

## Academic Mindsets and Their Implications for Learning & Teaching

Construct	Definition	Implications for Learning	Implications for Teaching
<b>Growth Mindset</b> Dweck, 2006	“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.” <sup>1</sup>		
<b>Grit / Perseverance</b> Duckworth, et al, 2007; Eskreis-Winkler, et al, 2014	“Perseverance and passion for long-term goals” <sup>2</sup>		
<b>Self-control / Self-discipline</b> Duckworth & Seligman, 2005, 2006; Farrington, et al, 2012	“whether students forego short-term temptations to prioritize higher pursuits (related to delayed gratification and self-discipline)” <sup>3</sup>		
<b>Self-efficacy</b> Bandura, 1986, 2010	“people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” <sup>4</sup>		
<b>Mastery Goal Orientation</b> <a href="#">Kaplan &amp; Maehr, 2007</a> ; Ames, 1992	“Refer[s] to a purpose of personal development and growth that guides achievement-related behavior and task-engagement” <sup>5</sup>		

<p><b>Sense of Belonging</b> Farrington, et al, 2012; Ryan &amp; Deci, 2000</p>	<p>“A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.”<sup>6</sup></p>		
<p><b>Personal Relevance</b> Bruner, 1960; McCombs, 1991, 1993, 1994</p>	<p>“perception that something is interesting and worth knowing”<sup>7</sup></p>		
<p><b>Attribution Theory</b> Dweck, 1975; Vispoel &amp; Austin, 1995; Weiner, 1992, 2000</p>	<p>“Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior...  Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability.”<sup>8</sup></p>		
<p><b>Self-Determination Theory</b> Deci &amp; Ryan, 2000</p>	<p>“Conditions supporting the individual’s experience of autonomy, competence, and relatedness are argued to foster the most volitional and high quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity.”<sup>9</sup></p>		

1. From Mindsetonline.com (<http://mindsetonline.com/whatisit/about/>)
2. From Grit: Perseverance and Passion for Long-Term Goals (<https://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>)
3. From Teaching Adolescents to Become Learners page 20 (available at <http://files.eric.ed.gov/fulltext/ED542543.pdf>)
4. From Self-Efficacy (<https://www.uky.edu/~eushe2/Bandura/BanEncy.html>)
5. From The Contributions and Prospects of Goal Orientation Theory (<http://link.springer.com/article/10.1007/s10648-006-9012-5#page-1>)
6. From Teaching Adolescents to Become Learners page 10 (available at <http://files.eric.ed.gov/fulltext/ED542543.pdf>)
7. From Helping students find relevance (<http://www.apa.org/ed/precollege/ptn/2013/09/students-relevance.aspx>)
8. From Attribution Theory (B. Weiner) (<http://www.instructionaldesign.org/theories/attribution-theory.html>)
9. From Theory (<http://selfdeterminationtheory.org/theory/>)

Handout available at <https://goo.gl/aITVeZ>

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