

MATTHEW H. KIM
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EDUCATION

Ph.D. University of Michigan, Ann Arbor, 2015
Area of study: Developmental Psychology
Committee: Fred Morrison (co-chair), Bill Gehring (co-chair), Allison Ryan, Priti Shah, Robin Jacob

M.S. University of Michigan, Ann Arbor, 2013
Area of study: Developmental Psychology

B.A. New York University, 2008
Majors: Economics (honors) and Psychology

PROFESSIONAL APPOINTMENTS

2020–present Assistant Professor, Department of Psychology, University of Kentucky

2018–present Research Scientist, Institute for Learning & Brain Sciences, University of Washington

2018–2020 Teaching Associate, College of Education, University of Washington

2016–2018 Research Associate, Inflexion

2015–2016 Post-Doctoral Research Scholar, Prevention Science Institute, University of Oregon
Faculty Fellow, University of Oregon

2008–2010 Research Assistant, MDRC

STATEMENT OF RESEARCH

My program of research examines the nature and development of executive functions and motivation in early childhood through adolescence—with a special focus on school transitions—and how these cognitive processes relate to the student success of diverse learners. I employ behavioral, electrophysiological, and causal inference methods in pursuit of my research aims. I embrace the values of open and reproducible science and strive to pursue these goals in my work.

GRANTS AND FELLOWSHIPS

Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *RAPID: Developing and researching youth-driven media that highlights science as an act of service during a public health crisis.* National Science Foundation Innovative Technology Experiences for Students and Teachers DRL2032226 | Period of support: 2020–2021 | Total award: \$151,040 | **Awarded**

Co-Principal Investigator (with E. Madison [PI], J. Husman [Co-PI], R. Anderson [Co-PI]): *My STEM story: Scaling STEM motivation through digital storytelling and near peer relationships.* National Science Foundation Innovative Technology Experiences for Students and Teachers DRL1759442 | Period of support: 2018–2021 | Total award: \$1,203,658 | **Awarded**

Principal Investigator: *Schooling and the development of executive functioning skills: Integrating cognitive, neurophysiological, and educational perspectives.*

National Science Foundation Graduate Research Fellowships Program

DGE1256260 | Period of support: 2012–2015 | Total award: \$134,000 | **Completed**

PUBLICATIONS

Kim, M. H., & McIntyre, L. L. (2019). Early communication skills and special education outcomes at school entry: Implications for pediatric care and screening. *Global Pediatric Health*, 6, 1–9. doi: 10.1177/2333794X19884185

Morrison, F. J., **Kim, M. H.**, Connor, C. M., & Grammer, J. K. (2019). The causal impact of schooling on children's development: Lessons for developmental science. *Current Directions in Psychological Science*, 28(5), 441–449. doi: 10.1177/0963721419855661

Kim, M. H., & Morrison, F. J. (2018). Schooling effects on literacy skills during the transition to school. *AERA Open*, 4(3), 1–15. doi: 10.1177/2332858418798793

Kim, M. H., Shimomaeda, L., Giuliano, R. J., & Skowron, E. A. (2017). Intergenerational associations in executive function between mothers and children in the context of risk. *Journal of Experimental Child Psychology*, 164, 1–15. doi: 10.1016/j.jecp.2017.07.002

Kim, M. H., Marulis, L. M., Grammer, J. K., Morrison, F. J., & Gehring, W. J. (2017). Motivational processes from expectancy-value theory are associated with variability in the error positivity in young children. *Journal of Experimental Child Psychology*, 155, 32–47. doi: 10.1016/j.jecp.2016.10.010

McIntyre, L. L., Pelham, W. E., III, **Kim, M. H.**, Dishion, T. J., Shaw, D., & Wilson, M. (2017). A brief measure of language skills at age three and special education use in middle childhood. *Journal of Pediatrics*, 181, 189–194. doi: 10.1016/j.jpeds.2016.10.035

Kim, M. H., Grammer, J. K., Marulis, L. M., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2016). Early math and reading achievement are associated with the error positivity. *Developmental Cognitive Neuroscience*, 22, 18–26. doi: 10.1016/j.dcn.2016.09.002

MANUSCRIPTS

Preprints

Kim, M. H., Bousselot, T., & Ahmed, S. F. (2020, March 5). Executive functions and science achievement during the five-to-seven-year shift. <https://doi.org/10.31234/osf.io/57dph>

Kim, M. H., Anderson, R., Madison, E., & Husman, J. (2020, August 3). There are two I's in motivation: Interpersonal dimensions of science motivation among racially diverse adolescent youth. <https://doi.org/10.35542/osf.io/mja9k>

Preregistrations

Isbell, E., Ahmed, S. F., **Kim, M. H.**, Ellis, A., Grammer, J., Morrison, F. J., & Davis-Kean, P. (2019, February 8). Attentional fluctuations and academic skills in early elementary school: a cross-lagged panel study. Retrieved from osf.io/gx7qz

Thier, M., **Kim, M. H.**, & Graham, M. C. (2019, December 28) Disentangling global citizenship's dispositions, knowledge, skills and behaviors. Retrieved from osf.io/5brk3

Under review

Morrison, F. J., Grammer, J. K., Weixler, L. B., & **Kim, M. H.** Role of self-regulation in the transition to school. In K. Pugh, C. Perfetti, S. Nag, & L. Verhooven (Eds.), *Global variation in literacy development*. Cambridge University Press. *Book chapter under review*.

CONFERENCE PRESENTATIONS

DeRosia, N., **Kim, M. H.**, et al. (2020, July). *PAP69: Pathways and interactions: STEM futures and identity-based motivation*. Paper accepted for presentation at the Network Gender and STEM 2020 meeting, Sydney, Australia. [Postponed to July 2021 due to COVID-19.]

Kim, M. H., Woods, A. D., Ellis, A., & Davis-Kean, P. E. (2020, June). *Teaching and mentoring open science*. Unconference session accepted for presentation at the annual meeting of the Society for the Improvement of Psychological Science, Victoria, BC, Canada.

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2020, June). *Cultivating a science identity in underrepresented students through near peer mentoring*. Paper accepted for presentation at the tenth SELF International Conference, Quebec City, Canada. [Postponed to 2021 due to COVID-19.]

Madison, E., Husman, J., Anderson, R., & **Kim, M. H.** (2020, May). *Opening access and diversifying science through digital storytelling and near peer mentoring*. Paper presented at the annual conference of the International Communication Association, Gold Coast, Australia. [Virtual conference due to COVID-19.]

Grammer, J., Xu, K., **Kim, M.**, Hazlett, C., Morrison, F., & Gehring, W. (2018, October). Examining the neural and behavioral correlates of young children's response inhibition. In A. Beltz (Chair). *Insights from shared and open data in developmental neuroimaging research*. Paper presented at DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.

Thier, M., **Kim, M. H.**, & Daquilanto, K. M. (2018, April). *It matters how you ask: Assessing the knowledge, skills, behaviors, or dispositions of global citizenship*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Xu, K., Gehring, W., **Kim, M.**, Morrison, F., & Grammer, J. (2017, October). *Brain and behavioral correlates of error monitoring in young children*. Presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Kim, M. H. (2017, April). Schooling effects on early academic skills: Replication and extension of a natural experiment. In **M. H. Kim** (Chair). *Causal inference in developmental research: Using regression discontinuity to illuminate academic, brain, and policy outcomes*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Shimomaeda, L., **Kim, M.**, Giuliano, R., & Skowron, E. (2017, April). *Maternal cardiac physiology and child executive function*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Torggrimson, S. J., Grammer, J., **Kim, M. H.**, Morrison, F., & Gehring, W. J. (2017, April). *Executive functions and academic success: Neural indices of response inhibition relate to children's literacy and math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Kim, M. H. (2016, May). Early math and reading achievement are associated with the error positivity. In S. Lo & J. Grammer (Chairs). *The role of self-regulation in predicting social-emotional and academic outcomes in young children: A neurophysiological approach*. Presented at the annual convention of the Association for Psychological Science, Chicago, IL.

Grammer, J. G., **Kim, M.**, Gehring, W., & Morrison, F. (2015, April). Associations between non-task behavior and error monitoring in children undergoing ERP testing. In K. Fitzgerald & J. Moser (Chairs). *Error monitoring brain activity in child and adolescent anxiety*. Paper presented at the annual meeting of the Anxiety and Depression Association of America, Miami, FL.

Marulis, L., **Kim, M.**, Grammer, J., Morrison, F., Gehring, W., & Carrasco, M. (2015, March). *The association between preschoolers' metacognitive knowledge, error-related brain activity, and their pre-academic achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Kim, M. H., Marulis, L. M., Grammer, J. K., Gehring, W. J., & Morrison, F. J. (2014, July). *Motivational beliefs and achievement-related emotions are associated with error monitoring processes: Linking brain and behavioral perspectives*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Grammer, J., **Kim, M.**, Carrasco, M., Gehring, W., & Morrison, F. (2014, July). *Literacy and executive functions: An electrophysiological perspective*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Grammer, J., **Kim, M.**, Gehring, W., & Morrison, F. (2014, April). *Examining neurophysiological correlates of executive function in elementary schools*. Presented at the SRCD Special Topic Meeting: Strengthening connections among child and family research, policy, and practice, Alexandria, VA.

Marulis, L. M., **Kim, M. H.**, Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, August). *Is young children's metacognitive knowledge associated with their error-related brain activity?* Presented at the 15th biennial EARLI conference for research on learning and instruction, Munich, Germany.

Kim, M. H., Marulis, L. M., Grammer, J. K., Carrasco, M., Gehring, W. J., & Morrison, F. J. (2013, April). *Motivation and error-related brain activity in young children*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Marulis, L. M., **Kim, M. H.**, Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Young children's inhibitory control skills are associated with error-related brain activity*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Kim, M. H., Marulis, L. M., Grammer, J. K., Carrasco, M., Morrison, F. J., & Gehring, W. J. (2013, April). *Motivational characteristics of young children are associated with error-related brain activity*. Presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Grammer, J. K., Gehring, W. J., Carrasco, M., **Kim, M. H.**, & Morrison, F. J. (2011, October). *Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning skills*. Presented at the annual conference of the Cognitive Development Society, Philadelphia, PA.

Kim, M. H., Grammer, J. K., Gehring, W. J., Carrasco, M., Knieper, K., & Blain, M., & Morrison, F. J. (2011, April). *An event-related potential (ERP) study of the effects of schooling on young children's executive function development: Integrating educational and neurophysiological perspectives*. Presented at the annual conference of the Center for Culture, Mind, and the Brain, Ann Arbor, MI.

Kim, M. H., Bell, L. H., & Morrison, F. J. (2011, March). *Math in kindergarten classrooms: Effects of children's executive functioning and instruction on early math achievement*. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

O'Shea, G., **Kim, M.**, Astuto, J., & Allen, L. (2009, April). *Pathways to civic engagement: Self-efficacy and the role of schools in promoting citizenship in urban youth*. Presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

INVITED TALKS

- 2019 University of Alabama, College of Education, Tuscaloosa, AL
2019 University of Kentucky, Department of Psychology, Lexington, KY
2019 University of Washington, Department of Psychology, Seattle, WA
2018 Ball State University, Department of Educational Psychology, Muncie, IN
2017 University of Scranton, Department of Psychology, Scranton, PA
2015 ERN data blitz meeting, East Lansing, MI
2014 ERN data blitz meeting, Ann Arbor, MI
2014 Washtenaw County Birth to Six Advisory Council Meeting, Ann Arbor, MI
2013 University of Oregon, Department of Psychology, Eugene, OR
2013 Pat Gurin Lecture Series Colloquium, Ann Arbor, MI
2012 Cognition and Cognitive Neuroscience Forum, Ann Arbor, MI

HONORS AND AWARDS

- 2020 UW College of Education Teaching Excellence 2019–2020
2015 Nominee, Marquis Award for best dissertation in the Department of Psychology
2014 University of Michigan Graduate Teacher Certificate
2014 Rackham Conference Travel Grant (also awarded in 2011 and 2013)
2013 Pat Gurin Distinguished Lecture Award
2013 Rackham Graduate Student Research Grant (also awarded in 2011)

TEACHING

Teaching	University of Kentucky
	<i>PSY 375: Special Topics in Psychology: Self-Regulation/Motivation</i> (UG)
	<i>PSY 311: Learning and Cognition</i> (UG)
	University of Washington
	<i>EDUC 310: Current Issues in Education—Self-Regulation and Motivation: Research, Policy, and Practice</i> (UG)
Mentoring	<i>EDPSY 532: Adolescence and Youth</i> (G)
	<i>EDPSY 528: Achievement Motivation in Education</i> (G)
	<i>ECFS 401: Understanding Early Childhood & Family Studies Research</i> (UG)
	Mentor, <i>Undergraduate Research Opportunity Program</i> , 2013–2015
Advising	Mentor, <i>U-M Athletics Academic Success Program</i> , 2014
	Advisor, <i>Department of Psychology Student Academic Affairs</i> , 2012–2014

Professional development UW Evidence-Based Teaching Program, 2019

MENTORING

Lucy Moffitt Herr, M.Ed. (2019), Learning Sciences and Human Development, College of Education (UW)

SERVICE

Journal Reviewer *AERA Open, Autism, Infant and Child Development, Journal of Experimental Child Psychology*

Conference Reviewer *SRCD 2019 (Panel #1: Attention, Learning, Memory)*

U-M Developmental Area Admissions Committee, 2013–2014

U-M Developmental Psychology Curriculum Committee, 2011–2012

PROFESSIONAL AFFILIATIONS

International Mind, Brain and Education Society

Society for the Improvement of Psychological Science

Society for Research in Child Development