Attitude Self Efficacy And Students Academic Performance

This book constitutes the refereed proceedings of the 20th IFIP TC 14 International Conference on Entertainment Computing, ICEC 2021, which was supposed to take place in Coimbra, Portugal, in November 2021. The 26 full papers, 13 short papers and 11 other papers presented were carefully reviewed and selected from 84 submissions. ICEC brings together researchers and practitioners from diverse backgrounds to discuss the multidisciplinary intersection of design, art, entertainment, interaction, computing, psychology in the fields of gaming and entertainment computing.

This book is an attempt to create awareness among practitioners and to strengthen the focus on inclusion in their strategies and future plans for education and highlight the areas that need particular attention to promote inclusive education and strengthen policy development. With this, we would move a step further and look into the current research trends in inclusive education as well as policy backdrops which provide us with the fair idea that how this idea of equity pedagogy is being propagated in the national educational policies of our country and further their translations in the Indian education realm. Papers compiled exhibit major concerns, issues, challenges and various practices for ensuring inclusion and inclusive pedagogical strategies for effective inclusive education. The researchers have also taken into account the social, cultural and learning diversities and the factors that facilitate to spot and remove barriers to learning and participation in education. It has the power to widen the scope of universal education by promoting access to all learners and accelerating educational equity too. This book also focuses on how stakeholders can contribute to the continuous growth of inclusive education and its implications for society, communities, schools and classrooms as well to provide clarity on theoretical and research perspectives to promote the integration of theory and practice of inclusive education. The volume will be highly beneficial for teachers, parents, policymakers, administrators and students who care about the needs of the learners and the development of an equitable education system in our country.

PREFACE It gives me immense pleasure to share a few sentences as preface of the ‖Survey of Research Abstract of Faculty of Education (K)‖, Banaras Hindu University, Varanasi. As we are aware that educational research aimed at developing curriculum, syllabus, textbooks, instructional materials, assessment modules, pedagogical innovations and qualitative practices and reforms. Information and communication technology, e-resources, e-contents, on-line mode of curricular transactions are becoming more prominent and effective in certain domains worldwide. Researches at doctoral and post-doctoral level are to be addressed the issues related to community, it needs and aspirations, curriculum (advances to be incorporate) and teaching-learning processes in order to make education updated, fulfilling the developmental needs, updated education refines the sensitivities of the learners to be constructive and productive in their approaches to bring desired development for themselves and for the society at large. Fast changing scenario on expected to lines and also on unexpected lines, both demand multifaceted preparedness to meet the challenges of life, likely to emerge. The present covid-19 situation has forced people globally to be locked down to fight against fatal corona virus. Under the situation researches and education processes one unique features such as: online mode of teaching- learning, development of e-content & e-resources, digital pedagogy, curricular flexibility, alternate system of evaluation and examinations, teachers knowledge base and preparedness and students achievement etc. all these have put forwards new areas of study. The comprehensive volume II of the Research Abstract includes eighty Ph.D. thesis and two hundred P.G. dissertations, covered various areas, including educational psychology, philosophy, sociology, technology, curricular studies, examination, evaluation, discipline-based pedagogies etc. Volume provides a rich knowledge base to readers to find knowledge gap in a particular areas for further research design in a way researcher finds a direction to proceed with a new problem with a sound research plan. I on behalf of the Faculty of Education and on my own behalf convey my sincere congratulations to the entire team of the publication and to Prof. S. K. Singh, the chief editor of the volume. I am sure readers will be immensely benefited from this great volume. Date: 26th

May, 2020 (R. P. Shukla)
Academic Self-Concept, Writing Self-Efficacy, and Manifestations of Student Integrity
Self-efficacy, Motivation to Learn, and Attitude Towards School
6th European Conference, ECIL 2018, Oulu, Finland, September 24⊡27, 2018, Revised Selected Papers
Encyclopedia of Mathematics Education
Science Self-efficacy, Attributions and Attitudes Toward Science Among High School Students
ICEL2013-Proceedings of the 8th International Conference on e-Learning

The purpose of this systematic grounded theory study was to explore the process of change in teacher attitudes toward including Roma (Gypsy) students in non-segregated schools in Romania. The theories guiding this study included Mezirow's (1991, 2000) theory of transformation, Gay's (2002, 2013) theory of culturally responsive teaching, and Bandura's (1977, 1997) theory of self-efficacy. These three theories guided this research inquiry into how attitudes change, how teacher attitudes affect beliefs and actions, and how self-efficacy affects teacher attitudes. This study sought to answer the following questions: What is the process of transforming Romanian teacher attitudes toward including Roma students? What factors influence attitude change of Romanian teachers toward the Roma? How do Romanian teachers use their transformed attitudes in working with Roma students? What role does self-efficacy play in developing Romanian teacher attitudes toward Roma students? Interviews, observations, and timelines of 23 current teachers took place in Romania. The Model of Transformation: Awakening to Empowering was constructed to show the process of transformation that was revealed during this study. The greatest influences discovered for affecting attitude change were personal reflection, childhood experiences, role models, and ongoing education courses. Teachers who chose to see their classroom as a familial unit, becoming like a foster parent for their students, and incorporated new teaching strategies, worked most successfully with their Roma students. Based on the data, self-efficacy was important for empowering the teachers and helping them to empower others in working with the Roma.

The purpose of this non-experimental, quantitative research study was to examine if a predictive relationship existed between general educators' perceived self-efficacy, attitudes toward inclusion, and the reading achievement of special needs students in an urban school district in the Midwestern United States. A convenience sample of 65 middle school reading teachers participated in the study. The theory of planned behavior, self-efficacy theory, and social cognitive theory provided a theoretical understanding of how inclusion affects the attitude and behaviors of teachers. Attitudes and beliefs affect behavior by determining what a middle school teacher does and does not do, thereby affecting what the student with a disability receives in the classroom. A simple linear regression was used to test the hypotheses according to scores generated from the Teachers' Sense of Efficacy Scale (TSES) short form and the Scale of Teachers' Attitude Toward Inclusive Classrooms (STATIC). The results of both simple linear regression analyses determined that neither the TSES nor the STATIC were found to be significant predictors of the change in Ohio Academic Achievement (OAA) reading test scores during the 2012-2013 school years. The results of this study added to the knowledge base of the field by examining the predictive relationship between teacher perceptions of their self-efficacy, attitudes, and regarding inclusion and the reading achievement of special education students that have been included in a general education classroom for reading instruction.

This book constitutes the refereed proceedings of the 10th International Conference on Blended Learning, ICBL 2017, held in Hong Kong, China, in June 2017. The 42 papers presented were carefully reviewed and selected from 100 submissions. The papers are organized in

topical sections named: Keynotes; Experiences in Blended Learning; Strategies in Blended Learning; Assessment for Blended Learning; Computer-Support Collaborative Learning; Improved Flexibility of Learning Processes; Open Educational Resources; Pedagogical and Psychological Issues.

The Relationship Between College Student Attitudes Towards Online Learning Based on Reading Self-efficacy, Ethnicity, and Age

Blended Learning. New Challenges and Innovative Practices

The Factors Effecting Student Achievement

Exploring Attitude Transformation

The Psychology of Suicide: From Research Understandings to Intervention and Treatment

Meta-Analysis of Empirical Studies

Research on cognitive aspects of mathematical problem solving has made great progress in recent years, but the relationship of affective factors to problem-solving performance has been a neglected research area. The purpose of Affect and Mathematical Problem Solving: A New Perspective is to show how the theories and methods of cognitive science can be extended to include the role of affect in mathematical problem solving. The book presents Mandler's theory of emotion and explores its implications for the learning and teaching of mathematical problem solving. Also, leading researchers from mathematics, education, and psychology report how they have integrated affect into their own cognitive research. The studies focus on metacognitive processes, aesthetic influences on expert problem solvers, teacher decision-making, technology and teaching problem solving, and beliefs about mathematics. The results suggest how emotional factors like anxiety, frustration, joy, and satisfaction can help or hinder performance in problem solving.

Exploring Correlations among Attitude, Self-Efficacy and English Language AchievementBlue Rose Publishers

Master's Thesis from the year 2019 in the subject Pedagogy - School System, Educational and School Politics, grade: 72.00, Roehampton University London (Laureate), course: Master of Arts in Inclusive and Special Education, language: English, abstract: This study should bring awareness to the Ministry of Education and Teacher Training Colleges that traditional lecture style training without relevant practicum may be preventing the facilitation of inclusion. Despite Jamaica's Ministry of Education having established an inclusive education policy in 2008, the majority of children with special needs are kept at home. With very little inclusion in schools and segregation of students with special needs (SWSN), teachers in Jamaica have not experienced inclusion and do not feel adequately equipped to facilitate it. Literature shows that teachers with experience only in traditional classrooms, and no exposure to diverse students are likely to be resistant to, or unable to, implement inclusion. Teachers also tend to implement inclusive teaching methods and adopt better attitudes after hands-on experience, modelling with a co-teacher. Five teachers participated in a 2-week training condition, each teacher was provided with an inclusive classroom and an experienced inclusive teacher (mentor). The first week

the teacher is assisting the mentor, the second week the mentor assists the teacher with lesson planning and teaching. Teachers were given 2 self-rating questionnaires before and after training to measure whether their attitudes and self-efficacy improved and whether a direct measure of attitude and self-efficacy towards inclusion could be predicted after training. Another questionnaire was given 2 weeks after training that measured the potential success of training through implementation. Using paired sample t-tests for both attitude and self-efficacy scores it was found that all 5 teachers could be predicted to show an increase in both attitude and self-efficacy scores after training. It was also found using independent sample means tests that teachers without any previous experience teaching SWSN gained a larger difference in attitudes compared to teachers who already had experience however there was no difference in gains in self-efficacy.
Will They Like It Or Use It?
Teacher Interpersonal Behaviour
Attitudes and self-efficacy of Jamaican teachers towards inclusion after co-teaching in an inclusive classroom
Secondary Special Educators' Attitudes and Sense of Self-Efficacy Toward Inclusive Education
A Study of Academic Achievement, Attitude, Motivation, General Self-efficacy, and Selected Demographic Characteristics of Community College Students
Inclusive Education : Practices and Challenges

In an effort to increase biological and general scientific literacy to meet the needs of an increasingly scientifically literate society, this study evaluated the attitudes and self-efficacy of 128 students in a non-majors college biology course in an urban private university in North Texas. The students used the Attitudes Toward Science Inventory (ATSI) for attitude and the Biology Self-Efficacy Scale (BSES) for self-efficacy at the beginning of the semester and again after ten weeks of instruction. Data from the ATSI and the BSES were analyzed to determine a relationship between attitude and self-efficacy and to evaluate changes due to instruction. Correlations were significant and t-tests reflected an increase in positive attitudes and a decrease in self-efficacy after instruction.

The effect that teacher interpersonal behaviour has on motivating students to want to learn and on nurturing student self-efficacy in the science classroom cannot be underestimated. Teacher interpersonal behaviour can be perceived to be the catalyst that determines the level of student self-efficacy in classroom activities. An analysis of

effective classroom teaching has been assessed in recent times in relation to teacher interpersonal behaviour. However, the effect that teacher interpersonal behaviour has on student motivation has not been studied.

This book is an introduction to the issues and practicalities of using multimedia in classrooms - both primary and secondary, and across a range of subject areas. The book draws on material from a range of case studies and focuses on areas of concern for teachers and researchers. Using IT effectively continues to be a problem for many teachers, and there is still a long way to go toward organising this properly. The book takes a thorough look at IT in the school, discussing and examining issues such as: * IT and the National Curriculum * foreign language teaching * differing curricular needs * opportunities and constraints of groupwork * talking books and primary reading * ways in which multimedia supports readers. The book also looks at some of the more philosophical issues such as the implications of home-computers and the limits of independent learning, and the notion of "edutainment" - the relationship of motivation and enjoyment to learning. Finally, the book makes comparisons across the curriculum and between primary and secondary sectors and raises questions about the future of IT in schools, arguing that teachers should make a significant contribution to decisions about future development.

Exploring Correlations among Attitude, Self-Efficacy and English Language Achievement

20th IFIP TC 14 International Conference, ICEC 2021, Coimbra, Portugal, November 2–5, 2021, Proceedings

Master's of Social Work Students' Research Self-efficacy, Attitude, and Knowledge Across the Foundation Year

Evaluating and Promoting Positive School Attitude in Adolescents

Teachers' Attitudes Towards Inclusion as Linked to Teachers' Sense of Efficacy

A small-scale quantitative study

At a time when rates of depression and other mental health problems are increasing significantly among high school students, measures of school attitude and well-being are of central importance to school practitioners. Students with positive attitudes about school experience more beneficial outcomes and are also less likely to engage in maladaptive,

risky behaviors. Therefore, monitoring how students feel about their experiences at school is important, and a novel, fresh approach to examining school attitude is sorely needed. Past studies of school attitude have generally focused on internal, psychological correlates of school attitude, such as individual and subjective reports of students' attitude toward school and their motivation levels. Evaluating and Promoting Positive School Attitude in Adolescents goes beyond these traditional measurements and explores less psychologically focused indicators, including ecological factors and observable behaviors. This study provides school psychologists with a new, comprehensive, and ecologically based approach with which to evaluate the school attitude of high school students.

The purpose of the present study was to evaluate the differences in demographic characteristics, motivational orientation, self-efficacy, and attitudes about technology between students who enrolled in a course offered in the traditional setting and those enrolled in the same course online. The two groups, each comprised of 27 students, were administered self-report measures to evaluate their levels of technological self-efficacy, attitude toward technology, and motivational orientation. Participants also reported their age, number of online courses taken, and gender. Results indicated that the two groups did not differ in terms of their attitudes about and feelings of self-efficacy toward technology. Despite many similarities in motivational orientation, online students did report higher levels of interest, curiosity, and intrinsic motivation, suggesting that students in online courses may prefer autonomy in the course design. Further research is necessary to determine whether students seek out online courses because they possess motivation or if online courses create motivation. (Contains 1 table.).

The purpose of the present investigation was to evaluate the effectiveness of a self-efficacy based sexual assault prevention education program for pre-service teachers. Participants in this study included 48 graduate students in two departments of education. Participants were randomly assigned to three conditions: (a) a waitlist Control Condition, (b) a treatment as usual Attitudes and Knowledge Condition, and (c) an Attitudes, Knowledge, and Self-Efficacy Condition. Participants in the Attitudes and Knowledge Condition demonstrated more knowledge, fewer rape supportive beliefs, higher self-efficacy, and better responses on situational vignettes than participants in the Control Condition. Participants in the Attitudes, Knowledge, and Self-Efficacy Condition demonstrated more knowledge than the Control Condition; and fewer rape supportive beliefs, higher self-efficacy, and better responses on situational vignettes than participants in both the Control Condition and the Attitudes and Knowledge Condition.

A Comparison of Attitude, Knowledge, and Self-efficacy Interventions to Increase Pre-service Teachers' Ability to Address Sexual Assault in Schools

Affect and Mathematical Problem Solving
SURVEY OF RESEARCHES IN EDUCATION Volume II
A Study of Motivational Orientation, Self-Efficacy, and Attitudes
Information Literacy in Everyday Life

This book records the state of the art in research on mathematics-related affect. It discusses the concepts and theories of mathematics-related affect along the lines of three dimensions. The first dimension identifies three broad categories of affect: motivation, emotions, and beliefs. The book contains one chapter on motivation, including discussions on how emotions and beliefs relate to motivation. There are two chapters that focus on beliefs and a chapter on attitude which cross-cuts through all these categories. The second dimension covers a rapidly fluctuating state to a more stable trait. All chapters in the book focus on trait-type affect and the chapter on motivation discusses both these dimensions. The third dimension regards the three main levels of theorizing: physiological (embodied), psychological (individual) and social. All chapters reflect that mathematics-related affect has mainly been studied using psychological theories.

While "e-learning" has proliferated in our society, the problem exists that many corporations are delving into e-learning without fully understanding end users' self-reported computer competence or attitudes toward e-learning or computers in general, which could ultimately impact the success of e-learning at an organization. Studies have been done to examine these phenomena, but the vast majority center around the academic environment, and many are deemed archaic due to advances in technology. To examine this problem, this research study's goal was to develop a valid and reliable instrument that measures self-reported computer competence, overall attitudes toward computers, and attitudes toward e-learning appropriate for the corporate, adult learner. The author reviewed various investigations that examined the definition of attitudes toward computers and the phenomenon of computer literacy. Little research exists that examines attitudes toward e-learning, and there is a lack of research for exploring all three phenomena on a nonacademic population. The result of the study yielded the Regan Computer Competence, Attitude, and Behavior Survey. This instrument consists of five sections, totaling 130 items. Each section was comprised of entirely new questions or a combination of existing instruments whose validity and reliability have been explored in previous studies. The author employed a sample of 144 American adults working in a corporate or government organization. The author's analysis revealed that the Regan Computer Competence, Attitude, and Behavior Survey was a valid and reliable instrument. In addition, hypotheses were examined in this research study that looked at the correlation between certain variables and the three phenomena in question.

The purpose of this study was to explore teachers' attitudes about the relationship between self-efficacy and teacher performance pay in Grades 3 through 12 in the United States as well as determine whether input on testing criteria and

student achievement would change teachers' attitudes about teacher performance pay and the teaching profession. A 65-question survey instrument entitled, Self-efficacy and Teacher Performance Pay, guided the research. The findings of the research question and sub-questions revealed a mixed relationship between teachers' attitudes about the relationship between self-efficacy and teacher performance pay. While there were many areas of concern for teachers, the research showed that teacher performance pay might not be the solution. The information collected showed that a majority of the participants were not in favor of using teacher performance pay models. However, with modifications in the design, implementation, and criteria for awarding teacher performance pay, the best plan may be created and accepted by more teachers.

An Overview of the Field and Future Directions

Asia-Pacific Perspectives on Teacher Self-Efficacy

10th International Conference, ICBL 2017, Hong Kong, China, June 27-29, 2017, Proceedings

Differences Between Online and Traditional Students

Evaluation of Student Attitude Toward Science and Self-efficacy in a Non-majors College Biology Course

ICEL 2013

Since the 1970s there has been a growing legislative focus, in the United States and abroad, on providing inclusive education for students with disabilities in the least restrictive environment alongside their typical peers. However, this shift in policy has not resulted in a comparable shift in practice. Key factors shown to influence the success of implementing inclusive educational practices are teachers' attitudes and beliefs. The purpose of this study was to examine the relationship between secondary special education teachers' attitudes toward the inclusion of students with disabilities and their sense of self-efficacy related to supporting students with disabilities included in the general education classroom. The mixed-methods design was grounded in the theories of planned behavior and self-efficacy. Quantitative data collection included a survey with questions regarding (a) demographic information and background of the teacher, (b) teachers' sense of self-efficacy regarding the inclusion of students with disabilities, and (c) teachers' attitudes toward the inclusion of students with disabilities. The qualitative portion of the design included individual interviews regarding teachers' perceptions of their own efficacy with and attitudes towards inclusive education and the relationship between these factors. Teacher participants included secondary special educators in a large suburban school district undergoing a shift in special education service delivery practices toward increasing the inclusion of students with disabilities in general education. The aim of this study was inform teacher training and professional development efforts. Among the key findings was the conclusion that the special education teachers in the district of study lacked a clear, shared understanding of inclusion as well as their roles and responsibilities in a more inclusive special education service delivery model. These special educators had an overall positive attitude toward the theory of inclusion, but held negative attitudes towards the actual practice of inclusion; specifically, teachers expressed a strong resistance to the elimination of self-contained special education classrooms. Similarly, special education teachers in this study reported high senses of self-efficacy for supporting students with disabilities overall, but had doubts about their abilities to apply these skills in the general education classroom. The results of this study will inform professional development efforts toward increasing the inclusion of students with disabilities, as well as areas of need for additional research. Limitations of the study, as well as implications for practice, are discussed.

In this book the editors have been able to provide a snapshot of current research being undertaken in the Asia-Pacific region in regards to teacher self-efficacy

beliefs. This includes specific focuses on inclusive teaching, professionalism, subject domains, collective efficacy as well as specific contexts of early childhood education and care, primary schools education, special needs schools and teacher education. This allows the reader to begin to develop an understanding about the complexity of teacher self-efficacy as well as the development and relationship between self-efficacy and other theoretical constructs and concepts. The book begins with an overall summary of research in the Asia-Pacific region before moving to a specific focus on research in different countries. All of the chapters also provide hope to the reader about the possibilities of understanding and supporting teachers and schools beliefs to enhance teacher behaviour. Through the implementation of teacher self-efficacy beliefs into educational contexts, teacher education programmes and professional development programmes, there is strong hope that the outcomes of education systems in supporting all students in their learning can be achieved. By allowing teachers to develop their own sources of efficacy and supporting these through all stages of career development, all children can be supported in their own learning.

Suicide is a highly complex and multifaceted phenomenon, with many contributing and facilitating factors and variables. However, given its being one of the most severe human behaviors, an obvious focus would be to identify the underlying psychological mechanisms and processes that may lead to suicidal ideation and behavior. This eBook is dedicated to studies exploring various approaches to the psychology of suicidal behavior as well as of non-suicidal self-injury (NSSI). The purpose of this eBook is to shed light on in-depth examinations of the current knowledge and empirical data regarding models, theories, and specific dimensions and variables that may help us increase the psychological understanding of suicidal phenomena. The specific goal is to identify particular psychological characteristics that may be used to develop prevention and intervention methods and programs. We believe that this eBook can contribute to the understanding of this behavior and help to develop specific tools, therapeutic guidelines, and programs that may help reduce the number of suicides occurring annually. This eBook is dedicated to our dearest friend, Dafni Assaf, who was one of the greatest leaders of the suicide prevention program in Israel.

A Grounded Theory Study of Romanian Teachers of Roma Students

Attitudes, Beliefs, Motivation and Identity in Mathematics Education

A Can-Do Attitude: Understanding Self-Efficacy

Evaluation of Attitudes Toward Science and Self-Efficacy in a Non-Majors College Biology Course

Entertainment Computing – ICEC 2021

A Comparative Analysis of Rural Students in Multiage and Single Age Settings

The convenience of online programs has revolutionized education to make it available for more people interested in seeking to further their education. Students enrolling into various online, higher education programs have different aptitudes and factors that play a role in their experiences and successful completion of the program. The study aims to determine relationships between factors that may influence the students' attitudes towards online programs. The factors include reading self-efficacy, ethnicity, and the age of the college students. The present study examines these relationships between self-reported self-efficacy, ethnicity, and age, as related to attitudes toward online learning. The participants consisted of 295 post-secondary students enrolled in online courses. Multiple regression analysis was used to analyze the data and determine which variables had the greatest amount of impact on the students' attitudes toward online learning. The analysis of the data found a significant relationship between reading self-efficacy and a student's attitude toward online learning. No statistically significant evidence was found for the relationships between age and ethnicity

Self-efficacy, or believing in oneself, is an important tool to help young people achieve their goals. Readers will learn about how they can use confidence, a can-do attitude, motivation, and their experiences to increase their chances of success in real-life scenarios. This book highlights important skills for social and emotional learning (SEL), such as recognizing strengths and fostering self-confidence, that are outlined in the CASEL core competencies program. This guidebook gives readers the tools and strategies they need to practice self-efficacy in their everyday lives.

Writing in its many forms, is the signature means of communication in the 21st century. Writing is also arguably the most complex and difficult challenge facing all students in school. The purpose of this study was to monitor the narrative writing performance of urban students who received explicit writing instruction using a mentor text inquiry approach. A mentor text is a published piece of writing whose ideas, structure,or written craft can be used to inspire a student to write something original. It is a piece of quality literature text that students can use as an exemplar text to model their own attempts for writing. This study explored the development of writing skills of an intact class of fourth grade students (n = 35) in order to assess the impact of using a mentor text inquiry approach on the acquisition of narrative writing abilities. A multiple case study design was used to examine individual student writing attitudes, self-efficacy beliefs, and writing abilities for six students over a 6-week period in an urban public charter school in southern California serving a population comprised of 50.5% African American, 25% Hispanic, 22.3% White, 2.2% Asian, and 0.5% American Indian/Alaska Native students, with 76% qualifying for free/reduced lunch as defined by the National School Lunch Program. The students' pre- and post-assessments for writing attitude surveys, self-efficacy beliefs, and formative and summative essays were compared, and a detailed narrative of the mentor text approach reported. An analysis of the impact of a mentor text inquiry approach to narrative writing instruction on writers below, at, and above grade level, was provided. Findings indicated that on the surveys for both writing attitude and self-efficacy, all six participants improved from pre- to post-assessments. Fluency, as measured by word count, increased for all six participants. Most students improved in the areas of language conventions and organization. The quality of content, including measures of figurative language, description, and dialogue, did not improve during the 6-week treatment period.

Dinaric Perspectives on TIMSS 2019

Student Attitudes Toward Plagiarism

Attitude, Social Support, Self-efficacy of Health Science Students on Intention to Work in Rural Areas, Lao P.D.R.

Teachers' Attitude About the Relationship Between Self-efficacy & Performance

Sexual Behavior, STI Attitude, and Condom Self-efficacy Among African American College Students

Investigating the Impact of a Mentor Text Inquiry Approach to Narrative Writing Instruction on Attitude, Self-efficacy, and Writing Processes of Fourth Grade Students in an Urban Elementary School

This book constitutes the refereed post-conference proceedings of the 6th European Conference on Information Literacy, ECIL 2018, held in Oulu, Finland, in September 2018. The 58 revised papers included in this volume were carefully reviewed and selected from 241 submissions. The papers cover a wide range of topics in the field of information literacy and focus on information literacy in everyday life. They are organized in the following topical sections: information literacy in different contexts of everyday life; information literacy, active citizenship and community engagement; information literacy, health and well-being; workplace information literacy and employability; information literacy research and information literacy in theoretical context; information seeking and information behavior; information literacy for different groups in different cultures and countries; information literacy for different groups in different cultures and countries; information literacy instruction; information literacy and aspects of education; data literacy and reserach data management; copyright literacy; information literacy and lifelong learning.

This book focuses on the effect of psychological, social and demographic variables on student achievement and summarizes the current research findings in the field. It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies. Appropriately, a meta-analysis approach is used by the contributors to show the big picture to the researchers by analyzing and combining the findings from different independent studies. In particular, the authors compile various studies examining the relationship between student achievement and 21 psychological, social and demographic variables separately. The philosophy behind this book is to direct future research and practices rather than addressing the limits of current studies.

This study examined the intersections of academic self-concept, writing self-efficacy, and attitudes toward plagiarism in two rigorous, urban inter-district magnet schools and a traditional high school in New England. A survey was deployed at each of the three sites (n=253), and 39 student interviews were conducted spanning grades 9-12; English chairpersons at each site were also interviewed. Academic self-concept derived from middle school resulted in some frustrated self-esteem and lower achievement in high school, which was remediated during freshmen and sophomore years, but which complicated the transition. The Pygmalion effect and big-fish-little-pond effect both emerged as substantive responses to changes in environment. Differences in rigor of homework and expectations between middle school and high school were significant. Findings revealed that more rigorous curricula and regular assignment of meaningful homework in middle school, especially in the area of writing, could rectify incongruities. Findings support paradigmatic shifts in the perception of middle school, transitioning to high school, and approaches to teaching writing at the middle school level. Findings also indicate that regardless of positive writing self-efficacy and attitudes toward writing, the degree of stress, in concert with time management skills, were strong predictors of potential acts of plagiarism. Student rationales behind and attitudes toward plagiarism revealed that the majority of students asserted a negative attitude toward it, and a minority viewed it as situation-dependent. Turnitin.com emerged as a potentially integral asset in combating plagiarism. Recommendations encouraged integration of Turnitin.com and implementing stronger plagiarism policies as ways of curbing malfeasant academic behavior.

Teaching and Learning with Multimedia

Its Influence on Student Motivation, Self Efficacy and Attitude Towards Science

A New Perspective

The Predictive Relationship of Middle School Teachers' Self-efficacy and Attitudes Toward Inclusion and the Reading Achievement of Students with

Learning Disabilities

The Influence of Classroom Experiences on Community College Students Self-efficacy, Attitude, and Future Intentions

Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an impediment in their involvement in learning tasks. Poor learning strategies diminish their motivation and consequently their language proficiency. It has been proved that self-efficacy is used an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of engineering students in India. This book aims to help the language practitioners and educators to look for concrete ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

The Encyclopedia of Mathematics Education is a comprehensive reference text, covering every topic in the field with entries ranging from short descriptions to much longer pieces where the topic warrants more elaboration. The entries provide access to theories and to research in the area and refer to the leading publications for further reading. The Encyclopedia is aimed at graduate students, researchers, curriculum developers, policy makers, and others with interests in the field of mathematics education. It is planned to be 700 pages in length in its hard copy form but the text will subsequently be up-dated and developed on-line in a way that retains the integrity of the ideas, the responsibility for which will be in the hands of the Editor-in-Chief and the Editorial Board. This second edition will include additional entries on: new ideas in the politics of mathematics education, working with minority students, mathematics and art, other cross-disciplinary studies, studies in emotions and mathematics, new frameworks for analysis of mathematics classrooms, and using simulations in mathematics teacher education. Existing entries will be revised and new entries written. Members of the international mathematics education research community will be invited to propose new entries. Editorial Board: Bharath Sriraman Melony Graven Yoshinori Shimizu Ruhama Even Michele Artigue Eva Jablonka Wish to Become an Author? Springer's Encyclopedia of Mathematics Education's first edition was published in 2014. The Encyclopedia is a "living" project and will continue to accept articles online as part of an eventual second edition. Articles will be peer-reviewed in a timely manner and, if found acceptable, will be immediately published online. Suggested articles are, of course, welcome. Feel encouraged to think about additional topics that we overlooked the first time around, and to suggest colleagues (including yourself!) who will want to write them. Interested new authors should contact the editor in chief, Stephen Lerman, at lermans@ lsbu.ac.uk, for more specific instructions.

Writing in its many forms, is the signature means of communication in the 21st century. Writing is also arguably the most complex and difficult challenge facing all students in school. The purpose of this study was to monitor the narrative writing performance of urban students who received explicit writing instruction using a mentor text inquiry approach. A mentor text is a published piece of writing whose ideas, structure, or written craft can be used to inspire a student to write something original. It is a piece of quality literature text that students can use as an exemplar text to model their own attempts for writing. This study explored the development of writing skills of an intact class of fourth grade students (n = 35) in order to assess the impact of using a mentor text inquiry approach on the acquisition of narrative writing abilities. A multiple case study design was used to examine individual student writing attitudes, self-efficacy beliefs, and writing abilities for six students over a 6-week period in an urban public charter school in southern California serving a population comprised of 50.5% African American, 25%

Hispanic, 22.3% White, 2.2% Asian, and 0.5% American Indian/Alaska Native students, with 76% qualifying for free/reduced lunch as defined by the National School Lunch Program. The students' pre- and postassessments for writing attitude surveys, self-efficacy beliefs, and formative and summative essays were compared, and a detailed narrative of the mentor text approach reported. An analysis of the impact of a mentor text inquiry approach to narrative writing instruction on writers below, at, and above grade level, was provided. Findings indicated that on the surveys for both writing attitude and self-efficacy, all six participants improved from pre- to postassessments. Fluency, as measured by word count, increased for all six participants. Most students improved in the areas of language conventions and organization. The quality of content, including measures of figurative language, description, and dialogue, did not improve during the 6-week treatment period.