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Perceived Self-Efficacy in a First Grade Classroom
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Research Question

• What strategies help young students improve their perceived self-efficacy?

Literature Review

• Only 49% of students enjoy writing, while 52% of students thought they were good at writing (Clark and Dugdale 2009)

• Students with higher self-efficacy are impacted throughout their lives:
  - higher grades in high school
  - higher probability of attending college,
  - larger range of career possibilities (Pintrich & DeGroot, 1990; Usher & Pajares, 2008a; Usher & Pajares, 2008b; Bandura, Barbaranelli, Capara, & Pastorelli, 1996; Bandura, 1997; Usher, 2008)

• Writing self-efficacy: “student’s judgment of confidence that they possess the various composition, grammar usage, and mechanical skills appropriate to their academic level” (Pajares, Johnson, and Usher, 2007, p. 111)

Methodology

• 26 first graders from a suburban district in the Midwest

• Lessons designed to engage students to learn about strategies in self-efficacy, such as double checking one’s own work

• Used whole class instruction, small group work, and one-on-one writing conferences

• Study by Pajares, Johnson and Usher (2007) combined writing skills and strategies to study writing self-efficacy

Results and Data Analysis

• Student work, student questionnaires, and teacher journals analyzed

• Students showed consistent improvement throughout the writing process with use of a rubric

• Each student fixed at least one error from first draft to final draft

• In post-study interviews, roughly half of students did not understand purpose of double checking their own work

• Students began double checking their work in other subjects than writing

Conclusion

• Self-correction methods through the use of rubrics proved to be effective in the area of writing self-efficacy

• Study was limited by time and age of students

• Writing self-efficacy beliefs diminish as students move from elementary school to middle school and high school (Pajares, Johnson, & Usher, 2007). It is important to establish high self-efficacy beliefs in young students.

• “Teachers can help students interpret their writing experiences in ways that are more adaptive to higher self-efficacy” (Pajares, Johnson, & Usher, 2007).