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Pre-service teacher beliefs about teaching and assessment are unlikely to be the same as practicing teachers for lack of experience in the instructor role. Chinese teacher beliefs are strongly shaped by the high-stakes examination system of China. Pre-service teachers in four universities were surveyed with the Teacher Conceptions of Excellent Teaching and Teacher Conceptions of Assessment in Chinese contexts inventories. The models based on practicing teacher responses were rejected and new models were developed and tested. The revised TE-TCET model for teacher education students consisted of four inter-correlated factors (i.e., Caring, Exams, Professional, and Intellectual), while the revised TE-TCoA-C model had four factors (i.e., Diagnose & Formative, Irrelevant, Control, and Life Character), with three latter factors predicted by the Diagnose & Formative factor. The structural model found that the TE-TCET Exam factor predicted three of the TE-TCoA-C factors (i.e., positive paths to Irrelevant and Life Character and negative path to Diagnose & Formative). Examination preparation was strongly correlated with caring for students. Assessment was conceived primarily around diagnostic and formative functions. The structural paths indicated that teaching for examinations was not identifying and responding to student strengths and weaknesses. The moderate path to Life Character was consistent with the Confucian notion that doing well on examinations is an expression of moral and personal virtue. These results suggest, despite the dominance of examinations in Chinese society, that pre-service teachers have a commitment to assessment for learning.

### **Relationship of Epistemological Belief and Program Learning Environment Across a two-year curriculum**

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Epistemological beliefs are robustly found to predict quality of learning process and outcomes. Empirical studies of interventional nature have been conducted to explore pedagogies that may help fostering epistemological beliefs and results were promising. However, the sustainability of such effected epistemic change across students' years of study is largely unexplored. In light of this, the global climate or learning environment of program where students situate across years of study may be relevant to our understanding of epistemological beliefs advancement. The aims of the present study is to explore the relationship of students' perception of program learning environment (measured by Student Engagement Questionnaire; Kember and Leung, 2009) and its relationship with epistemological beliefs; and also to track students' changes on these variables across a two-year associate degree curriculum. Correlational analysis show that an affective dimension (Student-teacher Relationship) in learning environment is relevant to fostering epistemological beliefs. Furthermore, MANOVA results also suggest changes in two dimensions of epistemological beliefs (Development and Justification) across the two-year curriculum. Implications on academic development, curriculum planning in relationship to designing a program to foster epistemological beliefs will be discussed.

### **The 'Change-Change' Assumptions in the Control-Value Theory of Achievement Emotions**

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