The Science of Mindset: Implications for Learning and Life

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Course number and title: The Science of Mindset: Implications for Learning and Life
Learners Credits: 1
Class dates and times: Spring/Summer late afternoon or evening
Course Format: Face to Face or online

One Graduate Credit: One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a one-semester hour credit graduate course should expect about 45 contact hours of work in total.

COURSE OVERVIEW

An exploration of Science and Research of the dynamic interplay between mindset and learning outcomes, uncovering its profound implications for personal growth and success across various domains of life.
Adopting a mindset that human qualities can be changed can be a source of hope and optimism that may guide cognitive processes, including motivation and decision-making. Empowering people to tap into their belief system to harness its power can positively affect multiple domains of functioning.

COURSE OBJECTIVES

This course has three main objectives:
1. Help you better understand the power of mindsets to influence motivation and behavior.
2. Uncover how the teen brain is qualitatively different in structure and function than the adult brain and why that matters.
3. Expose you to concrete, science-based interventions from psychology.
To achieve these objectives, we will review classic and contemporary research on mindsets, the teen brain, and wise interventions so that students can hone some of these psychological mechanisms in themselves and others.
**COURSE EXPECTATIONS**

A. Attendance: Regular attendance is expected. Attendance will be taken at each class session. Missing more than two classes may result in a grade deduction.

B. Participation: Active participation in class discussions, group activities, and exercises is essential to learning. Students are encouraged to engage with course material and contribute constructively to class discussions.

C. Readings: Students are required to complete assigned readings before each class session. PDFs of all readings will be provided online.

D. Assignments: Assignments must be submitted on time to receive full credit.

**COURSE CONTENT OUTLINE**

**Session 1**
Introductions

*MINDSETS* — Why is change so hard?

**Session 2**
Mindsets across two decades

**Session 3**
Mindsets to mitigate challenges

**Session 4**
How Mindset Promotes Resilience

**Session 5**
Rethinking stress mindset

*THE TEEN BRAIN* — Why all the feels and do I belong?

**Session 6**
Contemporary View of the Teenage Brain

**Session 7**
Teen Brain on Social Judgment

**Session 8**
Teen Emotion and Decision-making

**Session 9**
Affirming the Teenage Experience

*WISE INTERVENTIONS* — What works? When less is more in context.

**Session 10**
Taking on Social Challenges with Psychology

**Session 11**
Psychological Mechanisms for Change

**Session 12**
Perspectives on interventions that Succeed or Fail

*SYNTHESIS* — What does being a catalyst for change look like?

**Session 13**
Mindset set pitch presentations
COURSE MATERIALS

Weekly readings will be made available in PDF format for individual educational use on the course’s Canvas/Blackboard site.

The only book required for this course are:
Inventing Ourselves by Sarah-Jayne Blakemore. Hachette Book Group, 2018
The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It by Kelly McGonigal, 2016

You will also have readings from several books written by researchers, and I will provide you with PDFs for these readings. You are expected to complete the readings (and/or watch the videos and listen to podcasts) by the start of class the day they are listed.

CLASS READINGS

Session 1  Introductions  Mindsets

Session 2

Session 3

Session 4

Session 5

The Teen Brain

Session 6
Chapter 2 A Sense of Self (pp. 19 - 30)
Chapter 3 Fitting In (pp.31-50)

Session 7

Session 8

Session 9

Session 10

Session 11

Session 12

Session 13

# COURSE REQUIREMENTS: DELIVERABLES & EVALUATION

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<thead>
<tr>
<th>COMPONENT</th>
<th>INDIVIDUAL / TEAM GRADE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>I. Class Contributions</td>
<td>Individual</td>
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<td>10%</td>
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<td>II. Weekly Questions</td>
<td>Individual</td>
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<td>III. Exemplar Interview</td>
<td>Individual</td>
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<td>IV. Multimedia presentation — The Teenage Brain</td>
<td>Individual or Team</td>
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<td>V. Mindset Pitch</td>
<td>Team</td>
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## I Class Contributions (10%)  
Mindfully contributing to the learning environment will make certain that students experience a high-quality learning experience. To facilitate your growth as a scholar, it is my hope that you approach the class sessions and assignments with a high level of openness and commitment. Class time will be spent reflecting, connecting, and discussing prepared materials.

## II Weekly Questions/Reflective Summaries (30%)  
Each week, you are required to submit 2-3 questions per assigned reading/video/podcast. The questions you submit should be questions you are invested in and curious about, even excited to learn others' opinions of your excellent question. In addition to the questions, you are responsible for submitting a 1-page summary/reaction that addresses the following before class:

➤ Identify the purpose and scope: Determine the overall purpose of the source and its intended contribution to the field of study. Note the specific focus or scope of the research.
➤ Highlight the main points: Identify the key arguments, concepts, or hypotheses presented.
➤ Identify a direct quote or claim that stood out most and why.

## III Exemplar Interview (20%)  
We can learn about making an impact and working as a catalyst for change by talking to others who have impacted change. After you identify an individual who has been an impetus for change, interview them.
This interview is an attempt to reproduce decisions, choices, or mindsets that allowed the individual to be so successful. Take notes during your interview or ask permission to record for review purposes only. After you interview them, compose a 1-page, single-spaced paper summarizing a few takeaways from the following:

1. Can you describe a specific moment or event that inspired you to become a catalyst for change? How did that experience shape your perspective and motivate you to take action?
2. As a catalyst for change, you likely encountered challenges and obstacles. Can you share a difficult situation you faced during your initiatives and how you overcame it?
3. Collaboration and leadership skills are often crucial for creating meaningful change. Can you provide an example of a time when you successfully collaborated with others to achieve a common goal? What tools did you use to navigate different perspectives?
4. Looking ahead, how do you plan to sustain or even expand the impact you have already made?

Feel free to modify the questions as needed or include additional questions. Please come prepared to discuss what you learned.

**IV Multimedia presentation — The Teenage Brain (20%)**

This course is designed to help with learning, listening, and thinking. Thai assignment asks you to do something with your new knowledge and to package that knowledge creatively, utilizing multimedia elements of choice!

1. Define Your Learning Objectives: Identify specific learning objectives or critical points related to the teenage brain that you want to highlight in your multimedia project. This will help guide your content creation process.
2. Choose Multimedia Elements: Determine which multimedia elements you will include in your project. Examples include text, images, audio, video clips, animations, infographics, interactive components, or any other media form that suits your learning objectives.
3. Integration and Design: Integrate multimedia elements into a cohesive project using appropriate software or tools. Consider the overall design and layout to ensure a visually appealing and user-friendly experience. Consider factors like color schemes, typography, navigation, and multimedia synchronization.
4. Interactive Elements (Optional): Consider adding interactive elements such as games, simulations, or other interactive features that allow the class to engage with the content.
5. The presentation should be at most 12 minutes.

**V Mindset Pitch (20%)**

Education and Industry have several interventions designed to strengthen mindsets and improve motivation and well-being. Many of these interventions are loosely based on behavioral science,
leaving significant scope for improvement. Your final assignment will leverage this opportunity. You can work individually or in a small group (no larger than three) to utilize what you've learned throughout this course to develop an intervention to change others’ mindsets.

There are two components to this assignment:

(a) Write a two-page paper describing your mindset intervention
(b) Create a 5-7 minute presentation during which you will pitch your mindset intervention to your peers.

ACADEMIC HONESTY
Academic honesty is paramount in our learning community. Any plagiarism, cheating, or unauthorized collaboration will not be tolerated and will result in disciplinary action as outlined in the university's policies. Please review FSU’s academic honesty policy: Academic honesty policy in the FSU Graduate Catalog, Student Conduct section, page 21.

ACADEMIC ACCOMMODATION POLICY
The Academic Accommodation Policy ensures that students with documented disabilities receive reasonable adjustments to facilitate equal access to education. This policy aims to create an inclusive learning environment where students can thrive regardless of their challenges or limitations.

Please refer to FSU’s Access Services

Framingham State University Whittemore Library: Please include this statement about access to the university 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