

Presentation for Faculty and Staff

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Hope's HHMI Program

Mindset Interventions to Promote Student Success

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4:00 pm, VanderWerf 102

Abstract

The focus of education has traditionally been on providing students with the cognitive skills required to allow for mastery of core academic subjects. This approach has shaped the way we have come to view success in school and how we define an effective learner. Increasingly, education research is demonstrating the value of non-cognitive factors in student success. In today's presentation, we will explore the psychological vulnerabilities that some students, or groups of students, may be susceptible to, which lead to underperformance, disengagement, and discouragement. Importantly, we place these psychological factors in the context of equity and achievement gaps among minority and at-risk groups. Finally, we introduce a set of proven mindset interventions and strategies to help foster more adaptive mindsets, and explain how to effectively put these strategies into daily practice.

Biography

Dr. Omid Fotuhi, is the project manager of the College Transition Collaborative and Research Associate at Stanford University's Interventions Lab. His work focuses on finding ways to scale interventions proven to boost college students' achievement and well-being, while narrowing group disparities. Prior to working at Stanford, Fotuhi was a Researcher with the World Health Organization. Fotuhi has also served as a Research Assistant with International Tobacco Control, as Training Manager and Trainer with the Certified Technical Training Centre and as Program Manager and Coordinator of the Canadian Bioinformatics Workshops at the University of British Columbia. Fotuhi received his Master's in 2009 and his PhD in 2013, both at the University of Waterloo. He then was awarded a Postdoctoral Fellow at Stanford.