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Increasing College Students' Awareness on Mindset Practices while Teaching

Alejandra Sandoval

A Capstone Project for the Bachelor of Arts in Human Development and Family Studies

Increasing College Students' Awareness on Mindset Practices while Teaching

Introduction

Teachers often encourage students to succeed and reward students' accomplishments by offering supportive, esteem-boosting messages. However, teachers may not always be aware of how the messages they send to their students may affect a student's mindset. Research shows that when teachers praise a student for their intelligence rather than for a student's effort, the student will develop a fixed mindset of which the child will believe their basic qualities are fixed traits, later leading to poor academic achievement. To address teachers' awareness on developing mindsets, I created a recorded presentation about fixed and growth mindsets and delivered it to CSUMB service learning students interning at the Central Coast Citizenship Project.

Needs Statement

College students who engage in tutoring as part of service learning experiences may not be aware that their expectations on student learning shapes how students may persist in learning. Prior to entering college, college students may have established a variety of attitudes toward their learning. A few of these attitudes result in getting good grades, meeting the expectations of teachers and parents, and, ultimately, graduating with a degree. Many of these students do not realize that their attitude and beliefs toward their learning, or, in other words, their mindset, impacts their overall academic achievement and self-worth (Wiersema, Licklider, Thompson, Hendrich, Haynes, & Thompson, 2015). The same will be true for those with whom they are tutoring. Similarly, many teachers do not realize how they cultivate the development of a student's mindset (Lischka, Barlow, Willingham, Hartland, & Stephens, 2015). Depending on

how a teacher or parent conceives of a student's success, there are two conceptions a student can have on his or her own intelligence: a fixed mindset, believing intelligence is unchangeable, or a growth mindset, believing intelligence can expand (Blazer, 2011). Some of the risks of developing a fixed mindset include lower academic achievement, low levels of well-being, and instilling a fixed mindset onto others. For college students acting as tutors as part of service learning, when college students are not aware of their own mindset behaviors, they risk reflecting their mindsets behaviors while teaching, thus impacting their students' overall learning and academic achievement as well.

Students with a fixed mindset believe they have a certain amount of intelligence and abilities of which there is not much they can do to change it (Haimovitz & Dweck, 2017). Research has shown that adults who praise students on their accomplishments rather than praising students' efforts impacts students' views on their own academic strengths. Additionally, these negative views on personal academic strengths result in a lack of motivation to learn thus causing academic performance to decline (Jach, Sun, Loton, Chin, & Waters, 2018).

While past research has found that those with a fixed mindset are more likely to perform poorly academically, further research has found students with a fixed mindset as a result are also more likely to experience negative emotions such as anger, anxiety, shame, and hopelessness. These negative emotions have been linked to low levels of life satisfaction and well-being (King, 2017). One study found that using one's strengths was significantly related to subjective well-being, self-esteem, self-efficacy, and life satisfaction in college students. These strengths refer to one's capabilities, characteristics, and processes in thought and behavior (Jach, Sun, Loton, Chin, & Waters, 2018). Students' with a fixed mindset have difficulty moderating their

strengths and as a result show low levels of subjective well-being (Jach, Sun, Loton, Chin, & Waters, 2018).

It has been found that among those students with a decreased sense of self-worth, particularly in academics, school dropout rates were higher compared to students with a growth mindset (Haimovitz & Dweck, 2017). College students who intern at the Central Coast Citizenship Project are working at a non-profit organization that prepares immigrant students to pass their naturalization exam. Research on immigrants show that immigrants are more likely to experience difficulty moderating their strengths and show a decreased sense of self-worth due to the various obstacles they have had to overcome as an immigrant (Ferrari, Rosnati, Canzi, Ballerini, & Ranieri, 2017). College students acting as teachers at the Central Coast Citizenship Project are working with an already vulnerable population, therefore, if college students enter this facility with a pre-existing fixed mindset, then college students acting as teachers are likely to instill fixed mindset traits onto their students.

Similar to a domino effect, students with a fixed mindset are likely to spread fixed mindset qualities onto others. In a series of studies, it was found that college students exposed to a fixed mindset or growth mindset environment were more likely to later see fixed mindset or growth mindset qualities in themselves (Haimovitz & Dweck, 2017). One study found that teachers' mindsets influence his or her perceptions of effective instruction. Of the teachers observed, those with a fixed mindset instilled fixed mindset qualities in their students and those with a growth mindset instilled growth mindset qualities in their students (Lischka, Barlow, Willingham, Hartland, & Stephens, 2015).

Given that students have developed a mindset well before entering college, it is likely that they are unaware of the type of mindset they have established and how that mindset impacts their academic achievement, well-being, and how their mindset behaviors can be reflected in their teaching practices. In order to increase college students' awareness on developing mindsets, I intend to create an online training about fixed and growth mindsets and deliver it to California State University Monterey Bay service learning students interning at the Central Coast Citizenship Project.

Development Application

It is generally accepted by educators that psychological factors influence children's learning (Mills & Mills, 2018). In addition, a growing body of literature supports that children's recognition of their capacity to grow can influence their learning and achievement. Because children spend a majority of their time at school, educators have been shown to have the biggest influence on fostering mindsets, which begins in early childhood (Haimovitz & Dweck, 2017). In early childhood, children are discovering their personal skills and abilities which follows children through adulthood. When teachers encourage children to use their strengths, teachers are fostering a growth mindset in the children. When teachers praise student accomplishments, teachers are likely fostering a fixed mindset in children (Jach, Sun, Loton, Chin, & Waters, 2017). As children grow and enter adulthood, the mindset and traits they have developed in early childhood influence students' academic achievement throughout college. Research shows that many teachers with growth mindsets are not passing their growth mindset practices onto their students while teaching during childhood (Haimovitz & Dweck, 2017). Therefore, many individuals may sustain fixed mindset approaches when working with others. For college

students, service learners who act as tutors may not always realize their own mindset practices while teaching. In an effort to raise awareness about mindset practices while teaching, I am creating a lesson plan to help college students recognize their own mindset practices and understand how certain mindset practices while teaching impacts their students' overall academic achievement.

Consideration of Diversity

My project will be conducted online with California State University Monterey Bay college students engaging in service learning as citizenship test tutors at the Central Coast Citizenship Project. According to the Enrollment Fast Facts Report for Spring 2019 (California State University Monterey Bay), CSUMB consists of 5% African American, 8% Asian American, 42% Latino, 1% Native American, 1% Pacific Islander, 29% White, and 8% two or more races. Additionally, 52% of undergraduate students at CSUMB are First Generation college students, 33% are low-income, and 50% are considered an underrepresented minority group. I expect my participants to be comprised of the low-income group because many of the undergraduate students who decide to intern at the Central Coast Citizenship Project are typically Latinos who come from low-income and/or immigrant backgrounds. Because all communication with the participants will be through email and my lesson plan requires computer access, the participants will need to be computer literate and have access to a computer. My project is aimed towards college students who engage in service learning at the Central Coast Citizenship Project to complete service learning hours towards their majors, thus my project is only applicable towards undergraduate college students in their junior or senior year of college. While my project is aimed towards college students interning at the Central Coast Citizenship Project, other

college students who act as teachers in other institutions can benefit from learning about fixed and growth mindset.

Learning Outcomes

I intend to conduct a short video presentation and send the presentation through email to service learning students at California State University Monterey Bay interning at the Central Coast Citizenship Project.

By the end of the project, students will...

1. Recognize a fixed mindset and a growth mindset
2. Transform fixed mindset phrases into growth mindset phrases to benefit learners
3. Use growth mindset phrases while teaching

Method

My project consisted of a pre-test survey, viewing a narrated presentation, a post-test survey and a follow-up survey. First, I created the pre-test survey using Google Forms. In order to test my first learning outcome, I constructed the pre-test survey to include 12 questions adapted from Dweck's (2006) Test Your Mindset measure. This pre-test survey asks questions that allow one to recognize the type of mindset one currently retains. See Appendix B.

Then, I created a PowerPoint presentation about fixed mindset and growth mindset. Within the presentation, I included information about how fixed and growth mindsets were established, the differences between the two, how people develop these mindsets, examples of fixed and growth mindset phrases, and the importance of instilling a growth mindset to benefit learners. See Appendix A.

I used the computer software, Camtasia, to create a video of my presentation slides. I recorded my voice and my screen as I was speaking of the content displayed on the slides, allowing participants to follow along with me. I constructed a word-for-word script of what I was going to discuss on each slide prior to recording, so the video presentation would be narrated well. Throughout the presentation, I explained to the participants the type of mindset they may currently retain based on the answers they provided on the *Test Your Mindset* survey. See Appendix B for reference. At the end of the voice recorded presentation, students were asked to practice using growth mindset phrases while teaching the citizenship project learners and were told that a follow up survey would be distributed two weeks after having listened to the presentation. At the conclusion of the presentation, participants were asked to complete a post-survey. This survey included questions that test to see what students learned after the presentation. See Appendix C.

I sent my voice recorded presentation to the email accounts of all ten CSUMB students who are engaging in service learning as tutors for Spring 2019 at the Central Coast Citizenship Project in Salinas, California. I introduced myself in the email correspondence and explained the purpose of my project. I asked them to complete three tasks: (1) to complete the pre-survey; (2) to watch the narrated presentation; (3) to complete my second survey (listed in Appendix C). Links to the surveys and presentation were provided in the email correspondence. Two weeks after having sent the students the email, I sent the students another email asking them to complete my follow up survey. I included questions that asked students to tell me specifically how, and how often, they have been using growth mindset phrases with their students while teaching. See Appendix D.

Results

Learning outcome 1 was that participants would recognize a fixed mindset and a growth mindset. I believe this learning outcome was met. Based on the results of my first and second survey (see Table 1 and Figure 1), all of the participants demonstrated having the characteristics of a growth mindset for each of the 12 questions on the pre-test. During the video presentation, I offered explanations for the answers the participants gave on the pre-test survey questions and also explained how certain answers to each of the questions reflected having either a fixed mindset or a growth mindset, thus allowing them to recognize the differences between each mindset. On my post-test survey, participants were able to correctly differentiate between a growth mindset and fixed mindset traits (see Figure 1), demonstrating that learning outcome 1 was met.

Learning outcome 2 was that participants would be able to transform fixed mindset statements into growth mindset statements. After having watched the recorded presentation, participants were instructed to complete a post-test. Based on the results of the post-test (see Figure 1), all five of the participants were able to correctly identify a growth mindset phrase. Four out of five participants were able to correctly transform a fixed mindset statement into a growth mindset statement (see Figure 2), and all five of the participants were able to correctly define what a growth mindset is in their own words (see Figure 3). I believe learning outcome 2 was met. Because all five participants were able to correctly identify the growth mindset phrase as shown in Figure 1, this further confirms that my first learning outcome was met.

Learning outcome 3 was that participants will use growth mindset phrases while teaching. Although 4 out of the 5 participants stated that they did use growth mindset phrases

while teaching, when asked to provide three examples of the growth mindset phrases they used, only three participants were able to provide me with three correct growth mindset phrases, one participant, although correct in their answer, only provided me with two correct growth mindset phrases when I asked for three, and one of the participants wrote that they did not use growth mindset statements. Additionally, the responses received by one of the participants on the post-test survey did not connect to the participants' teaching experiences at the Central Coast Citizenship Project specifically (see Figure 5). Because only three out five participants provided me with three correct growth mindset phrases while teaching, and because I wanted the participants to use growth mindset phrases while teaching citizenship learners in particular, I concluded that learning outcome 3 was partially met.

Discussion

I believe this project was successful. Participants were able to recognize a fixed mindset and a growth mindset. Participants were also able to transform fixed mindset phrases into growth mindset phrases. I think the project helped the participants discover their own mindsets and taught participants how to identify both fixed mindset and growth mindset characteristics in others. I also think participants were able to practice using growth mindset phrases while teaching. Although, not everyone was able to practice growth mindset phrases as well as I hoped, I believe, with further practice, participants will be able to master this concept. Because college students may not be aware that their expectations on student learning shapes how students may persist in learning, I believe my project helped participants to see the importance of how mindset practices can impact student learning and make them more effective tutors in the future.

In terms of diversity, my project only applies to college students who act as student teachers and, specifically, at the Central Coast Citizenship Project. Participants may believe that growth mindset practices are only beneficial when teaching or when learning in a school setting. However, growth mindset practices can be applied to everyday tasks outside of school type settings such as at work when training new employees or at home when assisting children with homework. Because all communication with the participants was done through email and my lesson plan requires computer access, I assumed all of the participants had access to a computer and could navigate through the video presentation, but it could be that some of the participants did not have access to a computer and/or were not computer literate resulting in a lack of participation.

If I had to do this over again, I wish I would have conducted my project in a classroom setting rather than online. Communicating with participants via email was extremely difficult and caused me to experience several setbacks when it came to executing my project. In total, there were 10 CSUMB students interning at the Central Coast Citizenship Project. Out of those 10 students, I was given the incorrect email address for one of them, and I only heard back from 5 students. Due to the lack of participation, I think it would have been beneficial for me to provide some sort of incentive to increase student participation. If I would have conducted my project in a classroom setting, I think students would have been more engaged, and I would have been able to answer any questions the participants may have had. Overall, I think the participants learned about the topic and are walking away with useful knowledge they can apply to their everyday lives.

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Table 1

Percentage of Responses to Pre-Test Survey Questions

Question 1

Strongly Disagree	20%
Disagree	80%
Agree	0%
Strongly Agree	0%

Question 2

Strongly Disagree	0%
Disagree	0%
Agree	80%
Strongly Agree	20%

Question 3

Strongly Disagree	0%
Disagree	0%
Agree	100%
Strongly Agree	0%

Question 4

Strongly Disagree	0%
Disagree	100%
Agree	0%
Strongly Agree	0%

Question 5

Strongly Disagree	0%
Disagree	0%
Agree	100%
Strongly Agree	0%

Question 6

Strongly Disagree	20%
Disagree	80%
Agree	0%
Strongly Agree	0%

Question 7

Strongly Disagree	40%
Disagree	60%
Agree	0%
Strongly Agree	0%

Question 8

Strongly Disagree	0%
Disagree	20%
Agree	80%
Strongly Agree	0%

Question 9

Strongly Disagree	0%
Disagree	0%
Agree	80%
Strongly Agree	20%

Question 10

Strongly Disagree	0%
Disagree	0%
Agree	100%
Strongly Agree	0%

Question 11

Strongly Disagree	0%
Disagree	100%
Agree	0%
Strongly Agree	0%

Question 12

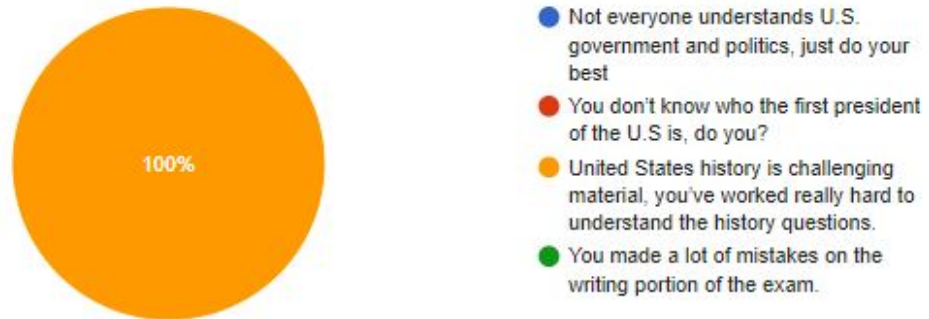
Strongly Disagree	20%
Disagree	80%
Agree	0%
Strongly Agree	0%

Figure 1

Responses to Post-Test Survey Questions

Which of the following is a Growth Mindset phrase?

6 responses



Correct Answer: United States history is challenging material. You've worked really had to understand the history questions.

Figure 2

Responses to Post-Test Survey Questions

2. Here is a fixed mindset statement: "You got all the 100 U.S. History questions right, you are so smart!" How can you turn this into a growth mindset statement?

6 responses

I studied hard to receive a good grade in US History.

You studied a lot and worked really hard in class to answer all of the 100 US history questions correct.

You got all the 100 U.S. History questions right, you worked really hard!

United States history is challenging material, you've worked really hard to understand the history questions.

You got all the 100 US History question right! You clearly studied hard to learn the subject because that test was very challenging.

Figure 3

Responses to Post-Test Survey Questions

3. In your own words, what is a growth mindset?

6 responses

Being positive, having dedication and working hard to achieve and be successful

A growth mindset is a mindset where people believe that mindset can always be grown and learned if effort is put into it.

Growth mindset in my mind means that you are encouraging people to try and not shutting them down. If they do not get an answer right you make sure to encourage them to try harder.

A positive attitude about ones abilities can be improved through dedication and hard work.

People who have a growth mindset believe that making time and effort can increase their learning intelligence

Figure 4

Responses to 2-Week Follow Up Post-Test

How often did you use Growth Mindset statements with your students?

5 responses

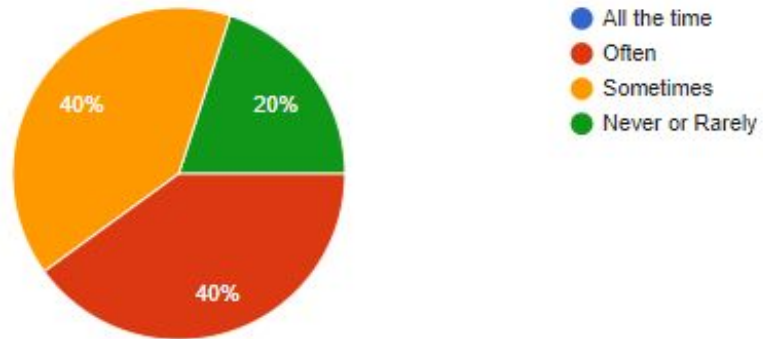


Figure 5

Responses to 2-Week Follow Up Post-Test

Please provide 3 Growth Mindset statements you used with your students.

5 responses

It can be a difficult task, you will do great.
This was a challenging test, you did the best you could.
It can be a challenge, don't give up.

Reflecting back, I don't think I used very much growth mindset statements. I will have to use them more with the students I work with.

You got an A on your examine, you must of study very hard.
Great job at hitting your goal this week, you have great sense of work ethic
You finished your project in time, you must be good at time management

You did really well in this exam, I can tell you worked hard in preparation for it.
This topic is difficult it will require effort and time.
Mistakes help you learn!

1. Don't worry this is a difficult topic, but once repeating the information over and over again. It will make more sense. 2. Congratulations on passing, all your extra time of studying really paid off ! I knew you could do it !

Appendix A

PowerPoint on Fixed and Growth Mindset

Fixed vs Growth Mindset

Sending the Right Message

Alejandra Sandoval

Mindsets



- Coined by researcher and professor Carol Dweck
- Mindsets describe what we believe about our own talents and abilities
- 2 types of mindsets: Fixed mindset and growth mindset

Fixed Mindset

- People believe their qualities are fixed traits that can't be changed
- Believe talent alone leads to success and effort is not required
- When intelligence and talents are praised, it boosts confidence only for the *moment*

FIXED MINDSET



Growth Mindset

- People believe that their learning and intelligence can grow with time, effort, learning, and persistence
- People realize their effort has an effect on their success, so they put in extra time, leading to higher achievement
- Praising process and growth – what students accomplish through practice, study, persistence, and good strategies



Mixed Messages

- Teachers want to help students be successful – helpful judgments, motivating techniques, and lessons can often times send the wrong message
- Example message about success:
“You learned that so quickly! You’re so smart!”
- Message that students hear
“If I don’t learn something quickly, I’m not smart.”



Instilling Growth Mindset

Change the way you phrase things:

Fixed Mindset Phrase: Good job! You must be smart at this!

Growth Mindset Phrase: Good job! You must have tried hard.

Instilling Growth Mindset

Change the way you phrase things:

Fixed Mindset Phrase: You don't know what the Constitution is, do you?

Growth Mindset Phrase: United States History and Politics can be difficult, but little by little you'll understand it.

Test Your Knowledge!



- Please click the following [link](https://goo.gl/forms/lmrjW01uW1RI2BnB3) to complete a brief survey. Thank you for your participation!

<https://goo.gl/forms/lmrjW01uW1RI2BnB3>

Appendix B

“Test Your Mindset” Pre-Test Survey Questions prior to viewing presentation

Please indicate your level of agreement with the following statements. All responses are confidential

1. Your intelligence is something very basic about you that you can't change very much.
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
2. No matter how much intelligence you have you can always change it quite a bit.
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
3. You can always substantially change how intelligent you are.
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
4. You are a certain kind of person and there is not much that can be done to really change that.
 - Strongly disagree
 - Disagree

- Agree
 - Strongly Agree
5. You can always basic things about the kind of person you are.
- Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
6. You can learn new things, but you can't really change how intelligent you are.
- Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
7. Only a few people will be truly good at sports. You have to be "born with it".
- Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
8. An important reason why I do my school work is that I like to learn new things.
- Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree

9. The harder you work at something, the better you will be at it.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

10. No matter what kind of person you are, you can always change substantially.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

11. Trying new things is stressful for me and I avoid it.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

12. Truly smart people do not need to try hard.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

Appendix C

“See what you Learned!” Post-Test Survey Questions at end of presentation

Please answer the following questions to test your knowledge. Your effort is much appreciated!

1. Which of the following is a Growth Mindset phrase?
 - Not everyone understand U.S. Government and Politics, just do your best.
 - You don't know who the first president of the U.S. is, do you?
 - United States History is challenging material, you've worked really hard to understand the history questions.
 - You made a lot of mistakes on the writing portion of the exam.

2. Here is a fixed mindset statement:

You got all the 100 U.S. History questions right, you are so smart!”

How can you turn this into a growth mindset statement?

3. In your own words, what is a growth mindset?

Appendix D

Two-week Post Follow-Up Survey Questions

1. How often did you use Growth Mindset statements with your students?

- All the time
- Often
- Sometimes
- Never or Rarely

2. Please provide 3 growth mindset statements you used with your students.

Appendix E

Capstone PowerPoint Presentation



The Power of Belief

Mindset and Success

Alejandra Sandoval

Fixed Mindset vs. Growth Mindset

- Coined by researcher and professor Carol Dweck from Stanford University
- Fixed mindset – suggest abilities are innate and unchangeable
- Growth mindset – view things as something you can improve with practice



Why We Need to Learn about Mindset

- Attitude and beliefs toward learning impacts overall academic achievement and self-worth
- College students who engage in tutoring as part of service learning experiences may not be aware that their expectations on student learning shapes how students may persist in learning
- No current evidence to support growth mindset and retention in adults

Student Sample

- 10 CSUMB college students tutoring at the **Central Coast Citizenship Project**
- Non-profit organization prepares permanent residents for naturalization exam
- Immigrants enter classes with their own fixed mindsets



Development Application

- Development of mindset
- Most research is on school age children, which is the developmental period when mindsets begin to form
- Research shows that mindsets are developed based on how teachers, parents, and/or mentors phrase their words of encouragement
- There are hidden messages in the way people phrase things

Method

- Voice recorded presentation on Fixed and Growth Mindset
- Presentation included links to pre and post tests regarding mindset
- Recorded presentation was sent to CSUMB students' school email accounts



Learning Outcomes

By the end of my project, participants will...

- Recognize a fixed mindset and a growth mindset
- Transform fixed mindset phrases into growth mindset phrases to benefit learners
- Use growth mindset phrases while teaching

Testing Learning Outcomes

- L.O. 1- Recognize a fixed mindset and a growth mindset
- Pre-test was given at the beginning of the presentation
- Pre-test was adapted from Carol Dweck's 2006 "Test Your Mindset" online quiz
- Explanations of their personal mindsets were given in the presentation once pre-test was completed

Test Your Mindset

Please indicate your level of agreement with the following statements. All responses are confidential.

* Required

Your intelligence is something very basic about you that you can't change very much. *

- Strongly disagree
- Disagree
- Agree
- Strongly agree

No matter how much intelligence you have, you can always change it quite a bit. *

- Strongly disagree
- Disagree

Testing Learning Outcomes

- L.O. 2- Transform Fixed Mindset Phrases into Growth Mindset Phrases
- Post-test was given at the end of the recorded presentation
- Also tests first learning outcome

Which of the following is a Growth Mindset phrase? *

- Not everyone understands U.S. government and politics, just do your best.
- You don't know who the first president of the U.S is, do you?
- United States history is challenging material, you've worked really hard to understand the history questions.
- You made a lot of mistakes on the writing portion of the exam.

2. Here is a fixed mindset statement: "You got all the 100 U.S. History questions right, you are so smart!" How can you turn this into a growth mindset statement? *

Your answer

3. In your own words, what is a growth mindset?

Your answer

Testing Learning Outcome

- L.O. 3- Use Growth Mindset phrases while teaching
- Follow up post-test was sent 2 weeks after students viewed recorded presentation

Survey

Please answer the following questions.

* Required

How often did you use Growth Mindset statements with your students? *

- All the time
- Often
- Sometimes
- Never or Rarely

Please provide 3 Growth Mindset statements you used with your students. *

Your answer

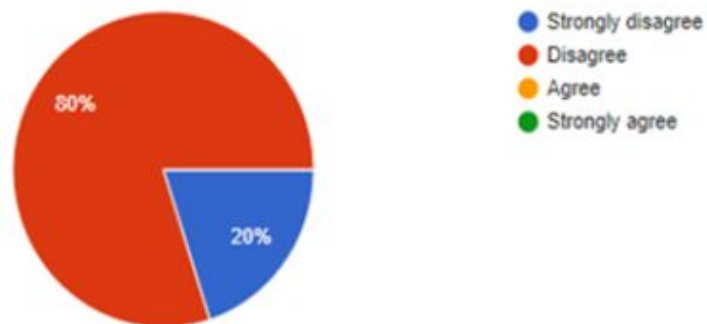
Analyzing Results

- Recorded presentation was sent to 10 CSUMB students interning at the Central Coast Citizenship Project
- Supervisor provided incorrect email for 1 of the 10 students
- Only 5 students responded to the pre and post tests

Pre-Test: Test Your Mindset

Your intelligence is something very basic about you that you can't change very much.

5 responses



Post-Test: See What You Learned

Which of the following is a Growth Mindset phrase?

6 responses



- Not everyone understands U.S. government and politics, just do your best
- You don't know who the first president of the U.S is, do you?
- United States history is challenging material, you've worked really hard to understand the history questions.
- You made a lot of mistakes on the writing portion of the exam.

2. Here is a fixed mindset statement: "You got all the 100 U.S. History questions right, you are so smart!" How can you turn this into a growth mindset statement?

6 responses

I studied hard to receive a good grade in US History.

You studied a lot and worked really hard in class to answer all of the 100 US history questions correct.

You got all the 100 U.S. History questions right, you worked really hard!

United States history is challenging material, you've worked really hard to understand the history questions.

You got all the 100 US History question right! You clearly studied hard to learn the subject because that test was very challenging.

3. In your own words, what is a growth mindset?

6 responses

Being positive, having dedication and working hard to achieve and be successful

A growth mindset is a mindset where people believe that mindset can always be grown and learned if effort is put into it.

Growth mindset in my mind means that you are encouraging people to try and not shutting them down. If they do not get an answer right you make sure to encourage them to try harder.

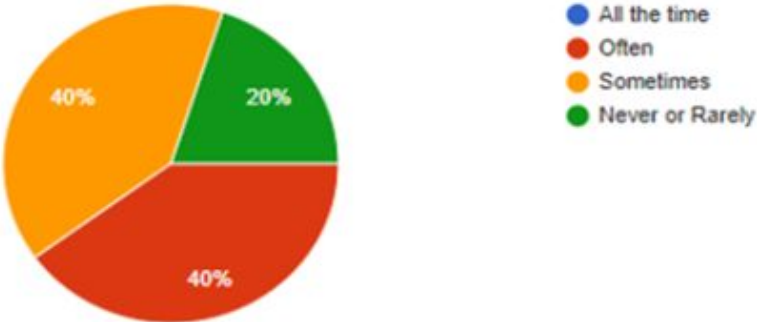
A positive attitude about ones abilities can be improved through dedication and hard work.

People who have a growth mindset believe that making time and effort can increase their learning intelligence

Post-Test: 2 Week Follow Up

How often did you use Growth Mindset statements with your students?

5 responses



Please provide 3 Growth Mindset statements you used with your students.

5 responses

It can be a difficult task, you will do great.
This was a challenging test, you did the best you could.
It can be a challenge, don't give up.

Reflecting back, I don't think I used very much growth mindset statements. I will have to use them more with the students I work with.

You got an A on your exam, you must have studied very hard.
Great job at hitting your goal this week, you have a great sense of work ethic.
You finished your project on time, you must be good at time management.

You did really well in this exam, I can tell you worked hard in preparation for it.
This topic is difficult, it will require effort and time.
Mistakes help you learn!

1. Don't worry, this is a difficult topic, but once you repeat the information over and over again, it will make more sense. 2. Congratulations on passing, all your extra time of studying really paid off! I knew you could do it!

Discussion

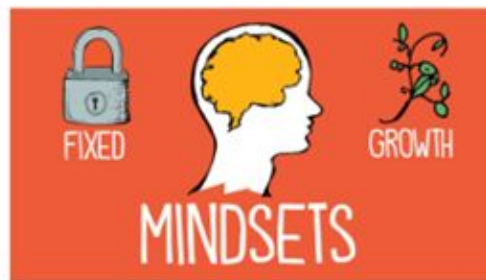
Did it work?

- Overall project was successful
- All learning outcomes were met fully or partially

What would you do differently?

- Conduct a live classroom lecture vs. recorded presentation
- Incentives to increase student participation

Thank you. Questions?



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