Title slide: Integrating Goal Setting in the Developmental Education Classroom

“My name is Russ Hodges and welcome to this video series—developed for adult and developmental educators—on improving teaching and learning. As an associate professor in the College of Education at Texas State University, I teach a variety of courses for both undergraduate and graduate students within the department of Curriculum and Instruction. Over the past 30 years, I have specialized in teaching learning strategies to help students master the rigorous demands of academic learning.

Classroom footage:

Dr. Hodges: “Here’s what I want you to do… one at a time…. And Mohammed, we are going to start with you. So, if I could have the two sheets with your name on it.”

(Student runs to get two sheets…. Students are talking to each other in the background)

Dr. Hodges: “Okay. What I want you to do, Mohammed, is I want you to reach… feet flat on the floor… I want you to reach flat feet on the floor…. Stretch…. And I’m simply going to mark where you’re touching. Okay?”

(Student reaches)

Dr. Hodges: “Feet flat on the floor and…. Right there? Okay good. Good-good, next?”

Voiceover as students work: “The activity depicted in this video, Reach for the Stars, provides a powerful goal-setting metaphor for students. The activity encourages students to reach beyond their comfort level when setting goals. The activity can be used as an icebreaker or as an extension to reinforce goal-setting concepts.”

Dr. Hodges (viewers hear his voice addressing the class while watching footage of a group of students listening): “Okay, now… What I want you to do this time is go right next to yours, or
even possibly a little bit further but I want you to reach this time, but this time still flat on the floor. I want you to reach and see if you can go even higher, okay?”


(Students laugh and converse)

**Voiceover as students work:** At this point in the activity, students attempt to reach a little further. Students also continue to provide encouragement to their peers. Invariably, students reached a little further while following the direction of keeping their feet flat on the floor. The second attempt was marked so we could easily compare the results when we reflected on the activity.

(Students laughing and conversing)

**Dr. Hodges:** “Great. Now this time a little bit higher if you can. Yes! Good. Good, good, good, good. So… what I want you to do…”

**Title slide:** Goal Setting: Reach and see if you can go even higher.”

**Dr. Hodges:** “This of this as a metaphor for goal setting. Think of this as a metaphor for goal setting. And I want to know- how did this represent, especially the first one versus the second one, how would this represent goals? Talk to your group leader, and I’ll get feedback from each of your group leaders in a moment.”

(Students conversing in groups)

**Group one leader response:** “Oh, uh, basically our group came up with, um, the first one motivates us and helps us try to improve ourselves. And like setting a bar. And having your feet on the floor is basically a metaphor for what’s realistic for you.”

**Dr. Hodges:** “Good. And then the second one?

**Group one leader response:** “The second one’s like a goal or something you want to achieve.”
Dr. Hodges: “Excellent, excellent.”

Group two leader response: “Okay. So, our tippy toes represented, uh, balance. Our feet did.”

Dr. Hodges: “So, you never got on your tippy toes, right?”

Group two leader response: “Yeah.”

Dr. Hodges: “The reason why was…”

Group two leader response: “Yeah. But the reason you are not on your tippy toes is because it is easier to fall when you’re on your tippy toes. And when we were flat footed it was like representative of our skills. Um… our first one was just ‘cause you were told to do it… so, you don’t really have much motivation. You’re just doing it ‘cause you’re like ‘okay, I have to do this.’ And you’re just… whatever. And then your second one is when you try harder is like your motivation. Goes back to like, that being that goal. You’re like ‘If I can go this far, then I can go even a little farther.’ And that really did represent each of us were just a little more towards our goal… It’s a challenge. It’s motivation, we kinda saw it as…”

Dr. Hodges: “Outstanding. Both of the metaphors, I think, work really well for goal setting.”

“The Reach for the Stars activity is intended for students to better understand the concept that goals must translate into action through effort. It appears that students both understood the topic and were able to apply goal-setting strategies. Differentiating among fantasies, dreams, and goals and learning how to set SMART goals—among other goal setting concepts—can easily be tied to the Reach for the Stars activity.”

Slide: The Texas State Initiative Professional Development Program warmly thanks Dr. Hodges and his Learning Frameworks students. To learn more, please visit: tei.education.txstate.edu
Slide: This video is property of the Texas Higher Education Coordinating Board and is for educational use only.

(Music)

Slide: Created by: MEDIA PRODUCTION Educational Technology Center ITS Instructional Strategies Support

Slide:

Texas State University

The Rising Star of Texas

Member Texas State University System