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Set Your Mind On Growth: A Path to Opportunity-based Learning

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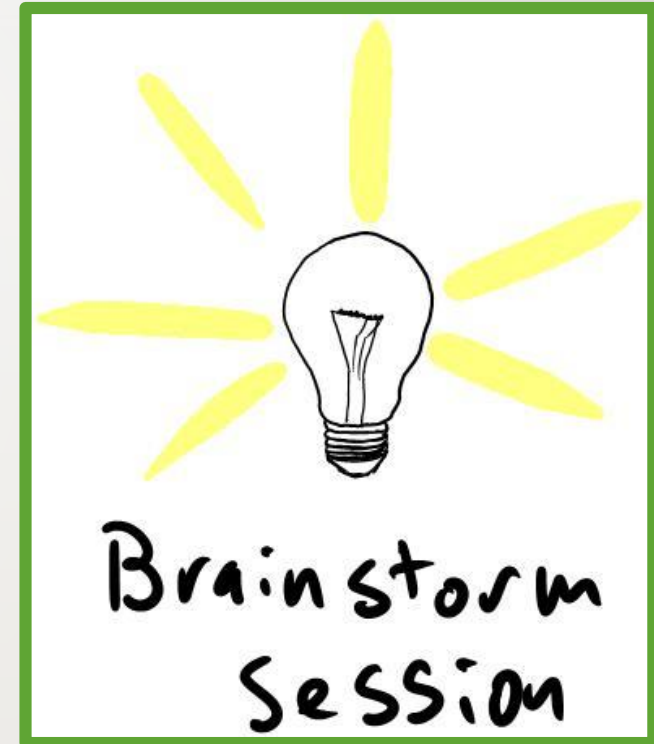
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Welcome! Please take a moment...

...to think about a time when you
conferenced with a student who
lacked confidence in their work.
How could you tell they lacked
confidence,

specifically by what they said?

Write down a statement that stood out to
you on a whiteboard



Set Your Mind on Growth

A PATH TO OPPORTUNITY-BASED LEARNING



What does it mean to “set your mind on growth”?

There are two academic mindsets:

Fixed Mindset and **Growth** Mindset

Your mindset influences the way you think about learning

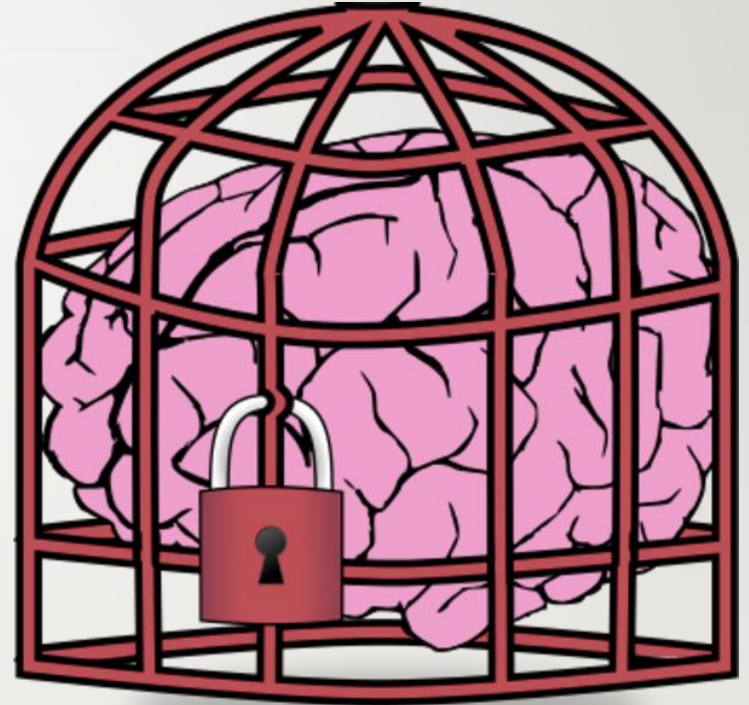
A Fixed Mindset is limiting while a Growth Mindset offers potential

This module will guide you through the process of cultivating Growth Mindset thinking.



What is a Fixed Mindset?

- Intelligence is inherent and finite
- Improvement is not possible
- Challenges are intimidating



What is a Growth Mindset?

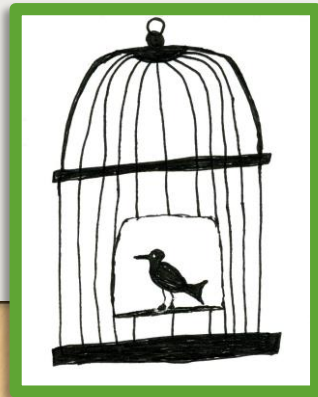
- Intelligence is malleable and buildable
- Improvement is achievable
- Challenges are opportunities



Key differences between academic mindsets

Those with a Fixed Mindset:

- Shy away from challenges
- Believe intelligence is unchangeable
- Allow failure (or fear of failure) to dissuade them



Those with a Growth Mindset:

- Accept challenges
- View intelligence as a flexible attribute
- Are not discouraged by failure

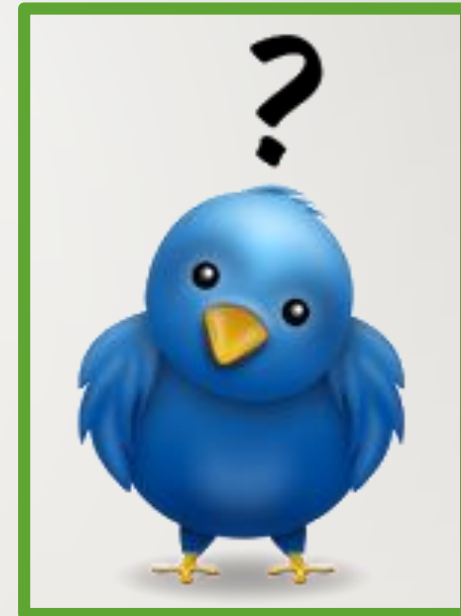


Assessing your own mindset

Where do you lean?

As a studio staff member, it is important to know your own mindset because it can influence your interactions with studio visitors.

Take our survey on the next slide!



Choose the statement you most identify with:

A low score on a paper makes me think I can't succeed in this class

OR A low score on a paper motivates me to learn how to succeed on the next.

I prefer work that I don't have to struggle to complete.

OR I prefer work that makes me think critically.

I prefer work that I can complete perfectly without any mistakes.

OR I prefer work that I'll learn from even if I make a lot of mistakes.

When something isn't one of my strengths, I would rather not do it at all.

OR When something isn't one of my strengths, I want to work/try to improve at it.

When I spend more time trying to complete an assignment, the less intelligent I feel.

OR When I spend more time trying to complete an assignment, it doesn't affect my perception of my intelligence.

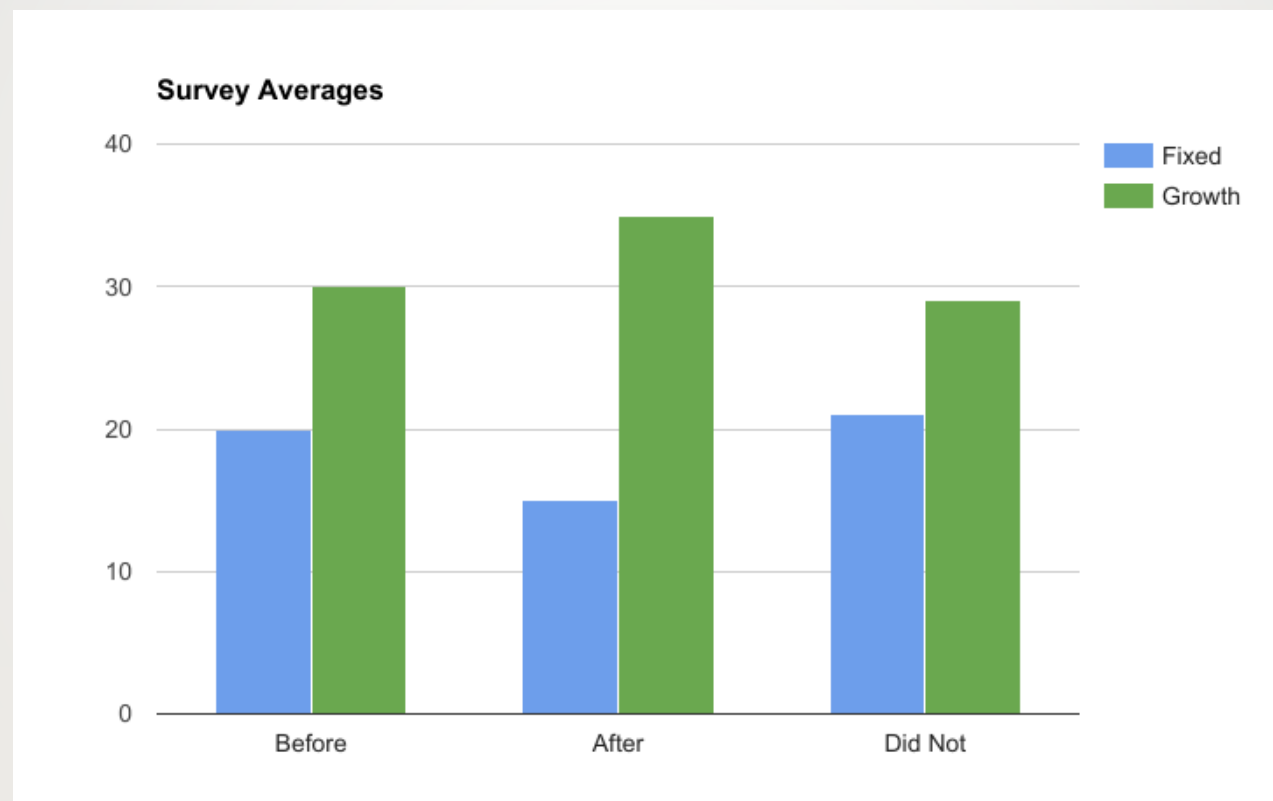
Survey results

The left column of the survey you just took contains fixed mindset statements, and the right column growth mindset statements. Add up the number of fixed vs. growth mindset statements to know where you lean!

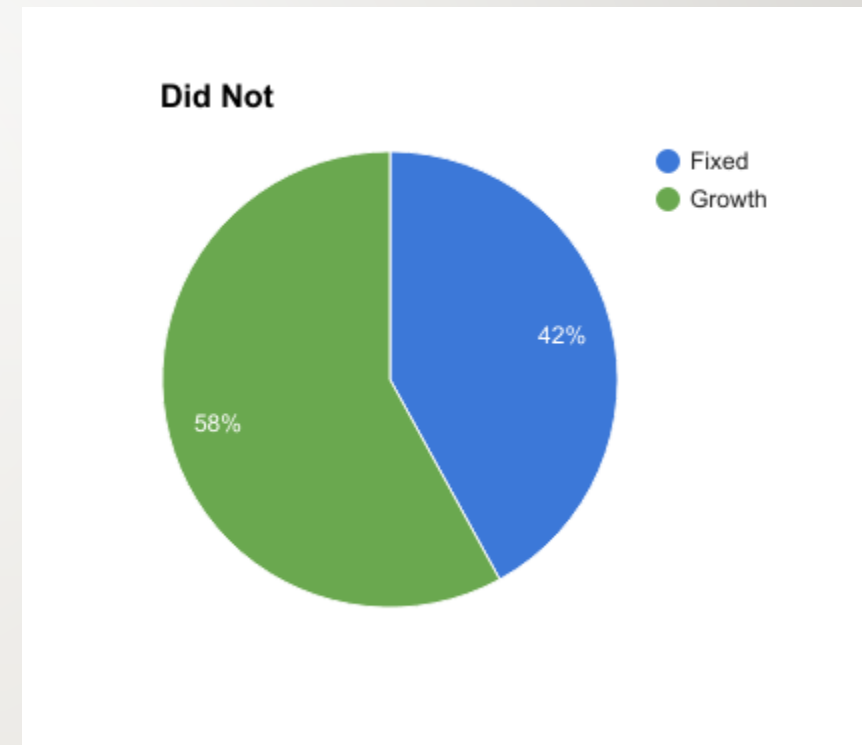
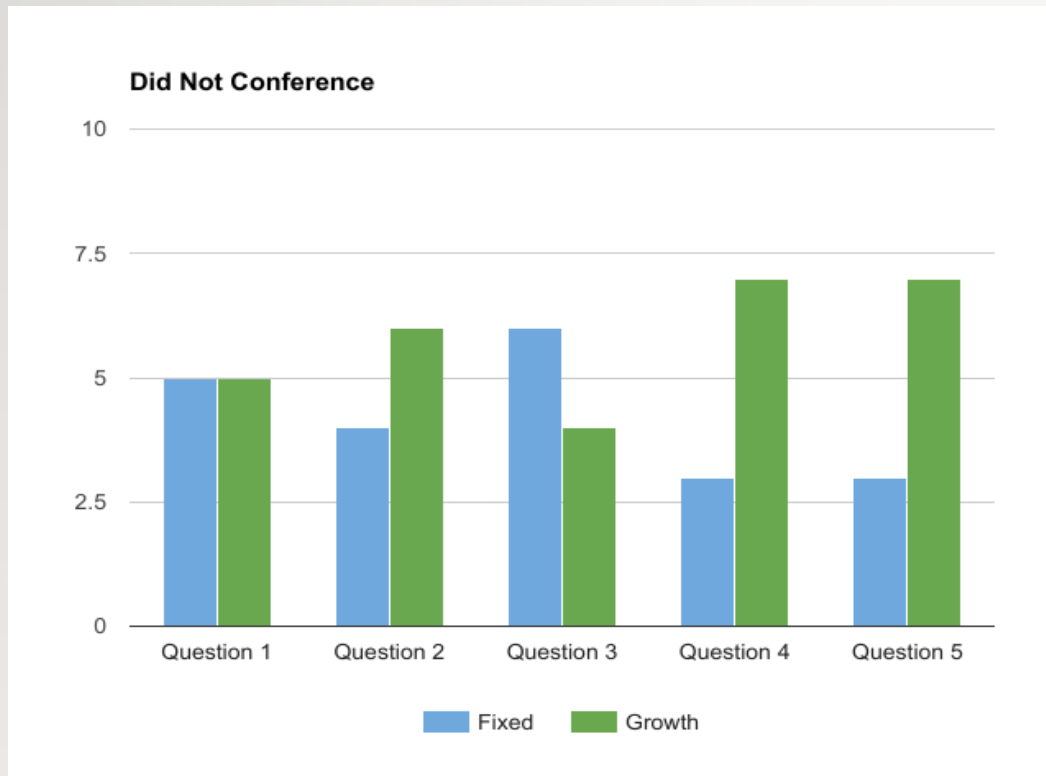
The survey is the same one handed out to studio visitors. There were three different contexts in which the surveys were given: before a conference, after a conference, and without a conference.

30 different studio visitors were surveyed; 10 before conferencing, 10 after conferencing, and 10 that did not conference with a studio assistant.

Overall, we found...

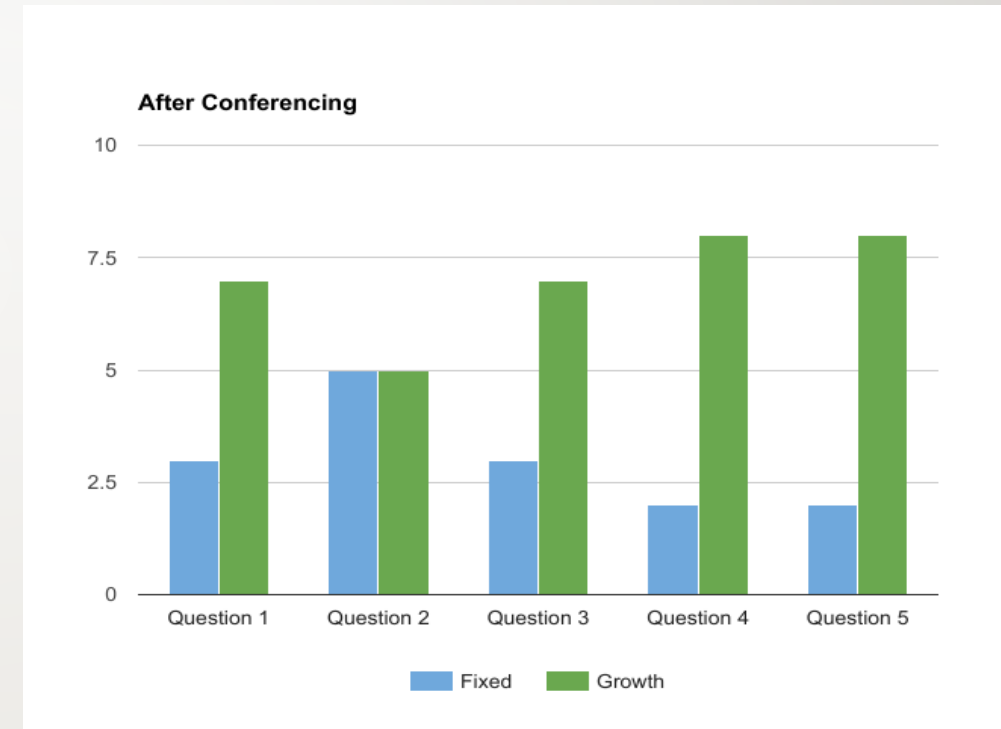
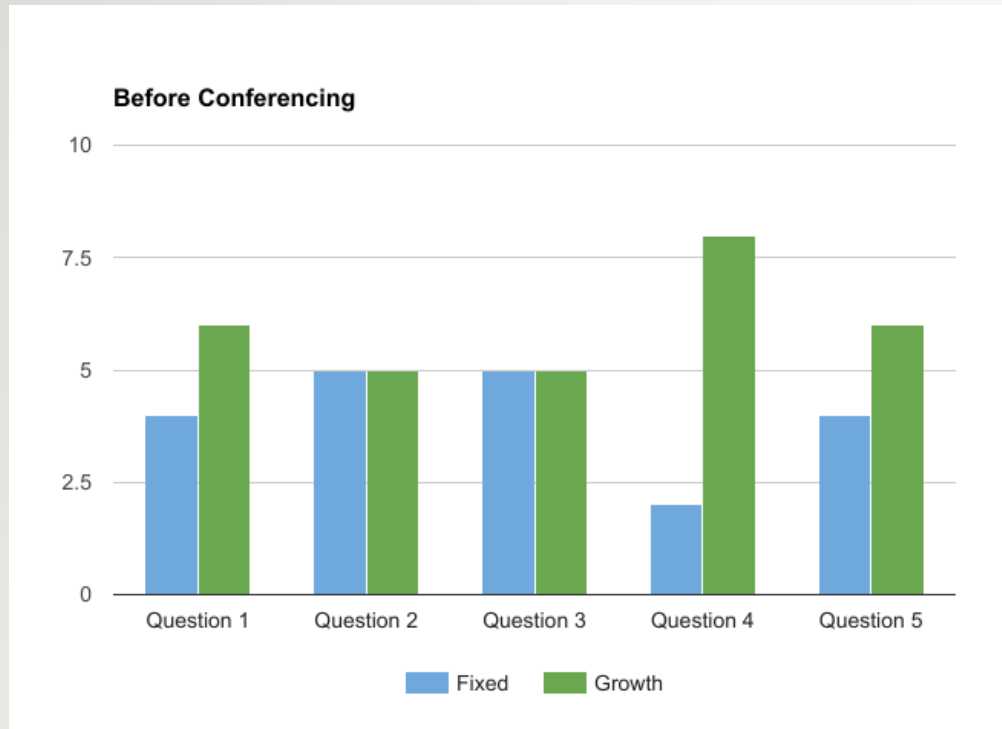


Who uses the studio space?



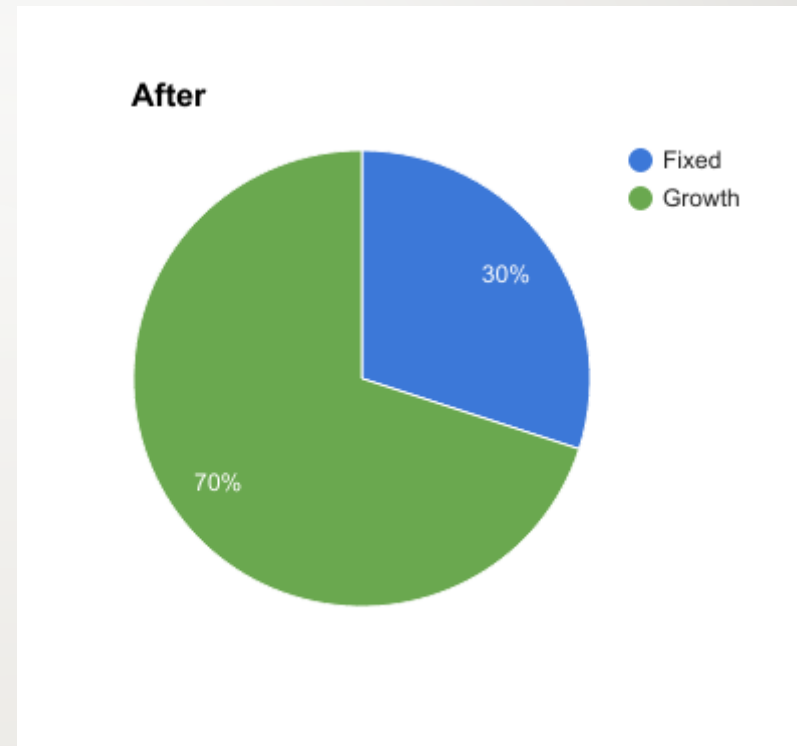
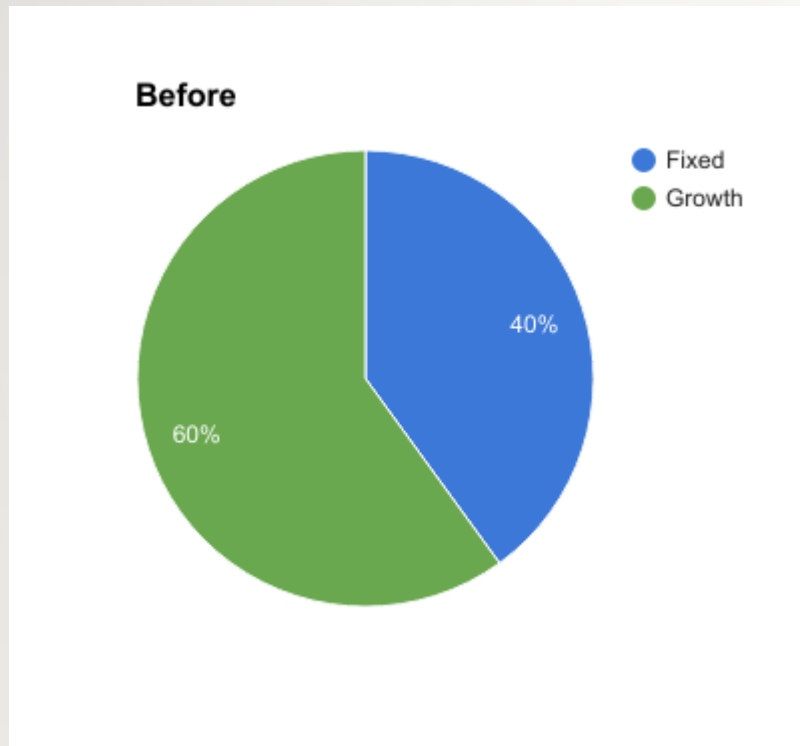
Those who use the studio space tend towards a growth mindset, even without conferencing.

Who interacts with the studio services?



Those who engage with studio services show an increased trend toward growth mindset.

Who interacts with the studio services?



While there is an increase in growth mindset trends, there is still room for improvement!

Assessing statements: what is reframing?

Rephrasing visitors' words as statements of possibility can help them rethink their own learning process

By reframing fixed mindset statements as growth mindset statements, we in turn reframe their thought process and apply it in a way that maximizes opportunity

Reframing also works to combat embedded self-perceptions



Steps for successful reframing

R
E
A
C
H



Recognize indicators

listen for negative words that indicate lack of confidence and agency

Evaluate statement

determine whether the statement indicates a fixed mindset

Ask for rationale

probe for elaboration in order to prompt introspective thinking

Change the indicators

encourage positivity by “flipping” the negative words

Help reframe thinking

offer a call to action



Applying the REACH strategy

Please complete the prompt on the following slides before moving on to the next.

Each slide will consist of an activity or demonstration that corresponds with a step in the REACHing process.

Let's REACH!



Recognize indicators

The first step is to look for indicators of a fixed mindset in order to identify the mindset associated with the statement.

Here is an example:

“Would you look at my paper and tell me if it’s any good? I’m not a writer”

What words or phrases might indicate a fixed mindset (i.e. lack of responsibility and engagement)?

Write down what you think the indicators are, and move on to the next slide to see a possible answer!

Evaluate statement

What are the indicators and what do they tell us?

“Would you look at my paper and tell me if it’s any good? I’m not a writer”

The highlighted phrases above were chosen as indicators because they reveal a lack of confidence and agency. This person would rather have their work done for them, is not engaged in their own learning process, and negates their ability.

This statement is an example of a fixed mindset statement, and we can continue REACHing. If you find no indicators, the visitor may have a growth mindset, and you don’t need to continue to REACH.

Ask for rationale

Now that we know the visitor's mindset, we can begin to encourage introspective thinking by asking questions that cause the visitor to think more deeply about their learning process.

Your questions should:

- **Be open-ended:** "Why don't you think you're a good writer?"
- **Instill confidence:** "What aspects of your paper do you think are good?"
- **Encourage their engagement:** "What would you say is your main concern?"

This also helps to challenge fixed mindset thinking, and give you some extra time to assess the situation.

Take a moment to brainstorm 3 questions, 1 for each category that would open a discussion.

Change the indicators

Look back on the indicators:

“Would you look at my paper and tell me if it’s any good? I’m not a writer”

To positively change this statement, flip the negative words. Focus on one at a time:

“I’m not a writer” → “You’re not a writer? Who wrote your paper?”

Try flipping the other two indicators on your own! Mirroring their language can help them make connections.

Find your own way to personalize it and build rapport.

Help reframe thinking

This is your chance to offer a solution for their concerns by setting a *reachable* goal.

This happens in 2 parts:


- **Reframe:** “You may not feel like a writer now, but struggling is just part of the process.”

This part acknowledges their lack of confidence while boosting it by combatting embedded self-perceptions.

- **Call to action:** “Let’s look at your main concern and go from there.”

This last part allows you to offer your support and an achievable goal.

What are other ways you could reframe thinking for this statement?



Your turn!

It may be hard at first, but with practice, you'll be able to REACH anyone.

Look back at the statements you came up with during the **brainstorm session** and practice using the REACH strategy.

Good luck!





Final thoughts

It is important to remember that the REACH strategy was designed as a guideline, and can be a cyclical process.

Interactions happen fast, and REACHing takes practice, but helps both visitors and studio staff engage with their learning and see opportunities.

The strategy can be applied in many different contexts, even outside the studio!

Thank You!

