



College of Liberal Arts and Sciences
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Chemistry-specific mindset beliefs of undergraduate students: measurement and implications

ABSTRACT: Implicit beliefs about intelligence, also known as mindset beliefs, describe one's beliefs about the malleability or stability of intelligence. Several studies have shown that a growth mindset is associated with increased academic engagement and better academic performance. Mindset has been well studied and measured among elementary to high school student populations. However, meta-analyses have shown that there is no relation between mindset and performance among adult or college populations. In addition, there is evidence that students may have different beliefs about their general intelligence and their intelligence in specific domains. In this work, we seek to investigate the role of chemistry-specific mindset beliefs as an influencing factor on student behavior and outcomes and develop an appropriate measure of chemistry-specific mindset beliefs for undergraduate students. The methods, results, and implications of these studies will be discussed.

BIO: Dr. Suazette Mooring obtained her Ph.D. in Organic Chemistry from Georgia State University in 2010. After a two-year postdoctoral fellowship in the Fellowships in Research and Science Teaching Program at the Emory University School of Medicine, she joined the Department of Chemistry at Georgia State University, where she has been for 11 years. Dr. Mooring focuses on Chemistry Education Research, with particular emphasis on affective aspects of learning chemistry such as chemistry-specific mindset beliefs. She is also interested in the impact of evidence-based practices and classroom-level interventions on student learning and affect.