

Growth Mindset... From Understanding to Utilization

Anthony Colannino

Professional Learning Specialist

acolannino@mindsetworks.com



A thought to begin

“We build too many walls and not enough bridges.”

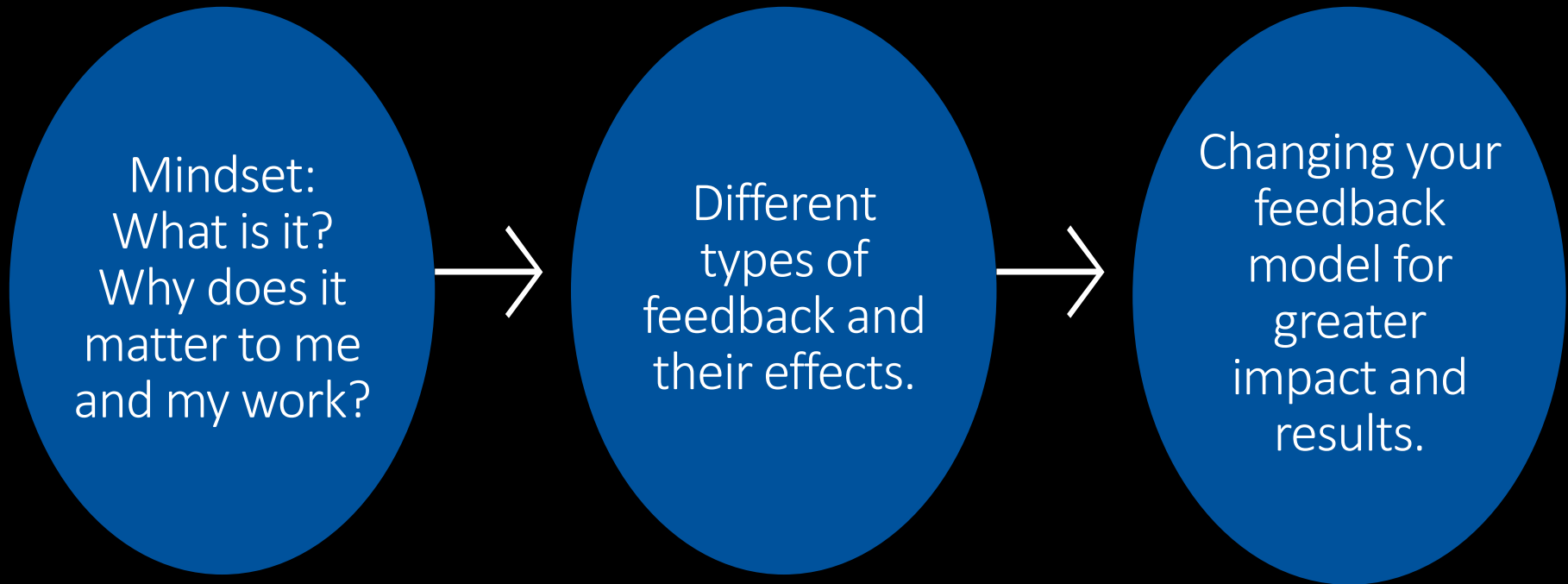
- Sir Isaac Newton

Guiding concepts:

Understanding and exploring a growth mindset approach to teaching, mentoring, coaching and guiding adults and children.

Understanding our models of feedback and praise and changing them for greater impact in your work with children and with your colleagues.

Today's Agenda

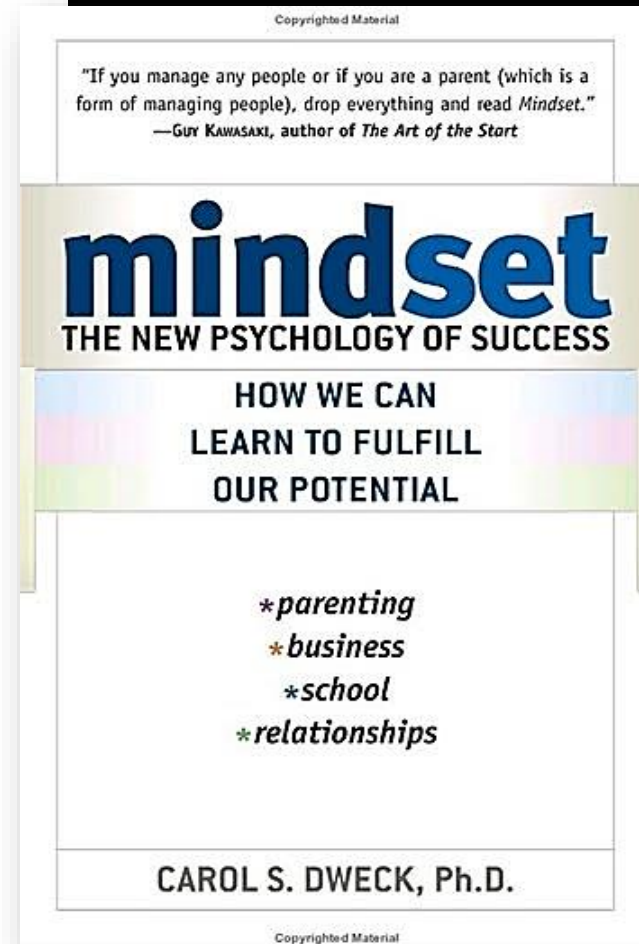


Examining Mindset

In your own words,
what does having a growth mindset
mean?

- Growth Mindset is: understanding we can develop our abilities

Key Lever for Inner Drive: Growth Mindset



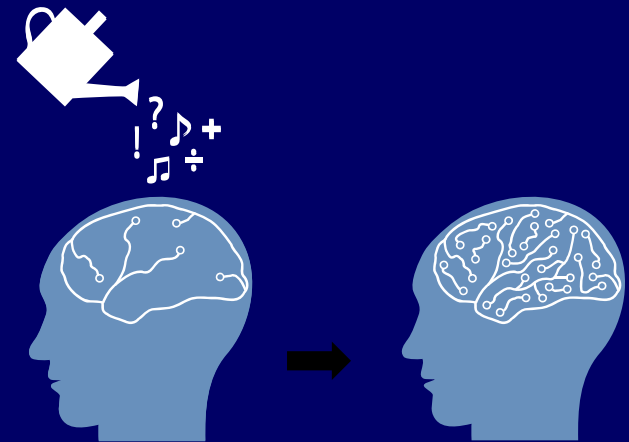
Fixed Mindset

Intelligence (or an ability) is a fixed trait



Growth Mindset

Intelligence (or an ability) can be developed



Belief (Mindset) → Behaviors → Outcomes

The Research in Action

Effects of Different Mindsets

Fixed

- Avoids challenge
- Motivated by displaying ability
- Failures are threatening
- Choose easy courses. Refuses help when needed.
- Responds to failure by becoming helpless
- Resent others' success

Growth

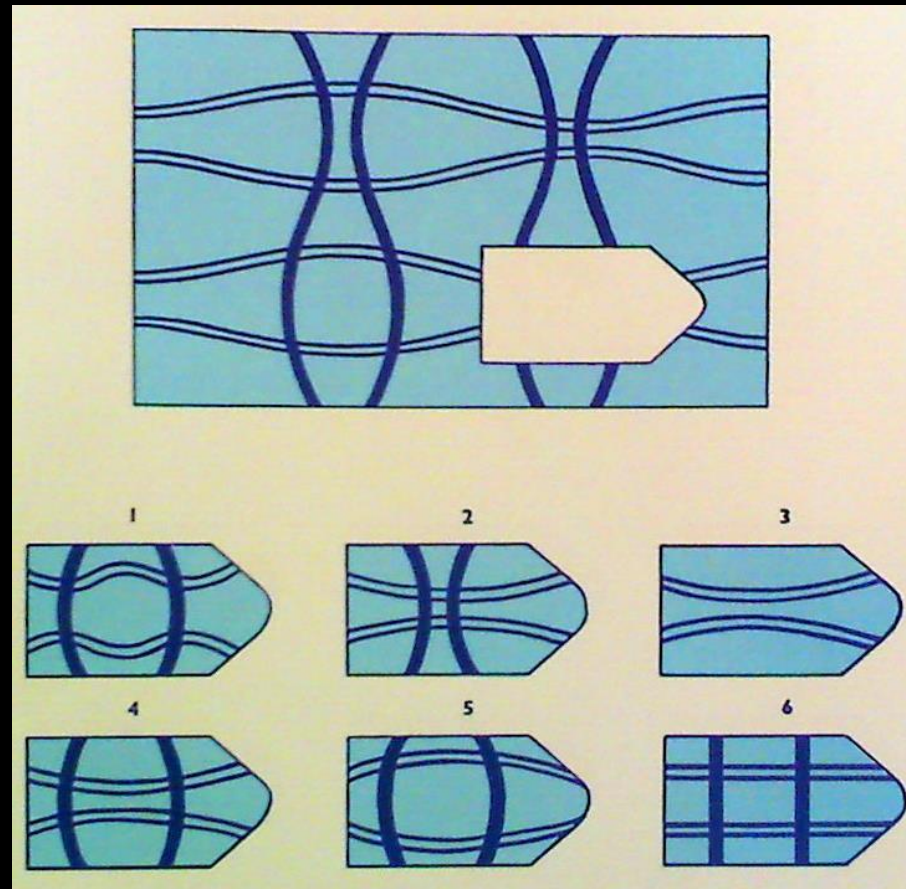
- Seeks challenge
- Motivated by learning
- Failures are an opportunity for learning
- Chose challenging courses. Seeks help.
- Responds to failure by working harder
- Values others' success

Messages that Motivate

What is the effect of praise on mindset?



**Each student worked on a
non-verbal IQ test.**



Praise Upon Finishing

Intelligence Praise

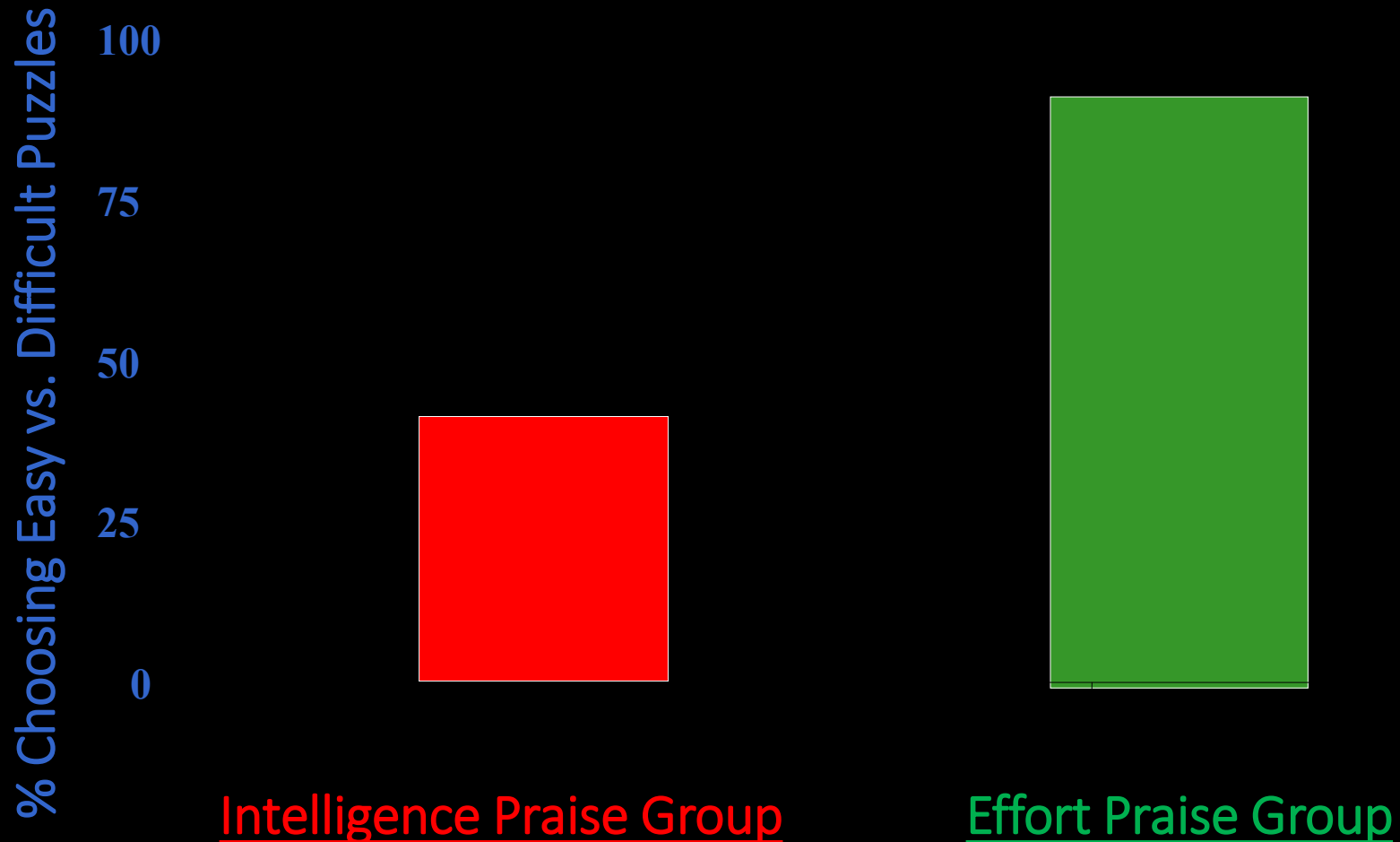
“Wow, that’s a really good score. **You must be smart at this.**”

Process Praise

“Wow, that’s a really good score. **You must have tried really hard.**”

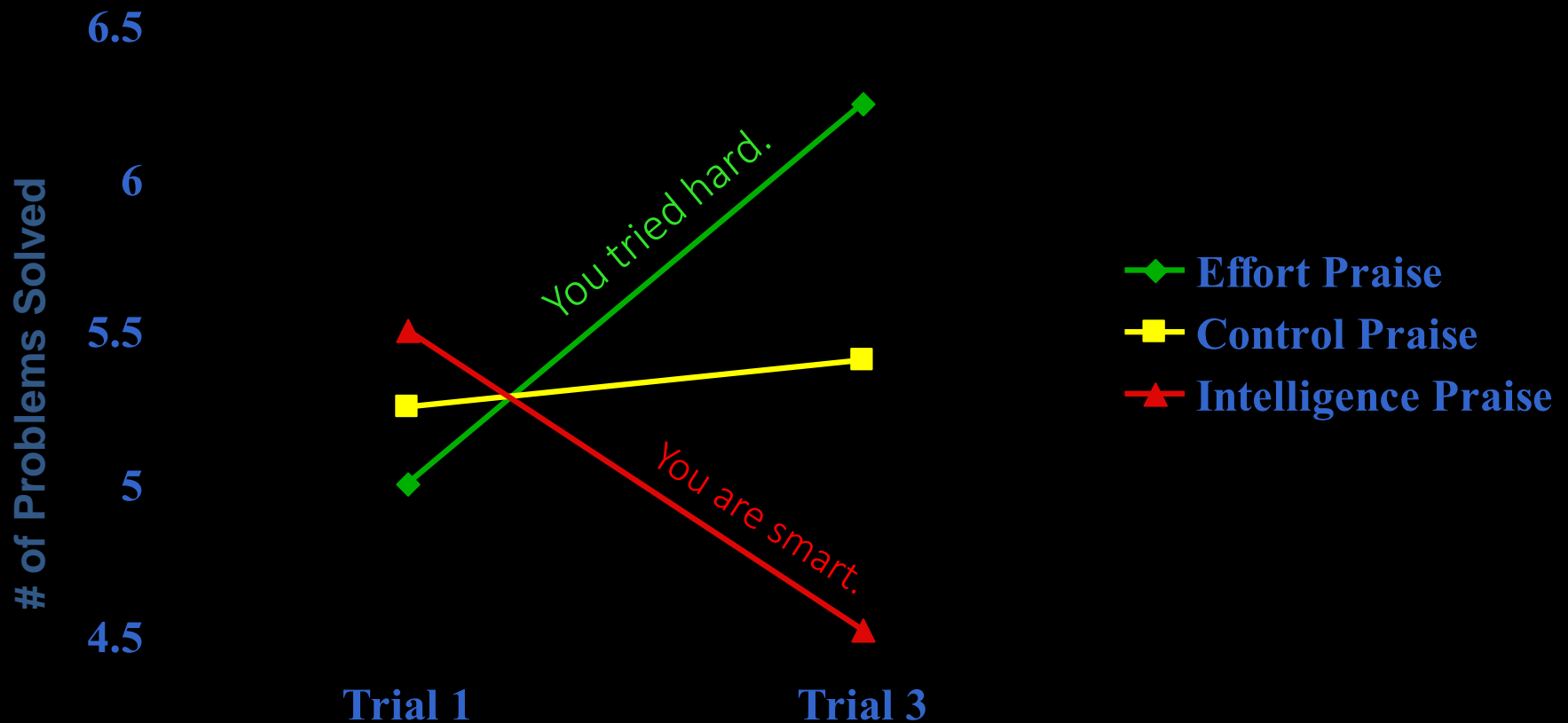
Study on How Mindsets Are Communicated. From: Mueller, C. M. & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. *Journal of Personality and Social Psychology*, 75, 33-52.

Choosing Challenge After Success



Praise Research (Mueller and Dweck, 1998)

Number of puzzles solved by each group after failure



Teach only
**behaviors &
strategies**

```
graph LR; A[Teach only behaviors & strategies] --> B((Mindset doesn't change)); B --> C((No impact on results));
```

Mindset
**doesn't
change**

No impact
on results

Teach that
the **brain or
abilities are
developed**
(& behaviors/
strategies)

```
graph LR; D[Teach that the brain or abilities are developed (& behaviors/strategies)] --> E((Mindset changes)); E --> F((Higher results));
```

Mindset
changes

Higher
results

Good News: Mindsets are Malleable!