

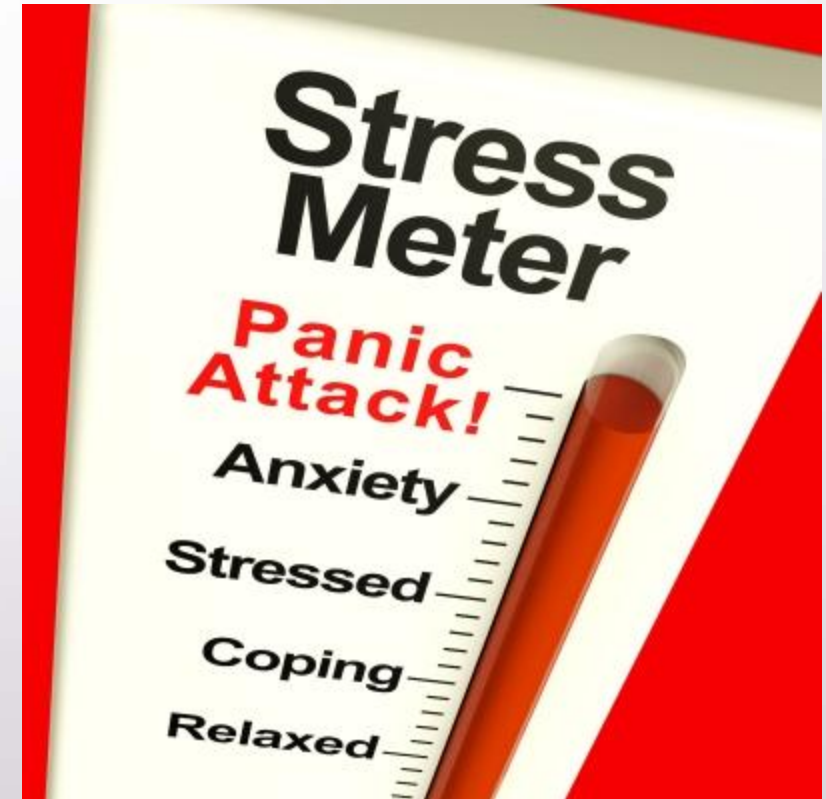


Empowering Online Developmental English Students through a Focus on Mindset and Goals

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Entry Point Many Developmental English Students

- Lack of Confidence
"I am just not an English person."
- Anxiety
"I am really nervous about this class."
- Dread
"I do not like English classes."



How Do Students Get to This Point?

Factors of Self

- Previous failures
- Lack of confidence
- Lack of motivation
- Language Issues
- Medical Issues



Factors of Surroundings

- Lack of access to adequate education
- Not introduced to proper study habits
- Prior Education not made relevant to life
- External life challenges

What can you add to this list?

Why Is This Significant?

- “Students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school” (Pajares, 2003).
- If our belief in our abilities predicts our outcomes in writing, our chance of success greatly increased if we improve our confidence in capability to become good writers.
- If developmental English teachers want to maximize student success, we must address the psychological aspects of writing

Disclaimer: There are other factors that affect students' writing performance

- Ability
- Quality of Previous Instruction
- Personal affect
- Challenges: Language, Disability
- Others



❖ Here we will focus on related psychological factors that often can be improved.

How to Address Psychology of Writing

Private Discussion

- Welcome messages
- Phone calls during first week of class.
- Motivational messages at key points
- Phone calls when the student is having difficulty

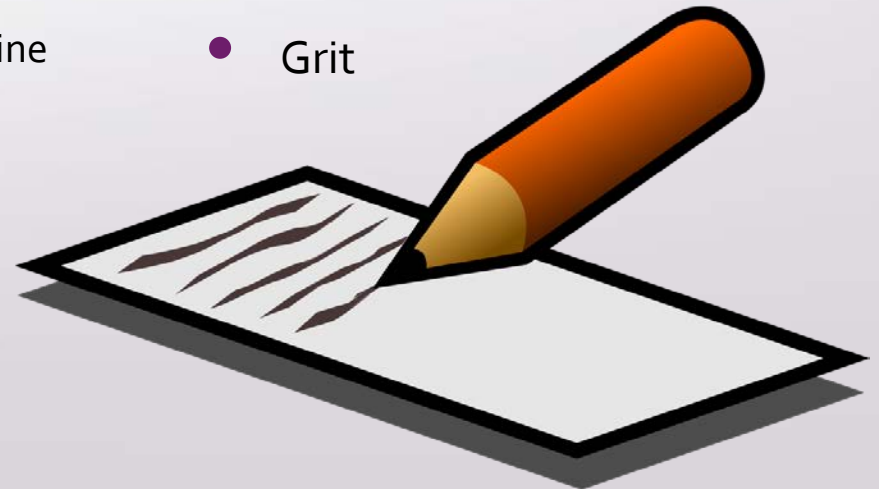
Class Discussions

- Weekly Inspirational Quotes
- Specific questions about confidence at key points in writing process
- ✓ Start of class
- ✓ Thesis statement and outline
- ✓ Rough draft
- ✓ End of class

Specific Curriculum

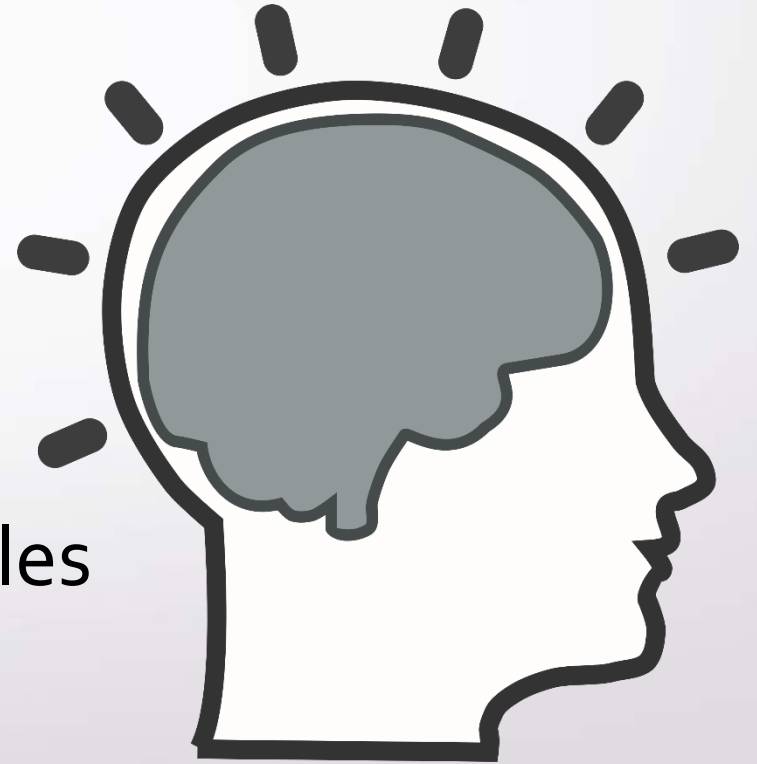
Implicit and/or Explicit Instruction

- Growth Mindset
- Goal Setting
- Normalizing Obstacles
- Grit



4 Points of Mindset Curriculum

1. Growth Mindset
2. Goal Setting
3. Normalizing Obstacles
4. Grit



1) The Importance of Mindset



Fixed Mindset

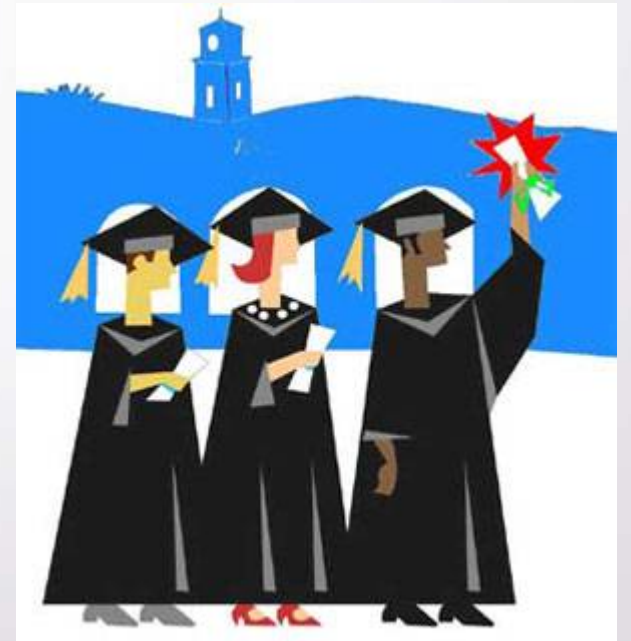
- “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong” (Dweck, 2010).

Growth Mindset

- “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities” (Dweck, 2010).

Study on Growth Mindset & College Students

Aronson, Fried, and Good (2001), "The African American students (and, to some degree, the White Students" encouraged to view intelligence as malleable reported greater enjoyment of the academic process, greater academic engagement, and obtained higher grade point averages than their counterparts in two control groups."



Resources

Explicit

- Dweck TedTalk “The Power of Believing You Can Improve”

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=ta

- Khan Academy “You Can Learn Anything”

<https://www.khanacademy.org/youcanlearnanything>

Text Based

- “Learning to Read” Frederick Douglas,

Chapters 6 & 7

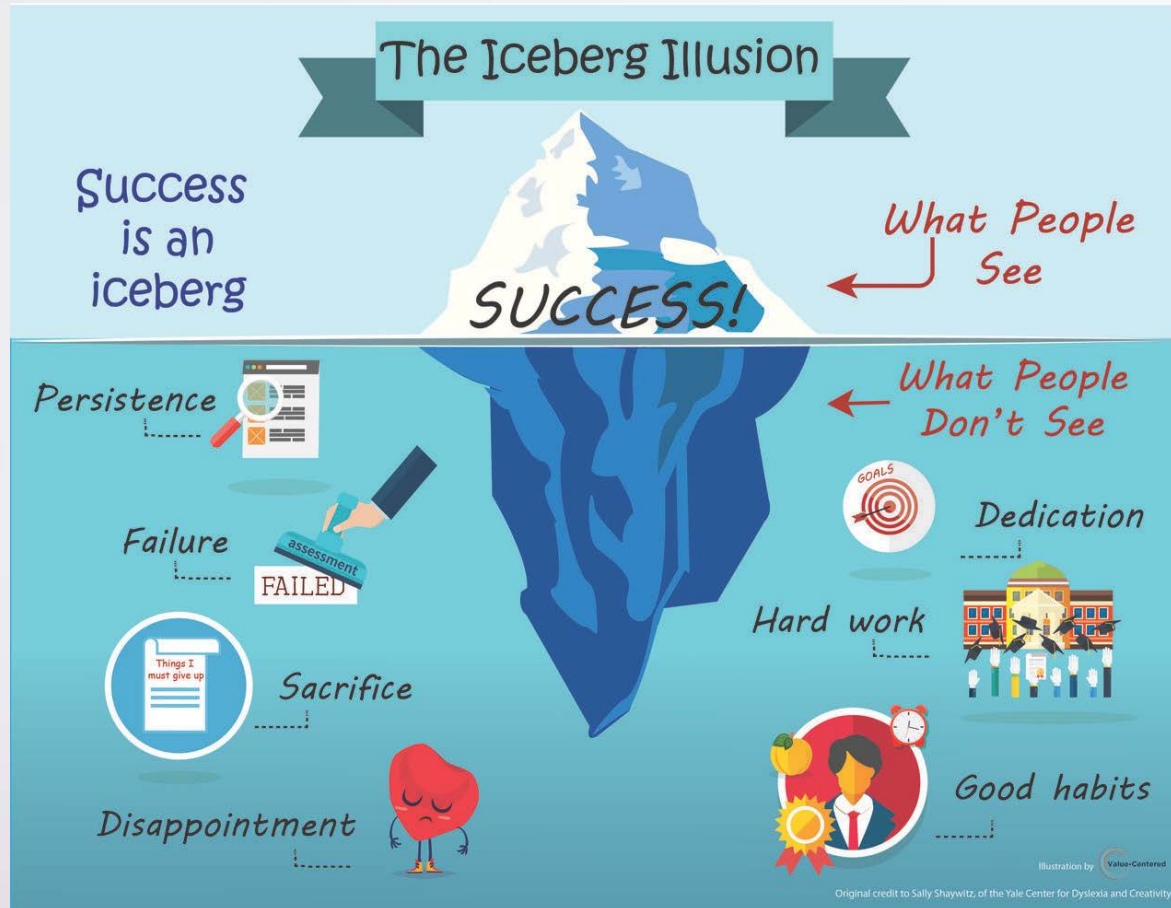
- “A Homemade Education” Malcolm X

The Autobiography of Malcolm X

Images



RESOURCES



(Shaywitz, n.d.)

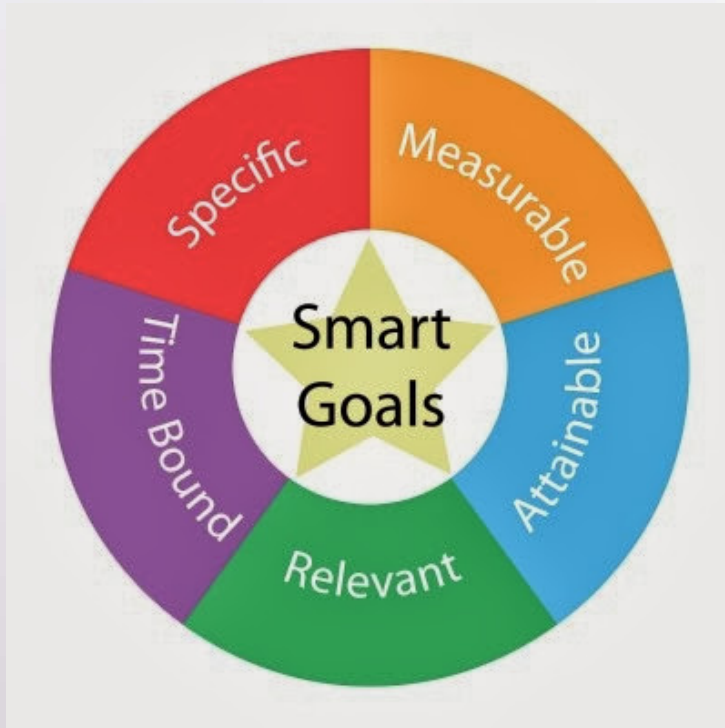
What Other Resources Can You Suggest?

2) Goal Setting



Goal setting is effective for students, especially for those that are struggling.

One particularly interesting study concluded, “Compared with the control group, students who completed the goal-setting exercise experienced three benefits in the postintervention semester: (a) increased GPA, (b) higher probability of maintaining a full course load, and (c) reductions in self-reported negative affect” (Morisano, Hirsh, Peterson, Pihl & Shore, 2010).



- Become a good writer vs. improve my body paragraph structure
- The way goal is measured should accurately reflect success
- Determine the resources to achieve success, determine sub-goals
- Determine effort vs. value
- Include specific date to accomplish goal

<https://www.youtube.com/watch?v=1-SvuFIQjK8>



Goals for Writing

Content

- Adequate length
- Unity
- Voice
- Thesis statements
- Sufficient support
- Tone & language

Structure

- Introductions
- Body paragraphs
- Conclusions
- Integrating evidence
- Logical order of ideas within and between body paragraphs

Grammar & Mechanics

- Fragments
- Run-ons
- Citations
- Commas
- Apostrophes
- Verb Usage
- Formatting

Students Select Goals with Instructor Guidance

- Talk about goal setting when returning feedback on first written assignment so there is a basis for the goals
- Discuss aspects of good writing to make a resource list
- Teachers are guides not the only sources for knowledge
- Provide a way for students to record goals and steps to achieve goals
- Have student share goals with instructor
- Encourage goal to be public



Give Students the Occasion to Monitor Goals



Online

- Discussion forums-assignment directions
- Future feedback commentary
- Build assessment into future assignment
- Personal check-ins with private message or phone call

In-person

- Give time when returning feedback or review comments and corrections & assess progress
- Discuss goal progress individually and/or as class
- Build in goal achievement into scoring (small point total, extra credit)

3) Normalizing and Overcoming Obstacles



Disclaimer: Teachers cannot solve every problem for students!

- However, through conversation we can support students in coming up with solutions to common obstacles they face. We can help students make problem-solving skills automatic.
- What might seem like an insurmountable barrier to them, might have a common sense solution to us because we (1) have succeeded in this arena already and (2) are outside the situation

Common Obstacles

- Computer Access
- Internet Access
- Time
- Not Understand Material
- Bad grade
- Others?



Obstacles and Failures are Part of the Process

- “If you think of people who consistently win, you would say, “Well, they win all the time because they want to win, right? They want it bad enough.” The reality is that’s not true at all. It’s that people that win and succeed at a high level, they don’t actually think about winning. They simply believe they’re going to do well” (Beecham, 2017).
- “People who are really successful will tell you their definition of success is their response to failure, and they would actually argue that you have to have failure. In other words, there’s no such thing of success without failure” (Beecham, 2017).

4) Grit



“Perseverance and passion
for long term goals”
(Duckworth, Peterson,
Matthews & Kelley, 2007)

Angela Duckworth TedTalk:

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

“The Inspired Writer vs. the Real Writer”



“The pervasiveness of this myth of the Inspired Writer and the continued celebration of her/him works against us, as writers, for we often assume that if writing does not come easily, then our writing is not good— and in turn, that we cannot be good writers” (Allen, 2010).

By Accident
South Lake Tahoe, California

begin in India / cut to
the accident & how it
was 2 a turning point

3 HOURS (life & death &
meaning)

start w/
a scene
that this
asks this
"How
did she
get there?"

2003

The temperature is settling in close to zero, and the roads shine with ice. After a day of skiing fresh powder, I am driving my ex-husband Craig and his friend John down to Craig's car, parked on Ski Run Blvd. The road itself is as steep as a ski slope. We see flares ahead, indicating that the snowy road is closed to traffic, and I try to put my car into reverse. But it's too late.

We slide sideways, past the flares and down the steep icy hill. Parked cars line the road, and I know that in order to stop before sliding into the busy intersection, I must hit one. I think I should try to aim for a less expensive car, and then time slows, and the only thought in my mind is I am having an accident.

We crash into a van, and my car comes to a rest, but only for a moment. We slide again, backwards now, and crash into another parked car, skid off it, and then slam into another. John jumps out of the backseat of the car at one point, leaving Craig and me as the car continues crashing and sliding, frontward, backward, sideways, like a pinball scoring points. We smash into ten cars, including a highway patrol car and a tow truck.

Just before the intersection, we crash sideways into a Jeep Cherokee and finally come to a stop. Craig says, "I'll assess the damage" and gets out to inspect my ~~totaled~~ ^{wrecked} car. That's when I hear the screaming. I look up, and a GMC pickup truck is careening toward us, out of control. People on the street are yelling at Craig to move out of the way.

I knock on the passenger window and yell, "Get in," because there is no time for him to go anywhere else. Craig jumps back into the passenger's seat, and the truck T-bones us on the passenger's side as the second he shuts the door. Our seatbelts off, we both rattle sideways.

now

(work this in
later)

Suzanne Roberts

"Here is the first page of my manuscript that was "totally finished" four drafts ago. I am not sure whether this post will make my students feel better or worse" (Roberts, 2017).



Ta-Nehisi Coates

"I always consider the entire process about failure, and I think that's the reason why more people don't **write**"
(Coates, 2013).

<https://www.theatlantic.com/video/index/280025/advice-on-writing-from-i-the-atlantic-i-s-ta-nehisi-coates/>

How to Discuss Grit-Success Doesn't Always Come on the First Try

Stories of Grit

- Oprah
- Thomas Edison
- Albert Einstein
- Michael Jordan
- Charles Darwin
- Vincent VanGogh

Gritty Writers

- John Cheever
- John Irving
- JK Rowling
- Stephen King
- Ta-Nehisi Coates
- Suzanne Roberts

Model Grit

Create a draft of an assignment in front of your students on the fly

- Let students give input, so you have less control
- Narrate thought process and emotions as writing

What Other Resources Do You Suggest?

Growth Mindset
Goals
Normalizing Obstacles
Grit



Synthesis of these psychological factors can help students on path to academic success.

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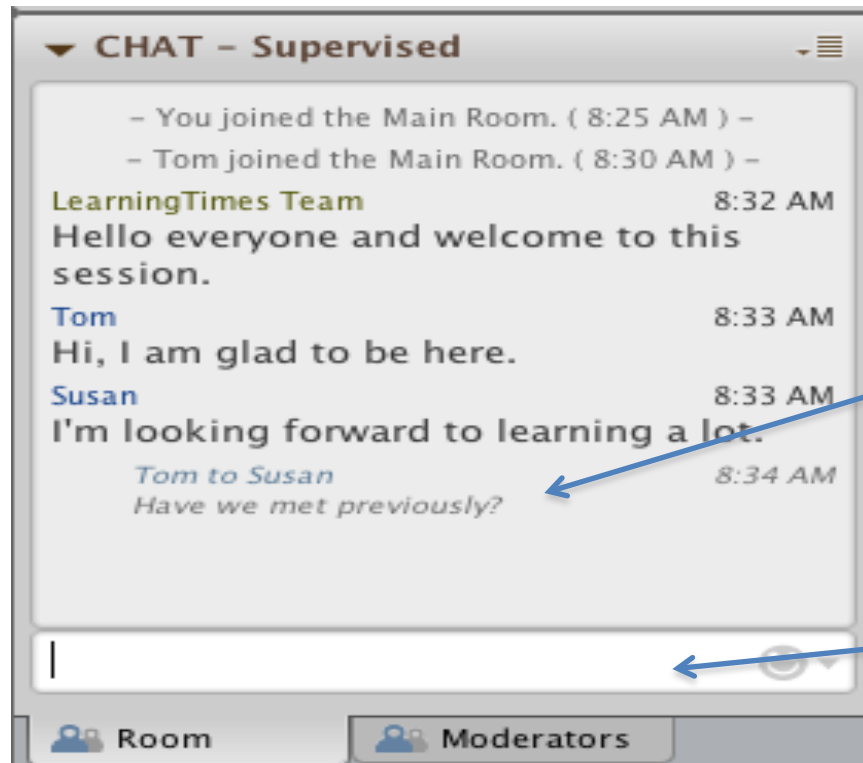
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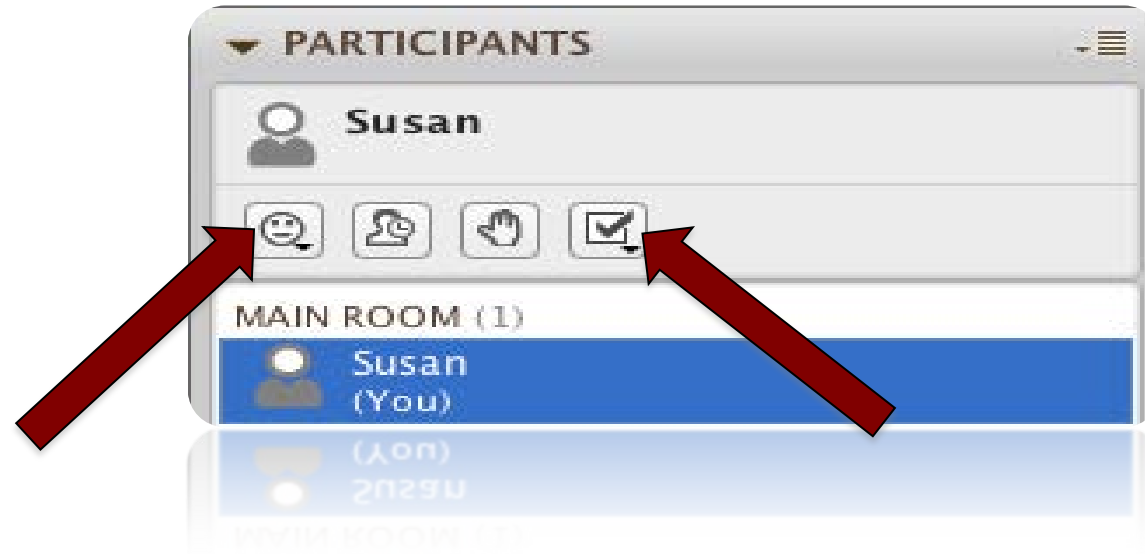
Chat with us!



Private messages can be viewed by Moderators, just so you know.

Type your message here and press Enter to send.

Polls, smiles and handraising



You have a voice!



Audio Setup Wizard

Click on the Talk button. We won't be using Video.