

RESEARCH BRIEF



UNIVERSITY OF ALBERTA

Pre-Service Teachers' Emotions: Bridging the Gap between Theory and Practice in Assessment (EDPY 303 Survey, Fall 2021)

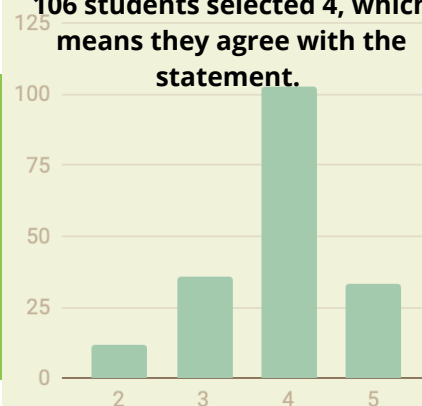
Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion surveyed pre-service teachers who were enrolled in EDPY 303: Educational Assessment in Fall 2021. This research brief outlines some interesting findings related to pre-service teachers' emotions around Teacher Talks, a course component comprised of recorded interviews with practicing teachers about their assessment practices. The purpose of the Teacher Talks was to demonstrate how theory is used in practice when it comes to assessment.

Did the Teacher Talks help bridge the gap between theory and practice?

YES

Most pre-service teachers agreed that the Teacher Talks helped them connect theory and practice and provided a practical context for the theories that they learned about in EDPY 303: Educational Assessment.

106 students selected 4, which means they agree with the statement.



There were strong positive connections between learning in EDPY 303 and emotions of *enjoyment*, *surprise*, and *curiosity*.

What emotions did pre-service teachers experience regarding the Teacher Talks?

There were strong negative connections between learning in the course and emotions of *boredom* and *frustration*.

Did gender impact pre-service teachers' emotions?
No, men and women were *equally likely* to experience each emotion.

These results matter because they show that hearing practicing teachers' perspectives as a pre-service teacher can **incite positive emotions** and **enrich learning experiences**.