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# Workshop: Fixed or growth mindset part 2



## Objective:

- By Case studies make the students reflect on their knowledge of mindset theory.
- Through mapping of mindset we aim to make students aware of their mindset and how to change it.

## Key Components:

- Case studies and Reflection Sheets
- Mapping and Individual advisory conversations with the students (two times)
- Instructions for Teachers

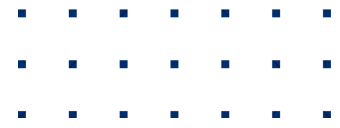
## Duration:

45 minutes



# Workshop:

## Fixed or growth mindset?



### Case studies

The students are divided into groups, and each group is given a case to discuss.

#### Case 1

*Dennis* attends high school. He generally enjoys going to school but does not like chemistry. In today's chemistry class, the teacher has handed out some assignments for the students to work on individually.

*Dennis* glances at the assignments but quickly puts them aside without really understanding what they are about. Shortly after, the chemistry teacher asks why he is not really engaged. *Dennis* responds that he simply cannot figure out chemistry and has always been bad at it, so he might as well not try. The chemistry teacher says that *Dennis* will not get better if he does not try and shares that the teacher himself struggled with chemistry in high school. Slightly encouraged, *Dennis* promises to attempt the assignments if the teacher will come back and tell him if he is doing it correctly.

**Question: What types of mindset does Dennis exhibit in the chemistry class?**

**Presentation for the Class**

# Workshop:

## Fixed or growth mindset?



## Case studies

### Case 2

In physical education, the class is out running in the forest. The teacher runs at the front and keeps the class together. *Susan* runs right behind the teacher. *Susan* stops at the foot of a steep hill – it's time for hill running! *Susan* sprints up the hill and clearly comes first. *Susan* jogs back down but is quite out of breath from the sprint.

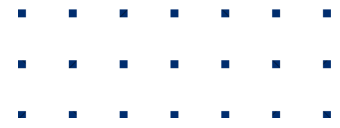
When the whole class has come down and caught their breath, the teacher shouts: "Let's go one more time!" *Susan* wants to come first again and sprints up the hill. She is in the lead, but halfway up the hill, it gets tough, and *Susan* slows down. Shortly after, *Susan* is overtaken, and she begins to walk even though she could continue running.

**Question: What types of mindset does Susan exhibit during the run?**

**Presentation for the Class**

# Workshop:

## Fixed or growth mindset?



### Case studies

The students are divided into groups, and each group is given a case to discuss.

#### Case 3

*Carol* really enjoys mathematics. Today, they are working alone on some assignments prepared by their math teacher. *Carol* quickly solves the first three assignments, and the teacher praises her for completing them so quickly and easily.

However, the next assignments are more challenging, and *Carol* spends a long time solving them. The teacher again praises her for persisting with the assignments and reminds her to use her formula collection next time, as it can be a great help.

*Carol* responds that it probably wouldn't have helped much, as she might not be as good at math as she thought, given how long the assignments took her.

**Question: What types of mindset does Carol exhibit in the math class?**

**Presentation for the Class**

# Workshop:

## Fixed or growth mindset?



### Case studies

The students are divided into groups, and each group is given a case to discuss.

#### Case 4

*Paul* loves cooking and has invited her parents for dinner. He spent 5 hours in the kitchen preparing a menu he believes his parents will love.

The menu itself is not particularly difficult to make, but he wants it to be perfect, as his father is a chef at a fine restaurant. The dinner goes very well, and both parents say the food tastes delicious.

During dessert, his father says it is really good and suggests that it might be interesting to add pistachios. *Paul* asks if he doesn't think it is good as it is. "Yes, yes," his father replies, "but don't you think it could be delicious with pistachios?"

*Paul* responds that he thinks it is good as it is and begins to clear the table.

**Question: What types of mindset does Paul exhibit?**

**Presentation for the Class**

# Workshop:

## Fixed or growth mindset?



### Mapping tool

Presentation of Mapping Tool and First Mapping:

1: Strongly Agree 2: Partially Agree 3: Neither Agree nor Disagree 4: Partially Disagree 5: Strongly Disagree	1	2	3	4	5
1. I am afraid of embarrassing myself in front of the entire class.					
2. If a task is very difficult, I sometimes seek confirmation from others that it is indeed very difficult to solve.					
3. If one has to work hard to solve a task, it is an indication that one is not intelligent.					
4. It is more important for me to be told that what I have done is good than to be told what is wrong.					
5. Sometimes I decline an academic challenge because I am unsure how to solve it.					
6. I like tasks that are easy but appear difficult.					
7. It is important for me to meet the expectations of others (parents, classmates).					
8. What interests me the most when I get an assignment back is the grade I received.					
9. If you need any further assistance or adjustments, feel free to let me know.					
10. Sometimes I avoid attempting a task because I don't want to find out that I can't solve it.					
11. When I cannot solve a task, it is often due to external factors (disruptions in the class, part-time work, etc.).					
12. My abilities only extend to a certain level, and I have a rough idea of what that level is.					

# Workshop:

## Fixed or growth mindset?



## Mapping tool

Presentation of Mapping Tool and First Mapping:

***Add the scores in the following categories:***

CATEGORY (Question)	POINTS
CHALLENGE (Questions 1+5+10)	
OPPOSITION (Questions 2+9+11)	
EFFORT (Questions 3+6+12)	
FEEDBACK (Questions 4+7+8)	

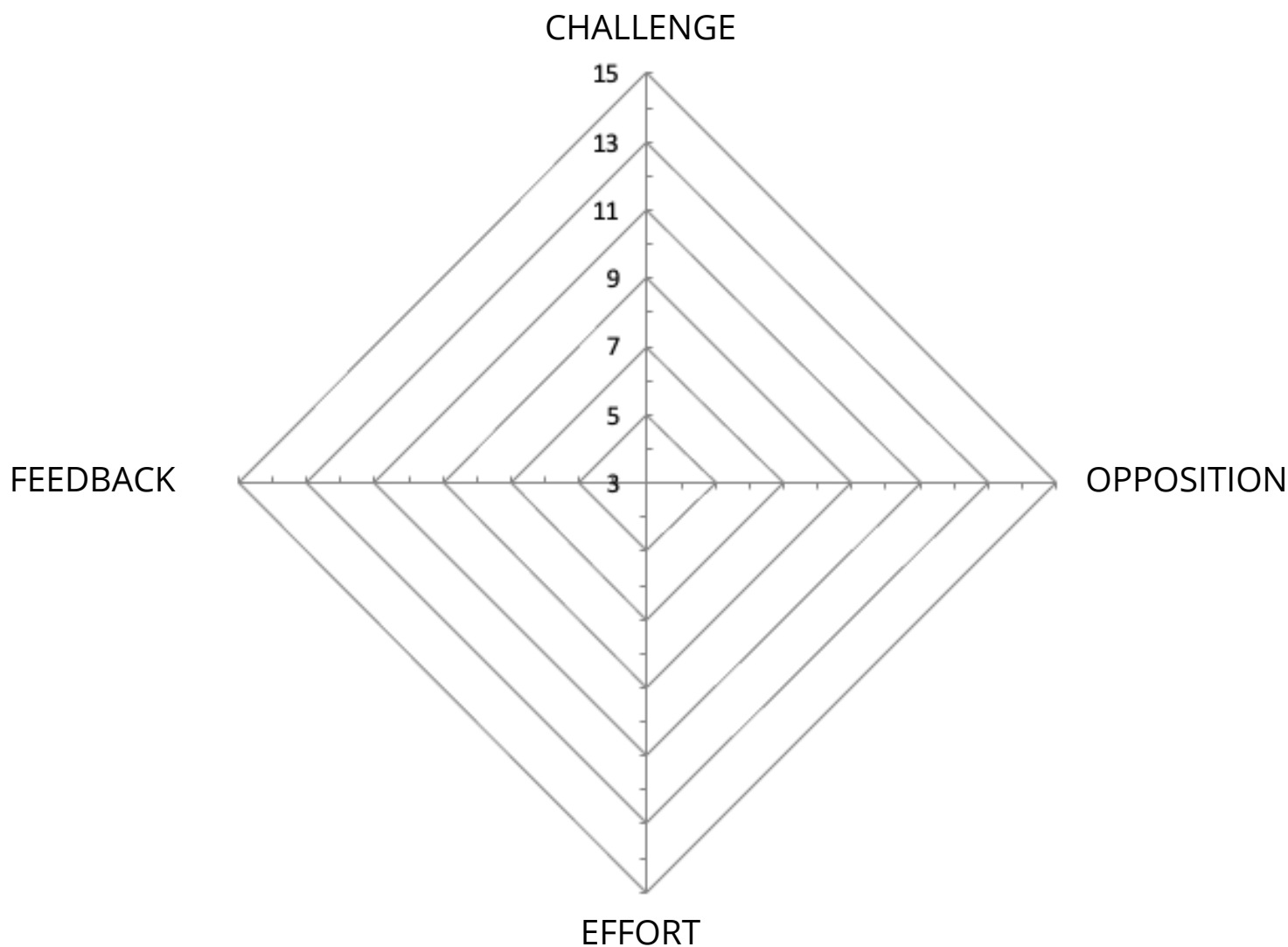
# Workshop: Fixed or growth mindset?



## Mapping

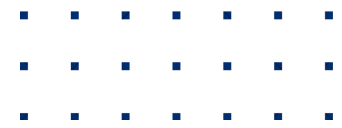
Presentation of Mapping Tool and First Mapping:

Insert your points into the radar chart and connect them with lines.





# Workshop: Fixed or growth mindset?



## Mapping

Second mapping. Use the same mapping tool.

Individual conversations with students, where the two results are reviewed with the student.

### **Questions:**

Why is there a difference between the two graphs?

What challenges do you face? What can change your perspective on your challenges?

Where and in what situations do you experience resistance/opposition? How can it be changed?

How is your effort? Can it be changed?

How do you respond to the feedback you receive from your instructors? How can you use your feedback better?



## Instructions for Teachers

### Planning and Considerations

The students will then be presented with some cases that fit the two mindsets, which will be discussed in small groups. The texts will be printed so that the students have them in hand—questions will also be printed. The students' mindsets will be tested for the first time by using the mapping tool. It is recommended to use Microsoft Excel for survey forms and radar charts.

The results will be reviewed in individual advisory conversations.

This will be followed by one or more teaching sessions, and after a week, the tests will be repeated, the results will again be reviewed with the students in individual advisory conversations.

Do you think there has been a change?

# Workshop: Fixed or growth mindset?



## Workshop step by step



- Case studies and Reflection Sheets
- Mapping and Individual advisory conversations with the students (two times)
- Second mapping. Use the same mapping tool.
- Individual conversations with students, where the two results are reviewed with the student.



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