



Motivate Lab

CREATING PRODUCTIVE LEARNING MINDSETS IN GEORGIA



UNIVERSITY SYSTEM OF GEORGIA

OUR COLLABORATION

To increase the number of adults holding a post-secondary degree from 38% to 60% by 2025, the University System of Georgia is partnering with the Motivate Lab to co-create a plan that infuses **learning mindset-supportive practices** throughout Georgia’s higher education system.

Collaboratively, we will implement a design process that rigorously tests changes in educational practices at every level of the institutional and university-system structure. Our learnings will be applied in other states to infuse higher education institutions with learning mindset-supportive practices.

LEARNING MINDSETS

Learning mindsets are our beliefs and perceptions about learning. They shape how we interpret difficulty, and research shows they are critical predictors of academic performance, persistence, and motivation. We are primarily interested in three main learning mindsets.



GROWTH MINDSET:
Belief that intelligence can be developed



PURPOSE AND VALUE:
Belief that schoolwork is valuable because it’s personally relevant

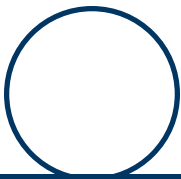


SOCIAL BELONGING:
Belief that one is connected to and respected by peers, cared for by teachers and mentors, and fits in with the culture

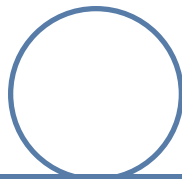
OUR RESEARCH PROCESS

SCIENTIFIC RIGOR + **DESIGN PRINCIPLES** + **STRONG PARTNERSHIPS** = **SOLUTION-FOCUSED, ACTION-ORIENTED RESEARCH**

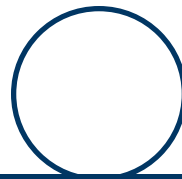
By combining psychological science with design thinking and researcher-practitioner partnerships, we instigate positive change in institutions, from the individual to the policy level. We utilize best practices in design-based research, randomized control trials, and improvement science to find optimal solutions to meet our partners’ needs.



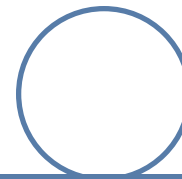
EMPATHIZE & LEARN
Understand the problem and context by listening to stakeholders



SYNTHESIZE & PLAN
Consolidate learning and develop next steps



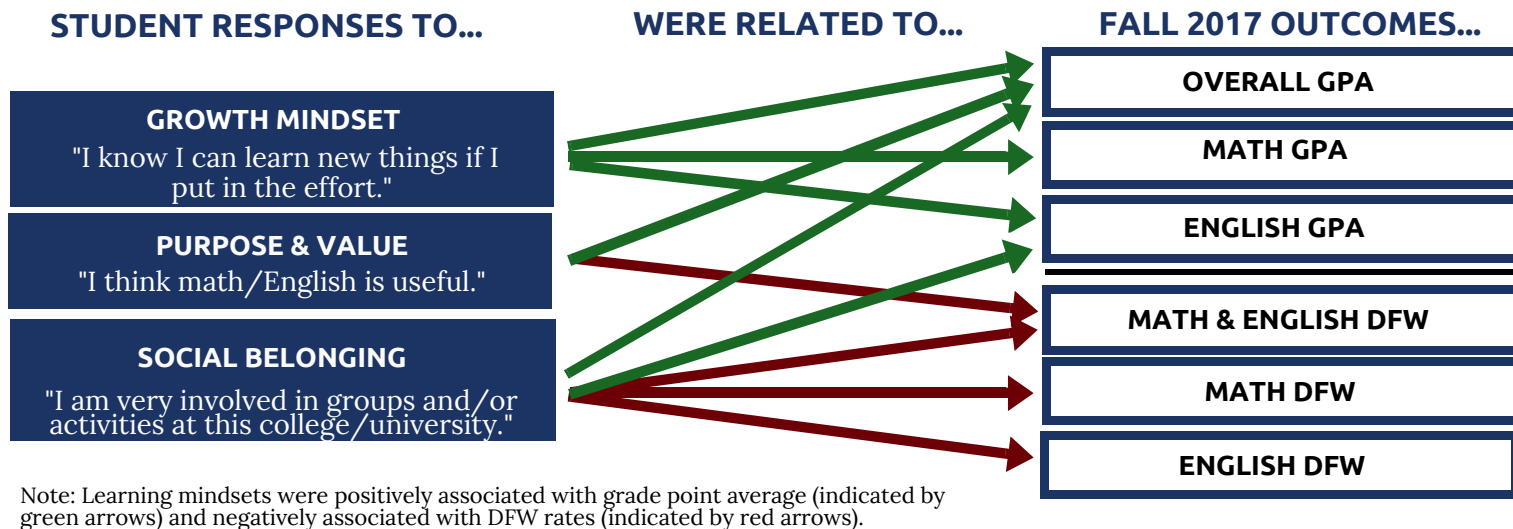
PROTOTYPE & TEST
Customize interventions and strategies informed by data, feedback, and theory



ADOPT & INFUSE
Adopt effective strategies and responsibly scale to other contexts

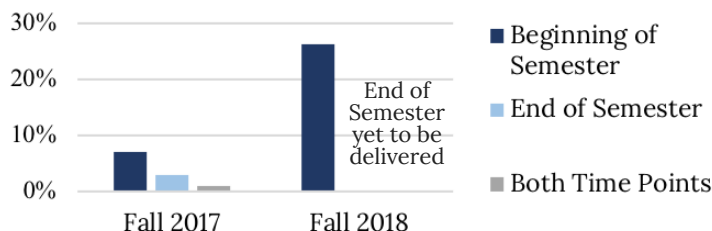
FINDINGS FROM THE 2017 AND 2018 LEARNING MINDSET SURVEYS

In Fall 2017, 3,733 first-year students across the University System of Georgia answered questions about their incoming learning mindsets toward their math and English courses, and about college in general. Findings suggested that:



WHO TOOK THE 2017 AND 2018 LEARNING MINDSET SURVEYS?

All first-time, first-year students across USG institutions were invited to complete the Learning Mindset Survey at the beginning and end of fall semester. Of all eligible students, here is the percentage that completed the survey in 2017 and 2018:



FIVE T'S OF FOSTERING LEARNING MINDSETS ACROSS THE COLLEGE TRANSITION

Here are five key steps for supporting students as they transition to your campus:

- 1 Target** the source of students' learning mindset-related issues, not the outcome.
Based on your data, which learning mindset do you want to target: G, P, or S?
- 2 Tailor** learning mindset-supportive practices to your context and students.
Where are high-potential contexts or programs to start your work?
Who needs to be involved to plan, implement, and test changes?
- 3 Time** interventions to best support students' learning mindsets.
When are key time points in the transition process that could be leveraged to help set students up for success (e.g., orientation, course selection, mid-semester check in, first week of classes)?
- 4 Track** your students' learning mindsets early and over time.
Only a small percentage of first-year students took the Learning Mindset Survey at the beginning of the Fall (7% in 2017 and 26% in 2018). How well represented was your institution?
Even fewer students took the survey at the end of the semester (3%). How could you implement the end-of-semester learning mindset survey to represent as many student voices as possible?
- 5 Train** your faculty, staff, and administrators on how to foster learning mindset-supportive practices.
What groups of faculty and staff are most interested in making changes in their practices?