Fach Psychologie
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Vortragsankündigung im Psychologischen Forschungskolloquium im SoSe 2020

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Teachers' self-efficacy expectancies to deal with student diversity – Model, assessment, and results?

Donnerstag, 28. Mai 2020, 17:30 – 19:00 Uhr, Online über:

https://uni-augsburg.zoom.us/j/98622870608?pwd=ajQwaTdlOXdEb3ZrOVFoWjI2b21Xdz09

Abstract: The concept of self-efficacy denotes that persons develop expectancies about their ability for (and control of) ongoing and future challenges of action. In the face of student diversity, many educational systems require teachers to address students' needs individually, differentiate tasks and feedbacks, reduce discrimination, and control for secondary disadvantages of ethnic- and socio-cultural student backgrounds. Consequently, self-efficacy theory predicts teachers to form expectancies concerning their capabilities to meet these demands and successfully teach diverse students. However, research of teachers' self-efficacy either addresses fields of action irrespective of student diversity, e.g., instruction, classroom management, and student motivation, or selects a limited, sometimes arbitrary, range and combination of diversity aspects, e.g. academic and language capabilities, ethnic-cultural and socio-economic background, or inclusion in general. Based on a model of teacher competencies to teach diverse students comprising two structural and two processual aspects of student diversity we propose and tested a base model differentiating four diversity specific teachers' self-efficacy expectancies: Coping with diversity of (1) academic capabilities, (2) knowledge of the regional common language, (3) ethnic-cultural background, and (4) socio-economic background. We conducted a survey assessing 2248 preservice teacher students' (PTS) professional beliefs including self-efficacy expectancies. Confirmatory factor analysis yielded satisfying model fit indices for the proposed four-factor solution with correlated uniqueness of parallel items across diversity aspects. Descriptive analyses show correlations with PTS attitudes towards diversity. The contribution will also report results of testing for invariance of the model with respect to grades and tracks of PTS future pupils (primary vs. secondary, low, medium, and high track) and of differential magnitudes of their self-efficacy.

Herzlich eingeladen sind alle Kolleg(inn)en, Promovend(inn)en und interessierten Studierenden.