

## GROWTH MINDSET STRATEGIES: FOSTERING SUCCESSFUL & LIFELONG LEARNERS

Dr. Gobind Singh Gure \*  
Dr. Vijay Laxmi \*\*

### ABSTRACT

The main focus of this paper is to find out the various strategies to develop the growth mindset among the learners. After going through the reviews of researches related to growth mindset, it is crystal clear that growth mindset among the learners can be developed with the help of various learning strategies like learning, efforts, experiences, practices, self-evaluation, etc. further, it is also noticed that for nurturing and creating thinking mindset stakeholders of education should have to adopt growth mindset strategies such as let the learners to face challenges, encourage them to take risk, praise effort not intelligence, embrace mistake, and motivate to take initiatives etc. So that learners gradually may be able to gain strength and capability to face day to day challenges of life in or out of the school and make a difference around the world through their unique thinking mindset. Various mindset studies and growth mindset pedagogy suggested that the growth mindset strategies are means to foster successful & lifelong learners for the world.

**KEY WORDS:** Growth Mindset Strategies, Learning, Success, Mindset, Growth Mindset Pedagogy.

### INTRODUCTION

*“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.” –Albert Einstein*

The prime agenda of education is to prepare the rational, sensible learners for future life so that they can make a difference in world around through the positive mindset. Since morning till end of the day individual is juggled with so many challenges like personal, psychological, social, emotion, educational, vocational etc. while dealing with messy situations individual mind get mess up with many mental tantrum sometime tries to crack the problem, hang on, gets frustrated, depressed and anxious. As, learners mind is like a plant needed suitable environment to grow in positive manner. Like

\* Assistant Professor, School of Education, Central University of Rajasthan, Bandar Sindri, Kishangarh, Ajmer, Rajasthan (India).

\*\* Assistant Professor, B. K. M. College of Education, Balachaur, Punjab, India

gardener nurtures the plant, stakeholders of education have to nurture the young mind and integrate it into rational and sensible mind. The ability, potentially and the tendency to deal with everyday messy situation is the outcome of an individual mindset. Therefore, besides providing knowledge and skill the main aim of education should be to nurture learner's potentiality to hold the challenges, overcome obstacles by putting sufficient amount of efforts, cope up with setback and grow their potential to tackle various issues related to in and outside school campus. In this concern, Muncaster & Clarke, (2016) stated that to prepare pupils for an ever-changing world and ensure their success, pupils need to be encouraged to embrace challenge, build resilience, and develop a desire to learn. There has been an increasing interest in growth mindset strategy in education. Thus, present education must have to focus on the developing of the growth mind set among learners.

**STRATEGIES TO FOSTER GROWTH MINDSET**

“Mindset is a set of individuals’ basic abilities which all help individuals to grow & learn all the essential life skills. An individual’s mindset helps the individual how to learn, how to respond, how to develop skills, how to take decision, how to make efforts, how to adjust, how to pursue on a particular task, how to stay positive and learn from criticism, overall how to handle any situation and how to complete any task” (Gure, 2018). The main aim of Growth Mindset pedagogy is to develop the growth mindset among the learners. Walton (2014) also pointed out that “the goal of a growth mindset intervention is to shift a person’s mindset from a fixed mindset to a growth mindset. A wise intervention is a good solution to a fixed mindset because it can be administered in an everyday context and is designed to change a harmful process”. In this concern, Gure (2018) also described that “the main concern of the growth mindset pedagogy, to become learners to be independent to learn, help them to develop their own learning, skills by using challenges, obstacles, efforts, feedback, criticism and success of others. All the challenges, obstacles, efforts, feedback, criticism and success of others contribute as a mechanism of motivation to learn, to achieve and to get success in future life.” Therefore, stakeholders’ of education like parents and teachers’ play potentially important role for the developing growth of mindset. They need to adopt different interventions, techniques and strategies to encourage, motive, care and support not only to judge learners who is smart and who is not, rather to grow his/her potentiality, capability and

tendency in every spheres of life. There are following strategies that the stakeholders of education can adopt to foster growth mindset among the students.

- **Assist Students to Enhance Thinking:** Teachers must encourage students to think differently by using motivating statements like good going, carry on, you can do it etc. beside this teacher should develop their thinking by inspiring the students to take up the challenges, push them to take initiatives, put sincere efforts, do work on their own peace, to assesses own progress, for making independent decisions, to develop their own thinking pattern and use various creative strategies to complete any task.
- **Share Personal Learning Experiences:** If the teacher has a good bond with learners they may feel safe and secure and are ready to express their views, share learning experiences, challenges. This will improve their thinking, reasoning, confidence level, communication skills and self-efficacy. Thus, teachers need to share the personal and others' well known learning experiences, ways to face various challenging situations individually as well as ways to cope up with the setbacks and failure.
- **Create Supportive Classrooms:** Students' mindsets can be developed by providing supportive, creative and conducive classroom environment. By adding Gestures such as cheerful greeting children at the door, praising children's effort, and getting to know children individually can create a warm and inviting space (Pawlina & Stanford, 2011). Teachers must have to give positive gesture and attitude to each & every student in completing their task, assignments & challenges, so that they can get rich experiences for handling any hard situation throughout life. In this regards, Boaler (2013) pointed out that "schools should have to be encouraging growth mindset beliefs. The promotion of a growth mindset culture in schools requires grouping practices that will give positive messages to students, and teaching approaches which contribute varied learning route for all students".
- **No Repetition of Class Work and Homework:** Most of the teachers generally like to give usual kind of homework, assignment to the students, according to Dweck,

(2010) class work and homework to the students should not repetitive and unchallenging, instead of it, teachers should provide opportunities to the learners to face challenges, try variable strategies, and learn from failures. This concept is also reiterated by Kazakoff & Mitchell, (2017) states that “in a growth mindset class culture, assignments and homework should not be repetitive but should be challenging to students.” Accordingly, teachers should not give repetitive task to learners rather than assign new and challenging task which provide chance do mistakes, and learn something new from mistake, build confidence to overcome challenges. Thus, teachers need to always motivate them for taking risk and facing the challenges.

- **Use Various Educational Tools:** Educational tools such as digital learning tools simulation, quizzes, e-books, e-notes, graphic, animations, fun games like draw swords, quizalize, bingo, scatter-gories, charades etc. may not only buzz learners mind by providing challenges but also prepare their mind to enjoy the learning new things, facing new challenges & risk in joyful manner. It is one of best tools to promote risk taking behaviour, ready for learning, habit of love for learning, to overcome the failure leads to support the growth mindset.
- **Teaching Students about Brain & Growth Mindset Research:** Teacher need to foster growth mindset of learners by teaching students about working and growth of mind so that they can understand the individual capacity of mind. According to Blackwell, Trzesniewski, & Dweck, (2007) that “the interaction, examples, practices and details discussions of teachers on brain researches, cognitive science, growth mindset, and psychology in a compassionate way motivate the learners for growth mindset practices. For example, a teacher can teach their students to think of the brain as it were a muscle that can grow and become stronger with exercise” Accordingly, firstly teachers need to learn more about brain researches so that they can implement, it into their teaching. Thus, all teachers must have to read, learn, study & reviews on the brain researches, it should update them on brain researchers and also have to use all into their pedagogy.
- **Celebrate Mistakes and Embrace Challenges:** In the earlier time, to make mistakes are taken into consideration as to commit a sin, due to this, students’

felt embarrassment on these but now a days, mistakes are considered as a part of learning. For creating growth mindset classroom environment teacher need to create a culture to celebrate mistakes as opposed to punishing them, so that students gain confidence to face challenges by understanding the fact that success may not come on the first attempt. The main motive behind this is to develop mindset of students so that they may be able to cope up with failure and understand the relationship between constant efforts and success while approaching challenges and learn from their mistake with an optimistic attitude. Thus, teachers should always help the learners to motivate that mistake are as a part of learning and let the learners feel confident, optimistic towards new learning & to help them to face challenges through mistakes.

- **Praise for Effort Not for Intelligence:** Appreciations leads to motivation, motivation leads to positive mind set and positive mind set leads to success. As, desire for feeling of appreciation and acknowledgement by others after success in a particular task like passing a test, performing well in a sports event, or even helping out with chores is basic human nature. Praise may acts like a medicine to boost confidence, self-efficacy and self-esteem. Hence, teacher must know and learn to praise for the efforts and the learning task rather than intelligence of learners.
- **Activity Oriented Learning:** Through various activities like dance, drama, recitation in rhythmic manner, role- playing, music, storytelling, mimicry, play, discussion, debate, symposia and game etc. as teaching strategies teacher can help the learners to enhance growth in their mindset. These activities provide the variety of learning experiences to learners, situational problems solving skills, speaking skills, listening skills, reading skills etc. leads to develop/ enhance self-efficacy and self-esteem, confidence in them. Thus, teachers must have to use multiple learning resources, active based methods of teaching-learning to create positive mindset.
- **Collaborative Learning:** Children learn and acquire skill more efficiently from their peer group rather than elders. So that children can be encouraged to work

collaboratively in problem-solving situation and teachers area supporter in learning phase reinforces their expectations, such as encouraging students to ask from their peers for help before asking for adult assistance. Teachers also need to be cognizant of children's differing abilities and ensure challenges are within the skill level of each child.

- Differentiated Teaching Strategies:** Educational psychology emphasizes on the individuals' differences, so all the students do not have the same learning style and same learning choice, therefore, teachers must have to provide various opportunities to learners so that they can use different kinds of learning styles like visual/special, aural/auditory, verbal/linguistic, physical/kinesthetic, logical/mathematical, social/interpersonal, and solitary/intrapersonal to accommodate & facilitate effective learning in the classrooms. Teachers' should use varying teaching strategies like short lecture, collaborative learning, cooperative learning, activity based learning where children work with classmates and in small groups that help them to actively engage in learning for enhancing their social, communication, leadership skills etc. Teachers must have to create club to collect and use supplementary materials such as textbooks, which include online video clips, study guides and searchable data bases to align with the growth mindset. This will not only accommodate different learning styles, but also help each student to build-up the conceptual understanding and enhancing their growth mindset.
- Create a Question Culture** - Questioning is a means by which a teacher can get lots of information about students current knowledge and learning outcomes and many more like teacher can arouse curiosity, motivate students to grasp knowledge and provide zeal to engross them to go on learning which is pivotal for one's desire to get success and enlighten the self. Teacher's always rise critical thinking (What, Why & How) questions to motivate them for enhancing their highest-order thinking skills. So teachers need to create a question culture in their classrooms by provoking and inspiring students to ask questions and also

deliberately ask higher order questions during teaching –learning process, it is not only cause students to feel confident but also encourage them to go on and endure their critical thinking skills .

- **Provide Constructive Feedback:** It is important that, all of the students must get clear and detailed learning information to boost up their efforts and skills. Consistent feedback need to provide to the students during the learning process. As well as teachers also need to give timely information to students related with their progress toward desired learning outcomes. Teachers have to give transparent feedback and outline exactly how much learner are doing well and what, why & how they may improve themselves. It helps learners to focus on the more important process of learning, rather than attaining a certain grade. During feedback, the teacher should praise students on their effort invested rather than what they attain (Dweck, 2015). This also includes pointing out how students can improve their work during learning processes.
- **Growth Mindset Pedagogy:** Overall all the above mentioned strategies are the tools for growth mindset pedagogy. According to Gure (2018), “the growth mind set pedagogy involves all the activities and opportunities that helps the learners to acquire the growth mind set with the strong believe that their basic qualities, abilities, talent, learning, skills and intelligence can be developed by making more positive efforts, to be motivated, interested, faced challenges & failure, to try hard and to pursue on the learning and commitment to completion of any task. It is the pedagogy of learn, pursue & to achieve success.” Thus, at every level of teaching, all the teachers must have to include above mentioned different interventions, techniques and strategies into their teaching to promote growth mindset among the learners.

**Final Words**

<b>275</b>	ISSN2277-3630(online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 5 in may-2022 <a href="https://www.gejournal.net/index.php/IJSSIR">https://www.gejournal.net/index.php/IJSSIR</a>
	Copyright (c) 2021 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CCBY). To view a copy of this license, visit <a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a>

From above discussion we can say that in the present scenario of skill based education growth mindset approach has a significant worth for students and teachers both. All the stakeholders of education have to implement the above mentioned strategies. Parents and teachers should encourage the learners to take initiatives for learning, celebrating mistakes, treat mistakes as the normal part of learning, encourage learners for gaining learning experiences and trying new strategies/ experiences instead of pulling back / give up, these are consequence for better learning, make them feel more confident so that they may be able understand the concept of try and try again we will succeed one day. There is no doubt, if the stakeholders of education adopt the various strategies of growth mindset pedagogy, that will help the learners to become critical, creative, independent and innovative thinkers for the world and live successful and quality life.

#### References:

- **Boaler, J. (2013).** Ability and mathematics: the mindset revolution that is reshaping education. *Forum*, 55(1), 143-152.
- **Dweck, C. (2014).** The power of believing that you can improve. TED Talk. Retrieved from: [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve/transcript](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/transcript).
- **Dweck, C. S. (2010).** Even geniuses work hard. *Educational Leadership*, 68(1), 16-20.
- **Dweck, C. S. (2015).** Carol Dweck Revisits the 'Growth Mindset', *Education Week*. Retrieved from: <https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- **Dweck, C.S. (2006).** *Mindset: The new psychology of success*. New York, NY: Random House.
- **Dweck, C.S. (2010).** Even geniuses work hard. *Giving Students Meaningful Work*, 68(1), 16-20.
- **Gure, Gobind Singh (2018).** Growth Mindset Pedagogy: Success Oriented Approach to Education, *International Journal of Research in Social Sciences*, December, 08,12 (2), pp. 66-73.
- **Kazakoff E. & Mitchell A. (2017).** "Cultivating a growth mindset with educational technology", Lexia. Retrieved (25.04.2018) from: [www.lexialearning.com](http://www.lexialearning.com).
- **Kiger, L. L. (2017).** "Growth mindset in the classroom," *Empowering Research for Educators*: 1, 1, 4. Available at: <http://openprairie.sdstate.edu/ere/vol11/iss1/4>
- **Krakovsky, M. (2007).** The effort effect. *Stanford Magazine*. Retrieved from [https://alumni.stanford.edu/get/page/magazine/article/?article\\_id=32124](https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124)



- **Muncaster K. & Clarke, S. (2016).** *Growth Mindset Lessons, every child a learner.* Rising Stars, London.
- **Pawlina, S. & Stanford, C. (2011).** Preschoolers Grow Their Brains: Shifting Mindsets for Greater Resiliency and Better Problem Solving. *YC Young Children*, 66(5), 30-35.
- **Saunders, S. A. (2013).** The impact of a growth mindset intervention on the reading achievement of at-risk adolescent students. Ann Arbor, MI: ProQuest LLC
- **Smyth, S. (2017).** *A Growth Mindset Approach to supporting children who experience anxiety*, University of Victoria.
- **Walton, G. (2014).** The New Science of wise Psychological Interventions. *Current Directions in Psychological Science*, 23(1), 73-82. doi:10.1177/0963721413512856
- **Yeager, D. S., & Dweck, C. S. (2012).** Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302-314.