Understanding your MindSet: A Tool for Goal Setting

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Do you have a fixed mindset or a growth mindset?

Task: Using your smartphone or computer, go to nearpod.com and choose your login name. Answers will remain anonymous.
Fixed or Growth Mindset?

https://goo.gl/forms/5j6MyxwNF05y0M0w2

2. Discuss your answers with the people at your table.
Meet the 4th grade boy.....

Social/Emotional Characteristics

- Individualistic and competitive
- Often worried or anxious
- Complain about fairness and hurt feelings
- Critical of self and others
- Often prefer same-gender friends
- Need lots of encouragement

Physical Characteristics

- Push themselves to physical limits
- Complain about aches, pains, and injuries
- May twist hair or bite nails to relieve tension
- Better coordinated but still working on physical control
- Can’t sit still for long
- Still need recess and snack
Research Question: How might goal setting foster adaptability in fourth grade students’ academic performance and mindset?
<table>
<thead>
<tr>
<th>Fixed vs. Growth Mindset</th>
<th>Meet Your Brain</th>
<th>Brain Plasticity</th>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fixed Mindset</strong>: Assumes that intelligence and other qualities, abilities, and talents are <strong>fixed traits</strong> that cannot be significantly developed.</td>
<td>![Brain Image]</td>
<td><strong>Practice Makes Perfect</strong>&lt;br&gt;Why it’s not just something your parents and teachers tell you to be mean!</td>
<td>![SMART Image]</td>
</tr>
<tr>
<td><strong>Growth Mindset</strong>: Assumes that intelligence and other qualities, abilities, and talents can be developed with effort, learning, and dedication.</td>
<td></td>
<td></td>
<td><strong>Specific</strong>&lt;br&gt;<strong>Measurable</strong>&lt;br&gt;<strong>Attainable</strong>&lt;br&gt;<strong>Relevant</strong>&lt;br&gt;<strong>Timely</strong></td>
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</table>
All people are capable of the same amount of learning

The Survey: Before & After
Math is much easier to learn if you are male or maybe come from a culture that values math.
I think I have a fixed and growth mindset. The reason I think I have a fixed mindset is because I don't really like changes or to do new things. Also, I think I have a fixed mindset because sometimes I judge some things about what they look like and I would say I don't want to try that or I don't want to do that. I think I also have a growth mindset because I stay positive and keep going. Another reason why I think I also have a growth mindset is because I use mistakes as a way to better like in a soccer game when you make a mistake you learn from it and do better at it in the next game.

I think we learned about a fixed and growth mindset because they want us to go to a growth mindset and to keep pushing ourselves and to not give up. I think learning about when you try a fixed and growth mindset was very helpful for our future to keep on trying you don't do on what you want to do no matter what is so good of what I think I have fixed and growth mindset because sometimes when we learn something new and I don't get it then I don't look forward to it and I don't want to do it but in sports if I make a mistake then I just keep on trying my best. I think my mindset have changed a bit because I think I have more of positive mood and I don't give up much anymore.
Journal Writing: Before & After

I have both mind sets. In 8th of gived out the rest is growth. I have part gixed because sometime I go on track and when to get back on track my hippocampus fails on me and I think negative. I have part growth because sometimes I really like what were doing and I really positive.

We learned about gixed mindset vs. growth mindset to teach us to know the difference between having a good attitude and confident about something or having a bad attitude about something. It was helpful to me because it made me more confident about myself. I have a growth mindset most of the time but before I didn’t have a gixed before. Even though that was the that is it.
What this tells us...

- Boys are less willing to adapt to new techniques if they do not first have or understand the potential of a growth mindset.

- Boys are open to the idea of a growth mindset but need to be directly “taught” about it.

- Once boys are ready to see (and accept) that they ALL have the ability to adapt and grow, they are increasingly able to set appropriate goals for themselves and think, realistically, about their own academic performance.
Reflection of Fixed or Growth Mindset
Future Implications

- The need for formal education of brain activity and the science behind mindset
- Setting the foundation in primary grades
- The understanding and acceptance of slow progress over time
● Growth mindset lessons
● Boys’ honesty in writing

● The need for time!
● Practice with writing goals
References


Herrimann, Z. (2016, March) Usable Knowledge: *Making it Work for Everyone – Seven ways to create a classroom that meets the needs of all your students.* Retrieved from http://www.gse.harvard.edu/uk/blog/making-it-work-everyone


http://www.jcsd.k12.or.us/sites/jcsd.k12.or.us/files/files/relationships%20play%20primary%20role%20in%20boys%20learning.pdf

