Achieving Praxis: the pedagogical practice associated with WIL in a community engagement partnership
Language

- Psychological Literacy
  - Application of psychological theory/knowledges to all aspects of life

- Cultural Competency
  - Lens through which knowledge is interpreted/applied/understood
  - Competency = Misnomer

- Cultural Responsiveness
Decolonisation Education

- Bachelor of Behavioural Science (Fremantle Campus)
  - Transdisciplinary construction of knowledge/curriculum
    - Human Rights & Social Justice through liberation & empowerment
  - Decolonisation perspective
    - Depower non-Indigenous positions
    - Empower Aboriginal and Torres Strait Islander positions
    - Education for substantive reconciliation
- Partnerships
  - Moorditch Gurlongga Association
    - Coolabarroo Community services
    - Child care
    - Housing
Relationships

- Mutual respect & trust
- Needs of the organisation paramount
  - Set the agenda for engagement
  - Determine tasks/roles
- Authentic experiential learning
  - Critical reflexivity for students
  - Skill development
  - Practical application of knowledge
  - Substantive reconciliation potential
Partnership Context

- Moorditch Gurlongga Association
  - Small non-for-profit Aboriginal led
    - Coolabaroo Neighbourhood centre
    - Coolabaroo Housing Centre
    - Aboriginal Early years Support Service (AEYSS)
    - Moorditj-Apiny

- Behavioural Science
  - Critical community psychology
  - Transformative change agenda
    - Critical reflexivity
The Task

- PS393 Community: Policy & Development
  - Final year first semester advanced unit
    - compulsory
- Policy and/or grant writing opportunities
Outcomes

- Learning outcomes
  - Engagement
  - Experiential learning
  - Task skill development

- Partner outcomes
  - Development of internal policies/grants
  - Refinement of processes
  - Assessment against legislation
    - Additional Internship opportunities
Further Information

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I believe, therefore I achieve (or vice versa, or both?)

The reciprocal relationship between self-efficacy and academic performance

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01
Self-efficacy and academic performance

– Self-efficacy is:

– An individual’s perception of their own capability to organise and execute required courses of action to achieve particular outcomes (Bandura, 1977, 1997)

– Consistently moderately positively related to academic outcomes (e.g., Multon, Brown & Lent, 1991; Richardson, Abraham & Bond, 2012)

– Therefore seen as a desirable outcome in itself in educational settings (Bong, 2012; Pajares & Usher, 2008)
Self-efficacy → academic performance (I believe therefore I achieve)

Longitudinal studies show:

Self-efficacy has a moderate, positive influence on subsequent performance in academic settings, across:

– Age groups (primary to tertiary)
– Different time lags (one semester to several years)
– Different degrees of specificity (for a single subject, for overall academic performance).

(e.g., Chiang & Lin, 2014; Garriott & Flores, 2013; Majer, 2009; Parker, Marsh, Ciarrochi, Marshall, & Abduljabbar, 2014; Phan & Ngü, 2016)

Academic performance → self-efficacy (I achieve therefore I believe)

Longitudinal studies also show:

Moderate positive correlations between performance and subsequent self-efficacy across:

– School-aged and tertiary students
– In various domains (maths, reading)
– At a specific and general level.

(e.g., Chin & Kameoka, 2002; Klassen, 2004; Lee, Flores, Navarro, & Kanagu-Munoz, 2015; Matsui, Matsui, & Ohnishi, 1990)
04
Social cognitive theory: Triadic reciprocal determinism

05  So, which is it:
• I believe therefore I achieve?
• I achieve therefore I believe?
• Or both?

• Is self-efficacy merely a proxy for previous performance?
06 It's both!

Reciprocal effects: I believe therefore I achieve, and vice versa

08 Interpretation

– The finding of a reciprocal relationship supports both:
  – The role of performance experience in the formation of self-efficacy beliefs, and
  – The generative or mobilising power of self-efficacy

Implications

– Synergistic effects
  – Combine strategies for increasing self-efficacy with opportunities for performance success (e.g., guided mastery)
  – Incremental, authentic performance experiences
  – Reduced scaffolding over time
  – Graded tasks (challenging, but doable)
  – Explicit and timely feedback
**09 Differences in the strength of cross-lagged effects**

(For studies in which performance was measured prior to self-efficacy at each wave)

![Diagram showing cross-lagged effects between academic self-efficacy and performance](image)

**10 Interpretation**

- **Calibration**: accuracy of self-beliefs
- Key factors for self-efficacy beliefs:
  - Analysis of task requirements
  - Analysis of experience

**Implications**

- Calibration is a desirable outcome
- Risks associated with inaccurate self-beliefs (Dunlosky & Rawson, 2012)
- Not just "high self-efficacy good, low self-efficacy bad"
- Enhance calibration by providing:
  - Early opportunities to perform
  - Clearly defined tasks
  - Regular performance-feedback cycles
- Accurate feedback is critical
Conclusion
– Reciprocal effects
– Unidirectional approaches ignore half of the equation
– Opportunity for synergistic effects
– Calibration effects
  – Rethink self-efficacy for self-efficacy’s sake: accuracy
  – Both self-efficacy and performance are BOTH means AND ends

Current research questions
– Does calibration differ across different tasks, and different levels of specificity?
– What person and environment factors predict inaccurate self-beliefs?
– Does accurate calibration predict later behaviours (study time, subsequent performance)?

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