

# THE ECTL NEWSLETTER

OCTOBER  
2022

*Faculty Development > Teaching Excellence > Student and Faculty Success*

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THE ELLBOGEN CENTER FOR TEACHING & LEARNING

## Facebook Raffle

The ECTL will be holding a raffle this month on our Facebook page. To participate, just **Like** one of our posts on [Facebook](#) and your name will be put into a drawing. Five names will be drawn on October 28th. The winners will choose from one of three teaching and learning books from our collection!

## September Teaching & Learning Academy

On September 15th we hosted our first Teaching & Learning Academy for the academic year. This day-long event featured UW educators and ECTL educational developers sharing teaching strategies that have an impact on student learning.

Our first Teaching and Learning Academy was a great success! It was wonderful to see so many people participating both in our space and on zoom. There was a fantastic array of sessions on bullet journaling, alternatives to proctored exams, escape rooms, the Assessment Matrix, critical thinking and communication, and Padlet.

If you missed the first Teaching & Learning Academy, you can find the recordings and other information [here](#). If you are interested in our other programming, check out the other recordings in our [VidGrid](#) folder.

# Upcoming Programming:

On **Friday, October 21st**, we are hosting the **second** of four **Teaching and Learning Academies** taking place this academic year. These all-day academies feature presentations by UW educators sharing teaching strategies that have an impact on student learning. Sessions are available in-person, online and recorded. Attendees are welcome to attend for the entire day (lunch provided), sporadically as schedules allow, or request recordings of sessions. We invite you to sign up and discover the amazing things your colleagues are up to with their teaching. For more information and to register, please go [here](#).

**Consultations** are always available at the ECTL. Every Monday and Thursday from 2:00-4:00p, we offer **Faculty Learning Studio** hours on zoom. These drop-in support hours are available every week to consult about a wide range of curriculum and pedagogy questions, explore more advanced uses of WyoCourses, or get a refresher about the basic WyoCourses tools. For those who can't make these times, we also offer one-on-one consultations for whatever your pedagogy needs may be. Click here for more information.

We also have a subscription to Magna's 20 Minute Monday Morning Mentor weekly series. These video-based programs are designed to answer a specific question related to teaching and learning. They deliver actionable insights in highly focused 20-minute presentations designed to fit busy schedules. If you are on our email list or on the faculty listserv, you will see weekly announcements with information on how to access the materials. See the schedule for Fall 2022 here.

For more information about our upcoming programming, visit our [website](#).

## Featured Resources:

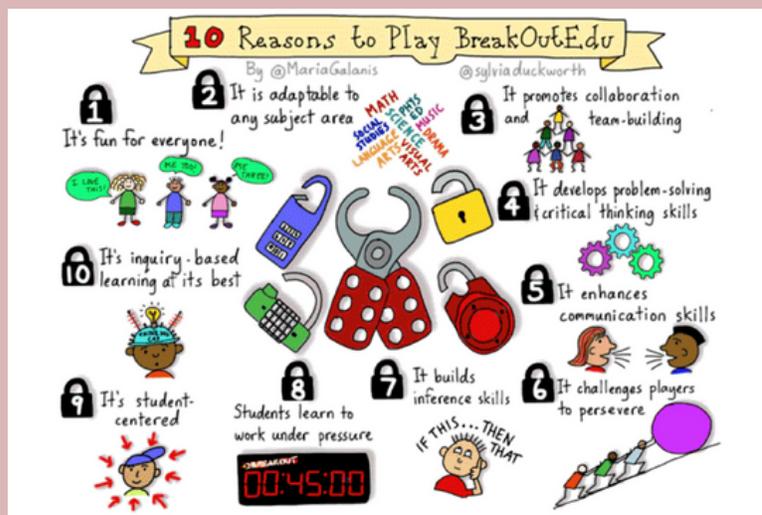
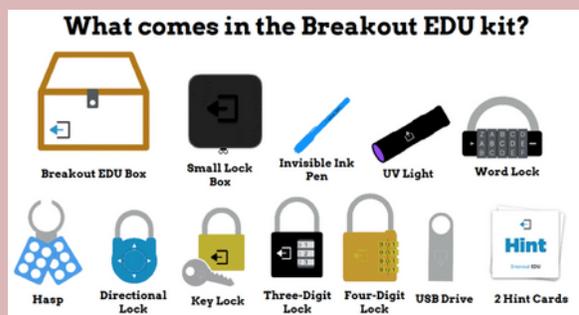
### Breakout EDU

Breakout EDU is a new active learning tool purchased by the ECTL and is available to UW instructors.

Breakout EDU is an immersive learning games platform that brings collaboration to both remote and in-person learning. Breakout EDU games can be played with either physical in person or online digital puzzle elements that must be solved in a set amount of time. Players of all ages are challenged to open the locked Breakout EDU box using critical thinking, collaboration, and creativity.

There are two ways to use Breakout EDU – starter kit (in-person) and an online platform. The ECTL has five Breakout EDU kits that are available for checkout and can be used to play hundreds of games. We recommend a minimum borrowing time of 3 weeks. To borrow a kit from the ECTL, please complete this [form](#). There are also an unlimited number of accounts available to UW instructors. To request a UW account, please complete this [form](#).

Visit our [website](#) or contact Christi Boggs at [cboggs@uwyo.edu](mailto:cboggs@uwyo.edu) to learn more!



## New Tool: Active Learning Library

We wanted to let you know about a new tool that was shared with us that is getting a lot of attention! This resource helps instructors incorporate diverse learning activities into their teaching.

“ The [Active Learning Library](#) is a free online resource that lets instructors browse over 40 different learning activities and filter them according to their own goals and interests. For example, instructors can search for activities that provide formative feedback, support small group engagement, build metacognitive skills, work well in online classes, or don't take too long to prepare.

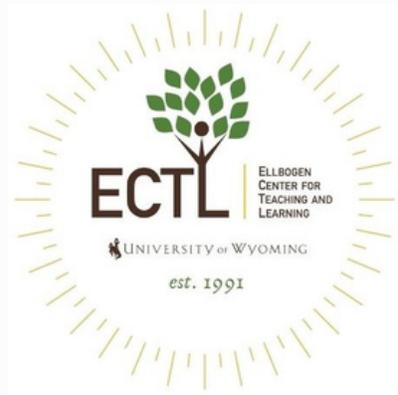
This is a great tool for instructors of all disciplines and experience levels, including those just starting to integrate active learning techniques into their classes. It provides tips and links for facilitating each activity type to ground instructors in evidence-based best practice, without drowning them in information. ”

Michael McCreary (he/him)  
PhD Candidate, Department of Comparative Thought and Literature  
Graduate Associate, Center for Teaching Excellence and Innovation  
Johns Hopkins University

We would love to know what you think about this new resource.  
Email us at [ellbogenctl@uwyo.edu](mailto:ellbogenctl@uwyo.edu).

# Teaching Tips: Growth Mindset as a Key to Student Motivation

Francine Glazer, PhD  
Associate Provost for Educational Innovation  
& Director, Center for Teaching and Learning  
New York Institute of Technology



Growth mindset is the belief that an individual can “grow” their intelligence and skills, through sustained effort. Students with a “fixed” mindset believe that they are born with a certain amount of intelligence and that it cannot be increased, despite their efforts. It’s easy to see how a student with a fixed mindset would be more inclined to give up when struggling with a topic in school. By contrast, students with a growth mindset are more inclined to embrace challenges, knowing that sustained effort is an opportunity to develop mastery over a subject.

Numerous studies have shown that students’ beliefs about intelligence can have dramatic consequences for how they experience school and how they respond to setbacks and challenges. The effects are especially pronounced among at-risk students; teaching them about growth mindset yields dramatic improvements in retention, graduation rate, GPA, and other success indicators (Claro et al., 2016; Paunesku et al., 2015; Yeager et al., 2014; Yeager et al., 2016).

One way faculty can help students develop a growth mindset is by empowering them to develop — or to realize they already have — effective strategies for learning. The **Strategy Box**, developed by the National Mentoring Partnership, is a deceptively simple activity that can help students identify strategies they have used previously to learn new skills, and see which ones might be applicable to a new challenge.

Here’s how it works:

1. On a blank sheet of paper, draw a 2 x 2 box, leaving plenty of space to write.
2. In the first three squares, write down a challenging situation that you may have struggled with initially, but ultimately navigated successfully. Then note down the most important strategies, steps, or beliefs you used that were particularly effective.
3. In the fourth square, write down a current challenge. Go back to the first three squares and review the strategies. Add the strategies that you think might be effective in the new situation to the fourth box.

## Resources

- Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth Mindset Tempers the Effects of Poverty on Academic Achievement. *Proceedings of the National Academy of Sciences*, 201608207.
- Paunesku, D., Walton, G.M., Romero, C.L., Smith, E.N., Yeager, D.S., & Dweck, C.S. (2015). Mindset Interventions are a Scalable Treatment for Academic Underachievement. *Psychological Science*.
- PERTS: Project for Education Research that Scales. <http://perts.net>
- Yeager, D.S., Henderson, H., Paunesku, D., Walton, G.M., D’Mello, S. Spitzer, B.J., & Duckworth, A.L. (2014). Boring but Important: A Self-transcendent Purpose for Learning Fosters Academic Self-regulation. *Journal of Personality and Social Psychology*, 107(4), 559-580.
- Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez E., Markus, H. R. Cohen, G. L., & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences of the United States of America*.

