

# ACADEMIC MINDSETS:

**Beliefs and perceptions about learning  
that shape how we interpret difficulty**

# HELPFUL EQUATION:

$$B = f(P, S)$$

B = Behavior

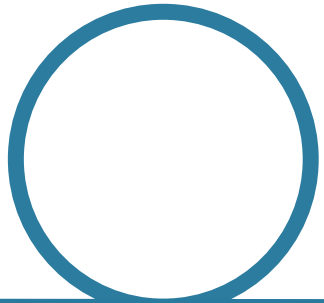
*f* = Function

P = Personality

S = Situation

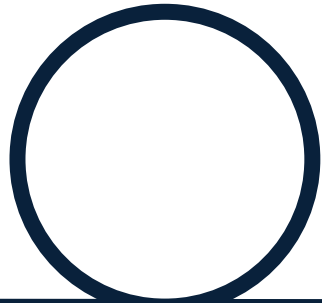
Situation  
(More Control)

# THE MINDSET ROADMAP



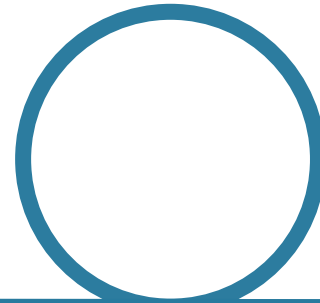
## EMPATHIZE & LEARN

Understand the problem and context by listening to stakeholders



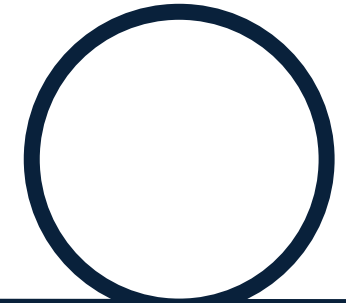
## SYNTHESIZE & PLAN

Consolidate learning and develop next steps



## PROTOTYPE

Customize interventions informed by data, feedback, and theory  
Start small, fail fast, utilize those learnings to scale up across the system

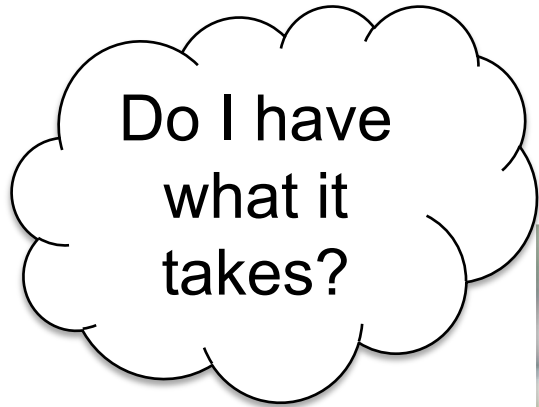


## TEST INTERVENTIONS

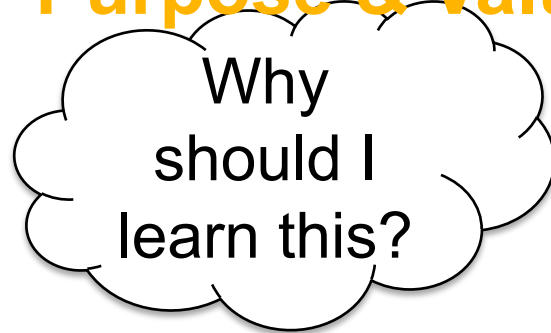
Start small, fail fast, utilize those learnings to scale up across the system

# Mindset GPS

## Growth Mindset



## Purpose & Value



## Social Belonging



# GROWTH MINDSET

## Growth Mindset



## Purpose & Value



## Social Belonging



- **Students feel they can be successful if they try**
  - Intelligence is malleable
  - Challenges are an opportunity to grow
  - Obstacles can be overcome by using good strategies

# One Important Takeaway

**Beliefs**

+

**Behaviors**

I can be successful.  
I can get better.  
I have what it takes.

**If I fail:**  
I ask for help.  
I try new strategies.  
I try again.



PHOTO: SHUTTERSTOCK

# Purpose and Value

Growth Mindset



Purpose & Value



Social Belonging



**The learning context has value to students**

- Students find their learning or school to be relevant, purposeful, interesting, or important
- There are many ways to infuse value into students' learning environments

# One Important Takeaway

- **Students value school for different reasons**

## Utility Value:

*This is useful and relevant for my:*

- *Daily life*
- *Future education*
- *Career*
- *Interests and hobbies*

## Personal:

*This will help me get the job I want in the future.*

## Identity:

*This is who I am. It's important to me to be good at this.*

## Prosocial:

*This allows me to do something that makes a difference in the world.*

## Interest:

*This is fun! I just like doing this.*



# Purpose and Value

## Growth Mindset



## Purpose & Value



## Social Belonging



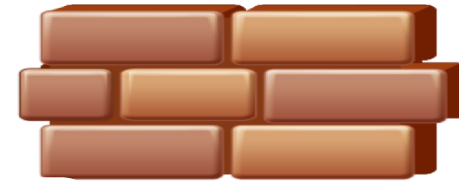
- **Students feel they belong in the context**
  - Connected with peers
  - Known and cared for by teachers and mentors
  - Fit in academically and socially

# One Important Takeaway

## Feelings of Belonging



## Belonging Uncertainty



# (Mindset) Interventions are most effective when they are...

- **Targeted**
- **Tailored**
- **Tracked**

Tibbetts, Harackiewicz, Priniski, & Canning, 2016

# (Mindset) Interventions are most effective when they are...

- **Targeted...to the source**
- **Tailored**
- **Tracked**

Tibbetts, Harackiewicz, Priniski, & Canning, 2016

# (Mindset) Interventions are most effective when they are...

- **Targeted...to the source**
- **Tailored...to your context**
- **Tracked**

Tibbetts, Harackiewicz, Priniski, & Canning, 2016

# (Mindset) Interventions are most effective when they are...

- **Targeted**...to the source
- **Tailored**...to your context
- **Tracked**...measured over time and in relation to desired outcomes

Tibbetts, Harackiewicz, Priniski, & Canning, 2016