**Plan of Approach (week 6)**

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| **Plan of Approach**  During the self-evaluation, you looked at how you worked over the past few weeks; what went well and what could be improved? You also received feedback from your teachers. Now we are going to look to the future; what do you want to achieve in the coming period and how are you going to do that?  You will formulate personal learning goals. These are focused on knowledge and skills that you want to develop and that are necessary to make your studies a success. The insights from the self-evaluation will help you with this.  The Plan of Approach is part of your dossier. You add the 2 SMART formed learning objectives (1 for professional skills and 1 for programming) to chapter '1.3 Plan of approach: learning objectives - week 6' in your dossier. You put the completed form in the appendices. |

1. **Learning goal Professional Skills**

The first learning goal is about professional skills; student success, research and problem solving (see also study guide). To formulate your learning objective, use the SMART method (see PPT and explanation in class). For this we have a step-by-step plan. To do this, complete the following questions:

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| **S**pecific | **What is the problem or situation? What do you want to develop when it comes to professional skills?**  I want to learn to improve my writing and presentation skills in the sense that people who barely or don’t know anything from computer science can easily understand what I’m saying. |
| **M**easurable | **When will you know you have realised your goal? How can others see this? E.g. How often am I going to do it? How many hours will I spend on it?**  When I get the feedback from people who read my text or follow a presentation of mine that they could easily follow me. |
| **A**cceptable | **Do you stand behind your learning goal and do you have sufficient motivation for it? Is the goal achievable? What qualities and skills can you use to achieve the learning goal??**  Both writing and presenting are not the most fun part in my opinion so I don’t have a lot of motivation but the goal is achievable, especially since I can talk with others pretty easily. The presenting it self wouldn’t be the problem, but the way I format information is. |
| **R**ealistic | **Is my learning goal realistic? Do I have the knowledge, resources to achieve my learning goal? How can others possibly help you achieve your learning goal? Who is/are they? Is the learning goal not too simple?**  I do think the learning goal is realistic. Others could help me achieve my goal by giving constructive feedback. In my case others would be the people who would receive the information I am trying to convey. I don’t think the learning goal is not to simple as it is a habit of mine to use words which are used a lot in our work field. – Programmers can easily follow me, but I’m afraid clients would not entirely follow me. |
| **T**ime | **Within what time do you want to achieve your learning goal? At what times will I work on my learning goal?**  The writing part is something I want to improve in a relatively short period of time. Given that we need to write our dossier that must be possible. I’m not sure about the presentation(s). This might be a good thing to improve during an internship. |

Now you can put your learning goal in one sentence. For example:

*‘I want to work more productively in Arch 2 by being less distracted by my smartphone. On online days, I use the app TickTick. My screen time should be reduced by 2 hours on online days.’*

*‘I will be present at every start of the class day from now on by taking a subway earlier to school so I don't miss anything from class.’*

**My learning goal professional skills**:

‘I will/am improving my writing skills during basecamp. I already began in Arch 1 but at the end of Arch 4.’

1. **Learning goal programming**

Now we repeat this for a learning goal (learning) **programming**:

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| **S**pecific | **What is the problem or situation? What do you want to develop when it comes to professional skills?**  I am used to think too difficult regarding solutions. I want to ‘reset’ my thinking pattern in order to solve some solutions without rewriting code for optimization. |
| **M**easurable | **When will you know you have realised your goal? How can others see this? E.g. How often am I going to do it? How many hours will I spend on it?**  I know when I realized my goal when I write less code without rewriting it.  Although this is a long-term goal it will be a goal which I could spend at least 10 hours on per week. During basecamp I would probably spend more time it so it would most likely be a minimum of 15 hours. |
| **A**cceptable | **Do you stand behind your learning goal and do you have sufficient motivation for it? Is the goal achievable? What qualities and skills can you use to achieve the learning goal??**  I’ve more than sufficient motivation and I do think the goal is achievable.  The qualities and skills I could/would use would be my programming skills so I can use assessments and hobby+work projects to achieve my set goal. |
| **R**ealistic | **Is my learning goal realistic? Do I have the knowledge, resources to achieve my learning goal? How can others possibly help you achieve your learning goal? Who is/are they? Is the learning goal not too simple?**  Yes, I do think my goal is achievable and I do have the knowledge and resources to achieve my goal. Others could potentially give feedback and ask why I solved something a certain way. The difficulty of this goal is moderate. |
| **T**ime | **Within what time do you want to achieve your learning goal? At what times will I work on my learning goal?**  It will be a goal which I could spend at least 10 hours on per week. During basecamp I would probably spend more time on it so it is most likely a minimum of 15 hours. |

**My learning goal (learning) programming:**

‘To rewrite my code less unless it is absolutely necessary. This way I should be able to train myself to think less difficult.’