Advances in Teacher Emotion Research
Advances in Teacher Emotion Research

The Impact on Teachers’ Lives
Foreword: Performance, Pedagogy and Emotionality

Norman K. Denzin

A few years ago, one could hardly find any research on emotions in education and teaching. The roots of this neglect are not unrelated to the dominance of epistemological andmethodological traditions that has sought to establish clear dichotomies between personal/public, emotion/reason, and quantitative/qualitative issues. Fortunately, this is changing and the authors in this fine collection of chapters, drawn from a wide range of epistemological and methodological traditions, show the complexity in thinking and doing research on emotions in teaching.

Instead of outlining the contribution of each of these traditions, I want to promote a direction that a number of the authors in this book discuss in a variety of different ways. As such, this is essentially a call for a critical pedagogy and performance approach to the study of teacher emotion research, that is, an approach, which places criticality and sociality at the center of our investigations on emotions.

Emotions are felt as lived-performances, staged in classrooms, hallways, playgrounds. In these spaces teachers and students, as moral agents, enact the felt emotions of rage, love, shame, desire, despair, empowerment. These moral performances define the public and private faces of the schooling experience.

The interpretive study of teachers and students emotionality, the place and impact of emotions, performance and public pedagogies on teachers’ and students’ lives is at a crossroads. As this unique point in history, we live in a surveillance world. More than ever before, the politics of democracy and critical pedagogy require educators and students bring passion and commitment to social justice to the learning process. Critical pedagogy cultivates human potential, honors the selves, identities, and emotional experiences of teachers and students. It becomes the cornerstone of democracy itself (Giroux 2007, p. 3). Numerous chapters in this collection raise such issues either at the center of their investigation or at the background. What is important is that even the research that is seemingly unconnected to its sociological terrain – it is unavoidably contextualized in ways that are not immediately recognized.

---

N.K. Denzin
University of Illinois at Urbana-Champaign, Urbana, IL, USA
Building on the incisive arguments of the editors and contributors to this volume, I am therefore calling for critical inquiry that is sensitive to the multiple contexts of teacher emotion research, from teacher’s emotions, to emotion management, and display, to commercialization, to student illness, learning, diversity, reform, gender, class, religion, and social inequality. This research is grounded in the performance tradition (Denzin 2003, 2009; Bagley 2008) in the widest possible sense. This tradition is located on a global stage. Madison and Hamers (2006) convincingly argue that performance and globality are intertwined – that is, performances become the enactment of stories that literally bleed across different kinds of borders. Being, for example, a student or teacher of color is to be “enmeshed in the facts of … foreign policy, world trade, civil society and war” (p. xx). Regardless of the methodology utilized, the investigation conducted and its implications are performances embedded in certain socio-political contexts and assumptions.

In this globalized world, race and the staging and performance of racialized identities, within the popular culture marketplace of fashion and consumption, remain, as W.E.B. Du Bois (1978) would remind us “the problem of the twenty-first century” (Du Bois 1978 [1901], pp. 281, 288). Schooling in this new century cannot succeed “unless peoples of different races and religions are also integrated into the democratic whole” (Du Bois 1978 [1901], pp. 281, 288). Postmodern democracy cannot succeed unless educators, policy makers, politicians, and critical scholars are able to adopt methodologies that transcend the limitations and constraints of a lingering, politically and racially conservative postpositivism. This framework attaches itself to state organized auditing systems and regulatory laws (like No Child Left Behind in the United States, for instance). These links and these historical educational connections must be broken. Never before has there been a greater need for a utopianism, which will help us imagine a world free of conflict, terror and death, a world that is caring, loving, truly compassionate, a world that honors healing.

Critical pedagogy and performance approach does not limit itself to one set of methodologies and epistemologies but utilizes a variety of tools to highlight criticality and sociality. To these ends, I locate the performance approach within a racialized, spectacle pedagogy, that is – pedagogy that critiques power relations and new surveillance techniques either at the macrosociological or the microsociological level. The most important events of the last decade include several wars and conflicts (e.g. Iraq, Afghanistan, Darfur, Middle East), terrorist attacks, and an institutionalization of a new surveillance in many countries (Garoian and Gaudelius 2008). A critical performance approach must locate itself in these historical spaces, which now encompass surveillance regimes in virtually every educational setting – school, college and daycares.

The editors and contributors to this important and most timely volume offer indispensable guidelines and models for engaging these issues both at the macro (societal) and the micro (pedagogical) level, explicitly or implicitly. We owe them a great debt.
References


Denzin NK (2009) Qualitative inquiry under fire: toward a new paradigm dialogue. Left Coast Press, Walnut Creek


Contents

Foreword: Performance, Pedagogy and Emotionality ........................................ v
Norman K. Denzin

Part I Introduction

1 Introduction to Advances in Teacher Emotion Research: The Impact on Teachers’ Lives .............................................................. 3
Paul A. Schutz and Michalinos Zembylas

Part II Teacher Emotions in the Context of Teaching and Teacher Education

2 Teacher Emotions: Well Being and Effectiveness ..................................... 15
Christopher Day and Gu Qing

3 Seeking Eudaimonia: The Emotions in Learning to Teach and to Mentor ................................................................. 33
Robert V. Bullough Jr.

4 Emotion Management and Display in Teaching: Some Ethical and Moral Considerations in the Era of Marketization and Commercialization ............................................. 55
Izhar Oplatka

5 Entering the Emotional Practices of Teaching ........................................... 73
Debra K. Meyer

Part III Student and Teacher Involvement

6 Understanding the Role of Teacher Appraisals in Shaping the Dynamics of their Relationships with Students: Deconstructing Teachers’ Judgments of Disruptive Behavior/Students ........................................... 95
Mei-Lin Chang and Heather A. Davis
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Antecedents and Effects of Teachers’ Emotional Experiences: An Integrated Perspective and Empirical Test</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Anne C. Frenzel, Thomas Goetz, Elizabeth J. Stephens, and Barbara Jacob</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teacher Transactions with the Emotional Dimensions of Student Experiences with Cancer</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Sue Lasky and Eileen Estes</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Emotional Scaffolding: The Emotional and Imaginative Dimensions of Teaching and Learning</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>Jerry Rosiek and Ronald A. Beghetto</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Educational Psychology Perspectives on Teachers’ Emotions</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Paul A. Schutz, Lori P. Aultman, and Meca R. Williams-Johnson</td>
<td></td>
</tr>
<tr>
<td>Part IV</td>
<td>Teachers’ Emotions in Times of Change</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Surviving Diversity in Times of Performativity: Understanding Teachers’ Emotional Experience of Change</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>Geert Kelchtermans, Katrijn Ballet, and Liesbeth Piot</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teachers’ Emotions in a Context of Reforms: To a Deeper Understanding of Teachers and Reforms</td>
<td>233</td>
</tr>
<tr>
<td></td>
<td>Klaas Van Veen and Peter Sleegers</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Implementing High-Quality Educational Reform Efforts: An Interpersonal Circumplex Model Bridging Social and Personal Aspects of Teachers’ Motivation</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Jeannine E. Turner, Ralph M. Waugh, Jessica J. Summers, and Crissie M. Grove</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Beliefs and Professional Identity: Critical Constructs in Examining the Impact of Reform on the Emotional Experiences of Teachers</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>Dionne I. Cross and Ji Y. Hong</td>
<td></td>
</tr>
<tr>
<td>Part V</td>
<td>Race, Gender and Power Relationships</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>An Exploratory Study of Race and Religion in the Emotional Experience of African-American Female Teachers</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>Ken Winograd</td>
<td></td>
</tr>
</tbody>
</table>
16  The Emotionality of Women Professors of Color in Engineering: A Critical Race Theory and Critical Race Feminism Perspective ............................................................... 323
Jessica T. DeCuir-Gunby, Linda A. Long-Mitchell, and Christine Grant

17  Emotions and Social Inequalities: Mobilizing Emotions for Social Justice Education ................................................................. 343
Michalinos Zembylas and Sharon Chubbuck

Part VI  A Future Agenda for Research on Teachers’ Emotions in Education

18  Research on Teachers’ Emotions in Education: Findings, Practical Implications and Future Agenda ............................................. 367
Michalinos Zembylas and Paul A. Schutz

Author Index ........................................................................................................ 379

Subject Index ....................................................................................................... 389
Contributors

**Lori Price Aultman**  
Department of Teacher Education, Spring Hill College, USA,  
laultman@shc.edu

**Katrijn Ballet**  
Center for Educational Policy and Innovation, Catholic University of Leuven,  
Belgium  
katrijn.ballet@ped.kuleuven.be

**Ronald A. Beghetto**  
Department of Teacher Education, University of Oregon, USA  
beghetto@uoregon.edu

**Robert V. Bullough**  
Jr. Center for the Improvement of Teacher Education and Schooling (CITES) and Department of Teacher Education, Brigham Young University, Provo, Utah, USA  
bob_bullough@byu.edu

**Mei-Lin Chang**  
Department of Educational Policy and Leadership, Emory University, USA  
chang.616@osu.edu

**Sharon Chubbuck**  
Department of Educational and Policy Leadership, Marquette University, USA  
sharon.chubbuck@marquette.edu

**Dionne I. Cross**  
Mathematics Education, Indiana University, USA  
dicross@indiana.edu

**Heather A. Davis**  
Department of Curriculum and Instruction, North Carolina State University, USA  
heather_davis@ncsu.edu
Contributors

Christopher Day
Director, Teacher and Leadership Research Centre, School of Education,
University of Nottingham, England
christopher.day@nottingham.ac.uk

Jessica T. DeCuir-Gunby
Department of Curriculum & Instruction, North Carolina State University, USA
jessica_decuir@ncsu.edu

Norman Denzin
Department of Advertising, University of Illinois, Urbana-Champaign, USA
n-denzin@uiuc.edu

Eileen Estes
Department of Educational & Counseling Psychology, University
of Louisville, USA
eoeste01@louisville.edu

Anne C. Frenzel
Department of Psychology, University of Munich, Germany
frenzel@psy.lmu.de

Thomas Goetz
Department of Psychology, University of Konstanz,
Germany & Thurgau University of Teacher Education, Switzerland
thomas.goetz@uni-konstanz.de

Christine S. Grant
Department of Chemical and Biomolecular Engineering, North Carolina State
University, USA
grant@ncsu.edu

Crissie M. Grove
National Center For Education Statistics/Association For Institutional
Research, USA
cgrove@airweb2.org

Qing Gu
Senior Research Fellow, School of Education, University of Nottingham,
England
qing.gu@nottingham.ac.uk

Ji Y. Hong
Department of Educational Psychology, Instructional Psychology
and Technology, University of Oklahoma, USA
jyhong@ou.edu

Barbara Jacob
Department of Psychology, University of Munich, Germany
bjacob@edupsy.uni-muenchen.de
Geert Kelchtermans  
Center for Educational Policy and Innovation, Catholic University of Leuven, Belgium  
geert.kelchtermans@ped.kuleuven.be

Sue Lasky  
Department of Leadership, Foundations & Human Resource, University of Louisville, USA  
sue.lasky@louisville.edu

Linda A. Long-Mitchell  
School of Social Work, University of Georgia, USA  
lalong@uga.edu

Debra K. Meyer  
Department of Education, Elmhurst College, USA  
debram@elmhurst.edu

Izhar Oplatka  
Department of Policy and Administration in Education, Tel Aviv University, Israel  
oplatka@post.tau.ac.il

Liesbeth Piot  
Center for Educational Policy and Innovation, Catholic University of Leuven, Belgium  
liesbeth.piot@ped.kuleuven.be

Jerry Rosiek  
Department of Teacher Education, University of Oregon, USA  
jrosiek@uoregon.edu

Paul A. Schutz  
Department of Educational Psychology, University of Texas at San Antonio, USA  
paul.schutz@utsa.edu

Peter Sleegers  
Educational Organization & Management, University of Twente, The Netherlands  
p.j.c.sleegers@gw.utwente.nl

Elizabeth J. Stephens  
Department of Psychology, University of Munich, Germany  
stephens@psy.lmu.de

Jessica J. Summers  
Department of Educational Psychology, University of Arizona, USA  
jsummers@email.arizona.edu

Jeannine E. Turner  
Department of Educational Psychology and Learning Systems, USA, Florida State University  
turner@mail.coe.fsu.edu
Klaas van Veen
ICLON, Leiden University, Netherlands
kveen@iclon.leidenuniv.nl

Ralph M. Waugh
Department of Educational Psychology, The University of Texas, USA
ralphmwaugh@yahoo.com

Meca Williams-Johnson
Department of Curriculum, Foundations and Reading, Georgia Southern University, USA
mecawilliams@georgiasouthern.edu

Ken Winograd
Teacher and Counselor Education, Oregon State University, USA
winograk@oregonstate.edu

Michalinos Zembylas
Program of Educational Studies, Open University of Cyprus, Cyprus
m.zembylas@ouc.ac.cy