

**Assignment 5: Developing a Growth Mindset Plan
& Final Compilation**

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Part A: Growth Mindset Plan

Developing, Promoting, and Sustaining a Learner's Mindset

Audience and Purpose

The primary audience for this Growth Mindset Plan is my professional learning community, instructional colleagues, campus leaders, and other educators who are interested in creating learning environments where students become more self-directed, resilient, reflective, and willing to take ownership of their learning. The purpose of this plan is not simply to promote the language of growth mindset, but to embed growth-oriented thinking into a broader significant learning environment that includes authentic learning, meaningful feedback, student agency, collaboration, and reflection.

In EDLD 5313, my understanding of growth mindset has expanded. I no longer view growth mindset as a stand-alone intervention or motivational slogan. Instead, I see it as one part of a larger learning ecology. Growth mindset can support significant learning, but only when it is connected to intentional instructional design, assessment for and as learning, authentic challenges, psychological safety, and opportunities for learners to act on feedback. In other words, students do not develop a growth mindset because we tell them to “try harder.” They develop it when the learning environment consistently gives them opportunities to revise, reflect, receive feedback, make choices, learn from mistakes, and see effort connected to effective strategies.

Why Growth Mindset Alone Is Not Enough

Carol Dweck's theory of growth mindset emphasizes the belief that intelligence and ability can be developed through effort, strategies, feedback, and persistence (Dweck, 2006). This idea

has had a major influence on education because it challenges fixed assumptions about talent and achievement. However, more recent research complicates the idea that simply teaching students about growth mindset automatically produces strong academic gains. For example, Sisk et al. (2018) conducted a large meta-analysis and found that growth mindset interventions have limited overall effects, though they may be more meaningful for specific groups of students or when implemented under the right conditions.

This matters because it reminds educators that growth mindset cannot be treated as a quick fix. If growth mindset becomes a poster, a slogan, or a one-time lesson, it loses its power. Students may learn to repeat phrases such as “I can’t do this yet” without actually changing how they learn. Even worse, growth mindset can be misused when educators unintentionally communicate that students’ struggles are simply caused by a lack of effort. That approach ignores the importance of instructional design, access, relationships, prior knowledge, feedback, culture, and opportunity.

Therefore, I will modify my use of growth mindset by embedding it within a broader learner’s mindset approach. A learner’s mindset includes the belief that growth is possible, but it also requires learners to develop the habits, strategies, self-awareness, and agency needed to direct their own learning. Growth mindset is the starting point; learner’s mindset is the larger goal.

My Updated Growth Mindset Plan

1. Create a Significant Learning Environment

To help learners develop a growth mindset, I must first design a learning environment where growth is actually possible and visible. This means creating conditions where learners

have opportunities to make meaningful choices, engage in authentic learning, revise their work, collaborate with others, and reflect on their progress.

In my innovation plan, this means moving away from compliance-based tasks and toward learning experiences that connect to real problems, authentic audiences, and meaningful outcomes. Learners are more likely to persist when they understand the purpose of their work and see how it connects to their lives. A significant learning environment supports growth mindset because it communicates that learning is not about performing perfectly the first time; it is about developing understanding through inquiry, practice, feedback, and revision.

2. Teach Growth Mindset Through Strategy, Not Slogans

I will explicitly teach students that growth is connected to effective strategies, not just effort. Saying “try harder” is not enough. Students need to learn how to try differently. This includes teaching learners how to:

- Set specific learning goals.
- Monitor their progress.
- Ask for useful feedback.
- Use mistakes as evidence.
- Revise based on feedback.
- Reflect on what strategies worked.
- Identify what they still need to learn.
- Collaborate with peers as learning partners.

The message of “yet” will be framed as a bridge between current performance and future growth. For example, instead of saying, “I am not good at this,” learners will be encouraged to say, “I have not mastered this yet, so I need to identify what strategy, feedback, or support will help me improve.”

This distinction is important because “yet” should not be used to minimize struggle. Instead, it should help learners name the gap between where they are and where they are going.

3. Model Growth Mindset Publicly and Authentically

If I want learners to develop a growth mindset, I must model it myself. I will do this by being transparent about my own learning process. This includes sharing examples of when I revise my work, change my thinking, ask for feedback, and learn from mistakes. I will also model reflective language such as:

- “This did not work the way I expected, so I need to adjust my approach.”
- “The feedback helped me see a gap I had not noticed.”
- “I am still learning how to do this effectively.”
- “My first version was not my best version.”

Modeling growth mindset matters because students are more likely to adopt learning behaviors when they see adults practicing them consistently. If I present myself as someone who already has all the answers, I reinforce fixed thinking; whereas, if I present myself as a learner, I invite students into a culture where growth is normal, pursued and celebrated.

4. Use Feedback and Feedforward as Learning Tools

Growth mindset becomes more meaningful when students learn to accept, interpret, and

act on feedback. In many traditional learning environments, feedback is experienced as judgment. Students receive a grade, focus on the score, and move on. In a significant learning environment, feedback must become feedforward: information that helps learners improve their next attempt.

To support this shift, I will:

- Provide feedback before final grades whenever possible.
- Use peer feedback protocols.
- Give students opportunities to revise.
- Ask students to explain how they used feedback.
- Separate early feedback from final evaluation.
- Encourage students to view feedback as part of the learning process.

This approach also has implications for cheating. When students are overly focused on grades, cheating may become more tempting because the goal is performance rather than learning. A growth mindset environment reduces this pressure by emphasizing mastery, revision, and progress. If students believe they can improve and are given legitimate opportunities to revise, they may be less likely to see cheating as their only path to success.

5. Reduce Grade Preoccupation Through Reflection and Mastery

Students often become preoccupied with grades because grades are treated as the primary evidence of learning. To limit this preoccupation, I will help students focus on mastery, progress, and reflection. This does not mean grades disappear, but it does mean grades are not the only conversation.

I will use reflective questions such as:

- What did I understand better after this assignment?
- What feedback did I receive, and how did I use it?
- What strategy helped me improve?
- What evidence shows that I am growing?
- What do I still need to work on?

Grit also plays a role, but it must be understood carefully. Duckworth (2016) defines grit as passion and perseverance for long-term goals. However, grit should not be used to justify unrealistic workloads, ignore systemic barriers, or suggest that students should simply endure ineffective learning conditions. In my learning environment, grit will be connected to meaningful goals, appropriate support, and purposeful persistence. Rigor should not mean doing more work; it should mean engaging in deeper, more meaningful learning.

6. Prevent Growth Mindset From Becoming a Fad

To prevent growth mindset from becoming a fad, I will avoid reducing it to posters, catchphrases, or isolated lessons. Instead, I will embed it into the culture, assessment practices, and instructional design of my learning environment.

This means:

- Designing assignments that allow revision.
- Praising strategy, reflection, and improvement rather than intelligence.
- Helping students analyze mistakes.

- Making learning goals transparent.
- Supporting collaboration and peer feedback.
- Connecting growth mindset to authentic learning.
- Avoiding deficit language about students.
- Recognizing that motivation is shaped by environment.

Growth mindset must be practiced, not advertised. If the structure of the course rewards only speed, compliance, and correct answers, then growth mindset language will feel false. The environment must match the message.

Moving From Growth Mindset to Learner's Mindset

The growth mindset is a good start, but it is not enough. My larger goal is to help students develop a learner's mindset. A learner's mindset includes growth-oriented beliefs, but it also includes agency, curiosity, reflection, self-assessment, collaboration, and ownership. Learners with a learner's mindset do not simply believe they can improve; they know how to take action to improve.

This connects directly to the COVA approach: choice, ownership, voice, and authentic learning. When students are given meaningful choices, they begin to see themselves as active participants in learning. When they take ownership, they become responsible for progress rather than passive recipients of instruction. When they develop voice, they learn to communicate their thinking with confidence. When they engage in authentic learning, they understand that learning has purpose beyond the classroom.

My Growth Mindset Plan is therefore not a separate initiative. It is part of my broader

effort to create a significant learning environment where students become self-directed learners who can reflect, revise, collaborate, persist, and contribute meaningfully.

References

- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.
- Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018). To what extent and under which circumstances are growth mind-sets important to academic achievement? Two meta-analyses. *Psychological Science*, 29(4), 549–571.
<https://journals.sagepub.com/doi/10.1177/0956797617739704>

Part B: Final Compilation

Creating Significant Learning Environments: Course Synthesis

Purpose of This Compilation

This section of my ePortfolio brings together the major assignments from EDLD 5313: Creating Significant Learning Environments. These assignments are not separate tasks; they represent connected parts of a larger instructional design approach. Together, they show how I am developing a learning environment that supports student agency, authentic learning, collaboration, reflection, and long-term growth.

My innovation plan is strengthened by this work because it shifts the focus from simply implementing a new tool, program, or activity to creating the conditions where meaningful learning can happen. A focus on significant learning environments requires me to think beyond content delivery and consider the whole learner, the learning culture, the role of assessment, the design of learning outcomes, and the need for authentic application.

EDLD 5313 Portfolio Navigation

1. New Culture of Learning

Link: <https://echoedinsights.com/general-1#new-culture-of-learning>

In my New Culture of Learning assignment, I explored how learning is most powerful when it happens through inquiry, imagination, play, collaboration, and authentic engagement. This assignment helped me understand that learning environments should not be designed only around information transfer. Instead, they should create space for students to explore, question, connect, and create.

This connects to my innovation plan because innovation requires a culture that supports experimentation. If students and educators are afraid to take risks or make mistakes, meaningful innovation will be limited. A new culture of learning encourages curiosity and allows learners to participate as creators rather than passive consumers.

2. Learning Philosophy

Link: <https://echoedinsights.com/general-1#learning-philosophy>

My Learning Philosophy explains what I believe about how people learn. I believe learning is active, social, reflective, and connected to purpose. Learners construct understanding through experience, feedback, collaboration, and reflection. This philosophy informs the way I design learning experiences and interact with students.

This assignment helped me clarify that my role is not simply to deliver content but to design conditions for learning. My philosophy supports my innovation plan by emphasizing learner agency, meaningful engagement, and the importance of connecting learning to authentic contexts.

3. Learning Environment and Situational Factors / 3 Column Table

Link: <https://echoedinsights.com/general-1#aligning-outcomes>

The Learning Environment/Situational Factors Outline and 3 Column Table helped me translate broad learning goals into an intentional design plan. By examining situational factors, I considered the needs of my learners, the context of my organization, available resources, constraints, and desired outcomes. The 3 Column Table helped align learning goals, learning activities, and assessment activities.

This assignment was especially important because it helped me see that significant learning does not happen accidentally. It must be designed. The alignment between outcomes, activities, and assessment supports my innovation plan by ensuring that learners are not simply completing assignments but developing meaningful capabilities.

4. UbD Design Template

Link: <https://echoedinsights.com/general-1#ubd-template>

The Understanding by Design template allowed me to further refine my instructional planning by beginning with the end in mind. By identifying desired results, acceptable evidence, and learning experiences, I was able to think more clearly about what learners should understand and how they will demonstrate that understanding.

The UbD process supports my innovation plan because it helps ensure that digital learning initiatives are not driven by tools alone. Instead, they are guided by learning goals, evidence of understanding, and purposeful experiences. This reinforces the idea that technology should support learning rather than become the focus of learning.

5. Growth Mindset Plan

Link: <https://echoedinsights.com/general-1#growth-mindset>

My Growth Mindset Plan explains how I will support students in developing resilience, reflection, and ownership of learning. However, the plan also acknowledges that growth mindset alone is not enough. It must be embedded within a significant learning environment that includes feedback, revision, authentic learning, student voice, and opportunities for self-assessment.

This plan supports my innovation work by helping learners become more willing to take risks, accept feedback, revise their work, and persist through challenges. These behaviors are essential for meaningful learning and for successful participation in innovative learning environments.

How Significant Learning Environments Influence My Innovation Plan

A focus on learning and creating significant learning environments has deeply influenced my innovation plan. It has helped me understand that innovation is not primarily about adopting something new. Innovation is about improving learning. If my plan does not increase student ownership, deepen engagement, support authentic application, and create meaningful opportunities for reflection and growth, then it is not truly innovative.

Creating significant learning environments requires me to consider the entire learning system. This includes culture, relationships, assessment, instructional design, feedback, learner agency, and authentic context. My innovation plan must therefore be more than a set of activities or digital tools. It must create a learning environment where students are invited to think, create, question, revise, collaborate, and take ownership of their learning.

This course has also helped me recognize the importance of alignment. My learning philosophy, growth mindset plan, 3 Column Table, UbD template, and innovation plan must all work together. If I claim to value student agency but design rigid, teacher-centered activities, then my practice does not align with my philosophy. If I claim to value growth but provide no opportunities for revision, then growth mindset becomes only a slogan. If I claim to value authentic learning but assess only isolated recall, then I am not creating significant learning.

The most important shift in my thinking is that I now see my innovation plan as part of a larger learning ecosystem. The goal is not simply implementation. The goal is transformation. By creating a significant learning environment, I can support learners in developing the mindset, skills, confidence, and agency needed to become self-directed learners.

ePortfolio Intro Paragraph

I will place this paragraph at the top of my EDLD 5313 page:

This EDLD 5313 portfolio section represents my work in designing significant learning environments that support authentic learning, learner agency, collaboration, reflection, and growth. Each assignment connects to my broader innovation plan and demonstrates how intentional learning design can move students beyond compliance and toward ownership of learning. The assignments included in this section show the development of my thinking from learning philosophy and culture-building to instructional alignment, UbD design, and growth mindset planning.

Self-Assessment Rationale

Self-Assessment Score: 94/100

I am assigning myself a score of **94/100** for Assignment 5 because my final submission meets the expectations for the highest performance range. I have actively participated in every activity and discussion throughout the course. Additionally, I developed a revised and academically grounded Growth Mindset Plan that does not treat growth mindset as a stand-alone intervention, but instead situates it within the broader context of creating significant learning environments. I addressed the limitations of growth mindset research, including the concern that

mindset interventions alone have limited impact, and I explained how my approach will integrate feedback, revision, authentic learning, learner agency, and assessment as learning.

My submission also addresses the required guiding questions. I explain how I will help learners develop a growth mindset, how I will model the message of “yet,” how feedback/feedforward can improve student attitudes toward revision and reduce grade fixation, how growth mindset may influence cheating, and why grit must be used carefully rather than as a justification for excessive workload or unsupported struggle. I also explain why growth mindset is not enough and how I will move learners toward a broader learner’s mindset.

For Part B, I organized the major EDLD 5313 assignments into a cohesive portfolio structure and explained how each artifact contributes to a larger instructional design strategy. Rather than presenting the assignments as disconnected products, I connected the New Culture of Learning, Learning Philosophy, 3 Column Table, UbD Template, and Growth Mindset Plan to my innovation plan and to the larger goal of designing significant learning environments. I also included places for direct links so the reader can easily navigate to each artifact without searching for my work.

This work demonstrates depth, synthesis, academic rigor, and clear application to my professional context. I am not assigning myself a perfect score because I know the plan will continue to improve as I receive feedback and implement it with learners. However, I believe a **94/100** is justified because the submission is complete, reflective, research-supported, clearly organized, connected to my innovation plan, and designed for an authentic professional audience rather than only for the instructor.