

Emotional Aspects of Learning and Teaching 5

The interaction between emotions, motivation and cognition in human life, especially in school and classroom contexts, is very complex. Yet this fact does not seem to be reflected enough in research. During the last decades various conceptualizations of and studies on the affective/emotional side of human being and acting have been introduced. Emotions are understood as basic psychological systems regulating the individual's adaptation to personal and environmental demands, therefore they are very important from the perspective of education and schooling. There is a need for studying emotions in school and classroom contexts. It becomes evident that emotions have the potential to influence teaching and learning in both positive and negative ways.

Emotions play an important role in the social context, for goal orientation, self-concept and the learning processes and outcomes. Therefore it is important to clarify how they might be influenced by changing the learning environment, features of instructional quality as well as the teacher behaviour and expertise in a more emotionally-oriented way.

This special issue sets out to provide a (selective) overview of the research field and aims at contributing to its development by addressing various theoretical, practical and empirical aspects of emotions in the context of learning and teaching in the classroom. This issue comprises four papers. The first one gives a general overview of research on emotions in the context of learning and teaching in school. The following two empirical studies address students' emotions in school and instruction. The fourth paper focuses on the teacher and the objective determinants of their professional socialisation, which can influence their emotions, such as job satisfaction.

In the introductory paper, Michaela Gläser-Zikuda, Iva Stuchlíková and Tomáš Janík review the international research on emotional aspects of learning and teaching in the classroom. The paper starts with a reflection on the concept of emotions with particular emphasis on emotions in the academic context, especially on learning and achievement emotions. It focuses on the impact emotions have on learning and achievement of students, and on the relationship between emotions and instructional quality. Academic emotions are also discussed regarding their domain-specific nature.

The relevance of basic needs' fulfilment for students' school enjoyment at the transition from primary to secondary education is addressed by Gerda Hagenauer,

6 Eva Reitbauer and Tina Hascher in the second paper. The study is based on the theoretical background of self-determination and emotion research. The results highlight the importance of a positive teacher-student relationship as well as positive relationships amongst the students themselves for students' school enjoyment before and after the transition. The findings also show that students with higher academic self-concept experience more positive emotions than students with lower academic self-concept. The authors conclude that positive relationships and the belief in one's own academic capabilities enhance the likelihood of experiencing the transition from primary to secondary school as an event accompanied by positive emotions such as enjoyment and excitement rather than a stressful or threatening life-event.

Susi Limprecht, Tomáš Janko and Michaela Gläser-Zikuda present an empirical study that focuses on achievement emotions of boys and girls in physics instruction, as physics is a less favoured school subject. The aim of this study was to analyse the gender differences regarding positive and negative emotions in physics instruction and how they are influenced by the implementation of a portfolio in instruction. The portfolio was applied as an instructional approach (including cooperation and systematic reflection) for the enhancement of individualized and self-regulated learning as well as positive emotions. The study confirmed that boys generally experience more positive achievement emotions in physics than girls, whereas girls show a higher level of anxiety and boredom than boys. The differences between boys and girls regarding their well-being in physics instruction were slightly reduced by the portfolio intervention. The study shows that a portfolio may be a promising approach for the equalization of gender differences regarding achievement emotions in physics.

The paper by Michaela Pířová presents an overview of teacher socialisation research paradigms. This paper focuses on both the anticipatory socialisation (pre-service) and the workplace (organisational) socialisation. While recognising the significance of subjective determinants, the paper aims at surveying the objectives as represented by the following three layers of social context: interactive (pupils and classrooms), institutional (school culture, staff, and leadership) and cultural (local social community, and broader economic, political and cultural environment). All these aspects can influence teacher effectiveness, job satisfaction and also career length in the long term.

Finally, we want to thank all contributors for their interesting and important papers.

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