Self-Efficacy:
Theory, Research, and Applications

COURSE INSTRUCTOR

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COURSE INFORMATION

EPSY 6349 (3 Credit Hours)
Fall Semester 2007
Monday 6:00 – 8:50pm
Education Building, Room 301

COURSE DESCRIPTION

An examination of the psychological construct of self-efficacy, related research, and its application across academic and non-academic settings, and to a wide variety of research areas.

COURSE PURPOSE

This course is intended for students who want to pursue advanced readings in the study of the psychological construct of self-efficacy, related research, and its application across academic and non-academic settings, and to a wide variety of research areas. The readings are organized to reflect the diverse ways in which the construct can be applied across academic (e.g., teaching, career counseling) and non-academic fields (e.g., clinical, sports) to explain phenomenon such as self-regulation, motivation, learning, and behavior.

RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK

As articulated in the Conceptual Framework of the College of Education, knowledge based on research findings, combined with sound professional practice and educators' proficiencies and content knowledge, is the driving force of the missions, visions, beliefs, ethics, and values of the College of Education. The essence of the conceptual framework is captured by the theme, "Professional Educators Opening Doors to the Future." In EPSY 6349 the doors are opened metaphorically by assisting in the development and preparation of scholar-practitioners. In this sense and in this course, a scholar-practitioner has a firm understanding of self-efficacy theory, research and its practical application in K-12 and post-secondary educational settings and in non-academic settings.

COURSE READINGS

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W. H. Freeman & Company.

Pajares, F., & Urdan, T. (2006). *Self-efficacy beliefs of adolescents.* Greenwich, CT: Information Age Publishing.

Additional assigned readings for this course will come from a variety of sources (e.g., journal articles and book chapters, etc) (See *Appendix A*).

COURSE WEBPAGE (WebCT)

The course webpage contains this syllabus in its most current form, course grades, and other noteworthy information for the course, including but not limited to the following: assignments and discussion questions. If you experience problems with the webpage, please contact the instructor immediately.

LEARNING OUTCOMES

Please see *Appendix B* for a general description of the core learning outcomes and methods of assessing these outcomes.

ASSESSMENT OF LEARNING OUTCOMES

Grades are computed based on satisfactory completion of the course requirements. Unexcused absences and late assignments will lower your grade. Grades may be raised based upon your ability to contribute to class discussions and group activities. Below is a breakdown of the grading and the grading scale.

      Weekly Discussion Questions (10 points)
      Seminar Discussion Leader (20 points)
      Self-Efficacy Instrument Critique (20 points)
      Final Research Paper or Research Proposal (50 points)
      Research Presentation (15 points)
      Class Participation (20 points)
      Class Attendance (10 points)

A	93-100	B	83-86	C	73-76	F	59 & Below
A-	90-92	B-	80-82	C-	70-72		
B+	87-89	C+	77-79	D	60-69		

APPENDIX A

COURSE READINGS[1]

SOCIAL COGNITIVE THEORY: AN OVERVIEW

Bandura (1997) Chapter 1

Optional Readings

Zimmerman, B. J., & Schunk, D. H. (2003). Albert Bandura: The scholar and his contributions to educational psychology. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 431-458). Mahwah, NJ: Lawrence Erlbaum.

THE NATURE AND STRUCTURE OF SELF-EFFICACY

Bandura (1997) Chapter 2

Optional Readings

Eastman, C., & Marzillier, J. S. (1984). Theoretical and methodological difficulties in Bandura's self efficacy theory. *Cognitive Therapy and Research, 8*, 213-230.

Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. *Cognitive Therapy and Research, 8*(3), 231-255.

THE ASSESSMENT OF SELF-EFFICACY BELIEFS

Bandura, A. (2006). Guide for creating self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307-337). Greenwich, CT: Information Age Publishing.

Bong, M. (2006). Asking the right question: How confident are you that you could successfully perform these tasks? In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 287-305). Greenwich, CT: Information Age Publishing.

Pajares, F., Hartley, J., & Valiante, G. (2001). Response format in writing self-efficacy assessment: Greater discrimination increases prediction. *Measurement and Evaluation in Counseling and Development, 33*(4), 214-221.

SOURCES OF SELF-EFFICACY INFORMATION

Bandura (1997) Chapters 3

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[1] Readings are listed in the order in which they should be read.

MEDIATING PROCESSES OF SELF-EFFICACY BELIEFS

Bandura (1997) Chapter 4

DEVELOPMENT OF SELF-EFFICACY BELIEFS

Bandura (1997) Chapter 5

Schunk, D. H., & Meece, J. L. (2006). Self-efficacy development in adolescence. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 71-96). Greenwich, CT: Information Age Publishing.

Pajares, F. (2006). Self-efficacy during childhood and adolescence: Implications for teachers and practitioners. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 339-367). Greenwich, CT: Information Age Publishing.

SELF-EFFICACY BELIEFS IN ACADEMIC SETTINGS

Day 1

Bandura (1997) Chapter 6

Schunk, D. H., & Pajares, F. (2004). Self-efficacy in education revisited: Empirical and applied evidence. In D. M. McInerney & S. V. Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* (pp. 115-138). Greenwich, CT: Information Age Publishing.

Klassen, R. (2006). Too much confidence? The self-efficacy beliefs of adolescents with learning disabilities. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 181-200). Greenwich, CT: Information Age Publishing.

Optional Reading

Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 15-31). New York: Academic Press.

Day 2

Labone, E. (2004). Teacher efficacy: Maturing the construct through research in alternative paradigms. *Teaching and Teacher Education, 20,* 341-359.

Ross, J. A. (1998). The antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Advances in Research on Teaching*, *Vol. 7* (pp. 49-74). Greenwich, CT: JAI Press.

Woolfolk Hoy, A., & Davis, H. (2006). Teachers' sense of efficacy and adolescent achievement. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 117-137). Greenwich, CT: Information Age Publishing.

SELF-EFFICACY BELIEFS IN NON-ACADEMIC SETTINGS[2]

Self-Efficacy and Career Decision-Making

Brown, S. D., & Lent, R. W. (2006). Preparing adolescents to make career decisions: A social cognitive perspective. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 201-223). Greenwich, CT: Information Age Publishing.

Hackett, G. (1995). Self-efficacy in career choice and development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 232-258). New York: Cambridge University Press.

Self-Efficacy in Sport and Physical Activities

Bandura (1997) Chapter 9

Feltz, D. L., & Magyar, M. (2006). Self-efficacy and adolescents in sport and physical activity. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 161-179). Greenwich, CT: Information Age Publishing.

Self-Efficacy in Organizational and Social Settings

Bandura (1997) Chapters 10 and 11

Self-Efficacy in the Context of Clinical and Mental Health

Bandura (1997) Chapter 7 or 8

Schwarzer, R., & Luszczynksa, A. (2006). Self-efficacy, adolescents' risk taking behaviors, and health. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 139-159). Greenwich, CT: Information Age Publishing.

AN INTERVIEW WITH SELF-EFFICACY RESEARCHERS[3]

Evans, R. I. (1989). *Albert Bandura: The man and his ideas – a dialogue.* New York: Praeger Publishers.

Madewell, J., & Shaughnessy, M. F. (2003). An interview with Frank Pajares. *Educational Psychology Review, 15*(4), 375-397.

Shaughnessy, M. F. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational Psychology Review, 16*(2), 153-176.

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[2] Students are required to select one of the four topics and read the respective articles.
[3] Students are required to select one of the three articles.

FUTURE DIRECTIONS IN SELF-EFFICACY RESEARCH

Pajares, F. (1997). Current directions in self-efficacy research.   In. M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement* (pp. 1-49). Greenwich, CT: JAI Press.[4]

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[4] Read only pp. 24-40

APPENDIX B

STUDENT LEARNING OUTCOMES AND ASSESSMENTS OF OUTCOMES

Student Learning Outcomes	Assessments
By the conclusion of EPSY 6349, the student will be able to:	To assess these learning outcomes students will:
discuss the theme, "Professional Educators Opening Doors to the Future," as it relates to educational psychology.	engage in ongoing group discussions describing how self-efficacy research and its implications can assist educational practitioners in designing self-efficacy building interventions that may influence learning and behavior.
define the term *self-efficacy* and discuss how self-efficacy beliefs differ from other types of self-beliefs (e.g., self-concept, self-esteem, etc).	engage in ongoing group discussions comparing and contrasting self-efficacy with other psychological constructs, while illustrating these similarities and differences with examples.
explain how self-efficacy beliefs are formed and the development of self-efficacy beliefs across the lifespan.	engage in ongoing group discussions about the factors that influence the formation of self-efficacy beliefs and the development of self-efficacy beliefs among children, adolescents, and adults.
design a self-efficacy building intervention, which incorporates the four sources of information (e.g., vicarious experiences).	use research findings to design self-efficacy building interventions appropriate for individuals with high or low self-efficacy beliefs who may be situated in a variety of academic and non-academic settings.
compare and contrast the characteristics of individuals with high and low self-efficacy beliefs.	read several case studies documenting the thoughts and behaviors of individuals with varying levels of self-efficacy beliefs. Using the information presented in the case study, students will identify individual as having a low or high sense of efficacy.
describe the relationship between self-efficacy, student motivation, and academic achievement.	summarize research (via ongoing group discussions and/or literature review) which documents how student motivation and academic achievement may fluctuate as a function of self-efficacy beliefs.
illustrate how self-efficacy beliefs influence self-regulation, motivation, learning, and behavior.	develop examples that show how self-efficacy beliefs influence self-regulation, motivation, learning, and behavior.

STUDENT LEARNING OUTCOMES *cont.*

Student Learning Outcomes	Assessments
By the conclusion of EPSY 6349, the student will be able to:	To assess these learning outcomes students will:
illustrate how self-efficacy beliefs influence self-regulation, motivation, learning, and behavior.	develop examples that show how self-efficacy beliefs influence self-regulation, motivation, learning, and behavior.
explain how the self-efficacy construct can be applied across a variety of academic and non-academic settings.	summarize research (via ongoing group discussions and/or literature review) which documents the application of self-efficacy in a variety of contexts and implication of these findings for practitioners.
analyze existing self-efficacy instruments. describe Bandura's (2006) proposed guidelines for constructing self-efficacy instruments.	identify existing self-efficacy instruments and critique them based on Bandura's guidelines for constructing self-efficacy instruments.
create a 10-item self-efficacy instrument, which contains all of the key features of a properly designed self-efficacy instrument.	develop a self-efficacy instrument which is consistent with Bandura's guidelines.
describe the future directions in self-efficacy research.	engage in ongoing discussions about the future directions of self-efficacy research and areas in need of further research (e.g., measurement issues, cross cultural studies, domain-specific studies, etc.).
describe current findings in self-efficacy research and the implications of these findings for practitioners (e.g., teachers, counselors, parents, coaches, etc). summarize current self-efficacy research studies and describe the research methodology.	write a literature review or a research proposal in which the current research in the study of self-efficacy are discussed and summarized. Students will also discuss the theoretical framework, methodology, and the implications of the studies included in the literature review.
design a research presentation of a literature review or research proposal on a topic in the area of self-efficacy.	design a 20-minute presentation of their literature review or research proposal using the specified guidelines for presenting at national conferences such as AERA, APA, and NAME.