



Facilitator Guide: Designing Success and How to Achieve It

Process	Description	Your Plan
Transparency	Share with students that you believe that all students can succeed in this course. While you have learning goals for them, it is also important that they establish their own definitions of success. Scholarly work in this area indicates that when students are invited to articulate their own goals for their learning, they experience higher levels of intrinsic motivation and greater persistence, especially when faced with challenging material.	
Connection	You can communicate to students that you value them as individuals and recognize that they have different goals for their education, different skills they want to work on, and different competing priorities. In this task, therefore, you are inviting them to set their own goals for their success in this course and identify specific strategies that they will employ to meet these goals. You may also remind students that they engage in this process of intentional goal setting and strategy selection in other contexts of their lives already, such as in their athletic or artistic endeavors.	
Modeling	Here you might articulate a specific goal that you have set for yourself this semester, such as enhancing a particular research skill or learning more about a particular topic in your discipline. Share with students why you are focusing on that goal this semester, and the strategies that you will engage in order to meet that goal by the end of the	

	term.	
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Designing Success and How to Achieve It Action Steps:

- Time Required: 15 - 20 minutes
- Ask students to complete a one-minute brainstorm of what concrete measures would indicate to them that they had been successful at the end of the semester. While students may naturally focus on a particular grade outcome, encourage them to think about non-grade related markers of success.
- Provide students with a handout summarizing a series of study strategies that enhance student learning in your course. You may recommend McGuire & McGuire's (2018) Study Cycle, which prompts students to preview the material before class; attend class and actively participate; after class, review your notes and identify points of confusion that arose for you; use active learning study strategies and create a weekly studying schedule; and assess your learning processes to evaluate whether your approaches and strategies are working for you. Additionally, you could provide a list of empirically supported study strategies, such as those reviewed by Dunlosky, Rawson, Marsh, Nathan & Willingham (2013).
- For each goal, ask students to now write down 2-3 strategies (either from the handouts provided or other strategies that have been effective for them in the past) that they will use to help them meet these goals.
- Ask students to talk in small groups (3-4 students per group) about their definitions of success for the upcoming semester, the strategies they have identified and those that they are considering implementing. If there is time in the schedule, it can be powerful for groups to report out on their definitions of success and a strategy they are committing to trying in support of their goals.
- At the end of class, collect and review students' goals and strategies. As you encounter these students in office hours or other settings, try to return back to students' goals and reflect with them about how they are making progress towards them.

References:

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- Elliot, A. J., McGregor, H. A., & Gable, S. (1999). Achievement goals, study strategies, and exam performance: A mediational analysis. *Journal of Educational Psychology*, 91(3), 549–563. <https://doi.org/10.1037/0022-0663.91.3.549>
- Hofer, B. K., Yu, S. L., & Pintrich, P. R. (1998). Teaching college students to be self-regulated learners. In *Self-regulated learning: From teaching to self-reflective practice*. (pp. 57–85). Guilford Publications.

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