

Teaching Life's Essentials – Growth Mindset

EDUU 9870

1 Semester Credits/Units

Instructor – Kathryn J Vining

<mailto:kvining@edsonline.com>

Syllabus

Course Overview

Welcome to **Teaching Life's Essentials - Growth Mindset**. This class was created as part of a seven-course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **Happiness**
- **Compassion**
- **Curiosity**
- **Resilience**
- **Inspiration**
- **Tolerance**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'.

Through website resources and course assignments the teacher will become aware of how a fixed mindset hinders the growth of many students and how a growth mindset can aid students in acquiring the skill of perseverance.

Course Objectives

In this course participants will have an opportunity to:

1. Read and study given website resources.
2. Understand how praise can be a step toward a fixed mindset.
3. Strive to develop a growth mindset classroom that will influence the student's learning habits.
4. Become aware of the influence of Carol Dweck upon educational thinking.
5. Communicate with other class participants about the importance of growth mindset.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

1. TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.
 - a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
 - b) Teachers treat students equitably
2. TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES
 - a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning.

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment category at the top of each page. Place all A assignments in one document. Do the same for all B and C assignments.

Document names: Name each document with your last name and assignment letter (BrownAssignmentsR; BrownAssignmentsA; BrownAssignmentsB).

Assignment Submission: Place each completed document in the corresponding assignment submit area. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Forum Postings: Submit all Forum postings using the Forum found in the LMS. Label each discussion post with the number of the assignment it fulfills.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

There are 3 assignments to turn in: Assignments A, B, C and Forums B1, D1

A. Prior Class Knowledge Place all sub-A assignment sections into one document

Prior to accessing any of the web resources in this course, respond to the following questions.

A1. What is your definition of mindset?

A2. What does mindset have to do with attitude, paradigm and cognitive bias?

A3. Why do people differ?

A4. Alfred Binet, the inventor of the IQ test, states “it is not always the people who start out the smartest who end up the smartest.” As a teacher, how does this statement effect your thinking?

A5. What is the difference between a fixed mindset and a growth mindset?

A6. As a teacher, how does the difference in the two mindsets in A5 influence you?

B. All Things Considered-Post Resource Place all sub-B assignment sections into one document

Study the following website resource and then view the Ted Talk on You Tube

- <https://www.psychologytoday.com/us/blog/click-here-happiness/201904/15-ways-build-growth-mindset>
- <https://www.youtube.com/watch?v=pN34FNbOKXc>

Now revisit what you have written in A1-A6

B1. Taking into account your experience both **pre** and **post** mindset concept awareness, make a comment about your own mindset concerning “mindset” and **Post it on the Forum.**

B2. Without specific identification, describe a person (or group) who you (as a student, teacher, parent or friend) observed being negatively affected by holding a fixed mindset (this could also refer to a character or group in a book, movie or TV program).

Read and study the following resource and view three videos of your choice on Mindset.

<http://www.mindsetworks.com/> **Scroll down to the link “See More Videos About Growth Mindset.”**

B3. How could the growth mindset concept have helped the person or group you described in **B2**?

Check out the following “mindset” quotes.

https://images.search.yahoo.com/search/images;_ylt=A0SO80psT5tVPmkATtFXNy0A;_ylu=X3oDMTEzc29mY25qBGNvbG8DZ3ExBHBvcwMxBHZ0aWQDVklQNjE4XzEEc2VjA3Nj?p=Mindset+Quotes&fr=ush-mailn_02

B4. Previously (assignment B3) you stated how the concept of growth mindset would have helped the person or group in B2. Choose one of the quotes in the above resource that you think would best describe how a growth mindset would have helped. Explain your choice.

B5. B6. B7. Choose three quotes that you would like to use in the classroom to help promote a growth mindset and explain why you made those particular selections.

C. Talking to Kids Place all sub-C assignment sections into one document

Look over every section of the following two resources and then indicate how you would talk to the following students in your class - an outstanding athlete, a talented artist and an academic - in order to cultivate a growth mindset

- https://www.huffingtonpost.com/renee-jain/praising-kids_b_5272483.html
- <https://www.thoughtco.com/effective-praise-8161>

C1. The athlete

C2. The artist

C3. The academic

D. Carol Dweck

For those who have read Carol Dweck’s book Mindset (some may have read the book and received a unit of credit through Reflective Reading EDUO 9000 or Book Study Club (EDUO 9021) skip the next two resources and write a Forum post on your thoughts on the book Mindset for D1

For those who have not yet read Carol Dweck’s book Mindset, read/view the following two resources and then make a comment about the influence that Carol has had on education.

<http://www.teachit.so/mindset.htm>

<http://ed.ted.com/on/UA77FITc#review>

D1. A Forum post about how the book Mindset has influenced you

Or

A comment about Carol Dweck’s influence on education.

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.