

Online Toolkit for Growth Mindset

This toolkit contains useful information and practical tools to implement a growth mindset in teaching. The teacher will guide students' in acquiring a more growth mindset approach in studying..

START





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IN DIGITAL TEACHING



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AREA 1: GROWTH MINDSET IN DIGITAL TEACHING

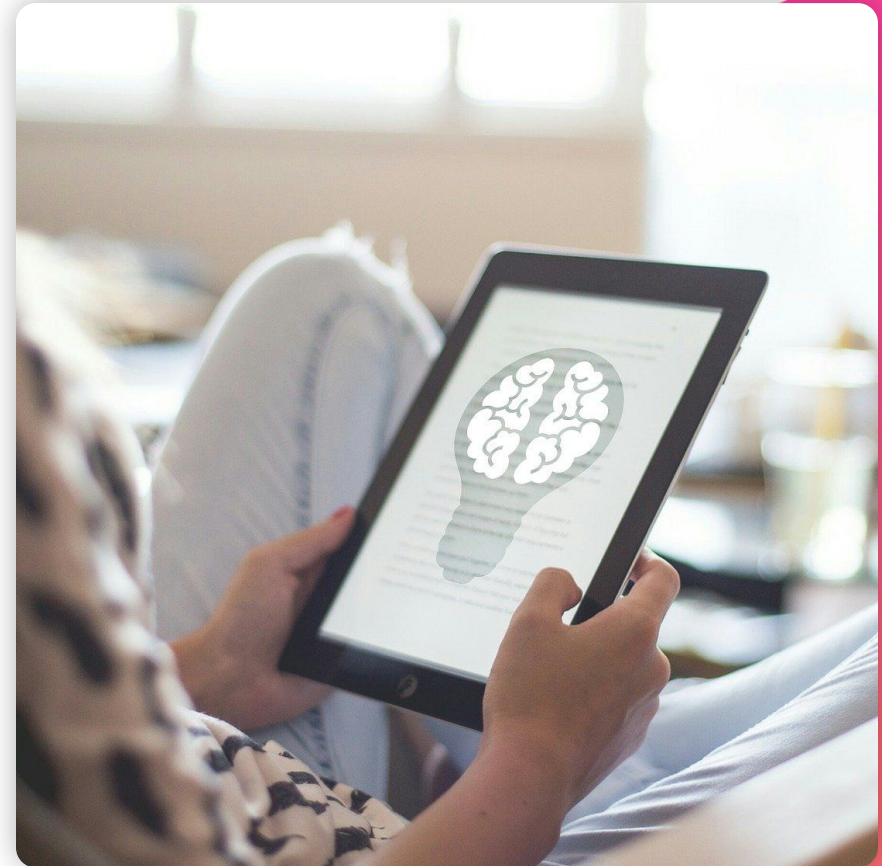
THIS FIRST AREA AIMS AT GIVING INSTRUCTION ABOUT HOW TO SET A GROWTH MINDSET ENVIRONMENT.





AREA 1 Objectives

1. The teacher assess students' mindset and track their progress in a growth mindset oriented approach
2. The teacher actively implements growth mindset principles both in traditional and digital teaching
3. The teacher maintains a growth mindset in students' work.
4. The teacher helps students being focused and motivated through growth mindset.
5. Teacher uses growth mindset to support students' in completing demanding tasks.





Growth vs Fixed Mindset



He/she is enthusiastic about learning new thing. Experiments and is committed to learning.

The students embrace challenges, putting apart their fear and trying to manage them.

They see failure as an opportunity to understand what they can better in their-selves and an occasion for learning something new.

During activities, he/she shows a participative attitude and contributes opinions and thoughts.

Effort is the key to moving forward and achieving one's goals. There is no success without trial and error, hard work, falls and comebacks. Effort is seen as a fruitful tool for personal fulfilment.

Learning Approach

Reaction to challenge

Reaction to failure

Perseverance and Participation

Effort

He/she is convinced that intelligence is static and studies because he/she has to.

Avoids challenges, preffering to stay in his/her comfort zone.

They react very badly to failure and do not admit that one can make mistakes. It is something to be ashamed of.

They are uninterested and not integrated in the interactions of the class group in the learning dynamics.

Skills, in a fixed-mindset, are perceived as innate and related to a pre-existing talent, so effort is seen as a waste of time and energy.



ASSESSING STUDENTS' MINDSET

QUESTION GRADE SCALE

Ask students' to answer these questions, giving a value from 1 (disagree) to 5 (agree)

- Your level of intelligence is fixed and you cannot change it in anyway
- You have innate talents and if you're good in something you don't need to work out on
- The harder you work, the better you'll be
- It doesn't matter how long you try, if you aren't able on doing something you won't be for ever able on doing
- Failures brings benefits
- You feel comfortable in trying new things
- I feel uncomfortable comparing with other's success

ASSOCIATION OF WORD

Ask to students' to write all the words and feelings that come up related to the following words.

- FAILURE
- EFFORT
- FEEDBACK
- CHALLENGE

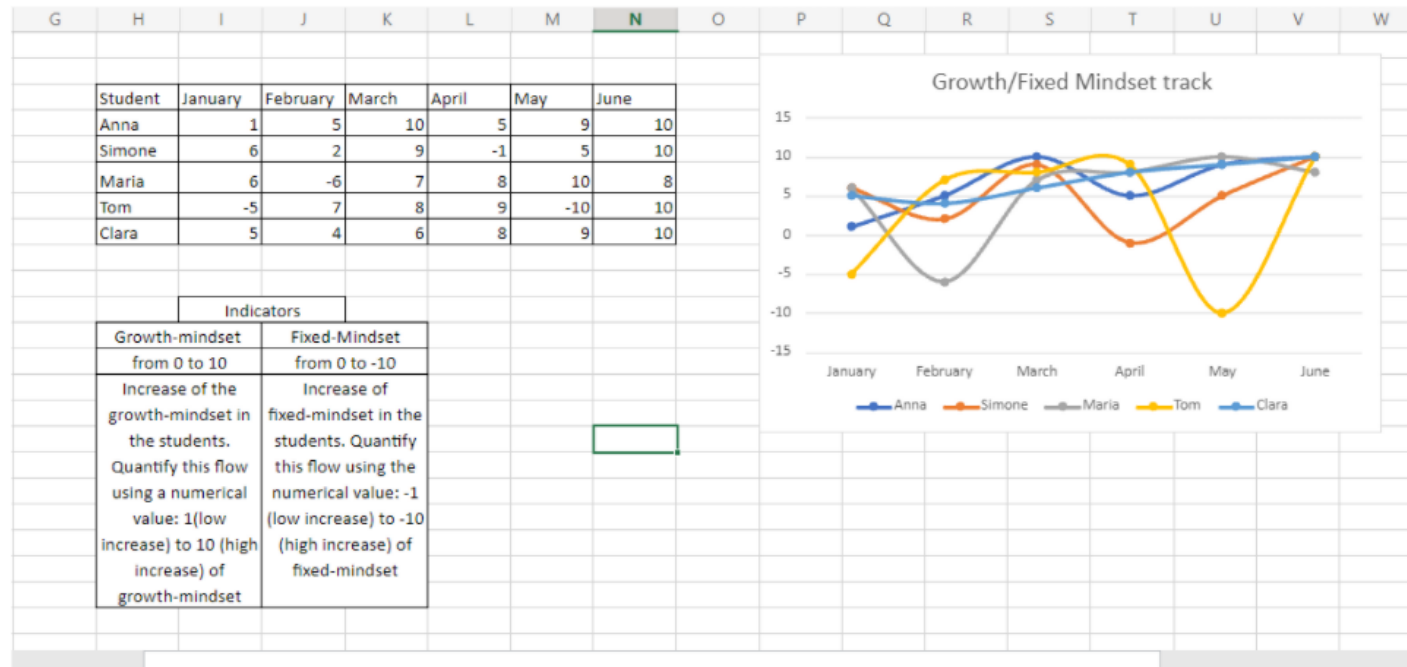
Analyze together with the students the results. What are the most present word?

mentimeter



Monitor students' progress

To monitor the students progress, we suggest you create a chart on Excel file. Evaluate them also through quantitative criteria related to the growth-mindset indicators. Register the changes of your students in course of the time and then try to create a graphic from that, this will give you a visual support of their progression and also will give you tangible feedback about the work you did.





IMPLEMENTING GROWTH MINDSET AND MANTAINING IT IN STUDENTS

Implementing **growth mindset** principles in the classroom

PRECONDITION: teachers with growth mindset

- 1 learning about the growth mindset
- 2 optimising learning environment
 - atmosphere of trust
 - high standards for all students
 - focus on learning
 - culture of feedback
 - normalizing mistakes
 - praising the process
- 3 maintaining in different situations
 - true vs. false growth mindset
 - beware of success

LEARNING GROWTH MINDSET

The first step in transmitting and developing a growth mindset in students is by learning about it. It motivates people to start thinking about themselves and their lives.

OPTIMISING LEARNING ENVIRONMENT

Teachers should create an atmosphere of trust, not judgment. It can be at the same time a strict and disciplined atmosphere, but also a nurturing one. When teachers care about deeper understanding and help students to achieve it, then students are more willing to believe that they can develop their abilities. Encouraging students to be more task-oriented instead of comparing their results with others is associated with better motivation, confidence, self-regulation, and academic performance. An optimal learning environment also includes a positive attitude towards mistakes. It is important to normalize mistakes as an integral part of learning. Teachers should honour mistakes and consider them as a helpful tool for growing. The focus should not be on winning or results.

LEARNING GROWTH MINDSET

It is important to point out and realise that there is no such thing as a person with only one type of mindset. Everybody is a mixture of both, fixed and growth mindsets. Sometimes we are in one mindset and sometimes in the other. The key is to understand what triggers our fixed mindset and to gradually learn how to remain in a growth-mindset place despite the triggers.



TO LEARN MORE ABOUT GROWTH - MINDSET



THE POWER OF YET

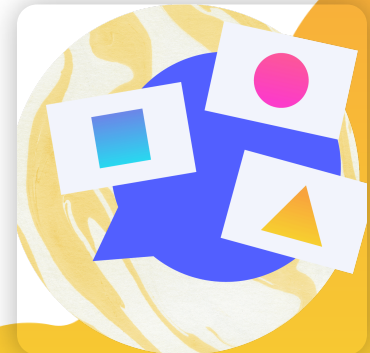
This talk was given at a local TEDx event, produced independently of the TED Conferences. The live talks at this TEDxNorrköping event have "plasticity" in common.. Capabilities for problem solving and for learning (or progress) have often been regarded as (inherited) components of the personality.

WATCH

REMOVE NEGATIVE SELF- TALK

What are the words you choose? Do they give you power, or fill your future with negative energy? In this talk, Abria helps us become aware of how to be present and mindful in both thought and action in order to actualize dreams and live in positivity.

WATCH





THE JOURNEY TO A GROWTH-MINDSET

The aim of the activity is to raise awareness that people do not only have a fixed or growth mindset. We all have both, and it depends on the situation when either is expressed. But we can learn how to control and deal with the fixed mindset in situations that trigger it

First step

Students can prepare a sheet of paper and 3 different coloured pens. (Or each student works on a Google Jamboard)

Second Step

Prepare a few sentences (for example 2 or 3, not too many) to develop a discussion on fixed mindset. You can present a sentence in a presentation or/and read it out loud. They will individuate the two poles on the paper/jamboard (true/false or agree/disagree). Then ask students to stick a post-it note for each sentence according to the extent to which they agree with the sentence. They should use the full range between the extremes, not just the left and right sides. If they cannot decide on a sentence, they can stick the sticky note in the middle. Possible sentences:

- *"Mindsets are very ingrained and almost impossible to change."*
- *"Some people have only a growth mindset, and some have only a fixed mindset."*
- *"It is shameful to admit that you have a fixed mindset."*

Third step

In the next step, students recognise their fixed-mindset triggers. The aim is to reflect on situations where their fixed-mindset "persona" comes to light. You can also give them indicative examples such as:

- facing a new, difficult challenge where they feared they are not up to it;
- when they have been working on a problem and have not been able to find a solution, when they just wanted to give up;
- when they have messed up, failed at something;
- when they have compared themselves with someone better in different areas.

Students individually reflect on these situations and write on a piece of paper the 3 triggers that characterise them.



THE JOURNEY TO A GROWTH-MINDSET

The aim of the activity is to raise awareness that people do not only have a fixed or growth mindset. We all have both, and it depends on the situation when either is expressed. But we can learn how to control and deal with the fixed mindset in situations that trigger it

Fourth step

Naming a fixed-mindset persona:

when all students have finished writing their triggers, they each have 1 minute to think of a name for this fixed-mindset persona.

You can ask them to share the names with the class.

Fifth step

Think about your fixed-mindset persona
In the next step, invite the students to look at their triggers again and think about what their fixed-mindset persona would say when these situations arise. What arguments would he/she give? Ask them to write their answer next to the triggers with a different colour pen. They should think about: What does it make us think, feel, and do? How does it affect those around us?

Sixth step

Educating your fixed-mindset persona
In the last step, encourage the students to educate their fixed-mindset persona. They need to think about what to say to her/his concerns (in the previous step). They should write down their answer with a different coloured pen. For example, they can thank her/him for looking after them and protecting them. They can tell her/him that they want to take that step and move out of their comfort zone. They can invite her along for the journey.

*JamBoard
Example*



KEEP FOCUSED AND MOTIVATED

6 TIPS FOR FOCUSING



Motivation

Each person has different motivation triggers, such as:

- **Incentives:** to praise after a task with something pleasant
- **Achievement:** work in order to reach an higher goal like an award or promotion
- **Fear:** to be afraid of being reprimanded or not to close the task per time, can be a very stimulating way to stay focused.



Write the goals

Write your goals and keep the list in a visible location. This can help remind you of the reason you're working and improve your focus. The ideal goal is specific, measurable, achievable, realistic and time-based. Writing down your goals can also help you create a plan for achieving them.



Set Milestones

Once you've set a goal, you can set milestones to achieving it. This is particularly helpful when you have a large goal to achieve. Setting milestones can help you stay focused by breaking a larger goal into smaller parts that can feel more achievable.



KEEP FOCUSED AND MOTIVATED

6 TIPS FOR FOCUSING



Work environment

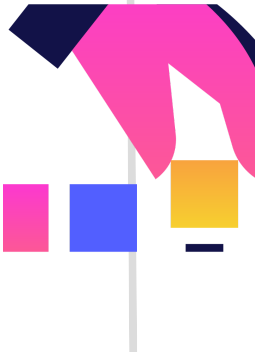
If your work environment includes distractions, consider ways to limit or minimize them. Here are a few examples of ways you can avoid distractions to focus on your goals:

- **Clean your desk:** A clean desk where you can easily find your supplies can help you maintain focus and mental clarity
- **Use headphones:** If you work in an area with other people, you can use headphones to listen to music or other sounds that promote focus.



Address negativity

Just as positivity can be powerful for productivity and motivation, so can negativity act as a barrier. However, avoiding negative thoughts isn't always possible. If you experience doubts or frustration as you work to complete your goals, you can address these thoughts and their validity. Addressing negativity can help you overcome this challenge and remain motivated.



Evaluate your progress

To help you stay on a successful trajectory, you can periodically evaluate your progress toward your goals. Not only does this serve as a motivator for continuing toward your goals, it can also give you a sense of accomplishment for the tasks you've completed so far. Evaluating your progress can also help you modify your plans to continue toward your goals.



AM I ABLE TO SAY FOCUSED?

The following activities can be done both by teachers and students due to assess their ability to stay focused and motivated throughout their work.

The Focus Quiz

Participants are asked a series of questions related to work and life, and have to choose the response that best fits with where they are at. By taking the personal focus assessment, participants can find out where they are struggling to be productive, and see what their recommended pathway is for improving their focus and productivity.

[START >](#)

Productivity Quiz

Students and teachers find out their ability to concentrate despite distraction or fatigue through a series of questions. At the end, they are provided a personalised feedback which helps them improve their strategies at being focused and motivated in their work or learning environment.

[START >](#)

Self-Motivation Quiz

Self-motivation is the force that keeps pushing us to go on – it's our internal drive to achieve, produce, develop, and keep moving forward. When you think you're ready to quit something, or you just don't know how to start, your self-motivation is what pushes you to go on. After completing the questionnaire, participants are provided with specific and personalised tips for improving their self-motivation.

[START >](#)



DIGITAL TOOLS FOR FOCUSING



Forest

an app that helps you increase your productivity, and is suitable especially for those who care about nature and the environment.



Focus Keeper

an app whose sole purpose is to increase your work productivity with work and break sessions.



Focus-to-do

helps the user with task management by offering the option to set focus timers starting from 1 minute to 480 minutes.



Engross

is a productivity app that lets you set work timers and break timers, to break down your work and break times into sessions for better management.



AREA 2: WORKING WITH A GROWTH MINDSET

THE SECOND AREA AIMS AT PROVIDING KNOWLEDGE AND INSTRUCTIONS TO PRACTICALLY IMPLEMENT GROWTH MINDSET IN TEACHING PROCESSES





AREA 2: Objectives

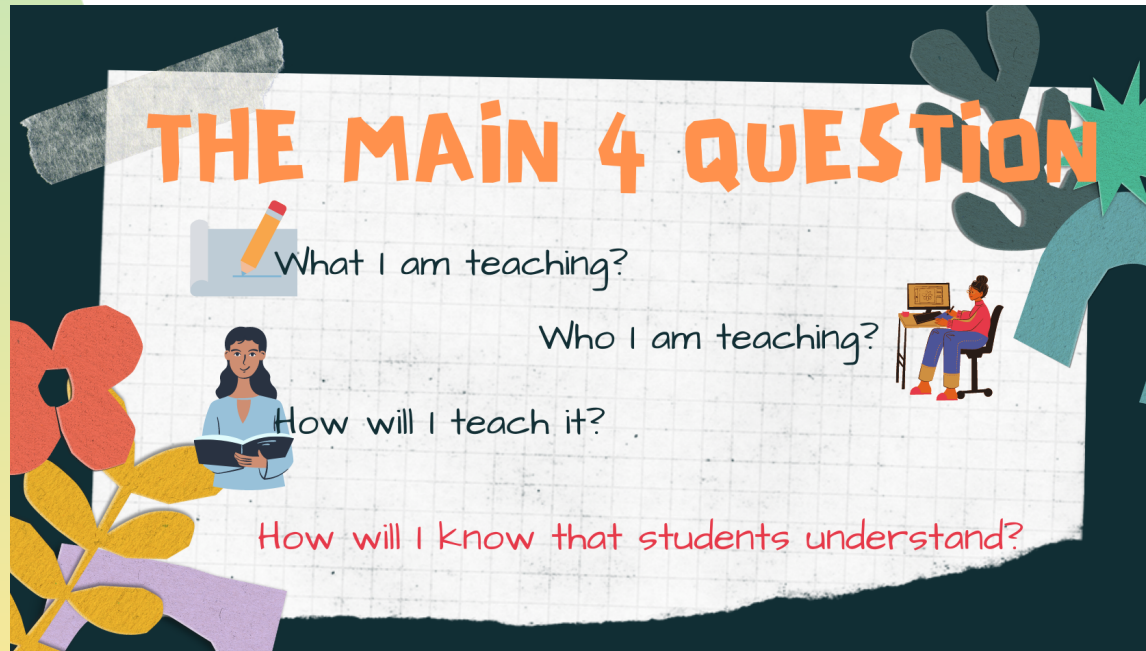
- Creating a lesson plan according to growth mindset principles.
- Creating growth mindset oriented lessons
- Establishing link between activities and outcomes.
- Setting personal development goals and being able to evaluate them.



Growth mindset-oriented teaching process and lessons



In order to guide learners on a path to develop a growth mindset, it is important not only to teach them the principles of growth mindset, but also to engage them in a learning experience based on these principles. To apply effectively the growth-mindset principles, start asking yourself the following questions:



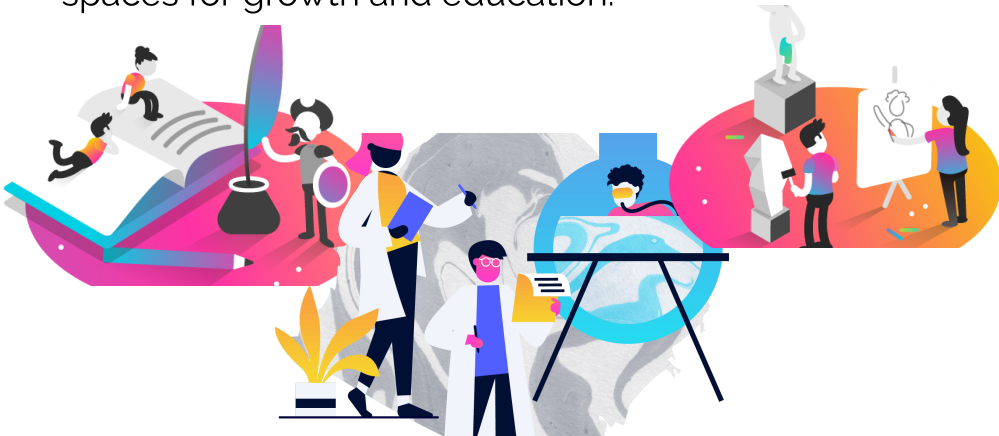


THE 4 MAIN QUESTIONS

What am I teaching?

According to the growth mindset principle, our brain is malleable and can be continuously developed.

So let's think about our subject and reflect on how the topics that compose **the subject can be an opportunity for students to learn a new skill, to reflect on the reality around them or help them reflect on their own growth.** Science, art and history are no longer mere subjects, but spaces for growth and education.



Who am I teaching?

When planning teaching it will be useful to take into account the cultural background of some students, their personalities and inclinations.

Use their peculiarities as allies!



THE 4 MAIN QUESTIONS



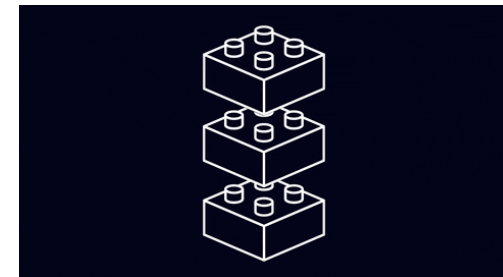
How will i teach it?

Habit may have led us to crystallise our methods, reusing the same teaching scheme year after year, without stepping out of our comfort zone. In recent years many new teaching methods have been tried out and can be introduced little by little into our planning.

Don't be afraid to experiment with your students!

How will i know that students understand?

In the growth mindset it is crucial not only to evaluate the results, but also the learning path that the students have followed. The process that includes hard work, strategies, focus, perseverance (not only just effort) can bring progress and learning. The goal is for students to learn, not just to try hard. If the effort is not effective, we need to guide them toward other strategies and resources that can help them learn.





Growth mindset-oriented teaching process and lessons

Knowledge is power



Trying is the key to success



Learning has nothing to do with talent



YET is the magic word





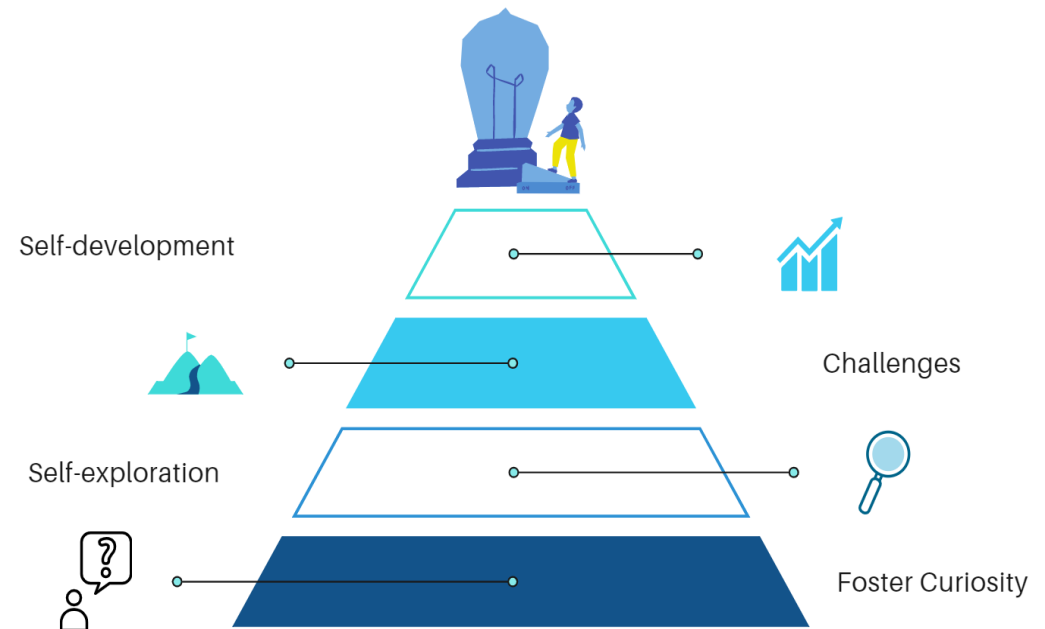
Growth mindset-oriented teaching process and lessons

A problem that is frequently encountered is the lack of attention, interest, and participation of children in the learning process, often linked to poor performance in results or a low level of learning.

The moment of learning must be thought from a more active perspective, based on the principle that learning can be fun and engaging.

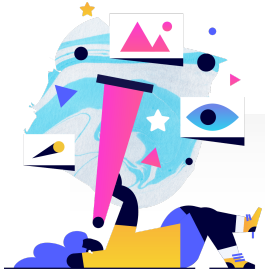
An effective learning pathway, therefore, consists of several stages to which one or more actions may correspond. In order to increase students' curiosity, their reasoning and analysis skills must be stimulated.

Keys for a successful learning path





TO-DO LIST FOR PLANNING A GROWTH MINDED-ORIENTED LESSON



Learning Objectives

Describe which parts you will focus on most and why. Identify aspects that are relevant for the pupils



Topic Overview

Describe which parts you will focus on most and why. Identify aspects that are relevant for the pupils



Create and plan the practical activities

They can be: a game, a work team, a creative project, a simulation, a speech session, a problem solving session.



Skills Objective

Describe which skill the students will acquire or foster through the activities and lessons

Research about innovative contents





EVALUATING STUDENTS' RESULTS WITH GROWTH MINDSET PRINCIPLES



By using growth mindset principles, teachers focus their attention from outcomes (or performance goals) towards competencies, continuous learning and skills improvement. Formative assessment is external process, while growth mindset evaluation is much more intimate, internal and psychological process. (King and Haw, 2021)

Central theme of the growth mindset is growth: how much did the student progress in mastering specific knowledge or skill. In evaluation this means more individual, long – term perspective: instead of comparing students' performance against pre – set outcome or making comparison between students, teachers focus on the student's individual progress. With increased engagement and effort performance results will come more easily. However, school systems exists because student need to reach certain learning outcomes, so balancing formative assessment and growth mindset is a must.





According to
**William and
Thompson** (2008),
assessment should
follow:
FIVE STRATEGIES
and
ONE "BIG IDEA"



1. MAKING LEARNING INTENTIONS AND CRITERIA CLEAR AND EASILY UNDERSTANDABLE

2. ENGINEERING CLASSROOM DISCUSSIONS, QUESTIONS AND TASKS THAT ENHANCE LEARNING

3. PROVIDING PROCESS-ORIENTED FEEDBACK THAT ENCOURAGES GROWTH

4. ACTIVATING STUDENTS SO THEY CAN LEARN FROM EACH OTHER

5. ACTIVATE STUDENTS SO THAT THEY OWN THEIR OWN LEARNING

ONE BIG IDEA



ASSESSING STUDENTS THROUGH A GROWTH- MINDSET APPROACH

Assessment helps to understand how much distance is already travelled and what needs to be done during the remaining journey. Expectations remain high as they are crucial for keeping the internal motivation of students. Failures and mistakes are acknowledged but not judged – they are just a normal experience on the learning path. "Not there yet" becomes a mantra for growth mindset teachers.

Digital environment changes dynamics of evaluation. Lack of personal interaction makes monitoring of learning process a bit more challenging. This is compensated by numerous opportunities that ease the process of learning and evaluating knowledge. Technology can make evaluation much more interactive and fun. There is a possibility to present solutions in different modalities (like videos, blogs, aps, programs, discussions, games...). Technology enables instant sharing of learning results and leads to faster evaluation from many different sources (peers, teachers, external stakeholders).

DYNAMIC VS. STATIC ASSESSMENT • APR. 24 @jgauth

A GROWTH MINDSET APPROACH

★ CATHY FOSNOT @CTFOSNOT P252 #NCSM18 CELEBRATING 60 YEARS

ASSESSMENT

♥ EQUITY ISSUE

ASSESSMENT TO INFORM TEACHING

NOT FOR GAP FILING
NOT FOR LABELING
NOT TO HIGHLIGHT DEFICITS

ASSESS FOR GROWTH NOW
NOT EGY OUTCOMES

DO WE PRACTICE LIKE WE PLAY?

IF WE TEACH WITH DYNAMIC, INTERACTIVE LESSONS, DO WE ASSESS THAT WAY?

LEARN

CONFER TO LEARN

ZPD

HMW focus ON LANDSCAPE OF LEARNING

LEARNING IS NOT LINEAR
LANDSCAPE OF LEARNING

24 lb
15 MIN/lb

Wow! OH, MY GOSH! ARE YOU SAYING... CAN YOU SHAPE THAT IN CONGRESS? I KNOW THAT 2 LBS IS...

DEVELOPMENTAL UNDERSTANDING

CELEBRATE MILESTONES OF SUCCESS
NOT JUDGE FOR EGY OBJECTIVES

NEW PERSPECTIVES ON ASSESSMENT.COM

FOCUS ON DEVELOPMENT OVER TIME



Verbalising expectations with GRASPS

Objectives: to understand the link between goals and criteria for success. To learn how to add meaning to the learning assignments. To develop self – reflection when doing learning assignments.

Time frame: apx. 15 minutes.

Settings: Exercise is very simple, so it doesn't demand extra preparation or specific context. However, it works the best when students face autonomous team - work that deals with practical, real – life challenges.

Instructions: Teacher explains the importance of clear goals and highly specific criteria for success for satisfactory learning process. All students fill the missing boxes with their answers. Teacher helps in clarifying each paragraph.

Goal: General goal of this activity is to...

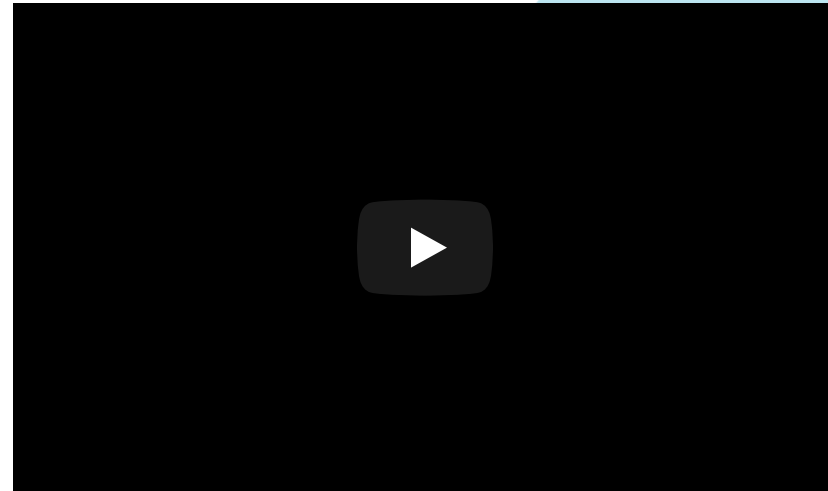
Role: My concrete role in this activity is...

Audience: Our audience (or users) for this activity is....

Situation: *(please briefly describe the situation or scenario for solving this activity)*

Product/Performance: To finish the task I will do the following...

Standards/Criteria for Success: I will know I reached the goal successfully by (list concrete criteria or indicators)





AREA 3: EMPOWERMENT OF STUDENTS

THE THIRD AREA IS AIMED AT DEVELOPING MORE AWARENESS ABOUT THE IMPORTANCE OF GUIDING STUDENTS THROUGH THEIR LEARNING PATH FOSTERING BOTH EDUCATION AND PERSONAL GROWTH. LEARNING MUST NOT BE SEEN AS A HARD AND UNPLEASANT JOURNEY, BUT AN HARD AND SUCCESSFULL ONE





AREA 3: Objectives

- Providing growth-mindset oriented feedback to students.
- Empowering students both in digital and traditional learning environment.
- Helping students switching their fixed-mindset into a growth-mindset encouraging their resilience.
- Changing students perspective about mistakes.





PROVIDING PROCESS-ORIENTED FEEDBACK (ONLINE)

Focusing on outcomes doesn't help student to alter his behaviours or learning process – it keeps their focus on the results. On the other side, process-oriented feedback highlights elements that are under students' control – actions, organization of tasks, communication patterns, learning habits, thinking styles, problem solving algorithms or steps in acquiring new skills.



“You painted that picture so well. I see you put a lot of effort in the details.”

In this sentence, the feedback helps to increase students' engagement and motivation. Further activities are also more self-rewarding and done in a more mindful way. Through time, “I can” attitude develops, and students become more open – minded when they face tough challenges.



“You painted that picture so well. You are so talented for drawing.”

In this sentence, we break the link between effort and results. Students expect good results because they are talented. If activity becomes harder, they may resist learning – either because they see it as an unnecessary or because failure endangers previously reinforced self-worth and identity.

Coaching a Growth Mindset



Mindset



5 Questions to Develop a Growth Mindset

What did you learn from today's performance?



What steps did you take to make you successful today?



What are some different strategies you could have used?



How did you keep going when things got tough?



What can you learn from your opponent today?



5 Feedback Comments to Develop a Growth Mindset

This will be a challenging concept to learn, but I believe you can master it



You haven't got it yet, but you will if you keep working and thinking about it

I really appreciated your effort today



It is okay to take risks, that's how we learn



Getting better takes time and I see you improving



TIPS

4

GROWTH

MINDSET

ORIENTED

FEEDBACK

15 growth mindset questions

What made you think hard today?	How will you challenge yourself today?	What can you learn from this experience or mistake?
What would you do differently next time to make things work better?	What else do you want to learn?	What strategy can you try?
Who can you ask for honest feedback?	Did you work as hard as you could have?	If it was too easy, how can you make it more challenging?
Did you hold yourself to high expectations or did you accept "good enough"?	Did you ask for help if you needed it?	What can you do to manage distractions?
Have you reviewed your work or logic for errors or flaws?	Are you proud of the end result? Why or why not?	What's the next challenge to tackle?



BUILD constructive feedback

Objectives: using BUILD model of feedback. Learn how to provide feedback on things that bother us in social interactions.

Time frame: apx. 15 minutes.

Settings: Exercise can be done as a standalone activity. Teacher should provide enough details and safety that students feel comfortable talking about their past experiences.

Instructions:

- Teacher presents the basics of assertive communication to the students. If needed further explanation about importance of solving misunderstanding in relationships is given.
- **BUILD model** of constructive feedback is presented to the students. If needed, lessons or short videos on “I messages” can be used.
- Students work in pairs. Each student thinks of the situation where he felt disrespected in relationships.
- Student who is presenting first, starts with the short description of the situation.
- Then s/he continues with the model. S/He describes the behaviour of involved person (B). Tries to find the meaning, motives behind the behaviour (U). Then he explains the impact that situation had on him or the others (I). Then he imagines what would the other person say back to him (L). At the end he lists what kind of behaviours/actions from the person in conflict would be OK for him (D).
- Another person in pair has a role of listener. He tries to remain neutral but checks if the speaker really follows the BUILD procedure. He can also help to find additional perspective on the meaning, motives (stage U) or he can share additional inputs in stage L (how could the other person respond).
- Key summaries of all five stages are written in online form.
- When task is finished, roles are reversed and listener presents his situation.

BUILD MODEL →

BUILD constructive feedback

		Describe the Behaviour . Observations not judgments.
		(Understand their context. Step into their shoes. Unsaid).
		Describe the Impact on... you, others, outcomes or the work
		Listen to them. (<i>Don't ask 'why?'</i>) "What was happening there?"
		Ask 'what might you Do differently? ' <i>It's a Dialogue</i>



EMPOWERMENT OF STUDENTS



Breaking the stereotypes

We've seen how feedback is a very useful tool for guiding students through the journey of acquiring a growth-mindset, but it's not the only tool.

In order to achieve the growth-mindset, students need to be guided in breaking down some common prejudices and stereotypes about learning: unhinging the ideas ingrained in their minds and doing so through innovative and unusual actions.

The growth-mindset breaks down stereotypes related to developing skills, dealing with failure and mistakes, relating to others and the success of others, embracing challenges and seizing new opportunities.

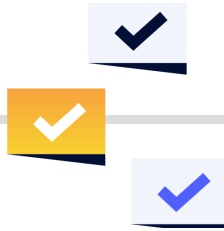


THE GROWTH-MINDSET PILLAR FOR EMPOWERING STUDENTS



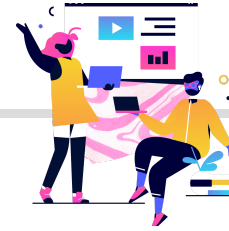
**View mistakes
as opportunity**

◉ WATCH



**Establishing
link between
effort and
success**

+ EXERCISE



**Remain resilient
and positive in
online learning**

+ EXERCISE



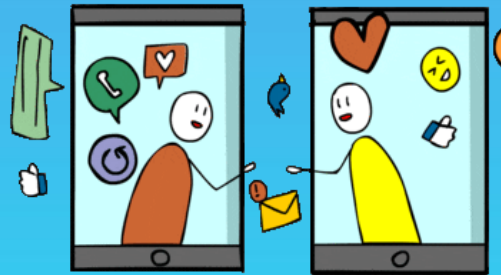
**Self-
awareness
empowerment**

+ EXERCISE

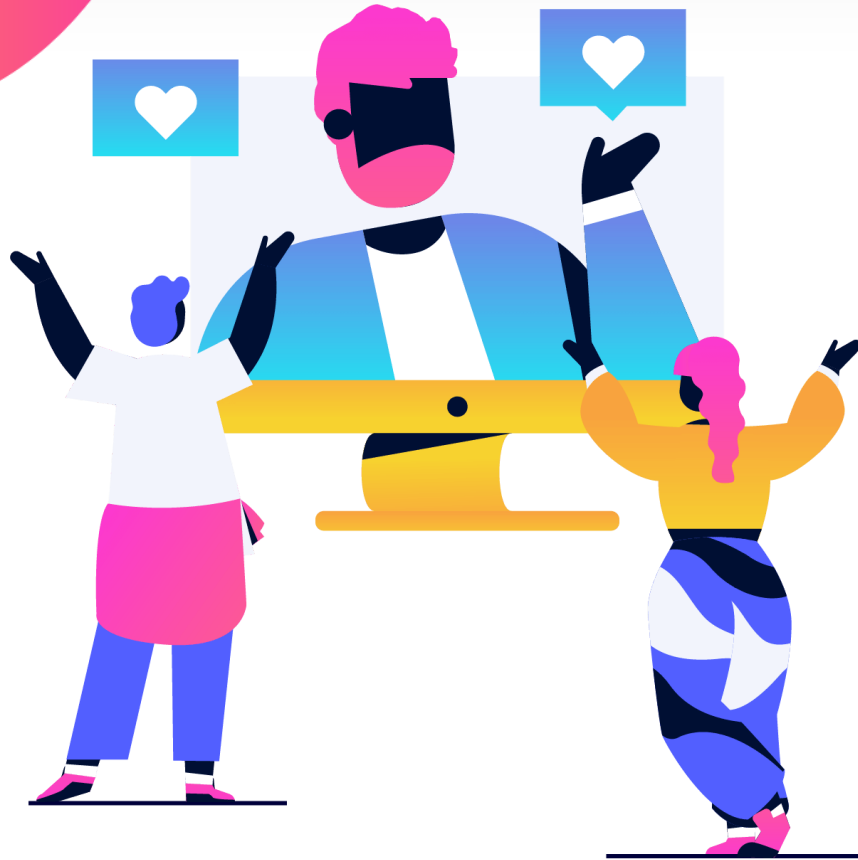


AREA 4: EXPECTATION AND COMMUNICATION

THE FOURTH AREA IS DEDICATED TO INVESTIGATE THE USE OF A GROWTH MINDSET BOTH FOR THE COMMUNICATION BETWEEN THE TEACHER AND STUDENTS. FURTHERMORE WE WILL EXPLORE THE IMPORTANCE OF THE CONNECTION EXISTING BETWEEN SETTING THE LEARNING EXPECTATION AND HOW THE TEACHERS DEAL WITH THE STUDENT INTO THE LEARNIN PATH.

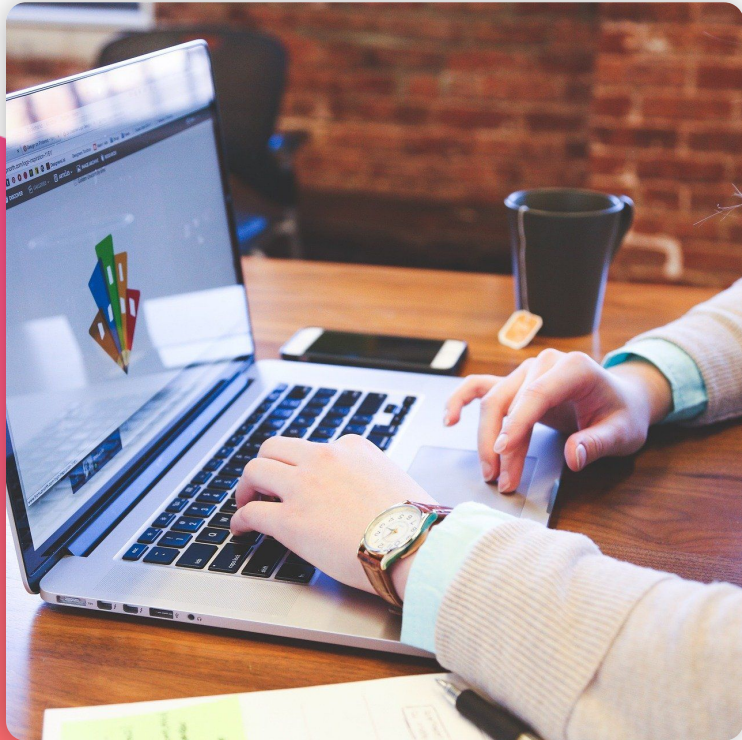


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AREA 4: Objectives

- Improve digital communication ability.
- Adopt a growth-mindset oriented communication model.
- Adopt a growth-mindset oriented model for expectations and goals.
- Support learnability in students.



THE WEB RULES

It is crucial to understand that communication channels between teachers and students in remote learning environments need to be actively maintained. There are no chance encounters and no immediate reactions.

Therefore, teachers need to plan for communicating with students during a remote learning assignment. When channels/tools are specified by your school, you need to learn how to use them most efficiently. If you are free in the choice of your tool, choose one that fits your circumstances, experiences, and that of your students best. The more familiar students are with the channel/tool, the easier it is for them to communicate.

Be prepared to see some unfamiliar abbreviations or customs: digital communication has its own (unwritten) rules, and you might not be aware of them

START



GROWTH MINDSET FOR GIVING INSTRUCTIONS

Teachers need to pay attention to several aspects of their speech when teaching. They need to pay attention to the way they give instructions, how they respond to successes and how they respond to failures. Even small words can completely change the meaning of what is said.

The impact of language starts with praise and responding to mistakes. To foster a growth mindset, it is essential to praise effort and hard work, not natural abilities. So, instead of saying "How clever you are", it is better to say, "You put a lot of effort into the task, and you succeeded".

Mistakes should be responded to positively, as an opportunity to learn. It is important for teachers to make students as aware of this as possible.



INSTEAD OF... (FIXED MINDSET)	TRY... (GROWTH MINDSET)
"Sometimes it is better to just give up."	"If one strategy doesn't work, try another."
"This math problem is too hard for you."	"This math problem may take some time and effort."
"Be careful, you made a lot of mistakes."	"You can use mistakes to help you learn better."
"You are so smart!"	"I can see you worked really hard on this."
"That is correct! You did the task quickly and easily! Great job!"	"It looks like that was too easy for you. Let's try to find you something more challenging so your brain can grow."



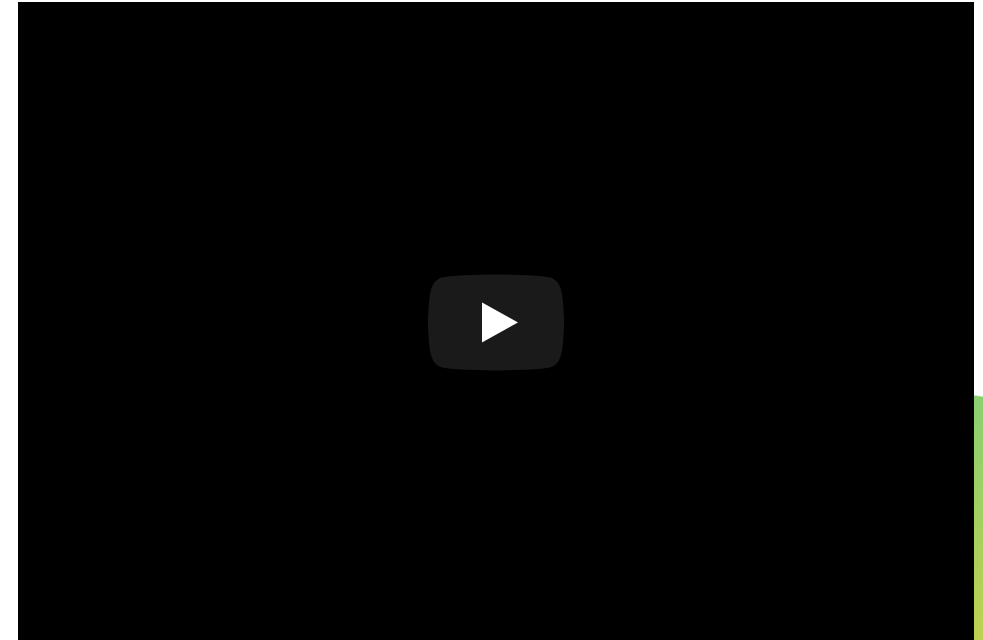
SETTING EXPECTATIONS AND CHALLENGING GOALS

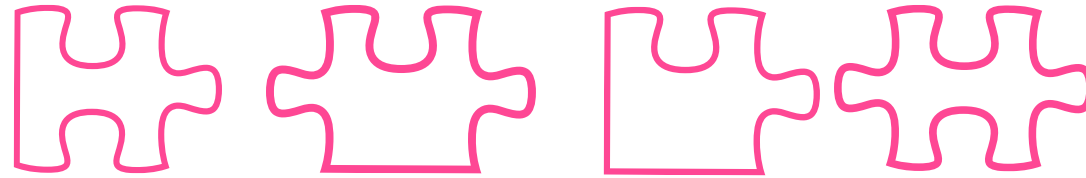
The idea of the growth mindset is that teachers set high expectations and goals for all students. It is therefore important that the tasks are sufficiently difficult or challenging for them while maintaining high standards for all. The goal is precisely for the teachers to find a way to reach the "low-ability" students. They must give equal time and attention to all students, regardless of their initial skills.

The "you can do anything" mentality is not sufficient. Teachers need to teach students how to reach high standards. They must take responsibility and not pass it on to the student. The teachers need to help them gain the skills and find the resources to make progress toward their goals. Otherwise, if they just motivate the students without any extra help, this can lead to the opposite effect: feeling like a failure.

It is necessary to monitor the progress of reaching goals and to encourage students' effort. Praising effort is not just about simply encouraging it but must lead to achievement. If the goals are not being reached, the teachers need to help the students to evaluate their strategies and choose new ones.

To achieve the goals effectively, it is important that they are as specific as possible. They need to be precise in terms of content and timeframe. The clearer the plan for reaching the goals, the easier it will be to monitor and change it if necessary.





The **WOOP** is a goal-setting method that stands for Wish, Outcome, Obstacle, and Plan. It encourages students to visualise their wishes and the consequences of achieving them. They must think about the things they want to accomplish and the desired results if they succeed. They also need to think about the obstacles they may face in fulfilling their wishes. In that part, it is important to focus on the obstacles that depend on them, not on other people. In the final step, they should make a plan how to deal with the obstacle if it occurs. They can write an “If..., then...” sentence.



WOOP WEBSITE

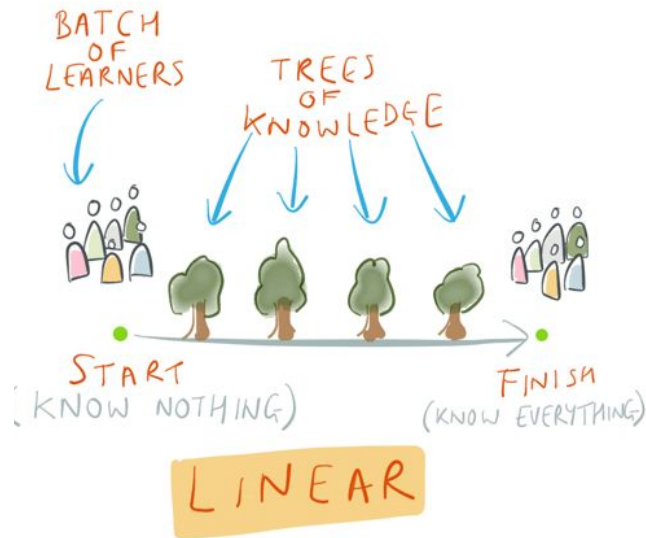


WOOP TEMPLATE



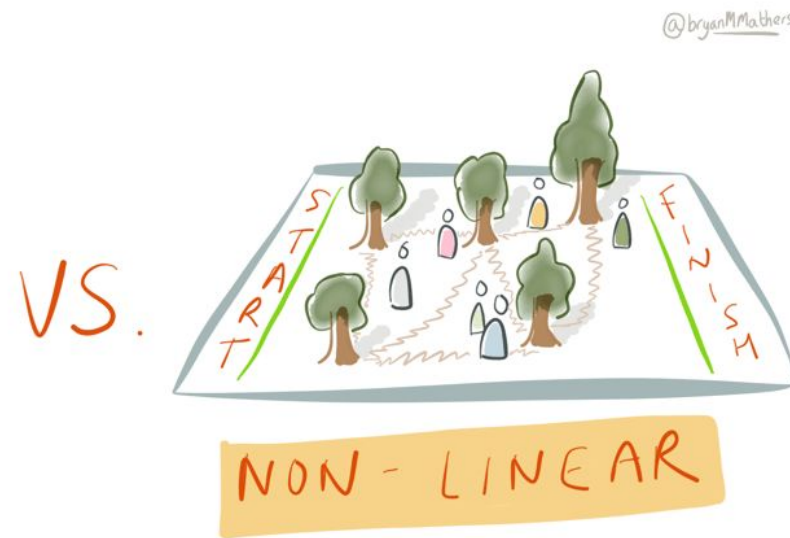
The linear approach

The learning path is following a logical structure (for example chronological or from simple to complex). This removes control from the learner and might be helpful to some.



The non-linear approach

The learners can choose which topic they want to work on and where they want to follow the information path further. This will also be the preferred method in the future and can train students for much-needed skills.





Breaking goals into small steps

Remote learning leaves students with the responsibility to organize their own learning process. For some, this could be a huge challenge that negatively affects the overall learning outcome. But if students master this challenge, they acquire valuable skills for their further education and professional life. Self-organized learning will become even more important in the future. Learning how to learn is a key requirement.

When confronted with a huge assignment, many people tend to resign on first sight because they cannot imagine how to accomplish it. Breaking the whole project down into smaller, manageable tasks is the way to master it.



11 tips on breaking tasks

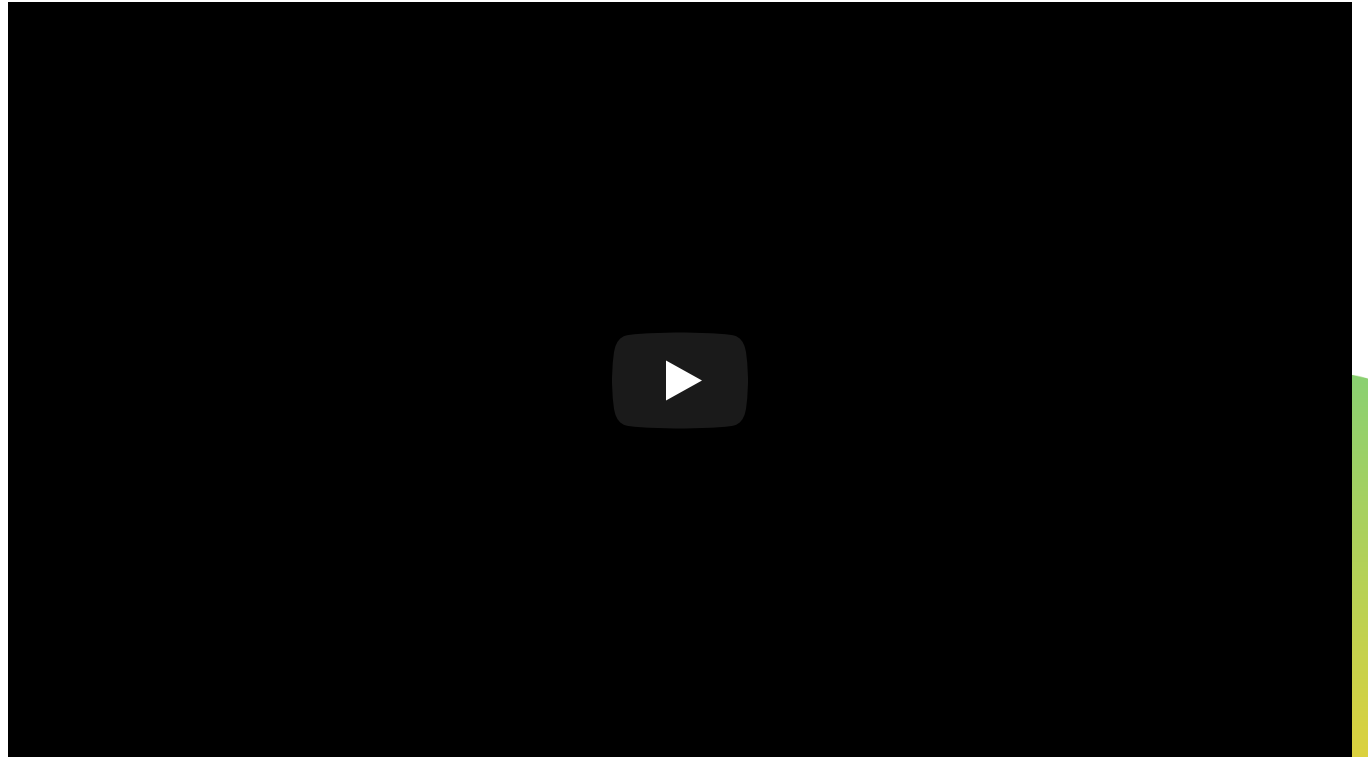


Break large tasks down in smaller pieces



*Tell me and I
forget. Teach me
and I remember.
Involve and I
learn.*

Benjamin Franklin





Learnability: the Learner-Centered Experience

Elaborated by Dr. Katie Martin, the Learner-Centered Experience revolutionates the traditional concept of learning, in which the main role is covered usually by the teacher. This approach, perfectly fits with what as been told about the growth mindset applied in educational system. In this way the student is master of his/her own learning process living it in an active way instead of a passive one.

+ *explanation*

[LINK](#)

10 Characteristics of Learner-Centered Experiences



Katie Martin
@KatieMartinEdu



Your own lesson

To help your students in acquiring and building their own personal learning method, which will help them in getting always new information and learning in an effective way, involve them in a new challenge: build their own lecture.

Having the responsibility to teach something to one's peers will encourage the learner to strive to the best of their ability to prove themselves. Provide them a guideline with instructions, do not set too many rules regarding method, but invite them not to use a traditional passive approach. This opportunity will allow them to acquire new skills, reinforce their knowledge and provide the teacher with interesting ideas on activities to be repeated.

Of course, you have to support the student in this activity.

Suggestion: spread the activity over a long period and proceed with a few students at a time. This way students will have time to work seriously, and you will not be overwhelmed by several deadlines at once. Plan short revision sessions where you can see how the student is progressing and to help them overcome any difficulties.

BUILD YOUR OWN LESSON

- CHOOSE THE TOPIC
- SET THE GOAL
- SET THE DATE AND THE DURATION
- ANALYZE NEW RESOURCES
- IDENTIFY THE USEFUL INFORMATION
- BUILD SUPPORTIVE CONTENTS
- ORGANIZE PRACTICAL TASKS
- FORESEEN A DISCUSSION SESSION
- COLLECT FEEDBACK





Iceberg paradox Exercise

Objective: do not have predisposed ideas and always analyze the reality that surrounds each one, as it will help to achieve real success and value it as such.

Instructions: We must always be clear that behind any success there is a lot of work, motivation, involvement, discipline, dedication, error and disappointment. Success is like an iceberg; what sticks out of the sea is success, what you can see. But, inside the sea, the iceberg is supported by a large block of ice that is not visible but necessary, which would be the work that must be done to achieve the success that everyone is seeing. And we must assume that behind the success there are attempts that have not come to fruition, very good work that has not been recognized and we will have to continue fighting to achieve the objectives.

Now is't the moment to start drawing the iceberg of the students we have in our class. They must draw exactly the picture of the iceberg but they must put their information:

- What do people see about me?
- What you don't see about me but I know what I'm doing
- Which is my persistence? Failure?
- How much do I sacrifice?
- Do I have any disappointment?
- Explain the discipline to achieve my goals; the hard work and dedication included.





WONDERFUL INNER RESOURCE EXERCISE

Objective : self-discovery, mutual knowledge, communication, learning from the experience of others, learning positive role models. Reflect on difficult, stressful situations you have faced in the past. What inner resources helped you to adapt to them or to overcome them effectively?

Instructions: form groups of 4-6 students. If the activity is done online, the teacher creates a discussion room where he/she will assign members to each group for 20 minutes. The task for the groups is for each member to share how their inner resources have helped them in certain difficult, stressful life situations, then for all group members to choose three of these resources and write down their role on a board. They can use the resources in the list or mention others. At the end, the groups choose a representative to read out the ideas on the board to the large group. The teacher gives feedback to each group and summarises the messages, life lessons shared.

LIST OF INTERNAL RESOURCES:

- Creativity
- Courage
- Optimism
- Self-determination
- Self-control
- Emotional intelligence
- Collaboration skills, teamwork
- Faith, hope
- Perseverance
- Sense of humour
- Effective communication
- Time management skills
- Ability to ask for help
- Resistance to effort
- (Increased) frustration tolerance
- Love
- Empathy
- Organizational skills
- Leadership skills
- Rational thinking (logical, pragmatic)
- Assertiveness



FIND YOUR STRENGTH EXERCISE

Objective: make the children be able to reflect on their abilities and be aware that they have the power to success, even though they cannot see it.

Instructions: teacher and students all choose a comfortable sitting position, become quiet; speakers on; The teacher reads the text reported calmly and slowly with pauses for thinking, feeling and visualization. Use at least 10min. After reading, pass on the figuration phase.

Figuration: Take a sheet of paper and write down the symbol you found for your strengths. Try to picture it somehow with colours, in objective or abstract forms, in imaginary creatures, characters or figures ... so that you can recognize and remind it as your own strength.

Please calm down and relax for our journey to the source of your strengths, abilities, talents and positive qualities. Some of them you might be aware of already, some you will probably remember in this imaginary inward journey, some may wait to be discovered later. Please, sit upright but relaxed and comfortably at your chair, place your feet stable on the ground, lay your hands flat on your thighs and lean your back against the backrest.

Little by little now close your eyes, become aware of all your senses and the sensations you do feel at the moment. While you are all aware of those, you slowly sway back in your thoughts, finding moments and situations where you felt pleased/strong/powerful

Take a little time, some individual time, to divine or to find various situations when you were in full possession of your personal powers and strengths.

Now choose one situation, where you felt strong and powerful, when you did your part ... from your own efforts

Again, take some individual time. Even if you still could not choose one, you have a clue about your personal strengths that you can think of ... feel ... or find in your body and in your manner and performance ... work with what you could catch inside ...

Now try to feel and research the bodily sensations and feelings your personal strength is bound to. Try to picture it, how you act self-confident, how you may look from outside



Again, take some individual time ... feel ... see ... hear ... smell or taste ... which of the sensual impressions have been connected to your powerful situation ... and how you have been inwardly engaged to feel in full possession of your personal powers and strengths ...

Find a symbol that stands for this strength ... a symbolic object ... a symbolic animal ... a colour ... whatever comes to your mind ... / ...

Then breathe deeply, willfully and consciously ... three times ... stretch out and sprawl your whole body ... feel again the contact of your body to your chair, the ground ... look around in the room, listen ... be aware of your time and space.







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Congratulations!

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