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Proceedings of the Annual Meeting of the Cognitive Science Society

Title

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Permalink

<https://escholarship.org/uc/item/885291qk>

Journal

Proceedings of the Annual Meeting of the Cognitive Science Society, 43(43)

ISSN

1069-7977

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Publication Date

2021

Peer reviewed

Can Retrieval Practice of The Testing Effect Increase Self-efficacy in Tests and Reduce Test Anxiety, in 10- to 11-Year-olds?

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Abstract

The testing effect was used to teach the testing effect to increase feelings of self-efficacy in test taking and reduce test anxiety in 10-to11- year-olds. The impact of this intervention was measured with a new Self-efficacy in Test Taking measure and an adapted thoughts' subscale from the Children's Test Anxiety Scale in pre-test, post-test conditions and with a control group. The intervention was designed to target the self-knowledge beliefs 'layer' from the S-REF (Self-referent Executive Function) model of test anxiety. The intervention was delivered primary classrooms, over six weeks and aimed to teach children to believe in test taking abilities, that testing routes were 'well-oiled', to improve feelings of self-efficacy about taking high stakes' tests. There was a significant increase in self-efficacy in test taking for students, who were high in test anxiety, $\eta^2p = 0.07$ when measured with a subscale from the Self-efficacy in Test Taking new measure.