Using Technology to Improve Academic Success by Increasing Identity-Based Motivation

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Presentation Abstract

I will talk about identity-based motivation (IBM) and applying IBM to technology-assisted classroom-based universal preventive interventions to improve the academic outcomes of students. I briefly describe what IBM is, empirical evidence supporting its claims, and technology-assisted IBM interventions: training teachers to train other teachers using web-based and video materials, direct digital-platform intervention in schools and outside of school. IBM posits three core principles, termed **dynamic construction**, **action-readiness**, and **procedural readiness**, to explain why it is that people often have productive goals but start too late and quit too soon, investing too little time and effort to work on these goals. As I show in this talk, these principles can be used to design technology-assisted universal classroom interventions to improve academic performance over time.

Speaker Biography

Dr. Daphna Oyserman's research examines how small changes in context can shift mindsets, and so the perceived meaning of behaviors and situations, with large downstream effects on important and consequential outcomes, including health and academic performance. Her theoretical and experimental work conceptualizes the underlying processes, which she then translates into real-world interventions. One line of work focuses on cultural differences in affect, behavior, and cognition – how people feel, act, and think about themselves and the world around them. A related second line of work focuses on racial, ethnic, and social class gaps in school achievement and health. Throughout, she examines how apparently "fixed" differences between groups may in fact mask highly malleable situated processes that can be profoundly influenced through small interventions that shift mindset.

Dr. Oyserman received a PhD in psychology and social work from the University of Michigan (1987) and served on the faculty of The Hebrew University, Jerusalem before returning to the University of Michigan, where she last held appointments as the Edwin J. Thomas Collegiate Professor of Social Work, Professor of Psychology, and Research Professor in the Institute for Social Research. She is the recipient of a W. T. Grant Faculty Scholar Award, a Humboldt Scientific Contribution Prize of the German Alexander von Humboldt Foundation, and a Fellow of the American Psychological Association, Association for Psychological Science, Society for Personality and Social Psychology, and Society for Experimental Social Psychology.