

Growth Mindset

Matt Coles

ISW Day 3

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In this session we will

- Articulate the difference between growth mindset and fixed mindset.
- Develop strategies to encourage growth mindset in our students.
- Have two (useful) digressions.

Individually. Think about the following statement.

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3. Neutral
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Again. Think about the following statement.

- Being good at math requires natural (i.e. innate, inborn) intelligence in math.

Fixed Mindset Intelligence is fixed.

Growth Mindset Intelligence is malleable or expandable.

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But **irrespective of the truth** (or what psychometricians believe to be the truth) there is very compelling evidence that **what a student thinks about intelligence** can have a powerful effect on their **achievement**.

[Aronson, Fried, Good, 2002]

How would someone with a **Fixed Mindset**/**Growth Mindset**:

- Respond to difficulty
- Select a goal or task to pursue
- View effort
- Respond to criticism

Fixed Mindset

- Become anxious or disengaged in the face of difficulty.
- Select tasks that verify they are smart and capable.
- View effort as fruitless, or a means to produce a product.
- View criticism as a personal attack.

Growth Mindset

- Increase effort and engagement in the face of difficulty.
- Concerned with learning and improving.
- View effort as the path to mastery.
- Value feedback as a learning tool.

Discussion. A student says...

In your **groups** discuss

- ① How the student is feeling?
- ② How would you respond if a student said this to you?

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A student says...

- There must be something wrong with my grade because I'm a brilliant writer and always get an A on essays.
- I can't draw.
- I don't need to study because I'm good at biology.
- No matter how hard I work, I'll never be good at physics.

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- No matter how hard I work, I'll never be good at physics.

Any others?

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- ② How can this statement be improved?

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A teacher says...

- It's ok. Not everyone can be good at math.
- This exam will really test your analytical ability.
- You'll do find on the test, you're really smart.
- You just have to find what you're good at and stick with it.

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Anything else?

GM vs Multiple Intelligence/Learning Styles

Multiple Intelligence

- Verbal
- Logical
- Interpersonal
- etc

Learning Styles

- Auditory
- Visual
- Kinesthetic

Growth Mindset vs Multiple Intelligence

The paper [Aronson, Fried, Good, 2002] studied three groups of students

- ① Growth mindset training with reflection
- ② Fixed mindset training (multiple intelligence) with reflection
- ③ No intervention

Students in the growth mindset group reported enjoying and valuing academics more and received higher grades in the next term.

Growth Mindset and Stereotype Threat

The [Aronson, Fried, Good, 2002] paper is titled:

- Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence

Stereotype Threat is a situational predicament in which people are or feel themselves to be at risk of conforming to stereotypes about their social group.

Importantly, the individual does not need to subscribe to the stereotype for it to be activated.

Reflection

Individually.

Think about the following points:

- ① What will you remember about today's session?
- ② What will you incorporate in your teaching practice?

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Any distilled nuggets of truth?

WHAT HAPPENED TO *YOU*?

HOBBS AND I
HAD A FRANK
EXCHANGE OF
IDEAS.

WHAT ARE
YOU DOING?
HOMEWORK??

I WASN'T SURE
I UNDERSTOOD
THIS CHAPTER,
SO I REVIEWED
MY NOTES FROM
THE LAST CHAPTER
AND NOW I'M
REREADING THIS.

YOU DO
ALL THAT
WORK??

WELL, NOW I
UNDERSTAND
IT.

HUH! I USED TO
THINK YOU WERE
SMART.