

Developing Mental Strength for Successful Teaching and Learning

– A Project at the THM Business School, Gießen –

Igor Ardoris and Martina Höber



Mental Training at the University - how come?

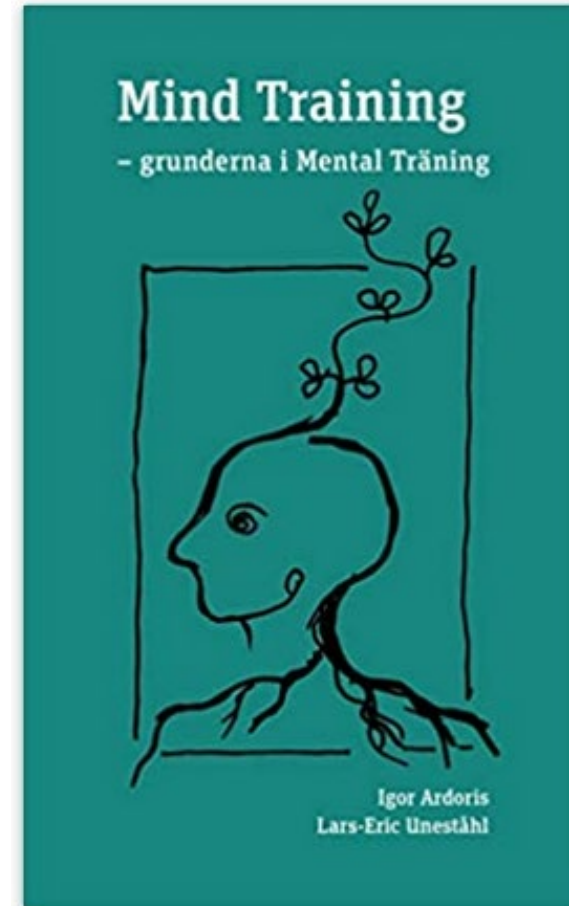


Igor's Activities at THM

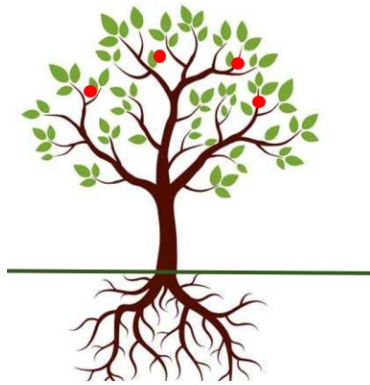
- Appetizer Workshop ½ day
VP Prof. Dr. Katja Specht, teaching staff and students
- Train the teacher workshop 2 days (several times)
- Pitstops after ½ year (interview/supervision with Igor)



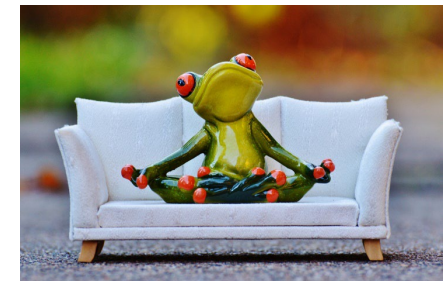
Igor's Concept of Mental Strength



How did Igor's Workshop Effect me as Teacher?



<https://pixers.de/fototapeten/form-von-baum-wurzeln-und-grunen-blatttern-vektor-illustration-113172732>
Abgerufen am 13. Oktober 2020, 16:00 Uhr



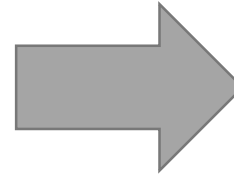
Martina's Activities at the THM

- Integration of Mental Training in all of my classes in the Bachelor's and Master's programme
- Special seminars for 1st semester students at the THM Business School
- Orientation workshops just before students start to study



Starting Points - Mental Training at the University

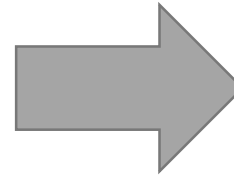
Taking responsibility for one's own learning



Developing self-motivation and discipline



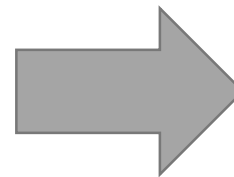
Dealing with setbacks and failure



Developing a growth mindset



Effective learning and dealing with stress



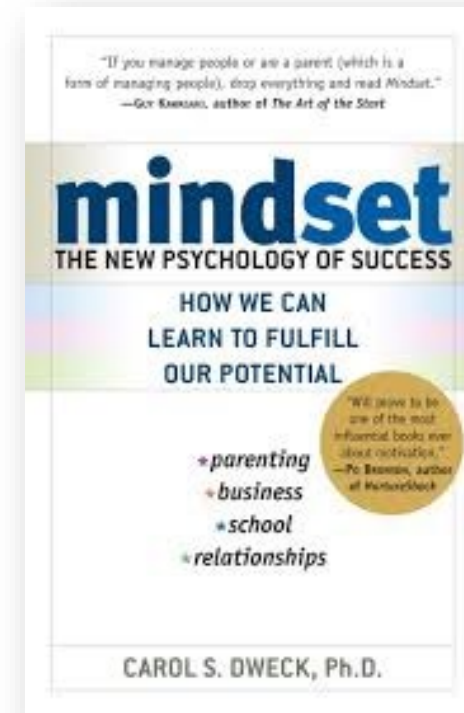
Learning how to focus and relax (tension control)



MINDSET



**Prof. Carol S. Dweck,
Stanford University**



For More Information



Growth Mindset for Teachers

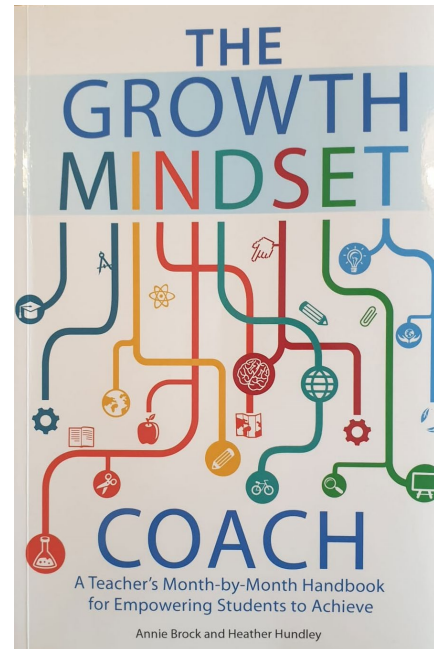
Our first set of topics introduces teachers to a growth mindset and provides them with practices to help promote it in their classroom. Click below to get started.

Get Started



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Mindset Kit – mindsetkit.org



For every student,
every classroom.
Real results.

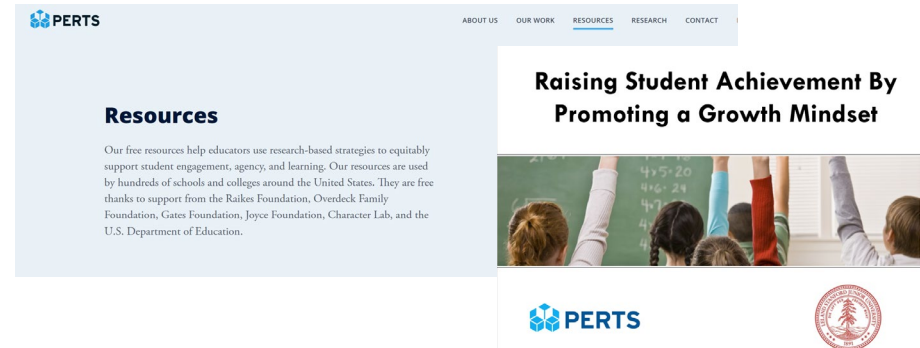
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Teachers

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<https://www.perts.net/>

CONCENTRATION: FOCUS AND DETACHMENT



The University of Chicago Press Journals

THE CONSUMER IN A CONNECTED WORLD

Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity

ADRIAN F. WARD, KRISTEN DUKE, AYELET GNEEZY, AND MAARTEN W. BOS

ABSTRACT Our smartphones enable—and encourage—constant connection to information, entertainment, and each other. They put the world at our fingertips, and rarely leave our sides. Although these devices have immense potential to improve welfare, their persistent presence may come at a cognitive cost. In this research, we test the “brain drain” hypothesis that the mere presence of one’s own smartphone may occupy limited-capacity cognitive resources, thereby leaving fewer resources available for other tasks and undercutting cognitive performance. Results from two experiments indicate that even when people are successful at maintaining sustained attention—as when avoiding the temptation to check their phones—the mere presence of these devices reduces available cognitive capacity. Moreover, these cognitive costs are highest for those highest in smartphone dependence. We conclude by discussing the practical implications of this smartphone-induced brain drain for consumer decision-making and consumer welfare.

<https://www.journals.uchicago.edu/doi/full/10.1086/691462>



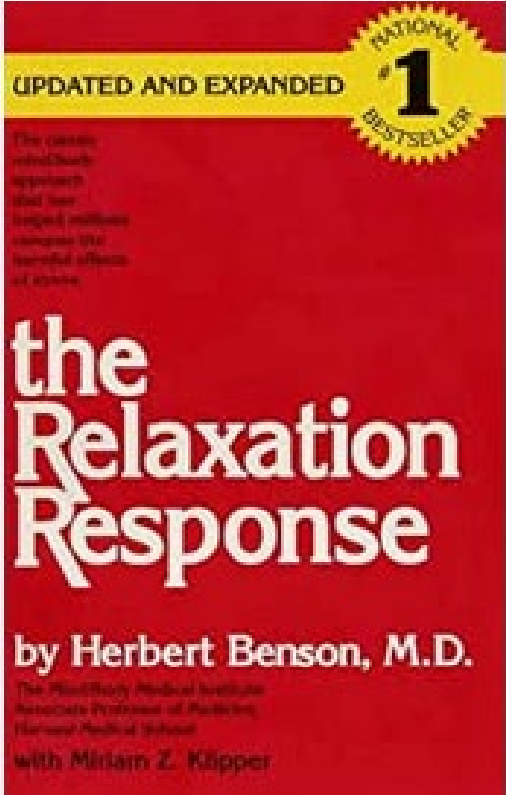
OPEN The mere presence of a smartphone reduces basal attentional performance

Jeanette Skowronek[✉], Andreas Seifert & Sven Lindberg

The smartphone has become an indispensable part of everyday life. It enables endless possibilities and offers persistent access to a multiplicity of entertainment, information, and social contacts. The development towards a greater use and a persistent presence of the smartphone does not only lead to advantages, but also raises potential for negative consequences and a negative influence on attention. In this research, the hypothesis of the mere smartphone presence leading to cognitive costs and a lower attention is being tested. The smartphone may use limited cognitive resources and consequently lead to a lower cognitive performance. To investigate this hypothesis, participants aged 20–34 perform a concentration and attention test in the presence and absence of a smartphone. The results of the conducted experiment imply that the mere presence of a smartphone results in lower cognitive performance, which supports the hypothesis of the smartphone presence using limited cognitive resources. The study as well as the subsequent results and the resulting practical implications are presented and discussed in this paper.

Skowronek, J., Seifert, A. & Lindberg, S. The mere presence of a smartphone reduces basal attentional performance. *Sci Rep* **13**, 9363 (2023). <https://doi.org/10.1038/s41598-023-36256-4>

TENSION CONTROL



Practising Focus and Relaxation



MOTIVATION AND SELF-DISCIPLINE



- Talking about „Your Why“
- Different kinds of motivation
- Talking about costs
- Responsibilities for learning process
- Pitstops in the course of the semester

Contact Information



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