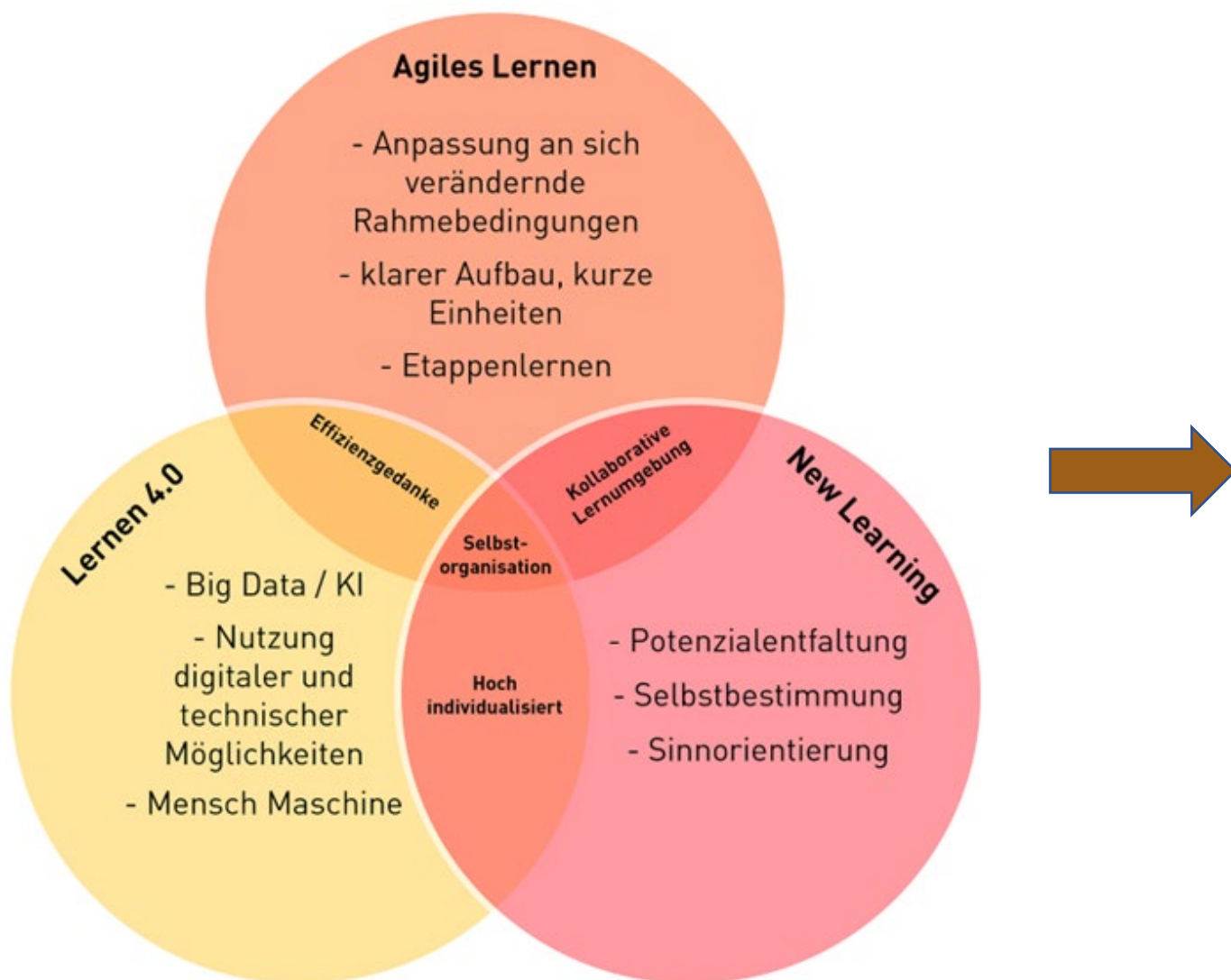


Neue Lehr-Lernkonzepte Was ist dran?

Tp1

Projektbeschreibung



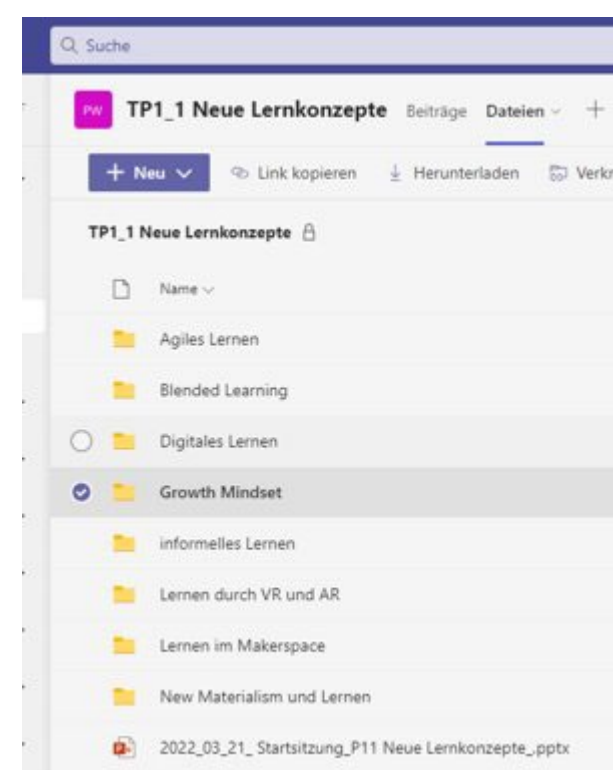
Unsere Frage: Was lässt sich über die wissenschaftliche Basis jüngerer, teils trendiger Konzeptionen zu Lernen aussagen?

- Disziplinäre Perspektiven auf Lernen unterscheiden sich.
- Perspektiven haben ihre jeweiligen Konjunktoren.
- Perspektiven werden teils abgelöst oder bedrängt von «innovativen» Neukonzeptionen, die ihren Niederschlag bis in die Umgangssprache finden (z.B. Begriff des Mindset).

Unser Ziel: Wir prüfen einige Konzepte auf ihre Wissenschaftsbasierung und «Tauglichkeit».

Ergebnisse/Outcomes

- Textbasierter kritischer Austausch
- Sammlung jüngerer Forschungsliteratur
- Diskussion über mögliche Outcomes



Lehren- /Lernen in der Perspektive des New Materialism

«Teaching becomes an intra-active material process in which multiple [...] possibilities are co-created with/out the classroom. Focusing on a plethora of embodied and embedded subjectivities and (non/human) agencies, multiple ways of knowing and doing, on affects and relationalities, from the vantage point of new materialist pedagogies the educational experience operates in a mode of an encounter, both political and material, and knowledge is always co-created rather than passed down.» (Benavente & Cielemecka, 2016)

learning through making
<https://www.fusestudio.net/>



“... Conclusions
We need more care about over-reach with concepts like growth and fixed mindsets otherwise they will disappear like other over-used and over-rated claims that bedevil education and psychology. We will then miss the incredible value the research on these topics can provide relating to when to use them, how to use them, with which students, and to what ends.” (Hattie, 2017)

Teacher mindset is associated with development of students' growth mindset*

Rhiannon MacDonnell Mesler^{a,†}, Catherine M. Corbin^b, Brittany Harker Martin^c

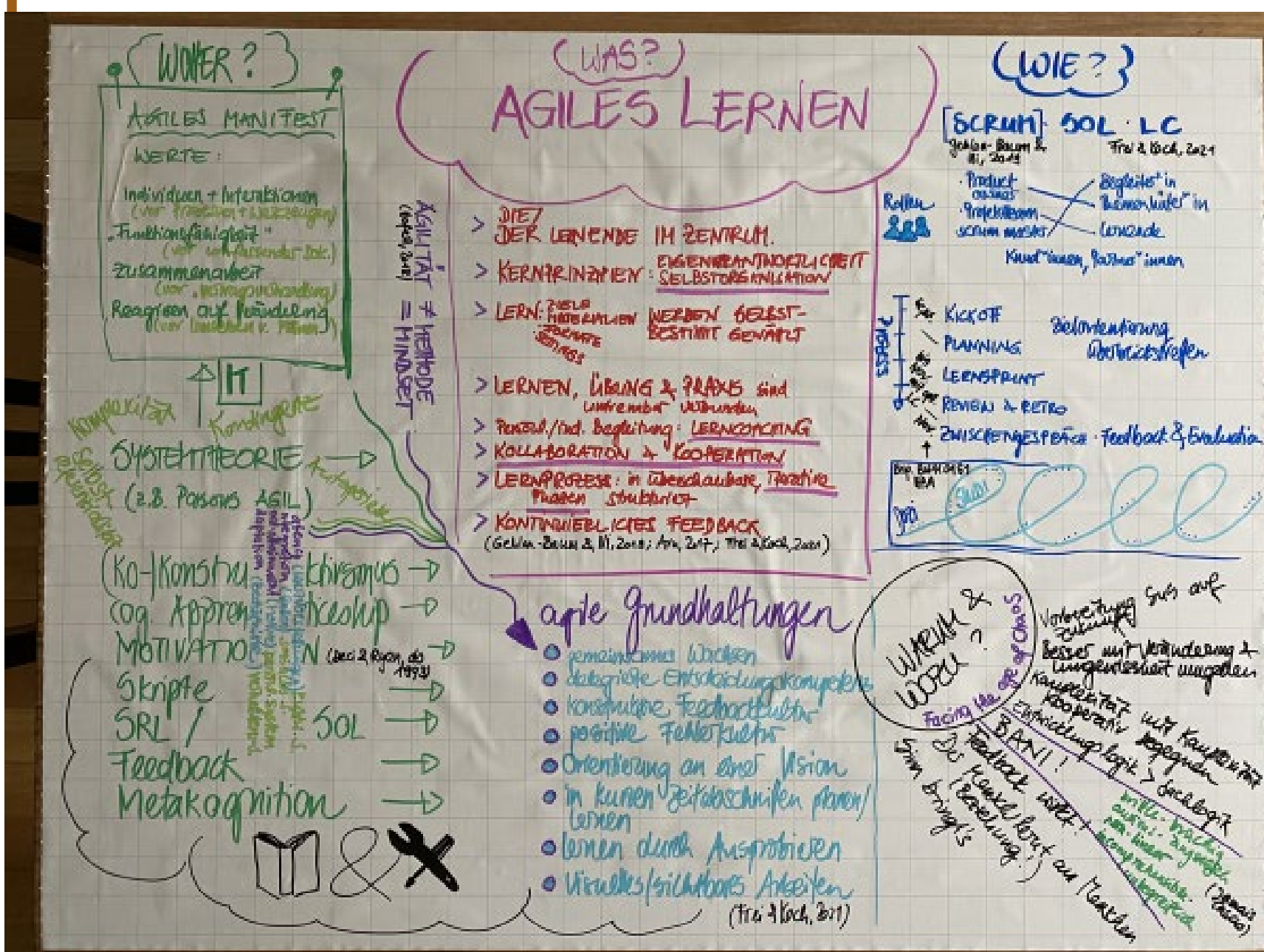
^a Dillion School of Business, University of Lethbridge (Calgary Campus), 345 6 Ave SE, Suite 6032, Calgary, Alberta T2G 4V1, Canada
^b School Mental Health Assessment, Research, & Training (SMART) Center, 6200 NE 74th Street, Suite 110, Seattle, WA 98115, United States of America
^c Workland School of Education at the University of Calgary, 2500 University Dr. NW, Calgary, Alberta T2N 1N4, Canada

ARTICLE INFO

Keywords:
Growth mindset
Teacher influence
Teacher characteristics
Mindset development
Gender differences

ABSTRACT

Are teachers' growth mindsets associated with the development of growth mindsets in their students? We know that teacher growth mindset (TGM) shapes the attributions teachers make about their students' abilities and can lead to assumptions about the role that perceived stable traits play in students' performance; however, to date, research has not focused on the relationship between TGM and the development of student growth mindset. This study fills a gap in our knowledge by testing this association over time. Findings from an analytic sample of 57 teachers and 1957 intervention students reveal that teachers with growth mindsets have a mild positive and statistically significant association with the development of their students' growth mindsets, particularly for boys. Implications for teacher education, practice, and future research are discussed.



© Annemarie Kummer Wyss

Projektbeteiligte

Annette Tettenborn (Leitung, PHLU), Annemarie Kummer Wyss (PHLU), Sabrina Gallner (PHLU), Regula Grob (PHLU), Fabio Schmid (PHLU), Peter Rigert (PHLU), Janine Küng (PHLU), Stefanie Rinaldi (PHLU), Susanne Müller-Lindeque (PHLU)

- Wie können wir das, was unsere Diskussionen anregend und fruchtbar macht, in unserer Teams weitergeben?
- Gelingt ein Transfer in die Lehre?
- Wie schaffen wir uns weiterhin Zeit und Raum für unsere Wissenschaftsorientierung?

Nächste Schritte