

## **Intelligence mindset, goal endorsement, and perceptions of feedback among college students.**

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Students' beliefs about the malleability of intelligence ("intelligence mindsets") are powerful predictors of their motivation and achievement. Endorsing the belief that intelligence is malleable ("growth mindset") leads to adaptive learning goals and persistence when facing setbacks, whereas endorsing the belief that intelligence is fixed ("fixed mindset") leads to less adaptive goals and learned helplessness. No research to date, however, has examined how intelligence mindsets guide students' processing of feedback, particularly when narrative feedback is provided in the absence of letter grades. The goal of the present study was to examine the relationships among college students' intelligence mindset, goal endorsement, and perceptions of feedback. Drawing from the mindset and feedback recipience literatures, it was predicted that students with a growth mindset would report feedback on academic assignments to be more useful than would students with a fixed mindset. Additionally, students with a growth mindset were hypothesized to endorse learning goals, and students with a fixed mindset were hypothesized to endorse ability goals. Two hundred and forty-seven college undergraduates completed survey measures of mindset, goals, and feedback utility. As expected, there was a negative correlation between fixed mindset and the perceived utility of feedback. Students with fixed mindsets tended to endorse ability goals, but the hypothesized correlation between growth mindset and learning goals did not emerge. Learning goals did, however, predict the perceived utility of feedback. These findings suggest that the motivational constructs of mindset and goal endorsement should be considered within the literature on feedback recipience.