

## CULTURE OF GROWTH

*Building upon Self-Determination Theory (Ryan & Deci, 2017) and Cultures of Growth (Murphy, 2024)*



## Biology

### Cultures of Growth Indicators (COGI)

<b>Heads &amp; Hearts Culture Indicators</b>	<b>Definition</b>	<b>Freshman/Large Class - Notes for Strengths Identified</b>	<b>Senior/Small Class - Notes for Strengths Identified</b>	<b>Question to Unpack Identified Strength</b>
Student engagement	If the students are engaged and paying attention. The faculty member wants them to succeed and students in return want to engage with the material. Faculty member asks students questions to keep them engaged with the course material.			
Student responses when prompted	Students offer feedback, share their opinion, and ask questions.			
Faculty disposition	Faculty provide structure and welcoming environment for asking and answering questions.			

<b>Innovative Culture Indicators</b>	<b>Definition</b>	<b>Freshman/Large Class - Notes for Strengths Identified</b>	<b>Senior/Small Class - Notes for Strengths Identified</b>	<b>Question to Unpack Identified Strength</b>
Uncertainty is visible	Student uncertainty: Faculty ask open ended questions (questions that don't have one correct answer), students are talking in response. It is okay to be wrong.			
Deliberately promoting risk	Students feel comfortable speaking out.			
“In the moment” questions	The instructor making up questions on the spot to support student learning. Customizing questions based on feedback/responses from the students.			
Making mistakes and correcting them	Detours around questions, having students pull in other content/experiences			
Level of sound and interaction in classroom	Are students discussing with themselves and faculty when confused or working through something?			
Laughter & love for the discipline	Be your own person. If you were to watch the whole semester, you could tell the instructors personality is genuine and demonstrate a love for the content.			
Any nontraditional	Student discussion, technology use (not the typical lecture) such			

use of technology and materials	as polling, clickers, QR codes, etc.			
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<b>Collaborative Culture Indicators</b>	<b>Definition</b>	<b>Freshman/Large Class - Notes for Strengths Identified</b>	<b>Senior/Small Class - Notes for Strengths Identified</b>	<b>Question to Unpack Identified Strength</b>
Is the course interactive?	[overarching question]			
Comfortability	Students engage with other students. Students engage with the instructor. Instructor is not lecturing, there is a more active environment. Instructors know students' names.			
Purposeful groups	Do people just randomly get into groups which leads to less collaboration. Are the students purposefully in groups so they can collaborate more across the semester?			
Unprompted connections	Students can make connections to the material outside of class and then share it with the class (perhaps in D2L or message boards such as Discord).			
Faculty participate in learning	Do faculty engage in activities for them to learn and collaborate with others for			

groups, book clubs, etc	teaching. This is harder to see in the observation – this may need to come from external information.			
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