

# **Motivated and Engaged Learners: It all begins with a Growth Mindset**

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# Learning Targets

- Understand two types of Mindsets
  - Understand factors influencing Mindsets
  - Review how learning impacts brain growth
- Learn strategies to support Growth Mindset everyday

What is your background knowledge of  
Growth Mindset vs. Fixed Mindset?







12/24/2011



"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."

—Ger Kawasaki, author of *The Art of the Start*

# mindset

## THE NEW PSYCHOLOGY OF SUCCESS

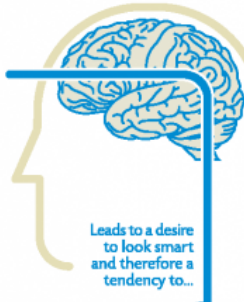
HOW WE CAN  
LEARN TO FULFILL  
OUR POTENTIAL

\*parenting  
\*business  
\*school  
\*relationships

CAROL S. DWECK, Ph.D.

## Fixed Mind-set

Intelligence is static



Leads to a desire  
to look smart  
and therefore a  
tendency to...

### CHALLENGES

...avoid  
challenges

### OBSTACLES

...give up  
easily

### EFFORT

...see effort as  
fruitless or worse

### CRITICISM

...ignore useful  
negative feedback

### SUCCESS OF OTHERS

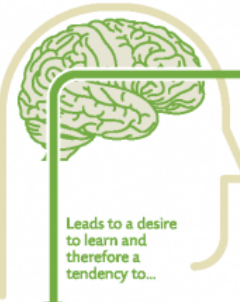
...feel threatened  
by the success  
of others

As a result, they may plateau early  
and achieve less than their full potential.

All this confirms a **deterministic view of the world**.

## Growth Mind-set

Intelligence can be developed



Leads to a desire  
to learn and  
therefore a  
tendency to...

...embrace  
challenges

...persist in the  
face of setbacks

...see effort as  
the path to mastery

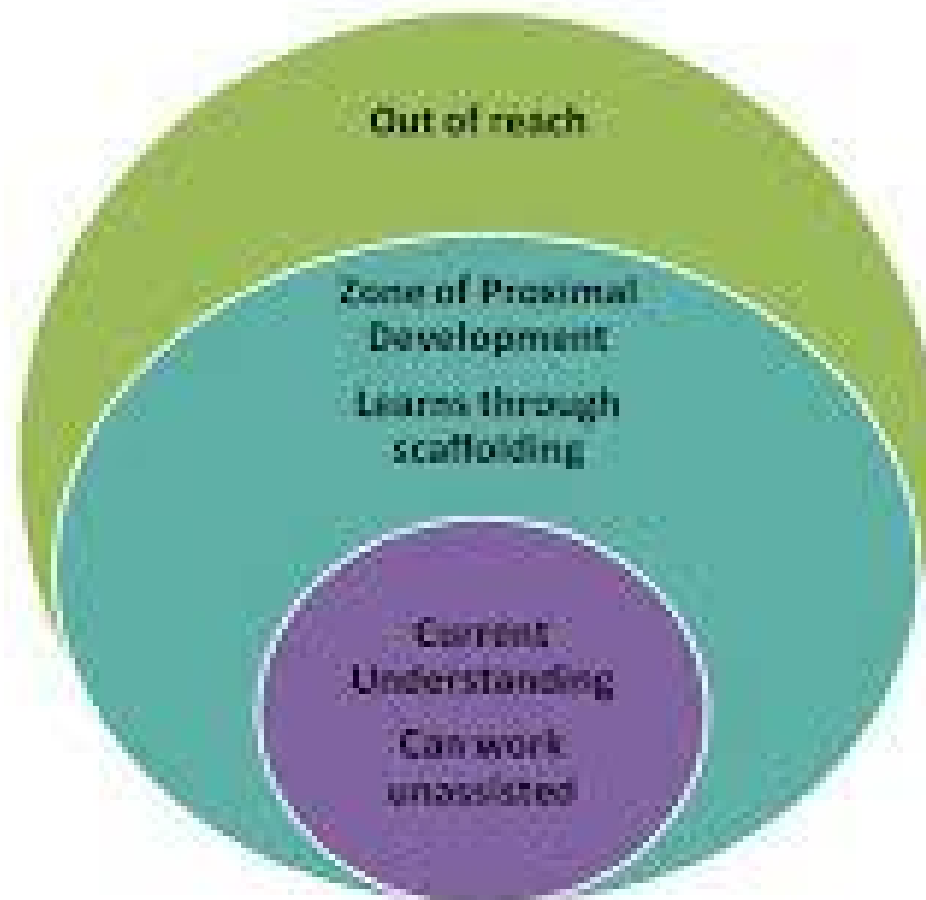
...learn from  
criticism

...find lessons and  
inspiration in the  
success of others

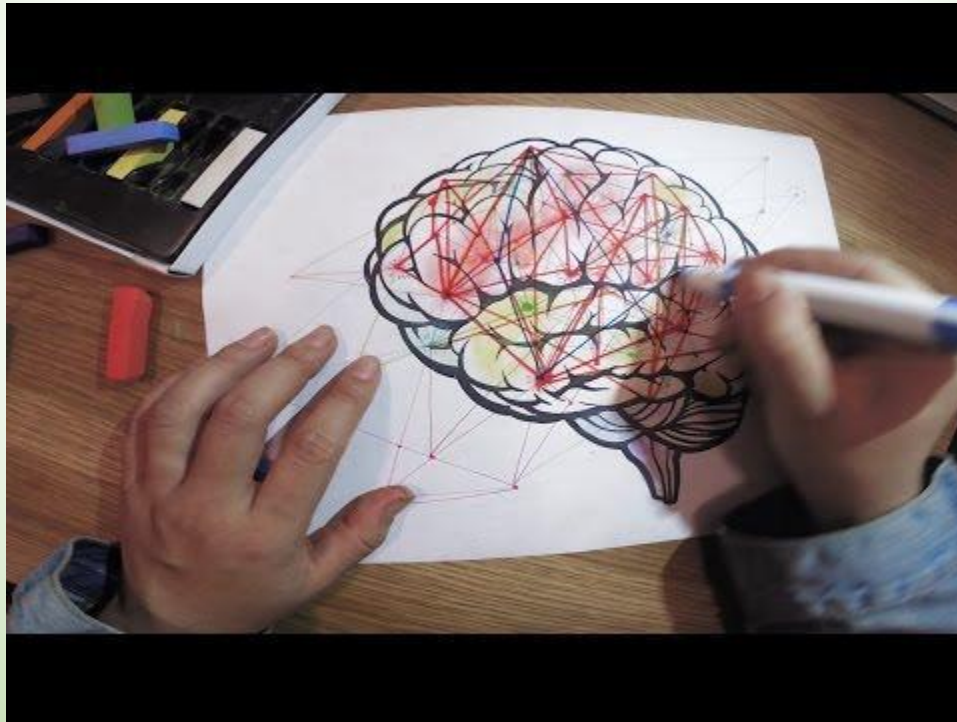
As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will**.

# Zone of Proximal Development



# You Can Learn Anything





# Mindset – Fixed and Growth is on a continuum

- Mindset is a belief about ability
- Carol Dweck states 40% of population has a fixed mindset and 40% has a growth mindset.
- Most adults tend to live in Growth Mindset worlds as they can pick and choose what they are interested in and confident in
- Kids do not have that option and some spend most of their day doing activities they don't believe they can be successful at.

# Using a Common Language can promote Growth Mindset all day - every day.

Teach your children about

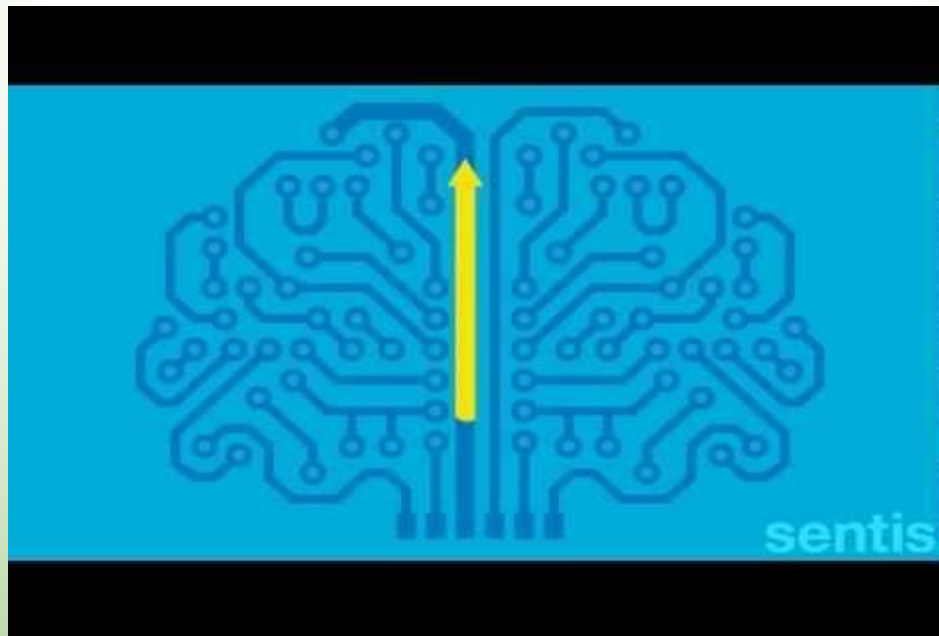
- The brain and learning
- Goal Setting
- Effort
- Mistakes as Part of Learning

**Remember to Always use  
Growth Mindset Praise**

# How do We Promote a Growth Mindset?

**Carol Dweck recommends that we need to teach about the **brain and how the brain learns.** (ALL AGES)**

Neuroplasticity

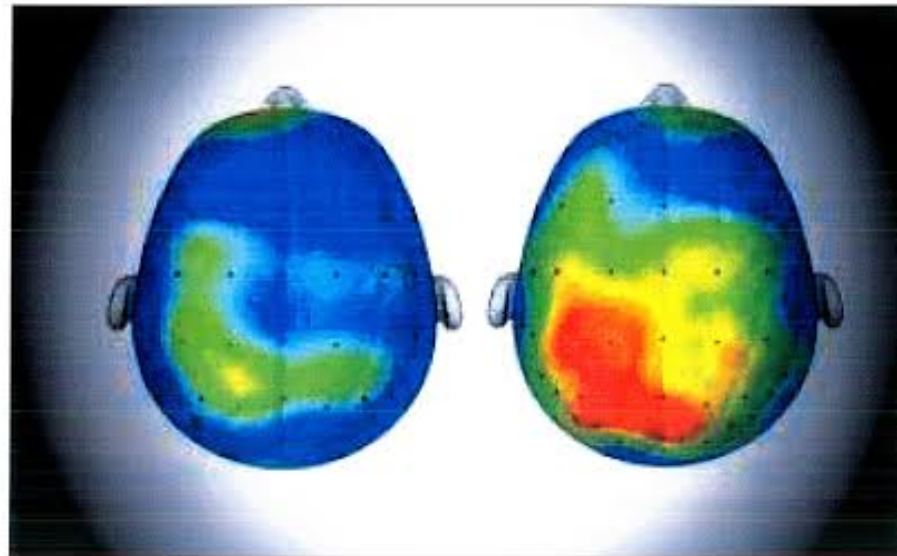






# #BeActive

Student Brains  
taking the same test



After sitting  
**QUIETLY**

After 20 minute  
**WALK**

**For A Better YOU!**

# How do We Promote a Growth Mindset?

## Teach **Goal Setting**

"GOALS ARE  
DREAMS WITH  
DEADLINES."

~ Diana Scharf Hunt



# Goals Measure Learning

- Those with a growth mindset tend to create **LEARNING** goals.
- The goal is **MASTERY** and **IMPROVEMENT**.
- How should WE (parents and teachers) view scores/grades?

That is how I used to feel about writing. In my mind I couldn't see the shoreline when it came to writing; the objective was blocked by the fog, and it was impossible for me to see where I was going. The hardest part for me was thinking about what to write; there always seemed to be nothing to write about. But late last year and around the middle of this year, the fog began to clear and I could see the shore. One of the ways I accomplished this is by having a growth mindset. Late last year I began to think in a way that never really limited me to be stuck and unable to grow. Through me having a growth mindset, I could see through the fog so I was able to see and accomplish my goal. For me the biggest factor of grit is having a growth mindset. Like the author said, “With a growth mindset, anything is achievable.”



# How do We Promote a Growth Mindset?

## Teach What **Effort** Feels Like

People were asked about intelligence and how much they thought it was due to effort and how much they thought it was about ability

Intelligence=\_\_\_\_\_ % effort \_\_\_\_\_ % ability

**Fixed = 35% effort vs. 65% ability**

**Growth = 65% effort vs. 35% ability**

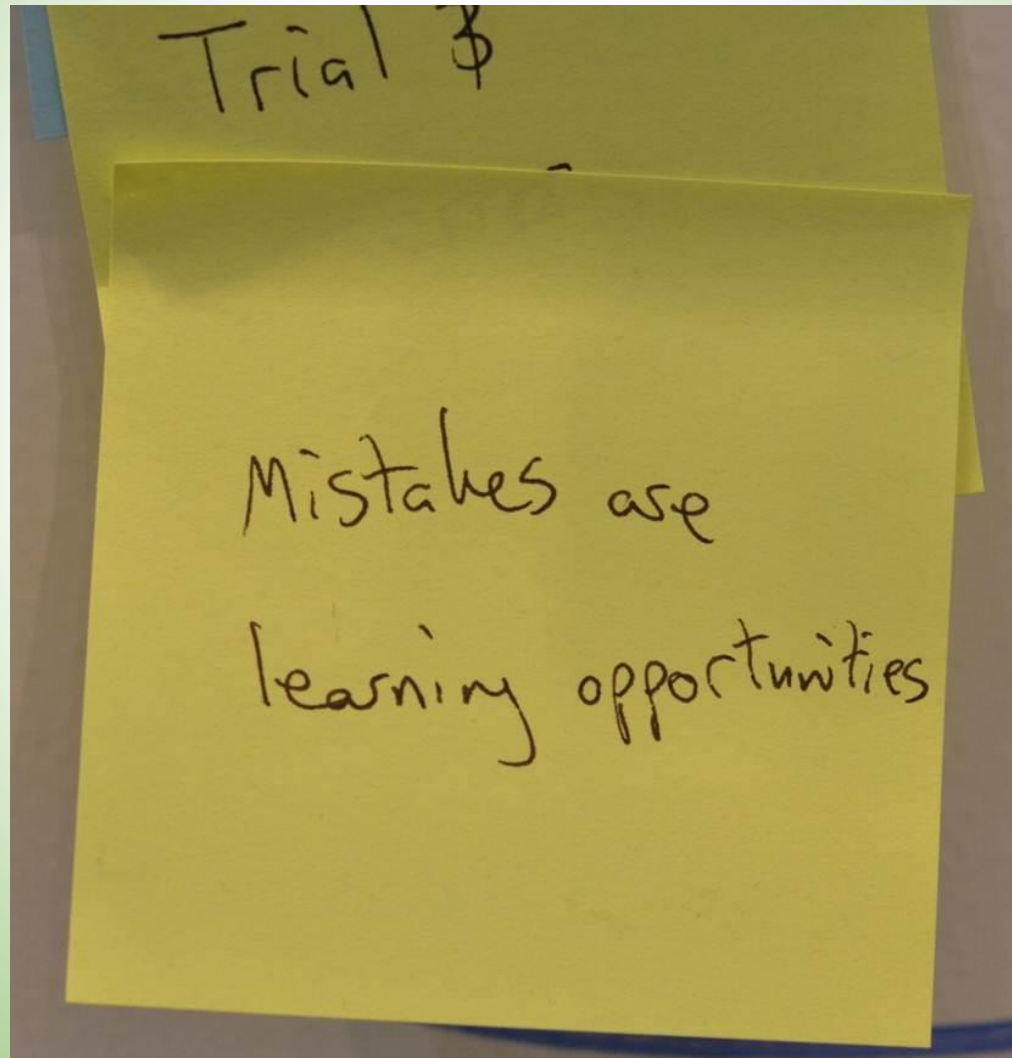
# **Effort** is required for success

- Those with a **fixed mindset** view effort as a **reflection** of **low intelligence**.
- Those with a **growth mindset** see effort as a necessary part of **success**.
- Hard work means “I don’t get it”, “I’m unintelligent”
- They **try harder** when faced with a setback.
- **Effort = lack of ability**
- **Effort = success**.
- They use effort to **overcome** difficulty.

# Working toward Mastery

- Focus on what they are learning.
- Try out new ways of doing things.
- Use self-motivating statements such as “The harder it gets the harder I try” or “I’ve done X and can learn to do Y”.
- When faced with a task they are not yet ready for, they recognize this and are eager to take on the challenge of a new learning opportunity.

# Mistakes are part of Learning





***For BIG Mistakes***

Meet the Robinson's Failure Scene

“MAKE GLORIOUS,  
AMAZING MISTAKES.”


—NEIL GAIMAN

miStAkEs

are proof  
that you are

TRYING





In this classroom,  
mistakes are  
expected,  
inspected,  
and respected.

Angela Andrews.

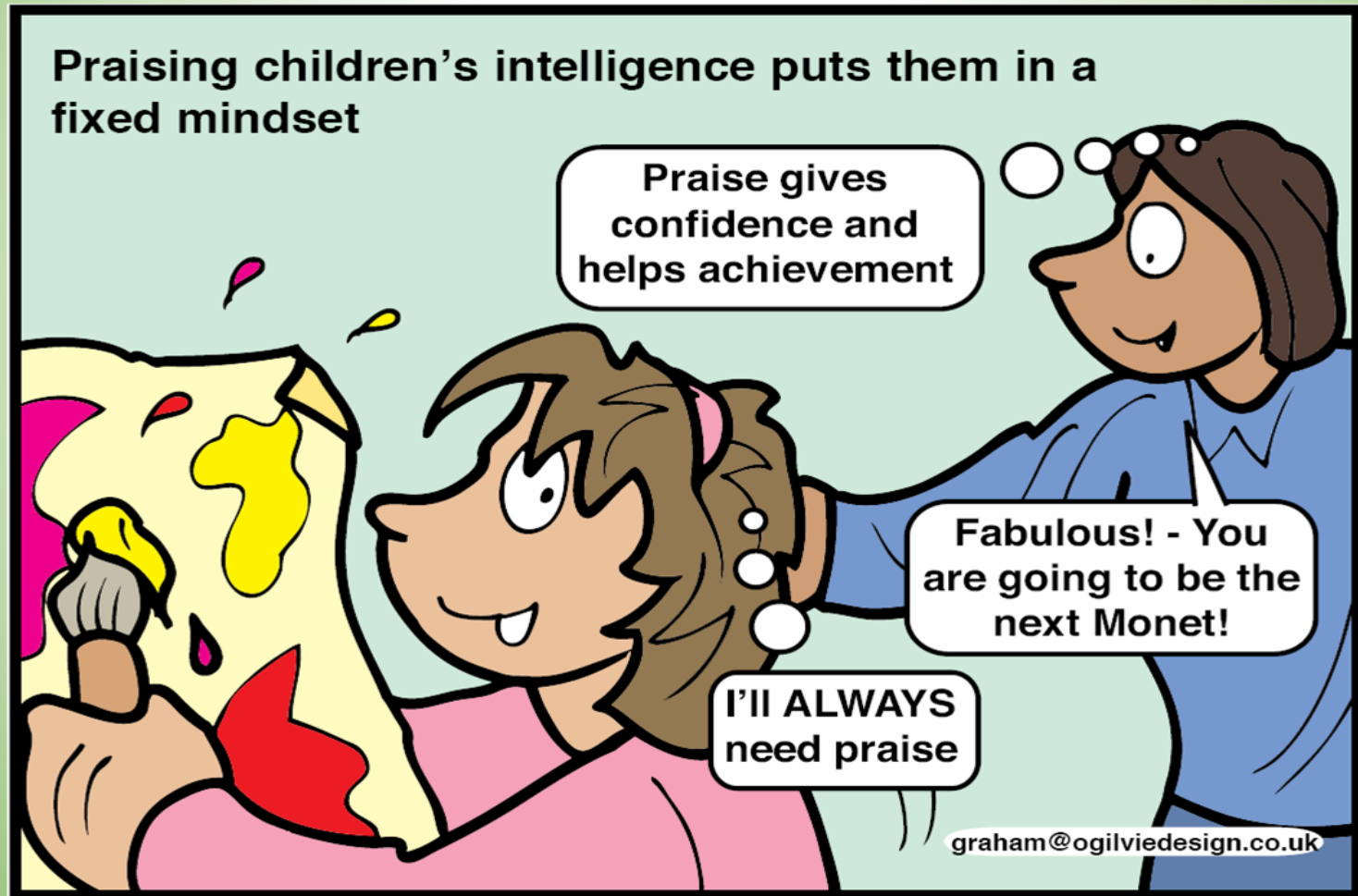


# How do We Promote a Growth Mindset?

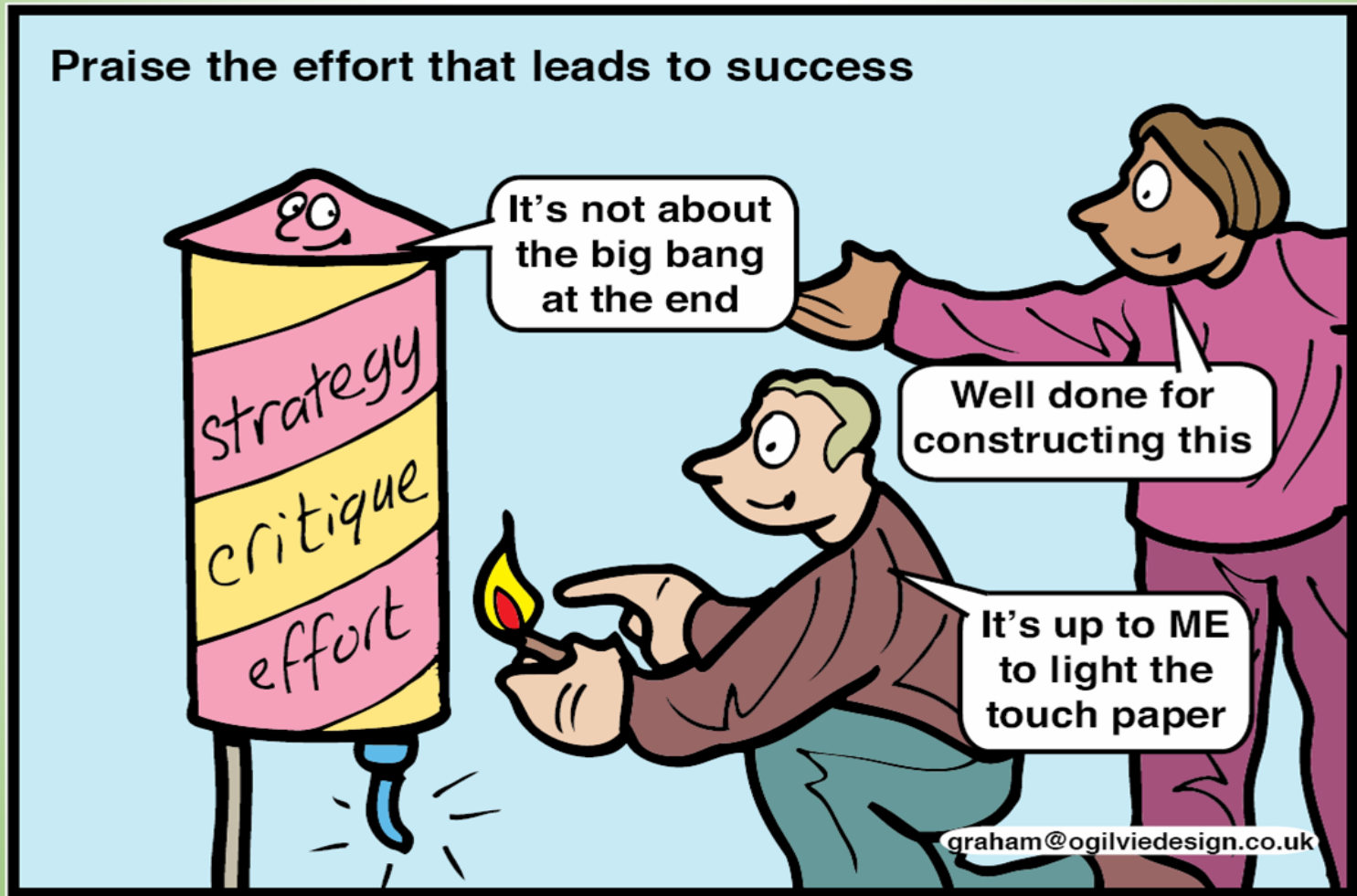
## The **Language of Praise**

- Descriptive vs. Evaluative Praise
- Judgements about permanent traits vs. messages about improvements and the ability to grow and change.
- **Praise for effort, strategies, learning, improving, choosing difficult tasks, struggle, persistence.**
- *85% of parents thought that praising ability was a good thing to do*

# Praise: Ability



# Praise: Effort



# Set of 6 studies of children

	Praised for <b>Ability/Intelligence</b>	Praised for <b>Effort</b>
Goals	66% of the group created performance goals	90% of the group created learning goals
Enjoyment	decreased	continued
Persistence	decreased	continued
Performance	declined	improved
Lied about scores	40%	one individual



# Praise and Feedback

## What should we praise?

- Effort
- Struggle
- Learning
- Improvement
- Selection of Difficult Tasks
- Persistence in the Face of Setbacks
- Application of Strategies

Mary Cay Ricci 2015

# Examples of Praise Language

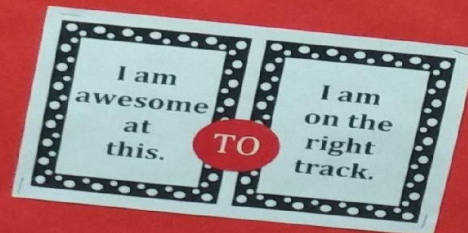
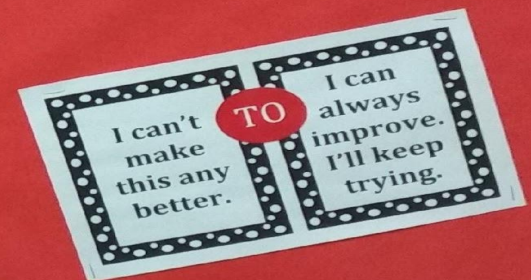
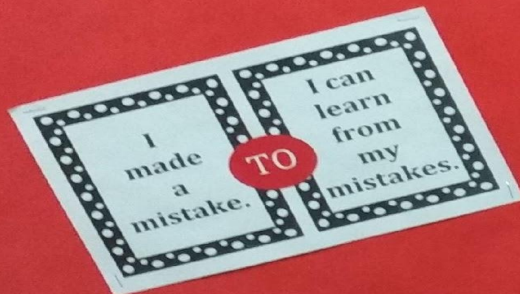
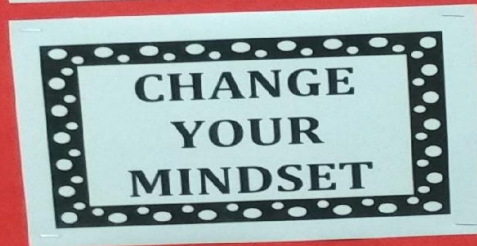
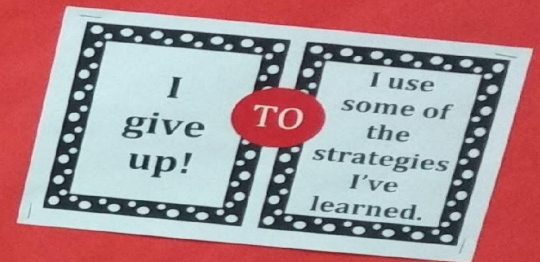
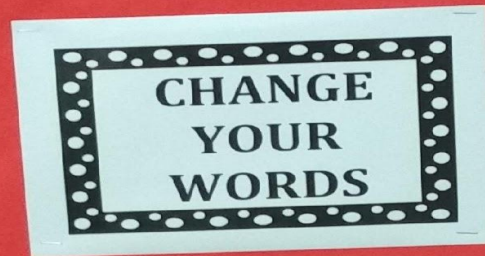
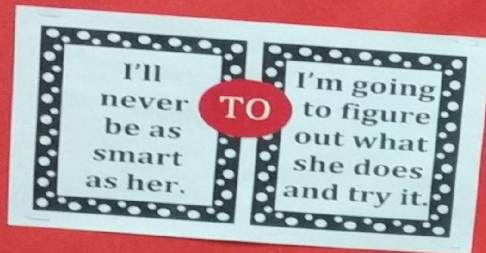
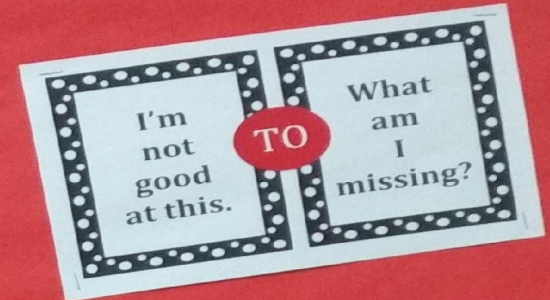
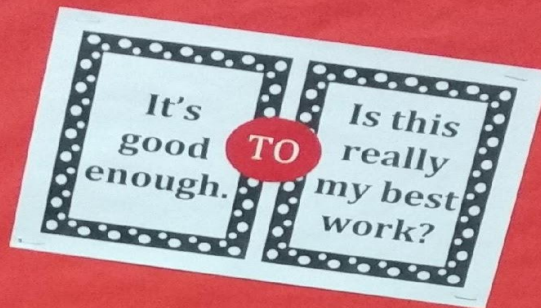
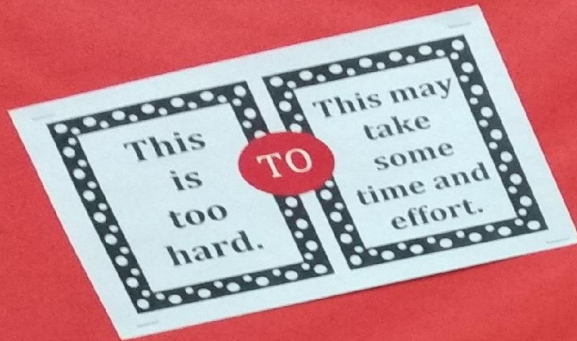
- I can see that you really understand how to do
- That homework was long and involved. I admire the way you concentrated and finished it.
- How did you figure that out?
- You have really been putting in a lot of practice and your improvement shows it.
- How many ways did you try it before it turned out the way you wanted?
- That looks like it took a lot of work.
- What did you learn from this assignment?
- What did you learn that surprised you?

# Shifting Feedback: The Power of YET

- You can't tie your shoes...YET, but you can do the first part.
- You don't know trigonometry...YET, but remember how hard you worked to master quadratic equations?
- You haven't developed possible solutions...YET, but you DO know two things that *don't* work.
- You're right, you can't play that piece flawlessly...YET, but you have mastered other difficult pieces.

Adapted from Mary Cay Ricci 2015





## Never Say Can't - Jennifer Bricker





# You can teach and promote Growth Mindset all day - everyday

- A growth mindset...
  - helps students/children to be motivated to learn.
  - creates confident students/children willing to take on challenges.
  - can be learned at anytime.
- Can be fostered by...
  - the **type of praise**/feedback we give
  - teaching kids **about the brain's huge potential**.
  - sharing examples of role models gives evidence of the growth mindset in action.

# How Will YOU Promote a Growth Mindset Everyday?

