

Emotion Training Strategies of Online Education

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Abstract—Online education had already become an important aspect of the field of education, and be paid more and more attention. However there were emotional barriers from the separation between teachers and students lead to emotional loss of online learner. Based on the characteristics of online education environment, this paper analyzed the forms and reasons for emotional loss of the online education, and proposed the strategies to achieve the emotion interaction.

Keywords- Online Education; Emotion Loss; Emotion Interaction; Emotion Training

I. INTRODUCTION

Interactive online education aims to promote learners to acquire knowledge, develop intelligence and ability, to promote the formation of personality and development, through Interactive network as the main prevalence media and communication tools. Emotion is an experience whether the result accord with their needs, aspirations and views, aroused from reflected form of the objectives. Meanwhile it's an important part of emotional quotient in the learning process, and an indispensable prerequisite among a variety of teaching activities, play a subtle role for the intellectual development of learners and be penetrated into all the teaching stages. Because online education environment is a virtual learning environment, the spatial and temporal separation between students and teachers makes them none emotional resonance, none trust to the teachers and information from them. It is difficult to accept knowledge and guidance from the teachers. Therefore, we suggest that people should focus on the emotional education training, optimization of non-intellectual factors, and guides students to improve learn motivation, to ensure the progress of online education.

II. CHARACTERISTICS OF ONLINE EDUCATION ENVIRONMENT

Since the virtual, digital and obscure feature of network, there are significant differences between online education and traditional education, including interpersonal interaction, teaching control and emotional cultivation, etc.

A. Environmental autistic in the online education

Learning activities are conducted through the network of information exchange in the online education. Although human-computer interaction allows more convenient access to information, of more ease for information exchange, but the

spiritual communication is far more away among people. Online education environment is a relatively self-closed environment, and the interpersonal relationship is a kind of virtual relationships. That student escaped from the real interaction leads to confuse and exclude communication with people, make the interpersonal relationship cold, weak sense of community in the reality.

B. Indirect monitoring of online education

The state of separation between teachers and students in the online education make online learning spatial and temporal uncertainty, students need autonomous behavior accessed to information, teachers can only indirectly monitor student learning behavior through the network tools, and the results of education is dependent on students' self-control and self-consciousness. Learning information in the online education is passed by text, sound, images and other media resources. The emotion information is not directly regulated by the teachers in the online media resources. It is difficult that teachers real-time control the status and effectiveness of learning through facial expressions, posture, gestures, eye contact and tone and other means of emotional communication.

C. Limitation of online education in the distance education

Rich online educational resources and virtual online education environment broad their visual horizons and enrich the knowledge of students. And those develop cognitive ability, memory, imagination and thinking ability of students, but there are some limitations on emotional and motor skills. It is much more emphasized on technical and precise in the online education, while there are many influence factors in actual life, and it is difficult to cope with unexpected situations because the lack of practical experience in the mechanical technology. The training of operation and social skills needs actual participation in the real environment, to feel and experience through practice, to improve by the accumulation of experience.

III. THE FORMS OF EMOTION LOSS IN THE ONLINE EDUCATION ENVIRONMENT

The lack of emotion is the decisive factor to impact the education effect. The biggest shortcoming of online education is lack of important emotional factors and lack of face to face personal contact in the learning process, so that it is difficult for students to solve psychological distress. In online

education, the emotion level of education is very weak, so that the cognitive and emotional development can't be balanced.

A. Absence of emotion element in the online teaching content

The online education is more inclined to see the network as a cognitive tool, because it is influenced by the ideas of traditional education and technical rationality. The presentation of online teaching content is paid more attention to the representational knowledge and organization of word material, and the input of emotional element is very weak, so that the cognitive and emotional development of students can't be balance. The mode of online teaching much more emphasis on rational design, and the most of teachers just change online teaching into a simple textbooks or put some slides and electronic teaching plan into the databases, so that which could be a variety of multimedia teaching resources are reduced to tedious text messages, which could the art of emotion teaching thinking be neglected periphery place. Learners only see some media lessons and plan same as the text materials, which very few can stimulate enthusiasm for learning and promote the emotional elements of non-intellectual factors, so that emotional education has been weakened.

B. Emotion communication barriers in the online teaching environment

The emotion communication between teachers and students, students and student is certain restricted in the online educational process. In the online teaching environment, the spread of knowledge, questions answered, the release of the information relied on communication of networks by way of text or voice. Teachers and students hidden in the color display face the cold machines which none expression, students fail to feel the attention from teachers and the love from the collectivity, and the teacher can't understand student learning status. Although video-audio technology has been well-developed, however it isn't better than the traditional teaching in the real classroom, where teachers and students can communicate emotion through language, expression, body language and behavior. The results from face to face teaching aren't simply replaced by the keyboard, mouse and other peripherals.

C. Inhospitability of emotional attitude in the online skills training

Divorced from real life, students can indulge in the virtual online world, ignoring the reality factors, lacking of sense of reality and common sense, forming the gambol mind. Based on the action training simulation network system, students exercise with the virtual persons or things in the virtual environment, such as medical students make surgery training for a virtual patient, the cadets have an electronic war with the virtual enemy. Actions skills training do not worry about error and loss, such that allows students to familiarize with various professional skills by repeated simulation training. But because there is no real life experience, they perhaps fear practical operation in the reality or may have the attitude of doing nothing and simply do not matter. They will escape reality, dismiss problem, numb spirit, even ignore the life, and

equal the problem in the real-world to the virtual world games, leading the gamboled emotion.

D. Confliction of emotional role in the online interpersonal action

Interpersonal communication in the network can put aside the constraints of interpersonal relationships in the reality, neglects the age, seniority, occupation, status and other factors, and ignores the norms and habits in the real social life, freely cope with the others on the end of the network. The role conflict between person and person in the network environment lead to become incredible about communication with the others. The students once return to the real social situation in the face of the identity of different social roles that is hard to adapt to the reality dialogue. Over time they will form a self-isolation, refuse to contact with real people, and avoid to join group activities, and are indifference to others, completely be submerged in the network information. In the online education, the role of teachers and students are also deviations. In fact, teachers should be the designers of teaching information resources, and promote and care for learning and emotion of student. However, many teachers are not good at exchanging and communicating with students on the network, leading to a lack of emotional exchange between students and teachers.

E. Difficulties of quantification emotion in the online instructional design

Instructional design in the online education emphasizes measurement and precision of teaching objectives, which for the student's emotion, attitude, will and the other human problems becomes powerless. Instructional design is based on needs analysis for the learner, promotes the best solution of problems, and is the system decision-making process to achieve teaching optimum effectiveness. In general, the instructional design of intellectual field is objective and quantitative, but the knowledge of emotion domain is mostly tacit knowledge. It is difficult to be quantified and not easy to transmit into symbols to be encoded with. Emotion of students is an important part in the educational goals with its unique rule. It is elusive, and particularly not easy to quantify and accurately control. The teaching of affective domain is often defined as the fuzzy feelings, and is difficult to design and teaching, because emotion includes the broad areas and is difficult to measure. Therefore, the design in the teaching is often discarded goals evaluation of emotion.

The foregoing analysis shows that the neglect of the education idea, the lack of instructional design and the shortcoming of the network itself and other reasons make the online education on promoting emotional development of students to produce many problems, which led to various forms of emotional loss. In the digital distance learning based on the online education, the strong virtual and secrete features of the network, interpersonal relationships and relationship about teaching and learning is unpredictable in the online education environment. Because it has long been impacted by the traditional and restrictive idea, education concept is also a huge bias that it makes the education formation transfer into the movement of traditional education in the classroom, and

often be seen the emotion and cognition as two the individual parts in instructional design. Lack of emotional communication and experience of students is a huge risk for which develops the positive and healthy attitudes and learning values and promotes the development of thinking style and social practice.

IV. REALIZATION OF AFFECTIVE INTERACTION IN THE ONLINE EDUCATION

The emotional interaction is a key success factor in the successful teaching activities, healthy emotion of the teaching help arouse the interest and enthusiasm of the subject action, that can activate and promote people's awareness and raise the activities to develop in depth and improve the initiative and enthusiasm of the activities. That the online education is away from teaching both in space and time can lead to increase the psychological distance between teachers and students. It is very negative that inspires the learning motivation and mobilizes and maintains the learning enthusiasm and learning initiative of students.

As the online educators, they should be based on the network itself to learn face to face education, and promote the emotional exchange between the different main bodies through the integration of various factors. Then it can get a positive emotional experience from the emotional information exchange system and develop fully to reflect the characteristics of the education online education works, and to achieve the situation from far distance to zero distance on a temporal and emotional about the exchange.

A. *Change the traditional idea and emphasize on both knowledge and emotion*

The traditional education emphasizes on acquiring knowledge so much, and neglects the emotional education. Modern society not only requires highly intelligent people, but also their knowledge and emotion need harmonious development, so that they can calmly face the challenges of the future society. Teachers must be fully aware of the important role of the emotion in the human development, regard the enhancement function of emotion on cognition, and change the traditional concepts of education, emphasize on both knowledge and emotion, stress the people-centered humanistic care, comprehensive development of science and humanism Education. On the Goals in teaching, teacher not only need establish the learner's knowledge goals, but also make the emotion and skill goals of students as important as. This requires teachers to change the traditional concepts of education and improve ability, and make good use of Internet multimedia technology, affective computing, and expression recognition technology compensate the emotion. The knowledge and emotion will be combined into the design of online teaching, focusing on children's psychological feeling and emotional experience. The interaction of knowledge and emotion impenetrate emotional education into the cognitive process, and put into a kind of learning realm of wisdom, humanity, human culture, so that promote the comprehensive development of students mental process.

B. *Dig the emotional element of teaching resources and create the situations*

The design of teaching resources must meet the emotion needs of students, carefully analyses the learning styles and emotional characteristics of different age students, and design to meet the cognitive and emotional development level teaching resources according to these features of the students. This design should help students fully mobilize all elements of emotional training, dig the explicit and implicit emotional element in the teaching content, or find the emotion in the teaching content associated with the external environment, such as instances of life, social hot issues, etc. It gives the rich emotion of teaching content and creates a positive of emotions in context by the dominance of network and multimedia technology. Selecting the appropriate representation form and means of media expression need look for communication and resonance between teaching resources and students in the visual, auditory, and thoughts and feelings. Presenting realistic and lively teaching situation, creating a democratic and free atmosphere of teaching, to inspire a positive, optimistic emotion state will help emotion scientifically and accurately penetrate into the learning environment, properly penetrate emotional exchange and to rich emotion experience of students, so that students will maintain certain passion and desire to explore.

C. *Establish the community of online learning and promote emotion development*

The learning community constitutes learners and those helpers, who including teacher, specialists, counselors, etc. Group members often communicate and exchange in the learning process, share learning resources and accomplish certain learning tasks together, so that the members form interaction relationships each other. Teachers are organizers and instructors of teaching activities, we should take a sincere attitude toward students and influence students, form a good relationship between teachers and students, enhance the mutual trust, respect, understanding, encouragement, help and promotion on the sincere emotion among students, and build a supportive emotion atmosphere of the community. Harmonious group emotion can meet the needs of safety, belonging, love, esteem and self-actualization. Learning activities are the key to the formation of groups. Instruction design can stimulate the diversity of learning activities, deepen mutual understanding in collaborative learning activities and promote mutual emotional interaction.

D. *Enhanced the role of practical experience and combine virtual with actual situation*

The students can transcend the barriers of time and space to enjoy a virtual learning by online education so that they can be in the super-realistic environment to master knowledge and training skills. However the virtual link doesn't develop real human emotion, the development of virtual reality technology can't replace the actual experience in the real world even if it is perfect. The results can't be achieved in the real environment, but it can be achieved in the virtual environment and be enhanced in the real environment. Except teachers make full use of all the modern educational techniques, we must also pay

attention to the significance of practice teaching, and combine virtual training with real-life experience. Emotional training of students needs effect of teachers in the reality and monitor and guide timely through practical experience to be consolidated and developed. That emotional education for the network, particularly the cultivation of emotion motor skills simply rely on the virtual network is not enough. We must reasonably use educational style that combined the actual situation with the virtual situation through emotional involvement, and transfer the machinery and numb operating procedures into professional practical skills.

E. Improve the learning support system and control and regulate timely

Online education provides students with dynamic educational resources and information, including timely guidance, discussion, question and answer, evaluation. We need design a well teaching platform for students, help to search, browse, feedback and communicate information, to provide a full, comprehensive, and timely learning support. According to the development of network technology, to explore the application advantages of new network communication tools in the online education, such as Skype, micro-blog, etc. These real-time network communication technologies provide a new platform for interaction between teachers and students in the online education. Online teaching should take advantage of reliable multimedia network technology, expand the exchange of synchronous and asynchronous discussion by the voice and video or text mode, so that the emotional factors of teachers and students can influence each other, eliminate communication barriers, make group discussions and cooperative learning run smoothly to promote the emotional interaction of teaching. In network communication process, teachers should pay attention to their emotional expression, do not ignore the facial expressions, gestures, tone of emotional and cognitive impact of the students, so students have emotional experience cared and

concerned about. To observe student reaction and the inner state encourage students to timely express and feedback to adjust teaching accordingly.

Emotion is an important significant for development of human cognitive and practical skills. To improve the absence of emotion in the online education need right understand the importance of emotional training in the education workers, and ensure emotion factors be run through the whole education process. Design of online teaching should be consider the course content, students, multimedia network technology and many other integrative factors. We need create a positive situation to stimulate and maintain student motivation, to take a variety of learning activities to guide students to improve interpersonal skills in the process of teamwork of students. Teachers should not only take full advantage of interactive support technics and timeliness and effectiveness of teacher-student interaction, but also focus on strengthening the real emotion experience of the students, and use the virtual and actual teaching to promote the knowledge by the feelings, to increase emotion by the knowledge, to enhance students' harmony development of both knowledge and emotion.

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