

# MINDSETS TO MOTIVATE LEARNERS

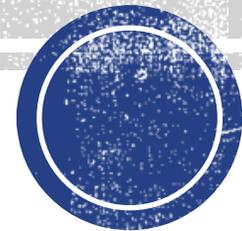
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# SLIDES AND TOOLS

- [www.thelearningloop.com](http://www.thelearningloop.com)
- PRESENTATIONS
- Mindsets to Motivate Learners



# WHAT ARE ACADEMIC MINDSETS?

Psycho-social attitudes or beliefs about oneself in relation to academic work

# WHY ARE THEY IMPORTANT?

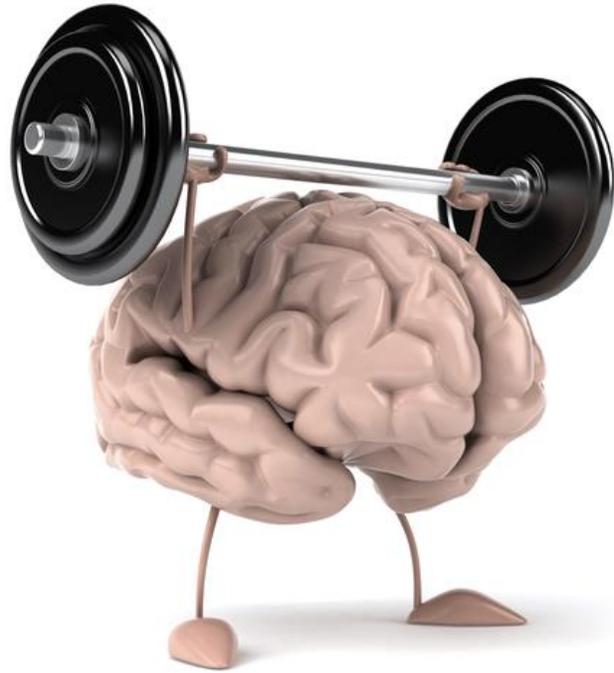
Students with positive academic mindsets:

Work harder

Engage in more productive academic behaviors

Persevere to overcome obstacles to success





**ACADEMIC  
MINDSETS ARE  
MALLEABLE**





## ACADEMIC MINDSETS

I belong in this academic community.  
My ability and competence grow with my effort.  
I can succeed at this.  
This work has value for me.



## ACADEMIC PERSEVERANCE



## ACADEMIC BEHAVIORS



## ACADEMIC PERFORMANCE



# FOUR ACADEMIC MINDSETS



Relevance



Growth



Self-Efficacy



Culture



**ACADEMIC  
SUCCESS**





# RELEVANCE

*"This work has value for me."*



# WHAT DOES IT MEAN?

One senses the subject matter he or she is studying is interesting and holds value.

# WHY DOES IT MATTER?

- Students engage in tasks when they feel they can perform well (attainment value).
- Students engage in tasks that bring them enjoyment (intrinsic value).
- Students engage in tasks they feel serve a useful purpose or meet an end goal that is important (utility value).



# WHAT HAPPENS IF IT'S MISSING?

Participation Gap



# FOCUS QUESTION

- How do I help students find value in the work?







**EXAMPLE**

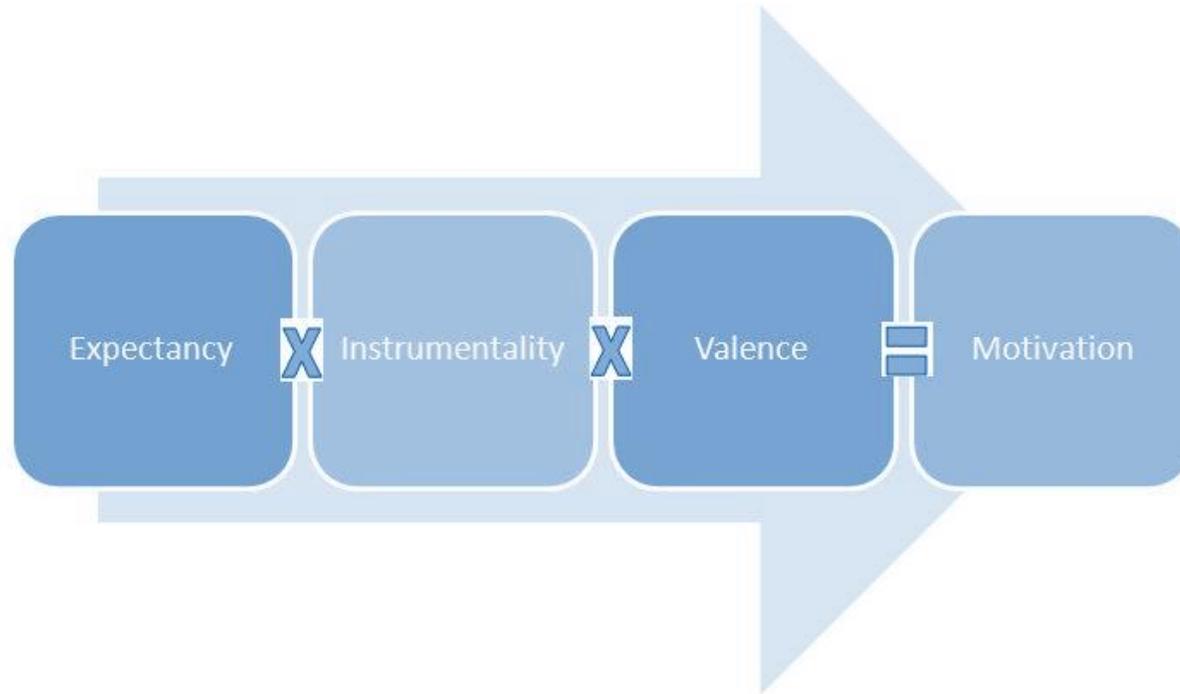
- Getting to Know You Activities
- Career & Interest Surveys
- Learning Style Inventories
- Student Letter to the Teacher
- Parent Letter to the Teacher
- Open Issue/Passion Letters
- TED Talks
- “Dream Deferred” Reflection
- High Interest Books





# KEY RESOURCES AND AUTHORS

- Atkinson
- Eccles

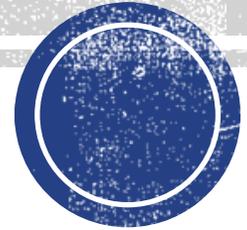






# GROWTH

*"My ability and competence grow with my effort."*



# WHAT DOES IT MEAN?

One's academic ability can improve in response to one's efforts, rather than being fixed at a given level and outside of one's control.

# WHY DOES IT MATTER?

Students' beliefs about intelligence and attributions for academic success or failure are more strongly associated with school performance than one's actual measured ability (i.e., test scores).



# Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

*It's up to you!*



## FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



## GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

<b>DESIRE</b>	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
<b>EVALUATION OF SITUATIONS</b>	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
<b>DEALING WITH SETBACKS</b>	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
<b>CHALLENGES</b>	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
<b>EFFORT</b>	Why bother? It's not going to change anything.	Growth and learning require effort.
<b>CRITICISM</b>	Ignore constructive criticism.	Learn from criticism. How can I improve?
<b>SUCCESS OF OTHERS</b>	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
<b>RESULT...</b>	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.



# WHAT HAPPENS IF IT'S MISSING?

Expectations Gap



# FOCUS QUESTION

- How do I foster a growth mindset in my students?



"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"





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SESAME STREET



SONGS



**EXAMPLE**

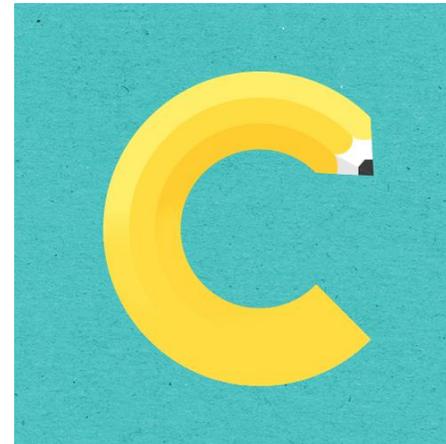
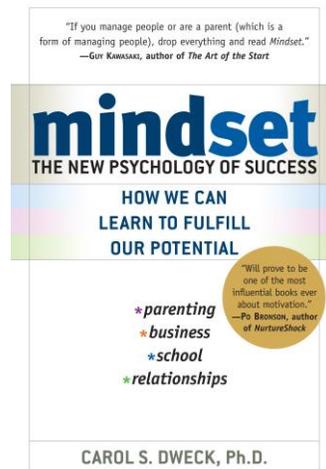
- Revision Stations
- FAIL = First Attempt In Learning
- Parent Stories of Perseverance
- Role Model/Hero Reflections
- Grit Film Clips
- Grit Scale
- Malleable Intelligence Lesson(s)





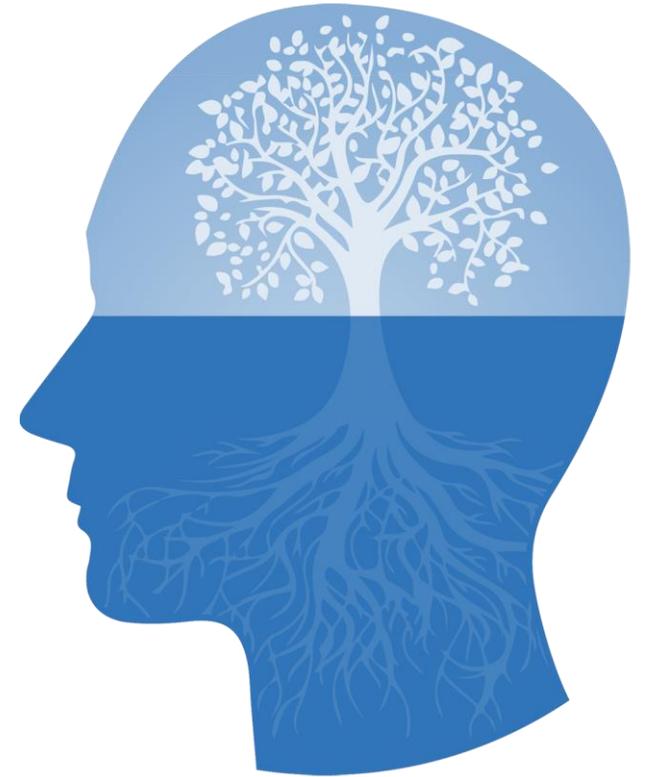
# KEY RESOURCES AND AUTHORS

- Dweck
- Duckworth



# TAKE ACTION

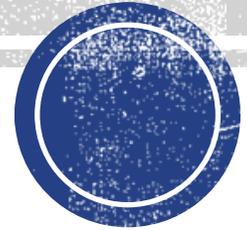
- Praise students for effort rather than intelligence.





# SELF-EFFICACY

*"I can succeed at this."*



# WHAT DOES IT MEAN?

- One perseveres on academic work.
- One believes in his/her abilities to succeed at a given task.

# WHY DOES IT MATTER?

Students tend to engage in activities when they feel confident in their ability to complete and avoid activities in which they lack such confidence.



# WHAT HAPPENS IF IT'S MISSING?

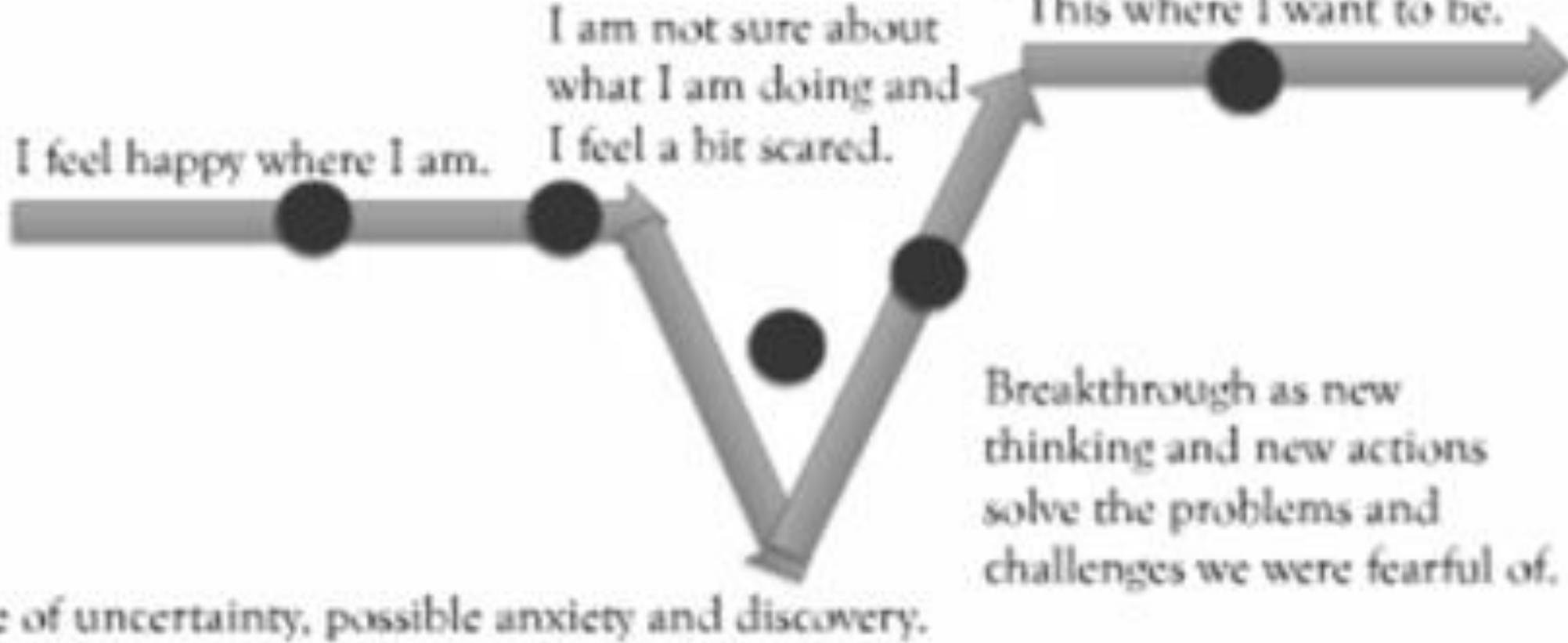
Expectations Gap



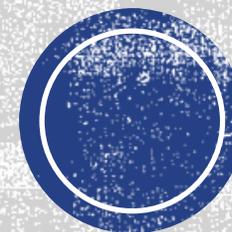
# FOCUS QUESTION

- How do I facilitate learning so my students feel successful?





# LEARNING LINE





**EXAMPLE**

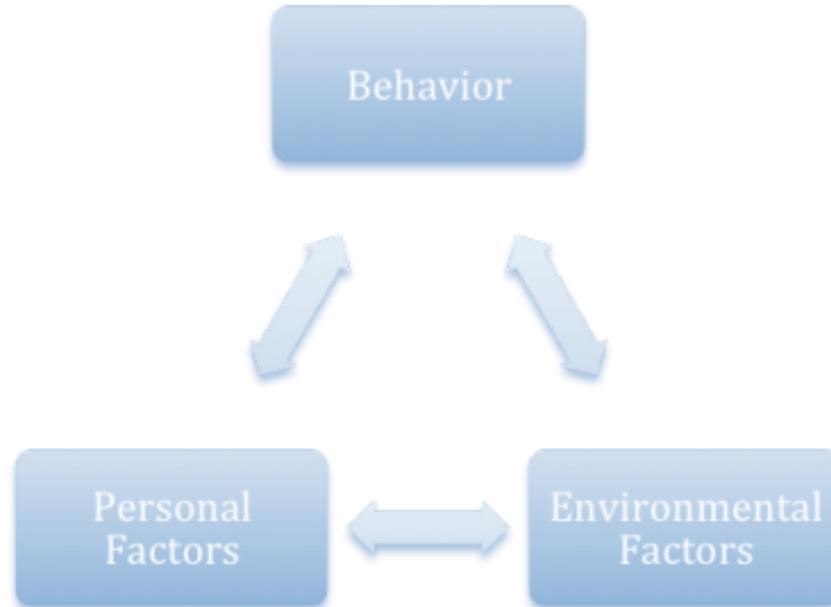
- **Student Conferences**
- **Tracking Sheets**
- **Reflections**





# KEY RESOURCES AND AUTHORS

- Bandura



# TAKE ACTION

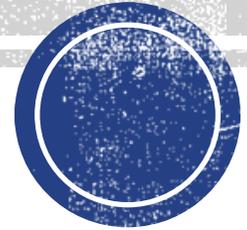
- Develop instructional supports that help students persist.





# CULTURE

*"I belong in this academic community."*



# WHAT DOES IT MEAN?

- One has a rightful place in a given academic setting.
- One can claim full membership in a classroom community.

# WHY DOES IT MATTER?

Students need to feel as though they belong to a community of learners, and that their academic self is a “true” self.



# WHAT HAPPENS IF IT'S MISSING?

Relationships Gap



# FOCUS QUESTION

- How can I welcome and include all students as members of our learning community?





# MY VOICE SURVEYS

## My Voice Grades 3-5

People help each other at my school.  
I feel important in my classroom.  
If I am upset, I can tell my teacher why.  
I help other people at my school.  
My teacher misses me when I am absent.  
I like going to school.

Adults smile a lot.  
My teacher listens to my ideas.  
I only raise my hand if I am sure of the answer.  
I am a good decision maker.  
I set goals for myself.

## My Voice Grades 6-12

School is a welcoming and friendly place.  
I am proud of my school.  
Teachers care if I am absent from school.  
Students respect one another  
I have a teacher who is a positive role model for me.  
I enjoy participating in my classes.  
I feel comfortable asking questions in class.

Other students see me as a leader.  
I push myself to do better academically.  
I believe I can be successful.  
I am afraid to try something if I think I may fail.  
I give up when school work is difficult.  
School is preparing me well for my future.  
I see myself as a leader.



# MY VOICE SURVEYS

## My Voice Staff

I feel comfortable in the staff room.

I am proud of my school.

Staff respect each other.

Students respect me.

I feel overwhelmed by my workload.

I have fun at school.

Building administration is open to new ideas.

Staff are supportive of each other.

I feel comfortable asking questions in staff meetings.

I see myself as a leader.

I am involved in school wide decisions.

I work hard to reach my goals.

We communicate effectively in our building.

## My Voice Parents

I am actively involved in my child's education.

My child enjoys being at school.

Teachers care if my child is absent from school.

My child sets high goals.

Effort is just as important as getting good grades.

I feel welcome in my child's school.

Teachers help my child learn from mistakes.



**EXAMPLE**

- Icebreakers
- Class Building Activities
- Student Check-Ins
- My Voice Surveys
- “Never Shall I Forget” Poems
- Bucket Fillers





# KEY RESOURCES AND AUTHORS

- Osterman
- Quaglia



# TAKE ACTION

- Revise classroom policies and practices to create/sustain a sense of belonging.



# ADDITIONAL INFORMATION & CONSULTING

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