

Self-efficacy Beliefs and Academic Delay of Gratification



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Mr. Robert Anthony Reidel completed an undergraduate degree with a major in History and a minor in Secondary Education with specialization in Social Studies at Queens College, The City University of New York. He successfully completed his student teaching requirements. He looks forward to teaching social studies courses in which he can demonstrate his high standards and ability to motivate students to become self-regulated learners with high self-efficacy beliefs. As a self-regulated learner, he demonstrates high self-efficacy and delays gratification through hard work and passion for learning and teaching. Mr. Reidel is a Staff Sergeant in the United States Army.

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Self-Efficacy / Delay of Gratification

Panel 1: A teacher and a student are in a classroom. The teacher says, "Your past two Social Studies cartoons have been late. I'm sorry, but I have to give you an incomplete." The student replies, "Well, it's too late to fix the problem. I might as well go play handball, plus I have to go to summer school any ways!" A sign on the wall says "AIM: _____".

Panel 2: The student is walking on a path towards a building labeled "PS 000". The teacher says, "Look, if you get me one assignment and show me you care... that means no playing handball right now... I will work with you on fixing that incomplete." The student replies, "I'll see what I can do, just don't call my mom!"

Panel 3: The student is sitting at a desk, looking at a laptop. An email notification is shown: "E-mail To: john@yah.net From: mary@ya.net Start the game without me... I have to do this assignment real quick!!!".

Panel 4: The student is talking to the teacher. The student says, "This cartoon is not bad... surely you can fix it up a bit." The teacher replies, "Thanks! So... can I get rid of the incomplete?" The student says, "You're close... I just need one more assignment from you." A circular icon with a lightning bolt and a downward arrow is shown.

Panel 5: The student is holding a drawing. The teacher says, "Here is the other cartoon. I also made the changes you asked for." The student replies, "This is excellent! I'm truly impressed with your work... so impressed, that I would like to tell your family!"

Panel 6: The student is talking to her mother. The student says, "I'm so proud of you baby! You will be the first in the family to go to college." The mother replies, "I'm trying ma. This teacher is actually pretty cool." A glowing lightbulb is shown above the mother.

Explanation of Cartoon: 1. In the first box, the student is confronted by his teacher who recognizes the student has low self-efficacy because she believes she will go to summer school no matter what. 2. In the second box, the teacher gives the student another chance to postpone immediate available opportunities to achieve academic rewards. The teacher uses kindness, empathy and patience in dealing with the student. 3. In the third box, the student remembers the teacher's kind words and disregards her friends, showing gradual self-discipline. 4. In the fourth box, the teacher builds up the students self-efficacy and motivation to continue with the academic exercises. 5. In the fifth box, the student hands in another cartoon and the teacher expresses happiness, which in turn, makes the student feel good. 6. In the sixth box, the student's family is so happy with the phone call from the teacher. The student learned to delay gratification and develop high self-efficacy through hard work and continuous support from the teacher and family.