



MINDSETDAG – 08.04. 2015

Onsdag d. 8.4. er mindset – dag i 1y. Dagen kommer til handle om, hvad

I vil både blive udfordret på jeres eget mindset (!) og skal videreformidle mindset

til 2y. Nedenfor kan I se programmet for dagen. Vi glæder os! På lærernes vegne, An og CJ

Lektier til dagen vil stå på 2. lektion 8.4.

9.35 – 9.45	Mindsetdagen starter for 1y
9.45 – 10.15	Bliv udfordret på dit mindset 😊
10.15 – 10.45	Inspirationsoplæg (An og CJ) Opsamling på mindset og udarbejdelse af fælles ”værktøjskasse”
10.45 -11.15	Forberedelse af case(s) med lærervejledning
11.15 – 11.45	Forberedelse af opsamling
12.10 – 12.40	Fælles (egen) frokost ved de røde sofaer med lærere
12.40 – 12.50	Velkommen til 2y!
12.50 – 13.05	Kort introduktion til mindset til 2y
13.10 – 13.40	1y og 2y - samarbejde om konkret(e) case(s)
13.50 – 14.10	Opsamling
14.10 – 14.25	Hvordan vil DU bruge mindset i morgen ?

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1. CAROL DWECK – THE POWER OF BELIEVING THAT YOU CAN IMPROVE

<https://www.youtube.com/watch?v=X0mgOOSpLU&list=PLZReaZidOC18MqvBeCNPiGUxxxEg60kG-> (til 3.13)

1. Hvad mener Carol Dweck med "the power of yet" ?

2. Hvordan kan man møde en udfordring ? (eksempel fra skole i Chicago)

Growth mindset:

Fixed mindset:

3. Hvilke konsekvenser fik elevernes mindset i mødet med en (lidt for svær) udfordring?

Growth mindset:

Fixed mindset:

4. Prøv at definere hvad "mindset" er på baggrund af videoen (og jeres generelle viden) ?

2. MINDSET I HVERDAGEN

Giv eksempel på, hvornår/hvor I møder nedenstående situationer på gymnasiet

Diskutér hvordan man vil reagere i nedenstående situationer, alt efter om man har et growth eller fixed mindset

	Udfordringer	Modstand	Indsats	Feedback	Andres succes
På gymnasiet					
Growth mindset					
Fixed mindset					

3. UDARBEJDELSE AF CASE (10.45 – 11.15): kun 1y – elever

I skal udarbejde en genkendelig situation (case) fra hverdagen på gymnasiet. I skal have med i jeres overvejelser, at I skal give 2y en forståelse af mindset- tankegangen i arbejdet med situationen. Eksempel:

Case: Når du ikke får ”gevinst” i forhold til den tid, du har brugt.

”Du har brugt meget lang tid på din kemirapport og har selv en fornemmelse af, at du har løst alle opgaverne rigtigt. Da du får opgaven tilbage, har du faktisk en del fejl.”

Hvordan reagerer du ?

Har du et fixed eller growth mindset i denne situation ?

Hvilke redskaber kan du bruge til at reagere mere konstruktivt ? (brug fx fra ”de 25 veje”)

4 ARBEJDE MED CASE (13.10 – 13.40): 1y og 2y elever

I skal nu samarbejde med elever fra 2y om en case (og det bliver ikke jeres egen!). I skal skrive jeres overvejelser ned i et word-dokument, som én af jer er ansvarlig for at kopiere ind i et fælles dokument på google docs:

<https://docs.google.com/document/d/1PQU5ofOhIs9cgfVpy9CMLFDZtKGP-uaIgdKjXfKPMZ8/edit>

Vi glæder os til en spændende og produktiv dag
Kh. lærerne i 1y

25 Ways to Develop a Growth Mindset

1. Acknowledge and embrace imperfections.

Hiding from your weaknesses means you'll never overcome them.

2. View challenges as opportunities.

Having a growth mindset means relishing opportunities for self-improvement.

3. Try different learning tactics.

There's no one-size-fits-all model for learning. What works for one person may not work for you.

4. Follow the research on brain plasticity.

The brain isn't fixed; the mind shouldn't be either.

5. Replace the word "failing" with the word "learning."

When you make a mistake or fall short of a goal, you haven't failed; you've learned.

6. Stop seeking approval.

When you prioritise approval over learning, you sacrifice your own potential for growth.

7. Value the process over the end result.

Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.

8. Cultivate a sense of purpose.

Dweck's research also showed that students with a growth mindset had a greater sense of purpose. Keep the big picture in mind.

9. Celebrate growth with others.

If you truly appreciate growth, you'll want to share your progress with others.

10. Emphasise growth over speed.

Learning fast isn't the same as learning well, and learning well sometimes requires allowing time for mistakes.

11. Reward actions, not traits.

Tell students when they're doing something smart, not just being smart.

12. Redefine "genius."

The myth's been busted: genius requires hard work, not talent alone

13. Portray criticism as positive.

You don't have to use that hackneyed term, "constructive criticism", but you do have to believe in the concept.

14. Dissociate improvement from failure.

Stop assuming that "room for improvement" translates into failure.



15. Provide regular opportunities for reflection.

Let students reflect on their learning at least once a day.

16. Place effort before talent.

Hard work should always be rewarded before inherent skill.

17. Highlight the relationship between learning and “brain training.”

The brain is like a muscle that needs to be worked out, just like the body.

18. Cultivate grit.

Students with that extra bit of determination will be more likely to seek approval from themselves rather than others.

19. Abandon the image.

“Naturally smart” sounds just about as believable as “spontaneous generation.” You won’t achieve the image if you’re not ready for the work.

20. Use the word “yet.”

Dweck says “not yet” has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven’t mastered it yet.

21. Learn from other people’s mistakes.

It’s not always wise to compare yourself to others, but it is important to realise that humans share the same weaknesses.

22. Make a new goal for every goal accomplished.

You’ll never be done learning. Just because your midterm exam is over doesn’t mean you should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.

23. Take risks in the company of others.

Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.

24. Think realistically about time and effort.

It takes time to learn. Don’t expect to master every topic under the sun in one sitting.

25. Take ownership over your attitude.

Once you develop a growth mindset, own it. Acknowledge yourself as someone who possesses a growth mentality and be proud to let it guide you throughout your educational career.

<http://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/#ixzz3WKOhhQYW>

GRUPPEARBEJDE 1 (10.45 – 11.15) – kun 1y - elever

Grupper:

1. Klara, Christian J + Line, Siff (GH)
2. Emma Meier, William + Johanna, Tomas (CJ)
3. Frederikke, Kathrine + Daniel, Julie (An)
4. Marie, Thomas + Sofie U, Amalie (JG)
5. Josephine, Sophie R+ Ida, Jakob (KH)
6. Cecilie L, Cecilie A + Emma Mogensen, Christian (JS)

UDARBEJDELSE AF CASE

1. Start med at læse: *"25 Ways to Develop a Growth Mindset"*
2. Diskutér og formulér jeres case i skemaet (er også vedhæftet lektionen på lectio)
3. Send jeres produkt via lectio til CJ

Gruppe	
Titel	
Forklaring	
Reaktion	
Løsning	

