

# Perception of the same situation

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## FIXED MINDSET

Believe that their intellectual ability is a limited entity, and they tend to worry about **proving** it rather than **improving** it.

They are often full of concerns about their ability, and this can lead, in the face of challenges and setbacks, to **destructive thoughts** (e.g., “I failed because I’m dumb”), feelings (such as humiliation), and behavior (giving up).

**“Stinking thinking.”**

## GROWTH MINDSET

See it as an **opportunity to learn and respond with constructive thoughts** (e.g., “Maybe I need to change my strategy or try harder”), **feelings** (such as the excitement of a challenge), and **behavior** (persistence).

This mindset allows students to transcend momentary setbacks to focus on **long-term learning**.

# Growth and Fixed Mindset

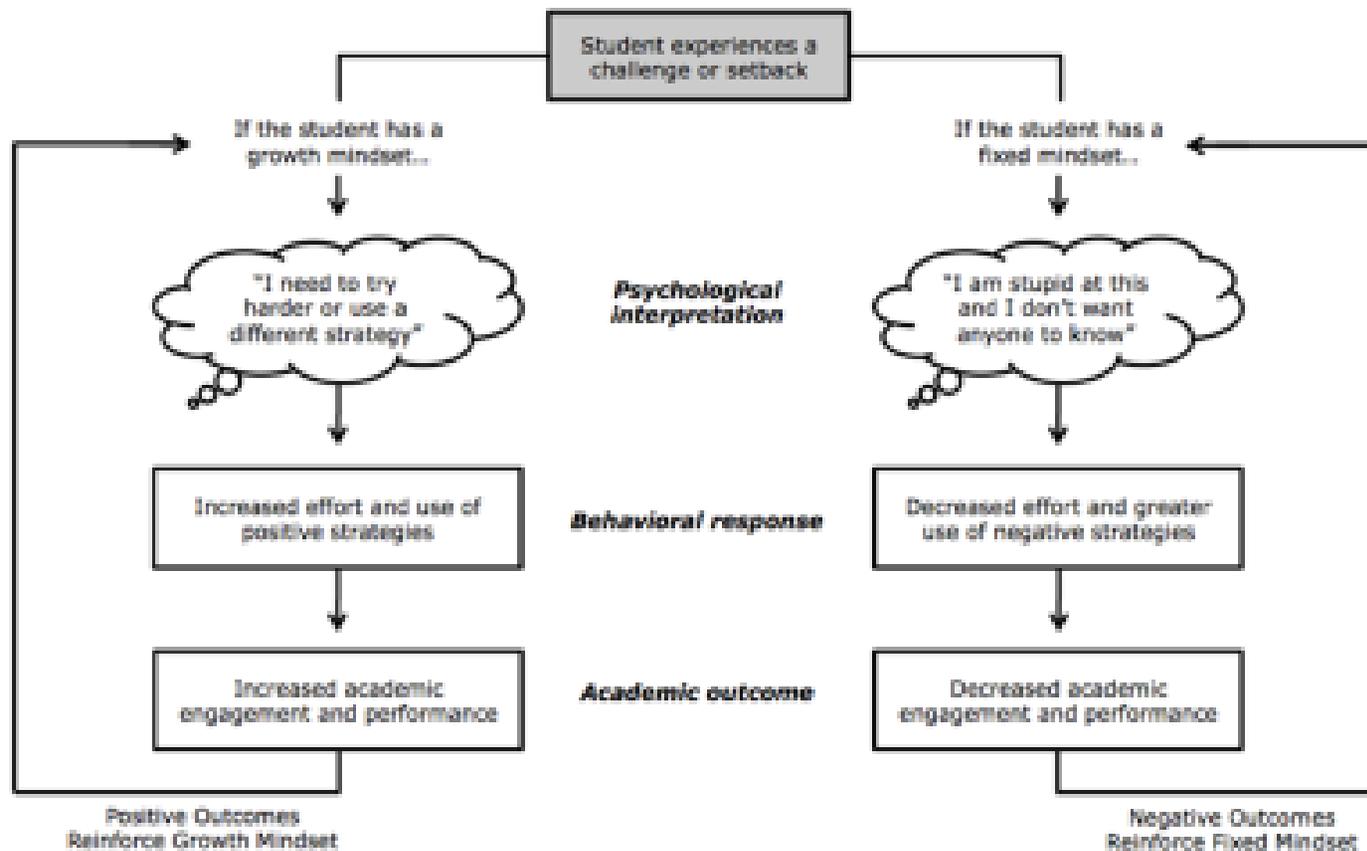


Figure 1. The recursive process for growth mindset versus fixed mindset.