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Academic Tenacity Stanford Graduate School of Education

Academic Tenacity Mindsets and Skills that Promote Long-Term Learning Carol S. Dweck | Gregory M. Walton | Geoffrey L. Cohen . Academic Tenacity | 1 Table of Contents Introduction 2 Defining Academic Tenacity 4 Measuring Tenacity and Its Effects on Achievement 5 Mindsets and Goals 5 Social Belonging 11 Self-Regulation and Self-Control 12 Interventions that Improve Academic Achievement by

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Academic Tenacity Home CSU Chico

Students beliefs about their academic ability influence their academic tenacity. If students are going to invest If students are going to invest their effort and energy in school, it is important that they first believe the effort will pay off.

<http://hsm-uk.co.uk/Academic-Tenacity-Home-CSU--Chico.pdf>

Promoting tenacity tolerance for ambiguity

Selected reference. Dweck, C.S., Walton, G.M. & Cohen, G.L. (2014). Academic tenacity: Mindsets and skills that promote long-term learning. Bill & Melinda Gates

<http://hsm-uk.co.uk/Promoting-tenacity-tolerance-for-ambiguity.pdf>

Academic Tenacity Mindsets and Skills That Promote Long

Academic Tenacity: Mindsets and Skills That Promote Long-Term Learning. In a nationwide survey of high school dropouts, 69 percent said that school had not inspired them to work hard.

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Mindset Grit and Optimism Promoting Skills that Lead to

(Dweck, Walton, & Cohen, 2014) (Seligman, Reivich, Jaycox, & Gillham, 1995) 3. 2/14/2017 2 academic tenacity is about working hard, and working smart, for a long time. More specifically, academic tenacity is about the mindset and skills that allow students to: look beyond short-term concerns to longer term goals withstand challenges and setbacks to persevere toward these goals (Dweck

<http://hsm-uk.co.uk/Mindset--Grit-and-Optimism--Promoting-Skills-that-Lead-to--.pdf>

Mindset Grit and Optimism Teachable Skills that Lead to

practice for academic success (Dweck, Walton, & Cohen, 2014) 3 . 2/10/2016 2 PART I: Mindset PART II: Grit and Self-Control Goal setting Mental contrasting with implementation intentions Deliberate practice PART III: Optimism and Resilience (as cited in D. S. Yeager & Walton, 2011) 4 5 Growth Fixed Mindset Mindset Value learning over looking smart or being right Believe in effort as a

<http://hsm-uk.co.uk/Mindset--Grit-and-Optimism--Teachable-Skills-that-Lead-to--.pdf>

Academic Mindsets as a Critical Component of Deeper Learning

As psychology researchers Carol Dweck, Gregory Walton, and Geoffrey Cohen put it, students need to think of themselves and school in certain ways in order to want to learn and in order to learn successfully. 4 The inclusion of academic mindsets in the deeper learning framework puts due

emphasis on a crucial set of learning variables. First, positive academic mindsets are associated with <http://hsm-uk.co.uk/Academic-Mindsets-as-a-Critical-Component-of-Deeper-Learning.pdf>

Paper prepared for the Gates Foundation by Carol S Dweck

Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning Paper prepared for the Gates Foundation by Carol S. Dweck, Gregory M. Walton, & Geoffrey L. Cohen with the valuable assistance of David Paunesku and David Yeager. 2 Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning Introduction In a nationwide survey of high school dropouts (Bridgeland, Dilulio

<http://hsm-uk.co.uk/Paper-prepared-for-the-Gates-Foundation-by-Carol-S--Dweck--.pdf>

Mindset Grit and Optimism Teachable Skills that Lead to

academic achievement. (Dweck, Walton, & Cohen, 2014) 6 . 1/28/2016 3 Do you think your mindset has changed since you were a student? If so, in what way? How do you think your growth or fixed mindset affected you during your school years? How do you think having a different kind of mindset would have impacted your learning? 7 Students with a growth mindset significantly outperform their <http://hsm-uk.co.uk/Mindset--Grit-and-Optimism--Teachable-Skills-that-Lead-to--.pdf>

Combining Academic Noncognitive and College Knowledge

For example, Dweck, Walton, and Cohen (2011) highlighted a few attitudes and beliefs that predict achievement: tenacity, mindset, social belonging, and self-regulation. They

<http://hsm-uk.co.uk/Combining-Academic--Noncognitive--and-College-Knowledge--.pdf>

ERIC ED576649 Academic Tenacity Mindsets and Skills

Dweck, Carol S.; Walton, Gregory M.; Cohen, Geoffrey L. Bill & Melinda Gates Foundation In a nationwide survey of high school dropouts conducted in 2006, 69 percent said that school had not motivated or inspired them to work hard.

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