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EDUCATIONAL BACKGROUND

Ph.D. Educational Psychology, The University of Texas at Austin

M.Ed. Quantitative Methods, The University of Texas at Austin

M.A. Educational Foundations, Seoul National University, South Korea

B.A. Education (Major) and Philosophy (Minor), Seoul National University, South Korea

ACADEMIC APPOINTMENTS

Assistant Professor, Texas State University, San Marcos, TX	2023–present
Research Affiliate, Population Research Center, The University of Texas at Austin	2023–present
Postdoctoral Fellow, The University of Texas at Austin, TX	2019–2023
Visiting Research Assistant Professor, Korea University, South Korea	2020–2021
Visiting Research Associate, University of Southern California, CA	2018–2019
Postdoctoral Scholar and Lecturer, Texas State University, San Marcos, TX	2017–2019

SCHOLARLY/CREATIVE

Refereed Journal Articles

An asterisk (*) denotes a current or former student or postdoctoral scholar mentee

1. **Seo, E.**, Jamieson, J. P., Lee*, S. Y. Carroll, J. M., Buontempo, J., Boylan, R., O'brien, J., & Yeager, D. S. (in press). Adolescents' threat-type stress responses predict avoidance of difficult mathematics coursework. *Journal of Educational Psychology.*
2. **Seo, E.,** Lee*, S. Y., & Garcia*, E. (in press). Fixed mindset-signalling peer behaviors predict impostor feelings and evaluative concerns. *British Journal of Educational Psychology.*
3. Min*, J., Lee, Y., & **Seo, E.** (2026). Social self-concept and communication competency: Reciprocal relations and their predictors and outcomes. *Educational Psychology.* https://doi.org/10.1080/01443410.2026.2692562
4. Saxon*, A., Alfaro, E. C., **Seo, E.**, & Shen, Y. (2026). Collective efficacy: A resilience factor to adverse childhood experiences and externalizing behaviors. *Adolescents, 6*(5), 65. https://doi.org/10.3390/adolescents6050065
5. **Seo, E.,** Lee*, S. Y., Lee, Y., & Patall, E. A. (2026). Beyond the average: How achievement goals shape both levels and daily swings in intrinsic motivation. *Learning and Individual Differences, 127*, 102875. https://doi.org/10.1016/j.lindif.2026.102875

6. Lee, Y., **Seo, E.,** Lee*, S. Y., Shin*, Y., & Min*, J. (2026). Reciprocal associations between achievement goals and cooperative/competitive attitudes over time: Links to stress and achievement. *Journal of Youth and Adolescence.* https://doi.org/10.1007/s10964-026-02361-6
7. **Seo, E.,** Clapper*, M., Hecht, C. A., Crosnoe, R., & Yeager, D. S. (2025). Peer mindset culture as a developmental context for belonging. *Educational Psychology Review, 37*, 103. https://doi.org/10.1007/s10648-025-10082-8
8. **Seo, E.,** Lee*, S. Y., & Lee, Y. (2025). Growth mindset in action: Teaching practices that fuel student interest and academic success. *Journal of Youth and Adolescence, 54,* 3008-3022. https://doi.org/10.1007/s10964-025-02216-6
9. Lee, Y., Min*, J., Shin*, Y., & **Seo, E.** (2025). Social and academic intrinsic values: A random intercept cross-lagged panel analysis. *British Journal of Educational Psychology, 95*(4)*,* 1117-1133. https://doi.org/10.1111/bjep.70008
10. **Seo, E.,** Lee*, S. Y., Muenks, K., & Yan*, Y. (2025). The secret language of peers: How peer behaviors signal mindset and influence classroom experiences. *British Journal of Educational Psychology, 95*(4)*,* 1286-1309. https://doi.org/10.1111/bjep.12759
11. **Seo, E**., Lee*, S. Y., & Hecht, C. (2025). Who stays in STEM? How growth mindset culture fuels minoritized students' motivation and belonging. *Policy Insights from the Behavioral and Brain Sciences, 12(2),* 147-154. https://doi.org/10.1177/23727322251354872
12. **Seo, E.**, Patall, E. A., Lee*, S. Y., & Molina*, M. H. (2025). Parental behavioral control and student motivation: Why control over big dreams vs. daily tasks matters. *Journal of Child and Family Studies, 34, 1909-1923.* https://doi.org/10.1007/s10826-025-03104-0
13. **Seo, E.,** Lee, Y., Steingut, R. R., Alfaro, E., & Lee, K. (2024). Testing the generalizability of the multiplicative effects of expectancy and value: The examination across different ages, genders, and races/ethnicities. *Learning and Individual Differences.* Advance online publication. https://doi.org/10.1016/j.lindif.2024.102578
14. **Seo, E.**, Lee, H. Y., Jamieson, J., Reis, H., Josephs, R., Beevers, C., & Yeager, D. S. (2022). Trait attributions and threat appraisals explain why an entity theory of personality predicts greater internalizing symptoms during adolescence. *Development and Psychopathology, 34, 1104-1114*. https://doi.org/10.1017/S0954579420001832
15. Shen, Y., **Seo, E.**, Jiles, A., Zheng, Y., & Wang, Y. (2022). Language brokering and immigrant-origin youth's well-being: A meta-analytic review. *American Psychologist, 77(8), 921–939.* https://doi.org/10.1037/amp0001035
16. Lee, Y., **Seo, E.**, Min, J., Kim, B., Shin, Y., Kim, U., & Choe, J-Y. (2022). The effects of cooperative learning on social competencies: A meta-analysis. *Korean Journal of Educational Research, 60*(8), 61-97. https://doi.org/10.30916/KERA.60.8.61
17. Lee, Y., Kim, E. H., & **Seo, E.** (2022). Co-development of adolescents' cooperative and competitive attitudes: How It predicts mental health and academic achievement. *Journal of Research on Adolescence, 32(2), 681-695*. https://doi.org/10.1111/jora.12765
18. Lee, Y., & **Seo, E.** (2022). Cooperative and competitive attitudes during adolescence and their social and academic outcomes. *Journal of Youth and Adolescence*, 51, 792-804. https://doi.org/10.1007/s10964-022-01583-8

19. **Seo, E.,** & Patall, E. A. (2021). Feeling proud today may lead people to coast tomorrow: Daily intraindividual relations between emotion and effort in academic goal striving. *Emotion, 21*(4), 892-897. https://doi.org/10.1037/emo0000752
20. **Seo, E.**, & Lee, Y. (2021). Stereotype threat in high school classrooms: How it links to teacher mindset climate, mathematics anxiety, and achievement. *Journal of Youth and Adolescence, 50*(7), 1410-1423. https://doi.org/10.1007/s10964-021-01435-x
21. Lee, Y., & **Seo, E.** (2021). Longitudinal relations between competence beliefs and values in math and English during adolescence. *British Journal of Educational Psychology, 91*(1), 217-236 https://doi.org/10.1111/bjep.12357
22. Jung, H., **Seo, E.,** Han, E., Henderson, M., & Patall, E. (2020). Prosocial modeling: A meta-analytic review and synthesis. *Psychological Bulletin, 146*(8), 635-663. https://doi.org/10.1037/bul0000235
23. Shen, Y., **Seo, E.,** Dickie, D. C., & Kim, S. Y. (2020). Stress of language brokering and Mexican American adolescents' adjustment: The role of cumulative risk. *Journal of Early Adolescence, 40,* 400-425. https://doi.org/10.1177/0272431619847526
24. **Seo, E.**, Shen, Y., & Benner, A. D. (2019). The paradox of positive self-concept and low achievement among Black and Latino youth: A test of psychological explanations. *Contemporary Educational Psychology, 59*, 101796. https://doi.org/10.1016/j.cedpsych.2019.101796
25. **Seo, E.**, Shen, Y., & Alfaro, E. C. (2019). Adolescents' beliefs about math ability and their relations to career attainment in STEM: Joint consideration of race/ethnicity and gender. *Journal of Youth and Adolescence, 48*, 306-325. https://doi.org/10.1007/s10964-018-0911-9
26. Lee, Y., & **Seo, E.** (2019). Trajectories of implicit theories and their relations to scholastic aptitude: A mediational role of achievement goals. *Contemporary Educational Psychology, 59*, 101800. https://doi.org/10.1016/j.cedpsych.2019.101800
27. Shin, J., Lee, Y., Park, S., & **Seo, E.** (2019). Young individuals' consideration of goal-self alignment and its relations to goal commitment and social concerns: Age differences and similarities. *Self and Identity, 18*(6), 650-667. https://doi.org/10.1080/15298868.2018.1510850
28. Shen, Y., **Seo, E.**, Hu, Y., Zhang, M., & Chao, R. K. (2019). Measurement invariance of language brokering extent and attitudes in linguistic minority adolescents: Item response theory analyses. *Cultural Diversity and Ethnic Minority Psychology, 25*(2), 170-178. https://doi.org/10.1037%2Fcdp0000224
29. Becker, H., Stuifbergen, A. K., Henneghan, A., Morrison, J., **Seo, E**., & Zhang, W. (2019). An initial investigation of the reliability and validity of the compensatory cognitive strategies scale. *Neuropsychological Rehabilitation, 29*(5), 739-753. https://doi.org/10.1080/09602011.2017.1329154
30. **Seo, E.,** & Lee, Y. (2018). Does enjoying friendship help or impede academic achievement? Academic and social intrinsic value profiles predict academic achievement. *Educational Psychology*, *38*(2), 159-175. https://doi.org/10.1080/01443410.2017.1392007
31. **Seo, E.,** Patall, E. A., Henderson, M. D., & Steingut, R. R. (2018). The effects of goal origins and implementation intentions on goal commitment, effort, and performance. *Journal of Experimental Education, 86*(3), 386-401. https://doi.org/10.1080/00220973.2016.1277334
32. Becker, H., Meraviglia, M., **Seo, E.**, Ndlovu, C., Kimmel, L., & Rowin, T. (2018). The appraisal of nursing practice: Instrument development and initial testing. *Journal of Nursing Administration*, *48*(1), 44-49. https://doi.org/10.1097/NNA.0000000000000569

33. Shin, J., Lee, Y., & **Seo, E.** (2017). The effects of feedback on students' achievement goals: Interaction between reference of comparison and regulatory focus. *Learning and Instruction, 49*, 21-31. https://doi.org/10.1016/j.learninstruc.2016.11.008
34. Becker, H., Timmerman, G., Delville, C., & **Seo, E.** (2017) A multifaceted model to evaluate interprofessional education in clinical nurse specialist programs. *Clinical Nurse Specialist, 31*(5), 243-251. https://doi.org/10.1097/NUR.0000000000000320
35. Shin, J., **Seo, E.,** & Hwang, H. (2016). The effects of social supports on changes in students' perceived instrumentality of schoolwork for future goal attainment. *Educational Psychology*, *36*(5), 1024-1043. https://doi.org/10.1080/01443410.2015.1072135
36. Yu, L., Schallert, D. L., Park, J., Williams, K. M., **Seo, E.,** Sanders, A. J. Z., Williamson, Z. H., Choi, E., Gaines, R. E., & Knox, M. C. (2016). When students want to stand out: Discourse moves in online classroom discussion that reflect students' needs for distinctiveness. *Computers in Human Behavior, 58,* 1-11. https://doi.org/10.1016/j.chb.2015.11.024
37. Park, J., Schallert, D. L., Sanders, A. J., Williams, K. M., **Seo, E.**, Yu, L., Vogler, J. S., Song, K., Williamson, Z. H., & Knox, M. C. (2015). Does it matter if the teacher is there? A teacher's contribution to emerging patterns of interactions in online classroom discussions. *Computer and Education, 82*, 315-328. https://doi.org/10.1016/j.compedu.2014.11.019
38. Shin, J., Lee, H., McCarthy-Donovan, A., Hwang, H., Yim, S., & **Seo, E.** (2015). Home and motivational factors related to science-career pursuit: Gender differences and gender similarities. *International Journal of Science Education*, *37*(9), 1478-1503. https://doi.org/10.1080/09500693.2015.1042941
39. Rew, L., Thompson, S., Brown, A., & **Seo, E.** (2014). An intervention to enhance psychological capital in homeless females: Preliminary findings. *Journal of Adolescent Health, 54*(2), S13. https://doi.org/10.1016/j.jadohealth.2013.10.041
40. Shin, J., **Seo, E.**, & Lee, Y. (2011). Development and validation of life goal questionnaire. *Korean Journal of Educational Psychology, 25*(2), 255-277.
41. Shin, J., Hwang, H., & **Seo, E.** (2010). The effects of private tutoring on students' academic achievement: Moderating effect of parental involvement and students' self-regulation. *Asian Journal of Education, 11*(4), 251-266.
42. Min, J., & **Seo, E.** (2009). The relationship among creative climate, learning motivation and creativity. *Korean Journal of Educational Psychology, 23*(4), 787-800.
43. Shin, J., Yu, S., & **Seo, E.** (2008). The structural relations among perceived instrumentality, mastery goal orientation, and academic achievement. *Asian Journal of Education, 9*(4), 23-37.

Conference Presentations and Invited Talks

1. Kim*, B., Lee, Y., & **Seo, E.** (2026, July). A meta-analysis of the relations between parental structure provision versus inconsistency and children's academic adjustment. Paper presented at the Summer Meeting of the Korean Educational Psychology Association.
2. Gonzalez*, I., Lee*, S. Y., Molina*, M., & **Seo, E.** (2026, April). Beyond the books. Extracurricular participation and emotional well-being among South Korean adolescents. Roundtable paper presented at the annual meeting of Korean-American Educational Research Association, Los Angeles, CA, United States. [Corresponding author]
3. **Seo, E.,** & Lee*, S. Y. (2026, April). Trials, errors, and tiny wins: What we learned from developing a peer mindset intervention. In Lee, S. Y., **Seo, E.,** & Hecht, C. (Chairs). *From Idea to Impact: Candid Reflections on*

Building Interventions. Symposium conducted at the annual meeting of the American Educational Research Association, Los Angeles, CA, United States.

4. **Seo, E.,** & Lee*, S. Y. (2026, April). The daily emotional burden of fixed mindset-signaling peer behaviors in STEM classrooms. In U. Caybas, A. Hemi, M. Daumiller, & L. Linnenbrink-Garcia (Chairs), *From Classmates to Friends: Understanding Peers' Role in Student Motivation*. Symposium conducted at the annual meeting of American Educational Research Association, Los Angeles, CA, United States.
5. Molina*, M., Lee, S. Y., Shen, Y., Alfaro, E., & **Seo, E.** (2026, April). Mothers, fathers, and the road to college in Latinx families. Roundtable paper presented at the annual meeting of American Educational Research Association, Los Angeles, CA, United States.
6. Lee, Y., **Seo, E.,** & Shin*, Y. (2026, April). Longitudinal associations between achievement goals and Cooperative and competitive attitudes: Random-intercept cross-lagged panel model. Paper scheduled to be presented at the annual meeting of American Educational Research Association, Los Angeles, CA, United States.
7. McGee*, B., Gonzalez*, I., & **Seo, E.** (2026, April). The psychology of classroom belief: Student perceptions of instructor mindset and autonomy support. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
8. Dash*, D., Shin*, V. J., Yard*, H., & **Seo, E.** (2026, April). Becoming & belonging: Stress mindset and belonging in first-generation college students. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
9. Nichols*, K., Gonzalez*, I., Yard*, H., & **Seo, E.** (2026, April). I think I can, I think I can: How students' perceptions of parenting predict their mindsets. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
10. **Seo, E.**, Lee*, S. Y., Muenks, K., & Yan*, Y. (2025, April). The secret language of peers: How peer behaviors signal mindset and influence classroom experiences. Paper presented at the annual meeting of American Educational Research Association, Denver, CO, United States.
11. Seo, E., Clapper*, M., Hecht, C. A., Crosnoe, R., & Yeager, D. S. (2025, April). Peer mindset climate, belonging, and educational inequality. In C. J. Fong & C. Rozek (Chairs*), How to Create Environments of Belonging for Students: New Perspectives on School Belonging Research*. Workshop conducted at the annual meeting of American Educational Research Association, Denver, CO, United States.
12. Lee*, S. Y., Seo, E., & Yeager, D. S. (2025, April). Fixed mindset peer climate predicts long-run inequality in educational progress. Paper presented at the annual meeting of American Educational Research Association, Denver, CO, United States.
13. Shin*, V. J., Lee*, S. Y., Molina*, M., & Seo, E. (2025, April). Bridge to inclusion: Understanding the connection between mindset and sense of belonging for students with disabilities. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
14. Negret*, M., Lee*, S. Y., Molina*, M., & Seo, E. (2025, April). Being or becoming: The role of personality mindsets and lay theories of thoughts and feelings in adolescents' mental health. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
15. Gonzalez*, I., Lee*, S. Y., Molina*, M., & Seo, E. (2025, April). Beyond the books. The role of extracurricular activities in South Korean teen mental health. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
16. Hoffman*, A., Lee*, S. Y., Molina*, M., & Seo, E. (2025, April). Shaping substance use: How parenting styles influence drug use. Poster presented at the Annual Undergraduate Research Conference at Texas State

University, San Marcos, TX.

17. Seo, E., Giani, M. S., Yeager, D. S., Murphy, M., Leckey, S., & Trzesniewski, K. (2024, April). Measuring students' perceptions of growth mindset classroom cultures. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA, United States.
18. Leckey, S., Seo, E., Giani, M. S., Yeager, D., & Trzesniewski, K. (2024, April). Measuring teachers' growth mindset beliefs. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, United States.
19. Sorenson*, A., Seo, E., Lee*, S. Y., & Molina*, M. (2024, April). Ties that bind: Exploring the interplay of support sources and emotional well-being in emerging adults. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
20. Burns*, M., Lee*, S. Y., Seo, E., & Molina*, M. (2024, April). Beyond bulletin boards and desks: Uncovering the link between out-of-class teacher support and student achievement. Poster presented at the Annual Undergraduate Research Conference at Texas State University, San Marcos, TX.
21. **Seo, E.,** & Lee, Y. (2023, November). *Growth mindset teaching practices predict students' psychological experiences and achievement in classrooms: A 6-year random intercept cross-lagged panel modeling study.* Paper presented at the Korean Educational Development Institute Data Conference, Seoul, South Korea.
22. Shen, Y., Weimer, A. A., **Seo, E.,** Rios Garza, A. (2022, May). *Bilingual Education and Linguistic Minority Students' Increased Adulthood Socioeconomic Status.* Poster presented at the Society for Research in Child Development Special Topic Meeting, Rio Grande, Puerto Rico, USA.
23. Lee, Y., Kim, E. H., & **Seo, E.** (2022, April). *Co-development of adolescents' cooperative and competitive attitudes: How It predicts mental health and academic achievement*. Poster presented at the American Educational Research Association, San Diego, CA, USA.
24. **Seo, E.**, Jamieson, J., Carroll, J., Bontempo, J., O'brien, J., & Yeager, D. S. (2022, February). Stress responses, not stress intensity, predict advanced math course-taking in high school: Mechanisms linking stress to advanced math course-taking in high school. In **E. Seo** (Chair)*, How People's Beliefs Help Them Regulate Emotions and Stress*. Symposium conducted at the annual convention of Society for Personality and Social Psychology, San Francisco, CA, USA.
25. **Seo, E.**, & Yeager, D. S. (2020, February). *Implicit theories of personality and internalizing symptoms during adolescence*. Paper presented at the UT/AISD Collaborative Research Forum, Austin, TX, USA.
26. **Seo, E.**, & Lee, Y. K. (2019, October). *Implicit theories and stereotype concerns in mathematics: Their relations to anxiety, challenge avoidance, and achievement during adolescence.* Paper presented at the National Study of Learning Mindsets Early Career Fellowship Capstone Event, Seattle, WA, USA.
27. **Seo, E.**, & Lee, Y. K. (2019, June). *Math stereotype concerns and math achievement: The moderating role of implicit theories*. Poster presented at the Mindset Scholars Network 2019 Spring Convening, Washington, D.C., USA.
28. **Seo, E.**, Shen, Y., & Benner, A. D. (2019, April). *A test of psychological explanations for the self-concept paradox among Black and Latinx adolescents.* Paper presented at the American Educational Research Association, Toronto, Canada.
29. Shen, Y., **Seo, E.**, & Jiles, A. (2019, March). Language brokering and linguistic minority youth's well-being: A meta-analytic review. In Toro, R. (Chair), *A critical examination of language brokering: Dimensions, mechanisms of influence, and children's socioemotional well-being*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, USA.
30. Jung, A., Han, E., **Seo, E.**, Henderson, M. D., & Patall, E. A. (2018, October). *When do people learn more from*

others' prosocial behavior? A meta-analysis of prosocial modeling effect. Paper presented at the annual conference of the Association for Consumer Research, Dallas, TX, USA.

31. **Seo, E.**, Shen, Y., & Alfaro, E. C. (2018, April). *Math mindsets and adolescents' math-related longitudinal outcomes*. Paper presented at the annual meeting of American Educational Research Association, New York City, NY, USA.
32. Shen, Y., **Seo, E.**, Hu, Y., Zhang, M., & Chao, R. (2018, April). Validation of a concise language brokering scale for cross-cultural use. In Main, A. (Chair), *Parent-adolescent conflict and communication in ethnic minority and immigrant families*. Symposium conducted at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, USA.
33. Chen, S., Shen, Y., **Seo, E.**, & Kim, S. Y. (2018, April). *Language brokering and long-term academic outcomes among Chinese American adolescents*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, USA.
34. **Seo, E.**, & Patall, E. A. (2017, April). Characteristics of college students' personal academic goals, daily effort, and affective well-being. In E. A. Patall, **E. Seo**, and A. C. Vasquez (Chairs*), Intensive data approaches to students' day-to-day, moment-to-moment emotions, motivation, and engagement*. Symposium conducted at the annual meeting of American Educational Research Association, San Antonio, TX, USA.
35. **Seo, E.**, Lee, Y., & Patall, E. A. (2017, April). *Achievement goals predict not only levels of intrinsic motivation but also its stability*. Paper presented at the annual meeting of American Educational Research Association, San Antonio, TX, USA.

    *This paper was awarded the Paul R. Pintrich Memorial Award from the Motivation in Education Special Interest Group of the American Educational Research Association.
36. **Seo, E.,** Patall, E. A., & Svinicki, M. (2016, April). *The effects of parental control on adolescents' motivational outcomes*. Paper presented at the annual meeting of American Educational Research Association, Washington, D.C., USA.
37. **Seo, E.,** Patall, E. A., Steingut, R. R., & Henderson, M. D. (2015, April). *The effects of goal origins and implementation intentions on performance*. Poster presented at the annual meeting of American Educational Research Association, Chicago, IL, USA.
38. **Seo, E.,** Patall, E. A., Steingut, R. R., & Henderson, M. D. (2015, February). *The effects of goal origins and implementation intentions on goal commitment and intrinsic motivation*. Poster presented at the Annual Convention of the Society of Personality and Social Psychology, Long Beach, CA, USA.
39. Lee, Y., & **Seo, E.** (2014, April). *Relationships between students' pursuit of academic/social values and academic outcomes: The moderating effect of parental academic support*. Poster presented at the annual meeting of American Educational Research Association, Philadelphia, PA, USA.
40. **Seo, E.**, & Svinicki, M. (2014, April). *Origin of future goals and their hierarchical Position: An analysis of their interaction effect on goal commitment, strategy use, and intrinsic motivation*. Paper presented at the annual meeting of American Educational Research Association, Philadelphia, PA, USA.
41. Park, J. H., Schallert, D. L., Williams, K. M., Yu, L., **Seo, E.**, Sanders, A. J. Z., Song, K., & Vogler, J. S. (2013, May). *Challenging educators' hopes for the utility of online discussion: What do college students think?* Poster presented at the annual meeting of American Educational Research Association, San Francisco, CA, USA.
42. Park, J., & the **D-Team** (2012, November). *Does it matter if the teacher is there? The teacher's contribution to emerging patterns of interactions in online classroom discussion*. Paper presented at the annual conference of Literacy Research Association, San Diego, CA, USA.
43. **Seo, E.,** & Shin, J. (2012, August). *The effect of task interest and feedback on goal pursuit*. Paper presented at

the national convention of American Psychological Association. Orlando, FL, USA.

44. Shin, J., **Seo, E.**, & Lee, Y. (2011, January). *The effect of frame and social comparison to goal setting*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI, USA.
45. Shin, J., **Seo, E.**, Choi, Y., & Hwang, H. (2010, July). *Effects of social relations to parents and teachers on changes in students' perceived instrumentality*. Paper presented at the International Congress of Applied Psychology, Melbourne, Australia.
46. Shin, J., Min, J., & **Seo, E.** (2010, January). *Sociocultural factors linking students' life goals to their self-regulated learning*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI, USA.
47. Shin, J., Jin, S., Yeon, E. M., Min, J., **Seo, E.**, & Choi, Y. (2009, October). *Factors affecting high-achieving students' perception toward parents in learning context: A qualitative approach*. Paper presented at the International Conference on Education Research, Seoul, South Korea.
48. Min, J., & **Seo, E.** (2009, July). *An empirical study on relation among students' creativity, motivation, and creative climate*. Paper presented at the Korean Conference on Educational Psychology, Seoul, South Korea.
49. Min, J., & **Seo, E.** (2008, July). *A study of validating creative climate questionnaire.* Poster presented at the XXIX International Congress of Psychology, Berlin, Germany.

Funded External Grants

Seo, E. (PI). "CAREER: Growing Together: Shaping Peer Culture to Boost STEM Motivation and Retention," National Science Foundation, July 1, 2026–June 30, 2031. $943,242.

Goble, P. M. (PI), Shen, Y. (Co-PI), Weimer, A. A. (Supporting), Alfaro, E. C. (Supporting), **Seo, E.** (Supporting), Behnke, A. O. (Supporting), "REU Site: Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship Program," National Science Foundation, September 2024–August 2027, $439,005.

Shen, Y., Goble, P., Alfaro, E., Weimer, A. W., Behnke, A., & **Seo, E.** (Co-PI). "Opportunities for Undergraduate Research in Developmental Psychology (OUR DP) Fellowship Program," American Psychological Association Commission on Ethnic Minority Recruitment, Retention and Training Grants, January 2024–December 2025. $5,000.

Seo, E. (PI). "A Causal Examination of How Peer Mindset Climate Shapes STEM Major Belongingness and Persistence," National Academy of Education/Spencer Postdoctoral Fellowship, September 1, 2023–May 31, 2025. $70,000.

Seo, E. (PI) & Lee, Y. (Co-PI). "Negative Gender Stereotype Concern and the Protective Role of Growth Mindset," Student Experience Research Network Early Career Fellowship, September 1, 2018–October 31, 2019. $8,000.

Seo, E. (PI). "What Motivates People to Achieve? A Cross-cultural Examination" Fulbright Fellowship. August 12, 2011-August 11, 2023. $70,000.

Funded Internal Grants

Fong, C. J. (PI) & **Seo, E.** (Co-PI). "Refining the attuneAI Project: An AI Literacy Intervention for STEM students," Texas State University Research Enhancement Program, January 2026-May 2027, $21,040.

Shen, Y., Alfaro, E., Behnke, A., Dier, S., Goble, P., Weimer, A. & **Seo, E.** (PIs). "Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS): A Two-Track Training Program," Texas State University CAA Learning Communities Grant, November 2025-August 2026, $5,000.

Shen, Y., Alfaro, E., Behnke, A., Dier, S., Goble, P., **Seo, E.,** & Weimer, A. (PIs). "Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS): A Two-Track Training Program," Texas State University CAA Learning Communities Grant, September 2024-May 2025, $6,000.

Seo, E. (PI) & Fong, C. J. (Co-PI). "How Do Peers Signal the Culture of Innate Brilliance? Microdynamic Video Analyses of Peer Interactions Signaling Fixed Mindset," Texas State University Research Enhancement Program, January 2024-May 2025, $16,000.

Alfaro, E., Behnke, A., Goble, P., **Seo, E.,** & Weimer, A. (Co-PIs). "Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship Program," Texas State University CAA Learning Communities Grant, September 2023-May 2024, $5,000.

Seo, E. (PI). "Be Careful What You Wish for: Characteristics of College Students' Academic Goals, Their Daily Effort, and Emotional Well-being," The University of Texas at Austin Dissertation Writing Fellowship, January 2017–May 2017. $11,352.

Seo, E. (PI). "Be Careful What You Wish For: Characteristics of Students' Academic Goals and Their Daily Effort," The University of Texas at Austin College of Education Small Research Grant, January 18, 2016–August 31, 2016. $1,917.

Scholarly/Creative Awards and Honors

Benjamin and Dorothy Fruchter Centennial Dissertation Award	2018
AERA Paul R. Pintrich Memorial Research Award	2017
American Psychological Foundation Graduate Research Scholarship	2016
Joseph L. and Katherine D. Henderson Foundation Scholarship	2015, 2016
Michael B. Salwen Research Award	2015
Joe R. and Teresa Lozano Long Graduate Fellowship	2015
Korean-American Scholarship Foundation Scholarship	2015
Phi Kappa Phi Love of Learning Award	2015
Graduate Student Presenter Travel Award	2015
Graduate School Continuing Fellowship	2014
George I. Sanchez Endowed Presidential Fellowship	2013
Graduate Dean's Prestigious Fellowship Supplement	2014

TEACHING

Certification

Professional Development Certificate in Engaging and Empowering Teaching Methods from the University of Southern California Motivation and Education Research Group (USC MERG), 2024.

Teaching Awards and Honors

College of Applied Arts Teaching Award, Texas State University	August 2026
Favorite Professors of Fall 2025, Alpha Chi National Honor Society	Fall 2025

Courses Taught at Texas State University

HDFS5341: Advanced Child Development
HDFS5354: Administration and Evaluation of Family and Child Service Programs
HDFS2311: Statistics and Data Analysis for HDFS
FCS4303: Research Procedures in Family & Consumer Sciences

Courses Taught at the University of Texas at Austin

EDP310: Strategic Learning for the 21st Century

Directed Student Learning

Master's Thesis Chair
Madelyn Molina, Texas State University, 2024–2025

Master's Thesis Committee
Ashlee J. Saxon, Texas State University, 2025
Brooke Rudeloff, Texas State University, 2024–2024
Gabriela Reyes, Texas State University, 2023–2024

Dissertation Committee
Soheil Behdarvandirad, Texas State University, 2025–present
Bandi Kim, Sookmyung Women's University, 2025–2026
Jeong-mi Nam, Sookmyung Women's University, 2025.

SERVICE

Korean-American Educational Research Association

Mentoring Committee Member 2025–2028

Editorial Board Member / Consulting Editor

Educational Psychology	2024–present
Journal of Youth and Adolescence	2018–present
Journal of Research on Adolescence	2025

Ad Hoc Review (alphabetical order)

Grant
National Science Foundation (NSF) EDU CORE Research
Time-sharing Experiments for the Social Science (TESS)

Journal/Publisher
American Educational Research Association
British Journal of Educational Psychology
Cambridge University Press
Contemporary Educational Psychology
Cultural Diversity and Ethnic Minority Psychology
Developmental Psychology
Educational Psychology

Educational Psychology Review
European Journal of Psychology of Education
Frontiers in Psychology
Journal of American College Health
Journal of Educational Psychology
Journal of Experimental Social Psychology
Journal of Family Issues
Journal of Personality
Journal of Research on Adolescence
Journal of Youth and Adolescence
Learning and Individual Differences
Learning and Instruction
Motivation Science
npj Science of Learning
Research Quarterly for Exercise and Sport
Scientific Review
Social Psychology of Education
Society for Research on Educational Effectiveness
Sociological Inquiry
Social Science Research

Conference
American Educational Research Association
Korean-American Educational Research Association
Society for Research on Adolescence

Organization Memberships
American Educational Research Association
Korean American Educational Research Association
Korean Educational Research Association
Korean Educational Psychology Association