

# Learning Goals

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## 1 Importance of learning goals in higher education research

Well-designed, explicit learning goals are highly correlated with successful learning in higher education meta studies [1,2,3]. Important properties of well-designed learning goals are that they are **verifiable** and **specific**.

I argue that those findings warrant an investigation of learning goals in the courses at our department.

Variable	Cohen's <i>d</i>
Self-efficacy	0.92
(...)	
<b>Well-designed, explicit learning goals</b>	<b>0.56</b>
(...)	
Humor	0.04

read first!



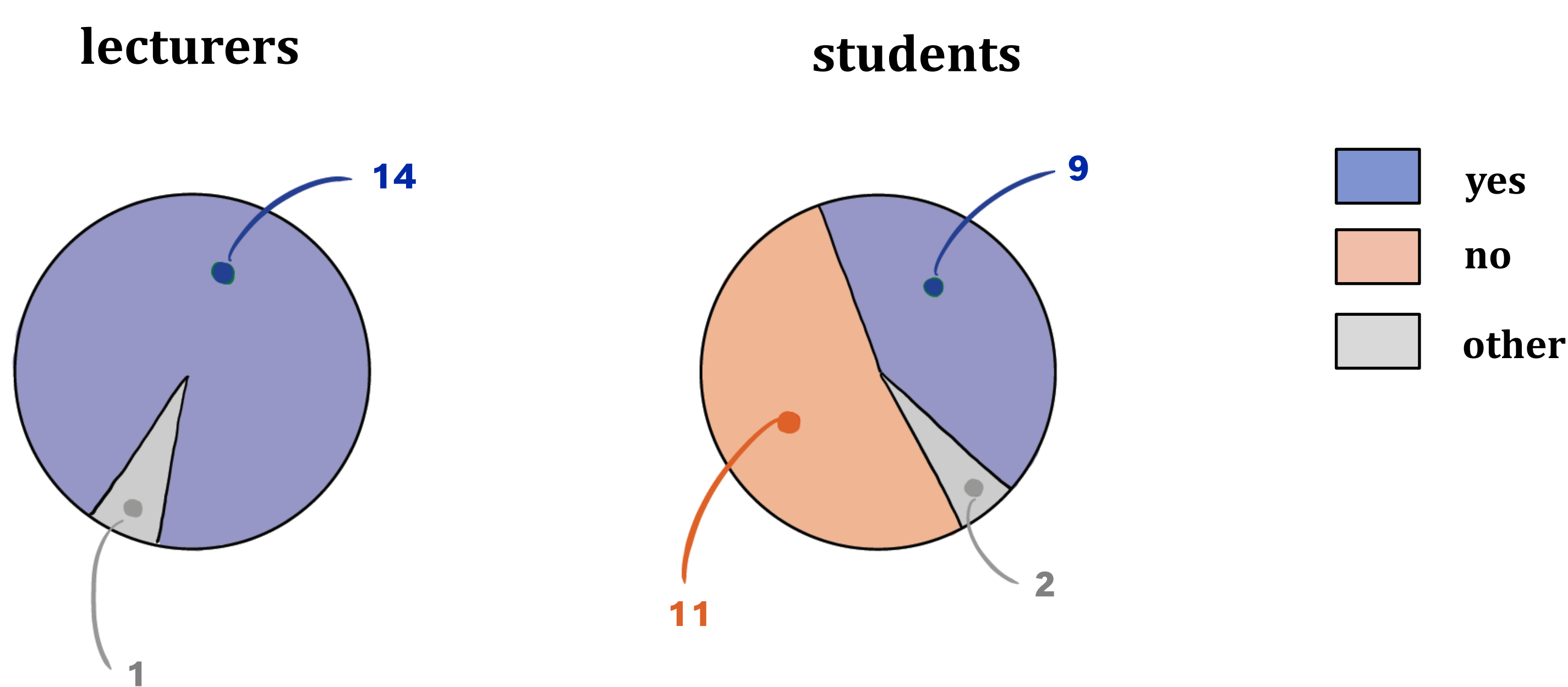
### In a nutshell

A small survey about learning goals revealed that there is a mismatch between learning goals as intended by lecturers, and as perceived by students. Potential causes are that lecturers are ineffective at 1) designing or 2) communicating learning goals.

To address those problems, I developed a series of short videos about learning goals for lecturers.

## 2 Small-scale survey about learning goals

Q: Are learning goals mentioned explicitly in your course?

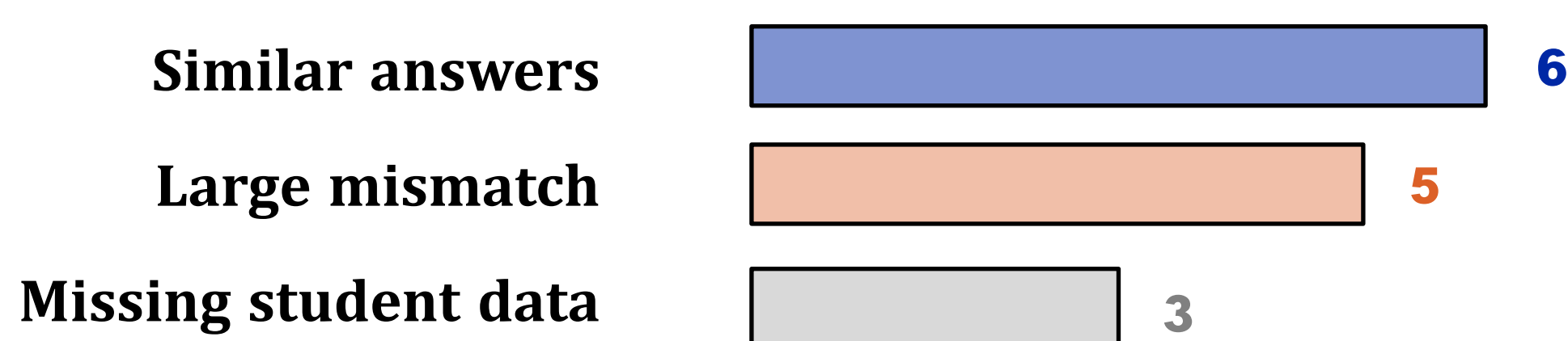


Survey and department stats

	#
Answers by lecturers	15
Answers by students	21
Total courses offered by dept	15
Total students majoring in subject	80
Projects terminated because of Corona	1 :/

Motivating people to respond was an enormous effort.

Q: What are the learning goals in your course?



Q: Are learning goals useful?

**100% yes**  
(lecturers and students)



### Learn more

Questions?

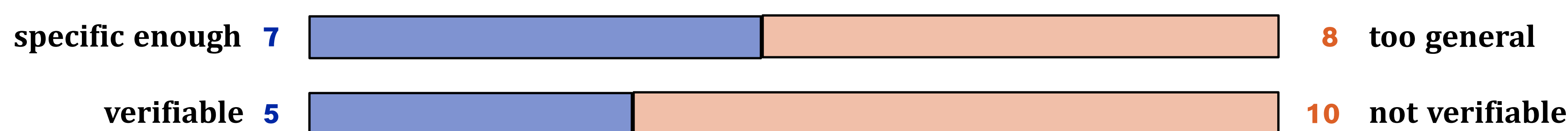
Please ask Mathias or email [mmueller@cl.uzh.ch](mailto:mmueller@cl.uzh.ch)

Look at survey or videos?

Please scan QR code:



Properties of learning goals set by lecturers



[1] Feldman, K. A. (2007). Identifying exemplary teachers and teaching: Evidence from student ratings. In *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 93-143). Springer, Dordrecht.

[2] Hattie, J., & Yates, G. C. (2013). *Visible learning and the science of how we learn*. Routledge.

[3] Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychological bulletin*, 143(6), 565.

## 3 Self-training for lecturers: a short video series on learning goals

