

# Assessment Self-Efficacy: Developing a toolkit

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# What is self-efficacy?

Psychologist Albert Bandura has defined **self-efficacy** as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of **self-efficacy** can play a major role in how one approaches goals, tasks, and challenges. (Bandura, 1977)



# What does it do?

- Along with goal-setting, self-efficacy is one of the most powerful motivational predictors of how well a person will perform at almost any endeavour.
- Self-efficacy determines effort, persistence and strategy in the accomplishment of tasks.

# Where does it come from?

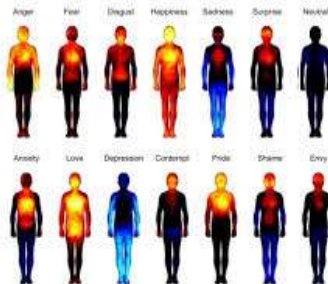
- Mastery experience



- Vicarious experience



- Verbal persuasion



- Physiological states

# Why do we need to measure and improve it

High Self-efficacy	Low self-efficacy
View difficult tasks as something to be mastered	View difficult tasks as something to be avoided
Have a wider view of tasks leading to better planning and greater effort	Believe tasks are more difficult than they are which leads to poor planning and increased stress
Failure attributed to external causes	Failure attributed to internal causes
Success attributed to internal causes	Success attributed to external causes

# Stages in development of the Assessment Self –Efficacy measure

- Background reading
- Focus groups
- Individual interviews
- Construct pilot measure
- Collect pilot data from each of undergrad levels
- Analyse data to winnow out items that do not differentiate ←
- Run past experts
- Run out across psychology students to validate (Sept 2016)
- Concurrently develop toolkit to help students with assessments

# Findings

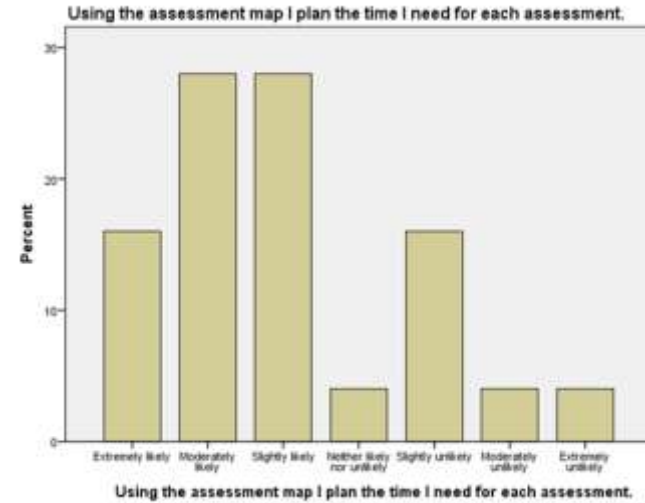
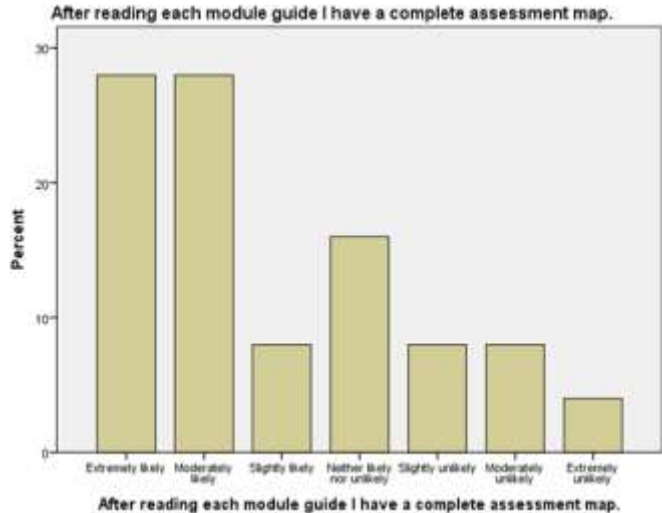
- Conceptual analysis
  - Planning e.g. using the module guide to produce an assessment map
  - Criteria e.g. understanding and working with assessment criteria
  - Clarification e.g. asking for further explanation
  - Engagement e.g. attendance and reading before and after lectures and seminars
  - Preparation e.g. time and place
  - Focus e.g. answering the question set rather than writing everything about a topic
  - Structure e.g. essays and report sections
  - Integrity e.g. plagiarism and using evidence correctly
  - Evaluation e.g. sources and self
  - Distraction e.g. what, how and when
  - Feedback e.g. reading, understanding and using
  - Exam preparation e.g. timing, strategies and depth
  - Anxiety e.g. understanding and avoiding stress
  - Reflection e.g. looking back and forward

# Findings

- Preliminary statistical analysis suggests
  - Very similar outcomes from a factor analysis
  - Low levels of correlation between factors showing factors independent and tapping into different aspects of assessment
  - Some questions showed good differentiation whilst others not so good – these will be omitted from the final pool of questions

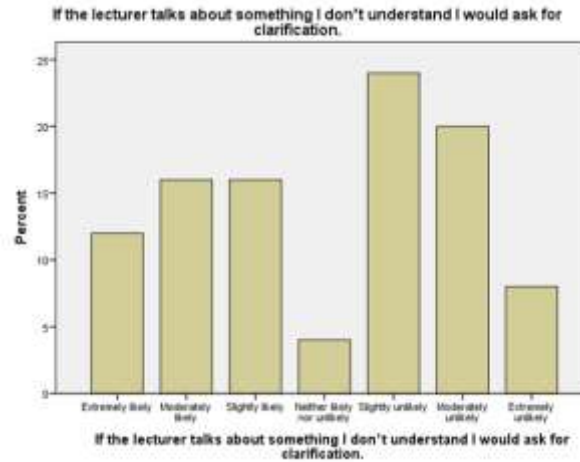
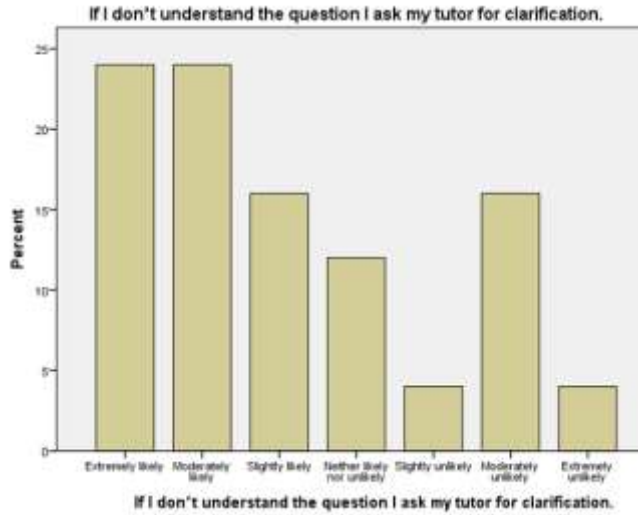


# Assessment mapping



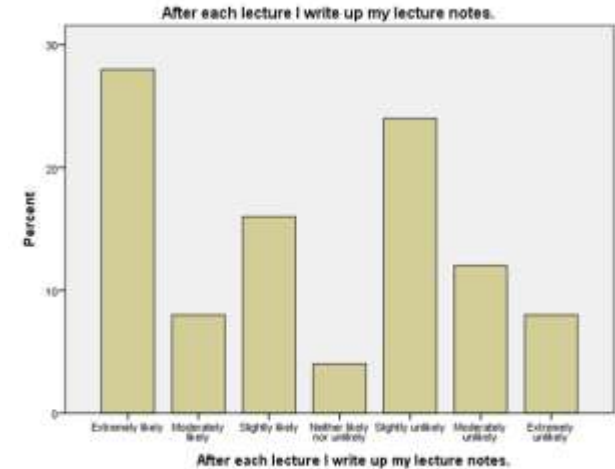
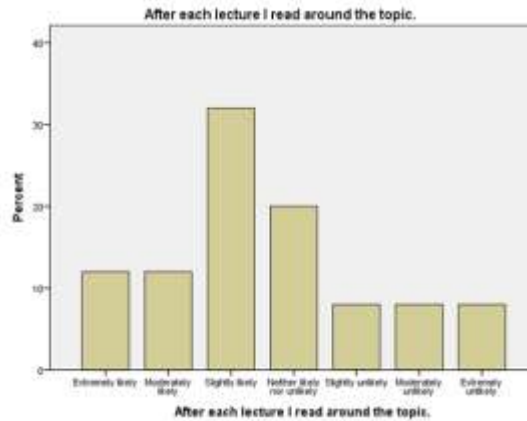
This shows that many students do not have a good idea when their assessments are happening and therefore do not plan ahead to avoid time issues

# Asking for help



Students are more likely to ask their personal tutor for help than a lecturer in class, the vast majority being afraid to speak out in class

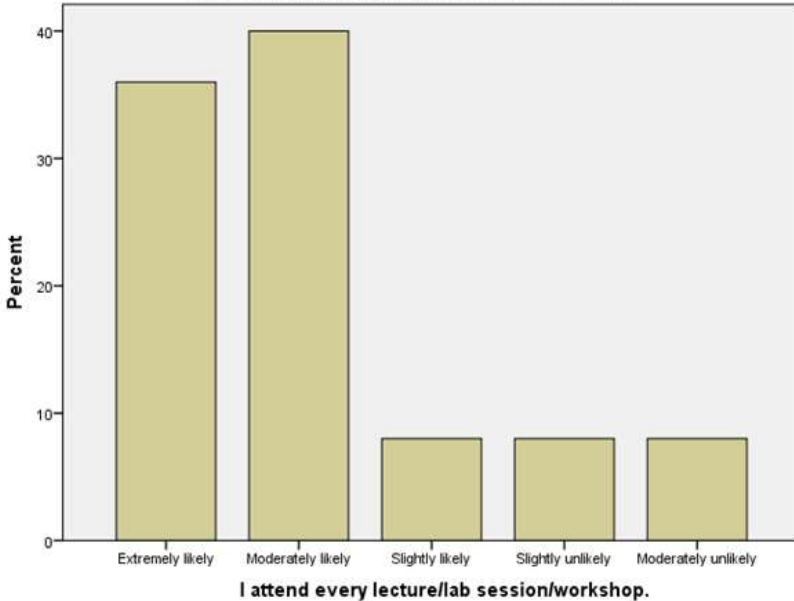
# Engaging with the lecture material



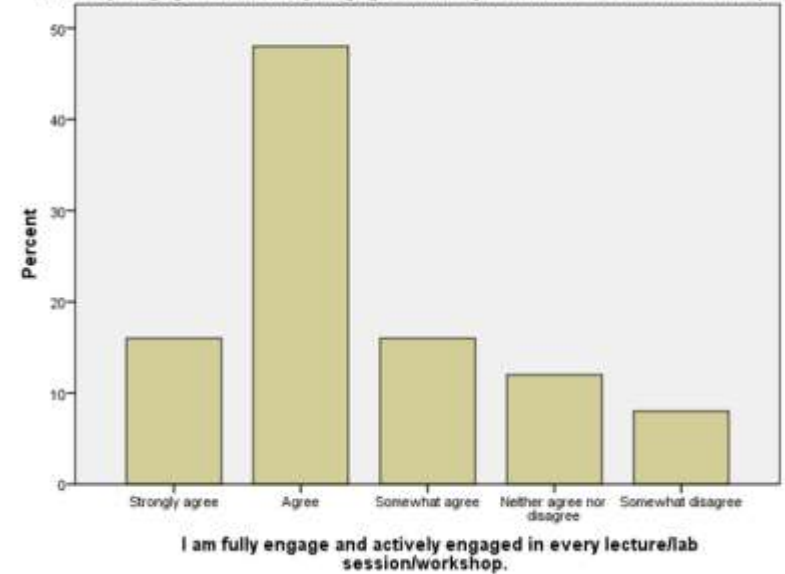
Most students come to the lecture unprepared, many don't read around after the lecture although almost half will often write up their lecture notes

# Attendance

I attend every lecture/lab session/workshop.

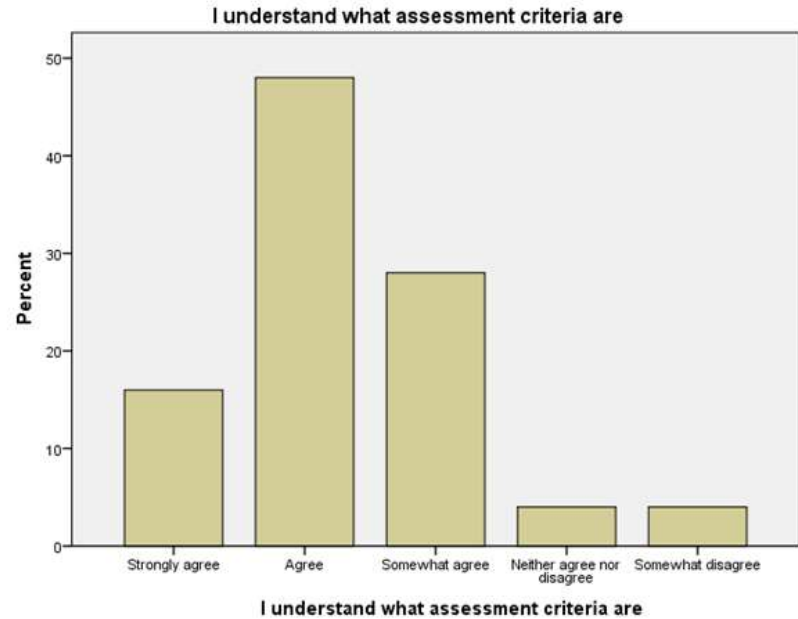
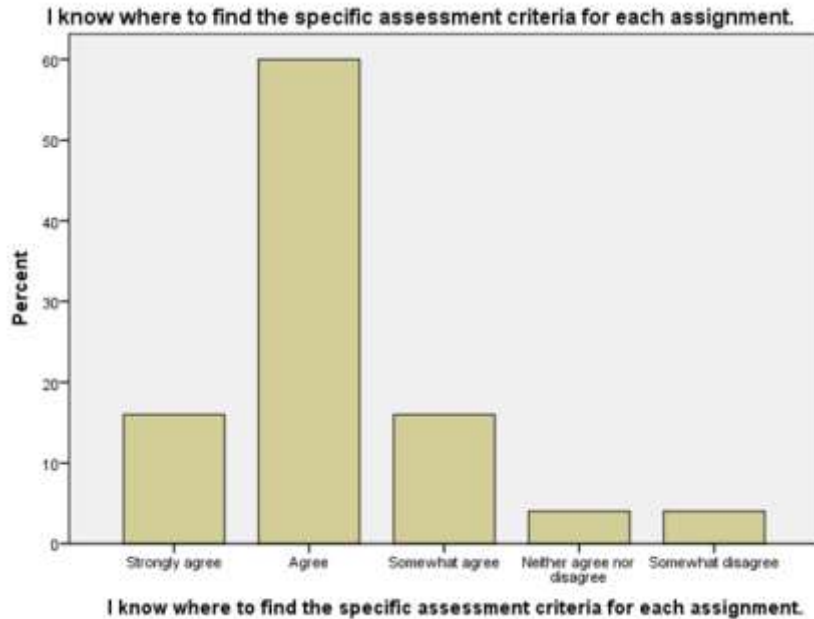


I am fully engage and actively engaged in every lecture/lab session/workshop.



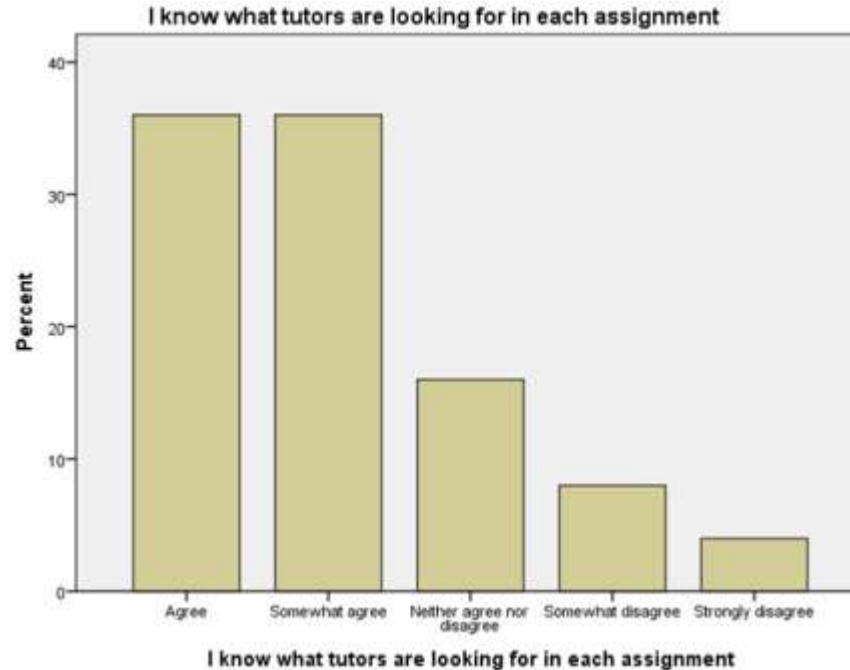
Although nearly 80% say they attend every session, less than 50% are fully and actively engaged

# Assessment criteria



Although the majority of students know where to find the assessment criteria for coursework, not all of the understand what they are.

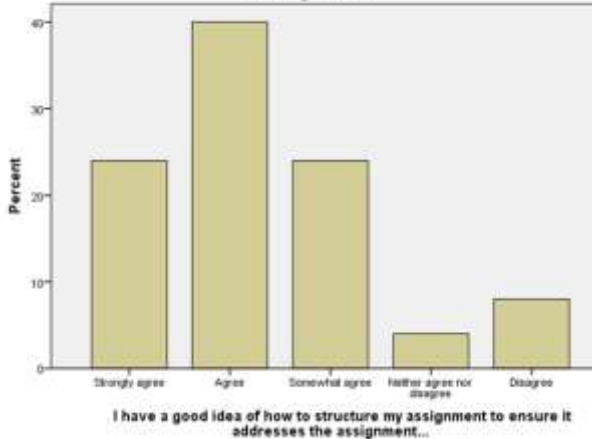
# Knowing what tutors are looking for



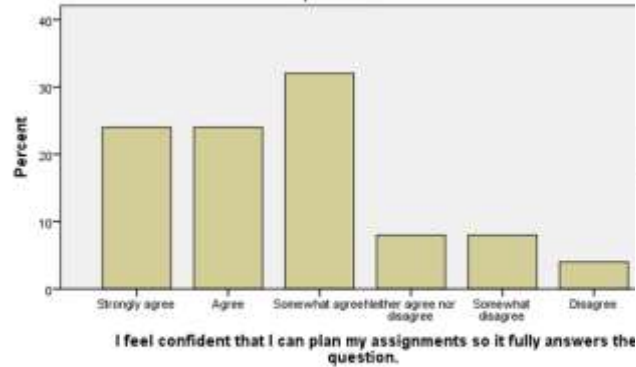
This is born out as many students say they really don't know what a tutor is looking for in an assignment

# Planning and structure

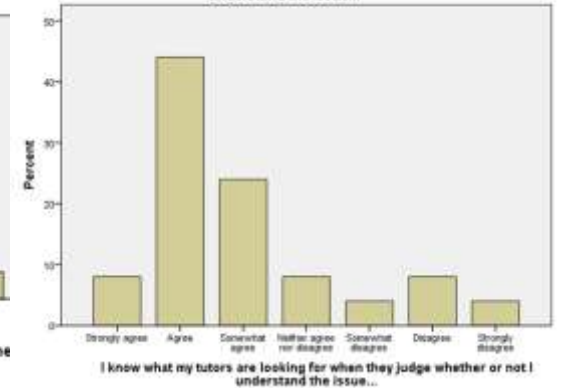
I have a good idea of how to structure my assignment to ensure it addresses the assignment...



I feel confident that I can plan my assignments so it fully answers the question.

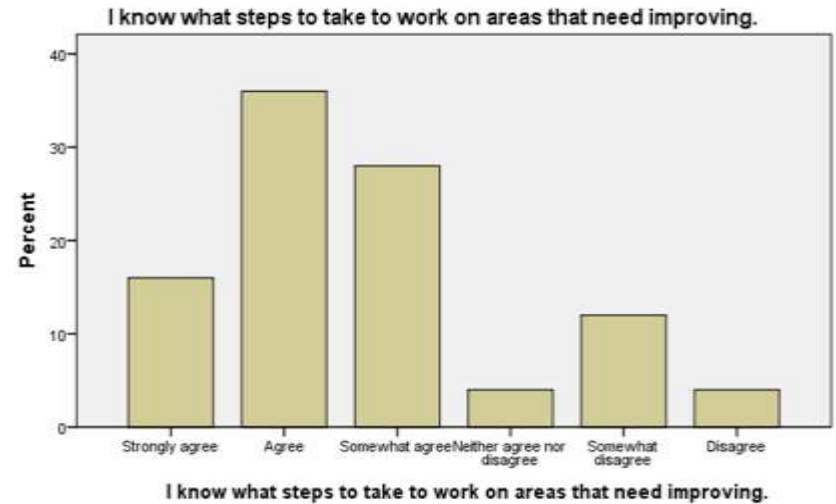
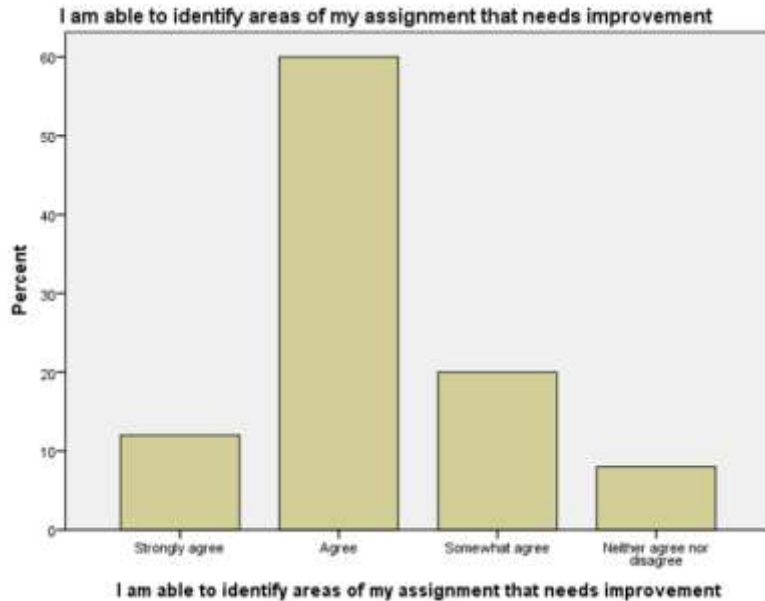


I know what my tutors are looking for when they judge whether or not I understand the issue...



Students might say they know how to structure an assignment so that it addresses the question, but are not confident that this will fully answer the question, and are even less sure that they are demonstrating understanding.

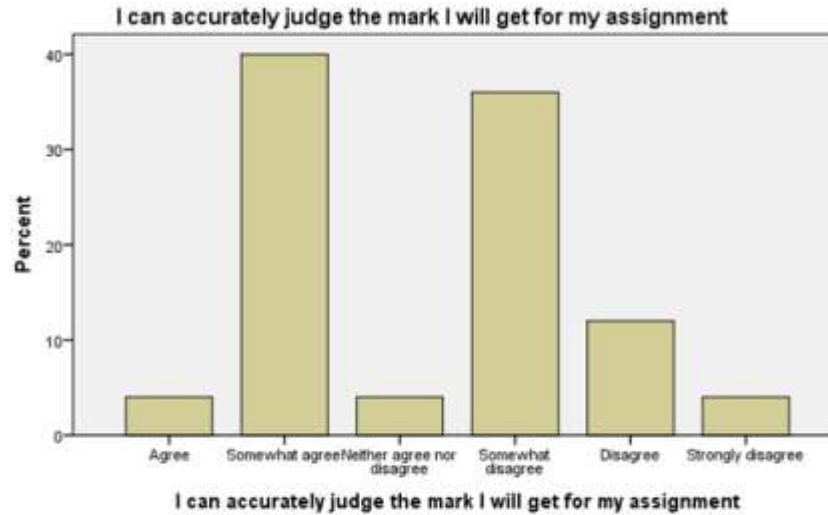
# Evaluating their work



Students feel they know where their work could be improved, but don't know what steps to take to improve it

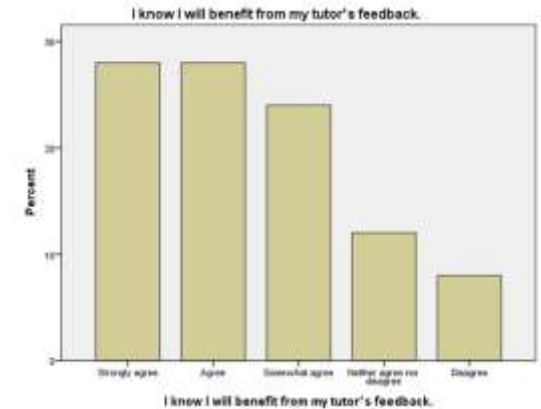
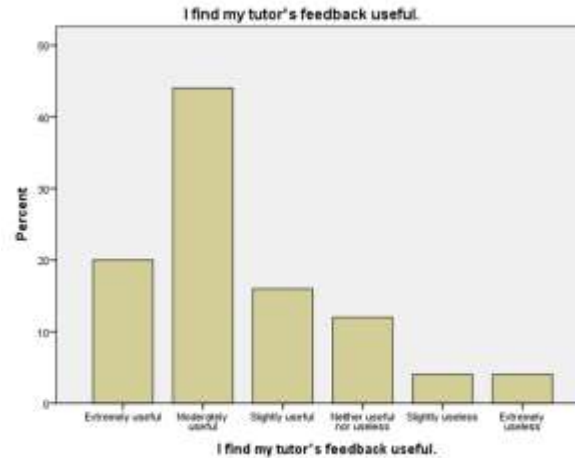


# Judging value



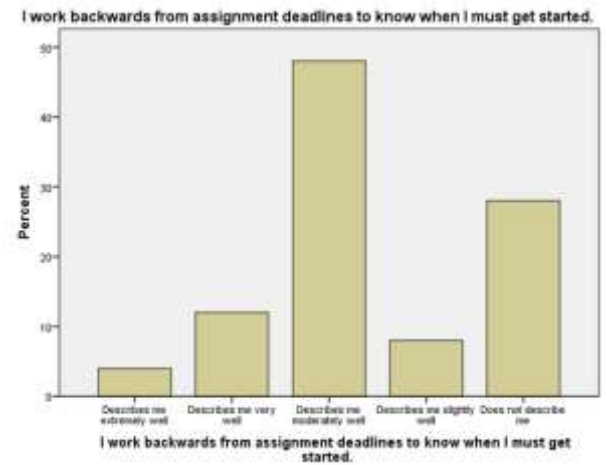
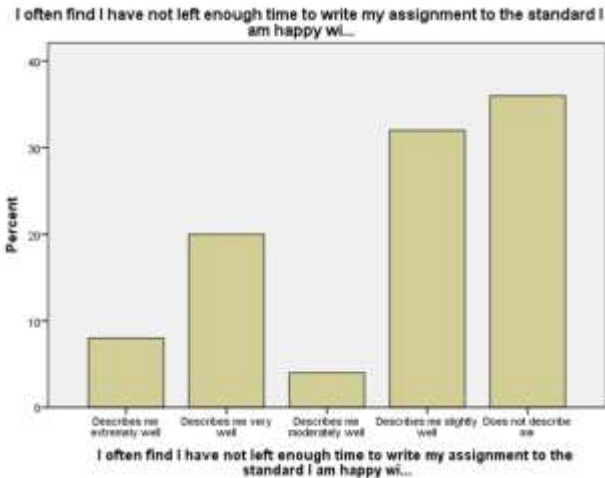
Student find it difficult to assign an expected mark to their work

# Feedback



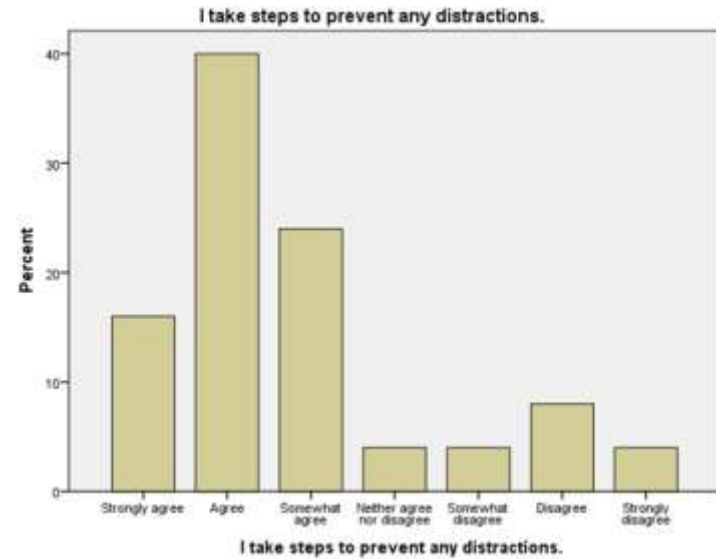
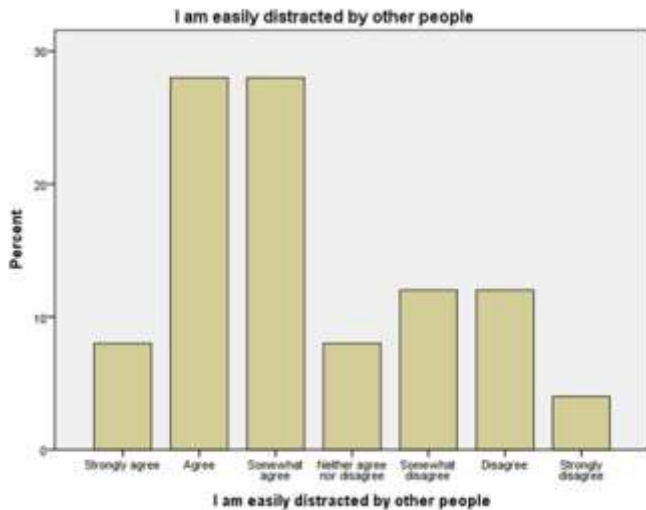
The summative feedback is more important to students than the formative feedback. However, there are a number of students who do not find formative feedback useful or feel they will benefit from it.

# Procrastination



Many students are not able to prioritise their time for assignments although they don't know why they do it but it might be because a) they don't have an assessment map and b) because they don't timetable it in

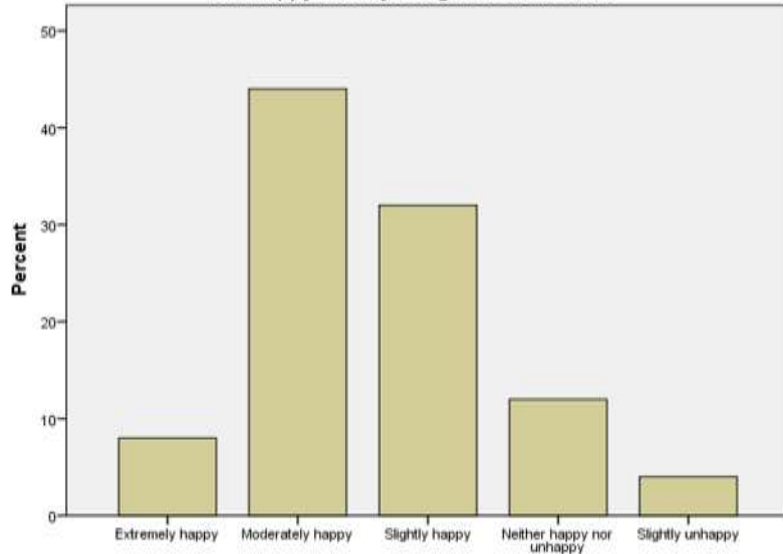
# Distraction



Many students are easily distracted when working on an assignment, but most take steps to avoid the distractions

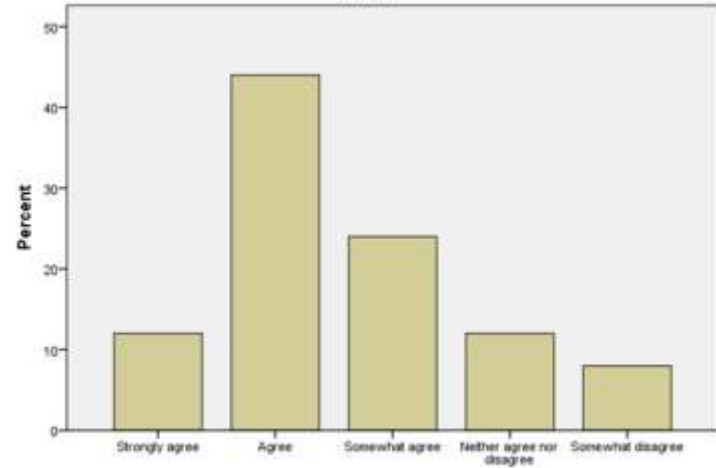
# Clarity

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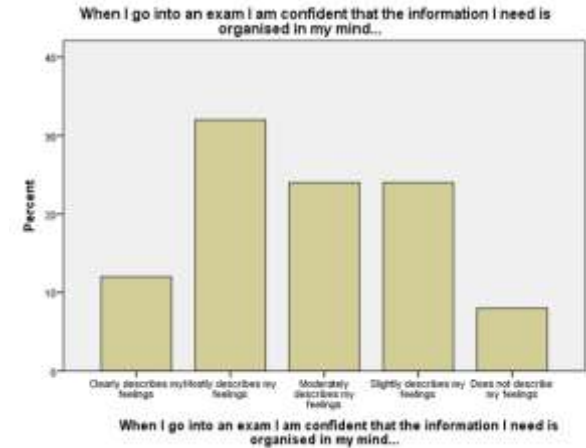
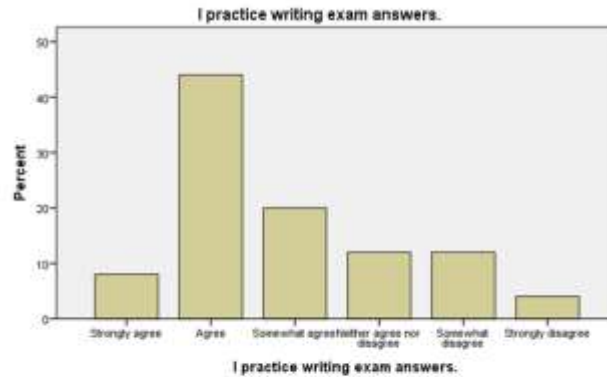
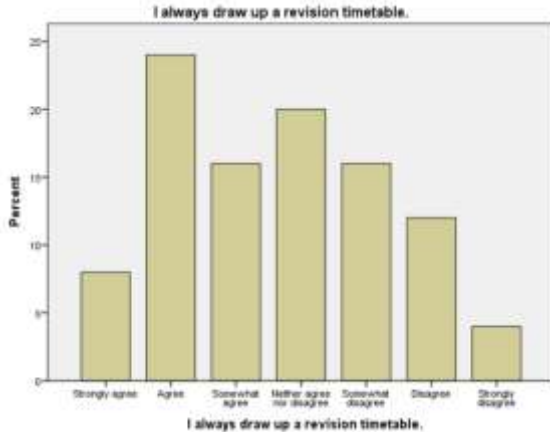
I am confident that the main line of argument is clear and not lost in a sea of detail.



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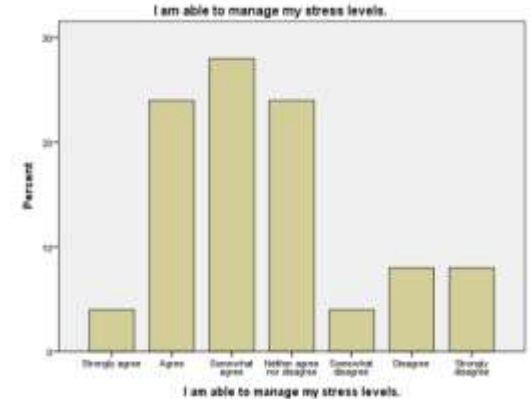
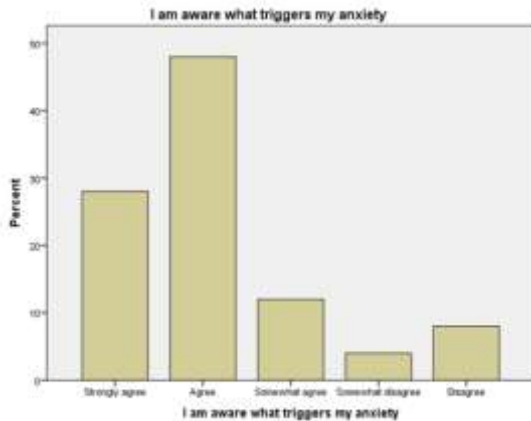
Most students are happy that their assignments are clear but not as confident that their line of argument stands out

# Exams

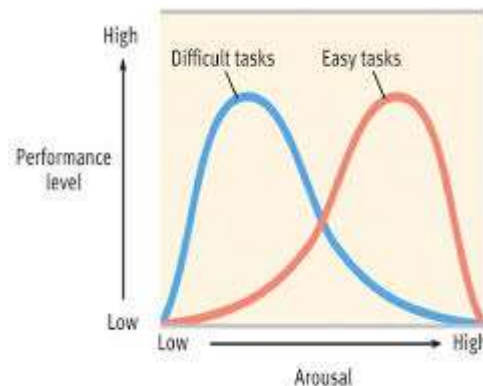


In the main students are not good at planning their time. This is shown by the fact that they do not have an revision timetable, do not use past papers to help and consequently lack confidence that the material is well organised in their mind

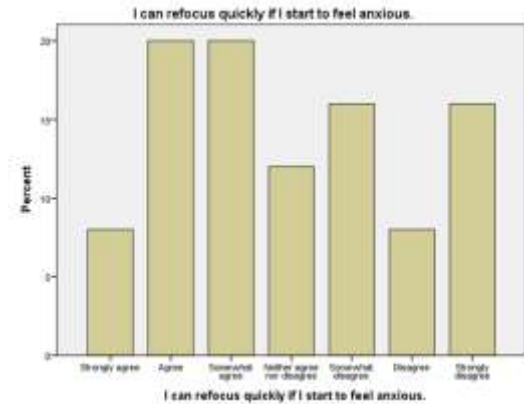
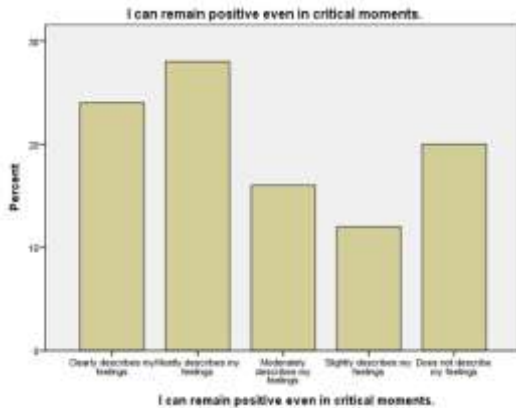
# Test anxiety



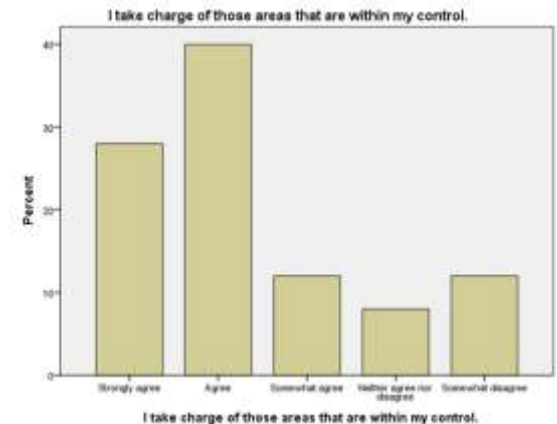
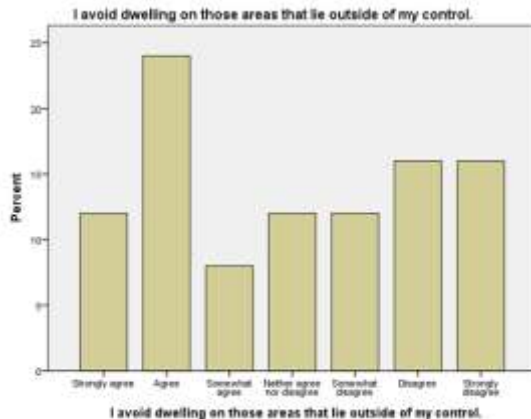
Many students are unaware of their stressors or how to make use of or manage stress. The Yerkes Dodson law suggests that too little arousal or too much arousal is not good but that to optimise performance, we do need to have some level of arousal depending on the level of difficulty of the task



# Control

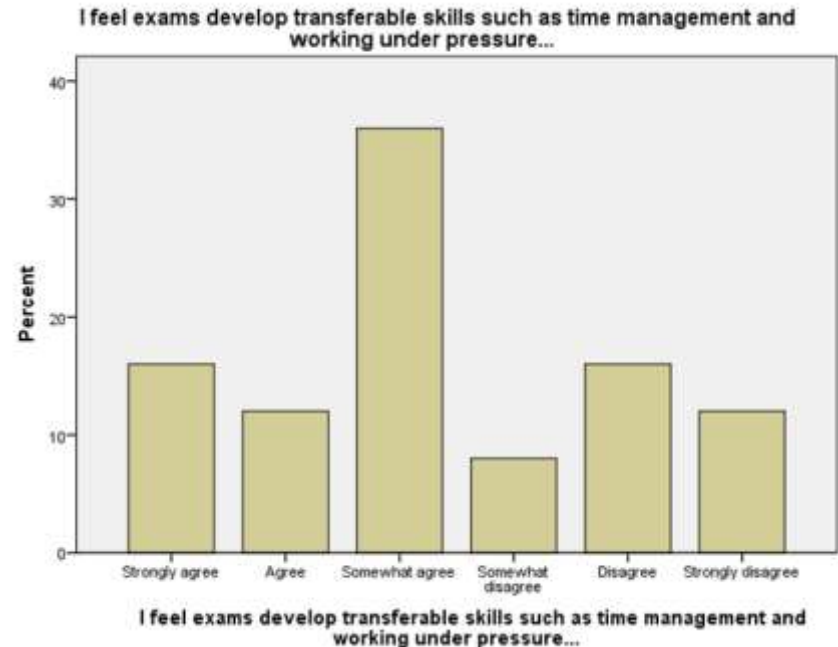
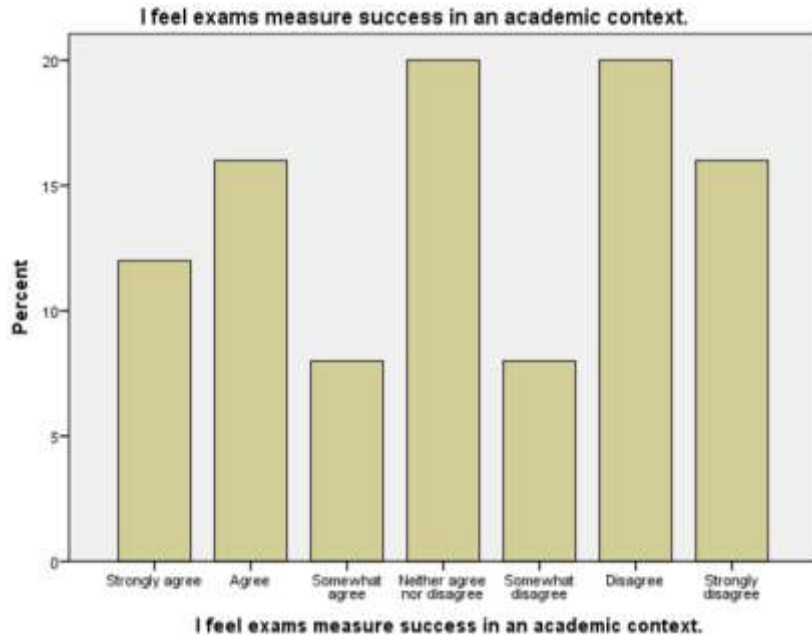


Many students find it difficult to remain positive when things go wrong and have no strategies to control their anxiety levels. This may be because they focus on things which are outside their control and don't take charge of areas that are within their control



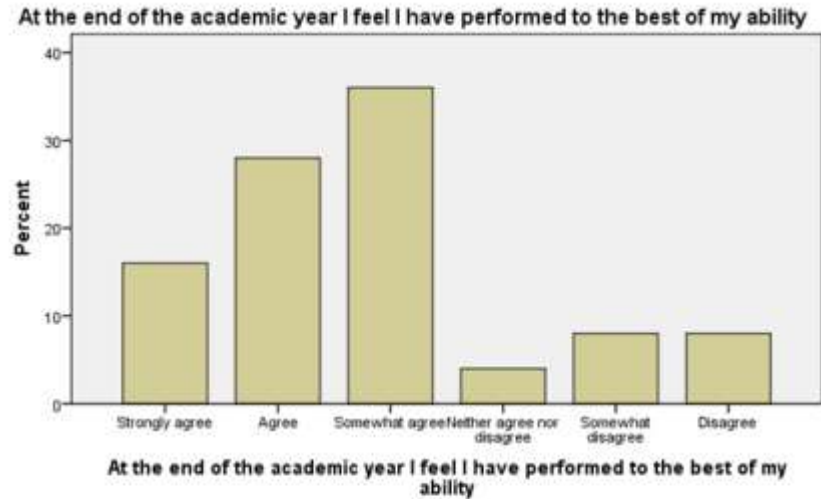


# Exams again



Students do not really know what the purpose of exams are – they disagree that they are a measure of academic success and do not feel they develop transferable skills

# At the end



Not all students feel they have done themselves justice and feel they could have done better

# Implications for staff

- Make it explicit the purpose and meaning of assessment criteria
- Encourage students to speak up in class by using small group work where you can circulate round groups
- Help student to plan and manage time
- Make feedback more explicit by showing students how they can improve
- Help students to manage stress and how to control things within their control and not focus on things outside their control

# Next steps

- We have produced a set of workbooks for students with exercises and information to help them build their assessment self-efficacy
- In September the survey will be given out to all level 4, 5 and 6 students and repeated in January once the first set of assessments have been completed and the workbooks used
- Once this data is analysed it will be checked for validity and reliability then published for use