

MATTHEW H. KIM
012-C Kastle Hall, Lexington, KY 40506-0044
matthew.kim@uky.edu | (859) 257-6835 | www.developingmindslab.org

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

2018–2020 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, STEM learning, open science

GRANTS AND FELLOWSHIPS

Awarded

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

Active

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

Completed

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](#) | 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](#) | Period of support: 2012–2015 | Total award: \$134,000

PUBLICATIONS

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

Peer-reviewed journal articles

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.,[^] & Sidney, P. G.[^] (2023). 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*, e2429. <https://doi.org/10.1002/icd.2429>

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

Kim, M. H., & Karr, J. E. (2023). Examining associations between intelligence mindset, mental health symptom severity, and academic self-efficacy and performance. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04399-2>

Kim, M. H., Bousselot, 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.** (in press). Role of self-regulation in the transition to school. In K. Pugh, C. Perfetti, S. Nag, & L. Verhoaven (Eds.), *Global variation in literacy development*. Cambridge University Press.

Reports and white papers

Kim, M., Woods, A., Ellis, A., & Davis-Kean, P. (2020). *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

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

Kim, M. H., Buford, K.,* Ellis, A., Davis-Kean, P. E., Antony, C.,† Braun, C.,† Hurst, T.,† & Todd, J.† *Inclusive, open, and reproducible developmental science*. [Preprint: <https://doi.org/10.31234/osf.io/bz72u>]

Henneberg, L.,† **Kim, M. H.,** Chen, X.-Y.,* & Usher, E. L. *Appalachian high schoolers' sense of belonging in college preparatory programs*.

Anderson, R., Husman, J., **Kim, M.,** & Madison, E. *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 preparation

Kim, M. H., Han, J., Buford, K. N.,* Osterhage, J. L., & Usher, E. L. *Student perceptions of instructor mindset are associated with undergraduate academic performance.* [Preprint: <https://doi.org/10.35542/osf.io/wsbjx>]

Kim, M. H., DeRosia, N.,* Guldin, R.,* Lazaro, M.,* Husman, J., Madison, E., & Anderson, R. C. *Adolescent science identity development in sociohistorical context during COVID-19: An ecological systems perspective.* [Preprint: <https://doi.org/10.31234/osf.io/nv8x3>]

Kim, M. H., Anderson, R. C., Bousselot, T., Husman, J., & Madison, E. *Implicit theories and interest development in science: An integrative theoretical perspective.*

CONFERENCE PRESENTATIONS

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

Submitted

Braun, C.,† & **Kim, M.** (2024, April). Student perceptions of professor ability mindsets within a residential high school environment. In K. Muenks & C. Fong (Co-Chairs). *The role of parent, teacher, and peer mindsets in students' academic outcomes.* Submitted for presentation at the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

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 panel 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.

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., DeRosia, N.,* Guldin, R.,* & Lazaro, M.,* Anderson, R., Bousselot, 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.

Presented

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.

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.

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.

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.

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>]

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.

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.

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.

- 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.
- 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., Bousselot, 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.
- 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.
- 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.
- 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.
- DeRosia, N.,* Bousselot, 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 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.,** 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.
- 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.

INVITED TALKS

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| 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, <i>Improving your tutoring through psychology</i> , Lexington, KY |
| 2022 | University of Alabama, College of Education, Tuscaloosa, AL |
| 2021 | University of Kentucky College of Education and Fayette County Public Schools, <i>Teacher Support Learning Labs: Supporting Student and Teacher Self-Regulation</i> , Lexington, KY |
| 2021 | University of Kentucky, Developmental, Social, and Health Area Brown Bag, 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)
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

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)
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

2022–2023	Susana Gutierrez-Leiva, <i>Sibling influences on ability mindset and achievement goal orientations in residential high school programs</i> Licia Henneberg, <i>Appalachian high schoolers' sense of belonging in college preparatory programs</i>
2022	Mayson Spillman, <i>Early childhood language and literacy development programs for autism spectrum disorder and d/Deaf and hard-of-hearing students</i>
2021–2023	Christine Antony, <i>Pick or blue? Art or math? Gender roles and children's implicit theories of ability in the arts and sciences</i> [🏆 James Miller Award winner—Best undergraduate honors thesis poster presentation] Claire Braun, <i>Ability mindset beliefs of students attending a residential STEM-focused high school</i>

High school senior capstone projects

2022–2023	Karen Matsui, <i>My STEM Story and its effects on intrinsic motivation in STEM on high school students</i>
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Research/internship in psychology

PSY 394/395:	Samantha Arnold (2023–present), Evan Dearborn (2023–present), Meghan Pawsat (2022–present), Julia Todd (2022–present), Tabettha Hurst (2021–2022)
PSY 399:	Kacie Peters (2023), Lindsey Crowley (2022), Abigail Graham (2022)

Other activities

2013–2015	Research Mentor, <i>U-M Undergraduate Research Opportunity Program</i>
2014	Mentor, <i>U-M Athletics Academic Success Program</i>
2012–2014	Academic Advisor, <i>U-M Department of Psychology Student Academic Affairs</i>

SERVICE

Editorial board appointments

2023	Editorial Fellow, Developmental Psychology
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Ad hoc journal reviewer

AERA Open, Applied Developmental Science, Autism, Computers and Education, Developmental Cognitive Neuroscience, Developmental Psychology, Early Childhood Research Quarterly, Educational and Developmental Psychologist, Infant and Child Development, Intelligence, International Journal of Educational Development, Journal of Educational Psychology, Journal of Experimental Child Psychology, Scientific Reports, Social Development

Grant review panels

2023	[To be disclosed after announcement of awards]
2022	NIH–NINDS Special Emphasis Panel: Enhancing Experimental Rigor

Conference reviewer

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

Service to the profession

2022–present	Co-Chair, Early Career Educational Psychologist Committee, APA Division 15
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Departmental service and community engagement

2023–present	Faculty coordinator, Developmental, Social, and Health Area Brown Bag
2023	Discussion leader, UK Psychology Graduate School Application Workshop
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)

Society for the Improvement of Psychological Science

Society for Research in Child Development (+ Asian Caucus)