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Definition of educational objectives of medical students in a History of medicine class (Article) ([Open Access](#))

[Definición de metas de aprendizaje en estudiantes de pregrado en un curso de Historia de la medicina]

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Abstract

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Introduction: New educational student-centered models require a self-directed learner that is able to define learning strategies, managing emotions and achieve continuous improvement. The objective of this study is to assess the self-direction approach of the learner by analyzing the learning goals designed from a self-diagnosis performed on the first day of classes. **Material and methods:** The method of this study is mixed, descriptive and cross-sectional. A sample of 47 students of the History of Medicine course were assessed using an instrument that assess the definition of their learning strategies. The information collected was contrasted with the designed objectives of the class. The learning goals were catalogued using Olivares and López (2016) proposal for self-directed learner that classifies in: learning strategies, managing emotions and continuous improvement. **Results:** Considering the definition of educational objectives, 64% correspond to the dimension of learning strategies, 15% managing emotions, and 21% to continuous improvement. The course design maintains a 50% development-oriented learning strategies, 25% in managing emotions, and 25% in continuous improvement. **Discussion:** There is some correspondence between the definition of learning goals of students and those part of the course design. The emphasis on the acquisition of study habits show that students do not identify their own motivation for learning, this requires that medical schools review their educational intentions, and that they foster reflection to develop lifelong learning habits. © 2017 Elsevier España, S.L.U.

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