Example 1   Example 2

Product Demo

- Prepare. Apologize. Control emotions.

PERSUASION	TECHNIQUE	REPETITION	MEDIA
	Stories based on real-life-like, highly contextual case	10-12 times	Online Comics
	Interactive quiz	10-12 times	Online
	Case readings	20 copies	Documents
	Mailers	NA	NA

Think About It

- Curriculum for online safety

- 'Helping women go online'

- Where would you like to see affective development?

- Who's responsibility is it? (Kohlberg)

- Can it be called the ultimate goal of education?

Conclusion

- Merits deep and further research

- We do have a good starting point

- Technology has turned the game

- Muddy waters