

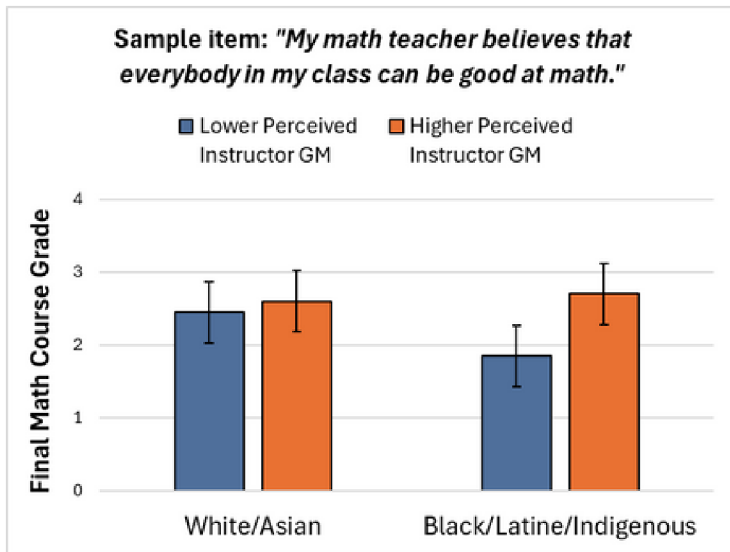
Students who believe their instructors have a growth mindset about them also have higher math motivation and grades, especially so for racially minoritized students.



#2000507: Maximizing the Sustained Effects of Utility-Value Interventions in Community College Math

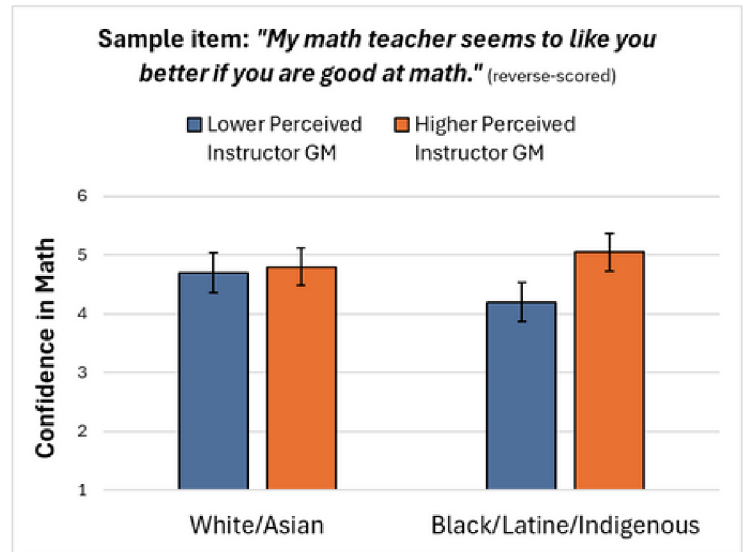
Math Achievement

Racially minoritized students **performed significantly better** in math when they perceived their instructor to hold more of a growth mindset for them.



Math Motivation

Racially minoritized students **reported more confidence in math** when they perceived their instructor to hold more of a growth mindset for them.



Methods

- Participants were 631 community college introductory mathematics students from 12 institutions in the Southeast US (68% female; 55% first-generation; 26% identifying as Black, Latine, or Indigenous)
- Measures: Perceptions of Instructor Growth Mindset (Week 2), Confidence in Math (Week 12), Grades (Week 15)
- Analyses conducted using multilevel modeling (Level 1: students; Level 2: instructors)

Challenge Areas

- How do we **translate** these findings into pedagogical changes in the classroom?
- How do we **measure** instructor growth mindset-supportive practices and behaviors?
- How do we **disseminate findings** via non-academic means (e.g., social media, white papers, etc.)?



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