

MATTHEW H. KIM
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EDUCATION

Ph.D. University of Michigan, 2015
Area of study: Developmental Psychology

M.S. University of Michigan, 2013
Area of study: Developmental Psychology

B.A. New York University, 2008
Majors: Economics (honors) and Psychology

PROFESSIONAL APPOINTMENTS

2020–present Assistant Professor, Department of Psychology, University of Kentucky

2018–2020 Research Scientist, Institute for Learning & Brain Sciences, University of Washington
Teaching Associate, College of Education, University of Washington

2016–2018 Research Associate, Inflexion

2015–2016 Post-Doctoral Research Scholar, Prevention Science Institute, University of Oregon
Faculty Fellow, University of Oregon

2008–2010 Research Assistant, MDRC

RESEARCH INTERESTS

Motivation, self-regulation, school transitions, student success, open science

GRANTS AND FELLOWSHIPS

Active

Principal Investigator (with J. Osterhage [Co-PI]): *Supporting STEM academic advising for undergraduate student achievement*

National Science Foundation: Improving Undergraduate STEM Education
[DUE2314844](#) | Period of support: 2023–2026 | Total award: \$381,537

Completed

Co-Principal Investigator (with P. Sidney [PI], B. Braun [Co-PI], C. Jong [Co-PI], C. Wawrzyniak [Co-PI]): *Experiences and beliefs of mathematics students*

University of Kentucky: Expanding Transdisciplinary Research
Period of support: 2023 | Total award: \$49,996

Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *My STEM Story: Scaling STEM motivation through digital storytelling and near peer relationships.*

National Science Foundation: Innovative Technology Experiences for Students and Teachers
[DRL1759442](#) | Period of support: 2018–2023 | Total award: \$1,203,658

Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *RAPID: Developing and researching youth-driven media that highlights science as an act of service during a public health crisis*. National Science Foundation Rapid Response Research Grant [DRL2032226](https://www.nsf.gov/awardsearch/showAward?AWD_ID=DRL2032226) | Period of support: 2020–2022 | Total award: \$151,040

Principal Investigator: *Schooling and the development of executive functioning skills: Integrating cognitive, neurophysiological, and educational perspectives*. National Science Foundation: Graduate Research Fellowships Program [DGE1256260](https://www.nsf.gov/awardsearch/showAward?AWD_ID=DGE1256260) | Period of support: 2012–2015 | Total award: \$134,000

PUBLICATIONS

Note: ^ Authors contributed equally, * Graduate student author, † Undergraduate student author

Peer-reviewed journal articles

Sidney, P. G., Braun, B., Jong, C., Hanely, D., **Kim, M.**, Brown, K.,* Vega, J., Schmidt, J., Shirah, J., Wawrzyniak, C. U., & Parker, J. (accepted but needs final editing). The College Mathematics Beliefs and Belonging Survey: Instrument development and validation. *International Journal of Research in Undergraduate Mathematics Education*.

Henneberg, L.,† **Kim, M. H.**, Chen, X.-Y.,* & Usher, E. L. (in press). Appalachian high schoolers' sense of belonging in a residential college preparatory program. *Journal of Appalachian Studies*, 30(2).

Kim, M. H., Han, J., Buford, K. N.,* Osterhage, J. L., & Usher, E. L. (2024). Undergraduate student perceptions of instructor mindset and academic performance: A motivational climate theory perspective. *Contemporary Educational Psychology*, 77, 102280. <https://doi.org/10.1016/j.cedpsych.2024.102280>

Kim, M. H.,^ & Sidney, P. G.^ (2024). Do teacher instructional practices shape children's academic self-concept and interest in mathematics and science? Evidence from TIMSS 2015. [Registered Report Stage 2] *Infant and Child Development*, 33(2), e2429. <https://doi.org/10.1002/icd.2429>

Kim, M. H., & Karr, J. E. (2024). Examining associations between intelligence mindset, mental health symptom severity, and academic self-efficacy and performance. *Current Psychology*, 43, 1519–1532. <https://doi.org/10.1007/s12144-023-04399-2>

Kim, M. H., Buford, K.,* Ellis, A., Davis-Kean, P. E., Antony, C.,† Braun, C.,† Hurst, T.,† & Todd, J.† (2023). A metascience investigation of inclusive, open, and reproducible science practices in research posters at the 2021 SRCD biennial meeting. *Child Development*. <https://doi.org/10.1111/cdev.14059>

Patel, N. R.,† **Kim, M. H.**, & Karr, J. E. (2023). Reliable change in college coursework self-efficacy. *Modern Psychological Studies*, 29(1), 17. <https://scholar.utc.edu/mps/vol29/iss1/17>

Kim, M. H. (2023). A bioecological perspective on mindset. *Contemporary Educational Psychology*, 73, 102173. <https://doi.org/10.1016/j.cedpsych.2023.102173>

Kim, M. H., Boussetot, T. E., & Ahmed, S. F. (2021). Executive functions and science achievement during the five-to-seven-year shift. *Developmental Psychology*, 57(12), 2119–2133. <https://doi.org/10.1037/dev0001261>

Kim, M. H., Anderson, R. C., DeRosia, N.,* Madison, E., & Husman, J. (2021). There are two I's in motivation: Interpersonal dimensions of science self-efficacy among racially diverse adolescent youth. *Contemporary Educational Psychology*, 66, 101989. <https://doi.org/10.1016/j.cedpsych.2021.101989>

Kim, M. H., Ahmed, S. F., & Morrison, F. J. (2021). The effects of kindergarten and first grade schooling on executive function and academic skill development: Evidence from a school cutoff design. *Frontiers in Psychology, 11*, 607973. <https://doi.org/10.3389/fpsyg.2020.607973>

Kim, M. H., & McIntyre, L. L. (2019). Early communication skills and special education outcomes at school entry: Implications for pediatric care and screening. *Global Pediatric Health, 6*, 1–9. <https://doi.org/10.1177/2333794X19884185>

Morrison, F. J., **Kim, M. H.,** Connor, C. M., & Grammer, J. K. (2019). The causal impact of schooling on children’s development: Lessons for developmental science. *Current Directions in Psychological Science, 28*(5), 441–449. <https://doi.org/10.1177/0963721419855661>

Kim, M. H., & Morrison, F. J. (2018). Schooling effects on literacy skills during the transition to school. *AERA Open, 4*(3), 1–15. <https://doi.org/10.1177/2332858418798793>

Kim, M. H., Shimomaeda, L., Giuliano, R. J., & Skowron, E. A. (2017). Intergenerational associations in executive function between mothers and children in the context of risk. *Journal of Experimental Child Psychology, 164*, 1–15. <https://doi.org/10.1016/j.jecp.2017.07.002>

Kim, M. H., Marulis, L. M., Grammer, J. K., Morrison, F. J., & Gehring, W. J. (2017). Motivational processes from expectancy-value theory are associated with variability in the error positivity in young children. *Journal of Experimental Child Psychology, 155*, 32–47. <https://doi.org/10.1016/j.jecp.2016.10.010>

McIntyre, L. L., Pelham, W. E., III,* **Kim, M. H.,** Dishion, T. J., Shaw, D., & Wilson, M. (2017). A brief measure of language skills at age three and special education use in middle childhood. *Journal of Pediatrics, 181*, 189–194. <https://doi.org/10.1016/j.jpeds.2016.10.035>

Kim, M. H., Grammer, J. K., Marulis, L. M., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2016). Early math and reading achievement are associated with the error positivity. *Developmental Cognitive Neuroscience, 22*, 18–26. <https://doi.org/10.1016/j.dcn.2016.09.002>

Book chapters

Morrison, F. J., Grammer, J. K., Gehring, W. J., Weixler, L. B., & **Kim, M. H.** (2023). Role of self-regulation in the transition to school. In K. Pugh, C. Perfetti, S. Nag, & L. Verhoaven (Eds.), *Global variation in literacy development* (pp. 316–332). Cambridge University Press. <https://doi.org/10.1017/9781009242585>

Reports and white papers

Kim, M., Woods, A., Ellis, A., Davis-Kean, P., Castille, C., Feldman, G., Lindsay, D. S., & Paes, T. (2021). *Teaching and mentoring open science*. <https://doi.org/10.17605/osf.io/jux4t>

Bousselot, T., **Kim, M.,** Storksdieck, M., O’Connell, K., & Keys, B. (2017). *STEM Hub capacity building to support evaluative thinking and continuous improvement: An interim report prepared for Oregon’s Chief Education Office*. Educational Policy Improvement Center (dba Inflexion): Eugene, OR.

Other products

Madison, E., Husman, J., **Kim, M.,** & Anderson, R. (2024). *My STEM Story*. <http://www.mystemstory.net/> [Teacher guide, classroom protocol, and self-directed online program materials for the *My STEM Story* program.]

Graham, M., & **Kim, M.** (2023, Spring). Rethinking broader impact. *APA Division 15 Newsletter for Educational Psychologists*. <http://apadiv15.org/wp-content/uploads/2023/05/NEP-Spring-2023.pdf>

Madison, E., **Kim, M.,** & Guldin, R.* (2021, December 7). How the pandemic may help more students see themselves as scientists. *EdSurge*. <https://www.edsurge.com/news/2021-12-07-how-the-pandemic-may-help-more-students-see-themselves-as-scientists>

Madison, E., Anderson, R., DeRosia, N.,* Guldin, R.,* Husman, J., & **Kim, M.** (2021). *My STEM Story: Students explore science identities*. Retrieved from <https://stemforall2021.videohall.com/presentations/1981>

MANUSCRIPTS

Note: ^ Authors contributed equally, * Graduate student author, † Undergraduate student author

Under review or in revision

Anderson, R., Husman, J., **Kim, M.**, & Madison, E. (second revision under review). *It's not all about recognition and influence: The role of communal and agentic goals and motives in science for diverse high school students*. [Preprint: <https://ssrn.com/abstract=4582891>]

Kim, M. H., Anderson, R. C., Bousselot, T., Husman, J., & Madison, E. (in revision). *An implicit theories perspective on adolescent science interest development: A qualitative study*.

Kim, M. H., DeRosia, N.,*[^] Guldin, R.,*[^] Lazaro, M.,*[^] Husman, J., Madison, E., & Anderson, R. C. (under review). *Perceptions and experiences of science among diverse adolescent youth during COVID-19*. [Preprint: <https://doi.org/10.31234/osf.io/nv8x3>]

Anderson, R., Bousselot, T., Madison, E., **Kim, M.**, & Husman, J. (under review). *The development of science identity through near peer mentoring and research experiences*.

In preparation

Antony, C.,† & **Kim, M. H.** *A qualitative analysis of gender roles and children's implicit theories of ability in the arts and sciences*.

Brown, K.,* Borriello, G., Rahman, S.,† Schmidt, J., Wawrzyniak, C., **Kim, M.**, Jong, C., Braun, B., & Sidney, P. *Mathematics sense of belonging, motivation, and attitudes among transgender and nonbinary college students*.

Buford, K.,*[^] & **Kim, M.**[^] *Understanding the association of health mindset and health fatalism on domain-specific health behaviors among African American college students*. [Preregistration: <https://doi.org/10.17605/osf.io/egx9r>]

Kim, M. H., Buford, K. N.,* Pawsat, M.,† & Braun, C.† *Lay beliefs of interest and interest development among academic advisors and undergraduate students*.

CONFERENCE PRESENTATIONS

Note: ^ Authors contributed equally, * Graduate student author, † Undergraduate/high school student author

Submitted/accepted

Kim, M., & Sealy, M. (2024, August). *Under the hood of the editorial process: A panel discussion with journal editors and reviewers*. Critical Conversation session accepted for presentation at the 2024 Annual Meeting of the American Psychological Association, Division 15, Seattle, WA.

Tanaka, K.,* Buford, K.,* Sidney, P., & **Kim, M.** (2024, August). *Examining learning processes for academically at-risk students using SEVT: A proof-of-concept study*. Accepted for presentation at the 2024 Annual Meeting of the American Psychological Association, Division 15, Seattle, WA.

Chair/discussant roles

Graham, M. C., & **Kim, M. H.** (Co-Chairs) (2023, August). *Broadening impact: Reflecting on broader impact statements in the context of community engaged work*. Critical Conversation session presented at the 2023 Annual Meeting of the American Psychological Association, Division 15, Washington, D.C.

Kim, M. H. (2023, May). Invited discussant. In V. Diaz (Chair). *Perceptions of the self, social identities, and STEM fields: Influences on STEM motivation and participation*. Symposium presented at the 2023 Annual Meeting of the American Educational Research Association, virtual.

Kim, M. H. (2023, May). Invited discussant. In J. DeVries (Chair). *The role of motivation among middle and post-secondary students*. Symposium presented at the 2023 Annual Meeting of the American Educational Research Association, virtual.

Kim, M. H. (2023, April). Invited chair. *Innovative interventions in social and cultural contexts*. Presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.

Kim, M. H. (2023, April). Invited chair. *Looking beyond achievement behaviors in motivation research: Additional antecedents and consequences*. Presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL.

Kim, M. H., DeRosia, N.,* Guldin, R.,* & Lazaro, M.,* Anderson, R., Boussetot, T., Chadwick, K., Husman, J., & Madison, E. (2021, April). How does viewing mentored science learning activities shape identity development in adolescent youth during a pandemic? A qualitative study. In **M. H. Kim** (Chair). *Identity exploration, discrimination, and information access among diverse youth and families during COVID-19*. Paper presented at the 2021 biennial meeting of the Society for Research in Child Development.

Kim, M. H. (2017, April). Schooling effects on early academic skills: Replication and extension of a natural experiment. In **M. H. Kim** (Chair). *Causal inference in developmental research: Using regression discontinuity to illuminate academic, brain, and policy outcomes*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Refereed presentations

Kim, M.,[^] Fields, C.,^{*^} Fitisone, K.,^{*^} Matusz, D.,^{†^} McAweeney, K.,^{*^} Sidney, P.,[^] & Tanaka, K.^{*^} (2024, June). *Demystifying the undergraduate psychology experience: Supporting the career transition for psychology majors*. Unconference session presented at the 2024 Annual Meeting of the Society for the Improvement of Psychological Science, Nairobi, Kenya.

Brown, K.,* Borriello, G., Rahman, S.,† Schmidt, J., Wawrzyniak, C., **Kim, M.**, Jong, C., Braun, B., & Sidney, P. (2024, April). *Mathematics sense of belonging and attitudes among gender-diverse college students*. Poster presented at the 2024 meeting of the Midwestern Psychological Association, Chicago, IL.

Anderson, R. C., Husman, J. E., **Kim, M.**, & Madison E. (2024, April). It's Not All About Recognition and Influence: The Role of Communal and Agentic Goals and Motives in Science for Diverse High School Students. In M. Gadbury (Chair). *Cognitive and Motivational Processes in STEM Contexts*. Presented at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Kim, M. H., DeRosia, N.,* Guldin, R.,* Lazaro, M.,* Husman, J., Madison, E., & Anderson, R. C. (2024, March). Perceptions and experiences of science and science engagement among diverse adolescent youth during COVID-19: A qualitative study. In K. Patel & A. Bodas (Co-Chairs). *Science and me: How scientific thought and engagement is shaped by identity factors and diverse learning contexts*. Presented at the Bi-Ennial Conference 2024 of the Cognitive Development Society, Pasadena, CA.

Antony, C.,† & **Kim, M.** (2024, March). *A qualitative analysis of gender stereotypes and children's implicit theories of ability in the arts and sciences*. Presented at the Bi-Ennial Conference 2024 of the Cognitive Development Society, Pasadena, CA.

Braun, B., Sidney, P., Jong, C., Hanely, D., **Kim, M.**, & Brown, K.* (2024, February). *The College Mathematics Beliefs and Belonging Survey: Instrument development and validation*. Presented at the 26th Annual Conference on Research in Undergraduate Mathematics Education, Omaha, NE.

Henneberg, L.,† **Kim, M. H.**, Chen, X.,* & Usher, E. L. (2023, August). *Sense of belonging among Appalachian youth in college preparatory programs: A qualitative analysis*. Poster presented at the 2023 Annual Meeting of the American Psychological Association, Division 15, Washington, D.C.

Kim, M., Buford, K.,* Braun, C.,† Pawsat, M.,† Spillman, M. M.,† & Todd, J.† (2023, April). *Interest development and implicit theories of interest: An integrative theoretical approach*. Poster presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL. <https://doi.org/10.3102/2018452>

Kim, M., Braun, C.,† Antony, C.,† Buford, K.,* Hurst, T.,† Todd, J.,† & Pawsat, M.† (2023, April). Implicit theories of interest among academic advisors and undergraduate students. In K. E. Snyder (Chair). *Supporting diversity and equity for postsecondary students*. Paper presented at the 2023 Annual Meeting of the American Educational Research Association, Chicago, IL. <https://doi.org/10.3102/2017703>

Antony, C.,† & **Kim, M.** (2023, March). *Gender Roles and Children's Implicit Theories of Ability in the Arts and Sciences: A Preregistered Analysis*. Poster presented at the 2023 biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Kim, M., Buford, K.,* Ellis, A., Davis-Kean, P., Antony, C.,† Braun, C.,† Hurst, T.,† & Todd, J.† (2023, March). Inclusive, open, and replicable developmental science: A descriptive study. In A. Ellis (Chair). *Are We Encouraging Open, Reproducible, and Inclusive Science? The Metascience of Developmental Science*. Paper presented at the 2023 biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Husman, J., **Kim, M.**, Madison, E., & Anderson, R. (2022, August). *Imaging the future: Exploration of the effect of future thinking on self-regulated learning*. Paper presented at the 17th International Conference on Motivation, Dresden, Germany.

Kim, M., Anderson, R., Boussetot, T., Husman, J., & Madison, E. (2022, August). *Implicit theories of science ability and interest among diverse adolescent youth*. Poster presented at the 2022 Annual Meeting of the American Psychological Association, Division 15, Minneapolis, MN. <https://osf.io/32nj5/>

Kim, M., DeRosia, N.,* Guldin, R.,* Lazaro, M.,* Husman, J., Madison, E., & Anderson, R. (2022, July). *Science identity in sociohistorical context: Interpersonal connections, social goals, and perceptions of time and agency in adolescence during a pandemic*. Poster presented at the Network Gender & STEM Conference 2022, Munich, Germany.

Kim, M. H., Han, J.,* Buford, K.,* Usher, E. L., & Osterhage, J. (2022, June). *Impacts of instructor ability mindset on undergraduate academic performance*. Paper presented at the Tenth SELF International Conference, Quebec City, Canada.

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2022, June). *Cultivating a science identity in underrepresented students through near peer mentoring*. Paper presented at the Tenth SELF International Conference, Quebec City, Canada.

Patel, N. R.,† **Kim, M. H.**, & Karr, J. E. (2022, March). *Detecting reliable change in academic self-efficacy*. Poster presented at the 2022 Kentucky Psychological Science Conference, Louisville, KY.

DeRosia, N.,* Boussetot, T., **Kim, M. H.**, Anderson, R., Madison, E., & Husman, J. (2021, July). Pathways and intersections: STEM futures and identity-based motivation. In C. Starr (Chair). *Forming and supporting STEM identities*. Paper presented at the Network Gender and STEM 2021 meeting, Sydney, Australia.

Grammer, J. K., Isbell, E., **Kim, M. H.**, Gehring, W., Hazlett, C., & Morrison, F. (2021, April). The impact of school experience on cognitive control processes. In Y. L. Shing (Chair). *Causal impacts of schooling on children's cognitive and brain development*. Paper presented at the 2021 biennial meeting of the Society for Research in Child Development.

Kim, M. H., Woods, A. D., Ellis, A., & Davis-Kean, P. E. (2020, June). *Teaching and mentoring open science*. Unconference session presented at the 2020 Annual Meeting of the Society for the Improvement of Psychological Science, Victoria, BC, Canada. [Virtual conference due to COVID-19.]

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2020, May). *Opening access and diversifying science through digital storytelling and near peer mentoring*. Paper presented at the annual conference of the International Communication Association, Gold Coast, Australia. [Virtual conference due to COVID-19.]

Husman, J., **Kim, M.**, Anderson, R., & Madison, E. (2019). *Stories of the future: Integration of research on Future Thinking and Future Time Perspective—A discussion of two interventions*. Paper presented at the International Symposium on Time Perspective., Chongqing, China.

Grammer, J., Xu, K., **Kim, M.**, Hazlett, C., Morrison, F., & Gehring, W. (2018, October). Examining the neural and behavioral correlates of young children's response inhibition. In A. Beltz (Chair). *Insights from shared and open data in developmental neuroimaging research*. Paper presented at DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.

Thier, M., **Kim, M. H.**, & Daquilanto, K. M. (2018, April). *It matters how you ask: Assessing the knowledge, skills, behaviors, or dispositions of global citizenship*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Xu, K., Gehring, W., **Kim, M.**, Morrison, F., & Grammer, J. (2017, October). *Brain and behavioral correlates of error monitoring in young children*. Presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Shimomaeda, L., **Kim, M.**, Giuliano, R., & Skowron, E. (2017, April). *Maternal cardiac physiology and child executive function*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Torgirson, S. J., Grammer, J., **Kim, M. H.**, Morrison, F., & Gehring, W. J. (2017, April). *Executive functions and academic success: Neural indices of response inhibition relate to children's literacy and math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Kim, M. H. (2016, May). Early math and reading achievement are associated with the error positivity. In S. Lo & J. Grammer (Chairs). *The role of self-regulation in predicting social-emotional and academic outcomes in young children: A neurophysiological approach*. Presented at the annual convention of the Association for Psychological Science, Chicago, IL.

Grammer, J. G., **Kim, M.**, Gehring, W., & Morrison, F. (2015, April). Associations between non-task behavior and error monitoring in children undergoing ERP testing. In K. Fitzgerald & J. Moser (Chairs). *Error monitoring brain activity in child and adolescent anxiety*. Paper presented at the annual meeting of the Anxiety and Depression Association of America, Miami, FL.

Marulis, L., **Kim, M.**, Grammer, J., Morrison, F., Gehring, W., & Carrasco, M. (2015, March). *The association between preschoolers' metacognitive knowledge, error-related brain activity, and their pre-academic achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Kim, M. H., Marulis, L. M., Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2014, July). *Motivational beliefs and achievement-related emotions are associated with error monitoring processes: Linking brain and*

behavioral perspectives. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Grammer, J., **Kim, M.**, Carrasco, M., Gehring, W., & Morrison, F. (2014, July). *Literacy and executive functions: An electrophysiological perspective*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Grammer, J., **Kim, M.**, Gehring, W., & Morrison, F. (2014, April). *Examining neurophysiological correlates of executive function in elementary schools*. Presented at the SRCD Special Topic Meeting: Strengthening connections among child and family research, policy, and practice, Alexandria, VA.

Marulis, L. M., **Kim, M. H.**, Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, August). *Is young children's metacognitive knowledge associated with their error-related brain activity?* Presented at the 15th biennial EARLI conference for research on learning and instruction, Munich, Germany.

Kim, M. H., Marulis, L. M., Grammer, J. K., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2013, April). *Motivation and error-related brain activity in young children*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Marulis, L. M., **Kim, M. H.**, Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Young children's inhibitory control skills are associated with error-related brain activity*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Kim, M. H., Marulis, L. M., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Motivational characteristics of young children are associated with error-related brain activity*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Grammer, J. K., Gehring, W. J., Carrasco, M., **Kim, M. H.**, & Morrison, F. J. (2011, October). *Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning skills*. Presented at the annual conference of the Cognitive Development Society, Philadelphia, PA.

Kim, M. H., Bell, L. H., & Morrison, F. J. (2011, March). *Math in kindergarten classrooms: Effects of children's executive functioning and instruction on early math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

O'Shea, G., **Kim, M.**, Astuto, J., & Allen, L. (2009, April). *Pathways to civic engagement: Self-efficacy and the role of schools in promoting citizenship in urban youth*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Non-refereed presentations

Osterhage, J., **Kim, M.**, Tanaka, K.,* Buford, K.,* Arnold, S.,† Matusz, D.,† Hauret, H.,† Alfroukh, M.,† Preston, M.,† & Wuerth, E.† (2024, June). *Supporting STEM academic advising for undergraduate student achievement*. Presented at the 2024 IUSE National Summit, Washington, D.C.

Arnold, S.,†^ Matusz, D.,†^ Alfroukh, M.,†^ Tanaka, K.,* Buford, K.,* Osterhage, J., & **Kim, M.** (2024, April). *Mindset Matters: Investigating the Role of Advisor Mindsets and Advising Styles in STEM Student Persistence*. Poster presented at the 18th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Hauret, H.,†^ Preston, M.,†^ Wuerth, E.,†^ Buford, K.,* Tanaka, K.,* Osterhage, J., & **Kim, M.** (2024, April). *Enhancing Student Success in STEM: Understanding Differences Between Student and Advisor Mindsets of Ability*. Poster presented at the 18th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Buford, K.,* & **Kim, M.** (2024, April). *Applying the information-motivation-behavior skills model to promote healthy eating behaviors in African American young adults*. Poster presented at the 2024 UNITE Research Showcase, University of Kentucky, Lexington, KY.

Matsui, K.,† & **Kim, M. H.** (2023, May). *My STEM Story and its effects on intrinsic motivation in STEM in high school students*. Paper presented at the 2023 MSTC Research Symposium, Paul Laurence Dunbar HS, Lexington, KY.

Buford, K.,* & **Kim, M. H.** (2023, April). *Beliefs that affect your health: Understanding the association of health mindset and health fatalism on domain-specific health behaviors*. Poster presented at the 2023 UNITE Research Showcase, University of Kentucky, Lexington, KY. [🏆 1st place, poster competition, graduate/postdoctoral category] [Preregistration: <https://doi.org/10.17605/osf.io/egx9r>]

Braun, C.,† & **Kim, M. H.** (2023, April). *Ability mindset beliefs of students attending a residential STEM-based high school program*. Poster presented at the 17th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Pawsat, M.,† Braun, C.,† Antony, C.,† Todd, J.,† & **Kim M. H.** (2023, April). *Implicit theories of interest among academic advisors and undergraduate students*. Poster presented at the 17th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Gutierrez-Leiva, S.,† & **Kim, M. H.**, (2023, April). *Sibling influences on ability mindset and achievement goal orientations in residential high school programs*. Poster presented at the 17th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Todd, J.,† Braun, C.,† Pawsat, M.,† & **Kim, M. H.** (2023, April). *Development of a comprehensive coding scheme for college students' interests*. Poster presented at the 17th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Antony, C.,† Todd, J.,† & **Kim M. H.** (2023, April). *Pink or blue? Art or math? Gender roles and children's implicit theories of ability in the arts and sciences*. Poster presented at the 17th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Madison, E., Husman, J., **Kim, M.**, & Anderson, R. (2022, November). *My STEM Story: Scaling STEM motivation through digital storytelling and near peer relationships*. Poster presented at the National Science Foundation ITEST PI Meeting 2022.

Antony, C.,† Braun, C.,† Hurst, T.,† Todd, J.,† Buford, K.,* & **Kim, M.** (2022, April). *Examining academic advisors' beliefs about interest and ability and their influence on student academic decision making*. Poster presented at the 16th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Antony, C.,† & **Kim, M.** (2022, April). *Blue or pink? Art or math? Gender roles and children's implicit theories of ability in the arts and sciences*. Poster presented at the 16th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Kim, M. H. (2022, February). *Impacts of COVID-19 on science interest and possible futures in science: Reflections from adolescent youth*. Paper presented at the University of Kentucky Center for Equality and Social Justice Research Symposium: The social and the science: Psychosocial and biomedical research on COVID-19.

Buford, K.,* Han, J.,* **Kim, M.**, Usher, E., & Osterhage, J. (2021, December). Impacts of teacher mindset on undergraduate academic performance. In **M. Kim** (Session Discussant). *Students' perspectives on instructional practices during COVID-19*. Presented at the University of Kentucky Teaching and Learning During COVID-19 Research Symposium.

Kim, M. H., Grammer, J. K., Gehring, W. J., Carrasco, M., Knieper, K., & Blain, M., & Morrison, F. J. (2011, April). *An event-related potential (ERP) study of the effects of schooling on young children's executive function development: Integrating educational and neurophysiological perspectives*. Presented at the annual conference of the Center for Culture, Mind, and the Brain, Ann Arbor, MI.

INVITED TALKS

- 2024 Purdue University, ReproducibiliTEA, West Lafayette, IN
- 2023 University of Utah, Developmental Psychology Brown Bag, Salt Lake City, UT
- 2021, 2023 University of Kentucky, Developmental, Social, and Health Area Brown Bag, Lexington, KY
- 2023 University of Kentucky, Working Group on Ethics, Equity, Inclusion, and Justice in the Mathematical Sciences, Lexington, KY
- 2022 University of Louisville, Department of Psychological and Brain Sciences, Louisville, KY
- 2022 University of Kentucky, Peer Tutoring Program, *Improving your tutoring through psychology*, Lexington, KY
- 2022 University of Alabama, College of Education, Tuscaloosa, AL
- 2021 University of Kentucky College of Education and Fayette County Public Schools, *Teacher Support Learning Labs: Supporting Student and Teacher Self-Regulation*, Lexington, KY
- 2020 University of Kentucky, P20 Motivation and Learning Lab, Lexington, KY
- 2020 NSF RAPID COVID-19 K-12 Mini-Conference, virtual meeting
- 2019 University of Alabama, College of Education, Tuscaloosa, AL
- 2019 University of Kentucky, Department of Psychology, Lexington, KY
- 2019 University of Washington, Department of Psychology, Seattle, WA
- 2018 Ball State University, Department of Educational Psychology, Muncie, IN
- 2017 University of Scranton, Department of Psychology, Scranton, PA
- 2015 ERN data blitz meeting, East Lansing, MI
- 2014 ERN data blitz meeting, Ann Arbor, MI
- 2014 Washtenaw County Birth to Six Advisory Council Meeting, Ann Arbor, MI
- 2013 University of Oregon, Department of Psychology, Eugene, OR
- 2013 Pat Gurin Lecture Series Colloquium, Ann Arbor, MI
- 2012 Cognition and Cognitive Neuroscience Forum, Ann Arbor, MI

HONORS AND AWARDS

- 2022, 2023 Nominee, UK Excellent Undergraduate Research Mentor Award
- 2020 UW College of Education Teaching Excellence in 2019-2020
- 2015 Nominee, Marquis Award for best dissertation in the Department of Psychology
- 2014 Rackham Conference Travel Grant (also awarded in 2011 and 2013)
- 2013 Pat Gurin Distinguished Lecture Award
- 2013 Rackham Graduate Student Research Grant (also awarded in 2011)

TEACHING

Teaching



University of Kentucky	<i>PSY 311: Learning and Cognition</i> (UG) <i>PSY 323: Developmental Psychology</i> (UG) <i>PSY 375: Special Topics in Psychology: Self-Regulation/Motivation</i> (UG) <i>PSY 563: Advanced Topics in Developmental Psychology: Motivation in Human Development</i> (UG) <i>PSY 778: Topical Seminar in Developmental Psychology: Inclusive, Open, and Reproducible Research Practices</i> (G)—scheduled for Fall 2024
University of Washington	<i>ECFS 401: Understanding Early Childhood & Family Studies Research</i> (UG) <i>EDPSY 528: Achievement Motivation in Education</i> (G) <i>EDPSY 532: Adolescence and Youth</i> (G) <i>EDUC 310: Current Issues in Education—Self-Regulation and Motivation: Research, Policy, and Practice</i> (UG)

Professional development


2019	UW Evidence-Based Teaching Program
2014	University of Michigan Graduate Teacher Certificate

MENTORING

Graduate advising

2024	Shea Carr, Ph.D., University of Kentucky (Outside examiner)
2023–present	Katherine Tanaka, University of Kentucky (Chair)
2023–present	Colton Rippey, University of Kentucky (Committee member)
2021–present	Kristen Buford, University of Kentucky (Chair)  Lyman T. Johnson Fellowship Award (2021–2024)  UNITE Predoctoral Research Fellowship (2022–2024)
2023	Cara Worick, Ph.D., University of Kentucky (Committee member)
2021–2023	Julie Shirah, M.S., University of Kentucky (Committee member)
2019	Lucy Moffitt Herr, M.S.Ed., Learning Sciences and Human Development, College of Education, University of Washington (Committee member)

Undergraduate honors theses/capstone projects

In progress	Samantha Arnold, <i>An exploration of health mindsets, eating behaviors, and nutrition literacy in college students</i>  Summer Undergraduate Research Award (2024)
2022–2023	Meghan Pawsat, <i>Interest type, interest mindset beliefs, and preferred advising style of college students</i> Julia Todd, <i>College students' interests and their beliefs on the malleability of interest</i>


Susana Gutierrez-Leiva, *Sibling influences on ability mindset and achievement goal orientations in residential high school programs*

Licia Henneberg, *Appalachian high schoolers' sense of belonging in college preparatory programs*

2022 Mayson Spillman, *Early childhood language and literacy development programs for autism spectrum disorder and d/Deaf and hard-of-hearing students*

2021–2023 Christine Chellam Antony, *Pink or blue? Art or math? Gender roles and children's implicit theories of ability in the arts and sciences*

 Summer Undergraduate Research Fellowship Award (2022)

 James Miller Award winner—Best undergraduate honors thesis poster presentation (2023)

Claire Braun, *Ability mindset beliefs of students attending a residential STEM-focused high school*

High school senior capstone projects

2022–2023 Karen Matsui, *My STEM Story and its effects on intrinsic motivation in STEM on high school students*

Research/internship in psychology

PSY 394/395 Malaak Alfroukh (2024–present), Maleah Preston (2024–present), Ellie Wuerth (2024–present), Samantha Arnold (2023–present), Haiden Hauret (2023–present), Darby Matusz (2023–present), Evan Dearborn (2023), Tabettha Hurst (2021–2022)

PSY 399 Kacie Peters (2023), Lindsey Crowley (2022), Abigail Graham (2022)

Other activities

2013–2015 Research Mentor, *U-M Undergraduate Research Opportunity Program*

2014 Mentor, *U-M Athletics Academic Success Program*

2012–2014 Academic Advisor, *U-M Department of Psychology Student Academic Affairs*

SERVICE

Editorial board appointments

2024 Editorial Board, *Developmental Psychology*

2023 Editorial Fellow, *Developmental Psychology*

Ad hoc journal reviewer

Acta Psychologica; AERA Open; Applied Developmental Science; Autism; Computers and Education; Developmental Cognitive Neuroscience; Developmental Psychology; Early Childhood Research Quarterly; Early Education and Development; Educational and Developmental Psychologist; Educational Psychology Review; Infant and Child Development; Intelligence; International Journal of Educational Development; Journal of Educational Psychology; Journal of Cognition and Development; Journal of Experimental Child Psychology; Learning and Individual Differences; Mind, Brain, and Education; Scientific Reports; Scientometrics; Social Development; Social Psychology of Education

Grant review panels

- 2023 National Endowment for the Arts: Research Grants in the Arts
- 2022 NIH–NINDS Special Emphasis Panel: Enhancing Experimental Rigor

Conference reviewer

- 2023, 2024 AERA annual meeting (Motivation in Education SIG)
- 2019 SRCD biennial meeting (Panel #1: Attention, Learning, Memory)

Service to the profession

- 2022–present Co-Chair, APA Division 15 Early Career Educational Psychologists Committee

Departmental service and community engagement

- 2023–present Faculty member, UK Psychology Colloquium Committee
- 2023–present Faculty coordinator, Developmental, Social, and Health Area Professional Development Seminar Series
- 2022–present Faculty member, UK Psychology Inclusive Excellence Committee
- 2022–present Faculty member, University of Kentucky Working Group on Ethics, Equity, Inclusion, and Justice in the Mathematical Sciences
- 2022–present Organist, Mary Queen of the Holy Rosary Catholic Church
- 2021 & 2022 Developmental, Social, and Health Area Graduate Student Award Selection Committee
- 2020–2021 UK/Fayette County Public Schools Partnership Collaborative Committee
- 2013–2014 U-M Developmental Area Admissions Committee
- 2011–2012 U-M Developmental Psychology Curriculum Committee

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (+ Motivation in Education SIG)
- American Guild of Organists (Lexington Chapter)
- American Psychological Association (+ Division 15: Educational Psychology)
- Cognitive Development Society
- Society for the Improvement of Psychological Science
- Society for Research in Child Development (+ Asian Caucus)