

**Growth Mindset in the ESL Curriculum**

**Jennifer Stawasz**

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Dear Instructor,

Thank you for choosing to implement this Growth Mindset Module in your ESL classroom.

**Growth Mindset in the ESL Curriculum** is a project developed by Jennifer Stawasz, NVCC Adjunct ESL Faculty in Annandale and NOVA Online, as part of an InNOVAtions Grant from the NOVA Foundation.  The project consists of ten modules, one for each course in the NVCC ESL curriculum.  Each module blends easily-implementable lessons in Growth Mindset Theory with one or more core ESL skills

**Why should I use the Growth Mindset Module in my ESL course?**

Many ESL students come to NVCC with fixed mindsets and are often reluctant to take academic risks in their writing and critical thinking, risks that are necessary to grow and improve.  If these students fail, they often quit instead of persevere.  Fostering growth mindset among ESL students will positively affect student retention, student performance, and long-term student success.

**How do I implement the Growth Mindset Module in my ESL course?**

Each Growth Mindset Module is designed to stand on its own as a fully online, asynchronous unit, without any direct intervention from the instructor, other than grading.  Each module includes several formative assessments (vocabulary, journaling, reflections, etc.) and one summative assessment.  The summative assessment combines the Growth Mindset Theory knowledge learned with an appropriate ESL skill, such as writing an essay, summarizing an article, or giving a speech.  Most assessments are either self-grading or include a grading rubric.  You may wish to add additional standards to the grading rubrics to align them with your course goals and expectations.  While designed to be implemented as a complete unit, instructors are free to use and modify the module as they see fit for their classes.

**How long does the Growth Mindset Module take to complete?**

Each Growth Mindset Module is designed to take 6-10 hours to complete.  In other words, it is designed to cover 1-2 weeks of a 5-credit course.  Each module is divided into two sections: 1) Learning about Growth Mindset, and 2) Applying Your Knowledge.

Once again, thank you for using the Growth Mindset Module in your course.  After you complete the module with your students, please click on the icon below to complete the [Faculty Feedback Form (Links to an external site.)](https://docs.google.com/forms/d/e/1FAIpQLSeMZPKWiKzk7mOw7qJOaHw6Iy-QknxlqMK2L50Y-EdYBjO_LQ/viewform).  I also welcome your feedback by email at jstawasz@nvcc.edu.

# Supplemental Resources for Instructors

The Growth Mindset Module you have imported already includes all the resources you will need for successful implementation.

However, if the topic of Growth Mindset intrigues you and you would like to learn more, here are some useful resources:

* [The Power of Belief (Links to an external site.)](https://www.youtube.com/watch?v=pN34FNbOKXc&feature=youtu.be&ab_channel=TEDxTalks), TED Talk by Eduardo Briceno (NOTE: If you are going to choose only one resource from this list, choose this one!)
* [Why Do Mindsets Matter (Links to an external site.)](https://www.mindsetworks.com/science/Impact), Infographic by Nigel Holmes
* [The Evidence: How Growth Mindset Leads to Higher Achievement (Links to an external site.)](https://www.mindsetkit.org/topics/about-growth-mindset/evidence-how-growth-mindset-leads-to-higher-achievement), short video by MindsetKit
* [The Neuroscience behind Growth Mindset (Links to an external site.)](https://www.mindsetkit.org/topics/teaching-growth-mindset/explain-the-neuroscience), short video by MindsetKit
* [How to Build Intelligence (Links to an external site.)](https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/How-to-Build-Intelligence.pdf), infographic by MindsetWorks
* [Growth Mindset at the Community College Level (Links to an external site.)](https://escholarship.org/uc/item/48575763), Dissertation by Miguel Powers
* [Growth Mindset Framing Tool (Links to an external site.)](https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/LVKMHI2ZNTP4DLN5DU23.pdf), guidance for instructors by MindsetWorks
* [Effective Effort Rubric (Links to an external site.)](https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/RQU3VT2C63VSYLSQD5IT.pdf), by MindsetWorks
* [Growth Mindset for College Students (Links to an external site.)](https://www.perts.net/orientation/cg), intervention program by PERTS

A Word about Rubrics

Below is the Growth Mindset Rubric used for Journal Entries and Reflections throughout all of the Growth Mindset Modules (Lessons 2 and 10 of each module).

Rubrics are available for EVERY writing assignment in *Growth Mindset in the ESL Curriculum* series. However, it was too unwieldy to include all the rubrics in this document. If you would like access to the rubrics, please email Jennifer Stawasz at [jstawasz@gmu.edu](mailto:jstawasz@gmu.edu).

**Rubric for Growth Mindset Journals and Reflections**

| Rubric for Growth Mindset Journals and Reflections | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning OutcomeThorough and Thoughtful Answer  How well did you answer the question? How much thought did you put into your answer? | |  |  |  | | --- | --- | --- | | **25 pts**  **Good Answer & Good Effort**  You have put forth excellent effort, and it shows in your response. | **20 pts**  **Good Job but Minimal Effort**  It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time! | **13 pts**  **Still Working Towards Meeting Criteria**  OK, so things didn't go as well as you wanted. Let's look at this as an opportunity to learn. | | 25 pts |
| This criterion is linked to a Learning OutcomeLanguage Skills  Language skills-- including grammar, vocabulary, and sentence structure-- are appropriate for the level. | |  |  |  | | --- | --- | --- | | **25 pts**  **Good Language Skills and Good Effort**  All that hard work you have done to get to this point in English has really paid off! | **20 pts**  **Good Language Skills but Minimal Effort**  It's great that you have this down. Now let's try challenging yourself with your writing to move your writing skills to the next level. | **13 pts**  **Still Working Towards Meeting Criteria**  I expect you to make some mistakes because we are still learning. Your persistence and mental effort will pay off soon! | | 25 pts |
| Total Points: 50 | | |

**Scope and Sequence**

**ESL 21 (Low-Intermediate Writing)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 21-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 21-2 | Journal | Warm-Up | Meet the Robinsons- You Failed! | What does it mean to keep moving forward? Why is it important to keep moving forward |
| 21-3 | Vocabulary Quiz | Vocabulary/ Idioms and expressions | Meet the Robinsons- You Failed! | Idioms and Expressions Matching quiz |
| 21-4 | Lesson: Growth Mindset and Strengthening Your Brain | Growth Mindset Lesson | How to Build Intelligence Infographic |  |
| 21-5 | Quiz: How to Build Intelligence | Assess GM Lesson |  | Multiple choice quiz |
| 21-6 | ESL Lesson: How to Write an Academic Paragraph | How to write a paragraph | Hamburger Paragraphs video |  |
| 21-7 | Outline a Growth Mindset Paragraph | Outlining | Growth Mindset Outline provided | Write an outline about overcoming a problem. |
| 21-8 | Write a Growth Mindset Paragraph | Write a paragraph | Linking words infographic; model paragraph | Write a paragraph about overcoming a problem. |
| 21-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 21-10 | Reflections on Growth Mindset | Reflection |  | What will you do next time you face a challenge? |

**ESL 22 (Low-Intermediate Reading)**

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| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 22-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 22-2 | Journal | Warm-Up | Girl Learns to Dance in a Year | What is one skill that you would really like to learn but are afraid to try? |
| 22-3 | Vocabulary Quiz | Vocabulary |  | Reading strategies, multiple choice quiz |
| 22-4 | Lesson: Growth Mindset and Growing Your Brain | Growth Mindset Lesson | Videos: Here’s what happens when your brain grows, and How a growth mindset can change your brain |  |
| 22-5 | Quiz: Growth Mindset and Growing Your Brain | Assessment of GM Lesson |  | Essay questions |
| 22-6 | ESL Lesson: Practice Your Reading Skills with the Learning Resource Center | Using NVCC resources | Video from Brian Adler |  |
| 22-7 | Graphic Organizer: You Can Grow Your Intelligence | Summary Outline | You Can Grow Your Intelligence (article) | Use a given graphic organizer to outline a summary |
| 22-8 | Summary: You Can Grow Your Intelligence | Write a summary | Video about summary-writing, list of connector words | Write a summary of the article |
| 22-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 22-10 | Reflections on Growth Mindset | Reflection |  | What did you learn? What will you change? |

**ESL 24 (Low-Intermediate Speaking)**

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| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 24-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 24-2 | Journal | Warm-Up |  | How did you feel when you made a mistake? What did you do? |
| 24-3 | Vocabulary Quiz | Vocabulary | Definitions provided | Matching quiz |
| 24-4 | Lesson: Fixed and Growth Mindsets | GM Lesson | Video: What is GM?; Nigel Holmes graphic |  |
| 24-5 | Quiz: Fixed and Growth Mindsets | Assessment of GM Lesson |  | Multiple Choice Quiz |
| 24-6 | ESL Skill: How to Give a Speech in English | Oral Presentation Skills | Video: How to give a 5-minute speech in English |  |
| 24-7 | Watch and Outline: TED Talks | Listening; outlining | Choice of 3 GM TED Talks | Complete an outline |
| 24-8 | Discussion Board: Share Your Video | Oral Presentation Skills | Video: How to post a video in Canvas | Make your own video about the TED Talk; reply to classmates. |
| 24-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 24-10 | Reflections on Growth Mindset | Reflection |  | What did you learn? How will you change? |

**ESL 31 (High-Intermediate Writing)**

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| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 31-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 31-2 | Journal | Warm-Up |  | What is something that you spent a long time learning? Was it hard? Why didn’t you give up? |
| 31-3 | Vocabulary Quiz | Vocabulary in context |  | Read the paragraph. Use the bold expression in your own sentence. |
| 31-4 | Lesson: Growth Mindset and Goal-Setting | GM Lesson | Growth Mindset Video, article about SMART goals |  |
| 31-5 | Quiz: Growth Mindset and Goal-Setting | Assessment of GM Lesson |  | T/F quiz |
| 31-6 | ESL Lesson: Using Time Expressions in English | Verb Tense/ Time Expressions | Video about verb tense and time expressions; list of time expressions |  |
| 31-7 | Setting SMART Goals with Past, Present, and Future Tenses | Verb Tense/ Time Expressions |  | Discussion Board: Write a SMART Goal and comment on classmates’ goals |
| 31-8 | Write a Paragraph about Your Goal | Write a paragraph |  | Write a paragraph about your SMART goal. Specific questions to answer. |
| 31-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 31-10 | Reflections on Growth Mindset | Reflection |  | What did you learn? Will you set a SMART goal? |

**ESL 32 (High-Intermediate Reading)**

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| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 32-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 32-2 | Journal | Warm-Up | Michael Jordan, “Maybe It’s My Fault” | Discuss a time you weren’t successful |
| 32-3 | Vocabulary Assignment | Vocabulary/ collocations | Online dictionary; Youglish | Write one sentence for each of five collocations |
| 32-4 | Lesson: Brain, Growth, Mindset, and Learning | GM Lesson | Udacity video |  |
| 32-5 | Quiz: Brain, Growth, Mindset, and Learning | Assessment of GM Lesson |  | Multiple choice quiz |
| 32-6 | ESL Skill: Online Resources from the Language Resource Center | Using NVCC Resources | Video from Brian Adler |  |
| 32-7 | Pre-Writing with a Graphic Organizer: Never Give Up | Using graphic organizers | Graphic Organizer;  Never Give Up article | Read the article. Complete the graphic organizer |
| 32-8 | Write an Analysis Paragraph: Never Give Up | Write a paragraph | Never Give Up article | What is the lesson of the article? Give evidence and analysis. |
| 32-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 32-10 | Reflections on Growth Mindset | Reflection | Never Give Up article and embedded video | Discuss: When learning is the goal and learning is the reward, there is no point in cheating. |

**ESL 33 (High-Intermediate Speaking)**

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| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 33-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 33-2 | Journal | Warm-Up |  | Worked hard but didn’t succeed. What did you do? How did you feel? |
| 33-3 | Vocabulary | GM Vocabulary |  | Determine meaning of words from context |
| 33-4 | Lesson: How to Get Better at the Things You Care About | GM Lesson | Eduardo Briceno: How to Get Better at the Things You Care About |  |
| 33-5 | Quiz: How to Get Better at the Things We Care About | Assessment of GM Lesson |  | Quiz with essay questions |
| 33-6 | ESL Lesson: Telling a Story in English | Narrative story-telling | Three videos about story-telling |  |
| 33-7 | Outline: Learning Zone and Performance Zone | Outline a speech | Outline with prompting questions | Complete the outline |
| 33-8 | Discussion: Learning Zone and Performance Zone Video Speech | Record a speech | Video: How to record a speech | Record a narrative speech based on outline; reply to classmates |
| 33-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 33-10 | Reflection on Growth Mindset | Reflection |  | How will you spend more time in the learning zone? |

**ESL 41 (Low-Advanced Writing)**

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| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 41-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 41-2 | Journal | Warm-Up | Michelle Obama Speech video | Think of a time when you struggled. Did you give up? |
| 41-3 | Vocabulary Assignment | GM vocabulary |  | Write a paragraph using the words. When I face a challenge, I …. |
| 41-4 | Lesson: The Difference Between Growth and Fixed Mindsets | GM lesson | The Power of Belief TED Talk by Eduardo Briceno |  |
| 41-5 | Quiz: The Difference Between Growth and Fixed Mindsets | Assessment of GM Lesson |  | Essay question quiz |
| 41-6 | ESL Skill: Writing Comparison Essays | Comparison Essays | NVCC video about comparison essays |  |
| 41-7 | Write a Comparison Outline | Outlining skills | Graphic Organizer provided | Compare a growth mindset experience in your life with a fixed mindset experience. |
| 41-8 | Write a Comparison Essay | 5-paragraph essay |  | Compare a growth mindset experience in your life with a fixed mindset experience |
| 41-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 41-10 | Reflections on Growth Mindset | Reflection |  | What will you change? |

**ESL 42 (Low-Advanced Reading)**

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| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 42-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 42-2 | Journal | Warm-Up | Video: John Legend: Success through effort | How did you overcome setbacks when working towards a goal? |
| 42-3 | Vocabulary Quiz | GM Vocabulary |  | Read a paragraph. Determine definitions from context clues. Match definitions to words. |
| 42-4 | Lesson: What is Growth Mindset? | GM Lesson | Video: Introduction to Growth Mindset HDESD PSA |  |
| 42-5 | Quiz: What is Growth Mindset? | GM Quiz |  | Multiple-choice quiz |
| 42-6 | ESL Skill: Finding Sources with the NVCC Library Database | Using the NVCC Library | Instructional Video from NVCC Librarian |  |
| 42-7 | Identifying Main Ideas, Supporting Details, and Conclusions | Main Idea, Details, Conclusion | Three articles found in library database | Multiple-choice quiz |
| 42-8 | Write a Summary | Summarizing | Three summarizing review sheets from Annandale resource center | One-paragraph summary |
| 42-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 42-10 | Reflections on Growth Mindset | Reflection |  | What did you learn? What will you change? |

**ESL 51 (High-Advanced Writing)**

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| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 51-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 51-2 | Discussion: What Makes a Successful Student | Warm-Up |  | What qualities must students have to be successful in college? Reply to 2 classmates. |
| 51-3 | Lesson: Growth Mindset I | GM Lesson (videos) | Developing a Growth Mindset with Carol Dweck; How a growth mindset leads to higher achievement |  |
| 51-4 | Lesson: Growth Mindset II | GM Lesson (articles) | Two articles, one of which is from ProQuest |  |
| 51-5 | Write: Growth Mindset | Synthesis of lesson Materials |  | Write a paragraph about how/ why having a GM helps student success. |
| 51-6 | ESL Lesson: Library Research | Using the NVCC Library | Instructional Videos from NVCC Librarian |  |
| 51-7 | Assignment: Works Cited Bibliography | Citing Resources |  | Submit a Works Cited Bibliography |
| 51-8 | Write: Cause-Effect Research Essay | Write a research essay |  | Write an essay; incorporate outside sources |
| 51-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 51-10 | Reflections on Growth Mindset and Learning | Reflection |  | What did you learn? What will you change? |

**ESL 52 (High-Advanced Reading)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Page Number** | **Title** | **Purpose** | **Resource** | **Assignment** |
| 52-1 | Introduction to the Growth Mindset Module | Introduction |  | Pre-Assessment Google Form |
| 52-2 | Journal | Warm-Up |  | Will you choose the easy path or the challenging path? |
| 52-3 | Vocabulary Quiz | Vocabulary in context |  | Matching quiz |
| 52-4 | Lesson: Fixed Mindsets, Growth Mindsets, and Praise | GM Lesson | Infographic: Two Mindsets; Carol Dweck Video: A Study on Praise and Mindsets |  |
| 52-5 | Critical Thinking: Fixed Mindsets, Growth Mindsets, and Praise | Assessment of GM Lesson |  | What are the two kinds of praise discussed in the video? Which kind of praise is more likely to lead to GM? |
| 52-6 | ESL Lesson: Summarizing | Summaries | Website about summaries; interactive lesson; video |  |
| 52-7 | Assessment: Write a Summary | Summaries | “How Not to Talk to Your Kids” | Write a summary |
| 52-8 | Assessment: Text-to-Self Connections | Making connections | Two instructional videos | Write a paragraph about the effect of praise in your own life |
| 52-9 | Mindset Profile Assessment Tool | Feedback |  | Post-Assessment Google Form |
| 52-10 | Reflections on Growth Mindset and Praise | Reflection |  | What did you learn? What will you change? |

ESL 21

Low-Intermediate Writing

21-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 21 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 21 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, outlining and writing a paragraph, and reflecting on what you have learned.
* At the end of the module, you will write a paragraph about a time in your life when you faced a challenge and kept moving forward.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 21-2 Journal

**Watch this video clip:** <https://www.youtube.com/watch?v=AWtRadR4zYM&feature=emb_logo&ab_channel=RachelHill>

What does it mean to keep moving forward?  Why is it important to keep moving forward?

Answer the questions in a paragraph of 3-5 complete sentences.

Top of Form

Bottom of Form

# 21-3 Vocabulary Quiz

## Quiz Instructions

**The short video clip from Meet the Robinsons on the previous page includes many English expressions and idioms.**

Watch the video again.  [Here's the link (Links to an external site.)](https://youtu.be/AWtRadR4zYM).

**Listen for the following expressions and idioms, and try to guess their meanings:**

* That should do it
* Let her rip
* Can't hold on much longer
* Still working out the kinks
* Keep moving forward

**After you think you understand the meanings of these expressions, take the following short quiz.**

Top of Form

Match the scenario on the left with the expression on the right.

Group of answer choices

Maria is a baker. She is decorating a cake for a large wedding. After she finishes, she looks at the cake and feels like something is missing. She needs one more thing to make the cake extra special. She goes into her garden, picks some brightly-colored fresh flowers, and places them around the cake. Then she says, "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_"



Ali lives in a different country from his parents. Unfortunately, Ali's mother is very ill. She will probably die very soon. Ali's father tells Ali to hurry home to see his mother because she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



Monisha had three job interviews last week, but she didn't get any of the jobs. Monisha is disappointed, but she knows that she must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if she wants to be successful in the end.



The vaccine looks promising, but it is not ready for the public yet. First, the scientists need to make sure it is safe and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



It is Christmas, and little Juanito received a toy drone from Santa. Juanito and his mother spent all day assembling the drone. They finally bring it outside to fly it for the first time, and Juanito shouts, "\_\_\_\_\_\_\_\_\_\_\_\_\_\_."



Quiz saved at 10:23am Submit Quiz

Bottom of Form

Answers: That should do it. Can’t hold on much longer. Keep moving forward. Work out the kinks. Let her rip.

**21-4 Lesson: Growth Mindset and Strengthening Your Brain**

**Growth mindset** is the understanding that we can develop our smartness and abilities through effort and learning.

**The results of having a growth mindset are:**

* we take on challenges
* we learn from our mistakes
* we learn from others
* we put in effort to become better

**When people with growth mindsets have a challenge, they:**

* ask for help and advice
* try a different strategy
* look at the challenge in a new way

**This leads to:**

* a greater love of learning
* more motivation
* more success
* more brain connections

\*adapted from [Introduction to Growth Mindset (Links to an external site.)](https://www.youtube.com/watch?v=O8WUcv4WI8g&feature=youtu.be&ab_channel=KendraCoates)

**Look at this infographic to see how the brain strengthens and improves when we work hard to achieve a goal:**

https://www.mindsetworks.com/websitemedia/protected/resources/posters/grow-intel-poster-mw.pdf

# 21-5 Quiz: How to Build Intelligence

## Quiz Instructions

Review the infographic from the previous page: [How to Build Intelligence (Links to an external site.)](https://www.mindsetworks.com/websitemedia/protected/resources/posters/grow-intel-poster-mw.pdf).

Use the information in the infographic to complete this quiz.

Top of Form

A neuron is a small part of the brain that receives input and information from the outside world.  A new neuron is formed in your brain when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



Practice a skill over and over



Set a goal and begin to explore a new skill



Make connections between a new skill and things you already know

**Question 210 pts**

An axon is a part of the brain that sends signals to other parts of the brain.  Axons send signals when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



talk about a new concept and make connections to things you already know



pay attention to your mistakes



become motivated to begin a new skill

**Question 310 pts**

A dendrite is a branch-like part of the brain that receives signals from axons.  Dendrites begin to grow and reach out for other neurons when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



hear about a new concept for the first time



practice the new skill and don't take any shortcuts



begin to explore a new concept or skill

**Question 410 pts**

Dendrites grow even more branches and receive signals more quickly as you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



challenge yourself by applying your knowledge to new situations and explaining the concept to others



Pay attention to your mistakes



Set a new goal

**Question 510 pts**

Finally, the brain is denser and smarter than it was before when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



Practice over and over



Make connections between the new concept and things you already know



Realize that the skill or concept is now easy for you, so you push yourself to learn another new thing

Bottom of Form

# 21-6 ESL Lesson: How to Write an Academic Paragraph

**As you've likely learned in ESL 21, a good paragraph contains:**

* a topic sentence
* 3-4 supporting details
* a conclusion

**Watch this video to review how to write a good academic paragraph:**

<https://www.youtube.com/watch?v=atC_AeaXm9c&feature=emb_logo&ab_channel=DSNOVA>

# 21-7 Outline a Growth Mindset Paragraph

We are now going to use our paragraphing skills to write an outline and a narrative paragraph about Growth Mindset.

**Think of a time when you kept moving forward after facing a challenge.**

Maybe it was a challenge you faced at school or at work.  Maybe it was a personal goal you were trying to achieve.

What was the problem that you faced?  What steps did you take to overcome the problem?  How did you feel afterwards?

After you think about the answers to these questions, complete this Growth Mindset Outline.

Top of Form

Bottom of Form

**Growth Mindset Outline**

|  |  |
| --- | --- |
| Topic Sentence | I showed a growth mindset \_\_\_\_\_\_\_\_\_\_ (at school, at work, playing sports, etc.) |
| Detail #1:  What was the problem? |  |
| Detail #2:  How did the problem affect you or make you feel? |  |
| Detail #3:  What action did you take to show a growth mindset? |  |
| Conclusion:  How did showing a growth mindset make you feel? |  |

# 21-8 Write a Growth Mindset Paragraph

**Do not complete this assignment until you receive comments from your instructor about your outline.**

Use the comments from your instructor to turn your outline into a well-constructed paragraph.

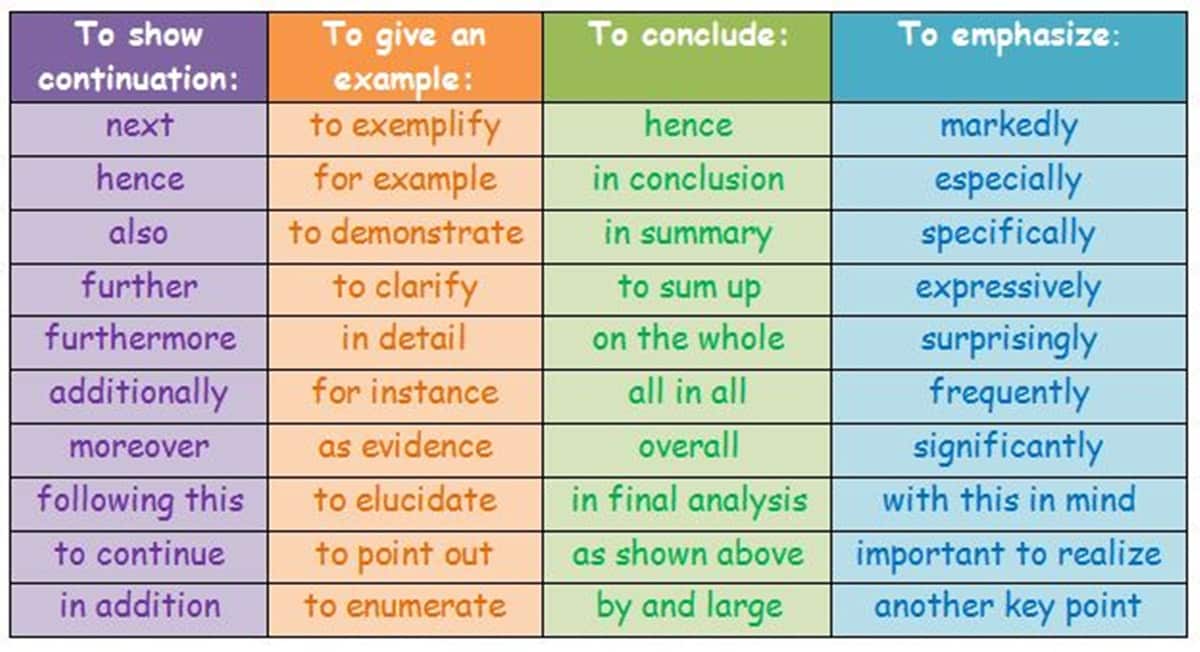
Here is sample Growth Mindset paragraph.

**GROWTH MINDSET PARAGRAPH**

**From Mr. Ferlazzo:**

I have shown a growth mindset here at school. Last year, I taught a very bad lesson on writing a story. Students didn't really know what I was talking about, and I didn't provide them enough support. I was very disappointed in myself. I could have just moved on to the next lesson and forgotten about my mistake. Instead, that night I spent time thinking about what I did wrong and what I could do better. I made a new lesson. The next day, I apologized to the class and I taught students how to write a story in a much better way. Everybody learned how to write a story. I felt better because I learned from my mistake and did a better job.

Remember to use transition words when you connect your details.  Here are some examples of transition words you can use:



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# 21-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 21 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link to complete the survey. <https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 21-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about the importance of moving forward and not giving up when you face challenges.  These challenges could be related to academics, career, or personal life.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What did you learn in this module that you did not already know?
* What will you do the next time you face a challenge?  Will you change anything about your behavior?  Why or why not?  What will you change?

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ESL 22

Low-Intermediate Reading

# 22-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 22 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 22 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, using a graphic organizer, summarizing, and reflecting on what you have learned.
* At the end of the module, you will read and summarize an article about how to grow your intelligence.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 22-2 Journal

Watch the video below. <https://www.youtube.com/watch?v=daC2EPUh22w&feature=emb_logo&ab_channel=karenxcheng>

Then write one paragraph of 4-6 sentences in which you answer the following questions:

What is one skill that you would really like to learn but are afraid to try?  Why are you afraid?

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# 22-3 Vocabulary Quiz

## Quiz Instructions

Use reading strategies to determine the definitions of the following words.  You will revisit these vocabulary words later in the Growth Mindset Module.

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**Question 110 pts**

When you read in a second language, it would take a very long time to look up EVERY word you don't know.  Sometimes it is ok to just have the general sense of a word.

In this module, you will read about the brain.

Choose THREE words or phrases from the list below that are related to the biology of the brain.

Group of answer choices



neuron



cortex



permanent



nerve cell



habit



feedback

**Question 210 pts**

Another strategy to figure out unknown vocabulary is to look at the words around it.  Use the sentence to determine the meaning of the word in **bold**.

Once children learn a language, they don't forget it.  This can happen because learning causes **permanent**changes in the brain.

What does permanent mean?

Group of answer choices



important



large



forever



short

**Question 310 pts**

Some people will call a person dumb if they can't **solve**math problems.

What does solve mean?

Group of answer choices



read



understand



write



find the answer

**Question 410 pts**

Many people **miss out on**the chance to grow a stronger brain because they think they can't do it, or that it's too hard.

What does miss out on mean?

Group of answer choices



try a new thing



forget



lose an opportunity



learn a skill

**Question 510 pts**

A growth mindset means that you can develop your smartness, abilities, and skills through your effort, choices, and learning.  As a result, you **take on challenges**.

What does take on challenges mean?

Group of answer choices



only try easy things



get smarter



make choices



try things that involve a lot of effort

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# 22-4 Lesson: Growth Mindset and Growing Your Brain

Watch the following two videos about Growth Mindset and Growing Your Brain.  Take notes as you watch.  There will be a short quiz on the next page.

Video #1: [Here's What Happens When Your Brain Grows (Links to an external site.)](https://mindset-mindset-maker.s3.amazonaws.com/AB/videos/Malleable+Mind+Animation+Branded.mp4)

Video #2: [How a Growth Mindset Can Change Your Brain (Links to an external site.)](https://mindset-mindset-maker.s3.amazonaws.com/AB/videos/Introduction+to+Growth+Mindset.mp4)

# 22-5 Quiz: Growth Mindset and Growing Your Brain

## Quiz Instructions

First, watch the two videos on the previous page.

Then, answer the questions in this quiz.  Please write in complete sentences.

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**Question 15 pts**

According to the first video, what are neurons, and where are they located?

**Question 25 pts**

According to Video #1, what do neurons interpret?

**Question 35 pts**

According to Video #1, what do neurons control?

**Question 45 pts**

According to Video #1, what is neuroplasticity?

**Question 510 pts**

According to Video #2, what do you believe if you have a growth mindset?

**Question 610 pts**

List at least three things mentioned in Video #2 that you do if you have a growth mindset?

**Question 710 pts**

According to Video #2, what happens in your brain when you have a growth mindset?

# 22-6 ESL Lesson: Practice Your Reading Skills with the NVCC Learning Resource Center

You have now learned that you can grow your brain and develop abilities and skills through effort, practice, and learning.

As you can imagine, this is true for your English Language skills, just as any other skill you may wish to learn.

Please watch this video about some resources that are available to you for free as a NOVA ESL student.  These resources will help you practice your reading and writing skills so you can continue building those neurons in your brain!

Note: Video is not publicly available.

# 22-7 Graphic Organizer: You Can Grow Your Intelligence

To **summarize**means to make shorter.  When you write a summary, you read something long, choose the most important information, and retell the most important information in your own words.

A summary focuses on three kinds of information: 1) the main idea, 2) the major supporting details, and 3) the conclusion.

Stories and examples are not included in a summary.

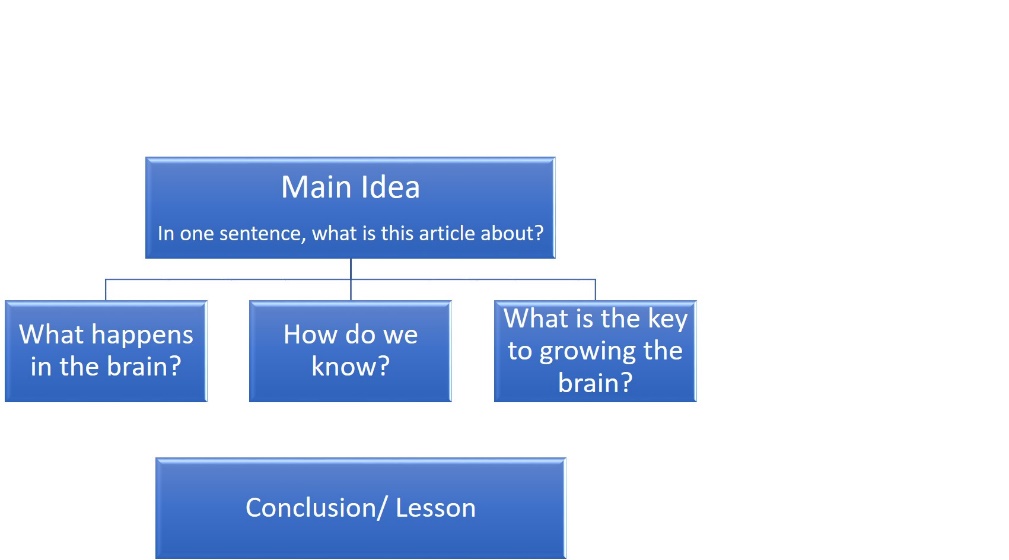
**Let's practice!**

Read the following article: <https://www.mindsetworks.com/websitemedia/youcangrowyourintelligence.pdf>

**Do you think you can summarize this article in 5-6 sentences?  I'm sure you can!**

Look at the graphic organizer below.  Write one sentence to complete each box.  Type your answers directly into Canvas.  You do not need to recreate the boxes in Canvas, but be sure to label each sentence, so your instructor knows which box it belongs in.

After your instructor gives you feedback on your answers, you can move to the assignment on the next page.



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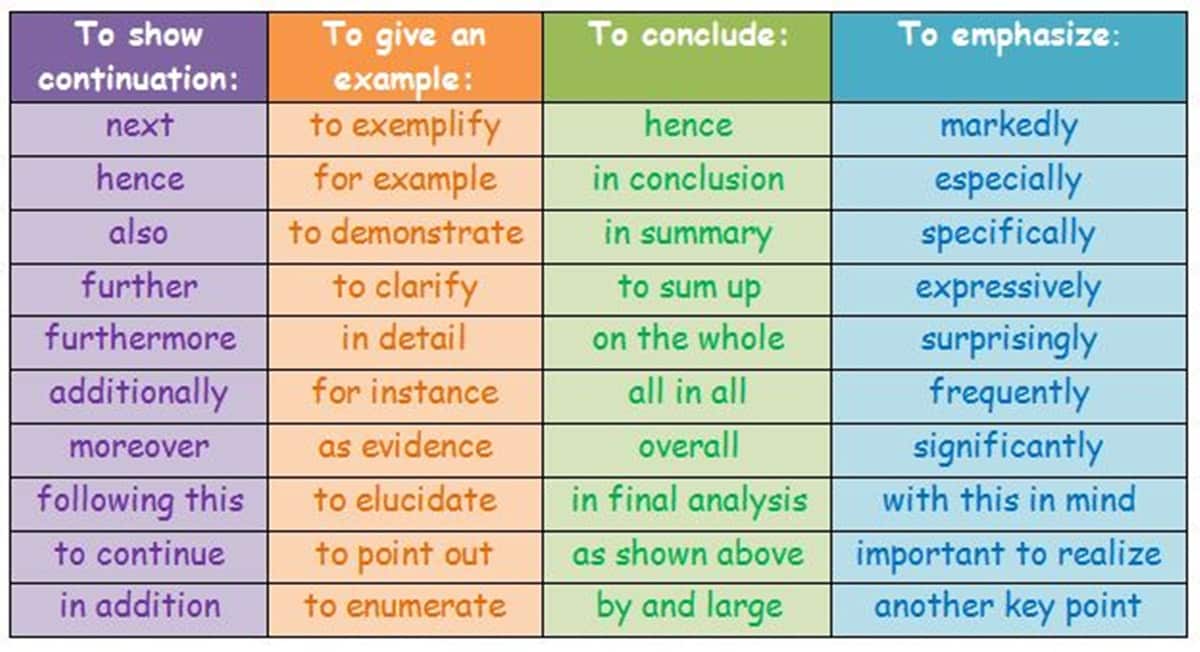
Bottom of Form

# 22-8 Summary: You Can Grow Your Intelligence

Now that you have answered the questions in the graphic organizer, you have all the building blocks you need to write your summary.  In other words, you have identified the main idea, the major supporting details, and the conclusion.  Now it is time to put together those building blocks by using connector words and phrases.

**For this assignment, write a one-paragraph summary of the article, "You Can Grow Your Intelligence."  Use the main idea, major supporting details, and conclusion that you identified in the graphic organizer on the previous page.**

Use connector words from the list below to link your sentences and ideas.



To review how to write a one-paragraph summary, watch this video: <https://www.youtube.com/watch?v=eGWO1ldEhtQ&feature=emb_logo&ab_channel=SmrtEnglish>

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# 22-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 22 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 22-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about Growth Mindset and how to grow your abilities through practice and effort.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What did you learn in this module that you did not already know?
* Will you change anything about your learning process after completing this module?  Why or why not?  What will you change?

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ESL 24

Low-Intermediate Speaking

# 24-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 24 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 24 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, watching videos, notetaking skills, and presentation skills.
* At the end of the module, you will record your very own video speech about Growth Mindset Theory, and you will watch the speeches presented by your classmates.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 24-2 Journal

To begin our journey of learning about Growth Mindset, please think about a time in your life when you made a mistake.

Write one paragraph of 4-6 complete sentences in which you answer the following questions:

* How did you feel when you made the mistake?
* How do you think others thought about you when you made the mistake?
* What did you do after you made the mistake?  Was this a good solution?

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# 24-3 Vocabulary Quiz

## Quiz Instructions

The following words are all used in this module's videos.  Study the words and their definitions.  Think about how the words relate to learning.  Do these words describe good learning habits or do they make learners want to give up?  After you are comfortable with these words and definitions, complete the vocabulary quiz.

1. **Obstacle**: (Noun) Something that gets in the way of progress
2. **Criticism**: (Noun) Negative judgement or comments about something
3. **Perseverance**: (Noun) Steady progress and commitment towards a goal despite obstacles and setbacks.
4. **Resilience**: (Noun) The ability of a person to adjust or recover easily after illness or hardship.
5. **Malleable**: (Adjective) Capable of being shaped or extended.
6. **Struggle**: (Verb) To deal with an opposing force or hardship
7. **Perspective**: (Noun) A particular attitude towards something
8. **Grit**: (Noun) passion and perseverance for long-term and meaningful goals despite obstacles
9. **Psychological**: (Adjective) related to the mental and emotional state of a person
10. **Experiment**: (Noun) A scientific procedure to make a discovery or test a hypothesis

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**Question 125 pts**

Complete the sentence on the left with a word on the right.

Group of answer choices

When a person with growth mindset never gives up, it shows he or she has \_\_\_\_\_\_\_\_\_\_\_\_\_.



Growth Mindset Theory talks about the brain being \_\_\_\_\_\_\_\_\_\_\_\_. In other words, we can bend and shape the brain by learning new things.



In order to move to the United States, immigrants must overcome many \_\_\_\_\_\_\_\_\_\_\_, including obtaining a visa and saving enough money.



If you always have negative thoughts, you may want to try to develop a more positive \_\_\_\_\_\_\_\_\_\_\_.



To compare how children with fixed mindsets and growth mindsets reacted to obstacles, researchers conducted a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



**Question 225 pts**

Complete the sentence on the left with a word on the right.

Group of answer choices

A person who works really hard and has a lot of passion about something can be described as a person with a lot of \_\_\_\_\_\_\_\_\_.



After recovering from cancer, Jane returned to work without any problems. This shows Jane has a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_.



When a person with a fixed mindset receives negative \_\_\_\_\_\_\_\_\_\_, he or she will likely quit.



Studies about growth mindset focus on the brain. They are \_\_\_\_\_\_\_\_\_ studies.



People with growth mindsets enjoy \_\_\_\_\_\_\_\_\_ because they believe they are learning and growing their brains when they work hard.



# 24-4 Lesson: Fixed and Growth Mindsets

In recent years, researchers have learned that the brain is always capable of learning new things and building new connections.  Researchers have found that nobody is born with a fixed amount of intelligence.  Instead, they found that everyone can learn if they try hard enough.

Please [watch this short video in which you will learn about FIXED MINDSET and GROWTH MINDSET (Links to an external site.)](https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset).

Also, look at the following infographic, which summarizes the differences between a fixed mindset and a growth mindset. <https://businessmagazinegainesville.com/wp-content/uploads/2014/08/Mindset-Diagram.pdf>

# 24-5 Quiz: Fixed and Growth Mindsets

## Quiz Instructions

This is a short quiz to ensure you understand the difference between fixed and growth mindsets.

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**Question 110 pts**

Who is more likely to agree with the following statement?

* People are born with their intelligence, just like a person is born with a certain eye color.

Group of answer choices



A person with a Growth Mindset



A person with a Fixed Mindset

**Question 210 pts**

Who is more likely to agree with the following statement?

* You can learn new things, but you can't really change your basic intelligence.

Group of answer choices



A person with a Fixed Mindset



A person with a Growth Mindset

**Question 310 pts**

Who is more likely to agree with the following statement?

* If I have to work really hard to understand my math problems, then I am not very smart.

Group of answer choices



A person with a Growth Mindset



A person with a Fixed Mindset

**Question 410 pts**

Who is more likely to agree with the following statement?

* Intelligence is like a muscle.  If I try new things, my intelligence will improve.

Group of answer choices



A person with a Growth Mindset



A person with a Fixed Mindset

**Question 510 pts**

When faced with a challenge or obstacle, what does a person with a Growth Mindset do?

Group of answer choices



Work harder



Give up or quit

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# 24-6 ESL Skill: How to Give a Speech in English

For the final assessment in this module, you are going to choose a TED Talk to watch.  Then you will make your own video speech in which you summarize the TED Talk, identify new vocabulary words from the TED Talk, and reflect upon how the information in the TED Talk relates to your own life.

**Before beginning the assignment, watch this video about how to give a good speech in English:**

<https://www.youtube.com/watch?v=KLylS0Tbr20&feature=emb_logo&ab_channel=SpeakEnglishWithTiffani>

**In this assignment, you will watch a TED Talk about Growth Mindset, summarize the video, and complete an outline about that video.  Your instructor will provide feedback and comments about your outline.  After you receive your instructor's feedback, you will move to the next assignment, in which you will record your own video discussing the TED Talk you watched.**

Step 1: Choose **ONE**of the TED Talk videos below.  You may wish to watch them all to see which you like the best.

<https://www.youtube.com/watch?v=pN34FNbOKXc&feature=emb_logo&ab_channel=TEDxTalks>

<https://www.youtube.com/watch?v=H14bBuluwB8&feature=emb_logo&ab_channel=TED>

<https://www.youtube.com/watch?v=AWwDzHFSyLs&feature=emb_logo&ab_channel=TEDxTalks>

Step 2: Watch the video several times.  You may turn on the English subtitles if you wish.  As you watch, take notes.

Step 3: Complete this TED Talk Speech Outline, save it to your computer, then upload it to this assignment.

**TED Talk Speech Assignment**

**Outline**

**Your Name**:

**Title and Speaker of TED Talk You Watched**:

**Part 1: Summarize the TED Talk**

1. **Main Idea** (1-3 complete sentences)
2. **Supporting Details** (1-2 complete sentences for EACH detail)
3. **Supporting Detail #1**:
4. **Supporting Detail #2**:
5. **Supporting Detail #3**:
6. **Add more details if you want**:

**Part 2: Share three new vocabulary words from the TED Talk**

1. **Vocabulary Word #1**
   1. **Word**:
   2. **Definition**:
   3. **Original Sentence**:
2. **Vocabulary Word #2**
   1. **Word**:
   2. **Definition**:
   3. **Original Sentence**:
3. **Vocabulary Word #3** 
   1. **Word**:
   2. **Definition**:
   3. **Original Sentence**:

**Part 3: Think about the Topic**

1. **What did you learn from this TED Talk?**
2. **Describe an experience from your life that relates to the topic of this TED Talk.**

**Part 4: Final Thought**

1. **What do you want your audience to remember about your speech? What is the most important take-away message?**

**After you upload your outline, WAIT for your instructor's comments before you move to the next assignment.**

# 24-8 Discussion Board: Share Your Video

**Do not complete this part until you receive comments from your instructor about your outline in the previous assignment.**

In this assignment, you will use the outline you prepared about the TED Talk you watched to record your own speech in which you summarize the TED Talk, present new vocabulary words, and build connections between the TED Talk and your own personal opinions and experience.

Instructions:

Step 1: Watch this video about how to record a video in Canvas and upload it to the Discussion Board: n/a

Step 2: Record and upload to the Discussion Board your own video speech about the TED Talk you watched.  Use your outline as a guide for your speech.

Step 3: Watch the video speeches of **TWO**of your classmates.  Reply to the classmates, and include:

* + - Two things you liked about their video
    - One polite suggestion for improvement
    - One question you have about your classmate's presentation

Step 4: Answer any questions your classmates ask you.

# 24-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 24 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 24-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about growth and fixed mindsets, the value of grit and perseverance, and the importance of failing and trying again.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What did you learn in this module that you did not already know?
* Will you change anything about your learning style after completing this module?  Why or why not?  What will you change?

ESL 31

High-Intermediate Writing

# 31-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 31 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 31 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, discussing ideas with classmates, and writing a paragraph, and reflecting on what you have learned.
* At the end of the module, you will use time expressions and past, present, and future tense to write a paragraph explaining a personal goal that you have.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 31-2 Journal

Write a paragraph of 5-7 sentences in which you answer the following questions:

What is something that you are pretty good at that you spent a lot of time learning?  Was it hard to learn?  Did you ever want to give up?  What made you continue?

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# 31-3 Vocabulary Quiz

## Quiz Instructions

This short vocabulary quiz will introduce you to expressions and idioms that are used in the resources in this module.

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**Question 112.5 pts**

In the video on the next page, you will listen to a student who says, "Having a growth mindset really helps in **taking on new challenges** and being able to learn new material."

In your own words, write one sentence describing what it means to **take on new challenges**.

Then, in one additional sentence, write about a time in your life when you **took on a new challenge**.

**Question 212.5 pts**

In the video on the next page, you will listen to a student who says, "When you have a fixed mindset and you encounter a challenge or are not successful, you kind of just **shut down** and decide, 'Oh, it's not for me.'"

In your own words, write one sentence describing what it means to **shut down**.

Then, write one sentence in which you write about the possible negative results when someone **shuts down**.

**Question 312.5 pts**

The article on the next page states, "Measuring your goal applies not only to the point at which you finally reach it, but to the series of mini-goals you can set along the way. **Hitting these milestones** is a tremendous motivator to spur you on towards the end."

In your own words, write one sentence describing what it means to **hit a milestone**.

Then, write one additional sentence in which you write about a **milestone you hope to hit** in the near future.

**Question 412.5 pts**

The article on the next page asks, "Does your goal **fit into the bigger picture** of your life?"

In your own words, write one sentence describing what it means for something to **fit into the bigger picture**.

Then, write one additional sentence in which you tell how studying English at NOVA **fits into the bigger picture**of your life.

# 31-4 Lesson: Growth Mindset and Goal-Setting

**Watch this video about Growth Mindset and strategies you can use to grow your brain:**

<https://www.youtube.com/watch?v=d0jEF66xSBA&feature=emb_logo&ab_channel=FullertonCollege>

One strategy discussed in the video is setting goals.

**Now, read this article about how to**[**Use SMART Goal Setting to Achieve Your Goals (Links to an external site.)**](https://www.time-management-success.com/smart-goal-setting.html)**.**

# 31-5 Quiz: Growth Mindset and Goal-Setting

## Quiz Instructions

Take this quiz after watching the video and reading the article on the previous page.

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**Question 17 pts**

A person is born smart, average, or dumb and stays that way for life.

Group of answer choices



True



False

**Question 27 pts**

Adult brains can change and grow when people take on new challenges.

Group of answer choices



True



False

**Question 37 pts**

Communication among nerve cells in the brain is what allows us to learn.

Group of answer choices



True



False

**Question 47 pts**

You are born with all the nerve cell connections in your brain that you will ever have.  You cannot grow more nerve cell connections.

Group of answer choices



True



False

**Question 57 pts**

Which of the following is NOT mentioned as a way to grow your intelligence?

Group of answer choices



Effort



Natural born talent



Good strategies



Help from others

**Question 615 pts**

Which THREE goals listed below are good SMART goals?

Group of answer choices



I will obtain a job as a high school math teacher within three months after graduating with my Bachelor of Science in Education.



I will lose 50 pounds before my wedding next month so I can fit into my dream dress.



I will work on my assignments 30 minutes each night so I can turn in all of my assignments on time this school year.



I will improve my class participation this semester by raising my hand to ask or answer a question at least once per class.



I will spend more time studying and get better grades.

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# 31-6 ESL Lesson: Using Time Expressions in English

In this lesson, we will focus on using **TIME EXPRESSIONS** with the following verb tenses: **SIMPLE PAST**, **SIMPLE PRESENT**, and **SIMPLE FUTURE**.

Sometimes, we may want to use more than one verb tense in a paragraph.  We do this when we are talking about ONE topic in TWO different time periods.  For example, I could say:

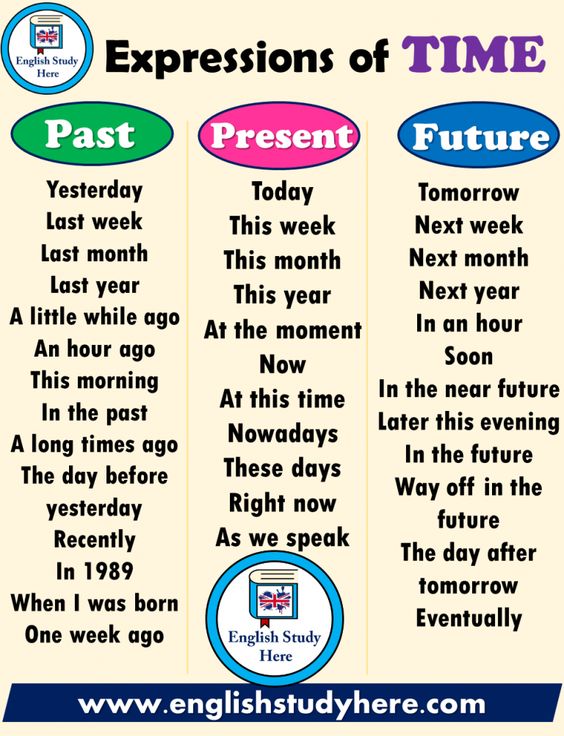
I **feel**sick today because I **ate**too much junk food yesterday.  I **will feel**better tomorrow.

Notice that I have simple present (feel), simple past (ate), and simple future (will feel) all in the same paragraph.  Also notice that I give you **TIME EXPRESSIONS** to indicate simple present (today), simple past (yesterday), and simple future (tomorrow).

**TIME EXPRESSIONS** are useful when you switch verb tenses because they help the reader understand the time period you are talking about.

Watch this video to learn about some common **TIME EXPRESSIONS**: <https://www.youtube.com/watch?v=0-czcmjxz_c&feature=emb_logo&ab_channel=ShawEnglishOnline>

Here is a list of other commonly-used time expressions:



Optional: To review how to form and when to use the different verb tenses, refer to this Verb Tense Overview.

**Verb Tense Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Present** | **Past** | **Future** |
| **Simple** | I paint | I painted | I will paint |
| **Progressive** | I am painting | I was painting | I will be painting |
| **Perfect** | I have painted | I had painted | I will have painted |
| **Perfect Progressive** | I have been painting | I had been painting | I will have been painting |

|  |  |  |
| --- | --- | --- |
| **Tense** | **Example** | **Use** |
| Simple Present | When I have free time, I paint my house. | * General truths and facts * Repeated or usual action |
| Present Progressive | I cannot go to the movies because I am painting my house. | * Action that is happening right now * Repeated, ongoing, irritating action (used with “always”) * An action in the near future |
| Present Perfect | I have painted my house three times since I bought it. | * Action started in the past and continues in the future * Action that was just completed * Past action that continues to have an effect on the future * Action that happened several times and may happen again |
| Present Perfect Progressive | I have been painting my house for three hours. | * An action that started in the past and is continuing in the present, with emphasis on the fact it is still happening |
| Simple Past | I painted my house. | * Action completed in the past |
| Past Progressive | I was painting my house when the doorbell rang. | * An action in the past that was interrupted * Action in the past that happened at a specific time |
| Past Perfect | I had painted my house before the big storm knocked it down. | * A past action that was completed before another past action happened |
| Past Perfect Progressive | I had been painting my house when it started to rain. | * A continuing action in the past that was interrupted by another action in the past. |
| Simple Future | I will paint my house after I get my paycheck.  I am going to paint my house after I get my paycheck. | * A future plan * A promise * A prediction |
| Future Progressive | Look for me outside because I will be painting my house when you arrive. | * An action that will be interrupted in the future * For imagining the future |
| Future Perfect | I will have painted the house by the time that you come to visit. | * A future action that will be completed before another future action |
| Future Perfect Progressive | I will have been painting the house for three hours by the time I finish. | * A continuing action that will be finished at a specific time in the future, emphasis on the amount of time. |

# 31-7 Setting SMART Goals with Past, Present, and Future Tenses

You learned earlier in this module how to set SMART goals.  SMART goals are goals that are:

* **Specific**: What exactly will you accomplish?
* **Measurable**: How will you know when you have reached this goal?
* **Achievable**: Is achieving this goal realistic with effort and commitment?  Do you have the resources to achieve this goal?
* **Relevant**: Why is this goal significant to your life?
* **Time Related**: When will you achieve this goal?

In the Discussion Board below, use future tense (I will) to write a SMART goal that you have for yourself in your own life.  Be sure to include in your goal all the SMART criteria listed above.

Then, read the SMART goals from your classmates.  Comment on at least two classmates' SMART goals.  Tell your classmates what you like about their goals, and, when possible, politely point out how they can improve their goals to make them SMARTer.

# 31-8 Write a Paragraph about Your Goal

In this assignment, you will write one paragraph about your SMART goal.

First, go back and look at the comments from your classmates and instructor about your SMART goal.  If necessary, revise your SMART goal to make it SMARTer.

Then, using past, present, and future tense, write a paragraph about your goal.

* Your topic sentence should state your SMART goal.
* Your details can answer questions such as:
  + What happened in my life that prevented me from already reaching this goal? (past)
  + What happened in my life to make this goal important to me? (past)
  + How does my goal fit into the bigger picture of my life? (present)
  + What obstacles will I face as I work towards my goal? (future)
  + Who will support me as I take on challenges to reach my goal? (future)
  + How will I celebrate milestones? (future)
* Your conclusion should state how you will know when you achieve your goal, what you will do after you achieve your goal, OR how you will feel after you achieve your goal.

Be sure to use time words and expressions to transition from one time period to another in your paragraph.

Top of Form

Bottom of Form

# 31-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 31 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link below to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 31-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about the importance of setting specific SMART goals.  These SMART Goals could be related to academics, career, or personal life.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What did you learn in this module that you did not already know?
* What will you do the next time you want to achieve something?  Will you set a SMART Goal?  Why or why not?

ESL 32

High-Intermediate Reading

# 32-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 32 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 32 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, watching videos, reading comprehension, and learning about the Language Resource Center.
* At the end of the module, you will identify the important evidence from an article about Growth Mindset and explain the evidence in your own words.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

32-2 Journal

Watch this short video by world-famous basketball player, Michael Jordan: <https://www.youtube.com/watch?v=9zSVu76AX3I&feature=emb_logo&ab_channel=shahtoosh>

After you watch the video, think about a time when you were not successful after trying something for the first time.

Write one paragraph of 4-8 complete sentences in which you discuss the time you were not successful.  What was the activity?  Did you try harder to succeed, or did you quit?  Why?  How did you feel about your actions in the end?

# 32-3 Vocabulary Assignment

A **collocation**is a group of words that often go together.

The following collocations are used in the materials you will watch and read in this Growth Mindset module:

1. To get rid of
2. To give up
3. To go viral
4. Hand in hand
5. It turns out

For each collocation, look up the definition in an [online dictionary (Links to an external site.)](https://www.dictionary.com/) AND listen to real-life examples by typing the collocation into the website [Youglish (Links to an external site.)](https://youglish.com/).

**After you feel confident you know what the collocation means, write one sentence for each of the five collocations.**

To earn full credit, sentences must be grammatically correct AND the collocation used correctly.

# 32-4 Lesson: Brain, Growth, Mindset, and Learning

New research has shown that, every time you learn something, your brain changes.

Watch the video below to learn about the brain, growth, mindset, and learning.

After you watch the video, complete the short quiz on the next page.

<https://www.youtube.com/watch?v=fTs0naklQJY&feature=emb_logo&ab_channel=Udacity>

# 32-5 Quiz: Brain, Growth, Mindset, and Learning

## Quiz Instructions

**Answer these questions after you watch the video on the previous page.**

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**Question 110 pts**

The speaker in the video says that the brain is plastic.  What does she mean by that?

Group of answer choices



Your brain changes every time you learn something new.



You must recycle your brain.



If you're not careful, your brain can stretch and change physical shape like plastic



Your brain is made of chemicals similar to the chemicals used in plastic.

**Question 210 pts**

Would the speaker agree or disagree with the following statement:

My grandmother was bad at math.  My mother was bad at math.  There's no hope for me.  I'm going to be bad at math, too.

Group of answer choices



Disagree



Agree

**Question 310 pts**

If someone has a fixed mindset, they likely believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



you can't change your intelligence



mistakes create challenges and opportunities for learning



the brain changes over time

**Question 410 pts**

A person with a growth mindset believes that the more you work, the smarter you will get.

Group of answer choices



True



False

**Question 510 pts**

The speaker points to research that says \_\_\_\_\_\_\_\_\_\_\_ is the most important thing for learning.

Group of answer choices



making mistakes



studying hard



meeting with the teacher



asking questions

# 32-6 ESL Skill: Online Resources from the Language Resource Center

In this Growth Mindset module, you have learned that the brain can grow and change when you learn new information.  You have also learned that making mistakes is an important part of the learning process.  Later in the module, we will see how hard work, grit, and practice are necessary to achieve a goal.

Think about your goals for ESL 32.  Of course, your goal is to pass the class, but what **REALLY**is your goal?  I hope it is to improve your reading comprehension skills.

Watch the video below in which Brian Adler, Director of the Language Resource Center at the Annandale Campus of Northern Virginia Community College, teaches you about a powerful online resource that is available to you to help you practice your reading comprehension skills.  After watching the video, you will learn how to create an account with Merit Learning Software to practice your reading comprehension.

You can use the software for independent practice, or your instructor may choose to assign specific lessons for homework.

Note: Resource not publicly available.

32-7 Pre-Writing with a Graphic Organizer: Never Give Up

A **Graphic Organizer**is a visual representation of the relationships among different pieces of information.  The information can be facts, opinions, analyses, or explanations.  Often, we use graphic organizers in our pre-writing to organize our thoughts and ideas before beginning to write.  If done properly, the result is a clearer, better-organized writing product.

Read the article below.  Embedded in the article are links to two different videos that you will likely find interesting. <https://s3-us-west-1.amazonaws.com/mindset-net-site/FileCenter/Never-Give-Up_10_26.pdf>

After you read the article, download and complete the graphic organizer below based on the information in the article.  Then upload your completed graphic organizer to Canvas.

**“Never Give Up” by MindsetWorks.com**

The main point of the article, “Never Give Up” is a lesson. What is that lesson? Type your answer below. This will serve as the topic sentence of your analysis paragraph.

The lesson in “Never Give Up” is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Graphic Organizer**

|  |  |  |
| --- | --- | --- |
|  | Evidence:  Provide examples from the article that support the main point identified above. | Explanation:  Use your own words to explain the importance of the evidence you chose. |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

# 32-8 Write an Analysis Paragraph: Never Give Up

Wait to receive comments from your instructor about your Graphic Organizer before completing this assignment.

**Use the information from your Graphic Organizer to write a one-paragraph analysis of the article, "Never Give Up."**

Your analysis should include:

1. The lesson the article teaches,
2. Evidence or examples of that lesson,
3. Your explanation of why that evidence is important or meaningful.

Your paragraph should be 5-8 sentences long and combine a summary of the important information from the article with your own thoughts and ideas.

# 32-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 32 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

**Click on the link below to complete the survey.**

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 32-10 Reflections on Growth Mindset

In the TED Talk video, "Can Skateboarding Save Our Schools," Dr. Tae states:

**When learning is the goal and learning is the reward, there is no point in cheating.**

Think about this quote.

Then write one paragraph of 4-8 sentences  in which you discuss the meaning of Dr. Tae's quote and how it is relevant for you as a learner.  How can you apply the lessons you learned in this module to enhance your own learning?

ESL 33

High-Intermediate Speaking

# 33-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 33 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 33 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, watching videos, outlining, and narrative storytelling.
* At the end of the module, you will share a video you make in which you tell your own personal narrative.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

33-2 Journal

Think of a time in your life when you worked hard but did not seem to improve or succeed.  How did this make you feel?  Did you work to overcome the challenge?  Or did you move on to something different?  Why do you think this particular thing was so difficult to accomplish?

Write one paragraph of 4-6 complete sentences to answer the questions above.

Top of Form

# 33-3 Vocabulary Quiz

## Quiz Instructions

Take the vocabulary quiz.  Determine the meanings of the words in **bold**based on the context in the passages provided.

Top of Form

**Question 110 pts**

Read the following passage.  Then choose the best meaning for the word in **bold**.

Some time ago, I came to a realization that I wasn't getting much better at the things I cared most about.  I've since realized that this **stagnation**, despite hard work, turns out to be pretty common.

**Stagnation**means:

Group of answer choices



realizing something important



improving



working hard



not improving

**Question 210 pts**

Read the following passage.  Then choose the best meaning for the word in **bold**.

Successful people go through life continually **alternating**between two zones: the learning zone and the performance zone.

To **alternate**means:

Group of answer choices



decide among several choices



move from one to another



question the effectiveness of something



stay in one place

**Question 310 pts**

Read the following passage.  Then choose the best meaning for the word in **bold**.

The reason many of us don't improve much despite our hard work is that we spend too much time in the performance zone.  This **hinders**our growth.

To **hinder**means:

Group of answer choices



to perform



to help



to prevent



to work hard

**Question 410 pts**

Read the following passage.  Then choose the best meaning for the word in **bold**.

Research shows that, after the first few years of working in a profession, performance usually **plateaus**.  This is because, once we think we have become good enough, we stop spending time in the learning zone, which is not a great way to improve.

To **plateau**means:

Group of answer choices



to be rewarded



to grow and improve



to stay at the same level



to speed up

**Question 510 pts**

Read the following passage.  Then choose the best meaning for the word in **bold**.

One reason that we spend so much time in the performance zone is that our environments are often **high stakes**.  Every minute of every day, many people feel that, if they make a mistake, others will think less of them.

When a situation is **high stakes**, this means:

Group of answer choices



others will help you find the right answer if you make a mistake.



there is no right or wrong answer, so mistakes are not possible.



bad things will happen if you make a mistake.



it doesn't matter if you make a mistake.

Bottom of Form

# 33-4 Lesson: How to Get Better at the Things You Care About

Watch this TED Talk by Eduardo Briceno in which he discusses the importance of spending time in the Learning Zone in order to get better at the things we care about.  Take notes as you watch.  Then complete the quiz on the next page.

<https://www.youtube.com/watch?v=YKACzIrog24&feature=emb_logo&ab_channel=TED>

# 33-5 Quiz: How to Get Better at the Things We Care About

## Quiz Instructions

Watch the TED Talk by Eduardo Briceno on the previous page.  Take notes as you watch.  Then complete this quiz.

Top of Form

**Question 110 pts**

What is the goal of the learning zone?  What kinds of activities do we do when we are in the learning zone?

**Question 210 pts**

What is the goal of the performance zone?  What kinds of activities do we do when we are in the performance zone?

**Question 310 pts**

In your own words, why does the speaker believe it is important to alternate between the learning zone and the performance zone?

**Question 410 pts**

Name one example that the speaker gives of someone famous who spends time in the learning zone.  What does this person do?

**Question 510 pts**

What are four steps the speaker outlines that will allow us to spend more time in the learning zone?

Bottom of Form

# 33-6 ESL Lesson: Telling a Story in English

Later in this module, you will be asked to give a **personal narrative speech**.

A **personal narrative** is a story about yourself.

Watch these videos to learn how to tell a story in English.

<https://www.youtube.com/watch?v=T_qLKu0rFlU&feature=emb_logo&ab_channel=SpeakEnglishWithTiffani>

<https://www.youtube.com/watch?v=Q3ALVzzbCAE&feature=emb_logo&ab_channel=EfficientEnglish>

<https://www.youtube.com/watch?v=AxTys2C4t68&feature=emb_logo&ab_channel=LearnEnglishwithLet%27sTalk-FreeEnglishLessons>

# 33-7 Outline: Learning Zone and Performance Zone

For the final assessment in this module, you will be asked to make a video speech in which you recount a personal narrative-- a story-- about a time you did or didn't succeed at something you had hoped to do, and you will reflect on your time spent in the learning zone and the performance zone as you worked towards that goal.

Step 1: Read the assignment below.

Step 2: Complete the outline and submit to Canvas.

Step 3:  Wait for your instructor's feedback.

Step 4:  Record your video on the next page.

Think of a time in your life when you set a goal and worked hard to reach that goal.  The goal could be related to your personal life, your schooling, or your professional career.

Did you succeed or did you fail to achieve your goal?

Now, think about the steps you took to reach that goal.  Did you spend time in the Learning Zone, the Performance Zone, or did you alternate between the two zones?  How did this help/hurt your ability to reach your goal?

Complete the outline below to tell a personal narrative about your experience.  Be sure to watch the videos on the previous page before completing your outline.

**Personal Narrative Outline: Learning and Performance Zones**

Think of a time in your life when you set a goal and worked hard to reach that goal. The goal could be related to your personal life, your schooling, or your professional career.

Did you succeed or did you fail to achieve your goal?

Now, think about the steps you took to reach that goal. Did you spend time in the Learning Zone, the Performance Zone, or did you alternate between the two zones? How did this help/hurt your ability to reach your goal?

Use the outline below to tell a personal narrative about your experience. Be sure to watch [How to Tell a Story in English](https://www.youtube.com/watch?v=T_qLKu0rFlU&feature=emb_logo&ab_channel=SpeakEnglishWithTiffani) before completing your outline.

**Outline**

1. **The Basic Story**: Describe your goal. Why did you have this goal?
2. **Background**: Where and when did the story take place?
3. **Characters**: You are the main character in your personal narrative. Who else was involved in this experience? Teachers? Family? Friends?
4. **Climax**: Tell the story of how you worked to reach your goal. Describe the learning zone activities and the performance zone activities you did. Then, describe the one culminating experience that let you know that you had succeeded or failed to reach your goal? Did you get a new job? Did you fail a course? Did you find your soulmate? The climax is when you knew if you were successful or not.
5. **Conclusion**: What happened after you reached or didn’t reach your goal?
6. **Lessons Learned**: Apply your knowledge of the learning zone and the performance zone. How did your time spent (or not spent) in each zone contribute to the success or failure of reaching your goal? What will you do similarly or differently in the future?

33-8 Discussion: Learning Zone and Performance Zone Video Speech

After you receive feedback from your instructor about your outline, it is time to make your video speech.

Your video speech should be 3-5 minutes long.  Try to speak freely and naturally.  Avoid reading directly from a paper or a screen.  You may choose to show just yourself in the video or both yourself and your computer screen.

Later in the week, go back and watch the videos made by your classmates.  Comment on at least two videos by classmates.  Give specific compliments about what they did well, and provide polite feedback about how they can improve their presentation and storytelling skills.

# 33-9 Mindset Profile Assessment

Now that you have nearly completed the ESL 33 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

**Click on the link below to complete the survey.**

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 33-10 Reflection on Growth Mindset

In this Growth Mindset Module,  you have learned about the importance of spending time in the learning zone in order to get better at the things you care about.  Now it is time to reflect upon what you have learned.

In the video you watched, Eduardo Briceno ends his talk by asking:

**What if, instead of spending our lives doing, doing, doing, performing, performing, performing, we spent more time exploring, asking, listening, experimenting, reflecting, striving, and becoming?**

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What is one area of your life where you plan to spend more time in the learning zone?
* What specific activities will you do?

ESL 41

Low-Advanced Writing

# 41-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 41 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 41 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, watching videos, outlining and writing a comparison essay.
* At the end of the module, you will understand the difference between growth and fixed mindset and write an essay comparing times in your life when you had a fixed or growth mindset.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

41-2 Journal

**Watch this video:** [**https://www.youtube.com/watch?v=TPQpbH45kXM&feature=emb\_logo&ab\_channel=EmilyDiehl%28OldAcct%29**](https://www.youtube.com/watch?v=TPQpbH45kXM&feature=emb_logo&ab_channel=EmilyDiehl%28OldAcct%29)

Now reflect on a time in your life when you struggled to solve a problem.  What did you do?  Did you give up or keep trying?  What was the result?

Answer these questions in a paragraph of 6-8 sentences.

# 

# 41-3 Vocabulary Assignment

Following are some key vocabulary words that are used throughout this module:

* adversity
* effort
* focus
* resilience
* setback
* praise
* self-esteem
* feedback
* cope
* prodigy

Look up the definitions of any of these words that you do not know.  Then write one paragraph of 4-6 sentences in which you use at least FIVE vocabulary words from the list above.

**Your paragraph should begin with the following introductory sentence:**

**When I face a challenge in my life, I ...**

# 41-4 Lesson: The Difference Between Growth and Fixed Mindsets

**Watch this video to learn about the differences between a FIXED and a GROWTH mindset.**

<https://www.youtube.com/watch?v=pN34FNbOKXc&feature=emb_logo&ab_channel=TEDxTalks>

Then [study this diagram (Links to an external site.)](https://cdoms.buncombeschools.org/UserFiles/Servers/Server_94629/File/Staff/Venturella,Amanda/lee_meg3.pdf), which summarizes the differences between FIXED and GROWTH mindsets.

# 

# 41-5 Quiz: The Difference Between Growth and Fixed Mindsets

## Quiz Instructions

**Take this quiz after you watch The Power of Belief by Eduardo Briceno on the previous page.**

Top of Form

**Question 110 pts**

List three qualities of people with FIXED mindsets.

**Question 210 pts**

List three qualities of people with GROWTH mindsets.

**Question 310 pts**

The speaker says that parents and teachers should praise children for their effort, not for being smart.  Why?

**Question 420 pts**

The speaker says that we should all listen for our fixed mindset voice and, when we hear it, we should talk back to it with our growth mindset voice.  What might our fixed mindset voice say?  What can you say back to your fixed mindset voice by using your growth mindset voice?

# 41-6 ESL Skill: Writing Comparison Essays

In this module, we will be writing a comparison essay related to **FIXED**and **GROWTH**mindsets.

Before we begin, watch this video to learn about the structure of comparison essays.  In this module, we will focus on the **POINT-BY-POINT** method discussed in the video (not the BLOCK method).

<https://www.youtube.com/watch?list=PLC6cRuh6HoylEpRWrnh9NAlZSMZ_TGefY&v=vcPKluXQ4ug&feature=emb_logo&ab_channel=NOVACommunityCollege>

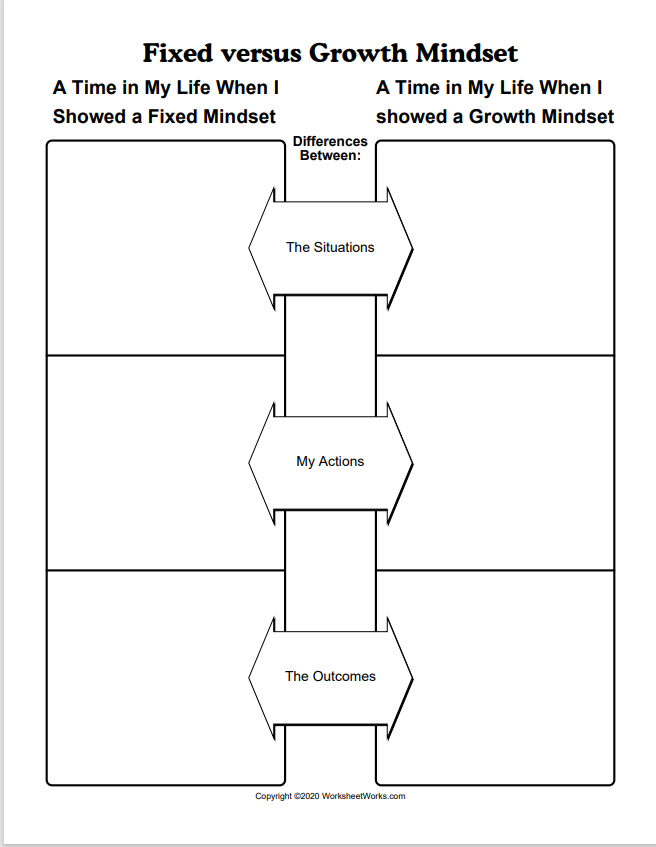
# 41-7 Write a Comparison Outline

As we learned from the video we watched in Part 1 of this module, we all have times when we let our fixed mindset take over our actions.  We also have times when we approach a situation with a growth mindset.

**For this assignment:**

1. Choose two different experiences in your life.  The first experience should be one when you faced a challenge with a FIXED mindset.  The second should be a time when you faced a challenge with a GROWTH mindset.
2. Think about the two experiences.  How were the two situations different?  How were your reactions different?  How were the outcomes different?
3. Complete the graphic organizer below with details about your two experiences.  Then, after you receive feedback from your instructor, you will use this graphic organizer as the foundation for your comparison essay.

**NOTE**: Unfortunately, you cannot type directly into the graphic organizer.  To submit your completed graphic organizer, you can print it, hand-write on it, and submit a photo of the completed graphic organizer.  Another option, if you prefer typing, is to recreate the basic format of the graphic organizer in a new document.  It's ok if the final product does not look exactly the same as the original.



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# 41-8 Write a Comparison Essay

**Wait to receive comments from your instructor about your graphic organizer before completing this assignment.**

**Assignment:**

Write a five-paragraph comparison essay in point-by-point format in which you discuss two times in your life: one when you responded to a challenge or setback with a FIXED mindset, and one when you responded to a challenge or setback with a GROWTH mindset.

Organize your body paragraphs as follows:

* Point #1: How were the two situations different?
* Point #2: How were your actions different?
* Point #3: How were the outcomes different?

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# 41-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 41 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link below to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 41-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about growth mindsets, fixed mindsets, and the power of belief.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 5-7 complete sentences in which you answer the following questions:

* Do you see a connection between your own mindset and your performance in school or at work?
* Based on what you have learned in this module, is there anything you will work to change about your own mindset?

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ESL 42

Low-Advanced Reading

# 42-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 42 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 42 Growth Mindset Module includes several different learning opportunities and assessments, including journaling, vocabulary, watching videos, library research, and summarizing.
* At the end of the module, you will locate articles in the NVCC online library database and then summarize one of those articles.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 42-2 Journal

**Watch this video in which John Legend, a famous American singer, describes his journey to becoming a successful musician.** <https://www.youtube.com/watch?v=LUtcigWSBsw&feature=emb_logo&ab_channel=KhanAcademy>

Think about a time in your life when you had to work very hard to achieve a goal.  What was the goal?  What setbacks did you face?  How did you overcome those setbacks?  How did you feel when you achieved your goal?

Write one paragraph of 5-7 complete sentences in which you answer these questions.

# 42-3 Vocabulary Quiz

## Quiz Instructions

Read the following paragraph.  The words in blue are all related to Growth Mindset, and they will be used in the readings in this module.

Use context clues to determine the meanings of the words in **blue**.  Then take the quiz to match the words with their definitions.

Jane felt confused by her math homework.  She felt **discouraged** that she didn’t know how to complete the math problems.  Luckily, however, Jane’s math teacher, Ms. Smith, believed in Growth Mindset.  Ms. Smith explained to Jane that intelligence is not **innate**, and that intelligence can be **acquired**.  She said that Jane could **overcome** her **setback** in math by **persevering** and not giving up.  Ms. Smith’s **optimistic** approach **empowered** Jane to use new **strategies** when learning and studying.  Now Jane understood she had the **potential** to succeed.

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**Question 125 pts**

Match the word on the left with the definition on the right.

Group of answer choices

discouraged



innate



acquire



overcome



setback



**Question 225 pts**

Match the word on the left with the definition on the right.

Group of answer choices

persevere



optimistic



empowered



strategies



potential



# 42-4 Lesson: What is Growth Mindset?

**Growth Mindset is the belief that people can grow their intelligence through practice and learning.**

Watch this video about Growth Mindset.  Then take the short quiz on the next page.

<https://www.youtube.com/watch?v=O8WUcv4WI8g&feature=emb_logo&ab_channel=KendraCoates>

# 42-5 Quiz: What is Growth Mindset?

## Quiz Instructions

**After you watch the video on the previous page, take this short quiz.**

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**Question 110 pts**

Scientists have demonstrated that people's brains get stronger when people learn.

Group of answer choices



True



False

**Question 210 pts**

Growth Mindset is the belief that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Group of answer choices



we can develop our smartness and abilities through effort and learning



our brains keep our bodies strong and allow them to grow.



we are born with a certain amount of intelligence, and we can't significantly change that.

**Question 310 pts**

When we have a growth mindset, we are likely to do all of the following EXCEPT:

Group of answer choices



take on challenges



put in effort to become better



feel proud that we are smarter than others



learn from mistakes

**Question 410 pts**

When faced with something hard or challenging, people with growth mindsets do all of the following EXCEPT:

Group of answer choices



Beilieve they must know the answer because they are smart.



ask for advice and help



try to look at the problem differently



see the challenge in a new way

**Question 510 pts**

The author mentions all of the following about working hard and overcoming challenges EXCEPT:

Group of answer choices



it builds more connections in your brain



it increases your motivation in the future



it makes you more resilient and able to bounce back



it leads to others being jealous of your success

# 42-6 ESL Skill: Finding Sources with the NVCC Library Database

Watch the video below about finding articles using the NVCC Library Database.

<https://www.youtube.com/watch?v=WwbTgrk76qU&feature=emb_logo&ab_channel=NOVALibraries>

Then, find the following articles:

* "If You're Open to Growth, You Tend to Grow," by Janet Rae-Dupree
* "The Remarkable Reach of Growth Mind-Sets," by Carol Dweck
* "Flummoxed by Failure-- or Focused?" by Ken Bain

Read the articles, and look for the main ideas and major details.

# 42-7: Identifying Main Ideas, Supporting Details, and Conclusions

## Quiz Instructions

Complete this quiz AFTER you read the three articles listed on the previous page.

This is a multiple-choice quiz in which you will be asked to identify the main idea, supporting details, and conclusion of each article.

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**Question 115 pts**

Match the article title on the left with the main idea on the right.

Group of answer choices

"Flummoxed by Failure-- or Focused?"



"If You're Open to Growth, You Tend to Grow"



"The Remarkable Reach of Growth Mind-Sets"



**Question 25 pts**

Which article includes the following supporting detail?

* Teens with growth mindsets are less likely to feel rejected by their peers.

Group of answer choices



"Flummoxed by Failure-- or Focused?"



"The Remarkable Reach of Growth Mind-Sets"



"If You're Open to Growth, You Tend to Grow"

**Question 35 pts**

Which article includes the following supporting detail?

* In 1978, psychologist Carol Dweck found that children faced with difficult math problems had one of two different reactions. Some felt helpless, but others looked for new ways to solve the problems.

Group of answer choices



"Flummoxed by Failure-- or Focused?"



"If You're Open to Growth, You Tend to Grow"





"The Remarkable Reach of Growth Mind-Sets"

**Question 45 pts**

Which article includes the following supporting detail?

* Managers should look for growth mindset in their employees because an employee with a growth mindset will take on challenges and look for creative solutions.

Group of answer choices





"Flummoxed by Failure-- or Focused?"



"The Remarkable Reach of Growth Mind-Sets"



"If You're Open to Growth, You Tend to Grow"

**Question 55 pts**

Which article includes the following supporting detail?

* Academic disciplines with a fixed mindset about intelligence are less likely to hire and promote women and African Americans.

Group of answer choices



"The Remarkable Reach of Growth Mind-Sets"



"If You're Open to Growth, You Tend to Grow"



"Flummoxed by Failure-- or Focused?"



**Question 615 pts**

Match the article title on the left with the article conclusion on the right.

Group of answer choices

"Flummoxed by Failure-- or Focused?"



"The Remarkable Reach of Growth Mind-sets"



"If You're Open to Growth, You Tend to Grow"





# 42-8 Write a Summary

In the previous exercise, you researched, located, and read three articles about Growth Mindset.  You also identified the main idea, conclusion, and some major supporting details for each article.

**For this assignment, choose one of the Growth Mindset articles you read, and write a one-paragraph summary of the article.**

You have likely discussed summaries in your ESL 42 course already.  Here are some review sheets to help you get started with your summary:

* [Summary Writing Overview (Links to an external site.)](https://blogs.nvcc.edu/an-academicsupportcenters/files/2020/05/35SummaryWriting.pdf)
* [Using Transition Words and Phrases (Links to an external site.)](https://blogs.nvcc.edu/an-academicsupportcenters/files/2020/05/5TransitionWordsandPhrases.pdf)
* [How to Paraphrase (Links to an external site.)](https://blogs.nvcc.edu/an-academicsupportcenters/files/2020/05/17HowtoParaphrase.pdf)

# 42-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 42 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link below to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 42-10 Reflections on Growth Mindset

In this Growth Mindset Module,  you have learned about growth and fixed mindsets, and you have learned a new library research skill.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 5-7 complete sentences in which you answer the following questions:

* What did you learn about your personal learning style in this module that you did not already know?
* How will you use the skills you learned in this module in your future learning?
* Will you change anything about your learning style after completing this module?  Why or why not?  What will you change?

ESL 51

Advanced Writing

# 51-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 51 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 51 Growth Mindset Module includes several different learning opportunities and assessments, including discussion, library research skills, cause-effect essays, and reflection.
* At the end of the module, you will write a research-based essay about the qualities that successful students exhibit.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

51-2 Discussion: What Makes a Successful Student

**Part 1:**

What qualities must students have to be successful in college?

Think of 2-3 qualities that you think are necessary for you to have in order to be successful in college.  List those qualities and explain why each is important.

Do you have those qualities?  If not, how are you working to develop those qualities?

**Part 2:**

Read the entries from your classmates.  Reply to at least two classmates.  Discuss whether or not you agree that the qualities they identify are important.  Why or why not?  Suggest ways to develop those qualities.  Also, look at the replies that your classmates wrote to you and respond to them.

# 51-3 Lesson: Growth Mindset I

In this module, we are going to learn about Growth Mindset, and we are going to learn about using information from outside sources when we write essays.

**Watch these videos to learn about Growth Mindset:**

<https://www.youtube.com/watch?v=hiiEeMN7vbQ&feature=emb_logo&ab_channel=StanfordAlumni>

[**Click here for Video #2: How Growth Mindset Leads to Higher Achievement.** (Links to an external site.)](https://www.mindsetkit.org/topics/about-growth-mindset/evidence-how-growth-mindset-leads-to-higher-achievement)

As you watch, take some notes about how growth mindset increases success among the students that the speakers talk about.

# 51-4 Lesson: Growth Mindset II

**Next, read the following articles about Growth Mindset:**

* Low-Cost Intervention Boosts Undergraduate Interest in Computer Science (see full text below)
* [Impact of a Growth Mindset Intervention on Key Predictors of Academic Success in a Nationally Representative Sample (Links to an external site.)](http://mindsetscholarsnetwork.org/wp-content/uploads/2019/08/NSLM-Two-Pager-v4.pdf)

On the next page, you will use the information you learned from the video and the two articles to write a paragraph about how having a growth mindset leads students to be more successful.

Low-cost Intervention Boosts Undergraduate Interest in Computer Science

**Publication info:** R & D ; Cleveland (May 6, 2019).

|  |
| --- |

A recent study finds that an online intervention taking less than 30 minutes significantly increased interest in computer science for both male and female undergraduate students. However, when it comes to the intervention's impact on classroom performance, the picture gets more complicated.

"Our focus was on determining how and whether a 'growth mindset' intervention would affect student interest and performance in computer science, so we developed an experiment that would allow us to explore those questions," says Jeni Burnette, first author of a paper on the work and an associate professor of psychology at North Carolina State University.

"We knew from previous work in other contexts that a growth mindset—the belief that human attributes are malleable—can have significant consequences for self-regulation and goal achievement," Burnette says. "In this instance, the growth mindset is that people can develop their computer science ability. Put another way, it's the opposite of thinking that some people are talented at computer science and other people aren't."

For the study, researchers worked with 491 students taking introductory computer science courses at seven different universities. One group of 245 students was shown four online growth mindset modules over the course of the class, with each module focused on what growth mindsets are and stressing that anyone can learn computer science if they apply themselves. A control group of 246 students was shown four online modules that focused on student health, such as making sure to exercise and get enough sleep. Each module was fairly brief, with the total running time for all four growth mindset modules coming in at about 27 minutes.

All 491 students were surveyed before the intervention and after seeing all four modules. Surveys assessed each student's interest in majoring or getting a job in computer science.

The researchers found that students who received the growth mindset intervention were more interested in computer science than students who received the control group intervention, even when accounting for their interest level prior to the intervention. What's more, the increase in interest was identical for both male and female students who received the growth mindset intervention.

However, the intervention alone did not appear to have a direct impact on student performance in the computer science course. Though it's not quite accurate to say that there was no effect.

"We did not get an immediate effect of the intervention on performance," Burnette says. "But we did find that the growth mindset intervention led students to place more value on the course, meaning they thought the course was more important. And, we found that value correlated with students' final grade in the class. So, there is a positive, indirect effect of the intervention on performance."

Crédito: North Carolina State University

# 51-5 Write: Growth Mindset

**Using the information your learned from the video and the two articles on the previous pages, write one paragraph about how/ why having a growth mindset helps students be successful in school.**

Your topic sentence (first sentence) should start like this (or something similar):

          Having a growth mindset helps students succeed in school.

Then, your details can be reasons, examples, and explanations from the sources on the previous page.  Remember to use transition words and phrases to connect your details.

Note: Later in the module, we will learn how to cite the sources.  Citing your sources is extremely important, but don't worry about that at this stage.  Right now, we are just getting our ideas written down.

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# 51-6 ESL Lesson: Library Research

**Please watch the following videos about how to find articles using the NOVA Library Databases:**

* [Finding Articles Part 1: Introduction and Key Words (Links to an external site.)](https://www.youtube.com/watch?v=Xs8SrDuzyvw&list=PLmdoqQJPmD0ffUUdgS8Gcyvwc6_WTZfzJ&index=2&t=23s&ab_channel=NOVALibraries)
* [Finding Articles Part 2: Proquest Research Results (Links to an external site.)](https://www.youtube.com/watch?v=RfEppm0k1t0&list=PLmdoqQJPmD0ffUUdgS8Gcyvwc6_WTZfzJ&index=3&ab_channel=NOVALibraries)

**Also watch these videos about citation:**

* [Citation: Part 1- Introduction (Links to an external site.)](https://www.youtube.com/watch?v=Ssc-Hg9gs3U&list=PLmdoqQJPmD0ffUUdgS8Gcyvwc6_WTZfzJ&index=4&ab_channel=NOVALibraries)
* [Citation: Part 2- Examples and Practice (Links to an external site.)](https://www.youtube.com/watch?v=zNoCGSN3BCo&list=PLmdoqQJPmD0ffUUdgS8Gcyvwc6_WTZfzJ&index=5&t=160s&ab_channel=NOVALibraries)

You will use these skills to complete your research essay assignment, which is explained on the next page.

# 51-7 Assignment: Works Cited Bibliography

**The final assessment for this module will ask you to write a five-paragraph research essay about three qualities that make students successful in college.**

The first quality will be having a growth mindset.  It is your choice what the other two qualities should be (examples: time management, motivation, studying hard, etc.).

**How to Complete This Assignment:**

1. Review the qualities for student success that you and your classmates discussed in 51-2.  Choose the two additional qualities you want to write about.
2. Next, use ProQuest to find at least one article to support each of your qualities.  For example, if you believe time management is important for student success, go to ProQuest and search for "Time management AND student success."  Find an article that looks interesting and supports your argument that time management is one contributor to student success.
3. Then, using the skills you learned about citing sources, create a Works Cited Bibliography and submit it here.
4. Your Works Cited Bibliography should have at least three sources: one for each quality you identify as important to student success AND at least one of the Growth Mindset resources provided to you in 51-3 and 51-4.

**Submit your Works Cited Bibliography here as an attachment.**

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# 51-8 Write: Cause-Effect Research Essay

Congratulations!  You are now ready to write your essay.

**Assignment: Write a five-paragraph cause-effect research essay in which you answer the following question:**

**What are three qualities students need to be successful in college?**

* Your first quality should be having a growth mindset.  Review your paragraph from 51-5.  You can revise and use that paragraph as your first body paragraph of this essay.
* Body paragraphs 2 and 3 should be about the two qualities you identified and researched in 51-7.
* Remember to use information from your research as your supporting details to explain and support the topic sentence of each body paragraph.
* At the end of the essay, include the Works Cited Bibliography.

**Optional Resources:**

* [How to Write a Cause-Effect Essay (Links to an external site.)](https://www.youtube.com/watch?v=w4ryzSDY4Jk&ab_channel=UrbanEnglish%26Writing)
* [Transition Words and Phrases for Cause-Effect Essays (Links to an external site.)](https://www.youtube.com/watch?v=vL05g8eW10s&feature=emb_logo&ab_channel=EnglishLessonswithAdam-LearnEnglish%5BengVid%5D)
* [MLA In-Text Citations (Links to an external site.)](https://www.youtube.com/watch?v=ypWxhhpGeyM&ab_channel=Scribbr)

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# 51-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 51 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link below to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 51-10 Reflections on Growth Mindset and Learning

In this Growth Mindset Module,  you have learned about the importance of growth mindset, and you identified and discussed several other qualities of a successful college student.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 5-8 complete sentences in which you answer the following question:

* Based on what you learned in this module about Growth Mindset and other qualities related to student success, will you change anything about your current study habits?  If so, what will you change?

ESL 52

Advanced Reading

# 52-1 Introduction to the Growth Mindset Module

**Welcome to the ESL 52 Growth Mindset Module!**

Your ESL instructor has chosen to have your class participate in a project across all of NOVA to increase the understanding of Growth Mindset Theory among ESL students.

**What is Growth Mindset Theory?**

* Growth Mindset is the understanding that people are not born with a certain fixed amount of intelligence.  People are not born "smart," "dumb," or "not good at math."  Instead, through deliberate learning and practice, EVERYONE can increase his or her level of intelligence.  We can all learn to learn!

**Why should I learn about Growth Mindset Theory?**

* Research has shown that, when college students learn about Growth Mindset Theory, they do better in their courses, and they are more likely to remain in school to complete their degrees.

**What do I have to do?**

* The ESL 52 Growth Mindset Module includes several different learning opportunities and assessments, including summary-writing, making text-to-self connections, and reflection.
* At the end of the module, you will write a summary of an article about growth mindset and connect the information in the article to your own life's experience.

**Where do I start?**

* Good question!  Your instructor will explain how he or she will assign the activities in the Growth Mindset Module.
* However, the first thing to do is to **click on the link below to reveal your own personal beliefs about intelligence and learning**.
* <https://docs.google.com/forms/d/e/1FAIpQLScKqQI67x39p7zu7DZLpLDA3nbpweVr0wvu9geKxvNyRlLvEQ/viewform>

Now it's time to get started.  Good luck and have fun as you learn how to be more successful in your own academic studies!

# 52-2 Journal

Imagine that you have a choice of two assignments to do.  One of them is going to be difficult, and you're going to have to work at it pretty hard, but you probably will learn a lot by doing it. With the other assignment, you might not learn as much, but it'll be easier to do, and you will likely get a high score. Which one do you think you would choose?  Why?

Write a paragraph of 5-7 sentences to explain your choice.

Note: There is no right or wrong answer here, just a reflection on different learning styles and mindsets.

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# 52-3 Vocabulary Quiz

## Quiz Instructions

Read the paragraph below.  Use context clues to determine the definitions of the words in **blue**.

Then complete the quiz.

Some people believe that people have **innate**intelligence.  They believe people are either born smart or not smart and that there is little we can do to have an **impact**on our own level of intelligence.  People who hold this belief are said to have fixed mindsets.  However, having a fixed mindset can **backfire**.  Even though some people might be very smart, they might avoid academic challenges and **hurdles**because they are afraid to fail.  They **underestimate**their own ability to learn new things.  On the other hand, people with growth mindsets believe they can learn and improve their brains through effort and by taking **risks**in their learning.  They **balk**at the idea that intelligence is fixed.  Instead, they **emphasize**how continued practice can lead to growth and success.  When people with growth mindsets make mistakes or face **criticism**, they work even harder to do better next time.  As a result, people with growth mindsets are more likely to fulfill their hopes and **aspirations**.

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**Question 125 pts**

Match the vocabulary word on the left with its definition on the right.

Group of answer choices

underestimate



balk



emphasize



backfire



innate



**Question 225 pts**

Match the vocabulary word on the left with its definition on the right.

Group of answer choices

impact



hurdle



risk



criticism



aspirations



# 52-4 Lesson: Fixed Mindsets, Growth Mindsets, and Praise

**Step 1:**Look at this infographic: [Two Mindsets, by Carol Dweck and Nigel Holmes (Links to an external site.)](https://www.mindsetworks.com/science/Impact).

**Step 2:**Watch this video about how praising children affects their mindsets and performance:

<https://www.youtube.com/watch?time_continue=1&v=NWv1VdDeoRY&feature=emb_logo&ab_channel=TrevorRagan>

# 52-5 Critical Thinking: Fixed Mindsets, Growth Mindsets, and Praise

Complete this assignment after studying the infographic and watching the video on the previous page.

Write a paragraph of 5-8 sentences in which you answer the following questions:

**What are the two kinds of praise discussed in the video?**

**Which kind of praise is more likely to lead to a growth mindset in children and students?  Why?**

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# 52-6 ESL Lesson: Summarizing

As part of this Growth Mindset Module, you will be tasked with writing a summary of an article about praising children.

**Before reading the article and writing your summary, refresh your summary-writing skills with the resources below:**

**Step 1:** [Read about effective and ineffective summaries here (Links to an external site.)](https://courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/summarizing/).

**Step 2:** [Complete this interactive lesson about writing summaries (Links to an external site.)](https://escoer.sunyempirefaculty.net/iitg_2017/iitg_summarizing/story_html5.html).

**Step 3:** Watch this video about how to write a summary:

<https://www.youtube.com/watch?v=eGWO1ldEhtQ&feature=emb_logo&ab_channel=SmrtEnglish>

# 52-7 Assessment: Write a Summary

Read the abridged article, “How Not to Talk to Your Kids,” by Po Bronson.  (see full text below)

Then write a one-paragraph summary.

**Some helpful hints to remember:**

* Your job is to identify the **MAIN IDEA** and the **MAJOR DETAILS**that support the main idea.
* Your job is NOT to retell all the stories in the article.
* Ask yourself what the purpose of each story is.  How does the story give proof or details that supports the author's main idea?
* Sometimes, the major supporting details are embedded or implied within the stories and examples.  You must look beyond the stories to figure out what the major supporting details are.
* Include the important supporting details without retelling the individual stories and examples from the article.
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FEB. 9, 2007

How Not to Talk to Your Kids

*Abridged*

*By*[*Po Bronson*](https://nymag.com/author/po-bronson/)



Photo: Phillip Toledano; styling by Marie Blomquist for I Group; prop styling by Anne Koch; hair by Kristan Serafino for L'Oreal Professionnel; makeup by Viktorija Bowers for City Artists; clothing by Petit Bateau [shirt and pants]

What do we make of a boy like Thomas?

Thomas (his middle name) is a fifth-grader at the highly competitive P.S. 334, the Anderson School on West 84th. Slim as they get, Thomas recently had his long sandy-blond hair cut short to look like the new James Bond (he took a photo of Daniel Craig to the barber). Unlike Bond, he prefers a uniform of cargo pants and a T-shirt emblazoned with a photo of one of his heroes: Frank Zappa. Thomas hangs out with five friends from the Anderson School. They are “the smart kids.” Thomas’s one of them, and he likes belonging.

Since Thomas could walk, he has heard constantly that he’s smart. Not just from his parents but from any adult who has come in contact with this precocious child. When he applied to Anderson for kindergarten, his intelligence was statistically confirmed. The school is reserved for the top one percent of all applicants, and an IQ test is required. Thomas didn’t just score in the top one percent. He scored in the top one percent of the top one percent.

But as Thomas has progressed through school, this self-awareness that he’s smart hasn’t always translated into fearless confidence when attacking his schoolwork. In fact, Thomas’s father noticed just the opposite. “Thomas didn’t want to try things he wouldn’t be successful at,” his father says. “Some things came very quickly to him, but when they didn’t, he gave up almost immediately, concluding, ‘I’m not good at this.’ ” With no more than a glance, Thomas was dividing the world into two—things he was naturally good at and things he wasn’t.

For instance, in the early grades, Thomas wasn’t very good at spelling, so he simply demurred from spelling out loud. When Thomas took his first look at fractions, he balked. The biggest hurdle came in third grade. He was supposed to learn cursive penmanship, but he wouldn’t even try for weeks. By then, his teacher was demanding homework be completed in cursive. Rather than play catch-up on his penmanship, Thomas refused outright. Thomas’s father tried to reason with him. “Look, just because you’re smart doesn’t mean you don’t have to put out some effort.” (Eventually, he mastered cursive, but not without a lot of cajoling from his father.)

Why does this child, who is measurably at the very top of the charts, lack confidence about his ability to tackle routine school challenges?

Thomas is not alone. For a few decades, it’s been noted that a large percentage of all gifted students (those who score in the top 10 percent on aptitude tests) severely underestimate their own abilities. Those afflicted with this lack of perceived competence adopt lower standards for success and expect less of themselves. They underrate the importance of effort, and they overrate how much help they need from a parent.

When parents praise their children’s intelligence, they believe they are providing the solution to this problem. According to a survey conducted by Columbia University, 85 percent of American parents think it’s important to tell their kids that they’re smart. In and around the New York area, according to my own (admittedly nonscientific) poll, the number is more like 100 percent. *Everyone* does it, habitually. The constant praise is meant to be an angel on the shoulder, ensuring that children do not sell their talents short.

But a growing body of research—and a new study from the trenches of the New York public-school system—strongly suggests it might be the other way around. Giving kids the label of “smart” does not prevent them from underperforming. It might actually be causing it.

For the past ten years, psychologist Carol Dweck and her team at Columbia (she’s now at Stanford) studied the effect of praise on students in a dozen New York schools. Her seminal work—a series of experiments on 400 fifth-graders—paints the picture most clearly.

Dweck sent four female research assistants into New York fifth-grade classrooms. The researchers would take a single child out of the classroom for a nonverbal IQ test consisting of a series of puzzles—puzzles easy enough that all the children would do fairly well. Once the child finished the test, the researchers told each student his score, then gave him a single line of praise. Randomly divided into groups, some were praised for their *intelligence*. They were told, “You must be smart at this.” Other students were praised for their *effort*: “You must have worked really hard.”

Why just a single line of praise? “We wanted to see how sensitive children were,” Dweck explained. “We had a hunch that one line might be enough to see an effect.”

Then the students were given a choice of test for the second round. One choice was a test that would be more difficult than the first, but the researchers told the kids that they’d learn a lot from attempting the puzzles. The other choice, Dweck’s team explained, was an easy test, just like the first. Of those praised for their effort, 90 percent chose the *harder* set of puzzles. Of those praised for their intelligence, a majority chose the *easy* test. The “smart” kids took the cop-out.

Why did this happen? “When we praise children for their intelligence,” Dweck wrote in her study summary, “we tell them that this is the name of the game: Look smart, don’t risk making mistakes.” And that’s what the fifth-graders had done: They’d chosen to look smart and avoid the risk of being embarrassed.

In a subsequent round, none of the fifth-graders had a choice. The test was difficult, designed for kids two years ahead of their grade level. Predictably, everyone failed. But again, the two groups of children, divided at random at the study’s start, responded differently. Those praised for their effort on the first test assumed they simply hadn’t focused hard enough on this test. “They got very involved, willing to try every solution to the puzzles,” Dweck recalled. “Many of them remarked, unprovoked, ‘This is my favorite test.’ ” Not so for those praised for their smarts. They assumed their failure was evidence that they weren’t really smart at all. “Just watching them, you could see the strain. They were sweating and miserable.”

Having artificially induced a round of failure, Dweck’s researchers then gave all the fifth-graders a final round of tests that were engineered to be as easy as the first round. Those who had been praised for their effort significantly improved on their first score—by about 30 percent. Those who’d been told they were smart did worse than they had at the very beginning—by about 20 percent.

Dweck had suspected that praise could backfire, but even she was surprised by the magnitude of the effect. “Emphasizing effort gives a child a variable that they can control,” she explains. “They come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child’s control, and it provides no good recipe for responding to a failure.”

In follow-up interviews, Dweck discovered that those who think that innate intelligence is the key to success begin to discount the importance of effort. *I am smart,* the kids’ reasoning goes; *I don’t need to put out effort.*Expending effort becomes stigmatized—it’s public proof that you can’t cut it on your natural gifts.

Repeating her experiments, Dweck found this effect of praise on performance held true for students of every socioeconomic class. It hit both boys and girls—the very brightest girls especially (they collapsed the most following failure). Even preschoolers weren’t immune to the inverse power of praise.

At the Life Sciences Secondary School in East Harlem, because they’ve seen Dweck’s theories applied to their junior-high students. Last week, Dweck and her protégée, Lisa Blackwell, published a report in the academic journal *Child Development*about the effect of a semester-long intervention conducted to improve students’ math scores.

Life Sciences is a health-science magnet school with high aspirations but 700 students whose main attributes are being predominantly minority and low achieving. Blackwell split her kids into two groups for an eight-session workshop. The control group was taught study skills, and the others got study skills and a special module on how intelligence is not innate. These students took turns reading aloud an essay on how the brain grows new neurons when challenged. They saw slides of the brain and acted out skits. “Even as I was teaching these ideas,” Blackwell noted, “I would hear the students joking, calling one another ‘dummy’ or ‘stupid.’ ” After the module was concluded, Blackwell tracked her students’ grades to see if it had any effect.

It didn’t take long. The teachers—who hadn’t known which students had been assigned to which workshop—could pick out the students who had been taught that intelligence can be developed. They improved their study habits and grades. In a single semester, Blackwell reversed the students’ longtime trend of decreasing math grades.

The only difference between the control group and the test group were two lessons, a total of 50 minutes spent teaching not math but a single idea: that the brain is a muscle. Giving it a harder workout makes you smarter. That alone improved their math scores.

“These are very persuasive findings,” says Columbia’s Dr. Geraldine Downey, a specialist in children’s sensitivity to rejection. “They show how you can take a specific theory and develop a curriculum that works.” Downey’s comment is typical of what other scholars in the field are saying. Dr. Mahzarin Banaji, a Harvard social psychologist who is an expert in stereotyping, told me, “Carol Dweck is a flat-out genius. I hope the work is taken seriously. It scares people when they see these results.”

By and large, the literature on praise shows that it can be effective—a positive, motivating force. In one study, University of Notre Dame researchers tested praise’s efficacy on a losing college hockey team. The experiment worked: The team got into the playoffs. But all praise is not equal—and, as Dweck demonstrated, the effects of praise can vary significantly depending on the praise given. To be effective, researchers have found, praise needs to be specific. (The hockey players were specifically complimented on the number of times they checked an opponent.)

Sincerity of praise is also crucial. Just as we can sniff out the true meaning of a backhanded compliment or a disingenuous apology, children, too, scrutinize praise for hidden agendas. Only young children—under the age of 7—take praise at face value: Older children are just as suspicious of it as adults.

My son, Luke, is in kindergarten. After reading Carol Dweck’s research, I began to alter how I praised him. I tried to use the specific-type praise that Dweck recommends. I praised Luke, but I attempted to praise his “process.”

Every night he has math homework and is supposed to read a phonics book aloud. Each takes about five minutes if he concentrates, but he’s easily distracted. So I praised him for concentrating without asking to take a break. If he listened to instructions carefully, I praised him for that. After soccer games, I praised him for looking to pass, rather than just saying, “You played great.” And if he worked hard to get to the ball, I praised the effort he applied.

Eventually, I realized that not telling my son he was smart meant I was leaving it up to him to make his own conclusion about his intelligence. Jumping in with praise is like jumping in too soon with the answer to a homework problem—it robs him of the chance to make the deduction himself.

This morning, I tested him on the way to school: “What happens to your brain, again, when it gets to think about something hard?”

“It gets bigger, like a muscle,” he responded, having aced this one before.

# 52-8 Assessment: Text-to-Self Connections

One strategy to improve your reading comprehension is to connect your own life's experience to the text your are reading.  This is called **text-to-self connections**.

Watch the following videos to learn about text-to-self connections.  Then complete the assignment below.

<https://www.youtube.com/watch?v=y-BY8J4V2rg&feature=emb_logo&ab_channel=Dr.RuthAlishaHill>

<https://www.youtube.com/watch?v=mu8l9ujJ_hI&feature=emb_logo&ab_channel=SarahGent>

Write one paragraph of 5-8 sentences in which make connections between your own life's experience and the article, "How Not to Talk to Your Kids."

You may wish to think about how you were praised as a child by parents or by teachers, how you praise your own kids, or the effect of praise (or lack of praise) in your own personal educational journey.

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# 52-9 Mindset Profile Assessment Tool

Now that you have nearly completed the ESL 52 Growth Mindset Module, please complete the following survey about your opinions on learning and effort.  Think about how your answers have changed since the beginning of the Module.

Your responses will be recorded by the NVCC researchers.  You may choose to include or not include your name and email address.

There is no course grade for completing this survey, but your answers will help the researchers improve the Module.

Click on the link below to complete the survey.

<https://docs.google.com/forms/d/e/1FAIpQLScJlIrdhofbPN-cx6xoCUS3085KA2QaP7slELHvwC4YS7-Iqg/viewform>

# 52-10 Reflections on Growth Mindset and Praise

In this Growth Mindset Module,  you have learned about growth mindsets, fixed mindsets, and the value of correct praise.

Now it is time to reflect upon what you have learned.

Please write one paragraph of 4-6 complete sentences in which you answer the following questions:

* What did you learn in this module that you did not already know?
* Will you change anything about your behavior after completing this module?  Why or why not?  What will you change?