



## Emotionsausdruck und Beziehungsgestaltung in der Hochschullehre aus der Sicht der Dozierenden - eine Herausforderung bei zunehmender Internationalisierung?

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# Relevanz

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## „Emotions are at the heart of teaching“ (Hargreaves, 1998)

Wenig empirisches Wissen über Emotionen von Lehrer/innen generell und von Dozierenden speziell (Postareff & Lindblom-Ylänne, 2011; Trigwell, 2012)

Fokus meist auf Faktoren wie Burn-Out Stress oder Zufriedenheit

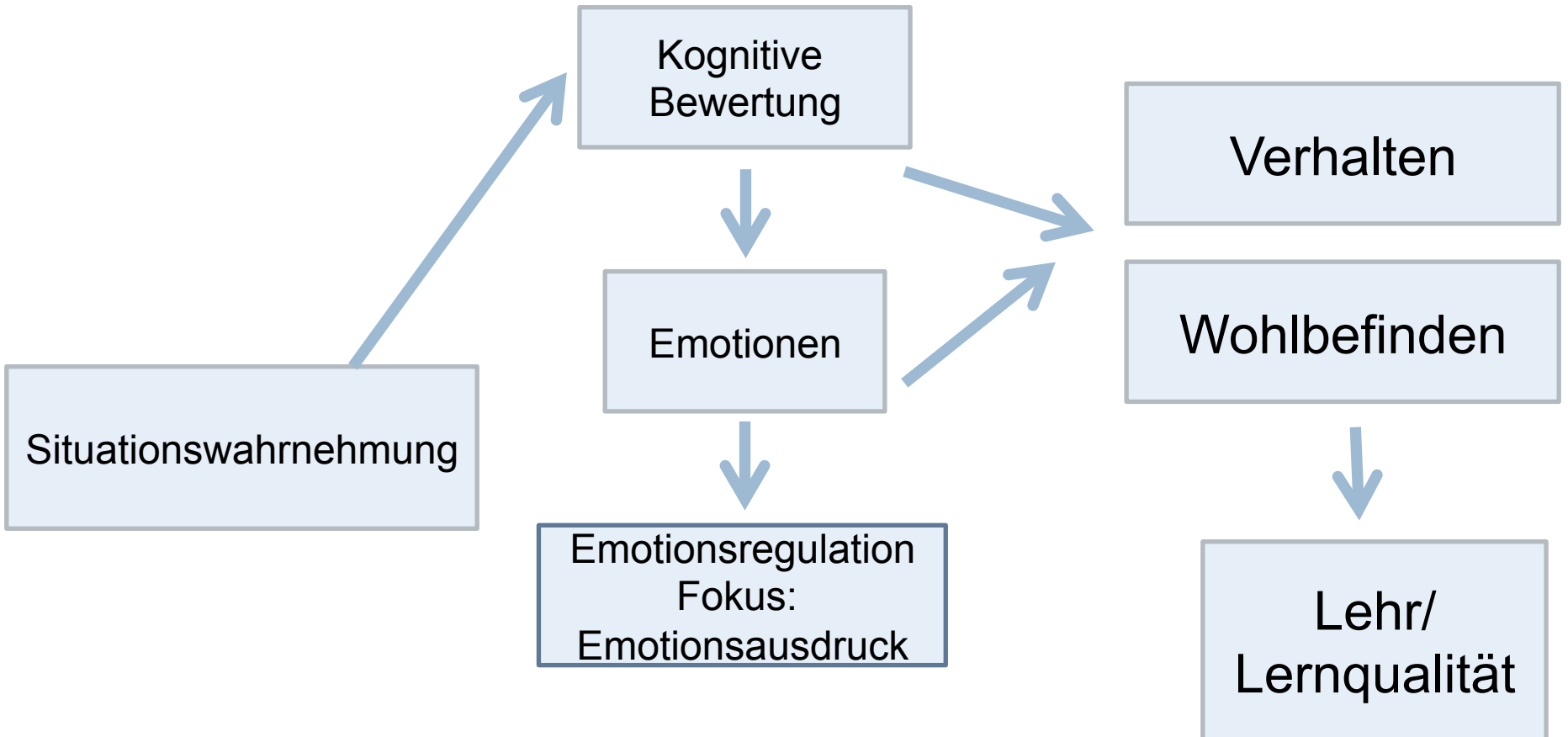
*Allerdings:*

Verhaltenssteuerende Funktion von Emotionen  
(berufliches) Wohlbefinden und Emotionen

**Emotionen und Emotionsausdruck als relevante Faktoren für die  
Erforschung von Lehrqualität an Hochschulen**

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# Emotionsverständnis



# Kultur, Beziehung und Emotionsausdruck

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- > Emotionsausdruck ist **kulturell bedingt** (Mesquita, 2007, p. 410)
  
  - > Unterschiede zwischen „**individualistischen**“ und „**kollektivistischen**“ Ländern (Markus & Kitayama, 1991); aber auch hohe Variation innerhalb der „Kultur“-Cluster (Koopman-Holm & Matsumoto, 2011)
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# Kultur, Beziehung und Emotionsausdruck

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- > **Ausdrucksregeln in professionellen Settings**; benötigt emotionale Kontrolle und „Emotionale Arbeit“ (Moran et al., 2013; Hochschild, 1989).
  
  - > **prof. Kontext** muss berücksichtigt werden: „**cultural-educational**“ Kontext (Volet, 2001)
  
  - > **Beziehungen und Emotionsausdruck** sind verlinkt (Boiger & Mesquita, 2012)
  
  - > **Universität**: „Working relationship“ und interpersonale Beziehung zu Studierenden (Hagenauer & Volet, 2014)
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# Fragestellungen

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Welche Form der Beziehung zu den Studierenden erachten Dozierende aus Australien und aus Deutschland als optimal?

Wie kommunizieren Dozierende ihre Emotionen In der Lehre?

Inwieweit stehen die Form der Beziehungsqualität und die Emotionskommunikation in Beziehung?



# Methode

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## Interviewstudie

Dozierende in der Lehramtsausbildung an Universitäten in Deutschland und Australien (individualistische Länder)

Australien (15): 6 männlich, 9 weiblich  
Deutschland (9): 5 männlich, 4 weiblich

> 2 Jahre Lehrerfahrung an Universitäten

Unterschiedliche Lehrschwerpunkte (e.g., Einführung in die Päd.Psychologie; Mathematik- oder NW-Didaktik,...)

Unterschiedliche Positionen an der Universität (Doktorand/in, Professor; Lecturer,...)

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# Interviews

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- Leitfadengestützte Interviews („conversational style“)
  - 35-75 Minuten
  - Fokus auf das Lehren in seminarähnlichen Settings
  - Erstes Studienjahr
  - Lehre im Lehramtsstudium
  
  - Wortwörtliche Transkription
  - Strukturierende und zusammenfassende Inhaltsanalyse
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# Fragen

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„Do you show and express your feelings while teaching and interacting with students or do you also hide them sometimes?“ (+ probes)

„How would you describe the „ideal“ teacher-student relationship at university from the teachers` perspective?“ (+ probes)

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# Datenanalyse: Qualitative Inhaltsanalyse nach Mayring (2010)

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## 3 Schritte

- 1) Kodierung aller Textstellen, die eine Information bezüglich Emotions-Ausdruck und TSR enthalten (inhaltlich strukturierende Inhaltsanalyse)
  - 2) Fallzusammenfassung (zusammenfassende Inhaltsanalyse)
  - 3) Vergleich der Interviewaussagen zwischen den Ländern
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# Datenanalyse: Qualitative Inhaltsanalyse

## > Auszug aus dem Kategoriensystem

### Way of communicating emotions

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Giving positive feedback (1)	The teacher communicates positive emotions neutrally by giving content-focused feedback.	I give feedback to the students at the end of the session how I perceived the session. How I perceived the progress of the course. (I5, Germany)
Praising students (2)	The teacher communicates positive emotions (e.g., satisfaction) by praising the students. Praise incorporates some kind of emotionality in the feedback.	Well, from my perspective praising students is very important. (I6, Germany)

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# Ergebnisse: Die Dozierenden-Studierenden-Beziehung

## > Professionelle Beziehung und Interpersonale Beziehung

*Case overview: The ideal teacher-student relationship (TSR): professional and/or interpersonal?*

	German sample									Australian sample														
	1	2	3	4	5	6	7	8	9	1*	2*	3*	4*	5	6	7	8	9	10	11	12	13*	14	15
Gender	f	f	m	m	m	m	f	m	f	m	f	f	f	f	f	m	f	m	f	f	m	f	m	m
Prof. TSR	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Interp. TSR							(x)					x	x		x	x	x			x	x	(x)	x	

\*coming from another cultural background

# Ergebnisse: Die Dozierenden-Studierenden-Beziehung

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## Deutschland (D ) und Australien (A)

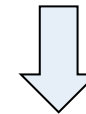
- > vor allem eine professionelle Beziehung  
(D / A)
- > gegenseitiger Respekt  
(D / A)
- > aktives Engagement  
(D / A)

Unterschiede in den  
informellen Interaktionen

closeness (G / A)

caring (G / A)

approachability (G / A)



Interpersonale Beziehung stärker  
ausgeprägt in Australien

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# Beziehungsgestaltung

*The direct connection with students, if they [the students] want it, it's not a problem for me. In lectures I say to them: if you have questions or if you need anything else you can come and talk to me during office hours, or they can have an additional appointment. It's all possible. If I have the time, I will give it to them. But it has to be in a, you know, **professional setting**. Well, it needs to stay connected to the topic.*

*(15, male, Germany)*



*I think closeness... and caring is quite important. We (...as you noticed, **we are not status-bound**). I introduce myself to my students as XY (first name). I say: Just call me XY (first name). And I want them to see me as someone who is here to help them, **not someone who has an authority-status**.[...] So, we have an ethos in tune. I think we've always had that.*

*(...)*

*I try and **take an interest in them personally ...with their jobs and their families and the rest of their lives**. And I try and make it clear that I am not just a teacher of [subject area]. I do other things as well. (17, male, Australia)*

# Beziehungsgestaltung

*I plan 1.5 hours for the office hour, most of the time I need 2, I use a watch for it. Well, they would like to be looked after for half an hour. **That's not possible. After 15 minutes they have to leave ...at the latest. They have to ask precisely. It's strange, but it feels that university teaching stops me from my work. [...] Umm, and it's not that I don't think that teaching is not important, it just feels, like doing something that nobody sees or doesn't count. That's the frustrating thing.***

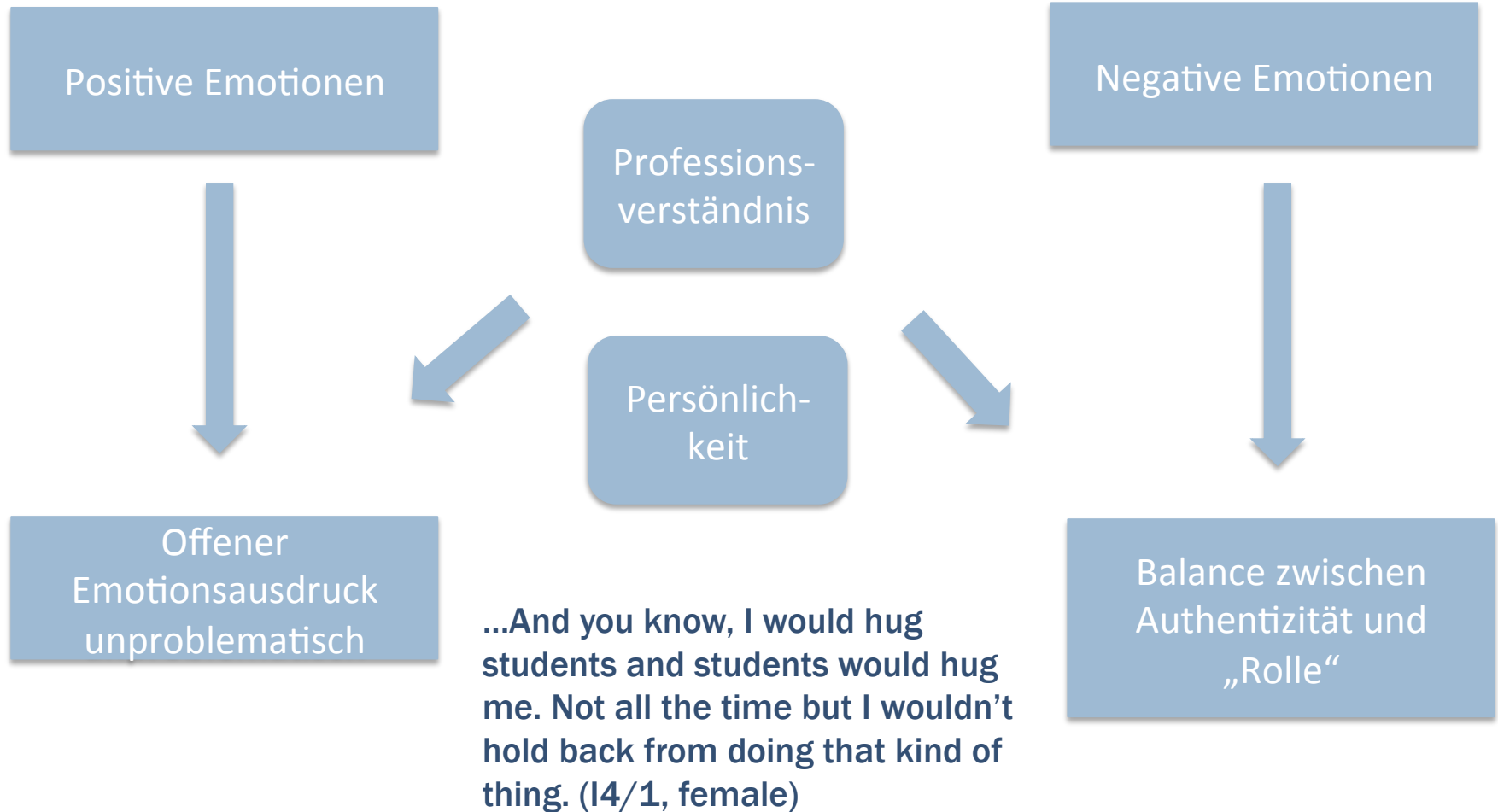
*(19, female, Germany)*



*And they have ...you know, there are lots of **personal issues, particularly in a lower socioeconomic area ...[...]** I generally find, that if someone has an issue and if you manage to **build that rapport and that relationship they are happy to come and talk to me about it** and to say, you know, that they're struggling because of being at the doctor last week and having heart tests and that they're, you know, are so stressed and not knowing what the results are and things like that...that, you know, I am happy to sort of say to them: Well, fine. This assignment is due in Friday night. Monday is fine. *(18, female, Australia)**

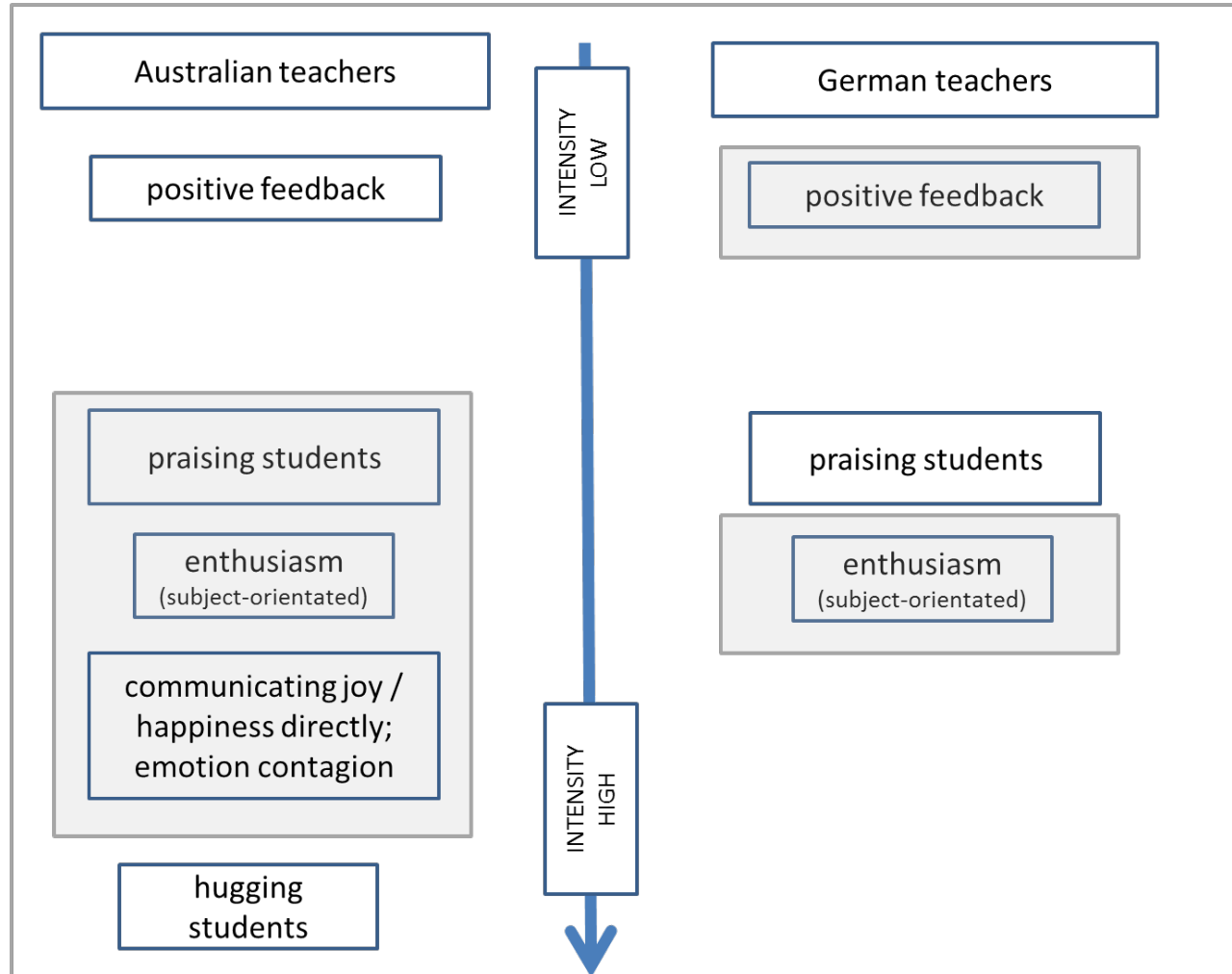


# Ergebnisse: Emotionsausdruck





# Ergebnisse: Freudeausdruck



# Ergebnisse: Freudeausdruck

Australian teachers

German teachers

So I have sent an announcement to everyone saying, I am **really thrilled and proud** of the feedback you are giving on your (anonymized; virtual platform). (18, male, Australia)



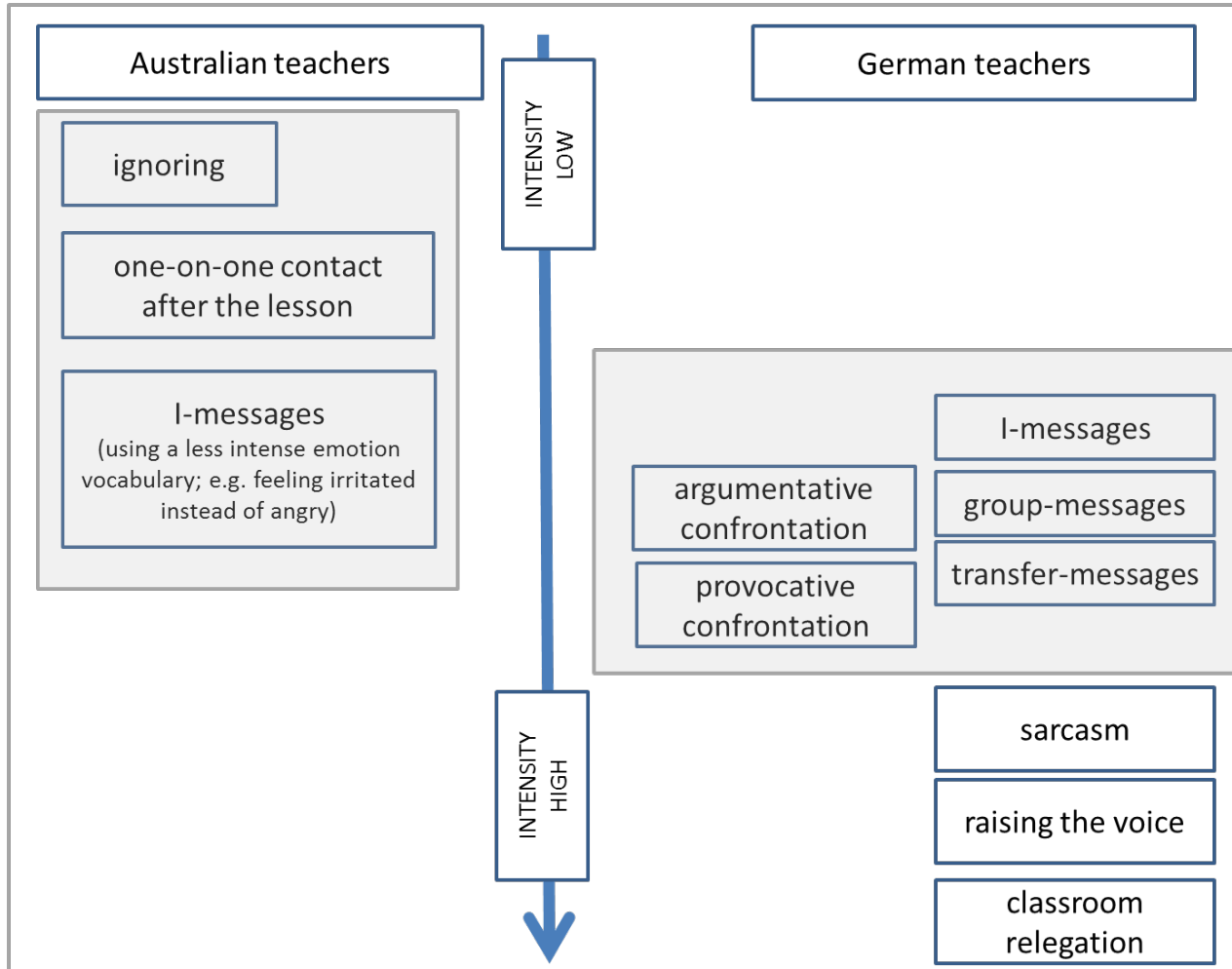
I: “And how about the positive emotions? Do you express them as well?”

A: Yes, it is very similar. **At the end of each course I give feedback how I experienced it.**

INTENSITY  
HIGH



# Ergebnisse: Ärgerausdruck



# Ergebnisse: Ärgerausdruck

But if they talk to each other, I would mention that. Yeah, I would say: I would expect you, you know, your are listening at this point. I try and do that sometimes in a private way rather than publicly. (I14, male, Australian)

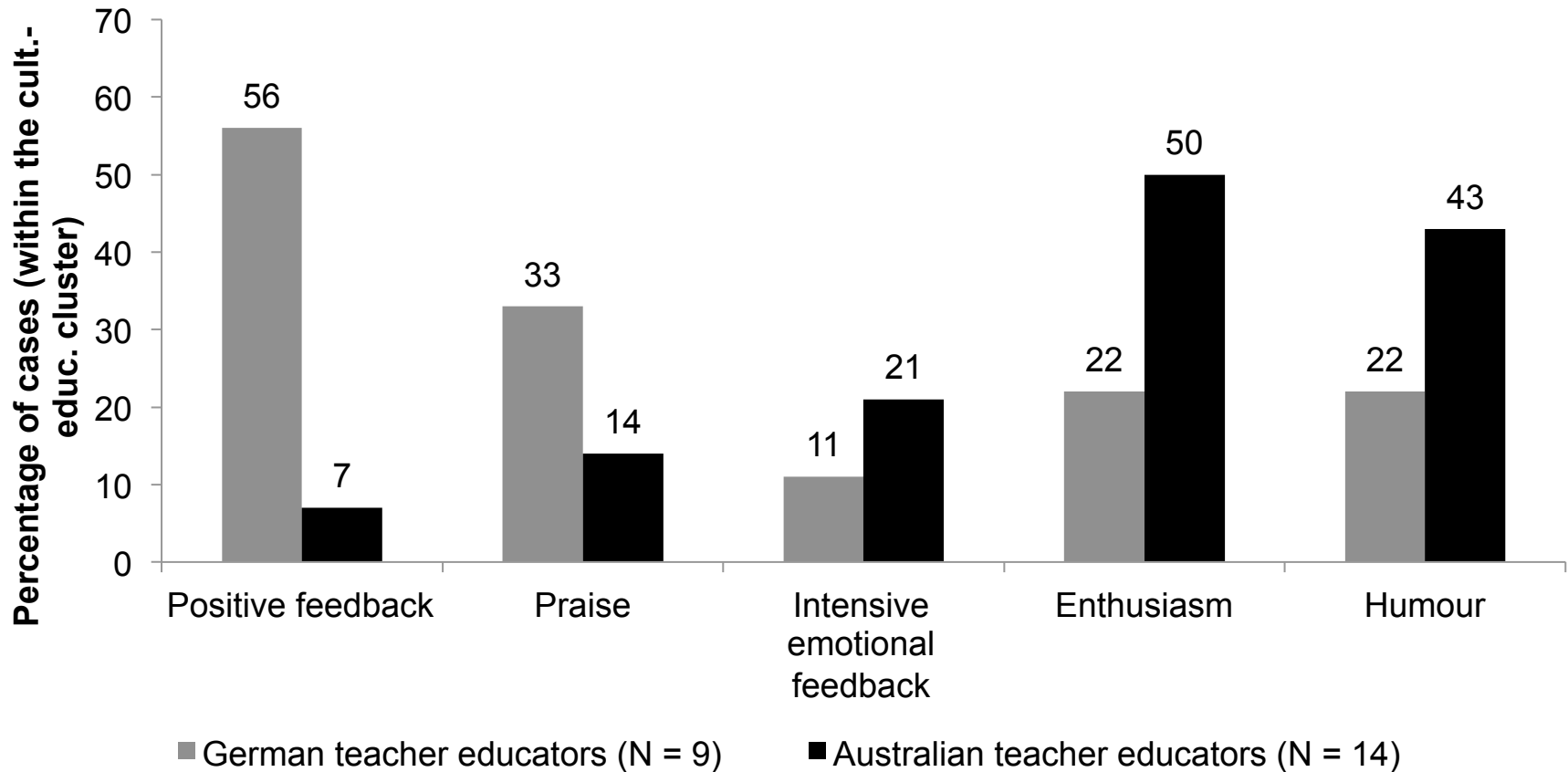


No, of course, I tell them, it is not ok, if they don't get the timing right and I have to pay for it. It's not acceptable for me. I don't want that and then I also justify why I don't want it that way. (I9, female, Germany)

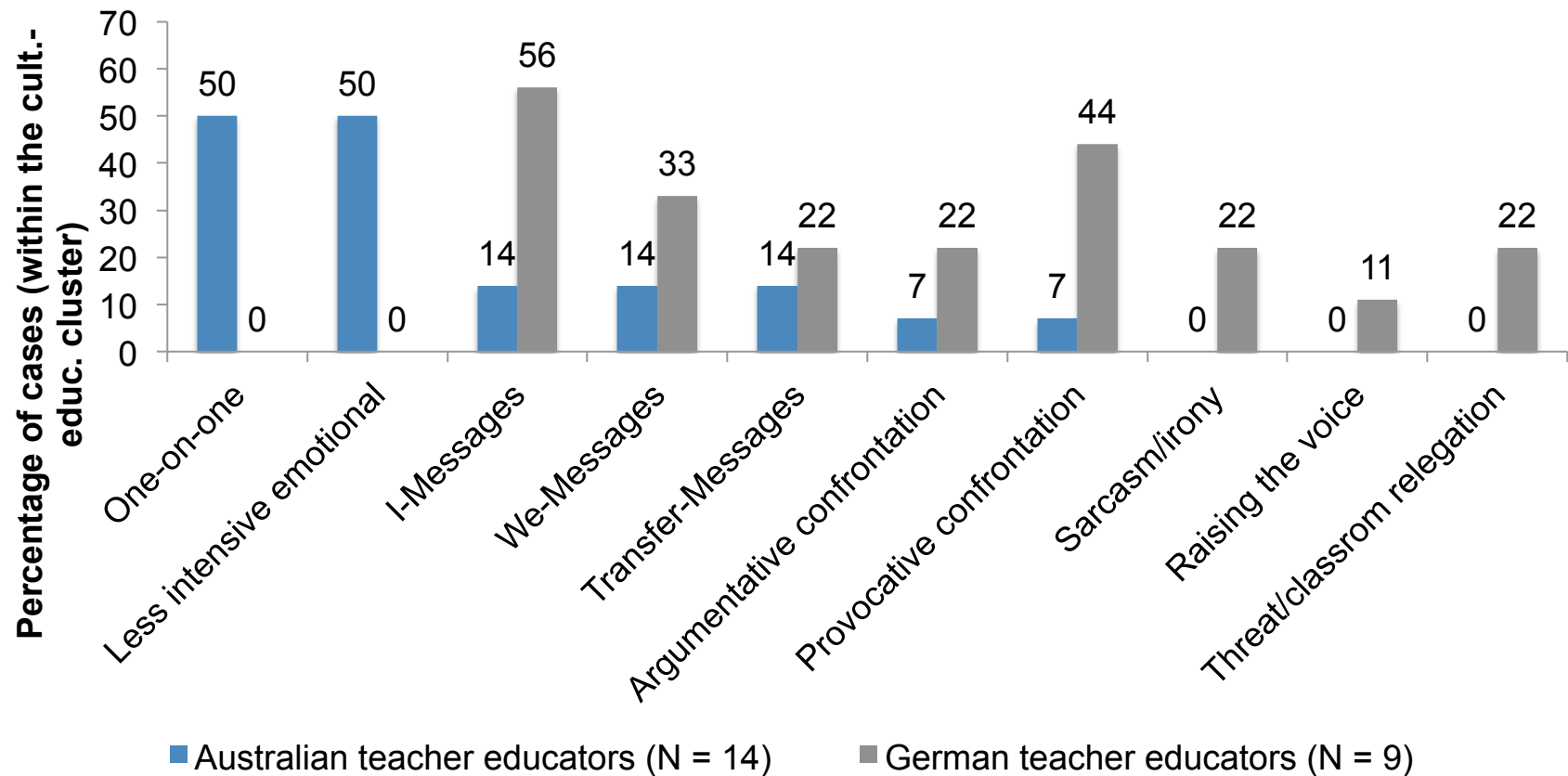
INTENSITY  
HIGH



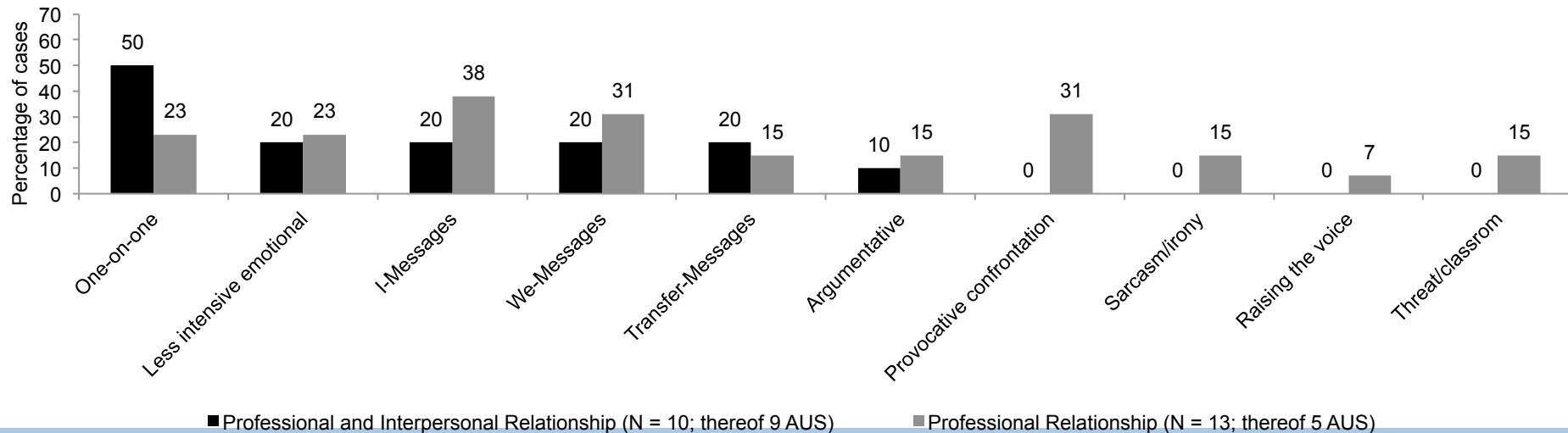
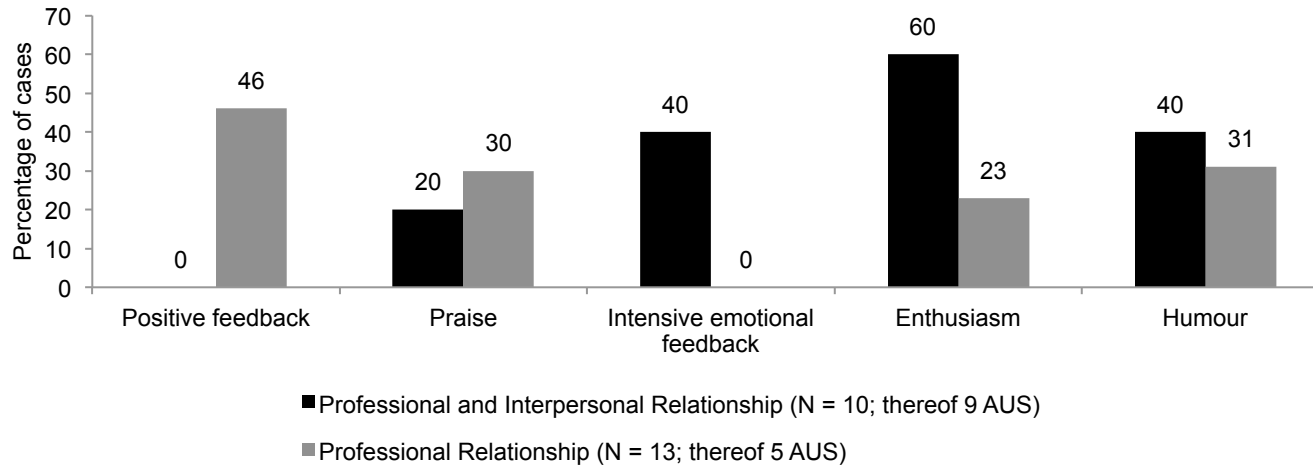
# Freudeausdruck: Deutschland / Australien



# Ärgerausdruck: Deutschland / Australien



# Ergebnisse: Beziehungsgestaltung und Emotionen



# Diskussion

## Zusammenfassung

- > Viele Gemeinsamkeiten aber auch Unterschiede zwischen den Ländern
  - Unterschiede auch innerhalb der individualistisch geprägten Kulturen (Koopman-Holm & Matsumoto, 2011)
- > **Intensität des Emotionsausdrucks variiert zwischen den Ländern; aber auch innerhalb der Länder (z.B. Persönlichkeit)**
- > **Interpersonale Beziehungen / „Closeness“ variiert ebenso zwischen den Ländern**



# Praktische Schlussfolgerung

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- Dozierende (und Studierende) beim Einleben in das „Gastland“ unterstützen
- Umgang mit kulturell heterogenen Studierendengruppen

I don't know: males and females. You have different tones. [...] Look, it's difficult ... ahm ... female students ... it's hard for them to understand where I am coming from. (I1/1)

Even teachers who had come from another English-speaking country reported problems of adaptation – and related emotions – linked to adjustment to different cultural-educational practices.

And I have the language. And almost every English migrant I've ever spoken to would say between 2 and 3 years to get used to the different culture. And a lot of this ... is this sort of laid-back Australian thing. (I3/1)

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# Limitationen und Forschungsimplicationen

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- > Retrospektive Studie → Situative Zugänge (Videos; Stimulated Recall)
- > Nur Lehramtsausbildung → andere Fächer: Transferierb.?
- > KI. Stichprobe → systematisch Moderatorvariablen berücksichtigen (e.g. Disziplin, Position, Lehrveranstaltungsart, ...)

**Vielen Dank für die Aufmerksamkeit.**

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## Details zu den Studien:

Hagenauer, G., Gläser-Zikuda, M., & Volet, S. E. (2016). University teachers' perceptions of appropriate emotion display and high-quality teacher-student relationship: Similarities and differences across cultural-educational contexts. *Frontline Learning Research*, 4(3), 44-74.

Doi: [10.14786/flr.v4i3.236](https://doi.org/10.14786/flr.v4i3.236)

Hagenauer, G. & Volet, S. E. (2014). Student-teacher relationship at university: an important yet under-researched field. *Oxford Review of Education*, 40(3), 370-388.

Doi: [10.1080/03054985.2014.921613](https://doi.org/10.1080/03054985.2014.921613)

Hagenauer, G. & Volet, S. E. (2014). "I don't think I could, you know, just teach without any emotion": Exploring the nature and origin of university teachers' emotions. *Research Papers in Education*, 29(2), 240-262. Doi: [10.1080/02671522.2012.75492](https://doi.org/10.1080/02671522.2012.75492)

Hagenauer, G. & Volet, S. E. (2014). "I don't hide my feelings, even though I try to": Insight into teacher educator emotion display. *Australian Educational Researcher*, 41(3), 261-281.

Doi: [10.1007/s13384-013-0129-5](https://doi.org/10.1007/s13384-013-0129-5)

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