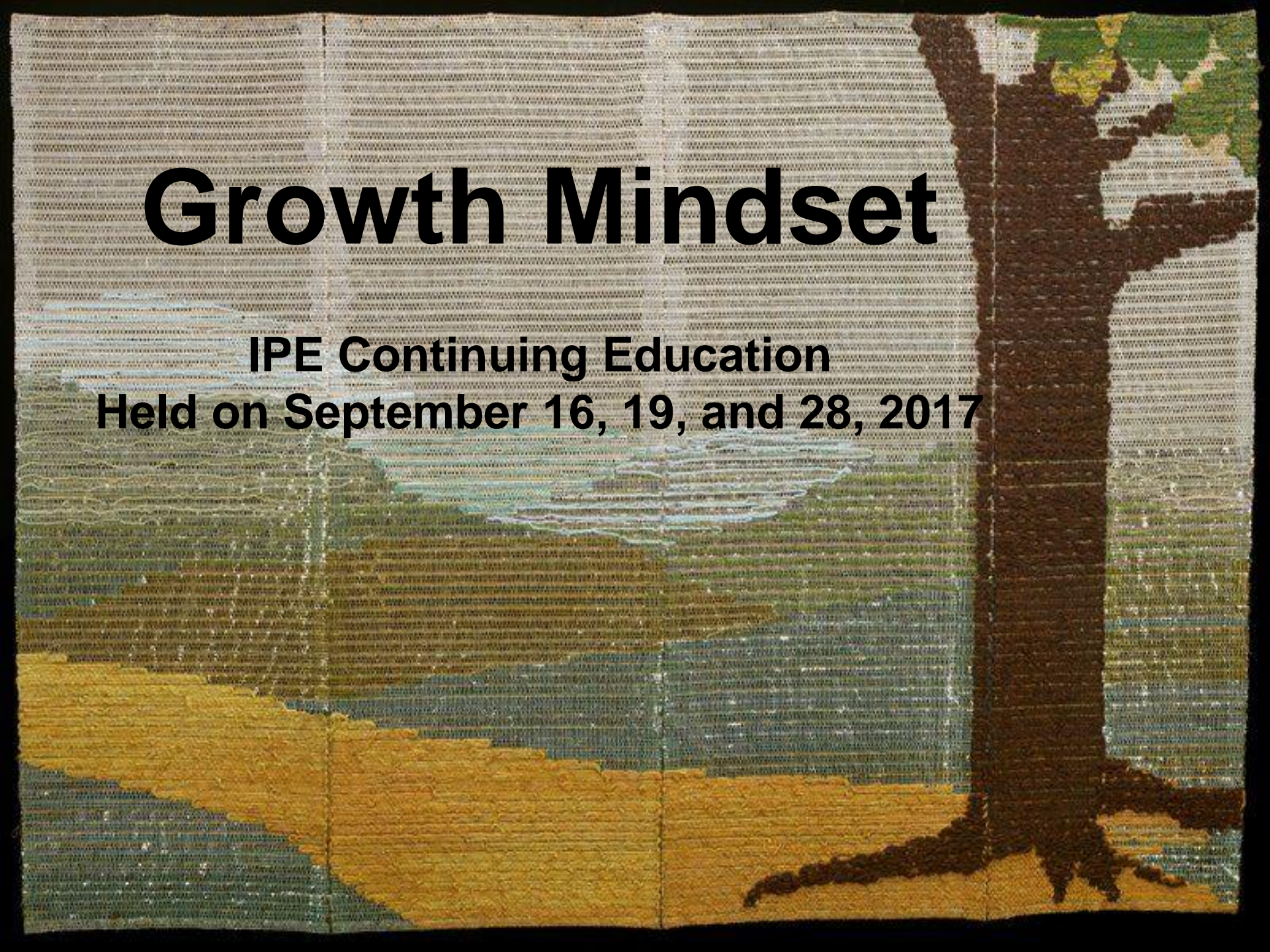


# **Growth Mindset**

**IPE Continuing Education**

**Held on September 16, 19, and 28, 2017**



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# Growth Mindset



We found that students' mindsets—how they perceive their abilities—played a key role in their motivation and achievement.

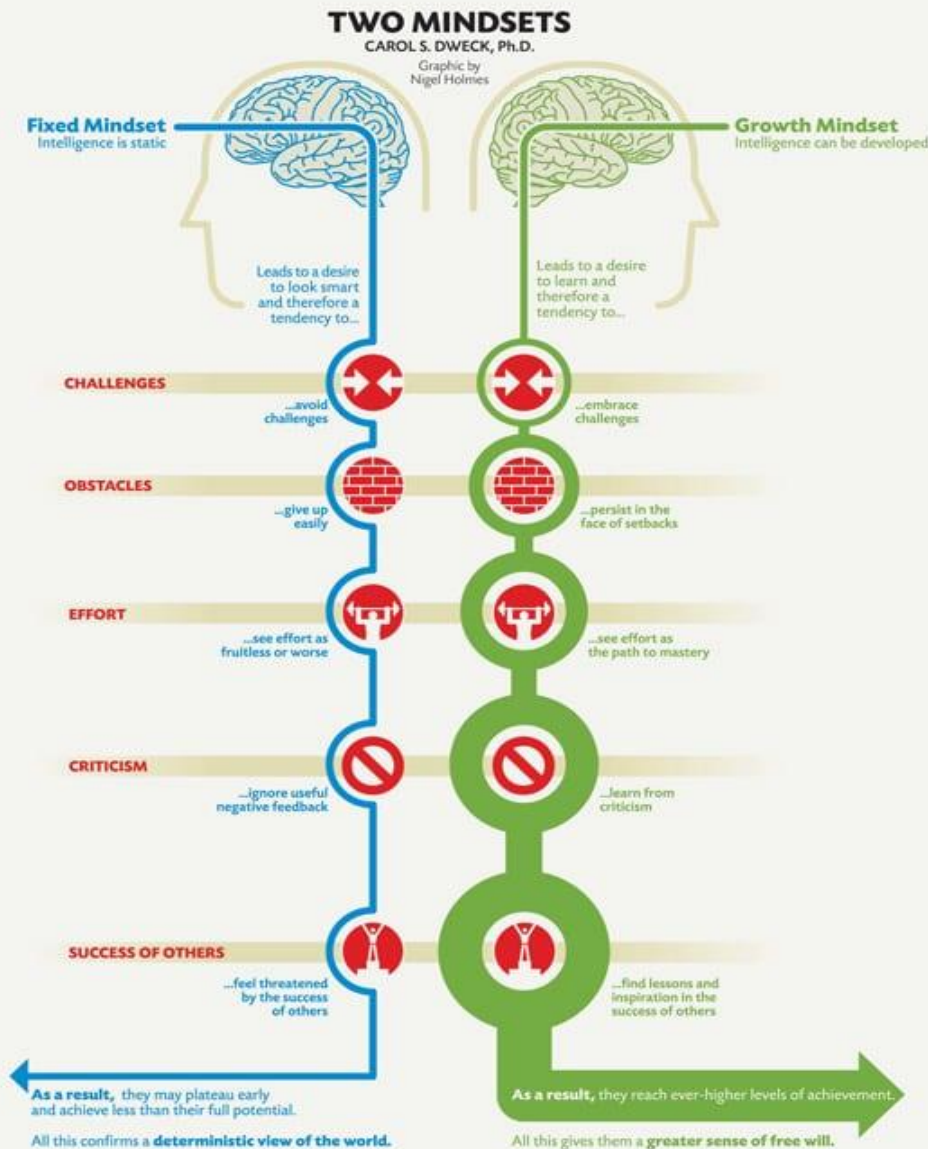
More precisely, students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset).

From Carol Dweck Revisits the 'Growth Mindset',  
*Education Week*, September 23, 2015.

# Growth Mindset

A belief that intelligence and talents can be developed. People who follow a growth mindset:

- Embrace challenges
- Persist in the face of setbacks (the “grit” factor)
- See effort as path to mastery
- Learn from feedback
- Find lessons and inspiration in the success of others





## Growth Mindset



A growth mindset isn't just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort.

[People] need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.

From Carol Dweck Revisits the 'Growth Mindset', *Education Week*, September 23, 2015.

# Developing a Growth Mindset

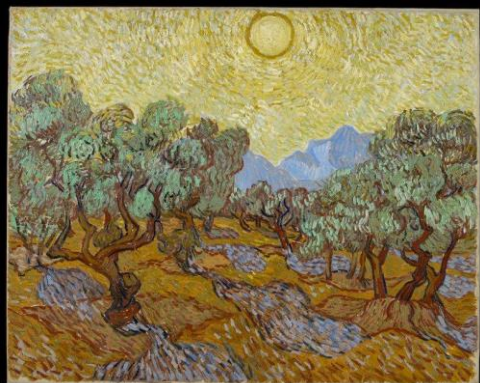
How do we adopt a deeper, true growth mindset?

Acknowledge that...

- 1) We're all a mixture of fixed and growth mindsets.
- 2) We will probably always be, and
- 3) If we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds.



From Carol Dweck Revisits the 'Growth Mindset', *Education Week*, September 23, 2015.



## What are some fixed mindset triggers?



- Watch for a fixed-mindset reaction when you face challenges.
- Watch for it when you face a setback or when [people] aren't listening or learning.
- Watch to see whether criticism brings out your fixed mindset.
- Watch what happens when you see someone who's better than you at something you value.

Accept those thoughts and feelings and work with and through them.  
And keep working with and through them.

From Carol Dweck Revisits the 'Growth Mindset', *Education Week*, September 23, 2015.



Pair Share Discussion: 10 minutes  
Form groups of 2 to 3 people.

1. When did you encounter someone who expressed disbelief in your abilities or offered discouragement? Share the experience with your partner(s), describing how it felt and the impact it had.
2. When did you encounter encouragement in overcoming a problem or challenge? Share that experience with each other, and think of a word/couple words to describe that experience. Write the word(s) down on a post-it note, and we'll put those on the board.



# Research on growth mindset

Studies have shown that students with a growth mindset:

- Are more motivated and engaged, even when work is challenging
- Are more likely to review or revise their work
- Score better on math and verbal standardized tests
- Fail fewer classes and have higher GPAs
- Are more likely to persist in high school and college

Sources: Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38(2), 113-125; Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, 78(1), 246-263; Dweck, C. S., Walton, G. M., & Cohen, G. (2011). Academic tenacity. White paper prepared for the Gates Foundation. Seattle, WA.; Yeager, D. S., Walton, G., & Cohen, G. L. (2013). Addressing achievement gaps with psychological interventions. *Phi Delta Kappan*, 94, 62-65.

# Fixed Mindset



I can't do this...

I give up...

It's good enough...

I made a mistake...

This is too hard...

I don't understand.

# Growth

# Mindset



I can't do this  
**YET!**  
I'm going to  
train my brain!

I'll use different  
strategies!

I can always  
improve, I'll keep  
trying!

This may take  
some time and  
effort!

Mistakes  
help me  
improve!

I don't  
understand

# MAY THE "YET" BE WITH YOU



# Designed to use with students...

- Linked to other “Social-Emotional Skills”
  - **optimism**—putting aside fear and resistance to learn something new
  - **persistence**—keeping at it, even when a task is hard
  - **flexibility**—trying different ways to find a solution
  - **resilience**—bouncing back from setbacks and learning from failure
  - **empathy**—learning by putting oneself in another person’s shoes.
- Emphasize the process, what was learned, and what to do next
- Emerging conversations around equity

# ...Impact on Adults

- “Our staff is studying Dweck's work about Fixed and Growth Mindsets by reading ‘Self Theories’ and utilizing faculty meeting time for reflection and sharing. Our students bring various challenges to school, including apathy or a lack of confidence in their ability to succeed in high school, and the Science House's training around Mindset has morphed into a focus for addressing and understanding student motivation, achievement, and expectations.” —Principal, Richfield High School

# Why Growth Mindset and Conversations about Art?

- Facilitation is hard! You've just met, kids show their emotions, share unexpected comments, trying to create a conversation...
- There is research in growth mindset and artmaking
  - Failure, mistake, critique....

## Fail Again, Fail Better:

Embracing Failure as a Paradigm for  
Creative Learning in the Arts

Shaunna Smith and Danah Henriksen

*"All of old. Nothing else ever. Ever tried. Ever failed.  
No matter. Try again. Fail again. Fail better."*

—Samuel Beckett (O'Connell, 2014)

*"Creativity is allowing yourself to make mistakes.  
Art is knowing which ones to keep."*

—Scott Adams (Adams, 2015)

# Learning Innovation is Modeling and Embodying a Growth Mindset

- Generosity
- Agility
- Emotional Intelligence
- Positive Energy
- Driving Results



# Q and A

Questions on growth  
mindset or its impact?

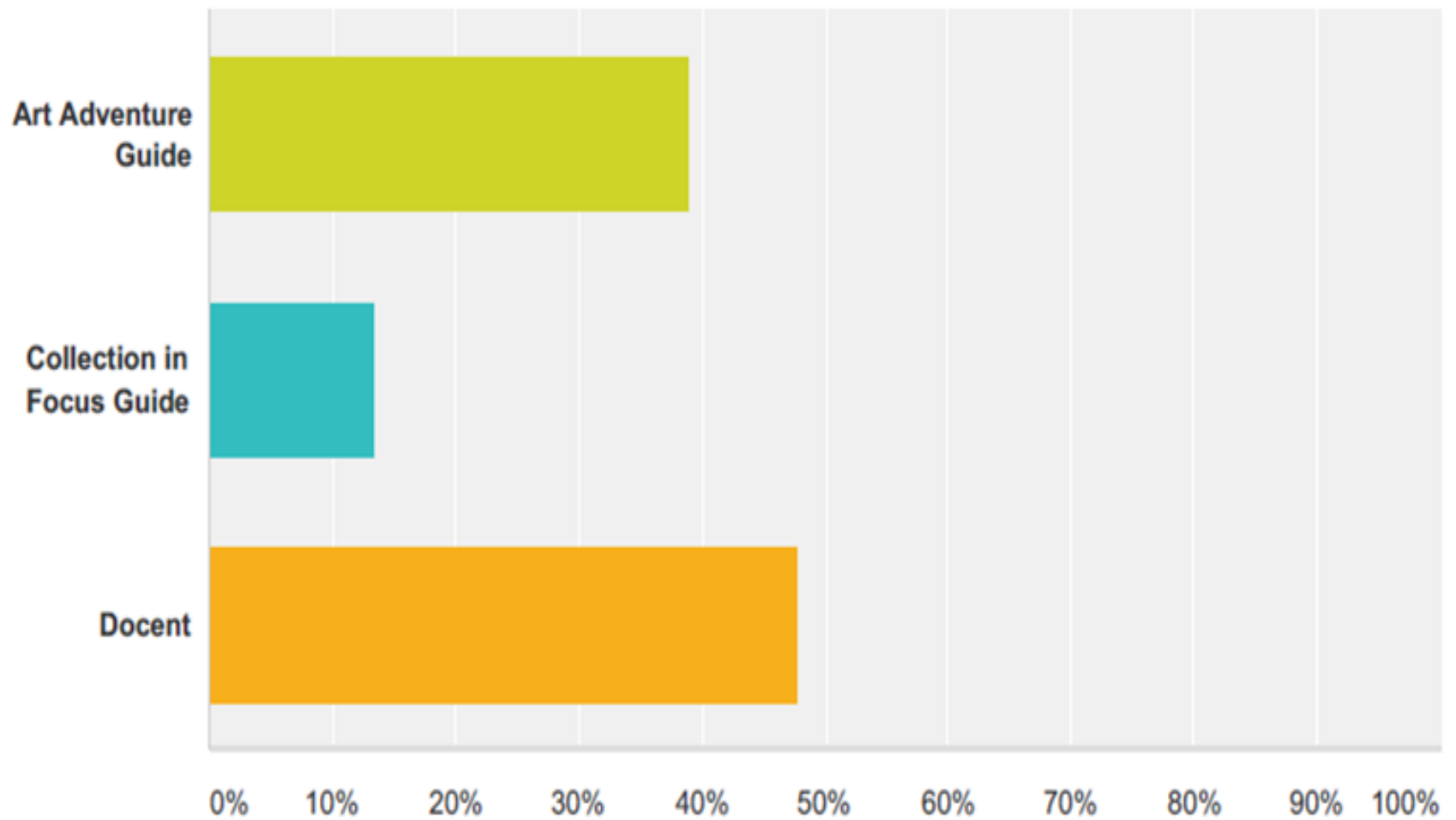


# Feedback and IPE Volunteers in the past 2.5 years



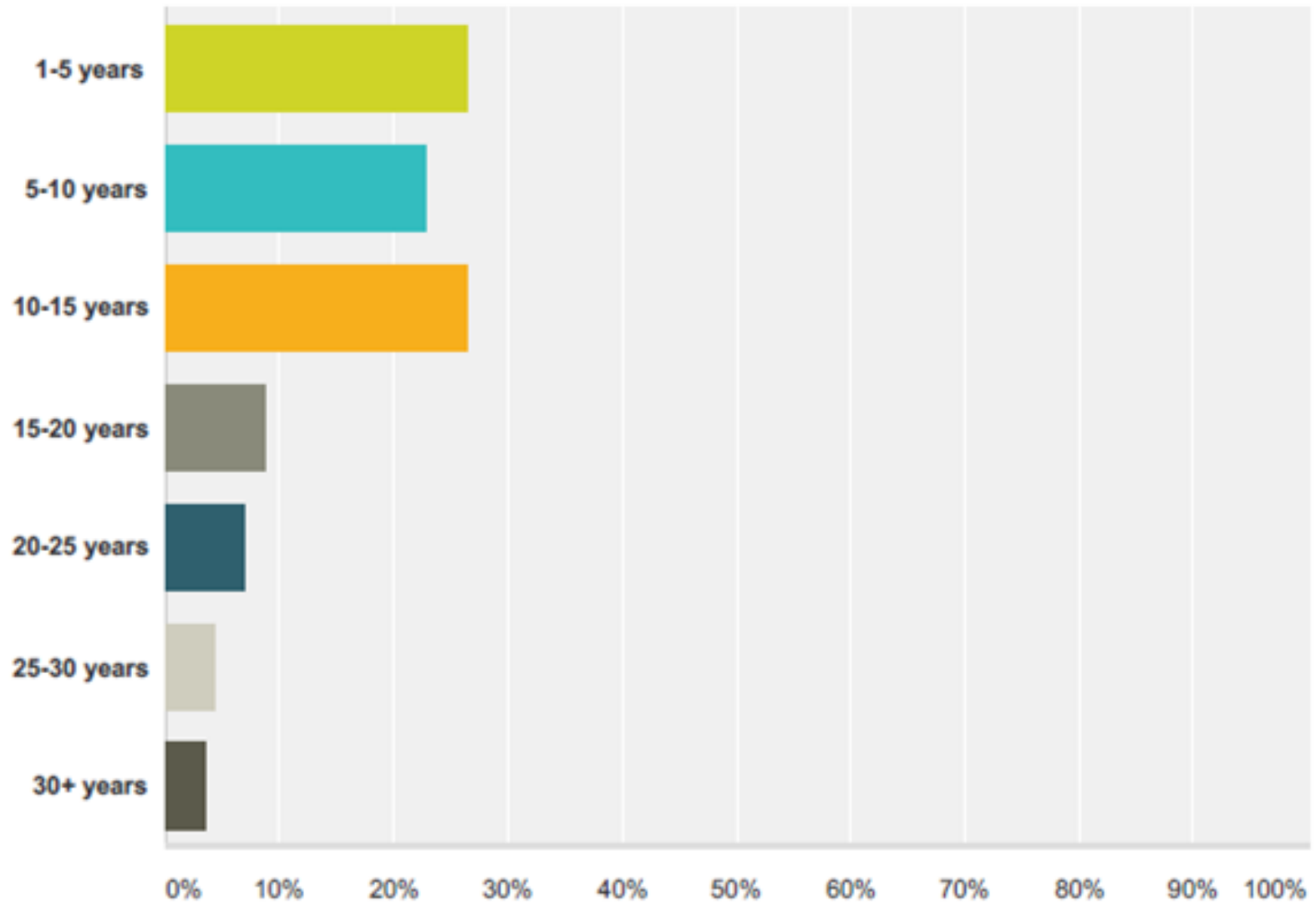
# Q1 I am a(n)

Answered: 113 Skipped: 0

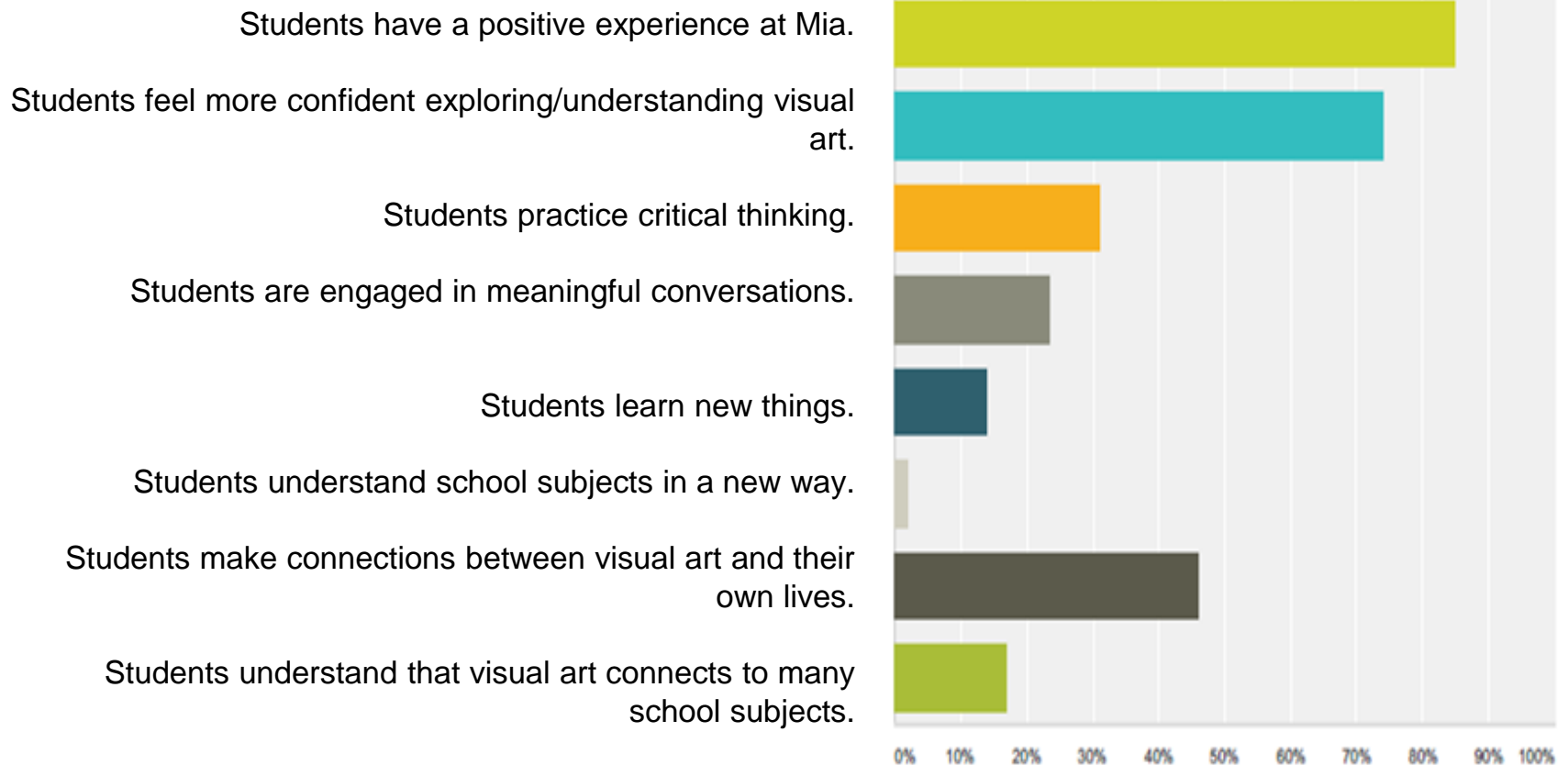


## Q2 I have been a guide/docent for

Answered: 113 Skipped: 0



**Q3 For you, personally, what are the TOP 3 goals of tours you give to K-12 students? (If you do not lead K-12 tours, please skip this question and the next.)**



# What behaviors, actions, or comments would you look for from the students or teachers/chaperone to let you know you've achieved these goals?

<u>Behavior, action, comments</u>	<u>Number of times mentioned by survey respondents</u>
Students are engaged .....	25
Students participate .....	23
Students ask questions.....	16
Students want to return to Mia/ Bring family .....	15
Students show excitement/enthusiasm ...	15
Students don't want to leave/ sad the tour is over/ surprised the tour went so fast .....	10

**Q5 For you, personally, what are the TOP 3 goals of tours you give to adults? (If you do not lead adult tours, please skip this question and the next.)**

Visitors have a positive experience at Mia

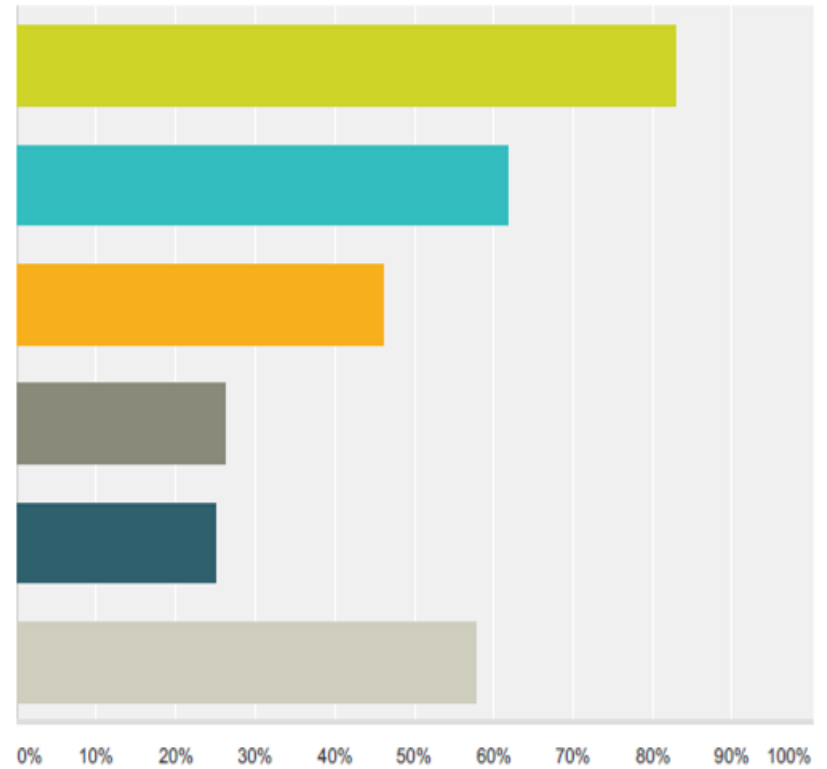
Visitors feel more confident exploring/understanding visual art

Visitors are engaged in meaningful conversations

Visitors learn new things

Visitors make connections between visual art and their own lives

Visitors get a deeper understanding of the content and context of the artworks on the tour



**What behaviors, actions, or comments would you look for from adults on a tour to let you know you've achieved these goals?**

**Behavior, action, comments mentioned**

**Number of times**

**by survey respondents**

Visitors participate/ join the convo/ discuss/ share .....	48
Visitors ask questions during the tour.....	27
Visitors are engaged.....	19
Visitors ask about other Mia programs/ say they want to come back/ say they want to learn more.....	11

# CONCERNS about being observed while giving a tour:

## Number of times

### mentioned by survey respondents

#### Observed by Staff

I would be nervous/ wouldn't do my best/ it would be uncomfortable.....	29
Would they understand/accept my tour style?.....	10
They might be overly negative/critical.....	3

# POSITIVES about being observed while giving a tour:

## Number of times

### mentioned by survey respondents

#### Observed by Staff

I would get realistic/helpful/constructive feedback.....	35
I could learn new things/tips and/or get an objective outside view .....	20
It would give me an opportunity to improve .....	17
It would be a chance to hear positive comments on my tour .....	11





How might we insure that any evaluation / feedback system is conducted in a positive, open-minded way?

Our solution:

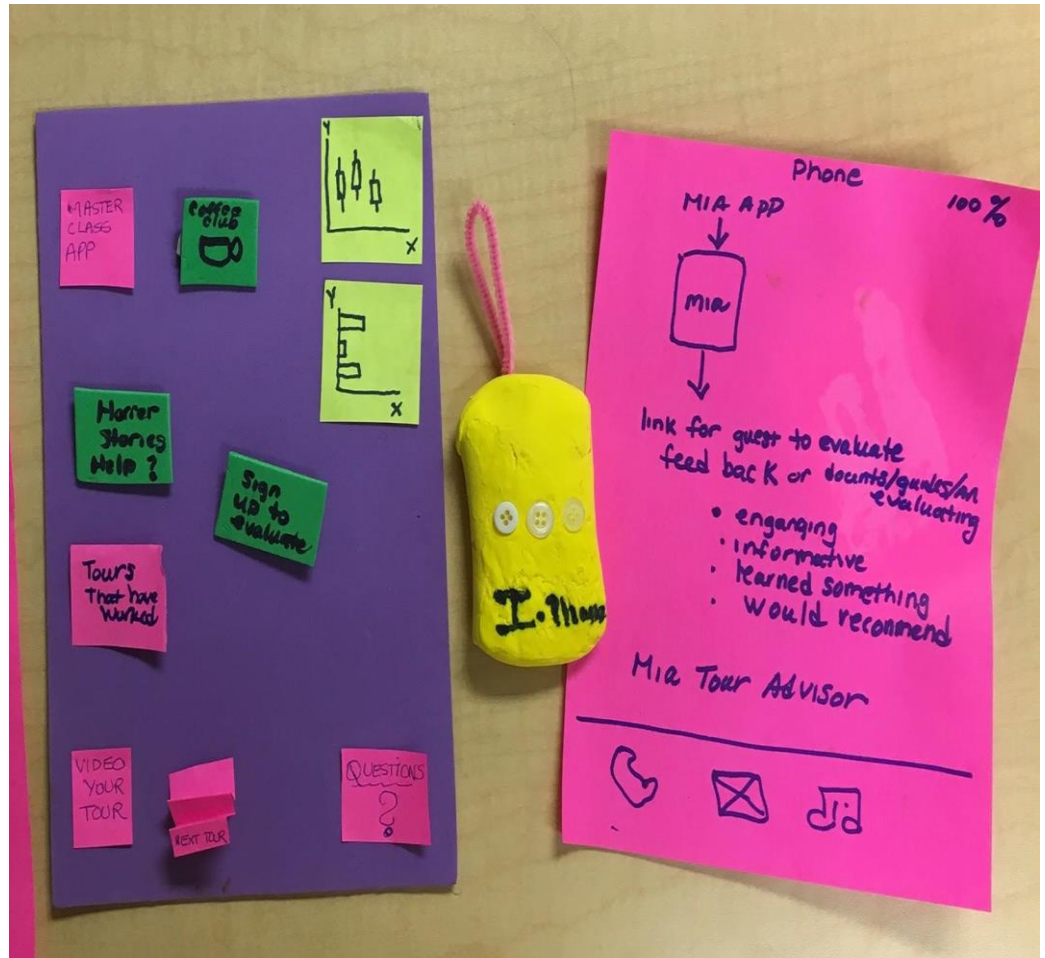
- collaborative } discussion
- informal }
- sharing of questions and answers
- revisit your art works and share ideas
- focus on a few questions (What worked best? What would you add?)

How do we develop  
an ongoing community  
for on-going feedback.

- technology
- peer groups
- other idea?

Forum with

- Audio Recording of Masters
- Phone App - for guests
- on line Summary for guides about tour
- Saturday Tea
- online place to share stories.



How might ~~know~~  
an observer know  
if the group is  
engaged and  
engaging?



use art work pics to demonstrate  
the emoji's



# Tour Feedback

Date \_\_\_\_\_

Group Name \_\_\_\_\_

**Rate your overall enjoyment of your guided tour.**

(1=poor, 10=excellent)

1 2 3 4 5 6 7 8 9 10

**Did the tour guide make you feel welcome?**

(1=Not at all 10=To a great extent)

1 2 3 4 5 6 7 8 9 10

**Did the tour help you engage with art in a meaningful or new way?**

(1=Not at all 10=To a great extent)

1 2 3 4 5 6 7 8 9 10

**Did the tour encourage awareness of and respect for other cultures/ people/perspectives?**

(1=Not at all 10=To a great extent)

1 2 3 4 5 6 7 8 9 10

**Would you recommend a guided tour at Mia to your friends?**

(1=Not at all likely 10=Very likely)

1 2 3 4 5 6 7 8 9 10

**Additional comments and suggestions are greatly appreciated:**

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Docent/Guide Name \_\_\_\_\_

Tour Type/Theme \_\_\_\_\_

# K-12 School Tour Feedback

Date \_\_\_\_\_

School Name \_\_\_\_\_

Grade Level \_\_\_\_\_

**Are you a teacher or chaperone?**

Teacher    Chaperone

**Rate the overall quality of your guided tour**

(1=poor, 10=excellent)

1   2   3   4   5   6   7   8   9   10

**Rate the age-appropriateness of your guided tour:**

Below the students' level    At the students' level

Above the students' level

**Did the guide make you and the students feel welcome?**

(1=Strongly Disagree 10=Strongly Agree)

1   2   3   4   5   6   7   8   9   10

**Students were actively engaged in the tour, i.e. raising hands, answering questions, looking carefully, listening, etc.** (1=Strongly Disagree 10=Strongly Agree)

1   2   3   4   5   6   7   8   9   10

**The tour encouraged awareness of and respect for other cultures/people/perspectives.**

(1=Strongly Disagree 10=Strongly Agree)

1   2   3   4   5   6   7   8   9   10

**Would you request this tour/program again?**

Yes    No    Maybe

**Additional comments and suggestions are greatly appreciated:**

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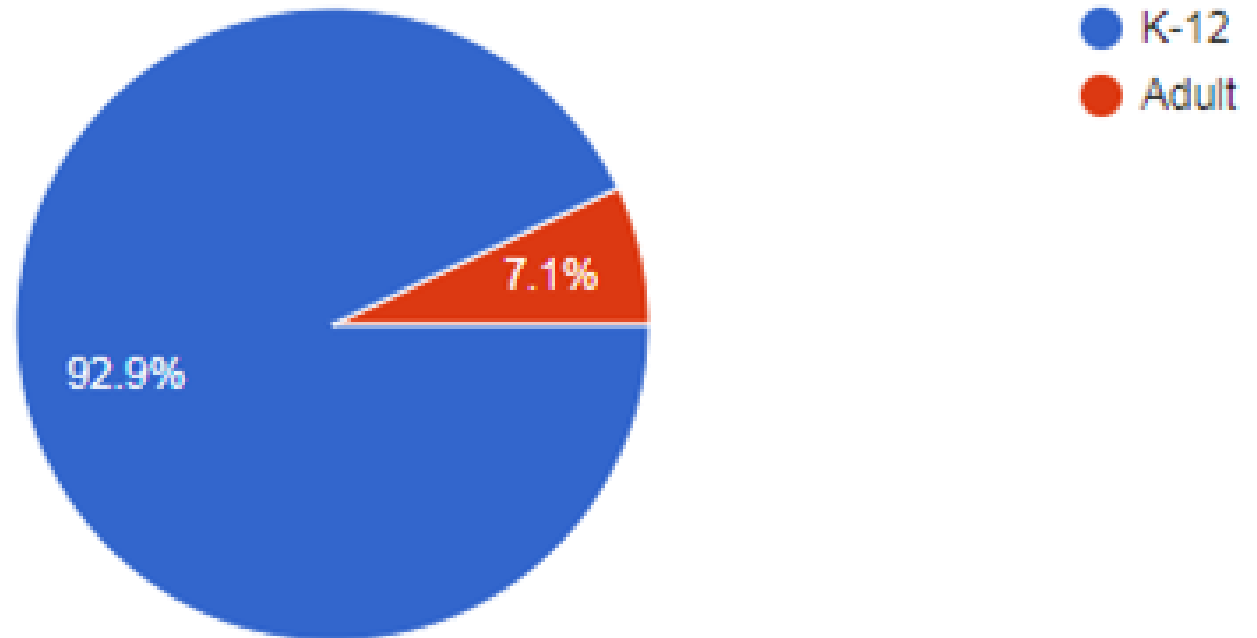
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**Docent/Guide Name** \_\_\_\_\_

**Tour Type/Theme** \_\_\_\_\_

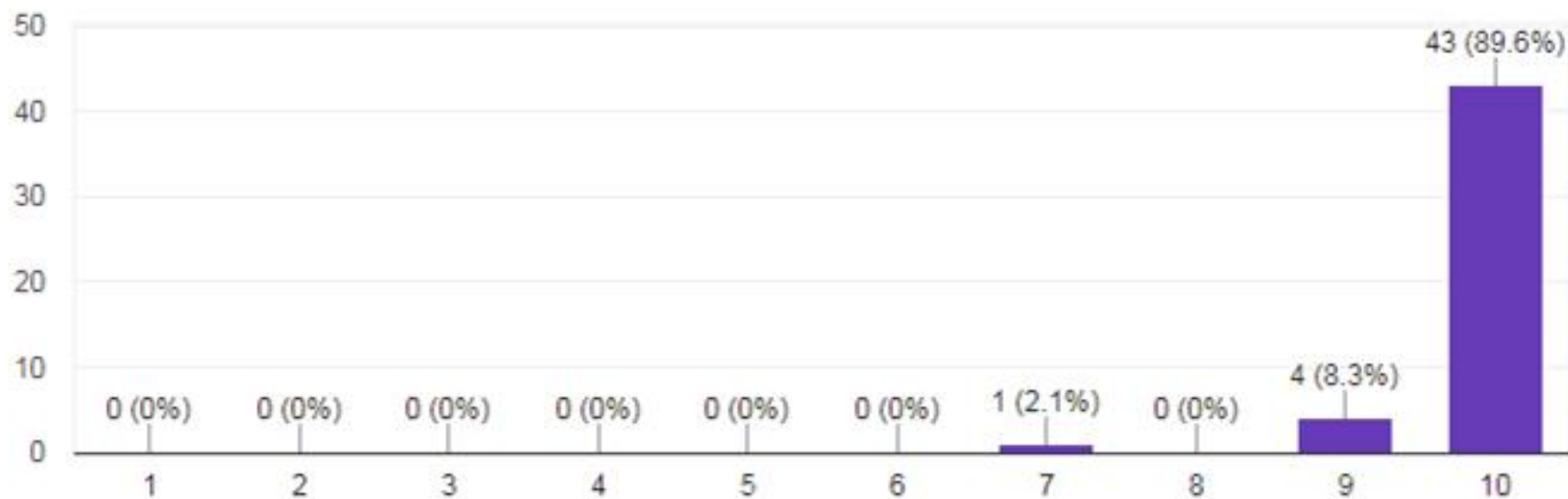
# K-12 or Adult

450 responses



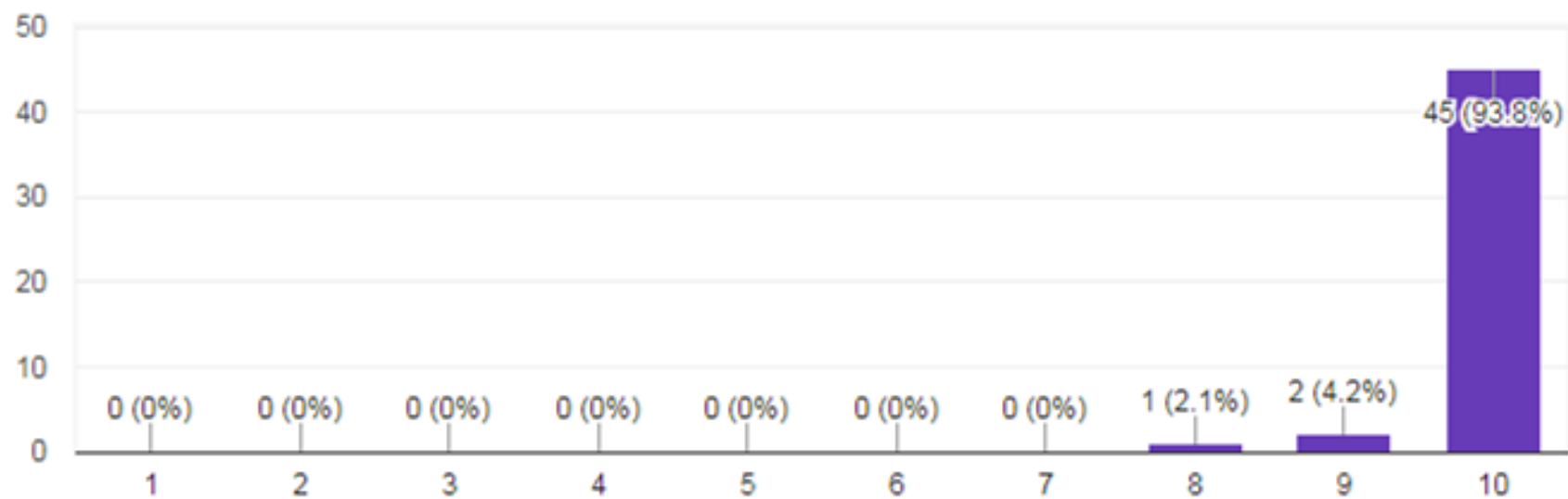
## ADULT Rate your overall enjoyment of your guided tour

48 responses



## ADULT Did the tour guide make you feel welcome?

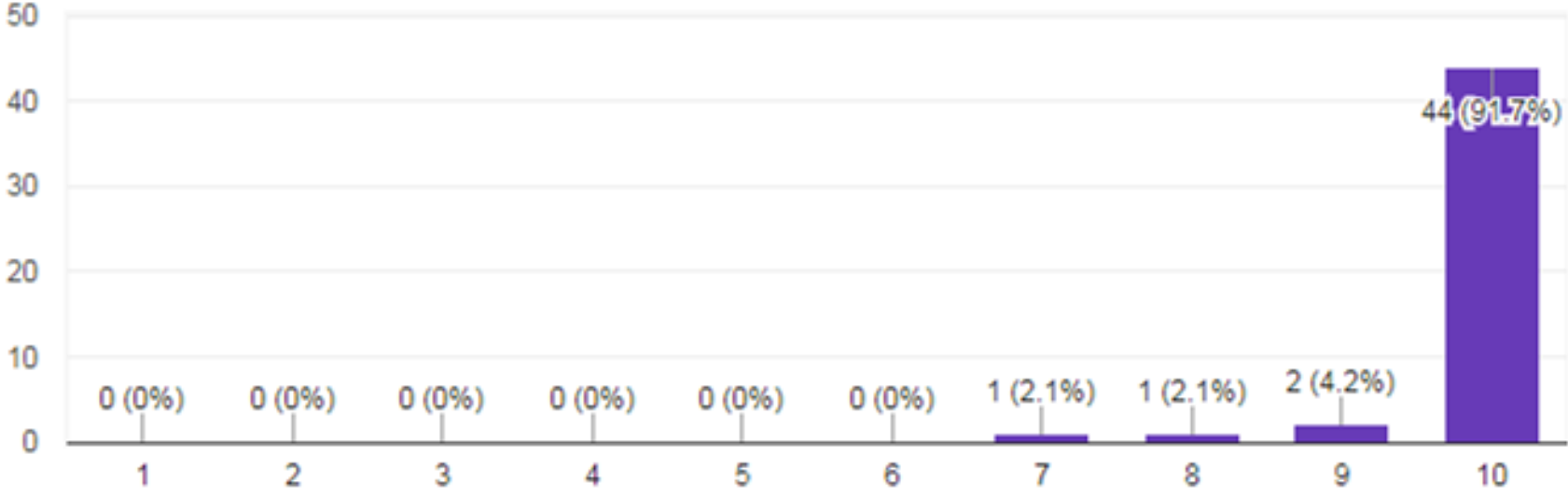
48 responses





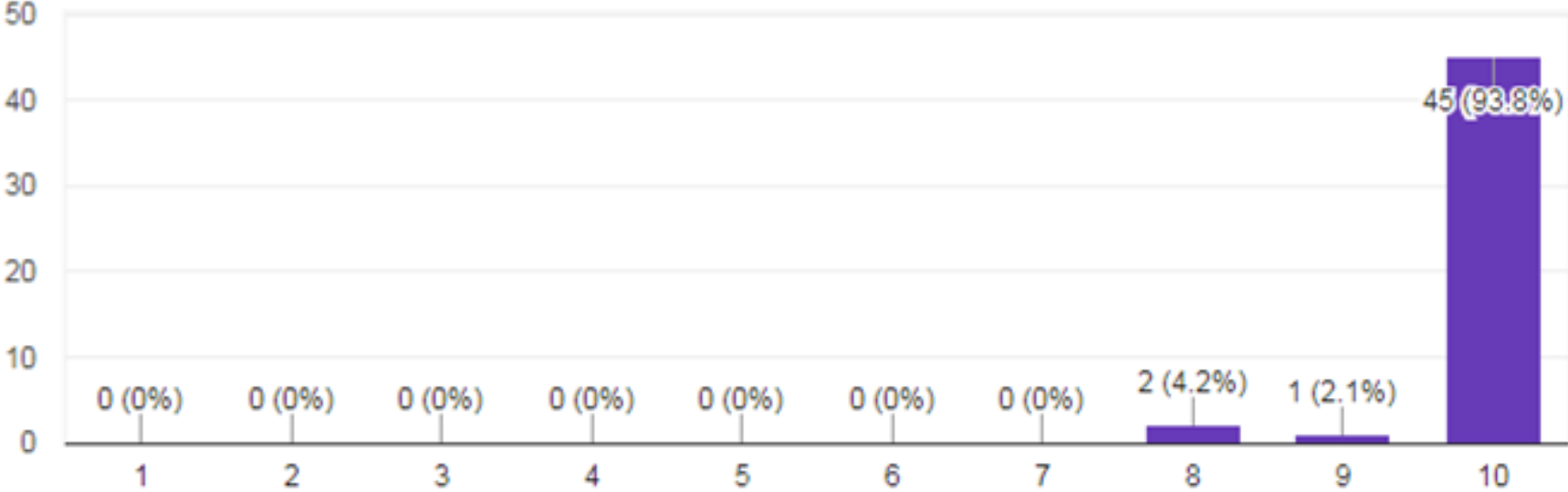
# ADULT Did the tour help you engage with art in a meaningful or new way?

48 responses



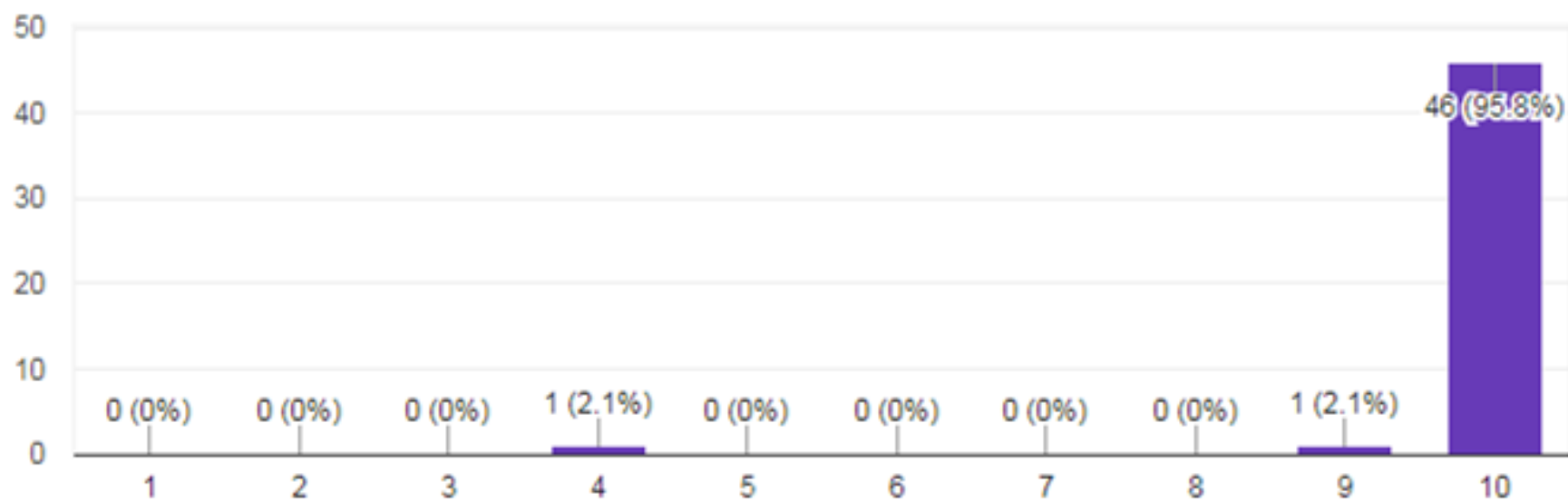
# ADULT Did the tour encourage awareness of and respect for other cultures/people/perspectives?

48 responses



## ADULT Would you recommend a guided tour at Mia to your friends?

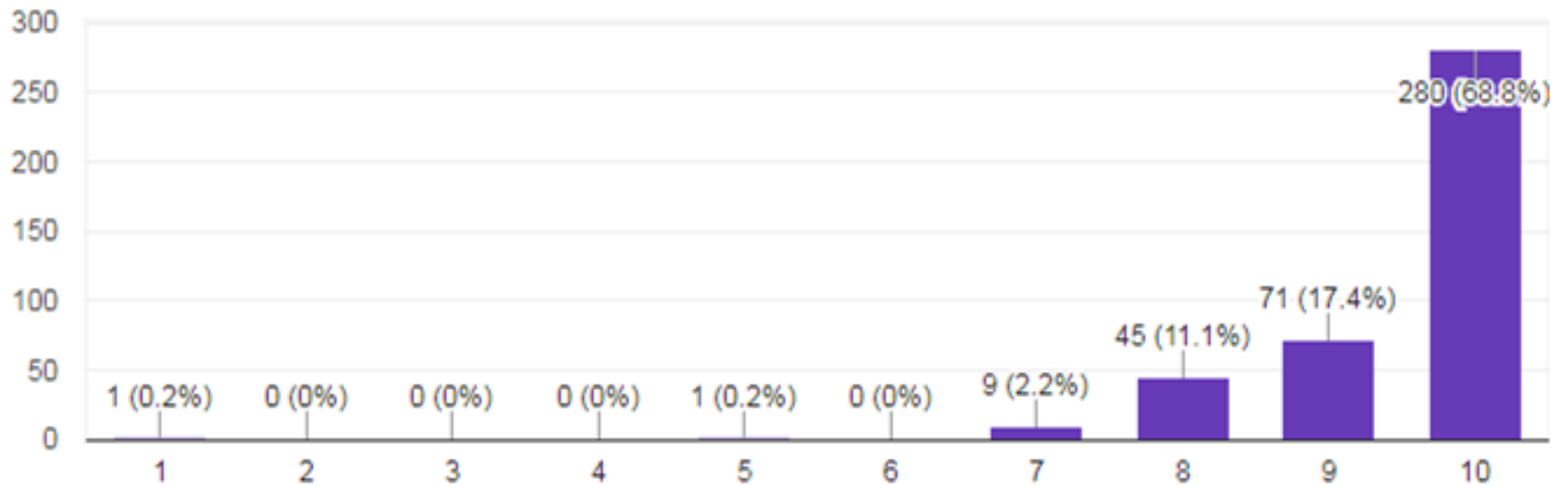
48 responses



# K-12

## Rate the overall quality of your guided tour

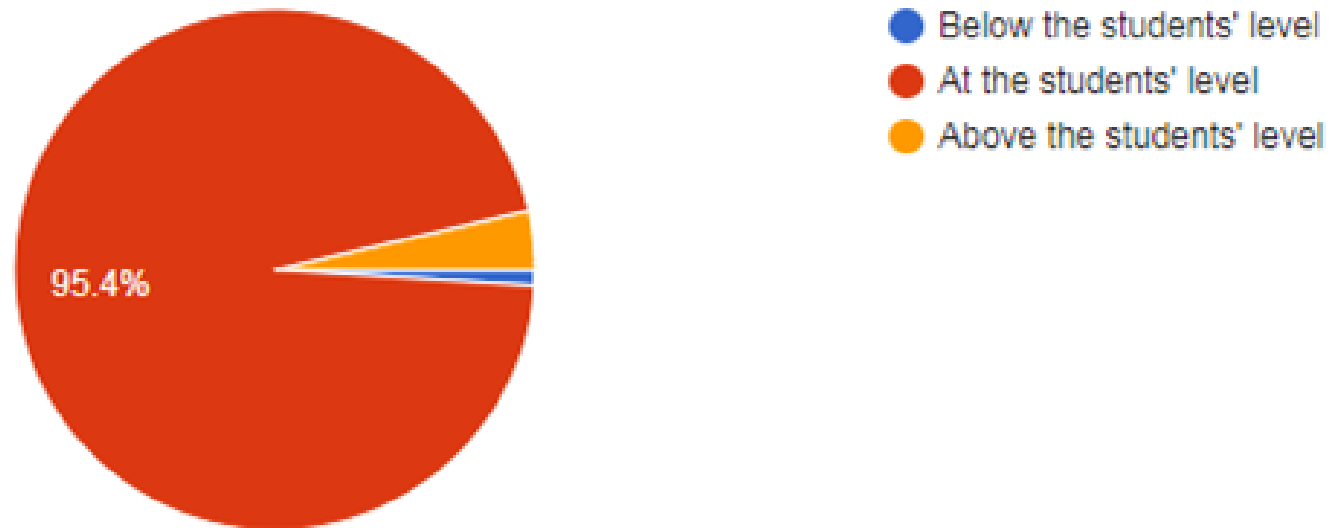
407 responses



# K-12

Rate the age appropriateness of your guided tour.

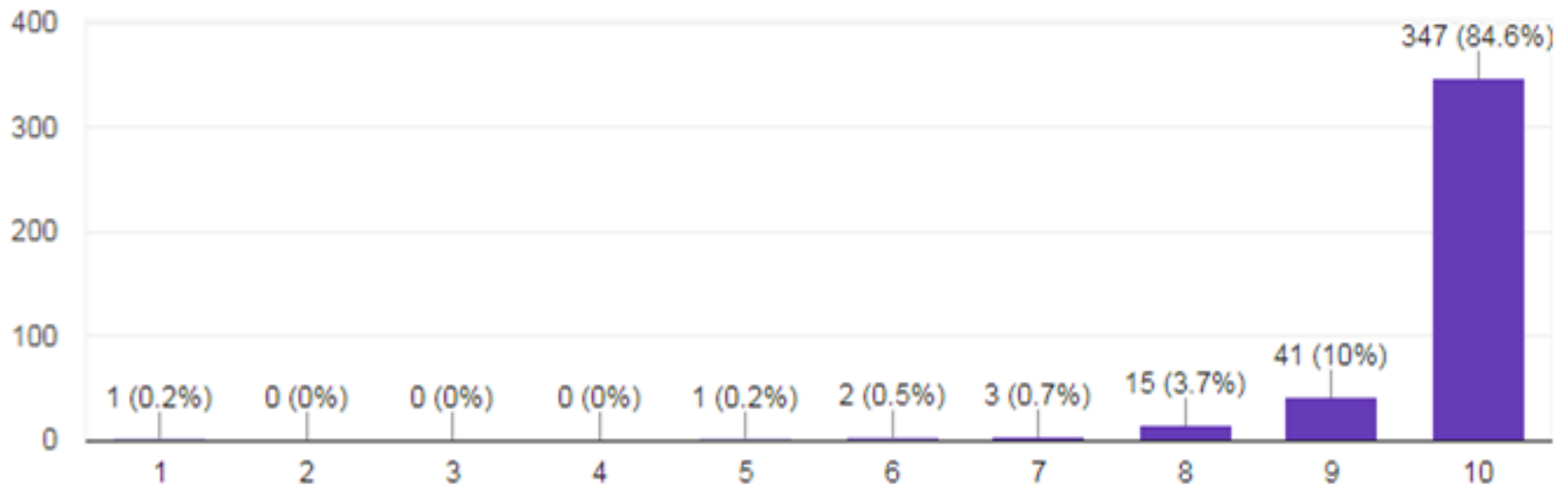
412 responses



# K-12

Did the guide make you and the students feel welcome?

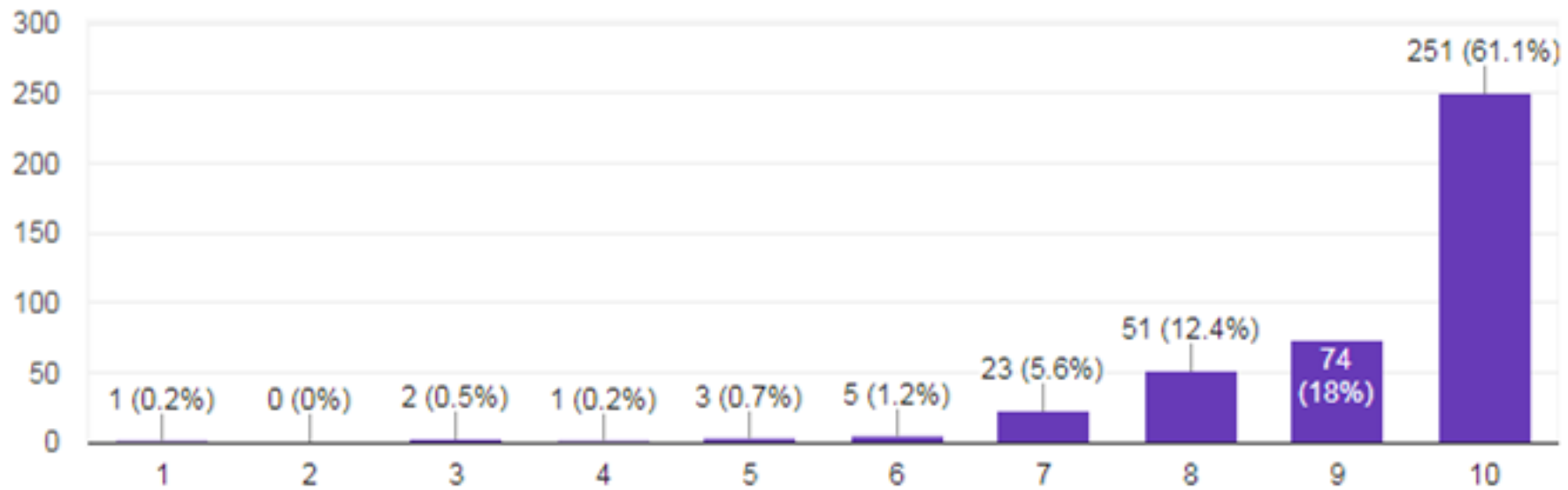
410 responses



# K-12

## Students were actively engaged in the tour

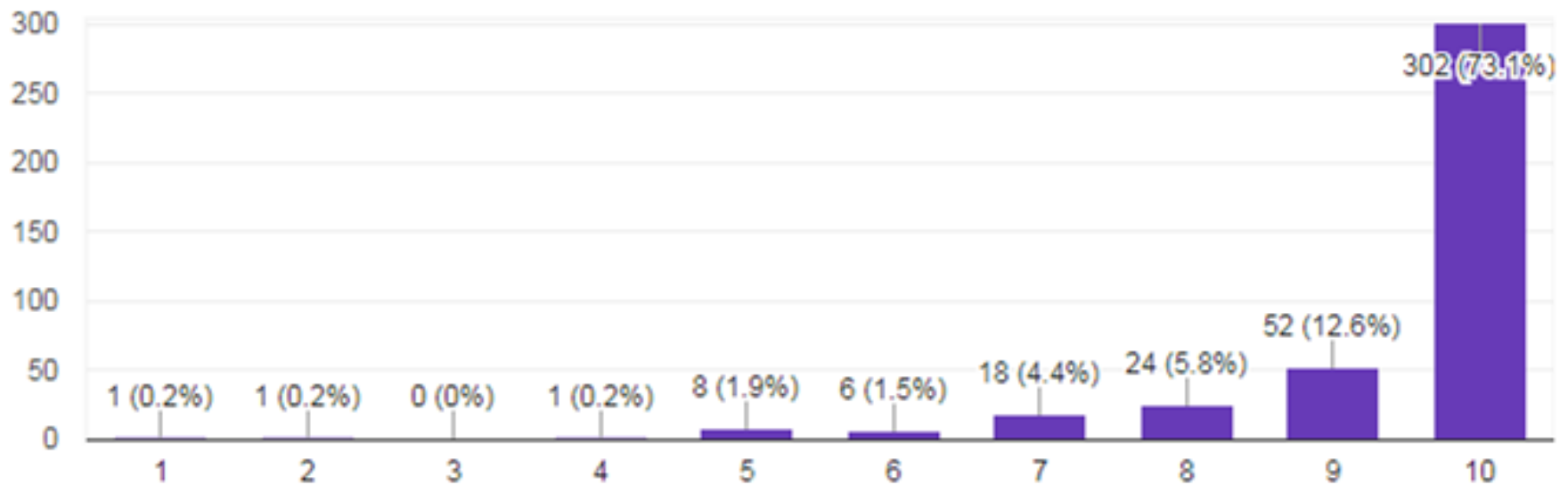
411 responses



# K-12

The tour encouraged awareness of and respect for other cultures/people/perspectives.

413 responses

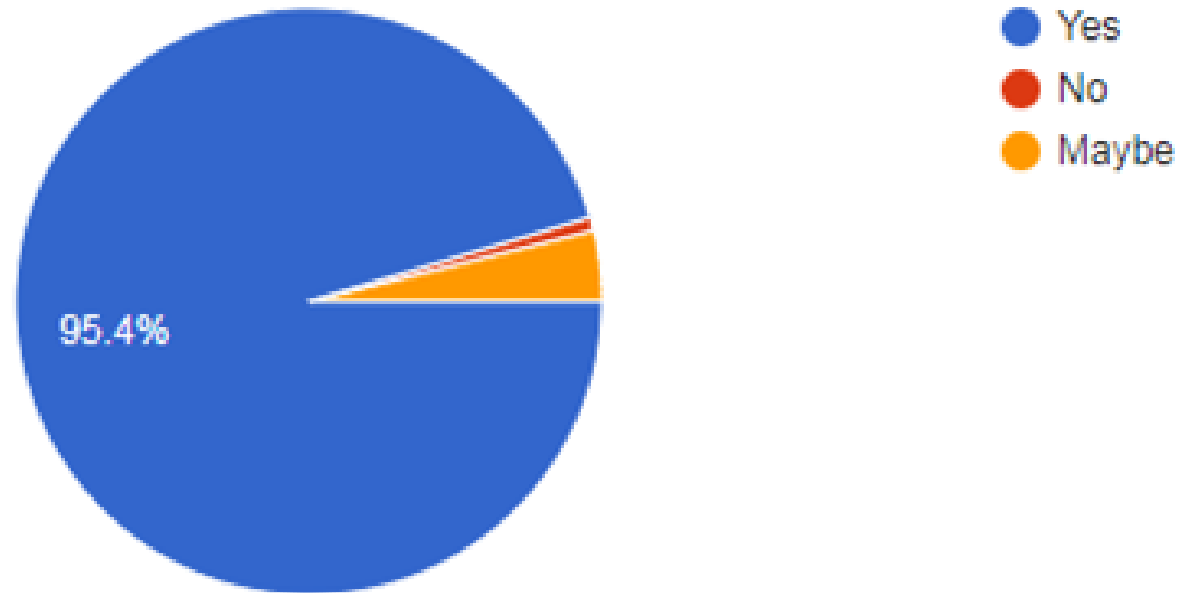




# K-12

Would you request this tour again?

410 responses



# Great feedback so far!

This means we have a great base to build on.

Staff are keeping in mind that this can be a stressful experience, but we are working very diligently to make it as comfortable as possible.

We are sharing feedback with you, and we want you to share feedback with us about the process.

# Self-reflection and Feedback

- Self-reflection as a tool to focus on gallery experiences (tours and art carts)
- Individualized process: what do YOU want to work on?
- Focus on being welcoming and inclusive to our audience (Strategic Plan goal)
- Reflect on what goes well and how that contributes to a successful experience
- Identify ways to improve interactions with visitors

# Self-reflection Process

- Complete on-line self-reflection form to identify what you want to work on
- Schedule observation with staff member (1 hour)
- Discuss immediately after with staff observer (30-45 minutes); focus on area you identified
- Receive notes from staff observer within 2 weeks

# Self-reflection On-Line Form

What do you do during your tours or art cart facilitation to help visitors feel welcome?

What do you do to help provide an inclusive experience at Mia?

What aspects of your tours and art carts go especially well?  
How do these aspects contribute to success?

What would you like to work on for future tours and art carts?

# Observation and Feedback

How will this happen?

- Random selection and scheduling
- IPE goals for this touring year
- Volunteers!

## Small group discussion

Form small groups of 4 to 5 people to answer the question:

*What do you do during tours or art carts to help visitors feel welcome at Mia?*

Discuss specific activities, actions, or approaches. Record one idea per person and per post-it note. Place notes on your large sheet of paper.

## Large group discussion

*What does it mean to be inclusive?*

*What do you do during tours or art carts to help create an inclusive environment at Mia?*

Discuss together; scribe records one idea per post-it note and places notes on your large sheet of paper.



# Next Steps

- You will receive an email survey at the end of September to answer two brief questions about today's session. You are required to fill it out.
- As we schedule the observations, you will receive the self-reflection survey to fill out before your observation.

*Thank you for taking this journey together!*