I AM

Write a Habit of Mind that you engage in mindfully and are continually working to improve.

Cocktail Hour – meet one another and share WHAT habit you have chosen __________ (e.g., thinking flexibly)— and HOW you are working towards improvement of this chosen habit.
Welcome!

Mary-Jo Apigo, West Los Angeles College
Vicky Nesia, West Los Angeles College
Miguel Powers, Fullerton College
Scott Sandler, Gavilan College

Strengthening Student Success
October 4, 2018
ACTIVITY

• Fill in your name in the space provided.
• Pair up and exchange the paper.

Name: ________________________________
Daniel

Good
Fun

funny
hair is the hardest.

by Mommy

Matthew

Drawing for
1st (536)

Vicky Nesia

I don't even know.

funny

by Matthew S 10 yrs old
Habits of Mind
Strengthening Student Success
Scott Sandler, Gavilan College
October 5, 2018
I AM

Write a Habit of Mind that you engage in mindfully and are continually working to improve.

Cocktail Hour – meet one another and share WHAT habit you have chosen __________ (e.g., thinking flexibly)— and HOW you are working towards improvement of this chosen habit.
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

3csn
Insider to Outsider

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

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

- 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 as educators, as well as of our students.
Connect with others to share and compare ideas. How might you support each other?

We’ll return at 10:48 am
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
Backwards Design and Habits of Mind

DESIGN BACKWARD

Intended Learning Outcomes of the Lesson
Intended Learning Outcomes of the Unit
Intended Learning Outcomes of the Course
Intended Learning Outcomes of the Academic Program
Intended Learning Outcomes of the Institution

DELIVER FORWARD
Designing with Habits

Learning and Leading with Habits of Mind
(48-58)
Design Nesting (Instruction)

HABITS OF MIND

PRACTICES & TASKS

THINKING SKILLS

CONTENT

Evaluating Sources

Learning Outcome
Design Nesting (Instruction)

**THINKING SKILLS**
Identify features/criteria in evaluating sources (intention/bias, relevance, credibility/authority)

- Distinguish between primary & secondary sources
- Identify where information comes from

**CONTENT**
Evaluating Sources

What will the student know or be able to do?

How would you know it if you saw it?
Design Nesting (Instruction)

**THINKING SKILLS**
- Group discussion activities

**CONTENT**
- Evaluating Sources

**PRACTICES & TASKS**
- Group sourcing of resources (groups create source lists & build consensus before sharing with class)
- Annotated Works Cited
- Evaluation worksheets
- Metacognitive research journal

**How will you help the students learn it?**
Design Nesting (Instruction)

Problem-solving skills or behaviors you want students to develop

Teaching students goes beyond teaching content
HABITS OF MIND
- Questioning & problem posing
- Thinking about thinking
- Finding humor
- Thinking flexibly

PRACTICES & TASKS
- Group sourcing of resources (groups create source lists & build consensus before sharing with class)
- Annotated Works Cited
- Evaluation worksheets
- Group discussion activities
- Metacognitive research journals

THINKING SKILLS
- Distinguishing between primary & secondary sources
- Identify features/criteria in evaluating sources (intention/bias, relevance, credibility/authority)
- Identify where information comes from

CONTENT
- Evaluating Sources
Design Nesting (Student Services)
Design Nesting (Student Services)

THINKING SKILLS
- Plan out schedule according to time, offerings & locations
- Align decisions with academic goals
- Prioritize for easier decision making

CONTENT
- Register for Classes
- Scan class schedule
- Read course description
- Identify majors & education patterns (UC, CSU, AA)

Prioritize for easier decision making
Design Nesting (Student Services)
HABITS OF MIND

- Applying past knowledge to new situations
- Striving for accuracy
- Questioning
- Managing impulsivity
- Persisting

PRACTICES & TASKS

- Find 2 classes together & then have students find 2 that align with goals (UC, CSU, AA)
- Work with General Ed patterns worksheet
- Have students do it on their own ("You take the wheel")
- Log onto system together. Walk through how to add & drop.
- Review catalog & schedule together

THINKING SKILLS

- Plan out schedule according to time, offerings & locations
- Align decisions with academic goals
- Prioritize for easier decision making
- Scan class schedule
- Read course description
- Identify majors & education patterns (UC, CSU, AA)
- Ask questions & have students problem solve

CONTENT

Register for Classes
Growing Growth Mindset @ West

First in the World Program

PROFESSIONAL LEARNING HUB
Peer Study Group Leaders: Spring 2016

- Implement and assess metacognitive strategies in students’ first-year science courses: Biology • Chemistry • Physics
- Peer tutors conduct group study sessions for both reinforcing basic STEM course knowledge and for conveying growth mindset principles
Study Group Trainings

Leading Study Groups
• Team Building
• Setting Norms
• Personal Tutor Philosophy

Growth Mindset
• Brain Function
• Intelligent Practice
• The Power of Yet
• Applying Growth Mindset
STEM Group Study Sessions
Spring 2017

Biology 5A, Chemistry 51 & 60, Physics 6 & 7

Attend group study sessions with fellow classmates and learn the many necessary skills to succeed in these courses.

Click on name and room information will be displayed.
Click on the box in the right corner below to display calendar in a new window.

Please complete this survey

Bio5A Student Survey
Chemistry 51 Student Survey
Chemistry 60 Student Survey

Any questions? Please contact Greg Horwitz at ProfGHorwitz@gmail.com
Greatness isn’t born. IT’S GROWN.

How do people become more intelligent? Did you know that the brain can get stronger and smarter with new learning?

Come LEARN ABOUT GROWTH MINDSET CE-219

Monday, September 11 @ 11:30am-12:30pm & 4:30pm-5:30pm

Tuesday, September 12 @ 11am-12pm & 3-4pm

Wednesday, September 13 @ 11am-12pm & 12pm-1pm

Thursday, September 14 @ 11am-12pm & 12pm-1pm

Friday, September 15 @ 1pm-2pm

For more information, please contact Greg Horwitz at profghorwitz@gmail.com.
2017-2018 INSTITUTIONAL DATA

CUMULATIVE GPA

Effect size: 0.33*

STEM GPA

Effect size: 0.22

TREATMENT

COMPARISON
FALL 2017 STUDENT SURVEY

- Interaction with professors and classmates
  - Comparison: 2.87
  - Treatment: 3.85

- Ability to participate and engagement with assignments and lectures
  - Comparison: 2.89
  - Treatment: 3.81

- Understanding course content and achievement on exam
  - Comparison: 3
  - Treatment: 3.77

- Get support from others
  - Comparison: 4.28
  - Treatment: 5.1

* = significance at 0.05 level

Strongly disagree=1
Moderately disagree=2
Somewhat disagree= 3
Somewhat agree= 4
Moderately agree= 5
Strongly agree=6
Participating in Group Study Sessions has helped me to realize that when I’m confused it means that my brain is working and that it’s okay to be confused. This has given me much more confidence asking questions and finding help. – Group Study Participant

I’ve never considered myself a “smart person” but leading group study sessions has taught me that I’m capable of much more than I had expected of myself. I’m amazed that my conversations with students on growth mindset has helped convinced me that I truly am capable of accomplishing whatever I put my mind to. - Group Study Leader
Theory of Change: If we build new networks and use existing networks, we will recruit leaders and train them so that we will build a community of practitioners so that they will implement what they have learned and advocate for a culture of change. This will result in changing the culture of West to be more inclusive and collaborative and to encourage people to reach their potential.
Online Growth Mindset
GROWING YOUR BRAIN EXERCISE

Cassandra

Attempt #1. 15:15:09
Attempt #2. 6:34:35
Attempt #3. 4:03:44

Between the first attempt and the second attempt I cut my time in half. I got faster and more efficient with each origami I made. Building the origami allowed my brain to create road maps on how it was done. As I attempted the origami my brain was making wrinkles and generating new neurons as my mind was making new memories.
Online Growth Mindset

CHANNING

1st Attempt: 15 mins | 2nd Attempt: 10 mins
3rd Attempt: 5 mins
Yes, I shave off 5 minutes each time I created the turtle origamis. Each time I made the origami I memorized the steps. My hesitation and anxiety decreased. This was my first time making origami. My brain had to develop a neural pathway for task. When you learn something new, the nerve cells (neurons) must communicate, making new connections with each other. After my brain created a new neural pathway, I was able to make the origami, learn the steps and make it faster each time.

DONOVAN

I do find a connection with how the brain learns and this exercise. I found the biggest challenge was the front legs. In each attempt I found myself thinking "how can I try this differently?" With each attempt I knew what didn't work last time and moved forward taking a different action. I even recall during my second attempt saying to myself "I'm glad I'm making these mistakes because it's helping me figure this out." I felt this is an example of a neural pathway being created. I avoided the series of steps that didn't work and tried again and again the path I that felt worked best - creating a reinforced neural pathway.
Haleh

It took 45 minuets to figure it out how to fold and unfold the paper. With the help of my son who did it in 15 minutes I made a turtle.

I do believe in practice make it perfect. It took 45 minutes with a help to make a turtle but, second trial was much more better. I did it in 20 minutes without help. It was not an easy task.

I would never forget my first ESL class that I took at pierce college. It was so stressful and hard. Thinking of myself speaking English, reading and writing looked like a dream, that is so far from my ability. Sometimes, when I see myself in mirror, a half smile with feeling of proud and unbelievably of is this Haleh, who takes classes and almost is finished college? It is a feeling that I can’t describe and native English language person can not understand.
I study, so hard to be able to just say a complete sentence.
Online Growth Mindset
APPLYING INTELLIGENT PRACTICE

JESSICA

Turtle 1: …I did have a hard time drawing this turtle because honestly I did not remember how a turtle looked like exactly off the bat. Also, it does not help that I am not the best drawer… I did put effort into my turtle though.. I remembered its shell had a unique design that I tried showing but I don't think I drew it right… (sorry it is sideways)

Turtle 2: …I had help from the image that was provided. The experience is definitely more enjoyable now that I found a new strategy. Because of this new strategy of following the example of the image it was so much easier drawing it. I do feel confident about learning new things due to this activity because from the right help and the right strategy, difficult things can become easier and less stressful and even enjoyable!
Online Growth Mindset
APPLYING INTELLIGENT PRACTICE

RACHAEL

I had a bit of trouble drawing the first turtle because I couldn't visualize well the details of what a turtle looks like...I also kind of rushed the drawing instead of taking my time, because I just already made the assumption that it wouldn't turn out to be a good drawing anyway.

However, during the second attempt, I slowed down and put in much more time and effort to drawing the turtle, especially now that I had the assistance of Matthew through his video. It was much easier to draw the turtle since I now had a step-by-step guide. Matthew's beginning instructions to draw the two intersecting lines and an "egg" shape was particularly helpful. I would say the second attempt turned out to be much better with much more details.

This "experiment" of sorts has helped to re-instill in myself that with effort, good strategies, and help from others, seemingly challenging skills can be learned and improved. I think this would be a great exercise to do with young children as well, to instill in them that same sense of confidence.
Professional Learning Hub – Growth Mindset

https://youtu.be/6X6gQBfOUOY
## Professional Learning Hub – Growth Mindset

**SPRING 2018**

<table>
<thead>
<tr>
<th>Course</th>
<th>Completion Rate FALL 2017</th>
<th>Completion Rate SPRING 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Dev. 2</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>CD 2 w/ Growth Mindset</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>CD courses without PL Hub methods</td>
<td></td>
<td>72%</td>
</tr>
</tbody>
</table>
Connect with others to share and compare ideas. How might you support each other?

We’ll return at 12:45 pm

Grab a boxed lunch outside in the Grand Foyer.
GAVILAN COLLEGE

SHOWCASE
Big Questions

Which resources do students already know about and are widely using?

Which resources may students need, but do not know about?

How can we help to promote campus resources?

What resources might students need that we do not have on our campus?
Known by Self  

Unknown by Self  

Known by Others  

Tell  

Unknown by Others  

1: Open Area  

Feedback  

Shared Discovery  

Self-Disclosure  

Self-Discovery  

2: Blind Area  

3: Hidden Area  

4: Unknown Area
Opportunities for identifying strengths, mentorship roles, resources, and professional learning needs

Consider the following in relation to outcomes/assessment work

OPEN: What you know about and believe is widely known by others.

SECRET: What you may know about, but which you think may be unknown to others.

HIDDEN: What you may have heard about, but know very little about.

DREAMS OR NEEDED: Resources on campus that you believe are needed to help support assessment and outcome work.
INQUIRY WINDOWS: CAMPUS RESOURCES
RESOURCES: PEOPLE, PLACES, GROUPS, PROGRAMS, TOOLS, ETC

OPEN: Resources you know about and believe are widely known by others

• Admissions and Records
• Financial Aid
• Counseling
• Child Care
• Library
HIDDEN: Resources on campus that you may have heard of, but know very little about

- CARE
- Cosmetology: getting hair and nails done
- MESA
- TRIO
SECRET: Resources you may know about, but which you think may be unknown to others.

- Writing Center
- DRC
- High Tech Center
- Student Success Center
- EOPS
- CARE
- Veteran’s Council
DREAMS AND NEEDS: Resources on campus that you believe are needed

• Puente
• Math Lab
• Firefighting Dept.
• Army Recruiting Station
• Parenting Classes
• Police Academy
• Field Trips to Colleges for Transfer
• American Sign Language Class
Discussions: Shared Ownership

Math Lab needs to do a better job promoting themselves

How can WE all work to promote the Math Lab?
Habits of Mind:
JOHARI IS COMING!
Johari Event
Student Dreams and Needs

Keywords:
- Free/Reduced Food
- Student Clubs
- More Extra Curricular Space
- Student Involvement
- Student Jobs
- Community/Unity
- More Printing/Copies
- More Smoking Sections
- Work/Commuter/Leaf Fountains
- Scholarship/Fundraising
- Dance
- Food Bank/Pantry
- Slower Math Classes
- Scholarships
- More Class Choices
- Orientation of All Programs on Campus
- Nap Area
- Student Center
HoM through a PL Lens
Adaptation of the “Who Map”

- Who do we reach out to?
- Who needs to be involved in the conversation? Individuals? Groups? Existing FIGS?
- What is already taking place on our campus?
Campus Wheelchair Tour: How Do You Wheel?
“My eyes and heart were full of admiration for those who are in daily wheelchairs.”

“I didn’t realize how what seemed like small cracks/elevations in walkway create such barriers.”

“The condition of our facility sends a direct message to those in wheelchairs about how we do and do not value this community.”
“Encourage board members to attend tours like this so that they may realize issues pertinent to people with disabilities.”

“Create an advisory group whose members will consult during any redesign of campus and provide scheduled feedback of issues to our maintenance staff. Would also like feedback on accommodations in classes.”
Academic Mindsets

Growth Mindset

I believe I can change and improve
• I learn from challenges.
• I recognize my power to shape my future and make wise choices that prioritize my learning.
• I have experienced success and know I can learn new things.

Belonging

I am a learner and a contributor to this community
• I belong in this learning community.
• I am willing and able to speak up to get what I need to learn.
• I take pride in contributing to my learning community both as a teacher and as a student.

Purpose

I am motivated to learn
• I have a passion or a purpose that drives me to learn.
• I enjoy learning new things.
Purpose adds energy, resilience, and fulfillment (Damon 41)

- “Flow”
  - Mihaly Csikzentmihalyi (32)
Growth Mountain

Relaxation Ridge

Growth Peak

Challenge

Growth Mountain

Panic Cliff

Uncomfortable

Comfortable
Growth Mindset – Intelligent Practice

The power of YET

– I may not be a good math person

– I may not be a good math person but I will be because I know the formula for growing my brain

Effort + Good Strategies + Help from others = Intelligent Practice
Culturing a Change: From Appreciative Inquiry to MindFUL Growth
Culturing Change, Changing Culture

• “[Our initiative is] taking seriously the idea of a community of learners rather than a hierarchy of learning.”
  – Everyone is an “educator!”
  – Promoting a passionate culture of collaborative inquiry for student success.

Equity Dimension:
To foster belief in student capacity and anti-deficit models
I am writing because I wanted to share an experience I had at the last workshop. Two of my students from English 60 attended, and one of them sat with me during the faculty panel. **It was so fun to learn alongside my student and share a different learning space with her.** At the end of the faculty presentation, she raised her hand and shared that she was so impressed by all of the effort and work faculty are doing to support students, and talked about how important that was to her. It was such a powerful moment during that group, and she later mentioned to me how much the workshop inspired her. I think situations like these are so rare and important, and thought you should know how you both helped make that moment possible.

Thank you for all of your hard work!

Faculty Workshop Participant, Personal Email 10.15.15
# Habits of Mind Timeline

## Habits of Mind at Fullerton College

<table>
<thead>
<tr>
<th>Su 12</th>
<th>F 12</th>
<th>Sp 13</th>
<th>Su 13</th>
<th>F 13</th>
<th>Sp 14</th>
<th>Su 14</th>
<th>F 14</th>
<th>Sp 15</th>
<th>Su 15</th>
<th>F 15</th>
<th>Sp 16</th>
</tr>
</thead>
</table>
| **Key:** Blue – 3CSN Training/Involvement that Fullerton educators participated in  
Red – Fullerton College Campus Initiatives  
Gold – Growth Mindset FIGS/Dissertation/Workshop Development  
Turquoise – 3CSN Events planned/co-facilitated by FC educators  
Green – Student-lead Initiative | **Abbreviations:** HoM – Habits of Mind  
BSILI – Basic Skills Initiative Leadership Institute  
FIG – Faculty Inquiry Group  
PTK – Phi Theta Kappa (Student Honors Society)  
3CSN – CA Community Colleges’ Success Network |
Appreciative Inquiry: Habits of Mind

INITIATIVE

FOUNDATION

PARTICIPATION
Culturing a Change: From Appreciative Inquiry to MindFUL Growth

BSIL (3CSN)
• GM Faculty Inquiry Group & research
• 3CSN statewide community of practice
• Professional learning on campus
• PTK student panel
• Basic Skills Growth Mindset Intervention (Adjunct)
• Acceleration Program
• Guided-Self Placement
• Pathways Transformation Initiative Grant
Neural Plasticity
Growth Mindset – Research

1. Participants asked a question.

2. Participants type their answer.

3. Participants are told whether they are right or wrong.

4. Brain activation is recorded.

5. Participants are told the correct answer.

6. Brain activation is recorded.

7. Surprise Retest

Mangels, Butterfield, Lamb, Good & Dweck, 2006
Neural Plasticity

How can we teach and learn with the BRAIN in MIND?
Academic Mindsets

FIGURE 2.1
A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/School and Larger Socio-Cultural Context

Socio-Cultural Context

School and Classroom Context

Student Background Characteristics

Academic Mindsets

Social Skills

Academic Perseverance

Learning Strategies

Academic Behaviors

Academic Performance

Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum, 2012
Academic Mindsets

Growth Mindset

I believe I can change and improve
• I learn from challenges.
• I recognize my power to shape my future and make wise choices that prioritize my learning.
• I have experienced success and know I can learn new things.

Belonging

I am a learner and a contributor to this community
• I belong in this learning community.
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• I take pride in contributing to my learning community both as a teacher and as a student.

Purpose

I am motivated to learn
• I have a passion or a purpose that drives me to learn.
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CREATING A CULTURE OF GROWTH MINDSET

With an audience of more than 100 people at the Spring 2016 Convocation, math and physics students Alex Beem and student assistant John Valdez discussed two years of work by many members of the Fullerton College community.

During convocation, Beem was one of the students invited to share how one person at Fullerton College went above and beyond to support them. During his speech, he shared that learning about growth mindset from Writing Center Professor Adam Hume was the reason he was able to improve his writing skills and enjoy the experience.

"When I first came to write, if I was feeling a struggle, my way of dealing with it was just to avoid it," Beem said. "But having a growth mindset, I learned that the struggle is where the learning takes place."

Bringing up success stories from different public schools, changing schools every year, and then finally landing at the sixth grade, Beem returned to Fullerton College three years ago and is expected to earn two associate degrees when he graduates. His experience is one of the cornerstones of growth mindset, helping him along on his journey.

Growth mindset, which was developed by Stanford Psychology Professor Carol Dweck more than 20 years ago, is the belief that a person has the capacity to change one’s intelligence through motivated effort, good strategies, and hard work. It also becomes a primary focus at Fullerton College through the college’s Health and Mindfulness Office, a collaborative effort aimed at fostering intellectual prowess and mental balance for its students and professionals.

The concept is similar to other students at Fullerton College who have begun applying the concepts and practices of growth mindset to their own challenges, such as math, English, and writing.

Fullerton College English Professor Dr. Miguel Powers dedicated most of his substantial and decades-long devotion to researching growth mindset to the community college level—a something he has never seen done before. His research and project work led to multiple studies, faculty inquiry groups, and professional development workshops of growth mindset in English and basic skills faculty.

"We found that the initiative was appreciated by every student and a number of staff in our academic programs," said Library and Learning Resources Instructor Vanessa Madrid, who oversees the Staff Development office at Fullerton College. "It also told us that staff development staff were pleased to support such an important and innovative project."

In response, Madrid’s office, on staff training, all faculty, and staff that growth mindset was transformative, and that they would adopt it on an informal basis to help students improve their learning experiences. This approach is designed to improve the progression of basic skills students to higher-level courses.

Growth mindset continues to be a focus at Fullerton College, current data indicates that more than 1,000 students and more than 50 educators at Fullerton College have already participated in and/or have been impacted by the teaching of growth mindset. The Fullerton College Center for the Creation of New Skills has adopted a growth mindset program in partnership with the American College for Educators and Healthy Schools who offer growth mindset workshops for all incoming, current, and returning students.

"We were looking for a project that would help a lot of students," Madrid said. "We partnered with the American College for Educators and Healthy Schools who offer growth mindset workshops for all incoming, current, and returning students. This has been a success story for many incoming students when they participate in this project.”

"I don’t know how discouraged I used to be in 8th grade when I didn’t understand something right away,” said Beem. “I learned that if you can understand something, you can put it into your mind. I just feel so happy to know that I can make up for it and I’m not so addicted to it anymore. I’m learning honors classes, things I never even imagined. It’s a really cool experience to be at Fullerton College, and I love it.”
MINDSET SYLLABUS REVIEW
Habits of Mind and Library Research

**Persistence**

Don’t give up when searching for information. Sometimes you need to experiment with different keywords and databases before you find what you need.

Remaining determined in your research will produce better results, and an overall improved assignment or paper.

**Striving for Accuracy**

Don’t settle for information that seems biased, inaccurate or incomplete. Find high-quality information using library materials and reliable internet resources.

Remember, just because you find something online doesn’t mean it’s true.

**Thinking about Thinking (Metacognition)**

Good research starts with well thought-out research topics and keywords. Creating a mental map of what you are searching for (and why), will help you navigate the vast number of search results produced by Library databases.

HAVING A GROWTH MINDSET MEANS BELIEVING THAT YOU CAN CHANGE YOUR INTELLIGENCE.
Fullerton College
Growth Mindset Video

https://www.youtube.com/watch?v=d0jEF66xSBA
Growth Mindset Workshop Series
Presents
From Stress to Success

EFFORT + GOOD STRATEGIES + HELP FROM OTHERS = INTELLIGENT PRACTICES

RSVP ONLINE NOW FOR A CHANCE TO WIN A $10 STARBUCKS GIFT CARD!

WORKSHOP DATES:
TUES. OCT. 17 @ 11AM ROOM 224
WED. OCT. 18 @ 2PM ROOM 224

How to Make Stress Your BFF

For more information visit: basicskills.fullcoll.edu/pt/growth-mindset/
Goal 4 Integrate: English Enrollment for New Students: First 3 Semesters

Any English: 72% (3-Year Average) vs. 76% (Fall '16 Cohort)

Enrolled Transfer-Level: 49% (3-Year Average) vs. 55% (Fall '16 Cohort)

Completed Transfer-Level: 39% (3-Year Average) vs. 43% (Fall '16 Cohort)

(N=4,166)
What Does Your Purpose of Education Look Like?

**Sketch** your purpose and be ready to explain it.
Purpose
Too much time solving for x and not enough
Questioning the Purpose of Education

U. S. Seal of Education vs. Reality of Education?
Food Insecurity Project
PRODUCTIVE

PLAY
## Habits of Mind

<table>
<thead>
<tr>
<th>Habit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Persisting</td>
<td>Stick to it! Persevering in task through to completion; remaining focused, looking for ways to reach your goal when stuck. Not giving up.</td>
</tr>
<tr>
<td>2. Managing impulsivity</td>
<td>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</td>
</tr>
<tr>
<td>3. Listening with understanding and empathy</td>
<td>Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</td>
</tr>
<tr>
<td>4. Thinking flexibly</td>
<td>Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</td>
</tr>
<tr>
<td>5. Thinking about your thinking (Metacognition)</td>
<td>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
</tr>
<tr>
<td>7. Questioning and problem posing</td>
<td>How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</td>
</tr>
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<td>I have so much more to learn! Having humility and pride when admitting we don’t know; resisting complacency.</td>
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BALL PASS - METACOGNITION

Select one of the following Habits of Mind (HoM) to consider during the activity:

Managing Impulsivity
Taking Responsible Risks
Thinking Flexibly
Questioning & Problem Posing
Listening with Empathy
Persisting
BALL PASS - METACOGNITION

In groups of four (4):

• **Take three (3) balls.**
• **Select a timekeeper to record your times.**
• **All three balls must pass through each player’s hands.**
• **Repeat and record your best time.**
BALL PASS - METACOGNITION

1. Move to your HoM Poster.

2. Share your observations.

3. Select 2 - 3 key observations to report out to the larger group.
# Habits of Mind

<table>
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<th>Habit</th>
<th>Description</th>
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<td>1. Persisting</td>
<td>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</td>
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<td>2. Managing impulsivity</td>
<td>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</td>
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<td>3. Listening with understanding and empathy</td>
<td>Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</td>
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<td>4. Thinking flexibly</td>
<td>Look at it another way! Being able to change perspectives, generate alternatives, consider options.</td>
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<td>5. Thinking about your thinking (Metacognition)</td>
<td>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
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WE VALUE YOUR FEEDBACK, SO PLEASE REMEMBER TO COMPLETE THE EVALUATIONS.

THANK YOU : )