

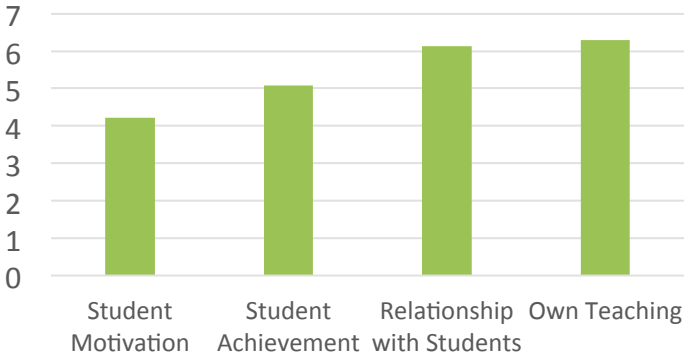


SMART STUDY – FALL 2017

During the Fall 2017 term, 241 students from EDPY303 participated in an interactive class and lecture exploring connections between student motivation and classroom assessment. The session was provided by Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME). While part of the session provided information on motivation and assessment, it also served as a means to collect data for Dr. Daniels' SMaRT program of research. We present a sample of responses related to the research component in this research brief.

What do pre-service teachers feel responsible for?

Similar to previous work by Dr. Daniels, pre-service teachers feel least responsible for student motivation, and most responsible for their own teaching.



What would pre-service teachers do to motivate their students?



- Pre-service teachers said they were **most** likely to:
- Create a sense of community in the classroom.
 - Teach with energy and enthusiasm.



- Pre-service teachers said they were **least** likely to:
- Create a competition among students in the classroom.
 - Use a points system.

- **Women** participants were more likely to say they will implement mastery practices (e.g. give a wide range of assignments, matched to students' needs and skill level.)
- **Men** participants were more likely to say they will implement performance practices (e.g., encourage students to compete with each other.)

