

Ignite Learning with a Growth Mindset!

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www.mindsetworks.com

Our Purpose



by [Patrick Giblin](#)

Explore how we can ignite students' & our own inner drive

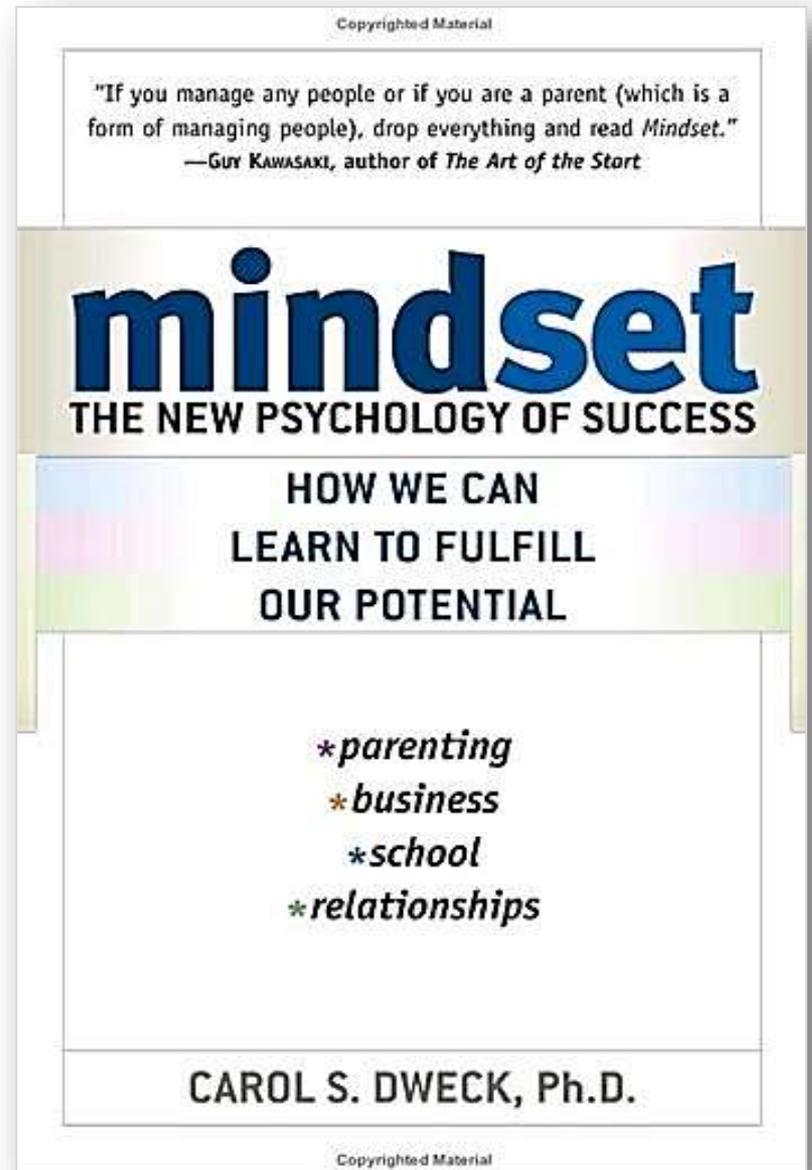


by [Patrick Giblin](#) (Inkyhack)

A new paradigm exists...

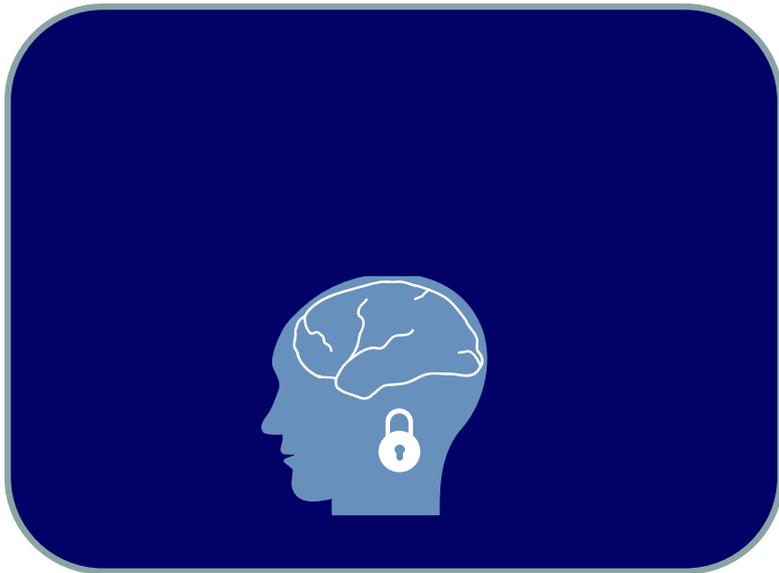


Key lever for Motivation & Efficacy



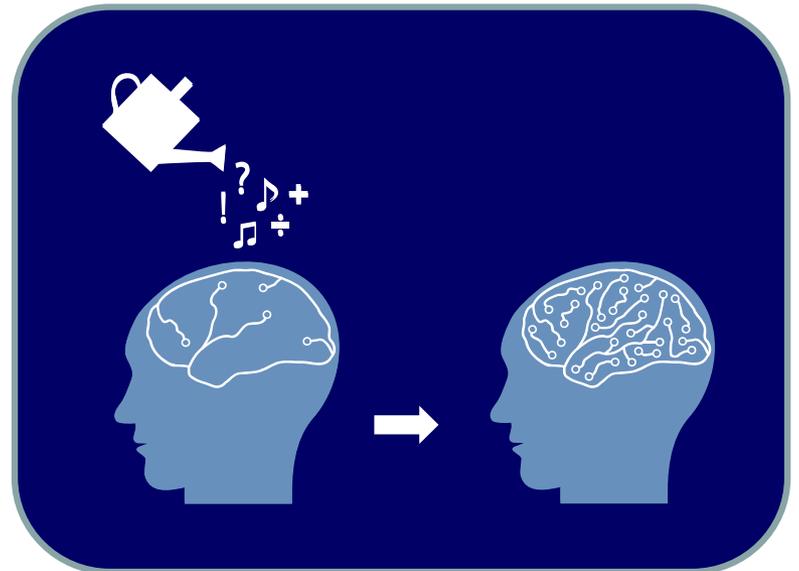
Fixed Mindset

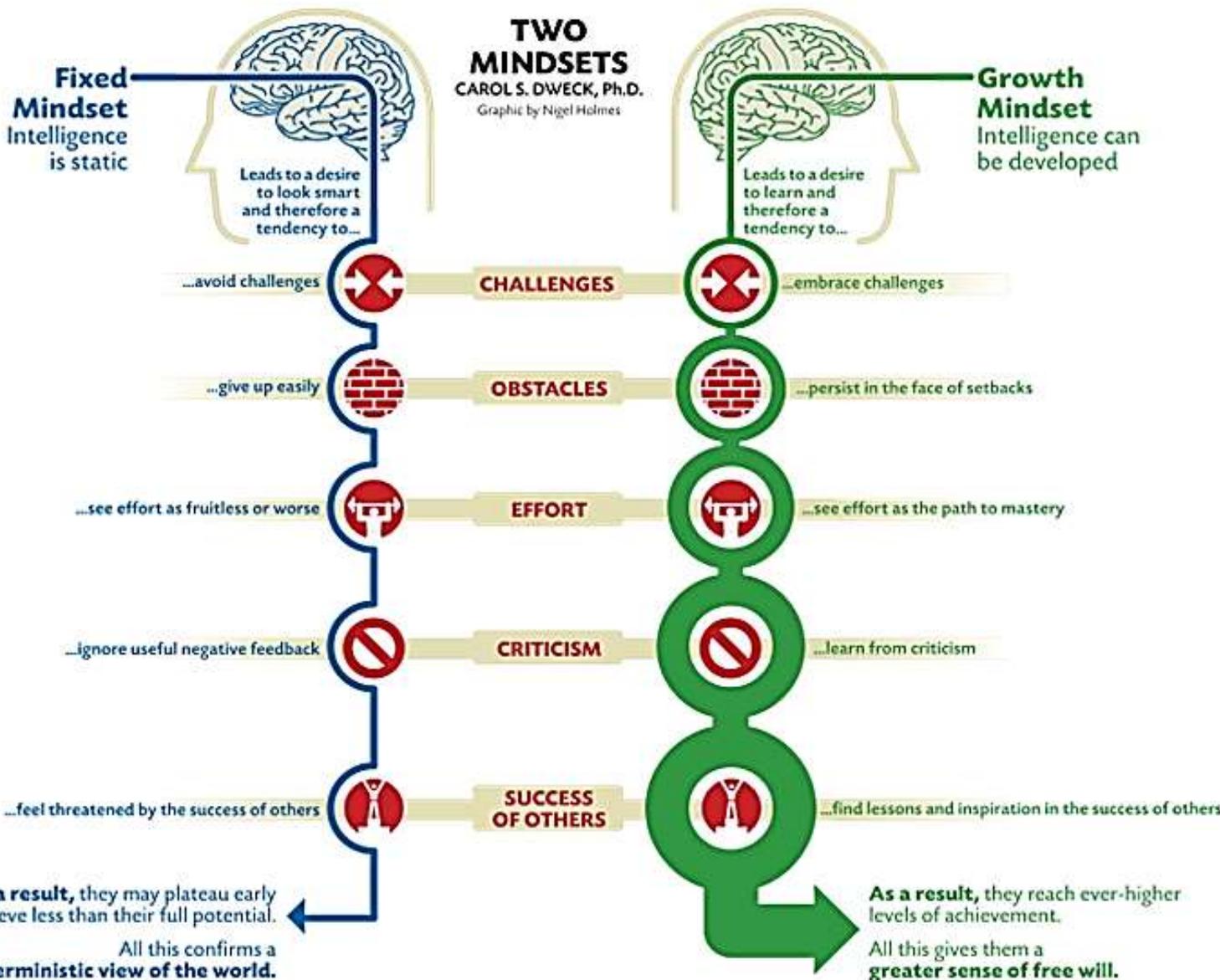
Intelligence (or an ability) is a fixed trait



Growth Mindset

Intelligence (or an ability) can be developed





fixed mindsets

I'm just not good at certain things.

If I make mistakes, people will think I'm dumb.

I get embarrassed if I have to work hard.

I'm not going to raise my hand because I might make a mistake.



growth mindsets

I can learn new things if I work hard, get help, and *don't give up*.

I want to learn new things, even if I'm not *perfect* at the beginning.

I worked hard for that; I'm proud of it!

Bummer, that hurts. But what can I learn from this?



Your Turn

Do you see these mindsets in students in your school(s)?

MESH skills

Mindsets, Essential Skills, and Habits

Key competencies that can be taught in a school setting to help students succeed.

growth
mindset

Self-
management

Self-efficacy

Social
awareness

The Neuroscience of Learning





The Recipe
to **GROW**
your brain

Eat Leafy Greens,
Eggs, Nuts, Fish, and
drink lots of water!



Sleep 9-10 hours
EVERY night!



Get Your exercise!



Use your calming
strategies!



Healthy Habits
Make a Specific
Difference in
Brain
Development

This is also
important for
adults because...



Specifically, why is a growth mindset the key to success as an educator?

The Two Mindsets by Carol S. Dweck

<i>Intelligence can grow!</i> Growth Minded People	<i>You're born with it!</i> Fixed Minded People
Embrace challenges	Avoid challenges
Set challenging and attainable goals	Have no goals or unrealistic ones.
See effort and practice as the path to mastery	Think talent is more important than practice
Keep going when things get tough	Give up easily and often
Learn a lot from others	14 Jealous and/or don't accept help

Study 1: Mindset Impact on Achievement

Research Study: Students took a Mindset Assessment Profile and tracked throughout middle school.

Sample Question:

To be honest, you can't really change how smart you are.



Strongly
Agree



Agree



Disagree

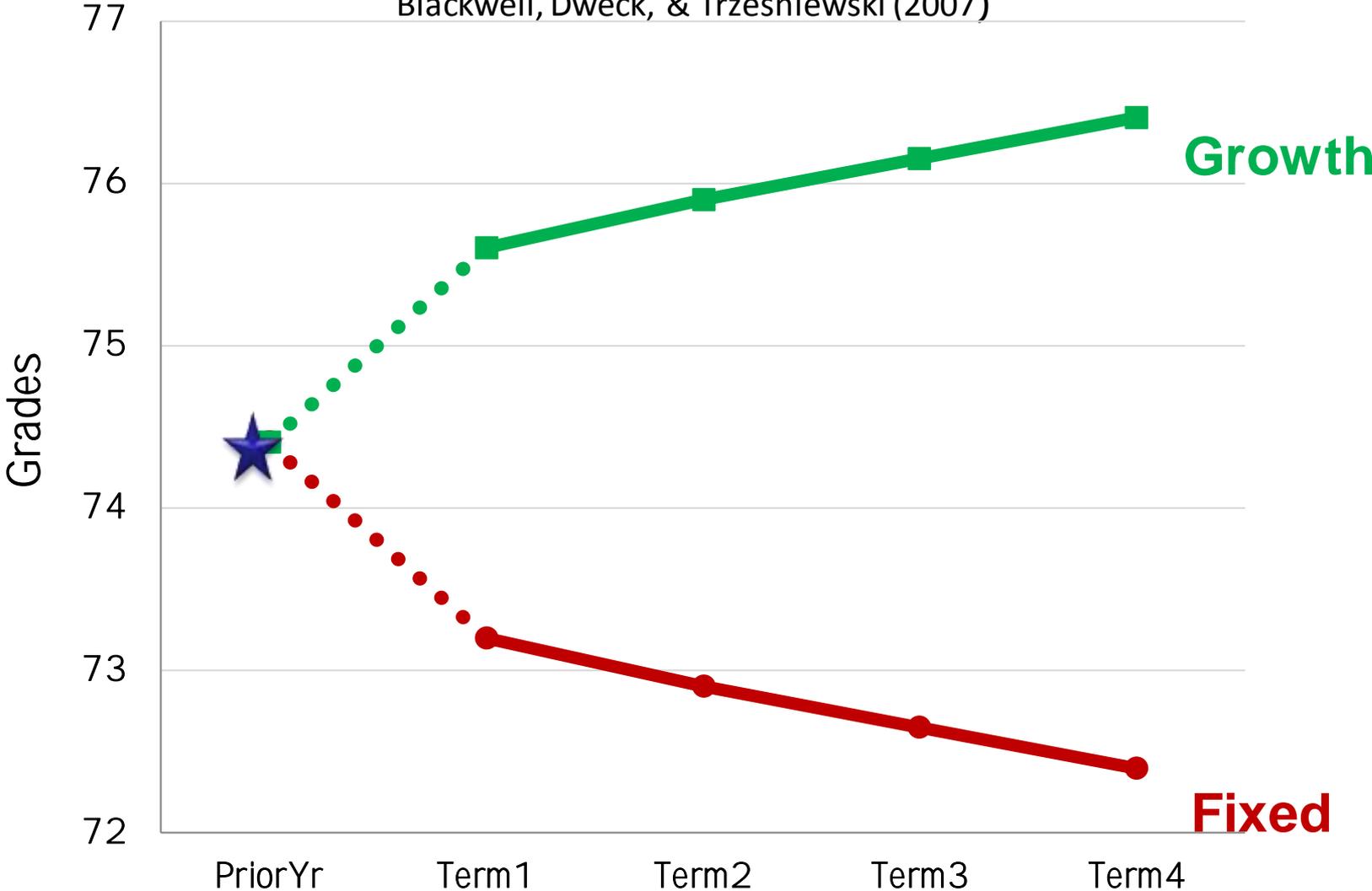


Strongly
Disagree

<http://www.mindsetworks.com/assess/>

Math Achievement in Junior HS

Blackwell, Dweck, & Trzesniewski (2007)



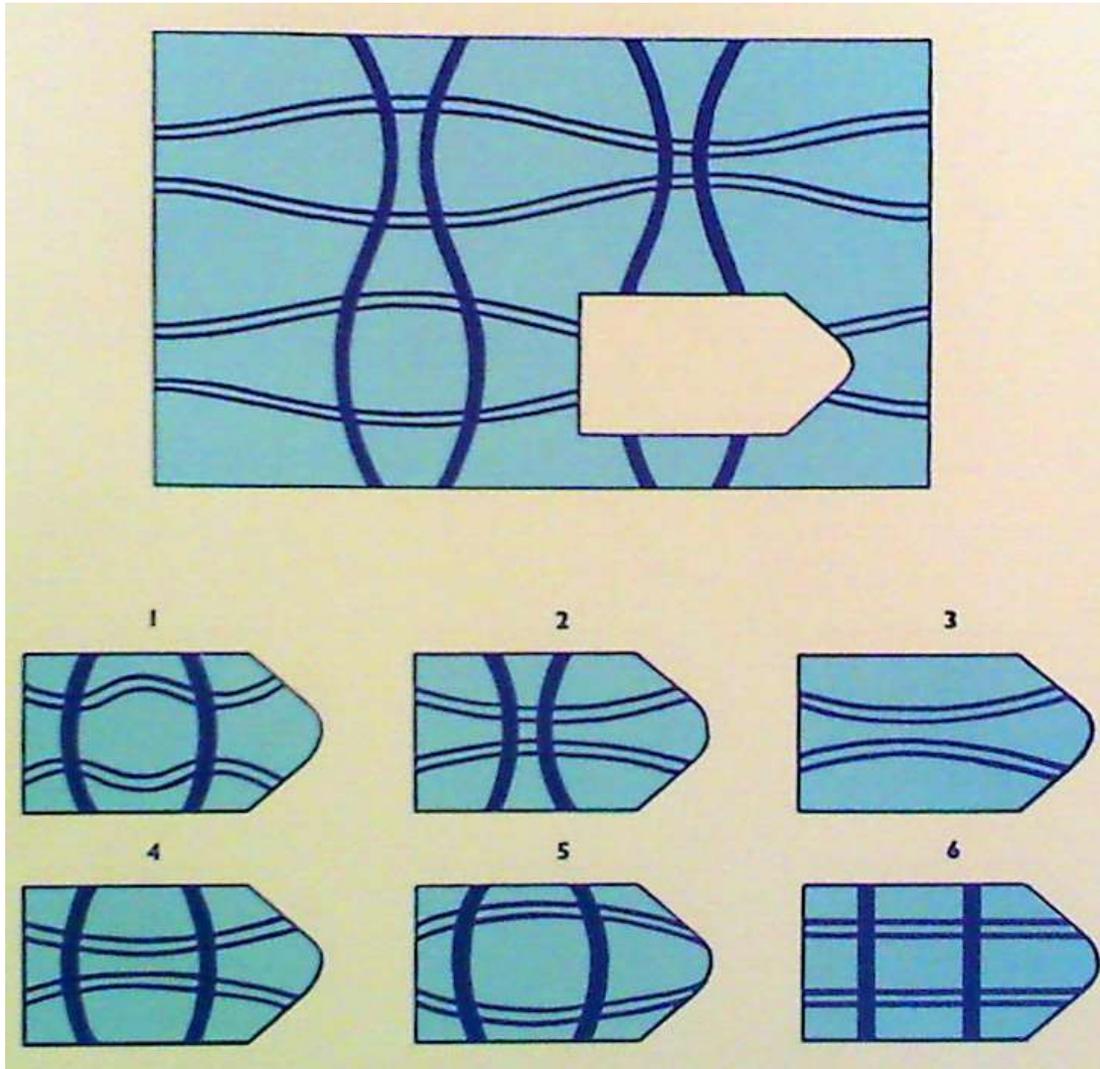
If you think you can
catch the bus, you
will run for it!



Study 2:

Example of how we can influence mindsets

Non-verbal IQ Test: Puzzles



Success!!!

Intelligence Praise

“Wow, that’s a really good score. You must be smart at this.”

Effort Praise

“Wow, that’s a really good score. You must have tried really hard.”

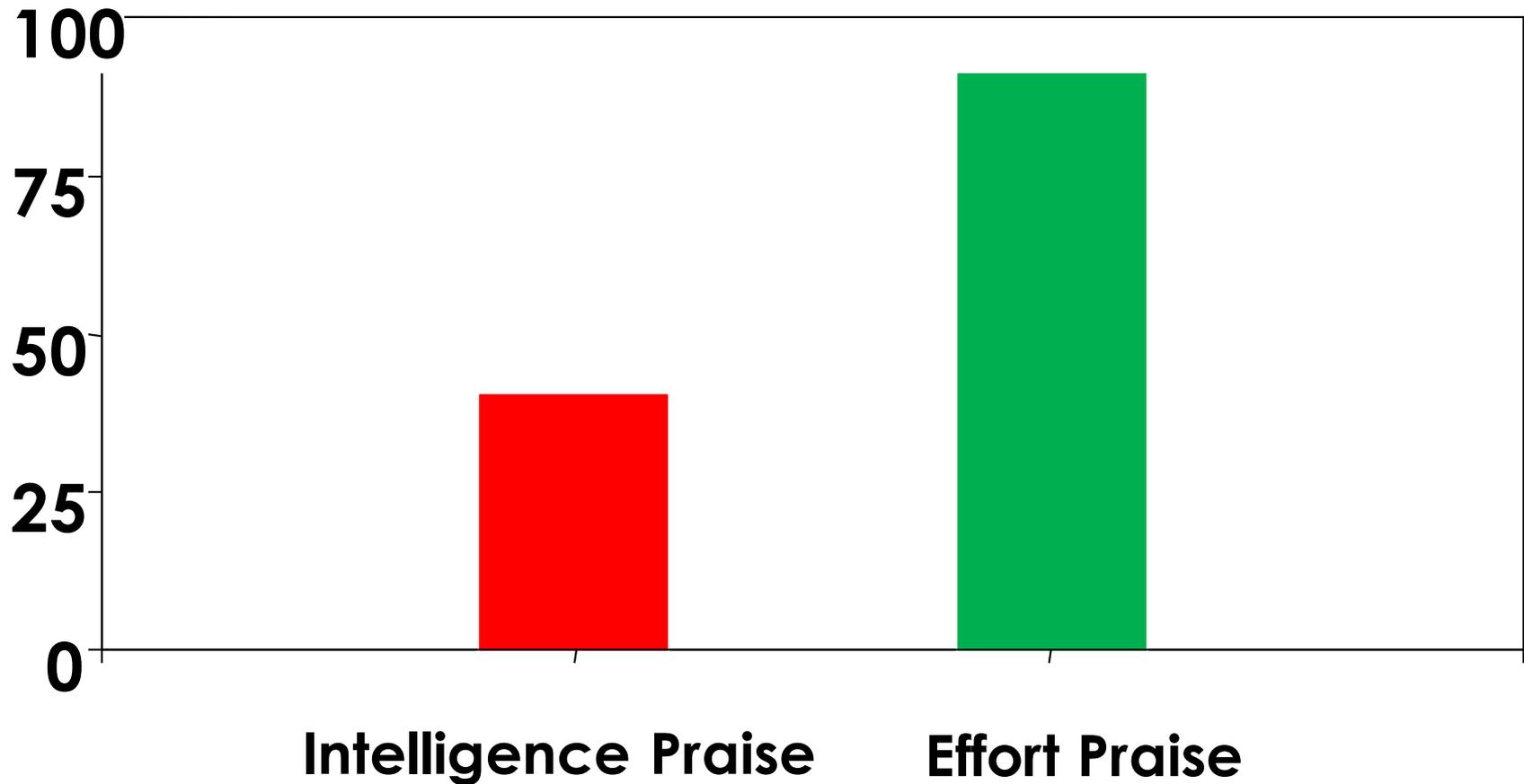
Control Group

“Wow, that’s a really good score.”

“Do you want another question like the first one, or do you want one that will be harder, but you will learn a lot from it?”

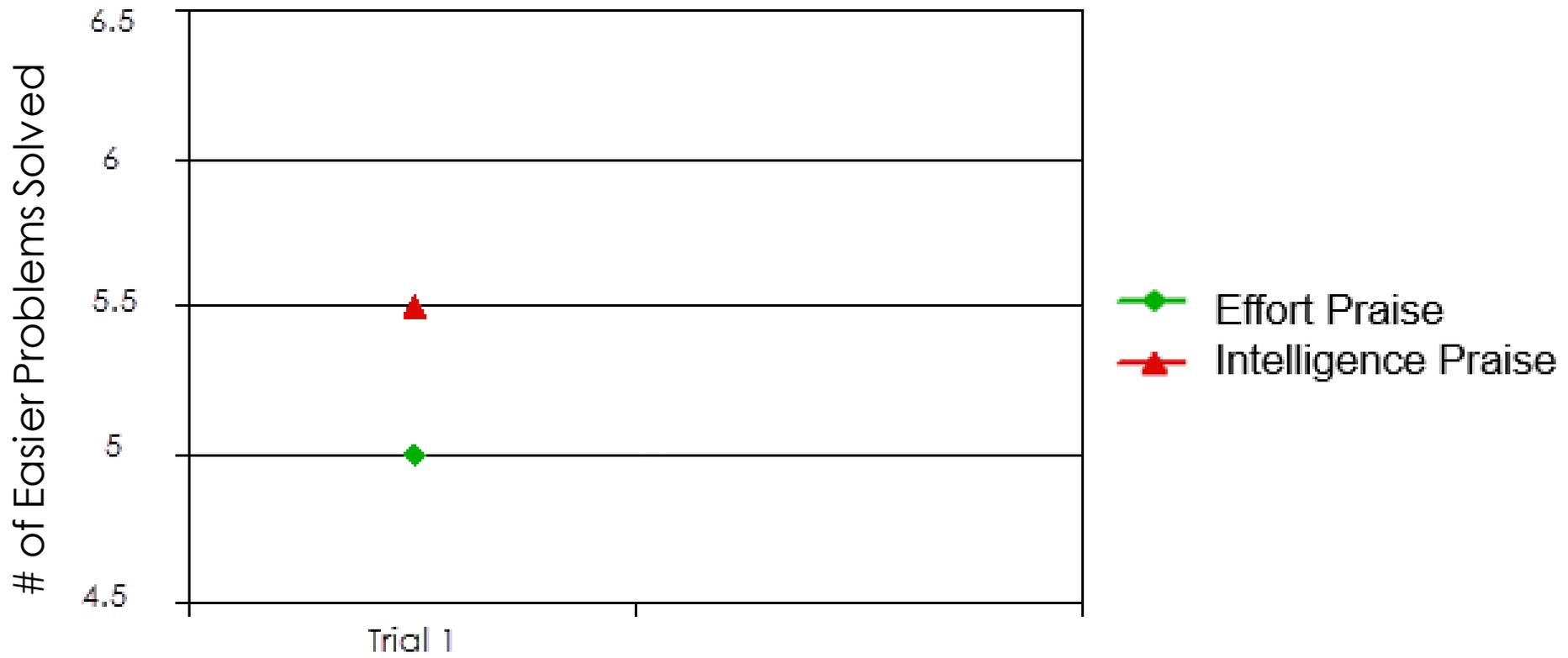


Choosing a Challenge After Success

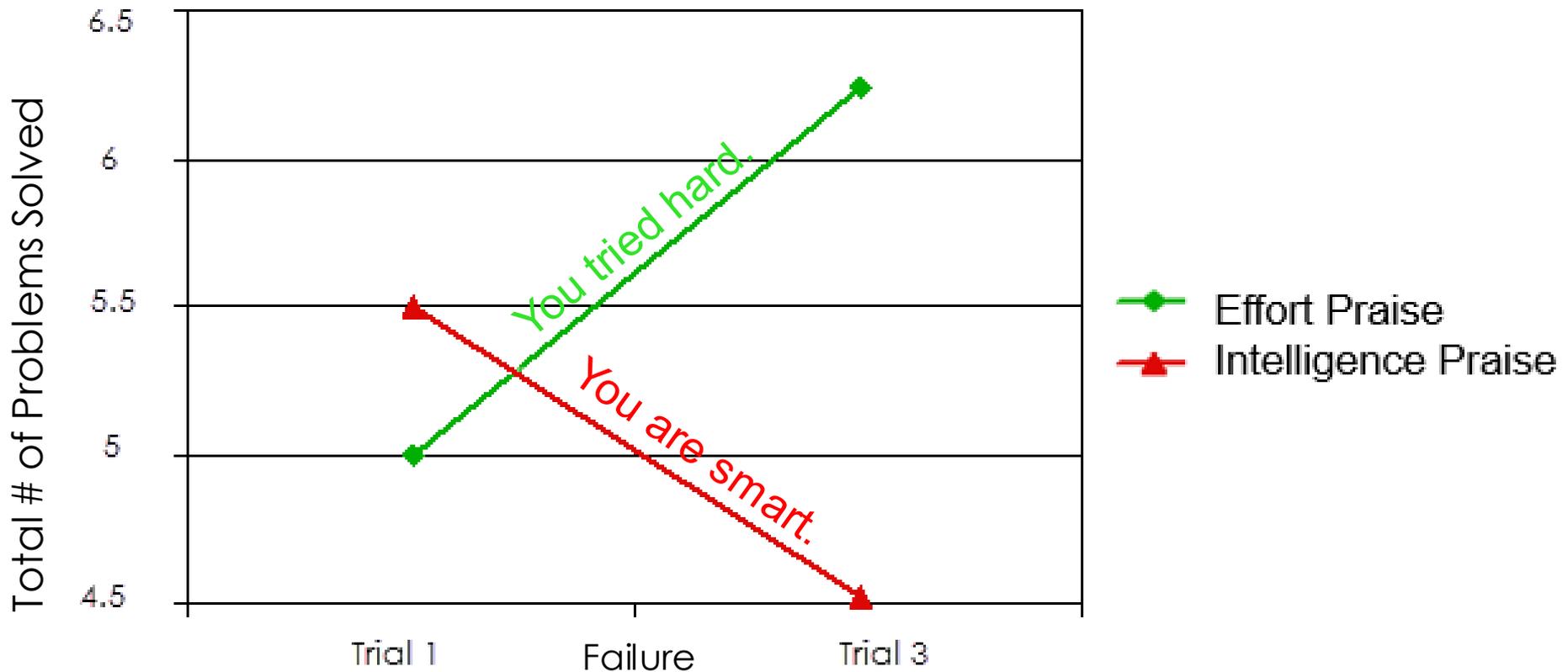




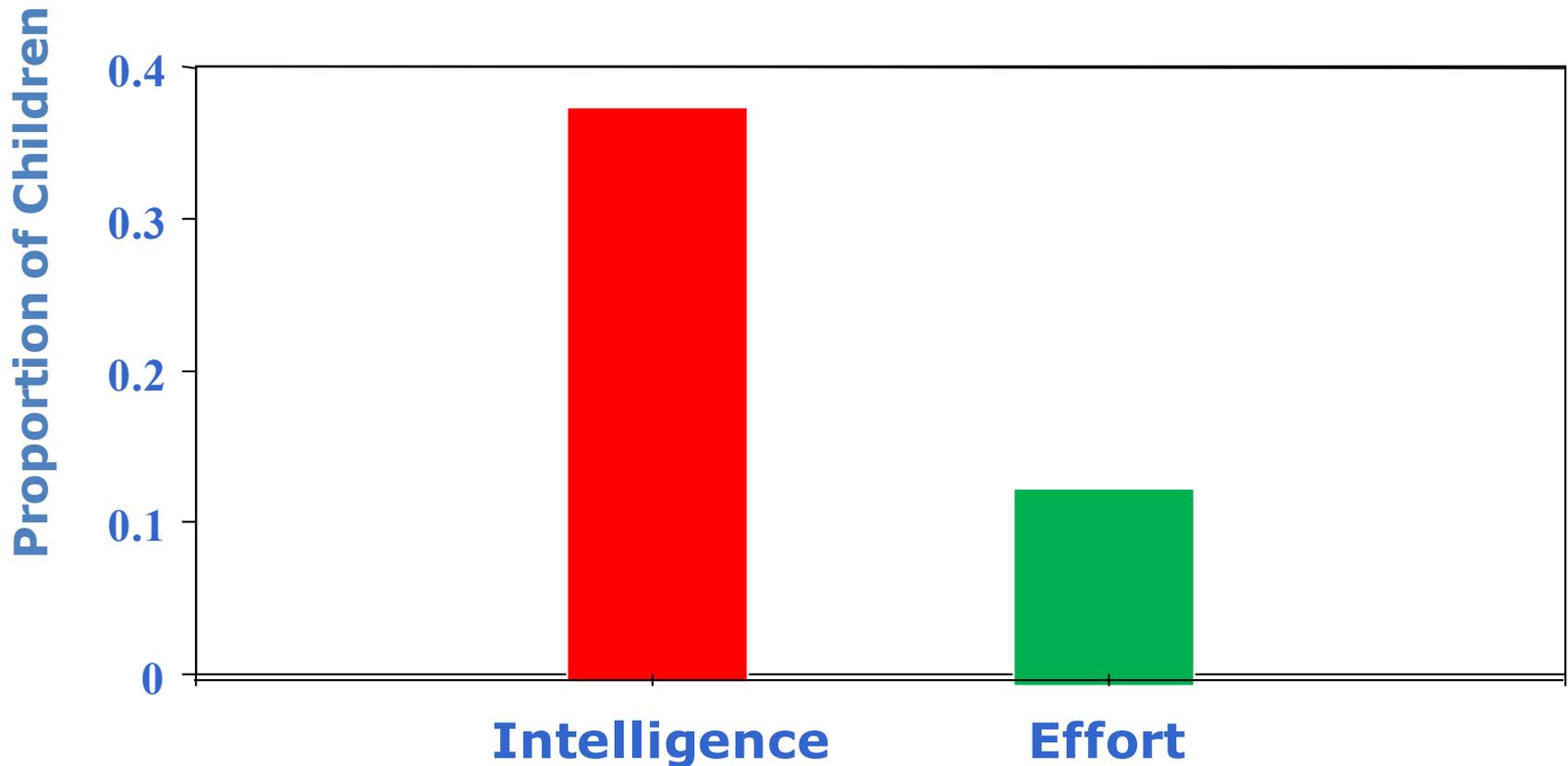
Number of puzzles solved by each group *before* failure



Number of puzzles solved by each group *before* failure



Lying: Students who misrepresented their scores



“You are so smart.”

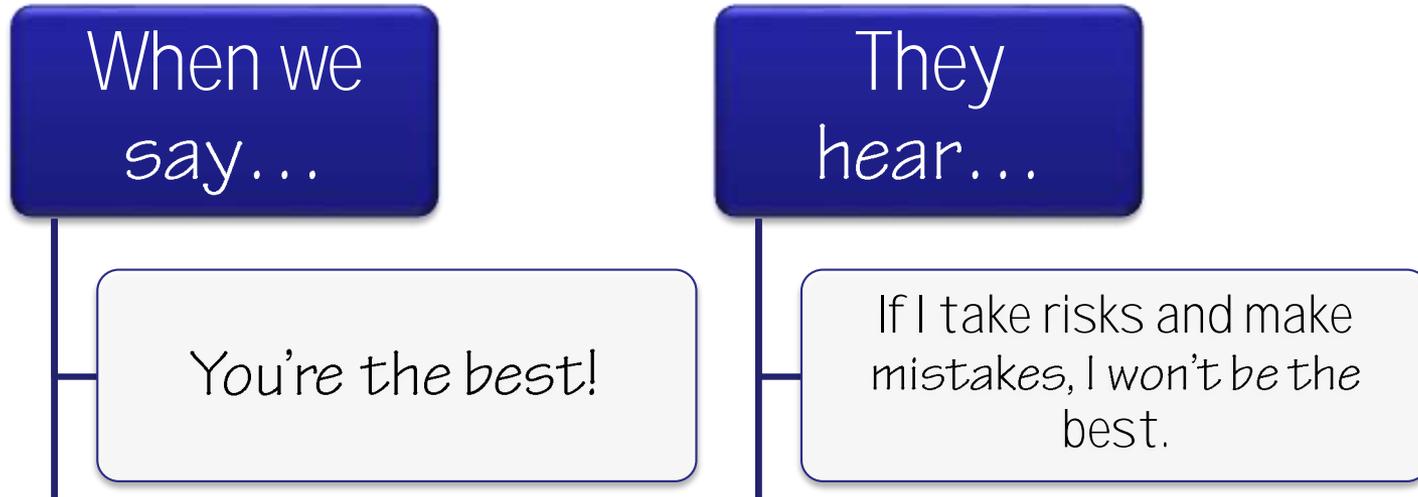
“You are so smart.”

What does “smart” mean?

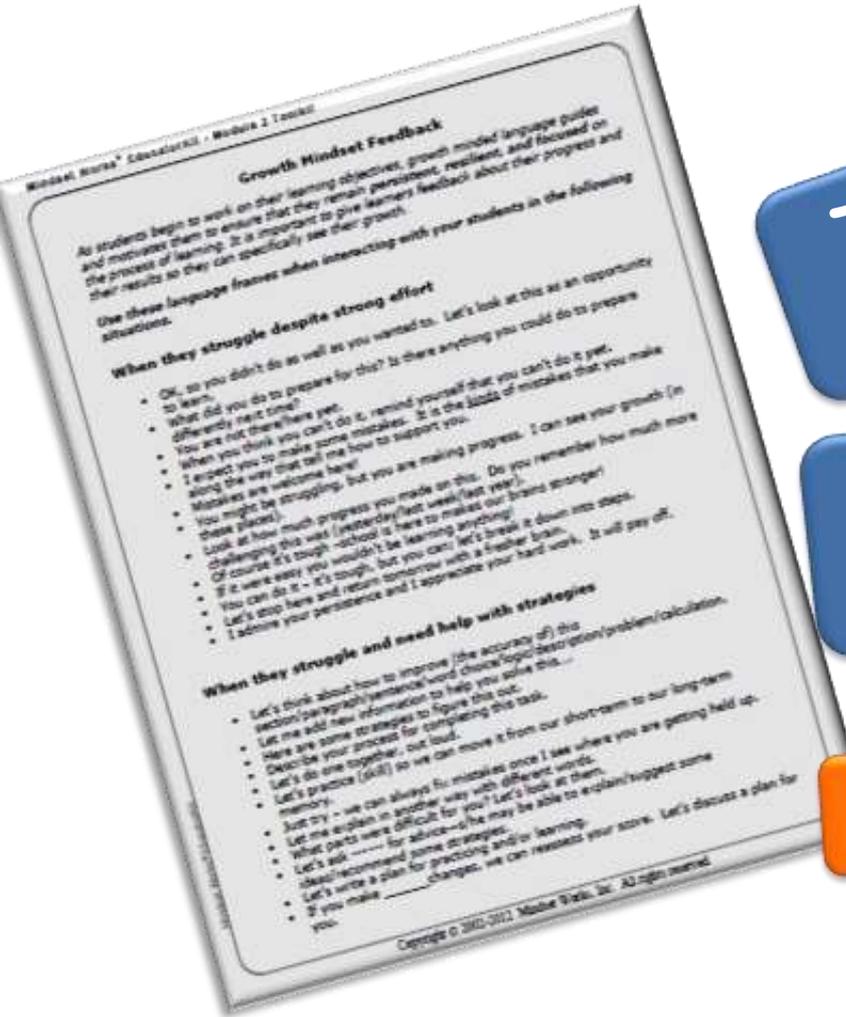
How do I know
whether I am
cultivating a
growth mindset in
others?



The Impact of Intelligence Feedback/Praise



Praise and Feedback: Encourage the behaviors we want to see...



Taking on a challenge

Asking questions/for help

Handling a mistake well

Grit

Effort

Determination

Sticking to it

Computer-Based Praise Research

A Study about Messages

Group 1:

"Some of these problems are hard. Do your best."

"If at first you don't succeed, try again."

"Set your goals high, and don't stop until you get there!"

$$\frac{1}{3} \div \frac{3}{2} = ?$$

Encouraging!

A Study about Messages

Group 2:

“Remember, the more you practice the smarter you become!”

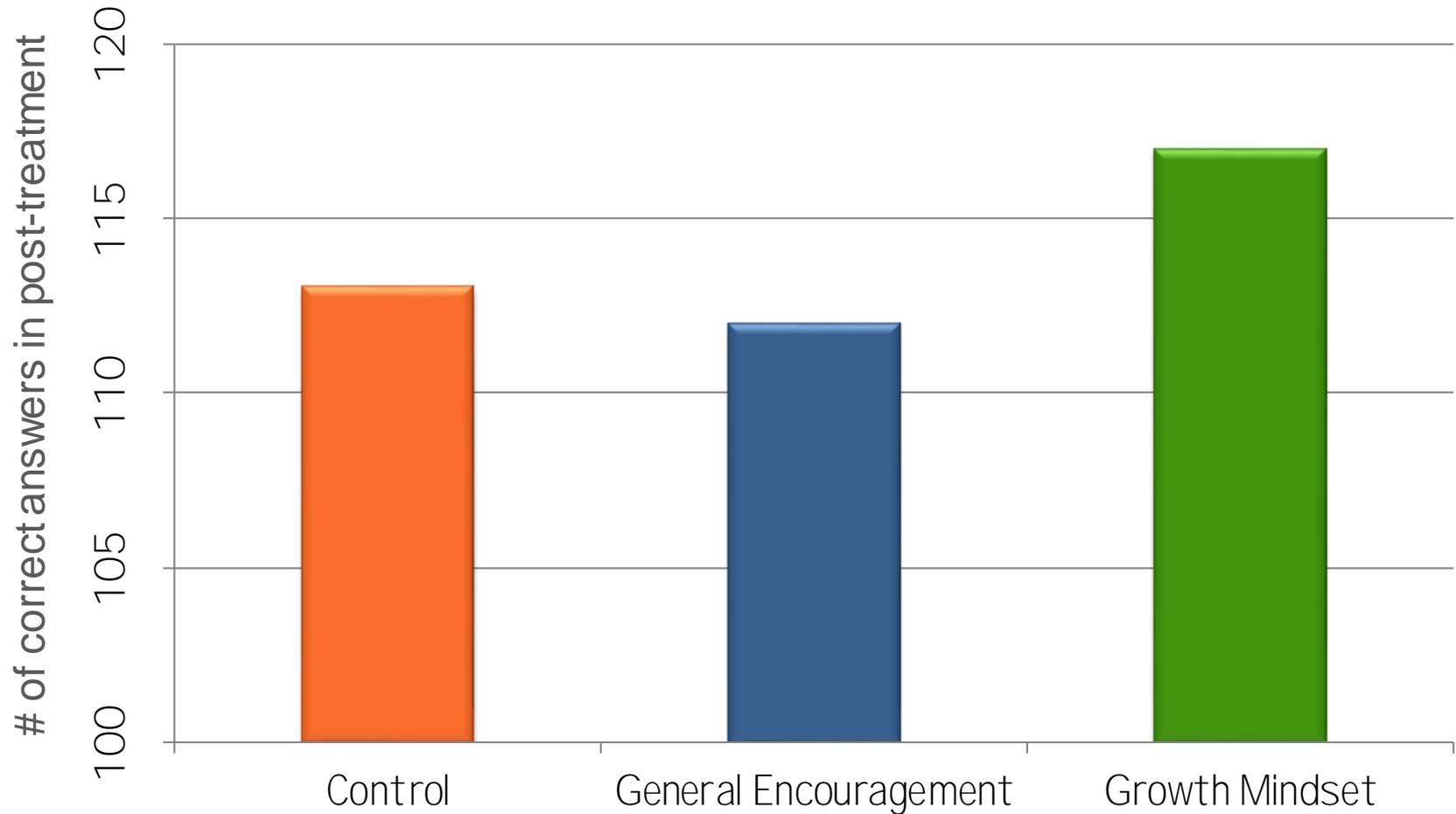
“When you learn a new kind of math problem, you grow your math brain!”

“The harder you try the better you get!”

$$\frac{1}{3} \div \frac{3}{2} = ?$$

Growth Mindset

Correct Answers Post-Treatment



n = 250,000

What is the difference?

Encouraging:

"Some of these problems are hard. **Do your best.**"

"If at first you don't succeed, **try again.**"

"Set your goals high, and **don't stop** until you get there!"

Growth Mindset:

"Remember, the more you **practice** the **smarter** you become!"

"When you learn a **new** kind of math problem, you **grow your math brain!**"

"The **harder you try** the **better** you get!"

Growth Mindset vs. Pep Talks

Student is active

Student is passive

Specific

Encouraging

Realistic

Dreaming

Practice

Performance



Encouraging statements
don't help much.

Growth opportunities do.

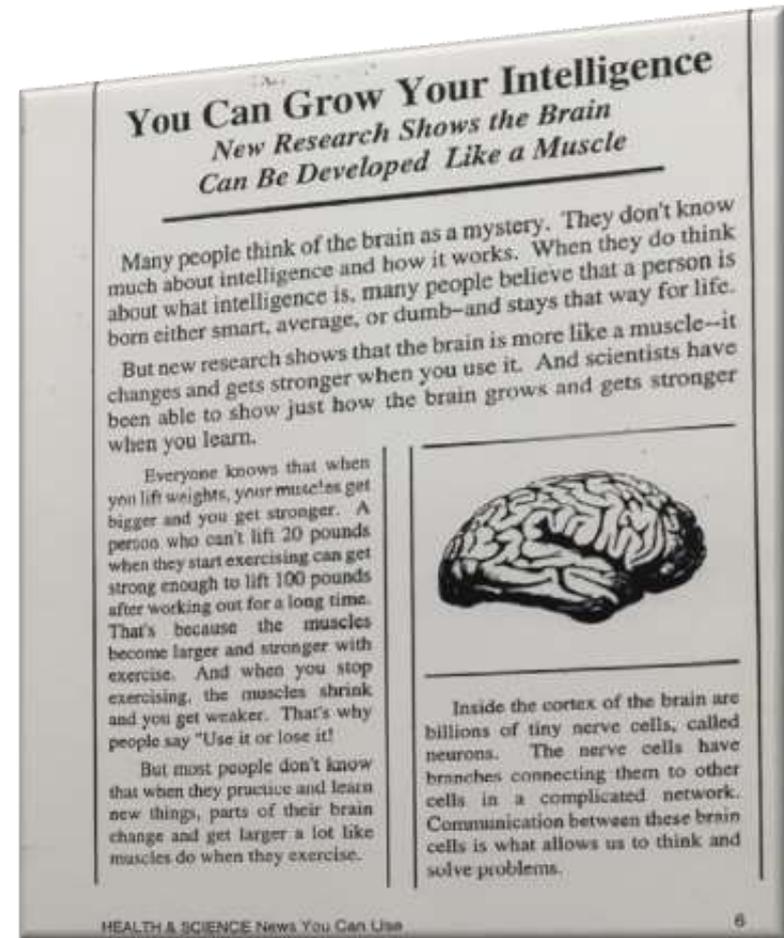
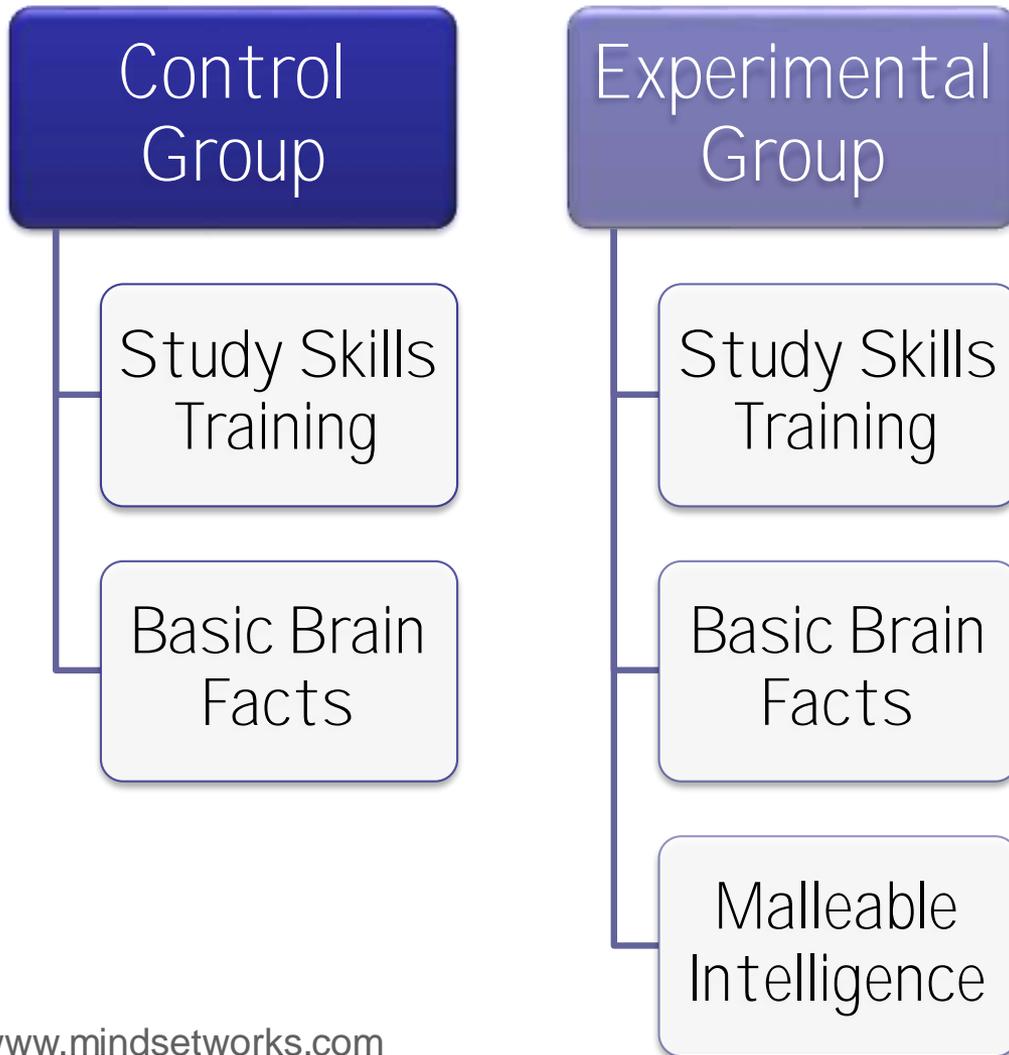


“Can’t” or “Won’t” ?

Bringing Hope Back
Into the Equation

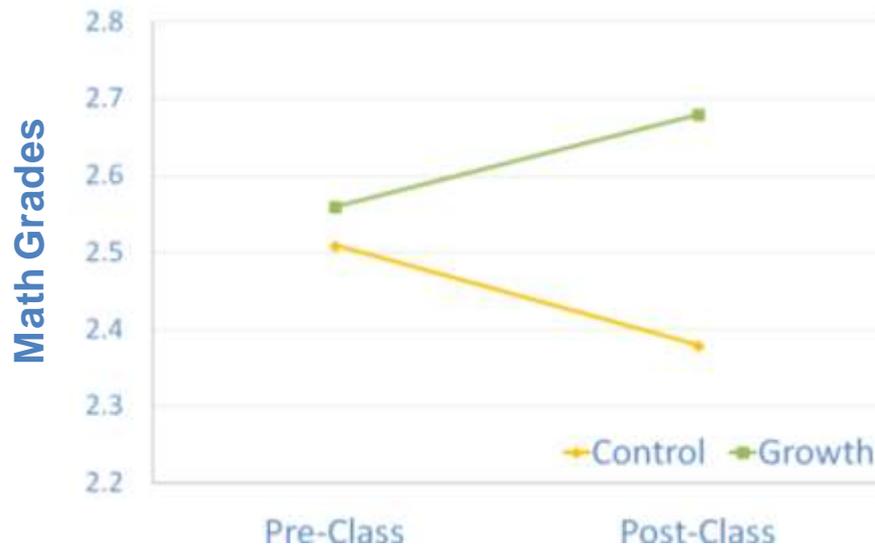
Ideas about Intelligence

(Blackwell, Trzesniewski, & Dweck, 2007)



Impact of Teaching a Growth Mindset

Change in Math Grades

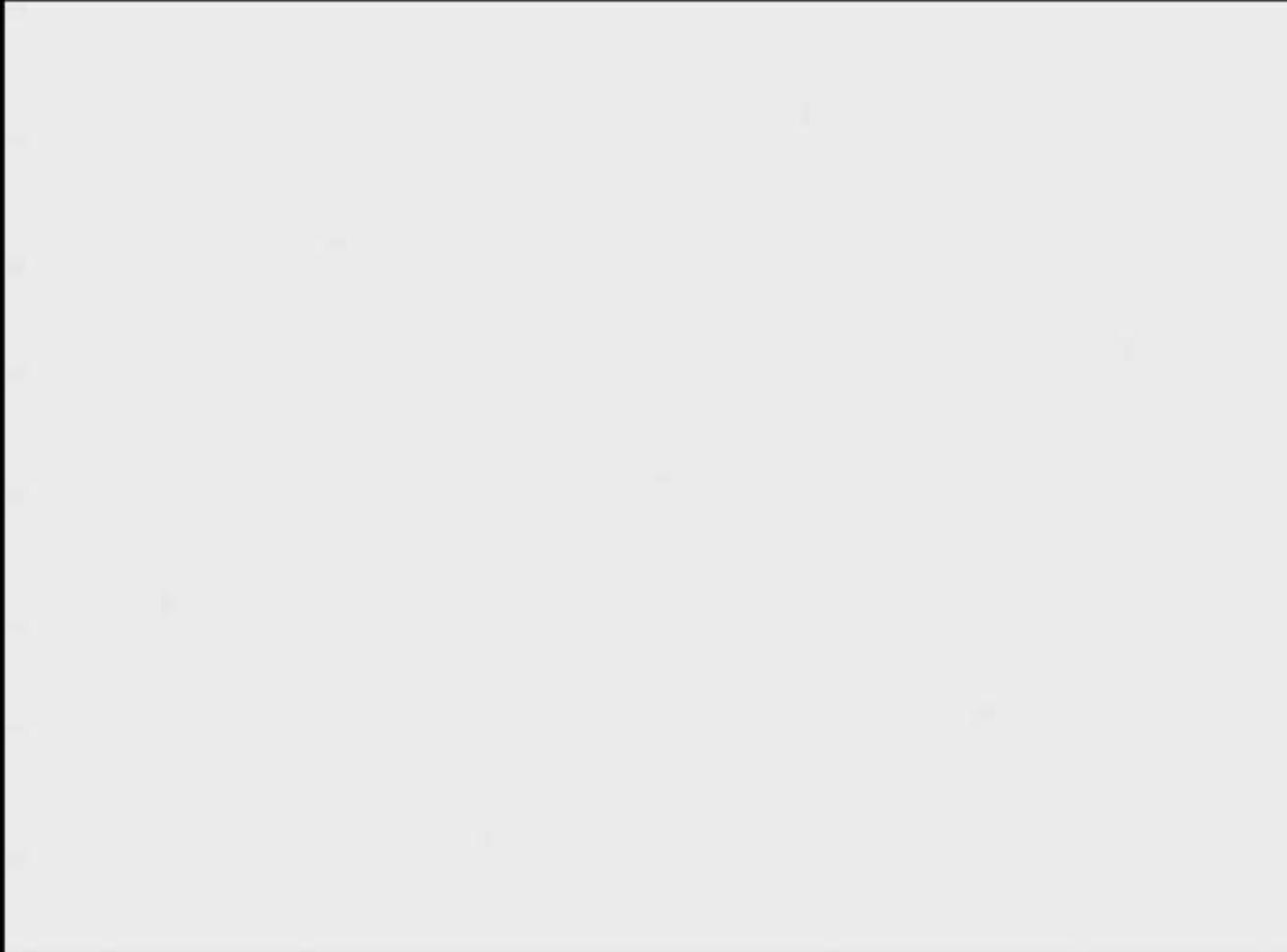


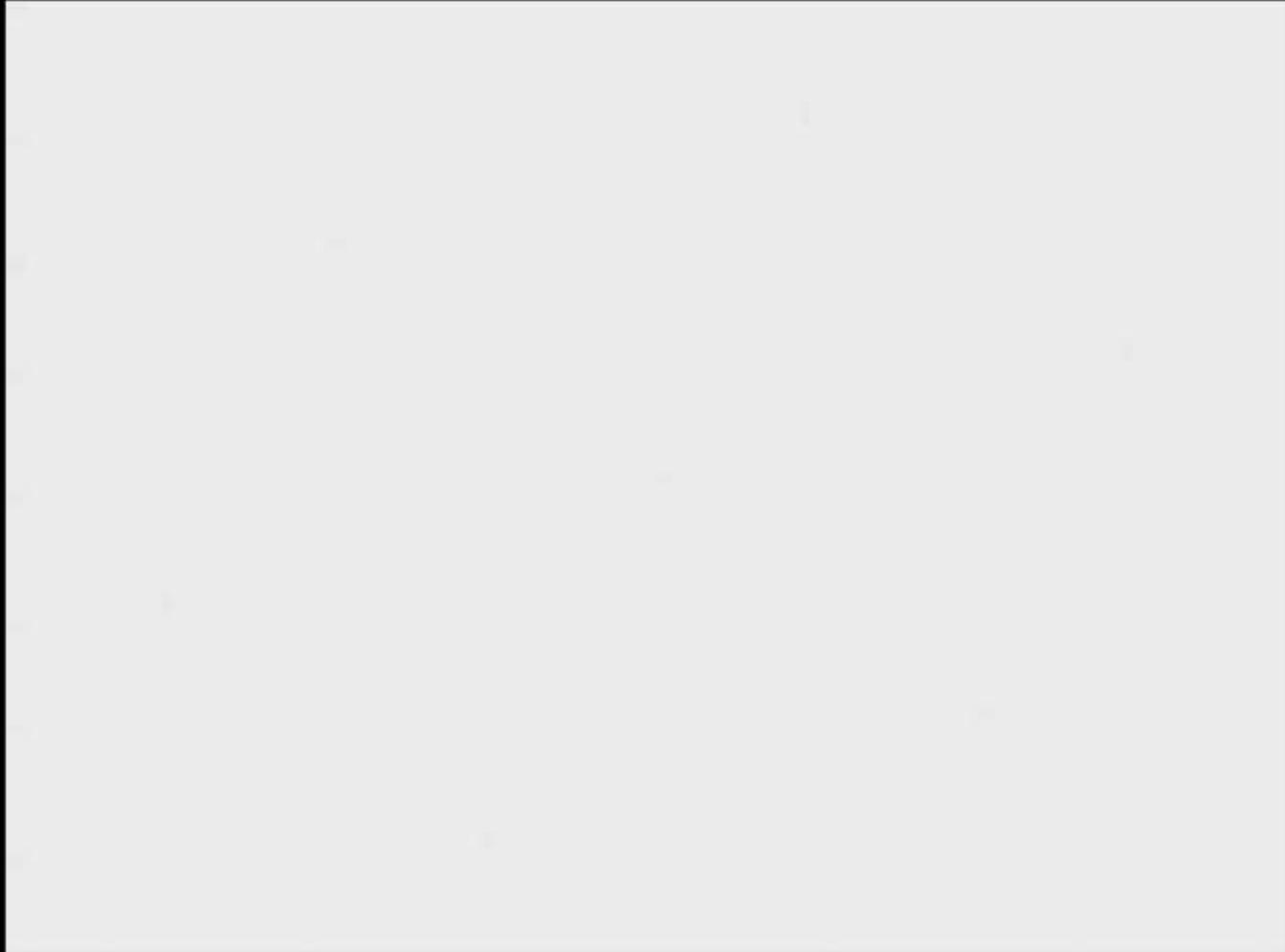
Study #2 on mindset intervention with students making the transition to 7th grade, from: Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78. 246-263.

Let's hear from a 5th grader...



Roberlio





Student Voices: Roberlio

What is growth-minded about his response? Fixed minded?

Do you know a student like this?



How do you think a fixed mindset might have held you back?

relationships

performing arts

career growth

exercise

academics

sports fine arts

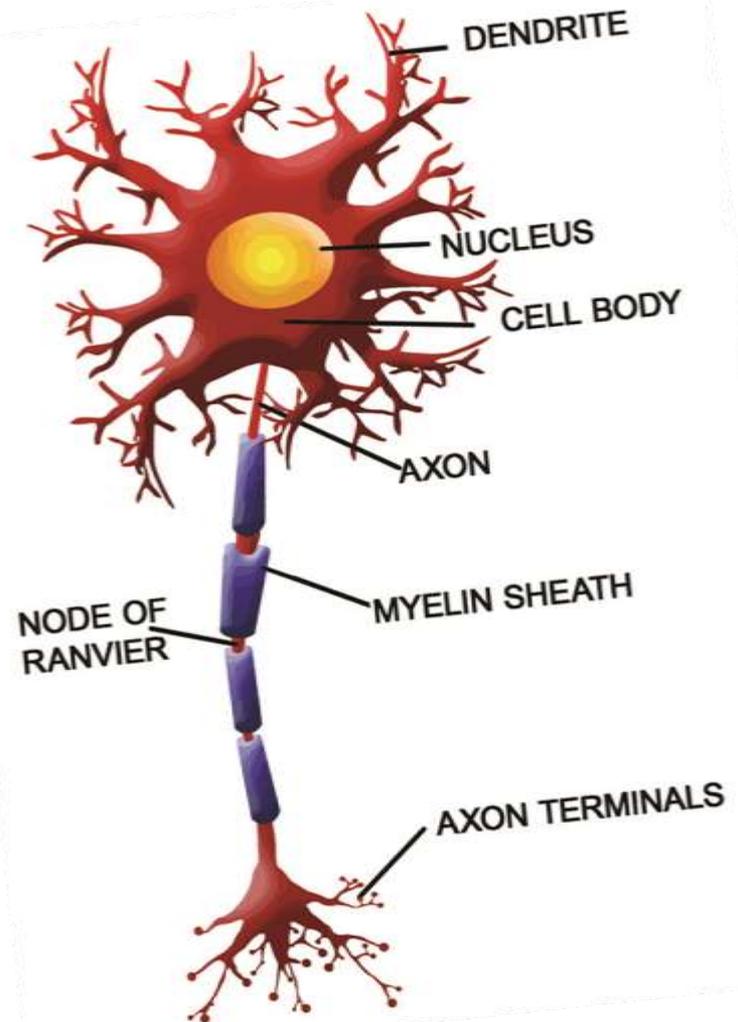
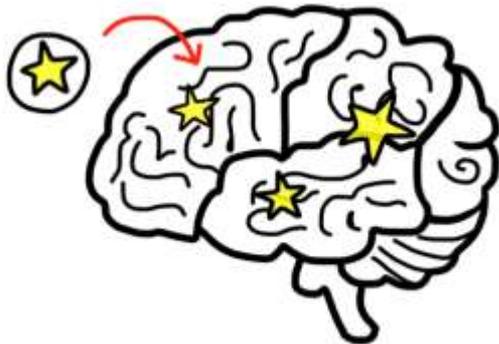
In 1 minute, tell your neighbor a story about an area where you have had a fixed mindset and what the effect of that has been.

What Can We do?

- **Teach the malleable mind**
- **Be purposeful in our feedback; praise with caution**
- **Teach HOW to get smarter**

Teach the Malleable Mind

When students learn that the brain gets stronger...literally changes with practice, it affects their motivation and ultimately, their achievement.





“A Growth Mindset is not a tool to make kids feel good about themselves”

Praise Junkies

Look at me! vs. Flow

Strategies for Growth

B

Break it Down: *Chunking to smaller bits*

R

Repeat: *Distributed Practice*

A

Action: *Using all of your senses*

I

Information Search: *Asking for strategies*

N

Never Give Up: *Always learning*

Clarity

- Growth Mindset is NOT:
 - Encouraging one another
 - Seeing effort as good
 - Challenging oneself
 - Persevering, never giving up
 - Learning from mistakes
- Growth Mindset is: understanding we can develop our abilities



What is inspiring you today?

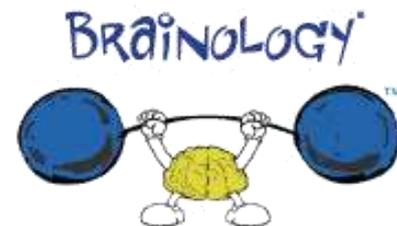
Talk with a partner about where you see opportunity to share mindset with your school, students, or family.



Want more?

- Student Intervention
- EducatorKit: educator modules and resources
- LeaderKit: School-wide resources for leaders
- Growth Mindset Community

www.mindsetworks.com



for growth mindset
monthly tips, research
& practice updates:

HTML Plain Text

What is something that you
are really sure that you can't
do well?



“Yet”

Questions?



What will you take away?

THANK YOU!

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