EDU 6334: Lesson Plan
Julianna Donaher

- **Course Name (or overall Lesson Topic Name)**
  - Hacking your first semester: How to Build a Path to Success in College

- **Course description (or Lesson description) - In some cases this may need more information if the lesson is a specific subset of a larger learning course/module**
  - Given resources targeting the development of metacognitive skills and a semester-long course to do so, college freshmen will be able to build a Success Plan for how to turn in every assignment on time in their first semester.

    This module is designed to efficiently develop success-building skills, such as time management, in a focused environment at the onset of a degree program.

- **Lesson title**
  - Building SMART goals

- **Lesson introduction (what's in it for me? the participant? why would I care?)**
  - Research indicates that realistic goal setting can dramatically increase the likelihood of successful outcomes. So how do we determine the difference between a "good" goal and a "bad" goal? The SMART methodology will get us started. By reflecting on our own unique commitments, we'll be able to begin to formulate what targets make sense for our own experience in the first semester of college.

- Course Instructional goal
  - Given resources targeting the development of metacognitive skills and the dedicated space to do so, college freshmen will be able to:
    - Articulate their current weekly responsibilities.
    - Establish specific indicators of when they are in need of support due to challenging material.
    - Identify sources of academic tutoring support for freshman.

- **The previously decided learning objectives/outcomes (4 maximum)**
  - Given two TED talks, a description of SMART goals, and examples of SMART goals, students will be able to
    - differentiate clearly between effective and ineffective goals with no error
    - draft 5 of their own SMART goals for facilitator feedback with two perfect submissions
    - identify key determining aspects of their past goal-setting behavior with detail relevant and accurate to the readings

- **List of any known participant prerequisites (in your final presentation please list any that were discovered in the design process)**
  - Accessing to a stable internet connection for video streaming and Canvas access
  - Canvas credentials
  - Admission to an undergraduate program
  - Full time enrollment at [] University

- ◦ Functional English language fluency and literacy as assessed by admissions credentialing.

◦ **Defined set of learning strategies to meet those objectives/outcomes**
  - ◦ Indirection Instruction through supplied, mixed media resources
    - ◦ TED talks containing audio and visual material to alternate engagement strategies
  - ◦ Experiential instruction by the application of learned content in the assessment section
    - ◦ Personalization of assessment material to ensure that the conclusions and learners are specific and immediately useful to the needs of the learner.

◦ **Materials, readings, pages, and/or resources needed (just a beginning list is all that is needed for this step)**
  - ◦ https://www.ted.com/talks/ john_doerr_why_the_secret_to_success_is_setting_the_right_goals? language=en
  - ◦ https://www.youtube.com/watch?v=V2PP3p4_4R8
  - ◦ https://www.mindtools.com/pages/article/smart-goals.html

◦ **Description of tasks to be completed (aka assignment descriptions) (just a beginning list is all that is needed for this step)**
  - ◦ Read and watch all required materials
  - ◦ Submit a 2 page (double-spaced) reflection on 1) a time you set out to achieve a goal and didn't, and 2) a time you did. Reflect on these two separate experiences. What behaviors did you follow that may have prevented you from accomplishing the failed goal? What behaviors did you follow in the realized goal that may have led to success? Is there anything you would do differently in either situation having completed this week's required material?
  - ◦ Weekly quiz MC/Short Answer:
    - ◦ Read the below case studies and subsequent goals that were set for the subjects. Predict whether you consider the goals to be A) effective or B) ineffective. In the short answer section for each, explain why you selected your goals.
  - ◦ Finally, submit 5 of your own SMART goals for your courses this semester. Under each, list how it qualifies for each letter of the acronym. You will receive feedback from your instructor. By the end of this course, you will present your two "SMARTest" goals for your final project submission.

◦ **Identify a list of potential assessments and/or evaluation methods (just a beginning list is all that is needed for this step)**
  - ◦ Assess the cognitive mastery of the concepts by asking that students apply them to their personal lives.
  - ◦ Measure student's ability to identify what goals are effective and why from a fixed set of case studies, given to all students.

◦ **Lesson summary (this should seek to recap the introduction and the stated objectives/outcomes)**

- In this module, we outlined the importance of goal setting, and broke down the ingredients needed to create excellent goals.
- By reflecting on our own responsibilities, we began the process of creating SMART goals that help us stay on track for the first semester of college.