Emotional Dynamics of Master's Students in Undertaking Teaching and Learning Activities

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Abstract

Emotions have been identified as one of the determining factors in student learning. So important is the role played by this psychological aspect that they should be paid enough attention. This study aimed to investigate the types of activities conducted in a master's program at a state university in Lombok, Indonesia. In addition, it also intended to find out what emotions each of the activities triggered. The data in the study were gathered from twelve master's students majoring in English education using a questionnaire and focus group discussion (FGD). The results show that there are eleven (11) teaching and learning activities that students have undertaken, most of which have triggered positive motions towards the participants. The three most common forms of positive emotions are enjoyment, pride, and hope whereas the only negative emotions that emerged are boredom and anxiety. The last part of the article provides recommendations on how to boost the emergence of positive emotions and how to prevent triggers of negative emotions from appearing.

Keywords: Positive and Negative Emotions, Master's Program, Learning Activities

Introduction

Emotions are found to have a positive effect on someone's overall well-being (Fredrickson, 1998). As well, emotions can lead to better physical health (Veenhoven, 2008), greater resilience to stress (Tugade & Fredrickson, 2004) and enhanced productivity (Park, 2005). This is not limited only to workplace contexts but also to other contexts such as education as studies on emotions have found that to some extent students' learning is influenced by their emotions (Linnebrink-Garcia & Pekrun, 2011). Emotions have also been found to play two opposing roles in students learning as they can both facilitate and inhibit students' rational thought or reason (Cleveland-Innes & Campbel, 2012). Further, emotions can impact students' motivation and further engagement in learning (Wosnitza &Volet, 2005). In the context of education, emotions are considered to be most influential on one's learning (Roger, 2015).

Research also has shown that emotions are linked to achievement and self-regulated learning (Pekrun, Goetz, Titz, & Perry, 2002), and when related to motivations positive emotions are found to affect and facilitate intrinsic motivations (Løvoll, et al., 2017). This said, the aspects of emotions should

not be neglected in education and professional domains as positive emotion correlates with higher academic performance whereas the opposite with poorer performance (Xun, 2021).

There are several reasons why this study is worth conducting. The first one is the fact that students are now back on campus after attending their courses online due to covid-19 pandemic, and will have to attend classes offline. This is interesting and critical to investigate, especially in terms of their emotions as this new situation (the new order) potentially affects students' emotions and emotions have been identified to influence students' overall well-being and also their learning achievement.   The second reason is that as part of an educational institution there is a need and responsibility to ensure that students are emotionally resilient during their studies to help them learn maximally and therefore potentially graduate on time. (Ideally, they should spend four semesters for a master's degree and as stated earlier there has been a change in the learning mode since the relaxation of health protocol to the decreasing number of covid-19 new cases, from online/distant learning to face-to-face learning).

The fact that students pursued their bachelor's degree in many different institutions (private and state universities in different parts of the region) and different social and cultural backgrounds may affect their emotions in going through their study. In addition, some of them have just come back to campus after not studying formally for a certain time. Also, some of them have been working, the reason of which makes them perceive things differently. These expectations may include ways of communicating with the teaching and administrative staff and also how the process of teaching and learning is conducted.

The last reason, which is felt to be the most academically important is that research on students' emotions and learning has been conducted quite extensively in the contexts of face-to-face learning before the pandemic and online learning during the COVID-19 (Sun and Zhang, 2021; and Naylor & Nyanjom, 2020). However, not much is found about the dynamic of students' emotions in face-to-face learning after being used to online learning, more specifically in a master's study program. So, how students emotionally perceive the teaching and learning activities during their engagement in this new context is the focus of this study.

The main aim of this study is to obtain adequate data which can be used to help students acquire emotional intelligence, a type of intelligence that is defined as "the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving" because "[e]motionally intelligent individuals may also be able to harness the motivational qualities of emotion (Salovey, Detweiler-Bedell, Detweiler-Bedell, & Mayer, 2008:536). As such, if factors triggering students' positive and negative emotions can clearly be identified, efforts and measures can be formulated to make triggers of positive emotions occur and prevent triggers of negative emotions from happening. This in turn will potentially assist students to perform optimally in their studies and causes of negative emotions can be avoided, or be responded appropriately or at least be minimized to prevent inhibition of students' optimum academic performance.

Research Questions

As a guide to conducting this study, the following research questions are formulated:

1. What teaching and learning activities spark students' positive emotions during students' attendance of courses?
2. What teaching and learning activities trigger students' negative emotions?

The Construct of Emotions

Emotions cannot be easily and concisely defined despite long investigations on them (Cabanac, 2002) and there is even no one agreed and preferred definition of emotions (Chapman & Nakamura,

1998). After a review of many experts' proposals to define emotions, some of whom were rather pessimistic about coming to an agreement, Cabanac (2002:26) proposed a definition of emotions as " …; *any mental experience with high intensity and high hedonic content* (pleasure/displeasure)".

Emotions as a general construct are very crucial in humans' lives as they are part and supportive of their well-being (see Sun & Zang, 2021) and in the educational contexts, they should not be neglected as emotions are " … perhaps among the most influential for learning processes,.." in addition to students and educators' values (Lund & Chemi, 2015: ix). It is also to note that emotions can affect learning in that positive emotions facilitate learning and the reverse is disruptive to learning. In teaching contexts too, emotions can influence teacher communication behaviors and how students respond to teachers' emotions, especially in the three discrete positive emotions of enjoyment, pride and hope (Titsworth et al., 2013)

When dealing with emotions, it is important to note that in most cases we cannot choose our emotions, as the emotions we show very much depend on what stimuli we encounter. However, despite the inability to opt on which emotion to show, there are things we can do to respond to our emotions, that is, to modify, interpret, and vary their implication (Oatley, 1992). The appropriately managed emotions will lead to motivational resilience which reduces intensity of stress and the ability to construct persistence in dealing with difficult situations (Skinner, Pitzer & Brule, 2014). In relation to how we manage the implications of our emotions, Salovey et al. (2008:533) state

The essential assumption in our work has been that individuals differ in how skilled they are at perceiving, understanding, regulating, and utilizing this emotional information, and that a person's level of "emotional intelligence" contributes substantially to his or her intellectual and emotional well-being and growth.

Positive emotions are believed to " … broaden attention, cognition, and behavioral repertoires" which will " … lead to the long-term effects of frequent positive emotions, which serve to build resources that make lasting contributions to survival, health, and happiness". (Fredrickson & Cohen 2008:777). So important are positive emotions that they should be cultivated in all spheres of life including in the workplace and education. Having awareness of this will surely make all stakeholders involved in the contexts to encourage the presence and emergence of situations that will trigger positive emotions.

In general, positive emotions tend to result in higher levels of effect, which in turn leads individuals to engage in approach behaviors; Negative emotions have the opposite effect such that individuals' effect is lower and they tend to engage in avoidance behaviors (Mottet et al., in Titsworth, 2015).

Broaden and Build Theory of Positive Emotions

Fredrickson's broaden-and-build theory of positive emotions holds that positive emotions *broaden* people's momentary thought-action repertoires and lead to actions that *build* enduring personal resources (Fredrickson, 1998, 200, emphasis in original). (Italic is original). Their theory of emotions can be described as follows:
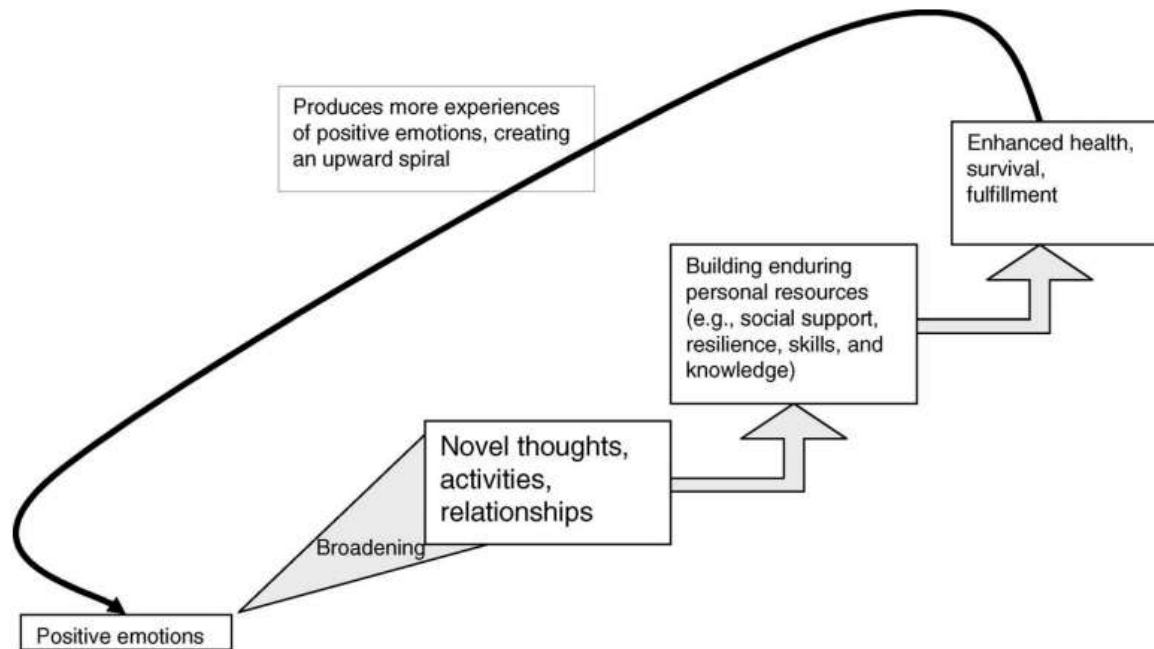
Figure 1. Fredrickson's Broaden-and-build theory of positive emotions

Positive emotions lead to *broadened* and *more flexible* response tendencies, widening the array of thoughts and actions that come to mind (Fredrickson, 1998). Furthermore, as can be seen from the figure above, positive emotions will make people more resourceful and healthier, all of which, if accomplished well, will in turn grow and create better quality.

Joy, for instance, creates the urge to play, push the limits, and be creative—urges evident not only in social and physical behavior, but also in intellectual and artistic behavior. Interest, a phenomenologically distinct positive emotion, creates the urge to explore, take in new information and experiences, and expand the self in the process. Contentment, a third distinct positive emotion, creates the urge to sit back and savor current life circumstances, and to integrate these circumstances into new views of self and of the world. (Fredrickson & Cohen 2008: 782).

In addition to the three domains of positive emotions above, Tong (2007) adds a unique appraisal domain of positive emotions such as interpersonal relationships, mastery, and spirituality. In their final review of theories and research on positive emotions Fredrickson and Cohen (2008: 791) remark: "There is good reason to celebrate and encourage positive emotions."

Some studies have identified that students' emotional experiences relate to how they work out and retrieve information from long-term memory (Grossberg, 2009). Students' encounters with positive emotional experiences will facilitate them to recall newly learned information ((Nielson & Lorber, 2009). On the contrary, when students experience negative emotions, they tend to tune out and shut down, effectively removing themselves from the learning process. (Sanders in Titsworth et al., 2013:193). Having seen the above we can then conclude that concerns about emotions should be part of our education as they can affect the success or failure of our learning as emotions depend on stimuli that evoke them (Shuman and Scherer, 2014).

The control value approach of achievement emotions (Pekrun 2006) postulates that if, for example, a student experiences and judges a learning situation at university to be intrinsically relevant and controllable, it is likely that positive emotions (such as enjoyment) will arise. Negative emotions (such as anxiety or boredom) may be triggered if a situation is evaluated as important but uncontrollable (like a relevant test).

Among these factors, appraisals of personal competencies, task demands, the probability of success and failure, and the value of these outcomes are likely to play a major role in the arousal of achievement emotions (Pekrun & Perry, 2014: 124)

Motivational quality (Pekrun & Perry, 2014: 130) proposes that "[t]eachers, parents, and peers deliver both direct and indirect messages conveying achievement values. Two indirect ways of inducing emotionally relevant values may be the most important. First, if tasks and environments are shaped such that they meet individual needs, positive activity-related emotions should be fostered."

Studying for the Postgraduate Degree

Studying for a postgraduate degree poses different problems and challenges compared to the educational levels before it. This may relate to internal and external problems (Yuniar et al., 2019), and lengths of study, academic requirements and objectives of the program as well as requirements of the teaching staff (Kemendikbud, 2020). Studying at the postgraduate level, in particular, requires students to be more independent and self-reliant. Although the activities of learning may be similar to those at undergraduate degree, the level of complexity is higher and coverage is broader.

Students at this level of education will also have different rhythms in their studies. They are expected to read more extensively, attend classes, do presentations as well and write assignments, as has been practiced in the master's program of English Education (personal experience as head of the study program). This is in line with the principles of outcome-based education (OBE) that have emanated from the new guideline for curriculum design (Kemdikbudristek, 2024), lecturers rarely teach students by lecturing, but rather by assigning them particular book chapters and/or journal articles to read to be presented and discussed in class. Also, the assignments are mostly in the form of writing summaries, presentations and writing papers. All these surely require students' reading and presentation skills.

The demography of postgraduate students is more varied compared to that of undergraduate level (Personal communication with study program's management). For the former, based on researchers' analysis of data in the study program, it is found that it is often the case that students are those who have been working and now want to continue their studies or those who had to stop studying after graduating from a bachelor degree because of lack of fund and now want to go back to campus. These students are then not used to the atmosphere of studying anymore. It can also be the case that students in this study program are those who have their own families and now have to continue studying while looking after their families. The aforementioned contexts will surely affect students' personal and academic performances. Therefore, these students are more likely to be prone to emotional problems, an aspect which should be properly addressed if we intend to facilitate them to go through their studies smoothly.

Research Methods

This is a qualitative study which aimed to gain meaning as intended by the participants based on their experiences, perceptions and understanding of the phenomenon being investigated.

The participants of this study were 12 students of the master's program in English Education at the State University in Lombok who had just completed their first and second semester courses. They consisted of two male and ten female graduates from different universities in the province.

These participants are of different age groups and work experience. Some were just bachelor's graduates and some others were those who had been working, in educational settings while some others were in other contexts.

The data collected in this study were in the form of verbal data. They were collected using two different instruments: questionnaires and Focus Group Discussions (FGD). To ensure adherence to research ethical codes, participants' informed consent was sought first.

Data Analysis

Two distinct approaches were taken to analyze the qualitative data gathered from the two instruments. The frequency of occurrence was used to examine the data obtained from the questionnaire. This instrument also identifies the types of teaching and learning activities carried out in the study program, together with the emotions triggered by each type of learning activities. In the meantime, the data from FGD were analyzed using Jeong-Hee's (2016) principles of narrative data interpretation and analysis, which can be summarized as follows:

1. Transcribing the verbal data
2. Identifying emerging concepts from the transcribed data through repeated coding processes
3. Identifying categories, that is linking codes to make a unit or category
4. Identifying patterns, that is repeated units or categories emerging throughout the narrative
5. Creating themes that represent similar patterns.

The data analysis process for the pure verbal data is shown in the following graph, as proposed by Jong-Hee (2016).

Findings and Discussion

Learning Activities Sparking Students' Positive Emotions

Data in this study are divided into two types, those collected from the questionnaire and those from the FGD. Data from the questionnaire focus on the types of learning activities conducted in the study program, types of assessment in the final assessment, and the students' emotions in undertaking the final assessment. Data from the FGD concern more detailed information on their emotions in undertaking the activities as well as recommendations to avoid negative emotions from appearing and positive emotions from emerging.

Based on the questionnaire, there are 11 types of activities identified as parts of participants' experiences during the teaching and learning process in this master's program: doing individual work, pair work, small group work, classical discussion, listening to lectures, reading journal articles or book chapters, making a summary, uploading work on the LMS, making PowerPoint slides, giving a PPT presentation, attending online classes, and doing the final examinations (assignment). Based on the data it was discovered that all twelve activities were conducted in the study program during the 2022-2023 academic year. The two most commonly occurring activities are making PowerPoint slides and giving PowerPoint presentations (with 4.66 and 4.76), whereas the least commonly occurring activities are attending online courses and uploading assignments on the university's learning management system (LMS). These last two indicate little use of online learning platforms as well as utilization of the LMS provided by the institution.

Concerning the learning activities which spark students' emotions (positive and negative), it was identified from the questionnaire (as shown in the table below) that generally students show positive emotions in all learning activities they experience in the study program.

Table 1. Students' Emotions in Undertaking Learning Activities

Partici pants	Doing an individual work	Doing pair work	Doing small group work	Doing classical discussion	Listening to lectures	Reading a journal article or book chapter	Making a summary	8. Uploading work on LMS	9. Making Power Point slides	10. Giving a PowerPoint presentation	11. Attending online classes
1	Pride	Pride	Pride	Pride	Pride	Pride	Enjoyment	Hope	Pride	Pride	Pride
2	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Hope	Hope	Enjoyment
3	Enjoyment	Hope	Hope	Enjoyment	Hope	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
4	Enjoyment	Enjoyment	Hope	Pride	Enjoyment	Pride	Pride	Enjoyment	Enjoyment	Hope	Hope
5	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment, Hope	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
6	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
7	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
8	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Boredom	Pride	Hope	Enjoyment	Enjoyment	Enjoyment
9	Anxiety	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
10	Hope	Hope	Pride	Hope	Hope	Hope	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Boredom
11	Hope	Hope	Enjoyment	Hope, Pride	Hope	Enjoyment	Boredom	Hope	Enjoyment	Anxiety	Enjoyment, Hope
12	Enjoyment, Hope	Enjoyment, Boredom	Enjoyment	Enjoyment	Enjoyment, Hope	Enjoyment, Hope, Pride	Enjoyment	Enjoyment	Enjoyment, Pride	Enjoyment, Anxiety	Enjoyment

As can be seen from the table, in all learning activities one or more types of positive are present (enjoyment, pride, hope). To be more specific, the frequency of occurrence of positive emotions is 98, 24, and 17 for *enjoyment, hope*, and *pride* respectively. Even in five learning activities (*doing small group*

work, doing classical discussion, listening to lectures, uploading work on LMS, and *making PowerPoint slides*, no single negative emotion appears. In addition, although negative emotions emerge in some activities, the frequency is minimal with only one or two occurrences. (There is one only for *doing individual work, doing pair work, reading a journal article or book chapter, making a summary*, and *online classes* and two in *giving PowerPoint presentations*. This indicates that the teaching and learning activities in the study program trigger students' positive emotions in most students.

Data from the FGD also reveal activities which sparked students' positive emotions. Two positive emotions emerging from this data are hope and pride. Hope appears as students feel what they have learned will be applicable in their contexts of work:

ISH stated '

> *Dari mata kuliah yang kami dapatkan, kami sebagai kepala madrasah, itu sangat besar pengaruhnya terhadap kebijakan yang kami buat. Misalnya seperti PBL dan tehnologi itu bisa kami manfaatkan bukan hanya untuk pembelajran Bahasa Inggris tapi juga mata Pelajaran yang lain'* (The courses we attended, especially for me as head of the Islamic school, have affected me a lot when making policies in our school. For example, problem-based learning (PBL) and Technology-assisted Language Learning can be applied not only to teaching English but also [teaching] other subjects).

Enjoyment was also felt when given assignments (including final assignments which they can do at home. They feel that this method of assignment can provide flexibility to complete the assignment in terms of time and space including access to various sources including internet sources. EKA states '… *kalau online itu lebih leluasa aja, ngerjaan bisa di sekolah, di rumah , menggunakan aplikasi seperti chatGPT, dan sebagainya*….(when [doing tasks] online it is mo reflexible, as we can do [them] at school, at home, …using applications such as ChaptGPT, etc.) Another student (YES) asserts ' *Karena pakai aplikasi-aplikasi,…bisa terbantu dan juga bisa diskusi dengan teman ... tanpa dosen*' . (because [we can use] applications … we get a lot of help dana slo [we] can discuss with classmates … without [the presence of] lecturers).

Learning Activities Sparking Students' Negative Emotions

Regarding negative emotions, data from the questionnaire show that only anxiety and boredom are the ones reported by the students with a frequency of occurrence of 3 each). Anxiety was felt in two learning activities: *doing individual work* and *giving a PowerPoint presentation* whereas boredom was felt in three different learning activities: *doing pair work, reading journal articles*, and *attending online courses*. One thing to note is that only three out of 12 students experience negative emotions in the study. Even in one case, one student had both positive and negative emotions in the same activity. This might be caused by the fact that one subject was convened by two lecturers. Furthermore, although 'shame' was one of the negative emotions made as an option in the questionnaire, no one reported experiencing this type of emotion.

Data from the FGD, however, show two other negative emotions in undertaking learning activities in the study program. The two negative emotions are disappointment and confusion. Disappointment concerns the breadth of coverage a course covers compared to the time available to accomplish it. Two other triggers of these two negative emotions, still based on the FGD, are the unclear outline of activities and assessments in the course and a sudden change to schedule by a lecturer.

> Regarding this PTR asserts "*secara jujur, ... di suatu mata kuliah saya merasa cakupan materinya terlalu luas [sehingga] tidak cukup satu semester, dan ada latihan-latihannya yg belum kami mengerti*" (Honestly, in one course, I just felt that the coverage was too broad. [Therefore,] it was

not enough to accomplish it in one semester; There are [also] exercises which we couldn't understand yet".

IDH states "*ekspektasi kita di mata kuliah itu adalah kita getting ready utuk publikasi ilmiah. Tapi, kenyataannya, karena mungkin dosen kedua terlalu sibuk sehingga kurang transfer of knowledge. Bahkan kita hanya membahas tentang abstrak saja"* Our expectation [in the course] was to get ready to publish our work. In reality, however, perhaps because of the second lecturer's too tight schedule, he didn't do enough transfer of knowledge to us. We even could cover abstract only in our discussion.)

Disappointment also emerged regarding the schedule. Although participants preferred face-to-face learning, they did not mind attending online courses. One note they made was that they should be conducted as scheduled. In other words, there should not be a change in the schedule, or if it had to be done, it should be done with the students' consent.

Still PTR he expressed his confusion when in a teaching team, the first lecturer did not seem to have communicated with the second. As a result, since they had different perspectives on their teaching materials and understanding of the subject matter, students became confused about which of the two to follow.

"*Kan mata kuliah kebanyakan diampu secara tim. Ada kesan kalau antara dosen yang pertama dan yang berikutnya kurang nyambung. Bingung mana yang harus diikutin*" (most of the courses are taught by a team teacher. I got the impression that there wasn't enough communication between the first and second teacher, which resulted in our confusion as to whom to follow"

Still negative emotions relating to confusion, a participant (IDH) expressed how she was confused because of the unclear syllabus in one course. She asserts:

Biasanya kan di mata kuliah itu, kita dikasih overview tentang mata kuliah yang kita ikuti. Pada akhir pertemuan kita harus bisa apa. Tapi *somehow* kita seperti *blank* aja, di mata kuliah ini nanti bakaln ngapain. Kalau kita kita tahu what is expected of the course apa saja, jadi kita bisa get ready. Kita tidak ditampilin RPSnya. Di satu mata kuliah kita sudah dikasih tahu dari awal sampai akhir kita bakal ngapain, termasuk assessment. (usually, in a course, we are provided with an overview of the course we are taking; What is expected at the end of the course. However, we just had no idea about what is going to happen in the course. Had we been informed about what would happen in the course, we would have been ready for it. We were not provided with a syllabus [of the course]. In another course, it was already made clear from the beginning to the end, what we were going to do, including the assessment.

Discussion

This study aims to investigate students' emotions in undertaking teaching and learning activities for the master's degree. As described in the previous part, students generally have positive emotions in undertaking the teaching and learning activities in the study program, although each learning activity may trigger positive and negative emotions in students (Trigwill et al., 2012; Graesser & D'Mello, 2012; Negretti, 2018). Group work, for instance, was found to elicit positive emotions among the students, the finding of which is in line with Järvenoja and Järvelä's (2009) and Järvenoja et al. (2020). They further assert that group work as a commonly conducted learning activity has the potential to trigger both positive (excitement and enjoyment) and also negative (frustration and anxiety) emotions depending on the dynamics of individual and group roles within the group and emotion regulation.

Similar to group work, listening to lectures, one of the commonly conducted activities in higher education, also triggers positive emotions in this study, although just like group work it may trigger both sides of emotions (Trigwell, Ellis, & Han, 2012). Trigwill et al. (2012) further elaborate that the positive emotions experienced by the students in this study might be the results of lecturers' lecturing styles and perceived relevance of contents by students.

Another learning activity known to potentially trigger negative emotions is writing tasks (Graesser and D'Mello, 2012). Writing as the most difficult skill to acquire, and more challenging for writing in an L2, was reported to trigger positive emotions among students in this study. They felt enjoyment, pride, and hope when undertaking this learning activity. This situation might be caused by the level of challenge set by the lecturers (D'Mello & Graesser, 2012). It is important to note that students are usually assigned to write a summary of the journal articles or book chapters in the course readers.

Not different from other activities, working with technology (uploading assignments to LMS and attending online classes) does not indicate a serious problem among students and it even triggers positive emotions (enjoyment and hope) although this type of learning activity can provoke anxiety, especially for those less-tech-savvy students (Artino & Jones, 2012; Pekrun et al., 2017 and Negretti, 2018). Very probably, this is caused by students' familiarity with the mode of learning as all of them have gone through online learning mode during the COVID-19 pandemic. Further, Moorhouse et al. 2021 found in their study of emotions in synchronous learning that synchronous online learning can evoke feelings of connectedness and feelings of anxiety for those having technical problems with technology-related learning mode.

The next two activities identified as triggering positive emotions are making PPT slides and presenting them in English. Even though giving a presentation can elicit anxiety, especially when conducted in an L2 success in accomplishing this kind of activity can lead to confidence building and the emergence of positive emotions (Chen, 2024). Again these positive emotions occurring in the study might be caused by students' familiarity with the activity as they have done them quite frequently in their undergraduate study as well as their experience during the COVID-19 learning mode.

In summary, as a whole students have experienced positive emotions during their participation in various learning activities in the study program, although all those activities also potentially trigger negative emotions. Having this said, it is relevant to restate what Csikszentmihalyi (1990) asserts that to optimize the emergence of positive emotions in the learning activities, there should be a balance between the challenge and the skills already acquired by students as this can lead to deep engagement.

Conclusion

Based on the data analysis in the previous part, it can be concluded that all the twelve activities (doing individual work, doing pair work, doing small group discussion, doing classical discussion, listening to lectures, reading a journal article and book chapters, writing a summary, uploading work in the LMS, making PowerPoint slides, giving a presentation, and attending an online class) are conducted in the study program. In general, all students enjoy and are proud of doing those teaching and learning activities. Concerning how the final assignments are conducted, interestingly, all methods of assessment except *sitting an in-class final assignment* trigger positive emotions such as *hope*, *pride,* and *enjoyment* whereas *sitting an in-class assignment* dominantly triggers negative emotions such as *boredom* and even *shame*. Some suggestions given by the participants are clear stages of how the courses progress from the beginning of the semester to the end, as well as clarity of what types of tasks and assignments are expected in the courses. This way students can better prepare themselves to attend classes as well as do the assigned tasks to optimize their performance.

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