

Goal Setting in Student Progress



**PRACTICES
THAT FOSTER
EFFECTIVE LEARNING**

DESCRIPTION

Goal setting has been shown to have a strong impact on successful performance in learning environments. Through creating challenging goals for learners and allowing learners to incorporate their own goals into the learning process, learner motivation may be greatly increased, which can positively influence learner achievement (Locke & Latham, 2002). By using an achievement approach-based goal where learners attempt to better themselves, rather than to not do worse than they or others did previously, task engagement can be more efficient and effective (Elliot, Shell, Henry, & Maier, 2005).

CAPABILITIES

- Management: Badging
- Management: Learning analytics
- Cognitive Tools: Visualized task completion

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Individualized goal setting system
- Simple Technology: Notification for supporting goal achievement
- Content Support: Media elements enable multiple ways to meet goals

LEARNER IMPACTS

- Attitudes
- Behavior
- Self-regulation



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<ul style="list-style-type: none"> Goals strongly support the achievement of specific objectives Goals are set for short-term and long-term objectives 	<ul style="list-style-type: none"> Goals and objectives are somewhat unclear Goals are set for short-term or long-term objectives 	<ul style="list-style-type: none"> Goals and objectives are poorly linked Goals are poorly utilized based on timing 	Does NOT apply goals well to achieve objectives	= ____
Model	<ul style="list-style-type: none"> Capability structure provides strong support for achievement and approach oriented goals Strong support for setting specific, challenging, attainable goals with deadlines 	<ul style="list-style-type: none"> Capability structure provides some support for achievement and approach oriented goals Some support for setting specific, challenging, attainable goals with deadlines 	<ul style="list-style-type: none"> Capability structure provides poor support for achievement and approach oriented goals Poor support for setting specific, challenging, attainable goals with deadlines 	Does NOT leverage the benefits of the utilized platform	= ____
Design	<ul style="list-style-type: none"> Strong alignment between theoretical approach and instructional design Strong use of training to support goal and planning activities Strong alignment between personal and collective goals with appropriate team sizes Strong use of automated notifications for reminders, deadlines, activities, and other just-in-time purposes 	<ul style="list-style-type: none"> Some alignment between theoretical approach and instructional design Some use of training to support goal and planning activities Some alignment between personal and collective goals with appropriate team sizes Some use of automated notifications for reminders, deadlines, activities, and other just-in-time purposes 	<ul style="list-style-type: none"> Poor alignment between theoretical approach and instructional design Poor use of training to support goal and planning activities Poor alignment between personal and collective goals with appropriate team sizes Poor use of automated notifications for reminders, deadlines, activities, and other just-in-time purposes 	Does NOT use design effectively	= ____
Assessment	<ul style="list-style-type: none"> Strong use of feedback to support a self-improvement orientation Strong alignment between learning objectives and assessment techniques Strong use of constructive feedback to guide and support effective learning strategies 	<ul style="list-style-type: none"> Some use of feedback to support a self-improvement orientation Some alignment between learning objectives and assessment techniques Some use of constructive feedback to guide and support effective learning strategies 	<ul style="list-style-type: none"> Poor use of feedback to support a self-improvement orientation Poor alignment between learning objectives and assessment techniques Poor use of constructive feedback to guide and support effective learning strategies 	Does NOT assess effectively or not an assessment-based activity	= ____