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# Revised Growth Mindset Plan

## Introduction:

Embracing a growth mindset is essential for personal and organizational growth. Carol Dweck's research underscores the power of believing that abilities and intelligence can develop through effort, perseverance, and learning (Dweck, 2008). This revised plan outlines steps to cultivate a growth mindset within myself and my high school classroom, incorporating blended learning and ePortfolios. It also reflects new considerations based on recent research questioning the impact of the growth mindset alone (Sisk et al., 2018). This plan builds on my initial exploration of the growth mindset in my previous assignment, which can be found [here](#).

## Importance of a Growth Mindset:

- A growth mindset fosters resilience, creativity, and a passion for learning (Dweck, 2016).
- It empowers individuals to embrace challenges, persist through setbacks, and see failures as opportunities for growth (Dweck, 2014).
- By promoting a growth mindset alongside blended learning and ePortfolios, high school classrooms can adapt to changing educational paradigms, foster innovation, and maximize student potential.

## Incorporating the Four Steps:

### a. Recognize and Embrace Fixed Mindset Triggers:

- **Modification:** Reflect not only on personal fixed mindset triggers but also on how classroom culture might reinforce these beliefs (e.g., focus on grades over learning). Identify specific situations, such as fear of difficult topics like algebraic problem-solving, where fixed mindset beliefs arise.
- **Action:** Reframe these beliefs for both myself and students as learning opportunities. For instance, when students struggle with complex math problems, I will highlight the learning process rather than focusing solely on the correct answer.

### b. Replace Fixed Mindset Thoughts with Growth Mindset Thoughts:

- **Modification:** Encourage self-awareness and mindfulness practices in students to help them recognize their fixed mindset thoughts (Rattan et al., 2012). For example, introduce

reflective ePortfolio entries where students write about their challenges and what they learned from them.

- **Action:** Replace fixed mindset thoughts with affirmations like "I can improve with practice" and "Challenges make me stronger." Reinforce this mindset during feedback sessions, emphasizing the concept of "Yet" (Dweck, 2014) (e.g., "You haven't mastered this skill yet, but look at how much you've improved already!").

#### **c. Cultivate a Growth Mindset Environment:**

- **Modification:** Focus on building a classroom environment that integrates blended learning and ePortfolios to provide personalized learning experiences (Hochanadel & Finamore, 2015).
- **Action:** Engage with classmates in my current courses, EDLD 5389 and EDLD 5313, through discussion posts and GroupMe chats, to share ideas on implementing growth mindset strategies. In the classroom, I will foster an environment where students take risks, learn from mistakes, and reflect on their growth through their ePortfolios.

#### **d. Take Action and Embrace Growth:**

- **Modification:** Set goals for integrating the growth mindset into the use of ePortfolios, with a structured timeline for implementing and assessing these practices.
- **Action:** Model setting specific, stretch goals for students in math, such as mastering a challenging algebra concept (Hochanadel & Finamore, 2015). Celebrate progress and perseverance along the way, even if the final goal hasn't been reached yet.

#### **Communicating the Message of "Yet":**

- Introduce the concept of "yet" to students and colleagues as a reminder of the potential for growth (Dweck, 2016). Use phrases like "I haven't fully integrated ePortfolios into my teaching yet, but I'm actively exploring ways to do so."
- Model this mindset by using it in my classroom and discussions, framing student limitations as temporary obstacles on their path to mastery.

#### **Utilizing Resources to Promote Growth Mindset:**

- Share relevant articles, TED talks, and videos to reinforce growth mindset principles. Resources include:
  - Article: [\*The Power of Believing That You Can Improve\*](#) by Carol Dweck (2016).
  - TED Talk: [\*The Power of Believing That You Can Improve\*](#) by Carol Dweck.
  - Video: [\*How to Develop a Growth Mindset\*](#) by Dr. Dweck.
- Provide access to online courses on developing a growth mindset and integrate storytelling in class to highlight real-life examples of overcoming challenges.

### **Promoting Growth Mindset Regularly:**

- **Modification:** Move beyond just discussing the growth mindset. Integrate it into weekly reflections using ePortfolios, where students set goals, document their challenges, and reflect on their progress.
- **Action:** Lead by example in promoting a growth mindset by sharing my learning journey with students, especially in adopting new teaching practices.

### **Impact on Coursework and Program:**

- Adopting a growth mindset helped shape how I approach my coursework in EDLD 5389 and EDLD 5313, viewing challenges as opportunities to grow and collaborating with peers for feedback (Briceño, 2012).
- Encourage my students to do the same by shifting their focus from grades to the learning process, fostering a classroom culture where effort and perseverance are valued over perfection.

### **Additional Considerations and Modifications:**

#### **1. Growth Mindset Alone Is Not Enough:**

- A recent meta-analysis suggests that a growth mindset alone may not significantly impact student success (Sisk et al., 2018). Therefore, I will couple growth mindset strategies with blended learning and ePortfolios, creating a holistic learning environment that provides students with hands-on experiences, self-assessment opportunities, and continuous feedback.

#### **2. Preventing the Growth Mindset from Becoming a Fad:**

- To prevent the growth mindset from becoming superficial, I will integrate it consistently in classroom practices, assessments, and discussions. I will avoid using it as a buzzword and focus instead on its practical application in learning, self-assessment, and perseverance (Dweck, 2016).
- To counter the potential misuse of concepts like "grit" being mistaken for simply increasing rigor, I will emphasize perseverance balanced with self-care and self-compassion in my classroom (Duckworth, 2016).

#### **3. Modeling and the Message of "Yet":**

- I will model the growth mindset by openly discussing my challenges and how I'm working to overcome them. In my algebra class, I will introduce "not yet" language to reduce the pressure of perfection, helping students understand that learning is a process, not a race (Dweck, 2008).
- In our GroupMe and discussion posts, I will encourage classmates to share their experiences with challenges and setbacks, promoting a culture of learning and growth within our courses.

#### **4. Reigniting the Learner's Mindset:**

- Moving beyond the growth mindset, I aim to reignite the learner's mindset in my students. This involves fostering curiosity, encouraging exploration, and valuing questions over answers (Harapnuik, 2013). By integrating ePortfolios into my math class, I will provide students with opportunities to explore, reflect, and showcase their learning journey.

#### **Conclusion:**

Fostering a growth mindset requires self-awareness, deliberate action, and consistent reinforcement. By integrating Dweck's principles and the latest research, this updated plan emphasizes cultivating a culture of continuous growth and learning for myself, my students, and the broader learning community. My focus is on implementing practical strategies, using ePortfolios to provide students with opportunities for reflection and self-directed learning. In doing so, we can build significant learning environments that prepare students for an ever-changing world. Through this holistic approach, I will empower students to develop a growth mindset, embrace challenges, and view setbacks as stepping stones toward success.

## References

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