

FACULTY LECTURER OF THE YEAR 2025/2026



# FLOWING TOGETHER:

WHEN OPTIMAL EXPERIENCE MEETS  
MEANINGFUL CONNECTION

## Hannah Lucas

Associate Professor of Psychology

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# Biography



Hannah was born on Hope St. in South Pasadena, CA in the early 1980's. Little did she know that holding on to hope would be crucial in the years to come. Hannah's childhood was full of laughter and creativity, as she grew up alongside her older brother Conan with their loving parents. The household was filled with music and love from the moment they were both born. She just assumed that all families burst into song throughout the day. Her earliest years were filled with writing stories, poetry, songs, making and playing original board games, and learning the second-hand instruments her dad would bring home from the thrift store. Hannah moved to Azusa, CA just before middle school, and in high school, Hannah was a happy nerd and theater kid. By the end of high school, she was accepted to UCLA's musical theater program, and she was excited to pursue a musical career.

As high school ended, Hannah became a mom for the first time to her amazing daughter Ahlitney. Parenthood put college on hold, and she decided to get a job to support her family instead. Ahlitney's sweet little sister Kaleila came along a couple of years later, and soon enough, they were singing in three-part harmony! The dream.

In the the early 2000's, Hannah's optimistic life began to challenge her in ways she couldn't have imagined. Tragically, her beloved brother Conan died suddenly in 2005, leaving an empty space that could never be filled. Shortly after that, she lost her job during the recession, got a divorce, and she and her daughters found themselves unhoused. After looking for a stable job for two years with no luck, Hannah decided to go to college, and increase her odds of providing stability for her children. Upon walking onto the campus at Citrus College, she accidentally found herself in the EOP&S/CARE/CalWORKS department. There she found the support and community that would prop her up and launch her towards success. She was finally even offered a job at EOP&S as a peer advisor. With the guidance of her EOP&S counselor, and many caring faculty, Hannah earned two associates degrees in under two years, and transferred to Cal Poly Pomona, where she majored in Psychology. She hit the ground running, volunteering to work in several faculty research labs and groups and participating in student clubs, all while raising her two amazing kiddos and working at various student positions for the university. She became a McNair Scholar and President's Council Scholar while at Cal Poly Pomona, and was admitted directly to a doctoral program after she earned her Bachelor's degree. Sadly, her dad passed away from brain cancer before he could watch her cross the stage, but she featured her brother and dad on her graduation cap, and carried them across with her.

# Biography

Hannah spent her next chapter working on her masters and doctoral degrees at Claremont Graduate University with one of the founders of Positive Psychology (Dr. Mihaly Csikszentmihalyi) and Dr. Jeanne Nakamura as her faculty advisors. It was there that she fell in love with the concept of flow: The sweet spot where challenge and skill meet to bring us to our optimal performance and experience. Yet Hannah was *most* interested in how we experience flow in the presence of others, drawing on her experiences of social flow throughout her childhood and life. She focused her research on this concept for years. She has published her scholarly work on social flow, love, and lifespan developmental psychology (her area of concentration) in both academic journals and books. She has also presented her work nationally and internationally at many academic conferences over the last twelve years.

After Hannah secured her Master's degree in Psychology, she became a part-time faculty member at several colleges, including Chaffey College, Mt. San Antonio College, Cal State Fullerton, and Moreno Valley College. Although she knew she had many options for her future career, she had known exactly what she wanted to do since her Citrus College days: Become a full-time psychology professor in her own community. That dream came true when she became a full-time professor at Chaffey college in 2018. Hannah has specialized in teaching research methods in psychology and lifespan development to her students, and has worked hard to make these topics accessible and enjoyable for them; both online and in-person. Learning how to do scientific research opened many doors for Hannah on her academic journey, and she had a clear goal to bring research opportunities to community college students before they transfer to 4-year institutions. Alongside her colleagues Matthew Vincent and John Glass, Hannah helped to start Chaffey college's chapter of Psi Beta, the honors society for psychology students in community colleges. Hannah runs a research group for students to get hands on research experience and present their work at conferences, so they too can hit the ground running and be on par with their 4-year peers after transfer. The Psi Beta research students have presented at local, regional, and national conferences over the last few years, won research awards for their work, and have gone on to prestigious universities, and programs.

Although getting a college education didn't always seem like a guarantee in Hannah's life, both of Hannah's daughters have now graduated from college themselves, and have started their own careers. And that is Hannah's favorite part of the story.



# ACKNOWLEDGEMENTS

## What are we without commu

*Thank you to my beautiful family, both related and created. This has all been for, and in cöcreation with you.*

To my daughters Ahlitney and Kaleila, and my mom Marcia, you have been my heartbeat and reason for striving every step of the way. Thank you for your patience, understanding, and love throughout the years.

Thank you to my incredible partner Gesse for your love and steadfast support through all the joys and challenges we have flowed through together.

Thank you to those who have been there for me throughout all the beauty and pain as I traversed my doctoral studies, the tenure track, and the life events that have made it worth thriving through: Shelby, Jessica, Zenia, Melissa, Kay, Mona, Norma, Vanessa, Heather, Brianna, David H. and David S.

My professor, mentors, and academic heroes: Dr. Jeanne Nakamura, Dr. Mihaly Czikszentmihalyi, Dr. Kendall Bronk, Dr. Stewart Donaldson, Dr. Faye Wachs, Dr. Jeff Mio. Dr. Frank Torres, Dr. Wei Bidlack, Dr. Winny Dong, and Joanne Hinojosa.

Thank you to my brilliant colleagues in the Psychology department and beyond here at Chaffey, and colleagues from every chapter of my journey, we are so lucky to get to think, dream, and live out our careers alongside one another. It is truly a joy.

# Remembering the Student Experience

At the beginning of most semesters, I am reminded of what it might feel like to be a student in a classroom. It's easy to forget when we've been doing this for a long time; what feels like to walk into a classroom and not know what to expect or what is going to be required of us. We don't necessarily know if we going to be able to meet those requirements. It's easy to forget, because this stuff is easier for us now.

I've been learning and teaching my subject of psychology for almost two decades. But it wasn't always easy for any of us. I try to get myself back into that headspace of what it actually felt like to not know if I was going to make it to the other side of a class or college in general.

We can see the apprehension in their eyes and body language on day one; the uncertainty in their voices, as we do the introduction activities. In those moments, I feel like it's really important to me to reassure my students that they're safe, and that I'm there to support them. I remember wanting that reassurance when I was in their seat.



I try to remember...

- When it actually did feel the best while in the classroom?
- Who actually made that experience optimal for me?
- Who made the experience most effective for me?

I have very specific professors, tutors, and classmates that I can bring to mind. As soon as I saw them, my stress would melt away, and I would be excited to learn from them. I would feel so comfortable in their classrooms, and they brought out the best in me.

But since I tend to forget, I'm usually feeling a bit humbled on first day of the semester, when I meet a new group of students for the first time. I have to remember that they don't feel that way yet and that I have the opportunity to get them there.

One of the tasks that we have when we are college students is in **learning how to learn**.

# Remembering the Student Experience

As a psychology professor, I am fortunate to get to teach about this meta-learning process. Psychology professors help students not only understand how we learn, but the underlying brain structures that help us to learn, the neurotransmitters that are being released from our neurons within the cerebrum, hippocampus, limbic system and prefrontal cortex to allow us to record memories, hold on to memories, and make meaning of them.

We dive into the neuroscience, the research methods, and statistics to think critically about whether different techniques for learning are more or less effective in different contexts. Teaching psychology feels so rewarding, because not only do we teach them about how people tend to think and behave. We help them understand the science that underlies human behavior, and help them take some agency or control over their experiences of learning.

As you can probably attest to, learning how to learn is not easy. Deep learning requires experience. Passive learning can feel intangible and hard to internalize. Since we often learn by doing things with our bodies to engage and train our brains, what we literally *experience* tends to be our best education.

Being motivated to learn doesn't always come easily either. When I have something new that I have to learn that seems too challenging, I might try to get out of it or find a shortcut. I might forfeit the opportunity to learn just to avoid feeling the discomfort or embarrassment of not already mastering something.

Yet there are some important factors that can allow us to feel motivated. We aren't always personally interested in the subjects for every class we take. But if the conditions of our learning environment are optimized for learning, that can absolutely increase our motivation. It can also help if we have an opportunity to exercise autonomy. If we actually get to make some choices about what we learn, or how we learn about those topics.

A really important one is psychological safety. This is one that sometimes gets overlooked in the mechanics of learning and teaching. It was highlighted beautifully in a prior faculty lecture by Tara Johnson, who taught us the ethic of love, and how we can bring that to our students.

Psychological safety allows our students to feel emotionally and mentally safe enough to learn from us.

Fostering psychological safety requires us to earn the trust of our students. That usually requires authentic understanding of what our students need from us.

# What is Flow?

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One of the things that I have learned over the years is that learning can be optimized when we get into something called flow. Some of you may have heard of this term before. **Flow** is defined as a balance of both skill level and challenge, wherein we're able to perform at an optimal level.

Mihaly Csikszentmihalyi, was one of founder of Positive Psychology, and the psychologist who conceptualized flow. He said that:

*“The best moments in our lives are not the passive, receptive, relaxing times. The best moments usually occur if a person's body or mind is stretched to its limit, in a voluntary effort to accomplish something difficult and worthwhile.”*



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Mihaly Csikszentmihalyi was one of the greatest psychologists of our time as a co-founder of the psychological lens we now call positive psychology. Positive psychology is not just about looking at the good, fun and times of sunshine and rainbows in our lives. It's about balance.

In psychology, we're notorious for having focused on all the things that are wrong with human beings, all the things that are dysfunctional or abnormal about human behavior. Those things are very important to study and understand. But alongside those things, We must also truly understand our potentials and abilities. If humans didn't have the ability to thrive and overcome, we probably wouldn't have persisted as a species to this day.

Therefore, it's important to understand them alongside those failings, deficits, issues, and dysfunctions. That is what positive psychology is about: The balance between them, and understanding *all* of the elements of human thought and behavior.

Mihaly Csikszentmihalyi came up with the concept of flow after studying the concept of play, and how that impacts human development, potential, and experience. Within his research, he came to understand that our best potentials are not usually during the times that are easy and relaxing. Oftentimes, we need something that to pushing us out of our comfort zone, and challenge us in some way.



# From “Flow”

## Mihaly Csikszentmihalyi

1

### On Happiness

“Happiness does not depend on outside events, but rather, on how we interpret them. Happiness, in fact, is a condition that we must be prepared for, cultivated, and defended privately by each person. **People who learn to control inner experience will be able to determine the quality of their lives, which is as close as any of us can come to being happy.**” (Flow, 1990 pg. 2)

2

### The Importance of Challenge

“Contrary to what we usually believe...the best moments of our lives are not passive, receptive, relaxing times – although such experiences can also be enjoyable if we have worked hard to attain them. The best moments usually occur when a person’s body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile. Optimal experience is thus something that we *make* happen.” (Flow, 1990 pg. 3)

3

### Unpleasant Until It’s Not

“Such experiences are not necessarily pleasant at the time they occur... Getting control of life is never easy, and sometimes it can be definitely painful. But in the long run optimal experiences add up to a sense of mastery – or perhaps better, a sense of participation in determining the content of life – that comes as close to what is usually meant by happiness as anything else we can conceivably imagine.” (Flow, 1990 pg. 3)

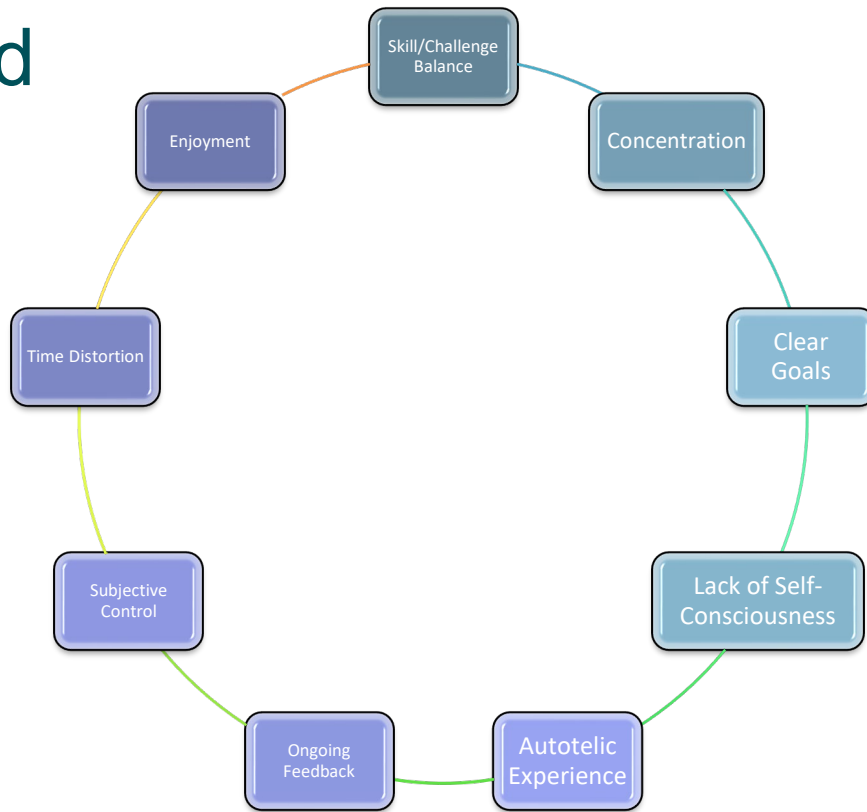
# The Components and Conditions of Flow

Dr. Csikszentmihalyi was a scientist, and he used scientific methodology in very systematic ways of understanding not just an overall feeling of flow, but the necessary components of flow.

Which pieces are necessary for something to truly be a flow experience?

Careful study of the most commonly reported elements that make up flow experiences allowed him to identify very specific conditions that need to be present for us to know that something is truly flow.

According to Csikszentmihalyi (1990), a condition that may foster the experience of flow is when:



1. The **challenge** provided by the task and your **skill** in completing it are at an optimal balance
2. You feel an **appropriate level of control** over an activity
3. The **goal of an activity is clear**
4. You receive **regular feedback about your progress** toward the goal
5. Distraction is minimized so you can have **high levels of concentration**
6. You do **not feel self-conscious**
7. You are so absorbed in the activity that **time feels distorted** (e.g., time feels like it "flew").
8. The experience also becomes **autotelic** (i.e., you feel intrinsically motivated to do it).

Yes, there does need to be a skill challenge balance. Just enough skill to be able to meet just enough challenge. If it's not challenging enough, it's going to be boring. But if it's too challenging, it's going to be frustrating, and perhaps even induce anxiety.

So, you need a balance there to be able to experience flow. You also need to be able to concentrate and focus on the task at hand. There need to be clear goals so that you understand what the goals are that you are trying to reach. There needs to be ongoing feedback, so you understand whether you are reaching those goals on an ongoing basis. There needs to be a sense of subjective control, like you actually are in control of being able to make that task happen. Also, there needs to be a lack of self-consciousness. That means you're not worried about how you seem or how you appear to others while you're doing the task. There can be a sense of time distortion, where it seems like time is either going by really fast or slower than what you would expect. Also, it might feel very automatic. This is called autotelic experience, where things feel like they're just kind of flowing along without you having to force them.

# The Components and Conditions of Flow

As an outcome of flow, oftentimes, people will say that they enjoyed the experience.

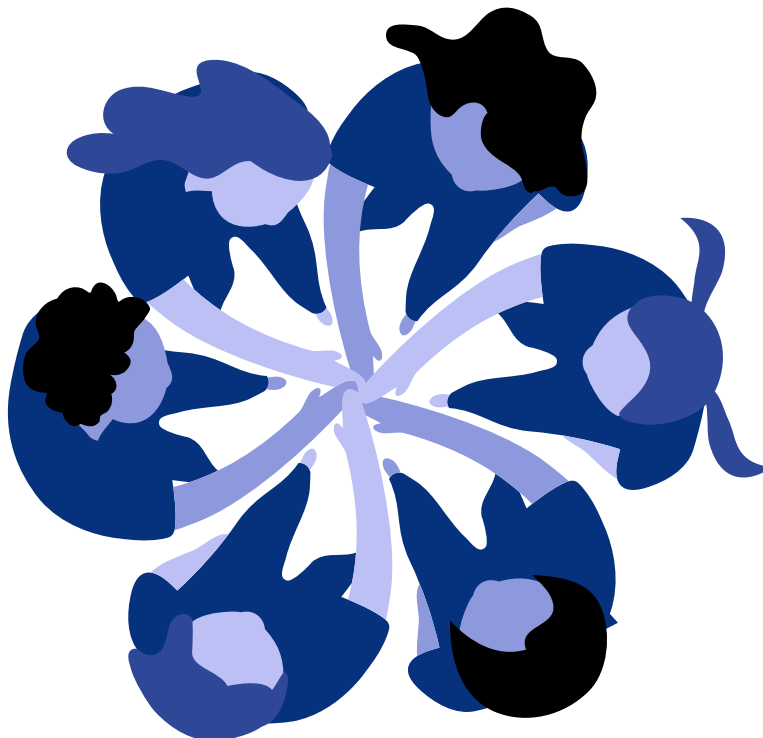
You can probably think of times when you personally experienced flow. Doing a task that was just challenging enough, and you had just enough skill to be able to get into the zone; times when you were at your best, and gave your most optimal performance, *and* had an optimal experience.

A common activity that people report experiencing flow in are team sports. More specifically, tennis is a sport that people experience a lot of flow in. In a tennis match, the players have to interact and keep the flow of the game going continuously. There are a lot of different ways that we can get into flow and there are endless numbers of different activities that can be flow experiences. They are usually somewhat personalized to each individual. We all have different skill sets, and different things that challenge us.

During time in my PhD program, I was lucky enough to have Dr. Csikszentmihalyi as my research advisor and mentor along with Dr. Jeanne Nakamura, at Claremont Graduate University.

It was the honor of a lifetime to get to even meet Dr. Csikszentmihalyi, but to have him as a research advisor was almost indescribable. His mind was absolutely brilliant, and able to understand concepts that transcend what most people would imagine, or even consider.

I was personally very interested, not just in flow but in something called social flow.



# What is Social Flow?

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Social flow is not just flowing on your own, it's flowing with other people. And as you can imagine, all of the components of flow might be just slightly altered by the presence of others.

You may or may not be able to concentrate as easily if when others are present, depending on who is there and what context you're in. Will the goals be as clear? Will you be more or less self-conscious? Most people are *more* self-conscious when other people are around.

Many of the components of flow are challenged by the social presence of others. This doesn't mean that you *can't* get into flow when other people are around. But if you get a chance to do experience social flow, it has the potential to be even *more* rewarding than solitary flow.

Throughout the years, the work that I did with Dr. Csikszentmihalyi and Dr. Nakamura yielded data and evidence that **social flow** is not just the original components of flow in the context of others. There are additional conditions that need to exist for flow to be social.

One is that there needs to be a **match** between the participants. That doesn't mean they all have to have the same skill set, but there needs to be some sort of balancing or complementing of skills. When you think about a basketball team flowing together on the court, each team member is good at their position, and working together, they may be able to score more points.

The other truly important piece that emerged time and time again, in study after study of social flow was **familiarity** or **trust**. When you are familiar with the people that you're working with, playing with, or learning from, it gives you an understanding of what you may or may not need to do to be able to flow with them. Being able to trust them further lowers some very important barriers to flow, such as self-consciousness, lack of concentration, and even lack of subjective control.

Social flow can be experienced beyond when you're working with others interactively; you can experience flow merely by being in the presence of others. For example, I can be co-working with somebody, doing my own work, and somebody can be sitting next to me doing their own work. The presence of that other person may allow for flow. This is called **co-active social flow**. On the other hand, **interactive social flow**, requires depending upon one another in order to make the activity work. This is more challenging and does require higher levels of match and familiarity or trust. And finally, there's something called **envisioned social flow**. Dr. Csikszentmihalyi and I conceptualized this type of flow one that can be experienced at the mere thought, imagination, or anticipation of social experience with others. Sometimes, just thinking about another person can activate parts of our brain.

Being social can require a lot of us, and diminish flow conditions. But being social can also activate some of the more positive, and activating human states, when we expect that being social will be positive. With envisioned social flow, you can imagine flowing with somebody else even if they are not physically present.

A wealth of research has now been done on flow, and more and more is being done on social flow all of the time. We actually have some data about social flow from our very own students here at Chaffey College, because that is something that I have continued to study during my time here.

# Student Flow at Chaffey

One of my career dreams was not only to become a community college professor, but to be able to provide research opportunities to students in community college before they transfer to four-year universities, so that they can be on par with their four-year peers. Getting research experience is very important for those who wish to eventually get into graduate school or earn doctoral degrees. Yet those who don't have an opportunity gain research experience during their undergraduate years are at a disadvantage compared to those who do. During my own college journey, I had to work hard to make up for lost time upon transfer from community college, and it was certainly a challenge. My actual dream was to become a full-time community college professor one day, and spoiler: it all worked out! But I also really wanted to start a research group for community college students in our field so they could be prepared for the same opportunities (or more) upon earning their bachelor's degrees.



Thanks to the joint efforts of my colleagues Matt Vincent and John Glass we have started a Chaffey College chapter of Psi Beta, an honors society for psychology students at community colleges. Our chapter, and our student research group have been active for three years now,

I'm so proud to say that our Psi Beta research students have presented at our local, regional, and national conferences since, and have built incredible CVs. Several of them have gone on to transfer and graduate institutions where they are thriving, winning all the awards, and just being generally incredible.

Our student researchers have continued the work with me looking at flow here at Chaffey College. Diana Gutierrez has gone on to do graduate work at the University of Redlands, but during her time here at Chaffey, we wanted to understand if students actually tend to experience flow when they're thinking about school or work, or if they only experience flow when thinking about leisure and activities outside of school. Our Chaffey students gave us data that we were able to learn from.

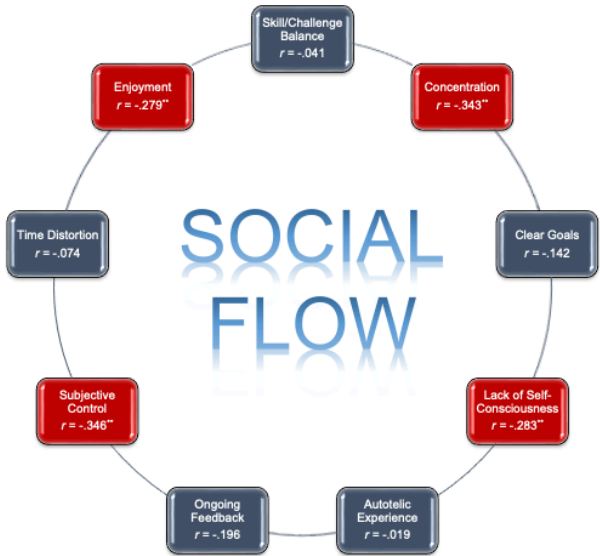
# Student Flow at Chaffey

In one of our data collections, we asked them to “think about an activity you've done with somebody else recently, and in what setting they were in when they did the activity.” We then we had them rate themselves on a flow scale to see based on that activity, whether the were able to experience the necessary components of flow or not. We found that for many of our students, flow in general was less likely to be reported in the college. They experienced significantly lower levels of concentration, subjective control, feeling in control of their experience. More self-consciousness, and less enjoyment, (which is an outcome of flow)

## In- Class Collaboration



## Reflected on a School Activity



However, we also found in that same data collection that those who recently did schoolwork *inside the classroom with others* actually, experienced more flow. They had much higher levels of skill challenge balance when they did an in-class collaboration, got more ongoing feedback, and had more autotelic experience, where they felt like things were happening a bit more automatically. They also enjoyed the experience more.

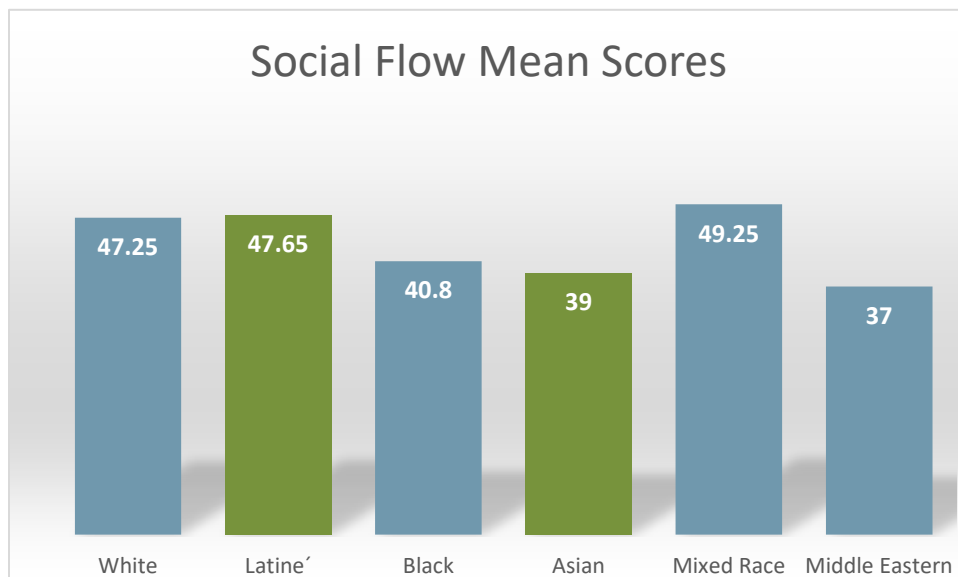
This may not surprise most of you who have taught in person and online. It's a little easier for us to be able to make the flow happen in the physical classroom than it is online. We have more control over the in-person environment or “vibe” that can foster more of the conditions that are conducive to social flow while inside the classroom. Online, we run into a lot more challenges to be able to creating a flow-conducive environment.

# Student Flow at Chaffey

Another study with, two more of our Psi Beta research group alumni Joseph Baky, and Emerald Kolb helped us to understand differences in whether students social flow experiences varied based on their ethnic identities at Chaffey. We found that those who those who identified as Latino/Latina/Latine´ and White or Caucasian experienced higher levels of social flow compared to those who identified as Black or African American, or Asian or Asian American, with Latine´ students being significantly higher. Those who were from the majority ethnic group here at Chaffey actually were more likely to experience social flow than other groups. This makes sense, because as I mentioned before, familiarity with others is an important factor in enabling social flow. When examining whether students are under social flow conditions, we can ask whether they feel like they have other people that they are familiar with, that they can connect with, who understand and flow with them?

Unfortunately, those who were not from the majority groups did not experience as high of levels of social flow. We realize, obviously, ethnicity is not necessarily the driver of this. Feelings of belonging may be a more pivotal variable.

	White/ Caucasian N = 11	Latiné/ Hispanic N = 67	Black/Africa n American N = 6	Asian/Pacific Islander N = 4	Mixed Race N = 4	Middle Eastern/North African N = 2
Social Flow	M = 47.25 SD = 2.23	M = 47.65 SD = 8.97	M = 40.80 SD = 9.73	M = 39.00 SD = 4.08	M = 49.25 SD = 7.14	M = 37.00 SD = 28.28
	t = 0.35; p = .366	t = 1.72; p = .046	t = -1.35; p = .121	t = -3.47; p = .010	t = 0.76; p = .249	t = -0.49; p = .356



# Student Flow at Chaffey

Trust is key, and that's developed through connection, relationship, and consistency. So, for those who do not necessarily feel like they have belonging through their ethnicity or being part of the majority group, there's certainly ways for them to feel belonging. There's so many different ways for them to feel belonging.

I'm sure there are lots of ways that you all try to foster sense of belonging in your classrooms, and this can help with trust. But another really important piece that we don't want to forget is that building skill is also key in finding flow. Sometime we mix up flow with ease. But flow requires *challenge* and skill. Fortunately, we can be instrumental in helping our students build the skill that will help them develop a sense of competence, and to meet their academic challenges.



Psi Beta Researchers Emerald Kolb and Joseph Baky presenting flow research at the 2024 Black and Brown Minds and Mattering Conference at Chaffey College

I often like to say is that everything is hard...until it's not. This is alluding to neuroplasticity, and the fact that our brains can adapt to new experiences to make them feel more doable; to help us eventually learn the skills and the automaticity to make things *feel* more easy once we have had repeated exposure to those activities.

We can do this in our classrooms. We can help our students build skill, automaticity, and sometimes even mastery. This is part of why teachers are so important. Yet, it's actually really important that we remind them that seeking eventual ease that comes from neuroplasticity requires temporary challenge. We can help them to build that skill, so that they can find their flow.



# Student Flow at Chaffey

Our student researchers have generously shared some of their best ideas with us of how we can help foster flow in the classrooms. They suggested that we:

1. *Have more student-led groups that can allow for the belongingness and the trust that is needed for social flow to occur.*
2. *Invest in student resource organizations*
3. *Encourage and organize study groups that can be within your classrooms. Students say that they enjoy having the opportunity and the encouragement to build study groups with their peers.*
4. *Create opportunities for online students to collaborate and connect with each other and with their professors, so that they can build that connection and that trust.*



## MICROFLOW

Many times when you hear about flow, if people don't really understand that there are key, necessary components to flow, they might be describing something a little bit different. Oftentimes, what people are referring to as flow is something called micro flow (or something that we lovingly call "junk flow" in our labs).

This describes getting through, kind of, maybe mundane tasks, boring tasks, where we do get into the zone, and we get into the rhythm, and we can start to feel that sense of flow as things are flowing along. However, they don't necessarily always advance us to that feeling of optimal experience, and they don't usually challenge us enough to be in true flow. These activities they're done to reduce boredom, and they do add something to our quality of experience. However, microflow doesn't usually add a lot to our positive quality of experience. Usually, more demanding challenges and use of higher level skill are needed for true flow. Remember that when we make things *too* easy, we risk students being bored and disengaged due to lack of challenge.

# Think About it

## Building Social Flow in Our Classrooms

### 1 Think About Flow in Your Discipline

It's very important that we understand how this can look in each of our disciplines, and not just try to apply this as a blanket strategy. When have you experienced flow in your discipline?

### 2 When Have Your Students Experienced Flow?

When can you tell that they're in the zone within your classroom. It could be with you during a lecture, but it could also be with each other during a think-pair and share, or perhaps in an interactive activity or competition or in a creative activity where they had to generate something new. These often are social flow experiences. And then there are also individual low experiences that we sometimes witness as our students are learning. Both of those are very valuable for our students' learning.

### 3 When Have You Created Classroom Flow?

Think about some of the examples of times when you have created flow in your classroom, because you probably have. Those moments are worth cultivating and using again in future classes, because they work for students learning.

# High Quality Connection and Social Flow

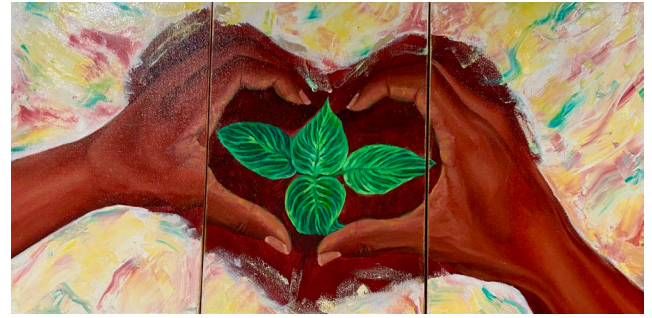
Relationship quality matters. Being able to provide psychological safety in our classrooms provides the opportunity for students to feel safe enough to be immersed in their learning experience, and have social flow.

My dissertation provided data that secure attachment style of all the attachment styles is the only type of dyadic attachment that consistently predicts recalled and envisioned social flow.

## ATTACHMENT STYLES AND FLOW

Many of you may be familiar with attachment styles, the ways that we either adaptively or maladaptively attach in relationships with others. There is secure attachment, wherein you are not worried about whether or not you are going to lose the person, and you're not trying to stay at a distance from a person out of fear of loss or abandonment. Secure attachment is usually established in infancy, but adult attachment can happen within individual relationships with other people, from your friends, to your lovers, to your teachers. If you're securely attached, you know that the person is going to be there for you, that you can rely on them, that they're going to consistently show up for you. This allows you to feel secure.

If you're insecurely attached, then you may not feel as much reassurance that other people will consistently be there for you. This can condition people to develop an insecure style of attachment to others. For example, an anxious attachment style is when you are so worried that you might lose that person that you are clingy, an, overly worried and concerned about losing them. Insecure anxiously attached individuals might engage in some behaviors that might seem overly preoccupied within their relationship with others. There is also avoidant attachment style, wherein anticipating that you might lose somebody because of inconsistency, you might behave in distant and elusive manner. An avoidantly attached individual may seem disinterested in being emotionally close with other people.



The data reveals that those who are anxiously attached are actually the least likely to experience social flow. Trust, specifically, mediates the relationship between secure attachment and social flow. So, if somebody trusts the person that they're doing the activity with they are more likely to get into social flow. That ends up being the most required piece between being securely attached and experiencing social flow.

A big takeaway is that consistency is actually key for building securely attached relationships in the classroom. If you want your students to be able to be securely attached to you, well, consistency is important. Building secure attachment isn't just about whether you're nice to your students. What they come to expect and know about whether they can rely upon you is what will allow them to feel securely attached. Even if you're not a super warm and fuzzy professor consistently showing up for your students, and reliably teaching them what they need to learn so that they can be successful, can help build secure attachment.

Do you ever wonder whether your students trust you? Curiosity about this, question allows us to think about how we can do build a psychologically safe environment across the different modalities that we teach. Understandably, in-person teaching lends itself to social flow than online classes. However, remember that social flow can be experienced co-actively and even as envisioned social flow.

These are some of the things that I hope that we're able to discuss and exchange ideas about, because as we continue to teach our students online and remotely, we want to make sure that they get as optimal of an experience, and as high of a quality connection as they possibly can while we are their professors. All of our students certainly deserve to have just as much of a chance to experience flow, as they learn.

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