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Titolo	Dealing with Emotions : A Pedagogical Challenge to Innovative Learning // edited by Birthe Lund, Tatiana Chemi
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material / Birthe Lund and Tatiana Chemi -- The Notion of Emotion in Educational Settings When Learning to Become Innovative and Creative / Birthe Lund -- Emotions and Learning in Arts-Based Practices of Educational Innovation / Tatiana Chemi and Julie Borup Jensen -- Gross National Happiness in Bhutanese Education – How Is It Implemented in Practice? / Lone Krogh and Krishna Prasad Giri -- How Does It Feel to Become a Master's Student? / Annie Aarup Jensen -- Emotions in the Classroom / Sarah L. Grams and Roman Jurowetzki -- A Comparative Study of Students' Perceptions of Humour in Learning Creative Design between China and Denmark / Chunfang Zhou , Tatiana Chemi and Birthe Lund -- Conclusions / Birthe Lund and Tatiana Chemi -- Afterword / Michael A. Peters -- About the Authors / Birthe Lund and Tatiana Chemi.
Sommario/riassunto	Education is always evolving, consistently with a society in flux. So transformations in learning and pedagogy are necessary. These endless, rapid changes in pedagogy influence students and educators in a variety of ways and awake diverse emotions, from happiness to fear, from joy to anger. Emotions are proven to influence the ways students interact with the world. In the present book, the authors reflect on emotions and education from multiple perspectives: the socio-cultural perspective that looks at interactions among individuals, the creation and recreation of the self and others, the study of collaboration, change processes (transformative learning) and aesthetic

and creative learning processes. The purpose of this volume is to reflect on students' and educators' emotional responses. The construction of a safe, stimulating learning climate is essential in innovative learning processes - emotional interactions, student-teacher relations and student-student interaction lay the foundation for collaboration and deep learning. The present book offers empirical documentation and theoretical reflections on how pedagogical and educational changes might challenge or facilitate learning for students and educators.
