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EDUCATION FOR AN INCLUSIVE FUTURE  
**IB GLOBAL CONFERENCE**  
**HEADS WORLD CONFERENCE**  
5-8 OCTOBER 2023 • DUBLIN





**I'm a natural**  
**SELF-ESTEEM**



**I'll figure it out**  
**SELF-EFFICACY**

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**EFFICACY**

Proposed by Albert Bandura (1977)

Involves **more than positive thinking** or optimism. Efficacy is tied to the construct of **agency** (the ability to make things happen) and to action. Eels, 2011

Correlated with **self-regulatory behaviour**, motivation constructs and academic performance. Zimmermann, et al., 1992

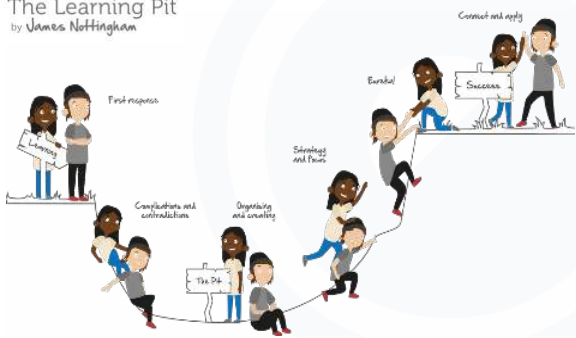
**Overcoming challenges** is the surest way to build self-efficacy. Çiftçi & Yildiz, 2019



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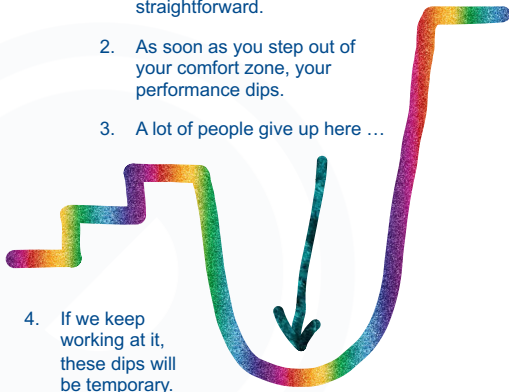
**OVERCOMING CHALLENGES** is the surest way to build self-efficacy  
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**The Learning Pit**  
by James Nottingham




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1. Success is not straightforward.
2. As soon as you step out of your comfort zone, your performance dips.
3. A lot of people give up here ...



4. If we keep working at it, these dips will be temporary.
5. "Working at it" means being risk-takers, reflective, collaborative, open-minded, balanced ...
6. Overcoming challenges is more satisfying than trying something that's easy.
7. So, let's do this together!



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Education For An Inclusive Future

~~BEING in the PIT~~

GOING through THE PIT

- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

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GOING through THE PIT

Average study:  $d = 0.40$

Flashcards & practice tests:  $d = 0.50$

Study from corrected mistakes:  $d = 0.96$

(Teachers using tests formatively:  $d = 0.90$ )

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**RICHARD PHELPS (2012)**  
Analysed 669 studies published 1910-2010  
Circa 1910-1980: avoid mistakes  
1980s onwards: evidence began to emerge that mistakes *can* be productive

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## Education For An Inclusive Future

~~BEING in the PIT~~

GOING through THE PIT



"If STUDENTS DO NOT have to WORK HARD to make sense of what they are learning, then they are LESS LIKELY TO REMEMBER IT in six weeks' time."  
**WILIAM, 2016**

"WHEN LEARNERS DO WELL on a learning task, they ARE LIKELY TO FORGET THINGS MORE QUICKLY than if they do badly on the learning task. DESIRABLE DIFFICULTIES ENHANCE LEARNING."  
**BJORK & BJORK, 2011**

"The MOST PRODUCTIVE CLASSROOMS are those in which students work on complex problems, are encouraged to take risks, and can STRUGGLE AND FAIL AND STILL FEEL GOOD about working on hard problems."  
**BOALER, 2019**



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## Education For An Inclusive Future

WOMEN CONTINUE TO BE UNDERREPRESENTED IN SCIENCE AND ENGINEERING and on the university faculties of sciences, engineering, and mathematics.

We found that bright girls didn't cope at all well with confusion. In fact, the higher the girl's IQ, the worse she did.

This didn't happen to boys. For them, the higher their IQ, the more than confusion energized them.

What we're looking at here is a difference in how students cope with experiences that may call their ability into question - whether they feel challenged by them or demoralized by them.

**Eccles, 2007**







- INQUIRERS
- PRAISE
- QUESTION
- FEEDBACK
- PROGRESS
- ENGAGE
- GROUP
- EXPECTATIONS
- ROLE MODELS
- REFLECTIVE

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Then she fell into the Learning Pit

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