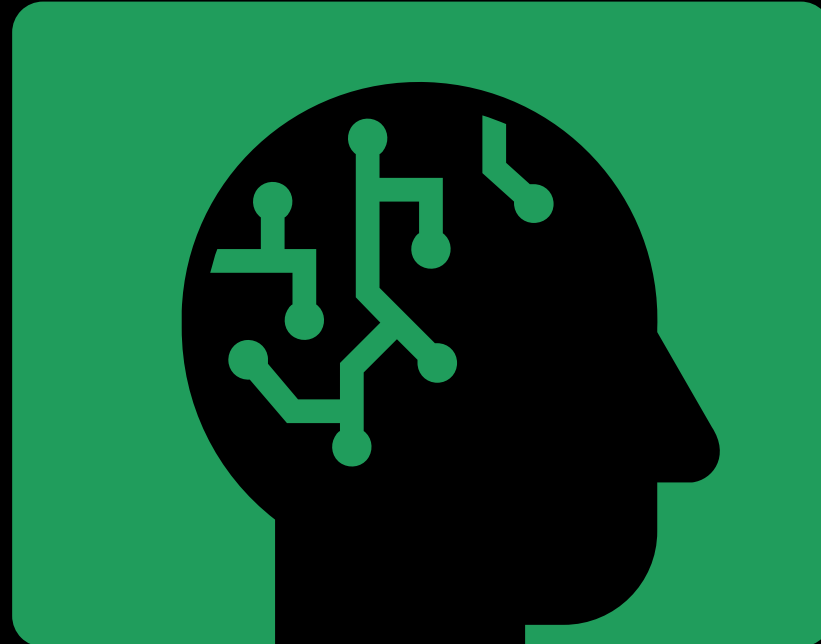
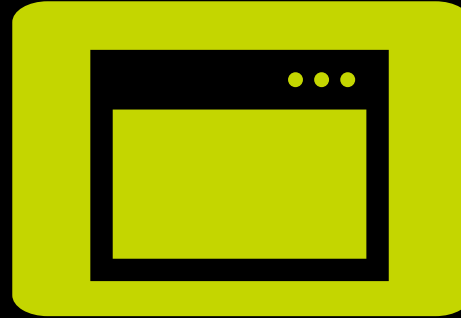
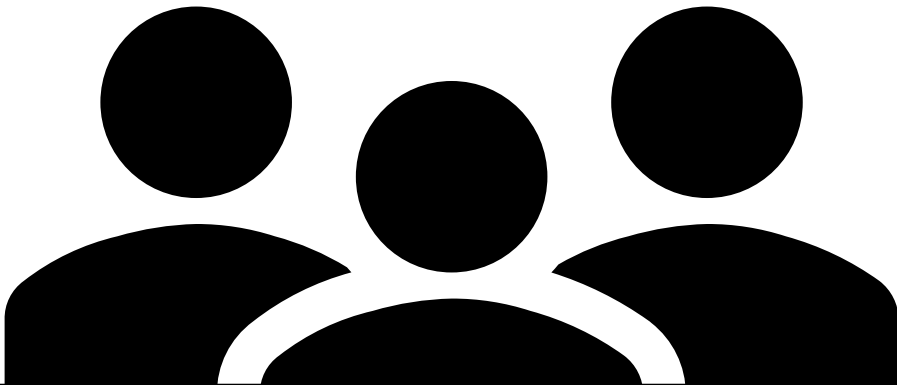


Mindset Tools

for Student Success

How do you establish high expectations with a mindset approach?



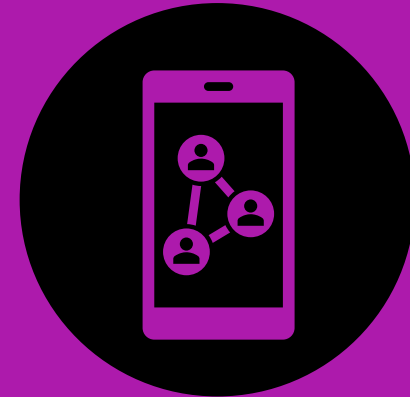
Session Goals



Consider
mindset
beliefs.



Learn 5
mindset
tips.



Explore
mindset
tools.

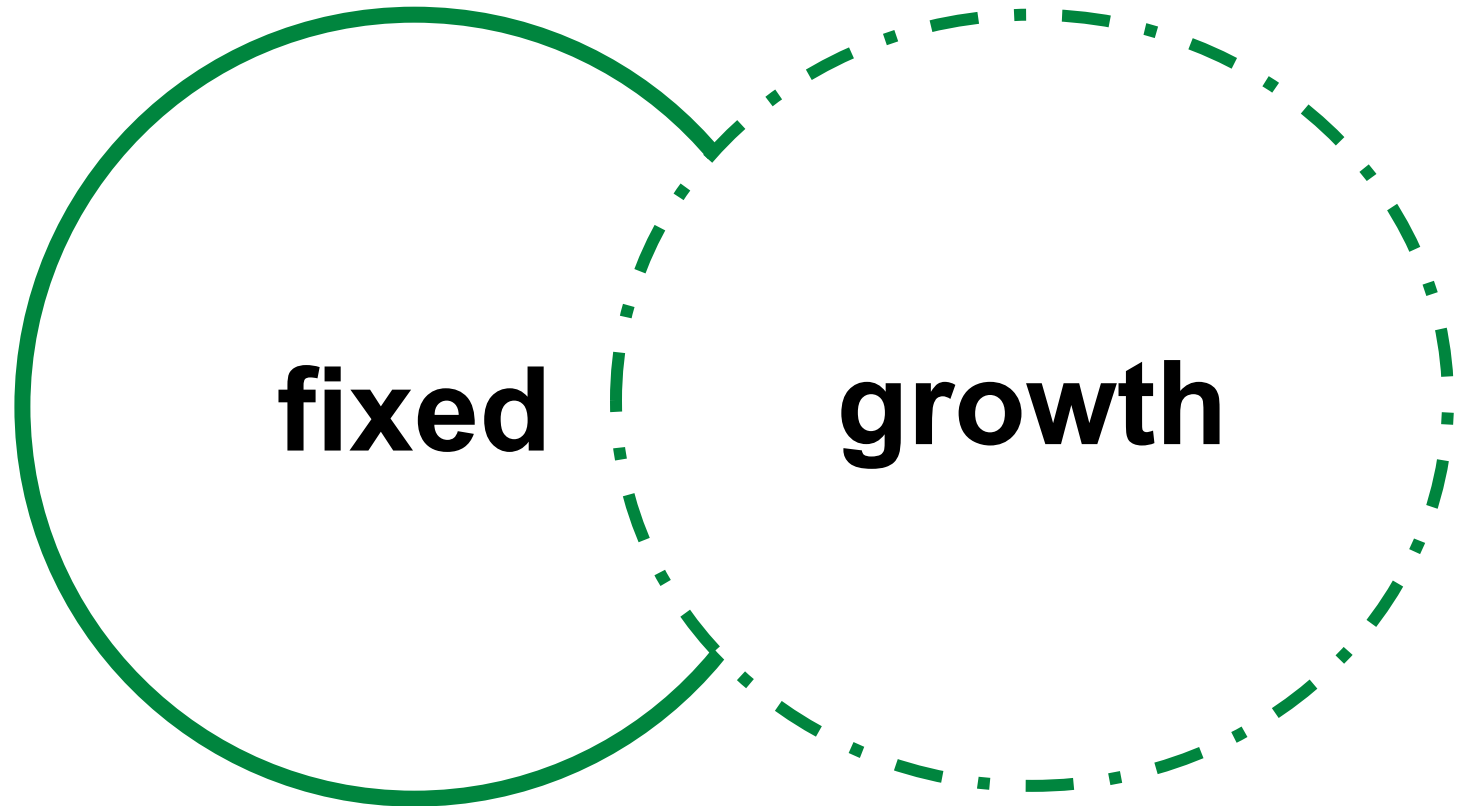
Dr. Carol Dweck

Why do some students give up in the face of failure while others thrive?



Mindset

- A mindset is a set of assumptions held by a person or a group of people



Fixed Mindset



fixed

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.”

Growth Mindset

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”



growth

Misconceptions?

Having a growth mindset means you are **always a positive thinker**.

We **shift** back and forth between mindsets.

A growth mindset **automatically** creates good outcomes.

You **can't** be successful in a fixed mindset.

A growth mindset **denies** the importance of talent.

Truth

~~Having a growth mindset means you are always a positive thinker.~~

We shift back and forth between mindsets.

~~A growth mindset automatically creates good outcomes.~~

~~You can't be successful in a fixed mindset.~~

~~A growth mindset denies the importance of talent.~~

In a fixed mindset, we . . .



Goal
=
PROVE

- hide flaws and mistakes
- feel ashamed about “failures”
- give up easily
- be unmotivated to strive for success
- avoid challenges to prevent failure
- feel threatened by the success of others
- view feedback as a personal attack
- ignore constructive criticism

In a growth mindset, we . . .

- embrace flaws and mistakes as opportunities for growth
- accept setbacks as part of the learning process
- embrace challenges and put forth effort from one step to the next
- see others' success as a source of inspiration
- view feedback as an opportunity to grow



Goal
=
IMPROVE

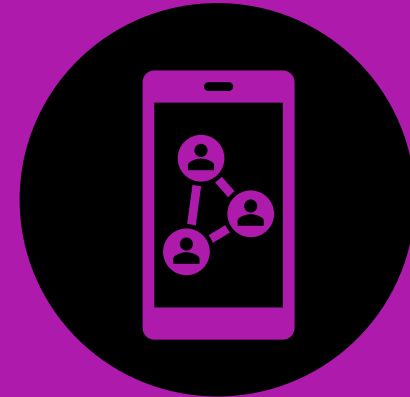
Session Goals




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A woman with long, curly brown hair and a nose ring is holding a whiteboard. She is wearing a dark green polo shirt. The background is a solid green color. The whiteboard has the text written on it in a bold, black, sans-serif font.

**What mindset messages
are you sharing
with students on
the first day of class and
throughout the course?**

Mindset Tip #5

Support your students with their learning strategies and approaches, not just the content of your class.

“This course includes challenging material. However, the tests and assignments are designed so that any student can grow their abilities if they are willing to put in the time to attend class consistently, work on assignments outside of class, use or develop good study strategies, and contact the TA or instructor when they are struggling.”

Mindset Tip #4

Remind students that the skills they are using are not innate and can be refined. Try talking about skillsets, in class or in your syllabus, with an emphasis on growth mindset.

“Although there are no college prerequisites for this course, this course builds on concepts generally covered in high school math, such as calculating means, working with fractions and decimals, and order of operations. If you are uncertain about whether you have mastered those concepts, you should contact me or a TA and we will connect you to resources that can help you learn and review the concepts, which should prepare you for this course.”

Mindset Tip #3

Praise and reinforce students for their hard work, especially if they take extra steps like coming to see you during office hours or submitting revisions to tests or papers.

“Coming to office hours demonstrates the attention and motivation you have for our course. Since you are here, can you share what things we have covered recently that might be difficult or confusing to you or your peers? I am asking to get a better sense of places where all students might benefit from a quick review or an additional resource before our next exam.”

Mindset Tip #2

Normalize the experience of mistakes and the use of resources.

“Note: In previous years, some students have told me that they had times during the course when they felt that they weren’t doing well and became uncertain about whether they belonged in this class. I advised them to hang in there, and in the meantime to access the tutoring center, put in some extra hours studying, and join a study group. A number of these students contacted me later in the year to tell me that, now that some time had passed and they had taken some positive steps, they did feel like they belonged.”

A woman with long braids and a bald eagle mascot are holding a white sign against a green background. The woman is on the left, smiling, and the eagle is on the right, wearing a green sweater and pointing. The sign contains text about mindset tips.

Mindset Tip #1

**Model a growth
mindset for your
students.**

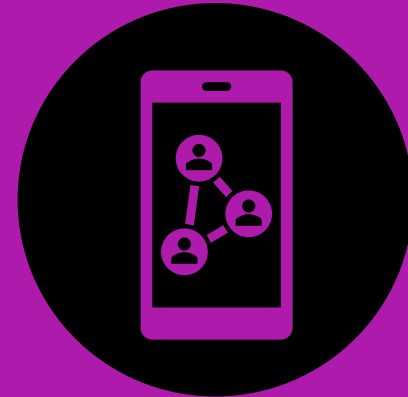
Session Goals



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Faculty Focus



best practices,
professional
development,
research, mindset
assessments, and
more

UNT Syllabus Template



editable syllabus
with required
elements,
embedded mindset
language, and an
exemplar

SEP Syllabus Module



practical tips for
developing and
reviewing syllabi to
create a sense of
belonging, care, and
mindset

Student Retention



ideas for promoting
student equity,
belonging, and
growth - including
student resources to
share



Acknowledge that it's common to be challenged by course material at some point in the term and that it is an important part of the learning process.



Communicate that the intent of course materials and assignments is to help students continue to grow their skills and abilities.



Normalize the use of academic resources, reflecting on feedback, and seeking help when needed as learning strategies that are key to success.



Provide specific feedback and access to resources that allow students the opportunity to enact successful learning strategies.

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Division of Planning
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