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DOUGLASS, John Aubrey (THOMSON, Gregg; ZHAO, Chun-Mei)

TitleThe learning outcomes race : the value of self-reported gains in large research universities / ohn
Aubrey Douglass ; Gregg Thomson ; Chun-Mei Zhao**Publication year**

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Abstract

Past research has shown that working memory capacity, attention and students' approaches to learning are all important predictors for educational achievement. In this study the interrelations between these three variables are investigated. Participants were 128 university students. Results show a negative relationship between attention and deep approaches to learning: students with a lower level of attention seem to use more deep approaches to learning than students with higher levels of attention. It was also found that students with a high working memory capacity score lower on both the surface and deep approaches to learning than students with a low working memory capacity. A possible explanation is that these high capacity students might not need a consistent profound strategy to be successful because they are very good at acquiring, processing and integrating all types of new information before moving it to storage. (HRK / Abstract übernommen) Kyndt, Eva, E-Mail: eva.kyndt@ped.kuleuven.be