first annotation - during class

The Power of Believing That You Can Improve

Carol Dweck | TEDxNorrköping

Carol Dweck researches "growth mindset"—the idea that we can grow our brain's capacity to learn and solve problems. In this talk, she describes two ways to think about a problem that's slightly too hard for you to solve: Are you not smart enough to solve it, or have you just not solved it yet? This is a great introduction to an influential field.

About the Speaker

Carol Dweck, Psychologist

Carol Dweck is a pioneering researcher in the field of motivation—why people succeed (or don't) and how to foster success.

Transcript: "The Power of Yet"

"Not Yet" significance

I heard about a high school in Chicago where students had to pass a certain number of courses to graduate. If they didn't pass a course, they got the grade "Not Yet." I thought that was fantastic. Because if you get a failing grade, you think, "I'm nothing, I'm nowhere." But if you get the grade "Not Yet," you understand that you're on a learning curve. It gives you a path into the future.

Coping with challenges

"Not Yet" also gave me insight into a critical event early in my career—a real turning point. I wanted to see how children coped with challenge and difficulty, so I gave 10-year-olds problems that were slightly too hard for them. Some of them reacted in a shockingly positive way. They said things like, "I love a challenge," or, "You know, I was hoping this would be informative." They understood that their abilities could be developed. They had what I call a growth mindset.

the failior of not coping

But other students felt it was tragic, catastrophic. From their more fixed mindset perspective, their intelligence had been up for judgment—and they failed. Instead of luxuriating in the power of "yet," they were gripped by the tyranny of "now."

studies and coping after

So what do they do next? In one study, they told us they would probably cheat the next time instead of studying more if they failed a test. In another study, after a failure, they looked for someone who did worse than they did so they could feel better about themselves. And in study after study, they ran from difficulty.

expirament

Scientists measured the electrical activity from the brain as students confronted an error. On the left, you see the fixed-mindset students—there's hardly any activity. They run from the error. They don't engage with it. But on the right, you have the students with the growth mindset—the idea that abilities can be developed. They engage deeply. Their brain is on fire with "yet." They process the error, learn from it, and correct it.

raising children.

How are we raising our children? Are we raising them for "now" instead of "yet"? Are we raising kids who are obsessed with getting A's? Kids who don't know how to dream big

their neurons were making new, stronger connections. That's when they were getting smarter.

letter from a student

I received a letter recently from a 13-year-old boy. He wrote:

> "Dear Professor Dweck,
> I appreciate that your writing is based on solid scientific research, and that's why I decided to put it into practice. I put more effort into my schoolwork, into my relationship with my family, and into my relationship with kids at school. I experienced great improvement in all of those areas. I now realize I've wasted most of my life."

Conclusion

Let's not waste any more lives. Once we know that abilities are capable of such growth, it becomes a basic human right for all children to live in places that create that growth—to live in places filled with "yet."

Thank you.

For works cited page:

Works Cited

Dweck, Carol. *The Power of Believing That You Can Improve*. TEDxNorrköping, Nov. 2014. TED, https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve.