

UNDERSTANDING THE DEVELOPMENT OF CREATIVE SELF-EFFICACY IN AN AI-INTEGRATED PROBLEM-BASED LEARNING COURSE: A SEQUENTIAL MIXED-METHODS STUDY

Aim of the Study

Generative artificial intelligence (AI) is rapidly transforming higher education by reshaping how students generate ideas, solve problems, and engage in creative work. While AI offers considerable potential to support learning, its widespread use also raises concerns that students may rely on AI-generated responses rather than develop independent thinking and creative confidence.

Most previous studies have focused on whether AI improves learning outcomes, whereas much less is known about how AI influences the development of creative self-efficacy (CSE) during learning. Because students' confidence in their creative ability influences their willingness to engage in innovation and cope with uncertainty, understanding this developmental process is particularly important for entrepreneurship and innovation education.

To address this gap, this study investigates an AI-integrated Problem-Based Learning (PBL) course in Creativity and Innovation Management offered to graduate business students. Rather than evaluating whether AI-supported PBL enhances creative self-efficacy, we examine how different dimensions of creative self-efficacy develop through AI-supported learning.

Specifically, this study pursues three related objectives. First, it investigates the impact of an AI-integrated PBL course on students' creative self-efficacy. Second, it examines how different dimensions of creative self-efficacy evolve throughout the course. Third, it explores the learning mechanisms underlying these changes by analyzing students' experiences of AI-supported problem solving.