



Mindset Matters: Applying Current Research to Advising Practices and Promoting Resilience

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Overview

- What is mindset?
- Review of the literature and current research at CWU
- In the classroom
- In advising appointments
- Choose your own growth mindset adventure
- Take the next step



“This is hard. This is fun!”

-CAROL DWECK



What is mindset?

First described by Dr. Carol Dweck, Stanford University

Implicit theory of intelligence:

- Fixed mindset: fixed trait you are born with
- Growth mindset: something that can be developed through hard work and effort



Mindset matters: ability of students to reach their potential and achieve success



Fixed and Growth Mindsets

FIXED

Intelligence is fixed

Do I look smart?

Avoid challenge

Internalize failure

Exert little effort

Give up easily in the face of obstacles

Ignore constructive criticism

Plateau early



GROWTH

Intelligence can be developed

Am I learning?

Embrace challenge

Demonstrate resilience in the face of failure

Work hard; effort is the path to mastery

Persist in the face of obstacles and setbacks

Learn from constructive criticism

Reach potential and achieve success





Developing a Growth Mindset

We can change and develop our mindset

We develop our mindsets largely through the feedback and praise we receive

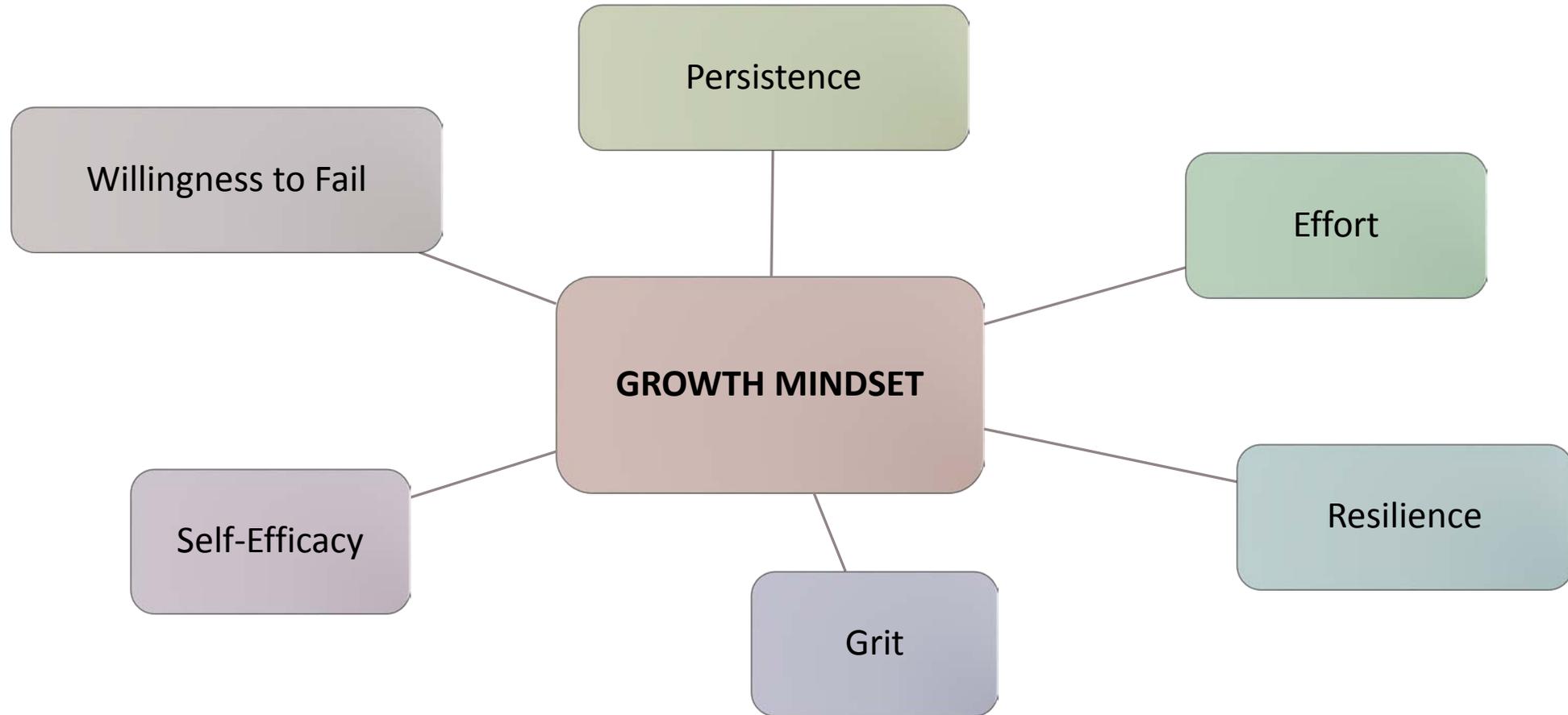
Change your own mindset

- Believe your intelligence can grow
- Learn strategies for improvement
- Listen for your fixed mindset voice
- Talk back with your growth mindset voice and take growth mindset action

Mindset Interventions

- Activities, workshops, brief lessons designed to help participants develop a growth mindset

What Matters Most in Student Success?





Students Facing Challenges

Having a growth mindset can allow students to navigate challenging situations effectively

- African American students who participated in a growth mindset intervention found the educational process more enjoyable, put higher value on education, and earned higher GPA than African American students in the control condition (Aronson, Fried, & Good, 2002)
- Community college math students were more likely to satisfactorily complete their course and earn higher grades after participating in a growth mindset and/or sense-of-purpose intervention than control participants (Paunesku, 2013)
- Academically at-risk (lower 1/3 of sample) students were more likely to graduate high school and successfully complete core requirement classes after participating in growth mindset and/or sense-of-purpose intervention than control participants (Paunesku et al., 2015)



Students in Transition

Building a growth mindset can mitigate the negative effects of school transitions

- Transition into Junior High
 - Students entering 7th grade began with downward math grade trajectories, and those that participated in a series of growth mindset lessons reversed their grade trajectory. Control participants continued the downward trajectory expected with transition to junior high (Blackwell, Trezniewski, & Dweck, 2007)
- Transition into High School
 - Students in their first year of HS who participated in growth mindset interventions earned ~.3 GPA points higher than control participants. One of the factors that led to this was a reduction of stress based on self-image. (Yeager & Dweck, 2012)



Student Success and First-Year Seminars

One initiative that institutions use to facilitate student development

- Academic challenge-seeking behavior was positively correlated with participation in a first-year seminar for undergraduate students across 48 colleges and universities (Padgett, Keup, & Pascarella, 2013)
- Students who enrolled in a first-year seminar focused on student development and transition earned significantly higher GPAs than their fellow first-year students who did not enroll, outperforming their predicted GPA (Friedman & Marsh, 2008)

CWU's Academic Advising Seminar (UNIV 101) utilizes an extended orientation framework

Current Research at CWU

- First-year students face specific challenges related to their transition to college
- Students with a growth mindset are more likely to persist through hardship
- CWU offers a first year seminar, UNIV 101, to support student achievement

Hypotheses:

- At-risk students (e.g., HSGPA, Pell Eligibility, demographics, late admit, etc.) whose UNIV 101 section included a growth mindset course component will earn higher Fall Quarter term GPA
- These students will also be more likely to enroll in Winter quarter if their UNIV 101 section included a growth mindset course component

Data analysis is in progress – please contact me if you are interested in learning more!

Growth Mindset in the Classroom

WHAT IF...

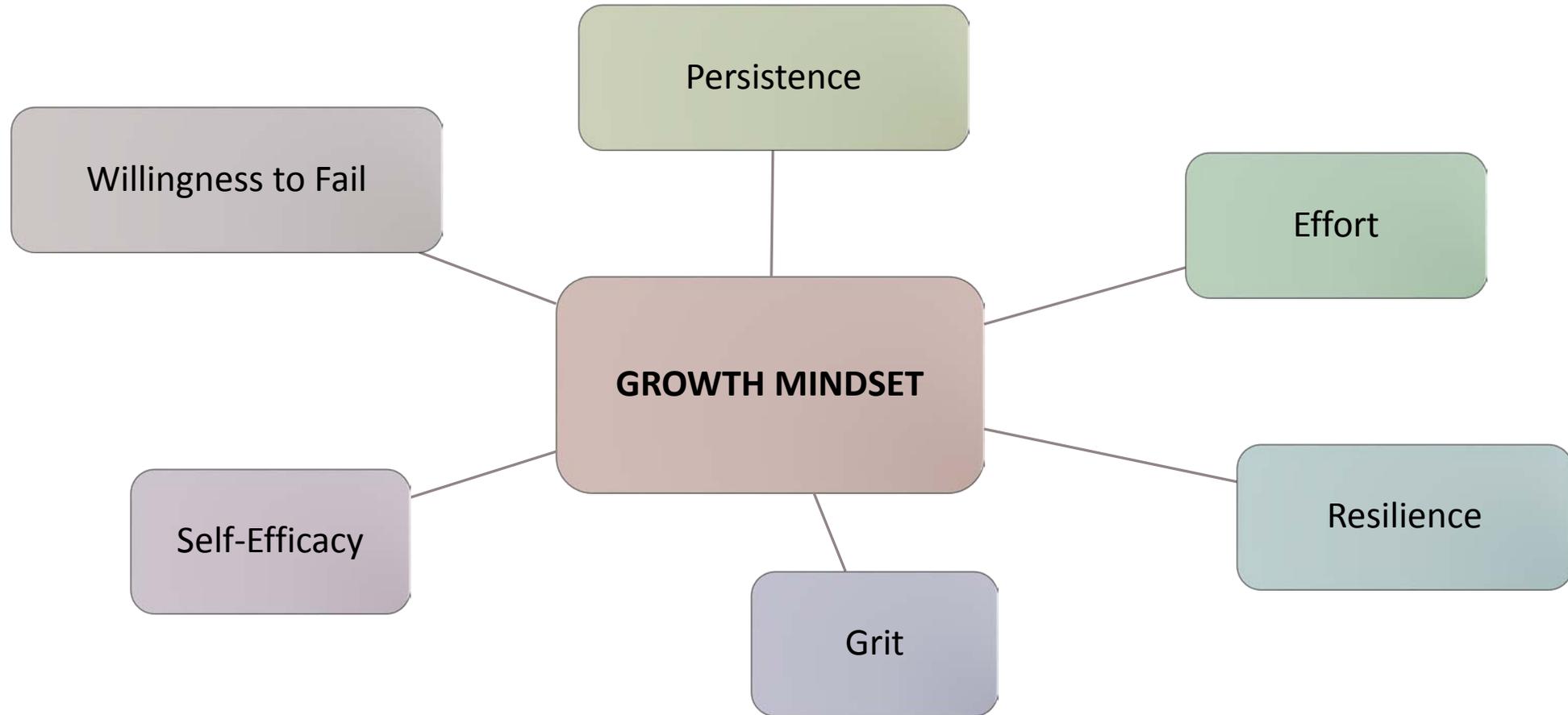
You do not teach a seminar course

- Exciting opportunities for group advising

You teach, but “growth mindset” is not a learning outcome

- Think outside your learning outcomes
 - “... importance of taking ownership of one’s education.”
 - “Explain CWU’s general education requirements...”

What Matters Most in Student Success?



Living a Proactive Life

Heather McPhie

- Olympic freestyle moguls skier

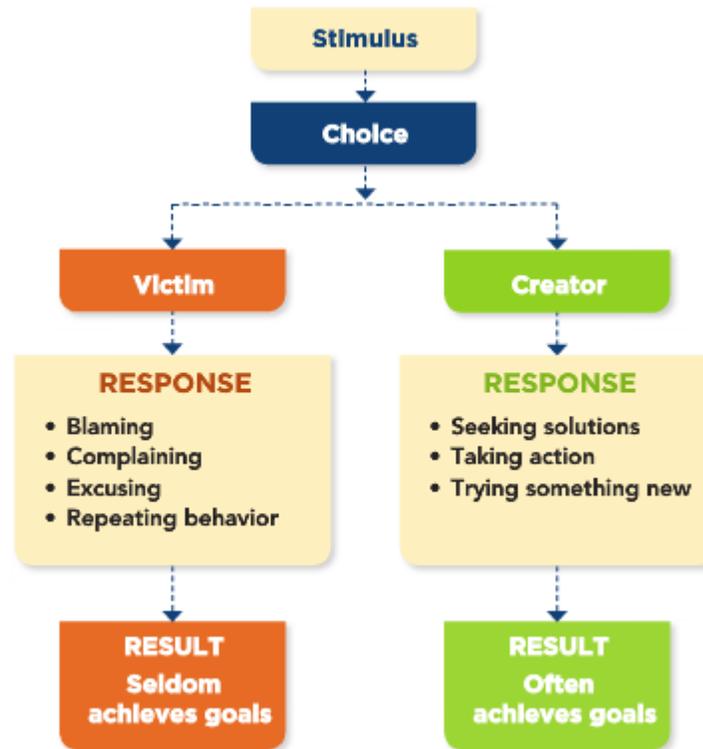
Twice daily journal

- Morning: Daily Objective + Three things to accomplish
- Evening: One thing to improve + Three things that went well

“I like to live in the moment” vs “I am in control of my future”

Creator Language

“Write a short paragraph about the worst class you ever had...”



Practice translating victim language into creator language:

Example: *“I’ll try to do better”*

VS

“To do better, I will do the following: attend class, start a study group, visit office hours...”



Failure Resume

Nature article by Melanie Stefan, a lecturer in the School of Biomedical Sciences at the University of Edinburgh

“My CV does not reflect the bulk of my academic efforts — it does not mention the exams I failed, my unsuccessful PhD or fellowship applications, or the papers never accepted for publication. At conferences, I talk about the one project that worked, not about the many that failed.”

As scientists, we construct a narrative of success that renders our setbacks invisible both to ourselves and to others. Often, other scientists' careers seem to be a constant, streamlined series of triumphs. Therefore, whenever we experience an individual failure, we feel alone and dejected.”

The Scientific Approach



Note to Self

“We can do hard things, we are not chained to our current capabilities.”

“Times get hard but how will you approach it?... Never say, “you can’t,” add, “yet.”

“You must take every challenge or mistake you face and look at it as a learning lesson, and when you’re faced with a similar situation in the future you will be better equipped to deal with it!”

“The first thing I do when I have a task that I don’t understand is I look around at all the other people in the room and think to myself that all of them probably know what they are doing. And that causes me to feel bad about myself and have doubts about my own learning ability. This is something that I am personally working on improving. I need to look at it as if I don’t understand the material I have been given YET.”

- Comment from this student on his submitted assignment “I just wanted to mention that I found this video quite interesting and it made me think about my own mindset. I addressed the letter to a struggling student, but honestly it was almost basically a letter to myself.”

Academic Early Alert

Enrolled Students					
	Notify	Early Alert	Photo	ID	Name
1	<input type="checkbox"/>			[Redacted]	[Redacted]
2	<input type="checkbox"/>			[Redacted]	[Redacted]
3	<input type="checkbox"/>			[Redacted]	[Redacted]

Academic Early Alert ✕

ID [REDACTED] 03/03/2017

Attendance Student's poor attendance is impacting likelihood of success

Academic Student is earning a D or F in this course and/or is not turning in assignments

Comments (Optional)

Behavioral Student's behavior is impacting likelihood of success and/or is cause for concern

You may submit new alerts or comments through the term as often as you'd like, but you cannot edit an alert or comment once it has been submitted.

If a data entry error occurred or a student's status changes, please email Carolyn Thurston at thurstoc@cwu.edu.

First ◀ 1-16 of 16 ▶ Last		
	Level	Status Note
	Freshman	
	Freshman	
	Freshman	



Growth Mindset in Advising Appointments

Advisors are ideally situated to encourage the development of a growth mindset

- Trusted mentor or guide in transitional time
- Providing growth based feedback and a learning environment

Can promote growth mindset in 30 seconds or 30 minutes

- Assess the mindset
- Address the mindset
- Add strategies and specific plans
- Follow up and Reinforce

Level and depth of intervention depends upon

- Time and frequency of advising appointments
- Type of program and continuity of caseload

Reinforces other developmental advising theories and practices – appreciative advising, advising as coaching, strengths based advising, motivational interviewing

Growth Mindset in Advising Appointments





Attentive Listening

Growth mindset
Belief in innate ability
Effort
Excuses or Blaming
Obstacles
Challenge
Overconfidence
Constructive criticism
Failure

“Science used to come naturally to me.
I never had to read before; I just
listened to the lectures.”

“My professor gives horrible lectures!”

“I didn’t understand what was
happening in math when I was sick, so I
stopped going to class.”



Growth Mindset Interventions

Deeper Questioning

- to discover
- to draw out potential
- to get students thinking

“I suck at math”

“What makes you think you’re not good at math? How much time do you think people who get A’s in math study? Do you think they do the homework problems?”



Growth Mindset Interventions

Creating Awareness of Mindset

- 30 seconds or 30 minutes
- Neuroplasticity mini-lessons
- Ted Talks – Eduardo Briceno

“I suck at math”

“Did you know that your brain is like a muscle that gets stronger with practice? When you study you actually change the physical structure of your brain.”

Growth Mindset Interventions

Reframing

- Transferable attitudes and behaviors from areas of growth
- Negative perceptions of obstacles, challenge, and failure
- Fixed voice to growth voice

“I suck at math.”

“You might not be good at math yet, but you can be. You play the violin, right? Were you always good at it or did you have to practice? What else helped you improve?”

“I can’t do the dietetics specialization in nutrition. You have to do an internship and it’s really competitive to get one.”

“Of course you’re not ready for a dietetics internship right now, but you weren’t ready for college in 7th grade. You’re here to learn the skills you need later...”



Growth Mindset Interventions

Growth-based Encouragement

- Encouragement to persevere
- Fixed voice to growth voice – add “yet”
- Praise for progress or effort

“I suck at math”

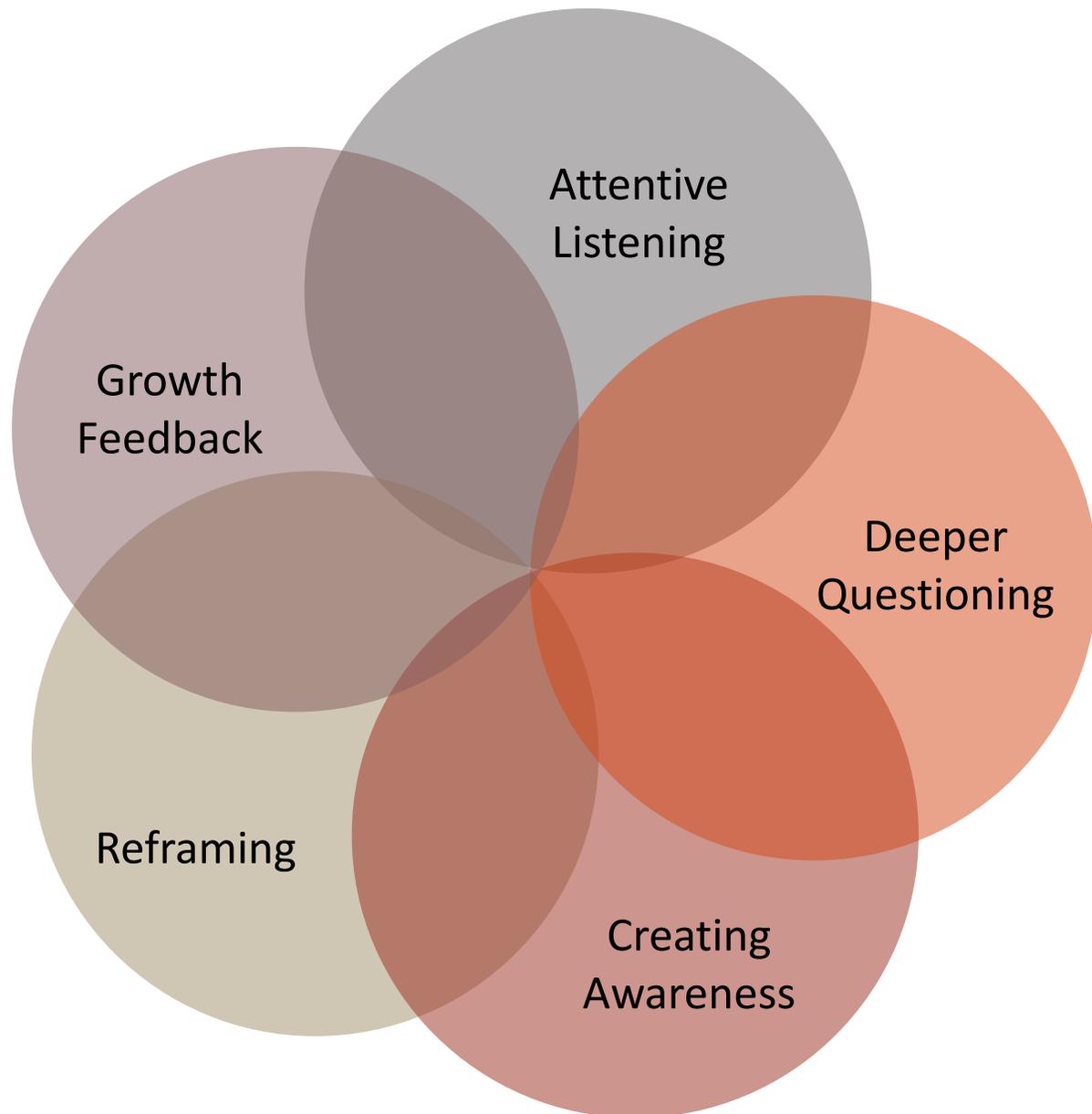
“You may not be good at math yet, but with the right study strategies and hard work, you could be”

“I got a C in chemistry!”

“That’s two letter grades better than the last time you took it – and you can progress to Chem 182 – great job! What strategies did you use this time?”



Resources for Growth Mindset Interventions



Presenters

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Mindset Works Resources

<https://www.mindsetworks.com>

- The science and the research
- Changing mindsets
- Resources for schools, parents

<https://www.mindsetworks.com/Free-Resources/>

- Growth Mindset feedback tool
- Growth Mindset framing tool
- You can grow your intelligence

Ted Talks

Eduardo Briceno: The Power of Belief – Mindset and Success

Carol Dweck: The Power of Believing that You Can Improve



Choose Your Own Mindset Adventure

Start by reviewing **BOLD** text

- Work with the people around you to discuss how to advise
- Role playing – one student; one advisor; one observer

We recommend 5-7 minutes per scenario

Take the next step

- When you return to work
- In the next quarter/semester
- With cross-campus collaboration

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