

Promoting a Growth Mindset to Improve Student Outcomes

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Objectives

- Review the definition of growth mindset versus fixed mindset and its application to active learning remediation in higher education.
- Discuss self-reflection techniques to identify remediation perspectives.
 - Discuss communication techniques and how to grow your student's mindset.
- Discuss the creation and implementation of effective remediation methods using growth mindset to support active learning remediation and the development of clinical judgment.
 - Collaborate on how to use the growth mindset in your class.
 - Collaborate on how to use the growth mindset in your clinical/simulation.

Introduction Video

<https://youtu.be/asvL0TwvsWg>



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What does Growth Mindset mean to you?

What is a Growth Mindset?

You believe you can develop your own skills, abilities, talents, and intelligence with:

- Effort
- Experiences
- Perseverance
- Training
- Drive

You use feedback and mistakes as opportunities to improve, while enjoying the process of learning and becoming more productive – “**purposeful engagement.**”

You also believe that you can overcome obstacles. You choose to learn from the experience, work harder and try again until you reach your goals.

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Did You Know?

Important Concepts



In her research, Dweck built on the theory of neuroplasticity, which is the brain's ability to continue to form new connections into adulthood, after it has been damaged or when it is stimulated by new experiences. This supports the idea that you can adopt a growth mindset at any time of life.



Offering praise when someone does well reinforces a fixed mindset, while praising their effort encourages growth. When you focus on an individual's results, they learn that trying doesn't matter. But praising their efforts rewards their process of learning, so they become more motivated to keep striving toward their goals.

What is a Fixed Mindset?



You believe your intelligence, talents and other abilities are set in stone. You believe that you are born with a particular set of skills and that you cannot change them.



You will likely fear that you may not be smart or talented enough to achieve your goals. You may hold yourself back by engaging only in activities that you know you can do well.



Dweck and her colleagues examined the brains of people with different mindsets. The brains of those with a fixed mindset showed higher activity when they were told that their answers to a series of questions were right or wrong – they were keenly interested to know whether they had succeeded or failed. But they showed no interest when researchers offered them help to learn from their mistakes. They didn't believe they could improve so they did not try.

Growth mindset

Fixed mindset

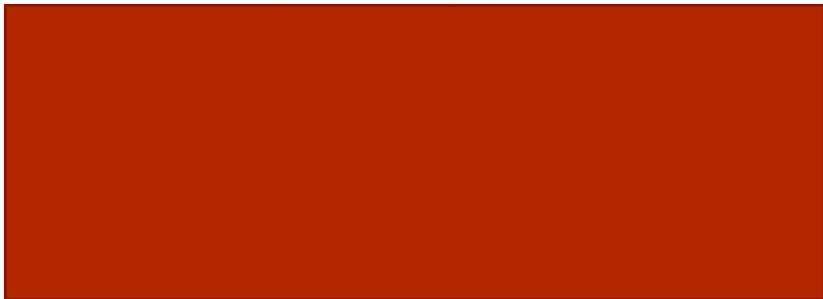
Attitudes about learning



Responding to feedback



Responding to setbacks



Survey/Poll

Take the Mindset Assessment to Learn More About Your Mindset

Our mindsets exist on a continuum from fixed to growth, and although we'd like to always have a growth mindset, the reality is that we can only be on a journey to a growth mindset. The goal is to recognize fixed mindset elements in ourselves and then reflect on feedback and strategies for how to improve.

The Mindset Assessment is a quick diagnostic tool drawn from research-validated measures for people age 12 and over to use to assess their mindsets. It has been used in many studies to show how mindsets can change, and can be used by you and your students to identify areas in which you can work toward a growth mindset. You will be delivered personalized feedback after you submit the assessment.

[Get Started!](#)



Group Activity

Think - Pair - Share

Do you see a connection between your mindset and your students' success?

What Does the Current Research Suggest?

- Cavanagh and colleagues demonstrated that students in a college anatomy and physiology course were more likely to embrace active learning strategies if they had a growth mindset (Cavanagh et al., 2018).
- Researchers have also studied various populations of college students and found growth mindset associated with increased grades (Bostwick and Becker-Blease, 2018, Broda et al., 2018, Stephens et al., 2014, Yeager et al., 2016a).
- The Mindset Model (Dweck, 2016) has been proposed as a framework for supporting nursing student academic success (Williams, 2018).
 - Students with a growth mindset demonstrated the use of more effective learning strategies than their fixed mindset peers.

Primary and Secondary Education Benefits

A growth mindset for students can lead to the following benefits:

- Encourages intrinsic motivation to learn
- Strengthens happiness and life satisfaction
- Reduces anxiety and chronic stress
- Can help close the achievement gap

Growth mindsets have been proven effective for:

- ELL students
- Minority students
- Immigrant students
- Students from low-income families



Growth Mindset and Communication

How to Grow Your Student's Mindset

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The Power of Yet

https://youtu.be/_X0mgOOSpLU



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Teaching Tips



When teaching students, place a greater emphasis on the learning process (like practicing, asking for help, or trying new strategies) than on intellect or talent – getting away from lecture, getting into case studies.



Encourage students to practice subjects that they see as weaknesses. When a student makes a mistake, avoid saying phrases like “you tried your best” because it implies that there is no room for improvement – remediation and monitoring themselves.



Growth mindsets are helpful for teachers, too. Try to view each of your students as capable of academic achievement instead of either “good” or “bad” at a subject.

Let's Practice

Pull Out Your Thumbs!

“Don't worry, you'll get it if you keep trying.”

“That feeling you're experiencing of dosage calculations being hard is the feeling of your brain developing.”

“It's OK if you're having trouble. Maybe OB/Peds isn't one of your strengths.”

“When you learn how to do a new kind of problem, it develops your math brain.”

“Great effort. You tried as hard as you could.”

“The goal isn't to get it right immediately. The goal is to improve your understanding step by step. What can you try next?”

- Accept opportunities that push you out of your comfort zone
 - challenges are chances.
- You don't know what you don't know. Ask questions!
- Appreciate obstacles – growth comes from struggle.
- Mistakes are an important part of the process.
- Choose learning well over learning fast.
- Reward efforts and actions, not traits.
 - (Don't praise intelligence, praise perseverance, effort, and improvement.)

- Skills are built, not born. They're yours if you work for them.
- Don't be threatened by feedback and criticism
 - use it to support you in your learning instead.
- Think of learning as “brain training”.
- Always reflect on what you've learned.
- Actively seek out new things. The more you do, the more you learn.
- Just because you haven't seen change, doesn't mean you won't. Stick at it.
- Your brain has the ability to change throughout your life. Never stop.

Fixed vs. Growth Mindset Affects Teaching Strategy

- “...instructors with higher fixed mindsets were less persuaded that active-learning strategies were a good idea...” (Aragon, Eddy & Graham, 2018).

What did you discover about yourself in previous activities?
Do you believe active learning in the classroom or clinical will prove effective?

**“Growth mindset students understand that a deficiency or weakness is a learning opportunity, and simply a marker of their ability at a particular moment in time”
(Cooley & Larson, 2018)**

Using your Dry Erase Boards, write a sentence that you have heard your students say in class, clinical, and simulation.

ACTIVITY 1

How to Use Active Learning Templates to Encourage a Growth Mindset

How would you respond?

- I am emailing because I tried to do the Active Learning Template and all you do is type up stuff. I can not learn like that. I need to know what I got wrong and be able to do readings and questions on the areas I got low on. There are other things under the focused review that have the PowerPoints and questions if we do this instead would that count for our remediation. Please advise because I will not pass the retake doing the template form. Thank you.
- The benefits of ALTs have been explained to the students (and we get it) but since many are generally overwhelmed with everything in Mod 1 and in an accelerated program, they are looking for work arounds to decrease their workload just to survive.

Active Learning Templates

ACTIVE LEARNING TEMPLATE: *Medication*

STUDENT NAME _____ REVIEW MODULE CHAPTER _____

PROCEDURE NAME: *Medication: Ethanol Carbonate*

CONCEPT CLASS _____

Pharmacology

Expected Pharmacological Action _____ Therapeutic Use _____

Complications _____ Medication Administration _____

Contraindications/Precautions _____ Nursing Interventions _____

Interactions _____ Client Education _____

Evaluation of Medication Effectiveness _____

ACTIVE LEARNING TEMPLATES

ACTIVE LEARNING TEMPLATE: *Diagnostic Procedure*

STUDENT NAME _____ REVIEW MODULE CHAPTER _____

PROCEDURE NAME: *Blood Disorder: Quantitative*

Description of Procedure _____

Indications _____ Contraindications _____
Nursing Interventions (pre, intra, post) _____

Interpretation of Findings _____ Client Education _____

Potential Complications _____ Nursing Interventions _____

ACTIVE LEARNING TEMPLATES

ACTIVE LEARNING TEMPLATE: *Therapeutic Procedure*

STUDENT NAME _____ REVIEW MODULE CHAPTER _____

PROCEDURE NAME: *Electroconvulsive Therapy (ECT)*

Description of Procedure _____

Indications _____ Contraindications _____
Nursing Interventions (pre, intra, post) _____

Outcomes/Evaluation _____ Client Education _____

Potential Complications _____ Nursing Interventions _____

ACTIVE LEARNING TEMPLATES

ACTIVE LEARNING TEMPLATE: *System Disorder*

STUDENT NAME _____ REVIEW MODULE CHAPTER _____

DISORDER/DISEASE PROCESS _____

Alterations in Health (Diagnosis) _____ Pathophysiology Related to Client Problem _____ Health Promotion and Disease Prevention _____

ASSESSMENT

Risk Factors _____ Expected Findings _____

Laboratory Tests _____ Diagnostic Procedures _____

PATIENT-CENTERED CARE

Nursing Care _____ Medications _____ Client Education _____

Therapeutic Procedures _____ Interprofessional Care _____

SAFETY CONSIDERATIONS _____

Complications _____

ACTIVE LEARNING TEMPLATES

ACTIVE LEARNING TEMPLATE: *System Disorder*

STUDENT NAME _____ REVIEW MODULE CHAPTER _____

DISORDER/DISEASE PROCESS _____

Alterations in Health (Diagnosis) _____ Pathophysiology Related to Client Problem _____ Health Promotion and Disease Prevention _____

ASSESSMENT

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PATIENT-CENTERED CARE

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Therapeutic Procedures _____ Interprofessional Care _____

SAFETY CONSIDERATIONS _____

Complications _____

ACTIVE LEARNING TEMPLATES

Active Learning – Didactic, Clinical, Simulation



5-minute warm-up



Utilize your clinical instructors



Round Robin



Think-Pair-Share



Discussion Boards



Binder Method



Policy/Support for Focused Reviews

Active Learning with Active Learning Templates



5-minute warm-up



Utilize your clinical
instructors



Round Robin



Think-Pair-Share



Discussion Boards

ACTIVITY 2

How to Use the Growth Mindset in Your Class

Standardized Assessments Monitoring System

Course	Date	Exam
NCLEX Major Needs Categories	Score	
Management of Care		
Basic Care and Comfort		
Safety Infection and Control		
Psychosocial Integrity		
Pharmacological and Parental Therapies		
Reduction of Risk Potential		
Health Promotion and Maintenance		
Physiological Adaptation		

Plan of Action



Course Exams Monitoring System

Course	Date	Exam
Topics to Review		
Plan of Action		



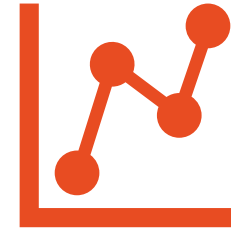
Building a Growth Mindset Through a Study Plan



Do your students see the important of remediation?



Do your students understand the NCSBN Blueprint?



Do you have your students trend their assessment scores?

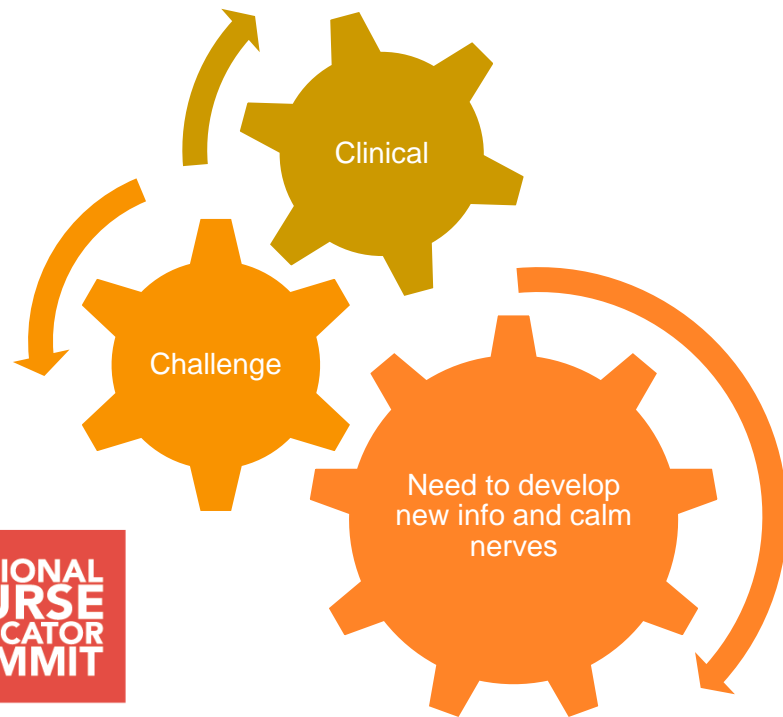
Let's Brainstorm

- How can you incorporate a Growth Mindset through a Study Plan for your students in your class.
- Please use your dry erase boards to brainstorm together.
- Please work in your groups to produce a plan of action for your students in your specific classes.

ACTIVITY 3

How to Use the Growth Mindset in Your Clinical & Simulation

- Reflective journaling helps students develop critical thinking skills, synthesis of knowledge, professional growth, and self-awareness.
- This is a critical component of professional development and lifelong learning and can formulate a move toward a growth mindset. (Cooley & Larson, 2018)
- “The need for reflection occurs in situations that trigger the brain to find new information to calm tension provoked by an incident” (Dewey, 1933)



“It is a way to bridge the gap between thought and action and an opportunity to describe internal processes, evaluate challenges and recognize triumphs in ways that other wise would remain unarticulated” (Driscoll & Allan, 2014)



Social Media Influencer Clinical Activity

(Hosen, et al., 2021) – Social media use encourages knowledge sharing and outcomes related to self-efficacy – which in turn bolsters learning.

Ask students to identify within their reflective journal which concept they struggled the most with in clinical that week. Make a list of all concepts and have group select one that they feel they are confident with. Make social media influencer campaign to show others how to improve in that concept.

Students can identify with and “follow” recommendations from peers more comfortably than instructors. Influencers inspire trust.



Let's Practice!!!

- What questions would you include for students' clinical journal that would promote a growth mindset?
- How do you currently have students compare and contrast clinical success from beginning of program to end?

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