

# DEVELOPING A GROWTH MINDSET

The Secret to  
Improving  
Your Grades!

# WHY DON'T WE SEE UNMOTIVATED BABIES?





# WHAT HAPPENS?



# WHAT IS MINDSET?

## What is mindset?

A mental attitude that determines how you will interpret and respond to situations.

(<http://wordnetweb.princeton.edu/perl/webwn?s=mindset>)



# YESTERDAY'S THEORY: WE ARE BORN WITH INTELLIGENCE

- There is a fixed intelligence that can be measured using an IQ test (Dweck, 2010)
- No matter how much you learn or how hard you work your intelligence stays the same!



**Alfred Binet**  
Invented the first useable  
IQ test

# TODAY'S THEORY: MINDSET MATTERS

The distinguishing feature of geniuses is their passion and dedication to their craft, and particularly, the way in which they identify, confront, and take pains to remedy their weaknesses (Good, Rattan, & Dweck, 2008).

**IN OTHER WORDS...** It's not what you are born with that matters; it's your mindset that matters

# THE BRAIN IS MALLEABLE

- The brain is like a muscle that gets stronger and works better the more it is exercised.
- Too often students believe the brain is static, leading them to think talent and giftedness are permanent, unchanging personal attributes that automatically bring later success.
- Every time you work hard, stretch yourself and learn something new your brain forms new connections and over time you actually become smarter.





# MINDSET MATTERS

- **Fixed Mindset: Intelligence is a fixed trait**  
(Dweck, 2008)
- **Growth Mindset: Intelligence is a quality that can be changed and Developed**  
(Dweck, 2008)



**Carol Dweck , professor of Psychology at Stanford University**

# WHAT ARE YOU?: TAKE THE MINDSET QUIZ

## Mindset Quiz



To what extent do you agree or disagree with these statements:

**Strongly Agree**

**Agree**

**Disagree**

**Strongly Disagree**

1. Intelligence is something people are born with that can't be changed.
2. No matter how intelligent you are, you can always be more intelligent.
3. You can always substantially change how intelligent you are.
4. You are a certain kind of person, and there is not much that can be done to really change that.
5. You can always change basic things about the kind of person you are.
6. Musical talent can be learned by anyone
7. Only a few people will be truly good at sports – you have to be “born with it.”
8. Math is much easier to learn if you are male or maybe come from a culture who values math.
9. The harder you work at something, the better you will be at it.
10. No matter what kind of person you are, you can always change substantially.
11. Trying new things is stressful for me and I avoid it.
12. Some people are good and kind, and some are not – it's not often that people change.
13. I appreciate when people, parents, coaches, teachers give me feedback about my performance.
14. I often get angry when I get negative feedback about my performance.
15. All human beings are capable of learning.
16. You can learn new things, but you can't really change how intelligent you are.
17. You can do things differently, but the important parts of who you are can't really be changed.
18. Human beings are basically good, but sometimes make terrible decisions.
19. An important reason why I do my school work is that I like to learn new things.
20. Truly smart people do not need to try hard.

# ANSWER KEY

1. ability mindset - fixed
2. ability mindset - growth
3. ability mindset - growth
4. *personality/character mindset - fixed*
5. *personality/character mindset - growth*
6. ability mindset - growth
7. ability mindset - fixed
8. ability mindset - fixed
9. ability mindset - growth
10. *personality/character mindset - growth*
11. ability mindset - fixed
12. *personality/character mindset - fixed*
13. ability mindset - growth
14. ability mindset - fixed
15. ability mindset - growth
16. ability mindset - fixed
17. *personality/character mindset - fixed*
18. *personality/character mindset - growth*
19. ability mindset - growth
20. ability mindset - fixed



▪ Adapted from: <http://www.classroom20.com/forum/topics/motivating-students-with>

# SCORING

- **Growth Questions**
- Strongly agree - 3 points
- Agree - 2 points
- Disagree - 1 points
- Strongly disagree - 0 point
- 
- **Fixed Questions**
- Strongly agree - 0 point
- Agree - 1 points
- Disagree - 2 points
- Strongly disagree - 3 points
- 
- Strong Growth Mindset = 60-45 points
- Growth Mindset with some Fixed ideas = 44-34 points
- Fixed Mindset with some Growth ideas = 33-21 points
- Strong Fixed Mindset = 20-0 points

Adapted from: <http://www.classroom20.com/forum/topics/motivating-students-with>

# STEPS TO DEVELOPING A GROWTH MINDSET

- **Step #1:** Learn, learn, learn
- **Step #2** Realize hard work is key
- **Step #3** Face setbacks

# MINDSET STEP #1: LEARN, LEARN, LEARN

- **Fixed Mindset: Look intelligent at all costs**

“The main thing I want to do in college is to show others how good I am”

- **Growth Mindset: Learn, learn, learn**

“It’s much more important for me to learn than to get top grades”





# GRANT AND DWECK'S STUDY

- A fixed mindset predicted students' failure to recover from an initial poor grade
- A growth mindset predicted successful recovery.



# MINDSET STEP #2: REALIZE HARD WORK IS KEY

- **Fixed Mindset:** Learning should come naturally
  - “When I have to work really hard in a subject, I don’t feel very smart”
- **Growth Mindset:** Putting a lot of effort into learning and working hard is key
  - “The harder I have to work at something, the more effort I put into something, the better I’ll be at it”

# MINDSET STEP #3: FACE SETBACKS

- Fixed Mindset: Hide mistakes and conceal deficiencies, retreat, blame others, act superior

“I’d spend less time on this subject from now on”

“I would try not to take this subject ever again”

“I would try to cheat on the next test”

- Growth Mindset: Capitalize on mistakes and confront deficiencies

“I would work harder in class from now on”

“I would spend more time studying for the test”



# DOES MINDSET MATTER IN MATH?

- Good, Rattan, and Dweck (2007) followed several hundred females at an elite university through their calculus course to understand how mindsets influenced their sense that they belonged in math, their desire to pursue math courses in the future, and their grades in math.
- Even when they reported that negative stereotypes about women and math were widespread in their math environment, they continued to feel that they belonged in math, they intended to pursue math courses in the future, and they continued to earn high grades.
- However, when women held a fixed mindset, negative stereotypes affected them more.

# REMEMBER TO...

- Focus on effort, struggle, persistence despite setbacks
- Choose difficult tasks
- Focus on Strategies
- Reflect on different strategies that work and don't work
- Focus on Learning and improving
- Seek challenges
- Work hard