In this course (Neuroinformatics), you will work towards learning and growing in areas and skills that you are having difficulty with, and that will benefit you in your time in IIIT Hyderabad and beyond. Below you will develop your own personal goals. This is meant to be a living document: you will self-assess relative to your goals throughout the semester, track your progress on your goals, check on them periodically with us, and update them as needed. As you write your personal goals, please take into account the 5 course components: class participation, problem sets/reading notes, group work, class presentations, final paper. Think of which of these you would like to invest in most, and set challenging but realistic goals for improvement and growth in those.

Attached is a table for you to create your SMART Goals for this semester. The goals you set should be academic – related to skills you want to improve using this course. Please ensure at least one goal applicable to each component of the course that you would like to apply yourself to. Feel free to add a personal wellness goal for maintaining physical and/or mental health.

Be sure that the goals you are writing are complete SMART goals. A SMART goal is:

● **Specific:** Your goal should be a statement that focuses on just one specific thing that you can measure and track throughout the semester. For example, “I will do well in PSY338” is not specific. How will that be judged? Instead, choose a more specific goal like, “I will complete my weekly reading by Friday so I have time to think about the paper before completing the reading prompt.”

● **Measurable:** Unless you can chart your progress, your goal is not measurable. Think of it like a science experiment. Whatever evidence you are using to show that you are reaching your goals must be observable (in particular, we will want to see evidence that you have achieved your goal! Though note that we don't have to see it with our own eyes -- we believe you and follow the honor code). “I will pay more attention in class” is an example of a statement that is hard to measure. “I will close all social media apps and make sure to not turn them on during class” is much more measurable.

● **Attainable:** Try for a goal that is within your range, but only if you really push yourself. Don’t set goals that you have already achieved, or ones that are not realistic. One way to think of goals is to have them revolve around a behavior (reviewing material from last week before each class, practicing your class presentation at least 3 times in advance, following up on at least 2 references (even just to skim) to round out your class presentation, speaking up at least once per precept, etc.).

● **Relevant:** We can all set goals for trivial things in life, but the goals you set here must be relevant to you as a student in this class and actually pertain to you growing academically this semester.

● **Timed:** Goals should have clear steps and a clear timeline to a) check in on those steps in order to evaluate how you’ve done and alter your plans, and b) reach the goal.

Feel free to set only 2-3 high level goals and then break them into steps that are more immediate and measurable, or to assign more goals, each of them measurable. This table is just a skeleton -- use it in a way that is helpful to you. Below it you will find some questions about your goals, as well as space to track your progress every week (note that what you write here will be visible to us throughout the semester).

Specific goal	**(opt) Steps to reach goal (break into 2-3 steps)**	**(opt) Timeline for each step**	**(opt) Why is this important to me?**
GOAL 0: I want to complete the chapter-readings in time and ask doubts (if any) before the start of the next class.	- I will make sure to check the Excel sheet provided for us for any uploaded videos/ readings prior to the class. -I will try to complete the videos/readings and write notes or highlight the points in the reference book given. -I will compile all my doubts and submit the feedback post to moodle or ask the TA/Prof directly if not cleared.	- Check the sheet 1 or 2 days prior to the class to complete the necessary readings and after the class to complete videos/ readings to do after the class. - I will submit my doubts at least 12 hours before the class	- This will keep me prepared for every week and prevent the last minute rush and help me to follow the lecture nicely in the class.
GOAL 1: I might take aid of generative LLM / websites / … while understanding the chapter BUT I will be completing the in-chapter problems and assignments without relying on such suites.	- I will try to think for some time before approaching for any help. - Then I will take the help of google to try to understand it and attempt to solve it on my own. - If confusion is still there I will use AI to understand it more or check the correctness of my solution.	- Start on the same day the assignment is released. (Try to complete at least 1-2 problems) - Based on the difficulty of the question , I will try for 15min-45min of my personal attempt. - Only after not understanding/for checking the correctness of my solution.I will use AI (do not overrely on it for sure!)	- This gives work for my brain to think and analyse it before jumping into the solution. - It helps in building my problem solving abilities and makes me think and solve even if the small change of a similar problem is given later.

GOAL 2: I want to be comfortable reading a paper published in any standard journal in the field — restricted to those that use EEG/iEEG data — and can understand the methods section, at least those parts which overlap with what we learn in class.	- After selecting the project, I will make sure to read some research papers based on it. - I will try to understand the techniques they used and I will map to the ones that I have already learnt in class. - Research on / Highlight the terms or any interesting methods that are not discussed in the class.	- Will start after getting the project dataset and clarity on what we are actually going to do like EEG,iEEG or MEG etc..	- Helps in final project design and we can know new methods and the improvements of the existing methods one used for their paper. - Get to improve some academic reading skills.
GOAL 3: I can form a coherent hypothesis, find an appropriate dataset, and design a technical pipeline to test the hypothesis. **Additionally, I can code up the pipeline from scratch and without overtly depending on custom libraries.**	- Check for the syllabus doc for the given example dataset. - Research on it , discuss it with my teammate and TA. - By doing assignments and by reading published papers, we will get an idea of how to approach the hypothesis and dataset and do particular analysis and get comfortable in the coding part too.	- By the end of week 2, Me and my teammate will collaborate and discuss the hypothesis and about the dataset.	- Starting early helps us to think and discuss with TA/prof and make necessary changes to our approach or way of thinking if there is any mistake. - Helps us improve our research and coding skills.
GOAL 4: I want to be able to critique and catch methodological flaws in existing papers and/or presentations by my peers.	- This needs lots of ability and time to figure out the methodological flaws. - I will try to understand the lecture slides , Reference book, video lectures clearly and research papers as thoroughly as I can , so that I will get an understanding about all of the techniques not only mine(that am going to select and do for my project) - I will attend all the project presentations attentively by my peers.	- I could not mention the exact time line for this , but by the end of the course I will try to make sure this will happen from my side.	- This will make me think analytically and helps me understand the different approaches done by my peers - This will also improve my understanding of experimental design.

(opt) Wellness goal: I understand that productivity demands a decent chunk of sleep and hence, won't be submitting course assignments at 3 AM!			

How my goals relate to the following course components:

1) Completing assigned readings and submitting questions and feedback on the readings and assigned videos >= 12 hrs prior to class. Highlights of the textbook PDF with notes will also help track progress. Your textbook PDF should be a live document that is shared with the TA and faculty instructor - Goal 0, Goal 1, WG
2) Take-home problem sets (teams of 2 – you are encouraged to collaborate in pairs):
3) Quiz 1, Quiz 2, and Mini-Quizzes - Goal 2
4) Class participation (attendance and asking Qs,starting discussion threads on Moodle, etc) – Goal 0
5) Final project (teams of 2) - 3 presentations : Goal 3, Goal 2
6) Final project (teams of 2) - final team report and peer reviewing: Goal 3, Goal 4

Goal tracking:

Feel free to use this to reflect every week on your progress, list evidence for progress (link to a shared Google Drive live document for example where you're reading the textbook and making notes in the PDF, link to your GitHub, etc to show how exactly you're meeting your goals above) , and document changes in goals.

Week 1 (Aug 11) - https://github.com/Harshitha197/Neuroinformatics

Week 2 (Aug 18) -

Week 3 (Aug 25) -

Week 4 (Aug 31) -

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