

Growth Mindset Course Syllabus

Course Description

A growth mindset can help students learn to embrace challenges, nurture intrinsic motivation, and ultimately, develop habits of the mind that promote life-long learning. This online course will introduce K-12 educators to the principles and brain-related science behind the psychology of growth mindset. Learners will come to understand what it means to have a growth mindset themselves, how this differs from a fixed mindset, and how they might foster a growth mindset in their classrooms. Through collaborative discussions and reflective journaling, educators will explore ways in which they can enhance their practice and establish a classroom culture in which students do not fear failure. Participants will discuss ideas for introducing growth mindset to their students, as well as ways one might communicate the principles of growth mindset to parents, faculty, or other members of the educational community. Participants will also explore common misconceptions regarding growth mindset and discuss strategies for challenges. Educators will understand the importance of formative assessment and how it can be used to foster a growth mindset. Educators are expected to be an active member of the online professional learning community. Participants must complete and submit all activities including a final project in order to demonstrate content knowledge and obtain course completion certificate. (2 MSDE Credits- 30 hours)

Prerequisites

This is an introductory level course for teachers, technology specialists, curriculum specialists, professional development specialists, or other school personnel. Participants are expected to have regular access to computers. In addition, participants should be proficient with using email, browsing the Internet, and navigating to computer files.

Course Outcomes

Upon completion of this course, participants will be able to:

- Describe the difference between a growth mindset and a fixed mindset and why it's important in K-12 education;
- Develop an understanding of the science and brain research behind growth mindset and the impact for teaching and learning;
- Discuss ways to provide student feedback that fosters a growth mindset;
- Explore strategies for introducing growth mindset to students and applying it to different K-12 content areas;
- Brainstorm ways to communicate the principles of growth mindset to parents;
- Identify ways in which they can reverse a 'fear' mindset and avoid promoting a 'false' mindset;
- Describe how technology applications can help foster a positive growth mindset
- Use electronic communication tools to share best practices related to developing positive habits of mind, and contribute to a collaborative environment which supports the growth mindset.

Course Outline:

- Session 1:** Intelligence, Talent and Mindset (5 hrs.)
- Session 2:** Learning and the Brain (5 hrs.)
- Session 3:** Student Feedback and the Productive Struggle (5 hrs.)
- Session 4:** Fostering a Growth Mindset in Students (5 hrs.)
- Session 5:** Classroom Implications (5 hrs.)
- Session 6:** Assessment in the Growth Mindset Classroom (5 hrs.)

Evaluation and Grading

Course evaluation and grading is aligned with assessment standards for all Maryland eLearning for Educators Courses.

Academic Dishonesty: All students are held to high standards of academic honesty. Plagiarism, whether intentional or unintentional, is not acceptable and will result in the loss of credit for the assignment.

Activity Type	Description
Online Presence	Learners who are absent for six or more consecutive days will not be eligible for credit. An absent learner is one who does not participate in course discussions for six or more consecutive days. Logging into the course does not count toward participation.
Discussion Posts	<p>Participants are required to participate in the discussion board a minimum of two days and post a minimum of two substantial postings in the content sessions. This includes one that begins a new thread (initial post) and that respond to existing threads (reply posts).</p> <p>Participants will be evaluated on the frequency and quality of their discussion board participation. Initial postings, ones that begin new threads, will be reviewed based on their relevance, understanding of course concepts, examples cited, and overall quality. Please be sure to consult the rubrics for guidance.</p> <p>The initial post is due by Saturday at midnight. If you are unable to post by this deadline, due to an emergency, you must notify your facilitator by Friday. Initial posts completed after the deadline and without advanced notice will not be graded.</p> <p>Postings that respond to other participants will be evaluated on relevance, degree to which they deepen and extend the discussion, and their contribution to the online learning community.</p>

	Posts must be made on two separate days. Posts that do not follow this rule will not be graded.
Workshop Activities	Participants are expected to complete the required workshop readings, videos and activities as posted in each of the session pages. Participants must engage in weekly discussions, activities and submit the final project for course credit.
Final Project	Participants are expected to submit their completed final project to the facilitator before the end of the final session of this workshop. Late submissions will result in point deductions. It is expected that the final product will be original work. References to materials that are not original must be cited properly. The Final Project Rubric describes the characteristics of the product.
Surveys	Participants are expected to complete the Orientation Survey in the first week of the course and the final workshop survey prior to the end of the last session.