A Lasting Learning Legacy: Helping Students Develop Growth Mindsets for Education and Beyond

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What have you learned and mastered?

- Take a minute to think about it.
- Talk about it with a neighbor.
- Share with the group.
What have you tried to learn, and can’t get a hang of?

- Take a minute to think about it.
- Talk about it with a neighbor.
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Carol Dweck - Mindset

Fixed Mindset
• Intelligence is fixed and there is not much you can do to change it

Growth Mindset
• You have the ability to grow your intelligence through practice and persistence
Feedback Matters

• What kind of feedback do you give?
  • Comforting
  • Performance
  • Process
Who is talking about growth mindset?

- Education journalists
- Educators
- Librarians
Librarians & Growth Mindset

• Ideally situated to help students develop a growth mindset

• Undergraduate writing as researchED writing

• Research as process
Kuhlthau’s ISP

- **Initiation**
  - “Recognize information need”
  - Feelings of uncertainty

- **Selection**
  - “Identify general topic”
  - Optimism and readiness

- **Exploration**
  - “Investigate information on general topic”
  - Confusion, uncertainty, doubt

- **Formulation**
  - “Formulate focus”
  - Confidence increases

- **Collection**
  - “Gather information pertaining to focus”
  - Clearer sense of direction and increased confidence

- **Presentation**
  - “Complete information search”
  - Satisfaction if gone well, disappointment if not
Initiation & Exploration

- Marked by anxiety
- When we are seeing students for instruction or at the desk
Anxiety & Risk

• Learning is risky

• Possibility of failure

• Failure can reinforce our beliefs
Librarians: Ideally Situated

• Librarians are lower stakes than professors

• Research is iterative

• Research has lower stakes failures

• Research as process lends itself to process-oriented feedback
Interventions

- Process-oriented feedback
- Normalizing anxiety
- Sharing growth narratives
Developing Interventions

Think, pair, share

• Create a scenario.

• What feedback might you provide that would lead to a fixed mindset?

• What feedback might you provide that would lead to a growth mindset?
Mindset and Majors

• Do we make major and career choices that tend to our “natural abilities”?

• What don’t we try because it feels overly challenging?

• What avenues open up for our students when they think “not yet?”
Mindset and Jobs

National Association of Colleges and Employers
2016 Job Outlook
• 70.2% wanted problem-solving skills
• 65.8% wanted initiative
• 60.9% wanted flexibility and adaptability
Mindset and Professional Development

- Lifelong learning is important in every field
- New opportunities open with new skills and knowledge
Conclusion

• Examine your own mindset (about yourself and your students)

• Praise the process

• Normalize discomfort in learning
Questions?

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Dweck, C.S. (2014, November). The power of believing that you can improve. TED.com


