

## Title: 동기와정서발달

- ✓ **Instructor:** 존마살리브
- ✓ **Institution:** 고려대학교
- ✓ **Dictated:** 노호철, 박성연, 김우리엘, 이유진



🔊 **[02:58]** Okay, lots of motivational concepts and where do you start?

🔊 **[03:06]** What's important? What are we going to focus on?

🔊 **[03:08]** We are going to go back to the team questions. Exactly. What is it? Where does it come from? Can you change it? What would you do with it teacher to change it.

🔊 **[03:24]** And now I think... first one, so we should start with...

🔊 **[03:33]** What is interest?

🔊 **[03:35]** We have got an issue. What's interest?

🔊 **[03:39]** Think about it.

🔊 **[03:40]** What do you say about...

🔊 **[03:42]** Say it to yourself. Interest.

🔊 **[03:58]** It's a feeling, belief, cognition, emotion, the way of being, unconscious experience.

🔊[04:09]What is it? A complex? Psychological state of motivation? What's interest? Where do you start... not the definition but the thing itself. How do you think? Say that aloud. Where do you start? This is a tough one.

🔊[04:31]This is so important in education. Interest. What is it?

🔊[04:33]Let's figure out.

🔊[04:38](student speaking) emotional state.

🔊[04:41]It's somehow...it's both. It's somehow...I don't say that's the answer.

🔊[04:48]somehow it's... I need one more word. Interaction. Overlap. Mutual reciprocity between emotion and cognition.

🔊[05:01]How was the relationship? I mean emotion and cognition and interest.

🔊[05:08]additive, interactive, perceptible...has this word.

🔊[05:16]I would like this class to be interest in.

🔊[05:19]your emotion, your cognition. To both somehow, how do we get interest part. Where does it come from? What is it? Everybody agree that it's combination of both emotion and cognition.

🔊[05:48]wait a minute.

🔊[06:00]It doesn't matter what the slide say.

🔊[06:01]it only matters what you've come with formulate as your understanding... concepts.

🔊[06:06]So, struggle with assumption and even if...I gave you a wrong answer.

🔊[06:10]I mean it's a comfort.

🔊[06:16]It only be helpful. Looking for the answer from the slide...not going to give it. We need you to go around and read a research.

🔊[06:34] I don't know what you think. There's few articles on an interest...

🔊[06:42] It's very popular and very...

🔊[06:48] Here is the....

🔊[06:53] We are going to have lots of perspectives here.

🔊[06:55] Let's get start with the article... what they say.

🔊[06:59] So, very.... It's hard to... psychological stage.

🔊[07:06] really a compromise, it's really a middle of... state of... what it is... psychological stage. I want to quit this position.

🔊[07:36] ... article.

🔊[07:40] had... emotional precognitive components...

🔊[07:43] I think they are now even... it's lazy. We are in a first five minutes. I think it's okay.

🔊[07:59] Biological groups I think they mean that it's not a hypothetical construct. You can go look for interest in brain. You can find. It's always interact with person with some object.

🔊[08:20] It's ideal or some kind of

🔊[08:22] It's always like ... not necessarily I'm not Interested in person because I am interested in this but I'm not interested in that.

🔊[08:32] Give you reaction.

🔊[08:35] You can say he is interesting but she's not.

🔊[08:58] Okay, hopefully you would thought people about Interest.

🔊[09:02]any kind of reaction you have to opening statement, the general opening statement.

🔊[09:07]What Interest is, some of it's characteristics.

🔊[09:12]That is very important question, what interest is.

🔊[09:21]I will describe it. Okay?

🔊[09:25]It seems like people.... two types they argue.

🔊[09:35]How do you... what kind of reaction...sort of two interrelated things, types of interest. Types. Situational, individual.

🔊[09:48]What kind of reaction you have for that?

🔊[09:52]Scientists have to be very skeptical.

🔊[09:55]So, is there any kind of voice inside...I don't know about that. There's a skeptic mirror every...has to pass.

🔊[10:27]Both education and psychology.

🔊[10:36]If you haven't thought about it. Think about it. Certainly, alternative position that you...

🔊[10:50]This article is very important slide.

🔊[10:52]This justifies main ... part today.

🔊[10:57]Why it's in our syllabus, why it's in your curriculum.

🔊[11:05]I think this one is particular...just

🔊[11:07]We can talk about how the environment interactive person to generate. Or maybe person interacts with their own knowledge and values activity to generate kind of enduring individual interests.

🔊 [11:29] This one really justifies been in class, been in curriculum...all the research...on it.

🔊 [11:36] Is it so motivationally important. To things people...educators.

🔊 [11:40] you care so much about it.

🔊 [11:45] I don't agree with this law but other people agree it' a means to the very valuable means.

🔊 [11:53] You can get attention learning knowledge achievement.

🔊 [12:05] most important engagement and expression.

🔊 [12:10] This is also a kind of means. So these are the outcomes.

🔊 [12:31] I think it...research,...research and document,...however you get...That makes it important when...

🔊 [13:05] We have to do a lot of research and work this out and I believe something like more opinion than fact but you have the motivational state...at least to change in behavior. I'm going to call it general behavior. I think specifically expiration and initiative.

🔊 [13:23] But in general, use the language of it. You can just say engagement.

🔊 [13:30] I'm reading about the topic, I participated in the groups, I put it effort. I'm trying to more on the...because of the interest.

🔊 [13:40] And this is engagement is the cause. How much you learn, achieve. So, these are kind of outcomes. How do you get the outcomes? You get them in interest. What else interest do? So, this is a slide.

🔊 [13:56] It's complex. We won't talk much about it in here.

🔊 [13:59] The interest has a close relationship with mini aspects of how students behave.

🔊 [14:05] And I think the articles in different language I will talk about is ...just the

article. We talked about effort, talked about emotions, talked about strategic learning and talked about continually reengagement and change of activity.

🔊 [14:26] So the state whatever we are going to call, the state of interest, emotional interest produces and engaged initiative individual.... get benefits from that there's not so engage. Reading the same book.

🔊 [14:50] Okay there are 4 stage model. Hope you are interested enough.

🔊 [14:54] Make it clear and... but in general, this is an outline.

🔊 [15:02] At first, two types of interest situation, there's a... two faiths. First, something has to catch your interest.

🔊 [15:14] interest in cartoon or joke or musical, YouTube video or something like that. I will invest my kitchen give the next twenty seconds jokes or my attention or curiosity. So, you have to check somehow.

🔊 [15:42] That has been maintain over time usually a situational supported. External support and situational support.

🔊 [16:13] The teacher comes back. We have interesting music piece yesterday or whenever. There's another interest thing. So, we try to maintain interest by continually.

🔊 [16:30] And then something imagine or happens as person somehow, I don't know what the right verb is.

🔊 [16:40] Somehow activity or suddenly say I like music, music is one of my interest.

🔊 [16:54] This is kind of individual interest whatever.... Now probably... person can generate when you play music, cartoon something like that.

🔊 [17:20] ultimate goal I think that the educators more than anything else, what they are trying to do is... their interest. So, you can be... you can create your own knowledge.

🔊 [18:54] That's what I give a couple of definitions.

🔊[19:01] So situational interest they say, just curiosity.

🔊[19:45] This is just another web.

🔊[19:47] We are still on this line.

🔊[19:49] I want to talk to you what you think about it.

🔊[19:53] I want to ask you to question had they discovered the secret path.

🔊[20:00] give well-developed interest taken, tell you the 4 step' teachers for pairs athlete coaches need to follow in order to go from I don't care about math or science or PE or some writer or fiction.

🔊[20:25] I would like to teach about interest.

🔊[20:31] And I had this imagine...part of you and knowledge in your values then you say.

🔊[20:43] You know, but when I started I did not like that..... But now I am interested in.

🔊[20:58] Do they have prescription step by step...how to develop interest. How about another question.

🔊[21:22] Would you agree that the starting point is the people don't have an interest .... system. People are interested...assumption.

🔊[21:53] You aren't interested motivation and emotion. Here's the older way of looking at it.

🔊[22:04] still it's come to same thing.

🔊[22:09] Sometimes we all read ten different article by ten different people your understanding is somehow .... Merger... look at same thing from couple of different perspective.

🔊[22:27] See another way different term is very similar first they have to catch people interest, catch the attention...and then you have to hold it.

🔊[23:00] to take it from lecturer into a computer learning group and try to maintain it, a whole.

🔊[23:04] And I tried to give some examples of what they did in research, to spark and maintain.

🔊[23:11] And then, just to give you a couple of references not to go in detail, but if you are interested, you can go and explore with these articles.

🔊[23:17] Somehow, first the majors begin to develop because during all the situational interest, people read, people explore, people talk about idea, people manipulate contents, they play games, they type on the computer especially web-sites, things like that.

🔊[23:34] They begin to adopt knowledge, maybe more than.

🔊[23:39] They begin to appreciate the content, the object, the idea, and existence of value, where there is an attainment value, intrinsic value, utility value, those kind of things.

🔊[23:52] Or somehow, it hits the self that has personal realm, personal beating.

🔊[24:01] We will talk about that later, it's very important.

🔊[24:03] And here's a couple of articles that if you are interested in personal interest in knowledge, we can go over in example article; what about value and the personal meaning calls



🔊[24:19] So something magical has happened here, and it's saying that this process has been build.

🔊[24:33] Wait, can we go back?

🔊[24:38] Thank you.

🔊[24:40] You found the article, you found that idea, are you satisfied, understand the interest what's...

🔊[24:56] I'm not so sure that categorical reaction such had

🔊[24:58] Are you excited by the article, are you excited?

🔊[25:03] I did understand, I did not understand, you are dissatisfied

🔊[25:11] (student speaking) First of all,how the author...for me something about how situational interest changes ...personal relationships

🔊[25:52] Let me go through the article a little bit, and tell you how skeptic I read it.

🔊[25:58] At first, I think the topic is just beautiful.

🔊[26:02] The development of, and that's what this course is.

🔊[26:04] It's bingo, and that's why this article, I asked you to read it.

🔊[26:08] The development of crucial educationally relevant motivation, or emotion, I don't know how proper that is.

🔊[26:15] So, the spirit of the article is just, that's why ... what people always desperately need among interests.

🔊[26:27] You know, country, I know it needs a model of interest development more than Korea where you've got these unbelievably successful students, high achievement, they don't enjoy, they are not interested in a subject itself.

🔊[26:42] I don't really care so much about X, but more I can base a test on it.

🔊[26:48] It's one of the reasons I'm here; I'm deeply disturbed by this paradox where there is so much achievements, so little satisfactions

🔊[26:59] And that does not make any sense about right time motivation research.

🔊[27:03] So I would think everybody to take care of Asian cultures, China culture and maybe Japan or Korea definitely.

🔊[27:13] We need not only to learn about X, but we need to also develop this personal interest.

🔊[27:21] So as you leave school, you leave high school and you just drop it.

🔊[27:25] It's over, I don't have to do that anymore, and you never go back to reengaged although you are a very successful student.

🔊[27:33] You don't ?

🔊[27:38] So I really love the spirit of the article but it goes on, it finds it. it gets the character but it's hard to find it, I wish I'd ?

🔊[27:50] But actually go through the four faced model, what should be next?

🔊[27:54] As you outlined your model, what's the, on page, what yard of the article?

🔊[28:04] They define, they start with what educators most care about.

🔊[28:08] The functional significance why educators care about interest so much.

🔊[28:11] It predicts attention, goals, levels of learning, blahblahlha.

🔊[28:16] It's really important, here's what are these,here's characteristics, and here'sfour faced distributing model.

🔊[28:23] What's the next, what should the next section be?

🔊[28:32] Empirical evidence, validation, test of the model, or at least the explanation of the data that led you to the model.

🔊[28:39] And they start off with the definitely, I don't know, this is automatically rejected in the article.



🔊[28:45] Okay, please don't stretch and talk about?

🔊[28:51] They don't really give any empirical evidence.

🔊[28:54] That should be a red light.

🔊[28:56] that should be a red light.

🔊[28:58] And I really recommend, if you really like them all, go ahead and test it if you can find it.

🔊[29:04] It's supposed to be ...a development model, it's not?

🔊[29:10] And then they go into alternative conceptualization of interest... actually not interested and they go into applications.

🔊[29:16] But the point is, there is no data and there is no validity evidence.

🔊[29:19] You should be suspicious in?

🔊[29:25] And they follow it up, I don't know if you have the chance to go the part of our scene, the 2011 article, again kind of a personal opinion occurs in the self-box

🔊[29:43] The last thing you want to do is give the field, error.

🔊[29:47] Something that's true and that's not.



🔊[29:50] So first, you do all, I'd like you to develop a questionnaire.

🔊[29:53] You don't just give a questionnaire, and say I hope it works out.

🔊[29:57] Do the all tough work first to develop a validated questionnaire and after show exactly right and you show the lecturer and researchers the questionnaire.

🔊[30:10] It's a very important step and if you are interested in this article, they need you to write a paper about empirical test of for faced model.

🔊[30:21] I don't think it would work out though, frankly.

🔊[30:23] (student speaking) Then why are they struggling to provide empirical data outward, looking through the data, keep struggling?

🔊[30:33] I don't know.

🔊[30:35] Where did it came from originally, most of them are unders... there are three of ...

🔊[30:45] The beginning, the role of interest in learning and development, they are three of European scholars you said, no ones pay attention to interest, we should pay attention to interest.

🔊[30:57] It's very interesting, the book is really recommended, it's dated now, it's 1993, it's brilliant at least from the context of 1993.

🔊[31:09] Where does this model come from?

🔊[31:13] Cell phone call, I want you to come, once in Canada, once in, she's in North or somewhere.

🔊[31:29] Once you come on down in couple of weeks, we'll sit around table and we will figure this out.

🔊[31:33] We will figure out and get around all their experience, all their relationships and the data from other studies that they have done, and they have figured it out over ...write the articles.

🔊[31:46] So, it's a top-down process.

🔊[31:49] And fairness, a lot of theories are kind of a top-down process.

🔊[31:55] The worst example ever I think is master hierarchy,

🔊[31:58] Before you get the evidence, you just say this is what I think is the model, and if it's... it will be accepted as of still, and all the textbooks still.

🔊[32:15] But they look like top-down process.

🔊[32:17] And that's some people, especially European scholars work that way.

🔊[32:22] If you think it out logically because they are philosophers, they kind of perch the logic in... counter-examples

🔊[32:33] They don't say they give the evidence.

🔊[32:35] They say three things can disprove them all.

🔊[32:37] I don't know if you can remember that part of the article.

🔊[32:38] But here's the three things that disprove them all. If you didn't have situational explanation and start with... they give three explanations.

🔊[32:48] So it's all logical, two of them all.

🔊[32:52] And I much prefer the up way.

🔊[32:56] You do the 10 years of research and the data tell you how they work in all, well it's kind of a bottom-up approach.

🔊[33:02] You know, ideally, I think in both, that's the best way to do.

🔊[33:08] I don't think bottom-up works much better, skinnier approach of model, although it's accurate it probably won't produce...

🔊[33:27] That's why this is in the class, we are trying to figure out what interest is, how it develops.

🔊[33:33] So if you care about other people's interest, you would be in a strong position and foster growth in their interest.

🔊[33:49] Okay, another way of looking at it is, um, first of all, psychological needs, this is the under process model this is... talk about it some?

🔊[34:02] I just gave a very general overview of it, another view of what interest is.

🔊[34:07] And basically, it's a two faced model where instead of situational interest and individual interest, its interest is initiative of attention and initiative of aspiration and provision.

🔊[34:26] I wonder how it would go, interaction with the activity.

🔊[34:30] Hopefully, there are a lot of back and forth of learning, a lot of changing.

🔊[34:34] And your ear, it's hard to experience satisfaction, dissatisfaction with the experience.

🔊[34:39] I mean like, it's a something simple as here is a book that might be interesting.

🔊[34:44] Let me, kind of curious about it, let me check it out.

🔊[34:49] Ah, that's not what I thought.

🔊[34:52] So I am no longer interested, I didn't experience enjoyment.

🔊[34:54] Or, ah that's what I'm exactly looking for, let me read this.



🔊[34:59] So now you start going from interest to enjoyment, as enjoyment, the satisfaction that creates the re-engagement and persistence.

🔊[35:07] So it's just the view of any interaction of you start off tentatively?

🔊[35:12] I wonder how this would work, I wonder if it would be interesting, I wonder if I will do well in the task, I wonder it's the relevant way I hope it would be to what I am searching for.

🔊[35:23] And then, to some extent, you get dissatisfaction and satisfaction, and the interest changes, if this interest has an emotion.

🔊[35:33] so there is no cognition, so the emotion switches to enjoyment, satisfaction.

🔊[35:40] So it's involvement, initial involvement to satisfaction and that's the episode of activity, and so it's transition from interest to enjoyment.

🔊[35:51] It must be 1992, Sorry that's from 1992.

🔊[35:57] I really recommend this chapter.

🔊[36:03] And this is the basic understanding of ...

🔊[36:06] One of the questions is how have you measured interest, it's a very important question if you go to study, thinking school or something like this.

🔊[36:15] So, first, but here's this model, interest and psychological needs, personal goals, so any event that choose up a relevance to psychological needs, satisfaction or the personal goal, in other words, it texts the self.

🔊[36:39] This is relevant. I need your goals.

🔊[36:43] This is not a normal activity, this has a special importance.

🔊[36:47] And that what interest is the activation of the personal goal as inside.

🔊[36:54] Just to link it with last time or if you listen to Manstinsky or probably web-site or a symposium

🔊[37:03] There's a big difference when intrinsic goal and extrinsic goal, let me just remind it.

🔊[37:08] An intrinsic goal basically is an inner orientation where you say, this activity is relevant to my psychological needs or not this activity is a goal, it has a potential to go and satisfy psychological goal

🔊[37:22] That's what intrinsic goal, that's what it is.

🔊[37:24] But there's also extrinsic goal, that is an outward orientation and it is relevant to extra continuously.

🔊[37:31] So this is an intrinsic goal or psychological need which are the same thing.

🔊[37:37] Psychological need, that's the intrinsic goal, signal, psychological need, so this is one thing.

🔊[37:44] But if the event is relevant to competence and relatedness, then I experience interest and it's kind of a question we show...

🔊[37:55] It's basically the curiosity and interest, maybe expiration.

🔊[38:01] And then, you go to, as you interact with the activity, you start to cope and learn about it, then you, it's not that you go to situational personal interest, it's actually a switch to a different emotion – it becomes enjoyment.

🔊[38:24] it really works well, it's kind of weird

🔊[38:28] persistence and re-engagement and behavioral expiration

🔊[38:34] So it's two emotionality based on the expiration on one hand, and satisfaction.

🔊[38:43] Interest as an emotion, um again, I'd rather talk than lecture figure these things out, but really if you want to look at interest as an emotion, you have to kind of leave educational psychology and you go to psychology.

🔊[39:00] It's not really recommended to start with, people kind of read this book about...this has been re-engaged a lot

🔊[39:06] This is an old book, 1977 but sometimes old books are good books.

🔊[39:11] And it has a chapter on the interest and chapter on anger, chapter on fear, chapter on disgust, a lot of chapters are interesting.

🔊[39:19] So it's a primary basic emotion just like anger.

🔊[39:24] A lot of people understand it this way.

🔊[39:29] This is a biological view.

🔊[39:33] Interest is a biologically based emotion.

🔊[39:35] Still, there is a cognitive or phrasal view of the emotion, this tries to give a sentence of... what is to say?

🔊[39:53] We will talk about emotions in...but there are two basic view to see emotion– biological view and cognitive view, and the cognitive view is very popular, still... where all emotions are primary phrase or secondary phrase.

🔊[40:12] so what's significance in the event and how well I am coping with the event or always called with any kind of emotion.

🔊[40:19] So he says, what's the phrasal that leads to the interest, its complexity, its novelty, is it new, is it you know... remember, they talk about in the articles

🔊[40:32] So it's an attention game.

🔊[40:34] And then as a book or a piece of music, or a new person that you met

that get your attention, that's a phrasal, is it new, novel, complex, changing, surprising like this.

🔊[40:50] And then, there's a coping potential, or he calls it a comprehension.

🔊[40:55] If I understand the complexity and the novelty, and I make the phrasal that I understand it, I get it.

🔊[41:02] That's the other coping potential of the object so listening to music is really different, it has got different sound, and then I'm able to match it with schemas and understand it, and that's the experience, that is the interest.

🔊[41:19] If you are caught by novelty and then you go to comprehension and understanding or learning, that's the phrasal of interest, so something that's attention getting and something that's comprehensive.

🔊[41:42] Just to point out my number one criticism ...never answer the question

🔊[41:52] Interest in fully ... research

🔊[41:57] you have to explain, if you ...will have this verified, I promise you that the first day of life, interest is there in the nervous system of the child.

🔊[42:10] You can definitely recognize it on the face, you can recognize expiration and anger, it's fully developed interest is there from birth, and the for faced model completely explains that.

🔊[42:25] Questions.. ?

🔊[42:28] These other views argue that there is a fundamentally different way of thinking about interest. and that is, that is always there.

🔊[42:37] You don't have to develop it, you can get an object rather than another but interest, almost another word for intrinsic motivation, but interest is always there and that is not developed.

🔊[42:52] It's just...

🔊[42:55] So everyone in here has full potential, they are already fully interested in the subject matter

🔊[42:59] They are already fully interested in the subject matter perceptin content.

🔊[43:03] I see, each you guys joke here probably figure out and psychological felt.

🔊[43:13] So, about at least in my short evidence, here is one year old child, my child.

🔊[43:20] This is the best picture I've ever seen of the face of interesting scene.

🔊[43:25] This is much better in got in amount of research that haven't follow...

🔊[43:32] Much better than the questionnaire, I ask you interesting in side, to interest in activity, interest in...

🔊[43:39] I just video tape you, and I will know how interest you were not from your questionnaire or personal reflection...but from your facial expression.

🔊[43:47] So, we work hard to identify the face of interest, and these are the three cases of signs.

🔊[43:53] This is unusually large, this is more like a...

🔊[44:00] We will talk about emotion later.

🔊[44:01] Face expression is very important especially if you work with young children, and fill out personal experience.

🔊[44:07] But, this is important lip part and a jaw drop.

🔊[44:11] Jaw drop, you might see like surprise and something like that.

🔊[44:16] Jaw drop is drop at all as your, just little bit 2 millimeter part.

🔊[44:22] [Teacher and Students Giggling]

🔊[44:31] Just like the lip in the air...

🔊[44:36] The teeth not even touch it.

🔊[44:38] Always you see a lot of eyes that just means...

🔊[44:41] Again, involuntary response that means upper eyelids has opened.

🔊[44:48] Your eyebrows don't raise.

🔊[44:50] Again, you can't do this voluntarily that's why it is so hard.

🔊[44:52] You can't get an ...come in.

🔊[44:54] Show me an interest, I will take a picture.

🔊[44:57] [Teacher and Student Giggling] They show fear.

🔊[45:01] and the nose, and this is a lot of years ago.

🔊[45:09] But, this is how we operate to divide it, so we play the video tape of the person doing activity in fast-forward.

🔊[45:16] We just got a pencil and eraser, put it on the screen and measure the deviations how much the nose moved.

🔊[45:27] You can actually do the movement.

🔊[45:36] How much the nose move...

🔊[45:37] In interest, it doesn't move.

🔊[45:47] But, where are we going to, you don't have to be consciously, where are we?

🔊[45:51] It's biological brain generated emotional state, attention and expiration, investigation.

🔊[46:00] Now we are way to go on interest?

🔊[46:06] After introduce stuffs, I could have no inclusion check.

🔊[46:10] You help me to figure this out.

🔊[46:12] We can, now we talk about what's interest.

🔊[46:17] Don't let's go to the next subject matter without making progress on this.

🔊[46:21] You don't have to have the answer but you have to make some progress.

🔊[46:26] Can you rule anything else?

🔊[46:28] Now, what it is interest.

🔊[46:32] That's all we agree with and education work, workdefine.

🔊[46:41] But, if you can give me a recommendation, have to grow it, it's fine.

🔊[46:56] All you need make progress for further if I agree exceptional interest in scary experiences.

🔊[47:22] Ok, think about it.

🔊[47:23] We will go head with curiosity.

🔊[47:25] I think, it's very exemplar, interest?

🔊[47:29] So, all representatives more stuffs before take the record come back and ask about interest again.

🔊[47:37] Figure it out.





🔊[47:41] Curiosity in situation and interest is barely difficult.

🔊[47:46] [Teacher mumbling]

🔊[47:51] Now, this is pretty good consensus.

🔊[47:54] They don't call this... here is dedication.

🔊[47:58] cognitively generative emotion, this is very Kazanian, it's very Eskimo faces.

🔊[48:03] It's cognitively generative emotion generates whatever effort to American students' experiences knowledge gaps.

🔊[48:12] Knowledge gap is some curious.

🔊[48:16] So, you don't hope definition and a cause, and who see you do satisfy with this?

🔊[48:27] But, there is a pretty good consensus out there.

🔊[48:29] People understand curiosity much better than in charge of consensus of opinion, and we all agree that's were curiosity, that's where comes from.

🔊[48:38] We can manipulate it...

🔊[48:42] You can how figure out answer and a versus interest kind of fuzzy.

🔊[48:47] [Teacher Mumbling]

🔊[48:54] It's no instruction base whenever your personal surprise by environment, whenever you are tricked by environment.

🔊[49:02] Something happens you to expect, you predict something else.

🔊[49:09] You seek to resolve information gap, knowledge gap.

🔊[49:14] They can't be write.

🔊[49:16] This is just be a Piaget. That's the fuel of running.

🔊[49:21] That's why causes and simulation and commendation that.

🔊[49:27] So, you want to catch the rock part, you want some surprise.

🔊[49:31] You want to reveal all information gaps.

🔊[49:37] Emotional aspects that is curiosity.

🔊[49:41] Now you maybe where my knowledge gap, curious how in close with knowledge gap.

🔊[49:51] So, next time, I will give write instruction.

🔊[49:56] It won't be, I'm trying to all with this examples.

🔊[50:01] I will introduce curiosity and put it all together.

🔊[50:05] There will be a slide how the curiosity works and makes interest.

🔊[50:11] So, here is the picture how it works.

🔊[50:14] So, student, a reader, and anybody of athlete comes into learning opportunity with knowledge structures, skimmers

🔊[50:28] What I know, what I expect, what I predict, or my knowledge misleads.

🔊[50:32] So, everything I believe, and everything I expect.

🔊[50:34] Here is the book on a motion.

🔊[50:37] What's going to be in here?

🔊[50:40] About anger, probably about aggression, I have all this knowledge expectations about what's probably in there.

🔊[50:47] You come in here, and you say, "I know what are we going to do in class."

🔊[50:51] "He is going to... his PowerPoint, lecture for an hour."

🔊[50:55] ask the questions. Never going to have grade. I hope you ask about the reading.

🔊[51:08] That's the way what class goes, and then you did expectations, or how



anything is going to go.

🔊[51:16] People have expectations and predictions and knowledge.

🔊[51:18] That allowed to forecast.

🔊[51:21] But then, environment throws advice engine.

🔊[51:27] People don't have perfect understanding, and this will produce, when something is unfamiliar.

🔊[51:34] I have never met somebody have doubt that before.

🔊[51:37] He did something difference in class, or something happens that I didn't expect to happen.

🔊[51:47] You know, I am watching the baseball games, and I call my team is going to win and surprise that they lost.

🔊[51:56] I really proud of that they are going to win that game, but they lost.

🔊[51:59] So, I've got this kind of conflict.

🔊[52:01] The Piaget called that disequilibrium

🔊[52:11] Piaget never use that word, but I am going to change...

🔊[52:20] Because disequilibrium does not have to be some kind of curiosity, it does not have to be pleasant emotion.

🔊[52:27] This more like itch, it can be irritate, you got to be, why is it itch?

🔊[52:34] Something that you have to feel with getting rid of them, something that you want to go away.

🔊[52:43] So, this curiosity and suffering, disequilibrium, something curiosity, at least learning...

🔊[52:52] Perhaps, you can, this is too unfamiliar, it is too unpredictable, it is too evaluate something too much.

🔊[53:00] You just can't understand it.

🔊[53:03] Teachers are talking about periodic table.

🔊[53:07] That's a mystery.

🔊[53:09] I don't know what the numbers and the symbols mean and why is got this plenty looking design.

🔊[53:15] You know, that's too much, forget it.

🔊[53:18] I'm shutting down.

🔊[53:22] The way I am talking about.

🔊[53:25] Maybe, if I mean, I know I am talking too fast and you may have trouble with the English.

🔊[53:33] After a while. You said what this guy is talking unfamiliar, it's too hard to follow, it's not worth it, I'm shutting down.

🔊[53:39] make adjustments to talk slower or use more familiar language.

🔊[53:52] So, here is the idea.

🔊[53:54] an expectancy violation, I thought this will happen.

🔊[53:57] Something else is happening because of expectancy violation.

🔊[54:00] They causes the curiosity and disequilibrium that leads to the curiosity, and curiosity produces engagement learn. '

🔊[54:10] So let me go through some illustrations.

🔊[54:13] So you can get to feel some curiosity, and you can get to feel for manipulate, or picque.

🔊[54:24] Ok, ask students, here is the formula.

🔊[54:27] How to...ask students the familiar or difficult questions.

🔊[54:32] How many waiting minutes in a typical day.

🔊[54:38] Now, here is the point.

🔊[54:41] People, you know, have the knowledge how many minutes, hours...

🔊[54:50] The point is, you don't care about that information.

🔊[54:56] Until I have to make you aware of miss prediction of knowledge gap.

🔊[55:00] If I can make you aware that you don't know.

🔊[55:03] There, knowledge, your estimates into fission, everything changes, motivationally everything changes.

🔊[55:09] You have to know the information, I created each by saying it.

🔊[55:12] How many minute, a waiting minute difficult in a day, and you answer the question.

🔊[55:18] How many minutes in a typical day?

🔊[55:25] You still no one cares.

🔊[55:29] Unless you dispute with me and you answer the question. 500. And I say no.

🔊[55:36] At that point, as soon as I know, you care, you care that some, but you never that curious.

🔊[55:42] Unless I give you an answer, your expectancy, your knowledge is violent.

🔊[55:47] So, the teacher has to reveal the knowledge gap.

🔊[55:51] Ok, how many minutes?

🔊[55:58] So, that's the problem that people don't want to reveal their dignity.

🔊[56:00] So, you might, generally say out loud. That works in America. That doesn't work in Korea or China.

🔊[56:07] We will find it out a piece of paper.

🔊[56:10] We talk about cooperative learning, it have to get people to reveal their knowledge.

🔊[56:14] Curiosity won't come until wrong, until you don't understand, you

mispredicted.

🔊[56:21] People will stay, let's write it down and feedback, probably, guess in that feedback.

🔊[56:27] Here is my alternative answer.

🔊[56:31] Nope, that's for cause of the curiosity.

🔊[56:36] A teacher comes to be able to participate kindergarten kind of thing.

🔊[56:42] A teacher brings in an object talk about during the activity, the teacher could bring it in.

🔊[56:48] Put it on the table...would be interested in some experience.

🔊[56:56] But if you want to just to be passionately interested in, and you want the class just blossom with the curiosity.

🔊[57:00] just perfect. Put it in a box, wrap it in a box you want. Put it in on the table.

🔊[57:06] Who's going to guess.

🔊[57:10] Is it a puppy?

🔊[57:14] They got to know, they are dying to know what's in that box.

🔊[57:20] So just two ways of instruction. One box for curiosity and one...

🔊[57:29] And more times you say no, no, no. Curiosity builds.

🔊[57:36] In which country are more people currently trying to learn the English language the United States or China?

🔊[57:49] (student speaking) United States.

🔊[57:51] Nope.

🔊[57:56] England. Nope. You put England over there that's what...

🔊[58:05] (student speaking) More people are learning English in China even...

🔊[58:15] It's not... in the school. That's kind of...

🔊[58:18] I want to try to build a curiosity.

🔊[58:20] probably so many on China.

🔊[58:25] It's no big deal.

🔊[58:28] But then, but how many? This is a part of question.

🔊[58:29] But, how many. How many people in China? Three times? Ten times?

🔊[58:36] how many? Then you don't have to answer to that.

🔊[58:40] you can careless. I'm sure.

🔊[58:43] until you start to guess with me and then you have to know.

🔊[58:47] Just try it. How many people, how many more people. Give me a number.

🔊[58:54] more people are trying to learn currently English language in China compare to US.

🔊[59:01] It's more than one. More people in China are learning English than the United States.

🔊[59:08] Tell me, what's the reason.

🔊[59:13] (student speaking) 2.5

🔊[59:14] 2.5?

🔊[59:16] Then, I say no. It's not 2.5. It's higher than 2.5.

🔊[59:20] Let me guess again. You can just say if you start to care all little bit and maybe...You say more than 2.5.



🔊[59:33] four. I will say good enough because it's five.

🔊[59:37] It's five times as many people trying to learn English in China.

🔊[59:47] Unfortunately, I didn't look this up for...I think it's something like...you tell me.

🔊[59:52] I really like to know the answer.

🔊[59:55] Korea is the X largest economy in the world.

🔊[60:00] Curiosity in using questions. The way I think of teachership. I've got this lesson plan.

🔊[60:08] So, what is this? Anybody know? How big is the economy in the world?

🔊[60:16] You know the question is? How big the GDP or the economy?

🔊[60:25] The biggest economy is the US, what's second?

🔊[60:28] What's second? This is the question.

🔊[60:30] If I'm teaching economics, this is the... Here's the control group.

🔊[60:35] I could tell you where's the top5 or top10.

🔊[60:38] I think Korea is about that.

🔊[60:42] Anybody know? Eleven? I'll bet the try. Give her take 1, it's about 11.

🔊[60:50] So, that makes it personally relevant. This is my country...but let's say try to get top10.

🔊[60:57] That's too hard. So, let's try to get top5.

🔊[61:00] If I'm teaching economics, I could tell you and tomorrow you won't forget.



🔊[61:09] Maybe I can remember Korea is 11, it's personally relevant, so I could remember that.

🔊[61:14] See if you will remember, we will comeback. I'll ask you what the... how big the economy on the world state as in. 11. Because it's personally relevant.

🔊[61:24] What's the top5? If I tell you, you won't care.

🔊[61:26] If I had you to guess in a feedback, you will remember.

🔊[61:32] What's the top5? US is the number1. I said by far what was number2?

🔊[61:37] China. Try. What's number 3 then? What used to be? Japan.

🔊[61:42] Now it gets little hard. What's fourth?

🔊[61:45] We got three. So, you won't surprised by that.

🔊[61:48] You already had the knowledge. So, a lot learning and expiration. Looking it up on the web, reading books and looking the maps and asking questions to the professor. Then what would happen?

🔊[62:04] What's 4 or 5? Country. So the economic system. Actually, I'm not sure. I have to ask it to the economic professor.

🔊[62:27] I think the European Unions are little larger. A little bit than the US.

🔊[62:35] I think the EU would be first. US will second and China, Japan. It's not Korea.

🔊[62:48] Now let's just pretend, so we have time to discuss. You guess and then I don't tell.

🔊[63:00] Now the question is. Is the curiosity enough to motivate expiration, initiative, looking up on the web pulling out your iPad or whatever and looking it up on Wikipedia or some economic site...

🔊[63:17] Is it enough?

🔊[63:18] Have I motivated you enough to instigate already behave expiration and initiative.

🔊[63:26] We want to... necessarily answer the question.

🔊[63:31] And my favorite question...It's about the U.S. I gave you a map. But my favorite question.It's great way of question...you can feel motivation to want to look this up.

🔊[63:48] I gave you a map. You want to look it up.

🔊[63:51] Let me ask you US question of the 48 states not counting Hawaii and Western.

🔊[63:56] Which one has the most shore?

🔊[64:01] It's the chance to guess and feedback and be curious.

🔊[64:06] So, take some shots. I will give you the picture, come on.

🔊[64:11] I want to ask your midterm representation. I don't want you to look at the picture.

🔊[64:14] I want to draw down the map to give you the answer but not the question.

🔊[64:18] I want your knowledge structure. I want the midterm representation. I'll show you the map.

🔊[64:21] Ask you the question. Which state of the 48 has the most shore line?

🔊[64:25] And you don't know the states.

🔊[64:30] Some of you are going to know states.

🔊[64:34] I will start on. Everybody will say Florida.

🔊[64:36] It's not Florida. I cheated. Look at these.

🔊[64:47] It's not California. It's a state...it has more shore line than California.

🔊[64:59] What would you guess than?

🔊[65:02] What would you guess then?

🔊[65:19] This much shore line that all counts but there is state have more. People would guess Texas has much shore line... but it's not Texas, either.

🔊[65:32] If I am doing a study, I want to ask you now how curious you are. Now I'm going to compare when I first ask the question.

🔊[65:43] I'm looking forward to rough, or spark of curiosity or I can just measure your eye gauge at the map or trying to find the answer for explanation.

🔊[65:57] Who will be next.

🔊[66:07] Minnesota is just continents of...

🔊[66:32] Another strategy, try the curiosity in the room to motivate expiration or list question and answer in the book or looking up the web search is suspense.

🔊[66:45] I like the suspense as an example, it really works. Where to start research  
...there's a very famous movie director in United States, Alfred Hitchcock.

🔊[67:01] He was asked in interviews. What makes your movie so suspense or the suspense...how do you create suspense? That was the exact question teacher might want to ask.

🔊[67:18] It's very simple. It's easy. He says all suspense is this.

🔊[67:25] you have a good guy and a bad guy.

🔊[67:28] and what suspense is emotion toward a good guy that good things what happen hope and good things what happen and fear the bad thing what happen to this guy.

🔊[67:36] and suspense is also there's a bad guy, you fear good things what happen to the bad guy and you hope bad things happen to bad guy.

🔊[67:46] That's all it is. So...As you tell a story, there's a good guy and a bad guy. And things happening.

🔊[67:50] They give it up struggle somehow. And things...good things start happening for the good guy. I hope he wins, I hope he gets the girl. I kind of get away of the trick.

🔊[68:05] and that's suspense. I wonder if I can get away for that. I fear, so get away for that. And I hope to find out his plan.

🔊[68:16] It's all you have to do to create suspense. So, you want to know the end whether good things happen to the good guy and bad things didn't happen to the bad

guy.

🔊[68:24] But in science, it's like...I've got my hypothesis and other hypothesis and I hope my hypothesis or my prediction sometime is right and I figure out it might be wrong that they say I am wrong.

🔊[68:39] And I hope the other theory is wrong... And that's hope and fear... That's suspense.

🔊[68:57] And you have full attention, you are going to remember the answer.

🔊[69:03] So, it shows some problems...demonstration ask to make a prediction about the outcome.

🔊[69:14] ask you to make a prediction and ask you to somehow collect the data on the web. So, you want to know right and wrong.

🔊[69:27] So, here's examples. I really like the book readings.

🔊[69:34] You just turning the pages, reading the book. What's on the next page? What's going to happen? What do you think?

🔊[70:00] And the child wants to read the next page. I want to see what happens. That's suspense. One that I really like in class is...

🔊[70:16] try to take some economic...coming out from GDP report tomorrow. Coming tomorrow.

🔊[70:31] All about prediction.

🔊[70:37] Here's the ask of predictions. Here's the train.

🔊[70:45] toys together. Good little boys, good little girls.

🔊[71:03] What do you think the big engine will say?

🔊[71:08] What do you think about... What do you think? Would it help? So, what do you think?

🔊[71:20] Did big engine help the toys? I'm a big important engine...blah, blah, blah.

🔊[71:28] He says.



🔊[71:38] But it makes the story fun. Just I give you watching a mystery. Reading a mystery.

🔊[71:43] It's much more interest in curiosity. If you go along with the author or screenwriter and try to play what's going to happen.

🔊[71:55] So, you are watching the identity something like this.

🔊[72:03] Ask for predictions. If we can conduct internet search and index of profession impact, how we can trace Korea University compare with SNU and Yonsei, Hanyang and other universities.

🔊[72:28] I hope it will come to good and I fear Yonsei wins the competition.

🔊[72:36] If you ask me in advance, you can ask me collected data.

🔊[72:45] So, in one form of...sorry, examples are not so good and not relevant to ...  
but teacher...he's trying to suspense in the question. What am I care about? What are high school students care about?

🔊[73:02] taking English class, what can I ask or may prediction.

🔊[73:10] but controversy, more than one possible answer. Two, or three or four debates.

🔊[73:16] One that I've seen, when dinosaurs go, why aren't men interested in teaching. How do you...what's the meaning of the book or symbol in the book or character in the book. Where the moon come from?

🔊[73:34] Lots of questions like that, the teacher knows the content they can come up with the controversial questions.

🔊[73:43] And the five students as a group make some their position, whole together or if the question is like where the moon comes from break four different groups and you have four sources of material, this article or this video says it's an asteroid and this one says it broke out from the earth and this one says it came from some other source.

🔊[74:08] Everybody reads and they start to debate and I care much during this debate.

🔊[74:14] I want my answer to be right and I fear that you got better explanation.

🔊[74:19] And the controversy itself creates knowledge gaps that makes it interesting.

🔊[74:24] Why do you believe that?

🔊 [74:32] So as you struggle...one more contradiction. Controversial...true.Conclusion...on the PowerPoint slide.

🔊[74:50] That people just going to say, no that's not true like something these are all things. I just want...and the professor put the chemical simple...may talk about this in class.

🔊[75:14] put them together.

🔊[75:30] And then you start talking about salt.

🔊[75:36] You start talking about salt.

🔊[75:50] What's the most biologically successful creature?

🔊[75:55] Everybody. Humans. The ultimate's. Then everybody says no it's not human.

🔊[76:05] Contradiction is...

🔊[76:09] And then ten points of evidence, that lead to the conclusion that have lots more...it's amazing.

🔊[76:21] put all the humans together and you weigh them. It's amazing. How many more, how long...they figured out...much better than...

🔊[76:36] Who's going to be go first?

🔊[76:43] Personal experience.

🔊[76:48] You got a remember, 30 years ago. I was an undergraduate. Then, professor came in.

🔊[77:00] Now, 30 years ago. They believes men are stronger and taller.

🔊[77:10] Remember what the control group is.

🔊[77:15] Let's talk about gender differences, sex differences and table says who is more like to answer. Life expectancy and all the data. If I just give you the dry information. But I never forgot this.

🔊[77:37] I can tell you why women are stronger than males. Overwhelming.

🔊[77:54] I can't remember. This one start with contradictions.

🔊[78:00] Totally got my attention. Pay attention... It's amazing.

🔊[78:33] But the point is it was...

🔊[78:37] Create the condition under which students become aware of a knowledge gap if it create the expectancy violation that is ultimate cause of curiosity there's a very close correspondence. Awareness of knowledge gap, emotional state of curiosity.

🔊[78:53] Curiosity will generate exploration cognitive searching, behavioral searching.  
Exploration will lead to learning.

🔊[79:06] Okay. What's interest?

🔊[79:13] Is it same? Curiosity and interest are same?

🔊[79:19] (student speaking) At first, I think curiosity is a kind of interest. Now, I think ...I think curiosity includes not only...aware...

🔊[80:11] So, even if I ask more specific question, is curiosity is same as situational interest? Would your answer be the same or different? Situational interest...it's always motivational...but situational interest is always...

🔊[81:26] Purpose and motivation.

🔊[81:37] (student speaking) I think curiosity is different from.... focus on...curiosity is focus on the bias...in terms of...you keep just some kind of intentionally more involved...and I also...

🔊[82:30] So, interest is self-generated.

🔊[82:55] This is point of class.

🔊[83:26] (student speaking) they figure out what that is ...they just they moved

target to another thing but in terms of situational interest for simply based of ...they don't know what ball is and after an hour they just say oh it's a ball? I become curious about another things but in terms of interest like...

🔊[83:49] (student speaking) The ball is like if I want to be like basketball players and I start to get interest about that ball how to play and maybe ...Jordan or Kobe Bryant.

🔊[84:07] (student speaking) And that around of me my face to that balls and I start constitution of interest and you are developed... I guess some positive feedbacks I am weighing something from that activities...to be professional basketball players... I think curiosity and interest is good thing and I think interest develops...

🔊[84:50] And now we are going to start to make some progress let me just... I breaks are very important but take just couple of minute. Let me frame it because...to find an issue.

🔊[85:01] Because we can't tell you how to develop interest until you find it...because...let me go back. If you to find as an interest, as an emotion, make a fundamental emotion, then it's always going to be there.

🔊[85:15] If you to find it differently and you say yes, effective but it's also knowledge and behavior.

🔊[85:23] It's just cognition after recognition, knowledge about the topic, in valuation it's important. It's useful, meaningful about the topic. It makes with the effect that's are some kind of combination and if you to find out that way, if you grow knowledge, the more interest.



🔊[85:46] If you have professors or mentors, parents' blame why basketball whatever so important or useful something like that, you grow utility. Interest grows. So, you to find it as affect, knowledge, value, anything that grows knowledge, anything that grows value, it's going to grow individual...personal interest. My definition.

🔊[86:12] So, one way grow your individual interest it's explain value, it gives you more knowledge, also it make it affectively attractive well and then grow over time and your interest...but if you think interest as an emotion...

🔊[86:36] it's the emotion and the knowledge and the value are different. The emotion causes the interest, the knowledge to grow I know everything and ever it was about basketball in every competition, every game, finals and I can tell you what everything about the players....

🔊[87:00] Anyway, that's not interest, that's a knowledge structure but it's not interesting more than value. The interest is different, so it's crucial how you define, so I am going to try make you interest in something.

🔊[87:16] You guys figure out there's some opinions. You got to figure out what is interest is. The emotions. I got it. You can do that. Find people who are done the research really know now what it is and then you start to talk about things like that.

🔊[87:40] Sorry about to give you the answer but that's the current state. Educational psychology. Motivation as a part. We just gave you definition.

🔊[87:56] So what about take few minute break then we will come back and will change the aspects, I will let you talk about interest, curiosity.

🔊[88:10] So fifteen minutes. Five fifteen. New topic. I think it's very related. I will talk about little bit about different between affect and emotion. Affect and mood are... but I think key things to remember, the functional utile the...

🔊[88:50] and what is that emotions. You want to understand emotions but it's pretty ...behaviors. If I know you are angry, I can say I know you are going to...I know you are joyful or sad.

🔊[89:07] Affect doesn't predict behavior but I can predict what you are going to do. But I can't predict your thoughts, so I am going to think about what is cognition and I can predict this things and you tell me your mood. Begin, I think affect and mood are...

🔊[89:42] indicator or how life is going like we always want to measure affect and mood in our classroom studies.

🔊[89:50] At general indicator how to class... everything in your...negative affect in there.

🔊[89:57] I don't know where it is coming from.

🔊[90:00] So what is recognition? What is recognition? Example or ...of recognition.

🔊[90:56] Next day we will talk about self-expectancy... What's the definition? Try to give me whole definition what's the noun.

🔊[91:29] the knowledge, goal...appraisal, self-concept we can go through these long list of what recognition is.

🔊[91:42] But this is as your affect changes as your brain state says regulate affect it changes what the front cortex is do and the front cortex is intellectual part of brain.

🔊[91:58] It's a house of recognition. Expectancies. I am going to have...about.

🔊[92:05] How do you expect it. What's your problem in interaction? What do you believes. That's a why...both affect or...influence.

🔊[92:30] I thought it would be nice, rather than just say their names. Here's a...people. They do lots of interviews you read the article..

🔊[93:07] These are people. Try to define it.

🔊[93:20] This is our definition. Neural physiological state.

🔊[93:28] So if it's not recognition, it's not phenomenology you know feelings how I subjective feel but very often you are not aware subjective be aware of your affect.

🔊[93:42] I can look at you based on your facial expression and things like this and I can infer based on what you are...

🔊[93:50] And I can infer maybe you affect better than you can't. You may not be aware. And one of the most fascinate thing is aware your positive affect you no longer predicts. So, I go to this just show that it's...it's not subjective phenomenal

one. It's our logical brain state.

🔊 **[94:14]** Simple and none reflective, none appraisal, none cognitive, no meditation reflection mediate...it's similar to affect and mood. And we try to...

🔊 **[94:52]** We got definition and characteristics. Try to take a ...I don't know how to say. But it's a good start if you get the noun right. It's a brain state. It's also involves not just brain, but hormones...so

🔊 **[95:17]** My forward to key characteristics is it's a...two dimensional space...but you can always measure someone's mood all this...it's a two dimensional space of pleasure and... positive or negative in analysis.

🔊 **[95:48]** These are called dimensions. So, if I study about obsess mood I am always going to measure... or if I am going to manipulate mood like show your photographs something like this.

🔊 **[95:58]** Then I will make sure that...with actually international affect...such a things where they got under the pictures...picture of cute little baby or some horrific things and I can manipulate your moods.

🔊 **[96:30]** So here's the circumflex are over here ...sorry about the change in the words on it. That's a feeling, affect, and mood. What is it. Is that the same thing...and here's the activation and deactivation but this is ...dimension. So, the point is your feeling exist...all you can fluctuate from moment to moment depends on circumstances.

🔊 **[97:00]** but we can always put it down, so here is low intensity survey.

🔊[97:07] And here is high intensity survey.

🔊[97:13] Here is...attention.

🔊[97:19] And you can summarize it it's that of a thousand different places...it's not just on the outside...it could be anywhere.

🔊[97:31] But if you want to locate space you really want to need...of feeling, and you have a... six on leisure, nine on activity. All you need is information to find about...affect is simple...So, biologically it can be... a lot of states psychological physiology. They measure all kind of act, all kind of psychological...big ones I remember that. Brain ways like...any kind of moral content.

🔊[98:45] What about the ... mental it's not cognitive. I give you aware of it...

🔊[99:17] If you ask me what kind of mood I am in. You always have someone in the space. In certain place, changes would be very short like reading a book and story changes and your mood changes. Conversation what they say, what they do. The temperature of room changes... Mood can go for days or years.

🔊[100:00] Yes, but it's not unite dimensional ... that's in the middle.

🔊[100:26] (student speaking) then what individual ...serious experience to pleasure.

🔊[100:41] It's more complicated but yes.

🔊[100:45] You can absolutely have positive or negative ...

🔊[101:04] This is obvious examples, job interview, blind date, performance...any kind of things that you call an opportunity you always have positive and negative affect.

🔊[101:18] I'm excited about being here, but I'm afraid about being rejected, and embarrassed at the same time, I'm like challenged, that's a good example that I can have positive and negative emotion at the same time.

🔊[101:28] But here I am. I am here playing basketball, and getting ready to shoot a free throw.

🔊[101:34] I do well, this is good.

🔊[101:37] But if I miss the coach is going to yell or something like that.

🔊[101:40] So I both have positive and negative emotions.

🔊[101:47] One of the themes about our, if you have a chance to read, is about positive and negative, much more independent cause.

🔊[101:56] I have to cover this a little bit, it's busy.

🔊[102:00] But this is a lot of information in one slide, that's kind of good.

🔊[102:03] This is the four period affect.

🔊[102:05] People are really struggling how to conceptualize it, and how to map, and it looks like no one is going to agree.

🔊[102:13] What's intelligent, Russell, had pictures this guy stares...

🔊[102:20] Deener is a subjective well-being guy.

🔊[102:26] They all have the different models, but basically they agree on the circumflex and all you have to do to get these 4 theories to agree, if you can see this read up there.

🔊[102:39] Just rotate the circumflex, and they all agree.

🔊[102:43] So, here's a Russell.

🔊[102:45] Russell is a kind of the pioneer who got first kind of a standard from activated to deactivate that's the same model that had before.

🔊[102:54] But here's what's intelligent this exactly the same model is just being rotated, 45 degrees.

🔊[103:03] So it says, what positive affect is both activation, energy, and a pleasant valance?

🔊[103:12] So positive affects makes up these two.

🔊[103:15] Then here's negative affect, they get their, all you have to do is rotate it.

🔊[103:21] This say, what is at the top of the access is different, that makes sense.

🔊[103:27] So here, you've got a different rotation affair, and for Russell and Deener very close to lots and move?

🔊[103:36] It's the same circumflex.

🔊[103:37] It's just the what's the label of the x and the y axis, and you rotate it.

🔊[103:43] This one is just pure energy whatever you want to call it, here is the blend of these two and these two.

🔊[103:52] So actually I agree a lot more than about this.

🔊[103:54] And that I thought it would be utilized these things in Korean.

🔊[103:57] I don't know, it's just a graph when it's from the article

🔊[104:00] But it's same kind of thing in Korean so what are these words that they mean by close synonym in Korean or these words use loop words they are using.

🔊[104:12] I know somebody did the hard work to really translate it

🔊[104:16] So how we are going to access affect in Korean, rather than, I want them in the questionnaire.



🔊[104:20] I mean Korean words to translate it to; Here is the reference, very interesting.

🔊[104:26] But that Korean journals, like the..

🔊[104:30] And is that literally got the extensive rotation on this slide.

🔊[104:36] And just in case, oh if I get the Korean Journal, here is the abstract of that article, that's always about...

🔊[104:47] Okay, difference between emotion and mood.

🔊[104:49] Um, nothing that's not important but let's just skip the theory.

🔊[104:58] Different analysis of causes become statistic we talked about so far, let me point that out they are very important.

🔊[105:05] What emotions do is to arouse action, you do something to make me angry, but the point of that anger is to narrow my behavior, forget doing all these other things and do these specific behaviors, motions supposed to be inner derived behavior.

🔊[105:22] And important mood and affect is biased will come to the mind.

🔊[105:26] And decision making, memory, decision making, memory decision making.

🔊[105:37] Different type... there are moods and go for hours.

🔊[105:40] The point of emotion is to be like that.

🔊[105:43] If behavior changes the situation immediately to rectify to make it right.

🔊[105:49] If someone's restraining you, holding your arm, you need a very quick action and cope and then they go of you, the anger goes away.

🔊[105:59] It did its purpose and kept seven.

🔊[106:02] Now the emotions go away to restrain from our soul it's like watching the restraint.

🔊[106:13] Let's move on.

🔊[106:15] They can both go to emotions, I talked about the moods, um, where do emotions come from?

🔊[106:22] Emotions come from the significant events that are alive.

🔊[106:25] If an event is not significant, we don't get an emotional value.

🔊[106:29] If our personal well-being is at stake, if the well-being of our eloquence is at stake, if our property is at stake, if we are in danger, if it is a major life event that really need to grab our attention, and don't be the strategic... pay attention, this is a significant event, do something about it.

🔊[106:48] Then we get an emotion quickly,

🔊[106:54] Emotions are more like after-effect.

🔊[106:56] It's after the emotions go away, I was angry there for a while, I'm not angry anymore, let them move anger, has an extra effect.

🔊[107:04] I'm still going to be drunk here, irritated or insulted or have negative influence and probably arouse anger, negative emotion arousal and that would be an after effect.

🔊[107:19] Biological changes.

🔊[107:21] Just to show you one more slide, this is positive affect and negative affect; kind of interesting, this is a work from?

🔊[107:30] Then, I don't know if you are aware of this but positive affect, you wake up in the morning if there are time to tie positive and negative affect, negative affect is pretty stable.

🔊[107:39] Of course, if bad things happen, this is an average of lots of people, so your individual effect might go like this.

🔊[107:47] Oh I got a deadline and traffic is so bad, your mood will change.

🔊[107:49] But on average, it's pretty stable.

🔊[107:51] But positive affect is different.

🔊[107:53] It start out in the middle of the valiance and it go up to noon to nine, at effect, positive effect, at eight it declines at the end of the day when you go asleep go back to their... again and start over but..

🔊[108:10] Noon to twelve, if you are hanging around with people, when they are on the best, it's noon to twelve night.

🔊[108:19] Fine, so, I guess?

🔊[108:29] A phrasal of life, so, mood that recognition...recognition comes back and affects the mood.

🔊[108:38] phrasal opinions of ourselves, changes

🔊[108:46] It's not the advent itself, it's all the after effects, it's a biology, but also interpretation of the meaning of the event, and the consequences of all mental life, it's just where emotions happen.

🔊[108:59] Can we just aware that emotions happen.

🔊[109:05] The emotions are very clear.

🔊[109:07] I can tell you exactly why I am angry, hey you buddy, you are exactly the cause of my anger, there's no doubt about it.

🔊[109:13] But you have to know that where my word come from I was so grumpy today.

🔊[109:17] I don't know, I can't really tell you, cause is not a cause.

🔊[109:23] It's, lot of things happen.

🔊[109:25] It's the way I think it, it's the way I feel it, it's hormone function, it's all kind of things happen to me.

🔊[109:32] I can, if I am really mindful, I may get close to it but I am never be able to tell you because it's not, it's complicated.

🔊[109:46] Well then, fine.

🔊[109:48] I really explained moods and other can break even to ourselves.

🔊[109:58] If you could make up reasons and explanations you could

🔊[110:06] Let me move on, it's like a mile, long last, everyday low level, general way of feeling,...

🔊[110:19] It's more than just characteristic what it is...it's the characteristics of mood.

🔊[110:26] So affects and mood, that's the characteristic, it's the same.

🔊[110:31] Positive affect reflects, those are the major, if you look at it biologically, it's the best more driven than motivation system

🔊[110:40] BAS; Behavior Activating System and it has neurologic subscript and negative effect is unpleasant engagement, it's not awarded unpleasant engagement... punishment verses system is this...

🔊[111:00] So this is the logic of their, experientially they feel opposite... but it turns out causes blah blah blah they come from different sources.

🔊[111:13] This and the best?

🔊[111:19] A little bit more, this is just repeats but broad of motivational biological and behavioral system, you know they have already talked about emotion and mood so everything has its narrow subscript this for positive expectancies and approaching behavior verses negative effects and subordinate events.

🔊[111:44] (student speaking) About differences between emotion and mood, how can we differentiate, or how can we differently measure emotion and affect because there benefit expectations... so I'm not sure I can we differently measure those two different constructs.

🔊[112:11] Well, with affect, you go back to the circumflex and you measure how to circumflex.

🔊[112:18] You do stock analysis, it's a lot of exploratory stuff and I am tell you can make the circumflex work out but items all around circumflex and that's why we should measure and what the evidence should be.

🔊 [112:29] But with emotions, um, a lot of theory, a lot of biological understanding are exactly what these are.

🔊[112:35] You can measure in lots of ways and don't have to self-support facial expression, behavioral tendencies things like that.

🔊[112:41] But generally, it's much more specific, I want to measure guilt, is that an effect or is than an emotion?

🔊[112:51] Well, most are emotions, you can say it is an emotion.

🔊[112:54] And then I just give a whole bunch of synonym, I can measure.. complex.. guilt, embarrass, and shame.

🔊[113:12] Affect is very broad, usually emotions are quite specific.

🔊[113:18] And there are lots of scales for both, lots of hard work and validation.

🔊[113:25] So, measuring positive and negative affect, this is what you have just filled out.

🔊[113:31] I have been giving this course system but you don't need system as you can see if you have ten positive emotion words, ten, there are emotions you might get interested.

🔊[113:41] If we view the very first one, I'll just call them emotion an hour ago.

🔊[113:46] It's dressed it's same at the sense, just the synonym scare, it's almost close to fear, guilty, afraid, that's all close to fear, shame, people argue that that's an emotion as well.

🔊[114:01] Pride is an emotion.

🔊[114:02] These are emotional words in directions I think.

🔊[114:08] Meanings and emotions, these are emotions...supposed to be.

🔊[114:13] But there is a team of positive valance words negative valance words

🔊[114:22] And the questionnaire, your research purposes, you can measure how you feel right now like in the experiment, we just have a minute manipulation and we want to know the effect of the manipulation, affect and mood that's what you plug in up here.

🔊[114:40] However, today, more chronically, if you are a clinical scientist, you might want to go back here I ask you during the past few weeks.

🔊[114:48] Represent your mood, and general effect of the environment that you are in. meaning the relationship, school that you go to, your lifestyle, gym, things like that.

🔊[115:02] But you can go to purpose of the step, if you are doing manipulation you are not doing personality stuff.

🔊[115:09] Okay, these are some data you guys just have seen in the article, the point of it is reliability coefficients of the matter how you measure by lifestyle, the reliability they are very good.

🔊[115:26] I thought this is a very important table, this is a negative correlation between positive and negative affect point 2, negative point 2.

🔊[115:42] unfortunately, that's, it's not independent, it's not opposite because they can be found by subjective people.

🔊[115:55] When you fill out questionnaire, you don't fill out what you are going to do, your reflections are on it.



🔊[116:01] Factor analysis of the item, I kind of like the factor analysis, you can see what loads, caught, what's core to positive affect of enthusiasm it's kind of core and tentative, it's kind of best core, scared, afraid, upset, attention-getting emotions there, fear and anger.

🔊[116:23] For negative affect, now here?

🔊[116:28] But it's kind of interesting to see the pattern in this.

🔊[116:30] Here's another study, they did in CFA, factor analysis, when you measure the variables, I think it's interesting just to see what's on the top way...

🔊[116:41] small way, couple of ways, it's really small.

🔊[116:46] I'm sorry, it's just small, but a negative point three when they measure, I don't know, the computers did show up?

🔊[116:59] You think blow it up but I can really show up.

🔊[117:05] But here's the reference if you are interested.

🔊[117:08] I think it's kind of interesting they work hard, just like... what's everybody in zero mood so that we can compare the mood in this class, basically...class care nation and another nation.

🔊[117:33] But the point is the CFA points out quite well.

🔊[117:36] The negative items didn't?

🔊[117:45] You might and might not be interested, I think the measurement is a very important topic in this class, especially what's negative decision that we are going to write papers instead of take test but now you have theoretical concepts you are going to measure...measurement pop-quiz

🔊[118:05] So I'm going to go over measurement.

🔊[118:08] This is the panas-x again, this is more items I think 60, hopefully 50, but same kind of structure if we see through it

🔊[118:21] So here is the panas-x again, but now it got, they measure some specific kind of emotions rather than general affect, trying to measure emotions and affect here.

🔊[118:32] And might be in my measure in my study I specifically want to measure positive.

🔊[118:43] One of the reasons again why I am here, I flew over couple of studies trying to specify degree and always picked up in the classrooms and we go in there, it's there is always this interesting spot in from the students.

🔊[119:07] We talk about teachers' motivating styles, and their affect during class and they are very productive and then interested but there are always strange levels spark in the... anger, hostility and things like that.

🔊[119:24] So, sometimes that's exact your interesting not general affect in specific emotions.

🔊[119:30] You might be interested if you studying in another process might be interest and guilt or for something else.

🔊[119:38] I try to give you some prediction skills.



🔊[119:41] You can measure general or specific emotion skills.

🔊[119:50] If you interested, I got the manual you can find the online though, manual of the panas-x.

🔊[119:56] If you are writing, if you are going to do a paper for this class, you are going to have a measure, and you are going to do panas-x

🔊[120:06] The manual would be not succeed in the blurry information, skill, trick all that.

🔊[120:12] Let me just focus on one in particular this because by finding most interesting.

🔊[120:20] I think that all the researches are interesting cause and effect.

🔊[120:24] I think that college educations are relevant, and you should corporate into repertory.

🔊[120:35] People are fundamentally different.

🔊[120:36] When they are in good mood, or when they are in...

🔊[120:39] If you measure this expressly, if you do automation, what mood are people in most of the time?

🔊[120:44] Almost always, it is a neutral mood.

🔊[120:48] It started middle of circumflex, and then not extreme of circumflex, and then something happens, creative pulse and affect positive and mood.

🔊[120:57] And then, you measure people spots what they do.

🔊[121:00] They are fundamentally different when they are in good mood, personal neutral mood.

🔊[121:06] I am just saying negative and neutral mood, and the point is that we are almost always in neutral mood.

🔊[121:12] So that's your interact and very compliable thing.

🔊[121:15] If you can have manipulation, a teaching strategy what if you want to

call it fundamentally different, and look at how different,

🔊[121:26] and much more productive, different decisions, different memories, different evaluations and categorizations.

🔊[121:35] There is definition of cause and effect every day, general state, a feeling good.

🔊[121:43] Out of sight, out of mind, it is very important.

🔊[121:47] You don't know, actual aspect and manipulated...

🔊[121:59] In life, the sun comes out.

🔊[122:02] We don't know, you just walk alone in dark frame..., but the weather changes.

🔊[122:13] You just make the subway or car, and you don't think awesome, bigger emotion...

🔊[122:22] So, here is manipulations, a small game, so, find money.

🔊[122:30] I think reached what they need in first did they.

🔊[122:38] But phone booth use to be you had to pay point and usually when they start off and not a state in Korea.

🔊[122:48] You put a coin, you said a dime that quarters, quarters in.

🔊[122:53] So, when you do change, people are, you know, accidentally... they didn't check.

🔊[123:03] But it's a nice little pleasant surprise, I found somebody left dime.

🔊[123:09] That's what her manipulation...

🔊[123:11] You would stuck, the coin requirement like if you get a caught, and they give too much change,

🔊[123:18] find a, walk alone and you see a coin or something.

🔊[123:30] This is enough to startle, change your moves.

🔊[123:34] We see even a gift, face one of our studies.

🔊[123:38] You just brought experiment that the guy said, let's take a break.

🔊[123:43] You went off, he just went to the coke machine.

🔊[123:45] He got a coke for himself, and he got a coke for other participant, I find mine one for small gift.

🔊[123:51] Another one is studies, he just gave these little sticky, they called yellow note face, Post It notes.

🔊[124:02] He just gave a leap.

🔊[124:11] nowadays, all the marketing people know this.

🔊[124:15] So, if I meet in the mall, I want you to fill out my survey, 'Oh here is my gift, give it coupon, gives cookie, gives a Post It note.'

🔊[124:29] People will much more cooperate, gives a small gift, little cookie, random accident commodity.

🔊[124:37] It is very typical.

🔊[124:39] I didn't states, I don't know about here.

🔊[124:41] They take feature of evaluation...

🔊[124:51] So, what a lot of professors do, they bring fresh stuffs and give everybody cookies, and almost in class give their lemonade.

🔊[125:03] Now, you think that you lose to get small gift, fill out evaluation.

🔊[125:08] Definitely, bias, they fill out, it's tricky, sick full, not objective...

🔊[125:23] Small pleasure, this is little success on a test.

🔊[125:26] This is about little fame, make on a progress or something.

🔊[125:33] It's small amusement, funny cartoon, watching movie film.

🔊[125:36] A lot of people use videos now, or the most reliable manipulation of all.

🔊[125:45] It's my interpretation and evidence now

🔊[125:47] Just half of people think about...

🔊[125:54] What I like you to do, it has been the first five minutes of our study, thinking about when something good happen to you.

🔊[126:01] So, I want you to write down five minutes essay, take a first five or ten minutes.

🔊[126:07] Think back, really positive thing has been through your life.

🔊[126:10] I want you to describe situation, tell to the people all.

🔊[126:14] What you did, what you say it, see if you can really brief that memory back deeply in the essay you write.

🔊[126:22] That's for ten minutes of study and, I hope now, we are going to have the experiment, and I manipulate you, or I can introduce negative effect that way.

🔊[126:31] I want you to think about telling life, and when you were deeply upset, how much your member you say it.

🔊[126:37] Why it happens, who was there, what the person you say it, I can introduce negative effect.

🔊[126:45] You don't have to write it up.

🔊[126:47] You can just walk down street, and you start thinking about great favor that friends did for you.

🔊[126:56] I will say your mood turn very positively, just minimum issue

🔊[127:02] Look it all these, deep in all measures, people neutral that's always control before the acting sometimes.

🔊[127:10] People in positive mood more likely to help, fill out surveys.

🔊[127:16] At socially, they do more generous, donations, time and entertainment.

🔊[127:21] Having taken risk, have corporately student in the face feedback like people your study introduce, pass, or fail, buffers, negative feedbacks.

🔊[127:38] More creativity, decisions may... people fundamentally different, they think differently, more sociable.

🔊[127:58] Here is my favorite study.

🔊[128:04] Such a this is what we are going to meet balky introduce...

🔊[128:10] Go back call your horns, but this is the dime, phone booth study, and all I did some people got dimes in phone booth.

🔊[128:18] Everybody meet in the phone booth either everybody's in check.

🔊[128:26] They stopped, stop means researchers stick in there and put dimes.

🔊[128:39] They don't stop.

🔊[128:40] So, next person comes into the phone booth.

🔊[128:42] So, if you check note a dime, you are in the control group.

🔊[128:46] They don't know anything to your movies, you are going along major, you could be an upset.

🔊[129:01] So, you would time to dime to give on.

🔊[129:03] So you think when you walked out when you move has been affected either on your normal mood or not.

🔊[129:14] When you work on, first step you take, comes up.

🔊[129:18] Paper falling out and you goes trapped and take a fall, and that can measure if you stop, or now you work on.

🔊[129:32] In your normal mood, nobody helps nobody good moods, why am I in good moods you can ask to people.

🔊[129:51] Dime cost to help.

🔊[129:54] 8 versus 62, 14 to 2 versus 1, and 24.

🔊[130:01] In other words, it is all or nothing.

🔊[130:03] If you are in good moods to help, if you are in neutral mood, you are

going to help.

🔊[130:09] That's strong stuffs. That makes subtle manipulations, very powerful.

🔊[130:13] You take one of the cooperative, cooperative learning group.

🔊[130:21] Tell him and use him story.

🔊[130:24] Ok, now people are learning, and people are much more social, talk more, much more cooperative, agreements...

🔊[130:36] Why this is the happened, and it's not what you think.

🔊[130:39] It's explanation all of these. Cause and effect influences these stuffs, decision making, not behavior

🔊[130:50] It doesn't cause healthy, the moods not cause healthy.

🔊[131:00] What cause and effect fix the mental processing memory judgment problem solve strategy to memory decision making problem of strategy...

🔊[131:11] I think you to have judgment, leave for judgment.

🔊[131:15] When feeling good, very minor not even a cause and effect retriever cue, cause and materials in memory.

🔊[131:27] So, you have got all your memories when you are in good mood, you much more like to be call, the positive... through your life as supposed to random.

🔊[131:37] In your neutral mood, you don't quite find the information who don't what you think about.

🔊[131:43] As a result, as you access to positive moods, people who feel good, very access to having thoughts and positive memories.

🔊[131:54] They think differently.

🔊[131:56] Having thoughts thousand memories people function more, more creative...

🔊[132:07] Mood changes mission. Mission changes...

🔊[132:14] One more, I have got the discussion and do proper... but she got her



broad and build performance and come back to later.

🔊[132:28] I think it's 6 minutes goes through 6 minutes.

🔊[132:33] I didn't put picture of it first because all see does seasonal office somewhere Massachusetts and they have got camera on it.

🔊[132:42] She talked about 4 or 5 things, one of that is a ratio.

🔊[132:48] She's got key ratio.

🔊[132:51] Three positive emotions and negative emotions in your life, psychological well, life circumstances, life style.

🔊[133:00] Whatever I hate three positive instances, negative things.

🔊[133:05] If you leave it circumstances like stress and poverty, groundless, bad relationships in ratio, it might be one to one.

🔊[133:15] People really mentally suffer and turns psychological progress.

🔊[133:20] It seems to be very important about the ratio.

🔊[133:31] She talks about basically how the experience of positive effect makes us think fundamentally different and makes us metaphor and change motivation.

🔊[133:45] She tries to help outline broad and build the ideas if I can get you in a good mood, when you are going to good mood?

🔊[133:54] More creative, more active, more efficient thinking.

🔊[133:57] This is the time to build broad and build think about build personal research, life deficiency, life goals, achieve and motivation, commitment to goals...

🔊[134:12] We talk about later.

🔊[134:14] When you are positive affect, time to build your personal resources.

🔊[134:19] Furthermore, personal resources make your hobby, more resistance, more creative, more sociable like this.

🔊[134:30] So, like introduce researcher say, you much more like self-generate, cause and effect on your own.

🔊[134:36] If cause and effect world well, the cause will well positive and negative emotions, more psychological.

🔊[134:43] So, these few positive in your life, keep change your personal resources as in broad and build personal resources.

🔊[135:01] So, it's kind of a personal description.

🔊[135:07] This is about 6 minutes for watching it.

🔊[135:10] YouTube video, we can watch today if you like or talk about this thing.

🔊[135:16] We see how it goes, we are going to watch video.

🔊[135:22] Of course, figure it out.

🔊[135:26] I think it is what we talk about superior form, mood affects a well, this will be nice, important.

🔊[135:36] It is carination, effects interest, curiosity, for education, attention, learning, knowledge structures, more sophisticated, supreme stuffs...

🔊[135:56] Class will interest or curiosity in cause and effect.

🔊[136:04] What are these things can you develop?

🔊[136:07] Sit down and eat lunch with you friends or teacher in class.

🔊[136:12] Do you have enough knowledge to control over interest you know personal curiosity, virtual mood?

🔊[136:23] Now you think, you should be doing that science, scientist, you get control over deep in the measures.

🔊[136:32] But in realize, you have controlled like applications, you have controlled over people motivational stage.

🔊[136:44] If not work it, keep talk about the making progress.

🔊[136:50] I want to have conversation with somebody else.

🔊[136:53] I would like to be introduced or have in class, introduced....

🔊[137:46] You know what mood is? You know why mood is important?

🔊[137:49] This is actually real hard question.

🔊[137:52] Can you affected over mood?

🔊[137:56] It's ill to find because so many sources can affect but positive effect really show impressive to begin...

🔊[138:10] Number one, manipulation that way is, you just put little a bite size candy, not a candy bar but little bite size thing.

🔊[138:19] Little circular like peppermints and you put it in glass to grippers, you put it in about 6, or 7, or 8, or 9 of those.

🔊[138:30] In a little kitchen bag, and then you put a nice little bowl on it like I said a gift.

🔊[138:39] So, you start to study, you came to study lab.

🔊[138:42] I really appreciate it.

🔊[138:44] I know you are busy, here is little token a lot appreciation, coming to study.

🔊[138:51] So, some people get a gift, and some people, I'm so glad you came to study time consuming.

🔊[138:56] How about we get started it.

🔊[138:59] I know you are gift although I say thanks, let's say get a point.

🔊[139:02] People behave fundamentally different to study whatever deep in measure of this.

🔊[139:06] Where is corporation, persistence, faith form.

🔊[139:10] Give me that those gifts.

🔊[139:11] Give me that you aware of it, mood, what I think about different...

🔊[139:23] So, moods are very complicated where comes from she can get a

boundary.

🔊[139:27] So, little introduce stuffs

🔊[139:48] How many minutes move last assuming another come in and replace it like experiment you know, how long?

🔊[140:00] One minute, 30 seconds, 10 minutes, 30 minutes, how long you think of?

🔊[140:09] Cartoons, coke, candy, have passed little test, they all kind of same...

🔊[140:23] (Student Speaking) One day.

🔊[140:27] How about 20 minutes?

🔊[140:32] It kind of increases from the first minute up to about 3 or 4.

🔊[140:38] It has intensity.

🔊[140:41] It seems to level's off after 10minutes starts to decline 20 to 22 minutes, it is gone.

🔊[140:48] Unless you know happens.

🔊[141:07] 20 minute from, 20 minute is turned it.

🔊[141:10] Emotions are kind of gone.

🔊[141:16] You have got some really important been happening, immediately something like that, very quit on set totally grab your attention.

🔊[141:26] The way to mood does not grab your attention if you aware of it, loses its power.

🔊[141:31] Emotion, the point of emotion, you get the person's attention.

🔊[141:36] You are in danger... no delay.

🔊[141:54] Find out drop you down traffics.

🔊[141:57] So make up some in front of you, and they are emotion unbelieves it.

🔊[142:08] Talking to the person you walk in it, the cars about you to hit you everybody gets full intention.

🔊[142:28] Emotion goes very quickly, after effects, and we call that affect your mood rather than emotion.

🔊[142:36] It is gone.

🔊[142:45] I don't know, let's stop the car, and get out of the car see how long it last.

🔊[142:50] I imagine you stay in the car the mood would last, anticipate for threat.

🔊[142:58] I think, it is like this

🔊[143:12] Especially, in a fear for place find another...

🔊[143:19] Now, I have got a go to class.

🔊[144:00] No, here's why it's a good deal. Why it is a good deal because it create memories. So, the memories always be there when you held your child. At first time, you earn the baby cry. At first time you met your spouse.

🔊[144:17] This gives you a store house to generate....The trick is live a life style which you remember this. So, it's well worth it haven't experience and mindful for memory. Gives you store house.

🔊[144:38] The best way, the most effective way you look at the sides that make relations, memory recall to the being is the most ...way to talk about. It's not middle of it.

🔊[145:00] Don't be distract during you have been. You don't remember this. Sometimes people are would get married so busy... so stressful blah blah...memory of thing...all of blank.

🔊[145:20] (student speaking) This is another story....talking about recruiting some participants...we...extremely reward...and I think participants already determine some kind of positive out there. So, I think it could be some....

🔊[146:00] These are null. These are logical brain of...they drive emotion. So, you have to minimize that one thing it's not natural but I do recommend...neutral, not smile, not shake hands... it will affect your mood.

🔊[146:22] so, neutral not affect your mood. So, what about something like that

it's very common to give financial compensation...take an hour of...good compensation.

🔊[146:48] 3000won. So, you don't want to...over and over what makes... it's not reward, it's not money, it's unexpected positive it like unexpected financial money fit the 500 coin...more than 3000won.

🔊[147:23] So, you tell me advance, you are going to get compensate. We agree and you know...compensation. So, you don't surprise them. They've already had the positive effect from expecting it.

🔊[147:35] So, that happen and I find out. Now I get their money, this not will not going to do positive effect because I expected it. I made this negative effect. If you say. I don't know people pay. I trust him. So, it's an expecting game it doesn't mean...you have to surprise.

🔊[148:00] with the refreshment has to be a surprise. That's the way of brain works.

🔊[148:06] Maybe you tell me. How this reward is driving the works. How...all these brain system based on learning...activating system if it is expected reward.

🔊[148:27] reward...better than you thought. The weather, I thought it was cloudy, cold. It's so warm. You have to be surprised. You have to mispredict. So, you can think about that and control...tell people...

🔊[149:18] I don't know if I am going to succeed or fail, or you have to do the test...it's kind of unexpected success it will actual move.

🔊[149:38] (student speaking) Is there any negative effect?

🔊[150:00] (student speaking) over estimate ...success.

🔊[150:06] It's probably true...almost always to be optimistic. That's the way you want to be. People are less...I can't think of anything. Negative side of thing.

🔊[150:33] That one troubles me. I call you up on the phone, you don't want to fill out survey...but I...positive effect.

🔊[151:05] And then I ask you the corporation, your generosity. If you watch the TV commercials ...I am asking you donate money, it's all based on look how terrible the situation is. It's a crisis.

🔊[151:28] Look at these four kids, they are starving and show you the faces all like this...but if you show happy kids...people say no.

🔊 **[152:10]** Just like I think...professor need evaluation. Give the cookies first.

🔊 **[152:43]** Just because of positive mood...today is okay.

🔊 **[153:16]** People always say what about...what about...people in danger...take risk...

🔊 **[153:30]** People make more ...decisions. Medical community says oh my goodness. People are taking short cuts. They make this holistic decision and they won't read the whole chart. They will make bad medical decision. People take this more risks.

🔊 **[154:03]** It's always turns out...and they do make decisions...almost all the research...

🔊 **[155:00]** Estimate probabilities. Sorry. It's very interesting study in neuroscience. I invite you if you are interested in neuroscience study. Cognition and emotion two different thing...