

Session Information

Self-efficacy, implicit theory of intelligence, goal orientation and the ninth grade experience

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Abstract:

In order for educators to lead students to success, students must be self-motivated and put in the effort necessary to learn and grow. Carol S. Dweck defined two ways of looking at intelligence that are key to motivation—fixed mindset or entity theory vs. growth mindset or implicit theory. Having a fixed mindset will negatively affect one's ability to persevere through challenges and failure; whereas, having a growth mindset will result in students who are motivated by challenge and have the personal agency to persevere through difficult tasks. The concepts of self-efficacy, implicit theory of intelligence and goal orientation will be presented and explained in the context of 9th grade students but is relevant to all learning situations regardless of the age of the student. Participants will discover how teachers' and students' mindsets affect teaching and learning.

Learning Outcomes:

1. Differentiate between fixed vs. growth mindsets in one's self and others
2. Recognize how beliefs about intelligence affects motivation
3. Evaluate student feedback and questioning statements for the ability to promote a growth mindset

Facilitation Plan:

1. Pre-workshop needs: Reflect upon and write down actual statements you have used with students in giving them feedback about their work and performance in your class. Think about what you say in the context of constructive criticism and/or praise both during a class and when conferencing with individual students. Bring at least 5-10 statements to the workshop.
2. Activity 1 – Indicate on a chart on the wall your level of knowledge about growth mindset as you enter the room.
3. Activity 2 – Complete and score the implicit theory of intelligence survey to discover your own implicit theory of intelligence and post score on a continuum (anonymously, of course)
4. Activity 3 – Listen to a short PowerPoint presentation with embedded videos explaining the concepts and the research
5. Activity 4 – With a partner, describe to each other a current student who fits into either a fixed and/or a growth mindset. Describe how that student responds to failure, setbacks and challenges.
6. Activity 5 – In groups, list constructive criticism and praise statements used with students from personal experience. Categorize them as to whether they promote a fixed or a growth mindset. Reword the ones that promote a fixed mindset into statements or questions that promote a growth mindset.
7. Activity 6 – Discuss ways in which participants can begin to apply the new information on motivation on Monday.
8. Question/Answer/article sharing

Activity Resources:

1. PowerPoint
2. Implicit theory of intelligence survey
3. Long paper for continuums w/ small post-its (I will bring this myself)
4. Pre-workshop reflection notes
5. Articles**

Resources Needed:

1. Overhead projector for PowerPoint w/ sound (I have my own dongle)
2. Large, easel sized, tablet or post-its w/ markers & tape
3. An assigned recorder to collect proceedings and session assessment
4. Session Assessment tool

**The articles are not to be shared with participants prior to the session. The session is designed so that participants begin the session with the mindset they currently have and are guided through learning about the difference between fixed and growth mindsets and their affects on student success. The articles are for follow-up reading after the session for further edification on the topic.