Questions for Continuing the Conversation

1. Eduardo Briceno (2012) says that process-oriented feedback, rather than feedback based on talents or inborn abilities, is key to developing growth mindset in students. It can powerfully influence student behaviors and success. What are some examples of process-oriented feedback we can use in our daily interactions with students?

2. What impact might culture have on mindset? Are some cultures more supportive of either growth or fixed mindsets? How can this inform our support of both struggling and successful undergraduates?

3. Self-talk is key to students' fixed or growth mindset responses to adversity. For example, training them to transform "I can't do it" or "I'm not good at this" by adding "yet" can assist in building growth-mindset resilience. What are other examples of growth mindset self- talk we can help them internalize for different situations they face?

4. If you teach a course, how can examples of growth mindset be embedded in the curriculum, class routines, or grading policies?

5. Dweck et al. (1995) explain that it is possible for people to have a growth mindset about intelligence but fixed mindset about personality, or vice versa. Can you identify areas where you see growth as possible, but others where you do not? What life experiences might have contributed to these mindsets that vary across domains? Is there one area in which you could use strategies to develop a more growth-oriented mindset?

6. Is UNC a growth mindset community? For what aspects would you say yes, and why? For what aspects would you say no, and why? What is one specific change that might increase growth mindset in some area(s) of our community?

7. Looking at the Emerging Adulthood article (Arnett, 2000), what behaviors and struggles are developmentally appropriate for undergraduates? How can this understanding facilitate growth mindset in undergraduates and in the adults who interact with them?

8. What are two or three comments or phrases from the conference that especially resonated for you? How might they impact your interactions with students? With co-workers?

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