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Are We There YET? The Power of Yet for Adult Students

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Are We There YET? The Power of Yet For Adult Students

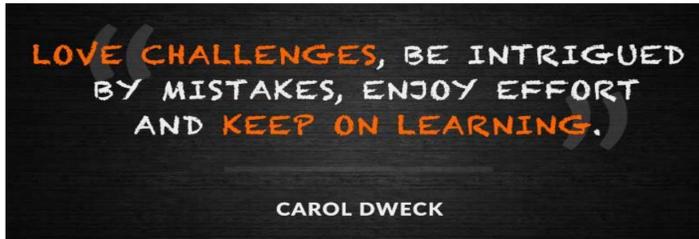


Best Teaching Practices Expo 2020

Michelle Arroyo, College of Education

The practice and the need it addresses

Teaching Practice



- A growth mindset is how students perceive their abilities and the role that plays in their motivation and achievement. (Dweck, 2015).
- UNLV is dedicated to increasing student retention as well as success rates.
- Teaching college students strategies and chances for reflective collaboration encourages them to learn from productive feedback, embrace challenges, rethink failure, and ultimately find success at the university level.
- Growth Mindset has been widely studied and implemented in education, however, it has not been widely implemented in the college classrooms. (Yeager & Dweck, 2012).
- I have found that by implementing it in my teaching, my students are less frustrated, more likely to ask for help, and find greater success in not only my course, but others as well.

Evidence this practice benefits UNLV Students

Student Testimonials

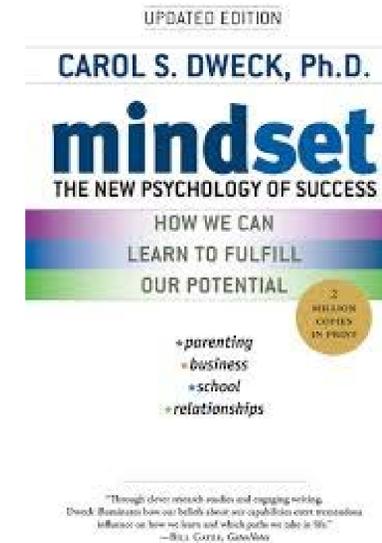
“The first thing she taught us was the “Power of Yet.” I even had to get a t-shirt with this. The growth mindset reminds us that everything is possible, we just are not there yet. From pointing me directions I hadn’t considered to providing an ear when things were tough, she always reminded me about my “yet”...and when I reach it, then there needs to be another one. The best way to instill the growth mindset for our students is to be a model of it ourselves” (EDEL Student).



“She instilled in us a “not yet” mentality. Anytime she would hear any of my colleagues, or myself frustrated for not understanding a topic, she would remind us that we do not understand it “yet.” The “not yet” mentality that I discovered in her class has been a powerful force propelling me to keep pushing in the face of adversity”(EDEL Student).

Resources and where to find them

Growth Mindset References



Dweck, C. S. (2008). Mindset: The new psychology of success. Random House Digital, Inc.

Brock, A., & Hundley, H. (2017). The Growth Mindset Playbook: A Teacher's Guide to Promoting Student Success. Ulysses Press.

Brock, A., & Hundley, H. (2016). The growth mindset coach: a teacher's month-by-month handbook for empowering students to achieve. Ulysses Press.

How other UNLV teachers might adopt this practice

Use Across the University

- Having the ability to connect with students and teach them not only the content of your course, but life skills is invaluable.
- Complete an activity about things students can't do yet and then they set goals for the semester. (Does not need to apply to your course).
- Every month, visit these goals and discuss progress or even regression. Students feel accountable for their own goals. Additionally, they start to change their mindsets in the course and in others. It provides time for students to see it is ok to make mistakes and take chances with their assignments; not always playing it safe for the easy A, but really learning and embracing the challenge. (Can be an online group discussion for online courses or larger classes).
- Other instructors could embrace this teaching strategy because it also invokes more class participation, thought provoking questions, and I have found, less absenteeism.
- The growth mindset will carry over into all courses, thus insuring success for all UNLV students.