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Implementing Growth Mindset In Migrant Students

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Implementing Growth Mindset In Migrant Student

Mayra Gonzalez Lopez

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

Implementing Growth Mindset in Migrant Student

Introduction

Nowadays, migrant students may lack academic motivation due to their fixed mindset. With that fixed mindset, they may think that, because of their migrant status, they cannot cannot achieve and excel like others.They may benefit from increasing their motivation by having a growth mindset . Therefore, I created a three-day lesson on growth mindset for first grade migrant students at Ann Soldo Elementary School in Watsonville, California.

Needs Statement

Having a growth mindset may be useful for migrant students because they may have low academic confidence and uneven academic history by being migratory with their families. Students may increase their motivation by adopting a growth mindset, where they tend to see challenges as opportunities to grow and can understand they can improve by pushing themselves.

Many migrant students may have developed a fixed mindset, where they believe their abilities are stable and cannot be changed. Students with fixed mindsets often ignore constructive feedback and feel threatened by the success of others (Rhew, Piro, Goolkasian, Cosentino 2018). They also may be more likely to back away from challenges and refuse to do new things because they are scared to fail (Ritchhart 2015). Dweck (1999) found that students with a fixed mindset were more likely to fall apart, experience stress, and have difficulty when going to a more demanding environment, such as moving from one grade to another. Migrant students may be afraid of new challenges because of their regular school changes and may be particularly devastated by academic setbacks which can lead them not to try or give up in school.

Students with a fixed mindset tended to believe that failure was not due to their lack of skill or determination, but rather on other people's actions (Rhew, Piro, Goolkasian, Cosentino, 2018). For example, fixed mindset students might blame teachers by saying, "They did not teach us that," or, "That was not in the study guide." Teachers can also have a negative outcome for students, if they do not implement a growth mindset in their classroom. Teacher's mindsets and beliefs are crucial when supporting students to consider their own mindset and to develop their thinking (Seaton, 2018). When teaching and learning are noticeable, and self-knowledge is clear, there is a greater likelihood of students reaching a higher level of achievement. Teachers' beliefs have the greatest influence on student achievement and may be able to exert the most influence (Seaton,2018). The role of the teacher is that if the students take challenges, if the teacher doesn't really challenge they are going to conform with whatever and that means that they will continue with their fixed mindset. Current research attempts to empower teachers to explore growth mindset through evaluating training within a variety of schools. This way students have the opportunity to take on challenges using a growth mindset.

Corradi, Nicolai, and Levrau (2018) showed that some groups of students have a dramatically lower chance of obtaining academic success, which generally indicate that ethnic minority students are less successful compared to their peers who are not from the ethnic minority background. In the US alone, research found that minority students obtain lower grades , the ways that growth mindset mediate the negative effects of minority status on study success and academic outcome (Corradi, Nicolai, Levrau, 2018). According to Ritchhart (2015) mindsets are powerful shapers of experience , but people aren't born with them, meaning that their fixed mindset can change to be a growth mindset. Having a growth mindset view of

comprehension and intelligence can contribute to someone's resilience, persistence, perseverance, and enthusiasm towards learning (Seaton, 2018).

In order to build a growth mindset in a vulnerable population, I intend to provide a three-day lesson about growth mindset for migrant, first graders in Ann Soldo Elementary School in Watsonville, California.

Theory

In my project, I am teaching first grade students at Ann Soldo Elementary School about growth mindset. Jean Piaget, in his theory of cognitive development, explained how a child constructs mental models in the world. During the concrete preoperational stage, kids learn to pretend to play, but they continue to think about the world around them.

Jean Piaget is well known for his interest in wanting to understand how children think. In a study he found that it was common that children who were younger tended to answer qualitatively differently than children who were older. He concluded that this was simply because they thought differently. Piaget's cognitive theory is based on four stages of development. For my project, I am focusing on the concrete operational stage. This stage begins when a child is in elementary school and ends in adolescence. According to this stage of his theory, "intelligence is demonstrated through logical and systematic manipulation of symbols, language use matures, and memory and imagination are developed, but thinking is done in a non logical, nonreversible manner" (Huitt & Hummel, 2003). Students start to think positive or negative about their abilities, negative thinking leads to fixed mindset and positive thinking leads to a growth mindset. Having a growth mindset gives the children the power to change. This connects to Piaget's cognitive development because children are moving out from egocentrism. Their thoughts are not about themselves anymore.

Children are more aware of external events. Students use brain teasers and riddles to foster analytical thinking. They can focus on open-ended questions. This is like in Piaget's cognitive development in the concrete operational stage because their intelligence is demonstrated by logical and systematic manipulations of symbols and their language use matures. Their operational thinking is veloping and their egocentric thought is diminishing.

Consideration of Diversity

According to the California Department of Education, there are 517 students enrolled in Ann Soldo Elementary (CDOE, 2019). About 83.4 % are Latinos, 0.2% African American and American Native, 0.4% Asian, 1.2% Filipino, 13.7 White, and 1.0% were defined as two or more races. I do not expect for first grade students to be any different than other grades, because most of the population is Latino. According to the California Department of Education, first grade there are 53 Spanish Speakers and one Mixteco speaker who are English Language Learners(CDOE,2019).

Some issues of diversity of English Language Learners, a lot of the students are English Learners which means I have to translate some words from English to Spanish. I would expect my participants to be reflective of the overall diversity of the school because there are 95.78% of Spanish Speakers, according to the department of education. Out of the classroom where I will be implementing my project there are 22 children. Out of these 22 children, 19 are considered English language learners. They are mostly coming from migrant families. This information was obtained from the teacher Mrs. Villaron.

Some changes I could implement in the content to address a more diverse audience is to include the non migrant students and also include the English speakers only. I would probably have everything in English, I think that is the only way it would change.   My content could also apply to more

elementary grades and ages because mindset is something that can be progressed and can be developed.

I think my content would change based on their grade level because I would not expect to teach the

same thing to first graders and fifth graders, I would probably use another technique to teach them. I

would not use a book but I would use different ways for them to interact.

Learning Outcomes

At the end of my project, the participants will be able to

1.Indicate two strategies to overcome a challenge.

2.Change three fixed mindset thoughts into growth mindset ones.

3.Indicate an academic goal using a growth mindset.

Method

Day 1

First, I told the students that I was going to talk about growth mindset. I asked them if

they knew what growth mindset was, and how they use it everyday. Next, I introduced a book,

Perfect Ninja (Nhin,Mary, 2019), see appendix A that I read about growth mindset which took

about ten minutes to read. Then after reading the book, I asked them to express things that the

main character in the book did to have a growth mindset. After that, I asked them to tell me what

they learned from the book, and how the main character overcame his challenge. I asked them to

tell me what are two ways or two statements that can be used to overcome a challenge. See Table

1 for the chart of their responses. A lot of them just gave me one statement.

Day 2

The second day, I asked the students to sit down quietly and tell me something briefly

about what growth mindset is. After those five minutes, read the book once again but this time

interpreting it to Spanish. After that I explained a worksheet. See Appendix B for the worksheet.

I gave them an example of how to change a fixed mindset to a growth mindset statement. I said "

I can't do hard work " I turned it into "I cant do hard work YET , but I will learn." After I heard

one student say "the power of yet like in the book". I handed the worksheet out and the students

went to work quietly. As they worked engagingly I went to help around when they raised their

hands. I traduced the statements to Spanish throughout the lesson.

Day 3

As I arrived at the class, I reviewed and read the book one more time. They got in a circle

and said something nice to another person . For five minutes I asked them to tell me what they

are able to do right now. Many raised their hands. I chose three boys and three girls. After those

five minutes ,I gave them a worksheet to fill out with what they can do and something

academically that they will do in the future and that they are trying to learn. In the worksheet

they had to say what they were going to do and also draw themselves doing that thing they said

they were going to accomplish. See Appendix C for the worksheet. At the end of the session, I

gave everyone a sticker that empowered the growth mindset, and students kissed their brains

because they are smart and powerful.

<div align="center">

Results

</div>

Learning outcome 1 was that participants would indicate two strategies to overcome a

challenge. I believe this learning outcome was partially met. From the discussion about growth

mindset, the participants focused on just one thing they did when something was hard for them.

They only gave me one statement. In total, they named 9 different ways to overcome a challenge,

which does not seem to fully represent the 20 participants. However, they did mention different

ways that they can overcome something hard, meeting the outcome. See Table 1 for what they said.

Learning outcome 2 was that participants would change three fixed mindset thoughts into growth mindset ones. The participants seemed to understand how to change fixed mindset statements to growth mindset statements after I read the book "Perfect Ninja". There were only 15 out of the 20 participants correct responses. The other five participants seemed to not pay too much attention, were goofing around, or didn't quite understand because of their language barrier. See Figure 1. I feel like this is evidence that this learning outcome was met because each of the 15 participants were able to put the sentences in the correct section.

Learning outcome 3 was that participants would indicate an academic goal using a growth mindset. First, they had to write something that they could already do, and then write an academic goal.   See Table 2 for their answers . However, the participants had a hard time coming up with an academic goal, so they focused on something they could not do yet. I think this outcome is partially met because even though they did not mention a goal they have academically, they mention something they don't know how to do yet but they will do it in the future. I believe that this is a growth mindset because they did not stick to the foundation of not doing something because it is too hard. See figure 1 for the things they want to do in the future. I believe that this learning outcome was generally met because all the participants could name three negative outcomes to constant technology use.

Discussion

I believe this project was partly successful. The participants were engaged in the topic and learned something. Out of the 22 participants I had about 16 of them were engaged. I also

came to this conclusion because after having various sessions, I noticed that some of them would not give up as easily as they used to. Approximately 20 students asked me if I could let them borrow the book, so I went ahead and made copies for all the students that asked me. Some were drawing their favorite picture from the book or were reading the book. I did not think I could use this for evidence as well, and when I thought about it, it was too late because the school was closed.   The participants are in Piaget's stage of concrete operational thought. I think this project helped them to become more logical and organized in their thinking when most of my participants said phrases like "It is okay to make mistakes", but yet they are still very concrete in their thinking. After viewing all of their responses, I saw that the participants at this point of the development tended to struggle with abstract and hypothetical concepts. Some of their responses were not related to the main goal of implementing a growth mindset in academics but they related it to a game or something else.

In terms of diversity, I think my project could be more inclusive because most of my participants were migrant students. I wish that this could have been with more students because now I realize that everyone needs a growth mindset. It could be that I could have done two different sessions to include everyone. It would have been more inclusive in Spanish and English so that those who are not proficient in English could be included. Also, the sessions could have not been so confusing because I tried to go from one language to the other.

If I could do this all over again, instead of teaching it to the children I would have liked to teach that to parents. I think this would have given me better results because that way a growth mindset could be implemented from home. Teaching both the kids and parents might have a

stronger impact because the implementation of growth mindset could be started from home, this

way children will not easily give up on something that is hard for them.

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Table 1

Results for Learning Outcome 1. Strategies to overcome a challenge

"It is okay to make mistakes." "It is okay if you win or lose" "Try your best" "If you don't know something, don't just give up you keep playing" "You can't win all the time" "Try your best and you will succeed" "Don't get mad when somebody wins" "If you lose don't get upset" "Don't give up" "Work hard" "If you don't do perfect in a game keep trying"

Table 2

Results to Learning Outcome 3 Responses to indicate a growth mindset academic goal

Drive	5
Skateboard	4
Swim	2
Be goalie for soccer	1
Make food	1
Play with friend	1
Sleep yet and eat	1

Figure 1

Results for Learning Outcome #2. Change three fixed mindset statements into growth mindset

ones

Appendix A

Book used for lesson about Growth Mindset.
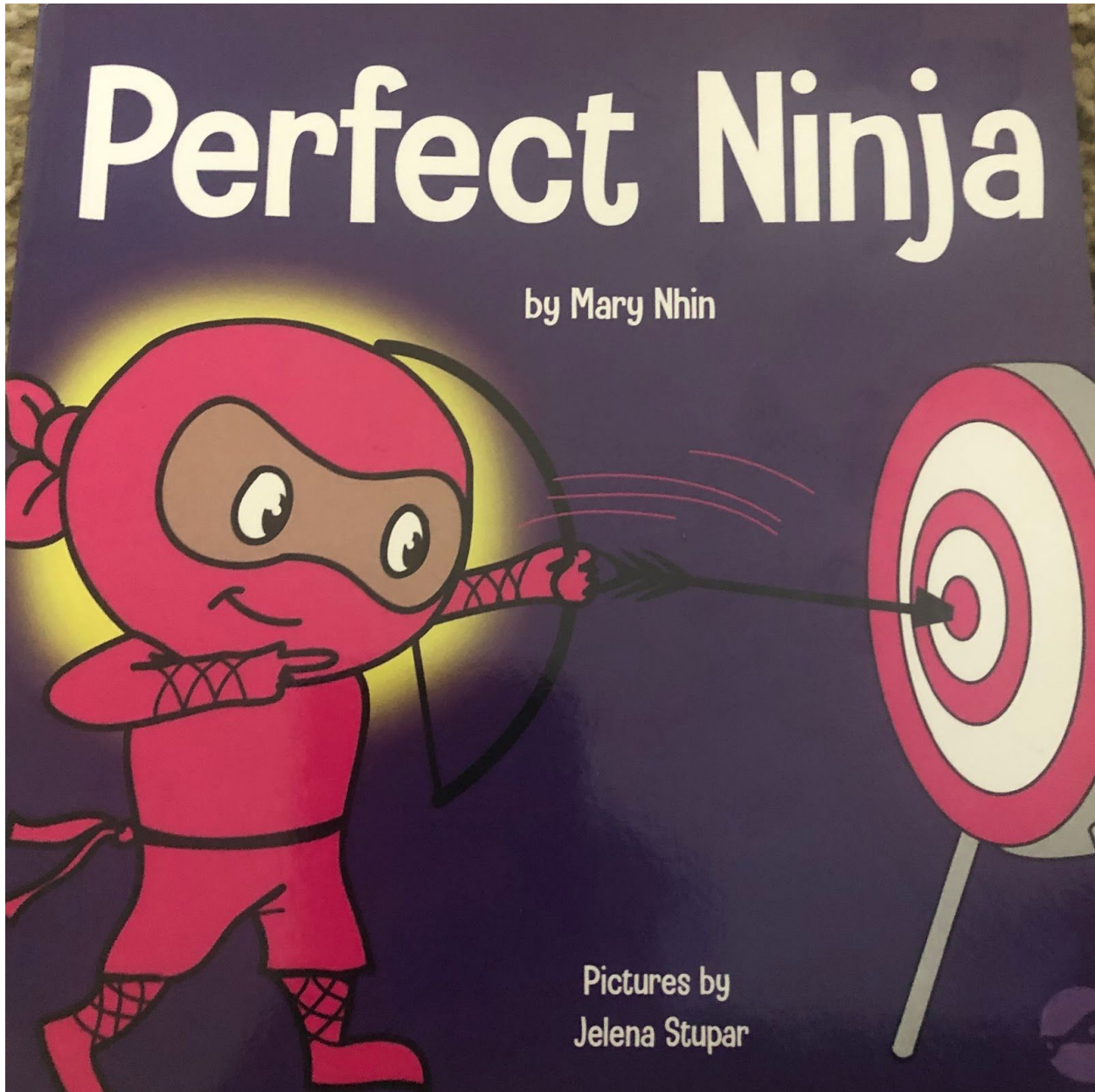
Appendix B

Worksheet for Learning Outcome 2

Name_____

I can grow my brain

What I should not tell my brain	What I should tell my brain

I am not good at this	Math is too hard for me	I can't do hard work
I can improve my math skills	I will keep working hard	I am not good at this YET, but I will learn

Appendix C

Worksheet for Learning Outcome 3

<div align="center">Things I can do</div>

I can do many things, but some things I can not do yet, but I will learn how

I can

_____

_____.

 I can

_____

_____.

I can't

_____

_____

__yet, but I will keep trying and learning until I can.

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Appendix D

Presentation from Capstone Festival

Theory

Piaget's cognitive theory concrete operational stage. This stage begins when a child is in elementary school and ends in adolescence. According to this stage of his theory, "intelligence is demonstrated through logical and systematic manipulation of symbols, language use matures, and memory and imagination are developed, but thinking is done in a non logical, nonreversible manner".

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What: A three day lesson.

Who: First grade migrant students

Where: Ann Soldo Elementary in Watsonville, CA

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Learning Outcomes

Students will be able to
1. Indicate two strategies to overcome a challenge.
2. Change three fixed mindset thoughts into growth mindset ones.
3. Indicate an academic goal with growth mindset.

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Method Day 1

1. Read the book "Perfect Ninja"by Mary Nhin.
2. I asked the students to summarize what the main character did to have growth mindset.
3. I asked them to tell me what are two ways or two statements that can be used to overcome a challenge.

6
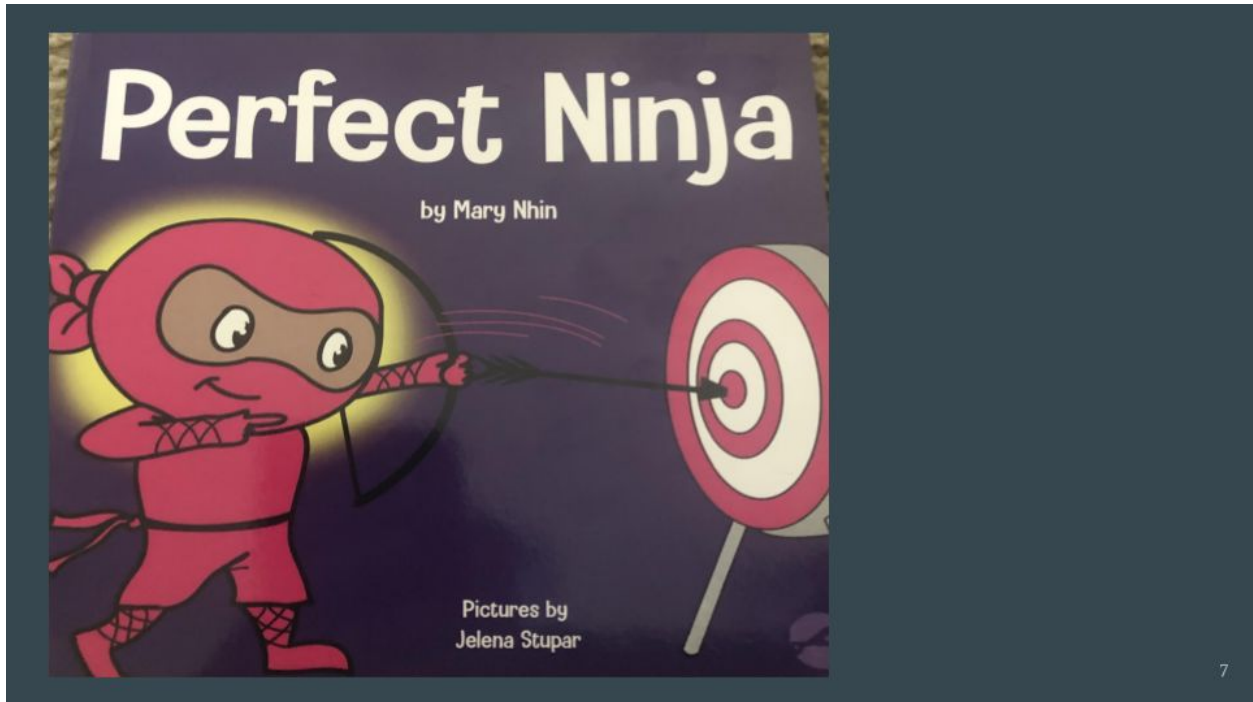
Methods Day 2

1. I read the book one more time, but this time in English and in Spanish.
2. I gave them a worksheet to fill in changing fixed mindset statements to growth mindset statements.

Name_____

I can grow my brain

What I should not tell my brain	What I should tell my brain

I am not good at this	Math is too hard for me	I can't do hard work
I can improve my math skills	I will keep working hard	I am not good at this YET, but I will learn

9

Methods Day 3

1. Reviewed the book one last time.
2. I gave them a worksheet to fill out with what they can do and something academically that they will do in the future and that are trying to learn. In the worksheet they had to say what they are going to do and also draw themselves doing that thing they said they are going to accomplish.

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Things I can do

I can do many things, but some things I can not do yet, but I will learn how

I can

_____
_____.

 I can

_____
_____.

I can't

_____
_____

__yet, but I will keep trying and learning until I can.

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Results

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Results Outcome 1
Indicate two strategies to overcome a challenge.
9 out of 20 students mentioned one way to overcome a challenge.

"It is okay to make mistakes."
"It is okay if you win or lose"
"Try your best"
"If you don't know something, don't just give up you keep playing"
"You can't win all the time"
"Try your best and you will succeed"
"Don't get mad when somebody wins"
"If you lose don't get upset"
"Don't give up"
"Work hard"
"If you don't do perfect in a game keep trying"

13

Results Outcome 2
Change three fixed mindset thoughts into growth mindset ones.

15 out of the 20 participants correct responses.

14
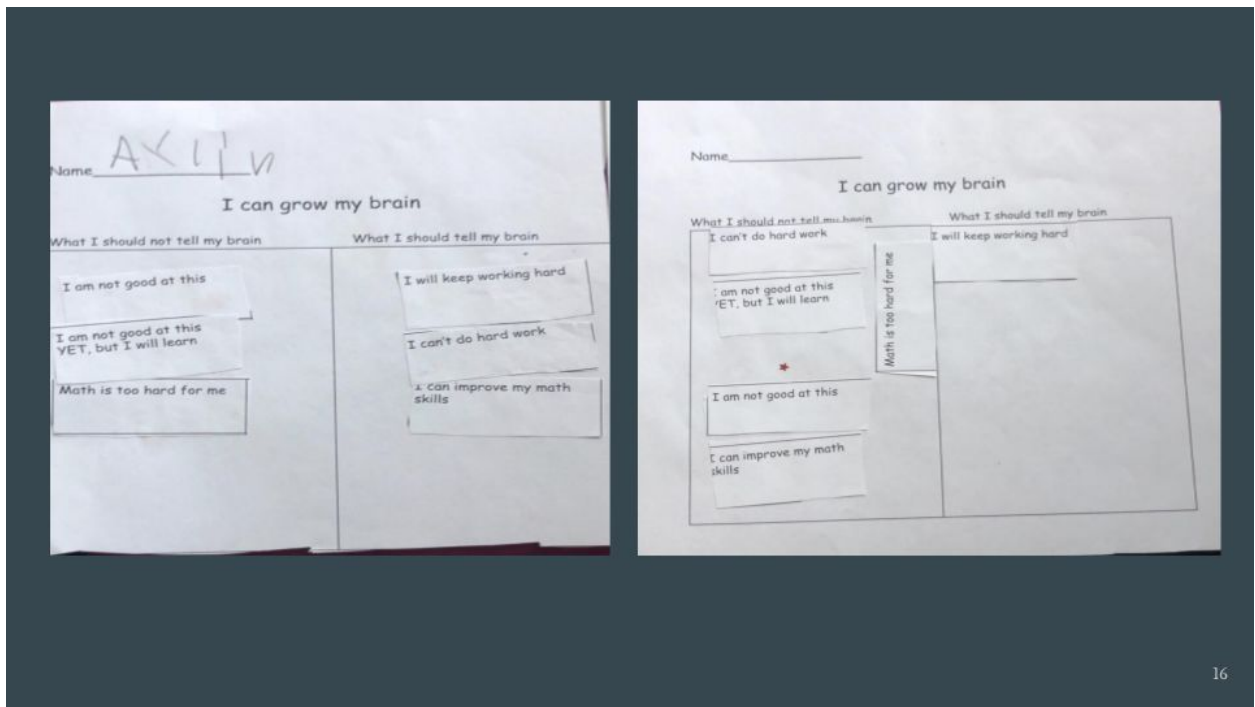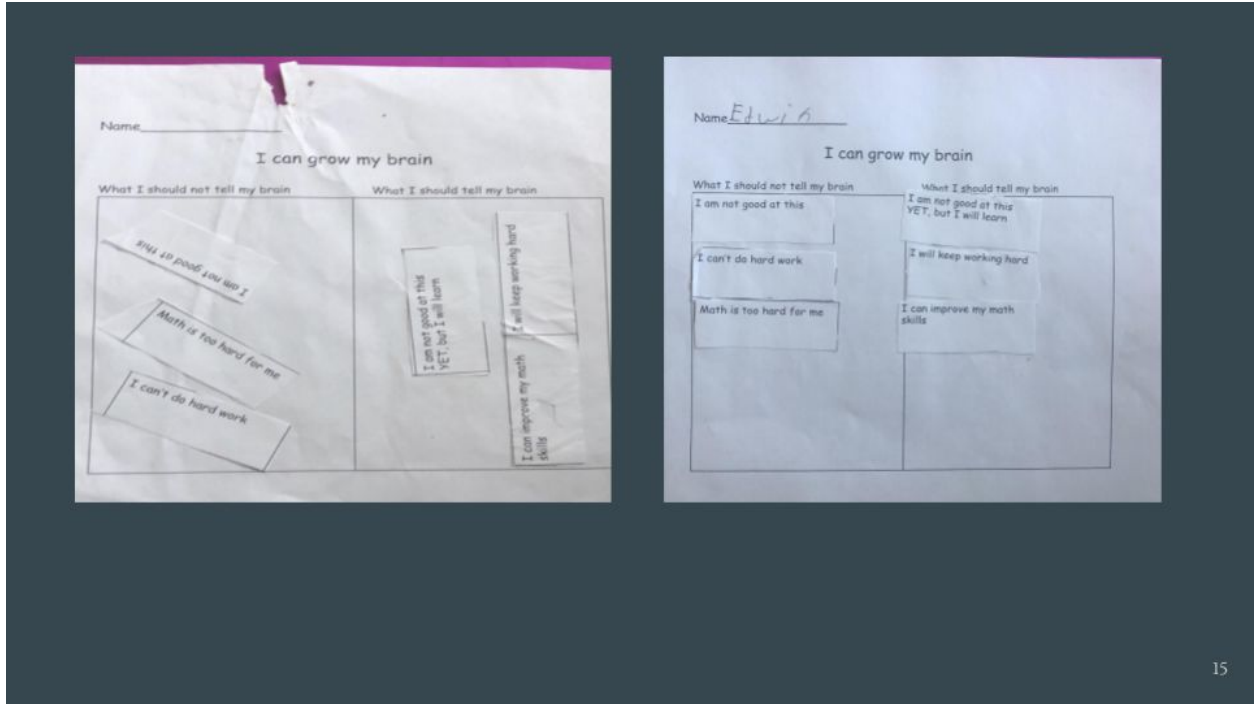
Results for Outcome 3

Indicate an academic goal using a growth mindset. This was partially met because they indicated a goal but did not indicate an academic goal.

Drive	5
Skateboard	4
Swim	2
Be goalie for soccer	1
Make food	1
Play with friend	1
Sleep yet and eat	1

17
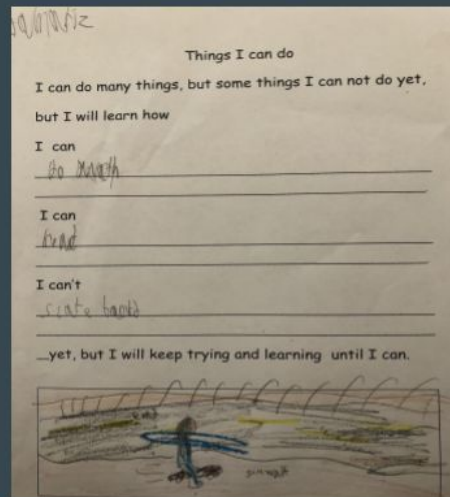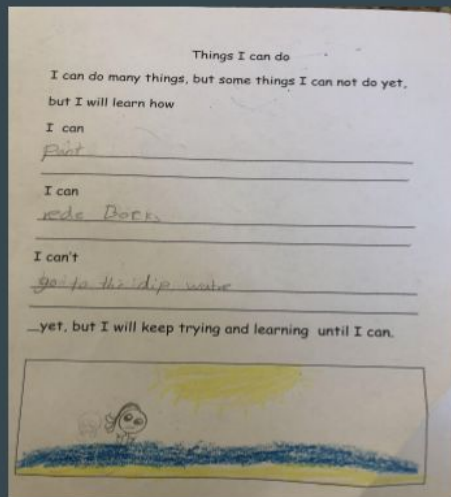
18

Discussion

Overall my project was Partly successful. Participants were engaged in the discussion and participating.

What could of I done differently?
I would have liked to teach that to parents. I think this would have given me better results because that way a growth mindset could be implemented from home.

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THANK YOU Questions?

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