



## SUPPORTING STUDENTS IN THE SEVENTH YEAR:

### *How to Build a Flexible Mindset in Freshmen*

#### PRESENTERS:

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#### OBJECTIVES:

- Identify a student who believes their ability is based on talent
- Create messages to help students believe they can grow from effort
- Explore the use of technology-mediated media to reach students enrolled in any college/university



#### TOOLS TO MOVE STUDENTS TOWARD GROWTH MINDSETS:

1. Listen to students speak:

##### **Fixed =**

“The main thing I want when I do my school work is to show how good I am at it.”

“I would spend less time on this assignment from now on.”

“I would try not to take this subject ever again.”

“I guess I’m not good at this.”

“I’m not an X person”

##### **Growth =**

“It’s much more important for me to learn things in my classes than it is to get the best grades.”

“I would work harder in this class from now on.”

“I would spend more time studying for the tests.”

“I need to work harder and find some help.”

“I’m a work in progress.”



**2. Build a Response Repertoire:**

- “Let’s do something hard that we can learn from, not something easy and boring.”
- “Did you have a good struggle?”
- “That was a lot of hard work. Can you imagine the way your brain grew with all that work?”
- “Did you feel like you made any interesting/terrific mistakes?”
- “That was hard and it didn’t stop you.”
- “Wow, you chose a difficult path. You are going to learn and benefit from that.”
- “You did that so quickly and easily. Let’s make a better use of our time. Let’s step it up a notch so you can also grow in the process.”

**3. Shift Students’ Mindsets toward Growth**

**a.** Tell your story.

**b.** Emphasize important parts of the student’s story:

- “Tell me about a time when you got better at a skill, even though you were not very good at it in the beginning. “
- Collect examples and be ready to give them.

**c.** Use metaphors:

- “The mind is a muscle.”
- “Kick the rubber tree.”
- “No one emerged from the womb an X expert.”

**4. Provide Growth Mindset Feedback**

**a.** Praise the process and effort, not ability and talent

**Avoid:**

“You’re a natural!”

“I’m impressed by your smarts.”

“You have so much talent for this type of work.”

**Try:**

“Your hard work is paying off.”

“I’m impressed with how hard you’re working.”

“You took a big challenge, and I admire that.”

**b.** Focus on the purpose of feedback as a commitment to their growth

- “I’m giving you these comments because I have very high expectations and I know you can reach them.”

**c.** Help students become resilient to feedback

- i. Provide many opportunities for students to fail in a low-stakes environment.