

08. Growth mindset in teaching and learning: creating dynamic and participative classrooms

ECTS: 1 (2 hours synchronous online session + 8 hours synchronous face-to-face sessions + 15 hours independent work)

Summary

How can we keep our students engaged and participating? How can we transform our classes into dynamic and interesting spaces for learning? What is a reflective teaching practice and why is it important? In these interactive and practical sessions, we will consider these questions together, explore why developing a reflective growth mindset can help us enrich our teaching practice, and discover practical strategies to help us create dynamic and motivating spaces for learning.

For: Academic staff

Mode: Online and face-to-face, Campus del Obelisco

Places: 25

Goals:

1. Discover how to use questions and interaction for inquiry in your classes
2. Conduct a focused mini lesson based on your subject
3. Engage in constructive self-reflection and peer feedback.
4. Identify areas for growth in your teaching practice.

Contents:

1. **Session 1: Online class (in English, with participation in Spanish, if preferred). Optimising our teaching practice and students' learning** (Tuesday 13th January 2026, 10-12: 2 hours).
 - Introduction (objectives, content, activities, sessions).

- “One word to describe your teaching style.”
- Growth mindset and reflective teaching practice. What are they and why are they important?
- Creating interactive learning spaces: why?
- Teaching for inquiry: the art of questions and exploration

2. Session 2: Face to face session 1: practical strategies with class activities and discussion (in English and/or Spanish)

(Tuesday 20th January 2026, 10-14h: 4 hours).

- Giving feedback (self, peer, teacher/student, active and constructive) to support growth: why and how?
- Microteaching: what is it? How can it help our teaching practice?
- Reflection: What do I want to improve in my classes?
- Participants are encouraged to focus on one of the areas discussed in sessions 1 or 2 that they would like to develop in their teaching practice (for example, the use of questions to stimulate inquiry). This is personalised for each participant to facilitate meaningful reflection and growth.
- Discussion and preparation to support the microteaching planning process. Participants start to prepare a 5-7 minute mini lesson (adapted from the subjects they teach). These sessions can be prepared and conducted in Spanish and/or English (it is recommendable to conduct the session in the language of instruction).

3. Session 3: face-to-face session (in English and/or Spanish). Putting the strategies into practice

(Wednesday 21st January 2026, 10-14h: 4 hours)

- a. Each participant teaches their pre-prepared 5–7-minute mini-lesson. This lesson will be taught to/observed by 4-5 other participants. The aim of these sessions is to develop awareness

of how we teach and interact with our students, in a supportive and constructive atmosphere.

- b. Self-reflection: participant reflects briefly (2 min): What went well? What would I change?
- c. Peer-reflection: participate in providing supportive and constructive feedback. Participants give constructive feedback: How did I feel as a student? What recommendations would I give?
- d. Group discussion, application and future practice.

4. Independent work (in English and/or Spanish): Learning diary (in English and/or Spanish):

(Submission deadline: Wednesday 28th January 2026)

Participants write a short learning diary reflecting on their individual learning experience, and its possible application to enrich their teaching practice. Participants are free to write in English or Spanish, as preferred.

The completion of the microteaching session and learning diary is necessary to pass the course.

Methodology:

A combination of online and face-to-face interactive and practical sessions. Participants will develop a mini lesson, engage in self and peer reflection, and groups discussions.

Teaching Staff:

Dr. Louisa Mortimore

Faculty of Education/ Universidad Internacional de La Rioja

Dates and Schedule:

19th – 28th January 2026

Session 1 (online): Tuesday 13th January 2026, 10-12

Session 2 (onsite): Tuesday 20th January 2026, 10-14h

Session 3 (onsite): Wednesday 21st January 2026, 10-14h: 4 hours