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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 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

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### **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

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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.

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### **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  
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**Mind Set Interventions Are a The Author s 2015 Scalable**

A Scalable Intervention for Academic Underachievement 3 do not require customization to course content (unlike, e.g., Hulleman & Harackiewicz, 2009) or reference stu-  
<http://666638.co/Mind-Set-Interventions-Are-a--The-Author-s--2015-Scalable--.pdf>

**Academic Tenacity Non cognitive Factors that Facilitate I**

I can t do this. Academic Tenacity: Non-cognitive Factors that Facilitate Student Success. Presented by David R. Reetz, Ph.D. Director of Counseling Services  
<http://666638.co/Academic-Tenacity--Non-cognitive-Factors-that-Facilitate-I--.pdf>

**An End to Checklist Thinking Learning Centered Advising**

Support tenacity and practice mindset interventions: help develop non-cognitive factors that impact performance, such as belonging, emotional regulation, etc., and praise students for effort as opposed to achievement (Dweck, Walton, & Cohen, 2014).  
<http://666638.co/An-End-to-Checklist-Thinking--Learning-Centered-Advising--.pdf>

**GROWTH MINDSET sccollege edu**

iv Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an  
<http://666638.co/GROWTH-MINDSET-sccollege-edu.pdf>

**SCALED UP SOCIAL PSYCHOLOGY Stanford University**

school and about their own abilities affect their academic goals, motivation, and achievement (for reviews see, Dweck, Walton, & Cohen, 2011; Farrington et al., 2012).  
<http://666638.co/SCALED-UP-SOCIAL-PSYCHOLOGY---Stanford-University.pdf>

**Using Design Thinking to Improve Psychological**

Using Design Thinking to Improve Psychological Interventions: The Case of the Growth Mindset During the Transition to High School David S. Yeager  
<http://666638.co/Using-Design-Thinking-to-Improve-Psychological--.pdf>

**Leveraging Mindsets to Promote Academic The Author s**

physical health (Walton & Cohen, 2011), and earn higher grades (Walton, Logel, Peach, Spencer, & Zanna, 2014). Women in college calculus courses who had stronger  
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