

CATL Presents: Evidence-Based Practices Using Growth Mindset, Trauma-Informed, and Inclusive Teaching

In Spring 2022 we had talks from three nationally recognized speakers on the following topics: inclusive teaching, promoting growth mindset, and trauma-informed education. Here are the descriptions of and links to the talks.

- **Growth Mindset:** As [Dr. Angie Bauer argued](#), we promote learning and resilience and reduce equity gaps when instructors and students embrace the idea that abilities can be changed and developed ([Yeager & Dweck, 2020](#))
- **Inclusive Teaching:** Dr. Addy’s IDI keynote shared more about inclusive teaching as “being responsive to the diversity our class and designing learning environments that include all of our students” ([Addy, 2021](#))
- **Trauma-Informed Education:** [Dr. Mays Imad](#) asserted that learning is promoted through class environments characterized by security or predictability, transparent communication, peer support, shared decisions, promoting student strengths, recognizing diversity and identity, and a sense of purpose ([Imad, 2020](#))

Applying all three approaches to your work may seem daunting, but there are common, evidence-based teaching strategies that achieve all at once. We list them below, along with how they “fit” each category and linked resources.

<i>Strategy</i>	<i>Growth-Mindset</i>	<i>Inclusive</i>	<i>Trauma-Informed</i>	<i>Tools & Ideas</i>
Pre-Semester or Early in the Semester				
Use positive, student-centered syllabus language	Reinforces ability to achieve and recover from mistakes	Sets transparent, high, achievable goals for all	Provides for security and communication transparency	Learning-focused syll. Syllabus challenge Cruelty-free syllabi Liquid Syllabus
Gather info to learn about students & build rapport	Gives instructor background/context to promote growth	Values the multiple identities of each student as a person	Recognizes diversity and identity; promotes security	Who’s in Class? Survey Getting to Know... Building Rapport
Align learning outcomes with what you teach & assess	Provides outcomes clearly; students can self-assess growth	Sets transparent goals for all and links assessment to them	Promotes security with transparent communication	Write Course Objectives Alignment Assessment
Discuss growth mindset/its impacts with students	Teaches what growth mindset is and its benefits	Minimizes imposter syndrome and/or stereotype threat	Promotes student strengths and makes mistakes “safe”	MIT & Mindset Mindset Assessments Teacher Mindset Impact
During the Semester				
Publish rubrics in advance & use them for grading	Reinforces growth is possible with very specific feedback	Uses transparent, standard criteria and increases equity	Provides security and transparency via clear standards	Video on rubrics Rubric basics Rubrics in Canvas
Use active & problem-based learning	Provides chance for self-assessment and learning from errors	Fosters inclusion if assign groups and use collaboration	Promotes peer support and sense of purpose in learning	Active Learning (AL) AL Strategies Problem-Based Learning PBL Exercises
Collect & respond to exam wrapper or mid-term feedback	Models growth mindset as you show openness to change.	Respects all student voices and promotes reflection	Promotes reflection on strengths and shared decisions	Exam Wrappers Midsemester Feedback
Use multiple methods of assessment	Gives students many ways or chances to show strengths	Honors different ways of knowing and demonstrating it	Recognizes diversity and may involve shared decisions	Assessment Strategies Assessment Design Assessment Basics/Types Cult. Respons. Assess.
Late in Semester or Post-Semester				
Consider authentic assessments vs. “final exams”	Asks students to “do” the subject and show growth	Situates assessment in real world context and issues	Reinforces sense of purpose in learning	Authentic Assessment Online Auth. Assessment Create Auth. Assessment
Collect & reflect upon student feedback	Allows students to reflect on learning process and growth	Respects all student voices and promotes reflection	Emphasizes shared decisions and open communication	Make Sense of Feedback Use of Evaluation Data UWGB Evaluations