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Practice, Patience, and Persistence: Integrating Growth Mindset Prompts in First-Year Writing Information Literacy Instruction

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Overview

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Our university, library, and information literacy landscape

2

Growth Mindset literature and prompts

3

Integration into our First-Year Writing instruction

University of Nebraska-Omaha

- Metropolitan university located in Omaha, NE
- 15,000+ students
- 2,100+ first-year students
- Focus on first-generation and non-traditional students
- Go Mavs!

UNO Libraries

Our Information Literacy Instruction Landscape

- First-year writing
  - Decades-long partnership
  - Continuous improvement
  - First steps of scaffolded information literacy learning outcomes
- Team-based approach
- ~80 percent of Composition II sections
  - 41 sections (in person and hybrid classes)
  - 150 minutes per section
  - 5,500+ minutes of instruction time
  - 1,100+ student interactions

Fundamental Question

Why do some students quit as soon as they face a challenging situation while others persevere?
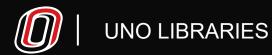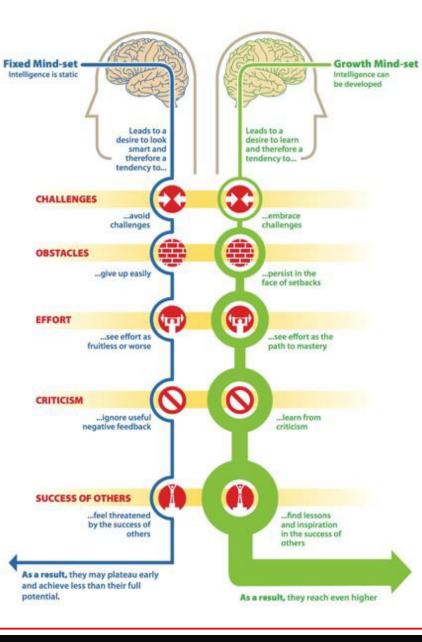
Fixed Mindset

Growth Mindset

By Nigel Holmes based on Carol Dweck

Why Does Mindset Matter?

- Effort vs. ability
- Challenges as opportunities to learn
- Persist in the face of setbacks
- Embrace feedback and use it to improve performance
- Resilience

Motivation

Dweck, 2006

Educational Motivation: Things Get Messy!

10 Motivational Factors

1. Expectancy & value
2. Attributions
3. Self-efficacy
4. Self-regulation
5. Goal orientations
6. Neurobiology
7. Interest & affect
8. Intrinsic & extrinsic motivation
9. Developmental issues
10. Social influences

So tell me about your epistemic motive…

Could all be graduate seminar topics

Sustained metacognition takes considerable effort

Schunk & Zimmerman, 2012

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Growth Mindset Interventions in Education

Duration

- One-off 20 min-2 hours
- First two semesters
- Summer orientations
- 3-10 weeks

Materials

- GM-based feedback
- Articles/videos/TED talks
- Self-reflection
- Infographics
- Timing and context is crucial

Cheng et al., 2021

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Promoting a False Growth Mindset

- Failure to grasp and implement Growth Mindset
- Equating Growth Mindset with effort
- Praising effort when there was none or effort not effective or without good strategy
- Make students feel good about themselves

Dweck & Yeager, 2019

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Teachers' Mindset

- Can students independently implement Growth Mindset?
- Is student Growth Mindset moderated by their instructors' own Growth Mindset?
- Growth Mindset intervention led by teachers endorse more of a Growth Mindset
- Instructors' Growth Mindset provides necessary affordances for significant learning gains

Yeager et al., 2022

Teach the Teachers

Seminar-style formal training program for Comp II instruction team
- Growth mindset
- Developing a teaching persona
- Critical reflection in teaching
- Leading discussions in the library classroom
- Using improvisation and nonverbal communication

Growth Mindset as a Foundational Premise

Self-reflection (part 1)
What skill have you learned recently or have had to learn in the past?
- How to serve in tennis
- How to skateboard
- Playing piano

- The research process is a learned skill

- Information literacy builds upon knowledge and practices used in everyday life and prior assignments

- You can learn new skills

Workshopping Topics in Small Groups

Why did you choose this topic? How did you get here? What sort of experience do you bring to this topic?

Self-reflection (part 2)
Why do we ask this question?
Why is it important to articulate our experience with our topics?

Growth Mindset: It builds on existing knowledge and experience

Building on Recent Learned Skills:
Rhetorical Analysis and Source Evaluation

- What do you do in real life when you're trying to figure out if information or a source is legitimate?

- What do you think about when you're reading a piece rhetorically?

- What are the linkages between rhetorical analysis, source evaluation in real life, and source evaluation in research?

- What existing skills do we use when we're reading search results rhetorically?

Failing Together: Searching in Library Databases

- What should we work on together?

- Verbalize thought processes, ask about expectations

- Analyze results rhetorically using previous experience

- What worked? What can we change to make it better?

- Practice new searches in small groups and report back

- Wait to see what students notice and verbalize about the search process before giving tips and tricks

Student Reactions After Failing Together

- "I haven't found anything yet, I have to try something different"
- "How can I change this? What should I try differently?"
- Students began believing in themselves
- Clear path towards self-efficacy

Growth Mindset Intervention in IL

- Cognitive, emotional, social processes, coping skills in Information Literacy

- Intersection of IL self-efficacy and academic motivation

- Developing a Growth-Mindset IL pedagogy

- Intervention x Context

- Lack of studies in the context of IL

- This is great! But how do we measure it?

Future Research

- Coordinating with Comp II instructors
- Tailored intervention for Comp II sections
- Measuring impact on IL skills
- Quasi-Experimental Design
- Propensity Score Matching
- Mixed-Methods Design

Resources

Mindset Assessment Profile (MAP)

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/173/MindsetAssessmentProfile.pdf

ClassDojo

https://ideas.classdojo.com/b/growth-mindset

Growth Mindset Posters

https://www.weareteachers.com/classroom-poster-8-phrases-that-nurture-growth-mindset/

Khan Academy Growth Mindset Lesson Plan

https://www.khanacademy.org/college-careers-more/learnstorm-growth-mindset-activities-us

Mindset Kit

https://www.mindsetkit.org/

Mindset Works

https://www.mindsetworks.com/

Your Brain Map

https://www.opencolleges.edu.au/informed/learning-strategies/

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Thank you!

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