

## **Here's what faculty are saying about the use of the Meta Mindset in their courses:**

**Brown, Sabatino, Somashekar ME480 Control Systems & Mechatronics** - "To help students develop the skills needed to get better at truly installing and synthesizing abstract, mathematical concepts from lecture to benefit their hands-on project work, we both taught and practiced the Meta Mindset Model explicitly in ME480: Control Systems and Mechatronics at numerous scales and levels of detail. The inspiration was to give students repeated micro-experiences applying the mindset to help them develop the maturity and drive needed to contextualize each of their struggles and achievements in the course in order to help them see their way through the course's challenges to success by the semester's end."

### **Carolyn Buckley, PSYCH 110 Intro Psych Lab, Capstone Research Project** -

"Getting students to recognize, assess, and accept the role of deliberate risk in designing an experiment led to fewer blank stares, less whining, and more innovative solutions to the problems they faced in designing and implementing their own research."

**Jonathan Dahl, CM 160 Games as Models of the Natural World** - The Mindset "provided a key philosophical shift for my approach to the course: instead of the game portions of the course providing models of the science portions, both portions serve as case studies for the larger problem solving theme."

The Mindset "served as a springboard into an excellent discussion of the value of negative results in science and current controversies regarding their publishability. The more visual learners also greatly appreciated having the visual aid as a map for process when we discussed specific breakthroughs and their contexts. We were able to present contributions without over-exaggeration while still conveying their importance. I know from previous experience how difficult it can be to grok something like this beyond a superficial level. In advanced courses, concept maps are an option. An introductory/interdisciplinary course lacks this luxury. I honestly don't know what I could have used in place of the Mindset model here."

**Yusuf Dahl, IDEAL Fellows** - "The model was particularly helpful in reminding the team of the importance of collaboration in the creative process." and "Essentially my goal is similar to the Meta Mindset Model, to help students in the trenches of learning to see the forest from the trees."

### **Alessandro Giovannilli FYS114 The Values of Cinema-**

- "The emphasis...on "failure" as being often instrumental to subsequent accomplishments, and as compatible with the intrinsic value of an activity in itself, was for me refreshing and empowering."

- "It was helpful, pedagogically, to be able to emphasize—and to do so with the support of a the visual representation provided by the Meta Mindset graphic— the importance of identifying challenges as well as of acknowledging the potential of one's background knowledge, within a process of critical investigation."

**Melissa Gordon, ChE331 Polymers as a Second Language** - "Overall, I believe the mindset helped students persist through challenges to develop an enduring understanding of the field."

**Amy Guisinger ECON252 Intermediate Macroeconomics** - "One strength of this framework that I would like to exploit in the future is the idea that successes and failures are almost the same. To put it a different way, this framework can be utilized to destigmatize failures."

**Ismail Jouny ECE 331 Signals & Systems** - Students “realized that such a process helps them complete the project, instills confidence in their ability to do so, and provides a road map for future projects and opportunities.”

**Han Luo CHN211 Online Chinese-American Cross-Cultural Project** - Mindset conveyed that challenges are expected in any complicated task so students were better prepared for potential problems.

The “model outlines the most important themes in thinking process as a task evolves and thus provides the vocabulary for students to reflect on their own experience. As a result, their reflections are richer and more in-depth than expected.”

**Mike McGuire ES101** - “The Meta Mindset and Stanford Design Process provided students an overall useful framework to approach ambiguity, challenges, and constraints. Furthermore, I think it was effective to emphasize that the students should not confuse the iterative, non-sequential, and occasionally frustrating nature of the creative process for a lack of capability.”

**Jessica Redding Psych110 labs** - “Several students cited that they felt as though their thoughts were more organized when using the meta-mindset, and that challenges seemed much more manageable. Others felt as though it helped to diffuse tense situations, and caused group members to be more understanding of each other and their backgrounds. ”

**Jenn Rossmann - FYS059 Feed the World** - “One of the biggest impacts was in “building student confidence in their own existing “enduring understanding” and “practiced creativity,” whatever the context– in the FYS we call this “what you bring to the table,” so that students feel empowered to contribute to their team projects even in their first semesters of college.”

**Ida Sinkevic ART 216 Byzantine Art & Architecture** – Ida used the Meta Mindset to help guide students in writing papers. Seven out of ten students presented their papers at an undergraduate conference, an unusually high number. “Students unanimously stated that the enduring value of the whole paper exercise is not just its quality, but the knowledge of the entire Meta Mindset process and its application to other situations and projects in their future endeavors.”

**Suzanne Westfield, THTR 312 Plays in Performance - Melodrama** -- “The students OWNED their project...For many, SELF-discovery was a big part of the process: they spoke of the discoveries intrinsic to the process, but also of discoveries about skills they didn’t know they possessed and challenges they didn’t know they could meet.”

**Yih-Choung Yu, ECE 433 Control Systems** - -”The Meta Mindset diagram provides a useful tool to explain the common ground of problem solving strategies across disciplines.”