

*Stellingen*

*behorende bij het proefschrift*

**Microanalytical Studies into Self-efficacy and Achievement in a Project-Based Learning Classroom**

*Adam Hendry*

1. It is important to study the construct of self-efficacy in relation to instructional approaches like project-based learning given their increasing deployment in education. *(this thesis)*
2. Studying the development of self-efficacy *over time* using a discrete microanalytical (fine-grain) approach has revealed more nuanced aspects of the construct. *(this thesis)*
3. Contrary to current opinion, a general measure of self-efficacy is a more robust predictor of academic achievement than its situational variant. *(this thesis)*
4. Higher levels of general self-efficacy lead to higher levels of achievement and neither the other way around nor in a reciprocal manner. *(this thesis)*
5. Groups selected on the basis of friendship allows for the cultivation of collective efficacy leading to greater achievement than those formed with acquaintances. *(this thesis)*
6. Self-efficacy's importance extends beyond its relationship to achievement, it has shown itself to be a powerful mediating influence on other psychological constructs (see, for example, Niemivirta & Tapola, 2007; Zimmerman & Kitsantas, 2014)
7. There has been enduring interest in the qualities of learners that contribute to success beyond simply academic performance; however, attempts at measuring these qualities are a more recent endeavour. (Duckworth & Yeagar, 2015)
8. The purpose of education is to support the development of knowledge and skills as well as attitudes and values that guide students towards ethical and responsible actions (OECD Report: Future of Skills and Education 2030).
9. Many educational researchers see the COVID-19 pandemic as an opportunity to rethink education and make much needed improvements and innovations worldwide. (Zhao & Watterston, 2021)
10. There has been significant investment in education across the world (particularly in the developing world) but 'being in school is not the same as learning'; delivered well, education benefits individuals and societies. (The World Bank: '*The Education Crisis: Being in School is Not the Same as Learning*')
11. *One cannot be all things, which would require mastery of every realm of human life*" (Albert Bandura).