

Title

Growth mindset and effect on Black students' Academic Achievement in the Iowa City Community School District

Abstract

The purpose of this study was to examine how growth mindset affect's Black students' academic achievement in the Iowa City Community School District. Using survey data from the Iowa City Community School District, the researchers determined the students' academic achievement by examining their mindsets. The findings of the study showed that fixed mindsets are detrimental to students' academic achievement, while growth mindset enhances the achievement levels in Black students

Description

The purpose of Carol Dweck's research was to examine if students' mindsets and students' self-perception of abilities played a key role in their motivation and achievement. The research results suggest that if educators changed students' mindsets, it could boost their achievement. The study also found that having children focus on the process that leads to learning could cultivate a growth mindset. According to Carol Dweck, "The growth mindset (GM) was intended to help close achievement gaps, not hide them. It is about telling the truth about a student's current achievement and then, together, doing something about it, helping him or her become smarter."The concept of growth mindset is based on the idea that affirming effort will lead to a greater focus on working hard and resilience and can thereby produce greater levels of achievement. Growth mindset should matter in schools because they influence student

behavior, goals, and outcomes. Students who have a growth mindset have more reason to believe that their performance can improve with effort. Growth mindsets can also support the development of positive academic challenge, greater enjoyment of learning, and a student's long-term trajectory. Additionally, students who have a growth mindset tend to difficult tasks to increase their abilities and seek out challenging learning experiences that enable them to do so. The underrepresentation of minority teachers relative to the proportion of minority school-aged students could be having the effect of limiting minority students' educational success and could be a contributing factor to academic achievement. Thus, we examine the question, "Does growth mindset affect Black students' academic achievement in the Iowa City Community School District." Black students may have heard hurtful comments from peers and teachers. Thus, when Black students internalize hurtful comments, it may tamper with their success in school by creating a fixed mindset, which can result in students not reaching their full potential. Thus we look at the variables grades, socioeconomic levels, and ethnicity/race to see if they are related to Blacks having a fixed mindset.

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Poster Presentation