Bibliography on Mindset Research

By Kelly Elmore

Early studies (development and foundation of the model)

Diener C. I., & Dweck, C.S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy and achievement cognitions following failure. *Journal of Personality and Social Psychology, 36*, 451-462.

Diener C. I., & Dweck, C.S. (1980). An analysis of learned helplessness: II. The processing of success. *Journal of Personality and Social Psychology, 39*, 940-952.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, *95,* 256-273.

Elliott, E. S., & Dweck, C. S. (1988). Goals: An Approach to Motivation and Achievement. *Journal Of Personality & Social Psychology*, *54*(1), 5-12.

More recent elaboration of the model

Dweck, C. S., Chi-yue, C., & Ying-yi, H. (1995a). Implicit Theories and Their Role in Judgments and Reactions: A Word From Two Perspectives. *Psychological Inquiry*, *6*(4), 267-285.

Dweck, C. S., Chi-yue, C., & Ying-yi, H. (1995b). Implicit Theories: Elaboration and Extension of the Model. *Psychological Inquiry*, *6*(4), 322-333.

Erdley, C.A., & Dweck, C.S. (1993). Children's implicit personality theories as predictors of their social judgments. *Child Development, 64*, 863-878.

Very recent literature (expansion and clarification of the model)

Blackwell, L.S., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit Theories of Intelligence Predict Achievement Across and Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78, 246-263.

Bodill, K., & Roberts, L.D. (2013). Implicit theories of intelligence and academic locus of control as predictors or studying behavior. *Learning and Individual Differences, 27,* 163-166.

Braten, I., & Stromso, H.I. (2004). Epistemological beliefs and implicit theories of intelligence as predictors of achievement goals. *Contemporary Educational Psychology*, *29*, 371-388.

Elliot, A.J., & Harackiewicx, J.M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A meditational analysis. *Journal of Personality and Social Psychology, 70,* 461-475.

Elliot, A.J. (1997). Integrating the "classic" and "contemporary" approaches to achievement motivation: A hierarchical model of approach and avoidance achievement motivation. In M.L. Maehr & P.R. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 10, pp. 143-179). Greenwich, CT: JAI Press.

Wang, C.K.J., Liu, W.C., & Chye, S. (2010). Achievement goals, implicit theories and behavioral regulation among polytechnic engineering students. *International Journal of Research and Review,5*(2).

Wang, Q., & Ng, F.F. (2012). Chinese students' implicit theories of intelligence and school performance: Implications for the approach to schoolwork. *Personality and Individual Differences, 52,* 930-935.

Yeager, D.S., & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*(4), 302-314.