Psychological, Health, & Learning Sciences
College of Education

ALLISON MASTER, PH.D.

ASSOCIATE PROFESSOR

MEASUREMENT, QUANTITATIVE METHODS, AND LEARNING SCIENCES (MQM-LS) PROGRAM

HUMAN DEVELOPMENT AND FAMILY SCIENCES PROGRAM, COURTESY AFFILIATION

DEPARTMENT OF PSYCHOLOGICAL, HEALTH, & LEARNING SCIENCES

COLLEGE OF EDUCATION

AMASTER@UH.EDU

EDUCATION, TEACHING, & RELEVANT TRAINING POSITIONS

GRADUATE AND POSTDOCTORAL EDUCATION

2011-2016	**Postdoctoral Fellow in Learning Sciences/Psychology;** Institute for Learning & Brain Sciences, University of Washington, Seattle, WA
2005-2011	**Ph.D. in Developmental Psychology;** Department of Psychology, Stanford University
2005-2007	**M.A. in Developmental Psychology;** Department of Psychology, Stanford University

ACADEMIC APPOINTMENT & PAST RELEVANT POSITIONS

2025 (Sept.) - present	**Associate Professor with tenure,** Psychological, Health, & Learning Sciences, College of Education, University of Houston
2020-2025	**Assistant Professor,** Psychological, Health, & Learning Sciences, College of Education, University of Houston
2016-2020	**Research Scientist,** Institute for Learning & Brain Sciences, University of Washington

AWARDS AND RECOGNITIONS

1. Presidential Early Career Award for Scientists and Engineers (PECASE), 2025
    a. Awarded by President Biden through the U.S. Department of Education: “The highest honor bestowed by the U.S. government on outstanding scientists and engineers early in their careers”
2. UH Scholar Walk, Spring 2025

3. UH Provost's Faculty Travel Fund Award, Spring 2025
4. UH Teaching Excellence Award (one of the highest honors bestowed by UH), 2023-2024
5. UH Assistant Professor Excellence (APeX) Series, 2023-2024
6. UH College of Education Collaborative Research Excellence Award – Assistant Professor, 2023-2024
7. UH Department of Psychological, Health, & Learning Sciences, Scholarly Publication Fund Award, 2023-2024, 2024-2025
8. American Educational Research Association (AERA) Division C, Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies, Honorable Mention, 2023
9. UH Department of Psychological, Health, & Learning Sciences, 2023 Top Grant Expenditures Award
10. UH College of Education Research Excellence Award – Assistant Professor, 2022-2023
11. UH College of Education Teaching Excellence Award, 2021-2022
12. Teacher+Researcher Workshop Travel Award, Computer Science Teachers Association (CSTA), 2022
13. Society for Research in Child Development Early Career Travel Award, 2013
14. International Society for the Study of Behavioral Development (ISSBD) Early Career Scholars Travel Award, 2012 (declined)
15. Society for Research in Child Development Student Travel Award, 2011
16. Norman Anderson Research Fund, Stanford University, 2011
17. APF Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship, 2010-2011
18. Stanford Psychology Department Graduate Student Teaching Award, 2008
19. National Science Foundation (NSF) Graduate Research Fellowship, 2007-2010
20. Regina Casper Stanford Graduate Fellowship, 2005-2008
21. Summa cum laude with distinction in the major, Yale University, 2003
22. Phi Beta Kappa, Yale University, 2003
23. Psi Chi (National Honor Society in Psychology), Yale University, 2003
24. Early Childhood Education Fellow, Yale University, 2002-2003

RESEARCH AND SCHOLARSHIP

GOOGLE SCHOLAR (H-INDEX = 23; TOTAL CITATIONS = 7,899)

https://scholar.google.com/citations?user=_UmfrM8AAAAJ&hl=en

RESEARCH GATE: https://www.researchgate.net/profile/Allison-Master

PEER-REVIEWED PUBLICATIONS

(*Denotes student authors, ^Denotes senior author, IF: Impact factor)

1. **Master, A.,** *Baker, S., *Patel, K., *Roy, P., & Butler, L. P. (In press). Role of stereotypes in gender development and disparities. *Annual Review of Developmental Psychology* (IF = 7.5).

2. **Master, A.,** *Alexander, T., Thompson, J., Fan, W., Meltzoff, A. N., & Cheryan, S. (2025). Causes and consequences of stereotypes: Interest stereotypes reduce adolescent girls' motivation to enroll in computer science classes. *Journal of Research on Technology in Education* [Special issue on computer science for all], *57*(1), 56-83. (IF: 4.5; 6% acceptance rate; 4 citations)

3. **Master, A.,** Meltzoff, A. N., *Tang, D., & Cheryan, S. (2025). Divergence of children's gender stereotypes and motivation across different STEM fields. *Proceedings of the National Academy of Sciences, 122*(18), e2408657122. (IF: 10.8)

4. *Sharmin, S., *Tran, M. H., Fan, W., Arbona, C., **Master, A.,** & Zou, Y. (2024). Psychometric properties of the basic needs satisfaction in general scale: A second-order CFA analysis. *Journal of Psychoeducational Assessment, 43*(2), 147-160. (IF: 1.5)

5. *Sriutaisuk, S., Huansuriya, T., & ^**Master, A**. (2024). Growth mindsets and mastery motivation interact in predicting achievement of adolescents in Southeast Asia. *Kasetsart Journal of Social Sciences, 45*, 1025-1036. (IF: 1.6)

6. *Stewart, C. M., **Master, A.,** Mire, S. S., Hassett, K. S., & Smith, B. H. (2024). Perceptions of academic performance, impairment, and mental health in college students with and without ADHD. *Journal of Attention Disorders, 28*(14), 1746-1759. (IF: 2.7; 5.3% acceptance rate; 2 citations)

7. *Tang, D., Meltzoff, A. N., Cheryan, S., Fan, W., & ^**Master, A.** (2024). Longitudinal stability and change across a year in children's gender stereotypes about four STEM fields. *Developmental Psychology, 60*(6), 1109-1130. (IF: 5; 29% acceptance rate; 8 citations)

8. *Turnquest, K., Fan, W., Rangel, V. S., Dyer, N., & ^**Master, A.** (2024). Achievement emotions predict transfer student academic success. *Social Psychology of Education, 27*, 1481-1508. (IF: 3.6; 4 citations)

9. *Turnquest, K., Fan, W., Rangel, V. S., Dyer, N., & ^**Master, A.** (2024). Student engagement, school involvement, and transfer student success. *Contemporary Educational Psychology, 79,* 102322. (IF: 3.9; 4 citations)

10. *Sampige, R., *Tang, D., Frankel, L., & ^**Master, A.** (2023). Distance learning and perceived social support: Identifying protective factors for families' COVID-related stress and psychological distress during the COVID-19 pandemic. *Merrill-Palmer Quarterly, 69*(2), 158-187. (IF: 0.8; 2 citations)

11. **Master, A.,** *Tang, D., *Forsythe, D. H., *Alexander, T., Cheryan, S., & Meltzoff, A. N. (2023). Gender equity and motivational readiness for computational thinking in early childhood. *Early Childhood Research Quarterly* [Special issue: Examining computational thinking in early childhood], *64,* 242-254. (IF: 3.7; 27 citations)

12. **Master, A.,** Meltzoff, A. N., & Cheryan, S. (2021). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. *Proceedings of the National Academy of Sciences, 118,* e2100030118. (IF: 10.8; 15.3% acceptance rate; 290 citations)

13. **Master, A.** (2021). Gender stereotypes influence children's STEM motivation. *Child Development Perspectives, 15,* 203-210. (IF: 6.4; 21% acceptance rate; 163 citations)

14. Zucker, T. A., Montroy, J., **Master, A.,** Assel, M., McCallum, C., & Yeomans-Maldonado, G. (2021). Expectancy-value theory & preschool parental involvement in informal STEM learning. *Journal of Applied Developmental Psychology, 76,* 101320. (IF: 3; 28 citations)

15. Cvencek, D., Paz-Albo, J., **Master, A.,** Herranz Llácer, C. V., Hervás-Escobar, A., & Meltzoff, A. N. (2020). Math is for me: A field intervention to strengthen math self-concepts in Spanish-speaking 3rd grade children. *Frontiers in Psychology, 11:*593995. (IF: 3.8; 13 citations)

16. **Master, A.,** & Meltzoff, A. N. (2020). Cultural stereotypes and sense of belonging contribute to gender gaps in STEM. *International Journal of Gender, Science, and Technology, 12,* 152-198. (279 citations)

17. Tierney, W., Hardy, J., Ebersole, C., Leavitt, K., Viganola, D., Clemente, E. G., Gordon, M., Dreber, A., Johannesson, M., Pfeiffer, T., Hiring Decisions Forecasting Collaboration **[including Master, A.],** & Uhlmann, E. L. (2020). Creative destruction in science. *Organizational Behavior and Human Decision Processes, 161,* 291-309. (IF: 4.6; 6% acceptance rate; 68 citations)

18. Goyer, J. P., Cohen, G. L., Cook, J. E., **Master, A.,** Apfel, N., Lee, W., Henderson, A. G., Reeves, S. L., Okonofua, J. A., & Walton, G. M. (2019). Targeted identity-safety interventions cause lasting reductions in discipline citations among minority boys. *Journal of Personality and Social Psychology, 117,* 229-259. (IF: 7.6; 12% acceptance rate; 104 citations)

19. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2017). Social group membership increases STEM engagement among preschoolers. *Developmental Psychology, 53,* 201-209. (IF: 5; 29% acceptance rate; 91 citations)

20. **Master, A.,** Cheryan, S., Moscatelli, A., & Meltzoff, A. N. (2017). Programming experience promotes higher STEM motivation among first-grade girls. *Journal of Experimental Child Psychology, 160,* 92-106. (IF: 2.6; 475 citations)

21. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2016). Computing whether she belongs: Stereotypes undermine girls' interest and sense of belonging in computer science. *Journal of Educational Psychology, 108,* 424-437. (IF: 6.7; 7% acceptance rate; 784 citations)

22. **Master, A.,** & Meltzoff, A. N. (2016). Building bridges between psychological science and education: Cultural stereotypes, STEM, and equity. *Prospects, 46,* 215-234. (IF: 6.91; 120 citations)

23. **Master, A.,** Meltzoff, A. N., & Lent, R. (2016). Neuroscience, psychology, and society: Translating research to improve learning. *Prospects, 46,* 191-198. (IF: 6.91; 11 citations)

24. Cheryan, S., **Master, A.,** & Meltzoff, A. N. (2015). Cultural stereotypes as gatekeepers: Increasing girls' interest in computer science and engineering by diversifying stereotypes. *Frontiers in Psychology, 6*:49. (IF: 3.8; 1,046 citations)

25. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2014). Reducing adolescent girls' concerns about STEM stereotypes: When do female teachers matter? *International Review of Social Psychology* [Special issue: Stereotype threat in children]*, 27,* 79-102. (IF: 2.5; 14% acceptance rate; 70 citations)

26. §Bryan, C. J., **§Master, A.,** & Walton, G. M. (2014). "Helping" vs. "being a helper": Invoking the self to increase helping in young children. *Child Development, 85,* 1836-1842. (IF: 4.6; 18% acceptance rate; 173 citations)

27. Romero, C., **Master, A.,** Paunesku, D., Dweck, C. S., & Gross, J. J. (2014). Academic and emotional functioning in middle school: The role of implicit theories. *Emotion, 14,* 227-234. (IF: 4.5; 23% acceptance rate; 605 citations)

28. †Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., **Master, A.,** Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General, 143,* 804-824. (IF: 4.7; 21% acceptance rate; 639 citations)

29. **Master, A.,** & Walton, G. M. (2013). Minimal groups increase young children's motivation and learning on group-relevant tasks. *Child Development, 84,* 737-751. (IF: 4.6; 18% acceptance rate; 103 citations)

30. **Master, A.,** Markman, E. M., & Dweck, C. S. (2012). Thinking in categories or along a continuum: Consequences for children's social judgments. *Child Development, 83,* 1145-1163. (IF: 4.6; 18% acceptance rate; 55 citations)

31. Cohen, G. L., Garcia, J., Apfel, N., & **Master, A.** (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313,* 1307-1310. (IF: 54.5; 6% acceptance rate; 1,826 citations)

§*Authors contributed equally.*
†*Recipient of the 2015 Robert B. Cialdini Award from the Society for Personality and Social Psychology*

Other Works (Not Refereed)

32. **Master, A.,** Tang, D., & *Robinson, S. (2025). Computing and gender. In E. Blair & S. Deckman (Eds.), *Sage Encyclopedia of Education and Gender.*

33. **Master, A.** (2024). Ungrading in educational psychology: How a motivation researcher motivates her students. In D. Buffalari, E. Carpenter, & K. Skogsberg (Eds.), *Getting started with alternative grading in the psychology classroom: Rationale and Resources* (pp. 63-69). The Society for the Teaching of Psychology. https://teachpsych.org/ebooks/altgrading

34. Cvencek, D., Paz-Albo, J., **Master, A.,** Herranz Llácer, C. V., Hervás-Escobar, A., & Meltzoff, A. N. (2022). Math is for me: A field intervention to strengthen math self-concepts in Spanish-speaking 3rd grade children. In E. Galindo, A. A. Candeias, M. Lipowska, Ó. C. De Sousa, & M. Stueck (Eds.), *School achievement and failure: Prevention and intervention strategies*. Lausanne: Frontiers Media SA.

35. Cheryan, S., **Master, A.,** & Meltzoff, A. N. (2018). Cultural stereotypes as gatekeepers: Increasing girls' interest in computer science and engineering by diversifying stereotypes. In S. J. Ceci, W. M. Williams, & S. Kahn (Eds.), *The underrepresentation of women in science: International and cross-disciplinary evidence and debate* (pp. 85-92). Lausanne: Frontiers Media.

36. **§Master, A.,** §Butler, L. P., & Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. In O'Keefe, P. A., & Harackiewicz, J. M. (Eds.), *The science of interest* (pp. 209-226). New York, NY: Springer. (18 citations)

37. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2016). Motivation and identity. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school,* 2nd edition (pp. 300-319). New York, NY: Routledge. (31 citations)

38. Cohen, G. L., Garcia, J., Apfel, N., & **Master, A.** (2011). A self-affirmation intervention to reduce the racial achievement gap. In E. Aronson & J. Aronson (Eds.), *Readings about the social animal*, 11th edition (pp. 288-299). New York, NY: Worth Freeman.

39. Dweck, C. S., & **Master, A.** (2009). Self-concept. In W. Carey, A. Crocker, E. Elias, H. Feldman, & W. Coleman (Eds.), *Developmental-behavioral pediatrics*, 4th edition (pp. 427-435). St. Louis, MO: Elsevier. (7 citations)

40. Dweck, C. S., & **Master, A.** (2009). Self-theories and motivation: Students' beliefs about intelligence. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 123-140). New York, NY: Routledge. (376 citations)

41. Lepper, M. R., **Master, A.,** & Yow, W. Q. (2008). Intrinsic motivation in education. In M. L. Maehr, S. A. Karabenick, & T. C. Urdan (Eds.), *Advances in motivation and achievement, Volume 15: Social psychological perspectives* (pp. 521-555). New York, NY: MacMillan. (29 citations)

42. Cohen, G. L., Garcia, J., Apfel, N., & **Master, A.** (2007). A self-affirmation intervention to reduce the racial achievement gap. In E. Aronson & J. Aronson (Eds.), *Readings about the social animal*, 10th edition (pp. 304-315). New York, NY: Worth Freeman.

43. Dweck, C. S., & **Master, A.** (2007). Self-theories motivate self-regulated learning. In D. H. Schunk & B. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 31-51). Mahwah, NJ: Erlbaum. (421 citations)

Articles Under Review

44. *Alexander, T., **Master, A.,** Olvera, N., & Fan, W. (Submitted). Risk factors associated with college stress and persistence intentions among ethnically diverse women. Manuscript submitted for publication.

45. INTERACT Incubator Consortium [including **Master, A.**]. (Submitted). A field-initiated vision of research infrastructure for STEM education. Manuscript submitted for publication.

46. **Master, A.,** *Alexander, T., Thompson, J., *Tran, M.-H., *Wu, W., & Olvera, N. (Submitted). Racial and ethnic stereotypes predict STEM motivation in Hispanic middle school students. Manuscript submitted for publication.

47. **Master, A.,** *Baker, S., *Lee, K., & *Turcotte, P. (Submitted). Links between gender stereotypes and gender gaps in STEM motivation in childhood and adolescence. Invited chapter for *Research Handbook of Gender & STEM.* Invited revision.

48. **Master, A.,** & *Baquet, Z. (Submitted). Motivation and identity. In C. Fong, C. Rozek, & A. Zusho (Eds.), *Handbook of motivation at school,* 3rd edition. Manuscript submitted for publication.

49. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (Submitted). When do female role models matter? Effects of professor gender and stereotype threat on women's interest in computer science. Manuscript submitted for publication.

50. **Master, A.,** & Dweck, C. S. (Submitted). Preschoolers show increased challenge-seeking from vicarious praise in stories. Manuscript submitted for publication.

51. **Master, A.,** *Lee, K., *Sharmin, S., *Tang, D., Meltzoff, A. N. & Cheryan, S. (Submitted). It doesn't always have to be this way: Promoting girls' interest in STEM through growth mindsets and structural explanations of gender differences. Manuscript submitted for publication.

52. **Master, A.,** *Patel, K. S., Weltzien, K., & *Sharmin, S. (Submitted). "I felt like I completely belonged in that class": Gender and the development of sense of belonging in K-12 STEM education. Invited revision.

53. *Patel, K.S., Danovitch, J.H., **Master, A.,** & Sharma, R. (Submitted). A situated expectancy-value approach to understanding American and Indian adolescents' science motivation. Manuscript submitted for publication.

54. *Sriutaisuk, S., Fan, W., Kim, H., Snodgrass Rangel, V., & ^**Master, A.** (Submitted). Is math for all? Latent profile analysis of gender stereotypes and self-perceptions. Manuscript submitted for publication.

55. *Stewart, C. M., Laakman, A., Mire, S. S., **Master, A.,** Hassett, K. S., & Smith, B. H. (Submitted). Defining and measuring positive illusory bias in ADHD: A scoping review. Manuscript submitted for publication.

56. *Tang, D., Sahin, A., **Master, A.,** Rangel, V. S., Kim, H., & Fan, W. (Submitted). Determinants of math and science self-concepts among high school students: A longitudinal investigation. Manuscript submitted for publication.

57. *Turnquest, K. N., Fan, W., & ^**Master, A.** (Submitted). Keeping students engaged in higher education: Undergraduate students' achievement motivation through the COVID-19 pandemic. Manuscript submitted for publication.

58. *Zhang, R., **Master, A.,** Zhang, J., Usero-González, F., & Fan, W. (Submitted). Effects of family involvement on the reading achievement of emergent bilinguals in kindergarten. Manuscript submitted for publication.

59. Zucker, T., Mesa, M. P., Bambha, V., DeMaster, D., Ahmed, Y., **Master, A.,** Hammond, J., & McCallum, C. (Submitted). Conditions to enhance elementary children's STEM outcomes using afterschool museum outreach programs. Manuscript submitted for publication.

Articles in Preparation

60. *Alexander, T., **Master, A.,** Cirino, P. T., Pavlidis, I., & Tolar, T. (In preparation). Community college students' cultural backgrounds and course experiences impact math anxiety. Manuscript in preparation, University of Houston.

61. *Alexander, T., Fan, W., Olvera, N., Thompson, M., & ^**Master, A.** (In preparation). Is math for me? The impact of identification, mindsets, and belonging on marginalized adolescents' math anxiety. Manuscript in preparation, University of Houston.

62. *Alexander, T., *Roy, P., Meltzoff, A. N., Cheryan, S., & ^**Master, A.** (In preparation). STEM motivation is more strongly linked to gender stereotype endorsement than awareness for children and adolescents. Manuscript in preparation, University of Houston.

63. *Baker, S. & **Master, A.** (In preparation). Nationally representative evidence that executive function skills mediate the relation between father absence and mathematical achievement in elementary school. Manuscript in preparation, University of Houston.

64. *Baker, S. & **Master, A.** (In preparation). Boys' developmental trajectories of effortful control and the relation to externalizing behaviors and reading achievement throughout primary school. Manuscript in preparation, University of Houston.

65. *Choi, J. Y., *Lee, K., & ^**Master, A.** (In preparation). "Not smart enough": STEM mindsets and the impostor phenomenon in adolescents. Manuscript in preparation, University of Houston.

66. *Lee, K., Lee, S., & **Master, A.** (In preparation). From fixed to growth: An intensive longitudinal study of the interplay between growth mindset, emotions, sense of belonging, and experiences in daily life among college students. Manuscript in preparation, University of Houston.

67. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (In preparation). Can acknowledging underrepresentation be positive? How standing out can motivate women. Manuscript in preparation, University of Houston.

68. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (In preparation). Stereotypes about children are more strongly linked to youths' STEM motivation than stereotypes about adults. Manuscript in preparation, University of Houston.

69. *Robinson, S., *Lee, K., Thompson, J., *Alexander, T., *Sharmin, S., Meltzoff, A. N., Cheryan, S., Fan, W., & ^**Master, A.** (In preparation). The right messages from the right messengers: Increasing girls' interest in computer science with peer videos. Manuscript in preparation, University of Houston.

70. *Sriutaisuk, S., Meltzoff, A. N., Cheryan, S., Dweck, C. S., & ^**Master, A.** (In preparation). Adolescent girls' growth mindsets moderate negative links between gender stereotypes and STEM interest. Manuscript in preparation, University of Houston.

71. *Stewart, C. M., Mire, S. S., **Master, A.,** Hassett, K. S., & Smith, B. H. (In preparation). Positive illusory bias in ADHD: Self-protective, maladaptive, or both? Manuscript in preparation, University of Houston.

72. *Tang, D., Sahin, A., **Master, A.,** Rangel, V. S., Kim, H., & Fan, W. (In preparation). A longitudinal investigation of high school students' STEM major intentions. Manuscript in preparation, University of Houston.

73. *Zhang, R., **Master, A.,** Zhang, J., Usero-González, F., & Fan, W. (In preparation). Examining the roles of barriers and school supports on school-based family involvement in kindergarten: The moderating effect of emergent bilingual status. Manuscript in preparation, University of Houston.

FUNDED RESEARCH GRANTS (TOTAL AS PI: $2,411,849)

1. UH Department of Psychological, Health, & Learning Sciences (PHLS), Innovative Scholarship Boost Grant, 2025-2026 (Internal Grant)
    a. PI: Allison Master
    b. Collaborative PIs: Lisa Limeri, Kali Trzesniewski

c. Project title: Uncovering Mindset Meaning System Profiles to Promote Adolescents' Engagement in STEM Pathways
d. Total funding: $11,000
e. Role: PI (4.2% FTE)
f. Contribution: Lead for coordinating the research team across three collaborative institutions, writing the IRB application on which the other institutions will rely, supervising recruitment, and supervising data collection and cleaning.

2. National Science Foundation (NSF), ECR Building Capacity in STEM Education Research (BCSER)
   - PI: Amin Alipour
   - Project title: *Understanding and Mitigating the Impacts of Code Intelligence Systems in Introductory Programming Courses*
   - Total funding: $349,987 (total direct: $217,100; indirect: $119,405)
   - Time period: 2022-2025
   - Role: Key Personnel/Mentor (8.3% FTE; 20% credit split)
   - Contribution: Served as mentor to help Dr. Alipour build capacity to advance knowledge of STEM education, by including him in lab meetings, inviting him to audit learning sciences courses, and meeting with him regularly (during the academic year and summer) to discuss readings and research plans relevant to his proposal.
3. University of Houston Asian American Studies Center, Student Research Grant
   - Role: Faculty Advisor to Kahyun Lee
   - Project title: *Effects of Affective and Self-esteem Instability on Asian and Asian American Students' Mindsets During the Pandemic*
   - Total funding: $5,000
   - Time period: 2022
   - Role: Faculty Advisor
   - Contribution: Supervised proposal submission, IRB preparation, data collection, analyses, and writing.
4. National Science Foundation (NSF), CSforAll
   - PI: Allison Master
   - Co-PIs: Weihua Fan, Sapna Cheryan, Andrew N. Meltzoff
   - Project title: *Counteracting Stereotypes to Boost Girls' Interest and Participation in Computer Science*
   - Original funding: $499,937 (direct costs: $400,417; indirect: $99,520); Supplemental funding: $97,032 (direct costs: $62,601; indirect: $34,431); Total funding: $596,969 (direct costs: $463,018; indirect: $133,951)
   - Time period: 2021-2025
   - Role: PI (8.3% FTE; 80% credit split)
   - Contribution: Supervised investigation, administrative work, data analyses, writing, and dissemination.
5. National Science Foundation (NSF), EHR
   - PI: Sapna Cheryan
   - Project title: *A Cultural Growth-Mindset Approach to Interest: Implications for Gender Gaps in Computer Science Participation*
   - Total funding: $1,171,536; $32,032 subaward to UH (direct costs: $20,666; indirect: $11,366)
   - Time period: 2019-2022
   - Role: Key Personnel (8.3% FTE; 100% credit split)
   - Contribution: Provided theoretical and methodological expertise about mindset theory and K-12 educational interventions.
6. Institute of Education Sciences (IES), Cognition & Student Learning Exploration Grant
   - PI: Allison Master
   - Co-PIs: Sapna Cheryan, Andrew N. Meltzoff
   - Project title: *Gender Stereotypes in STEM: Exploring Developmental Patterns for Prevention*
   - Total funding: $1,399,149 ($654,510 at UH; direct costs: $596,074; indirect: $58,511)

- Time period: 2018-2023
- Role: PI (13% FTE; 100% credit split)
- Contribution: Supervised investigation, administrative work, data analyses, writing, and dissemination.

7. National Science Foundation (NSF), Innovative Technology Experiences for Students and Teachers (ITEST)
    - PI at University of Washington: Allison Master
    - Co-PIs: Sapna Cheryan, Andrew N. Meltzoff
    - Project title: *Who Likes Computer Science? How Gender Stereotypes about Interest Shape Children's Motivation*
    - Total funding: $399,731 (direct costs: $257,062; indirect: $142,669)
    - Time period: 2018-2020
    - Role: PI (25% FTE)
    - Contribution: Supervised investigation, administrative work, data analyses, writing, and dissemination.
8. National Science Foundation (NSF), HRD
    - PI: Andrew N. Meltzoff
    - Co-PI: Dario Cvencek
    - Project title: *Developmental Emergence of Math-Gender Stereotypes and Math Self-Concepts*
    - Total funding: $497,589
    - Time period: 2017-2020
    - Role: Key Personnel (4.2% FTE)
    - Contribution: Provided theoretical and methodological input in assessing stereotypes, as well as statistical expertise.
9. Bezos Family Foundation Early Learning Research Fund
    - PI: Andrew N. Meltzoff
    - Co-PI: Allison Master
    - Project title: *Social Group Membership Increases STEM Engagement and Learning in 4.5-year-old Children.*
    - Total funding: $149,917 (direct costs: $142,778; indirect: $7,139)
    - Time period: 2017-2018
    - Role: Co-PI (50% FTE)
    - Contribution: Led investigation, data analyses, and writing.
10. Bezos Family Foundation Early Learning Research Fund
    - PI: Andrew N. Meltzoff
    - Project title: *Social Motivation for Math Learning in 4.5-year-old Children*
    - Total funding: $98,160 (direct costs: $94,251; indirect: $4,713)
    - Time period: 2015-2016
    - Role: Key Personnel (50% FTE)
    - Contribution: Led investigation, data analyses, and writing.
11. National Science Foundation (NSF) SBIR Phase I
    - PI: Adriana Moscatelli
    - Project title: *A Robotics-Based Gaming System for Science, Technology, Engineering, and Math Education*
    - Total funding: $150,000
    - Time period: 2013-2014
    - Role: Key Personnel (17% FTE)
    - Contribution: Led investigation, data analyses, and writing.

PENDING RESEARCH PROPOSALS, CURRENTLY UNDER REVIEW

1. National Science Foundation, CAREER, 2025-2030
    - PI: Allison Master

- Project title: *CAREER: Harnessing Identity Development Stories to Boost Girls' Belonging in Computer Science*
- Total funding: $1,116,946 (direct costs: $711,430; indirect: $405,516)
- Role: PI (8.3% FTE; 100% credit split)
- Contribution: Supervise investigation, administrative work, data analyses, writing, and dissemination.
- Panel rating: "Highly competitive"

RESEARCH PROPOSALS SUBMITTED BUT NOT FUNDED

1. Spencer Foundation Rapid Response Bridge Grant, 2025-2026
    - PI: Allison Master
    - Project title: *Counteracting Stereotypes to Boost Girls' Interest and Participation in Computer Science*
    - Total funding: $23,536 (direct costs: $23,536; no indirect costs)
    - Role: PI (8.3% FTE)
    - Contribution: Supervise investigation, administrative work, data analyses, writing, and dissemination.
2. National Science Foundation, Education CORE Research (ECR), 2025-2028
    - PI: Allison Master
    - Collaborative PIs: Lisa Limeri, Kali Trzesniewski
    - Project title: *Collaborative Research: Uncovering Mindset Meaning System Profiles to Promote Adolescents' Engagement in STEM Pathways*
    - Total funding: $601,945 (direct costs: $383,405; indirect: $218,540); total funding across collaborative institutions: $1,424,197
    - Role: PI (8.3% FTE; 100% credit split)
    - Contribution: Lead for coordinating the research team across three collaborative institutions, writing the IRB application on which the other institutions will rely, supervising local recruitment, supervising data collection and cleaning, mentoring the postdoctoral fellow to write and disseminate results, and communicating with the Advisory Board.
3. National Institutes of Health, NICHD R01, 2025-2030
    - PI: Nichole Kelly
    - Project title: *Clarifying the Contributions of Impression Management and Gender Stereotypes to Pediatric Eating Behaviors that Increase Disease Risk*
    - Subaward funding: $30,878 (direct costs: $19,668; indirect: $11,210)
    - Role: Subaward PI (2-4% FTE; 100% credit split for subaward)
    - Contribution: Provide input on methods, review preliminary data, consult as needed, and co-author publications and conference submissions.
4. National Science Foundation, STEM Education Organizational Postdoctoral Research Fellowship (STEM Ed OPRF)
    - PI: Allison Master
    - Co-PIs: Consuelo Arbona, Weihua Fan, Norma Olvera, Virginia Snodgrass Rangel
    - Project title: *EMBRACE STEM: Equity, Motivation, and Belonging Research for Advancing Culturally-Responsive Education in STEM*
    - Total funding: $1,232,514 (total direct: $785,041; indirect: $447,473)
    - Role: PI (8.3% FTE; 40% credit split)
    - Contribution: Lead the mentor team, communicate with external evaluators, coordinate the program activities, disseminate project recommendations, and supervise postdoctoral fellows.
5. National Science Foundation (NSF), ECR Building Capacity in STEM Education Research (BCSER), 2024-2027
    - PI: Jacqueline Ekeoba
    - Project title: *BCSER: Researching Data and AI Valuation in STEM Educator Development (rAI-vised)*
    - Total funding: $339,113 (total direct: $212,174; indirect: $120,939)

- Role: Key Personnel/Mentor (5% FTE; 20% credit split)
- Contribution: Serve as a mentor to PI Ekeoba in quantitative methodology and facilitate PI Ekeoba's development via weekly laboratory meetings and course audits.

6. National Science Foundation, Research on Innovative Technologies for Enhanced Learning (RITEL)
    - PI: Jaspal Subhlok
    - Co-PIs: Allison Master, Shishir Shah, Thamar Solorio
    - Project title: *Collaborative Research: Enhancing STEM Teaching and Learning with AI-Driven Content Indexing of Lecture Videos*
    - Total funding: $650,000 (total direct: $421,271; indirect: $228,729)
    - Role: Co-PI
    - Contribution: Evaluate AI enhancements and support research including design and conduct of student and faculty surveys and interviews; supervise graduate research assistant.
7. National Science Foundation, STEM Education Individual Postdoctoral Research Fellowship (STEM Ed IPRF)
    - PI: Xiao-Yin Chen
    - Project title: *Beyond Seeing Success: Investigating Perceptions of Similarity to STEM Role Models for Motivating Diverse High School Students in STEM*
    - Total funding: $170,000 direct costs
    - Role: Sponsoring Researcher
    - Contribution: Mentor and supervise postdoctoral fellow.
8. U.S. Department of Education, Institute of Education Sciences (IES), Cognition and Student Learning Exploration (Goal 1) Grant, 2024-2028
    - PI: Sapna Cheryan
    - Co-PIs: Andrei Cimpian, Joseph Cimpian, Allison Master
    - Project title: *Sense of Mattering: Exploring Development and Consequences for Girls' Participation in Computer Science and Engineering*
    - Total funding: $1,699,845; UH subaward: $8,692 (total direct: $5,608; indirect: $3,084)
    - Role: Co-PI (.25% FTE)
    - Contribution: Provide content expertise on study design and materials and provide feedback for presentations and manuscripts.
9. National Science Foundation (NSF), CAREER, 2024-2029
    - PI: Allison Master
    - Project title: *CAREER: "Computer Science is for Us": Countering Stereotypes to Broaden Girls' Representation in Computer Science*
    - Total funding: $1,337,762 (direct costs: $863,072; indirect: $474,690)
    - Role: PI (8.3% FTE; 100% credit split)
    a. Contribution: Supervise investigation, administrative work, data analyses, writing, and dissemination.
10. National Science Foundation (NSF), Advancing Informal STEM Learning (AISL), 2023-2027
    - PI: Norma Olvera
    - Co-PIs: Jeannette Alarcon, Consuelo Arbona, Allison Master
    - Project title: *BOUNCE into the STEM Zone*
    - Total funding: $1,999,999 (total direct: $1,290,322; indirect: $709,677)
    - Role: Co-PI (4.2% FTE; 5% credit split)
    - Contribution: Provide input into the curriculum implementation, student data collection and summative evaluation, and publication of project findings.
11. National Science Foundation (NSF), ITEST, 2023-2027
    - PI: Norma Olvera
    - Co-PIs: Jeannette Alarcon, Consuelo Arbona, Allison Master
    - Project title: *Community Youth Experts: Movement, Occupation, Voice, Nutrition*
    - Total funding: $1,287,043 (total direct: $830,350; indirect: $456,693)
    - Role: Co-PI (4.2% FTE; 5% credit split)

- Contribution: Provide input into the curriculum implementation, student data collection, and analyses, and publication of project findings.

12. National Science Foundation (NSF), Advancing Informal STEM Learning (AISL), 2022-2024
    - PI: Nouhad Rizk
    - Co-PIs: Allison Master, Donna Pattison
    - Project title: *She Codes: Using University, Middle Schools, and Industry Partnership to Increase the Number of Women Entering Computer Science Careers through Engagement with Digital Storytelling*
    - Total Funding: $294,058 (total direct: $211,578; indirect: $82,480)
    - Role: Co-PI (8.3% FTE; 30% credit split)
    - Contribution: Program evaluation and dissemination/writing.
13. National Science Foundation (NSF), Hispanic-Serving Institutions (HSI), 2022-2027
    - PI: Peter Copeland
    - Co-PIs: Michael Murphy, Robert Stewart, Virginia Sisson
    - Project title: *FIELDGeo - Field Investigations and Education Leading to Degrees in Geoscience*
    - Total funding: $1,000,000 (total direct: $699,377; indirect: $300,623)
    - Role: Key Personnel (4.2% FTE)
    - Contribution: Program evaluation.
14. Break Through Tech, 2022-2026
    - PI: Dan Wells
    - Co-Is: Allison Master, Donna Stokes, Shishir Shah, Amaury Lendasse, Donna Pattison
    - Project title: *Break Through Tech Proposal from University of Houston*
    - Total funding: $6,367,336 (total direct: $5,306,113; indirect: $1,061,223)
    - Role: Co-I/Program Evaluator (8.3% FTE; 15% credit split)
    - Contribution: Supervise postdoctoral fellow and program evaluation.
15. Google Computer Science Education Research (CS-ER), 2021-2022
    - PI: Paul Hand
    - Co-PIs: Allison Master, Richard Tapia
    - Project title: *Improving Equity in Computer Science by Teaching the Computer Science of Equity*
    - Total funding: $100,000; Subaward to UH: total funding $10,333
    - Role: Co-PI (8.3% FTE; 100% credit split)
    - Contribution: Program evaluation.
16. National Science Foundation (NSF), Developmental Sciences, 2021-2024
    - PI: Allison Master
    - Co-I: Weihua Fan
    - Project title: *Collaborative Research: 21st Century Gender Cognition in Young Children*
    - Total funding: $200,737 (total direct: $129,508; indirect: $71,229)
    - Role: PI (8.3% FTE; 80% credit split)
    b. Contribution: Supervise investigation, administrative work, data analyses, writing, and dissemination.
17. National Science Foundation (NSF), IUSE, 2022-2025
    - PI: Nouhad Rizk
    - Co-PIs: Allison Master, Guoning Chen
    - Project title: *Scaffolded Pathways to Success in Computer Science Through Freshmen and Transfer Student Collaborative Learning Communities*
    - Total funding: $299,952 (total direct: $209,485; indirect: $90,467)
    - Role: Co-PI (8.3% FTE)
    - Contribution: Program evaluation.

INVITED TALKS

1. Master, A. (2024, November). Ungrading in educational psychology. Talk given remotely to the Graduate TA Professional Development Series, Department of Theory & Practice in Teacher Education, University of Tennessee-Knoxville.

2. Master, A. (2024, October). Start early to strengthen STEM pathways: How to boost early interest in STEM. Talk given at the Faculty Scholarly Showcase, University of Houston, Houston, TX.

3. Master, A. (2024, October). Gender stereotypes and STEM motivation. Talk given remotely at the Center for STEM Education Speaker Series, University of Southern Mississippi, Hattiesburg, MS.

4. Master, A. (2024, September). Start early to strengthen the STEM pipeline: How to boost girls' interest in STEM. Talk given at the Social Psychology Seminar, University of Indiana-Bloomington, Bloomington, IN.

5. **Master, A.** (2024, May). You belong with me (Allison's version): The central role of belonging in understanding gender gaps in STEM. Data blitz given at the LONESTAR (Learner-Oriented iNnovations to Enhance Self-regulation and Teaching Associated Researchers) Conference on Strategic Learning, University of Texas-Austin, Austin, TX.

6. **Master, A.** & Harvey-Smith, L. (2024, February). Challenging stereotypes: Cultivating STEM futures for girls. A conversation with Dr. Allison Master and Professor Lisa Harvey-Smith. *International Day of Women and Girls in Science special event*.

7. **Master, A.** (2023, November). Gender stereotypes about interest in engineering start early and cause gender disparities. Talk given at the Engineering Research Center, University of Houston.

8. **Master, A.** (2023, September). Start early to strengthen the STEM pipeline: How to boost girls' interest in STEM. Talk given at the University of Houston Assistant Professor Excellence (APeX) Series, Houston, TX.

9. **Master, A.** (2023, February). Gender stereotypes about interests start early and cause gender disparities in STEM. Talk given at the University of Illinois-Chicago Learning Sciences Research Institute (LSRI), Chicago, IL.

10. **Master A.** (2022, December). Gender stereotypes about interests start early and cause gender disparities in STEM. Talk given remotely at the Science Education Group, University of Illinois-Urbana Champaign.

11. **Master, A.** (2022, November). Tenure-track job negotiation panel. Virtual panel presented by the AERA Motivation Special Interest Group.

12. **Master, A.** (2022, November). Gender identity and stereotype development panel. Talk given at the Engendering Success in STEM Consortium Annual Meeting. https://www.youtube.com/watch?v=B6KxFC-hzuc

13. **Master, A.** (2022, October). Addressing STEM stereotypes with young children. Webinar presented for the National Girls Collaborative Project (NGCP). https://ngcproject.org/resources/addressing-stem-stereotypes-young-children

14. **Master A.** (2022, October). Gender stereotypes about interests start early and cause gender disparities in STEM. Talk given remotely at the Applied Cognition and Development Brown Bag, University of Georgia.

15. **Master, A**. (2022, October). Motivation seminar guest. Talk given remotely at Texas State University, San Marcos, CA.

16. **Master, A.** (2022, August). #CSEdResearch Discussion Group panel. Csedresearch.org

17. **Master, A.** (2022, July). Teacher+Researcher Preconference panel. Computer Science Teachers Association conference, Chicago, IL.

18. **Master, A.** (2022, June). Research 2 practice panel: Why and how to counter computer science stereotypes. Roundtable discussion presented at the WeTeach_CS Summit, Austin, TX.

19. **Master, A.** (2022, May). What you need to know about how gender stereotypes push girls away from STEM. Invited stakeholder lightning talk, #WhyNotMeSTEM Conference, Lubbock, TX.

20. **Master, A.** (2022, April). Let's get motivated! Or: How I learned to stop worrying and love the research process. Invited keynote, PHLS Research Symposium, University of Houston, Houston, TX.

21. **Master, A.** (2022, February). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Industrial-Organizational Psychology Brown Bag, Rice University, Houston, TX.

22. **Master, A.** (2022, January). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Gynecologic Oncology & Reproductive Medicine Grand Rounds, University of Texas MD Anderson Cancer Center, Houston, TX.

23. **Master, A.** (2021, November). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Knowledge in Development Lab, University of Louisville, Louisville, KY.

24. **Master A.** (2021, October). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. Talk given remotely at the Human Development, Culture, and Learning Sciences Colloquium, University of Texas-Austin.

25. **Master, A.** (2021, August). Let's get motivated! Invited keynote, Transfer Student Success Conference, University of Houston-Downtown, Houston, TX.

26. **Master, A.** (2021, April). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given remotely at the Child Development Lecture Series, Harvard Graduate School of Education, Cambridge, MA.

27. **Master, A.** (2020, November). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given remotely at the Uppsala Child & Baby Lab, Uppsala University, Uppsala, Sweden.

28. **Master, A.** (2019, December). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the College of Education, University of Houston, Houston, TX.

29. **Master, A.** (2019, December). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the Psychology Department, San Francisco State University, San Francisco, CA.

30. **Master, A.** (2019, November). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. Talk given at the Children's Learning Institute, UT Health Sciences Center, Houston, TX.

31. **Master, A.** (2019, July). Rewriting the story: Counteracting stereotypes to boost girls' interest in STEM. In M. Rhodes (Chair), *Philosophical and psychological approaches to social change*. Invited symposium conducted at the Society for Psychology and Philosophy, San Diego, CA.

32. **Master, A.** (2018, July). Counteracting stereotypes to boost girls' interest and belonging in STEM. In C. Leaper (Chair), *The social contexts of girls' and women's developing sense of belonging in STEM*. Invited Symposium conducted at the meeting of the Gender and STEM Network, Eugene, OR.

33. **Master, A.** (2018). Social influences on children's motivation. Talk given at the Developmental Area meeting, University of Kentucky, Lexington, KY.

34. **Master, A.** (2017). Social influences on children's motivation. Talk given at the Developmental Area meeting, University of Texas-Austin, Austin, TX.

35. **Master, A.** (2017). Social influences on children's motivation. Talk given at the Developmental, Cognitive, & Behavioral Neuroscience Brown Bag, University of Houston, Houston, TX.

36. **Master, A.** (2012). Positive and negative consequences of children's perceptions of social groups. Talk given at the Developmental Area Meeting, University of British Columbia, Vancouver, Canada.

CHAIRED SYMPOSIA

1. **Master, A.** (2019, March). Do people like me belong in STEM? Social cognitive influences on children's STEM motivation. Chair of symposium presented at the Society for Research in Child Development (SRCD), Baltimore, MD.

2. **Master, A.** (2017, April). Early gender gaps in STEM learning and motivation: Causes, consequences, and intervention. Moderator of conversation roundtable presented at the Society for Research in Child Development (SRCD), Austin, TX.

3. **Master, A.** (2013, April). What determines adolescents' interest in STEM careers? Effects of gender, motivational beliefs, values, and stereotypes. Chair of symposium presented at the Society for Research in Child Development (SRCD), Seattle, WA.

4. **Master, A.,** & Romero, C. (2011, March). Understanding children's responses to praise and criticism. Co-chairs of symposium presented at the Society for Research in Child Development (SRCD), Montreal, Canada.

PEER-REVIEWED NATIONAL AND INTERNATIONAL PRESENTATIONS

(*Student Authors, ^Senior Author)

1. *Choi, J. Y., *Lee, K., & ^**Master, A.** (2026, April). "Not smart enough": STEM mindsets and the impostor phenomenon in adolescents. Presentation submitted to the American Educational Research Association (AERA), Los Angeles, CA.

2. *Lee, K., **Master, A.,** Cutler, C., Sriutaisuk, S., & Burris, J. (2026, April). Longitudinal changes in preservice elementary math teachers' mindsets across three courses. Presentation submitted to the American Educational Research Association (AERA), Los Angeles, CA.

3. *Robinson, S., *Lee, K., Thompson, J., *Alexander, T., *Sharmin, S., Meltzoff, A. N., Cheryan, S., Fan, W., & ^**Master, A.** (2026, April). The right messages from the right messengers: Increasing girls' interest in coding with peer videos. Presentation submitted to the American Educational Research Association (AERA), Los Angeles, CA.

4. *Robinson, S., ^**Master, A.** (2026, April). High school introductory applied STEM courses predict completing a science, technology, engineering, or math degree. Presentation submitted to the American Educational Research Association (AERA), Los Angeles, CA.

5. *Roy, P., & ^**Master, A.** (2026, April). Unmasking impostor feelings in mathematics: The role of gender and belonging among secondary students. Presentation submitted to the American Educational Research Association (AERA), Los Angeles, CA.

6. *Roy, T., *Roy, P., *Saha, N., & ^**Master, A.** (2026, April). Fostering adolescents' belonging in science: The role of self-concept, interest, and perceptions of teachers' beliefs. In Y. Liu & C. Mills (Chairs), *Toward an efficient learning environment: The effect of motivational factors*. Symposium submitted to the American Educational Research Association (AERA), Los Angeles, CA.

7. *Turcotte, P., *Baker, S., *Lee, K., & ^**Master, A.** (2026, April). Links between gender stereotypes and gender gaps in STEM motivation in childhood and adolescence. In H. Lee & X.-Y. Chen (Chairs), *Bridging equity gaps in STEM: Insights from the upcoming Handbook on Gender and STEM*. Symposium submitted to the American Educational Research Association (AERA), Los Angeles, CA.

8. *Robinson, S., & ^**Master, A.** (2025, July). How to increase sense of belonging in computer science classes. Breakout session presented at the Computer Science Teachers Association (CSTA) conference, Cleveland, OH.

9. *Robinson, S., & ^**Master, A.** (2025, June). Why a sense of belonging matters (and how to increase it). Interactive session presented at the International Society for Technology in Education (ISTE) Live 25, San Antonio, TX.

10. *Patel, K. S., **Master, A.,** & Danovitch, J. (2025, May). American and Indian adolescents' gender-based stereotypes about science engagement. Poster presented at the Society for Research in Child Development (SRCD), Minneapolis, MN.

11. **Master, A.** (2025, April). Invited discussant. In *Innovative teaching & mentoring in educational psychology.* Symposium presented at the American Educational Research Association (AERA), Denver, CO.

12. *Baker, S., **Master, A.,** & Fan, W. (2025, April). Nationally representative evidence that elementary school executive function mediates between father absence and mathematical achievement. In C. Fong (Session Organizer), *Memory and executive functioning across academic subjects*. Roundtable presented at the American Educational Research Association (AERA), Denver, CO.

13. **Master, A.,** *Patel, K. S., Weltzien, K., & *Sharmin, S. (2025, April). Gender and the development of belonging in STEM. In C. Fong & C. Rozek (Chairs), *How to create environments of belonging for students: New perspectives on school belonging research*. Session presented at the American Educational Research Association (AERA), Denver, CO.

14. *Robinson, S., *Turcotte, P., & ^**Master, A.** (2025, April). Women's completion of STEM degrees based on 8th-grade mathematics achievement. Poster presented at the American Educational Research Association (AERA), Denver, CO.

15. Tang, D., & **Master, A.** (2025, April). Longitudinal study of gender and race differences in math and CS subjective task values. In D. Tang & S. Wan (Chairs), *Unpacking gender and race dynamics in the development of STEM motivation using situated expectancy-value theory*. Symposium presented at the American Educational Research Association (AERA), Denver, CO.

16. Cutler, C., Burris, J., *Lee, K., Sriutaisuk, S., & **Master, A.** (2025, March). Growing our math mindsets: Understanding incoming preservice teachers' mindsets. Presentation given at the 52nd Annual Conference of the Research Council on Mathematics Learning (RCML), College Station, TX.

17. Thigpen, L. (Moderator), Cobo, A., Flaherty, M., **Master, A.,** Patel, J., & Yadav, A. (2025, February). Championing computer science in the early elementary grades. Panel presented at SIGCSE TS 2025 (56th ACM Technical Symposium on Computer Science Education), Pittsburgh, PA.

18. *Robinson, S., & ^**Master, A.** (2024, July). Why sense of belonging matters (and how to increase it). Breakout session presented at the Computer Science Teachers Association (CSTA) conference, Las Vegas, NV.

19. *Sharmin, S., **Master, A.,** Mesa, M. P., Bambha, V. P., & Zucker, T. A. (2024, August). Children's conceptions of scientists as similar to them: New "Draw A Scientist" Test findings. Poster presented at the American Psychological Association (APA) convention, Seattle, WA.

20. *Stewart, C., **Master, A.,** Mire, S., Hassett, K., & Smith, B. (2024, August). Perceived academic competence, impairment, and mental health in university students with or without ADHD. Poster presented at the American Psychological Association (APA) convention, Seattle, WA.

21. *Stewart, C., Laakman, A., Mire, S., **Master, A.,** Hassett, K., & Smith, B. (2024, August). Defining and measuring positive illusory bias in ADHD: A scoping review. Poster presented at the American Psychological Association (APA) convention, Seattle, WA.

22. **Master, A.,** Meltzoff, A. N., *Tang, D., & Cheryan, S. (2024, July). Divergence of children and adolescents' gender stereotypes across different STEM fields. In D. Miller (Chair), *The impact of gender stereotypes on motivational STEM outcomes: New research directions and variation across development.* Symposium presented at the Network Gender & STEM Conference 2024, Heidelberg, Germany.

23. *Lee, K., Thompson, J., & ^**Master, A.** (2024, April). The importance of role models who show enthusiasm about STEM. In X.-Y. Chen & E. Q. Rosenzweig (Chairs), *Beyond seeing success: Exploring optimal features of role models and mentors to broaden STEM participation.* Session presented at the American Educational Research Association (AERA), Philadelphia, PA.

24. *Lee, S., *Lee, K., & ^**Master, A.** (2024, April). Exploring the dynamics of daily experiences, emotions, and depression among Asian American students: The moderating role of growth mindsets. Poster presented at the American Educational Research Association (AERA), Philadelphia, PA.

25. *Patel, K., **Master, A.,** & Danovitch, J. (2024, April). A situated expectancy-value approach to understanding Indian and American adolescents' science attitudes and beliefs. Poster presented at the American Educational Research Association (AERA), Philadelphia, PA.

26. *Patel, K., **Master, A.,** & Danovitch, J. (2024, March). Indian and American adolescents' beliefs about science learning: A cross-cultural perspective. In K. Patel & A. Bodas (Chairs), *Science and me: How scientific thought and engagement is shaped by identity factors and diverse learning contexts*. Symposium presented at the Cognitive Development Society, Pasadena, CA.

27. *Turcotte, P., & ^**Master, A.** (2024, April). College student engagement and belonging across the COVID-19 pandemic. In D. Huddlestun (Chair), *Student perceptions and feelings of belonging across COVID and beyond.* Session presented at the American Educational Research Association (AERA), Philadelphia, PA.

28. **Master, A.** (2023, July). How to counter stereotypes to improve equity in computer science. Mini session presented at the virtual Computer Science Teachers Association (CSTA) conference.

29. **Master, A.** (2023, March). Discussant. In A. Rutland (Chair), *STEM Inequity: Promoting STEM engagement and challenging STEM stereotypes among marginalized youth.* Symposium presented at the Society for Research in Child Development (SRCD), Salt Lake City, UT.

30. **Master, A.,** *Alexander, T., Thompson, J., Fan., W., Meltzoff, A., & Cheryan, S. (2023, February). Gender-interest stereotypes reduce adolescent girls' enrollment interest in STEM. In M. Wang (Chair), *From preschool to academia: The development of science gender disparities.* Symposium presented at the Society for Personality and Social Psychology (SPSP), Atlanta, GA.

31. *Sriutaisuk, S., & ^**Master, A.** (2023, May). Latent profile analysis of adolescent girls' self-perceptions and gender stereotypes in math. Paper presented at the American Educational Research Association (AERA) Virtual Conference.

32. *Tang, D., & ^**Master, A.** (2023, April). Interest stereotypes predict adolescents' beliefs that computer science is useful and intentions to major in STEM. In D. Tang (Chair), *Understanding individual and contextual predictors of students' STEM major intention and promoting diversity in STEM.* Symposium presented at the American Educational Research Association (AERA), Chicago, IL.

33. Thompson, J., *Alexander, T., Fan, W., & ^**Master, A.** (2023, March). Countering gender stereotypes in computer science. In S. Zhao & P. Setoh (Chairs), *Tracing the source of gender disparities in STEM: Children's macro- and micro-level sociocultural contexts*. Symposium presented at the Society for Research in Child Development (SRCD), Salt Lake City, UT.

34. *Tran, M.-H., **Master, A.,** *Alexander, T., *Wu, W., Thompson, J., & Olvera, N. (2023, May). Racial/ethnic stereotypes predict math motivation in Hispanic middle school students. In V. Diaz (Chair), *Perceptions of the self, social identities, and STEM fields: Influences on STEM motivation and participation.* Symposium presented at the American Educational Research Association (AERA) Virtual Conference.

35. *Tran, M.-H., **Master, A.,** Thompson, J., & Olvera, N. (2023, March). Racial/ethnic stereotypes predict science motivation in Latino middle school students. In A. Joy (Chair), *Understanding the antecedents of gender and ethnic under-representation in STEM among children and adolescents*. Symposium presented at the Society for Research in Child Development (SRCD), Salt Lake City, UT.

36. *Alexander, T., Meltzoff, A. N., Cheryan, S., & ^**Master, A.** (2022, April). Understanding math gender gaps by grade level and race/ethnicity: A cross-sectional investigation. In F. Law (Chair), *Understanding the antecedents of gender and ethnic underrepresentation in STEM: Stereotypes, motivation, and belonging*. Symposium presented at the American Educational Research Association (AERA).

37. Cheryan, S., Meltzoff, A. N., & ^**Master, A.** (2022, February). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. In C. Lide & N. Halevy (Chairs), *Stereotypes in the wild: Race, gender, and human nature*. Symposium presented at the Society for Personality and Social Psychology (SPSP), San Francisco, CA.

38. **Master, A.** (2022, July). Gender stereotypes start early and cause disparities in computer science. Mini session presented at the Computer Science Teachers Association (CSTA) conference, Chicago, IL.

39. **Master, A.,** Cheryan, S., Stier, E., & Meltzoff, A. N. (2022, April). Consequences of teaching girls about structural causes of gender differences in STEM. In J. Gladstone (Chair), *Motivational messages to broaden*

participation in STEM: Important features of messages and messengers. Symposium presented at the American Educational Research Association (AERA).

40. *Sriutaisuk, S., & **Master, A.** (2022, April). Developmental trajectories of students' growth mindsets in STEM: A cohort-sequential longitudinal study. Poster presented at the American Educational Research Association (AERA).

41. *Tang, D., Cheryan, S., Meltzoff, A. N., & ^**Master, A.** (2022, April). Understanding how ability stereotypes predict girls' math self-concepts: A longitudinal investigation. In S. Wan (Chair), *Understanding students' math self-concept: Its relation with achievement, development, and educational implications*. Symposium presented at the American Educational Research Association (AERA).

42. *Alexander, T., Meltzoff, A. N., Cheryan, S., & ^**Master, A.** (2021, September). How endorsement of gender stereotypes predicts adolescents' interest in math. In F. Law & L. McGuire, *STEM gender stereotypes in childhood and adolescence: Consequences and challenges*. Symposium presented at the British Psychological Society Virtual Conference.

43. *Sriutaisuk, S., Cheryan, S., Meltzoff, A. N., & ^**Master, A.** (2021, May 26–September 1). Growth mindsets reduce the negative effects of gender stereotypes on students' STEM motivation [Poster session]. 2021 APS Virtual Convention.

44. *Tang, D., Cheryan, S., Meltzoff, A. N., & ^**Master, A.** (2021, May). Children and adolescents' stereotypes and motivation in STEM and language arts. Flash Talk presented at the Association for Psychological Science (APS) Virtual Convention.

45. **Master, A.,** Meltzoff, A. N., & Cheryan, S. (2021, April). The emergence of ability stereotypes and gender differences across STEM fields. In J. Gladstone (Chair), *"Yes we can": Improving equity in education through STEM motivation and engagement*. Symposium presented at the meeting of the American Educational Research Association (AERA).

46. Tennison, M., Cheryan, S., Meltzoff, A. N., & ^**Master, A.** (2021, April). Gender stereotypes about interest cause gender disparities in children's motivation in STEM. In C. Starr (Chair), *Gender stereotypes and STEM motivation: Experimental, longitudinal, meta-analytic, and intervention research across the lifespan*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD).

47. Cvencek, C., Paz-Albo, J., **Master, A.,** Herranz Llacer, C. V., Hervás Escobar, A., & Meltzoff, A. N. (2020, April). Designed interventions to enhance children's math self-concepts. In J. Stang (Chair), *Attitudes, stereotypes, and stereotype threat: Development, effects, and intervention*. Symposium accepted at the meeting of the American Educational Research Association (AERA), San Francisco, CA.

48. **Master, A.,** Meltzoff, A. N., & Cheryan, S. (2020, April 17-21). Stereotypes contribute to gender imbalances in STEM fields [Poster presentation]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. (Conference canceled). https://osf.io/p8r34/

49. **Master, A.,** Meltzoff, A. N., & Cheryan, S. (2020). The roots of gender gaps in STEM? How interest stereotypes contribute to girls' lower interest in computer science and engineering. Poster presented at the Institute of Education Sciences (IES) PI Meeting, Washington, DC. https://osf.io/bt8je/

50. **Master, A.,** Tennison, M., Meltzoff, A. N., & Cheryan, S. (2020). Gender stereotypes about interest cause gender disparities in children's motivation in STEM. Poster presented at the National Science Foundation EHR Core Research PI Meeting, Alexandria, VA. https://osf.io/3wtqc/

51. **Master, A.** (2019, June). Who likes computer science? How gender stereotypes about interest shape children's motivation. Breakout session talk conducted at the National Science Foundation (NSF) Innovative Technology Experiences for Students and Teachers (ITEST) Summit, Alexandria, VA.

52. **Master, A.** (2019, March). Discussant. In E. Wojcik (Chair), *Gender inequality in developmental psychology*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

53. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2019, March). Differential power of distinct kinds of STEM stereotypes: Interest versus ability stereotypes. In A. Master (Chair), *Do people like me belong in STEM? Social cognitive influences on children's STEM motivation*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

54. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2019, March). How endorsement and awareness of gender stereotypes predict girls' motivation in STEM. In D. Cvencek (Chair), *Intergroup stereotypes about STEM and intellectual abilities: Interdisciplinary evidence from Singapore, USA, and Chile*. Symposium presented at the meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

55. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2017). Social ingroup membership increases STEM engagement among preschoolers. Poster presented at the Society for Research in Child Development (SRCD), Austin, TX.

56. **Master, A.,** Levine, C. S., Meltzoff, A. N., & Cheryan, S. (2017). Divergent path threat: Self-affirmation reduces threat from others' different life choices. Poster presented at the Society for Personality and Social Psychology (SPSP), San Antonio, TX.

57. *Clark, J., **Master, A.,** & Cheryan, S. (2016). #Hackingthepipeline: How special STEM programs affect women's perceptions of computer science. Poster presented at the Grace Hopper Celebration of Women in Computing, Houston, TX.

58. **Master, A.** (2015, March). Prosocial/moral identity and motivation in young children. In L. M. Padilla-Walker & B. Randall, *Pre-conference on moral development*. Pre-conference at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.

59. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2015, March). Full STEM ahead: Positive experience with technology toys increases young girls' STEM motivation. In E. Weisman (Chair), *Gender-typing of toys: Causes, correlates, and consequences*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.

60. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2015). Independent and interdependent self-construal affect whether acknowledging underrepresentation is beneficial for women's interest. Poster presented at the Society for Personality and Social Psychology (SPSP), Long Beach, CA. http://osf.io/azjdq

61. **Master, A.,** Meltzoff, A. N., & Cheryan, S. (2015, March). The power of in-groups: Group identification enhances preschoolers' motivation for shared academic goals. In A. Misch & Y. Dunham (Chairs), *All for one and one for all: Consequences of group membership in young children*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.

62. Tansomboon, C., **Master, A.,** & Dweck, C. S. (2015, April). Choosing between person- and process-praise: Exploring students' preferences for feedback in success versus failure conditions. Paper talk at the meeting of the American Educational Research Association (AERA), Chicago, IL.

63. **Master, A.,** Bryan, C. J., & Walton, G. M. (2013, April). "Helping" versus "being a helper": Invoking the self to increase helping in young children. In A. Martin (Chair), *Early helping behavior: causal factors and motivations*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

64. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2013, April). Computing whether she belongs: Increasing adolescent girls' interest in computer science. In A. Master (Chair), *What determines adolescents' interest in STEM careers? Effects of gender, motivational beliefs, values, and stereotypes*. Symposium conducted at the meeting of the Society for Research in Child Development (SRCD), Seattle, WA.

65. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2013, January). When do female role models matter? How stereotype threat shapes the recruitment of women into science. In M. J. Williams (Chair), *When and why women step back from status: The enduring and self-reinforcing power of traditional gender roles*. Symposium conducted at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.

66. *Montoya, A. K., **Master, A.,** & Cheryan, S. (2013). Students' goal endorsement predicts perceived fit in STEM fields. Poster presented at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.

67. Romero, C., Master, A., Paunesku, D., Gross, J. J., & Dweck, C. S. (2013). Beliefs about change: How emotion and intelligence beliefs predict important academic and emotional trajectories. Poster presented at the Society for Personality and Social Psychology (SPSP), New Orleans, LA.

68. Walton, G. M., Cohen, G. L., Cook, J. E., Garcia, J., Purdie-Vaughns, V., **Master, A.,** & Apfel, N. (2013, April). Brief social-belonging intervention improves academic attitudes and achievement and classroom behavior over three years among ethnic minority adolescents. In K. R. Olson (Chair), *Wise interventions: Using psychological theory to solve problems in child development*. Symposium conducted at the Society for Research in Child Development (SRCD), Seattle, WA.

69. **Master, A.,** & Dweck, C. S. (2012, July). Consequences of frequent praise. In P. Leijten & E. Brummelman (Chairs), *Mommy, please don't praise me? On the sunny and shady sides of praise*. Symposium presented at the International Society for the Study of Behavioral Development (ISSBD), Edmonton, Canada.

70. **Master, A.,** Markman, E. M., & Dweck, C. S. (2012). How thinking in categories or along a continuum affects children's inferences and attributions. Poster presented at the Society for Personality and Social Psychology (SPSP), San Diego, CA.

71. **Master, A.,** & Bryan, C. J. (2011). Little helpers: Nouns motivate young children's helping behavior more than verbs. Poster presented at the Society for Personality and Social Psychology (SPSP), San Antonio, TX.

72. **Master, A.,** & Dweck, C. S. (2011, March). How frequent praise affects students' motivation and need for approval. In A. Master & C. Romero (Chairs), *Understanding children's responses to praise and criticism*. Symposium conducted at the Society for Research in Child Development (SRCD), Montreal, Canada.

73. **Master, A.,** Markman, E. M., & Dweck, C. S. (2011). Thinking in categories or along a continuum: Consequences for children's attributions. Poster presented at the Society for Research in Child Development (SRCD), Montreal, Canada.

74. **Master, A.,** & Walton, G. M. (2011, March). Perceived group membership increases task motivation in young children. In S. Thomaes (Chair), *Using social psychology to improve children's lives: How small interventions can have large effects*. Symposium conducted at the Society for Research in Child Development (SRCD), Montreal, Canada.

75. Romero, C., **Master, A.,** Dweck, C. S., & Gross, J. J. (2011). Beliefs about malleability: Effects on academic and affective outcomes throughout middle school. Talk given at the Association for Research in Personality (ARP), Riverside, CA.

76. **Master, A.,** & Walton, G. M. (2010). Mere belonging increases achievement motivation in preschoolers. Poster presented at the Society for Personality and Social Psychology (SPSP), Las Vegas, NV.

77. Romero, C., **Master, A.,** Dweck, C. S., & Gross, J. J. (2010). Adolescents' beliefs predict well-being: Effects on depression, self-esteem, and grades. Poster presented at the Society for Personality and Social Psychology (SPSP), Las Vegas, NV.

78. **Master, A.,** & Dweck, C. S. (2009). Increasing achievement motivation in young children through storybooks. Poster presented at the Society for Research in Child Development (SRCD), Denver, CO.

79. **Master, A.,** Markman, E. M., & Dweck, C. S. (2009, February). Thinking in categories or along a continuum and children's social judgments. Talk given at the Developmental Origins of Social Cognition pre-conference at the Society for Personality and Social Psychology (SPSP), Tampa, FL.

80. **Master, A.,** Yow, W. Q., Chan, J., & Lepper, M. R. (2009). The relationship between academic goals and intrinsic and extrinsic motivational orientations across cultures. Poster presented at the Society for Personality and Social Psychology (SPSP), Tampa, FL.

81. **Master, A.,** Markman, E. M., & Dweck, C. S. (2008). How thinking in categories or along a continuum affects children's social judgments. Poster presented at the Society for Personality and Social Psychology (SPSP), Albuquerque, NM.

82. **Master, A.,** & Dweck, C. S. (2007). Children's beliefs about goodness, behavioral inhibition, and helplessness. Poster presented at the Society for Research in Child Development (SRCD), Boston, MA.

83. Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & **Master, A.** (2007, January). Reducing the racial achievement gap: A self-affirmation intervention. In A. R. McConnell (Chair), *Stereotypes and learning: How our understanding of the mechanisms underlying stereotyping informs classroom achievement and vice-versa.* Symposium conducted at the annual meeting of the Society for Personality and Social Psychology (SPSP), Memphis, TN.

84. Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P., & **Master, A.** (2007). Improving academic achievement: Self-affirmation and the reduction of psychological threat in the classroom. Talk given at the Presidential Symposium for the annual meeting of the Society for Experimental Social Psychology (SESP), Chicago, IL.

85. Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., Brzustoski, P., & **Master, A.** (2007). Self-affirmation and social identity threat. Talk given at the annual meeting of the American Psychological Association (APA), San Francisco, CA.

86. *Ho, A., **Master, A.,** & Dweck, C. S. (2006). How children's beliefs about goodness affect their reactions to difficulties. Paper presented at the Leadership Alliance National Symposium, Chantilly, VA.

87. Purdie-Vaughns, V., Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & **Master, A.** (2007.) Self-affirmation processes over time: Following the impact of an affirmation intervention over two years. Talk given at the annual meeting of the Society for Experimental Social Psychology (SESP), Chicago, IL.

88. Walton, G. M., Cohen, G. L., Garcia, J., Apfel, N., Brzustoski, P., & **Master, A.** (2006). A question of belonging: Race, gender, social fit, and academic achievement. Talk given at the annual meeting of the Society for the Psychological Study of Social Issues (SPSSI), Long Beach, CA.

STATE AND LOCAL PRESENTATIONS

89. *Robinson, S., & **Master, A.** (2025, June). Why sense of belonging matters (and how to increase it). Breakout session to be presented at the WeTeach_CS Summit, Austin, TX

90. *Dahlhoff, J., **Master, A.,** & *Baker, S. (2025, April). How gender-language arts stereotypes predict achievement for adolescents. Poster presented at University of Houston Undergraduate Research Day.

91. *Robinson, S., & **Master, A.** (2025, March). Why sense of belonging matters (and how to increase it). Breakout session to be presented at 2025 Greater Houston Area STEM Conference: YOU Belong in STEM, University of Houston – Clear Lake, TX. *[Canceled due to illness]*

92. *Robinson, S., & **Master, A.** (2025, February). Why sense of belonging matters (and how to increase it). Breakout session at HOU's Coding Computer Science Conference 2025, Sugar Land, TX.

93. *Robinson, S., & **Master, A.** (2024, December). Why sense of belonging matters (and how to increase it). Breakout session presented at the Virtual Texas Women and Girls in STEM Summit.

94. **Master, A.** (2024, April). Yay open science! The what, the how, and the why. PASS Research Team meeting, University of Houston, Houston, TX.

95. *Turcotte, P., & **Master, A.** (2024, March). College student engagement and belonging across the COVID-19 pandemic. Presentation at the 2024 Texas Early Childhood Summit, College Station, TX.

96. **Master, A.** (2023, October). Yay open science! The what, the how, and the why. Psychological, Health, and Learning Sciences Department faculty meeting, University of Houston, Houston, TX.

97. *Sharmin, S., & **Master, A.** (2023, November). Promoting girls' interest in STEM. Three-Minute Thesis (3MT), University of Houston, Houston, TX.
    a. *Selected as Finalist in 3MT Competition*

98. **Master, A.,** & *Alexander, T. (2023, June). Promoting students' sense of belonging in computer science. Workshop presented at the WeTeach_CS conference, Houston, TX.

99. *Sharmin, S., *Lee, K., *Tang, D., Meltzoff, A. N., Cheryan, S., & **Master, A.** (2023, April). Promoting girls' interest in STEM through structural explanations about the causes of gender differences. Talk presented at the Psychological, Health, & Learning Sciences (PHLS) Department Research Symposium.

100. **Master, A.** (2021, December). Gender stereotypes about interests start early and cause gender disparities in computer Science and engineering. Lightning talk presented at the Texas Women & Girls in STEM Summit.

101. **Master, A.** (2021, February). Counteracting stereotypes to boost girls' interest in computer science. Talk presented at the Texas Computer Science Teachers Association (CSTA) Virtual Conference.

102. *Sampige, R., Frankel, L., *Tang, D., & ^**Master, A**. (2021, April). Analyzing the relationship between children's schooling modality and parenting stress during the COVID-19 pandemic. Poster presented at the University of Houston Undergraduate Research Day, Virtual Conference.

103. *Clark, J., **Master, A.,** & Cheryan, S. (2015). #Hackingthepipeline: How special STEM programs affect women's perceptions of computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.

104. **Master, A.** (2014). Social motivation in early childhood. Talk given at the Social Cognitive Development Lab, University of Washington, Seattle, WA.

105. *Montoya, A. K., **Master, A.,** & Cheryan, S. (2013, August). Working together to belong: Increasing women's feelings of fit in STEM through group work. Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.

106. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2013). Lower in numbers but higher in interest: Can being underrepresented increase women's interest in STEM? Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.

107. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2013). When do female role models matter? How stereotype threat shapes the recruitment of women into science. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.

108. *Montoya, A. K., **Master, A.,** & Cheryan, S. (2013, May). Using communal interactions to recruit women into STEM: A goal congruity perspective. Talk given at UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.

109. *Montoya, A. K., **Master, A.,** & Cheryan, S. (2013, May). Using group work to recruit women into STEM: A goal congruity perspective. Talk given at Mary Gates Scholars Annual Undergraduate Research Symposium, Seattle, WA.

110. *Stillwell, E. E., *Montoya, A. K., **Master, A.,** & Cheryan, S. (2013). Perceptions of group work in STEM fields: Explaining women's disinterest in computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.

111. *Jin, H., **Master, A.,** & Cheryan, S. (2012). How underrepresentation affects women's interest in computer science. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.

112. **Master, A.** (2012). The framing of social categories: Consequences for children's attitudes and behavior. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.

113. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2012). Computing whether she belongs: Increasing girls' interest in computer science. Poster presented at the NSF Site Visit to the LIFE Center, Institute for Learning & Brain Sciences, Seattle, WA.

114. **Master, A.,** Cheryan, S., & Meltzoff, A. N. (2012, August). When do female role models matter for women in science? Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.

115. **Master, A.,** & Walton, G. M. (2012). Minimal groups increase young children's motivation and learning. Talk given at the Diversity Science seminar, University of Washington, Seattle, WA.

116. *Montoya, A. K., **Master, A.,** & Cheryan, S. (2012). Perceptions of communal goals predict students' interest in STEM. Poster presented at the Mary Gates Scholars Annual Undergraduate Research Symposium, University of Washington, Seattle, WA.

117. **Master, A.** (2011). Children's perceptions of social groups: Positive and negative consequences. Talk given at the Institute for Learning & Brain Sciences Roundtable, University of Washington, Seattle, WA.

118. **Master, A.** (2011, August). Thinking about traits using a continuum prevents categorical stereotyping in children. Talk given at the Pacific Conference on Prejudice and Culture (PCPC), Bellingham, WA.

119. **Master, A.** (2011). Children's perceptions of social groups: Positive and negative consequences. Talk given at the Stereotypes, Identity, and Belonging Lab, University of Washington, Seattle, WA.

120. Romero, C., **Master, A.,** Dweck, C. S., & Gross, J. J. (2011). Beliefs about malleability: Effects on academic and affective outcomes throughout middle school. Talk given at the Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.

121. **Master, A.,** Markman, E. M., & Dweck, C. S. (2010). Thinking in categories or along a continuum: Effects on children's social judgments. Talk given at the Stanford Developmental Brownbag, Stanford, CA.

122. **Master, A.** (2009). "I want to try and try": Increasing achievement motivation in young children. Talk given at the Stanford Developmental Brownbag, Stanford, CA.

123. **Master, A.** (2008). Children's thinking in categories or along a continuum. Talk given at the Stanford Cognitive Area Seminar (FriSem), Stanford, CA.

124. **Master, A.,** Markman, E. M., & Dweck, C. S. (2008). Children's thinking in categories or along a continuum. Talk given at the Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.

125. **Master, A.,** Markman, E. M., & Dweck, C. S. (2008). How thinking in categories or along a continuum affects children's social judgments. Poster presented at the Stanford Symposium on Linguistic Relativity, Stanford, CA.

126. **Master, A**. (2007). Preschoolers' thinking in categories or along a continuum. Stanford Developmental Brownbag, Stanford, CA.

127. **Master, A.,** & Dweck, C. S. (2007). Children's beliefs about goodness, behavioral inhibition, and helplessness. Poster presented at the Stanford-Berkeley-Santa Cruz Developmental Conference, Berkeley, CA.

128. **Master, A.** (2006). Children's behavioral inhibition, beliefs about goodness, and helplessness. Stanford Developmental Brownbag, Stanford, CA.

TEACHING

INSTRUCTOR
(*Cross-listed as HDFS 4397; ^New prep)
University of Houston:

Independent Study (HDFS 4398)	Spring 2025
Independent Study (HDFS 4198)	Fall 2024, Spring 2025
Psychology of Learning in STEM (PHLS 8310)	Spring 2024^
Doctoral Research/Independent Study (PHLS 8396)	Fall 2023
Educational Psychology (PHLS 8350*)	Fall 2022^, Fall 2024
Adolescent Development (PHLS 8335*)	Spring 2022^, 2024
Seminar in Learning Theories (PHLS 8342*)	Fall 2021^, 2023, 2025
Candidacy Research (PHLS 7398)	Fall 2025, Spring 2021, 2025
Doctoral Dissertation (PHLS 8399/8699)	Spring 2021-2023, 2025, Fall 2021-22, 2024
Special Problems/Independent Study (PHLS 8398)	Spring 2021-22, Summer/Fall 2021
Educational Disparities and Social (In)justice (PHLS 8311*)	Spring 2021^, 2023, 2025
Achievement Motivation (PHLS 7350)	Fall 2020^, 2025, Spring 2022, 2025

Stanford University:

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

TEACHING ASSISTANT
Stanford University

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

GUEST LECTURER

Advanced Motivation seminar, University of Georgia	Spring 2024
Motivation seminar, Texas State University	Fall 2022
Research as Me-Search: Translating Personal Experiences to a Science of Mind and Behavior, San Francisco State University	Fall 2019
Laboratory in Social Psychology, Stanford University	Fall 2011
Applying Psychology to Modern Life, Stanford University	Summer 2011
Contemporary Psychology seminar for Co-Terminal Master's Students, Stanford University	Fall 2009
Self-Theories, Stanford University	Fall 2009
Introduction to Social Psychology, Stanford University	Spring 2009
Introduction to Developmental Psychology, Stanford University	Fall 2008

TEACHING AWARDS

1. UH Teaching Excellence Award (one of the highest honors bestowed by UH), 2023-2024
2. UH College of Education Teaching Excellence Award, 2021-2022

- Rated above the Department and College means on Course Evaluations for 11 out of 11 (100%) courses

3. Stanford Psychology Department Graduate Student Teaching Award, 2008

COMMITTEE CHAIR:

DOCTORAL DISSERTATIONS

- Kahyun Lee (In progress), University of Houston (Committee Chair).
- Taylor Alexander (2023), University of Houston (Committee Chair), *Is math for me? The impact of identity and mindsets on students' math anxiety.*
- Yasmine Al Abdul Raheem (2022), University of Houston (Committee Chair), *Understanding the interactive effects of school connectedness, meaningful participation, and students' competence beliefs on academic achievement.*
- Suppanut Sriutaisuk (2022), University of Houston (Committee Chair), *Is math for all? Latent profile analysis of gender stereotypes and self-perceptions.*
- Krysti Turnquest (2022), University of Houston (Committee Chair), *Noncognitive factors and transfer student academic success.*
- Rebecca George (2021), University of Houston (Substitute Committee Chair), *Gritty measures for gritty times: Evaluation of the grit scale.*

MASTER'S THESES/THESIS EQUIVALENTS

- Sydney Baker (In progress), University of Houston (Committee Chair).
- Claudia Choi (In progress), University of Houston (Committee Co-Chair).
- Summer Robinson (In progress), University of Houston (Committee Co-Chair).
- Paul Turcotte (In progress), University of Houston (Committee Chair). *Links between undergraduate belonging, motivation, and women's field of study and job congruency in STEM careers.*
- Taylor Alexander (2021), University of Houston (Committee Chair), *Do minority status and first-generation status serve as risk factors for greater stress and low persistence intentions among college women?*

COMMITTEE MEMBER:

DOCTORAL DISSERTATIONS

- Jelisa Boykin (In progress), University of Houston, *Improving classroom behavior management: An evaluation of educators' self-efficacy to manage challenging behaviors.*
- Rabia Ibtasar (In progress), University of Illinois-Chicago, *Broadening participation in computer science - An integrated approach to supporting interest in computer science for middle school students with the MyTurn social robotics program.*
- Kelli Lahman (In progress), University of Houston, *Decision-making in manifestation determination reviews.*
- Khushboo Patel (In progress), University of Louisville, *Children's, adolescents', and young adults' motivation and sense of belonging in STEM.*
- Rebecca Sanchez (In progress), University of Houston. *Vaccine hesitancy and beliefs: A study among parents of children awaiting a developmental/behavioral evaluation.*
- Caroline Silva (In progress), University of Houston, *The impact of culture on inter-rater agreement between parents and teachers on behavioral rating scales in the assessment of preschoolers.*
- Minh-Hao Tran (In progress), University of Houston.
- Morgan Mitchell (2024), University of Houston, *Development and validation of a scale to measure the framework for understanding whiteness in mathematics*.
- Rongfang Zhang (2024), University of Houston, *Parental involvement and early reading development among emergent bilinguals.*
- Christian Stewart (2023), University of Houston, *Positive illusory bias and subjective well-being in adolescent ADHD: A three-article dissertation.*
- Daijiazi Tang (2023), University of Houston, *Math and science ability self-concepts and STEM major intention: A longitudinal investigation among high school students.*
- Melis Muradoglu (2022), New York University, *Children's and adults' thinking about the sources of success.*
- J. Oliver Siy (2013), University of Washington, *Minimizing race, emphasizing individuality: The relationship between support for color-blindness and American views about the self.*

MASTER'S THESES/THESIS EQUIVALENTS

- Mayson Spillman (In progress), University of Houston, *Mindful motivation: How do motivation beliefs relate to between-session mindful practice.*
- Rebecca Sanchez (2024), University of Houston, *Cultural and systematic barriers faced by Latinos seeking a formal diagnosis of ASD.*
- Katie Lingras (2006), Stanford University, Undergraduate Honors Thesis/Co-Terminal Master's Program Thesis, *Predicting four-year-olds' ability to give advice to peers in social situations.*

UNDERGRADUATE RESEARCH PROJECTS

- Jeanna Clark (2016), University of Washington Mary Gates Undergraduate Research Symposium, *#HackingthePipeline: How special STEM programs affect women's perceptions of computer science.*
- Amanda Montoya (2013), University of Washington, Honors thesis and Mary Gates Undergraduate Research Symposium, *Increasing interest in computer science through group work: A goal congruity approach.*
    - Winner of UW Psychology's Guthrie Prize for Best Empirical Paper, 2013
- Ellie Stillwell (2013), University of Washington Mary Gates Undergraduate Research Symposium, *Perceptions of group work in STEM fields: Explaining women's disinterest in computer science.*
- Hyejin Jin (2012), University of Washington Mary Gates Undergraduate Research Symposium, *How underrepresentation affects women in computer science.*
- Cole Murphy-Hockett (2011), Stanford University, Honors thesis, *Gender differences in early childhood understanding of race*.
- Amy Ho (2006), Stanford University, Summer Research Early-Identification Program, The Leadership Alliance.

GRADUATE RESEARCH SUPERVISION

- Zachary Baquet (2024-present), University of Houston.
- Pooja Roy (2024-present), University of Houston.
- Sydney Baker (2023-present), University of Houston.
- Claudia Choi (2023-present), University of Houston.
- Summer Robinson (2023-present), University of Houston.
- Tamal Roy (2023-present), University of Houston.
- Paul Turcotte (2023-present), University of Houston.
- Shaila Sharmin (2023-present), University of Houston. *Selected as finalist in 3MT Competition based on our research.*
- Khushboo Patel (2022-present), University of Louisville. *Received American Psychological Association (APA) Division 52 Student International Research Award for our research.*
- Kahyun Lee (2022-present), University of Houston.
- Minh-Hao Tran (2022-2023), University of Houston.
- Taylor Alexander (2021-2023), University of Houston.
- Suppanut Sriutaisuk (2020-2022), University of Houston.
- Daijiazi Tang (2020-2023), University of Houston.

UNDERGRADUATE RESEARCH SUPERVISION

- Chris Jaison (2025-present), University of Houston, Biophysical/Biochemical Sciences.
- Juliana Dahlhoff (2024-present), University of Houston, Psychology/Human Development and Family Sciences.
- Ritu Sampige (2021-2023), University of Houston, Human Development and Family Sciences.
- Aledrian Kemp (2021), University of Houston, Human Development and Family Sciences.
- Jacqueline Mendoza (2011), Stanford University, Human Biology Internship.
- Charissa Tansomboon (2010), Stanford University, Human Biology Internship.
- Chelsi Butler (2007), Stanford University, Summer Research College.
- Emily Campbell (2007), Stanford University, Human Biology Internship.
- Lauren Hay (2006), Stanford University, Human Biology Research Exploration Program.

HIGH SCHOOL STUDENT RESEARCH SUPERVISION

- Isabella Nguyen (2023-2024), AP Capstone Research, Carnegie Vanguard High School, Houston, TX (Primary mentor: Claudia Choi).

EDUCATOR TRAININGS

1. **Master, A.,** & Vescelius, A. (2024). Growth mindsets: Why and how to put them into practice. Talk given remotely to Batavia PSD 101, Batavia, IL.

2. **Master, A.** (2023). An evening of science, learning, and community [Panel member]. Character Lab Research Network, Columbus, OH.

3. **Master, A.,** *Alexander, T., & *Turnquest, K. (2021). Educating on racism while avoiding racial trauma among Black students: A guide for White academics. Online workshop presented at Academics for Black Survival and Wellness, Anti-Racist Training Track.

4. **Master, A.** (2019). Social influences on STEM motivation in young children. Talk given at the Learning & the Brain Conference, New York, NY.

5. **Master, A.** (2018). How to motivate students and promote belonging. Talk given at the Curriculum × Motivation Workshop, Gates Foundation, Seattle, WA.

6. **Master, A.** (2017). Diversity, inclusion, and increasing participation. Talk given at the Webinar Series on Data Science Undergraduate Education, The National Academies of Sciences, Engineering, and Medicine. http://sites.nationalacademies.org/CSTB/CSTB_181242

7. **Master, A.** (2013). Mindsets revisited. Talk given at the Evergreen Speaker Series, Seattle, WA.

8. **Master, A.,** & Dweck, C. S. (2011). Mindsets: Helping students learn to love challenges. Talk given at Staff Development Day, Guadalupe Elementary School, San Jose, CA.

9. **Master, A.** (2010). How does identity shape behavior in children? Talk given at the Bing Nursery School Staff Development Day, Stanford, CA.

10. **Master, A.,** & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Association of California School Administrators conference, San Jose, CA.

11. **Master, A.,** & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the AVID Conference, Morgan Hill, CA.

12. **Master, A.,** & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Dartmouth Middle School Staff Development Day, San Jose, CA.

13. **Master, A.,** & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Learning & the Brain Conference, San Francisco, CA.

14. **Master, A.,** & Dweck, C. S. (2010). Mindsets: Helping students learn to love challenges. Talk given at the Union Middle School Staff Development Day, San Jose, CA.

15. **Master, A.** (2009). Increasing achievement motivation in young children. Talk given at the Bing Nursery School Staff Development Day, Stanford, CA.

16. **Master, A.,** & Dweck, C. S. (2009). Mindsets: Transforming students' motivation to learn. Talk given at the Fremont Union High School Staff Development Day, Cupertino, CA.

17. **Master, A.,** & Dweck, C. S. (2008). Mindsets: Transforming students' motivation to learn. Talk given at the Lynbrook High School Staff Development Day, Fremont, CA.

Certificate from the Program for Online Teaching, December 2014

SERVICE

PROGRAM SERVICE

UH, MQM-LS Program, Comprehensive Portfolio Examination Committee (Chair 2024-present), 2021-present
UH, MQM-LS Program, Marketing/Recruitment Committee, 2022-present
UH, MQM-LS Program, Newsletter Committee, 2022-present
UH, MQM-LS Program, Communications Committee (Committee Chair), 2022-present
UH, MQM-LS Program, Annual Student Review Committee, 2021-present
UH, MQM-LS Program, Admissions Committee, 2020-present
UH, MQM-LS Program, Program Social Hour (Committee Chair), 2020-present
UH, MQM-LS Program, Joint Degree Committee, 2020-2022
University of Washington, Social and Personality Psychology Admissions Committee, 2012-2013
University of Washington, Social and Personality Psychology Graduate Student Career Development Brownbag Series, 2012
Stanford Developmental Psychology, Space Representative, 2009-2011
Stanford Developmental Psychology, Admissions Committee, 2007-2008
Stanford Developmental Psychology, Faculty Search Committee, 2007-2008
Stanford Developmental Psychology, Brownbag Coordinator, Fall 2006 and Spring 2007

DEPARTMENT SERVICE

UH, PHLS Research Task Force Committee, 2025-present
UH, PHLS TT Teaching Ratio Ad Hoc Committee, 2023
UH, PHLS Research Symposium Keynote Speaker, 2022
University of Washington, Mary Gates Endowment for Students Research Scholarship Reviewer, 2014-2015
University of Washington, Undergraduate Research Symposium Moderator, 2013
Stanford Department of Psychology, Undergraduate Curriculum Review, 2010
Stanford Department of Psychology, Psi Chi Mentor, 2010

COLLEGE/UNIVERSITY SERVICE

UH College of Education, Graduate Studies Committee, 2025-present
UH College of Education Search Committee, Presidential Frontier Faculty position in "Integration of AI and Teaching and Learning," 2024-2025
UH Paws Up Profs Program (Promoting Cougar Spirit), 2023-2025
UH College of Education, Research Committee (Chair, 2024-2025), 2023-2025
UH College of Education, Panelist for Third Year Review Panel, February 2024
UH College of Education, Committee to Advance Equity, Justice, and Belonging, 2021-2023
UH College of Education, Ending Inequities Subcommittee, Charge 4 (Research), 2020-2021
UH College of Education Search Committee, Endowed Chair for Medical Education, 2022-2023
UH College of Education, Research Excellence Awards Substitute Reviewer, 2021

PROFESSIONAL SERVICE

EDITORIAL BOARDS

Consulting Editor, Child Development, 2020-present

SERVICE FOR PROFESSIONAL ORGANIZATIONS

AERA Motivation Special Interest Group, AERA Conference Reviewer, 2024, 2025
AERA Division C (Learning and Instruction), New Faculty Mentoring Program, Mentor, 2024, 2025
AERA Teaching Educational Psychology Special Interest Group, Communications Coordinator, 2023-2025
AERA Division C (Learning and Instruction), Graduate Student Seminar, Mentor, 2023
AERA Division C (Learning and Instruction), Section 2b: Learning and Motivation in Social and Cultural Contexts, Co-Chair, 2022-2024
Houston Hub Committee, POWER (Providing Opportunities for Women in Education Research), 2020-2024
Institute of Education Sciences (IES) PI Meeting, Discussion Facilitator, 2020
Society for Research in Child Development (SRCD), Invited Conference Reviewer, Social Cognition Panel, 2016
National Center for Women & Information Technology (NCWIT), EngageCSEdu Social Science Reviewer, 2015-2017
National Center for Women & Information Technology (NCWIT), EngageCSEdu Engagement Curriculum Awards Committee, 2015
Society for Personality and Social Psychology (SPSP), Program Committee, Poster Reviewer, 2013
Society for Research in Child Development (SRCD), Conference Reviewer, 2012
Society for Personality and Social Psychology (SPSP), Outstanding Research Award Reviewer, 2010

AD-HOC REVIEWING FOR GRANT AGENCIES

APF Elizabeth M. Koppitz Review Committee
National Science Foundation HRD Panel, EHR Core Research
Templeton Foundation

AD-HOC REVIEWING FOR JOURNALS

Child Development, Current Psychology, Developmental Psychology, Developmental Science, Educational Psychology Review, European Journal of Social Psychology, Gifted Child Today, International Journal of STEM Education, Journal of Applied Developmental Psychology, Journal of Cognition and Development, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Experimental Social Psychology, Journal of Personality and Social Psychology, Journal of Research on Technology in Education, Learning and Instruction, Motivation and Emotion, Personality and Social Psychology Bulletin, Perspectives on Psychological Science, Philosophical Transactions of the Royal Society B: Biological Sciences, PLOS ONE, Proceedings of the National Academy of Sciences, Psychology of Women Quarterly, Self and Identity, Sex Roles, Social Cognition, Social Development, Social Psychological and Personality Science, Social Psychology of Education, Social Sciences, Translational Issues in Psychological Science

ADVISORY BOARD MEMBER

Amazon Future Engineer, PI Monica McGill, 2024-2026. *Leveraging Literacy Instruction to Build Perceptions That K-2 Girls of Color Belong in Computing.*
National Science Foundation (NSF), AISL, PIs Zucker & Yeomans-Maldonado, 2021-2025. *Females Engaged with STEAM in Vivid Learning (FESTIVL).*
National Science Foundation (NSF), CSforAll, PIs Shochet & Doss, 2021-2024. *Teaching Computational Thinking in Prekindergarten.*
National Science Foundation (NSF), Division of Research on Learning, PI Motz, 2023-2025. Interact Incubator Member. *RCN: INTERACT: An Incubator to Enable Scalable Education Equity Research with Terracotta.*

SERVICE TO THE COMMUNITY

Project Lead with Andrea Vescelius, Reimagining Education: University of Houston and AP Language and Composition Courses of Olentangy Orange High School, 2024, 2025
Guest on NPR's Houston Public Media *Town Square with Ernie Manouse*, "Spring Branch and 'The Giant Peach': The Reaction to the Cancelled Field Trip Over Cross-Gender Casting," May 2023
Aldine ISD STEMFest Judge, Houston, TX, 2022
Red Elementary School Science Fair Judge, Houston, TX, 2020

Beehive Parent Child Center Board of Directors, Houston, TX, 2017-2020

OUTREACH PUBLICATIONS

1. Master, A., Meltzoff, A. N., Tang, D., & Cheryan, S. (2025). Gender stereotypes: All STEM is not the same. *Psychology Today.* APA Division 15 Blog. https://www.psychologytoday.com/us/blog/psyched/202505/gender-stereotypes-all-stem-is-not-the-same
    a. Selected by *Psychology Today* as an "Essential Read"

2. Master, A. (2023). STEM for all: What we've learned about fostering STEM engagement [Infographic]. Identity & Academic Motivation Lab. https://uh.edu/education/iamlab/resources/stem-for-all,-what-weve-learned.pdf

3. Master, A. (2023). Ask-a-Scientist: Dr. Allison Master, social psychologist. *Science Journal for Kids Podcast.* https://sciencejournalforkids.substack.com/p/ask-a-scientist-dr-allison-master#details

4. Children's Learning Institute & Master, A. (2022). Breaking stereotypes in STEM for girls [online module]. UT Health Sciences Center (producer). Available at: https://public.cliengage.org/tools/quality/after-school-stem-programs/festivl-module-2/

5. Cheryan, S., Master, A., & Meltzoff, A. N. (2022). There are too few women in computer science and engineering. *Scientific American.* https://www.scientificamerican.com/article/there-are-too-few-women-in-computer-science-and-engineering/

6. Master, A. (2022). Ask A Scientist: Dr. Allison Master – What about gender stereotypes? *Science Journal for Kids*. https://www.youtube.com/watch?v=XETkx3uj3f0

7. Master, A., Meltzoff, A. N., & Cheryan, S. (2022). Cracking the code: Encouraging girls in computer science and engineering. *Nature Partner Journals Science of Learning.* https://npjscilearncommunity.nature.com/posts/cracking-the-code-encouraging-girls-in-computer-science-and-engineering

8. Master, A., Meltzoff, A. N., & Cheryan, S. (2022). How do gender stereotypes impact girls' interest in science? *Science Journal for Kids.* https://www.sciencejournalforkids.org/articles/how-do-gender-stereotypes-impact-girls-interest-in-science/

9. Master, A., Meltzoff, A. N., & Cheryan, S. (2021). Stereotypes about girls dissuade many from careers in computer science. *The Conversation.* Reprinted by the *Houston Chronicle, Atlanta Journal-Constitution, Global Citizen, News24, Philippine Canadian Inquirer, The Register Citizen, San Diego Voice & Viewpoint, Tyler Morning Telegraph*. https://theconversation.com/stereotypes-about-girls-dissuade-many-from-careers-in-computer-science-172279
    a. Adapted by McGraw Hill Actively Learn for teachers to use with Grades 3-12: https://reader.activelylearn.com/authoring/preview/4627629/notes

10. Jarvis, M., Cheryan, S., Meltzoff, A. N. & Master, A. (2021). Who likes computer science? How gender stereotypes about interest shape children's motivation. *National Science Foundation 2021 STEM for All Video Showcase.* https://stemforall2021.videohall.com/presentations/2074

11. †Jarvis, M., Master, A., Cheryan, S., & Meltzoff, A. N. (2020). Feeling connected to others can improve STEM engagement. *National Science Foundation 2020 STEM For All Video Showcase.* http://stemforall2020.videohall.com/p/1859
    †Recipient of a Presenter's Choice Award; one of "Most Discussed" Presentations

12. Master, A., & Bachleda, A. (2020). STEM Time Any Time [Infographic]. Identity & Academic Motivation Lab. http://depts.washington.edu/iamlab/downloads/STEMTimeAnytime_Infographic.pdf

13. Master, A., & Bachleda, A. (2020). STEM for All [Infographic]. Identity & Academic Motivation Lab. http://depts.washington.edu/iamlab/downloads/STEM_Infographic.pdf

14. Cheryan, S., Master, A., Pope, T., & Yamamoto, K. (2018). Redesigning environments increases girls' interest in CS. *National Science Foundation 2018 STEM For All Video Showcase.* http://stemforall2018.videohall.com/presentations/1198

15. †Master, A., Cheryan, S., Meltzoff, A. N., Mendoza, J., & Moscatelli, A. (2018). Empowering young girls in STEM. *National Science Foundation 2018 STEM For All Video Showcase.* http://stemforall2018.videohall.com/presentations/1092
†Recipient of a Facilitator's Choice Award

16. Cheryan, S., Master, A., & Meltzoff, A. N. (2017, September 25). The gender gap in tech isn't set in stone. *The Los Angeles Times.* http://www.latimes.com/opinion/op-ed/la-oe-cheryan-master-meltzoff-gender-gap-computer-science-toys-20170925-story.html

17. Master, A. (2017). Make STEM social to motivate preschoolers. *NAEYC.* http://www.naeyc.org/blogs/make-stem-social

18. Master, A. (2017). Module 19: Early STEM Learning [online module]. Institute for Learning & Brain Sciences (producer). Available at: http://modules.ilabs.uw.edu/module/early-stem-learning/

19. Master, A. (2017). Teachers' mindsets about math (and why they matter). *Teaching Young Children.* http://staff.washington.edu/almaster/NAEYC_Mindsets.pdf

20. Master, A. (2017, 2022). Ten things to know about math. *NAEYC.* http://families.naeyc.org/10-things-know-about-math

21. Master, A. (2016). Group work gets kids more engaged in STEM. *The Conversation*. Reprinted by *The Christian Science Monitor*. https://theconversation.com/group-work-gets-kids-more-engaged-in-stem-65710

22. Master, A., Cheryan, S., & Meltzoff, A. N. (2016, April 26). Researchers explain how stereotypes keep girls out of computer science classes. *The Washington Post.* https://www.washingtonpost.com/news/education/wp/2016/04/26/researchers-explain-how-stereotypes-keep-girls-out-of-computer-science-classes/

23. Master, A. (2015). Countering stereotypes and enhancing women's sense of belonging to reduce gender gaps in pSTEM. *Mindset Scholars Network.* http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/Reduce-Gender-Gaps-in-pSTEM.pdf

24. Master, A. (2015). Praise that makes learners more resilient. *Mindset Scholars Network.* http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/Praise-That-Makes-Learners-More-Reslient.pdf

25. Master, A. (2015). Want girls to be more interested in computer science? Change some classroom stereotypes. *The Conversation*. Reprinted by *Time.com*. https://theconversation.com/want-more-girls-to-be-interested-in-computer-science-change-some-classroom-stereotypes-47136

26. Master, A., Cheryan, S., & Meltzoff, A. N. (2015). How cultural stereotypes push girls away from computer science and what we can do to fix it. *Neuroeducação, 4,* 53-57.

RESEARCH FEATURED IN:

ABC News Nightline, Albany Times-Union, APA Monitor on Psychology, Atlanta Journal-Constitution, BabyCenter, **BBC News Brasil,** Big News Network, Big Think, BOLD (Blog on Learning and Development), The Brilliant Blog, British Psychological Society Reader Digest, Brookings Institution, Business Insider, Chicago Policy Review, Children and Screens Newsletter, Christian Science Monitor, Clark County Today, Connecticut Post, the Conversation 1 and 2, Cosmos Magazine, The Daily Herald, Darien (CT) Times 1 and 2, Econotimes, Education Week, eSchool News, Engineering & Technology Magazine, Fairfield (CT) Citizen, **Forbes 1 and 2,** Fortune, Free Press Journal, **Geekwire 1, 2, 3, 4, 5, and 6,** Global Citizen, Global TV Edmonton, Good, **Good Morning America,** Greater Good Magazine, HealthDay, Health Medicine Network, Hearst Newspapers, **The Hechinger Report,** Higher Education Policy Institute, The Horizons Tracker, **Houston Chronicle** and 2, Houston Innovation Map, **Huffington Post,** Huron Daily Tribune, Idaho Press, IFLScience, Information Week, Inkl, Inside IES Research, the Jerusalem Post, King5 News, KPBS, KPLU 88.5, **LA Times,** Latestly, Livescience and 2, Mashable, Melinda Wenner Moyer's Substack, Midland (TX) Reporter-Telegram, Mirage News, MSN 1 and 2, NAEYC for Families, National Girls Collaborative Project blog, National Science Foundation News, New Pittsburgh Courier, **New York Times,** News24, Newsblur, Newsify, Newswise, News from I-LABS 1 and 2, New Canaan Advertiser, No Straight News, **NPR,** The Oklahoman, Parent Map, Philippine Canadian Inquirer, Phys.org 1, 2, and 3, Popular Science and 2, The Post and Courier, Prevention Action, Psychology Today, Publications Office of the European Union, The Register Citizen, San Antonio Express-News, San Diego Voice & Viewpoint, San Francisco Chronicle/SF Gate, Sarasota Herald-Tribune, Science360, Science Daily, **Scientific American 1 and 2,** Scot Scoop News, Seattle Post-Intelligencer, SEEN Magazine, Shelton Herald, Sioux City Journal, Society of Petroleum Engineers' The Way Ahead, SPSP Blog, St. Louis Post-Dispatch, Stamford (CT) Advocate, Star Tribune, Teaching Tolerance, **Time,** The 74, Today, Top of the Mind with Julie Rose, Tyler Morning Telegraph, UH Moment, UH Newsroom, Univision, US News & World Report, UW 360, UW Today, **Washington Post 1,** 2, and 3, Woman's Day, Yahoo News 1, 2, 3, 4, and 5, ZME Science