

Value of Failure

Students Course

Module 7: Learning from failure

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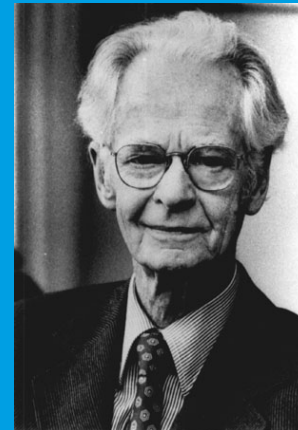
1. Learning theory

- **Definition:** What is learning anyways?
 - **Definitions:**
 - Relatively permanent change in capabilities
 - Process of behaviour change based on positive or negative experiences
 - Occurs only when changes in behaviour happen
 - Driven by experience with a particular situation

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1. Learning theory

- Different theories: Operant conditioning
 - Operant conditioning:
 - Reinforcement based
 - Behaviour is learned as a function of its consequence
 - Roots in the late 1800s with animals
 - Learning results from simple conditioning, not from higher mental functioning
 - **B.F. Skinner, a behaviorist, emphasized conditioning in people**

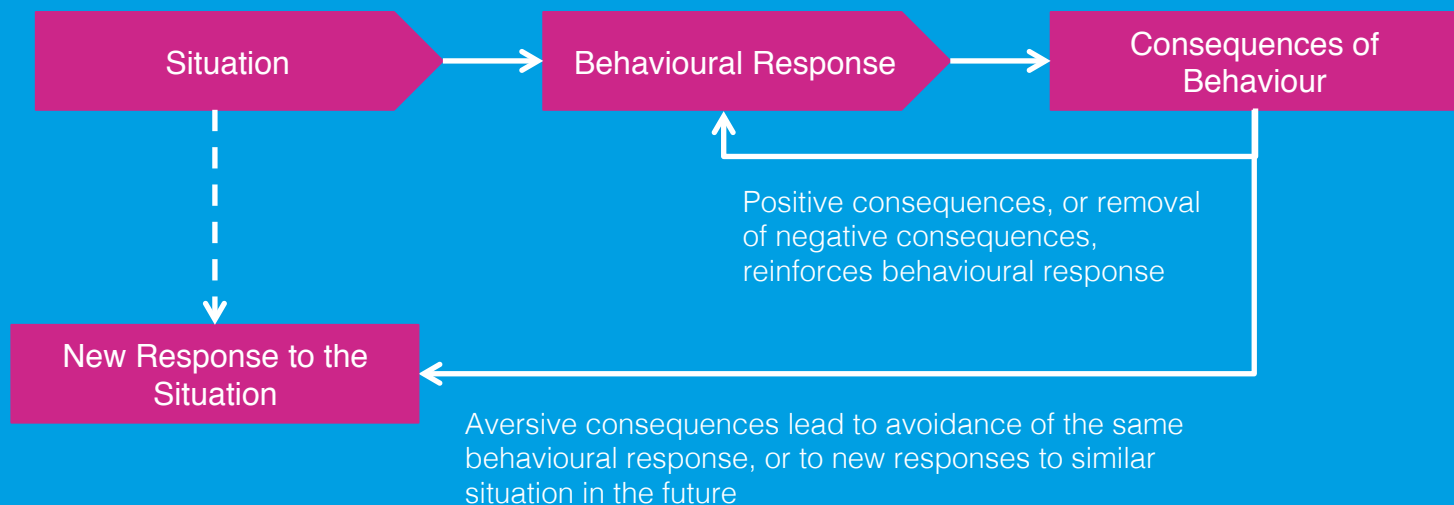


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1. Learning theory

- Different theories: Operant conditioning

- The learning process:



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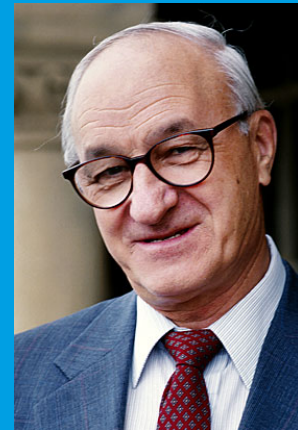
1. Learning theory

- Different theories: Operant conditioning
 - The learning process:
 - Positive reinforcement increases the likelihood that the behaviour will be repeated in the same or similar situations
 - Non-reinforcing contingencies always refer to contingent events that decrease the likelihood that the behaviour will be repeated in the same or similar situations

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1. Learning theory

- Different theories: Social learning
 - Social learning:
 - Humans can observe others in a situation and learn from what they see
 - No direct experience to a specific situation is needed to understand the behavior and its consequences
 - Learning can result from higher mental functioning
 - **Albert Bandura**



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1. Learning theory

- Different theories: Social learning
 - Framework of social learning



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1. Learning theory

- Different theories: Causal theories
 - Basics of causal theories:
 - Most (but not all) theories rely heavily on the concept of causality, i.e., we seek to identify the determinants of a behaviour or mental state and/or the consequences of a behaviour or environmental/mental state
 - Causal theories can be complicated, but at their core, there are five types of causal relationships in causal theories
 - Direct causal relationships
 - Indirect causal relationships
 - Spurious relationships
 - Bidirectional causal relationships
 - Moderated causal relationships

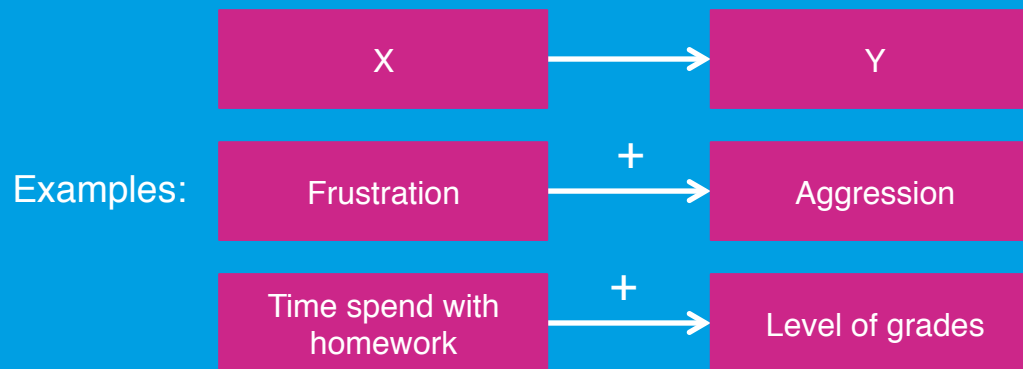
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1. Learning theory

- Different theories: Causal theories

- Direct causal relationships

- A direct causal relationship is when a variable, X , has a direct causal influence on another variable, Y



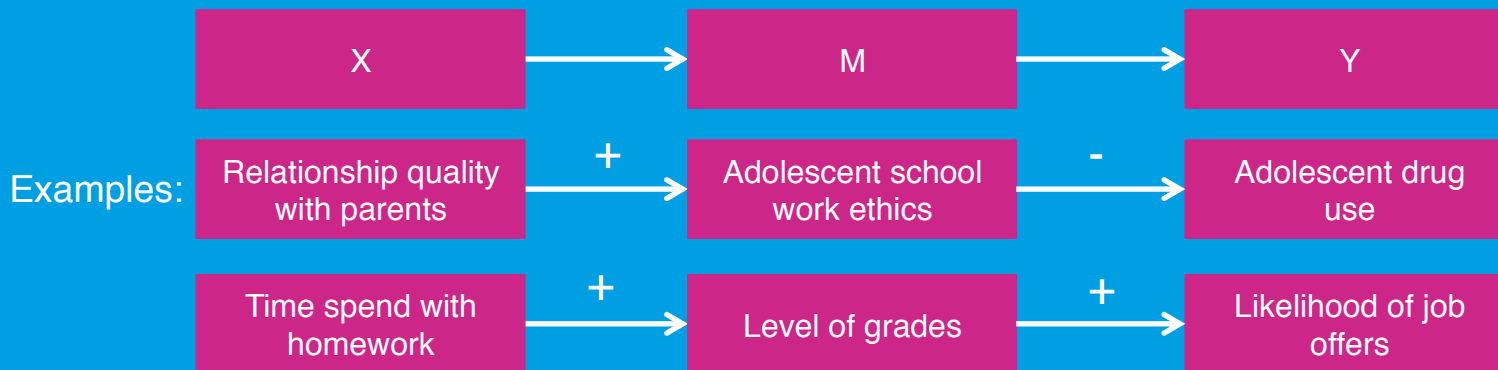
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1. Learning theory

- Different theories: Causal theories

- Indirect causal relationships

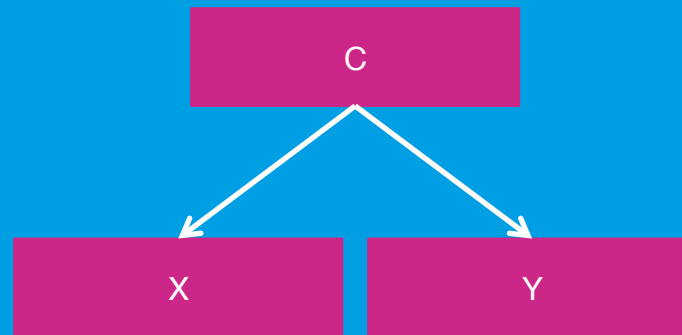
- An indirect causal relationship is when a variable, **X**, has a causal influence on another variable, **Y**, through an intermediary variable, **M**:



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1. Learning theory

- Different theories: Causal theories
 - Spurious relationships
 - A spurious relationship is one where two variables that are not causally related share a common cause:



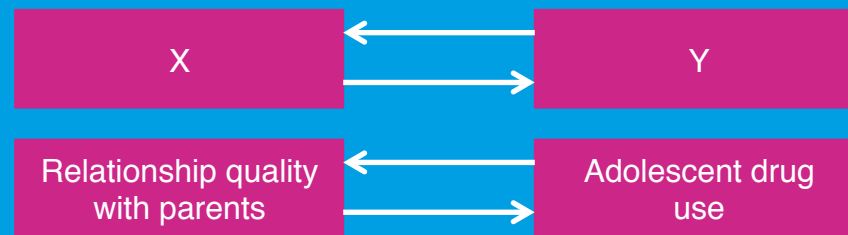
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1. Learning theory

- Different theories: Causal theories

- Bidirectional causal relationships

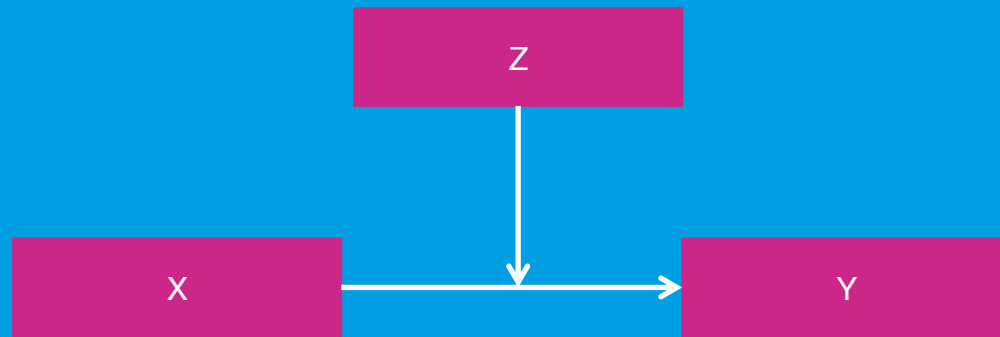
- A bidirectional causal relationship is when a variable, X , has a causal influence on another variable, Y , and that effect, Y , has a “simultaneous” impact on X :



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1. Learning theory

- Different theories: Causal theories
 - Moderated causal relationships
 - A moderated causal relationship is when the impact of a variable, X , on another variable, Y , differs depending on the value of a third variable, Z
 - The variable that “moderates” the relationship is called a **moderator variable**

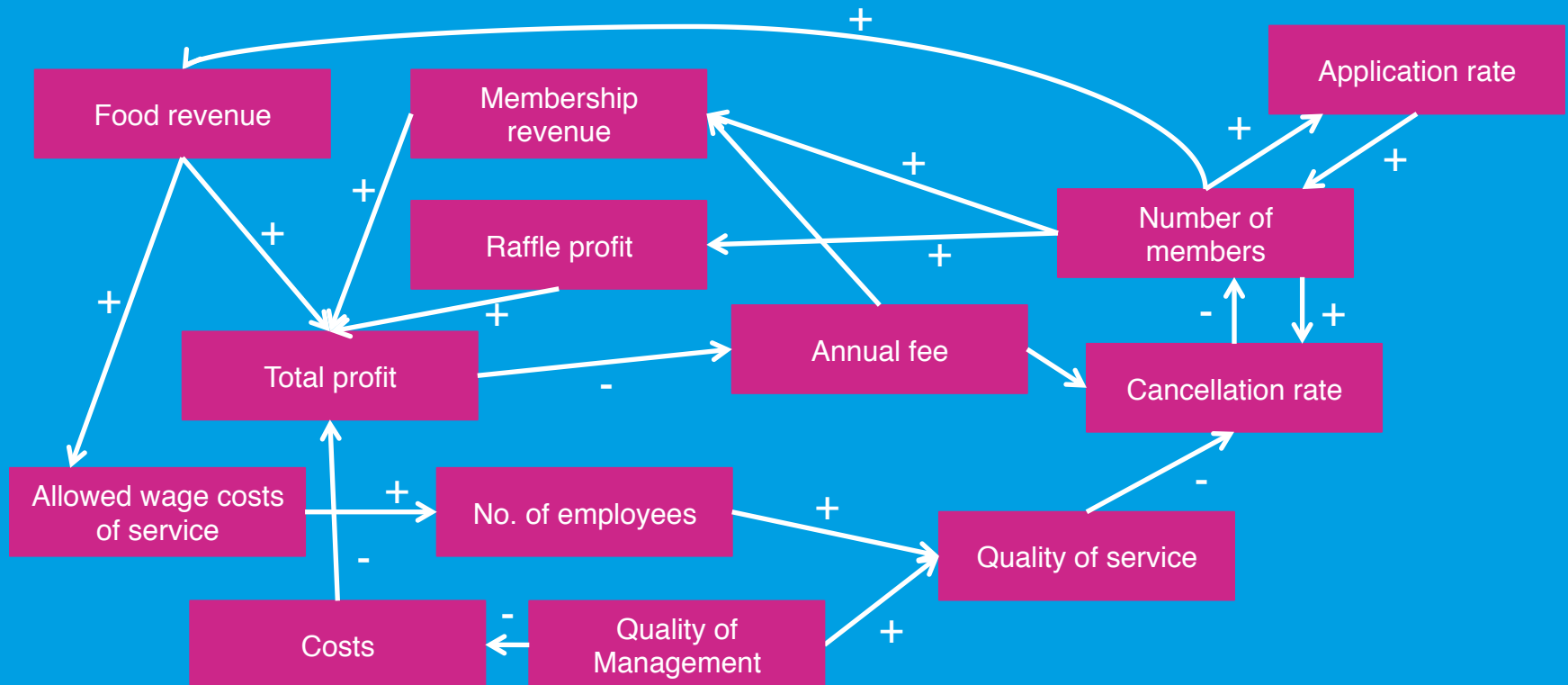


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1. Learning theory

- Different theories: Causal theories

- Causal Map: Example of a sports club



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1. Learning theory

- **Basics of learning:** Learning environment
 - **Other conditions for learning**
 - Understanding
 - Learners need to know why they are learning what they are learning
 - Experiences
 - Learners need to use their own experiences as the basis for learning
 - Practice
 - Learners need to practice what they have learned
 - Feedback
 - Learners need feedback

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2. Learned helplessness

- **Learned helplessness:** You won't make it anyway – would you?
 - **Definitions:**
 - Learned helplessness is a behaviour in which a person (or other organism) forced to endure aversive, painful or otherwise unpleasant stimuli, becomes unable or unwilling to avoid subsequent encounters with those stimuli, even if they are escapable. (Nolen, 2014)
 - Presumably, the organism has learned that it cannot control the situation and therefore does not take action to avoid the negative stimulus (Seligman 1975)
 - **In other words:**
 - Learned helplessness is a condition where you believe that no matter how hard you try, failure will result – and this is why you don't even try or give up very early

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2. Learned helplessness

- **Learned helplessness:** You won't make it anyway – would you? (continued)
 - **Signs of learned helplessness:**
 - Attribute failures to lack of ability rather than controllable causes such as insufficient effort or reliance on an inappropriate strategy
 - Attribute successes to external and uncontrollable causes rather than to their own ability or effort
 - Following failure, make severe reductions in their estimates of future success probabilities

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2. Learned helplessness

- **Learned helplessness:** You won't make it anyway – would you? (continued)
 - **Overcoming learned helplessness:**
 - **Attribution retraining**
 - Changes your tendencies to attribute failure to lack of ability rather than to a remediable cause, such as insufficient effort or use of an inappropriate strategy
 - Involves exposing to a planned series of experiences, couched within an achievement context, in which modelling, socialization, practice, and feedback are used to:
 - » Concentrate on the task at hand rather than worry about failing
 - » Cope with failures by retracing their steps to find their mistake or by analysing the problem to find another approach
 - » Attribute their failures to insufficient effort, lack of information, or use of ineffective strategies rather than to lack of ability

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2. Learned helplessness

- **Learned helplessness:** You won't make it anyway – would you? (continued)
 - **Overcoming learned helplessness:**
 - **Efficacy training**
 - Set goals prior to working on tasks (goals that are challenging but attainable, phrased in terms of specific performance standards & oriented toward immediate short-term outcomes)
 - Focusing feedback on how current performance surpasses prior attainments rather than comparing with others
 - Supplying rewards contingent on actual accomplishments (not just task participation)

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2. Learned helplessness

- **Learned helplessness:** You won't make it anyway – would you?
(continued)
 - **Overcoming learned helplessness:**
 - **Other strategies**
 - experiencing success regularly (by being sure you can do what you planned, and making sure that you know the criteria by which efforts will be evaluated)
 - try to get recognition for real effort, showing appreciation for progress, and projecting positive expectations
 - Emphasizing personal causation in effort by planning and setting goals yourself, make choices, & use self-evaluation procedures to check your progress
 - Use group process methods to enhance positive self-concepts

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3. Perfectionism

- **Perfectionism: Freedom from fault?**
 - **Definitions:**
 - Perfectionism can be defined as
 - state of being perfect:
 - » as freedom from fault or defect
 - state of being saintly
 - exemplification of supreme excellence
 - unsurpassable degree of accuracy
 - **Two different categories:**
 - Healthy perfectionism
 - Un-healthy perfectionism

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3. Perfectionism

- **Healthy perfectionism:** Positive energy driving to accomplishment
 - **Healthy perfectionism:**
 - positive characteristic that drives high effort and accomplishment
 - can also be referred to as the pursuit of excellence
 - **Healthy perfectionists:**
 - derive strong pleasure from their concentrated effort
 - can adjust their work level as the situation requires

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3. Perfectionism

- **Unhealthy perfectionism:** how to meet the impossible?
 - **Unhealthy perfectionists:**
 - strain compulsively toward impossible goals
 - set unrealistic standards for themselves
 - see mistakes as evidence of their own unworthiness
 - live in a constant state of anxiety about making mistakes

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3. Perfectionism

- **Healthy vs. Unhealthy perfectionism: Do you find yourself?**
 - Examples

Healthy perfectionism	Unhealthy perfectionism
Doing the research necessary for a term paper, working hard on it, turning it in on time and feeling good about what you produced and learned	Doing the drafts, staying up two nights in a row, and handing your paper in late because you just had to have it perfect
Studying for a rest, taking it with confidence and feeling good about getting 96%	Cramming right up to the last minute, taking the test with sweaty palms, and feeling badly about your 96% because your friend got 98%
Being willing to try new things, take risks, and learn from your experiences and your mistakes	Avoiding new experiences because you are terrified of making mistakes – especially in public

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3. Perfectionism

- Healthy vs. Unhealthy perfectionism: Do you find yourself? (continued)
 - Healthy perfectionism in a nutshell
 - Healthy perfectionists know their limits and strive for excellence
 - They use their talents to the fullest extent of their capabilities
 - They realize they do not have to be perfect to be successful and loved

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3. Perfectionism

- Healthy vs. Unhealthy perfectionism: Do you find yourself? (continued)
 - Unhealthy perfectionism in a nutshell
 - Unhealthy perfectionism is dangerous and can lead to serious mental and physical problems including
 - immobilization
 - withdrawal eating disorders
 - self-harm
 - Unhealthy Perfectionists often need help to give themselves permission to fail

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Learned

- What we discussed today
 - how we learn and how we especially learn from failure
 - what learned helplessness is and how we overcome it
 - the difference between healthy and unhealthy perfectionism
 - that optimism can be learned
- Thank you for your attention

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