

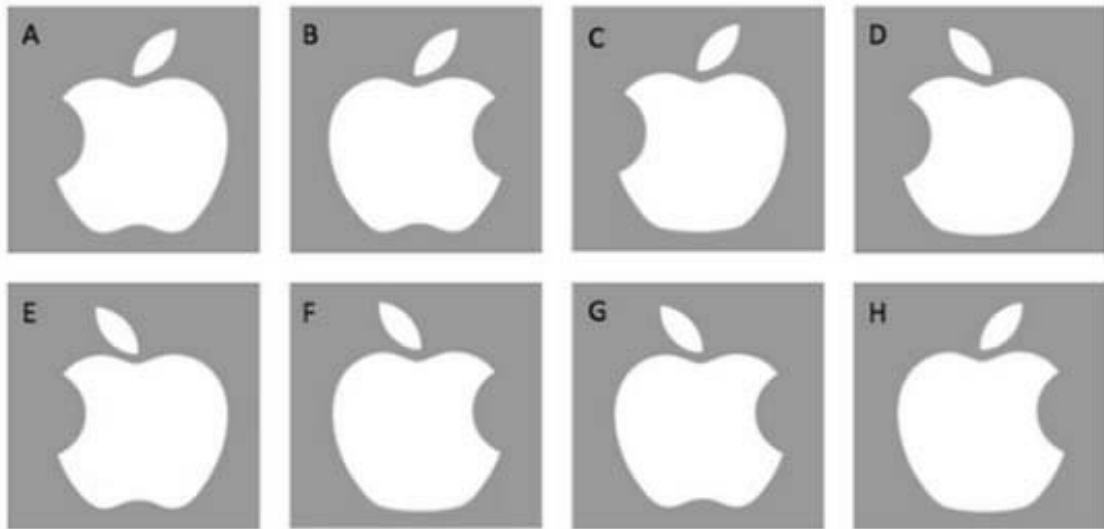
# The Power of Mindsets

June 23, 2017

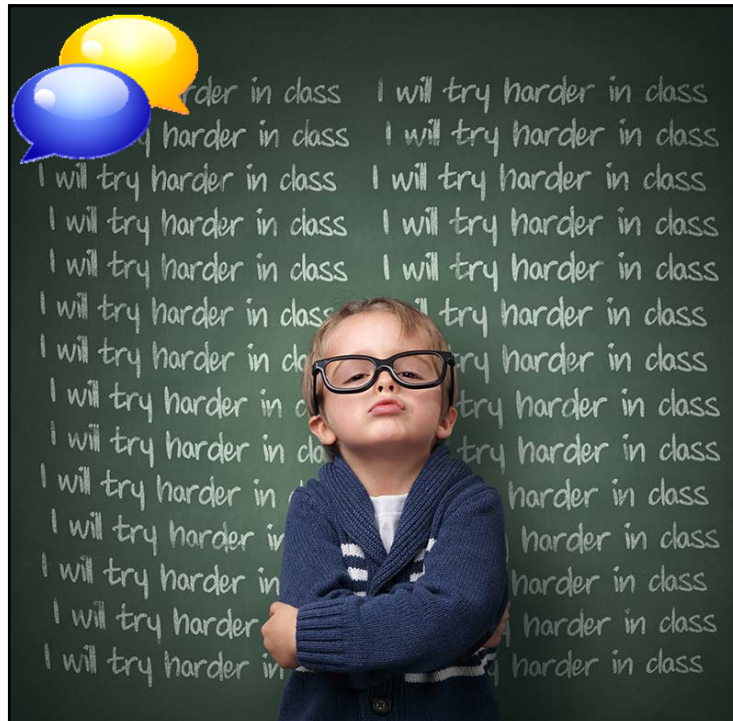


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Knowledge v Familiarity?



What is problematic with statements such as

*"You should do better"*

Or

*"You should try harder"*

Or

*"You should behave better"*

Or

*"You should know how to...."*

### 3 Key Questions:

## AGENDA

1. What are mindsets?
2. Why do they matter?
3. Can we change them? If so, how?

Regarding the Common Core, "But for all their meticulous detail about math and language curricula, the standards fail to address one important factor: the psychological barriers that stand between many students and deeper learning. Unless students are motivated to take on the new standards, and persuaded that they're up to the challenge, the Common Core could have the unintended effect of leaving many students even further behind."

(Toch & Headden, 2014)

## The Most Important Document in Your Life!

(At least for the next 2 hours)



On the top of the page, list:

- Date & Time of the day
- Name(s) of people sitting next to you
- A word or two about your appearance
- Your approximate location in the room
- A word or two about your current mood
- On a scale of 1-10, how much do you know about this mindset stuff?

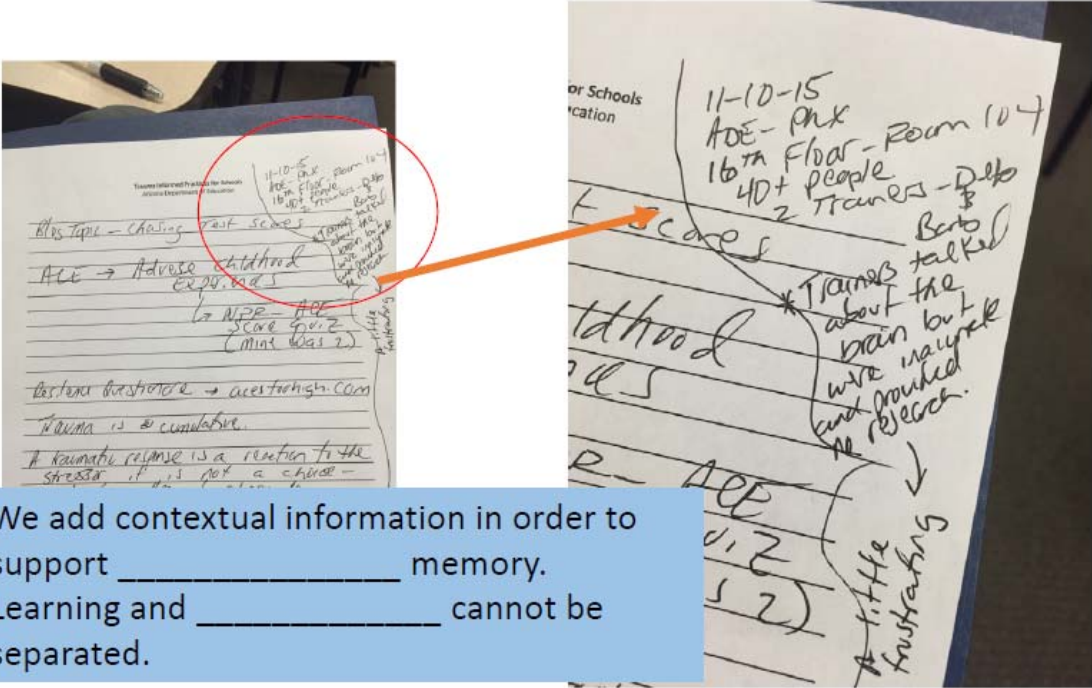
## The power of the context!



The more closely there is a match between the cues/context/environment/mood of the encoding (learning) and the recall (assessment), the better students perform.

*The content and the context cannot be separated.*

D. R. GODDEN and A. D. BADDELEY, 1975



We add contextual information in order to support \_\_\_\_\_ memory. Learning and \_\_\_\_\_ cannot be separated.



## Context-Dependent Recall

- Match the retrieval cues with the context of the original encoding.

“OK. Interesting idea but what does this have to do with mindsets?”



Some “take-home” messages that we’ll all want to land with....

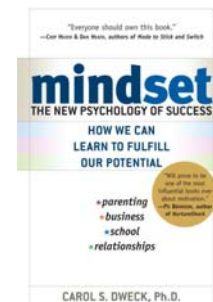


Mindsets - a 10,000 foot view

Some “take-home” messages that we’ll all want to land with....#1



Carol Dweck  
Superstar Stanford  
Psychologist  
40+ years studying  
behavioral science



## View of Intelligence

(Carol Dweck, Stanford University)



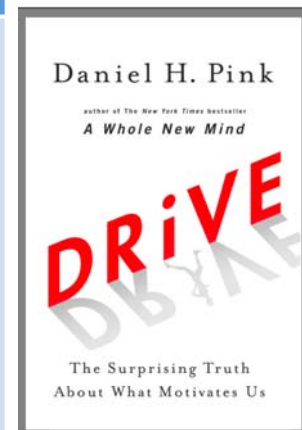
Q: How does a person's view of intelligence (the source of intelligence) influence their motivation to participate, achieve, and persist during difficult times? And, what external factors influence a person's view of intelligence?

**DR. DWECK THEORIZED THAT MOST PEOPLE HAVE ONE OF TWO BELIEFS ABOUT INTELLIGENCE:**

Entity / Fixed	Incremental/ Growth
Either you have it or you don't "It" can't be improved very much; finite Failure is bad	Intelligence is an increasing set of skills and knowledge "It" can be increased through effort Failure is not the enemy
Said in the first person:  <i>"If I hardly study and I still do well, I must be smart."</i> <i>"Why bother to study, I'm not smart enough to do any better."</i> <i>"Only a few students can get to the top."</i> <i>"If I study hard and I still fail, it means I'm dumb."</i>	Said in the first person:  <i>"Making mistakes is part of learning."</i> <i>"The harder I work at this, the better I'll become at it."</i> <i>"I can do this. I can achieve with some more effort."</i> <i>"Well, that didn't work. What should I try instead?"</i>

## Analogy for Intelligence

Fixed	Growth
Intelligence is like height.  Want to get taller? Tough luck. You are who you are.	Intelligence is like strength.  Want to get stronger? Start lifting weights. Everyone can get physically stronger.
If intelligence is fixed, every "learning" or educational endeavor is merely a chance to measure it.	If intelligence is grown, every "learning" or educational endeavor is a chance to gather more of it.
Intelligence is something you demonstrate.	Intelligence is something you develop.



“When students had more of a fixed mindset – the idea that abilities are carved in stone, that you have a certain amount and that’s that – they saw challenges as risky. They could fail, and their basic abilities would be called into question. When they hit obstacles, setbacks, or criticism, this was just more proof that they didn’t have the abilities that they cherished.” (2016)

Carol Dweck, in her own words...



“In contrast, when students had more of a growth mindset, they held the view that talents and abilities could be developed and that challenges were they way to do it. Learning something new, something hard, sticking to things – that’s how you get smarter. Setbacks and feedback weren't about your abilities, they were information you use to help yourself learn. With a growth mindset, kids don’t necessarily think that there’s no such thing as talent or that everyone is the same, but they believe everyone can develop their abilities through hard work, strategies, and lots of help and mentoring from others.” (2016)

Carol Dweck, in her own words...



What is your best understanding ...  
With partners....



A mindset is...

A fixed mindset says...

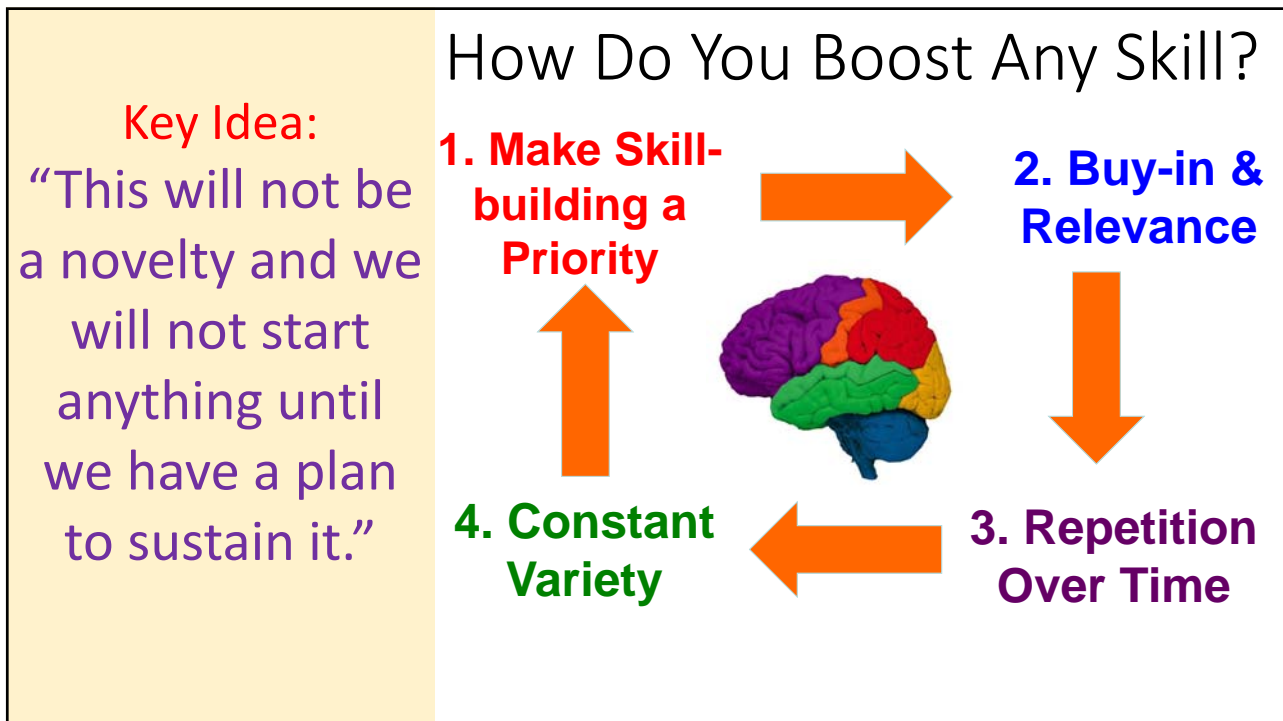
A growth mindset says...

This stuff is important because....



Some “take-home”  
messages that we’ll all  
want to land with....#2





Some “take-home”  
messages that we’ll all  
want to land with....#3

Where do mindsets come from? How do they develop?

1. Life experiences
2. Culture
3. Conscious learning
4. Stories & narratives
5. Social Groups

Jensen, 2015

Experiences  
Expectations  
Predictions  
Survival

---

The brain is dependent upon **Experiences**  
Experiences shape **Expectations**  
Expectations help the brain make **Predictions** about the future  
Predictions help with **Survival**

Imagine this...



Some “take-home”  
messages that we’ll all  
want to land with....#4



We don’t stay one or the other all the time,  
“we are all a mix”.

Carol says, “Our goal is to be in more of a growth  
mindset more of the time.”

## Watch for your triggers!

A “trigger” is that *thing*  
 (event / content / relationship / situation)  
 that knocks you back  
 into a fixed mindset.

- When you step outside your comfort zone.
- When you struggle.
- When there are setbacks (criticisms, roadblocks).



Some “take-home”  
messages that we’ll all  
want to land with....#5



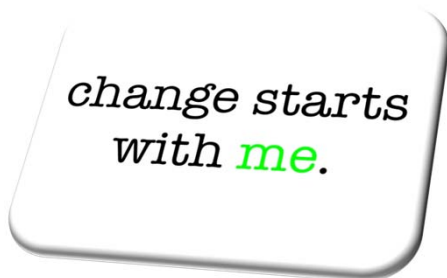
Do not blame students if they have a fixed mindset! We are all fixed at times. For some people, it is a survival mechanism....it is their *real* experience.

- No guilt trips
- No scolding if they get a low test score
- No rebuke if they struggle to pay attention

Our kids don’t show up with a post it note on their foreheads that says, “Bad stuff happens at home”.

Stop telling kids what to do or think  
*and start showing them how.*

Some “take-home”  
messages that we’ll all  
want to land with....#6



It starts with us...as educators and adults, we need to develop a growth mindset before we attempt to teach this to kids.

Otherwise, we are hypocrites.

Many teachers will profess a growth mindset....they'll even endorse it. But, are those convictions translating into classroom practice? In other words, *are we walking the walk?*



Consider:

- How do we grade? Are grades final? Do we offer students a chance to revise and improve?
- Do we provide authentic feedback?
- Are we asking students about our practice? “What can I do better to teach this information to you?”
- Are we establishing positive relationships with students?
- How do we describe kids who struggle with behavior problems? Keep an ear out for “these kids”.

## Course Evaluations

My teacher provides clear directions	1 2 3 4 5
My teacher cares about me	1 2 3 4 5
The lessons and activities are fun	1 2 3 4 5
Students are treated fairly	1 2 3 4 5
My teacher is organized	1 2 3 4 5
Grades are fair and accurate	1 2 3 4 5
I have a chance to express opinion	1 2 3 4 5

<http://ascd.typepad.com/blog/2011/12/the-power-of-student-feedback.html>



*What's Your  
Great Idea,  
Application, or  
Action Point?*



Next we get to discuss  
***Strategies and Techniques  
for the Classroom***

## Take Home Messages

1. Definitions – Fixed and Growth
2. There is no quick fix or magic wand
3. Where they come from....5 Sources
4. We are all a mixture; watch for your triggers
5. Mirrors or fingers; don't blame kids
6. It starts with us



When working with students and peers, we need to be: **explicit, overt, and obvious!**

Seems crazy, but growth mindsets are not typically absorbed by kids.

One study found no association between the beliefs of parents / teachers in regards to intelligence and the beliefs of their children.

(Haimovitz & Dweck, 2016)



1. Relationships

2. Writing, Journaling

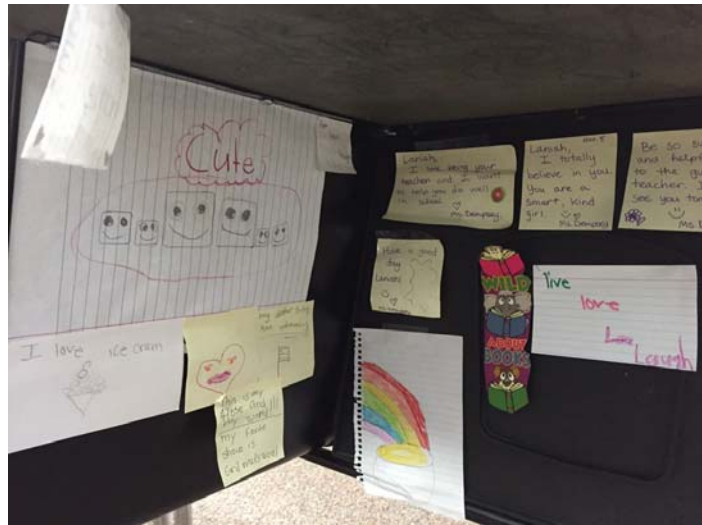
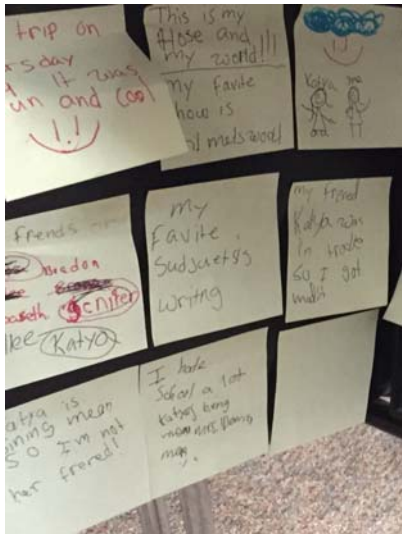
3. Increase use of Growth Statements & Feedback

4. Share Stories of Success

4 Strategies to Help Build Growth Mindsets



# 1. Relationships



# 1. Relationships

Builders	Destroyers



## 2. Writing, Journaling

Answer these 3 questions every day:

- Was I helpful today? (to others, to myself)
- Was I better learner today?
- What am I grateful or looking forward to?



Student Writing Journals

(Jensen, 2015)

## 3. Increase use of growth statements & feedback

- It is OK to praise the outcome as long as we talk about the process that lead to the outcome. Dweck calls this **process praise**.
- Comment on the efforts that did and did not lead to learning.
- Pose questions such as, “What worked?” “What might you do differently next time?”
- True feedback is merely information. It is not praise or advice.

Feedback is  
actionable  
information  
about the task,  
process, behavior,  
or product.

Feedback  
answers

Where am I going?  
How am I going?  
Where to next?

In other words, feedback is information  
about the journey as students master  
content and develop skills.



#### Study Details:

Criticism on papers such as  
“unclear”, “give examples”,  
etc.

#### + Comments:

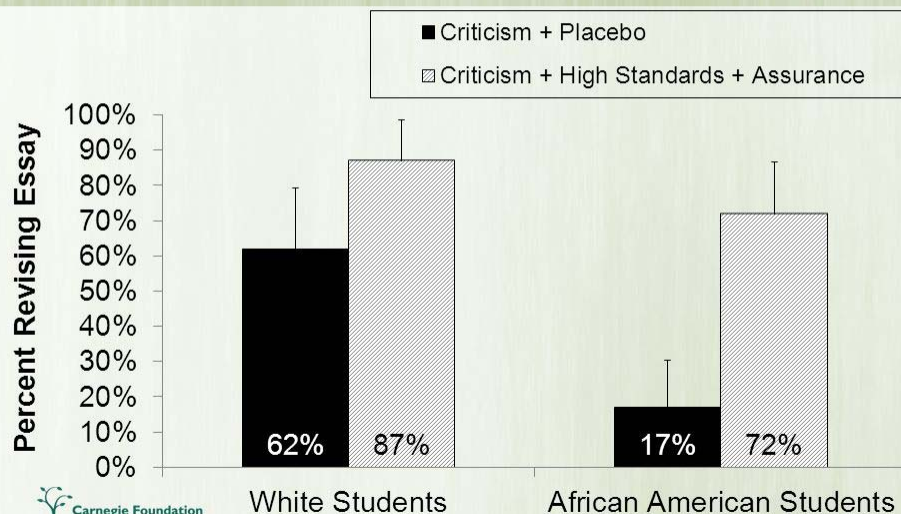
“I’m giving you these  
comments so that you’ll  
have feedback on your  
paper.”

Or

“I’m giving you these  
comments because I have  
very high expectations and  
I know you can reach  
them.”

Students then asked to  
revise and resubmit.

## Percentage Resubmitting Essay (7th graders)



 Carnegie Foundation  
for the Advancement of Teaching

Yeager, Purdie-Vaughns, et al. (in press) *JEP: General*

Kahn Academy

265,000 Students

Students received 1 of 5 messages

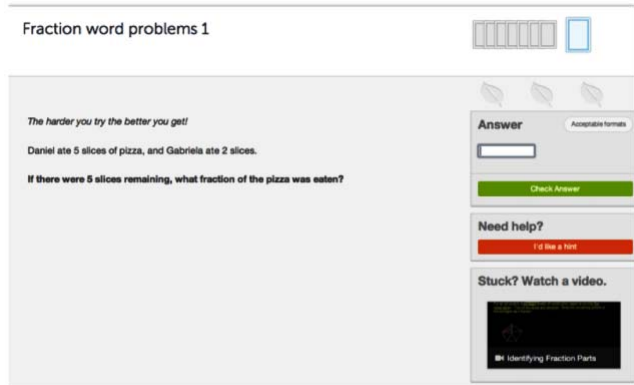


Figure 8: *Khan Academy Treatment Manipulation*. The manipulation consisted of condition-specific headers (in italics) above each math problem in the fractions exercises.

Panesku, 2013

1. Generic: "Some of the problems are hard, so just do your best."
2. Scientific Facts: ex: the weight of an elephant's brain.
3. Growth mindset message: "Remember, the more you practice, the smarter you become."
4. Same as #3 but with a link to an article.
5. No message

**S** – Strategy

**E** - Effort

**A** – Attitude

*All three are under my control. That is they key.  
Students need to attribute their success or  
failure to something they have control over!*

Jensen, 2013

Attribute your success or failure to something under your control.



*Effort*  
*Attitude*  
*A Specific Strategy or Action*

VS

Something like IQ or ability

Jensen, 2016

### *What does praising effort and process praise sound like in the classroom?*

- With partners, brainstorm sample statements
  - “That was a great score. You must have worked really hard.”
  - 
  - 
  - 
  -



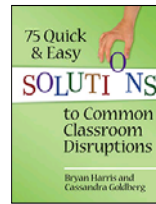
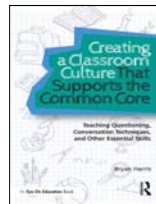
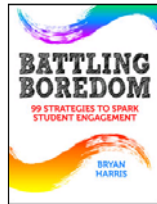
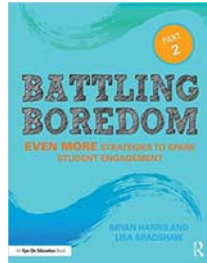
## 4. *Share Stories of Success*



**MIP**

# Thank you

Free Newsletter & Resources - website



← Available in August!

For more information:

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