

TEACHERS' INSTRUCTION SHEET - 9 & 10

What to value? And how?

The experiments conducted by Carol Dweck* and Claudia Mueller (University of Columbia, USA) as well as research in cognitive science have shown that there is a causal link between the way you give children feedback and their ongoing motivation and effort.

~~We don't learn~~



When success is undervalued ☹️

Normalisation of success *"This is normal, nothing to report, etc..."*

Lack of feedback, appreciation.

Comparison *"In my other class, they are already working on the next chapter."*

Undervaluing *"With your grades, you could have done much better, we've expected more of you, etc..."*

- Lack of interest
- Discouragement

When mistakes are undervalued ☹️

Banning, moralisation, equating mistakes with wrongdoing (blaming) *"This is not good, not normal, this shouldn't happen, at your age, you should no longer make this mistake, etc..."*

- Anger, injustice
- Fear, culpability, blocking
- Discouragement, loss of confidence

When success is overvalued 😊 ☹️

Valorization based too much on results *"You have 10/10!", "You always get the best grades."*

Valorization based too much on the student's person *"You are marvellous, genius, intelligent, etc..."*, *"The best in the class!"*

- Caprice, laziness, boredom.
- Weakening of self-esteem (the bar is high and intelligence is equated with ease)

*Cfr "Mindset. The new psychology of success. How we can learn to fulfil our potential", Paperback, 2016.

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What to value? And how?

We learn



When the path to success is valued 😊

Valorization based on what the goal is, when something was done correctly. *"I see that you drew a right angle", "You used your compass well", "Your answer is right" or "Your reasoning is correct."*

Valorization that is progress-based and based on the effort put in to learn *"You have progressed, persevered, I saw that you applied yourself, etc..."*, *"What have you learned"*, *"What have you discovered today?"*, *"What did you do today to succeed?"*, *"You have made an effort, you're making progress, this took a lot of concentration to..., this must have been difficult to..."*

When a mistake is valued 😊

Valorization of the positive role a mistake can have, in it helping the learning process **if** the mistake is corrected quickly and by the student themselves, validation of the challenge at hand. *"It seems like there's an error in your work. Can you find it? How did you proceed? How could you do it differently?"*

Self-correction with an answer sheet or correction in pairs. *"What are the differences? Why? Are there several possible answers?"*

When the development of intelligence is valued 😊

Valorization listening to instructions, the desire to learn and reflecting.

Belief in everyone's evolution.

- Learning
- Perseverance
- Pleasure and pride
- True self-confidence (intelligence is equated with effort and I think I can develop that)