

# Grit, Resilience, and Mindset: Critical Components for Student Success in Online Courses During COVID-19

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# Learning Outcomes

Discuss the importance of engaging students by teaching what a growth versus fixed mindset is during the weekly seminar

Describe grit, and resilience skills post-pandemic to focus on student's strengths

Identify strategies to increase student grit, resilience and growth mindset

# Agenda

Introduction  
Growth and Fixed Mindset  
GRIT  
Resilience  
Summary and Questions  
Resources

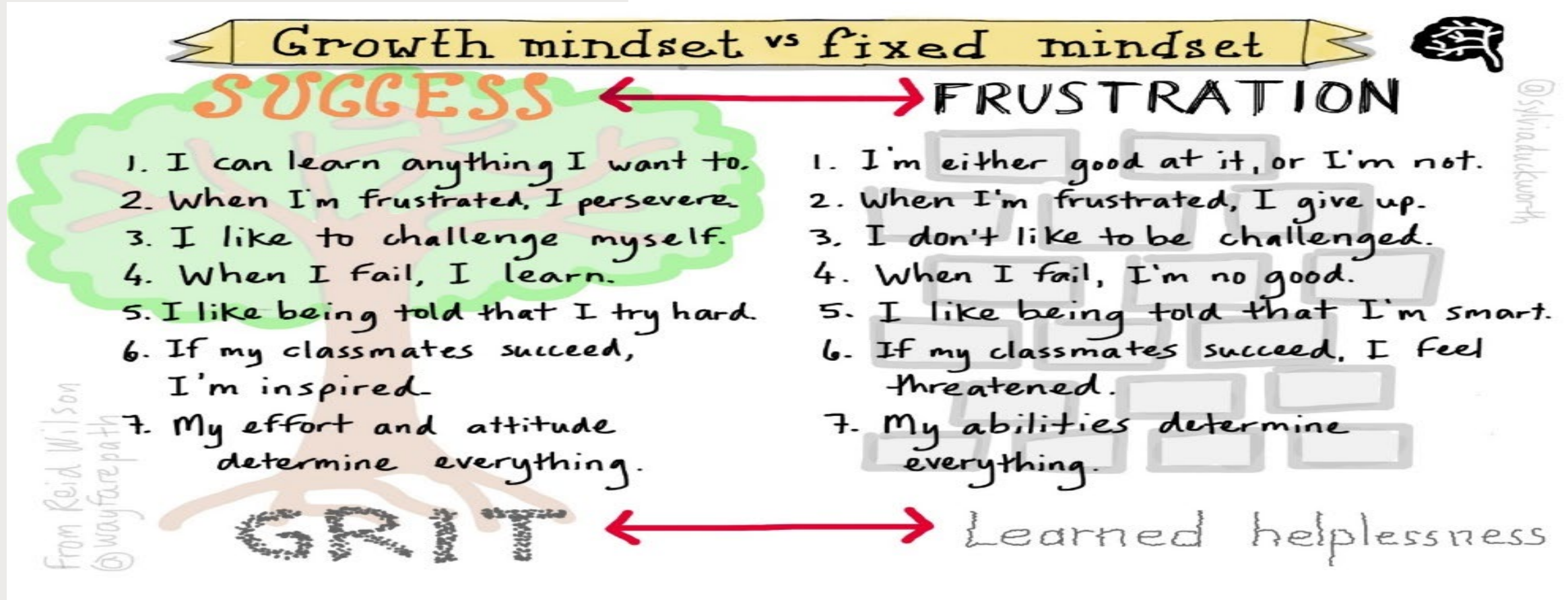
Why do some students give up when faced with academic challenges and others never give up?



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How many times have you asked yourself these questions? We all have, right?

# Growth and Fixed Mindset







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I've  
never met  
a strong  
person  
with an  
easy past

-Unknown

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# Fixed Mindset

Believes talent is inborn

*Desires to be seen as perfect and talented, so...*



*Leads to a very emotional cheerleader that is constantly trying to regulate herself and the way others view her. This creates a rigid and difficult athlete that is limiting her potential.*

# Growth Mindset

Believes ability can be developed

*Ultimate desire is to learn and improve, so...*



*Leads to a hard working cheerleader that is constantly looking to better herself. This creates a calmer, more open-minded athlete that is coachable and can reach her fullest potential.*

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- Top U.S. companies are paying attention to how mindset affects workers!

- Most of us understand that COVID-19 has been the biggest challenge and stressor in the last 18 months!

- Here are just a few statements from some experts in the field!



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**So what can faculty do during live seminars each week and when providing feedback?**



In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

— Carol S. Dweck —

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AZ QUOTES

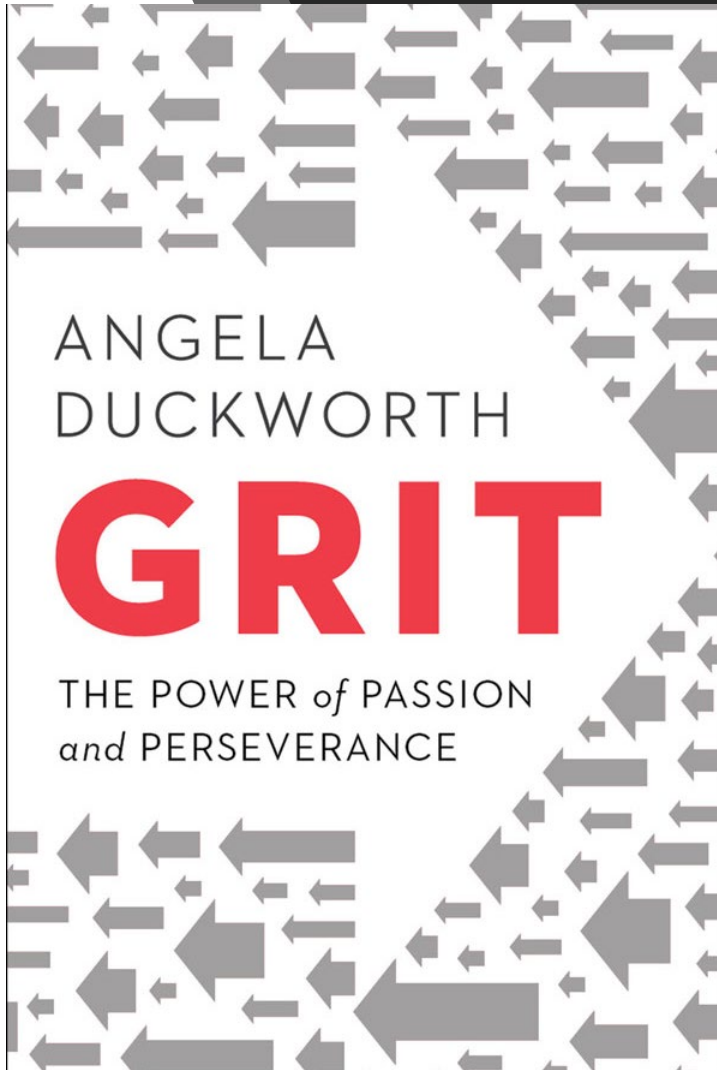
# Growth Mindset Promotes GRIT

Our ongoing exploratory study continues to consider ways for instructors to encourage students to remain in their academic programs while navigating and addressing the multiple demands of work and family. Now that the added stressor of COVID-19 has increased rates of anxiety and depression, feelings of isolation and exhaustion, the likelihood of failure has increased.



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- Grit, a concept first explored by Duckworth et al. (2007), and then more extensively by Duckworth (2016) with her publication of *Grit: The Power of Passion and Perseverance*, involves both unwavering interest in and constant effort towards the achievement of significant long-term goals.

# GRIT – Critical Ingredients



Fascination



Improvement



Deeper Connection



Growth Mindset

## Grit IS . . .

- ✓ Passion
- ✓ Perseverance
- ✓ Growth Mindset
- ✓ Failure as a learning tool
- ✓ Effort
- ✓ Commitment
- ✓ Marathon

## Grit IS NOT . . .

- Talent
- IQ
- Fixed Mindset
- Failure as a dead end
- Expectation
- Indifference
- Sprint



# How Gritty are You . . . Your Students?

- Focus
- Commitment
- Tenacity
- Diligence
- Persistence

[The GRIT Scale](#)

<https://angeladuckworth.com/grit-scale/>

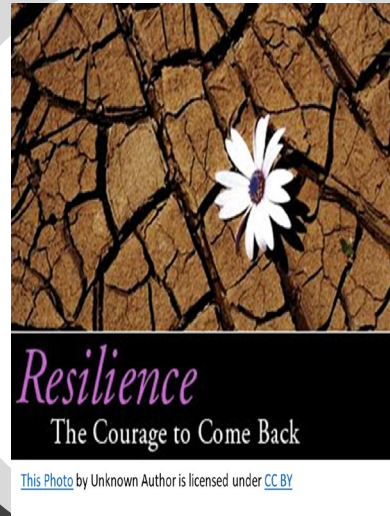


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# Gritty Teaching & Learning

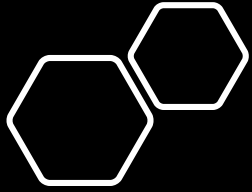
- The ability to learn is not fixed.
- Learning is a process.
- Failure is part of that process.
- Growth mindset builds grit.
- Effort trumps talent.



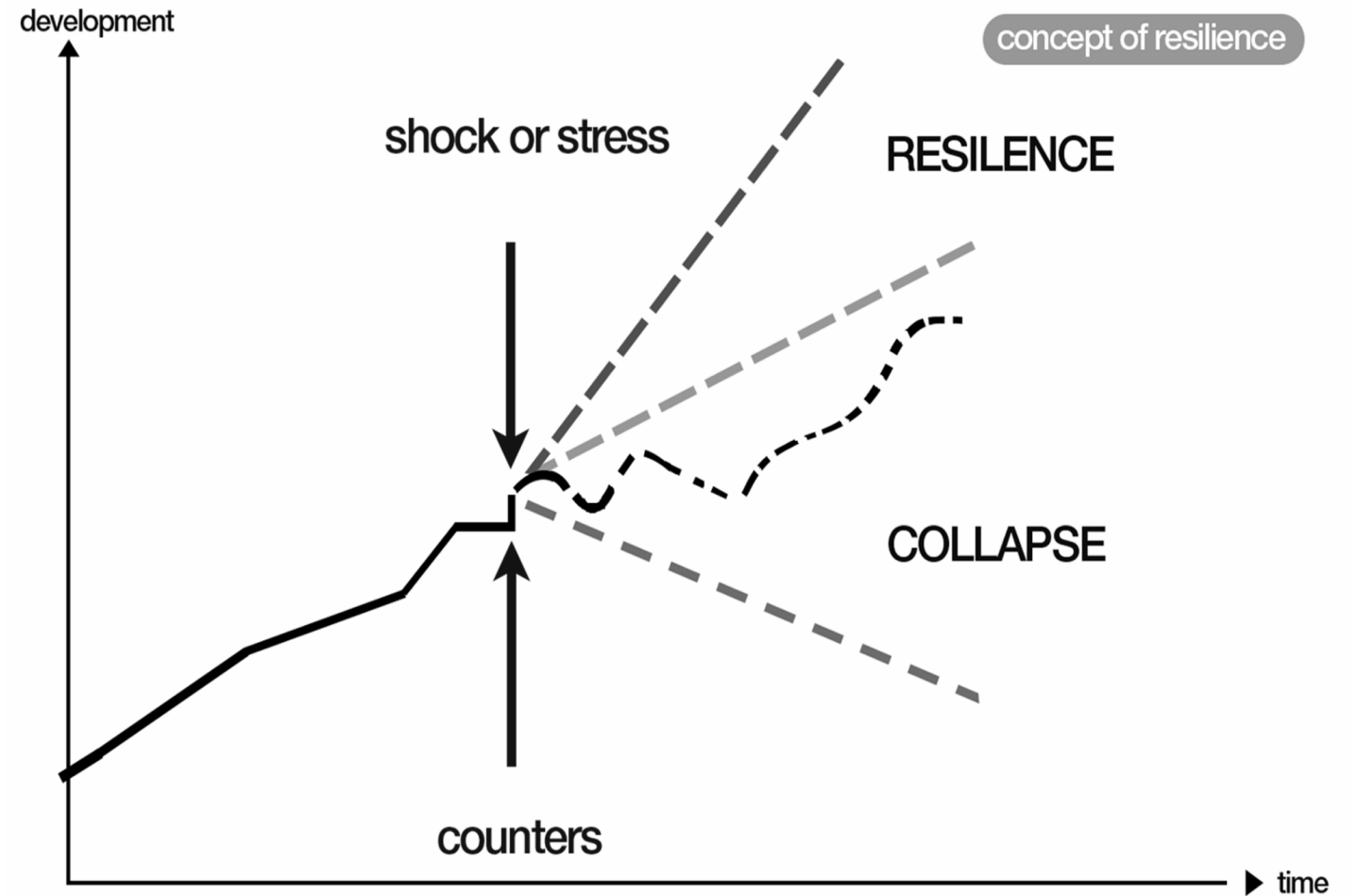


- Resilience can be defined as flexibility, tenacity, elasticity, or even drive. It is the ability to recover readily from illness, depression, adversity or other negative issues in life.

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# Resilience



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The biggest  
obstacles in our  
lives are the  
barriers our  
mind creates.

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Which strategies do you use to engage students? How do you teach resilience?



F.A.I.L. = First Attempt in Learning

Unknown

Remember that failure is an interpretation, not a fact.

Dr. Joe Rubino

Remember that the woodpeckers inside are often a bigger threat than the storm outside.

Unknown

## Summary and Questions?

The COVID-19 pandemic has arguably impacted how faculty instruct and how students learn. Our exploratory research continues, and we have presented some considerations for instructors to encourage their students to remain in their academic program. We must provide concrete and creative ways to help their students grow as individuals while those students still need to address the multiple demands of work and family.



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