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Delivering Online Information Literacy Classes Via a GPS Mindset

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Delivering Online Information Literacy Classes Via a GPS Mindset

Grow Your Teaching in a Virtual Space Using Three Key Learning Concepts

- Growth Mindset beliefs that skills and abilities can develop and are not fixed: Can I do this
- Purpose & Relevance: Do I want to do this
- Sense of Belonging: Do I belong here

Growth Mindset Support Messages

Intelligence and skills can be developed

<https://mindsetscholarsnetwork.org/learning-mindsets/growth-mindset/#>

Students' mindsets about ability shape their responses to challenges in school.

- Effort that leads to improvement when applying new strategies
- Persisting through difficulty
- Mistakes are Expected, Respected, Inspected and Corrected
- Trying hard things
- Asking for and paying attention to feedback
- Neuroplasticity (Brain is a muscle)

<https://www.youtube.com/watch?v=ELpfYCZa87g&feature=youtu.be>

Purpose & Relevance

Help students make personal connection

<https://mindsetscholarsnetwork.org/learning-mindsets/purpose-relevance/>

Students value school when they understand how it is related to things they care about and how it can help them reach their long-term goals.

- Make it personal
- Make it specific
- Make it content relevant
- Choose a topic of interest
- Use relevant examples when teaching concepts (e.g. painting “Die” for keyword searching)

Sense of Belonging

Developing Rapport and Respect

<https://mindsetscholarsnetwork.org/learning-mindsets/belonging/>

Students who are confident they belong and are valued by their teachers and peers are able to engage more fully in learning. “Students don't care what you know until know that you care.”

- Virtual icebreakers image (e.g. squirrel memes)
- Connect students with peers academically and socially
- Show students you care about their progress
- Polling

<https://blog.acadly.com/classroom-clickers-and-polling-apps-the-ultimate-comparison-infographic-4a54991e23b3>

- Students need to know their ideas and perspectives matter

Learning Activities that are Motivationally Supportive

- Begin with a prior knowledge survey ending the class with a reflection have students respond again to reflect on how their confidence and experience with those skills improved

<https://virginia.app.box.com/s/zz8xt5rtehjxfidzterh5loy0lxxwvfz>

- Encourage new approaches or strategies for learning
- Reinforce challenge as a necessary part of learning so students feel more comfortable with the frustration that comes with struggle
- Develop an effective study strategy

<https://www.samford.edu/departments/academic-success-center/how-to-study>

Information Links About being a Successful Online Learner

- Online Students' Manual for Success
- Northeastern's 8 Strategies for Getting the Most Out of an Online Class
- University of Michigan handout on Adjusting your study habits during COVID
- "Tips for Learning During Disruption," compiled by Rice University
- <https://qcc.libguides.com/tutorials>
- <https://virginia.app.box.com/s/mc4z6el4qvpgae2zniaqwg1wrbarmy>
- <https://motivatelab.org/publications-2/2018/5/15/help-students-navigate-lifes-transitions-with-a-minds-et-gps>
- <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/inclusive-teachin>

How to Build Interactivity into Your Online Course

- Teaching in a Time of Crisis from Vanderbilt's Center for Teaching
- Pedagogy in the Time of COVID-19
- How do I create a plan? [Race-Conscious Engagement Practices](#)

Promoting Equity in Online Learning

- San Diego State University's [Maintaining Equity and Inclusion in Virtual Environments](#)
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- The National Association of System Heads [4 Equitable Engagement Practices](#) -Scroll down to "Pedagogy & Equity," click the "Begin" button. Scroll down to "Equitable Engagement Practices," click "Expand."
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- The Education Trust's [10 Questions for Equity Advocates to Ask About Distance Learning](#)
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- NYC Leadership Academy's [Guide to Leading an Equity-Focused Response to COVID-19](#)

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