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The Connection Between Teachers' Mindsets and Methods of Assessment in the Classroom

[1]Winda J. Arcegono, [1]Mercedes B. Sumandal, [1]Daisy Q. Gavilo, [1]Rhea A. Lanzaderas, [1]Riza A. Lanzaderas, [1]Christine C. Magracia, [1]Anecel Nuñala [2]Nhelbourne K. Mohammad*
Corresponding Author: *nhelbournekm29@gmail.com
[1] Western Philippines University, Philippines
[2] School of Education, Shaanxi Normal University, China

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ABSTRACT

This study aims to understand the connection between teachers' mindset approaches and their mindset toward classroom assessment. The issue was to discuss the efficiency and effectiveness of classroom assessment with the different perspectives of teachers, whether new applicants or previous teachers. We continue to understand the mindset and its components for a constructive evaluation as it develops and enhances the student's engagement in the teaching/ learning process that elevates the level of performance of students in the classroom. In conclusion, the growing mindset is more favourable because this kind of positive mental attitude aims for fairness that involves the relationship between the teacher's philosophy and approaches to learning. As a result, the findings of this study not only disclose the implicit and innate attitudes of teacher candidates regarding learning and assessment but also offer an empirical basis for the development of responsive and focused teacher education in assessment.

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Introduction

Student engagement is increased via practical assessment in the classroom, the teaching and learning process. Functional evaluation inspires both assessors and assesses to work to raise the bar of execution. It emphasises personal development rather than criticism [1]. In the Ref. [2] article, instructors with a rigid definition of intelligence and ability tend to give students prescriptive, closed-ended assignments that emphasise progress and improvement with less descriptive comments. Open-ended exercises that promote diverse thinking, creativity, and personal gain are standard procedures among educators who adopt a growth mindset.

This review heavily emphasises the importance of a teacher's role in offering feedback and putting growth mindset-building techniques into practice. After careful evaluation, the majority of the evidence from the research showed favourable substantial effects on how attitudes impact learning, even though many studies have been conducted over the years that produced some conflicting opinions [3]. The survey of Ref. [2] not only discloses teacher candidates' implicit and innate ideas regarding learning and assessment, but they also offer an empirical basis for developing responsive and focused teacher education in assessment. The entity theory, often known as the fixed-point theory, holds that a person's aptitude, talent, and intelligence are inherent qualities. The incremental hypothesis, the growth mindset, is that a person's aptitude, expertise, and intelligence can all be enhanced [3].

Educators must advance their abilities to implement efficient assessment methods for obtaining crucial data about students' knowledge while cultivating an assessment attitude in both themselves and their students. This evidence will be the basis for all instructional decisions. In addition, students' academic mindsets directly impact how they behave and perform in class. The results of the continuing study demonstrate that students' academic attitudes significantly affect their persistence, educational practices, and learning outcomes. Furthermore, there is much proof that altering teachers' teaching methods can help students' perspectives [4].

The review by Deluca, Coombs, and McEwan acknowledges the impact systemic educational cultures have on teachers' assessment practices that distinguish between different purposes of classroom assessment, ranging from societal/systemic accountability purposes to formative/pedagogical purposes [2]. It may be possible to close the gap between teaching methods, the teacher-identified mindset, and how students interpret the messages about the mindset teachers convey by allowing teachers to reflect on their teaching methods [5].

The beginning of the article [2] explores the connection between teacher candidates' perspectives on learning and how they approach classroom evaluation. In addition to having

substantial consequences for how we prepare future teachers to properly promote and monitor student learning through assessment, examining this relationship is crucial to shed light on one potential psychological motivator for assessment methods in classrooms.

Scholarly research suggests that evaluation, not instruction, shapes learning experiences. Because of this, it would be better for students if evaluations were seen as a sequence of tasks that might enhance learning and development of knowledge and skills [6]. It further acknowledges that the evidence of Ref. [2], it is essential to keep in mind that as educators as well as teachers encourage assessment as a method of instruction, care must allocated to the negotiation of this progressive evaluation strategy coupled with prevalent summative and traditional evaluation practices, spanning numerous educational systems, and continue to be in use.

In addition, the article of Ref. [2] also focuses on teachers' different mindsets in classroom assessment. Pupils' attitudes toward the malleability (or fixity) of intelligence impact their motivation and behaviour in the classroom. Students who hold growth mindset beliefs, or beliefs that view intelligence as a trait that can be changed through effort, persistence, asking for help, and implementing promising approaches. They are more motivated and persistent and perform better in school than students with fixed mindset beliefs or a system of beliefs that views intelligence as innate and essentially unchangeable [7].

The methods of evaluation used by teachers only have a small impact on students' learning. Ref. [2] investigated the connection between teachers' mindsets and classroom assessment methods in their studies on educational evaluation. Given the importance of instructors' mindset beliefs for students' academic performance, it is crucial to comprehend how kids believe their teachers support growth mindset principles [7].

Empathy generally refers to the capacity to "sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling." In other words, empathy motivates us to better comprehend others on a cognitive or, better yet, a more profound emotional level. It is not surprising that the teaching profession draws a lot of caring and devoted people. Because of this, changing one's thinking to be more empathic can change someone's life. Each of us had a teacher who profoundly affected our lives. It also implies that when teachers have an empathic perspective, student-teacher relationships are strengthened, and pupils respond more positively [8].

Assessment for learning should be made to increase all students' opportunities to learn in all areas of educational activity. Assessment for learning should recognise the full spectrum of accomplishments of all learners. Through developing self-assessment skills, teachers should empower students with the motivation and capability to take control of their learning [9]. This study established the existence of two categories: development mindset educators and

teachers of mentality. No instructors were found to have a fixed attitude. This group is encouraging since it demonstrates that the teacher candidates in our survey do not think they have the skill, talent, and intelligence, essentially inborn traits that cannot be changed [2].

In the study discussion, Ref. [2] stated that even with these restrictions combined, this study's results significantly add to the teacher literature. The data shows they are divided into two categories: mixed and growing. Teachers' mindsets are substantially connected with their approach to Assessment Purpose and Fairness, which are essential when hiring new teachers [2].

The gap or problem identified is the need for educators to advance their abilities in implementing efficient assessment methods and cultivating an assessment attitude in both themselves and their students. While the paragraph highlights the importance of teachers' roles and the impact on student's academic mindsets, it suggests that there is room for improvement in how educators assess students and nurture a growth mindset. This indicates a potential gap in teacher training and practices that could be addressed to enhance students' learning outcomes and attitudes.

Methods

In this qualitative narrative methodology, we draw upon these assertions and insights to construct a comprehensive understanding of the intricate interplay between teachers' mindsets and their classroom assessment strategies. By weaving together personal narratives, experiential accounts, and a critical analysis of pertinent literature, we aim to shed light on the dynamic nature of these relationships within the educational context. Through an amalgamation of diverse perspectives, this study endeavors to contribute to the broader discourse on effective teaching practices and the cultivation of a conducive learning environment.

Results and Discussion

The researchers explore the connection between teachers' mindsets and classroom assessment methods. This article asserts that the examination mindset specifically links teachers' mindsets toward learning and their approach to assessment. The research's central hypothesis was that teacher candidates' perspectives on learning - either fixed, mixed, or growth mindset - would affect how they approached classroom assessment [2]. Additionally, research shows that teachers' mindset-related messages in the classroom are crucial in assessing the intervention's long-term effects. The conclusion is that mindsets are adaptable to learning and success [10].

The discussion of Ref. [2] is a way to open our minds to the connections of the teacher's mindset as it sets the importance of education institutes, and it continues to explore the

relationship between teacher candidates' perspectives on learning and how they approach classroom evaluation. To better understand one, it is vital to examine this link. A potential psychological motivator for classroom assessment techniques, it profoundly affects how we train future teachers to efficiently assist and keep track of students' academic progress assessment [2].

However, the impact of the intervention did not continue for children whose teacher had a fixed mindset and gave fixed mindset messages in the classroom, and students' achievement was significantly lower. Interestingly, despite the teachers' professed beliefs being comparable, their instructional approaches had differing effects on the attitudes and performance of their pupils [10]. Fixed mindsets are seen to demotivate people, which harms performance. Growth mindsets, on the other hand, are thought to develop perseverance amid disappointment and motivation, as cited in Ref. [11]. As the researcher continued their data gathering and positively appeared in their data analysis, none of the prospective teachers acknowledged having a fixed mindset [2].

The discovery offers preliminary proof that candidates for teaching with a development mindset prioritise chances for everyone. Students should present their knowledge in ways that are important to them through a highly individualised method of instruction and evaluation. In contrast, candidates for mixed-mindset teaching positions remain dedicated to consistent evaluation methods for unidentified or learning a second language. This implies they give fewer individualised instruction and evaluation chances throughout the class. This research suggests that those teacher candidates with mixed mindsets are closely aligned with assessment and educational policies that call for standardised assessment practices and otherwise preserve relatively uniform assessment procedures for pupils while making accommodations [2].

An educational system's effectiveness is based on the calibre of its instructors, and their mentality influences instructors' calibre. Teachers who have a growth mindset are more likely to be receptive to learning novel concepts and experimenting with novel techniques. Additionally, it helps them develop as teachers and encourages pupils to achieve more. Ref. [12]. In this study, Ref. [2] hypothesised that teacher candidates' attitudes on learning—whether they have a fixed, mixed, or development mindset—would affect how they conducted classroom evaluation.

Self-reflection and self-compassion were identified as two separate psychological mechanisms in the current study, and their relationships with learning processes and results were explored. Additionally, it illustrates how students with growth or fixed mindsets can gain from these two psychological processes in an experimental setup [13]. The study's findings in Deluca, Coombs, and McEwan revealed statistically significant relationships between attitudes

and prospective teachers' evaluation strategies spanning Assessment Fairness (equitable and differentiated approaches) and Assessment Purpose (assessment for learning and assessment as learning approaches). The study showed two separate kinds of teachers: those with mixed and developmental mindsets [2].

As cited in the study by Ref. [14], utilising a student's current perspective to support effective learning outcomes is an alternative to changing a student's mindset. While the growth mindset literature emphasises altering one's mindset, previous studies did not systematically examine how to maximise the benefits of a growth mindset or minimise the drawbacks of a fixed perspective on learning outcomes. Finding the appropriate psychological interventions that capitalise on students' growth or fixed attitudes with long-lasting improvements for students might be just as crucial as changing or enhancing students' mindsets [13].

Therefore, understanding the psychological underpinnings of boosting learning outcomes for students with a growth mindset or preventing the detrimental effects of a fixed mindset is necessary for interventions to avoid doing more harm than good [13]. Data indicate they are divided into two categories: mixed and growing mindset teacher candidates and instructors' attitudes toward the purpose and fairness of assessments are strongly correlated with their mindsets [2].

In the study of Ref. [2], despite these restrictions, taken collectively, the outcomes of this study add significantly to the body of literature already available on teacher literacy assessment and classroom evaluation. According to data, they are divided into two categories: mixed and growing mindset teacher candidates and instructors' attitudes toward the purpose and fairness of assessments strongly correlate with their mindsets. As we continue to explore their study, we further understand assessment literacy by adding the psychological dimension of mindset; an underpinning driver of teachers' approaches to assessment is their mindset toward learning. Hence, we argue that assessment mindset is a component of assessment literacy and demarcates the specific linkage between teachers' mindsets toward education and their approach to assessment, with consideration for how mindset shapes teachers’ classroom assessment practices and the resulting learning cultures in their classrooms [15],[16].

Conclusion

In conclusion, this study has uncovered noteworthy trends regarding the interplay between two critical factors, primarily focusing on the perspectives and strategies adopted by teacher candidates concerning the purpose and fairness of assessments. The research findings put forth a compelling argument that an "assessment mindset" is intricately linked to the unique relationship between educators' attitudes towards learning and their methodologies in the assessment process. This study serves as an empirical foundation, substantiating the

hypothesis that mindset is a pivotal component within the broader realm of teacher assessment literacy. By shedding light on the intricate dynamics between educators' beliefs, actions, and perceptions of assessments, this research contributes valuable insights to the ongoing discourse surrounding effective teaching practices and the development of assessment competence among educators.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Authors



Winda J. Arcegono is a licensed professional teacher. Graduate of Bachelor of Science in Hotel and Restaurant Management with units in education and Master in Business Management and a senior high school teacher. She holds a Bartending NCII, Food and Beverage Services NC II & NC III, and is currently taking her Master's Degree in Educational Management at Western, Philippines University. (email: winda.arcegono5300@deped.gov.ph).



Mercedes B. Sumandal is a licensed professional teacher with a Bachelor of Science in Agricultural Business with units in education and a senior high school teacher. She holds Agricultural Production NC III and is currently taking her Master's degree in Educational Management at Western Philippines University. (email: Mercedes.sumandal@deped.gov.ph).



Daisy Q. Gavilo is a licensed professional teacher with a Bachelor of Elementary Education degree. Currently, she is taking her Master's Degree in Educational Management at Western Philippines University. (email: daisy.gavilo5300@deped.gov.ph).



Rhea A. Lanzaderas is a licensed professional teacher. She is a grade I elementary school teacher at Santa Monica Elementary School. Currently, she is doing her Master's Degree in Educational Management at Western Philippines University. (email: rhea.lazaderas@deped.gov.ph).



Riza A. Lanzaderas is a licensed professional teacher. She is a grade I teacher elementary school teacher at Santa Monica Elementary School. Currently, she is taking her Master's Degree in Educational Management at Western Philippines University. (email: riza.lanzaderas@deped.govph).



Christine C. Magracia is a licensed professional teacher. She is a grade I elementary teacher at El Nido Central Elementary School, Palawan. She is currently taking her Master's degree in Educational Management at Western Philippines University. (email: christine.magracia@deped.gov.ph).



Anecel Nuñala is is a licensed professional teacher. She is currently taking her Master's degree in Educational Management at Western Philippines University. (email: anecelnunala862@gmail.com).



Nhelbourne K. Mohammad is a lecturer at the Graduate School of Education at Western Philippines University. He also works as a visiting professor at Universities in Indonesia, Thailand, and the Philippines. He is a full-time professor at Palawan State University, Philippines. He completed two doctoral degrees: a Doctor of Islamic Education at Muhammadiyah University Malang in Indonesia, a PhD in Comparative Education at Shaanxi Normal University in China, and an ongoing PhD in Social Science. He published several papers, including WOS and Scopus indexes (email: nhelbournekm29@gmail.com).