

*The Role Self-Efficacy Plays in Student  
Success...  
and the Various Means Through Which  
Instructors Can Foster It*

**Spring 2019 PD Day – Plenary Session for Faculty**

# Welcome & Introductions

- Room facilitators
- Your colleagues in this room

# Agenda

1. Read & discuss: *What it Feels Like to be Bad at Math*
2. Learn about/review concept of self-efficacy
3. Select and then review empirical article that investigates self-efficacy in higher education setting
4. Collaboratively consider how to transfer empirical findings to our own pedagogical/instructional practice
5. Close session

# Learning Outcomes

- Deepen our understanding of self-efficacy, generally
- Consider self-efficacy through an assets-based, equity-minded, and practitioner-focused approach
- Identify specific actions instructors can take to foster self-efficacy

# Agreements to Guide Our Work Together

- ✓ Stay engaged
- ✓ Speak honestly and respectfully
- ✓ Be open to thinking about things in a different light

# What it Feels Like to be Bad at Math

1. Reflect on a time when you had an experience similar to the one Ben Orlin describes. What were some of the thoughts you had about your own capability and/or potential during this experience? What were some of the factors that eventually enabled you to get through this situation?
2. Have you ever observed (or wondered if you were observing) your students moving through an experience similar to the one Ben Orlin described? If yes, how did you manage that situation?

# Self-Efficacy – What Do I Already Know?

1. What is self-efficacy?
2. Why is self-efficacy important in educational contexts?
3. What types of experiences foster self-efficacy?

# Self-Efficacy Mini Lesson

- Provides an overview of the key ideas
- Draws on some theoretical and empirical literature
- **NOT** a full review of the self-efficacy literature



# Calibrating Our Focus on Self-Efficacy

- Assets-based
- Equity-minded
- Practitioner-focused

# Calibrating to an...Assets-Based Approach

- Our students bring with them a variety of assets that contribute to their success at PCC and we will keep in mind that self-efficacy is just one asset among many

# Calibrating to an...Equity-Minded Approach

- Our students' experiences are not all the same and we need to think about the ways in which self-efficacy functions differently along lines of race, gender, sexual orientation, and citizenship status, as well as in relation to their experiences as veterans, disabled students, and former foster youth

# Calibrating to a...Practitioner-Focused Approach

- If we come to understand self-efficacy is important for student success then we must consider the strategies and mechanisms within our—PCC instructors'—reach that can be employed to foster students' self-efficacy

# Self-Efficacy - Defined

“People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”

(Bandura, 1986, p. 391)

# Self-Efficacy – A Foundational Aspect of Motivation

- Choices
- Perseverance and resilience
- Emotions
- Performance

# Self-Efficacy Can Matter More Than Capability

- Self-efficacy beliefs are a better predictor of behavior/performance than actual capability

# Factors That Foster Self-Efficacy

- Mastery Experience
- Vicarious Experience
- Social Persuasion
- Physiological and Affective States



# Mastery Experience

- Having prior experiences of success/mastery related to a specified task
- Most potent effect on self-efficacy (Bandura, 1997)

# Mastery Experience...Calibrated

- African American, Latina/o/x, and female students underrepresented in some disciplines...might result in unequal access to prior experiences that would tell a person they are capable
- Alternative forms of mastery experience not typically acknowledged (even by students themselves)
- **Instruction:** explicitly create opportunities/space for these students to have mastery experiences

# Vicarious Experience

- Observing someone else perform/model a specified task
- Particularly impactful when minimal prior experience with a specified task (Pajares, 2002)

# Vicarious Experience...Calibrated

- Degree to which the observer identifies with the person doing the modeling matters (Usher & Pajares, 2008)
- **Instruction:** Explicit effort to include models who are African American, Latina/o/x, female, and LGBTQ+

# Social Persuasion

- Encouraging and discouraging messages that shape self-efficacy beliefs
- Easier to diminish self-efficacy through discouraging messages than the opposite (Pajares, 2002)

# Social Persuasion...Calibrated

- Biases (implicit associations) can shape our expectations of students and the feedback we provide
- **Instruction:** Utilize reflective strategies to gain insight into how our own biases shape our expectations of students and feedback we provide them

# Physiological & Affective States

- People's interpretation of the physiological or emotional states they experience when attempting a specified task

# Physiological & Affective States...Calibrated

- African American, Latina/o/x, female, and disabled students sometimes experience stereotype threat
- Stereotype threat is subconscious “worrying” about proving a negative stereotype
- Stereotype threat can negatively impact performance (Steele, 2010)
- **Instruction:** Consider ways to diminish stereotype threat



# Examining Empirical Evidence

1. Select one article summary
2. Review selected article summary and reflect on questions provided
3. Get into a small group
4. Discuss the questions provided
5. Identify one strategy from the article your group is interested in implementing
6. Help each other plan the implementation of that strategy
7. Share out and discuss with others in the room

# Discussing with Others in the Room

1. What from the articles did your group find particularly striking?
2. What was one common theme in your small group conversation?
3. What is one of the key take-aways with which you will leave this session?

# Thank you!

- Complete the session evaluation form and leave it with room facilitators
- Take note of the supplementary resources provided
- **Enjoy lunch in the Piazza!**