Getting Past "*I don't get it*"

Simple Strategies for Building Student Efficacy

American Accounting Association Webinar

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chalk & chances

Chalk and Chances

Self-efficacy - the belief that we can achieve a desired result through our actions

When we believe in our own ability to perform a task, we are prompted to act.

(Bondie & Dockterman, 2018)

How do we help students understand and increase their own self-efficacy?

Students with low self-efficacy

- ❖ Avoid challenging tasks
- ❖ Lack a sense of commitment
- ❖ Sabotage their own success
- ❖ Attribute results to outside forces
- ❖ Are susceptible to depression and anxiety

Q1: Self-efficacy is an intrapersonal skill?

    a. True
    b. False

Assess students'
self-efficacy related to your content.

Subject/Task/Activity	Belief in ability *I can be successful*	Belief in growth *If I try, I can improve*
	←————————→ Low High	←————————→ Low High
	←————————→ Low High	←————————→ Low High
	←————————→ Low High	←————————→ Low High
	←————————→ Low High	←————————→ Low High

Teach goal-setting (along with action steps).

Write a goal in the box.
Identify actions needed to achieve the goal.

Get an A on my accounting test.

Read the chapters before class.

Complete the practice tests.

Study with a buddy.
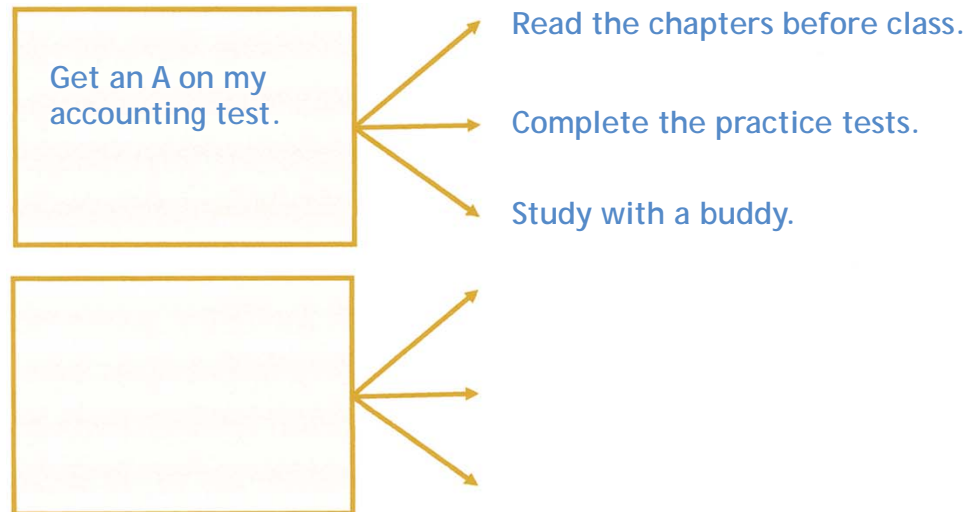
Visit past

mastery experiences.

Mastery Experiences Worksheet

List three things you did in the past year that went well.

     1.

     2.

     3.

How did you feel when you achieved these three things?

What strategies can you take from these experiences to apply to new goals?

Provide models

of successful effort.

Advice for Students

Spend time with people who have traits and skills you want to develop.
You will slowly assimilate their characteristics. You will pick up useful habits when you spend time with successful people.

Study people you admire. Read their biographies, interviews and other articles. Ask yourself what the people you admire would do in the same situation you are facing.

Find a person who has achieved exactly the same thing you want to achieve. Ask this person to coach you or talk to you about how to achieve your goal. Determine how you can apply their strategies in your situation.

Q2: Using successful people as models increases self-efficacy
by providing

a. strategies students can replicate
b. unrealistic expectations
c. yardsticks for comparison
d. examples of innate talent

Provide process praise
(for strategy and effort).

Student Self-Assessment

How did your effort contribute to your success?
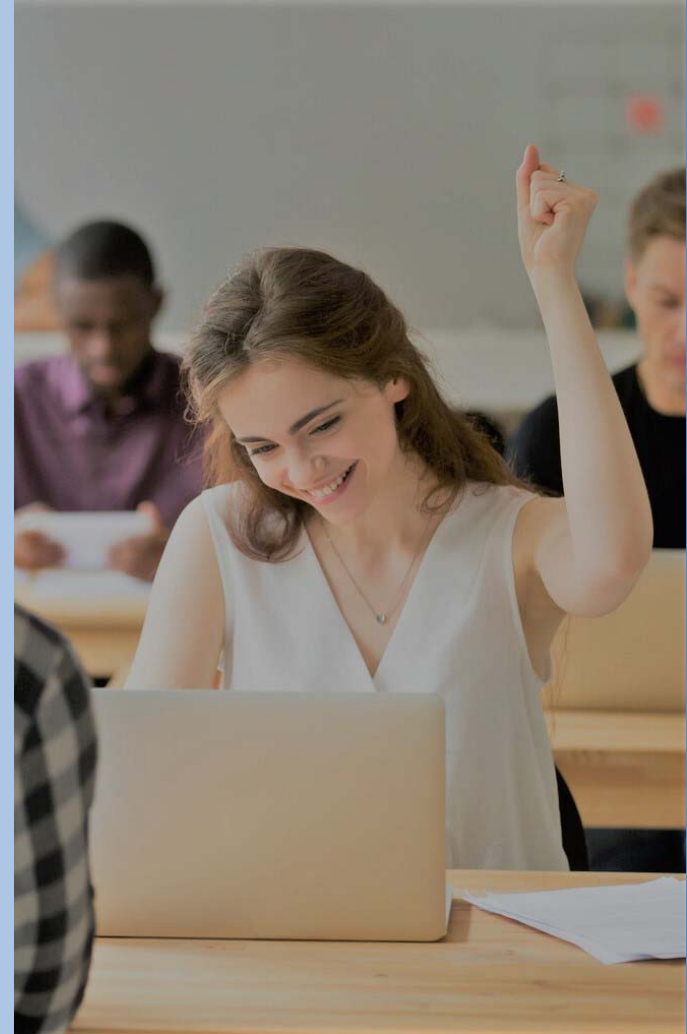
How effective were the strategies you used?

Q3: We can use feedback to increase self-efficacy by praising

    a. percentage of correct answers
    b. effort and strategies used
    c. rank in class
    d. innate intelligence

Celebrate

progress along the path.

Ways to Celebrate Success

High Five
Post Card
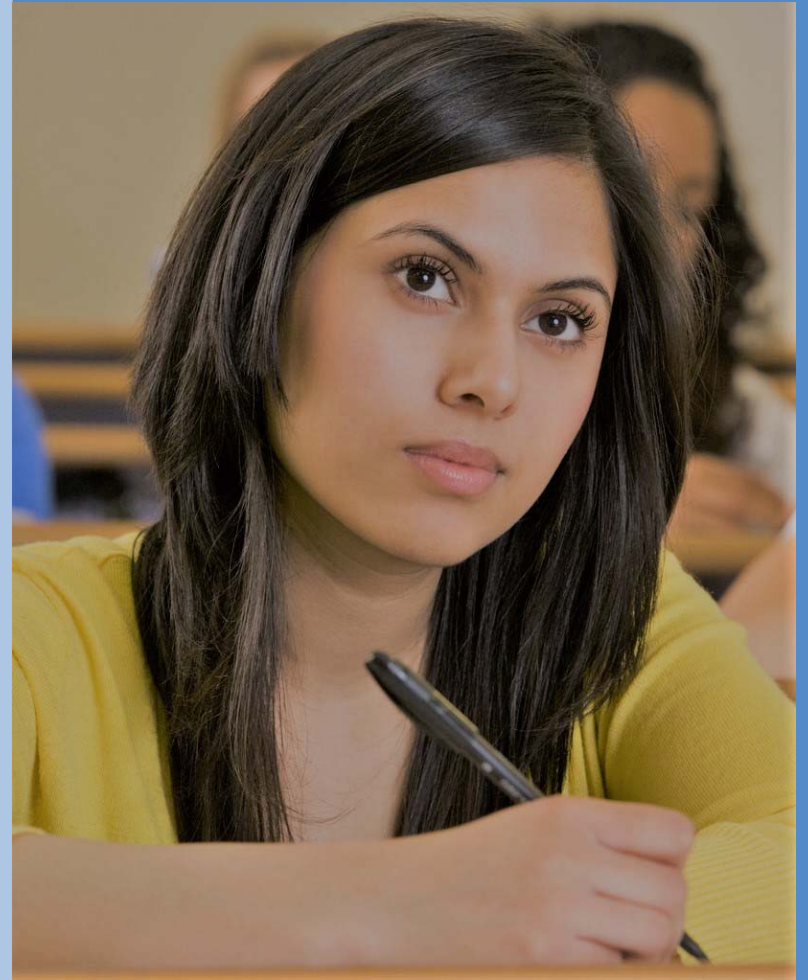**E-mail**
Treat
Pencil

Create a safe environment.

Class Norms with Efficacy in Mind

1. We all have different starting points.
2. We can all make progress.
3. We can all learn from one another.
4. We embrace mistakes because they help us grow.
5. We choose tasks that challenge us.
6. We keep trying, even when something gets difficult.
7.
8.

Challenge

negative thoughts.

Low Self-Efficacy Talk   vs.   High Self-Efficacy Talk

I don't get it.   I don't get it YET.

I'll never figure this out.   I need to try a different strategy.

I'll never be as good as him/her.   I can learn from what he/she is
doing.

I'm just not good at _____.   With time and effort, I can get
better.

Notice

and respond.

Notice + Act = Impact

Energized

Motivated

Accepted

Special Inspired Loved

Curious Capable

Invigorated Seen

Valued

Happy Alive Smart

Eager Safe

Empowered Known

Confident Excited

Encouraged

Competent

Q4: Self-efficacy is influenced by

a. past experiences
b. mood or state
c. self-talk
d. all of the above

Who did you become *because of a teacher?*

Who will they become *because of you?*

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