

Growth mindset: jak wspierać młodych ludzi w rozwoju

Joanna Mytnik
Centrum Nowoczesnej Edukacji
Politechnika Gdańska



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NASTAWIENIE NA ROZWÓJ (growth mindset) Carol Dweck	
NIEZMIENNY przekonanie o konieczności utrzymania dobrego wrażenia	VS ROZWOJOWY potrzeba uczenia się, zdobywania wiedzy i umiejętności, doskonalenia się
WYZWANIA	
UNIKANIE ✗	PODEJMOWANIE +
PRZESZKODY	
PODDAWANIE SIĘ ✗	WYTRWAŁOŚĆ +
WYSIŁEK	
NIECHĘĆ ✗	DROGA DO CELU +
INFORMACJA ZWROTNA	
IGNOROWANIE ✗	DOCENIANIE +
SUKCESY INNYCH	
ZAGROŻENIE ✗	INSPIRACJA +

Dlaczego wspieranie studentek
i studentów w praktykowaniu
nastawienia na rozwój jest
kluczowe w procesie uczenia się?



NASTAWIENIE NA ROZWÓJ (growth mindset) Carol Dweck

NIEZMIENNY

przekonanie o konieczności utrzymania dobrego wrażenia

VS

ROZWOJOWY

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INSPIRACJA

+

(growth mindset) Carol Dweck

TED Ideas worth spreading

nastawienie zmienia możliwości

The power of believing that you can improve

14,621,083 views | Carol Dweck • TEDxNorrkoping

(growth mindset) Carol Dweck

TED Ideas worth spreading

tyrania "TERAZ"

moc "JESZCZE nie"

nastawienie zmienia możliwości

The power of believing that you can improve

14,621,083 views | Carol Dweck • TEDxNorrkoping

(growth mindset) Carol Dweck

Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention

January 2007 · [Child Development](#) 78(1):246-63

DOI: [10.1111/j.1467-8624.2007.00995.x](#)

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Lisa S Blackwell ·  Kali Trzesniewski · Carol Sorich Dweck

Children's beliefs become the mental “baggage” that they bring to the achievement situation.

Why should **changing beliefs** about the nature of intelligence make such a difference in students' attitudes and performance?

focus on the **potential of students** to develop their intellectual capacity provides a host of motivational benefits.

(growth mindset) Carol Dweck

Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention

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„cheat vs study“

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(growth mindset) Carol Dweck

Defensiveness Versus Remediation: Self-Theories and Modes of Self-Esteem Maintenance

June 2008 · [Personality and Social Psychology Bulletin](#) 34(5):599-612

DOI: [10.1177/0146167207312960](#)

Source · [PubMed](#)



David Nussbaum · Carol S Dweck

„find someone worse“

(growth mindset) Carol Dweck

Implicit Theories, Attributions, and Coping: A Meaning System Approach

September 1999 · *Journal of Personality and Social Psychology* 77(3):588-599

DOI: [10.1037/0022-3514.77.3.588](https://doi.org/10.1037/0022-3514.77.3.588)

 Ying Yi Hong ·  Chi Yue Chiu · Carol S. Dweck · [Show all 5 authors](#) ·  Wendy W. N. Wan

[Overview](#)

[Stats](#)

[Comments](#)

[Citations \(853\)](#)

[References \(59\)](#)

Abstract

This research sought to integrate C. S. Dweck and E. L. Leggett's (1988) model with attribution theory. Three studies tested the hypothesis that theories of intelligence—the belief that intelligence is malleable (incremental theory) versus fixed (entity theory)—would predict (and create) effort versus ability attributions, which would then mediate mastery-oriented coping. Study 1 revealed that, when given negative feedback, incremental theorists were more likely than entity theorists to attribute to effort. Studies 2 and 3 showed that incremental theorists were more likely than entity theorists to take remedial action if performance was unsatisfactory. Study 3, in which an entity or incremental theory was induced, showed that incremental theorists' remedial action was mediated by their effort attributions. These results suggest that implicit theories create the meaning framework in which attributions occur and are important for understanding motivation. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

"run from difficulty"

(growth mindset) Carol Dweck

Implicit Theories, Attributions, and Coping: A Meaning

System A

September 19

DOI: [10.1037/0000-0000.000.000.000](https://doi.org/10.1037/0000-0000.000.000.000)



Ying Yi Ho



Wendy W.

Overview

Abstract

This research
with attributions
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showed that
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framework
motivational

> [Psychol Sci.](#) 2011 Dec;22(12):1484-9. doi: 10.1177/0956797611419520. Epub 2011 Oct 31.

Mind your errors: evidence for a neural mechanism linking growth mind-set to adaptive posterror adjustments

Jason S Moser ¹, Hans S Schroder, Carrie Heeter, Tim P Moran, Yu-Hao Lee

Affiliations + expand

PMID: 22042726 DOI: [10.1177/0956797611419520](https://doi.org/10.1177/0956797611419520)

Abstract

How well people bounce back from mistakes depends on their beliefs about learning and intelligence. For individuals with a growth mind-set, who believe intelligence develops through effort, mistakes are seen as opportunities to learn and improve. For individuals with a fixed mind-set, who believe intelligence is a stable characteristic, mistakes indicate lack of ability. We examined performance-monitoring event-related potentials (ERPs) to probe the neural mechanisms underlying these different reactions to mistakes. Findings revealed that a growth mind-set was associated with enhancement of the error positivity component (Pe), which reflects awareness of and allocation of attention to mistakes. More growth-minded individuals also showed superior accuracy after mistakes compared with individuals endorsing a more fixed mind-set. It is critical to note that Pe amplitude mediated the relationship between mind-set and posterror accuracy. These results suggest that neural mechanisms indexing on-line awareness of and attention to mistakes are intimately involved in growth-minded individuals' ability to rebound from mistakes.

„run from difficulty“

(growth mindset) Carol Dweck

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Mind linking adjust

Jason S. M.

Affiliations

PMID: 220

Abstract

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> [J Pers Soc Psychol.](#) 1998 Jul;75(1):33-52. doi: 10.1037//0022-3514.75.1.33.

Praise for intelligence can undermine children's motivation and performance

C M Mueller¹, C S Dweck

Affiliations + expand

PMID: 9686450 DOI: [10.1037//0022-3514.75.1.33](https://doi.org/10.1037//0022-3514.75.1.33)

Abstract

Praise for ability is commonly considered to have beneficial effects on motivation. Contrary to this popular belief, six studies demonstrated that praise for intelligence had more negative consequences for students' achievement motivation than praise for effort. Fifth graders praised for intelligence were found to care more about performance goals relative to learning goals than children praised for effort. After failure, they also displayed less task persistence, less task enjoyment, more low-ability attributions, and worse task performance than children praised for effort. Finally, children praised for intelligence described it as a fixed trait more than children praised for hard work, who believed it to be subject to improvement. These findings have important implications for how achievement is best encouraged, as well as for more theoretical issues, such as the potential cost of performance goals and the socialization of contingent self-worth.

„run from difficulty“

(growth mindset) Carol Dweck

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DOI: 10.1037/0

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Praise for intelligence motivation and

C M Mueller¹, C S Dweck

Affiliations + expand

PMID: 9686450 DOI: 10

Abstract

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implications for how achievement
as the potential cost of performance

Randomized Controlled Trial

> Pers Soc Psychol Bull. 2008 May;34(5):599-612.

doi: 10.1177/0146167207312960. Epub 2008 Feb 14.

Defensiveness versus remediation: self-theories and modes of self-esteem maintenance

A David Nussbaum¹, Carol S Dweck

Affiliations + expand

PMID: 18276895 DOI: 10.1177/0146167207312960

Abstract

How people maintain and repair their self-esteem has been a topic of widespread interest. In this article, the authors ask, What determines whether people will use direct, remedial actions, or defensive actions? In three studies, they tested the hypothesis that a belief in fixed intelligence (entity theory) would produce defensiveness, whereas a belief in improvable intelligence (incremental theory) would foster remediation. In each study, participants assigned to the entity condition opted for defensive self-esteem repair (downward comparison in Studies 1 and 3; a tutorial on already mastered material in Study 2), but those in the incremental condition opted for self-improvement (upward comparison in Studies 1 and 3; a tutorial on unmastered material in Study 2). Experiment 3 also linked these strategies to self-esteem repair; remedial strategies were the most effective in recovering lost self-esteem for those in the incremental condition, whereas defensive strategies were most effective for those in the entity condition.

„run from difficulty“

(growth mindset) Carol Dweck

Mind Your Errors

December 2011 · *Psychological Science* 22(12):1484-9

DOI: [10.1177/0956797611419520](https://doi.org/10.1177/0956797611419520)

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 Jason S Moser ·  Hans S Schroder ·  Carrie Heeter · [Show all 5 authors](#) ·  Yu-Hao Lee

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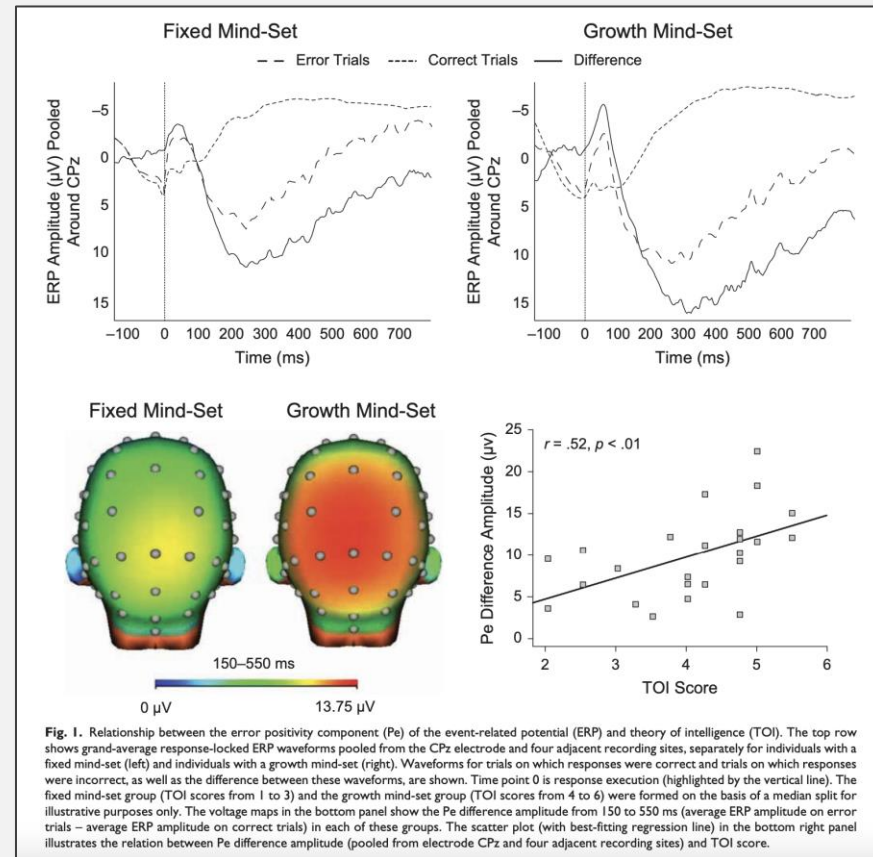
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Abstract and figures

How well people bounce back from mistakes depends on their beliefs about learning and intelligence. For individuals with a growth mind-set, who believe intelligence develops through effort, mistakes are seen as opportunities to learn and improve. For individuals with a fixed mind-set, who believe intelligence is a stable characteristic, mistakes indicate lack of ability. We examined performance-monitoring event-related potentials (ERPs) to probe the neural mechanisms underlying these different reactions to mistakes. Findings revealed that a growth mind-set was associated with enhancement of the error positivity component (Pe), which reflects awareness of and allocation of attention to mistakes. More growth-minded individuals also showed superior accuracy after mistakes compared with individuals endorsing a more fixed mind-set. It is critical to note that Pe amplitude mediated the relationship between mind-set and posterror accuracy. These results suggest that neural mechanisms indexing on-line awareness of and attention to mistakes are intimately involved in growth-minded individuals' ability to rebound from mistakes.



„the brain is on fire
by yet“

(growth mindset) Carol Dweck

> [J Pers Soc Psychol.](#) 1998 Jul;75(1):33-52. doi: 10.1037//0022-3514.75.1.33.

Praise for intelligence can undermine children's motivation and performance

[C M Mueller](#)¹, [C S Dweck](#)

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PMID: 9686450 DOI: [10.1037//0022-3514.75.1.33](#)

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„TERAZ -JESZCZE

młodzi ludzie nie potrafią funkcjonować bez szybkich (TERAZ) nagród (STOPNIE)

Nagradzać trzeba mądrze: nie inteligencję, talent, a PROCES, ZAANGAŻOWANIE"

(growth mindset) Carol Dweck

> J Pers Soc Psychol. 1998 Jul;75(1):33-52. doi: 10.1037//0022-3514.75.1.33.

Praise for intelligence can undermine children's motivation and performance

Person versus process praise and criticism: Implications for contingent self-worth and coping.

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Kamins, Melissa L. Dweck, Carol S.

Citation

Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise and criticism: Implications for contingent self-worth and coping. *Developmental Psychology*, 35(3), 835-847. <https://doi.org/10.1037/0012-1649.35.3.835>

Abstract

Conventional wisdom suggests that praising a child as a whole or praising his or her traits is beneficial. Two studies tested the hypothesis that both criticism and praise that conveyed person or trait judgments could send a message of contingent worth and undermine subsequent coping. In Study 1, 67 children (ages 5-6 years) role-played tasks involving a setback and received 1 of 3 forms of criticism after each task: person, outcome, or process criticism. In Study 2, 64 children role-played successful tasks and received either person, outcome, or process praise. In both studies, self-assessments, affect, and persistence were measured on a subsequent task involving a setback. Results indicated that children displayed significantly more "helpless" responses (including self-blame) on all dependent measures after person criticism or praise than after process criticism or praise. Thus person

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Developmental Psychology

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Abstract

Conventional hypothesis that praise for intelligence undermines children's motivation and performance. This study examined the effects of contingent self-worth and coping on children's motivation and performance.

Subtle Linguistic Cues Affect Children's Motivation

May 2007 · *Psychological Science* 18(4):314-6

DOI: [10.1111/j.1467-9280.2007.01896.x](https://doi.org/10.1111/j.1467-9280.2007.01896.x)

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Praise for intelligence motivation and performance

Person versus process praise

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[Kamins, Melissa L.](#) [Dweck, Carol S.](#)

Citation

Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise: effects on children's motivation and performance. *Developmental Psychology*, 35(3), 835-847.

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Abstract

Conventional wisdom suggests that praising children's intelligence undermines their motivation and performance. However, research shows that praising children's effort (process) rather than their intelligence (person) encourages them to adopt incremental motivational frameworks, which leads to better performance and persistence. This study examined the effects of praising children's effort versus intelligence on their motivation and performance. Children (N = 52) were praised for either their intelligence or their effort on a series of tasks. Children praised for effort showed higher motivation and performance than children praised for intelligence. These findings suggest that praising children's effort rather than their intelligence is more effective in promoting their motivation and performance.

Subtle Linguistic

May 2007 · [Psychology](#)

DOI: [10.1111/j.1467-8624.2007.01467.x](#)

Source · [PubMed](#)

[Child Dev.](#) Author manuscript; available in PMC 2014 Sep 1.

Published in final edited form as:

Child Dev. 2013 Sep; 84(5): 1526-1541.

Published online 2013 Feb 11. doi: [10.1111/cdev.12064](#)

PMCID: PMC3655123

NIHMSID: NIHMS426893

PMID: [23397904](#)

Parent Praise to 1-3 Year-Olds Predicts Children's Motivational Frameworks 5 Years Later

[Elizabeth A. Gunderson](#), [Sarah J. Gripshover](#), [Carissa Romero](#), [Carol S. Dweck](#), [Susan Goldin-Meadow](#), and [Susan C. Levine](#)

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Abstract

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In laboratory studies, praising children's effort encourages them to adopt incremental motivational frameworks—they believe ability is malleable, attribute success to hard work, enjoy challenges, and generate strategies for improvement. In contrast, praising children's inherent abilities encourages them to adopt fixed-ability frameworks. Does the praise parents spontaneously give children at home show the same effects? Although parents' early praise of inherent characteristics was not associated with children's later fixed-ability frameworks, parents' praise of children's effort at 14–38 months (N = 52) did predict

„TERAZ -JESZCZE

młodzi ludzie nie potrafią funkcjonować bez szybkich (TERAZ) nagród (STOPNIE)

Nagradzać trzeba mądrze: nie inteligencję, talent, a PROCES, ZAANGAŻOWANIE"

(growth mindset) Carol Dweck

Brain points: A growth mindset incentive structure boosts persistence in an educational game

Eleanor O'Rourke, Kyla Haimovitz, Christy Ballweber, Carol S. Dweck, Zoran Popović

Computer Science

Research output: Chapter in Book/Report/Conference proceeding › Conference contribution

„rewarding YET”
nagradzaj i wzmacniaj WYTRWAŁOŚĆ

Abstract

There is great interest in leveraging video games to improve student engagement and motivation. However, educational games are not uniformly effective, and little is known about how in-game rewards affect children's learning-related behavior. In this work, we argue that educational games can be improved by fundamentally changing their incentive structures to promote the growth mindset, or the belief that intelligence is malleable. We present "brain points," a system that encourages the development of growth mindset behaviors by directly incentivizing effort, use of strategy, and incremental progress. Through a study of 15,000 children, we show that the "brain points" system encourages more lowperforming students to persist in the educational game Refraction when compared to a control, and increases overall time played, strategy use, and perseverance after challenge. We believe that this growth mindset incentive structure has great potential in many educational environments.

(growth mindset) Carol Dweck

Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention

January 2007 · [Child Development](#) 78(1):246-6

DOI: [10.1111/j.1467-8624.2007.00995.x](#)

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Lisa S Blackwell ·  Kali Trzesniewski · Carol S

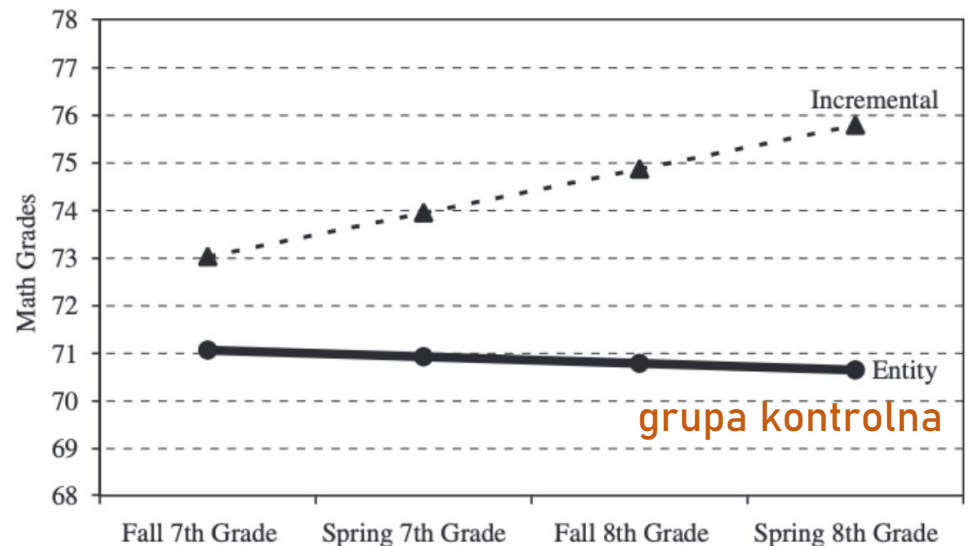


Figure 1. Graph of interaction effect of theory of intelligence and time on math achievement: Growth curves of predicted mathematics grades over 2 years of junior high school for students with incremental (+1 SD above the mean) and entity (–1 SD below the mean) theories of intelligence.

Moc „JESZCZE NIE” pokazuje, że jesteś na ścieżce rozwoju, ku przyszłości. Ścieżka do przyszłości, która nagradza i wzmacnia wytrwałość.

(growth mindset) Carol Dweck

Can I get better? Exploring mindset theory in the introductory communication course

November 2018 · *Communication Education* 6

DOI: [10.1080/03634523.2018.1538522](https://doi.org/10.1080/03634523.2018.1538522)

Karin Nordin · Melissa A. Broeckelman-Post

Overview

Stats

Comments

Abstract

The purpose of this study was to investigate the relationship between growth mindset theory and public speaking apprehension, competence, and student engagement in the introductory communication course. The study adapted a mindset theory intervention to the communication skills course. Researchers collected data from participants gathered at the end of one semester of the introductory communication course. Results showed that students with higher speech grades, higher interpersonal communication skills, and lower public speaking anxiety. Additionally, growth mindset and interpersonal communication skills predicted student engagement.



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[Published: 28 June 2018](#)

Insufficient evidence: mindset intervention in developmental college math

[Ida M. Mills](#) & [Bradley S. Mills](#)

Social Psychology of Education **21**, 1045–1059 (2018) | [Cite this article](#)

2364 Accesses | **7** Citations | **3** Altmetric | [Metrics](#)

Abstract

It is generally accepted by educators and social psychologists that non-cognitive factors influence learning. Students who have a fixed view of intelligence believe that abilities are permanent. They view set-backs and the need for effort as evidence of lack of ability. Students with a growth mindset believe that intelligence and abilities are malleable. Intelligence grows with challenge. The objective of this study was to consider if teaching growth mindset to a group of college students in remedial math classes would increase the likelihood of passing the course and remaining in school. Results found a near statistically significant correlation between growth mindset and passing the course but no evidence to support growth mindset and retention. An intervention to teach growth mindset led to statistically small positive

(growth mindset) Carol Dweck

Can I get better? Exploring mindset theory in the introductory communication course

November 2018 · [Communication Education](#) 6

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Insufficient evidence: mindset intervention in developmental college math

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showed that within a mathematics course, participants who were taught growth mindset skills **earned higher final grades than those in a control group**. In addition, in a communications course, researchers (Nordin & Broeckelman-Post, 2019) found that a growth mindset was **negatively correlated with anxiety related to public speaking** and positively correlated with performance, competence, and engagement. Taken together, these findings support the idea that mindset is important in a college environment and can be shaped by interventions.

lower public speaking anxiety. Additionally, growth mindset and interpersonal communication speaking anxiety, predicted student engagement

course and remaining in school. Results found a near statistically significant correlation between growth mindset and passing the course but no evidence to support growth mindset and retention. An intervention to teach growth mindset led to statistically small positive

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Abstract

Praise-to-Reprimand Ratios

Effects on PRRs in Elementary

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Effects of Middle School Teachers' Praise-to-Reprimand Ratios on Students' Classroom Behavior

[Paul Caldarella](#), PhD , [Ross A. A. Larsen](#), PhD, [Leslie Williams](#), EdS, more...

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First Published August 2, 2021 | Research Article |



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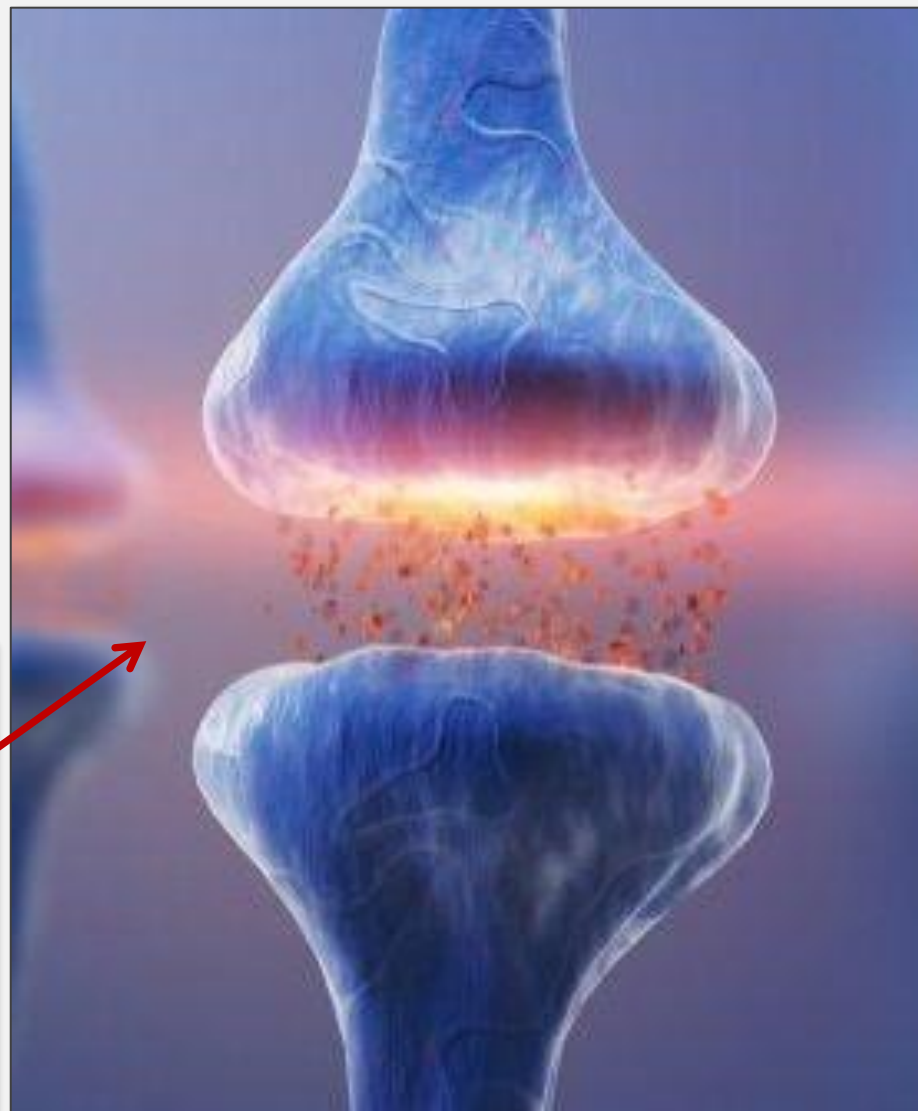
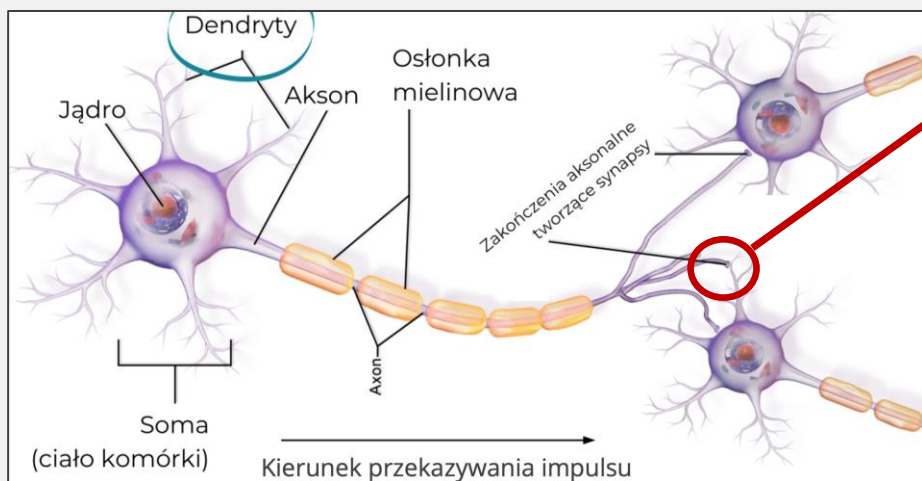
Abstract

Middle school teachers frequently struggle with positively managing student behavior. However, praise-to-reprimand ratios (PRRs) have received little research attention. PRRs studied in elementary school have been positively associated with improvements in on-task and prosocial behavior, but limited research has been conducted on optimal PRRs in middle schools. We conducted this study in the context of a randomized control trial of Class-wide Function-related Intervention Teams Middle School (CW-FIT MS) to isolate the effects of one of the main components of the intervention, PRR. After controlling for the intervention, we examined the effects of PRRs in 28 middle school classrooms on (a) class-wide on-task behavior, (b) on-task behavior of students at risk for emotional and behavioral disorders (EBD), and (c) disruptive behavior of students at risk for EBD. Multivariate regressions revealed a statistically significant linear relationship between middle school PRRs and the variables of interest: As PRRs increased, on-task behavior of

Chwalenie uczniów poprawia wyniki o 70%

(growth mindset) Carol Dweck

Podejmowanie wyzwań, wysiłku,
pokonywanie przeszkód
wpływa na
tworzenie i wzmacnianie
połączeń między neuronami.



NASTAWIENIE NA ROZWÓJ (growth mindset) Carol Dweck

NIEZMIENNY

przekonanie o konieczności utrzymania dobrego wrażenia

VS

ROZWOJOWY

potrzeba uczenia się, zdobywania wiedzy i umiejętności, doskonalenia się

WYZWANIA

UNIKANIE

×

PODEJMOWANIE

+

PRZESZKODY

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przekonanie o konieczności
utrzymania dobrego
wrażenia

VS

ROZWOJOWY

potrzeba uczenia się,
zdobywania wiedzy
i umiejętności, doskonalenia się

Sposób myślenia, przekonania (mindset)

Osoby z „nastawieniem na stałość”
(fixed mindsets)

uważają, że ich inteligencja,
osobowość są niezmiennie, nabyte raz
na zawsze, wolą skupiać się na
wykonywaniu dobrze znanych sobie
zadań, unikają podejmowania wyzwań
i z trudnością znoszą porażki.

Osoby „nastawienie na rozwój”
(growth mindset)

postrzegają wyzwania jako drogę
do poprawy swoich umiejętności,
są lepiej przygotowane do uczenia
się i bardziej otwarte na wiedzę.

WYZWANIA

UNIKANIE



Robię to, co robię
niezależnie od tego, czy
jestem w tym dobra/y, czy
nie.
Jestem przywiązana/y do
tego, co wiem.

PODEJMOWANIE



Chcę się uczyć nowych
rzeczy.
Jestem głodna/y nowych
wyzwań.
Podejmuję ryzyko.

PRZESZKODY

PODDAWANIE SIĘ



WYTRWAŁOŚĆ



Szybko się poddaję.
Rozpamiętuję porażki.
Nie zadaję pytań, bo mam
potrzebę utrzymywania
dobrego wrażenia.

Staram się być wytrwały/a
w obliczu trudności i nie
poddawać się.
Porażki traktuję jako
lekcje.
Szukam nowych sposobów.

WYSIŁEK

NIECHĘĆ



DROGA DO CELU



Unikam działań
wymagających wysiłku.
Nie widzę w tym sensu.
Wolę to, co nie wymaga
wysiłku.
Nie chce mi się.

Podejmowanie wysiłku to
droga do mistrzostwa.
Podjęty trud przekłada się
na efekty.
Wizualizuję sobie cel, to
sprawia, że wysiłek ma
sens i daje ekscytację.

INFORMACJA ZWROTNA

IGNOROWANIE



Ignoruję konstruktywną krytykę.

Obrażam się, gdy ktoś mówi o moich działaniach.

Nie słucham rad.

Nie czytam, nie słucham o rozwoju.

DOCENIANIE



Rozpoznaję swoje słabe strony i pracuję nad nimi.

Uczę się, co mogę robić lepiej słuchając życzliwej profesjonalnej krytyki.

Chcę się uczyć, rozwijać.

SUKCESY INNYCH

ZAGROŻENIE



INSPIRACJA



Innym przychodzi to z łatwością, urodzili się z „tym”.

Sukces innych jest zagrożeniem dla mojego sukcesu.

Nic lepszego już nie osiągnę.

Sukcesy innych są dla mnie inspiracją.

Dzielę się inspiracją i korzystam z inspiracji.

Czerpię wiedzę z doświadczeń innych.

NASTAWIENIE NA ROZWÓJ (growth mindset) Carol Dweck

NIEZMIENNY

przekonanie o konieczności utrzymania dobrego wrażenia

VS

ROZWOJOWY

potrzeba uczenia się, zdobywania wiedzy i umiejętności, doskonalenia się

WYZWANIA

UNIKANIE

×

PODEJMOWANIE

+

PRZESZKODY

PODDAWANIE SIĘ

×

WYTRWAŁOŚĆ

+

WYSIŁEK

NIECHĘĆ

×

DROGA DO CELU

+

INFORMACJA ZWROTNA

IGNOROWANIE

×

DOCENIANIE

+

SUKCESY INNYCH

ZAGROŻENIE

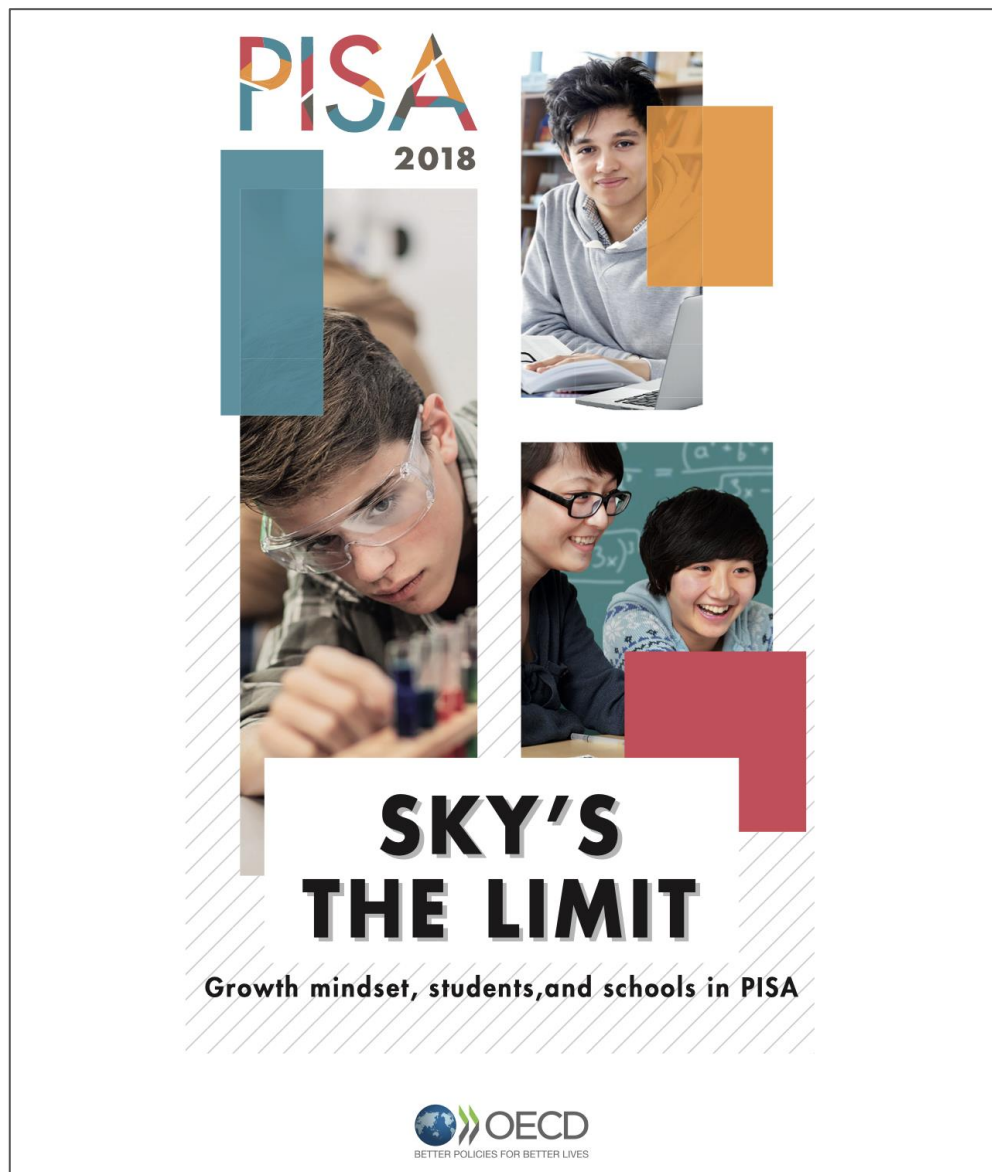
×

INSPIRACJA

+

Rola nauczyciela

Rola nauczyciela



Rola nauczyciela

PISA 2018 results

Snapshot of students' performance in reading, mathematics and science

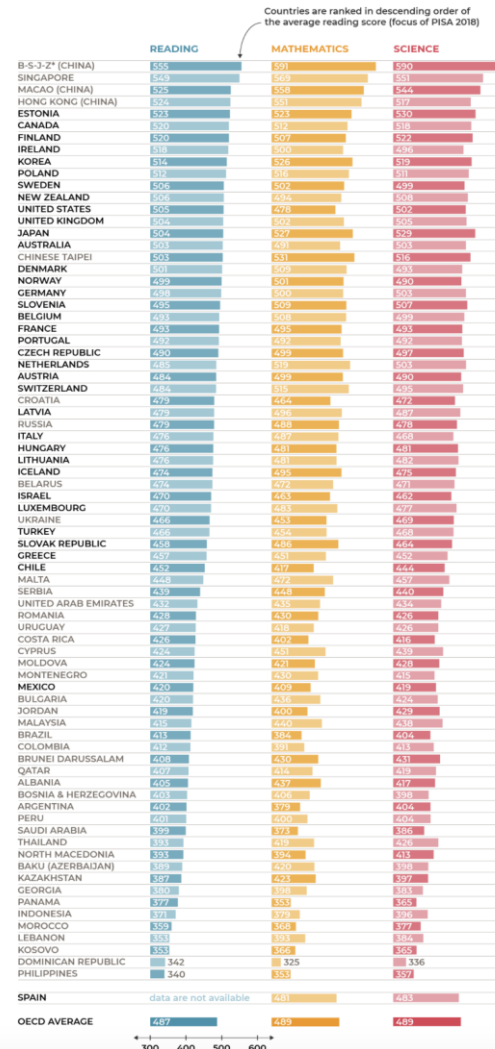
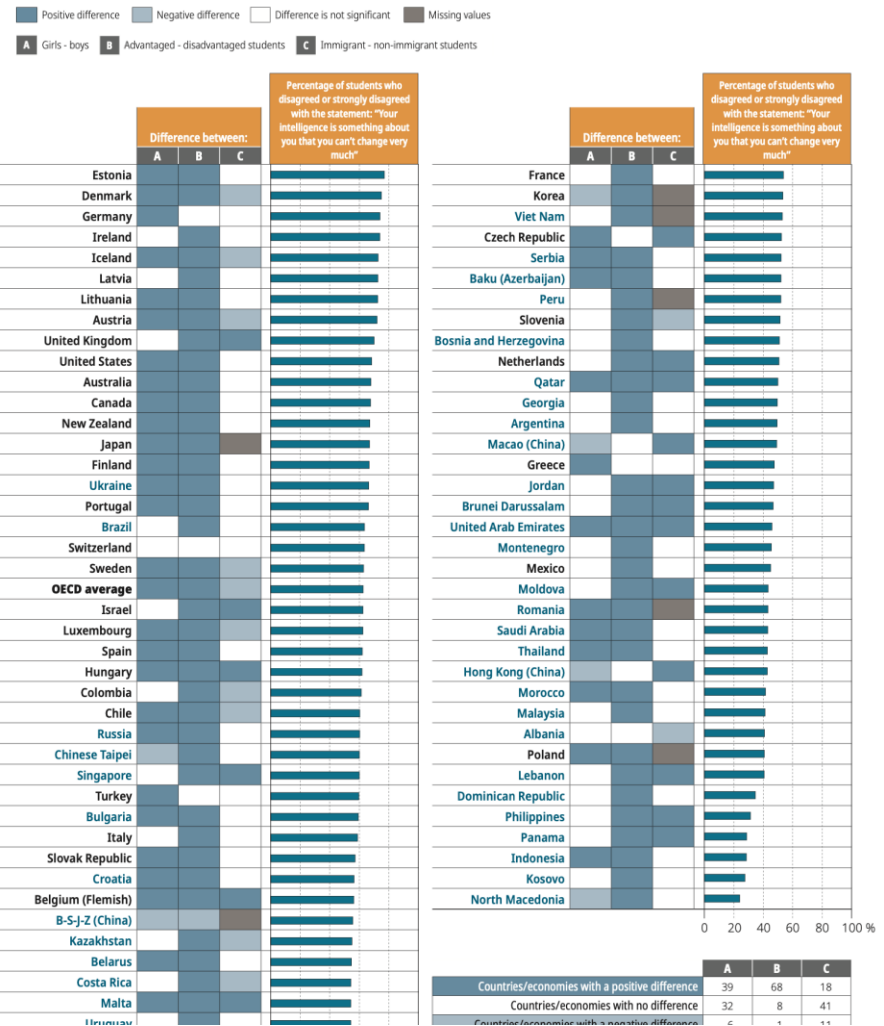


Figure 2. Growth mindset, by student characteristics

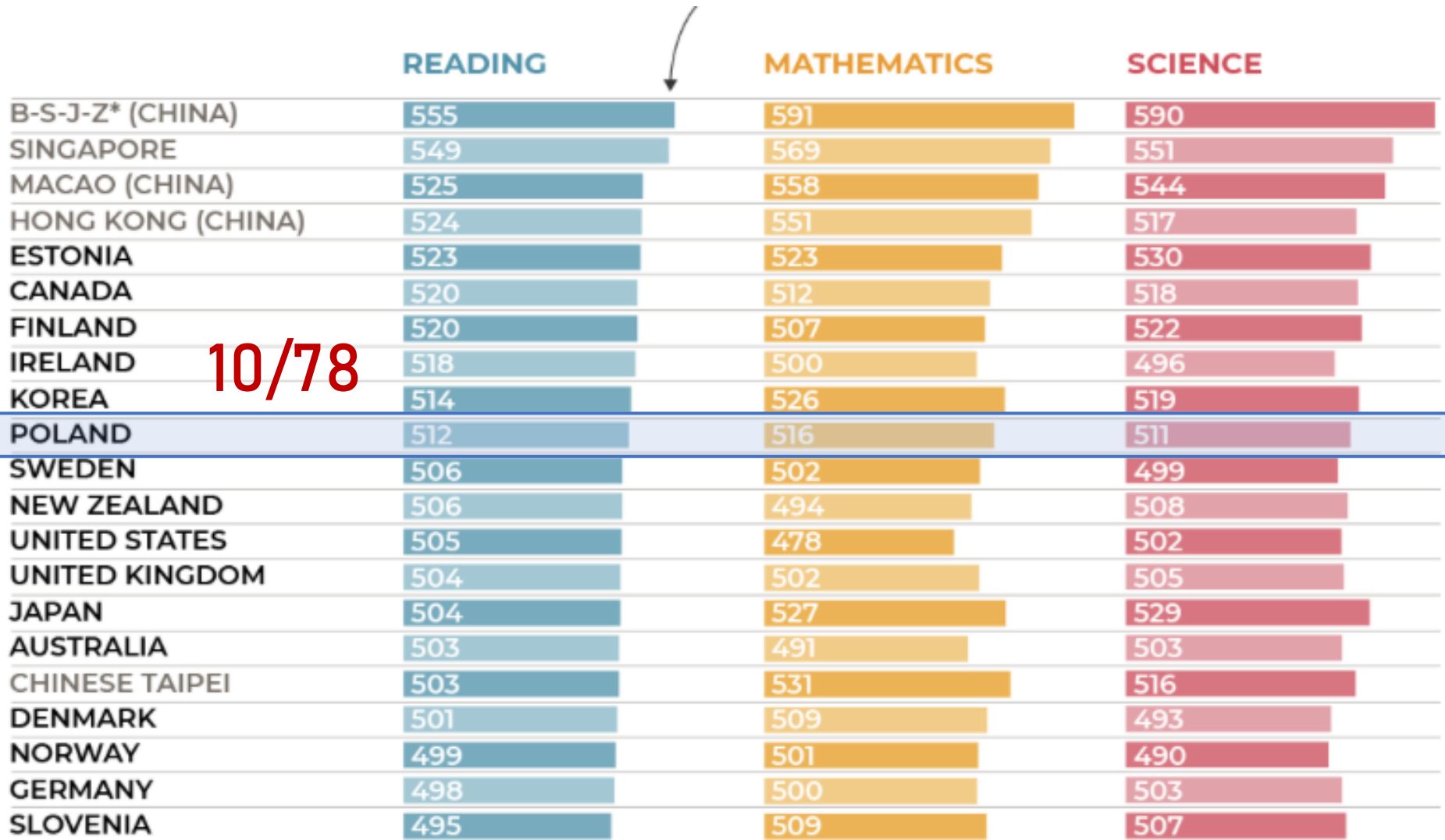


Source: OECD, PISA 2018 Results (Volume III): What School Life Means for Students' Lives, Figure III.14.1, and Table B.2 in this report.

https://webfs.oecd.org/pisa2018/PISA2018IR_GrowthMindset_Fig.xlsx

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10/78



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PISA 2018 results

Snapshot of students' performance in reading, mathematics and science

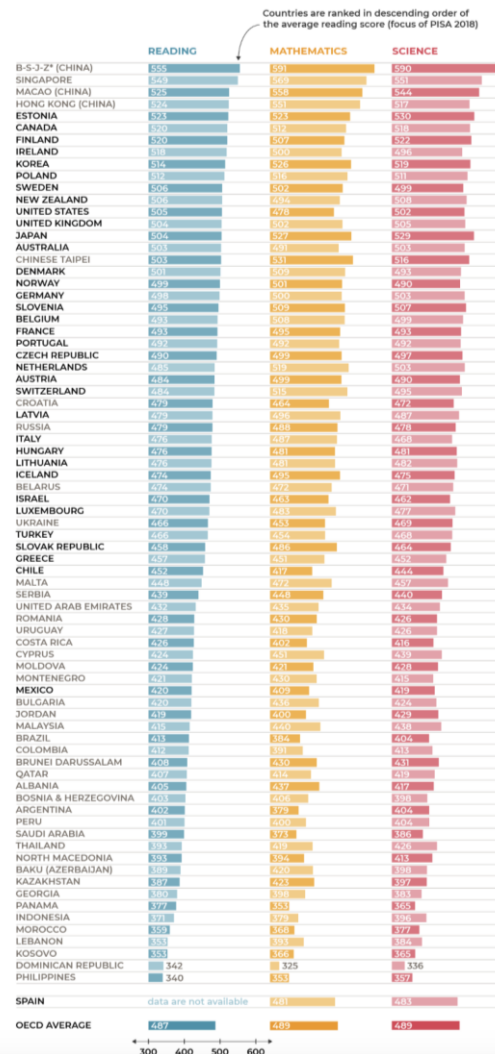
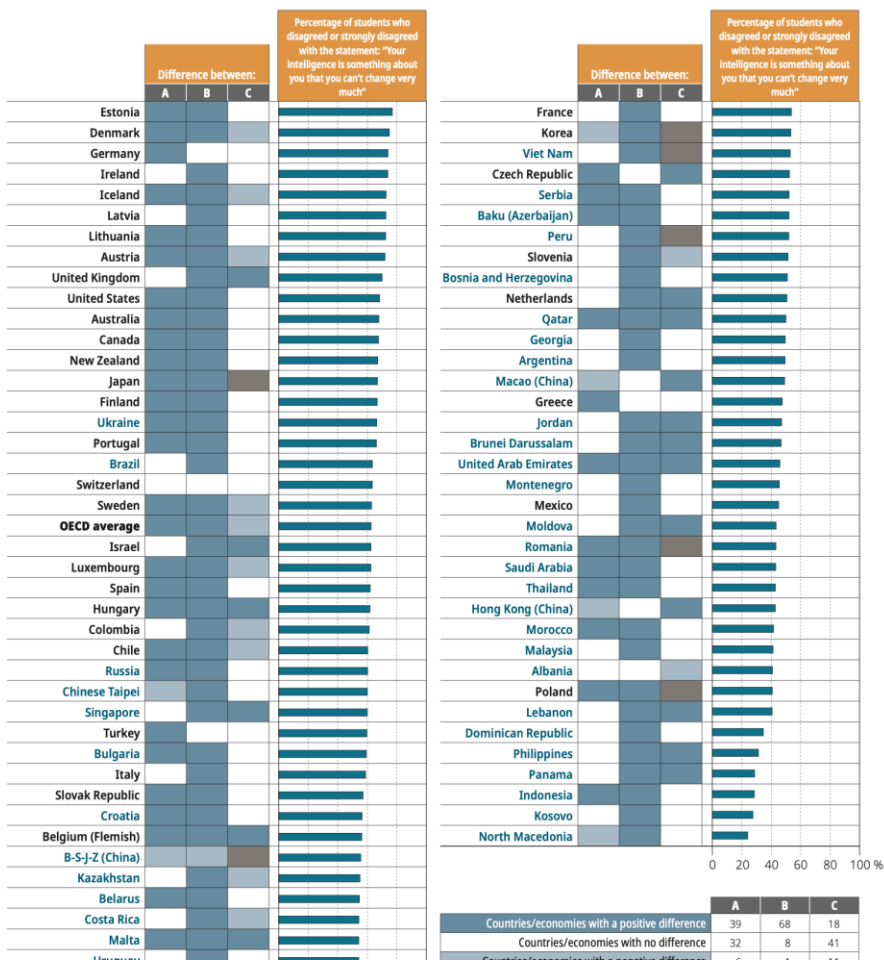


Figure 2. Growth mindset, by student characteristics

Positive difference Negative difference Difference is not significant Missing values
A Girls - boys B Advantaged - disadvantaged students C Immigrant - non-immigrant students



Source: OECD, PISA 2018 Results (Volume III): What School Life Means for Students' Lives, Figure III.14.1, and Table B.2 in this report.
https://webfs.oecd.org/pisa2018/PISA2018IR_GrowthMindset_Fig.xlsx

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PISA 2018 results

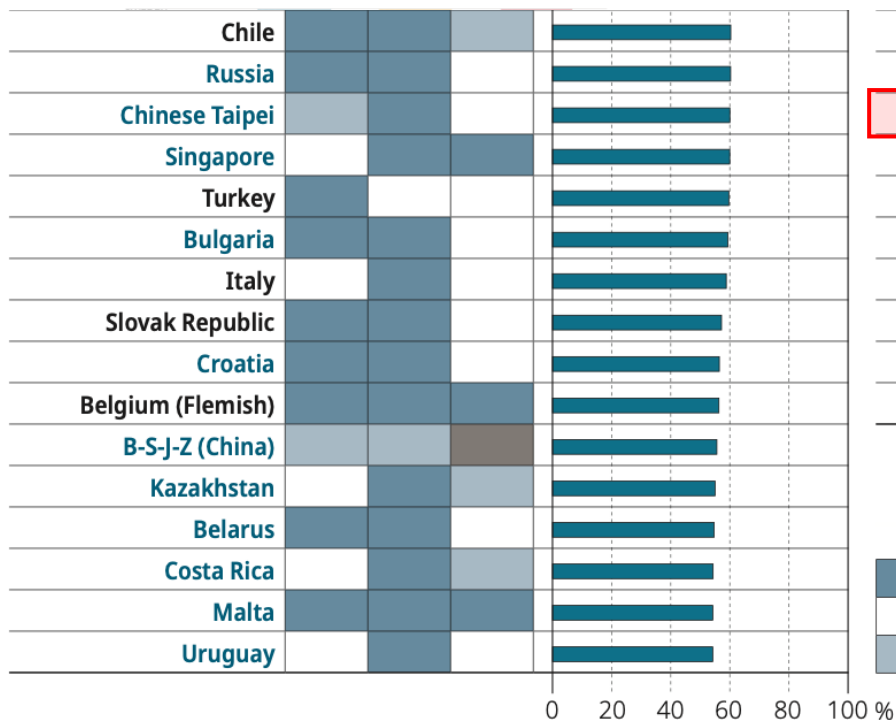
Snapshot of students' performance in reading, mathematics and science

Countries are ranked in descending order of the average reading score (focus of PISA 2018)

Figure 2. Growth mindset, by student characteristics

Positive difference Negative difference Difference is not significant Missing values

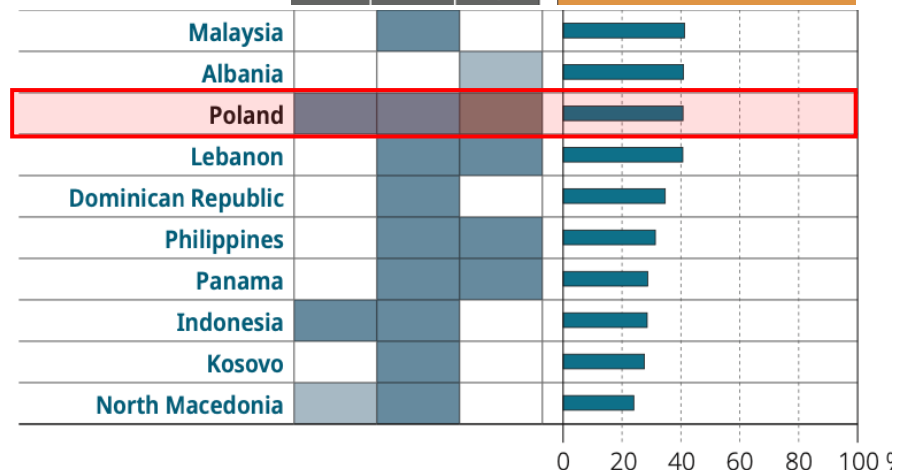
A Girls - boys B Advantaged - disadvantaged students C Immigrant - non-immigrant students



71/78

Difference between:
A B C

Percentage of students who disagreed or strongly disagreed with the statement: "Your intelligence is something about you that you can't change very much"



	A	B	C
Countries/economies with a positive difference	39	68	18
Countries/economies with no difference	32	8	41
Countries/economies with a negative difference	6	1	11

Source: OECD, PISA 2018 Results (Volume III): What School Life Means for Students' Lives, Figure III.14.1, and Table B.2 in this report.

https://webfs.oecd.org/pisa2018/PISA2018IR_GrowthMindset_Fig.xlsx

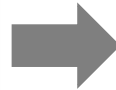
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Uważaj na fałszywe przekonania

1. Nastawienie na rozwój nie jest cechą.
2. Nastawienie na rozwój to nie tylko chwalenie i nagradzanie wysiłków.
3. Rozwijanie nastawienia na rozwój nie jest wyłączną odpowiedzialnością ucznia.

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Propagowanie nastawienia na rozwój jest czasami **upraszczane** i utożsamiane z chwaleniem wysiłków lub mówieniem uczniom i studentom, że mogą osiągnąć każdy wyznaczony przez siebie cel.



Jednak wymaga to również od **nauczycieli opracowania metod** pedagogicznych i **praktyk** oraz **stworzenia sprzyjającego środowiska** dla uczniów i studentów do rozwijania tego przekonania i działania zgodnie z nim.

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Cele:

1. Studenci i studentki **rozumieją różnice** między stałym sposobem działania i myślenia („fixed mindset”), a nastawieniem na rozwój („growth mindset”).
2. Studenci i studentki **rozpoznają swój** własny sposób myślenia i działania.
3. Studenci i studentki **rozumieją podejście i działania** związane z każdym z dwóch sposobów myślenia i działania.

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- Tick the option for each question that most describes you
- Add up your score when you have completed all 10 questions

Strongly Agree Agree Disagree Strongly Disagree

Your intelligence is something you can't change very much.

0

1

2

3

No matter how much intelligence you have, you can always change it quite a bit.

3

2

1

0

Only a few people will be good at sports. You have to be born with the ability.

0

1

2

3

The harder you work at something, the better you will be.

3

2

1

0

I often get angry when given feedback about my performance.

0

1

2

3

I appreciate it when people give me feedback about my performance.

3

2

1

0

Truly smart people do not need to try hard.

0

1

2

3

You can always change how intelligent you are.

3

2

1

0

You are a certain kind of person and there is not much that can be done to change that.

0

1

2

3

An important reason I do my work is because I enjoy learning new things.

3

2

1

0

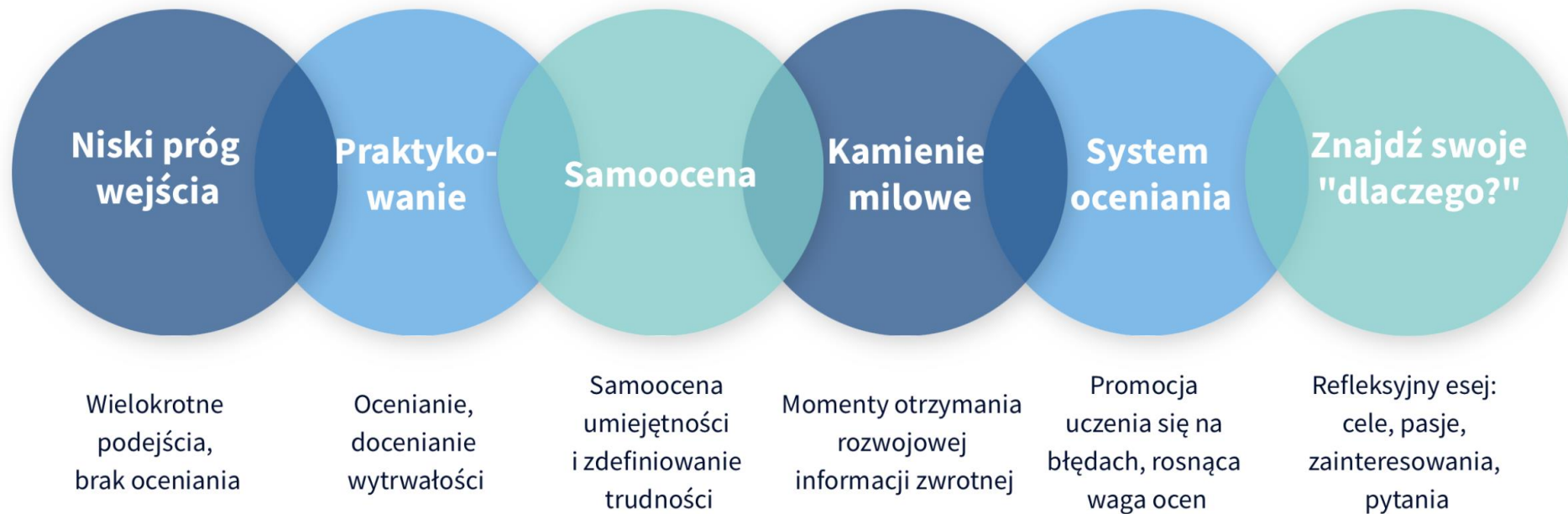
22-30 = Strong Growth Mindset

17-21 = Growth with some Fixed Ideas

11-16 = Fixed with some Growth Ideas

0-10 = Strong Fixed Mindset

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Rola nauczyciela



**Niski próg
wejścia**

W pierwszej części semestru daj **wiele możliwości porażek**, zminimalizuj konsekwencje.

- quizy (testy) bez punktów lub z małą wagą,
- praktyczne sprawdzanie wiedzy i umiejętności,
- eliminacja stopni,
- grupowe prezentacje,
- inne aktywności pozwalające na uczenie się na błędach.

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A graphic consisting of three overlapping circles. The central circle is light blue and contains the text 'Praktykowanie' in white. To its left is a darker blue circle, and to its right is a teal circle. The circles overlap in a way that creates a central intersection and two side intersections.

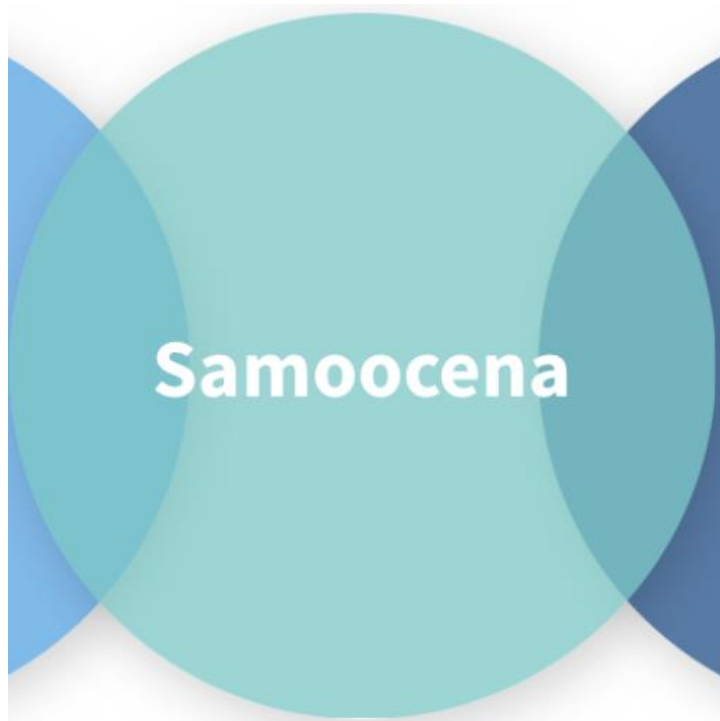
Praktyko-
wanie

Praktykuj nastawienie na rozwój.
Ćwicz ze studentami postrzeganie
**porażek jako drogi do
mistrzostwa.**

Pokaż im, że uczenie się polega
na **akceptacji błędów** i wyciąganiu
wniosków.

Zaprojektuj system oceniania w
taki sposób, by doceniana była
wytrwałość w dążeniu do
mistrzostwa.

Rola nauczyciela



Zaproponuj **plan rozwoju**.

Na początku semestru studenci piszą **samooocenę swoich umiejętności** (np. czy prokrastynują, czy mają trudności z czytaniem, czy odczuwają strach przed testami itp.).

Następnie omów **techniki wspierające studentów** w każdym z tych obszarów (np. budowanie anty-prokrastynacyjnego planu).

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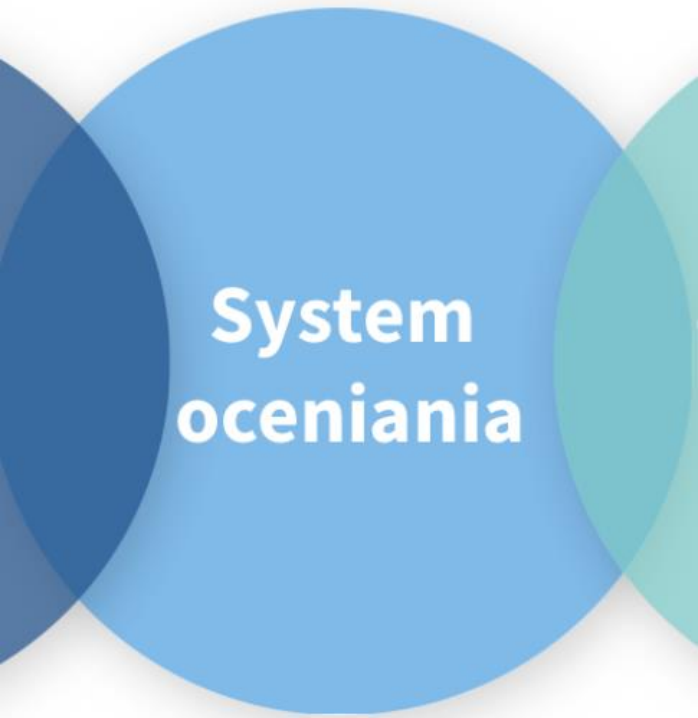
Kamienie milowe

Ustanawiamy kamienie milowe przebiegu przedmiotu, momenty otrzymania **informacji zwrotnej** o rozwoju.

Komunikat powinien skupiać się na informacji, **jak** student może **podnosić swoje umiejętności**, np.:

- blokada pisarska,
- akceptacja konieczności poprawy,
- poszukiwanie źródeł.

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System oceniania

Zamiast tych samych wartości za testy (np. 100 pkt), ustaw ich wartości rosnąco, np.: 50, 75, 100, 125 i 150.

To pozwala studentom poznać sposób formułowania pytań i pomaga **uniknąć katastrofizowania** pierwszych porażek.

Promujmy uczenie się na błędach i twórzmy **oczekiwania rozwoju w czasie**.

Rola nauczyciela



Znajdź swoje
"dlaczego?"

Refleksyjny esej, w którym studenci koncentrują się na swoich

- celach,
- zainteresowaniach,
- pytaniach,
- pasjach.

To podniesie zaangażowanie i motywację.

Rola nauczyciela

Psychological Science



Journal indexing and metrics

JOUR

Available access | Research article | First published online December 22, 2021

Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work

[David S. Yeager](#) , [Jamie M. Carroll](#), [...], and [Carol S. Dweck](#) [View all authors and affiliations](#)

[Volume 33, Issue 1](#) | <https://doi.org/10.1177/09567976211028984>

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Metrics

Abstract

A growth-mindset intervention teaches the belief that intellectual abilities can be developed. Where does the intervention work best? Prior research examined school-level moderators using data from the National Study of Learning Mindsets (NSLM), which delivered a short growth-mindset intervention during the first year of high school. In the present research, we used data from the NSLM to examine moderation by teachers' mindsets and answer a new question: Can students independently implement their growth mindsets in virtually any classroom culture, or must students' growth mindsets be supported by their teacher's own growth mindsets (i.e., the *mindset-plus-supportive-context* hypothesis)? The present analysis (9,167 student records matched with 223 math teachers) supported the latter hypothesis. This result stood up to potentially confounding teacher factors and to a conservative Bayesian analysis. Thus, sustaining growth-mindset effects may require contextual supports that allow the proffered beliefs to take root and flourish.

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Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work

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A growth-mindset intervention teaches the belief that intellectual abilities can be developed. Where does the intervention work best? Prior research examined school-level moderators using data from the National Study of Learning Mindsets (NSLM), which delivered a short growth-mindset intervention during the first year of high school. In the present research, we used data from the NSLM to examine moderation by teachers' mindsets and answer a new question: Can students independently implement their growth mindsets in virtually any classroom culture, or must students' growth mindsets be supported by their teacher's own growth mindsets (i.e., the *mindset-plus-supportive-context* hypothesis)? The present analysis (9,167 student records matched with 223 math teachers) supported the latter hypothesis. This result stood up to potentially confounding teacher factors and to a conservative Bayesian analysis. Thus, sustaining growth-mindset effects may require contextual supports that allow the proffered beliefs to take root and flourish.

Rola nauczyciela

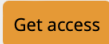
The Impact of Teacher Language and Growth Mindset Feedback on Writing Motivation

Megan L. Truax 

Pages 135-157 | Published online: 06 Jul 2017

 Download citation  <https://doi.org/10.1080/19388071.2017.1340529>



 Full Article  Figures & data  References  Citations  Metrics  Reprints & Permissions 

ABSTRACT

In recent years, many students have developed a fixed mindset as a result of the national focus on raising test scores. The present study aims to investigate the effects of teacher

and performance. One such study (Truax, 2018) found that when teachers suspend their criticism and notice improvement in their students' writing, students are able to adopt a growth mindset and increase their motivation. Another study (Mills & Mills, 2018)

quantitative findings indicated that objective feedback positively impacted writing motivation.

Additionally, growth mindset feedback, especially combined with objective compliments, moved students forward on a growth mindset developmental progression, leading to increased writing motivation. Implications for educational research, policies, and teaching practice are included.

Poziom ubóstwa

Poziom ubóstwa

RESEARCH ARTICLE | PSYCHOLOGICAL AND COGNITIVE SCIENCES | ✓



Growth mindset tempers the effects of poverty on academic achievement

Susana Claro , David Paunesku, and Carol S. Dweck  [Authors Info & Affiliations](#)

Contributed by Carol S. Dweck, May 25, 2016 (sent for review September 27, 2016)

July 18, 2016 | 113 (31) 8664-8668 | <https://doi.org/10.1073/pnas.1607251113>

 146 209 | 286

Significance

This study is the first, to our knowledge, to show that a growth mindset (the belief that intelligence is not fixed and can be developed) can buffer students from the effects of economic disadvantage on academic achievement.

Abstract

Two largely separate bodies of empirical research have shown that academic achievement is influenced by structural factors, such as socioeconomic background, and psychological factors, such as students' beliefs about their abilities. In this research, we use a nationwide sample of high school students from Chile to investigate how these factors interact on a systemic level. Confirming prior research, we find that family income is a strong predictor of achievement. Extending prior research, we find that a growth mindset (the belief that intelligence is not fixed and can be developed) is a comparably strong predictor of achievement and that it exhibits a positive relationship with

percentile. These results suggest that students' mindsets may temper or exacerbate the effects of economic disadvantage on a systemic level.

Students with a growth mindset who were from the lowest 10th percentile of family income who exhibited a growth mindset showed academic performance as high as that of fixed mindset students from the 80th income percentile. These results suggest that students' mindsets may temper or exacerbate the effects of economic disadvantage on a systemic level.

lowest 10th percentile of family income who exhibited a growth mindset showed academic performance as high as that of fixed mindset students from the 80th income percentile. These results suggest that students' mindsets may temper or exacerbate the effects of economic disadvantage on a systemic level.

Wpływ na zdrowie

Wpływ na zdrowie

ORIGINAL RESEARCH article

Front. Psychol., 14 April 2022

Sec. Health Psychology

Volume 13 - 2022 | <https://doi.org/10.3389/fpsyg.2022.821206>

This article is part of the Research Topic

Mental Health in Primary Health Care

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The Influence of Growth Mindset on the Mental Health and Life Events of College Students



Weidong Tao^{1*}



Dongchi Zhao¹



Huilan Yue¹



Isabel Horton²



Xiuju Tian¹



Zhen Xu¹ and



Hong-Jin Sun²

¹ Department of Psychology, School of Teacher Education, Huzhou University, Huzhou, China

² Department of Psychology, Neuroscience & Behaviour, McMaster University, Hamilton, ON, Canada

Growth mindset refers to our core belief that our talents can be developed through practice, which may influence our thoughts and behaviors. Growth mindset has been studied in a

Findings revealed that the students within the growth mindset group scored significantly lower on “mental health issues” and “stress due to life events” than the students in the fixed mindset group. Our findings suggest that individuals with a growth mindset are less prone to mental health problems than individuals with a fixed mindset.

mindset group. Our findings suggest that individuals with a growth mindset are less prone to mental health problems than individuals with a fixed mindset.

W nastawieniu na rozwój
rolą nauczycieli jest także
nauczenie młodych ludzi
prosić o pomoc
i korzystać z możliwych zasobów,
które mogą im pomóc.

