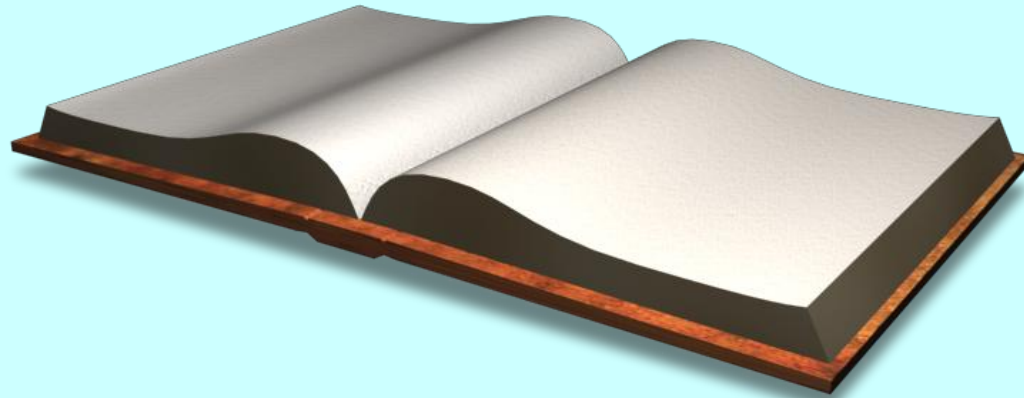


Carol Dweck's Research on Motivation



**Perceptions on the Nature of
Intelligence**

By Sarah Giunchedi

Lines School

Carol Dweck



- Researcher at Stanford (formerly Columbia)
- Studied the effect of praise on students in New York schools for 10 years

Carol Dweck's Study

- Went into fifth grade classrooms
- Took a single child out of the classroom for a nonverbal IQ test consisting of easy puzzles
- Gave each child their score and a single line of praise, either
- “You must be smart at this!” or
- “You must have worked really hard.
- Then, students were given a choice of test for the second round. One was difficult, but the students were told they would learn a lot. The students were told the second was easy like the previous one.
- **Of those praised for their effort, 90 percent chose the harder set of puzzles. The “smart” kids took the cop-out.**

Mind-sets

- Fixed Mind-set
- Avoid challenges
- Give up easily
- See effort as fruitless
- Ignore useful negative feedback
- Feel threatened by the success of others

- Growth Mind-set
- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find lessons and inspiration in the successes of others

Implications for Parents and Teachers

- Labels can be harmful and lead to a fixed mind-set
- Listen to what you say to your kids, with an ear toward the message you are sending about mind-set
- Instead of praising your children's intelligence or talent, focus on the processes they used (concentration, thought, persistence used)
- When your child makes a mistake, give them feedback to fix the problem instead of labeling or excusing the child
- Pay attention to the goals you set for your children, having an innate talent is not a goal but expanding your skills and knowledge is



Important Messages



- Achievements result from HARD WORK!
- Explicit instruction regarding the mind as a learning machine:
“You Can Grow Your Intelligence”