



MINDSET & GOAL ORIENTATION



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- RQ1.** Do students tend to have a growth or fixed mindset?
- RQ2.** Are students oriented towards mastery or performance?
- RQ3.** Does a Mastery-Growth Mindset contribute to better performance in class?

	N	T Score	Growth Mindset Score	Mastery Orientation Score
Class A	16	45.55 (19.85)	69% (13%)	51% (14%)
Class B	11	45.89 (12.86)	65% (13%)	50% (11%)
Class C	19	50.00 (5.87)	65% (13%)	50% (10%)
Total	46	47.47 (13.66)	66% (13%)	50% (11%)

Results:

- RQ1? Growth Mindset
- RQ2? Performance Orientation

Method:

1. Survey students in three classes.

Class	N	Gender		Age		
		Male	Female	Less than 22	22 to 24	Older than 24
A	16	7	9	7	9	0
B*	18	0	11	5	6	0
C	19	8	11	2	12	5
Total	46	15	31	14	27	5

2. Responses facilitated assignment to one of four groups, according to the following matrix:

Mindsets	Growth	Fixed
Mastery	MG	MF
Performance	PG	PF

3. Once grouped, performance on class assessments were examined to determine if an MG mindset, as predicted in the literature, led to better grades and a PF mindset explained worse grades.



RQ3?

Mindsets	Growth		Fixed	
	MG (N = 7)		MF (N = 1)**	
Mastery	Min	47.04		
	Max	60.47		
	Mean	52.36		
	SD	5.68		
Performance	PG (N = 28)		PF (N = 10)	
	Min	40.31	Min	12.37
	Max	62.27	Max	56.26
	Mean	50.48	Mean	40.02
	SD	5.72	SD	13.05

**Data not provided due to only one student in the group.

Implications

- Instruction about mindsets & goal orientation might help students improve learning.
- Mindset effects may be less salient in university upperclassmen, who already demonstrate tenacity & resiliency.
- Mindsets might be more dynamic & fluctuating than survey responses suggest.

References

- Dweck, C. S. (2007). Boosting achievement with messages that motivate. *Education Canada* 47(2), 6-10.
- McKinney, A. P. (2003) *Goal Orientation: A Test of Competing Models*. Dissertation submitted to Virginia Polytechnic Institute and State University. Blacksburg, Virginia.

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