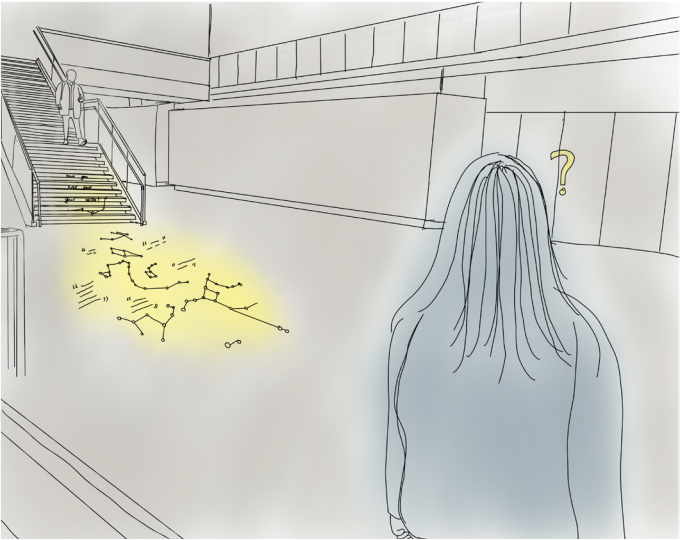
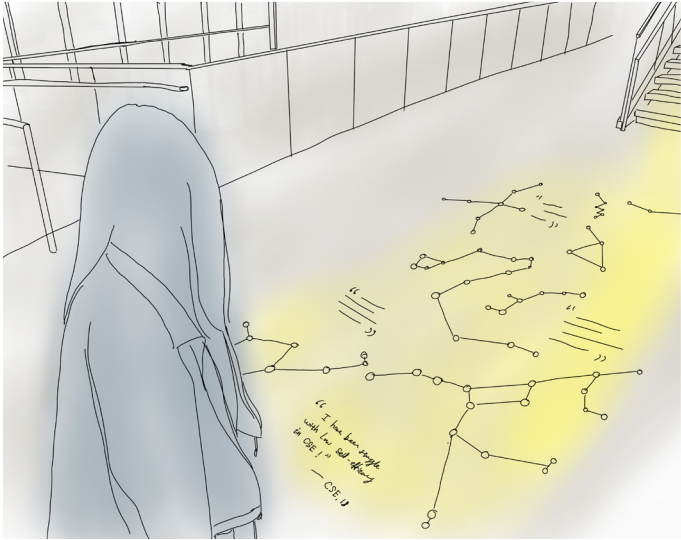


Learning About Self-Efficacy: Case #1



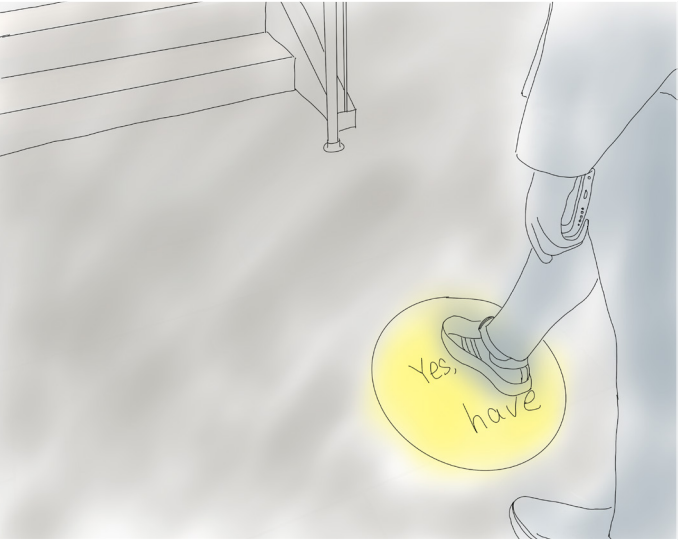
Amy, a junior CSE student, walks into the Gates building and realizes there is something different about the stairs. Out of curiosity, she walks closer.



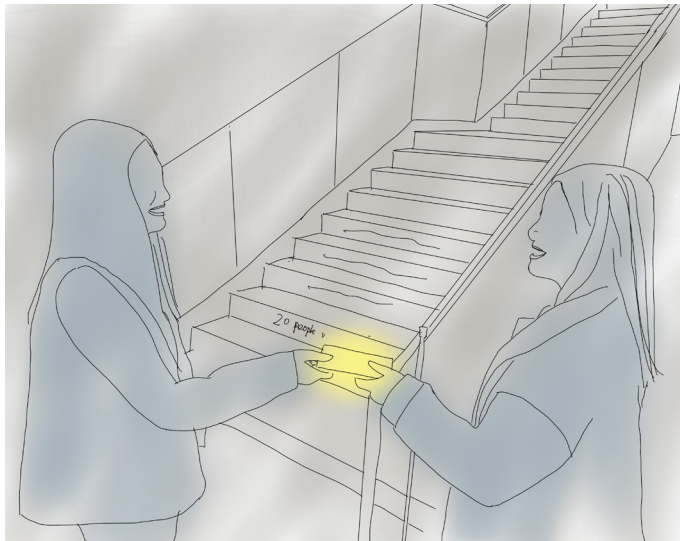
She discovers an illustration of a constellation on the floor as well as testimonies and quotes about low self-efficacy from her fellow classmates.



She looks up and sees a question projected on the stairs, "Have you ever doubted your skill set? 19 people said yes".



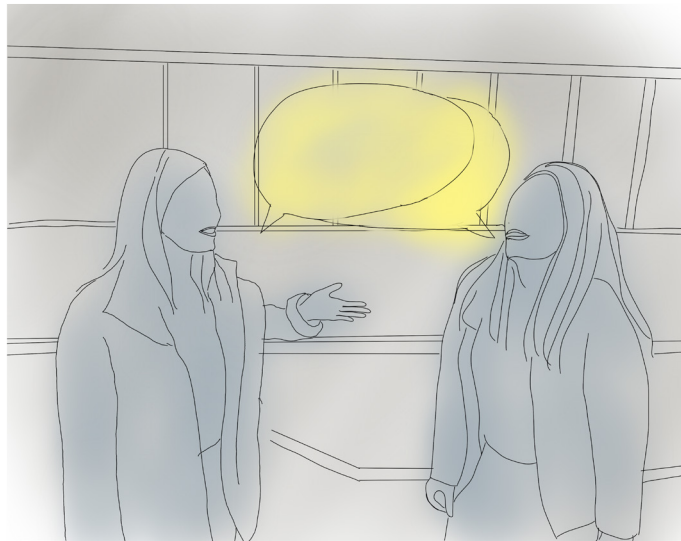
Amy has been feeling inadequate lately about her educational skill set. She steps on the reaction button that says "Yes I have".



An installation volunteer hands her an informational postcard about self-efficacy and thanks her for reacting to the prompt.

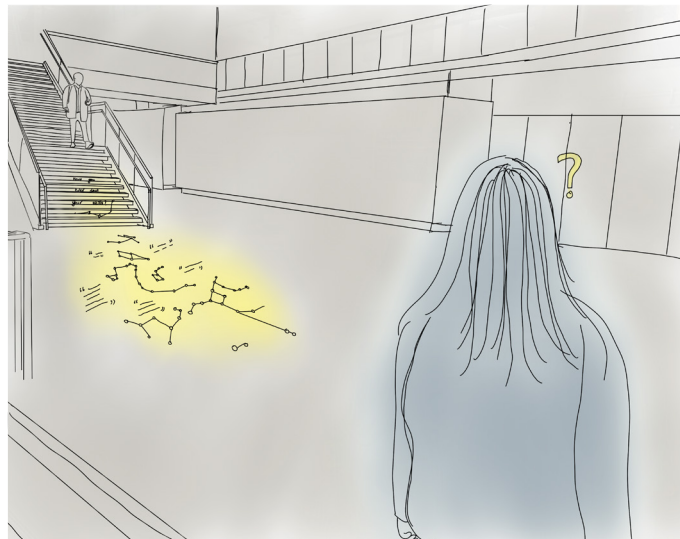


Later that day, Amy visits the website provided on the post-card to learn more self-efficacy and find resources to improve self-efficacy on campus.

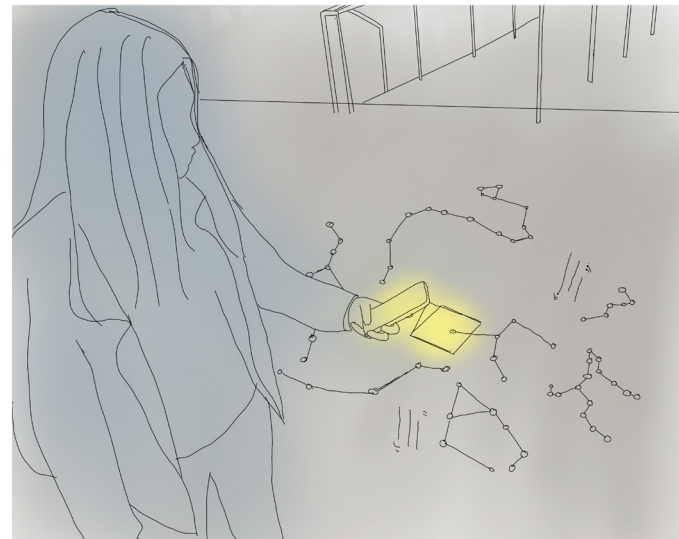


The next day, Amy talks to her friend about low self-efficacy and they both feel better knowing that they are not alone in feeling this way.

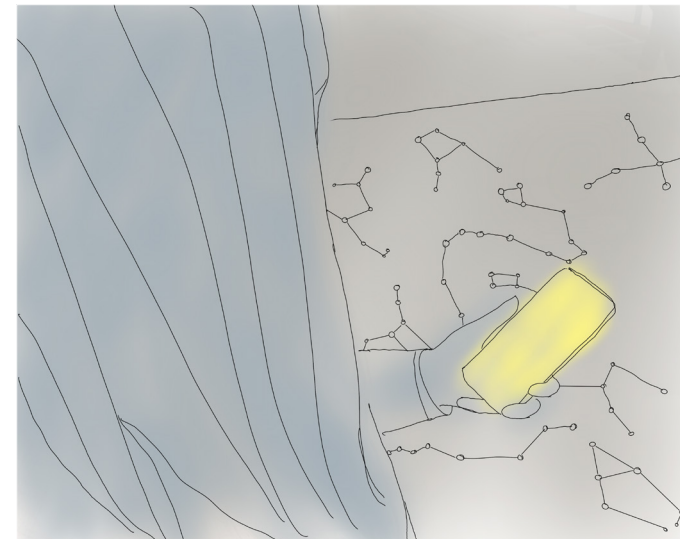
Learning About Self-Efficacy: Case #2



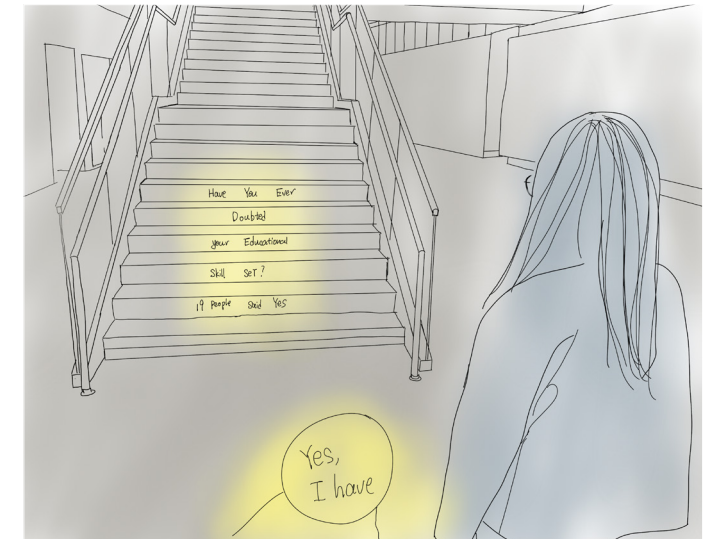
Amy, a junior CSE student, walks into the Gates building and realizes there is something different about the stairs. Out of curiosity, she walks closer.



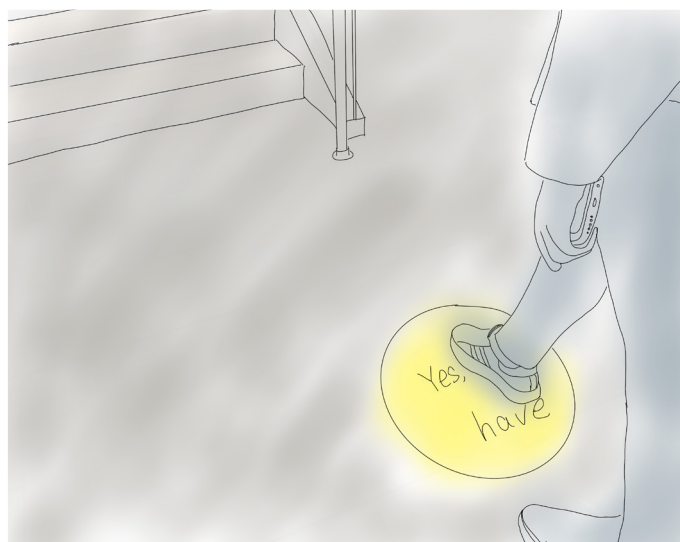
She discovers an illustration of a constellation on the floor as well as testimonies and quotes about low self-efficacy from her fellow classmates. She pulls out her phone to scan the QR code, which is nested in the constellation.



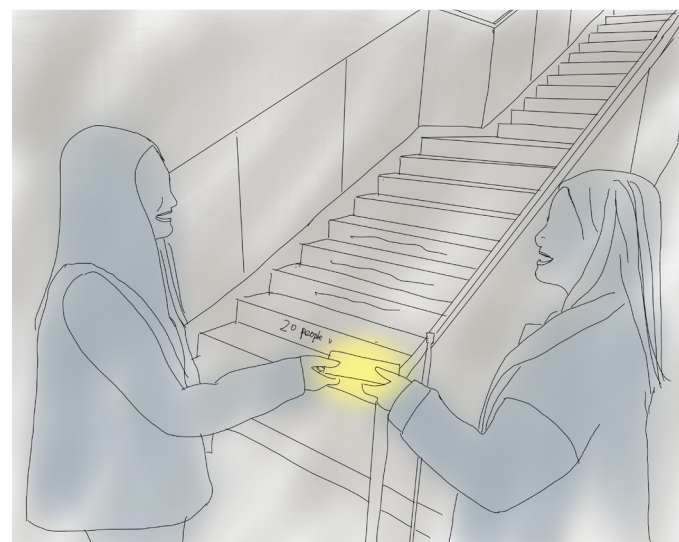
The QR code directs Amy to the installation website. She reads about the project on-line and realizes that the installation is addressing the issue of low self-efficacy among students.



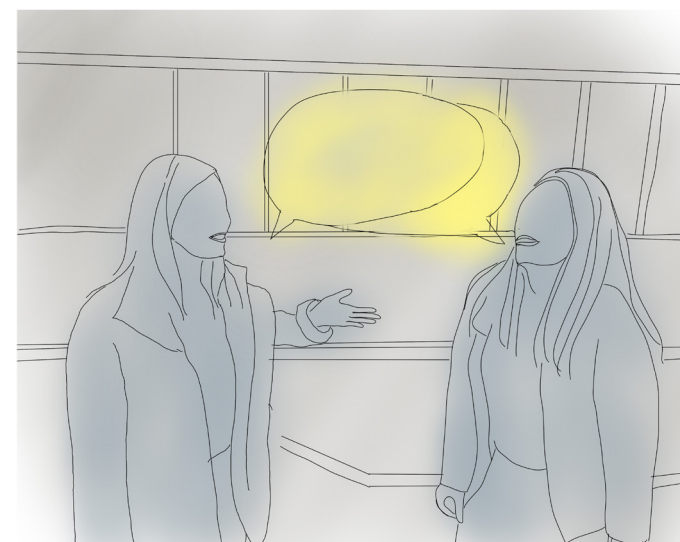
She looks up and sees a question projected on the stairs, "Have you ever doubted your skill set? 19 people said yes".



Amy has been feeling inadequate lately about her educational skill set. She steps on the reaction button that says "Yes I have".

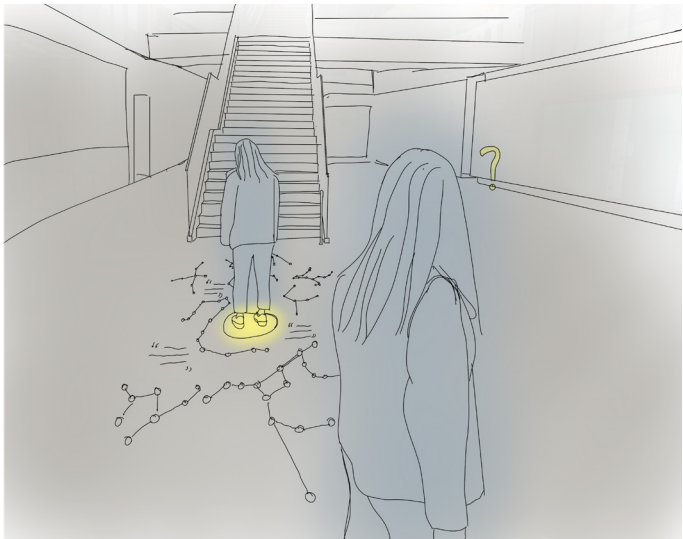


An installation volunteer hands her an informational postcard about self-efficacy and thanks her for reacting to the prompt.

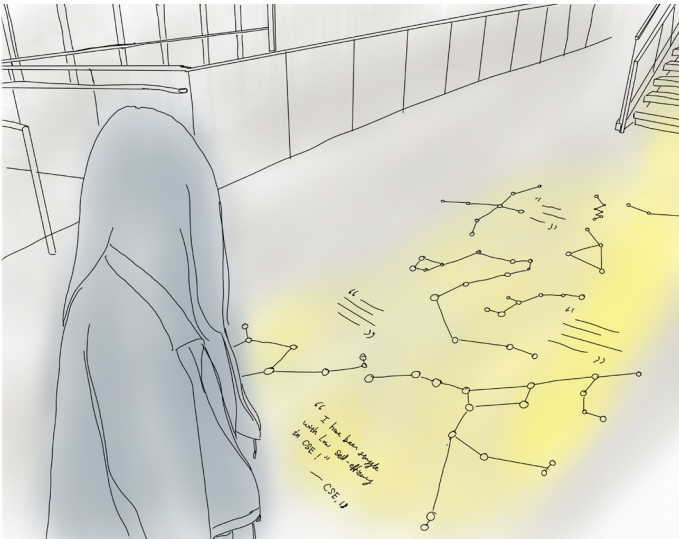


The next day, Amy talks to her friend about low self-efficacy and they both feel better knowing that they are not alone in feeling this way.

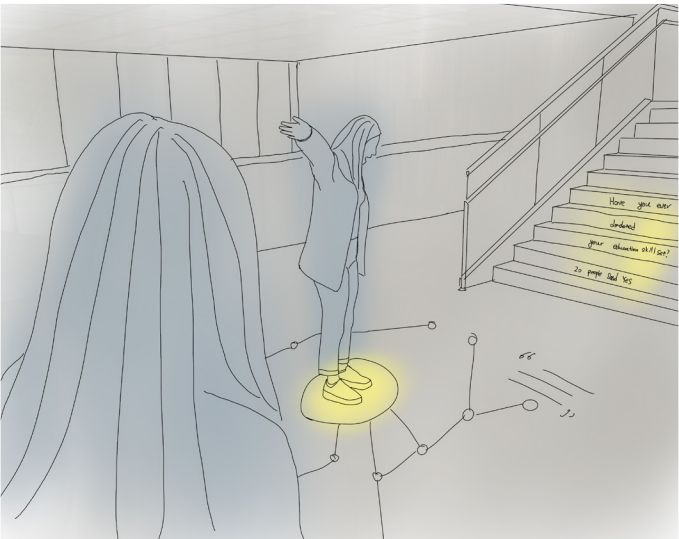
Learning About Self-Efficacy: Case #3



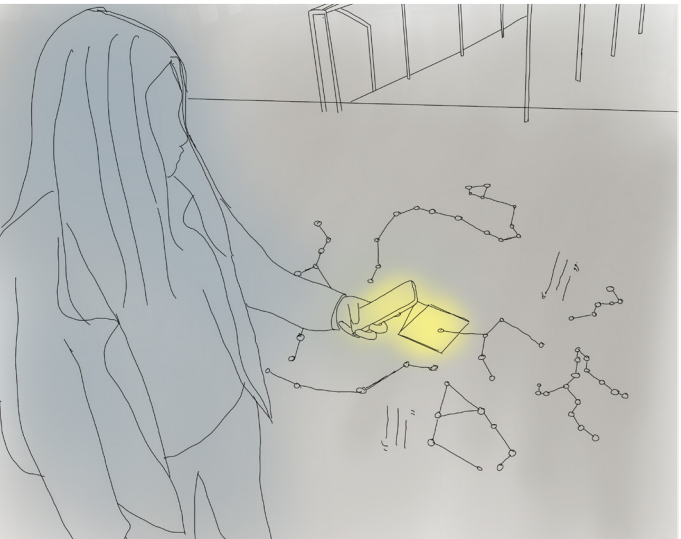
As Amy, a junior CSE student, walks past the Gate's building lobby, she sees people interacting with a new installation.



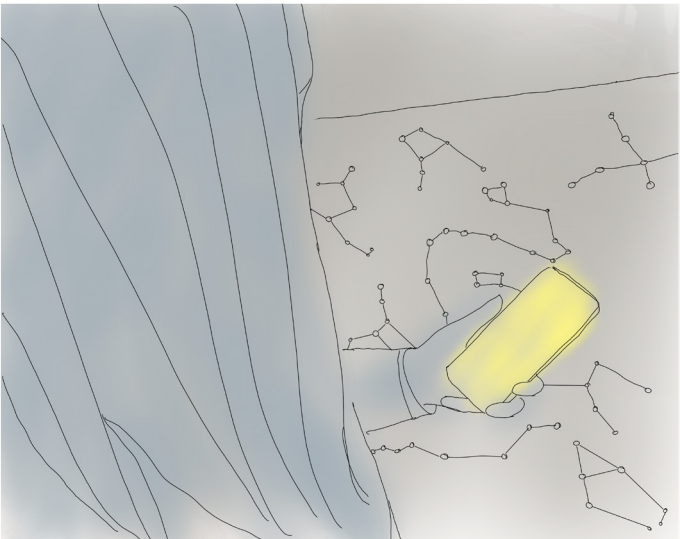
Out of curiosity, Amy walks closer to the installation and discovers an illustration of a constellation on the floor as well as testimonies and quotes about low self-efficacy from her fellow classmates.



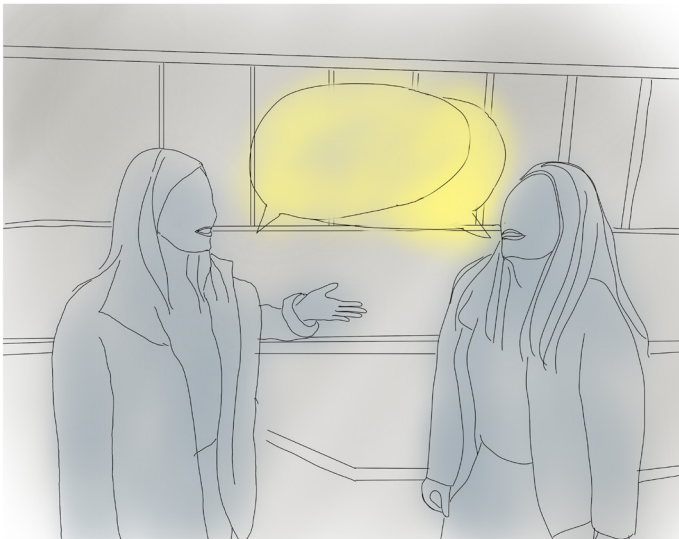
Amy witnesses her classmate having a fun time interacting with the installation.



Enticed to learn more, Amy pulls out her phone and scans the QR code, which is nested in the constellation illustration.

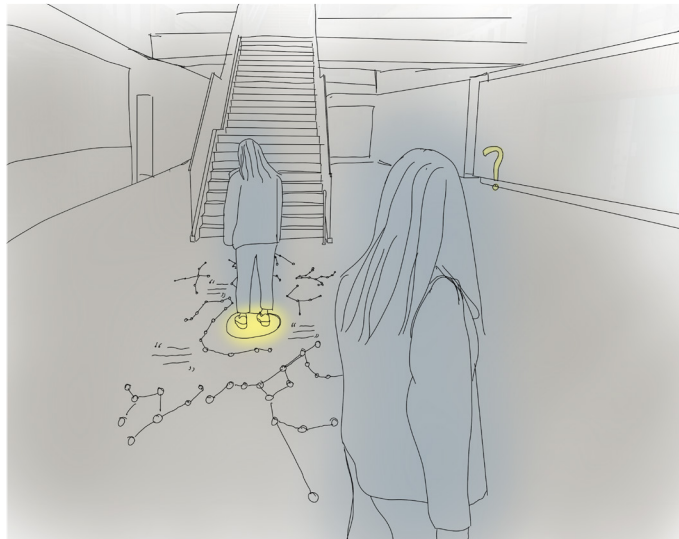


The QR code directs Amy to the installation website. She reads about the project on-line and realizes that the installation is addressing the issue of low self-efficacy among students.

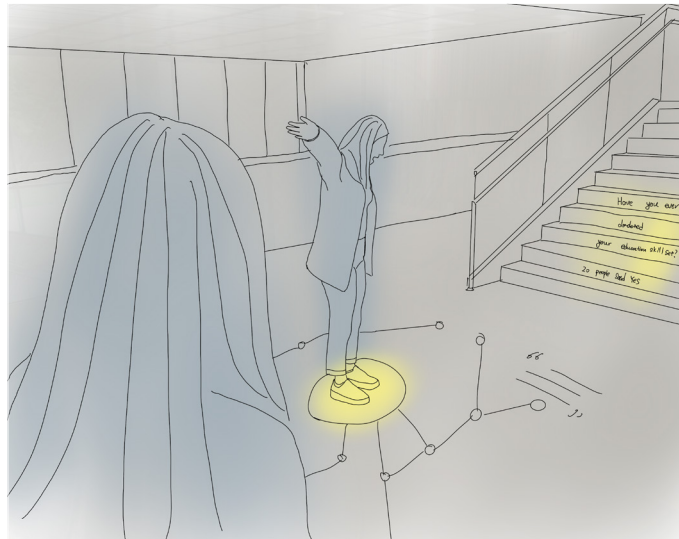


She finds this topic very relevant and shares the issue of low self-efficacy with her friends.

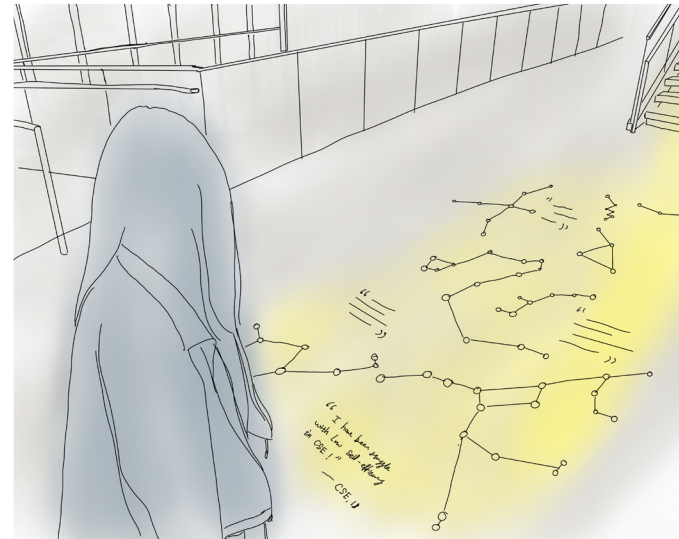
Learning About Self-Efficacy: Case #4



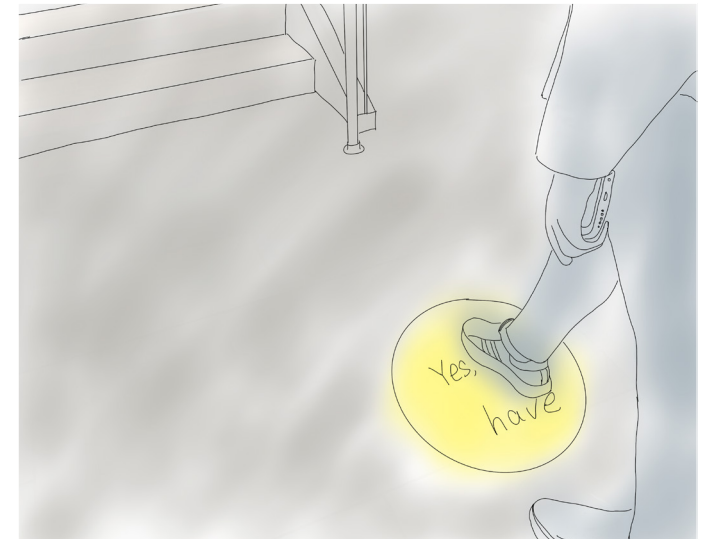
As Amy, a junior CSE student, walks past the Gate's building lobby, she sees people interacting with a new installation.



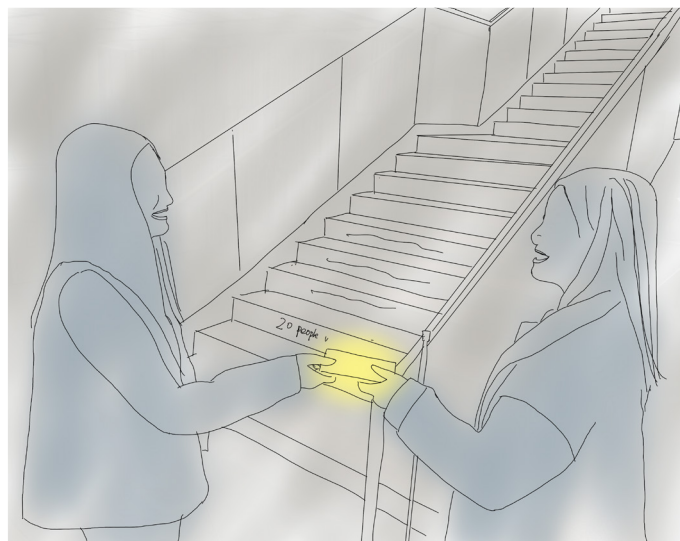
Amy witnesses her classmate having a fun time interacting with the installation.



Out of curiosity, Amy walks closer to the installation and discovers an illustration of a constellation on the floor as well as testimonies and quotes about low self-efficacy from her fellow classmates.



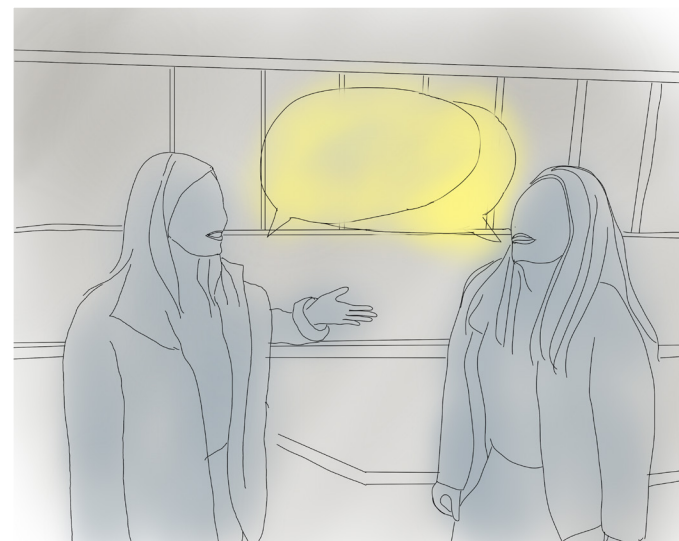
She looks up and sees a question projected on the stairs, "Have you ever doubted your skill set? 19 people said yes". Amy has been feeling inadequate lately about her educational skill set. She steps on the reaction button that says "Yes I have".



An installation volunteer hands her an informational postcard about self-efficacy and thanks her for reacting to the prompt.



Later that day, Amy visits the website provided on the postcard to learn more self-efficacy and find resources to improve self-efficacy on campus.



The next day, Amy talks to her friend about low self-efficacy and they both feel better knowing that they are not alone in feeling this way.