

Growth Mindset-Oriented Learning in the Classroom



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Introduction

One of the fascinating things which can set humans apart from animals is our ability to change. In some cases, we can do even more than simply change. We can also be happy and successful as a result of a series of these changes. However, this can create tension. After all, change is scary. However, it underlies many of our most frequently pursued goals. To become healthier, smarter, more successful, and happier, we often must undergo change.

Part of effective teaching is helping young people learn to embrace the benefits of change, and learning how to pursue a considered change in a forward-thinking, beneficial direction. This type of change is more commonly known as growth. Prioritizing growth in the classroom is sometimes known as **growth mindset-oriented learning**, and it can be a very effective way to teach. However, this is only the case if it is implemented successfully.

In this course, we'll discuss the meaning of growth mindset-oriented learning, what benefits it can lend to teachers and students alike, and how to help an academic community embrace it to its fullest extent.

Case Studies

Case Study 1

In one Finnish elementary school, a group of investigators decided to follow the growth of a group of students as their teacher implemented a growth mindset pedagogy. This teacher decided to start practices in her classroom which helped the kids to calm down, focus on their subject, and become more oriented towards persistence and mastery instead of more binary markers of achievement. To do this, she made their classroom activities much more engaging, focused less on praising her children on their innate features and talents, and instituted a system of support for each individual student in her classroom. She also proactively educated her students on the differences between a fixed mindset and a growth mindset, emphasizing the benefits of the latter while being realistic about the difficulties often encountered in developing one. As the semester—and the study—reached its conclusion, the Finnish researchers were happy to find that the students had enjoyed their semester, that the average test scores of the students were actually higher, and that even the teacher deemed the experiment a resounding success—even as she acknowledged that it had been a learning curve, and the

implementation of a growth mindset for her students had required significant hard work.

Case Study 2

Another study followed a group of elementary school math teachers and their students over the course of an academic year. At this suburban elementary school in the northeast USA, the researchers collected data at different points of the year by conducting interviews with academic personnel as well as students. The students were in grades three to five. At the end of the study, the researchers were granted access to the de-identified course and achievement data, as well. The teachers were asked to implement growth-mindset oriented learning strategies, such as reframing praise, helping their students to embrace mistakes, proactively helping students develop grit and confidence, and allowing open-ended projects to cultivate curiosity in the classroom. During the study, the participating teachers (and even some self-aware students) noticed an increase in the confidence of students in the study. It was theorized that these types of growth mindset strategies could even help students overcome mathematics anxiety, which was an important goal for these mathematics teachers to overcome. At the end of the year, the students had better grades, but more importantly, they were enjoying their classes, and the subject matter, much more.

Lessons Learned from Case Studies

Cultivating a growth mindset in your classroom can take a lot of effort. In order to do so, you effectively must help your students learn to love challenges and work persistently through obstacles. Some students may have a lot of inertia to doing just that! However, by investing in exciting, engaging learning opportunities, by helping your students make and work towards goals that matter to them, by embracing curiosity and change, and even just by shifting the way you think about feedback, you can make it much easier for your students to learn productively. This, in turn, can make your challenges as an educator shift slightly. However, these processes can also result in students who are better equipped to take on the difficulties of learning your subject matter as well as students who are more capable of growing to become the people they need to be.

In this course, we'll go over what precisely constitutes a growth-oriented mindset, as well as the specific benefits of adopting one as an individual. We'll also discuss the ways to implement one in your classroom. Finally, we'll delve into strategies for effectively helping both students and teachers cultivate a growth-oriented mindset in themselves.

Section 1: The Benefits Of a Growth-Oriented Mindset

Having a growth-oriented mindset has been shown to be excellent for students, and is arguably one of the hottest current trends in K-12 education. In order to increase the number of students with growth mindsets in classrooms worldwide, teachers are learning to implement strategic types of growth mindset oriented language and activities in their instructional paradigms.

We'll start with the basics. What is a growth-oriented mindset? How do you cultivate one, and how is it different from other teaching strategies currently trending?

What is a growth-oriented mindset?

Simply put, a growth-oriented mindset is one which espouses the idea that intelligence is developed over time, instead of being set in stone. One study launched the term from a relatively unknown psychological paradigm into a household name—certainly in teaching households.

The study, which came out of Columbia University, tested the effect of praise upon elementary school students. After completing a puzzle, a test, or a problem-solving game, each student was told they'd answered 80% of the questions correctly. After this, they were praised. The praise cited either how hard the student worked on the task in question or the student's natural ability and intelligence. Afterward, the study continued to document what the students behaved as a result of this tailored praise.

The study went on to publish several main findings. Ultimately, students who were praised for their innate intelligence began to think of themselves as being smart, without too much effort. These students went on to choose easy future tasks so that they would continue looking intelligent. They were less likely to enjoy projects, less likely to persevere through difficult tasks, and ultimately did not fare nearly as well as their peers who received different praise.

The students who were praised for their effort and hard work perhaps paradoxically enjoyed their work, tended to look for harder projects so they could continue to grow, exhibited increased perseverance through hardship, and generally went on to show higher rates of success.

To simplify the findings even further: The first group of students was taught with a fixed-mindset mentality, and the second group, a growth-mindset oriented one. The results speak for themselves: For student success and even happiness, a growth-minded

orientation and accompanying critical feedback is far superior to praising students for their intelligence.

What does this study mean for providing feedback in the classroom?

It's common for teachers and parents to deliver feedback with absolutes such as 'wow, you're so smart', or 'clever', or 'talented' as the case may be. This feedback is easy to give and makes the recipient of the feedback - the student - feel very good. At the time, it feels like a win-win. However, there is at least one issue with this superficial form of feedback. It does not tell the child what is necessary for him/her to succeed in subsequent tasks.

By tailoring feedback to praise the hard work completed and the specific strategies used to obtain success, we reinforce the efforts which will result in success time and time again.

This also shows the drawbacks of labeling children (privately or publicly) as gifted or intelligent. Doing so teaches them to rely on innate abilities for success, instead of striving to improve.

What are the benefits of implementing a growth mindset-oriented learning strategy?

While there are obvious benefits of having a growth mindset-oriented learning strategy for yourself and for your students, it's also possible that having a growth mindset as a teacher can help make education in your classroom more engaging and interactive. A growth mindset as a teacher can help you be more adaptable when class discussions go awry, or if your class needs to segue into learning about something that wasn't necessarily in your curriculum.

Aside from modeling the effects of embracing challenges and leaning into directional hard work, you can also use a growth mindset in your classroom to help children literally expand their mindset—and their worldview. Teach your students to debate politely, teach them to appreciate ideas and opinions that are not their own, even if they do not necessarily understand them, and teach them to ask questions in order to grow. These are all activities that benefit from and can expand a growth mindset in your students.

If you're constantly working with your students to implement a growth-minded strategy in your classroom, your teaching style will automatically become more inclusive and interactive.

Wondering exactly how to do this? We will discuss specific strategies for implementing a growth mindset oriented learning strategy in your classroom in the next section.

Are there any downsides to implementing a growth mindset-oriented learning strategy? What about the benefits of having a fixed mindset-oriented learning strategy?

The benefits of having a growth mindset seem rather overwhelming: increased happiness increased chances of success, and increased ability to learn from challenges and failures.

However, we've also come to realize that every student is different. There are many different ways to learn, each supporting several different learning proclivities. Are there any students for which a fixed learning mindset is better than a growth mindset-oriented one?

Ultimately, you will have to make that call for you and your students, as you know their personalities best. Here, we will talk about potential benefits that may come only with a fixed-mindset learning orientation.

Sometimes, there are specific tasks and personalities for which a growth-oriented mindset may be overly complicated. For example, for certain types of administrative tasks, or for students who have anxiety and need lots of guidelines and boundaries, a fixed-mindset approach to learning may initially feel protective. In this case, all efforts should be made to meet the student where he or she is and proceed to help the student grow from there.

Additionally, it's often found that there are misconceptions as to what a growth mindset is. The same researcher who invented the growth mindset framework wrote again, years later, to note that many people had misinterpreted her findings. According to her updated thoughts, there were three common misinterpretations that she wanted to correct.

- A growth mindset is not the same thing as simply having a positive attitude. Merely being Pollyanna-ish about every event that comes your way—or anything that stresses your students—is not going to help anyone grow. Nor, on the other hand, will teaching your students to have a saccharine facade in place in the event of any challenges.
- Often, people assume that the difference between a growth mindset and a fixed one comes down simply to how an individual is praised. This is not the case. There is a lot

of careful internal work that must happen in order for a growth mindset to appear in a student. In very young children, excess praise for their inherent talents may plant the seeds for a fixed mindset, but cultivating a growth mindset **is about more than just praise.**

- Similarly, you can tell yourself and others that you have a growth mindset; you can tell people that you teach your students with a growth-mindset oriented learning strategy. However, none of this is helpful unless you do the hard work to implement a growth mindset. It's not something that can be merely said or quickly thought. It involves reprogramming your brain to appreciate challenges and see critical feedback as opportunities—certainly not something which will happen overnight.

There are also a few directly harmful things that can arise from trumpeting the benefits of a growth mindset too loudly, particularly if the growth mindset in question is not strategically implemented.

For starters, there's an easily-seen misconception that a growth mindset can be equated with effort. A growth mindset, after all, places primary emphasis on the idea that through hard work, a student can learn to do anything or overcome any challenge.

Unfortunately, when taken at face value, this isn't absolutely true. There are some challenges that cannot be overcome. A little less pessimistically, there are some challenges that require careful thought and strategy from those who seek to fight them. In other words, sometimes it isn't strictly effort which equals victory. A famous quote attributed to Einstein states that trying something over and over again, expecting different results, will result in insanity. If you allow your students to believe that simple hard work will get them what they need without giving them tools and guidance to get where they need to be, there stands a chance that your student might work very hard, spinning his wheels, and be ultimately ineffective. Worse, he might get overtired and burn out from trying to overwork his way to a goal.

Another way of saying this? Hard work and effort are certainly necessary for growth and success, but they are not necessarily sufficient. This does not mean that a growth mindset is not a good or universally achievable thing. It does mean that you need to be careful about how you talk about it and implement it in your classroom, so your students don't believe that mindless effort will result in success.

It's also easy to see growth and fixed mindsets as binary opposites. In reality, most of us exist somewhere on the spectrum between fixed and growth mindsets and therefore will need accommodations, to some extent, for both.

Using learning journals or exit ticket systems to help learn how your students are learning—and how they appreciate their learning processes—can enable you to be there for them in the way that they need your help. Meeting your students where they are on the growth mindset spectrum is crucial. A frustrated or desperate student is going to have a very hard time learning anything at all!

What are the differences between a growth-oriented mindset and a fixed mindset in the classroom?

There are several different ways that we can spot fixed-vs-growth mindsets, particularly in the classroom. However, you do have to be looking for them, because many of the fixed-mindset staples in modern classrooms are activities and standards we have had for centuries. We are so accustomed to them that they are almost innate!

The primary differences between a fixed mindset and a growth mindset lie in your students' behavior and mannerisms. When you're looking for the mindset with which your students are most comfortable, look for the following tells:

With a fixed mindset:

- Your students will naturally have a goal to look smart. This is not necessarily opposed to being smart, but they will be very concerned with the optics of their intelligence, especially in front of their peers.
- They will avoid challenges because they are more comfortable in situations where they believe that they will likely look smart. Challenges literally challenge that proclivity.
- They give up easily. If a victory is not immediately in sight, students with a fixed mindset will abandon interest and pursue an easier goal.
- They do not see the point of effort. Because their goal is visible and an easily-obtained accomplishment, students with a fixed mindset will not naturally be interested in expending hard work on a goal—especially if something easy is presented as an alternative option.
- They ignore feedback. Because their talents have been presented to them as innate, they do not focus on their ability to improve—and so hear feedback as an attack, or as being worthless.

- They feel threatened by others' success. Achievements are necessary for students with a fixed mindset, and it's easy to feel that success is a zero-sum game. The success of others, therefore, makes students with a fixed mindset feel less secure in their own accomplishments.

With a fixed mindset, students will have a hard time adapting to any and all unforeseen circumstances. This will make it very difficult for them to learn and grow. As becoming a better version of themselves will always require change, a school will have difficulty guiding these students along the path to betterment if they consider themselves fixed and immutable.

Fortunately, all science points to these children being able to change their mindsets. (After all, the entire concept of cultivating a growth mindset is predicated upon change!) A growth mindset extends to the ability to change from a fixed mindset to a growth mindset—although it will not be without difficulty.

The benefits, however, will likely be worth it. When observing students who have a growth mindset, you may notice that:

Students with a growth mindset place more of an emphasis on the goal of learning, rather than the goal of succeeding. They'd rather be able to explain and understand the ins and outs of a complicated process, instead of simply being able to place a check next to that assignment on their to-do list or report card.

- These students embrace challenges. Difficulty does often present discomfort; however, students who have a growth mindset are innately aware of the fact that it's this precise discomfort which prompts growth and ultimate mastery. Because of this, they welcome challenges and the hardship of working through them.
- Students who have a growth mindset persist through setbacks. Where a student with a fixed mindset may see a setback as a catastrophic failure, a student who knows that growth is possible and good sees setbacks as challenges to be overcome. These students also tend to be far more optimistic in the face of setbacks than are their peers.
- Growth-mindset oriented students tend to see all effort expended as putting them closer to the path of mastery. No effort once spent is useless; it helps people grow, and it helps them achieve something—even if the only thing achieved is progress. Students with a fixed mindset tend to need a visible or public achievement to commemorate any effort spent, or they believe the effort is wasted.

- Students who have the benefit of a growth mindset will be able to learn well from feedback. They see feedback not as an attack on their work or who they are as a person, but more an opportunity for them to be able to improve their work in the future.
- Finally, students who work with a growth mindset are generally able to find inspiration when others have success. Instead of seeing achievement as a zero-sum game, as students with more fixed-mindset mentalities might, students with a growth mindset are able to rejoice for others and then continue on in their own work.

As you can see, there are many positive attributes of being a student with a growth-oriented mindset! It can also be much easier as a teacher to be working with students who are inclined to value feedback and who work hard without constant accolades. However, this transformation does not happen overnight. As teachers, we must work to employ effective feedback and strategic activities to help students thrive with a growth-oriented mindset.

Ultimately, why is it important to cultivate a growth mindset-oriented learning culture in your classroom, as opposed to any other educational strategy which might work for you and your students?

Having a growth mindset-oriented culture in your classroom is about far more than just the grades or the next few weeks of accomplishments. It's about creating a culture that will allow your students to grow into the best versions of themselves—and do so far after they've graduated from your classroom.

Even if it's extra work to prioritize growth mindset-oriented strategies, keep in mind that you're helping invest in your students' future by influencing the way they learn and the way they grow—instead of just helping them understand the finer details of a specific academic subject. Because a school is tasked with the protection, education, and growth with each student, it's expected that each student learns how to be a good, productive citizen. An atmosphere of growth will go a long way toward making this happen.

Summary

Instilling a growth mindset in your students can have many benefits, including helping your students become more independent and excited about their learning journeys. With a growth mindset, your students will be more interested in completing challenges as they occur and growing from them, instead of avoiding hardship at all costs. Ultimately, a growth mindset will lead to more curiosity, productivity, and even success

and happiness. However, there is a lot of hard work that you need to put in to get your students to that place. In the next section, we'll go a little bit more into specific strategies to make that happen.

Section 2: Implementing A Growth Mindset-Oriented Learning Strategy

We've talked about the various benefits and downsides of investing in more effective and strategic feedback for your students, and we've delved a little bit into the theories underlying why this different type of feedback and mentality is so beneficial for students and teachers alike. However, the theory is only helpful if it's followed by practicalities.

In this next part, we'll discuss various strategies for helping your students develop a growth mindset, as well as ways to do the same for yourself.

What are some practical strategies for implementing a growth mindset-oriented learning strategy?

To pare the strategy down to its extreme essentials, the first step often concerns learning to rephrase feedback and change the conversation around and perception of success. Let's start with several different ways to inspire your students to think about growth and effort instead of innate talent.

1. Instead of praising innate talent, praise the value of hard work and effort. This strategy comes directly from the work out of Columbia University mentioned in the first section. If you'd like your students to be happier, more productive and persistent, and ultimately more successful, this is the first and easiest change you can make. All praise given should be centered on the journey that the child is taking to learn, instead of making that child feel special. (There are other times and methods for doing the latter, but separating that from education is key).

All attempts should be made to avoid praising a child for who he or she is, in favor of what he or she has done. This includes doling out positive feedback for occasions which might not have inspired praise in the past. If a child has struggled with even an objectively easy math problem for a very long time, once that child reaches a modicum of success (including an incorrect or partially correct answer), that child needs to be praised for working on it for so long, with such perseverance. Any critical feedback should be paired with strategic praise. This helps the student learn that hard

work and effort are the ways to obtain success and that it's not necessarily a built-in attribute.

This may seem like tough love or an overly semantic distinction. However, it can be extremely inspirational. By focusing on eminently attainable activities pointing to success, you can help lay the groundwork for your students to believe that with enough effort and hard work, any of them can do anything — not just those who are considered to be particularly gifted, intelligent, or precocious.

2. Harness the power of the word 'yet'. One word, three letters: it doesn't seem like it would make that much of a difference, but it does. It's a hard fact of life that sometimes in education mastery of one step is required before moving on to the next; and sometimes, some children will move past basic steps more quickly and be ready to tackle more advanced ones. When you're a child, even subtle differences in achievements go a long way and can seem like monumental gaps in perceived status. Teachers need to be honest with themselves and their students and make sure that they're not pushing anyone to go faster or further than they're able. However, teachers also need to be able to communicate to students who may not be progressing as quickly as others in their class that they are not innately less intelligent than their peers (which is an assumption often problematically drawn by students, their peers, or their parents).

One way to do this successfully is to approach a student who is experiencing difficulties with the word 'yet.' After praising them for their effort instead of their accomplishments, informing the child that he or she might not be ready for the next step 'yet' instead of 'never' leaves the door to future progress wide open. This simple word swap can alleviate a sense of failure which might otherwise fall over children and can help them believe that learning is an ongoing process. By noting their hard work and telling them that they aren't yet ready for the next step, you're telling them that if they continue to work hard, they will be ready eventually.

3. Encourage your students to speak to themselves positively. Nothing good can come from children learning to speak down to themselves! Keeping all dialogue positive even through challenges will not only help your students achieve a growth mindset for academics but can give them a more optimistic and positive outlook outside of your classroom.

Teachers can model this positive self-talk for students by prioritizing the use of encouraging words in the classroom. For example, positive feedback that emphasizes

the benefits of being persistent, confident, and capable—regardless of metrics and performance—will teach a student that that is what he or she should be thinking as well.

A teacher can contribute to this effort by reading or assigning books that demonstrate the value of persistence and positivity in achieving dreams. For example, selecting and sharing literature that follows a protagonist continuing to face conflicts and obstacles will make those heroic traits, instead of genetic abilities or simple luck.

4. Utilize the principles of shared learning to help make achievements communal ones instead of isolating ones. When you use shared learning experiences, you give your students the opportunity to experience working together. This allows each student to observe many different approaches to problem-solving, and it also makes the success of one student much less ostracizing and shaming to other children.

Shared learning can also cement the belief in young minds that many minds are better than one. Shared learning can also help children understand the value of being a good listener, as well as the concepts of sharing and effective collaboration. Helping young students hone their social skills in this manner will go a long way in the future! These types of cooperative activities will help students learn to focus on others as well as themselves and encourage a sense of productive responsibility toward their team (instead of an abstract idea) to do the very best they can.

5. As much as is possible, work to allow your students to figure out what works for them, instead of telling them how to complete an activity or solve a problem. As teachers, it's often our goal to simplify procedures for students and help them out where we believe they may be having difficulties. We should absolutely be there to assist when necessary; that's part of the job! However, jumping in and telling the student what to do may do more harm than it does good. Instead of rushing to rescue a student from a stressful or difficult situation, helping inspire a growth mindset may look like letting that student struggle for a time. In doing so, you may allow that student to discover a way to solve the problem himself or herself, which will be far more satisfying than being told the answer. As a teacher, you can use praise to hint or encourage the student to attempt a wide variety of different approaches which may lead to the solution of a problem.

On a cognitive level, this helps the student be aware that new experiences and struggles don't have to be a bad thing. It also puts them in charge of their learning experience, which is a responsibility that will only increase as the student matures.

6. Embrace variety in your teaching strategies. Switching up your instructional methods from time to time is a good idea for many reasons, but for the purposes of growth mindset-oriented learning, doing so can help students understand that there are many different ways to demonstrate and process knowledge.

This can help give your students multiple ways to approach obstacles or problems in the future, which will make them more resilient and adaptable. It will also help them learn about a broad spectrum of topics, as certain learning and teaching styles lend themselves best to specific subject matters.

7. Think about creating 'success folders' for each of your students. A success folder is a simple place, physical or digital, where students and teachers alike can add examples of situations in which they were able to learn successfully that week. While the idea for a success folder might have to come from the teacher, it's important that a student feel involved in filling it with experiences. It might be helpful, for example, to let the student decorate the folder (or box, or poster) as he or she likes, to encourage him or her to be excited about using it.

Examples of items to place in the success folders for each student might include completed tasks (or pictures or evidence thereof), tests, or assignments that represented lots of effort or a breakthrough. (Note that this does not necessarily mean that it's important that these be objectively high-scoring artifacts.) When the student is having a difficult time, later on, having a success folder to refer back to may make a huge difference in how they are able to move forward through their struggles.

These practical strategies to help your students cultivate a growth mindset may not work for everyone, but they're a good start! We'll go into specific strategies to help anyone who needs individual help in a later section. For now, know that all of the extra hard work you put into assisting your students with their growth mindsets will be worth it!

Working with Exit Tickets

Another strategy that might work well to help your students concentrate on their growth is that of exit tickets. With exit tickets, you create a short questionnaire after each lesson, set aside the last few minutes of a lesson to allow your students to answer it, and collect the questionnaires as your students are leaving the classroom.

This will not only help you reflect on where the lesson is likely to take your students but also help you to encourage each of your students to reflect on the lesson as it pertains to his or her overall learning journey.

Questions to include on your exit tickets may focus upon:

1. A retrospective of knowledge then versus knowledge now. In an exit ticket, you could simply ask a student to describe what he thought was the case about your subject or the topic of the lesson at hand earlier, and what he knows now.
2. Asking your students to practice visualization or comprehension skills. This helps you gauge how your students are absorbing information with a simple prompt—and also gives your students a different way to display knowledge.
3. Asking your students to identify a problem that they had. If having a growth mindset depends upon having effective strategies for surmounting issues (and appreciating the effort that went into that journey), an easy way to start is with problem recognition. The question on the exit ticket could simply be to request that your students relate a story about a time they struggled in your classroom.
4. Application in real life: To help your students grow beyond the classroom, it might be good to ask them how they plan on applying the information in your class to real life. Even if you have a more abstract discipline, it will be a good test of their outside-of-the-box thinking and creative skills to come up with an application or two! This can also help your students see the value in their education.

Implementing exit tickets may take some effort on your part and require a few minutes at the end of class to be devoted to this practice. However, these few minutes can act as a very nice framing device for your lesson, and the practice can even allow you to get very practical information about where specific students are in their learning journey. If you're interested, you can even leave some anonymous to allow students to feel even freer to speak their minds. Ultimately, exit tickets can be a good way to help your students process their thoughts—while at the same time, learning how you can better help them grow.

Simple Gamification Techniques

If you think about it, there's already a system in place for teaching children the value of persistence. We've all seen children who do not apply themselves at school practice for hours on the pitcher's mound, or in front of an Xbox or on an online game. The same principles which make progress and mastery fun and (beneficially) addictive in those settings can be used to help children learn to appreciate challenges in the classroom.

You can take advantage of this by introducing gamification elements in your activities, classroom environments, and assignments. One simple mindset shift that can enable this is the simple practice of highlighting student progress, instead of emphasizing their mistakes.

Turning regular learning processes into games can also save you from having to figure out how to give forms of feedback that do not constitute praise, as that can be construed as detrimental to a growth mindset.

Some simple ways to include gamification techniques in your classroom may include:

- Instead of marking tests and assignments with letter grades or percentages, you can consider giving students scores in the form of experience points, or XP, a statistic very familiar to those who game in their spare time. (Of course, for records, a certain amount of XP can correlate to a letter grade, or you can always award both.) XP can also be awarded for participating in class, competing activities, or for a number of other events occurring within a routine school day. You can keep track of each student's XP levels in a chart or graph displayed on a classroom wall, which will give your students a reference point as to how much they have accomplished.
- Instead of assigning your class worksheets, presentations, or projects, assign them 'quests,' give them maps and tools, and the freedom to go whichever way they choose.
- A simple way to invest in gamification is simply by playing games. Jeopardy and other quiz-show games lend themselves easily to a classroom trivia format and can be used (for example) to help your class study for a test.
- Allow your students to pool XP in order to earn a class field trip or other educational (but fun and exciting!) activity. An additional benefit of this approach will be that your students will learn that working together can catapult them to success—and internalize the idea that one person's success is a success for the entire team.
- Whenever you're teaching or emphasizing a subject that you know your students do not prefer, you can strategically pair that subject with tasks or activities that you know your students find more pleasing—such as more game-based learning strategies, or something more experiential.

Gamification is not a new concept in classroom strategies, but if its paired with the concept of a growth mindset it can present intuitive ways for your students to learn the value of challenges and growth. Consider investing in one or a few of these methods,

particularly if you believe your students would appreciate an element of fun or adventure in your classroom.

Encouraging Children to Expand Upon Their Answers

One simple way you can ascertain how well your growth mindset oriented strategy is going is by asking your students to expand upon their answers whenever possible. This will have the effect of showing you just how well they actually know their subject; after all, memorizing flashcards is one thing, and being able to answer spontaneous questions and talk through their answers is another.

This demonstrates a growth mindset because it shows students that expertise is not inherent—or memorized; it's something that's worked through over a long period of time. It will also help your students learn to process the content related to your subject at a deeper level.

Specific ways to help your students expand upon their thinking and rhetorical processes may include:

- **Problem-Based Learning Activities:** For this type of community learning event, put your students into groups (large or small, as dictated by the size of your class). Have them talk through the answer to a question together, with one student building off another student's ideas in turn. This will teach your students the value of collaboration. It can also show students who may struggle with logical thinking or the creative process that no one jumps to the correct answer immediately; everyone has to work to get to their destination. This clarity may prove invaluable.
- **Question and Answer Sessions:** After a presentation, whether it be something you speak on or a discussion hosted by an invited speaker, make it very clear that you expect your students to ask questions at the end. (Perhaps incentivize this goal by offering XP to students who participate!) This will provide a reason other than the virtue of learning for each student to listen closely to the talk. Let your students know that there are no 'dumb' questions, and prepare them to supply the reason why or curiosity behind their question, as well. To do this, you could teach your students to ask their questions in the "I don't understand; therefore, why" framework.

When you are searching for ways to make a growth-oriented mindset not only attainable but instinctive for your students, in the beginning, you need to provide a framework that allows them to get to that end all by themselves. Making growth-oriented learning fun and as pain-free as possible is a great way to do so; allowing your students to

collaborate, express real curiosity, and follow-up on what interests them will help solidify these practices.

Explaining the Purposes of Abstract Concepts

If you teach a subject that is full of nuanced or abstract skills or concepts, it might be difficult to get your students excited about something which may seem more removed from them than other, more concrete subjects. This is a natural effect of studying more esoteric academic concepts. The solution is simple: If you take the time - perhaps in one dedicated class session, perhaps in a few minutes at the end of every class session - to help your students understand what the real-world application of your subject is, your students will naturally be much more interested in learning that subject.

This is due to an innate efficiency and practicality that's built into most of our brains. Why learn it, our subconscious argues, if there's no practical point? Particularly when you're trying to instill a growth mindset in your students, it can be difficult to inspire them to do the hard work of learning something that does not seem pertinent or useful for their specific goals.

Here are a few ideas to keep in mind when you're explaining the real-world applications of a concept to help your students see the value of improved knowledge in that arena:

- You'll want to explain why the information you want them to know is significant. Why is it different than other pieces of information? What did it mean when the event first happened, or when the data was discovered? What makes it important relative to other parts of your field?
- You'll want to explain what its uses are outside of the classroom. For example, you can mention that certain types of hard-to-learn math and physics are necessary for bridges standing firm and airplanes staying up. You can talk about the ramifications of long-ago history stories and how they're playing out today. You'll just want to connect the dots between what you want your students to learn and their daily experiences. In other words: give them the answer to the question "Why should I care?"
- Finally, you'll want to simply let your students know how it will help them in the future. This can be as easy and practical as telling your students that "you'll have to know this if you ever want to be an astronaut," or the justification can be as detailed as you wish. To help justify hard work within your student's growth mindset, you just need to point them towards future value.

If you're able to do these three things, you'll be able to help your students become more interested in a concept that will no longer be quite so abstract. Because your students will now understand that there is a deeper level of the practical application behind theoretical knowledge, they should also be more intrigued with learning concepts more deeply in general. This can work synergistically with an already-established growth mindset, and it can also be used to jumpstart the beginnings of one as well.

Goal-Based Journaling in the Classroom

Another tool that can be used effectively to help your students become more comfortable with their growth-oriented mindset is simply to employ goal-based journaling in the classroom. This can be the time you set aside while in class, and a good activity for each student individually if they find they have extra time after completing an assignment in class or even an assignment that you ask them to work on in their own time after school.

As part of goal-based journaling, you should ask your students to come up with goals they wish to work toward. You can assist them with this selection process, or the student can propose goals of their own which they are excited to pursue. In their journaling time, they should come up with steps to help them accomplish their goals as well as detail the successes and challenges they have had thus far.

At regular intervals, you should meet with your students and ask to review their journals or ask them to tell you how they believe progress towards their goals is going. At this point, you can help them manage realistic goals or propose ways to help them get to where they want to go. This will help your students see their own growth in action. The act of setting goals, strategizing towards their accomplishment, and documenting the hard work it takes to make those goals happen will go a long way toward establishing a growth mindset in your students. The actual goals your students accomplish will be nice perks as well!

As you're helping your students work towards their goals, you should help them choose SMART goals—or goals which meet the following criteria:

- Specific
- Measurable
- Attainable and Agreed-Upon
- Realistic

- Time-Based

Making sure your students' goals meet these criteria will assist them with the completion of these goals. Meeting these criteria will also ensure that all selected goals are practical enough to be appropriate for school applications. It will also help ensure that your students have goals that are attainable—which, in turn, will help your students consistently meet their goals.

When your students consistently meet their goals, they learn the incredibly valuable lesson that growth is always possible—an inescapable part of having a functioning growth mindset.

Summary

Cultivating a growth mindset in a group setting can be difficult, as a lot of the specific habits which go into a growth mindset are necessarily more individual ones. However, by focusing on engaging lesson structures and guiding your students to more value-based habits, you can start to guide your entire class in the right direction. Some of these activities may require more work on your part, but they will result in a more varied, exciting classroom experience for everyone involved.

Sometimes, you'll have students or other individuals (yourself included) who might need a little more assistance realizing the benefits of a growth mindset. To address these situations, we're going to spend the final section of this course going over ways to help both students and teachers grow as individuals so that everyone can succeed.

Section 3: Encouraging Growth in Students and Teachers

Once you've seen the benefits of a growth mindset, it's hard not to get excited about helping your students cultivate their own! However, it's important to realize that fundamentally shifting the way that you and your students see the world and experience challenges will take time—and it'll take time for your students to see this as well to implement it.

In this section, we're going to go into ways that you can teach a growth mindset with your actions as well as your words. We'll also go into ways to support both your students and, perhaps, colleagues, as they work toward a growth mindset. We'll finish by

discussing a few troubleshooting methods to help you understand the ramifications of a fixed mindset in your own mind—and how to get you to where you want to be.

Modeling Growth as an Educator

It's difficult to expect that your students will exhibit a superior growth mindset on their own, especially if you and your colleagues are not displaying them yourselves. This is an avenue in which showing the students how growth is achieved is as important as simply informing them of the benefits of the process!

In this section, we'll discuss how best to pursue growth on your own, as a teacher—and then how to ensure that your students see you modeling it effectively so that they will be excited to pursue it as well.

1. Admit it when you make a mistake. You will have to use your best judgment to determine when and if this is appropriate, of course, as admitting that you make mistakes can have the unintended effect of weakening students' trust in you. However, if deployed correctly, an admission of failure can inspire respect as well as trust.

More importantly, admitting that you made a mistake and walking through the steps that you have taken to correct it with your students shows them that failure is not permanent and that there is a good way to handle even seemingly cataclysmic problems. Decide to use small mistakes you make (for example, failing to reserve a common space for an activity or an incorrectly formatted slide in a presentation) as teachable moments. Detail the way you felt when you realized you had made a mistake, discuss how you realized the choices you had at that moment, and tell your students what you did to correct it.

There's a very good chance that the students in your class will find this relatable. It may even inspire them to be more proactive about their own problems in the future.

2. Show that you are learning new things. As a teacher, if you're taking continuing education classes, a very simple way to show your students the benefits of what you have learned is simply to employ a new teaching technique or exhibit mastery of a device that you hadn't been able to use prior to learning more about it. It's likely a good idea to spell out the fact that you took the time to learn more! Children tend to see themselves as constantly evolving, yet they see adults or people in authority as permanent and unchanging. Doing your part to dispel this notion will help them see their futures and themselves with more flexibility.

If you aren't attending continuing education courses specific to your teaching career, taking even a few moments to educate yourself on a topic you find interesting that is completely perpendicular to what you do for a living is good for you—and modeling this can be good for your students. Even an occasional offhand comment about the fact that you're learning how to kayak or learning a new language—even slowly!—will teach your students by example that growth and learning is a lifelong venture.

3. Create space for new or experimental ideas. Whether you source these new ideas from your students, use them for your curriculum and planned in-classroom activities, or borrow them from your colleagues: Showing your students that you're willing to take risks and try new things will help you grow, and it will show your students what growth in action looks like. If you're able to give them a risk-free safe space to posit their own wild theories, questions, dreams, or plans, do so! (Anonymity may, once again, be helpful.) Then, taking the time to go through the potential that is displayed through each idea will help students realize that their ideas matter, and that being creative, bold, and thinking outside the box is a good thing that should be celebrated instead of derided or dismissed.
4. Build time into your schedule to self-reflect on the efficacy of your modeling. This is not a public, performative, viewable course of action: Modeling a growth mindset requires real growth on your part. Your growth is essential for making modeling meaningful. Taking the time to reflect on the new actions and activities you tried, how they worked, whether the risks paid off, and what you mean to do with the information you learned in the future are all pivotal steps in the process of self-growth. If necessary, schedule time in your planner to sit and think over the outcomes of changes you have prioritized. Consider it an investment in the efficacy of your teaching in the near future!

A Four-Step Process to Repeat for Continual Growth

Sometimes, it can be difficult to simply take the pieces of advice and activities above and put them into action. Other times, you can implement the above pieces of advice as much as you want, but you (or your students) may still find yourself stumbling at challenges, thinking fixed-mindset thoughts, or even reverting to thought patterns or habits you'd thought you had already surpassed. This is normal! Building a growth mindset is not necessarily a process in which you can expect constant, linear, or impressive progress. It certainly won't all happen overnight! In fact, there are those who might say that building a growth mindset is the first challenge you must overcome to

start enjoying challenges more—due to your new growth mindset! In other words, it's a positive feedback cycle. This, however, does not mean that it'll always be easy.

If you ever find yourself wondering how to distill the process of investing in your growth mindset down to its most essential basics, follow this four-step process. Remember that the first, most important step in cultivating a growth mindset is having true self-awareness. You have to be able to read your own mindset correctly, in other words, in order to be able to change it. This means that you need to be able to identify the specific situations which trigger a fixed mindset for you—and you need to be able to objectively notice and observe when you're falling into regressive patterns. Only then can you do the same for each of your students.

Note that this implies a rationale for what may seem to be mixed signals or uneven progress as you (or your students) work toward your fixed mindset goals. There are situations for each of us in which it will be easier to think creatively, push ourselves further, see goals with perspective, and grow. There will be different situations which cause us to have a much more difficult time. Again, this is normal—and the simple process of learning which situations we find easy and which we find triggering can provide us with a lot of information.

Here's the simple four-step process which will help you learn how to start listening to your mindset so that you're able to change it:

1. Learn to hear what your innate fixed mindset mentality is saying. When you're approaching a new set of challenges or stressful circumstances, listen to what your brain naturally reverts to saying. For example, a little voice in the back of your head may say something like 'are you sure you can handle this?' or 'What if this goes terribly?' Sometimes this inner voice is smug, saying things like 'Well, obviously, that was going to be bad.' Other times, particularly when you're on the receiving end of constructive criticism, this inner voice can turn defensive. You may find yourself thinking things like 'it's not my fault, and 'who are they to criticize me?' These voices and objections are sometimes termed the 'inner saboteur' by productivity and life coaches. Not coincidentally, these represent your fixed mindset. This can seem stressful and unhelpful, but identifying this voice is a powerful first step. Once you know that those thoughts are your fixed mindset speaking you can listen for it, and decide whether you're going to listen.
2. The second step is relatively simple, once you can hear that inner saboteur's statements. Your fixed mindset will attempt to position these statements as fixed

truths, and therefore immutable and unchangeable. Your task is to realize that this is not the case. Your task is to recognize that the choice is yours. When these unhelpful voices present smug critiques, you can choose to interpret them as a sign that it's time to challenge yourself, invest in more effort, change your strategy, and develop toward being a better version of yourself. In a moment where you could be focused on being hurt, judgmental, angry, or frustrated, you need to decide instead to focus on growing.

3. After you've made the choice to move forward, past stasis, you need to be aware that your fixed mindset is not going to give up the fight that easily. Once you've decided to grow through your challenges instead of dismissing them outright, your fixed mindset is going to say, 'But—are you sure? That sounds hard. You don't have the talent to do that. You're likely going to fail, and that's going to hurt.' When your fixed mindset says this, you need to have the self-confidence to say internally 'perhaps it will take effort, but I think I can do that.' With enough rebuttals, eventually, the fixed mindset will begin to die down. Some people find it helpful to physically write this dialogue out in notebooks, so they can flag out the unhelpful things their minds are telling them, and underline or otherwise emphasize the parts of their mental conversation that are pointed towards growth.
4. Finally, you'll be prepared to take a growth mindset action instead of one usually paired with a fixed mindset. Where your fixed mindset might have had you ignore criticism, fume about it angrily, or retaliate, your growth mindset will have you calm down, think critically about how to improve past the criticism—however much the critique was objectively deserved or undeserved—and find a way to become better at your craft. You might find a new way to challenge yourself, improve your teaching strategies, or otherwise adjust your actions to make yourself grow a bit more.

When you find yourself needing to troubleshoot your growth mindset oriented learning strategy, whether it for yourself, one student, or your entire classroom, it's definitely well worth slowly going through the above rubric to make sure that you're getting every facet of a growth mindset completely correct. Instilling a growth mindset in yourself or others takes a lot of work, and it's easy to get confused and think you have a growth mindset when you really don't.

To guide you or your students through the depth of this process, consider posting, asking yourself or others, or discussing these questions whenever you need to dig a little deeper:

- Is there more that I can learn from this experience?
- Are there steps that I can take to help me get to success?
- What, exactly, is the outcome that I want to see from this activity or experience?
- What more information can I gather from this experience? Are there other places I need to look for information?
- If I'm not getting constructive feedback now, where can I get it?
- If I wanted to be really good at a specific thing, what steps would that plan have on it?
- When can I accomplish those steps?
- Where will I need to be in order to do so?
- How can I make sure this happens?
- What are some specific things that I learned today?
- Did I make any mistakes today? What did I learn from them?
- Is there anything about my current strategies that aren't working? If not, what do I need to do to change that?
- What did I spend the most effort on today?
- What habits would help me get where I need to be?

As you can see from the tenor of these questions, keeping your mind on the specifics of the processes, their realistic contributions to your goals, and what you've learned from any challenging experiences are all key facets of having a healthy growth mindset.

Keep in mind as well that you can have a growth mindset for some things—and not, for others. Nurturing a growth mindset will be a lifelong project. Fortunately, it's one that will get easier and more productive with time.

Prioritizing Differentiated Instruction Tactics to Help Your Students Grow

One of the main ways you can help your students instill a growth mindset within themselves is to keep your instructional strategies varied. This will help your students realize that there are many different ways to learn a concept. It can also help your students find a mode of education that works best for them. This type of self-knowledge

is essential for figuring out how best to overcome challenges and learn from the process of learning itself!

However, it can be difficult to find many different ways to educate your students. The benefits are manifold, but it does take extra effort—both in research and execution. In order to facilitate your varied, differentiated instruction technique, in order to help you help your students grow, we've compiled a list of time-tested and unique educational structures you can use in your classroom. Try them to see what works for you and your students!

- **Learning Stations:** You can set up your classroom to naturally provide several different ways to help your students learn information during an in-classroom learning session. Create divided sections of your classroom, populate each section with an activity or assignment which tackles your topic from a different angle, and have your students rotate through the stations. This can be done by having your students rotate several times in one class period, or just by using a flexible seating plan for more steady, controlled rotation. In each station, you could have students complete a different learning activity, including simply watching a video, creating artwork, completing puzzles, reading, or watching you teach. With learning stations, the emphasis does not need to be on individual creativity or excitement of each station.
- **Task Cards:** Another way to allow your students to experience a diverse range of educational content can be through the use of task cards. You'll need to create a set of flashcards, each of which has a question or a task that would normally be found on a worksheet. If you have the time and resources to do so, laminating the cards is a nice touch. Then, hand out the flashcards and have your students work through the question or task. Once completed, the students should swap cards for the duration of the classroom experience.
- **Conduct Interviews:** If you're looking for a way to get to know your students better, foster a sense of community within your classroom, and help your students become more comfortable with presentation and public speaking, a great way to do so is through semi-regular student interviews. At the end of a class period, have one student come up to the front of the room. Ask him/her what he/she enjoyed and disliked about that class period, what he/she learned, what was helpful, and how he/she plans to practice or study to learn a new skill. This helps the entire class see that there are different ways for students to learn, and it can make your entire classroom feel more open and honest. You'll have to make it clear that your students are allowed to say what they want to say, as long as they say it in a respectful manner (regarding,

for example, any dissatisfaction they have with their learning experience). If it feels too invasive or difficult to do this in public, you can also make a practice of simply pulling students aside during group activities to obtain this information.

- **Find ways to target different senses:** In order to appeal to a wide range of students with differing preferences for learning new information, try to find ways to resonate with as many different senses as you can during each lesson. This could involve researching ways to play videos, provide audiobooks, and use infographics when you're presenting new information or assigning homework to your students. You can also utilize more interactive methods of getting your students involved in a classroom experience, such as inviting your students to act out a scene from a book or from history or asking them to illustrate concepts artistically. Finally, there are some ways you can simply make your teaching style more effective and inclusive by providing written and spoken directions for tasks, passing around physical examples of academic concepts whenever possible, and asking questions from your students while teaching.
- **Share your own weaknesses and strengths with the class.** Think back to when you were a student: Didn't the teachers seem like faultless beings? Adults who had their lives together? Immutable forces of nature? Even if you didn't have great teachers, you probably weren't aware of any who shared their own growth processes with you when you were a student. This kind of transparency and honesty on your part can be incredibly powerful. If you share your own growing process with your students, it will provide another example to them that not everyone grows, learns, or processes information in the same way. Share the way that you review and study lessons. Tell students how you stay focused, what distracts you, and how you've worked to overcome the challenges in your own path.
- **Think-Pair-Share:** To help your students get used to learning, processing, and presenting information in different dynamic ways on a rather quick timeline, use this strategy. It's easy to implement, monitor, and support. When you present your students with a new technique, a reading assignment, or another piece of information, ask that they take a moment on their own to think about what they've just learned. Then, pair the students up, and ask them to discuss what they've learned with their peers. Help them to be receptive to ideas other than their own, and, perhaps, provide them with discussion questions on a board at the front of the class. Finally, you can take the time to open the discussion up to the floor. Ask each pair of students to share what they took from the assignment. This will allow students with

many different learning modalities opportunities to learn as they learn best. It will also show your students that different people will take different types of information away from the same initial source.

- **Consider Literature Circles:** If you're looking for ways to get auditory and participatory kinds of learners more involved in active learning, consider starting or promoting a book club, or a group that explores recent news and innovations in your field. This can help your students see the real-world applications of your subject, which will help them feel more incentivized to do the work to learn it—a central tenet of a growth mindset.
- **Offer different types of studying opportunities during free time.** Instead of asking your students all to read quietly when it makes sense to do so, appeal to many different types of mindsets and learning modalities by allowing your students to process information as it best suits them. This can involve setting up stations again, at which you can have your students play challenging, skill-teaching group games. You could have some students working in groups and taking notes together, allow other students to listen to audiobooks or recorded notes, and still, others to sit quietly and read if that's what they prefer. Taking away the onus of expectations regarding their time will allow your students to choose the manner in which they want to learn.
- **Assign projects to your students which naturally have open ends.** Instead of giving your students a definite assignment, it can occasionally be fun—and illuminating—to allow your students the chance to work on one of their own choices instead. Either give them an open-ended prompt or a list of projects to choose from. Define the expectations for your students—they must learn something specific, use a specific resource, adhere to a specific timeline, etc—in order to challenge them and to teach your students that outcome does matter. However, by letting them do it their own way, you can teach your students that they can achieve their goals by working and learning at their own pace. Challenge them to demonstrate the knowledge they've learned as effectively as they can, but allow them to do so in their own ways. Completing their own projects as well as experiencing the different successes of others will be very telling for your students.

These differentiated learning strategies can take time to implement, but it will be well worth it—for you and your students. See if you can challenge yourself to make classroom time more varied and interactive for your students, and see just how much more rewarding classroom time is as a result.

Helping Your Students Focus So They Can Grow

We have presented here many different options for helping your entire classroom incorporate a growth mindset. This might require some initiative for you to find many different ways to teach several children at the same time but should result in a more engaging classroom experience for everyone involved.

However, sometimes that's not enough. Sometimes, you may need to have the tools to help students who have had a rough educational past, or who don't fit in well with their peers. Other times, you'll need to be able to help students who are just having a hard time keeping up. There may also be occasions when your entire class—a class which is usually very well-oriented to diverse learning experiences—will need extra attention in order to get the most out of their learning experiences.

It might help to have several strategies on hand aimed toward helping your students become more mindful as they prepare to focus on your assignments. In this next section, we'll go over the various ways you can help either individual students or your entire class calm down and focus, which may help them become more receptive to doing the work for a growth mindset.

1. Start your classes with a moment of mindfulness. If you think about it, the transition between classes can be highly exciting and disruptive. Your students have spent previous class periods learning other subjects; in between classes, they took the opportunity to socialize with their friends or sprint across campus. By the time they settle down into chairs in your room, their brains are a jumble of activity. If you jump straight into your material, your students might have a hard time re-orienting themselves to be receptive to learning your subject. Instead, offer them the chance to re-set their minds, and prepare to work on your subject.

This does not have to be a long process. After everyone is in your room, take a moment and have everyone sit upright, with their feet flat on the floor. Have them rest their hands on their legs. If they are comfortable with doing so, have them close their eyes. Then, ask them to focus on their breath. If you feel like asking them to deepen their breaths, that might be nice—but the focus should be enough. After less than a minute of that, ask them to open their eyes, then begin the lesson.

2. Incorporate movement into your lessons. Whether you put together stations, ask children to act out scenes or concepts, or simply have moving objects or learning tools which your students can physically interact with, and try to prioritize action over stasis. Movement can help stimulate specific networks in your students' brains, it can

increase blood flow, and it can alleviate boredom or frustration by varying your student's educational experience over the course of the day.

Emphasizing movement in your student's educational experience can also help even the playing field for students who have a hard time sitting put for the duration of a typical study period. Finally, it can make the study period go by faster by offering a more engaging learning experience for all involved.

3. Welcome your students to take sensory breaks. When was the last time you stared at a book or a PowerPoint presentation for 45 minutes without a break? After a while, the words start to blur together, and your mind travels elsewhere of its own accord. Allowing your students to take a sensory break—to move, to use their fingers, to color, to listen to music, to wash their hands—for a brief moment in the middle of your class can allow them to come back to their work refreshed and ready to begin.

This can be a vital tool for teaching your students to appreciate a growth mindset. Instead of getting bored and giving in easily when the going gets tough, your students will learn through experience that with a short rest, they can come back to their projects with a new outlook and much more energy. It can be just this dose of extra perseverance which can allow your students to push through to complete their projects and feel successful in their accomplishments!

Each of these practices should make it easier for your students to focus on the lesson at hand, which will make their academics much more navigable. However, the benefits of these procedures go deeper than that. Helping your students learn how to focus will give them the tools they need to become calm and prioritize what's important—and what's right in front of them.

If you have one specific student—or a smaller group of students—who require individualized help, that makes sense. Go slowly, listen to them, and be understanding. Inviting your students to ponder the questions we presented above and discuss them with friends, parents, teachers, or even themselves in the form of journaling will likely help.

Summary and Conclusion

In this course, we went over the benefits of a growth mindset, especially when implemented in your classroom. A growth mindset is one that sees itself as plastic; as one that is able to change in response to obstacles, stress, or other challenges. Having

this mindset will allow your students not only to achieve success but to continually reframe what success means to them. It will also allow them to enjoy learning with considerably less pressure than is often possible with a fixed-mindset learning rubric, which balks at the idea of challenges or constructive feedback.

Helping your students cultivate a growth mindset can be difficult. Doing so may require you to brainstorm completely different teaching techniques, investing considerable amounts of time into listening to your student's feedback, and patiently guiding students through confusion and frustration. However, the benefits will be far worth it. Case studies show that when students are able to implement a growth mindset within themselves, they are far better equipped to be happy throughout their studies, work harder for longer, and ultimately achieve the success for which they've worked so hard. A growth mindset is a fundamental way to change someone's life for the better: and your efforts to help your students cultivate their own growth mindset mentalities will certainly reap endless rewards in time.

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