Introduction to the Mindset Model

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TECHNICAL PRESENTATIONS

PROJECT 3: THE NONTECHNICAL AUDIENCE

Q & A

Please ask questions at any time during the presentation!

The Mindsets

- The most-researched mindsets are *growth* and *fixed*
- Belongingness mindsets and others are emerging, but will not be covered in this presentation

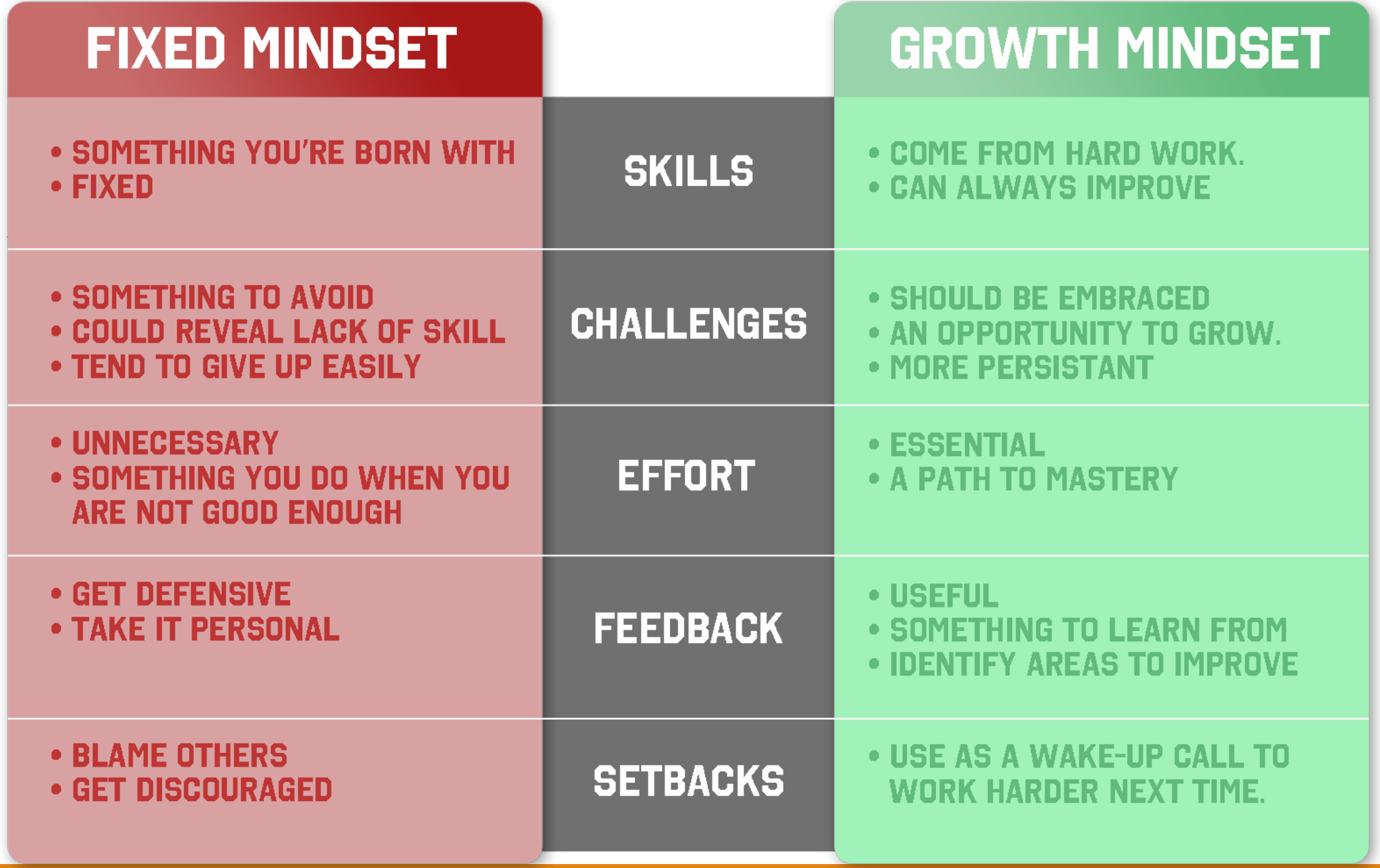
What is *mindset*?

- A lens to view the world with
- Your beliefs about intelligence
- Like a trait, but can be changed!

What is *mindset*?

- In a *fixed* mindset, you believe people have a fixed amount of innate ability

- In a *growth* mindset, you believe ability can be grown through diligent efforts



Mindsets chart. *Source: Original source could not be located, but this use constitutes fair use.*

Background Info

- "Mindsets" coined by Stanford University researcher, Carol Dweck
- A rebranding of "implicit theories of intelligence"
- Growth mindset = *incremental* theory of intelligence
- Fixed mindset = *entity* theory of intelligence
- Supported by research (e.g., Dweck, 1986; Mueller & Dweck, 1998; Paunesku et al., 2015)

Carol S. Dweck, Ph.D.
Source: William D. Parker

Applications

- When evaluating a speaker in Toastmasters, avoid praising innate ability!
- Praising **effort** will foster a growth mindset
- Carol Dweck loves the grade "**not yet**" (instead of a failing grade)

CHILD DEVELOPMENT

Child Development, September/October 2013, Volume 84, Number 5, Pages 1526–1541

Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later

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In laboratory studies, praising children's effort encourages them to adopt incremental motivational frameworks—they believe ability is malleable, attribute success to hard work, enjoy challenges, and generate strategies for improvement. In contrast, praising children's inherent abilities encourages them to adopt fixed-ability frameworks. Does the praise parents spontaneously give children at home show the same effects? Although parents' early praise of inherent characteristics was not associated with children's later fixed-ability frameworks, parents' praise of children's effort at 14–38 months (N = 53) did predict incremental frameworks at 7–8 years, suggesting that causal mechanisms identified in experimental work may be operating in home environments.

Applications

- Give motivating feedback!
- Bad: “It’s okay—not everyone can become a good speaker.”
- Better: “You are not quite there yet, but keep working on it!”

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp

Reports

"It's ok — Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students

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ABSTRACT

Can comforting struggling students demotivate them and potentially decrease the pool of students pursuing math-related subjects? In Studies 1–3, instructors holding an entity (fixed) theory of math intelligence more readily judged students to have low ability than those holding an incremental (malleable) theory. Studies 2–3 further revealed that those holding an entity (versus incremental) theory were more likely to both comfort students for low math ability and use "kind" strategies unlikely to promote engagement with the field (e.g., assigning less homework). Next, we explored what this comfort-oriented feedback communicated to students, compared with strategy-oriented and control feedback (Study 4). Students responding to comfort-oriented feedback not only perceived the instructor's entity theory and low expectations, but also reported lowered motivation and lower expectations for their own performance. This research has implications for understanding how pedagogical practices can lock students into low achievement and deplete the math pipeline.

Applications

- Don’t seek the “smartest people”—seek the hard workers (remember, even “lazy people” can become hard workers)
- Cultivate perseverance by emphasizing that abilities are not fixed

Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement

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Abstract

The efficacy of academic-mind-set interventions has been demonstrated by small-scale, proof-of-concept interventions, generally delivered in person in one school at a time. Whether this approach could be a practical way to raise school achievement on a large scale remains unknown. We therefore delivered brief growth-mind-set and sense-of-purpose interventions through online modules to 1,594 students in 13 geographically diverse high schools. Both interventions were intended to help students persist when they experienced academic difficulty; thus, both were predicted to be most beneficial for poorly performing students. This was the case. Among students at risk of dropping out of high school (one third of the sample), each intervention raised students' semester grade point averages in core academic courses and increased the rate at which students performed satisfactorily in core courses by 6.4 percentage points. We discuss implications for the pipeline from theory to practice and for education reform.

Caveats

- Mindsets are on continuums
- Mindsets can be domain-specific
- Innate talent may still exist
- (Your mindset can help or hinder)
- Avoid using mindsets for victim-blaming

Conclusions

- Mindsets are not just a fad! A rigorous meta-analysis of 113 academic studies revealed significant interactions between mindsets and goal achievement (Burnette, O'Boyle, VanEpps, & Pollack, 2013).

- **Change your mindset—change your life**
- Encourage others to adopt growth mindsets!

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