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.
• Share with the group.
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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References


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