

FAILURE IS SUCCESS IF WE LEARN FROM IT

OOPS! LET'S CELEBRATE MISTAKES!



GROWTHMINDS



Did you know?

People with a growth mindset intentionally push themselves, so that **errors have a high learning potential to support future progress. Failure is an opportunity**, not a punishment, and the key to success is effort (Dweck, 2014).

Failure may be unpleasant even for people with growth mindset. The difference is in how they deal with it. It is important that the failure is **addressed and learnt from it** (Dweck, 2017).



Fun facts

In one research, seventh-graders described how they would react if they received a failing mark on an exam. Those with a **growth** mindset said they would **study more** for the next test, while those with a **fixed** mindset stated they would **study less** and seriously consider **cheating** (Dweck, 2017).

After all, **intelligence isn't that fixed**. It turns out that perseverance and effort might help students do better on intellectual tasks. Students who see intelligence as something that grows with work and difficulties are far less limited by rigid thoughts and feelings of powerlessness and frustration, compared to those with a fixed mindset (Dweck, 2006).



Powerful quote

»We haven't failed. We now know a thousand things that won't work, so we are much closer to finding what will.«

- Thomas A. Edison



References

1. Dweck, C. (2014). Teachers' Mindsets: "Every Student has Something to Teach Me" Feeling overwhelmed? Where did your natural teaching talent go? Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. *Educational Horizons*, 93(2), 10-15. DOI: 10.1177/0013175X14561420
2. Dweck, C. (2017). *Mindset: Changing the way you think to fulfil your potential*. London: Hachette UK.
3. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York City, NY: Random House Publications.
4. Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological review*, 95(2), 256. DOI: 10.1037/0033-295X.95.2.256



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What can you actually do in the classroom?

- **Create a risk-free classroom climate.** Make it clear to your students that you value trying new things, thinking outside the box, trying again and again, and confronting a challenge full on. Create a classroom climate that promotes a growth-oriented learning environment in which students feel safe, supported, and comfortable taking risks. Make it clear to students that failure is not a punishment, but rather a source of learning.
- **Teach them resilience.** The ability to recover after failure is referred to as resilience. Failure's stress response is enough to cause some students stop and give up. On the other hand, students who have established a healthy resilience to challenges, have the ability to re-strategize and rebound from failure. As a professor, it is critical to model resilience. Through lecture, give examples of your own errors, their effects on you, and how you learned from them. Model the skill of reframing a situation or finding a new strategy or approach to a problem.
- **Take advantage of mistakes.** You must assist students in normalizing their mistakes and failures. If they come to you with a problem, focus on asking questions to help them find a solution rather than providing one for them. Also use the following sentences:

Mistakes are accepted here!

Mistakes are perfectly normal!

Mistakes are to be expected while you learn this.

Your mistakes allow me to assist you.

Let's create mistakes together!

