



SELF DIRECTED LEARNING ACTIVITIES



GROWTHMINDS

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SELF DIRECTED LEARNING ACTIVITIES

In this section, there are examples of self-directed learning activities developed in accordance with the curriculum. With self-directed learning activities, learners can complete the curriculum using the project website and other online resources.

SDL Activity 1- Fixed and growth mindset: characteristic thoughts and behaviors (Based on Module 1)

Expected duration: 90 minutes

Materials and resources:

- Online video lecture 2018 Childx: Keynote by Carol Dweck available at: <http://www.unigrowthminds.eu/index.php/resources/>
- Article titled 'How to recognise students with fixed and growth mindset?' available at: <http://www.unigrowthminds.eu/index.php/outputs/>
- Drag and drop activity Growth Mindset vs. Fixed Mindset, available at: <http://www.unigrowthminds.eu/index.php/outputs/>

Step by step process:

1. Watch the video titled 2018 Childx: Keynote by Carol Dweck available at: <http://www.unigrowthminds.eu/index.php/resources/> (pay special attention to part: 0 – 11 minutes)
2. Read the article 'How to recognise students with fixed and growth mindset?' available at: <http://www.unigrowthminds.eu/index.php/outputs/>
3. Can you recognise people's thoughts that are indicators of a fixed mindset? How about thoughts that are characteristic of a growth mindset?
4. Check it with drag and drop activity Growth Mindset vs. Fixed Mindset available at: <http://www.unigrowthminds.eu/index.php/outputs/>
5. Fill out worksheet 'Recognising students with Fixed and Growth mindset' (below)

'Recognising students with Fixed and Growth mindset'

Imagine (or maybe try to remember) a situation where you give (gave) students an objectively very challenging task. Most students in the class have had no previous experiences with a similar type of task and many of them may find it very hard (e.g. because of the complexity or lack of

explicit directions for example). Try to imagine different reactions that students may have in this situation.

Try to identify different thoughts, speech and behaviors of students with different mindsets that may appear in this situation.

What student with fixed mindset would think or say in this specific situation about:

the task: _____

him/herself: _____

other students, who face the same task: _____

How student with fixed mindset would behave:

before starting the task: _____

during doing the task: _____

What student with growth mindset would think or say in this specific situation about:

the task: _____

him/herself: _____

other students, who face the same task: _____

How student with growth mindset would behave:

before starting the task: _____

during doing the task: _____

SDL Activity 2 - Self-management from the perspective of personal development (Based on Module 1)

Expected duration: 120 minutes

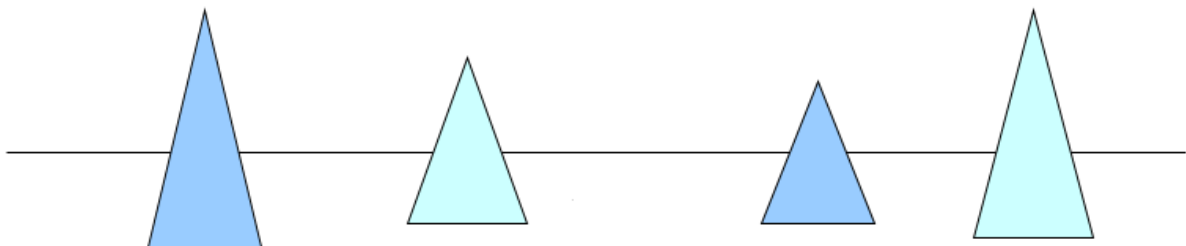
Materials and resources:

- Self Management Skills <https://www.youtube.com/watch?v=u7r0x8ktfhE&t=13s>
- What kind of mindset do you have? http://www.unigrowthminds.eu/wp-content/uploads/2021/12/Mindset_Quiz_Dweck_Adaptation.pdf- self-applied quizze
- Personal route - self-applied test
- SWOT analysis – self-applied

Step by step process:

1. Watch the video titled Self Management Skills available at: <https://www.youtube.com/watch?v=u7r0x8ktfhE&t=13s>
2. Fill out the self-applied quiz What kind of mindset do you have? available at: http://www.unigrowthminds.eu/wp-content/uploads/2021/12/Mindset_Quiz_Dweck_Adaptation.pdf
3. Draw your Personal route according to the instructions bellow

Personal route, Each Participant of the group draws a line, which represents his way up to this point. On this line he is marked with the most important landmarks of his life. For each milestone he will note the acquisitions or achievements of the moment. He presents each of his personal paths, and at the end there are discussions with feed-back.



4. Personal SWOT analysis fill your own SWOT Analysis, taking into consideration the following aspects:

- strengths, qualities that recommend you
- weaknesses, aspects that disadvantage you
- opportunities – things supporting you
- threats – threats, fears, which could be obstacles for you

Strengths	Weaknesses
Opportunities	Threats

5. Comparing the self-management skills with the type of mindset resulted after going through the previous process steps, identify your own skills consistent with growth mindset elements and write them below.

.....

.....

.....

SDL Activity 3 - Neuroplasticity: the development of cognitive abilities over lifespan. Learning from inspiring examples (Based on Module 2)

Expected duration: 240 minutes

Materials and resources:

- Online video lecture What is Neuroplasticity? available at: <https://www.youtube.com/watch?v=kWIagHUqD8A>
- Online video lecture After watching this, your brain will not be the same, Lara Boyd, TEDxVancouver, available at: <https://www.youtube.com/watch?v=LNHBMFCzznE&t=480s>
- Quizz Growth Mindset & Neuroplasticity, available at: <https://quizizz.com/admin/quiz/5fa47100224f6c001bb10601/growth-mindset-neuroplasticity>

Step by step process:

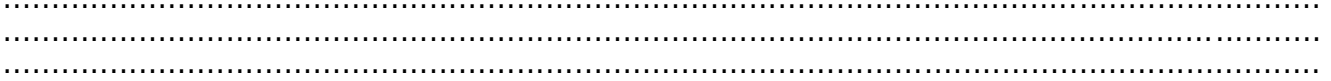
1. Watch the video What is Neuroplasticity? available at: <https://www.youtube.com/watch?v=kWIagHUqD8A>
2. Watch the video After watching this, your brain will not be the same, Lara Boyd, TEDxVancouver, available at: <https://www.youtube.com/watch?v=LNHBMFCzznE&t=480s>
3. Assignment: Think of a person who inspires you and read his/her short biography. Answer the following questions:
 - What are his/her abilities and personality features (e.g. intelligence, creativity, innovation, determination, ambition, perseverance, discipline, etc.)?

.....
.....
.....

- How did these abilities and personality features evolve in time?

.....
.....
.....

4. Self-assessment: Think about a time when you overcame a struggle to learn something. and write it below. Reflect on the times when you failed at first but through persevering your brain created new neural connections and you eventually became better at the task at hand. Write down your ideas.



5. Test your knowledge on neuroplasticity by doing the the quizz Growth Mindset &Neuroplasticity, available at:
<https://quizizz.com/admin/quiz/5fa47100224f6c001bb10601/growth-mindset-neuroplasticity>

6.

SDL Activity 4 - Neuroplasticity, the malleability of the cognitive abilities and mindset (Based on Module 2)

Expected duration: 180 minutes

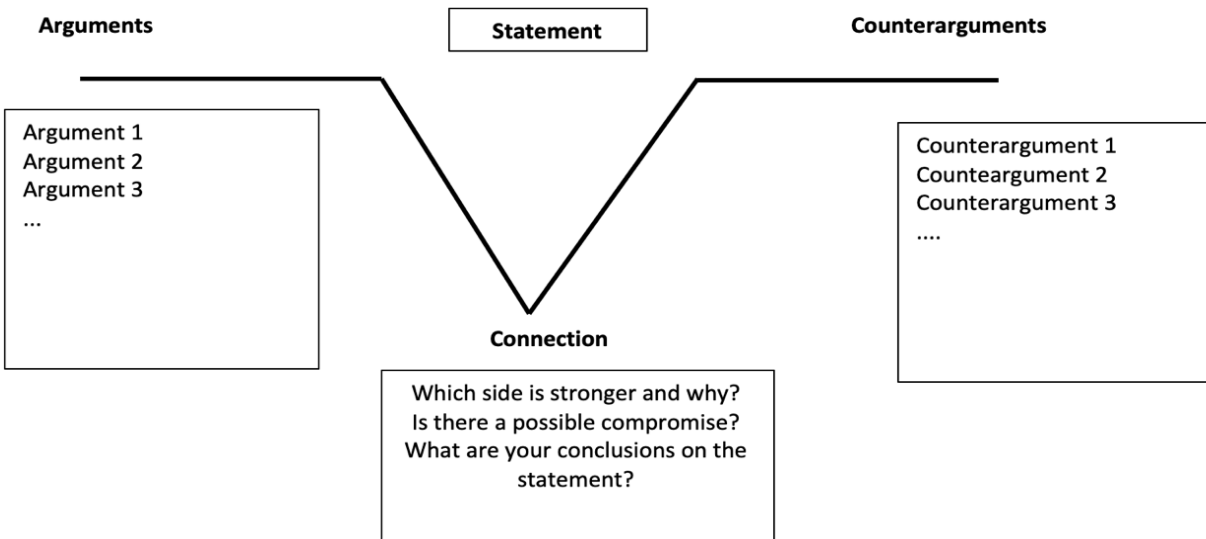
Materials and resources:

- Online video lecture: 'Why our IQ levels are higher than our grandparents?'
https://www.ted.com/talks/james_flynn_why_our_iq_levels_are_higher_than_our_grandparents
- Online video lecture: 'Growing evidence of brain plasticity'
https://www.ted.com/talks/michael_merzenich_growing_evidence_of_brain_plasticity
- Online video lecture: 'How games make kids smarter'
https://www.ted.com/talks/gabe_zichermann_how_games_make_kids_smarter
- Online video lecture: 'How your brain's executive function works -- and how to improve it'
https://www.ted.com/talks/sabine_doebel_how_your_brain_s_executive_function_works_and_how_to_improve_it
- Online video lecture: 'How does income affect childhood brain development?'
https://www.ted.com/talks/kimberly_noble_how_does_income_affect_childhood_brain_development

Step by step process:

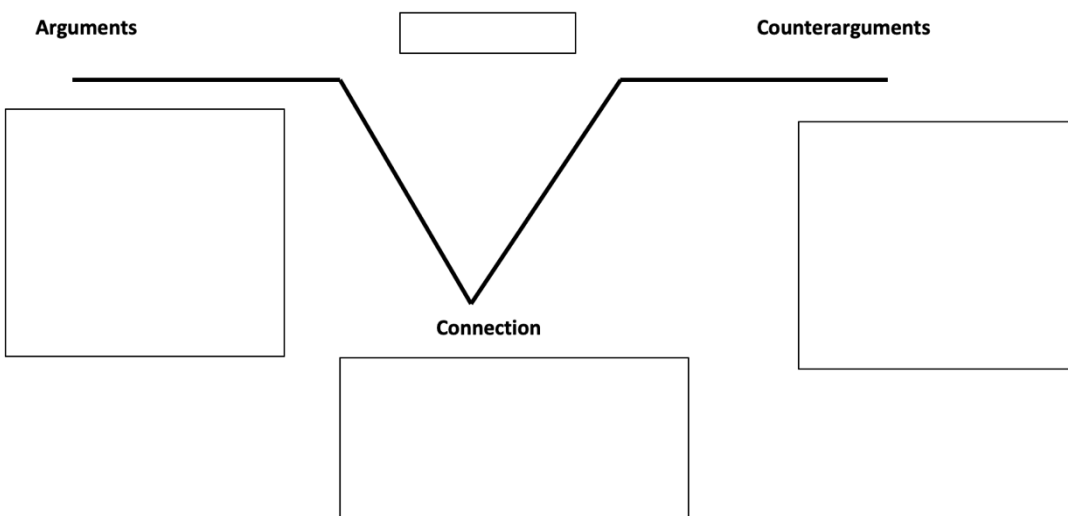
1. Watch the above listed videos where scholars discuss topics related to neuroplasticity, the (non)malleability of cognitive abilities, the role of experiences for intelligence etc.
2. While watching, try to discover arguments and counter-arguments for statements that reflect growth mindset (see the diagram below)
3. Form additional statements about neuroplasticity of brains and the malleability of cognitive abilities, reflecting growth mindset
4. Find another reliable online educational videos on similar topics and fill more diagrams

'Mindset argumentation diagram'



Examples of statements, reflecting growth mindset:

- Person can improve own cognitive abilities and functioning
- There are strategies one can use, to improve own cognitive abilities and functioning
- Learning and cognitive improving is possible during whole lifespan
- Environmental experiences (e.g. education, home environment) are important factors for the intelligence development



SDL Activity 5 - Feedback (Based on Module 3)

Expected duration: 300 minutes

Materials and resources:

- “Developing a Growth Mindset with Carol Dweck” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Videos” tab)
- “Higher Education Academy Feedback Toolkit” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab)
- “Importance of Meaningful Student Feedback” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab)
- “Assessment and Feedback in Higher Education” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab)

Step by step process:

1. Watch the video “Developing a Growth Mindset with Carol Dweck” to be familiar with possible feedbacks.
2. Read the toolkit “Higher Education Academy Feedback Toolkit” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab). You will do the activity on Appendix 14 after reading the following articles.
3. Read the article “Importance of Meaningful Student Feedback” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab)
4. Read the article “Assessment and Feedback in Higher Education” available on <http://www.unigrowthminds.eu/index.php/resources/> (Go to the “Feedback Tools” tab)
5. After finishing the articles above, read the instructions of the activity on Appendix 14 on page 78 “Feedback to students would work much better for me if only I...” Then, fill in the table below on page 78 and 79.

Staff Responses	True for me ✓	Source of challenge
<i>Feedback to students would work much better for me if only I...</i>		
Thought they'd read and digest it.		
Could give them back their essays to keep.		
Thought it would make a difference.		
Was able to do it more quickly.		
Could be in the right frame of mind when meeting them face to face.		
Could be sure they would understand what I'm trying to tell them.		
Could get them to turn up to receive feedback.		
Had some expectations that they would use it to improve their next mark.		
Cared less about the judgements I make, and how to articulate these in writing.		



Could get more of them to attend workshops, and engage in the learning activities.		
Knew the students better.		
Could discuss this with my students.		
Knew them personally, and their profiles.		
Knew how to phrase it in terms students understand.		
Saw evidence of improvement as a result of that feedback.		
Knew what to say to them.		
Made more time for giving effective feedback.		
Could be clearer about why they got the grade they did.		
Knew they would read the comments and not just look at the grade.		
Could identify better what the student needs to do to improve the next piece of work – feedforward.		
Could do this as a dialogue.		
Didn't take so long over it.		
Had the chance to discuss it and explain it.		

SDL Activity 6 - Assessment for learning and growth mindset (Based on Module 5)

Expected duration: 240 minutes

Materials and resources:

- A review of literature 'Assessment and feedback in higher education' available at: <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools
- Article titled 'Assessment and feedback in higher education: considerable room for improvement?' available at: <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools
- Article titled 'Assessment for a Growth Mindset' available at: <http://www.unigrowthminds.eu/index.php/resources/> Articles
- Tools for Formative Assessment' available at: <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools
- Types of Formative Assessment available at: <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools

Step by step process:

1. Read the first two articles about assessment in higher education: "Assessment and feedback in higher education" and "Assessment and feedback in higher education: considerable room for improvement?" for general knowledge about different forms of assessment and their functions. Available at: <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools
2. Read the article Assessment for a Growth Mindset ' to gain deeper knowledge about assessment for a Growth mindset. Available at: <http://www.unigrowthminds.eu/index.php/outputs/>
3. View examples " Types of Formative Assessment" & "Tools for Formative Assessment" available at <http://www.unigrowthminds.eu/index.php/resources/> Assessment Tools.
4. Prepare an assessment material in accordance with the content of your course as in the example given below.

I Have the Question, Who Has the Answer?

The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions.

Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer.

A variation is to make cards into a chain activity: The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that



would correctly follow the progression. Play continues until all the cards are read and the initial student is ready to read his card for the second time.

SDL Activity 7 - Self-awareness from the perspective of self-knowledge (Based on Module 6)

Expected duration: 120 minutes

Materials and resources:

- 11 Growth Mindset Strategies: Overcome Your Fix Mindset to Grow as a Person - YouTube
- What is Self Determination Theory? - YouTube
- Read the article 'Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being'
- Self-appreciation - self-applied quiz

Step by step process:

1. Watch the video titled 11 Growth Mindset Strategies: Overcome Your Fix Mindset to Grow as a Person available at: [11 Growth Mindset Strategies: Overcome Your Fix Mindset to Grow as a Person - YouTube](#)
2. Read the article 'Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being' available at: https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf
3. Watch the video titled What is Self Determination Theory? - YouTube available at: [What is Self Determination Theory? - YouTube](#)
1. Fill out the self-applied quiz - Self-appreciation (below)

Self-appreciation quiz

1. What positive messages about you (as a teacher) have you received from those around you?
.....
2. What negative messages about you (as a teacher) have you received from those around you?
.....
3. What messages about yourself did you receive in school?
.....
4. What factors have helped you develop your self-appreciation?
.....
5. What other factors have negatively affected your appreciation?
.....

6. What negative messages still influence you today?
.....

7. What positive messages still influence you today?
.....

Fill in the following sentences:

As a teacher, my self assessment is...

Five things I like about myself (as a teacher) are:

1.
2.
3.
4.
5.

Five things I've accomplished (as a teacher) are:

1.
2.
3.
4.
5.

Five ways I take care of myself are:

1.
2.
3.
4.
5.

A few ways I can improve my self-appreciation are:
.....

