

STUDENT PERCEPTIONS OF SELF-EFFICACY AND ACADEMIC RISK TAKING IN A PHYSICS CLASSROOM

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Academic risk taking can be an integral part of the learning process for students in any discipline. Like other forms of risk taking, the perceived level of risk in a specific academic event varies greatly by individual. For some students asking questions of their peers is a low risk activity, while asking a question of the instructor is a high-risk activity. For other students the perceived level of risk in these events is reversed. This study will investigate what academic activities predominantly junior and senior students in an introductory algebra-based course view as risky. Via a mid-semester intervention using identity and action-based language, the study will also explore how identifying as a risk taker impacts student learning outcomes and their perceptions of self-efficacy. Content knowledge and self-efficacy will be evaluated using standardized tools in a pre and post format.

