Course title: Teaching for Growth mindset in higher education
Course duration: 40 hours of face-to face training and 50 hours of self-directed online learning

	LEARNING OUTCOMES: On completion of this course, the participants will be able to….			
	Knowledge and understanding	**Skills and competences**	**Content (Module outline)**	**Teaching methods and activities**
Module 1: Mindset theory and Mindset in Higher education	- **define the concept of mindset** - **describe theoretical differences between growth and fixed mindset** - **explain how and why teacher's mindset effects teacher's practices** - **explain how and why students' mindset effects students' academic motivation and achievement** - **make connections between their previous teaching experiences and their mindset**	- **recognize thoughts and behaviors, related to fixed or growth mindset in oneself and in their students** - **recognize and develop characteristics of the class climate that support growth mindset** - **reflect on their own beliefs regarding the nature of abilities, importance of effort and perseverance, meaning of failures, attitudes towards mistakes…** - **become self-aware of own mindset about different abilities**	**Mindset Theory** - **Mindset** - **Fixed and Growth mindset** - **Academic motivation and academic achievements** - **Common misconceptions about mindset** **Mindset and higher education** - **Teachers' mindsets (intelligence, creativity, math skills, teaching abilities…)** - **Higher education students' mindset (development, behavior…)** **Mindset and higher education teaching** - **Elements of teaching, relevant for GM** - **GM-supportive class environment (challenging, disciplined, nurturing)**	- **lecture** - **group discussions** - **work in groups** - **multimedia** - **quizzes** - **self-assessment**

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Module 2: **The nature of Brains, intelligence**	- **understand the continuing processes of maturation of brains after the birth** - **know the concept of the neuroplasticity** - **understand the strucutre of psychometric intelligence and how it is measured** - **know different types and models of intelligence** - **understand the role of experiences, learning, education and environment in the development of the brain and intellectual abilities** - **recognize the intelligence as only one of the predictors of the academic success** - **understand how human memory works**	- **provide basic information regarding the neuroplasticity to students** - **critically think about the role of genetics and environment for intelligence development** - **reflect on their understanding on intelligence as a (non)malleable characteristics**	Brain's development after the birth: the processes of maturation and learning - **Brain maturation** - **Role of experiences for brain development** **Brain plasticity** - **Definition** - **3 types of neuroplasticity** **Intelligence:** - **Definition** - **One, two… or more of them? (psychometrical and broader models of intelligence)** - **How malleable is intelligence really?** **Academic achievement: intelligence and other predictors** **Memory and learning** - **Relationship between memory and learning** - **Encoding, storage and retrieval** - **A multi-store model of memory by Atkinson and Shiffrin (1975)**	- Lecture - group discussions - work in groups - multimedia - quizzes - self-assessment

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Module 3: **Growth Mindset Language**	- raise awareness how they reflect their mindset through their everyday language patterns - understand the difference between labelling students and focusing on learning process - recognize how educators' expectations shape students' motivation, effort and mindset - understand the role of positive self-talk in developing growth mindset - recognize different forms of feedback in relation to mindset	- use language patterns which supports the growth mindset of students - frame mistakes, failures, effort, and learning strategies into growth mindset framework - practice process-oriented feedback - remind students about the connection between growth mindset and learning success - encourage students with examples of positive self-talk	- growth mindset language patterns - from labelling to learning process - communicating high expectations to all students - growth mindset feedback - growth mindset framing - positive self-talk - brain growth conversation in teaching practice	Lecture, discussion, multimedia, quizzes, self-assessment, group activities, peer coaching.

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Module 4: **Growth Mindset Tasks**	- recognize which tasks support a growth mindset of students - understand what exactly benefits students' growth mindset in specific tasks - understand the role of mistakes, deliberate practice, challenges, desirable difficulty, choice, learning goals, step-by-step learning, and multiple exposure in relation to growth mindset	- design learning activities which support growth mindset of students - analyze learning activities and tasks for students from the perspective of growth mindset - use growth mindset elements in planning learning activities and tasks for students	- designing learning activities and tasks to support growth mindset of students - elements of growth mindset in learning activities and tasks for students: mistakes, deliberate practice, challenges, desirable difficulty, choice, learning goals, step-by-step learning, and multiple exposure - examples of tasks, which supports growth mindset	Lecture, discussion, multimedia, quizzes, self-assessment, group activities, peer coaching.

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Module 5: Growth Mindset Assessment	- recall different forms of assessment and their functions - know which forms and methods of assessment better support growth mindset and learning - understand the role of intrinsic and extrinsic motivators for growth mindset	- use assessment methods that support growth mindset and learning process (e.g. formative assessment, self-testing etc.) - support students overcoming the fear of failing and guessing during learning - provide intrinsic additionally to extrinsic rewards - form growth-mindset oriented feedback, praises and criticism - set high goals and standards and stay persistent in evaluating them	Forms of assessment - **Diagnostic, formative and summative assessment** - **Formative assessment** Assessment and academic motivation - **Internal and external motivation** - **Self-determination theory** Assessment for growth mindset - **Focusing on process: questions during teaching, diagnostic feedback** - **Intrinsic rewards: self-testing, mock exams, choice of assessment, setting and sticking to high standards…** - **Extrinsic rewards/punishments: grades, praises and critics**	Lecture, discussion, group activities multimedia, self-assessment

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Module 6: Growth Mindset Reflection	- **understands how to adequately measure progress** - **know about learning strategies**	- **Support students in making connections between mindset and perceiving the struggle and efforts during learning** - **support students to monitor their progress** - **guide students to reflect on their learning process (e.g. use of learning strategies, motivation etc.)**	Student's reflection: - **Struggling experiences** - **Monitoring progress in goal acquisition** - **Student's learning process** Teacher's reflection: - **Challenges in implementing GM in the teaching practice** - **Individual action plan**	**Lecture, discussion, storytelling group activities multimedia,**