



UNC GREENSBORO

These Three Critical Issues Shape and Complicate STEM Self-Efficacy Intervention Research

Self-efficacy predicts student achievement and persistence in STEM.



We developed and tested a brief classroom intervention in Physics courses to increase self-efficacy.



Our intervention increased growth mindset but not STEM self-efficacy.

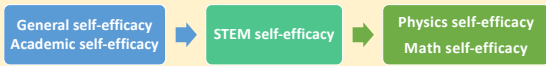


Why is self-efficacy so difficult to affect? We identify and discuss 3 issues that complicate efforts to increase self-efficacy.

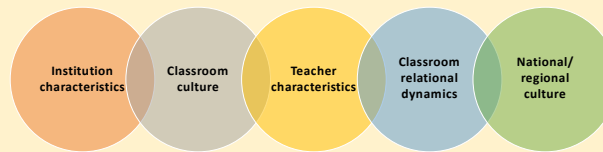
DEFINING AND MEASURING SELF-EFFICACY

Is self-efficacy:

- a *belief* about capability?
- an *intention* to behave in a particular way (*outcome expectancy*)?
- generalizable to “STEM”?



ACCOUNTING FOR CONTEXT (EDUCATIONAL SETTING)



as moderators for intervention effects



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UNDERSTANDING RELATED PSYCHOSOCIAL FACTORS



as mediators of intervention effects



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