DEVELOPING MINDSETS FOR PRODUCTIVE STRUGGLE

David Dockterman, Ed.D., HGSE, @dockterman

THE PLAN

- A vision of tenacious learners
- The What, How, and Why of tenacious learning
- Developing Learning Mindsets
  - Purpose
  - Growth Mindset
  - Belonging

REMEMBER AND SHARE

- Recall a time you learned something that was a stretch
- …and a time that you failed to master, or even attempt, something where others succeeded.
- Share and discuss: what's the difference?

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LEARNING IS ABOUT MORE THAN KNOWLEDGE & SKILLS

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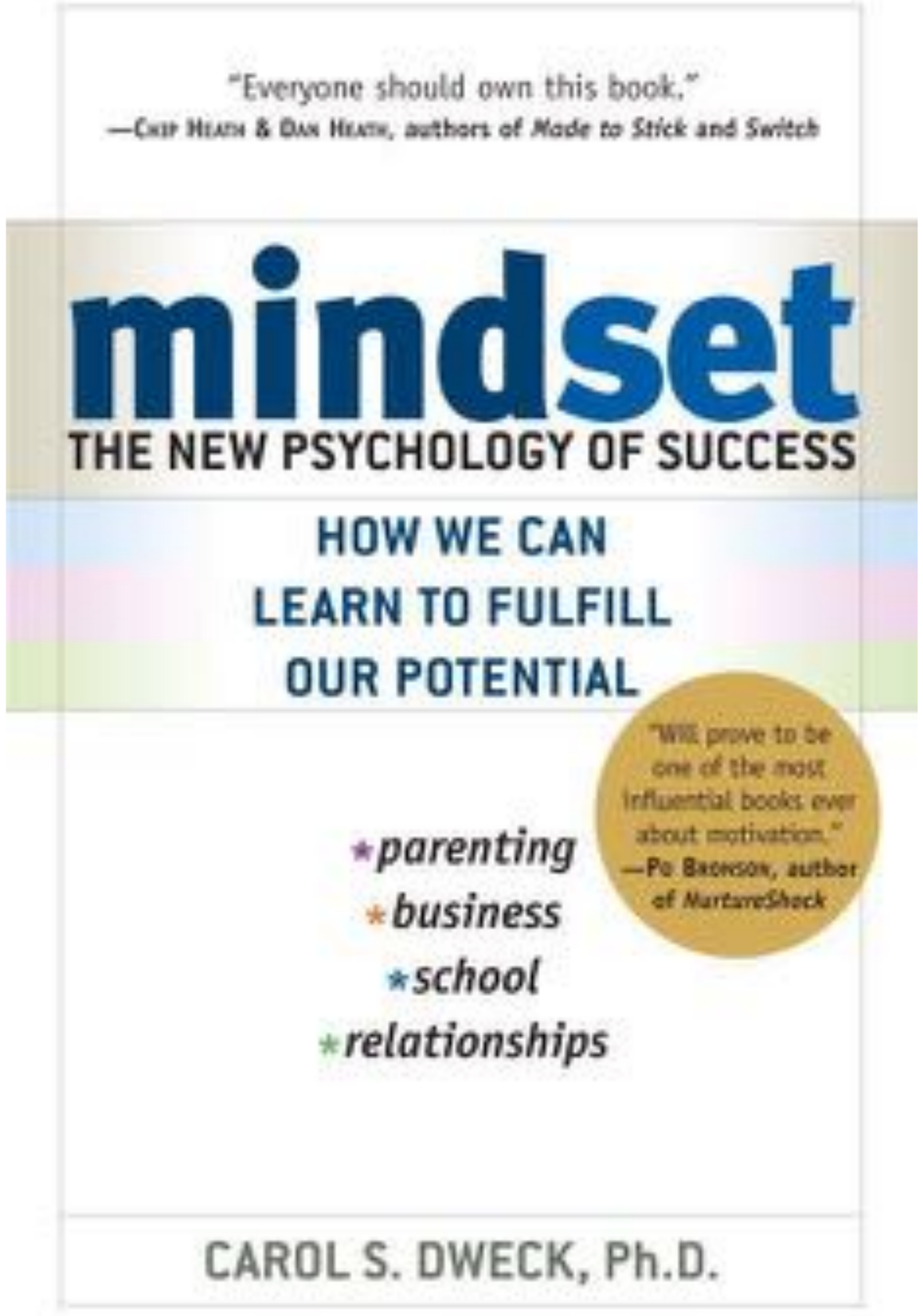
TO DRIVE LEARNING

What do you expect?



TO DRIVE LEARNING

What do you expect?

BILL & MELINDA GATES *foundation*

Academic Tenacity

Mindsets and Skills that Promote Long-Term Learning

Carol S. Dweck | Gregory M. Walton | Geoffrey L. Cohen

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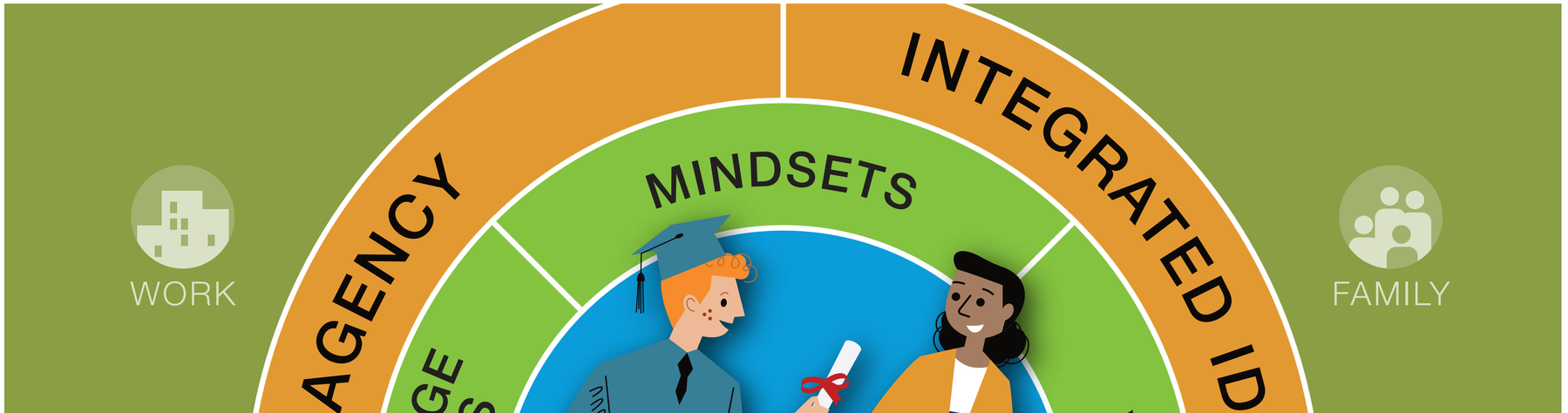
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

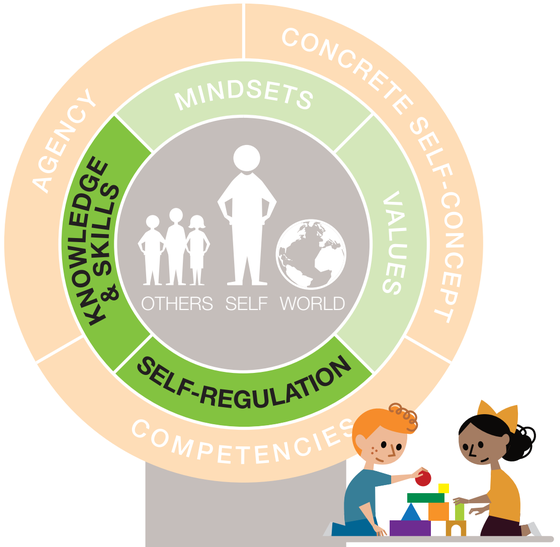
CONCEPT PAPER FOR RESEARCH AND PRACTICE JUNE 2015

Foundations for Young Adult Success

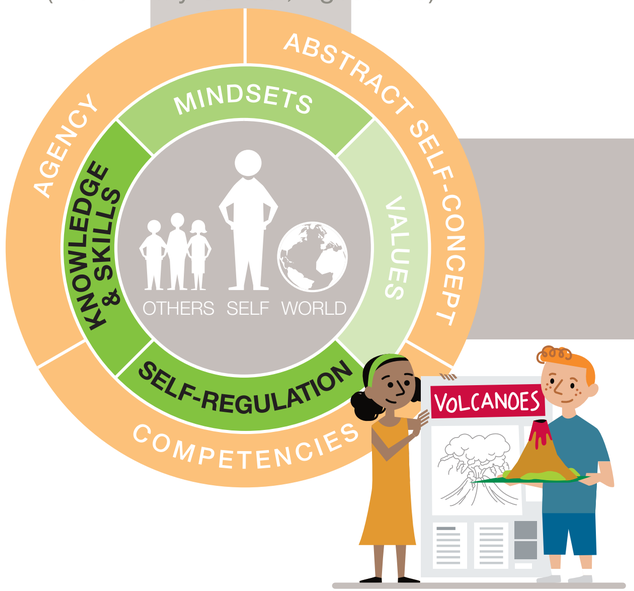
A Developmental Framework



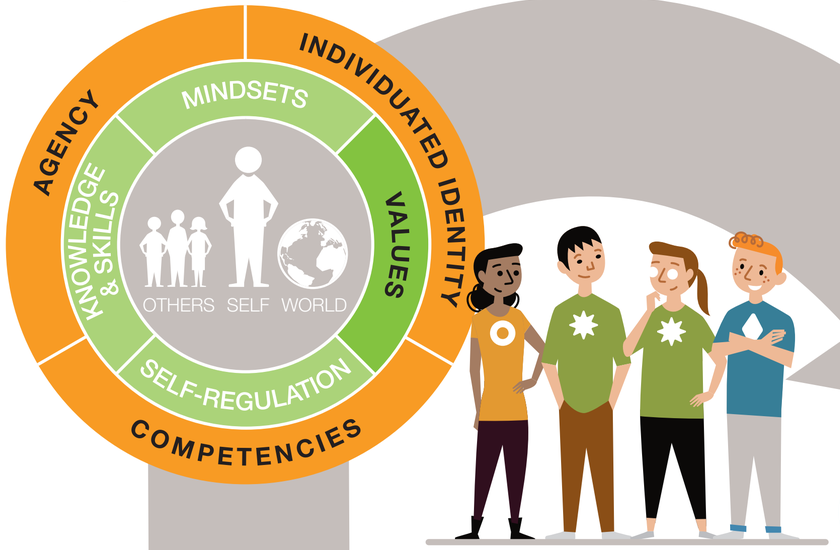
Early Childhood
(Preschool, Ages 3-5)



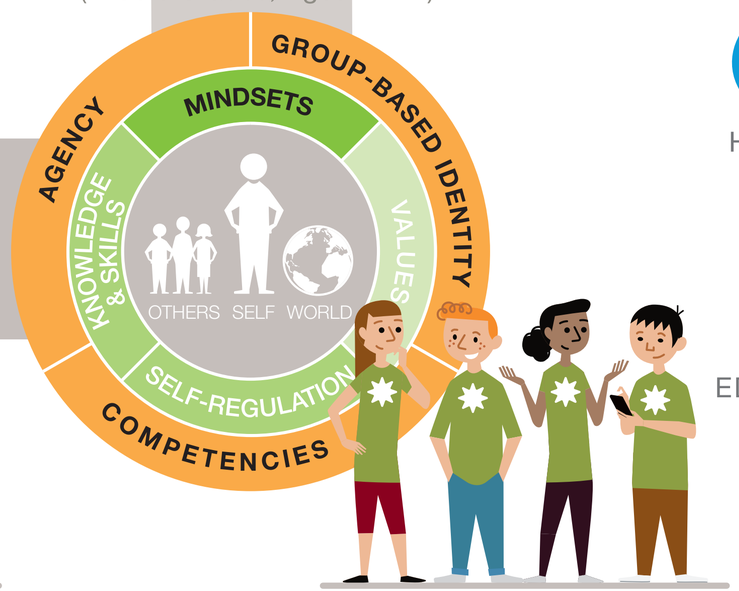
Middle Childhood
(Elementary School, Ages 6-10)



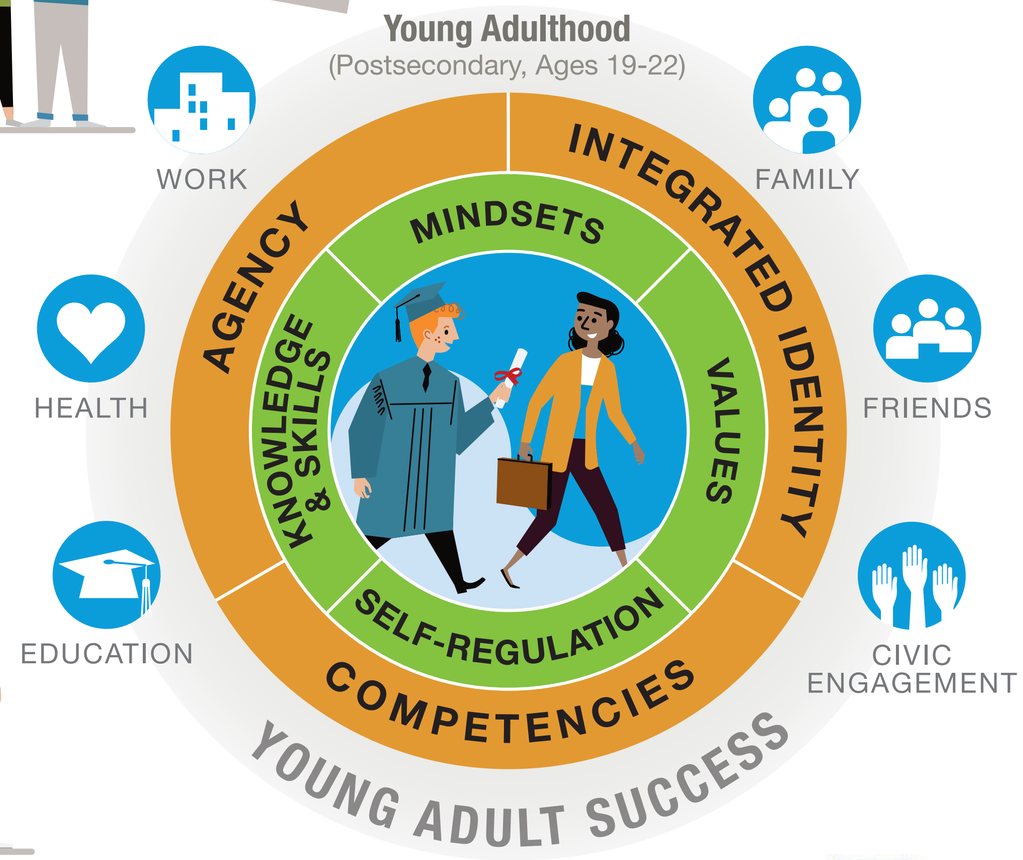
Middle Adolescence
(High School, Ages 15-18)



Early Adolescence
(Middle Grades, Ages 11-14)



Young Adulthood
(Postsecondary, Ages 19-22)



KEY

- FOUNDATIONAL COMPONENTS — Developmental Focus During this Stage
- FOUNDATIONAL COMPONENTS — Ongoing Development
- KEY FACTORS — Emergence of Key Factors

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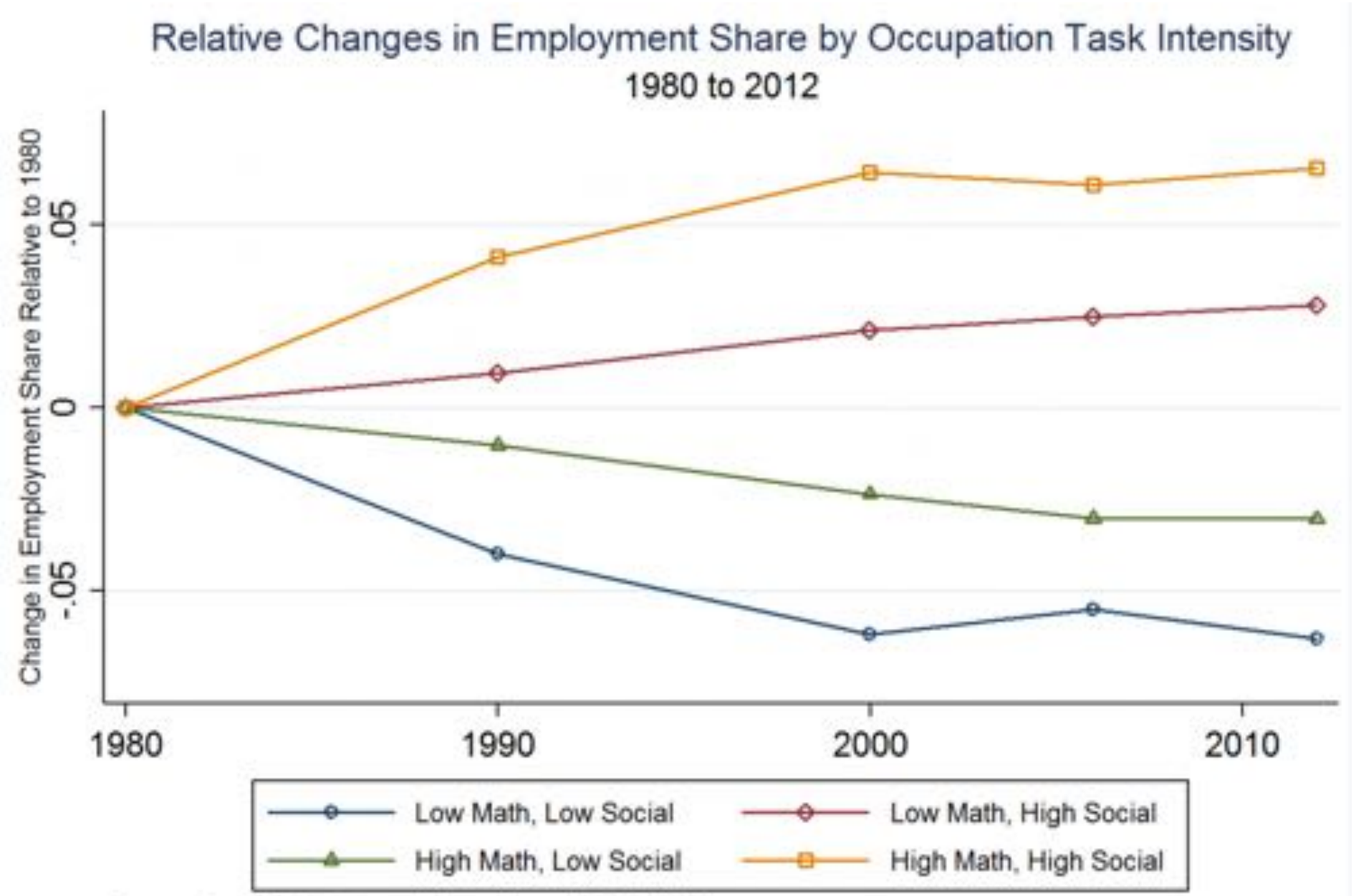

David Deming, HGSE Professor of Education and Economics

PRESCHOOL SKILLS

They still matter

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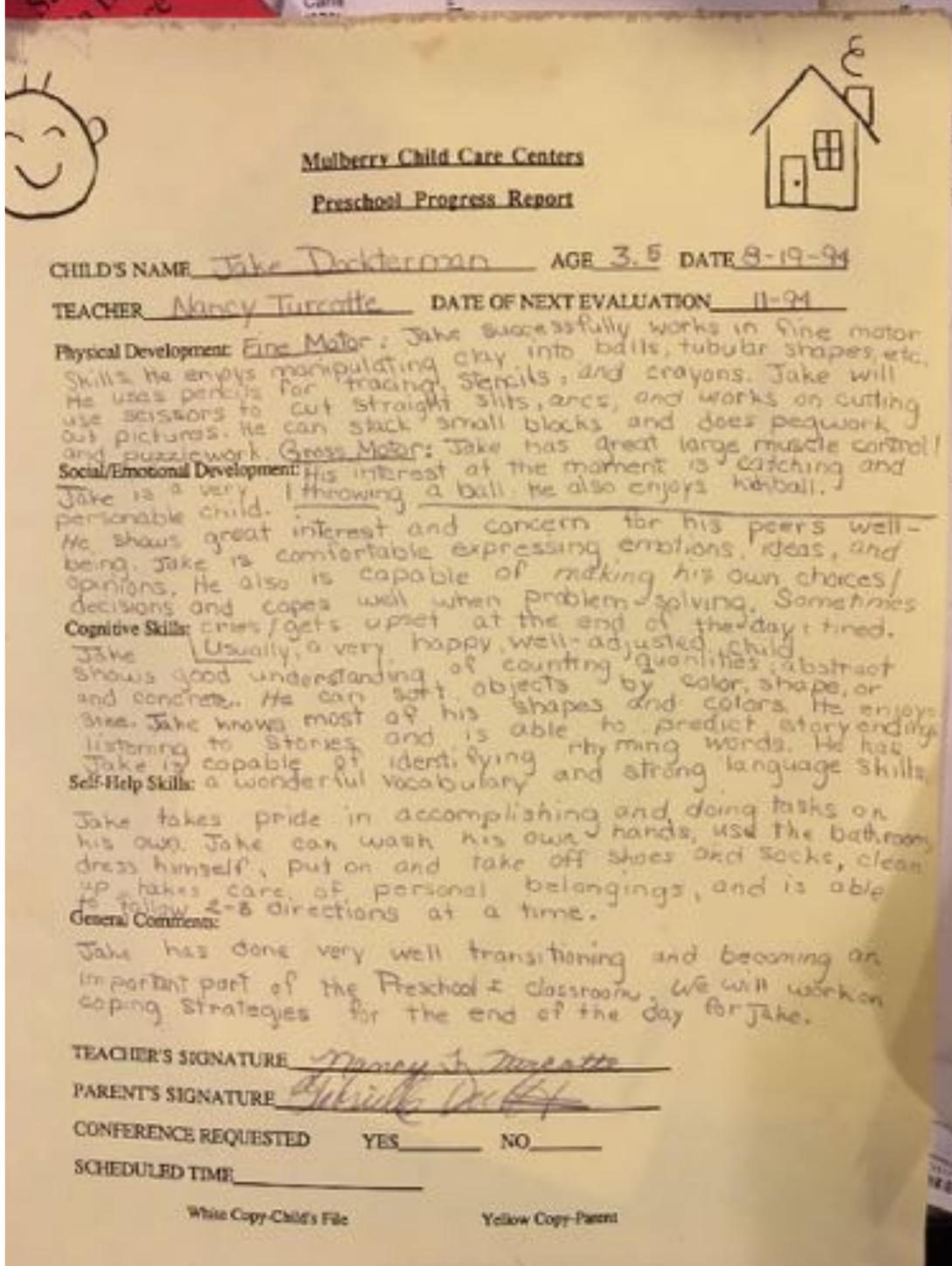

Mulberry Child Care Centers

Preschool Progress Report

CHILD'S NAME Jake Dockterman AGE 3.5 DATE 9-19-94

TEACHER Nancy Turcotte DATE OF NEXT EVALUATION 11-94

Physical Development: Fine Motor: Jake successfully works in fine motor skills he enjoys manipulating clay into balls, tubular shapes, etc. He uses pencils for tracing, stencils, and crayons. Jake will use scissors to cut straight slits, arcs, and works on cutting out pictures. He can stack small blocks and does pegwork and puzzlework. Gross Motor: Jake has great large muscle control! His interest at the moment is catching and throwing a ball. He also enjoys kickball.

Social/Emotional Development: Jake is a very personable child. He shows great interest and concern for his peers well-being. Jake is comfortable expressing emotions, ideas, and opinions. He also is capable of making his own choices/decisions and copes well when problem-solving. Sometimes cries/gets upset at the end of the day: tired.

Cognitive Skills: Usually, a very happy, well-adjusted child. Jake shows good understanding of counting quantities; abstract and concrete. He can sort objects by color, shape, or size. Jake knows most of his shapes and colors. He enjoys listening to stories and is able to predict story endings. Jake is capable of identifying rhyming words. He has a wonderful vocabulary and strong language skills.

Self-Help Skills: Jake takes pride in accomplishing and doing tasks on his own. Jake can wash his own hands, use the bathroom, dress himself, put on and take off shoes and socks, clean up, takes care of personal belongings, and is able to follow 2-3 directions at a time.

General Comments:

Jake has done very well transitioning and becoming an important part of the Preschool 2 classroom. We will work on coping strategies for the end of the day for Jake.

TEACHER'S SIGNATURE Nancy Turcotte

PARENT'S SIGNATURE Gabriella Dockterman

CONFERENCE REQUESTED YES_____ NO_____

SCHEDULED TIME_____

White Copy-Child's File Yellow Copy-Parent

ORGANIZING LEARNER CHARACTERISTICS

Aptitude Treatment Interaction

Annu. Rev. Psychol. 1992. 43:583–626

INSTRUCTIONAL PSYCHOLOGY: APTITUDE, ADAPTATION, AND ASSESSMENT

Richard E. Snow and Judy Swanson

School of Education, Stanford University, Stanford, California 94305

KEY WORDS: learning and individual differences, tutoring, grouping for instruction

CONTENTS

INTRODUCTION

Instructional psychology narrowly defined is the science of human learning in situations explicitly designed to promote it; its goals are to understand knowledge and skill acquisition and to devise principles of effective instructional

0066-4308/92/0201-0583$02.00

THE LEARNER VARIABLES (APTITUDES)

Snow & Swanson

- Cognitive
- Conative
- Affective

Shute & Zapata-Rivera

- Cognitive
- Metacognitive
- Affective
- Additional

UDL

- Recognition
- Strategic
- Affective

Variables vary - contextual and temporal

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UDL EXPERT LEARNER FRAMEWORK

Resourceful & knowledgeable

- Bring considerable prior knowledge to new learning
- Activate that prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognize the tools and resources that would help them find, structure, and remember new information
- Know how to transform new information into meaningful and useable knowledge

Strategic & goal-directed

- Formulate plans for learning
- Devise effective strategies and tactics to optimize learning
- Organize resources and tools to facilitate learning
- Monitor their progress
- Recognize their own strengths and weaknesses as learners
- Abandon plans and strategies that are ineffective

Purposeful & motivated

- Are eager for new learning and are motivated by the mastery of learning itself
- Are goal-directed in their learning
- Know how to set challenging learning goals for themselves
- Know how to sustain the effort and resilience that reaching those goals will require
- Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning

THE BRAIN'S NETWORKS FOR EXPERT, SKILLFUL LEARNERS

Universal Design for Learning

Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks

The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks

The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

source: CAST.org

LEARNERS VARY IN

WHAT they know and can do

- General knowledge and vocabulary
- Domain knowledge
- Procedural skills
- Technical and research skills
- Domain analysis

HOW they manage their learning

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Neurocognitive Skills: Executive Function

Cognitive Flexibility
Working Memory
Inhibitory Control

Temperment and Personality

These EF skills are more often displayed by individuals with the following temperamental or personality characteristics:

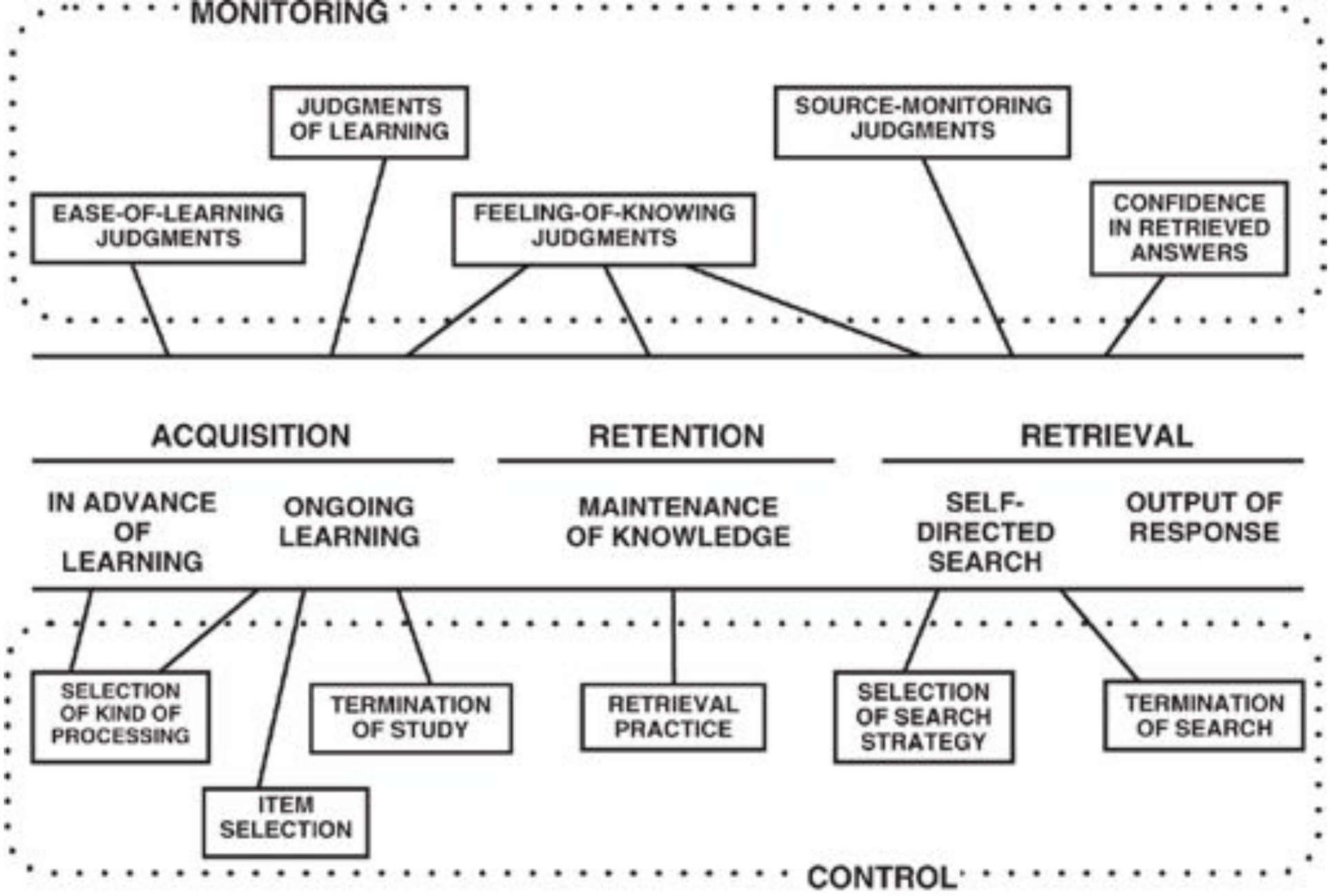
Effortful Control
Conscientiousness
Openness
Grit

Goal-Directed Behavior

These EF skills are needed for the following examples of goal-directed behavior:

Self-Control
Reflective Learning
Deliberate Problem Solving
Emotion Regulation
Persistence
Planning

Near Synonyms of EF include: Cognitive Control, Executive Attention, Executive Control, Executive Functioning, and Fluid Abilities



Bjork RA, et al. 2013.
Annu. Rev. Psychol. 64:417–44

LEARNERS VARY IN

WHAT they know and can do

- Phonological Awareness
- Oral language
- Fluency
- Vocabulary
- Comprehension
- Instructional strategies

HOW they manage their learning

- Attention
- Empathy
- Focus
- Challenge-seeking
- Help-seeking
- Productive Perseverance
- Strategic learning

WHY they engage in learning

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3 LEARNING MINDSETS

MINDSET SCHOLARS NETWORK

- **Purpose & Relevance**: The belief that one's schoolwork is valuable because it is personally relevant and/or connected to a larger purpose
- **Growth Mindset**: The belief that intelligence can be developed
- **Belonging**: The belief that one is respected and valued by teachers and peers, and fits in culturally in one's learning environment

LEARNERS VARY IN

WHAT they know and can do

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WHY they engage in learning

- I believe it's worth doing.
- I believe I can learn what I need.
- I believe my group supports me.

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“

Student-driven learning only works for learners who know how to drive.”

- David Dockterman, Ed.D.

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HOW DO WE TURN VARIABLE LEARNERS INTO EXPERT, TENACIOUS LEARNERS?

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LET'S MAKE A WORD CLOUD

TEXT A TENACIOUS LEARNER CHARACTERISTIC

Complete this sentence. Tenacious learners _____.

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LEARNERS VARY IN

WHAT they know and can do

- General knowledge and vocabulary
- Domain knowledge
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- Technical and research skills
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Boring but Important: A Self-Transcendent Purpose for Learning Fosters Academic Self-Regulation

David S. Yeager and Marlone D. Henderson
University of Texas at Austin

David Paunesku and Gregory M. Walton
Stanford University

Sidney D'Mello
University of Notre Dame

Brian J. Spitzer
New York University

Angela Lee Duckworth
University of Pennsylvania

Many important learning tasks feel uninteresting and tedious to learners. This research proposed that promoting a prosocial, self-transcendent purpose could improve academic self-regulation on such tasks. This proposal was supported in 4 studies with over 2,000 adolescents and young adults. Study 1 documented a correlation between a self-transcendent purpose for learning and self-reported trait measures of academic self-regulation. Those with more of a purpose for learning also persisted longer on a boring task rather than giving in to a tempting alternative and, many months later, were less likely to drop out of college. Study 2 addressed causality. It showed that a brief, one-time psychological intervention promoting a self-transcendent purpose for learning could improve high school science and math grade point average (GPA) over several months. Studies 3 and 4 were short-term experiments that explored possible mechanisms. They showed that the self-transcendent purpose manipulation could increase deeper learning behavior on tedious test review materials (Study 3), and sustain self-regulation over the course of an increasingly boring task (Study 4). More self-oriented motives for learning—such as the desire to have an interesting or enjoyable career—did not, on their own, consistently produce these benefits (Studies 1 and 4).

Keywords: self-regulation, motivation, purpose, meaning, psychological intervention

Supplemental materials: http://dx.doi.org/10.1037/a0037637.supp

> It's only when you hitch your wagon to something larger than yourself that you realize your true potential and discover the role that you'll play in writing the next great chapter in the American story.
>
> —President Barack Obama, Wesleyan University Commencement Speech, 2008

Many of the tasks that contribute most to the development of valuable skills are also, unfortunately, commonly experienced as tedious and unpleasant (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2011; also see Ericsson, 2006, 2007, 2009; Ericsson & Ward, 2007; Ericsson, Krampe, & Tesch-Romer, 1993). For example, skills in science, technology, engineering, and mathematics (STEM) are in high demand, and, according to some estimates, jobs in the STEM sector will grow by more than 20% in the next few decades (U.S. Congress Joint Economic Committee, 2012). Yet in a

David S. Yeager and Marlone D. Henderson, Department of Psychology, University of Texas at Austin; David Paunesku and Gregory M. Walton, Department of Psychology, Stanford University; Sidney D'Mello, Department of Psychology and Department of Computer Science, University of Notre Dame; Brian J. Spitzer, Department of Applied Psychology, New York University; Angela Lee Duckworth, Department of Psychology, University of Pennsylvania.

This research was supported by funding from the Bill and Melinda Gates Foundation, the Raikes Foundation, the National Science Foundation (HCC 0834847, DRL 1235958, to Sidney D'Mello), the National Institutes of Health (5-K01-AG033182-02, to Angela Lee Duckworth), the New Paths to Purpose project at the Booth Center for Decision Research, and a University of Texas Summer Research Assignment grant. Any opinions, findings and conclusions, or recommendations expressed in this article are those of the authors and do not necessarily reflect the views of the funding agencies. The ideas in this research benefitted from discussions with Matthew Andrews and Matthew Bundick. The authors are grateful to the students, teachers, and school administrators who participated in this research. We are also grateful to Bill Swann, Christopher Hulleman, Judy Harackiewicz, Robin Vallacher, Geoffrey Cohen, and Carol Dweck for their helpful feedback. Any remaining errors are the authors'.

Correspondence concerning this article should be addressed to David S. Yeager, 108 East Dean Keeton, Stop A8000, Austin, TX 78712-104. E-mail: dyeager@utexas.edu

Journal of Personality and Social Psychology, 2014, Vol. 107, No. 4, 559–580
 http://dx.doi.org/10.1037/a0037637

PURPOSE: MAKE IT WORTH DOING

- The content
  - It matters for what I want to do
  - It matter for the person I want to be
  - It matters for becoming part of something big (self-transcendence)

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- The task
  - It's unpredictable (in a low stakes way)

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dueling discounts
by Dan Meyer

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  - It matters for becoming part of something big (self-transcendence)
- The task
  - It's unpredictable (in a low stakes way)
  - It's my choice (agency)

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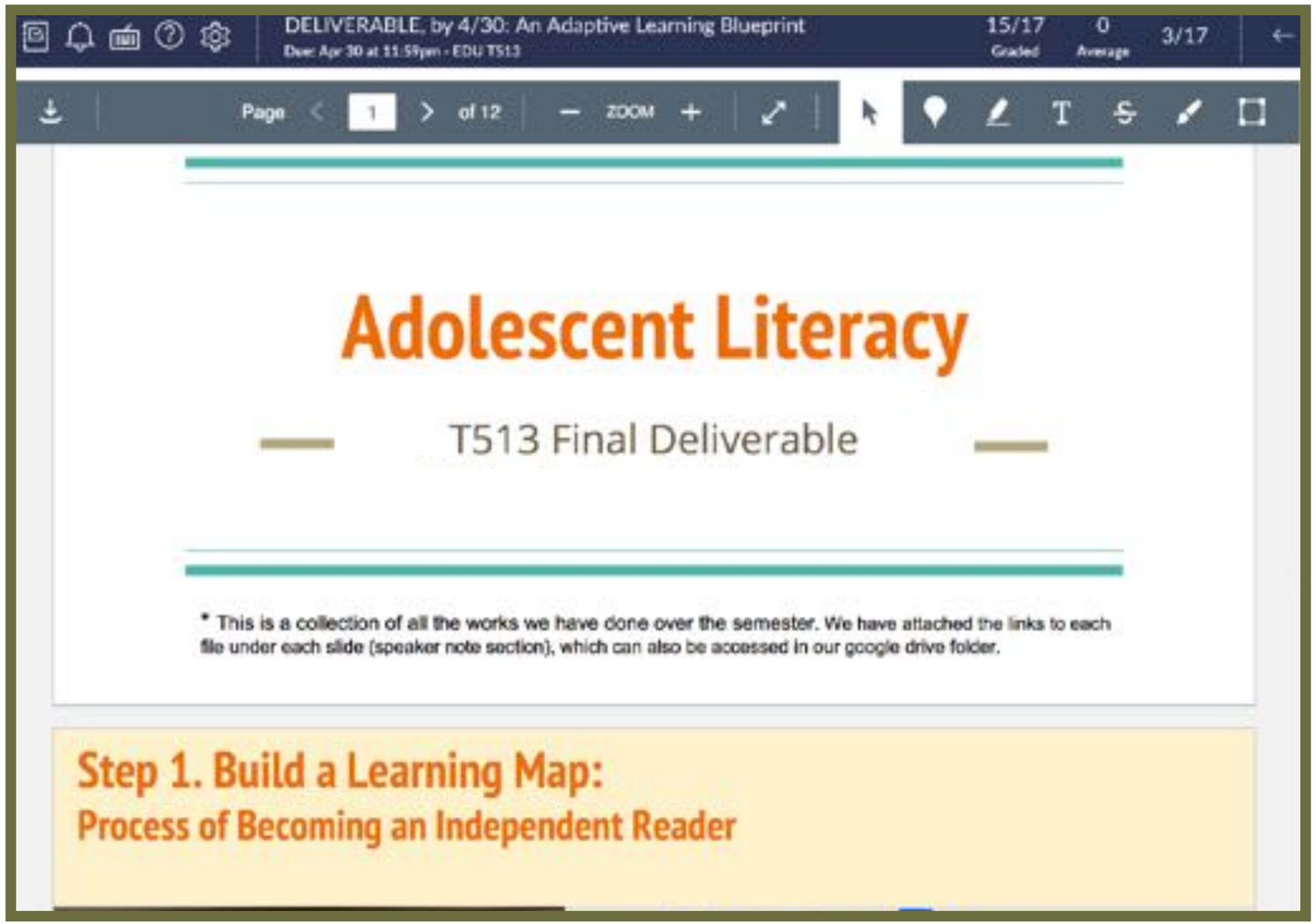

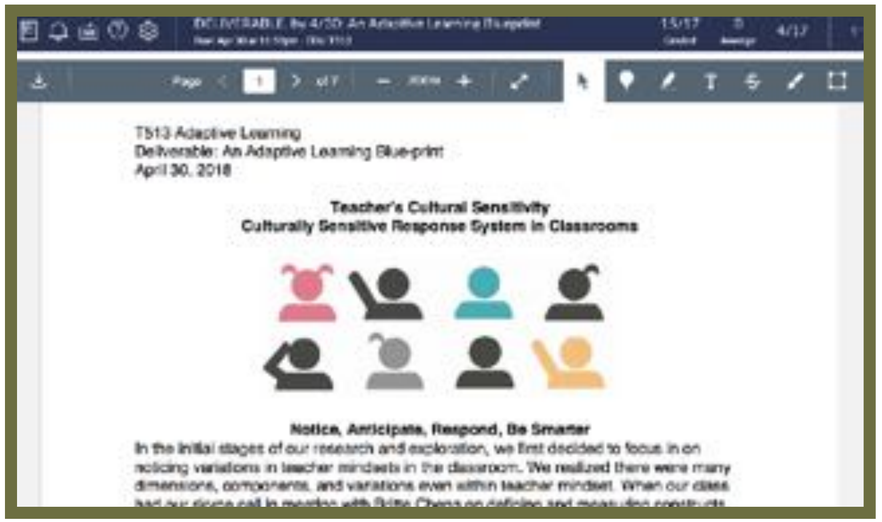

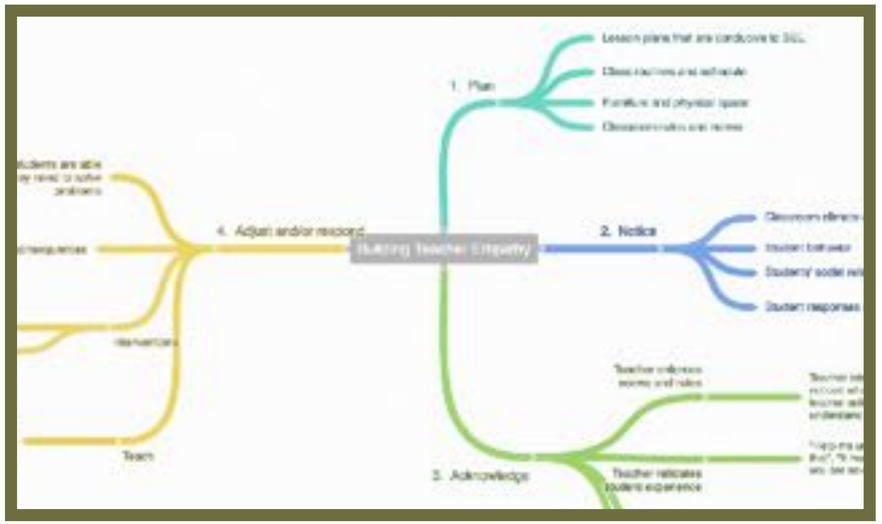

Choice of how (unless the goal is to teach them a way, in which case choice may be about the what)

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FAILURE IS FUNDAMENTAL TO LEARNING

But it still hurts…

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Journal of Experimental Psychology: General

0096-3445/13/$12.00 DOI: 10.1037/a0033194

The Benefit of Generating Errors During Learning

Rosalind Potts and David R. Shanks
University College London

Testing has been found to be a powerful learning tool, but educators might be reluctant to make full use of its benefits for fear that any errors made would be harmful to learning. We asked whether testing could be beneficial to memory even during novel learning, when nearly all responses were errors, and where errors were unlikely to be related to either cues or targets. In 4 experiments, participants learned definitions for unfamiliar English words, or translations for foreign vocabulary, by generating a response and being given corrective feedback, by reading the word and its definition or translation, or by selecting from a choice of definitions or translations followed by feedback. In a final test of all words, generating errors followed by feedback led to significantly better memory for the correct definition or translation than either reading or making incorrect choices, suggesting that the benefits of generation are not restricted to correctly generated items. Even when information to be learned is novel, errorful generation may play a powerful role in potentiating encoding of corrective feedback. Experiments 2A, 2B, and 3 revealed, via metacognitive judgments of learning, that participants are strikingly unaware of this benefit, judging errorful generation to be a less effective encoding method than reading or incorrect choosing, when in fact it was better. Predictions reflected participants' subjective experience during learning. If subjective difficulty leads to more effort at encoding, this could at least partly explain the errorful generation advantage.

Keywords: learning, education, errors, generation, metacognition

A central question for educators concerns how to maximize students' retention of learned information. One technique that has been shown to be highly effective is the use of testing: A robust and highly replicated finding from both laboratory and classroom studies is that the very act of retrieving items from memory enhances memory for the tested items, the "testing effect" (see Roediger & Karpicke, 2006a, for a review). Simply inserting tests into the learning process therefore has the potential to provide a powerful boost to the amount of information retained. Indeed, the use of testing to promote learning was one of seven recommendations for educational practice made in a recent guide produced for the U.S. government (Pashler et al., 2007), the seven recommendations being based on "the most important, concrete and applicable principles to emerge from research on learning and memory" (Pashler et al., 2007, p. 1). Moreover, it has been found that the harder the test, and the greater the effort required for retrieval, the greater the benefit to subsequent memory (e.g., Carpenter & DeLosh, 2006; Pyc & Rawson, 2009). The most benefit is therefore to be gained by setting a difficult test.

However, a difficult test brings with it the risk that the learner may make many errors, and educators may be concerned that these errors will be reinforced by the act of testing, with a consequential harmful effect on learning, a concern that may deter them from making optimal use of testing as a learning tool. Such a concern is not unreasonable in the light of evidence that errors are best avoided during learning (e.g., Baddeley & Wilson, 1994). On the other hand, there is also evidence that generating responses can be beneficial even when many errors are produced, as long as corrective feedback is given (e.g., Kornell, Hays, & Bjork, 2009). A worthwhile goal, then, is to identify the conditions in which errorful generation may be either helpful or harmful to subsequent retention. The current article seeks to contribute toward achieving this goal.

The prevailing view is that a benefit of errorful generation only occurs when there is a preexisting semantic association between cue and target. If this is the case, this could limit the usefulness of testing in situations where errors are likely to be made, but this view is based on just a handful of recent studies, all of which have used artificial tasks and materials that are rather different from those likely to be encountered during real world learning, and it remains to be seen whether an errorful generation benefit could occur in a more typical educational scenario in which students are learning novel information. An important issue, therefore, is to understand more fully the effects of generating errors on memory, and to do so using educationally relevant materials such as might be encountered during real world learning. In the current study, we examined the effect of generating errors during the learning of previously unfamiliar vocabulary items, where there were no preexisting relationships between the cues and targets. To foreshadow, we found that generation could be beneficial to memory even when it produces many errors and even when information to

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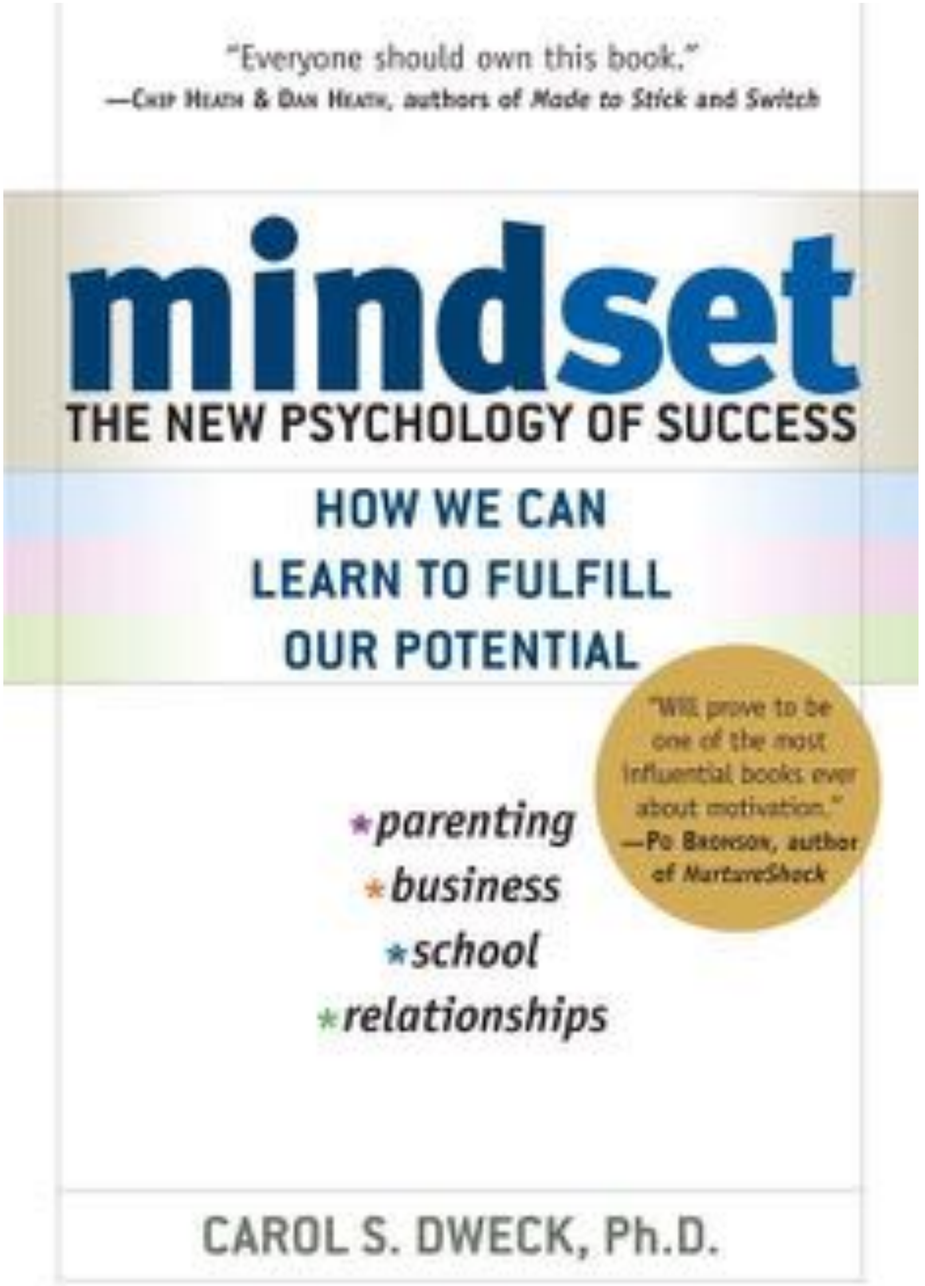
A MINDSET FOR PRODUCTIVE FAILURE

Feed the belief. Create the culture.



PROTECTING A "SMART" IDENTITY

- Avoidance - only attempting tasks with known (successful) outcome
- Deflection - blaming the teacher/task/others; offering pre-emptive excuses ("I didn't study")
- Cheating

"smart" can block growth

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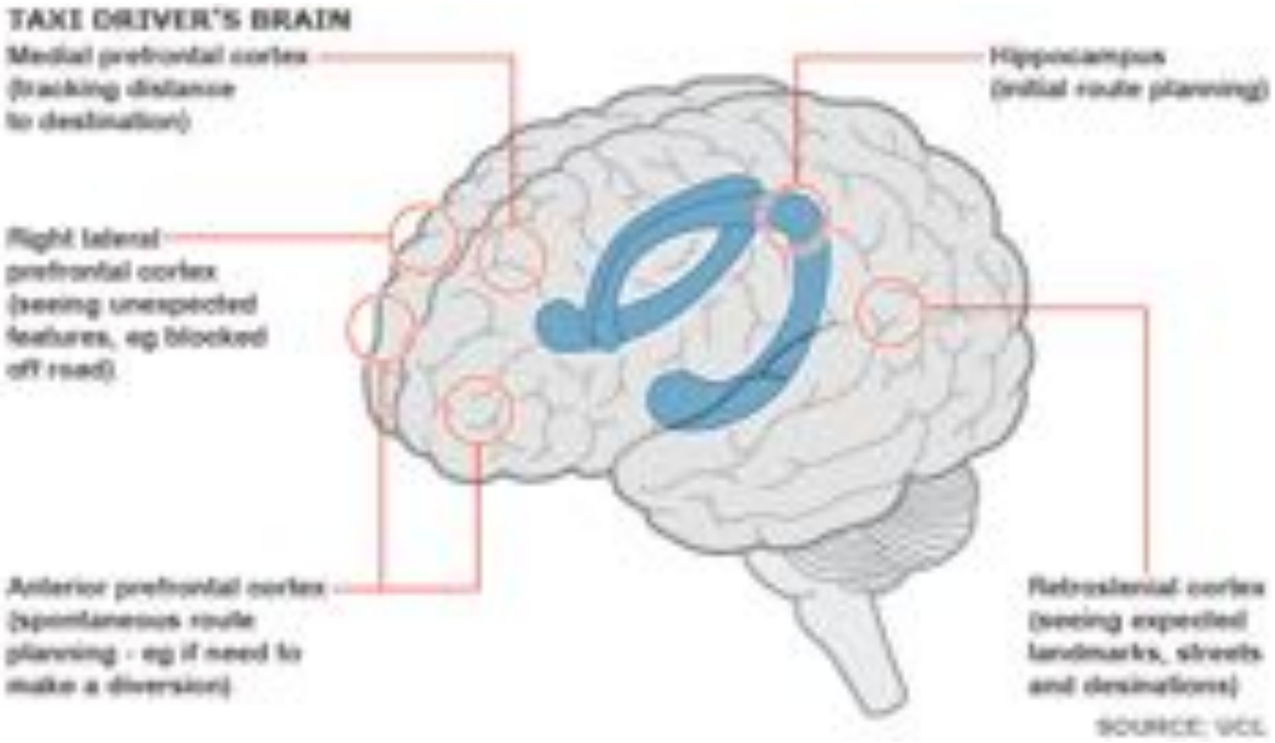
FEEDING "INTELLECTUAL HUMILITY"

- Our brains are malleable.



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Roger Federer reveals the main things he'll change to prepare for Mischa Zverev

George Bellshaw Thursday 6 Jul 2017 9:48 pm

56

Federer will prepare differently for Zverev (Picture: Getty)

FEEDING "INTELLECTUAL HUMILITY"

- Our brains are malleable.
- We can all, always, improve.

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OPEN ACCESS Freely available online

Young Children Are More Generous When Others Are Aware of Their Actions

Kristin L. Leimgruber*, Alex Shaw, Laurie R. Santos, Kristina R. Olson

Department of Psychology, Yale University, New Haven, Connecticut, United States of America

Abstract

Adults frequently employ reputation-enhancing strategies when engaging in prosocial acts, behaving more generously when their actions are likely to be witnessed by others and even more so when the extent of their generosity is made public. This study examined the developmental origins of sensitivity to cues associated with reputationally motivated prosociality by presenting five-year-olds with the option to provide one or four stickers to a familiar peer recipient at no cost to themselves. We systematically manipulated the recipient's knowledge of the actor's choices in two different ways: (1) occluding the recipient's view of both the actor and the allocation options and (2) presenting allocations in opaque containers whose contents were visible only to the actor. Children were consistently generous *only* when the recipient was fully aware of the donation options; in all cases in which the recipient was not aware of the donation options, children were strikingly ungenerous. These results demonstrate that five-year-olds exhibit "strategic prosociality," behaving differentially generous as a function of the amount of information available to the recipient about their actions. These findings suggest that long before they develop a rich understanding of the social significance of reputation or are conscious of complex strategic reasoning, children behave more generously when the details of their prosocial actions are available to others.

Citation: Leimgruber KL, Shaw A, Santos LR, Olson KR (2012) Young Children Are More Generous When Others Are Aware of Their Actions. PLoS ONE 7(10): e48292. doi:10.1371/journal.pone.0048292

Editor: James Kilner, University College London, United Kingdom

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Competing Interests: The authors have declared that no competing interests exist.

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Introduction

Human adults are unique in that they perform what appears to be an inordinate amount of generous behavior [1–4]; even more remarkably, empirical evidence indicates that hints of these prosocial tendencies are present even early in development. Research shows that infants as young as eight months of age willingly share toys with family members, peers, and complete strangers [5–7]. At 14 months of age, children will help an adult experimenter complete a goal [8] and will even take a cost to help others by the time they are 20 months of age [9]. Finally, between the ages of two and four, children begin to share resources with others voluntarily [10], even when those resources are easily monopolizable [11–12].

Why do children show prosocial behavior from such an early age? To date, prosocial behavior in children has primarily been explained in terms of intrinsic motivations such as empathy, other-regarding preferences, or a desire for fair outcomes (e.g., [8,10,13–21]). Under this view, children want to help others because they are motivated by that person's need (see review: [22]). Other psychologists have suggested that prosocial behavior in infants and young children may also be driven by other motivations, such as wanting to prove oneself to be a useful and cooperative in-group member–i.e. wanting to present oneself favorably to others [23]. While a good deal of research has been done to investigate the role of intrinsic motivations on prosocial behavior in children, much less has been done to address the latter- what role, if any, do self-presentational motivations play in encouraging prosocial actions in young children? Unfortunately, because much of the research on prosocial behavior has been conducted using methods where a beneficiary and/or parent is present and aware of the child's actions (e.g., [21,24]), previous work cannot determine what role, if any, concerns with self-presentation may play in guiding this behavior.

To answer this question, it may be helpful to look at the factors associated with self-presentational motivations and prosocial behavior in adults in an effort to track the developmental trajectory of these tendencies. Recent research suggests that, at least for adults, prosocial actions stem in part from an implicit evolutionarily selfish motivation–to promote one's reputation [25–31]. For the purposes of this paper, reputation is defined as information-based inferences about an agent's character that may serve to inform others of the general nature of his/her possible actions in the future, thus leading to possible future reciprocation or punishment. This is reputation in its most basic instantiation, and research suggests that even young infants respond differently to agents who have good and bad reputations [32–33]. Although they may not be aware of it, adults appear to be selective about the situations in which they choose to act prosocially. Specifically, adults often maximize their performance of generous acts in situations in which there is an audience present to witness their actions [34–43].

Although the presence of an audience clearly affects people's decisions about when to act prosocially, it is not clear that adults realize the extent to which audiences influence their behavior. Indeed, research suggests that people's prosocial tendencies are

FEEDING "INTELLECTUAL HUMILITY"

- Our brains are malleable.
- We can all, always, improve.
- Give status for growth (which must be transparent)
  - Speed and accuracy
  - Ratio of talk time; # of mistakes identified; positive feedback cycle; …

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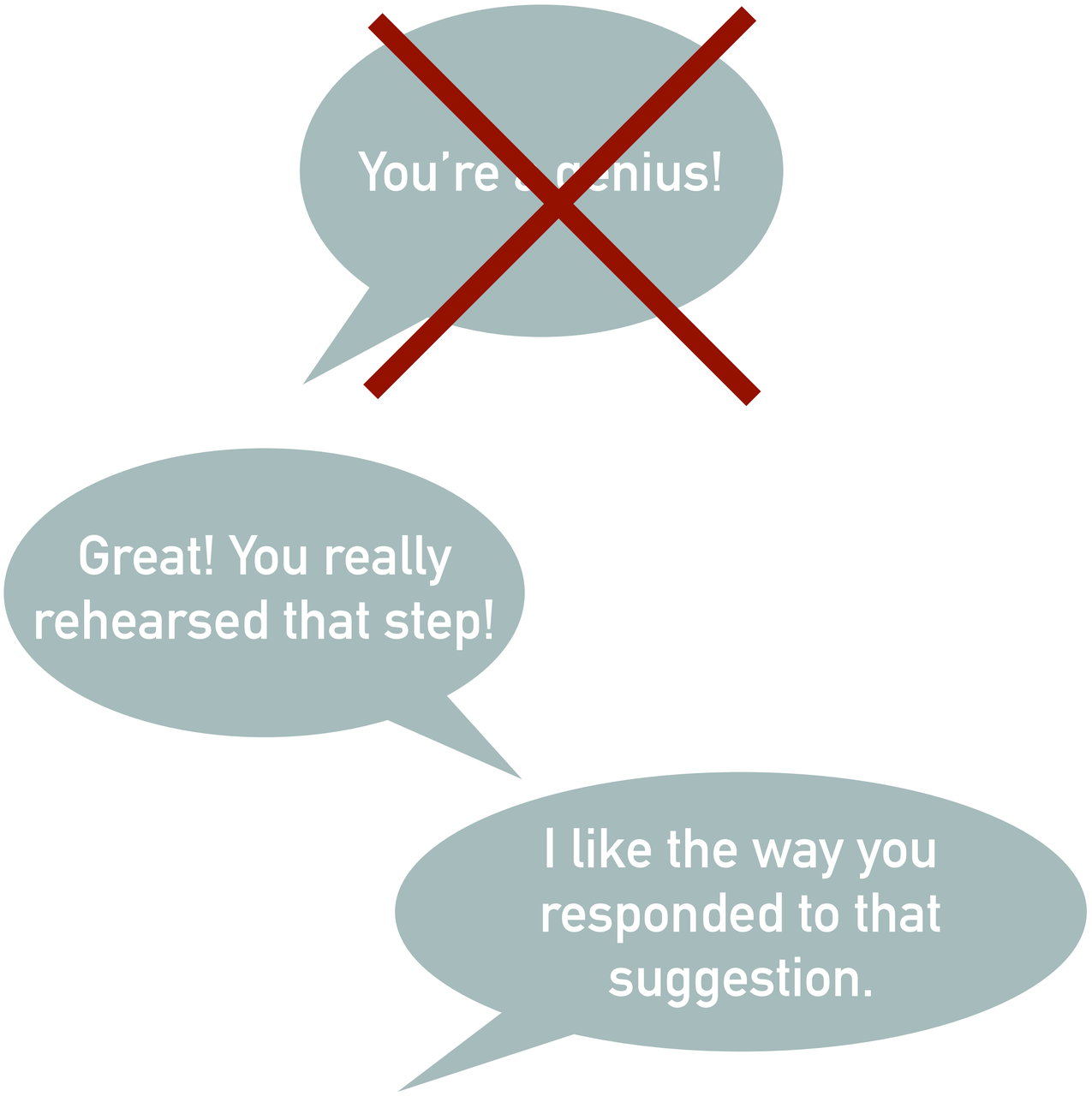

FEEDING "INTELLECTUAL HUMILITY"

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- Growth mindset language

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SUPPORT "HOW" TO ACT ON THE WHY

BLOCK 3 MINDSET STRATEGY

Reflect on Focus and Concentration

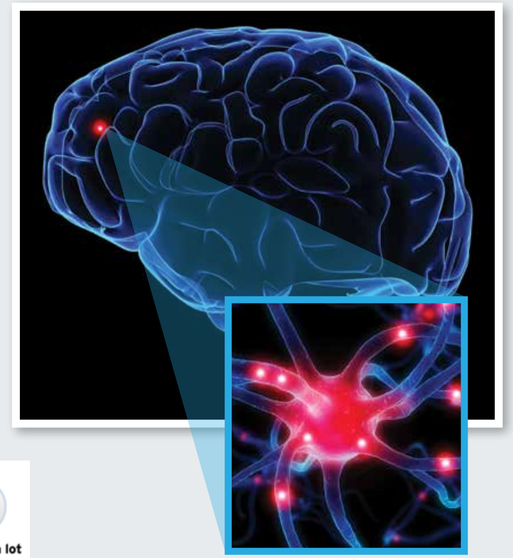
Congratulations! You've completed Block 3 of *MATH 180*.

Getting Focused

Intelligence isn't just your ability to memorize information and remember it when you need to. Your ability to maintain and focus your attention affects how intelligent you can become.

As with other skills, you can improve your **focus** and **concentration** with practice. Your level of concentration and focus is directly related to your ability to pay attention. This means that you can practice paying attention, and actually get better at focusing and concentrating.

Scientists have even discovered that concentration can increase connections inside our brain's attention networks. So, the more connections your brain makes, the smarter you become. By focusing and paying attention, you're strengthening your brain, practicing concentration, and learning more!



How much do you agree or disagree with this statement?

While working in the Learn Zone, I stay focused by paying close attention to lesson videos and the feedback I receive, even if it means doing problems over again.

Select which one applies the most:

Agree a lot | Agree | Agree a little | Disagree a little | Disagree | Disagree a lot

Explain why you agree or disagree with the statement.

_____

_____

_____

GROW your brain neurons.

- ✔ *You have billions of neurons!*
- ✔ *You can grow more all the time!*
- ✔ *Healthy choices grow healthy brains!*

Focusing on Concentration

Describe a situation when you were focused and concentrated while learning something new. How did your focus and concentration make you feel about yourself?

_____

_____

_____

_____

_____

_____

Describe a situation when you were not focused or concentrated while learning something new. How did your lack of focus and concentration make you feel about yourself?

_____

_____

_____

_____

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_____

Focus & Concentration Strategies

Focus and concentration will help you be successful. Use these strategies to plan how to improve your focus and concentration in *MATH 180*.

CONCENTRATION STRATEGIES	EXPLAIN HOW YOU WILL USE THESE STRATEGIES
Calm Your Mind	My mind feels a little stressed in MATH 180 during _____. One way I will calm my mind is to. . .
Acknowledge and Release Random Thoughts	I sometimes have random thoughts when working on _____. One way to release these thoughts and concentrate is to. . .
Focus on One Thing Only	The most difficult thing to focus on in MATH 180 is _____. One way to direct my focus and attention during class is to. . .
Identify and Eliminate Distractions	I sometimes get distracted in MATH 180 while working on _____. One way to eliminate distractions during class is to. . .

DELIBERATE PRACTICE

It's about doing, not just knowing

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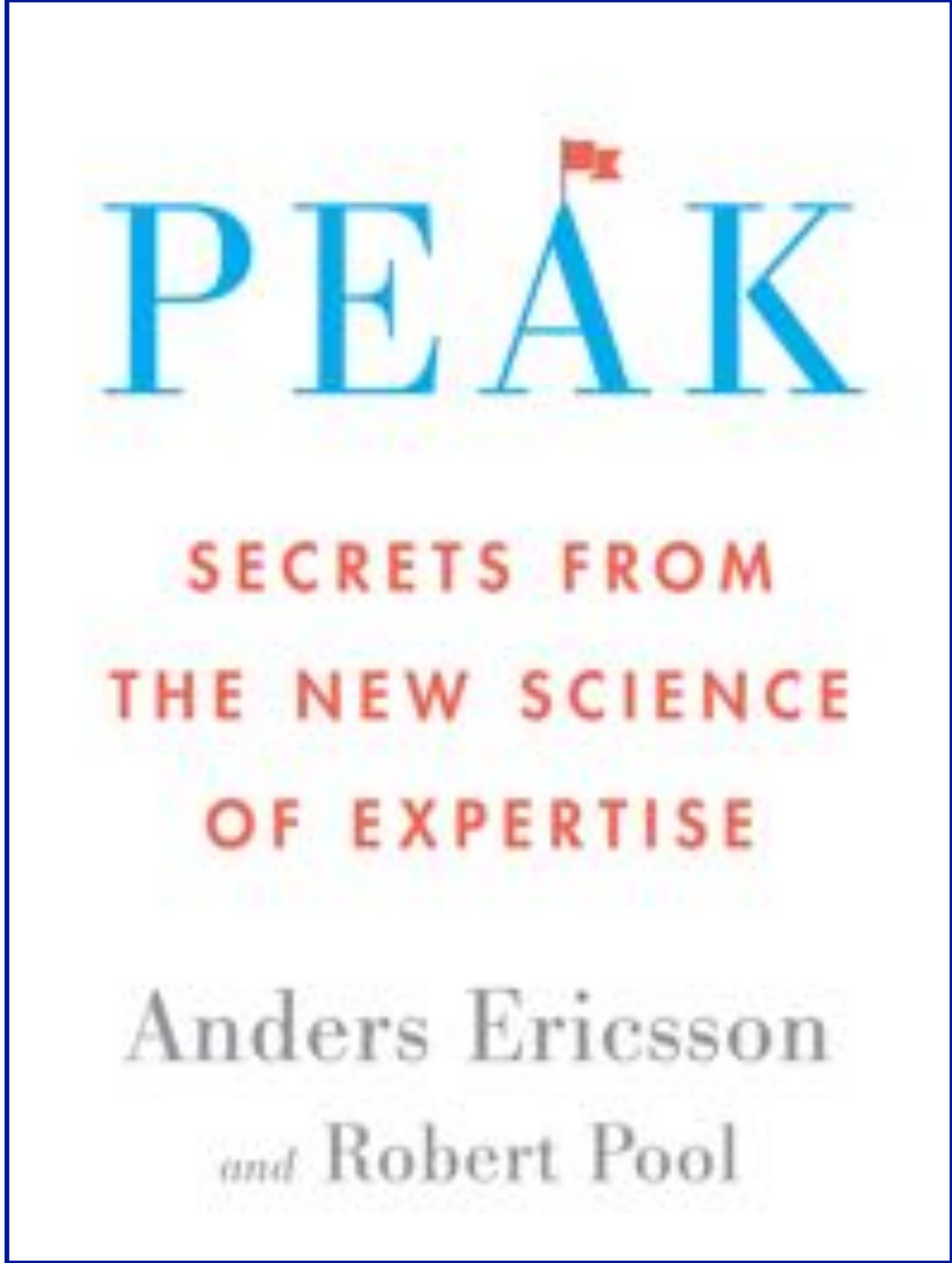

A PATH FOR GETTING BETTER

- What's the next best thing for me/us to work on?
- How do I know I'm getting better?

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A PATH FOR GETTING BETTER

- What's the next best thing for me/us to work on?
- How do I know I'm getting better?
- What do I do if I'm stuck?

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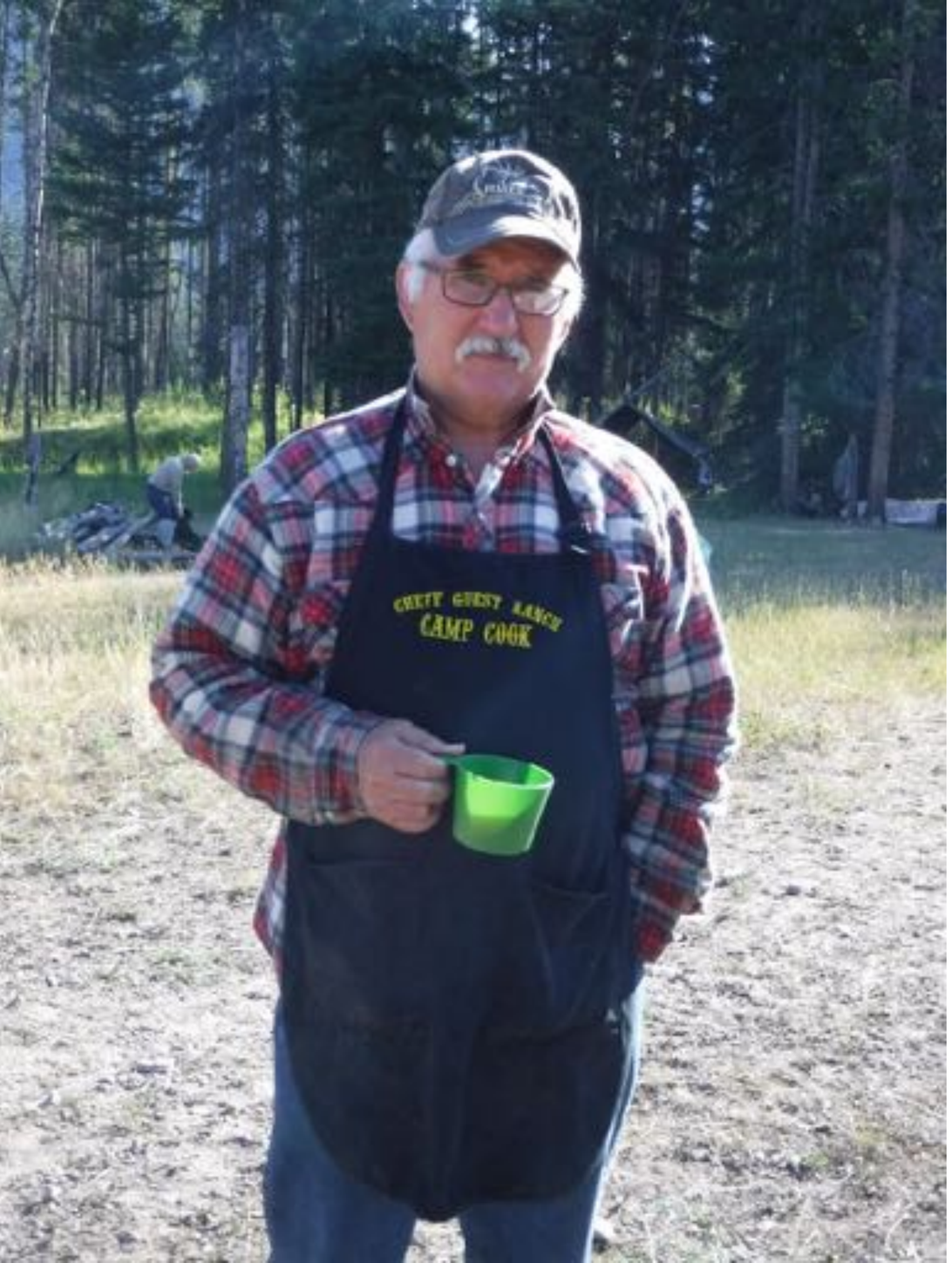

A PATH FOR GETTING BETTER

- What's the next best thing for me/us to work on?
- How do I know I'm getting better?
- What do I do if I'm stuck?
- How do I stop myself from getting discouraged?

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BELONGING TO A LEARNING CULTURE

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What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.

By CHARLES DUHIGG Illustrations by JAMES GRAHAM

FEB. 25, 2016

The New York Times

Psychological Safety and Learning Behavior in Work Teams

Amy Edmondson
Harvard University

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CHANNELING CLOVER FOOD

always a first time

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https://www.youtube.com/watch?reload=9&v=BgRoiTWkBHU

New Scientist

BRAIN SCANNER 27 May 2016

Do you get your best work done in coffee shops? Here's why

Brain Scanner is **Simon Oxenham**'s weekly column that sifts the pseudoscience from the neuroscience

BEHAVIOR IS CONTAGIOUS

- We try harder when those around us are.
- We're also more likely to be lazy when those around us are.

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PARTING THOUGHTS

- Separate *performance* assessments from *growth* activities.
- Reinforce intellectual humility and a learning identity.
- Create a space where it's normal to *learn* from failure.

THANK YOU. QUESTIONS?

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