

Research Snapshot

██████████ High School - January 2018

In January 2018, ██████████ Public Schools (██████████) hosted the first studies on the Character Lab Research Network. The Research Network connects world-class scientists to schools in order to advance the science and practice of character development.

Our past research has demonstrated that character is plural, encompassing a multitude of strengths that are organized into three dimensions: *Interpersonal strengths*, like gratitude, enable harmonious relationships with other people; *intrapersonal strengths*, like grit and self-control, enable achievement; and *intellectual strengths*, like curiosity, enable a fertile and free life of the mind.

Character research like this would not be possible without you. The efforts of teachers, administrators, and staff of ██████████ is starting to turn the tide toward character. Thank you for joining us in this work.

██████████ Public Schools
15,916 Students participated

██████████ High School
3,001 Students participated

This snapshot summarizes some of the data we collected in January. After the school year ends, Character Lab will share a more comprehensive summary of the findings.

Please note that the following are preliminary results representing data collected from all participating ██████████ students, not just students from ██████████ High School.

Overall, how satisfied students feel about their lives

“Children who perform well in school may do so in part because they are happy, and performing well academically may make children happier.”

-Quinn & Duckworth¹



Students were asked to give advice to other students about doing well in school. Here are some of their responses:

- “Don’t stress about school, you’ve got this, you have the power to do anything if you put your mind to it.”
- “School is about making mistakes and learning from them.”
- “School might be hard but if you try hard you can be sure you will go places.”
- “If you can put in the work you will get the grades.”
- “Try different study methods and note-taking techniques and see which one sticks.”
- “Here’s some advice to help you in school try to get some friends with you to get your homework done.”

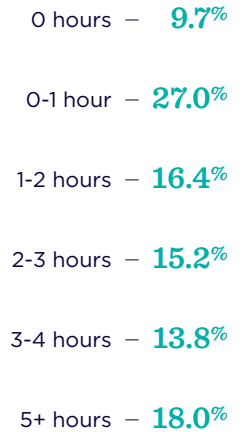
Social Media

What Research Says About Social Media and Academic Achievement

Much of the time students spend on screens, they are also multi-tasking with academic work. While studying, for example, teenagers simultaneously check their social network accounts (50%), watch television (51%), and send and receive text messages (60%).² Though the majority of teenagers believe multi-tasking has no impact on their schoolwork, in fact multi-tasking typically slows learning considerably.²

Strategies for reducing screen time include studying in places where phones are not permitted (like the library), keeping phones and tablets far away from where you study, and installing apps like Moment that show you just how much time you're spending on your phone.

Time spent on social media in a day



I want to spend less time on social media



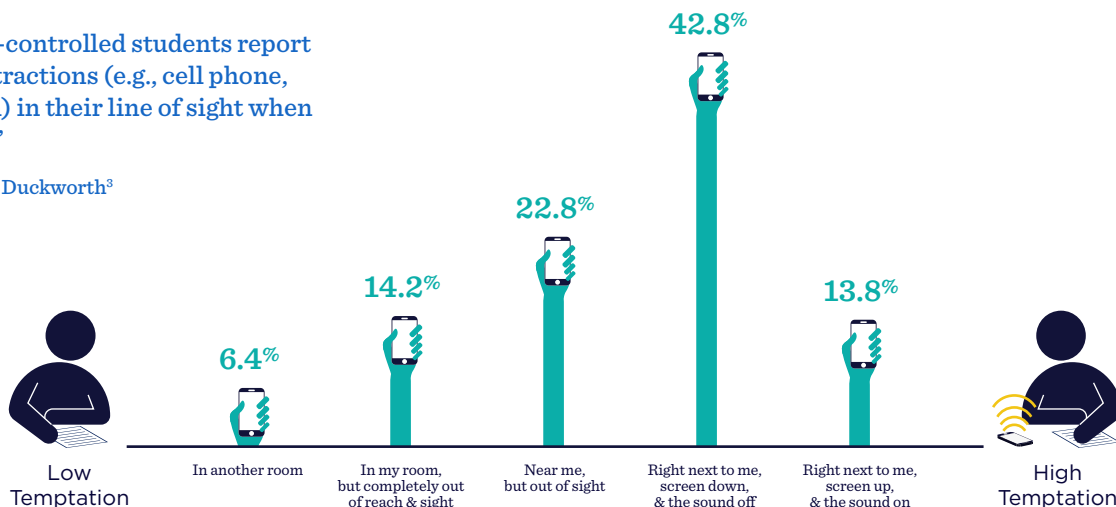
It's easy for me to resist social media



Where students keep their phones while doing homework

“More self-controlled students report fewer distractions (e.g., cell phone, television) in their line of sight when studying.”

-Galla & Duckworth³



1. Quinn, P. & Duckworth, A. L. (2007, August). Happiness and academic achievement: Evidence for reciprocal causality. Poster session presented at the Annual Meeting of the American Psychological Society, San Francisco, CA.
 2. Common Sense Media. (2015). The Common Sense Census: Media Use by Tweens and Teens. Retrieved from <https://www.common Sense Media.org/research/the-common-sense-census-media-use-by-kids-age-zero-to-eight-2017>
 3. Galla BM, & Duckworth AL. (2015). More than resisting temptation: Beneficial habits mediate the relationship between self-control and positive life outcomes. Journal of Personality and Social Psychology, 109(3), 508-525. doi:10.1037/pspp0000026