

Study Finds Positive Impact of GEM on Students' Approaches to Learning, SEL, and Teachers' Beliefs & Practices

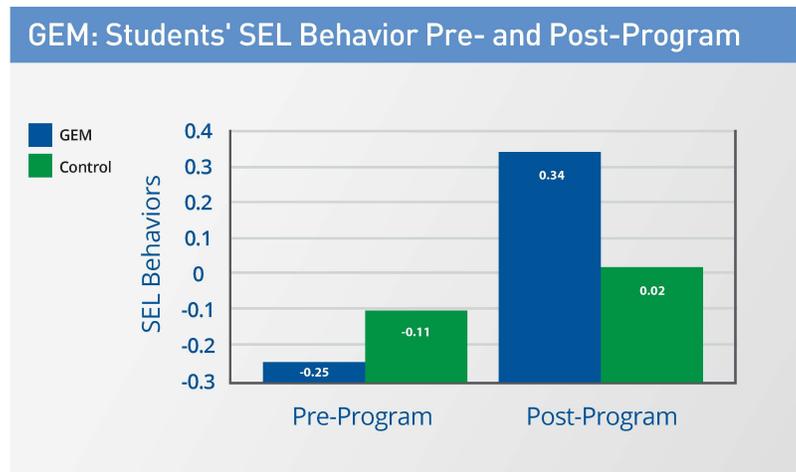
A 2-year, multi-wave efficacy study explored GEM's impact on K-3 students' approaches to learning and social and emotional learning (SEL). SEL, which has been positively linked to students' well-being and academic success, includes practicing a growth mindset, cultivating healthy relationships with others through cooperation and communication, and effective learning habits and behaviors like effort investment, seeking learning and challenge, and error correction and resilience.

In the study, teachers and their classrooms were randomly assigned to either a GEM treatment group to implement GEM or to a "no-treatment" control group where they continued normal practice. Data was collected on student SEL-related behavior and teacher beliefs and practices before and after GEM was implemented in the treatment group.

Results showed that SEL-related behaviors were significantly higher at post-program for GEM students than the control group. (See Figure).

GEM teachers noticed these shifts in a variety of ways:

- "I think the response from the children was amazing. They really grasped the idea of growth mindset and put what we were learning into practice."
- "My students began to welcome challenges, celebrate others' learning and I saw tremendous growth not only in their learning but also in their confidence."
- "...Students learned that struggle leads to learning. Also, students worked through problems at recess or with peers in cooperative manners."
- "I enjoyed seeing the students embrace the concept of making mistakes as a positive."



These findings highlight GEM's potential to strengthen the critical SEL behaviors and skills that nurture healthy relationships and exploration and enthusiasm for learning and challenge in young learners.

Furthermore, as a result of teaching GEM, teachers adopted more of a growth mindset. GEM also increased teachers' motivation to improve their practice and confidence in cultivating a Growth Mindset and SEL competencies in their students. Finally, GEM changed teachers' perceptions of how they view their own and others' learning and growth. As one teacher reflected: "I didn't realize the power of teaching children about their brains. My students made huge growth just by understanding how we learn."