

EMPOWERING TEACHERS WITH A GROWTH MINDSET APPROACH

IN-LIVE TRAINING



growMET

Day 1

■ exercise
 ■ discussion/debriefing
 ■ break

TIME	LENGTH	TITLE	DESCRIPTION	ADDITIONAL INFO	MATERIALS
09:00	20m	Introduction	<p>Presentation of the growMET project and the training course.</p> <p>Dividing the participants into groups of 4 (it is advisable for the trainer to determine the groups in advance). The groups should be as heterogeneous as possible (gender, knowledge, experience, etc.).</p> <p>These groups will not be permanent - they will be in a different group every day.</p> <p><i>If the participants do not know each other yet, one getting-to-know activity should be carried out. E.g. they can pass a ball around, each says their name and ask one question to the following person/say one lie and two truths about themselves/they can also get to know each other within groups by creating a group name that connects all members, etc.</i></p>	<p>Instructions for participants:</p> <p>In groups, identify a name and a person who will present the results of the group work.</p>	<ul style="list-style-type: none"> a board/poster where the names of the groups will be written
09:20	10m	MINDMETER 1	<p>Using the online platform www.mentimeter.com, we check how participants feel and how motivated they are.</p> <p>If participants are not already familiar with the platform, it is advisable to explain at the beginning that the answers are anonymous.</p>	<p>Instructions for participants:</p> <p>It is time for our MINDMETER! Please provide an honest answer on your inner world.</p>	<ul style="list-style-type: none"> smartphones

The Mentimeter contains 2 tasks:

Please answer the following statements (scale 1-5)

- 1) I feel very motivated to try new things.
- 2) I can solve any challenge with a strong effort.
- 3) I feel I am supported by the group.
- 4) I am totally OK with suggesting something crazy.
- 5) I am eager to actively participate in any given activity.
- 6) If I fail, I will put even more effort next time.

What thoughts are you having at the moment?

(word cloud)

09:30

20m

What is growth mindset?

The aim is to increase understanding of the concept of "growth mindset" and at the same time to learn how to present it in a way that is understandable to others.

The task is to write a short text within their groups explaining to Frank what growth mindset is.

The description can be up to 100 words. They have 5 minutes, then present. A short discussion follows.

Link to the exercise in chapter 3.

Instructions for participants:

- paper
- pen

Explain key findings from the „growth mindset“ theory to Frank. Frank is 8 years old boy who doesn't have a clue what does that mean.

The explanation can be up to 100 words. Help yourself with the exercise in Chapter 3.

Discussion:

Where did the differences in descriptions arise? Did they all highlight the same characteristics of the growth mindset?

09:50	30m	Growth mindset in digital teaching	<p>Within the group, they are divided into two pairs. First, in pairs, they discuss the link between growth mindset and digital education (2 questions for both directions of influence). Then the pairs come back together in groups of 4 and share their findings with each other. The group should also discuss coping with change (specifically in the context of digital education). They then write the key findings on post-it notes. They should stick them on a common poster with both questions written on it. At the end of the training, we will check whether the findings remain the same or whether they have changed.</p> <p><i>Link to the exercise in chapter 2.</i></p>	<p>Instructions for participants:</p> <p>Within groups, split into two pairs. Discuss the following questions:</p> <p>How does a growth mindset influence digital education?</p> <p>How does digital education influences growth/fixed mindset?</p> <p><i>Think broadly and try to be as specific as possible.</i></p> <p>Then return to the group of 4 and discuss the two questions again.</p> <p>Also discuss:</p> <p>Recall the change curve in Chapter 2. How it could be used to deal with digital education (as change).</p> <p>Write your findings on the post-it notes.</p>	<ul style="list-style-type: none"> • post-its • poster
10:20	15m	Setting goals	<p>The participants are asked to discuss in a group the expectations and goals of this training. They should use the exercise in digital chapter 1 to help them. Each group should then work together to identify the 5 goals of the whole training. They should be as specific as possible. Each group should then write down their goals on a common poster, which you will come back to several times later.</p> <p><i>Link to the exercise in chapter 1.</i></p>	<p><i>If possible, the workshop facilitator should enter the objectives in the Mentimeter during the break. At the end of the session, participants will be able to evaluate whether they have come anywhere close to their goal on the first day of the training.</i></p>	<ul style="list-style-type: none"> • poster • markers
10:35	10m	Break			
10:45	1h 10m	Experiencing challenges:	<p>Participants are tasked with creating a "growth mindset challenge".</p>	<p>Instructions for participants:</p>	<ul style="list-style-type: none"> • sheets • markers

- poster with questions

		practical mindset challenge	<p>The activity should be challenging but look easy at first sight. It must take some time to solve. The aim of the activity should be to arouse frustration, but it should NOT be unsolvable. They must make clues that will help to get to the solution of the task. So when the participants (in the activity) come to some insight or some strategy, then the task becomes solvable.</p>	<p>Create a practical growth mindset challenge!</p> <ul style="list-style-type: none"> - The activity should be challenging but look easy at first sight. - The activity must take some time to solve. - The aim of the activity should be to arouse frustration, but it should NOT be unsolvable. - You must make clues that will help to get to the solution of the task. - IDEA: When the participants come to some insight or some strategy, then the task becomes solvable.
11:55	20m	MINDMETER 2 + discussion	<p>Using the online platform www.mentimeter.com, we check how participants feel.</p> <p>The Mentimeter contains 2 questions (open cloud):</p> <p>Which emotions do you feel at this moment?</p> <p>What emotions would you feel if you had to solve the challenge you have created?</p> <p>After that discuss the task itself with all the participants.</p>	<p>Instructions for participants:</p> <p>It is time for our MINDMETER! Please provide an honest answer on your inner world.</p> <p>Discussion:</p> <p>What did you find most difficult?</p> <p>How do you think your colleagues would react if they had to solve this challenge?</p> <p>Do you see room for improvement? Where?</p>
12:15	45m	Lunch break		
13:00	1h 00m	Fixed and growth mindset persona	<p>Guide participants through the journey to explore their fixed and growth mindset personas (instructions).</p>	<p>Instructions for participants:</p> <p>Mindset has tremendous power in our life. It triggers a set of automatic thoughts and reactions that shape our daily life and important decisions.</p>

It protects us from harm, conserves our energy, and protects our social image.

Since it is tightly bundled in core beliefs, values, and our daily routines, it is very change-resistant.

1. Exploring fixed mindset persona

Imagine a strong real or imaginary situation where you often react with a fixed mindset („I can't“ or „I won't“ attitude).

Embrace your fixed mindset. Imagine it as a separate person. Give that persona a proper name („Scared Lily, Anxious Mike, Lazy Lucy, Dumb Rob...“)

Describe it in detail: What does that persona think, how does it feel, how does it affect other people? What kind of instructions do you receive from her? Be highly specific.

Take a persona on a journey. Talk with her. Listen to her thoughts but try to find your own response („I really don't feel motivated for this task. But I already have a few ideas how to make it more interesting.“)

2. Searching for AHA moments

Have you experienced a breakthrough or „aha moment“ during the game that triggered important changes (on a personal, team, or game level)?

What was it?

How did it affect your internal world and your actions?

3. Exploring growth mindset persona

Imagine a situation where you reacted with a strong growth mindset („I want to try that“ attitude).

Dive into your growth mindset. Imagine it as a separate person. Give that persona a proper name („Curious Sam, Determined Mia, Tolerant Flavio...“).

Describe it: What does that persona think, how does it feel, how does it affect other people? What kind of instructions do you receive from her? Be highly specific.

Take a persona on a journey. Listen to her messages. How can you become more attentive to her messages? How can you translate messages into concrete actions?

14:00	10m	Break		
14:10	15m	Reflection	<p>If the trainer has managed to enter the goals in the Mentimeter, ask the participants to rate from 1 to 5 whether they think they have gotten closer to the goals today.</p> <p>Participants can answer the same questions again as at the beginning of the training to get a comparison.</p> <p>Then discuss the goals that they came the least close to. What do they think, where is the cause? What could be improved in the future?</p> <p>Encourage participants to read the poster with the goals again. Is there anything they would like to add/change/take away?</p>	
14:25	10m	Introduction to beliefs	<p>Finally, ask participants to reflect on their beliefs. Each person is asked to answer the questions in the instructions.</p> <p>They should write their answer on the sheet they will bring with them next time.</p>	<p>Instructions for participants:</p> <p><i>What were your thoughts, beliefs, challenges that occurred at the start of the online teaching?</i></p> <p><i>What are your current mindset thoughts, beliefs, challenges regarding online teaching?</i></p> <p><i>How much influence do those thoughts, beliefs have over your professional life? In what ways do they block or empower your actions?</i></p>
14:35				

TOTAL LENGTH: 5h 35m

MATERIALS:

- a board/poster where the names of the groups will be written in Introduction
- smartphones in MINDMETER 1
- paper in What is growth mindset?
- pen in What is growth mindset?
- post-its in Growth mindset in digital teaching
- poster x 2 in Growth mindset in digital teaching | Setting goals
- markers x 2 in Setting goals | Experiencing challenges: practical mindset challenge
- sheets in Experiencing challenges: practical mindset challenge
- poster with questions in Experiencing challenges: practical mindset challenge

Day 2

■ exercise
 ■ discussion/debriefing
 ■ break
 ■ energizer/icebreaker

TIME	LENGTH	TITLE	DESCRIPTION	ADDITIONAL INFO	MATERIALS
09:00	5m	Introduction	Divide the participants into new groups of 4, different from last time.	Instructions for participants: In groups, identify a name and a person who will present the results of the group work.	
09:05	10m	MINDMETER 3	Using the online platform www.mentimeter.com , we check how participants feel. The Mentimeter contains 2 questions (open cloud): What do you expect from today's workshop? Which digital content topic are you most interested in?	Instructions for participants: It is time for our MINDMETER! Please provide an honest answer on your inner world.	
09:15	30m	Beliefs	Discussion with all participants about the questions on beliefs from the previous day. <i>We cannot escape our beliefs, but we can try to become aware of them and of the consequences they have on our perception.</i> In groups, they should share the 2 mistaken beliefs that they have listed in the assignment in chapter 4.	Instructions for participants: Look again at your answers to the questions from last time. Did you find out anything new about yourself after working through the chapters?	<ul style="list-style-type: none"> • poster with persona

			<p>Then, together, they should choose 3-4 different mistaken beliefs and discuss how to concretely cope with them. Ideally, they should create a new persona (give it a name) characterised by these beliefs. They should discuss what they would say to this persona, how they would help him/her to cope with the limited beliefs.</p> <p>In the end, each group should present their mistaken beliefs and ways of dealing with them. It is desirable that they complement each other insofar as they have similar beliefs.</p> <p><i>Link to the exercise in chapter 4.</i></p>	<p>In groups, share the 2 mistaken beliefs that you have listed in the assignment in chapter 4.</p> <p>Then, together, choose 3-4 different mistaken beliefs and discuss how to concretely cope with them. You can create a new persona (name her/him) characterised by these beliefs.</p> <p>Discuss what would you say, how would you help him/her to cope with the mistaken beliefs.</p>	
09:45	15m	Creating energisers	<p>In the future, each group will do the energiser with all participants at least once. The task of each group is therefore to create a new energiser or to learn one of the energisers they found in the exercise in chapter 6.</p> <p>They should also write down the instructions so that other participants can use them in the future.</p> <p>The estimated duration of the energiser should be about 5 minutes.</p> <p><i>Link to the exercise in chapter 6.</i></p>		<ul style="list-style-type: none"> • sheets/posters
10:00	10m	Break			
10:10	5m	Energiser	<p>Draw one group to lead the energiser.</p>		
10:15	5m	Area of influence - introduction	<p>Each participant is asked to fill in a table for themselves about the things they could/couldn't control when they first encountered the virtual classroom.</p>	<p>Instructions for participants:</p> <p>Think back to the beginning of the epidemic, when classrooms first became largely virtual.</p> <p>Think of the things you did/could and didn't/couldn't control. Write them in the table (I</p>	<ul style="list-style-type: none"> • Table (I DID/COULD control; I DIDN'T/COULDN'T control)

				DID/COULD control; I DIDN'T/COULDN'T control)	
10:20	15m	Area of influence - deeper dive	<p>Ask participants to discuss their answers in the group.</p> <p>Finally, discuss with all participants the things that they had under control. Emphasise the need to be proactive in dealing with challenges.</p>	<p>Instructions for participants:</p> <p>Think of the mental energy you invested in the 1st and 2nd columns. What do you notice?</p> <p>Discuss things written in column 2 (didn't/couldn't control). Find some small-scale actions that could still be under your control. Be creative!</p>	
10:35	5m	Area of influence - today	<p>Each participant is asked to fill in a table for themselves about the things they can/can't control today.</p>	<p>Instructions for participants:</p> <p>Now think of an online teaching TODAY. Think of the things you can and can't control. Write them in the table (I CAN control; I CANT control)</p>	<ul style="list-style-type: none"> • table (I CAN control; I CANT control)
10:40	20m	Expanding area of influence	<p>In groups, participants should discuss the questions in the instructions. They should write their answers on post-it notes.</p> <p>In the end, all the groups stick their answers on one poster with a picture of this imaginary teacher.</p> <p>Finally, summarise all the characteristics of an imaginary teacher. Ask participants what they think of this person? Is this the ideal teacher? Is there anything else he or she lacks?</p>	<p>Instructions for participants:</p> <p>How can you widen areas you can control? What kind of solutions pop up when you think outside the box about the areas you can't control?</p> <p>Imagine a teacher that significantly expanded the area of influence in online teaching. What is seen by the observer? List his/her behaviours and communication. Be very concrete!</p>	<ul style="list-style-type: none"> • poster with the image of the teacher
11:00	20m	Important questions	<p>First, ask participants to think about the first three questions in the instructions (5 minutes).</p> <p>Then ask them to discuss them in pairs within the group. They should also discuss actions that can help progress (10 minutes).</p>	<p>Instructions for participants:</p> <p>Individually:</p>	

If anyone wishes, they can share their plan for progress at the end.

1. In which areas of your life is a fixed mindset perfectly fine for you?

2. Where would you like to bring more growth mindset? How can you do that?

3. What is holding you back? Where can you find the energy to move forward?

In pairs:

4. Which actions are you willing to take now to start making the progress?

11:20	45m	Lunch break		
12:05	5m	Energiser	Draw one group to lead the energiser.	
12:10	1h 00m	Creating activity: curiosity and challenge	<p>Each group has to make up its own activity. The content should be focused on learning the capitals.</p> <p>They should include both learning and consolidation. When creating this, they must necessarily take into account curiosity and challenge (task in Chapter 5). When presenting, they will need to say how they have incorporated both factors.</p> <p>The activity should be as concrete as possible. They can also create the necessary material themselves.</p> <p><i>Link to the exercise in chapter 5.</i></p>	<ul style="list-style-type: none"> papers, markers
13:10	30m	Presentation of the activities	Each group should present the activity/task they have created to the others. Let them comment among themselves.	
13:40	10m	Break		
13:50	30m	Learning a new skill	<p>In the style of lifelong learning, participants will be challenged to learn a new skill.</p> <p>Within the groups, participants should be divided into two pairs. Their task is to each choose a skill to learn and make as concrete a plan as</p>	

possible. This can be a completely unrelated skill, or it can be linked to their profession (they can use the results of the PEAT questionnaire in the digital part to help them with this). The plan should be organised into concrete activities and have a precise timeframe.

The recommended course of action:

To start, each person should take 5 minutes to think about which skill they would like to learn. Then share amongst themselves. The remaining time should be divided in half - so that half the time is spent on one person's plan and the other half on the other person's plan.

They should also think about other tools needed to learn this activity. Will the learning be face-to-face or digital? Does their plan include the involvement of other people?

The partners should encourage each other in a growth mindset style.

14:20

15m

Reflection

Finally, review again the qualities of the imaginary teacher. Is there anything else anyone would like to add?

Using a Mentimeter, ask the participants to rate from 1 to 5 whether they think they have got closer to the goals today.

Again discuss the goals that they came the least close to. What do they think, where is the cause? What could be improved in the future?

See also the answers given in the Mentimeter at the start of the training. Were their expectations met?

14:35

TOTAL LENGTH: 5h 35m

MATERIALS:

- poster with persona in Beliefs
- sheets/posters in Creating energisers
- Table (I DID/COULD control; I DIDN'T/COULDN'T control) in Area of influence - introduction
- table (I CAN control; I CAN'T control) in Area of influence - today
- poster with the image of the teacher in Expanding area of influence
- papers, markers in Creating activity: curiosity and challenge

Day 3

■ energizer/icebreaker
 ■ exercise
 ■ discussion/debriefing
 ■ break

TIME	LENGTH	TITLE	DESCRIPTION	ADDITIONAL INFO	MATERIALS
09:00	5m	Introduction	Divide the participants into new groups of 4, different from last time.	In groups, identify a name and a person who will present the results of the group work.	
09:05	5m	Energiser	One group performs the energiser (can be volunteered or drawn).		
09:10	15m	Praise	Within the groups, participants should pair up and praise each other. They should write down the praise they receive and enter it in the Mentimeter.	Instructions for participants: Find one of your team members. Identify things that you liked at his/her work. Give your teammate honest praise. When you receive praise, write it down in the same formulation as it was given to you. Write the received praises in Menti. Be highly specific.	
09:25	15m	Fixed or growth mindset?	Discuss with the participants whether these praises are more characteristic of a growth or a fixed mindset. How would they change those that are a fixed mindset to become growth?	Instructions for participants: Carefully check the written praises. Do they resemble the language of a fixed mindset or a growth mindset?	

09:40	20m	Changing the praise	<p>Within the group, ask participants to reflect on and write down 7-10 common praises that occur in the classroom. They should focus on fixed mindset praises (7 min).</p> <p>Each group then passes their sheet of praises to the next group. Their task is then to correct these praises into growth mindset language (7 min).</p> <p>Finally, they should return the praise sheet to the original group so that they too can get ideas on how to fix the fixed mindset praise.</p>	<p>Instructions for participants:</p> <p>Write down the list of the most common praise sentences in the classroom.</p> <p>Send it to another table. Then everyone corrects the sentences from the other group by replacing fixed praise with growth mindset language.</p>	<ul style="list-style-type: none"> • sheets
10:00	30m	What would you say?	<p>In groups, participants should recall the exercise in Chapter 7. Ask them to share with each other the sentences they have written for the four situations. This can serve as inspiration.</p> <p>Then ask participants to reflect on the questions in the instructions.</p> <p>After that discuss them together (help yourself with the text in notes).</p>	<p>Instructions for participants:</p> <p>What would you say...</p> <p>...to a student that put some effort but didn't make any progress in learning?</p> <p>...to a student that doesn't invest effort and isn't getting the desired results?</p> <p>...when a student received a good result but didn't invest effort?</p>	
10:30	10m	Break			
10:40	15m	Importance of feedback in teaching	<p>The task is to write a short text within their groups explaining to Frank why is feedback in teaching so important.</p> <p>The description can be up to 100 words. They have 5 minutes, then present. A short discussion follows. Compare the presentations - where were the differences?</p>	<p>Instructions for participants:</p> <p>You will talk to Frank again (8 years old boy). Can you explain in as simple language as possible, why is feedback in teaching so important?</p> <p>The explanation can be up to 100 words.</p>	
10:55	15m	Ways to provide good feedback	<p>In relation to the "What would you say" exercise and the explanation to Frank they can brainstorm and write on post-it notes what are the ways to provide good feedback. They should stick them on a poster</p>		<ul style="list-style-type: none"> • poster: Ways to provide a good feedback • post-its

with the title "Ways to provide good feedback".

In the end, the trainer should summarise the ways they have written and add some more if necessary (see notes).

Link to the exercise in chapter 7.

11:10

25m

Feedback trio

Arrange them randomly in trios (draw tickets).
 Each person in a trio has one role (speaker, helper, and observer).
 The speaker has to talk about a problem, a challenge, an experience, the helper listens and has to react, and the observer just observes the situation.
 The speaker must adopt a fixed mindset persona.
 Allow 5 minutes for the speaker to prepare at the beginning.

After 7 minutes the speaker goes out. The observer provides feedback to the helper. Then the speaker comes back and the conversation continues.

In the end, the speaker gives growth mindset feedback to both.

Instructions for participants:

- draw tickets

Create groups of three and divide roles:

1. **Speaker:** Share with your colleague a challenging problem, difficult situation, powerful experience (fixed mindset).

2. **Helper:** Try to help a speaker, be supportive and use growth mindset language.

3. **Observer:** Pay careful attention to both persons. Write down everything.

After 7 minutes

We will make a brief intervention. Speakers will leave the room. Observers will provide feedback to the Helpers.

11:35	15m	Feedback trio - reflection	Each trio reports on an experience. Discuss together.	<p>Discussion:</p> <p>How did the exercise go?</p> <p>How easy/hard was it to use growth mindset language?</p> <p>What works well? Where are the biggest challenges?</p>	
11:50	45m	Lunch break			
12:35	5m	Energiser	One group performs the energiser (can be volunteered or drawn).		
12:40	10m	Managing mistakes	<p>A brief introduction to the theory of managing mistakes (notes).</p> <p>Which of these guidelines for managing mistakes do they consider most important? (They can vote). Why?</p>		<ul style="list-style-type: none"> • 2 sheets • crayons
12:50	10m	A crumpled mistake	The activity is carried out by each participant on his/her own. The trainer gives step-by-step instructions.	<p>Instructions for participants:</p> <ol style="list-style-type: none"> 1. Write down a significant mistake you made in the last week or month. 2. Get a new piece of paper. Put your emotions and thoughts related to the mistake on the paper. Crumple it up. 3. Feel the written emotions and throw the paper on the wall/floor (carefully). Pay attention to where your paper ball landed. 4. Look at the paper. How do you feel now about the mistake? 5. Now retrieve your paper, un-crumple it, and colour the lines (you can use different colours). 6. Look at the lines. What do those lines represent? 	<ul style="list-style-type: none"> • 2 sheets • crayons/colours

13:00	10m	A crumpled mistake reminder	<p>Using the online platform www.mentimeter.com, we check how participants feel.</p> <p>The Mentimeter contains a question (open cloud):</p> <p>Which emotions do you feel at this moment?</p>	<p>Instructions for participants:</p> <p>Keep the paper and stick it into a notebook/on your desk/wall to look at when you make a mistake.</p> <p>This physical reminder prompts you to use mistakes to strengthen your brain every time you see it.</p>
13:10	10m	Power of mistakes	<p>Together, discuss the impact of mistakes.</p>	<p>Discussion:</p> <p>Why are mistakes so unpleasant for students and adults? Why do we try to avoid them even if they are non-significant?</p>
13:20	20m	Learning from mistakes	<p>In groups, participants are asked to create a simple infographic in the form of tips - how to promote a positive attitude towards mistakes.</p> <p>They should use the questions in the instructions to help them.</p>	<p>Instructions for participants:</p> <ul style="list-style-type: none"> • markers, crayons <p>How can I encourage growth mindset in the area of mistakes - my own and growth mindset of the others (e.g. students)?</p> <p><i>“Has a mistake ever made you think more deeply about a problem?”</i></p> <p><i>“What mistakes did you make that thought you something?”</i></p> <p><i>“Have you ever felt proud of making a mistake?”</i></p>
13:40	10m	The 6C teaching theory	<p>In groups, participants should share their answers to the exercise in Chapter 8.</p> <p>The idea is to see whether they have thought in a similar direction when applying the 6C theory, or whether they have approached the task differently. You can tell them that the task was very broadly structured, so they should not worry if they have varied results.</p>	<p>Instructions for participants:</p> <p>Recall the exercise in Chapter 8. Share your answers with each other in a group.</p>

Link to the exercise in chapter 8.

13:50	35m	The 6C teaching theory level up	<p>Participants should go back to the same groups they were in the last time (on the second day of the training). They should take the task they worked on after lunch "Creating activity: curiosity and challenge".</p> <p>Their task is to adapt an existing activity to take account of the 6c theory and positive attitude towards mistakes. So they should also imagine a scenario where in the activity students might make mistakes and how they would react to this (20 min).</p> <p>At the end, everyone presents the activities.</p>	<p>Instructions for participants:</p> <p>Think back to your assignment on curiosity and challenge. You haven't finished it yet! Your task now is to build on that same task to include the 6C theory and a positive attitude towards mistakes.</p> <p><i>Imagine a scenario where in the activity students might make mistakes and how you would react to this.</i></p>
14:25	10m	Reflection	<p>Using a Mentimeter, ask participants how they feel at this moment (open cloud).</p> <p>They can also rate how motivated they are (scales).</p> <p>Finally, ask the participants to rate from 1 to 5 whether they think they have got closer to the goals today.</p> <p>Again discuss the goals that they came the least close to. What do they think, where is the cause? What could be improved in the future?</p>	
14:35				

TOTAL LENGTH: 5h 35m

MATERIALS:

- sheets in [Changing the praise](#)
- poster: Ways to provide a good feedback in [Ways to provide good feedback](#)
- post-its in [Ways to provide good feedback](#)
- markers in [Ways to provide good feedback](#)
- draw tickets in [Feedback trio](#)
- 2 sheets x 2 in [Managing mistakes | A crumpled mistake](#)
- crayons in [Managing mistakes](#)
- crayons/colours in [A crumpled mistake](#)
- markers, crayons in [Learning from mistakes](#)

Day 4

■ energizer/icebreaker
 ■ discussion/debriefing
 ■ break
 ■ exercise

TIME	LENGTH	TITLE	DESCRIPTION	ADDITIONAL INFO	MATERIALS
09:00	5m	Introduction	Divide the participants into new groups of 4, different from last time.	In groups, identify a name and a person who will be the host of the table.	
09:05	5m	Energiser	One group performs the energiser (can be volunteered or drawn).		
09:10	50m	WORLD CAFE METHOD	<p>The classroom should be divided into tables - each group sits at one. One person is the host, which means they are at the same table all the time. The other people change tables in each round. You can also number the tables to make it easier to arrange the changes.</p> <p>There will be 5 rounds in total. Each round, the participants will be asked to discuss one of the questions listed in the instructions. Each round, everyone discusses the same question. They have 10 minutes to discuss one question. The trainer stops the time and when the 10 minutes are up, on his signal, everyone changes.</p>	<p>Instructions for participants:</p> <ol style="list-style-type: none"> 1. What is the actual and what is the ideal role for teachers in developing students' mindset? What kind of mindset do the key stakeholders (teachers, students, parents) have regarding online teaching? 2. Online teaching might be demanding for students and teachers. How do you plan to influence students' motivation? 3. How can we use growth mindset theory in the field of interpersonal relationships? Think about the in-live and online teaching process. 4. What good practices of online teaching do you know from your environment? 	
10:00	10m	Break			



10:10	40m	WORLD CAFE METHOD: "Harvest"	Discussion with all participants. Take a look at each question together and encourage participants to share their opinions. Prepare a poster with the questions in advance. Ask participants to write their answers on post-it notes and stick them on the poster. Take 10 minutes for each question.		<ul style="list-style-type: none">• poster with questions• post-its• markers
10:50	30m	Gamification and evaluation	<p>Participants should go back into the same groups as they were at the beginning of the day.</p> <p>They should share their answers to the task in Chapter 11. They then have two tasks. First, they have to think about how to evaluate (in growth mindset principles) tasks of this kind that encourage proactivity. So how would they evaluate proactivity?</p> <p>In a second step, they have to think about how they would do this with gamification. So their task is to create a game to evaluate their students' progress.</p> <p>(20 min)</p> <p><i>If they need help, you can encourage them to focus on the desired student behaviours.</i></p> <p>Afterward, there will be a presentation by all the groups.</p> <p><i>Link to the exercises in chapters 11 and 12.</i></p>	Instructions for participants: Think about how you would evaluate proactivity in terms of a growth mindset? What if you need to do it through gamification? Create a game to evaluate your students' progress.	<ul style="list-style-type: none">• sheets
11:20	45m	Lunch break			
12:05	5m	Energiser	One group performs the energiser (can be volunteered or drawn).		
12:10	1h 00m	Create a guide to effective digital teaching	<p>In groups, participants should discuss the answers to the exercises in Chapters 9 and 10.</p> <p>First, they should discuss the do's and don'ts. Then have them discuss which apps they have used, what they are useful for, what impression they have gained, etc. Both discussions should last no longer than 15 minutes.</p>	Instructions for participants: Discuss your answers to the exercises in Chapters 9 and 10 as a group. First, discuss the task about do's and don'ts. Pay particular attention to the don'ts, which are repeated more often. Then also discuss which apps someone has used, what	<ul style="list-style-type: none">• posters• post-its• markers



In the second part, their task is to make a guide for efficient digital teaching. Take 10 minutes and together decide which categories are key to making the tips more structured.

Suggested categories:

- What preparation is needed before digital teaching?
- How to implement digital teaching - what should it include?
- Where are the traps?
- What can be the added value?
- Materials with concrete examples
- Summary of key points for success

Discuss if there are any categories participants would like to add. In the end, everyone should stick to the same categories so that they can then combine the tips into one document.

They can help each other with digital materials.

Link to the exercise in chapters 9 and 10.

they are useful for, what impression they have, etc.

Second part:

Create the ultimate guide for effective digital teaching!

13:10	10m	Break		
13:20	40m	Presenting and bringing together all the guidelines	<p>Each group should present the guidelines according to the categories.</p> <p>Before the presentations, ask for one person to volunteer to write the proposed guidelines in one document on the computer. Then encourage one or a couple of people to volunteer to edit the document after the training. The aim is that after the training, everyone will have concrete material to help them with their digital teaching.</p>	<ul style="list-style-type: none"> • computer
14:00	10m	Individual reflection	<p>Reflection on their feelings - have them write their answers on a sheet of paper and take them home.</p>	<p>Instructions for participants:</p> <ul style="list-style-type: none"> • sheet <p>What did this event start, trigger, change, or empowered for you personally?</p>

What will you do with the newly experienced/acquired knowledge?

14:10	10m	Group reflection	Recall the two questions from the first day of training. Did they learn anything new? Is there anything you would add to their answers?	<p>Instructions for participants:</p> <p>How does a growth mindset influence digital education?</p> <p>How does digital education influences growth/fixed mindset?</p>
14:20	15m	Training evaluation	<p>Using a Mentimeter, ask participants how they feel at this moment (open cloud).</p> <p>Finally, ask them for the last time to rate from 1 to 5 whether they think they have got closer to the goals they set at the start.</p> <p>Again discuss the goals that they came the least close to. What do they think, where is the cause?</p> <p>Encourage them to give their opinion in the form of constructive feedback.</p>	

14:35

TOTAL LENGTH: 5h 35m

MATERIALS:

- poster with questions in [WORLD CAFE METHOD: "Harvest"](#)
- post-its x 2 in [WORLD CAFE METHOD: "Harvest" | Create a guide to effective digital teaching](#)
- markers x 2 in [WORLD CAFE METHOD: "Harvest" | Create a guide to effective digital teaching](#)
- sheets in [Gamification and evaluation](#)
- posters in [Create a guide to effective digital teaching](#)
- computer in [Presenting and bringing together all the guidelines](#)
- sheet in [Individual reflection](#)