

Mindsets: An Introduction

Flora Kommune 150th Anniversary
Conference

'Growth Education Across a Whole Community'

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Aim

To introduce and explore the implications of Prof Carol Dweck's internationally-recognised work on *Mindsets*

Lee was considered a musical prodigy, and an enormously talented violinist. He took his Grade 8 examinations aged ten, and fully expected to receive his usual distinction. On this occasion, he made a number of small errors and missed a distinction by some distance. He was devastated.

What would you do?

1. Tell him you thought he was still exceptional.
2. Tell him he didn't deserve a distinction.
3. Reassure him that music isn't a matter of life or death.
4. Tell him that with his talent, a glittering musical future was assured, despite the hiccup.
5. Tell him he was robbed of a distinction that was rightfully his.

Reflect on a goal or ambition you have achieved. *How* have you achieved it?

Overwhelmingly popular explanations	Occasional explanations	Vanishingly rare explanations
<p> Effort - Support from others - Perseverance - Determination - Risk-taking - Having a go - Patience - Coping with obstacles - Practice - Planning - Persistence - Making a strategy - Encouragement - Self-belief - Positive self-talk - Trying a different approach - Thinking about times I've achieved difficult things before - Advice - Bouncebackability - Interest in it - Imagining myself doing it - Working to repay others' faith in me - Proving others wrong - Constructive feedback - Modifying my goals - Breaking it down into small steps </p>	<p> Luck - Chance - Faith - Realism - Cheating </p>	<p> Natural ability - Intelligence - Aptitude - A gift or talent </p>

4 Myths About Ability, Success, Praise & Confidence: (Carol Dweck: Self Theories)

- **Students with high ability are more likely to love learning**
- **Success in school makes children love learning**
- **Praise, especially intelligence-praise, leads to a love of learning**
- **Confidence in one's intelligence is the key to a love of learning**

Mindset:	Fixed	Growth
Your belief:	Intelligence is a fixed trait	Intelligence is cultivated through learning
Your priority:	Look smart, not thick	Become smarter, through learning
You feel smart:	Achieving easy, low effort successes and outperforming others	Engaging fully with new tasks, exerting effort, stretching and applying skills
You avoid:	Effort, difficulty, setbacks, higher-performing peers	Easy, previously mastered tasks

Fixed mindsets – the longer-term consequences (Dweck, 1999)

- Over-generalising
- Exaggerating failures
- 'Self-dissing'
- Self-worth contingencies
- Demoralisation as a learner
- Underestimating the power of effort

Avoid:

- Setting yourself up as a judge of anyone's intelligence
- Orienting students towards gaining our favourable judgments of their intelligence
- Intelligence and 'goodness' praise ("You're brilliant!", "What a clever girl", "Good boy" ... etc.)

Reinforce:

- The seeking of challenges
- Effort
- Reflections on different strategies
- Skills
- The making of knowledge

A/A* Excellent - extraordinary effort in class and prep, exceeding the requirements

used well-supported and well-organised logical arguments in essay writing
revealed a careful scrutiny of writing; proof-read for errors
shown depth of critical thought and observation through perseverance
observed assignment deadlines, with work submitted often ahead of schedule
revealed strong interest in reading and discussing assigned material
shown consistent striving for improvement

B Good - above-average effort in class and prep

made a thoughtful attempt to use well-organised logical arguments in essay writing
revealed care in writing, that prevents and corrects many errors
revealed critical thought and observation in class and in writing
shown signs of academic progress, meeting assignment deadlines accurately
revealed interest in reading and discussing assigned material
revealed concern for improvement in academic progress

C Average - average effort in class, performing satisfactorily, with some self-direction

used supported and structured arguments in essay writing through careful thought
revealed some attention to writing, that prevents and corrects some errors
revealed some critical thought and observation in class and in writing
exhibited a moderate grasp of readiness in submitting assignment
revealed average interest in intellectual, cultural, and personal growth by reading and discussing
revealed some concern for improvement in academic progress

D Below Average - some effort in class, but not enough to show full interest in the subject

used some structured and supported arguments in essay writing
prevention and correction of errors pretty much left to the teacher
participated in class discussion, but seldom
exhibited some grasp of timeliness in submitting assignments, but often late and incomplete
limited personal growth by reading and discussing assigned material
not shown much initiative and made not much progress

E Unsatisfactory - little or no desire to improve performance

essay writing very sketchy when submitted. Short rather than developed.
Little attempt to prevent and correct errors
poor participation and attentiveness in class
little or no effort to complete assignments
very little personal growth by reading and discussing that can be measured
shown little initiative and progress is uneven and shaky

**KS3 English
Effort Grades**

(Draft stage
only

– adapted by Di
Charteris from
Roger's
University
model)

Recommended Resources

- Dweck, C.; Self Theories
- Dweck, C.; Mindset
- Hattie, J.; Visible Learning
- Hymer, B.; Gifted & Talented Pocketbook
- Simister, C.; How to Teach Thinking & Learning Skills (primary school)
- Watkins, C.; Classrooms as Learning Communities
- Watkins, C, Carnell, E. & Lodge, C.; Effective Learning in Classrooms