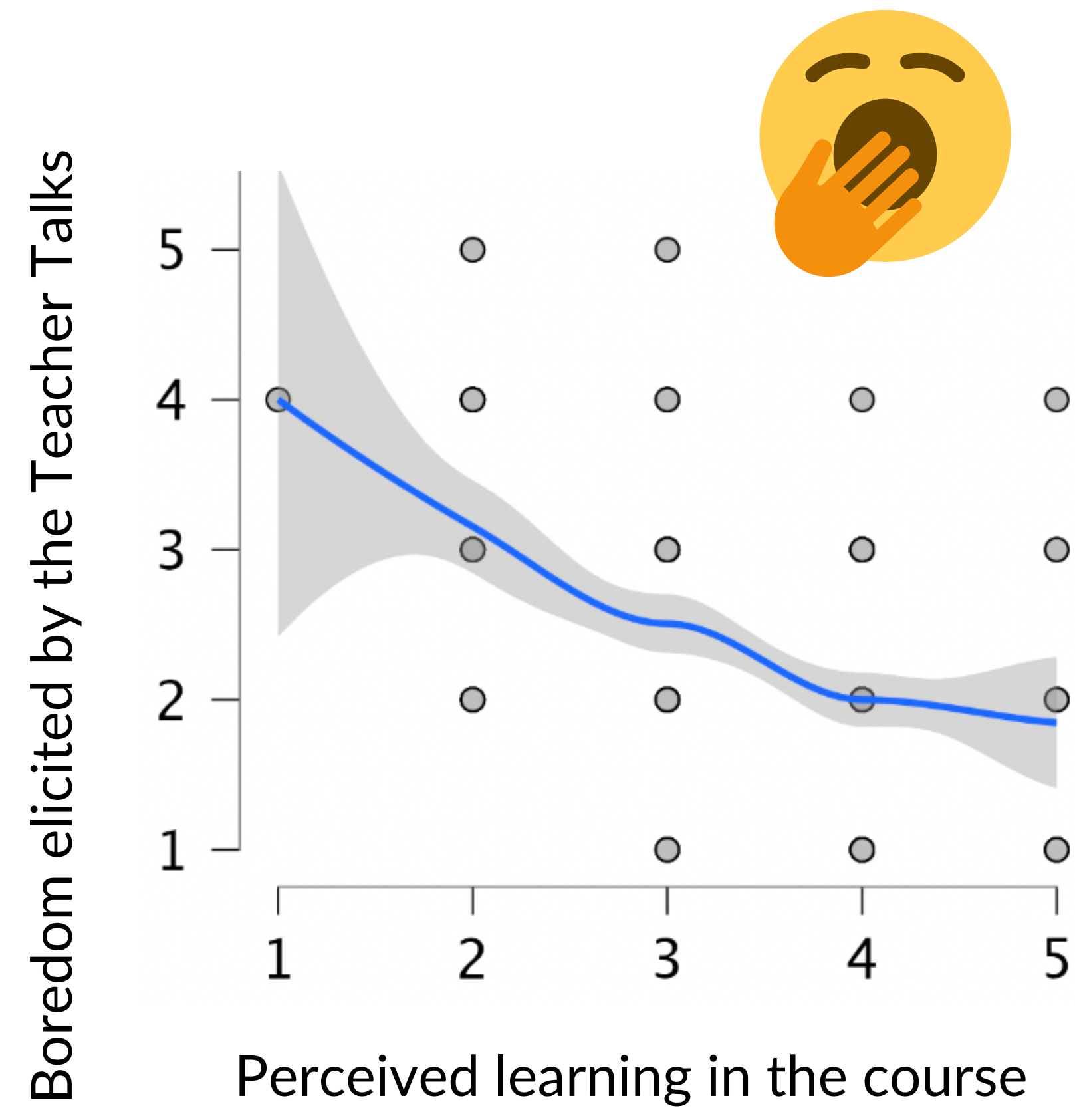


Connecting Pre-service Teachers' Emotions with a Course Component to Bridge Practice and Theory in Assessment

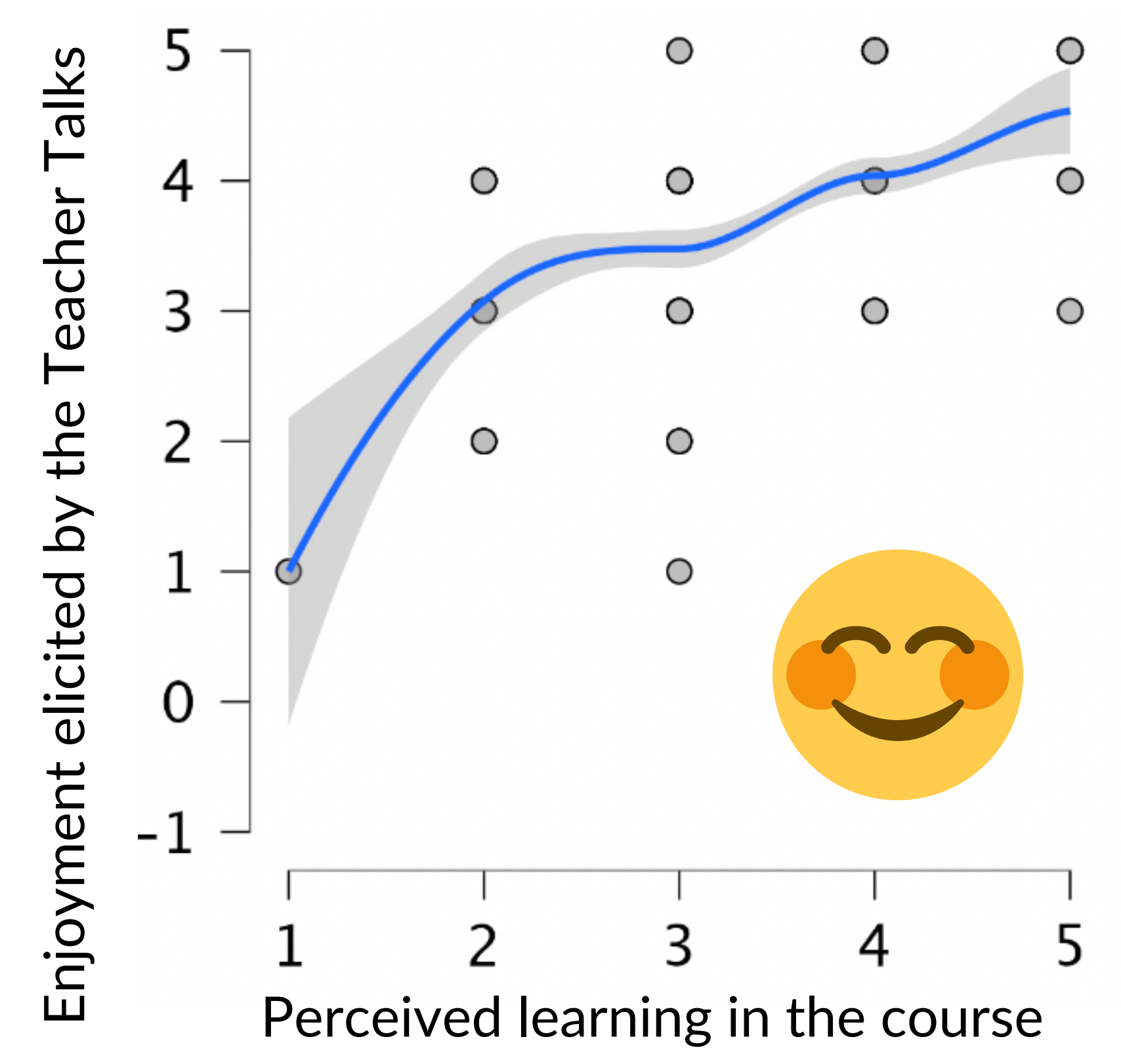
Kendra Wells
 Gabrielle Pelletier
 Tessa Pollitt
 Lia Daniels



The more students felt they had learned in the course, the **less bored** they were by the Teacher Talks.

Conversely, they felt **more enjoyment** from the Teacher Talks when they felt they had learned lots in the course.

Pre-service teachers **enjoy** and **learn more** about assessment when hearing from practicing teachers.



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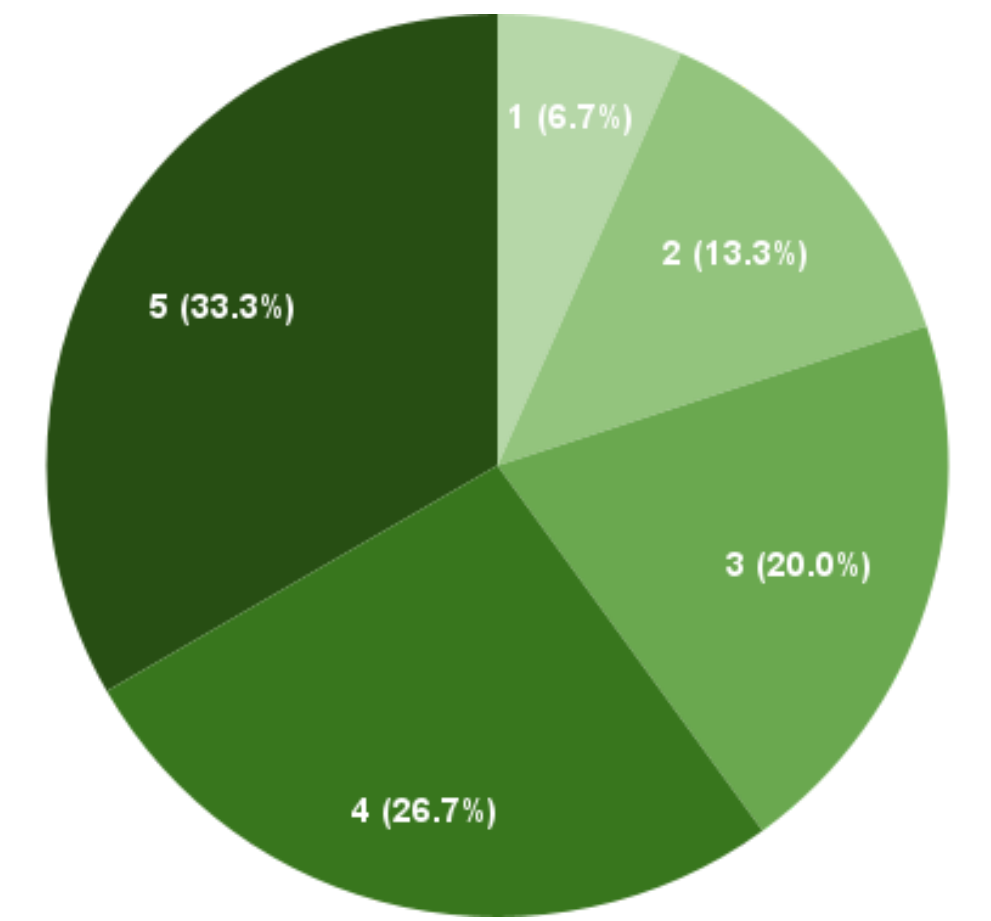
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Introduction

- Pre-service teachers gain a **theoretical** understanding of assessment through coursework, but theories do not necessarily transfer to **practice** (Ogan-Bekiroglu & Suzuk, 2014; DeLuca & Klinger, 2010)
- Teacher Talks are interviews with practicing teachers. They are a course component designed to bridge theory and practice.

Results

- Correlations between learning in the course and positive emotions ranged from .361 to .598 ($p < .001$).
- Standardized beta values for learning in the course and the negative emotions of boredom and frustration range from -.454 and -.466 ($p < .001$)



- Most students felt enjoyment as a result of watching the Teacher Talks.

Conclusion

- Hearing practicing teachers' perspectives as a pre-service teacher can incite positive emotions and enrich their learning experiences.



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