Objectives

By the end of *today’s webinar*, participants will be able to

- Identify barriers students face in the classroom
- Describe mindset and implement methods for helping students develop a growth mindset
- Define negative stereotype and apply a strategy for reducing its effects
Agenda

• Discussion of barriers to success students face in the classroom
• Strategies for teachers to use in order to give students ways to approach barriers to their success
• How to learn more
• Wrap-up
Activity

• Brainstorm
• In the chat pod, list barriers adult learners face in the classroom
• You will have three minutes

Overcoming Systemic Barriers

Looking over the list:

1. The most common barrier
2. The barrier that is the hardest to overcome
3. A barrier that not many thought of

What We Can Do from the Start

Three things we can do from the beginning:

1. Engage students
2. Build community
3. Include problem-solving activities in which students ID a problem, list possible solutions, discuss and use critical thinking to select the best solution
Mindset

• **Growth Mindset:** The belief that one’s intelligence, competencies, and abilities can be developed

• **Fixed Mindset:** The belief that we are born with intelligence, competencies, and abilities that cannot be changed
Fixed Mindset

- Abilities cannot be improved; born with talent or not; intelligence is fixed
- Choose easier tasks; don’t want to take on a hard challenge
- Fear of failure; difficulty taking feedback; give up easily

Growth Mindset

- Improvement is possible through practice; we can grow our brains
- Embrace challenges; willing to take risks
- Mistakes are part of learning; appreciate chances to improve
Support Students in Developing a Growth Mindset

feedback
Support Students in Developing a Growth Mindset

• Reframe our feedback to students
  ✓ In general in routine classroom interactions and on assessments
  ✓ Be positive yet honest, realistic, and constructive
  ✓ Praise the process, effort, and improvement more than the product
Fostering a Growth Mindset: Reframing Positive Feedback

**What do we say?**

1. That test was easy for you because you’re so smart!
2. Your test score improved so much! Good job!
3. Your project is great! You’re a natural!

**What could we say instead?**

1. I can see that this was interesting for you. Tell me what you did to review and prepare for the test.
2. You worked really hard, and your efforts paid off! See what you can accomplish when you put in time outside of class studying! What will you do next to improve more?
3. You’re ready for a more difficult challenge!
Fostering a Growth Mindset: Reframing Negative Self-Talk

Student says...

• This is too hard for me.
• I’m not good at this.
• I got it all wrong.
• I’ll never get better at this.

Use this language frame...

• If it were easy, you wouldn’t learn! We learn when we are challenged.
• Which part was difficult? Let’s look at it together.
• Mistakes are expected! That’s how we learn!
• Look at the progress you have made! Do you remember when...
Fostering a Growth Mindset: Managing Errors

Mistakes

Learning Opportunities
Fostering a Growth Mindset: Managing Errors

How we can address errors:

Focus on a certain type of error rather than overwhelm the student with all the different kinds of errors they made.

When you correct an error, your brain is constructing new wiring to lead you to make a better choice next time. Making a mistake can actually benefit you if you persist and figure out what went wrong and learn from it.
What else we can do:

• Focus on the strategy for solving a problem or answering a question rather than on the answer.

• Teach the strategy and reward the strategy and the student’s perseverance more than the answer.
Fostering a Growth Mindset: Managing Errors

Challenge your students! What you can say and do:

• Tell students that they will learn when class content is slightly above their current level rather than when it is at or below their current level.

• We really learn when we need to struggle a little with new content.

• We learn to persist with hard challenges by having hard challenges.

• Differentiate the instruction: Provide a more challenging version of an assignment for more advanced students. Make sure lower level students are not becoming too frustrated that they give up.
A Moment to Reflect on Growth Mindset...

• Did you have an “Aha moment”? If so, what was it?
• Questions? Comments?
Addressing the Negative Effects of Stereotypes

Stereotype threat

• An individual’s concern that others in the group will judge him/her by a dominant stereotype

Addressing the Negative Effects of Stereotypes

Stereotype threat can disrupt performance

• Students’ working memory for effective retention and use of newly-learned information decreases as students are distracted by these thoughts
If we want to overcome underperformance, if we want to open the door for many stereotyped students to learn and prosper in society, we should, in addition to focusing on skill and knowledge, also focus on reducing these threats in schools...

-- Claude Steele

Addressing the Negative Effects of Stereotypes

How to reduce the effects of stereotype threats

• Change the way you frame critical feedback and help students reframe their own explanations

• Examples:

  ![Image](image_url)

  **Student says..**

  • This is too hard for me.
  • I’m not good at this.
  • I got it all wrong.

  **Reframe it as...**

  • I like this challenge!
  • I am going to try it another way.
  • Mistakes help me learn.

Addressing the Negative Effects of Stereotypes

How to reduce the effects of stereotype threats

• Foster group conversations between members of different groups

• Example: Strategic grouping in class activities and informal inter-group conversations about the school experience help students realize they have more commonalities than differences

Addressing the Negative Effects of Stereotypes

How to reduce the effects of stereotype threats

• Allow students to affirm their most valued sense of self
  
  • Example: Reaffirmation of values

How to reduce the effects of stereotype threats

• Help students develop a narrative about the setting that explains their frustrations and projects belonging, positive engagement, and success

• Examples: Counter-examples, testimonials of students like those suffering stereotype threat in your classes who have gone on to achieve a sense of belonging and success

Addressing the Negative Effects of Stereotypes

• Change the way you frame critical feedback and help students reframe explanations

• Foster group conversations between members of different groups

• Allow students to affirm their most valued sense of self

• Help students develop a narrative about the setting that explains their frustrations and projects positive engagement and success
Wrap-up

• Questions/Comments

• Want to learn more?
  ➢ New Community of Practice: Motivation and Persistence for Adult Learners
  ➢ Available August 1, 2019
  ➢ Contact Mary Louise Baez at mlbaez@air.org

• Evaluation