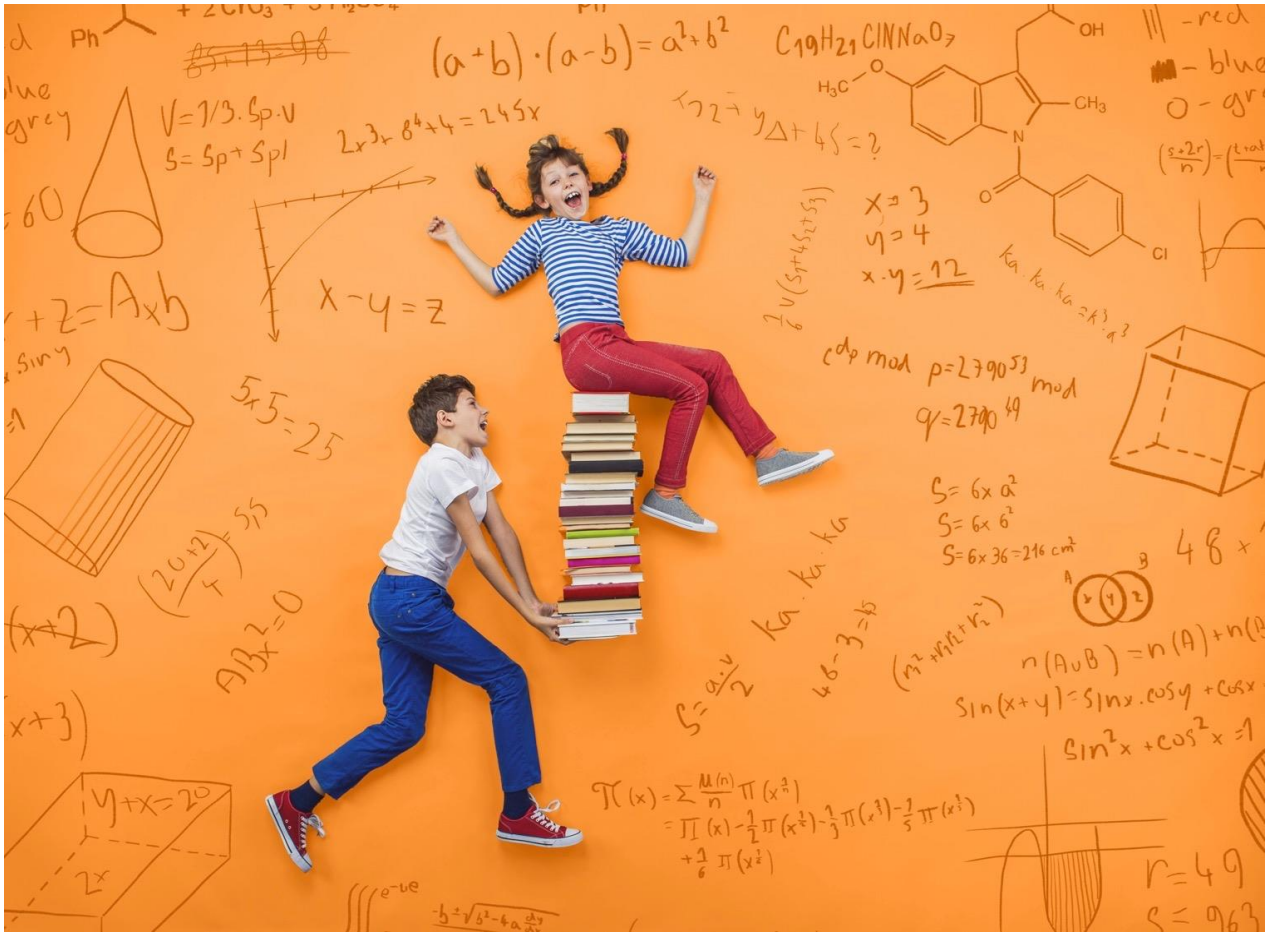

Miks lapsed ei loobu kõndima õppimisest?

Kati Aus[1] ja Ita Puusepp[2]

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI
KASVATUSTIETEELLINEN TIEDEKUNTA
PEDAGOGISKA FAKULTETEN
FACULTY OF EDUCATIONAL SCIENCES

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Haridusteaduste instituut

Miks lapsed ei loobu kõndima õppimisest?

- ...

Iga oskuse arenguks on vaja harjutamist

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Iga oskuse arenguks on vaja harjutamist *(rohkem või vähem teadlikult)*

- Osa oskuste omandamisest ja sellega seotud harjutamisest toimub **loomuliku küpsemise ja tegutsemise käigus**, mistõttu see ei eelda erilist sekkumist ega motivatsiooni turgutamist
- Harjutamine pole enamasti teadvustatud
- Ei teki enamasti tunnet, et lööks käega ja jätaks pooleli

- Mingil hetkel teatud oskuste omandamine nõuab loomulikule küpsemisele lisaks **sihipärast pingutamist** ja (oodatust rohkem) kordusi
- Teadvustatud harjutamine ja pingutamine
- “Kas jätan pooleli või jätkan?”

Iga oskuse arenguks on vaja harjutamist *(rohkem või vähem teadlikult)*

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- "Kas jätan pooleli või jätkan?"

Kuni laps ei teadvusta, et ta õpib ja harjutab, pole motivatsiooniga justkui enamasti muret…

Iga oskuse arenguks on vaja harjutamist *(rohkem või vähem teadlikult)*

- Osa oskuste omandamisest ja sellega seotud harjutamisest toimub **loomuliku küpsemise ja tegutsemise käigus**, mistõttu see ei eelda erilist sekkumist ega motivatsiooni turgutamist
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- Teadvustatud harjutamine ja pingutamine
- "Kas jätan pooleli või jätkan?"

Motivatsioon muutub eriti oluliseks, kui tegemist on sihipärase harjutamisega, mille puhul laps tajub, et oskuse omandamine ei juhtu iseenesest

Kuidas näeb õppimine ja harjutamine välja, kui motivatsiooniga on probleeme?

- …
- …
- …

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Uurijad on (väsimatult ja ajast aega) küsinud:

Mis annab indu pingutada ja püsida/pusida raskustest hoolimata?

Ja mis seda indu pärsib?

Miks on oluline teada/uskuda/arvata, et võimekus ja oskused on arendatavad?

Mind-Sets Matter: A Meta-Analytic Review of Implicit Theories and Self-Regulation

Jeni L. Burnette
University of Richmond

Ernest H. O'Boyle
University of Iowa

Eric M. VanEpps
Carnegie Mellon University

Jeffrey M. Pollack
University of Richmond

Eli J. Finkel
Northwestern University

This review builds on self-control theory (Carver & Scheier, 1998) to develop a theoretical framework for investigating associations of implicit theories with self-regulation. This framework conceptualizes self-regulation in terms of 3 crucial processes: goal setting, goal operating, and goal monitoring. In this meta-analysis, we included articles that reported a quantifiable assessment of implicit theories and at least 1 self-regulatory process or outcome. With a random effects approach used, meta-analytic results (total unique $N = 28{,}217$; $k = 113$) across diverse achievement domains (68% academic) and populations (age range = 5–42; 10 different nationalities; 58% from United States; 44% female) demonstrated that implicit theories predict distinct self-regulatory processes, which, in turn, predict goal achievement. Incremental theories, which, in contrast to *entity theories*, are characterized by the belief that human attributes are malleable rather than fixed, significantly predicted goal setting (performance goals, $r = -.151$; learning goals, $r = .187$), goal operating (helpless-oriented strategies, $r = -.238$; mastery-oriented strategies, $r = .227$), and goal monitoring (negative emotions, $r = -.233$; expectations, $r = .157$). The effects for goal setting and goal operating were stronger in the presence (vs. absence) of ego threats such as failure feedback. Discussion emphasizes how the present theoretical analysis merges an implicit theory perspective with self-control theory to advance scholarship and unlock major new directions for basic and applied research.

Võimekususkumuste roll muutub eriti oluliseks raskuste tekkimisel

Child Development, January/February 2007, Volume 78, Number 1, Pages 246–263

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

Lisa S. Blackwell
Columbia University

Kali H. Trzesniewski and
Carol Sorich Dweck
Stanford University

Two studies explored the role of implicit theories of intelligence in adolescents' mathematics achievement. In Study 1 with 373 7th graders, the belief that intelligence is malleable (incremental theory) predicted an upward trajectory in grades over the two years of junior high school, while a belief that intelligence is fixed (entity theory) predicted a flat trajectory. A mediational model including learning goals, positive beliefs about effort, and causal attributions and strategies was tested. In Study 2, an intervention teaching an incremental theory to 7th graders ($N = 48$) promoted positive change in classroom motivation, compared with a control group ($N = 43$). Simultaneously, students in the control group displayed a continuing downward trajectory in grades, while this decline was reversed for students in the experimental group.

Reading and Writing (2019) 32:1219–1242
https://doi.org/10.1007/s11145-018-9908-8

CrossMark

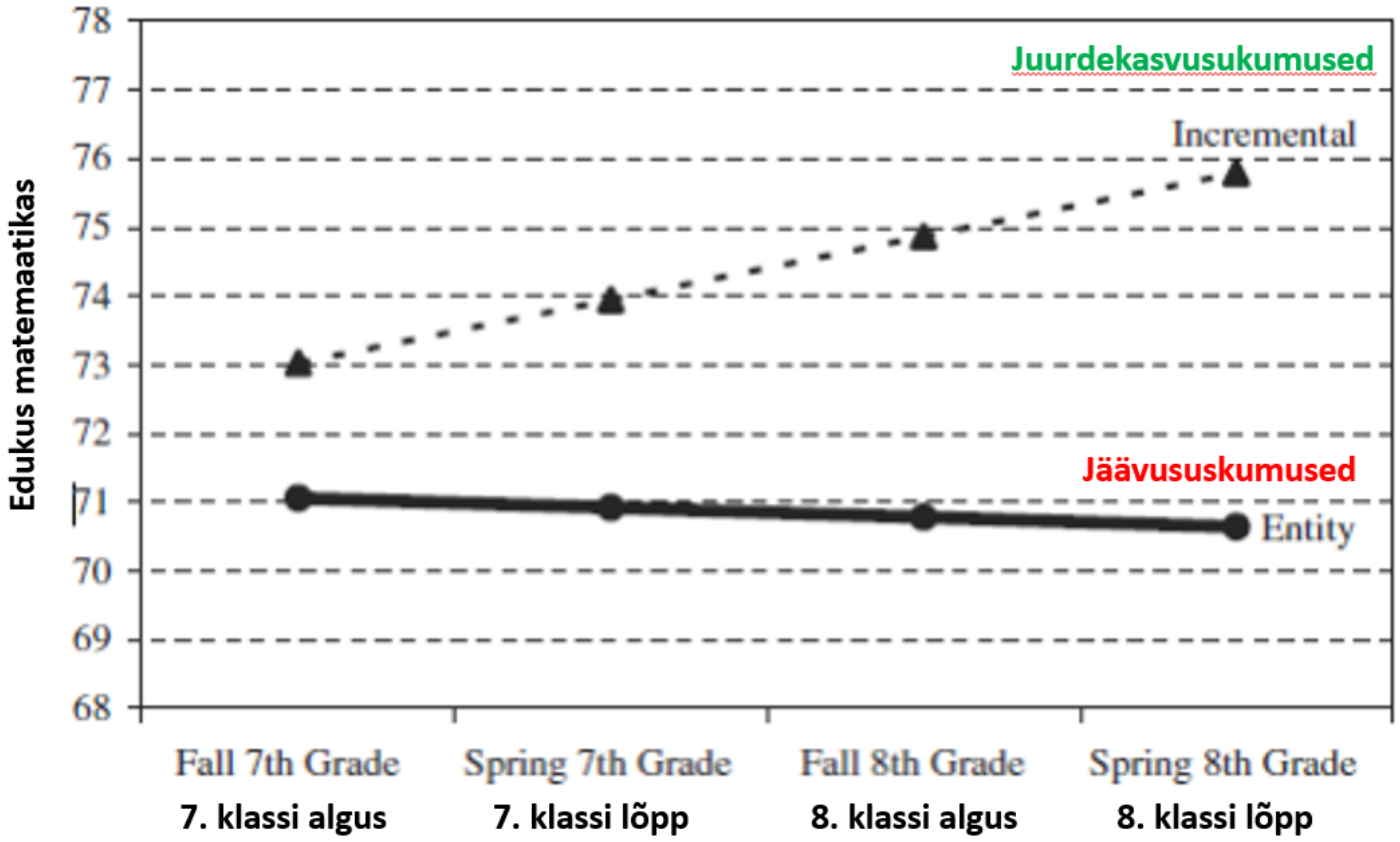
Motivational predictors of struggling readers' reading comprehension: the effects of mindset, achievement goals, and engagement

Eunsoo Cho[1] · Jessica R. Toste[2] · Minhye Lee[3] · Unhee Ju[1]

Published online: 25 September 2018

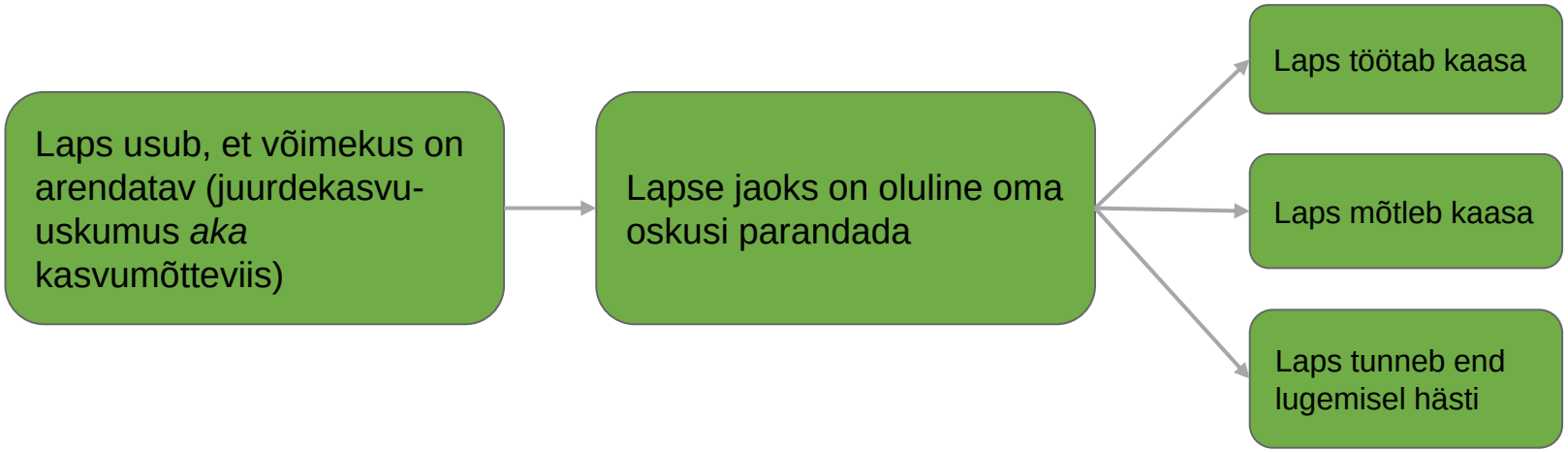
Võimekususkumuste seosed matemaatikatulemustega
Valim: 373 õpilast

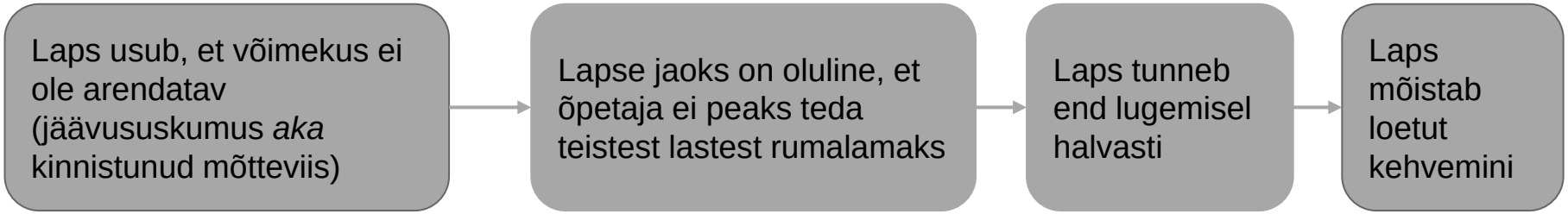
USKUMUSED



Blackwell, et al. (2007)

Võimekususkumused lugemisraskuste kontekstis (4.-5. klass)





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Cho et al. (2019)

Kuidas võimekususkumused kujunevad?

Research Article

Parents' Views of Failure Predict Children's Fixed and Growth Intelligence Mind-Sets

Kyla Haimovitz and Carol S. Dweck
Department of Psychology, Stanford University

Psychological Science
2016, Vol. 27(6) 859–869

DOI: 10.1177/0956797616639727
pss.sagepub.com

Abstract
Children's *in*
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Contents lists available at SciVerse ScienceDirect

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp

Reports

"It's ok — Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students

Aneeta Rattan [a,*], Catherine Good [b], Carol S. Dweck [a]

[a] Stanford University, USA
[b] Baruch College, USA

A B S T R A C T

Can comforting struggling students demotivate them and potentially decrease the pool of students pursuing math-related subjects? In Studies 1–3, instructors holding an entity (fixed) theory of math intelligence more readily judged students to have low ability than those holding an incremental (malleable) theory. Studies 2–3 further revealed that those holding an entity (versus incremental) theory were more likely to both comfort students for low math ability and use "kind" strategies unlikely to promote engagement with the field (e.g., assigning less homework). Next, we explored what this comfort-oriented feedback communicated to students, compared with strategy-oriented and control feedback (Study 4). Students responding to comfort-oriented feedback not only perceived the instructor's entity theory and low expectations, but also reported lowered motivation and lower expectations for their own performance. This research has implications for understanding how pedagogical practices can lock students into low achievement and deplete the math pipeline.

CHILD DEVELOPMENT

Child Development, xxxx 2017, Volume 00, Number 0, Pages 1–11

The title for this Special Section is **Origins of Children's Self-Views**, edited by Eddie Brummelman and Sander Thomaes

The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal

Kyla Haimovitz and Carol S. Dweck
Stanford University

Children's mindsets about intelligence (as a quality they can grow vs. a trait they cann
influence their motivation and achievement. How do adults foster "growth mindsets" in c
assume that adults act in ways that communicate their own mindsets to children. How
shows that many parents and teachers with growth mindsets are not passing them on. Th
new perspective on why this is the case, and reviews research on adult practices that do i
sets, concluding that a sustained focus on the process of learning is critical. After discussi
and promising future directions, we consider the topic in the context of important societ
stakes testing.

Journal of Personality and Social Psychology
1998, Vol. 75, No. 1, 33–52

0022-3514/98/$3.00

Praise for Intelligence Can Undermine Children's Motivation and Performance

Claudia M. Mueller and Carol S. Dweck
Columbia University

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.

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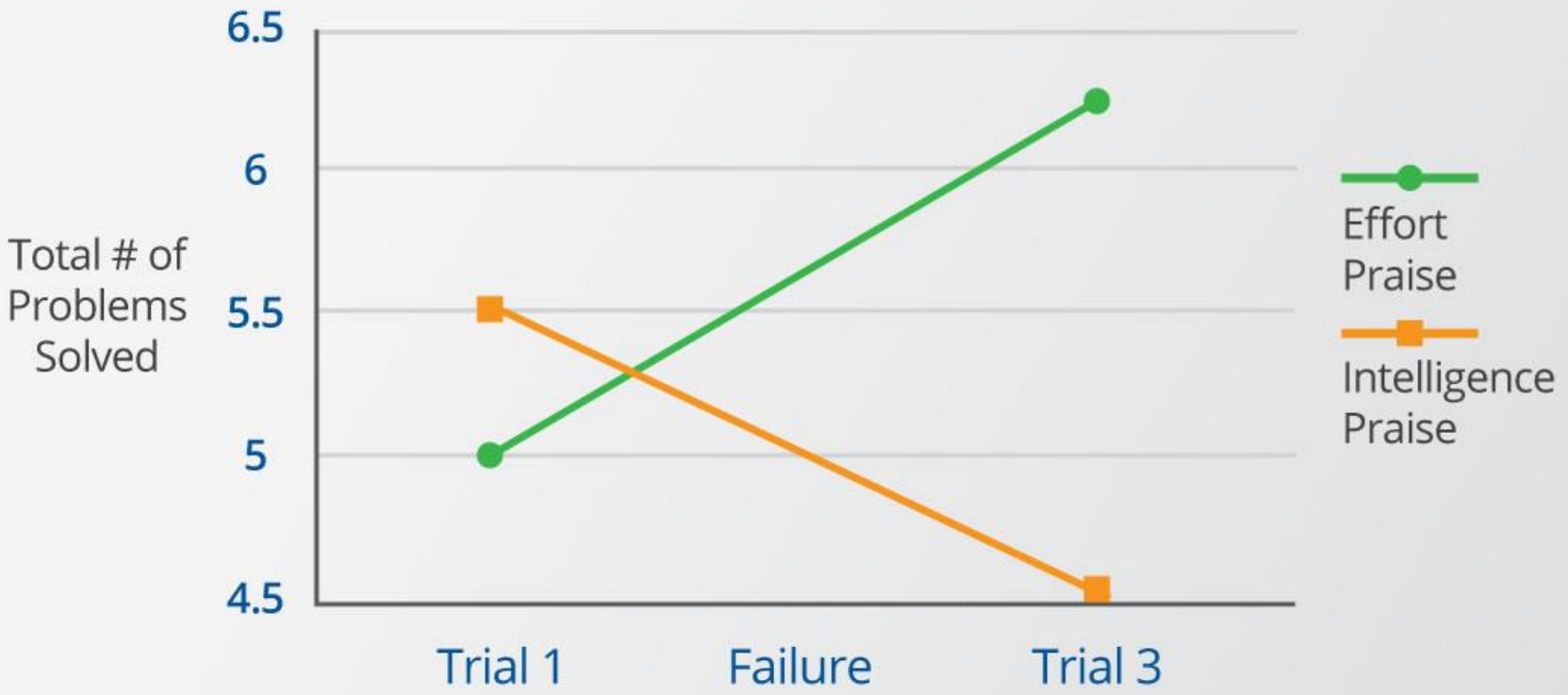
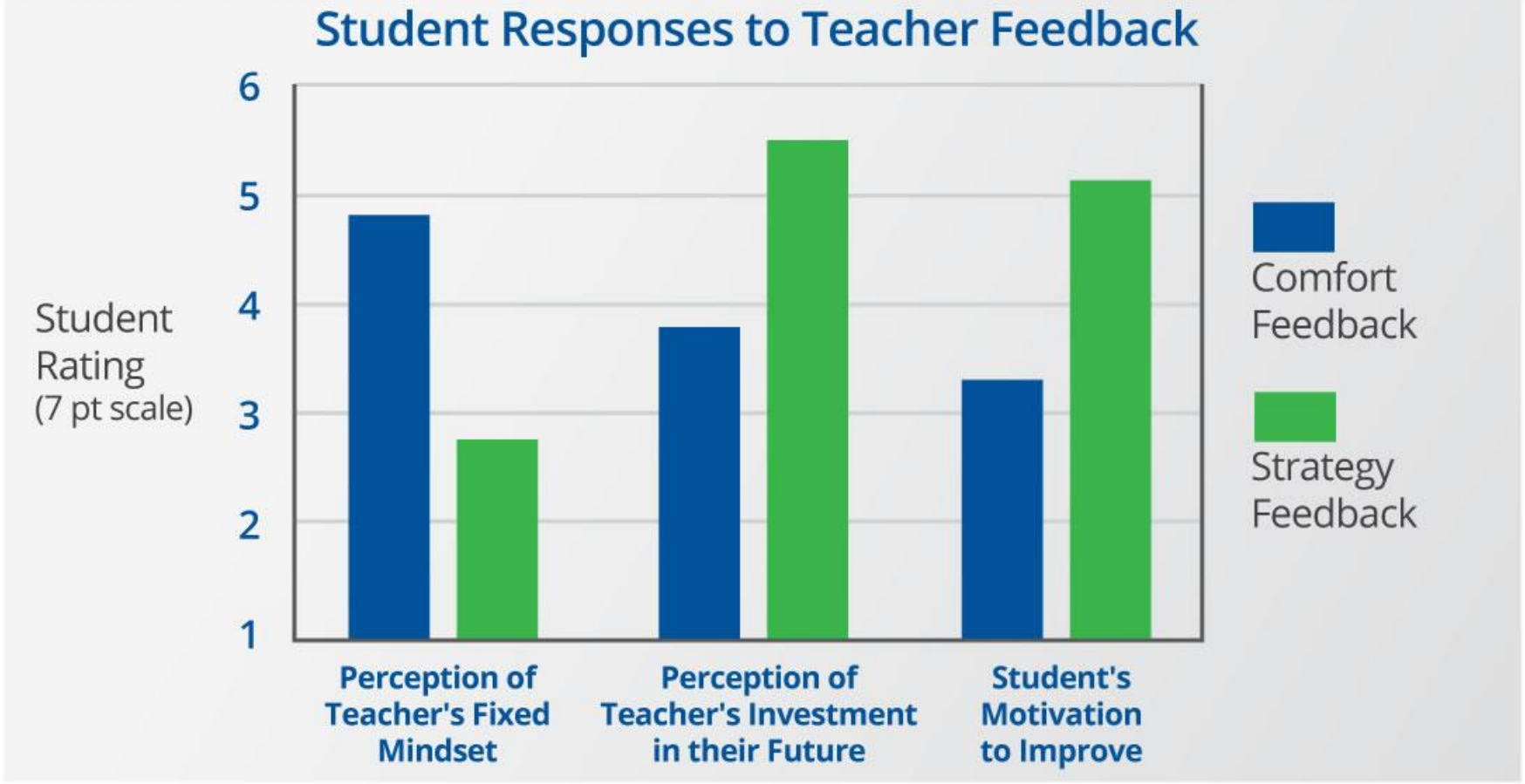
Impact of Praise on Resilience After Failure



Mueller & Dweck, 1998

The Impact of "Comfort Praise" on Student Response



Rattan et al., 2012

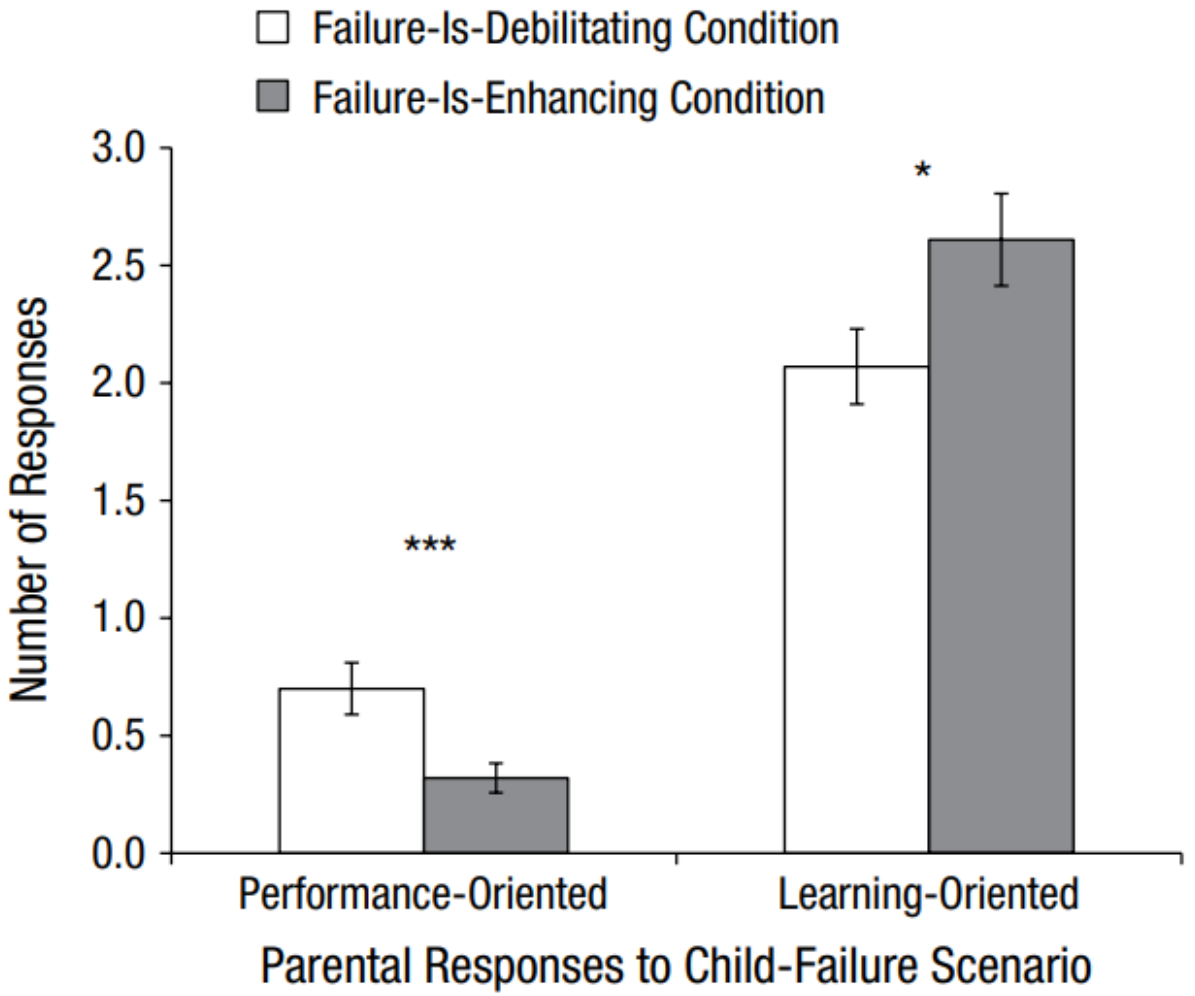
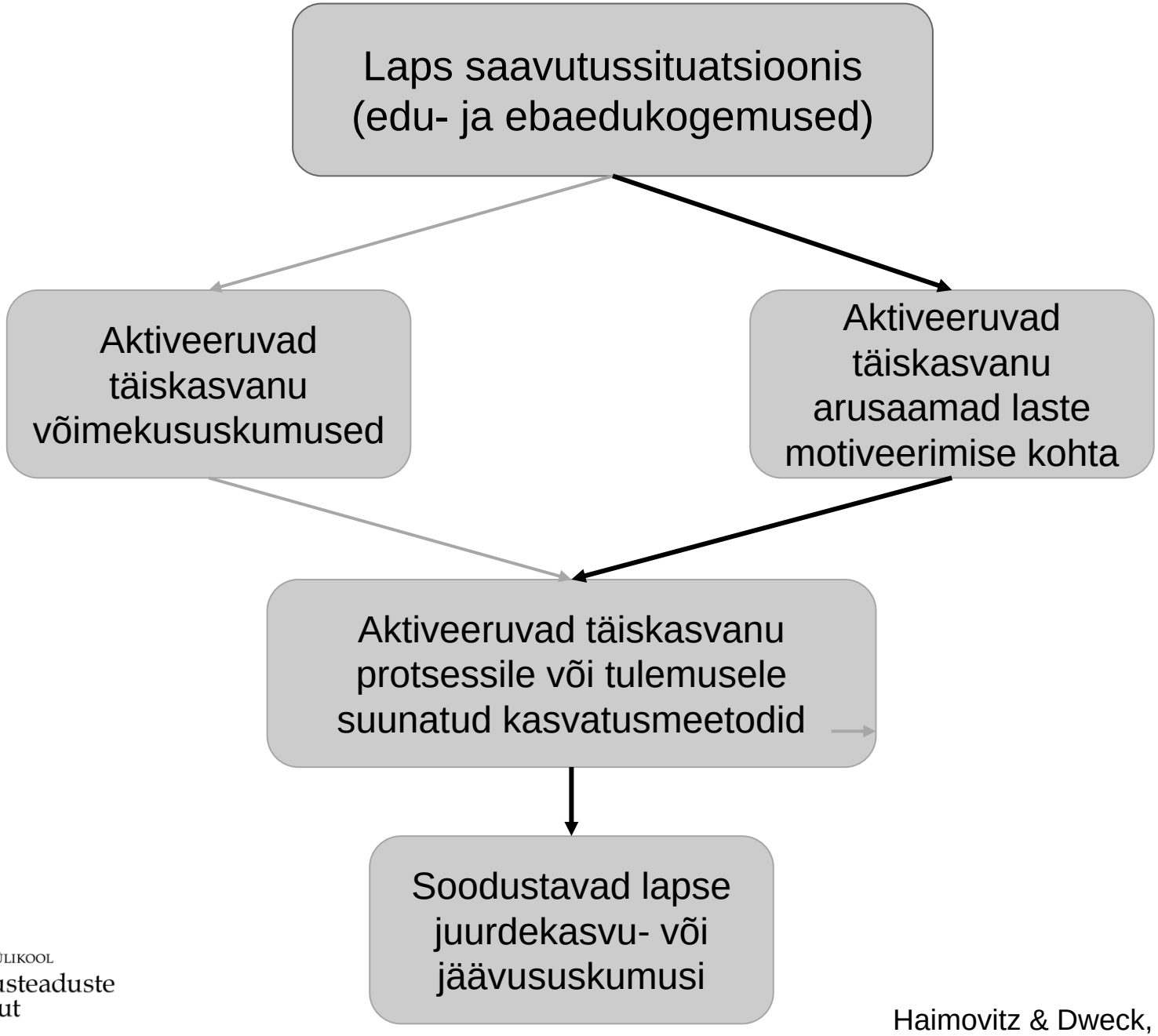
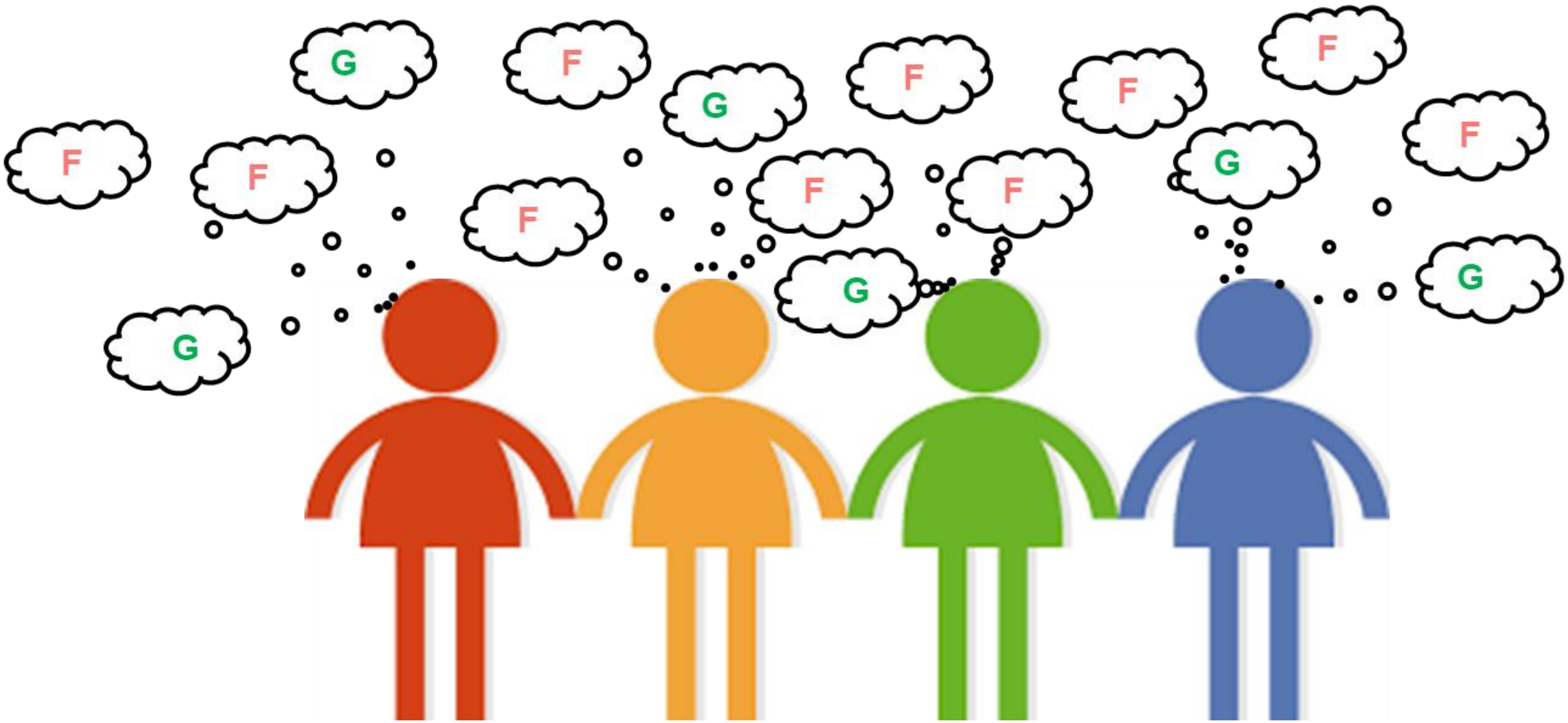


Fig. 2. Results of Study 4: parents' mean number of reported performance- and learning-oriented responses to the child-failure scenario as a function of failure-mind-set condition. Asterisks indicate significant differences between conditions (*$p < .05$, ***$p < .001$).

Haimovitz & Dweck, 2016



Haimovitz & Dweck, 2017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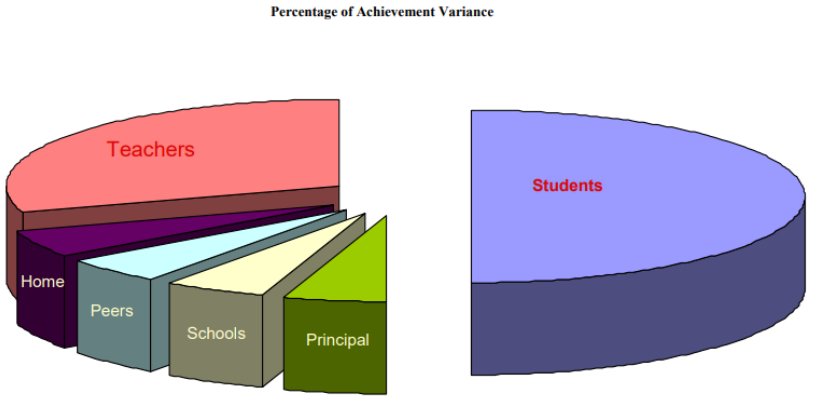
Mida rohkem veedab laps aega koolis, seda olulisemaks muutub koolikeskkonna ja õpetajate roll



Australian Council for Educational Research (ACER)

ACEReSearch

2003 - Building Teacher Quality: What does the research tell us?

1997-2008 ACER Research Conference Archive

2003

Teachers Make a Difference, What is the research evidence?

John Hattie
University of Auckland

Miks lapsed ei loobu kõndima õppimisest?

Mida teha, et lapsed ei loobuks ka lugemisoskuse arendamisest ja täiskasvanud nende toetamisest?

TÄNAME!

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