



Motivate Lab

CREATING PRODUCTIVE LEARNING MINDSETS



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 **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 (see table on next page). Our learnings will be applied in other states to infuse higher education institutions with mindset-supportive practices.

LEARNING MINDSETS

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

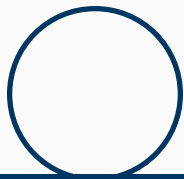


STRONG PARTNERSHIPS



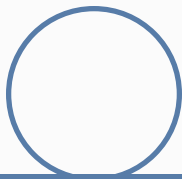
SOLUTION-FOCUSED, ACTION-ORIENTED RESEARCH

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.



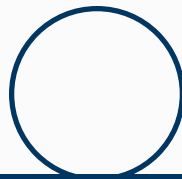
EMPATHIZE & LEARN

Understand the problem and context by listening to stakeholders



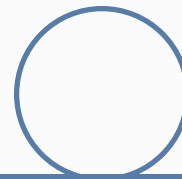
SYNTHESIZE & PLAN

Consolidate learning and develop next steps



PROTOTYPE

Customize interventions informed by data, feedback, and theory



TEST INTERVENTIONS

Start small, fail fast, utilize those learnings to scale up across the system



Motivate Lab

CREATING PRODUCTIVE LEARNING MINDSETS IN GEORGIA'S HIGHER EDUCATION INSTITUTIONS



UNIVERSITY SYSTEM OF GEORGIA

The list below contains examples of the types of mindset-supportive practices that can be implemented at each level of a university system. Every member of Georgia's higher education community has the opportunity to create a meaningful experience for students. To ensure that students receive consistent messages, mindset-supportive practices will be most effective when infused throughout the university system. As you read through these examples, we encourage you to use the separate table at the bottom as a space for your ideas. We are excited to hear your thoughts and learn from your expertise.

STATEWIDE

- Coordinate inter-institutional Learning Mindset Summit
- Incorporate mindset-supportive practices into Momentum Year initiatives

INSTITUTIONAL

- Facilitate a self-assessment of mindset-supportive practices on campus
- Support faculty and staff implementation of mindset-supportive practices
- Establish institutional requirement for focus areas to identify mindset-supportive practices

CURRICULAR & PROGRAM

- Provide resources for course and program design that emphasize learning mindsets
- Rethink program and curricular design with an eye towards mindset-supportive practices (e.g., advising, orientation, critical courses)

INSTRUCTIONAL & COMMUNITY SUPPORT

- Develop mindset-supportive modules, activities, and protocols and offer training and professional development for use of these practices
- Create learning mindset networked improvement communities

STUDENT

- Customize existing, research-based learning mindset interventions (e.g., growth mindset, value) to best match the learning context and students)
- Develop and test new interventions to meet specific student needs (e.g., cost perception)

IT'S YOUR TURN: WHAT CAN YOU DO IN YOUR POSITION?

?



Motivate Lab

EXAMPLES OF MINDSET-SUPPORTIVE PRACTICES



UNIVERSITY SYSTEM
OF GEORGIA

The following examples describe one mindset-supportive practice at each level of the system in more detail. The initial implementation work will involve concretely defining each practice from the table above and identifying who is best positioned to lead each effort with support from the University System of Georgia. When mindset-supportive practices are integrated at all levels of the system, an institution can create a culture of purposeful learning that benefits all students

STATEWIDE **COORDINATE INTER-INSTITUTIONAL LEARNING MINDSET SUMMITS**

The Learning Mindset Summit is a statewide gathering to foster inter-institutional dialogue about learning mindsets. It provides an opportunity for representatives from a variety of institutions to learn about mindsets, as well as collaborate and share best practices about how to support student mindsets.

INSTITUTIONAL **FACILITATE A SELF-ASSESSMENT OF MINDSET-SUPPORTIVE PRACTICES ON CAMPUS**

The self-assessment is a checklist designed to help institutions assess their progress in supporting students' learning mindsets. This self-assessment covers practices in a range of areas that will help institutions understand what they are doing well, and identify opportunities for expanding or strengthening mindset-supportive practices.

CURRICULAR AND PROGRAM **PROVIDE RESOURCES FOR COURSE DESIGN AND PROGRAM DESIGN THAT EMPHASIZE LEARNING MINDSETS**

The design of curricula and programs provides valuable opportunities for practitioners to create a culture of inclusion, value, and growth. Students can become active contributors to this culture if their campus experiences, both in and out of the classroom, are intentionally structured to support students' learning mindsets.

INSTRUCTIONAL AND COMMUNITY SUPPORT **DEVELOP MINDSET-SUPPORTIVE MODULES, ACTIVITIES, AND PROTOCOLS AND OFFER TRAINING AND PROFESSIONAL DEVELOPMENT FOR USE OF THESE PRACTICES**

Every interaction with students contributes to creating a mindset-supportive community. These modules, activities, and protocols will help practitioners learn how to interact with students in a way that is supportive of adaptive learning mindsets, and that does not unintentionally undermine student motivation. Faculty and staff in a variety of roles (e.g., instructor, advisor, residence life) will be able to access these evidence-demonstrated tools and trainings, and incorporate them into their interactions with students. This ensures students receive mindset-supportive messages in all areas of their college experience.

STUDENT **CUSTOMIZE EXISTING LEARNING MINDSET INTERVENTIONS (E.G., GROWTH MINDSET, UTILITY VALUE) BASED ON QUALITATIVE AND QUANTITATIVE DATA COLLECTION**

Learning mindset interventions are brief activities that target students' mindsets (e.g., growth, purpose, value, and belonging), typically through reflective writing activities. Although the results of these interventions are promising, their efficacy at scale is dependent on tailoring specific aspects of the intervention to the learning context (e.g., type of course, student characteristics). Before implementing these interventions, we will collect extensive qualitative and quantitative data to understand the context and tailor supports to students' needs.

Dr. Chris Hulleman, Director and Associate Professor
Motivate Lab, University of Virginia Curry School of Education
chris.hulleman@virginia.edu

Dr. Tristan Denley, Chief Academic Officer
University System of Georgia
tristan.denley@usg.edu

motivatelab.org