

# Contents

<b>1</b>	<b>Introduction</b>	<b>1</b>
1.1	Introduction	1
1.2	Scope, Aims, and Intended Audience of This Book	2
1.3	Background of the Author	4
1.4	How to Engage with This Book	5
	References	5
<b>2</b>	<b>Emotions in Learning</b>	<b>7</b>
2.1	Introduction	7
2.2	Conceptualizing Emotions Through Insights from Psychological Fields	9
2.2.1	Advancement in Emotion Research	10
2.2.2	Current View of Emotions	11
2.3	Conceptualizing Emotions Through Insights from Educational Fields	12
2.3.1	Circumplex Model of Emotions	12
2.3.2	State, Trait, and the Domain Specificity of Emotions	13
2.3.3	Discrete Emotions Significant in Learning	15
2.3.4	Roles of Emotions in Learning	17
2.3.5	Antecedents of Emotions	22
2.4	Researching Emotions	26
2.4.1	Instruments	27
2.5	Looking into Emotions Through Vignettes	30
2.5.1	Baloo's Vignette of Shame to Pride	30
2.5.2	Abigail's Vignette of Anxiety and Empathy	30
2.5.3	Yuki's Vignette of Anger	31
2.5.4	Coco's Vignette of Fear	32
2.6	Pedagogical Implications and Classroom Application	33
2.6.1	Building an Open, Trusted Student-Teacher Relationship	33
2.6.2	Being Mindful of Own Interpretations and Assumptions	34
2.6.3	Acknowledging All Types of Emotional Experiences as a Natural Part of the Learning Process	36

2.6.4	Recognizing the Impact of Peers .....	36
2.7	Summary .....	37
	References .....	37
<b>3</b>	<b>Emotion Regulation and Emotion Regulation Strategies .....</b>	<b>49</b>
3.1	Introduction .....	49
3.2	Conceptualizing Emotion Regulation Through Insights from Psychological Fields .....	50
3.2.1	The Process Model of Emotion Regulation .....	51
3.2.2	Types of Emotion Regulation Strategies .....	52
3.2.3	Features of Emotion Regulation Strategies .....	53
3.2.4	Effects of Emotion Regulation Strategies .....	54
3.3	Conceptualizing Emotion Regulation Through Insights from Educational Fields .....	56
3.3.1	Types of Emotion Regulation Strategies in Learning Contexts .....	57
3.3.2	Roles of Emotion Regulation in Learning .....	58
3.4	Researching Emotion Regulation .....	60
3.4.1	Instruments .....	61
3.5	Looking into Emotion Regulation Through Vignettes .....	65
3.5.1	The Author's Vignette .....	65
3.5.2	Abigail's Vignette .....	69
3.6	Pedagogical Implications and Classroom Application .....	71
3.6.1	Value Appraisal .....	71
3.6.2	Control Appraisal .....	73
3.6.3	Self-conditioning .....	77
3.6.4	Study Environment .....	80
3.7	Summary .....	81
	References .....	82
<b>4</b>	<b>Strategy Instruction .....</b>	<b>89</b>
4.1	Introduction .....	89
4.2	Strategy Instruction Models .....	90
4.3	Analysis of Strategy Instruction Models .....	93
4.4	Self-regulated Learning Models .....	95
4.5	Moderators of the Effects of Strategy Instruction .....	96
4.6	Suggestions for Designing and Implementing Emotion Regulation Strategy Instruction .....	98
4.6.1	Suggestion 1: Strengthening Theoretical Foundation and Rationale .....	98
4.6.2	Suggestion 2: Building a Positive, Trusted Relationship Among Students and Teacher/Researcher .....	99
4.6.3	Suggestion 3: Understanding Students' Emotions First .....	99
4.6.4	Suggestion 4: Focusing on Certain Emotions Based on a Well-Thought-Through Rationale .....	100
4.6.5	Suggestion 5: Suggesting Rather Than Instructing .....	101

4.6.6 Suggestion 6: Strategy Instruction as an Embedded or Separate Component of the Curriculum .....	102
4.7 Examples of Strategy Instruction .....	103
4.7.1 Reappraisal Strategy Instruction .....	103
4.7.2 Boredom Regulation Strategy Instruction .....	109
4.8 Behind the Scenes: Interview with Researchers and Teachers .....	116
4.8.1 An Interview with Nakamura et al. (2021b) .....	117
4.8.2 An Interview with Milliner and Dimoski (2022) .....	119
4.8.3 An Interview with Littleton (2018) .....	121
4.9 Summary .....	122
References .....	123
<b>5 Innovating Your Own Strategy Instruction .....</b>	<b>127</b>
5.1 Introduction .....	127
5.2 Step 1: Getting Started .....	128
5.2.1 Undertaking Your Project as a Classroom Activity .....	128
5.2.2 Undertaking Your Project as a Study .....	129
5.3 Step 2: Designing Your Project .....	131
5.3.1 Undertaking Your Project as a Classroom Activity .....	131
5.3.2 Undertaking Your Project as a Study .....	132
5.4 Step 3: Implementing Your Project .....	133
5.4.1 Undertaking Your Project as a Classroom Activity .....	133
5.4.2 Undertaking Your Project as a Study .....	134
5.5 Step 4: Evaluating Your Project .....	135
5.5.1 Undertaking Your Project as a Classroom Activity .....	136
5.5.2 Undertaking Your Project as a Study .....	136
5.6 Final Suggestions and Concluding Remarks .....	137
References .....	140