

Developing a Growth Mindset

Learning Pod 1

University of Victoria

EDCI 335: Learning Design for Technology Mediated Environments

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Developing a Growth Mindset

Topic: Developing a growth mindset

Introduction

The topic we have chosen for this project is how to develop a growth mindset. A growth mindset is the belief that basic abilities are not fixed and that intelligence can be developed over time (*Growth mindset*, 2022). Through effort and determination, intelligence and basic qualities can grow. Having a growth mindset is not only about accepting feedback and being open-minded. It is also about learning from the experience and applying the feedback to develop strategies to improve in the areas in life we are lacking (*Growth mindset*, 2023). Teaching youth about a growth mindset will promote an increase in their love of learning, better learning, and sets them up for any challenges in their lifetime (Achwal, 2022). A growth mindset can encourage a passion for learning and support when facing new challenges. Youth with a growth mindset outperform those with a fixed mindset and are more likely to bounce back from failures (Achwal, 2022).

Description

A mindset is generally defined as an individual's existing perceptions and attitudes towards their personal skills and qualities. An individual with a growth mindset believes that they can develop and improve their skills and abilities with the proper amount of practice and effort (Rissanen, 2021). Those with a growth mindset are more likely to successfully manage challenges in life as they are aware that obstacles and failures present opportunities (Tao et al., 2022). Academics, interpersonal interactions, mental health, and career development are a few areas of life where a growth mindset can be used.

Examples

1) Recognizing the difference between a fixed mindset and a growth mindset.

Characteristics of the fixed mindset are the following:

- Ignoring criticism
- Ignoring or avoiding challenges
- Believing that you know everything
- Thinking effort is pointless
- Giving up easily when you face challenges

Characteristics of the growth mindset are the following:

- Accepting criticism
- Persevering when you face challenges
- Embracing challenges
- Thinking of effort as a path to success
- Loving learning and developing skills
- Feeling motivated by the success of other people

2) Recognizing the benefits of a growth mindset.

There are many benefits of having a growth mindset. A growth mindset helps students to reduce their stress levels and improve their well-being, which are key elements of success. It also reduces the risk of depression, enhances self-esteem and improves self-regulation.

Misconceptions

People often believe they either have a fixed mindset or a growth mindset, and that it cannot change, but people can have a mix of both and their mindset can evolve over time. Another misconception that people have is that once someone adopts a growth mindset, they will always have it. However, developing and maintaining a growth mindset requires ongoing effort and conscious decision to see challenges and failures as learning opportunities.

Rationale

The practice of having a growth mindset can support students through their learning journey. The goal of this is to educate students as to how they can develop growth mindsets and to ensure they have the opportunity to navigate this concept to experience more of their potential. As a group, we feel that a growth mindset is an important asset to learning skills for both students and educators. This is not only a piece of education that will support students through their studies, but also impact their daily lives outside of traditional learning.

Learning Theory

The learning theory for which this resource aligns best with is constructivism. Constructivism is a theory that strives for learners to have an active role in their own learning. It allows learners to connect with past experience and use that to create new meaning (West, 2018). Constructivism uses interaction as a key form of understanding as well as a critical piece of

engagement with materials. This is seen throughout the lessons by the implementation of several opportunities for group work and self-reflection for the purpose of learning. The use of group work can be seen as flexibility and provides opportunity for continuous change in thinking (EDCI335, 2023). The mini case study and journal entries provide critical self-reflection for learners to shape their understanding. This learning theory is best suited for learning about developing a growth mindset because it is adapted to each individual and their thinking. Constructivism supports learning from multiple perspectives including the self and external factors, which supports the development of a growth mindset (EDCI335, 2023). In addition to that, it provides opportunities for mistakes and further growth. Cognitivism can also be seen throughout the resource because the practice of problem-solving is used throughout the activities and there is an emphasis on participation of each learner (EDCI335, 2023). The activities place a heavy reliance on learners interacting with the material and through a cognitivist lens, this can be seen as students being an active part of their own learning (EDCI335, 2023).

Learning Design

The interactive learning resource uses a mixture of experiential learning and cooperative learning. Experiential learning is the practice of active participation, risk-taking, and reflection (Experiential Learning Institute, 2021). This is seen in the lessons as there is extensive focus on providing space for creativity such as allowing students to choose the format that they do an assignment in. An example of this can be seen in lesson 4 where students are asked to create a journal. The journal can be submitted in various methods and there is freedom with the design of their individual journals. The experiential learning method is important in this resource because it fosters an environment that accepts challenges, strives for improvement, and understands the

benefits of failure (MIT Teaching and Learning Laboratory, 2023). These are all important aspects of the learning journey, but also align with a growth mindset.

The resource also follows a cooperative learning method by the practice of group work and encouraging class discussions. Cooperative learning emphasizes the process of learners working together through small groups, which promotes social interaction (EDCI335, 2023). This can be recognized in lesson 1 where students participate in group work and complete an activity together. Then students return to the large class setting where they share those ideas from the breakout rooms with each other. The cooperative learning method is a crucial piece of this resource because it provides ample opportunities for students to gain new perspectives, learn from each other's mistakes, and further investigate the course material. This method aligns with a growth mindset as it encourages effort over ability and it embraces failure.

Learning Context

Our target audience for the Interactive Learning resource is between grades 10 to 12. Our Interactive Learning Resource requires students to use Zoom for interactive activities and discussions, and Moodle for assessments, activity submissions, and accessing learning resources such as videos or readings. Students in this grade will be comfortable using such technologies in their learning. Youth are at a point in life where they are navigating social and emotional development. Learning how to develop a growth mindset will help them develop relationships with peers, explore their identities, and learn how to manage stress and other challenges. Also, our students may be preparing for post-secondary education. Learning how to develop a growth mindset will significantly help them learn how to manage their stress and challenges through their post-secondary education.

Lesson Outline

Lesson 1: Growth Mindset vs Fixed Mindset

Learning Outcome: Students will be able to

- Define the meaning of a growth mindset and its characteristics;
- Compare and contrast different types of mindsets

Technology: Zoom and Moodle

Activity Breakdown

1. Watch Youtube Video: [“What is a Growth Mindset”](#) as a class
2. Read blog [“Fixed Mindset vs Growth Mindset Examples”](#) as a class
3. Breakout Rooms: Students will discuss these questions in groups of 3. One group member will summarize their group discussion based on one of these questions for the class discussion in the next activity
 - “Have you ever experienced a fixed mindset? How did it affect your learning and development?”
 - “Can you think of a time when you had a growth mindset? How did this mindset help you achieve your goals?”
 - “What are the differences between a growth and fixed mindset?”
4. Class Discussion: Each group will report their findings to the class. Feedback will be given in-class as necessary should questions arise

Assessment: Multiple-choice quiz

Students will be taking multiple-choice quizzes created with Moodle. Within the quiz, students will be able to define the meaning of a growth mindset, the characteristics of a growth mindset, and compare and contrast different types of mindsets.

Lesson 2: Building Resilience and Embracing Challenges

Learning Outcome: Students will be able to

- Identify the benefits of developing a growth mindset from real-life experiences

Technology: Zoom and Moodle

Activity Breakdown

1. Review: Students will individually go over a mini case study and brainstorm potential role models and identify their resilience and the ways they have embraced challenges. This will be done prior to class as a reflective task, so students will not be required to submit this anywhere.
2. Breakout Rooms: In groups of 4, students will explain their list of potential role models and learn from each other's reflections by building off of one another's ideas
3. Watch Youtube Video: [“The Power of a Growth Mindset | Surbhi Sachdev | TEDxManipalUniversityJaipur”](#) as a class
4. Class Discussion: Students will contribute to a discussion about the TedTalk and create opportunities for questions to be asked. The following question will be prompted
 - “The phrase ‘Failure is not a setback, it is an opportunity to grow’ was mentioned in the TedTalk. Can you think of a time this phrase is applicable to you?”
5. Students will be asked to write a blog post about key takeaways that they learned from the week. Guiding questions will include:
 - What teachings from this week stuck out to you?
 - What did you learn from other group members about how various role models implement a growth mindset into their lives?
 - What questions arise for you after watching the TedTalks?

Assessment: Students will be asked to submit a blog post on Moodle.

Lesson 3: My Mindset and Identifying Limiting Beliefs

Learning Outcome: Students will be able to

- Identify their current mindset
- List potential limiting beliefs

Technology: Zoom and Moodle

Activity Breakdown

1. [Mindset Assessment](#): Students will complete this assessment to learn about their existing mindset before class
2. Watch Youtube Video: [“10 Examples of Limiting Beliefs”](#) as a class
3. Breakout rooms: Students will discuss the results of their assessments in groups of 3 and answer the question below:
 - “Can you identify any specific beliefs or attitudes that may be holding you back from achieving your goals?”
4. Whiteboard Activity: Based on the breakout room discussion, students will write examples of limiting beliefs. A class discussion will then take place on zoom as the instructor goes over results, while prompting the class with the following: “How do you think you can work through these beliefs and cultivate a more growth-oriented mindset?”

Assessment: Self-reflection

To assess their understanding, students will provide two examples of their own limiting beliefs and explain how these beliefs have hindered them in specific situations. This will also help learners evaluate their current mindset and identify ways to improve it. They will submit this self-reflection document on Moodle.

Lesson 4: Positive Self-Talk and Reframing Negative Thought Patterns

Learning Outcome: Students will be able to

- Improve their inner monologue

Technology: Zoom and Moodle

Activity Breakdown

1. Watch Youtube Video: "[Your brain is wired for negative thoughts. Here's how to change it](#)" as a class
2. Read website "[Two ways to make your language more conducive to growth mindset](#)" as a class
3. Review [Alberta's MyHealth website](#) as a class
4. Breakout rooms: In groups of 5, students will be asked to transform the following unhelpful thoughts with replacement thoughts:
 - "I feel so overwhelmed, so I must not be able to handle this workload"
 - "I'm just not smart enough to understand this material"
 - "If I fail this class, I'll never get into college"
 - "My teacher didn't like my presentation, so I must be a terrible speaker"
5. Class Discussion: Each group will present their findings based on one example from the prompt

Assessment: Gratitude Journal Project

Students will be required to submit a project involving the practice of gratitude journaling. For 7 days, students will be instructed to journal for about 5-10 minutes a day dedicated to reflecting on up to five elements that they are grateful for. The purpose of this exercise is to recall a positive event, experience, person, or thing in your life and notice the positive emotions that come with it. This project will be submitted as a video, text, or audio file discussing two of the seven days of what the individual is grateful for. Students must submit their final submission to Moodle in a blog post format.

Lesson 5: Self-Reflection

Learning Outcome: Students will be able to

- Develop a personalized method for managing one's thoughts and emotions

Technology: Zoom and Moodle

Activity Breakdown

- Watch Youtube Video: [“Personal Empowerment through Reflection and Learning | Dr. Craig Mertler | TEDxLakelandUniversity”](#) as a class on zoom
- Watch Youtube Video: [“Rediscover You: The Power of Self-Reflection & Emotional Wellness. | Yahshikiah Huges | TEDxDover”](#) as a class on zoom
- Summative Activity (see rubric under ‘Summative Assessment’): Students will be required to complete a thought diary worksheet over the span of 1 week as a self-paced assignment. Students will self-reflect on their thoughts and think back to any unpleasant events with the following questions. They will also be asked to rate their emotions and how much they believed particular thoughts:
 - “When did it happen?”
 - “What was the situation? What were you doing, who were you with and where were you?”
 - “What emotion did you experience?”
 - “Recognize the emotion and try to capture it in one word such as happy, sad, or angry. What were you thinking at the time? What thoughts were running through your mind at the time or immediately”

Assessment: Students will complete a thought diary worksheet in which they will rate their emotions (e.g., with the emotion sad, where 0% is not at all, 50% is moderate, and 100% is extreme). They will be uploading this thought journal as a blog post through Moodle. This exercise will allow students to be able to reflect back on their everyday uncomfortable experiences and later on promote them to change their thought patterns.

Summative Assessment

Criteria	Description
Depth of Self-Reflection	The extent to which the reflection explores personal experiences, feelings, and thoughts in relation to the topic.
Connection to Personal Learning	The extent to which the reflection connects personal experiences and interests to the course content and learning objectives.
Evidence of Critical Thinking	The quality of thinking demonstrated in the reflection, including the use of evidence, analysis, and synthesis.
Scoring	Description
Meets Expectations	The reflection demonstrates a clear understanding of the course content and learning objectives, and provides thoughtful,

	insightful connections to personal experiences and interests. The reflection shows evidence of critical thinking and analysis, and uses specific examples and evidence to support claims.
Needs Improvement	The reflection is incomplete, off-topic, or demonstrates a lack of effort or engagement with the assignment. It may show some evidence of self-reflection, but does not demonstrate a clear connection to the course content or learning objectives. The reflection may lack evidence of critical thinking and analysis.

Plans to design for the inclusion of diverse learners

Our Interactive Learning Resource will incorporate Universal Design for Learning by providing clear and concise instructions and expectations. This will ensure that all students understand what to do during their online learning experience. Furthermore, a variety of instructional strategies will be used to engage diverse learners. For example, our resources include multimedia (videos, readings, blog posts), interactive activities, and group discussions. The videos that we will be sharing and showing to the students will have captions or transcripts to meet the needs of diverse learners. A collaborative and inclusive learning environment will be used by allowing students to work together and share their experiences, perspectives and ideas in the interactive activities and group discussions. Lastly, regular check-ins with students will take place to assess their progress, answer their questions and concerns, and provide support and feedback. This will ensure that every student has the opportunity to succeed.

Technology Choice Rationale

To teach growth mindset effectively to grades 10-12, we will make use of a multimedia-rich synchronous Zoom environment and a dynamic submission platform called Moodle. This method offers numerous benefits that make it an ideal choice for delivering our

interactive learning resource. One of the main advantages of using multimedia-rich Zoom lessons is that they break down learning material into structured, smaller, and more manageable pieces. This makes it easier for students to understand and memorize new concepts.

With Moodle, students can access weekly readings, videos, and assessments, such as multiple-choice questions and self-reflection submissions, all in one organized place. Moodle allows students to reflect critically on their understandings, learning experiences, and ideas about growth mindset with their peers and instructors. Additionally, mobile phone users can access Moodle as well and download the Moodle application right to their phones.

Overall, synchronous Zoom lessons utilizing multimedia elements, such as captioned videos, images, and interactive group discussions, provides a flexible and engaging learning experience. This delivery method is highly accessible, as students without computers can use their mobile phones to access Zoom using their data plan, and English language learners can use the built-in live transcription to follow along with the lessons. Students can easily interact with their peers and the instructor in real time, allowing for immediate feedback and clarification of any questions they may have during each synchronous lesson. Regardless of the students' location or access to technology, this method ensures students are granted equal opportunities to participate in the learning experience.

Link to each peer review of our resource

Megan Crombeen: <https://meganc.opened.ca/peer-review/>

Liam Shatzel: <https://liamshatzel.opened.ca/learning-pod-1-peer-review/>

Selina Farkas: <https://selinafarkas.opened.ca/peer-review-for-pod-1/>

Nicole Campbell: <https://nicolecampbell2.opened.ca/peer-review/>

Peer Feedback Rationale

After reading our peer reviews, we have made some minor changes by refining our final resource by re-reading our document and correcting any grammar or incomplete sentences. We made sure our document looks organized and easy to navigate with proper indentations. As well as switching some words around in order to present a more professional language. Above that, no other changes have been made but overall, all our team members found that the feedback we have received were all very helpful insights into improving and reflecting upon our resources.

We incorporated feedback from Megan Crombeen regarding the removal of repetitive words in the learning context paragraph. We incorporated Nicole Campbell's feedback to indent the beginning of all our paragraphs and we have considered her suggestions to fix our grammar mistakes. However, we chose not to incorporate Nicole Campbell's feedback to mention the age range of the target audience earlier, as we are following the instructions from the Interactive Resource Blueprint. We did not incorporate Liam Shatzel's feedback to incorporate specific examples of quiz questions of the assessment for lesson one, as we are providing a more high-level description of what the quiz learning outcomes may consist of.

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