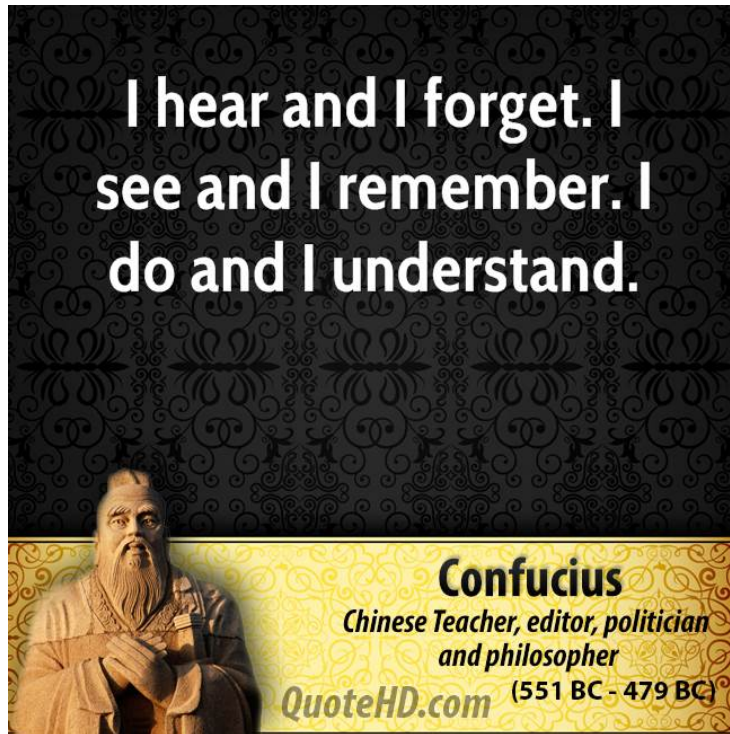


“Digging Deeper” into Student Engagement and Learning with Case Studies
34th Annual Conference on The First-Year Experience
February 10, 2015
Dallas, Texas
Cindy Thorp



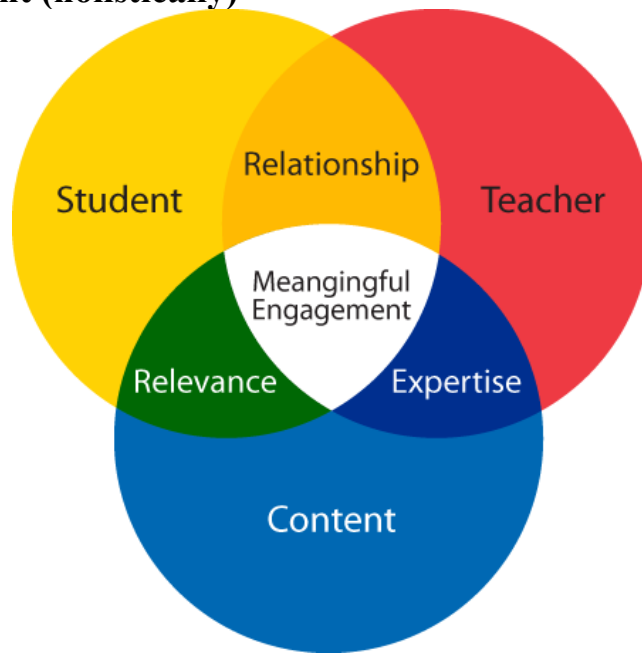
Chapter 7 Case Study in Critical Thinking; “A Fish Story”, and Chapter 1; “Getting On Course to Your Success”; Focusing on the key objectives regarding choices successful students do:

- **accepting personal responsibility,**
- **discover self-motivation,**
- **mastering self-management, and**
- **employing interdependence**

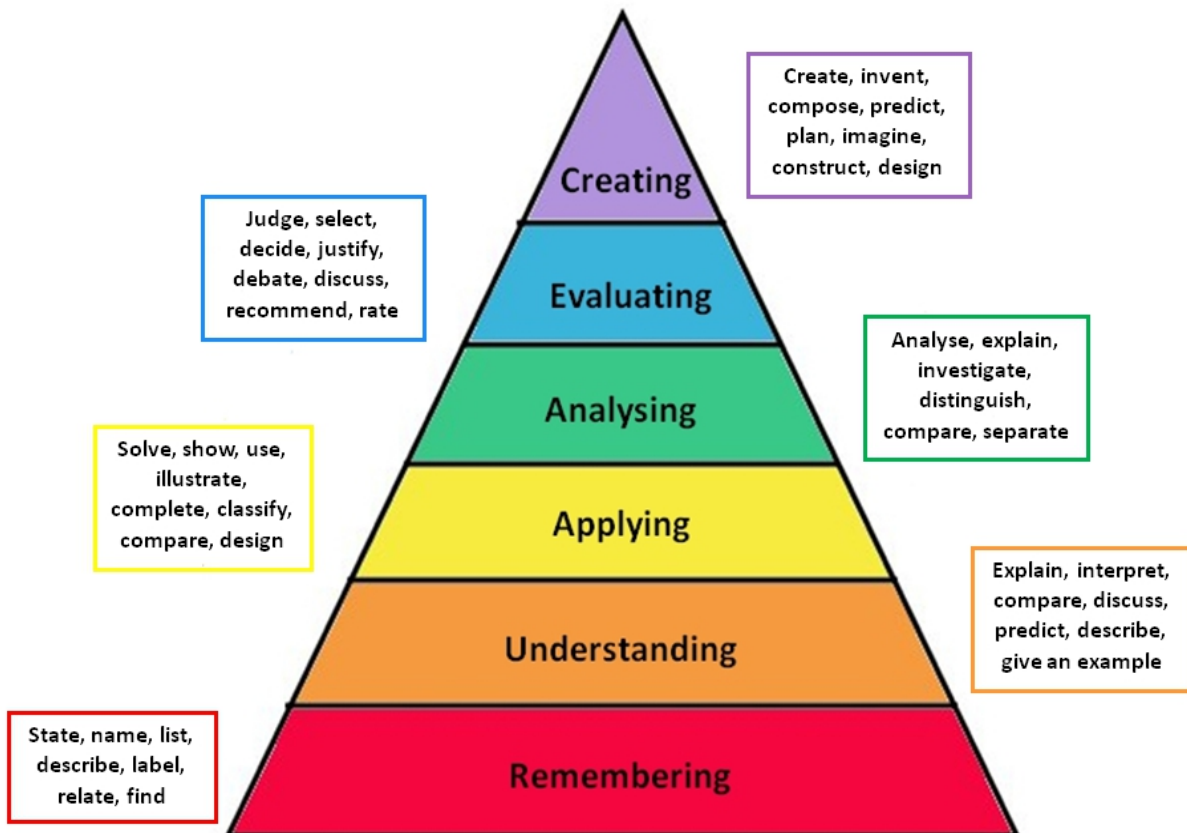
Purpose:

This activity will establish the classroom environment and expectations for the course. Once the activity is complete, the students identify what they have created. In combination with the syllabus, they have developed a student and instructor contract. Hopefully they will also see that we will be transitioning from a “teacher-directed environment” to a more “student-centered environment”.

Student Engagement (holistically)



Bloom's Taxonomy



THE GROWTH MINDSET

World-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially growth). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... we stumble along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We have a choice about which view we adopt for ourselves... and it's never too late to change. What's your choice?



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed. A person's true potential is unknown (and unknowable).

Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
Why bother? It's not going to change anything.	Growth and learning require effort.
Ignore constructive criticism.	Learn from criticism. How can I improve?
Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

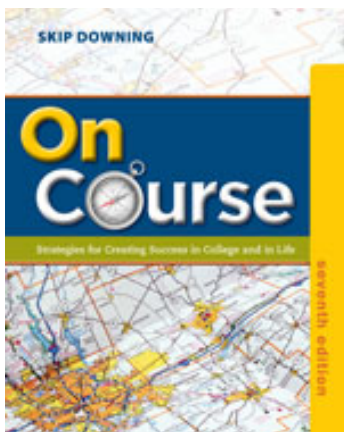
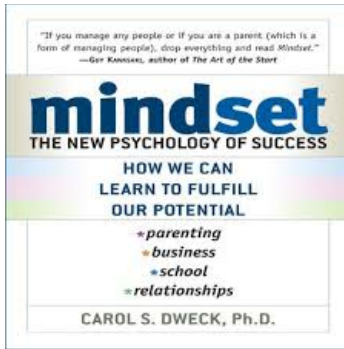
“Fish Story”

Questions for a reflection paper

- 1. In your opinion, what is the meaning behind this story?**
- 2. Why do think the professor did what he did in the story?**
- 3. Was the professor looking for something specific?**
- 4. How would you have felt if you had been one of the students in this lab?**
- 5. What did the students learn?**
- 6. Why did Miss Thorp read us (or have us read) this story? What is her purpose? Is she looking for something specific?**

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REFERENCES



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