

VIA AFRIKA DIGITAL EDUCATION ACADEMY

Mindset Change for lecturers in the 4IR

CLASS NOTES



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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.



Our Teachers. Our Future.

Mindset Change for lecturers in the 4IR

Class Notes



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Outcomes and content

Outcomes of the session

By the end of the session, the participant will be able to:

- explore how change surrounds us, how we respond to change and why we do so
- describe what the Fourth Industrial Revolution (4IR) is, and the impact it has on us
- have a framework for dealing effectively with change
- understand the relationship between our brains and change
- understand what a Change Mindset is
- understand the components of the Mindset Change Model

Content of the session

This session will focus on:

- developing our understanding of change
- understanding the 4IR, and its impact on us
- acquiring a framework with which to deal with change
- the Personal Change Model
- our brains and change
- a Change Mindset
- the Mindset Change Model for Digital Education Implementation overview
- steps to implementing the Mindset Change Model

Session overview

The aim of this course is to start you on a journey to becoming an adapt-able person – a person with a Change Mindset. We will talk more about what that means, but you are going to be given the opportunity to learn more about yourself and how the brain responds to change. This personal development course will enable you to work effectively and confidently within an unpredictable 4IR world.

There are a number of activities that we will do that will help you discover more about yourself throughout the session. We encourage you to open yourself up to the possibilities of each activity.

Reflection 1

Answer these questions to help you discover your purpose.

What do you love to do?

What are your inner talents?

What are your values?

What environments bring out the best in you?

Reflection 1 (continued)

Use this framework to help you define your purpose.

I love....

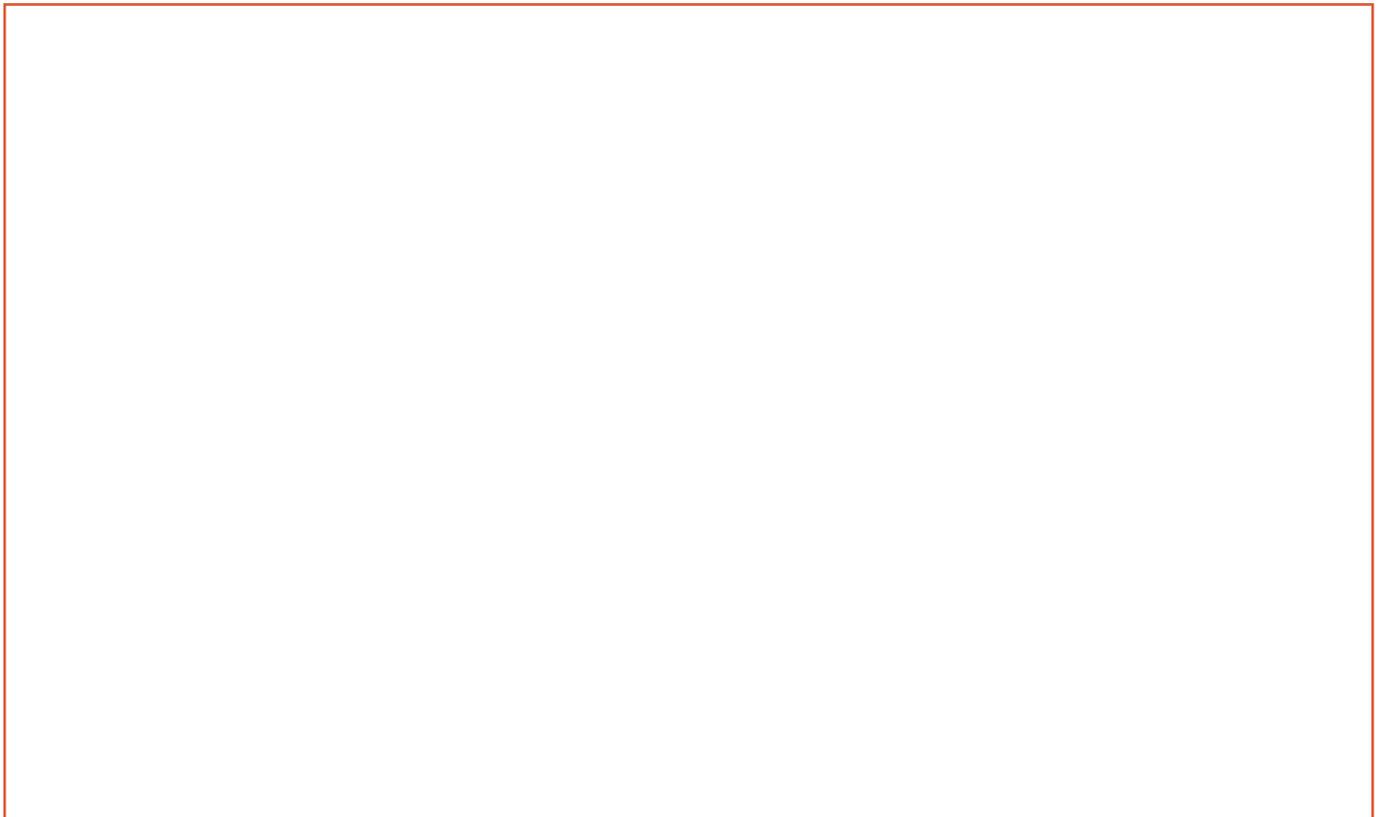
And because I have these inner talents....

And because I value....

And find the environment that brings out the best in me is....

My purpose is....

Activity 1: This way, that way



Change

Living in a VUCA world

Everything is in a constant state of change. We experience change in our daily lives from every angle – even in our bodies as we grow up, and then age.

What do we mean by a VUCA world?

- Volatile
- Uncertain
- Complex
- Ambiguous

Our world is volatile – and volatile means that something moves across a whole area. Like when you place a strong-smelling liquid in one corner of the room and soon everyone in the room can smell it. If you just think about the number of changes taking place, you can agree with the volatility.

It's uncertain. You cannot really predict anything.

It's complex. It's no longer easy to make a decision between should we do or act this way or that way.

And finally, our world is ambiguous. Something that seems one way is actually something completely different.

So, living in a VUCA world is really hard. And we need to come up with ways to deal with that.

To do this, we need a firm foundation. Our values provide that foundation. You will explore your values in the following activity.

Quiz 1

Please complete the following quiz digitally on the Vadea learning platform.

Say if each statement is TRUE or FALSE.

| | |
|---|---|
| 1 | VUCA refers to a world that is volatile, uncertain, conceited, and ambiguous. |
| 2 | Uncertainty leads to a situation where one cannot really predict anything. |
| 3 | Our values are the things that are important to us. |
| 4 | To flourish in the 4IR, one should be as inflexible as possible. |
| 5 | The Third Industrial Revolution created a VUCA world. |

Changes in the world

Feeling inflexible

Activity 3: Feeling inflexible

How did your body feel?

How did that affect how you felt emotionally?

How did it affect your interaction?

Did you change your belief?

4IR Makes the world Vuca!

What is the Fourth Industrial Revolution?

The 'Fourth Industrial Revolution' is also known as the '4IR'. The 4IR is the time when physical devices, the digital world, and the human body came together in ways never seen before. We are living in the 4IR!

Activity 4: Putting you in the picture

@home

transport

@work

The Industrial Revolutions

| | First Industrial Revolution | Second Industrial Revolution | Third Industrial Revolution |
|---------------|-----------------------------|---|---|
| Dates | Mid-1700s | Mid 1800s to 1900s | 1969 |
| Key element | steam | electricity, internal combustion engine | microchips get smaller data increases |
| Major changes | mechanisation | automatisation, transport changes | data allows for greater automatisation |

| | Fourth Industrial Revolution |
|---------------|---|
| Dates | 2007? or 2014? |
| Key element | fusion of technologies that is blurring the lines between the physical, digital, and biological spheres |
| Major changes | everything we know |

Work in the 4IR

Opportunities and risks of the 4IR

The 4IR offers us various exciting opportunities, but there are risks as well.

New skills in the 4IR

But what does that mean for you?

All the predictions and research are showing that what we all need going into the 21st century are soft skills, including emotional intelligence and digital fluency.

World Economic Forum: 2022 skills outlook

| Growing | Declining |
|--|---|
| 1. Analytical thinking and innovation | 1. Manual dexterity, endurance and precision |
| 2. Active learning and learning strategies | 2. Memory, verbal, auditory and spatial abilities |
| 3. Creativity, originality and programming | 3. Management of financial, material resources |
| 4. Technology design and programming | 4. Technology installation and maintenance |
| 5. Critical thinking and analysis | 5. Reading, writing, math and active listening |
| 6. Complex problem solving | 6. Management of personnel |
| 7. Leadership and social influence | 7. Quality control and safety awareness |
| 8. Emotional intelligence | 8. Coordination and time management |
| 9. Reasoning, problem solving and ideation | 9. Visual, auditory and speech abilities |
| 10. Systems analysis and evaluation | 10. Technology use, monitoring and control |

| in 2015 | in 2020 | in 2030 |
|---------------------------------|---------------------------------|---------------------------------|
| 1. Complex problem solving | 1. People management | 1. Judgment and decision making |
| 2. Coordinating with others | 2. Complex problem solving | 2. Fluency of ideas |
| 3. People management | 3. Critical thinking | 3. Active learning |
| 4. Critical thinking | 4. Creativity | 4. Learning strategies |
| 5. Negotiation | 5. Coordinating with others | 5. Originality |
| 6. Quality control | 6. Emotional intelligence | 6. System evaluation |
| 7. Service orientation | 7. Judgment and decision making | 7. Deductive reasoning |
| 8. Judgment and decision making | 8. Service orientation | 8. Complex problem solving |
| 9. Active listening | 9. Negotiation | 9. System analysis |
| 10. Creativity | 10. Cognitive flexibility | 10. Monitoring |

[Source: Future of Jobs Report 2018, World Economic Forum]

Emotional intelligence

Equally important as work skills, is the emotional intelligence to work effectively with the self, and with others.

Here is a list of some skills related to the self.

- Adaptability, which is the ability to use change to powerful effect, to learn and to relearn things to keep up with an ever-changing environment.
- Resilience to cope with all the change, and ups and downs of the future.
- Cognitive flexibility that allows for complex problem solving, critical thinking, creativity, judgement and decision making.

- Learning to learn, relearn and unlearn is a vital skill. It is predicted that in the future, people will need to change and learn and relearn. This key skill is undertaught and needs to become part of our teaching.

The following are some skills that are related to others:

- Communication. How to communicate with others towards win-win solutions rather than any other power scenario; how to express oneself so you get what you need and want; how to listen to others and respond effectively, and how to choose the method of communication to achieve your goals – here’s looking at you, phone-call phobic millennials!
- Collaboration with others both in a physical and a virtual world. This skill will develop people-management skills like coordinating with others and negotiation skills.
- Citizenship. If we wish to live in a thriving, healthy world, we are going to need to become positive citizens in our communities, countries and on the planet. We need to develop a service orientation.

Digital fluency

| Digital literacy is not enough! | |
|--|--|
| Digital literacy | Digital fluency |
| Use of limited information and communications technologies (ICTs) and applications | Competent across ICTs and applications |
| Password savvy | Cyber security active |
| | Information fluency |
| | Communication |

Activity 5: A one-word story



You will now create a one-word story. One-word stories are easy – as you can see in the example above.

Work with at least two colleagues or friends to complete this activity. You can do it in person, or digitally via email, a meeting app such as Microsoft Teams, or even in WhatsApp. It will only take a few minutes and everyone must be present at the same time.

The group must complete three flawless sentences.

In the group, you take turns giving one word each to make sentences together. The rule is that each person can say only one word, and it has to make sense coming after the previous words spoken. The rest of the group must call out anybody who provides a word that does not make sense or who pauses too long before saying her or his word, and then the next person starts again with a new sentence.

Now, answer the following questions.

How did it feel to have to wait for your chance?

Did you try to come up with a strategy? Did you think things like, 'The next word is either x or y, so I will say ...' Did it work? How did it feel if it did not work?

Quiz 2

Please complete the following quiz digitally on the Vadea learning platform.

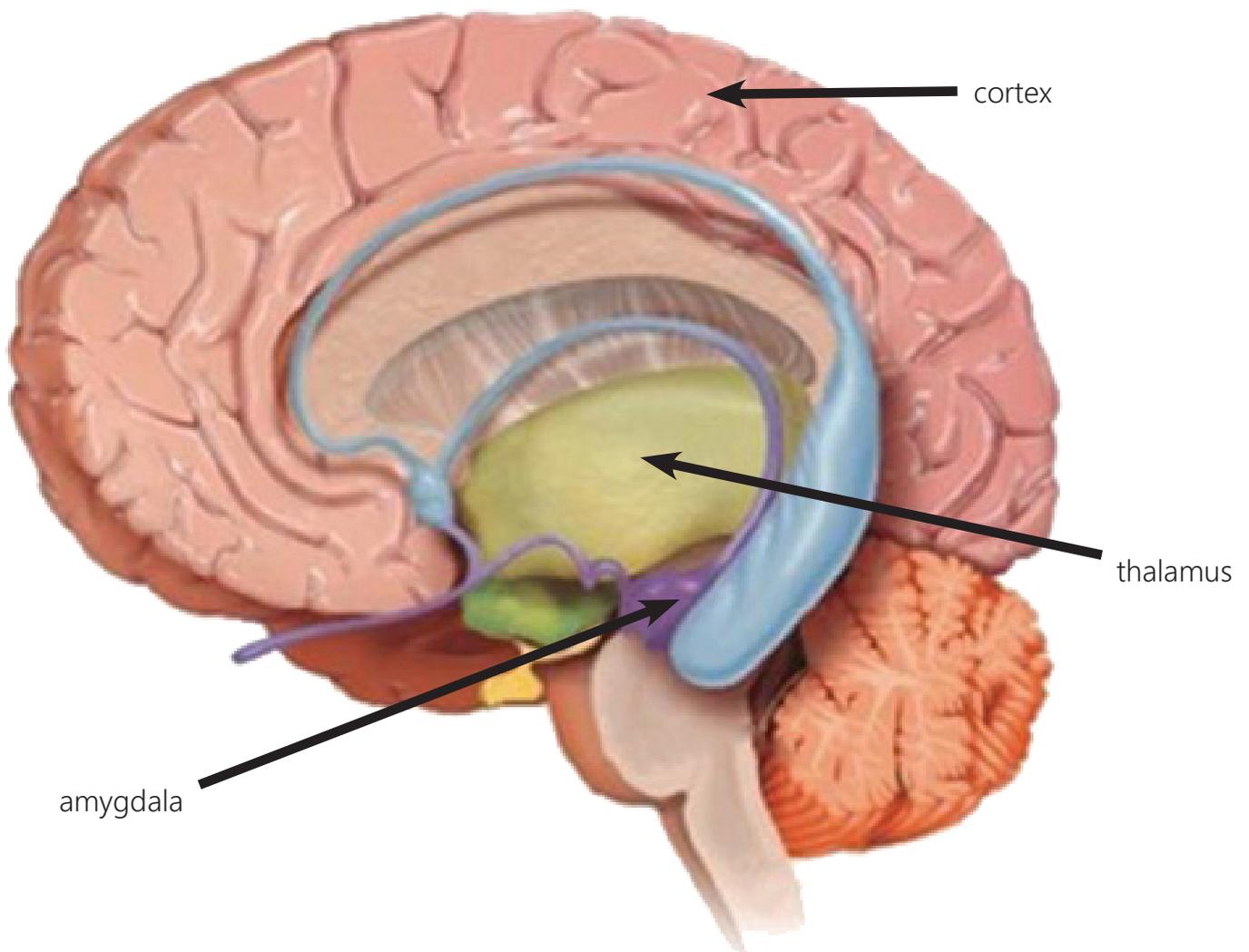
Say if each statement is TRUE or FALSE.

- | | |
|---|--|
| 1 | The internal combustion engine was one of the key elements of the First Industrial Revolution. |
| 2 | Data allowed for greater automatisisation during the Second Industrial Revolution. |
| 3 | The Fourth Industrial Revolution started during 2007 or 2014. |
| 4 | Coordination and time management are growing skills during the 4IR. |
| 5 | Digital literacy is not enough during the 4IR. |

Brain and change

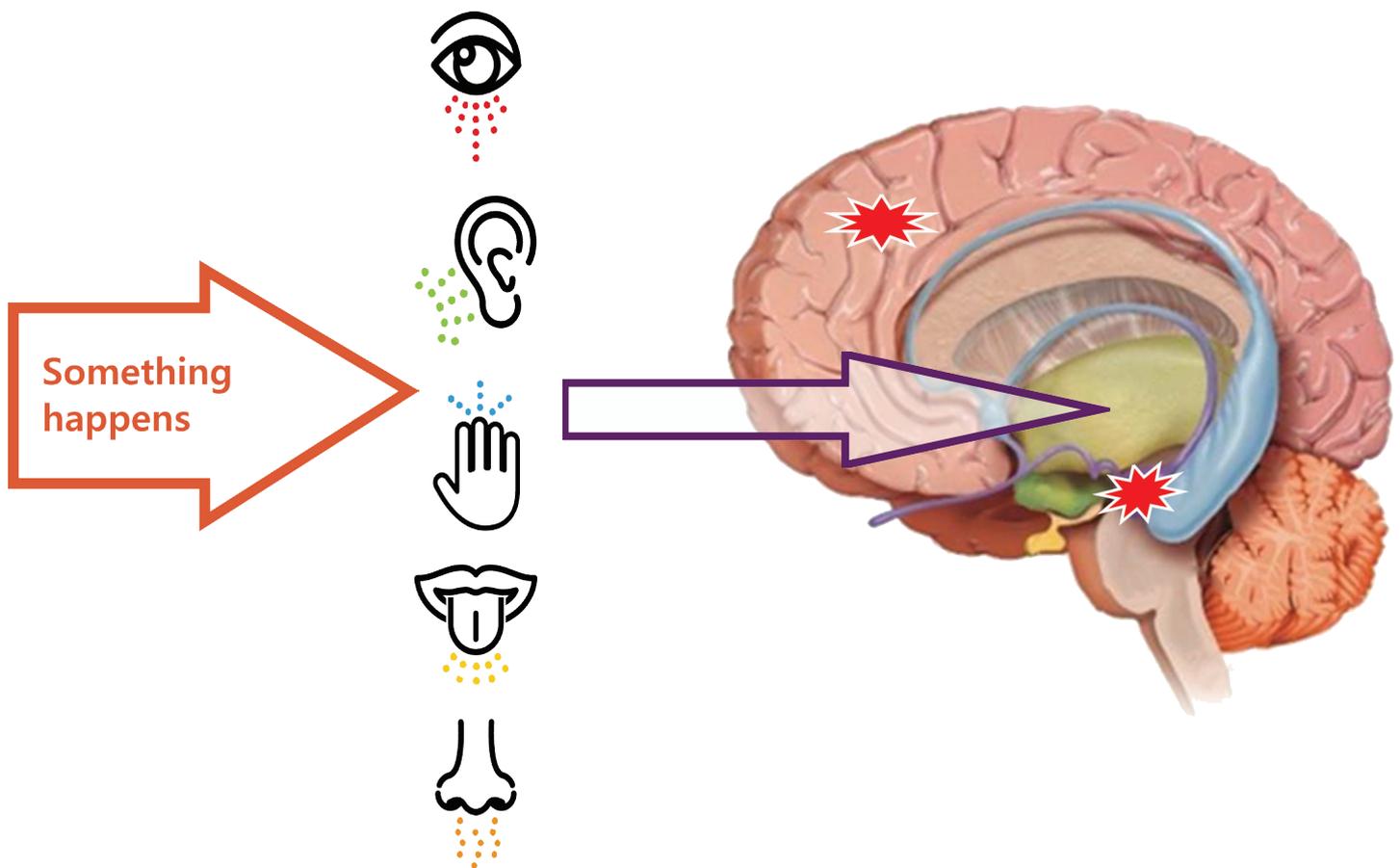
How our brains process information (Part 1)

The basic brain structure and information processing

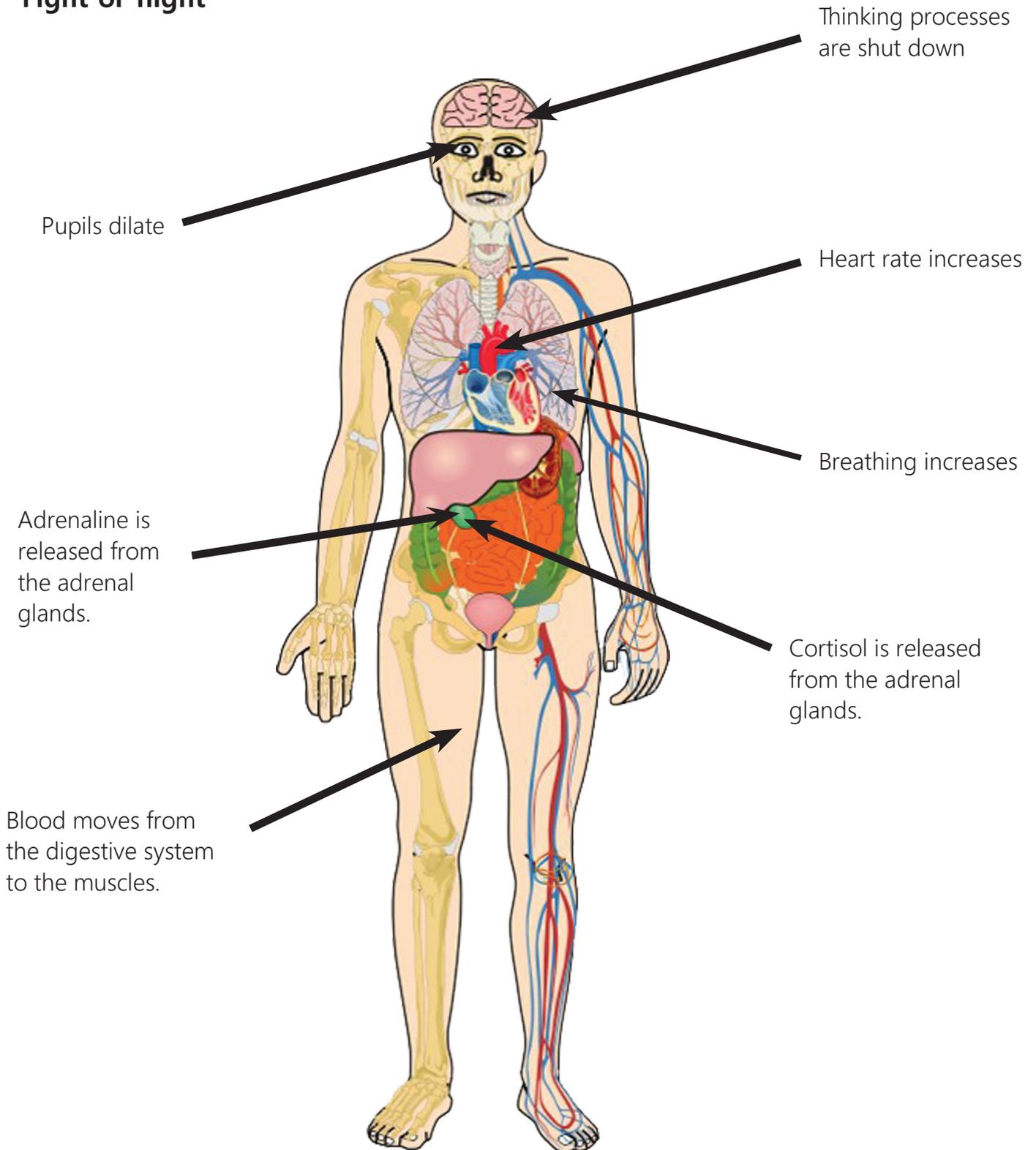


We respond to a stimulus through our senses. A stimulus is anything that makes our senses respond.

- We become aware of a stimulus. For example, we hear a scratching noise at the window in the night.
- The thalamus makes sense of what comes in through our sense of hearing in this example. It sends a message with this information to the amygdala and to the cortex.
- The amygdala works very quickly, much faster than the cortex does. The amygdala processes our memories and our emotions along with our decision-making. The amygdala controls this decision-making process between flight and fight
- The cortex takes longer to catch up.



Fight or flight



Dealing with information without overload

Our brains have to deal with an incredible amount of information all the time. The brain has developed a series of processes to assist in making sense of the world.

Key brain actions to deal with information

There are four key actions to deal with information that are relevant to us for our work

- Negative bias
- Habituation
- Pattern making
- The mesolimbic reward pathway

Negative bias

As a protective mechanism, the amygdala sees all things as a threat; everything is looked at with a negative bias – it has to be bad. In this way, we will always be safe.

Habituation

If we had to have learned new ways of doing something every time we did it, we would not have gotten very far in our development as a social group. Our brains learn to do things in the same way very quickly. What we do becomes a habit.

Pattern making

If we can identify a pattern in something, we can respond to it using a previously successful process. This is time saving and energy saving for the brain. Think about opening a door. However, it might not always be useful. Think about the time you jumped because you saw an S-shaped thing on the ground and thought it was a snake, but it was actually just an old hosepipe?

Mesolimbic reward pathway

This is an incredibly complex system that allows us to feel rewarded when something positive happens. It is one of the reasons people become addicted to substances of all types. But it also has a curious function when it comes to dealing with stimuli that cause fight or flight.

Remember that tired and drained feeling you have after you have had a big fright? The feeling of relief we get as our bodies come back to normal, feels good. And so, what does the brain think? Well, if I do that fight or flight thing I will eventually be rewarded, so it is actually quite a nice thing for me to do.

Our response to new things

Anything new does not have a previous pattern that might enable us to have developed a habitual response to it. It has to be seen as a threat, and if we respond to it with the fight or flight response, we may feel awful for a bit, but we will be rewarded by feeling better afterwards. Any change event is treated like this.

Activity 6: Think back

Follow the presenter's instructions in the video. Then answer the following questions.

How did you feel?

What did you notice about your body and your emotional state, happiness?

What happened?

What did you notice?

What did you learn?

Beliefs

A belief is an organising principle in your life – the rules of your life (what you should/shouldn't, must/mustn't do). They are formed when we are very young, and then through various mechanisms become a way of operating in the world.

We can hold beliefs:

- about and related to self (skills, values, health, emotions, our past, our future, work, money)
- about others (why they do what they do, what they want, how to relate to them)
- about the world (time, ethical principles, ideology ...)

Beliefs protect us – beliefs had a positive purpose of keeping us safe when we were children, but do not always help us achieve our outcomes in the present.

Beliefs are linked to the values by which we shape our lives and can become part of our identity – 'I am the kind of person who ...' As a result, we can be extremely reluctant to have our beliefs challenged in any way.

Types of beliefs

There are two types of beliefs: empowering beliefs and limiting beliefs.

Empowering beliefs give you permission for action and can act as blueprints for our future – they become a self-fulfilling prophecy. Limiting beliefs obstruct you in your path to achieving your outcomes and can also act as blueprints for our future – they become a self-fulfilling prophecy.

Henry Ford said, 'Whether you think you can, or you think you can't – you're right.'

The following are examples of typical limiting beliefs:

- I am not lovable.
- I cannot ...
- I have no real power.
- Others are not to be trusted.
- Other people are to blame for my bad feelings ('He makes me sad/ angry/happy/scared.')
- People can never really change.

Limiting beliefs

At a conscious level, most people think they are doing everything possible to achieve their goals and dreams.

But there might be some beliefs that take away choices in behaviour and prevent you from doing what you need to do to be successful.

Limiting beliefs form because we use our beliefs to make decisions. And based on these decisions, we take action.

Our limiting beliefs will prevent us taking action that might get us to achieve our goals.

Once you identify and change your limiting beliefs, you'll be able to achieve a lot more of what you want in life.

Activity 7: Limiting beliefs

What do you want that you are not getting?

What actions must you take to get that, but you are not taking?

Do you find yourself saying, 'I can't ...'?

What stops you? Now take a moment to write down that belief that is stopping you from getting what you want.

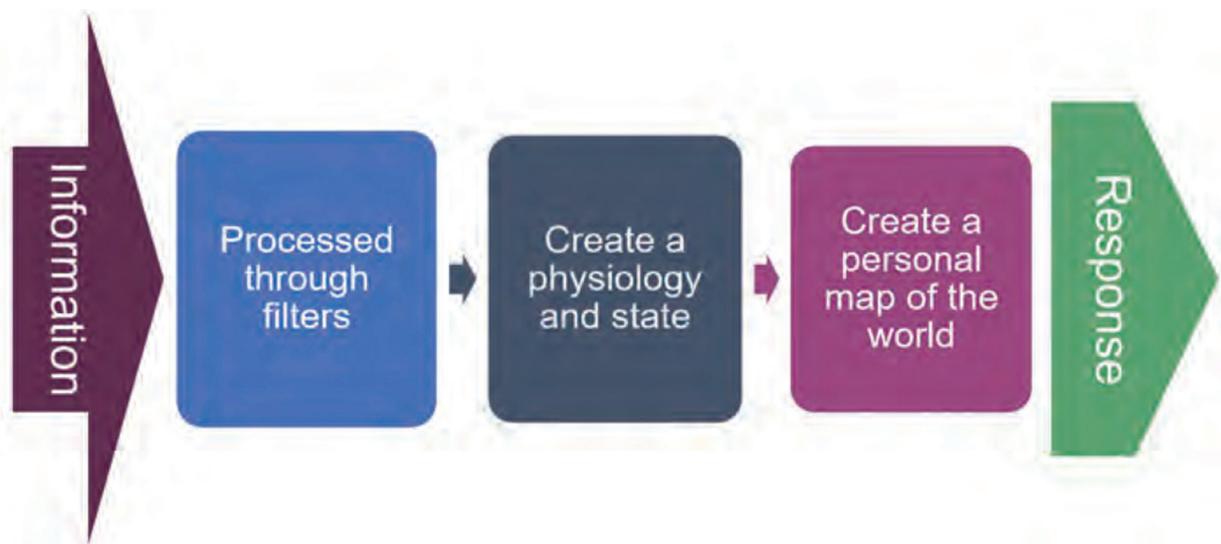
What do you need to believe instead?

How our brains process information (Part 2)

Once information has been transported from the senses through the thalamus to the cortex, we do a number of different things with the information.

Filters

The information is processed through a set of filters. This then creates our physiology and state and finally our personal 'map of the world'. And it is from this that we respond to the initial stimulus.



These filters include the following:

- decisions
- beliefs
- memories
- cultures
- values
- communication filters

Filters: decisions

We make decisions all the time, for example, something happened in the Maths class one day while you were in school, and you said, 'I cannot do Maths.' This is an example of a decision.

Filters: beliefs

This decision then becomes a belief. 'I can't do Maths so I can't pass my Maths exam. I don't believe I can pass this exam.'

Filters: memories

Memories are a significant filter. I learned to cycle when I was five. But I fell off my bicycle and broke my arm when I was ten. Twenty years later a friend asks me to come cycling. What do I say? 'I cannot ride a bicycle.'

Filters: culture

Culture is a filter. What does your culture say about what children should do in adult company?

Filters: values

Our values are another significant filter.

Filters: communication filters

Our communication filters are ways we like to get information, how we listen and how we speak.

Communication filter: information size

The information size communication filter deals with how much information we are comfortable working with at a time.

Processing

There are three ways in which the processing of information takes place in the cortex:

- delete
- generalise
- distort

Processing: delete

We have to delete a lot of stimuli or we would not be able to cope with all the stimuli coming in. Imagine being aware all the time of every sound, every smell, every bit of movement, how every single bit of your skin feels, and so on, all the time. But, we also delete what we don't like – criticism, for example, and challenges to what and how we think.

Processing: generalise

We move from a particular example to a generalised belief very easily. This is how stereotypical thinking comes about. An experience involving a violent biker becomes a belief that all bikers are dangerous people.

Processing: distorting

When we distort, we give added weight to some aspects of the experience and not others. We give a beggar a coin and this single act becomes a story about our great generosity towards the poor.

Creating a physiology and a state

What mechanisms are we using to make these distortions, deletions, and generalisations? We have a set of filters through which our cortex runs all information. The information creates a physiology and a state in us.

Physiology

Physiology refers to the actual physical processes of our bodies and our experiences of it, in other words, our posture and how we hold our body. For example, our bodies react physically to memories involving strong emotions.

State

Our physiology has an impact on our emotional state. Our state is our emotional response; how we feel.

Our physiology has an impact on our state, and our state has an impact on our physiology. You can change the way you feel simply by changing your posture and rearranging your face muscles.

Activity 8: Creating a physiology and a state

Follow the presenter's instructions in the video. Then reflect on the following questions.

What did you notice about how you felt emotionally in the first part of the exercise?

What did you feel when you changed your posture?

What difference does this make to how you see the world?

Activity 9: Managing your state

How would you describe the state you are in right now? Happy? Anxious? Worried?

How intense is that state?

Is the state because of (a) a personal memory, (b) something that is happening right now that you are aware of or (c) an imagined experience?

How are you experiencing this state? Describe your physiology and the picture you have in your head as you have this state.

Do you often find yourself in this state in a particular place? Where is it?

If you are in a bad or negative state, do you know how to change your state?

Creating a personal map of the world

Our physiology and state then influence the way we see and interpret our world because they allow us to create a map or picture inside of ourselves of what we believe the world is like outside.

This map may not be accurate but it is what we believe things are like. We then act based on this map of the world. From our actions we receive feedback and respond to that based on the filters that delete, distort and generalise the information to create a physiology and state that influence our map of the world. This then is repeated again and again.

Responding to change

So, when we are presented with a stimulus, our brains provide a very quick response.



Knowing what you know now, means you'll be able to respond differently. Instead of having an immediate response when you encounter a stimulus, you can take the moment for thought and belief. This means that you will provide a response that best suits the stimulus – and not just go for the knee-jerk reaction



Activity 10: A balloon ride

Follow the presenter's instructions in the video. Then write a short reflection about your experience here.

Quiz 3

Please complete the following quiz digitally on the Vadea learning platform.

Say if each statement is TRUE or FALSE.

- | | |
|---|--|
| 1 | When thinking about the information size filter, a person with global thinking handles details and small pieces of information well. |
| 2 | A literal listener hears things as they are, while a conclusion-drawing listener hears the words and then draws conclusions based on what they believe they heard. |
| 3 | A person who will hint at something that is wrong, instead of directly and clearly stating it, is a literal speaker. |
| 4 | When we process information by leaving out aspects of our experience, it is called deletion. |
| 5 | When we create a category from one experience and then use this category to process all similar information, it is called distortion. |

Change Mindset

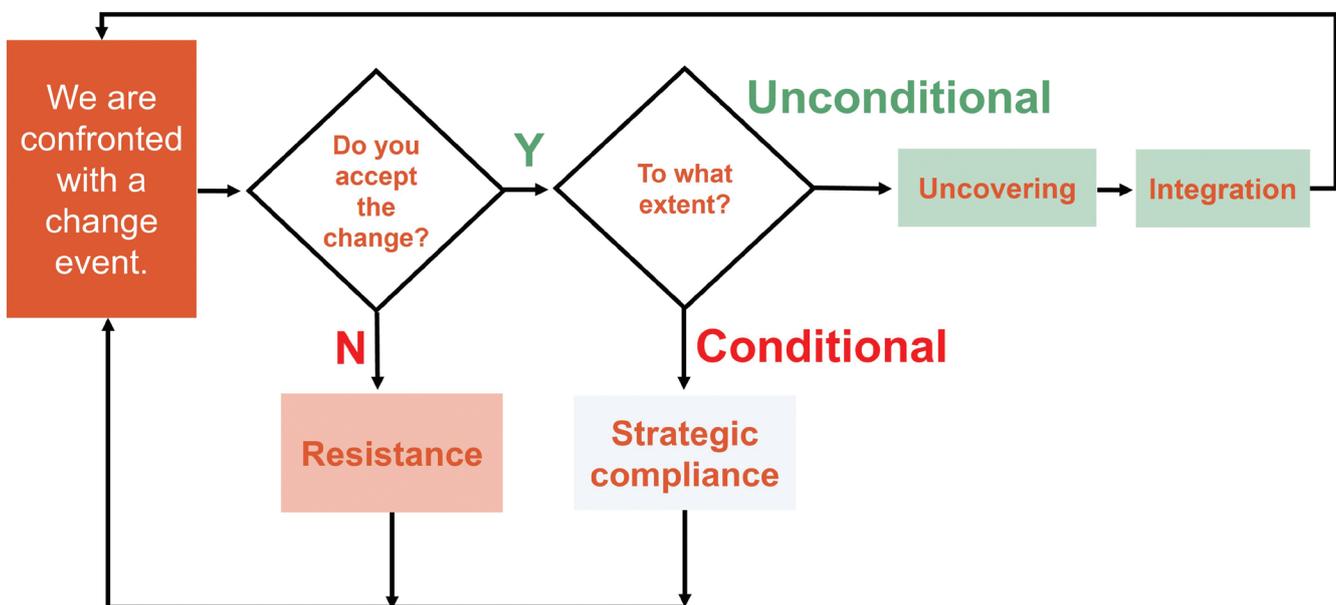
The Personal Change Model

How we deal with change in our lives, whether we accept it or resist it, makes all the difference. Via Afrika has developed a Personal Change Model that helps us make sense of the choices that we can make when we are confronted with change – any kind of change.

We are confronted with change

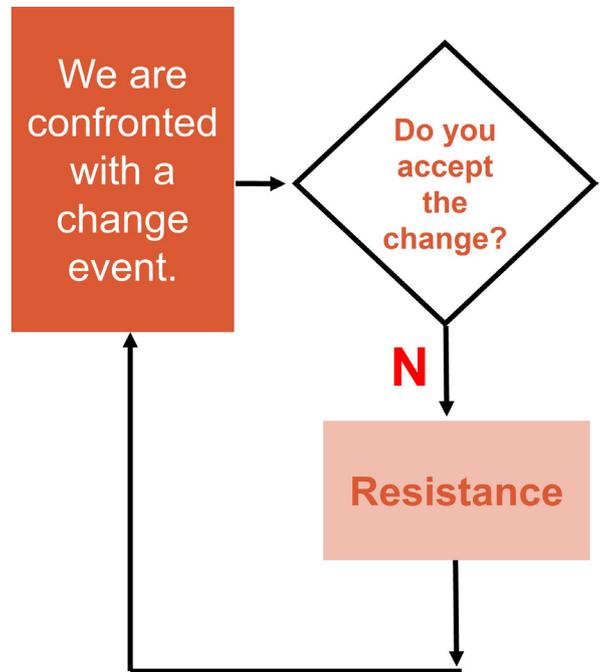
We selected the word confronted – which means to come up against someone or something that has hostile intentions – because so often we think of change as being hostile. We often believe it has come to make our lives difficult and to cause us pain.

A Personal Change Model



Do we accept the change?

In our model, we have one of two choices – to accept what the change means and requires, or to resist or reject it. Each choice leads us on a path in response to the change. To reject what the change demands is going to lead to denial.



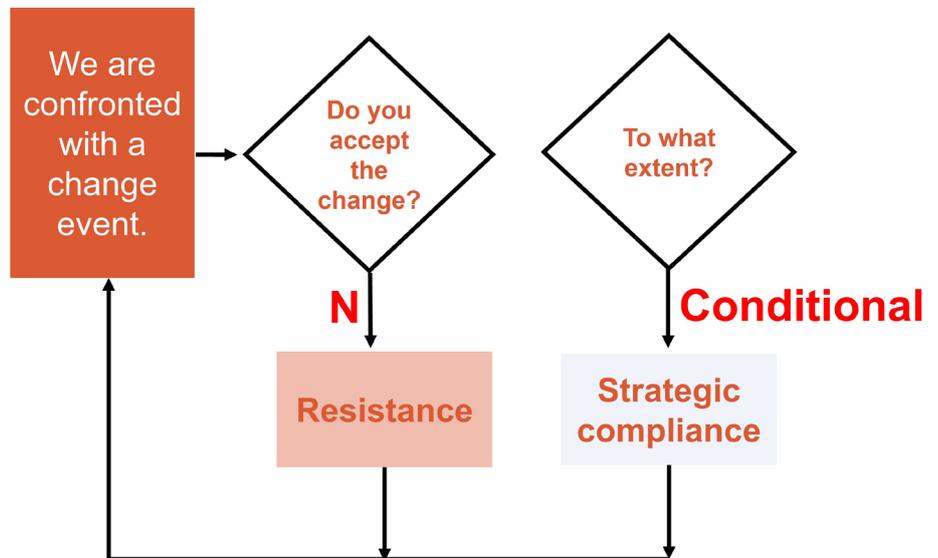
Resistance to change

Change does bring about a loss – a loss of comfort, a loss of the way things were, a loss of the way we liked doing things, a loss of self worth or perceived self worth. So, it is understandable that a person’s reaction could be resistance.

Behaviours of a person resisting change

When a change even comes up, do you ...

- Not attend training or meetings?
- Find fault with so many things with the plan so that you can’t do anything?
- Find excuses for not doing things – often based in apparently logical and therefore inarguable ideas?
- Use generalised thinking?
- Use distorted thinking?
- Use deleted thinking?



Strategic compliance

Some people will accept the change a little or conditionally. We call this strategic compliance. Remember that a strategy is a series of actions that we perform according to a prescribed order. In other words, it is an adherence to the form rather than to the substance of the matter. The educationist Birnbaum in 2001 said it perfectly: ‘Doing as little of what was asked as possible and finding ways around the rest.’ When we act strategically, we just go through the motions, as it were.

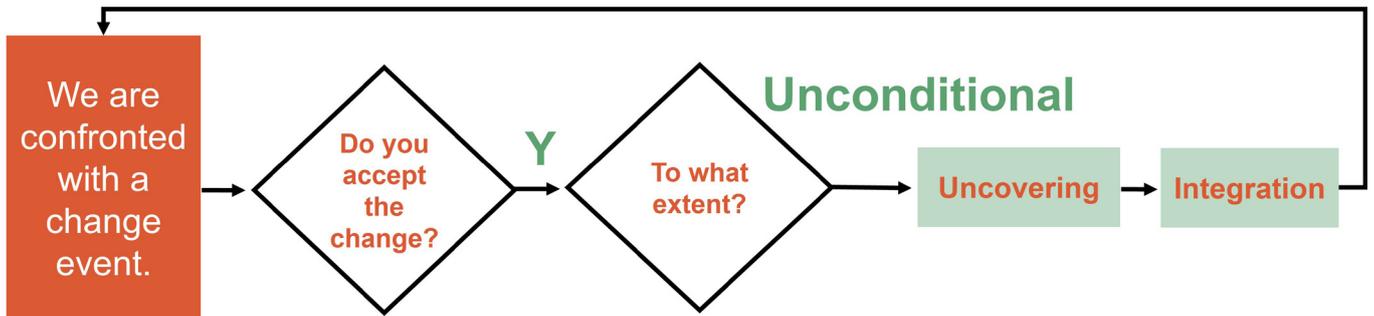
Behaviours of a person in strategic compliance

When a change even comes up, do you ...

- Show low attention to the event?
- Show low commitment to dealing with it?

Unconditional acceptance of change

And then of course we have the unconditional acceptance of change with the integration of the new into your life.



This is the desired goal, but it is not always easy to operate here all the time. Key is to keep the Change Mindset front of mind, and front of actions to keep the focus. You might even decide to make posters to put up around the staffroom or other areas in the school to keep the ideas alive.

Activity 11: Don't star in that movie

Remember a time that you had to face something that you did not like.

Watch the events as though you were sitting watching a video.

Let the video run through from start to finish.

Now, you are the director and producer. Cast your favorite actor in the role of you. Start watching the video again.

Then answer the following questions:

Is the event happening because of who this actor is or is it just an event that is happening to her or him?

Is the event going to have an effect on this person's whole life, or just on part of it?

Is the event going to last forever, or just for a time?

What advice would you give the person in the movie?

Activity 12: Put it under a magnifying glass

Think about a one-time change event that is happening right now.

Please be sure that this is something that you are prepared to share with someone else. (If you do not have something for right now, please think of a recent event, and relive it now for the activity.)

Let's take a close look at the situation – almost like we are putting it under a magnifying glass.

What's happening?

What do you understand about the situation?

What don't you understand about the situation?

Do you need more information before taking action?

What have you been trying to control here?

What is beyond your control?

What could you control right now that would make a difference to how you're feeling and/or your situation?

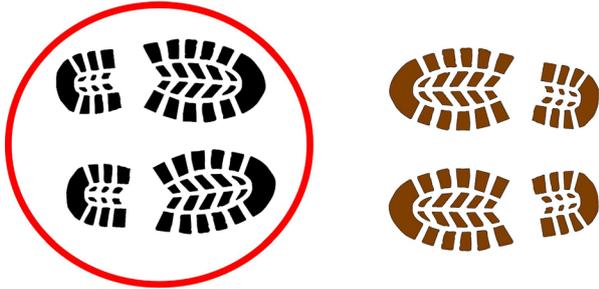
What keeps coming up, though you keep putting it down?

What are you needing to do but don't know how to do?

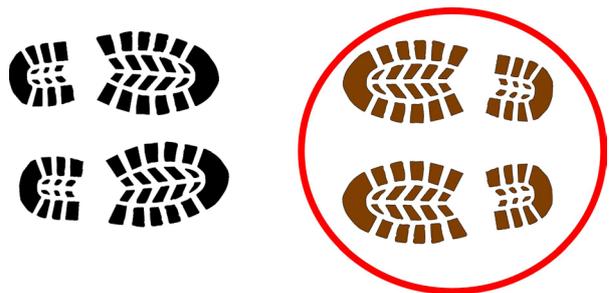
Activity 13: Take a position

By widening our perspective, we are more flexible to resolve conflict and to see things from different viewpoints. Follow the instructions in the video to try out the following perceptual positions

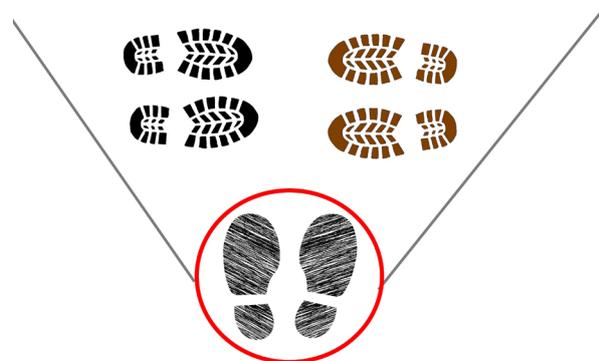
In your shoes:



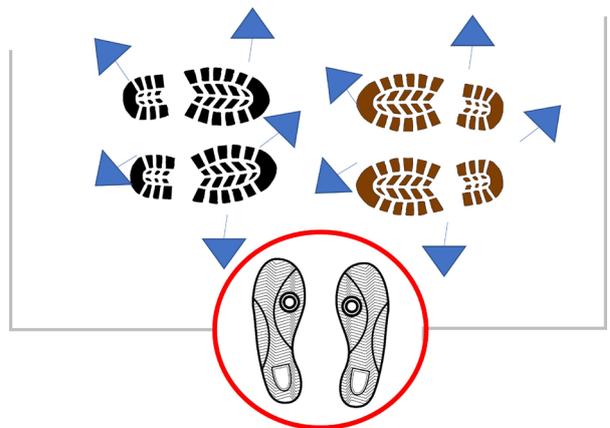
In their shoes:



In an observer's shoes:



In the all-observing shoes:



Now go back and stand in your shoes again.

What have you learned about your role in the conflict now?

What you have learned about the other person's point of view?

In a similar situation, what could you do differently, now?

Activity 14: How have you responded to challenges?

Think of the major challenges in your life so far. Now answer this question. Just write down what comes to mind. Don't over-think it – if it pops up, write it down.

What helped you get through all your past challenges? Make a list.

Look at your list again.

If you find the same thing helped you again and again, **underline** it for every time you were helped.

Now, look at **resources** on your list. Make a star next to each resource that helped you. This could be an internal resource like courage, or an external resource like other people.

Do you notice any states that were resources for you? We can have resourceful states.

Count how many of these resources are your own **inner resources**. Does that surprise you at all? Do you have any inner resources that developed from going through previous challenges?

Count how many of these resources were **external resources**, for example other people, or things like time, money, or anything else that is an external resource.

Now, go through your list again and put a tick next to each **action** that you took that helped you. It could be, for example: I spoke to a friend, or I studied harder.

What have you learned about the way in which you respond to challenges?

How could this help you in the future?

Develop a Change Mindset

Definition of a mindset

A useful definition of a mindset is an established set of attitudes and beliefs held by someone that affects

- what they think
- how they think
- what they do
- what outcomes they achieve

In essence, a mindset is your map of the world.

People with Change Mindsets ...

People with a Change Mindset believe that they can make a decision about how to respond to situations, challenges, and events in their lives; and this decision is towards positive action. They are response-able, in other words, 'able to respond'.

When we believe that we are response-able we are able to accept change unconditionally and simply get on with doing things positively.

Let's look at the different elements of this Change Mindset.

People with Change Mindsets ... know what they value

We prioritise what we value. And we focus our attention on what we prioritize.

People with Change Mindsets ... think flexibly

People with Change Mindsets use 'Both/And' thinking. This is flexible thinking and it leaves them open to many choices. They avoid 'Either/Or' thinking, because that is inflexible thinking.

People with Change Mindsets ... face their limiting beliefs

We all have explanations and beliefs for what we do and the way we think. These beliefs become decisions about how we should act. We can lose out if the decision prevents us from getting things that we want

So, there is a question you need to ask yourself when you find yourself holding onto such a limiting decision. What would stop me making a different decision about what I believe right now?

People with Change Mindsets ... manage their states

People with Change Mindsets manage their states. They are aware that they can choose to be in a resourceful state.

A state in which they believe and know and feel they can do something, achieve something. Or they can be in an unresourceful state. A state where they feel hopeless, that things are impossible, that they can't do something.

People with Change Mindsets ... can see things from different perspectives

When our amygdala senses change, it reduces our ability to see the whole picture, to see things for what they are. People with a Change Mindset are able to think clearly and see things from different perspectives.

Here are two key questions that will assist you in keeping perspective:

1. How important is this difficulty in the overall scheme of things?
2. What will this matter ten years from now?

People with Change Mindsets ... know that the way they think affects their emotions and their actions

Martin Seligman, the psychologist who is famous for his work on emotional intelligence, notes that three particular ways of thinking have a huge impact on our emotions. These are:

1. Personal thinking ('I am the sole person going through this terrible thing; it's all my fault.')
2. Pervasiveness ('It's ruined everything in my life.')
3. Permanence ('It will be like this forever.')

When you have a Change Mindset you know that the way you think affects the way you act. People with a Change Mindset avoid these thinking traps and think differently.



The higher you are up this ladder the more inflexible your thinking. And, because you are so far from the facts at the lowest level, the less safe you are.

People with Change Mindsets ... identify and use available resources

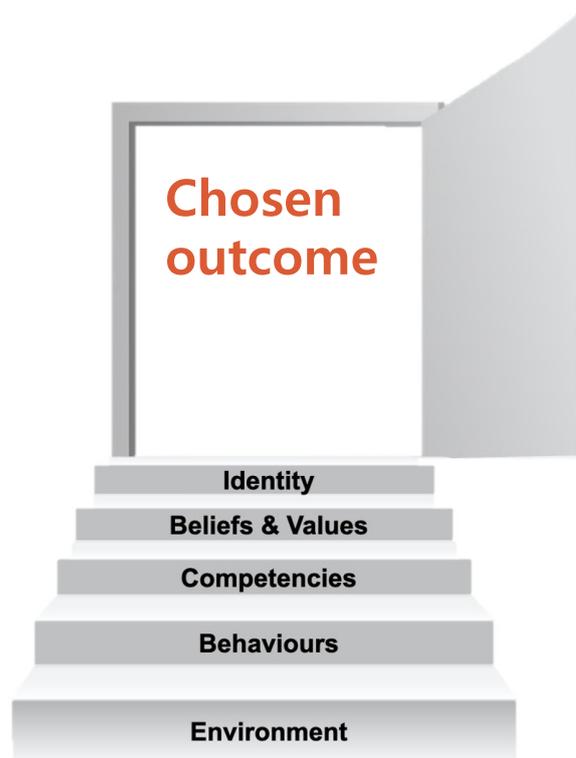
People with a Change Mindset are able to identify inner resources like courage and determination, and external resources like time, money, and other people, and are able to use them.

People with Change Mindsets ... take action

Instead of going for the easy option of strategic compliance, discover the opportunities afforded by being response-able to change. You have done this before, so celebrate your Change Mindset and go on doing it.

Activity 15: Achieving goals

This is a powerful way to examine what is going on when you don't achieve a goal.



Look at the questions on the following pages to follow the steps towards your goal.

What was the goal?

Which of your goals are you not having any success achieving?

Environment

Describe the ideal environment for the goal to be achieved.

Describe the environment in which you are trying to achieve the goal.

Can the goal be achieved in this environment?

If not, what must change? The goal or the environment?

Behaviour

Describe the behaviours or what you must do for the goal to be achieved.

What are you doing right now?

Can the goal be achieved with these behaviours?

If not, what must change? The goal or the behaviours?

Competencies

Describe the competencies or skills needed to achieve the goal.

Do you have these competencies?

Can the goal be achieved without these competencies?

If not, what must change? The goal or the skillset?

Beliefs and values

Describe the beliefs and values needed to achieve the goal.

Do you have the needed beliefs and values?

If not, what must change? The goal or the beliefs and values?

Identity

What identity must you have to achieve the goal?

I am a person who ...

Can the goal be achieved without this identity?

If not, what must change? The goal or the skillset?

How to keep a Change Mindset

Going forward, perhaps the biggest stumbling block to maintaining a Change Mindset is the negativity bias we have explored as a brain function to protect us. It is too easy to go back to a negative mindset.

Activity 16 Part 1: Keeping a Change Mindset

Use this three-step technique to avoid this. This activity will make the positive more sticky and take the place of the negative.

1. Identify a positive experience

Think of a positive experience that you have had. It could be something physical, a sense of personal achievement, or being close to someone. Become aware of the positive and warm emotions that go along with it.

2. Enhance the experience

For about fifteen or twenty seconds just focus on that experience. Enjoy it. Let it fill your mind and your body. Allow the positive experience to become intense. See what new aspect of the experience you can find. Be aware of how personally relevant it is to you.

3. Absorb it all

Imagine you are a huge bottle and imagine the precious dust of the experience filling you. Or visualise a clear glass of water with a drop of bright red food colouring dropped into it. Notice how it slowly colours all the water in the same way you absorb this positive experience. Just stay with it for a few more seconds.

Do these three steps once a day and as needed.

Activity 16 Part 2: Keeping a Change Mindset

A quick and easy way to remember this is to remember 3-1-31-12.

Do

The 3 Steps: Identify a positive experience. Enhance the experience. Absorb it all.

1 x a day

For 31 Days

For 12 Months

And enjoy the difference in your life.

Quiz 4

Please complete the following quiz digitally on the Vadea learning platform.

Say if each statement is TRUE or FALSE.

- | | |
|---|--|
| 1 | A person resisting change will attend meetings and training sessions, but with resentment. |
| 2 | A strategically compliant person will accept change, but conditionally only. |
| 3 | By widening our perspective, we are more flexible to resolve conflict and to see things from different viewpoints. |
| 4 | A mindset is an established set of attitudes and beliefs that affects what we think, how we think, what we do and what we achieve. |
| 5 | People with Change Mindsets see things from one crystal-clear perspective. |

Final Assessment



Complete the Final Assessment digitally on the Vadea Learning Platform to earn your badge and certificate.

Indicate the **ONE** correct response for each question.

| | |
|---|---|
| 1 | VUCA stands for _____, _____, _____ and _____. |
| a | Volatile, Uncertain, Comprehensive, Ambiguous |
| b | Volatile, Uncertain, Complex, Ambiguous |
| c | Volatile, Undeveloped, Complex, Ambiguous |
| 2 | The Third Industrial Revolution started in: |
| a | Mid-1900s |
| b | 1969 |
| c | 1987 |
| 3 | Technology maintenance and installation is a _____ skill. |
| a | declining |
| b | growing |
| c | popular |

Final Assessment (continued)

Indicate the ONE correct response for each question.

| | |
|---|---|
| 4 | Important skills related to the self includes _____, _____, _____ and _____. |
| a | adaptability, communication, learning to learn and resilience |
| b | adaptability, cognitive flexibility, learning to learn and resilience |
| c | adjustment, cognitive flexibility, learning to learn and resilience |
| | |
| 5 | Digital fluency refers to being _____ and _____. |
| a | password savvy, have competence across ICTs and applications |
| b | cyber security active, have competence across ICTs and applications |
| c | cyber security active, able to use a PC |
| | |
| 6 | Select the options that best completes these sentences. The mesolimbic _____ system is an incredibly complex system that allows us to - _____ when something _____ happens. |
| a | reward, feel rewarded, positive |
| b | adrenal, fight or flee, negative |
| c | response, experience negative bias, scary |
| | |
| 7 | During a fight or flight reaction, _____, _____ and _____. |
| a | our heart rate decreases, adrenalin is released, cortisol is released |
| b | we think quickly, our pupils dilate, we start breathing slowly |
| c | our pupils dilate, adrenalin is released, blood moves from the digestive system to the muscles |
| | |
| 8 | Select the option that best completes these sentences. The amygdala processes our _____ along with our decision-making. The _____ controls this decision-making process between _____ and _____. |
| a | thought processes, cortex, fight and flight |
| b | memories and our emotions, amygdala, fight and flight |
| c | dreams, thalamus, rest and digest |

Final Assessment (continued)

Indicate the ONE correct response for each question.

| | |
|----|---|
| 9 | The two types of beliefs are _____ and _____. |
| a | empowering, limiting |
| b | pessimistic, optimistic |
| c | disempowering, limiting |
| | |
| 10 | Filters include _____, _____ and _____. |
| a | dreams, values, memories |
| b | cultures, values, memories |
| c | reactions, beliefs, decisions |
| | |
| 11 | Deletion is an example of how the _____ process _____. |
| a | cortex, information |
| b | thalamus, sensorial detail |
| c | amygdala, dangerous situations |
| | |
| 12 | When we are presented with a _____, our _____ provides _____. |
| a | fearful situation, amygdala, fight or flight response |
| b | stimulus, brains, response |
| c | state change, posture, stability |
| | |
| 13 | Strategic compliance is an example of _____. |
| a | embracing change |
| b | resisting change |
| c | conditionally accepting change |
| | |
| 14 | People with a _____ believe that they can _____ about how to respond to situations, challenges, and events in their lives; and this decision is towards _____ action. |
| a | negative bias, do nothing, negative |
| b | limiting belief, complain, no |
| c | Change Mindset, make a decision, positive |

Final Assessment (continued)

Indicate the ONE correct response for each question.

| | |
|----|--|
| 15 | Martin Seligman notes there are ways of thinking that has an impact on our emotion. This includes _____, _____, and _____. |
| a | impersonal thinking, perseverance, permanence |
| b | personal thinking, pervasiveness, permanence |
| c | personal thinking, problem solving, prioritising |

Acknowledgements

Images

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VADEA AT A GLANCE



IMPLEMENTING DIGITAL EDUCATION IN SCHOOLS FROM A CHANGE MANAGEMENT MINDSET

LEVEL 1

- Session 1: Education is changing - so what?
- Session 2: Making myself adapt-able to change
- Session 3: The mindset change model for digital education implementation

LEVEL 2

- Session 1: The role of the change facilitation team
- Session 2: Working with the stakeholders - dealing with change
- Session 3: Working with the stakeholders - skills assessment and planning

LEVEL 3

- Session 1: Developing the implementation plan
- Session 2: Implementing the implementation plan
- Session 3: Making change stick



TEACHING FOR THE FOURTH INDUSTRIAL REVOLUTION

- Session 1: Getting to the Fourth Industrial Revolution
- Session 2: Augmented Reality (AR)
- Session 3: Virtual Reality (VR)
- Session 4: Big Data
- Session 5: Artificial Intelligence (AI)
- Session 6: Coding
- Session 7: Robotics
- Session 8: Genready for the 4IR
- Session 9: Other 4IR Technologies and Applications



ANDROID COURSES

KNOW AND USE YOUR ANDROID TABLET DEVICE

- Session 1: All about Android tablet devices
- Session 2: Making contact with the world
- Session 3: My Android tablet device is mine!
- Session 4: There's an Android app for that
- Session 5: Finding it on the internet
- Session 6: Making the Android tablet device work for you - files
- Session 7: Making the Android tablet device work for you – calendars and data management
- Session 8: Making the Android tablet device work for you – eBooks and eReaders
- Session 9: Taking the Android tablet to school

SOCIAL MEDIA ON ANDROID TABLET DEVICES

- Session 1: Introducing social media
- Session 2: Creating your social media accounts
- Session 3: Social media in the classroom – Useful or just fun?
- Session 4: Don't forget the other social media
- Session 5: Facebook in the classroom
- Session 6: Twitter in the classroom
- Session 7: A look at YouTube
- Session 8: YouTube in the classroom
- Session 9: Blogging in the classroom

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES

- Session 1: The Google Apps package and Google Drive
- Session 2: Google Docs
- Session 3: Google Calendar and Google Slides
- Session 4: Google Hangouts
- Session 5: Creating my own teaching and learning content
- Session 6: Google Apps that will open a new world to your learners
- Session 7: Streamline your class with Google Forms
- Session 8: Google Sheets
- Session 9: New course coming!

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS

- Session 1: Why eLearning?
- Session 2: Getting technical
- Session 3: Management and usage of ICTs in schools
- Session 4: Content for tablet devices
- Session 5: Apps for teachers for demonstrations and content creation
- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education





WINDOWS COURSES

KNOW AND USE YOUR WINDOWS TABLET DEVICE

- Session 1: All about Windows tablet devices
- Session 2: Making contact with the world with my Windows tablet device
- Session 3: My Windows tablet device is mine!
- Session 4: There's a Windows app for that
- Session 5: Finding it on the internet
- Session 6: Making the Windows tablet device work for you - files
- Session 7: Making the Windows tablet device work for you – calendars and data management
- Session 8: Making the Windows tablet device work for you – eBooks and eReaders
- Session 9: Taking the Windows tablet device to school

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MICROSOFT FOR WINDOWS TABLET DEVICES

- Session 1: Introducing Microsoft Office 365 education and OneDrive
- Session 2: Microsoft Word and Microsoft Outlook
- Session 3: Microsoft Powerpoint
- Session 4: Microsoft OneNote
- Session 5: Skype and Yammer
- Session 6: Microsoft Forms and online assessment apps
- Session 7: Office mix and blended learning
- Session 8: Microsoft Excel
- Session 9: Office sway and the Microsoft educator community

DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS

- Session 1: Why eLearning?
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- Session 6: Online assessment tools
- Session 7: Learning management systems
- Session 8: Games teach too
- Session 9: The gamification of education



USING YOUR LAPTOP TO MAKE A REAL DIFFERENCE IN YOUR TEACHING

- Session 1: Your first laptop
- Session 2: Producing written documents (using Microsoft Word) Part 1
- Session 3: Producing written documents (using Microsoft Word) Part 2
- Session 4: Producing written documents (using Microsoft Word) Part 3
- Session 5: Processing numerical data (using Microsoft Excel) Part 1
- Session 6: Processing numerical data (using Microsoft Excel) Part 2
- Session 7: Preparing presentations (using Microsoft PowerPoint)
- Session 8: Keeping things together (using Microsoft OneNote)
- Session 9: Managing files
- Session 10: Connecting with the world
- Session 11: Using a display device with your laptop
- Session 12: Making it work with JUST ONE LAPTOP



TEACHING ONLINE

- Session 1: Foundations of online teaching
- Session 2: Teaching synchronously
- Session 3: Teaching asynchronously
- Session 4: Using Microsoft Teams to communicate your message
- Session 5: Teaching synchronously with Microsoft Teams
- Session 6: Teaching effectively in a hybrid classroom



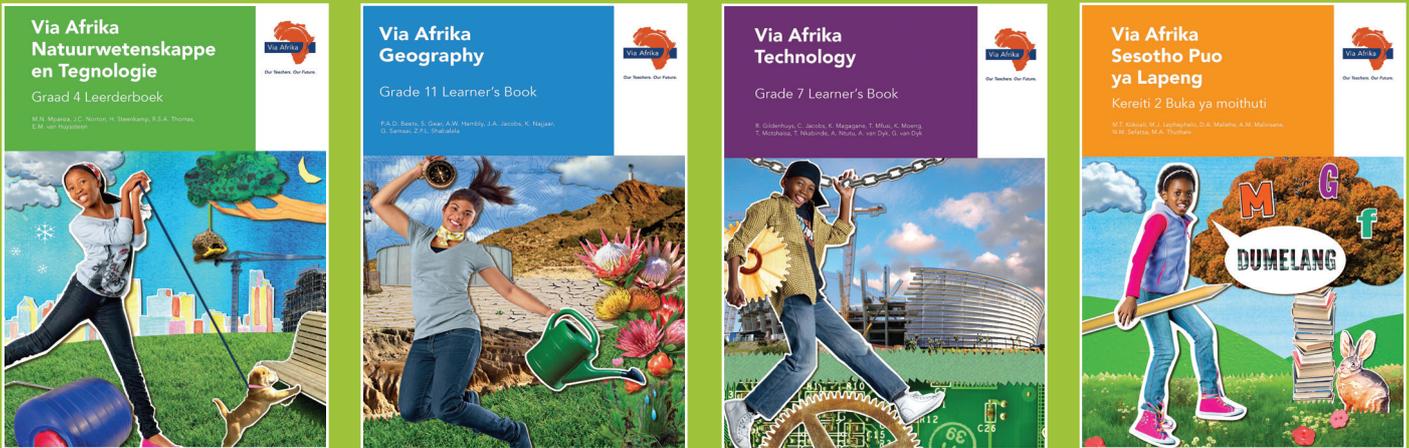
STUDENT WELLNESS

- Course 1: A mindset for success
- Course 2: Stress and me
- Course 3: Stress, me and others

Please note that this course has been designed for students and not for teachers.

WHAT ELSE WE DO

CAPS approved printed books Grades 1 - 12



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Online social emotional learning courses for students at www.VAstudent.online

Course 1: A mindset for success for students

Course 2: Stress and me for students

Course 3: Stress, me and others for students

