

Talk Announcement for the Psychological Research Colloquium, Summer Term 2022

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**When Ability is Perceived as a Fixed (or Malleable) Trait:
Mindsets matter not only for Learning,
but also for Teaching Ability**

Thursday, 14 July 2022, 17:30 – 19:00, Room 2108/D

Abstract: How students and instructors respond to challenges in their academic and/or professional lives is one of the main determining factors of success. When faced with such barriers, some are more likely to persist whereas others tend to put forth less effort and give up easily. Two important motivational mechanisms underlying such differences include their mindset beliefs and self-regulatory styles. However, little is known about how mindsets relate to the self-regulatory styles of behavior, and even less is known about the relevance of instructors' teaching mindsets for high-quality educational processes. To address these research gaps, we conducted two studies. In Study 1, we meta-analytically reviewed prior studies investigating the nature of the associations between individuals' growth/fixed mindset beliefs and their self-regulatory styles of behavior. Findings from 61 empirical studies pointed to theoretically expected linkages between mindset beliefs and self-regulatory styles of behavior. In Study 2, we followed up on this and examined how mindsets and self-regulatory styles of teaching motivation matter for motivating teaching practices in a sample of English as a Foreign Language (EFL) instructors ($N=348$). The results revealed that fixed teaching mindset beliefs had both direct and indirect effects on need-supportive teaching via self-determined teaching motivation. These findings highlight the important role of instructors' teaching mindset beliefs and self-regulatory styles of teaching behavior in promoting need-supportive learning environments.

All colleagues, doctoral researchers and students are cordially invited.