

MINDSET



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RESEARCH

YOU'RE REALLY SMART

YOU WORK HARD

70% CHOSE THE **EASIER** TEST

UP TO 90% CHOSE THE **HARDER** TEST

FRUSTRATED
GAVE UP
DID NOT TAKE THE WORK HOME

WORKED FOR LONGER
& ENJOYED CHALLENGE
TOOK THE WORK HOME

MARKS **DROPPED**

MARKS **INCREASED**



AS SOON AS STUDENTS BECOME
ABLE TO EVALUATE THEMSELVES,
SOME OF THEM BECOME **AFRAID**
OF CHALLENGE

IT'S BREATHTAKING HOW MANY
PEOPLE **REJECT THE OPPORTUNITY**
TO LEARN

IT'S AS THOUGH **THEY BECOME**
AFRAID NOT BEING SMART



CAROL DWECK



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RESEARCH

YOU'RE REALLY SMART

70% CHOSE THE **EASIER** TEST

THEY LIE
FRUSTRATED
GAVE UP
DID NOT TAKE THE WORK HOME
MARKS **DROPPED** BY 20%

YOU WORK HARD

UP TO 90% CHOSE THE **HARDER** TEST

WORKED FOR LONGER
& ENJOYED CHALLENGE
TOOK THE WORK HOME
MARKS **INCREASED** BY 30%





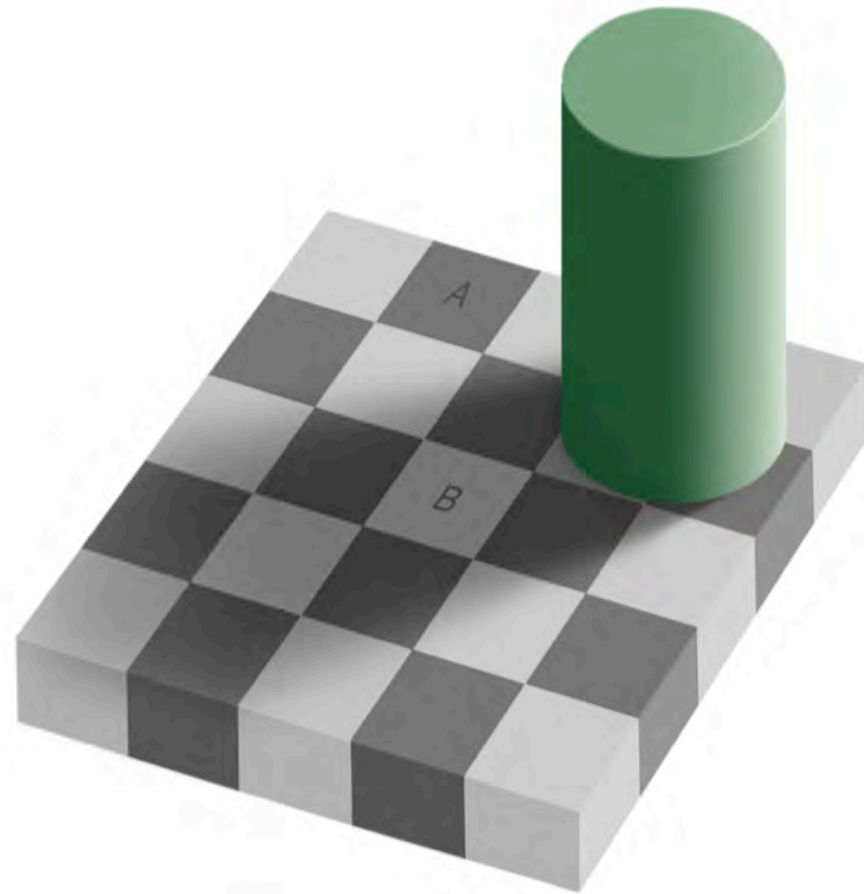
FIXED OR GROWTH MINDSET



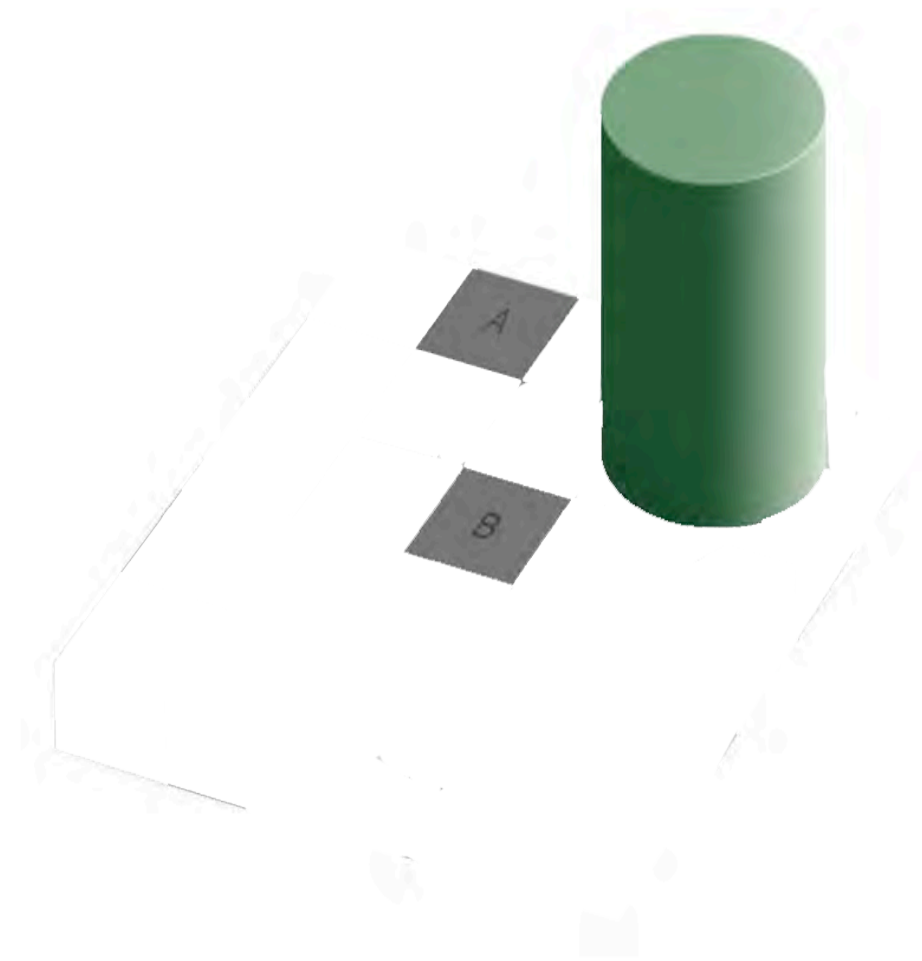
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WHAT DO YOU SEE?



WHAT DO YOU SEE?



67

Mode: Brush

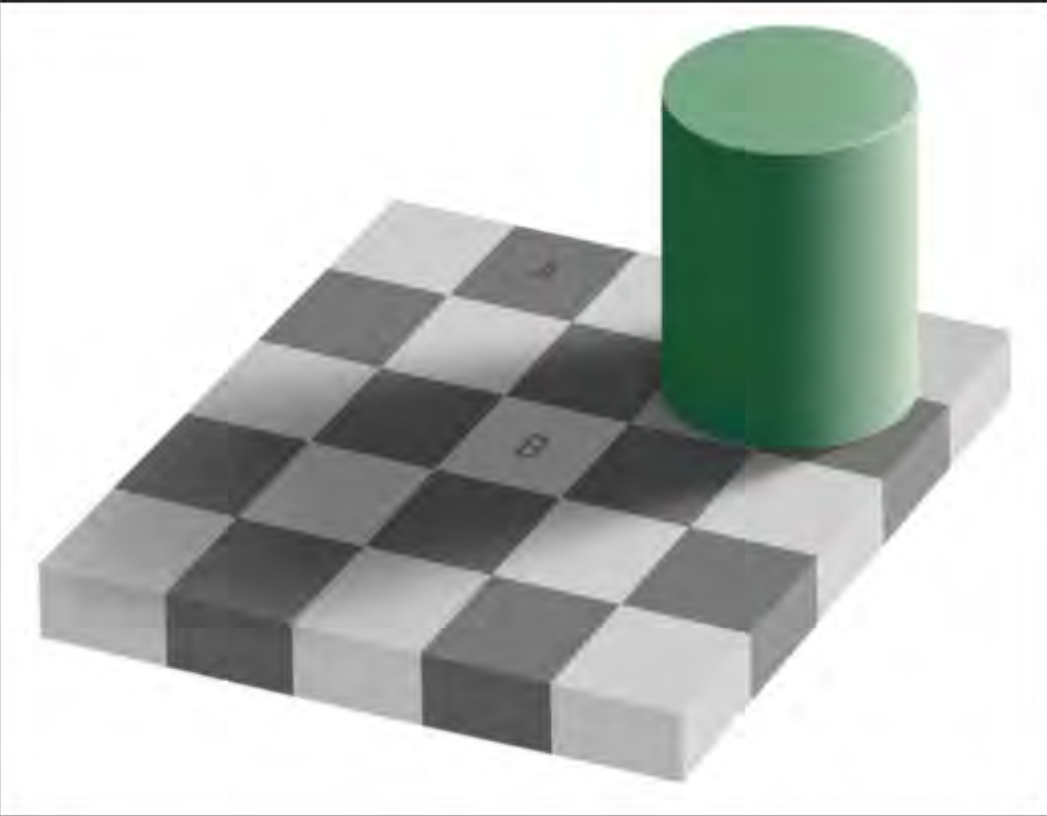
Opacity: 100%

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Erase to History

cylinder trick.png @ 66.7% (Layer 0, RGB/8*)

100 50 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800 850 900



PRAISE

"YOU'RE A NATURAL!"

"IF I NEED TO STUDY THEN MAYBE I'M NOT THAT SMART."

"THAT'S GREAT! YOU DIDN'T MAKE ANY MISTAKES!"

"MISTAKES ARE BAD."

"WOW YOU LEARNED THAT FAST! YOU'RE SO SMART!"

"IF I DON'T LEARN QUICKLY, I'M NOT SMART."



BE SPECIFIC

I LOVE YOUR USE OF PERSPECTIVE



FOCUS ON EFFORT

YOU MUST HAVE WORKED HARD TO GET SO MANY RIGHT



FIXED MINDSET

TENDS TO:

AVOID CHALLENGE

GIVE UP EASILY

DISLIKE THE NEED FOR EFFORT

IGNORE USEFUL FEEDBACK/CRITICISM

FEEL THREATENED BY THE SUCCESS OF OTHERS



GROWTH MINDSET

TENDS TO:

SEEK OUT & EMBRACE CHALLENGE

PERSIST IN THE FACE OF SETBACKS

REVELS IN THE STRUGGLE

LEARNS FROM FEEDBACK & CRITICISM

IS INSPIRED BY THE SUCCESS OF OTHERS



WHAT ABOUT YOU?



WHAT ABOUT YOU?

HMM... RATHER NOT...

BRING IT ON!



Challenge



Setbacks



Effort



Feedback



Others' Success



MEET JOHN

52

LOST AN EYE

80 CIGARETTES A DAY

HEAVY DRINKER

SEVERE HEART ATTACK



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MEET JOHN

77

403 MARATHONS

RAN THE LENGTH OF THE
BERLIN WALL (156KMS)

OLDEST PERSON TO RUN
10 MARATHONS IN 10 DAYS



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THE POWER OF
YET



DEVELOPING A CULTURE

EXPLORE THIS IN YOUR OWN CONTEXT

INFORMAL EVERYDAY INTERACTIONS

TEACHING | ASSESSMENT | FEEDBACK

COMMUNITY DIALOGUE

SYSTEMIC SHIFTS



WHAT GROWTH MINDSET ISN'T

JUST THE BELIEF YOU CAN IMPROVE

TELLING KIDS (OR ADULTS) THEY CAN BE WHATEVER THEY WANT TO BE

GOOD OR BAD

SOMETHING TO BE VIEWED AS AN INDIVIDUAL IN ISOLATION

CONCLUSIVE





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IF YOU WRITE CAREFUL DIAGNOSTIC COMMENTS
ON A STUDENT'S PIECE OF WORK

AND THEN ATTACH A GRADE...

YOU ARE **WASTING** YOUR TIME

- DYLAN WILIAM



POWERFUL FEEDBACK

3 WAYS TO IMPROVE

YOU CAN'T DO THIS YET

YOU'RE STRUGGLING AT THE MOMENT





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A CULTURE OF EFFECTIVE FEEDBACK



E

EXPEDITIONARY
LEARNING



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TASK (12mins)

LEARNERS: You will have 12 minutes to design & make two different designs for paper airplanes that can fly at least 5 metres carrying at least five 5 pence coins.

Documenters: Please observe with the following question in mind:
What do you notice about the individuals' and group's process of building knowledge and what can you point to that makes you say that?

Watch for interesting and important moments or shifts in the ways ideas are being developed. Afterward, describe and interpret how those moments advanced the knowledge building of the group.

Document your observations individually.

You can document in any way you wish – jot down bits of conversation, take pictures with your mobile phone, write short descriptive notes, or draw pictures or diagrams – but you must document in some way!



DE-BRIEF (10mins)

Documenters: Share with the learners selected observations and documentation about the individuals' and group's process of building knowledge. Try to identify interesting or important moments or shifts in the ways ideas were being developed and offer an interpretation of how they advanced the learning process.

Learners: Share your responses to the documenters' observations and interpretations as well as your own reflections regarding interesting or important moments or shifts in the learning process and what you learned about aerodynamics.

As a small group: Choose one thing you learned about the principles of aerodynamics and one thing you learned about individual and group learning or the process of documentation to share with the whole group. Feel free to walk around and look at the designs of other groups.



MORE CHAT...

Small groups each report one thing they learned about aerodynamics and one thing they learned about individual and group learning or the process of documentation.

(From Mara Krechevsky, Ben Mardell, Melissa Rivard, Daniel Wilson. (2013). Visible Learners: Promoting Reggio-inspired approaches in all schools. San Francisco: Jossey-Bass)





- In an experiment with over 250,000 students learning math concepts on the Khan Academy website, growth mindset encouragement presented at the top of the screen (e.g., “*When you learn a new kind of math problem, you grow your math brain!*”) increased the rate at which students successfully solved math problems even months after students no longer saw the message, compared to controls who did not see this message.



ASSUMING EVERY MEMBER
OF OUR COMMUNITY IS A
LEARNER...



WHAT MIGHT WE
TAKE FROM THIS SESSION?



TALK MORE



FACEBOOK.COM/DAN.I.HAESLER



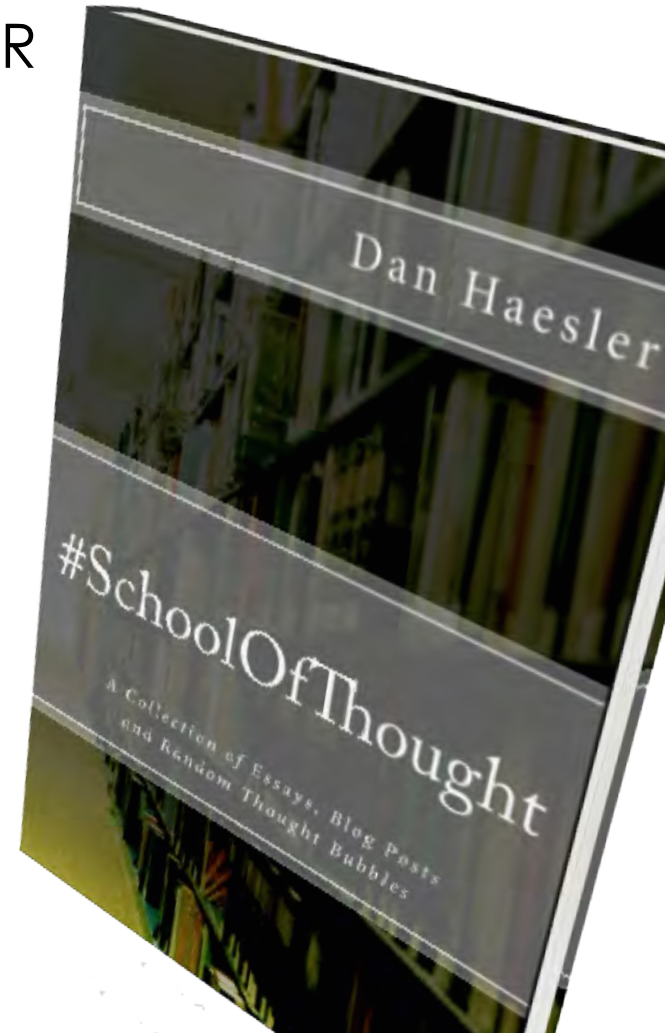
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