Educational Current Event- Assignment #1

5 A’s Text Protocol

This assignment is worth 50 points (9 points for each “A” and 5 points for the article). **Be sure to submit a copy of the article**. You can either attach a hard copy of the article to this document, scan and upload the article, copy and paste the text, or include a link to the article at the bottom of this form (easiest option).

1. Read your article, being sure to highlight, write notes in the margins, etc. to answer the five following questions:
   * What **assumptions** does the author of the text hold?
   * What do you **agree** with in the text?
   * What do you want to **argue** with in the text? If there is nothing with you disagree, you may instead ask the author questions or describe something you might want to explore further about the topic discussed. Do not just write, “I agree with everything…”

\*See my example below.\*

* + What parts of the text do you **aspire** to?
  + How can you **apply** this text in the classroom?

|  |  |  |
| --- | --- | --- |
| Article Title:  *Boosting Achievement with Messages that Motivate* by Carol S. Dweck | Publication:  *Education Canada* | Month/Year:  Spring 2007 |
| What course SLO(s) are being addressed? Explain.  (2) analyze how *racism*, *motivation*, *poverty* and *school structures* impact student’s education  (3) demonstrate a working knowledge on the following topics: *culturally relevant curriculum, motivation* and *Common Core State Standards* (assessed via pre/post assignment, exams, discussions)  Dweck’s article focuses on how having a growth mindset can have a positive impact on motivation, which is a key concept in SLO #2 and #3. When a student believes their intelligence is malleable, they are more likely to take on academic challenges and persist in the face of setbacks. Growth-minded students are eager to learn more things and are therefore motivated and learn from their mistakes. | | |
| Assumptions: Dweck assumes that the readers of this article will most likely be teachers, so the information is relevant for its audience. The information is practical, though grounded in research, and she gives practical suggestions at the end for how to foster a growth mindset. Dweck also assumes that the readers of the article are not fully familiar with her research so she gives background information: 30 years of study, longitudinal study with seventh graders, research showing that praising for intelligence can be harmful, etc. Dweck assumes that readers will use her research in the future, and she provides an assessment questionnaire (Likert-scale) at the end. | | |
| Agree: I agree with many of Dweck’s main points: most students either exhibit characteristics of a growth or a fixed mindset. One thing that particularly resonated with me was her statement that “gifted” students stop working when things become difficult. This happened to me when I first started to struggle with math in middle school. I also agree that praising an individual for their intelligence can be detrimental, especially when these students encounter difficulty in the future. As Dweck says, it is more adaptive to praise students for their effort and process and help them to identity methods that are within their locus of control. I also agree with her statement that “it is virtually impossible to do anything worthwhile without sustained effort” and her main point: “it matters greatly what students believe about their intelligence.” | | |
| Argue: There are really no areas with which I disagree in the article. However, I think it would be interesting to explore others factors: culture, gender, age, for example, that might also influence a student’s mindset. It would also be interesting to conduct research to determine what percentage of schools teach about mindsets and to determine how these curricula affect student achievement. | | |
| Aspire: As an educator, I aspire to teach the growth mindset directly. I want to always provide my students with the research to begin the dialogue so that they become aware of their mindset and know that they ultimately have the power to improve their learning. I also want to reflect more closely on my own ideas about intelligence and how my mindset had been influenced by what was going on in school and how my mindset evolved over time. I would aspire to share this valuable information with as many people as possible: teachers, parents, colleagues, and child care providers, because I think everyone can benefit from Dweck’s research. | | |
| Apply: There are several ways I would apply mindset philosophy in my classroom. First, I would explicitly teach the philosophy by sharing some of Dweck’s research and having discussions about the articles and how it relates to us and our perceptions about intelligence. I would reinforce the research and discussions with video clips as well as giving students the opportunity to discuss those, as well. Another way to apply mindset philosophy is to subscribe to the Mindset Works newsletter that would keep me up to date with the research, as well as give me practical strategies to share with my students, such as Brainology posters to post in my classroom. | | |

Link to article:

<http://www.cardiffschools.com/cms/lib03/CA01000801/Centricity/Domain/87/boosting_achievement_dweck.pdf>

Here are some recommended education websites that will give you academic publications to use for your current event. Be sure to tie in your article to at least one course SLO.

<http://www.edweek.org/ew/index.html> <http://www.aft.org/newspubs/periodicals/ae/>

<http://www.ascd.org/publications/educational-leadership.aspx>

<http://www.nea.org/home/33004.htm>

<http://www.world-newspapers.com/education.html>