Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education

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ABSTRACT

Self-efficacy and goal orientation are important variables which affect student learning behaviour. To investigate the relationship between these variables and their effect on learning behaviour over time, a pretest-posttest non-equivalent group design with three repeated measures was used. During an 8-week period, student self-efficacy, goal orientation, and learning behaviour were measured using validated questionnaires among first-year higher education, mixed-nationality (Dutch and German) students in a problem-based learning context. Goal orientations were significantly related to deep learning, and self-efficacy was significantly related to a specific goal orientation, namely the mastery-approach. Mastery goal orientations decreased over time, while the surface learning behaviour increased. Significant differences were found between nationalities with respect to learning behaviour and goal orientation.