Grit Matters.
Can we teach it?

Fostering grit with Growth Mindset and Deliberate Practice

<table>
<thead>
<tr>
<th>Target the students</th>
<th>Target your course</th>
<th>Target your teaching</th>
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<tbody>
<tr>
<td>• Introduce growth mindset or deliberate practice to students by sharing the attached handout, having them watch a TED Talk, or having them do a self assessment.</td>
<td>• Examine your course, including assignments, grading system, presentations through the lens of growth mindset or deliberate practice.</td>
<td>• Examine your teaching, including how you give feedback, conduct critiques, present information, and talk to students who are falling behind or excelling beyond expectations. Identify ways that your teaching supports or inhibits growth mindset or deliberate practice.</td>
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<td>• Have students develop a plan for improving their growth mindset or deliberate practice.</td>
<td>• Identify ways that your course supports and inhibits growth mindset or deliberate practice.</td>
<td>• Implement practices to support growth mindset or deliberate practice. Work with a colleague or a faculty developer to assess the effectiveness of what you tried.</td>
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<td>• Devote an hour of class discussion to how to improve growth mindset or deliberate practice.</td>
<td>• Develop suggestions for changing aspects of the course that inhibit growth mindset or deliberate practice, and work with your department to implement them.</td>
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Resources:
Presentation slides: bit.ly/GritMatters
Angela Lee Duckworth: The Key To Success? Grit, TED Talk, April, 2013
Carol Dweck: The Power of Believing That You Can Improve. TED Talk, December 2014
Deliberate Practice

“in an incredible number of fields ... you need to have practiced, to have apprenticed, for 10,000 hours before you get good.”
— Malcolm Gladwell

Set a specific stretch goal

A stretch goal is a little beyond your comfort zone. It should be do-able, but not too easy.

Focus on a specific task

Focus your attention. Think ahead to what distractions might pull you away from your task, and block them ahead of time (e.g. turning off your phone, putting a do not disturb sign on your door, telling your officemates that you need to focus, etc.)

Get immediate, informed feedback

Get feedback during part of your practice session, or soon after. Be sure you are getting feedback from someone whose expertise you trust. Adjust your performance according to the feedback.

Practice repeatedly until fluent

Repetitive practice can feel a little boring. Be aware of when your attention strays, and try to regain your focus. Be patient with yourself — improvement does not always occur in a steady, linear fashion.

Icons from thethenounproject.com : Stephanie Meyer, Thomas Helbig, Vicons Design, Mateo Zlatar, Alex Muir
Fixed Mind-set
Intelligence is static

Growth Mind-set
Intelligence can be developed

Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

...avoid challenges

...embrace challenges

...give up easily

...persist in the face of setbacks

...see effort as fruitless or worse

...see effort as the path to mastery

...ignore useful negative feedback

...learn from criticism

...feel threatened by the success of others

...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

As a result, they reach even higher.

Graphics by Nigel Holmes based on research by Carol Dweck  
http://dwea.ed.gov

Grit Matters. Can we teach it? | Natasha Haugnes & Vanessa Spang, Faculty Development | Academy of Art University

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