Beyond Growth Mindset

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Learning Outcomes:

1. Gain an understanding of mindset theory, including both growth and fixed mindsets.
2. Learn how to influence student mindsets in both classroom and co-curricular settings.
   • Gain ideas for how to operationalize time, effort, practice and strategy use across disciplines and co-curricular settings.
   • Gain ideas for how to use existing campus resources and services to support cultivation of time, effort, practice and strategy use amongst students.

What are Mindsets?

• A mental attitude that determines how you will interpret and respond to

Two Mindsets

Growth vs. Fixed Mindsets

How can you tell?

Growth mindsets are indicated by the belief that capabilities and traits can be improved:

1. Over time
2. Practice
3. Effort
4. Strategy Use

But stop! These are all outcomes!

The Field of Play Analogy:

Fair Zone:
Things I’m allowed to do and that my coach will help me with.

Foul Zone:
Things I’m not allowed to do and things that will get me kicked out of the game.
For the academically at-risk student, the classroom has been a place that has been inherently un-safe.

But who’s belief?

So, what do these things mean to them?

And is telling them to do those things actually undermining?

Self-Efficacy (Bandura 1997)

An optimistic belief in capability or chances of successfully accomplishing a task with a positive outcome.

Self-Efficacy Beliefs are derived from 4 sources:

1. Mastery Experiences
2. Vicarious Experiences
3. Verbal Persuasion
4. Emotional & Psychological States

The classroom as the field of play:

Closing:

• Final Challenges!
• Questions?
• Follow-up?

Discussion Challenge #1:

1. For the outcome you drew, what does time, practice, effort and strategy use look like?
2. What resources to you have on your campus to assist students?

Hope (C.R. Snyder 2003)
Discussion Challenge #2:

1. Groups yourselves into faculty and student affairs/resident life groups.
2. Identify an outcome you would like students to develop. For the outcome you drew, what does time, practice, effort and strategy use look like?
3. What resources to you have on your campus to assist students?

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description of Pathway:</th>
<th>Campus Resources that address pathway:</th>
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<tbody>
<tr>
<td>Time</td>
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Beyond Growth Mindset
Discussion Activities

Discussion Challenge #1:

1. *For the outcome you drew, what does time, practice, effort and strategy use look like?*

2. *What resources do you have on your campus to assist students?*

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<tr>
<td>Time</td>
<td><img src="image" alt="Clock" /></td>
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<td>Practice</td>
<td><img src="image" alt="Practice Makes Perfect" /></td>
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<td>Effort</td>
<td><img src="image" alt="Weightlifting" /></td>
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<tr>
<td>Strategy</td>
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**Discussion Challenge #2:**

1. *Group yourselves into faculty and student affairs/resident life groups.*

2. *Identify an outcome you would like students to develop. For the outcome you drew, what does time, practice, effort and strategy use look like?*

3. *What resources do you have on your campus to assist students?*

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<td>Strategy</td>
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<tr>
<td>Keeping communal bathrooms clean.</td>
<td>Arriving to class on time.</td>
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<tr>
<td>Observing quiet hours.</td>
<td>Participating in class discussions.</td>
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<tr>
<td>Reading textbooks.</td>
<td>Texting during class.</td>
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<tr>
<td>Responding to online discussion activities.</td>
<td>Participating in student organization meetings.</td>
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<tr>
<td>Participation in SI, Tutoring, etc.</td>
<td>Biking/Skating only on designated pathways.</td>
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<tr>
<td>Not tailgating into residence halls.</td>
<td>Giving a presentation in class.</td>
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