UNIVERSITY OF ALBERTA

How do you feel about hearing practicing teachers' thoughts?: Examining pre-service teachers' perceptions of assessment with a control-value theory lens.

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ACME
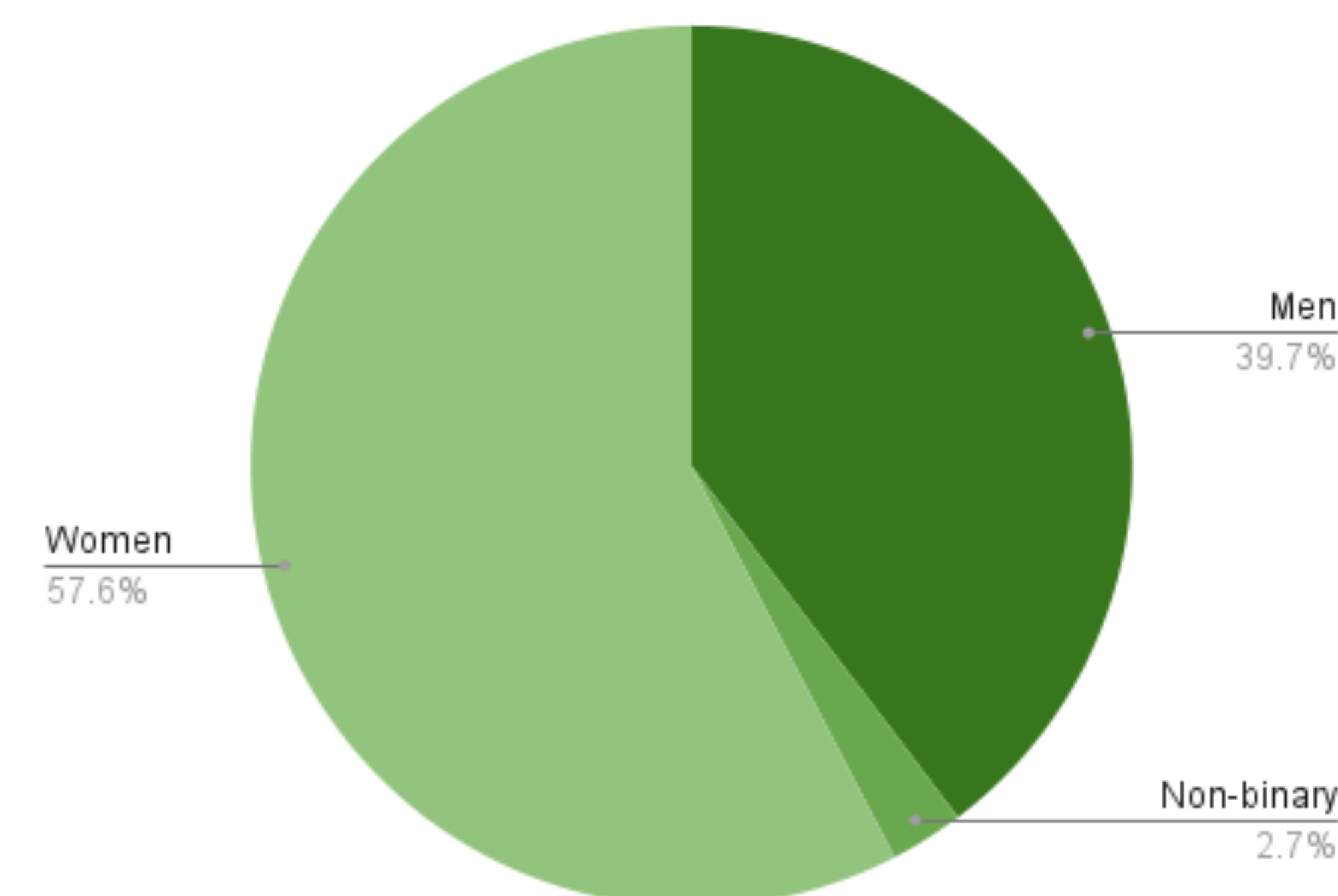ALBERTA CONSORTIUM for MOTIVATION and EMOTION

INTRODUCTION

❖ The purpose of this study is to describe pre-service teachers' emotions in response to learning about classroom assessment through "Teacher Talks" – video interviews with practicing teachers designed to link theory to practice.

❖ Assessment is an emotional experience for teachers and students (Brackett et. al, 2013; Kiuru et. al, 2020). During this opportunity for students to learn about assessment theory and practice, they begin to experience assessment from an in-service teacher perspective which may introduce varying emotions.

❖ Literature around **control-value theory** shows that certain emotions are elicited by varying levels of value and control appraisals about a learning situation.

❖ Pekrun (2006) theorizes that **frustration** and **enjoyment** are oppositely valenced activity emotions elicited from perceptions of low control or from high control and value respectively.
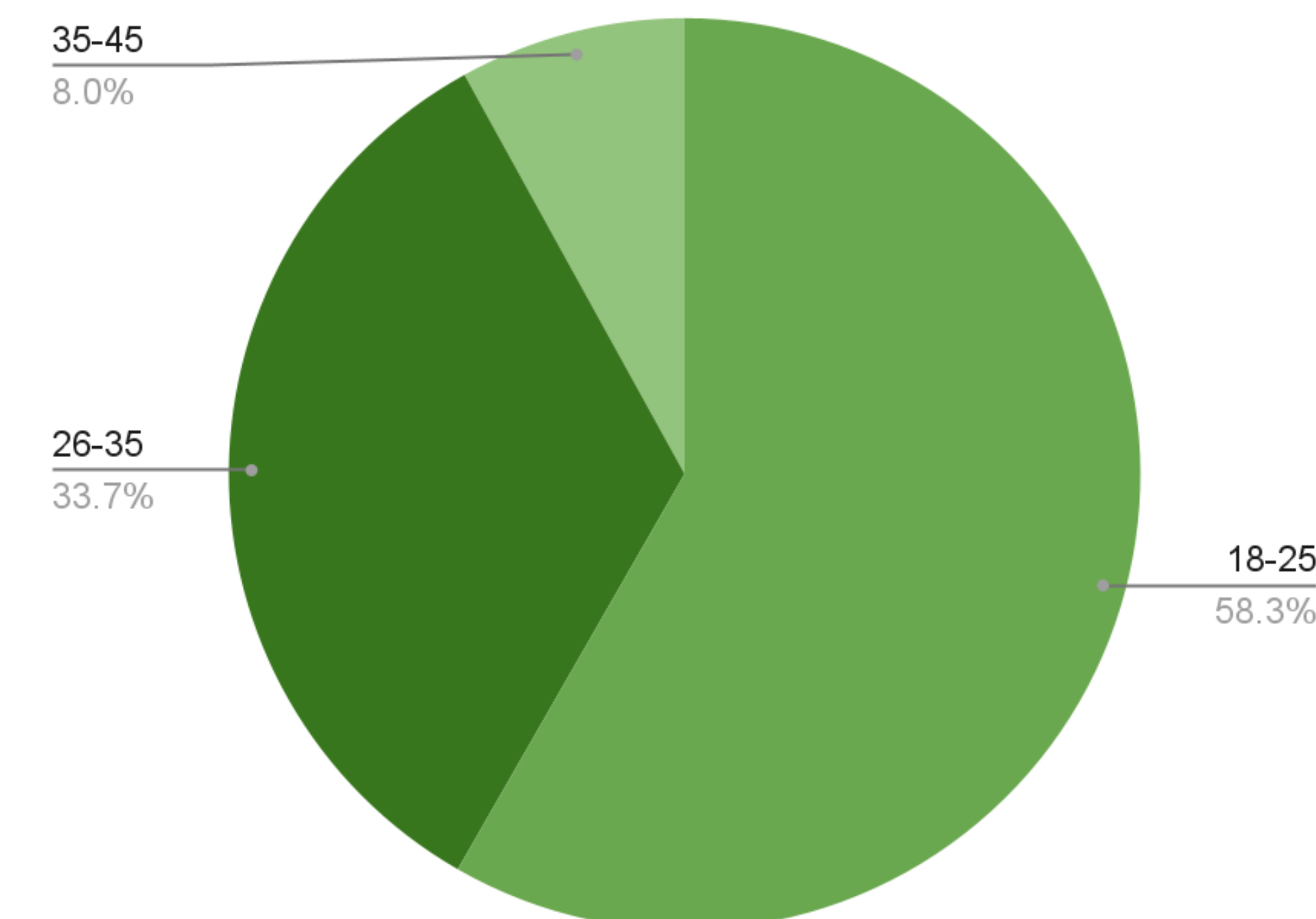
METHOD

❖ 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 several emotional responses including frustration and enjoyment.

DEMOGRAPHICS INFORMATION

Gender Demographics
Men 39.7%
Non-binary 2.7%
Women 57.6%

Age Demographics
35-45 8.0%
26-35 33.7%
18-25 58.3%

FINDING 1: VALUE, CONTROL, AND ENJOYMENT

❖ Value was the largest positive predictor of **enjoyment** ($b = .67$, $p < .001$). Control was a secondary positive predictor of enjoyment ($b = .13$, $p = .019$). Together, they explained 54.6% of the variance in the model.

FINDING 2: VALUE, CONTROL, AND FRUSTRATION

❖ Value was also the larger predictor of **frustration**, although it was a negative relationship ($b = -.57$, $p < .001$). Control was not a significant negative predictor in this model ($b = -.03$, $p = .664$). Value and control explained 33.7% of the variance in this model.

RESULTS

❖ We used two regression analyses to test the relationship between control and value appraisals and emotions. A **value appraisal** was more significantly tied to both frustration and enjoyment than a control appraisal.

DISCUSSION

❖ Pre-service teachers who valued the Teacher Talks, and to some extent, felt greater control over assessment because of the Teacher Talks, had greater feelings of enjoyment.

❖ Those who experienced lower value of the Teacher Talks experienced greater feelings of frustration.

❖ It is important that instructors who are designing opportunities to learn about classroom assessment maximize student perceptions of value and control.

❖ 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 people.

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