

**THE POWER OF
MINDSET
(AN INTRODUCTION)**

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WHAT IS A MINDSET?

- (n) mentality, outlook, **mindset**, mind-set (a habitual or characteristic mental attitude that determines how you will interpret and respond to situations).
- What would be an example of a *mindset*?
- Mindsets are beliefs—beliefs about yourself and your most basic qualities. Think about your intelligence, your talents, your personality. Are these qualities simply fixed traits, carved in stone and that's that? Or are they things you can cultivate throughout your life?
- Are mindsets good? Bad? Neutral?

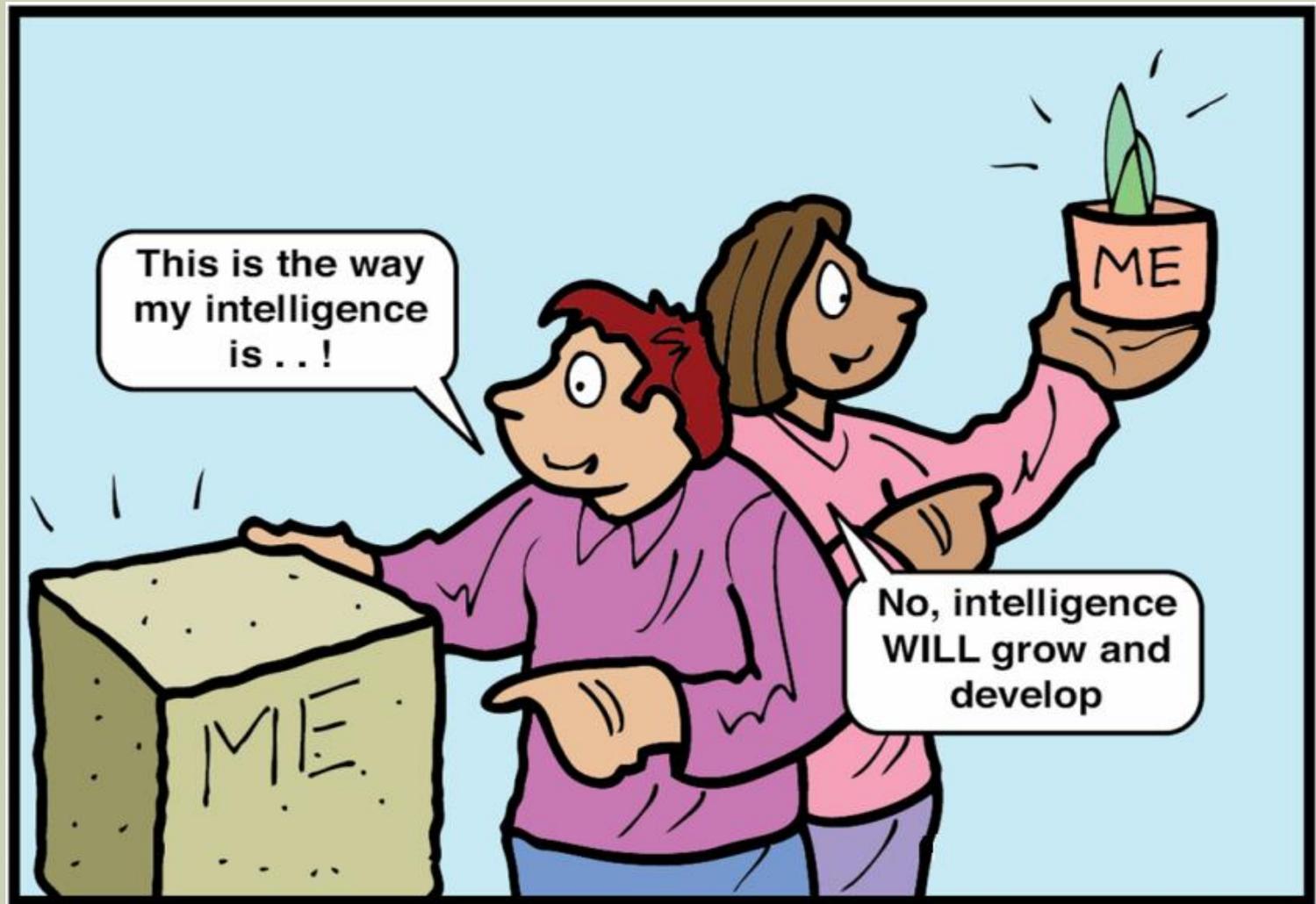
REFLECTION

- Write down three short sentences (you won't have to share).
 - One describing your intelligence,
 - One describing your talent,
 - One describing your personality.

- Then for each, ask yourself: was this a trait I was born with, or one that I cultivated?



IS INTELLIGENCE MALLEABLE?



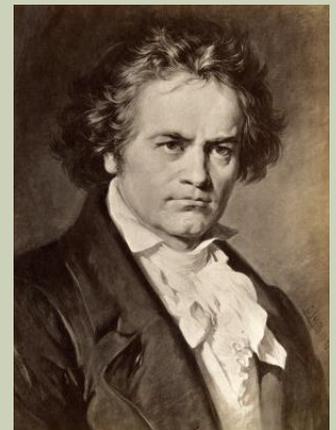
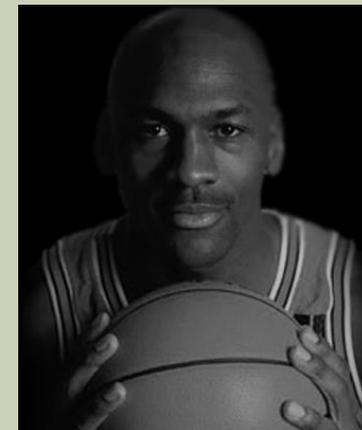
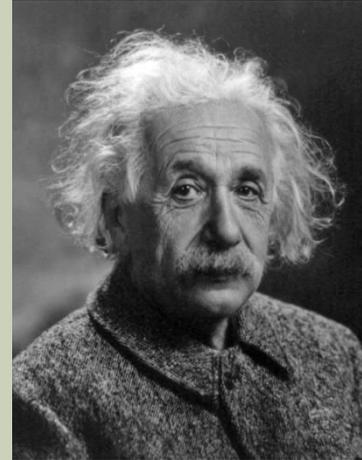
MINDSET QUIZ

- Take the following quiz:
 - <http://mindsetonline.com/testyourmindset/step1.php>
- What was your result?
- Does this describe your mindset accurately?
- Do you think this has any impact on how you function as a teacher?



SOME “FAILURES”

- Winston Churchill was left back in elementary school.
- Beethoven’s teacher called him “hopeless” as a composer.
- Oprah Winfrey was told she “wasn’t fit for television.”
- Albert Einstein’s teacher called him “academically subnormal.”
- Michael Jordan was cut from his high school basketball team.
- Walt Disney was told he “lacked imagination.”
- Thomas Edison was told by his teacher he was “too stupid to learn.”



MINDSET

- *Mindset* is a simple idea developed by Stanford University psychologist Carol Dweck after decades of research on achievement and success.
- She identifies people as having a “fixed mindset” or a “growth mindset.”



FIXED MINDSET

- In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.
- People with a fixed mindset believe that their traits are just givens. They have a certain amount of brains and talent and nothing can change that. If they have a lot, they're all set, but if they don't... So people in this mindset worry about their traits and how adequate they are. They have something to prove to themselves and others.

GROWTH MINDSET

- In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.
- People with a **growth mindset** see their qualities as things that can be developed through their dedication and effort. Sure they're happy if they're brainy or talented, but that's just the starting point. They understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—without years of passionate practice and learning.

POSITIVES AND NEGATIVES

- What might be the positive aspects of having a fixed mindset?
- What might be the negatives?

- What might be the positive aspects of having a growth mindset?
- What might be the negatives?

- How are students impacted by their mindset?
- How are teachers?

FIXED VS. GROWTH MINDSET

FIXED MINDSET

- Look smart at all costs.
- It should come naturally. If I'm working hard, I'm not smart.
- Hide mistakes and conceal deficiencies.

GROWTH MINDSET

- Learn!
- Effort is key to success
- Capitalize on mistakes and confront deficiencies.

RESEARCH

- One study assessed whether math students with identical achievement scores at the beginning of 7th grade had fixed or growth mindsets
- Fixed mindset students were focused on grades. Growth mindset students said learning was more important than getting good grades.
- Math grades rose dramatically in the growth mindset group as compared to the fixed mindset group.

RESEARCH

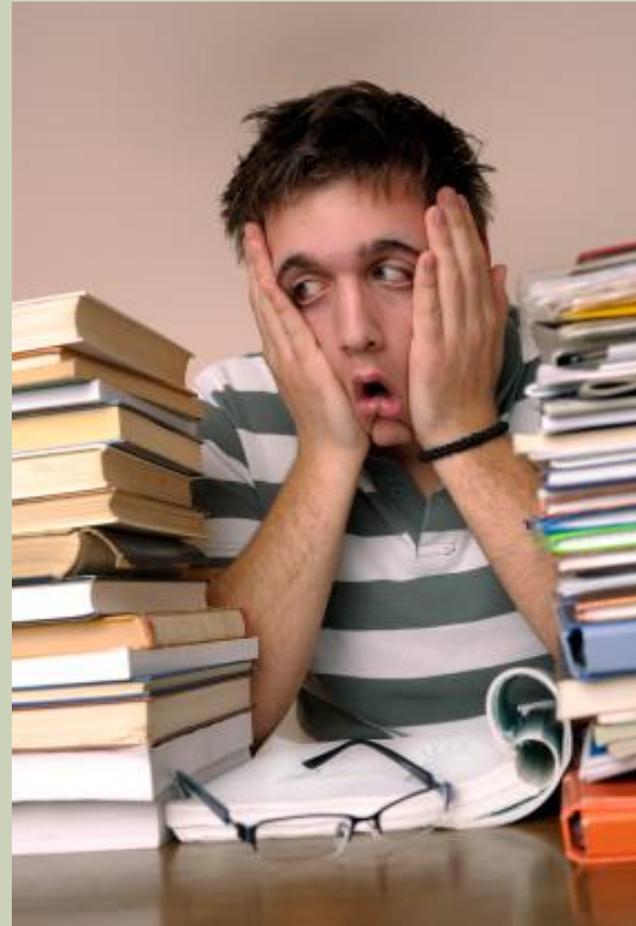
- Pre-Med students
- Fixed mindset students thought that their ability would carry them along; if they did poorly, they lost confidence.
- Growth mindset students were concerned about learning the material; if they did poorly, they worked harder.
- Growth mindset students had higher final grades in organic chemistry, the most difficult course in the sequence.

RESEARCH

- 4th grade students were tested in a lab with an electrode cap to measure brain activity.
- Students were asked a series of challenging questions on a computer.
- After answering, they waited a second to see if they got the answer right or wrong.
- After another second, they learned what the correct answer was.
- Fixed mindset students' brainwaves indicated stronger attention on being right or wrong.
- Growth mindset students' brainwaves indicated stronger attention on the correct answer.

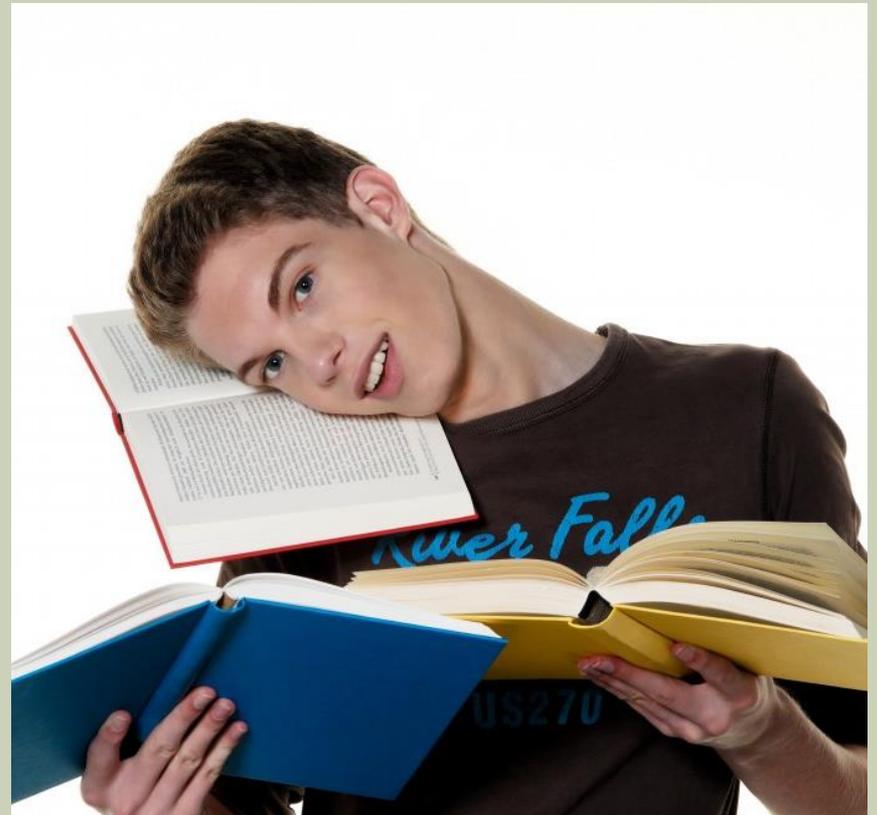
GOALS – FIXED MINDSET

- Those with a **FIXED MINDSET** tend to create **PERFORMANCE** goals.
- They believe that a person's **POTENTIAL** can be **MEASURED**
- They aim to receive validation from others.
- Low marks means that they are not smart.
- Both success and failure cause **ANXIETY**.



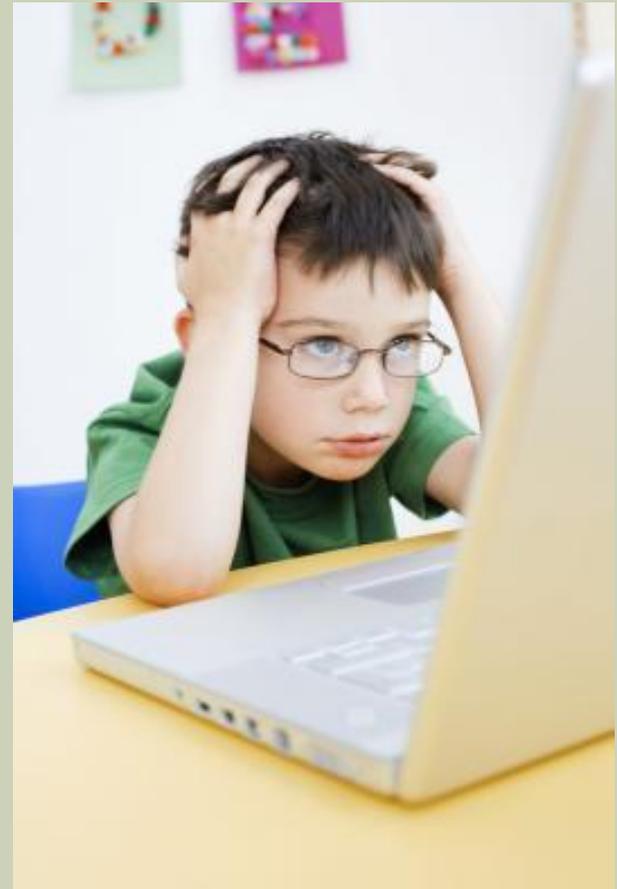
GOALS – GROWTH MINDSET

- Those with a growth mindset tend to create **LEARNING** goals.
- The goal is **MASTERY** and **COMPETENCE**.
- Scores and marks reflect how people are doing **NOW** and do not measure a person's potential.
- Creating goals for learning has been shown to **INCREASE PERFORMANCE** and enjoyment and decrease negative emotion.



RECOVERING FROM FAILURE

- *Fixed Mindset* students have no recipe for recovering from failure, and instead tend to:
 - Give up
 - Blame others or circumstances
 - Try to feel superior in some other way



EFFORT



A WORD ON PRAISE . . .

- According to Dweck, praising intelligence makes kids fragile.
 - “Wow, you’re really smart!”
 - “Look at how well you did on this project. You are so intelligent!”
- Our tendency to praise gifted children for their intelligence may actually be detrimental to their long-term intellectual growth and development.
- Dweck’s research demonstrated that students praised for their intelligence:
 - Selected easier tasks when given a choice
 - Lied about their scores in an effort to look “smart.”

INSTEAD, PRAISE EFFORT

- “You must have tried very hard!”
- “I love that you kept trying, even when it got difficult! Good job!”
- “You got an A without working? That’s nice, but you must not be learning much. I’m sorry I wasted your time. Let’s do something that you can learn from!”



IMPLICATIONS FOR INSTRUCTION

- Growth mindset can be taught.
- Students need to know that the brain can stretch and grow like a muscle. They can get smarter!
- Giftedness can be cultivated.
- Students need to be exposed to circumstances where talents can flourish.
- Lessons must require effort and challenge.
- Those who excel make deliberate efforts and systematically address weaknesses; push themselves beyond the “comfort zone.”

A PERSONAL ANECDOTE...



SOME LINKS

- [Website: Mindset Online](#)
- [Blog: Becoming a Growth Mindset School](#)
- [Article: “How Not to Talk to Your Kids”](#)
- [Packet: Mindset](#)
- [Video: Carol Dweck: Happiness and Its Causes](#)
- [Video: Carol Dweck: Young Minds 2013](#)
- [Video: A Study on Praise and Mindsets](#)
- [Video: TEDEd](#)