

## INTRODUCTION

- Whether or not students need to be graded is a popular debate among teachers and has led to a host of both popular media (e.g. blogs) and academic resources (e.g. special issues focused on this topic, see: Goegan et al., 2019).
- Given the interest in teachers' grading practices, we were interested in how teachers' perspectives on academic success as measured by grades are associated with other classroom practices.
- Research Question:** Are there differences in classroom motivational practices that teachers endorse based on how much they think grades define academic success?

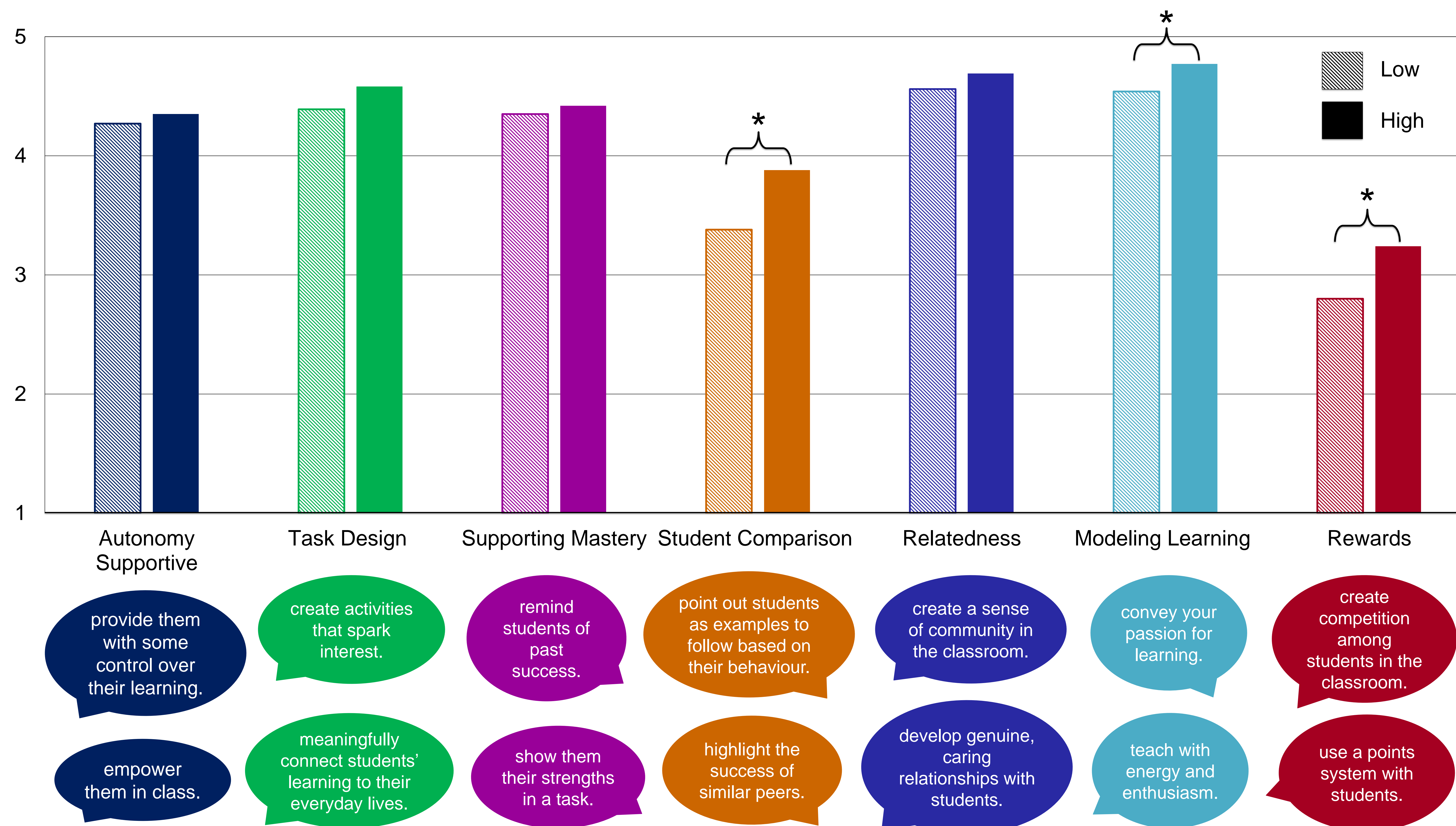
## METHOD

- We surveyed 195 practicing teachers from a mid-sized Canadian city and surrounding area.
- Participants were predominately female (70%), had a mean age of 38 and indicated having an average of 12 years of teaching experience.
- Teachers were asked:
  - "How much do you think grades define academic success?" on a scale from 1 to 7.
  - "To motivate my students I..." and responded to items on a scale from 1 to 5 based on the Motivation Design Principles Questionnaire (MDPQ; Radil, 2017).

## RESULTS

- We used a median split ( $mdn = 4.87$ ) to categorize teachers as high or low emphasis on grades as defining success, creating two groups.
  - High:  $n = 99$ , Low:  $n = 96$
- Teachers in the high group had significantly more years of teaching experiences.
- The MDPQ items were summed based on seven categories (displayed to the right).
- Teachers in the high group rated the categories student comparison, model learning and rewards significantly higher than those in the low group.

## TO MOTIVATE MY STUDENTS I...



## DISCUSSION

- Teachers endorsed different practices depending on how they think grades define success.
- Student comparisons and rewards can lead to more performance goals (e.g., demonstrating competence relative to others) rather than mastery goals (e.g., competence determined by task mastery), with the former being associated with less positive outcomes (Elliot, 1999; Elliot & Church, 1997; Elliot & McGregor, 2001).
- Years of experience is important to consider.
  - Need for regular professional development.

## FUTURE DIRECTIONS

- Grading is a significant part of the education system in Canada and more research is needed.
- This is important for understanding how teachers support their learners, which can have long term implications for students' educational goals and future societal roles.
- Interviewing teachers and students about academic success and motivational practices could provide additional important information.

## REFERENCES

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