## Sir ken robinson and carol dweck

**Education** 



The paper "Sir Ken Robinson and Carol Dweck" is an exceptional example of an educational essay.

In this clip, Professor Carol Dweck talks about how the mindsets of students shape their learning and motivation. She disputes the popular claim that brains are fixed with some degree of intelligence; a fact that derail their maximum intellectual development and renders them afraid of making errors. This is an attempt at helping children, as well as students, to develop their potential fully. Fixed mindset students prefer being on top in their fields of expertise, and avoid new tasks that can make them lose their positions. Trying is a show of failure in this case, and they always conceal their mistakes (The RSA, s2013). Other students believe that there is room for growth intellectually, enhanced by teaching, mentoring and experiences. Students here recognize the differences there are in individuals. According to Dweck, a lot of effort is needed for students to achieve their potential. Such students are always open to learning, with much effort and view mistakes as natural.

Professor Dweck inputs that praise harm students' development as it enables them to develop fixed mindsets. However, praising the process of students and rewarding them gives them the motivation and confidence necessary. Whereas this method proves fruitful, it can equally be detrimental if students are pushed too much. They then tend to think that they are not good enough in their actions, a fact that can make them give up trying at all. Sir Ken Robinson notes that the methods employed by instructors when teaching students are responsible for reduced creativity in education today. This is because they teach students about becoming good workers, as opposed to being creative thinkers. I believe this is true because the majority of https://assignbuster.com/sir-ken-robinson-and-carol-dweck/

instructors encourage the development of fixed mindsets, discouraging creativity and effort.