

It's Not My Hardest Class Anymore!

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Go 'round

Tell us your initial reaction to the following statement.

There would likely be higher achievement if professors graded on effort.



Academy for Leadership and Learning

Established in 2006 to help students develop learning, teamwork, and leadership skills. The curriculum was designed to emphasize:

- learning about learning,
- learning about self,
- purposeful development of community, and
- practice and refinement of skills to encourage growth of self and others.

What is mindset about intelligence?

"If you manage people or are a parent (which is a form of managing people), drop everything and read *Mindset*."
—Guy Kawasaki, author of *The Art of the Start*

mindset THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

- * *parenting*
- * *business*
- * *school*
- * *relationships*

"Will prove to be one of the most influential books ever about motivation."
—Po Bronson, author of *NurtureShock*

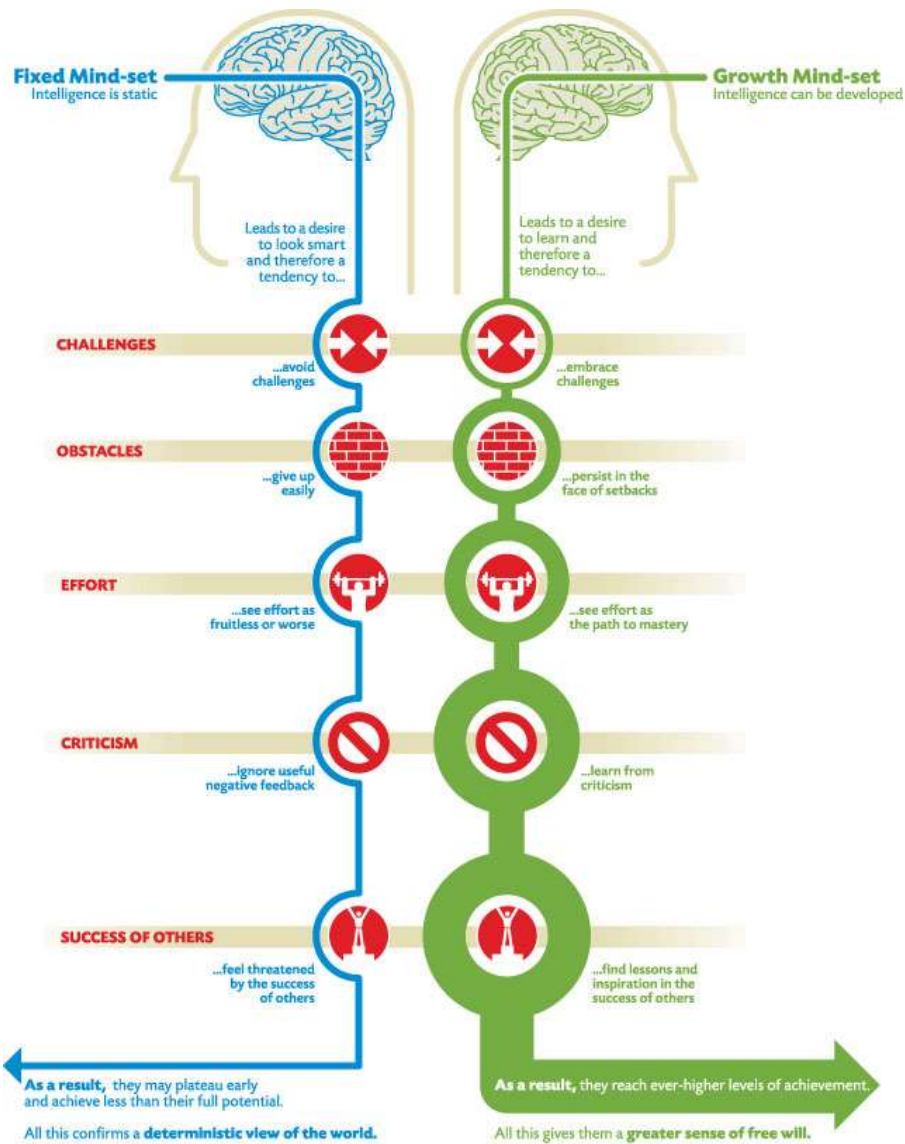
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Fixed Mindsets about Intelligence

Individuals with fixed mindsets (Nicholls, 1984; Dweck, 2010), believe performance on a task reflects innate intelligence and ability. They believe that if they have ability, everything should come naturally.

Growth Mindsets about Intelligence

Individuals with growth mindsets are more concerned with mastering the task and believe they can improve their skills with hard work. They tend to exert effort and persevere when they encounter setbacks.



Effort toward Learning

While effort is widely acknowledged as a key in educational achievement (Marzano, Pickering, and Pollock, 2001, p. 49-53), the literature provides no definition of effort but typically equates it with time.

TTYP (Turn to your partner):

What does effort mean to you?

How do you know when learners are making the effort to learn as much as possible in your course?





Examine beliefs about learning

Engage in reflection

Identify most challenging class

Monitor achievement during class

Monitor achievement outside of class

Examine beliefs about mindset about intelligence

Realize mindset matters!

Identify factors that interfere with learning

Select strategies to address the interference

The key, then, is helping students understand that effort is the work of the mind—not time.



Meaningful & Mindful Effort

My most challenging class _____

Date: _____

What interferes with me learning as much as I possibly can in this course?	This is what I tried:	Date:	This is what happened:	This is what I will change or continue:
I can't keep up with the lectures. I get behind in taking notes. Then I get discouraged and just give up.	I found out I could get the notes on line before the lecture. I made a copy and took them to class.	9/17	It really helped. I was able to focus on & think about what was being said. I would add to the notes by putting things in my own words.	I will continue to get the notes before lecture. AND I will read <i>and think about</i> the notes before I go to class. I'm sure I will understand even more.

TTYP (Turn to your partner):

Based on our work together, what are the implications for educators as they make plans to help students learn as much as possible.



Implications for educators

- Challenge students to confront beliefs about learning.
- Challenge students to confront beliefs about intelligence.
- Expect students to engage in meaningful and mindful effort.
- Provide tools that assist students in doing the kind of thinking expected.
- Hold students accountable for thinking.
- Provide a safe environment for learning.
- Encourage reflective thinking about experiences.

Closing go 'round....

Tell us one thing you will take away from our work together today that will make a difference for your learners.



References:

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Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ACSD.

Nicholls, J. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review* 91(3), 328-346.

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