

Growth Mindset Plan

As an individual that loves to learn and to teach, I was a bit surprised at how fixed my mindset is. I have spent a lot of time these first 3 weeks of my graduate program pondering what is a growth mindset and why have I not seen my shortcomings sooner. My first reaction was disappointment. But as I have continued to learn and reflect on it, I realized it is never too late to change. Where did I see that I was missing the mark? As suggested by Jeffery (2020), I was being inadvertently advised by a hidden fixed mindset. I could tell my learners that they can do anything during my time with them in class. Moments later, one might find me discussing how my students will never understand a particular concept or strategy with my team as we plan our future lessons and assessments. This is a conundrum that no educator wants to find herself in.

Finding One's Mathematical Mindset

One of the struggles I face every school year with my learners is overcoming their anxiety when attempting math. It has been suggested that math anxiety begins at an age as young as 5 years old and can be attributed to the introduction of timed assessments (Boaler, 2022). This anxiety will often afflict one for his entire lifetime. We, as math educators, have a most pressing duty to assist our learners develop their growth mindset so they may overcome that debilitating condition.

In order to do this properly, we have to teach the value of mistakes and failure. It has been suggested by Boaler when mistakes or failures happen, that our brains grow and progress when we have a growth mindset (as cited in Moser et al., 2011, pp 13-15). We must model this thinking as teachers. This is imperative in our mindset evolution in the classroom. By displaying those errors or mistakes, the students can witness the teacher's perseverance even when they "mess up." This will also help with relationship and trust building in the classroom community. This is always a priority for myself and my learners. Until there is trust and security, much of the learning does not take place.

My Approach with My Students

In the linked [presentation](#), I will lead my learners through what mindset is. They will be given a self-quiz to determine what type of mindset they have (Dweck, 2016, pp. 12-14) I hope to use this as a first experience with a flipped lesson. I want to expose to them my expectations clearly during class so as to avoid confusion when we start the course material. I find it important to establish this as early as possible. I have made a [one-pager](#) that I will provide digitally for students to annotate their takeaways.

Group work, in my experience, is not looked upon by high school students with a favorable opinion. I mean to change this. I am providing opportunities for collaboration by linking a Padlet. I will encourage the students to "like and comment" on their peers' posts. By using technology to ease into discussing given topics with their peers, I can make it less intimidating as it is done so without

displaying their names on their posts. My intention is to get honest contributions from my students.

I have also linked a [Mindset Self-Quiz Google Form](#) for my students to complete. I have embedded some of the results from that form for transparency of their classmates' results (with anonymity). The goal with this component is to elicit conversions amongst my learners, even if it is just between small groups.

The objective of the lesson will be to convey how mindset can impact their learning, not only in my class, but in their other courses as well. I am not naive to think that one lesson is going to result in all of my learners finding their mathematical (growth) mindset (Boaler, 2022, p. 40). This will likely be a daily endeavor that will be aided by creating authentic learning opportunities where mistakes are valued even more highly than correct answers.

References

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