

# MINDSET MATTERS: HOW FACULTY ACTIONS IMPACT STUDENT SUCCESS



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[www.scholarlyteaching.org](http://www.scholarlyteaching.org)

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## REFLECTION ACTIVITY



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1. Did you have a teacher/professor who cared about your success and believed in you? How did you know?
2. Did you have a teacher/professor who didn't care about your success or believe in you? How did you know?

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## TEACHER FACTORS INFLUENCING STUDENT SUCCESS

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Content Expertise

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Pedagogical Expertise

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Mindset and Relationship

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## STUDENT FACTORS INFLUENCING STUDENT SUCCESS

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Background Knowledge and  
Skills

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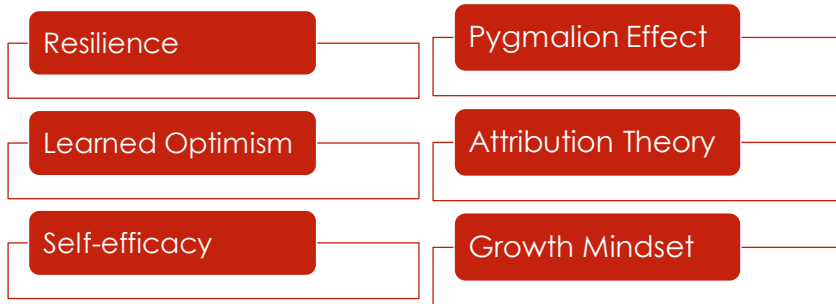
Effort and Strategies

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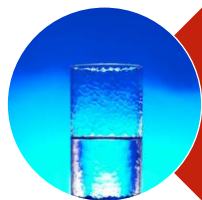
Mindset and Motivation

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# AGENDA



# ACADEMIC RESILIENCE



Positive  
Mindset



Support  
System

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## FACULTY ROLE

Fostering  
Academic  
Resilience

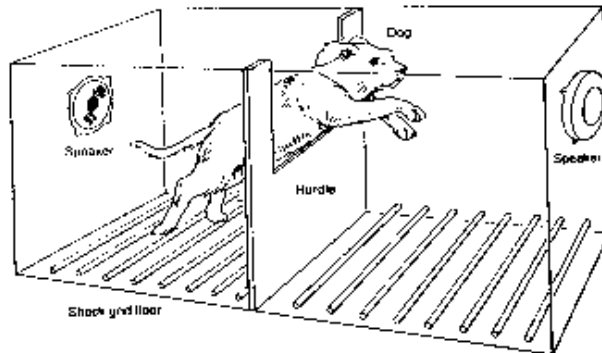
Foster Growth  
Mindset

Professor-Student  
Relationship

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## LEARNED HELPLESSNESS



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# LEARNED OPTIMISM

FORGEARD, & SELIGMAN, 2012



[http://positivepsychologynews.com/ppnd\\_wp/wp-content/bios/martinselgman.JPG](http://positivepsychologynews.com/ppnd_wp/wp-content/bios/martinselgman.JPG)

- We CAN learn to be optimistic
- Optimism is associated with:
  - Health
  - Overall Well Being
  - Success

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## FACULTY ROLE

Fostering  
Academic  
Resilience

Foster Growth  
Mindset

Professor-Student  
Relationship

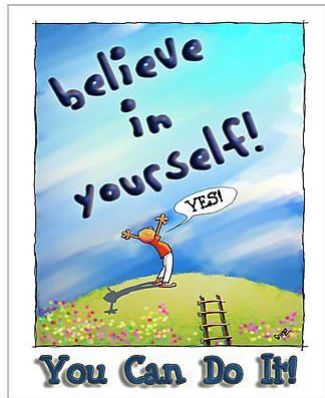
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## SELF-EFFICACY

### Self-efficacy

Can I successfully do the activities needed to be successful?



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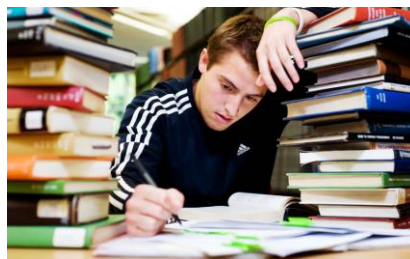
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## SELF-EFFICACY

HASSEL AND RIDOUT (2018)

- Almost 60% of honor students believed they would struggle with workload
- Only 45% of honor students were confident in their ability to engage in independent and self-directed learning



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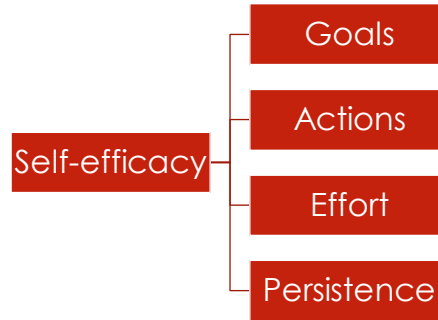
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# SELF-EFFICACY

BANDURA (1997)



[www.emory.edu](http://www.emory.edu)



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# SELF-EFFICACY BEGINS WITH...



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MacLennan (2008) "Do the thing you think you cannot do"

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## FACULTY ROLE

Building  
Self-  
Efficacy

Challenging  
Assignments

Support and  
Guidance

## WHAT ABOUT OUR EXPECTATIONS?

ROSENTHAL AND JACOBSON (1968)

Do teacher  
expectations  
impact student  
performance?



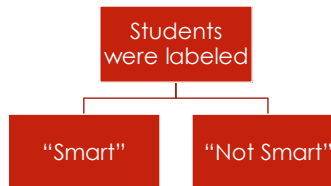


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## ROSENTHAL AND JACOBSON (1968)

### Brief Overview

Students were randomly assigned IQ scores (smart or not smart) and these scores were provided to teachers.



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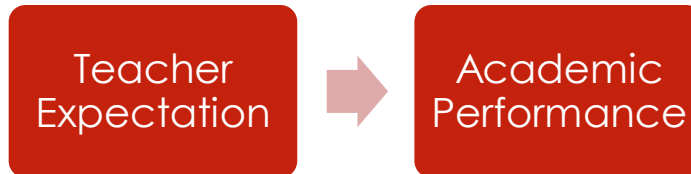
### RESULTS AT A GLANCE

Students in the “smart” group performed significantly better than the students in the “not smart” group.

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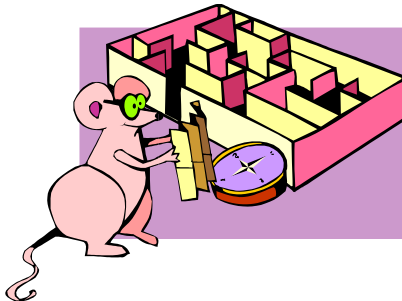
## THE PYGMALION EFFECT:



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## WAIT- THERE'S MORE!



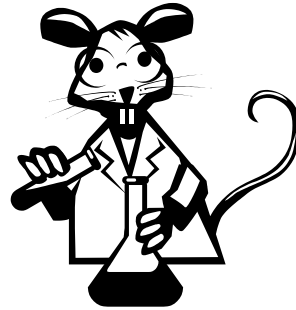
Rats were randomly assigned to "fast learner" or "slow learner" category and graduate students had to teach rats to run a maze.

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## RESULTS AT A GLANCE:

“Fast learning” rats

- **Mastered** the mazes more quickly
- Viewed as **smarter**
- Viewed as more **attractive**
- Viewed as more **likeable**



than the “slow learning” rats!

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## FACULTY ROLE

Fostering  
Positive  
Mindsets-  
Professors and  
Administrators

Keeping Student  
Success Visible

Challenging  
Thoughts

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## ATTRIBUTION THEORY



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## MUELLER AND DWECK'S (1998) STUDY



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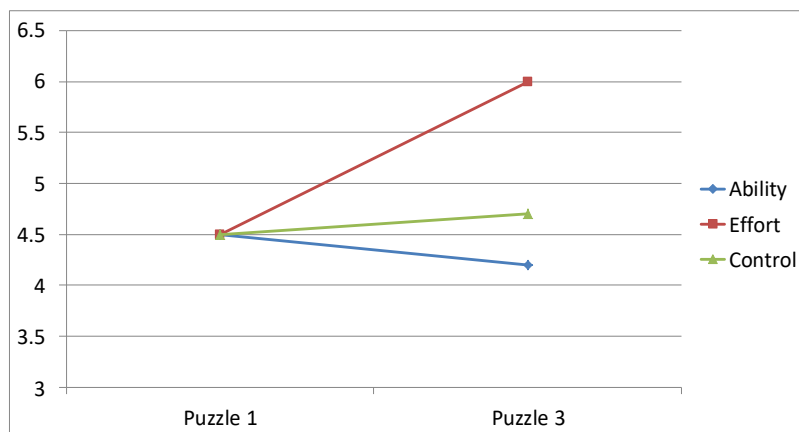
PREDICTION TIME:  
 WHO PERFORMED **THE BEST**?  
 WHO PERFORMED **THE WORST** ON THE LAST PUZZLE?



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**THE RESULTS...**  
 MUELLER AND DWECK (1998)



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## STUDENTS IN ABILITY PRAISE GROUP



- Solved less puzzles correctly
- Did not want to persist on tasks
- Did not enjoy the task as much

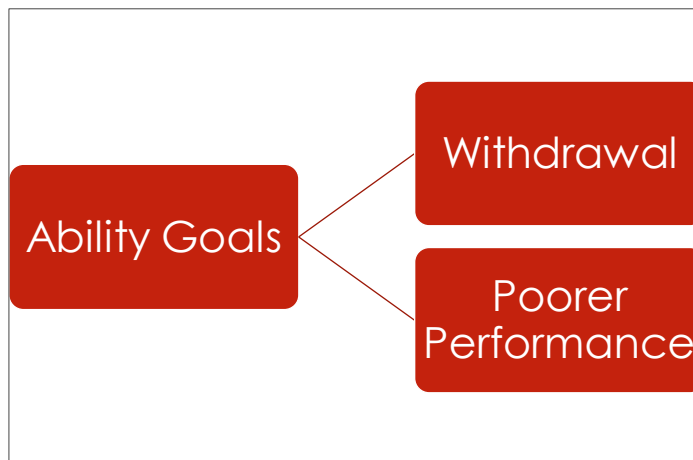
as students in the effort praise group.

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## TRUE IN COLLEGE TOO?

GRANT AND DWECK (2003)



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## APPLICATION TO COLLEGE

Help students attribute their mistakes to something that is **INTERNAL** and **CHANGEABLE** (like effort)!

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## STUDENT AND FACULTY ATTRIBUTIONS

Students

**External**

- Working while attending college

Faculty

**Internal**

- Poor or inadequate preparation

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## A WORD OF CAUTION...



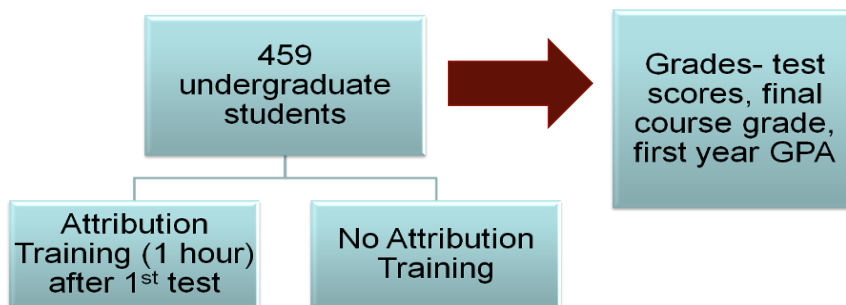
Avoid just saying....

- “Try Harder”
- “Put more effort in”

Yeager (2012) found college students taking math courses were putting in LOTS OF EFFORT (as cited in Yeager & Dweck 2012)

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## ATTRIBUTION TRAINING



Perry et al. (2010)

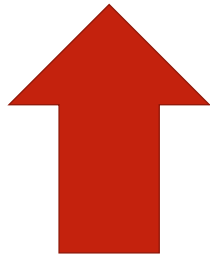
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## RESULTS...

For Average and Below Average Students  
in the Attribution Training,



- Test scores increased by 12%
- Course grades were 1 letter grade higher
- First year GPA scores **almost 1 letter grade higher!!!**

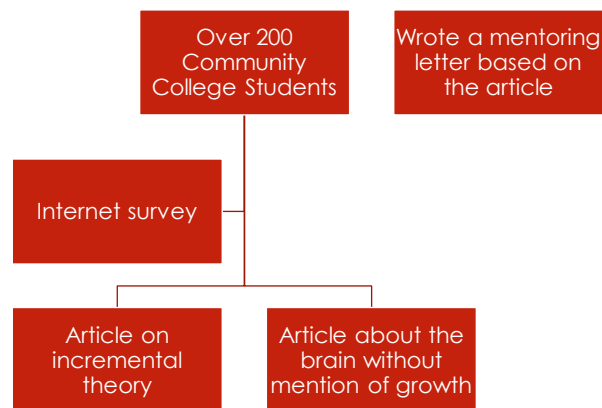
Perry et al. (2010)

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## TEACHING COLLEGE STUDENTS ABOUT INCREMENTAL INTELLIGENCE

(PAUNESKU ET AL.2012 AS CITED IN YEAGER & DWECK, 2012)

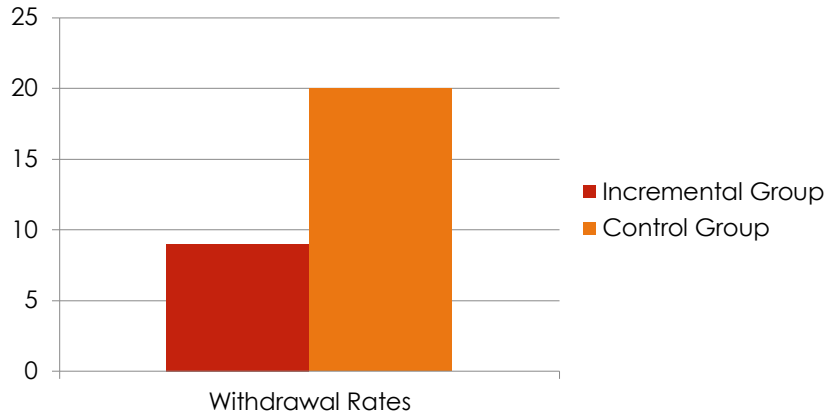


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## THE RESULTS...

(PAUNESKU ET AL.2012 AS CITED IN YEAGER & DWECK, 2012)

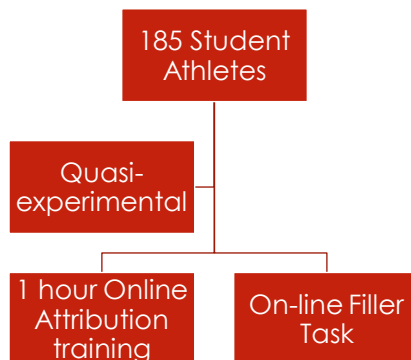


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## ATTRIBUTION TRAINING WORKS

PARKER ET AL. (2018)



### 4 Data Points:

- October- questionnaire and then randomly assigned to treatment
- December- Class Test
- March- questionnaire
- May- final grade in 2-semester course

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# ATTRIBUTION TRAINING

PARKER ET AL. (2018)

## Causal Search

- Causes of past failure, identifying causal attributions

## Causal Attribution Induction

- Online video – benefits of attributing poor performance to internal, controllable causes

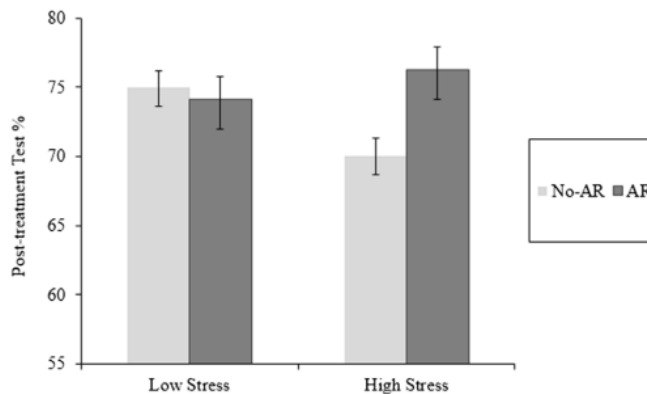
## Causal Attribution Consolidation

- Summarize main points of video and apply it to themselves

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## RESULTS: HIGH STRESS ATHLETES SCORED 1 LETTER GRADE HIGHER



Direct from Parker et al. (2018)

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# FACULTY ROLE

## Fostering Productive Attributions

Help students attribute success and failure to internal, changeable factors

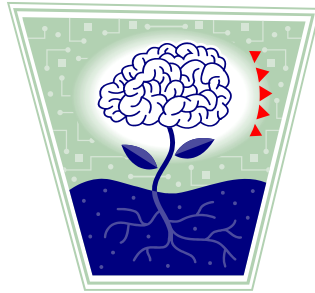
Provide attribution training

# GROWTH MINDSET



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INTELLIGENCE IS



Malleable!

POWER OF YET



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## FACULTY ROLE

Fostering  
Growth  
Mindset

Emphasize effort  
and practice

Not yet...

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“Believe that what we say and do in the classroom each day can have a lifelong influence on students, including their sense of hope and their ability to be resilient”

Dr. Robert Brooks

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THANK YOU FOR  
"WORKING HARD" TODAY!

Questions?

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[www.scholarlyteaching.org](http://www.scholarlyteaching.org)

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