The Helix: Growth Mindset and Habits of Mind

• The belief that you can grow or change your mindset must be supported by practice.
• Seeing the results that occur when mindfully practicing and employing the habits will help nurture and cultivate the sense that you can grow.
Habits of Mind Framework

Persist
Manage impulsivity
Listen with understanding and empathy
Think flexibly
Think about your thinking (Metacognition)
Strive for accuracy
Question and pose problems
Apply past knowledge to new situations

Think and communicate with clarity and precision
Gather data through all senses
Create, imagine, and innovate
Respond with wonderment and awe
Take responsible risks
Find humor
Think interdependently
Remain open to continuous learning
Insider to Outsider

• $\frac{1}{8} + \frac{3}{8} = (Mastery!)$

• $\frac{1}{2} + \frac{3}{8} = (Ouch! \ An \ extra \ step)$

• Planet X is $\frac{7}{10}$ of a light-year away from Earth. Planet Y is $\frac{1}{2}$ of a light-year away from Earth. How much farther away is Planet X? (??????????)

• Which Habits of Mind might help me to cross this bridge? Which Habits of Mind support persistence?
Student Scenarios

“The Real Work”

“It may be that when we no longer know what to do
we have come to our real work,

and that when we no longer know which way to go
we have come to our real journey.

The mind that is not baffled is not employed.

The impeded stream is one that sings”

--Wendell Berry
So… What do we mean by Habits of Mind?

• An *acquired* disposition to respond in particular ways when we don’t have a solution.

• The inclination, capability and commitment to particular behaviors that lead to productive outcomes.
Habits of Mind (“The Real Work”)

- Recognizing when HoM are being practiced.
- Acknowledging the practice of HoM (“calling it out in the moment”)
- Valuing students and colleagues and reflecting on your own practice (considering what can be learned from someone else’s practice of HoM).
- Making HoM more visible
- Using the lens of Appreciative Inquiry to improve our performance and strengthen relationships.
How does the Appreciative Inquiry cycle-of-inquiry work?

**DISCOVER**

- Appreciating the best of what is

**DREAM**

- Envisioning what might be

**DESIGN**

- Co-constructing what should be

**DO**

- Experimenting, modifying, empowering, improvising
Habits of Mind on Your Campus: Different Levels to Target

- Academic Department
- Service Area
- A particular course/set of courses
- An existing program
- Planning Documents
- Campus-wide
WRITING ASSISTANT POV:

I am sitting with a student who tells me that the only reason he is in the Writing Center is because his teacher is making him do it. He tells me that he thinks his paper is fine, and all he really just wants help with is grammar and in wording some stuff. I want to address some bigger issues, but I don’t think the writer is open to hearing me.

How can the awareness and practice of HoM help the tutor better support this writer?

How will it help the tutor in terms of self-care?
Designing with Habits
“Your Heart is the Big Box of Paints”—XTC

* How might we modify the 16 Habits from Costa and Kallick to make more purposeful and relevant? (Not only in terms of the value, but in terms of language/phrasing?)

* What colors might we want to add to our box of paints beyond this list of Habits?

* What values need to be captured or represented that are missing from this list?

* What are values your community like to identify and cultivate?
The HoM Pathway

“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny

--Mahatma Gandhi
Campus Initiatives: Habits of Mind (Shasta and Merced)
Appreciative Inquiry and The Big Upcycle

- Affirmations
- Ask clarifying questions
- Expand ideas
- Offer assistance
- Suggest resources