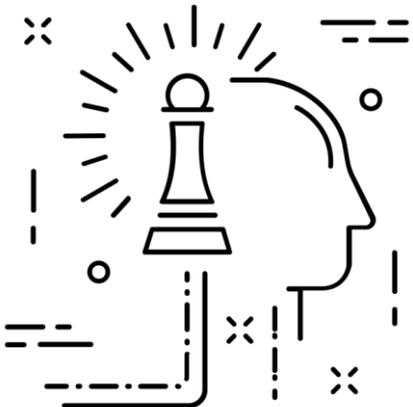


Growth Mindset in TAing: Developing a Pathway

CTLT TA Institute, January 17, 2018

Matt Coles and Jens Vent-Schmidt



Created by Creative Stall
from Noun Project

Calvin and Hobbes © Watterson. Universal Press Syndicate

Cartoon on learning

By the end of this session, you will be able to

Describe how growth vs fixed mindsets impact student learning.

Apply growth-mindset tactics in giving and receiving feedback to your students.

Start including mindsets in your own reflective practice and professional development.

Reflection

On a piece of paper:

- Consider one hobby where you experienced growth
- Consider your learning in your discipline

| Hobby | Academic discipline |
|-------|---------------------|
| | |

<http://www.nigelholmes.com/gallery/>

Mindset cartoon

Growth vs Fixed Mindsets in the Classroom

Graphs from:

Blackwell, Trzesniewski & Dweck (2007) *Child Development*

Mueller & Dweck (1998) *J Pers Soc Psychol*.

GM vs Multiple Intelligence/Learning Styles

Multiple Intelligence:

- Verbal
- Logical
- Interpersonal
- Etc.

Learning Styles:

- Auditory
- Visual
- Kinesthetic

GM vs Multiple Intelligence/Learning Styles

In [Aronson, Fried, Good, 2002] studied three groups of students:

1. Growth mindset training with reflection
2. Fixed mindset training (multiple intelligence) with reflection
3. No intervention

Students in the growth mindset group reported enjoying and valuing academics more and received higher grades in the next term.

A student says...

1. There must be something wrong with my grade because I'm a brilliant writer and always get an A on essays.
2. I can't draw.
3. I don't need to study because I'm good at biology
4. No matter how hard I work, I'll never be good at physics

A teacher says...

1. It's ok. Not everyone can be good at math.
2. This exam will really test your analytical ability.
3. You'll do fine on the test, you're really smart.
4. You just have to find what you're good at and stick with it.
5. Nobody is good at everything, but everybody is good at something.

GM vs Multiple Intelligence/Learning Styles

The [Aronson, Fried, Good, 2002] paper is titled:

- Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence

Stereotype threat is a situational predicament in which people are or feel themselves to be at risk of conforming to stereotypes about their social group.

Importantly, the individual does not need to subscribe to the stereotype for it to be activated.