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***International Handbook of Emotions in Education* by R. Pekrun and L. Linnenbrink-Garcia (eds) (Pp. 1-698) (Pbk). Abingdon: Routledge (2015). ISBN 978-0-415-89502-6**

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That the issues surrounding the topic of emotions would currently constitute a well-established branch for research and theorising instructive encounters within the context of UK education would be a blatant overstatement. This absence is a rather sad fact as within day-to-day practice most teachers will have recognised changes in their learners' achievements when they undergo an emotionally difficult time, as for example the parents' divorce. Or the teachers themselves will have felt emerging affective states when being required (i.e. ordered) to 'go the extra-mile', i.e. to work beyond their contractual obligations while not being paid for the time-consuming extra services rendered. These affective states that make the encountered situations 'feel' in that specific way, are riddled with difficulties when trying to operationalise them for quantifying empirical approaches, and therefore probably conveniently 'forgotten' in a climate where quantitative assessments are supposed to provide the better way of doing research. However, these affective states are crucially important for education and '*Bildung*'. One only has to think about Polish pupils being publicly addressed as 'Polish vermin' (Mirsky, 2016). It is of course possible to assess such an encounter on a legal (*it is forbidden*) or social-cultural (*that is not what one does*) basis, but the true extent of this event manifests itself in the way Polish pupils feel when addressed this way, how their fellow pupils feel and how the teachers and/or parents feel about this. Their emerging feelings, moods and emotions are the necessary pre-condition for their subsequently emerging value-judgements. Hence, these affective states allow for individual (value-) judgements about what is right and what is wrong. They should therefore not be ignored in educational theorising and research, especially in the context of the obligation to incorporate 'British Values' into every aspect of teaching, while forgetting that one can only truly value, what one genuinely embraces as 'right' and feels good about.

This is where this *International Handbook of Emotions in Education* can add valuable insight and inspiration to educational practice, research and theory. The book provides a comprehensive and far-reaching, international overview. On almost 700 pages 64 distinguished and acclaimed educationalists relate various aspects of emotions in educational contexts. Interestingly enough, only one (!) of those authors is based in the UK. The book offers a comprehensive overview of the progress of research and theory concerning the educationally-relevant emotions since the ‘affective turn’ in educational science in the 1990s (p. IX). There is a clear structure, allowing for a focused reading along its four parts: I: Fundamental Principles, II: Emotions and Emotion Regulation in Classroom Settings, III: Content Domain, Context and Culture and IV: Measurement of Emotions in Academic Settings.

Part I offers 9 chapters with a thorough discussion about underlying principles, concepts and mechanisms. It thus provides the groundwork to engage in thoughts about future directions for research. However, there is one problem here, as one of the editors (Pekrun) seems to conceive moods as ‘low-intensity’ emotions (p. 2). Although this might – for educational-psychological contextualisation – constitute a worthwhile shortcut, especially when talking about affective states in general, it appears nevertheless important to maintain the necessary distinction and conceptual clarity as otherwise research may lose the capacity to be linked with research results from different academic fields. Nevertheless, this first part provides a good and worthwhile range of interesting perspectives on the underpinning principles of emotions.

Part II offers 9 chapters, this time focusing upon specific emotions (boredom, curiosity, confusion etc.) and on emotion regulation (resilience, exam-stress). While discussing these selected aspects the authors not only provide valuable insight into how such research can be carried out, they also provide far-reaching references to the relevant texts in the area. However, although the authors Goetz and Hall acknowledge that boredom is not a ‘classical’ emotion as established in psychology, evolutionary biology, anthropology and philosophy, they nevertheless deem boredom to be an academic emotion (p. 311). This again raises the earlier mentioned point of – despite the best intention to research the field of educationally relevant emotions for educational purposes – a danger to lose the *Anschlussfähigkeit*, i.e. to lose one’s

ability to communicate research results across a range of different academic disciplines and discourses.

Part III offers 8 chapters on specific forms of teaching as for example mathematical engagement. It also focuses upon classroom practice and the teacher and thus offers a good range of potential directions to develop and guide one's own future project in the realm of educationally relevant emotions.

Nevertheless, when toying with the idea to research aspects of this area, the interested researcher would need to engage in a sound justification of the proposed methods for the empirical assessment of these affective states. Part IV offers 5 chapters to address these issues and to enable to aspiring researcher to make reference to already established ways of approaching such affective states in a stringent manner, able to stand up to scientific scrutiny and potentially to secure funding for novel approaches.

The editors' conclusion rounds off the collection and points towards possibilities for future research. In that respect the book does not only inform what is happening in this specific field of education – often neglected in the UK – it also encourages the reader to take it as a starting point to engage with the development and design of one's own projects in this area. In that respect the book is a worthwhile contribution to the educational research literature and a 'must-have' for everyone interested in the emotions within educational practice and/or educational research.

Link to Article

<https://educationstudies.org.uk/?p=12897>

References

Mirsky, H. (2016) Reports of "No more Polish vermin" signs left outside primary schools in Huntingdon. In: *CambridgeshireLive* [online], available at: <https://www.cambridge-news/reports-no-more-olish-vermin-11989150> [accessed: 31.10.2019]