**Lecturers' achievement goals as predictors for the processing and use of student feedback**

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*Given that the academic success of students is dependent upon their lecturers' didactical competencies and expert knowledge, it is important to know which factors facilitate and improve professional learning and, thereby, the competence and knowledge gains of instructors. Receiving students' feedback on the teaching quality is an important informal learning opportunity for the academic staff. However, previous research has shown that merely receiving results of teaching evaluations will not lead to improvement of the teaching quality. Teaching evaluations can contribute to the quality of teaching only if it is processed by the lecturers and used for improvement of teaching. According to models of self-regulated learning and achievement goal theory, motivational goals can be assumed to influence self-regulated learning behavior. Therefore, we investigate achievement goals as predictors of the processing and use of student feedback. According to previous research, learning goals (the pursuit to enhance one's competencies) especially should predict the usage of learning opportunities. We propose that learning goals are positively associated with quantitative learning behavior (the time spent processing their teaching evaluation feedback, intent to act on it, and the number of concrete intentions) because learning goals enhance deeper learning. Performance goals are assumed to influence lecturers' comparison behavior. In a selection paradigm we will investigate, how achievement goals influence lecturers' behavior in the feedback situation. Therefore, we will conduct a multi-method longitudinal study and question around 200 lecturers. First results of this study will be discussed.*

Getting students' feedback on the quality of teaching is an important informal learning opportunity for academic staff. In addition to previous research, this study will examine not only the perception, but also the processing and intended use of student evaluation of teaching in a field study (see Nowakowski & Hannover, 2015). 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. 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 for them as they get information on how students evaluate their performance in class. 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. On the other hand, performance-avoidance goals (the pursuit to avoid the feeling of incompetence) should lead to avoidance of situations where lecturers might experience feelings of incompetence. The performance-avoidance goals should be associated with the avoidance of performance-related student feedback and of comparison with others. Findings from school and university contexts suggest that in particular, a learning goal orientation (striving to expand one's own competences) is positively associated with the actual and intended use of competence-promoting further training (Diethert, Weisweiler, Frey & Kerschreiter, 2015; Nitsche, Dickhäuser, Fasching & Dresel, 2013). We assume that learning goals (approach and avoidance) are strong predictors of professional learning (e.g. Payne, Youngcourt & Beaubien,

2007). Goal orientation research distinguishes learning approach goals (striving for competence expansion) and learning avoidance goals (striving not to miss any opportunities for competence expansion). We propose that both target categories positively predict to what extent lecturers' use their teaching evaluation (learning behavior). Both the striving to broaden one's own competences and the striving not to miss opportunities to broaden one's competences should lead to an intensive usage of learning opportunities. Schmitz and Wiese (2006) propose that the motivation (here learning goals) influence the learning action (quantity and quality), which influences the learning result (quantity, quality and satisfaction with learning result). Consequently, motivation should be predictive for the quantitative learning behavior. For this reason, we propose that the strength of learning goals is positively associated with different indicators for quantitative learning behavior (e.g. time spend processing feedback on teaching quality, usage of information provided to improve their teaching as learning opportunity). 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 (intent to act on the received feedback, and the number of concrete intentions to use the received feedback).

In a longitudinal multi-method study, we will question a sample of 200 German lecturers. Lecturers will report their teaching-related achievement goals approximately two weeks before the teaching evaluation (which will be conducted by students based on well-validated scales). After the students evaluate the lecturers' course, the feedback is presented to the lecturers online. We will investigate objective learning behavior by assessing the time spent for processing the results of teaching evaluations in the online environment and clicking behavior on the homepage. A selection paradigm is provided where lecturers can click on buttons to gain access to further information (comparison of teaching quality with other lecturers or information on improvement of teaching). Clicking behavior on the homepage and time spent on the pages providing further information on either a comparison of own teaching quality with the teaching quality of other lecturers or information on the improvement of teaching quality will be collected via time stamps. Immediately after processing the feedback, lecturers will report their intent to act and number of concrete intentions to use the feedback answering adaptions of validated self-report questionnaires. To measure the intent to act quantitatively we will ask lecturers if they would make concrete changes based on their feedback on a self-report scale. We will ask the lecturers qualitatively how they intend to improve their course based on the retrieved feedback and will count the number of concrete ideas as indicators for quantitative learning behavior. We will estimate structural equation models to analyze the main effects. First results of this study will be discussed.

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