**Growth Mindset.**

I presented the Powerpoint presentation generally as provided during a non-major’s biology lab the second week of class. We worked on the phrasing “I’m not good at math, YET”.

The thing with growth mindset is that is something that takes time to develop (if the student already has a self view that is fixed). Thus, we worked on growth mindset every week. The week they got back their first exam, we had a group discussion about what a fixed mindset versus a growth mindset student would do after the example. We listed both on the board and got a list of “actionable” growth mindset items. These included but were not limited to, going over your exam with the professor or tutor, meeting with a professor or tutor to discuss study skills, finding and working with a study group, setting aside daily time to get incremental practice, and using alternate course materials such as Kahn academy. We did the post-test fixed vs. growth discussion every time we had an exam.

I also regularly encourage them to call each other out on fixed mindset statements, and when they used fixed mindset statements I asked them to rephrase the statement in a growth mindset context.

I didn’t use it this semester, but I also developed a growth mindset Frayer model to do with my class in the future (uploaded to Qubes resources).