

## THEORETICAL BACKGROUND

This study will examine the perception and processing of student evaluation of teaching in an online field study. According to a model of self-regulated learning, motivation should influence the learning behavior and learning result in the process (Schmitz & Wiese, 2006). Therefore, we consider achievement goals (cognitive representations of end states or aspired results in achievement situations), which describe the motivation in the teaching domain, as predictors of the usage of learning opportunities at work of lecturers. Elliot (1999) proposed achievement goals as relevant for achievement-relevant processes and thereby for behavior in achievement situations. When lecturers receive feedback about their own teaching quality, this often constitutes an achievement situation of lecturers as they get information on how students evaluate their performance in class.

**H1:** Performance-approach goals (especially norm-approach goals in lecturers), set the focus on the acquisition of competence compared to others and should positively predict the tendency to compare one's teaching quality with the teaching quality of others.

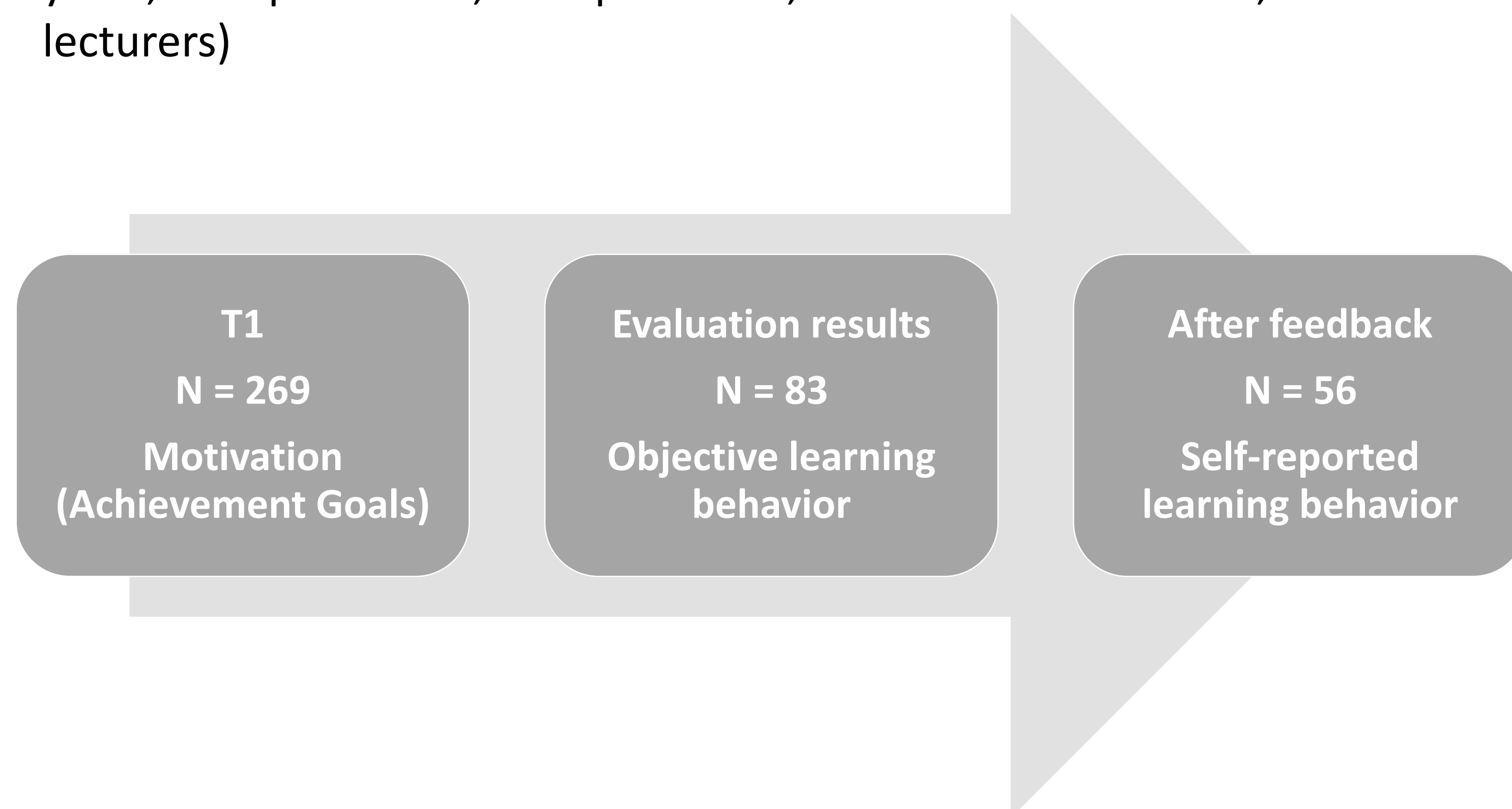
**H2:** Performance-avoidance goals (the pursuit to avoid the feeling of incompetence) should lead to avoidance of situations where lecturers might experience feelings of incompetence and should be negatively associated with the comparison with others.

**H3:** We assume that learning goals (approach and avoidance; striving for competence expansion/striving not to miss any opportunities for competence expansion) positively predict to what extent lecturers use their teaching evaluation (learning behavior).

Simply retrieving and processing the results of the teaching evaluation will not lead to improvement of teaching quality (Rindermann, 2003). Feedback can only contribute to the quality of teaching if it is used for improvement. Therefore, we will investigate further indicators for quantitative learning behavior (intent to act on the received feedback, and the number of concrete intentions to use the received feedback), which should be positively predicted by learning goals.

## STUDY DESIGN

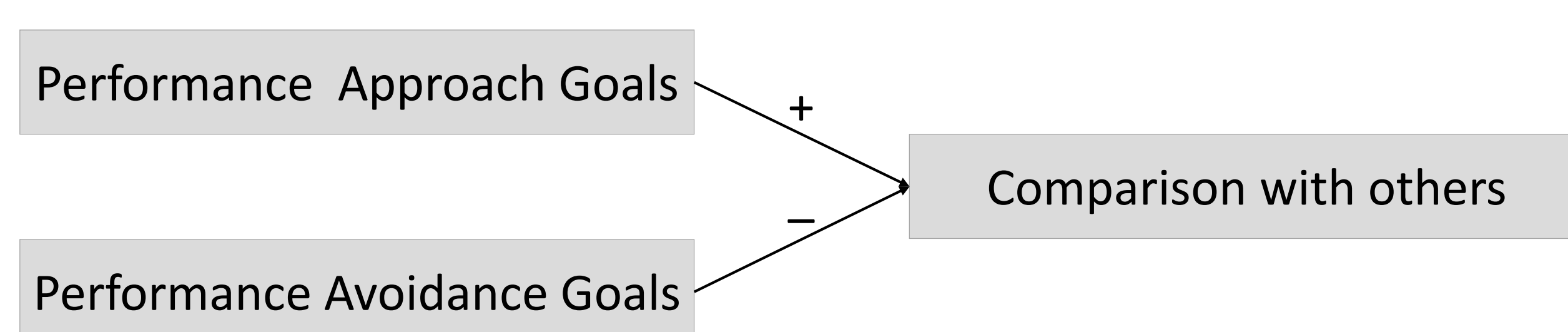
**Sample:** 269 lecturers, wide range of disciplines (44% female, Ø 37.15 years, 17% professors, 28% post-docs, 40% doctoral students, 13% external lecturers)



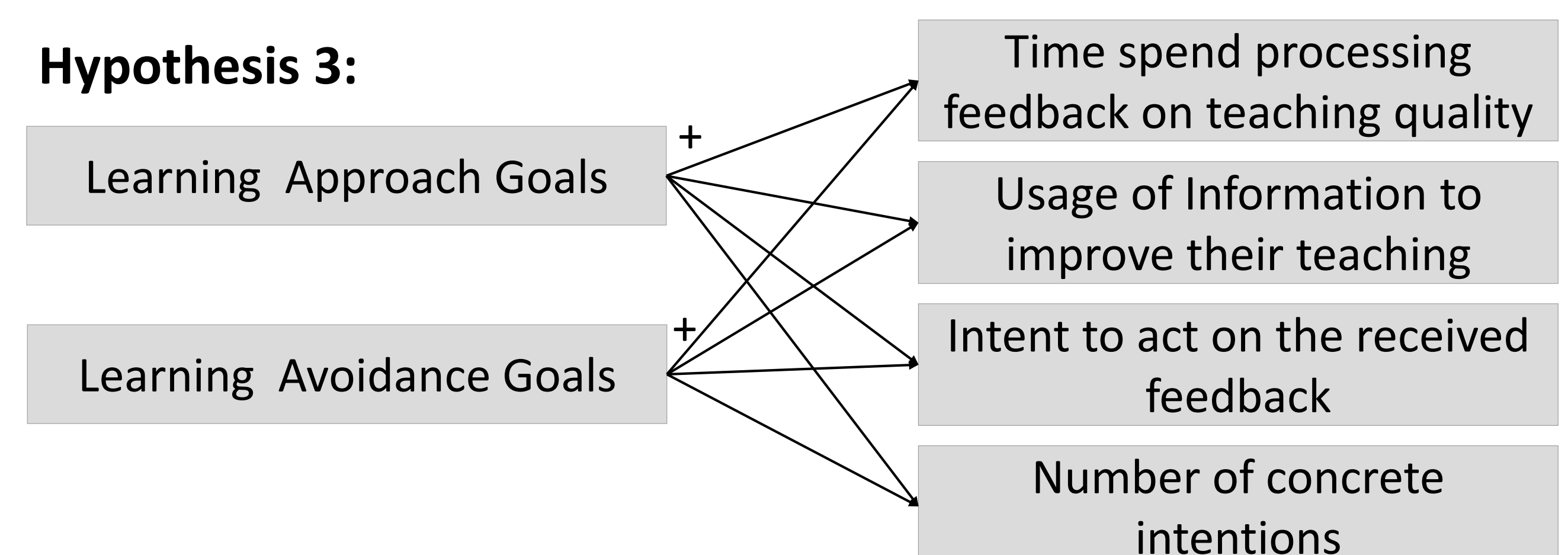
Construct	Operationalization	Autoren	Items	$\alpha$
Motivation	Achievement goals in teaching	Daumiller, Dickhäuser & Dresel (2018)	4x10	.88 to .96
Objective learning behavior	<ul style="list-style-type: none"> <li>time spend processing feedback on teaching quality</li> <li>time spend processing comparison with other lecturers</li> <li>usage of information provided to improve their teaching</li> </ul>	time stamps in online evaluation tool		
Self-reported learning behavior	<ul style="list-style-type: none"> <li>Intent to act on the received feedback</li> <li>Number of concrete intentions to use the feedback</li> </ul>	Nowakowski & Hannover (2015)	5 1	.71

## PLANNED ANALYSES

### Hypotheses 1 and 2:



### Hypothesis 3:



## QUESTIONS FOR DISCUSSION

- Do you have clarifying questions?
- Do you agree with the assumed associations of achievement goals and learning behavior/results?
- How could other variables interfere with the hypotheses?
  - E.g. emotional exhaustion/ workload/ teaching experience in years/ perceived priority of teaching/ attitudes towards student evaluations
- What could be the strongest predictor for the processing and use of student feedback?

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