Growth Mindset as an Empowerment tool for language teachers

Paula García, PhD
Ivonne Chipatecua, M. Ed
Martha Ramírez, M. Ed
Isabel Tejada, PhD
Marcela Guzmán, M.Ed

Education for bilingualism & multilingualism
School of Education
Universidad de Los Andes

Universidad de los Andes
Facultad de Educación

United Way

We want to thank:

All the teachers who participated in the study
Research Group:
Education for bilingualism & multilingualism
School of Education
Universidad de Los Andes

Agenda

1. Rationale

2. Theoretical Framework

3. Research Questions

4. Objectives

5. Methodological Design

6. Data Analysis

7. Conclusions

1. Rationale

It is essential that language teachers...

▣ **Reflect on their own beliefs** about language learning, teaching, and communicating with their students. (Rissanen, Kuusisto, Hanhimäki y Tirri, 2019).

▣ **Participate in holistic training environments** that foster their empowerment and agency processes to own their teaching and linguistic skills.

Colombia bilingüe aims for ...

- Teachers to improve the language competence through attending language training programs.

HOWEVER

- There are not training environments for language teachers to develop their empowerment and agency skills.
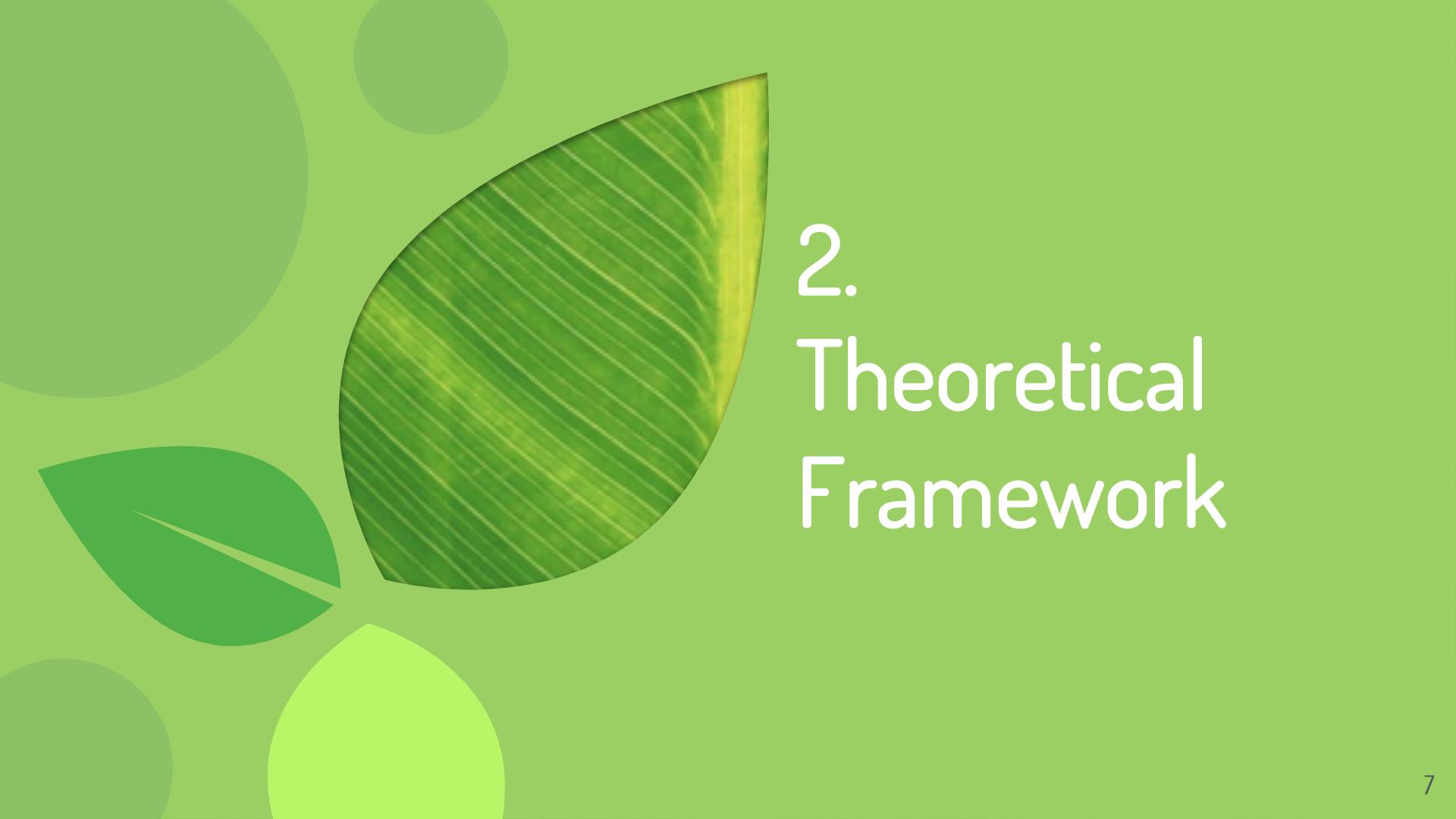
2. Theoretical Framework

Research has shown that:

human beings have **implicit beliefs** about their own abilities.

(Sternberg, Conway, Ketron, & Bernstein, 1981)**.**

those **beliefs can be modified.** (Blackwell,

Trzesniewski, & Dweck, 2007)**.**

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my [Intelligence, Personality, Character] is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

I believe that my [Intelligence, Personality, Character] can be continuously developed. My true potential is unknown and unknowable.

Fixed Mindset

Growth Mindset

Avoid failure

Desire to Look smart

Avoids challenges

Stick to what they know

Feedback and criticism is personal

They don't change or improve

Desire continuous learning

Confront uncertainties.

Embracing challenges

Not afraid to fail

Put lots of effort to learn

Feedback is about current capabilities
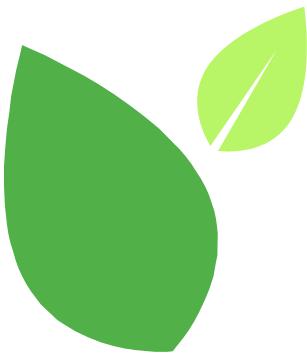
Challenges

A difficult task one might encounter

Criticism

A critical judgment from another

Five key situations

Dweck, 2006

Success of others

Achievement or success attained by another person

Effort

The work put forth in the process of completion of a task, challenge, or goal

Obstacles

Something that prevents progress in pursuit of a goal or achievement
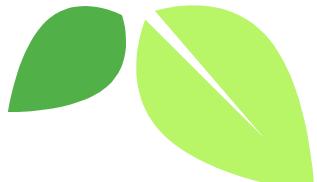
Attributes of a Growth Mindset Teacher
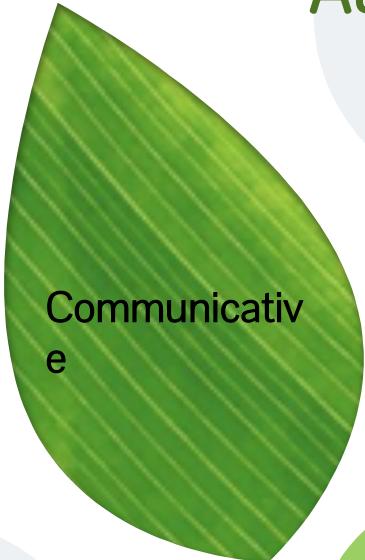
Communicative

Positive Interdependence

Empathetic

Equitable

Flexible

High expectations

Strong relationships
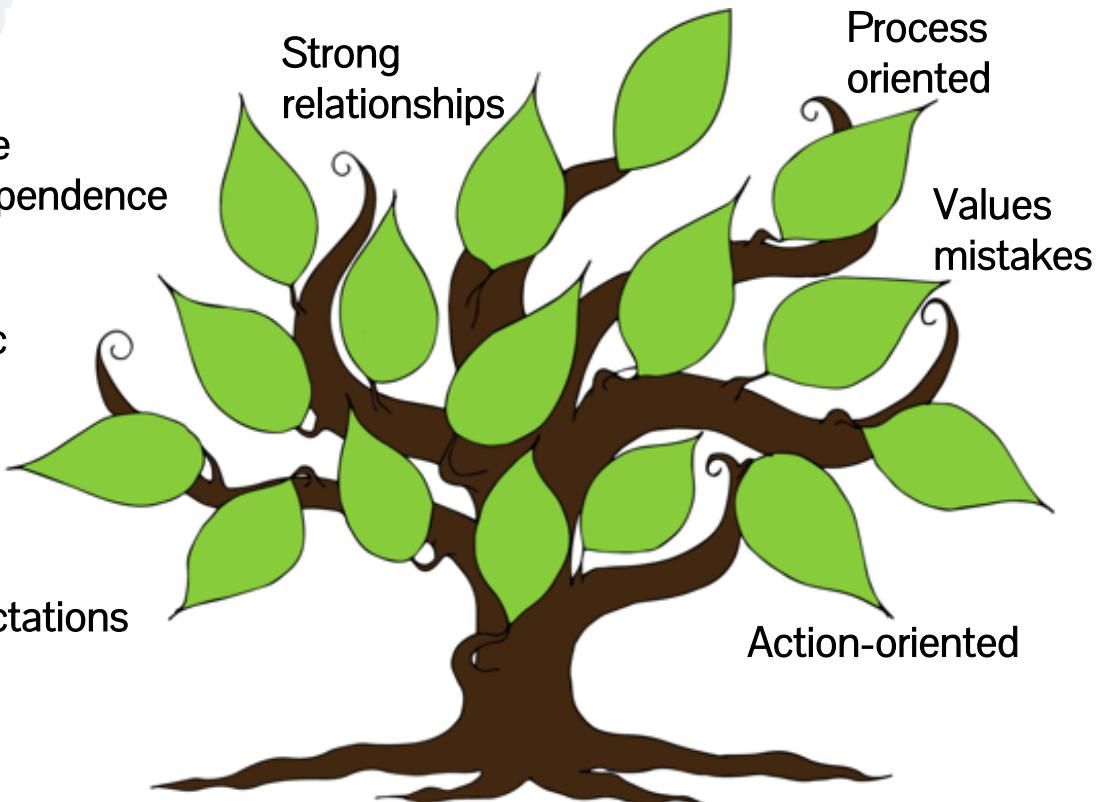
Process oriented

Values mistakes

Action-oriented

Brock & Hundley, 2018

Previous studies...

Finland case study (Rissanen et al., 2019)

Created and implemented a framework of Growth Mindset pedagogy with a **mixed-mindset** teacher.

Main finding:

1. Teacher pursues core features of growth mindset pedagogy, despite not having a dominant growth mindset herself.

USA study (Yeager et al., 2019)

Created an online Growth Mindset intervention (2- twenty-minute sessions) for nine graders.

Main finding:

1. Low-achieving students improved their academic performance in core subjects.

Teacher empowerment

- The **process of empowerment** in the foreign language field is equivalent to **change** because it implies a constant **re-assessing** of the language teaching and learning process bearing in mind student-centered strategies. (Peña et al., 2016).

Dimensions of Empowerment

Short & Rinehart, 1992

Decision Making

Professional Growth

Status

Self-Efficacy

Autonomy

Impact

3.
Research
Questions

RQ1

What is the relationship between the training on Growth Mindset and the Empowerment of language teachers in the District of Bogotá?

RQ2

In which aspects of the teaching practice could the relationship between Growth Mindset and Empowerment be observed?

4.
Objectives

General Objective

To determine the relationship between the training on Growth Mindset and Empowerment of language teachers in the District of Bogotá.

Specific Objectives

- To design and implement a training workshop on Growth Mindset.

- To observe whether trained teachers transfer their learning about Growth Mindset to their classroom practice.

5.
Design

Research methodology

Qualitative research

Multiple case study

Thematic Analysis:

An option for the treatment of information from the approach of social phenomenology.
(Schutz, 1973; Braun & Clarke, 2006)
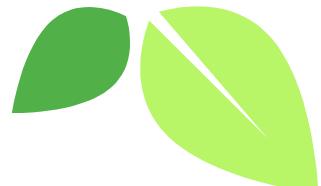
Phase 1 Workshop
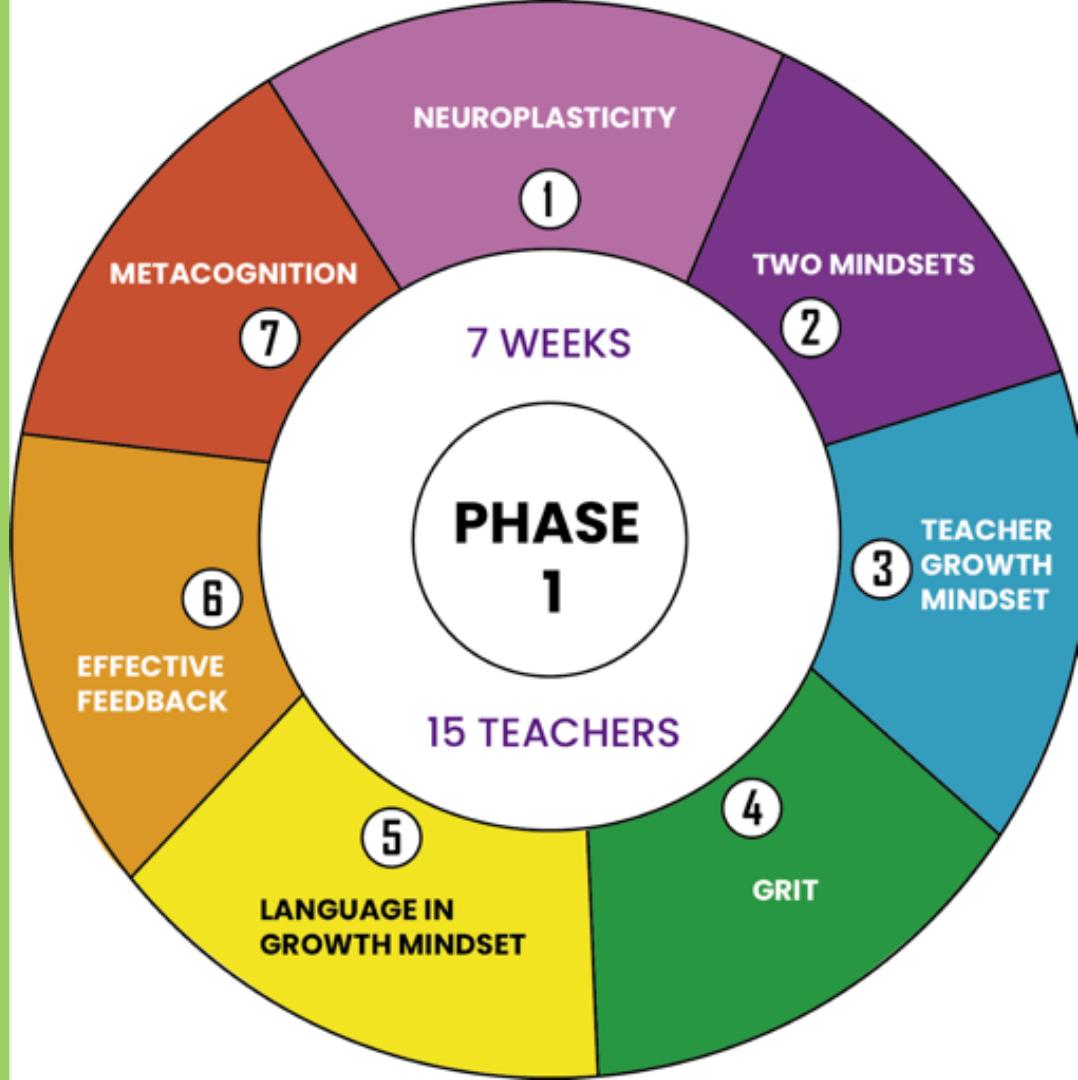
Phase 1
Participants

9 Bachelor's degree
5 Master's degree
1 CELTA Certification

15 Language teachers of public schools in the District of Bogotá
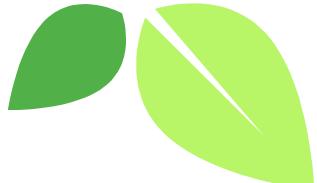
Context: Schools located in the south of Bogotá

Phase 1

Data was collected through:

Pre-test survey

Narratives

Interviews

Post-test survey
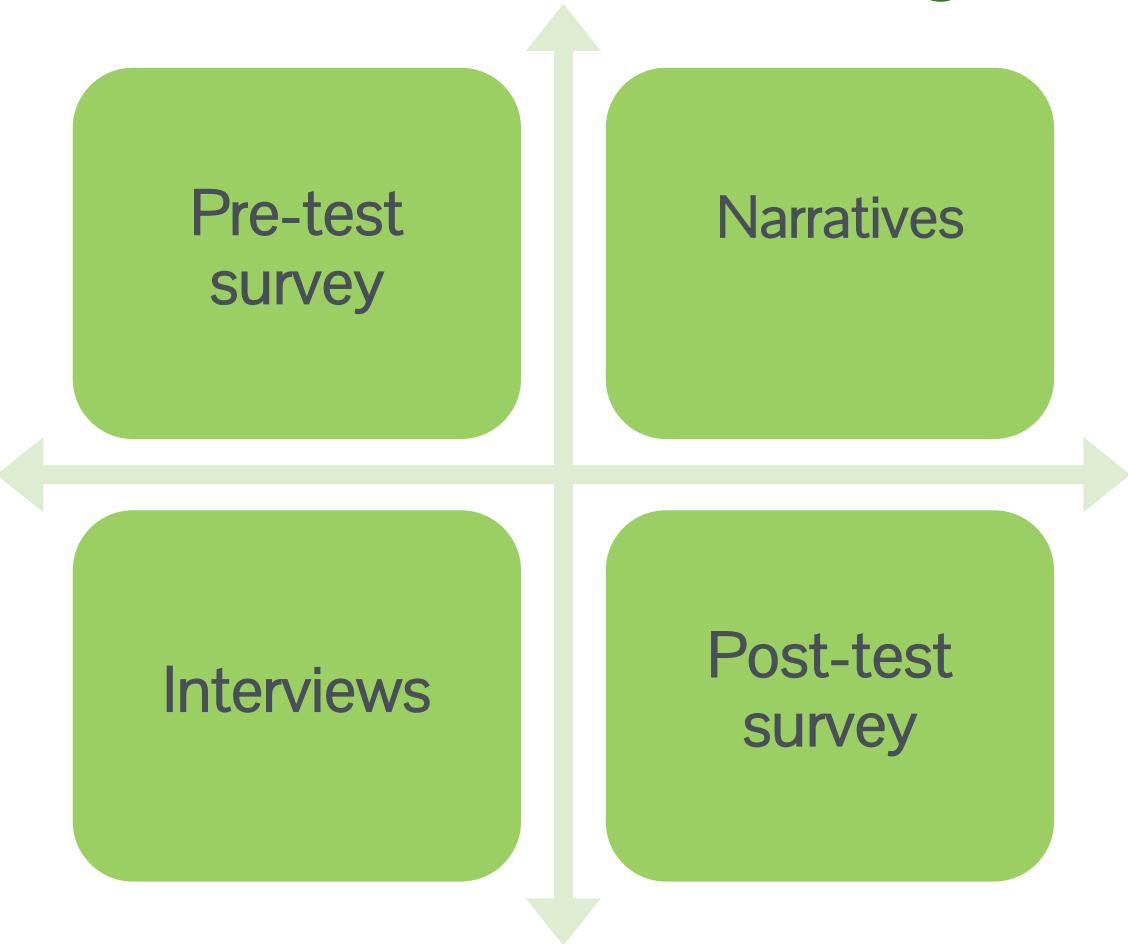
Phase 1
Data Analysis

Thematic Analysis

Braun & Clarke, 2006

Step 1
Familiarization with the data (information)

Step 2:
Generation of categories or initial codes

Step 3
Search for topics

Step 4
Review of topics

Step 5
Definition and denomination of topics

Step 6
Production of the final report
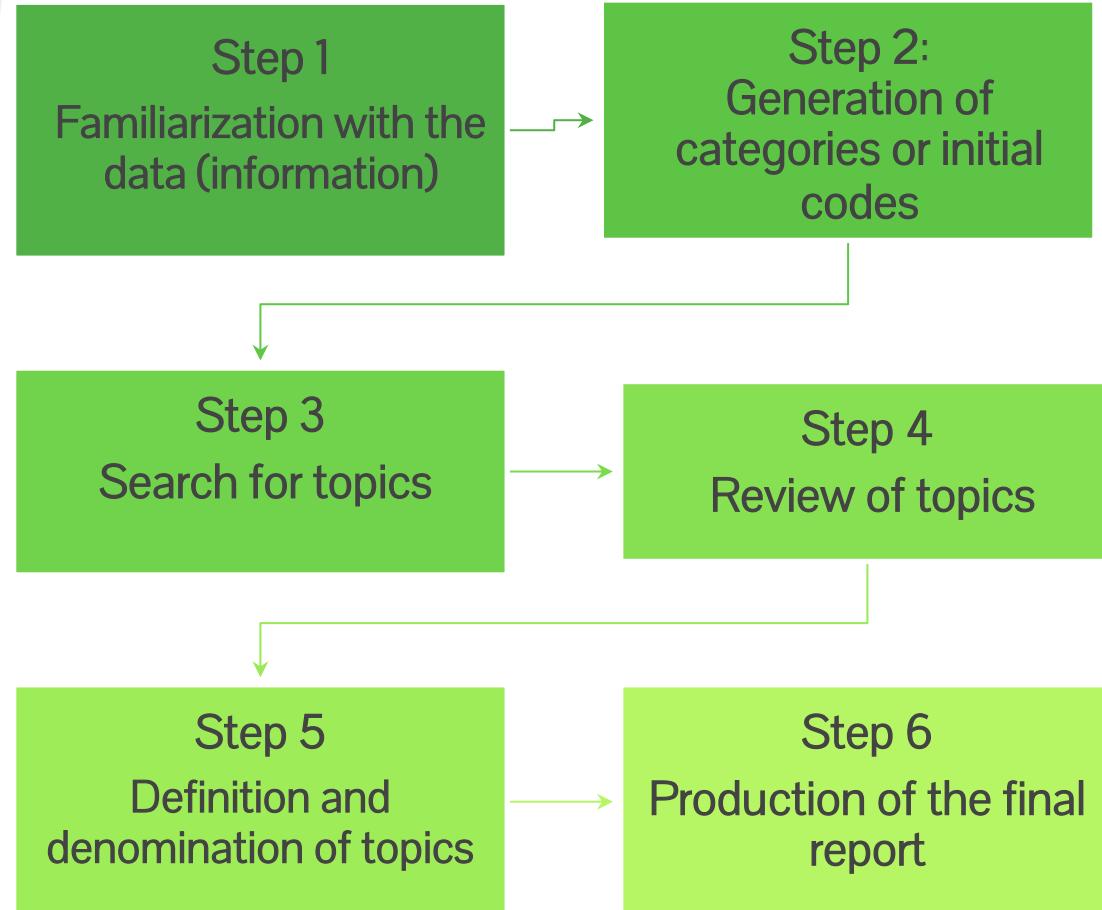
Categories and color coding

Categories

Fixed Mindset

Transition to Growth Mindset

Growth Mindset

Fixed Mindset awareness
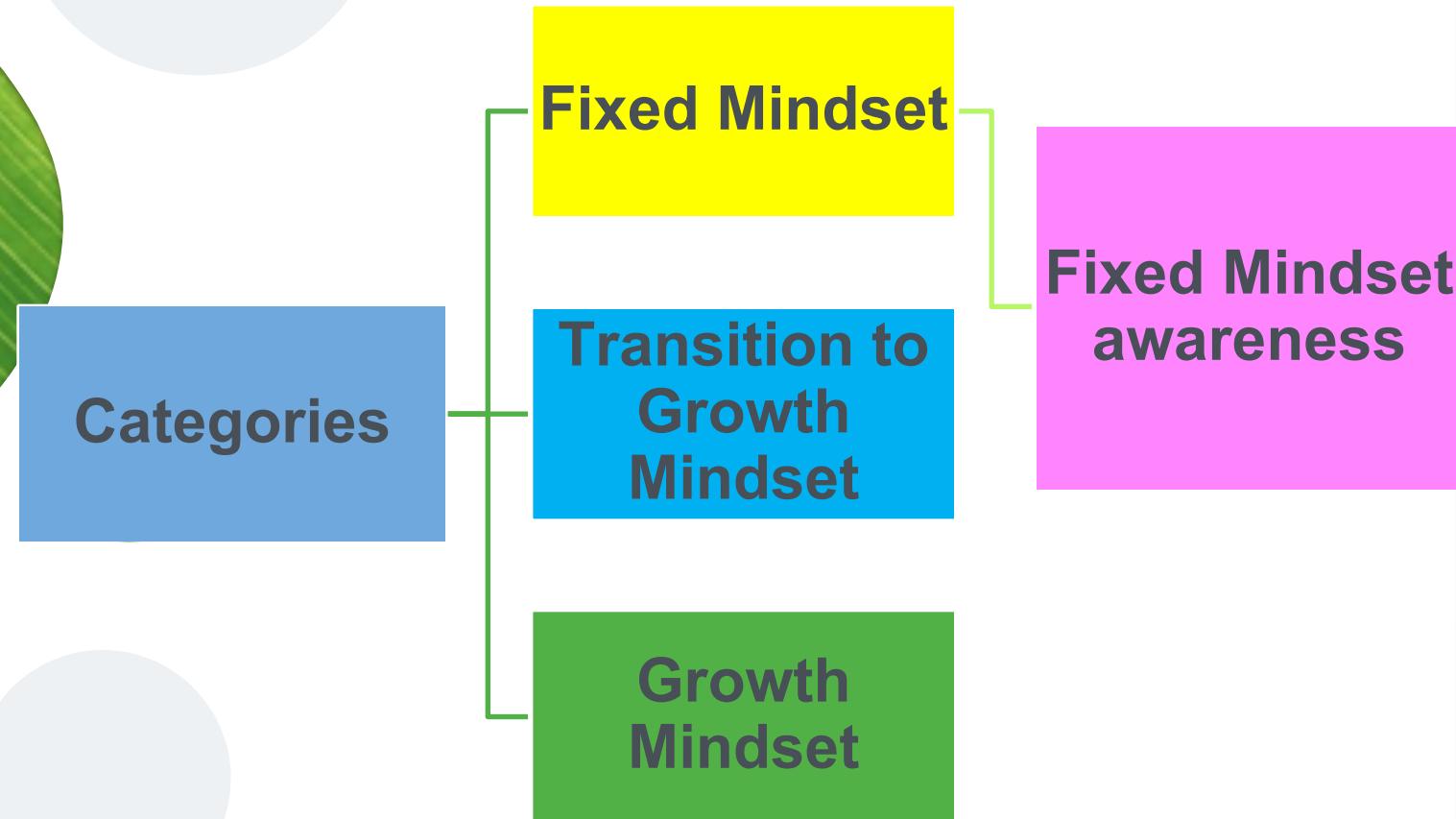
5 Key situations
(Dweck, 2006)

+

10 Attributes of a Growth Mindset Teacher
(Brock & Hundley, 2016)

+

1 Attribute
Autonomous
(according to the criteria of the researchers)

Phase 1: Results

Pre-post test survey statements:

	Fixed	Growth
Process oriented	When evaluating students' progress, tests' result **are more important.**	**The learning process is more important than the result.** I keep this in mind during evaluation.

➡️ 11 Attributes

➡️ 5 Key situations

	Fixed	Growth
Challenges	There are activities that work really well in class, **therefore I rather avoid trying new activites that I do not master.**	**I try to include new activities in my class, although I** am not an expert.

Phase 1: Pre & Post– test Survey

Pre-test Likert scale responses

Number of responses vs Participants (1–15)

■ Growth	■ Neutral	■ Fixed
21,87	7,07	3,0

Post-test Likert scale responses

Number of responses vs Participants (1–15)

■ Growth	■ Neutral	■ Fixed
24,60	5,00	2,40
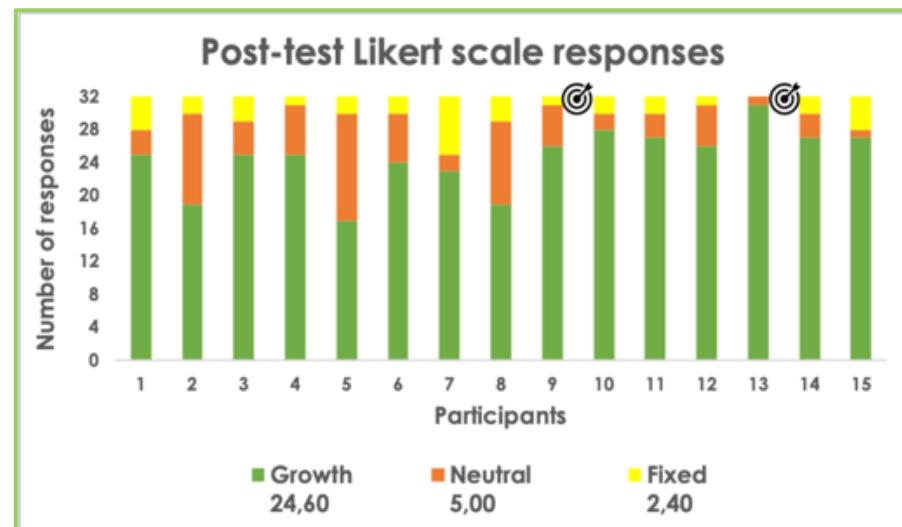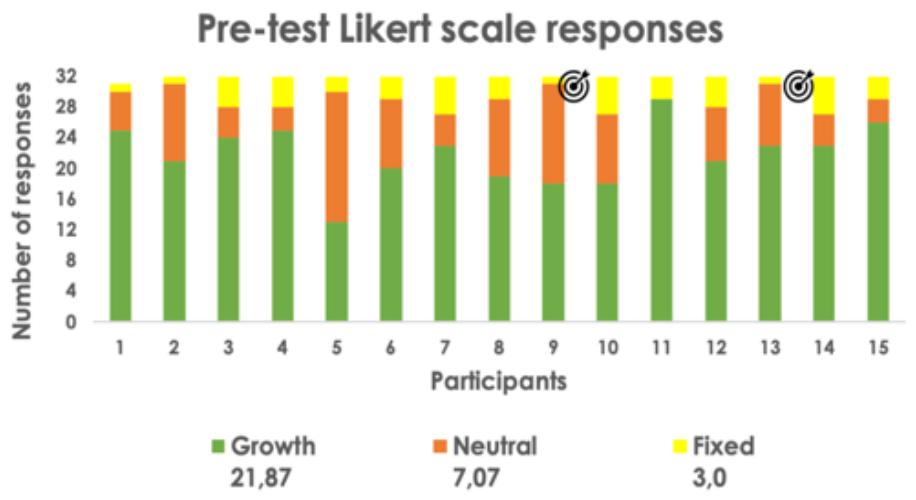
Survey response' changes from pre to post-test

Difference scores between pre and post-test responses
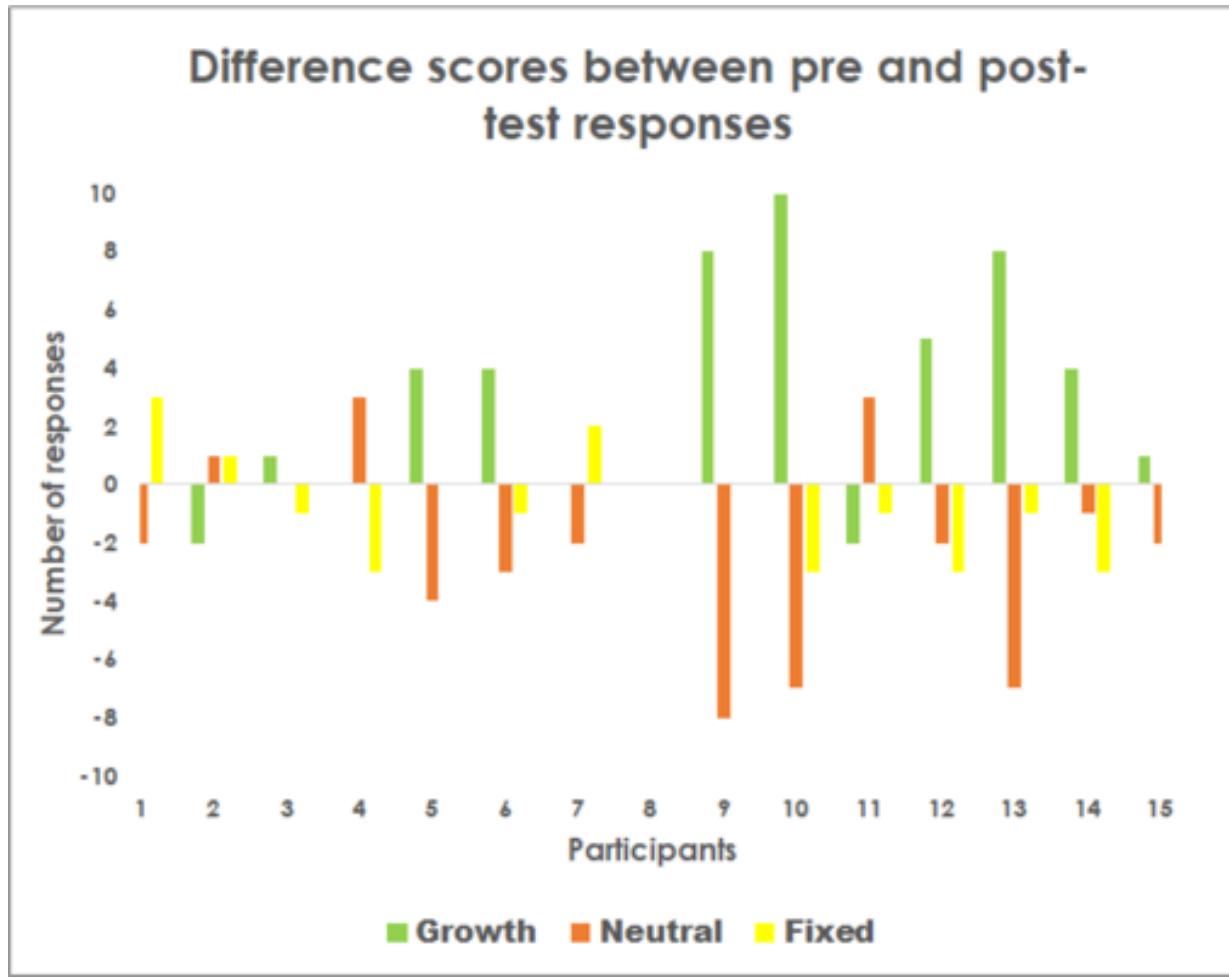
Pre & Post tests explanations

Number of explanations provided in each mindset
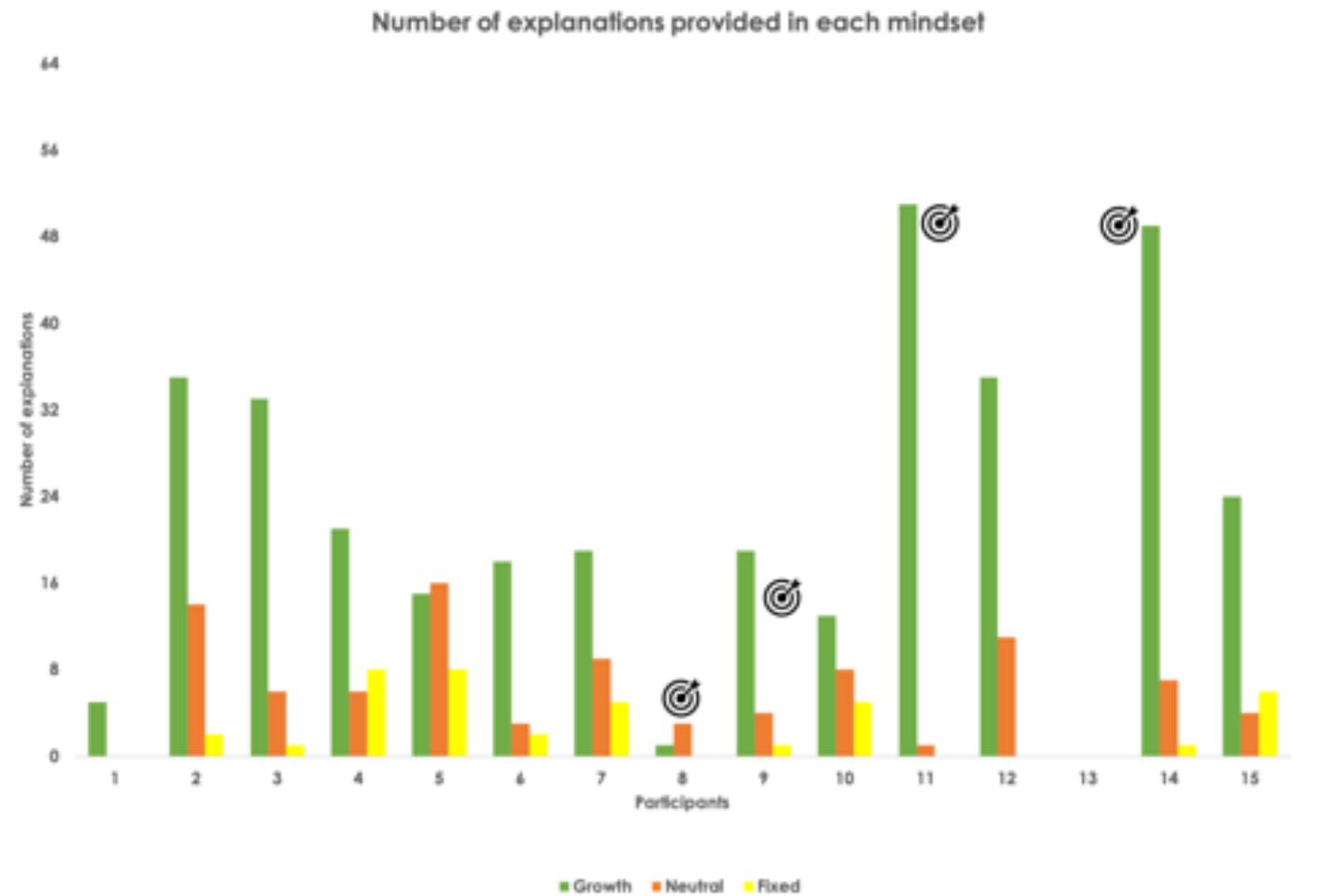
Pre-test

Post-test

Minerva

Flexible:
I prefer my students to work only on the class material. In this way, all can work at the same pace.

" Puedo controlar su proceso en el aula"

I use materials with varied complexity so students can work on them according to their interests and learning needs.

"No todos tienen el mismo ritmo....por medio del correo electrónico les indico páginas donde ellos autónomamente, realizan sus ejercicios…"

Clara

Equitable:
I provided all the students with the same exercise activities. After all, if I give some students different exercises, I will be not treating them equally.
"Crear ejercicios para cada estudiante cuando los grupos son de 40 es bastante dispendioso…"

When planning practice exercises for my students, I select those more appropriate according to the needs of each student.

"En ocasiones, según las condiciones del estudiante hay que flexibilizar los contenidos."

Categorization of explanations in the pre & post-tests
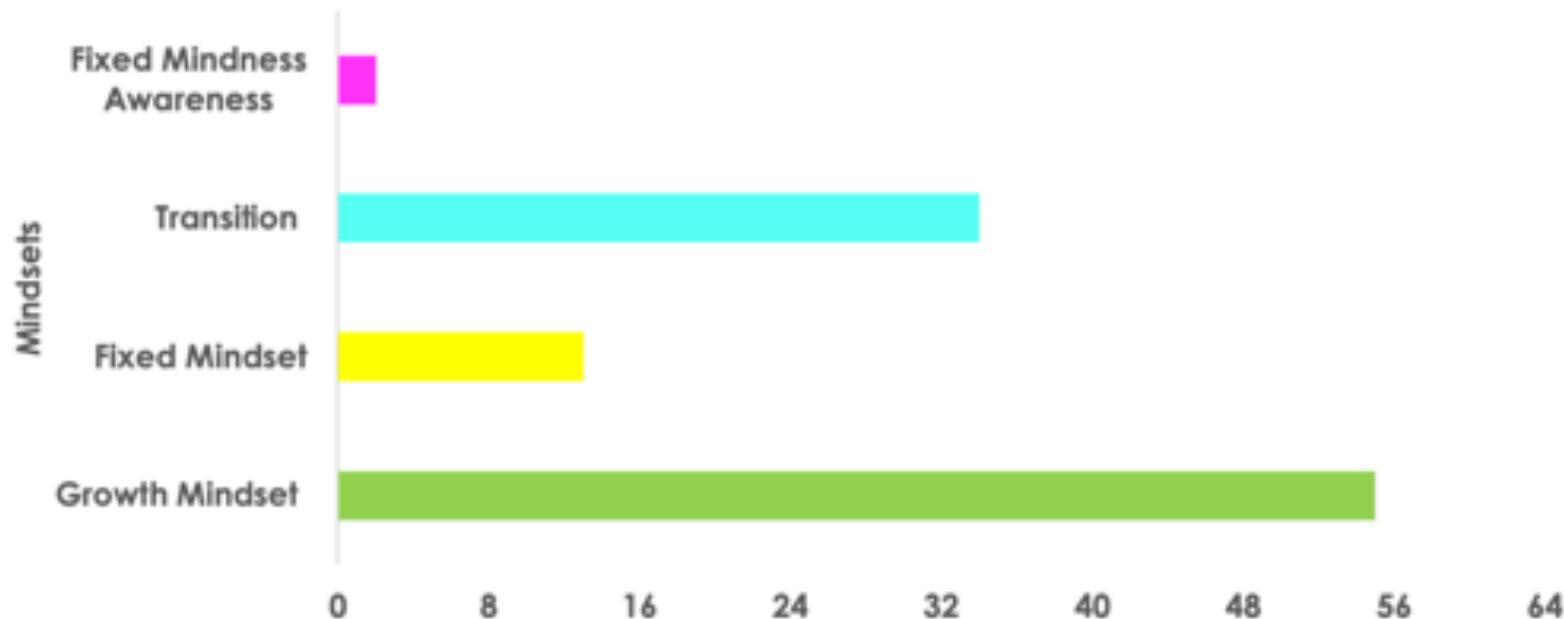
Narratives

🧠 **Mi mentalidad fija** 🧠

La niña cruel

En Ocasiones cuando hablo con los estudiantes, la niña cruel aparece para decirles cosas negativas porque se les ha dado varias oportunidades y no mejoran. En lo personal, la niña cruel aparece cuando a veces siento temor de decir o hacer algo por el qué dirán. A veces, si lo he intentado varias veces y no lo logró, la niña cruel aparece para decir definitivamente no puedo y no lo sigo intentando.

Fixed mindset awareness

Triggers

NoCreerSerBuena
ExpresarDesacuerdos
ConflictoCreencias
Miedos
Fracasos
ElQuéDirán
EstudiantesNoMejoran
EncuentrosGrupales
LaEdad
Retos
Inseguridad
EstudiantesDesmotivados
ContagioActitudNegativa
Cambios
PersonasMandonas
CriticaMalintencionada

Effects

ConflictoConOtros
Enojo
Aparentar
AcogerCostumbres
ComunicaciónNegativa
DesconexiónObjetivos
AfectaciónEmociones
NoValorarLoQueTengo
Cuestionarse
Rendirse
Evitación
NoSerMerecedor
DemostraLaCapacidad
SentirseIndefenso
SentirseIncapaz
NoPensarEnUnoMIsmo
NoSaberActuar

Interviews Teaching implications

Key situations teachers highlighted in their discourse
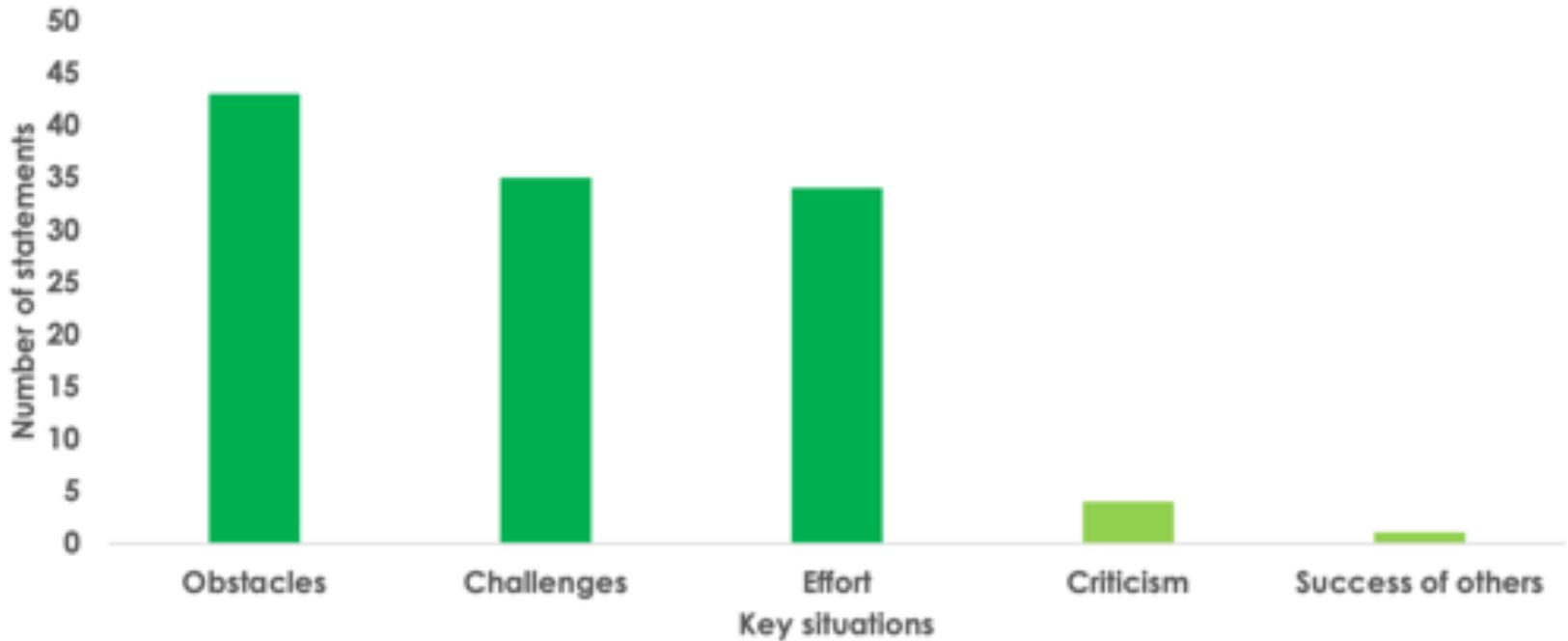
Attributes teachers highlighted in their discourse
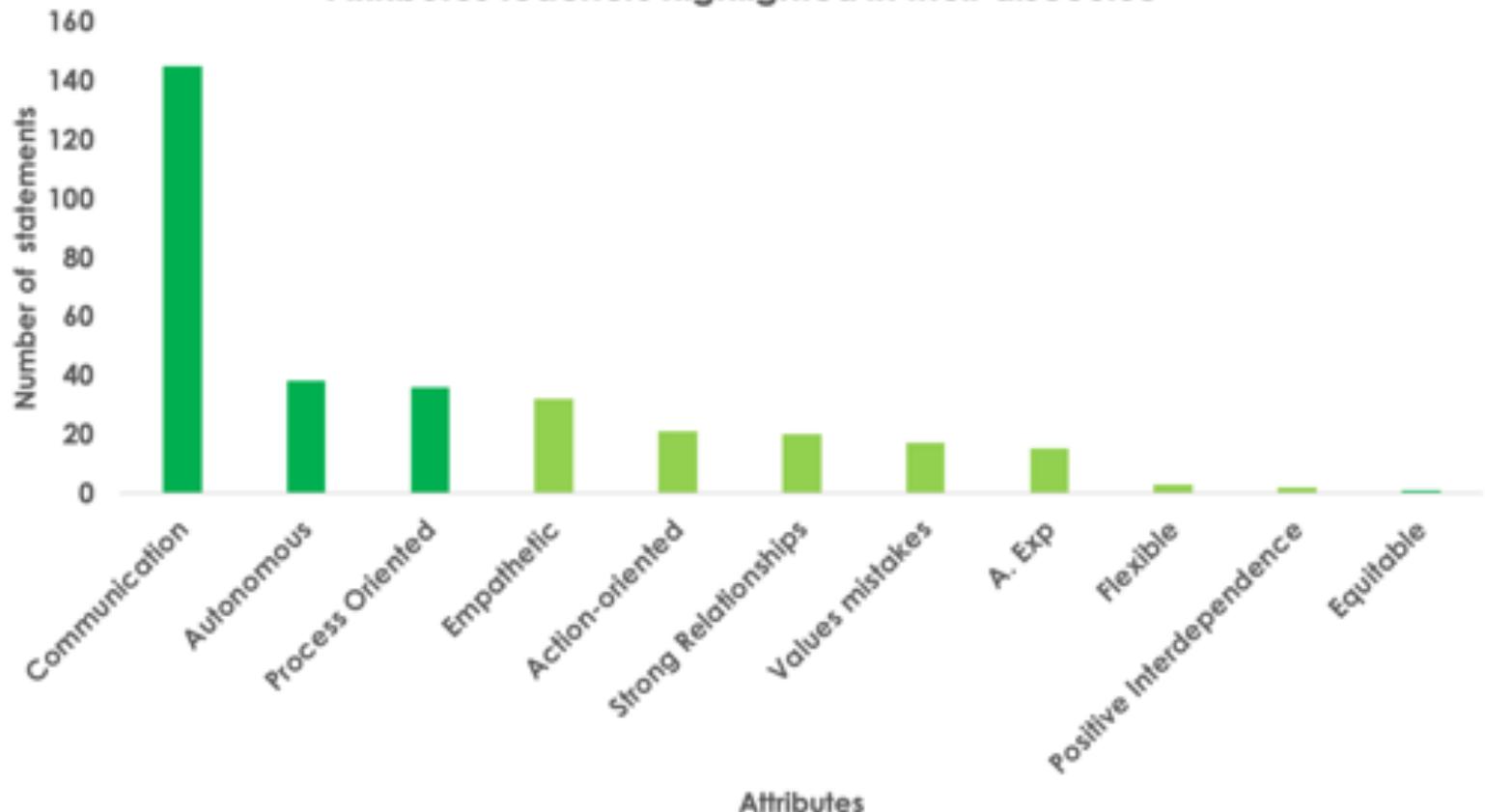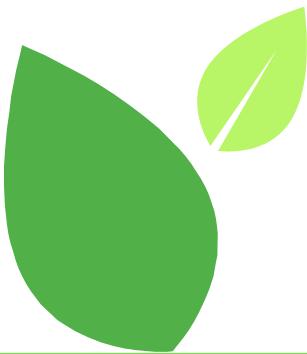
- RQ 1. What is the relationship between the training on Growth Mindset and the Empowerment of language teachers in the District of Bogotá?

- There is evidence of increased growth mindset responses and explanations from pre-test to post-test survey.

- Even brief interventions have long-lasting effects in participants. (Rissanen, Kuusisto, Hanhimäki y Tirri en 2019)
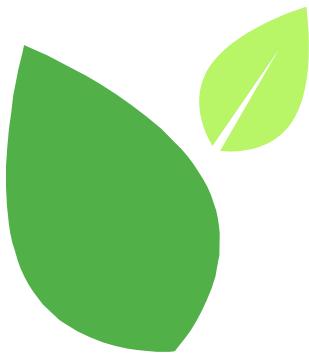
"...con nuestras propias acciones o lenguaje tendemos incluso a no ayudarle tanto al que está mal. No sabemos cuánto daño hacemos a los estudiantes con nuestros comentarios..., o con nuestros mismos gestos decimos todo"; "tantos errores que uno comete sin querer queriendo porque no son intencionales. Por el contrario; pensamos que está bien y ese es el problema" **Ruth**

""Podríamos buscar estrategias para involucrar a todo el mundo". Decirles a los chicos acerca de su proceso y el 'not yet'. Involucrar a todo el mundo porque los que no son tan exitosos de una u otra forma tenemos que halar" **Mary**

*"Ya uno en las clases, yo lo tengo en cuenta, por ejemplo uso el "Not yet". Yo pienso en la próxima reunión de padres comentarles a los papás acerca del lenguaje que deben usar con los niños y como elogiarles el proceso".* **Carlos**
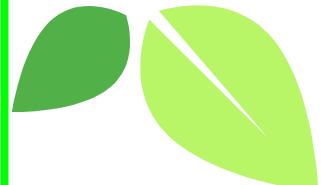
After knowing **teachers reflections**, it is necessary to observe **teachers in action**...

Phase 2 Classroom Observations

45

STAGE 1

RUBRIC

INDIVIDUAL FEEDBACK

CLASS OBSERVATION 1

4 WEEKS

PHASE 2

TEACHER INTERVIEW

CLASS OBSERVATION 2

GROUP FEEDBACK

5 TEACHERS

RUBRIC

TEACHER INTERVIEW

STUDENT SURVEY

STAGE 2
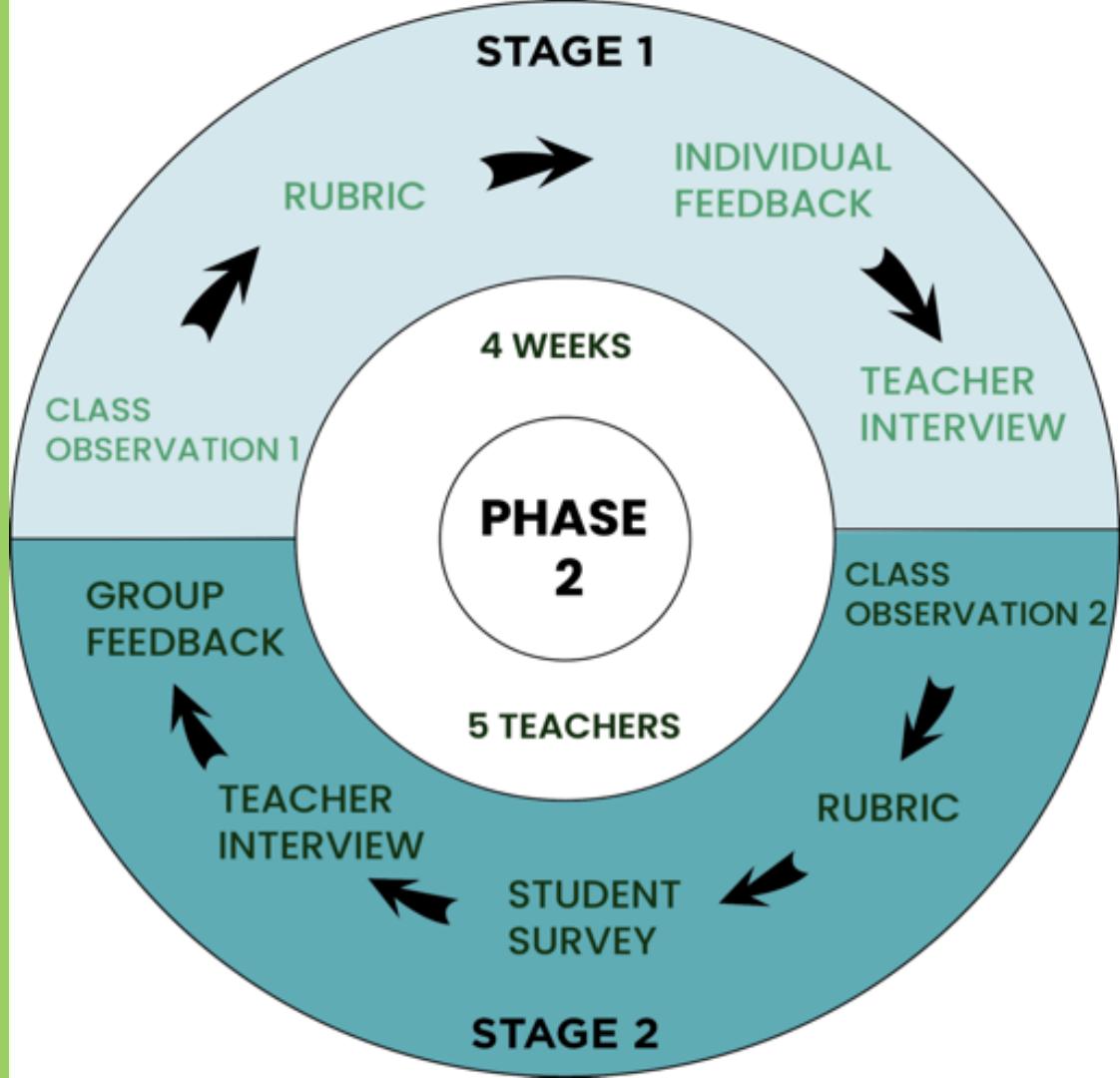
Phase 2 Participants

Clara

Carlos

Beatriz

Hilda
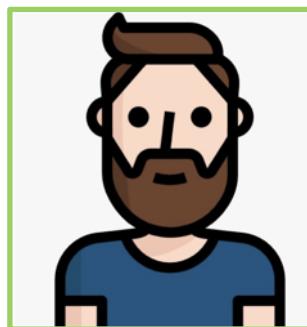
Minerva

Phase 2

Data was collected through:

Class observation rubric

Individual Feedback

Teacher self-evaluation

Interviews
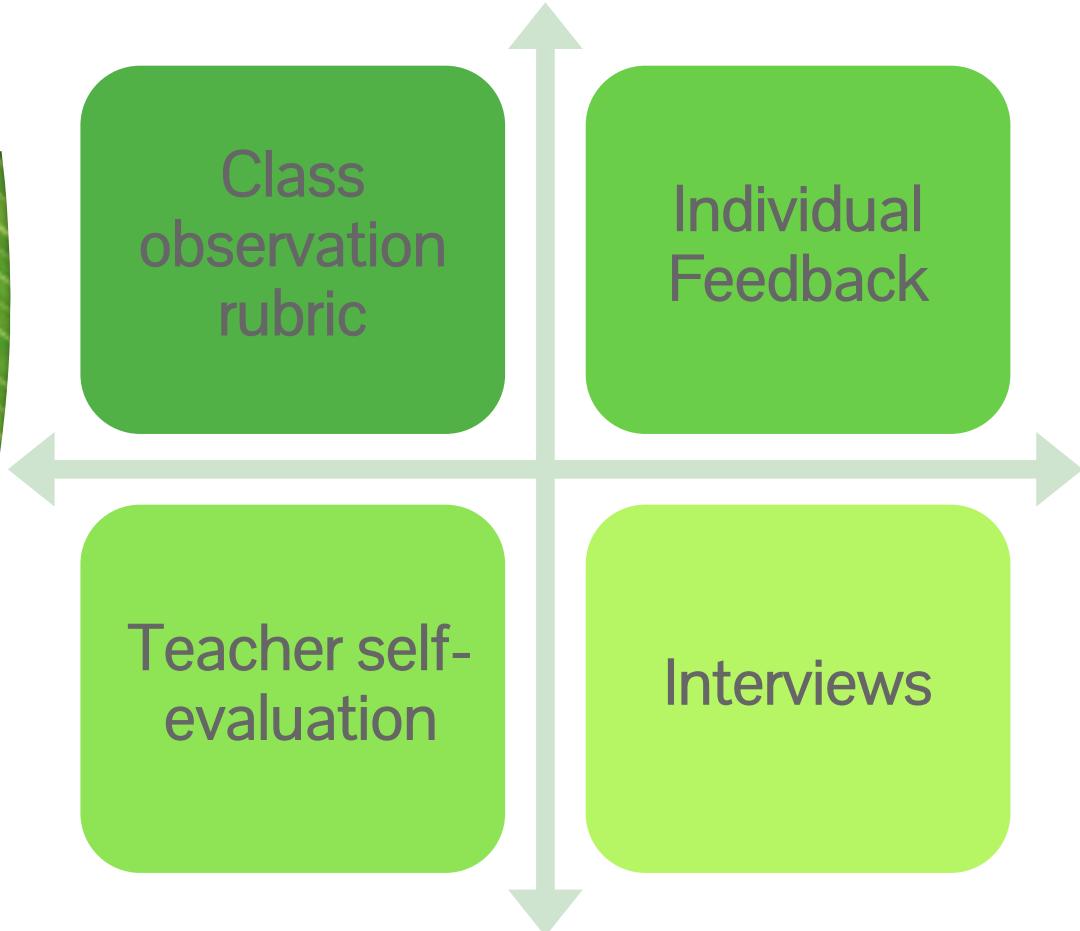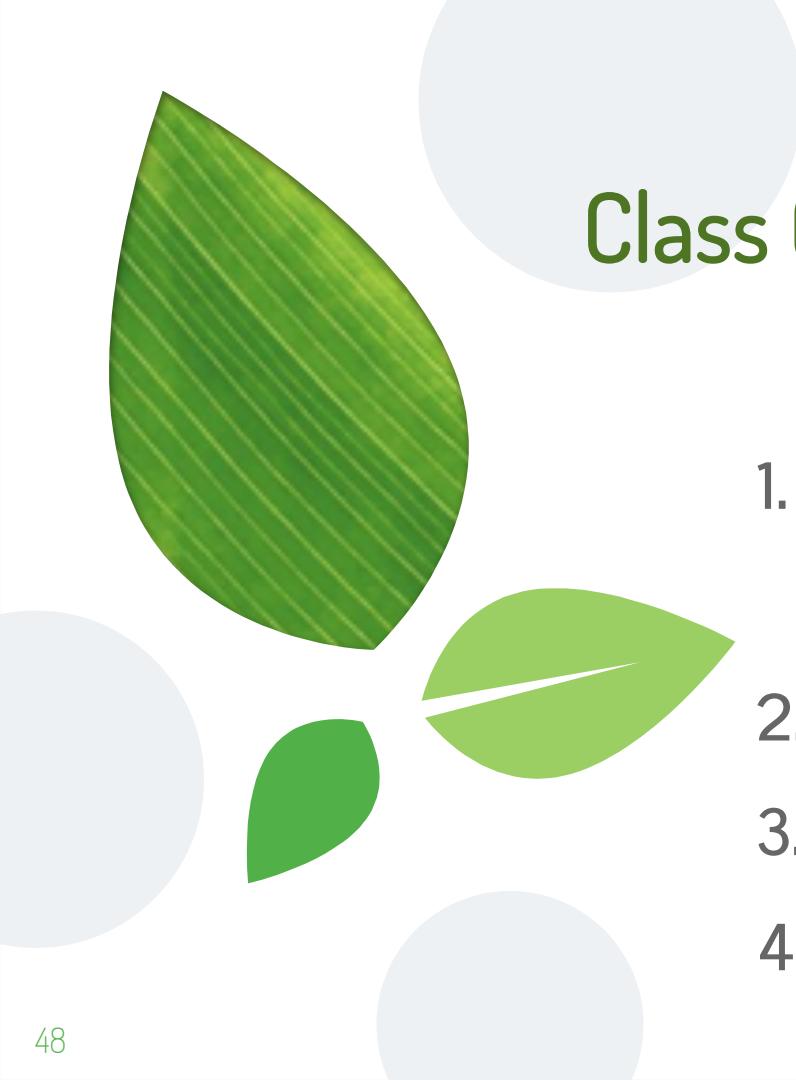
Class Observation 1 – Rubric

1. No prior preparation for the observation

2. Researchers observation

3. Self-reflection

4. Feedback

Class Observation 1 – Observers' reflections

- Few aspects to evidence Growth Mindset in the classroom

- Classroom Management issues

- Grammar and vocabulary, not including communicative approaches

- Use of Spanish over English

- Praising results over students' process

Class Observation 1 – Teachers' reflections from rubric

Teachers mentioned obstacles such as time, policies, limited resources and infrastructure, and students' characteristics.

Hilda

"Another aspect I need to work efficiently. Feedback has become just scoring exercises more than reflecting on individual conditions. **It is not easy because of the number of students and their characteristics**"
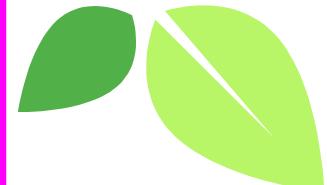
Teachers' interviews

How did you incorporate Growth Mindset in your class today?

Hilda

"No, nada. Yo queria que me vieran como soy"

Why didn't teachers incorporate what they had learned about Growth Mindset in their class?

Carlos

Clara

Beatriz

Hilda

Minerva

Feedback is one of the most significant influences on teachers practices
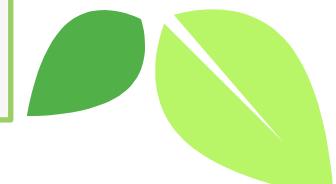
Carlos reflects on being communicative

Before feedback

"Antes yo utilizaba el: *well done*! y me quedaba ahí".

After feedback

"Aquí me enseñaron esta bien el "well done" pero no es suficiente para que ellos alcancen sus metas… el cambio de actitud de los chicos"

STUDENT'S ASSESSMENT

		VERY WELL	QUITE WELL	WITH DIFFICULTY
VOCABULARY - GRAMMAR	I can understand vocabulary and use some grammar related to festivals.	X		
LISTENING	I can understand some audio material related to festivals.	X		
SPEAKING	I can express some ideas about festivals.	X		
READING	I can understand short texts about festivals.	X		
WRITING	I can write some ideas	X		

8.
Conclusions

Being aware of their fixed mindset allowed teachers to start a process of empowerment.

Growth Mindset and Empowerment in action

Carlos

reminded his students about the plasticity of the brain and how they can learn whatever they want to.
He has signs with messages related to GM.
Effort - **Professional Growth** - **Impact** - **Communicative**

Clara

implemented a listening activity for the first time with her students. She also designed a rubric to provide feedback to her students.
Challenges - **Decision Making- Impact** - **Communicative**

Minerva

started to use her English skills in the classroom.
Challenges -**Self-efficacy** - **Impact** - **Flexible**

Growth Mindset and Empowerment in action

Hilda

is assigning roles to the students in collaborative group work. Students show longer concentration periods of time and learning goals achievement.

Challenges - positive interdependence - Decision Making - Impact

Beatriz

started to speak in English in the classroom and created collaborative groups with students with different levels of performance. A student who did not participate before, starting to speak in english.

Challenges - Professional development - Decision Making- Impact - Flexible - Equitable

From Growth Mindset to Empowerment

Individual reflection **+** Social validation **=** Empowering Community

Fixed Mindset Awareness

Action Plan

Action

"(…) nos han tratado tan duro desde pequeños, que interiorizamos el lenguaje y no nos damos cuenta de cómo lo estamos usando; entonces cuando estamos haciendo el ejercicio de separar qué estaba bien y qué estaba mal, entramos en una discusión las tres (profesoras) porque parecería como si todo estuviera perfecto; hay unas que sí efectivamente desde un principio se veía que no eran, pero había otras que nos ponían a dudar, precisamente porque las utilizamos y porque creemos que estaban bien.

"(…) Tenemos una *fixed mindset* que nos invitan a cambiar nuestra actitud. La tenemos, desde luego, pero sí nos invitan a reflexionar y a cambiar en los procesos que realizamos, no únicamente en clase sino también al interior con los compañeros o con las reuniones que tengamos." (Carlos).

Carlos

Teachers who decided to to introduce changes in their lives have developed a more growth mindset, and are more empowered.

Clara

Beatriz

Hilda

Minerva
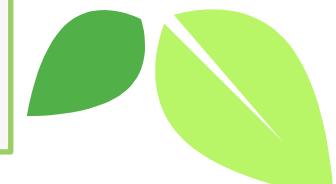
Limitations of the study

We observed the positive influence of the Growth Mindset workshop in the teachers mindset;
however,
it is not possible to provide evidence for a sustained change in their mindsets YET. (Seaton, 2018).

References

1. Blackwell, L., Trzesniewski, K., & Dweck, C. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78, 246–263. doi:10.1111/j.1467-8624.2007.00995.x
2. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.
3. Brock, A., & Hundley, H. (2018). In other words : Phrases for growth mindset : A teacher's guide to empowering students through effective praise and feedback. Berkeley, CA: Ulysses Press.
4. Peña Dix, B., Bruskewitz, N., Truscott de Mejĺa, A., & Universidad de los Andes (Colombia). Vicerrectorĺa de Investigaciones. (2016). Empoderamiento, autonomĺa y pensamiento crĺtico en las aulas de lenguas extranjeras : Indagaciones en la educaciόn superior colombiana (Colecciόn general). Bogotá: Universidad de los Andes, Vicerrectoria de Investigaciones.
5. Sternberg, R. J., Conway, B. E., Ketron, J. L., & Bernstein, M. (1981). People's conceptions of intelligence. *Journal of Personality and Social Psychology, 41*(1), 37-55.
6. Rissanen, I., Kuusisto, E., Tuominen, M. & Tirri, K. (2019). In search of a growth mindset pedagogy: A case study of one teacher's classroom practices in a Finnish elementary schools. *Teaching and Teacher Education, 77*(2019), 204-213.
7. Seaton, F. (2018). Empowering teachers to implement a growth mindset, Educational Psychology in Practice, 34:1, 41-57,
8. Shor, I. (1991). *Empowering Education. Critical Teaching for Social Change.* Chicago: The University of Chicago Press.
9. Shor, I. (1992). *Empowering Education.* London: University of Chicago Press.Short, P. M., & Rinehart, J. S. (1992). School Participant Empowerment Scale: Assessment of Level of Empowerment within the School Environment. *Educational and Psychological Measurement, 52*(4), 951–960.
10. Truscott de Mejía, A. M., Tejada, H. & Colmenares, S. (2006). *Empowerment. Empoderamiento y Procesos de Construcción Curricular Bilingüe*. Cali: Universidad del Valle.
11. Yeager & Hanselman, Paul & Walton, Gregory & Murray, et al. (2019). A national experiment reveals where a growth mindset improves achievement. Nature. 573. 1-6. 10.1038/s41586-019-1466-y.
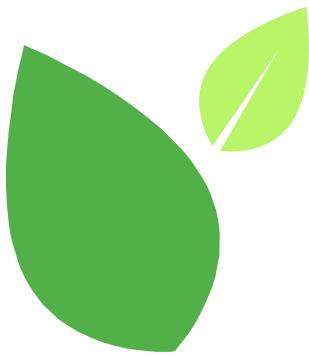
Thank you!!

Queremos compartir esta presentación con todos. Si decides usar algunos apartes, o toda la presentación con fines académicos, por favor cítanos siguiendo los parámetros de las licencias de Creative Commons.

En caso de preguntas o comentarios, puedes contactar a las autoras del Proyecto:
Paula García pb.garcia@uniandes.edu.co
Ivonne Chipatecua im.chipatecua144@uniandes.edu.co
Martha Ramírez ma.ramirez1103@uniandes.edu.co
Isabel Tejada mi.tejada10@uniandes.edu.co
Marcela Guzmán marcguz8@gmail.com