Warm-Up:

Write Your Life Story in Six Words!

Examples from *It All Changed in an Instant: More Six-Word Memoirs by Writers Famous and Obscure*:

Ernest Hemingway: "For Sale: baby shoes, never worn."
Frank McCourt: "The miserable childhood leads to royalties."
Molly Ringwald: "Acting is not all I am."
Becki Lee: “Found on Craigslist: table, apartment, fiancé.”
Anthony R. Cardno: “After cancer, I became a semicolon.”
Kathleen E. Whitlock: “I picked passion. Now I'm poor.”
Supporting Students Across the Curriculum

Encouraging a Growth Mindset
Cultivating Habits of Mind

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Mindsets

Take a moment to solve the following problem:

• If A represents the number of apples purchased at 15 cents each, and B represents the number of bananas purchased at 10 cents each, which of the following represents the total value of the purchases in cents?
  • A+B
  • 25(A + B)
  • 10A + 15B
  • 15A+10B
Reflect

- Now, reflecting back on the experience of solving the problem, jot down a few words that capture your feelings about yourself as you were solving the problem.
How Do Students Become Engaged?

Aim:
Students continue to put forth effort during challenges and when they do so they use effective strategies.

- Students believe they are capable of learning math.
- Students feel socially tied to peers, faculty, and the course.
- Students believe the course has value.
- Students have skills, habits and knowledge to succeed in college setting.
- Faculty and college support students’ skills and mindsets.
What is Mindset?

Carol Dweck “Mindset: The New Psychology of Success”

• A fixed mindset occurs when people believe their basic qualities, intelligence, talents, their abilities, are just fixed traits

• A growth mindset occurs when people believe even basic talents and abilities can be developed over time through experience, effort, mentorship, learning, etc.
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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<tbody>
<tr>
<td>Intelligence is static.</td>
<td>Intelligence can be developed.</td>
</tr>
<tr>
<td>Leads to a desire to <em>look smart</em> and therefore a tendency to</td>
<td>Leads to a desire to <em>learn</em> and therefore a tendency to</td>
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<tr>
<td>• avoid challenges</td>
<td>• embrace challenges</td>
</tr>
<tr>
<td>• give up easily due to obstacles</td>
<td>• persist despite obstacles</td>
</tr>
<tr>
<td>• see effort as fruitless</td>
<td>• see effort as path to mastery</td>
</tr>
<tr>
<td>• ignore useful feedback</td>
<td>• learn from criticism</td>
</tr>
<tr>
<td>• be threatened by others’ success</td>
<td>• be inspired by others’ success</td>
</tr>
</tbody>
</table>
Growth Mindset is Scientifically Connected to Brain Growth
Isn’t

• Just trying harder
• Just putting in more time
• Just doing the minimal amount of work
• Just attending class

Is

• Trying new strategies
• Accepting and embracing error
• Believing that your capacity for learning can grow
• Doing away with “smart” and “dumb”
Mindset of a struggling student

**Fixed**
- I am not smart.
- I am not that good at this.
- I give up.
- It’s good enough.
- I’m not a math person.
- I don’t need a plan for this.

**Growth**
- What am I missing?
- What haven’t I tried/explored?
- I’m on the right track.
- I’ll use some other strategies I have learned.
- I will train my brain in math.
- Let me try my other plan.
How Can Faculty Encourage a Growth Mindset in Students?

• How do the mindsets of faculty and staff who work with students influence their expectations of students?
• How do the mindsets of students about their abilities affect their academic behaviors?
• How can we recognize student mindsets about abilities?
• How can we help students use difficulty, error, or failure as feedback for improvement?
• How can we better affirm productive persistence (tenacity + strategy)?
Growth Mindset Feedback

- I really screwed up this test. I just can’t take tests.
- I can’t do math
- See you are smart! You passed the test.
- I can do this. I just didn’t try.
- I study but I still mess up

- Great, now you know what you have to learn.
- You haven’t mastered math yet.
- Are you ready to take on the next challenge?
- Why did you decide not to try?
- That’s good that you study. Now let’s look at how you study.
Mindset Resources


What Are Habits of Mind?

Habits of mind are an internalized set of practices essential to critical thinking and that contribute to a mindful approach to learning. There is no one definitive set of habits of mind, but they do differ from content standards of K-12 education and the typical student learning outcomes on a college course syllabus.

• According to the Framework for Success in Postsecondary Writing:
  • **Curiosity**—the desire to know more about the world.
  • **Openness**—the willingness to consider new ways of being and thinking in the world.
  • **Engagement**—a sense of investment and involvement in learning.
  • **Creativity**—the ability to use novel approaches for generating, investigating, and representing ideas.
  • **Persistence**—the ability to sustain interest in and attention to short- and long-term projects.
  • **Responsibility**—the ability to take ownership of one’s actions from oneself and others.
  • **Flexibility**—the ability to adapt to situations, expectations, or demands.
  • **Metacognition**—the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.
We Can Foster Habits of Mind Throughout the Semester

Fostering habits of mind involves explicit coaching and practice that supports holistic intellectual growth. These practices weave and overlap throughout the semester.

We begin through discovery of student assets while building a supportive community of learners. This first part of the semester is followed by engaging activities and those that build academic confidence and self-efficacy. Finally, we end the semester by promoting transfer of learning.

- **Discovering Assets:** By focusing on assets, rather than deficits, you can develop a classroom environment that creates a culture of both trust and high standards.

- **Creating Communities:** We can create a community of learners in any classroom by incorporating student-centered, vibrant, and varied group learning activities.

- **Engaging Learners:** We can facilitate how learners approach their own intellectual growth and sense of investment in their education through the assignments and pedagogical methods we use. It’s about getting them thinking, not just keeping them busy.

- **Building Confidence:** We can prepare students to learn independently by increasing the level of difficulty, bridging in-school and out-of-school identities, and creating a feedback loop.

- **Developing Self-Efficacy:** Eventually, instructors let go and students enact their own success; at this point, students know what they want to learn, what they need to learn, and how to learn it.

- **Promoting Transfer of Learning:** Transfer happens as a form of transformation. Students understand that knowledge builds over time and that they can apply what they have learned to new situations.
Let’s Try It!

• Let’s find the assets within this room by working with a variation of Lydia Graecyn’s “Superpower Essay.”
• First some inspiration: Stan Lee’s Top Five Superhumans
• Consider your own talents, skills, and abilities as your own superpowers.
• What is the greatest thing you already do, the skill you already have, the amazing gift you’re good at giving?
• Either make a list of three to five superpowers that you have or choose one and write a paragraph about how you use that power to better humankind!
Questions and Discussion

• How are these two frameworks alike?

• How do they differ?

• How would you critique these frameworks?
Journal
(Promoting Transfer of Learning)

• What are the key principles or big ideas behind cultivating habits of mind and encouraging a growth mind set? How are you already incorporating these concepts? How can you go one step further in your own teaching and/or at your institution?

• Answer one, none, or all of the above. What can you take away from this session?