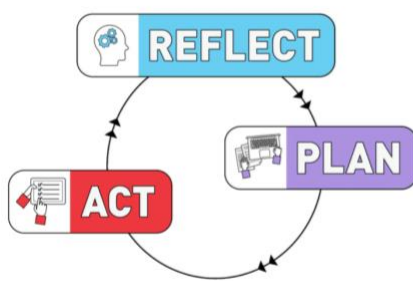


GROWTH & GOALS

A module designed to help you learn to learn



Interested in using the module in your course? Find it at FlynnResearchGroup.com/Chair.

Please consider participating in our project evaluation, which helps us understand how the module is being used and adapted, plus what the impacts are for learners and educators. This data helps us improve future versions of the module and make the case for funding to do that!

Identify growth mindset statements (Activity 6)

- 1 ☐ My ability in this subject is something I cannot change.
- 2 ☐ When a problem gets really hard, I give up.
- 3 ☐ I feel smart when I can easily figure out a problem.
- 4 ☐ I feel smart when I can figure out a hard problem.
- 5 ☐ I get help when I get stuck on a problem.
- 6 ☐ I like to learn from my mistakes.
- 7 ☐ I feel smart when I don't make mistakes.
- 8 ☐ I will work on a problem for a really long time until I figure it out.
- 9 ☐ I'm not an organic chemistry person.
- 10 ☐ I like to figure out new subjects that I'm not good at yet.

SMART Goals (Activity 8)

<u>S</u>pecific	<ul style="list-style-type: none"> Try and make your goal as precise and defined as possible
<u>M</u>easurable	<ul style="list-style-type: none"> Establish a criteria to measure your progress How will you know when you are on your way?
<u>A</u>ccountable	<ul style="list-style-type: none"> Determine a person who will help you and keep you responsible for your goals
<u>R</u>eachable	<ul style="list-style-type: none"> Set reachable goals that you will be able to attain (high expectations are good) Set small goals toward bigger goals
<u>T</u>ime specific	<ul style="list-style-type: none"> Create a timeline Having an end time will help you stay accountable to your goals

Which goal(s) is (are) SMART? *

☐ Goal 1: Get a high grade in biology so I can get a job that pays a good salary

☐ Goal 2: Get through the course. This course is a prerequisite for graduation and I want to graduate.

☐ Goal 3: Get into medical school. It is something I've wanted since I was a child. I've always known that helping people live healthy lives is my passion.

☐ Goal 4: Complete proper flip turns at my next race. I will complete five correct flip turns at each practice and my coach will keep count. I already do two flip turns during practice, so I can reach this goal.

→ Pick one of the non-SMART goals from the previous question and transform it into a smart goal.

Developing learner autonomy (Activity 10)

Please select FIVE approaches to stimulating learner autonomy you judge appropriate in your educational environment. Just five! No really, five. No more, no less. :)

- ☐ Determining criteria to apply to one's work
- ☐ Selecting learning projects
- ☐ Deciding when learning is complete
- ☐ Identifying learning needs
- ☐ Reflecting on one's learning process
- ☐ Finding resources needed for learning
- ☐ Using teachers as guides and counsellors rather than instructors
- ☐ Working collaboratively with others
- ☐ Engaging in self-assessment
- ☐ Planning learning activities
- ☐ Setting goals
- ☐ Learning beyond the educational institution (museums, archives, etc.)
- ☐ Choosing when and where to learn
- ☐ Creating problems to tackle

Metacognition: Rate ability on the intended learning outcomes (Activity 14)

Rate your knowledge or skill at the following, with 1 being lowest ability (not able) and 10 being highest (mastery). *

	1	2	3	4	5	6	7	8
Give the definition of Self-Regulated Learning and each phase (in your own words)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal expectations for this module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address common myths about learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal previous study habits and thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify personal feelings about this course's subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify your mindset as you approach the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give a definition of a growth and fixed mindset (in your own words)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify growth and fixed mindset statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create growth mindset responses to fixed mindset statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Metacognition: What was the basis
for your ratings? (Activity 14)**

In general, what was the basis for the ratings you gave yourself on the intended learning outcomes? Use the statements below to indicate how often you use each method to assess your knowledge and skills.

	Never	Rarely	Occasionally	Regularly	Always
Intuition/feeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read over the section/chapter/slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized the section/chapter/slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tested myself with problems I've seen before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tested myself with problems I've never seen before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates to test each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained key ideas to someone else and checked their understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Metacognition: What learning strategies will you use? (Activity 14)

Use the list of learning (study) strategies below to decide which ones will be most effective for the upcoming assessment.

- ☐ Write down my goals where I can see them
- ☐ Make a to-do list
- ☐ Make a study schedule
- ☐ Test myself with past exams
- ☐ Read over past exams
- ☐ Do practice problems
- ☐ Make flash cards
- ☐ Rehearse materials (memorize)
- ☐ Make my own notes from other sources
- ☐ Make up questions for myself or friends as I study
- ☐ Copy out my class notes
- ☐ Create questions to test myself with from my class notes
- ☐ Read course notes and text book
- ☐ Create a concept map
- ☐ Seek information from other resources (e.g. Khan Academy, library)
- ☐ Ask a friend for help
- ☐ Study with a friend or group
- ☐ Dedicate a full day per course to study before an exam
- ☐ Spend an hour or two on each course, then switch back and forth between courses
- ☐ Spread out study time during the semester
- ☐ Study late into the night before a midterm or exam
- ☐ Regularly change my study location

Module's topics and activities: Introduction (Start of course)

Welcome! Time to own your learning!	
What is Self-Regulated Learning (SRL) and why should I use it?	
Practical details about the Growth & Goals Module	
Activity 1	
Are your study strategies effective? Do you believe myths about learning?	
Activity 2	
Activity 3	
What are your feelings about organic chemistry?	
Activity 4	
What are your thoughts going into this course?	
Activity 5	
What is a Mindset?.....	
Activity 6	
Recognize and change your fixed mindset voice	
Set your priorities	
Activity 7	
Plan Phase.....	
What is a SMART Goal?	
Activity 8	
Define and refine your goals.....	
Activity 9	
Developing learner autonomy	
Activity 10	
Metacognition	
Activity 11	
Let's check back in with Tracy	
Planning your time	
Identify resources needed to achieve goals.....	
Activity 12	
Act Phase	
Activity 13	

Module's topics and activities: Before and after assessments

Checking in before Midterm 1	
Activity 14	
How did Midterm 1 go?	
Activity 15	
Checking in before Midterm 2	
Activity 15	
How did Midterm 2 go?	
Activity 16	
Checking in before the Final Exam	
Activity 17	
Course wrap-up and next steps	
Activity 18	