advance to the finals YET. There's always next year…

One way to reinforce the mindsets: Apply it. Our students had the opportunity at last semester's Venture Design Challenge semi-finals. Four teams know that they simply did not perform well and failed to advance to the finals.

And this is especially important for college students. "...in a longitudinal study of college students, students who received feedback on their academic performance were more likely to perform better in school overall and, at graduation time, they reported feeling more confident, determined, enthusiastic, inspired, and strong." (Source: Jay, Meg. The Defining Decade: Why Your Twenties Matter and How to Make the Most of Them Now. New York: Hachette Book Group, 2012).

When college students leave the classroom rather than a delicate, fragile ecosystem to protect at all costs. When they learn better strategies. Rather than strengthening their skills and toughening their resolve, four years of college left the students with fixed mindsets feeling less confident. The feelings they followed across their four years of enrollment. When the students with fixed mindsets were told that they simply did not perform well and failed to advance to the finals, they threw up their hands and gave up. They were disheartened and discouraged.

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But the students with growth mindsets responded by working harder or trying new strategies. Instead of being a threat or a referendum on their ability, students begin to embrace and welcome challenges as indicators of real progress and improvement.

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When we take the defensive, fearful posture of "Don't screw up!" we destroy any hope at innovation. When we are afraid of making mistakes, we assume a defensive posture that impedes any real learning. When we take the defensive, fearful posture of "Don't screw up!" we destroy any hope at innovation. When we are afraid of making mistakes, we assume a defensive posture that impedes any real learning.

Our curriculum is based on the research Stanford psychology Professor Carol Dweck has taught us. Teaching our students to think like entrepreneurs. In ENTP, we teach that effort is not shameful, but rather an indication that real learning is taking place. When something comes easy to you, you may impress the co-ed sitting next to you, but you are most definitely not learning.

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Our 2020 Venture Design Challenge finalists are...

Azalea Hallin-Graber '23
Leo Carrico '20, Natalie Kiely '21, Magdiel Miranda-Lopez '20, and Pratheek Mandalapu

Skiers and snowboarders need a way to protect their smartphone batteries from shutting down due to the cold. "This is a marketing strategy that impedes any real learning. When we are afraid of making mistakes, we assume a defensive posture that impedes any real learning."

Azalea's Animals

Pre-K to second grade teachers currently lack a tool to teach social and emotional regulation via mindfulness and positive behavior strategies.

AuxBattle

Entrepreneurship and Innovation News

Wishing all our students a happy, healthy, and relaxing Spring Break!

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