



University of Applied Sciences

APOLLON Hochschule
der Gesundheitswirtschaft

WIE EIN RESPEKTVOLLES MITEINANDER IN SCHULE GELINGEN KANN

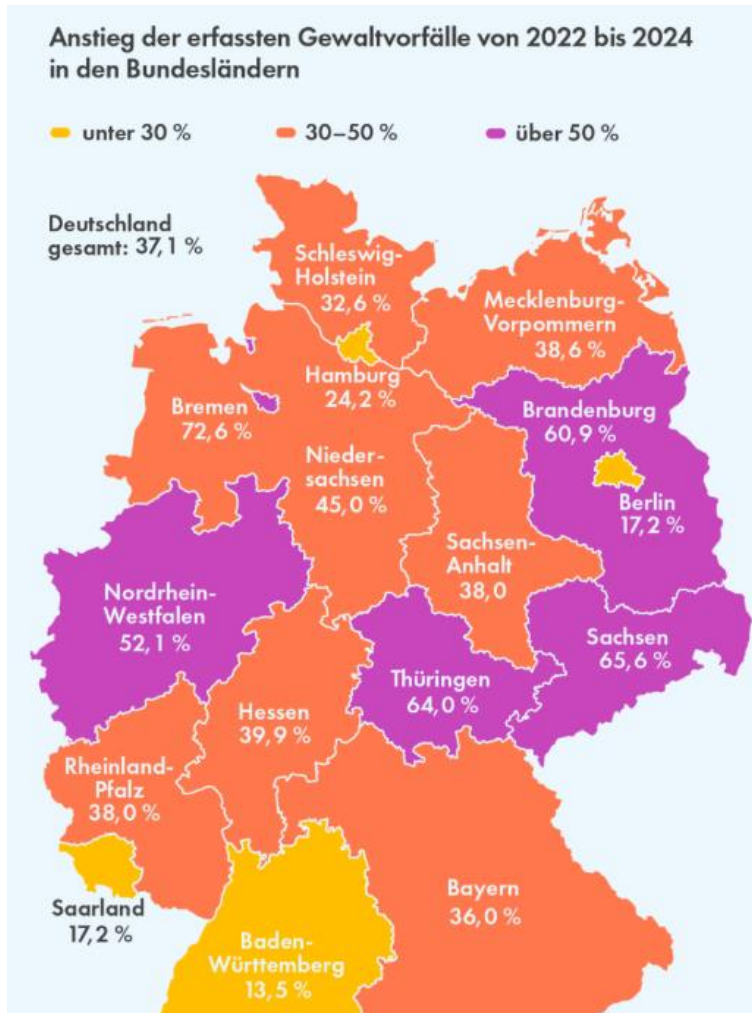
Prof. Dr. Marcus Eckert
APOLLON Hochschule Bremen



Prof. Dr. Marcus Eckert

- GHR Lehrer (2003 – 2010)
- Klinischer Psychologe
- Wissenschaftlicher Mitarbeiter an der Leuphana Universität Lüneburg
- Mitbegründer und Geschäftsführer Institut LernGesundheit
- Professur für Psychologie, insbesondere Entwicklungs- und Schulpsychologie an der APOLLON Hochschule in Bremen
- Ausbildung in Psychodrama und Hypnotherapie

- Verheiratet und 2 Kinder



SUPERHEROES FOR CHANGE

(NAPIER ET AL., 2018)

Republikaner vs. Demokarten

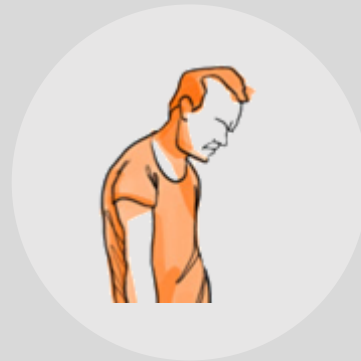
- Nationalismus
- Rassismus
- Homophobie



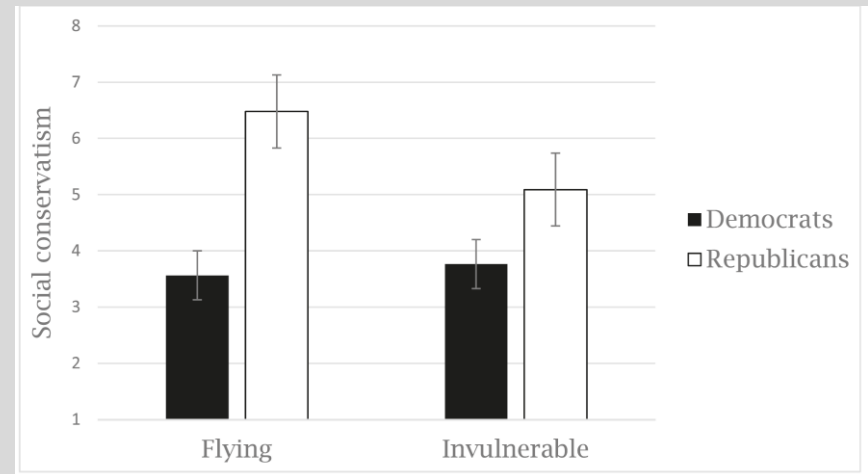
Zwei Versuchsbedingungen



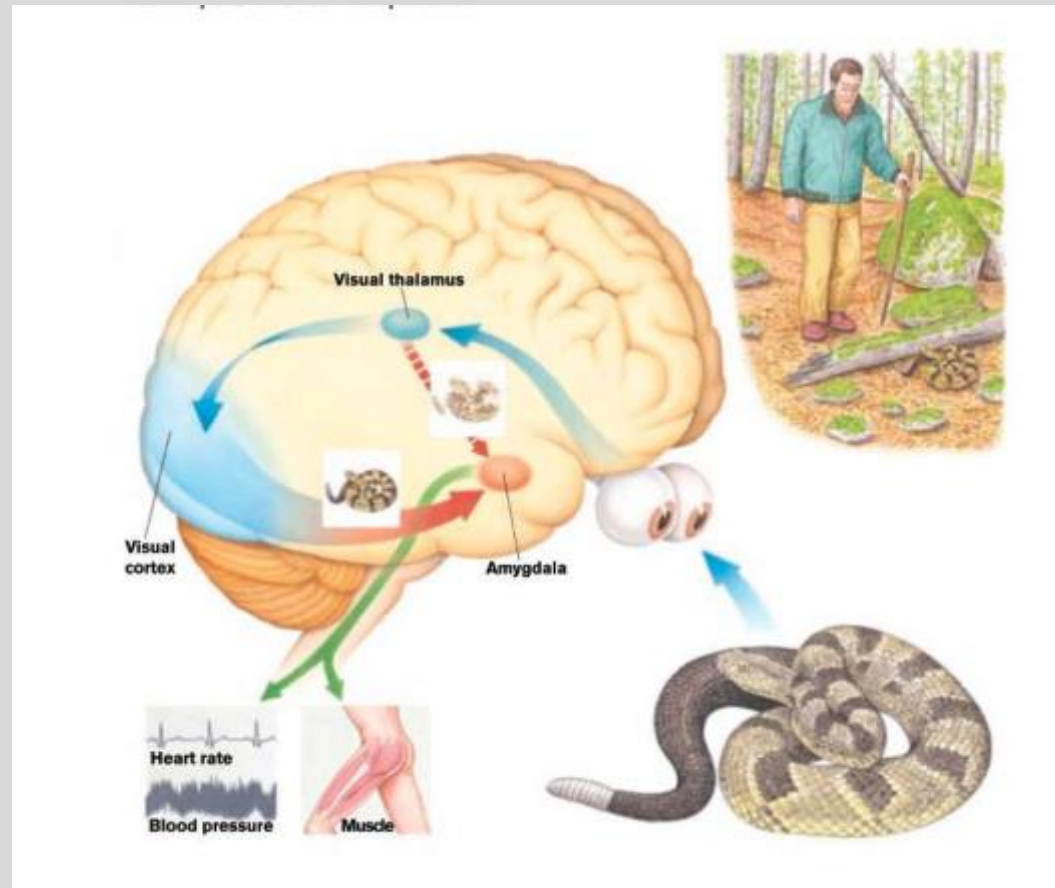
Superkräfte



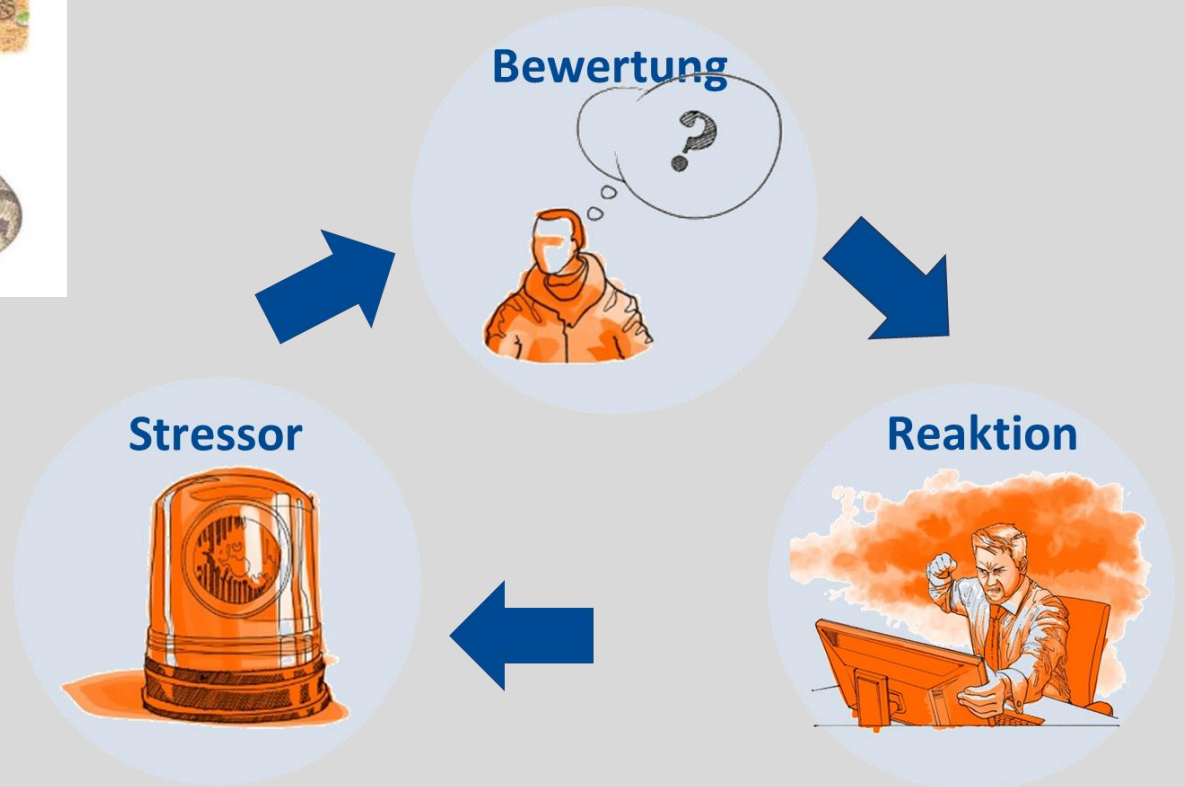
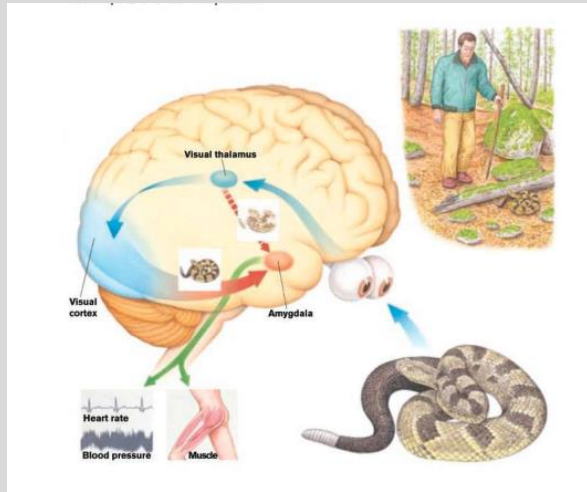
verletzlich



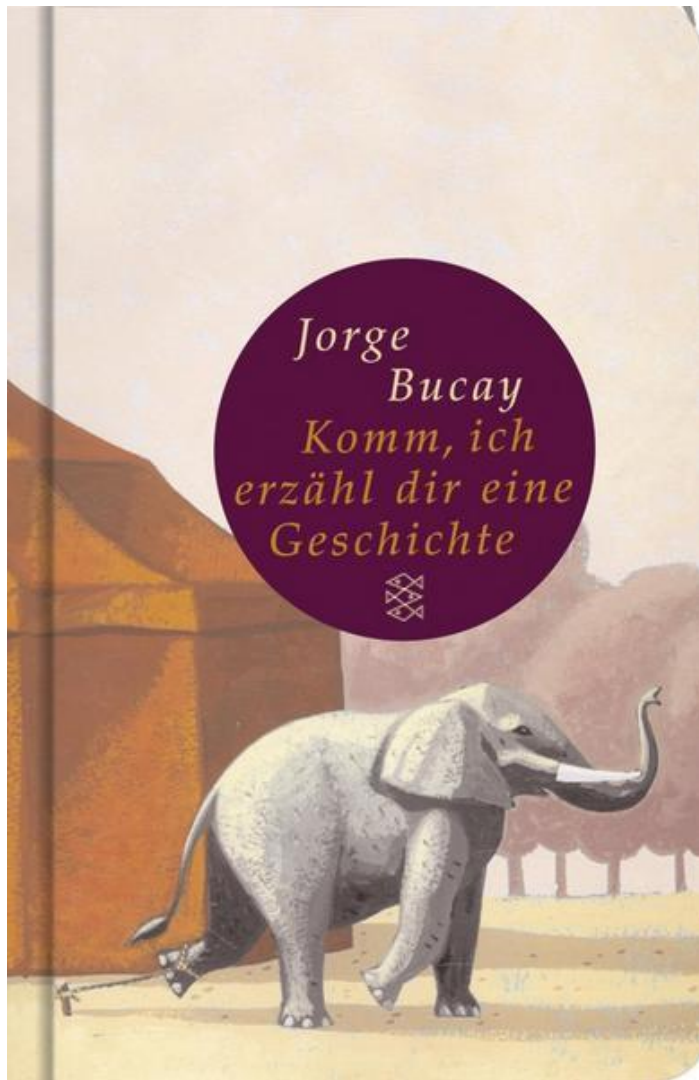
ANGST: EINE WICHTIGE EMOTION, ABER...



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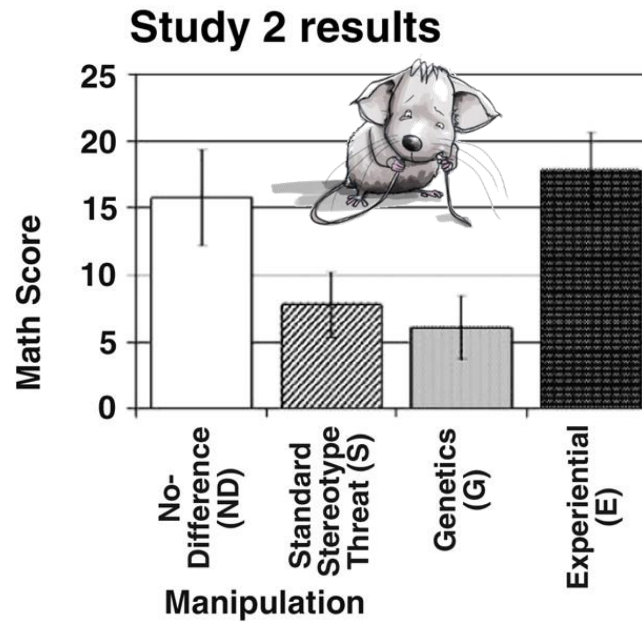
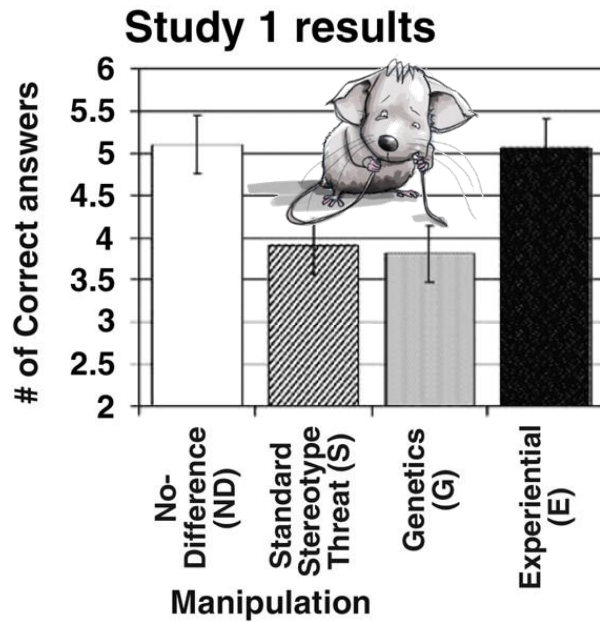


ERLERNTE HILFLOSIGKEIT



Seligman, M. E. (1972). Learned helplessness. *Annual review of medicine*, 23(1), 407-412.

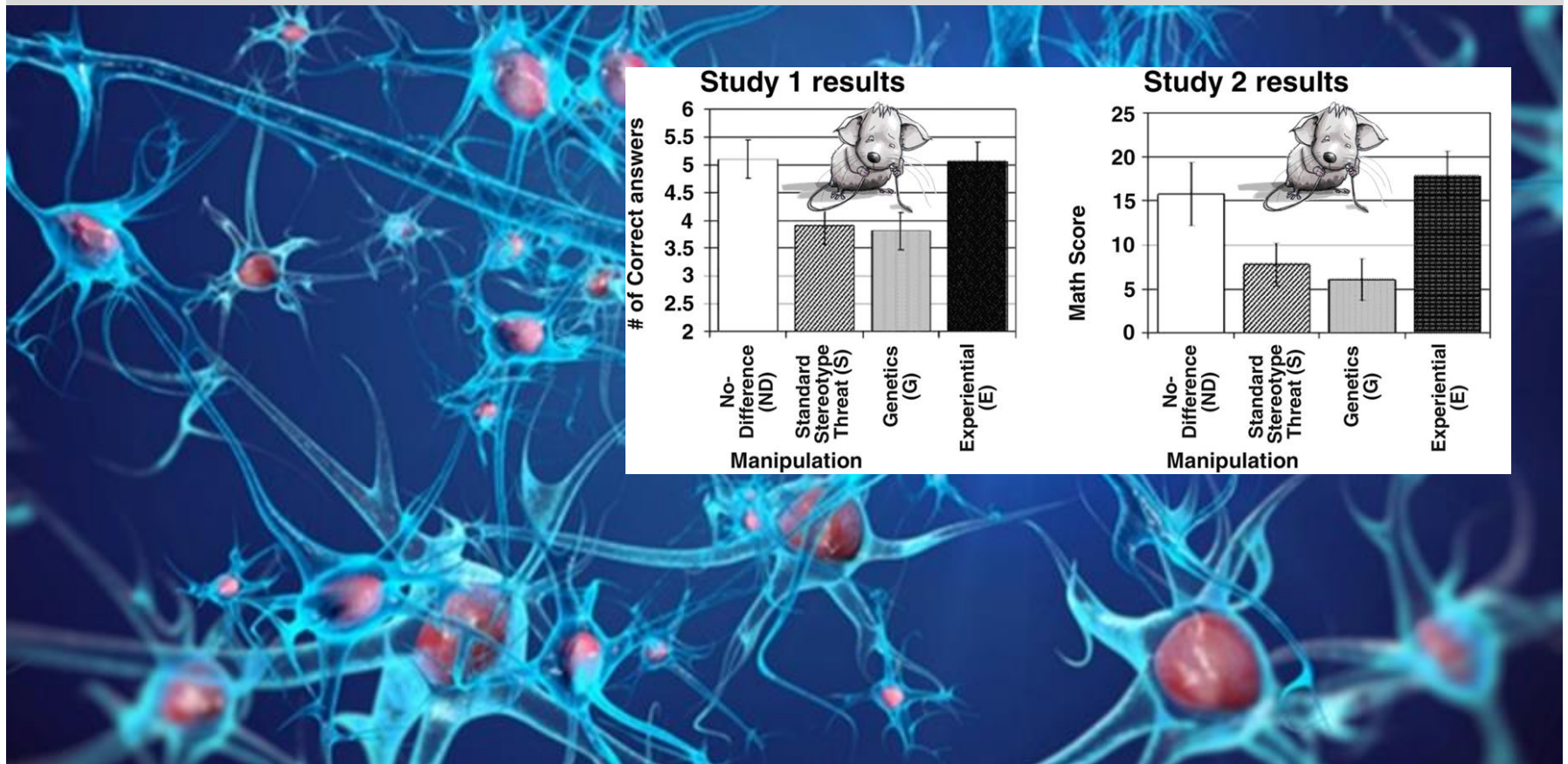
LEARNED HELPLESSNESS



Dar-Nimrod, I., & Heine, S. J. (2006). Exposure to scientific theories affects women's math performance. *Science*, 314(5798), 435-435.

Hebbian learning rules (1949)

Neurons that fire together wire together



EXPERIENCE IS THE RESULT OF ATTENTION
FOCUS.



EXPERIENCE IS THE RESULT OF ATTENTION FOCUS.

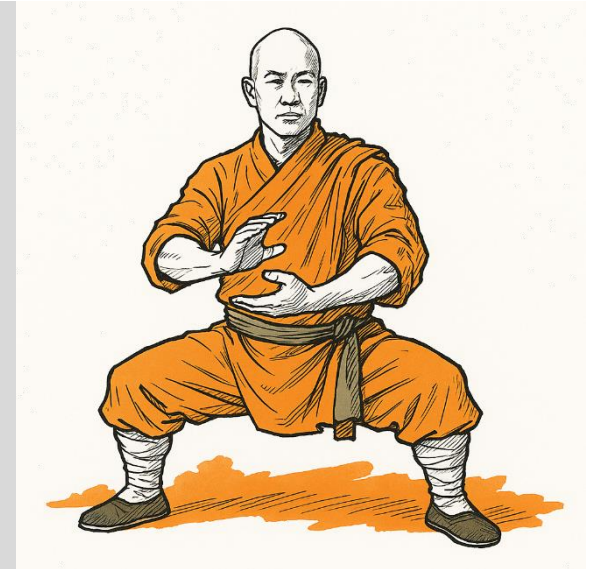


„Diese Zeit wird sich tief in die Seele der Kinder eingraben“

Homeschooling und Isolation machen vielen Kindern zu schaffen. In der Einschätzung der psychischen und gesundheitlichen Folgen gehen die Expertenmeinungen auseinander. Welche Spuren wird die Pandemie hinterlassen? (Die Welt, 26.01.2021)

MINDSET (DWECK, 2008)

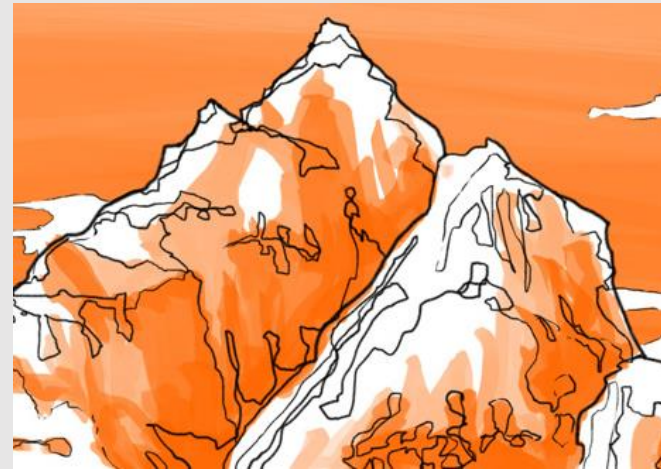




GROWTH MINDSET VS. FIXED MINDSET

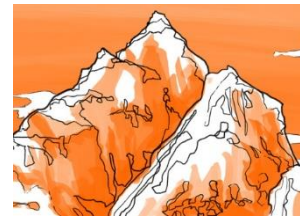


Herausforderungen



(Dweck, 2016)

GROWTH MINDSET VS. FIXED MINDSET



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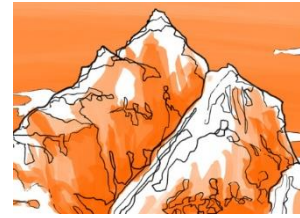


Hindernisse



(Dweck, 2016)

GROWTH MINDSET VS. FIXED MINDSET

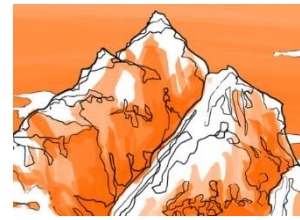


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(Dweck, 2016)

GROWTH MINDSET VS. FIXED MINDSET



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Hochschule



Erfolg anderer



(Dweck, 2016)




KANN EIN GM TRAINERT WERDEN?

Research Article

aps
ASSOCIATION FOR
PSYCHOLOGICAL SCIENCE

Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work




David S. Yeager^{1,2}, Jamie M. Carroll^{2,3}, Jenny Buontempo², Andrei Cimpian⁴, Spencer Woody⁵, Robert Crosnoe^{2,3}, Chandra Muller^{2,3}, Jared Murray⁶, Pratik Mhatre², Nicole Kersting⁷, Christopher Hulleman⁸, Molly Kudym^{2,3}, Mary Murphy⁹, Angela Lee Duckworth¹⁰, Gregory M. Walton¹¹, and Carol S. Dweck¹¹

¹Department of Psychology, The University of Texas at Austin; ²Population Research Center, The University of Texas at Austin; ³Department of Sociology, The University of Texas at Austin; ⁴Department of Psychology, New York University; ⁵Department of Integrative Biology, The University of Texas at Austin; ⁶Department of Information, Risk, and Operations Management, The University of Texas at Austin; ⁷Department of Teaching, Learning and Sociocultural Studies, The University of Arizona; ⁸Department of Educational Leadership, Policy, and Foundations, University of Virginia; ⁹Department of Psychological and Brain Sciences, Indiana University Bloomington; ¹⁰Department of Psychology, University of Pennsylvania; and ¹¹Department of Psychology, Stanford University

Abstract

A growth-mindset intervention teaches the belief that intellectual abilities can be developed. Where does the intervention work best? Prior research examined school-level moderators using data from the National Study of Learning Mindsets (NSLM), which delivered a short growth-mindset intervention during the first year of high school. In the present research, we used data from the NSLM to examine moderation by teachers' mindsets and answer a new question: Can students independently implement their growth mindsets in virtually any classroom culture, or must students' growth mindsets be supported by their teacher's own growth mindsets (i.e., the *mindset-plus-supportive-context* hypothesis)? The present analysis (9,167 student records matched with 223 math teachers) supported the latter hypothesis. This result stood up to potentially confounding teacher factors and to a conservative Bayesian analysis. Thus, sustaining growth-mindset effects may require contextual supports that allow the proffered beliefs to take root and flourish.

Psychological Science
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DOI: 10.1177/09567976211028984
www.psychologicalscience.org/PS




Welche Rolle spielt
das Mindset der
Lehrkräfte?

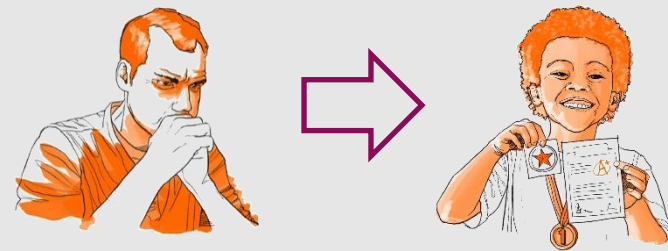
ONLINE-BASIERTE INTERVENTION

(Yeager et al., 2022)

Muskel-Hirn-Metapher



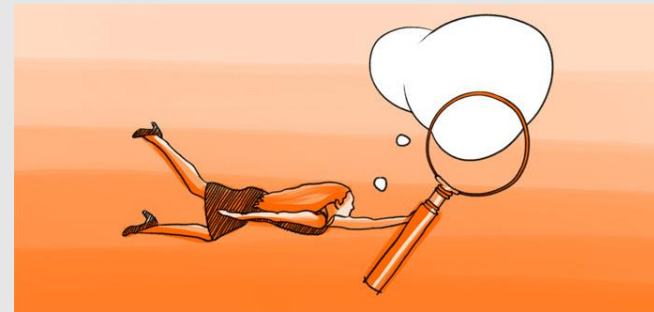
Struggle-Reframing



Eigene Ideen für die Umsetzung



Überprüfung der eigenen Lernstrategien



WELCHEN EINFLUSS HAT DAS MINDSET VON LEHRER*INNEN TATSÄCHLICH?

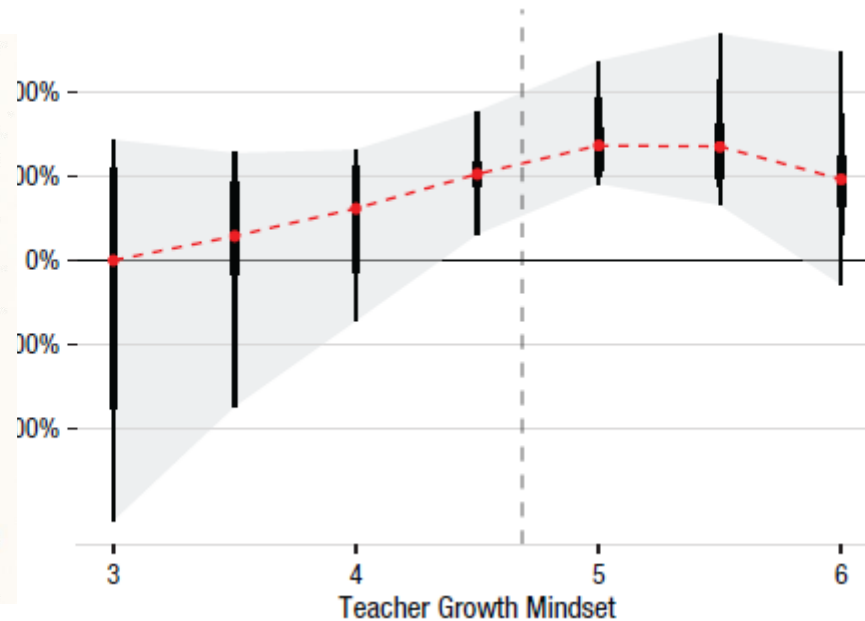
(Yeager et al., 2022)



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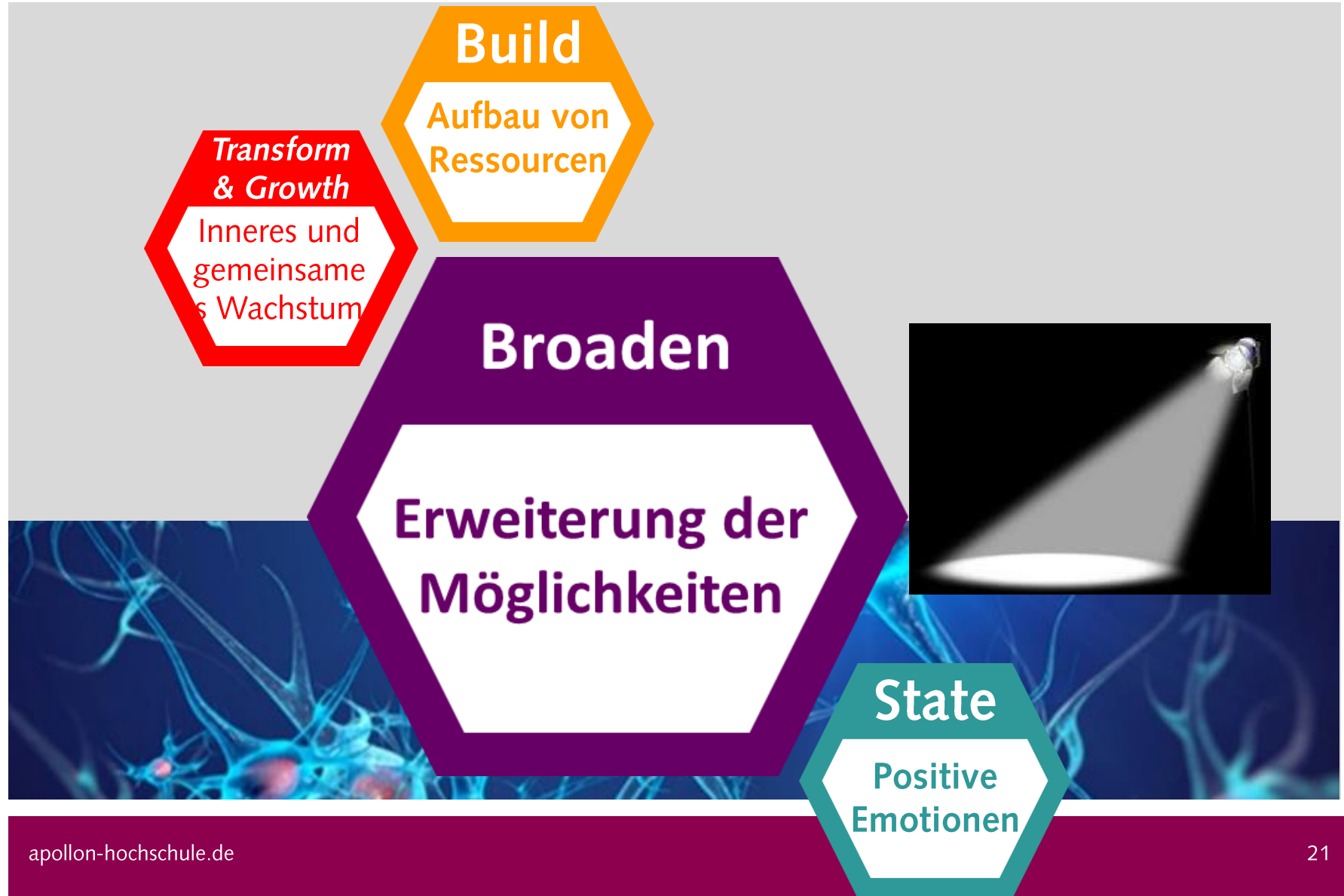
$N_{\text{Students}} = 9167$

$N_{\text{Teachers}} = 223$

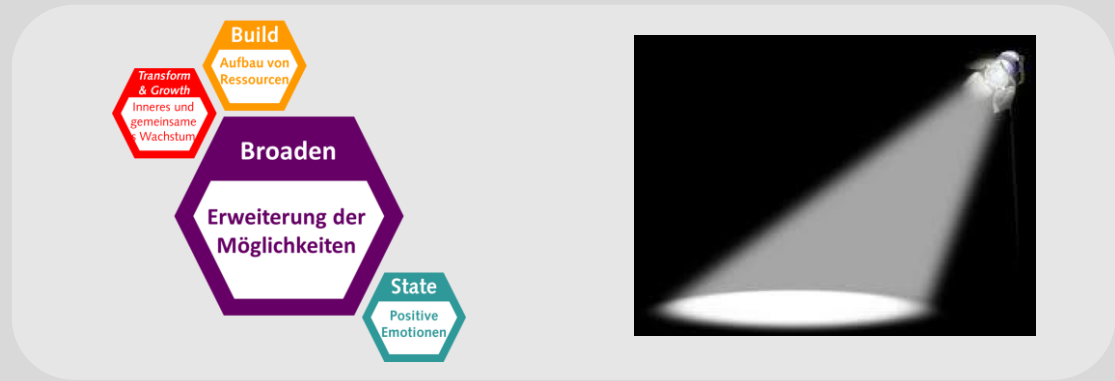
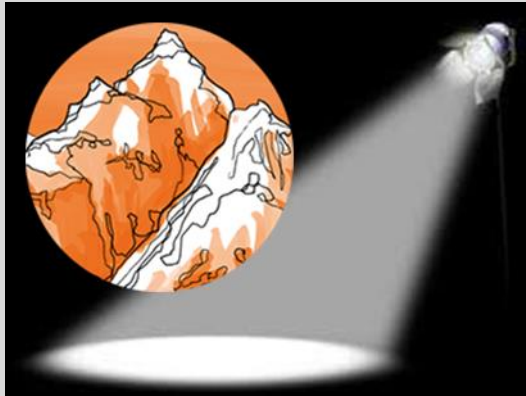


(Yeager et al., 2022, p. 27)

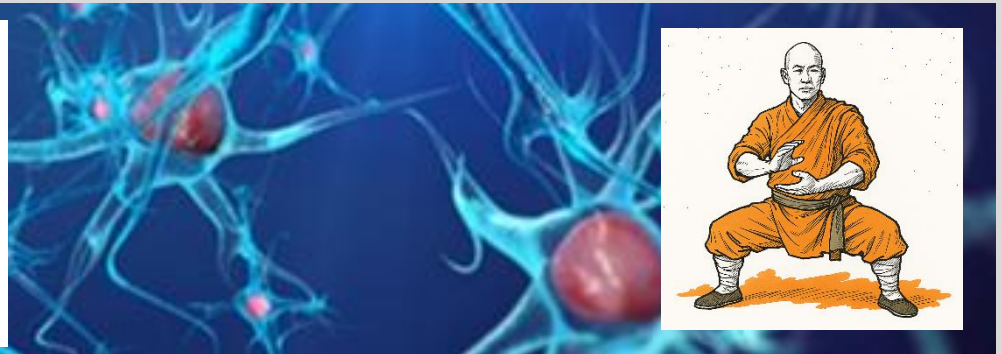
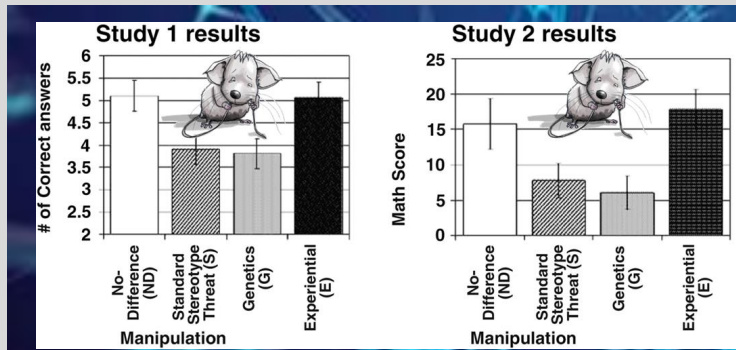
BROADEN AND BUILD THEORY (FREDRICKSON, 2001)



BROADEN AND BUILD THEORY (FREDRICKSON, 2001)



Bewältigungserfahrungen



Ressourcen- und Kompetenzaktivierung

Wie *gelingt* es dir, *scheinbar* unüberwindbare Hürden zu *überwinden*?

PLEASE IMAGINE...

Option 1
You remain silent

Option 1a
Both remain in silence
→ Both: 4 years prison

Option 1b
Your accomplice is making a deal
You: 12 years prison
→ Accomplice: 1 year prison

Option 2
You confess (Option „Deal“)

Option 2a
Your accomplice remain in silence
You: 1 year prison
→ Accomplice: 12 year prison

Option 2b
Both confess
→ Both 8 years prison

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Option 1
You remain silent

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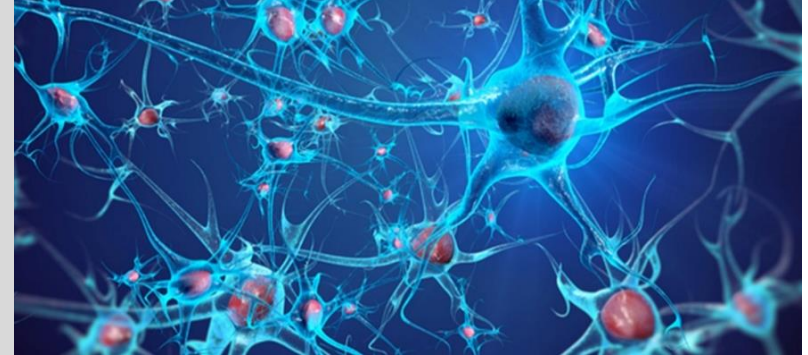
Option 1b
Your accomplice is making a deal
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Option 2
You confess (Option „Deal“)

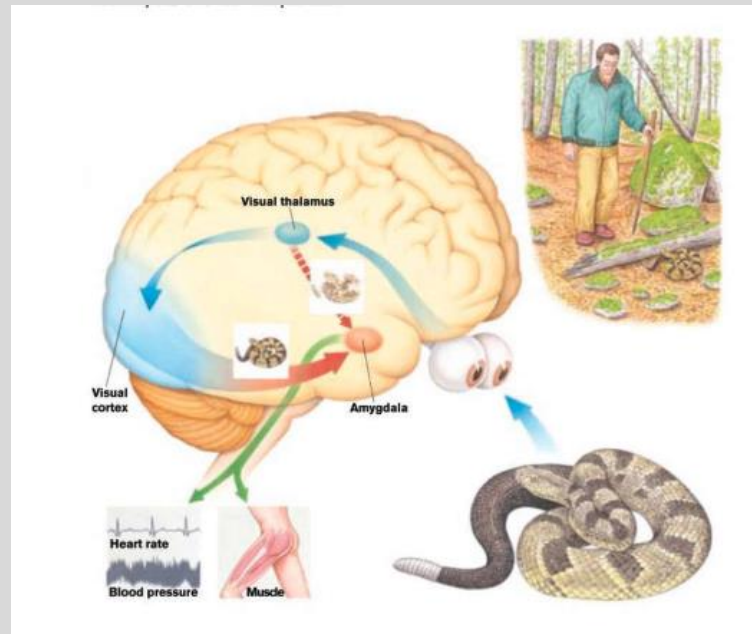
Option 2a
Your accomplice remains in silence
You: 1 year prison
→ Accomplice: 12 year prison

Option 2b
Both confess
→ Both 8 years prison

Hebbian learning rules (1949)
Neurons that fire together wire together



Stress und Anxiety



Belastungen

24% Verzögerung bei Caregivern
40% Verzögerung bei Prüfungen
60% Verzögerung bei feindseligem Ehepartner



Kiecolt-Glaser et al., 2005

Auch bei Goldhamstern



Detillion et al., 2004

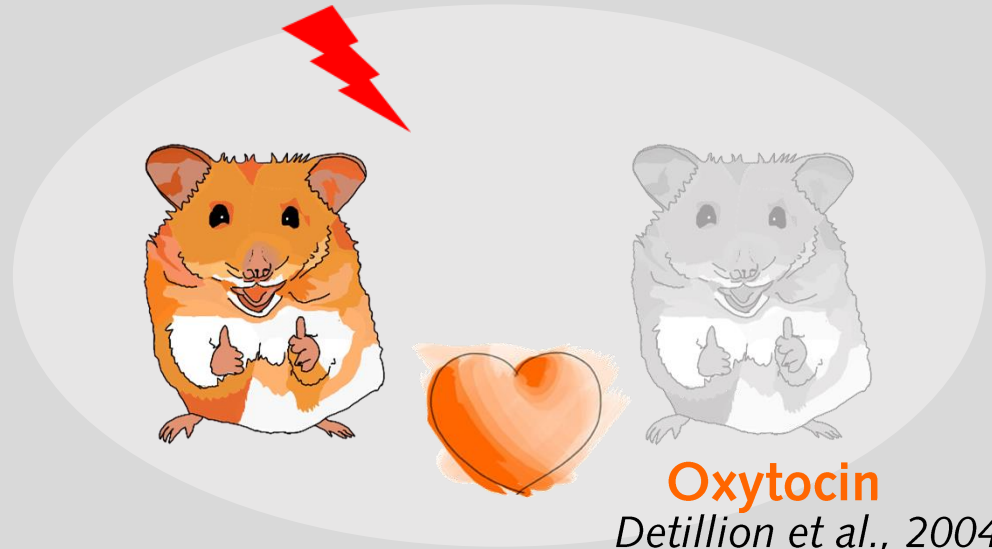
Belastungen

- 24% Verzögerung bei Caregivern
- 40% Verzögerung bei Prüfungen
- 60% Verzögerung bei feindseligem Ehepartner



Kiecolt-Glaser et al., 2005

Auch bei Goldhamstern



Detillion et al., 2004

Psychische Effekte

- ✓ Reduziert Angst- und Stresserleben
- ✓ Bindung und Erleben von Verbundenheit
- ✓ Kooperation
- ✓ Zufriedenheit und Wohlbefinden



Aktivitäten zur Steigerung von Oxytocin

- ✓ Stillen und Kuscheln (Hautkontakt)
- ✓ Sich Verlieben
- ✓ Erleben tragfähiger Beziehung
- ✓ Erleben von Gemeinsamkeit
- ✓ Erfüllung von Erwartungen
- ✓ Staunen



Psychische Effekte

- ✓ Reduziert Angst- und Stresserleben
- ✓ Bindung und Erleben von Verbundenheit
- ✓ Kooperation
- ✓ Zufriedenheit und Wohlbefinden

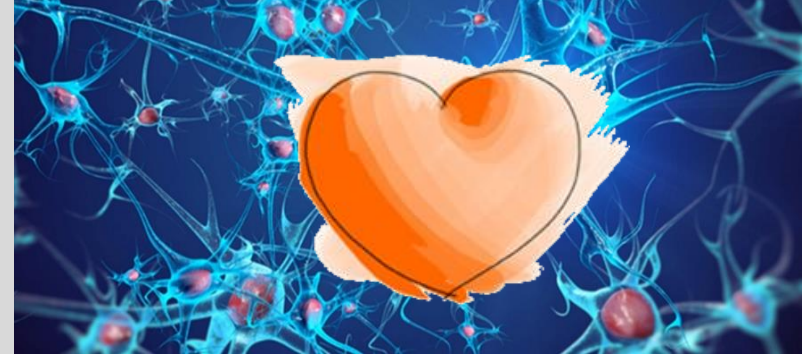




Aktivitäten zur Steigerung von Oxytocin

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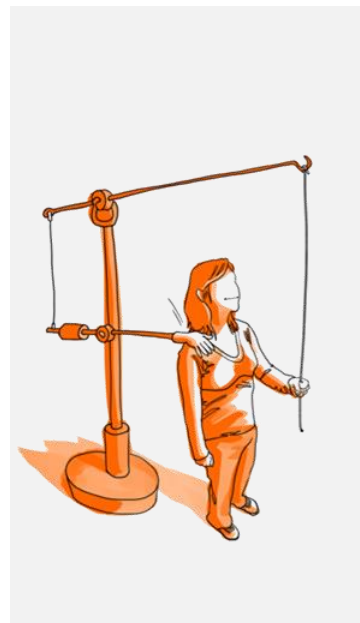
OXYTOCIN: WERTSCHÄTZUNG





Wertschätzung

Halte eine Lobrede auf eine Person deiner Wahl. Diese Lobrede dauert mindestens eine Minute.



- Eigene Erfolge
- Genutzte Fähigkeiten
- Soziale Anerkennung
- Leistungsunabhängige Selbstwertschätzung



Ruth Feldman

**A social neuroscience approach to conflict resolution:
Dialogue intervention to Israeli and Palestinian youth impacts
oxytocin and empathy (*Influs et al., 2018*)**

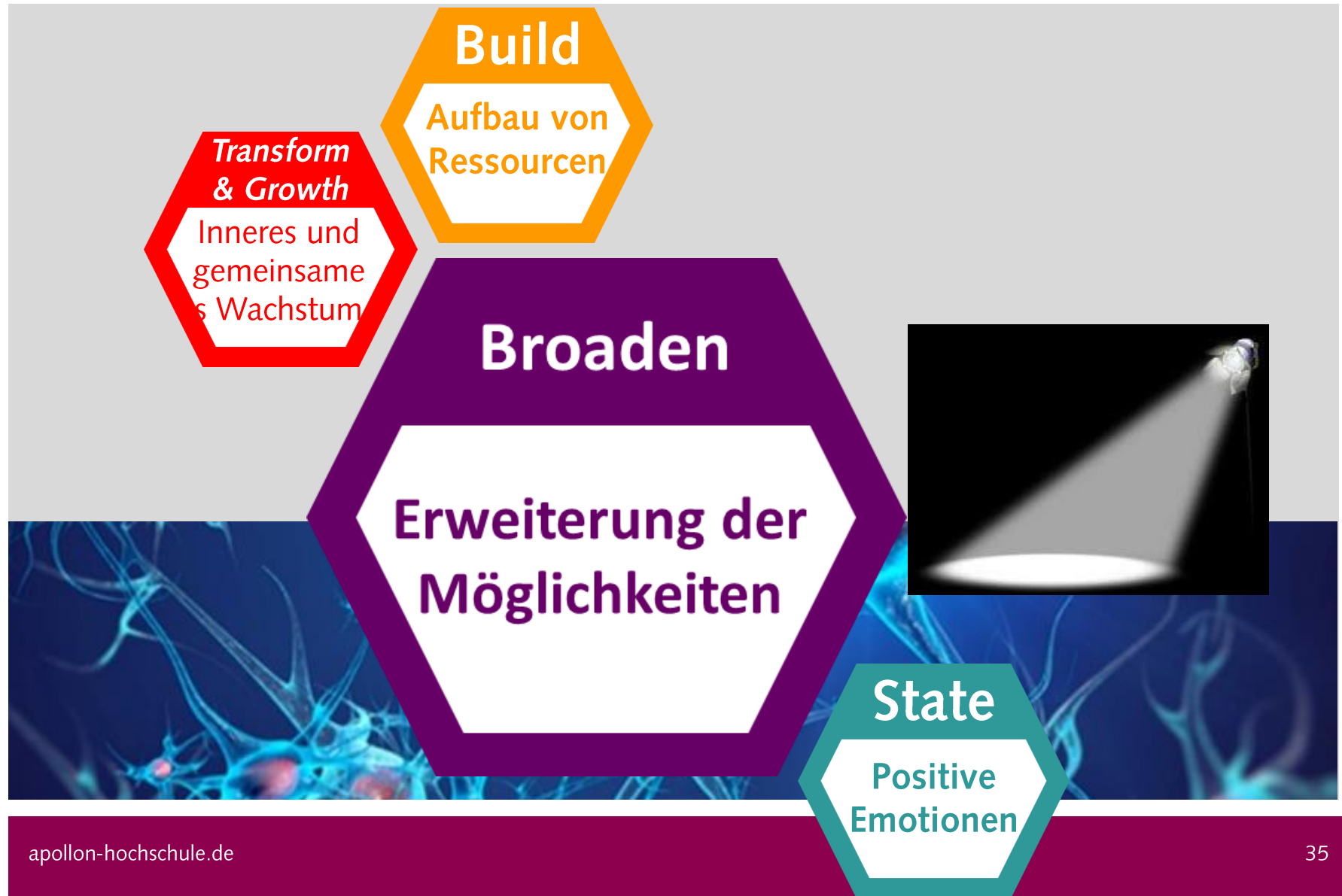
Dialogue Intervention:

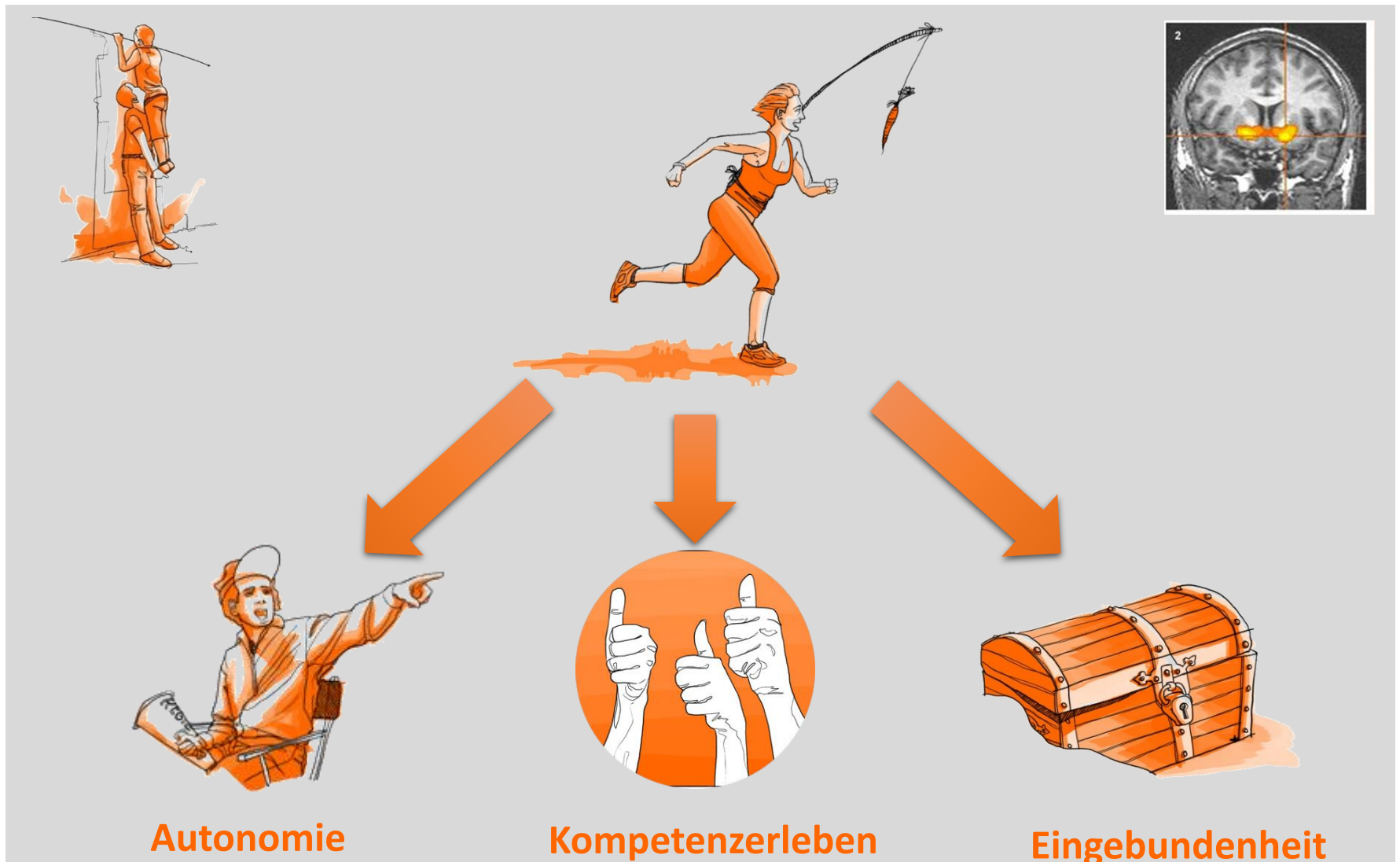
- Social Synchrony
- Share experience of pain

Outcome

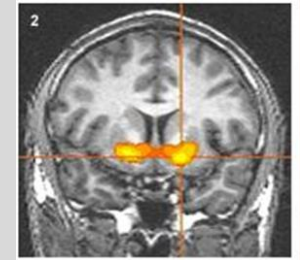
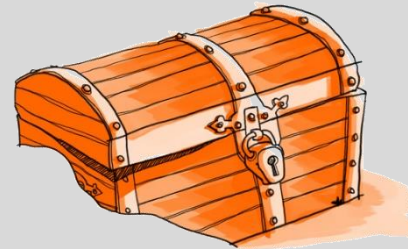
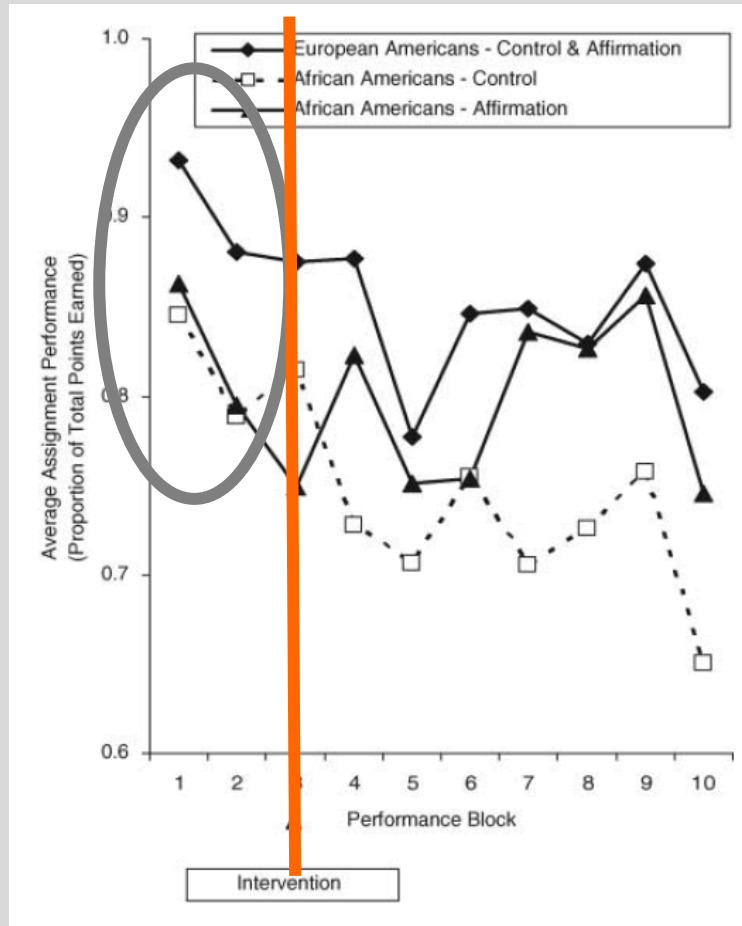
- Increase of endogenous oxytocin
- Better perspective taking and empathy with the outgroup

BROADEN AND BUILD THEORY (FREDRICKSON, 2001)

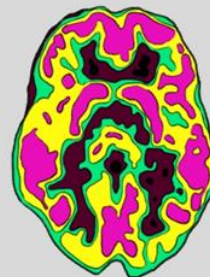




THE RACIAL ACHIEVEMENT GAP

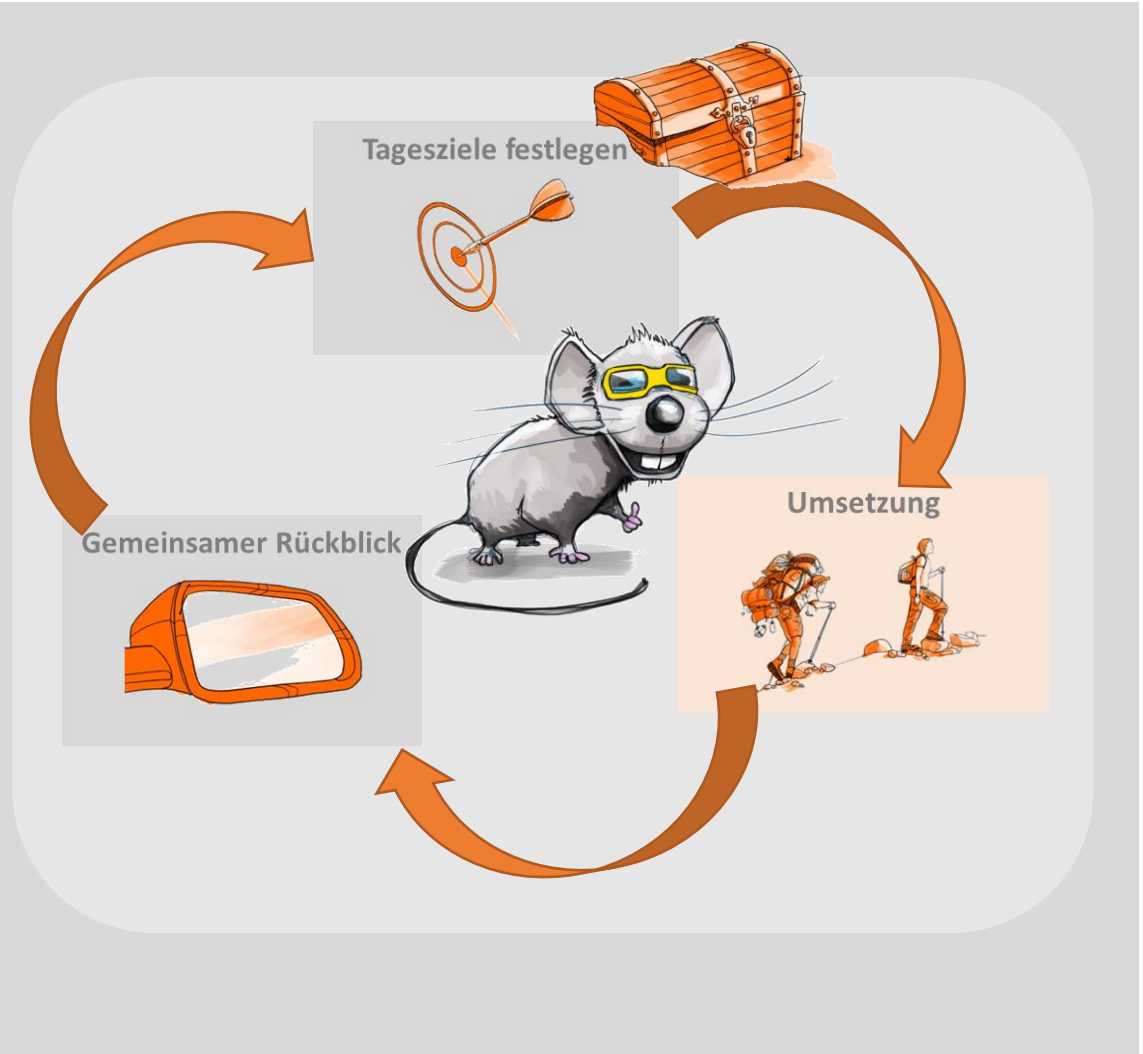
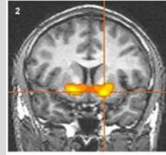
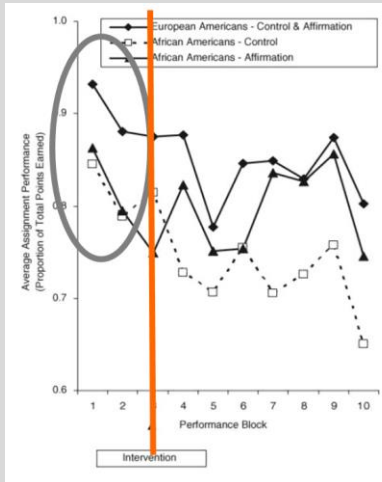


Was ist aus dieser Liste der wichtigste Wert für dich?
Warum ist der für dich wichtig?
Wie lebst du diesen Wert?



Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *science*, 313(5791), 1307-1310.

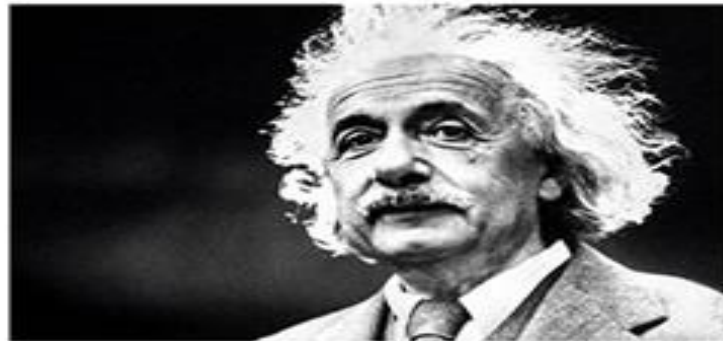
WERT GELEITETE TAGESWIRKSAMKEITEN





**„Es ist leichter, einen
Atomkern zu spalten
als ein Vorurteil.“**

Albert Einstein



IPSE QUID AUDES

Wo wagst du heute mal etwas gegen deine Vorerfahrungen?