

Michelle K. Bacchiocchi, PhD. Andrews University

The relationship between preservice teacher's implicit beliefs of intelligence and how they define intelligence

Preservice teachers' implicit beliefs and their preferred definitions of intelligence are important because they influence children and their beliefs about ability (Dweck, 2006). This presentation will share the results of a quantitative study in which over 250 preservice teachers from the Midwest were surveyed to find out their implicit beliefs about intelligence and their knowledge of intelligence definitions.