The Reciprocity of Emotion and Valuing: How to facilitate student awareness of their valuing processes.

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Based on the work of Graham, S. & Engelmann, E. (2008) and the Alverno College Valuing Department.
What is Emotion?

Emotion is not:
- Exactly the same as feeling
- Private and idiosyncratic
- The opposite of reason
- Entirely primitive or "natural", without any control

Rather, Emotion:
- Contains a judgment about something; includes cognition
- Is shaped by our social context (as is the way we express our emotions)
- Once we are aware of it, can be contextualized, affirmed, critiqued and/or re-directed
- Is linked closely with motivation
What Is Valuing?

Valuing is not:

- A set of pre-determined values.
- A set of pre-determined ethics.
- A set of pre-determined morals.
- A professional ethics code.

Rather, Valuing:

- Is a process (or processes) of decision-making based on multiple sources and having multiple indicators:
  - Multiple social contexts
  - Religious or Spiritual beliefs
  - Cultural aptitude and attitude
  - Emotional responses to self or other action
  - Moral sensitivity
The Importance of Emotion

- Emotion is a part of the valuing process and is reciprocally linked to the valuing decisions that students make (Alverno College Valuing Dept., 2004).

- The connections between emotion, cognition and motivation are established through much of the literature on emotion (Owen-Smith, 2008).
Emotion and Reason: Traditional View

- The role of emotion in learning has traditionally been studied for the ways in which emotion inhibits learning rather than enhancing the learning process.
When the Alverno Valuing Department Considered the roles of Reason, Emotion and Value:

- We could talk about how we “reason out” our values, and how we applied this reason to our decision-making processes, but we tended to underemphasize the initial response that often informs valuing itself....that is the emotional response, often seated in deep memory, myth and symbol...often unexplained by reason.
We have found the relationship between emotion and valuing to be a complex one, connected with issues of:

- **Moral Reasoning**: (As in the work of Kohlberg, Gilligan, Rest and others)

- **Epistemologies**: (Such as those of Perry, Belenky et al, and Baxter Magolda)

- **Cognition**: (Including the works of Bruner, Damasio, and Zjonc)

- “Moral Intuition”: (As characterized by Haidt or Benson).

- “Emotional Intelligence”: (Goleman, Boyatsis, Rhee, and others)
A Mature Valuing Stance includes Emotional Awareness

- In the development of a mature valuing stance, it is likely that the full emotional content of the pain, anger, abandonment, and sometimes grief, as well as curiosity, empathy, pleasure and even ecstasy may be encountered.

- How do we help students to access and use these emotions in their learning process?
The Valuing Process Involves Emotional Awareness

Learning through awareness of experience—whether that experience be positive or negative.
Valuing Includes Emotional Awareness of Other as well as of Self.

The Valuing process includes awareness of self and other.

Valuing Process necessitates: Sensitivity to other’s Experience (and hence, emotion).
Valuing is Complex

Sources Include: culture, spirituality, religion, introspection, philosophies, mentors, past learning experience, etc.
Teaching Valuing Awareness

Affirming, questioning, or critiquing one’s own response.
• Why do feel this way?
• What is important about my response?
• Am I contradicting myself?
• Who else is affected by my response?
• Is this emotion related to an un-critiqued cultural context?

Emotional Awareness
Represents an enhanced awareness of one’s own emotional response.

A MOST LIKELY BEGINNING
Acknowledgement of emotion → acknowledgement of value judgment(s) related to emotion.

Awareness of Emotional/Value Context.
Where does the value come from that is driving this emotion?
This is only the Beginning

- Emotional Awareness related to Valuing is a Recursive Process.
- We encounter new movement within our own cycle of emotional/value awareness as we encounter each new context:
  - Disciplinary Contexts
  - Cultural Contexts
  - Political Context
  - Change Demands
Beginning Valuing Includes:

Identifying and inferring one's own values as well as the values of others within multiple contexts. (Foundation Building) This involves emotional awareness as well as emotional management and sensitivity.

I can name my own values and the emotions they evoke.
I can infer values of others and the emotions they evoke in me and in them.
I can identify people, places and events as sources that have shaped my values, and/or the ways my spirituality impacts my values.
I can identify how I use the values I hold in my current roles as a family member, friend, student, employee, and citizen.
*I can recognize that certain situations have moral issues embedded in them.
*I can name the emotions that the moral issues in a situation evoke in me.
A Possible Student Exercise:

Think of a time when you made an important decision. What was the decision?

Who else was involved or affected by your decision? How were they affected? What might they have been thinking/feeling?

What were some of your emotional responses to the decision you made? (What were you feeling at the time? Were you responding to someone else? What were you thinking about? What was important to you?)

What do you think you were valuing the most at the time? What was at the heart of your decision? Are there Values that were important to you that you learned somewhere else? If so, where did you encounter them?

As you think about your decision now, is there anything you would do differently? What did you learn from it? What values will you carry from it?
Valuing at the Intermediate Level

**Intermediate Valuing Involves:**
- Exploring one’s own and others’ valuing and decision making within the social contexts that shape them and within the contexts of discipline frameworks (Point of Initial Integration). One grows to critically evaluate her values with an informed awareness of the process of value transformation and change.
A Helpful Intermediate Teaching Tool

- The work of Urie Bronfenbrenner (1977) can help students to grasp the relationship between their own personal valuing processes and the roles of reciprocal relationship between individual and social contexts.
- Bronfenbrenner refers to the proximal processes developed in the reciprocal relationships of Person, Process, Context, Time.

- As the Alverno student considers her own valuing stance, she examines the values of the discipline she studies as well as other social contexts and influences.
- She also explores her own ability to have influence on the values of the social contexts in which she lives and works.
Advanced Valuing

As one continues to develop awareness of both personal and community/organizational and/or cultural value and emotional awareness and sensitivity, s/he is able to engage a mature valuing stance:
Valuing at the Advanced Level:

- This is the opportunity for students to integrate valuing with the content of her academic work in an advanced and meaningful way.

- The Alverno Student further develops her ability to critically examine her own values and explain how those values inform her value stance. She becomes able to express ways that her increasing knowledge of other perspectives informs her own changes in personal and professional decisions.
The Integration of Valuing and Emotion at The Advanced Level

The Alverno Student:

- Will recognize the integration of emotion, thought, and belief in this process, as well as give expression to her own stable center of care and strength; that which is at the “heart” of her decision-making.
- Ultimately, such integration will develop her moral imagination.
Example of Valuing Work at the Advanced Level

Clinical Psychology Course (Senior Level): Student considers her core values related to the values apparent in the APA Ethical Principles, Ethics Code and Multi-cultural guidelines. She gives examples from the code, as well as examples of her own experiences within the clinical internship setting where she works.

She then considers how this comparative analysis will inform her future work in Psychology.
References and Helpful Reading


Chickering, Arthur, Dalton, Jon C., and Stamm, Liesa. *Encouraging authenticity and spirituality in higher education*


References and Helpful Reading
(Continued)


References and Helpful Reading (Continued)


Alverno College Valuing Department

- Patricia Geenen, Professional Communication : Chair
- Colleen Barnett, Instructional Services
- Patricia Bowne, Biology
- Margaret Earley, Religious Studies
- Jodi Eastberg, History
- Donna Engelmann, Philosophy
- Amy Fritz, Career Education
- Sandra Graham, Psychology
- Joanne Mack, Business Management
- Rosa Mendez, Nursing
- Marcia Mentkowski, Education Research & Evaluation
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