COURSE TITLE: MINDSET: The New Psychology Of Success

NO. OF CREDITS: 6 QUARTER CREDITS
[semester equivalent = 4.00 credits]

INSTRUCTOR: Brenda McKinney
bbbrain@comcast.net

COURSE DESCRIPTION:
If you are looking for a refreshing change of pace, this course is for you! Written by psychologist, Carol Dweck, *Mindset*, focuses on research that shows the view you adopt for yourself profoundly affects the way you live your life. This has huge implications for all educators and their students.

How can a simple belief have the power to transform thinking? Take this course to find out. With the right mindset, you can motivate kids, help raise their grades and accept more challenge. You will explore the concept of Fixed vs. Growth Mindsets. With lively You Tube videos to accompany different sections, you will be delighted with the high interest level of this course.

Transform ordinary students into students with a passion for learning. Better yet, take time to reflect on your own life and look at how you might stretch your own mindset. Appropriate for all K-12 teachers, coaches, and parents.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Understood what people think about intelligence and why people are different.
2. Defined and understand fixed and growth mindsets and their effect on learning.
3. Taken a look inside the mindsets and how students are able to change their mindset through the choices they make.
4. Developed a plan to assist students focus on learning and development and not just on performance.
5. Developed strategies that enhance learning and accomplishment.
6. Discovered ways to improve IQ and uncover new knowledge about what changes intelligence.
7. Developed a plan for self-control and creating change personally and in the classroom.
8. Maximized your time in the classroom based on focused and knowledgeable planning.
9. Discovered ways to help underachievers be more successful and gain more pleasure in school.
10. Assisted students in minimizing setbacks and learning why both success and failure are necessary.

COURSE REQUIREMENTS:
Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:
Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant’s their choice of CEUs (Continuing Education Units), or Washington State Clock Hours or Oregon PDUs. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours and Oregon PDUs.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT
Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)
Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT


- Mindset: The New Psychology of Success
  ISBN# 0345472322
  by Dweck, Carol S.
  Ballantine Books

Buy from Amazon

MATERIALS FEE

Text, MindSet, is approximately $10 from Amazon.com.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1: Introduction.
In a 1-2-page introduction describe your current professional situation, some low and high points in your teaching career and say why you chose this course. Write a short response about why you think it is difficult to make school enjoyable for today's students and what immediate changes you would like to see happen in education.

Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #1.

Assignment #2: Fixed versus Growth Mindset.
Read pages 3-14 to be able to define both mindsets. Watch the YouTube video at: https://www.youtube.com/watch?v=isHM1rEd3GE to understand the idea of a fixed and growth mindset. After exploring the reading, what mindset do you think you have? Is it realistic to think that you exhibit each mindset at different times? Do you think most adults have a realistic view of the "idea" of the mindsets and how they drive their motivations and relationships? What does all of this about mindsets mean to you?

Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #2.

Assignment #3: About Non-Learners.
Read pages 15-54 to understand the worlds of the mindsets. How do kids lose their love of learning? Watch the You Tube video at: https://www.youtube.com/watch?v=yYknuaoIdME to understand the idea of a non-learner. Compare what you learned in the link with your reading on what creates a non-learner? Describe the non-learners in your classroom. What does it mean to stretch and thrive in each mindset? Explain how a test score could define a student . . . forever. How does failure affect each mindset and how does this change the meaning of effort? View the link at: https://www.youtube.com/watch?v=J-swZaKN2lc to learn about the power of yet. What are the "must-do's" for your classroom?

Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #3.

Assignment #4: Achievement Reconsidered.
Read pages 55-81 on why kids accomplishment and talent and how we teach kids to persevere. Explain the relationship between mindsets and school achievement? How does the “low effort syndrome” connect with this concept?View this link at: https://www.youtube.com/watch?v=YY9TVbAaIf5 to explore how to help every child fulfill their potential. Why is the college transition often a crisis for kids? How might we better prepare them at any level?
Check out the Marva Collins story at: http://www.nytimes.com/2015/06/29/us/marva-collins-78-no-nonsense-educator-and-activist-dies.html?_r=0. Explain how she changed mindsets and created school achievement. Do you agree or disagree with tracking? Did you gain any new insights in this section? Did you develop any new ideas to help kids who may not “act” like they are really interested in

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learning? Watch the following two video at: http://www.youtube.com/watch?v=TTxV0_3UjY https://www.youtube.com/watch?v=J-swZaKN2lc. What are your take-away ideas about challenge as it relates to praise and the idea that "you are not there yet"? What is the danger of praise and positive or negative labels and do negative stereotypes influence our attitude and teaching? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #4.

Assignment #5: Champions.
Read pages 82-107 to understand the idea of talent vs. the work ethic. View the link on motivation, being fearless and the mindset of champions at: https://www.youtube.com/watch?v=NjiYVROUJA. How can coaches and those in leadership positions maximize the idea of mindsets? What example in this section would be helpful for you to use in your classroom and why? What new strategies can you add to your lesson design to help students learn the idea of “dig down and pull it out when you need it the most” strategy? What are the “must have” ideas for lesson design and application? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #5.

Assignment #6: Leaders.
Read pages 109-143. How can educators apply leadership and growth mindsets to their classrooms? What is the concept of “gargantuan ego” and do we also have evidence of this in education? Give examples of growth mindset leaders and explain how this learning can assist you in helping change the mindsets of your students? Give examples of growth mindset leaders in action and explain why this model is appropriate for educators. What would be the critical “take-away” information for leadership and maintaining motivation? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #6.

Assignment #7: Personalities.
Read pages 144-172 about relationships, bullying and the strengths and weaknesses of each personality. Every word, every action tells kids how to think about themselves. How does this relate to the fixed mind set and relationships? Why is rejection so critical to the self-esteem of the kids who struggle in the classroom (from the perspective of the mindsets)? Why do those with fixed mindsets struggle in relationships? School communities are adopting many programs to combat bullies. After you read this section, “What Can be Done”, do you see any new solutions or understandings to this problem? What are the implications for the classroom? What is your personal must have’s from this section? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #7.

Assignment #8: Great Parent, Teacher, Coach.
Read pages 173-212 focusing on the parent, teacher, or coach. What is the difference between sending messages about success and failure vs. messages about process and growth? Which do you think dominates your classroom? Where do you think you could realistically make changes? Discuss your feelings about how quickly children learn and respond to the messages they hear. How should we be using praise in the classroom, in parenting, or in the athletic setting? What makes a great teacher (or parent, if you are not currently in the classroom OR both if you are interested in looking from both perspectives)? What two things are critical for all teachers? Are high challenge and positive environments enough? How can the Holy Grail of coaching be applied to the classroom? Are there really students who don’t care? What have you now learned that applies to the students that give off this impression or who feel disrespected? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #8.

Assignment #9: How We Learn.
Read pages 213-220. Take a look at the introduction to Brainology at: http://www.youtube.com/watch?v=pF5yB31IT5Y. View testimonials at: https://www.mindsetworks.com/schools/testimonials. Take a look a quick snapshot on how the brain learns. You will combine with your new learning on mindsets: http://www.youtube.com/watch?v=ugGz7uggPZ4&feature=related. What ideas do you have for a mindset workshop for your students? What is the difference between this and just teaching study skills? Where does the idea of “smartness” come from? Why is change so difficult and how do you go about exchanging a fixed mindset for a growth mindset? What do you and your students need to know about setbacks? What can be done with students that feel a sense of entitlement or to those who have an attraction for the fixed mindset? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #9.

Assignment #10: Change.
Read pages 221-246 about the complexities of change. What is the most important thing you learned about self-control and mastering change? Develop a discussion with other teachers at your school, perhaps a roundtable discussion, focusing on techniques from this course that could be employed by all teachers. What can you consciously do to improve your own classroom? Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #10.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT
B. LEARNING APPLICATION
In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

Assignment #11: Graphic Summary.
Create a graphic summary of the two mindsets, using the chart in the book as a guide. This would be something that could be displayed on your wall or made available to other teachers to show them about fixed vs. growth mindsets.
Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #11.

Assignment #12: Lesson Development.
Assignment #12: (Required for 400 and 500 Level)
Assignment #12-A:
- Adapt and implement a lesson (s) reflecting what you’ve learned about Mindset in order to improve learning for all students. This might take the form of a Brain Camp that you would implement to teach kids about how the brain learns and how to have a growth mindset.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- Share what you’ve learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library at https://www.hol.edu/lesson-plan-library
- You may download a copy of THI’s lesson plan template at https://www.hol.edu/about/lesson-template/
- Send your modified lesson and your commentary via email to your instructor.
- Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #12-A.

OR
Assignment #12-B: Use this option if you do not have a classroom available.
- Adapt a lesson to reflect what you’ve learned in this course. (Do not implement it.)
- Share what you’ve learned with other teachers taking our courses by contributing your Lesson to The Heritage Institute Lesson Library at https://www.hol.edu/lesson-plan-library
- Write a 500+ word article concerning any noteworthy success you’ve had as a teacher with one or more students.
- Please refer to the guidelines on our blog What Works: Teaching at its Best prior to writing your article. (https://www.hol.edu/blog)
- When you submit your article to your instructor, please also email a copy to Yvonne Hall, yvonne@hol.edu THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your modified lesson along with your article via email to your instructor.
- Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #12-B.

Assignment #13: Case History.
Write a 2-3-page case history about teaching one child with a fixed mind set who has been difficult for you to work with in the past. Based on your learning from this course, create and implement a plan of action to address the student’s issues in a new way and to help the student change his/her mindset. Describe in another 2-3 pages your plan of action and outcomes.
Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #13.

Assignment #14: (500 Level ONLY)
In addition to the 400 level assignments, complete one (1) of the following assignment options:
Option A) Create a 20-minute PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. You must have at least 15 slides, graphics, pictures, and creative design. You may also create a Prezi. Save this as a PDF.
Send to instructor: bbbrain@comcast.net. Subject line to read: ‘Mindset’ #14-A.

OR
Option B) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Share specifics of the plan and how it will be evaluated for success in 3-4 pages.
Send to instructor: bbbrain@comcast.net. Subject line to read ‘Mindset’ #14-B.

OR
Option C) Another assignment of your own design, with the instructor’s prior approval.
C. INTEGRATION PAPER
Assignment #15: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER
(Please do not write this paper until you've completed all of your other assignments)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:
Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:
Brenda McKinney, CEO of Vancouver, WA based BrainVolution, is a developer and dynamic facilitator of workshops that teach practical thinking and learning tools for raising student achievement with the brain in mind. She has trained educators throughout the Pacific Northwest and is a popular presenter because of her ability to motivate, make things fun, and teach practical techniques for the classroom that can be used immediately. Brenda continues to read hundreds of books and articles on the subject of neuroscience and searches for the answer to success for every student. Her work with at-risk students and those with reading problems have made her a popular speaker at the state, regional and national level.

Brenda is able to synthesize the new research and continues to address the role of how to use the latest findings to create high achievement classroom. She brings 30+ years of experience at the elementary, middle school, high school and university level as a mentor teacher, consultant, motivational speaker, university instructor, and reading specialist. Brenda has her Master’s in Education from Washington State University and is nationally certified in Brain Based Learning through the renowned Jensen Corporation, led by Eric Jensen, a noted international spokesperson for neuroscience and education.

Brenda will inspire and motivate you with her energy, enthusiasm and knowledge. Her wisdom, techniques, and brain based approach to education will inspire you and challenge you to meet the demands of this ever changing world.

BIBLIOGRAPHY

MINDSET: The New Psychology Of Success

Brock, Annie & Heather Hundley. The Growth Mindset Coach: A Teacher’s Month – by – Month Handbook for Empowering Students to Achieve. Ulysses Press. 2016. The Growth Mindset Coach provides all you need to foster a growth mindset in your classroom. Once you have taken the Mindset course, all teachers find they need more help to implement. This is a great resource. With the tools in this book, you can add to your ways to motivate students believe in themselves and achieve anything. Honestly, it is not as hard as you think.

Colvin, Geoff. Talent Is Overrated: What Really Separates World-Class Performers from Everybody Else. 200 pgs. New York, NY: Penguin. 2010. ISBN 978-1-59184-224-8. Asked to explain why a few people truly excel, most people offer one of two answers. The first is hard work. The other possibility is that the elite possess an innate talent for excelling in their field. According to the author, Geoff Colvin, both the hard work and natural talent camps are wrong. What really makes the difference is a highly specific kind of effort-"deliberate practice"-that few of us pursue when we're practicing. Based on scientific research, Talent is Overrated shares the secrets of extraordinary performance and shows how to apply these principles. It features the stories of people who achieved world-class greatness through deliberate practice.

Duckworth, Angela. Grit: The Power of Passion and Perseverance. Simon & Schuster. 2016. ISBN 978-1-5011-1110-5. Grit is a book about what goes through your head when you fall down, and how that—not talent or luck—makes all the difference. She provides a ton of experiments and practical stories to show that passion and perseverance are a critical component of success. An interesting and intriguing read.

is one of those rare books that can help you make positive changes in your life and at the same time see the world in a new way. A leading expert in motivation and personality psychology, Carol Dweck has discovered in more than twenty years of research that our mindset is not a minor personality quirk: it creates our whole mental world. It explains how we become optimistic or pessimistic. It shapes our goals, our attitude toward work and relationships, and how we raise our kids, ultimately predicting whether or not we will fulfill our potential. Dweck has found that everyone has one of two basic mindsets. She demonstrates that mindset unfolds in childhood and drives every aspect of our lives, from work to sports, from relationships to parenting. Get ready to enjoy.

Heath, Dan & Chip. *Switch: How to Change Things When Change is Hard*. 265 pages. New York, NY: Broadway Books. 2010. ISBN 978-0-385-52875-1. Why is it so hard to make lasting changes in our companies, in our schools, and in our own lives? The primary obstacle is a conflict that's built into our brains say the authors of the critically acclaimed bestseller *Made to Stick*. Psychologists have discovered that our minds are ruled by two different systems—the rational mind and the emotional mind—that compete for control. In a compelling, story-driven narrative, the Heaths bring together decades of counterintuitive research in psychology, sociology, and other fields to shed new light on how we can affect transformative change.

Mraz, Kristine & Christine Hertz. *A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth*. Heinemann, 2015. Drawing on the work of Carol Dweck, Daniel Pink, Art Costa, and others, Kristi and Christine show us how to lead students to a growth mindset for school-and life-by focusing on five crucial, research-driven attitudes: persistence, flexibility, resilience, optimism, and empathy. It includes teaching tips, practical classroom help along with visuals. Examples are also included and helpful.