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Front Cover; Emotions, Technology, and Learning; Copyright; Contents; Contributors; Foreword; Acknowledgments; References; Preface; Emotions and Learning in Online Environments; Technology, Emotions, and Classroom Use; Exploring Affect With and Through Technology: Research and Practice; References; Section I: Emotions and Learning in Online Environments; Chapter 1: Turning MOOCs Around: Increasing Undergraduate Academic Performance by Reducing Test-Anxiety in a Flipped Clas...; Introduction; Evolving from Video-Based Education to MOOCs, Then SPOCs; Academic Emotions and Student Performance Research QuestionMethods; University and Course Setting; Revision of Finance 1.5 as a Blended Course with a SPOC; Design of the SPOC for Finance 1.5; Participants; Materials; Test Anxiety Measure; Academic Performance Measure; Course Evaluation; Data Collection Procedures and Analyses; Results; Discussion; Limitations and Implications for Further Research; References; Chapter 2: Emotional and Social Engagement in a Massive Open Online Course: An Examination of Dino 101; A Brief Primer on MOOCs; Engagement as a Social Psychological Construct; Engaging MOOCs; Engagement With the Instructor Dino 101: Dinosaur PaleobiologyData Sources; The Learning Climate Shared With Other Students; Conclusion; References; Chapter 3: Affect in Online Discourse: The Case of the United Nations Millennial Development Goals Topics; Framework; Course Design; Method; Participants; The 2015 Assignment; Data Analysis; Analytical Focus; Discussion; Theme 1: Affect, Emotions, and Awareness Expressions; Theme 2: Acceptance; Intersubjective Acceptance; Accepting the Lesson; Theme 3: Agreement and Questioning; General Remarks on the Analysis; A Role for Technology to Support Discussions Tied to Emotion ConclusionAcknowledgment; References; Chapter 4: Loving this Dialogue!!!! : Expressing Emotion Through the Strategic Manipulation of Limited Non-Verbal Cues in...; Introduction; Traditional View of Emotion; Online Learning and Emotion; Limited Cues, Limited Emotions?; The Importance of Recognizing Cues; Our Research; Results; Emoticons; Unconventional Punctuation; The ""Like"" Button; Discussion; References; Section II: Technology, Emotions, and Classroom Use; Chapter 5: Using Errors to Enhance Learning Feedback in Computer Programming; LEAFF Model; Method; Participants Quasi-Experimental DesignMaterials; Pre-Intervention Instrument; Interim-Intervention Instrument; Post-Intervention Instrument; Results; Discussion and Conclusion; Acknowledgement; Appendix A; Appendix B; Pre-Intervention Instrument; Appendix C; Interim-Intervention Instrument; Tally of Learning Errors; Feeling Scale; I FEEL; Appendix D; Post-Intervention Instrument; References; Chapter 6: Emotions in Learning with Video Cases; Introduction; Emotions Conceptualized; Components of Emotions; Episodes and Emotions; Emotional Potential of Video Cases Emotionally Relevant Characteristics of Video Cases