

R3107 Kawachi, P. (2006). The will to learn : Tutor's role
In P.R. Ramanujam (Ed.),
Globalisation, education and open distance learning. (pp.197-221)
New Delhi, India : Shipra
ISBN : 8-175-41272-0

The Will to Learn : Tutor's Role

Original Title

Affect and the Tutor's Role :
towards a theory for how to initiate the will to learn

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ABSTRACT :

Of the four dimensions – cognition, affect, metacognition, and the environment - associated with learning, the role of the tutor has focused on cognition – developing the students' knowledge and abilities to perform, with relatively little attention to intervening in the affective domain. Much less attention has been paid to bring students to understand how they learn - metacognition. And the attention paid to environmental aspects has largely focused on studies describing the various barriers. The present chapter develops the author's work in the affective domain on how to initiate the intrinsic motivations to learn and extends this to the tutor's role to intervene to initiate or modify desirable affect in the student. A self-monitoring model is constructed here to show how emotion arises, to how this produces mood, and then - through internal innate or external social force driving learning activity - how self assessment results in positive or negative affect. The opportunities for tutor intervention are then explained. The important message in this chapter is that the tutor can intervene rationally, purposively and successfully to create or modify affect, and the theory proposed here can be utilised easily in practice by the tutor.