Motivating Students to Learn by Bringing Growth Mindset Insights into Course Design and Teaching

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Neuromyth or Not

- Brain development is complete by the time a person reaches secondary school.
  - Myth

- Intelligence is solely due to your genes.
  - Myth
Growth Mindset -- The Power of Yet
Session Objectives

At the end of the session, you will have opportunities to:

- Identify at least one course design or teaching strategy inspired by growth mindset.
- Identify one suggestion provided by session participants that you could implement to your own course design or teaching.
- Share the growth mindset approach in your own institution.
About Boston University Online

- 21 fully online programs (graduate and undergraduate)
- 32 fully online certificates
- 76 countries represented by BU online students
- 10 000 graduates; 3 200 students currently enrolled
Office of Distance Education

Online Course Development Model

- Instructional Designers partner with faculty
- Multi-layer teams and expertise
Office of Distance Education

Course Design: Challenges and Opportunities

- Academic rigor: designing challenging tasks and activities
- Filling students with a growth mindset to improve, not fear
- Caring of students’ learning = motivation
Course Design: Opportunities to Practice

- Test run

This exercise is meant to give you an opportunity to practice public speaking skills. It will not be graded. If you do not get it right on the first try, do not give up; it means that you are in the process of learning.

- Practice quiz

- Test yourself practices
Review Question 2.4

**Question:** Identify stakeholders in a nonprofit's case development cycle (Check all that are true.)

- [ ] Chief development officer
- [ ] Chief executive director
- [ ] Development committee
- [ ] The full board
- [ ] Donors

Show Hint

Review and relearn: **Demonstrate the Need for Funds.**
Review Question 5

Summarize the important features of this module in a paragraph by rearranging the following fragments, capitalizing and punctuating where needed.

1. a small sample is randomly selected
2. additional computing resources are available
3. and is evolved
4. and then creating descendants
5. from the sample
6. further time is available or when no
7. genetic algorithms mimic the process of evolution
8. some mutation is simulated
9. the process stops when
10. the sample is satisfactory or when no
11. there must be a function that evaluates every element
12. this is done by selecting pairs

Show Hint

Sketch your answer on your own first. Then click each step below to compare yours with the suggested fragments in order:

▸ Choose your first fragment number.
▸ What is your second fragment number?
Course Design: Protection from Initial Failure

- “Not yet... it’s okay” -- mistake tolerance

Why?
- One attempt only before due date
- One big term project at the end of semester

Why not?
- More attempts
- Breaking a high stake big task into phases
- Draft, feedback, and resubmission
Interim Assessments

These questions are typically part of your module’s assignment and are intended to help you with the associated subject matter. You may only submit your interim assessment once, so that you can get feedback before your assignment for that module is due. We encourage you to start the Interim Assessment early each module. You can leave the assessment open and work on it at any time prior to its deadline.
The module assignments in total are worth 60% of the course grade. The teaching team expects your understanding to improve throughout the course. Accordingly, the first sets of assignments weigh less than the rest, so that you have opportunities to catch up along the way. The weight of assignments ramps up as the following:

- Assignment 1: 7%
- Assignment 2: 9%
- Assignment 3: 10%
- Assignment 4: 11%
- Assignment 5: 11%
- Assignment 6: 12%
Teaching: Rethinking of Feedback

- Timing of feedback: shorter feedback cycle

- What kind of feedback?
  - process
  - effort
You haven’t got it yet regarding X skill, but you will if you keep working and thinking about it. I have some suggestions for you. Please integrate my suggested revisions to your next version and submit again.
Discussions

- What strategies and practices have you tried to embrace the growth mindset?

  or

- What do you think you can do to apply the growth mindset?
Thank you! Questions?

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Ideas and practices shared in the presentation are team efforts from Office of Distance Education, Boston University
Resources


- Mindset Works. [Growth Mindset Feedback Tool](#).