Educational systems don’t care about students’ motivations and emotions, so why should educators?

The systems we’ve designed for learning rarely consider what drives individual growth, or how learners might feel in the classroom; yet decades of educational research show that motivations and emotions have powerful influences on engagement, persistence, performance and, ultimately, the well-being of learners. Why do we continue to design educational systems that ignore learners’ intrinsic motivations and emotions? In this talk, we will explore the tensions between what we label as “academic performance,” and the affective and motivational conditions that are known to promote deep learning.