Goal Setting

Theories/Models/Bodies of Research:

- 1. Bélanger, J. J., Schumpe, B. M., Lafrenière, M. A. K., Giacomantonio, M., Brizi, A., & Kruglanski, A. W. (2016). Beyond goal commitment: How expectancy shapes means evaluation. *Motivation Science*, *2*(2), 67.
- 2. Boekaerts, M., Pintrich, P. R. & Zeidner, M. (Eds). (2000). *Handbook of self-regulation.* San Diego, CA: Academic Press.
- 3. Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- 4. Covington, M.B. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, (51), 171-200.
- 5. Csikszentmihalyi (1997). *Finding flow: The psychology of engagement with everyday life.* New York: Basic Books.
- 6. 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
- Farrington, C.A., Roderick, M., Allensworth, E.A., Nagaoka, J., Johnson, D.W., Keyes, T.S., & Beechum, N. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Academic Performance - A Critical Literature Review.* Chicago: Consortium on Chicago School Research.
- 8. Locke, Edwin A; Latham, Gary P (2002) Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey. American Psychologist, Vol. 57, Issue 9, pp. 705-717.
- 9. Loevinger, J. (1976). *Ego development: Conceptions and theories*. San Francisco: Jossey-Bass.
- Morisano, D. (2013). Goal setting in the academic arena. In E. A. Locke & G. P. Latham (Eds.), *New developments in goal setting and task performance* (p. 495–506). Routledge/Taylor & Francis Group.
- 11. Peterson, C. & Seligman, M.E.P. (2004). *Character strengths and virtues- Chapter 22: Self-Regulation*, pp. 499-516. Oxford: Oxford University Press.
- 12. Pintrich, P.R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, *92*(3),544-555.
- 13. Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*, 54-67.
- 14. Ryan, R.M. & Deci, E.L. (2002). *Handbook of self-determination research.* Rochester, NY: University of Rochester Press.
- 15. Schank, R. C. (1994). Goal-based scenarios. In R. C. Schank & E. Langer (Eds.), *Beliefs, reasoning, and decision making: Psycho-logic in honor of Bob Abelson* (pp. 1-32). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- 16. Seligman, M.E.P. (2002). Positive psychology, positive prevention, and positive therapy. In C.R.

Snyder & S.J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3-9). New York: Oxford University Press.

- Stark, J. S., Bentley, R. J., Lowther, M. A., & Shaw, K. M. (1991). The Student Goals Exploration: Reliability and Concurrent Validity. *Educational and Psychological Measurement*, 51(2), 413–422.
- 18. Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition.* Chicago, IL: University of Chicago Press.
- 19. Wachs, P. M., & Cooper, D. L. (2002). Validating the student developmental task and lifestyle assessment: A longitudinal study. *Journal of College Student Development, 43*(1), 124.

Methods/Measures/Tools:

- 1. Academic Motivation Scale | https://journals.sagepub.com/doi/pdf/10.1177/0013164492052004025
- 2. Beginning College Survey of Student Engagement (BCSSE) (selected questions) <u>http://bcsse.iub.edu/</u>

3. Case Study

Neuman, WL. (1994). Social research methods: Qualitative and quantitative approaches (2nd ed.) Needham Heights, MA: Allyn and Bacon.

4. Ego Development

Holt, R.R. (1980). Loevinger's measure of ego development: Reliability and national norms for male and female short forms. *Journal of Personality and Social Psychology*, 39(5), 909-920.

- 5. Learning and Study Strategies Inventory (LASSI) | http://www.hhpublishing.com/_assessments/LASSI/
- 6. Motivated Strategies for Learning Questionnaire (MSLQ) https://journals.sagepub.com/doi/pdf/10.1177/0013164493053003024
- 7. Patterns of Adaptive Learning Survey (PALS) / http://www.umich.edu/~pals/PALS%202000_V12Word97.pdf

8. Self Assessment

Loacker, G. (Ed.) (2000). Self assessment at Alverno College. Milwaukee, WI: Alverno College Institute.

9. Self-control Scale

Tangney, J.P., Baumeister, R.F. & Boone, A.L. (2004). High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success. *Journal of Personality*, 72(2), 271-324.

10. Work Preference Inventory

Amabile, T. M., Hill, K.G., Hennessey, B.A., & Tighe, E.M. (1994). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology, 66*, 956.