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# Workshop: Fixed or growth mindset?



## Objective:

- Based on the knowledge of the relationship between motivation and mindset, we will investigate whether it is possible to change students' motivation by using emotional elements in teaching.
- Understanding of five different forms of motivation
- Understanding th mindset theory

## Key Components:

- Presentation of five forms of motivation
- Exercise
- Presentation of mindset theory
- Instructions for Teachers

## Duration:

45 minutes



# Workshop:

## Fixed or growth mindset?

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## Presentation of Five Forms of Motivation

In the following, we will present five different forms of motivation, which you will later use to reflect on how motivation can be influenced and, changed.

### 1. Knowledge Motivation

Motivated by new knowledge, especially on topics of particular interest to the student. Driven by curiosity, the desire to know, and understanding the world. Enjoys when new knowledge can be connected to the students themselves and their own experiences.

### 2. Mastery Motivation

Motivated by the ability to master something. Having or gaining the belief that one can achieve something. Feeling successful.

### 3. Involvement Motivation

Being involved in the learning process. Being a co-creator of the teaching. Open and playful learning processes. Co-ownership. Creativity, innovation, product-oriented.

### 4. Performance Motivation

Mastering the school's requirements. Performing well (in comparison to others). Being assessed and rewarded.

### 5. Relational Motivation

Teacher-student relationship. Student-student relationship. Mutual trust, belief, recognition. Feeling of belonging.

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## Presentation of Five Forms of Motivation

### Exercise:

Do you recognize these forms of motivation from your own school life?

- Write on a piece of paper which forms of motivation are most significant in your school life.
- Do you have ideas on how your motivation can be strengthened?
- Form groups of three. Discuss your ideas.
- Create a "post-it notes wall."

### Presentations for the class.

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## Presentation of the mindset theory

	Challenges	Opposition	Effort	Feedback	The success of others
Growth mindset	Yes please	Persistent	The way forward	Learns from feedback	Inspiring to see the success of others
Fixed mindset	No please	Gives up	Shouldn't be necessary	Ignores negative feedback	Threat

### What is a mindset?

Carol Susan Dweck, a professor of psychology at Stanford University, is known for her work on motivation and mindset. She has researched the significance of mindset for learning. Her point is that one can improve their ability to learn by becoming aware of their mindset.

A mindset is the mental attitude you bring to all tasks in your life.

It also encompasses how you view yourself and your abilities more generally.

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## Presentation of the mindset theory

### Important to know about your mindset...

It is not a question of being either fixed or growth – you are always more or less one or the other.

You can have different mindsets in different areas of your life. You can change your mindset just as you can change your intelligence and your abilities.

Studies have shown that people with a predominantly growth mindset perform better than those with a predominantly fixed mindset.

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## Presentation of the mindset theory

	Challenges	Opposition	Effort	Feedback	The success of others
Growth mindset	Yes please	Persistent	The way forward	Learns from feedback	Inspiring to see the success of others
Fixed mindset	No please	Gives up	Shouldn't be necessary	Ignores negative feedback	Threat

With a **fixed** mindset, the perception is that:

- Intelligence, abilities, and skills are fixed traits.
- I have a certain level determined by nature.
- It's about looking good.
- I will do everything to avoid looking foolish.

Challenges:

- I avoid challenges because I might fail.

Opposition:

- I give up when I encounter resistance.

Effort:

- If I have to put in effort, it means I'm not good at it.

Feedback:

- I don't want feedback because it exposes what I'm not good at.

The Success of Others:

- I look worse when others are better than me.

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## Presentation of the mindset theory

	Challenges	Opposition	Effort	Feedback	The success of others
<b>Growth mindset</b>	Yes please	Persistent	The way forward	Learns from feedback	Inspiring to see the success of others
<b>Fixed mindset</b>	No please	Gives up	Shouldn't be necessary	Ignores negative feedback	Threat

With a **growth** mindset, the perception is that:

- Intelligence, abilities, and skills can be developed.
- I can always become better and smarter.
- It's about getting better.
- When I make mistakes, it's an opportunity to improve.

Challenges:

- I seek out challenges because I don't get better at what I already know.

Opposition:

- I keep trying even when I encounter resistance.

Effort:

- Only through effort can I get better at what I can't do yet.

Feedback:

- I want feedback because I can learn from it and get better.

The Success of Others:

- I can learn from others' good results and experiences to improve myself.

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## Instructions for Teachers

### Planning and Considerations

Prepare a brief presentation on Dweck's fixed and growth mindset, which will be reviewed with the students.

Then, present the five forms of motivation. The students should work together in small groups on the given questions.

Show the students a short video that demonstrates the mindset experiment conducted by Dweck with children. The video is available on YouTube titled "Carol Dweck: <https://youtu.be/hiiEeMN7vbQ?si=lyOvo9K2L8TDTKn9>

In the video, it can be seen that Dweck works with two forms of feedback— either praise of the student's result or praise of the student's effort. If the result is praised, the student will be influenced (or 'manipulated') to have a fixed mindset, whereas praise of the effort will lead to a growth mindset. In other words, the two types of feedback are the independent variables that Dweck tests.

Subsequently, a class discussion will take place where the students express their experiences with feedback and how it affects their motivation—or mindset.

Research by Dweck has shown that students and who are manipulated to approach a task with either a fixed or growth mindset will exhibit clear signs of being stuck with a fixed mindset or show resilience with a growth mindset when subsequently asked to solve new tasks.



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## Workshop step by step



- Presentation of five forms of motivation
- Exercise
- Presentation of mindset theory
- Video
- Class discussion



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