

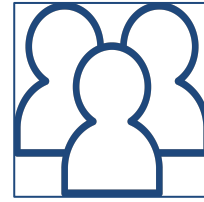
DEVELOPING A GROWTH MINDSET

TO BUILD CONFIDENCE IN COMPOSITION

Dr. Wendy Hinshaw

Director of Writing Programs, Florida Atlantic University

Institutional Context: FAU Writing



160+ sections of FYC each semester

No placement or co-req courses



Hispanic-Serving Institution

One of the most ethnically diverse universities
in the US



30% first-generation students

40% receive Pell grants

88% First-Year Students expect to experience academic difficulty **often** or **very often**

Primary Concerns



Managing Time



Learning Course Material



**What are your
concerns
about student
engagement?**



**How are you
using Achieve
now?**

FAU's Achieve Story



Peer review
in-text
comments
associated with
Draft Goals

Lead into
revision
planning and
reflection

l violent. The average kid watching seven hours of television containing violent material, concerned regarding a connection between violence in movies and its violence in entertainment media contribute to youth

e media think that it is ridiculous to connect violent that what people view does not affect them. This is effects of smoking tobacco became known, of cigarettes in movies. Gregg Easterbrook, senior hly magazine of politics and culture, writes istry admitted, because glamorizing them gives the) Hollywood admitted that glamorizing smoking in f what people view does not affect them, why would morizing smoking in films? They knew that kids are e desirable role models in movies and TV smoked, moke. What makes the glamorization of violence ng violence the same way it depicted smoking- glamorized violence, kids are being negatively

Thesis

Highlighted Writing

The average kid watching seven hours of television every day, much of that...

[Show More](#)

Reviewer Feedback

Needs Extensive Revision - Thesis is missing, unclear, or does not present a critical response to the issue.

Your thesis poses a question, but it should also preview your argument.

- Developing the thesis statement
- Drafting and revising a working thesis
- Five approaches to revising thesis statements

Based on this comment, I am going to...

- Review the section on strong thesis statements
- Try to narrow the thesis so that the main idea has more focus

[Edit Notes](#)

Examples of peer feedback in-text and in response to reflection questions

Nice Job! - Great way of giving context for the quote.

Draft Goal: N/A

" In regards to why he decided against using his personal video for the presentation, "

Nice Job! - Great transition sentence.

Draft Goal: N/A

"It's important to note, however, that this idea of broadcasting everything is not limited to high-profile influencers. "

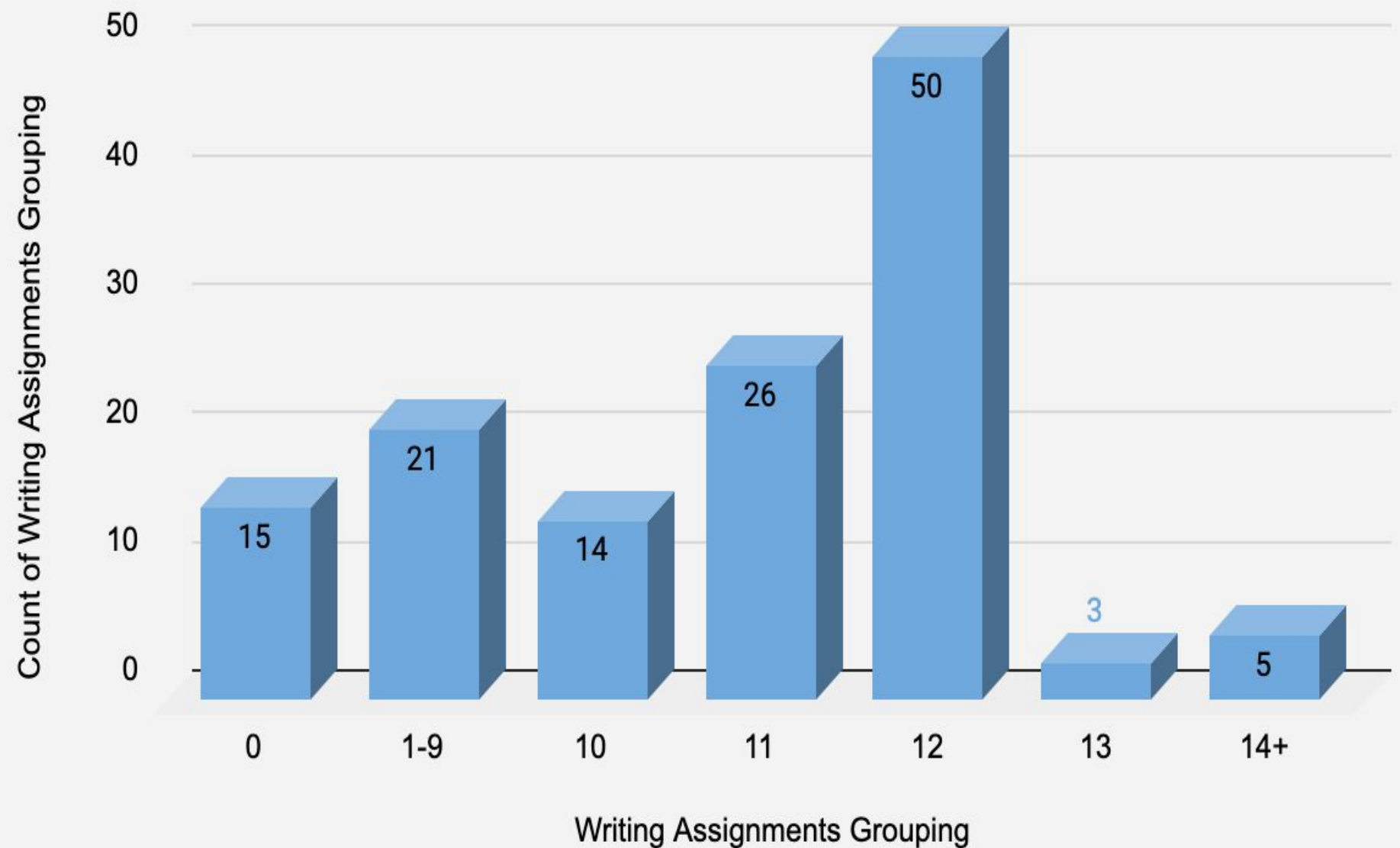
What is the most important thing you want the writer to keep in mind as they move from this short assignment to the essay?

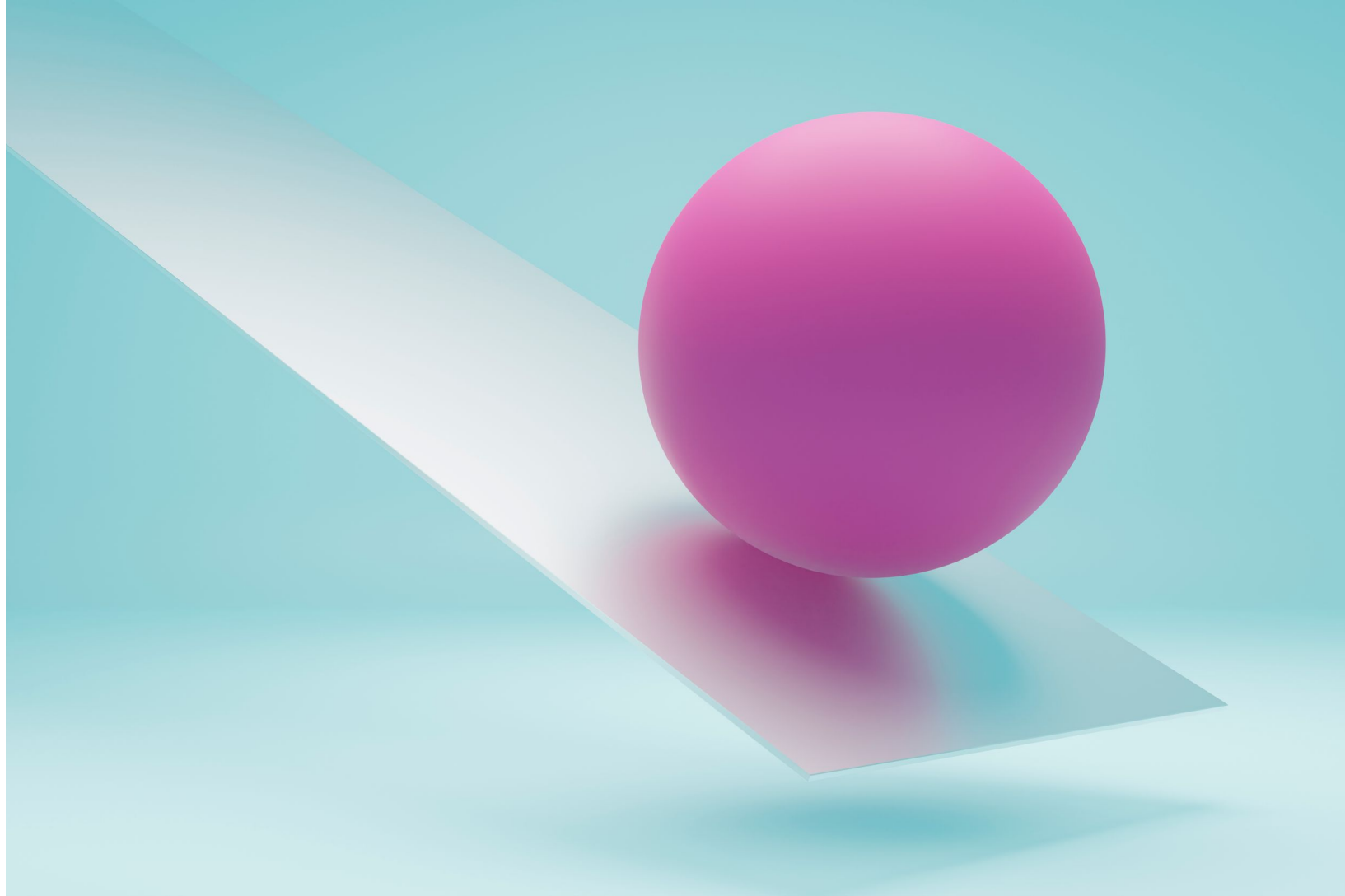
Stick with one cohesive idea in each paragraph, provide evidence where it's due (not too many quotes, about 1-2 per paragraph should probably suffice), and really try to make the reader understand why you used the evidence that you did.

73% of courses assign 10+ writing assignments in Achieve

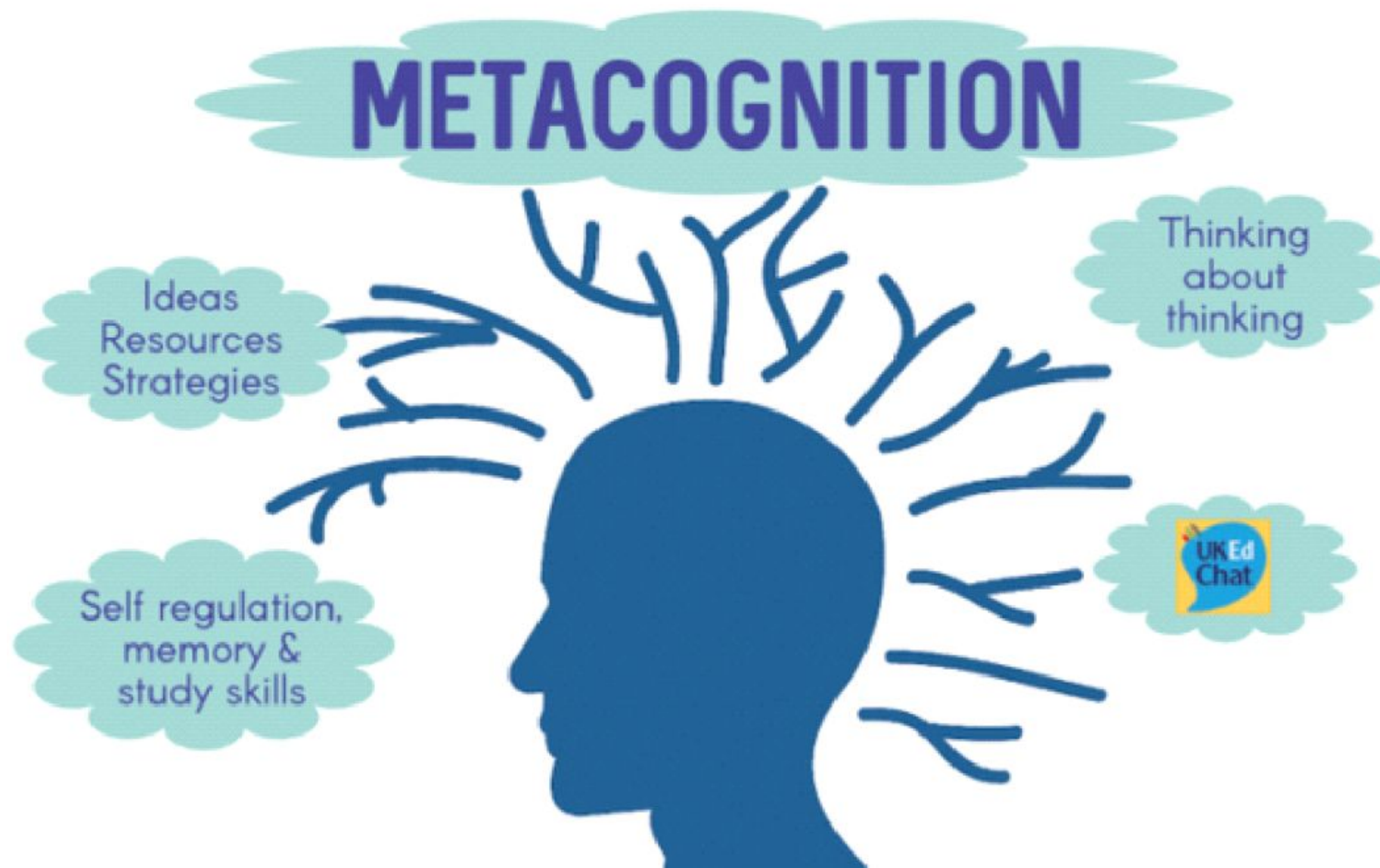
Includes high-stakes
(essays) and low-stakes
writing

Amount of Courses Utilizing Writing Assignments by Groups





Start slow and implement new materials by focusing first on materials with clearest benefit and smallest impact on faculty choices and design.



Metacognition

Students understanding of their own learning

Key part of growth mindset

Metacognitive elements in revision planning and reflection

Reflection

I know the criteria that will be used for giving me feedback.
Agree

The primary argument I'm making is...
violent entertainment causes violent culture.

One idea I want to develop further is...
what solutions to the problem seem most reasonable.

My Revision Plan

Edit Notes 

Use this space to create tasks you want to address as you revise your writing. Use the draft goals for this assignment to help you organize and prioritize your revision tasks and ensure you've addressed all the goals for this assignment.

Action item

Review the section on strong thesis statements

Draft goal **Thesis**

More this idea earlier in the paper to highlight this argument

Draft goal **Interpretation/Analysis**

Try to narrow the thesis so that the main idea has more focus

Draft goal **Thesis**

Find a source in para. 2 to provide a counterargument

Draft goal **Reason and Support**

+ Add another note

Macmillan Research Findings

Goal-Setting Improves Student Outcomes

- ➔ Students who completed 2 or more [Goal-Setting and Reflection Surveys](#) performed significantly better than students who completed 1 or 0

Increased Self-Efficacy and Emotional Engagement



[Goal-Setting and Reflection Surveys](#) focus on self-regulated learning: student's ability to plan, monitor and evaluate their own learning processes



75% of participating students agreed or strongly agreed that the surveys helped them improve as a student during their course

Goal-Setting and Confidence (Intro Survey)

What are you hoping to learn in this class? Are there any skills you are hoping to walk away with?

This can be a particular topic, application in a field you're interested in, why this subject matters, etc.

What grade are you *hoping* to achieve in this class?

- A
- B
- C
- I just want to pass

On a scale of 1-5, how confident are you that you will receive your goal grade?

- 5 - Very confident
- 4 - Confident
- 3 - Somewhat confident
- 2 - Not confident
- 1 - Not confident at all

What makes you confident or doubtful of your ability to do well in this course?

Goal-Setting and Confidence (Checkpoint Survey)

What was the final score on your most recent essay, paper, or project?

- 90 - 100
- 80 - 89
- 70 - 79
- 60 - 69
- Below 60
- N/A - I did not receive a score recently

Did you receive the score that you expected?

- 5 - Much higher than expected
- 4 - Higher than expected
- 3 - About what I expected
- 2 - Lower than I expected
- 1 - Much lower than expected
- N/A - I did not receive a score

What do you plan to do to either get back or stay on track?

Are you currently on track to accomplish your goals for this class?

- Yes
- No

On a scale of 1-5, how confident are you that you can either get back or stay on track?

- 5 - Very confident
- 4 - Confident
- 3 - Somewhat confident
- 2 - Not confident
- 1 - Not confident at all

GSR Results ENC 1101 (Fall 2023)

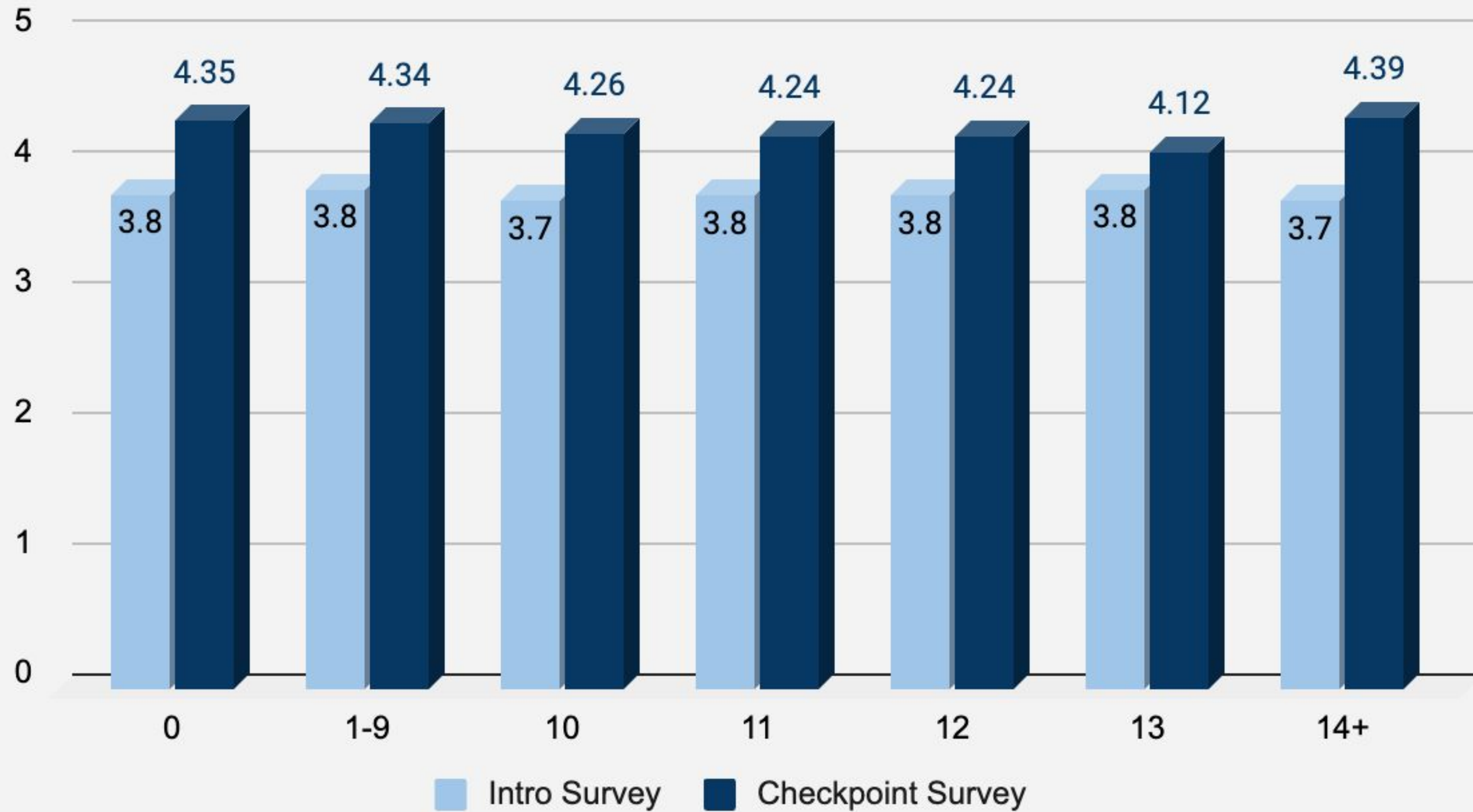
Confidence (Intro Survey): 3.79

Confidence (Checkpoint 1): 4.25

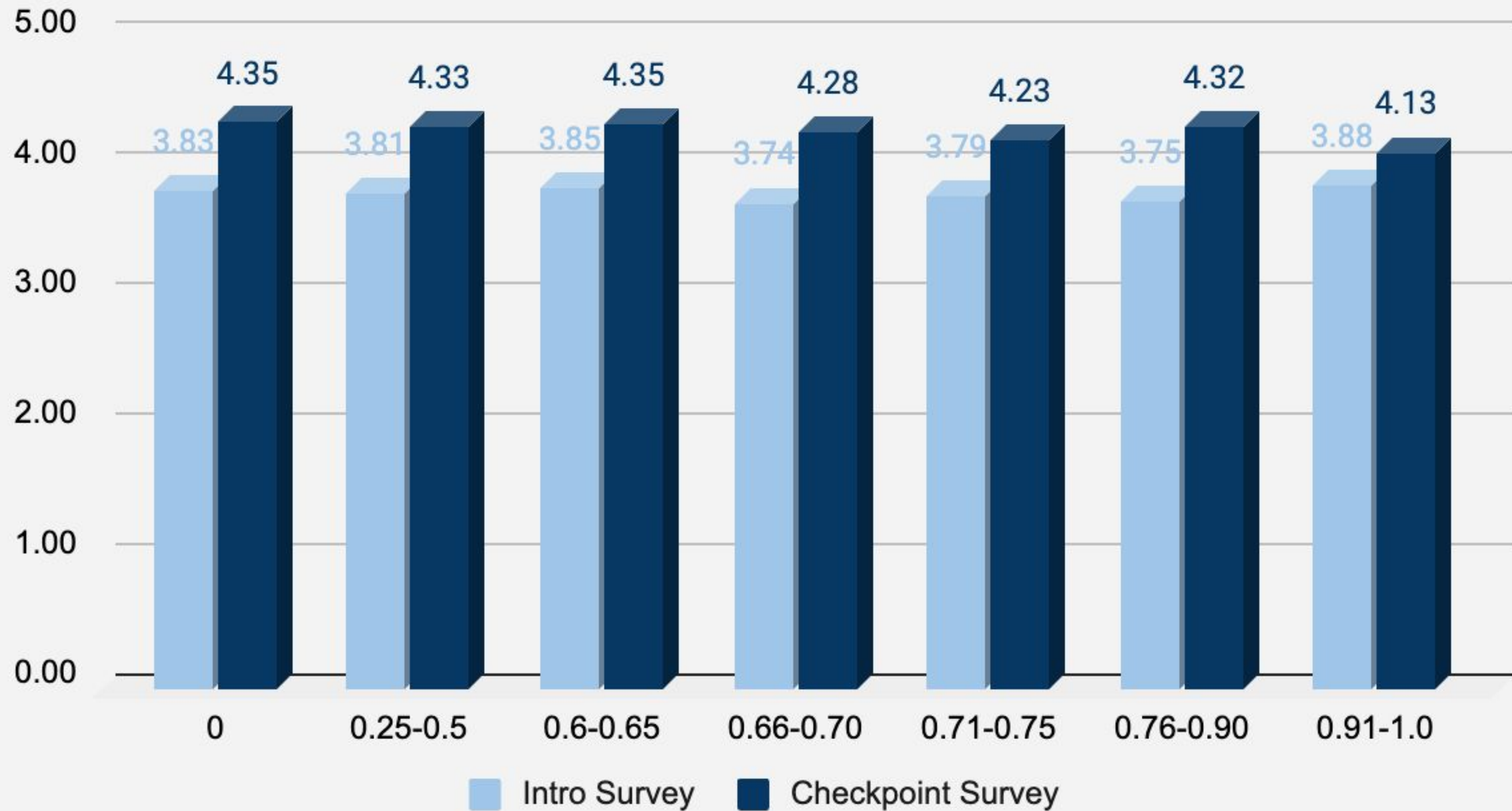
Confidence (Checkpoint 2): 4.31



Weighted AVG - Writing Assignments (Intro/Checkpoint)



Weighted AVG - Peer Review (Intro/Checkpoint)



Student writing/study habits

Select at least one strategy that you will use to help you to **optimize your environment and motivation**.

Choose as many as you like.

- Reflect on what environment is most conducive to my writing process and seek it out when I write.
- Find the optimal time of day (or night) that I do my best work and dedicate it to my writing.
- Set a clear goal for each writing (or reading) session to stay on task and know when it is complete for the day.
- Put away my phone and close unrelated browser tabs when focusing on a task.
- Get enough sleep every night (7-9 hours).
- Break up my writing sessions into achievable chunks (20-40 minutes) and reward myself with short breaks to help my motivation and focus.



In recent weeks...

How often did you seek out the environment and/or time of day that is most conducive to your writing process?

- 5 - Always
- 4 - Often
- 3 - Sometimes
- 2 - Rarely
- 1 - Never

In recent weeks...

How did you usually organize your ideas before you started writing?

- 5- Always organizing ideas first before writing
- 4- Usually organizing ideas before writing
- 3- About 50/50 of organizing ideas and writing right away
- 2- Rarely organizing ideas before writing
- 1- Always going straight into writing first

Select at least one strategy you will use going forward to help you **space out and organize your workflow**.

Choose as many as you like.

- Start assignments early and give myself more time than I think I need to complete them.
- Set a target number of words or amount of time to spend writing or revising per day for major writing assignments, and stick to it.
- During the planning process, review the major focus of the assignment (draft goals, length requirements, etc.)
- Summarize the main points of all of my notes from any lectures, readings, or discussions (because just re-reading isn't effective.)
- Set reminders or add all upcoming due dates and tests to a calendar, including reminders to start working on drafts ahead of time.
- Organize ideas: sketch a concept map using symbols and arrows to prioritize supporting ideas and highlight connections before creating an outline.
- Organize ideas: practice freewriting before creating an outline.



In recent weeks...

How often did you **review the major focus of the assignment (draft goals, length requirements, etc.) during the planning process?**

- 5 - Always
- 4 - Often
- 3 - Sometimes
- 2 - Rarely
- 1 - Never



In recent weeks...

How often did you **give yourself enough time to complete assignments on time or start early?**

- 5 - Always
- 4 - Often
- 3 - Sometimes
- 2 - Rarely
- 1 - Never

Student Wellness



In recent weeks...

How often were you able to **get enough sleep each night?**

- 5 - Always
- 4 - Often
- 3 - Sometimes
- 2 - Rarely
- 1 - Never

Are there any outside obligations or obstacles that you'd like your instructor to know about?

This question is optional to answer. For no answer, write n/a or similar to receive credit.

Self-efficacy and success strategies

Select at least one strategy you will use going forward to **get outside help**.

Choose as many as you like.

- Go to office hours even if you don't know exactly what to ask – your instructors are there to help you.
- Form a group with classmates and meet to discuss each other's writing.
- Pair up with another student to work together on reviewing and providing feedback on each other's writing.
- Use my school's writing center or similar resources—they are also there to help.
- Prepare thoughts, questions, and ideas ahead of class to participate in class discussions. Record my thoughts on assigned reading in a journal.



In recent weeks...

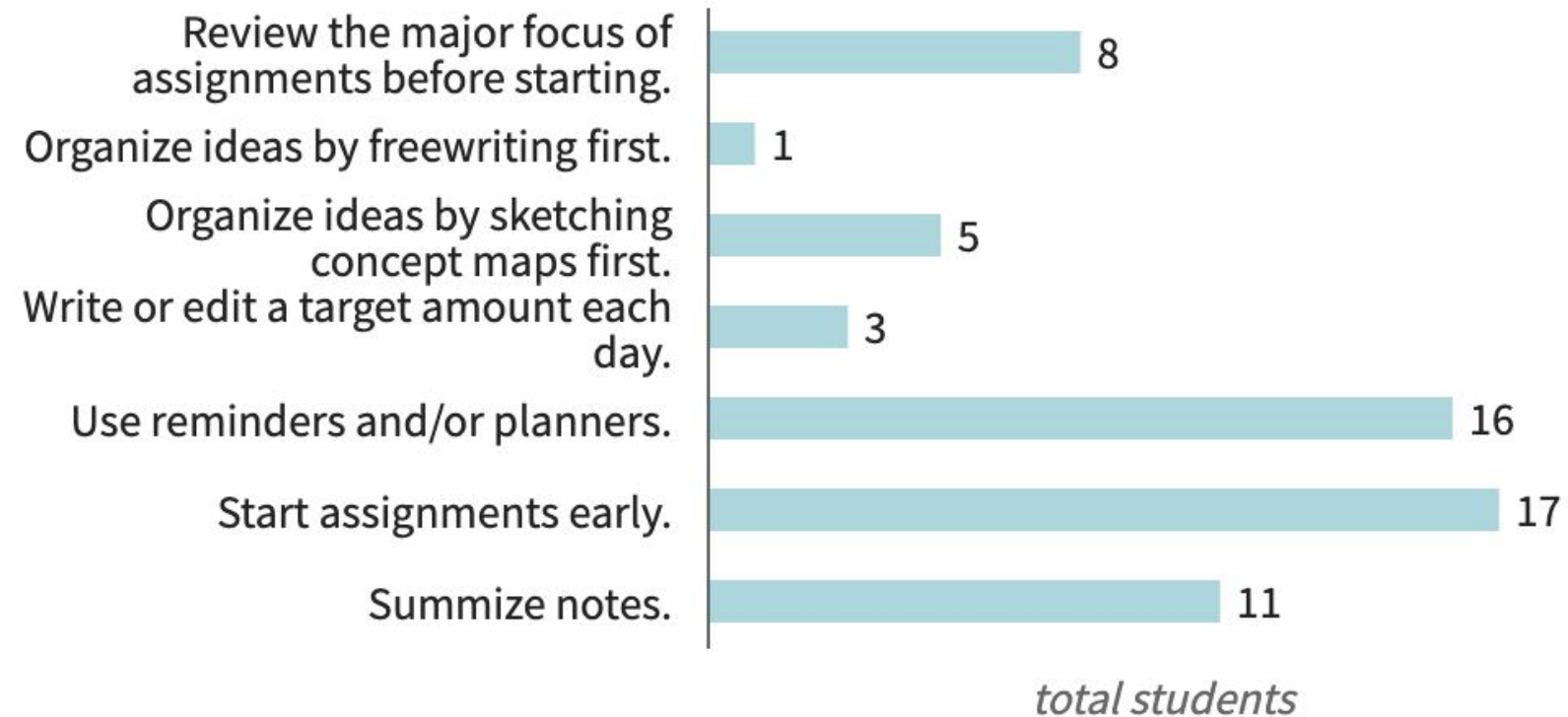
How often did you **go to a writing center or use a similar campus resource?**

- 3 or more times
- 2 times
- 1 time
- Never

Student plans for success (Intro survey)

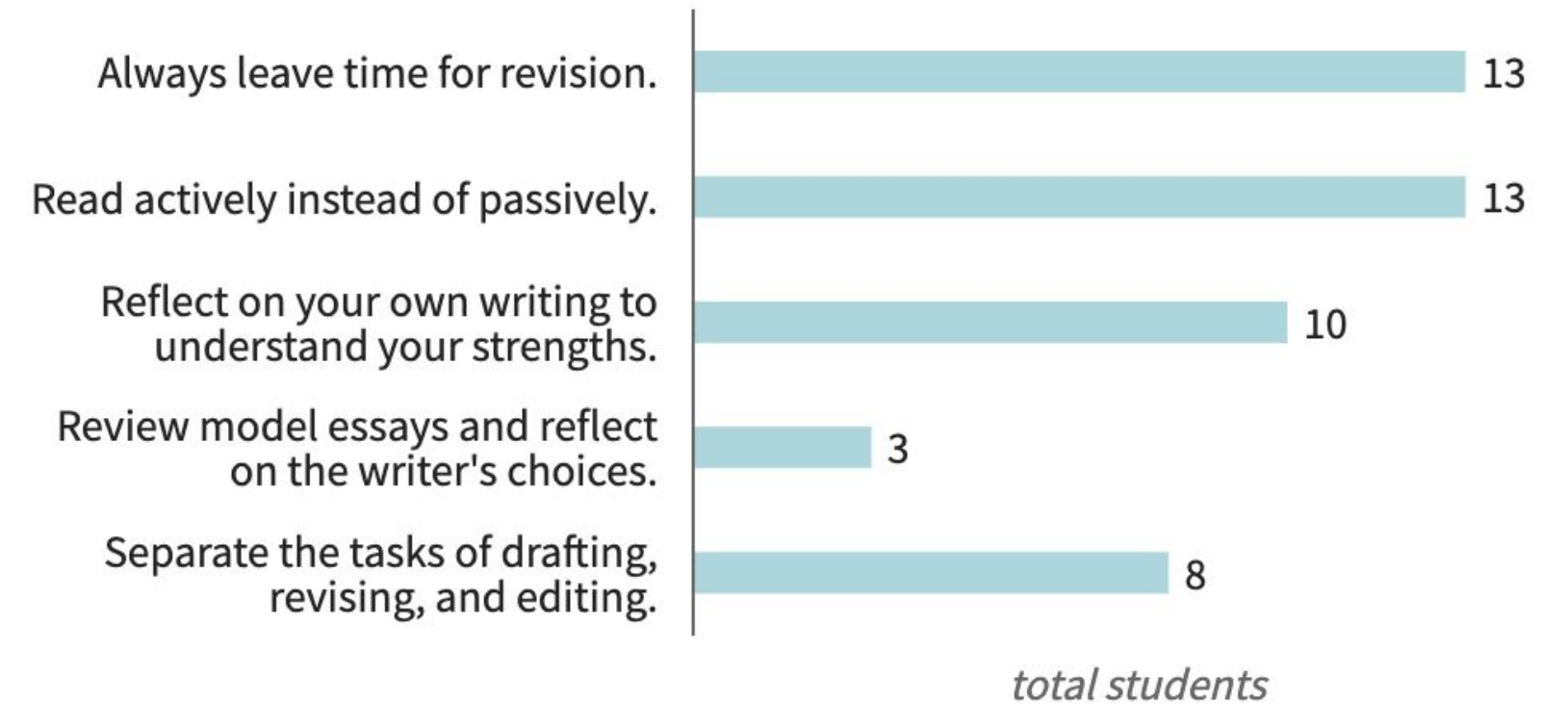
🔄 How are students planning to organize and pace their workflow?

English Intro Survey
Due Mon, August 21



📄 How are students planning to challenge themselves?

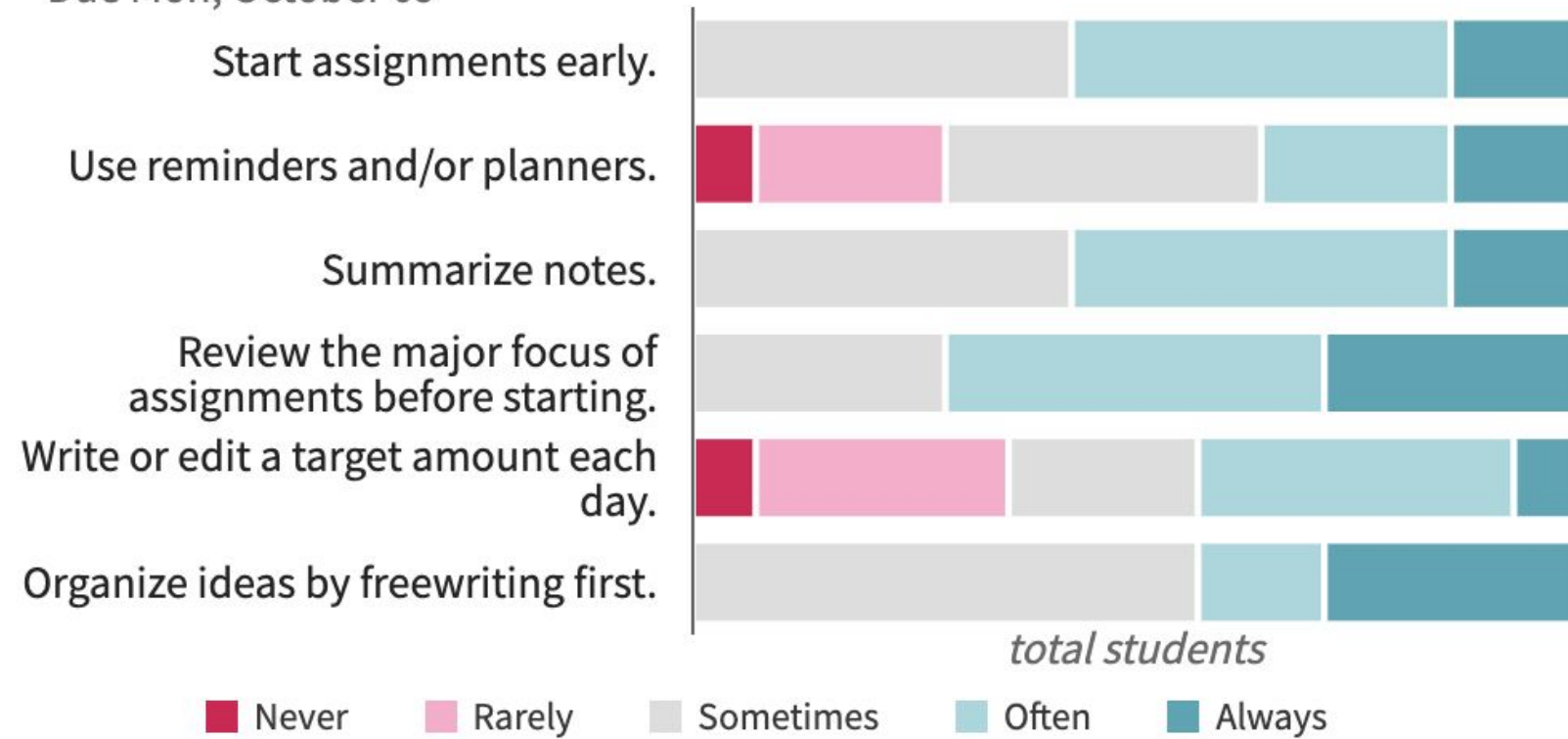
English Intro Survey
Due Mon, August 21



Checkpoint Survey (Progress)

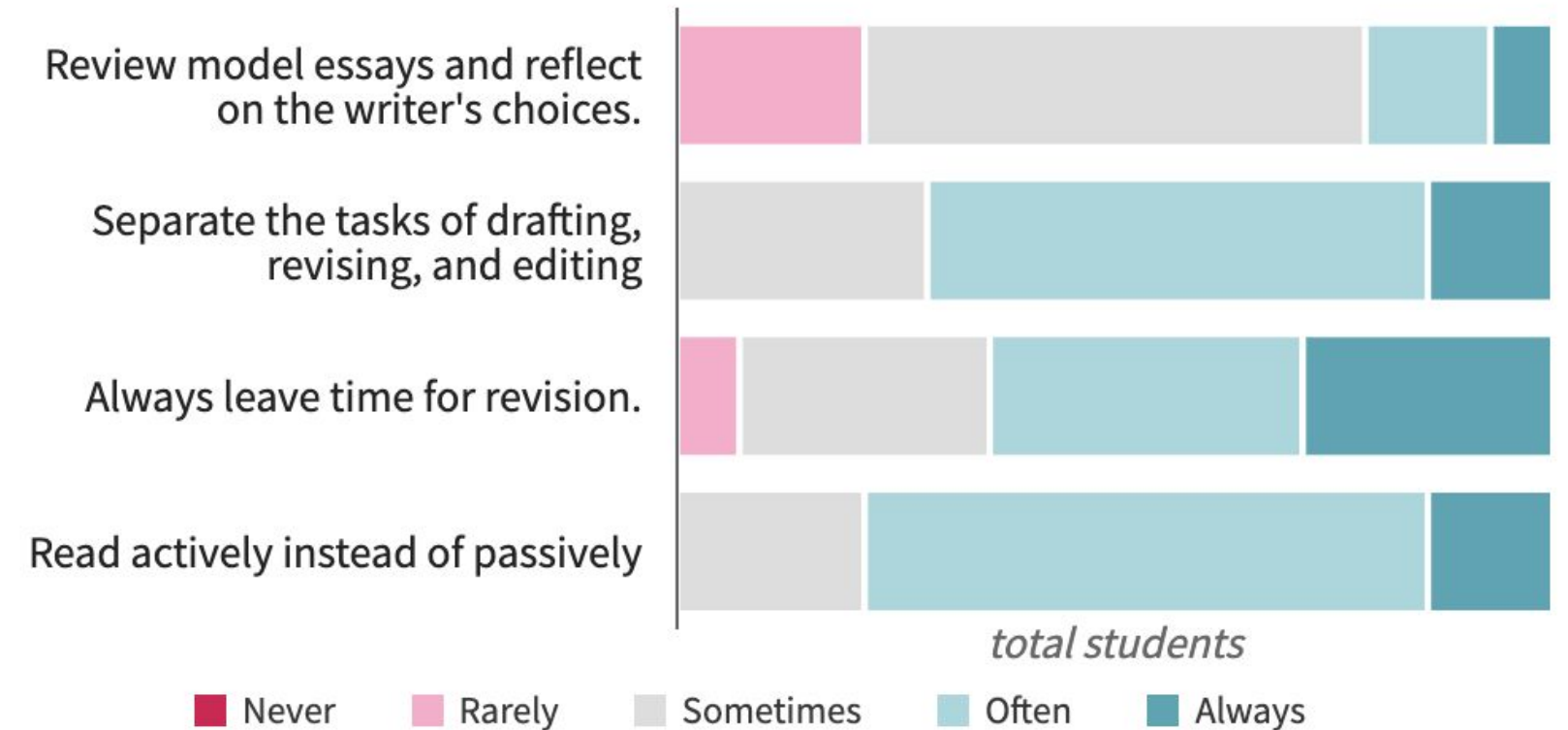
↻ How are students organizing and pacing their workflow recently?

English Checkpoint Survey 1
Due Mon, October 09



📄 How are students challenging themselves recently?

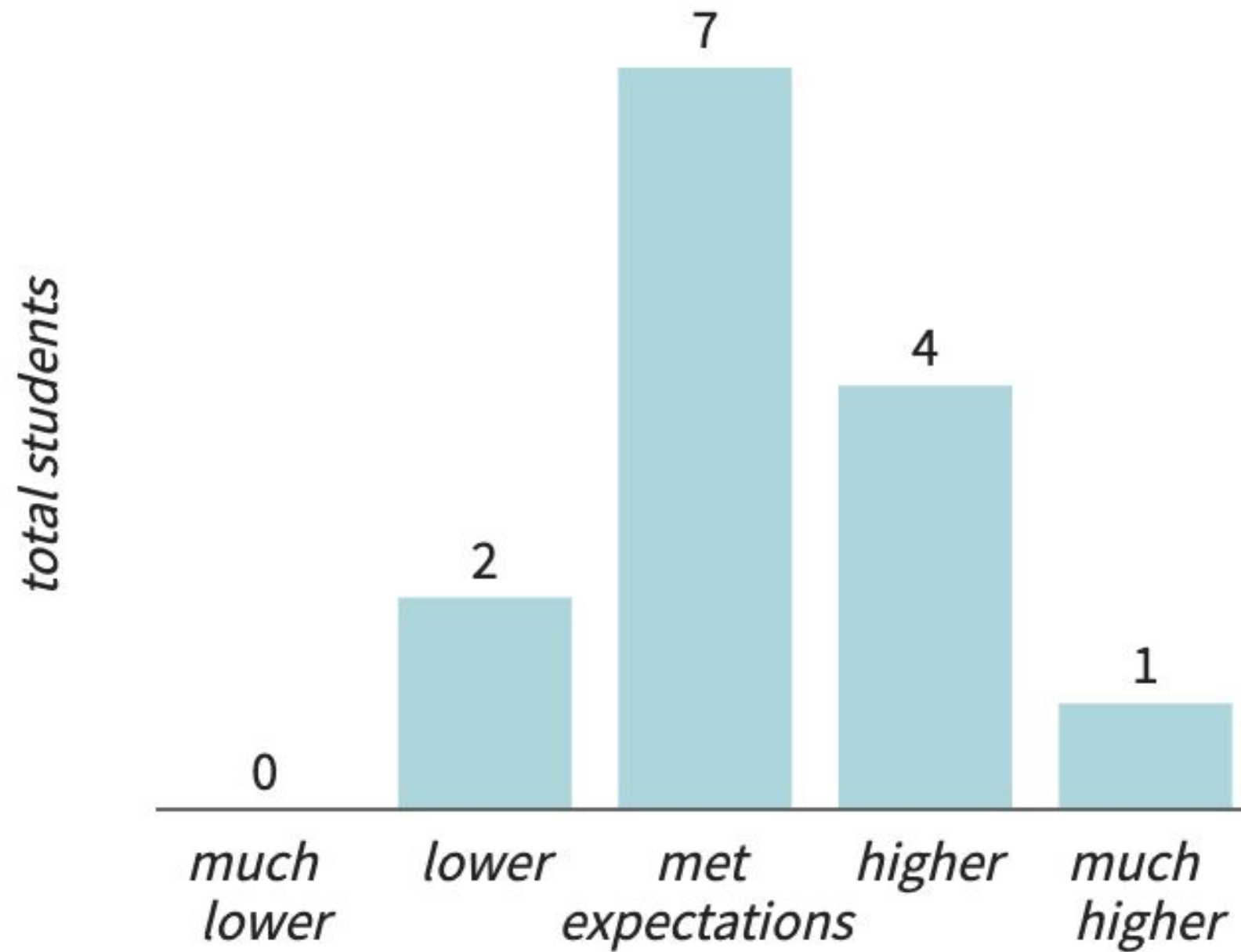
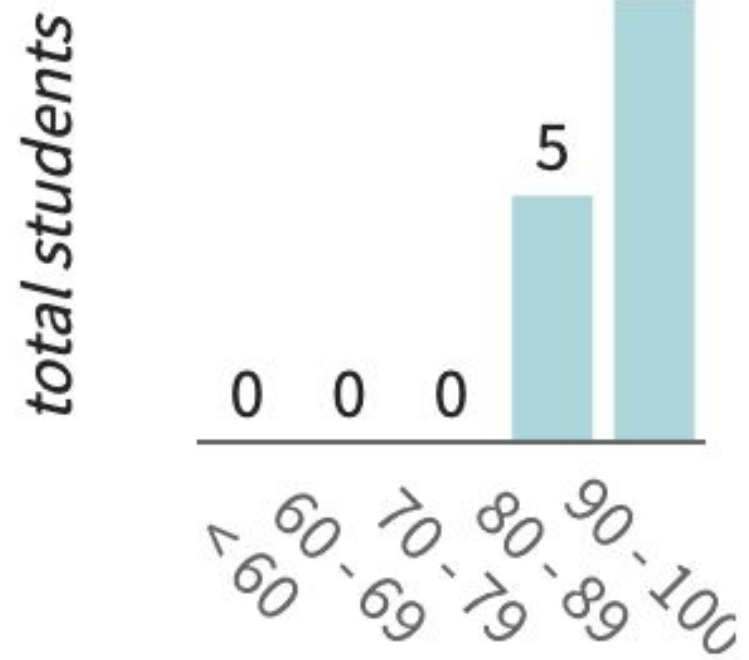
English Checkpoint Survey 1
Due Mon, October 09



How did students expectations compare to recent test/paper grades?

English Checkpoint Survey 2
Due Mon, November 06

12%
received a grade that
was **lower than**
expected



Obstacles and Concerns

What challenges or obstacles do students have?

English Intro Survey
Due Sun, August 27

My previous class is upstairs and ends at 10:50, but the professor often talks overtime, so I may sometimes come in at the last moment. Sorry in advance.

- student response

I play on the Womens Basketball team but i will be communicating with you if i am missing class and etc.

- student response

Ive got adhd but it's not really an excuse I just have trouble paying attention for a long time.

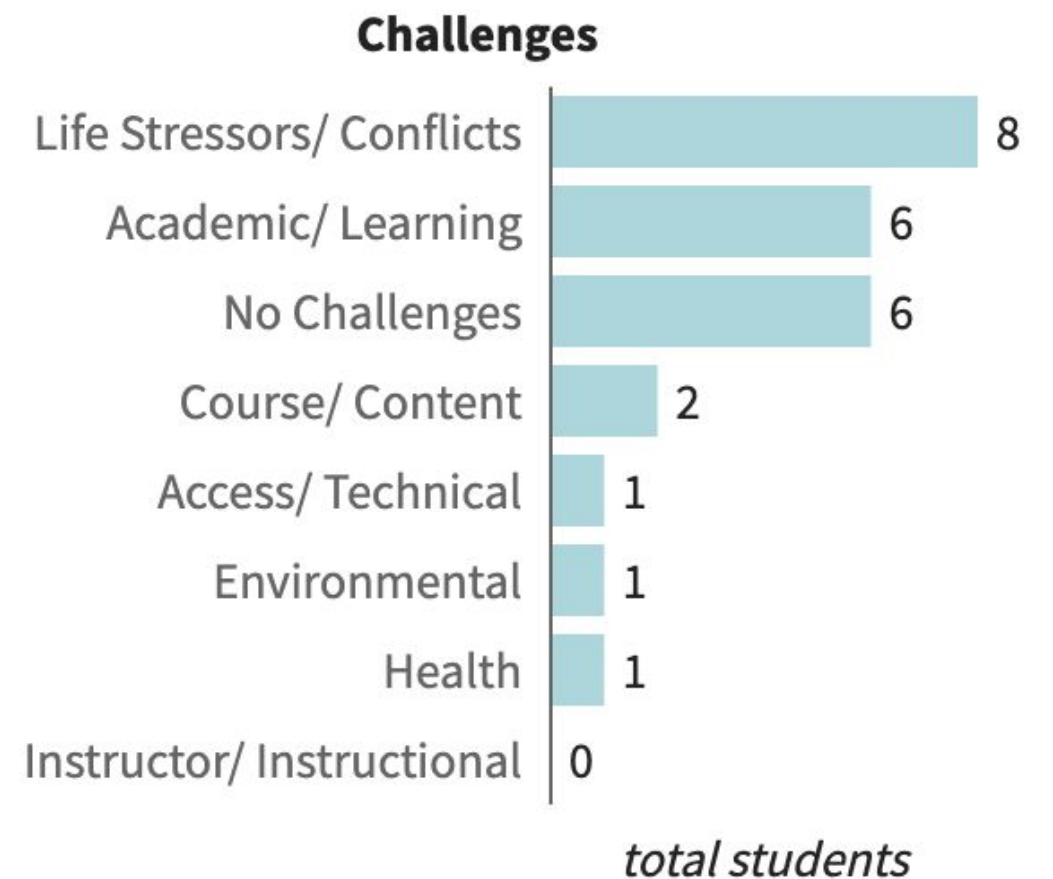
- student response

What challenges are students facing the most?

English Checkpoint Survey 2
Due Mon, November 06

53%
report **life challenges**

(e.g. family, relationship, extracurriculars, work conflicts, etc.)



Questions for Future Research



Correlations with grades and other measures of student success?

Possibilities and limits in building student confidence

Further connections with writing, peer review, and reflection



Discussion/Q&A