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THE RELATIONSHIP BETWEEN MINDSET AND MOTIVATION IN AN ALTERNATIVE SCHOOL MATHEMATICS CLASSROOM

ABSTRACT

The purpose of this action research study was to determine the impact of a Khan Academy growth mindset lesson plan on the motivation of at-risk ninth grade students in a mathematics classroom. Data were collected for quantitative analysis of students’ self-reporting of perceptions pertaining to mindset beliefs before and after a mindset intervention and perceptions about motivation in the mathematics classroom. Analysis revealed there was no relationship between mindset and motivation. A minimal decrease in fixed mathematical mindset was determined after a Khan Academy mindset intervention. Increases were found in students’ beliefs for the importance of math, the usefulness of math, and students’ beliefs that they would do well in math. No change was found among students regarding intrinsic motivation. Increases in motivation among students were attributed to classroom discourse and increased attention to a constructivist environment.