Using Self-Efficacy Strategies to Promote Student Success and Build Community

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Presentation Overview

1 **Theories & Importance of Self-Efficacy**

2 **Activities to Build Community & Promote Student Success/ Breakout Room Session**

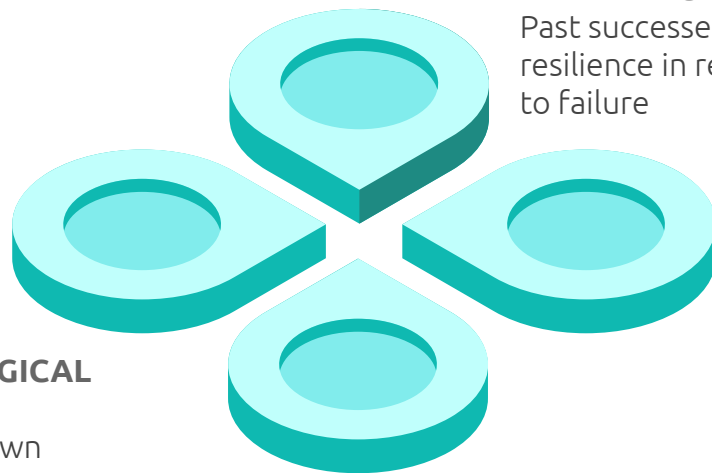**3** **Student Responses & Reflections on Self-Efficacy**

Self-efficacy is a personal judgment of "how well one can execute courses of action required to deal with prospective situations."

—Albert Bandura, 1977

Bandura's Four Sources of Self-Efficacy

MASTERY EXPERIENCES
Past successes--and resilience in response to failure

SOCIAL PERSUASION
External encouragement helps us believe we can achieve our goals

SOCIAL MODELING
Learning vicariously from role models

PERSONAL PSYCHOLOGICAL RESPONSES
Our perceptions of our own physiological and mental state

How is your own self-efficacy?

- Do you feel like you can handle problems if you are willing to work hard?
- Are you confident in your ability to achieve your goals?
- Do you feel like you can manage unexpected events that come up?
- Do you feel like you can come up with solutions when you are facing a problem?
- Do you keep trying even when things seem difficult?
- Do you tend to focus on your progress rather than getting overwhelmed by all you still have to do?

Research reinforces the importance of self-efficacy for our students' success

For first year students, "self-efficacy is the **single strongest predictor** of GPA...even taking into account high school academic performance and demographic background variables." (Zajacova, et al., 2005)

College students with high self-efficacy "tend to value effort, **persist in the face of difficulty**, engage in academic tasks, and have high achievement." (Linnenbrink & Pintrich, 2002)

- **Frequent engagement with peers**

- **Multiple sites for self-reflection**

- **Research-based strategies for academic success**

In-class Activities to Build Self-Efficacy

CHECK-INS

Daily group check-ins build community and self-efficacy

COLLABORATIVE OUTLINES

Shared online outlines enable students to synthesize textual analysis

PEER FEEDBACK

Frequent opportunities for peer review and encouragement

SELF-REFLECTION

Regular self-reflective exercises allow students to see their mastery and growth

MODEL ESSAYS

Papers written by former students are excellent texts and illustrate instructor expectations

SMALL GROUP WORK

Including group projects in every class session creates connection and validates student experiences

Prioritizing student success as a critical element of remote instruction

❏ **Many students come to the university *without the knowledge of how to succeed in college,* which is an equity issue**

❏ **Building these academic success tools into the first-year curriculum is critically important for our remote learners**

❏ **These research-based college success strategies can be included in any course design to support our students' self-efficacy**

Breakout Room Conversation Questions

In your breakout room, please turn your camera on and discuss these four questions with your group:

1. When you learned about self-efficacy earlier in the workshop, what did you realize you were already doing to build your students' self-efficacy? Share some of those successes with your group.

Please look through the Google folder of Self-Efficacy Materials shared with you in the chat.

2. Which of the strategies for **creating community** do you think you might be able to use with your students? How could you build opportunities for connection into each class?

3. How could you build **self-reflective** exercises into the work you do with your students?

4. Where could you see yourself integrating **academic success** materials into your course materials?
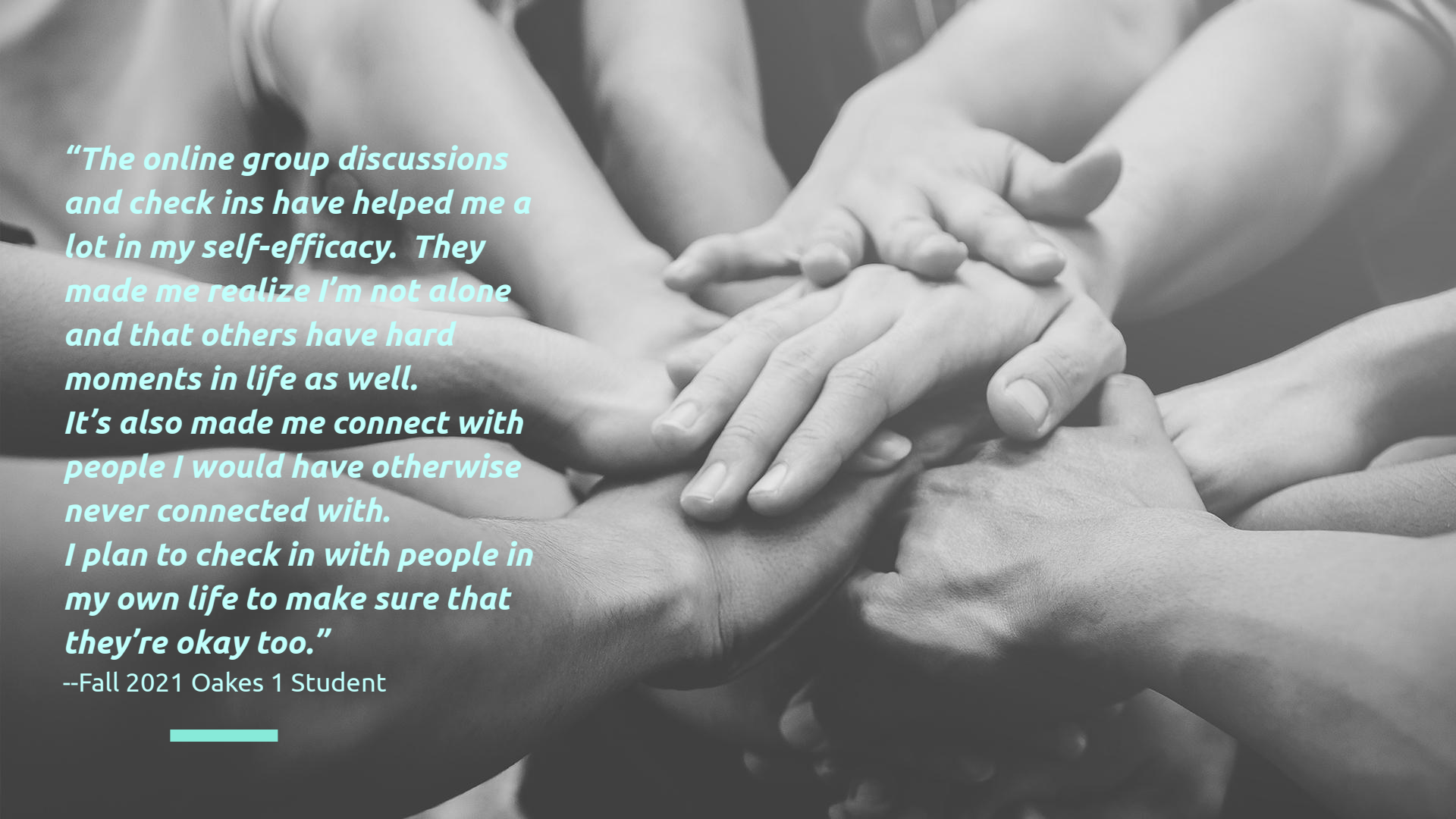
Student Responses & Reflections on Self-Efficacy

"The peer reviews have contributed the most to the development of my self-efficacy.

They have allowed me to understand what others have experienced and others' responses have improved my writing as well. I now believe my writing is better and that I am also more aware about others' experiences instead of just my own."
 --Fall 2021 Oakes 1 student

"The online group discussions and check ins have helped me a lot in my self-efficacy. They made me realize I'm not alone and that others have hard moments in life as well.
It's also made me connect with people I would have otherwise never connected with.
I plan to check in with people in my own life to make sure that they're okay too."
--Fall 2021 Oakes 1 Student

"I really enjoyed the online group discussions and personal check-ins because it made me feel heard.
I find myself struggling at times to have social interaction with other people since mostly everything is online right now but those activities helped me connect with other students.
I really like how we were able to express our opinions on certain topics and get different perspectives from the feedback of our classmates."
--Fall 2021 Oakes 1 Student

"The increase in social encouragement from others this quarter has been the most beneficial for me personally.
I used to underestimate the value that motivation in class had, as the work in high school came easy to me. ***Now without that ever-present motivation, the words of others around me seem to be my main crutch****.*
When I'm staring at my screen with a look akin to a zombie fresh from the grave, it's remembering that there are people that wish for me to succeed, even though they have no idea who I am. That blind faith gets me in the mood to finish my assignments."
--Fall 2021 Oakes 1 Student

"This class has helped lessen my bad work habits. I used to wait until the last minute far too often when doing assignments, and the strategies that other people have talked about have helped me a lot.

I feel confident that I can work through any assignment, even if I still feel overwhelmed sometimes. *Having discussions about the assignments we do encourages me to get them done so I can participate.*

One aspect of peer review I feel is underappreciated and one that helped me a lot is being able to see what my classmates are writing. In addition to criticism on my paper, I can see what other people are doing and learn from them.

I am now more confident that I can achieve my goals than before, and I learned a lot about how to manage myself."

--Fall 2021 Oakes 1 Student

Thank you!

Questions? Email LKnisely@ucsc.edu

Thanks to SlidesGo and my Academic Success Winter 2017 students for the presentation materials and classroom photos.