

Can emotions be measured as educational outcomes?

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Background: Current trends underlining the importance of psychosocial skills in the context of education and work seem to justify addressing the issue. Is it possible and merit to measure socio-emotional aspects of students' life exactly in the same way as intellectual competencies, so by assessing measurable outcomes? If not, how we can find the solutions to make 'soft skills' more appreciated by school systems of assessment?

Aim: The main goal of this analysis is to answer the following questions:

- Can emotions be measured as educational outcomes?
- Can socio-emotional skills be assessed in the same way as intellectual competencies?

Method: 1) Theoretical analysis of Pekrun's and colleagues' method of measuring achievement emotions in the new context of assessing emotions as educational outcomes. 2) Clarifying the role of emotional life both itself, taken independently, and in the context of intellectual development specifically.

Results:

We may consider emotions within educational context on three levels:

I level (specific): One of approaches unifying emotional and intellectual aspects of development begins from emotions specifically concerning educational goals. *Achievement Emotions Questionnaire*, constructed by Pekrun and colleagues, is the reliable and valid method measuring different emotions connected with three educational situations: studying individually, learning at class and writing exams. Complex theoretical frame shows these emotions as connected with educational outcomes, but definitely more complex, because of their dynamic structure, and far more internalised. The measurement of nine emotions indicates the activation and valence of affective experience as well as its physiological, emotional, cognitive and motivational components. Therefore, achievement emotions may be captured as mechanisms / experiences / phenomena that assist educational processes, condition them and result from them. In the same time, emotions are not outcomes, but play more advanced role in learning as a whole.

II level (medium): Pekrun's important proposal underlies the role of emotions which are remarkably 'educational'. However, beside achievement emotions other affective experiences may also influence intellectual development (e.g. perceived social and emotional support, especially then facing failure). Also emotional intelligence influences school results, whereas self-regulation emotional competencies support intrinsic motivation and mobilise to strategically reasonable effort.

III level (general): The last but not least, emotional life should be also appreciated independently of educational results to guarantee its right autonomy. Educational goals are autotelic to some extent, but mainly they are part of human development of students towards becoming good and competent persons and responsible members of local communities and global society. Therefore, even parallel direction of changes (emotional and intellectual) would be an argument for comprehensive support for emotional development within school context; the more, if they appear to be not parallel but influencing each other. From this perspective, socio-emotional skills may not be assessed in the same way as school results, but should be appreciated as crucial factor determining students' life.

Conclusions: Emotions can be successfully measured. Affective experiences may not be assessed as educational outcomes, or even as outcomes of psychosocial skills. However, emotions are worth being taken into consideration more seriously in the context of education. Achievement emotions give information about the emotional side of learning and testing. What is more, emotional life and emotional maturity of students is important for their development independently from its positive influence on educational goals.

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