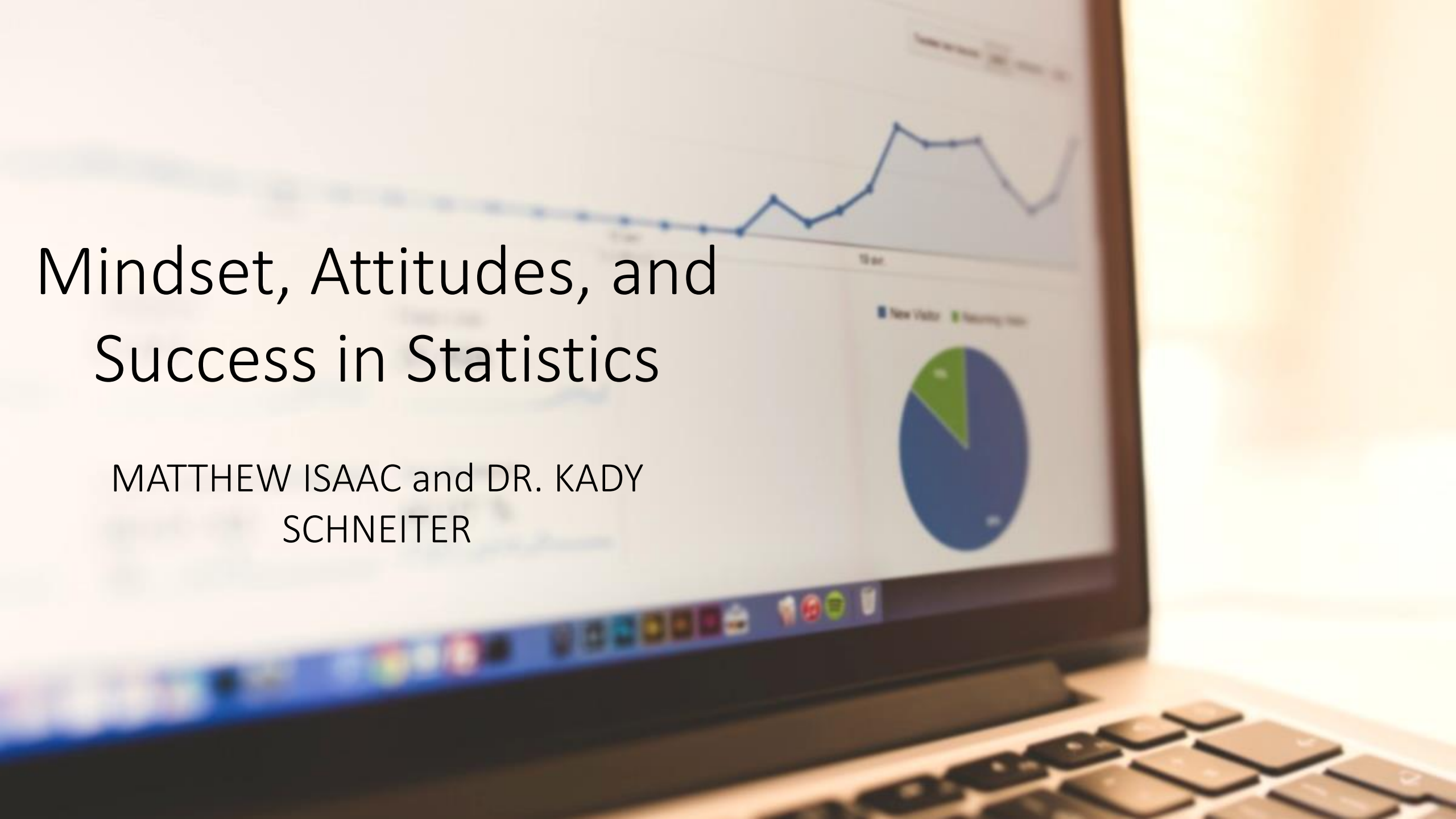


Mindset, Attitudes, and Success in Statistics

MATTHEW ISAAC and DR. KADY
SCHNEITER



451	368
164	94
166	172

60	46	83	74	29	10
45	73	38	99	25	73
54	91	85	40	78	49
10	30	62	49	32	31

340	301	336	293	317
232	377	431	411	451
430	451	367	439	164
182	139	144	235	168

433	896	2.132
870	2.845	1.001
2.427	1.133	1.308
2.424	2.697	1.710
1.692	1.844	1.725
1.199	1.903	1.442
2.032	1.198	2.453

2.390	3.850	2.175	1.389	2.833	3.928
1.920	1.748	2.387	2.930	1.389	1.253
3.928	3.176	2.514	2.635	2.119	1.373
1.287	1.272	2.303	2.738	2.115	2.001
2.110	1.928	1.902	1.627	2.736	2.353
3.292	3.393	2.990	2.117	2.617	2.991
1.272	1.928	1.837	2.119	2.819	3.993

110	393	212	299	465
839	494	759	538	838
748	824	399	508	838
825	399	508	838	838

290	92	266
243	430	159
249	277	324
175	304	

209	2.402
1.988	

MINDSET (Fixed or Growth)

- General Mindset
- Statistical Mindset

ATTITUDES (Positive or Negative)

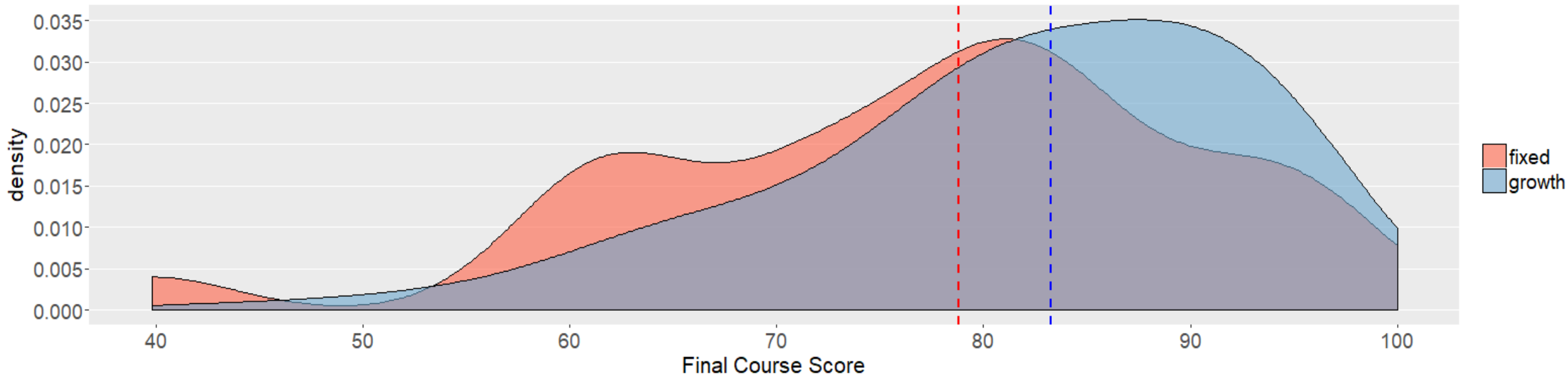
- Enjoyment/Comfort with statistics
- Perception of Utility

Mindset Results:

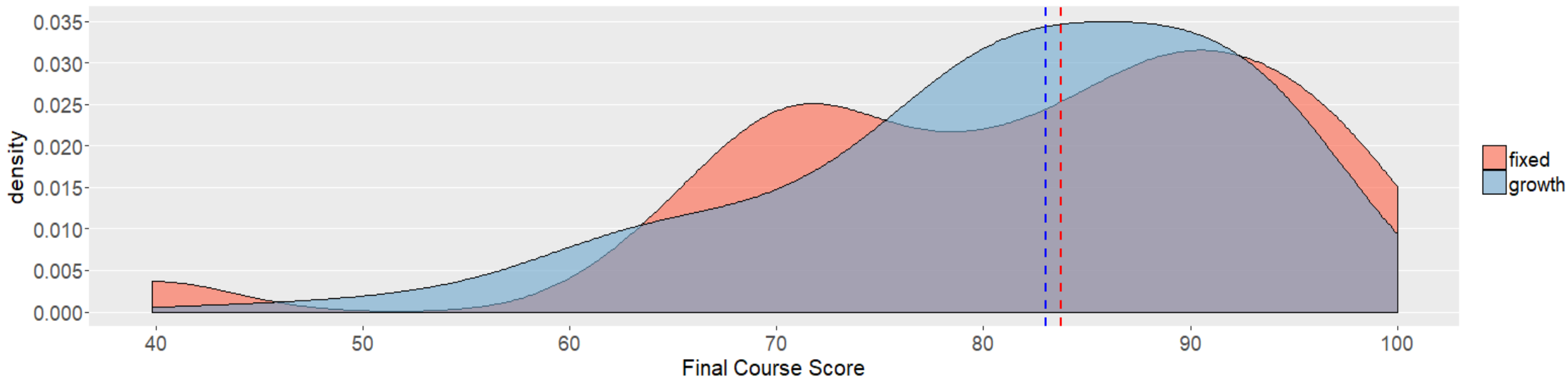
95% growth mindset (statistical and general)

Statistically **significant difference in course score**
between growth and fixed mindset groups

Statistics Mindset



General Mindset



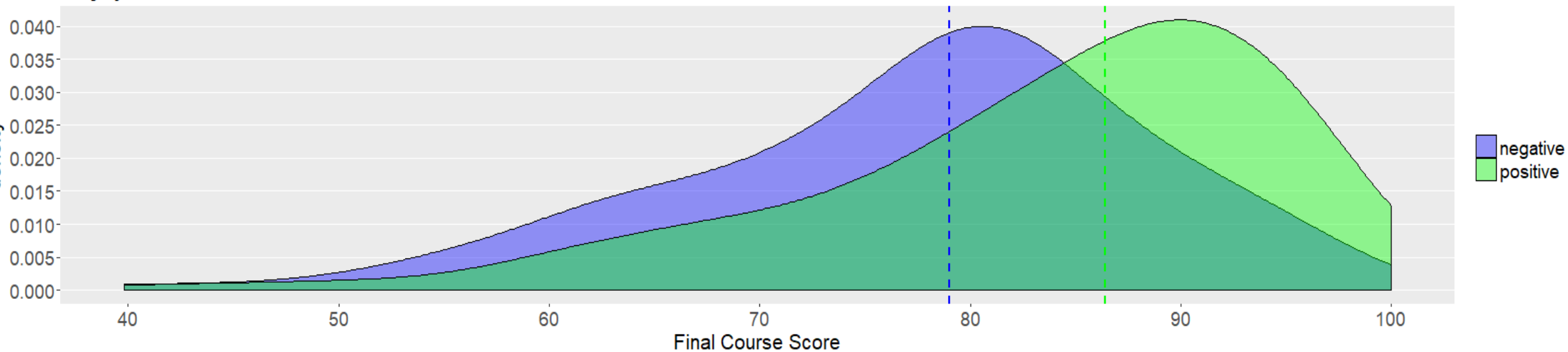
Attitude Results:

About **64% positive** attitudes (enjoyment/comfort)

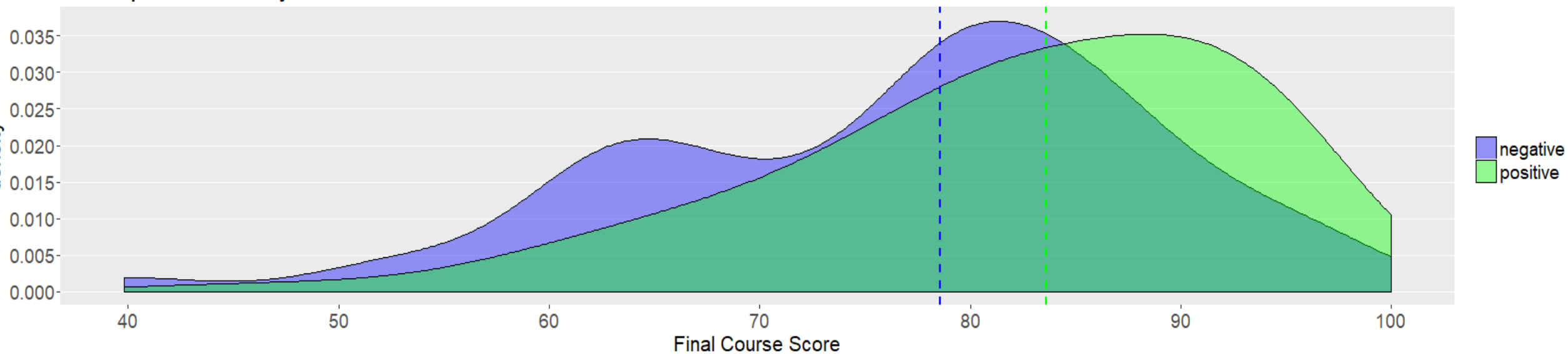
About **84% positive** attitudes (utility)

Statistically **significant difference in course score**
between different levels of attitude

Enjoyment/Comfort



Perception of Utility



Key Results and Next Steps

1. Large proportion of growth mindsets
2. Did not observe a strong association between growth and academic achievement
3. More positive attitudes surrounding statistics than expected
4. Positive attitudes associated with better performance in course

