



university of
 groningen

Educational Support
& Innovation

GI ON
 ONDERWIJS/ONDERZOEK

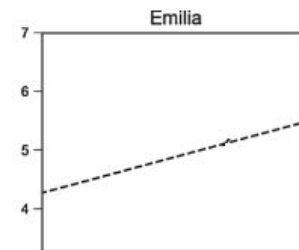
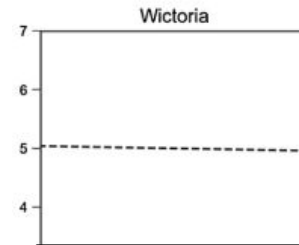
Self-efficacy beliefs van universitaire docenten

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“Unless people believe they can produce desired effects by their actions, they have little incentive to act.

Efficacy belief, therefore, is a major basis of action.”



Noben et al., 2021

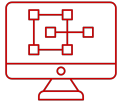
Theoretisch raamwerk



- ❑ Multi-dimensioneel construct



- ❑ + werktevredenheid,
- ❑ + samenwerken
- ❑ - stress



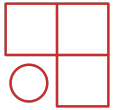
- ❑ **Instructional design .692**
...specify my learning goals to students



- ❑ **Student engagement .755**
...actively engage my students in the learning activities



- ❑ **Creating a positive learning climate .827**
...explicitly encourage students to ask questions during class



- ❑ **Differentiation .813**
...adapt to my students' motivation and interest



- ❑ **Assessment .762**
...provide students with constructive suggestions on how to improve their performance



- ❑ **Professional development .770**
...use self-reflection to improve my teaching

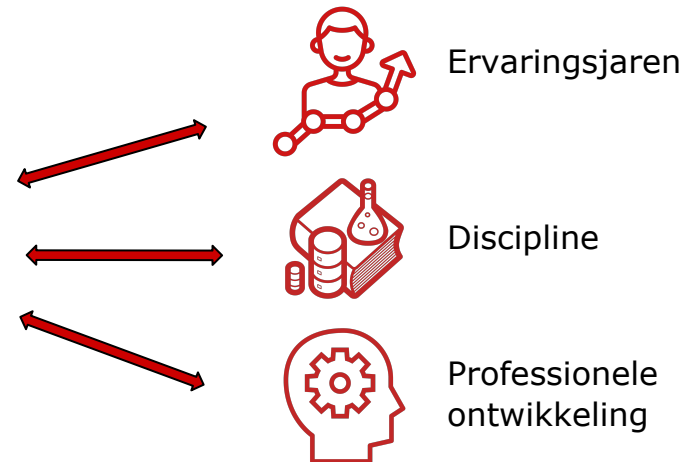
Onderzoek



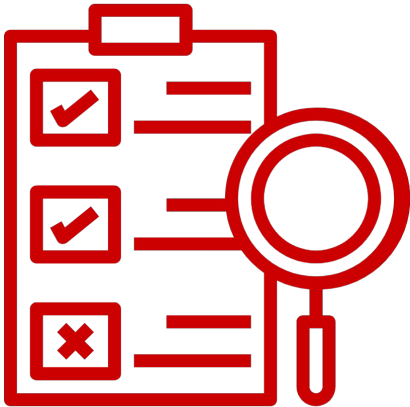
- Self-efficacy beliefs op de 6 domeinen



- Relatie met persoonlijke kenmerken



| Context

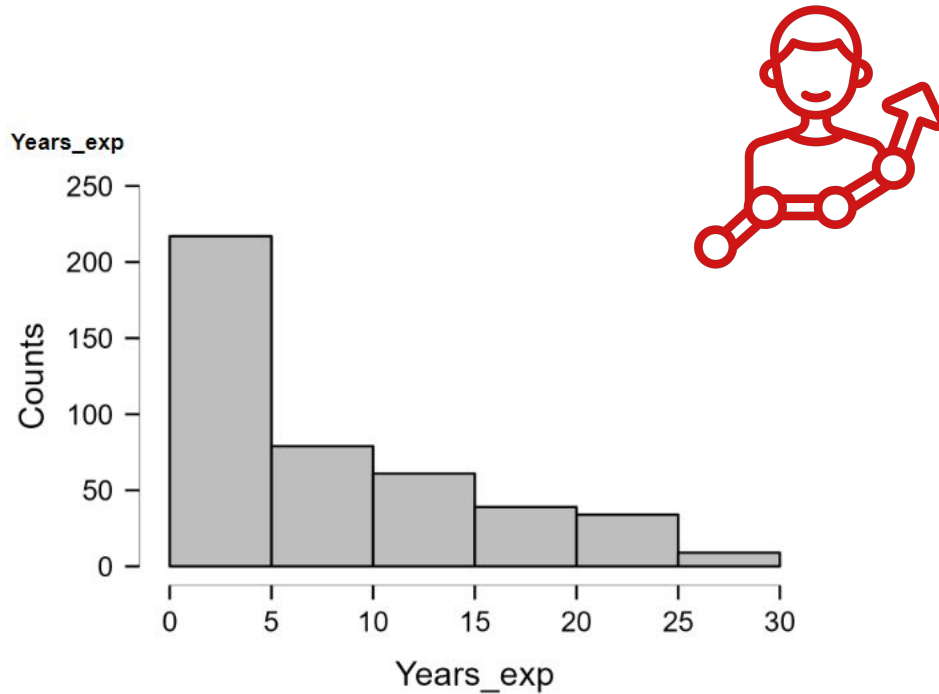


Programma	<i>N</i>
Basis Kwalificatie Onderwijs	196
Senior Kwalificatie Onderwijs	23
Start to Teach (PhD)	38
Basis Didactische Bekwaamheid	57
Polen - basis	60
Polen - advanced	50
Totaal	439

Resultaten

Domeinen	Gemiddelde
Student Engagement	3.82 (.55)
Professional Development	3.86 (.53)
Differentiation	3.87 (.57)
Assessment	3.91 (.58)
Positive Learning Climate	4.06 (.50)
Instructional Design	4.30 (.49)
UNiversity Teaching Self-efficacy Scale	3.95 (.41)

Ervaringsjaren

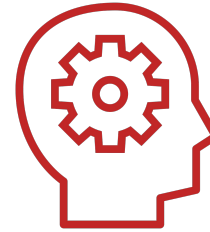


Domeinen	Effect size
Student Engagement	0.124
Professional Development	0.145
Differentiation	0.224
Assessment	0.133
Positive Learning Climate	0.179
Instructional Design	0.282
UNiversity Teaching Self-efficacy Scale	0.235

Persoonlijke kenmerken



Discipline



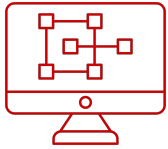
Formele ontwikkeling



Informele ontwikkeling

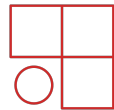
- Talking with peers
- Sharing knowledge
- Internet research
- Reading blogs
- Watching videos
- Listening podcasts
- Reading books/literature

| Conclusie



Instructional
Design

Positive Learning
Climate



Student
Engagement

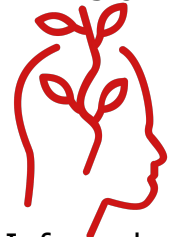
Professional
Development

Differentiation

Assessment



Ervaringsjaren



Informele
ontwikkeling

Discussie



- Zijn de resultaten 'hoog' en kloppend?
- Hoe kunnen we beter zicht krijgen op self-efficacy beliefs?



- Wat betekent het belang van informele professionele ontwikkeling voor docentprofessionalisering?

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| **Bedankt!**

