

RESEARCH STATEMENTS SET 1 OF 5

Failure is not the opposite of success; it's part of success.

JK Rowling—“It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default.”

(Boaler, Jo. (2019). *Limitless mind*. p. 38)

“...Teachers and others should praise the learning process and, if students are not making progress, help them find other strategies and different approaches. Crucially, praise should be linked to effort that leads to something important. A student might ultimately fail on a problem, but a teacher could praise the fact that correct thinking was used for part of it or that the effort led to some results that could be used to build on moving forward.”

(Boaler, Jo. (2019). *Limitless mind*. p. 98)

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“Research also clearly indicates that people with a highly evolved sense of self-efficacy recover from failure and setbacks more quickly than do those who do not.”

(Silver, Debbie. (2012). *Fall down 7 times, get up 8: Teaching kids to succeed*. p. 4)

“Self-efficacy is bolstered when a student achieves something previously thought unattainable... We should provide students with numerous examples of ordinary people who have become extraordinary by overcoming failure repeatedly. We ought to model for them how to learn from missteps and how to stay true to their goals. We have to help students understand that their efforts and their choices make a tremendous difference in outcomes.”

(Silver, Debbie. (2012). *Fall down 7 times, get up 8: Teaching kids to succeed*. p. 5)

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“Self-efficacy beliefs provide the basis for human motivation because unless people believe they can affect changes in their circumstances and their lives, they have little incentive to act or to persevere through difficult situations. [It] is unlike other qualities such as self-esteem because self-efficacy can differ greatly from one task or domain to another. A person may have very high self-efficacy about learning to Zumba dance and very low self-efficacy concerning learning trigonometry.”

(Silver, Debbie. (2012). *Fall down 7 times, get up 8: Teaching kids to succeed*. p. 4)