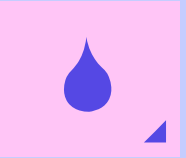
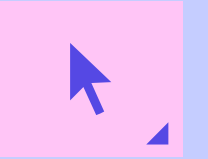
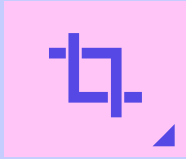
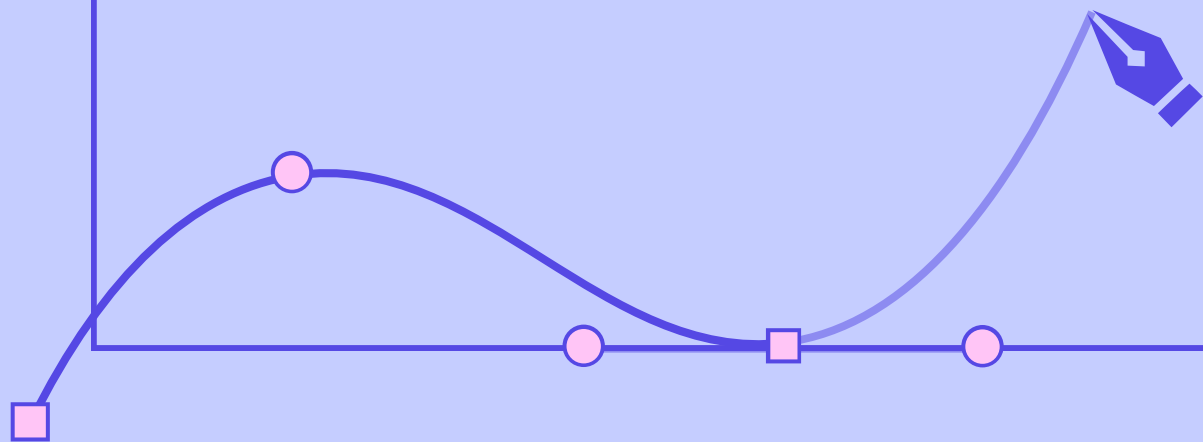


Setting and Achieving Our Goals



Lidia Sferrazza
Section 032: Bio
Instructor:
Christian Nelson



Topic: Planning Your Academic Future

1

Degree Works:

- Exploring which classes students will have to take
- "What If" tool
- Changing majors/adding minors

2

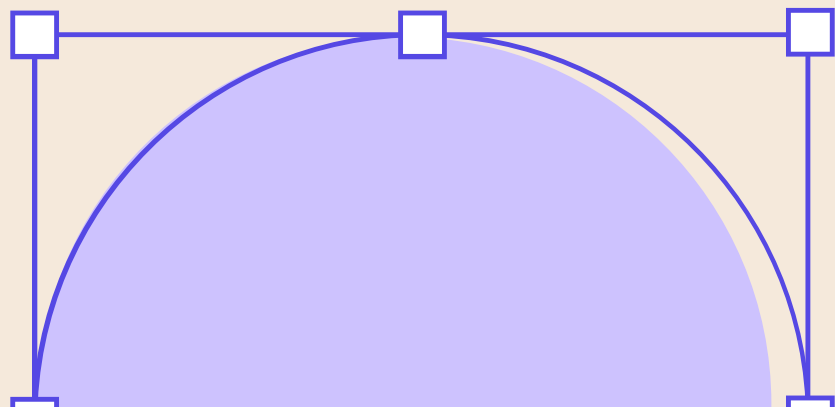
Some Resources Available to Students:

- Advisement and Transition Office
- Academic Advisors
- Biology Professors

3

Goals

- Short term goals
- Long term goals
- Obstacles and challenges



Purpose of the Lesson



1

This lesson took place a week before we began talking about registering for classes. I wanted students to become familiar with degree works ahead of time.

3

Four years go by very quickly! I wanted students to be prepared early on to think about the future semesters as well as graduate school and medical school.

2

Many students were considering changing their majors. As a student who did change their major freshman year, I wanted to give them the resources they needed and encourage them to starting exploring new majors early on.

Lesson Preparation

I explored the following sources in order to prepare for my lesson:

- https://nrcgt.uconn.edu/underachievement_study/self-regulation/sr_lesson1/#
For information on creating short term and long term goals
- “Keys to Academic Planning” pdf on Blackboard
- Career Services tab on SUNY Cortland’s website



Materials

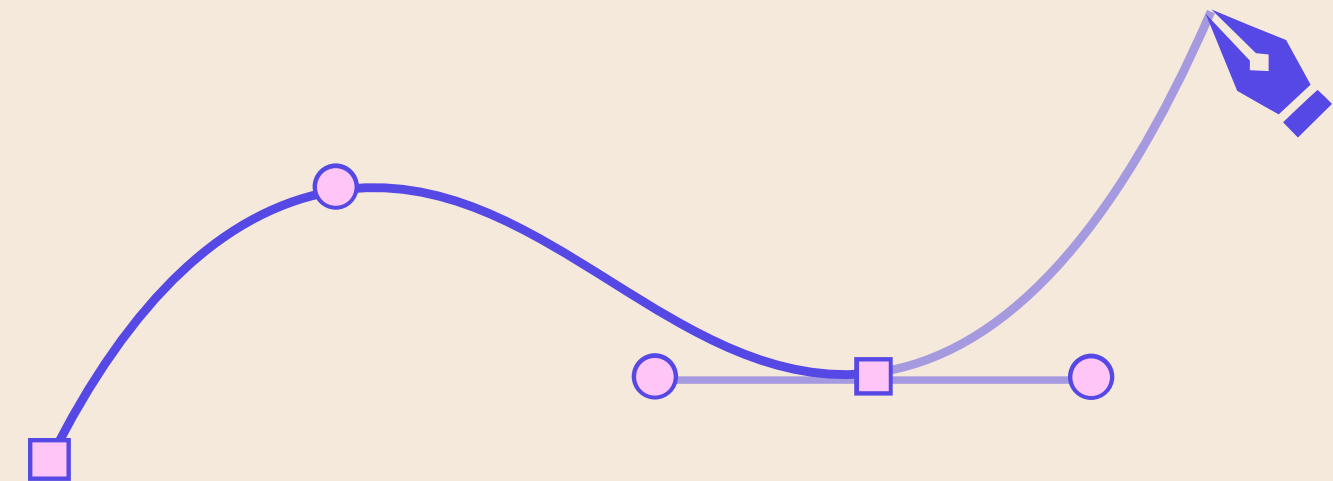
A

I used a slideshow to help guide me through the lesson.

B

The majority of the lesson consisted of discussion: small, assigned group discussions and large class discussions.

The screenshot shows a Google Slides presentation interface. The browser address bar displays the URL: docs.google.com/presentation/d/1CGPFm696VlqKoSgghMPz3yutlWRE5jw3MjUv_d1met4/edit#slide=id.gf7de3a8159_0_10. The presentation title is 'COR 101'. The menu bar includes File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, and Help. The current slide is titled 'Turn and Talk' and contains the following text: 'Short term goals vs. long term goals:', 'What are some examples of short term goals?', and 'What are some examples of long term goals?'. The left sidebar shows a slide navigation pane with thumbnails for slides 6 through 11. The bottom of the slide has a 'Click to add speaker notes' prompt.



Methods: Activity and Conversation

1

Each student individually wrote down on an index card some obstacles that they feared would get in the way of achieving their goals. They kept these cards anonymous.

2

I collected the index cards, mixed them up, and redistributed them to the class that way each of them would receive someone else's obstacle.

3

In small groups, students worked together to come up with advice to give to the student whose card they had.

4

In a larger class discussion, **everyone** participated and shared the card they received and the advice they came up with in order to help another student in the room.

Examples of Students' Challenges

These cards are what guided our discussions - students were very engaged!

having good enough grades
to get into grad school.

Chemistry!

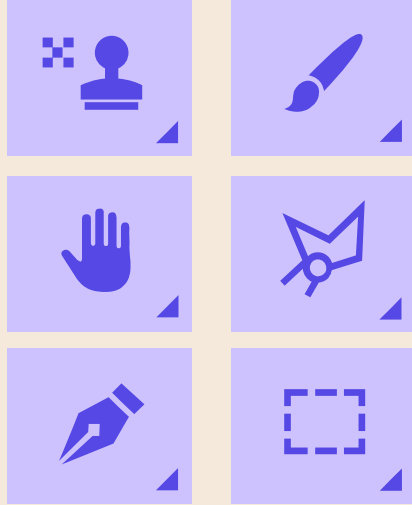
lack of motivation

- Not passing a class
- Not getting into med school in the future

Fear of failure + hard classes

Importance of Lesson

It is important to look ahead and set goals for your future early on in your academic career. It is also important for students to recognize that many of their goals are similar to the people sitting around them, and many of the challenges they will face are very common and relatable. There are always resources available to them that can help them overcome their obstacles and achieve their goals.



Assessment

Students participated in a discussion board after class by listing some of their long term and short term goals.

Short term goals: get good grades in school, make friends, go to the gym consistently.

Long term goals: graduate with my master's, become a physician's assistant, have a family.

A short term goal I have is to pass all my classes in the first semester. A second goal I have is to have a GPA of at least 3.4 at the end of the semester. And a third short term goal I have is to find the most efficient way for me to study.

A long term goal I have is to build a good resume that stands out in my graduate school application. Another goal I have is to get into graduate school at Cortland for athletic training. A third long term goal is to have the ability to job shadow and/ or have a good internship close to home.

Short term:

1. Pass Chem
2. Pass Bio
3. Do well on my writing studies midterm

Long Term:

1. Earn my Degree in biomedical science
2. Do well on the MCAT
3. Get into medical school

Short term:

- 1) study 30 minutes a night for my Anthropology midterm
- 2) run everyday for the next month
- 3) make my bed every morning for the next month

Long term:

- 1) get into medical school
- 2) achieve a 3.5 GPA at the end of the second semester
- 3) Become a pediatrician

Short Term:

- Pass Biology
- Pass Chemistry
- Get through all final exams

Long Term:

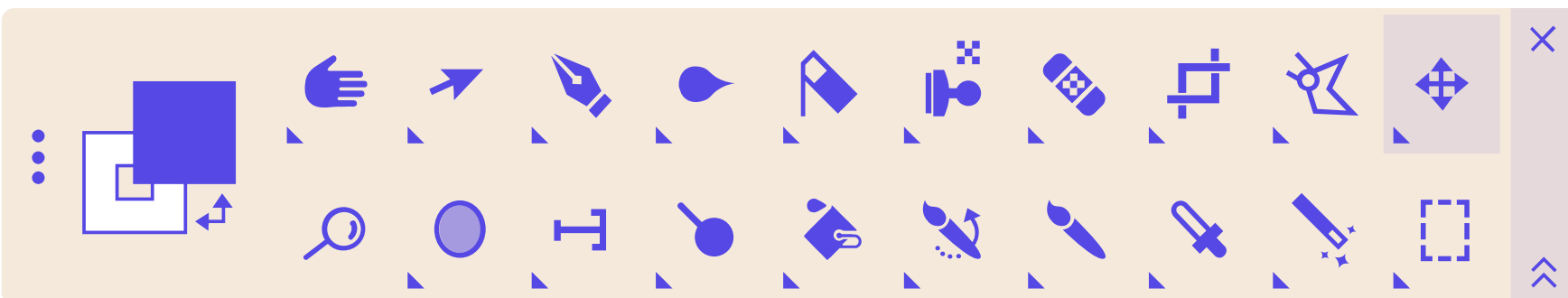
- Earn Degree
- Get into med school
- Get my dream job

Learning Outcomes

I wanted students to become aware of the resources that the school offers for academic planning and thinking about their futures.

The goal was for students to connect with other students regarding their goals, futures, and challenges.

Students set their own goals, helped other students, and participated in a very interactive and discussion-based lesson.



Reflection

After facilitating this lesson, I learned a lot about my students as well as myself as a teacher. I was able to connect with my students and learn about their interests and personalities by visiting each small group. Through their amazing amount of participation, the lesson flowed well and everyone was engaged.

