SMART:
Instructional approach to goal writing

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Tonight’s Presenter:
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- Educational Technology
- Special Education – Math
Poll #1

Where did you learn the SMART model of goal writing?

A) As an undergraduate student
B) In a graduate level program
C) In a professional workshop or otherwise
D) I have not learned the SMART model
Background: Why SMART?

- Target population introduced to SMART model
- Target population are first year graduate students
- Studies prove that using the SMART increases success in achieving target goals.
Background: Why SMART?

- Saves time
- Provides self-direction
- Communication of results
- Develops future goals
- Immediacy of Success
SMART

- Specific - indicators that identify who, what, where, why & which.
- Measurable - criteria to measure progress
- Attainable - realistic expectation
- Relevant - drive purpose and instill intrinsic value
- Time-bound - length of time needed to achieve the goal
Instructional Module: Describe the Goal:

The purpose of this instructional design project was to create and evaluate a web-based module that provides instruction on writing goals using the SMART model and then utilizing a rubric for self-evaluation.
Poll #2

On a scale of A though D (A not confident to D very confident), rate your abilities to write specific, measurable, attainable, relevant and time-bound goals.

A) Not so confident
B) Neutral
C) Confident but needs work
D) Very confident
Demographic Survey Results

- 1st year Graduate students
- Demographics- 11 of 9 participants rubric scores and evaluations were used in this project
- Careers in Education and Technology
Instructional Module:

ONE-STEP-AT-A-TIME (GOALS)

Aloha and thank you for taking the time to review this instructional module on goal writing for graduate students.

First, let's take a moment to review why it is important to set goals.

As graduate students, you have ideas and beliefs on how your degree will help you advance your career, inspire others or even achieve an academic commendation. Setting goals that are specific, measurable, attainable, realistic and time-bound can help transform your ideas into realities.
SMART GOALS

Time-Bound

- Within a specified amount of time
- Years, months, weeks
- Target due date
Example 1: Personal

Within the first semester of graduate school, I will learn how to download, use and apply a minimum of 2 new emerging software on the market.

Example 2: Professional

Within one calendar year of graduate school, I will seek employment in the field of Educational Technology by applying for graduate assistant positions with the university and volunteering at technology conference and workshops.

Example 3: Academic

In my first year as an Educational Technology graduate student, I will complete all of my course requirements with a minimal average of B or better by reading the required materials and asking my professor and peers questions that increase my understanding.
Embedded Activities Q&A

**Time**

* Required

Using Example 1: how long will it take the graduate student to complete their goal? *
- One calendar year
- One semester
- First year of graduate school

Using Example 2: how long will it take the graduate student to complete their goal? *
- One calendar year
- One semester
- First year of graduate school

Using Example 3: how long will it take the graduate student to complete their goal? *
- One calendar year
- One semester
- First year of graduate school
# SMART Goal Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific (Indicators)</td>
<td>The indicators are specific and descriptive pointing towards learning outcomes considered areas of need for professional performance.</td>
<td>The indicators are associated with the SMART goal. While descriptive, they are generalizations which do not make clear what the area of concern truly is.</td>
<td>The indicators are loosely associated with the goal. The indicators are interesting points to be aware of or constructed from “gut feeling” beliefs but have not been drawn from available information or data.</td>
<td>There are no indicators listed or they are so generic they provide no real direction as to where to begin.</td>
</tr>
<tr>
<td>Measurable</td>
<td>Measures have been identified, that will reveal learning results and progress as related to the indicators. The measures lead learning targets.</td>
<td>Measures have been identified that will indicate learning results. The measures are linked or have a connection with the listed targets.</td>
<td>General measures have been named. There is limited, if any, connection with the indicators. There is limited, if any, connection to the targets.</td>
<td>There are no measures listed.</td>
</tr>
<tr>
<td>Attainable/ Relevant</td>
<td>The goal is within reason of the learner’s abilities and can be achieved. Benchmark is clearly identified.</td>
<td>The goal is mostly reasonable given the learner’s abilities and can probably be achieved. Benchmark data is evident in the target, indicators, or goal to support the target values.</td>
<td>The targets are simplistic, lacking a clear relationship with the measures described. The list contains targets not related to learning outcomes results. The target suggests maintenance rather than improvement.</td>
<td>No targets have been identified or the targets are not learning outcome targets.</td>
</tr>
<tr>
<td>Timely</td>
<td>Specific time line is identified.</td>
<td>Time line is too broad or too narrow in scope.</td>
<td>Time line is too general.</td>
<td>No time line was listed.</td>
</tr>
</tbody>
</table>
SMART Goal Rubric Evaluation & Scores
SMART Goal Rubric

Evaluation & Scores

- Target population retain SMART goal model
SMART Goal Rubric
Evaluation & Scores

• Participate retain SMART goal model
• Comfortable using the evaluation rubric
SMART Goal Rubric
Evaluation & Scores

- Participate retain SMART goal model
- Comfortable using the evaluation rubric
- Evaluation scores only slight increased from pre to post assessment
Instructional Module Evaluations
Understanding of the SMART goal model &
Write meaningful professional goals

- Strongly Disagree: 11%
- Disagree: 33%
- Neutral: 55%
- Agree: 11%
The ideas and methods learning from this web-based module will have a positive impact in setting goals.
As I went through the web-based module, I was confident that I could learn the content.
The way the information is arranged on the web-based module was easy to understand and logical.
Did the web-based module meet your expectation in regards to the usefulness and relevance?

- 33% Agreed
- 44% Neutral
- 11% Disagree
- 11% Strongly Agree
Enhance Retention: Likes

- You Tube videos
- Simplicity of the instruction
- Weebly host
Enhance Retention: Dislikes

- Too wordy
- Not enough examples
- Content was choppy
Suggestion for improvement

Content Specific Improvement:

• Define short and long term goals

• Narrow focus of the project

• Further in depth development of the content
Suggestion for improvement

Technological Aspects

- Audio integration
- Interactive activities
- Navigational tool icon
Closing Thoughts:

- Graduate students already possess pre-requisite skills for writing goals using the SMART model.
- Better effort to analyze the depth of prior knowledge
- Suggestion indicate a need for an in-depth analysis of writing goals using the SMART model.