Motivate Lab

Centering Student Voice, Purpose, and Agency to Promote Asset-Based Program Choice

MEAUXMENTUM SUMMIT

February 7-8, 2024

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Motivate Lab

University of Virginia | School of Education and Human Development

REGENTS

LOUISIANA MEAUXMENTUM FRAMEWORK

Mindset Academy Objectives

1. Define and understand **Learning Mindsets**
2. Define **CHOICE Architecture** and make connections to the Meauxmentum Framework
3. Understand why **Advisor/ Faculty Learning Mindsets** matter
4. Understand how **MINDST GPS and CHOICE** align
5. Apply **practical tools and strategies** that integrate Learning Mindsets that can lead to asset-based program choices on your campuses

Meet LaDonna

LADONNA YOUNG

Senior Director, Strategic Partnerships & Equity Initiatives

LaDonna is a champion for educational equity and racial justice. With over 23 years of urban K-12 and higher education practitioner and administrative experience, LaDonna supports Motivate Lab by providing leadership and strategic vision for partner relationships and equity-centered initiatives. Before joining Motivate Lab, LaDonna served as the founding Dean of Humanities, Social Sciences, and Mathematics at Southwest Tennessee Community College (Memphis, TN), which led to the creation of The Office of High Impact Practices and Innovation (HIPI) and the Gatekeeper Faculty Fellowship, which is a multi-year, faculty-driven initiative targeted at closing the equity gaps in the College's Top 12 Gatekeeper (Gateway) and corequisite courses. As an Achieving the Dream Equity Coach, LaDonna enjoys coaching campus leaders and practitioners to interrogate and mitigate policies, practices, pedagogy, and systems that perpetuate (in)equity and opportunity gaps for historically marginalized and underserved students, particularly Black and Brown students. LaDonna believes education is at its best when all of humanity is centered in educational practice. We all do better when we all do better. LaDonna is an Alabama (Roll Tide!) native and enjoys all things hip-hop and cookies-n-crème related.

Motivate Lab Mission

To improve people's lives through rigorous motivation research.

Mindset GPS

What are Learning Mindsets?

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.

MINDSET GPS

3 Motivational Questions

G

Can I do this?

P

Do I want to learn this?

S

Do I belong here?

Why Focus on Learning Mindsets?

Meaningful

Related to academic success and students' well-being

Measurable

Can be assessed and tracked

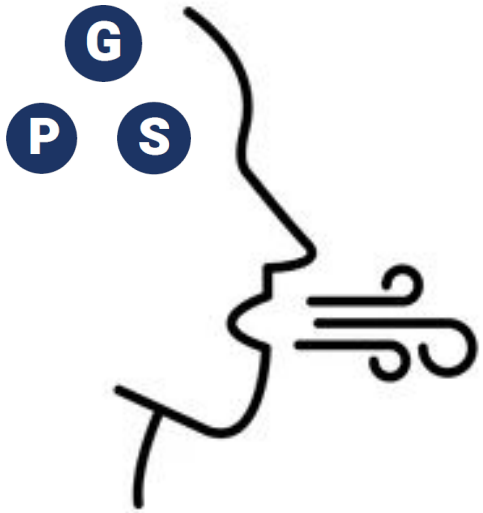
Malleable

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



Research suggests that in contexts that support well-developed Mindset GPS, their students are more motivated to take on challenging work, more likely to persist in the face of obstacles and setbacks, and more likely to achieve higher levels or personal and academic success.

G P S

Motivational Turmoil

When students encounter one barrier after another, with each accumulating more stress on top of the previous one, they experience a downward spiral of motivation and confidence, causing them to worry about their situation and question their ability, effort, purpose, belonging, and ***PROGRAM CHOICE.***

The Meauxmentum Agenda

What is Choice and the Choice Architecture?

LOUISIANA
MEAUXMENTUM FRAMEWORK

Institutions that implement *Meauxmentum* aim to help student accomplish three things in their first year.

1
Gateway
Math and English
course

3
courses in
academic area of focus

30
Total
credit hours

Goal:
Students make a purposeful program choice

*The term "**choice architecture**" is the choice process designed to guide students through the decision process and encompasses the institutional structures and processes that enable advisors/faculty to empower students **to make purposeful program choices**.*

LEARNING MINDSETS

CHOICE ARCHITECTURE

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FRAMEWORK

Growth Mindset

Do I have what it takes?

If I ask for help, will people think I can't make it?

Purpose & Relevance

What is important to me right now?

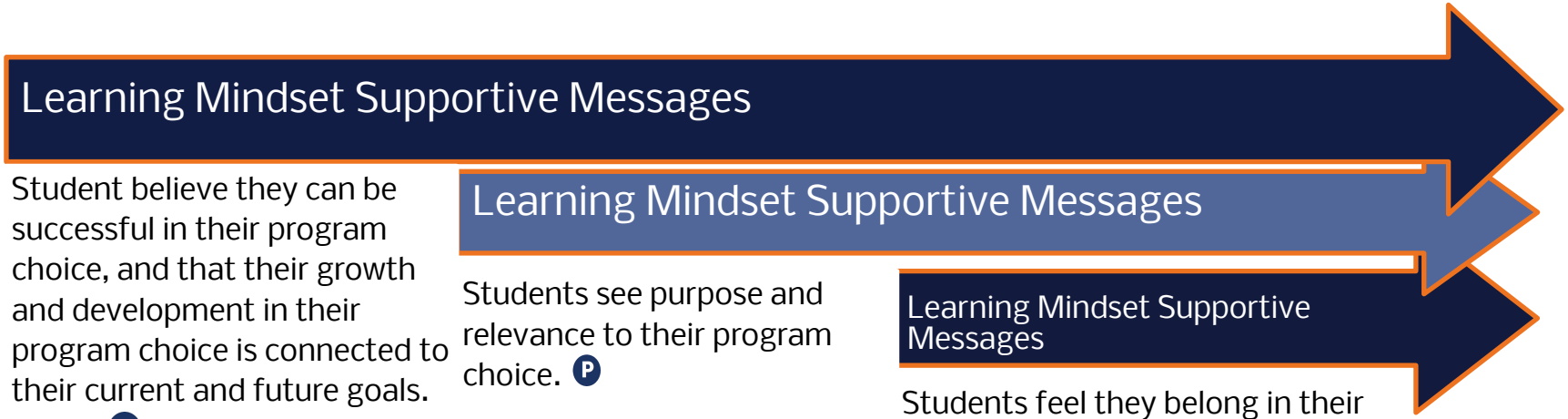
How does my lived experience and values connect to my education and career interests?

Sense of Belonging

Do I belong in my program choice and career?

How do I find my people?

CHOICE GPS



Student believe they can be successful in their program choice, and that their growth and development in their program choice is connected to their current and future goals. G

Students see purpose and relevance to their program choice. P

Students feel they belong in their program of choice, and feel connected to the students, faculty, and staff in their program choice. S

Asset-Based Program Choices

Learning Mindsets Matter!

Why do Advisor/ Faculty Learning Mindsets Matter?

Growth Mindset

Growth Mindset

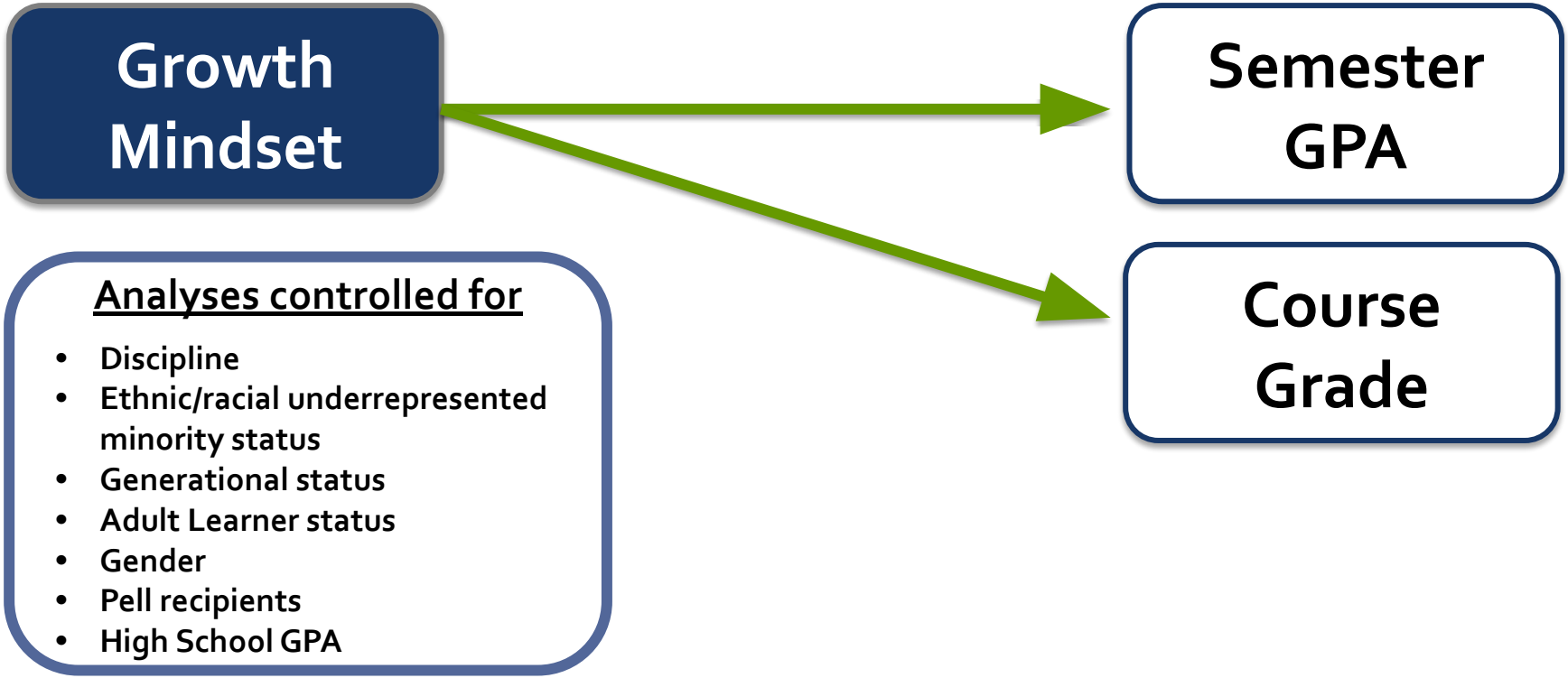
Semester GPA

Course Grade

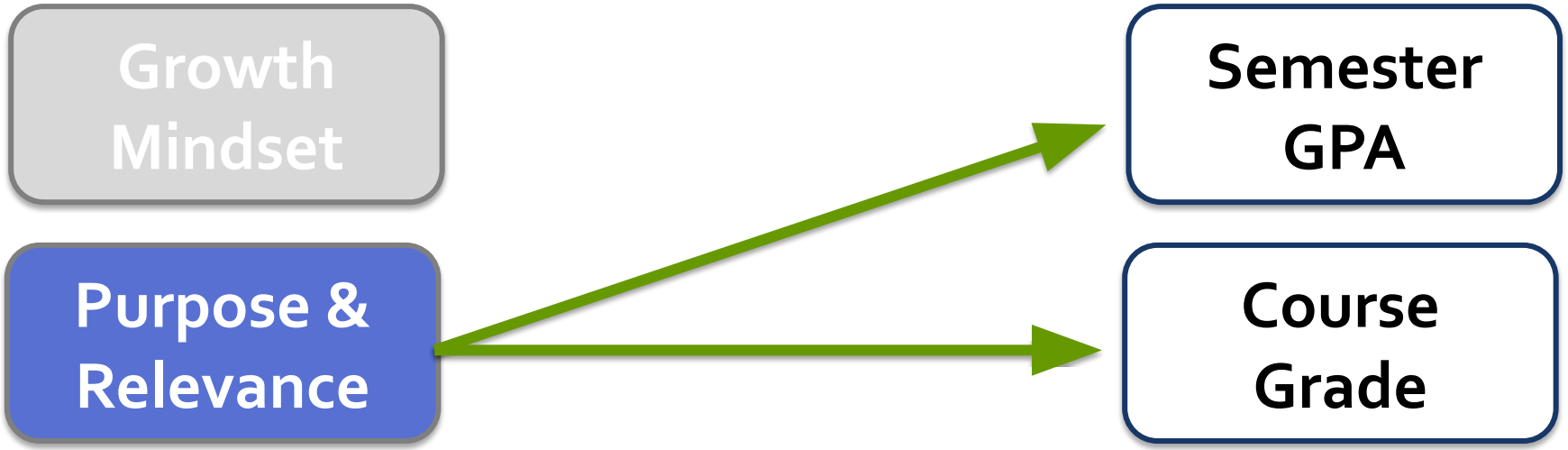
Analyses controlled for

- Discipline
- Ethnic/racial underrepresented minority status
- Generational status
- Adult Learner status
- Gender
- Pell recipients
- High School GPA

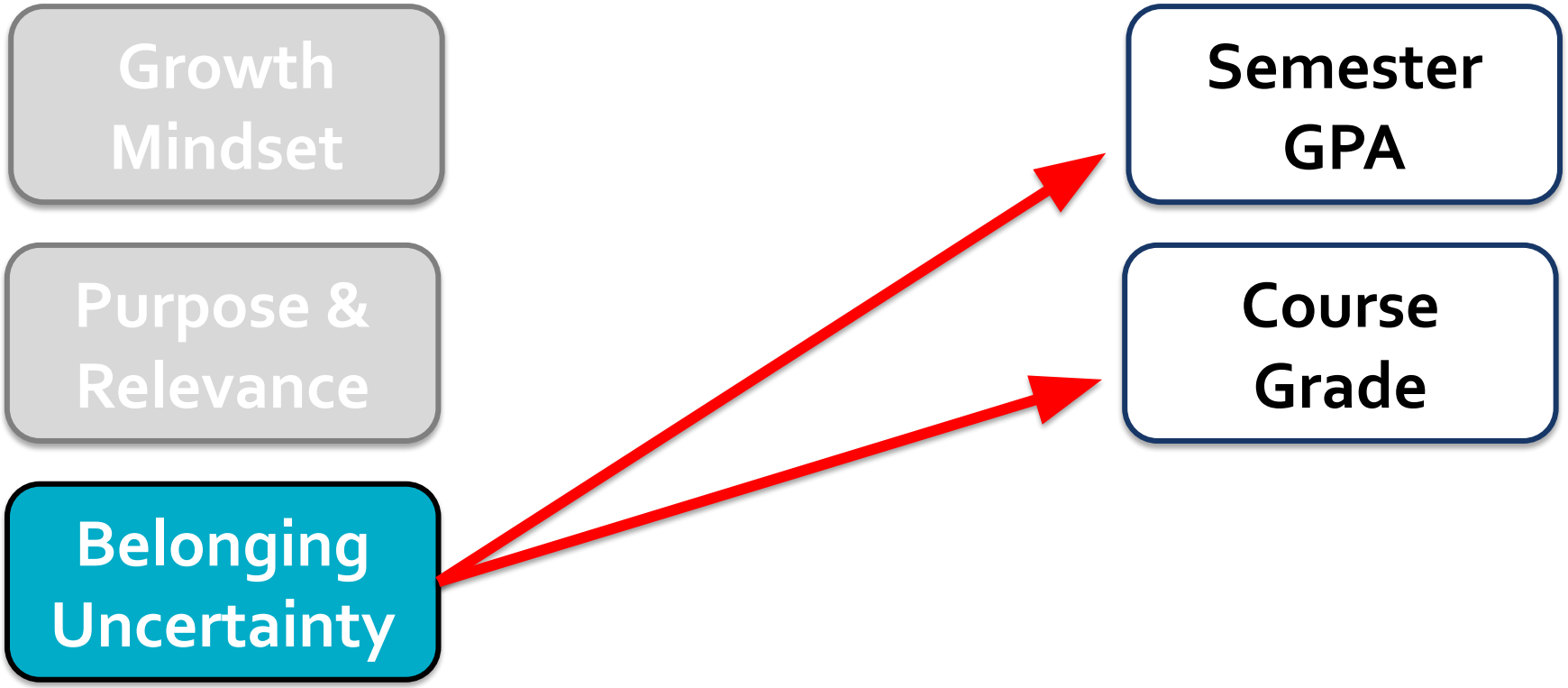
Growth Mindset



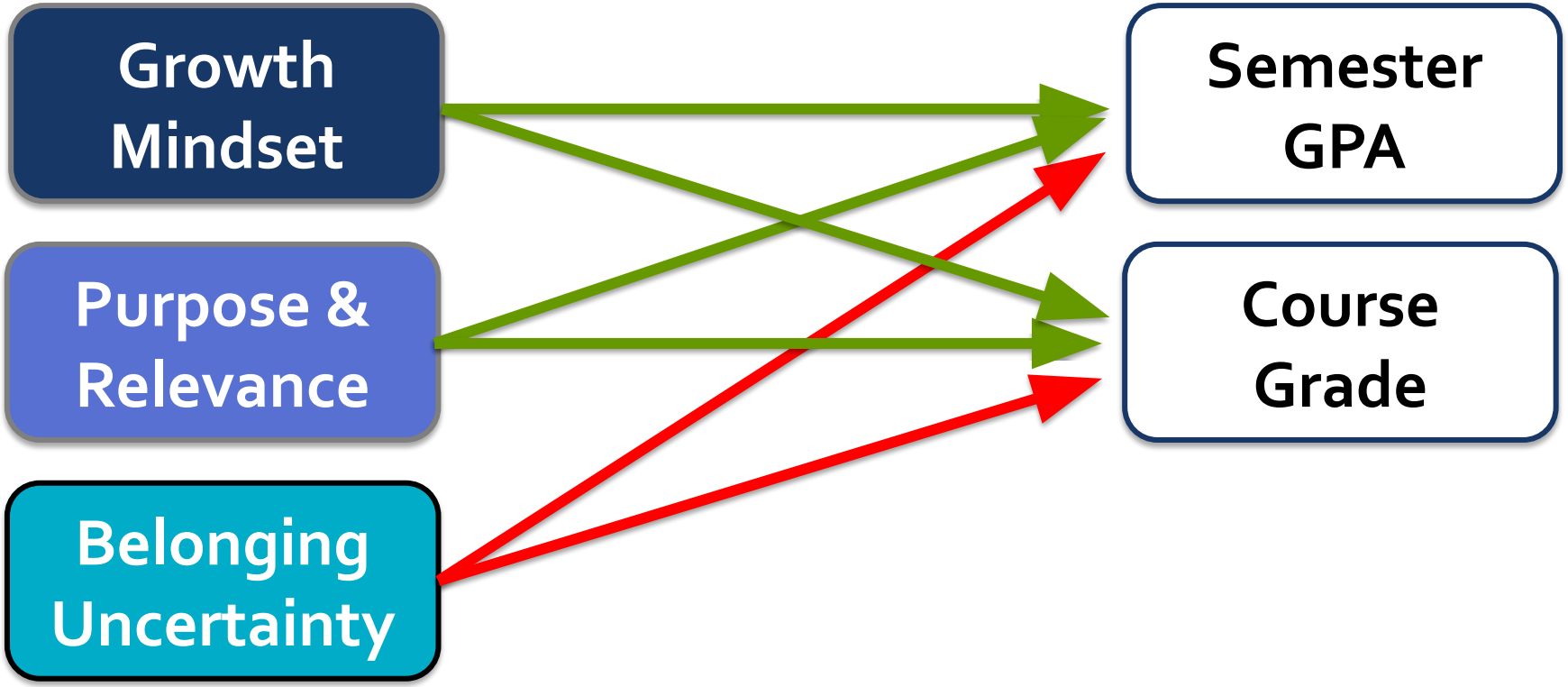
Purpose and Relevance



Sense of Belonging



Overall


Growth Mindset
Purpose & Relevance
Belonging Uncertainty
Semester GPA
Course Grade

“There are places where advisors/faculty can be tactical and influential.”

Advisor/Faculty Mindsets

Mindset GPS + Choice

Practical Strategies

One strategy is the advising framework used to empower students to make a asset-based program choice.

Prescriptive Advising

"Occurs when an advisor's primary responsibility is to dispense information and prescribe solutions to problems student face without considering the student's context."

CONTENT KNOWLEDGE

Development Advising

"Advisors rarely make decisions for students. Rather, they encourage students to ask open-ended questions, use campus resources to find answers, and plan courses of student and schedules around outcomes of their explorations (Susan Frost)."

SPECIAL KNOWLEDGE

Advising Framework

Another strategy centers students' unique values, perspectives, interests, goals, and skills to promote an asset-based/ strength-based program choice.

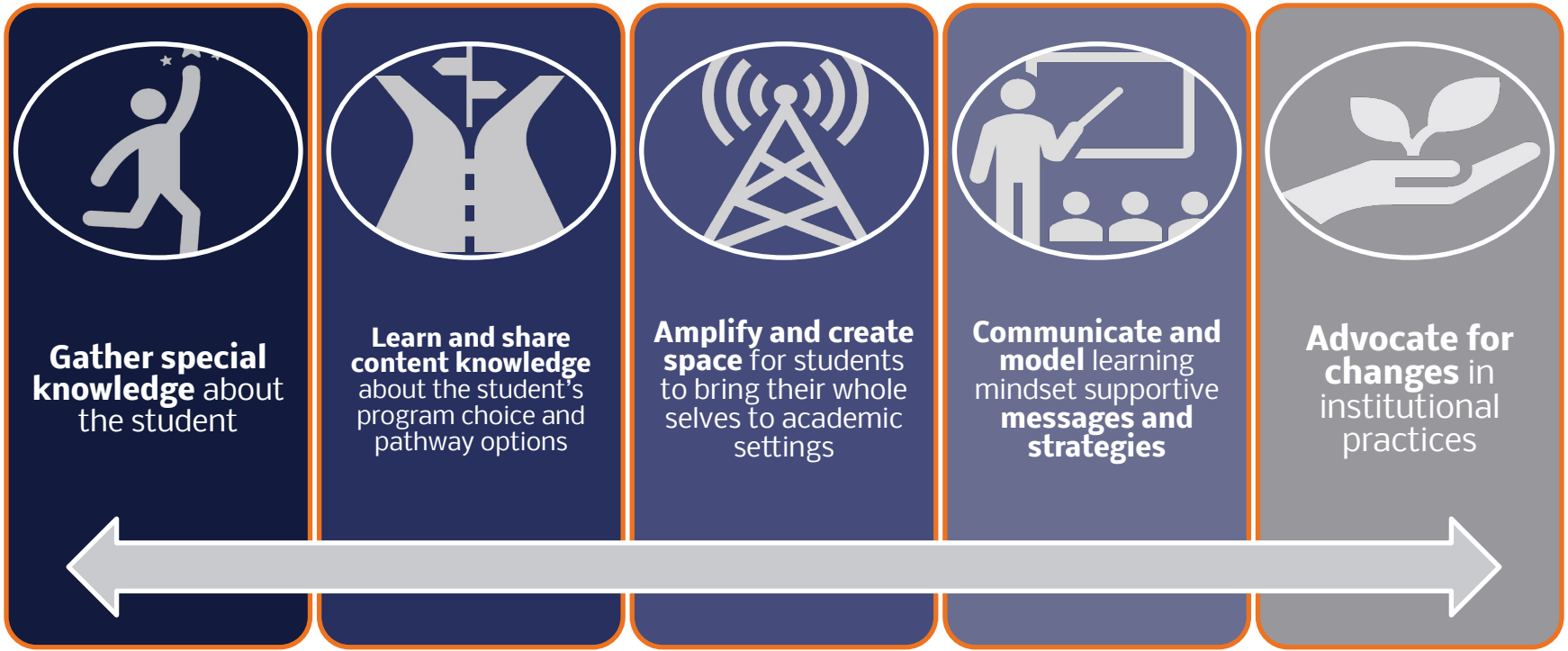
CENTER STUDENT VOICE, PURPOSE, & AGENCY

Center Student Voice, Purpose, and Agency

"Advisors who pursue excellence in their practices are keenly aware of their student's experiences. They learn about their students and the obstacles they face to responsively foster learning mindsets that help them navigate those obstacles, and they acquire content knowledge about the options and resources available to student as they gain (re)entry into their postsecondary journey."

- *Dr. Jaqueline Taylor, Higher Ed Consultant*

Our Unique Role as Advisors & Faculty



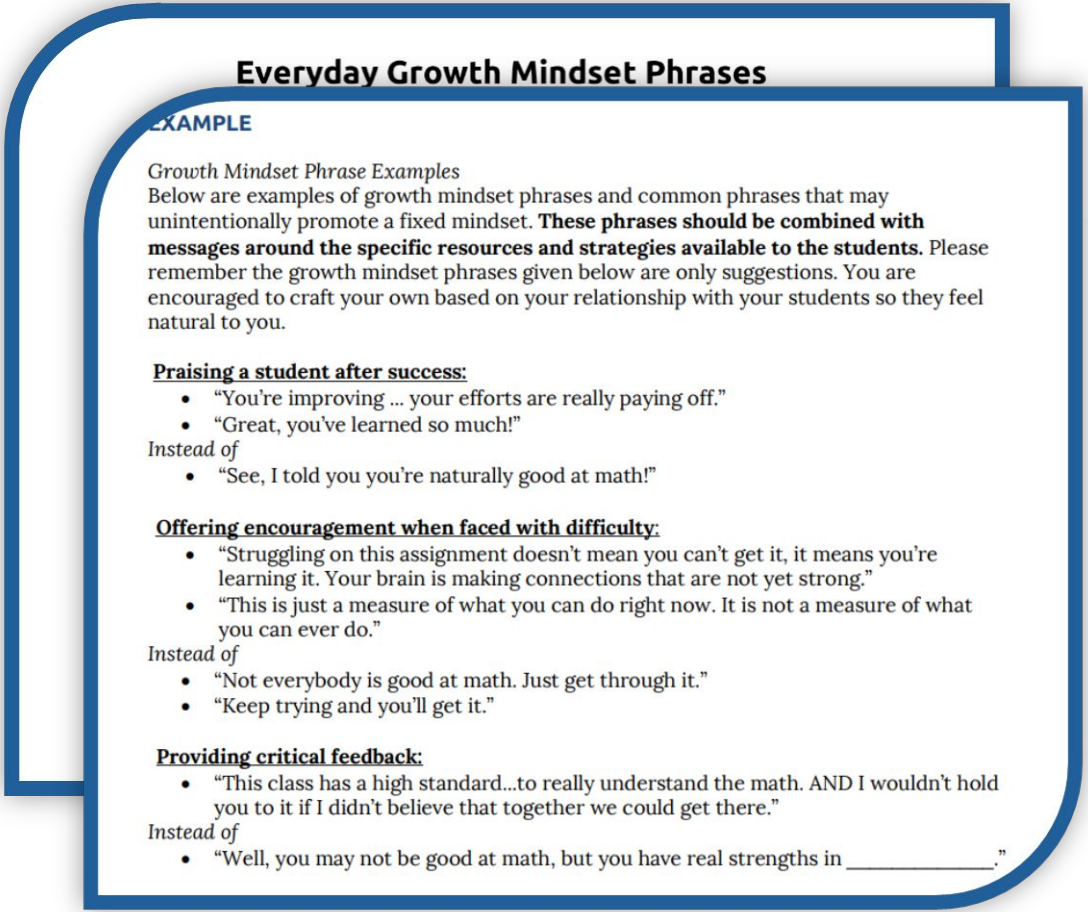
Centering Student Voice, Purpose, and Agency

Practical Tools & Resources

Strategy #1

Everyday Growth Mindset Phrases

See One



Everyday Growth Mindset Phrases

EXAMPLE

Growth Mindset Phrase Examples

Below are examples of growth mindset phrases and common phrases that may unintentionally promote a fixed mindset. **These phrases should be combined with messages around the specific resources and strategies available to the students.** Please remember the growth mindset phrases given below are only suggestions. You are encouraged to craft your own based on your relationship with your students so they feel natural to you.

Praising a student after success:

- "You're improving ... your efforts are really paying off."
- "Great, you've learned so much!"

Instead of

- "See, I told you you're naturally good at math!"

Offering encouragement when faced with difficulty:

- "Struggling on this assignment doesn't mean you can't get it, it means you're learning it. Your brain is making connections that are not yet strong."
- "This is just a measure of what you can do right now. It is not a measure of what you can ever do."

Instead of

- "Not everybody is good at math. Just get through it."
- "Keep trying and you'll get it."

Providing critical feedback:

- "This class has a high standard...to really understand the math. AND I wouldn't hold you to it if I didn't believe that together we could get there."

Instead of

- "Well, you may not be good at math, but you have real strengths in _____."

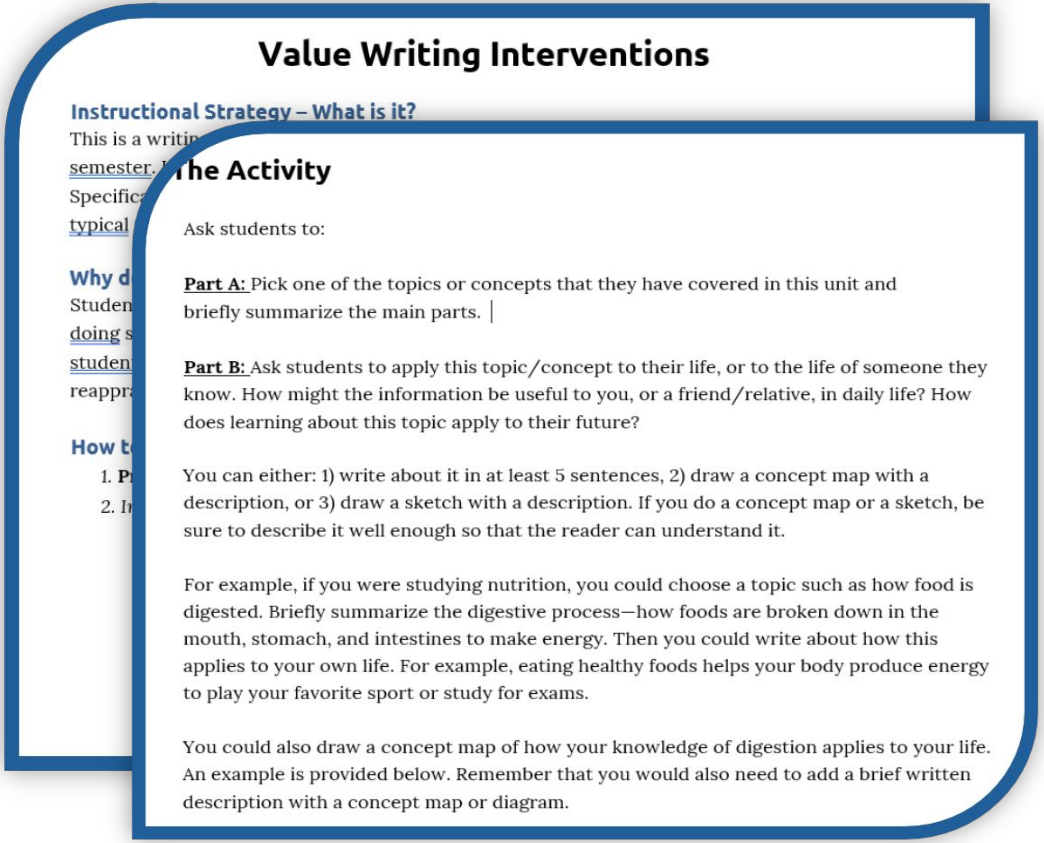
bitly

Everyday Growth Mindset Phrases

Strategy #2

Value Writing Intervention

See One



Value Writing Interventions

Instructional Strategy – What is it?

This is a writin
semester.
Specific
typical

Why d

Studen
doing s
studen
reappr

How t

1. P
2. I

The Activity

Ask students to:

Part A: Pick one of the topics or concepts that they have covered in this unit and briefly summarize the main parts.

Part B: Ask students to apply this topic/concept to their life, or to the life of someone they know. How might the information be useful to you, or a friend/relative, in daily life? How does learning about this topic apply to their future?

You can either: 1) write about it in at least 5 sentences, 2) draw a concept map with a description, or 3) draw a sketch with a description. If you do a concept map or a sketch, be sure to describe it well enough so that the reader can understand it.

For example, if you were studying nutrition, you could choose a topic such as how food is digested. Briefly summarize the digestive process—how foods are broken down in the mouth, stomach, and intestines to make energy. Then you could write about how this applies to your own life. For example, eating healthy foods helps your body produce energy to play your favorite sport or study for exams.

You could also draw a concept map of how your knowledge of digestion applies to your life. An example is provided below. Remember that you would also need to add a brief written description with a concept map or diagram.

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Value Writing Intervention

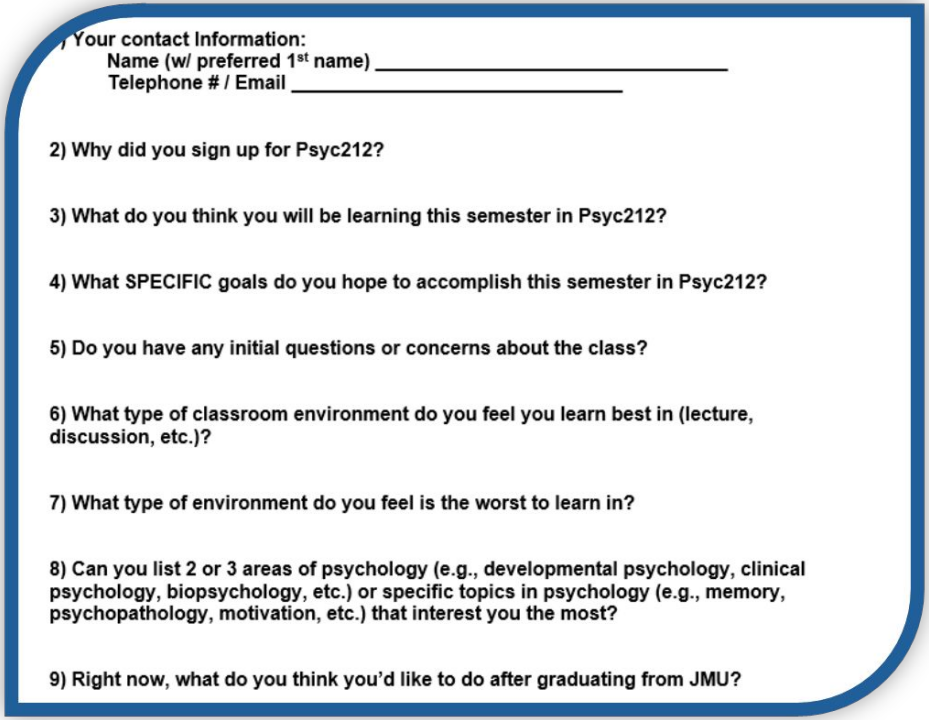
McGinley and Jones (2014)

Strategy #3

Getting to Know Your Students Survey

See One

Why are you interested in a career in psychology?



1) Your contact Information:
Name (w/ preferred 1st name) _____
Telephone # / Email _____

2) Why did you sign up for Psyc212?

3) What do you think you will be learning this semester in Psyc212?

4) What SPECIFIC goals do you hope to accomplish this semester in Psyc212?

5) Do you have any initial questions or concerns about the class?

6) What type of classroom environment do you feel you learn best in (lecture, discussion, etc.)?

7) What type of environment do you feel is the worst to learn in?

8) Can you list 2 or 3 areas of psychology (e.g., developmental psychology, clinical psychology, biopsychology, etc.) or specific topics in psychology (e.g., memory, psychopathology, motivation, etc.) that interest you the most?

9) Right now, what do you think you'd like to do after graduating from JMU?

Ask students to reflect on their program choice, their "why," and consider their "fit" with their future career goals.

Getting to Know Your Students Survey

McGinley and Jones (2014)

TEAM TIME

Do you know this student?

Marianna's Story

Marianna's Story

Continue reading about Marianna's story with your partner(s). When you finish, answer the questions at the end.

Do One

Do you know this student?

Marianna is an 18-year-old is bi-racial multilingual female [illegible]ew up and lives in a multigenerational household in New Orleans, Louisiana. She values her family and community and h[illegible] sense of responsibility to represent where she comes from well. She also feels a sense of responsibility being the oldest of [illegible]d wants to leave a legacy they can follow. Marianna is Pell Grant eligible and receives enough financial aid to cover he[illegible]xpenses and has to manage additional expenses beyond tuition on her own. She knows her parents can't afford the exp[illegible] Marianna works a part-time job at a local fast-food restaurant and contributes financially to her household by paying u[illegible]ries when she can.

Marianna attended a private all-girls Roman Catholic[illegible]d is the first in her family to attend college. She's very proud and excited to be her family's first college attendee bu[illegible]ensive because she's acutely aware that, unlike her, most of her peers have families with the kind of experience and kn[illegible]vigate the college process. She is concerned about forming a peer group since she comes from a close-knit high sc[illegible] friends are leaving the state to attend college. Mariana is relieved that one of her math teachers attended the comm[illegible]ending and offered to share any advice he could offer. In high school, Mariana enjoyed her math classes, mainly [illegible]th her teacher, even though it wasn't her highest-performing subject.

Marianna learns that she must enroll in a corequisite [illegible] co[illegible]ugh she is not quite sure what this means. She looks up the word remediation and corequisite math. She finds 'rem[illegible]versing" or "correcting something defective or deficient."

In her free time, Marianna loves playing softball and [illegible]d varsity in high school and coaches her little sister's pee-wee softball team on the weekends. While she's not inter[illegible]iately, she does hope to join an intramural team once she feels she has a handle on navigating college culture, specif[illegible] Marianna also spends quite a bit of time with her grandparents. She usually coordinates game nights fo[illegible]nd other elderly members in the community once a month at their local community center. She is energized by sear[illegible]nd networking and enjoys the attendees' reactions and gratitude.

TEAM TIME

Instructions

1. **PAIR UP:** Read Marianna's *story* (1- 2 minutes).
2. **REFLECT:** What *assumptions* did you make about Marianna (2-3 minutes)?
3. **DISCUSS:** What special knowledge, i.e. *student voice, purpose, and agency*, might you leverage to empower an informed program choice (3-4 minutes)?
4. **IDENTIFY:** Instances where Marianna experienced *motivational turmoil* (5 minutes).
5. **APPLY:** What *learning mindset messaging* would you use to help Marianna navigate the motivational turmoil and *make an informed program choice* (5 minutes)?

See One

Rewriting Alicia's Story

Placed in corequisite math and English classes.

Awareness of self doubt/stigma/ stereotypes

Difficulty receiving financial aid

Lack of connection to material

Difficulty making friends

Low grade on first exam

Doubts about Ability

Doubts about Purpose

P

P

P

P

Sense of Purpose

Before Semester

Beginning of Semester

Time

Mid Semester

Outcomes

Poor performance

Considers changing major

Lower social capital

Do One

Rewriting Marianna's Story

Awareness of students' special knowledge, "why," family legacy, and career choice.

Prepare to learn student's special knowledge and "why."

Met with academic/ faculty advisor

Prepare environmental context for ALL students

Placed in corequisite classes.

Prepare students with strategies and mindsets.

Prepare staff/faculty strategies and mindsets.

Difficulty receiving financial aid

Make connections to student' special knowledge, "why" and program choice

Lack of connection to material

Provide low-cost opportunities for connection

Difficulty making friends

Improve classroom practices

Low grade on paper

P

P

P

P

P

Sense of Purpose

Before Semester

Beginning of Semester

Time

Mid Semester

ladonna@virgnia.edu

Additional Resources & Tools

Appendices

- Three Fundamental Questions of Student Motivation (P)
- Electronic Communication with Students (G) (P) (S)
- Reflect on Your Purpose for Learning (G) (P) (S)
- Purpose First Report - Complete College America (2019) (P)

Additional Resources and Tools

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FRAMEWORK

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Active Learning Mindset Strategies to Support GPS

Growth Mindset

The belief
the use of

1. Current Confidence and Prior Ex

At the start of a course or new unit, have stude
experience in the skills that they are about to l
courses. Then, at the end of the course (or unit
their confidence and experience with those sk
can have students reflect on what's helped (or

2. "How are you studying?" Logs

Ask students to keep a brief log on how they a
completing a particular assignment) and how
students the results, especially highlighting co
better studying approaches and greater time

3. Advice Letter from Former Stud

Share advice from former students on how to
could create an advice letter based on previou
comments from your course. Or even better, a
ask your current students to write a letter of ac
your class. Then, start future classes off with th

4. One-Minute or Two-Minute Pap

Ask students to take one or two minutes to wr
understanding of a particular topic. **Muddiest**
may be confused about; **Clearest Point** asks s
confident and skilled in. To get the most out o
students' responses (either privately with a par

5. Time Traveler

At the start of the semester, have students ma
responses) to questions that will be similar to
near the end of the semester, have students re
learned and how they've grown.

6. Think-Pair-Share

Rather than posing a question to the entire cl
respond, this activity allows you to actively eng
your entire class and ask all of your students to
response. Second, ask students to pair up to sh
for initial feedback. Third, return to a class-wid
individual responses (or revised responses bas

G P S

Motivate Lab

Active Learning Mindset Strategies to Support GPS

Purpose and Relevance

The belief th
to a larger p

1. Student Interest Survey

At the start of the course, collect a survey to ass
your course topic, **(b)** interest in pursuing partic
and/or **(d)** general interests and hobbies in life.
in ways to connect to their interests. For exampl
particular concept, consider using examples tha
directly to the current or future interests that yo
picking examples to help your students who init
see connections to things they care about, or wh

2. Make It Personal

During activities or assignments, ask students to
personally impacted them or someone they kno
apply material abstractly.

3. Experiential Learning

Another way to help students see how ideas/cor
to engage in experiential learning by visiting a lo
government agency). You can easily re-create ex
visit an organization's online website. In fact, onl
opportunities because you are no longer limited
community. An alternative approach is called Fi
search online for an organization that uses parti
students submit a reflection on why.

4. Current Events

One way to help students see how ideas/concep
make connections to current events. For examp
connections to major world and political events.

5. What, So What, Now What

After an activity or particular unit in class, have s
objectively what key skills/knowledge were learn
subjectively what learning about those things m
how learning what they did could impact and b

Motivate Lab

Active Learning Mindset Strategies to Support GPS

Sense of Belonging

The belief that one is academically and socially connected, supported, and respected.

1. 1st Day Student Survey

On the first day of the course, ask students key questions to learn more about them. Surveying your students was also suggested as an active learning technique to appreciate their current skill levels, but additional questions can be added to appreciate student issues around belongingness (e.g., What concerns or questions do you currently have about the course?). Here is an example used in one of our courses. Then once collected, reach out to students individually over email (or create a single class email summarizing and addressing the major concerns/questions raised).

2. Polling

Another technique growing in popularity, especially when teaching larger classes, is taking advantage of polling apps and software. You can strategically begin your class, have breaks during your class, or end your class on poll questions to allow all students' voices to be heard and shared. If teaching asynchronously online, you could embed poll questions/surveys in your instructional materials and follow up with posts of student responses.

3. Smaller Group Discussions

Break students up into smaller group discussions. This can be done in person, virtually using break-out rooms, or asynchronously by creating smaller discussion groups/teams on your learning management system. Consider these additional tips to scaffold better student discussions.

4. Identity Share-Out

Provide students opportunities to share one or two things that are important to their identity and who they are, and consider leveraging what they share as they move through your course.

5. Community-Building

Facilitate ways for students to interact. This could be through tools on your Learning Management System or other virtual tools such as creating a Group Me text for your class.

6. Wisdom of Another

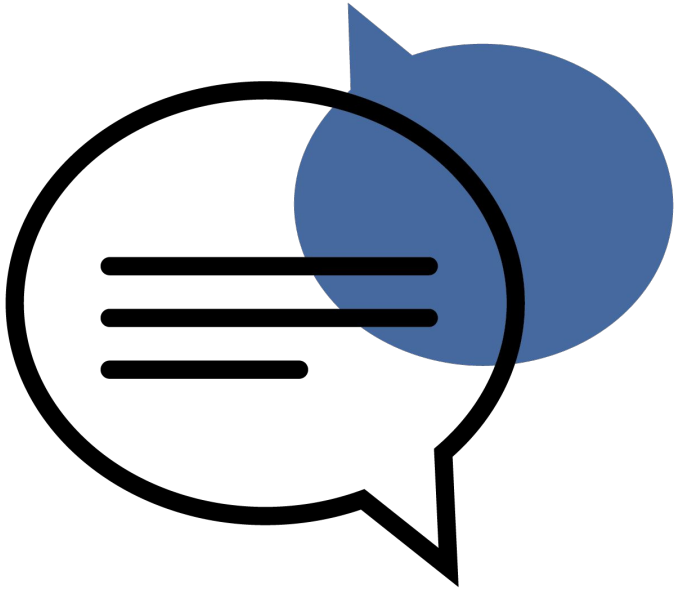
After students initially engage in an individual brainstorming or reflection activity, pair students up (or put them into small groups) to share ideas with each other. Then ask for volunteers to share ideas from their partners that they found particularly interesting or insightful (aka, the wisdom of another).

7. Use Student Names

Although more challenging when teaching larger classes, take advantage of opportunities to personalize your communication and interactions by using students' names. Another approach is to learn student names and help students learn each other's names as well. If you choose to create Smaller Group Discussions, consider having students in those smaller groups get to know each other. Then reinforce using students' names early and often.

Active Learning Strategies

Choice Architecture



"Should students be encouraged to go into high-paying careers regardless of whether or not those careers are aligned with their skills and interests?"

*"**No**, but let's make sure we are providing them with the **labor market information and guidance** they need to make **an informed choice** of career based on their interests, skill set, and financial goals."*

Choice Architecture

"If the data suggests that certain student populations are less likely to pursue high-paying careers, are you suggesting we intentionally work to funnel underrepresented students into majors associated with high paying careers?"

*"**Yes and no.** Too often underrepresented students **are not exposed to major and career information** that would lead high-paying occupations. It is only be ensuring that all students receive the necessary information and support to make an informed decision."*