

How does a **bachelor thesis writing process** appear as **emotionally experienced**?

Introduction

- Bachelor thesis writing as a cyclic emotional process (2021) is a **sub-study**, in the making, of an ongoing dissertation project called *Emotions and identity in academic writing*.
- Human action is filled with emotions etc. which are intertwined with cognition.
- Information produced by the study can be applied in writing pedagogy and in the supervision of writers in the future.
- **Writing process stands here for all phases of a small-scale research process**, i.a. planning and reflection.

Participants and material

- 8 students from social sciences and philosophy
- **23 interviews with "life-lines" from the beginning, middle and end of the writing processes**
- 8 collages of the vision of thesis process with explanations (in the beginning)
- 6 (/8) visual self-images as an academic writer (in the end)

Method and tools

- **narrative analysis** (Bamberg, 2012; Hyvärinen, 2010)
- life-line (see Kallinen, Pirskanen & Rautio 2015)
- a heuristic for identifying emotional content (Golombek & Doran 2014)
- a tool for analyzing emotions and affects in text etc. (Olive & Piolat 2018)
- grammar of visual design (Kress & van Leeuwen 2006)

Further analysis

- Emotions related to the past experiences, events and situations and the vision of future in writing process

References

- Bamberg, M. 2012. Narrative practice and identity navigation. In James Holstein and Jaber Gurbrium (ed.) *Varieties of narrative analysis*. London: Sage, 99–124.
- Golombek, P. & Doran, M. 2014. Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education* 39, 102–111.
- Hyvärinen, M. 2010. Haastattelukertomuksen analyysi. In Ruusuvoori, Johanna, Nikander, Pirjo, Hyvärinen, Matti (eds.) *Vaastattelun analyysi*. Tampere: Vastapaino, 90–118.
- Kallinen, K.; Pirskanen, H. & Rautio, S. 2015. *Sensitiivinen tutkimus: menetelmät, kohderohmat, haastet ja mahdollisuudet*. United Press Global.
- Olive, T. & Piolat, A. 2018. *EMOT/ALX-Tropes: a tool for analyzing emotions and affects in text and discourse*. <https://researchgate.net/publication/329307568>

Example

Figures. A student's (reconstructed) life-lines representing **positive and negative past and future emotions** in the beginning, middle and end of the bachelor thesis writing process. Present – ergo interview – in an origin.

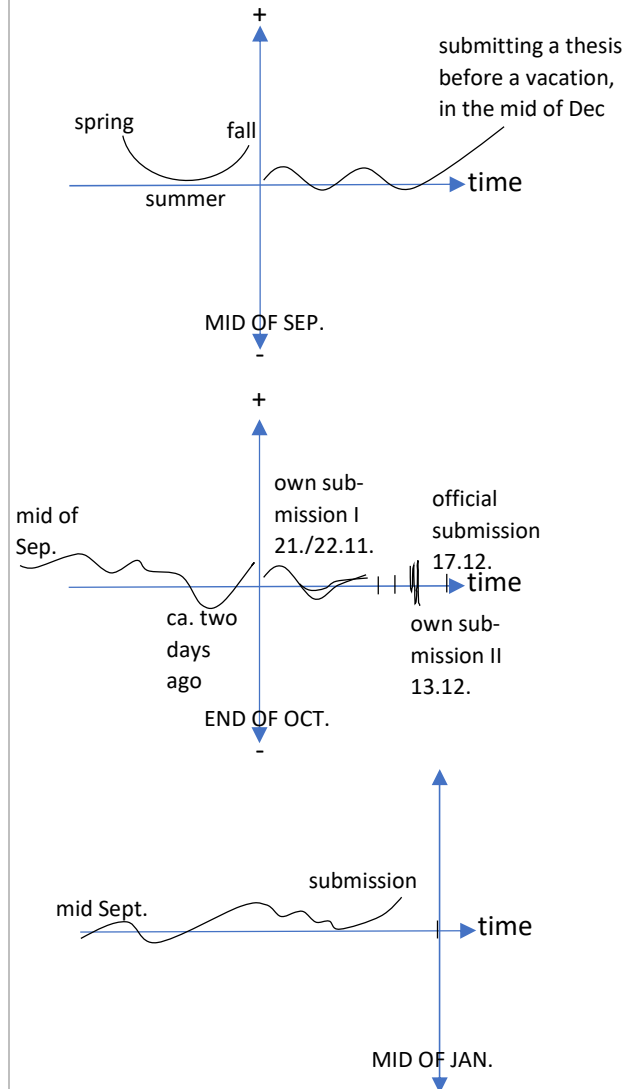


Table. **Verbally and explicitly expressed words** (Finnish words translated into English) which denote to **positive**, **negative** or **other** emotions/affects in the first, second and third interview

	Emotions/affects	1	2	3
+	ease	x	x	x
	(self-?)certainty	x	x	x
	nice (/pleasure)	x	x	x
	interest (~ vivacity/arousal)?	x	x	x
	desire	x	x	x
	fondness	x		x
	good feeling		x	
	peer support (~ friendliness)?		x	
	clarity (~lucidity)?		x	
	spirit		x	
	motivation (~excited)?		x	
	reverence		x	
	leniency		x	
	release (/liberation)		x	
	happiness			x
	fun			x
	vivacity			x
	curiosity (~ vivacity/arousal)?			x
satisfaction			x	
congenial			x	
-	tiredness (/weariness)	x		
	boredom	x		
	horror	x		x
	uncertainty (/ambivalence)	x		x
	trouble	x		x
	stress	x		x
	bad feeling		x	
	arduous		x	
	confusion		x	x
	suffering		x	x
	fear		x	x
	pressure		x	x
	compulsion (/must)		x	x
	crisis		x	
	concern		x	
	smugness			x
	shock			x
	disappointment			x
frustration			x	
tension			x	
~	surprise	x	x	
	wonder		x	x
	hope		x	x
	discipline			x
	weird			x
	indifference			x