

academic self efficacy scale

academic self efficacy scale is a vital tool in educational psychology designed to assess a student's belief in their own ability to achieve academic goals and succeed in learning tasks. This article provides an in-depth exploration of the academic self efficacy scale, its significance in learning environments, and the ways it can impact student motivation, performance, and well-being. Readers will learn about the origins and development of self-efficacy scales, their core components, and the practical applications for educators, researchers, and students. The article also presents methods for measuring academic self-efficacy, common challenges, and strategies to foster higher self-efficacy in academic settings. Whether you are an educator seeking to improve classroom outcomes, a researcher interested in student psychology, or a student aiming to boost your academic confidence, this comprehensive guide offers valuable insights and actionable knowledge. Continue reading to uncover the transformative power of academic self-efficacy and how it can shape academic achievements.

- Understanding Academic Self Efficacy Scale
- Historical Development of Academic Self Efficacy Measurement
- Core Components of Academic Self Efficacy Scales
- Importance of Academic Self Efficacy in Education
- Methods for Measuring Academic Self Efficacy
- Applications of the Academic Self Efficacy Scale
- Challenges and Limitations in Self Efficacy Assessment
- Strategies to Enhance Academic Self Efficacy
- Conclusion

Understanding Academic Self Efficacy Scale

Academic self efficacy scale is a psychometric instrument used to evaluate an individual's confidence in their academic abilities. Rooted in the broader concept of self-efficacy developed by psychologist Albert Bandura, academic self-efficacy refers specifically to students' beliefs about their capacity to successfully perform academic tasks. These scales provide quantitative data that can be used to understand and predict academic motivation, persistence, and achievement.

Self-efficacy influences how students approach learning challenges, manage stress, and

persevere through difficulties. By assessing self-efficacy, educators and researchers gain insights into the psychological factors underpinning student performance. The academic self efficacy scale is commonly used in research settings, schools, and clinical environments to guide interventions and monitor progress.

Historical Development of Academic Self Efficacy Measurement

The concept of self-efficacy was first introduced by Albert Bandura in the late 1970s, emphasizing its role in shaping behavior and achievement. Academic self-efficacy emerged as a distinct area of study in the 1980s, with early scales designed to measure students' beliefs about their ability to learn and perform specific academic tasks. Over time, academic self efficacy scales have evolved to become more reliable and valid, often tailored to different age groups, subjects, or educational contexts.

Researchers have developed various versions, such as the General Academic Self-Efficacy Scale and domain-specific scales for mathematics, science, and language learning. These instruments have undergone rigorous testing to ensure they accurately reflect students' self-perceptions and predict academic outcomes.

Core Components of Academic Self Efficacy Scales

Task-Specific Confidence

Academic self efficacy scales typically measure students' confidence in completing specific academic tasks such as studying, attending class, taking tests, and managing time. Task-specific items help to identify precise areas where students may need support or intervention.

Motivational Beliefs

These scales assess motivational factors, including the willingness to engage in learning, persist when confronted with challenges, and believe in the value of effort. Motivational beliefs are closely linked to academic self-efficacy and can influence goal-setting and achievement.

Self-Regulatory Skills

Self-regulation is another important component, encompassing skills such as planning,

setting goals, monitoring progress, and adjusting strategies. Academic self efficacy scales often include items related to self-management and adaptability in learning contexts.

- Task-specific academic confidence
- Motivational beliefs and persistence
- Self-regulatory and organizational skills
- Belief in overcoming academic challenges
- Perceived value of academic success

Importance of Academic Self Efficacy in Education

High academic self-efficacy has been consistently linked to positive educational outcomes. Students with strong self-efficacy beliefs are more likely to set challenging goals, employ effective learning strategies, and demonstrate resilience in the face of setbacks. They tend to show higher levels of engagement, motivation, and achievement across subjects.

Conversely, low academic self-efficacy can lead to avoidance behaviors, reduced effort, and increased anxiety, negatively impacting academic performance. Educators use academic self efficacy scales to identify students at risk and design targeted interventions that foster self-confidence and academic success.

Methods for Measuring Academic Self Efficacy

Self-Report Questionnaires

The most common method for assessing academic self-efficacy is the use of self-report questionnaires. These typically consist of statements related to academic tasks, with respondents indicating their level of agreement or confidence on a Likert scale. Well-known examples include the Academic Self-Efficacy Questionnaire and the College Academic Self-Efficacy Scale.

Interviews and Observational Techniques

In some cases, interviews or observational methods are employed to gather qualitative data on students' self-efficacy beliefs. These approaches allow for more in-depth

exploration but are less practical for large-scale assessments.

Performance-Based Assessments

Performance-based assessments link self-efficacy to actual academic behaviors and outcomes. By comparing self-efficacy scores with grades, attendance, and participation, researchers can validate the effectiveness of academic self efficacy scales.

1. Administer self-report questionnaires
2. Conduct interviews or focus groups
3. Analyze academic performance data
4. Use mixed-methods approaches for comprehensive assessments

Applications of the Academic Self Efficacy Scale

Educational Intervention Design

Educators use academic self efficacy scales to design interventions that target specific weaknesses in student confidence. By identifying areas of low self-efficacy, teachers can implement strategies such as personalized feedback, goal-setting workshops, and peer mentoring programs.

Research and Evaluation

Researchers employ these scales to investigate the relationship between self-efficacy and academic outcomes. Findings inform policy decisions, curriculum development, and the creation of supportive learning environments.

Student Counseling and Support

Academic self efficacy scales are used in counseling settings to guide discussions about academic goals, coping strategies, and stress management. Counselors help students interpret their scores and develop actionable plans for improvement.

Challenges and Limitations in Self Efficacy Assessment

Subjectivity of Self-Report Measures

One major challenge with academic self efficacy scales is the reliance on self-report data, which can be influenced by social desirability, mood, or misunderstanding of items. Students may overestimate or underestimate their abilities, affecting the accuracy of results.

Cultural and Contextual Factors

Cultural differences and educational contexts can impact how students interpret and respond to scale items. Scales must be adapted and validated for different populations to ensure meaningful results.

Dynamic Nature of Self-Efficacy

Academic self-efficacy is not static; it can change in response to experiences, feedback, and environmental factors. Regular assessment and longitudinal studies are needed to track these changes and understand their implications.

Strategies to Enhance Academic Self Efficacy

Goal Setting and Planning

Encouraging students to set realistic, achievable goals and develop clear action plans is a proven way to build self-efficacy. Success in reaching small milestones increases confidence and motivation.

Positive Feedback and Encouragement

Providing constructive feedback and celebrating progress helps students recognize their strengths and build belief in their abilities. Positive reinforcement is a key strategy in fostering academic self-efficacy.

Skill Development Workshops

Workshops focused on study skills, time management, and test-taking strategies equip students with practical tools to overcome academic challenges. Mastery experiences are essential for developing self-efficacy.

- Set incremental academic goals
- Promote positive feedback from teachers and peers
- Deliver targeted skill-building workshops
- Encourage self-reflection and progress tracking
- Foster a supportive learning environment

Conclusion

Academic self efficacy scale is an invaluable resource for understanding and enhancing student confidence in academic settings. By accurately measuring self-efficacy, educators and researchers can identify areas for intervention, support student development, and improve educational outcomes. The ongoing evolution of self-efficacy assessment tools continues to contribute to the advancement of educational psychology and the creation of more effective learning environments.

Q: What is an academic self efficacy scale?

A: An academic self efficacy scale is a psychometric tool designed to assess a student's belief in their ability to succeed in academic tasks, such as studying, attending class, and taking exams.

Q: How does academic self-efficacy impact student performance?

A: High academic self-efficacy is linked to greater motivation, persistence, and achievement. Students with strong self-efficacy are more likely to set challenging goals and use effective learning strategies.

Q: What are the main components measured by

academic self efficacy scales?

A: Academic self efficacy scales typically measure task-specific confidence, motivational beliefs, self-regulatory skills, and perceived value of academic success.

Q: How are academic self efficacy scales administered?

A: They are usually administered as self-report questionnaires, where students rate their confidence in handling various academic tasks on a Likert scale.

Q: Can academic self efficacy scales be used for all age groups?

A: Yes, academic self efficacy scales can be adapted for different age groups and educational levels, from elementary school to university settings.

Q: What challenges exist in measuring academic self-efficacy?

A: Common challenges include subjectivity in self-reporting, cultural differences, and the dynamic nature of self-efficacy beliefs over time.

Q: How can educators use academic self efficacy scale results?

A: Educators use results to identify students who may need additional support, design targeted interventions, and monitor the effectiveness of teaching strategies.

Q: What strategies can help improve academic self-efficacy?

A: Effective strategies include goal setting, positive feedback, skill development workshops, and fostering a supportive learning environment.

Q: Are academic self efficacy scales used in research?

A: Yes, these scales are widely used in educational research to study factors influencing academic motivation, achievement, and psychological well-being.

Q: How does academic self-efficacy relate to mental

health?

A: Higher academic self-efficacy is associated with lower levels of academic anxiety and stress, contributing to better overall mental health among students.

Academic Self Efficacy Scale

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Academic Self-Efficacy Scale: Understanding Your Potential for Academic Success

Are you struggling to reach your academic goals? Do you find yourself doubting your abilities to succeed in your studies? Understanding your academic self-efficacy is crucial for unlocking your full potential. This comprehensive guide delves into the academic self-efficacy scale, explaining what it is, how it's used, and how you can leverage its insights to improve your academic performance. We'll explore its components, different scales available, and how you can apply this understanding to boost your confidence and achieve academic excellence.

What is the Academic Self-Efficacy Scale?

The academic self-efficacy scale is a psychological instrument designed to measure an individual's belief in their ability to successfully perform academic tasks. It's not about measuring your current knowledge or skills, but rather your confidence in your ability to learn and master new material. High self-efficacy is associated with greater persistence, effort, and ultimately, higher academic achievement. Conversely, low self-efficacy can lead to avoidance, procrastination, and feelings of helplessness. Understanding your self-efficacy score provides valuable insight into your learning process and allows you to develop strategies to enhance your academic journey.

Components of the Academic Self-Efficacy Scale

Most academic self-efficacy scales assess confidence across several key areas. These might include:

H3: Subject-Specific Confidence:

Many scales delve into specific subject areas. You might be asked to rate your confidence in mathematics, science, writing, or other academic disciplines. This granular approach helps pinpoint areas where your self-efficacy might be stronger or weaker.

H3: Task-Specific Confidence:

This aspect assesses confidence in performing specific academic tasks, such as writing essays, solving complex problems, or preparing for exams. It helps identify areas where you might need additional support or strategies.

H3: General Academic Self-Efficacy:

This measures overall confidence in your academic abilities. It provides a broader picture of your belief in your capacity to succeed academically.

H3: Self-Regulated Learning Beliefs:

Some scales also incorporate aspects of self-regulated learning, encompassing your belief in your ability to plan, monitor, and evaluate your own learning. This component highlights the metacognitive aspects of academic success.

Different Types of Academic Self-Efficacy Scales

There isn't one single, universally accepted academic self-efficacy scale. Researchers have developed various scales, each with its own strengths and limitations. Some scales are broader, assessing general academic self-efficacy, while others are more specific, focusing on particular subjects or tasks. The choice of scale depends on the research question or the specific application. The length and format also vary, with some being short and concise, while others are more extensive. It's crucial to select a scale appropriate for your specific needs and context.

How the Academic Self-Efficacy Scale is Used

The scale is typically administered through a questionnaire, where individuals rate their confidence in their ability to perform various academic tasks on a Likert scale (e.g., strongly disagree to strongly agree). The responses are then scored to provide an overall self-efficacy score, and often, scores for specific areas as well. These scores can be used in several ways:

Individual Self-Reflection: Students can use the scale to identify areas where they feel confident and areas where they lack confidence. This self-awareness is the first step towards improvement.

Educational Interventions: Educators can use the scale to identify students who may benefit from targeted interventions, such as academic counseling or specific learning strategies.

Research: Researchers use the scale to investigate the relationship between self-efficacy and academic performance, as well as the effectiveness of interventions aimed at boosting self-efficacy.

Improving Your Academic Self-Efficacy

Even if you score low on an academic self-efficacy scale, don't despair! Self-efficacy is not fixed; it can be improved through targeted strategies:

Set Realistic Goals: Start with achievable goals and gradually increase the difficulty as you gain confidence.

Seek Feedback: Regularly seek feedback from instructors and peers to gauge your progress and identify areas for improvement.

Develop Effective Learning Strategies: Employ proven learning techniques such as active recall, spaced repetition, and interleaving.

Positive Self-Talk: Replace negative self-talk with positive affirmations. Believe in your abilities.

Seek Support: Don't hesitate to seek help from instructors, tutors, or mentors when facing challenges.

Conclusion

The academic self-efficacy scale is a powerful tool for understanding and enhancing your academic performance. By assessing your belief in your ability to succeed, you can identify areas for improvement and develop strategies to boost your confidence. Remember that self-efficacy is malleable, and with consistent effort and the right strategies, you can cultivate a strong belief in your ability to achieve academic excellence.

FAQs

1. Is there a single "best" academic self-efficacy scale? No, there isn't a universally accepted "best" scale. The most appropriate scale depends on the specific context and research question.
2. Can I use the academic self-efficacy scale on my own? Yes, many scales are available online and can be completed independently. However, it's advisable to interpret the results carefully and consider seeking professional guidance if needed.
3. How often should I assess my academic self-efficacy? The frequency depends on your individual needs. Regular assessments can help track progress and identify areas needing attention. Consider assessing it at the beginning and end of a semester or academic year.
4. What if my self-efficacy score is low? A low score doesn't mean you are destined to fail. It simply highlights areas where you can focus your efforts to improve your confidence and skills. Use the strategies mentioned above to boost your self-efficacy.
5. Can academic self-efficacy be improved in all students? While it's not guaranteed to improve in every case, research consistently demonstrates that targeted interventions and strategies can significantly boost self-efficacy in most individuals. Persistence and a willingness to learn are crucial.

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clinical, social, and organizational psychology. Distinguishing features include: Chapter Structure - To ensure uniformity and coherence across chapters, each chapter author addresses the theoretical ideas underlying their topic, research evidence bearing on these ideas, future research directions, and implications for educational practice. International - Because research on self-regulation is increasingly global, a significant number of international contributors are included (see table of contents). Readable - In order to make the book accessible to students, chapters have been carefully edited for clarity, conciseness, and organizational consistency. Expertise - All chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active contributors to the field.

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Social Development. Under the influence of the current COVID-19 epidemic, people pay more and more attention to physical health, scientific distance education of physical exercise, in the meantime, wisdom education provides a guarantee for people to acquire knowledge. SSED aims to provide the opportunity for Engineers Academicians, Scientists, Researchers and students to share ideas and knowledge and to network with an international crowd and deliberate the practical challenges encountered and solutions adopted in respective domains worldwide. Thus, organizing committee invites all Industry Professional, delegates and students representing worldwide institutions, Government agencies, and other organizations, to take part in the International Conference on Sport Science, Education and Social Development.

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academic self efficacy scale: Research on Teaching and Learning in Higher Education Edith Braun, Rachele Esterhazy, Robert Kordts-Freudinger, 2020-12-16 This international anthology aims at researchers and practitioners interested in the dynamic developments of research on higher education teaching and learning in Europe and beyond. It includes ten chapters covering a wide array of topics and methodologies used by researchers in the Special Interest Group 'Higher Education' (SIG4) of the European Association for Research on Learning and Instruction (EARLI). The volume consists of three main sections: the first section includes three chapters addressing different practice- and research-based challenges related to students' transitions into higher education and their teaching internship. The following four chapters investigate the assessment and

development of students' study paths and skills in a variety of disciplines. The final three chapters present research on student emotions and cultural perspectives, including mixed and multi-method empirical approaches. A key text for those keeping up with the current advances in the field.

academic self efficacy scale: *Designing Experiments for the Social Sciences* Renita Coleman, 2018-08-27 *Designing Experiments for the Social Sciences: How to Plan, Create, and Execute Research Using Experiments* is a practical, applied text for courses in experimental design. The text assumes that students have just a basic knowledge of the scientific method, and no statistics background is required. With its focus on how to effectively design experiments, rather than how to analyze them, the book concentrates on the stage where researchers are making decisions about procedural aspects of the experiment before interventions and treatments are given. Renita Coleman walks readers step-by-step on how to plan and execute experiments from the beginning by discussing choosing and collecting a sample, creating the stimuli and questionnaire, doing a manipulation check or pre-test, analyzing the data, and understanding and interpreting the results. Guidelines for deciding which elements are best used in the creation of a particular kind of experiment are also given. This title offers rich pedagogy, ethical considerations, and examples pertinent to all social science disciplines.

academic self efficacy scale: *Culture, Gender, and the Development of Perceived Academic Self-efficacy Among Hawaiian Adolescents* Lois A. Yamauchi, 1997

academic self efficacy scale: *School Development, Teacher Training, and Digital Learning Contexts* Hermann Astleitner, 2024 This book summarizes the results of a multimethod project on school development performed during the COVID-19 pandemic. It combines innovative theoretical approaches and findings as well as long-term online research activities in which student assessments delivered the bases for adaptive teacher trainings. The theoretical foundations relate to sustainable conditions of classroom and school development, an approach to personality development, and a focus on instructional coherence. Empirical findings concern the development of learning-strategy use and classroom needs over time as well as a model for effective teacher education and related course evaluations. A further research area concerns advanced perspectives from digital-learning research, such as the effects of social media in classrooms, mixed and virtual learning materials, computer-based collaborative learning, and innovative interventions in media research. The book is aimed at researchers, teacher trainers, instructional designers, and practitioners in the field of school development as well as teacher education.

academic self efficacy scale: *Alternatives in Assessment of Achievements, Learning Processes and Prior Knowledge* Menucha Birenbaum, F. Dochy, 2012-12-06 Achievement assessment has undergone a major shift, from what some call a 'culture of testing' to a 'culture of assessment'. Nowadays, a strong emphasis is placed on the integration of assessment and instruction, on assessing processes rather than just products, and on evaluating individual progress relative to each student's starting point. This book addresses assessment issues in light of the present state of affairs. The first part discusses new alternatives in the assessment of achievement in various subject areas, focusing on agenda, practice, impact and evaluation of the assessment. The second part deals with issues related to assessment of the learning process, specifically: questions concerning the assessment of individual differences in prior knowledge, learning skills and strategies.

academic self efficacy scale: *Handbook of Psychological Testing* Paul Kline, 2013-11-12 Since publication in its first edition the *Handbook of Psychological Testing* has become the standard text for organisational and educational psychologists. It offers the only comprehensive, modern and clear account of the whole of the field of psychometrics. It covers psychometric theory, the different kinds of psychological test, applied psychological testing, and the evaluation of the best published psychological tests. It is outstanding for its detailed and complete coverage of the field, its clarity (even for the non-mathematical) and its emphasis on the practical application of psychometric theory in psychology and education, as well as in vocational, occupational and clinical fields. For this second edition the *Handbook* has been extensively revised and updated to include the latest

research and thinking in the field. Unlike other work in this area, it challenges the scientific rigour of conventional psychometrics and identifies groundbreaking new ways forward.

academic self efficacy scale: Proceedings of IAC-ETeL 2013 Collective of authors, 2013-10-10

academic self efficacy scale: Future Trends in Education Post COVID-19 Hamid M. K. Al Naimiy, Maamar Bettayeb, Hussein M. Elmehdi, Ihsan Shehadi, 2023-07-24 This open access book presents the proceedings of the first post COVID-19 conference on Education at the University of Sharjah, United Arab Emirates, on March 14-16, 2022. The book offers state-of-the-art approaches and methodologies in education post-COVID-19. It showcases emerging technology utilization in improving the quality of education, teaching and learning. It discusses the transformation of the curriculum, such as course design and delivery, assessment, and instructional methodologies that focus on employment readiness for the ever-evolving job market. Contributions include a wide range of topics such as online education, curriculum development, artificial intelligence, academic accreditation for hybrid & online learning. Given its scope, the book is essential reading for scholars, students, policy-makers, and education practitioners interested in a better understanding of technological innovations.

academic self efficacy scale: Transforming Curriculum Through Teacher-Learner Partnerships

Nair, Pradeep, Keppell, Michael James, Lim, Chee Leong, Mari, TamilSalvi, Hassan, Nurhanim, 2020-12-11 Empowering learners for life requires a fundamental shift in higher education curriculum design. New priorities, pedagogies, technologies, spaces, and assessment strategies are required to enable learners to take ownership of their learning. "Student-centeredness" concepts are still prescriptive in nature as most decisions on curriculum, assessment, teaching, and learning approaches are still teacher-centric. Teachers are developing student-centered learning environments without the involvement of the learners in the planning, decision making, and/or design process. In addition, some lecturers are still practicing the traditional approaches of content delivery and conventional assessment methods rather than experimenting with innovative practices suited for student-centered approaches. Therefore, there is an ongoing need for research focused on the importance and effectiveness of a paradigm shift in education that involves student-teacher partnerships, fueled by innovative teaching and learning designs, where students take an active role and contribute as partners in learning. Transforming Curriculum Through Teacher-Learner Partnerships captures experiences and evidence among teachers in exploring the possibility of active student participation in curriculum design, delivery, and assessment through teacher-learner partnership. The chapters address issues of teacher-learner partnerships in designing the learning environment and how student-centered methods create resilient, adaptable, and future-capable learners. While highlighting topics within this scope such as learner autonomy, learning performance, self-efficacy, and teaching pedagogy, this book is ideally intended for teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in issues related to the teacher-learner partnership.

academic self efficacy scale: Motivational development in current educational contexts

Manuel Castro-Sánchez, Ramón Chacón-Cuberos, Lucia Herrera, Guillermo Felipe López Sánchez, 2023-06-06

academic self efficacy scale: Handbook of Quantitative Methods for Educational

Research Timothy Teo, 2014-02-07 As part of their research activities, researchers in all areas of education develop measuring instruments, design and conduct experiments and surveys, and analyze data resulting from these activities. Educational research has a strong tradition of employing state-of-the-art statistical and psychometric (psychological measurement) techniques. Commonly referred to as quantitative methods, these techniques cover a range of statistical tests and tools. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon of interest. Over the years, many methods and models have been developed to address the increasingly complex issues that educational researchers seek to address. This handbook serves to act as a reference for educational researchers and practitioners who desire to acquire knowledge and skills in quantitative methods for data analysis or to obtain deeper insights from published

works. Written by experienced researchers and educators, each chapter in this handbook covers a methodological topic with attention paid to the theory, procedures, and the challenges on the use of that particular methodology. It is hoped that readers will come away from each chapter with a greater understanding of the methodology being addressed as well as an understanding of the directions for future developments within that methodological area.

academic self efficacy scale: ICON-ISHIC 2020 Hamdan Hadi Kusuma, Nur Ahmad , Nasrul Fahmi Zaki, Robbi Rahim , 2020-10-14 The 1th International Conference on Islamics History and Civilization (ICON-ISHIC 2020) is organized by the Research Institutions and Community Service Universitas Islam Negeri Walisongo Semarang. The aims of the conference are to provide a platform to the researchers, experts, and practitioners from academia, to discover, develop and abstract the understanding of the position of Muslims in the global context; To Critically evaluate the identity of the Muslims in the Globalized World in its integration and contribution; To examine and criticise various forms of expression and articulation of Islam in its relevance in the development of society; To review the relation and significance of the discourse and practice of Islam in combating radicalism; To understand and map the danger of environmental degradation as well as further align and promote on conserving the environment; To explore and seek the reinterpretation of Gender Role in the light of Quranic Interpretation in the field of mathematics, science education and environment studies.

academic self efficacy scale: How to Enhance Learning Efficiency When Online Learning is Popular and Indispensable: Theory, Research and Practice Rong Lian, Chang Liu , Juzhe Xi, 2024-07-17 Online learning has become more and more common globally, whether for comfort, adapting to work hours or just having the freedom to study from anywhere. And now under the coronavirus pandemic, as people are having to stay at home, it has become more important than ever. Although the popularity of wireless network and portable smart device makes it possible for people to acquire and learn knowledge anytime and anywhere, it does not necessarily mean an increased learning performance. Relevant research in cognitive science has revealed possible limitations in online learning. For example, the knowledge acquired through online learning tends to be fragmented and lacks guidance for integrated thinking among different subjects, which makes it difficult for learners to form a systematic knowledge structure. Learners may experience cognitive overload, metacognitive illusion and low learning efficiency in self-regulated learning. It follows that, in the post COVID-19 era, online learning puts forward new requirements and challenges to the contemporary students, not only to their learning strategies but positive character traits in learning. Most of the current learning theories were developed in the early 20th century and may not fit in well with the current situation, then possibly leading to inefficient learning and increased learning burden. Therefore, it is necessary and important to reexplore the influencing factors and mechanisms that affect the learning efficiency of students at all levels nowadays, based on which we could construct a theoretical model of efficient learning model.

academic self efficacy scale: New Developments in Pathways Towards Diversity and Inclusion in STEM: A United States Perspective Alexander Gates, Juan Gilbert, Chris Botanga, Kim Nguyen, Bonita London, 2022-10-17 The Louis Stokes Alliances for Minority Participation (LSAMP) program of the US National Science Foundation has been a primary force for raising the success and graduation of minority students in STEM for 30 years. Increasing the number of underrepresented students earning baccalaureate degrees, and entering graduate school in STEM is the goal of LSAMP. This goal has been nearly achieved through the formation of alliances of degree granting institutions of higher learning, varying from community colleges to major research institutions. Currently there are 59 alliances including more than 400 institutions. LSAMP is responsible for more than 650,000 bachelor's degrees earned by minority students in STEM. The papers for this Research Topic should focus on the use of LSAMP activities, programs and collaborations to develop pathways to success and graduation of STEM majors from minority groups that underrepresented in STEM. These pathways can include any segment from pre-college through graduate school. Areas of special interest include mentoring, research experiences, transitions

between levels and novel approaches for retention. The studies should be research based and rigorous. They can be pure research studies, curriculum and design or literature reviews but they must be at a cutting edge level and be subject to detailed review and assessment.

academic self efficacy scale: Comparative Research on Diversity in Virtual Learning: Eastern vs. Western Perspectives Khlaif, Zuheir, Sanmugam, Mageswaran, Itmazi, Jamil, 2023-03-20 In today's modern world, it is crucial to ensure diversity and inclusion are present in all forms of education. This can be particularly difficult to achieve in virtual learning environments as educators and students adjust to this new way of teaching and learning. Further study on how schools and institutions across the globe are promoting diversity in online environments is necessary to discover the best practices and ensure education as a whole remains inclusive. Comparative Research on Diversity in Virtual Learning: Eastern vs. Western Perspectives collects lived experiences of stakeholders from different countries regarding their experiences with teaching in diverse virtual learning environments. The book identifies characteristics of diversity in virtual online learning and explores the best practices of teaching and learning in said environments. Importantly, the reference covers experiences from both Eastern and Western countries and compares the challenges and opportunities afforded to both. Covering topics such as student engagement, computational thinking, and diverse environments, this reference work is ideal for teachers, administrators, policymakers, researchers, academicians, scholars, practitioners, instructors, and students.

academic self efficacy scale: *Self-Efficacy, Adaptation, and Adjustment* James E. Maddux, 2013-03-09 Covering over fifteen years of research, this compilation offers the first comprehensive review of the relationships between self-efficacy, adaptation, and adjustment. It discusses topics such as depression, anxiety, addictive disorders, vocational and career choice, preventive behavior, rehabilitation, stress, academic achievement and instruction, and collective efficacy. Psychologists concerned with social cognition and practitioners in clinical counseling will find this an invaluable reference.

academic self efficacy scale: Metacognition and Successful Learning Strategies in Higher Education Railean, Elena, Elçi, Alev, Elçi, Atilla, 2017-01-11 Metacognition plays an important role in numerous aspects of higher educational learning strategies. When properly integrated in the educational system, schools are better equipped to build more efficient and successful learning strategies for students in higher education. Metacognition and Successful Learning Strategies in Higher Education is a detailed resource of scholarly perspectives that discusses current trends in learning assessments. Featuring extensive coverage on topics such as spiritual intelligence strategies, literacy development, and ubiquitous learning, this is an ideal reference source for academicians, graduate students, practitioners, and researchers who want to improve their learning strategies using metacognition studies.

academic self efficacy scale: Journal of International Students 2018 Vol 8 Issue 1 JIS Editors, 2018-01-28 An interdisciplinary, peer-reviewed publication, Journal of International Students is a professional journal that publishes narrative, theoretical and empirically-based research articles, study abroad reflections, and book reviews relevant to international students, faculty, scholars, and their cross-cultural experiences and understanding in higher education. The Journal audience includes international and domestic students, faculty, administrators, and educators engaged in research and practice in international students in colleges and universities. More information on the web: <http://jistudents.org/>

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