

Developing Growth  
Mindsets in Developmental  
Education Students

Professor Von McGriff



**POLK  
STATE  
COLLEGE**





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# Learning Outcomes



Define & Differentiate  
Mindsets

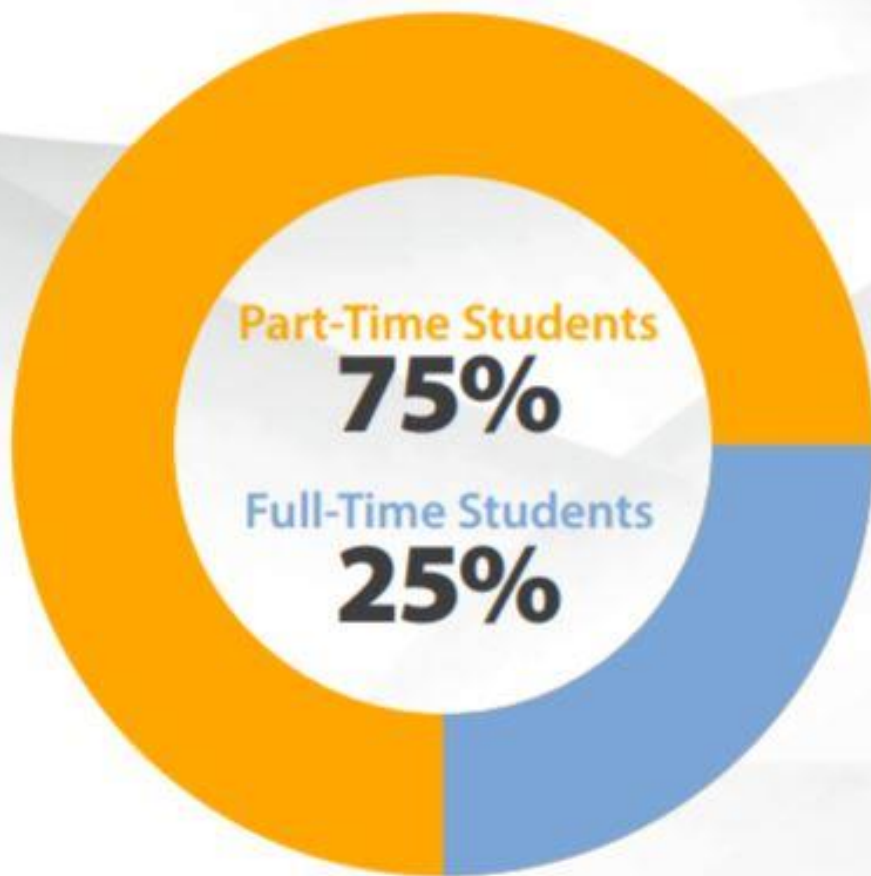


Identify Strategies to Employ  
Growth Mindset

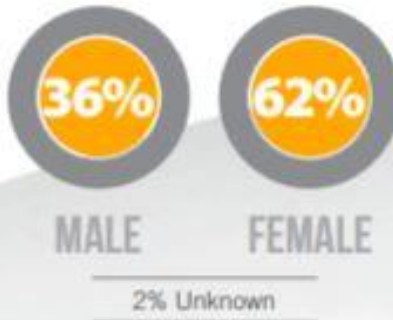


Evaluate Specific  
Techniques for  
Implementation

## STUDENT DEMOGRAPHICS<sup>1</sup>



**24.8**  
Average Student Age



Annual Unduplicated Headcount **15,609**

Annual Dual Enrollment Headcount **2,083**

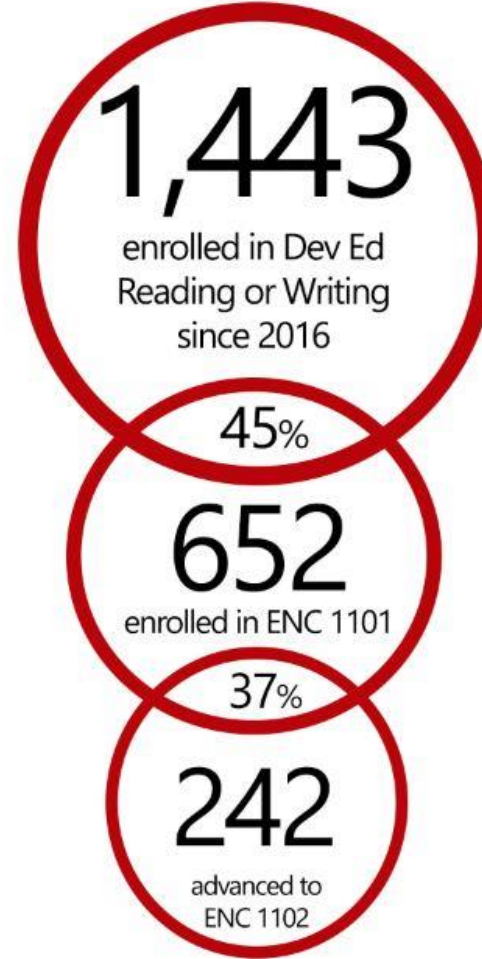
Annual Collegiate High School Headcount **835**

### ETHNICITY



# Student Data

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Data includes all students who have taken Dev Ed since Fall 2016 - Current.  
Some have not yet progressed to enroll in ENC1101 or ENC1102.





Fixed Mindset  
vs.  
Growth Mindset

**Fixed Mindset-** believes that intelligence, personality, character is inherent and static. Their potential is determined at birth.

**Growth Mindset-** believes intelligence, personality, character can be continuously developed. Their true potential is unknown and unknowable.  
(Dweck, 2006)





# FIXED MINDSET



Avoid failure



Desire to look smart



Avoids challenges



Stick to what they know



Take feedback and criticism personal



Can not change or improve



# GROWTH MINDSET

Accept failure as room for growth

Confront uncertainties

Embrace challenges

Welcomes feedback

Desires continuous learning

WHO?  
WHAT?  
HOW?







# HOW CAN WE HELP?

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- ✓ **GIVE PRAISE!**
- ✓ **SET LEARNING GOALS**
- ✓ **TEACH STUDENTS HOW TO BECOME SELF-REGULATED LEARNERS**
- ✓ **PROVIDE A SAFE, NURTURING ENVIRONMENT FOR STUDENTS TO LEARN**



# Give Praise!

“The key to rewarding effectively is to do so in ways that support students’ motivation to learn and do not encourage them to conclude that they engage in academic activities only to earn rewards.”

-Jere Brophy, *Motivating Students to Learn*





# Research shows:

- Students praised for **effort** overwhelmingly (90%) showed more interest in challenging tasks and showed higher level of engagement. (Dweck, 2006)
- When teachers use an approach that bases student success on **mastery** rather than the **performance** of others, praise can be used to promote engagement and decrease behavioral problems. (Moore-Partin, Robertson, Maggin, Oliver & Welby, 2010)

**\*Praise efforts, not intelligence.**





# Set Learning Goals (Self Regulated Student)

- Fixed Mindset Goals (Performance)
  - Potential is measured.
  - Validation is needed from others.
  - Low grades mean they are not smart.
  - Success and failure cause anxiety.
- Growth Mindset Goals (Learning)
  - The goal is mastery and competence.
  - Grades reflect how you are doing and not your potential.
  - Creating goals increase performance and enjoyment, and decreases negative emotions.

# Research shows:

- Specifically, when students set their own goals, they take ownership and responsibility of their learning goals. This goal-directed behavior that results from goal setting is empowering and proactive (Elliot & Fryer, 2008).
- Self-set goals enhance the performances of students with low achievement motivation.

**Set SMART goals-specific, measurable, attainable, relevant & timely.**



# Which classroom do you prefer?

Traditional



Collaborative



# Provide a safe, nurturing environment

- Show love/concern...embrace diversity
  - Model behavior & expectations
  - Establish a Safe Zone/Safe Space
- Give students a fair share of control
  - Value students' thoughts
    - Vary the delivery





Play (k)



Questions?

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