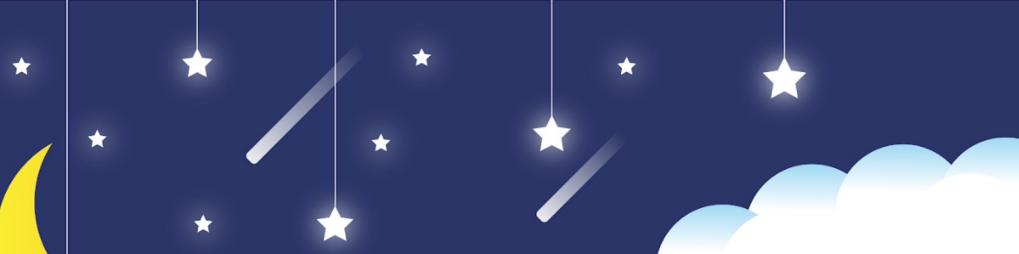




Dream Discuss

Do | a conference for
language teachers



March
9th 2024

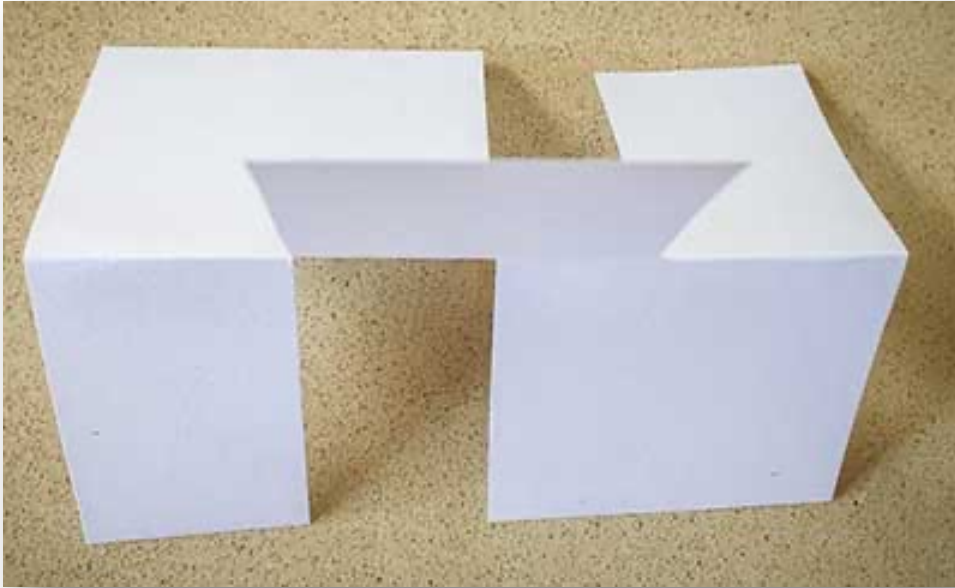


Impossible is Nothing

If You Have the Right Mindset

Martina Weissbergerová
ELT Consultant

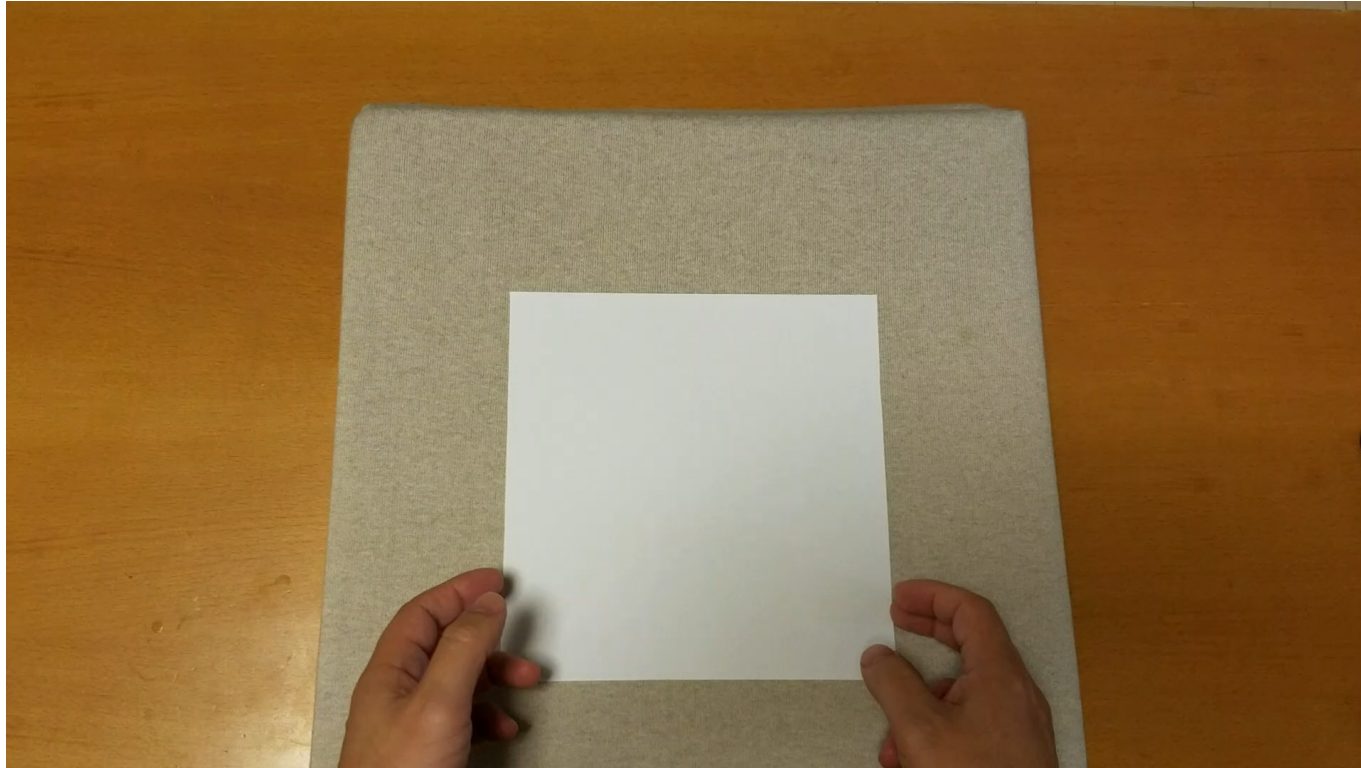
Activity 1: A Fun Challenge



Activity 1: A Fun Challenge

- *How did you feel during this activity?*
- *How many attempts did you take?*
- *How long did you look at the structure before you first started?*
- *How many breaks did you take?*
- *Did you look at what other people were doing? Why? How did it make you feel? Did you learn anything from what they were doing?*





How do you feel now?



Meet Prof. Carol Dweck

- Professor of Psychology (Stanford)
- Ph.D. (Yale)
- Teacher (Columbia & Harvard)
- Member: National Academy of Science
- Winner: Yidan Prize for Ed. Research
- Winner: Scientific Contribution Award, American Psychological Association 2011



Prof. Dweck's Main Ideas

- *Learners will perform better if they themselves believe that they CAN grow and develop their abilities*
- *Introduced the idea of „Fixed Mindset“ and „Growth Mindset“*
- *“Growth Mindset” could be developed through a variety of techniques*
- *Understanding neuroplasticity can be motivating – brain can be trained (like a muscle)*

Growth Mindset vs. Fixed Mindset

- According to Carol Dweck, “In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are fixed traits, and talent alone creates success — without effort.”
- “In a **growth mindset**, people believe their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point,” writes Carol Dweck.

Growth Mindset vs. Fixed Mindset

Fixed Mindset:

- *„I’m smart / dumb and I cannot change it.“*
- *May learn less*
- *May learn slower*
- *Avoid challenges*
- *Give up when struggle*
- *Make excuses when fail*

Growth Mindset:

- *„I can be better if I work hard and persevere.“*
- *May learn more*
- *May learn faster*
- *View challenges as opportunities*
- *Look for new strategies when struggle*
- *Learn from failure, improve their skills*

Practical techniques

I. Reflect on our beliefs

„I´m either good at it or
I´m not.“

„When I´m frustrated, I
give up.“



„Failure is an
opportunity to grow.“

„My effort and attitude
define my abilities.“



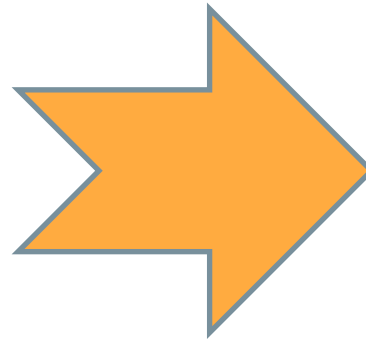
II. Use positive language

From	To
If you finish this ...	When you finish this ...
You're not good at ...	You're getting better at ...
Never	Not yet ...



III. Praise process and effort, not only ability or intelligence

**Great job!
You're so
smart!**



**I can see
you've tried
really hard
at this!**

IV. Think about the language you use in class

*“Praising the process that kids engage in:
their **effort**, their **strategies**, their **focus**,
their **perseverance**, their **improvement**.*

*This process praise creates kids who are hardy and
resilient.”*

But.. It is not just about effort

$$\text{SUCCESS} = \text{EFFORT} + \text{STRATEGIES} + \text{HELP FROM OTHERS}$$


**I can see you've tried really hard
at this!**

How about trying ...?

**Can you think of another way to
do it?**

V: Tell students what success looks like

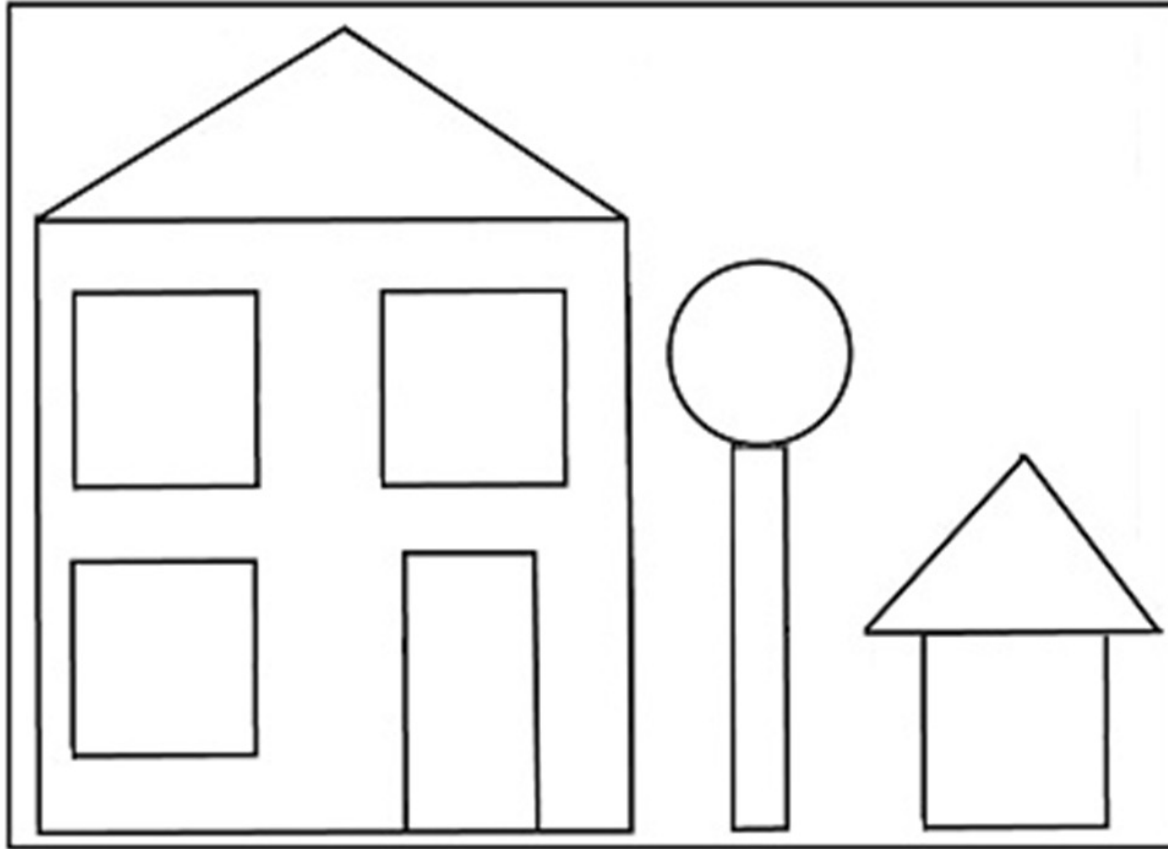
WILF

- You know prepositions of place & shapes
- You can draw all the shapes
- You can follow instructions

V: Tell students what success looks like

WILF

- You know prepositions of place & shapes
- You can draw all the shapes
- You can follow instructions



Two Stars & One Wish



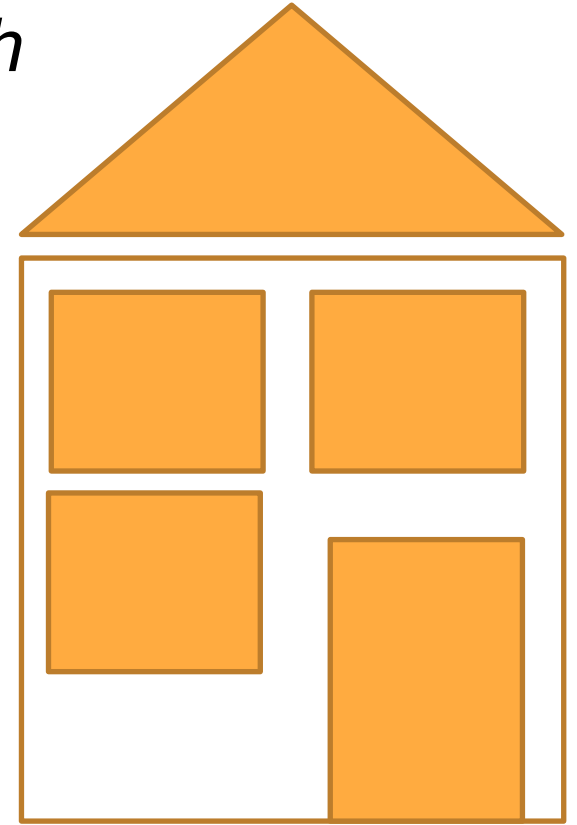
Two Stars & One Wish

★ *The rectangle looks like a door!*

★ *The 3 small squares look like windows!*



*I wish the
triangle was
bigger, so it
looked more
like a roof!*



Assess your/your colleague's drawing

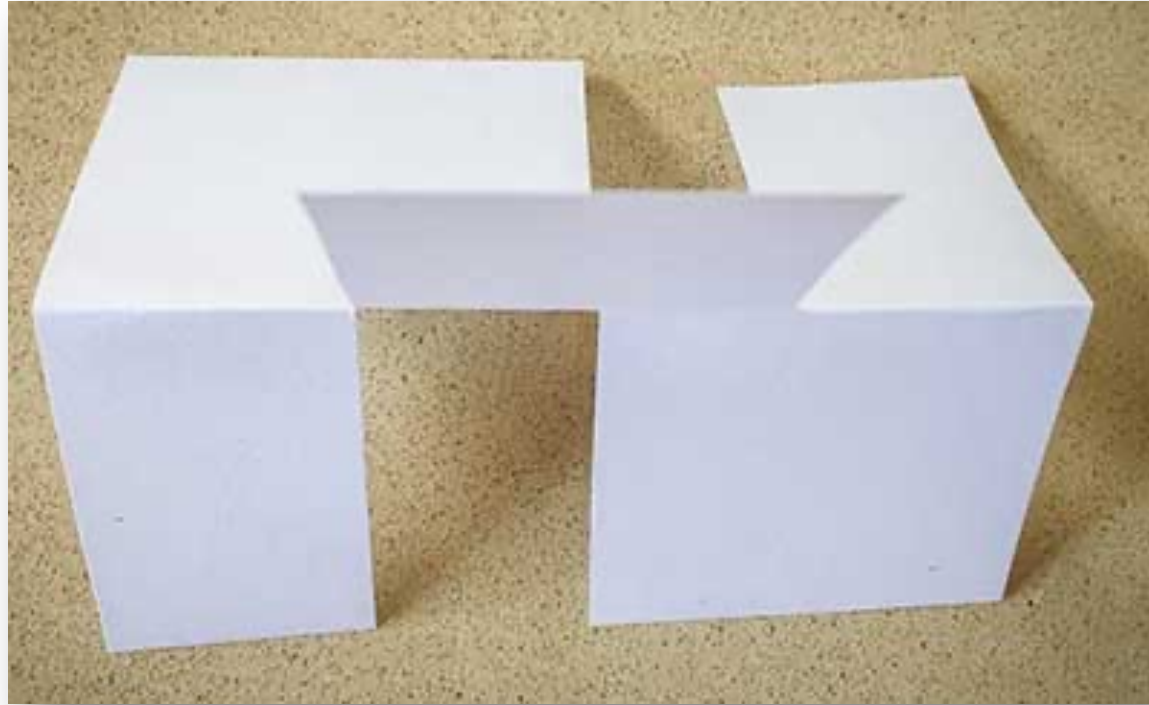
WILF

- *You know prepositions of place & shapes*
- *You can draw all the shapes*
- *You can follow instructions*

VI. Teach them the brain can change

NEUROPLASTICITY

VII. Teach students to struggle!



Review:

- I. Reflect on your own beliefs*
- II. Use positive language*
- III. Praise process and effort, not only ability or intelligence*
- IV. Think about the language you use in class*
- V. Show students what success looks like*
- VI. Teach them the brain can change!*
- VII. Teach students to struggle!*

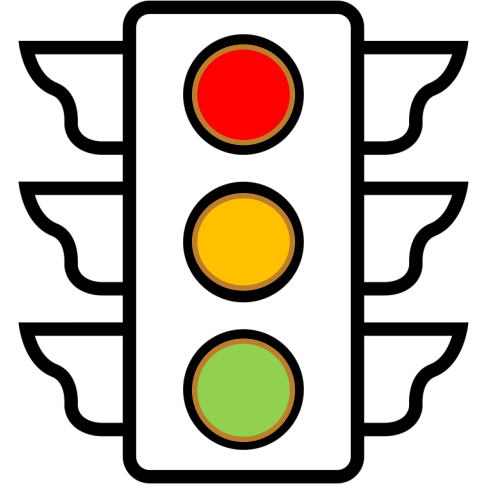
What is not „Growth Mindset“

- ... *“Working harder”*
- ... *“Praising children only for working hard”*
- ... *”changing young people, not adults (teachers)”*
- ... *the idea that ONLY mindset influences success*
- ... *thinking that improvement is all about changing beliefs and not doing anything else*
- ... *the belief that a person is EITHER “fixed mindset” OR “Growth Mindset”*

Self reflection

Based on what you have learned today ...

- 1) ... what will you **stop** doing?
- 2) ... what will you **continue** doing?
- 3) ... what will you **start** doing?



Empower your teaching: Expert advice on the key issue

Effective feedback: the key to successful assessment for learning

Get practical recommendations from our experts on giving empowering feedback to learners



Thank you for attention.

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