

Goal Setting in Academic Success

"Become a possibilitarian. No matter how dark things seem to be or actually are, raise your sights and see possibilities – always see them, for they're always there" (Bluestein, 2010). Academic success for students nowadays tends to be directly correlated to a student's ability to have a plan for their success. Having a plan entails setting goals, self-regulation and following the strategies that prove effective for oneself.

Goal Setting

Setting goals is a crucial first step to creating a plan for students because without a goal there is no measure of achievement. Studies show that setting higher goals push students to work harder and have more confidence in themselves. Another study directly correlates the use of short-term goals set on study and homework with long-term academic success (Thibodeaux, Deutsch, Kitsantas, & Winsler, 2017). When it comes to having a plan for academic success, having a long-term goal to measure oneself by and short-term goals that set up the success of the long-term goal are key factors.

Self-Regulation

Regulating oneself and managing time is the next necessary step for successfully following through with a created plan to reach an academic goal. There are three circulatory steps to regulating oneself that include forethought, performance, and self-evaluation. The forethought step goes back to the goal setting from the previous step, it is setting short-term and long-term goals for oneself. The next step is performance, in this step one would carry out strategies and check their learning. After both of these steps the next would be self-evaluation, and in this last step one would examine how effective the strategies they used were in comparison to achieving their goal. The cycle begins back over after examining which strategies worked best and moving forward with the plan of using those successful strategies (Thibodeaux, Deutsch, Kitsantas, & Winsler, 2017). Through constant cycling any student should be able to find a successful strategy for them to achieve success.

Conclusion

Managing oneself can be a tricky and complex thing to figure out especially in the face of stressful classes, activities, and personal life. Approaching these things with no clue of how to handle them can lead to health issues and academic failure. In order to stay stress free and achieve success academically a plan must be made through setting goals and regulating oneself to ensure the goals will be hit. Instead of seeing only the darkness of all the responsibilities ahead, see through it to the possibilities for success. Become a possibilitarian and achieve your dreams.

Reference

1. Thibodeaux, J., Deutsch, A., Kitsantas, A., & Winsler, A. (2017). First-Year College Students' Time Use: Relations With Self-Regulation and GPA. *Journal of Advanced Academics*, 28(1), 5–27. <https://doi.org/10.1177/1932202X16676860>
2. Bluestein, J. (2010). *Becoming*

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Goals for Academic Writing Alister Cumming, 2006-08-10 This book documents the results of a multi year project that investigated the goals for writing improvement among 45 students and their instructors in intensive courses of English as a Second Language ESL then a year later in academic programs at two Canadian universities The researchers present a detailed framework to describe these goals from the perspectives of the students as well as their instructors The goals are analyzed for groups of students from particular backgrounds internationally for changes over time and in relation to the ESL and academic courses The authors use activity theory goal theory various sociolinguistic concepts and multiple data sources interviews observations stimulated recalls questionnaires and text analyses to provide a contextually grounded perspective on learning teaching writing second language development and curriculum policy The book will interest researchers educators and administrators of ESL university college and literacy programs around the world Careers in Psychology

Tara L. Kuther, Robert D. Morgan, 2024-09-17 Careers in Psychology Sixth Edition helps students navigate and plan for their futures by offering exposure to the rich careers in each subfield of psychology and prompting students to consider the what why and how of each option With salary insights career guidance and job search tips post graduation the authors equip students to make informed choices about their future careers **Acing the GED Essay: Keys to Writing Mastery**

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research and curriculum development and integration of literary and composition theories

Academic Writing for Military Personnel Adam Chapnick, Craig Stone, 2010-10-27 Academic Writing for Military Personnel is written for members of the military who are either new to or re entering the academic community and who need to familiarize themselves with academic writing The authors an experienced writing instructor and a retired military officer show how persuasive academic writing enhances officers effectiveness in their regular duties especially as they reach more senior levels of service They explain the differences between staff writing and academic writing and outline some of the common errors military personnel make when transitioning from one to the other The book s chapters outline the value of strong written communication skills the research process the writing process academic referencing and frequent grammatical and syntactical errors Specific examples chosen with a military audience in mind are integrated throughout the book to provide the reader with relevant and practical guidance The book concludes with a discussion on how officers can use the knowledge they have acquired through their professional experiences in their academic work As the only comprehensive guide to effective academic writing designed specifically for military personnel this book will be a crucial addition to the libraries of junior and senior officers in militaries worldwide

Discipline-Specific Writing John Flowerdew, Tracey Costley, 2016-09-13 Discipline Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers This book highlights the importance of discipline specific writing as a critical area of competence for students and covers both the theory and practice of teaching this crucial topic With chapters from practitioners and researchers working across a wide range of contexts around the world Discipline Specific Writing Explores teaching strategies in a variety of specific areas including science and technology social science and business Discusses curriculum development course design and assessment providing a framework for the reader Analyses the teaching of language features including grammar and vocabulary for academic writing Demonstrates the use of genre analysis annotated bibliographies and corpora as tools for teaching Provides practical suggestions for use in the classroom questions for discussion and additional activities with each chapter Discipline Specific Writing is key reading for students taking courses in English for Specific Purposes Applied Linguistics TESOL TEFL and CELTA

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How to Write the Perfect Personal Statement Mark Alan Stewart,2009-07-30 This guide demystifies critical aspects of the admissions process for graduate and professional schools by providing insight into how to write personal statements whom to approach for letters of recommendation and how to make the best impression at the interview

Academic Writing Now - with Readings David Starkey,2024-03-11 Academic Writing Now A Brief Guide for Busy Students is a rhetoric designed to cover the basics of a college writing course in a concise student friendly format

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Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp,2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching

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