

**Parkland College**

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**From the Selected Works of Sarah Grison**

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February 7, 2019

# Mind Hacks: Using Psychology to Enhance Your Abilities and Succeed in College

Sarah Grison, *Parkland College*



Available at: <https://works.bepress.com/sarah-grison/36/>



## Why are you in college?

To reply, please use Poll Everywhere:

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- Then type your answer to the poll!

### What is your goal here in college?

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Text **SARAHGRISON419** to **37607** once to join, then **A, B, C, or D**

Learn more about a specific academic area **A**

Be successful in a career in a certain field **B**

Work to become an even better person **C**

More than one of the above **D**

Today we will discuss how you can use psychology to help you meet your goals!

Please feel free to take notes on your activity sheet!



# Mind Hacks: Using Psychology to Enhance Your Abilities and Succeed in College



Sarah Grison, Ph.D.  
Associate Professor  
Psychology & Student Success

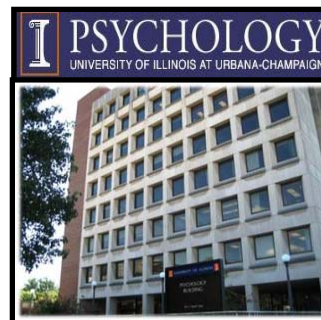
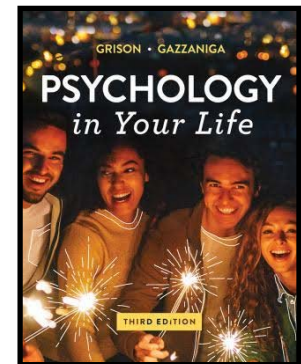
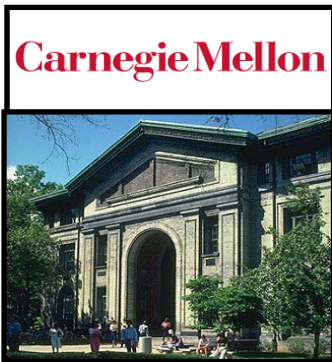
✉ [sgrison@parkland.edu](mailto:sgrison@parkland.edu)

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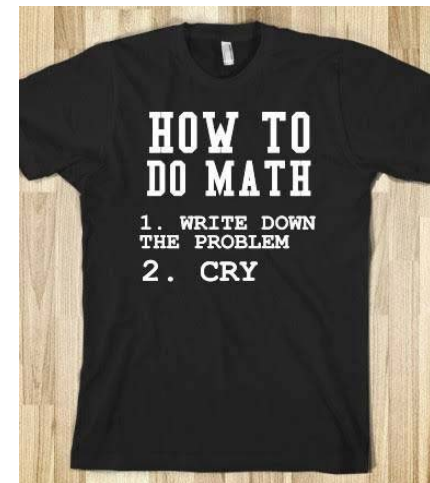
# How did I get to be here at your college?



# What are our goals for today?



- Discover how a growth mindset can help you meet your goals
- Learn how psychology can help you hack your mind and improve your abilities
- Discuss ways to cultivate a growth mindset and meet your goals



We all have “twists” in our lives.  
What matters is how we deal with them!

# What is a growth mindset?

## Psychology reveals two mindsets

**Fixed mindset: Idea that a person's abilities and skills cannot change.**

Students do well only because they are smart

Teachers can only help students SHOW their innate abilities and skills & failure reveals a lack of capacity

**Growth mindset: Idea that a person's abilities and skills can change.**

Students do well because they work hard, struggle, & persevere

Teachers can help students IMPROVE abilities and skills with hard work, practice, & yes - even failure



Psychologist Carol Dweck described these mindsets. [Click here](#) to watch her TED talk.

So, a growth mindset shows the power of “yet”!



# Have you ever failed at something?

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## Have you ever failed at something?

Respond at [PollEv.com/sarahgrison419](https://PollEv.com/sarahgrison419) Text SARAHGRISON419 to 37607 once to join, then A, B, or C

Yes A  
No B  
Not sure C



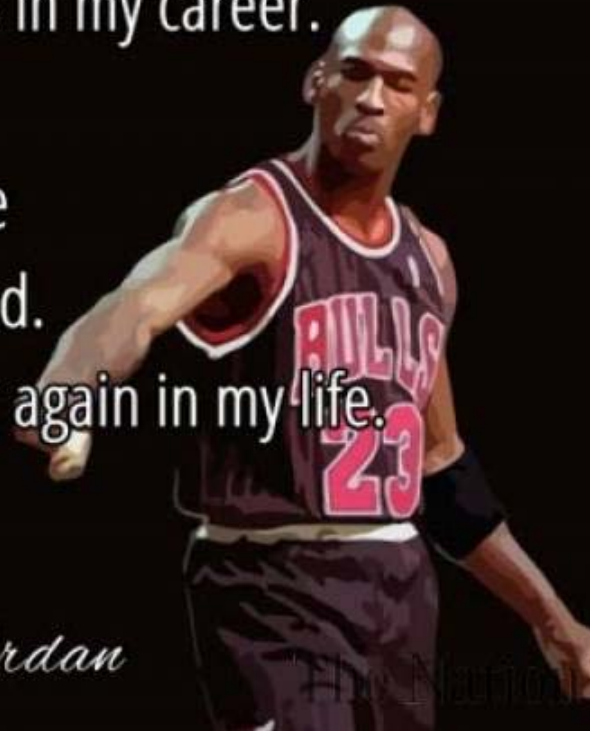
What happened when you experienced failure?

YOU HAVE ONLY  
**FAILED**  
IF YOU  
HAVE  
**GIVEN UP**  
*Until then, it's learning*

# In a growth mindset, failure gives opportunity

I've missed more than 9000 shots in my career.  
I've lost almost 300 games.  
26 times, I've been trusted to take  
the game winning shot and missed.  
I've failed over and over and over again in my life.  
And that is why I succeed.

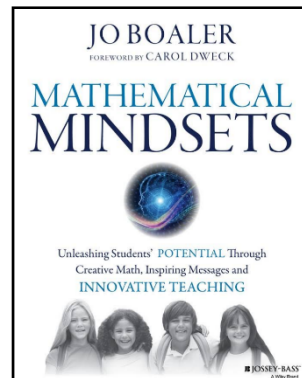
- Michael Jordan



# Growth mindset can help in all disciplines!



[Click to hear](#) about how different cultures demonstrate fixed versus growth mindsets in their education systems.



[Click here](#) to see growth mindset in math education

## Growth Mindset: What It Is and Why It Makes Better Leaders



**William Craig** Contributor

*I write about the secret of company culture in entrepreneurial success*

You've probably heard about how outcomes — or at least attitudes — can change based on having a positive mindset versus a negative one. But what about adopting a growth mindset? Doing so means believing that you can develop strengths. In contrast, adhering to a fixed mindset means thinking talents are inborn gifts.

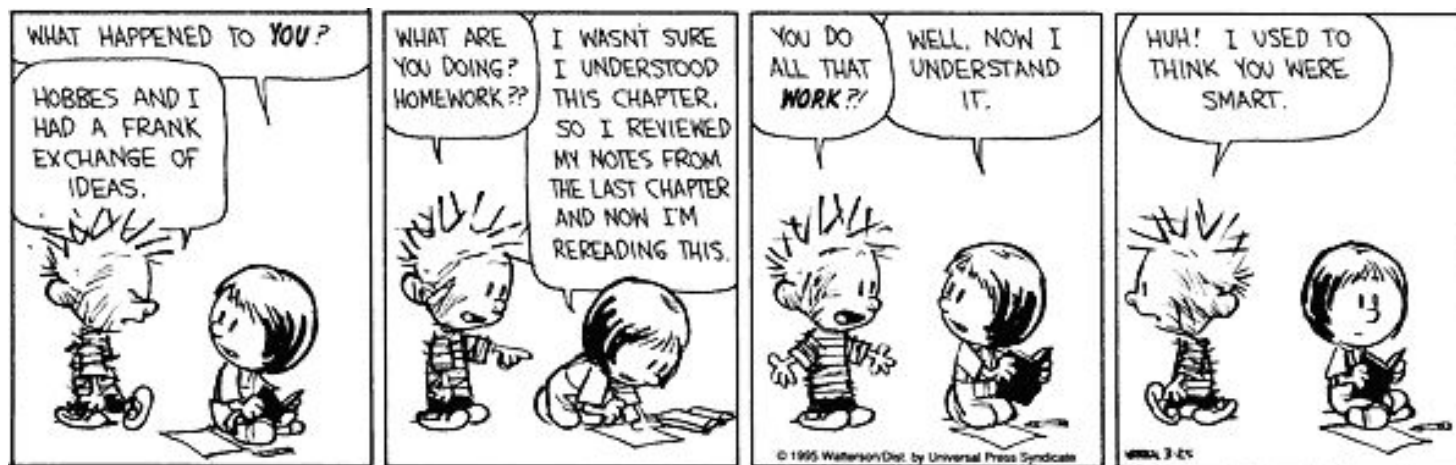
[Click here](#) to see read about growth mindset in business



[Click to see](#) how a growth mindset can mediate the effects of being in a lower socioeconomic status.

# What do you think?

Does Calvin have a fixed mindset or a growth mindset?



For a nice review of the mindset literature, see [Muenks & Miele, 2017](#).

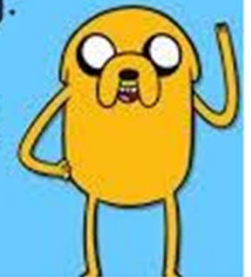
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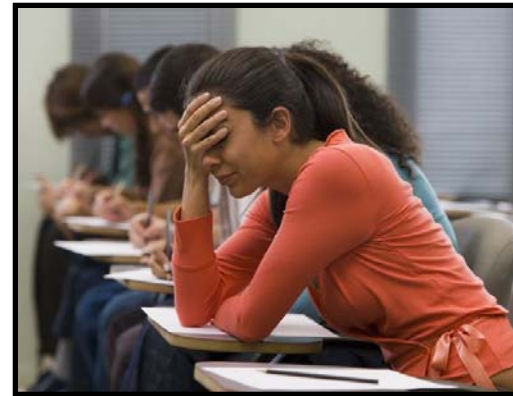
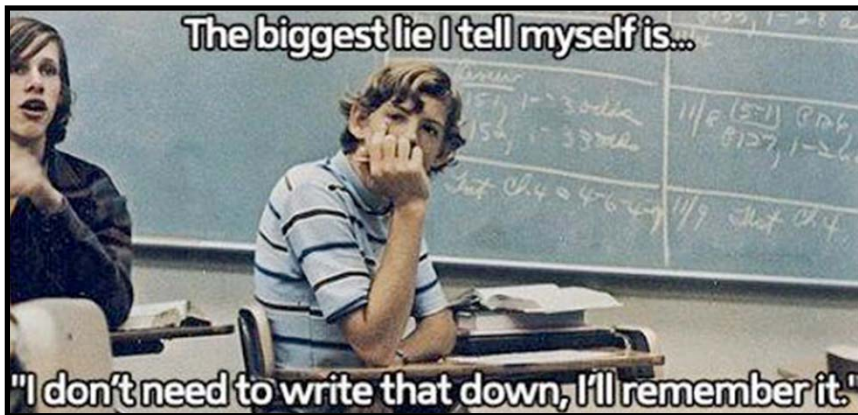
"Sucking at something is the first step to becoming sorta good at something."

- Jake the Dog



Let's learn some  
Mind Hacks to help  
you grow!

# Have you ever experienced these “failures”?



study  
(verb)

The act of texting, eating and watching TV with an open textbook nearby.



# These failures create opportunities to grow!

When students and teachers work together this gives the best opportunity for growth!



Let's see how you can do this.

# Improving your memory for future needs

## What does psychology research show?

- **Prospective memory (PM)**: Is the ability to carry out future intentions at a certain time or related to a specific event
- PM improves the most with repeated encoding of the information to be remembered by actively working with it (Altgassen, Kretschmer, & Schnitzspahn, 2016)

What are your examples  
of what you need to remember to do?

# Improving your memory for future needs

## How can you improve your memory for future needs?

- ✓ Talk with your teachers to know what you must remembered
- ✓ Read syllabi/schedules & take “quizzes” on them [\(click to see!\)](#)
- ✓ Calculate how much time you need to study each week [\(click to see!\)](#)
- ✓ Create a portable calendar as part of weekly homework [\(click to see!\)](#)
- ✓ Use push notifications in LMS
- ✓ Set cell phone reminders



Class number	Class name	Number of credits	Number study hours required outside of class PER TERM (#credits x 3 hrs per week x 16 weeks per term)	Number of study hours required PER WEEK for a certain class (#study hours per term / #weeks that class lasts)	Start date	End date
Psy101	Introduction to Psychology	4	$(4 \times 3 \times 16) = 192$ study hours per term	$(192/16) = 12$ study hours per week	8/20/18	10/12/18

# Improving your reading skills

## What does psychology research show?

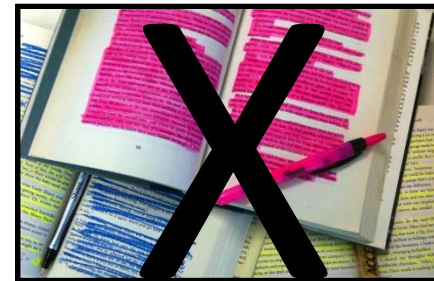
- **3R technique**: Is a an approach to reading where you Read – Recite – Review the material
- Working actively with information as you read it helps you focus on it and learn about it
- Making it “**Meta 3R**” in the Recite phase by asking and answering questions about text material is even better!  
(Nguyen & McDaniel, 2014)

Are you supposed to be reading material for your classes?  
Are you REALLY reading it well enough to learn it?

# Improving your reading skills

## How can you improve your reading skills?

- ✓ **Do NOT:**
  - Reread!
  - Highlight!
- ✓ **Do take notes on the text in your own words** and explain concepts
  - Be “Meta”!
- ✓ **Do answer questions about the text** as part of homework
  - Questions may be embedded in text ([click to see!](#))
  - If not, make section headers into questions



### memory

The nervous system's ability to obtain and retain information and skills for later retrieval.

### 7.1 You Create Memories by Processing Information



#### 7.1 LEARNING GOAL ACTIVITIES

To maximize your learning, complete the following learning goal activities.

- a. Understand all bold and italic terms by writing explanations of them in your own words.
- b. Apply the three phases of information processing to describe how you encoded, stored, and retrieved a specific memory that you have.

[Click here](#) for a popular news article that digests the research well.

# Improving your learning in class

## What does psychology research show?

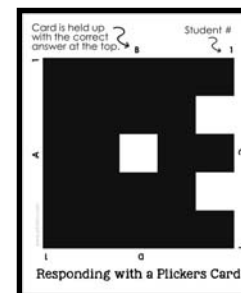
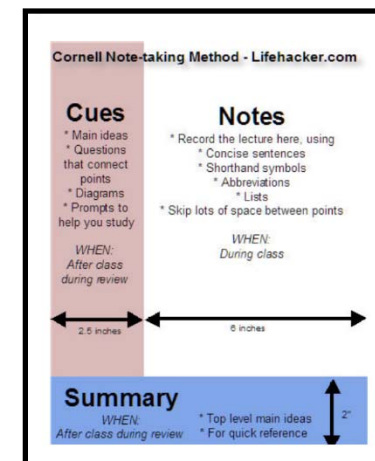
- **Elaborative interrogation (EI)**: Is explaining the “how” or “why” related to a concept you are learning
- **Self-Explanation (SE)**: Is relating a new concept to the “real world”, to yourself, or to information you already know
- So, actively processing information while in class by using EI and SE leads to better learning (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013)

Are you always actively engaging when you are in class?

# Improving your learning in class

## How can you improve learning in your classes?

- ✓ First – you have to get to class!
- ✓ Be active in class by taking notes that explain how/why of concepts, giving examples, etc.
  - Cornell method ([Click to see!](#))
  - Guided notes method ([Click to see!](#))
- ✓ Write down questions for your teacher to ask them in class or later
- ✓ Answer questions asked in class
  - In your mind, to a classmate, or with a free technology like [plickers](#) ([Click to see!](#))



Understanding the Three Memory Stores. As we talk about the three memory stores take notes in this table.			
	Sensory Memory	Short-Term Memory	Long-Term Memory
1. What is the purpose of the memory store?			
2. How is info encoded into the memory store?			
3. What is the capacity of each memory store?			
4. What is the duration of each memory store?			

# Improving your ability to do well on tests

## What does psychology research show?

- **Distributed practice:** Actively working with material over time improves learning (Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006)
- **Repeated Practice:** Repeated testing with material, even low stakes testing, improves learning (Roediger & Karpicke, 2006)
- **Test anxiety:** Feeling a sense of threat about a test that leads to physical symptoms of anxiety, which can be reduced by writing about testing worries (Ramirez & Beilock, 2011)

Lots of students “cram” and many also get test anxiety.  
Do you?

# Improving your ability to do well on tests

## How can you improve your ability to do well on tests?

- ✓ Chunk studying over days and put it in your schedule!
- ✓ Take advantage of all chances to self-quiz, or repeatedly “test” yourself
- ✓ Use online homework tools – but only if they are evidence-based! (See one!)
- ✓ To reduce test anxiety, get there 15 minutes early and write about your worries

### CHAPTER 7 SELF-QUIZ

To make sure you learned the information in this chapter, write answers to the following questions and check your answers. See Appendix B for answers to the self-quiz.

1. Johanna was asked to remember a string of letters. She heard x during the presentation of the letters. In her brain, this input was changed into the neural code s. Later, when she was asked to recall the letters, Johanna included s, not x, in her list. Johanna most likely made this error on the recall test due to an error in the \_\_\_\_\_ phase of memory.
  - a. encoding
  - b. retrieval
  - c. creation
  - d. storage
5. When someone says the word “doctor,” 13-year-old Vanessa remembers her most recent medical visit. She also thinks of objects related to the concept of a doctor, such as an examination room, a stethoscope, and an X-ray machine. The fact that a word brings up memories about many related ideas is best explained by \_\_\_\_\_.
  - a. the primacy effect
  - b. spreading activation models of memory
  - c. the recency effect
  - d. level of processing model of memory

### INQUIZITIVE

sgrison@parkland.edu

#### Chapter 7: Memory

#### Question Review (16 of 60)

Match the task with the corresponding memory type.

short-term storage\* sensory memory\* long-term storage\*  
working memory\*

A person drives by a store and glances at the clothes for sale in the window.

After two weeks of self-testing, a student recalls information for a cumulative final exam.

While looking icily out the car window, a man sees an interesting bird and begins to pay attention.

A person repeats a phone number until he enters it into his contact list.

Report Question Question List Previous Next Back To Report

# What do you think?

What do all of these Mind Hacks have in common?



They are all ACTIVE! They require you to DO something.  
If you can think about what's for dinner while studying,  
then you are doing it wrong!



## Which Mind Hacks will you try?

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### Which Mind Hack might you try this term?

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Text **SARAHGRISON419** to **37607** once to join, then **A, B, C, D, or E**

Improving my prospective memory (calendars, notifications, cell phone reminders, etc.)

**A**

Improving my reading skills (answering questions about the text, using meta 3R, etc.)

**B**

Improving my learning in class (Cornell method, answering questions in class, etc.)

**C**

Improving my testing skills (distributed practice, reducing test anxiety, etc.)

**D**

More than one of these

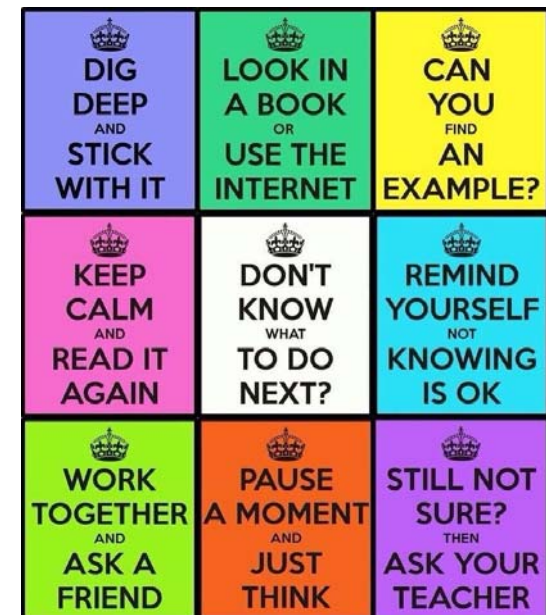
**E**

What classes might you try these active learning techniques in?

# What are our goals for today?



- Discover how a growth mindset can help you meet your goals
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A growth mindset is about actively making changes to do things differently!

# Practice three changes every week!

## 1. Practice changing your thoughts

- ✓ Use this growth mindset survey to understand your mindset
- ✓ Increase your growth mindset by using growth thoughts and words
- ✓ Always correct thoughts that indicate a fixed mindset – in yourself and in others!
- ✓ NOTHING is the end of the world – do not “catastrophize”

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

# Practice three changes every week!

## 2. Practice changing your feelings & attitudes

- ✓ Use this [skills survey](#) to learn your weaknesses
- ✓ Don't feel threatened by your weaknesses or challenges
- ✓ Embrace that you CAN change with time and effort
- ✓ Try to feel like any “failures” are opportunities
- ✓ Any “twist” can be dealt with!

	Reading (1)	Writing (2)	Speaking (3)	Listening (4)	Learning Styles (5)	Memory (6)	Study Skills (7)	Thinking (8)	Motivation (9)	Self-esteem (10)	Relationships (11)	Career Readiness (12)	Health (13)	Time Management (14)	Money Management (15)	Personal Preparation (16)	Career Planning (17)	Resources (18)
40																		40
30																		30
25																		25
20																		20
10																		10
0																		0
	ACADEMIC SKILLS DEVELOPMENT				STUDY AND THINKING SKILLS				PERSONAL ISSUES				PLANNING FOR THE FUTURE				RESOURCE NEEDS	

**DON'T PRAISE**

INTELLIGENCE  
OR  
ABILITIES

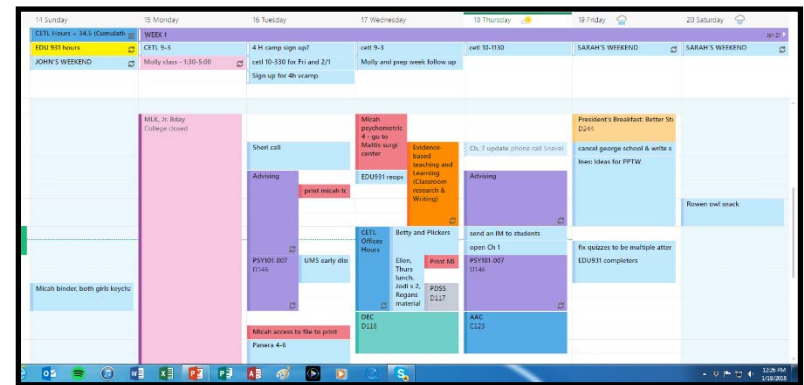
**DO PRAISE**

THE PROCESS  
AND  
EFFORT

# Practice three changes every week!

## 3. Practice changing your actions

- ✓ Make a schedule of homework and due dates and update it weekly
- ✓ Reflect weekly on what you were more or less successful at and decide what changes to make
- ✓ Meet with your teachers regularly to talk about your challenges and improvements



3. Please explain the changes you plan to make in the next week to start developing your growth mindset and improving your skills and abilities.

- a. One change in your thoughts: \_\_\_\_\_
- b. One change in your feelings or attitudes: \_\_\_\_\_
- c. One change in your actions: \_\_\_\_\_

# Follow the eight steps to succeed in college

Follow these tips to grow & meet your goals!



- ☐ Step 1: Have a growth mindset!
- ☐ Step 2: Get to know your teachers & their expectations
- ☐ Step 3: Know syllabi & keep an updated calendar of the schedule
- ☐ Step 4: Break reading into parts & read ACTIVELY
- ☐ Step 5: Repeatedly practice with the concepts with online homework, self-quizzes, repeated quiz and test attempts
- ☐ Step 6: Go to class, take notes ACTIVELY, & participate.
- ☐ Step 7: Space your studying for tests & reduce test anxiety
- ☐ Step 8: Meet with your teachers regularly to discuss challenges & improvements

# Take home message...



You're in charge of your mind. You  
can help it grow by using it in the  
right way.

— Carol S. Dweck —

AZ QUOTES



## In 1 word, how was our workshop?

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- Then type your answer to the poll!

In one word...please sum up your thoughts or feelings about our workshop today.

Thank you!

Respond at [PollEv.com/sarahgrison419](http://PollEv.com/sarahgrison419)  
Text SARAHGRISON419 to 37607 once to join, then text your message

Thank you for coming and  
participating.

I hope you have fun using a growth  
mindset to meet your goals!

# Thank you for the chance to work with you!

- Please contact me with  
any thoughts or questions:  
[sgrison@parkland.edu](mailto:sgrison@parkland.edu)