

Korrekturhinweise

Failing and succeeding

| | akzeptiert | nicht akzeptiert |
|---|---|--|
| 0 | <i>when they make mistakes</i> | |
| 1 | fail again and again are not effective aren't successful continue making mistakes continue to fail don't learn from mistakes fail again fail and fail again fail every time fail more than once fail over again fail over and over keep failing no learn from them not learn from mistakes repeat their mistakes <i>The answer must contain a verb</i> | be smart better themselves dwell on the result dwell on them dwelling on the disappointing error related negativity ERN fail (<i>also those who benefit from their mistakes fail but that group learns from their mistakes and therefore only makes the mistake once not repeatedly</i>) failure focusing on the failure get worse from mistakes have potent initial responses have two properties learn better learn from their errors learn from their mistakes success suffer suggesting a initial response translate failures into success |
| 2 | generates two distinct reactions 2 distinct reactions 2 reactions ERN Pe 2 signals appear activates 2 distinct reactions are 2 reactions brings up two reactions causes 2 distinct reactions creates 2 reactions distincts two different reactions generates 2 brain-reactions generates 2 reactions generates 2 signals has 2 distinct reactions have 2 distinct reaction have 2 reactions includes 2 distinct reactions leads to 2 reactions there are 2 reactions trigger two brain reactions triggers 2 separate reactions triggers certain brain reactions | can be an precursor dwelling on disappointing result helps to get success is a disappointing result is a distinct reaction (<i>factually wrong as the error is not a reaction</i>) is created different more effectively negative reactions react with the brain subjects learn more effectively teaches us something (<i>not everybody learns from every mistake</i>) we can get better with a fixed mindset |
| 3 | is called error-related negativity appears 50 milliseconds later is mostly involuntary appears 50 milliseconds afterwards arrives milliseconds after failure called error-related negativity | after a screw up as purely negative dwelling on disappointing results error positivity if we pay attention is called error positivity is disappointment |

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| | <p> in 50 milliseconds is called ERN is ERN reaction is error-related negativity is sending ERN signal </p> | <p> is the attention learn from it occurs when paying attention on a disappointing result properties signal to learn from it trying to learn from when we pay attention with 2 distinct reactions with a fixed mindset with a growth mindset with a Pe signal with both reactions with signals with two properties within 100 milliseconds </p> |
| 4 | <p> focus on the failure learn from the mistake have larger ERN signal have consistent Pe signal </p> <p> be consistent with Pe create larger ERN signals demonstrate a larger ERN demonstrate larger ERN signals dwell on disappointing result dwell on the mistake enlargen ERN signal focusing on the failure have consistent Pe signal have large ERN signal learn from failure learn from failures pay attention to error pay attention to mistakes provide larger ERN signal reflect on the failure response to the mistake responses to the mistake send larger ERN signals signalize a larger ERN </p> | <p> <i>The answer must contain either the idea of focussing on the mistake/ error/ disappointing result (and therefore learning from the mistake) or the concept of a large ERN signal or a consistent Pe signal.</i> </p> <p> pay attention (<i>failure/ mistake/ error must be included</i>) learn from it (<i>failure/ mistake/ error must be included</i>) a growth mindset agree with statements be a growing mindset be more error positive be more focussed be trained believe in success believe to himself change demonstrate ERN signal (<i>larger must be included</i>) focus get better almost grow have a high intelligence invest time and energy larger Pe signals (<i>wrong as Pe signal is consistent</i>) learn learn from it looking at how education make a potent response produce more Pe save the information shape its signals shapes the signals show a growth mindset take mistakes as precursors to change trigger both reactions work work harder </p> |

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| 5 | <p>cannot be changed</p> <p>can't be changed can't be worked on can't change can't grow cannot be enhanced cannot be improved cannot be increased cannot be learnt cannot change cannot get more cannot improve does not change has a certain amount is a certain amount is a character trait is a fixed amount is a talent (<i>because talents are a natural ability and have not been taught</i>) is fixed is given is limited is not improveable is something not changeable is something you have is unchangeable isn't changeable levels can't be changed nothing you can develop something you can't change stays the same</p> | <p>agree with statements always can be better can always become increased can always grow can be achieved can be improved can be learned can be learnt can be trained can get better can grow combines time and energy come with mistakes comes by analyzing mistakes comes from doing mistakes comes from improvement comes from invested time comes from making mistakes comes from mistakes comes with time could get even better depends on the education doesn't determine knowledge is achieved by mistakes is an essential precursor is based on brain signals is based on failures is based on will is established through mistakes is growable is hard sometimes is important is improveable is learned from mistakes is not fixed is not that important is possible to achieve is precursored by mistakes is prescur to knowledge is provided by effort is something to learn is the failure outcome is to succeed means also making mistakes need mistakes need time and energy needs a growth mindset see failure as negative see mistakes earlier</p> |
| 6 | <p>make silly mistakes</p> <p>are making mistakes do more mistakes made silly mistakes make easier mistakes make mistakes make more mistakes make more silly mistakes make stupid mistakes</p> | <p>accurate over time (<i>only the growth mindset group became more accurate over time, after making silly mistakes, not all the participants</i>) are getting on are more accurate are not motivated became far more accurate become accurate of mistakes become more accurate</p> |

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|---|--|--|
| | <p>start making mistakes tend to make mistakes tend to silly mistakes</p> <p><i>the act of making a mistake/ error/ failure must be included in the answer</i></p> | <p>can get better fail and become accurate generate larger Pe signals generated much larger Pe-signals get a error positivity get confronted with tediousness have larger Pe signal see the mistakes tend to lose concentration tend to see failures</p> |
| 7 | <p>got lower scores</p> <p>achieved 20% lower scores achieved worse results did worse drop scores nearly 20% drop their score dropped 20% in score dropped nearly 20% dropped scores 20% dropped their scores dropped their scores 20% failed more than others got lower scores got worse scores had a lower score had a worse result had decreasing scores had lower scores had made regress had worse scores made them regress make more mistakes performed nearly 20% worse regressed saw scores drop 20% saw their scores drop score dropped 20% score lower on tests scored 20% less scored 20% lower scored a worse result scored less scored less than before scored lower results scored lower than before scored lower than others scored worse scored worse results scored worse than others scores drop 20% scores drop nearly20% scores drop nearly20% scores dropped 20% their score dropped 20% their scores drop their scores dropped enormously</p> | <p><i>Answers containing a fixed mindset are not acceptable as this does not pertain to the exam situation.</i></p> <p><i>Any answer referring to being less scared (of making mistakes) is incorrect. It is not true for the 'smarts' subject group.</i></p> <p>achieved a higher score achieved good grades are more confident did better than others did well got a higher score got a learning process had a higher score had better results had the wrong mindset less scared of mistakes made better made less mistakes made no mistakes mistakes were sign stupidity performed better persue a growth learning praised for high score reached a higher score reached an higher effort score higher on tests scored 30% higher scored 30% higher efforts scored a better outcome scored better results scored higher think mistakes are stupid transformed failure into success were relaxed about mistakes where better were much less scared</p> |

Begründungen

0

The text says: “Mr. Dylan's lyric neatly summarizes an essential principle of education, which is that students learn best when they make mistakes.” A song points out that learners are therefore most successful when they make mistakes.

1

The text says: “But not every failure is created equal. Some people are able to translate their failures into success, while others fail again and again. Why are some people so much more effective at learning from their errors?” Compared to those who benefit from mistakes, there are therefore those who tend to fail again and again.

2

The text says: “In recent years, scientists have discovered that every mistake generates two distinct reactions within the brain.” Brain research shows that every error we make therefore generates two distinct reactions.

3

The text says: “The first reaction is called error-related negativity (ERN). It appears about 50 milliseconds after a screw-up and is mostly involuntary.” Our brain's most immediate response to failure is therefore called error-related negativity or appears 50 milliseconds after or is mostly involuntary.

4

The text says: “It turns out that subjects learn much more effectively when their brains demonstrate two properties: (1) a larger ERN signal, suggesting a more potent initial response to the mistake, and (2) a more consistent Pe signal, which means that they are focusing on the failure and thus trying to learn from it.” In order to acquire knowledge more easily, the brain therefore has to focus on the mistake or learn from the mistake or have a larger ERN signal or have a consistent Pe signal.

5

The text says: “In her influential research, Dr. Dweck distinguishes between people with a fixed mindset—they agree with statements such as ‘You have a certain amount of intelligence and cannot do much to change it.’” People with an established way of thinking therefore believe that cleverness cannot be changed.

6

The text says: “Dr. Moser's experiment involved giving subjects a tedious cognitive test in which they had to identify sequences of letters. The tediousness was the point: Dr. Moser wanted subjects to get bored and to make silly mistakes.” One study shows that when faced with a boring task, all of the participants therefore make silly mistakes.

7

The text says: “On a standardized test, those praised for effort scored 30% higher after a few months, while the children praised for their smarts saw their scores drop nearly 20%. The wrong mindset had made them regress.” In an exam, students who were congratulated on being clever therefore got lower scores.