





GROWTHMINDS

Growth Mindset Language



With the support of the
Erasmus+ Programme
of the European Union



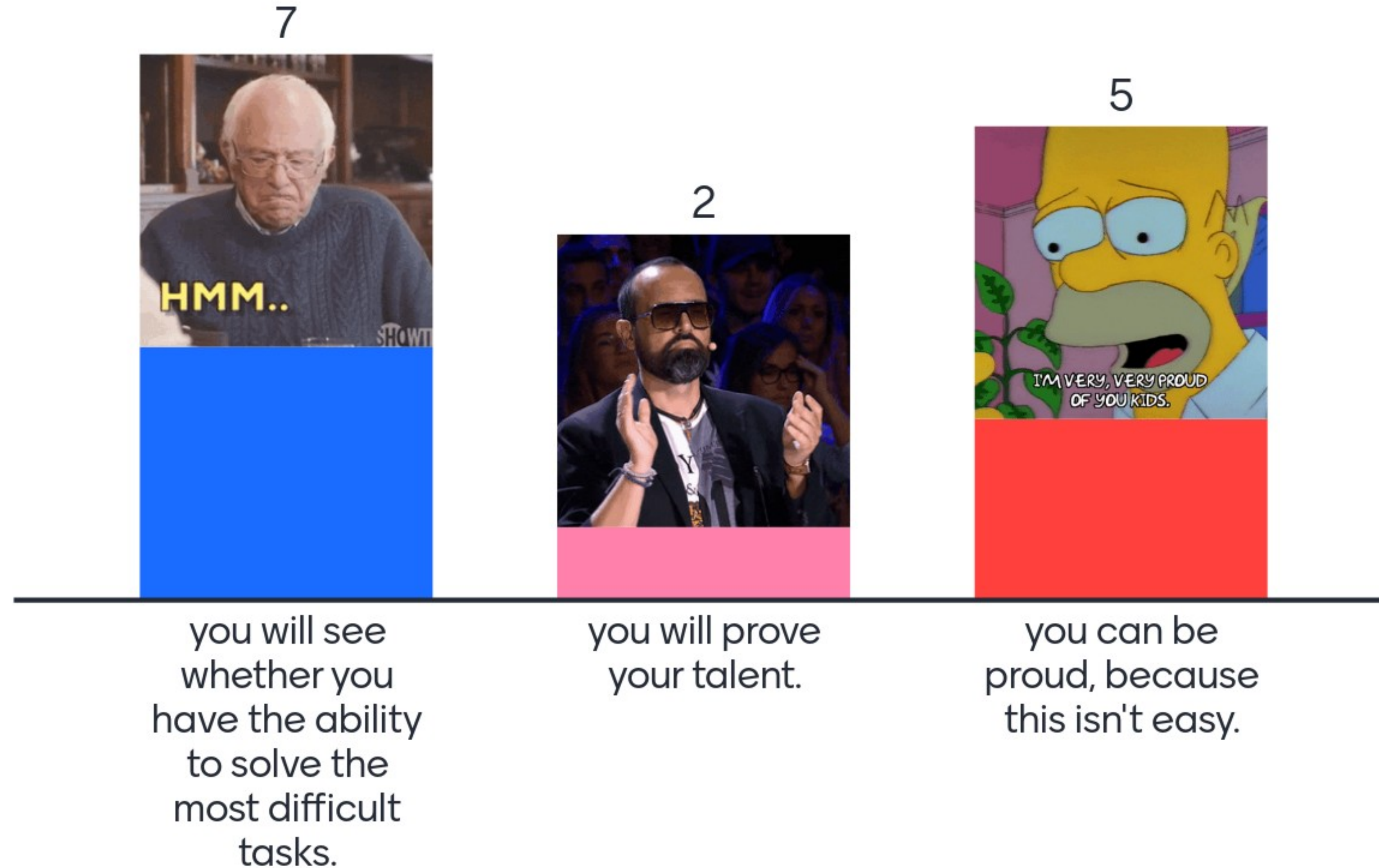


Icebreaker

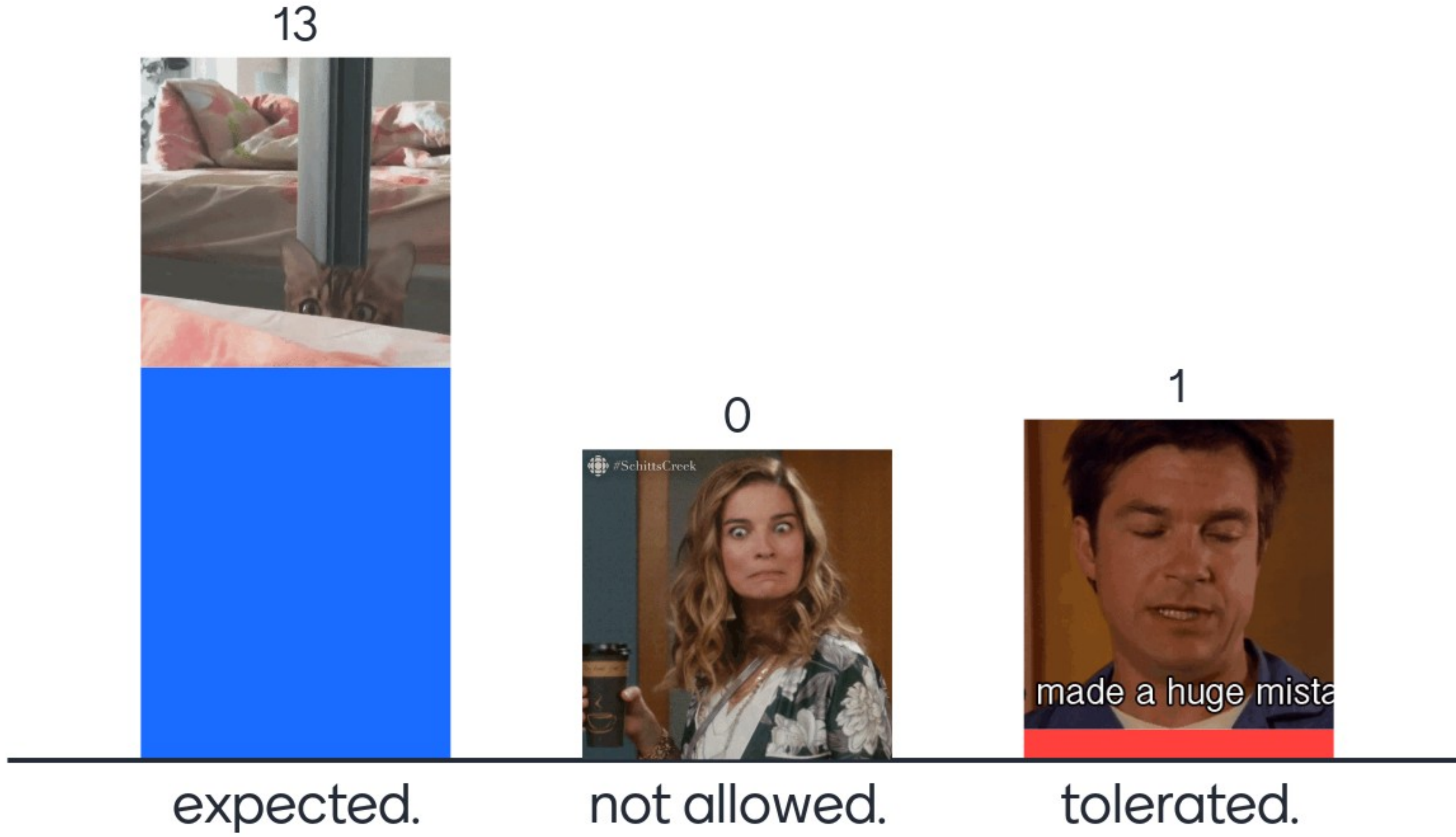
I know that you all have the ability to do this,



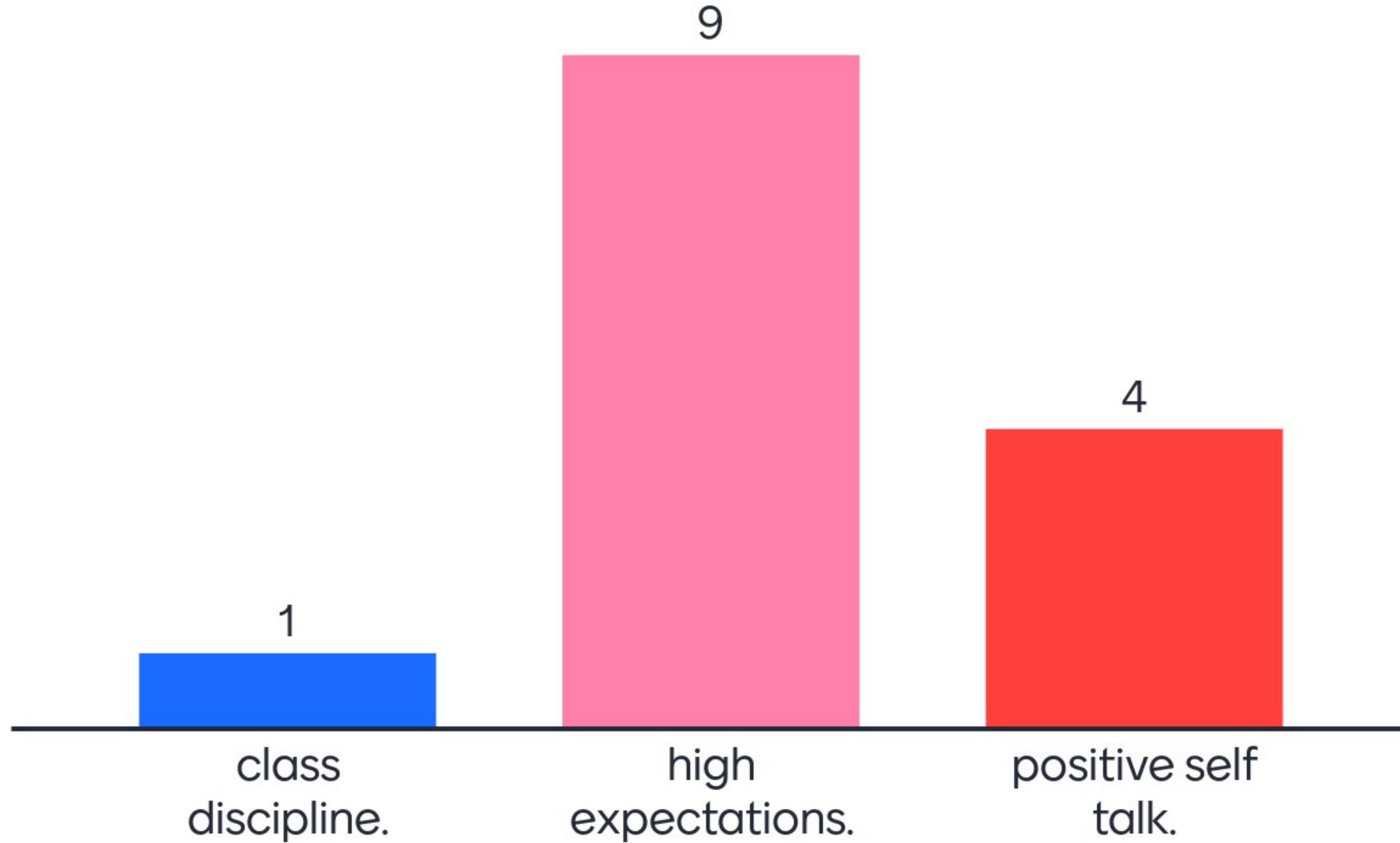
When you master this learning,



As you learn this, mistakes are



With this icebreaker we talked about





Growth mindset language

Language etches
the grooves
through which
your thoughts
must flow.

Noam Chomsky



Bring on!



1

From labelling to process

Praise effort not talent. Focus the attention on the learning process.

2

Real examples

Provide examples of the growth mindset from various contexts.

3

High expectations

Communicate your high expectations to all students.

4

Positive self-talk

Teach students how positive self-talk support their learning process.

5

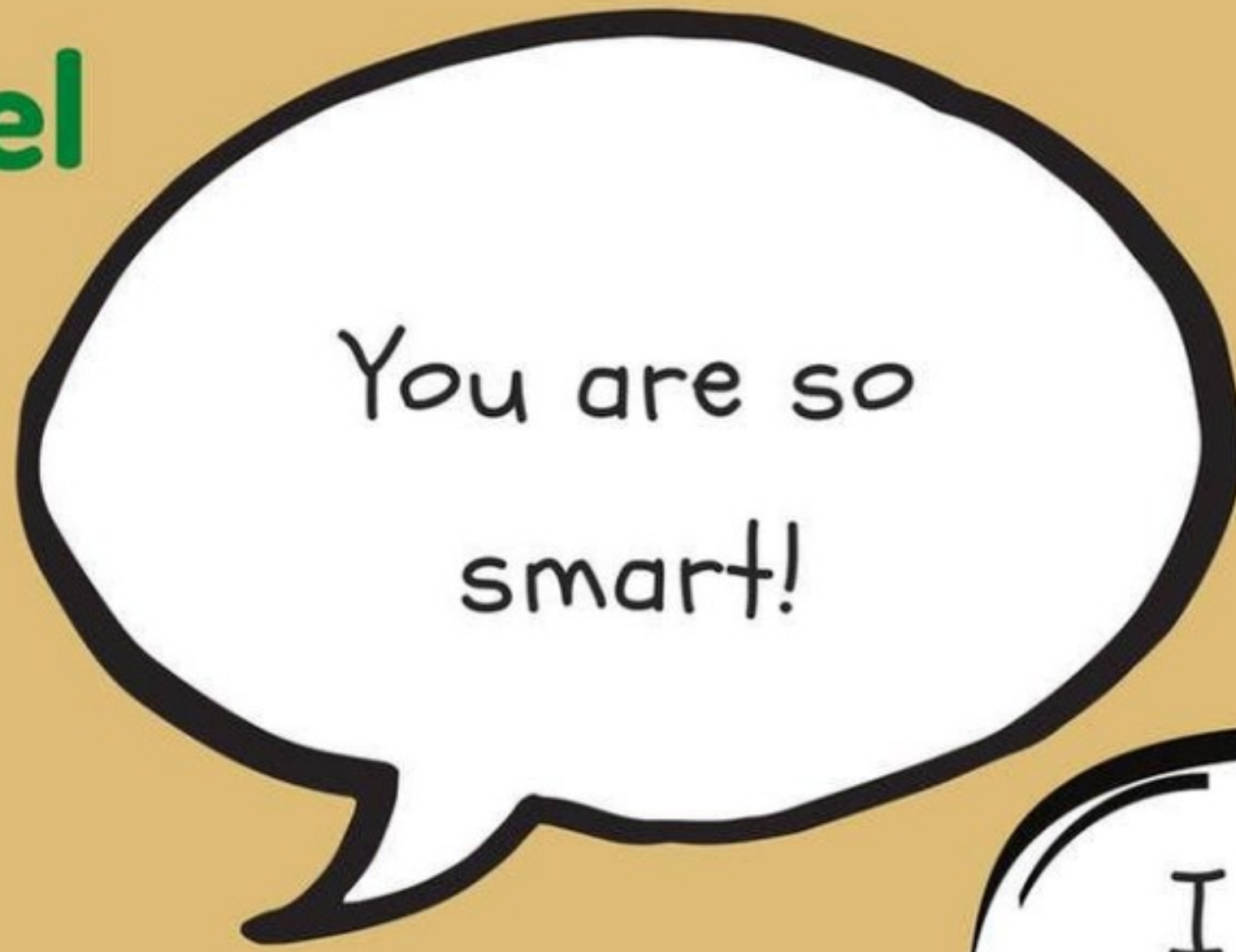
Brain growth conversation

Demonstrate the connection between learning and result.

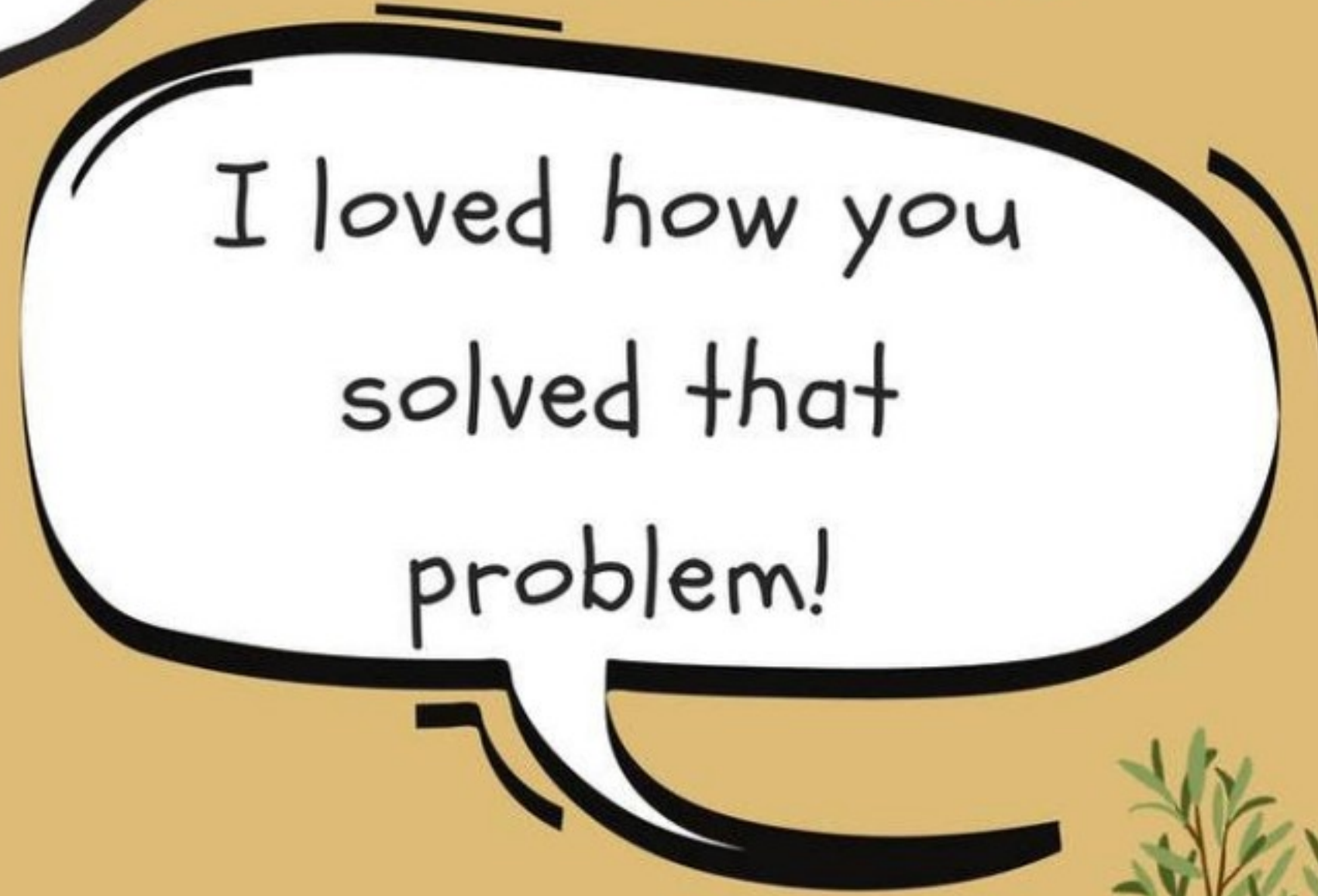
#1 From labelling to process

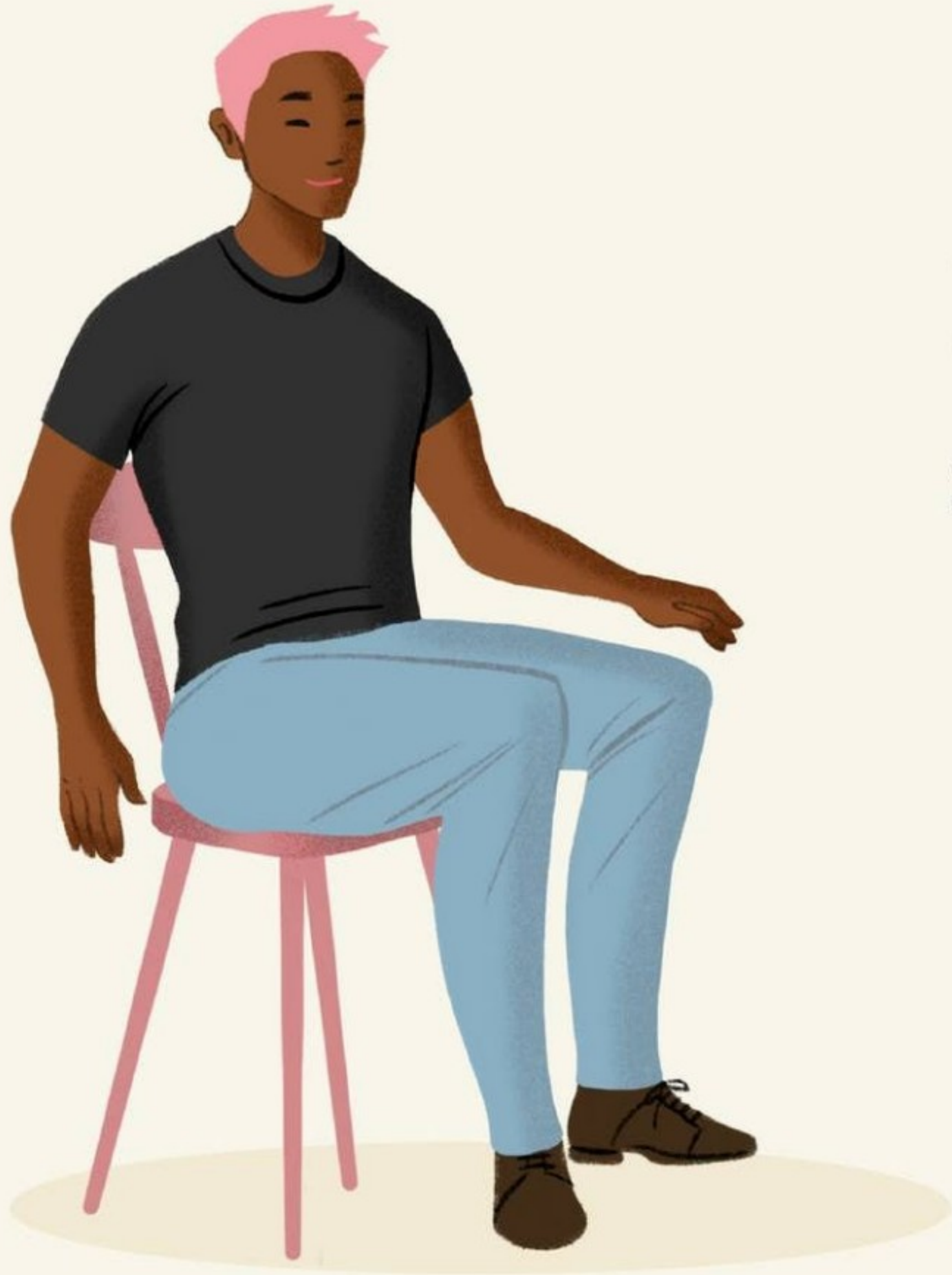


Label



Process



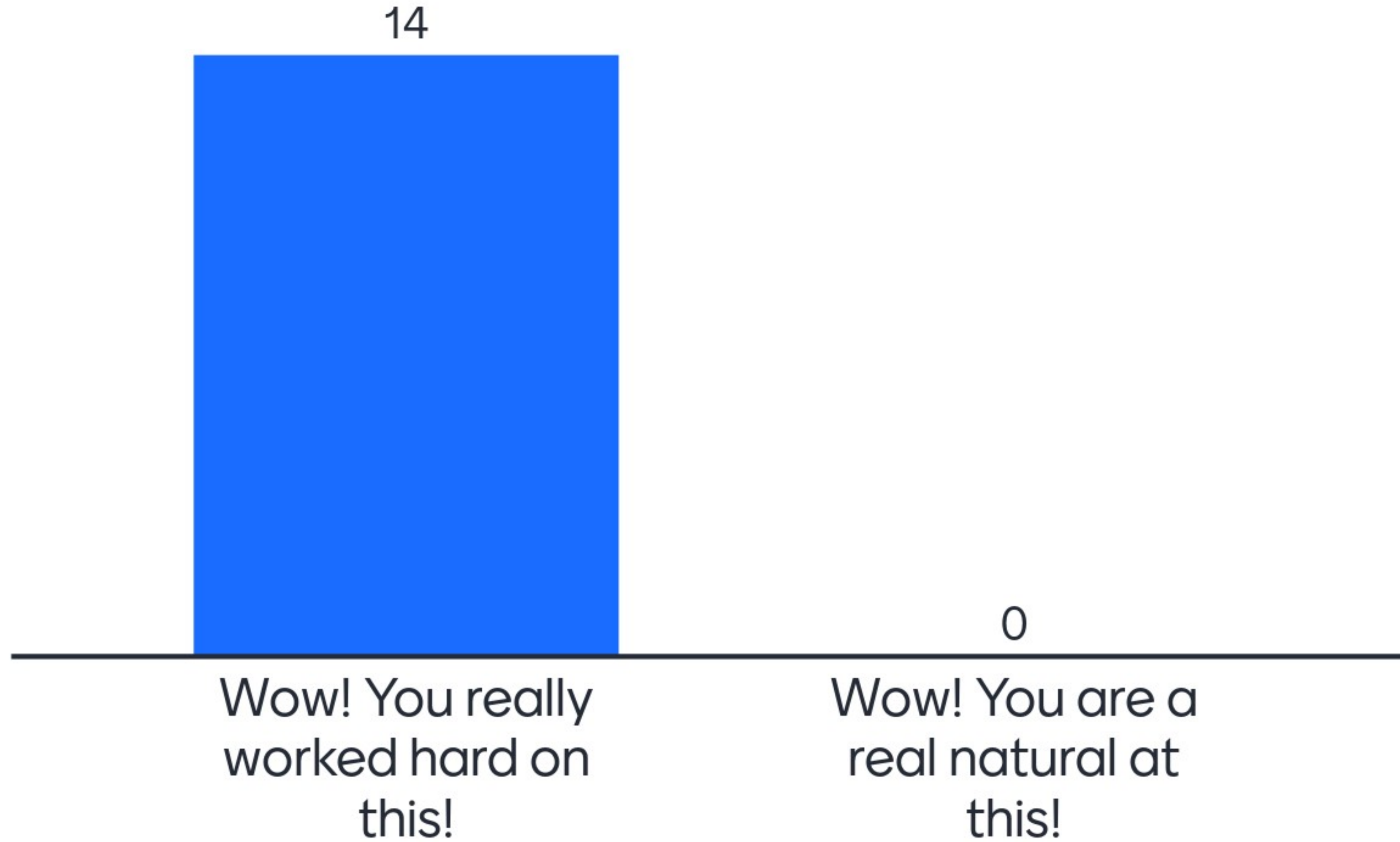


It is not that I am so smart. It's just that I stay with problems longer.

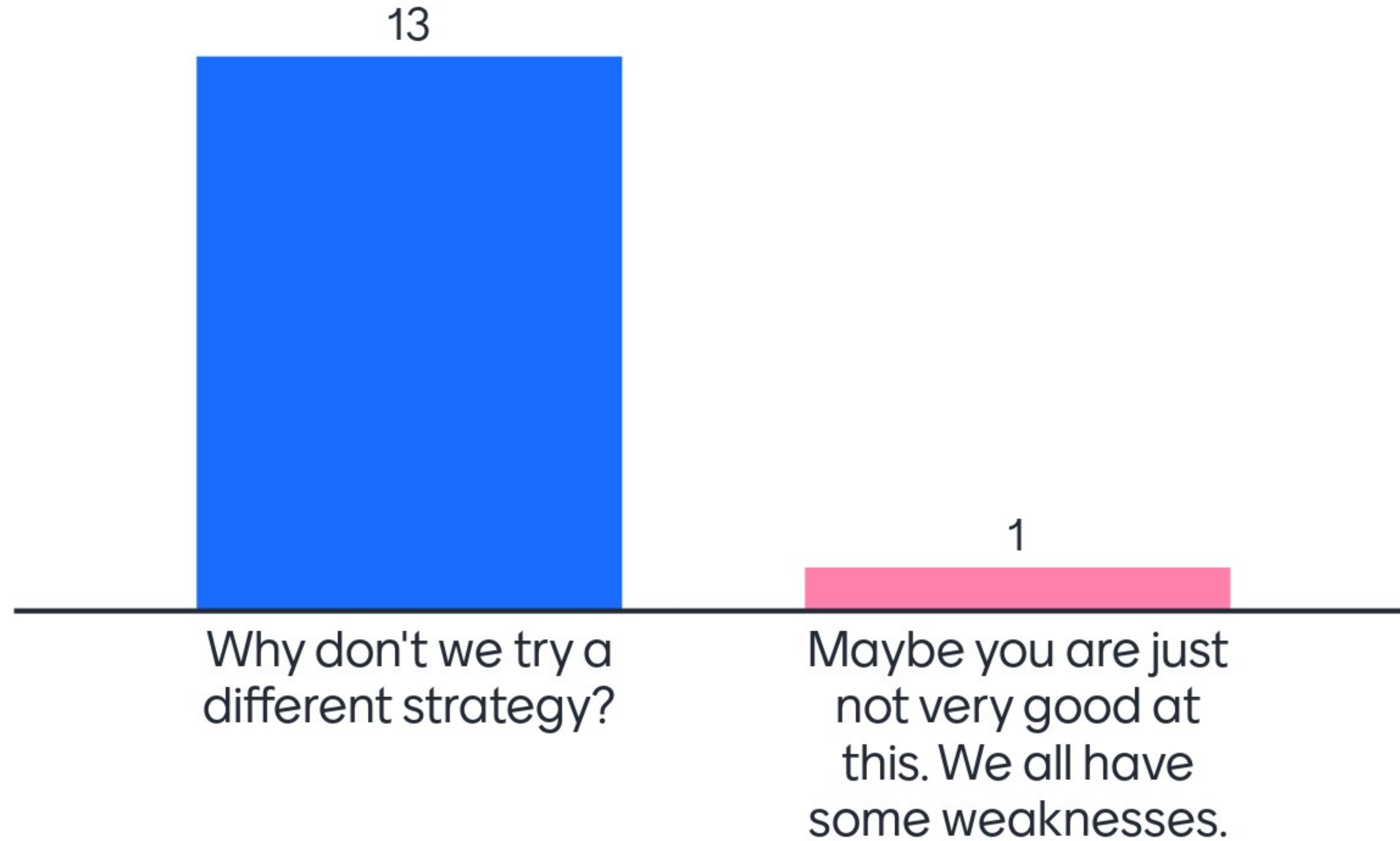
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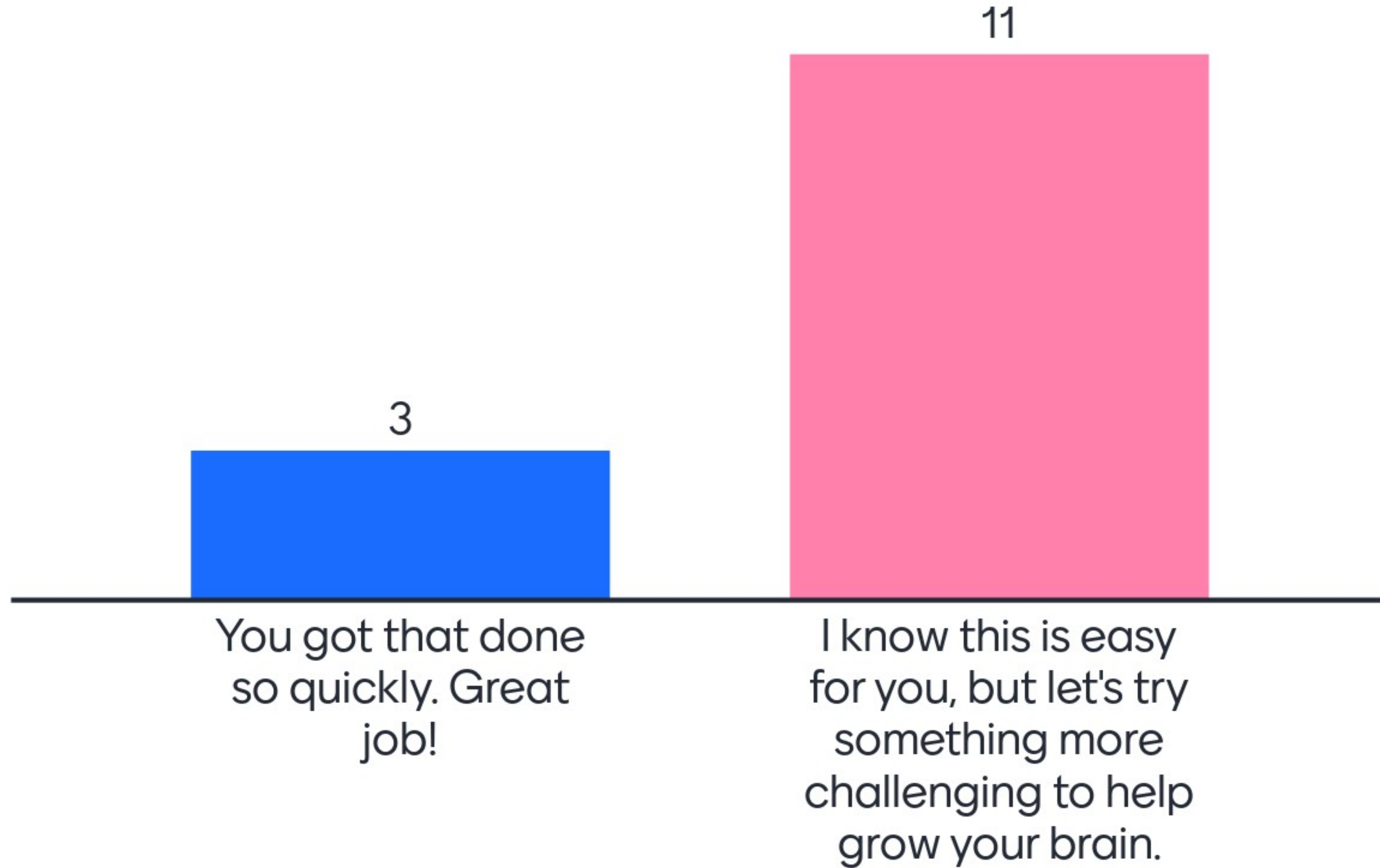
Which one reflects a GM?



Which one reflects a GM?



Which one reflects a GM?



Something more challenging

Create growth mindset alternatives



It's good enough.

If you try harder, you know that you could do better

You did a great job, but I know you can do more!

You can do better

but it can be also better

Look how much progress you have made...

You can do better than "good enough"

Let's try something more challenging

The more you work, the better will be!

it is good indeed but if you put more effort it can be better

It's good enough.

Your work is good, but if you expand on X or read on Y, I believe you could really improve this work and take it on a higher level.

let's think, how can we improve it.

Let's try to improve upon it. Let's try this/that....

Let's see how else to do it?

Nope. That's wrong! Try harder. Maybe if you paid more attention in class and tried harder, you'd get this.

Let me see, this is maybe not the best solution. Do you think there also alternative solutions?

Giving more time and effort will help you improve your understanding and overcome your challenges.

Why do you think you were not successful? Do you have an idea on how to improve or what to change?

Let's see and correct what went wrong!

let us see where the problem was. what other strategies could you use to improve your result?

you will definitely get this. all you need to do work harder!

Let's try to figure out why you did that mistake and then learn from it, so that you don't make in in the future.

Why don't you try this or work on this? There are always alternative ways.

It's not your best result. But if you try strategy A and read X, you will be better

Nope. That's wrong! Try harder. Maybe if you paid more attention in class and tried harder, you'd get this.

You can reach the result in another way.
Come on try...

i know it is difficult, but you can do better
with some effort

Its' ok. Not everyone can be good at "name of your subject"

This process is a long one. Let's keep trying.

Everyone can learn mathematics at some level and improve their mathematical understanding.

Everyone can be good at math if one studies this way or this way and put effort on it.

I can see that you made a progress in your grades. how satisfied are you with the progress?

Everyone can be good at ...!

Maybe you are lacking some knowledge or skills in this subject at the moment, but you could probably try to read X or look up some additional materials, try the tutorial on Y and it will probably help you in this subject.

Do you like this subject?

Let's try to do things in a different way and you can improve at ...

In order to get better results, we have to give more time and to discover new ways to approach this

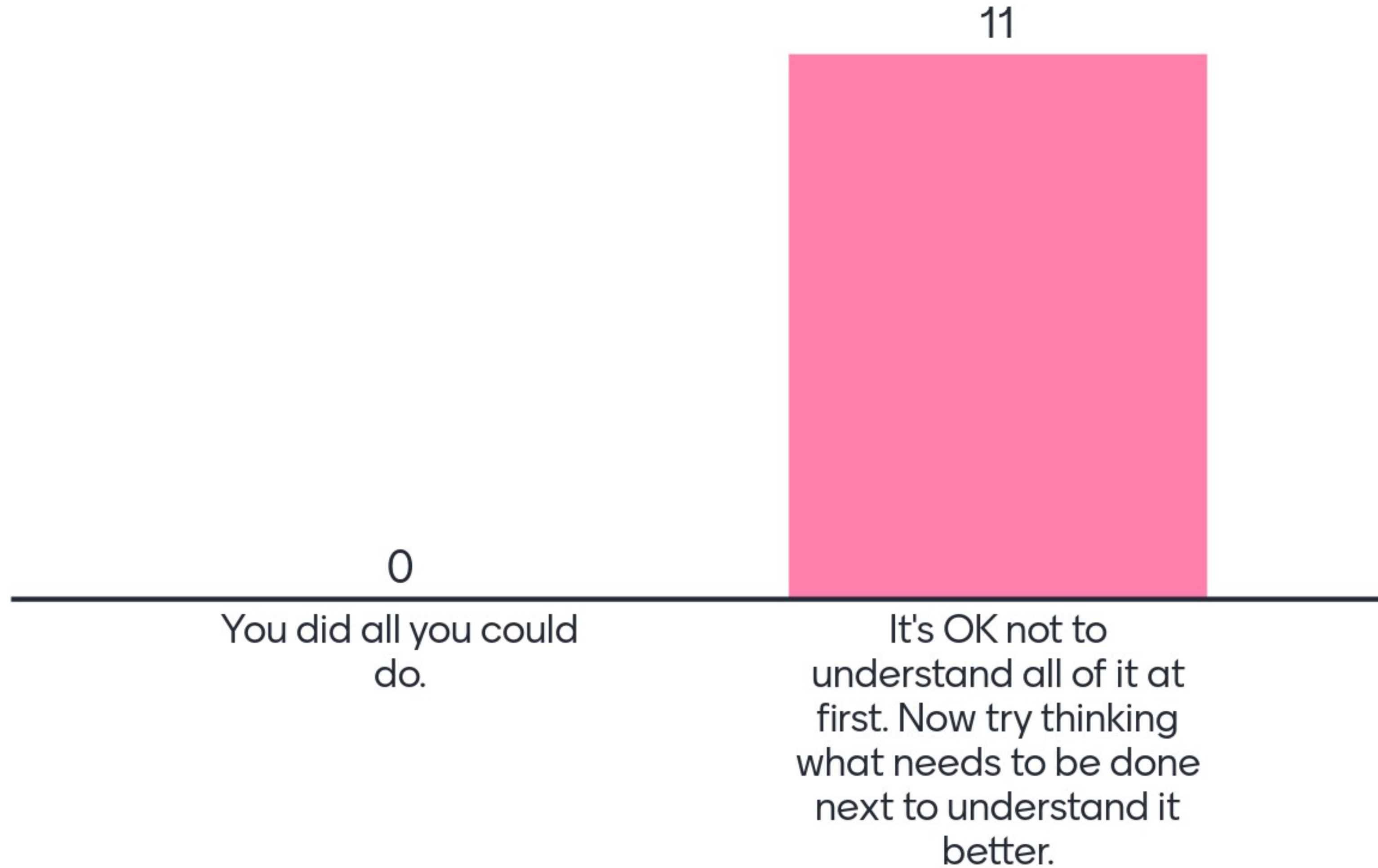
It's ok. Not everyone can be good at "name of your subject"

What do you like about this subject? What do you find interesting? Try to find those things and focus on them. Set a reasonable goal and progress towards it.

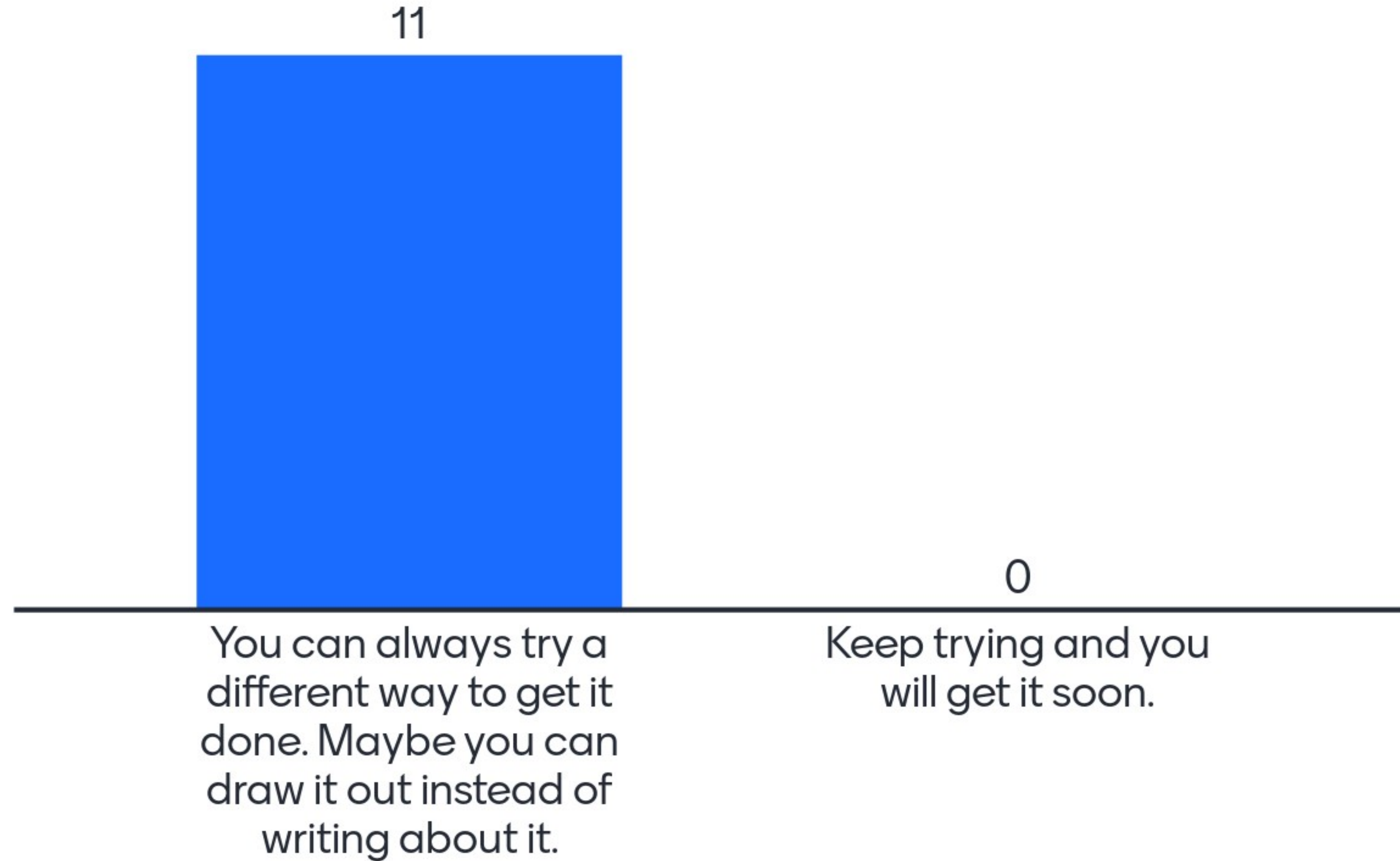
It's ok. If you focus on the X you can find a way to do better.

Learning process instead of labelling

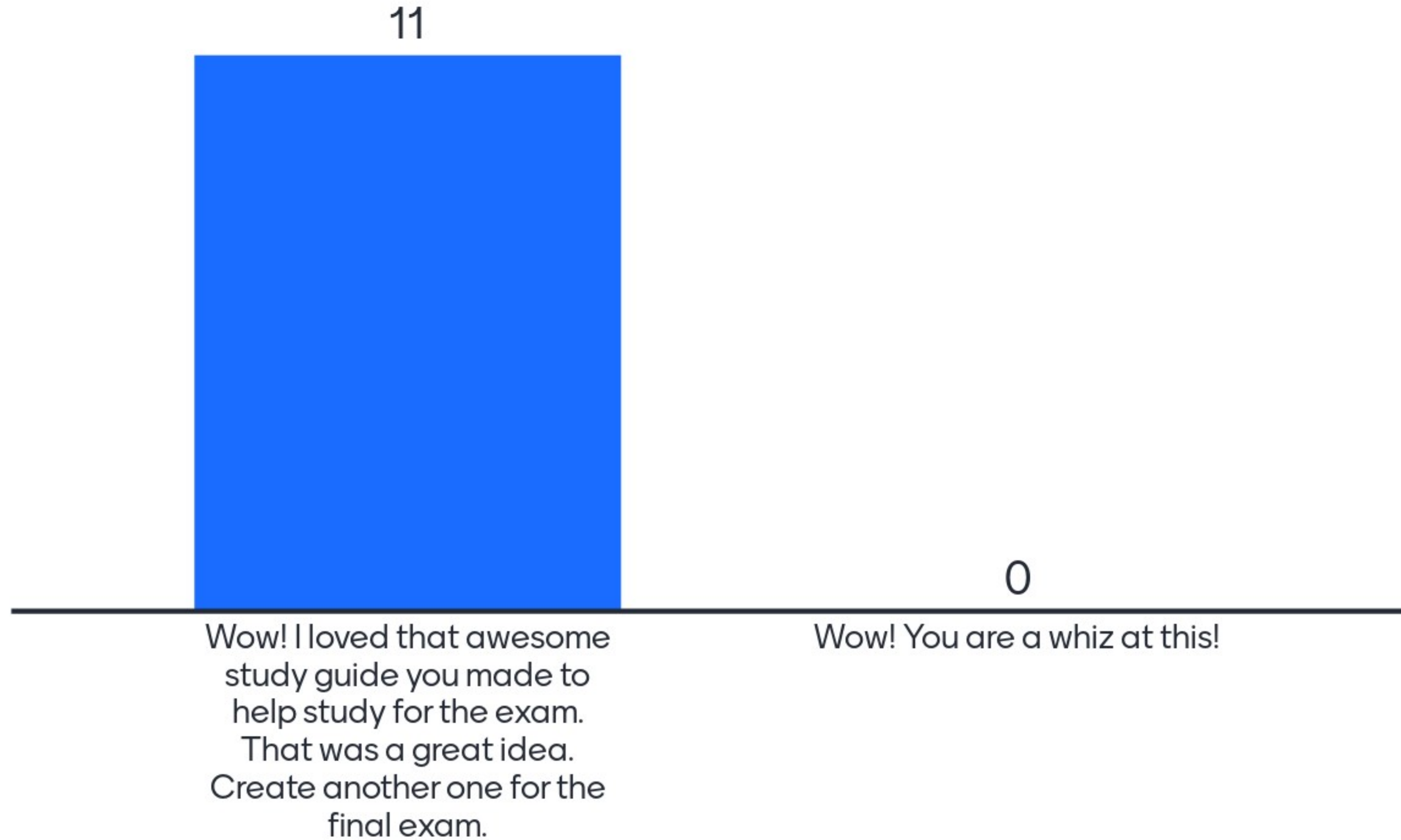
Which one reflects a GM?



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Which one reflects a GM?



What was our goal with GM framing above?

use a language GM- oriented

let all students be involved in the tasks
and grow their abilities and skills

Goal

a

Growth minds

Goal

Our goal is to get students to focus on the various strategies that can be used to achieve a goal.



GM framing

Think about your teaching subject.

Provide ideas for GM framing in different situations.



GM framing

Growth-minded language guides students to ensure that they remain persistent, resilient, and focused on the process of learning.



When they struggle despite strong effort.



When they struggle and need help with strategies.



When they are making progress.

GM framing

Growth-minded language guides students to ensure that they remain persistent, resilient, and focused on the process of learning.



When they succeed with strong effort.



When they succeed easily without effort.



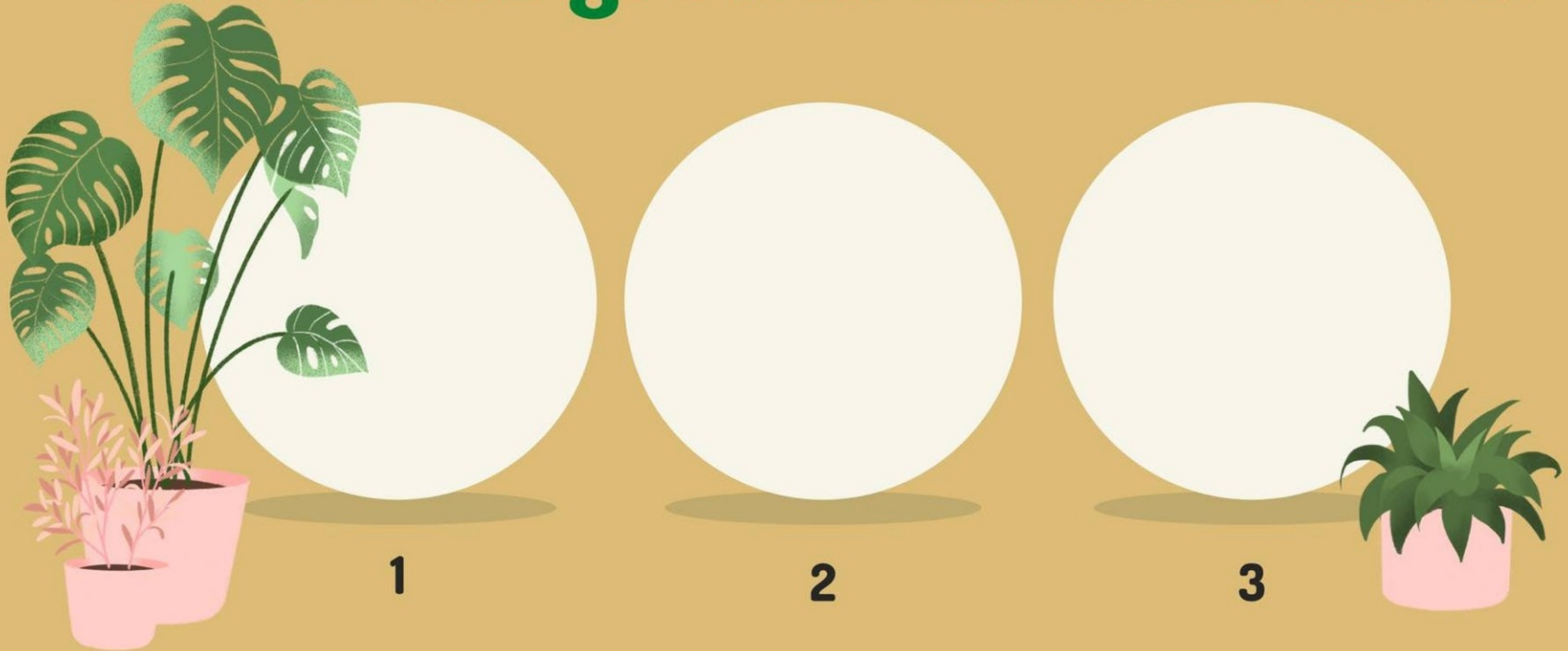
Resource

Mindsetmaker: Growth mindset feedback

#2 Real examples



Keep the conversation about the growth mindset alive.



Question 1: Write at least one example from your field showing learning from mistakes and failures.

Question 2: Write at least one example from you field showing how mastering a challenge helps to enhance one's abilities.

Mentimeter

Peer coaching, writting examples.



Write at least one example from your field showing learning from mistakes and failures.

Students prepare research proposals with mistakes, after feedback from the professor they improve their research proposals.

After (mathematics/statistics) teachers teach combinatorial reasoning, they can ask students to solve some permutation and combination problems. However, students might mixed up between the concepts permutation and combination and which one to apply

from different exercises done in seminars students develop decision-making abilities and strategic thinking

Students choose the wrong statistical test for their hypothesis. After correcting and some more knowledge, questions from the teachers they can understand their mistakes and choose a more appropriate test.

in change management course, I ask students to present personalities who have changed the world. Discussing, we discover these persons have often failed, but did not give up. I want them to be inspired

Sometimes we get overreact when our students don't meet our expectations. In such cases, we must stay calm and convey our requests correctly.

In algorithm class, students get immediate feedback to their hands-on activities related to writing coding sentences. If the program or algorithm does not work, they know that they should try new ways or coding sentences to have the program worked.

I am giving a research proposal and correcting mistakes in my graduate school

A student (13) struggled with writing texts and made a lot of errors. I focused on giving him process oriented feedback (telling what/how to improve), he got a lot better over the year, doing all the texts and was really proud of his progress

Write at least one example from your field showing learning from mistakes and failures.

Freud at first implemented libido as a driving force for humans. Only after the war he changed his mind and added thanatos - a destruction force- to the theory

Write at least one example from your field showing how mastering a challenge helps to enhance one's abilities.

Students get practice data sets from previous research to try to analyze the data according to hypothesis. They usually have a lot of problems with this, but after we practice, they feel more confident with their statistical abilities.

I teach students who also work besides their studies. Many really struggle and fail. Some don't give up and acknowledge what they have to do. They focus on their progress and succeeded. This helps them grow as a person and enhance their abilities .

Students can solve even more advanced and difficult combined combinatorial problems consisting of both permutation and combination after they solve and learn from combinatorial problems and permutation problems separately.

Mastering challenges in doing coding helps students develop computational thinking or algorithmic thinking abilities

when our students have difficulty with the homework we give them; We should keep communication channels open and support them with various tools (whatsapp etc.).

I think that mistakes in research proposal assignments in my graduate course will help my students with their master thesis.

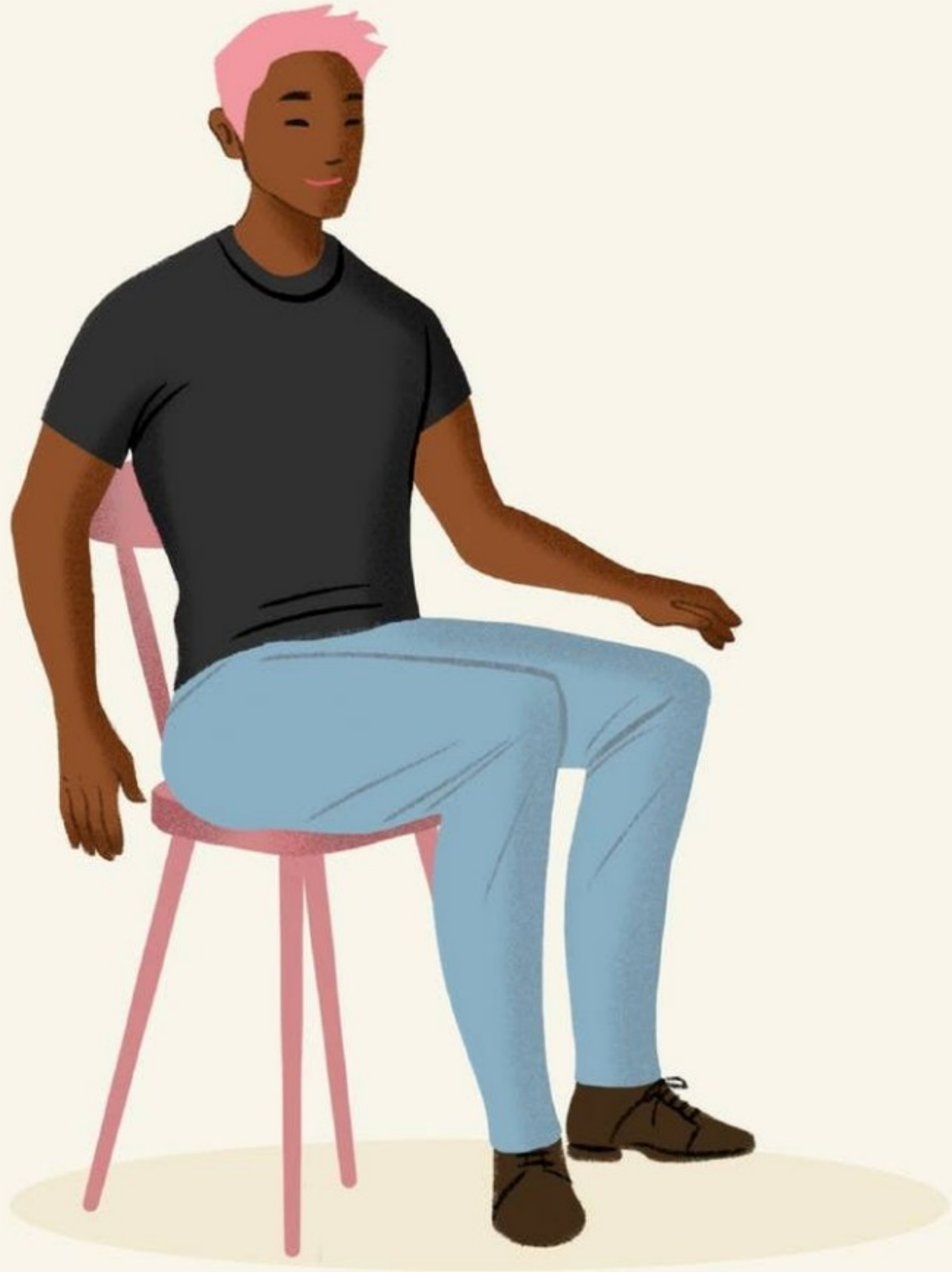
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#3 High expectations



A living room with a large elephant standing in an open doorway, looking at a blue lamp hanging from the ceiling. The room features a grey sofa with green and blue pillows, a wooden coffee table, and a large window with a view of greenery. A hookah is visible in the foreground.

Why high expectations for ALL?



High expectations for all students

If my teacher feels I can't do it, then I probably can't.



#4 Positive Self Talk





One day

One day you get a rejection from a journal that is really important to you and that you like a lot. You're very disappointed. That afternoon on the way back to your home, you find that you've gotten a parking ticket. Being really frustrated, you call your partner to share your experience but you get a rain check.

What would you think? What would you feel?
What would you do?

What would you think? What would you feel? What would you do?

I would think: I will tell later. I would feel: S..t!!!! I would do: Loud music in the car

It was a bad day. Rejected for the moment. Start all over the next day

The first reaction would probably be sadness, disappointment, maybe anger. But then I would start to calm myself, tell myself to think why my partner reacted like this, look at the times when I succeeded and it's not the end of the world for the ticket

Life can be difficult some times. But it is OK. I can overcome those challenges. I can submit my paper to another journal. I can pay the ticket and be more careful next time.

What a horrible day. That could not have been worse. I would feel very sad and disappointed. I would listen to music, watch a feel-good movie, talk to friends about it, get a drink, and reflect on what I could do better in future.

Some days everything overlaps. I feel bad. But I must not lose faith that something will improve. I have to work for the journal.

I would think that I am not good enough. My feelings were of frustration. As action maybe, after calming down I would try harder.

I think this is the real life and it may happen. I feel bad at first but then get over it, I would keep going and think about new strategies.

I'll take it as a possible situation. I won't think that I have bad luck, just there are these kind of days

What would you think? What would you feel? What would you do?

i reelay dissapointed for all day. after read the review, i reconsider the article again. talk to friends after two day later i can consider other journals.

Instead of ...



I am not good at
this.

Exercise these ...



What am I
missing?

Instead of ...

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do X.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan A didn't work.



Exercise these ...

What am I missing?

I'm on the right track.

I'll use some of the strategies we've learned.

This may take some time and effort.

I can always improve so I'll keep trying.

I'm going to train my brain in X.

Mistakes help me to learn better.

I'm going to figure out how she does it.

Is it really my best work?

Good thing the alphabet has 25 more letters.

#5 Brain growth conversation





**Emphasizing effort,
mistakes, brain growth,
reflection about learning,
high expectations,
growth-oriented
feedbacks.**

Feedback activity

- Get in groups of 4.
- Discuss the different forms of feedback that occur in your classroom - include, all feedback sources, not just feedback they receive from you.
- Make a group list of your answers.
- Give each feedback a score from 1 to 4:
 - 1 Does not involve growth-oriented feedback.
 - 2 Very high level of growth-oriented feedback.





Resource

Mindsetmaker: Growth mindset feedback



FORGET THE MISTAKE
REMEMBER THE LESSON

Your best
teacher is
your last
mistake.

n creatine
y magical

e day that
need

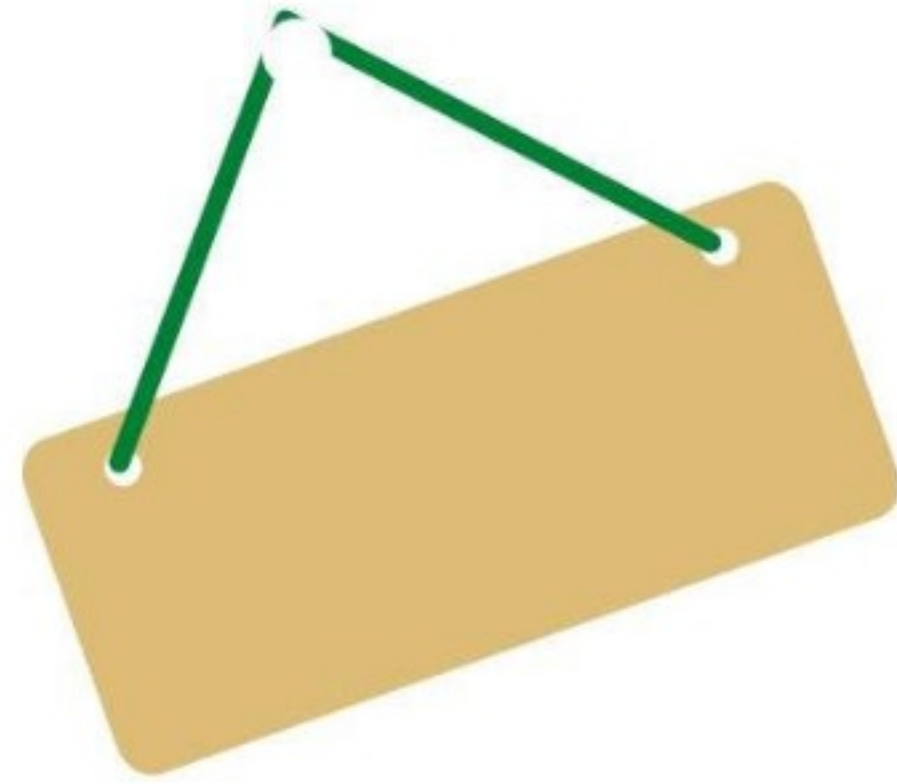
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WWW
IS GOOD
R YOU

NOTHING
ORTH HAVING
IMES EASY

Lesson for Today





Focus on effort

Mind the difference between labelling ("You're so smart.") and learning process ("I loved how you solved that problem.").





High expectations

If my teacher feels I can't do it, then I probably can't.



GROWTHMINDS



Promote positive self talk

I haven't failed. I've just found 10.000 ways that won't work (Thomas Edison).



GROWTHMINDS

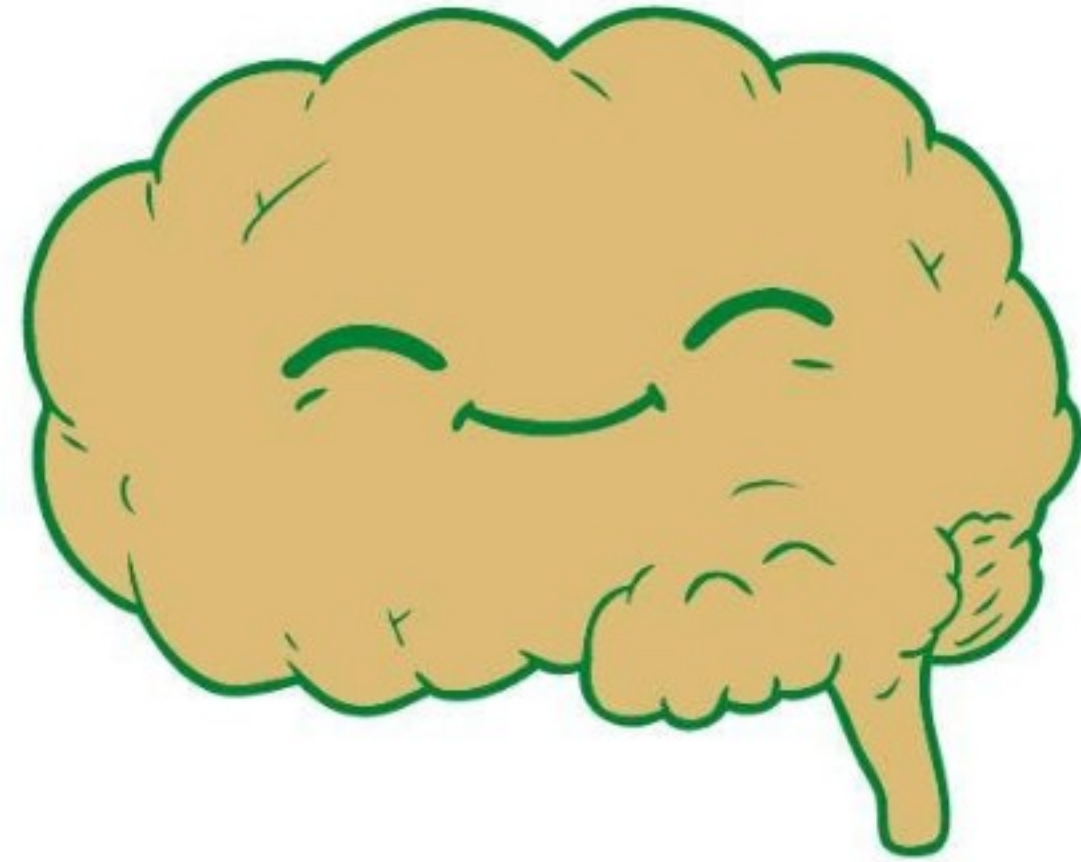


Growth oriented feedback

It's great that you have that down. Now we need to find something a bit more challenging so you can grow.



GROWTHMINDS



Brain as a muscle

Keep the conversation about the growth mindset alive.



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