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MEI 7 2019 Plenary Sessions

MEI MEI　OCT 09, 2019 10:01AM

Feedback loop

While control is not self-efficacy, is there a feedback loop where getting the desired outcome, e.g. in terms of coverage and product, feeds an individual's sense of self-efficacy thereby reinforcing control as an effective approach?

Which qualitative methods are appropriate to studying this topic? Is phenomenography a suitable method to examine approaches taken by teachers?

The children just don't care

In a practical sense is it not the teacher's job to find ways to engage children, and to do all they can to encourage them to care?

Have any of the researchers considered the role of teacher agency in their self efficacy?

Confounding concepts

If we isolate teaching capabilities from outcomes, are we in danger of reverting to an analysis of teaching that looks at performance without taking into account the experience of learners?

Fostering self-efficacy

What would be your joint advice with respect to the question how we as teacher educators can best enhance and support the development of teacher self-efficacy?

Self-efficacy of beginning pre-service teachers

What about the pre-service teachers' own experiences of learning maths as a student in school. (How) does this influence their self efficacy?

Implications of self-efficacy

I'd like to hear how all speakers see efficacy interacting with interpretation, for example, if a student-teacher has very low efficacy, particularly in relation with means-end, or outcome expectancy.

Efficacy as a generative belief

Bandura says that self-efficacious people are more likely to innovate. When trying to evaluate flexibility (Síun) isn't that a proxy for self-efficacy and within your analysis the variations and anomalies indicate changes in self-efficacy?

Gender differences

Wondering if gender differences arose in Siun's study? It appears from the results table that there is some difference in teacher self efficacy and flexibility between males and females? Was this followed up?

What are your thoughts on practices around "growth mindsets/"math mindsets " and where does the discourse on growth mindsets fit with self-efficacy? (Mark's presentation)

Causality

I would like to ask Mark about his view about causality in regard to self-efficacy and say educational attainment?

Addressing poor self-efficacy

Are there approaches to addressing poor self-efficacy, eg re memory.

Vicarious experience

If role models applied pedagogies that contrast with what is expected of students, could this undermine students' self-efficacy (from Mark's presesntation)

Defining actions and domain in self-efficacy

Defining the task or activity in relation to self-efficacy is the biggest challenge methodologically. If the task is too simple, i.e simple causalities like tying bootlaces it becomes meaningless in relation to self-efficacy. If the task, set of tasks or activities are too complex, eg self-efficacy at life, it is also meaningless. Self-efficacy applies to complex activities in between these two extremes. How do we deal with this lack of specificity?

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