

Q:

A: Social Science/CUHK

借力科技：應境的正向教育

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GROWTH MINDSET是什麼?

Mindset

Q: mind (心智) 是什么?

A: “一個人的包括知、情、意、行等所有知性與心理現象。”

“All intellectual and psychological phenomena of an organism, encompassing motivational, affective, behavioral, perceptual, and cognitive systems”

-- APA Dictionary of Psychology

Mindset

如何設定你的心智系統?
心智是：



Mindset

如何设定你的心智系统?

心智是：



A Fixed **E**ntity: 固定的



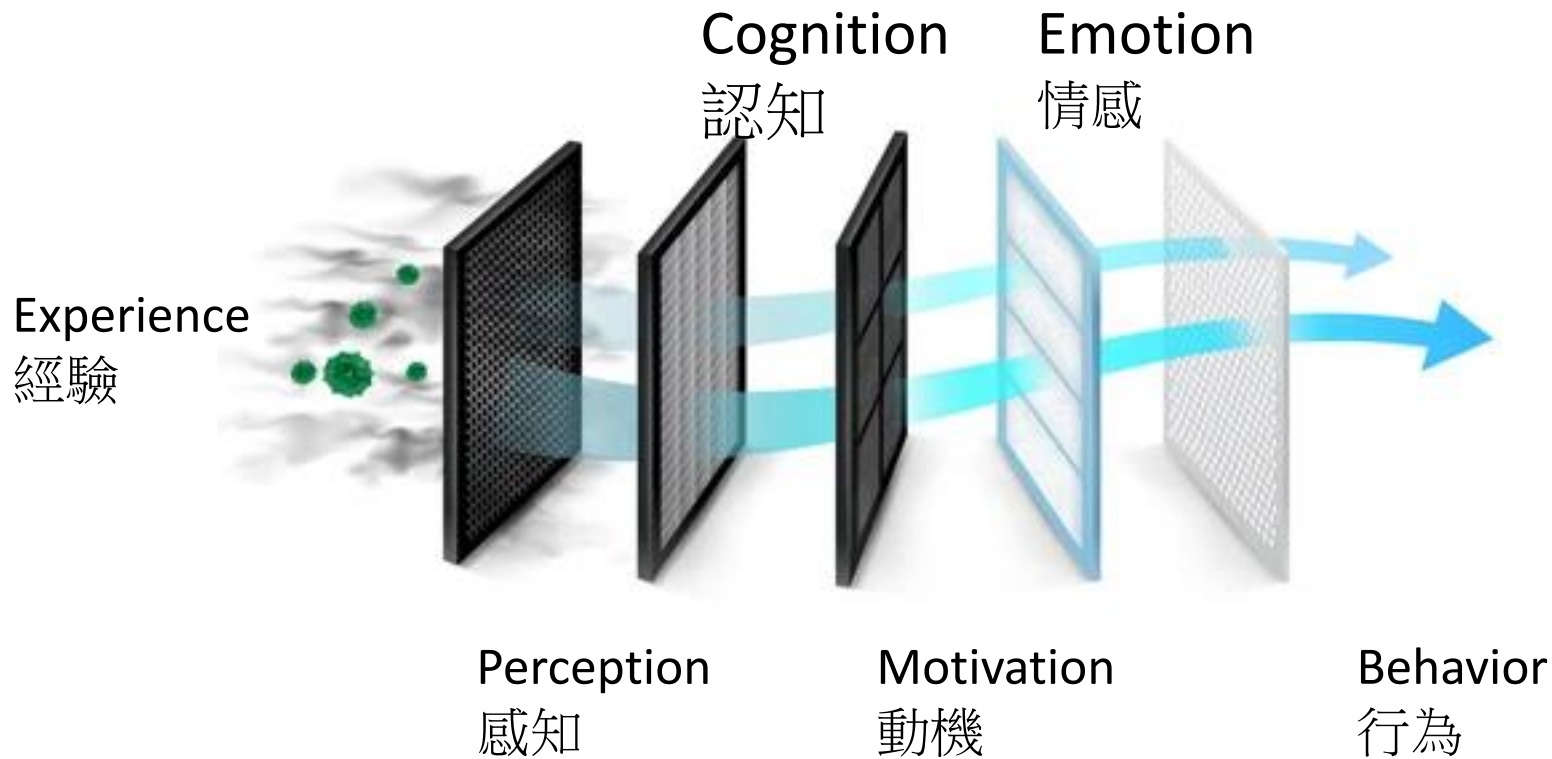
Growable: 可增长的





E
设定

G
设定



TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mindset
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges

...embrace challenges

OBSTACLES

...give up easily

...persist in the face of setbacks

EFFORT

...see effort as fruitless or worse

...see effort as the path to mastery

CRITICISM

...ignore useful negative feedback

...learn from criticism

SUCCESS OF

...feel threatened by the success of others

...find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

All of this confirms a deterministic view of the world.

As a result, they reach ever-higher levels of achievement.

All this gives them a greater sense of free will.

兩種意義系統 (meaning system)

	固定型	成長型
動機(個人關注點: Motivation (personal concerns))	自己和他人如何評價我?	我是否在進步中?
認知：表現的意義 Cognition: Performance as information	表現告訴我：我天生、不可改變的素質有多好。	表現告訴我：我現時的能力有多高，我要如何設定下一步的目標。
認知：努力的意義 Cognition: Effort as information	不用努力，已有好表現 = 聰明。 靠努力才有好表現 = 平庸	越肯努力動腦筋而取得進步 = 能幹
情感 Emotions/feeling	成敗牽制情感 面臨挑戰：不安，害怕失敗 成功：開心 失敗：沮喪	期待帶動情感 面臨挑戰：興奮、雀躍 成功：滿意 失敗：失望
成敗時的行為反應 Behavioral responses to outcomes	成王敗寇 遇上失敗：無助、放棄	勝不驕、敗不餒 遇上失敗：屢敗屢戰，鏗而不捨
成功與意義感 Sense of Achievement and Meaning	來自卓越表現	來自超越自我

如何培養學生的**GROWTH MINDSET?**



SKY'S THE LIMIT

Growth mindset, students, and schools in PISA

Box 5. Teaching growth mindset in an Asian society, the PASS model in Hong Kong (China)

Students in Hong Kong (China) are less likely on average than their OECD peers to present a growth mindset (Figure 2). In a Chinese cultural setting, teaching growth mindset is challenging because of the keen academic competition that does not leave much room for trialling and failing different learning strategies, and favours “working hard rather than working smart”, or efforts that are diligent rather than clever.


The Positive Applied Social Science Program at the Chinese University of Hong Kong (PASS@CUHK) has researched how to foster growth mindset in such a challenging environment, and found two necessary conditions for developing growth mindset in schools in Hong Kong (China). First, there must be a strong growth mindset culture in the school. Second, students must have personal experience of meeting challenging and personally significant growth goals through deliberate practices of effective learning strategies.

The PASS model relies on helping teachers become education innovators through a whole-school intervention programme that helps them acquire and apply evidence-based skills in curriculum and pedagogical design, classroom management

- Create a physical environment that affords exploration and innovations in teaching strategies;
- Equip teachers with evidence-based knowledge and skills to become education innovators;
- Provide immediate online feedback to teachers on the effectiveness of their education innovations;
- Reform school administration to empower teachers in the pursuit of education innovation;
- Help teachers strengthen their growth mindset by reflecting on their innovation experiences; and
- Use icons and narratives to establish communicable and visible growth mindset norms in schools.

the growth mindset in these schools has also been accompanied by a significant increase in students’ learning motivation, perseverance, openness, academic engagement, academic achievement, subjective well-being, and purpose in life.

Source: OECD - Yidan Prize Foundation (2020_[25]), *Growth Mindset Online Workshop: Mindsets and Well-Being*, Chi-Yue Chiu

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- 

before



after









八鄉中心小學











鳳溪廖潤琛紀念學校
FUNG KAI LIU YUN SUM MEMORIAL SCHOOL



before



before



after

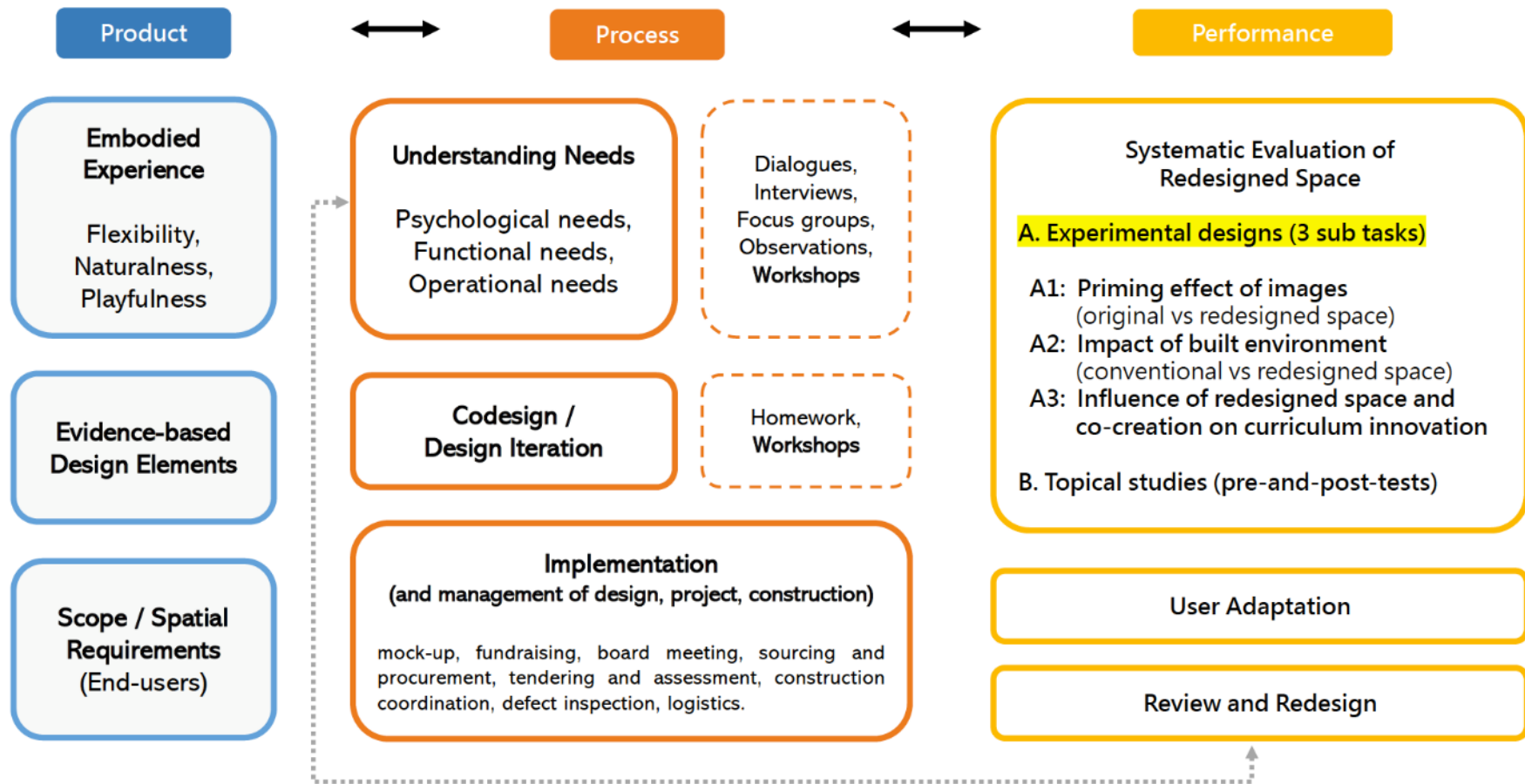


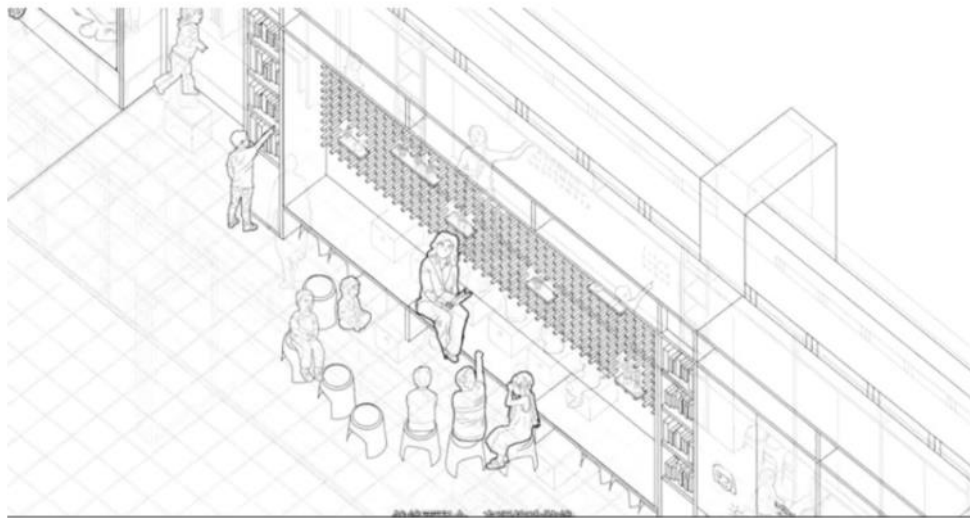






Participatory Product-Process-Performance (4P) Model of Redesign











REIMAGINE, REPURPOSE, REDESIGN FOR GOOD

#HKCreativeForce

#DesignForGood

The Hong Kong Trade Development Council (HKTDC) joins hands with The Hong Kong Institute of Architect (HKIA) this year, to curate and present the virtual design exhibition "Reimagine, Repurpose, Redesign for Good". With the aim to enhance the interrelationship and interaction among oneself, our community and the world through architectural arts and to showcase Hong Kong's architectural excellence, the exhibition showcases a wide range of creative, sustainable designs, using either reused materials or with "Reuse" and/or "Repurpose" as the design principle, created by a group of local architects. The exhibits cover sustainable architecture, indoor and outdoor spatial design, furniture products, art installation and more. Three architects will be sharing their design inspirations and insights at [InnoTalk](#).



Most Outstanding Designs



Transforming Plastic Waste into Public Seating: Community Environment • Art

 Irene Cheng & Howard Chung



School Redesign for Well-being

 Thomas Chung & Jimmy Ho



REIMAGINE TIMBER ARCHITECTURE IN POST-DIGITAL ERA
Catenary Timber Structure

 Wong Long Hin



範式轉移

隨著 STEM 如日中天的發展，世界各地社會紛紛為應對未來創新型環境培養年輕人才，對 STEM 的學習需求日漸增高之際，背後整體的教育理念及模式現正經歷範式轉移的趨勢，包括 (1) 從被動學習到主動學習，(2) 從匯聚型思維到擴散型思維，(3) 從改善貧困到增強幸福感。本書第二章將由上述的趨勢出發，*猜想*未來 STEM 學習空間的可能性。

1. 從被動式學習到主動式學習

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Uploads

▶ PLAY ALL



機靈成長心態之分班教學與後來居上

26 views • 4 months ago



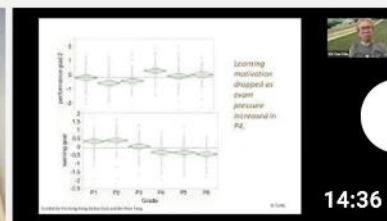
機靈成長心態 (Growth mindset plus) part 2

40 views • 4 months ago



機靈成長心態 (Growth Mindset plus) Part 1

58 views • 4 months ago



正向教育精解 第二回 教成長心態有幾難

167 views • 8 months ago

三思：成長思維 + 設計思維 + 計算思維

Resilience for All @ CUHK

24 (6 + 6 + 3 + 3 + 3 + 3) hours boot-camp &
Coaching

成長思維 + 設計思維

Design Thinking for Education: How to Transform Teachers to Education Innovators



Session Topic

Q:A
Social Science Focus

Innovations in Growth Mindset Education

Chen-feng Li, Professor of Educational Studies
Dean of Social Science
The Chinese University of Hong Kong

Confucius once said, "If you can one day recreate yourself, do so from day to day and let there be daily recreation."

孔子曰：“苟日新、日日新、又日新”

Effective teachers and educators constantly recreate themselves; they are tireless innovators.

Design thinking embodies a growth mindset; together they prepare teachers and educators to become innovators.

In this webinar, celebrated educators and design thinking gurus will share with the audience their experiences and skills in nurturing transformative education innovations; they aim to inspire new thinking and enliven discussions on how to enhance learning experience, grow the growth mindset and create impactful learning outcomes by turning schools into exciting design studios.



Member of VTC Group
VTC 成員機構



Session Topic

Improving Learning Experience through Design Thinking

Dr. Lam Wai Koung, Wallace
Academic Director
Business and Management Studies, Academic Training Council
Chinese Hong Kong Institute of Educational Research (HKIER)



Mr. David Chung
Senior Partner, Knowledge Consulting



Mr. Simon Loo, Senior
Consultant, Knowledge Consulting



zoom


Date: 17 August 2021
Time: 3:00pm to 5:00pm



Session Topic
Creating Impactful Learning
Outcomes through Design Thinking

ONLINE REGISTRATION LINK

[HTTPS://CLOUD.ITSC.CUHK.EDU.HK/WEBFORM/VIEW.PHP?ID=13405051](https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13405051)

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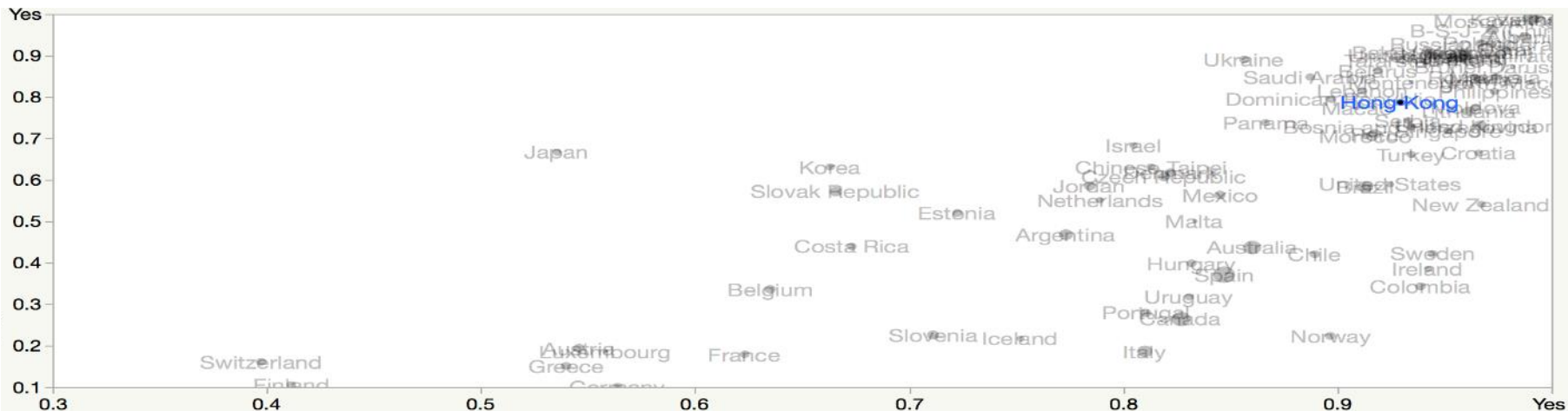
成長標板

Growth Dashboard


聖公會白約翰會督中學
浸信會沙田圍呂明才小學

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用学生表现来评估老师表现



用学生表现来评估学校表现

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- 

A young boy with short black hair, wearing blue-rimmed glasses, a white collared shirt, and a light blue bow tie, is smiling broadly. He is touching a large, vertical green pillar with his right hand. The background is a soft-focus green environment with other people's arms visible. The overall tone is bright and positive.

**SOW
GOOD!**

Positive Education Centre
正向品格教育館



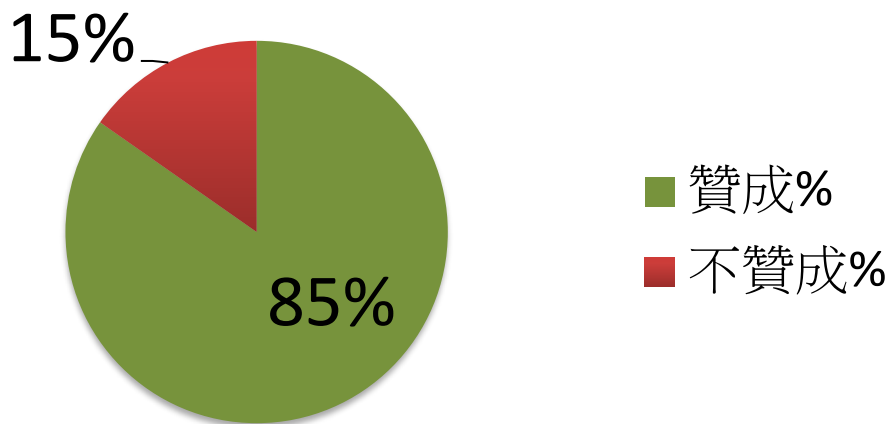
The FIRST Positive
Education Centre in
Hong Kong



成長型思維學唔學得到？

SowGood! 到館體驗學習

只要你肯動腦筋用心學習，你可以變得更聰明





學會成長型思維有乜好？

我的果子?



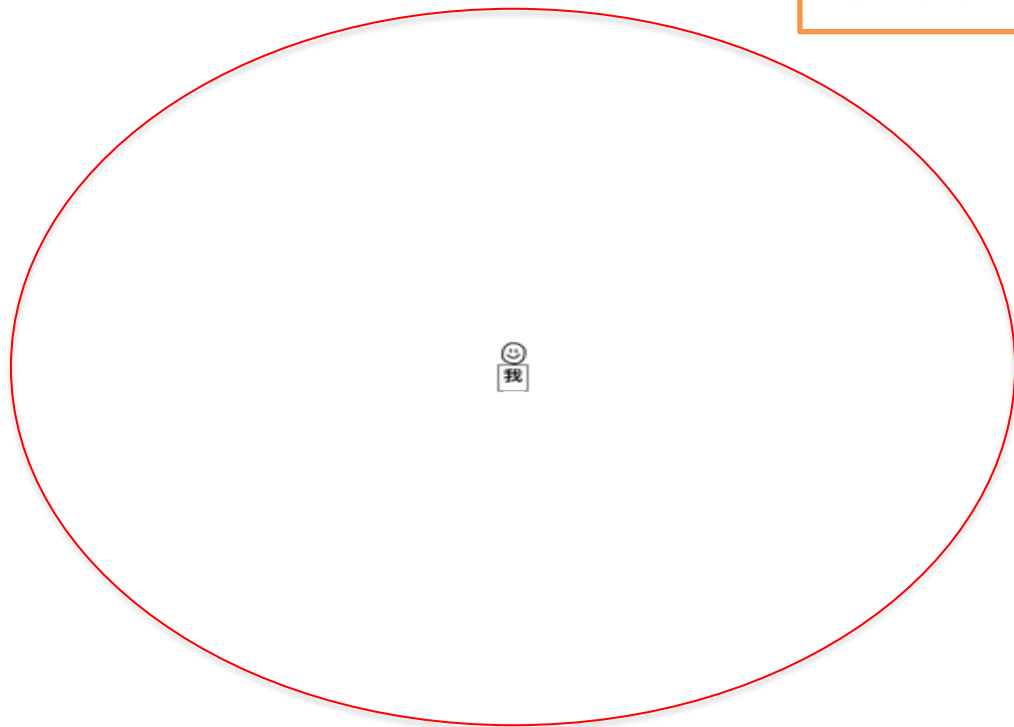
我



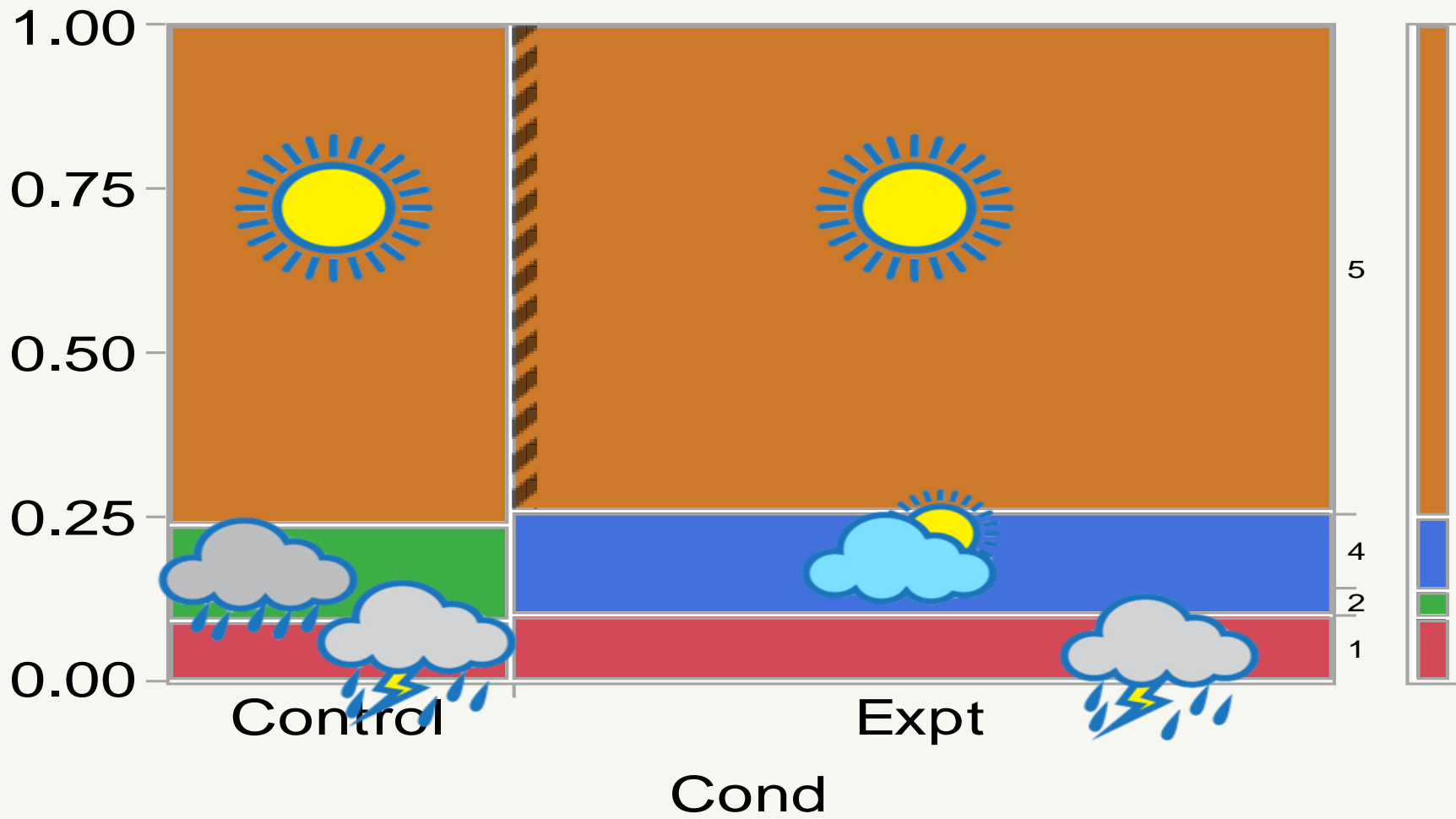
實驗幼稚園

等待幼稚園

我的心情?



Emotion



我在那裡？



14

1



2



3



5



6



4



7



8



9



10



11



12



13

15



16



17



18



19



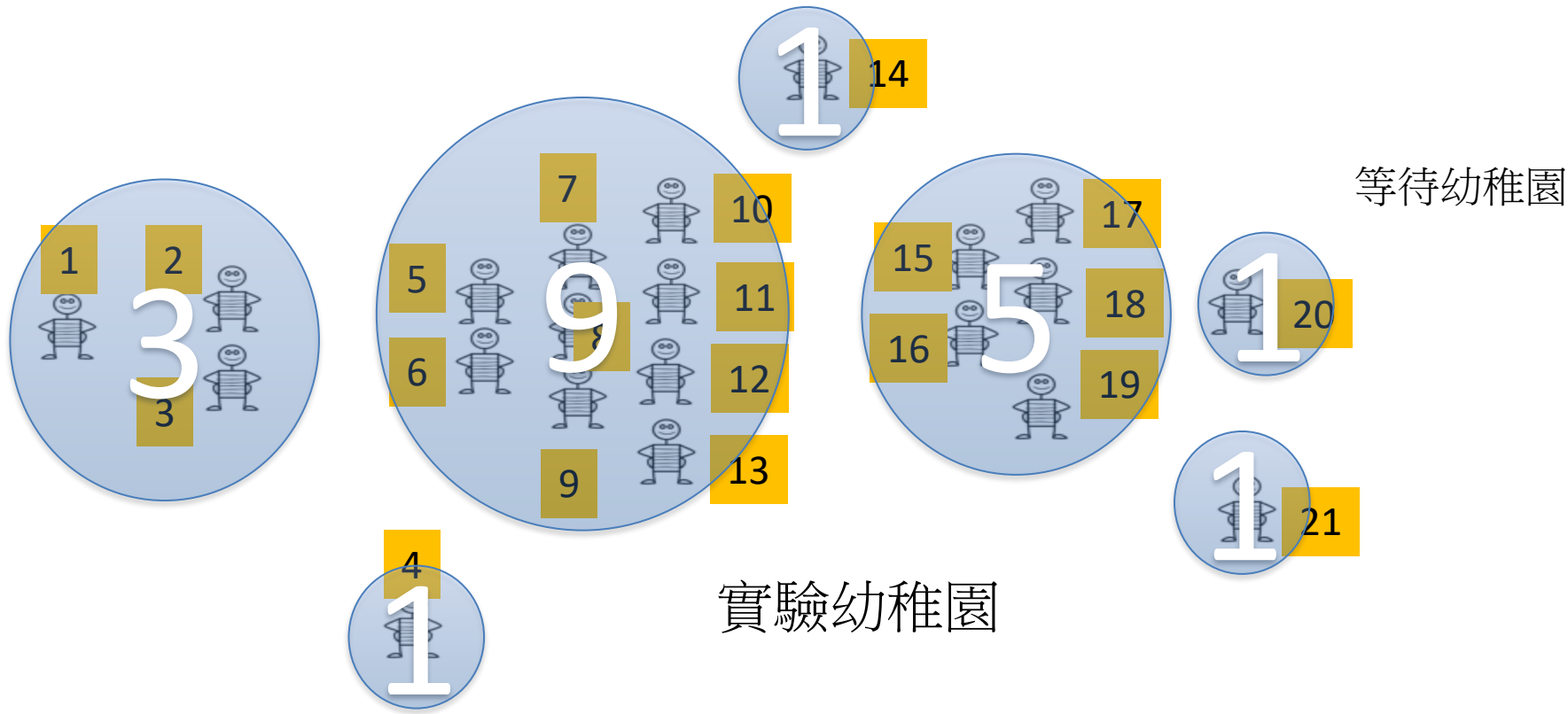
20



21



Sociability



我在那裡？



努力中

與清華大學合作在全國學校推動
PASS@CUHK正向教育

积极心理学与文化学术交流论坛圆满召开



2021年5月16日，由清华大学社会科学学院和香港中文大学社会科学院联合主办的积极心理学与文化学术交流论坛，通过网络平台进行了实时直播。本次直播**共有33000多位**积极心理学领域的学者或爱好者在线参与，收到**在线互动消息1100多条**，收获**点赞数23700余次**，社会反响强烈。

建設在亞洲社會推行**GROWTH** **MINDSET**教育的理論與實踐

Call for Papers
Special issue on **Growing the Growth Mindset in Asian Societies**
Journal of Pacific Rim Psychology

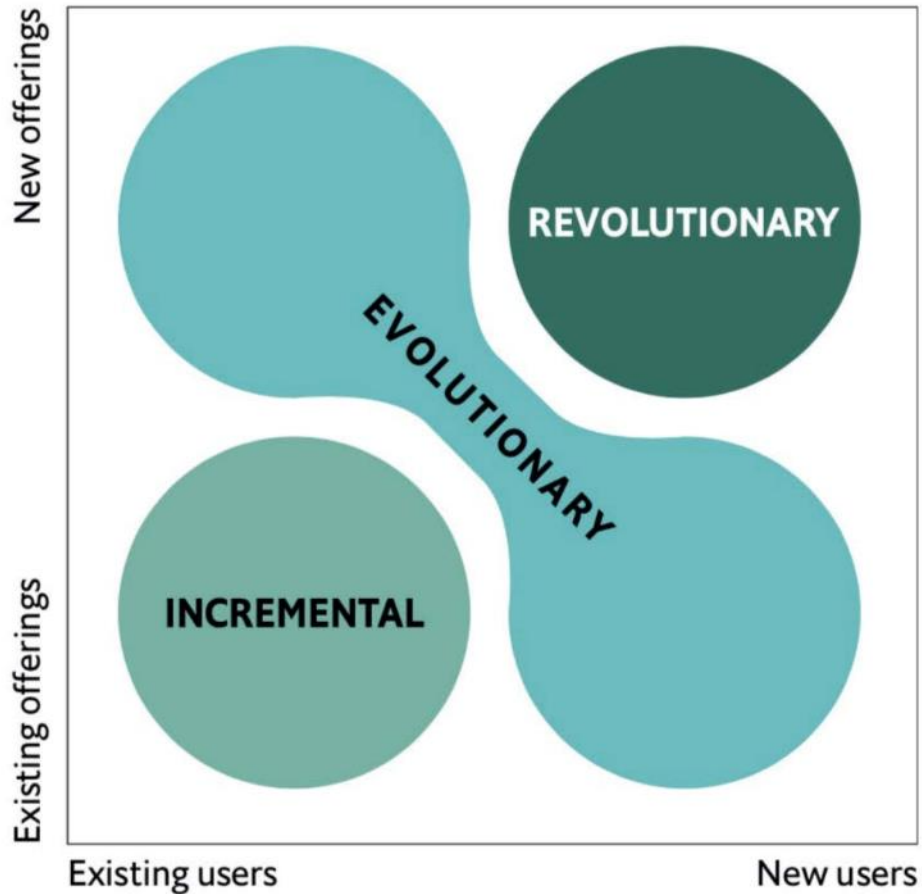
The guest editors (Chi-yue Chiu, Vincci Chan, Venuse Lee, Jennifer Tong, The Chinese University of Hong Kong; Zhen Huang, Tsinghua University) welcome submissions to a special issue on growing the growth mindset in Asian societies.

Growth mindset refers to the belief that one can through effective effort improve on one's valued attributes, including intelligence, sociability and morality. The 2008 *PISA* survey shows that across the globe, students who present the growth mindset have higher academic achievements and better psychological wellbeing than do those who do not. However, the *PISA* survey also showed that the percentages of students presenting the growth mindset were low in some Asian societies (Hong Kong, Shanghai, Beijing, Macau). Moreover, the achievement and wellbeing benefits of presenting the growth mindset were not salient in these societies.

These results raised three questions that the current special issue will address:

- Can Asian students benefit from having the growth mindset?
- What are the cultural or societal obstacles to growing the growth mindset in Asian societies?
- What can be done to overcome these obstacles?

培養**GROWTH MINDSET**教育革新人才



改良 Resilience for
all program 在全國
訓練 Transformative
Educators

Source: Jacoby, R., Rodriguez, D. (2007). Innovation, Growth, and Getting to Where You Want to Go. *Design Management Review*, 18(1): 10-15.

Thank you | Q:
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