



FIXED MINDSET VS GROWTH MINDSET

Growth Mindset Theory

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Co-funded by the
Erasmus+ Programme
of the European Union



Growth Mindset



In 1988, Dr. Dweck sparked interest in researching mindsets by showing that those who believe their abilities are malleable (i.e. have a “growth mindset”) are more likely to embrace challenges and persist despite failure than those who view their abilities as non-changeable (i.e. “fixed mindset”).



Growth mindset (GM) students seek out better feedback, persist for longer, cope better with transitions and develop better self-regulation.

Growth Mindset



GM reduces stress in students, promotes wellbeing and emotional functioning, improves self-esteem, learning orientation, reduces helplessness and is linked with grit and pro-social behaviours.



Research supports the idea that educator mindsets may influence the way they respond to students, which in turn has an impact on the students' outcomes.

Growth Mindset (Dweck, 2016, pp. 21-22)

Growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience.

Growth Mindset (Dweck, 2016, pp. 21-22)

Do people with this mindset believe that anyone can be anything, that anyone with proper motivation or education can become Einstein or Beethoven? No, but they believe that a person's true potential is unknown (and unknowable); that it's impossible to foresee what can be accomplished with years of passion, toil, and training.

Growth Mindset (Dweck, 2016, pp. 21-22)

Did you know that Darwin and Tolstoy were considered ordinary children? That Ben Hogan, one of the greatest golfers of all time, was completely uncoordinated and graceless as a child? That the photographer Cindy Sherman, who has been on virtually every list of the most important artists of the twentieth century, failed her first photography course? That Geraldine Page, one of our greatest actresses, was advised to give it up for lack of talent?

Which
mindset do
you have?
(Dweck, 2016,
p. 33)

Your intelligence is something very basic about you that you can't change very much.

You can learn new things, but you can't really change how intelligent you are.

No matter how much intelligence you have, you can always change it quite a bit.

You can always substantially change how intelligent you are."

Teaching Strategies for Fostering Growth Mindset

(<https://soeonline.american.edu/blog/growth-mindset-in-the-classroom>)

Normalize struggle

Encourage engagement with challenges

Embrace the word "yet"

Demonstrate mistakes and celebrate corrections

Set goals

Develop cooperative exercises

Provide challenges

Avoid praising intelligence

Don't oversimplify

Growth Mindset Indicators

by Barbara Hanfstingl,
Samuel Hafner &
Gertraud Benke

The following indicators are a result of studying theories and that are strongly associated with growth versus fixed mindset in the literature.

Indicator 1: The primary focus of the activity is on developing student's skills and competencies, as opposed to just letting them demonstrate their skills and competencies.

Indicator 2: The activity provides information about effective learning strategies, and on how to effectively regulate and evaluate learning.

Indicator 3: The activity provides scientific information about neuroplasticity (i.e. the inherent capacity of the brain to form new neural connections throughout life).

Indicator 4: The activity fosters the belief that success is controllable by the student and dependent on their efforts.

Growth Mindset Indicators

Indicator 5: The activity offers different choices to students and thus supports students' need for autonomy, i.e. they can feel free and self-determined.

Indicator 6: The activity provides structure and feedback that makes students aware that they have learned something and helps them experience their newly acquired competence.

Indicator 7: The activity supports students' need for feeling significant to others and connecting to others.

Indicator 8: The activity aims at fostering students' process-focused thinking.

Growth Mindset Teaching Categories



The Nature of Brains and Intelligence

Introducing students how our brain works, how we learn, fixed and growth mindset.

Teaching students about brain plasticity.

Mindset interventions may be more influential if they integrate the evolving nature of science and information about brain plasticity in adulthood.

Gathering students' experience about how mindset is developed

How their own experiences and observations affected their mindset beliefs (e.g., their own academic experiences, observing peers' experiences). How authority figures (e.g., parents and teachers) talk about intelligence is influential.

Growth Mindset Language

Demonstrating the connection between learning and result.

Emphasizing effort, mistakes, brain growth, reflection about learning, high expectations, growth-oriented feedbacks.

You can encourage students to think deeply and communicate to them that they can achieve at a high level, but it takes persistence and character.

It requires an understanding that even if success does not come immediately, they must keep trying (Duckworth 2016; Tough 2012).

Keep the conversation about the growth mindset alive.

Growth Mindset Language

Provide examples of growth mindset.

Praise effort not talent.

It is necessary to change these messages from ones that praise intelligence to ones that praise effort and tell students they can achieve; it may just take more time and practice, and it won't happen overnight (Boaler 2016; Dweck 2006; Kohn 2015; Pink 2009).

This means that instead of saying “you are so smart,” you can say, “I loved how you solved that problem. You really thought outside the box.”

Growth Mindset Language

Explicitly teaching students how to use positive self-talk helps them develop essential skills and the confidence necessary to be successful in learning.

Wagner (2012) emphasizes that the message we send to our students by having high expectations is that they are capable.

When trying to reach high expectations, students see failures as a result of those high expectations versus lack of potential, and by contrast, low expectations will cause students to question their intellectual ability.

Growth Mindset Tasks

Deliberate practice, mistakes and challenges.

Very often, students do not need to complete 100 problems in order to demonstrate understanding; sometimes they only need to complete one very challenging problem that extends on the concepts taught in class.

Repetitive exercises that require a lot of time to complete can be counterproductive (Rosario et al. 2019).

After finishing the one problem, they feel a much greater sense of accomplishment.

Growth Mindset Tasks

There are fields of study, however, where exposure to multiple tasks is essential (e.g. English tenses).

When this is the case, it is essential for the students to see purpose and meaning in the tasks.

Integration of the tasks with real life problems is thus essential.

It is also beneficial if the students can develop real life skills in problems they are faced with.

Growth Mindset Tasks

This mastery of a challenging skill also boosts their self-efficacy (Bandura and Schunk 1981).

When they go over that problem as a class, have students lead the discussion (Abdulrahim and Orosco 2020).

Encourage deliberate and reflective practice.

Deliberate practice is the act of isolating what is not working and mastering the challenging area before moving on, allowing the new information to become encoded in memory (Mulligan, 1998).

Growth Mindset Tasks

Create opportunities for desirable difficulty.

Working through problems is how we learn: It is better to let students spend some time trying to fix their problems than it is to just give them the answer and go on.

Providing opportunities for mistakes without punishment.

Normalize mistakes and failures.

Recognizing mistakes not as an enemy to be vanquished but as a friend with much to teach us.

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Growth Mindset Tasks

Adherence to learning goals rather than performance goals.

Tendency in students to pursue goals aiming at increasing their ability, according importance to learning (academic importance belief), rather than proving their ability to others.

Scaffold learning via specific steps/activities, scaffold a final goal into the smaller goals showing a connection between effort and result.

Growth Mindset Tasks

Give students choice on assignments.

Motivation increases when students are given more control, and this increased motivation can, in turn, promote a growth mindset (Howard and Whitaker 2011).

Students vary in the way they communicate what they learn.

On big projects, give them the opportunity to present their work in different ways; for example, a blog, a video presentation, or a booklet.

Growth Mindset Assessment

Give the students opportunities to test themselves, rather than just study or practice the new material.

Students sometimes possess intrinsic motivation in which they receive pleasure from the learning process itself without the need for a reward (Gottfried 1985).

They possess pride in their accomplishment of a difficult task.

You can also create tasks that stimulate their thinking.

Students enjoy the challenge of creating their own tests.

Growth Mindset Assessment

Work with students to eliminate the fear of guessing and help them become comfortable starting again if their process is not progressing (Duckworth 2016).

You need to determine when to use extrinsic rewards, such as giving a prize or extra points on a test.

Rewards and punishments can induce negative thinking or give rise to cheating.

Growth Mindset Reflection

1) Discussion about students' past experience with overcoming a struggle:

- Ask them to reflect on past times when they have learned or overcome a struggle, reminding them that they are capable of doing so observing their peers deal with struggle or noting differences among their peers and reporting in groups.
- Spend time on the first day of class discussing what it means to have tenacity, be persistent, and possess resilience.
- Share personal experiences when you have had or have not had grit.
- Let students share.

Growth Mindset Reflection

Personal reflection and storytelling are used to identify mindsets in practice.

Small-group discussions to showcase meaningful stories, explore connections between student experiences and mindset concepts, and allow students to share how their thinking about learning has evolved.

A reflection assignment helps students consolidate their learning.

Growth Mindset Reflection

2) Growth Mindset Questions:

Questioning,

- by using questions to engage students,
- to monitor their progress and stimulate their thinking,
- and also by valuing questions from students as a form of feedback and an opportunity for clarification/extension of learning.

Discussion Question

What aspects of teaching strategies do you focus when you consider applying Growth Mindset?

Discussion Question

How can you develop students' growth mindset by using the interactive tools?

Thanks

Thank you :)