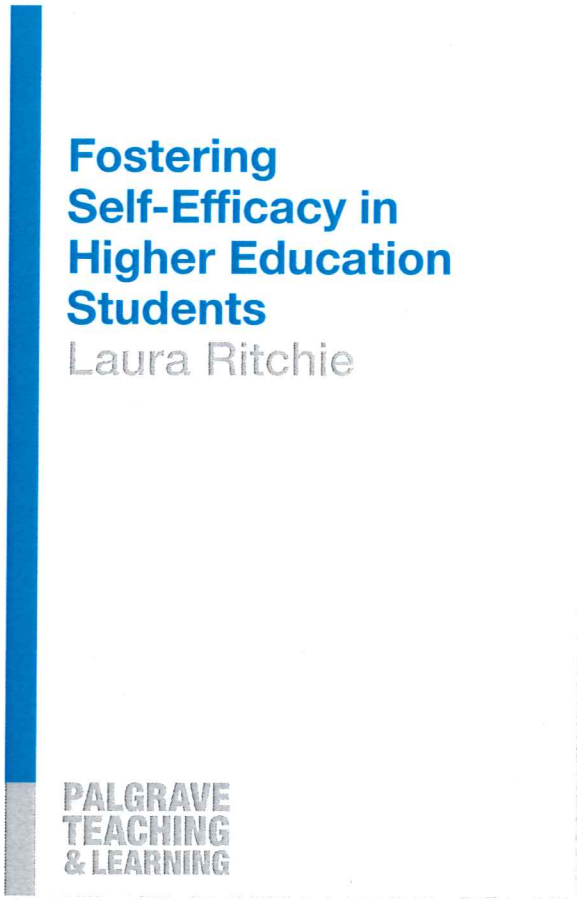

Fostering Self-Efficacy in Higher Education Students

By Laura Ritchie

9781137463777 | Available October 2015 | Paperback | £24.99 / $40.00
Part of the *Palgrave Teaching and Learning* series

About this book- the basics:

Drawing on both research and the author's own experience, *Fostering Self-Efficacy in Higher Education Students* demonstrates how teaching staff in higher education institutions can foster students' self-efficacy beliefs, to promote excellence and enable their students to sustain effective learning.

Inside the book- useful features:

Scenarios found across disciplines in academic settings are used to illustrate how, through belief, students can achieve autonomy and develop qualities associated with employability and their future success.

Ideas and methods are presented for enhancing and reorienting teaching practices, to improve learning and to become more aware of students' perceptions of their capabilities.

Combining theory with tangible methods for everyday use, educators and learners are given a fresh perspective on what they can achieve and the core tools to do so.

Contents

1. The Teaching Environment in Higher Education
2. Whole Students
3. Modes of Communication and their Influence on Self-Efficacy
4. Embedding the Foundations of Self-Efficacy in the Classroom
5. Developing Mastery Experiences
6. Self-Efficacy in Practice: Outcomes and Attainments
7. Implications for Life-Long Connections with Learning and Teaching

Meet the author:

Laura Ritchie teaches at the University of Chichester. She is the Coordinator of both the Instrumental / Vocal Teaching and the MA in Advanced Performance Programmes. Her research centres on excellence in teaching and learning, in particular focusing on innovative ways to unlock student potential. She was awarded a National Teaching Fellowship in 2012.

What do others say about this book?

'A useful addition to the consideration of excellence in teaching and learning offering a different perspective and providing valuable content... It presents some unique features and approaches in terms of tutorial teaching and performance for which the author is credible and well experienced...'

– ***Tim Bilham**, Director of Education Research and Development, University of Bath, UK*

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