

## **Introduction**

The degree to which student will learn depends on the mindset they have. However, as a teacher you can strongly influence the mindset of your student. In this short essay I try to find out how planning can help in changing the mindset. Furthermore, the relation between assessment and planning will be looked at more closely to see if assessment strategies can influence the mindset of the students.

## **Building in an understanding of the importance of a growth mindset into ones planning**

Although it is important to keep building on an understanding of the different mindsets as described by Carol Dweck, I believe I already see it as something important. After all, it is the mindset I currently have. I am enrolled in several MOOCs (including this one) which shows I am committed to developing myself. Given these MOOCs are (in my situation) entirely voluntary and I am not a teacher, nor intend to become one, it would be a logic thing to say my mindset is a growing one. This is especially true when I tell you I did study educational science and therefore already know quite a bit about education. However, even though I did study something closely related to the topic I am still open to new perspectives on this topic. Furthermore, having a growth mindset is essential in today's world as it changes faster and faster and will be a key competence in tomorrow's employment market (Pool & Sewell, 2007).

In order to build my own understanding of importance into my planning one need to look to newer approaches of teaching (and away from more teacher centred methods). For example making students dependent on each other can help ensure them they start asking questions. This ensures they will be asking questions about how others got the results they did. On a practical level this can be done by dividing student into groups.

## **Connecting assessment and teaching for learning**

Another aspect of building a growth mindset is by incorporating assessment methods in your planning. This can be done fairly easy by giving using assessment formative rather than (or exclusively) summative. In doing so, students will be provided by (extensive) feedback rather than 'just' their grade. Furthermore, this will make assessment an additional learning moment where students not only learn from their own mistakes, but also from the ones made by others. To further increase learning one can apply peer grading schemes (such as the ones used in this MOOC). Here, students can be asked not only to grade the work of others (and thus become more familiar with the learning material) but also to provide feedback on the work of others. If you make this obligatory and set a minimum number of words, students need to consciously look at the material. Not only will they learn the material better but also will they learn to provide good constructive feedback. This is a very valuable skill in today's society.

## References

Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education + Training*, 49(4), 277-299.