

June 2024

Jennifer Henderlong Corpus

Department of Psychology
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Education

Ph.D., Developmental Psychology, Stanford University, 2000

B.A., Psychology, The University of Michigan, highest distinction and highest honors, 1995

Professional Experience

Professor, Department of Psychology, Reed College, 2013-present

Department Chair, 2018-2020

Associate Professor, Department of Psychology, Reed College, 2007-2013,

Department Chair, 2011-2012

Assistant Professor, Department of Psychology, Reed College, 2001-2007

National Institute of Mental Health Postdoctoral Fellow, University of California – Los Angeles, 2000-2001

Fellowships and Grants

Blair Wellensiek and Karl Peters Faculty Research Fund, 2024-2025, "*How Costly is College?: Undergraduates' Cost Perceptions in Motivational Context*" (\$10,135)

Blair Wellensiek and Karl Peters Faculty Research Fund, 2017-2019, "*Trajectories of Motivational Change Across the First Year of College*" (\$10,800)

Spencer Foundation, 2010-2011, "*Profiles of Intrinsic and Extrinsic Motivations: A Developmental Approach*" (\$38,934)

Reed College Supplemental Sabbatical Funds and Summer Scholarship Funds, 2010-2011, "*Profiles of Intrinsic and Extrinsic Motivations: A Developmental Approach*" (\$9,100)

National Academy of Education/Spencer Postdoctoral Fellowship, 2005-2006, "*Predictors and Consequences of Children's Intrinsic and Extrinsic Motivational Orientations: A Developmental Perspective*" (\$55,000)

Mellon Foundation Paid Leave Award, 2005-2006 (awarded, not accepted), "*Intrinsic and Extrinsic Motivation: A Developmental and Contextual Analysis*" (Full salary for one semester)

NIMH Individual National Research Service Award, 2000-2003, "*The Complex Effects of Praise on Children's Motivation*" (Three years of postdoctoral funding awarded, one year accepted)

Spencer Dissertation Fellowship for Research Related to Education, 1999-2000, "*Beneficial and Detrimental Effects of Praise on Children's Motivation: Performance versus Person Feedback*" (\$20,000)

NIMH Individual National Research Service Award, 1999-2000, “*The Effects of Praise on Children’s Motivation*” (One year of predoctoral funding awarded, not accepted)
National Science Foundation Graduate Research Fellowship, 1996-1999
NIMH Training Fellowship, 1995-1996

Research Interests

Intrinsic and extrinsic motivations in academic settings: Origins, development, and relations to other psychological constructs.
Praise and its influence on children's motivation: Developmental, situational, and personality moderators.
Students’ understanding of motivation: Strategies, reflection, and relations to learning and performance.

Academic Honors

Oregon Professor of the Year, Carnegie Foundation for the Advancement of Teaching, 2014
Stanford Centennial Teaching Assistant Award, 1998
Phi Beta Kappa, The University of Michigan, 1995
James B. Angell Scholar, The University of Michigan, 1994, 1995
William J. Branstrom Freshman Prize, The University of Michigan, 1992

Publications (Reed student co-authors underlined)

Kim, M., & Corpus, C. (2023). Self-efficacy buffers against belonging loss for Hispanic students during the first semester of college. *European Journal of Psychology and Educational Research*, 6(2), 69-76. <https://doi.org/10.12973/ejper.6.2.69>

Wu, S. H., & Corpus, J. H. (2023). The role of perceived cost in college students’ motivational experiences and long-term achievement outcomes: A mixed-methods approach. *International Journal of Educational Research Open*, 4, Article 100229. <https://doi.org/10.1016/j.ijedro.2023.100229>

Greenwald, D. G., Shan, L., Boldt, T. A., Truong, B. B., Gonzalez, G. S., Chen, C. H., & Corpus, J. H. (2023). Comparing intrinsic and extrinsic motivation in bilingual children and their monolingual peers. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1022729>

Corpus, J. H., Robinson, K. A., & Liu, X. (2022). Comparing college students’ motivation trajectories before and during COVID-19: A Self-Determination Theory approach. *Frontiers in Education*, 7, Article 848643. <https://doi.org/10.3389/feduc.2022.848643>

Corpus, J. H., & Good, K. A. (2021). The effects of praise on children’s intrinsic motivation revisited. In Brummelman, E. (Ed.), *Psychological Perspectives on Praise* (pp. 39-46). Abington, UK: Routledge.

Corpus, J. H., Robinson, K. A., & Wormington, S. V. (2020). Trajectories of motivation and their academic correlates over the first year of college. *Contemporary Educational Psychology*, 63, Article 101907. <https://doi.org/10.1016/j.cedpsych.2020.101907>

- Appelbaum, M. S., & Corpus, J. H. (2020). Assessing competing and combining motives to learn in college students: A Self-Determination Theory approach. *Future Review: International Journal of Transition, College, and Career Success*, 2, 15-28.
- Corpus, J. H., Wormington, S. V. & Haimovitz, K. (2016). Creating rich portraits: A mixed methods approach to understanding profiles of intrinsic and extrinsic motivations. *The Elementary School Journal*, 116, 365-390.
- Corpus, J. H., & Wormington, S. V. (2014). Profiles of intrinsic and extrinsic motivations in elementary school: A longitudinal analysis. *The Journal of Experimental Education*, 82, 480-501.
- Berg, D. A. & Corpus, J. H. (2013). Enthusiastic students: A study of motivation in two alternatives to mandatory instruction. *Other Education*, 2, 42-66.
- McClintic-Gilbert, M. S., Corpus, J. H., Wormington, S. V., & Haimovitz, K. (2013). The relationships among middle school students' motivational orientations, learning strategies, and academic achievement. *Middle Grades Research Journal*, 8, 1-12.
- Wormington, S. V., Corpus, J. H., & Anderson, K. A. (2012). A person-centered investigation of academic motivation and its correlates in high school. *Learning and Individual Differences*, 22, 429-438.
- Corpus, J. H., Haimovitz, K., & Wormington, S. V. (2012). Understanding intrinsic and extrinsic motivation: Age differences and meaningful correlates. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning*. New York: Springer.
- Wormington, S. V., Anderson, K. A., & Corpus, J. H. (2011). The role of academic motivation in high school students' current and lifetime alcohol consumption: Adopting a self-determination theory perspective. *Journal of Studies on Alcohol and Drugs*, 72, 965-974.
- Haimovitz, K., Wormington, S. V., & Corpus, J. H. (2011). Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences*, 21, 747-752.
- Haimovitz, K., & Corpus, J. H. (2011). Effects of person versus process praise on student motivation: Stability and change in emerging adulthood. *Educational Psychology*, 31, 595-609.
- Hayenga, A. O., & Corpus, J. H. (2010). Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school. *Motivation and Emotion*, 34, 371-383.
- Cooper, C. A., & Corpus, J. H. (2009). Learners' developing knowledge of strategies for regulating motivation. *Journal of Applied Developmental Psychology*, 30, 525-536.
- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2009). Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology*, 34, 154-166.
- Corpus, J. H., & Lepper, M. R. (2007). The effects of person versus performance praise on children's motivation: Gender and age as moderating factors. *Educational Psychology*, 27, 487-508.
- Corpus, J. H., Ogle, C. M., & Love-Geiger, K. E. (2006). The effects of social-comparison versus mastery praise on children's intrinsic motivation. *Motivation and Emotion*, 30, 335-345.
- Lesko, A. C., & Corpus, J. H. (2006). Discounting the difficult: How high math-identified women respond to stereotype threat. *Sex Roles*, 54, 113-125.

- Lepper, M. R., Corpus, J. H., & Iyengar, S. S. (2005). Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates. *Journal of Educational Psychology, 97*, 184-196.
- Corpus, J. H., & Eisbach, A. O. (2005). A live demonstration to enhance interest and understanding in child development. *Journal of Instructional Psychology, 32*, 35-43.
- Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin, 128*, 774-795.
- Lepper, M. R., & Henderlong, J. (2002). Motivation: Instruction. In J. W. Guthrie (Ed.), *Encyclopedia of Education, 2nd Edition*. New York: Macmillan Reference.
- Lepper, M. R., & Henderlong, J. (2000). The little engine that had an incremental theory...: An essay review of *Self-theories* by Carol S. Dweck. *Human Development, 43*, 186-190.
- Lepper, M. R., & Henderlong, J. (2000). Turning “play” into “work” and “work” into “play”: 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp. 257-307). San Diego: Academic Press.
- Lepper, M. R., Henderlong, J., & Gingras, I. (1999). Understanding the effects of extrinsic rewards on intrinsic motivation – Uses and abuses of meta-analysis: Comment on Deci, Koestner, and Ryan (1999). *Psychological Bulletin, 125*, 669-676.
- Henderlong, J., & Paris, S. G. (1996). Children's motivation to explore partially-completed exhibits in hands-on museums. *Contemporary Educational Psychology, 21*, 111-128.
- Paris, S. G., Troop, W. P., Henderlong, J., & Sulfaro, M. M. (1994). Children's explorations in a hands-on science museum. *The Kamehameha Journal of Education, 5*, 83-92.

Professional Presentations (Reed student co-authors underlined)

- Beitchman, C., & Corpus, J. H. (2024, April). *Implications of social media audience ideation in young women*. Poster presented at the biennial meeting of the Society for Research in Adolescence, Chicago, IL.
- Gersh, D., & Corpus, J. H. (2024, February). *Examining strategic self-presentation through clothing as a means of belonging for fat-identified students*. Poster presented at the annual meeting of the Society for Research in Social and Personality Psychology, San Diego, CA.
- Wu, S. H., & Corpus, J. H. (2023, March). *Understanding the perceived costs of academic engagement during the first year of college*. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Shan, L., Greenwald, D., Boldt, T., Truong, B., Gonzalez, G., Chen, C., & Corpus, J. H. (2023, March). *Intrinsic and extrinsic motivation in bilingual schoolchildren*. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Corpus, J. H., Robinson, K. A., & Liu, Z. V. (2022, April). *A Self-Determination Theory approach for understanding the impact of COVID-19 on college students' motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Liu, Z. V., & Corpus, J. H. (2022, April). *A mixed-methods approach to understanding adaptive and maladaptive patterns of motivational change*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Baker, H. Dziedzic, H., Easthausen, S., Egermeier, E., James, F., Rook, E., & Corpus, J. H. (2022, April). *Predictors of paternal sensitivity: The role of infant gender and paternal support for gender equality*. Poster presented at the Society for the Study of Human Development 2021-22 Conference Series.
- Liu, Z. V., Scherfling, N., & Corpus, J. H. (2021, April). Contingent self-worth as a predictor of motivational change over the first semester of college. In A. Lavigne (Chair), *How beliefs about self relate to motivation and cognition*. Paper presented at the virtual annual meeting of the American Educational Research Association.
- Corpus, J. H. (2020, April). Mentoring emerging motivation scholars in a predominantly undergraduate institution. In E. Rosenzweig, A. C. Koenka, & M. Daumiller (Chairs), *Better mentors: A workshop for early-career motivation scholars*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/wgdh8t3> (Conference Canceled)
- Corpus, J. H., Robinson, K. A., & Wormington, S. V. (2020, April). *Trajectories of motivation and their academic correlates over the first year of college*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/szo48t7> (Conference Canceled).
- Koenka, A. C., Dent, A. L., & Corpus, J. H. (2020, April) *The maladaptive consequences of mathematics tracking and how a growth mindset intervention can moderate them*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/sw6by26> (Conference Canceled)
- Moran, H., & Corpus, J. H. (2020, February). *Mindset as a predictor of academic achievement and academic buoyancy*. Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.
- Scherfling, N. B., & Corpus, J. H. (2020, February). *Intelligence mindset, goal endorsement, and perceptions of feedback among college students*. Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.
- Martinez-Picazo, P., & Corpus, J. H. (2019, October). *Self-efficacy and the regulation of motivation*. Poster presented at the biennial meeting of the Society for the Study of Human Development, Portland, OR.
- Naveed, T., & Corpus, J. H. (2019, October). *Academic self-handicapping and its correlates in early adolescence*. Poster presented at the biennial meeting of the Society for the Study of Human Development, Portland, OR.
- Willson, J. S. G., & Corpus, J. H. (2019, October). *Mindfulness, consent, gender identity, and sexual orientation: Health education in elementary school*. Poster presented at the biennial meeting of the Society for the Study of Human Development, Portland, OR.
- Koenka, A. C., Dent, A. L., & Corpus, J. H. (2019, May). *Can a growth mindset intervention overcome messages about the stability of intelligence?* Poster presented at the Annual Meeting of the Society for the Science of Motivation, Washington, D.C.
- Corpus, J. H., & Biesanz, C. H. (2019, April). *Shifts in motivation and belonging as predictors of college student retention: A mixed-methods approach*. Poster presented

- at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Appelbaum, M. S., & Corpus, J. H., (2018, April). *Academic motivation in undergraduates: A person-centered mixed-methods analysis*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Corpus, J. H., Appelbaum, M. S., & Buttrill, S.E. (2018, April). *Trajectories of autonomous motivation over the first semester of college: Links to shifts in self-efficacy and belonging*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Good, K., & Corpus, J. H. (2017, October). *The effect of praise type and linguistic cues on parents' beliefs about their children*. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.
- Appelbaum, M. S., Buttrill, S. E., Troxell Whitman, Z. M., & Corpus, J. H. (2017, April). *Trajectories of motivational change across the first semester of college*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Morris, B. C., & Corpus, J. H. (2016, April). *Preschool children's learning and motivation in game-based learning contexts*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Maita-Keppeler, T., Chavez, A.E., & Corpus, J. H. (2016, April). A Self-Determination Theory approach to understanding motivational profiles: Links to academic emotions and substance use. In L. Linnenbrink-Garcia & S. V. Wormington (Chairs), *Person-centered research: A methodological answer to motivation theory's most critical questions*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Morris, B., Appelby, E., Shadrach, L., Troxell-Whitman, Z., & Corpus, J. H. (2015, February). *Gender dynamics in parent-to-child and child-to-parent attention-seeking behaviors*. Paper presented at the annual meeting of the Oregon Academy of Science, Psychology section, Portland, OR.
- Chavez, A., Dash, G., Corpus, J. H., & Anderson, K. G. (2014, June). *Academic motives, emotions, and high school drinking*. Poster presented at the annual meeting of the Research Society on Alcoholism, Bellevue, WA.
- Sitney, M., & Corpus, J. H. (2014, April). *Promoting healthy eating behavior through approach and avoidance goals*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Corpus, J. H., Haimovitz, K., & Wormington, S. V. (2012, April). Creating rich portraits: A mixed-methods approach to understanding profiles of intrinsic and extrinsic motivations. In L. Linnenbrink-Garcia & J. H. Corpus (Chairs), *Considering the whole student: The use of person-centered approaches to characterize and study motivation*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Wormington, S. V., & Corpus, J. H. (2012, March). *School engagement and academic performance: The mediating role of intrinsic motivation*. Poster presented at the biennial meeting of the Society for Research in Adolescence, Vancouver, BC.

- Corpus, J. H., & Wormington, S. V. (2011, April). *Profiles of intrinsic and extrinsic motivations in elementary school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Haimovitz, K., & Corpus, J. H. (2011, April). *Effects of praise on motivation in emerging adulthood*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Wormington, S. V., & Corpus, J. H. (2011, April). *A person-centered investigation of academic motivation, performance, and engagement in a high school setting*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Corpus, J. H. (2010, February). *The effects of praise on children's intrinsic motivation: Evidence from lab-based research*. Invited talk at the Center for Interdisciplinary Mentoring Research, Portland State University.
- Wormington, S. V., & Corpus, J. H. (2010, February). *A person-centered approach to motivation and performance in a high school setting*. Paper presented at the Oregon Academy of Science, Psychology session, Portland, OR.
- Corpus, J. H., & Hayenga, A. O. (2009, April). *Dangerous mindsets: Beliefs about intelligence predict motivational change*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Hayenga, A. O., & Corpus, J. H. (2009, April). *Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Briggs, K., Fyfe, A., Moss, A., Robboy, J., Snelling, J., & Corpus, J. H. (2009, April). *Parent involvement and child enthusiasm in early literacy activities*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Nash, W. N., & Corpus, J. H. (2009, April). *Curiosity and sensation seeking in middle school: Motivational profiles and academic achievement*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Powers, J. L., & Corpus, J. H. (2009, April). *The way the ball bounces: Mindfulness, motivation, and juggling*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Corpus, J. H., Hayenga, A. O., & McClintic-Gilbert, M. S. (2007, April). *Contextual predictors of within-grade changes in children's intrinsic and extrinsic motivational orientations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2007, April). *A longitudinal analysis of children's achievement goals: Between- versus within-year shifts*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Koren, M., Go, J., Troxel, N., & Corpus, J. H. (2007, February). *Short skirts and sexual motives: Courtship behaviors and clothing choice among adolescent females*. Paper presented at the annual meeting of the Oregon Academy of Science, Psychology section, Monmouth, OR.

- Corpus, J. H. (2006, October). *Understanding developmental shifts in children's intrinsic and extrinsic motivations to learn*. Paper presented at the annual meeting of the National Academy of Education, Boulder, CO.
- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2006, April). *Understanding intrinsic and extrinsic motivation: Age differences and links to children's beliefs and goals*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Love, K. E., & Corpus, J. H. (2005, April). *The socialization of gender differences in scientific exploration*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Corpus, J. H., Love, K. E., & Ogle, C. M. (2005, April). *Social-comparison praise undermines intrinsic motivation when children later doubt their ability*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Ramsdell, P. E., & Corpus, J. H. (2005, April). *Early adolescents' learning behaviors in group situations: The impact of social goals and group composition*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Corpus, J. H., & Eisbach, A. O. (2005, April). *Enhancing interest and understanding in developmental psychology: A live demonstration*. Poster presented at the first annual SRCDC Biennial Developmental Science Teaching Institute, Atlanta, GA.
- Corpus, J. H., Tomlinson, T. D., & Stanton, P. R. (2004, April). *Does social-comparison praise undermine children's intrinsic motivation?* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Denmark, N. M., & Corpus, J. H. (2004, February). *Perceived relatedness and college students' emotional and academic well-being*. Paper presented at the annual meeting of the Oregon Academy of Science, Psychology section, Portland, OR.
- Henderlong, J. (2003, April). *The effects of praise on children's intrinsic motivation: The role of relationships*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Lee, S. Y., Henderlong, J., & Oleson, K. C. (2003, February). *Self-monitoring and strategic self-presentation in the domain of dress*. Paper presented at the annual meeting of the Oregon Academy of Science, Psychology section, McMinnville, OR.
- Lesko, A. C., & Henderlong, J. (2003, February). *Women and stereotype threat: An examination of performance, coping strategies, and self-esteem*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Los Angeles, CA.
- Henderlong, J., & Lepper, M. R. (2001, April). *The effects of praise on preschool children's motivation: Person, product, and process feedback*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Henderlong, J., & Lepper, M. R. (2001, April). *Parental beliefs about the effects of praise on children's motivation*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Henderlong, J. (2001, February). *Positive and negative effects of praise on children's motivation: A developmental investigation*. Invited research presentation at the

- Applied Human Development Colloquium Series, University of California, Los Angeles.
- Henderlong, J., & Lepper, M. R. (2000, April). *The effects of praise on children's motivation: Person, product, and process feedback*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Henderlong, J. (1999, April). *The effects of person versus performance praise on children's motivation*. Paper presented at the annual Stanford-Berkeley Conference in Developmental Psychology, Berkeley, CA.
- Henderlong, J., & Lepper, M. R. (1999, April). *What does it mean to be smart?: An interview study on children's beliefs about intelligence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Henderlong, J., & Lepper, M. R. (1999, April). *The effects of self-reflection on children's motivation: Gender as a moderator*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Henderlong, J., & Lepper, M. R. (1997, April). *Conceptions of intelligence and children's motivational orientations: A developmental perspective*. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.
- Henderlong, J. (1996, May). *A developmental investigation of children's theories of intelligence and motivational orientations*. Paper presented at the annual Stanford-Berkeley Conference in Developmental Psychology, Stanford, CA.
- Paris, S. G., Troop, W. P., Henderlong, J., & Sulfaro, M. M. (1995, March). *Children's motivation and learning in science museums*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Professional Activities and Service

Professional Service

- Mentor, Motivation SIG Early Career Researchers Mentoring Initiative, 2020
- Consulting Editor, *Child Development*, 2019-present
- Ad Hoc Reviewer, *Developmental Psychology*, *Child Development*, *Journal of Educational Psychology*, *Motivation and Emotion*, *Psychological Science*, *Research in Higher Education*, *International Journal of Behavioural Development*, *Basic and Applied Social Psychology*, *Learning and Individual Differences*, *Journal of Experimental Psychology: General*, *Journal of Experimental Education*.
- Final Judging Panel, Professors of the Year Competition, Carnegie Foundation for the Advancement of Teaching, August 2015
- Panel of Reviewers, *Educational Psychology*, 2010-2012
- Reviewer, Annual Meeting of the American Educational Research Association, Motivation in Education Special Interest Group, 2004, 2005, 2011
- Editorial Consultant, *Readings on the Development of Children* (4th ed.), Gauvain and Cole
- Grand Awards Judge, Intel International Science and Engineering Fair, May 2004
- Honors Examiner, Swarthmore College, May 2001
- Consultant, Center for Teaching and Learning, Stanford University, 1999-2000

Reed College Committee Work

Admission and Financial Aid, 2023-2024

Classroom Observation Committee, 2022-2024

Academic Success Committee, 2020-2022; Chair, 2021-2022

Chair, Department of Psychology, 2011-2012, 2018-2020

Institutional Review Board (formerly Human Subjects Research Committee), 2002-2005;
2006-2007, 2011-2012, 2013-2016, 2020-2023. Chair, 2008-2010; Co-Chair, 2013-2015

Physical Plant Committee, 2019-2020

ChildCare Committee, 2011-2017; Chair, 2016-2017

Ad Hoc Committee on Student Success, 2016-2019

Chair, Division of Philosophy, Religion, Psychology, and Linguistics, 2006-2007

Appeals Board, 2006-2007

Graduate Studies Committee, 2003-2005

McGill Lawrence Internship Award Selection Committee, 2003

Search Committees, 2002-present (>17 faculty appointments)

Chair, Search for Visiting Assistant Professor, Developmental Psychology, 2009

Chair, Searches for Visiting Assistant Professor, 2017, 2020, 2022, 2023, 2024

Drug and Alcohol Committee, 2002-2003

Secretary, Division of Philosophy, Religion, and Psychology, 2002-2003

Courses Taught

Introductory Psychology

Foundations in Psychological Science

Laboratory in Psychological Science

Developmental Psychology

Cognitive Development

Socialization of the Child

Motivation in Educational Contexts

Senior Theses Supervised

Boldt, T. (2024). Investigating the Unique Motivational Struggles of Students at Reed with ADHD.

Kassin, L. (2024). The Impact of Utility and Attainment Value Interventions on Creativity and Motivation for Poetry Writing.

Stewart, J. (2024). Gamification in Procedural Learning.

Weakley, R. (2024). Restorative Justice and Therapeutic Horticulture with Justice-Involved Youths.

Beitchman, C. (2023). Implications of Social Media Audience Ideation in Young Women.

Chun, R. (2023). The Relationship Between Seating Placement and Self-Regulation.

Gersh, D. (2023). Examining Strategic Self-Presentation Through Clothing as a Means of Belonging for Fat Students.

Thatte, E. (2023). Investigating Novel Associations Between Stress Mindset and Academic Motivation.

- Ellis, R. (2022). The Benefits of Extracurricular Involvement in Undergraduate Students from a Self-Determination Theory Perspective.
- Greenwald, J. (2022). Love at First Fight: Examining Links between Attachment Security and Mindset Beliefs.
- Kim, M. (2022). Academic Self-Efficacy as a Predictor of Belonging for Students of Marginalized Identities.
- Moffitt, J. (2022). Examining the Relationship Between Intrinsic and Extrinsic Motivation in Black and White Students.
- Blackwell, J. (2021). The Relationship Between Authoritarian Parenting and General-Self Efficacy and Well-Being during College: The Role of SES and Perceived Normativeness.
- Kanter, M. (2021). Exploring and Understanding K-12 Teachers' Motivation to Innovate During COVID-19.
- Liu, V. (2021). Examining Trajectories of Academic Motivation Across Four College Years: A Longitudinal, Mixed-Methods Approach.
- Meyerhoff, D. (2021). Escaping Online: A Systematic Scoping Review of Internet Use Motives and Internet Addiction.
- Cottrell, T. (2020). Reducing the Stigma around Intravenous Drug Use: Reframing the Narrative.
- Curnow, K. (2020). Socio-Emotional Factors and Academic Achievement from Childhood to Adolescence.
- Moran, H. (2020). Mindset and Everyday Resilience as Predictors of Undergraduate Academic Outcomes.
- Patzman, L. (2020). Prosocial Behavior on TV and its Real World Influences on Teenaged Viewers.
- Scherfling, N. (2020). Mindset, Goals, and Feedback Recipience in a Narrative Feedback System.
- Martinez-Picazo, P. (2019). Self-Efficacy and the Regulation of Motivation.
- Naveed, T. (2019). Academic Self-Handicapping and its Correlates in Early Adolescence.
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