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Handbook of Motivation Science

One of the world's most esteemed and influential psychologists, Roy F. Baumeister, teams with New York Times science writer John Tierney to reveal the secrets of self-control and how to master it. Pioneering research psychologist Roy F. Baumeister collaborates with New York Times science writer John Tierney to revolutionize our understanding of the most coveted human virtue: self-control. Drawing on cutting-edge research and the wisdom of real-life experts, Willpower shares lessons on how to focus our strength, resist temptation, and redirect our lives. It shows readers how to be realistic when setting goals, monitor their progress, and how to keep faith when they falter. By blending practical wisdom with the best of recent research science, Willpower makes it clear that whatever we seek—from happiness to good health to financial security—we won't reach our goals without first learning to harness self-control.

Advances in Experimental Social Psychology

This timely and applied textbook brings together leading scientists to illustrate how key theories and concepts in social psychology help to predict and explain behavior, and can be successfully applied to benefit social and practical problems. It focuses on robust theories and models known for their successful applications and covers a diverse range of settings—spanning classroom interventions, health behavior, financial decision making, climate change and much more. Each chapter comprises of a theoretical section to define the key concepts and summarize the theory, providing evidence for its reliability and limitations from basic research, as well as an application section that summarizes research in an

applied context and provides details about a particular study including the respective application setting. The textbook expertly shows how theory can make meaningful predictions for real world contexts, and isn't afraid to explain the potential hurdles and pitfalls when applying a theory and its underlying set of concepts in a certain context. Crucially, this format moves towards theory testing in applied contexts, enabling a closer examination of why and under what circumstances interventions may be successful in obtaining a desired behavioral or psychological end-state. Among the topics explored: Mindset theory of action phases and if-then planning Quality of motivation in self-determination theory The focus theory of normative conduct Social identity theory and intergroup contact theory Intergroup forgiveness Social Psychology in Action is a critical resource for advanced undergraduate and graduate students in social and cultural psychology, as well as students of behavioral economics seeking to develop a deeper understanding of major theories and applications of the fields. Practitioners working in the areas of organizational behavior and management, health communication, social work, and educational science and pedagogy will also find the volume pertinent to their work.

Handbook of Motivation at School

Most of us are far from perfect in virtue. But even those who come far closer to perfect virtue than most of us--people like Mother Theresa, Martin Luther King, Jr., or Gandhi--nonetheless fall short of possessing it: not even moral saints and heroes are perfectly virtuous. Faced with this fact, moral philosophers can respond in two different ways: they might insist that the only real virtue is perfect virtue, and the only right actions are perfectly virtuous ones. Any failure to meet the exacting standards of perfect virtue will amount to vice, and any less than perfectly virtuous actions will be wrong. Or, if they reject such a rigorist picture, they can instead affirm that there are actions that are truly good and right even if they fall short of perfection. In this book, philosopher Rebecca Stangl urges the attractions of a virtue ethics committed to the second option, and in doing so, pushes forward two major innovations. First, she constructs and defends Neo-Aristotelian accounts of supererogation and suberogation, arguing such accounts are fully consistent with such traditional Aristotelian claims as the doctrine of the mean, the necessity of virtue, and the role of the phronimos in our moral epistemology. And further, far from encouraging a kind of complacency, she shows the recognition that there can be genuine goodness short of perfection is precisely what opens up theoretical space for appreciating the goodness of striving towards ideal virtue. The second major innovation of the book is its argument that self-improvement itself can be morally excellent, and the disposition to seek and engage in it, where appropriate, is itself virtuous. She terms this a virtue of self-cultivation, and the book defends and develops a rigorous account of its nature and value.

All You Have to Do Is Ask

World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has

discovered a truly groundbreaking idea-the power of our mindset. Dweck explains why it's not just our abilities and talent that bring us success-but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals-personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.

Why Students Resist Learning

Integrating significant advances in motivation science that have occurred over the last two decades, this volume thoroughly examines the ways in which motivation interacts with social, developmental, and emotional processes, as well as personality more generally. The Handbook comprises 39 clearly written chapters from leaders in the field. Cutting-edge theory and research is presented on core psychological motives, such as the need for esteem, security, consistency, and achievement; motivational systems that arise to address these fundamental needs; the process and consequences of goal pursuit, including the role of individual differences and contextual moderators; and implications for personal well-being and interpersonal and intergroup relations.

Self-theories

The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children's motivation at school. It covers the major theoretical perspectives in the field as well as their application to instruction, learning, and social adjustment at school. Key Features: Comprehensive - no other book provides such a comprehensive overview of theory and research on children's motivation at school. Theoretical & Applied - the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools. Chapter Structure - chapters within each section follow a similar structure so that there is uniformity across chapters. Commentaries - each section ends with a commentary that provides clear directions for future research.

Neither Heroes nor Saints

Challenging current notions in self-esteem literature, this volume offers new insights into efficacy, agency, and self-esteem as well as the influence of these constructs on psychological well-being. The contributions by prominent researchers contain substantial new theoretical and empirical research that focuses on a wide range of personality and motivational

phenomena.

Mindset - Updated Edition

This timely and important collection broadens our understanding of the ways in which lay theories (also known as folk psychologies, implicit theories, naïve theories, or mindsets) impact our lives and social relations. Moving well beyond lay theories as applied to intelligence and achievement, this volume considers lay theories in an admirably wide context, including perspectives on prejudice, creativity, self-regulation, health, free will, justice, magic, religion and more. Eminent and emerging scholars alike provide a comprehensive overview that presents and synthesizes cutting edge contemporary research on lay theories, spanning social, cognitive, developmental, cultural, and clinical psychology. Structurally, this volume is organized in three parts. Beginning with a preface by renowned scholar Carol Dweck, the first part looks at the origins and nature of lay theories, and how malleable they are. The second part explores lay theories about common psychological phenomena. The third section discusses lay theories about the metaphysical or supernatural. Finally, the last section explores the important question of how lay theories impact health and health behavior. Taken together, the chapters provide an integrative survey of the science of lay theories, bringing together many perspectives that previously have been studied largely in isolation. This volume is more than the sum of its parts—perspectives from different strands of research provide insights that cut across research disciplines, making novel connections and prompting new directions for this field of study. Shedding light on how our beliefs shape all facets of our lives, *The Science of Lay Theories: How Beliefs Shape Our Cognition, Behavior, and Health* will appeal to researchers and practitioners in psychology, as well as philosophers, cognitive and developmental neuroscientists, religious scholars, sociologists, and anthropologists. It is very rare to say of an edited volume of scholarly chapters “I couldn’t put it down!” Yet that was the case with this book. It’s not just that I have worked in this field for many years, but rather, with every chapter I felt I was gaining new insights into what, deep down, people really believe and how these beliefs influence their lives—Carol Dweck, Stanford University, Palo Alto, CA, USA

Development of Achievement Motivation

The best-selling author of *59 Seconds* challenges popular self-help approaches while counseling readers to take specific actions to improve outlook and circumstances, drawing on scientific findings to demonstrate how simple physical activities, from smiling to walking briskly, can alleviate common challenges.

Student Motivation

Advances in Experimental Social Psychology continues to be one of the most sought after and most often cited series in this field. Containing contributions of major empirical and theoretical interest, this series represents the best and the brightest in new research, theory, and practice in social psychology. This serial is part of the Social Sciences package on ScienceDirect. Visit info.sciencedirect.com for more information. Advances Experimental Social Psychology is available online on ScienceDirect — full-text online of volumes 32 onward. Elsevier book series on ScienceDirect gives multiple users throughout an institution simultaneous online access to an important complement to primary research. Digital delivery ensures users reliable, 24-hour access to the latest peer-reviewed content. The Elsevier book series are compiled and written by the most highly regarded authors in their fields and are selected from across the globe using Elsevier's extensive researcher network. For more information about the Elsevier Book Series on ScienceDirect Program, please visit: info.sciencedirect.com/bookseries/ One of the most sought after and most often cited series in this field Contains contributions of major empirical and theoretical interest Represents the best and the brightest in new research, theory, and practice in social psychology

Lay Theories

Reveals how established attitudes affect all aspects of one's life, explains the differences between fixed and growth mindsets, and stresses the need to be open to change in order to achieve fulfillment and success.

Handbook of Self and Identity

However personally committed faculty may be to helping students learn, their students are not always as eager to participate in this endeavor, and may react with both active and passive resistant behaviors, including poor faculty evaluations. The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning, providing them with a rationale for responding constructively, and enabling them to create conditions conducive to implementing effective learning strategies. In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion, evaluation, and the development of effective counter strategies. The model takes into account institutional context, environmental forces, students' prior negative classroom experiences, their cognitive development, readiness to change, and metacognition. The various chapters take the reader through the model's elements, exploring their practical implications for teaching, whether relating to course design, assessments, assignments, or interactions with students. The book includes a chapter written entirely by students, offering their insights into the causes of resistance, and their reflections on how participating on this project has affected them. While of great value for faculty, this book is also useful to faculty developers advising future and current faculty, as well as to administrators, offering insight into how institutional

values impact teaching practice and student attitudes.

Motivation and Self-Regulation Across the Life Span

This innovative text sheds light on how people work -- why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. The author presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: * How these patterns originate in people's self-theories * Their consequences for the person -- for achievement, social relationships, and emotional well-being * Their consequences for society, from issues of human potential to stereotyping and intergroup relations * The experiences that create them This outstanding text is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and senior undergraduate students in these areas.

The Science of Lay Theories

This reissue of a classic book (the first edition of which sold 50,000 copies) explores the 'Pygmalion phenomenon', the self-fulfilling prophecy embedded in teachers' expectations.

Mindset

What are the origins of greatness? Few other questions have caused such intense debate, controversy, and diversity of opinions. In recent years, a large body of research has accumulated that suggests that the origins of greatness are extraordinarily complex. Instead of talent or practice, it's talent and practice. Instead of nature or nurture, it's nature via nurture. Instead of practice, it's deliberate practice. Instead of the causes of greatness in general, it's the determinants of greatness specific to a field. The Complexity of Greatness brings together a variety of perspectives and the most cutting-edge research on genes, talent, intelligence, expertise, deliberate practice, creativity, prodigies, savants, passion, and persistence. A variety of different domains are represented, including science, mathematics, expert memory, acting, visual arts, music, and sports. This book demonstrates that the truth about greatness is far more nuanced, complex, and fascinating than any one viewpoint or paradigm can possibly reveal. Indeed, it suggests that the time has come to go beyond talent or practice. Greatness is much, much more.

Contesting Stereotypes and Creating Identities

Fifteen years ago, psychologist and educator Howard Gardner introduced the idea of multiple intelligences, challenging the

presumption that intelligence consists of verbal or analytic abilities only -- those intelligences that schools tend to measure. He argued for a broader understanding of the intelligent mind, one that embraces creation in the arts and music, spatial reasoning, and the ability to understand ourselves and others. Today, Gardner's ideas have become widely accepted -- indeed, they have changed how we think about intelligence, genius, creativity, and even leadership, and he is widely regarded as one of the most important voices writing on these subjects. Now, in *Extraordinary Minds*, a book as riveting as it is new, Gardner poses an important question: Is there a set of traits shared by all truly great achievers -- those we deem extraordinary -- no matter their field or the time period within which they did their important work? In an attempt to answer this question, Gardner first examines how most of us mature into more or less competent adults. He then examines closely four persons who lived unquestionably extraordinary lives -- Mozart, Freud, Woolf, and Gandhi -- using each as an exemplar of a different kind of extraordinariness: Mozart as the master of a discipline, Freud as the innovative founder of a new discipline, Woolf as the great introspector, and Gandhi as the influencer. What can we learn about ourselves from the experiences of the extraordinary? Interestingly, Gardner finds that an excess of raw power is not the most impressive characteristic shared by superachievers; rather, these extraordinary individuals all have had a special talent for identifying their own strengths and weaknesses, for accurately analyzing the events of their own lives, and for converting into future successes those inevitable setbacks that mark every life. Gardner provides answers to a number of provocative questions, among them: How do we explain extraordinary times -- Athens in the fifth century B.C., the T'ang Dynasty in the eighth century, Islamic Society in the late Middle Ages, and New York at the middle of the century? What is the relation among genius, creativity, fame, success, and moral extraordinariness? Does extraordinariness make for a happier, more fulfilling life, or does it simply create a special onus?

Personality, Identity, and Character

Do people have free will, or is this universal belief an illusion? If free will is more than an illusion, what kind of free will do people have? How can free will influence behavior? Can free will be studied, verified, and understood scientifically? How and why might a sense of free will have evolved? These are a few of the questions this book attempts to answer. People generally act as though they believe in their own free will: they don't feel like automatons, and they don't treat one another as they might treat robots. While acknowledging many constraints and influences on behavior, people nonetheless act as if they (and their neighbors) are largely in control of many if not most of the decisions they make. Belief in free will also underpins the sense that people are responsible for their actions. Psychological explanations of behavior rarely mention free will as a factor, however. Can psychological science find room for free will? How do leading psychologists conceptualize free will, and what role do they believe free will plays in shaping behavior? In recent years a number of psychologists have tried to solve one or more of the puzzles surrounding free will. This book looks both at recent experimental and theoretical work directly related to free will and at ways leading psychologists from all branches of psychology deal with the

philosophical problems long associated with the question of free will, such as the relationship between determinism and free will and the importance of consciousness in free will. It also includes commentaries by leading philosophers on what psychologists can contribute to long-running philosophical struggles with this most distinctly human belief. These essays should be of interest not only to social scientists, but to intelligent and thoughtful readers everywhere.

Handbook of Theories of Social Psychology

This book discusses research and theory on how motivation changes as children progress through school, gender differences in motivation, and motivational differences as an aspect of ethnicity. Motivation is discussed within the context of school achievement as well as athletic and musical performance. Key Features * Coverage of the major theories and constructs in the motivation field * Focus on developmental issues across the elementary and secondary school period * Discussion of instructional and theoretical issues regarding motivation * Consideration of gender and ethnic differences in motivation

The Complexity of Greatness

This edited volume features cutting-edge work in moral psychology by pre-eminent scholars in moral self-identity, moral character, and moral personality.

Social Psychology in Action

A group of internationally renowned scholars discuss their research on motivation.

Efficacy, Agency, and Self-Esteem

This innovative text sheds light on how people work - why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. Carol Dweck presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: how these patterns originate in people's self-theories; their consequences for the person--for achievement, social relationships, and emotional well-being; their consequences for society, from issues of human potential to stereotyping and intergroup relations; and the experiences that create them. Throughout, Dweck shows how examining self-theories illuminates basic issues of human motivation, social cognition, personality, the self, mental health, and development. This outstanding book is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and senior undergraduate students in these areas. -- Back cover.

Motivation and Self-Regulated Learning

Lay theories - the informal, common-sense explanations people give for particular social behaviours - are often very different from formal 'scientific' explanations of what actually happens. While they have been studied in the past, this is the first attempt to review, in detail, the nature of these beliefs. More specifically, it is the first study to consider such fundamental questions as the structure, aetiology, stability and consequence of lay theories about a range of topics. Each chapter covers a different area, such as psychology, psychiatry, medicine, economics, statistics, law and education.

Self-theories

“A serious attempt to understand a common phenomenon” from the author of *The Nature of Human Intelligence* (Psychology Today). One need not look far to find breathtaking acts of stupidity committed by people who are smart, or even brilliant. The behavior of clever individuals—from presidents to prosecutors to professors—is at times so amazingly stupid as to seem inexplicable. Why do otherwise intelligent people think and behave in ways so stupid that they sometimes destroy their livelihoods or even their lives? This is an investigation of psychological research to see what it can tell us about stupidity in everyday life. The contributors to the volume—scholars in various areas of human intelligence—present examples of people messing up their lives, and offer insights into the reasons for such behavior. From a variety of perspectives, the contributors discuss: The nature and theory of stupidity How stupidity contributes to stupid behavior Whether stupidity is measurable. While many millions of dollars are spent each year on intelligence research and testing to determine who has the ability to succeed, next to nothing is spent to determine who will make use of their intelligence and not squander it by behaving stupidly. The contributors focus on the neglected side of this discussion, reviewing the full range of theory and research on stupid behavior and analyzing what it tells us about how people can avoid stupidity and its devastating consequences. “Marvelous, devilishly clever, and culturally timely book . . . A fascinating exploration.” —Choice “Easily readable and well referenced . . . May provide just enough momentum for change.” —International Journal of Intelligence

Social Development

A set of tools for mastering the one skill standing between us and success: the ability to ask for the things we need to succeed. Imagine you're on a deadline for a big project, and feeling overwhelmed. Or you're looking for a job, but can't seem to get your foot in the door. Or you're dying for tickets to a sold out concert, and all your leads have gone cold. What do these problems have in common? They can all be solved simply by reaching out to a colleague, friend, or wider network and making an ask. Studies show that asking for help makes us better and less frustrated at our jobs. It helps us find new

opportunities and new talent. It unlocks new ideas and solutions, and enhances team performance. And it helps us get the things we need outside the workplace as well. And yet, we rarely give ourselves permission to ask. Luckily, the research shows that asking—and getting—what we need is much easier than we tend to think. Here, Wayne Baker shares a set of strategies—used at companies like Google, GM, and IDEO—that individuals, teams, and leaders can use to make asking for help a personal and organizational habit, including:

- A quiz to identify your asking-giving style
- SMART criteria for who, when, and how to ask
- “Plug-and-play ” routines that make requests a standard component of meetings
- Mini-games that incentivize asking within teams
- The Reciprocity Ring, a guided activity that allows people to tap into the giving power of a network

Picking up where the bestselling book *Give and Take* left off, *All You Have to Do Is Ask* shows us how to ignite the cycle of giving and receiving by asking for the things we need. Advance praise for *All You Have to Do Is Ask* “Asking for help and support has been a key to my success. Wayne Baker expertly shares how everyone can do it.”—Shellye Archambeau, former CEO, MetricStream, and board director, Verizon and Nordstrom “Wayne Baker shares the formula for driving personal, organizational, and social change by tapping the power of our teams and networks for help. This insightful book is a must-read for anyone seeking practical and proven solutions to make our workplaces and world a better place.”—Noel Tichy, professor, University of Michigan, and author of *Judgment and Control Your Destiny or Someone Else Will*

Are We Free? Psychology and Free Will

This book presents the latest developments in the major theories of student motivation as well as up-to-date research on the contextual and cultural variables that influence learning motivation in educational settings. An international roster of experts provides ample illustration of the complexities that are revealed when the study of cultural and contextual interactions is combined with motivational and cognitive variables.

Handbook of Competence and Motivation, First Edition

World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly groundbreaking idea—the power of our mindset. Dweck explains why it's not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.

Willpower

Succeed

Throughout the twentieth century there had been substantial links between scientific psychology and education. Binet, Dewey, Thorndike, and other early pioneers were strongly interested in both realms. Taking advantage of a period of enthusiasm, this title, originally published in 1983, looks at the amalgamation of the recent advances at the time in theory and research in education and psychology, with a particular focus on cognition, motivation and social policy. This volume presents and discusses the implications of this work on learning and motivation for educational policy.

Why Smart People Can Be So Stupid

This innovative two-volume handbook provides a comprehensive exploration of the major developments of social psychological theories that have taken place over the past half century, culminating in a state of the art overview of the primary theories and models that have been developed in this vast and fascinating field. Authored by leading international experts, each chapter represents a personal and historical narrative of the theory's development including the inspirations, critical junctures, and problem-solving efforts that have effected the choices made in each theory's evolution as well as the impact each has had on the canon of social psychology. Unique to this handbook, these narratives provide a rich background for understanding how theories are created more generally; how they're nurtured and shaped over time; and how through examination we can better understand their unique contribution to society as a whole. The Handbook also illustrates how the various theories contribute to understanding and solving critical social issues and problems. The Handbook of Theories of Social Psychology is an essential resource for researchers and students of social psychology and related disciplines.

Pygmalion in the Classroom

This important handbook provides a comprehensive, authoritative review of achievement motivation and establishes the concept of competence as an organizing framework for the field. The editors synthesize diverse perspectives on why and how individuals are motivated in school, work, sports, and other settings. Written by leading investigators, chapters reexamine central constructs in achievement motivation; explore the impact of developmental, contextual, and sociocultural factors; and analyze the role of self-regulatory processes. Focusing on the ways in which achievement is motivated by the desire to experience competence and avoid experiencing incompetence, the volume integrates disparate theories and findings and sets forth a coherent agenda for future research.

The As If Principle

This innovative text sheds light on how people work -- why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. The author presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: * How these patterns originate in people's self-theories * Their consequences for the person -- for achievement, social relationships, and emotional well-being * Their consequences for society, from issues of human potential to stereotyping and intergroup relations * The experiences that create them This outstanding text is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and senior undergraduate students in these areas.

Extraordinary Minds

PLEASE NOTE: This is a summary, analysis and review of the book and not the original book. In her book "Mindset: The New Psychology of Success," Carol S. Dweck argues that a growth mindset-the belief that abilities can be developed and the desire to embrace learning, challenges, and setbacks as sources of growth-creates the drive and resilience that influence success in virtually every area of life. This SUMOREADS Summary & Analysis offers supplementary material to "Mindset" to help you distill the key takeaways, review the book's content, and further understand the writing style and overall themes from an editorial perspective. Whether you'd like to deepen your understanding, refresh your memory, or simply decide whether or not this book is for you, SUMOREADS Summary & Analysis is here to help. Absorb everything you need to know in under 20 minutes! What does this SUMOREADS Summary & Analysis Include? An Executive Summary of the original book Editorial Review Key Takeaways and analysis from each section A short bio of the the author Original Book Summary Overview Dweck offers a view of achievement that is as simple as it is revolutionary: how you see your intelligence, personality, and talent influences how you work, how you live, how you love, and what becomes of your life. She analyzes the lives of iconic athletes, business leaders, teachers, and coaches to show how success and greatness come down to a commitment to learning and growth. Any student, teacher, parent, or business person; anyone who wants to grow and live a more fulfilling life will find this book an invaluable read. BEFORE YOU BUY: The purpose of this SUMOREADS Summary & Analysis is to help you decide if it's worth the time, money and effort reading the original book (if you haven't already). SUMOREADS has pulled out the essence-but only to help you ascertain the value of the book for yourself. This analysis is meant as a supplement to, and not a replacement for, "Mindset."

Summary of Carol S. Dweck's Mindset

An eminent social psychologist offers insight into how goals work and the sources of self-defeating behaviors, and provides

strategies for problem solving, achieving resiliency, and increasing willpower.

Learning and Motivation in the Classroom

This volume focuses on the role of motivational processes – such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations– in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and discusses detailed applications of the principles of motivation and self-regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

Steps to Self-determination

The Psychology of Thinking about the Future

Since the end of legal segregation in schools, most research on educational inequality has focused on economic and other structural obstacles to the academic achievement of disadvantaged groups. But in *Contesting Stereotypes and Creating Identities*, a distinguished group of psychologists and social scientists argue that stereotypes about the academic potential of some minority groups remain a significant barrier to their achievement. This groundbreaking volume examines how low institutional and cultural expectations of minorities hinder their academic success, how these stereotypes are perpetuated, and the ways that minority students attempt to empower themselves by redefining their identities. The contributors to *Contesting Stereotypes and Creating Identities* explore issues of ethnic identity and educational inequality from a broad range of disciplinary perspectives, drawing on historical analyses, social-psychological experiments, interviews, and observation. Meagan Patterson and Rebecca Bigler show that when teachers label or segregate students according to social categories (even in subtle ways), students are more likely to rank and stereotype one another, so educators must pay attention to the implicit or unintentional ways that they emphasize group differences. Many of the contributors contest John Ogbu's theory that African Americans have developed an "oppositional culture" that devalues academic effort as a form of "acting white." Daphna Oyserman and Daniel Brickman, in their study of black and Latino youth, find evidence that strong identification with their ethnic group is actually associated with higher academic motivation among minority youth. Yet, as Julie Garcia and Jennifer Crocker find in a study of African-American female college students, the desire to disprove negative stereotypes about race and gender can lead to anxiety, low self-esteem, and excessive, self-defeating levels of effort, which

impede learning and academic success. The authors call for educational institutions to diffuse these threats to minority students' identities by emphasizing that intelligence is a malleable rather than a fixed trait. *Contesting Stereotypes and Creating Identities* reveals the many hidden ways that educational opportunities are denied to some social groups. At the same time, this probing and wide-ranging anthology provides a fresh perspective on the creative ways that these groups challenge stereotypes and attempt to participate fully in the educational system.

School Consultation

Widely regarded as the authoritative reference in the field, this volume comprehensively reviews theory and research on the self. Leading investigators address this essential construct at multiple levels of analysis, from neural pathways to complex social and cultural dynamics. Coverage includes how individuals gain self-awareness, agency, and a sense of identity; self-related motivation and emotion; the role of the self in interpersonal behavior; and self-development across evolutionary time and the lifespan. Connections between self-processes and psychological problems are also addressed. **New to This Edition** *Incorporates significant theoretical and empirical advances. *Nine entirely new chapters. *Coverage of the social and cognitive neuroscience of self-processes; self-regulation and health; self and emotion; and hypoegetic states, such as mindfulness.

Self-theories

Why do people spend so much time thinking about the future, imagining scenarios that may never occur, and making (often unrealistic) predictions? This volume brings together leading researchers from multiple psychological subdisciplines to explore the central role of future-thinking in human behavior across the lifespan. It presents cutting-edge work on the mechanisms involved in visualizing, predicting, and planning for the future. Implications are explored for such important domains as well-being and mental health, academic and job performance, ethical decision making, and financial behavior. Throughout, chapters highlight effective self-regulation strategies that help people pursue and realize their short- and long-term goals. ÿ

The Art of Taking Action

Social development is examined from the dual perspectives of social and developmental psychology in this volume, which offers a multi-level review of the common boundaries between the two subdisciplines. The contributors synthesize research not only from psychology but from other fields such as education, family studies and social work. In so doing, they raise cross-disciplinary questions for the benefit of investigators who are often unaware of work and ideas outside their own

specializations. They further show how the different methods used by developmental and social psychologists present unique possibilities for exploring questions of mutual interest.

Mindset

Since its emergence during the 1960s, school consultation has become an important vehicle for delivering psychological and educational services. Cooperative efforts between skilled consultants and teachers, rooted in the principles of problem solving, social influence, and professional development, enhance student learning and adjustment while encouraging consultees to be more effective and proactive in their practice. The Third Edition of *School Consultation: Conceptual and Empirical Bases of Practice* shows in expert detail how this relationship works by synthesizing mental health and behavioral models of consultation with the most effective evidence-based practices (e.g., implementation support, response to intervention) informing the field today. The authors provide real-world contexts for all participants in the equation—consultants, teachers, students, staff, and the school itself—and thoroughly review consultation processes and outcomes for a contemporary practice-oriented approach suited to the new consultant, trainee, or researcher. Key features of the Third Edition include: An integrated mental health/behavioral model for school consultation. An organizational study of the school as a setting for consultation. Assessment issues and strategies particularly relevant to school consultation. Approaches to providing teachers with implementation support. Conceptual models for selecting academic and behavioral interventions. Administrative perspectives on school consultation. A real, transcribed case study analyzed by the authors. In the tradition of its predecessors, *School Consultation, Third Edition*, is a confidence-building tool for practitioners in school psychology, clinical child psychology, educational specialties, school counseling, special education, and school social work as well as a trusted reference for researchers in these fields.

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