



THE OHIO STATE UNIVERSITY

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# Supporting First-Year Students: An Introduction to and Application of **Growth Mindset**

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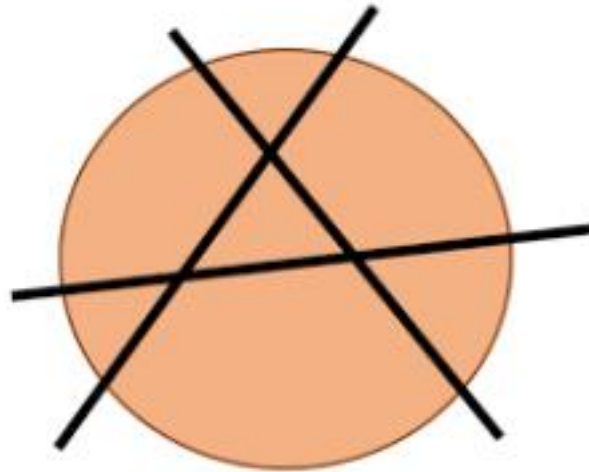


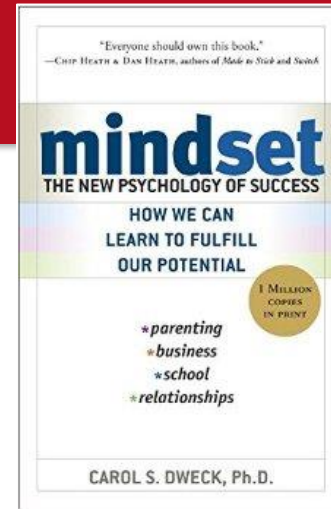
# Learning Outcomes

1. Define growth mindset in terms of FYE
2. Articulate personal beliefs about nature of intelligence
3. Recognize diverse beliefs that individuals hold about the nature of intelligence
4. Recognize how IGD can be utilized to examine mindset
5. Apply Mindset to own work in FYE context

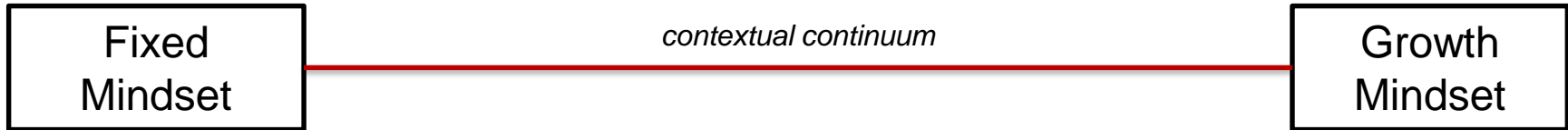


If you have a circle and you are only given 3 lines to divide it into 7 pieces, how can you accomplish this task?





1. Motivation/Goals
2. Perceptions of Effort
3. Response to Challenges

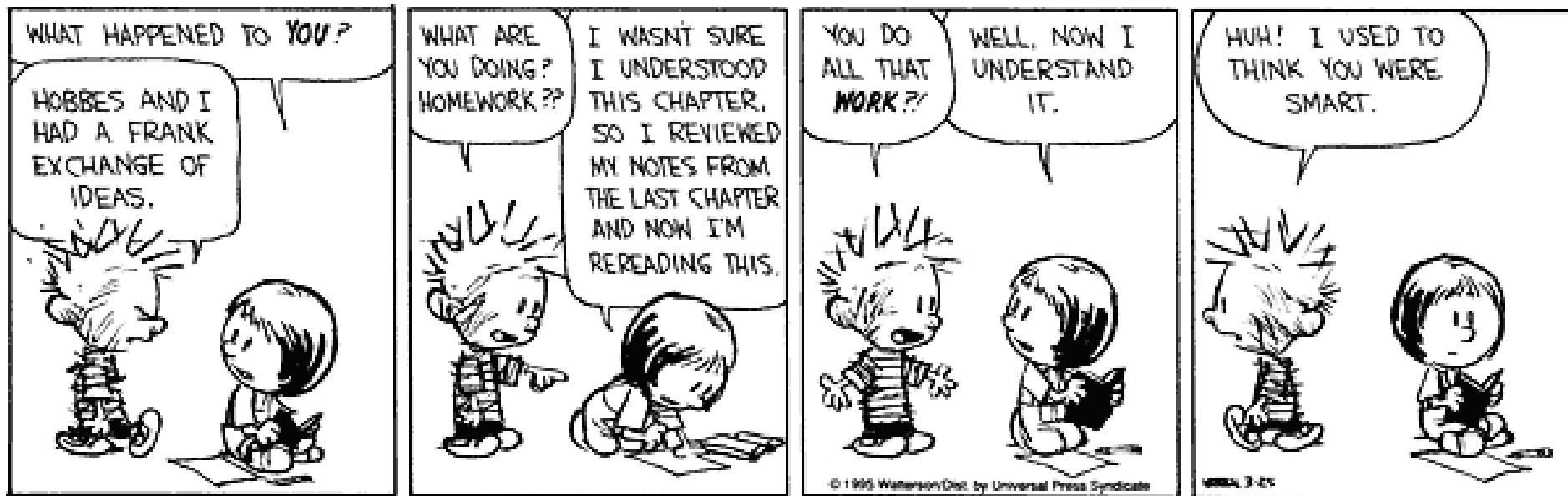


- I either have it or I don't
- I'm afraid of being wrong
- I'm motivated to show I'm smart
- Effort is a sign of weakness
- Difficult experiences make me want to give up

- I can always get smarter
- I'm afraid of not learning
- I'm motivated to show I can grow and learn
- Effort is a path to mastery
- Difficult experiences tell me I'm not there yet

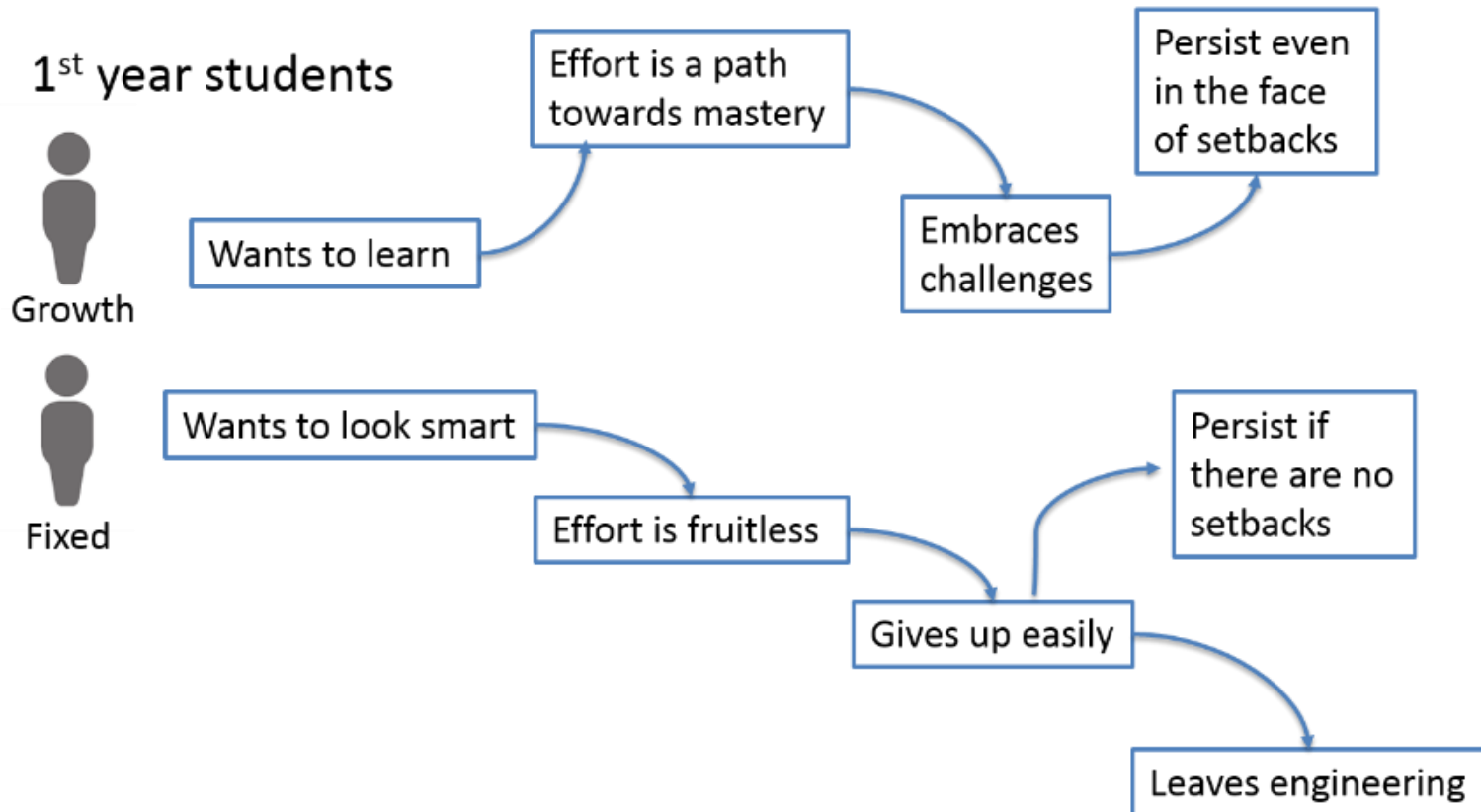


# Culture of Fixed Mindset





# Student Pathways





**What does this  
mean for your  
work with FY  
students?**



# InterGroup Dialogue (IGD)

- Education for Social Justice
- University of Michigan
- Groups:
  - Increase understanding of each other
  - Use this understanding to honestly and deeply explore differences in privilege and discrimination
  - Ask what next steps, if any, participants wish to take to promote equality







# Four-Stage Model: Stage 1

## •Group Beginnings: Forming and Building Relationships

- Clarify the meaning of "dialogue"
- Establish foundations for honest and meaningful dialogue
- Practice being in dialogue
- Group-building activities
- Exploring personal and social identities
- Group norms



# Four-Stage Model: Stage 2

- **Exploring Differences and Commonalities of Experience**
  - Key terms such as prejudice, discrimination and oppression and their impact on lived experiences are explored
  - Encourage listening and perspective taking
  - Exercises related to socialization and privilege/oppression
  - Identity-based discussion to encourage introspection and deeper dialogue



# Four-Stage Model: Stage 3

## •Exploring & Discussing Current Events/Important Topics

- Practice how to process conflict in ways that are both honest and constructive
- Continued practice of dialogic listening, understanding, respect for differences- even when there is conflict.
- Encourage informed/meaningful dialogue and inquiry
- Probe deeper levels of thinking, feeling and responding



# Four-Stage Model: Stage 4

## •Action Planning & Alliance Building

- Explore options for continued learning
- Explore actions to promote the goals of the group, including actions for diversity and social justice
- Explore ways to move from dialogue to action



- PERSPECTIVES
- EXPERIENCES
- IDENTITIES



# Social Identity and Mindset

- Stereotypes can impact a person's sense of ability
- Growth mindset can positively impact performance
- Growth mindset can increase the representation of underrepresented groups in fields traditionally dominated by majority groups



# Practicing Dialogue

- How has Mindset impacted my own educational and career path?
- How has my understanding of students' Mindset influenced my professional interactions with them?
- How have my biases impacted my own sense of ability as well as my sense of others abilities to succeed?





# Thank You!



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