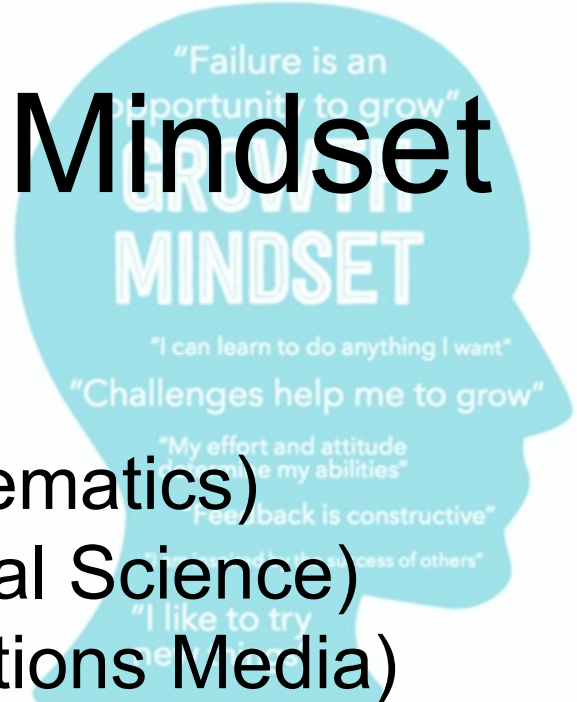




Applying a Growth Mindset in Advising



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FSU Development Day

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OUTLINE

1. Introduction to growth mindset (12-15 minutes)
2. Advising practices with/without growth mindset in mind (35-40 minutes)
3. Moving forward realistically with growth mindset at FSU (5-10 minutes)



Carol Dweck Video:

https://www.youtube.com/watch?time_continue=98&v=hiiEeMN7vbQ





Growth mindset....

the belief that intelligence and learning capabilities:

- are malleable, not fixed
- can improve over time with effort

first advising meeting →

graduation



Mindset influences how we perceive and approach....

FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none">• SOMETHING YOU'RE BORN WITH• FIXED	SKILLS	<ul style="list-style-type: none">• COME FROM HARD WORK.• CAN ALWAYS IMPROVE
<ul style="list-style-type: none">• SOMETHING TO AVOID• COULD REVEAL LACK OF SKILL• TEND TO GIVE UP EASILY	CHALLENGES	<ul style="list-style-type: none">• SHOULD BE EMBRACED• AN OPPORTUNITY TO GROW.• MORE PERSISTANT
<ul style="list-style-type: none">• UNNECESSARY• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	<ul style="list-style-type: none">• ESSENTIAL• A PATH TO MASTERY
<ul style="list-style-type: none">• GET DEFENSIVE• TAKE IT PERSONAL	FEEDBACK	<ul style="list-style-type: none">• USEFUL• SOMETHING TO LEARN FROM• IDENTIFY AREAS TO IMPROVE
<ul style="list-style-type: none">• BLAME OTHERS• GET DISCOURAGED	SETBACKS	<ul style="list-style-type: none">• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

Growth mindset is enhanced by....*

Grit: intentional and repeated persistence when challenged

Metacognition: awareness, knowledge, and understanding of one's thinking

Motivation: internal state propelling us to engage in certain activities and learning processes

Self-Regulation: use of skills and strategies to manage emotions, behaviors, and cognitive processes while engaged in learning tasks

Productive Failure: purposeful opportunities for struggle during the learning process that is designed to deepen understanding





Think–Pair–Share

- Thinking individually for 3 or 5 minutes and then sharing your answers for the next 10-12 minutes to the following questions.

1. What strategies do you have for helping struggling advisees?
2. How do you respond to advisees who focus on the difficulty of a class?
3. How do you help students develop strategies for success?
4. How do you advise the “whole” student?



Reality Check and Implementation

What are the challenges of implementing these approaches at Fitchburg State University?

How can we operationalize the best practices in advising in our unique setting?



What strategies do you have for helping struggling advisees?





What strategies do you have for helping struggling advisees?

- When trying something again, encourage students to use a different strategy
- Focus on what can be done, rather than what cannot be done
- Collect and then share stories from students who have faced and overcome struggles
- When students feel like they don't belong or aren't good enough, remind them this is normal and these feelings will improve overtime
- Seeing that other students have struggled and succeeded can help shift mindset.





How do you respond to advisees who focus on the difficulty of a class?



How do you respond to advisees who focus on the difficulty of a class?

- Explain how challenging courses can serve as the basis for learning, couching it in terms of mindset.
- Discuss why they are taking the course, highlighting connections to general education and major.





How do you help students develop strategies for success?



Image Source:

<https://www.laboursolutions.com.au/blog/2014/06/21/sticking-to-a-strategy-is-the-only-chance-of-success/>



How do you help students develop strategies for success?

- Help students better develop their sense of purpose for their education.
- Encourage students to interact and foster mentoring relationships with other faculty members.
- Encourage students to jot down specific, concrete goals and break them into long- and short-term steps.





How do you advise the “whole” student?



How do you advise the “whole” student?

- Develop an ethics of care related to one-on-one attention.
- Connect with lives of students outside of school by beginning meetings with asking about friends, family, and hobbies in order establish an emotional safety zone.
- It may be helpful to keep a binder or use SSC and jot down reminders about advisees after each meeting.





Continuing the conversation....

How can our administration support their faculty and staff in practicing growth mindset in advising FSU students?

THANK YOU!