

Symbols In Both Cities:

- Bridge

Represents how both cities perceive certain characteristics

- Construction site

Represents the extended ability a person with a growth mindset will achieve

- Road

The many directions show the changes in someone's development over time. The straight road indicates there has been little or no development over time.

- Lamp

Represents the ideas that come in the journey of a growth mindset

- Building(s)

Represent a different achievement for every kind of building (hospital, bank, house, etc.)

- Flowers

Represent growth of growth mindset

- Houses

Represent a fixed alignment, just as the fixed mindset is (as well as the same achievement every time).

Question:

How has the claim that educators possess a growth mindset change over time based on the contributing studies and one's observation of a fixed mindset?

- Icon: Changes Over Time
 - Imperative: Contribution
-

Paragraph 1:

Written by Arianna Diaz, Azzee Lim, and Maitri Barriga

Growth mindset is the concept that learning consists of effort and the journey to reach it. This journey requires someone to **change** with what they normally excel at, and as **time** progresses, they are able to achieve more and improve from what was of their original state. Throughout this journey, their observation can also **contribute** to the thinking that possessing a growth mindset may be better than having a fixed mindset. Carol Dweck, a psychologist from Stanford, described in her article what she had concluded from her studies: "... a growth mindset had become the right thing to have, the right way to think. It

was as though educators were faced with a choice: Are you an enlightened person who fosters students' well-being? Or are you an unenlightened person, with a fixed mindset, who undermines them?" (Dweck, 2013). Educators may have understood this in a way that made it seem too easy of a choice, in order to make this sort of claim in the first place. So now, this claim is starting strong. However, throughout time, Dweck continued to report, "... my colleague in Australia, Susan Mackie, detected an outbreak of what she called 'false growth mindset.' She was seeing educators who claimed to have a growth mindset, but whose words and actions didn't reflect it." (Dweck, 2013). Educators did not follow through on the growth mindset theory based on Dweck's studies. As for her observation, an interview conducted by The Atlantic straightforwardly tells us, "So it seems that the danger is that some teachers think they have a growth mindset and believe it will transfer to their students, even though they themselves do not really understand it." (Gross-Loh, 2016). Now that the claim is declining, educators are learning how to avoid this misunderstanding- but if these misunderstandings do not change over the course of time, this will set the wrong path for the goal of reaching a growth mindset.

To show the entity and incremental theory, our group decided to create a town of two cities, where one is someone with a growth mindset and the other of a fixed mindset. The growth mindset city includes completed buildings that represent different achievements. A construction zone also takes place as it shows extended ability. Flowers are alongside the buildings to show the growth of growth mindset. The many directions of the road represent the changes in someone's development over time when they are journeying through the growth mindset. A lamp also sits in the center of the road to represent ideas that come and go in time. moving on to the fixed mindset city, we have a road that leads in only one direction. This indicates that there has been little or no development over time. The bridge that travels from the fixed mindset city to the other is to show how both cities perceive certain characteristics. These characteristics can be criticism, feedback, challenges, or acknowledgements. As you can also see, there are no flowers in this city, and that is from the lack of growth. And lastly, the houses in singular file contribute to the fact that it is a fixed pattern, just as a fixed mindset is. In conclusion, it is critical to explain these theories in the form of a model because it can help a student strive more towards the journey of a growth mindset rather than maintain a fixed mindset.