The idea is hardly new. It’s pretty much the same message that’s been drummed into us by Aesop’s fables, Benjamin Franklin’s aphorisms, Christian denunciations of sloth, and the 19th-century chant invented to make children do their homework:

“If at first you don’t succeed, try, try again.”

—Washington Post

“Growth Mindset
The Foundation to Success in Mathematics

Jessica Bernards
Wendy Fresh
Portland Community College

But, something has changed...

“We conclude that there have been substantial changes over time in the quantity or manner of human capital production on college campuses.”

—The National Bureau of Economic Research

1961
Full-time students allocated 40 hours per week toward class and studying.

2003
Full-time students allocated 27 hours per week towards class and studying.

Show students how to develop a GROWTH MINDSET.
What can the instructor do to foster a GROWTH MINDSET in students?

Introduce students to a Growth Mindset.

Get their attention!
Tell stories of struggles and success.

Singer John Legend

Although successful on paper after The Dreamer, the work was rejected by 27 publishers. He persevered and finally published a 1st book. He was not an overnight success. He was not a natural athlete. When he was a kid, he was cut from his high school basketball team. He was picked up and had to work with a skills coach to get better and not remain fixed.
1

Introduce students to a Growth Mindset.

Use Already Created Videos

Use the available resources online (YouTube, YouCubed, Khan Academy) to help introduce and develop a Growth Mindset attitude.

- Provide opportunities for students to reflect on what they learn.

- Discussion Post #8: Growth Mindset

Available on Monday, November 9, 2020 11:00 PM PST

- Watch the Study Skills Video: Growth Mindset. After you’ve watched this video, reflect on your top take away from it. This tip should be thoughtful and thorough. One word or one sentence responses will not receive credit.

“Great job, I can tell you’ve been working hard at this!” vs. “Great job, you’re so smart!”

Study done by Carol Dweck found:

- Praising ability pushed students into a fixed mindset where they rejected challenging activities.

- 90% of students praised for effort wanted a new challenging task.

- “My major takeaway from this video was the advice on changing your perspective on failure from something bad to a chance to grow and learn. I know a lot of people, including myself, who are very afraid of failure and take it as a flaw in ourselves instead of as a learning moment, and I appreciate this reminder that failure is normal and what’s important is what you do after your fail.”

- Portland Community College Student

2

Use Growth Mindset Language.

Compliment student effort verses observed intelligence.

Mistakes are good! They help your brain grow!

Jo Boaler – Learning from Mistakes on youcubed.org
Use the word “yet” to overcome fixed mindset triggers.

Use Growth Mindset Language.

Use Growth Mindset in Your Actions.

1. Use improvement levels versus class averages.
2. Utilize different learning tactics.
   - One size doesn’t fit all
   - Incorporating different ways of learning pushes students into their “Learning Zone”
3. Help students set small goals that are achievable.
4. Help students create intentional habits.
5. Give students the opportunity for self-reflection.

Help students
create intentional
habits.

Model behavior
for students.

Give students the
opportunity for
self-reflection.

Help students
set small goals
that are achievable.
Ensure you use an equity lens

I will foster a growth mindset classroom where students from all backgrounds feel:

• Safe to experiment, take risks, and make mistakes
• Invited to communicate their unique approaches and perspectives
• Free to develop their own identities as lifelong learners

“Growth mindset is about improving student self-esteem, and therefore just about making students feel good about mediocrity or failure.”

Reality:
“Growth mindset is a tool for learning and improvement. It's not just a vehicle for making children feel good.”
- Dweck
"If effort is so important, then when people fail, they must not have tried hard enough."

Reality:
Social inequities exist and play a large role in success.

"Incorporating growth mindsets into a classroom environment results in lower standards and rigor."

Reality:
When educators are growth minded, their students progress and when the educators have a fixed mindset, the students who entered the class underachieving, left as under achievers.