Self-Efficacy

It influences:

SELF-EFFICACY AFFECTS
■ The choices we make
■ The effort we put forth (how hard we try)
■ Our perseverance (how long we persist when we confront obstacles)
■ Our resilience (how quickly we recover from failure or setbacks)

Albert Bandura (1925 -) popularized the term self-efficacy. He defines it as the part of our "self system" that helps us to evaluate our performance. Perceived self-efficacy refers to one's impression of what one is capable of doing. This comes from a variety of sources, such as personal accomplishments and failures, seeing others who are similar to oneself, and verbal persuasion.

Verbal persuasion may temporarily convince people that they should try or avoid some task, but in the final analysis it is one's direct or vicarious experience with success or failure that will most strongly influence one's self-efficacy. For example, a teacher may "fire-up" her students before a standardized test by telling the kids how great they are, but the enthusiasm will be short-lived if the test is completely beyond their ability or their perceived beliefs that they can actually do well.

People with high-perceived self-efficacy try more, accomplish more, and persist longer at a task than people with low perceived self-efficacy. Bandura speculates that this is because people with high-perceived self-efficacy tend to feel they have more control over their environment and, therefore, experience less uncertainty.
Recent research by Steven Maier indicates that mammals have a default helplessness paradigm in the presence of uncontrollable bad events. New technology has allowed scientists to identify the part of the brain, the dorsal raphae nucleus, which is responsible for feelings of helplessness. Seligman and Maier believe that whatever the originating cause, learned helplessness can be overcome through **control, mastery, and reframing.**
Zone of Proximal Development...ZPD

Zone of Proximal Development, an idea developed by Lev Vygotsky over one hundred years ago, seeks to define the process through which students effectively learn in cooperation with a teacher.

A student’s Zone of Proximal Development, or ZPD, is defined as the student’s range of ability with and without assistance from a teacher or a more capable peer. On one end of the range is the student’s ability level without assistance. On the other end of the range is the student’s ability level with assistance.

A classroom that makes the best use of all of its students’ ZPDs should follow the following guidelines:

1. The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student’s need to build his or her own foundation. The challenge for the teacher, then, is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him or her to reach beyond his or her current ability level. However, if instruction falls outside of the zone (above or below a student's ZPD), no growth will occur.

2. To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following:
   - teacher modeling behavior for the student
   - student imitating the teacher’s behavior
   - teacher fading out instruction
   - student practicing reciprocal teaching (scaffolding others) until the skill is mastered by all students in the classroom.
STEPS IN DELIBERATE PRACTICE

■ Remember that deliberate practice has one objective: to improve performance. “People who play tennis once a week for years don’t get any better if they do the same thing each time,” Ericsson has said. “Deliberate practice is about changing your performance, setting new goals and straining yourself to reach a bit higher each time.”

■ Repeat, repeat, repeat. Repetition matters. Basketball greats don’t shoot ten free throws at the end of team practice; they shoot five hundred.

■ Seek constant, critical feedback. If you don’t know how you’re doing, you won’t know what to improve.

■ Focus ruthlessly on where you need help. While many of us work on what we’re already good at, says Ericsson, “those who get better work on their weaknesses.”

■ Prepare for the process to be mentally and physically exhausting. That’s why so few people commit to it, but that’s why it works.
(Pink, 2009, p. 159)

Alternative to Saying “Good Job!”
1. Say nothing. Sometimes praise calls attention to something that does not need it. Overzealous praise may give the child the idea that

2. Say what you saw. A simple evaluation-free acknowledgement lets the child know you noticed. “You went the extra mile in helping your friend.” “You did it!” Or describe what you see. “Wow, you’ve got this room looking a maid was here.”

3. Talk less, ask more. Better than describing is asking questions about the work. “So what made you decide to clean your room like this?” “How did you select such an interesting topic to write about?”
## Attribution Theory

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### External (Controlled by other than Self)
- Task Difficulty
- Luck
- Innate Ability or Talent

### Internal (Controlled by Self)
- Effort

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Inappropriate praise can do more harm than good.

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**entitlement**

/ənˈtɪl·mənt, ənˈtɪld·mənt/

noun

- the fact of having a right to something.
  "full entitlement to fees and maintenance should be offered"
- the amount to which a person has a right.
  "annual leave entitlement"

synonyms: right, prerogative, claim; More
Implicit Personality Theory
Dr. Carol S. Dweck, Stanford University

Fixed Mindset (Entity Theory)

- Either I am smart or I am not.
- One is born with a certain amount of intelligence.
- Smart is making no mistakes, going fast, and about the outcome being perfect.
- Failure is not an outcome, it is an identity.
- If I fail, people may realize I was/am an imposter, and I am not as good as they think I am.
- So if I fail, I might not just be judged, but I might also be unworthy of love.

“Constructive means helping the child to fix something, build a better product, or do a better job.” -- Carol Dweck

Growth Mindset (Incremental Theory)

- A belief that effort is a positive, constructive force.
- Development and progress is important – not just the product or achievement.
- One can substantially change, stretch, and grow, and that is desirable.
- Brains can become “bigger.” Challenge is good!
- Being on a learning edge is the smart thing to do.
Implicit Personality Theory

**Fixed Mind-set**

- **Challenges:**
  - avoid challenges

- **Obstacles:**
  - give up easily

- **Effort:**
  - see effort as fruitless or worse

- **Criticism:**
  - ignore useful negative feedback

- **Success of others:**
  - feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.

**Growth Mindset**

- **Challenges:**
  - embrace challenges

- **Obstacles:**
  - persist in the face of setbacks

- **Effort:**
  - see effort as the path to mastery

- **Criticism:**
  - learn from criticism

- **Success of others:**
  - find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.
Why Is It Hard to Promote a Growth Mindset?

- Larger society has said for a long time that, “Success is about being more gifted than others, that failure does measure you, and that effort is for those who can’t make it on talent.”

- We don’t talk about vulnerability and struggle as good things. We are an instant-success society. Good job! Great! Way to go!

- We have told our students they can be anything they want to be, and that is simply not the whole truth!

- The media gives us an unrealistic view of success with all the “instant stars.” (Reality TV, etc.)

- It is hard to work with an individual who is struggling or trying to cope.

- We don’t value and acknowledge risk-taking enough.

When Do You Feel Smart?

Growth Mindset:
“When it’s really hard, and I try really hard, and I can so something I couldn’t do before”

“When I work on something a long time and start to figure it out.”

*For them it’s not about immediate perfection. It’s about learning something over time: confronting a challenge and making progress.*

Fixed Mindset:
“It’s when I don’t make any mistakes.”

“When I finish something fast and it’s perfect.”

“When something is easy for me, but other people can’t do it.”

*It’s about being perfect right now!*
LIST OF RELATED CITATIONS

Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed
PRESENTED FOR STAFF DEVELOPMENT FOR EDUCATORS (SDE)
DR. DEBBIE SILVER


Hutton, L. (n.d.), “I Did It All by Myself! An Age-by-Age Guide to Teaching Your Child Life Skills,” FamilyEducation.com
http://lifefamilyeducation.com/slideshow/independence/71434.html?page=1


