



# Trying to Bridge Gaps – One Student at a Time

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# Learning Outcomes



- Understand the “culture to connect “ at Valencia College and how it has contributed in helping students develop Growth mindset.
- Examine several growth mindset strategies/activities in an asynchronous as well as synchronous environment.
- Ideate to integrate a growth mindset strategy into your course.

# Introduction

- Ensure that students “start right” in their learning environment
- Provide students the skills to succeed
- Culture a sense of community and belonging in the classroom-week1-16
- Support students



# Start Right

- ▶ Welcome message and Orientation video
- ▶ Orientation Quiz
- ▶ Be in the Know Assignment
  - ▶ Designed to get them to turn on notifications for announcements and submission comments (feedback)
  - ▶ Must described what they did in text box and answer a question that I put in a submission comment



# Be in the Know

- ▶ Let's test it out. Here is my question: What is something that you are most proud of?
- ▶ What is the best piece of advice you've ever been given?
- ▶ Who has been your greatest inspiration for going to school and why?
- ▶ What is one thing on your bucket list?

## Purpose

Since this is an online class, it is important that you see the announcements and submission comments in a timely fashion and in a way that you readily receive them. As a default setting, Canvas will only post notifications as a number on the bell which gets lost in the background if you are taking multiple classes. As a result, you miss out on reminders and feedback on assignments. This assignment will walk you through the process to turn on your notifications on Canvas and check to see if you did it correctly.

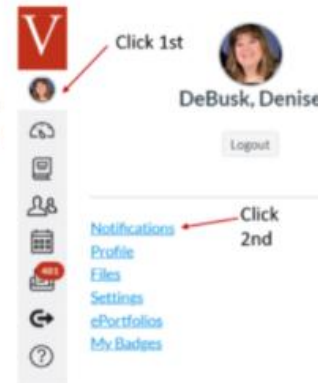


## Assignment Directions

**Note: it is best to do this on a computer rather than your phone.** This assignment has two parts which cannot be done on the same day.

### Part 1

1. Watch the video below on how to change the settings for what devices get notification and to turn on your Notifications. **Under Settings, if your Valencia email address has an exclamation point next to it, click it because you need to confirm your email in order to get notifications.**
2. Add devices that you want notifications sent to, such as a personal email or cell phone as a text.
3. Turn on the Announcements and Comment Submission notifications at a minimum. Many like to turn on Grading as well.
4. In the Submission text box, type "I turned on my announcements and comment submission notifications."
5. Additionally, in the text box, walk me through what you did. If your notifications were already on, tell me what you looked for. (worth 2 points)
6. Submit the Assignment.



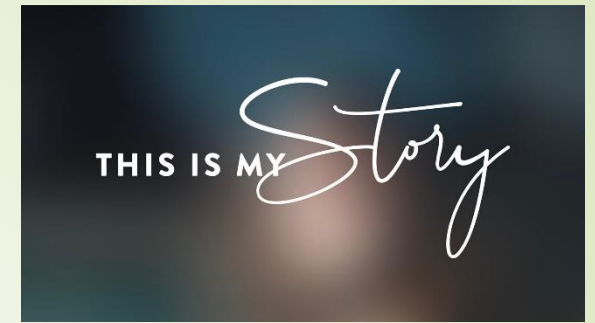
### Part 2

1. Follow-up: I will review your submission and I will type a question in the Submission Comment box, if your Submission Comments are on, you will receive an email (and possibly a text). You can either respond to the email/text or click on the link to the comment and respond that way. **You must answer the question** for you to earn the remaining points. (worth 3 points)





# Create a Community: Growth Mindset Story



- Face-to-face/mixed-mode – small groups and share out
- Online – discussion board with initial post and 2 replies (sentence requirements)
  - Describe the challenge you were facing or the new skill/knowledge you wanted to learn.
  - Why did you want to take on this challenge? What motivated you?
  - Did you have any moments of feeling discouraged?
  - Did you have a negative voice telling you to give up at any point? If so, what helped you persevere?
  - Did you make any mistakes along the way? What did you learn as a result?
  - What strategies were most helpful? How did you figure out what strategies to use?
  - Where were there others who helped you or cheered you on? What did they do? How did it help?
  - Did your success help others in any way? How?
- Modeled activity with my own growth mindset story
- Provided personalized feedback to each story (for online classes)

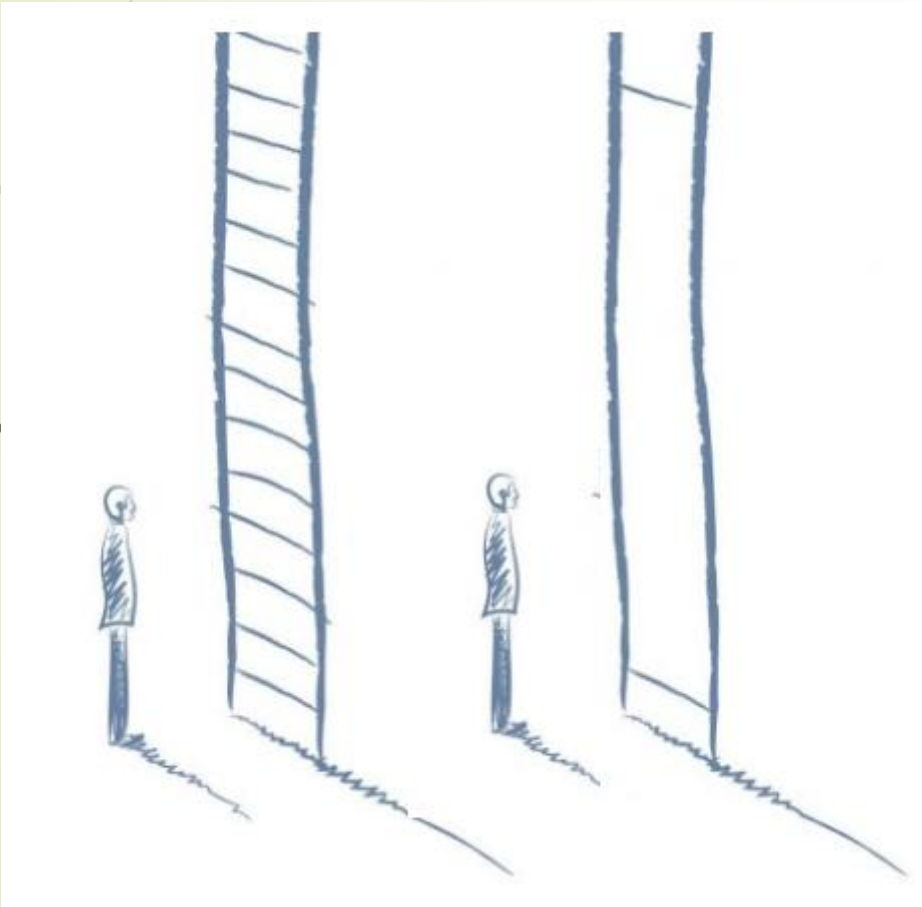


# Growth Mindset Story



- “It definitely helped me understand growth mindset, even more so by reading the stories my other classmates had to offer, which not only give you context, but also have the ability of inspiring you.” – *Student A (survey 4/29/21)*
- “I think that discussing the growth mindset is very uplifting and a positive way to start the class out. It did help me to understand the growth mindset and I think I have stayed in that mindset throughout the term. I did struggle during this term, however I stayed pretty positive throughout it and I tried not to beat myself up too bad about it because that wouldn't have bettered my situation anyway. Rather than thinking that I'm a failure or anything drastic, I am just going to attempt to do better next time.” – *Student B (survey 4/29/21)*

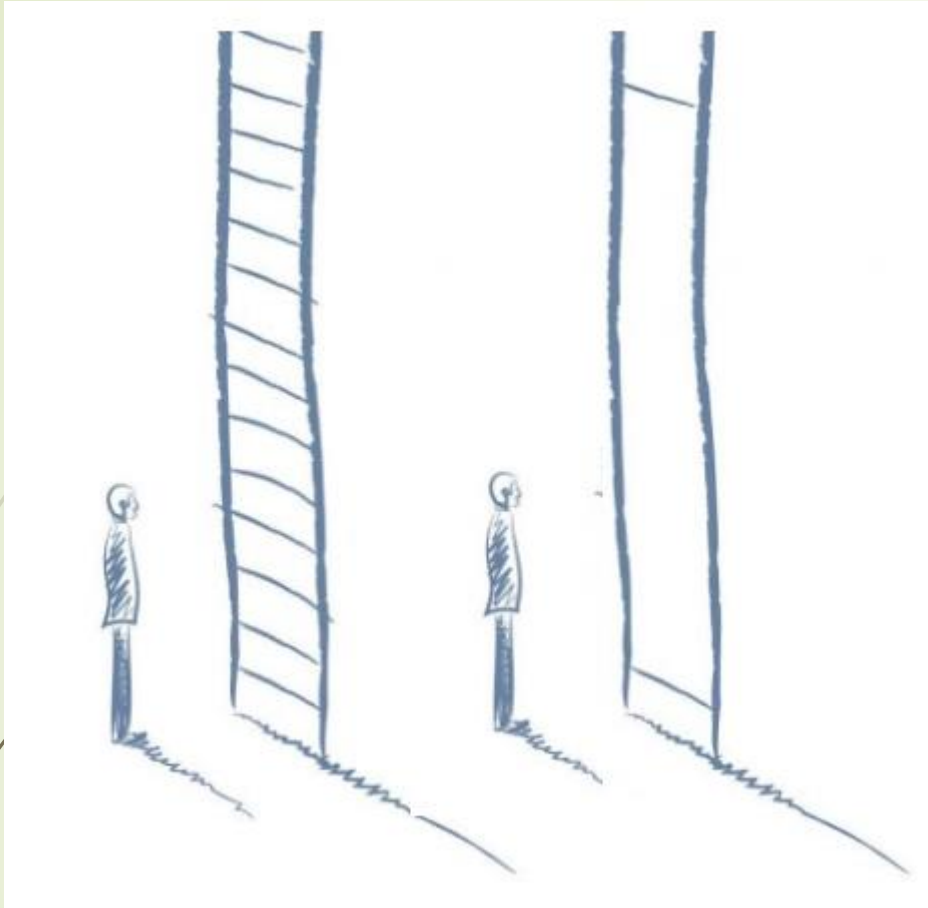
# Day 1 Ladder Activity (f2f /Real time virtual)



## Day 1 chat

- Describe how subject matter will be useful in building tangible and intangible outcomes.
- Call a spade a spade.
- Emphasize that they are not alone in it.
- Tell a personal story from *my student days*.
- Avoid *false growth mindset* to happen
- Foster SMART goals.
- S-Specific, M-Measurable, A: actionable, R:Realistic, T: Timely





Please share how you foster growth mindset in your class.

<https://padlet.com/vsharma4/vxvh1zc872giz668>

# Skills to Succeed

- Study skills/techniques – survey with videos (online), discussion (mixed-mode)
- Time management – planners (for 4 weeks with reflection) – better for face-to-face/mixed-mode
- Exam wrappers

WEEKLY PLANNER (WEEK  ) NAME:

½ hour block	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
6:30 am							
7 am							
7:30 am							
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<u>Reflection</u>							
What worked							
What did not work							
Changes to be made							



# Planners

WEEKLY PLANNER (WEEK    )		NAME: _____
<b><u>Reflection</u></b>		
<i>What worked</i>	Budgeting out specific times for each class, even if I don't finish I know it's the first thing to do when I start back up with working on the class again.	
<i>What did not work</i>	I absolutely cannot skip a day to do nothing. I took Labor Day off and I was playing catch-up the next 2-3 days. Thankfully there are times during work that I can do some homework/studying.	
<i>Changes to be made</i>	Start off my weeks (Mondays) strong so I can have an easier flow of things.	

# Plan out your work ..... Then, work out your plan

## ▶ SMART goals

- ▶ Student story from this term
  - ▶ Score in exam1 ~35%
  - ▶ Call for appointment
  - ▶ Helped identify gaps in study skills in “how to” interleave study/assessment time.
- ▶ Accountability (personal weekly email)
- ▶ Exam 2 ~ 65%

## ▶ Exam wrappers

- ▶ Identify the type of questions you didn't do well on-direct, application, math skills etc. (survey)
- ▶ In 48 hours, retake and reflection on the questions you did not get right.
- ▶ Claim 33% points of what you get right now (offered once in the term).

SMART goals for [REDACTED]:  
Videos,ppt (annotating powerpoints) , if missed please be sure to complete by tuesday night . Mid-week : for questions, connections, top hat ....  
thursday/friday ( assessments)  
Vasudha Sharma , Jun 17 at 8:19pm

# Exam Wrappers

- Amount of study time
- Techniques they used
- Analysis of questions
- Plan for what they would do differently


## Intro to Plant Science Self-Assessment & Reflection: Exam 1

(5 points)

This form will help you to analyze your exam performance and find strategies that work best for you in learning the material for this course. Self-assessing your progress and adjusting your study strategies accordingly is what effective learners tend to do. Please answer the following questions sincerely. Your responses will have no impact on your exam grade, but they will inform me about how I can best support your learning.

1. Approximately how much time did you spend preparing for this exam? \_\_\_\_\_
2. What percentage of your test preparation time was spent in each of these activities? (add to 100%)
  - a. Reading textbook sections \_\_\_\_\_
  - b. Reviewing your own notes \_\_\_\_\_
  - c. Completing your video guides \_\_\_\_\_
  - d. Reviewing your video guides \_\_\_\_\_
  - e. Rewatching videos from video guide \_\_\_\_\_
  - f. Watching optional videos on Canvas \_\_\_\_\_
  - g. Doing optional interactive activities on Canvas \_\_\_\_\_
  - h. Creating flash cards \_\_\_\_\_
  - i. Study with members of your class \_\_\_\_\_
  - j. Other \_\_\_\_\_ Please specify \_\_\_\_\_
3. Did you use the Intense Study Session method? Yes No
4. Go over the answers to the test online. Estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100):
  - a. Trouble with definition questions \_\_\_\_\_
  - b. Trouble with matching questions \_\_\_\_\_
  - c. Trouble with true/false questions \_\_\_\_\_
  - d. Trouble with application questions \_\_\_\_\_
  - e. Lack of understanding of a concept \_\_\_\_\_
  - f. Confused by question \_\_\_\_\_
  - g. Careless mistakes \_\_\_\_\_
  - h. Other \_\_\_\_\_ Please specify \_\_\_\_\_
5. Based on your responses to the questions, name THREE things you plan to do differently in preparing for the next exam. For instance, will you just spend more time, change a specific study habit (if so, name it), try to sharpen some other skill (if so, name it), use other resources more, or something else?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_





# Create a Community Booster: Letters from Past Students

- Extra credit assignment from previous semester
- Letters were anonymous
- Letters reflected different experiences (someone that struggled, someone that had a mental crisis, etc.)
- Five letters were chosen, typed up, and handed to new class in 3<sup>rd</sup> week (although original letters were brought in)

*Dear Future Student,*

*I hope this class will serve as an enriching experience for you. Professor DeBusk was a great choice for this class, so good job. I recommend you take advantage of the help she offers. Go to study session and do all those extra credit assignments. They are life savers. The material is mostly memorization but there is a lot more to the class, as study as much as you can because the tests will really test your knowledge, lol.*

*Overall, this is not a hard class to pass at all. Just focus and study; you will get through it in no time. My personal experience was a positive one, I really enjoyed it, especially being able to plant my own plants. It was a fun experience. As mentioned previously, I hope you enjoy this class as much as I did, and please, learn to manage your time wisely.*

*Best wishes,*

*A past student <3*

# Support Students

- Assignment announcements with inspirational quotes and application
- Reach out to struggling students early and throughout
- Grace period on assignments (with late penalty)
- Feedback on assignments

Welcome to Week 6!

Jun 14 at 8am

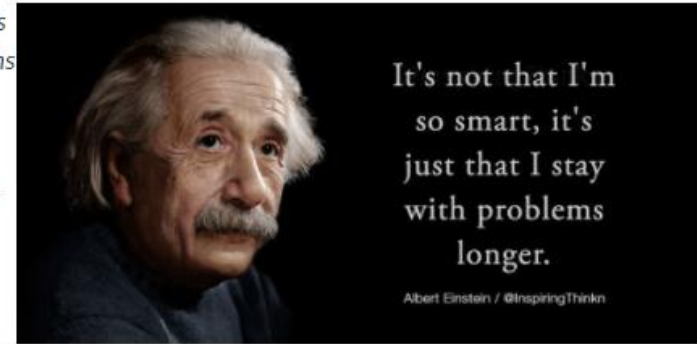
[All Sections](#)

*It's not that I'm so smart. It's just that I stay with problems longer. - Albert Einstein*

If you think of a smart science guy, you probably think of Albert Einstein; yet, he said the above quote. If you stick with something and keep trying,

solutions may come. He didn't just think real hard but he researched different ideas and mapped out different ideas. What problem are you working on?

We have entered Week 6. This week you will be learning about [PLANT GROWTH REGULATORS](#). In this module, you'll learn about plant growth regulators (PGRs). These are natural and synthetic hormones that regulate functions in the plant. These can also be manipulated by growers to produce a better product. You will have 2 videos to watch and [VIDEO GUIDE: Plant Growth Regulators](#) to do. The [ACTIVITY: Plant Growth Regulators](#) is also fairly short and you will analyze experiments done using PGRs. All of these we actually did in the greenhouse during the spring of 2020, but some I didn't take before photos so I had to find. [QUIZ 6: Plant Growth Regulators](#) will be due the



# Feedback

- Good feedback practices provides opportunities to close the gap between current and desired performance. Feedback should be specific to the task, insightful and timely. It should help clarify what good performance is (goals, criteria, or expected standards), deliver high quality information to students about their learning. They facilitates the development of self-assessment (reflection) in learning, encourage teacher and peer dialogue around learning. They encourage positive motivational beliefs and self-esteem and provide information to teachers that can be used for reflective practice.

***Identify which words or phrases in this definition of good feedback practices resonate with you as an educator ?***

# Jamboard Feedback Activity

## Part-I

### ➤ Silent Individual Journaling on Jamboard (1 minutes)

- What are the different ways that your students receive feedback in your classroom?
- *Please include, all feedback sources, not just feedback they receive from you.*

## Part –II

As a group, discuss the different forms of feedback that occur in your classroom. (5 minutes)

- Organize your group list of ways to give feedback.
- Give each feedback a score from 1-4.
- 1 = Does not involve student metacognition 4 = Very high level of student metacognition.

**\*Metacognition :to learn about our own learning**

[https://jamboard.google.com/d/1BZ5sl7gdHUfBY-ThEVR\\_tygVSre5fusqsFpKIIDW4Nc/edit?usp=sharing](https://jamboard.google.com/d/1BZ5sl7gdHUfBY-ThEVR_tygVSre5fusqsFpKIIDW4Nc/edit?usp=sharing)



# My reflection

- If the vast majority of the feedback my students are getting is from me, then...
  - I am working TOO hard and they are not working hard enough.
  - I am taking away their opportunity to reflect, question each other and learn about their own learning.
  - I am not giving students enough opportunity to take responsibility for their learning.
- *False growth mindset*
  - Being “nice, kind ” is NOT the same as having a growth mindset. However, they can serve as *tools* to create the environment where growth mindset would prosper.
  - “Praise the effort, not the outcome” *may* lead to a sense of ‘consolation prize’ if the student receives that feedback.
    - Instead, “Praise the effort *that led to the outcome or learning progress*; Being intentional and specific to the strategy, study tools etc. helps student really further their efforts or finding another strategy.
    - Rather than avoiding to challenge students, let them see how strong they are.
    - Provide honest, constructive feedback on their progress; share tips for new strategies; be compassionate; and offer meaningful ways to practice the skill they’re struggling with.



# 'Soft, informal feedback' vs 'Formal' feedback

- ▶ Small errors with big amplified results.
  - ▶ legibility of document /video.
  - ▶ Incomplete lab/assignment with extension
- ▶ Allows for personal engagement.
- ▶ Immediate, focused, formative (for e.g. Zoom)
- ▶ Break out rooms within Zoom or In-built peer review work for points

No	Yes
<p><i>Feedback while advising:</i></p> <p><i>"Its heavily math –based, so if you don't like math, you would have a hard time in that chapter, but I know you can do it!"</i></p> <p><i>Feedback on an assignment:</i></p> <p><i>" You made it work , I am proud of you!"</i></p>	<p><i>"Its heavily math-based, so practicing regularly with paper and pen might be useful in preparing for the content."</i></p> <p><i>"Hi .....,</i> <i>I am so glad you listened to the K-W-L we talked about in the last session. The description of ..... and the insight for .....is very clear. Please continue to work on this"</i></p>

Focuses on  
the effort

Focuses on  
"how"

# Provide Formal Feedback

- Rubrics and checklists
- Feedback prompts
  - Thank them
  - Let them know what was correct or why points were taken off (impersonal, no blame)
  - Summarize assignment and/or add additional info for extension

<p>THE ENVIRONMENT AND SUSTAINABILITY</p>	<p>Thank you for your assignment. You've included all components and have a thorough analysis. Hopefully this assignment gives you an insight into steps you can take to reduce your environmental impact. Our daily choices really do have an impact.</p> <p>Common Mistakes: Hopefully this assignment gives you an insight into steps you can take to reduce your environmental impact. Our daily choices really do have an impact. In order to have gotten full points, there needed to be an analysis of the numbers for each of the countries (why are they high or low) and a comparison of the 3 countries.</p>	<p>Thank you for your comments in the discussion. Biodiversity loss is indeed an incredibly important topic to tackle, as are the other problems mentioned. One of the incredible things about environmental science is that these issues are so interconnected. All affect the other in some way. By addressing one of the issues, we're actually going to positively impact others.</p> <p>I look forward to a great semester in class!</p>
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# Effects on Students

“I just wanted to thank you for saving my life. In my years of pursuing knowledge and in the education system this system has failed me. And I wished every day for educators like you. The ones who care. Who find the balance between their life and their commitment to helping shape and better the lives of people.

Now I’m paraphrasing here but you said you never know what someone is carrying with them, what’s going on in their life, they might come to class upset and maybe treat you a certain way but we are gonna treat them with kindness. And what happens in class stays in class.

When I fell off track and couldn’t even reach out you took your time for me. And the night the test was due you took time for me to remind me I still had a few hours. And when I didn’t respond? You asked me the next day why. If there was a reason.

So I explained. And you said it again. Just come talk to me. You didn’t care I didn’t have some special paper that said what accommodations I get. You didn’t care you said just come talk to me. And now I believe you.

You didn’t have to do that for me. And you did. And I’m really thankful because I kept giving up on myself but you said it. You said you know I’m a good student. And I really am but the world just hasn’t been kind to me. And it took my trust in people away because I grew up in a system that failed me every day.

The world is changing outside. And you’re already one of the good ones.”

- Student C (Email;  
6/14/2020)



How will you improve connection in your classroom to foster growth mindset?

<https://jamboard.google.com/d/1Pw03RLhj7yhzQLi00jE7D5PZMijM-LLHk2I9G3ZvdbI/edit?usp=sharing>



Questions ?

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