Ignite Learning with a Growth Mindset!

Emily Diehl, Mindset Works
Director, K-12 professional learning and curriculum design
Our Purpose

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
TWO MINDSETS
CAROL S. DWECK, Ph.D.
Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static

Leads to a desire to look smart and therefore a tendency to...
- avoid challenges
- give up easily
- see effort as fruitless or worse
- ignore useful negative feedback
- 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 Mindset
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.
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.
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.
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

www.mindsetworks.com
This is also important for adults because...
Specifically, why is a growth mindset the key to success as an educator?

<table>
<thead>
<tr>
<th>The Two Mindsets by Carol S. Dweck</th>
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<tbody>
<tr>
<td>Intelligence can grow!</td>
<td>You’re born with it!</td>
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<tr>
<td>Growth Minded People</td>
<td>Fixed Minded People</td>
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<tr>
<td>Embrace challenges</td>
<td>Avoid challenges</td>
</tr>
<tr>
<td>Set challenging and attainable goals</td>
<td>Have no goals or unrealistic ones.</td>
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<tr>
<td>See effort and practice as the path to mastery</td>
<td>Think talent is more important than practice</td>
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<tr>
<td>Keep going when things get tough</td>
<td>Give up easily and often</td>
</tr>
<tr>
<td>Learn a lot from others</td>
<td>Jealous and/or don’t accept help</td>
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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)

Grades

PriorYr  Term1  Term2  Term3  Term4

Growth

Fixed
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

![Bar Chart]

- Intelligence Praise
- Effort Praise

The chart shows a comparison between Intelligence Praise and Effort Praise.
Fail
Number of puzzles solved by each group *before* failure

# of Easier Problems Solved

![Graph showing number of puzzles solved by each group before failure](chart.png)
Number of puzzles solved by each group before failure

You tried hard.

You are smart.
Lying: Students who misrepresented their scores

Proportion of Children

Intelligence  |  Effort

0.4

0.3

0.2

0.1

0  

0.1

0.2

0.3

0.4
“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

When we say...

You’re the best!

They hear...

If I take risks and make mistakes, I won’t be the best.
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!
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!”
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
- Specific
- Realistic
- Practice

Student is passive
- Encouraging
- Dreaming
- 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)

**Control Group**
- Study Skills Training
- Basic Brain Facts
- Malleable Intelligence

**Experimental Group**
- Study Skills Training
- Basic Brain Facts
- Malleable Intelligence

*You Can Grow Your Intelligence*
*New Research Shows the Brain Can Be Developed Like a Muscle*

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger—a lot like muscles do when they exercise.
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    academics

exercise         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

Break it Down: *Chunking to smaller bits*

Repeat: *Distributed Practice*

Action: *Using all of your senses*

Information Search: * Asking for strategies*

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](http://www.mindsetworks.com)
What is something that you are really sure that you can’t do well?
“Yet”
Questions?

What will you take away?
Thank You!

Newsletter: www.mindsetworks.com
Email: ediehl@mindsetworks.com