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Lifespan Development
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THE EFFECT OF GUIDED GOAL SETTING ON THE MOTIVATION AND
ACHIEVEMENT OF EIGHTH GRADE STUDENTS IN AN INTERNATIONAL
BACCALAUREATE MIDDLE YEARS PROGRAM: A PILOT STUDY (175 pp.)

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This pilot study examined the feasibility of guided goal setting within Socratic seminar and its effects on the achievement and motivation of International Baccalaureate students in an MYP language and literature class. Participants were eighth-grade students enrolled in four language and literature classes with the same instructor. The experimental group (two classes, $n = 30$) received guided goal setting for six weeks, while the waitlist control group (two classes, $n = 24$) received the intervention during the last two weeks.

As this was a pilot study, inferential statistics were limited, and the study focused instead on descriptive statistics. Descriptive analyses identified many positive outcomes of the guided goal-setting intervention for the experimental group, including increased number of contributions over time. However, when data were examined by race, gender, and goal type, some differences were observed. White students contributed more often during seminar and achieved their goals more frequently than Black students. Female students contributed more frequently during seminar than male students. Students who chose questions or evaluative/interpretative goals

made more contributions than students with verbal or factual goals. However, students with questions and factual goals achieved said goals more frequently.

The feasibility results and descriptive statistics of this pilot study suggest that guided goal setting resulted in several positive differences in student achievement. A larger-scale study should be conducted with modifications to the research design as indicated. Additional research questions exploring racial, gender, and goal type differences should also be explored.