

Emotions in Education: Exploring the interplay between student emotions, teaching and learning methods, and their effect on the assessment experience

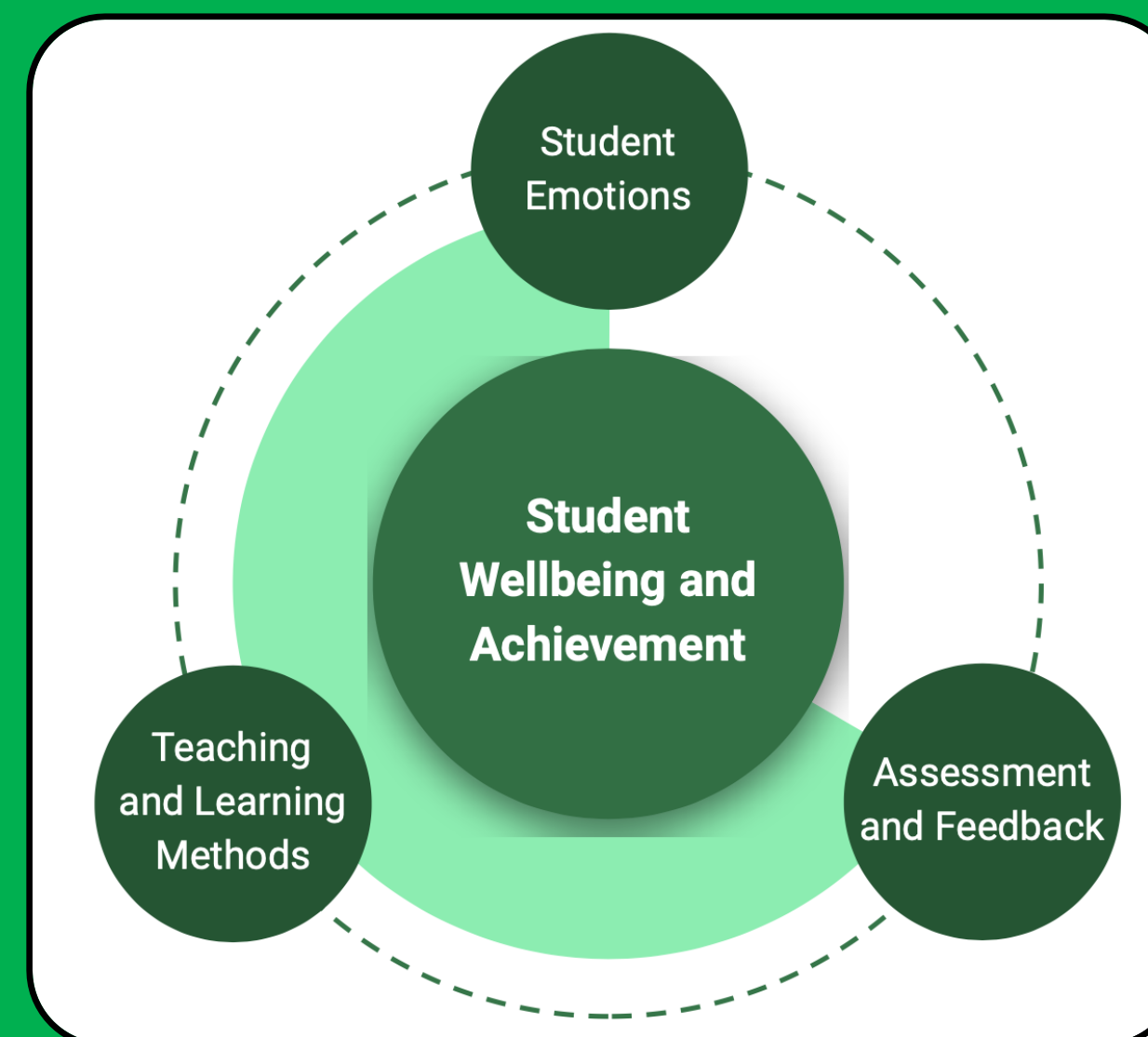
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Introduction

This research project endeavoured to explore the interdependence between teaching and learning methods and assessments, focusing specifically on how this relationship shapes students' experiences during assessments. Within this project, the primary objective was to examine the emotional responses elicited by the variety of teaching methods employed at UCL and their subsequent impact on student's emotions during assessments.



Methodology

This study relied on the Listening Rooms Methodology. In essence, this involves two friends recording a conversation based on prompts, with no interviewer present. This allows for more authentic conversations where "friendship as a method" is encouraged.

- The terms "assessment" and "teaching and learning methods" were defined broadly in order to avoid influencing students' conversations.
- Students were encouraged to treat their conversation as a casual one amongst friends.
- Recordings were then transcribed using Otter.AI.
- The recording transcriptions were analysed using Nvivo.

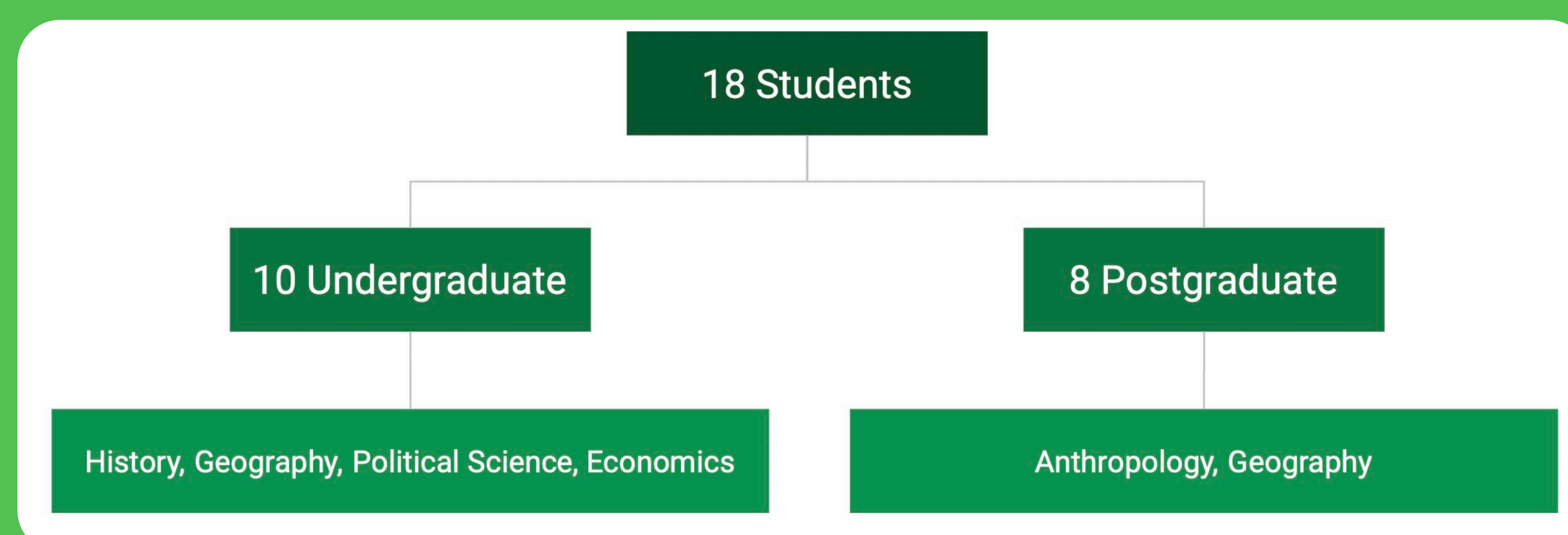


Year-on-year Findings

01	Assessment Methods	<ul style="list-style-type: none"> • Students still express a desire to experience a range of assessment methods.
02	Group Projects	<ul style="list-style-type: none"> • Group projects were not discussed as often. • Students are grateful for the social interaction they provide.
03	Formative Assessment	<ul style="list-style-type: none"> • Students highlighted the need for formative assessments to be relevant to future assessments.
04	Feedback	<ul style="list-style-type: none"> • Whilst feedback overall has been good, students express concern over inconsistency and subjectivity of feedback.

- Comparing the results from this study to those collected solely on assessment methods in 2023 revealed great consistency between student responses.
- In particular, undergraduate and postgraduate student comments on assessment and feedback were very similar.

Participant Background



A variety of recruitment methods were utilised in order ensure adequate participation:

- Department Emails
 - Posters
- Personal Emails

Key Quotes

"He gave a really lovely, personalised teaching experience, where I left inspired having learnt something, as well as a little bit more confident."

"This is my biggest issue, I think, with assessment guidelines, is that they're deeply unclear, and sometimes professors themselves don't know what they want, and they're like, just look at the guidelines."

"every teacher has a different way that they do feedback"

"I would definitely prefer smaller pieces of assessment rather than the big final project at the end of term."

"I'd rather have different assessments than all the same"

"Especially when you care about it, you want a good grade even more, because you want your interest to be reflected by the fact that you've done well in the assignment."

"I feel like there's a lot of emotional work that has to happen on top of the actual work we're producing"

2024 Findings

Students expressed a great desire to reinforce student-teacher relationships in order to improve the social structures at university. There is also urgency to place a greater focus on marking criteria and the guidance that accompanies it to improve clarity and consistency in modules.

Areas to Explore:

- Greater contact time with tutor.
- More interactive lectures.
- Group learning activities.
- Clear and finalised guidance documents.
- More frequent discussion of marking criteria and assessment expectations.

