

Carol S. Dweck

Phone: 650-724-9063

Department of Psychology

Fax: 650-725-5699

Stanford University

E-mail:

Stanford, CA 94305

dweck@stanford.edu

Educational History.

B.A., Barnard College, Columbia University, June, 1967 (magna cum laude, honors in Psychology)

Ph.D., Psychology, Yale University, June, 1972

Professional History.

2004-present Lewis and Virginia Eaton Professor of Psychology, Stanford University

1989-2004 Professor, Department of Psychology, Columbia University

William B. Ransford Professor of Psychology, Columbia University

1985-1989 Professor, Department of Psychology, University of Illinois

1981-1985 Professor, Laboratory of Human Development, Harvard University

1977-1981 Associate Professor, Department of Psychology, University of Illinois

1972-1977 Assistant Professor, Department of Psychology, University of Illinois

1967-1971 National Science Foundation Fellow, Yale University

Summary of Recent Honors:

Elected to the American Academy of Arts and Sciences (2002)

Book Award for *Self-Theories* (2004)

Donald Campbell Career Achievement Award in Social Psychology (Society for Personality and Social Psychology) (2008)

Award for Innovative Program of the Year (“Brainology”) (2008)

Ann L. Brown Award for Research in Developmental Psychology (University of Illinois) (2009)

Klingenstein Award for Leadership in Education (Klingenstein Center, Columbia University) (2010)

Elected, Herbert Simon Fellow of the Academy of Political and Social Science (2010)

Thorndike Career Achievement Award in Educational Psychology (American Psychological Association) (2010)

Beckman Mentoring Award (administered by Columbia University) (2011)

Distinguished Scientific Contribution Award (American Psychological Association) (2011)

Federation of Associations in Behavioral & Brain Sciences Gallery of Scientists (2011)

Elected to the National Academy of Sciences (2012).

James McKeen Cattell Lifetime Achievement Award (Association for Psychological Science) (2013)

Distinguished Scholar Award (Society for Personality and Social Psychology) (2013)

Distinguished Scientist Award (Society for Experimental Social Psychology) (2014).

Invited Address, United Nations, January, 2015.

Wilbur Cross Medal, Yale University (2015).

Publications.

Dweck, C.S., & Wagner, A.R. (1970). Situational cues and the correlation between CS and US as determinants of the conditioned emotional response. Psychonomic Science, 18, 145-147.

Dweck, C.S., & Reppucci, N.D. (1973). Learned helplessness and reinforcement responsibility in children. Journal of Personality and Social Psychology, 25, 109-116.

Langer, E.J., & Dweck, C.S. Personal politics. Englewood Cliffs, New Jersey: Prentice Hall.

Dweck, C.S. (1975). The role of expectations and attributions in the alleviation of learned helplessness. Journal of Personality and Social Psychology, 31, 674-685.

Dweck, C.S. & Gilliard, D. (1975). Expectancy statements as determinants of reactions to failure: Sex differences in persistence and expectancy change. Journal of Personality and Social Psychology, 32, 1077-1084.

Bush, E.S., & Dweck, C.S. (1975). Reflections on conceptual tempo: The relationship between cognitive style and performance as a function of task characteristics. Developmental Psychology, 11, 567-574.

- Dweck, C.S. (1976). Children's interpretation of evaluative feedback: The effect of social cues on learned helplessness. In C.S. Dweck, K.T. Hill, W.H. Redd, W.M. Steinman, & R.D. Parke (Eds.), The impact of social cues on children's behavior. Merrill-Palmer Quarterly, 22, 83-92.
- Dweck, C.S., & Bush, E.S. (1976) Sex differences in learned helplessness: (I) Differential debilitation with peer and adult evaluators. Developmental Psychology, 12, 147-156.
- Dweck, C.S. (1977) Learned helplessness and childhood depression: A developmental approach. In J.G. Schulterbrandt and A. Raskin (Eds.), Depression in childhood: Diagnosis, treatment and conceptual models. New York: Raven Press.
- Nelson, S., & Dweck, C.S. (1977). Motivation and competence as determinants of young children's reward allocation. Developmental Psychology, 13, 192-197.
- Dweck, C.S., Davidson, W., Nelson, S., & Enna, B. (1978). Sex differences in learned helplessness: (II) The contingencies of evaluative feedback in the classroom and (III) An experimental analysis. Developmental Psychology, 14, 268-276.
- Dweck, C.S., & Goetz, T.E. (1978). Attributions and learned helplessness. In J. Harvey, W. Ickes, & R. Kidd (Eds.) New directions in attribution research (Vol. 2). Hillsdale, NJ: Erlbaum.
- *Diener, C.I., & Dweck, C.S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy and achievement cognitions following failure. Journal of Personality and Social Psychology, 36, 451-462. (*Citation Classic).
- Dweck, C.S. (1978). Achievement. In M.E. Lamb (Ed.) Socio-personality development. New York: Holt, Rinehart, Winston.
- Herzberger, S. & Dweck, C.S. (1978). Attraction and delay of gratification. Journal of Personality, 46, 215-227.
- Dweck, C.S., & Licht, B.G. (1980). Learned helplessness and intellectual achievement. In M.E.P. Seligman and J. Garber (Eds.), Human helplessness: Theory and application. New York: Academic Press.
- Goetz, T.E., & Dweck, C.S. (1980). Learned helplessness in social situations. Journal of Personality and Social Psychology, 39, 246-255.

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- Diener, C.I., & Dweck, C.S. (1980). An analysis of learned helplessness: (II) The processing of success. Journal of Personality and Social Psychology, 39, 940-952.
- Dweck, C.S. (1981) Social-cognitive processes in children's friendships. In S.R. Asher and J.M. Gottman (Eds.) The development of children's friendships. New York: Cambridge University Press.
- Dweck, C.S., & Wortman, C. (1982) Learned helplessness, anxiety, and achievement motivation: Neglected parallels in cognitive, affective, and coping responses. In H.W. Krohne and L. Laux (Eds.), Achievement, stress, and anxiety. Washington, DC: Hemisphere.
- Dweck, C.S., & Elliott, E.S. (1983). Achievement motivation. In P. Mussen and E.M. Hetherington (Eds.), Handbook of child psychology. New York: Wiley.
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- Licht, B.G., & Dweck, C.S. (1984). Determinants of academic achievement: The interaction of children's achievement orientations with skill area. Developmental Psychology, 20, 628-636.
- Licht, B.G., & Dweck, C.S. (1984). Sex differences in achievement orientations: Consequences for academic choices and attainments. In M. Marland (Ed.), Sex differentiation and schooling. London: Heinemann.
- Dweck, C.S. (1985) Intrinsic motivation, perceived control, and self-evaluation maintenance: An achievement goal analysis. In R. Ames & C. Ames (Eds.), Research on motivation in education, Vol. II. New York: Academic Press.
- Benenson, J. & Dweck, C.S. (1986) The development of trait explanations and self-evaluations in the academic and social domains. Child Development, 57, 1179-1189.
- Dweck, C.S. (1986). Motivational processes affecting learning. American Psychologist, 41, 1040-1048.

- Elliott, E.S., & Dweck, C.S. (1988) Goals: An approach to motivation and achievement. Journal of Personality and Social Psychology, 54, 5-12.
- Dweck, C.S., & Leggett, E.L. (1988). A social-cognitive approach to motivation and personality, Psychological Review, 95, 256-273.
- Bergen, R., & Dweck, C.S. (1989) The functions of a personality theory. In R. Wyer & T. Srull (Eds.), Advances in social cognition, Vol. II. Hillsdale, NJ: Erlbaum.
- Cain, K., & Dweck, C.S. (1989) Children's theories of intelligence: A developmental model. In R. Sternberg (Ed.) Advances in the study of intelligence. Hillsdale, NJ: Erlbaum.
- Dweck, C.S. (1990). Motivation. In R. Glaser and A. Lesgold (Eds.), Foundations for a cognitive psychology of education. Hillsdale, NJ: Erlbaum.
- Henderson, V., & Dweck, C.S. (1990). Achievement and motivation in adolescence: A new model and data. In S. Feldman and G. Elliott (Eds.), At the threshold: The developing adolescent. Cambridge, MA: Harvard University Press.
- Dweck, C.S. (1991). Self-theories and goals: Their role in motivation, personality, and development. In R. Dienstbier (Ed.), Nebraska symposium on motivation. Lincoln, Nebraska: University of Nebraska Press.
- Dweck, C.S. (1992). The study of goals in psychology. Psychological Science, 3, 165-166.
- Heyman, G.D., & Dweck, C.S. (1992). Achievement goals and intrinsic motivation: Their relation and their role in adaptive motivation. Motivation and Emotion, 16, 231-247.
- Heyman, G.D., Dweck, C.S., & Cain, K. (1992) Young children's vulnerability to self-blame and helplessness. Child Development, 63, 401-415.
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- Erdley, C.S. & Dweck, C.S. (1993). Children's implicit theories as predictors of their social judgments. Child Development, 64, 863-878.

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- Hong, Y.Y., Chiu, Y.Y., & Dweck, C.S. (1995). Implicit theories of intelligence: Reconsidering the role of confidence in achievement motivation. In M. Kernis (Ed.), Efficacy, agency, and self-esteem. New York: Plenum.
- Ruble, D.N. and Dweck, C.S. (1995). The development of self-conceptions and person conceptions. In N. Eisenberg (Ed.), Review of Personality and Social Psychology, Vol 15: Social Development. Thousand Oaks, CA: Sage.
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- Burhans, K. and Dweck, C.S. (1995). Helplessness in early childhood: The role of contingent worth. Child Development, *66*, 1719-1738.
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- Mueller, C. M. & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33-52.
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- Dweck, C.S. (2000). Teorie del se': Intelligenza, motivazione, personalita' e sviluppo. Trento, Italy: Erickson. (Translation of Dweck, C.S. (1999). Self-Theories: Their role in motivation, personality and development. Philadelphia: Taylor and Francis/Psychology Press.)
- Grant, H., & Dweck, C.S. (2001). Cross-cultural response to failure: Considering outcome attributions within different goals. In F. Salili, C. Chiu, & Y. Hong (Eds.), Student motivation: The culture and context of learning. New York: Plenum.

- Levy, S., Plaks, J., Chiu, C., Hong, Y., & Dweck, C.S. (2001). Static versus dynamic theories and the perception of groups: Different routes to different destinations. Personality and Social Psychology Review, 5, 156-168.
- Plaks, J., Stroessner, S., Dweck, C.S., & Sherman, J. (2001). Person theories and attention allocation: Preference for stereotypic vs. counterstereotypic information. Journal of Personality and Social Psychology, 80, 876-893.
- Dweck, C. S. (2002). Beliefs that make smart people dumb. In R. J. Sternberg (Ed.). Why smart people do stupid things. New Haven: Yale University Press.
- Dweck, C.S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance (In Surprising Ways). In J. Aronson (Ed.), Improving academic achievement. New York: Academic Press.
- Dweck, C.S. (2002). The development of ability conceptions. In A. Wigfield & J. Eccles (Eds.), The development of achievement motivation. New York: Academic Press.
- Plaks, J., Levy, S., & Dweck, C.S. , & Stroessner (2002). In the eye of the beholder: Implicit theories and the perception of groups. In V. Yzerbyt, O. Corneille, & C. Judd (Eds.), The psychology of group perception. New York: Psychology Press.
- Dweck, C.S., Higgins, E.T., & Grant, H. (2002). Self-systems give unique meaning to self-variables. In M. Leary & J. Tangney (Eds.). Handbook of self and identity. New York: Guilford.
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Elliot, A., & Dweck, C.S. (Eds.) (2005). The handbook of competence and motivation. New York: Guilford.

Dweck, C.S., & Molden, D.C. (2005). Self-Theories: Their impact on competence motivation and acquisition. In A. Elliot & C.S. Dweck (Eds.), The handbook of competence and motivation. New York: Guilford.

Plaks, J.E., Grant, H., & Dweck, C.S. (2005). Violations of implicit theories and the sense of prediction and control: Implications for motivated person perception. Journal of Personality and Social Psychology, *88*, 245-262.

Molden, D.C., Plaks, J.E., & Dweck, C.S. (2006). “Meaningful” social inferences: Effects of implicit theories on inferential processes. Journal of Experimental Social Psychology, *42*, 738-752.

Good, C., & Dweck, C.S. (2006). A motivational approach to reasoning, resilience, and responsibility. In R. Subotnik & R. Sternberg (Eds.), The other 3 R’s: Reasoning, resilience, and responsibility. Washington, D.C.: American Psychological Association.

Lawrence, J.S., Crocker, J., & Dweck, C.S. (2006). How stereotypes influence the meaning students give to academic settings. In G. Downey, J. Eccles, & C. Chatman (Eds.) Navigating the future: Social identity, coping, and life tasks. New York: Russell Sage.

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Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In S.J. Ceci and W.M. Williams (Eds.) *Why aren’t more women in science? Top researchers debate the evidence*. Washington, DC: American Psychological Association.

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- Dweck, C.S. (2007). Self-theories: The mindset of a champion. In Morris, T., Terry, P., & Gordon, S. (Eds.), *Sport and exercise psychology: International perspectives*. Morgantown, WV: Fitness Information Technology.
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(Commentary on R. McKay and D. Dennett, The evolution of misbelief.), *32*, 518-519.
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- Halperin, E., Russell, A., Trzesniewski, K., Gross, J.J., & Dweck, C.S. (2011), Promoting the Middle East peace process by changing beliefs about group malleability, *Science, 333*, 1767-1769.
- Carr, P.B., & Dweck, C.S. (2011). Motivation and intelligence. To appear in S. Feldman and R. Sternberg (Eds.) *Handbook of Intelligence*. New York: Cambridge.
- Mangels, J.A., Good, C., Whiteman, R.C., Maniscalco, B., & Dweck, C.S. (2012) Emotion blocks the path to learning under stereotype threat. *Social Cognitive Affective Neuroscience 7*, 230-241.
- Good, C., Rattan, A., & Dweck, C.S. (2012) Why do women opt out? Sense of belonging and women's representation in mathematics. *Journal of Personality and Social Psychology, 102*, 700-717.
- Walton, G.M., Paunesku, D., & Dweck, C.S. (2012). Expandable selves. In M. Leary & J. Tangney (Eds.). *Handbook of self and identity*. New York: Guilford.
- Rattan, A., Levine, C.S., Dweck, C.S., & Eberhardt, J.L. (2012) Race and the fragility of the legal distinction between juveniles and adults. *PLoS ONE, 7*(5): e36680.

- Miller, E.M., Walton, G.W., Dweck, C.S., Job, V., Trzesniewski, K., & McClure, S.M. (2012). Theories of willpower affect sustained learning. *PLoS ONE*, 7(6): e38680.
- Rattan, A., Good, C., & Dweck, C.S. (2012). "It's ok - not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, 48, 731-737.
- Carr, P., Rattan, A., & Dweck, C.S. (2012). Implicit theories shape intergroup relations. *Advances in Experimental Social Psychology*. New York: Elsevier.
- Yeager, D.S., & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47, 302-314.
- 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.
- Johnson, S.C., Dweck, C.S., & Dunfield, K. (2013). How universals and individual differences can inform each other: The case of social expectations in infancy. In M.R. Banaji & S. Gelman (Eds). *Navigating the Social World: What infants, children, and other species can teach us*. New York: Oxford.
- Dweck, C.S. (2013). Social-cognitive development: A renaissance. In M.R. Banaji & S. Gelman (Eds). *Navigating the Social World: What infants, children, and other species can teach us*. New York: Oxford.
- Halperin, E., Crisp, R.J., Husnu, S., Trzesniewski, K.H., Dweck, C.S., & Gross, J.J. (2012). Promoting intergroup contact by changing beliefs: Group malleability, intergroup anxiety, and contact motivation. *Emotion*, 12, 1192-1195.
- Yeager, D.S., Trzesniewski, K., & Dweck, C.S. (2012). An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development*, 84, 970-988.
- Dweck, C.S. (2013). Social Development. In P. Zelazo (Ed.). *Oxford Handbook of Developmental Psychology*. New York: Oxford University Press.

- Job, V., Bernecker, K., & Dweck, C.S. (2012). Are implicit motives the need to feel certain affect? Motive-affect congruence predicts relationship satisfaction. *Personality and Social Psychology Bulletin*.
- Carr, P., Pauker, K., & Dweck, C.S. (2012). "Prejudiced" behavior without prejudice? Beliefs about the malleability of prejudice affect interracial interactions. *Journal of Personality and Social Psychology*, *103*, 452-471.
- Dweck, C.S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and willpower. *American Psychologist*, *67*, 614-622.
- Rattan, A., Savani, K., Naidu, N., & Dweck, C.S. (2012). Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. *Journal of Personality and Social Psychology*, *103*, 787-803.
- Gunderson, L., Gripshover, S., Romero, C., Goldin-Meadow, S., Dweck, C.S., Levine, S. (2013). Parent praise to 1-3 year-olds predicts children's motivational frameworks 5 years later. *Child Development*.
- Levontin, L., Halperin, E., & Dweck, C.S. (2013). Implicit theories block negative attributions about a longstanding adversary: The case of Israelis and Arabs. *Journal of Experimental Social Psychology*, *49*, 670-675.
- Job, V., Walton, G.M., Bernecker, K., & Dweck, C.S., (2013). Beliefs about willpower determine the impact of glucose on self-control. *Proceedings of the National Academy of Sciences*, *110*, 14837-14842.
- Yeager, D.S., Miu, A., Powers, J., & Dweck, C.S. (2013). Implicit theories of personality and attributions of hostile intent: A meta-analysis, an experiment, and a longitudinal intervention. *Child Development*, *84*, 1651-1667.

- Halperin, E., Gross, J.J., & Dweck, C.S. (2014). Resolving intractable intergroup conflicts: The role of implicit theories about groups. In M. Deutsch, P. Coleman, & E. Marcus (Eds.) *The Handbook of Conflict Resolution*. San Francisco: Jossey-Bass.
- O'Rourke, E., Haimovitz, K., Ballweber, C., Dweck, C.S., Popović, Z. (2014). Brain Points: A growth mindset incentive structure boosts persistence in an educational game. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI 2014)*. ACM: New York, NY. (Acceptance rate: 22.8%)
- Magen, E., Kim, B., Dweck, C.S., Gross, J.J., & McClure (2014). Behavioral and neural correlates of increased self-control in the absence of increased willpower. *Proceedings of the National Academy of Sciences*.
- Stroessner, S.J., & Dweck, C.S. (in press). Inferring group traits and group goals: A unified approach to social perception. In S.J. Stroessner & J.W. Sherman, (Eds.), *Social perception from individuals to groups*. New York: Psychology Press.
- Yeager, D.S., Johnson, R., Spitzer, B.J., Trzesniewski, K., Powers, J., & Dweck, C.S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology, 106*, 867-884.
- Schumann, K., Dweck, C.S., & Zaki, J. (2014). Addressing the empathy deficit: Beliefs about the malleability of empathy predict effortful responses when empathy is challenging. *Journal of Personality and Social Psychology, 107*, 475-493.
- Schumann, K., & Dweck, C. S. (2014). Who accepts responsibility for their transgressions? *Personality and Social Psychology Bulletin, 40*, 1598-1610.
- Cortes Barragan, R., & Dweck, C.S. (2015). Rethinking natural altruism: Simple reciprocal interactions trigger children's benevolence. *Proceedings of the National Academy of Sciences, 111*, 17071-17074.

Job, V., Walton, G.M., Bernecker, K., & Dweck, C.S. (in press). Implicit theories about willpower predict self-regulation and grades in everyday life. *Journal of Personality and Social Psychology*.

Paunesku, D., Walton, G., Romero, R., Smith, E., Yeager, D., & Dweck, C.S. (in press). Mindset interventions are a scalable treatment for academic underachievement. *Psychological Science*.

Invited Addresses, Colloquia, Symposia, Committees, Honors (selected).

Colloquium, University of Michigan, May, 1977.

Colloquium, University of Waterloo, June, 1977.

Colloquium, University of Chicago, November, 1977.

Colloquium, Cornell University, May, 1978.

Panel Member, Invited Symposium: Perceived Control, American Psychological Association, September, 1978.

Colloquium, Stanford University, October, 1978.

Invited Speaker, Interdisciplinary Conference on Sex Differences, Stanford University, October, 1978.

Colloquium, Pennsylvania State University, December, 1978.

Colloquium, Harvard University, February, 1979.

Invited Speaker, Invited Symposium: Implications of Developmental Research for Philosophy of Education. Society for Research in Child Development, San Francisco, March, 1979.

Colloquium, Princeton University, October, 1979.

Invited Discussant, Conference on Children's Perceptions of Academic Success and Failure, Learning Research and Development Center, University of Pittsburgh, October 1979.

Invited Speaker, Conference on Sex Differences and Schooling, Cambridge University, England, January, 1980.

Invited Address, Eastern Psychological Association, Hartford, April, 1980.

Invited Speaker, Conference on Attributional Approaches to Motivation, University of Bielefeld, Bielefeld, Germany, June, 1980.

Invited Speaker, Symposium on Metacognition, Attribution, and Learning, University of Heidelberg, Heidelberg, Germany, July, 1980.

Invited Speaker, Social Science Research Council Meeting on Personal Control Over the Life Span, New York, October, 1980.

Career Development Award, NIMH, 1981-1985.

Colloquium, Concordia University, Montreal, Canada, March, 1981.

Invited Faculty Member, Workshop on Learning and Motivation, University of Michigan, June, 1981.

Invited Discussant, Symposium on the Development of Achievement Processes, International Society for the Study of Behavioral Development, Toronto, Canada, August, 1981.

Invited Discussant, Symposium on Action Theory, International Society for the Study of Behavioral Development, Toronto, Canada, August, 1981.

Chair, NIMH-SSRC Panel on Cognitive and Affective Disorders, Washington, DC, September, 1981.

Colloquium, Tufts University, March, 1981

Invited Colloquium, Colloquium Series in Social Development, University of Illinois, March, 1981.

Invited Discussant, NIMH-SSRC Conference on Affective Disorders in Children II, Philadelphia, April, 1981.

Invited Discussant, Conference on Affective Development and Peer Relationships, June, 1981.

Colloquium, Cornell University, September, 1982.

Colloquium, Yale University, November, 1982.

Career Development Award Study Section, NIMH, 1983-1988.

Invited Discussant, Symposium on the Development of Achievement Motivation, Society for Research in Child Development, Detroit, April, 1983.

Invited Panel Member, Implications of Sex Differences for Theories of Development, Society for Research in Child Development, Detroit, April, 1983.

Colloquium, University of Pennsylvania, February, 1984.

Invited Discussant, Symposium on Peer Relationships, American Educational Research Association, New Orleans, March, 1984.

Keynote Speaker, Massachusetts Psychological Association, June, 1984.

IBM Annual Lecture on Psychology and Education, London, England, September, 1984.

Invited Speaker, Symposium on Personality-Emotional Influences on Cognitive Performance, Society for Research in Child Development, Toronto, Canada, April, 1985.

Colloquium, University of Michigan, April, 1985.

Colloquium, Tufts University, April, 1985.

Keynote Speaker, Institute on the Teaching of Psychology, Clearwater, Florida, January, 1986.

Colloquium, New School for Social Research, April, 1986.

Colloquium, Carnegie-Mellon University, October, 1986.

Invited Speaker, Emory University Cognition Conference, November, 1986.

Invited Address, American Educational Research Association, Washington, DC, April, 1987.

Colloquium, Beijing University, June, 1987.

Colloquium, East China Normal University, Shanghai, July, 1987.

Invited Discussant, Symposium on the Development of Achievement Motivation, International Society for the Study of Behavioral Development, Tokyo, Japan, July, 1987.

Invited Autobiographical Talk, Center for Group Dynamics, University of Michigan, April, 1988.

Invited Discussant, Symposium on the Development of Children's Knowledge About Mental Processes, American Educational Research Association, New Orleans, April, 1988.

John F. Kennedy Lectures, Vanderbilt University, April, 1988.

Colloquium, Michigan State University, May, 1988.

Colloquium, Columbia University, September, 1988.

Invited Speaker, Sloan Conference on the Nature of Implicit Theories, Stanford University, January, 1989.

Colloquium, University of Maine, March, 1989.

Colloquium, New York University, March, 1989.

Colloquium, Graduate Center, CUNY, November, 1989.

Invited Speaker, Nebraska Symposium on Motivation, March, 1990.

Colloquium, Florida State University, October, 1990.

Colloquium, Brown University, November, 1990.

Invited Participant, McArthur Foundation Conference on Cognitive Development and Learning, February, 1991.

Colloquium, University of Rochester, April, 1991.

Colloquium, McGill University, April, 1991.

Chair, Symposium on Implicit Theories and Motivational Development, Society for Research in Child Development, April, 1991.

Invited Discussant, Symposium on Motivational Patterns and Learning Disabilities, American Association of Behavior Therapy, November, 1991.

Human Development Study Section, NICHD, 1992-1996.

Colloquium, Swarthmore College, January, 1992.

Colloquium, Reed College, March, 1992.

Harris Lectures, University of Chicago, April, 1992.

Invited Speaker, Symposium on the History of Women at Yale University, April, 1992.

Invited Speaker, Conference on Agency, Efficacy and Self-Esteem, University of Georgia, May, 1992.

Invited Speaker, W.T. Grant Faculty Scholars Conference, June, 1992.

Colloquium, Brandeis University, October, 1992.

Keynote Speaker, New England Psychological Association, October, 1992.

Colloquium, University of Pennsylvania, November, 1992.

Colloquium, Educational Testing Service, January, 1993.

Colloquium, Rutgers University, March, 1993.

Invited Discussant, Symposium on Stress and the Development of Coping, Society for Research in Child Development, March, 1993;

Invited Speaker, Yale University Psychology Reunion, May, 1993.

Invited Speaker, Conference on Coping with Adversity, University of Massachusetts, May, 1993.

Invited Address, American Psychological Society, Chicago, June, 1993.

Invited Speaker, Conference on Motivation and Action, Ringberg, Germany, July, 1993.

Colloquium, University of Virginia, April, 1994.

Colloquium, Ohio State University, April, 1994.

Invited Address, American Psychological Association, Division 8, August, 1994.

Colloquium, Institute for Child Development, Medical University of New Jersey, October, 1994.

Member, Early Career Contribution Award Committee (Developmental Psychology), 1995.

Invited Speaker, Motivational Processes in Gifted Children, University of Kansas, January, 1995.

Invited Discussant, Symposium on Attribution, Aversive Feelings and Coping, Society for Research in Child Development, March, 1995.

Invited Speaker, Conference on Cognitive Approaches to Social Psychology, Bertinoro, Italy, May, 1994.

Invited Address (Plenary Speaker), American Psychology Society Preconference on the Teaching of Psychology, June, 1995.

Speaker and Co-organizer, Conference on Motivation and Control Across the Life-Span, Berlin, July, 1995.

Symposium, Person-Environment Transactions, American Psychological Association, August, 1995.

Invited Symposium, Motivation and Achievement, American Psychological Association, August, 1995.

Symposium, Role of Implicit Theories in Social Judgment, SESP, Washington, September, 1995.

Colloquium, Stanford University, October, 1995.

Colloquium, Yale University, Social Psychology, February, 1996.

Invited Address, American Educational Research Association, New York, April, 1996.

Invited Conversation Hour, The Status of Achievement Goal Theory, American Educational Research Association, New York, April, 1996.

Invited Discussant, Symposium on Motivational Development, American Educational Research Association, New York, April, 1996.

Colloquium, Graduate Center of CUNY, Developmental Psychology, April, 1996.

Visiting Scholar and Workshop Leader, Japanese Society of Developmental Psychology, Tokyo, July 23-26, 1996.

Invited Address, Japanese Society of Developmental Psychology, July, 1996.

Colloquium, Waseda University, Japan, July, 1996.

Colloquium, New York University, Social Psychology, October, 1996.

Invited Speaker, Conference on Measuring the Mind, New York, October, 1996.

Chair, Early Career Contribution Award Committee (Personality and Social Psychology), American Psychological Association, 1997.

Colloquium, University of Pittsburgh, February, 1997.

Invited Faculty, American Psychological Association Summer Science Institute, Johns Hopkins University, June, 1997.

Visiting Scholar and Invited Addresses, University of Munich, July, 1997.

Invited Discussant, Conference on Optimism and Hope, University of Pennsylvania, February, 1998.

Colloquium, University of North Carolina at Chapel Hill, April, 1998.

Invited Address, Midwestern Psychological Association, Chicago, April, 1998.

Invited Workshop Leader, University of Hong Kong, June, 1998.

Invited Symposium Chair, Conference on the Development of Competence, Hong Kong, June, 1998.

Keynote Speaker, Association for the Advancement of Sports Psychology, Hyannis, Massachusetts, September, 1998.

Invited Speaker, National Research Council, Department of Justice Panel on Juvenile Crime, Washington, DC, October, 1998.

Colloquium, Purdue University, November, 1998.

Colloquium, Department of Psychology, University of Michigan, March, 1999.

Colloquium, Culture and Cognition Program, University of Michigan, March, 1999.

Colloquium, University of Massachusetts, April, 1999.

Invited Discussant, Symposium on Goals and Achievement Motivation, Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM, April, 1999.

G. Stanley Hall Lecture on Motivation, American Psychological Association, Boston, August, 1999.

Invited Address, Division on Psychology and the Arts, American Psychological Association, Boston, August, 1999.

Chair, National Science Foundation Committee of Visitors, Social and Developmental Psychology Program, August, 1999.

Founding Member, Task Force on Child Well-Being, Rockefeller University, December, 1999.

G. Stanley Hall Lecture on Motivation, Rocky Mountain Psychological Association, April, 2000.

Invited Speaker, Positive Psychology Summit, Washington, DC, October, 2000.

Invited Discussant, Symposium on Attributions and Theory of Mind, Meeting of Society for Experimental Social Psychology, Atlanta, October, 2000.

Keynote Address, Italian Association for the Study of Learning and Learning Disabilities, Parma, Italy, October, 2000.

Colloquium, University of Padua, October, 2000.

Colloquium, University of Maryland, November, 2000.

Keynote Speaker, Meeting of the Society of Personality and Social Psychology, San Antonio, TX, February, 2001.

Colloquium, Department of Psychology, New School For Social Research, February, 2001.

Symposium Speaker, Symposium on Motivation and Achievement, AERA, Seattle, April, 2001.

Allen Edwards Lecture, University of Washington, Seattle, April, 2001.

Symposium Chair and Speaker, Symposium on motivation and socialization, Society for Research in Child Development, Minneapolis, April, 2001.

Invited Speaker, Conference on Social Identity, New York University, May, 2001.

Speaker, Invited Symposium on the Self and Contingencies of Worth, American Psychological Society, Toronto, June, 2001.

Invited Speaker, Conference on New Forms of Assessment, Educational Testing Service, June, 2001.

Invited Speaker, W.T. Grant Foundation Faculty Scholars Conference, Santa Fe, June, 2001.

Speaker, Invited Symposium on Goals and Motivation, European Philosophical Association, Fribourg, Switzerland, August, 2001.

Distinguished Lecture, New England Psychological Association, October, 2001.

Colloquium, University of Arizona, March, 2002

Invited Address, Biennial Conference on Human Development, Charlotte, NC, April, 2002.

Committee, Award for Distinguished Contribution to Personality Research, Society for Personality and Social Psychology, 2002.

Chair, Early Career Contribution Award in Developmental Psychology, American Psychological Association, 2002.

Invited Speaker, International Conference on Development and Motivation, The Lakes District, UK, April, 2002.

Invited Address, Midwestern Psychological Association, Chicago, IL, April, 2002.

Monroe Stein Lecture, New York University School of Education, April, 2002.

Elected to American Academy of Arts and Sciences, April, 2002.

Chair, Visiting Committee, Duke University, May, 2002.

Distinguished Lecture, University of Hamburg, Hamburg, Germany, July, 2002

Keynote Address, American Psychological Association, Chicago, August, 2002

Invited Speaker, APA Invited Forum: How Does Early Experience Matter? American Psychological Association, Chicago, August, 2002.

Distinguished Speaker in Developmental Psychology, Cornell University, September, 2002.

Keynote Speaker, President's Forum on Teaching Excellence: Student Motivation, University of Colorado, October, 2002.

Colloquium, PACE Center, Department of Psychology, Yale University, October, 2002.

Kendon Smith Lecture on the Self, University of North Carolina, Greensboro, NC, November, 2002.

Symposium Chair, Meaning Systems in Social Psychology, Society for Personality and Social Psychology, Los Angeles, CA, February 2003.

Colloquium, Carolina Consortium on Human Development (Reciprocal Influence of Social and Cognitive Development), March, 2003.

Colloquium, University of Wisconsin, April, 2003.

Invited Address, Conference on the Foundations of Learning, San Sepolcro (Tuscany), Italy, April, 2003.

Invited Discussant, Symposium on Self-Esteem and Achievement, Society for Research in Child Development, Tampa, FL, April, 2003.

Invited Discussant, Symposium on Regulatory and Relational Vulnerabilities, Society for Research in Child Development, Tampa, FL, April, 2003.

Heymans Lecture, University of Groeningen, Groeningen, the Netherlands.

Invited Workshop, Kurt Lewin Institute, the Netherlands, June, 2003.

Master (Mentor), Pinnacle Scholars Program of the American Psychological Association, July, 2003.

Invited Lecture, Department of Psychology and Center for Early Childhood Research, University of Chicago, October, 2003.

Hilgard Visiting Professor, Stanford University, October, 2003.

Invited Speaker, Conference on Learning and the Brain, Harvard Medical School, Boston, November, 2003.

Colloquium, Harvard University, November, 2003.

Invited Lecture, New York Academy of Science, December, 2003.

Colloquium, Princeton University, February, 2004.

Book Award (for Self-Theories), from the World Education Federation, (an organization of the United Nations and UNICEF), 2004.

Invited Speaker, Social-Cognitive Development Seminar, Harvard University, October, 2004.

Colloquium, Institute for Social and Personality Research, University of California at Berkeley, February, 2005.

Keynote Speaker, World Congress of Sport Psychology, Sydney, Australia, August, 2005 (Interviewed by the Australian Broadcasting Corporation).

Speaker of the Year, Ministry of Education/Omar Dengo Foundation, Costa Rica, September, 2005.

Speaker, Symposium on Social-Cognitive Development, Society for Personality and Social Psychology, Palm Springs, CA, January, 2006.

NPR Full-Program Interview, Tech Nation, March, 2006.

Invited Speaker, Commonwealth Club, San Francisco, CA, June, 2006.

Speaker, Symposium on Implicit Theories and Consumer Behavior, Association for Consumer Research, Orlando, FL, September, 2006.

Keynote Address, Spencer Foundation Conference on Social, Motivational, and Self-Regulatory Effects on Learning, Chicago, IL, October, 2006.

Invited Lectures, Cambridge University, Cambridge, England, November, 2006.

Invited Speaker, Promoting and Maintaining Diversity in Higher Education, Columbia University, November, 2006.

Invited Address, Human Resource Institute, St. Petersburg, FL, February, 2007.

Speaker, Symposium on Children's Learning: Science-Based Practice, Meeting of the American Association for the Advancement of Science, San Francisco, CA, February, 2007.

Discussant, Symposium on Possible Universal Social Traits in Children and Non-Human Primates, Society for Research in Child Development, Boston, March-April, 2007.

Conference Keynote Speaker, Association for Psychological Science, Washington, DC, May, 2007.

Discussant, Symposium on Emotional Overreactions to Minor Events, Association for Psychological Science, Washington, DC, May, 2007.

Participant, Champions of Psychology (Student Forum), Association for Psychological Science, Washington, DC, May, 2007.

Invited Speaker, Conference on Cognitive Remediation in Psychiatry, New York, June, 2007.

Invited Addresses, Six lectures to members of parliament and to business, education, and sports leaders, Edinburgh and Glasgow Scotland, June, 2007.

Keynote Address, ETS Conference on Assessment for Learning, Portland, OR, July 2007.

Invited Speaker, Aspen Ideas Festival, Aspen Colorado, July, 2007.

Invited Speaker, Symposium: Eminent Women in Psychology, American Psychological Association, San Francisco, August, 2007.

Keynote Speaker, The College Board, Reston, VA and New York, NY, October, 2007.

Invited Speaker, Presidential Symposium, Society for Experimental Social Psychology. Chicago, October, 2007.

Invited Discussant, Symposium on Social-Cognitive Development, Santa Fe, NM, October. 2007.

Keynote Speaker, Texas Higher Education Governing Board, Houston, TX, October, 2007.

Keynote Speaker, Conference on Learning and the Brain, San Francisco, February, 2008.

Chair, Symposium on Mindsets and Political Ideology, Society for Personality and Social Psychology, Albuquerque, NM, February, 2008.

Keynote Lecture and Master Class, HAN University, Arnhem, the Netherlands, March 2008

Chair and Discussant, Symposium on Social Cognitive Development, International Society on Infant Studies, Vancouver, CA, March, 2008.

Keynote Speaker, Suzuki Association of the Americas Conference, Minneapolis, MN, May, 2008.

Leona Tyler Memorial Lecture, University of Oregon, June, 2008.

Invited Speaker, Fundamentally Changing the Way We Train Physicians, First Annual Conference on Changing the Health Care Profession, San Francisco, September, 2008.

Invited Talk, The New Intersection of Social Psychology and Social Development, University of Washington, Seattle, October, 2008.

2008 Campbell Award for Distinguished Contributions to Research in Social Psychology, Society for Personality and Social Psychology (SPSP).

2008 Award for Innovative Program of the Year (for Brainology software program to teach students a “growth mindset”), Association for Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD).

2009 Ann L. Brown Award for Excellence in Developmental Research, University of Illinois.

2010 Klingenstein Award for Leadership in Education, Teachers College, Columbia University

2010 E. L. Thorndike Career Achievement Award in Educational Psychology, American Psychological Association.

Invited Speaker, Presidential Symposium, Society for the Study of Motivation, May, 2009.

American Academy of Arts & Sciences Selection Committee

Keynote Address, Scottish Learning Festival, Glasgow, Scotland, September, 2009.

MillerCom/Lyle Lanier University Lecture, University of Illinois at Urbana Champaign, October, 2009.

Invited Address, School of Psychology of the Pontificia Universidad Catolica de Chile, November, 2009.

Klingenstein Award Address, National Association of Independent Schools, San Francisco, February, 2010.

Co-Organizer, Conference on Implicit Theories and Executive Function, American Psychological Association, March, 2010.

Distinguished University Lecturer, University of Hong Kong, March, 2010.

Invited Addresses, University of Herzeliya, Herzeliya, Israel, April 2010.

Greenwald Distinguished Speaker in Social Psychology, Ohio State University, May 2010.

Keynote Address, Annual Head Start Conference, Washington, DC, June, 2010.

Conference Keynote Address, International Society for Gifted Education, Paris, July 2010.

E. L. Thorndike Career Achievement Award Address, American Psychological Association, San Diego, August, 2010.

Elected, Herbert Simon Fellow of the Academy of Political and Social Science, 2010.

Keynote Address, National Association for Gifted Education, Atlanta, November, 2010.

Keynote Address, Mind and Its Potential, Sydney, Australia, November, 2010.

Keynote Address, Australian Sports Commission National Coaching Conference, Melbourne, Australia, November, 2010.

Keynote Address, USA Swimming National Team Coaches Seminar, Colorado Springs, April, 2010.

Keynote Address, New Zealand High Performance Athlete Development Forum, Auckland, NZ, June, 2011.

Elizabeth Hurlock Beckman Mentoring Award, Elizabeth Hurlock Beckman Trust, Administered by Columbia University, 2011.

Distinguished Scientific Contribution Award, American Psychological Association, 2011.

Distinguished Scientific Contribution Award Address, APA, Washington, DC, August, 2011.

Gallery of Scientists, Federation of Associations in Behavioral & Brain Sciences (FABBS), 2011

Brotherton Fellowship, University of Melbourne, August-September, 2011

Public Lecture, University of Melbourne, August, 2011

Keynote Address, United States Ski and Snowboard Coaches, Park City, UT, October, 2011.

Public Lecture, University of Zurich, March, 2012

Colloquium, Washington University of St. Louis, April, 2012.

Elected to the National Academy of Sciences, May, 2012

Keynote Address, Education Nation, NBC News, New York, September, 2012

James McKeen Cattell Lifetime Achievement Award (American Psychological Society) (2013)

Walter N. Ridley Lecture, University of Virginia, March, 2013.

Invited Speaker, National Academy of Sciences, April, 2013.

Keynote Speaker, White House Conference on Mindsets, Washington, DC, May, 2013

Keynote Speaker, Young Minds Conference, Sydney, Australia, June, 2013

Keynote Speaker, Happiness and Its Causes, Melbourne, Australia, June, 2013

Invited Speaker, Aspen Ideas Festival, Aspen, CO, July, 2013

“Sermon,” School of Life, Conway Hall, London, U.K., July 2013

Invited Speaker, Royal Society of Arts, London, U.K., July, 2013

Distinguished Scholar Award, Society for Personality and Social Psychology, 2013

Distinguished Scholar Award Address (Society for Personality and Social Psychology), February, 2014.

Michael Chandler Lecture, University of British Columbia, April, 2014.

Keynote Address, Society for the Study of Motivation, Association for Psychological Science, May 2014

Distinguished Scientist Award, Society for Experimental Social Psychology, 2014.

Invited Address, United Nations, January, 2015.

Wilbur Cross Medal, Yale University, 2015.

Colloquium, Princeton University, April, 2015.

Outreach Talks

Keynote addresses to numerous educational, health, sports, and business organizations around the world.