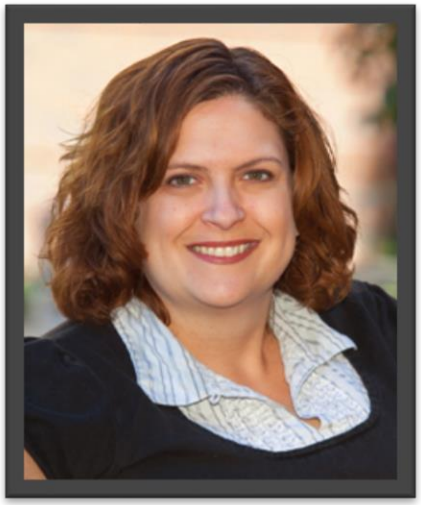
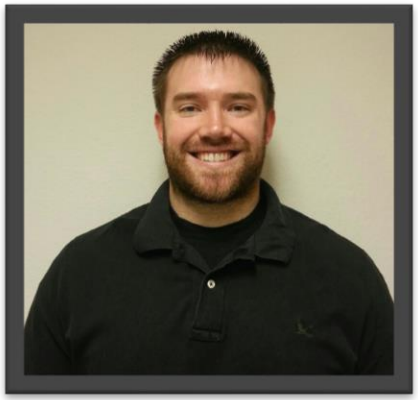


"Through GLEAM, we've been able to shape students' beliefs about themselves and about math in ways that dramatically improve their learning success!"

-Joyce Ehrlinger, Ph.D.



"The GLEAM Study gives us the opportunity to provide students with the tools they need to be successful in school."

-Shane Bench, Ph.D.

GLEAM Study

About Us

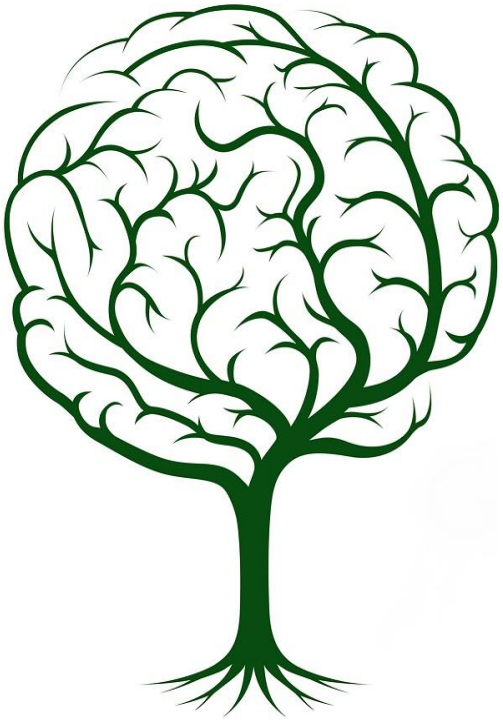
The purpose of this study is to maximize a child's opportunity to learn and succeed academically, which requires confronting at least two types of challenges. The first challenge is teaching the students good study strategies, and the second is motivating them to use those strategies to be successful.

Contact Us

Phone: 509-335-0680
Email: ehrlingerlab@gmail.com

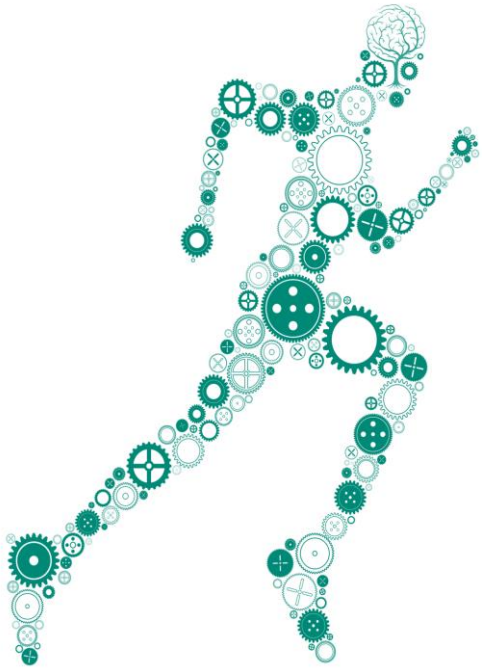
For More Information Go To www.GleamStudy.com

Washington State University
World Class. Face to Face.



GROWING LEARNERS THROUGH MINDSETS

Dr. Joyce Ehrlinger
Washington State University



At the Heart of the GLEAM Study:

We have found that High school students are suffering from misunderstandings about math that lead them to feel discouraged and unintelligent. Research out of Stanford shows that we can improve students' attitudes about math and their own intelligence. Alongside efforts out of the White House our aim is to bring this cutting-edge research into the classrooms.

Two Mindsets

Psychology researcher at Stanford, Carol Dweck has identified that people tend to view things like intelligence in one of two ways. She calls these two different mindsets "Growth" and "Fixed."

"No matter what your ability is, effort is what ignites that ability and turns it into accomplishment."

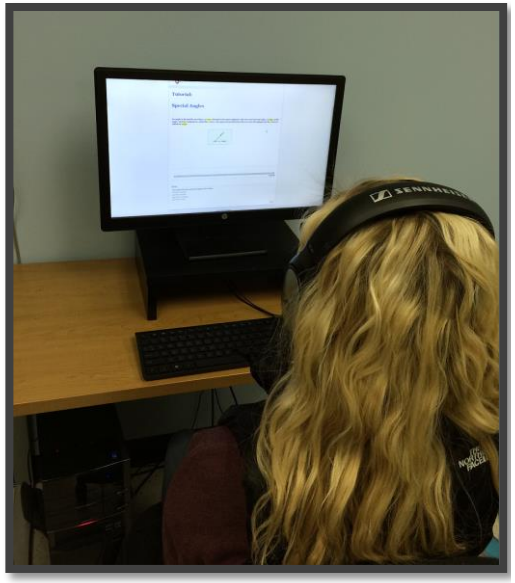
-Carol Dweck

Growth Mindset

These are students that believe they can improve. They embrace challenging tasks, often enjoying the challenges of learning.

Fixed Mindset

You might hear these students say, "I'm just not good at math." They may avoid things that appear challenging for fear of failure. Putting in effort is seen as evidence of not being smart.



Actual student participating in the GLEAM study

Our study incorporates Common Core curriculum, and involves the researchers facilitating two to three high school math class periods. With the help of school administration and teachers, we are able to collect important and valuable information about how students view their intelligence, what particular study strategies they use, and ways in which we can help them improve academic achievement.

We aim to form ongoing collaborative relationships with the schools we work with. We provide compensation for faculty and are enthusiastic about helping give back to the school.