



FIXED MINDSET

vs



GROWTH MINDSET

Growth mindset

A concept by Stanford psychologist
Carol Dweck.



In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

— Carol S. Dweck —

AZ QUOTES

Mind-sets (aka implicit theories)

→ are beliefs about the **nature of human attributes** (e.g., intelligence).

Individuals with *growth* mind-sets

- beliefs that attributes are **malleable/changeable** with effort
- allows people to **value** what they're doing regardless of the outcome
- enjoy many **positive outcomes**—including higher academic achievement—

while their peers with more *fixed* mind-sets experience **negative outcomes**.

- It is more about the **outcome**

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset

Intelligence is static

Leads to a desire
to look smart
and therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

...feel threatened
by the success
of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

Growth Mindset

Intelligence can be developed

Leads to a desire
to learn and
therefore a
tendency to...

...embrace
challenges

...persist in the
face of setbacks

...see effort as
the path to mastery

...learn from
criticism

...find lessons and
inspiration in the
success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

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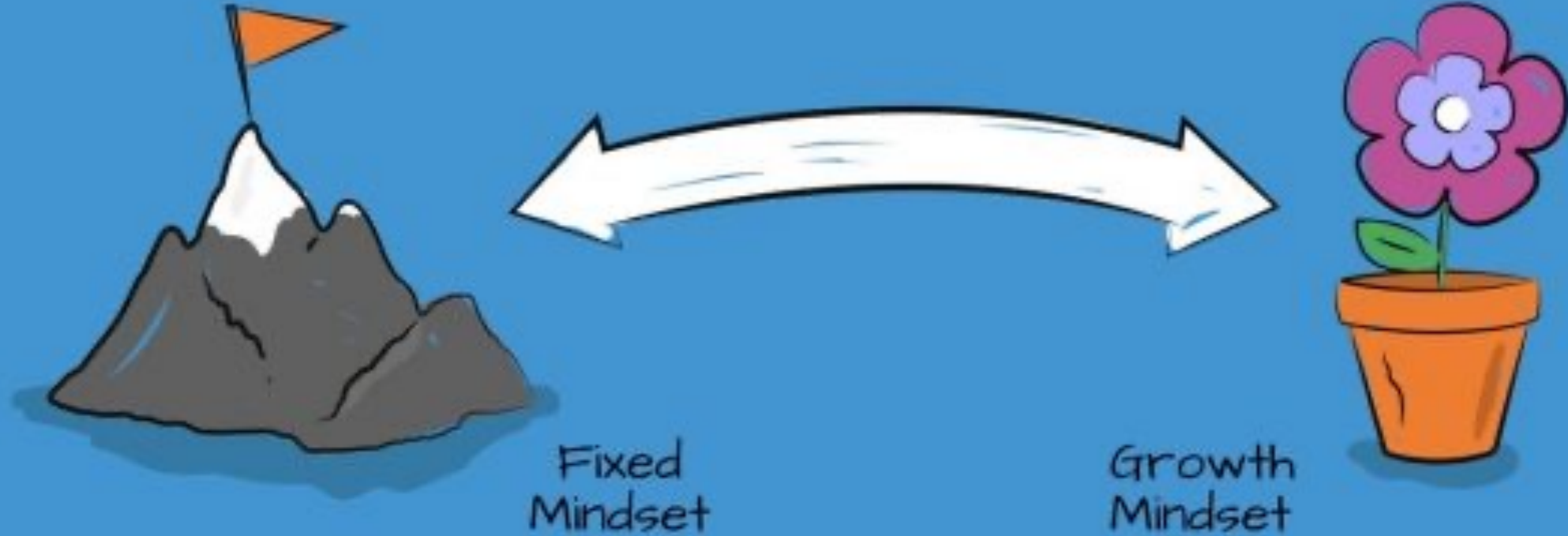
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DE MINDSET CONTINUÜM



2
**A growth mindset is
just about praising
and rewarding effort**

Not just effort, but **learning** and **progress**

By engaging in processes such as:

- Seeking help
- Trying new strategies
- Move forward after setbacks

1
**I already have it,
and I always have**

≠flexible ; open-minded ; positive thoughts
> Everyone is a mixture of fixed and growth mindset

3
**Just espouse a growth
mindset, and good
things will happen**

No, implement policies to make it real and attainable

- Appropriate risk taking
- Reward useful lessons learned
- Support collaboration instead of competition
- Commit to the growth of every person





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Full Article

To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses

Victoria F. Sisk, Alexander P. Burgoyne, Jingze Sun, more...

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First Published March 5, 2018 | Research Article | Find in PubMed

<https://doi.org/10.1177/0956797617739704>

Article information ▾



1342



Article available in:

Vol 29, Issue 4, 2018

Related Articles

Two meta-analyses on the effectiveness of mind-set interventions on academic achievement and potential moderating factors: “*Overall effects were weak for both meta-analyses.*”

“*However, some results supported specific tenets of the theory, namely, that students with low socioeconomic status or who are academically at risk might benefit from mind-set interventions.*”

?

Mindset is a relatively small intervention (**little time and effort**), so a small effect is not necessarily a bad thing.

Many interventions in education **usually have limited effects** and almost never have the same effect on everyone.

Warning not to have too high expectations and to maintain **realism** (something Dweck pointed out herself).

CORRIENTE
XXI

psychologist **Lev Vygotsky** (1896–1934)

Social constructivism:

Give children **experiences** that are within their zones of proximal development, thereby **encouraging and advancing their individual learning** such as skills and strategies.

→ Willingness to learn

→ willingness for personal development

→ **Metacognition** is therefore very important here:

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence

EEF Toolkit

Implementation cost

Evidence strength

Impact (months)

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+7 months

What is it?

Key findings

How effective is the approach?

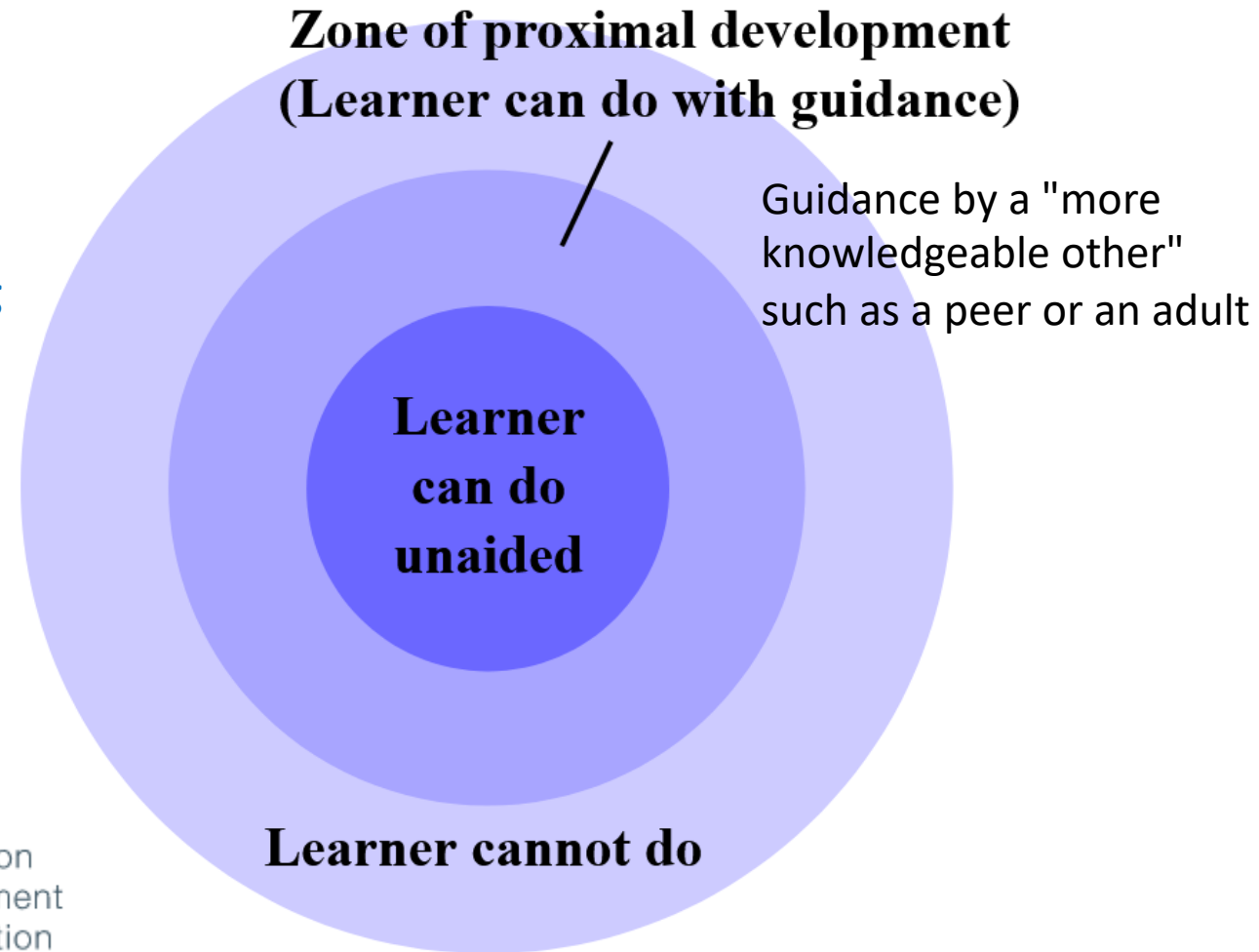
Behind the average

Closing the disadvantage gap

How could you implement

What is it?

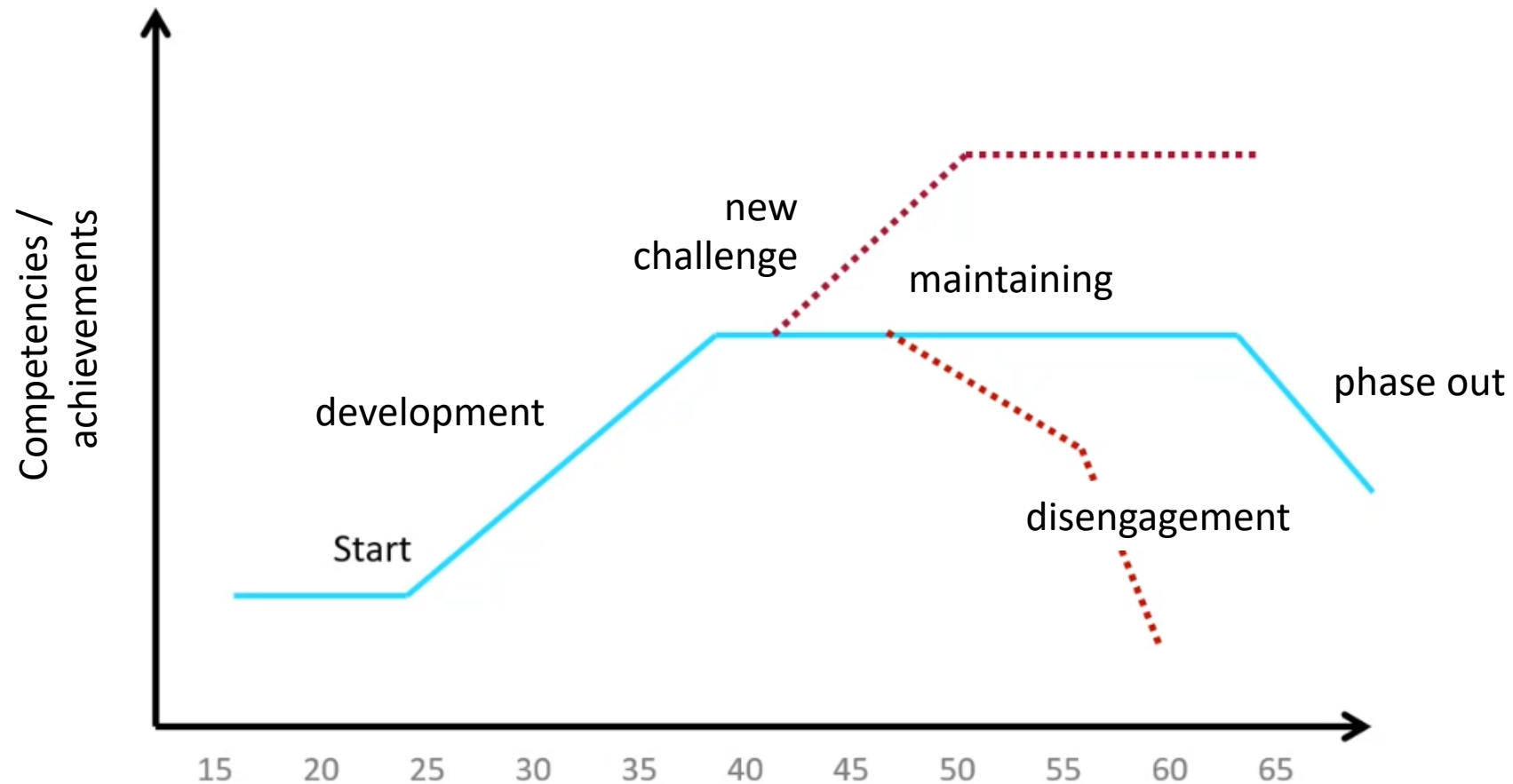
Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.



Lifelong learning

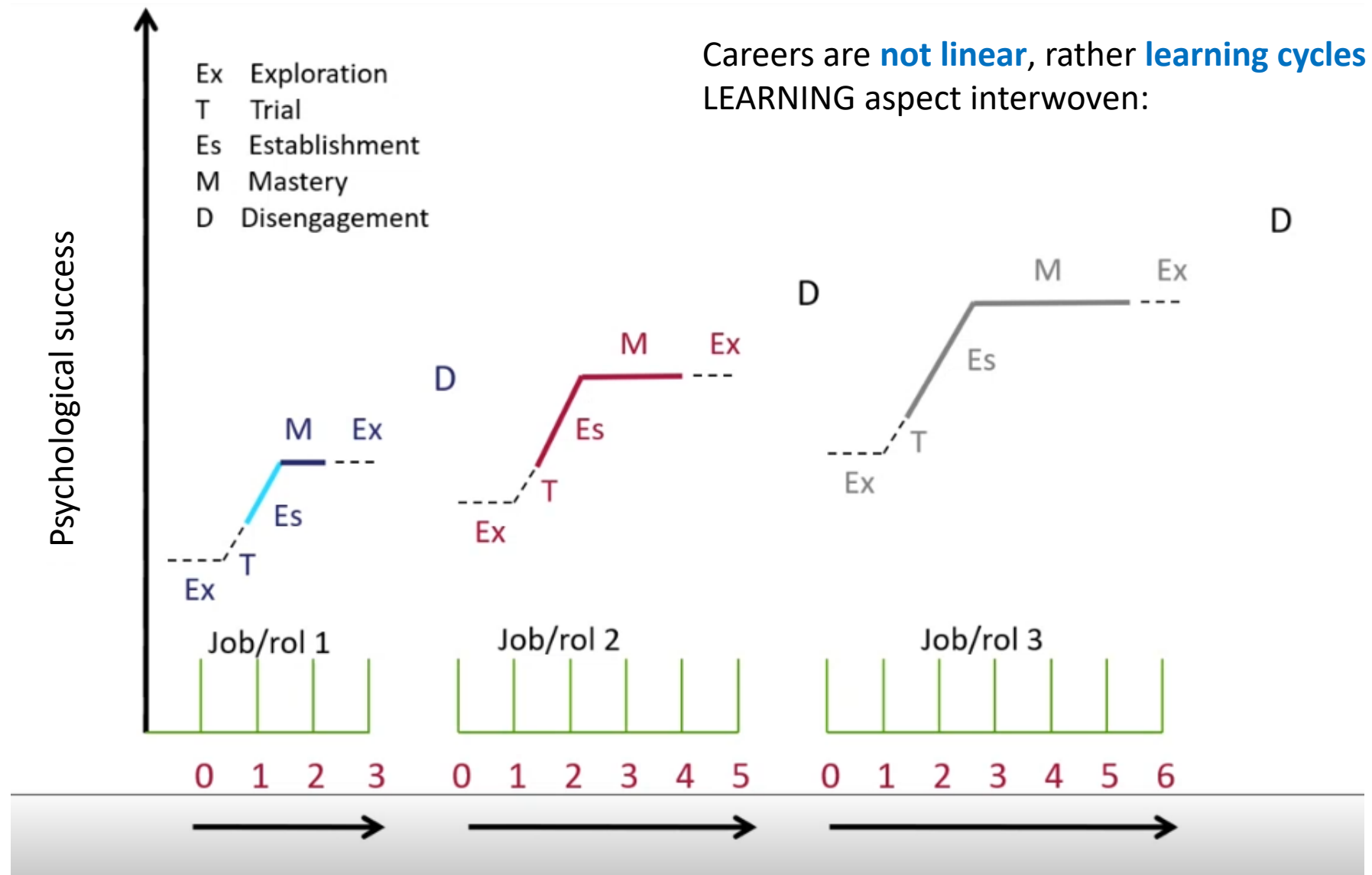


Classic career path (linear)

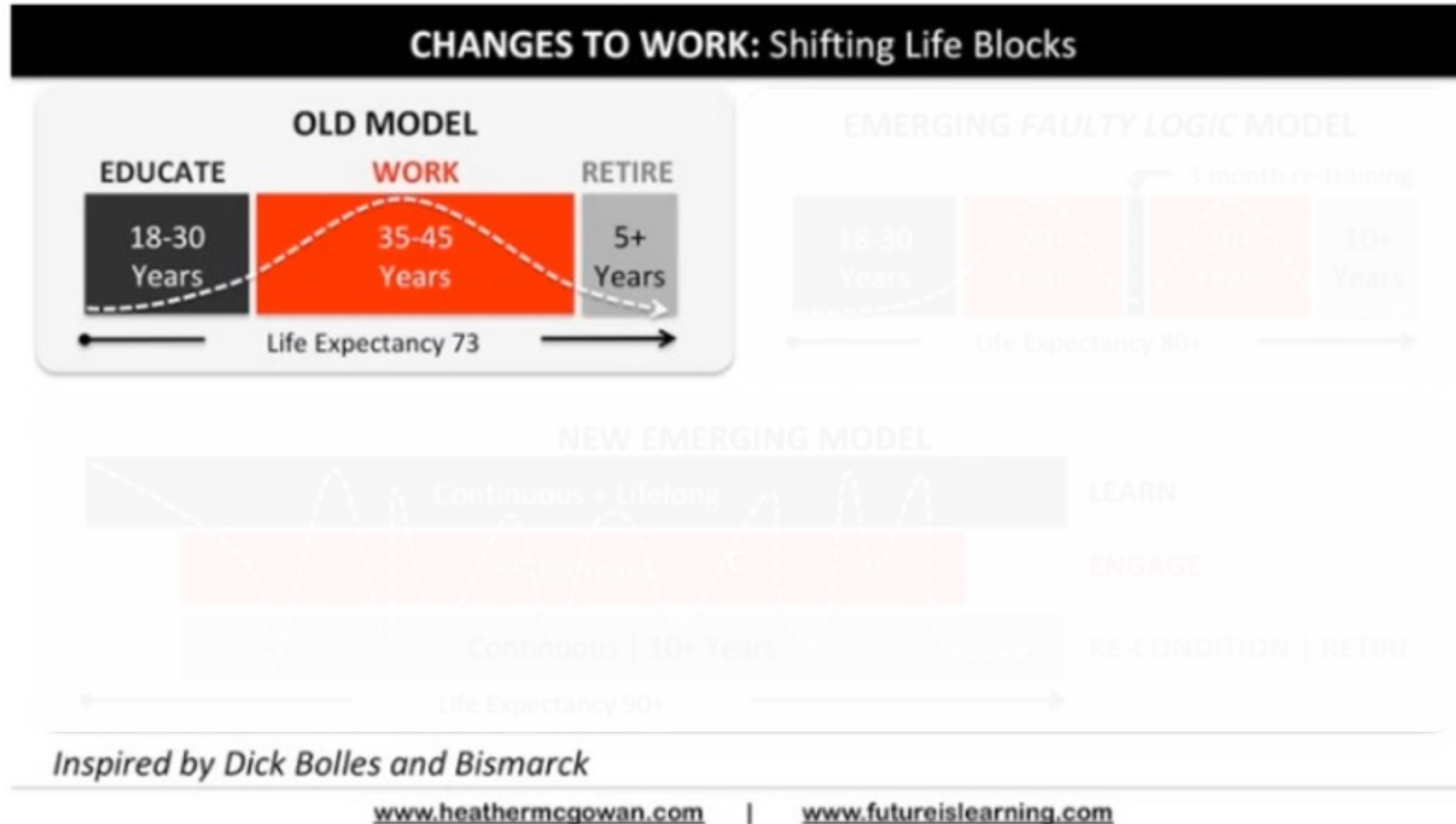


our systems of education and workforce management are based on the principle of "**learn then do**"
= **completing education in university or college, before starting a lifelong career in one industry, and then retiring**

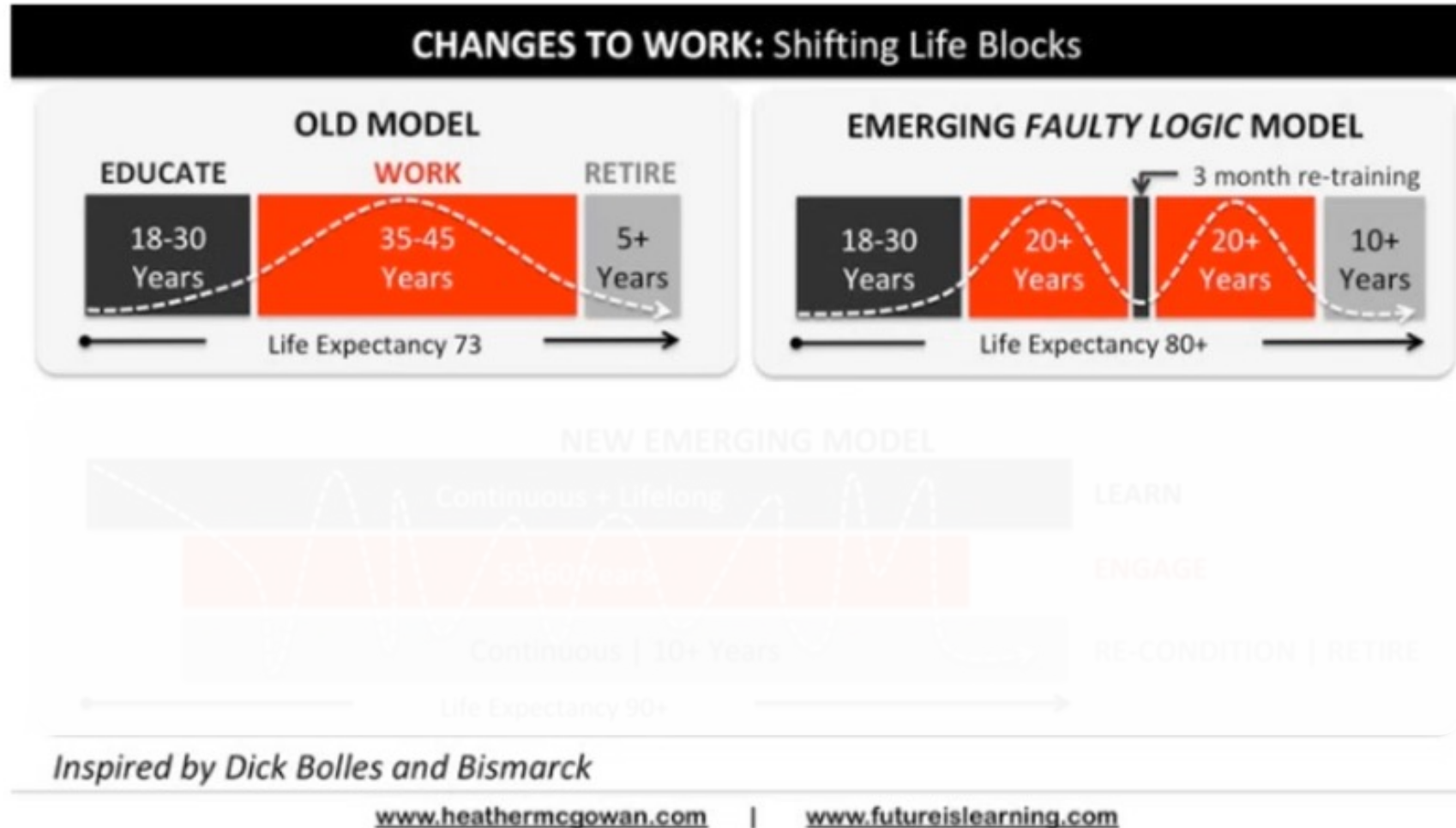
Careers as learning cycles



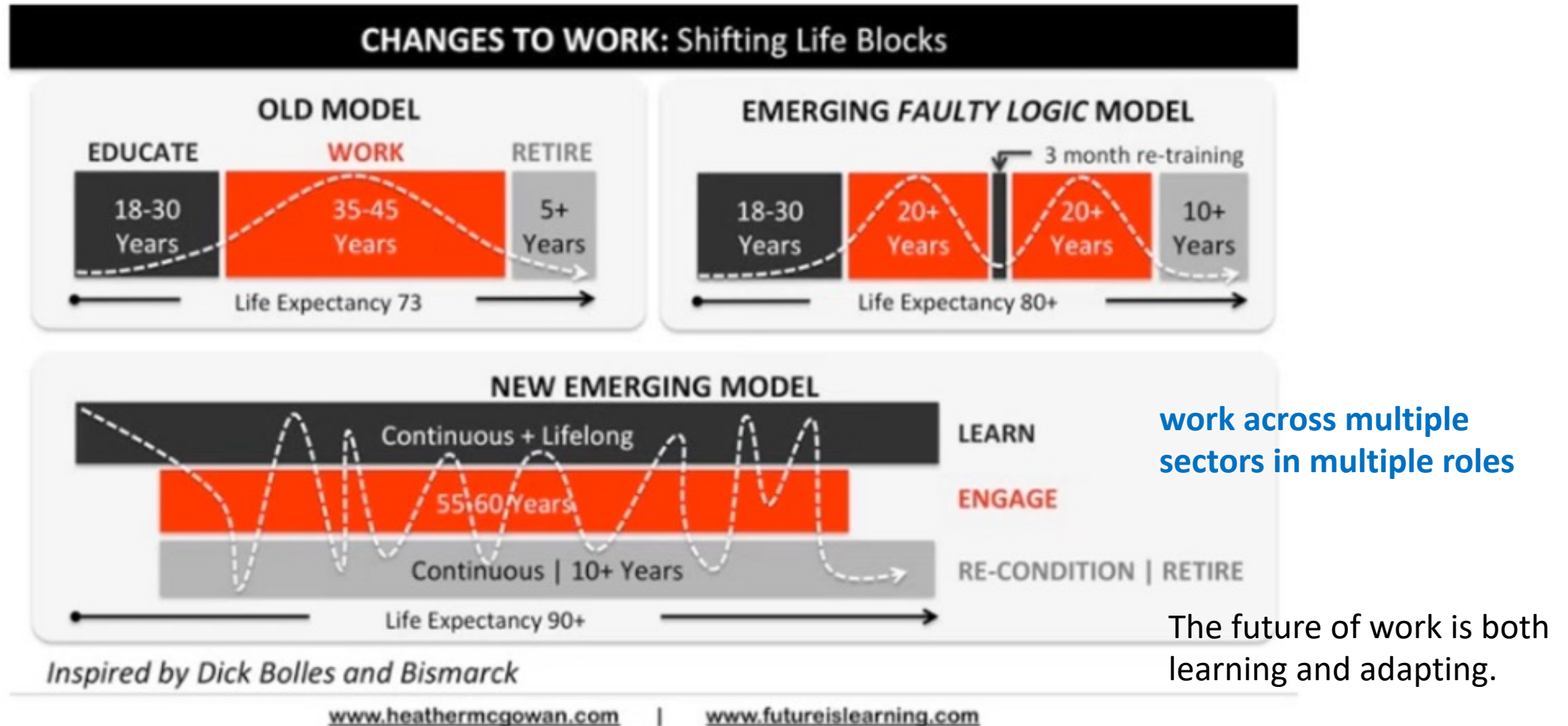
Changing perspective on career development



Changing perspective on career development



Changing perspective on career development



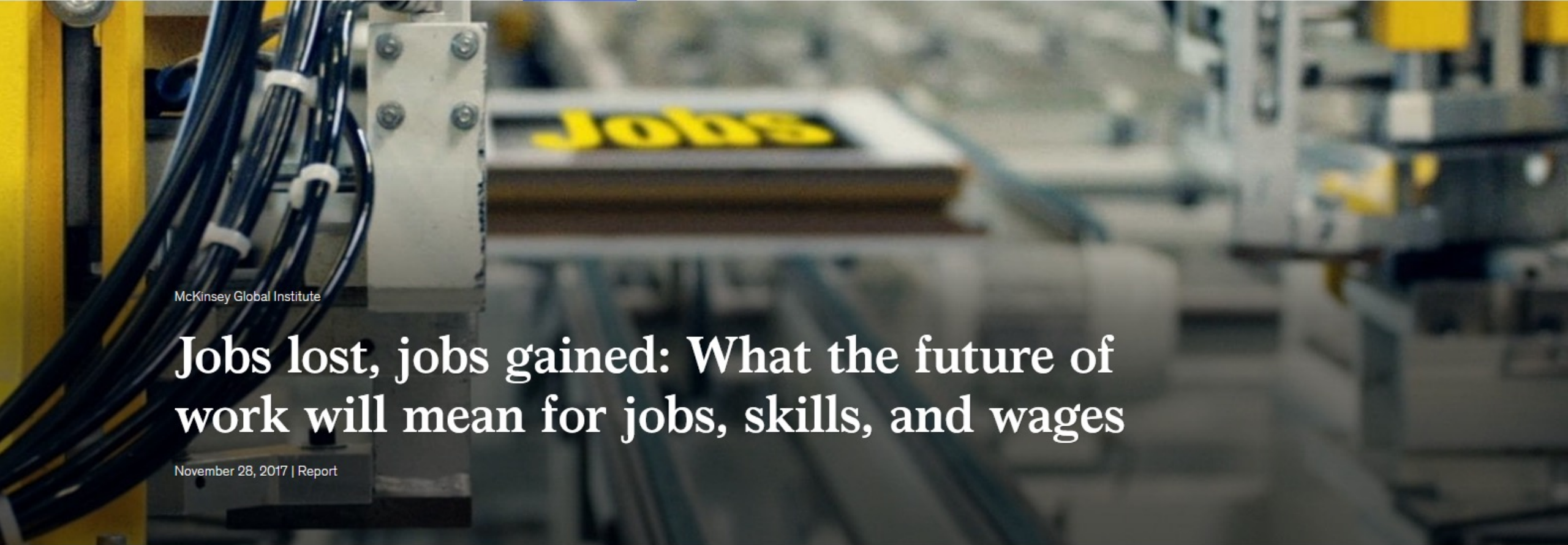
From a traditional lifelong career towards a much more **fragmented working life**, which will require **adaptability**, **new skills** and **behaviours** and a sense of **entrepreneurialism**.



We learned, once,
in order to work.

Learning, framed as education, has long focused on “**becoming educated**,” which meant :

- acquiring predetermined skills and existing knowledge
- such that students were able to secure a job
- and step on the career escalator (with known steps).



McKinsey Global Institute

Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages

November 28, 2017 | Report


Individuals, too, will need to be prepared for a rapidly evolving future of work. Acquiring new skills that are in demand and resetting intuition about the world of work will be **critical for their own well-being**. There will be demand for human labor, but workers everywhere will need to rethink traditional notions of **where they work, how they work, and what talents and capabilities they bring to that work**.



- The societal focus on diplomas instead of talents and interests leads to **inertia**
- You stay where you are...; No initiative

Do not reflect on their career or work
How to go about?
How to get started?
→ **OWNERSHIP is missing**





talent as the new currency

SCHEME transferable skills

