

Building Student Skills that Lead to Resilience and Academic Tenacity

Webinar 1: Motivate Students to Grow Their Minds!

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Learning Objectives

Participants will:

- Understand how a student's mindset affects academic achievement.
- Learn research-based strategies for nurturing a growth mindset.

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Self-Esteem Movement

- Erroneous view that telling students they were smart and talented would raise self-esteem.
- Believed to be the cause of school failure, drug use and other social ills.
- Lack of empirical research.
- Self-esteem is a *consequence*– not the cause.

(Dweck, Walton, & Cohen, 2014)

(Seligman, Reivich, Jaycox, & Gillham, 1995)

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What is Academic Tenacity?

“...academic tenacity is about working hard, and working smart, for a long time. More specifically, academic tenacity is about the mindset and skills that allow students to:

- look beyond short-term concerns to longer-term goals,
- withstand challenges and setbacks to persevere toward these goals.”

(Dweck, Walton, & Cohen, 2014)

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How Do We Promote Academic Tenacity?

- PART I:
 - Mindset
- PART II:
 - Grit and Self-Control
 - Goal setting
 - Mental contrasting with implementation intentions
 - Deliberate practice
- PART III:
 - Optimism and Resilience

(as cited in D. S. Yeager & Walton, 2011)

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Mindset

- Belief about one's intelligence and ability.
- This belief influences academic tenacity.
- “Will my effort pay off?”
- Fixed mindset.
 - Intelligence is a fixed trait you either possess or you don't.
- Growth mindset
 - Intelligence is malleable and can be increased with effort and hard work.

(Dweck, Walton, & Cohen, 2014)

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Let's "Chat"

- Do you think your mindset has changed since you were a student? If so, in what way?
- How do you think your growth or fixed mindset affected you during your school years?
- How do you think having a different kind of mindset would have impacted your learning?

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Growth Mindset

- Students with a growth mindset significantly outperform their classmates who hold a fixed mindset.
 - Value learning over looking smart.
 - Believe in effort as a virtue.
 - Are resilient in the face of setback.
 - Welcome new challenges.

(Dweck, 2010)
(Blackwell, Trzesniewski, & Dweck, 2007)

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Fixed Mindset

- Value looking smart over the process of learning.
- Less likely to welcome challenges.
- Believe effort indicates low ability.
 - "If I were smarter, I wouldn't have to try so hard."
- View academic setbacks as evidence that they lack ability.
 - "I failed because I'm dumb."

(Dweck, 2010)
(Blackwell, Trzesniewski, & Dweck, 2007)

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Strategy #1: Challenge Your Own Mindset

- Rheinberg (as cited in Dweck, 2007) measured teachers' mindsets at beginning of the school year.
- Fixed mindset teachers: students who started the year as low achievers left as low achievers.
- Growth mindset teachers: many students who started as low achievers moved up.

(Dweck, 2010) 10

Let's "Chat"

Why Does the Educator's Mindset Matter?

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The Educator's Mindset

- Educators with a fixed mindset:
 - Put students in categories and expect them to stay there.
 - Judge students quickly.
 - May not mentor those whom they decide are incapable.
 - Believe learning is the student's responsibility.
- Educators with a growth mindset:
 - Truly believe that every student can learn.
 - Believe learning is a collaboration in which the teacher has great responsibility.

(Dweck, 2010) 12

Video Discussion

- What kind of praise did the kids in the “fixed mindset” group get?
- What kinds of tasks did they want to do after they got this praise?
- What kind of praise did the kids in the “growth mindset” group get?
- What kinds of tasks did they want to do after they got this praise?

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Strategy #2: Be Careful How You Praise Children

- Praising talent, intelligence or personal traits creates vulnerability - makes it difficult to deal with setbacks.
- Be careful not to overpraise mediocre performance.
 - Conveys low expectations.
 - Children learn to ignore what they believe to be insincere.

(Kamins & Dweck, 1999)
(Seligman, Reivich, Jaycox, & Gillham, 1995)

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The Pygmalion Effect



(Rosenthal & Jacobsen, 1968)

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Strategy #2: How to Praise Children

- Praising students on *effort, strategy or process* leads to...
 - Persisting for longer on tasks;
 - Better task performance;
 - Choosing more challenging tasks; and
 - Endorsing learning goals rather than looking smart or being right.

(Kamins & Dweck, 1999)
 (Yeager, Walton, & Cohen, 2013)
 (Blackwell, Trzesniewski, & Dweck, 2007)

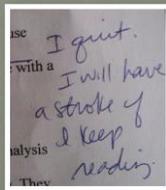
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The Sound of Process Praise

- “You really studied for your English test, and your improvement shows it. You read the material over several times, outlined it and tested yourself on it. That really worked!”
- “I like the way you tried all kinds of strategies on that math problem until you finally got it.”
- “It was a long, hard assignment, but you stuck to it and got it done. You stayed at your desk, kept up your concentration and kept working. That’s great!”

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Praise and Feedback Practice



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Scenario 1

Carmen is in your math class and is obviously very bright. You give the class an assignment and within a few minutes she turns hers in and there isn't a single error on the page. Meanwhile, it takes the rest of the class the entire hour to complete it. How do you respond to Carmen?

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Scenario 2

You get the sense that your student, Jamal, is quite capable but his grades rarely reflect that. He gets mostly Cs in your class and only turns in his homework about half of the time. Most of his friends are poor students and you worry that he is trying not to outshine his friends so he purposely does the bare minimum and even less sometimes. What kind of feedback can you give him?

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Scenario 3

You have been working with John to help him raise his science grade. He has made great improvements over the first quarter. He has been staying after school to get extra help and has turned in every assignment you have given him. Despite all of his efforts, he barely passes his mid-term. What kind of feedback can you give him?

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Strategy #3: Celebrate Mistakes

Describe something valuable you learned (at work or in your personal life) from making a mistake.

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Strategy #3: Celebrate Mistakes

Questions for Classroom Discussion:

- How do you feel when you make a mistake? Why?
- How do you think other people see you when you make a mistake?
- Have you ever discovered something new from making a mistake?
- Have you ever felt proud of making a mistake?
- Has a mistake ever made you think more deeply about a problem?

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Strategy #3: Celebrate Mistakes

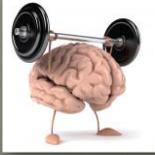
- Establish a norm that mistakes are OK.
 - It encourages risk-taking.
- Talk about the importance of mistakes.
- Give work that encourages mistakes.
 - Push boundaries of learning.
 - Assign challenging work.
- Encourage students to articulate their thinking and provide each other with feedback.
- Allow for struggle with wait-time.

<https://www.mindsetkit.org>

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Strategy#4: Teach Children About the Brain

- *"You Can Grow Your Intelligence"*
- Other resources:
 - <https://www.youtube.com/watch?v=WtKJrB5rOKs>
 - <https://www.youtube.com/watch?v=ELpFYCza87g>



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True or False

When you learn new things, connections between neurons in the brain actually multiply and get stronger.

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True or False

The brain "prunes" away neurons that are not used. In other words, "use it or lose it."

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True or False

Children can make new brain connections, but this ability stops in early adulthood.

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Let's "Chat"

Many people miss out on the chance to grow their brains because _____.

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Strategy #5: Use the Word "Yet"



- When a student says, "I'm not good at this," add "yet."
- Turns a fixed mindset phrase into a growth mindset plan.

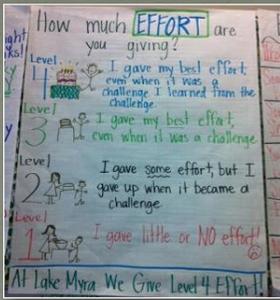
<http://characterlab.org/growth-mindset/>

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Strategy #6: Encourage Self-Reflection

- Is this your best work?
- Did you put forth all of your effort?
- What did you learn from this?
- How can you use this information?
- What strategy did you try?
- What strategy could you try next?
- Did you push yourself beyond your comfort zone?

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Strategy #7: The Power of Mentorship

- "Saying is believing" effect (Higgins & Rholes, 1978)
- Pen Pal Study (as cited in Aronson, Fried, & Good, 2002)
 - Older students wrote letters of encouragement to younger pen pals; and
 - Importance of repetition.

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Strategy #7: The Power of Mentorship

- Long-Term Effects of Pen Pal Study (Aronson, Fried, & Good, 2002)
 - Attitude change of older students;
 - Higher grades; and
 - More enjoyment of academics.

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Suggested Activity

- Have students write a letter to a younger student.
 - Describe a past struggle.
 - How did it make them feel?
 - How did they overcome it?
 - What did they learn from the experience?
 - What advice can they give the other student?

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Strategy #7: The Power of Mentorship

- Let's "Chat"
 - What success have you had with mentorship programs?
 - How did the program work and what made it successful?

(Aronson, Fried, & Good, 2002)

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Issues to Consider

- Praise effort but maintain high standards
 - Effort is a means to an end to the goal of learning and improving
 - Students need to try new strategies and seek input

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Issues to Consider

- Practice what you preach
 - Provide deeper, more meaningful feedback
 - Use more formative assessments
 - Consider trying flexible student grouping
 - Ask fewer but more thought-provoking questions
 - Give students more opportunities to share ideas and collaborate with one another

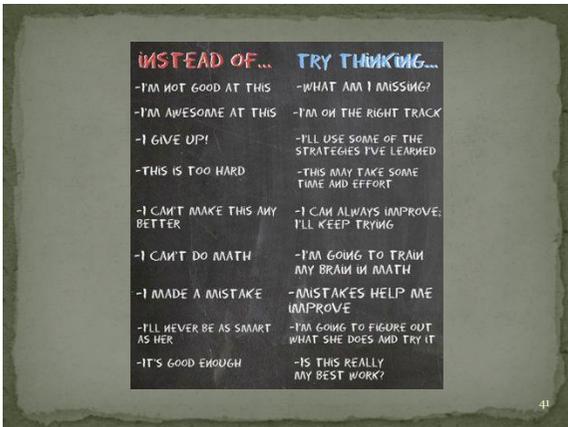
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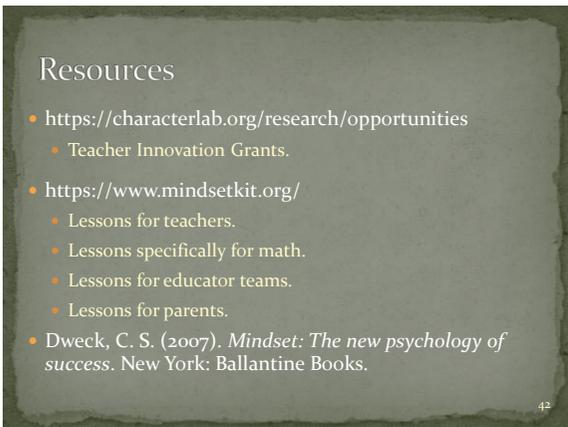
Mindset Summary

- Be aware of your own mindset
- Be careful to praise effort, strategy or process as opposed to talent or intelligence
- Celebrate mistakes
- Teach children about the brain
- Use the word "yet"
- Encourage self-reflection
- Consider using student mentors to reinforce these concepts with other students

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Planning Ahead

- What is one thing you learned today that you can incorporate immediately with your students?
- What is one thing you will work on implementing in the near future with your students?

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