Self-Identification of Emotion through Edtech Tools by First and Second Graders

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Background & Design

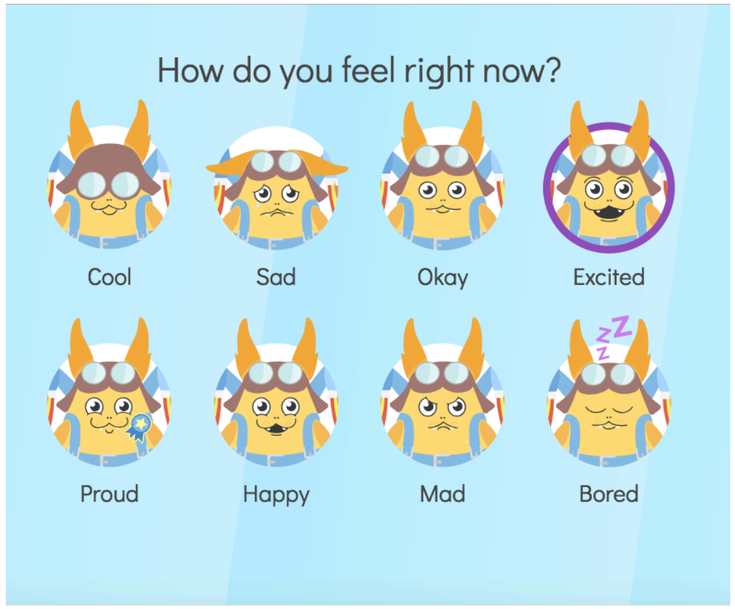
Emotion knowledge involves two steps:

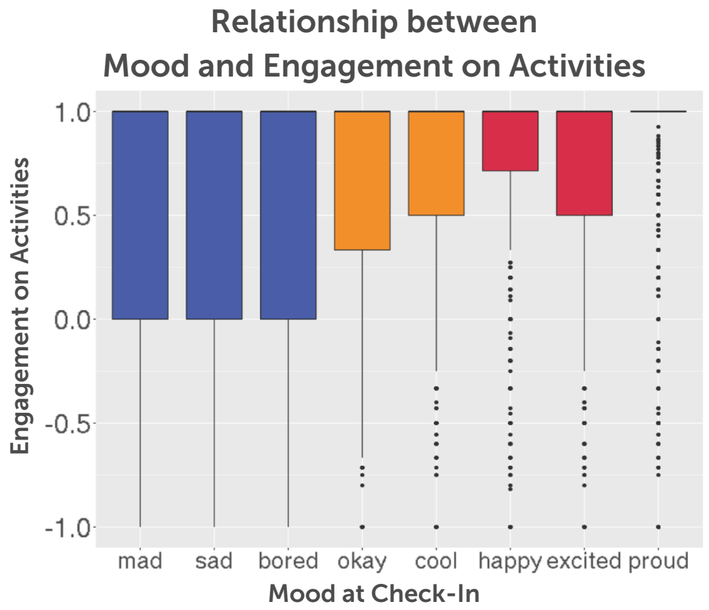
1. Understanding what an emotion feels like
2. Knowing how to label and properly recognize emotions in others [1-3]

Emotion knowledge is vital for emotional regulation[2] and strong emotional regulation positively impacts many academic skills,[4-6] while negative emotions can negatively impact academic performance.[7-8]

Regular emotion check-ins can facilitate increased emotion knowledge,[9-10] and an avenue for this to occur more frequently is through edtech tools.

Data from 1st and 2nd graders from a small suburban district was captured over a three-year period resulting in nearly 80,000 observations. Students would identify a mood when logging in (~3 times / week) and relationships between mood & engagement (denoted by a 👍 or 👎) and mood & post-activity quiz scores were explored.

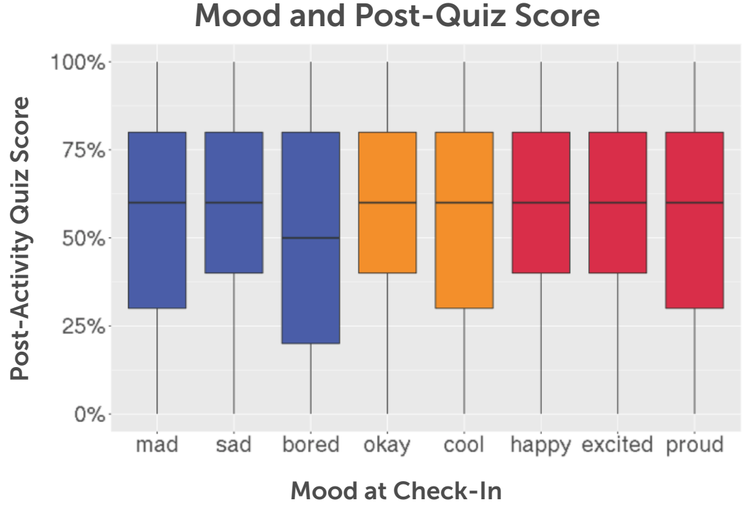




Results & Next Steps

- Hypothesized relationships between mood & engagement were not supported ($r^2 = 0.019$).
- Hypothesized relationships between mood & post-activity quiz score were not supported ($r^2 = 0.005$); however, mean quiz score for negative moods was significantly different than that of positive moods (happy, excited, proud, $p < 0.001$), though with a small effect size ($d = 0.10$).

The mood visuals may have been too complex for the age range, and next steps will include reducing the number of options and more clearly delineating the moods.



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