

# Mindset @ AU

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# 4<sup>to</sup> finish

Engage | Pathways | Purposeful Choices | Mindset



# Mindset goal: Include everyone!



Faculty



Student



staff

# Mindset for all!



- Students
  - Orientation (introduction)
  - USG Getting to Know You Survey (assessment)
  - Integrated INQR1000 Design Your Life (classwork)
  - Academic Success workshops (ASC and WC}



- Faculty
  - Faculty development workshops
  - Humanizing Instruction summer course
  - Humanizing Instruction Learning Community



- *Staff (in development)*
  - *Online introduction to topic*
  - *On-site workshops with unit application*



# Mindset workshop for faculty

A quick share of the presentation we developed for faculty

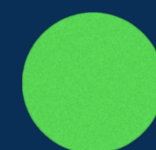


# Faculty development workshop:

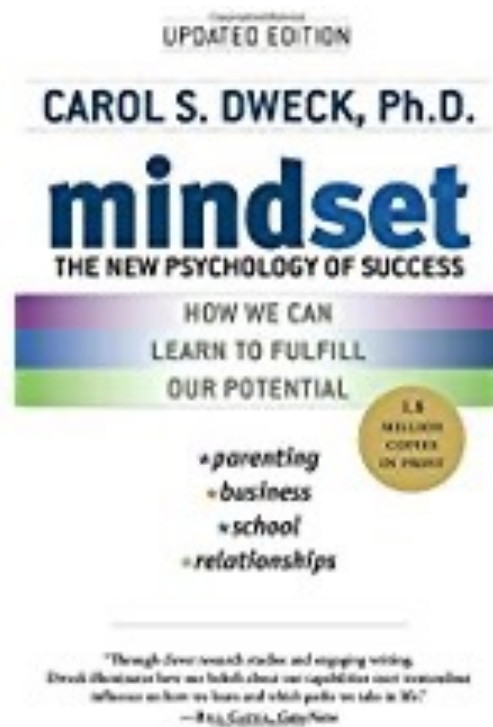
## Session goals



- Strengthen our shared understandings on the concept of mindset and why it is part of the higher education lexicon.
- Review the USG Momentum Approach and discuss the freshman mindset survey data.
- Discuss and explore how we can influence mindset in the classroom.



# Carol Dweck and Mindset

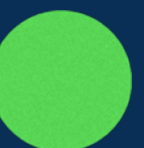


People who believe they can develop their abilities and skills with hard work, good strategies, and critical feedback, have a growth mindset.

Those with a fixed mindset tend to believe ability is an innate gift, you have it or you don't, so avoid trying.

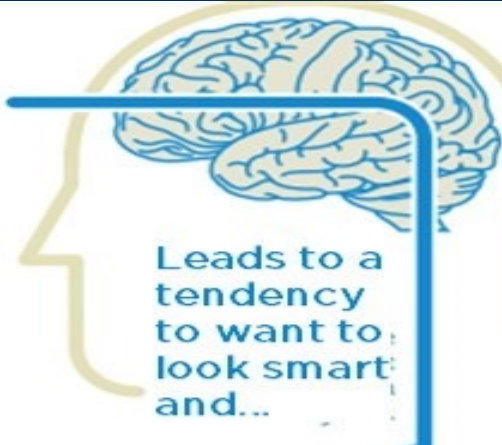
TEST  
YOURSELF!

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47, 302–314.



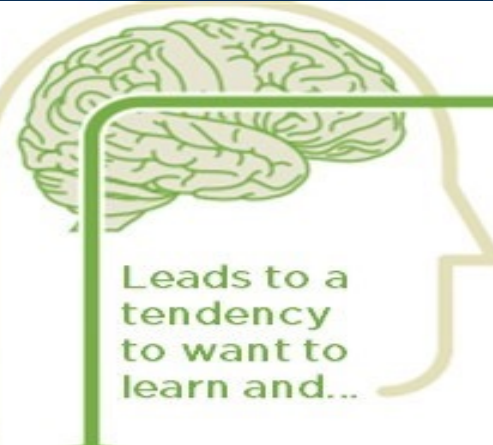


**Fixed Mind-set**  
Intelligence is static



Leads to a tendency to want to look smart and...

**Growth Mind-set**  
Intelligence can be developed



Leads to a tendency to want to learn and...

**CHALLENGES**

Avoid challenges



Embrace challenges

**OBSTACLES**

Give up easily



Persist in the face of setbacks

**EFFORT**

See effort as fruitless or worse



See effort as the path to mastery

**CRITICISM**

Ignore useful negative feedback



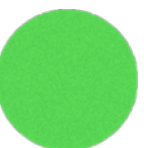
Learn from criticism

**SUCCESS OF OTHERS**

Feel threatened



Find lessons and inspiration in the success of others



# Why is mindset so popular in higher education now?

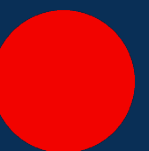
## Graduation rates and equity gaps.

National Center Education Statistics and USG data, 2019  
graduation rate for 2013 cohort, 6 years.

- National public institutions = 58%
  - Asian = 74%; White/EA = 63%;  
Hispanic/Latino = 53%; Black/AA = 40%
- GA = 46%
- AU = 40%
  - Asian = 52% (71%); White/EA = 39% (51%);  
Hispanic/Latino = 22% (33%); Black/AA = 42%(48%)
- Diverse classrooms in terms of high school preparation

*“A vitally important question facing higher education has been how to promote successful learning in students who many not have particularly good preparation for college”*

[Hoyert et al, 2019](#)



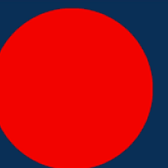
# Mindset in the university classroom

1. Research indicates that most instructors report that they have a growth mindset and mindset can influence student learning (i.e. Richardson et al, 2020)

*“...if instructors believe that ability is not fixed, (i.e. that ability can grow)they are likely to also believe that their behavior can impact student outcomes...” (5)*

2. Research focused on student outcomes supports the idea that instructor mindset affects student achievement, particularly among student groups who may feel that they do not belong at university (i.e. Canning et al, 2019)

*“...faculty mindset beliefs are powerfully associated with URM intellectual performance – above and beyond all other faculty characteristics...” (3)*



# Momentum Approach and the USG

Evidence-based research confirms that college students are most successful when they:

- Start out their college careers by making a purposeful choice in a focus area or program
- Follow clearly sequenced program maps that include:
  - core English and math in the first year
  - nine credits in the student's academic focus area
  - earn 30 credits in their first year
- Develop with a productive academic mindset

[https://www.usg.edu/academic\\_affairs\\_and\\_policy/complete\\_college\\_georgia/momentum\\_year](https://www.usg.edu/academic_affairs_and_policy/complete_college_georgia/momentum_year)





# AU Mindset Survey 2019

	AU (pre/post)	GA Research institutes
Academic Preparedness	3.13 – 3.23	3.21 – 3.33
Belonging	4.89 - 3.69	4.74 – 3.53
Math Growth Mindset	3.85 - 3.80	3.88 - 3.71
English Growth Mindset	4.21- 4.09	4.24 - 3.97
Perseverance of Effort	4.26 – 4.16	4.19 - 4.17
Perception of Faculty mindset	4.56 - 4.15	4.49 -4.12

1 = Strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree and 6 = strongly agree.  
Total N – 407. Pre-test N= 251; Post-test N= 156; completing both N = 89



# So, how does all this connect for us?



# AU faculty perspectives

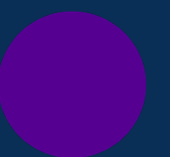


<https://augustauniversity.box.com/s/22wwq7ffb74os3rzso72cy8p8hpjteew>



**Integral Quadrants** help us think about areas of influence at the individual and class level. How can we impact student motivation and mindset?

	<b>Interior</b>	<b>Exterior</b>
Student	Motivation, feelings, thoughts, meaning, <b>mindset</b>	Observable behaviors, study skills, classroom participation, assignments, test results
Course	Class culture, shared meaning, group norms and values	Class design, course materials, classroom layout, technology





# Student interior

Motivation, feelings, thoughts,  
meaning, **mindset**

We can't go into someone's mind and tinker with their thoughts, but the ways we structure our classrooms can influence student mindset.

*“worries about belonging and potential are pernicious precisely because they arise from awareness of real social disadvantage before and during college, including biased treatment, university policies and practices that inadvertently advantage some groups of students over others, and awareness of negative stereotypes and numeric underrepresentation.”*

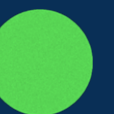
(7) [Yeager et al. 2016](#)



# Course interior

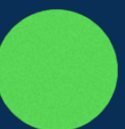
Class culture, shared meaning, group norms and values

- How do you describe your students to colleagues or family?
  - *How do you define a successful student? How do they behave in the classroom? Where do they sit and what do they do?*
  - *Conversely, how would you describe an unsuccessful student?*
- Set high, but reasonable, expectations. *For example, how much time should a student spend outside of class on assignments?*
- Do you promote group work or individual effort?
- Explain class rules and follow them.
- Language is important. Words matter.



# Messages that support a growth mindset aka “wise criticism”

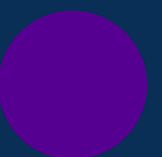
Questions to ASK students	Feedback to GIVE students
What did you learn from this class activity?	I see you are working hard to master the material. Sometimes it is spending more time but sometime you need a new strategy.
How do you feel when the coursework is challenging?	It is normal to struggle with this material, but trying new ways to learn will help you break through. The folks at the ASC can show you some new techniques that might be more effective for you.
How would you rate your effort on completing this work?	Motivational interviewing techniques (if an 8, why not a 5 – have student explain why they need to study rather than explain why not more effort.)
What did you learn from your performance on the quiz or test?	The areas that need improvement just mean you have not yet mastered them YET.



# Student exterior

Observable behaviors,  
study skills, classroom  
participation, assignments,  
test results

- Provide frequent, formative assessment and feedback, (*quizzes, ticket-out-of-the-door*)
- Include reflective exercises (*5-minute papers, muddy and clear points*)
- Promote self-testing (*build into course delivery*)
- Promote goal-setting (*give a quiz before covering material then reassess after content delivery*)

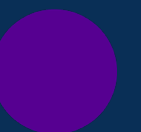




# Course exterior

Class design, course materials, classroom layout, technology

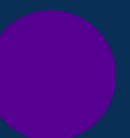
- Write your syllabus to explain both the what and the why of content that will be covered.
- Set clear expectations. *Time estimate for work.*
- Provide dates for tests and major assignments so that students can plan ahead. *Try to stick to them.*
- Demonstrate how you want students to use D2L or other online resources. *Make sure they see what you see.*
- Scaffold course material and articulate how it connects
- Start exams with easier questions then build to more complex. *(suggest Learned Helplessness research if you want to know more)*
- Essays that requires drafting and integrating revisions
- Multiple choice exam wrappers (guided self-reflection)



# National Survey of Student Engagement

## To what extent have your instructors done the following?

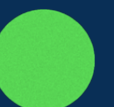
<b>Classroom (quite a bit + very much)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Clearly explained course goals and requirements	79%	82%	74%	74%	76%
Taught course sessions in an organized way	74%	76%	72%	74%	75%
Provided feedback on draft or work in progress	70%	73%	73%	71%	68%
Provided prompt and detailed feedback on tests or completed assignments	66%	65%	71%	64%	62%
First year N=	279	204	255	273	159





# Discussion

- Do you already incorporate growth mindset into your classroom? What kind of strategies are you using?
- What would you like to do differently next term?
- What challenges do you see with integrating this concept into the classroom?





# A Deeper Dive

- Humanizing Instruction Summer Course: Growth Mindset Module
- Faculty enrolled in a 6-week professional development course. Each week was a different topic. Week 4 focused on Growth Mindset. Prior to attending a live discussion, participants completed content housed in an online module.

# Humanizing Instruction Summer Course: Growth Mindset Module

The live discussion featured

- A growth mindset ice breaker activity that was also presented to incoming AU students (draw a narwhal)
- A narrative-driven presentation by the faculty leader (Dr. Candis Bond) about how growth mindset has influenced her approach to learning and teaching
- Small group break-out sessions focused on responding to pre-distributed discussion questions and designing growth-mindset-oriented classroom activities
- Large group concluding discussion on how faculty might modify their teaching to cultivate growth mindset in their classrooms

# Mindset content

The Growth Mindset module included 3 content components and 3 reflective writing components. The reflective writing activities were designed to function as a growth mindset activity by helping participants build on existing knowledge generate new ideas and applications.

- Reflective Writing 1: What is your current knowledge of “growth” and “fixed” mindset?
- Topic 1: Defining Growth Mindset (featured short videos and readings)
- Reflective Writing 2: Reflect on your mindset and how it influences your approach to teaching.
- Topic 2: Growth Mindset, Student Success, and Educational Equity (featured empirical research)
- Topic 3: How Do I Create a Growth Mindset Classroom? (featured educational websites, toolkits, and handouts)
- Reflective Writing 3: What will you change about your mindset and teaching? What resources will help you implement a growth mindset in your classroom?

Question or comments?  
Thank you!