Chapter 6

An Examination of the Emotional Impact of Technology-Driven E-Learning:

Role of Technology in Emotional Intelligence-Driven E-Learning

Abin George

https://orcid.org/0000-0003-2361-2723

National Aerospace Laboratories, Council of Scientific and Industrial Research, India

D. Ravindran

Kristu Jayanti College, Bangalore, India

Monika Sirothiya

Bangalore University, India

Mahendar Goli

School of Management Studies, Anurag University, India

Nisha Rajan

Krupanidhi School of Management Studies, India

DOI: 10.4018/978-1-6684-7639-0.ch006

ABSTRACT

This chapter examines how emotional intelligence can be used in e-learning to help students get a better understanding of the learning process. This study focuses on the role of emotions in students' perceptions and interactions with new ways of improving learning and how technology can stimulate this growth. It examines how the introduction of new technologies can enhance the growth of students in the physical absence of teachers. A major focus of the study is the development of different technology-driven learning tools that help students to feel and connect with the learning process more deeply. The purpose of this chapter is to review how updated technologies and physical interactions can coexist in the process of e-learning. The findings of this study will provide a good foundation for future research avenues and for researchers to pursue further research related to the application and benefits of emotional intelligence in e-learning.

INTRODUCTION

The use of emotionally intelligence and technology in education is becoming more and more prevalent in order to replace traditional communication methods. First, emotion-aware technology can help users to track and manage their emotions in a more efficient way. Secondly, it can help users to share emotions more effectively with others. One of the main benefits of using emotion-aware technology in education is that it can help students to better understand their emotions. It can also help them to better manage and control their emotions. This can provide students with a greater sense of awareness and control over their emotions. In addition, emotion-aware technology can help students to better communicate with others. It can help them to understand the emotions of others and to respond to those emotions in a more effective way. This can also help students to build stronger relationships and to better understand the needs of others. Overall, emotionally intelligent technology can provide students with a greater sense of awareness and control over their emotions. It can also help them to communicate better with others, help them to build stronger relationships and improve their communication skills.

Emotional intelligence is a critical skill for success in any field. It's not enough to simply be good at problem solving; you need to be emotionally intelligent too. When a team is facing a difficult challenge, each individual's emotional intelligence could contribute to the overall success. There is an increasing trend of using technology in the classroom, especially when it comes to educational materials. The implementation of Emotional Intelligent Technology (EIT) can be a great replacement for human connection in the classroom. It can provide students with a variety of tools to help them achieve their educational goals and improve their social and emotional well-

20 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: <a href="www.igi-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emotional-impact-global.com/chapter/an-examination-of-the-emo

of-technology-driven-e-learning/317977

Related Content

Designing Serious Games for People with Disabilities: Game, Set and Match to the Wii™

Lindsay Evett, Allan Ridley, Liz Keating, Patrick Merritt, Nick Shoplandand David Brown (2011). *International Journal of Game-Based Learning (pp. 11-19).*www.irma-international.org/article/designing-serious-games-people-disabilities/60131

Gamification in Academia: Does Psychological Engagement Boost Performance?

Tomáš Kratochvíl, Martin Vaculík, Jakub Procházkaand Juho Hamari (2022). *International Journal of Game-Based Learning (pp. 1-18).*www.irma-international.org/article/gamification-in-academia/304433

Toward Efective Instruction in E-Learning Environments

Martha A. Gabriel (2007). *Making the Transition to E-Learning: Strategies and Issues (pp. 173-190).*

www.irma-international.org/chapter/toward-efective-instruction-learning-environments/25620

Students' Aesthetic Experiences of Playing Exergames: A Practical Epistemology Analysis of Learning

Ninitha Maivorsdotter, Mikael Quennerstedtand Marie Öhman (2015). *International Journal of Game-Based Learning (pp. 11-24).*

www.irma-international.org/article/students-aesthetic-experiences-of-playing-exergames/130629

Contextual Learning and Memory Retention: The use of Near Field Communications, QR Codes, QBIC, and the Spacing Effect in Location Based Learning

David Metcalfand David Rogers (2010). *Multiplatform E-Learning Systems and Technologies: Mobile Devices for Ubiquitous ICT-Based Education (pp. 309-320).* www.irma-international.org/chapter/contextual-learning-memory-retention/36087