Motivation

Self-Efficacy

“So, I believe you may be influenced more by your BELIEFS about your abilities than your actual abilities themselves.”

“You are not doing students a service by building them up with a false sense of accomplishment.”
WHAT IS A BELIEF?

An individual’s representation of reality that has enough *personal* validity and credibility to guide behavior and thought.

How are *self-efficacy* and *self-concept* different?

**Self-Efficacy**
- Context specific
- Competence for performing specific tasks
- Reference points for judgments tend to be inherent within the task requirements (e.g. How confident are you that you can successfully write a good essay on the information processing model?)

**Self-Concept**
- Judgment of competence at a broad level
- Evaluates feelings of self worth
- Reference points for judgments tend to be social and self-comparisons (e.g. I am a better reader than most of my classmates/ I am better at science than I am at math)
High Efficacy Learners

- Engage in challenging tasks
- Persist when goals are not initially reached

They also . . .
- Expend high effort when faced with challenging tasks
- Believe they will succeed
- Control stress and anxiety when goals are not met
- Believe they are in control of their environment
- Discard unproductive strategies
- Perform higher than low-efficacy students of equal ability

Factors Influencing Self-Efficacy

<table>
<thead>
<tr>
<th>Factor</th>
<th>Example</th>
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<tbody>
<tr>
<td>Past Performance</td>
<td>- Past success in solving algebra equations increases individual’s beliefs in their capacity to solve other algebra problems.</td>
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<tr>
<td>Modeling</td>
<td>- Observing others successfully solving algebra equations increases observer’s beliefs in their capabilities to solve them.</td>
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<tr>
<td>Verbal Persuasion</td>
<td>- A teacher comments, “I know you will be able to solve these equations,” increases the likelihood that individuals will engage in demanding tasks, and if successful, belief in their capabilities to solve them increases.</td>
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<tr>
<td>Psychological State</td>
<td>- Thoughts, such as “I can’t do this stuff,” use working memory space that could be devoted to solving the problems, success is reduced, and efficacy decreases.</td>
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Important Dimensions of Self-Efficacy for Educators to Consider

- General Teaching Efficacy
- Personal Teaching Efficacy
- Student Efficacy

Personal Efficacy (from Teacher Efficacy Scale)

- When I really try, I can get through to most difficult students
- If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson
- When a student gets a better grade than he/she usually gets, it is because I found better ways of teaching that student
- If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly
**Teaching Efficacy** *(Teacher Efficacy Scale)*

- The amount a student can learn is primarily related to family background
- If parents would do more for their children, I could do more
- The hours in my class have little influence on students
- Compared to the influence of their home environment
- Teachers are not a very powerful influence on student achievement when all factors are considered

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**Improving Personal Teaching Efficacy**

- Teachers should be ARMED with a number of general teaching strategies
- Teachers should be “Masters of their Content Domain”
- Teachers should seek out Mentors and learn through Apprenticeship
- Teachers should understand that “Rome wasn’t built in a Day!”
Improving Student Efficacy

- Present Challenging yet doable activities that are Mastery Oriented
- ARM students with many cognitive strategies
- Encourage students with Specific Feedback about their performance
- Avoid verbal persuasion, even subtle persuasion, which may squelch a student’s engagement
- Gain awareness not only of your students ability but also their perceptions of their ability

Higher Self-efficacy can Lead to Lower Performance on Exams

Vancouver (2006) found within-person negative correlations between self-efficacy and performance, planned and reported study time on exams during a psychology course. Between-person correlations between self-efficacy and performance were still positive. So, students with higher levels of self-efficacy overall tend to perform at higher levels. However, high self-efficacy during the course can lead individuals to study less and thus perform at lower levels. Higher study preparation was exhibited with lower levels of self-efficacy. Higher self-efficacy led to higher goal setting for the exams.
SELF-EFFICACY

How does it affect us?

• THE CHOICES WE MAKE
• THE EFFORT WE PUT FORTH
• HOW LONG WE PERSIST
WHEN WE CONFRONT OBSTACLES
(AND IN THE FACE OF FAILURE)
**Attribution Theory**

- The study of the causal explanations for success and failure
- Efficacy focuses on confidence for future performance whereas attributional judgments relate to past events
- 3 primary dimensions of attributional responses: *Locus of Control, Stability, and Controllability*
- Student attributions are derived not only from themselves but also are influenced through interactions with teachers, parents, and peers

<table>
<thead>
<tr>
<th>Attribution</th>
<th>Locus</th>
<th>Stability</th>
<th>Controllability</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Inherited ability or aptitude</td>
<td>Internal</td>
<td>Stable</td>
<td>Uncontrollable</td>
<td>“I have talent.” “I wasn’t cut out for this.”</td>
</tr>
<tr>
<td>Personality</td>
<td>Internal</td>
<td>Stable</td>
<td>Uncontrollable</td>
<td>“I’m naturally outgoing.” “I’m a very anxious person.”</td>
</tr>
<tr>
<td>Effort</td>
<td>Internal</td>
<td>Unstable</td>
<td>Controllable</td>
<td>“I worked really hard to improve my skill.” “I didn’t study long enough.”</td>
</tr>
<tr>
<td>Study Strategy</td>
<td>Internal</td>
<td>Unstable</td>
<td>Controllable</td>
<td>“The mnemonics I used really helped.”</td>
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<td>Attribution</td>
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<tr>
<td>Health/Energy Level</td>
<td>Internal</td>
<td>Unstable</td>
<td>Uncontrollable</td>
<td>“I was feeling really good that day.”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>“I had the flu when I tried out.”</td>
</tr>
<tr>
<td>Task Difficulty</td>
<td>External</td>
<td>Stable</td>
<td>Uncontrollable</td>
<td>“Math is easy.”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>“The test was too hard.”</td>
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<tr>
<td>Teacher’s Attitudes</td>
<td>External</td>
<td>Stable</td>
<td>Uncontrollable</td>
<td>“My teacher helps me when I have trouble.”</td>
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<td></td>
<td></td>
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<td>“My teacher doesn’t like me.”</td>
</tr>
<tr>
<td>Luck/Chance</td>
<td>External</td>
<td>Unstable</td>
<td>Uncontrollable</td>
<td>“This is my lucky day.”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>“You never know when something bad will happen to you.”</td>
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Graham (1991) suggests that when teachers praise students for a “good try,” express pity, or offer unsolicited help, they subtly communicate that the students have low ability, and it increases the likelihood that the students will attribute failure to lack of ability. Even young students perceive students who are offered unsolicited help as being lower in ability than those not offered help (Graham & Barker, 1990)
Thinking about Attributions in the Classroom

➢ Above all, emphasize EFFORT for achieving goals
➢ Student attributions are affected by explicit feedback from the teacher (e.g. “maybe you just don’t have talent in math”) and through more subtle feedback (“offering unsolicited help)
➢ More successful students tend to attribute their success and failure to internal and controllable factors such as effort and strategy use
➢ Assist students by explicitly discussing different types of attributions
➢ Consider alternative attributions such as prior knowledge, strategies, monitoring skills, & automaticity

Carol Dweck

Implicit Beliefs about Intelligence & Goal Orientation
Goal Orientations

**Entity Theorists** → **Performance Goals**

- Normative
- Grades
- Others' perceptions
- Prove competence
- Comparison
- Gaining Recognition

Goal Orientations

**Incremental Theorists** → **Learning or Mastery Goals**

- Knowledge acquisition
- Competency
- Progress
- Self-improvement
Dweck on self-esteem...

“Self-esteem, we will see, is something completely different in the incremental system. It is not an internal quantity that is fed by easy successes and diminished by failures. It is a positive way of experiencing yourself when you are fully engaged and are using your abilities to the utmost in pursuit of something you value.

It is not something we give to people by telling them about their high intelligence. It is something we equip them to get for themselves -- by teaching them to value learning over the appearance of smartness, to relish challenge and effort, and to use errors as routes to mastery” pg. 4; Self Theories 2000

Implicit Beliefs about Intelligence

- Learning goals lead to greater persistence, more varied strategy use, appropriate help-seeking and are more likely to have high self-efficacy and attribute success to controllable factors such as effort and strategy use
- Performance goals lead to attempting easy rather than challenging problems, a defensive attitude regarding ability, and a greater frequency of developing learned helplessness because of fear of failure
**Fostering Adaptive Goals**

- Promote the view that intellectual development is controllable
- Reward effort and improvement while de-emphasizing native ability
- Emphasize the process, rather than the products, of learning
- Stress that mistakes are a normal (and healthy) part of learning
- Encourage individual, rather than group, evaluative standards

“Perhaps the most appropriate view represents an integration of both entity and incremental theories, that is, a recognition of present differences in relative ability but an emphasis on individual growth in ability.”

*Dweck & Leggett, 1988*
More Recent Conceptions . . .

• Mastery Approach - for attaining task-based or intrapersonal competence
• Mastery Avoid - for avoiding task-based or intrapersonal incompetence
• Performance Approach - for attaining normative competence
• Performance Avoid - for avoiding normative incompetence

Self-Regulated Learning

The ability to control all aspects of one’s learning, from advance planning to how one evaluates performance afterward

3 Core Components

• Metacognitive awareness
  – Knowledge about cognition/Regulation of cognition

• Strategy use
  – Selectively choosing then evaluating strategies

• Motivational control
  – Goals, self-efficacy, effort
Interest

More likely to be . . . .

Situational interest:
Spanish town tosses world’s biggest salad

MADRID (AFP) - A town in southern Spain on Saturday tossed what local officials said was the world’s largest salad, involving 6,700 kilograms (14,740 pounds) of lettuce, tomato, onion, pepper and olives. It took 20 cooks over three hours to mix all the ingredients needed to make the salad in the town of Pulpi in the province of Almeria, one of Spain’s main fruit and vegetable growing areas. “Excellent coordination since the beginning made it possible to meet this challenge,” said Lorenzo Navarro, the head of the Association of Businessmen and Storekeepers of Pulpi which organized the event with the town hall. The salad will be distributed to restaurants in Pulpi who will provide it for free to their clients, he told reporters. A Guinness World Records judge was on hand to confirm that the salad had set a new record, Spanish media reported.

Personal interest:
Haile Gebrselassie, In Berlin, Mentions The Major Number 2:03:00

He ran 2:05:56 to win in Berlin in 2006 and then a 2:06:52 for a Fukuoka victory in December - the shortest interval ever between sub-2:07 marathons. His acknowledged goal is to break Paul Tergat’s world record of 2:04:55 on Sunday, but at a press conference, ask to mock up an ad campaign, Gebrselassie did a line drawing of himself and wrote underneath it ‘2:03:00 – I will show you.’ Then he commented: “Well, 2:04 would be okay as well. You always have to aim high.” Gebrselassie explains, “to become stronger in the last part of the marathon I increased my speed in the final part of my training runs.” For the Ethiopian hero, Berlin “is the best course and there are incredible spectators.” World Championship Sports Network (WCSN.com) is providing live coverage of the Berlin Marathon starting at 2:45 a.m. on Sunday.
Interest . . .

- Personal interest - relatively stable, enduring disposition
- Situational interest - an interest in the task or activity because of the context
- Both types are typically positively to memory, attention, comprehension, deeper cognitive engagement, thinking, and achievement