Figure 2.2 Consequences of Dynamic-Learning and Fixed-Performance Frames

Dynamic-Learning Frame	Fixed-Performance Frame
Explain behaviors in terms of mental processes and context.	Explain behaviors in terms of permanent traits.
Choose challenging activities in which they will learn as much as possible. Get into their zone of proximal development.[32]	Choose activities that make them look smart—easy enough to be successful but not quite difficult enough to make errors and learn.
When encountering difficulty, engage in self-monitoring and self-instruction, increase strategic efforts, and don't see self as failing.	When encountering difficulty, view the difficulty as failure, question their ability, assign blame for failure, and cease acting strategically.
What advice would they give to a peer who is having difficulty? Lots of strategic advice.	Advice offered a peer who is having difficulty would be minimal and perhaps accompanied by sympathy.
Feel smart when taking on challenges or teaching others.	Feel smart when they do it better or faster than others.
What do they make of a new child in class who misbehaves (or does badly on work)? Probably not a bad student; probably better in a couple of weeks.	Probably a bad student; probably much the same in a couple of weeks.
When faced with transgressions, try to understand the thinking and the context that produced the behavior, and forgive and educate the transgressor.	When faced with transgressions, invoke punishment.
When faced with disagreements in the process of learning: engage the disagreement and try to synthesize the views. Enhance view of partner in the process.	Turn the disagreement into a relational confrontation. Put partner down.
Are slow to judge and form stereotypes.	Judge quickly and form stereotypes.
Older students think education is to help people understand the world and to prepare them for socially useful work.	Older students think the purpose of education is to enhance wealth and socioeconomic status.