

RESEARCH BRIEF

MOTIVATION & ASSESSMENT (PARTICIPANT POOL FALL 2018)

Thank you to the 200 pre-service teachers in **EDU 210** at the University of Alberta who answered our questionnaire about different forms of motivation and how they feel about classroom assessment. Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) have put together some initial findings from the perspectives of Achievement Goal Theory (AGT) and Self-Determination Theory (SDT) that we thought you may find interesting. Any questions or comments can be directed to acme@ualberta.ca.

According to Achievement Goal Theory, students pursue **four types of goals** in their courses. In this course all four types were pursued at about the **same** level.

1) Mastery Approach: Goal to gain competence Mean score = 11.73	2) Performance Approach: Goal to demonstrate competence Mean score = 11.56
3) Mastery Avoidance: Goal to avoid losing competence Mean score = 10.58	4) Performance Avoidance: Goal to avoid looking incompetent Mean score = 11.21

This was a bit surprising because usually approach goals are endorsed much more strongly than avoidance goals.



From SDT, meeting students basic psychological needs support their motivation. We asked students to rate how

autonomous, competent, and related they felt from a range of types of course assessments. Here we focus on **Feedback and Multiple-Choice tests.**



Students felt most in charge of their learning, competent about their learning, and supported by their instructor with written feedback, and least with multiple-choice exams.