


Chapter 2

Affectagogy in Action: Redefining Pedagogy Through Emotional Engagement

Ken Nee Chee

 <https://orcid.org/0000-0003-3732-604X>

*Faculty of Computing and Meta-Technology, Sultan Idris Education University,
Malaysia*

ABSTRACT

Affectagogy reimagines pedagogy by centering emotional engagement, weaving emotional intelligence (EI), social-emotional learning (SEL), and positive psychology into education. This chapter explores its theory and practice, proposing emotionally rich classrooms. EI aids in navigating challenges and fostering rapport; SEL builds empathy and decision-making, boosting outcomes. Practical tools—safe spaces, emotion-driven tasks, and tech like VR—enliven affectagogy, despite hurdles in assessment and educator well-being. Benefits include deeper engagement, stronger bonds, and lifelong skills. Technology enhances reach, balanced by ethics. Professional growth is vital for longevity, with research urged for diverse, long-term impacts. Affectagogy crafts resilient, empathetic learners, urging educators to embrace emotion as education’s core for a compassionate future.

INTRODUCTION

The landscape of traditional pedagogy has historically been dominated by an emphasis on cognitive development and the systematic transmission of knowledge, often relegating the role of emotions to the periphery of educational discourse (Cliffe & Solvason, 2020). However, a burgeoning body of contemporary scholarship reveals that emotions are not mere bystanders but pivotal catalysts in shaping motivation,

DOI: 10.4018/979-8-3373-0184-6.ch002

engagement, and overall well-being within learning environments (Fong et al., 2016; Tyng et al., 2017). This recognition has given rise to *Affectagogy*, a transformative pedagogical paradigm originally conceptualized by Chee (2024) and reinvigorated in recent years, which positions emotional engagement as the cornerstone of educational practice. Affectagogy transcends conventional approaches by weaving together emotional intelligence (EI), social-emotional learning (SEL), and the affective dimensions of positive psychology to cultivate a holistic, human-centered model of student development. This chapter embarks on a rigorous exploration of Affectagogy's theoretical foundations, its practical manifestations across diverse educational settings, the challenges and opportunities it presents, and the indispensable role of technology in amplifying its impact. Grounded in over 30 peer-reviewed sources mostly from 2020 to 2025, this analysis bridges cutting-edge theory with actionable practice, offering a compelling case for how Affectagogy can revolutionize educational experiences and elevate outcomes for learners and educators alike.

THEORETICAL FOUNDATIONS OF AFFECTAGOGY

Affectagogy rests on a triad of interlocking frameworks—emotional intelligence, social-emotional learning, and positive psychology—each contributing distinct yet synergistic principles to redefine pedagogy as an emotionally resonant endeavor.

Emotional Intelligence (EI)

Emotional intelligence, as articulated by Mayer et al. (2012), encapsulates the ability to perceive, comprehend, regulate, and harness emotions effectively within oneself and in interactions with others. In educational contexts, EI emerges as a foundational pillar, sculpting the emotional dynamics of teaching and learning with profound implications for both students and educators.

For Students: EI serves as a navigational tool, equipping learners with the capacity to forge constructive relationships with peers and instructors. A meta-analysis by Chang & Tsai (2022) demonstrated that students with higher emotional intelligence (EI) exhibited significantly improved performance in collaborative group tasks, emphasizing the substantial interpersonal benefits of EI. Beyond social benefits, EI fortifies resilience against academic pressures; Shengyao et al. (2024) found that students with higher emotional intelligence were significantly more likely to persist in overcoming challenges. Central to EI is self-awareness, which empowers students to reflect critically on their learning preferences and needs (Shengyao et al., 2024). This reflective capacity fuels intrinsic motivation, as learners align academic pursuits with personal interests (Tam et al., 2020). There is a significant associa-

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/affectagogy-in-action/387016

Related Content

Reimagining Engagement: Adapting In-Person Simulations for Synchronous Classrooms

Terra Gargano and Edward E. Timke (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-18).

www.irma-international.org/article/reimagining-engagement/282725

Designing Informational Graphics for a Global Multi-Cultural Context

Shalin Hai-Jew (2010). *Digital Imagery and Informational Graphics in E-Learning: Maximizing Visual Technologies* (pp. 267-287).

www.irma-international.org/chapter/designing-informational-graphics-global-multi/39631

Sustaining Organizational Innovation

Jeff Allen, Ashwini Joshua Gojer, Mariya Gavrilova-Aguilar and Denise Philpot (2012). *Encyclopedia of E-Leadership, Counseling and Training* (pp. 514-531).

www.irma-international.org/chapter/sustaining-organizational-innovation/58460

Designing Counter-Narratives: Constructing Culturally Responsive Curriculum Online

Xeturah M. Woodley, Gaspard Mucundany and Megan Lockard (2017). *International Journal of Online Pedagogy and Course Design* (pp. 43-56).

www.irma-international.org/article/designing-counter-narratives/164973

Lost In Translation: Improving The Transition Between Design And Production Of Instructional Software

Eddy Boot, Jon Nelson and Daniela De Faveri (2008). *Handbook of Visual Languages for Instructional Design: Theories and Practices* (pp. 366-379).

www.irma-international.org/chapter/lost-translation-improving-transition-between/22102