

Framingham State University

Course Number and Title: PRDV 72228 Exploring Classroom Mindset Practices to Help Students Develop a Growth Mindset

Credit: 1

Course Format: Online. Canvas

Course Dates: October 2 – October 27, 2023

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This course is open to educators of all content areas as well as administrators.

Course Description:

An exploration of the teachers' own mindset and how this impacts classroom and building practices and the student mindset. Participants learn the differences between a fixed mindset and a growth mindset. Participants work together to create new habits to help their own students develop a growth mindset using classroom activities, growth-oriented feedback and tech tools.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate understanding of a fixed mindset and a growth mindset.
2. Provide age appropriate instruction on neuroplasticity in the classroom.
3. Use Google tools to introduce students to growth mindset.
4. Use tech tools to provide growth-oriented feedback to students.
5. Create lesson plans that foster a growth mindset.

This course supports the following Massachusetts Digital Literacy and Computer Science standards:

K-2.DTC.b.1 collaboratively use digital tools and media resources to communicate key ideas and details in a way that informs, persuades, and/or entertains.

K-2.DTC.b.2 Use a variety of digital tools to exchange information and feedback with teachers.

K-2.DTC.b.3 Use a variety of digital tools to present information to others.

K-2.CT.c.3 individually and collaboratively, propose a solution to a problem or question based on an analysis of information.

3-5.DTC.a.3 Use digital tools (local and online) to manipulate and publish multimedia artifacts.

3-5.DTC.b.1 Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.

3-5.DTC.b.2 Collaborate through online digital tools under teacher supervision.
6-8.DTC.a.1 Identify and explain the strengths, weaknesses, and capabilities of a variety of digital tools.
6-8.DTC.a.5 Individually and collaboratively, develop and conduct an online survey.
6-8.DTC.b.1 Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.
6-8.DTC.b.2 Collaborate synchronously and asynchronously through online digital tools.
6-8.DTC.b.3 Demonstrate ability to communicate appropriately through various online tools (e.g., email, social media, texting, blog comments).
9-12.CAS.c.7 Identify ways to use technology to support lifelong learning.
9-12.DTC.a.2 Select digital tools or resources based on their efficiency and effectiveness to use for a project or assignment, and justify the selection.
9-12.DTC.b.1 Communicate and publish key ideas and details to a variety of audiences using digital tools and media-rich resources.

Course Expectations:

In order to facilitate class discussion and allow time for classmates to reply to each other, all initial discussion board posts should be made in the first half of the module. All other assignments are due by the end of each module. Modules begin on Mondays and end on Sundays. There is no credit for late assignments.

One Semester Hour of Graduate Credit = 15 contact hours plus two hours of out of class work for every hour in class (or 30 hours of out of class work). Therefore, students enrolled in a one semester hour credit graduate course should expect about 45 hours of work in total.

Course Outline:

Online Session 1: In this first module, you will be introduced to Carol Dweck's research in mindsets. You will learn the differences between a fixed mindset and growth mindset and take a pre-assessment to determine your own mindset. You will learn how to use the pre-assessment tool in your own classroom. Course work will include taking a pre-assessment, watching videos and participating in a discussion board with classmates.

Introduction: Introduce yourself to the class. Share your name, school, grade level, etc. Tell us something interesting about yourself so we can get to know you as well as something you hope to learn from this class. Thoughtfully respond to at least two classmates' posts.

Pre-Assessment: 3 question survey measuring growth mindset

Videos: [Growth Mindset for Math](#)
[The Power of Believing that You Can Improve | Carol Dweck](#)

Discussion Board Prompt: Consider the pre-assessment you took and the two videos you watched. Write a post addressing the following questions. Thoughtfully respond to at least two classmates' posts.

1. While your mindset can shift depending on the task or the day, do you think you have a mostly fixed mindset or mostly growth oriented mindset? Why?
2. How often do you hear your students (or colleagues) talk with a fixed mindset? A

growth mindset?

3. What do you think of Carol Dweck's concept of "not yet?" Do you know any students that have mastered the power of "not yet?" Is your classroom experience mostly with students who run from difficulty?

Online Session 2: The second module will focus on effective teacher-to-student communication that fosters a growth mindset. You will learn about the importance of word choice and power of "not yet." You will learn how to use Google tools to create an introductory activity for your students to learn about Growth Mindset. You will also be introduced to several Growth Mindset OERs that you can use as resources for your lessons. Course work will include reading articles, participating in a discussion board with classmates, and writing a lesson plan.

Readings: "Carol Dweck Revisits the 'Growth Mindset'" by Carol Dweck
"My Brain is like a Muscle that Grows" by Annie Brock
"The Growth Mindset Feedback Tool" from mindsetworks
"Resources for Teaching Students about Brain Plasticity" by Margaret Peixoto
"Using Google Docs to Promote a Growth Mindset" by Margaret Peixoto

Discussion Board Prompt: Explore the readings and resources for this week and consider how you can positively impact your teaching. Share your top three takeaways. Thoughtfully respond to at least two classmates' posts.

Lesson Plan: Write a lesson plan that introduces your students to the concepts of growth mindset and neuroplasticity. The lesson should promote student participation and student engagement.

Online Session 3: In this module, we will discuss what we should do when students fail. You will learn about celebrating mistakes, providing students with multiple opportunities to demonstrate mastery, and providing continuous feedback to students that promote a growth mindset. Tech tools covered in this module will be ones that help teachers provide growth-oriented feedback to students, including Google tools, Padlet and EdPuzzle. Course work will include reading articles, watching videos and participating in a discussion board with classmates.

Readings: "Mistakes Are Not All Created Equal" by Eduardo Briceno
"More Tools to Promote a Growth Mindset" by Margaret Peixoto

Videos: [Austin's Butterfly: Building Excellence in Student Work](#)

Discussion Board Prompt: Explore the readings and resources for this week and share one practice that you want to try in your classroom and one question you still have about growth mindset. Thoughtfully respond to at least two classmates' posts.

Online Session 4: The final module will focus on integrating classroom activities to foster a growth-oriented classroom. As a final assignment, you will create a lesson plan that fosters a growth mindset in your classroom.

Lesson Plan: Write a lesson plan that demonstrates your understanding of fostering a growth mindset in the classroom. It should use at least one tech tool, include growth-

oriented teacher to student feedback, and give students the opportunity to learn from their initial mistakes and demonstrate mastery.

End of Course Survey: Complete end of course survey.

Note: each session will incorporate tech tools that help foster a growth mindset in the classroom and building. All assignments are due at the end of each week.

Course Texts:

All readings will be provided:

- “Carol Dweck Revisits the ‘Growth Mindset’” by Carol Dweck
- “My Brain is like a Muscle that Grows” by Annie Brock
- “The Growth Mindset Feedback Tool” from mindsetworks
- “Resources for Teaching Students about Brain Plasticity” by Margaret Peixoto
- “Using Google Docs to Promote a Growth Mindset” by Margaret Peixoto
- “Mistakes Are Not All Created Equal” by Eduardo Briceno
- “More Tools to Promote a Growth Mindset” by Margaret Peixoto

Course Requirements:

This collaborative online learning experience is composed of four [4] week-long modules. Students are expected to complete all readings, assignments, and discussion board contributions on time. Discussion board contributions should be made in the first half of the module in order to allow for discussion and conversation to take place during the rest of the week/module. Modules begin on Mondays and end on Sundays.

Students will need access to the Internet and/or chosen application(s) for the final project lesson plan and must complete assignments by their due dates. Final assignment is due on or before the last day of class.

This course, including all course materials and discussion forums will be delivered via the Blackboard learning platform. Students are expected to have a basic knowledge of how to use a Web browser (Chrome, Safari, Firefox, for example), navigate a computer system (saving files, attaching files), and a fundamental knowledge of basic applications such as word processing.

Grading:

Recorded Grade	Equivalent Quality Points	Suggested Numerical Value
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 70

Grading will be based on the assignments completed, active and timely participation in online

discussion boards, and demonstration understanding of class material. Final grades will be calculated using a points system.

Rubric for Discussion Boards

Original Post (Content & Timeliness)	Original post demonstrates a superficial understanding of the materials from the module OR does not answer the discussion prompt. OR The post is not created in the first half of the module to allow time for discussion. 0	Original post demonstrates a superficial understanding of the materials from the module and answers the discussion prompt. AND The post is created in the first half of the module to allow time for discussion. 2	Original post demonstrates a deep understanding of the materials from the module and answers the discussion prompt. AND The post is created in the first half of the module to allow time for discussion. 4
Responses to Classmates (Content & Timeliness)	One or no responses to classmates promote conversation or further the discussion. OR The responses are not posted before the end of the module. 0	At least two responses to classmates promote some conversation. AND The responses are posted before the end of the module. 2	At least two responses to classmates promote conversation, further the discussion. AND The responses are posted before the end of the module. 4

Rubric for Module 2 Lesson Plan

Content	The lesson plan demonstrates an inaccurate understanding growth mindset and neuroplasticity. 0	The lesson plan demonstrates a superficial understanding growth mindset and neuroplasticity. 3	The lesson plan demonstrates a deep and accurate understanding of growth mindset and neuroplasticity. 6
Engagement	The lesson includes minimal student participation and student engagement. 0	The lesson plan includes some student participation and student engagement. 3	The lesson plan promotes significant student participation and student engagement. 6
Assessment of Student	The lesson does not include a measurement	The lesson includes a measurement of student understanding of the new concepts.	

Understanding	of student understanding of the new concepts. 0	6
Apply Conventions	The lesson plan contains many grammar mistakes that interfere with communication to the reader. 0	The lesson plan communicates clearly to the reader (although may not be completely free of grammar mistakes) 6

Rubric for Module 4 Lesson Plan

Content	The lesson plan demonstrates an inaccurate understanding of how to foster a growth mindset in the classroom. 0	The lesson plan demonstrates a superficial understanding of how to foster a growth mindset in the classroom. 3	The lesson plan demonstrates a deep understanding of how to foster a growth mindset in the classroom. 6
Content	The lesson plan is missing more than one of the following: at least one tech tool, growth-oriented feedback, the opportunity for students to learn from their initial mistakes and demonstrate mastery. 0	The lesson plan is missing one of the following: at least one tech tool, growth-oriented feedback, the opportunity for students to learn from their initial mistakes and demonstrate mastery. 3	The lesson plan incorporates all of the following: at least one tech tool, growth-oriented feedback, the opportunity for students to learn from their initial mistakes and demonstrate mastery. 6
Engagement	The lesson includes minimal student participation and student engagement. 0	The lesson plan includes some student participation and student engagement. 3	The lesson plan promotes significant student participation and student engagement. 6
Assessment of Student Understanding	The lesson does not include measurement of student understanding of the new concepts. 0	The lesson includes a measurement of student understanding of new concepts. 6	
Apply	The lesson plan	The lesson plan communicates clearly to the	

Conventions	contains many grammar mistakes that interfere with communication to the reader. 0	reader (although may not be completely free of grammar mistakes) 6
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Academic Honesty Policy

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.”

Academic Accommodations Policy

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.”

For more information, please refer to [Disability/Access Services website](#) or contact LaDonna Bridges, Associate Dean of Academic Success, lbridges@framingham.edu.

Framingham State University Whittemore Library

Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to:

<http://www.framingham.edu/wlibrary>