

INTRODUCTION

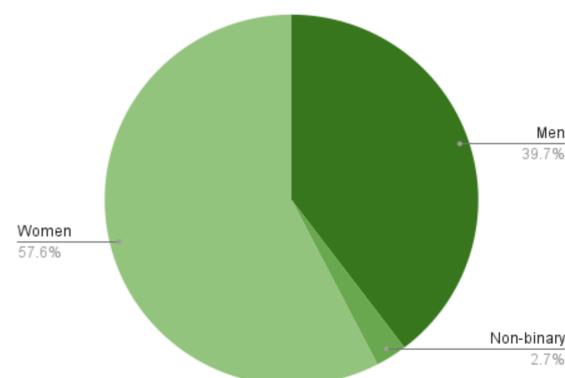
- ❖ The purpose of this poster is to describe pre-service teachers' emotions in response to "Teacher Talks" – video interviews with practicing teachers designed to link theory to practice.
- ❖ During this opportunity for students to learn about assessment, they begin to experience assessment from an in-service teacher perspective which may introduce varying emotions.
- ❖ Literature around **control-value theory** shows that particular **activity emotions** are elicited by varying perceptions of control and value about a learning activity.
 - ❖ **Frustration** is felt when perceived control is low.
 - ❖ **Anxiety** is felt with a failure appraisal when perceived control is moderate.
- ❖ Epistemic emotions include:
 - ❖ **Enjoyment** is felt when both control and value are high.
 - ❖ **Boredom** is felt when someone does not value the activity.
 - ❖ **Surprise** is felt when task information is "cognitively incongruous" (Vogl et al., 2020).
 - ❖ **Curiosity** is felt when surprise is a mediating antecedent (2020).

METHOD

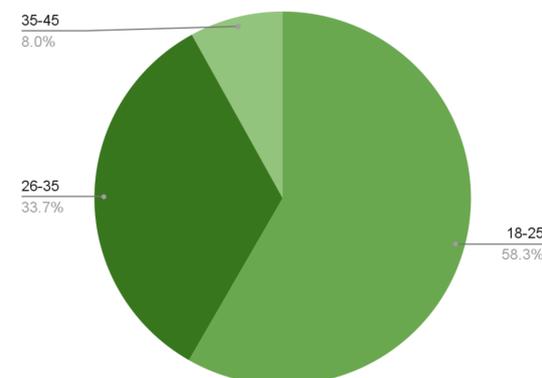
- ❖ As part of their assessment course, students (n = 184) watched "Teacher Talks" and rated the extent to which the videos supported their sense of control and value.
- ❖ Survey questions were phrased similarly to: "The Teacher Talks helped me feel more in control of assessment practices."
- ❖ We measured various activity emotions and epistemic emotions.

DEMOGRAPHICS INFORMATION

Gender Demographics



Age Demographics



FINDING 1: VALUE APPRAISALS WERE STRONGER THAN CONTROL APPRAISALS



- ❖ Value (beta values between $-.504$ and $-.573$, $p < .001$) was the **only significant predictor** of both frustration and boredom and explained 33.7% and 29% of the variance respectively.
- ❖ Value was also the **only significant variable** associated with surprise, with a beta value of $.433$, $p < .001$. It explained 19.5% of the variance.
- ❖ For the emotions of enjoyment, curiosity, and boredom, beta values for value ranged from $+/- .433$ to $+/- .673$, $p < .001$. Beta values for control were lower, between $+/- .134$ and $+/- .267$, $p < .001$.

FINDING 2: CORRELATION BETWEEN ANXIETY, SURPRISE, AND FRUSTRATION

- ❖ Control and value were **not significantly associated** with anxiety.
- ❖ Anxiety was correlated with surprise and frustration ($r^2 = .194$, $p = .009$ and $r^2 = .219$, $p = .003$, respectively).
- ❖ Students were more likely to feel anxious when they felt that the Teacher Talks **disagreed with the course content** ($r^2 = .237$, $p = .001$).



ANALYSIS

- ❖ We used a correlation matrix to test the correlations between anxiety and several other variables.
- ❖ We used regression analyses to test the relationship between control and value appraisals and emotions.

DISCUSSION

- ❖ Pre-service teachers who **valued the Teacher Talks**, and to some extent, felt greater control over their assessment practices because of the Teacher Talks, experienced more positive feelings, such as **enjoyment, surprise, and curiosity**.
- ❖ Those who had a **lower value appraisal** toward the Teacher Talks experienced greater feelings of **frustration and boredom**.
- ❖ It is important that instructors who are designing opportunities to learn about classroom assessment maximize student perceptions of value and control.
- ❖ Minimizing cognitive incongruity between learning activities might reduce feelings of surprise, and by association, anxiety.
- ❖ A future avenue of research might involve comparing perceptions of value and control across several different instructional activities to observe the types of activities that elicit positive activity emotions for more students.

REFERENCES

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