



St. Christopher's School

Educating Boys For Life

Understanding Your Mindset: A Tool for Goal Setting

Ann Carlson & Gail Warren
St. Christopher's School

Further Information

This poster and further information is available at <http://www.theibsc.org/>

Researchers' Email: CarlsonA@steva.org
WarrenG@steva.org

Introduction

A recent trend that we have observed in young boys as students is a lack of drive to take responsibility for their learning. Throughout this research, boys set specific goals in their content area and engaged in behaviors that shift from a fixed mindset to a growth mindset. Additionally, we looked to enhance not only their ability to adapt to these new behaviors but, more importantly, to do so on an independent basis. It is essential for boys to be able to reflect on their own strengths and weaknesses, to recognize the importance of adapting their behaviors in such areas, and to see the potential they in their everyday lives.

We learned about a fixed mindset vs. a growth mindset to teach us to know the difference between having a good attitude and confidence about something and having a bad attitude and low confidence about something. It was helpful to me because it made me more "confidence about myself."

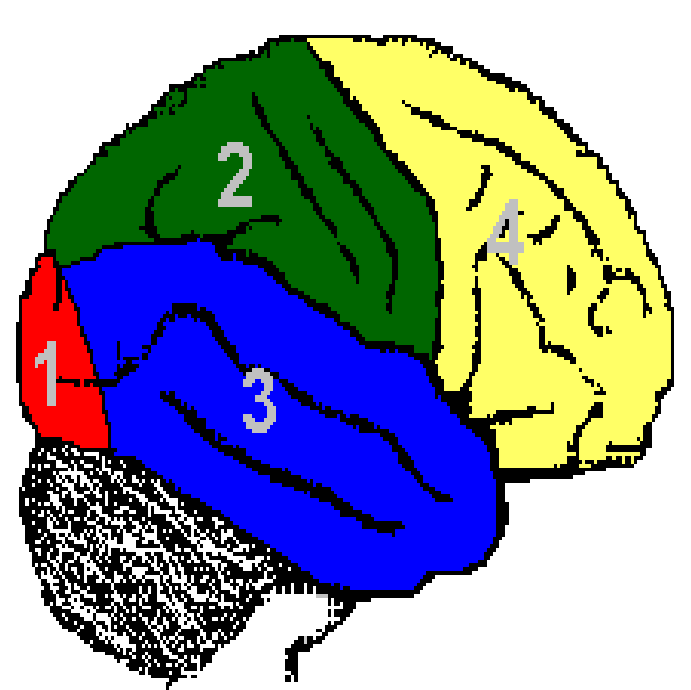



Data Collection and Analysis

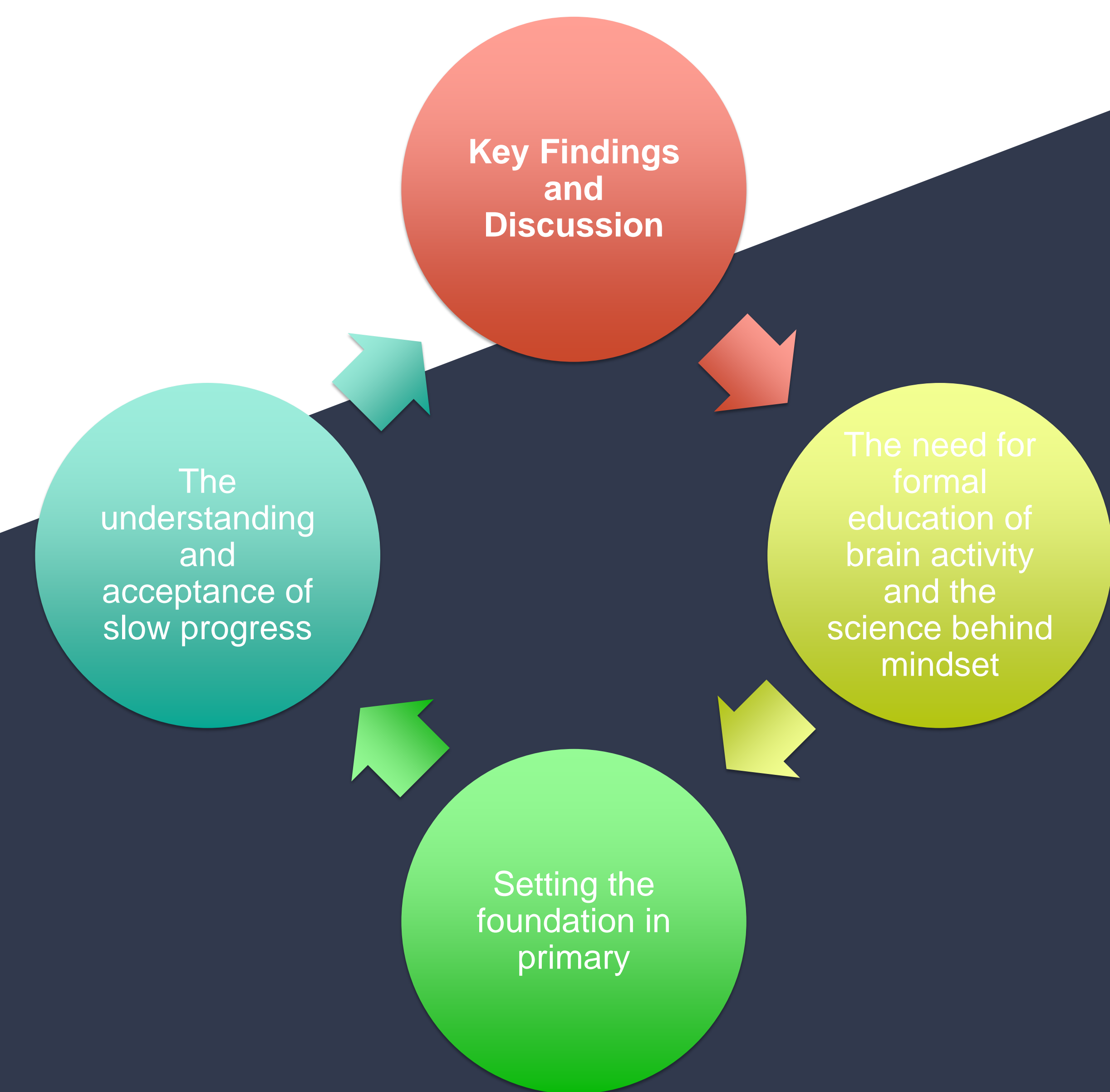
Survey: Boys completed identical surveys at various points throughout the study. Results aggregated into brief notes using a four point scale for reference and to establish a comparison for growth.

Student/teacher conferences: The boys were observed during the goal setting lessons and their reactions and conversations were recorded.

Journal entries: The boys completed writing reflections over the six week duration of the study. Boys were also asked to complete self-evaluations at various points in the study. Information from these was used to reflect on the efficacy of the project.

Fixed vs. Growth Mindset	Meet Your Brain	Brain Plasticity	SMART Goals
<p>Fixed Mindset: Assumes that intelligence and other qualities, abilities, and talents are fixed traits that cannot be significantly developed</p> <p>Growth Mindset: Assumes that intelligence and other qualities, abilities, and talents can be developed with effort, learning, and dedication</p>	 <p>"I have a part fixed (mindset) because sometimes I go off track and when I get back on my hippocampus fails on me and I think negative"</p>	<p>Practice Makes Perfect</p> <p>Why it's not just something your parents and teachers tell you to be mean!</p>	 <p>Specific</p> <p>Measurable</p> <p>Attainable</p> <p>Relevant</p> <p>Timely</p>

The Research Question
How might goal-setting foster adaptability in fourth grade students' academic performance and mindset?



Conclusions

- 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.

Research Context and Participants

St. Christopher's School is located in Richmond, Virginia and has a total enrollment of approximately 1000 boys grades JK-Grade 12. Character education is an essential part of the curriculum at St. Christopher's School and being a good citizen is incorporated and expected component of the environment. These variables all promote an atmosphere for the boys to take risks and aspire to establish goals for themselves.



Key Readings

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. London, England: Penguin Books.

Turkay, S. (2014). *Setting Goals: Who, Why, How?* Manuscript. Retrieved from <https://vpal.harvard.edu/publications/setting-goals-who-why-how>

Dweck, C.S. (2006). *Mindset: The New Psychology of Success*. New York, USA: Penguin Books.



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