

# Growth Mindset Teaching Tips

---

2017

HIGH POINT UNIVERSITY

*Designed by Michaela Mucha,  
HPU Class of 2018*





# THE LETTER TO FUTURE STUDENTS.

*JIM Y. TRAMMELL*

During the last week of the semester, students are assigned the following project:

*Write a letter to future students of this class. Tell the students what they can expect to learn in the class, and give them advice on how to succeed in the course. The letter is expected to be around 350-words long, written well with no grammatical errors, and posted on Blackboard through TurnItIn by 11:59 PM Sunday.*

There are several advantages to this assignment, both for the student and for the instructor. First, by asking students to write about what the class covers, the assignment allows students to begin summarizing the course content. This is very helpful, particularly as they prepare for exams.

Second, by reflecting on what is needed to succeed in the class, the student is forced to recognize that there are strategies that can help a student do well or do poorly. The student can acknowledge whether he or she did these strategies, and how well they helped. This is helpful before course evaluations; if the student has done poorly in the class, he or she can acknowledge that perhaps it is because his or her strategies were faulty.

Third, the student has the chance to reflect on how much growth he or she has made throughout the semester. The student thinks back to where he or she was at the beginning of the semester, and considers how much progress she has made.



1 5 1

2 T I P S 2

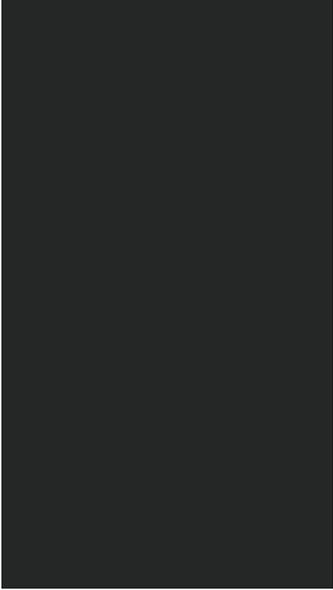
3 F O R 3

4 G R O W T H 4

5 S U C C E S S 5

T E A C H I N G

FRANK FREEMAN



# 01

---

## SHARE A PERSONAL ANECDOTE

Early in class, *I share a brief anecdote of something I have struggled with* and how I decided to work on it and how it helped. This helps me relate with students and with the possible negative fixed mindsets many may have regarding Spanish class.

Applying growth mindset strategies to our teaching causes us to be more deliberate about, and responsible for, what we do in the classroom. It also gives us avenues in inciting students toward increased personal responsibility, connecting work ethic and effort with increased mastery of subject matter.

A few points that have helped me mark the way in the path toward this effort:

# 02

---

## ESTABLISH A BASELINE

Students fill out a questionnaire early in the semester, establishing basic student ideas regarding mindset. This offers a baseline to which we will refer back to throughout the semester. By referring back to this early questionnaire, we can ***consistently remind our students of how much they have improved their skills each week.*** (Warning! Students will often give the answer they think I am looking for.)

# 03

---

## BE DELIBERATE WITH MESSAGING

At intervals throughout the semester, I share brief messages that correspond with the precepts of the growth mindset. They could come from Dr. Dweck's work, related literature, or pop culture media, figures or events.

# 04

---

## UNLIMITED ATTEMPTS

Students work on an online workbook before class, encouraging them to come prepared. I assign key activities, representative of the main areas of the material of the day, to be completed with unlimited attempts. These activities are meaningful to the class and serve as concrete evidence that *focused effort directly leads to performance*, and hopefully a good homework grade!

# 05

---

## REFLECT

Later in the class, I have students reflect upon sets of work completed, with the aim of helping them see how *focused effort has translated into an evolution of understanding*. The instrument utilizes a Likert Scale as well as an opportunity to make qualitative statements. Again, it seems students sometimes answer how they think I want.

This continues as a work in process, but so far I am encouraged by the progress.

3

# GROWTH MINDSET, SERVICE LEARNING, & PERSONAL REFLECTION

JENN BRANDT

---

Reflection exercises are a common tool in service learning courses as they allow students to process the work they are doing in the community while making connections to course readings and lecture material. The service learning experience can push students out of their comfort zones as they are exposed to new environments and situations. Often students identify what could be considered “fixed mindset” attitudes and behaviors in their service work. Growth mindset interventions, then, can be useful in a number of ways, both in terms of an approach to the work students are doing in the community, as well as in reflecting on their own mindsets.

Introducing growth mindset theories in class is beneficial in preparing students for some of the challenges they may face in their community work. Understanding the difference between a fixed and a growth mindset, and learning skills to foster growth mindset attitudes, becomes advantageous for students responding to different situations at their service sites.

Encouraging students to **analyze these attitudes in their reflection essays** provides opportunities for deepening their understanding of their service partners, developing techniques for responding to

different situations, and encouraging contemplation of their own mindsets. Further discussion of these issues as a class allows students to recognize the commonality of their shared experiences and to further develop strategies for working with a variety of individuals in the community.

For example, in a class where students were working in afterschool programs with elementary school students, they shared frustrations about kids who quickly gave up on homework tasks or were reluctant to participate in reading activities. One service learning student reminded the kids that, **“we’re supposed to make mistakes, otherwise pencils wouldn’t come with erasers.”** That phrase became an easy way to help kids from getting discouraged by difficult tasks. This became a phrase that students were not only able to use at their various service sites, but became a gentle reminder that I could also employ in class when my students exhibited similar frustrations about readings or class assignments.

Through these experiences and activities, students were able to identify on their own when they, themselves, began to slip into fixed mindsets and, therefore, were more ready and willing to adjust these attitudes on their own.

44

# Quick Quizzes

MICHAEL GRIDER

**3**

In-class quizzes are too often framed as punitive exercises.

We punish students with quizzes when they are unprepared for class, and threaten students with quizzes if they don't do their homework. But if we change our approach to quizzes, we can use them as powerful growth mindset tools. We can create quizzes where students see them less as a penalty for not doing their reading, and more as a means to help students understand their progress in the class.

## **I give two brief quizzes in a class period:**

one at the beginning of class before the lecture, and one after the lecture at the end of class. Both quizzes cover the same material, and the questions on the pre-and post-lecture quizzes are similar. The pre-quiz allows students to identify the main focus of the lecture/discussion they are about to experience, and highlights the students' 'starting' knowledge of the material. The post-lecture quiz gives students instant feedback on how they internalize the key concepts that they learned over the course of the lecture. For some concepts, professors may wish to further critical thought by asking the students to reflect on how they can approach the concepts that they missed on the post-lecture quiz.

By giving two quizzes within the same class session, students see apparent evidence of growth relatively quickly. By making these quizzes a regular part of the class structure and culture, the classroom becomes a place where being wrong—at least at the beginning of the class session—is acceptable in the learning process, and that a deficit of a specific bit of knowledge at the start of the class can be viewed as an opportunity for growth.

Time is valuable! I usually allow 30-45 seconds for each of 5 multiple choice questions. With the university-wide adoption of Poll Everywhere, each professor now has the ability to easily administer brief quizzes and have the grades automatically calculated and entered in to the gradebook (especially convenient in a larger classroom setting).

For further information and training on Poll Everywhere, visit The Office of Information Technology at <http://oit.highpoint.edu>

5



**PEERS'**  
**ASSESSMENTS**  
**— AND —**  
**GROWTH**  
**MINDSET**

***HEATHER MILLER***

# PEERS

# CHAL- LENGES

# NEXT STEPS

The Chemistry Department is investigating peer assessments as a way to promote a growth mindset.

Specifically, students in laboratory courses complete formative assessments of their peers' assignments—in our case, laboratory notebook entries.

Students exchanged photocopies of submitted assignments with someone else in the class and completed a simple, one-page assessment outside of class. The assessment had to include: three strengths, three challenges, and next steps to address those challenges. The following week, peers discussed their feedback with each other.

These notebook entries are an important, ongoing part of the class itself, but the peer assessment had a few distinct goals. First, the assessments let students receive feedback regularly from both the instructor and peers that could be used the following week. Second, by assessing the quality of other people's work, students could reinforce and apply their mastery of the material. In order to identify where someone can improve, it demands that you understand what it means for the work to be strong.

Most importantly, though, peer assessments allowed students to become comfortable with learning as a "work-in-progress." Students must entertain the idea that their notebook entries (and by extension, other assignments) can improve in order to succeed with this assignment.





**TEACHING  
THROUGH  
COACHING**

**DAVID RADANOVICH**

---

Coaching is something just about everyone has received, whether it's learning the fundamentals of a golf swing, shooting a basketball, or learning the electric slide. The key to success was to move from seeing the skill as an uncomfortable challenge to embracing the skill as a natural, normal part of the routine.

*Coaches help us become competent by following a basic formula that can be applied in helping our students (and ourselves):*

01

START SMALL AND BUILD.

02

ENLIST OTHERS (CLASSMATES) TO AMPLIFY THE POSITIVE TALK AND REINFORCE THE BEHAVIOR.

03

REINFORCE THE DESIRED BEHAVIORS BY USING POSITIVE, SPECIFIC LANGUAGE (E.G., "GOOD SWING"; "NICE STANCE").

04

AS ONE SKILL GETS MASTERED, LAYER ON THE NEXT LEVEL OF COMPLEXITY.

---

*This formula not only helps us strengthen our skills: it can also model a growth mindset. Here's how I put this formula into practice in COM 1110—Human Communication:*

01

## **START SMALL AND BUILD.**

Before the first speech assignment, I ask students to identify which single public speaking skill they would most like to improve (e.g., eye contact, stance, verbal fillers, confidence, etc.).

02

## **ENLIST OTHERS TO REINFORCE THE BEHAVIOR.**

I place students into groups of three-to-six who are all focused on building the same single skill.

03

## **REINFORCE THE DESIRED BEHAVIORS BY USING POSITIVE, SPECIFIC LANGUAGE.**

Next, when students practice their skills through drills, the group is instructed to immediately reinforce good skills. This positive reinforcement demonstrates that good speaking skills can be learned and it helps create a “safety net” of classmates to whom the student feels comfortable presenting, thereby lowering the anxiety associated with public speaking. Students also give suggestions on how to improve.

04

## **AS ONE SKILL GETS MASTERED, LAYER ON THE NEXT LEVEL OF COMPLEXITY.**

For the next speech, the same process is repeated and most students will feel they can move on and focus on improving one or two other skills.

---

This coaching formula encourages a growth mindset in several ways. First, the formula assumes improvement is possible and manageable. The student knows from the very beginning that 1) she lacks proficiency in a particular skill, and 2) she is expected to improve that skill through a specific regime.

Second, placing the student in a group of students who also recognize their need to improve creates an environment that privileges improvement. Each group member knows the others acknowledge they need to strengthen that particular skill, which can make it easier for students to expose their perceived inabilities.

Third, receiving positive reinforcement from the group encourages the student to stick with the drills and work harder. “Positive reinforcement” does not mean praising poor work—it means *affirming* students’ improvement using

positive language. Students are not encouraged to elevate poor work; rather, they are taught to identify what is working, and to build upon that improvement.

As you develop your next class, consider how you can approach the class less as a “lecturer,” and more as a “coach.”



*EXAM  
WRAPPERS*

Melissa Srougi

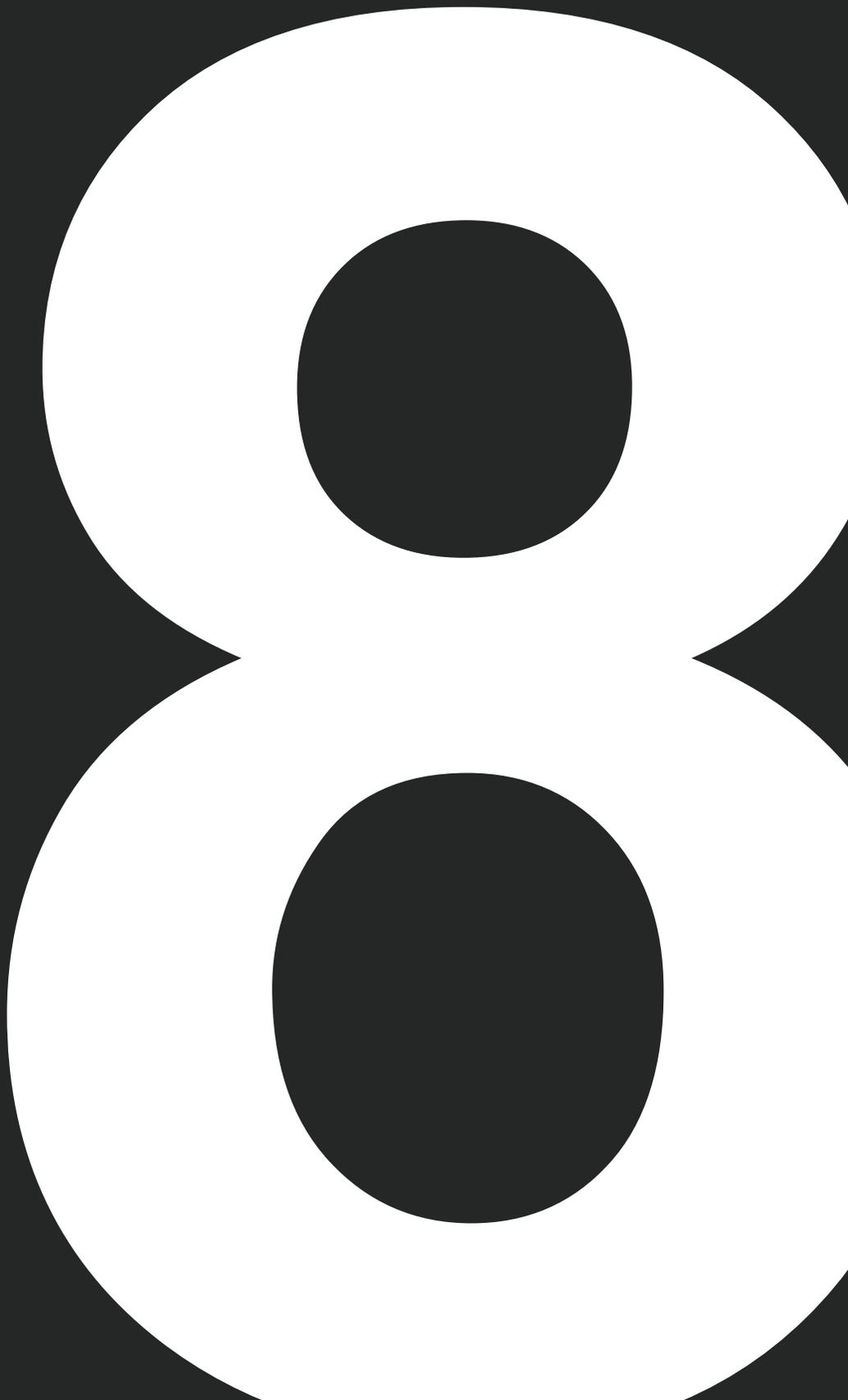
Exam wrappers are a quick and useful metacognitive activity that allow students to self-reflect on their scholarly performance throughout their course of study. These activities are distributed to students prior to receiving instructor feedback on formal assessments, and then re-distributed to students a few days before their next assessment. When appropriately worded, exam wrappers allow students to identify the strengths of their performance, areas and strategies for improvement. They also provide instructors with pertinent information to assist each student in developing their own specialized growth-mindset strategies for success.

***An example of an exam wrapper is to the right:***

EXAM: POST  
QUESTIONNAIRE.

Please answer questions **honestly**. You are not assessed on your response, just that you honestly responded! This is an opportunity to identify weaknesses and strengths for your future improvement.

QUESTION	YES	SORT OF	NO	COMMENTS
Are there particularly challenging questions that I am proud for how I answered? Would I proudly explain the answer to a large, global audience?				
Did I work as hard as I could have?				
Did I set and maintain high standards for myself?				
Did I spend enough time to do quality work?				
Did I regulate my procrastination, distractions, and temptations in order to complete my work?				
Did I make good use of available resources?				
Did I ask questions if I needed help?				
Did I review and re-review my work for possible errors?				
Did I meet with a tutor and/speak with my professor?				
What is one positive thing I did on this exam? (Please give a written response in "comments" section.)				





**A  
GROWTH  
MINDSET  
APPROACH  
TO  
ACADEMIC  
ADVISING**

BRADLEY G. TAYLOR

Students fall along a wide spectrum of commitment to their major throughout their four (or more) years in school. In fact, more than 80% of students will change their major at least once while in college. There are several reasons students may change their focus: no passion for that area, lack of skill in that area, low performance/challenge, change of career, desire to pursue another area, and much more. During this time, students may feel unsure, disconnected, confused, alone, behind, or uncommon.

If students change majors because their interests shift, then excellent! Encourage them to follow their passions. But if they want to change their majors because they believe the subject is “too hard,” or because they think they can’t hack it, then maybe a change in major isn’t the best strategy. (After all, what will happen when they discover their second major is hard as well?) Instead, perhaps they could benefit from some growth mindset advising.

---

# Here are a few tips:

Some students feel they need to change their major when they first encounter failure or difficulty in introductory major classes. **Remind them that college is supposed to be difficult**—it should challenge and stretch students. If they encounter difficulty in their classes, that’s fine. It doesn’t mean they are “failures,” or that they’ll never master the subject, but it may mean they need new strategies to succeed.

---

**Avoid encouraging students to take “easy” routes** like enrolling in “easier” classes. Instead, provide positive reinforcement by suggesting they spend more time with the material, seek out answers to unsure topics, and “grow” through the challenge.

---

**Propose they reach out to various resources** to help them widen their perspective and seek opportunities (i.e. Career & Professional Development, informational interviews) *before* switching majors.

---

**Coach the student in self-advocacy** for academic support resources, time management, and effective note taking and study habits. Utilization of these practices will support their academic success, increase confidence, and develop a growth mindset.

---

Finally, remind students that **it really is okay to change their major**. Students may discover that even though they could eventually master the material, the effort they'd have to put in would not be worth it. A student may decide he could become a surgeon someday, but after taking a sober look at the effort he'd have to exert to get there, he could determine he would be better off taking another path. Or another student may be confident she could complete her music major, but the hours of practice she would need to become proficient are not her priority. That's fine! These are healthy reactions. We just do not want students to decide to change a major just because it suddenly became tough.

---

What about the 20% of students who do not change their majors? It is still important to support these students through growth mindset advising as well.

---

## Here are a few tips:

**Encourage students to venture out of their comfort zone of their academic program** in order to grow, or expand, their knowledge. Add a minor. Take electives outside their program.

---

**Suggest opportunities for students to find a secondary passion** that may not be connected to their academic major or career pathway (i.e. try music lessons as a science major, try sociology as a business major).

---



# STANDARDS- BASED GRADING

AARON TITUS

---

---

---

---

---

---

---

---

**A**s teachers, we want to encourage growth mindset in students. Yet many students are motivated almost entirely by grades, especially in a course students perceive as not valuable to their major or career. A traditional grading system often reinforces a fixed mindset and undermines other growth mindset messages. In a traditional grading system, students must achieve a certain weighted average for a grade, like 90% for an A-. The weighted average is computed by grades on assignments like homework, written papers, oral presentations, and exams. Although the teacher may use rubrics to ensure fairness and consistent feedback, students typically only look at the final grade on an assignment even when it is based on a rubric. At the end of the semester, the student knows her final grade but does not know the exact areas in which she is strong and weak. From the student's perspective, she either achieved a desired grade or did not—it was a success or failure. This incongruence between the fixed mindset message delivered by the grading system and the growth mindset message delivered by the teacher can be frustrating for students and teachers alike, and can undermine the teacher's goal of encouraging growth mindset. Thus, we see the need for standards-based grading.

In standards-based grading (SBG), students demonstrate proficiency of learning goals (standards) and the final course grade is computed based on the level of proficiency on each goal. The clearest way to describe the difference in SBG and traditional grading is the grade book. In traditional grading, the grade book consists of a column for each assignment and a grade on each assignment; in SBG, the grade book consists of a column for each standard and a score indicating proficiency on each *standard*.

There no single or right way to implement SBG, but there are some fairly common features: (1) A given assignment typically assesses multiple standards. Thus, the feedback on an assignment consists of a proficiency score on each assessed standard rather than a single grade on the assignment. (2) Standards are assessed more than once. Students have an opportunity to learn from what they miss and can demonstrate growth. In SBG, the final grade depends on their demonstrated knowledge and skills, rather than when they figured it out during the semester. (3) There is opportunity to fail and learn from failure. Thus, activities like homework, peer review, rough drafts, and initial presentations provide practice and feedback, but do not count toward the grade. (4) There is a standard for whatever knowledge or skills you value as a teacher. If you value it, then make it a standard and assess it.

I've implemented SBG in every kind of course, from a writing intensive First-Year Seminar to advanced physics courses for physics majors. It works in all types of courses because it's a philosophy, not an implementation. Therefore, the implementation absolutely depends on the course. To implement SBG, you will need to answer the following questions: (1) What are the standards? (2) How will you assess the standards and how will you measure proficiency? (3) How often will you assess the standards? More than once is essential. (4) How will you translate proficiency to a course grade?

Finally, my grading system reinforces my other growth mindset messages. When I write a letter of recommendation for a student, I can look at her proficiency on standards and discuss specific strengths and weaknesses. With traditional grading, I could only say whether a student was “in the top 33% of the class” or something just as vague. When students ask me for help, they ask very specific questions like, “Can you help me calculate the electric field of a dipole?” or “Can you help me provide evidence for my statements in my presentation?” With traditional grading, students would simply ask me, “How can I improve my grade?” In my experience, I believe that students with growth mindset prefer SBG. Students with fixed mindsets may abhor SBG because SBG forces them to confront and grow from their weaknesses rather than revel in the comfort of an average grade. When it comes to a grade, ignorance can be bliss indeed.

SBG was a game changer for me as a teacher. It’s one of the three most significant influences in my 20-year teaching career.

10

# FACILITATING, NOT FIXING

TYRESA FOSTER, *Assistant Director of Student Life*

AUSTIN LAFOREST, *First-Year Area Coordinator*

ERICA LEWIS, *Senior Director of Student Life*

SCOTT WOJCIECHOWSKI, *Director of First Year Residential Education*

—

Students often draw connections between their academic experiences and growth mindset, which makes sense. In the Office of Student Life, we have a unique perspective on the development of our students outside the classroom. Just as we ask students about their coursework and academic progress, faculty colleagues should not be afraid to inquire about the other elements of a student's holistic education.

Our large on-campus population provides many opportunities for students to consider a growth mindset. Learning to live with another person is one example – further complicated by a generation of students who never shared a bedroom before coming to college. A fixed mindset can serve as a sparking point for a roommate conflict: “So-and-so is always doing such-and-such and I just can't live this way!” This scenario provides a teachable moment for students to examine their role in the situation and the actions they can take.

When addressing a roommate conflict, our staff serve as facilitators, not fixers, who encourage students to take ownership and realize that compromise is a process that requires work and a high-level of patience. In the role of mediator, Student Life staff members coach roommates through a reflective process guided by growth mindset principles.

***Discussion points include:***

- Dispelling the popular notion that their roommate has to be their BFF
- Identification and articulation of needs and wants
- Widening understanding of differing expectations (realistic or not)
- Learning that sharing a space involves give-and-take

This formula does not always work and sometimes relocation is the best option, but focusing on a growth mindset reminds us that the work is worth doing because the life lessons learned will stick with those students long after they graduate.





**STRATEGIES**  
FOR EFFECTIVE  
**GROWTH**  
**MINDSET**  
**FEEDBACK**

JIM Y. TRAMMELL

---

Giving effective feedback to students is critical to shaping a growth mindset. In fact, if we fail to apply growth mindset strategies in our feedback on student work, then many of our other growth mindset-strategies fail. But if we learn how to give effective feedback, we can turn practically any assignment into a growth mindset-assignment.

The following tips can help transform our feedback into growth mindset messages:

# Remember: grades alone are *not* feedback.

If your “feedback” consists only of telling students their letter grade, then you’ve missed your best opportunity to help students grow. A grade only tells a student *if* there is room to grow; it does not help a student figure out *how* he can grow. Feedback should point the student to specific areas where he can improve; merely putting a “B” on a paper does not do that.

## Effective feedback starts at the *beginning* of the assignment, not at the end.

Don’t think of feedback just as something you give when you return a project. Developing a strong feedback strategy at the front end of the assignment will make your comments more effective.

When giving the assignment to students, make it clear what you expect out of “A,” “B,” “C,” “D,” and “F” projects. Remind your students that “C” grades are considered “acceptable” and “average” work, and that if they do only the bare minimum on the rubric, their grade *will not* get higher than a B-. The rubric should make the expectations for the assignment, and your approach to assessing it, as clear as possible. The more clarity you can give students at the top of the assignment, the more effective the feedback will be when the assignment is complete.

# Center the comments around the work, *not* the student.

It is easy for us to address the student directly through our feedback, such as “You need to correct this,” or “You did a nice job on this paper.” However, the feedback should not be about the *student*; it should be about the *work*

When we frame our feedback around the student with “you”-centered statements, the feedback seems to assess the quality of the student. This can help perpetuate a fixed mindset. If the feedback says, “Your paper needs improvement,” the student can internalize the “Your” as if to say he is inherently a bad student. But if the feedback says, “This paper needs improvement,” it places the focus more on the quality of the work—not the student

*.Consider the following examples:*

- **“You are a good writer” versus “This paper makes some unique and interesting points.”** The first statement suggests the student has a “natural” gift, which can perpetuate a fixed mindset. The second statement identifies the *paper* as particularly noteworthy.
- **“Your thesis is under-developed” versus “To help take this thesis to the next level, spend a little more effort developing the thesis.”** The first statement’s “your” aligns the paper’s deficiency with the student’s inadequacies. The second statement addresses the paper’s inadequacies without locating the problem with a student’s inherent inability to write.

NOTE: Focusing the comments around the work is *not* an effort to spare a student’s feelings.

Reframing the comments away from assessing a student’s abilities and toward the quality of the work may *feel* like we are trying not to make the student feel bad. But growth mindset-feedback is concerned with ensuring the student does not let the feedback perpetuate a fixed mindset.

Students *should* feel frustrated that the work isn’t up to par, but centering the comments on the work will still communicate that message without perpetuating a fixed mindset.

In short, the more we use the word “You” in our feedback, the more we perpetuate a fixed mindset in our feedback.

# Embed “not yet” in your vocabulary.

Those two little words can summarize most growth mindset-centered feedback. They tell the student that her work has room to grow, and that she has the capacity to improve. “Not yet” doesn’t say “You can’t do it,” or “This is not correct”; it says “The work is not proficient *yet*, but it will be with a little more work.”

Remember: feedback is not merely about identifying what a student did right or wrong. It’s about where the student is right now. “Not yet” says that *right now*, the work isn’t ready. But with the right exercises and training, the next project could be ready for prime time.

# Always include advice on how to improve.

A growth mindset believes students always have the capacity to improve. If we fail to give suggestions about how the work can be taken to the next level, we miss an opportunity to encourage growth.

If the work is average or below average, consider framing the comments around how to ***take it to the next level***, such as:

- “To take this paper to the next level, consider organizing this paper more around the themes and less around the plot.”
- “To take this project to the next level, tell us more about how Adams’ understanding of the power of the federal government contrasted with Jefferson’s views.”

If the work is above average, and is worthy of an “A” grade, we should still include advice on how the project can improve. Remember: even “A” students can have fixed mindsets, so we must remind them that even they have the capacity to get better. Consider framing the comments of “A” work around how to ***turn the project into professional-grade work***, such as:

- “This work makes some strong and interesting points. To help make this more of a professional-quality piece, publishers will want it to include a little more evidence to support its claims.”
  - “This piece could be a contender for a video production award. To help get it ready for that level, the shots taken in the character’s bedroom will need to be re-color corrected.”
-



# GROWTH MINDSET

VS

# FIXED MINDSET

*Intelligence can be developed.*

*Intelligence is static.*

**BELIEVE THAT INTELLIGENCE  
& APTITUDE CAN GROW  
OVERTIME.**

"The more I read T.S. Eliot, the more he  
makes sense."

**WELCOME OPPORTUNITIES TO  
LEARN.**

"I read through the comments on my  
project, and it gave me some great ideas for  
the next project!"

**ARE RESILIENT.**

"Hey, Mom. I'm good. I got a C. Yeah, that's  
disappointing, but I'll survive. It's not like  
something bad has happened to me."

**SEEK OUT ACADEMIC  
CHALLENGES.**

"Dr. So-And-So's class is tough, but I  
learned a lot. She doesn't just give A grades;  
you gotta earn them. I can't wait to take  
another class from her!"

**ARE EXTRAORDINARY!**

**BELIEVE THAT INTELLIGENCE  
& APTITUDE CAN NEVER  
REALLY IMPROVE.**

"I'm not really a 'math person.'"

**FEAR LEARNING THAT THEY  
ARE WRONG.**

"I got a C? That's impossible! I AM AN 'A'  
STUDENT!"

**FOLD AT THE FEAR OF  
FAILURE.**

"Hello, Mom? It's me. Something horrible  
has happened. No, worse. I got a C on a T.S.  
Eliot paper! \*SOB\* I know, right? Come  
pick me up."

**AVOID ACADEMIC  
CHALLENGES.**

"Why would I possibly take one of Dr.  
So-And-So's classes again? She just doesn't  
give any A grades. I'm going to take an easy  
class instead."

**ARE NOT. YET.**

But they can be with growth mindset  
interventions.