Can Designing Self-Representations through Creative Computing Promote an Incremental View of Intelligence and Enhance Creativity among At-Risk Youth?

# Details

## Year

Not reported

## Scope

National

## Countries

Israel

## Type

Empirical research – Quantitative

## Methodologies

Experimental / Quasi-experimental

## Researched Groups

Children

## Children Ages

Other

## Other Childrens Age Group

14-17 years old

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations not mentioned

## Data Set Availability

Not mentioned

# Goals

The current study sheds light on an experiment that explores the impact of a short intervention among at-risk youth and “normative” high-school students on (1) changing ITI from being perceived as fixed (entity view of intelligence) to more flexible (incremental view of intelligence) and (2) the quality of digital self-representations programmed though a creative computing app.