

## Mindset Intervention

David Hall, Lawrence University

### Resource C: Mindset Resources

The self-evaluation Rubric by Jon Bender and adapted by Dimitri Dounas-Frazer, Geoff Iwata, John Haberstroh, and Joel Corbo for The Compass Project, University of California, Berkeley.

<http://coccweb.cocc.edu/bemerson/PhysicsGlobal/Courses/PH213/.../SelfEvalRubric.doc>

<http://www.berkeleycompassproject.org/measuring-growth-part-1-origin-of-the-self-evaluation-rubrics/>

<http://stemteachingcourse.org>

### The Mindset Kit

<https://www.mindsetkit.org>

A free set of online lessons and practices designed to help you teach and foster adaptive beliefs about learning.

### Perts

<https://www.perts.net/>

Based out of Stanford, this organization came up with the mindset kit and is also working at the University level!

From the website: “At Khan Academy, we strongly believe that anybody can learn anything. There’s scientific evidence that the neural connections grow and become stronger the more you struggle with learning and correct your mistakes. Based on research by Stanford Professor Carol Dweck and her colleagues, we know that students with a **growth mindset** - *the belief that intelligence is not just something that you are born with* - have higher levels of success than those with a fixed mindset. Teaching your students about this concept has the potential to make them grittier, more positive, and more successful in their career and everyday lives.”

This is why we collaborated with PERTS, Stanford's research center on academic mindsets to create the **Growth Mindset Lesson Plan**.

<https://www.khanacademy.org/educator/reference-for-coaches/how-to/a/growth-mindset-lesson-plan>

### Social-Psychological Interventions in Education: They’re Not Magic

<http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/yeagerwalton2011.pdf>

“Written for educators, this paper reviews the theoretical basis of several prominent social-psychological interventions including those that target implicit theories (mindsets about intelligence, for example), belonging uncertainty and stereotype threat. It provides a clear explanation of how it’s possible for brief interventions to have lasting effects; that their power comes from targeting students’ subjective experiences in school, using persuasive yet stealthy

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methods for conveying psychological ideas, and tapping into recursive processes present in educational environments.”

Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267–301.

## **The New Science of Wise Psychology**

[http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/walton\\_2014.pdf](http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/walton_2014.pdf)

This paper provides an excellent summary of how and why social-psychology interventions work. It includes a well organized overview of 18 intervention studies conducted in a wide variety of contexts, most of which were with students.

Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, 23(1), 73-82.

## **Mindset Interventions Are a Scalable Treatment for Academic Underperformance**

[https://www.perts.net/static/documents/paunesku\\_2015.pdf](https://www.perts.net/static/documents/paunesku_2015.pdf)

The first study to explicitly test the scalability of mindset interventions. This article presents results from a randomized controlled trial in which a brief growth mindset intervention and a brief purpose for learning intervention raised academic achievement among students at-risk for dropping out of high school.

Paunesku, D., Walton, G.M., Romero, C.L., Smith, E.N., Yeager, D.S., & Dweck, C.S. (2015). Mindset Interventions are a Scalable Treatment for Academic Underachievement. *Psychological Science*.

## **Promoting Learning Mindsets in Schools: Lessons from Educators' Engagement with the PERTS Mindset Kit**

[https://www.perts.net/static/documents/Mindset\\_Kit\\_Engagement\\_Report.pdf](https://www.perts.net/static/documents/Mindset_Kit_Engagement_Report.pdf)

This report highlights educators' experiences with growth mindset in the classroom - what they have done, what challenges they have encountered, and what areas for future development have emerged. The PERTS team shares highlights from the process they used to develop the Mindset Kit, and they describe how educators are using the Mindset Kit and other resources to bring growth mindset into their classrooms, schools, and districts. This report was created to guide PERTS' ongoing development process and research.

Beaubien, J., Stahl, L., Herter, R., & Paunesku, D. (2016). *Promoting learning mindsets in schools: Lessons from educators' engagement with the PERTS Mindset Kit*. Stanford, CA: Stanford University, PERTS Lab.