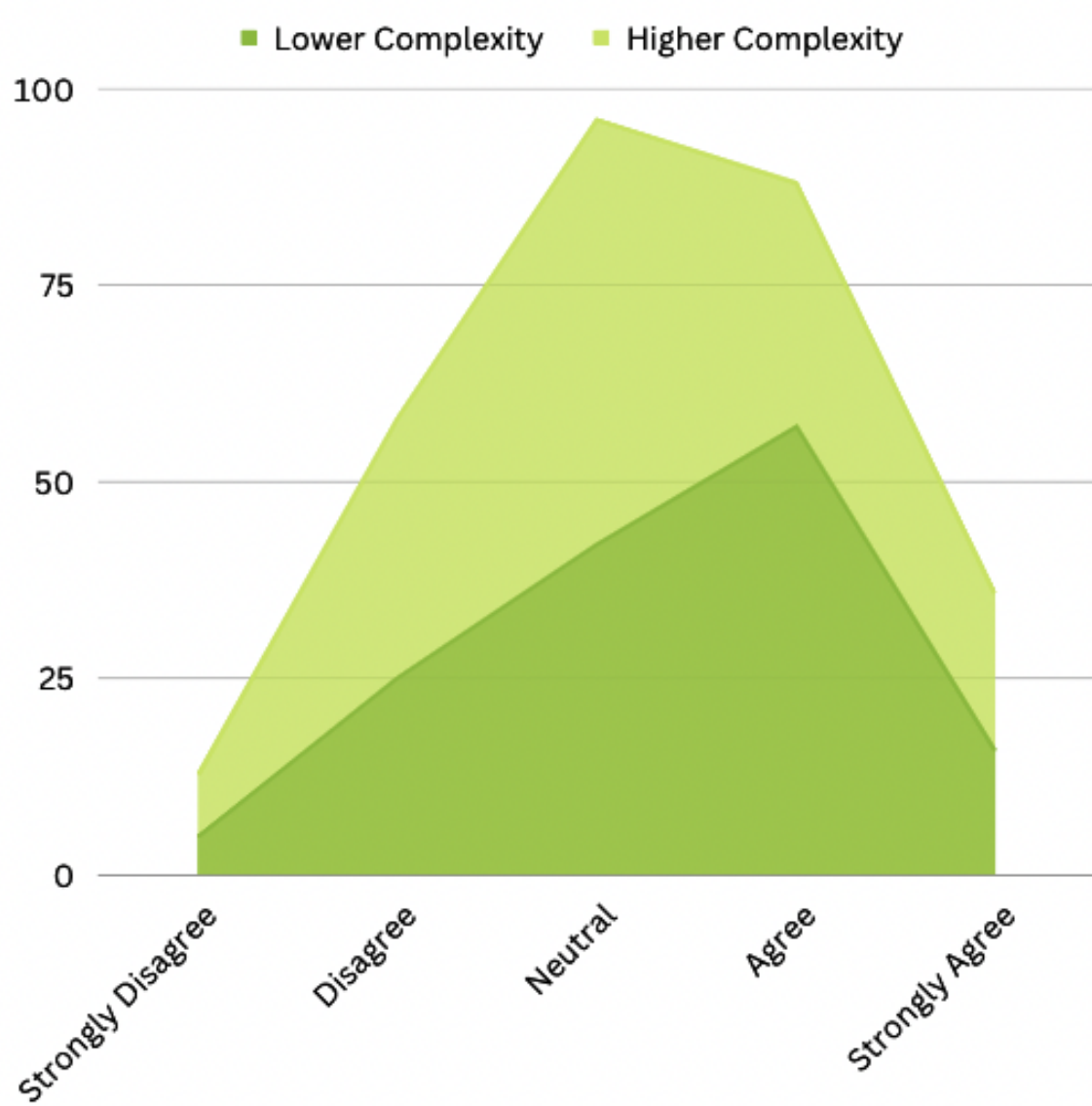


Exploring Preservice Teachers' Motivation, Confidence and Beliefs about Inclusive Classrooms: Research Brief

In Spring 2022, Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion surveyed 147 undergraduate students to discover and investigate preservice teachers' motivation, confidence, and beliefs about teaching in inclusive classrooms and students with complex needs. Below are some preliminary results that may spark your interest!

"I expect all students to participate in whole group activities."



Participants remained *significantly* more **neutral** when considering their expectations for student participation in the classroom with **higher complexities**.

The inclusive classroom scenario with higher complexities resulted in more *inconsistent, varied, and neutral responses*.



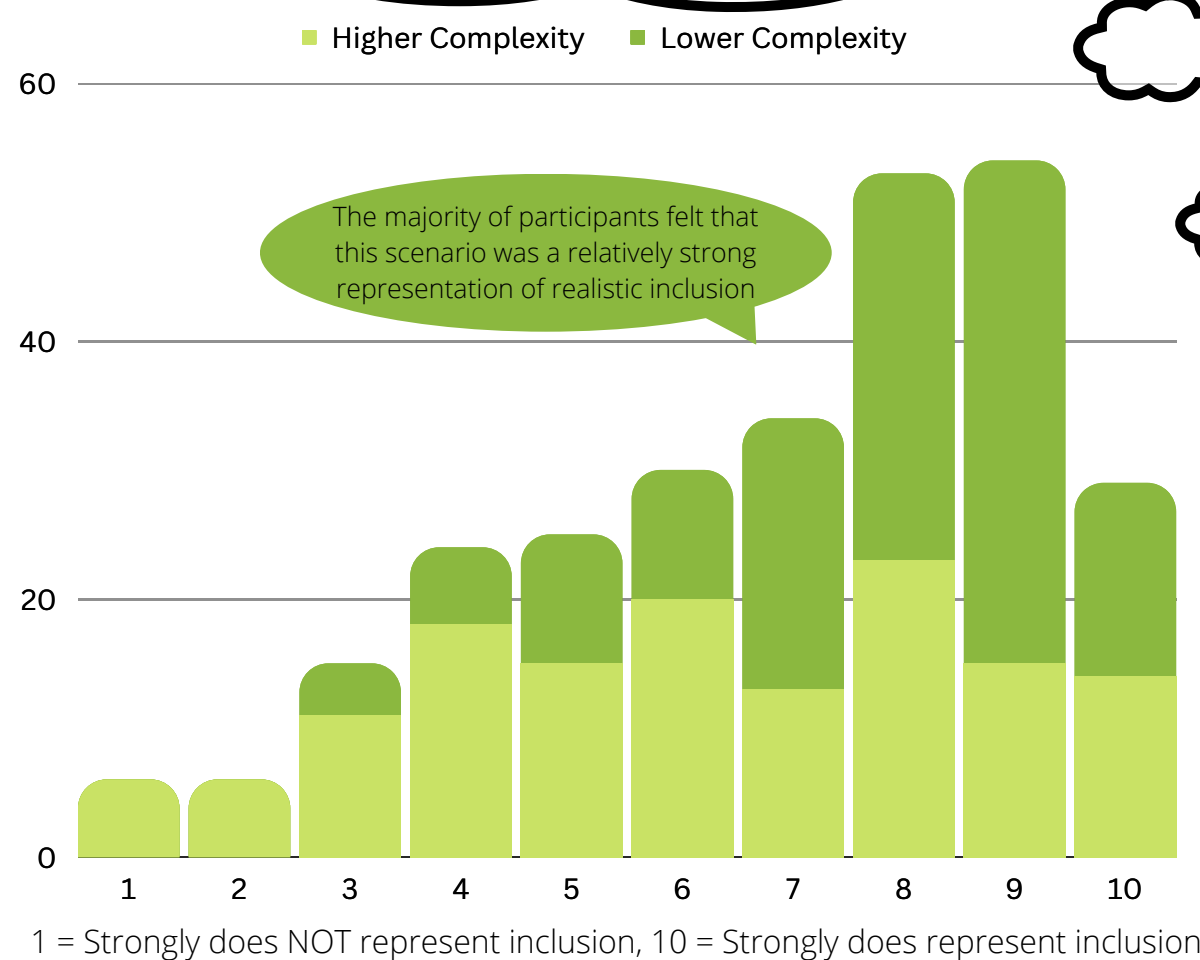
PROCESS

Participants completed two sets of the same questions, indicating the extent to which they agreed or disagreed with statements regarding inclusion. Each set referred to a specific inclusive classroom scenario: one with relatively **low complexities** and one with relatively **high complexities**.

- 1 Coded student
- 1 full time EA
- 1 English Language Learner

- 2 Coded students
- Inconsistent EA support
- 5 English Language Learners
- 5 disruptive behaviours

How much does this description in the scenario represent realistic inclusion?



The majority of participants felt that this scenario was a relatively strong representation of realistic inclusion

There was a **larger degree of diversity** among participants' scores when evaluating how representative the classroom with **higher complexities** was of realistic inclusion.

SO, WHAT?

As classrooms continue to become increasingly complex and the push for inclusion intensifies, further exploration of preservice teachers' motivation, confidence and beliefs about teaching in inclusive settings is *critical* to be able to better support and prepare them for the classroom environments they may encounter in their future.

Interestingly, 61% of participants **strongly disagreed** with encouraging competition in *both* inclusive classroom scenarios.

