

Measuring how pupils' results are affected after being confronted with undoable tasks

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Can we support bright students to build up metacognition by instructing them to cope with undoable tasks?

Study 1: Testing instruments to select students who can and who cannot cope (this poster)

Study 2: Process analysis of coping and non-coping students

Study 3: Effects of instruction

PARTICIPANTS

N=87

13-15 years old

3rd year Latin students

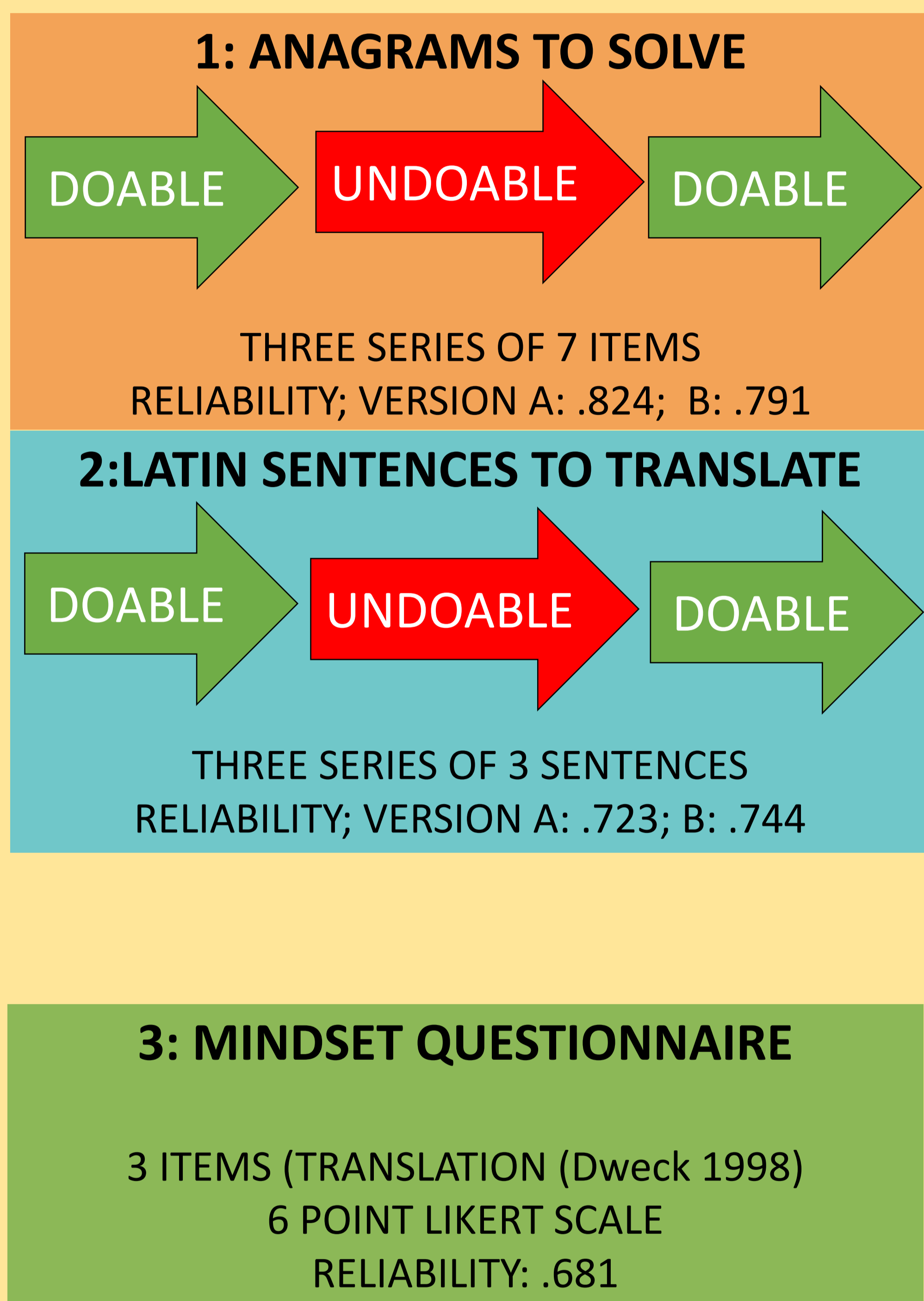
AIMS

Test: challenges affect students differently.

Design: an instrument to measure effects of challenges on students' results.

Test: to which extent a Dutch translation of Dweck's questionnaire on mindset can be used.

INSTRUMENTS COMBINED



EFFECT OF FRUSTRATION ON 3 RD SERIES		
NEGATIVE	NO	POSITIVE
13	61	13
16	55	16
ENTITY	-	INCREMENTAL
21	23	43

PERFORMANCE MINDSET



Effect of undoable task

- Differential effects. After undobale task: 15- 20% pupils improved, 15-20 deteriorated
- Concurrent Undoable tasks; (instruments 1, 2)
- Dweck's questionnaire seems to work differently for Dutch pupils (cultural bias)

Further Reseach
 Differences in coping behaviour (process study)