Motivate Lab

Learning Mindsets

September 8th 2023

UNIVERSITY of VIRGINIA

SCHOOL of EDUCATION and HUMAN DEVELOPMENT

Motivate Lab

Who We Are

Our Motivate Lab Team

LADONNA YOUNG

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Motivate Lab Mission

To improve people's lives through rigorous motivation research.

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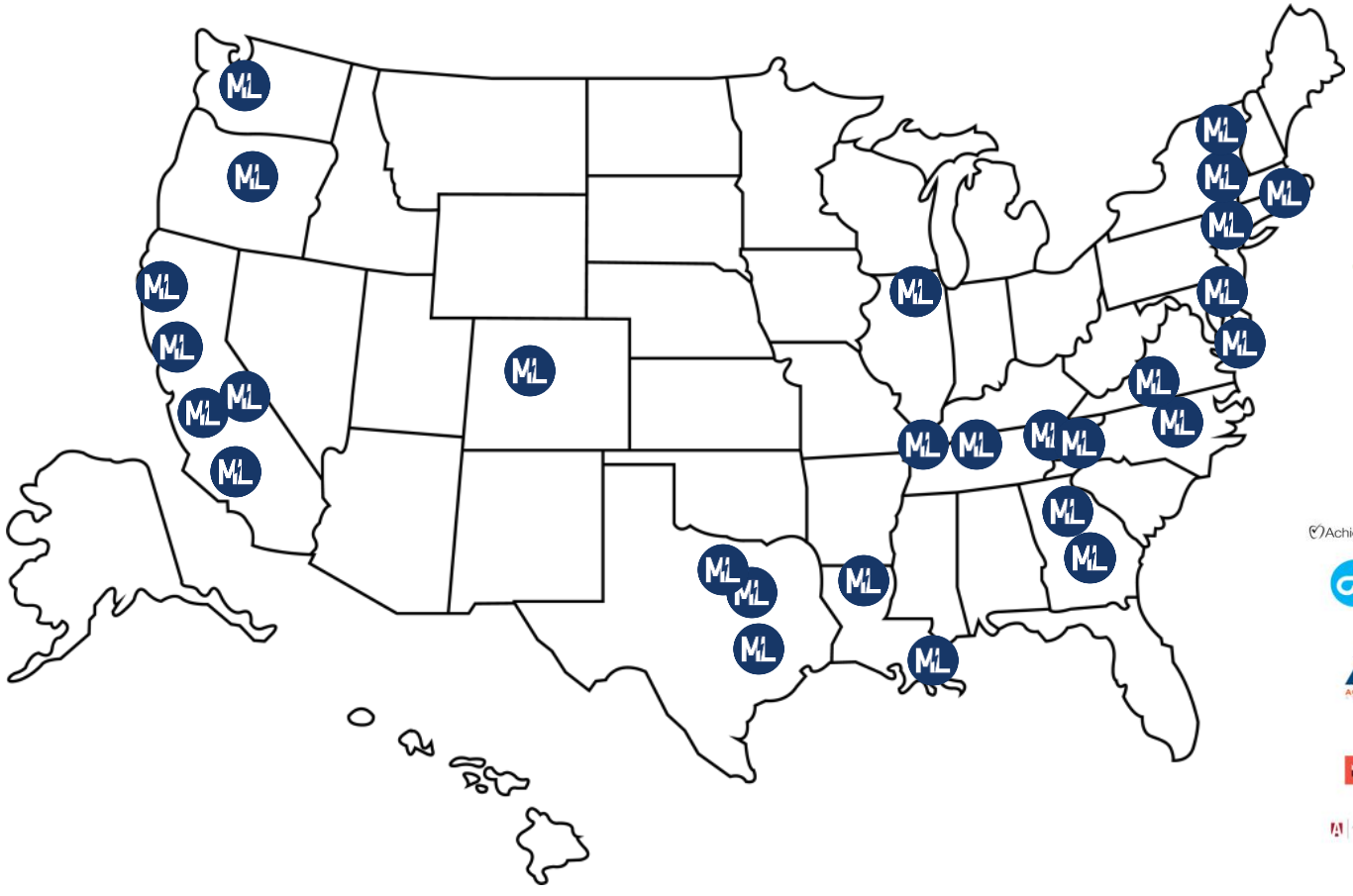
To improve people's lives **through rigorous** motivation research.

Motivate Lab Mission

To **reduce systemic inequity** through rigorous **motivation research.**

Motivate Lab Partners: 65 and Counting!



University System of Georgia
The College System of Tennessee
CUNY The City University of New York
Board of Regents State of Louisiana
Southwest Tennessee Community College
Cal State LA
Dalton State
California State University Northridge
Mocca Oregon Community College Association
ecore
aacom
University of Virginia
CalPoly Pomona
San Diego State University
Georgia Gwinnett College
GSW Georgia Southwestern State University
Long Beach
Nashville State Community College
Georgia State University
Strong Start to Finish Ensuring College Success
Gardner Institute
ACUE
Achievement First
Braven
BridgeYear
CARPE college access network
Chicago Scholars
ct
mentor
Monument Academy
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Bottom Line
IDEA Public Schools
Intrinsic Schools
Achieve Atlanta
KIPP Metro Atlanta Schools
Noble
OneGoal
Next Level Note
nxu
OneFuture Coachella Valley Since 2005
Propel America
Ron Brown Scholar Program
The Urban Assembly
Uncommon Schools
uplift education
yes prep Public Schools

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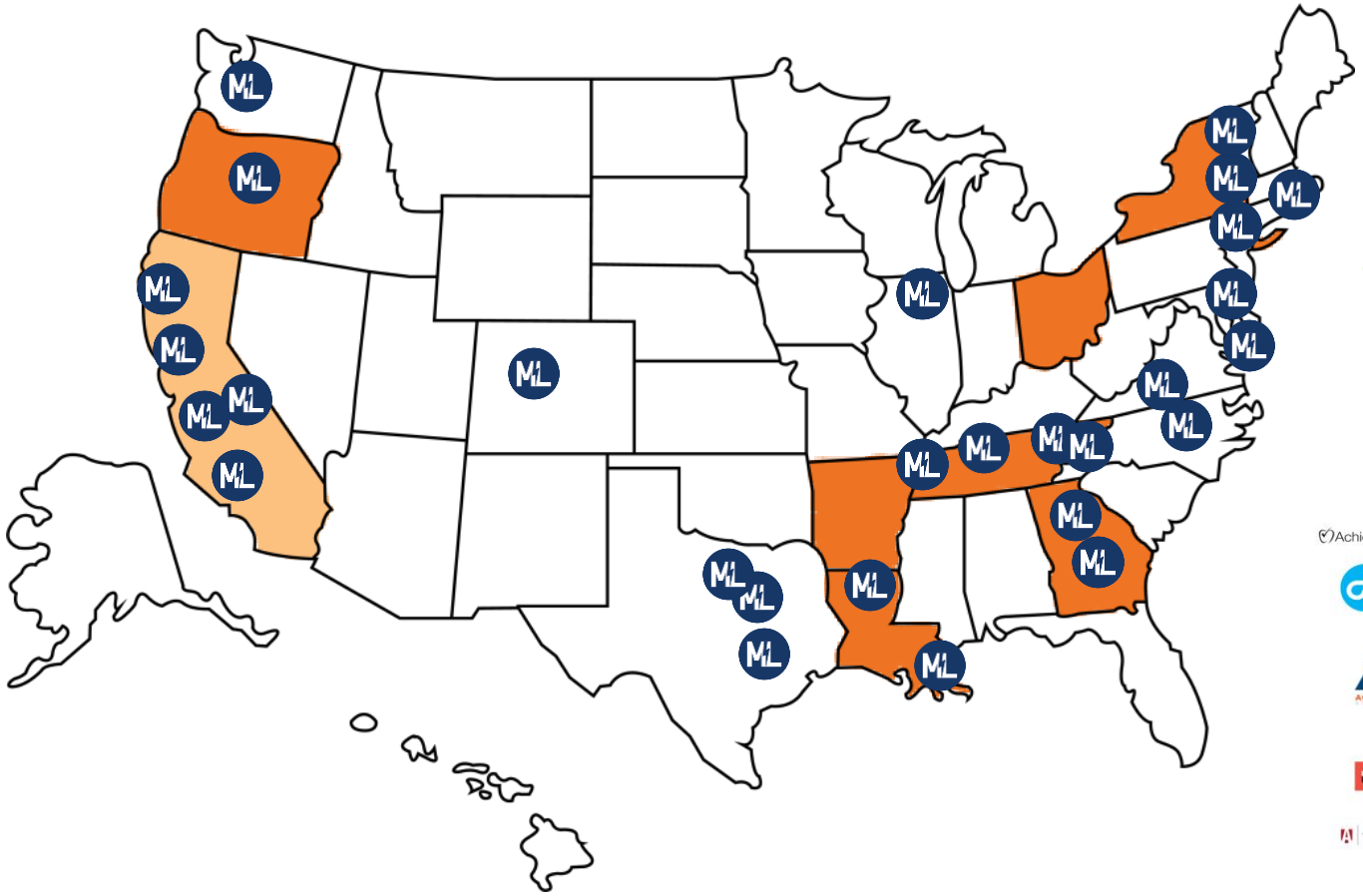

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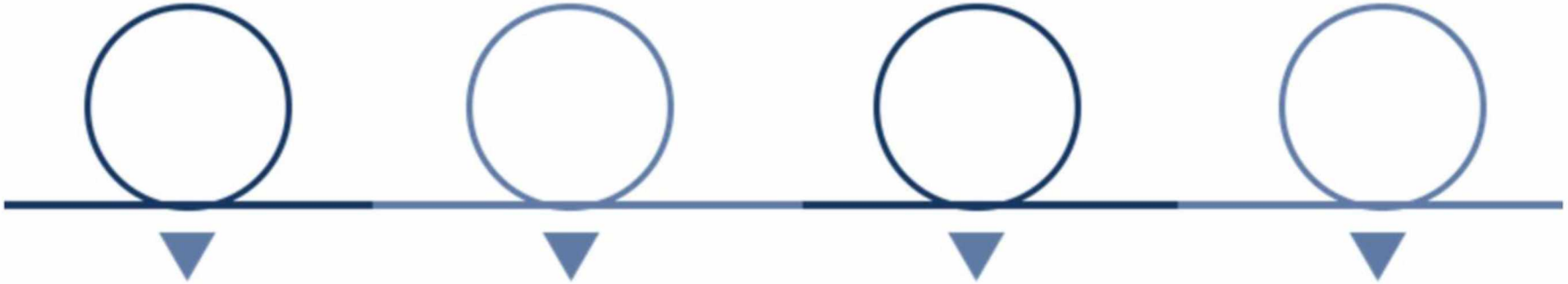
Learning Mindsets

What We Do

Our Process



EMPATHIZE & LEARN

Understand the problem and context by listening to stakeholders

SYNTHESIZE & PLAN

Consolidate learning and develop next steps

PROTOTYPE & TEST

Customize interventions and strategies informed by data, feedback, and theory

ADOPT & INFUSE

Adopt effective strategies and responsibly scale to other contexts

Learning Mindsets

Students' beliefs about themselves as learners and their learning environment.

G

Growth Mindset
Belief that intelligence can be developed through hard work, the use of effective strategies, and help from others when needed.

P

Purpose and Relevance
The belief that one's schoolwork is valuable because it is connected to a larger purpose and/or relevant to one's life.

S

Sense of Belonging
Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture.

Can I do this?

Do I want to do this?

Do I belong here?

Why Focus on Learning Mindsets?

Meaningful

Related to academic success and students' well-being

Measurable

Can be assessed and tracked

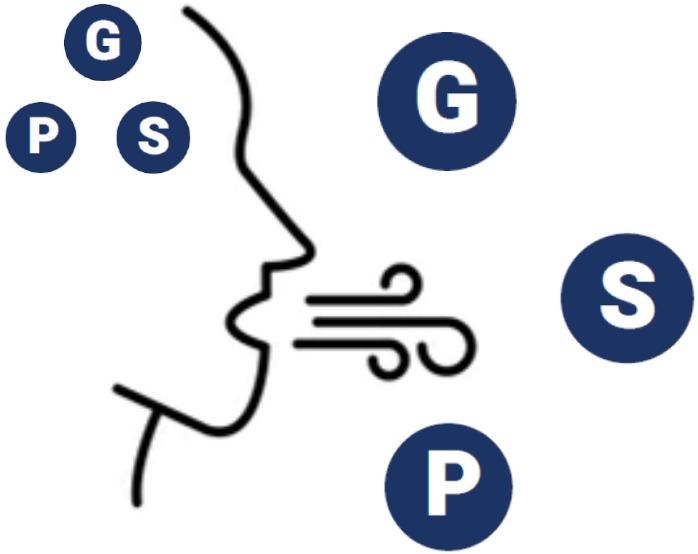
Malleable

Can be altered through targeted activities and changes in the educational context

More Effective

Learning mindset interventions can be particularly powerful and improve outcomes for students from traditionally marginalized groups (e.g., Black, Latine, Indigenous, 1st generation)

Enhance the Quality of the *Psychological* Air



Mindset GPS

Why it Matters

Do you know these students?

G

Mia

"I'm not good at math and I never will be."

P

Grace

"I can read and write! Why am I in this class?"

S

Carlos

"I'm not sure I fit in this class. Would anyone notice or care if I left?"

Our Research

In our most recent work with the Tennessee Board of Regents and the University System of Georgia, we studied **how learning mindsets relate to academic outcomes and how they may be particularly effective for supporting students enrolled in corequisite courses** — particularly those who have been systematically marginalized by the higher education system.

What We Have Found

Learning mindsets matter in corequisite courses

G "Remedial" courses may convey messages to students that they do not "have what it takes" to succeed in math, for example, leading to **discouragement** and **students seeing themselves as someone who is not capable of learning math**.

Mia

"I'm not good at math and I never will be."

P Being forced to take college courses for no credit creates an additional **structural barrier** for students related to the affordability of higher education.

Grace

"I can read and write! Why am I in this class?"

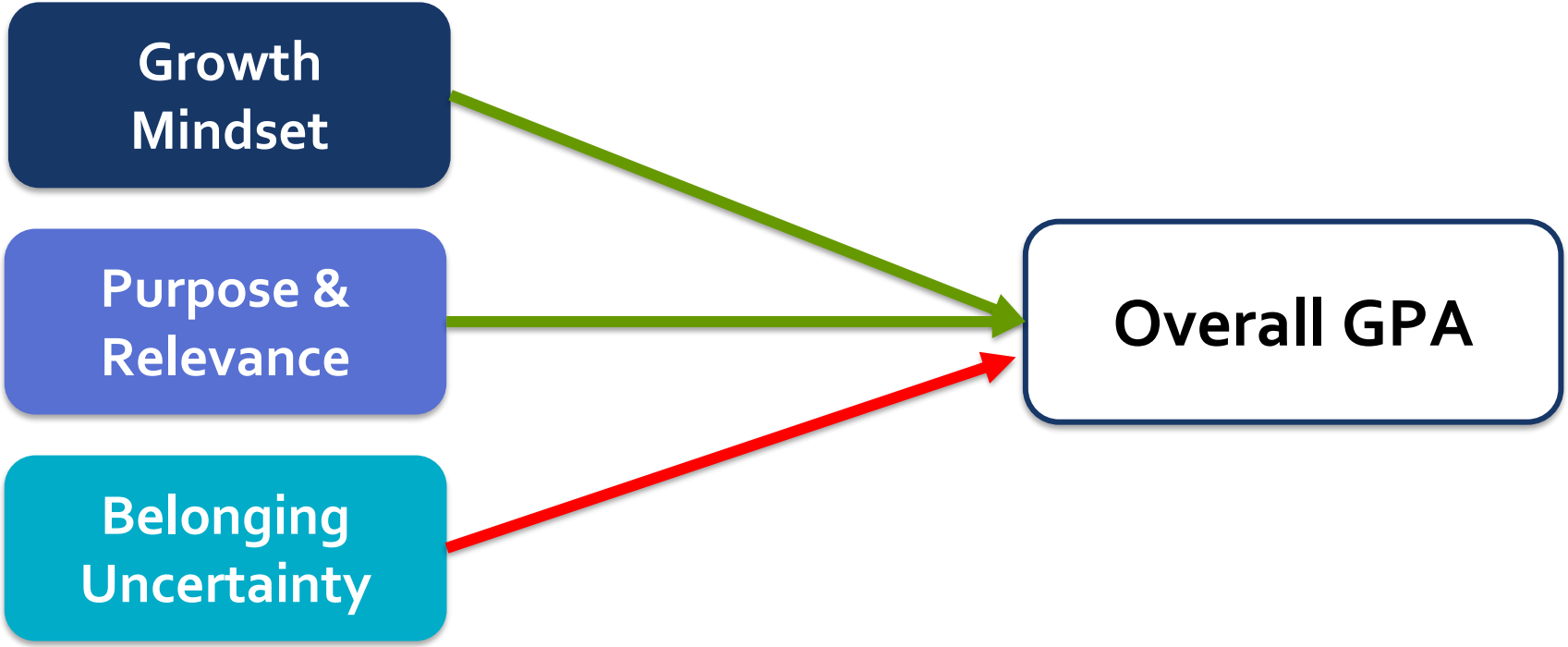
S Belonging uncertainty creates **greater difficulties** for corequisite students than non-corequisite students.

Carlos

"I'm not sure I fit in this class. Would anyone notice or care if I left?"

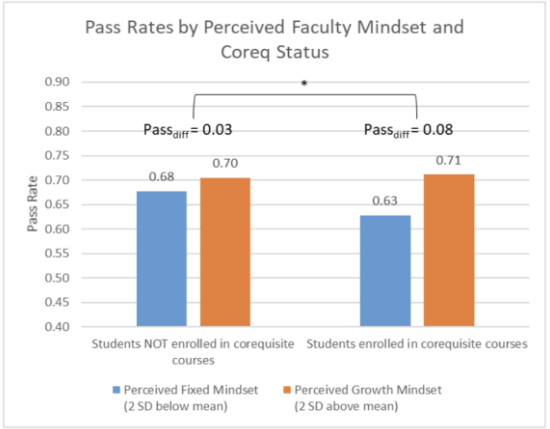
What We Have Found

Mindset GPS correlation to GPA in corequisite courses



What We Have Found

Our messages matter more to students in corequisite courses



Students who **perceived their faculty as endorsing more of a growth mindset**:

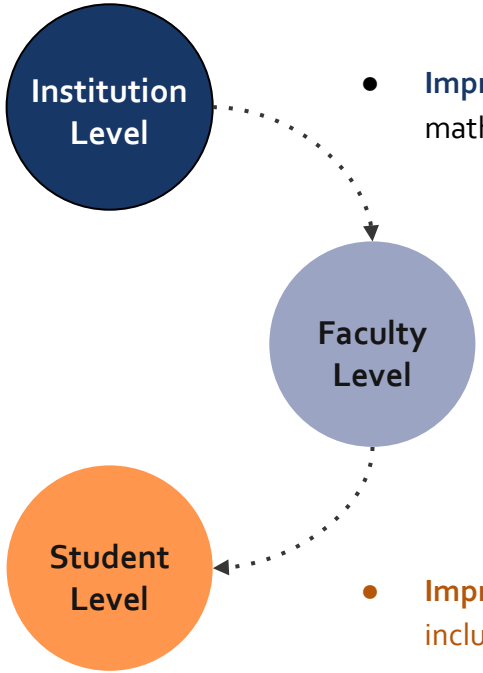
- Attained higher GPAs than students who perceived their faculty as endorsing less of a growth mindset
- Achieved higher passing rates in their lead course than students who perceived their faculty as having lower growth mindset

Program Overview

How We Can Work Together

The Opportunity

Addressing systems change in corequisite education



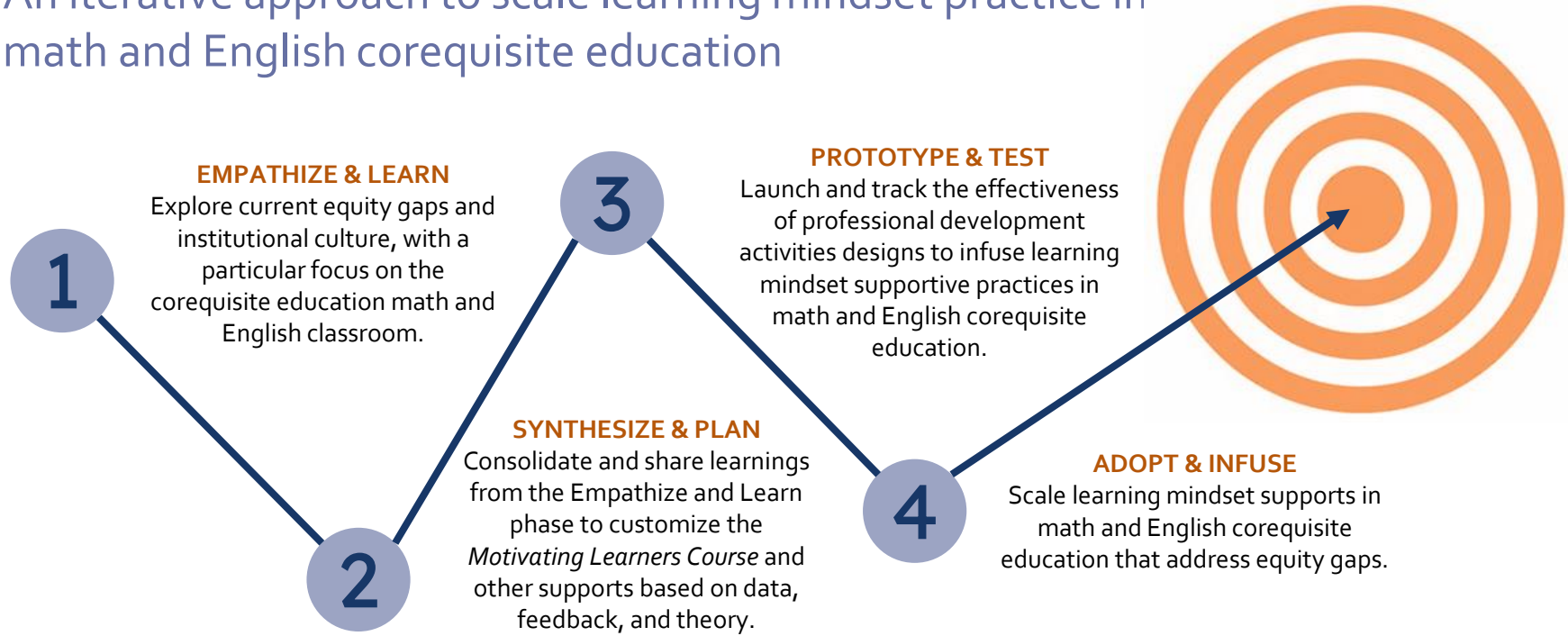
- **Improve implementation and scaling of learning mindset supportive strategies** in corequisite mathematics and English education.

- Engage training and professional development to **infuse curriculum with growth mindset concepts.**
- **Develop as an institutional champion** who can walk the talk and talk the talk related to learning mindset supportive practices in corequisite mathematics and English education on their campuses.

- **Improve student perceptions** of their corequisite mathematics and English courses to be more inclusive, growth-focused, and meaningful.

Project Outcomes

An iterative approach to scale learning mindset practice in math and English corequisite education



Project Overview

An iterative approach to design a customized PD program

EMPATHIZE & LEARN	SYNTHESIZE & PLAN	PROTOTYPE & TEST	ADOPT & INFUSE
Fall 2023	**Spring 2024**	**2024**	**2025**
Focus Groups	Learning Mindset Convenings	Learning Mindset Convenings	Learning Mindset Convenings
Faculty Advisory Group	Introduction to Learning Mindsets Course	Faculty complete Motivating Learners Course	Motivating Learners Course
Student and Faculty Surveys	Customization of Motivating Learners Course begins	Student and Faculty Surveys	Faculty Fellows
Sites Visits		Share Motivating Learners Course feedback	Report Findings

The Commitment

What faculty should expect

Task	Time Investment
Share	
Focus Groups & Site Visits	1-3 hours
Surveys	<1 hour
Learn	
Intro to Learning Mindsets	2-4 hours
Motivating Learners Course	4-8 hours
Collaborate	
Learning Mindset Convenings	2-6 hours
Continuous Feedback	<1 hour
Faculty Advisory Group & Fellows	Optional

Questions & Answers

Q&A

Next Steps

Faculty and student surveys will commence later this month

Thank You!

Marcus Marcus@motivatelab.org