

## CURRICULUM VITAE

# PAUL A. O'KEEFE

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### PERSONAL INFORMATION

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University of Exeter Business School  
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United Kingdom  
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### PROFESSIONAL POSITIONS

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- 2023– Associate Professor of Organisational Behaviour, University of Exeter Business School
- 2022– Associate Professor of Psychology, Yale-NUS College (on leave)  
Promotion and tenure approved by Yale-NUS College, National University of Singapore, and Yale University
- 2022– Associate Professor of Management and Organisation, NUS Business School, National University of Singapore (on leave)
- 2015–2022 Assistant Professor of Management and Organisation (by courtesy), NUS Business School, National University of Singapore
- 2014–2022 Assistant Professor of Psychology, Yale-NUS College
- 2011–2014 Postdoctoral Fellow (NRSA), Stanford University  
Advisor: Carol S. Dweck
- 2009–2011 Postdoctoral Fellow (IPoRT), CUNY GC and New York University  
Advisors: Jan L. Plass and Bruce D. Homer
- 2000–2003 Researcher, Department of Psychology, Yale University  
Advisors: Robert J. Sternberg and Elena L. Grigorenko

### EDUCATION

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- 2009 Ph.D., Social Psychology, Duke University  
Advisors: James Y. Shah and Lisa Linnenbrink-Garcia

- 2007 M.A., Social Psychology, Duke University
- 2000 B.A., Psychology, University of California, Berkeley

## RESEARCH INTERESTS

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How can we identify and remove psychological barriers that limit or narrow the goals people pursue and their likelihood of achieving them? Doing so could help people fulfill their potential or put them on a beneficial trajectory by helping them seize or cultivate opportunities. To address this question, my primary research focuses on two areas. The first examines the roles of interest and passion, as well as the beliefs people hold about the nature of interest. In another line of work, I examine beliefs about the nature of opportunities. Together, this work sheds light on critical factors that help explain why people may or may not initiate and maintain challenging, long-term goal pursuits. Acknowledging structural inequalities, the greater purpose of my work is to empower people who face disadvantages and inequities to achieve crucial goals (e.g., higher education, gainful employment), moving society toward greater inclusion and social justice. In addition to my primary research focus, I collaborate with an international team of researchers (PsyCorona Research Collaboration) to examine motivations and belief systems underpinning the spread of COVID-19.

*Keywords:* Goal pursuit, implicit self-theories, interest, mindsets, motivation, passion, social justice

## PUBLICATIONS

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### Primary Research Areas (†advisee)

**O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., Walton, G. M. (2023). A growth-theory-of-interest intervention increases interest in math and science coursework among liberal arts undergraduates. *Journal of Educational Psychology*. doi.org/10.1037/edu0000798

**O’Keefe, P. A.,** Horberg, E. J., Lee, F., & Dweck, C. S. (2023). Implicit theories of opportunity: When opportunity fails to knock, keep waiting or start cultivating? *Journal of Personality and Social Psychology*, 124(6), 1146–1173. doi.org/10.1037/pspa0000330

**O’Keefe, P. A.,** Chaffee, K. E., Horberg, E. J., Plante, I., & Harackiewicz, J. M. (2022). Revisiting multiple pathways to achievement: Re-examining the roles of achievement goals in predicting grades through task values. *Learning and Individual Differences*, 98, 102186. doi.org/10.1016/j.lindif.2022.102186

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- O’Keefe, P. A.,** Lee, H. Y., & Chen, P. (2021). Changing students’ beliefs about learning can unveil their potential. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 84–91. doi:10.1177/2372732220984173
- O’Keefe, P. A.,** Horberg, E. J., Chen, P., & Savani, K. (2021). Should you pursue your passion as a career? Cultural differences in the emphasis on passion in career decisions. *Journal of Organizational Behavior*, 43(9), 1475–1495. <https://doi.org/10.1002/job.2552>
- O’Keefe, P. A.,** Horberg, E. J., Sabherwal, A.,<sup>†</sup> Ibasco, G. S.,<sup>†</sup> & Zainal, A.<sup>†</sup> (2021). Thinking beyond boundaries: A growth theory of interest enhances integrative thinking that bridges the arts and sciences. *Organizational Behavior and Human Decision Processes*, 162, 95–108. doi: 10.1016/j.obhdp.2020.10.007
- Chen, P., Lin, Y., Pereira, D. J. H., **O’Keefe, P. A.,** & Yates, J. F. (2021). Fanning the flames of passion: A develop mindset predicts intentions to use strategies for up-regulating passion. *Frontiers in Psychology*, 12, 634903. doi.org/10.3389/fpsyg.2021.634903
- Plante, I., **O’Keefe, P. A.,** Aronson, J., Fréchette-Simard, C., & Goulet, M. (2019). The interest gap: How gender stereotype endorsement predicts academic interests. *Social Psychology of Education*, 22(1), 227–245. doi:10.1007/s11218-018-9472-8
- O’Keefe, P. A.,** Dweck, C. S., & Walton, G. M. (2018, September 10). Having a growth mindset makes it easier to develop new interests. *Harvard Business Review*. <https://hbr.org/2018/09/having-a-growth-mindset-makes-it-easier-to-develop-new-interests>
- O’Keefe, P. A.,** Dweck, C. S., & Walton, G. M. (2018). Implicit theories of interest: Finding your passion or developing it? *Psychological Science*, 29(10) 1653–1664. doi:10.1177/0956797618780643
- O’Keefe, P. A. & Harackiewicz, J. M. (Eds.)** (2017). *The science of interest*. Springer, Cham. doi:10.1007/978-3-319-55509-6 (**Edited Volume**)
- O’Keefe, P. A. & Harackiewicz, J. M. (Eds.)** (2017). Towards a science of interest. In P. A. O’Keefe & J. M. Harackiewicz (Eds.). *The science of interest*. Springer. doi:10.1007/978-3-319-55509-6
- O’Keefe, P. A.,** Horberg, E. J., & Plante, I. (2017). The multifaceted role of interest in motivation and engagement. In P. A. O’Keefe & J. M. Harackiewicz (Eds.). *The science of interest*. Springer. doi:10.1007/978-3-319-55509-6\_3
- O’Keefe, P. A.,** Letourneau, S., Milne, C., Homer, B. D., Schwartz, R., & Plass, J. L. (2014). Learning from multiple representations: An examination of fixation patterns in a science simulation. *Computers in Human Behavior*, 35, 234–242. doi: 10.1016/j.chb.2014.02.040

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- O’Keefe, P. A., & Linnenbrink-Garcia, L.** (2014). The role of interest in optimizing performance and self-regulation. *Journal of Experimental Social Psychology, 53*, 70–78. doi:10.1016/j.jesp.2014.02.004
- \*Plass, J., \***O’Keefe, P. A.**, Homer, B. D., Case, J., Hayward, E., Stein, M., & Perlin, K. (2013). The impact of individual, competitive, and collaborative mathematics game play on learning, performance, and motivation. *Journal of Educational Psychology, 105*(4), 1050–1066. doi:10.1037/a0032688 (\*co-first authorship)
- O’Keefe, P. A., Ben-Eliyahu, A., & Linnenbrink-Garcia, L.** (2013). Shaping achievement goal orientations in a mastery-structured environment and concomitant changes in related contingencies of self-worth. *Motivation and Emotion, 37*(1), 50–64. doi:10.1007/s11031-012-9293-6
- O’Keefe, P. A.** (2013). Mindsets and self-evaluation: How beliefs about intelligence can create a preference for growth over defensiveness. In S. B. Kaufman (Ed.), *The complexity of greatness: Beyond talent or practice* (pp. 119–134). Oxford: Oxford University Press. doi:10.1093/acprof:oso/9780199794003.003.0008
- Plante, I., **O’Keefe, P. A.**, & Théorêt, M. (2013). The relation between achievement goal and expectancy-value theories in predicting achievement-related outcomes: A test of four theoretical conceptions. *Motivation and Emotion, 37*(1), 65–78. doi:10.1007/s11031-012-9282-9
- Linnenbrink-Garcia, L., Middleton, M., Ciani, K. D., Easter, M. A., **O’Keefe, P. A.**, & Zusho, A. (2012). The strength of the relation between performance-approach and performance-avoidance goal orientations: Theoretical, methodological, and instructional implications. *Educational Psychologist, 47*(4), 281–301. doi:10.1080/00461520.2012.722515
- O’Keefe, P. A.** (2007). Social judgment theory. In W. Darity (Editor-in-Chief), *International encyclopedia of the social sciences* (2nd ed.), New York: Macmillan Reference USA.
- Grigorenko, E. L., & **O’Keefe, P. A.** (2004). Dealing with change: Manifestations, measurements, and methods. In A. Demetriou & A. Raftopoulos (Eds.), *Cognitive developmental change: Theories, models and measurement* (pp. 318–353). New York, NY: Cambridge University Press. doi:10.1017/CBO9780511489938.012
- Grigorenko, E. L., & **O’Keefe, P. A.** (2004). What do children do when they cannot go to school? In R. J. Sternberg & E. L. Grigorenko (Eds.), *Culture and competence: Contexts of life success* (pp. 23–53). Washington, DC: American Psychological Association. doi:10.1037/10681-002
- O’Keefe, P. A.** (2002). Teenager: A damaging and outdated label. [Review of T. Hine (Ed.), *The rise and fall of the American teenager*]. *Contemporary Psychology, 47*, 480–481.

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## Primary Research Areas: Other Publications

- O’Keefe, P. A. (2024, February 28). When students feel unlucky, teachers can help change that attitude: A growth mindset about opportunity can make a difference. *Education Week*. [www.edweek.org/leadership/opinion-when-students-feel-unlucky-teachers-can-help-change-that-attitude/2024/02](http://www.edweek.org/leadership/opinion-when-students-feel-unlucky-teachers-can-help-change-that-attitude/2024/02)
- O’Keefe, P. A. (2024, February 19). Opportunities are more than luck. *Psychology Today*. [www.psychologytoday.com/us/blog/actionable-advice-to-help-kids-thrive/202402/opportunities-are-more-than-luck](http://www.psychologytoday.com/us/blog/actionable-advice-to-help-kids-thrive/202402/opportunities-are-more-than-luck)
- O’Keefe, P. A. & Horberg, E. J. (2023, September 29). Stop trying to ‘find’ your passion—there’s a better way to love what you do. *Scientific American*. [www.scientificamerican.com/article/stop-trying-to-find-your-passion-theres-a-better-way-to-love-what-you-do](http://www.scientificamerican.com/article/stop-trying-to-find-your-passion-theres-a-better-way-to-love-what-you-do)
- O’Keefe, P. A. & Horberg, E. J. (2023, February 27). How you think about opportunities can influence your success. *Character & Context Blog (Society for Personality and Social Psychology)*. <https://spsp.org/news/character-and-context-blog/okeefe-horberg-opportunity-success-mindset>
- O’Keefe, P. A. (2021, May 3). Universities must cultivate a growth mindset in their students. *Times Higher Education*. [www.timeshighereducation.com/blog/universities-must-cultivate-growth-mindset-their-students](http://www.timeshighereducation.com/blog/universities-must-cultivate-growth-mindset-their-students)
- O’Keefe, P. A. (2019, August 3). Your passion isn’t waiting to be ‘found.’ You need to develop it. *The Business Times*. [www.businesstimes.com.sg/opinion/your-passion-isnt-waiting-to-be-found-you-need-to-develop-it](http://www.businesstimes.com.sg/opinion/your-passion-isnt-waiting-to-be-found-you-need-to-develop-it)
- O’Keefe, P. A. (2014, September 7). Liking work really matters. *The New York Times*, p. 12. [www.nytimes.com/2014/09/07/opinion/sunday/go-with-the-flow.html?](http://www.nytimes.com/2014/09/07/opinion/sunday/go-with-the-flow.html?)

## Secondary Research Area (PsyCorona Research Collaboration; [psycorona.org](http://psycorona.org))<sup>1</sup>

- Fisher, A. N., Ryan, M. K., Liao, Y-H., Mikołajczak, G., ... O’Keefe, P. A., ... (in press). The Precarity of Progress: Implications of a Shifting Gendered Division of Labor for Relationships and Well-Being as a Function of Country-Level Gender Equality. *Sex Roles*.
- Abakoumkin, G., Tseliou, E., McCabe, K. O., Lemay, E. P., ... O’Keefe, P. A., ... & Leander, N. P. (2023). Conceptual replication and extension of health behavior theories’ predictions in the context of COVID-19: Evidence across countries and over time. *Personality and Social Psychology Compass*. [doi.org/10.1111/spc3.12909](https://doi.org/10.1111/spc3.12909)

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<sup>1</sup> For papers with the PsyCorona, author order was determined alphabetically aside from the lead authors. I led data collection for our Singapore sample, helped design the survey and experimental materials, interpreted results, and contributed to manuscript drafts.

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- Ibanescu, B. C., Gheorghiu, A., Cristea, M., Pascariu, G. C., ... **O'Keefe, P. A.**, ... & Leander, P. (2023). The evolution of job insecurity in spatial contexts in Europe during COVID-19 pandemic. *International Regional Science Review*, 01600176231160485.
- Douglas, K. M., Sutton, R. M., van Lissa, C. J. ... **O'Keefe, P. A.**, ... & Leander, N. P. (2023). Identifying important individual- and country-level predictors of conspiracy theorizing: A machine learning analysis. *European Journal of Social Psychology*. doi.org/10.1002/ejsp.2968
- Westgate, E. C., Buttrick, N., Lin, Y., Helou, G. E., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2023). Pandemic boredom: Little evidence that lockdown-related boredom affected risky public health behaviors across 116 countries. *Emotion*. doi.org/10.1037/emo0001118
- Han, Q., Zheng, B., Leander, N. P., Agostini, M., ... **O'Keefe, P. A.**, ... & Bélanger, J. J. (2022). Impact of national pandemic lockdowns on perceived threat of immigrants: A natural quasi-experiment across 23 countries. *Social Psychological and Personality Science*, 19485506221127487
- Reitsema, A. M., Jeronimus, B. F., Bos, E. H. J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Age differences in hedonic adaptation to societal restrictions: Positive and negative affect trajectories during the first wave of the COVID-19 pandemic in 33 nations. *Emotion*, doi.org/10.1037/emo0001149
- Van Lissa, C., Stroebe, W., vanDellen, M., Leander, N. P., ... **O'Keefe, P. A.**, ... & Bélanger, J. J. (2022). Using machine learning to identify important predictors of COVID-19 infection prevention behaviors. *Patterns*, 3(4).
- Keng, S-L., Stanton, M. V., Haskins, L. B., Almenara, C. A., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). COVID-19 stressors and health behaviors: A multilevel longitudinal study across 86 countries. *Preventive Medicine Reports*, 27, 101764.
- Schumpe, B. M., van Lissa, C. J., Bélanger, J. J., Nisa, C. F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Predictors of adherence to public health behaviors for fighting COVID-19 derived from longitudinal data. *Scientific Reports*, 12(1), 3824.
- Enea, V., Eisenbeck, N., Carreño, D. F., Douglas, K. M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Intentions to be vaccinated against COVID-19: The role of prosociality and conspiracy beliefs across 20 countries. *Health Communication*, 1–10. doi.org/10.1080/10410236.2021.2018179
- Lucas, T., Manning, M., Strelan, P., Kopetz, C., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Justice beliefs and cultural values predict support for COVID-19 vaccination and quarantine behavioral mandates: A multilevel cross-national study. *Translational Behavioral Medicine*, 12(2), 284–290

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- Mula, S., Di Santo, D., Resta, E., Bakhtiari, F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Concern with COVID-19 pandemic threat and attitudes towards immigrants: The mediating effect of the desire for tightness. *Current Research in Ecological and Social Psychology*, 3, 100028.
- Lemay, E. P., Kruglanski, A. W., Molinario, E., Agostini, M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). The role of values in coping with health and economic threats of COVID-19. *Journal of Social Psychology*, 3, 100028. doi: 10.1080/00224545.2021.1979454
- Resta, E., Mula, S., Baldner, C., Di Santo, D., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). We are all in the same boat: How societal discontent affects intention to help during the COVID-19 pandemic. *Journal of Community & Applied Social Psychology*, 32(2), 332–347.
- Stroebe, W., vanDellen, M., Abakoumkin, G., Lemay, E. ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Politicization of COVID-19 health-protective behaviors in the United States: Longitudinal and cross-national evidence. *PLoS ONE*, 17(1): e0263100. doi.org/10.1371/journal.pone.0263100
- van Breen, J. A., Kutlaca, M., Koç, Y., Jeronimus, B. F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Lockdown lives: A longitudinal study of inter-relationships among feelings of loneliness, social contacts, and solidarity during the COVID-19 lockdown in early 2020. *Personality and Social Psychology Bulletin*, 48(9), 1315–1330. doi: 10.1177/0146167221103660
- Nisa, C. F., Belanger, J. J., Faller, D. G., Buttrick, N. R., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Lives versus livelihoods? Perceived economic risk has a stronger association with support for COVID-19 preventive measures than perceived health risk. *Scientific Reports*, 11(1), 9669. doi:10.1038/s41598-021-88314-4
- Han, Q., Zheng, B., Cristea, M., Agostini, M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Trust in government regarding COVID-19 and its associations with preventive health behaviour and prosocial behaviour during the pandemic: a cross-sectional and longitudinal study. *Psychological Medicine*, 53(1), 149–159. doi:10.1017/S0033291721001306
- Han, Q., Zheng, B., Agostini, M., Bélanger, J. J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Associations of risk perception of COVID-19 with emotion and mental health during the pandemic. *Journal of Affective Disorders*, 284, 247–255. doi: 10.1016/j.jad.2021.01.049
- Romano, A., Spadaro, G., Balliet, D., Joireman, J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Cooperation and trust across societies during the COVID-19 pandemic. *Journal of Cross-Cultural Psychology*, 52(7), 622–642. doi:10.1177/0022022120988913

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Jin, S., Balliet, D., Romano, A., Spadaro, G., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Intergenerational conflicts of interest and prosocial behavior during the COVID-19 pandemic. *Personality and Individual Differences*, 171, 110535. doi:10.1016/j.paid.2020.110535

Leander, N. P., Lemay, E. P., Jeronimus, B. F., ... **O'Keefe, P. A.**, ... (2020). Towards a globally collaborative behavioral science: An organizational approach from pandemic psychology. *International Journal of Behavioral Development*, 2.

Kreienkamp, J., Agostini, M., Krause, J., & Leander N. P. (on behalf of the PsyCorona Research Collaboration) (2020, October). A world of reactions to COVID-19: How an online data visualization tool reports data from an international psychological survey. [www.psychologicalscience.org/observer/psycorona-covid-19](http://www.psychologicalscience.org/observer/psycorona-covid-19)

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## MANUSCRIPTS UNDER REVIEW OR IN PREPARATION (†advisee)

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### Primary Research Areas

Horberg, E. J. & **O'Keefe, P. A.** (under review). Money isn't everything (so long as you're rich): How the wealthy prioritize pursuing a passion for work, reinforcing inequalities. Submitted to the *Journal of Applied Psychology*.

**O'Keefe, P. A.**, Sakthivel, R., & Horberg, E. J. (under review). A growth-theory-of-interest intervention boosts arts identities and belonging among science-stream students. Submitted to *Contemporary Educational Psychology*.

Loke, Y. M., Lai, C. K. Y., Yeo, S. C., Kamei, R. K., Strauman, T. J., **O'Keefe, P. A.**, Chen, P., & Gooley, J. J. (under review). Morning-type university students show more favorable non-cognitive characteristics and diurnal learning behavior compared with their peers. Submitted to *Sleep*.

Madan, S., **O'Keefe, P. A.**, Savani, K., & Morris, M. (in prep). Clarifying the impact of mindsets on learning: A novel approach. To be submitted to the *Proceedings of the National Academy of Sciences*.

Sabherwal, A.,† **O'Keefe, P. A.**, & Horberg, E. J. (in prep). Boosting women's belonging in STEM fields with a fixed theory of interest. To be submitted to *Personality and Social Psychology Bulletin*.

**O'Keefe, P. A.**, Butler, R., & Dweck, C. S. (in prep). A tale of two achievement goal theories. To be submitted to *Psychological Review*.

Savani, K., & **O'Keefe, P. A.** (in prep). Explaining the gender achievement gap with machine learning. To be submitted to *Psychological Science*.



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Lim, C. H., **O’Keefe, P. A.**, & Jia, L. (in prep). Does intelligence encompass more than just IQ?: A novel examination of lay theories about intelligence and their consequences. To be submitted to the *Journal of Personality and Social Psychology*.

**O’Keefe, P. A.** (in prep). A growth theory of opportunity causes people to overcome adversity even in an unjust world. To be submitted to *Personality and Social Psychology Bulletin*.

### **Secondary Research Area (PsyCorona Research Collaboration; [psycorona.org](http://psycorona.org))**

Wollast, R., Lüders, A., Nugier, A., Guimond, S., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Gender differences in positive and negative emotions during the COVID-19 pandemic: A comparison of 24 countries. Submitted to *Current Psychology*.

Zúñiga, C., Agostini, M., Louis, W. R., Lemay, P., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Pathways to a prosocial response to the COVID-19 pandemic: Emotions, financial stress, well-being and collective disempowerment. Submitted to *Psychological Science*.

Schumpe, B. M., Bélanger, J. J., Richardson, L., Robitzsch, A., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). The psychological impact of COVID-19: A comparison between cases and controls. Submitted to *New England Journal of Medicine*.

Abakoumkin, G., Tseliou, E., McCabe, K., Lemay, E. P., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Dealing with COVID-19: From internal and external coping resources through health-related cognitions to health protection and hope. Submitted to *Annals of Behavioral Medicine*.

Bogdan-Constantin, I., Carmen, P. G., Alexandra, G., Mioara, C., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Spatial implications on job insecurity during COVID-19 pandemic. Submitted to *Regional Studies*.

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### **GRANTS**

>\$2,500,000 USD total, >\$1,500,000 USD as Principal Investigator

2024–2025 United Kingdom Research and Innovation (UKRI), *Creating Better Opportunities in the South West Through a Growth-Mindset-of-Opportunity Intervention*  
\$282,000 USD (£223,000) requested (PI; grant number forthcoming)

2024–2026 Veterans Transitions Research Lab (VTRL), *Assisting Veterans’ Transition to the Civilian Workforce by Cultivating Opportunities: A Growth-Mindset-of-Opportunity Intervention*  
\$20,000 USD (PI; grant number forthcoming)

- 2022–2024 Workforce Development Applied Research Fund (WDARF), SkillsFuture Singapore (SSG), *How and Why University Graduates Seize Opportunities Offered by Lifelong Learning Policies?*  
\$336,047 USD (PI; GA21-03)
- 2022–2024 Institutional Bridging Grant, Yale-NUS College, *Designing and Validating Materials to Promote a Growth Mindset of Opportunity*  
\$29,235 USD (PI; IG22-SG003)
- 2021–2022 Reimagine Research Fund, Ministry of Education / Yale-NUS College, *A Fresh Start: Reimagining Interventions to Promote Social Belonging Post-COVID*  
\$99,861 USD (PI; R-607-264-524-115; R-607-264- 525-115)
- 2021–2023 Humanities and Social Sciences Research Fund Grant, National University of Singapore, *Broader Views of Intelligence: Rethinking Our Approach to Educational Inequality*  
\$15,000 USD (co-PI; R-581-000-264-646)
- 2020–2023 Singapore Social Science Research Council, Ministry of Education, *Taking Advantage of the Future Economy: Role of Universal Mindsets*  
\$455,350 USD (collaborator; MOE2019-SSRTG-029)
- 2020–2021 Chinese Research Programme, Yale-NUS College, *Does a Growth Mindset of Interest Boost STEM Interest in Chinese Singaporeans?*  
\$113,025 USD (PI; R-607-264-446-651)
- 2019–2021 Chinese Research Council  
\$4,725 USD (PI; N-607-003-127-001)
- 2019–2020 Institutional Bridging Grant, Yale-NUS College, *A Growth Mindset of Interest Improves Academic Outcomes*  
\$75,000 USD (PI; IG18-BG102)
- 2019–2021 Pocket Grant, Yale-NUS Chinese Research Programme, Yale-NUS College, *Do Chinese Singaporeans Value Passions Differently than Americans?*  
\$3,750 USD (PI; R-607-264-408-651)
- 2018–2021 Research Chair, University of Quebec, Montreal, *Gender Equality in Schools*  
\$78,750 USD (collaborator)
- 2018–2019 Seed Grant, Institute for Application of Learning Sciences and Educational Technology (ALSET), National University of Singapore, *Promoting Student Performance and Motivation with a Growth Mindset of Interest*  
\$86,063 USD (PI; R-607-000-382-133)
- 2018–2019 Teaching Innovation Grant, *Promoting A Growth Mindset of Interest and Intelligence Among Yale-NUS College Students*  
\$3,190 USD (PI; C-607-271-024-001)

- 2017–2020 Singapore Social Science Research Council, *Influence of Social Motivations on Cultural Learning, Adjustment, and Integration*  
\$432,590 USD (collaborator)
- 2017–2019 Academies Fund, National Institute of Education, *Promoting Academic Interests in Junior College Students Through a Growth Mindset*  
\$187,500 USD (PI; R-607-000-314-592)
- 2017–2019 Tertiary Education Research Fund, Ministry of Education, *Promoting Student Performance & Motivation with A Growth Mindset of Interest*  
\$160,000 USD (PI; MOE2016-TRF-022)
- 2016–2018 Humanities and Social Sciences Research Fund Grant, National University of Singapore, *Promoting Innovation and Motivation with a Growth Mindset of Interest*  
\$30,000 USD (PI; R-607-264-253-646)
- 2014–2018 Institutional Grant, Yale-NUS College, *Mindsets and Motivation*  
\$56,250 USD (PI; R-607-264-209-121)
- 2011–2014 Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Postdoctoral Fellows, National Institute of Child and Human Development, National Institutes of Health, *Implicit Theories and Context: Optimizing Motivation, Achievement, and Well-being*  
\$154,530 USD (PI; F32-HD062185)
- 2010–2012 University Grants Council Targets of Opportunity Grant, Hong Kong University of Science and Technology, *When and Why Do Marketing Efforts Intended to Influence Consumers Automatically Backfire?*  
\$20,500 USD (co-investigator, RPC10BM07)
- 2004–2006 Seed Grant, National Institute on Drug Abuse, *Approaching Goals and Avoiding Temptations*  
\$10,000 USD (co-investigator)

### CHAired SYMPOSIA †advisee

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**O’Keefe, P. A.** & Quinlan, K. (2023, August). *Internal and External Influences that Promote Interest Development During Higher Education*. Presenters: Judith M. Harackiewicz, Paul A. O’Keefe, Kathleen Quinlan, and Carol Sansone. Discussant: K. Ann Renninger. Symposium held at the EARLI annual meeting, Thessaloniki, Greece.

**O’Keefe, P. A.** (2022, October). *Reducing Barriers to Opportunity*. Presenters: Bennett Callaghan, Sapna Cheryan, Paul A. O’Keefe, Lora Park. Symposium held at the annual meeting of the Society of Experimental Social Psychology, Philadelphia, PA.

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**O’Keefe, P. A.** (2018, August). *Advancements in Self-Determination Theory*. Presenters: Kristjan K. Stefansson, Wieke van der Goot, Kim Stroet, and Emily Rosenzweig. Symposium held at the biannual meeting of the International Conference on Motivation, Aarhus, Denmark.

**O’Keefe, P. A.** (2018, May). *Interventions with Impact: Increasing Health Behaviors, Academic Interest, and Achievement by Changing Beliefs*. Presenters: Alia Crum, David Yeager, Judith M. Harackiewicz, and Paul A. O’Keefe. Symposium held at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Kim, E.<sup>†</sup> & **O’Keefe, P. A.** (2018, May). *Mindsets That Promote Well-being and Reduce Health-Related Stigmatization*. Presenters: Hans S. Shroder, David Valentiner, Emily Kim, and Crystal L. Hoyt. Symposium held at the annual meeting of the Association for Psychological Science, San Francisco, CA.

**O’Keefe, P. A.** & Savani, K. (2016, May). *It’s All in Your Head: Mindsets That Facilitate Goal Pursuit*. Presenters: Paul A. O’Keefe, Krishna Savani, Christopher Bryan, Timur Sevincer, and Hae Yeon Lee. Symposium held at the annual meeting of the Association for Psychological Science, Chicago, IL.

**O’Keefe, P. A.** (2014, February). *Interest: From Spark to Passion*. Presenters: Judith M. Harackiewicz, Chris S. Hulleman, Paul A. O’Keefe, and Robert J. Vallerand. Symposium held at the annual meeting of the Society of Personality and Social Psychology, Austin, TX.

**O’Keefe, P. A.** & Plante, I. (2011, April). *Developments in Interest Theory and Research*. Presenters: Suzanne Hidi, Paul A. O’Keefe, Isabelle Plante, and Carol Sansone. Discussant: K. Ann Renninger. Symposium held at the annual meeting of the American Educational Research Association, New Orleans, LA.

**O’Keefe, P. A.** (2011, January). *How Fit Facilitates: Motivational Benefits of Matching Person and Context*. Presenters: Judith M. Harackiewicz, E. Tory Higgins, Paul A. O’Keefe, and Justin Storbeck. Symposium held at the annual meeting of the Society of Personality and Social Psychology, San Antonio, TX.

## **INVITED PRESENTATIONS**

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2024	University of Vienna, Faculty of Psychology, seminar (forthcoming)
2024	Western Governors University Labs, keynote
2023	London School of Economics and Political Science, Psychological and Behavioural Science Department, seminar
2023	University of Exeter, Department of Psychology, seminar

- 2023 Duke University, Fuqua School of Business, Veteran Transitions Research Lab Summit
- 2023 Carnegie Mellon University, Tepper School of Business, Organizational Behavior and Theory seminar
- 2023 University of Pennsylvania, Department of Psychology, seminar
- 2023 University of North Carolina, Chapel Hill, Public Policy, Data Driven seminar
- 2022 University of Exeter, Business School, Department of Management seminar
- 2022 National University of Singapore, Business School, Management and Organisation seminar
- 2022 Prudential PLC, keynote address and panel participant
- 2022 Duke University, Department of Psychology, Social Psychology seminar
- 2019 London Business School, Mindsets and Organisational Transformation Conference
- 2018 University of Quebec, Montreal, Department of Psychology, Departmental Colloquium
- 2018 University of Quebec, Montreal, Department of Education, Departmental Colloquium
- 2018 Ministry of Education, Singapore, keynote address and panel participant
- 2015 National University of Singapore, Department of Psychology, departmental seminar
- 2015 National University of Singapore, Business School, Management and Organisation, seminar
- 2014 Fordham University, Graduate School of Business, Leading People and Organizations, seminar
- 2013 University of Waterloo, Department of Management Sciences, seminar
- 2013 Southern Illinois University School of Medicine, Department of Medical Education, seminar
- 2010 Columbia University, Department of Psychology, Social Psychology, seminar

- 2009 Carnegie Mellon University and Learning Research Development Center (LRDC), co-sponsored seminar event
- 2009 Syracuse University, Department of Psychology, departmental seminar
- 2009 Brandeis University, Department of Psychology, seminar
- 2009 New York University, Steinhardt School of Culture, Education, and Human Development, Department of Electronic Communication and Technology, seminar
- 2009 New York University, Department of Psychology, Social Psychology seminar

### CONFERENCE PRESENTATIONS †advisee

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- O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., & Walton, G. M. (2023, August). *Boosting STEM Interest Among Liberal Arts Undergraduates with a Brief Growth-Mindset Intervention*. Presented at the EARLI annual meeting, Thessaloniki, Greece.
- O’Keefe, P. A.** (2023, April). *Climbing Out of Poverty: The Roles of Implicit Theories of Opportunity*. Talk presented at the Center for Effective Global Action, University of California, Berkeley, CA.
- O’Keefe, P. A.** (2022, October). *Implicit Theories of Opportunity: Mindsets that Predict Whether People Pave their Own Paths to Success*. Presented at the annual meeting of the Society of Experimental Social Psychology, Philadelphia, PA.
- O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., & Walton, G. M. (2022, August). *A Brief Intervention Portraying Interests as Developed, Not Fixed, Raises STEM Interest and Grades*. Paper accepted for presentation at the biannual meeting of the International Conference on Motivation, Dresden, Germany.
- O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., & Walton, G. M. (2020, September). *A Brief Intervention Portraying Interests as Developed, Not Fixed, Raises STEM Interest and Grades*. Paper accepted for presentation at the biannual meeting of the International Conference on Motivation, Dresden, Germany. (Conference cancelled due to COVID-19 pandemic)
- O’Keefe, P. A.,** Horberg, E. J., Sabherwal, A.,† Ibasco, G.,† & Zainal, A.† (2020, April). *A Growth Theory of Interest Enhances Integrative Thinking that Bridges the Arts and Sciences*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19 pandemic)

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- O’Keefe, P. A.,** Horberg, E. J., & Sabherwal, A.<sup>†</sup> (2019, May). *Transcending Boundaries: How a Growth Theory of Interest Promotes Interdisciplinarity*. Paper presented at the annual meeting of the Association for Psychological Science, Washington, D.C.
- O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., & Walton, G. M. (2018, August). *Developing New Academic Interests in College by Promoting a Growth Theory of Interest*. Paper presented at the biannual meeting of the International Conference on Motivation, Aarhus, Denmark.
- O’Keefe, P. A.,** Horberg, E. J., Dweck, C. S., Walton, G. M. (2018, May). *A Brief Implicit Theory Intervention Increases Interest and Learning in Math*. Paper presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2018, May). *Implicit Theories of Opportunity: When Opportunity Fails to Knock, Keep Waiting or Build a Door?* Paper presented at the annual meeting of the Society for the Study of Motivation, San Francisco, CA.
- Sabherwal, A.,<sup>†</sup> Zainal, A.,<sup>†</sup> & **O’Keefe, P. A.** (2017, June). *Interest Mindsets: Examining the Mindset of Innovation*. Paper presented at the annual Singapore Conference on Applied Psychology, Singapore, Singapore.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2017, January). *Implicit Theories of Opportunity*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.
- O’Keefe, P. A.** (2016, August). *Implicit Theories of Interest*. Paper presented at the biannual meeting of the International Conference on Motivation, Thessaloniki, Greece.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2016, May). *Implicit Theories of Opportunity*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- O’Keefe, P. A.** (2015, August). *Implicit Theories of Interest*. Paper presented at the annual meeting of the Academy of Management, Vancouver, BC (showcased symposium).
- O’Keefe, P. A.** (2015, May). *The Role of Interest in Optimizing Engagement*. Paper presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Plass, J. L., **O’Keefe, P. A.,** Homer, B. D., Biles, M., & Frye, J. (2014, April). *Badges in Games for Learning and their Motivational and Cognitive Impact*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- O’Keefe, P. A.,** Dweck, C. S., & Walton, G. M. (2014, February). *Implicit Theories of Interest*. Paper presented at the annual meeting of the Society of Personality and Social Psychology, Austin, TX.

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- O’Keefe, P. A.,** Milne, C., Homer, B. D., Hayward, E., & Plass, J. L. (2012, April). *Learning from Multiple Representations in Chemistry Simulations: The Effect of Fixation Transitions on Learning Outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- O’Keefe, P. A.,** & Linnenbrink-Garcia, L. (2011, April). *Interest and the Optimization of Self-Regulatory Resources*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Plass, J. L., **O’Keefe, P. A.,** Homer, B. D., Hayward, E., Stein, M. & Perlin, K. (2011, April). *Motivational and Educational Outcomes Associated With Solo, Competitive, and Collaborative Game Play*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Linnenbrink-Garcia, L., Middleton, M., Ciani, K. D., Easter, M. A., & **O’Keefe, P. A.** (2011, April). *The Strength of The Relation Between Performance-Approach and Performance-Avoidance Goal Orientations: Theoretical, Practical, and Methodological Implications*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- O’Keefe, P. A.,** Dweck, C. S., Shah, J. Y., & Linnenbrink-Garcia, L. (2011, January). *The Situational Adaptiveness of Implicit Theories of Intelligence*. Paper presented at the annual meeting of the Society of Personality and Social Psychology, San Antonio, TX.
- O’Keefe, P. A.** & Dweck, C. S. (2010, December). *Beliefs About Intelligence: Self-Evaluation and Self-Protection*. Paper presented at the International Society of Intelligence Research, Alexandria, VA.
- O’Keefe, P. A.,** Messersmith, E. E., & Linnenbrink-Garcia, L. (2009, April). *The Facilitation of Fit: Interactive Effects of Achievement Goal Orientations and Classroom Goal Structures*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

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## MEDIA COVERAGE

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My research has been featured in numerous popular books and media outlets, including:

*The New York Times, Washington Post, The Atlantic, Harvard Business Review, BBC, Forbes, ABC Australia, CTV News (Canada), CBC Radio (Canada), Scientific American, Newsweek, CNBC, Inside Higher Education, VICE, Quartz, Channel NewsAsia (CNA), Entrepreneur, Inc., Psychology Today, Business Insider, ELLE, Medium, Times Higher Education, Women’s Health, World Economic Forum, MSN Money, WGN Chicago, Big Think, The Financial Times, Huffington Post, The Times of India, The Straits Times, and Yahoo! Finance*  
An abridged list of coverage can be found at <http://mindsets-and-motivation-lab.common.s.yale-nus.edu.sg/in-the-news>



## FELLOWSHIPS AND AWARDS

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2021–	Fellow, Society of Experimental Social Psychology (SESP)
2021	Finalist, Early Career Teaching Award, Yale-NUS College
2020	Finalist, Early Career Teaching Award, Yale-NUS College
2017	Nominated, Early Career Researcher Award, Yale-NUS College / National University of Singapore
2011–2014	Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Postdoctoral Fellows, National Institute of Child and Human Development, National Institutes of Health
2009–2011	Interdisciplinary Postdoctoral Research Training (IPoRT) Fellowship in the Educational Sciences, Institute of Educational Sciences
2009	Vertical Integration Fellowship, Duke University
2009	Motivation SIG Graduate Student Award, American Education Research Association
2009	Graduate Student Travel Award, Duke University
2008	Vertical Integration Fellowship, Duke University
2008	James B. Duke Research Fellowship, Duke University
2008	Motivation SIG Graduate Student Award, American Education Research Association
2008	Graduate Student Travel Award, Duke University
2007–2008	Sulzberger-Levitan Social Policy Endowed Research Fellowship, Sanford School of Public Policy, Duke University
2006–2007	Spencer Foundation Education Science and Policy Fellowship
2006	Claire Hamilton Travel Award, Duke University
2005	Claire Hamilton Travel Award, Duke University
1999–2000	California Teachers Association Scholarship, California Teachers Association
1998–1999	California Alumni Leadership Scholarship, University of California, Berkeley

## EDITORIAL BOARDS AND OTHER PROFESSIONAL SERVICE

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2023– 2021–2022	Associate Editor, <i>Journal of Experimental Psychology: General</i> Guest Editor, <i>Journal of Experimental Psychology: General</i>
Ad hoc reviewer	<ul style="list-style-type: none"><li>• <i>American Psychologist</i></li><li>• <i>Basic and Applied Social Psychology</i></li><li>• <i>Canadian Journal of Behavioural Science</i></li><li>• <i>Contemporary Educational Psychology</i></li><li>• <i>Developmental Psychology</i></li><li>• <i>Educational Psychology</i></li><li>• <i>Educational Researcher</i></li><li>• <i>Journal of Applied Social Psychology</i></li><li>• <i>Journal of Educational Psychology</i></li><li>• <i>Journal of Experimental Psychology: General</i></li><li>• <i>Journal of Experimental Social Psychology</i></li><li>• <i>Journal of Organizational Behavior</i></li><li>• <i>Journal of Personality and Social Psychology</i></li><li>• <i>Learning and Individual Differences</i></li><li>• <i>Learning and Instruction</i></li><li>• <i>Motivation and Emotion</i></li><li>• <i>Organizational Behavior and Human Decision Processes</i></li><li>• <i>Personality and Social Psychology Bulletin</i></li><li>• <i>Psychological Review</i></li><li>• <i>Self and Identity</i></li><li>• <i>Teaching and Learning in Medicine</i></li></ul>
2023	Diversity Mentor, Society for Experimental Social Psychology (SESP)
2023	Internal Review Panel Member, National Science Foundation (NSF), USA
2022	Internal Review Panel Member, Tertiary Education Fund Grant, National University of Singapore, Singapore
2019–2021	Committee for Faculty Affairs, Yale-NUS College
2019–2020	Psychology Faculty Search Committee, Yale-NUS College
2018	Head of Studies (Psychology), Yale-NUS College
2018	Dean of Faculty Search Committee, Yale-NUS College
2017–2018	Committee for Faculty Affairs, Yale-NUS College
2017	Internal Review Panel Member, Tertiary Education Fund Grant, National University of Singapore, Singapore
2017	Diversity Mentor, Society for Personality and Social Psychology (SPSP)
2016	Head Librarian Search Committee, Yale-NUS College
2015–2016	Committee for Faculty Affairs, Yale-NUS College
2014–2015	Teaching, Learning, and Assessment Committee, Yale-NUS College
2012–2014	Director, Stanford Social Psychology Lab, Department of Psychology, Stanford University
2010–2011	Program committee member, Society for the Study of Motivation

## OTHER RESEARCH AFFILIATIONS

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2023–	Team Scientist, Behavior Change for Good Initiative, University of Pennsylvania (bcfg.wharton.upenn.edu)
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2016–	Core Faculty Member, Institute for Applied Learning and Educational Technology, NUS
2020–	Research Associate, Centre for Family and Population Research, NUS
2011–2014	Director, Stanford Social Psychology Lab

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## MEMBERSHIPS

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Academy of Management (AOM)  
 Member, Organizational Behavior Division  
 American Educational Research Association (AERA)  
 Member, Motivation SIG  
 American Psychological Association (APA)  
 Association for Psychological Science (APS)  
 European Association for Research on Learning and Instruction (EARLI)  
 Institute for Applied Learning Sciences and Educational Technology,  
 Core faculty member  
 International Society for Intelligence Research (ISIR)  
 Society for Personality and Social Psychology (SPSP)  
 Society for the Study of Motivation (SSM)  
 Society of Experimental Social Psychology (SESP)  
 The New York Academy of Sciences (NYAS)

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## RESEARCH ADVISING

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\* Yale-NUS College is an undergraduate institution; therefore, most of my advisees have been undergraduates.

### Senior Research Fellow

- E. J. Horberg, Ph.D. (2016–present), Yale-NUS College

### Postdoctoral Fellow

- Emily Kim, Ph.D. (2017–2018)
  - Assistant Professor of Psychology, Ajou University, South Korea
- Ramya Sakthivel, Ph.D. (2023–present)

### Master's Fellows

- Rebecca Reidmayer, M.Sc. (2017)
  - Consultant, Boston Consulting Group
- Lim Chun Hui, M.A. (2018–2022)
  - Current researcher at the Department of Psychology, NUS
  - Ph.D. candidate in social psychology at Stanford University
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### Undergraduate Research Assistants and Capstone Advisees

- Lee Yun See Crystal (2015), Research Assistant
  - Research Assistant, Yale-NUS College

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- Lim Chu Hsien (2015), Research Assistant
    - M.D. student at Duke-NUS Medical School
  - Bernie Chen (2015), Research Assistant
    - Summer Research Program Fellow and advisee
    - Senior Business Analyst at Kearney
  - Peter Ooi Teik Aun (2015), Research Assistant
    - Associate at Blackpeak
  - Daryl Tan (2015), Research Assistant
    - Research Assistant
  - Erin Yumei (2015), Research Coordinator
    - Associate, Milken Institute
  - Yan Lin Ho (2015), Research Assistant
    - Management Associate, Institute of Mental Health, Singapore
  - Xiao Hui Ng (2015–2016; NUS Psychology Department), capstone advisee (co-advised with Lile Jia)
  - Ryan Mak (2016), Visiting Research Assistant from University of Michigan
    - People Experience Lead, Global Consumer Bank Compensation at Citi
  - Adlin Zainal (2016–2017), Research Assistant and co-author
    - Research Assistant, INSEAD, Singapore campus
  - Anandita Sabherwal (2016–2018), Research Assistant, co-author, and capstone advisee
    - Recipient of the Yale-NUS best capstone award
    - Summer Research Program Fellow and advisee
    - MPhil in social psychology, Cambridge University
    - Ph.D. candidate in social psychology, London School of Economics and Political Science
  - Gabrielle Ibasco (2016–2018), Research Assistant, co-author, and capstone advisee
    - Recipient of the Yale-NUS best capstone award
    - Summer Research Program Fellow and advisee
    - Research Assistant, Nanyang Technological University
    - Ph.D. candidate in social psychology at the University of British Columbia
  - Christabelle Ong (2019–2020), capstone advisee
    - M.P.H. in Public Health, Yale University
  - Kanako Sugawara (2019–2020), capstone advisee
    - Trust and Safety Agent, Twitter
  - Erica Fang (2019–2020), Research Assistant and capstone advisee
    - Summer Research Program Fellow and advisee
  - Tng Pei Ling (2020–2021), capstone advisee
    - Recent Yale-NUS graduate
  - Zhenglong Wong (2020–2021), Research Assistant and capstone advisee
    - Recent Yale-NUS graduate
  - May Wang (2021), Research advisee
    - Summer Research Program Fellow and advisee
  - Jannell Job (2021–2022), capstone advisee
  - Nisha Selwyn (2021–2022), capstone advisee

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- Amrita Kaur Dhillon (2021–2022), capstone advisee
  - Hun Kang (2021–2022), capstone advisee
    - M.P.H. candidate in Public Health at Yale University
  - Misaki Tan (2022–2023), capstone advisee
  - Ivy Yen-Wen Liao (2022–2023), capstone advisee
    - Accepted to the M.S. program in Community Health and Prevention Research at the Stanford University School of Medicine
    - Recipient of the Yale-NUS best capstone award
  - Cheng-Kai Sheu (2022–2023), capstone advisee
  - Jane Lee Pwei Yee (2019–2023), research advisee
    - Admitted to the MSc program in Social Cognition at UCL
  - Benjamin Chong (2023–), research advisee
  - Meherwan Patel (2023–), research advisee

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## DOCTORAL THESIS AND QUALIFYING EXAM COMMITTEES

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Li Ying (Department of Psychology, National University of Singapore, Ph.D. candidate, 2022)

Ong Xiang Ling (Department of Psychology, National University of Singapore, Ph.D. completed 2020)

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## TEACHING AND CURRICULUM DEVELOPMENT

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### University of Exeter Business School

- Confronting Social Injustice in Organizations (forthcoming)
- Leading in International Contexts

### Yale-NUS College

- Introductory Social Psychology
- Confronting Social Injustice with Social Psychology
- Goals and Motivation Seminar
- Social Psychology Laboratory (research methods and design)
- Quantitative Reasoning
- Comparative Social Inquiry
- Motivating Landscapes: A Multidisciplinary Exploration of the Complex Himalayan Terrain (2-week intensive course on motivation and Earth science taught while trekking the Annapurna Circuit in Nepal)
- Apartheid in South Africa: Understanding the Psychological and Political Mechanisms of Prejudice and Discrimination (1.5-week intensive course in Cape Town and Johannesburg)

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**Yale Centre Beijing**

- This is How Your Mind Works (6-session program on social psychology, co-taught with Paul Bloom, Ph.D., University of Toronto; <https://centerbeijing.yale.edu/event/2021/03/how-your-mind-works>)

**New York University**

- Measuring Engagement (graduate course; co-instructor with Dr. Jan L. Plass)

**Duke University**

- Introductory Psychology
- Introductory Social Psychology

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**REFERENCES**

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**Carol S. Dweck, Ph.D.**

Lewis & Virginia Eaton Professor of Psychology  
Department of Psychology  
Stanford University

**Judith M. Harackiewicz, Ph.D.**

Paul Pintrich Professor of Psychology  
Department of Psychology  
University of Wisconsin–Madison

**Gregory M. Walton, Ph.D.**

Professor of Psychology  
The Michael Forman University Fellow in Undergraduate Education  
Department of Psychology  
Stanford University