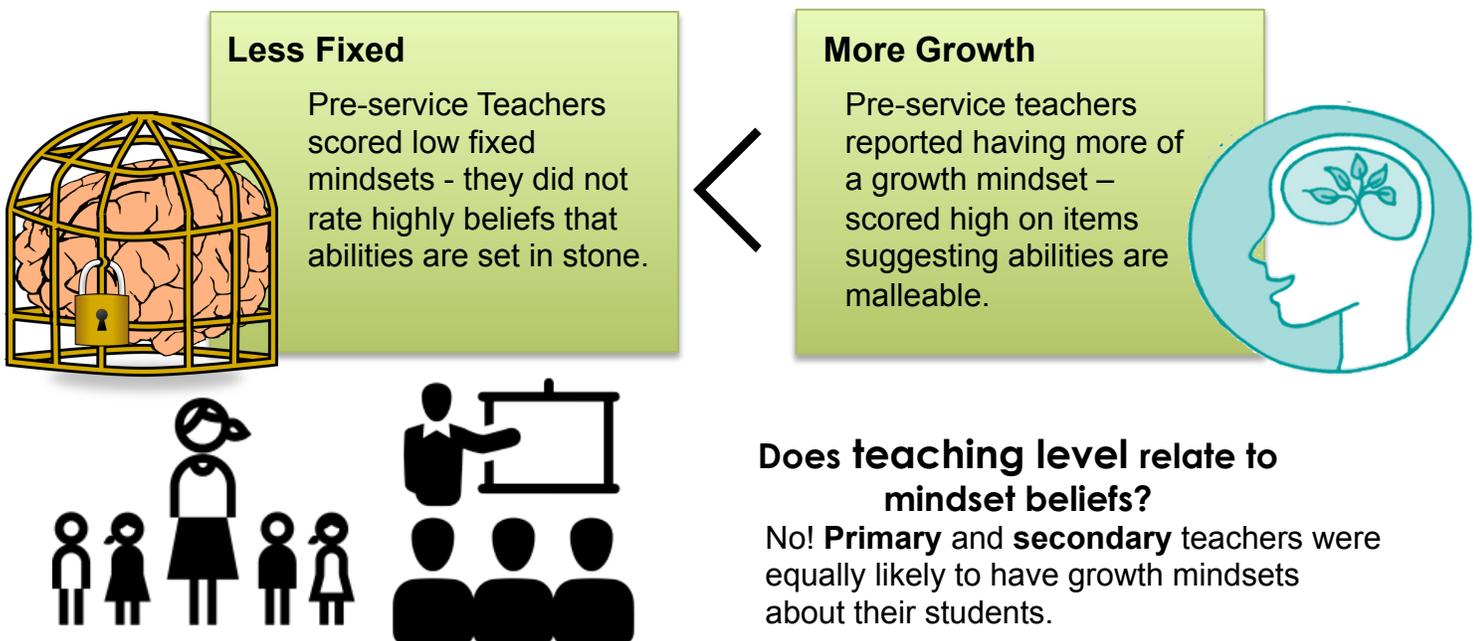


## RESEARCH BRIEF

# PRE-SERVICE TEACHERS' MINDSETS ( PARTICIPANT POOL, FALL 2018)

Thank you to the many pre-service teachers at the University of Alberta who took the time to fill out questions to help us better understand pre-service teachers' mindsets when it comes to working with different groups of students. Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) present here some initial findings that we thought you may find interesting. Any questions or comments can be directed to [acme@ualberta.ca](mailto:acme@ualberta.ca)

## How do pre-service teachers' fixed vs. growth mindsets compare when it comes to students in their classroom?



That's great news for the students of these future teachers because growth mindsets in students and teachers have been associated with a wide range of positive academic and social-emotional outcomes such as effort, persistence, enjoyment, and interest.

## Are there group differences when it comes to mindsets?

There are lots of groups of students in classroom and it seems that pre-service teachers think different about these groups. For example, participants had higher beliefs that students with anxiety could develop their intelligence (i.e., growth mindset) than students with brain damage.

