1. CHALLENGE

Think of one specific challenge you were faced with in your teaching practice lately.

- **WHAT WAS THE CHALLENGE?**
- **HOW DID YOU OVERCOME IT?**
- **WHY DO YOU THINK YOU WERE SUCCESSFUL?**

2. SMALL GROUP DISCUSSIONS

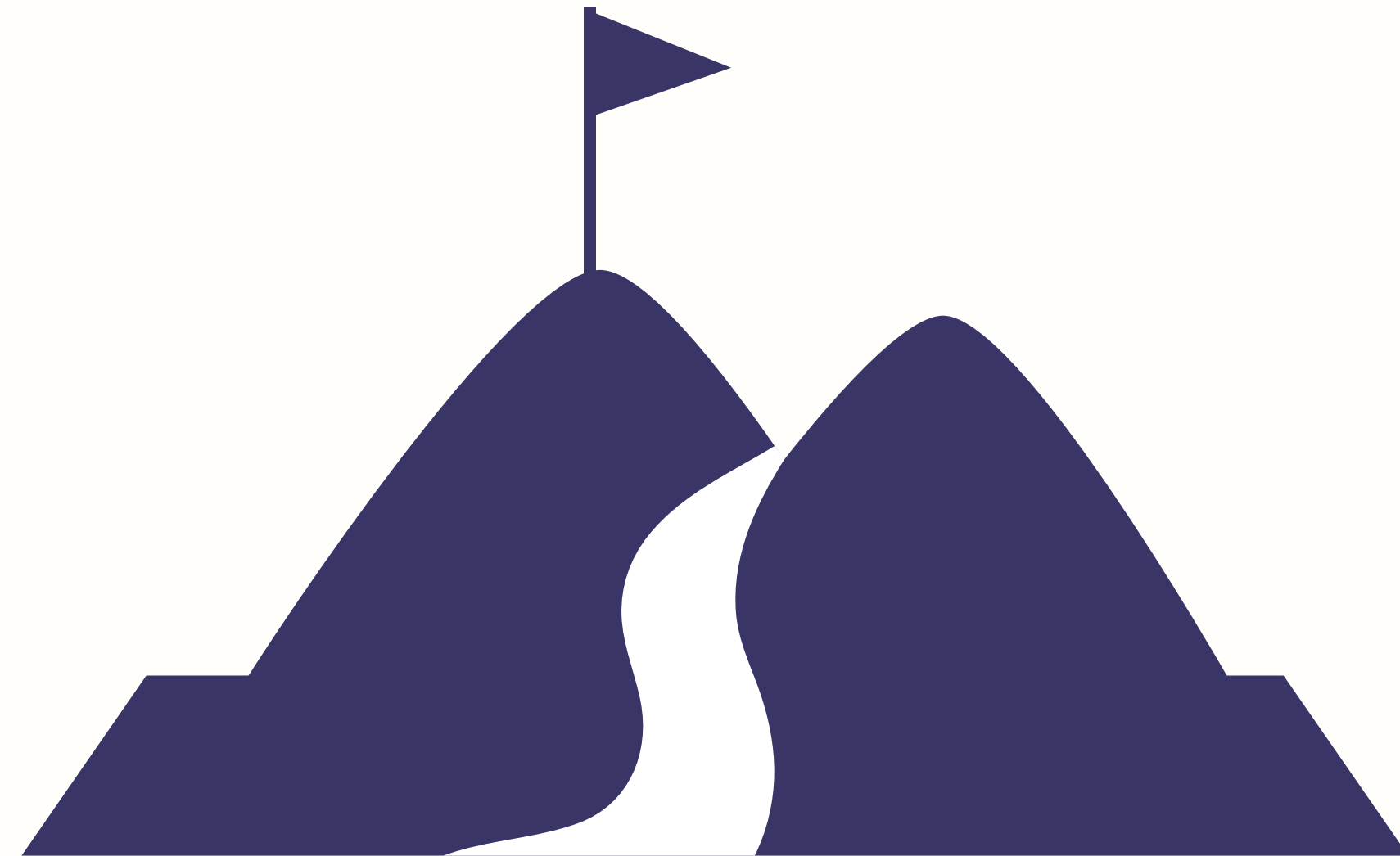**In your breakout room, shortly share the answers to the three questions.**
Within the group, try to find some common underlying factors, reasons for your success.

3. SHARING OUR EXPERIENCE

Each group shares their findings - common points, general observations.

Warm-up

CHALLENGES

GROWTHMINDS

GROWTH MINDSET TOOLS IN MOTIVATING STUDENTS

Why GM interventions sometimes fail ... and how can we try to avoid it?

Tales of caution - DON'T

Don't send signals that:
- less successful students are not trying/working hard enough;
- students who struggle should just try harder, put in more effort -> that this will solve their problems and is enough by itself.

Don't tell students:
- to work harder, to adopt a GM, to grow ... without also telling them HOW to do it and GIVING them the tools, means, opportunities to do it.

Don't focus GM interventions SOLELY on:
- motivational posters, speeches, videos of sucessful people who struggled in the past ...;
- "catch-phrases" and GM language;
- briefly explaining GM and concepts to students, showing examples **(short superficial interventions).**

Tales of caution - DON'T

Don't ignore that:

- regardless of the brain flexibility and the potential for growth, there are some innate abilities that students-all people differ in;
- some students have (learning) disabilities/limitations.

INSTEAD: GM theory talks about developing our basic abilities with the help of better/more effective strategies.

Don't reinforce the notion that:

- everyone either has a fixed or growth mindset all the time in all domains **(generalized FM or GM).**

INSTEAD: take into account that you can have a GM in one area/domain and a FM in another; you can have a GM in a certain area but have triggers that awaken a more FM in certain events.

Some contradictions (and considerations) from research

Certain students might benefit from GM interventions.
From the results of two large scale meta analyses Sisk et al. (2018) concluded that **economically disadvantaged students or students at high risk of failing** may **benefit** from growth mindset interventions, but could not suppport claims that all students benefit from them.
Other authors found that underperformers were more likely to benefit from GM interventions.

In certain students GM interventions can lower motivation.
One research from India showed that for some children from poor neighborhoods *(who are in school because they are "good at it" and believe there is something special about them and also feel special when they come to school)* GM interventions increased absences and lowered motivation for school -> their mindsets were changed from "I'm am special, that is why I am in school" to "I worked hard, that is why I am here, but I am not special".

Yeager and Walton (2011): 'if adolescents perceive a teacher's reinforcement of a psychological idea as conveying that they are seen as in need of help, teacher training or an extended workshop could undo the effects of the intervention, not increase its benefits.'

What seems to work

<u>Regarding GM teaching practice in general:</u>

- demonstrating and teaching students effective strategies they (could) use;
- de-emphasising the negative consequences of errors;
- discouraging social comparisons;
- process-oriented feedback and directions - emphasis on demonstrating meaningful effort, effective strategies and good use of resources;
- explicitly telling/showing students how their effort and specific strategies led to their success;
- encouraging reflection;
- providing relevant experience for students - with which they can grow a GM.

<u>Regarding GM interventions:</u>

- implementing meaningful and in-depth teaching practices that focus on growth and learning *(instead of just teaching the GM concept);*
- trying strategies of changing long-standing and deep rooted FM beliefs of students *(not just telling them facts about the brain).*

Growth mindset theory 'is on a firm foundation, but we're still building the house'.

(C. Dweck, 2017)

"The thing that keeps me up at night is that some educators are turning mindset into the new self-esteem, which is to make kids feel good about any effort they put in, whether they learn or not. But for me the growth mindset is a tool for learning and improvement. It's not just a vehicle for making children feel good."

(C. Dweck)

FOOOD!!!

'Perhaps growth mindset works best as a philosophy and not an intervention. ... The best way to achieve a growth mindset might just be not to mention the growth mindset at all.'

(C. Hendrick, 2017).

GROWTHMINDS

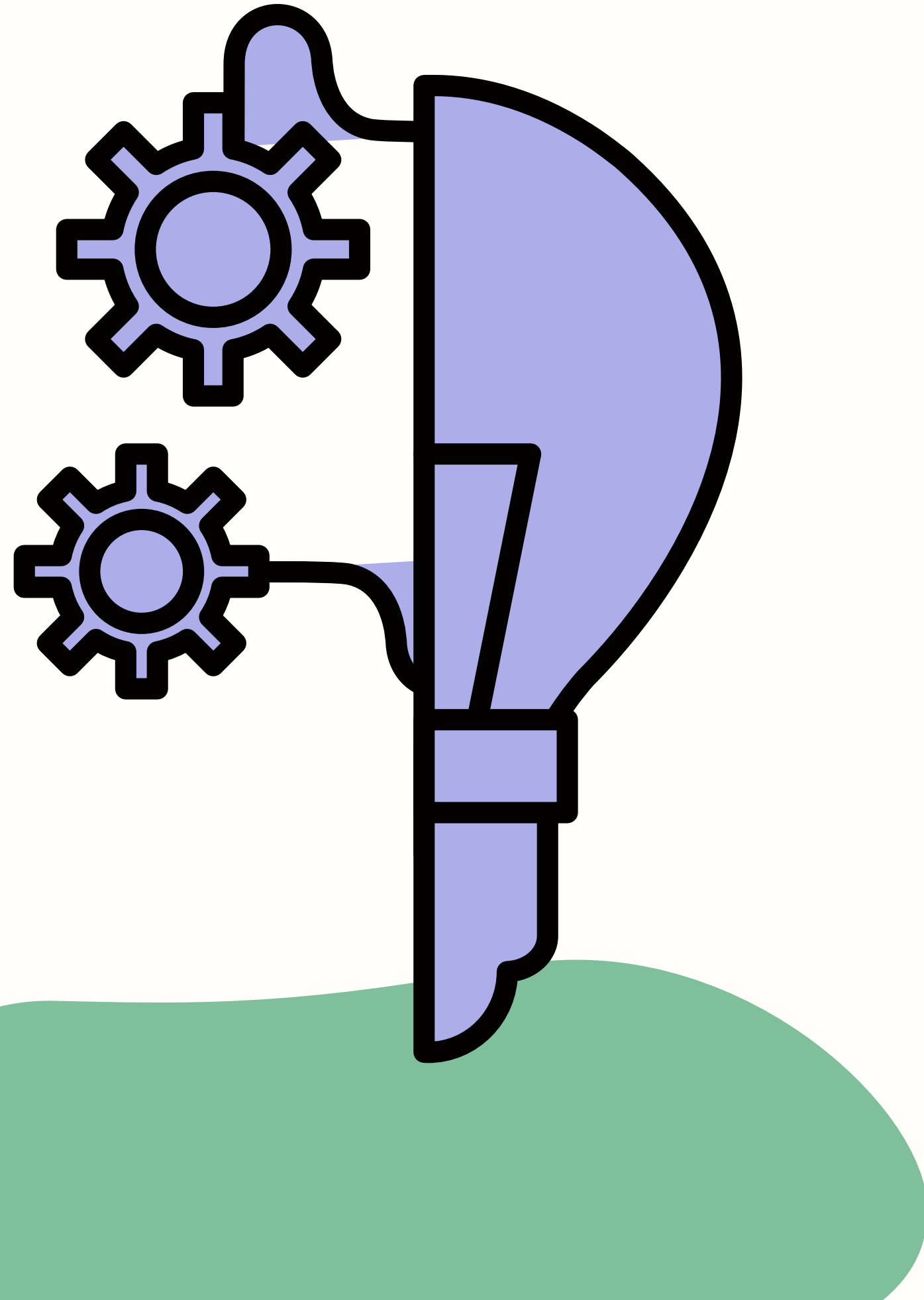**GROWTH MINDSET TOOLS IN MOTIVATING STUDENTS**

Facing challenges with GM implementation

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Process-content related challenges

Challenges related to the process of the implementation of different new methods and strategies in my teaching practice.

What can go wrong with the process of implementation?
What obstacles can I face?
Where can I get stuck?
Can I spot any weaknesses in my plan?

Environmental challenges

Challenges outside my direct control in my environment - university, school system, leadership, students, culture, SES ...

What kind of resistence can I face?
Can somebody object to my efforts?
Where in my environment can I find fixed mindsets?

Personal challenges

Challenges that can emerge within myself in the process of implementing GM practices, methods; my own mindset and views ...

Is something holding me back?
Do I have any (non-functional) beliefs about GM or about (starting) this process?
Do I have fears or worries about the plan - regarding myself?

Individual action plan

1.PLAN

Download the excel file from Padlet. Prepare at least one example.

2.WORK IN PAIRS

Take turns interviewing each other. First one person is interviewed on the example, then reverse the roles. The purpose is to gain insight into the plan of your colleague, to provide constructive feedback and help with challenges.

3.REFLECTION

Reflection in the whole group.