

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

- 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)



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:

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



Further references

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

See also: <http://sfryerda.wixsite.com/growth-mindset/references>