

Allison Master, MA, PhD

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318Q Farish Hall, University of Houston
 3657 Cullen Blvd., Houston, TX 77204-5023

EDUCATIONAL HISTORY**University of Houston**

College of Education
 Houston, TX

Assistant Professor, September 2020-present
 Psychological, Health, and Learning Sciences Department
 Measurement, Quantitative Methods, & Learning Sciences
 Program

University of Washington

Institute for Learning & Brain Sciences
 Seattle, WA

Research Scientist, April 2016-August 2020
 Postdoctoral Fellow, August 2011-March 2016

Stanford University

Stanford, CA

Ph.D. in Developmental Psychology, June 2011
 M. A. in Developmental Psychology, September 2007

Yale University

New Haven, CT

B. A. in Psychology with Philosophy Track, May 2003

FELLOWSHIPS, AWARDS, AND GRANTS

National Science Foundation (NSF), ECR Building Capacity in STEM Education Research (BCSER), Key Personnel with PI Amin Alipour, 2022-2025. *Understanding and Mitigating the Impacts of Code Intelligence Systems in Introductory Programming Courses*. \$349,987

Teacher+Researcher Workshop Travel Award, Computer Science Teachers Association (CSTA), 2022
 University of Houston College of Education Teaching Excellence Award, 2022

University of Houston Asian American Studies Center, Student Research Grant, Faculty Advisor to Kahyun Lee. *Effects of affective and self-esteem instability on Asian and Asian American students' mindsets during the pandemic*. \$5,000

National Science Foundation (NSF), CSforAll, PI, 2021-2024. *Counteracting Stereotypes to Boost Girls' Interest and Participation in Computer Science*. \$499,937

National Science Foundation (NSF), EHR, Key Personnel with PI Sapna Cheryan, 2019-2022. *A Cultural Growth-Mindset Approach to Interest: Implications for Gender Gaps in Computer Science Participation*. \$1,171,536

National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST), PI, 2018-2020. *Who Likes Computer Science? How Gender Stereotypes about Interest Shape Children's Motivation*. \$399,731

Institute of Education Sciences (IES), Cognition & Student Learning Exploration Grant, PI, 2018-2022. *Gender Stereotypes in STEM: Exploring Developmental Patterns for Prevention*. \$1,399,149

National Science Foundation (NSF), HRD, Key Personnel with PI Andrew Meltzoff, 2017-2020. *Developmental Emergence of Math-Gender Stereotypes and Math Self-Concepts*. \$497,589

Bezos Family Foundation Early Learning Research Fund, Co-PI with Andrew N. Meltzoff, 2017-2018. *Social Group Membership Increases STEM Engagement and Learning in 4.5-year-old Children*. \$149,917

Bezos Family Foundation Early Learning Research Fund, with Andrew N. Meltzoff, 2015-2016. *Social Motivation for Math Learning in 4.5-year-old Children*. \$98,160

National Science Foundation (NSF) SBIR Phase I, with Adriana Moscatelli, 2013-2014. *A Robotics-Based Gaming System for Science, Technology, Engineering, and Math Education*. \$150,000

Society for Research in Child Development Early Career Travel Award, 2013
 International Society for the Study of Behavioral Development (ISSBD) Early Career Scholars Travel Award, 2012 (declined)
 Society for Research in Child Development Student Travel Award, 2011
 Norman Anderson Research Fund, Stanford University, 2011
 APF Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship, 2010-2011. \$25,000
 Stanford Psychology Department Graduate Student Teaching Award, 2008
 National Science Foundation (NSF) Graduate Research Fellowship, 2007-2010
 Regina Casper Stanford Graduate Fellowship, 2005-2008
 Summa cum laude with distinction in the major, Yale University, 2003
 Phi Beta Kappa, Yale University, 2003
 Psi Chi (National Honor Society in Psychology), Yale University, 2003
 Early Childhood Education Fellow, Yale University, 2002-2003

PUBLICATIONS

JOURNAL ARTICLES

- Master, A., Meltzoff, A. N., & Cheryan, S. (2021). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. *Proceedings of the National Academy of Sciences*, *118*, e2100030118.
- Master, A. (2021). Gender stereotypes influence children's STEM motivation. *Child Development Perspectives*, *15*, 203-210.
- Zucker, T. A., Montroy, J., Master, A., Assel, M., McCallum, C., & Yeomans-Maldonado, G. (2021). Expectancy-value theory & preschool parental involvement in informal STEM learning. *Journal of Applied Developmental Psychology*, *76*, 101320.
- Cvencek, D., Paz-Albo, J., Master, A., Herranz Llácer, C. V., Hervás-Escobar, A., & Meltzoff, A. N. (2020). Math is for me: A field intervention to strengthen math self-concepts in Spanish-speaking 3rd grade children. *Frontiers in Psychology*, *11*:593995.
- Master, A., & Meltzoff, A. N. (2020). Cultural stereotypes and sense of belonging contribute to gender gaps in STEM. *International Journal of Gender, Science, and Technology*, *12*, 152-198.
- Goyer, J. P., Cohen, G. L., Cook, J. E., Master, A., Apfel, N., Lee, W., Henderson, A. G., Reeves, S. L., Okonofua, J. A., & Walton, G. M. (2019). Targeted identity-safety interventions cause lasting reductions in discipline citations among minority boys. *Journal of Personality and Social Psychology*, *117*, 229-259.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2017). Social group membership increases STEM engagement among preschoolers. *Developmental Psychology*, *53*, 201-209.
- Master, A., Cheryan, S., Moscatelli, A., & Meltzoff, A. N. (2017). Programming experience promotes higher STEM motivation among first-grade girls. *Journal of Experimental Child Psychology*, *160*, 92-106.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Computing whether she belongs: Stereotypes undermine girls' interest and sense of belonging in computer science. *Journal of Educational Psychology*, *108*, 424-437.
- Master, A., & Meltzoff, A. N. (2016). Building bridges between psychological science and education: Cultural stereotypes, STEM, and equity. *Prospects*, *46*, 215-234.
- Master, A., Meltzoff, A. N., & Lent, R. (2016). Neuroscience, psychology, and society: Translating research to improve learning. *Prospects*, *46*, 191-198.
- Cheryan, S., Master, A., & Meltzoff, A. N. (2015). Cultural stereotypes as gatekeepers: Increasing girls' interest in computer science and engineering by diversifying stereotypes. *Frontiers in Psychology*, *6*:49.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2014). Reducing adolescent girls' concerns about STEM stereotypes: When do female teachers matter? *International Review of Social Psychology* [Special

issue: Stereotype threat in children], 27, 79-102.

- §Bryan, C. J., §Master, A., & Walton, G. M. (2014). “Helping” vs. “being a helper”: Invoking the self to increase helping in young children. *Child Development*, 85, 1836-1842.
- Romero, C., Master, A., Paunesku, D., Dweck, C. S., & Gross, J. J. (2014). Academic and emotional functioning in middle school: The role of implicit theories. *Emotion*, 14, 227-234.
- †Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143, 804-824.
- Master, A., & Walton, G. M. (2013). Minimal groups increase young children’s motivation and learning on group-relevant tasks. *Child Development*, 84, 737-751.
- Master, A., Markman, E. M., & Dweck, C. S. (2012). Thinking in categories or along a continuum: Consequences for children’s social judgments. *Child Development*, 83, 1145-1163.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310.

§Authors contributed equally.

†Recipient of the 2015 Robert B. Cialdini Award from the Society for Personality and Social Psychology

CHAPTERS

- Cheryan, S., Master, A., & Meltzoff, A. N. (2018). Cultural stereotypes as gatekeepers: Increasing girls’ interest in computer science and engineering by diversifying stereotypes. In S. J. Ceci, W. M. Williams, & S. Kahn (Eds.), *The underrepresentation of women in science: International and cross-disciplinary evidence and debate* (pp. 85-92). Lausanne: Frontiers Media.
<https://www.frontiersin.org/research-topics/2794/underrepresentation-of-women-in-science-international-and-cross-disciplinary-evidence-and-debate#articles>
- §Master, A., §Butler, L. P., & Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. In O’Keefe, P. A., & Harackiewicz, J. M. (Eds.), *The science of interest* (pp. 209-226). New York, NY: Springer.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Motivation and identity. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school*, 2nd edition (pp. 300-319). New York, NY: Routledge.
- Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2011, 2007). A self-affirmation intervention to reduce the racial achievement gap. In E. Aronson & J. Aronson (Eds.), *Readings about the social animal*, 10th edition (pp. 304-315) and 11th edition (pp. 288-299). New York, NY: Worth Freeman.
- Dweck, C. S., & Master, A. (2009). Self-concept. In W. Carey, A. Crocker, E. Elias, H. Feldman, & W. Coleman (Eds.), *Developmental-behavioral pediatrics*, 4th edition (pp. 427-435). St. Louis, MO: Elsevier.
- Dweck, C. S., & Master, A. (2009). Self-theories and motivation: Students’ beliefs about intelligence. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 123-140). New York, NY: Routledge.
- Lepper, M. R., Master, A., & Yow, W. Q. (2008). Intrinsic motivation in education. In M. L. Maehr, S. A. Karabenick, & T. C. Urdan (Eds.), *Advances in motivation and achievement, Volume 15: Social psychological perspectives* (pp. 521-555). New York, NY: MacMillan.
- Dweck, C. S., & Master, A. (2007). Self-theories motivate self-regulated learning. In D. H. Schunk & B. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 31-51). Mahwah, NJ: Erlbaum.

CONSORTIUM AUTHORSHIP

- Tierney, W., Hardy, J., Ebersole, C., Leavitt, K., Viganola, D., Clemente, E. G., Gordon, M., Dreber, A., Johannesson, M., Pfeiffer, T., Hiring Decisions Forecasting Collaboration [including Master, A.], &

Uhlmann, E. L. (2020). Creative destruction in science. *Organizational Behavior and Human Decision Processes*, 161, 291-309.

SUBMITTED PUBLICATIONS

(*indicates student at time of project)

- *Alexander, T., Master, A., Olvera, N., & Fan, W. (Submitted). Risk factors associated with college stress and persistence intentions among ethnically diverse women. Manuscript submitted for publication.
- Master, A., Cheryan, S., & Meltzoff, A. N. (Submitted). When do female role models matter? Effects of professor gender and stereotype threat on women's interest in computer science. Manuscript submitted for publication.
- Master, A., & Dweck, C. S. (Submitted). Preschoolers show increased challenge-seeking from vicarious praise in stories. Manuscript submitted for publication.
- Master, A., *Tang, D., *Forsythe, D. H., *Alexander, T., Cheryan, S., & Meltzoff, A. N. (Under revision). Gender equity and motivational readiness for computational thinking in early childhood. Invited revision, *Early Childhood Research Quarterly*.
- *Sampige, R., *Tang, D., Frankel, L., & Master, A. (Under revision). Distance learning and perceived social support: Identifying protective factors for families' COVID-related stress and psychological distress during the COVID-19 pandemic. Invited revision, *Merrill-Palmer Quarterly*.
- *Sriutaisuk, S., Huansuriya, T., & Master, A. (Under revision). Growth mindsets and mastery motivation interact in predicting achievement of adolescents in Southeast Asia. Invited revision for *Journal of Pacific Rim Psychology* [Special issue: Growing the growth mindset in Asian societies].
- *Turnquest, K. N., Fan, W., & Master, A. (Submitted). Keeping students engaged in higher education: Undergraduate students' achievement motivation through the COVID-19 pandemic. Manuscript submitted for publication.
- *Turnquest, K., Fan, W., Rangel, V. S., Dyer, N., & Master, A. (Submitted). Academic engagement and transfer student success. Manuscript submitted for publication.

PRE-PRINTS

(*indicates student at time of project)

- *Montoya, A. K., Master, A., & Cheryan, S. (2020). *Increasing interest in computer science through group work: A goal congruity approach*. PsyArXiv. <https://psyarxiv.com/ahgfy/>

MANUSCRIPTS IN PREPARATION

- *Alexander, T., Meltzoff, A. N., Cheryan, S., & Master, A. (In prep). Endorsement versus awareness of stereotypes in STEM. Manuscript in preparation, University of Houston.
- Master, A., *Alexander, T., Thompson, J., *Tran, M.-H., *Wu, W., & Olvera, N. (In prep). Racial-ethnic stereotypes predict STEM motivation in Hispanic middle school students. Manuscript in preparation, University of Houston.
- Master, A., Cheryan, S., & Meltzoff, A. N. (In prep). Can acknowledging underrepresentation be positive? How standing out can motivate women. Manuscript in preparation, University of Washington.
- Master, A., Meltzoff, A. N., *Tang, D., & Cheryan, S. (In prep). Stereotypes contribute to gender imbalances in STEM fields. Manuscript in preparation, University of Houston.
- *Sriutaisuk, S., & Master, A. (In prep). How math-gender stereotypes and self-perceptions are related to adolescent girls' characteristics and academic outcomes. Manuscript in preparation, University of Houston.
- *Sriutaisuk, S., Meltzoff, A. N., Cheryan, S., Dweck, C. S., & Master, A. (In prep). Adolescent girls' growth mindsets moderate negative links between gender stereotypes and STEM interest through ability self-concepts and sense of belonging in STEM. Manuscript in preparation, University of Houston.
- *Tang, D., Meltzoff, A. N., Cheryan, S., Fan, W., & Master, A. (In prep). When stereotypes take root:

Longitudinal stability and change in children's gender stereotypes in STEM. Manuscript in preparation, University of Houston.

*Turnquest, K., Fan, W., Rangel, V. S., Dyer, N., & Master, A. (In prep). Non-cognitive factors' impact on transfer student success: Achievement emotions. Manuscript in preparation, University of Houston.

OUTREACH PUBLICATIONS

- Cheryan, S., Master, A., & Meltzoff, A. N. (2022). There are too few women in computer science and engineering. *Scientific American*. <https://www.scientificamerican.com/article/there-are-too-few-women-in-computer-science-and-engineering/>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2022). Cracking the code: Encouraging girls in computer science and engineering. *Nature Partner Journals Science of Learning*. <https://npjscilearncommunity.nature.com/posts/cracking-the-code-encouraging-girls-in-computer-science-and-engineering>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2022). How do gender stereotypes impact girls' interest in science? *Science Journal for Kids*. <https://www.sciencejournalforkids.org/articles/how-do-gender-stereotypes-impact-girls-interest-in-science/>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2021). Stereotypes about girls dissuade many from careers in computer science. *The Conversation*. Reprinted by the *Houston Chronicle*, *Atlanta Journal-Constitution*, *Global Citizen*, *News24*, *Philippine Canadian Inquirer*, *The Register Citizen*, *San Diego Voice & Viewpoint*, *Tyler Morning Telegraph*. <https://theconversation.com/stereotypes-about-girls-dissuade-many-from-careers-in-computer-science-172279>
Adapted by McGraw Hill Actively Learn for teachers to use with Grades 3-12:
<https://reader.activelylearn.com/authoring/preview/4627629/notes>
- Jarvis, M., Cheryan, S., Meltzoff, A. N. & Master, A. (2021). Who likes computer science? How gender stereotypes about interest shape children's motivation. *National Science Foundation 2021 STEM for All Video Showcase*. <https://stemforall2021.videohall.com/presentations/2074>
- †Jarvis, M., Master, A., Cheryan, S., & Meltzoff, A. N. (2020). Feeling connected to others can improve STEM engagement. *National Science Foundation 2020 STEM For All Video Showcase*. <http://stemforall2020.videohall.com/p/1859>
†*Recipient of a Presenter's Choice Award; one of "Most Discussed" Presentations*
- Master, A., & Bachleda, A. (2020). *STEM Time Any Time* [Infographic]. Identity & Academic Motivation Lab. http://depts.washington.edu/iamlab/downloads/STEMTimeAnytime_Infographic.pdf
- Master, A., & Bachleda, A. (2020). *STEM for All* [Infographic]. Identity & Academic Motivation Lab. http://depts.washington.edu/iamlab/downloads/STEM_Infographic.pdf
- Cheryan, S., Master, A., Pope, T., & Yamamoto, K. (2018). Redesigning environments increases girls' interest in CS. *National Science Foundation 2018 STEM For All Video Showcase*. <http://stemforall2018.videohall.com/presentations/1198>
- †Master, A., Cheryan, S., Meltzoff, A. N., Mendoza, J., & Moscatelli, A. (2018). Empowering young girls in STEM. *National Science Foundation 2018 STEM For All Video Showcase*. <http://stemforall2018.videohall.com/presentations/1092>
†*Recipient of a Facilitator's Choice Award*
- Cheryan, S., Master, A., & Meltzoff, A. N. (2017, September 25). The gender gap in tech isn't set in stone. *The Los Angeles Times*. <http://www.latimes.com/opinion/op-ed/la-oe-cheryan-master-meltzoff-gender-gap-computer-science-toys-20170925-story.html>
- Master, A. (2017). Make STEM social to motivate preschoolers. *NAEYC*. <http://www.naeyc.org/blogs/make-stem-social>
- Master, A. (2017). Module 19: Early STEM Learning [online module]. *Institute for Learning & Brain Sciences (producer)*. Available at: <http://modules.ilabs.uw.edu/module/early-stem-learning/>
- Master, A. (2017). Teachers' mindsets about math (and why they matter). *Teaching Young Children*. http://staff.washington.edu/almaster/NAEYC_Mindsets.pdf
- Master, A. (2017, 2022). Ten things to know about math. *NAEYC*. <http://families.naeyc.org/10-things->

know-about-math

Master, A. (2016). Group work gets kids more engaged in STEM. *The Conversation*. Reprinted by *The Christian Science Monitor*. <https://theconversation.com/group-work-gets-kids-more-engaged-in-stem-65710>

Master, A., Cheryan, S., & Meltzoff, A. N. (2016, April 26). Researchers explain how stereotypes keep girls out of computer science classes. *The Washington Post*. http://wapo.st/1VzvqMd?tid=ss_mail

Master, A. (2015). Countering stereotypes and enhancing women's sense of belonging to reduce gender gaps in pSTEM. *Mindset Scholars Network*. <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/Reduce-Gender-Gaps-in-pSTEM.pdf>

Master, A. (2015). Praise that makes learners more resilient. *Mindset Scholars Network*. <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/Praise-That-Makes-Learners-More-Resilient.pdf>

Master, A. (2015). Want girls to be more interested in computer science? Change some classroom stereotypes. *The Conversation*. Reprinted by *Time.com*. <https://theconversation.com/want-more-girls-to-be-interested-in-computer-science-change-some-classroom-stereotypes-47136>

Master, A., Cheryan, S., & Meltzoff, A. N. (2015). How cultural stereotypes push girls away from computer science and what we can do to fix it. *Neuroeducação*, 4, 53-57.

TEACHING EXPERIENCE

INSTRUCTOR

Educational Psychology (PHLS 8350), University of Houston, Fall 2022

Advanced Topics in Human Development/Adolescent Development (PHLS 8335), University of Houston, Spring 2022

Seminar in Learning Theories (PHLS 8342/HDFS 4397), University of Houston, Fall 2021

Candidacy Research (PHLS 7398), University of Houston, Spring 2021

Doctoral Dissertation (PHLS 8399), University of Houston, Spring/Fall 2021, Spring 2022

Special Problems/Independent Study (PHLS 8398), University of Houston, Spring/Summer/Fall 2021, Spring 2022

Educational Disparities and Social (In)justice (PHLS 8311/HDFS 4397), University of Houston, Spring 2021

Achievement Motivation (PHLS 7350), University of Houston, Fall 2020, Spring 2022

Applying Psychology to Modern Life, Stanford University, Summer 2010

Developmental Psychology, Stanford University, Summer 2007 and Summer 2008

Graduate Teaching Methods, Stanford University, Fall 2007

TEACHING ASSISTANT

Wise Interventions, Stanford University, Winter 2010

Social Psychology (Graduate level), Stanford University, Fall 2009

Introduction to Social Psychology, Stanford University, Spring 2009

Introduction to Developmental Psychology, Stanford University, Fall 2007 and Fall 2008

Psych One (Introductory Psychology), Stanford University, Fall and Winter, 2006-2007

GUEST LECTURER

Research as Me-Search: Translating Personal Experiences to a Science of Mind and Behavior, San Francisco State University, Fall 2019

Laboratory in Social Psychology, Stanford University, Fall 2011

Applying Psychology to Modern Life, Stanford University, Summer 2011

Contemporary Psychology seminar for Co-Terminal Master's Students, Stanford University, Fall 2009

Self-Theories, Stanford University, Fall 2009

Introduction to Social Psychology, Stanford University, Spring 2009

Introduction to Developmental Psychology, Stanford University, Fall 2008

EDUCATOR TRAININGS

- Master, A., Alexander, T., & Turnquest, K. (2021). Educating on racism while avoiding racial trauma among Black students: A guide for White academics. Online workshop presented at Academics for Black Survival and Wellness, Anti-Racist Training Track.
- Master, A. (2019). Social influences on STEM motivation in young children. Talk given at the Learning & the Brain Conference, New York, NY.
- Master, A. (2018). How to motivate students and promote belonging. Talk given at the Curriculum × Motivation Workshop, Gates Foundation, Seattle, WA.
- Master, A. (2017). Diversity, inclusion, and increasing participation. Talk given at the Webinar Series on Data Science Undergraduate Education, The National Academies of Sciences, Engineering, and Medicine. http://sites.nationalacademies.org/CSTB/CSTB_181242
- Master, A. (2013). Mindsets revisited. Talk given at the Evergreen Speaker Series, Seattle, WA.
- Master, A., & Dweck, C. S. (2011). Mindsets: Helping students learn to love challenges. Talk given at Staff Development Day, Guadalupe Elementary School, San Jose, CA.
- Master, A. (2010). How does identity shape behavior in children? Talk given at the Bing Nursery School Staff Development Day, Stanford, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Association of California School Administrators conference, San Jose, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the AVID Conference, Morgan Hill, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Dartmouth Middle School Staff Development Day, San Jose, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Learning & the Brain Conference, San Francisco, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Union Middle School Staff Development Day, San Jose, CA.
- Master, A. (2009). Increasing achievement motivation in young children. Talk given at the Bing Nursery School Staff Development Day, Stanford, CA.
- Master, A., & Dweck, C. S. (2009). Mindsets: Transforming students' motivation to learn. Talk given at the Fremont Union High School Staff Development Day, Cupertino, CA.
- Master, A., & Dweck, C. S. (2008). Mindsets: Transforming students' motivation to learn. Talk given at the Lynbrook High School Staff Development Day, Fremont, CA.

Certificate from the Program for Online Teaching, December 2014

PRESENTATIONS

CHAired SYMPOSIA

- Master, A. (2019, March). Do people like me belong in STEM? Social cognitive influences on children's STEM motivation. Chair of symposium presented at the Society for Research in Child Development (SRCD), Baltimore, MD.
- Master, A. (2017, April). Early gender gaps in STEM learning and motivation: Causes, consequences, and intervention. Moderator of conversation roundtable presented at the Society for Research in Child Development (SRCD), Austin, TX.
- Master, A. (2013, April). What determines adolescents' interest in STEM careers? Effects of gender, motivational beliefs, values, and stereotypes. Chair of symposium presented at the Society for Research in Child Development (SRCD), Seattle, WA.
- Master, A., & Romero, C. (2011, March). Understanding children's responses to praise and criticism. Co-chairs of symposium presented at the Society for Research in Child Development (SRCD),

Montreal, Canada.

INVITED TALKS

- Master, A. (2022, October). Addressing STEM stereotypes with young children. Webinar to be presented for the National Girls Collaborative Project.
- Master A. (2022, October). Gender stereotypes about interests start early and cause gender disparities in STEM. Talk to be given remotely at the Applied Cognition and Development Brown Bag, University of Georgia.
- Master, A. (2022, July). Teacher+Researcher Preconference panel. Computer Science Teachers Association conference, Chicago, IL.
- Master, A. (2022, June). Research 2 practice panel: Why and how to counter computer science stereotypes. Roundtable discussion presented at the WeTeach_CS Summit, Austin, TX.
- Master, A. (2022, May). What you need to know about how gender stereotypes push girls away from STEM. Invited stakeholder lightning talk, #WhyNotMeSTEM Conference, Lubbock, TX.
- Master, A. (2022, April). Let's get motivated! Or: How I learned to stop worrying and love the research process. Invited keynote, PHLS Research Symposium, University of Houston, Houston, TX.
- Master, A. (2022, February). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Industrial-Organizational Psychology Brown Bag, Rice University, Houston, TX.
- Master, A. (2022, January). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Gynecologic Oncology & Reproductive Medicine Grand Rounds, University of Texas MD Anderson Cancer Center, Houston, TX.
- Master, A. (2021, November). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Knowledge in Development Lab, University of Louisville, Louisville, KY.
- Master A. (2021, October). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Human Development, Culture, and Learning Sciences Colloquium, University of Texas-Austin.
- Master, A. (2021, August). Let's get motivated! Invited keynote, Transfer Student Success Conference, University of Houston-Downtown, Houston, TX.
- Master, A. (2021, April). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given remotely at the Child Development Lecture Series, Harvard Graduate School of Education, Cambridge, MA.
- Master, A. (2020, November). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given remotely at the Uppsala Child & Baby Lab, Uppsala University, Uppsala, Sweden.
- Master, A. (2019, December). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the College of Education, University of Houston, Houston, TX.
- Master, A. (2019, December). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the Psychology Department, San Francisco State University, San Francisco, CA.
- Master, A. (2019, November). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the Children's Learning Institute, UT Health Sciences Center, Houston, TX.
- Master, A. (2019, July). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. In M. Rhodes (Chair), *Philosophical and psychological approaches to social change*. Invited symposium conducted at the Society for Psychology and Philosophy, San Diego, CA.
- Master, A. (2018, July). Counteracting stereotypes to boost girls' interest and belonging in STEM. In C. Leaper (Chair), *The social contexts of girls' and women's developing sense of belonging in STEM*. Invited Symposium conducted at the meeting of the Gender and STEM Network, Eugene, OR.
- Master, A. (2018). Social influences on children's motivation. Talk given at the Developmental Area

meeting, University of Kentucky, Lexington, KY.

Master, A. (2017). Social influences on children's motivation. Talk given at the Developmental Area meeting, University of Texas-Austin, Austin, TX.

Master, A. (2017). Social influences on children's motivation. Talk given at the Developmental, Cognitive, & Behavioral Neuroscience Brown Bag, University of Houston, Houston, TX.

Master, A. (2012). Positive and negative consequences of children's perceptions of social groups. Talk given at the Developmental Area Meeting, University of British Columbia, Vancouver, Canada.

RESEARCH TALKS

(*indicates student at time of project)

Master, A., *Alexander, T., Thompson, J., Fan., W., Meltzoff, A., & Cheryan, S. (2023, February). Gender-interest stereotypes reduce adolescent girls' enrollment interest in STEM. In M. Wang (Chair), *From preschool to academia: The development of science gender disparities*. Symposium submitted to the Society for Personality and Social Psychology (SPSP), Atlanta, GA.

*Sriutaisuk, S., & Master, A. (2023, May). Latent profile analysis of adolescent girls' self-perceptions and gender stereotypes in math. Paper submitted to the American Educational Research Association (AERA).

*Tang, D., Fan, W., & Master, A. (2023, May). Interest stereotypes predict adolescents' beliefs that computer science is useful and intentions to major in STEM. In D. Tang (Chair), *Understanding individual and contextual predictors of students' STEM major intention and promoting diversity in STEM*. Symposium submitted to the American Educational Research Association (AERA).

Thompson, J., *Alexander, T., Fan, W., & Master, A. (2023, April). Countering gender stereotypes in computer science. Symposium to be submitted to the Society for Research in Child Development (SRCD).

*Tran, M.-H., Master, A., *Alexander, T., *Wu, W., Thompson, J., & Olvera, N. (2023, May). Racial/ethnic stereotypes predict math motivation in Hispanic middle school students. In V. Diaz (Chair), *Perceptions of the self, social identities, and STEM fields: Influences on STEM motivation and participation*. Symposium submitted to the American Educational Research Association (AERA).

*Alexander, T., Meltzoff, A. N., Cheryan, S., & Master, A. (2022, April). Understanding math gender gaps by grade level and race/ethnicity: A cross-sectional investigation. In F. Law (Chair), *Understanding the antecedents of gender and ethnic underrepresentation in STEM: Stereotypes, motivation, and belonging*. Symposium presented at the American Educational Research Association (AERA).

Cheryan, S., Meltzoff, A. N., & Master, A. (2022, February). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. In C. Lide & N. Halevy (Chairs), *Stereotypes in the wild: Race, gender, and human nature*. Symposium presented at the Society for Personality and Social Psychology (SPSP), San Francisco, CA.

Master, A. (2022, July). Gender stereotypes start early and cause disparities in computer science. Mini session presented at the Computer Science Teachers Association (CSTA) conference, Chicago, IL.

Master, A., Cheryan, S., Stier, E., & Meltzoff, A. N. (2022, April). Consequences of teaching girls about structural causes of gender differences in STEM. In J. Gladstone (Chair), *Motivational messages to broaden participation in STEM: Important features of messages and messengers*. Symposium presented at the American Educational Research Association (AERA).

*Tang, D., Cheryan, S., Meltzoff, A. N., & Master, A. (2022, April). Understanding how ability stereotypes predict girls' math self-concepts: A longitudinal investigation. In S. Wan (Chair), *Understanding students' math self-concept: Its relation with achievement, development, and educational implications*. Symposium presented at the American Educational Research Association (AERA).

Master, A. (2021, December). Gender stereotypes about interests start early and cause gender disparities in computer Science and engineering. Lightning talk presented at the Texas Women & Girls in STEM Summit.

*Alexander, T., Meltzoff, A. N., Cheryan, S., & Master, A. (2021, September). How endorsement of

- gender stereotypes predicts adolescents' interest in math. In F. Law & L. McGuire, *STEM gender stereotypes in childhood and adolescence: Consequences and challenges*. Symposium presented at the British Psychological Society Virtual Conference.
- *Tang, D., Cheryan, S., Meltzoff, A. N., & Master, A. (2021, May). Children and adolescents' stereotypes and motivation in STEM and language arts. Flash Talk presented at the Association for Psychological Science (APS) Virtual Convention.
- Master, A. (2021, February). Counteracting stereotypes to boost girls' interest in computer science. Talk presented at the Texas Computer Science Teachers Association (CSTA) Virtual Conference.
- Master, A., Meltzoff, A. N., & Cheryan, S. (2021, April). The emergence of ability stereotypes and gender differences across STEM fields. In J. Gladstone (Chair), *"Yes we can": Improving equity in education through STEM motivation and engagement*. Symposium presented at the meeting of the American Educational Research Association (AERA).
- Tennison, M., Cheryan, S., Meltzoff, A. N., & Master, A. (2021, April). Gender stereotypes about interest cause gender disparities in children's motivation in STEM. In C. Starr (Chair), *Gender stereotypes and STEM motivation: Experimental, longitudinal, meta-analytic, and intervention research across the lifespan*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD).
- Cvencek, C., Paz-Albo, J., Master, A., Herranz Llacer, C. V., Hervás Escobar, A., & Meltzoff, A. N. (2020, April). Designed interventions to enhance children's math self-concepts. In J. Stang (Chair), *Attitudes, stereotypes, and stereotype threat: Development, effects, and intervention*. Symposium accepted at the meeting of the American Educational Research Association (AERA), San Francisco, CA.
- Master, A. (2019, June). Who likes computer science? How gender stereotypes about interest shape children's motivation. Breakout session talk conducted at the National Science Foundation (NSF) Innovative Technology Experiences for Students and Teachers (ITEST) Summit, Alexandria, VA.
- Master, A. (2019, March). Discussant. In E. Wojcik (Chair), *Gender inequality in developmental psychology*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2019, March). Differential power of distinct kinds of STEM stereotypes: Interest versus ability stereotypes. In A. Master (Chair), *Do people like me belong in STEM? Social cognitive influences on children's STEM motivation*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2019, March). How endorsement and awareness of gender stereotypes predict girls' motivation in STEM. In D. Cvencek (Chair), *Intergroup stereotypes about STEM and intellectual abilities: Interdisciplinary evidence from Singapore, USA, and Chile*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Master, A., Cheryan, S., Moscatelli, A., & Meltzoff, A. N. (2017). Programming experience promotes higher STEM motivation among first-grade girls. *Journal of Experimental Child Psychology*. AudioSlides presentation.
- Master, A. (2015, March). Prosocial/moral identity and motivation in young children. In L. M. Padilla-Walker & B. Randall, *Pre-conference on moral development*. Pre-conference at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2015, March). Full STEM ahead: Positive experience with technology toys increases young girls' STEM motivation. In E. Weisman (Chair), *Gender-typing of toys: Causes, correlates, and consequences*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Master, A., Meltzoff, A. N., & Cheryan, S. (2015, March). The power of in-groups: Group identification enhances preschoolers' motivation for shared academic goals. In A. Misch & Y. Dunham (Chairs), *All for one and one for all: Consequences of group membership in young children*. Symposium

- conducted at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.
- Tansomboon, C., Master, A., & Dweck, C. S. (2015, April). Choosing between person- and process-praise: Exploring students' preferences for feedback in success versus failure conditions. Paper talk at the meeting of the American Educational Research Association, Chicago, IL.
- Master, A. (2014). Social motivation in early childhood. Talk given at the Social Cognitive Development Lab, University of Washington, Seattle, WA.
- *Montoya, A. K., Master, A., & Cheryan, S. (2013, August). Working together to belong: Increasing women's feelings of fit in STEM through group work. Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.
- Master, A., Bryan, C. J., & Walton, G. M. (2013, April). "Helping" versus "being a helper": Invoking the self to increase helping in young children. In A. Martin (Chair), *Early helping behavior: causal factors and motivations*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2013, April). Computing whether she belongs: Increasing adolescent girls' interest in computer science. In A. Master (Chair), *What determines adolescents' interest in STEM careers? Effects of gender, motivational beliefs, values, and stereotypes*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2013). Lower in numbers but higher in interest: Can being underrepresented increase women's interest in STEM? Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2013). When do female role models matter? How stereotype threat shapes the recruitment of women into science. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2013, January). When do female role models matter? How stereotype threat shapes the recruitment of women into science. In M. J. Williams (Chair), *When and why women step back from status: The enduring and self-reinforcing power of traditional gender roles*. Symposium conducted at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.
- *Montoya, A. K., Master, A., & Cheryan, S. (2013, May). Using communal interactions to recruit women into STEM: A goal congruity perspective. Talk given at UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.
- *Montoya, A. K., Master, A., & Cheryan, S. (2013, May). Using group work to recruit women into STEM: A goal congruity perspective. Talk given at Mary Gates Scholars Annual Undergraduate Research Symposium, Seattle, WA.
- Walton, G. M., Cohen, G. L., Cook, J. E., Garcia, J., Purdie-Vaughns, V., Master, A., & Apfel, N. (2013, April). Brief social-belonging intervention improves academic attitudes and achievement and classroom behavior over three years among ethnic minority adolescents. In K. R. Olson (Chair), *Wise interventions: Using psychological theory to solve problems in child development*. Symposium conducted at the Society for Research in Child Development (SRCD), Seattle, WA.
- Master, A. (2012). The framing of social categories: Consequences for children's attitudes and behavior. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2012, August). When do female role models matter for women in science? Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.
- Master, A., & Dweck, C. S. (2012, July). Consequences of frequent praise. In P. Leijten & E. Brummelman (Chairs), *Mommy, please don't praise me? On the sunny and shady sides of praise*. Symposium presented at the International Society for the Study of Behavioral Development (ISSBD), Edmonton, Canada.
- Master, A., & Walton, G. M. (2012). Minimal groups increase young children's motivation and learning. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.

- Master, A. (2011). Children's perceptions of social groups: Positive and negative consequences. Talk given at the Institute for Learning & Brain Sciences Roundtable, University of Washington, Seattle, WA.
- Master, A. (2011, August). Thinking about traits using a continuum prevents categorical stereotyping in children. Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.
- Master, A. (2011). Children's perceptions of social groups: Positive and negative consequences. Talk given at the Stereotypes, Identity, and Belonging Lab, University of Washington, Seattle, WA.
- Master, A., & Dweck, C. S. (2011, March). How frequent praise affects students' motivation and need for approval. In A. Master & C. Romero (Chairs), *Understanding children's responses to praise and criticism*. Symposium conducted at the Society for Research in Child Development (SRCD), Montreal, Canada.
- Master, A., & Walton, G. M. (2011, March). Perceived group membership increases task motivation in young children. In S. Thomaes (Chair), *Using social psychology to improve children's lives: How small interventions can have large effects*. Symposium conducted at the Society for Research in Child Development (SRCD), Montreal, Canada.
- Romero, C., Master, A., Dweck, C. S., & Gross, J. J. (2011). Beliefs about malleability: Effects on academic and affective outcomes throughout middle school. Talk given at the Association for Research in Personality (ARP), Riverside, CA.
- Romero, C., Master, A., Dweck, C. S., & Gross, J. J. (2011). Beliefs about malleability: Effects on academic and affective outcomes throughout middle school. Talk given at the Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.
- Master, A., Markman, E. M., & Dweck, C. S. (2010). Thinking in categories or along a continuum: Effects on children's social judgments. Talk given at the Stanford Developmental Brownbag, Stanford, CA.
- Master, A. (2009). "I want to try and try": Increasing achievement motivation in young children. Talk given at the Stanford Developmental Brownbag, Stanford, CA.
- Master, A., Markman, E. M., & Dweck, C. S. (2009, February). Thinking in categories or along a continuum and children's social judgments. Talk given at the Developmental Origins of Social Cognition pre-conference at the Society for Personality and Social Psychology (SPSP), Tampa, FL.
- Master, A. (2008). Children's thinking in categories or along a continuum. Talk given at the Stanford Cognitive Area Seminar (FriSem), Stanford, CA.
- Master, A., Markman, E. M., & Dweck, C. S. (2008). Children's thinking in categories or along a continuum. Talk given at the Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.
- Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & Master, A. (2007, January). Reducing the racial achievement gap: A self-affirmation intervention. In A. R. McConnell (Chair), *Stereotypes and learning: How our understanding of the mechanisms underlying stereotyping informs classroom achievement and vice-versa*. Symposium conducted at the annual meeting of the Society for Personality and Social Psychology (SPSP), Memphis, TN.
- Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P., & Master, A. (2007). Improving academic achievement: Self-affirmation and the reduction of psychological threat in the classroom. Talk given at the Presidential Symposium for the annual meeting of the Society for Experimental Social Psychology (SESP), Chicago, IL.
- Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P., & Master, A. (2007). Self-affirmation and social identity threat. Talk given at the annual meeting of the American Psychological Association (APA), San Francisco, CA.
- Master, A. (2007). Preschoolers' thinking in categories or along a continuum. Stanford Developmental Brownbag, Stanford, CA.
- Purdie-Vaughns, V., Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & Master, A. (2007.) Self-affirmation processes over time: Following the impact of an affirmation intervention over two years. Talk given at the annual meeting of the Society for Experimental Social Psychology (SESP), Chicago, IL.

- Master, A. (2006). Children's behavioral inhibition, beliefs about goodness, and helplessness. Stanford Developmental Brownbag, Stanford, CA.
- Walton, G. M., Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & Master, A. (2006). A question of belonging: Race, gender, social fit, and academic achievement. Talk given at the annual meeting of the Society for the Psychological Study of Social Issues (SPSSI), Long Beach, CA.

POSTER PRESENTATIONS

(*indicates student at time of project)

- *Sriutaisuk, S., & Master, A. (2022, April). Developmental trajectories of students' growth mindsets in STEM: A cohort-sequential longitudinal study. Poster presented at the American Educational Research Association (AERA).
- *Alexander, T., Meltzoff, A. N., Cheryan, S., & Master, A. (2021, November). How endorsement of gender stereotypes predicts adolescents' interest in math. Poster submitted to the Learning Sciences Graduate Student Conference, Hybrid Conference.
- *Sampige, R., Frankel, L., *Tang, D., & Master, A. (2021, April). Analyzing the relationship between children's schooling modality and parenting stress during the COVID-19 pandemic. Poster presented at the University of Houston Undergraduate Research Day, Virtual Conference.
- *Sriutaisuk, S., Cheryan, S., Meltzoff, A. N., & Master, A. (2021, May 26–September 1). Growth mindsets reduce the negative effects of gender stereotypes on students' STEM motivation [Poster session]. 2021 APS Virtual Convention.
- Master, A., Tennison, M., Meltzoff, A. N., & Cheryan, S. (2020). Gender stereotypes about interest cause gender disparities in children's motivation in STEM. Poster presented at the National Science Foundation EHR Core Research PI Meeting, Alexandria, VA. <https://osf.io/3wtqc/>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2020, April 17-21). Stereotypes contribute to gender imbalances in STEM fields [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (Conference canceled). <https://osf.io/p8r34/>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2020). The roots of gender gaps in STEM? How interest stereotypes contribute to girls' lower interest in computer science and engineering. Poster presented at the Institute of Education Sciences (IES) PI Meeting, Washington, DC. <https://osf.io/bt8je/>
- Master, A., Cheryan, S., & Meltzoff, A. N. (2017). Social ingroup membership increases STEM engagement among preschoolers. Poster presented at the Society for Research in Child Development (SRCD), Austin, TX.
- Master, A., Levine, C. S., Meltzoff, A. N., & Cheryan, S. (2017). Divergent path threat: Self-affirmation reduces threat from others' different life choices. Poster presented at the Society for Personality and Social Psychology (SPSP), San Antonio, TX.
- *Clark, J., Master, A., & Cheryan, S. (2016). #Hackingthepipeline: How special STEM programs affect women's perceptions of computer science. Poster presented at the Grace Hopper Celebration of Women in Computing, Houston, TX.
- *Clark, J., Master, A., & Cheryan, S. (2015). #Hackingthepipeline: How special STEM programs affect women's perceptions of computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2015). Independent and interdependent self-construal affect whether acknowledging underrepresentation is beneficial for women's interest. Poster presented at the Society for Personality and Social Psychology (SPSP), Long Beach, CA. <http://osf.io/azjdg>
- *Montoya, A. K., Master, A., & Cheryan, S. (2013). Students' goal endorsement predicts perceived fit in STEM fields. Poster presented at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.
- Romero, C., Master, A., Paunesku, D., Gross, J. J., & Dweck, C. S. (2013). Beliefs about change: How emotion and intelligence beliefs predict important academic and emotional trajectories. Poster presented at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.

- *Stillwell, E. E., *Montoya, A. K., Master, A., & Cheryan, S. (2013). Perceptions of group work in STEM fields: Explaining women's disinterest in computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.
- Master, A., Cheryan, S., & Meltzoff, A. N. (2012). Computing whether she belongs: Increasing girls' interest in computer science. Poster presented at the NSF Site Visit to the LIFE Center, Institute for Learning & Brain Sciences, Seattle, WA.
- *Jin, H., Master, A., & Cheryan, S. (2012). How underrepresentation affects women's interest in computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.
- Master, A., Markman, E. M., & Dweck, C. S. (2012). How thinking in categories or along a continuum affects children's inferences and attributions. Poster presented at the Society for Personality and Social Psychology (SPSP), San Diego, CA.
- *Montoya, A. K., Master, A., & Cheryan, S. (2012). Perceptions of communal goals predict students' interest in STEM. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.
- Master, A., & Bryan, C. J. (2011). Little helpers: Nouns motivate young children's helping behavior more than verbs. Poster presented at the Society for Personality and Social Psychology (SPSP), San Antonio, TX.
- Master, A., Markman, E. M., & Dweck, C. S. (2011). Thinking in categories or along a continuum: Consequences for children's attributions. Poster presented at the Society for Research in Child Development (SRCD), Montreal, Canada.
- Master, A., & Walton, G. M. (2010). Mere belonging increases achievement motivation in preschoolers. Poster presented at the Society for Personality and Social Psychology (SPSP), Las Vegas, NV.
- Romero, C., Master, A., Dweck, C. S., & Gross, J. J. (2010). Adolescents' beliefs predict well-being: Effects on depression, self-esteem, and grades. Poster presented at the Society for Personality and Social Psychology (SPSP), Las Vegas, NV.
- Master, A., & Dweck, C. S. (2009). Increasing achievement motivation in young children through storybooks. Poster presented at the Society for Research in Child Development (SRCD), Denver, CO.
- Master, A., Yow, W. Q., Chan, J., & Lepper, M. R. (2009). The relationship between academic goals and intrinsic and extrinsic motivational orientations across cultures. Poster presented at the Society for Personality and Social Psychology (SPSP), Tampa, FL.
- Master, A., Markman, E. M., & Dweck, C. S. (2008). How thinking in categories or along a continuum affects children's social judgments. Poster presented at the Society for Personality and Social Psychology (SPSP), Albuquerque, NM.
- Master, A., Markman, E. M., & Dweck, C. S. (2008). How thinking in categories or along a continuum affects children's social judgments. Poster presented at the Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.
- Master, A., Markman, E. M., & Dweck, C. S. (2008). How thinking in categories or along a continuum affects children's social judgments. Poster presented at the Stanford Symposium on Linguistic Relativity, Stanford, CA.
- Master, A., & Dweck, C. S. (2007). Children's beliefs about goodness, behavioral inhibition, and helplessness. Poster presented at the Society for Research in Child Development (SRCD), Boston, MA.
- Master, A., & Dweck, C. S. (2007). Children's beliefs about goodness, behavioral inhibition, and helplessness. Poster presented at the Stanford-Berkeley-Santa Cruz Developmental Conference, Berkeley, CA.
- *Ho, A., Master, A., & Dweck, C. S. (2006). How children's beliefs about goodness affect their reactions to difficulties. Paper presented at the Leadership Alliance National Symposium, Chantilly, VA.

EDUCATIONAL OUTREACH AND MEDIA PRESENTATIONS

Stereotypes and STEM

- Ahearn, G. (2022). npj Science of Learning Community: Digest #27. *BOLD*. <https://bold.expert/npj-science-of-learning-community-digest-27/>
- Gaskell, A. (2022). How quickly gender stereotypes about work emerge. *Forbes*. <https://www.forbes.com/sites/adigaskell/2022/02/22/how-quickly-gender-stereotypes-about-work-emerge>
- Hill, S. (2022). Like a girl: STEM and the gender disparity. *The Big Idea*. Reprinted by Houston Innovation Map. <https://research.uh.edu/the-big-idea/university-research-explained/like-a-girl-girls-in-stem/>
- Mader, J. (2022). Researchers looked at how early STEM stereotypes begin for kids. They found them every step of the way. *The Hechinger Report*. <https://hechingerreport.org/researchers-looked-at-how-early-stem-stereotypes-begin-for-kids-they-found-them-every-step-of-the-way/>
Shared by the Computer Science Teachers Association (CSTA) Computer Science Today newsletter June, 2022 to >16,000 computer science education professionals
- Ani. (2021). Study shows kids, teens believe girls aren't interested in computer science. *Lokmat*. <https://english.lokmat.com/lifestyle/study-shows-kids-teens-believe-girls-arent-interested-in-computer-science/>
- Brokaw, S. (2021). Study: Gender stereotypes affect girls' interest in STEM subjects as early as age 6. *UPI*. https://www.upi.com/Science_News/2021/11/22/gender-stereotypes-computer-science-engineering/2001637610261/
- Chambers, N. (2021). New research on the stereotypes formed at a young age, their long-term impacts and what can be done to tackle them successfully. *Higher Education Policy Institute*. <https://www.hepi.ac.uk/2021/12/14/new-research-on-the-stereotypes-formed-at-a-young-age-their-long-term-impacts-and-what-can-be-done-to-tackle-them-successfully/>
- Devis, D. (2021). Telling girls they don't like STEM halves their involvement at any age. *Cosmos Magazine*. <https://cosmosmagazine.com/people/culture/gender-stereotypes-stem-girls-participation/>
- E&T Editorial Staff. (2021). Stereotypes in STEM start by age six, study suggests. *Engineering & Technology Magazine*. <https://eandt.theiet.org/content/articles/2021/11/stereotypes-in-stem-start-by-age-six-study-suggests/>
- Goldberg, M. (2021). Interview for participatory action research study in Qualitative Research at Millennium Brooklyn High School on high schoolers' sense of belonging in STEM.
- Good Morning America. (2021). New study tackles STEM and stereotypes. *ABC*. <https://www.goodmorningamerica.com/news/video/study-tackles-stem-stereotypes-81368245>
- Gowda, D. (2021). A majority of children and teens believe girls are less interested in computer science and engineering. *Mashable India*. <https://in.mashable.com/science/25968/a-majority-of-children-and-teens-believe-girls-are-less-interested-in-computer-science-and-engineeri>
- Idoeta, P. A. (2021). O momento na infância em que computação e engenharia começam a ser vistas como 'coisas de meninos.' *BBC News Brasil*. <https://www.bbc.com/portuguese/geral-59573246>
- Koop, F. (2021). Kids and teens believe girls aren't interested in computer science — and the stereotype drives disparity. *ZME Science*. <https://www.zmescience.com/science/stereotypes-gender-disparity-stem-23112021/>
- Lambert, G. (2021). Stereotype that girls aren't interested in STEM subjects ingrained in kids as young as 6. *Study Finds*. <https://www.studyfinds.org/stereotype-girls-not-interested-stem-ingrained-in-children/>
- Lin, Y. (2021). Gender stereotypes in STEM: emergence and prevention. *Inside IES Research*. <https://ies.ed.gov/blogs/research/post/gender-stereotypes-in-stem-emergence-and-prevention>
- Marsden, A. (2021). Do gender-based stereotypes discourage girls from pursuing certain fields? – study. *The Jerusalem Post*. <https://www.jpost.com/international/do-gender-based-stereotypes-discourage-girls-from-pursuing-certain-fields-study-688381>
- Preidt, R. (2021). Many kids, teens think girls don't care about computer science. *HealthDay*. <https://consumer.healthday.com/b-11-23-2655774402.html>

- Stiffler, L. (2021). Study: Kids stereotype tech as being for boys and not girls – but not for the reason you might expect. *Geekwire*. <https://www.geekwire.com/2021/study-kids-stereotype-tech-as-being-for-boys-and-not-girls-but-not-for-the-reason-you-might-expect/>
- UH Moment. (2021). December 13, 2021. <https://www.youtube.com/watch?v=60beRcgQWrk>
- Pappas, S. (2020). Do STEM toys actually teach kids science and math? *Livescience*. <https://www.livescience.com/how-stem-toys-teach-math-science.html>
- Doleatto, K. (2020). It's not too early to talk to children about race. *Sarasota Herald-Tribune*. <https://www.heraldtribune.com/news/20200106/its-not-too-early-to-talk-to-children-about-race>
- Eckart, K. (2017). Can early experiences with computers, robots increase STEM interest among young girls? *UW Today*. <http://www.washington.edu/news/2017/04/27/can-early-experiences-with-computers-robots-increase-stem-interest-among-young-girls/>
- King5 News. (2017). UW study: STEM strategies for girls. <http://www.king5.com/news/local/uw-study-stem-strategies-for-girls/434705555>
- Meltzoff, A. N. (2017). Stereotypes, STEM, and a sense of belonging. *Blog on Learning and Development*. <https://bold.expert/stereotypes-stem-and-a-sense-of-belonging/>
- National Science Foundation. (2017). Can early experiences with computers, robots bring girls into STEM? *Science360*. <https://science360.gov/obj/video/e9da777d-2cf9-45f6-860a-93e68b2d9124/early-experiences-computers-robots-bring-girls-stem>
- Schwartz, S. (2017). Gender stereotypes about coding ability start as young as 1st Grade, study finds. *Education Week*. http://blogs.edweek.org/edweek/curriculum/2017/05/gender_stereotypes_coding_ability_start_young_1st_grade.html
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- Stiffler, L. (2017). My holiday gamble: Can video games help shift my daughter's view of technology? *GeekWire*. <https://www.geekwire.com/2017/holiday-gamble-can-video-games-help-shift-daughters-view-technology/>
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Motivation in Young Children

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- Paul, A. M. (2013). A group doesn’t even have to exist to affect our behavior. *The Brilliant Blog*. <http://anniemurphypaul.com/2013/04/a-group-doesnt-even-have-to-exist-to-affect-our-behavior/#>
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- Master, A., & Butler, L. P. (2011). How context shapes children’s learning. Talk given at Bing Nursery School’s Coffee Talk series, Stanford, CA.
- Stanford School of Humanities & Sciences. (2011). The faces of H&S: Allison Master, Psychology. http://humsci.stanford.edu/faces/story/allison_master.
- Chamberlin, J. (2010). Bright stars: Allison Master, Stanford University. *APA Monitor on Psychology*, 41, p. 68.
- Master, A. (2010). How does identity shape behavior in children? Talk given at the Bing Nursery School Staff Development Day, Stanford, CA.
- Master, A. (2010). “The good guys and the bad guys”: Social categorization in early childhood. Talk given at the Black Psychology Student Association’s Ranting on Research program, Stanford, CA.
- Master, A. (2009). Increasing achievement motivation in young children. Bing Nursery School Staff Development Day, Stanford, CA.
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Mindsets and Motivation

- Stinchcombe, C. (2020). How to motivate yourself when it feels near impossible. *Woman’s Day*. <https://www.womansday.com/health-fitness/g30459558/how-to-motivate-yourself/>
- Master, A. (2018). Growth mindsets. Talk given to David Leviten’s 4th/5th grade class, Explorer Community School, Redmond, WA.
- Repka, M. (2015). Staying positive: How middle schoolers’ attitudes about themselves influence academic and emotional outcomes. *Chicago Policy Review*. <http://chicagopolicyreview.org/2015/01/22/staying-positive-how-middle-schoolers-attitudes-about-themselves-influence-academic-and-emotional-outcomes/>
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- Master, A., & Dweck, C. S. (2011). Mindsets: Helping students learn to love challenges. Talk given at Parent Education Night, Guadalupe Elementary School and Dartmouth Middle School, San Jose, CA.
- Master, A., & Dweck, C. S. (2010). Mindsets: What can research tell us about how to help students love challenges? Talk given at Parent Education Night, Ohlone Elementary School, Palo Alto, CA.
- Master, A., & Dweck, C. S. (2010). Mindset: How to welcome and love challenges. Talk given at Sonoma Academy, Sonoma, CA.
- Nightline. (2009). The myth of praise. ABC News, <http://abcnews.go.com/Nightline/video?id=8487839>.
- Master, A., & Dweck, C. S. (2009). Mindset: How to welcome and love challenges. Talk given at the Positive Coaching Alliance workshop, Stanford, CA.
- Krakovsky, M. (2007). The effort effect. *Stanford Magazine*, March/April. Stanford, CA.

SERVICE

PROFESSIONAL SERVICE

Editorial Boards

Consulting Editor, *Child Development*, 2020-present

Service for Professional Organizations

AERA Division C (Learning and Instruction), Section 2b: Learning and Motivation in Social and Cultural Contexts, Co-Chair, 2022-2023

Houston Hub Committee, POWER (Providing Opportunities for Women in Education Research), 2020-2021

Institute of Education Sciences (IES) PI Meeting, Discussion Facilitator, 2020

Society for Research in Child Development (SRCD), Invited Conference Reviewer, Social Cognition Panel, 2016

National Center for Women & Information Technology (NCWIT), EngageCSEdu Social Science Reviewer, 2015-2017

National Center for Women & Information Technology (NCWIT), EngageCSEdu Engagement Curriculum Awards Committee, 2015

Society for Personality and Social Psychology (SPSP), Program Committee, Poster Reviewer, 2013

Society for Research in Child Development (SRCD), Conference Reviewer, 2012

Society for Personality and Social Psychology (SPSP), Outstanding Research Award Reviewer, 2010

Ad-hoc Reviewing for Grant Agencies

APF Elizabeth M. Koppitz Review Committee

National Science Foundation EHR Core Research

Templeton Foundation

Ad-hoc Reviewing for Journals

Child Development, Current Psychology, Developmental Psychology, Developmental Science, European Journal of Social Psychology, Gifted Child Today, Journal of Applied Developmental Psychology, Journal of Cognition and Development, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Experimental Social Psychology, Journal of Personality and Social Psychology, Learning and Instruction, Motivation and Emotion, Personality and Social Psychology Bulletin, Perspectives on Psychological Science, Philosophical Transactions of the Royal Society B: Biological Sciences, PLOS ONE, Proceedings of the National Academy of Sciences, Psychology of Women Quarterly, Self and Identity, Sex Roles, Social Cognition, Social Development, Social Psychological and Personality Science, Social Psychology of Education, Social Sciences, Translational Issues in Psychological Science

Advisory Board Member

National Science Foundation (NSF), AISL, PIs Zucker & Yeomans-Maldonado, 2021. *Females Engaged with STEAM in Vivid Learning (FESTIVL)*.

National Science Foundation (NSF), CSforAll, PIs Shochet & Doss, 2021. *Teaching Computational Thinking in Prekindergarten*.

UNIVERSITY SERVICE

University of Houston, MQM-LS Program, Comprehensive Portfolio Examination Committee, 2021-present

University of Houston, MQM-LS Program, Admissions Committee, 2020-present

University of Houston, MQM-LS Program, Program Social Hour (Committee Chair), 2020-present

University of Houston, MQM-LS Program, Joint Degree Committee, 2020-2021

University of Houston College of Education, Committee to Advance Equity, Justice, and Belonging, 2021-present

University of Houston College of Education, Ending Inequities Subcommittee, Charge 4 (Research), 2020-2021
 University of Washington, Mary Gates Endowment for Students Research Scholarship Reviewer, 2014-2015
 University of Washington, Undergraduate Research Symposium Moderator, 2013
 University of Washington, Social and Personality Psychology Admissions Committee, 2012-2013
 University of Washington, Social and Personality Psychology Graduate Student Career Development Brownbag Series, 2012
 Stanford Department of Psychology, Undergraduate Curriculum Review, 2010
 Stanford Department of Psychology, Psi Chi Mentor, 2010
 Stanford Developmental Psychology, Space Representative, 2009-2011
 Stanford Developmental Psychology, Admissions Committee, 2007-2008
 Stanford Developmental Psychology, Faculty Search Committee, 2007-2008
 Stanford Developmental Psychology, Brownbag Coordinator, Fall 2006 and Spring 2007

SERVICE TO EDUCATIONAL ORGANIZATIONS

Aldine ISD STEMfest Judge, Houston, TX, 2022
 Red Elementary School Science Fair Judge, Houston, TX, 2020
 Beehive Parent Child Center Board of Directors, Houston, TX, 2017-2020

ADVISING

Muradoglu, Melis. Dissertation Committee Reader, New York University, 2022.
 Stewart, Christian. Dissertation Committee, University of Houston, 2022.
 Al Abdul Raheem, Yasmine. Dissertation Chair, University of Houston, 2021-2022.
 George, Rebecca. Dissertation Substitute Advisor, University of Houston, 2021.
 Turnquest, Krysti. Dissertation Chair, University of Houston, 2021-2022.
 Alexander, Taylor. Candidacy Proposal Chair, Graduate Research Assistant, Dissertation Chair, University of Houston, 2021-2023.
 Sriutaisuk, Suppanut. Graduate Research Assistant, Dissertation Chair, University of Houston, 2020-2023.
 Tang, Daijiazi. Graduate Research Assistant, University of Houston, 2020-2022.
 Clark, Jeanna. Mary Gates Undergraduate Research Symposium, University of Washington, 2015.
 Siy, J. Oliver. Doctoral Dissertation Committee Member, University of Washington, 2012-2013.
 Stillwell, Ellie. Mary Gates Undergraduate Research Symposium, University of Washington, 2013.
 Montoya, Amanda. Undergraduate Honors Thesis, University of Washington, 2011-2013, and Mary Gates Undergraduate Research Symposium, 2012, 2013.
**Winner of UW Psychology's Guthrie Prize for Best Empirical Paper, 2013*
 Jin, Hyejin. Mary Gates Undergraduate Research Symposium, University of Washington, 2012.
 Tabak, Joshua. Doctoral Dissertation Committee Member, University of Washington, 2011-2012.
 Mendoza, Jacqueline. Human Biology Internship, Stanford University, Fall/Winter 2010-2011.
 Murphy-Hockett, Cole. Human Biology Research Exploration Program, Summer 2009 and Honors Thesis Reader, Stanford University, 2010-2011.
 Tansomboon, Charissa. Human Biology Internship, Stanford University, Summer/Fall 2010.
 Butler, Chelsi. Summer Research College, Stanford University, Summer 2007.
 Campbell, Emily. Human Biology Internship, Stanford University, Winter/Spring 2007.
 Hay, Lauren. Human Biology Research Exploration Program, Stanford University, Summer 2006.
 Ho, Amy. Summer Research Early-Identification Program, The Leadership Alliance, Stanford University, Summer 2006.
 Lingras, Katie. Undergraduate Honors Thesis/Co-Terminal Master's Program Thesis, Stanford University, 2005-2006.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, 2019-present
Association for Psychological Science, 2011-2016; 2021-present
Society for Research in Child Development, 2006-present