

# MOTIVATE LAB

## MISSION

We are driven to **improve people's lives through rigorous motivation research**. We focus on understanding the mindsets that promote learning, growth, and well-being. We use those insights to develop evidence-based solutions that can be applied across educational, extracurricular, and work contexts.

## STRONG PARTNERSHIPS

Collaborative relationships are the foundation of our work. Partnering with institutions and systems, we co-create solutions that address their most pressing challenges.

## RIGOROUS METHODS

We go beyond traditional academic research, combining best practices in improvement science, design-based research, and randomized control trials.

## DIVERSE EXPERTISE

Our team is composed of psychology and sociology researchers, higher education systems leaders, deans and faculty from a variety of higher education institutions, K-12 educators, business leaders, and more.

## BROAD IMPACT

Our partners include large institutions, school districts, and statewide higher education systems. In the past six years, we have reached more than 150,000 students.

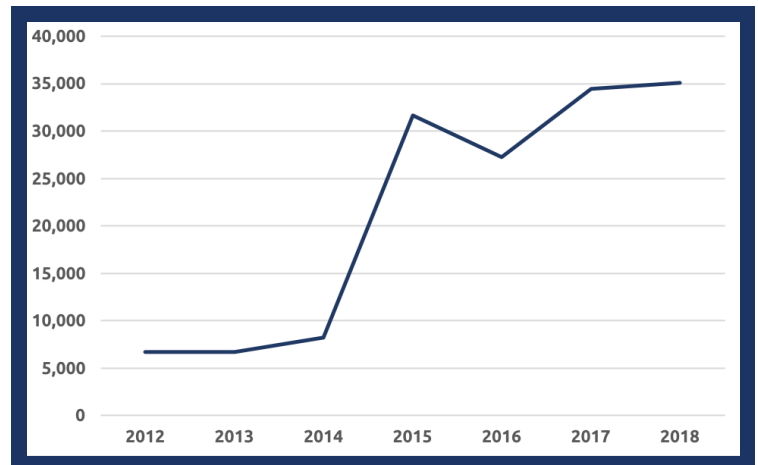
## ACROSS DEVELOPMENT

We intervene at critical time points throughout students' academic journey, with interventions tailored to their developmental level.

## ACROSS DISCIPLINES

We work to bridge research, practice, and policy and engage with a diverse range of individuals and groups and share our work in a variety of settings. Here are some of our partners:

## STUDENTS REACHED BY MOTIVATE LAB STUDIES PER YEAR



Carnegie Foundation for the Advancement of Teaching MICHIGAN VIRTUAL UNIVERSITY  
Florida Virtual School University System of Georgia  
Character Lab  
University of Virginia **GATES FOUNDATION** TUBINGEN UNIVERSITY  
CAL POLY POMONA Raikes Foundation Mindset Scholars Network  
San Diego State University Valencia College  
Tennessee Board of Regents National Science Foundation  
Joyce Foundation NYC DEPARTMENT OF EDUCATION





# BELIEF THAT INTELLIGENCE CAN BE DEVELOPED

## EXAMPLES

A growth mindset phone app for middle and high school students

Middle school

A growth mindset intervention with a nationally representative group of high school students

High school

A growth mindset intervention for first year students in a predominantly black higher ed institution

Postsecondary

Growth mindset training for a network of rural math teachers

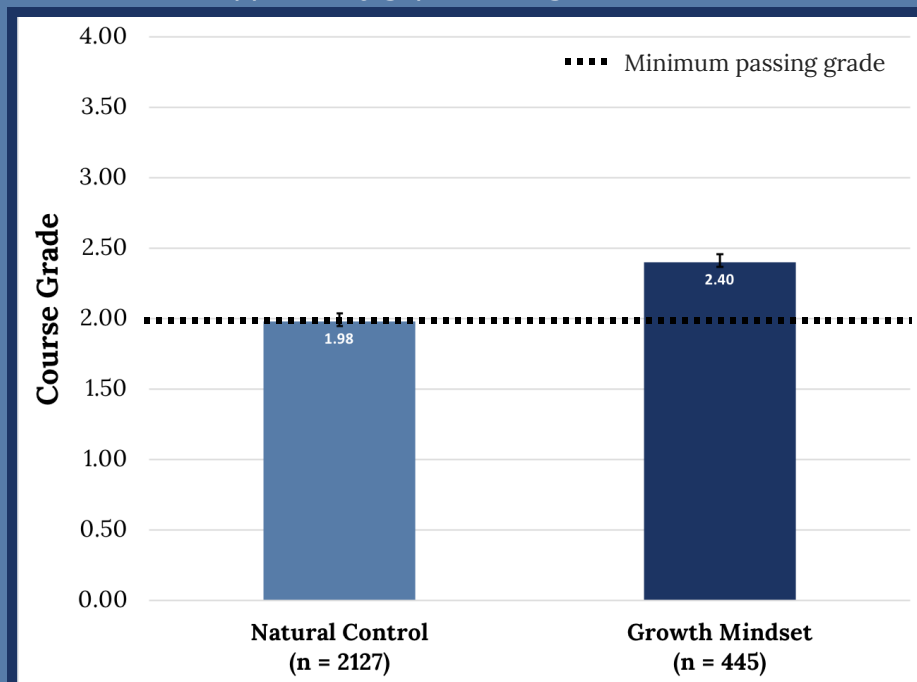
Growth mindset text messages for rising college students

## EQUITY EVIDENCE

At a large community college system in central Florida, 40% of the more than 20,000 students who take developmental math each year don't pass. Similar patterns are found in community colleges across the U.S. We are partnering with math faculty to test whether brief, in-class activities combining growth mindset and utility value interventions can boost students' motivation and math performance. Over 12,000 students have been part of the study since 2015. Data suggest that a growth mindset intervention increased pass rates for first generation students. First generation status is often a proxy for low socio-economic status.

### GROWTH MINDSET INTERVENTION

Closes opportunity gap for first generation students



GROWTH MINDSET



# BELIEF THAT SCHOOLWORK IS VALUABLE BECAUSE IT IS PERSONALLY RELEVANT

## EXAMPLES

A teacher-led activity and teacher training materials for middle and high school classrooms

A longitudinal study with German high school students

An intervention to help first year students connect their personally held values to attending community college

Middle school	High school	Postsecondary
---------------	-------------	---------------

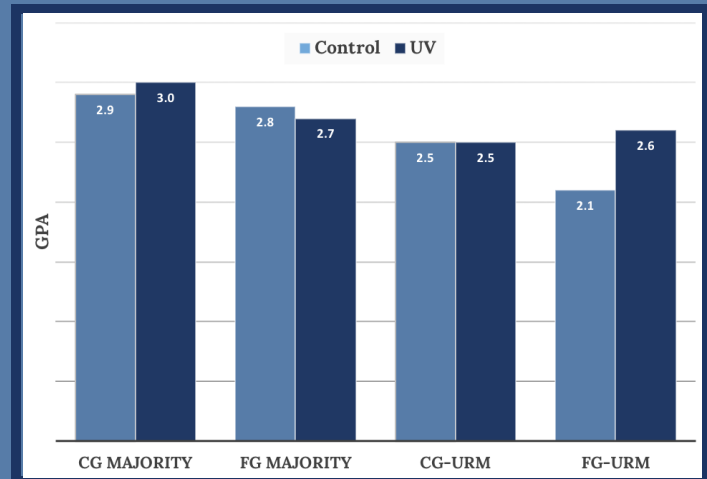
An intervention to help rising 9th graders transfer strengths and values from camp to school

A value intervention in face-to-face and online high school classrooms

## EQUITY EVIDENCE

In a study conducted over 4 semesters of an introductory biology course, with over 1,000 students, we tested the effectiveness of a utility-value intervention in which students wrote about the personal relevance of course material. The utility-value intervention was successful in reducing the opportunity gap for first generation-underrepresented minority students by 61%. The utility-value intervention helped students from all groups find utility value in the course content, and analyses showed that the process of writing about utility value was particularly powerful for FG-URM students.

### UTILITY-VALUE INTERVENTION Reduces opportunity gap for FG-URM students

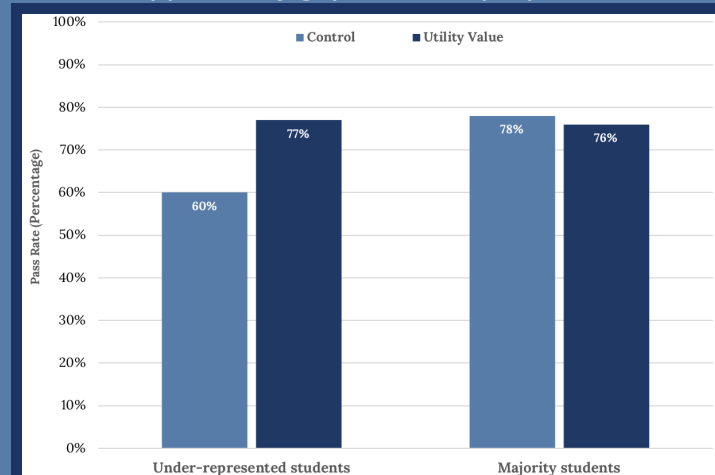


Harackiewicz et al. (2014)

\*CG = continuing generation; FG = first generation; URM = underrepresented minority (non-white; non-Asian)

At a large community college system in central Florida, 40% of the more than 20,000 students who take developmental math each year don't pass. Similar patterns are found in community colleges across the U.S. We are partnering with math faculty to test whether brief, in-class activities can boost students' motivation and math performance and over 12,000 students have been part of the study since 2015. Results indicated that underrepresented minority students passed these math courses at significantly higher rates in the treatment than control condition.

### UTILITY-VALUE INTERVENTION Reduces opportunity gap for underprepared students



PURPOSE & RELEVANCE



**BELIEF THAT ONE IS CONNECTED TO AND CARED FOR BY PEERS, CARED FOR BY TEACHERS AND MENTORS, AND FITS WITH THE CULTURE**

**EXAMPLES**

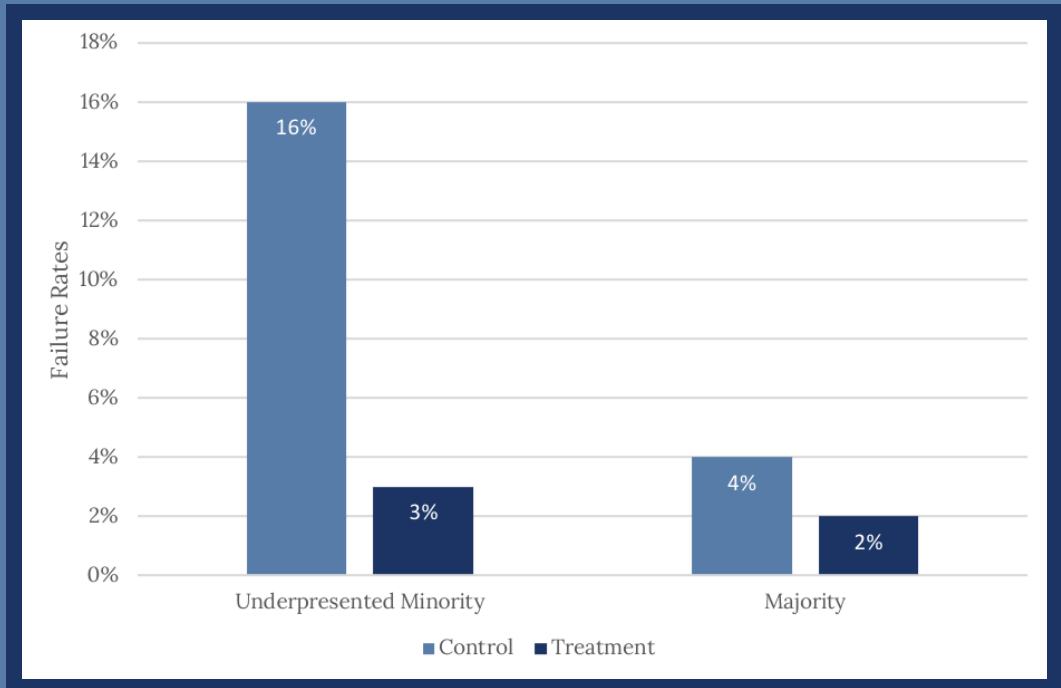
Ongoing professional development on belonging supportive teaching practices	A customized video intervention for traditionally underrepresented students entering high school	
<b>Middle school</b>	<b>High school</b>	<b>Postsecondary</b>
A set of teacher-led belonging activities in a networked improvement community		Belonging uncertainty interventions across a national network of colleges

**EQUITY EVIDENCE**

We have partnered with a rural public high school in the state of Virginia to administer a novel video intervention targeting student perceptions of belonging. We are currently in the process of collecting data from our third cohort of participants. Data from the second cohort suggest that underrepresented students who received the intervention showed improved academic and disciplinary outcomes in their first year of high school.

**SOCIAL BELONGING INTERVENTION**

Closes opportunity gap for underrepresented minority students



SOCIAL BELONGING