

City Tech 101

Summer 2024
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SESSION TWO: #RiseandGrind + Mindset

Session 2
Tuesday, July 30th, 2024
Professor Ryan Rowe



Today's Topics

Part A

- ★ Where College Happens, Pt. 2
- ★ Where We Learn
- ★ When We Learn
- ★ How We Learn
- ★ Your Study/Learning Plan

Part B


- ★ Where College Happens, Pt. 3
 - ★ What is a Growth Mindset?
 - ★ Fixed Mindset Habits
 - ★ Growth Mindset Habits
 - ★ Skills-Based Learning
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Part A: Studying and Scheduling

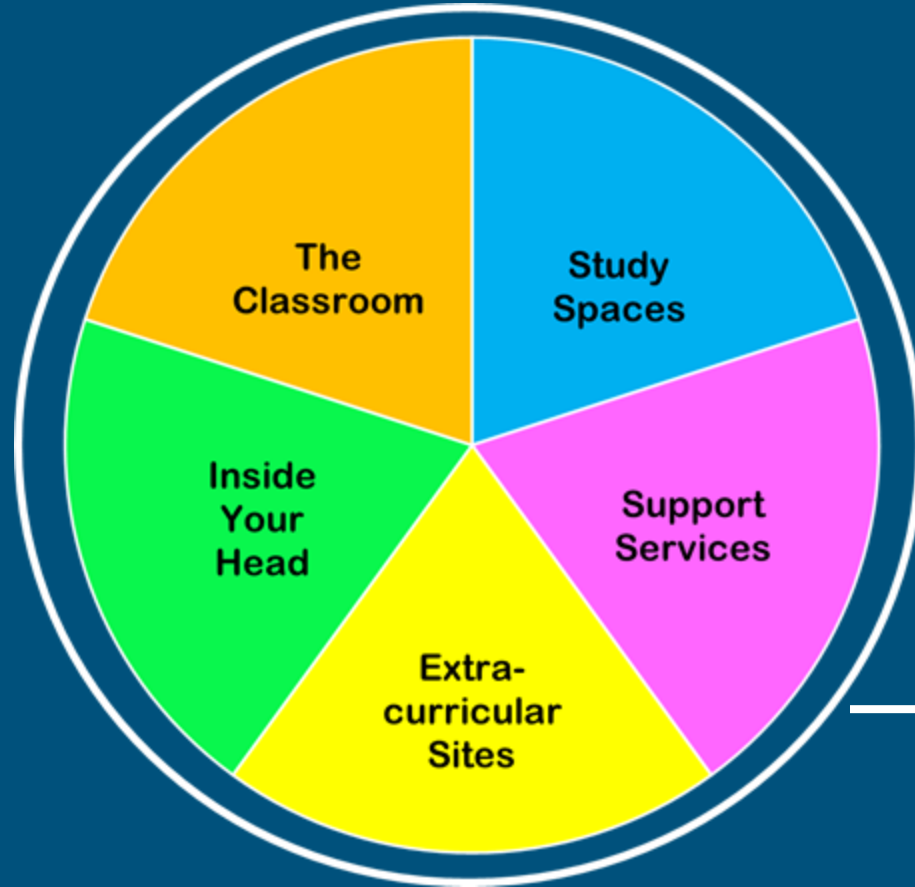
#RiseandGrind



**Where does
college happen?**

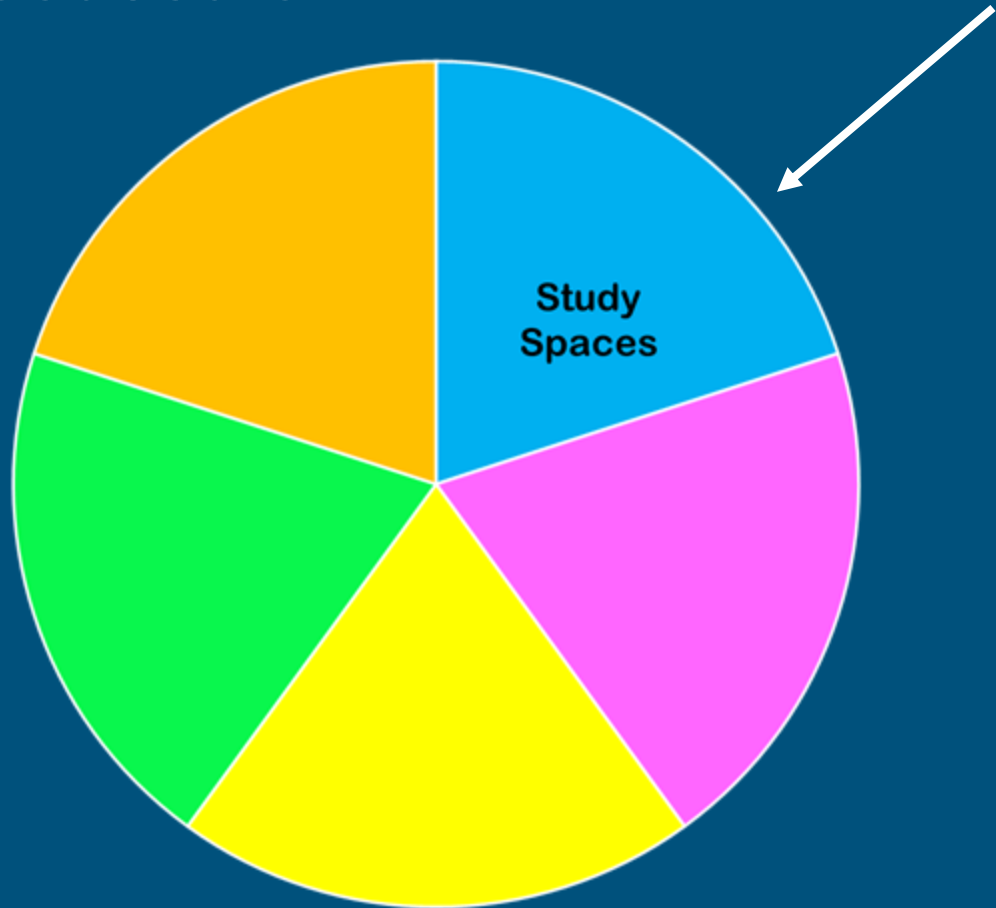


College happens in lots of places



These are all necessary parts of college!

Now we are focused on...



**Increased
Personal
Responsibility**

=

**Taking Control of
Your Own Learning**



Learning Spaces: Where do I learn?

Questions...

- **Do I like to study alone or with others?**
- **Do I like to have background noise? (voices? music?)**
- **What kind of chair is most comfortable?**
- **What do I like to have around me?**
- **Can I benefit from changing or adjusting my current study habits?**

Working Remotely

- **In your home**
- **In your own space**
- **In your personal classroom**
- **In a suitable place in your neighborhood (library, coffee shop, park, or a different CUNY campus)**



Which student is an engaged learner?

Create Your Own Workspace at Home

- **Limit distractions and unwanted noise**
- **Set up computer/tablet on a desk or table, not your lap**
- **Sit in a chair, rather than a couch or bed**
- **Have a notebook and pens/pencils nearby**
- **Make sure there is plenty of light**
- **Hang a calendar or weekly schedule**
- **Post a To Do list**
- **Post pictures, images, and/or motivational quotes**
- **Add a plant for increased oxygen**

On City Tech Campus

- **In the classroom**
- **In the lab**
- **In the library**
- **In the computer lab**
- **In other spaces**

**How will you find a place on campus to study that works for you?
A place to hang out?**

Find Your Own Workspace on Campus

- **Which spaces have the optimal amount of quiet or noise for you?**
- **Alone or with friends/classmates?**
 - **Separating "study time" from "friend time"**
- **Find a place where you can work in a comfortable position**
- **Carry your supplies with you**
- **Where are the places you can get help on campus when you need it?**

What other places are workspaces?

What other places are workspaces?

- **Coffee shop or restaurant**
- **Park or other outdoor area**
- **Public Library**
- **Library at a different CUNY campus**

What spaces will help you study most productively? Where can you find those spaces?

Take a few minutes to draw or diagram a study space you plan to use. What will be the best layout for this space? What will this space include?

When do I learn?

A Typical FY College Schedule

Time	Monday Sep 27	Tuesday Sep 28	Wednesday Sep 29	Thursday Sep 30	Friday Oct 1	Saturday Oct 2
8:00AM						
9:00AM						
10:00AM		PHYS 1433 - OL56 Lecture 10:00AM - 11:40AM Off Campus - On Line 01		PHYS 1433 - OL56 Lecture 10:00AM - 11:40AM Off Campus - On Line 01		
11:00AM						
12:00PM		PHYS 1433 - OL95 Laboratory 12:00PM - 1:40PM Off Campus - On Line 01	ECON 2505ID - OL70 Lecture 11:30AM - 2:00PM Off Campus - On Line 01			
1:00PM						
2:00PM		ENG 1101 - OL42 Lecture 2:15PM - 3:55PM Off Campus - On Line 01		ENG 1101 - OL42 Lecture 2:15PM - 3:55PM Off Campus - On Line 01		
3:00PM						
4:00PM						
5:00PM						
6:00PM		PSY 1101 - OL73 Lecture 6:00PM - 8:30PM Off Campus - On Line 01				
7:00PM						
8:00PM						
9:00PM						

What does this schedule look like compared to your HS schedule?

What assumptions might you make based on those differences?

**Do you really have
all that free time
now??**

**One of the hardest parts of
college is **BALANCING**
everything—your courses,
your assignments, and your
personal life.**

Question

**How many hours will you spend
in class and doing work for class in
one semester?**

Answer:

Over 600 hours!

That's a lot of hours!

Let's break it down week by week.

The Breakdown

- **15 credits each semester**
- **many classes are 3 credits**
- **often, 15 credits means 5 courses (but not always)**
- **1 credit = approximately 1 hour in class each week**

15 credits = roughly 15 hours in class each week

for each hour in class, budget 2 hours for homework and studying

15 credits = roughly 30 hours of work outside of class each week

so when taking 15 credits, you should expect to spend about 45 hours each week just on school

Math Time!

(But don't worry, you can use
your calculator for this.)

How many hours a week do you
spend doing...

Empty Schedule

What times of the day are the best times for you to study? What can you do to make sure you're available during those times? What can you do to ensure you can be actively engaged and attentive during these times?

Take time to fill out your weekly schedule. How will you fill each hour?
Don't forget to include:

- Commute time
- Time for eating
- Time for rest and self care
- Time to sleep!

How do I learn?

How do you learn something new?

How do you practice a new skill?

**What are the best practices and habits
to help you learn?**

**How can you take charge
of your own learning?**

Take time to discuss these questions as a class or in small groups.

What is my Learning Plan?

Based on all you have learned today,
take time to write down **three practices
or habits** you will incorporate into your
study routine.

Why did you choose them? Why do you
think they will help you?

**To get a better handle on your
study needs, answer the
Learning Plan Questions
in your course packet!**

[PDF of Questionnaire](#)

BE OPEN TO LEARNING HOW TO LEARN


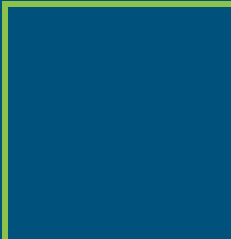
The definition of futility is doing the same thing over and over, but expecting different results.

Successful learners adjust their practices to improve their outcomes.

**Remember,
understanding material
vs memorizing are two different
things!**

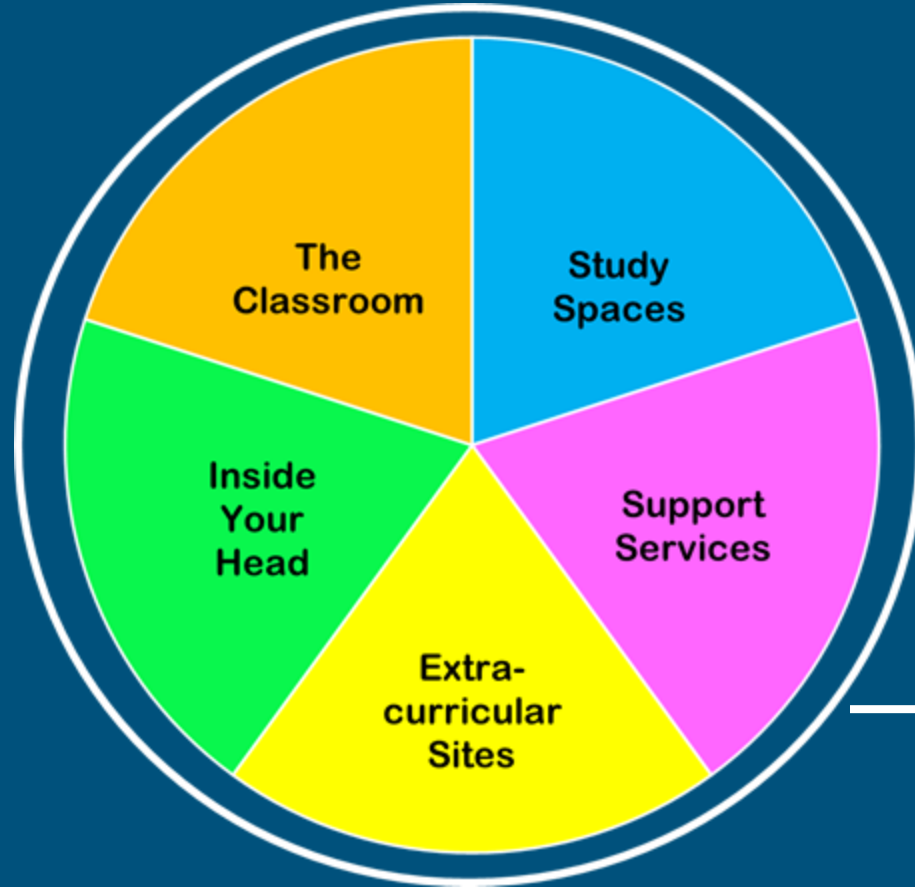
Part B: Get Your Head in the Game

Mindset



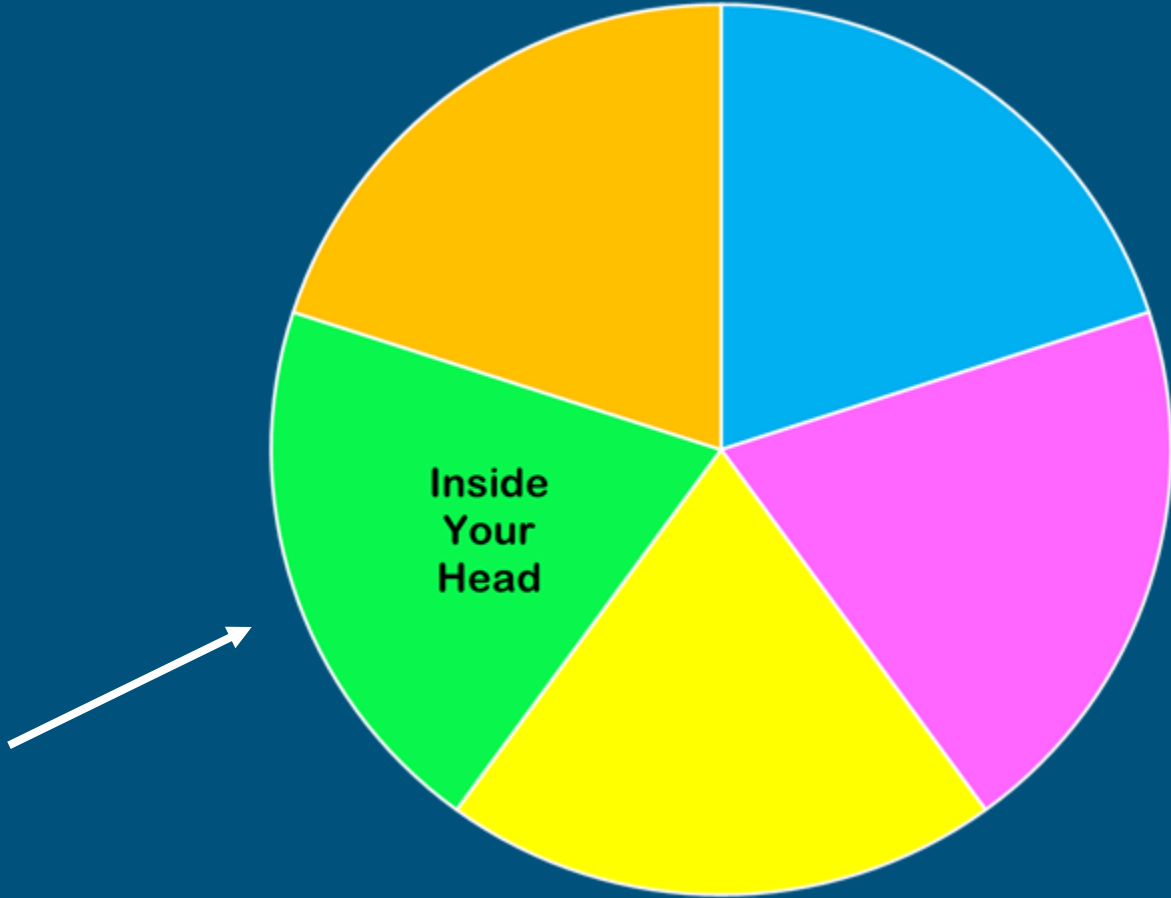
Where does college happen?

College happens in lots of places



These are all necessary parts of college!

Now we are focused on...



A scenic background image of a coastline with mountains and the ocean. The image is in grayscale, showing a rugged coastline with waves crashing against the shore in the foreground. In the background, there are layers of mountains or hills, creating a sense of depth. The sky is bright and hazy. The overall mood is serene and contemplative.

All things are difficult
before they are easy.

Thomas Fuller

Growth Mindset

Have you ever said any of these things?

“I’m just not good at math.”

“Writing papers just isn’t my thing.”

“Some people have a talent for languages.”

“People are who they are; they can’t really change.”

Here are some explanations of mindset:

Video option 1



Video option 2



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

[Article](#) on Mindset

Do you want to know more about creating a growth mindset? Here are more resources:

[Mindset](#), Talks at Google

[Assess](#) your Mindset (alternate quiz—requires registration)

A [Summary](#) of Growth and Fixed Mindset

Characteristics of a Fixed Mindset

- **Believes intelligence and talent are fixed**
- **Believes effort is fruitless**
- **Believes failures define who they are**
- **Hides flaws**
- **Avoids challenges**
- **Ignores feedback**
- **Views feedback as personal criticism**
- **Feels threatened by other's success**

Characteristics of a Growth Mindset

- **Believes intelligence and talents can be developed**
- **Believes effort is the path to mastery**
- **Believes mistakes are part of learning**
- **Views failure as an opportunity**
- **Believes failures are temporary**
- **Embraces challenges**
- **Welcomes feedback**
- **Views other's success as inspirational**

Habits of **Fixed Mindset** College Students

What kinds of habits and practices do **Fixed** Mindset students have?

Fixed Mindset Behaviors:

- **Resistance**
- **Procrastination**

Resistance:

- Pushing back
- Refusing to engage or care about learning
- Seeing anything challenging or hard to understand as “dumb” or “pointless.”
- **You do your work, but in a “mechanical” way—you follow directions and get the work done as quickly as possible, without caring about what you learn. Things that require intense effort or thought irritate you.**

Procrastination

- **Voluntarily delaying a task or act unnecessarily and seemingly “irrationally,” even though this delay brings negative consequences**
- **Often accompanied by negative feelings and possibly emotional dysregulation**

**What are some causes of
procrastination?**

Which of these causes of procrastination are related to having a **fixed** mindset?

- Anxiety/anxious feelings
- Ego-identity protection
- Fatigue/Burnout
- Lack of motivation
- Low self-esteem
- Pessimism
- “Self-sabotage”
- Time management/executive functioning issues

Which of these causes of procrastination are related to having a fixed mindset?

- Anxiety/Anxious feelings
- Ego-identity protection
- Fatigue/Burnout
- Lack of motivation*
- Low self-esteem
- Pessimism
- “Self-sabotage”
- Time management/executive functioning issues

For some tips to help you manage procrastination, visit the [Procrastination Station Site](#).

For procrastination habits that persist or are overwhelming, visit the [Counseling Center](#).

Habits of Growth Mindset College Students

What kinds of habits and practices do **Growth** Mindset students have?

Growth Mindset Behaviors:

- **Value learning as a process**
- **Focus on *building skills***
- **Work with patience and engagement**
- **Ask for what you need**
- **Care for yourself**
- **Realizing that college expectations are different than high school!**

Building Skills (with Patience)

Skill-Building Activity: Understanding the Learning Beneath the Assignment

Identify a group scribe and a speaker.

1. Read the assignment prompt on the next slide. This is a typical assignment that a first year student might see.
1. As you read, try to identify the tasks that the assignment is asking you to accomplish. What does the assignment want you to do?
1. Next, look at the list of skills that is provided.
1. What SKILLS will you need to accomplish the tasks in the assignment?

When we come back together as a full group, we will compare our results

SAMPLE PROMPT

UNIT 1: EDUCATION NARRATIVE

Now that we have read and thought about several different education narrative essays, it is time for you to create an education narrative of your own. In the education narratives we read, the writers discuss educational journeys and use their experiences as a way to draw conclusions about themselves, about education, or about the world in general. You will do the same! You may write about a single event in your educational life that transformed you or changed your way of thinking, or you may write about a series of events that all tie together to make a single point. In writing about your education, you want your reader to understand your interpretation of the events you describe and agree with your overall point (thesis).

Use the readings you have done as models to help you with this task. You may choose to use elements of several different pieces, or you may choose to use one of the pieces as a “mentor text” to help you structure your own work.

Your essay should do or have the following things:

- Describe your own personal education experiences (a kind of “personal essay”) and be written in the first person (I/me pronouns)
- Describe a single event/experience OR a series of different *connected* events/experiences
- Be thoughtful—analyze your situation and its effect on you
- Use specific details and precise language to convey the events and your feelings to the reader
- Information should be divided into distinct, organized paragraphs
- Should have a point of view and make an overall point about the events you describe and why they are significant
- Should be approximately three pages or ~1000 words long

Questions for Discussion:

What did the assignment ask you to do?

What skills do you think you need to complete the assignment?

What was most challenging about reading the prompt and the list of skills?

Of the skills we discussed, which ones do you think you already have mastery of? Which ones have you partly mastered? Which ones do you still have to learn?

If you try to do the assignment without having mastery of all of those skills, what do you think will happen?

Why might a teacher give an assignment knowing that students might not yet have mastery of the skills needed to complete it?

How long do you think it might take to get full mastery of all of those skills? What can you do to have patience with yourself while you learn them?

How can having a **Growth Mindset** help you as you build skills?

Optional Small Group Discussion: Growth Mindset Habits of Successful College Students

Review the [“Track your Learning Process” checklist](#).

1. Share which of the practices you did not know successful college students used.
2. Which of the practices seem most consistent with Growth Mindset behavior? How can having a Growth Mindset help you do some of these tasks?
3. Which tasks would you like to incorporate into your own study routine?

When you return to the larger group, the speaker from your small group will summarize your discussion

What Questions Do you Have?

Now that we are halfway through our workshop, take a moment to think about things you would still like to know.

Please write down three questions that you would like answered, and give them to your professor.

They will answer your questions over the next few sessions.

Before Session 3...

Complete Reflection on OpenLab by replying to Reflection #2 Post.

Read the following quote by Dr. Pamela Brown, Provost and Vice President for Academic Affairs:

“Learning is a source of hope for a better future. It requires hard work and sacrifice which can be even more difficult in challenging times. Your time in college is also your opportunity to connect with others, lift your spirit, enrich your life, and develop the skills and knowledge to make a difference in your community.”

Choose a question below and write a reflection in the comment box below this post.

- **What life experiences have prepared me for college?**
- **When I have been faced with a difficult situation, what strategies did I use to find a solution?**
- **How will I create positive academic habits for myself?**

Read and comment on another student’s post. These are your classmates, encourage them to work towards their goals.

Recap

Part A

- ★ Where College Happens, Pt. 2
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- ★ How We Learn
- ★ Your Study/Learning Plan

Part B

- ★ Where College Happens, Pt. 3
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SESSION TWO: IS THROUGH!

See you tomorrow for
SESSION THREE!
Thanks!

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Tuesday, July 30th, 2024
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