**Growth Mindset Best Practice Template**

Carol Dweck distinguishes between **growth and fixed mindset** and acknowledges that they create two different “worlds”: “In one world, effort is a bad thing. It, like failure, means you’re not smart or talented. If you were, you wouldn’t need effort. In the other world, effort is what makes you smart or talented. You have a choice. Mindsets are just beliefs“ (from her book *Mindset: The New Psychology of Success* (2006)). In a **fixed mindset,** students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that’s that, and then their goal becomes to look smart all the time and never look dumb. In a **growth mindset,** students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don’t necessarily think anyone can be Einstein, but they believe everyone can improve their abilities if they put enough effort into it.

**Further information:** If you are interested in more information about mindset theory, please read the article “Carol Dweck: A Summary of Growth and Fixed Mindsets” (<https://fs.blog/2015/03/carol-dweck-mindset/>) and/or watch the video “The power of believing that you can improve | Carol Dweck” (<https://youtu.be/_X0mgOOSpLU>) on YouTube.

**Purpose**: Within the Erasmus+ project GrowthMinds (<https://www.famnit.upr.si/en/cooperation/projects/Growthminds>) , we gather best-practice examples of **growth mindset teaching at university level** intended to be published in an open-access compendium.

**We need you!** A lot of us are doing something in our teaching that fosters students’ growth mindset. We kindly invite you to share such an example. To appreciate your effort, your example will then be published in the open-access compendium. **Your participation and the publication will be completely free of charge**. We hope that a lot of people will contribute to the compendium so that everyone who is interested in the topic of growth mindset teaching has access to an extensive and easily available collection of best-practice examples.

**What happens to the submitted examples?** All examples submitted to the GrowthMinds project are subject to **peer review**. This way, manuscripts receive expert feedback, allowing authors to improve their work.  Therefore, this process ensures that high-quality examples are published and that readers of the compendium can trust the quality of the examples.

**Informed consent**

Your participation in this survey is completely **voluntary** and you have the right to terminate your participation at any time.

**What personal date we collect.** We ask for your name to credit you as an author in the compendium. We also ask for your email address. It will only be used to contact you in regard with your submitted example. This information is not shared with any third parties and will only be used within the project.

**Data retention**. Your data will be stored for the duration of the project (until October 2022).

If you have any questions concerning the survey, please contact [samuel.hafner@aau.at](mailto:samuel.hafner@aau.at).

**Questions marked with an asterisk (\*) are mandatory.**

**General information**

|  |  |
| --- | --- |
| **1** | **Please provide your name(s) and surname(s), so that you can be acknowledged as author(s). \*** |
|  |  |
| **2** | **Please provide the email address of the corresponding author so that we may contact you. Your email will never be published! \*** |
|  |  |
| **3** | **Please state the country you are currently teaching in. \*** |
|  |  |
| **4** | **Please state the university/institution you are affiliated with (e.g., University of Klagenfurt or STEP Institute. \*** |
|  |  |
| **5** | **Please state the study/degree programme for which the example is suitable (e.g., Earth Sciences, English Studies, Statistics, etc.). \*** |
|  |  |
| **6** | **Please specify, for which degree level(s) this example is designed/suitable. \*** |
|  | Please choose **all** that apply:  Bachelor  Master  Doctorate  Other (please specify): ………………………………………… |
| **7** | **In case you chose bachelor, please specify if your example is rather targeted towards first-year students or more experienced students. \***  Only answer this question if the following conditions are met: Answer was 'Bachelor' at question 6 (Please specify, for which degree level(s) this example is designed/suitable.) |
|  | Please choose **all** that apply:  beginners (first-year students)  more experienced students (within bachelor studies) |
| **8** | **Please specify the course type for which this example was carried out (e.g., lecture, seminar) \*** |
|  |  |
| **9** | **Please provide the topic of your teaching example (e.g., fractions, climate change, intelligence, etc.) \*** |
|  |  |
| **10** | **Please provide a (short) title for the teaching example you want to describe (e.g., "Teaching fractions using growth mindset") \*** |
|  |  |
| **11** | **How many students participated in this teaching activity? \*** |
|  |  |
| **12** | **Please specify how long it takes to carry out this example in the class. \*** |
|  | Please choose **only one** of the following:  less than 30 minutes  30 to 60 minutes  60 to 120 minutes  more than 120 minutes  half a semester  a whole semester |

**Description**

Please describe this teaching practice in such a way that others can implement it easily in their teaching.

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| **13** | **Please give a short description of the entire course or unit in which this task or sequence is embedded (around 5 sentences) (e.g., if you describe an example that you taught in a course called "Teaching Literature and Promoting Intercultural Competence", describe what the course is about overall.). \*** |
|  |  |
| **14** | **Please specify the learning goals of your specific growth mind teaching example (as bullet points). Please describe them in the form "My students should be able to...". \*** |
|  | My students should be able to |
| **15** | **Please describe the teaching practice in detail. Please consider answering the following questions:**   1. **How did you introduce the teaching example?** 2. **What are the key points of the teaching example? What are the different phases, what should students do, what materials were used, etc.** 3. **How did you close the teaching example?** |
|  |  |
| **16** | **Do you need/want to attach files (e.g., worksheets) to this example? The online form allows the upload of files. They can also be send via email to** [**samuel.hafner@aau.at**](mailto:samuel.hafner@aau.at) **using your short title of your example (from question 10) as the subject.** |

**Growth mindset indicators**

Please decide which **indicators (aspects)** your task/activity is covering and explain your decision.

**Note**: We ask for all indicators, but good growth mindset teaching will usually require teachers to focus on one (or more) aspect at a given time and rarely will it be possible to address all in one situation. So, if your best-practice example only covers a few aspects, it is absolutely fine.

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| **17** | **Indicator 1:** The primary focus of the activity is on developing student’s skills and competences, as opposed to just letting them demonstrate their skills and competences. \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **18** | **Indicator 2:** The activity provides information about effective learning strategies, and on how to effectively regulate and evaluate learning. \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **19** | **Indicator 3**: The activity provides scientific information about neuroplasticity (i.e. the inherent capacity of the brain to form new neural connections throughout life). \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **20** | **Indicator 4:** The activity fosters the belief that success is controllable by the student, and dependent on their efforts. \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **21** | **Indicator 5**: The activity offers different choices to students and thus supports students' need for autonomy, i.e. they can feel free and self-determined. \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **22** | **Indicator 6**: The activity provides structure and feedback that makes students aware that they have learned something and helps them experience their newly acquired competence. \* | | Yes | | | No |
|  | If yes, please explain how: | | | | | |
| **23** | **Indicator 7**: The activity supports students' need for feeling significant to others and connecting to others. \* | Yes | | | No | |
|  | If yes, please explain how: | | | | | |
| **24** | **Indicator 8**: The activity aims at fostering students’ process-focused thinking. \* | Yes | | No | | |
|  | If yes, please explain how: | | | | | |

**Evaluation of the teaching practice with regards to growth mindset**

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| --- | --- |
| **25** | **Please provide a short, personal evaluation of the example with regards to growth mindset (around 5-15 sentences).**   1. **Why do you think the teaching practice was successful in fostering a growth mindset?** 2. **What went well?** 3. **What did not work as expected?** |
|  |  |
| **26** | **[OPTIONAL] If you have any feedback from students on the example (oral, written, online survey, questionnaire), please share it here.** |
|  |  |
| **27** | **[OPTIONAL] Was there any formal assessment (e.g. a test)? What were the results of this assessment?** |
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**Further comments**

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| --- | --- |
| **28** | **Do you have any additional comments? Please provide them here.** |
|  |  |

**Thank you very much for your participation.**

If you have any further questions, please contact [samuel.hafner@aau.at](mailto:samuel.hafner@aau.at).

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