

## Literatur zum InfoTEXT

### „Ich kann das nicht?!“ Schulische Schwierigkeiten positiv sehen durch ein GrowthMindset

1. Dweck, C. (2016). *Selbstbild: wie unser Denken Erfolge oder Niederlagen bewirkt*. Piper ebooks.
2. *Schaubild orientiert an*: Perts (o.): *Growth Mindset for 9th Graders. A free, evidence-based program to increase students' engagement, motivation, and success by promoting a growth-mindset*. Perts. S. 7.
3. *Lernen können es Lehrkräfte...*  
Seaton, F. S. (2018). Empowering teachers to implement a growth mindset. *Educational Psychology in Practice*, 34(1), 41-57. <https://doi.org/10.1080/02667363.2017.1382333>  
*sowie Schüler\*innen*  
Zeeb, H., Ostertag, J. & Renkl, A. (2020). Towards a Growth Mindset Culture in the Classroom: Implementation of a Lesson-Integrated Mindset Training. *Education Research International*, 2020, 1-13. <https://doi.org/10.1155/2020/8067619>
4. Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52. <https://doi.org/10.1037//0022-3514.75.1.33>
5. Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263. <https://doi.org/10.1111/j.1467-8624.2007.00995.x>  
Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52. <https://doi.org/10.1037//0022-3514.75.1.33>  
Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Yang, S. M., Carvalho, C. M., Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), 364-369. <https://doi.org/10.1038/s41586-019-1466-y>

6. Yeager, D. S., Miu, A. S., Powers, J., & Dweck, C. S. (2013). Implicit theories of personality and attributions of hostile intent: A meta-analysis, an experiment, and a longitudinal intervention. *Child Development, 84*(5), 1651-1667. <https://doi.org/10.1111/cdev.12062>  
  
Yeager, D. S., & Dweck, C. S. (2012). Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist, 47*(4), 302-314. <https://doi.org/10.1080/00461520.2012.722805>
7. Schleider, J., & Weisz, J. (2018). A single-session growth mindset intervention for adolescent anxiety and depression: 9-month outcomes of a randomized trial. *Journal of Child Psychology and Psychiatry, and Allied Disciplines, 59*(2), 160-170. <https://doi.org/10.1111/jcpp.12811>  
  
Schleider, J. L., Abel, M. R., & Weisz, J. R. (2015). Implicit theories and youth mental health problems: A random-effects meta-analysis. *Clinical Psychology Review, 35*, 1-9. <https://doi.org/10.1016/j.cpr.2014.11.001>
8. Xu, K. M., Koorn, P., Koning, B. de, Skuballa, I. T., Lin, L., Henderikx, M., Marsh, H. W., Sweller, J., & Paas, F. (2021). A growth mindset lowers perceived cognitive load and improves learning: Integrating motivation to cognitive load. *Journal of Educational Psychology, 113*(6), 1177-1191. <https://doi.org/10.1037/edu0000631>
9. Yeager, D. S., & Dweck, C. S. (2012). Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist, 47*(4), 302-314. <https://doi.org/10.1080/00461520.2012.722805>  
  
Zeng, G., Hou, H., & Peng, K. (2016). Effect of Growth Mindset on School Engagement and Psychological Well-Being of Chinese Primary and Middle School Students: The Mediating Role of Resilience. *Frontiers in Psychology, 7*, 1873. <https://doi.org/10.3389/fpsyg.2016.01873>
10. *Metaanalyse*: Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2023). A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work? *Psychological Bulletin, 149*(3-4), 174-205. <https://doi.org/10.1037/bul0000368>
11. Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2023). A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work? *Psychological Bulletin, 149*(3-4), 174-205. <https://doi.org/10.1037/bul0000368>, S. 175.  
  
*Darin zitiert*: Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018). To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. *Psychological Science, 29*(4), 549-571. <https://doi.org/10.1177/0956797617739704>

12. Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Yang, S. M., Carvalho, C. M., . . . Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, *573*(7774), 364–369. <https://doi.org/10.1038/s41586-019-1466-y>  
  
Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S. & Dweck, C. S. (2015). Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement. *Psychological Science*, *26*(6), 784–793. <https://doi.org/10.1177/0956797615571017>
13. Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2023). A systematic review and meta-analysis of growth mindset interventions: For whom, how, and why might such interventions work? *Psychological Bulletin*, *149*(3-4), 174–205. <https://doi.org/10.1037/bul0000368>
14. Zhang, J. (2022). What characterises an effective mindset intervention in enhancing students' learning? A systematic literature review. *Sustainability*, *14*(7), 3811.) My working list:
15. Jaffe, E. (2020). Mindset in the Classroom: Changing the Way Students See Themselves in Mathematics and Beyond. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *93*(5), 255–263. <https://doi.org/10.1080/00098655.2020.1802215>
16. Jaffe, E. (2020). Mindset in the Classroom: Changing the Way Students See Themselves in Mathematics and Beyond. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *93*(5), 255–263. <https://doi.org/10.1080/00098655.2020.1802215>  
  
Kroeper, K. M., Muenks, K., Canning, E. A., & Murphy, M. C. (2022). An exploratory study of the behaviors that communicate perceived instructor mindset beliefs in college STEM classrooms. *Teaching and Teacher Education*, *114*, 103717.
17. Jaffe, E. (2020). Mindset in the Classroom: Changing the Way Students See Themselves in Mathematics and Beyond. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *93*(5), 255–263. <https://doi.org/10.1080/00098655.2020.1802215>  
  
Handa, K., Clapper, M., Boyle, J., Wang, R. E., Yang, D., Yeager, D. S., & Demszky, D. (2023, October 16). "Mistakes Help Us Grow": Facilitating and Evaluating Growth Mindset Supportive Language in Classrooms. <http://arxiv.org/pdf/2310.10637.pdf>
18. Kroeper, K. M., Muenks, K., Canning, E. A., & Murphy, M. C. (2022). An exploratory study of the behaviors that communicate perceived instructor mindset beliefs in college STEM classrooms. *Teaching and Teacher Education*, *114*, 103717.