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Applying Growth Mindset in the Classroom

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Building Relationships

- Spend few minutes thinking about the skill/knowledge you learned (or want to learn)
 - motivation
 - challenges
 - obstacles
- Introduce yourself to your neighbor and share your story
- Introduce your neighbor to the class

At the End of Today's Workshop, You Should Be Able To

- Describe the differences between fixed and growth mindsets
- Identify situations in which the mindset has a significant influence on the outcome
- Analyze different approaches to create growth mindset in your classroom

Skills Beyond Academic Knowledge are Crucial to College Readiness

- Some students are highly motivated, and others are not.
- Research shows a powerful relationship between **mindset** and **achievement**.
- Students' beliefs about intelligence and learning impact –
 - Motivation
 - Academic behaviors (e.g. studying and seeking help)
 - Responses to challenges and setbacks
 - Academic achievement

Fixed Mindset vs. Growth Mindset



FIXED MINDSET

The belief we are born with a fixed amount of intelligence and ability.



GROWTH MINDSET

The belief that with practice, perseverance, and effort, people have limitless potential to learn and grow.

Which Mindset Do You Have?

1. You are certain kind of person, and there is not much that can be done to really change that.
2. No matter what kind of person you are, you can always change substantially.
3. You can do things differently, but the important parts of who you are can't really be changed.
4. You can always change basic knowledge about the kind of person you are.

Reflection

Take a few minutes to think, and write down –

What triggers your fixed mindset?



What bolsters your growth mindset?



When Mindset Makes a Big Difference

Challenges – A difficult task one might encounter.

Obstacles – Something that prevents progress in pursuit of a goal or achievement.

Effort – The work put forth in the process of completion of a task, challenge, or goal.

Criticism – A critical judgment from another.

Success of others – Achievement or success achieved by another person; particularly, coveted success.

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Challenges are embraced, demonstrating desire to learn and grow.

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Showing grit and resilience in the face of obstacles and setbacks is a common response.

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Putting in effort and working hard are critical to paving the way to achievement and success.

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Criticism isn't a personal attack, it's a tool for providing important feedback that can aid in learning and growth.

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The success of other people can be a source of inspiration and motivation.

Key Situations

Identify the key situations we discussed in the scenario below.

Is this an example of a fixed or growth mindset? If it is an example of a fixed mindset, how can this student change his or her thinking to become successful?

How would you approach this student?

What About These Situations?

#1 “many people take what they like about themselves and call it a growth mindset”

e.g. being open-minded, being flexible

#2 “many people believe that a growth mindset is only about effort, especially praising effort”

#3 “a growth mindset equals telling kids they can do anything”

What About These Situations?

#1 “many people take what they like about themselves and call it a growth mindset”

e.g. being open-minded, being flexible

There is a difference between being flexible and being dedicated to cultivating ones abilities and growing talent.

#2 “many people believe that a growth mindset is only about effort, especially praising effort”

The process includes more than just effort – we want them to appreciate hard work, trying new strategies, seeking input from others, and to tie the process to the outcome.

#3 “a growth mindset equals telling kids they can do anything”

This can only happen if we help them gain the skills and find the resources to make progress towards their goals.

How Do We Know This Works?

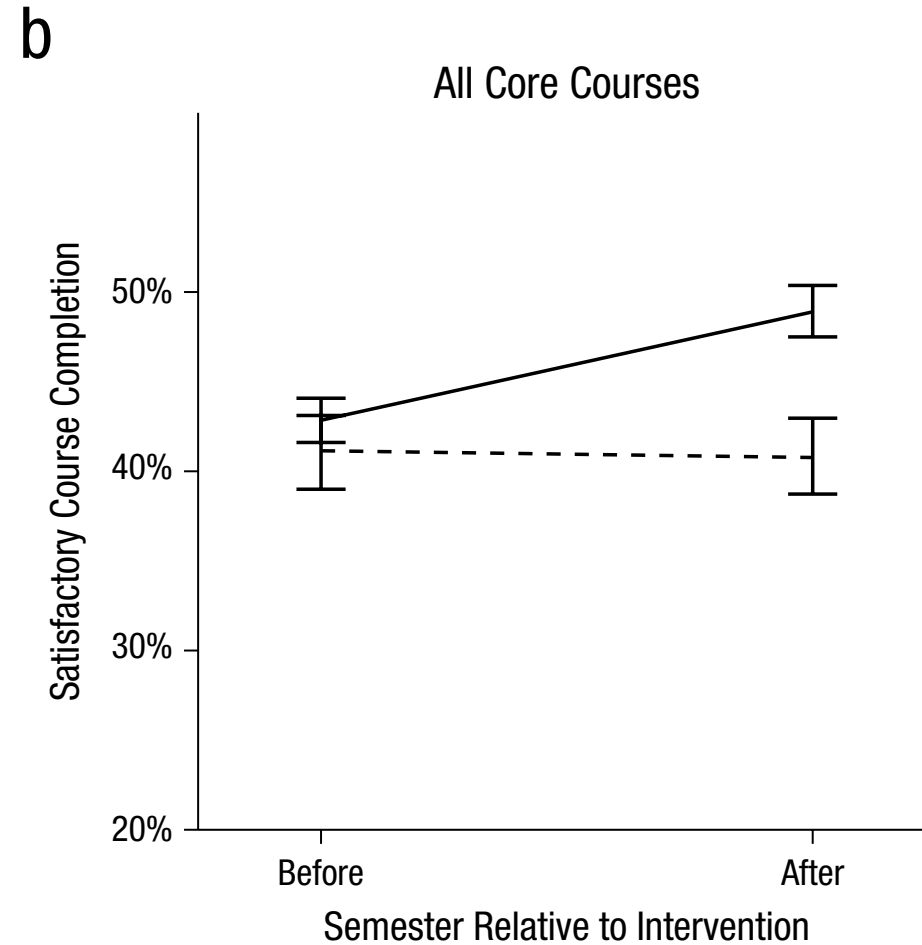
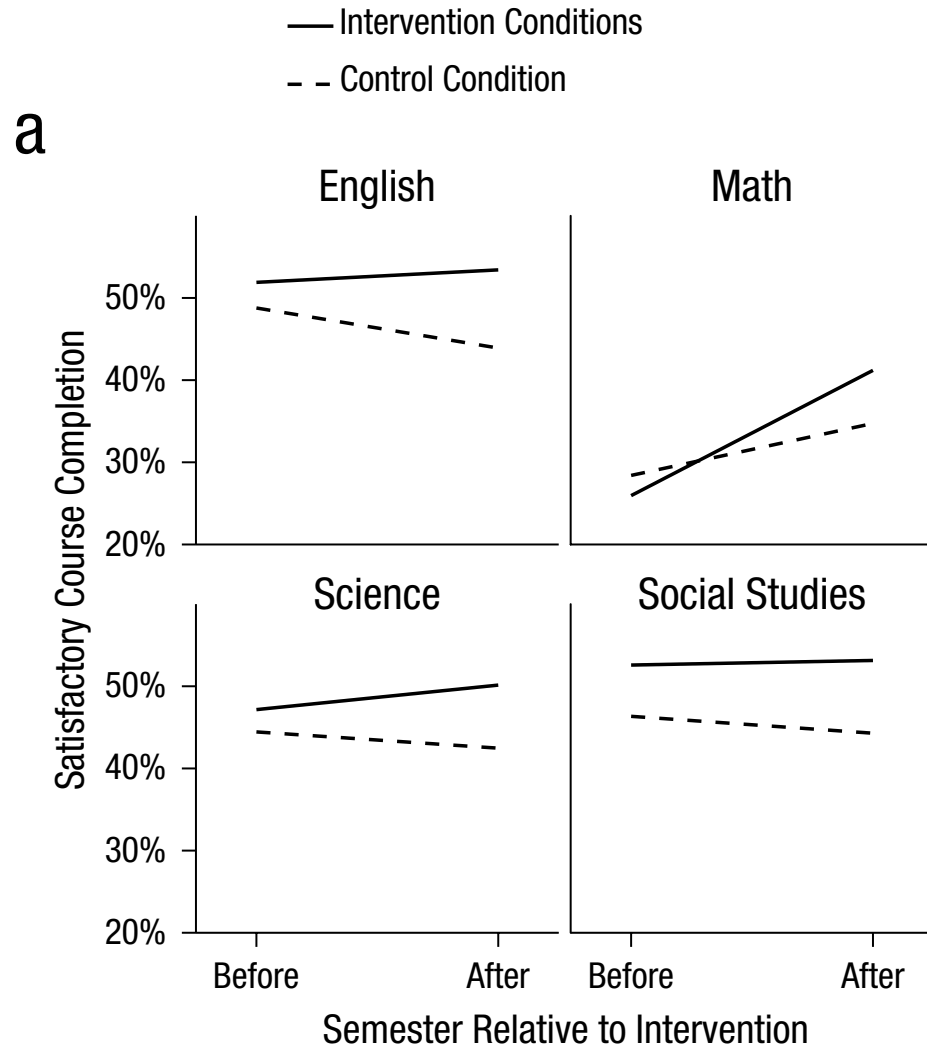
Study design

- 1549 students
- 13 diverse high schools (8 public, 4 charter, 1 private)
- 33% Latino, 17% Asian, 23% White, 11% Black, and 16% other/mixed ethnicity

Intervention

- Two online 45-minute sessions
- Taught about the brain and neural plasticity
- Discussed implications for effort, help seeking, and intelligence

How Do We Know This Works?



What Can We Do As Instructors To... ?

- Establish increased engagement
- Build meaningful relationships with our students
- Foster collaborative classroom
- Encourage reflection and self-awareness in learning

Praise Effort Over Results

Praise effort and process, not results:

“You did great on that. You must have worked really hard.”

Nurture a culture that tolerates risk:

“We value taking on tough challenges more than we value easy success.”



Praise Effort Over Results

Instead of displaying only finished student work, post work in progress or drafts so students can see how work evolves with effort and feedback.

Create a grading rubric focusing on effort or process in addition to one focusing on outcomes.



Frame Mistakes as Part of the Learning Process

When introducing new material or setting a learning goal, say something like:

“After you do this lesson, I’m going to ask each of you to share a mistake you made while doing your work, because mistakes can help us learn.”

Communicate High Expectations

As part of written feedback to students (especially those who are underperforming), explicitly communicate high expectations:

“I’m giving you these comments because I have high standards, and I know that you can meet them.”



Think of the Brain as Something That Grows

Work with your students to create posters or other reminders that the brain, like a muscle, grows and gets stronger with effort.



Encourage Students to Share Advice

Have students write tweets, blog posts, or letters giving advice to a struggling student who doesn't think he is smart enough to succeed.

Classroom Culture Brainstorm Activity

For this activity think about **the class you are teaching/or might teach in the future**, and consider the situational factors – who are your students, number of students, their background, socio-economic status, are they first generation students, etc. You can apply this to the whole course, specific class, or when introducing a new topic, concept, skill, or an assignment in class.

Resources

- Mindset - The New Psychology of Success, *by Carol S. Dweck, 2006*
- The Growth Mindset Coach, *by Annie Brock and Heather Hundley, 2016*
- The Growth Mindset Playbook, *by Annie Brock and Heather Hundley, 2017*
- Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement, *Paunesku, Walton, Romero, Smith, Yeager, & Dweck, 2015*
- Mindset Works – www.mindsetworks.com
- Project for Education Research that Scales – www.perts.net
- The Learner Lab – www.thelearnerlab.com