The Impact of Epistemological Beliefs on Middle School Students’ Knowledge Acquisition and Problem Solving While Working in a Hypermedia-Supported Problem-based Learning Environment (HALE)

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Hypermedia-supported authentic learning environments (HALE) leverage the characteristics of hypermedia to immerse students in an authentic context while engaging in authentic tasks. Research indicates that students’ epistemological beliefs affect performance in traditional learning environments. Yet few studies explore the relationship between epistemological beliefs and performance in hypermedia-supported authentic learning environments. Analyses show a trend of being able to predict performance, though the results were not statistically significant. Though none of the results were statistically significant, the findings may suggest that students with naive epistemological beliefs might be low performers on measures of achievement when learning in hypermedia-supported authentic learning environments.