1. Like a muscle, your brain can grow. (YouTube video http://goo.gl/XjUqTE)

2. Even if I don’t see myself as a “math person,” I can still improve my math skills.

3. You can learn new things, but you can’t really change your basic intelligence.
   a. Strongly Disagree  b. Disagree  c. Neutral  d. Disagree  e. Strongly Disagree

4. Your talent in a given area is not something you can change very much.
   a. Strongly Disagree  b. Disagree  c. Neutral  d. Disagree  e. Strongly Disagree

5. If you are a smart person, you won’t have to study a lot or work hard.
   a. Strongly Disagree  b. Disagree  c. Neutral  d. Disagree  e. Strongly Disagree

6. Active learning and peer-to-peer learning strategies can significantly improve student success.

7. The earth is flat.
   a. Strongly Disagree  b. Disagree  c. Neutral  d. Disagree  e. Strongly Disagree

8. If I get a bad grade on a midterm, what should be my response?
   a. Evaluate my time commitment (more time overall and taken in smaller chunks, daily if possible)
   b. Reconsider my learning strategies and how my studying time is spent (see “Tools for Success”) 
   c. Reach out to study group, professor  
   d. Remind myself that I am “not yet” at the level I want to be, but that I can get there
   e. All of the above

9. If I want to learn a new skill (e.g., sports, music, dance), which of the following are needed for mastery?
   a. Having access to instructions that are detailed, organized, and easy to follow
   b. Dedicating time to practice 
   c. Periodically assessing my skill level 
   d. Receiving regular feedback on my performance and progress
   e. Seeking help when I am struggling
   f. All of the above
TWO MINDSETS
BY CAROL S. DWECK, Ph.D

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...

CHALLENGES
...avoid challenges
...embrace challenges

OBSTACLES
...give up easily
...persist in the face of setbacks

EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery

CRITICISM
...ignore useful negative feedback
...learn from criticism

SUCCESS OF OTHERS
...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

All this confirms a deterministic view of the world

As a result, they reach ever-higher levels of achievement

All this gives them a greater sense of free will