Motivate Lab

Learning Mindsets in Corequisite Education

Spring 2023 Virtual Corequisite Academy

UNIVERSITY *of* VIRGINIA | SCHOOL *of* EDUCATION *and* HUMAN DEVELOPMENT

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Workshop Agenda

	Time Duration
I. Introductions & Opening Activity	15 minutes
II. Learning Mindsets 101	10 minutes
III. Strategies for Corequisite Instruction	30 minutes
IV. Q&A and Next Steps	20 minutes

I. Introductions & Opening Activity

Motivate Lab

Who We Are

Our Motivate Lab Team

LADONNA YOUNG

Senior Director,
Strategic Partnerships,
Development & Equity

KENN BARRON

Faculty Fellow
Professor
James Madison University

Meet Kenn

Kenn has been **teaching in higher education for over 25 years**, and is passionate about creating and participating in spaces where we can learn with and from each other to improve our teaching. Kenn's research focuses on motivation and the scholarship of teaching and learning (SoTL), and has appeared in the J*ournal of Educational Psychology, Contemporary Educational Psychology, Educational Psychologist,* the *Journal of Personality and Social Psychology, Teaching of Psychology,* and *New Directions for Teaching and Learning*. Throughout his career, he has received numerous teaching, research, service, and advising awards. In 2012, he was named both a fellow of the American Psychological Association and one of Princeton Review's Top 300 professors in America. Kenn's father was the first member on either side of his family to go to college. His father was fortunate to have a series of teachers who supported and encouraged him to not only earn a bachelor's degree but to continue on earning a doctoral degree. So, knowing how education changed the trajectory of his family, Kenn feels obligated to pay it forward by providing similar support and encouragement to the students he works with, especially first generation students.

KENN BARRON

Faculty Fellow
Professor
James Madison University

Meet LaDonna

LADONNA YOUNG

Senior Director,
Strategic Partnerships,
Development & Equity

LaDonna is a champion for educational equity and racial justice. With **over 20 years of urban K-12 and higher education practitioner and administrative experience**, LaDonna supports Motivate Lab by providing leadership and strategic vision for new partner relationships and equity-centered initiatives. Before joining Motivate Lab, LaDonna served as the founding Dean of Humanities, Social Sciences, and Mathematics at Southwest Tennessee Community College (Memphis, TN), which led to the creation of The Office of High Impact Practices and Innovation (HIPI) and the Gatekeeper Faculty Fellowship, which is a multi-year, faculty-driven initiative targeted at closing the equity gaps in the College's Top 12 Gatekeeper (Gateway) courses. As an Achieving the Dream Equity Coach, LaDonna enjoys coaching and challenging practitioners to interrogate and mitigate policies, practices, pedagogy, and systems that perpetuate (in)equity and opportunity gaps for historically marginalized, particularly Black and Brown students. LaDonna believes education is at its best when all of humanity is centered in educational practice. We all do better when we all do better. LaDonna is an Alabama (Roll Tide!) native and enjoys all things hip-hop and cookies-n-crème related.

Opening Activity

Now, **we'd like to know more about you.** Please go to the following link to complete a short survey.

https://bit.ly/3IGcOrA

We will **revisit** your responses throughout the session.

Motivate Lab Mission

To improve people's lives through rigorous motivation research.
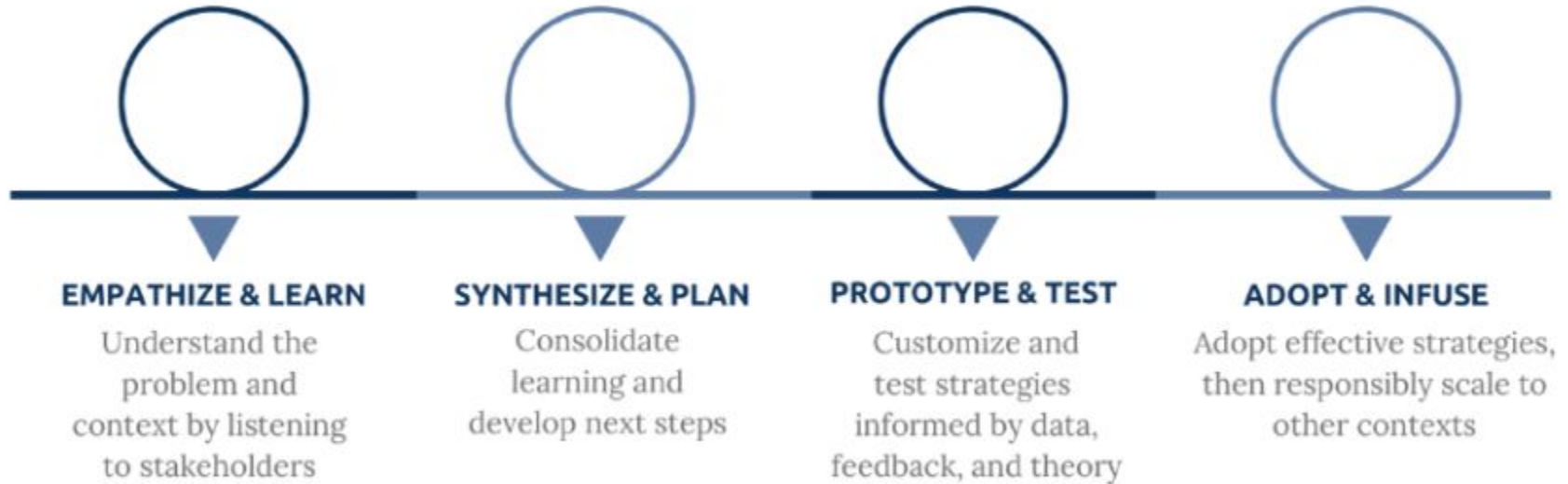
Motivate Lab Mission

To reduce systemic inequity through rigorous motivation research.

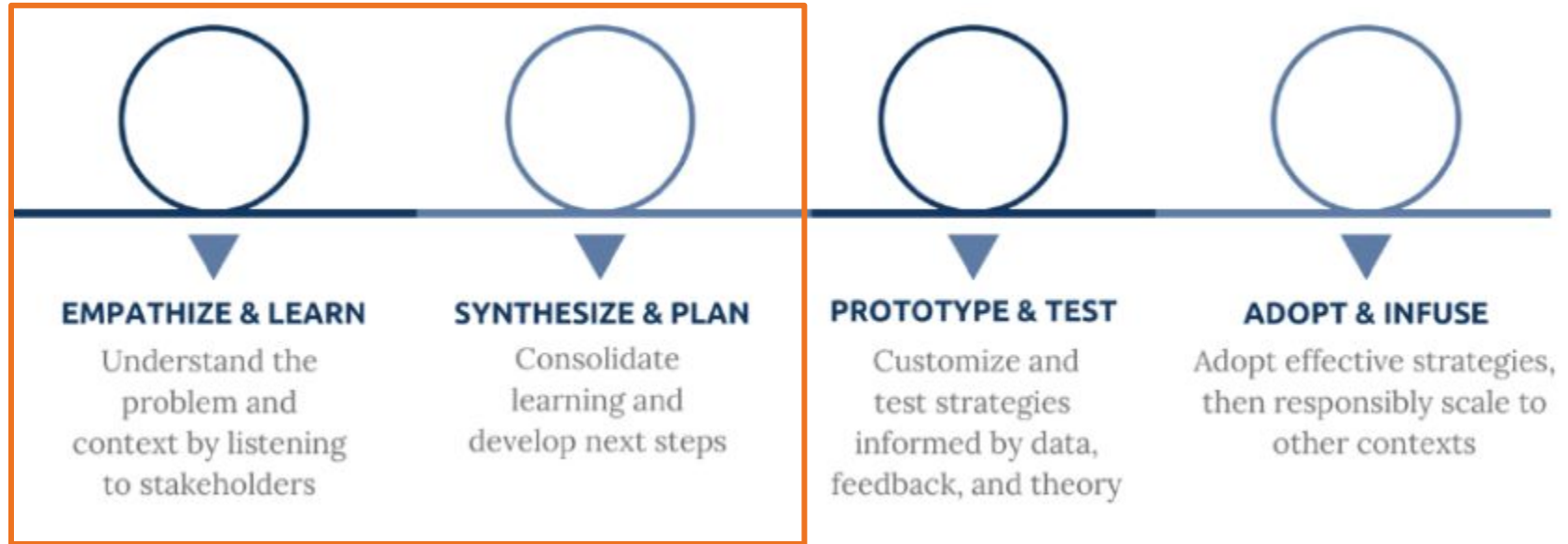# Motivate Lab Partners: 65 and Counting!

Our Research Process

EMPATHIZE & LEARN
Understand the problem and context by listening to stakeholders

SYNTHESIZE & PLAN
Consolidate learning and develop next steps

PROTOTYPE & TEST
Customize and test strategies informed by data, feedback, and theory

ADOPT & INFUSE
Adopt effective strategies, then responsibly scale to other contexts

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Focus of Corequisite Academy

What are your top challenges?

EMPATHIZE & LEARN

Understand the problem and context by listening to stakeholders

In chat, can you share:
1) What coreq subject you teach (English or Math)
2) Your top motivational challenge you face with students in coreq classes (or think you'll face if you haven't taught coreq yet)?

E.g.,

English: challenge is...

Math: challenge is...

Corequisite Academy Objectives

Why we're here

Objectives

Define and understand **learning mindsets** and the **Mindset GPS framework**

Understand **why learning mindsets matter** for corequisite education

Empower participants with initial **strategies** and **resources to integrate** productive learning mindsets in the corequisite classes

Mindset GPS

What are Learning Mindsets?

Learning Mindsets

Students' beliefs about themselves as learners and their learning environment.

G **Growth Mindset**
Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed

P **Purpose and Relevance**
The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

S **Sense of Belonging**
Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture.

Can I do this?

Do I want to do this?

Do I belong here?

Why Focus on Learning Mindsets?

Meaningful

Related to academic success and students' well-being

Measurable

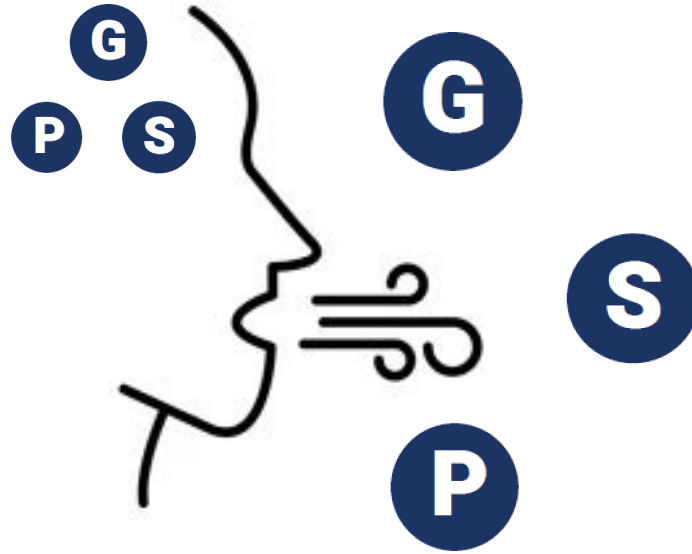Can be assessed and tracked

Malleable

Can be altered through targeted activities and <u>changes in the educational context</u>

More Effective

Learning mindset interventions can be particularly powerful and improve outcomes for students from traditionally marginalized groups (e.g., Black, Latine, Indigenous, 1st generation)

Student Personas

Meet Mia, Grace, and Carlos

Pause & Reflect

G — **Growth Mindset**
Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed

P — **Purpose and Relevance**
The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

S — **Sense of Belonging**
Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture.

What mindset would you use to help Grace?

Grace

"I can read and write! Why am I in this class?"

Pause & Reflect

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Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed

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The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

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Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture.

What mindset would you use to help Carlos?

Carlos

"I went to a school that didn't have advanced math. Will I fit in with this class?"

Pause & Reflect

G **Growth Mindset**
Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed

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The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

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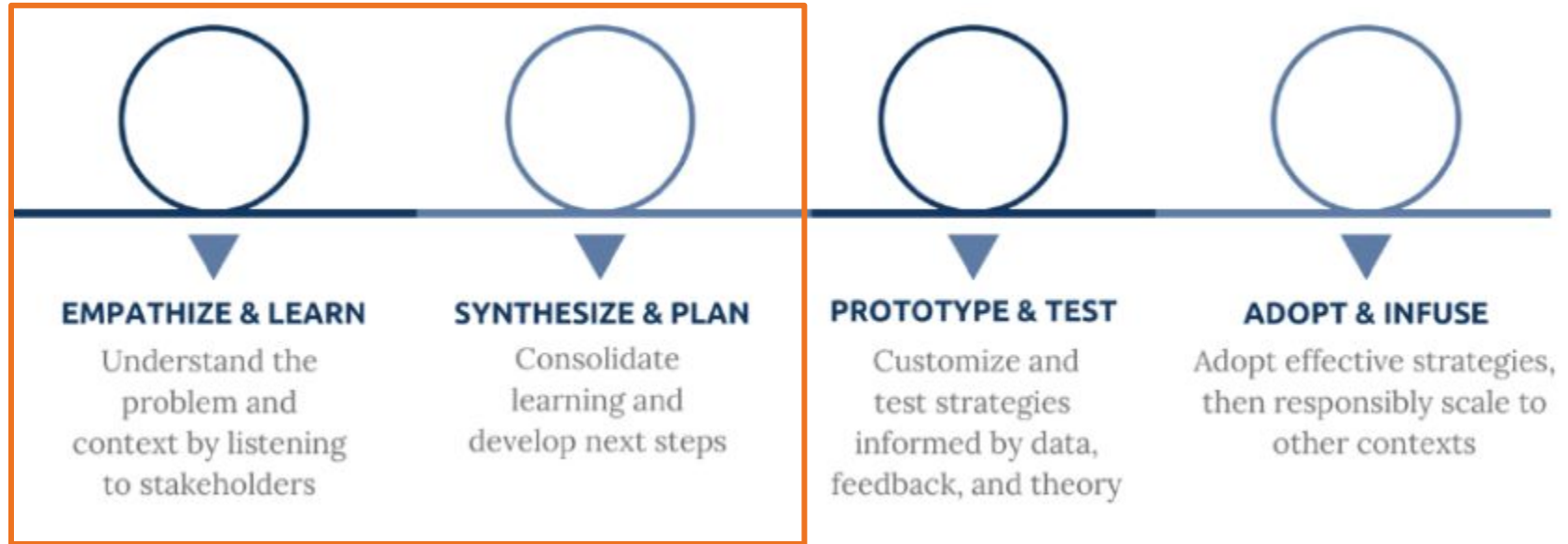
What mindset would you use to help Mia?

Mia

"I'm not good at math and I never will be."

III. Strategies for Corequisite Instruction

Our Research Process
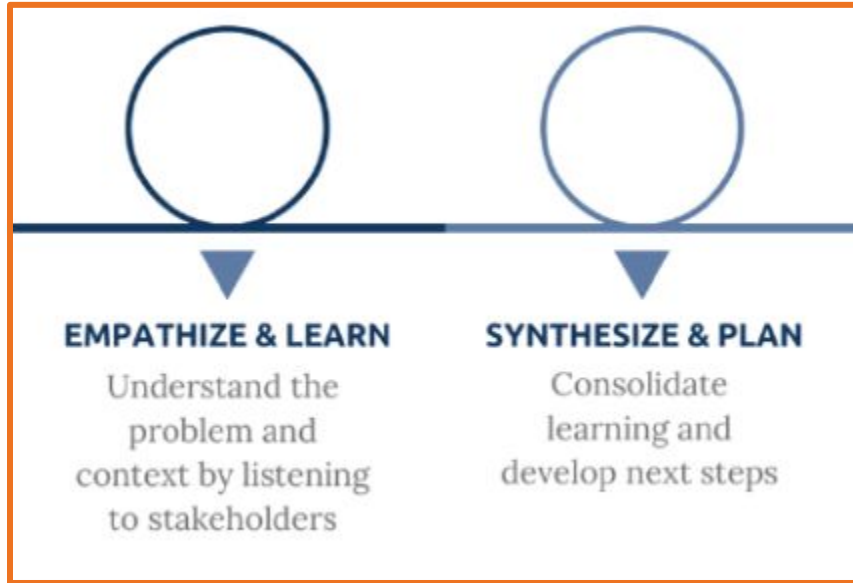

EMPATHIZE & LEARN
Understand the problem and context by listening to stakeholders

SYNTHESIZE & PLAN
Consolidate learning and develop next steps

PROTOTYPE & TEST
Customize and test strategies informed by data, feedback, and theory

ADOPT & INFUSE
Adopt effective strategies, then responsibly scale to other contexts

Focus of Corequisite Academy

A Challenge to Us

EMPATHIZE & LEARN
Understand the problem and context by listening to stakeholders

SYNTHESIZE & PLAN
Consolidate learning and develop next steps

**Focus of Corequisite Academy**

Raymond Wlodkowski (1985) argued...

"I am convinced why ineffective and unmotivated learning so frequently occurs is because of the lack of motivational planning on the part of many instructors ...

I contend that for a student to learn and want to learn, motivational planning is necessary. (pg. 59)"

What does motivational planning look like?

Enhancing the *Psychological* Air
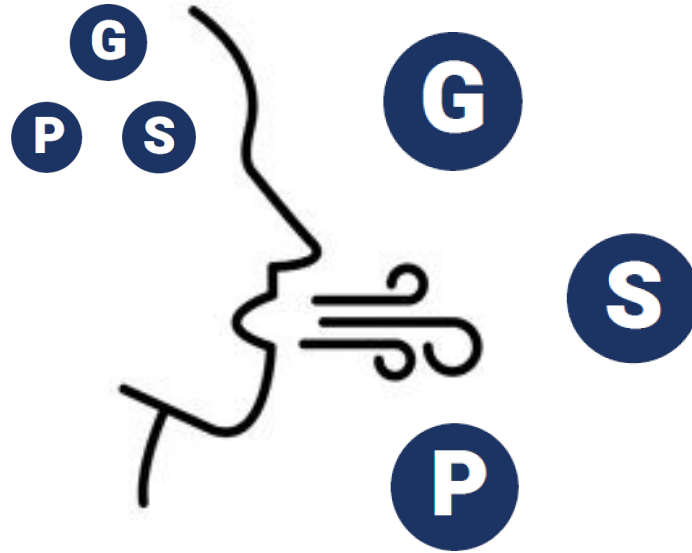
An Example Syllabus from Kenn's class

Lecture Topic and Reading Schedule and Due Dates: The following is a tentative lecture and reading schedule. Any changes will be announced in class.

Week	Date	Lecture Topic	Reading: Jackson textbook
1	8/29	Course Overview and Rationale for PSYC 212 and 213	Preface
	8/31	Introduction to Psychological Research and Thinking Like a Scientist **Pass out HW#1**	Ch. 1

INSTRUCTOR's VERSION w/ MOTIVATIONAL PLANNING

Lecture Topic and Reading Schedule and Due Dates: The following is a tentative lecture and reading schedule. Any changes will be announced in class.

Week	Date	Lecture Topic	Reading: Jackson textbook
1	8/29	Course Overview and Rationale for PSYC 212 and 213 **GPS** ➢ **Welcome Email sent a few day before class (G, P, S)** ➢ **Activity: Getting to Know Your Students Survey (G, P, S)** ➢ **Case Study and Class Demonstration: Replicate Bransford and Johnson's (1972) Context for Learning Experiment (G, P)** ➢ **Learn and start using student names (S)**	Preface
	8/31	Introduction to Psychological Research and Thinking Like a Scientist **GPS** ➢ **Continue using student names (S)** ➢ **Case Study and Class Demonstration: Reading an article from the Univ. of Wisconsin's student college newspaper and debating the claim that UW is #2 is valid (G, P)** ➢ **Have students work on class activities in pairs (S, G)** **Pass out HW#1** **GPS** ➢ **Introduce Unit 1 Reading Review Questions, and have students turn in Reading Review Questions for Ch. 1 (G, P)**	Ch. 1

Strategy #1

Welcome Email

Welcome Email

Dear Psyc 212 students,

Let me officially welcome you back to JMU for the Fall semester and let you know I'm really looking forward to meeting each of you next week.

I also want to see if everyone had success getting our textbooks. Before our first class, I'd like you to read the preface of Jackson's textbook (pgs. 1-4), so you appreciate why the author wrote it and the unique features she's added to help learn our course material.

Then, please don't hesitate to send email if you have any questions about our class that I can help with now (e.g., I can provide an alternative way to read the preface online if you're still waiting on your textbook to come in the mail). Email is one of the best ways to always reach me.

Sincerely,
Dr. Barron

Pause & Reflect

G **P** **S**

Dear Psyc 212 students,

S Let me officially welcome you back to JMU for the Fall semester and let you know I'm really looking forward to meeting each of you next week.

P I also want to see if everyone had success getting our textbooks. Before our first class, I'd like you to read the preface of Jackson's textbook (pgs. 1-4), so you appreciate why the author wrote it and the unique features she's added to help learn our course material. **G**

S Then, please don't hesitate to send email if you have any questions about our class that I can help with now (e.g., I can provide an alternative way to read the preface online if you're still waiting on your textbook to come in the mail). Email is one of the best ways to always reach me.

Sincerely,
Dr. Barron

Strategy #2

First day of class

Kenn's 1st day outline written on the board

Outline:

I.   **Introductions / Psyc212 student survey**

II.   **Why take a class called Psyc212?**

III. **How did Psyc212-213 come about and how are they different from Psyc210-211? (Activity: a simple demonstration about learning)**

IV.   **Pass out and walk through our Psyc212 syllabus**

Reading:

   Today's Class (Preface of Jackson's textbook)

   Next Class (Ch. 1)

Reminders:

   HW#1 will be passed out this Friday and due in one week

Pause & Reflect #1

Outline:

I.   Introductions / Psyc212 student survey

II.   Why take a class called Psyc212?

III.   How did Psyc212-213 come about and how are they different from Psyc210-211? (Activity: a simple demonstration about learning)

IV.   Pass out and walk through our Psyc212 syllabus ⬅ **Why Last?**

Reading:

 Today's Class (Preface of Jackson's textbook)

 Next Class (Ch. 1)

Reminders:

 HW#1 will be passed out this Friday and due in one week

Pause & Reflect #2

Outline:

I.   Introductions / Coreq student survey

II. Why take a class called Coreq ?

III. How did Coreq come about and how are they different from Non-Coreq ? (Activity: a simple demonstration about learning)

IV. Pass out and walk through our Coreq syllabus

Reading:
    Today's Class (Preface of Jackson's textbook)
    Next Class (Ch. 1)

Reminders:
    HW#1 will be passed out this Friday and due in one week

Strategy #3

Getting to Know Your Students Survey

I. Introductions / Psyc212 Student Survey

Getting to Know Your Students Survey

Psyc212 Initial Class Survey

1) Your contact Information:
    Name (w/ preferred 1st name) _____
    Telephone # / Email _____

2) Why did you sign up for Psyc212?

3) What do you think you will be learning this semester in Psyc212?

4) What SPECIFIC goals do you hope to accomplish this semester in Psyc212?

5) Do you have any initial questions or concerns about the class?

6) What type of classroom environment do you feel you learn best in (lecture, discussion, etc.)?

7) What type of environment do you feel is the worst to learn in?

8) Can you list 2 or 3 areas of psychology (e.g., developmental psychology, clinical psychology, biopsychology, etc.) or specific topics in psychology (e.g., memory, psychopathology, motivation, etc.) that interest you the most?

9) Right now, what do you think you'd like to do after graduating from JMU?

II. Why take a class called Psyc212?

Psyc212 Initial Class Survey

1) Your contact Information:
   Name (w/ preferred 1st name) _____
   Telephone # / Email _____

2) Why did you sign up for Psyc212?

3) What do you think you will be learning this semester in Psyc212?

4) What SPECIFIC goals do you hope to accomplish this semester in Psyc212?

5) Do you have any initial questions or concerns about the class?

6) What type of classroom environment do you feel you learn best in (lecture, discussion, etc.)?

7) What type of environment do you feel is the worst to learn in?

8) Can you list 2 or 3 areas of psychology (e.g., developmental psychology, clinical psychology, biopsychology, etc.) or specific topics in psychology (e.g., memory, psychopathology, motivation, etc.) that interest you the most?

9) Right now, what do you think you'd like to do after graduating from JMU?

After students privately reflect, have class discuss key questions to address misconceptions, concerns, and less ideal motivation.

Pause & Reflect

Do you <u>already</u> collect a Day 1 Student Survey, and do you have a particular question that you find helpful to ask?

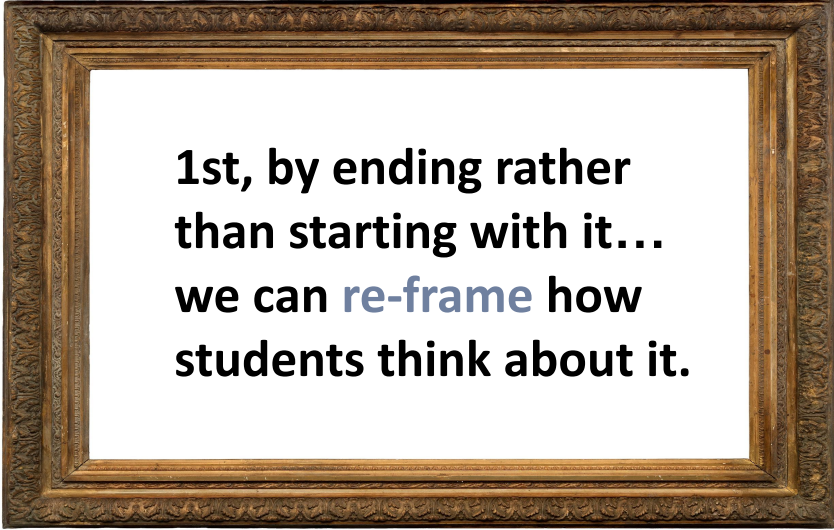If yes… can you chat what that question is <u>and</u> why you find it helpful?

Rethinking the Syllabus

IV. Pass out and walk through syllabus

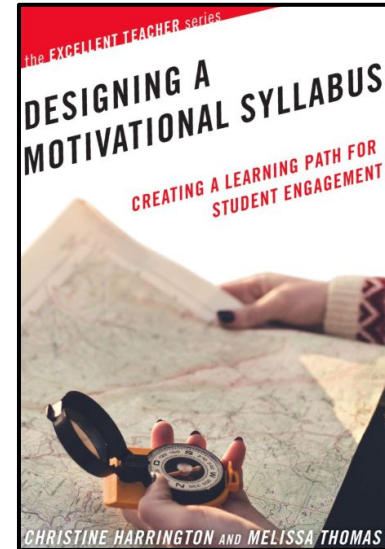1st, by ending rather than starting with it… we can **re-frame** how students think about it.

IV. Pass out and walk through syllabus

2nd, lots of **motivational planning** opportunities if you have the ability to revise and shape its content.

Chattanooga State Community College
Chattanooga, Tennessee
Social & Behavioral Sciences
Course Syllabus

POLS 1030: American Government

Catalog Course Description:
Basics of democratic government; constitutional principles, functions, operations, and processes of governmental change; attention given to the role of political institutions and parties, public opinion, interest groups and the media.

Prerequisites:
None

Co-requisites:
None

Entry Level Standards:
Ability to read and write at a college level.

Textbook/Materials:

1) *American Government from OpenStax,* ISBN 193-8-16817-8, available for free at www.openstax.org/details/american-government (Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version.)
2) *Just Mercy: A Story of Justice and Redemption,* by Bryan Stevenson. ISBN: 978-0-81298-496-5.
3) *What Unites Us: Reflections on Patriotism,* by Dan Rather & Elliot Kirschner. ISBN: 978-1-61620-782-3.
4) *Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws that Affect Us Today,* by Cynthia & Sanford Levinson. ISBN: 978-1-56145-945-2.
5) Any printed copy of the US Constitution (please bring to class).

Other readings as provided/assigned via eLearn.

Required Student Learning Outcomes:
Program Student Learning Outcomes (PSLO) 6:
The goals of the Social and Behavioral Sciences requirement are (a) to develop in the student an understanding of self and world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

Course Student Learning Outcomes (CSLO)
1. Recognize, describe, and explain social institutions, structures, and processes in understanding the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, geographical, economic, cultural, and family institutions in their own and other diverse cultures, explaining how one's own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, family, and community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their discipline's effects on individuals and society.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.
6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social and behavioral sciences.

Learning Indicators:
The student's ability to demonstrate the following will be indicators of their success in achieving the program and course level student learning outcomes.

Required Assessment:
Assessment Names and Descriptions:

1. **Chapter quizzes:** You will take a quiz at the end of each textbook chapter you're assigned; this is to ensure you've understood the most important concepts from that chapter. These quizzes are open book and untimed, but each must be completed in one sitting and cannot be retaken. They will comprise 3-4 questions that should be answered in short essay format (roughly 1-2 paragraphs). They will ask you to *interpret* and *analyze* key concepts from each chapter covered in the course. While you may consult resources such as your textbook or internet sources, you **MAY NOT COPY & PASTE** your answers from any source whatsoever. Any evidence that you have borrowed text from another source to answer these questions will result in an automatic grade of zero on that quiz and a report filed with Judicial Affairs. You may not make up chapter quizzes if one is missed; there will be no exceptions. In the event of an unforeseeable emergency, you may (at the instructor's discretion) be given an opportunity to complete an alternative activity, such as an additional

POLS 1030

SPRING 2019   AMERICAN GOVERNMENT

**Chattanooga State Community College
Social & Behavioral Sciences**

"No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government except for all of the other forms which have been tried from time to time."

- Winston Churchill

Welcome!

This course is designed to provide an introduction to the institutions and processes that define the American system of government. We hope you will enjoy this course as much as your instructor enjoys teaching it!

DR. LIZ NORELL
CAT 10-B
Social & Behavioral Sciences office
423-697-2512
elizabeth.norell@chattanoogastate.edu

Required Course Materials

American Government from OpenStax, ISBN 193-8-16817-8, available for free at www.openstax.org/details/american-government

Just Mercy: A Story of Justice and Redemption, by Bryan Stevenson. ISBN: 978-0-81298-496-5.

Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws that Affect Us Today, by Cynthia & Sanford Levinson. ISBN: 978-1-56145-945-2.

Any printed copy of the US Constitution (please bring to class in week 2).

In this syllabus:

About your instructor	2
Learning outcomes	2
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Grading details	4
Assignment directions	5-10
Course policies	10
Redo, please (form)	12

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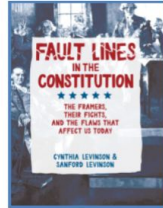
The instructor: Dr. Liz Norell

I spend a lot of my intellectual energy trying to puzzle over where extreme political attitudes come from, how attitudes could (or fail to) change, and how our identification with different groups affects our political attitudes. I'm borderline obsessed with all things Supreme Court and (true story) plan my vacations around their oral argument calendar.

One thing that often drives my students crazy is my unwillingness to share with you my own political attitudes. I strongly believe that my opinions aren't consequential in your ability to learn from me. I will spend the semester trying to throw you off the scent.

I live in Monteagle with my family -- Doug, two kids (currently 19 and 11), and our dog Lexie. When I'm not teaching, I'm probably reading, traveling, doing yoga, ... or daydreaming about teaching. I also teach yoga when I can, 'cause I love getting my ohmm on.

Program Student Learning Outcomes

The goals of the Social and Behavioral Sciences requirement are:

(a) to develop in the student an understanding of self and world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems;

(b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and

(c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

Course Student Learning Outcomes (CSLOs)

1. Recognize, describe, and explain social institutions, structures, and processes in understanding the complexities of a global culture and diverse society.

2. Think critically about how individuals are influenced by political, geographical, economic, cultural, and family institutions in their own and other diverse cultures, explaining how one's own belief system may differ from others.

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4. Examine the impact of behavioral and social scientific research on major contemporary issues and their discipline's effects on individuals and society.

5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.

6. Take ethical stands based on appropriate research in the social and behavioral sciences.

7. Analyze and communicate the values and processes that are used to formulate theories regarding the social and behavioral sciences.

In sum… begin motivational planning by adopting strategies to START STRONG

Lecture Topic and Reading Schedule and Due Dates: The following is a tentative lecture and reading schedule. Any changes will be announced in class.

Week	Date	Lecture Topic	Reading: Jackson textbook
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	8/31	Introduction to Psychological Research and Thinking Like a Scientist **GPS** ➤ Continue using student names (S) ➤ Case Study and Class Demonstration: Reading an article from the Univ. of Wisconsin's student college newspaper and debating the claim that UW is #2 is valid (G, P) ➤ Have students work on class activities in pairs (S, G) ****Pass out HW#1** **GPS** ➤ Introduce Unit 1 Reading Review Questions, and have students turn in Reading Review Questions for Ch. 1 (G, P)	Ch. 1
Finals	12/7	Review and Course Wrap Up **HW #8 Due in Lab**	
		Exam #3 during Finals Week Thursday, Dec. 14, 10:30 am-12:30 pm	

After **Starting Strong**

Consider strategies for:
Staying Strong
Finishing Strong
Transitioning Strong

Strategy #5: Moving from Starting Strong to Staying and Finishing Strong

Pre and Post Knowledge/Attitude Surveys

Pre-Knowledge/ Attitude Survey

Name: _____

Initial Statistics Questionnaire

What previous experiences have you had learning about statistics (e.g., course in high school, course in college), or write "none" if Psyc 212 is your first class? _____

Directions: There are two keys to learning statistics:
(1) Learning what different statistical tools are
(2) Learning how to choose the appropriate statistical tool to answer your research question... more appropriate than others to use

For each of the following statistical tools listed below, put a check (√) in the column that... feel that you know it AND how confident you are in being able to use it.

Statistical Tool	DON'T know it or how to use it	Know it but DON'T feel confident using it	Know it a... SOMEW... confident
Descriptive Statistics			
Inferential Statistics			
Mean			
Median			
Mode			
Range			
Variance			
Standard Deviation			
Skew			
Kurtosis			
Graphing data			
Scales of Measurement (NOIR)			
z-score			
Correlation			
Regression			
z-test			
Independent t-test			
Dependent t-test			
One-way ANOVA			
Factorial ANOVA			
Main effects			
Interactions			
Post-hoc tests			
Parametric tests			
Nonparametric tests			
Power			
Type 1 errors			
Type 2 errors			
Effect size			
P-values			
Logic of hypothesis testing			
Confidence intervals			
Statistical significance			
Practical significance			
SPSS			

Open ended comments: What things have made learning math (or statistics) easy or diff... could we do to help? (Please answer on the back)

Name: _____

Initial Writing Questionnaire

What previous experiences have you had learning about APA writing (e.g., course in high school, course in college), or write "none" if Psyc 213 will be your first class? _____

Directions:
For each of the following writing concepts (or skills) listed below, put a check (√) in the column that captures the extent to which you feel that you know the concept/skill AND how confident you are in being able to use it.

Writing Concept/Skill	DON'T know it or how to use it	Know it but DON'T feel confident using it	Know it and feel SOMEWHAT confident using it	Know it and feel VERY confident using it
APA style				
APA hour glass metaphor				
APA citation format				
APA reference format				
APA numbering				
APA headings				
APA sections				
APA statistical reporting				
APA tables				
APA figures				
Self-contained writing				
Economy of expression				
Parallel construction				
Avoiding jargon				
Anthropomorphism				
Active vs. passive voice				
Avoiding bias in writing				
Avoiding plagiarism				
Paraphrasing				
Proper punctuation use				
Spelling accuracy				
When to use that vs. which				
When to use since vs. because				
When to use "data is" vs. "data are"				
When to use affect vs. effect				
When to use participants vs. subjects				
When to use she vs. he vs. they				
Publication Manual of the APA (Ed. 7)				
Strunk and White (or something like it)				
Purdue OWL (or something like it)				
JMU's Writing Center				
Revising drafts				
Peer review				
MS word editor/Grammarly				

Open ended comments: What things have made learning to write (and how to get better at writing) easy or difficult for you? And, what could we do to help? (Please answer on the back)

Pre-
(aka, initial)

Post-
(aka, current)

Initial Writing Questionnaire

Name: _____

What previous experiences have you had learning about APA writing (e.g., course in high school, "none" if Psyc 213 will be your first class? _____

Directions:
For each of the following writing concepts (or skills) listed below, put a check (√) in the column that which you feel that you know the concept/skill AND how confident you are in being able to use it.

Writing Concept/Skill	DON'T know it or how to use it	Know it but DON'T feel confident using it	Know it and feel SOMEWHAT confident using it
APA style			
APA hour glass metaphor			
APA citation format			
APA reference format			
APA numbering			
APA headings			
APA sections			
APA statistical reporting			
APA tables			
APA figures			
Self-contained writing			
Economy of expression			
Parallel construction			
Avoiding jargon			
Anthropomorphism			
Active vs. passive voice			
Avoiding bias in writing			
Avoiding plagiarism			
Paraphrasing			
Proper punctuation use			
Spelling accuracy			
When to use that vs. which			
When to use since vs. because			
When to use "data is" vs. "data are"			
When to use affect vs. effect			
When to use participants vs. subjects			
When to use she vs. he vs. they			
Publication Manual of the APA (Ed. 7)			
Strunk and White (or something like it)			
Purdue OWL (or something like it)			
JMU's Writing Center			
Revising drafts			
Peer review			
MS word editor/Grammarly			

Open ended comments: What things have made learning to write (and how to get better at writing) you? And, what could we do to help? (Please answer on the back)

Current Writing Questionnaire

Name: _____

Directions:
For each of the following writing concepts (or skills) listed below, put a check (√) in the column that captures the extent to which you feel that you know the concept/skill AND how confident you are in being able to use it.

Writing Concept/Skill	DON'T know it or how to use it	Know it but DON'T feel confident using it	Know it and feel SOMEWHAT confident using it	Know it and feel VERY confident using it
APA style				
APA hour glass metaphor				
APA citation format				
APA reference format				
APA numbering				
APA headings				
APA sections				
APA statistical reporting				
APA tables				
APA figures				
Self-contained writing				
Economy of expression				
Parallel construction				
Avoiding jargon				
Anthropomorphism				
Active vs. passive voice				
Avoiding bias in writing				
Avoiding plagiarism				
Paraphrasing				
Proper punctuation use				
Spelling accuracy				
When to use that vs. which				
When to use since vs. because				
When to use "data is" vs. "data are"				
When to use affect vs. effect				
When to use participants vs. subjects				
When to use she vs. he vs. they				
Publication Manual of the APA (Ed. 7)				
Strunk and White (or something like it)				
Purdue OWL (or something like it)				
JMU's Writing Center				
Revising drafts				
Peer review				
MS word editor/Grammarly				

Open-ended reflection: What are you now-thinking/feeling when you compare your initial ratings to you current ratings? (continue on back if necessary)
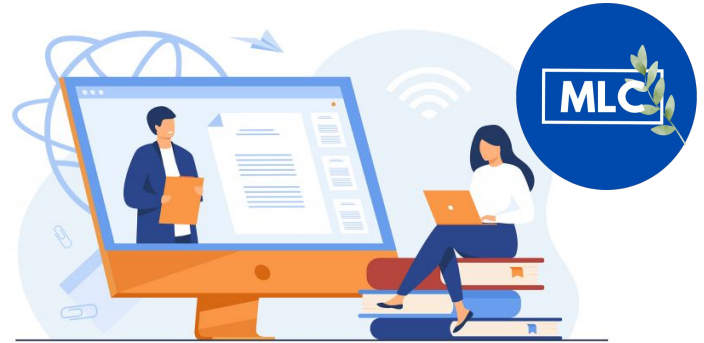
IV. Q&A and Next Steps

Q&A

Next Steps

Continued Learning

Community Collaboration

We want to provide an opportunity for participants to share strategies they've used to enhance pedagogical practices and student motivation

Motivating Learners Course

Surprise! All participants will have access to our online introductory course (MLC) to continue exploring the power of learning mindsets

Before you go…

We want to learn from you. Please go to the following link to complete a short survey.

https://bit.ly/3Mz8wTX

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Thank You!

LaDonna ladonna@virgnia.edu
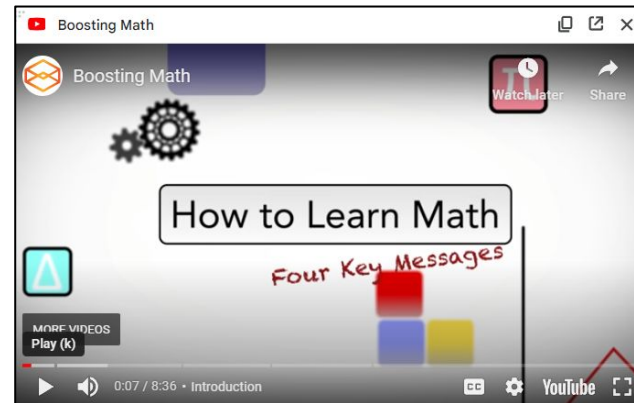Kenn barronke@jmu.edu

Bonus Strategies for Q&A

Bonus Strategy

How to Introduce <u>G</u>rowth Mindset

Provide students training through **videos** or **readings about neuroscience.**

**And see specific examples being develop for specific fields (e.g., math).**

Suggested Process

Then, here's a process we commonly use to introduce the concept to students at the beginning of a course, especially if we are concerned that students may lack a growth mindset for our course subject:

- Provide some **framing text** to set up the activity for students.

- **Measure** the impact that the introductory activity can have on students before and after they are exposed to the idea by giving them a very short questionnaire.

- Unveil the idea by having students read an **article** or watch a **video**.

- Ask students to complete a **reflection** about what they have read or seen.

Activity Framing

Pre-Measure

Article or Video

Reflection

Post-Measure
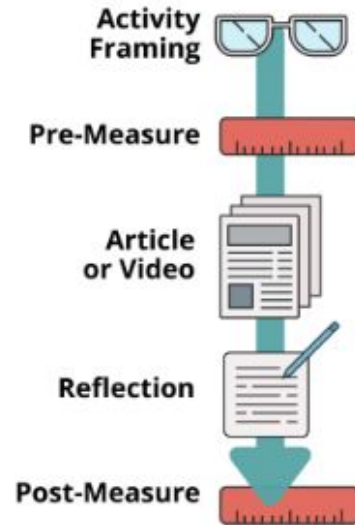
Tips for promoting Growth mindset
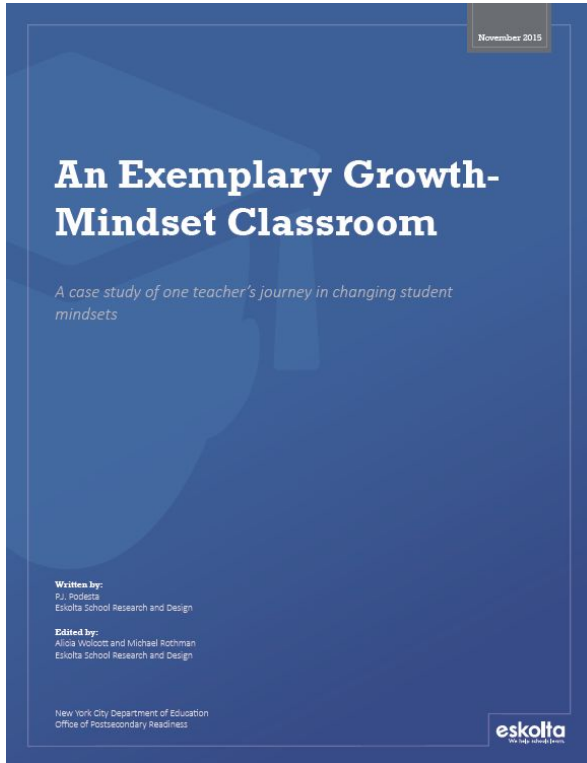
Step 1: Introduce Growth Mindset and Brain Plasticity to Students

Step 2: Change Teacher Communication to Reinforce Growth Mindset Language during class

Step 3: Change Class Activities, Assignments, and Tests to Encourage Growth Mindset Behaviors (focusing on effort, taking on challenges, learning from mistakes)

Step 4: Focus on Strategy Use (for students who struggle despite effort) or Purpose (for students who struggle because they didn't see a reason to put in effort)