A MIXED METHODS STUDY ON THE EFFECT OF EMOTIONAL AWARENESS EXERCISES ON ADAPTIVENESS IN COPING AND EMPATHY WITH PRESERVICE TEACHERS IN MIXED REALITY SIMULATIONS.

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RATIONALAE

- Teachers with more developed emotional recognition and regulation abilities may better manage the emotional demands related to teaching.
- Research is primarily focused on the impact of SEL programs on students, with little known about the impact of such programs on educators.
- Mixed Reality Simulator environments can act as an empathy inducing medium and provide preservice teachers with the opportunity to practice affective and cognitive skills, such as emotional regulation and recognition, which are integral to teaching.

STATEMENT OF THE PROBLEM

The cognitive skills of appraisal, emotional recognition, and emotional regulation are emphasized in theories of coping, empathy, and emotional intelligence, but despite their importance socio-emotional competencies have played a subordinate role in teacher education.

ACCOUNTING for the interconnectness of the cognitive skills emphasized, there may be potential for exercises focusing on emotional awareness to impact preservice teachers’ adaptiveness in coping as well as their cognitive and affective empathy in preservice teachers participating in mixed-reality simulations.

THEORETICAL FRAMEWORK

- Four branch model and that EI is comprised of the cognitive abilities to perceive emotions, differentiate emotions, understand emotions, and manage emotions.
- Emotional skills of appraisal, emotional recognition, and emotional regulation integral to these abilities.
- Considered a hot intelligence due to its impact on reasoning.
- Has been shown to have a positive relationship with academic performance, to predict better social outcomes, to help people to cope more effectively with unpleasant emotions, and to be better predictors of performance.
- The appraisal process is integral to the interpretation of a situation as stressful, the selection and use of coping strategies, and the ability to recognize the emotional state of oneself and others.
- Emotional regulation plays a key role.
- The skill of emotional regulation aids in selecting coping strategies that are appropriate.
- Coping strategies may be considered to be the faculty of emotional regulation strategies, because these strategies enhance the quality of acting to or activating emotional regulation abilities.

RESEARCH QUESTIONS

1. What is the effect of emotional awareness exercises on empathy and adaptiveness in coping for pre-service teachers who participate in mixed reality simulation experiences?
2. How do preservice teachers participating in a mixed reality simulator perceive the importance of emotional intelligence and more specifically emotional awareness?
3. To what extent do the quantitative and qualitative data converge? How and why?

INSTRUMENTATION

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TREATMENT

REFERENCES