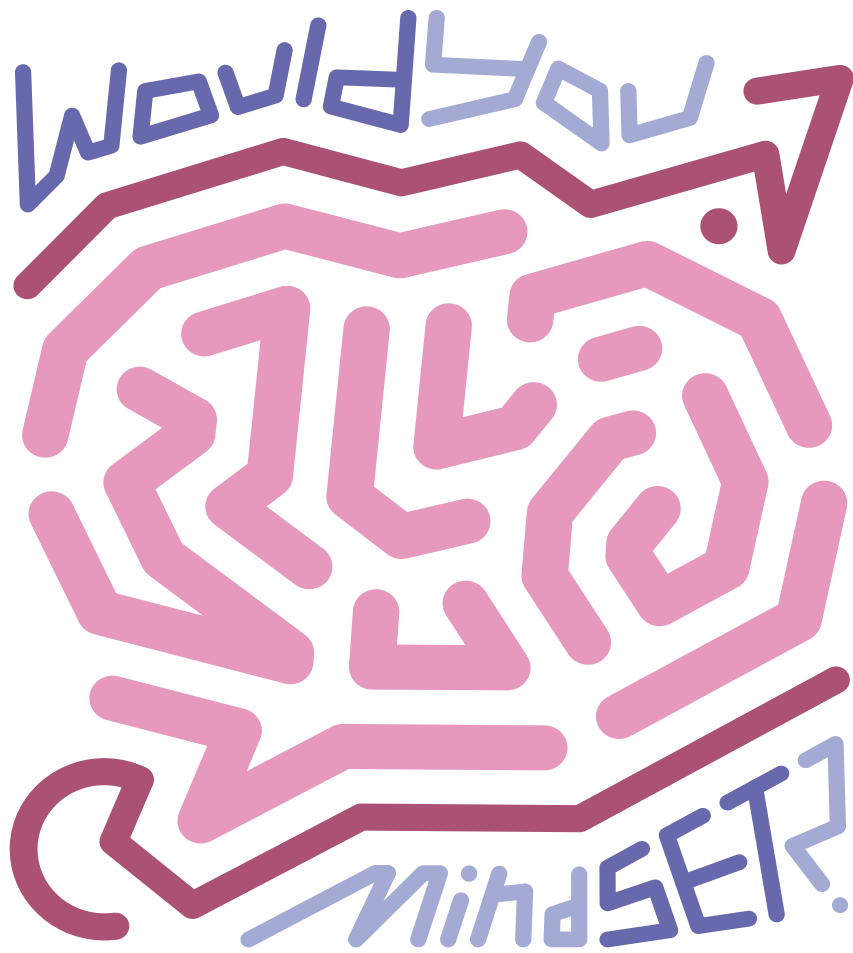
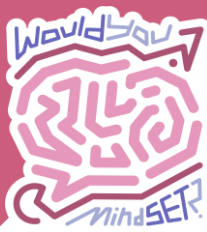




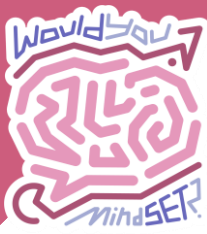
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BELIEVE IN YOUR
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Growth Mindset Theory

A Proposal for a Curriculum Draft for Application in Teaching

In today's rapidly changing world, knowledge and talent alone are not enough for individuals and organizations to be successful. How individuals perceive their knowledge and talents is also essential. Growth mindset is a concept related to a person's thought patterns, beliefs, and attitudes and is assumed to significantly impact the path to success. Mindset theory, developed by Carol Dweck, provides an essential framework for understanding how individuals perceive their talents and potential. In her mindset theory, Dweck (2006) suggests that people have one of two fundamental beliefs about their abilities: a fixed mindset or a growth mindset.

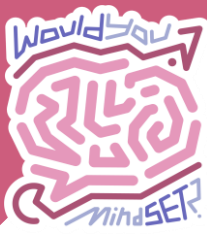
Individuals with a fixed mindset believe that their talents and intelligence are fixed characteristics that cannot be changed. They tend to avoid challenges, give up quickly, and view effort as fruitless. This perspective often leads to a desire to appear bright and a fear of failure, inhibiting learning and growth. In contrast, those with a growth mindset believe their talents can be developed through dedication and hard work. This view encourages a love of learning, resilience in adversity, and a willingness to embrace effort as a path to mastery. People with a growth mindset are more likely to persevere in the face of adversity and achieve higher levels of success (Dweck, 2006). Individuals with a growth mindset are more likely to perform better because they focus on learning. These individuals also take responsibility for the learning process. For example, they study more deeply, manage their time better, and maintain motivation. If they do poorly, they find the reason and fix it. The mindset plays a crucial role in how students adapt to significant transitions.

Psychological Foundations of Growth Mindset Theory

When the foundations of the growth mindset theory are examined, it can be said that Bandura's social learning theory and Dweck's socio-cognitive motivation model are influential. The concepts put forward by these models and theories, motivation and self-efficacy, are essential for a clearer understanding of the theory.

Bandura's ***Social Learning Theory*** and ***his definition of self-efficacy*** can also be considered essential foundations of the growth mindset theory. These definitions and theories support each other rather than being the basis of each other. In fact, since the basis of the growth mindset is the person's confidence in his/her personal development, a person with a growth mindset must have positive self-efficacy.

Self-efficacy is a concept that refers to a person's confidence in their innate ability to achieve their goals. The concept of self-efficacy was introduced by Albert Bandura and suggests that



learning occurs in a social context that involves a dynamic and reciprocal interaction between the person, their environment, and their behavior.

Self-efficacy is based on the idea that a person's level of confidence in their ability to perform a behavior successfully directly impacts the person's ability to achieve their goal. The path to success is paved not only with external factors but also with a person's internal belief in their ability to overcome challenges and achieve their goals. Bandura's Social Learning Theory (Bandura, 2001), including self-efficacy, provides valuable information about how individuals approach and overcome challenges, affecting their motivation, performance, and general well-being. It would not be correct to explain Social Learning Theory with the concept of self-efficacy alone. The concepts of motivation, choice behavior, and emotional reactions that affect an individual's self-efficacy are also fundamental in understanding these theories.

Dweck's The Sociocognitive Motivation Model proposes that individuals have implicit theories about their intelligence (Cain & Dweck, 1989; Dweck & Leggett, 1988). Implicit theories are individuals' knowledge structures about the world, also known as ability concepts or mindsets. Dweck (1986) proposed that intelligence concepts are related to academic outcomes through motivational variables and goals. **Self-efficacy**, a personal judgment about one's abilities, is a motivational construct that may mediate how ability concepts relate to academic achievement. In addition, **individuals with a malleable conception of ability may have higher self-efficacy than those with a fixed conception.**

Research on how the social-cognitive model of motivation relates to other factors such as academic achievement and self-efficacy is imperative to understand better the impact of interventions that researchers, teachers, and school officials use to foster malleable conceptions of ability in students (Boaler, 2016; Brock & Hundley, 2016; Dweck, 2006; Gerstein, 2016; Heggart, 2015). Understanding how teaching a growth mindset impacts students' lives, motivation, and academic outcomes is vital. The social-cognitive model of motivation that underlies Dweck's mindset theory is rooted in the literature on general motivation. Dweck and his colleagues (Cain & Dweck, 1989; Dweck, 1986; Dweck & Leggett, 1988) developed this theory to answer two questions: how individuals interpret achievement situations and why individuals exhibit distinct performance differences in the face of adversity. In essence, they sought to understand why individuals respond in specific ways to challenging situations.

Dweck proposed that motivational variables and goals link intelligence concepts to academic outcomes. **Self-efficacy is a motivational construct that can be a personal judgment about one's abilities, a means by which concepts of abilities are accessed with academic success.** In



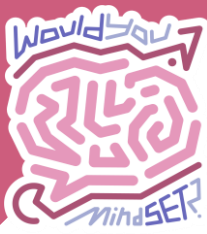
addition, it is possible that individuals with concepts of ability may have higher self-efficacy than individuals with fixed concepts of ability. Research on how the sociocognitive model of motivation relates to other factors such as academic achievement and spontaneous productivity is needed to understand better the impact of interventions that researchers, teachers, and school administrators use to promote complex concepts of students' abilities (Boaler, 2016; Brock & Hundley, 2017; Dweck, 2006; Gerstein, 2016; Heggart, 2015). Understanding how teaching a growth mindset impacts students' lives, motivation, and academic outcomes is essential.

To make the growth mindset theory more concrete, examining fixed and growth mindset through the five elements defined by Carol Dweck is necessary. These elements defined by Dweck are **challenge, obstacle, effort, criticism, and the success of other individuals**. Individuals with a fixed mindset will avoid failing to appear intelligent when faced with these five situations. On the contrary, individuals with a growth mindset will not give up on making an effort even if they fail because they see this as a learning opportunity. The table below explains the reactions of individuals with a fixed and growth mindset when faced with five elements.

ELEMENTS	FIXED MINDSET	GROWTH MINDSET
CHALLENGE	Avoids conflict to maintain his/her intelligent appearance.	Challenges are embraced with the desire to learn.
OBSTACLE	Giving up is a common response to obstacles and setbacks.	Persevering in the face of obstacles and setbacks is a common response.
EFFORT	Since trying or making an effort is thought of negatively, if you have to try something; it means you are not very smart or talented.	Hard work and effort pave the way to success.
CRITICISM	Negative feedback, no matter how constructive, is ignored.	Criticism is seen as important feedback that can aid learning.
SUCCESS OF OTHER INDIVIDUALS	Other people's success is seen as a threat and creates a feeling of insecurity or weakness.	Other people's successes are seen as a source of inspiration and education.

İlhan-Beyaztaş (2024)

The different reactions given in the table appear to be important factors in individuals reaching their long-term goals. Many studies have shown that the mindsets adopted by individuals, especially students, directly affect their success (Dweck, 2000).



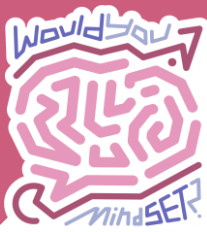
Although mindset theory is not only related to academic success, it predicts that mindsets must be associated with success, especially among people facing challenges (Yeager, 2020). Mindset intervention aims to increase learning by improving students' mindset. Several studies in the literature demonstrate the effectiveness of mindset interventions on academic success. These studies have shown that mindset interventions are successful in improving students' academic performance by showing perseverance and resilience to achieve goals (DeBacker et al., 2016; Dweck, 2018) and are especially effective for disadvantaged students (Claro, Paunesku, & Dweck, 2016). In their study, Black and Deci (2000) observed that participants with a growth mindset spent more time on a more complex task and showed higher performance than participants with a fixed mindset. Another study found that students with a growth mindset were more motivated to try harder and perform better after failure than students with a fixed mindset (Aronson et al., 2002). A growth mindset may take time and effort, but it will help students reach their full potential.

Philosophical Foundations of Growth Mindset Theory

Philosophy results from systematic, in-depth, and speculative thinking of humans about the universe and the universe's relationship with humans. The philosophy of education is closely related to other areas of philosophy (Guttek, 2001). Like many different fields, philosophy is closely related to education philosophy. In fact, regarding the closeness of the relationship between education and philosophy, John Dewey stated that "in fact, all philosophy can be considered as the philosophy of education" (Guzey, 1998, as cited in Ektem, 2018).

How education systems will be structured in line with individual, social, and universal knowledge and values can be considered an essential problem area. Countries try to solve this problem through education policies. The philosophy of education is the basis of education policies and how they are put into practice. The philosophy of education deals with the teacher, student, content of education, education activities, values , and attitudes desired to be gained through education within the scope of schooling (Cevizci, 2015).

The philosophy of education is vital for several reasons, as emphasized in many studies. First, it provides a basic framework for understanding the goals and objectives of education, guiding educators in their teaching practices, and developing educational programs (Dubinina, 2023). The philosophical foundation helps address ethical issues and the broader societal impacts of educational systems, ensuring that education is not only about transferring knowledge but also about promoting critical thinking and moral development (Reddy, 2023). Furthermore, the philosophy of education encourages reflective practice among educators, prompting them to consider their beliefs and

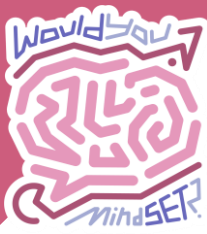


assumptions about teaching and learning. This reflection is crucial for adapting to diverse student needs and changing social contexts. In addition, the philosophy of education encourages a dialogue about educational values, which can lead to inclusive and equitable educational practices. Engaging with philosophical questions in education can inspire innovative practices in educational methods and policies and improve the quality of education. The philosophy of education is vital for creating a responsive and effective educational environment.

Although various philosophical movements guide education, the main philosophical movements that have left their mark on education systems can be listed as follows: perennialism, essentialism, progressivism, and reconstructionism. According to perennialism, education should raise a solid and correct character type of person. The educational goal of this approach is to raise a superior, distinguished person with an unchanging universal and intellectual education. The universality of human nature is seen in literature, history, and philosophy. Therefore, human sciences should be at the center of education programs (Fidan & Erden, 1998).

The central theme of essentialism is that human nature, with its primary characters, is universal. It advocates that the fundamental goals of education, like human nature, should not be time-bound and should be universal. The most characteristic feature that defines a human being is rationality, and the task of education is to develop this feature. Some classical works are evidence of the mind that created the human race (Guttek, 2001). This movement focuses on subjects rather than programs. It advocates that the purpose of education is to transfer the knowledge, skills, and attitudes learned in the past, in other words, the culture of society, to new generations.

The progressivism movement is based on pragmatic philosophy and is accepted for its application to education. Based on the pragmatists' view that "the essence of reality is change", it adopts the understanding that education is constantly developing (Cevizci, 1999). The purpose of education is not to transfer the unchanging, absolute knowledge that has existed in society since the past to the new generations but to teach how to gain knowledge about the constantly changing concepts of the world (Ergün, 2009). How students think about the subject is essential, not what they will think. Therefore, events and facts should be presented to the students, questions should be asked, and the opportunity should be given to think of solutions and make judgments (Terzi, 2010). The reconstructionist movement emphasizes that the task of establishing a new order in society belongs to the school. In the reconstructionist movement, education has the mission of reshaping culture. Reconstructionists believe there is no absolute truth; society is constantly changing, and educational programs should be renewed continuously over time.

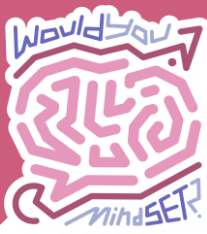


Growth mindset theory adopts an approach based on students' interests, needs, and beliefs. Based on student-centered educational philosophies, this approach emphasizes students' active participation in learning processes, learning autonomy, personalized learning experiences, and critical thinking. Students' beliefs about intelligence and learning can affect students' compatibility with teaching practices and the learning process. In addition, students' beliefs about their abilities and the nature of learning can impact their problem-solving and critical thinking approaches, encouraging a growth mindset that fosters discovery and innovation (Hakim et al., 2023). Similarly, the basis of growth mindset theory is a culturally responsive pedagogy that organizes education to reflect students' backgrounds and experiences, thereby increasing students' participation in the learning process. This approach accepts that false or negative beliefs about the nature of learning and intelligence can hinder learning. Therefore, teachers who put the growth mindset theory to work must include educational strategies to reshape students' beliefs about intelligence and learning to create a more effective learning environment.

Mindset Theory and Teachers

Teachers are among the most important factors affecting students' success. Teachers' perceptions of intelligence and awareness of the growth mindset affect student success. Teachers play a significant role in determining expectations, teaching practices, and, ultimately, student happiness and success through their assumptions about their students' abilities. Teachers who embrace a growth mindset positively impact their students' performance through positive and supportive relationships. A growth-focused classroom culture creates a rich learning environment for students to develop skills they will use in the classroom and real life.

Individuals spend the most critical periods of their development in schools and classrooms. The beliefs of teachers, who guide students in their learning environments and take them as role models, regarding intelligence are critical in shaping students' lives. Teachers are essential in transferring students' beliefs about talent to social life (Rubie-Davies, 2006). Teachers, who create academic opportunities in the classroom, determine the course structure, and evaluate student work, are essential authority figures for students. For students in relatively less powerful positions in the school, understanding the beliefs of teachers who have the power to influence their academic performance and acting accordingly is a significant driving force (Kroeper, KM, Fried, AC, & Murphy, MC, 2022). In this sense, the mindset of teachers is considered the first and most important factor in creating a teaching environment that supports the growth mindset.



Teachers with fixed and growth mindsets have different teaching approaches and student interactions. This difference can be summarized as follows:

Teachers with a fixed mindset;

- They believe that students are naturally talented at a certain level and that this level will remain the same. This can lead them to have low expectations for students who perform poorly.
- They view mistakes and failures negatively and want students to avoid them as much as possible. Not seeing mistakes as part of the learning process can discourage students from taking risks and trying new things.
- They tend to praise students' intelligence, which can encourage them to appear smart and achieve success without effort.

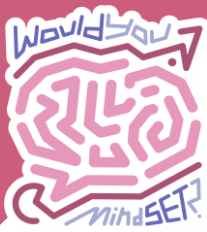
Teachers with a growth mindset take a different approach in the classroom because they believe students' abilities and intelligence can develop through effort and learning.

Teachers with a growth mindset;

- They believe that all students can develop to their full potential. This belief leads them to have high expectations of students and to provide the support they need to achieve their potential.
- They see mistakes and failures as a natural part of the learning process. They encourage their students to take risks, try new things, and learn from their mistakes.
- They praise students' efforts and processes. This keeps students focused on making an effort and continually improving.

Research shows that students of teachers with a growth mindset have higher academic achievement and motivation (Yeager & Dweck, 2012). When these teachers believe that students can develop their abilities, they have observed that they invest more in their learning processes and are more resilient (Blackwell, Trzesniewski & Dweck, 2007).

The main difference between teachers with a fixed mindset and teachers with a growth mindset is their belief in their students' abilities and intelligence. Teachers with a growth mindset believe in their students' potential and support their continued development, while teachers with a



fixed mindset view students' innate abilities as fixed. In education, encouraging a growth mindset is a crucial way to increase student achievement and motivation.

Teachers affect their students and their resilience throughout their lives with what they say and do in their classrooms daily. However, while most teachers know that they will impact their students in the coming years, most need to learn how big of an impact they have on their students (Brooks, 1991; Brooks & Goldstein, 2001). This program, designed for the growth mindset theory, aims to increase teachers' awareness levels and provide practical applications they can use in the classroom.

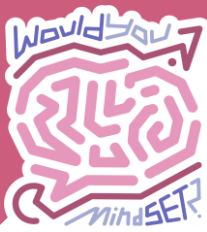
The Basic Approach to the Growth Mindset Curriculum

This program, which is prepared according to the theory of growth mindset, has been prepared in a structure that will observe the theoretical-practical balance by including in-class application to increase the awareness of students and teachers about growth mindset. The curriculum aims to gain a new perspective on the perceptions of intelligence that affect students' self-efficacy perceptions, motivation, and work determination by considering their affective characteristics. The curriculum, which offers different activity suggestions according to the learning that students have acquired based on their learning experiences, aims to increase the belief in the capacity of each student to develop their potential and talents. Focusing on the learning process and development rather than the results reflects the basic approach of the program.

The growth mindset curriculum takes a student-centered approach, teaching tailored to students' needs, interests, and learning styles. One of the program's most dominant elements is "educational situations." Content examples are prepared flexibly to allow students to make their own arrangements. Teachers are expected to use the examples provided to bring appropriate learning content to life with students.

Structure, Units, and Content of the Curriculum

1. **The modular program design** has been adopted in the content organization of this program and prepared in accordance with the theory of growth mindset. Educational programs, one of the essential elements of educational systems, are constantly changing in line with scientific, technological, economic, and political developments. The rapid progress of scientific and technological developments has forced educational practices to cope with complex structures, making it necessary for educational programs to be prepared more effectively and efficiently by the day's needs. The modular educational programs that emerged from these requirements are seen as an organizational structure that reflects



the progressive movement that societies address when restructuring their educational systems (Özkan, 2005).

Designing educational programs with a modular approach is the organization of teaching-learning activities as independent learning units that are integral in themselves and complement each other functionally. In this organization, each module is defined as a separate learning unit, has a beginning and an end, is based on individual teaching, and is created within a systematic framework that is integral in itself. Modular educational programs are a powerful approach that can respond to different student needs, enable individual learning, and be organized according to personal differences. Its most important feature is its flexible structure that allows students to progress at their own pace and choose the appropriate learning content and method per their interests, needs, and abilities.

2. The modules in the program, target behaviors, and teaching-learning activities organized to realize them are based on in-class studies that enrich the teaching process and ensure the permanence of what is learned. While creating the objectives of the curriculum, needs analyses were conducted first. Data collected from secondary school students and science teachers working in these schools from four countries, Finland, Italy, Turkey, and Spain, were examined within the scope of needs analysis. In addition, current studies on the growth mindset theory were subjected to document analysis. The relevant curriculums of four different countries were examined in detail. As a result of the needs analysis covering data collection and document analysis, the objectives of the curriculum were organized.
3. The program provides examples of different activities for teachers, who play a crucial role in implementing activities based on the growth mindset theory. When implementing these activities, the characteristics of the students, the classroom environment, and environmental conditions should be considered.
4. Evaluation is an inseparable part of learning. Teachers must choose measurement and evaluation tools and methods appropriate for target behaviors. In the evaluation process of this curriculum, which is a first in the literature, evaluation activities are also included to guide teachers. When using these evaluation methods, individual differences, classroom environment, and students' prior knowledge about the growth mindset should be considered, and necessary adaptations should be made. Teachers need to apply summative and formative evaluation types in the education process. Summative evaluation, carried out to measure the scope of learning and determine competencies, provides a comprehensive perspective



on students' learning experiences. However, formative assessment must be implemented to properly evaluate the processes that occur during the learning experience and make the necessary adjustments. Oral and written exams, peer assessments, and in-class discussions can be given as examples of formative assessment, as they allow for the adjustment of teaching strategies according to student needs.

5. When implementing the target behaviors determined in the program, teachers should consider students' existing knowledge, skills, and concepts, benefit from their prior knowledge, and relate the information to daily life.
6. Communicating with stakeholders inside and outside the school while implementing the program is essential.

This curriculum, which was prepared to incorporate the growth mindset theory into teaching, consists of eleven modules:

1. What Is The Theory Of Mindset?
2. Brain And Learning
3. Perseverance
4. Goal Creation
5. Study Skills
6. Feedback / The Power of Yet
7. Efficient Studying
8. Self Regulation
9. Self Respect
10. Motivation
11. Stress



The curriculum consists of target behaviors prepared explicitly for teachers and students. Table 2 shows the target behaviors and related modules in the program.

Table 2. Growth Mindset Program Target Behaviors Summary (Teacher and Student)

Module	Target Behaviors "Teacher"	Target Behaviors "Student"	Total
What Is The Theory Of Mindset?	2	2	4
Brain And Learning	3	3	6
Perseverance	4	4	6
Goal Creation	4	4	8
Study Skills	6	4	10
Feedback/ The Power of Yet	2	1	3
Efficient Studying	4	3	7
Self-Regulation	2	2	4
Self Respect	3	2	5
Motivation	3	2	5
Stress	3	2	5
Total	36	29	65



Growth Mind Program Target Behaviors

Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
WHAT IS THE THEORY OF MINDSET?	Science Lesson	The perception of intelligence can be identified.	Teachers will be able to define whether they have a growth or fixed mindset by the end of the lesson.	Application of intelligence perception assessment scale	Students will be able to define whether they have a growth or fixed mindset by the end of the lesson.	Application of intelligence perception assessment scale	15-30 min.
	Science Lesson		Teachers will be able to define what growth and fixed mindsets are by the end of the lesson.	"My Past Mindset" worksheet	Students will be able to define what growth and fixed mindsets are by the end of the lesson.	"My Past Mindset" worksheet	30-40 min.
BRAIN AND LEARNING	Science Lesson	The relationship between the brain and learning can be explained.	Teachers will be able to identify the brain and its parts by the end of the lesson.	"Our Brain in Our Hands" activity	Students will be able to identify the brain and its parts by the end of the lesson.	"Our Brain in Our Hands" activity	15-30 min.
	Science Lesson		Teachers will be able to define neuroplasticity by the end of the lesson.	"What I Felt While Writing" activity	Students will be able to define neurons and plasticity by the end of the lesson.	"What I Felt While Writing" activity, Story Activity	15-30 min.
	Science Lesson		Teachers will be able to define neurons by the end of the lesson.	"Neurons in Our Arms" activity	Students will be able to define neurons by the end of the lesson.	Talking Neurons video	15-30 min.
PERSEVERANCE	Science Lesson	The level of grit can be identified.	Teachers will be able to define their level of perseverant by the end of the lesson.	Perseverant assessment activity	Students will be able to define their level of perseverant by the end of the lesson.	Perseverant assessment activity	15-30 min.
	Science Lesson	Individuals will gain awareness that mistakes are	Teachers will be able to explain the importance of being determined and perseverant	"Success stories"	Students will be able to explain the importance of being determined and perseverant	"Success stories"	40 min. (1 Lesson)

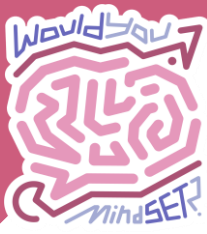
Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
	Science Lesson	part of the learning process.	Teachers will be able to analyze errors and failures.		Students will be able to analyze their mistakes and failures through a learning process.		
	Science Lesson		Teachers will be able to determine ways not to give up when faced with obstacles.	"I measure my effort"	Students will be able to apply strategies to cope with obstacles encountered in a learning process.	"I measure my effort"	15-20 min.
GOAL CREATION	Science Lesson	Individuals will be able to identify the obstacles he/she experiences in reaching his/her goals and draw the path to reach his/her goals	Goals And dreams between differences emerge can put.	"Goals and dreams"	Students will be able to reveal the differences between goals and dreams.	"Know the Skills" "Be the Genie of Your Own Life Lamp, Make Your Dreams Come True!"	30-40 min. (1 lesson)
	Science Lesson		Teachers will be able to set concrete goals.	"Goal/Vision setting" "SMART"	Students will be able to set concrete goals.	"Goal/Vision setting" "SMART"	80 min. (2 Lessons)
	Science Lesson		Teachers will be able to design an activity in which students can concretely present their goals.	"Comfort zone, challenging areas and danger areas"	Students will be able to apply the principle of small steps in the study process.	"Learning Areas" "Goal board editing" "2-4-8 Rule "	80 min. (2 Lessons)
	Science Lesson		Teachers will be able to explain effective time management	"Frogs and Scarecrows"	Students will be able to apply a time management strategy of	"Frogs and Scarecrows"	80 min. (2 lessons)

Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
			strategies	“Power Line” “The Eisenhower Matrix”	their choice during a learning process.	“Power Line” “The Eisenhower Matrix”	
STUDY SKILLS	Science Lesson	Individuals will be able to use appropriate learning strategies effectively by recognizing their own learning characteristics.	Understanding the importance of learning strategies	“Leitner Box ” “The Cornell Technique ”	Students will gain awareness about the use of various learning strategies	“Leitner Box ” “The Cornell Technique ”	200 mins. (5 lessons)
	Science Lesson		Teachers will be able to recognize various learning strategies				
	Science Lesson		Teachers will be a role model for effective study skills	“Don’t Eat Too Much, Try Snacking !” “ Two fast One slow ”	Students will be able to employ effective study skills in a learning process.	“ Don’t Eat Too Much, Try Snacking !”	
	Science Lesson		Teachers will be able to guide students to use their own study skills.			“Two fast, one slow”	
	Science Lesson		Teachers will be able to define the difference between reactive and proactive work.	“Review survey”	Students will experience proactive ways of working	“Review survey”	
	Science Lesson		Teachers will be able to organize events to encourage independent work		Students will develop their independent study skills		
			Science Lesson	Individuals will be able to reflect	Teachers will be able to give effective feedback	"Characteristic s of correct	

Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
FEEDBACK / THE POWER OF YET	Science Lesson	effective feedback into the learning process.	Teachers will be able to use criticism in creating personal development plans	feedback”	teacher on the learning process,	“The Power of Yet”	
EFFICIENT STUDYING	Science Lesson	Individuals will be able to gain awareness of what productive study habits are.	Teachers will be able to express information about what productive study habits are	“Productive Study Habits”	Students will be able to express information about what productive study habits are	" Keep your shop and your shop will keep you "	40 min.
	Science Lesson		Teachers will be able to express that efficient study habits can be acquired later on, too.	“Habits Can Be Acquired”	Students will be able to express their belief that they can acquire productive study habits.	“I'm learning how to study”	20 min.
	Science Lesson		1. Teachers will be able to express how to transfer productive study habits to students 2. Teachers will be able to teach students efficient study habits.	“I can teach how to study”	Students will be able to apply productive study habits in their daily lives.	”My Study Map”	40 min. (1 lesson)
SELF-REGULATION	Science Lesson	Individuals will be able to gain awareness of self-control at the end of the module.	Teachers will gain awareness of self-control	“Stop, Prepare, Pass”	Students will be able to express information about what self-regulation skills are	“I am the responsible.”	40 min. (1 lesson)
	Science Lesson		Teachers will be able to express how they can transfer self-regulation skills to students. Teachers will be able to teach students self-regulation skills.	“Control Puzzle”	Students will be able to apply self-regulation skills in their daily lives.	“Green Light – Red Light”	40 min. (1 lesson)

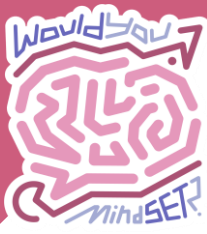
Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
SELF-RESPECT	Science Lesson	At the end of the course, individuals will be able to gain awareness of their strengths and areas that need improvement.	The teacher will be able to express his/her strengths and aspects that need to be developed.	"I know myself"	Students will be able to express their strengths and areas that need development.	"I know myself"	40 min. (1 lesson)
	Science Lesson		The teacher will believe that his/her own and his/her students' characteristics can be improved.	"As we go I'm getting stronger"	Students will believe that the aspects of themselves that need improvement can be improved.	"Super Hero"	20 min.
	Science Lesson		The teacher will know how to recognize students' strengths and areas that need development.	"I Realize Strengths and Difficulties"	-		20 min.
MOTIVATION	Science Lesson	At the end of the course, individuals will be able to become aware of different motivation sources to stay motivated.	At the end of the lesson, teachers will be able to express that they and their students have different sources of motivation.	"My Sources of Motivation"	At the end of the course, students will be able to express that they have different sources of motivation.	"My Sources of Motivation"	40 min. (1 lesson)
	Science Lesson		Teachers will express how they can transfer students' sources of motivation to the lesson.	"In my lesson Motivation 1"	Students will be able to activate different sources of motivation at the end of the course.	"I manage my motivation"	40 min. (1 lesson)
	Science Lesson		Teachers will implement in-class practices to increase students' motivation.	"In my lesson Motivation 2"	-		40 min. (1 lesson)
STRESS	Science Lesson	At the end of the course, individuals will	Teachers will be able to express the definition and sources of stress.	"Is There a Stress-Free Life?"	Students will be able to express the definition and sources of stress.	"Things That Speak Inside Me"	40 min. (1 lesson)

Module	Lesson	Overall Learning Outcome	Teacher Learning Outcome	Teacher Activity	Student Learning Outcome	Student Activity	Duration
	Science Lesson	be able to gain awareness of coping with stress.	Teachers will be able to express their methods of coping with stress.	"I can control stress"	Students will be able to express methods of coping with stress.	"Methods of Coping with Stress"	20 min.
	Science Lesson		The teacher will be able to understand how to recognize the situations in which students experience stress and their reactions.	"I can recognize stress"	Students will be able to apply stress coping strategies in their daily lives.	"My Inner Self and I"	20 min.
	Science Lesson		The teacher will be able to explain how to help students cope with stress.	"The Stress Box"	-		



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