Which describes a fixed mindset?

A) A person with a fixed mindset believes that we are born with innate intelligence, abilities, and talents. If you aren't good at something, you will probably never be any good at it.

B) A person with a fixed mindset believes that we learn and develop, and that our intelligence, abilities, and talents can improve with practice. If you aren't good at something, you can become good at it through practice and effort.

Which describes growth mindset?

A) A person with a growth mindset believes that we mainly are born with innate intelligence, abilities, and talents. If you aren't good at something, you will probably never be any good at it.

B) A person with a growth mindset believes that we learn and develop, and that our intelligence, abilities, and talents can improve with practice. If you aren't good at something, you can become good at it through practice and effort.

Why is Carol Dweck's Mindset theory important for teachers?

A) Mindset theory can be interesting but is of little practical use for teachers.

B) Students developing growth mindset are more likely to be more active and resilient learners, welcome challenges, and to see feedback as a learning opportunity.

C) Research in neuroscience has shown that the growth mindset is closer to the truth of how our brains work. When we challenge ourselves, the brain forms new connections, allowing us to learn and develop throughout our lives.

D) The Mindset theory can help us sort students into fixed mindset and dynamic mindset, so that we can teach them in different ways.

What kinds of feedback does Mats recommend for fostering a growth mindset?

A) Give feedback related to qualities, such as 'You are so smart' or 'You are so talented'.

B) Give feedback related to the outcome, such as 'That result was very good" or "You succeeded very well with that task."

C) Give feedback related to the process, such as "You really put in a lot of effort", or that they tried different strategies, were persistent or improved from their last time. (Correct)

Which are the three key areas of entrepreneurship defined in Entrecomp?

A) Identifying and seizing opportunities, resource mobilization, taking action.

B) Innovation, salesmanship, and self-confidence.

C) Bravery, creativity, and social competence.

Which are the six key competencies defined in MOSAIK?

A) Business acumen, Bravery, Budgeting, Building relationships, Brand awareness, Benefit analysis and Brainstorming skills.

B) Courage, Tolerance for ambiguity, Interactivity & ability to collaborate, Responsibility, Initiative and Creativity.

C) Analytical thinking, Dependability, Empathy, Conflict Resolution, Decision-making and Negotiation.

What is Greencomp, and why is it important?

A) Greencomp is a framework for sustainability competences. It helps teachers and learners define what sustainability as a competence actually means.

B) Greencomp is a framework for entrepreneurial competences. It helps teachers and learners define what entrepreneurship as a competence actually means.

C) Greencomp is a framework for environmental and sustainable skills. It helps teachers and learners define what sustainable development actually means.

Which of the following is not one of the four key areas of competencies defined by Greencomp?

A) Embodying sustainability values
B) Embracing complexity in sustainability
C) Engaging with the natural world
D) Envisioning sustainable futures
E) Acting for sustainability

Which of the following do you personally think are the most important competencies for sustainability?

A) Valuing sustainability: To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

B) Supporting fairness: To support equity and justice for current and future generations and learn from previous generations for sustainability.

C) Promoting nature: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.

D) Systems thinking: To approach a sustainability problem from all sides; to consider time, space, and context in order to understand how elements interact within and between systems.

E) Critical thinking: To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social, and cultural backgrounds influence thinking and conclusions.

F) Problem framing: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

G) Futures literacy: To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.

H) Adaptability: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity, and risk.

I) Exploratory thinking: To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.

J) Political agency: To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.

K) Collective action: To act for change in collaboration with others.

L) Individual initiative: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.