

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

2025–present Associate Professor, Department of Psychology, University of Kentucky

2020–2025 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: 2023–2027 | 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](#) | 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

Matusz, D. K.,† **Kim, M. H.**, & Osterhage, J. (2026). Growth mindset beliefs and practices among students and academic advisors: A conceptual replication of Muenks et al. (2024). *Social Psychology of Education*, 29, 89. <https://doi.org/10.1007/s11218-026-10258-2>

Tanaka, K. R.,* & **Kim, M. H.** (2026). Power of perception? Associations between perceived caregiver mindset beliefs and undergraduate student academic engagement. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2026.2676161>

Brown, K.,* Borriello, G., Rahman, S.,† Schmidt, J., Wawrzyniak, C., **Kim, M.**, Jong, C., Braun, B., & Sidney, P. (2025). Mathematics motivation and sense of belonging among transgender and nonbinary college students. *Contemporary Educational Psychology*, 82, 102403. <https://doi.org/10.1016/j.cedpsych.2025.102403>

Sidney, P. G., Braun, B., Jong, C., Hanely, D., **Kim, M.**, Brown, K.,* Vega, J., Schmidt, J., Shirah, J., Wawrzyniak, C. U., & Parker, J. (2025). The College Mathematics Beliefs and Belonging Survey: Instrument development and validation. *International Journal of Research in Undergraduate Mathematics Education*, (11), 364–400. <https://doi.org/10.1007/s40753-024-00247-1>

Anderson, R. C., Bousselot, T., Madison, E., **Kim, M. H.**, & Husman, J. (2025). The development of science identity through near peer mentoring and research experiences. *Journal of Applied Developmental Psychology*, 97, 101765. <https://doi.org/10.1016/j.appdev.2025.101765>

Kim, M. H., DeRosia, N.,*^ Guldin, R.,*^ Lazaro, M.,*^ Husman, J., Madison, E., & Anderson, R. C. (2025). Perceptions and experiences of science among diverse adolescent youth during COVID-19. *Journal of Applied Developmental Psychology*, 97, 101755. <https://doi.org/10.1016/j.appdev.2025.101755>

Henneberg, L.,† **Kim, M. H.**, Chen, X.-Y.,* & Usher, E. L. (2024). Appalachian high schoolers' sense of belonging in a residential college preparatory program. *Journal of Appalachian Studies*, 30(2), 200–226. <https://doi.org/10.5406/23288612.30.2.06>

Anderson, R., Husman, J., **Kim, M.**, & Madison, E. (2024). It's not all about recognition and influence: The role of communal and agentic goals and motives in science for diverse high school students. *Contemporary Educational Psychology*, 79, 102320. <https://doi.org/10.1016/j.cedpsych.2024.102320>

Kim, M. H., Buford, K.,* Ellis, A., Davis-Kean, P. E., Antony, C.,† Braun, C.,† Hurst, T.,† & Todd, J.,† (2024). A metascience investigation of inclusive, open, and reproducible science practices in research posters at the 2021 SRCD biennial meeting. *Child Development*. 95(4), 1109–1123. <https://doi.org/10.1111/cdev.14059>

- 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>
- 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.,** 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.** (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

In preparation

Osterhage, J., Buford, K. N.,* Tanaka, K.,* Matusz, D.,† & **Kim, M.** *Examining alignment between academic advisors' self-reported advising styles and students' perceptions of their advising styles*.

Abo-Zena, M., Hartlep, N., **Kim, M.**, & Rana, M. *Critical pedagogies and inclusive evidence in developmental science: Locating and navigating our "come from place"*

Tanaka, K.,^* **Kim, M.**,^ et al. *Guiding success: The role of advising, self-efficacy, and task values in STEM student progress*.

Sidney, P., Brown, K.,* **Kim, M.**, et al. *Do I belong here? Minoritized students' mathematics sense of belonging has complex associations with competency following college algebra*.

Kim, M. H., Anderson, R. C., Bousselot, T., Husman, J., & Madison, E. *An implicit theories perspective on adolescent science interest development*.

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

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

Tanaka, K.,^{*} Unazi, I.,^{*} Matusz, D.,^{*} Blevins, H.,^{*} **Kim, M.**, & Osterhage, J. (2027, April). *Examining alignment in the intention, practice, and perception of academic advising styles.* Submitted for presentation at the 2027 Annual Meeting of the American Educational Research Association, Toronto, Canada.

Kim, M. H. (2027, April). An integrative theoretical framework linking growth mindset and interest development: An exploratory study. In K. A. Renninger (Chair). *Centrality of interest for motivation, engagement, learning, and its relation to other motivational variables.* Submitted for presentation at the 2027 Annual Meeting of the American Educational Research Association, Toronto, Canada.

Chair/discussant roles

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

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., 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.

Refereed presentations

Matusz, D.,† **Kim, M.**, & Osterhage, J. (2026, April). *Growth mindset beliefs/behaviors and student academic stress: The role of student perceptions of academic advisors*. Presented at the Bi-Ennial Conference 2026 of the Cognitive Development Society, Montreal, Canada.

Tanaka, K.,* & **Kim, M.** (2026, April). *House systems as contexts for child cognitive development in elementary school: An observational study*. Presented at the Bi-Ennial Conference 2026 of the Cognitive Development Society, Montreal, Canada.

Osterhage, J., **Kim, M.**, Buford, K.,* Tanaka, K.,* & Matusz, D.† (2025, November). *Perceptions and mismatches: How advisor and student growth mindsets influence advising interactions*. Presented at A Symposium on Transforming the Postsecondary Experience, Gardner Institute, Chicago, IL.

Tanaka, K.,^* **Kim, M.**,^ Hauret, H.,^† Osterhage, J.,^ Unazi, I.,^* Buford, K.,^* & Matusz, D.^† (2025, October). *Guiding success: The role of advising, self-efficacy, and task values in STEM student progress*. Presented at NACADA's 2025 Annual Conference, Las Vegas, NV. [Note: Author order was randomized to reflect the shared and equal contributions made by all authors.]

Tanaka, K.,* **Kim, M.**, Sidney P., & Brown, C. (2025, October). *Learning-related beliefs and values in academically at-risk college students: A microgenetic study*. Presented at the biennial meeting of the Society for the Study of Human Development, Lexington, KY.

Sidney, P. G., Braun, B., Jong, C., **Kim, M.**, & Brown, K.* (2025, June). *College students' mathematics sense of belonging, academic motivation, and competency beliefs: Are relations similar across social identities?* Presented at the annual conference of the Mathematical Cognition and Learning Society, Hong Kong.

Kim, M., Matusz, D.,† & Fitisone, K.* (2025, June). *AI for dummies: Using AI for good in psychology*. Presented at the 2025 Annual Meeting of the Society for the Improvement of Psychological Science, Budapest, Hungary.

Tanaka, K.,* & **Kim, M.** (2025, May). *Exploring associations between student mindset, perceptions of caregiver mindset, and academic engagement*. Presented at the 2025 biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Buford, K.,* & **Kim, M.** (2025, May). *Motivational beliefs of eating in African American emerging adults: A qualitative study informing culturally-relevant interventions*. Presented at the 2025 biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Buford, K.,* Alfroukh, M.,† Tanaka, K.,* **Kim, M.**, & Osterhage, J. (2025, April). *Examining differences between academic advisors' self-reported advising styles and students' perceptions of their advising styles*. Presented at the 2025 Annual Meeting of the American Educational Research Association, Denver, CO.

Matusz, D.,† Osterhage, J., & **Kim, M.** (2025, April). *Perceptions and beliefs: Investigating mindset and advising styles in higher education*. Presented at the National Conference on Undergraduate Research (NCUR) 2025, Pittsburgh, PA.

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*. Poster presented at the 2024 Annual Meeting of the American Psychological Association, Division 15, Seattle, WA.

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., 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.
- 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.,* 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 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.

Torgrimson, 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

Preston, M.,† Tanaka, K.,* & **Kim, M.** (2026, April). *Fostering Autonomy: A Qualitative Examination of Student Leadership in Elementary School House Systems*. Presented at the 20th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Wuerth, E.,† Alfroukh, M.,† Gabhart, K.,† & **Kim, M.** (2026, April). *AI Use Across Academic Contexts: Differences Between Major and Non-Major Coursework and Implications for Critical Thinking*. Presented at the 20th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Matusz, D.,† **Kim, M.**, & Osterhage, J. (2026, April). *Exploring the Association Between Student Stress and Perceptions of Advisors' Supportive Beliefs and Behaviors*. Presented at the 20th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Hauret, H.,† **Kim, M.**, & Worick, C. (2026, April). *Exploring the Impact of Learning Modalities on Self-Efficacy and Behavioral Engagement in College Students*. Presented at the 20th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Kim, M., & Osterhage, J. (2025, May). *Supporting academic advising for undergraduate student achievement: The role of motivational beliefs*. Presented at the Annual Ken Freedman Luncheon, University of Kentucky Advising Network, Lexington, KY.

Arnold, S.,† Buford, K.,* & **Kim, M.** (2025, April). *Food for thought: The impact of growth mindset and food literacy on mindful eating*. Presented at the 19th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Matusz, D.,† Tanaka, K.,* **Kim, M.**, & Osterhage, J. (2025, April). *Bridging the gap in advisor and student perceptions of advising interactions: A growth mindset and developmental advising perspective*. Presented at the 19th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Preston, M.,† Wuerth, E.,† Buford, K.,* & **Kim, M.** (2025, April). *Factors of self-regulation in college students: Examining psychological, social, and academic determinants*. Presented at the 19th Annual Showcase of Undergraduate Scholars, Lexington, KY.

Hauret, H.,† Alfroukh, M.,† Tanaka, K.,* Worick, C., & **Kim, M.** (2025, April). *Bridging the gap: Behavioral and emotional engagement in different learning modalities*. Presented at the 19th Annual Showcase of Undergraduate Scholars, Lexington, KY.

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

2025	SSHD 2025, <i>Critical Pedagogies and Inclusive Evidence in Developmental Science: Locating Our "Come from Place"</i> , Lexington, KY (Panelist)
2025	University of Kentucky, Developmental, Social, and Health Area Professional Development Seminar, <i>Generative AI in research, teaching, and undergraduate learning</i> , Lexington, KY
2025	APA 2025, Division 15: <i>"You have your PhD! Now what?"</i> , Denver, CO (Panelist)
2024	Purdue University, ReproducibiliTEA, West Lafayette, IN
2023	University of Utah, Developmental Psychology Brown Bag, Salt Lake City, UT
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
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

HONORS AND AWARDS

2025	UK Alumni Association 2025 Great Teacher Award
2022, 2023, 2025	Nominee, UK Excellent Undergraduate Research Mentor Award
2020	UW College of Education Teaching Excellence in 2019-2020

TEACHING

Teaching

University of Kentucky	<i>PSY 311: Learning and Cognition</i> (UG)
	<i>PSY 323: Developmental Psychology</i> (UG)
	<i>PSY 343: The Science of Self-Regulation and Motivation</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)
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

2026–2027	Faculty Fellow, Transdisciplinary Educational approaches to advance Kentucky (TEK)
2025–2026	UK Education Abroad & Exchanges: Emerging Leaders Program
2024	CELT Workshop: Teaching Students to be Skilled Users of AI
2019	UW Evidence-Based Teaching Program
2014	University of Michigan Graduate Teacher Certificate

MENTORING

Graduate advising

Chair	Darby Matusz (2026–present; Developmental, Social, and Health Area) Katherine Tanaka, M.S. (2023–present; Clinical Area) 🏆 2025-2026 A&S Outstanding Teaching in Social Sciences 🏆 2026 Psychology Outstanding TA Award Kristen Buford, Ph.D. (2021–2026; Developmental, Social, and Health Area) 🏆 Lyman T. Johnson Fellowship Award (2021–2024) 🏆 UNITE Predoctoral Research Fellowship (2022–2024)
Committee member	Hannah Blevins (in progress), Julianne Bowling (in progress), Colton Rippey, Ph.D. (2025), Cara Worick, Ph.D. (2023), Julie Shirah, M.S. (2023), Lucy Moffitt Herr, M.S.Ed (2019, University of Washington)
Outside examiner	LaQuida Smith, Ph.D. (2024), Clair Tischner, Ph.D. (2024), Shea Carr, Ph.D. (2024)

Undergraduate honors theses/capstone projects

2025–present	Kelly Gabhart, <i>title TBD</i>
2024–present	Maleah Preston, <i>Fostering autonomy: A qualitative examination of student leadership in elementary school house systems</i>
2023–2026	Darby Matusz, <i>Stress, success, and support: The dynamic interplay of advisor mindsets and student self-efficacy</i> 🏆 James Miller Award winner—Best undergraduate honors thesis poster presentation (2026)

	Haiden Hauret, <i>Exploring the impact of learning modalities on self-efficacy and behavioral engagement in college students</i>  Summer Undergraduate Research Award (2025)
2023–2025	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, <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 Chellam Antony, <i>Pink or blue? Art or math? Gender roles and children's implicit theories of ability in the arts and sciences</i>  Summer Undergraduate Research Fellowship Award (2022)  James Miller Award winner—Best undergraduate honors thesis poster presentation (2023) 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	Molly Denley (2026–present), Carter Ashmun (2026–present), Kelly Gabhart (2025–present), Malaak Alfroukh (2024–2026), Maleah Preston (2024–present), Ellie Wuerth (2024–2026), Haiden Hauret (2023–2026), Darby Matusz (2023–2026), Evan Dearborn (2023), Tabettha Hurst (2021–2022)
PSY 399/499	Onyx Ehrmantraut (2026), Madison Augustine (2026), Lauren West (2026), Sadie Russiello (2026), Kynzie Dudding (2025), Emily Maxey (2025), Morgan Morrison (2025), Kirsten Bulmer (2025), Meredith Bauer (2024), Hunter Cole (2024), Garrett Bushue (2024), 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

2026–present	Editorial Board, Contemporary Educational Psychology
2024–present	Editorial Board, Developmental Psychology
2023	Editorial Fellow, Developmental Psychology

Ad hoc journal reviewer

Acta Psychologica; AERA Open; Applied Developmental Science; Autism; Child Development; Cognitive Development; Computers and Education; Contemporary Educational Psychology; 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; International Journal of Educational Research; Journal of Adolescence; Journal of Cognition and Development; Journal of Educational Psychology; Journal of Engineering Education; Journal of Experimental Child Psychology; Learning and Individual Differences; Mind, Brain, and Education; Scientific Reports; Scientometrics; Social Development; Social Psychology of Education; Social Sciences and Humanities Open

Grant review panels

2024	National Science Foundation: Improving Undergraduate STEM Education
2023	National Endowment for the Arts: Research Grants in the Arts
2022	NIH–NINDS Special Emphasis Panel: Enhancing Experimental Rigor

Conference reviewer

2027	AERA annual meeting (Division C, Section 6: Cognitive and Motivational Processes)
2025	APA annual convention (Division 15: Educational Psychology)
2023–2025	AERA annual meeting (Motivation in Education SIG)
2019	SRCD biennial meeting (Panel #1: Attention, Learning, Memory)

Service to the profession

2022–2025	Co-Chair, APA Division 15 Early Career Educational Psychologists Committee
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University service

2022–present	Faculty member, University of Kentucky Mathematics Community and Ethics Working Group
2020–2021	UK/Fayette County Public Schools Partnership Collaborative Committee

Departmental service and community engagement

2026–present	Subject pool (SONA) management
2026–present	Faculty chair, UK Psychology Access, Community, and Engagement (PACE) Committee
2026	Faculty member, Faculty Search Committee (Lecturer in Psychology)
2024	Faculty member, Faculty Search Committee (Minority Health and Well-Being)

2023–2024	Faculty member, UK Psychology Colloquium Committee
2023–2026	Faculty coordinator, Developmental, Social, and Health Area Professional Development Seminar Series
2022–present	Faculty member, UK Psychology Access, Community, and Engagement (PACE) Committee
2022–present	Organist, Mary Queen of the Holy Rosary Catholic Church
2021 & 2022	Developmental, Social, and Health Area Graduate Student Award Selection 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)