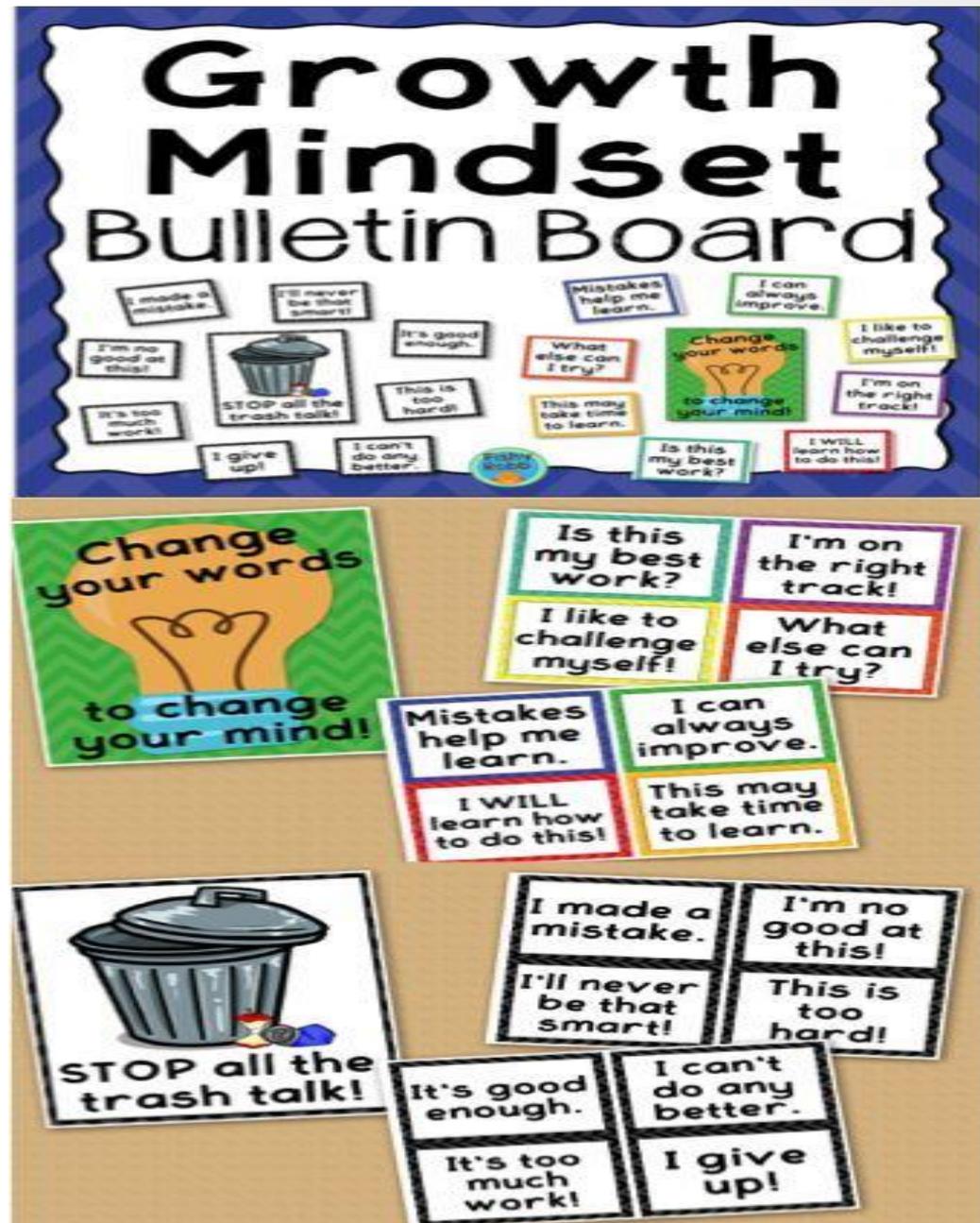


Is Growth Mindset just another fad, or does it still have a place in education?



Growth Mindset Basics

- Carole Dweck: Growth mindset = higher grades and more rapid progress
- Mistakes are seen as opportunity for growth rather than failure
- ‘Research shows that growth mindset can lead to school achievement’ ([Aronson et al., 2002](#); [Good et al., 2003](#); [Blackwell et al., 2007](#)).
- Can increase Growth Mindset through ‘Positive Education’. Positive education is “education for both traditional skills and for happiness” ([Seligman et al., 2009](#), p. 293). [Peterson \(2006\)](#)
- *Which led me to wonder....*

Growth mind-set and emotional resilience..... is there a link?

- ✓ Spotting a school-wide issue...
- ✓ High levels of anxiety
- ✓ Lack of self-confidence
- ✓ Lack of self-efficacy
- ✓ Could this lead to a lack of growth mindset?
- ✓ Or perhaps the lack of growth mindset leads to lack of emotional resilience?

Literacy Review

- ‘The development of high levels of growth mindsets in students predicts higher psychological well-being and school engagement through the enhancement of resilience.’
- [Burnette et al. \(2013\)](#) suggest that growth mindset can increase the resilience level of students in such a way that growth mind-set interventions help students understand academic challenges in a way that promotes learning and resilience’

From: Zeng, G; Hou,H; Peng, K. (2016). Effect of Growth Mindset on School Engagement and Psychological Well-Being of Chinese Primary and Middle School Students: The Mediating Role of Resilience. *Frontiers in Psychology*. 7 (1),

The Research

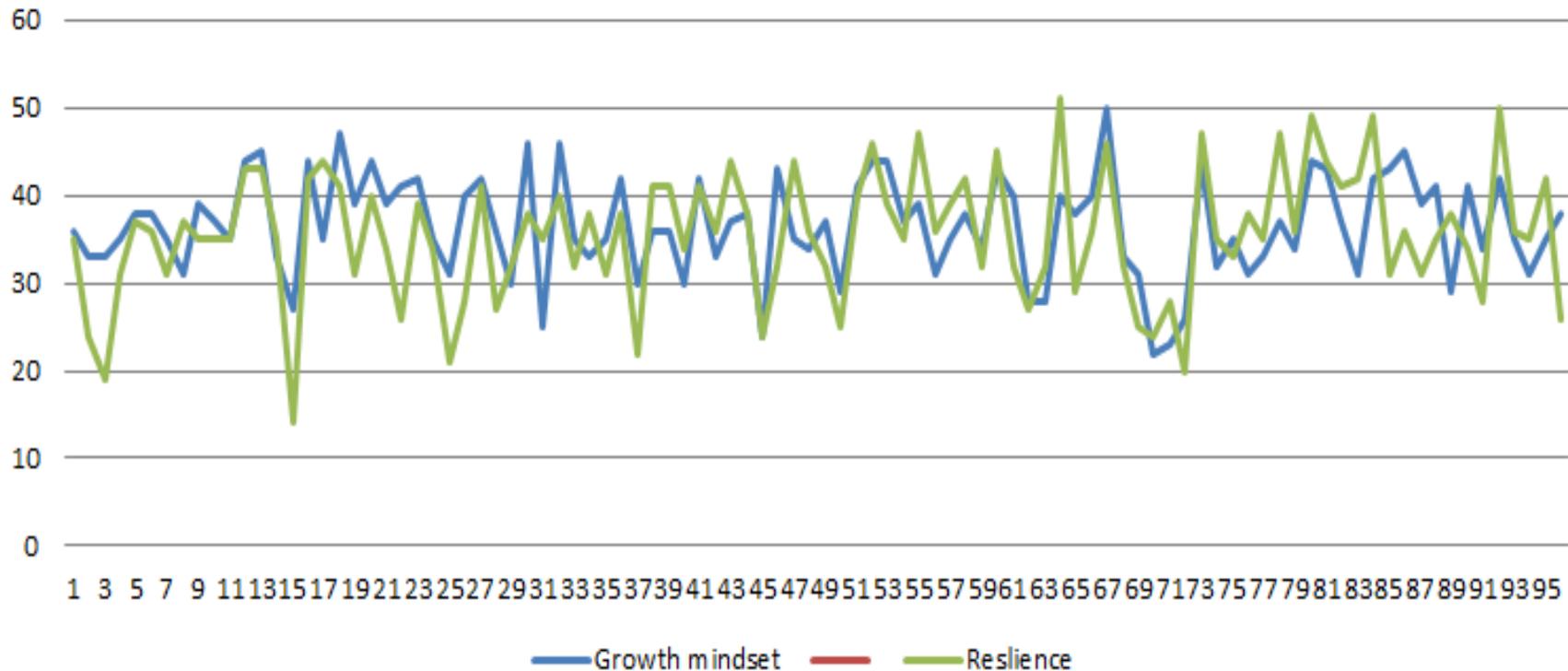
The Questions:

- Students were given a mixture of questions within a questionnaire
- Each question scored either growth mind-set or resilience
- Questions were taken from the Resilience Scale, developed by Wagnild and Young in 1993, and the PERTS Growth Mindset assessment

The Sample

- Over 100 students from 10AC, 10LJM, 10SC and 10DO

Is there a correlation between Growth Mindset and Resilience?



Statistical significance:

The value of R is 0.5762. This is a moderate positive correlation, which means there is a tendency for high X variable scores (Growth Mindset in this case) to go with high Y (Resilience) variable scores (and vice versa).

The P-Value is < 0.00001. The result is statistically significant at $p < 0.05$.

Growth Mindset in the Classroom

1) Normalise mistakes

- Have a failure board in your classroom
- Videos about famous people who failed before they succeeded
- Inspirational posters

2) Teach about the brain

- Discussions about the elasticity of the brain. Students become far more interested when they realise they're not 'hard wired' to be a certain way
- 3D models (play dough?)

3) Re-frame your teaching language

- Emphasise process rather than correct answers
- Modelling high self-efficacy (Not: 'I'm rubbish at spelling')
- Ban 'I can't' from the classroom – posters for self talk 'Instead of 'I can't' think... 'what can I use to help me through this?' or 'I can't do this YET'
- Involve students in tracking

From Robinson, C. (2017). Growth mindset in the classroom. *Science Scope*. 41 (2), p18-21.

Can we change the vocabulary used in our classrooms?

Grades Vocabulary	No-grades Vocabulary
grading	assessing
score	assess
“What grade did I get?”	“What did I learn?”
“This is wrong”	“Try another way”
problem	challenge, opportunity
Judgement or criticism	Feedback
get good grades	achieve proficiency or mastery

Is Growth Mindset a Pseudoscience?

First lets look at the difference between science and pseudoscience?

With science a claim is usually made which we can attempt to disprove. If we can't disprove the claim, it generally holds and we accept the theory as science. If the claim doesn't hold, we've learning something, moved on and made progress. That's science.

Pseudoscience doesn't work like that it makes claims, but they're so slippery you can't disprove any of them. Some people are sceptical of homeopathy or learning style - viewed as junk science. Such is the view of Carol Dweck's work!

What do researchers say?

Scott Alexander – Good research shows that inborn ability (including but not limited to IQ) matters a lot, and that the popular prejudice that people who fail just weren't trying hard enough is both wrong and harmful.

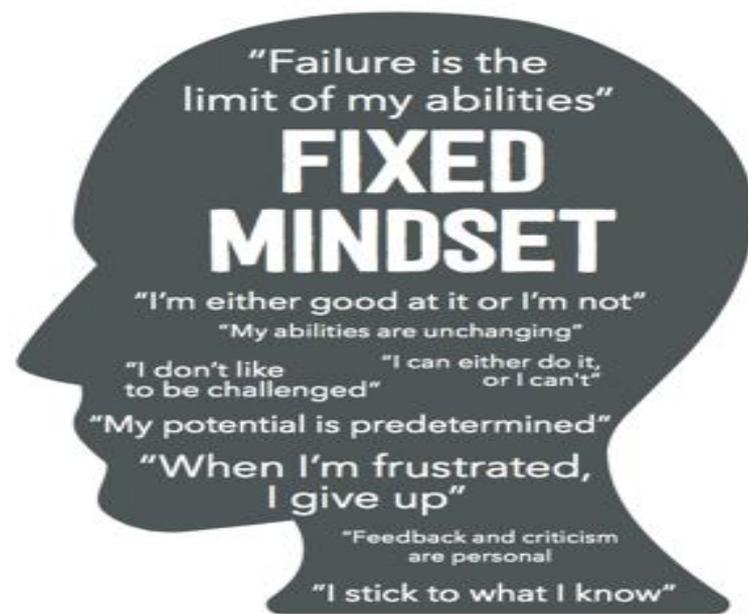
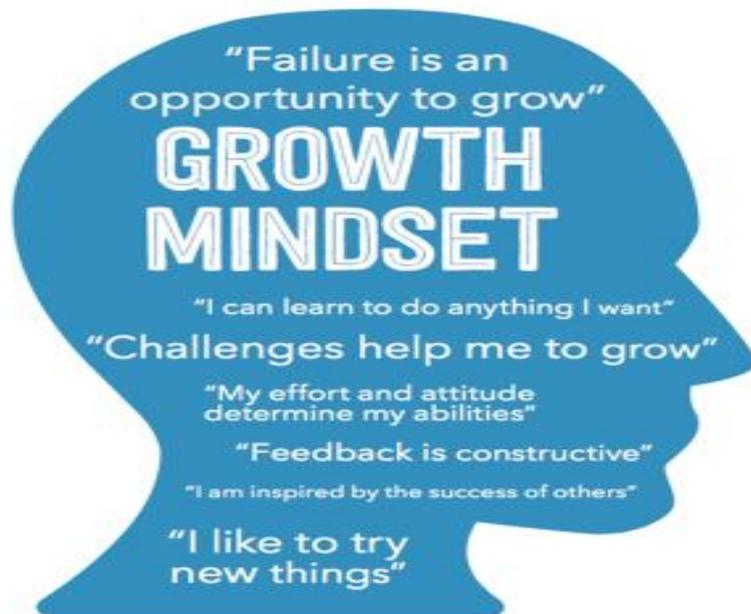
David Didau – when schools try a growth mindset intervention without support from Dweck and her colleagues, sometimes it doesn't work.

Carol Dweck – if you don't get the benefits of a growth mindset it's because you haven't really got a growth mindset. You can even have a false growth mindset; not a real one.

What do 3 studies show?

Yue Li and Timothy Bates – replicated Dweck's study with 3 studies - testing 624, 10 – 12 year olds.

- Children's mindsets do not have a relationship to their IQ.
- Did not find that fixed beliefs about ability were harmful.



How does Dweck respond?



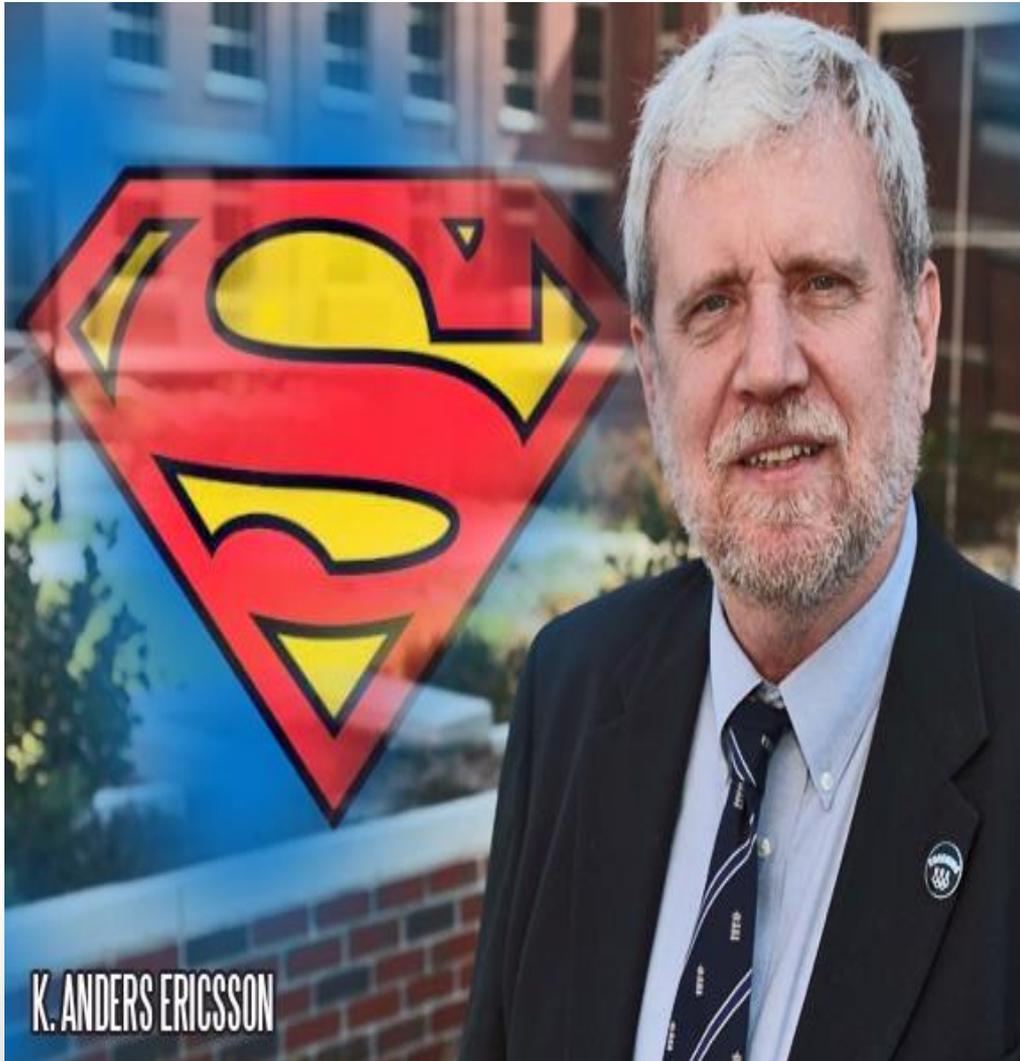
Replication is very important, but they have to be genuine replications and thoughtful replication done by skilled people.

Very few studies will replicate done by an amateur in a willy-nilly way.

Naysayers – Do you agree?

- ❑ The perils of “Growth Mindset” education: Why we’re trying to fix our kids when **we should be fixing the system**
- ❑ But the **real alternative ... isn't a different attitude about oneself... mindset will get you only so far**. Too much focus on mindset discourages us from making changes.
- ❑ A better name might be a “dynamic mind:” a **mind that keeps changing perspective**.

Are there powerful secrets to mastering almost anything?



“The more skilled you become, the better your mental representations are, the better your mental representations are, the more effectively you can practise to hone your skill.”

Conclusions

- There does appear to be a correlation between 'Growth Mindset' and emotional resilience at Redborne.
- Didau points out the problems with Growth Mindset: Deck's research can't be falsified (she tries to qualify every piece of evidence contrary to her claim), it's hard to replicate her scientific conditions in the classroom...
- Even if we decide that Growth Mindset is just pseudoscience and that it does not lead to academic achievement, perhaps we could reframe it to consider overall wellbeing.