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The Mindset Classroom Blended Course

Louis T. Papai

University of Massachusetts Boston

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A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts at Boston

THE MINDSET CLASSROOM BLENDED COURSE

Submitted by
Louis Papai

in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

April 23, 2018

Dr. Carol Ann Sharicz

Approved by Dr. Carol Ann Sharicz, Faculty

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Abstract

Northwest Louisiana houses a collective impact organization called Step Forward. It utilizes several networks to create change within the region. Stakeholders of the Middle Grade STEM Network were aware of the impact of growth mindset principles and practices on educators and students' self-efficacy and needed to train regional formal and informal educators in growth mindset principles and practices. After ruling out available options due to cost, two network stakeholders and myself collaborated to create our own growth mindset training. An initial mini-pilot was conducted in the fall of 2017 followed by a needs assessment and learner analysis. Three primary goals and two secondary goals were identified. The three primary goals are for classroom and community educators to (a) deepen their understanding of growth mindset practices and principles, (b) understand the impact on learning of those practices and principles, and (c) create a stronger and deeper learning environment for the students they serve. The secondary goals for this course are to provide classroom and community educators with additional support during and in-between each in-person instructor-led workshop and to continue to engage and deepen educator understanding of growth mindset from workshop to workshop. A successful four-part, blended pilot course was implemented in the spring of 2018 meeting or exceeding most of our goals and objectives.

Keywords: mindset, growth mindset, fixed mindset, intelligence, praise

The Mindset Classroom Blended Course

Project Background

A local not-for-profit, called Step Forward, utilizes a collective impact model to gather community teams together to work toward a common goal which is to “ensure success for every child from cradle to career” (Step Forward, 2018). They focus on the critical developmental indicators that track progress during a child’s journey to adulthood.

I serve on the newest Step Forward network – the Middle Grade STEM Network. During one of our meetings, it was discussed that, to meet our network goal to increase sixth grade math and science proficiency scores for our region, we needed to come up with some network projects that would help us reach that goal. Several network stakeholders were aware of the impact of growth mindset principles and practices on educators and students’ self-efficacy as well as the increase in students’ abilities around math and science to help educators create a stronger learning environment for their students and themselves.

About Mindset

Columbia and Stanford University professor, Carol Dweck and her colleagues, were interested in finding out why some students rebounded after failure while some students were paralyzed by setbacks (Dweck, 2009).

After studying behavior in thousands of children, she found a defining difference in the underlying beliefs people have about learning and intelligence. She also found that this belief acted as the catalyst for many behaviors pertaining to learning and intelligence. She identified two mindsets: growth and fixed (Dweck, 2009, p. 6).

It is important to understand that mindsets can vary from context to context, so you may have both a growth and fixed mindset (and probably do) depending on the situation.

Mindset characteristics




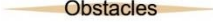


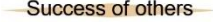

Identified characteristics of the associated traits with each mindset are the basis for why local educators are interested (and need) mindset training. Author Mary Ricci describes in her recent book, *Mindsets in the Classroom* (Ricci, 2017), that a growth mindset is “a belief system that suggests that a person’s intelligence can be grown or developed with persistence, effort, and a focus on learning” (Ricci, 2017, p. 3). In essence, it’s like a muscle that grows with effort. Conversely, Ricci shares that a fixed mindset is “a belief system that suggests that a person has a predetermined amount of intelligence, skills, or talents” (Ricci, 2017, p. 3). Fundamentally, it’s a belief that intelligence is something you are born with and cannot be changed.

There are several different infographics available which highlight the key characteristics and traits of each mindset. I have reworked and adapted a version in Figure 1 from the Transforming Education website (Transforming Education, 2018) which was used in our first workshop presentation. Key characteristics include challenges, obstacles, effort, criticism, the success of others, and skills & intelligence.

These key characteristics and traits have been confirmed in a great deal of research (Boaler, 2013; Claro, Paunesku, & Dweck, 2016; Jensen, 2016; Lin-Siegler, Ahn, Chen, Fang, & Luna-Lucero, 2016; Mindset Works, 2017b; Ricci, 2016; Tecker, 2018; Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 2009); however, they all cite and confirm the original results of the founding study done by Carol Dweck and her colleagues (Blackwell, Trzesniewski, & Dweck, 2007).

Figure 1. Different Characteristics Between Fixed and Growth Mindsets

Mindset Background and Basics: Why does it even matter?

Fixed Mindset 		Growth Mindset 
<ul style="list-style-type: none"> • Avoids challenges • Gives up easily • Sees effort as fruitless 	 Challenges	<ul style="list-style-type: none"> • Faces challenges
	 Obstacles	<ul style="list-style-type: none"> • Persists in the face of obstacles
	 Effort	<ul style="list-style-type: none"> • Sees effort as valuable/path to mastery
<ul style="list-style-type: none"> • Ignores useful feedback • Feels threatened by the success of others • Set, you have what you have 	 Criticism	<ul style="list-style-type: none"> • Learns from all feedback
	 Success of others	<ul style="list-style-type: none"> • Finds inspiration in the success of others
	 Skills & Intelligence	<ul style="list-style-type: none"> • Can be grown and developed


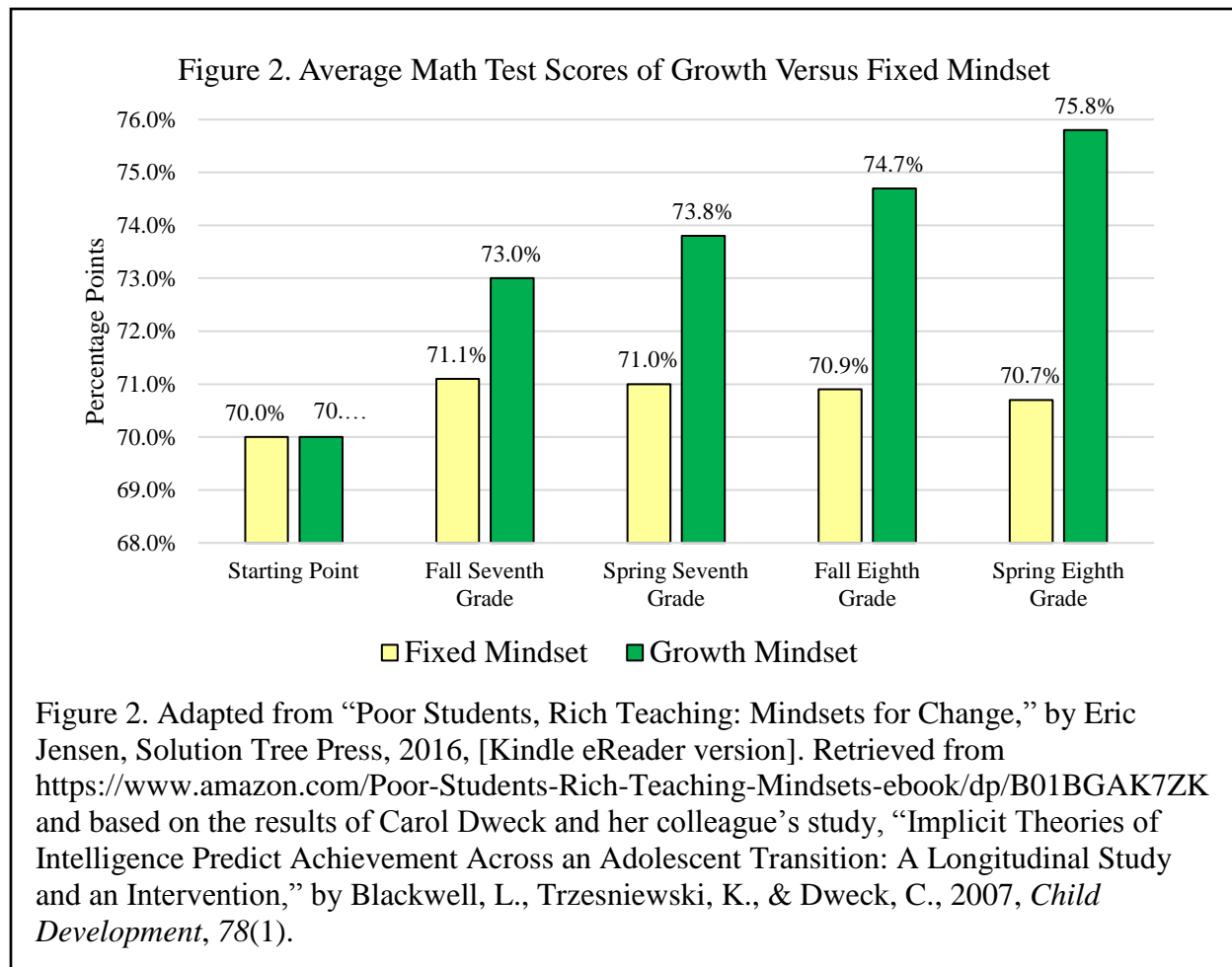

Introduction to Growth Mindset handout by Transforming Education

Figure 1. Mindset characteristics slide capture from *The Mindset Classroom Blended Course*. Adapted from “What is a growth mindset, and why does it matter?” by Transforming Education, 2018, Growth Mindset Toolkit. Retrieved from Transforming Education: <https://www.transformingeducation.org/growth-mindset-toolkit/>.

Using a sample size of 373 students in four different seventh grade classes, they divided students into two groups for a two-year longitudinal study which started in seventh grade and lasted until the end of eighth grade (Blackwell, Trzesniewski, & Dweck, 2007, pp. 248-249). One group was given growth mindset interventions and the second group was given fixed mindset intervention (Blackwell, Trzesniewski, & Dweck, 2007, p. 248). Math achievement tests were scored over the next two years and students with a growth mindset outperformed the fixed mindset group on test scores and exhibited effort and interest three times as often as the fixed mindset group (75.8% versus 70.7%) (Blackwell, Trzesniewski, & Dweck, 2007; Jensen, 2016, p. 64). See study results in Figure 2.



Praise and its effects on mindset

Another area that has a profound impact on mindset is the type of praise that is used.

Dweck wanted to study the impacts that praise had on children's development and their mindsets.

They took over four hundred fifth grade students from across the nation, divided them into two groups, and did a simple yet highly revealing series of studies (Dweck, 2009, p. 71).

They gave all the students an initial ten-question nonverbal IQ test and at the end of the test, they praised all the children in one of two ways. The first group was titled the Intelligence group and praised for their intelligence through statements like, “Wow, you got eight right. That’s a really good score. You must be smart at this” (Dweck, 2009, p. 71). While the second group was titled the Effort group and was praised for their effort with statements like, “Wow,

you got eight right. That's a really good score. You must have worked really hard" (Dweck, 2009, p. 71). This is a very subtle difference, but ultimately had a profound impact on the students' views about challenges, obstacles, and effort.

The next test in the study that Dweck used was set up to measure the students' views on persistence and effort. Both groups of students were given a choice on which test they could take. Students were told that test option one was a test that was harder yet gave them a great opportunity to learn and grow. Test option two was an easier version and they were told that they would certainly do well on it. Results revealed that 67% of the Intelligence group chose the easier version while 92% of the Effort group chose the harder test (Dweck, 2009, p. 72).

Next Dweck gave all the students a very difficult test. It was designed so that they would fail but wanted to examine how they handled challenges. It was noted that the Effort students worked harder and longer and enjoyed the test more than the Intelligence group who got frustrated and tended to give up early (Dweck, 2009, p. 72).

The final test given to the students was the same level of difficulty as the first test they started out with. The Intelligence group scored 20% lower than their initial score and the Effort group scored nearly 30% higher than their initial score. This was a 50% difference in performance created only from the difference in the type of praise (Dweck, 2009, p. 72). This study shows how praise can either make or break a child's development and how we need to be careful about praising someone's intelligence or abilities and focus more on the process and the effort that students put forth.

Project Stakeholders

Step Forward's Middle Grade STEM Network is the overarching stakeholder for The Mindset Classroom Blended Course. Sub-stakeholders are:

- Step Forward: Mission – A non-profit collective impact organization which utilizes a shared common vision called Cradle to Career. They employ six networks at multiple levels (K-14) with “the ultimate goal to thrive by 25 or obtain a sustainable, living-wage job by the age of 25” (Step Forward, 2015).
- DoD STARBASE Louisiana (STARBASE Louisiana): Vision and Mission – STARBASE Louisiana is a premier educational program, sponsored by the Office of the Assistant Secretary of Defense for Reserve Affairs. At STARBASE Louisiana, students participate in challenging "hands-on, mind-on" activities in Science, Technology, Engineering, and Math (STEM). They interact with military personnel to explore careers and observe STEM applications in the "real world." The program provides students with 25 hours of stimulating experiences at National Guard, Navy, Marine, Air Force Reserve, Army and Air Force bases across the nation (STARBASE Louisiana, 2012).
- Local School District (school district name removed by request of the school system) (Local School District): Mission – Local School District is dedicated to preparing students for the future, developing the whole child academically and socially in collaboration with families and the community. Vision – All students in Local School District will become lifelong learners equipped with the skills, knowledge, and attitudes to succeed as productive and responsible citizens in a local, national, and global society (Local School District, 2018).
- Volunteers of America (VOA) North Louisiana: Mission – Volunteers of America North Louisiana is a faith-based ministry of service providing opportunity, promoting dignity, and inspiring change in all who find their way to us. For 80 years, Volunteers

of America North Louisiana has taken on the most difficult tasks to serve those in need. In North and Central Louisiana, our work focuses on children and families, people with disabilities, veterans, and senior adults. Volunteers of America North Louisiana has a very robust afterschool program in both Shreveport and our sister city, Bossier City (Volunteers of America North Louisiana, 2018).

Group Need

After the Step Forward Middle Grade STEM Network explored available options, it was apparent that the cost to bring in national trainers or groups was prohibitive since we have little funding at this point in the network's development. This is when myself and two local stakeholders, STARBASE Louisiana and Local School District, offered to collaborate together to create our own growth mindset training. Both STARBASE LOUISIANA and Local School District had begun using growth mindset principles and practices, but Local School District is not able to effectively disseminate said principles and practices consistently. As a point of reference, since school districts in Louisiana are composed of the entire parish (county), Local School District is one of the largest school systems in the state serving over 42,000 students in approximately 70 K-12 schools. STARBASE LOUISIANA, however, is effectively using growth mindset in their classrooms and with their classroom instructors. In fact, their executive director is a SME in growth mindset principles and practices.

After several discussions, it was decided to host a mini-pilot with 10 of the network stakeholders and their staffs during the fall of 2017. The mini-pilot workshops consisted of three, one-hour in-person instructor-led workshops. After each workshop, except for the final one, educators had assignments or action items to accomplish before the next workshop.

Need Analysis

Performance/Learning Gap Analysis

During our informal assessment and debrief of the mini-pilot workshops, participants shared several concerns that affected their ability to effectively learn and retain the targeted growth mindset principles and practices. First, participants felt that the workshop content was rushed (one-hour format). Second, participants wanted to connect to one another as they moved through each workshop to help scaffold and support each other as they learned and developed their own growth mindset identities and classrooms or learning environments. Finally, the content in the final workshop, which centered around assessment and resources, proved to not be a beneficial use of their time. Participants felt that they could examine those resources on their own time as needed if they just had the resource list.

When considering the results of the mini-pilot workshops debrief, I found myself recalling and reviewing several lessons from courses such as 601 Introduction to Instructional Design; 640 Planning, Design & Development of eLearning; 610 Video Principles in Instructional Design; 655 Project in Multimedia; and 684 Design & Instruction of Online Courses where we discussed learning formats such as flipped classrooms and hybrid or blended courses. Hybrid or blended learning practices combine the best of in-person instructor-led learning with online multimedia learning. In researching blended learning, I found a well-defined definition and list of benefits on The Cornell University Center for Teaching Innovation's website (Cornell University Center for Teaching Innovation, 2012). They define "blended instruction [as having] between 30 and 80 percent of the course content delivered online with some face-to-face interaction." They also listed the benefits of blended learning as having:

- More flexibility for students and instructors

- Varied ways for students to engage in and demonstrate their learning
- Both instructors and students have the opportunity to develop their technology skills
- Students prefer courses that have some online components
- Some technologies allow for more learning to take place or facilitate a specific kind of learning activity that might not be possible without the technology

After considering the mini-pilot workshops debrief feedback and the benefits of blended learning, it was determined that there was a strong need for a more formalized blended format course which would (a) allow for the requested flexibility, (b) give learners various ways to engage and demonstrate their learning (individually and collaboratively), (c) increase learners development of technology skills, (d) allow learners to further solidify growth mindset principles and practices, and (e) allow learners to experience a deeper, more impactful learning environment to support their growth and development as well as support them in making their classrooms and students more growth minded.

Therefore, in the spring of 2018, my colleagues and I created and piloted a fully blended four-part course called *The Mindset Classroom Blended Course* for the VOA's (Middle Grade STEM Network stakeholder) educator staff and supervisors.

Intended Learner/Audience Analysis

The targeted learners for *The Mindset Classroom Blended Course* are formal and informal educators that have been serving children in third through eighth grade for at least a year (usually longer) and most do not have much prior knowledge on mindset – especially as it applies to the classroom and student learning. All the targeted educators are familiar with various types of in-person instructor-led workshops, however, based on the wide variety of educators (ages, years of teaching experience, etc.), it is expected that there will be varied levels of

exposure and experience using online LMS's as well as their comfort with computer and technology use.

It is extremely likely that their attitude and motivation toward learning the content and techniques will be positive as most educators are intrinsically motivated to create a stronger learning environment for their students and themselves.

Regarding learners' general learning preferences, based on prior experience and the previous mini-pilot workshops implemented in the fall of 2017, most learners exhibit both field dependent and field independent learning preferences (Baltimore County Public Schools, 2005).

Learner field dependent preferences include:

- Attends best to material relevant to own experience
- Needs organization provided
- Requires externally defined goals and reinforcements
- Uses observational approach for concept attainment (learns best by using examples)
- Prefers teaching situations that allow interaction and discussion with students
- Uses questions to check on student learning following instruction
- Uses student-centered activities
- Viewed by students as teaching facts
- Provides less feedback as well as positive feedback
- Teacher is strong in establishing a warm and personal learning environment

Learner field independent preferences include:

- Makes specific concept distinctions with little overlap
- Interested in new concepts for their own sake
- Less affected by criticism

- Uses hypothesis-testing approach to attain concepts
- Prefers engaging students by establishing routines in order to work through ideas
- Uses questions to introduce topics and probe student answers
- Uses teacher-organized learning situations
- Viewed by students as encouraging to apply principles
- Teacher is strong in organizing and guiding student learning

Finally, learners' attitude toward the training sources and organizations involved is very positive because the three stakeholders conducting the course have both experience and reputations for known quality and experience in both the training and mindset fields.

Context Analysis

Learning context refers to the physical site in which the course should be conducted. The in-person instructor-led workshops will need to contain several things to accomplish the course goals. The chosen site must be handicap accessible, have restroom facilities, and have access to a projector and screen for facilitator's use.

Regarding the space for the in-person instructor-led workshop, there must be seating for up to 30 learners with additional space to get up and move around for various interactive activities. Seating needs to be organized so that learners can work either independently or collaboratively.

Goals and Objectives

Training/Learning Goals

The three primary goals of *The Mindset Classroom Blended Course* are for classroom and community educators to (a) deepen their understanding of growth mindset practices and principles, (b) understand the impact on learning of those practices and principles, and (c) create

a stronger and deeper learning environment for the students they serve.

The secondary goals for this course are to provide classroom and community educators with additional support during and in-between each in-person instructor-led workshop and to continue to engage and deepen educator understanding of growth mindset from workshop to workshop.

Learning Objectives

Learning objective for all workshops:

- Using the provided LMS, learners will participate in a mindset community to discuss, analyze, share applications of their experiences, mindset classroom techniques, and tools in a timely manner

Workshop specific learning objectives:

Workshop 1: Foundations in Mindset

1. Given the resources from training, learners will identify growth and fixed mindset traits in written form
2. Given the resources from training, learners will connect and distinguish why growth mindset matters through online discussion posts and in-class share outs

Workshop 2: Mindset and Classroom Culture

3. Given practice and resources, learners will be able to describe and give examples of the importance of growth mindset on early brain development
4. Learners will create, post, and share a classroom/teaching resource that communicates growth mindset practices and principles as defined through given resources

Workshop 3: Applications of Mindset

5. Given examples, learners will practice and correctly identify growth versus fixed mindset dialogue and feedback methods with 80% accuracy
6. Learners will create and discuss an action plan for implementing growth mindset principles and practices in their classroom or learning environment using written short, medium, and long-term goals

Workshop 4: Mindset Review and Resources

7. Given resources and practice, learners will be able to describe what growth mindset is by creating an elevator speech to successfully communicate growth mindset to a predetermined audience
8. Learners will identify, analyze, and deduce growth mindset statements from fixed mindset statements with 85% accuracy

Course Learner Expectations and Support

Learner support and beginning resources: Learners will receive support both during the in-person instructor-led workshop and in-between when using the online multimedia Canvas eModules. In the introductory email that learners receive from their organization, learners are required to register for *The Mindset Classroom Blended Course* on Canvas. The email also directs them to do the first eModule called *The Mindset Classroom Blended Course Pre-Course Check-in*. This eModule has 3 sections that learners must do in order to continue to future course eModules.

The first section is the *Welcome and Course Introduction* section and is designed to give the learner the basic information such as course name, facilitator info, a basic goal of the course, our course email, and course social networking sites.

The second section entitled *How to use Canvas & Navigate the Course* is designed to assist learners that have either never used an online LMS before or are newer to the use of online multimedia learning. It contains a simple introduction to online eModule navigation including a three-minute video on Canvas and how to use it with the course using eLearning best practices such as Mayer's 12 principles of multimedia learning to create and guide learners (Walsh, 2017). It also includes links for the Canvas app for various platforms and how to load and access *The Mindset Classroom Blended Course*.

The final section is the *Pre-course Survey: Getting into the Mindset Groove*. We required it to be done before the first in-person in Course Outline and Access to Canvas LMS instructor-led workshop as it was used both in our opening workshop activity and as our baseline assessment to measure if we met our most important learning objective (#8). For assessment information, see Summative Assessments under the Evaluation and Assessments section.

Learner expectations: Learners will be mostly working collaboratively in both the in-person instructor-led workshops and the online Canvas eModules. There will be some independent work. All learning resources will be provided to learners, but they will need to have access to a computer or other mobile device to access the Canvas LMS and should have the essential skills needed to access and utilize the online Canvas eModules.

Finally, it is expected that learners will spend one and a half hours for each in-person instructor-led workshop as well as about 2-3 hours after the workshop for the associated online action items or assignments in Canvas. Each of the four in-person instructor-led workshops are designed to be spread out over the course of 1-2 months – meaning, they are designed to be once a week or once every two weeks to help maximize time for learning and assimilation of material as well as time to interact with other classmates and facilitators.

Instructional Design

Course Length

Each of the four in-person instructor-led workshops has a time constraint of two and half hours which includes a half hour for both setup and teardown, as well as one and half teaching hours for the in-person instructor-led workshop. It is expected that there will be 1-2 hours of instructor-student interaction in-between each of the workshops.

Course Outline and Access to Canvas LMS

The LMS used to create the course is Canvas and learners will access it through the internet via direct connection, Wi-Fi, or cell tower. Canvas has a student app that allows them to utilize the LMS on any device they choose to use. Additional software resources employed were Camtasia 9, Audacity, and Paint Shop Pro for all my video/multimedia production needs and a course Google Drive for shared links and editable course documents.

This course has open enrollment so students can self-enroll via the following link:

<https://canvas.instructure.com/enroll/DWLFL8>. Alternatively, students can sign up at


<https://canvas.instructure.com/register> and use the join code DWLFL8.


The Mindset Classroom Blended Course outline is found in Table 1: Course Outline for The Mindset Classroom Blended Course. The legend for Table 1 is as follows:


- Each workshop label is color coded for easier correlation throughout the course documents, tables, and Canvas eModules.
- In the “In-Person Instructor-Led Workshop” column, red text is the time allotment for each facilitator to execute their task.
- In the “Canvas eModule Items” column, summative assessments are in blue text while formative assessments are in green text.


Table 1

Course Outline for The Mindset Classroom Blended Course

Workshop 1 - Foundations in Mindset	
In-Person Instructor-Led Workshop (items in this column are executed live during workshop)	 Canvas eModule Items (items in this column are executed inside LMS)
	<p>The Mindset Classroom & Pre-Course Check-in (Completed BEFORE Workshop 1 - set as prerequisite for moving forward to <i>About the Course</i>)</p> <ul style="list-style-type: none"> -Welcome & Course Introduction -How to use Canvas and Navigate the Course -Pre-Course Survey: Getting into the Mindset Groove <i>Summative</i> <p>About the Course</p> <ul style="list-style-type: none"> -Goals, Objectives, and Expectations -Course Q&A's and Open Discussion Forum -Course Resources (broken down by each workshop)
<p><u>Welcome, Course, and Workshop Introduction</u></p> <ul style="list-style-type: none"> -Workshop Norms, Logistics, Agenda, and Course/Workshop Objectives 10 min Lou -Pre-Course Survey Debrief -Activity: Getting into the Mindset Grove (utilizing top 5 missed answers on pre-course survey) 15 min Renae 	
<p><u>Mindset Background and Basics</u></p> <ul style="list-style-type: none"> -What it is and is not 15 min Kathy -Why does it even matter? 10 min Renae -Group Activity: Connecting the Dots, Part 1 10 min Lou 	
<p><u>Wrap Up & Next Steps from Workshop 1</u></p> <ul style="list-style-type: none"> -Assessment 1: I saw, I will, I wonder... (done in Canvas eModule) 10 min Renae -Assessment 2: Workshop Feedback Form (done in Canvas eModule) 5 min Lou -Action Items for Workshop: <ul style="list-style-type: none"> -Discussion Post: Impact of Words 10 min Kathy 	<p><u>Workshop Assessment(s)</u></p> <ul style="list-style-type: none"> -Assessment 1 - I saw, I will, I wonder... (completed during in-person workshop) <i>Summative</i> -Assessment 2 - Workshop Feedback Form (completed during in-person workshop) <i>Summative</i> -Workshop Notes Sheet (completed during in-person workshop) <i>Formative</i>
	<p><u>Assignment</u></p> <ul style="list-style-type: none"> -None
	<p><u>Discussion Post</u></p> <ul style="list-style-type: none"> -The Impact of Words
	<p><u>Course Handouts</u></p> <ul style="list-style-type: none"> -25 Ways to Develop a Growth Mindset handout -Introduction to Growth Mindset by Transforming Education -Workshop 1 Notes Sheet - Blank (used during in-person workshop) -Workshop 1 Notes Sheet - Completed (available post workshop)

	<p><u>Workshop 1 Resources</u></p> <ul style="list-style-type: none"> -Activity: Mindset-continuum by James Anderson -Video: How do we develop Mindset? -Video: So why do we even care about Mindset?
<p>Workshop 2 - Mindset and Classroom Culture</p>	
<p>In-Person Instructor-Led Workshop</p>	 Canvas eModule Items
	<p>Workshop 1 Review (Optional 4-minute video review that opens 3 days before Workshop 2 Canvas eModule. Added after course pilot)</p>
<p><u>Welcome & Workshop Introduction</u></p> <ul style="list-style-type: none"> -Looping Growth Mindset videos -Agenda, Workshop Objectives, and Review of previous workshop 5 min Lou -Share out: Group discussion and unpacking of <i>The Impact of Words</i> discussion post assignment from workshop 1 15 min Lou 	
<p><u>What the Research Tells Us</u></p> <ul style="list-style-type: none"> -Activity: Baby Steps 15 min Kathy -Video clip: Brain Mailability -Activity: Grow your Intelligence (done in Canvas eModule) 15 min Lou 	<p>Activity: Grow your Intelligence (completed during in-person workshop)</p>
<p><u>Mindset in the Classroom</u></p> <ul style="list-style-type: none"> -Mindset and STEM 10 min Kathy -Classroom Culture 10 min Renae -Video clip: Blindside and “yet” 	
<p><u>Wrap Up & Next Steps for Workshop 2</u></p> <ul style="list-style-type: none"> -Assessment 1: 3, 2, 1... (done in Canvas eModule) 5 min Lou -Assessment 2: Workshop Feedback Form (done in Canvas eModule) 5 min Lou -Action Items for Workshop: <ul style="list-style-type: none"> -Assignment: Create a Growth Mindset Classroom Resource 10 min Kathy -Optional Discussion Post 	<p><u>Workshop Assessment(s)</u></p> <ul style="list-style-type: none"> -Assessment 1: 3, 2, 1... (completed during in-person workshop) Summative -Assessment 2: Workshop Feedback Form (completed during in-person workshop) Summative -Workshop Notes Sheet (completed during in-person workshop) Formative
	<p><u>Assignment:</u></p> <ul style="list-style-type: none"> -Create a Growth Mindset Classroom Resource Summative
	<p><u>Discussion Post:</u> (Optional)</p> <ul style="list-style-type: none"> -My Current Classroom Mindset and Attitude/Culture
	<p><u>Course Handouts</u></p> <ul style="list-style-type: none"> -Grow Your Intelligence Article and Lesson Plan Activity (full LP version) -Workshop 2 Notes Sheet - Blank (used during in-person workshop) -Workshop 2 Notes Sheet - Completed (available post workshop)

	<p><u>Additional Resources</u></p> <ul style="list-style-type: none"> -Video: The Power Yet - TEDx Talks by Carol S Dweck -Video clip: Blind Side and Yet -Video: Neuroplasticity -Video clip: Brain Mailability
Workshop 3 - Applications of Mindset	
In-Person Instructor-Led Workshop	 Canvas eModule Items
	Workshop 2 Review (Optional 4-minute video review that opens 3 days before Workshop 3 Canvas eModule. Added after course pilot)
<p><u>Welcome & Workshop Introduction</u></p> <ul style="list-style-type: none"> -Agenda, Workshop Objectives, and Review of previous workshop 5 min Lou -Activity: Growth Mindset Impact Quotes 20 min Renae -Share out: Growth Mindset Classroom or Teaching Resource 20 min Kathy 	
<p><u>Rethinking Praise, Feedback, and Dialogue</u></p> <ul style="list-style-type: none"> -Praise, Dialogue, and Feedback 5 min Lou -Activity: Reframing and Feedback 20 min Lou 	
<p><u>Wrap Up & Next Steps from Workshop 3</u></p> <ul style="list-style-type: none"> -Assessment 1: Create Mindset Elevator Pitch (done in Canvas eModule) 10 min Renae -Assessment 2: Workshop Feedback Survey (done in Canvas eModule) 5 min Lou -Action Items for Workshop 3 -Assignment: Growth Mindset Action Plan 5 min Kathy 	<p><u>Workshop Assessment(s)</u></p> <ul style="list-style-type: none"> -Reframing and Feedback activity (completed during in-person workshop) <i>Formative</i> -Assessment 1: Create Mindset Elevator Pitch (completed during in-person workshop) <i>Summative</i> -Assessment 2: Workshop Feedback Survey (completed during in-person workshop) <i>Summative</i> -Workshop Notes Sheet (completed during in-person workshop) <i>Formative</i>
	<p><u>Assignments:</u></p> <ul style="list-style-type: none"> -Growth Mindset Action Plan <i>Summative</i>
	<p><u>Discussion Post:</u></p> <ul style="list-style-type: none"> -None
	<p><u>Course Handouts</u></p> <ul style="list-style-type: none"> -Reframing and Feedback Handout -Reframing and Feedback foldable activity (original format) -Growth Mindset Action Plan doc -Workshop 3 Notes Sheet - Blank (used during in-person workshop) -Workshop 3 Notes Sheet - Completed (available post workshop)
	<p><u>Additional Resources</u></p> <ul style="list-style-type: none"> -Video: Growth Mindset in the Classroom, Famous Failures Bulletin Board -Video: The Impact of Praise -Video: My Favorite No

	<ul style="list-style-type: none"> -Growth Mindset Feedback Tool, PERTS handout -Growth Mindset Reframing Tool, Mindset Works handout -Growth Mindset Scenarios Worksheet PERTS handout -Mistakes Reflection Activity, PERTS handout -Article: Thoughtful Parenting: Not all praise is equal
<h3>Workshop 4 - Mindset Review and Resources</h3>	
In-Person Instructor-Led Workshop	 Canvas eModule Items
	Workshop 3 Review (Optional 4-minute video review that opens 3 days before Workshop 4 Canvas eModule. Added after course pilot)
<u>Welcome & Workshop Introduction</u> -Agenda and Workshop Objectives 5 min Lou	
<u>Back to Basics</u> -Course Highlights – Review of Workshop 1, 2, & 3 15 min Lou -Activity: Defining Growth Mindset – Group debrief and assessment of individual Mindset Elevator Pitch’s 35 min Renae	
Planning for Growth Mindset -Activity: Growth Mindset Action Plan - Review/Tweak Action Plan 15 min Renae	
<u>Course Wrap Ups</u> -Resources for Growth Mindset 5 min Lou -Mindset Post-Assessment (<i>same as Pre-Course Survey: Getting into the Mindset Groove from Workshop 1</i>) (<i>done in Canvas eModule</i>) 5 min Lou -Course Evaluation (<i>done in Canvas eModule</i>) 5 min Lou	<u>Workshop Assessment(s)</u> - Post-Course Mindset Survey (completed during in-person workshop) Summative -Course Evaluation (completed during in-person workshop) Summative
	<u>Course Handouts</u> -Growth Mindset Books, Web Resources, and Works Cited-Combined -Connecting the Dots Activity (full pdf version) -Growth Mindset Action Plan doc (used during in-person workshop)
	<u>Additional Resources</u> -Early Indicators and Academic Mindsets study -Growth Mindset in the Classroom National Study 2016 -Video: Aligning Assessment to Brain Science

Instructional Materials, Strategies, and Components

All course materials such as activities, handouts, and additional resources for *The Mindset Classroom Blended Course* are accessible through the online Canvas course. See LMS and Course Outline section of paper for course link and access. Each workshop has an eModule containing their respective material links in our course Google Drive folder.

Instructional strategies and course components for *The Mindset Classroom Blended Course* are found in Table 2: Instructional Materials, Strategies, and Components for The Mindset Classroom Blended Course. The legend for Table 2 is as follows:

- Each workshop label is color coded for easier correlation throughout the course documents, tables, and Canvas eModules.
- IP/IL refers to In-person Instructor-Led interaction; eM refers to Canvas eModule interaction.
- In the “Assessment” column, summative assessments are in blue text while formative assessments are in green text.

Table 2

Instructional Materials, Strategies, and Components for The Mindset Classroom Blended Course

Workshop Title, Concepts, and Learning Objectives	Workshop Goals	Learner-Instructor interaction <i>IP/IL</i> – In-person Instructor-Led <i>eM</i> – Canvas eModule	Learner-Content interaction	Learner-Learner interaction	Assessment <i>Formative</i> <i>Summative</i>
<p>Workshop 1: Foundations in Mindset</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> • What mindset is/isn't • Why does mindset matter? <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> 1. Given the resources from training, learners will identify growth and fixed mindset traits in written form 2. Given the resources from training, learners will connect and distinguish why growth mindset matters through online discussion posts and in-class share outs 	<ul style="list-style-type: none"> • Introduce and explore course LMS • Define growth and fixed mindsets • Describe and communicate what growth mindset is • Describe and communicate why growth mindset matters 	<ul style="list-style-type: none"> • eM – Facilitator will highlight LMS and eModule basics for learners • IP/IL – Learners will recognize growth/ fixed mindset traits • IP/IL – Using the pre-course mindset survey that each learner will take before the course starts, facilitators will debrief learners on the top 5 misconceptions after their group discussion • IP/IL – Facilitator will debrief learners after their group discussion of the first question in the Connecting the Dots, Part 1 activity 	<ul style="list-style-type: none"> • eM – Learner will explore LMS to insure understanding of how it works and will be used in workshops (completed before Workshop 1 - set as prerequisite for moving forward to additional eModules) • IP/IL – Learner will utilize workshop handouts: <ul style="list-style-type: none"> ○ 25 Ways to Develop a Growth Mindset handout ○ Introduction to Growth Mindset by Transforming Education ○ Workshop 1 Notes Sheet - Blank ○ Workshop 1 Notes Sheet - Completed (available post workshop) • eM – Learner will have access to additional resources to support IP/IL lessons: <ul style="list-style-type: none"> ○ Activity: Mindset-continuum ○ Video: How do we develop Mindset? ○ Video: So why do we even care about Mindset? 	<ul style="list-style-type: none"> • eM – Learners will reflect & share their self-identified connections to mindset attitudes and experiences in Discussion Post <i>The Impact of our Words</i> • IP/IL – Using the pre-course mindset survey that each learner will take before the course starts, learners will share and discuss in groups the top 5 misconceptions from the mindset survey • IP/IL – Learners will discuss and explore the first question in the Connecting the Dots, Part 1 activity 	<ul style="list-style-type: none"> • eM – Pre-Course Mindset Survey: Getting into the Mindset Groove <i>Summative</i> • eM – Learners will identify one thing they saw (an “a-ha!”), one thing they will do or utilize moving forward (action step), and one thing that they still wonder about <i>Summative</i> • eM – Workshop Feedback Form <i>Summative</i> • IP/IL – Workshop Notes Sheet <i>Formative</i>

Workshop Title, Concepts, and Learning Objectives	Workshop Goals	Learner-Instructor interaction IP/IL – In-person Instructor-Led eM – Canvas eModule	Learner-Content interaction	Learner-Learner interaction	Assessment Formative Summative
<p>Workshop 2: Mindset and Classroom Culture</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> Brain development and mindset Explore intelligence Why does growth mindset matter in STEM? Rethinking Classroom Culture <p><u>Learning Objectives:</u></p> <p>3. Given practice and resources, learners will be able to describe and give examples of the importance of growth mindset on early brain development</p> <p>4. Learners will create, post, and share a classroom or teaching resource that communicates growth mindset practices and principles as defined through given resources</p>	<ul style="list-style-type: none"> Describe the importance of early brain development and how brain development research supports growth mindset Identify why growth mindset is important in STEM careers Identify and interpret ways to make their classroom or learning environment growth mindset friendly Design and create a growth mindset classroom or teaching resource for their learning environment 	<ul style="list-style-type: none"> IP/IL – Facilitator will debrief in whole group any shared results from the group discussion of their Discussion Post: The Impact of our Words IP/IL – Facilitator will lead learners in group activity (Baby Steps) demonstrating brain malleability IP/IL – Facilitator will lead group share out for each article section of the Grow Your Intelligence activity IP/IL – Learners will recognize and relate growth mindset traits with STEM career traits IP/IL – Learners will recognize and relate growth mindset traits to the culture of their classroom/learning environments 	<ul style="list-style-type: none"> eM – Learners will create and post a mindset classroom or teaching resource (bookmark, poster, etc.) that highlights growth mindset eM – (optional) Learners will create a short reflection on their current classroom mindset and attitudes (culture) IP/IL – Learner will utilize workshop handouts: <ul style="list-style-type: none"> Grow Your Intelligence Article and LP Activity (full LP version) Workshop 2 Notes Sheet - Blank Workshop 2 Notes Sheet - Completed (available post workshop) eM – Learner will have access to additional resources to support IP/IL lessons: <ul style="list-style-type: none"> Video: The Power Yet - TEDx Talks by Carol S Dweck Video clip: Blind Side and Yet Video: Neuroplasticity 	<ul style="list-style-type: none"> IP/IL – Learners will share and discuss the results from their Discussion Post: The Impact of our Words IP/IL – Learners will explore and discuss a portion of an article in the Grow Your Intelligence activity eM – (optional) Learners will create a short reflection on their current classroom mindset and attitudes (culture) 	<ul style="list-style-type: none"> eM – Learners will create and post their Growth Mindset Classroom or Teaching Resource (assignment) Summative eM – Learners will share 3 things they learned, 2 things they still wonder about, and 1 change they will make after workshop Summative eM – Workshop Feedback Form Summative IP/IL – Workshop Notes Sheet Formative <p>Additional Assessment:</p> <ul style="list-style-type: none"> Offsite formal meeting with organization leadership to assess course, workshop, and learner needs through workshop 2 Formative

Workshop Title, Concepts, and Learning Objectives	Workshop Goals	Learner-Instructor interaction IP/IL – In-person Instructor-Led eM – Canvas eModule	Learner-Content interaction	Learner-Learner interaction	Assessment Formative Summative
<p>Workshop 3: Applications of Mindset</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> ● Explore and share participant Growth Mindset Classroom and Teaching Resources ● Use and practice growth mindset dialogue & feedback techniques ● Plan for short, medium, and long-term classroom cultural change <p><u>Learning Objectives:</u></p> <p>5. Given examples, learners will practice and correctly identify growth versus fixed mindset dialogue and feedback methods with 80% accuracy</p> <p>6. Learners will create and discuss an action plan for implementing growth mindset principles and practices in their classroom or learning environment using written short, medium, and long-term goals</p>	<ul style="list-style-type: none"> ● Identify and practice growth versus fixed mindset dialogue and feedback methods ● Use an action plan to create and implement a growth mindset classroom or learning environment model 	<ul style="list-style-type: none"> ● IP/IL – Facilitator will lead groups in Growth Mindset Impact Quotes activity ● IP/IL – Facilitator will lead group share out of Growth Mindset Classroom and Teaching Resources ● IP/IL – Facilitator will lead group share out of growth mindset feedback and dialogue activity 	<ul style="list-style-type: none"> ● IP/IL – Given scenarios, learners will practice in groups growth mindset responses for feedback and dialogue ● IP/IL – Learner will utilize workshop handouts: <ul style="list-style-type: none"> ○ Reframing and Feedback Handout ○ Reframing and Feedback foldable activity (original format) ○ Growth Mindset Action Plan doc ○ Workshop 3 Notes Sheet - Blank ○ Workshop 3 Notes Sheet - Completed (available post workshop) ● eM – Learner will have access to additional resources to support IP/IL lessons: <ul style="list-style-type: none"> ○ Video: Growth Mindset in the Classroom, Famous Failures Bulletin Board ○ Video: The Impact of Praise ○ Video: My Favorite No ○ Growth Mindset Feedback Tool_PERTS handout ○ Growth Mindset Reframing Tool_mindsetworks handout ○ Growth Mindset Scenarios Worksheet PERTS handout ○ Mistakes Reflection Activity_PERTS handout ○ Article: Thoughtful Parenting: Not all praise is equal 	<ul style="list-style-type: none"> ● IP/IL – Given scenarios, learners will practice in groups growth mindset responses for feedback and dialogue ● eM – Learners will create and discuss their action plan for implementing growth mindset principles and practices in their classroom/learning environments in terms of short, medium, and long-term goals (assignment) 	<ul style="list-style-type: none"> ● IP/IL – Learners will correctly practice growth mindset feedback and dialogue best practices <i>Summative</i> ● eM – Learners will create and discuss their action plan for implementing growth mindset principles and practices in their classroom/learning environments in terms of short, medium, and long-term goals <i>Summative</i> ● eM – Learner will create an elevator speech to successfully communicate growth mindset to a predetermined audience <i>Summative</i> ● eM – Workshop Feedback Form <i>Summative</i> ● IP/IL – Workshop Notes Sheet <i>Formative</i>

Workshop Title, Concepts, and Learning Objectives	Workshop Goals	Learner-Instructor interaction IP/IL – In-person Instructor-Led eM – Canvas eModule	Learner-Content interaction	Learner-Learner interaction	Assessment Formative Summative
<p>Workshop 4: Mindset Review and Resources</p> <p><u>Concepts:</u></p> <ul style="list-style-type: none"> ● Key highlights and lessons for growth mindset ● Review and solidify growth mindset practices and principles ● Receive growth mindset resources <p><u>Learning Objectives:</u></p> <p>7. Given resources and practice, learners will be able to describe what growth mindset is by creating an elevator speech to successfully communicate growth mindset to a predetermined audience</p> <p>8. Learners will identify, analyze, and deduce growth mindset statements from fixed mindset statements with 85% accuracy</p>	<ul style="list-style-type: none"> ● Explore and share course and growth mindset resources ● Finalize growth mindset elevator speech ● Complete action plans ● Evaluate developed growth mindset ● Evaluate course 	<ul style="list-style-type: none"> ● IP/IL – Learner will reflect on workshops 1, 2, and 3 topics ● IP/IL – Learners will share out their final action plan for implementing growth mindset principles and practices in their classroom/learning environments in terms of short, medium, and long-term goals ● IP/IL – During share out, learners will reflect on feedback from facilitator regarding the top five elevator pitches that were not quite correct 	<ul style="list-style-type: none"> ● IP/IL – Learner will reflect and debrief on workshops 1, 2, and 3 topics ● IP/IL – Learner will finalize their action plan for implementing growth mindset principles and practices in their classroom/learning environments in terms of short, medium, and long-term goals ● IP/IL – Learner’s online elevator pitch posts will be combined into a list (names removed) and the top five elevator pitches that are not quite correct will be discussed in groups to explore what is needed ● IP/IL – Learners will receive handout on growth mindset resource from the workshop as well as resources they can explore on their own ● IP/IL – Learner will utilize workshop handouts: <ul style="list-style-type: none"> ○ Growth Mindset Books, Web Resources, and Works Cited-Combined.pdf ○ Connecting the Dots Activity, Part 2 (full PDF version) ○ Growth Mindset Action Plan ● eM – Learner will have access to additional resources to support IP/IL lessons: <ul style="list-style-type: none"> ○ Video: Aligning Assessment to Brain Science ○ Article: Early Indicators and Academic Mindsets study ○ Article: Growth Mindset in the Classroom_Ntnl Study 2016 	<ul style="list-style-type: none"> ● IP/IL – Learners will share out their action plan for implementing growth mindset principles and practices in their classroom/learning environments in terms of short, medium, and long-term goals ● IP/IL – Learner’s online elevator pitch posts will be combined into a list (names removed) and the top five elevator pitches that are not quite correct will be discussed in groups to explore what is needed ● IP/IL – Learners will discuss and explore the second question in the Connecting the Dots, Part 2 activity 	<ul style="list-style-type: none"> ● eM – Post-Course Mindset Survey <i>Summative</i> ● eM – Course Evaluation <i>Summative</i>

Evaluation and Assessment

Evaluation Model

The evaluation Model that I chose to use was the Kirkpatrick Four-Level Training Evaluation Model which is designed to help trainers measure the effectiveness of their training in an objective way. The model was originally created by Donald Kirkpatrick in 1959, and has since gone through several updates and revisions (Kirkpatrick & Kirkpatrick, 2006). The Four-Levels are:

1. Reaction – This level measures how the learner reacted to the training. It is important to measure reaction, because it helps to understand how well the training was received by the learners and it also helps to improve the training for future learners, including identifying important areas or topics that are missing from the training (Kirkpatrick & Kirkpatrick, 2006, p. 27).
2. Learning – This level measures what the learners have learned. This is where trainers measure whether or not the learning objectives have been met (Kirkpatrick & Kirkpatrick, 2006, p. 42). It also informs any future trainings.
3. Behavior – This level measures how much the learners have changed their behavior based on the training they received. Specifically, this looks at how trainees apply the information. It is important to realize that behavior can only change if conditions are favorable (Kirkpatrick & Kirkpatrick, 2006, p. 52).
4. Results – At this level, the final results of the training are analyzed and examined whether learners are continuing to utilize new knowledge and skills. This includes outcomes that have determined to be good for business, good for the employees, or good for the bottom line (Kirkpatrick & Kirkpatrick, 2006, pp. 63-64).

Evaluation Strategies

The important thing when thinking about evaluating strategies is, if possible, to measure at all four levels so it can be determined if each stage of the learning design was effective. I designed the course by starting with the problem and need. Then, I identified the actions needed to solve that problem and the learning needed to support those actions. Once that was complete, I worked with my colleagues to design a course to help make that learning happen. My evaluation metrics followed that same process to help us measure if we met our goals.

For *The Mindset Classroom Blended Course*, my evaluation strategies included both formative and summative measurements of the course's effectiveness using Kirkpatrick's Levels 1-3. Level 4, unfortunately, was beyond the scope of this project.

For level 1, reaction, questions asked included: How well did the learners like the learning process? Did they feel that the training was worth their time? Did they think that it was successful? What were the biggest strengths of the training, and the biggest weaknesses? Did the training session accommodate their personal learning styles and needs? Did they like the blended presentation method?

For level 2, learning, questions asked included: What did they learn? Did they acquire new knowledge from the course lessons?

For level 3, behavior, questions asked included: What changes resulted from the learning process? Did learners put any of their learning to use? Are learners able to teach or effectively share their new knowledge, skills, or attitudes with other people? Have learner behaviors changed?

Evaluation Methods

Level 1: evaluating reaction. Reaction for *The Mindset Classroom Blended Course* was

measured in the following ways. In-person instructor-led workshops one through three concluded with a “Workshop Feedback Form” executed through a Google Form. This evaluation was designed to assess key workshop takeaways, workshop strengths and weaknesses, and solicit learners for improvements and miscellaneous comments.

Another level 1 assessment was in the form of a formal meeting during the spring 2018 pilot with VOA’s supervisor staff to assess the course at the half way point (after workshops one and two) in order to insure we were meeting their organization’s goals and needs.

The final level 1 assessment was the course evaluation performed at the end of the last workshop to have an overall summary and assessment of the course and the facilitators.

Level 2: evaluating learning. Learning for *The Mindset Classroom Blended Course* was measured in the following ways. Throughout workshops one through three, short assessments were conducted to measure what knowledge and skills learners had obtained. Examples are workshop one’s “I saw, I will, I wonder...” activity, workshop two’s “3, 2, 1...” activity, and workshop three’s growth mindset feedback and dialogue activity, action plan, and elevator pitch.

The final level 2 assessment was the “Post-Course Mindset Survey” which asked the same mindset questions as the “Pre-Course Mindset Survey: Getting into the Mindset Groove” learners took before the start of workshop one. This assessment was specifically designed to identify, analyze, and measure whether learners could correctly identify growth mindset statements (learning objective #8).

Level 3: evaluating behavior. Behavior for *The Mindset Classroom Blended Course* was measured in the following ways. Learners were asked to create a growth mindset classroom or learning environment resource which they presented during an in-person instructor-led workshop.

Finally, after the completion of the course, learners utilized their new growth mindset principles and practices to create content with their students.

One learner shared this with us:

I wanted to share with you and the other instructors of the growth mindset team that we just finished the journal entry that I had submitted with our middle school students. 10 of our students participated in it and they had a couple of weeks to work on it. Then, I had 13 other VOA staff judge each journal on the basis of content and pick their 1st, 2nd, and 3rd best. We ended up having our contest sponsored and had some pretty neat prizes for each of the 3 winners.

A second learner created a growth mindset door contest. See example in Appendix A.

Here is the explanation in her words:

I just wanted to share with you these pictures. Homeroom classes are participating in a door decoration contest about "superheroes in training." Students are getting ready for the LEAP test. In my class, we saw how we all can be "superheroes" and reach our goals. The key? Having a growth mindset!

Formative Assessments

Formative assessments for *The Mindset Classroom Blended Course* are labeled in green in Table 1: Course Outline for The Mindset Classroom Blended Course and Table 2: Instructional Materials, Strategies, and Components for The Mindset Classroom Blended Course.

Formative assessments included the formal meeting held during the spring 2018 pilot with VOA's supervisor staff to assess the course at the half way point (after workshops one and two) to insure we were meeting their organization's goals and needs. It also included the

Workshop Notes Sheets (accessible in the Canvas eModules) that learners filled out during the in-person instructor-led workshops and the Reframing and Feedback activity.

Summative Assessments

Summative assessments for *The Mindset Classroom Blended Course* are labeled in blue in Table 1: Course Outline for The Mindset Classroom Blended Course and Table 2: Instructional Materials, Strategies, and Components for The Mindset Classroom Blended Course.

Summative assessments included:

Workshop 1: Foundations in Mindset

- Pre-Course Mindset Survey: Getting into the Mindset Groove – Baseline survey of 14 questions to determine learners’ mindset (Kirkpatrick Level 2 and used later to measure learning objective #8). Also utilized to find the top 5 incorrect answers which were used for the first workshop activity (Pre-Course Survey Debrief activity). Survey questions can be found in Appendix B.
- I saw, I will, I wonder – Learners identified one thing that they saw (an “a-ha!”), one thing they will do or utilize moving forward (action step), and one thing that they still wondered about. Used to assess learners’ understanding of what growth mindset is and its associated traits (Kirkpatrick Level 2 and used to measure for learning objectives #1 and #2). At least half of learners successfully shared a growth mindset trait in their “I saw” response and about one third of learners successfully made a connection to why growth mindset matters in their “I will” response. Assessment located in Canvas Workshop 1 eModule.
- Workshop 1 Feedback Form – Note: was not used during the pilot training. It was initiated starting in workshop 2.

Workshop 2: Mindset and Classroom Culture

- Growth Mindset Classroom or Teaching Resource – Approximately 70% of learners successfully created and shared during the workshop a resource that could be used in their classroom or learning space. Activity was used as both an assignment and an assessment (Kirkpatrick Level 3 and used to measure for learning objective #4). See sample in Appendix C.
- 3, 2, 1... – Learners shared 3 things they learned, 2 things they still wonder about, and 1 change they will make after workshop in their practices. Instructions asked learners to reference at least one thing they learned about intelligence or brain development. Used to assess learners' understanding of the importance of growth mindset on early brain development (Kirkpatrick Level 2 and used to measure for learning objective #3). Workshop 2 ran a little behind schedule and, subsequently, the Grow your Intelligence activity was streamlined. Therefore, only about 10% of learners could reference at least one thing they learned about intelligence or brain development in this assessment. Assessment located in Canvas Workshop 2 eModule.
- Workshop 2 Feedback Form – Used five short questions to assess and reflect on the impact of the workshop on learners (Kirkpatrick Level 1). Results informed future workshop implementation. Survey questions and results can be found in Appendix D.

Workshop 3: Applications of Mindset

- Reframing and Feedback – During the workshop, learners practiced responses for growth mindset feedback and dialogue. During the facilitated group share out, best practices were identified by both facilitators and learners. (Kirkpatrick Level 2 and used to measure for learning objective #5). Approximately 75% of learners could

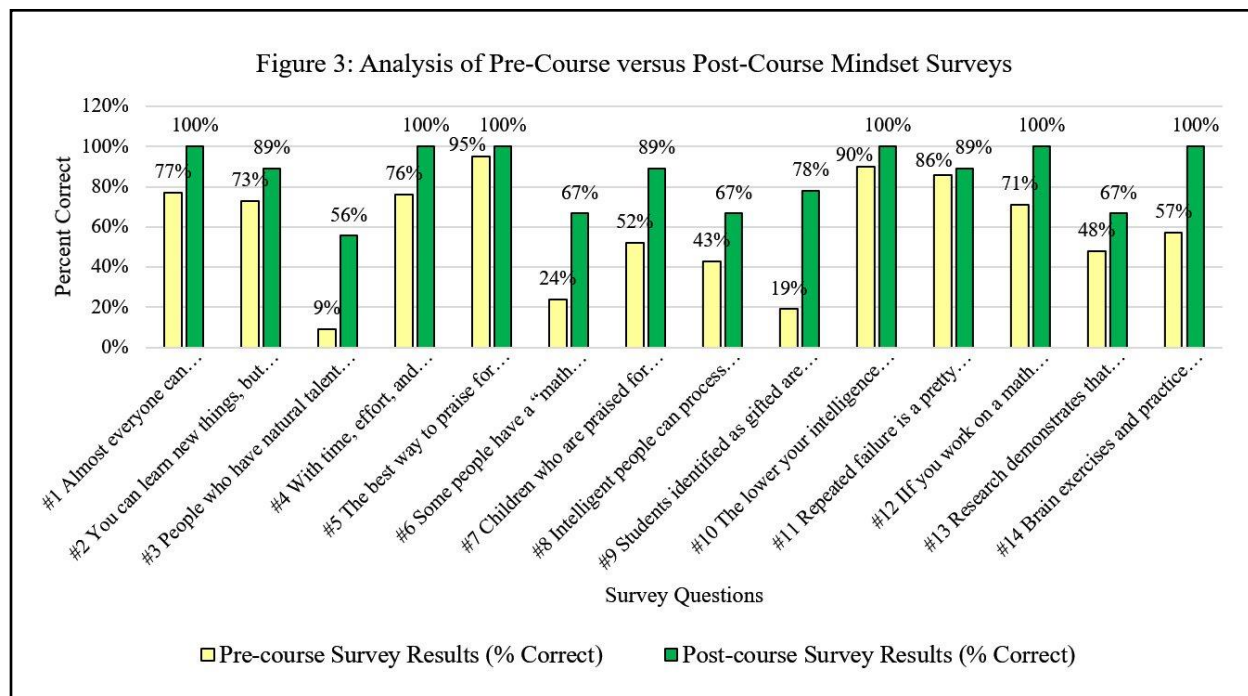
- correctly reword fixed mindset feedback and dialogue statements into growth mindset statements.
- Growth Mindset Action Plan – Learners created and discussed their action plan for implementing growth mindset principles and practices in their classroom or learning environment. Learners were provided a formatted document (downloadable from workshop 3 handouts eModule) that was designed for them to write in their implementation plan in short-, medium-, and long-term time goals. Activity was used as both an assignment and an assessment (Kirkpatrick Level 2 and used to measure for learning objective #6). All learners produced an individual action plan with short (can implement now) and medium-term (can implement in the next 3-4 months) goals. Due to time, most learners were not able to list a long-term (implement within the next year) goal. Because all learners were from the VOA, we instead had learners create an VOA organizational action plan which they shared and submitted to their supervisors. I do not have any copies of the individual or organizational action plans.
 - Mindset Elevator Pitch – Learners created and posted an elevator speech to successfully communicate growth mindset to a predetermined audience (Kirkpatrick Level 2 and used to measure for learning objective #7). Assessment located in Canvas Workshop 3 eModule. Special note: By workshop 3, about 30% of course learners were new and had not attended either workshop 1 or 2. After we compiled this assessment, it was obvious that we, as facilitators, had to do something different for the final workshop to ensure that the VOA staff and supervisors were more fluent in growth mindset principles and practices. Therefore, learner responses were compiled

and utilized in workshop 4 as a group activity to review and reinforce said principles and practices).

- Workshop 3 Feedback Form – Used five short questions to assess and reflect on the impact of the workshop on learners (Kirkpatrick Level 1). Results informed future workshop implementation. Survey questions and results can be found in Appendix E.

Workshop 4: Mindset Review and Resources

- Post-Course Mindset Survey – Learners took the same 14 question survey that was taken for the Pre-Course Mindset Survey: Getting into the Mindset Groove before workshop 1 (Kirkpatrick Level 2 and measured learning objective #8). Our objective was to have 85% learner accuracy in correctly identifying growth versus fixed mindsets. Results were compiled and compared to the baseline survey results and are found in Figure 3. The average percentage of correctly answered questions on the pre-course survey was 59% with 22 participants responding. The average percentage of correctly answered questions on the post-course survey was 86% with 9 participants



responding. Even though we exceeded the objective of 85% accuracy, the low number of respondents make the final results somewhat nebulous as to whether the objective was really met. Survey questions can be found in Appendix B.

- Course Evaluation – Learners took a five-question survey to assess the facilitators and course. Results will be reflected on by all facilitators at a debrief meeting (TBD) and used to inform updates, modifications, and revisions to future courses. Survey questions and results can be found in Appendix F.

Improvement Plan

While myself and the two other facilitators have not yet done a formal pilot course debrief, there have been a few things that I and they have mentioned that we need to further reflect on and revise.

One note was that Canvas provided a great way to connect our learners to each other and to us beyond the in-person instructor-led workshops; however, the quiz and survey functions made it extremely difficult to export the data to use for summary or correlation. Therefore, starting with workshop 2, we made all surveys and quizzes Google Forms to more easily compile and examine data.

Additionally, a few items in Canvas need refinement.

- I felt that, due to the learner's lower level of expertise with technology, it would be better if the introductory email to learners included a link to the "How to use Canvas and Navigate the Course" video prior to the learner having to join the class and navigate successfully to the video already inside the first eModule. I feel it would have created a much lower cognitive load and allowed learners to start out being more successful in learning to use Canvas and the course eModules thereby creating a

positive start to the course.

- For workshops 2 and 3, we decided to add a “Workshop Review” eModule. It would be the first session learners would see when they opened up workshop 2 and 3’s eModule and would give them an optional 4-minute video review that would open 3 days before Workshop 2 and 3 Canvas eModules. Would give those learners that were in need of some review a quick refresher in preparation for the new workshop material.

Regarding the course evaluation, it was revised to reflect similar but more reflective questions regarding how to better assess *The Mindset Classroom Blended Course*. My revisions were made after the pilot course was concluded when I encountered the Gap, Inc. case study in Kirkpatrick’s book *Evaluating Training Programs* (Kirkpatrick & Kirkpatrick, 2006, pp. 147-148). I modeled the new set of course evaluation questions after their Level 1 survey.

There were a few topics that were discussed by learners and facilitators during and after the course. One topic was that learners (educators) want a section that covers working with parents. While this topic is one that would be high on our list to implement, we feel that we need to continue utilizing the current course to ensure that it is a solid product before adding or adapting to this new topic.

Finally, it is worth noting that Workshop 1 Feedback Form is currently live in Canvas; however, it was not used during the pilot training. Workshop feedback forms were initiated in workshop 2.

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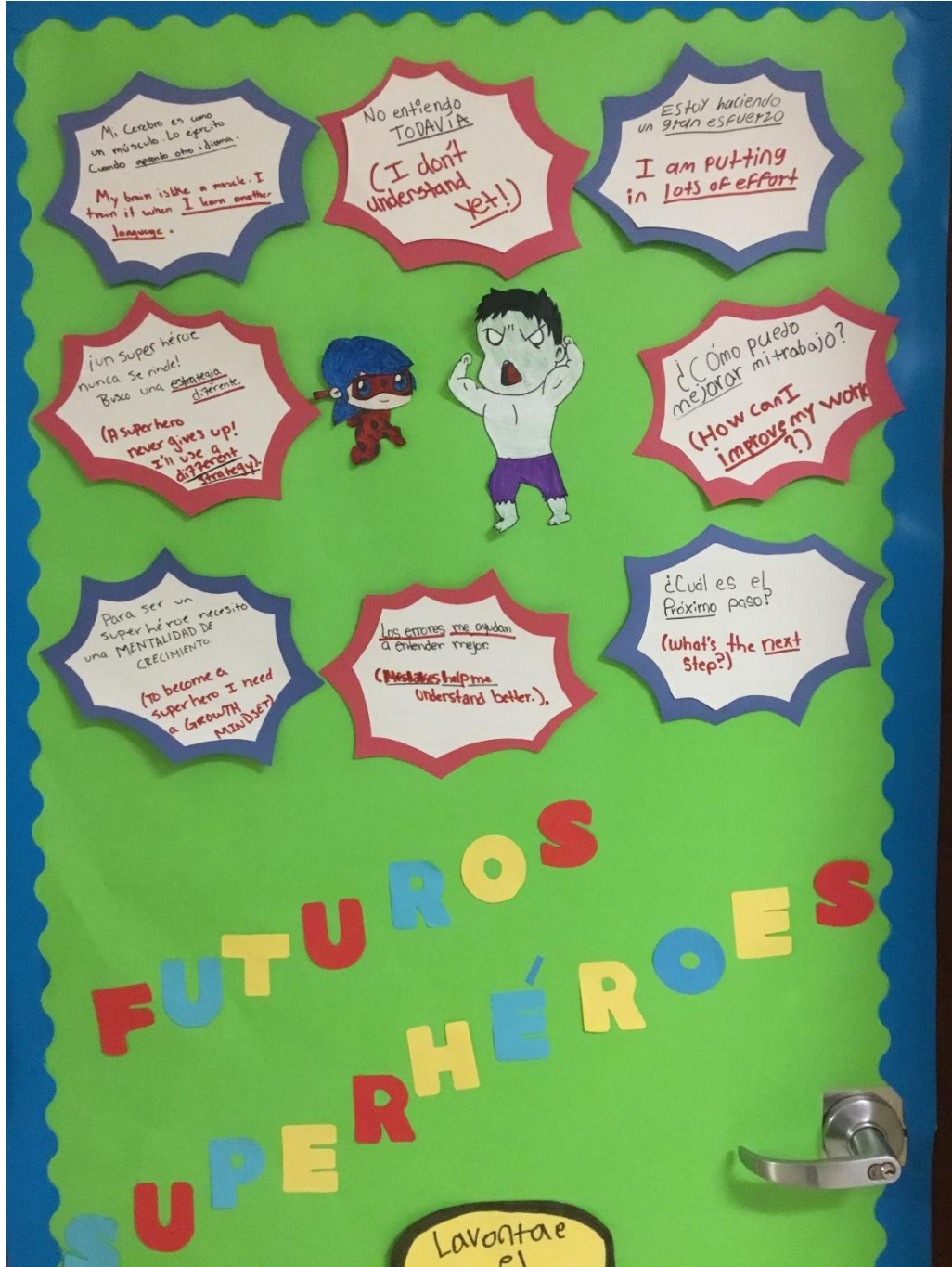
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Appendix A

Snapshot of Learner Created Growth Mindset Resource



Appendix B

Mindset Post/Post-Course Survey Questions

1. Almost everyone can significantly change their intelligence level.
2. You can learn new things, but you can't really change your basic intelligence quotient (IQ).
It is primarily genetic.
3. People who have natural talent in certain areas have an easier time learning in that area.
4. With time, effort, and perseverance, nearly all people can learn math at high and complex levels.
5. The best way praise students is to focuses on the strategies and effort along the way, rather than the end result.
6. Some people have a "math brain," some have an "art brain," some have a "language brain," etc.
7. Children who are praised for being smart or making good grades are less likely to cheat on school work.
8. Intelligent people can process information more rapidly, and less intelligent people process more slowly.
9. Students identified as gifted are more likely to take on challenging work that pushes them, even at the risk of failure.
10. The lower your intelligence score, the less likely it is that you can improve it.
11. Repeated failure is a pretty clear indicator of a lack of ability.
12. If you work on a math problem and make a mistake, your brain sparks and grows, even if you don't know you have made a mistake.
13. Research demonstrates that about 75% of achievement can be attributed to intelligence, and only 25% can be attributed to psychosocial skills.
14. Brain exercises and practice can improve intelligence, but the effects are only temporary.

Appendix C

Examples of Growth Mindset Classroom or Teaching Resources from Learners

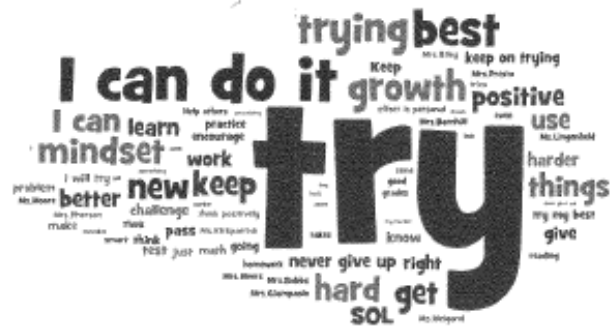
A PARENT'S GUIDE TO:
FIXED MINDSET VS. GROWTH MINDSET

CHANGE YOUR WORDS, CHANGE YOUR MINDSET EFFORT & ATTITUDE DETERMINE EVERYTHING

Parents can help their children with a different way to think:

Gardenla A. Reliford
Vounteers of America

Fixed Mindset	Growth Mindset
Instead of Saying	Say This!
It's too hard.	I'll keep trying.
I can't do that.	How can I get better at that?
I give up.	I will keep working!
I'm afraid I'll make a mistake.	Mistakes are how we learn.
They're smarter than me.	What can I learn from them?
This is hard.	This may take some time and effort.
I don't like others to do better than me.	I'm going to figure out what they do and try it?



Tips For Praising Kids

- Praise effort rather than natural ability or intelligence.
- Be specific so that your child knows exactly what he or she is doing right.
- Be sincere. Kids know when they get empty compliments.
- Avoid using praise all the time. Think quality and not quantity.

Helping Learners Succeed

1. Tell your child you have high expectations and encourage him or her to aim high and set goals.
2. Insist on good attendance and getting to school on time.
3. Ask about school every day.
4. Stay informed about your child's progress, including grades and test results.
5. Make sure your child reads at least 15 minutes a day.
6. Help your child be an independent learner. Step in only when necessary.

Appendix D

Workshop 2 Feedback Form Responses

What is your key takeaway from this workshop's material?	What worked well for you from this workshop?	What did not work well for you from this workshop?	What, if anything, would you do to improve this workshop?	Any other comments that you want to give to the instructors?
The power of Yet!	Always, class participation.	Day of the week!	To Improve the session, allow more time to present material. Too great to be rushed through.	
Continue to build a GROWTH mindset! I need to continue to remind myself of growth mindset while growing a child's mind in a positive way. Mistakes GROW minds!!	The note taking sheets. The discussions and group activities.	I would like to know the correct answers to Session 1.	Answer this question: If we are all born with the same brain why do we have those who have higher IQs or faster processing?	The material is interesting however there is too much to cover and presenters are skimming or skipping information.
Remember that growth mindset is what we are aiming for.	I really enjoyed the film that we watched.	I do not have any complaints.	We will spend more time. I would appreciate if the lab- top you all provide work for me. It did not take my login.	I really enjoyed the class
The more you practice the better you become	Open discussions	seating arrangement, not always able to see the screen, and more time to complete group activity.	Maybe more hands on activities or group activities.	
I enjoyed the different activities that were presented to show mind growth.	The gallery walk of quotes	The day	Other than change the day,it is great!	N/A

Appendix E

Workshop 3 Feedback Form Responses

What is your key takeaway from this workshops material?	What worked well for you from this workshop?	What did not work well for you from this workshop?	What, if anything, would you do to improve this workshop?	Any other comments that you want to give to the instructors?
The 3 types of feedback.	The time extension and the group work.	The lack of snacks and drinks.	Not much, I have enjoyed every session.	I really like how y'all work collaboratively and how hard y'all work at making sure we are getting what we need and getting the most we can out of each session.
I was able to answer some of the questions with a growth mindset.	My assignment I had for the class.	Everything worked well,	I really enjoy this class.	I know that you will do well.
The positive response I received from showing my resource at the workshop.	I encouraged another counselor about Fixed Mindset vs Growth Mindset	I am not sure.	I think we had a great session.	Mr. Louis I love this class. You are Wonderful!
Not to praise intellectual ability, as it could have a negative affect.	The time was better did not feel as rushed	N/a	N/a	N/a
Strategies or activities to increase student mindsets.	Gallery walk of quotes	Everything worked well	Conduct experiments	Nothing

Appendix F

Course Evaluation Results

1. What worked well for you in this course?	2. What didn't work well for you in this course?	3. What would you do to improve this course?	4. Did you use Canvas beyond just signing up for the course?	4a. What did you like about the Canvas modules?	4b. What did you not like about the Canvas modules?	5. Any other comments for the course?
Handouts/ engaging activities	Day and time	More time	No, skip to 5.			None
Handouts, website, short time period	The starting time. Could've been a little later.	Longer meeting time	Yes. Please answer 4a. & 4b.	Everything in one place	N/A	Thanks so much for this opportunity to grow my students and grow myself.
The idea of growth mindset	Friday after work	Change the day	No, skip to 5.			N/A
Learning what growth mindset is.	Friday after work.	Change the date.	No, skip to 5.			Great course!
It was an interesting topic. I liked to work in groups.	Everything worked well.	We should have participated more in Canvas.	Yes. Please answer 4a. & 4b.	To have access to the resources.	It was not easy for me to find the assignments on Canvas.	Thank you very much! I really enjoyed the workshop! I plan to share the knowledge not only with my students, but also with my family and friends.
Hands on, get up activities, fillable notes group work	Friday's	Days and student presentations	No, skip to 5.	Somewhat user friendly		None
	time 4:00 was a challenge	n/a	Yes. Please answer 4a. & 4b.	friendly to read	n/a	n/a
Continual reminder to change mindsets and the notes given the first two sessions.	Fridays	More mindset applications	No, skip to 5.			Mondays and hands in activities
Learning new information about Fixed Mindset vs Growth Mindset	I like everything about this course.	Keep it just like it is.	No, skip to 5.			I enjoyed this course.
The information presented was research based.	The initial one hour time frame	Dive deeper into case studies and/or everyday scenarios to which the principals of growth mindset could be discussed with peers	Yes. Please answer 4a. & 4b.	all relevant information in one place	It was my first time using it, so it may take some getting use to	I would encourage presenters to continue to work on becoming experts in the area of growth mindset because this could be world changing for educators, students, and parents. Thanks for your work!