## Learning Mindsets and Growth Mindset

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## A reflection on the school and the system school

Schools...

- ... are not user-friendly
- ... are highly institutionalised
- ... are about treatment rather than prevention
- ... teach content once and move on to the next
- ... are places that force pupils to fit in
- ... and school experiences & perceptions impact pupils' performance
- ... need to prepare learners for an ever-changing world

Sense of belonging to a learning community Ability Learning growths with effort Relevance of school **Mindsets** (growth mindset) work Selfefficacy beliefs

# Sense of belonging to a learning community

- Learning vs. Social community
- Membership means learning and achieving
- The community believes in me as a learner
- We help each other to become better learners

## Belief in self-efficacy

Task specific belief



 If you don't know how to do it and you don't believe you can do it, no effort will be invested.

## Belief in self-efficacy

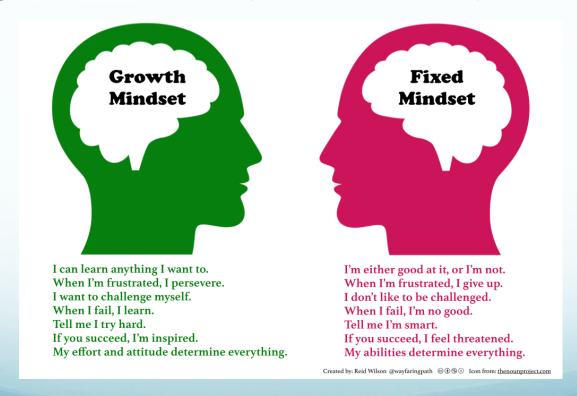
- The teacher needs to set up the conditions to support the development of self-efficacy beliefs by:
  - Providing sufficient scaffolding; e.g. by
    - breaking up the task
    - showing what successful performance looks like
    - providing constructive feedback
  - Allowing draft versions & resubmissions
  - Providing instruction on effective learning strategies
- Even if learners believe they can do the task, they need to know how:
  - If they have misconceptions about learning, they might use ineffective strategies

### Relevance

- Irrelevant tasks are extremely demotivating
- Tasks should have a meaning beyond the teacher

#### **Growth Mindset**

- "My ability grows with my effort"
- Intelligence is malleable (it is like a muscle)











Source: http://www.coetail.com/wayfaringpath/2014/12/02/growth-vs-fixed-mindset-for-elementary-students/#comment-968 (Reid Wilson)

#### **Growth Mindset**

- What teachers can do:
  - Be a role model
  - Provide feedback on effort rather than on "talent"
  - Provide learners with information on neuroscience, how the mind works and changes functionally and physically

Examples:

<u>https://www.mindsetkit.org/practices/13FaDf7VkjCekZJc</u> (copy and paste on browser)





### Further references

- Dweck, C. (2017). Mindset-Updated Edition: Changing The Way You think To Fulfil Your Potential. New York: Ballatine Books.
- Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012).
  <u>Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review</u>. Chicago: University of Chicago Consortium on Chicago School Research.

See also: <a href="http://sfryerda.wixsite.com/growth-mindset/references">http://sfryerda.wixsite.com/growth-mindset/references</a>