

ALLISON MASTER, M.A., PH.D.

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Box 357988, University of Washington
Seattle, WA 98195

EDUCATIONAL HISTORY

University of Washington

Institute for Learning & Brain Sciences
Seattle, WA

Research Scientist, April 2016-present

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, & GRANTS

Bezos Family Foundation Early Learning Research Fund, 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, Co-Principal Investigator 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

JOURNAL ARTICLES

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

- §Master, A., §Butler, L. P., & Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. To appear in O'Keefe, P. A., & Harackiewicz, J. M. (Eds.), *The science of interest*. 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.

SUBMITTED PUBLICATIONS

- Goyer, J. P., Cohen, G. L., Cook, J. E., Master, A., Okonofua, J. A., Apfel, N., & Walton, G. M. (Submitted). A social-belonging intervention reduces discipline citations among minority boys over 7 years. 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., & Meltzoff, A. N. (Submitted). Stereotypes, belonging, and gender: How social identity influences STEM motivation and academic outcomes. Manuscript submitted for publication.

MANUSCRIPTS IN PREPARATION

(*indicates undergraduate student at time of project)

- 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.
- *Montoya, A. K., Master, A., Cheryan, S., & Meltzoff, A. N. (In prep). What women want: How communal goal assistance explains gender differences in computer science interest. Manuscript in preparation, University of Washington.

OTHER PUBLICATIONS

- Master, A. (in press). Teachers' mindsets about math (and why they matter). *Teaching Young Children*.
- Master, A. (2017). Make STEM social to motivate preschoolers. *NAEYC*.
<http://www.naeyc.org/blogs/make-stem-social>
- 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). 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:

Applying Psychology to Modern Life, Summer 2010
 Developmental Psychology, Summer 2007 and Summer 2008
 Graduate Teaching Methods, Fall 2007

Teaching Assistant:

Wise Interventions, Winter 2010
 Social Psychology (Graduate level), Fall 2009
 Introduction to Social Psychology, Spring 2009
 Introduction to Developmental Psychology, Fall 2007 and Fall 2008
 Psych One (Introductory Psychology), Fall and Winter, 2006-2007

Guest Lecturer:

Laboratory in Social Psychology, Fall 2011

Applying Psychology to Modern Life, Summer 2011
 Contemporary Psychology seminar for Co-Terminal Master's Students, Fall 2009
 Self-Theories, Fall 2009
 Introduction to Social Psychology, Spring 2009
 Introduction to Developmental Psychology, Fall 2008

Certificate from the Program for Online Teaching, December 2014

PRESENTATIONS

CHAired SYMPOSIA

- 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.

RESEARCH TALKS

(*indicates undergraduate student at time of project)

- 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). Positive and negative consequences of children's perceptions of social groups. Talk given at the Developmental Area Meeting, University of British Columbia, Vancouver, Canada.
- 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 undergraduate student at time of project)

- 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 to be 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/azjdq>
- *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

- 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>
- 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?_ga=2.8529462.2087914951.1494449505-802712402.1472739491
- Stiffler, L. (2017). By age 6, kids already think boys are better than girls in programming and robotics. *GeekWire*. <http://www.geekwire.com/2017/age-6-kids-already-think-boys-better-girls-programming-robotics/>
- Fagge, M. A., & Just, R. A. (2016). Designing the perfect school. *SEEN Magazine*. <http://www.seenmagazine.us/Articles/Article-Detail/articleid/5368/designing-the-perfect-school>
- Hill, R. (2016). Gender blind? Removing the 'pink and blue' from the toy aisle. *Parent Map*. <https://www.parentmap.com/article/gender-neutral-kid-toys-parenting>
- Master, A., Cheryan, S., & Meltzoff, A. N. (2016). How to attract girls to computer science. http://ilabs.uw.edu/Inclusive_STEM.pdf
- Bach, D. (2015). How to interest girls in computer science and engineering? Shift the stereotypes. *UW Today*. <http://www.washington.edu/news/2015/02/11/how-to-interest-girls-in-computer-science-and-engineering-shift-the-stereotypes/>
- Brown, M. (2015). UW researchers find high school girls prefer less 'geeky' classrooms. *GeekWire*. <http://www.geekwire.com/2015/uw-researchers-find-high-school-girls-prefer-less-geeky-classrooms/>
- Fisher, A. (2015). Would more girls study computer science if classrooms were 'less geeky'? *Fortune*. <http://fortune.com/2015/08/25/girls-computer-science/>
- Guzmán, M. (2015). Study: Here's how to beat the stereotypes that keep women out of computer science. *GeekWire*. <http://www.geekwire.com/2015/study-heres-beat-stereotypes-keep-women-computer-science/>
- McElroy, M. (2015). Do female teachers help girls overcome STEM stereotypes? *News from I-LABS*. <http://ilabs.washington.edu/i-labs-news/do-female-teachers-help-girls-overcome-stem-stereotypes>
- McElroy, M. (2015). To get girls more interested in computer science, make classrooms less 'geeky.' *News*

- from I-LABS. <http://www.washington.edu/news/2015/08/24/to-get-girls-more-interested-in-computer-science-make-classrooms-less-geeky/>
- Nile, A. (2015). Negative perceptions don't deter girls on Marysville Arts and Technology High School's robotics team. *The Daily Herald*. <http://www.heraldnet.com/article/20150314/NEWS01/150319524>
- Rose, J. (2015). Stereotypes and girls in science. *Top of the Mind with Julie Rose*. <http://www.byuradio.org/episode/9ae343f1-6825-4894-bd5c-fffbaff6c6b3?playhead=2200&autoplay=true>
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- Jiang, L., Montoya, A. K., & Cheryan, S. (2013). How can educators change the face of computer science? *CS10K*. <http://www.cs10kcommunity.org/blog/how-can-educators-change-face-computer-science>
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Motivation in Young Children

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<http://www.preventionaction.org/mobile/research/how-groups-can-help-children-identify-learning/5995>
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- Stanford School of Humanities & Sciences. (2011). The faces of H&S: Allison Master, Psychology.
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- 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.
- Master, A. (2007). Bing Nursery School Staff Development Day, Stanford, CA.

Mindsets and Praise

- 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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- Manke, K., & Binning, K. (2014). Mighty oaks from little (psychological) acorns grow. *SPSP Blog*.
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- Master, A. (2013). Mindsets revisited. Talk given at the Evergreen Speaker Series, Seattle, WA.
- Global TV Edmonton. (2012). Is praise positive reinforcement or potentially harmful? Edmonton, Alberta, Canada. <http://www.globaltvedmonton.com/pages/story.aspx?id=6442677465>.
- 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., & 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: 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 Learning and the Brain Conference, San Francisco, 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 Union Middle School Staff Development Day, 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). Mindsets: Helping students learn to love challenges. Talk given at the AVID Conference, Morgan Hill, 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.

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.

Krakovsky, M. (2007). The effort effect. *Stanford Magazine*, March/April. Stanford, CA.

SERVICE

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

University of Washington, Mary Gates Endowment for Students Research Scholarship Reviewer, 2014-2015

APF Elizabeth M. Koppitz Review Committee, 2014-2015

University of Washington, Undergraduate Research Symposium Moderator, 2013

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

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

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

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

ADVISING

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.

AD-HOC REVIEWING

Child Development
Current Psychology
Developmental Psychology
Developmental Science
European Journal of Social Psychology
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Experimental Psychology: General
Journal of Experimental 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 (co-reviewer)
Psychology of Women Quarterly
Sex Roles
Social Cognition
Social Development
Social Psychological and Personality Science
Translational Issues in Psychological Science

PROFESSIONAL AFFILIATIONS

Association for Psychological Science, 2011-2016
Society for Research in Child Development, 2006-present
Society for Personality and Social Psychology, 2005-present