

Carol S. Dweck

Department of Psychology

Stanford University

Stanford, CA 94305

E-mail:

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

Selected Honors:

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

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

Elizabeth Hurlock Beckman Mentoring Award (2011)

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

Federation of Associations in Behavioral & Brain Sciences (FABBS) 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).

Atkinson Prize in Psychological and Cognitive Science, National Academy of Sciences (2016)

Yidan Prize for Research in Education (Inaugural Laureate; 2017).

Foley Lecture and Medal, Royal College of Surgeons, Dublin, Ireland (2018).

Honorary Doctorate, Hong Kong University of Science and Technology (2018).

Sage-CASBS Award for Outstanding Contribution to the Behavioral and Social Science, Center for Advanced Study in the Behavioral Sciences (2019).

APS Mentor Award, Association for Psychological Science (2019).

William James Award, Association for Psychological Science (2020).

Shavelson Career Achievement Award, International Centre for the Study of SELF (2020, conferred in 2022)

Medal for Distinguished Service to Education, Teachers College, Columbia University (2020).

BSPA Best Publication Award, from the Behavioral Science and Policy Association (2020): Yeager, D.S., Hanselman, P., ... & Dweck, C.S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573, 364-369.

Arthur W. Staats Lecture and Medal (for work unifying psychology), American Psychological Association (2021).

The Distinguished Alumna Award, Barnard College, Columbia University, 2022.

Invited Address, the Oxford Union, Oxford University. (Past speakers include four U.S. presidents, Queen Elizabeth II, the Dalai Lama, Mother Teresa, and Albert Einstein.) TBD

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. Schulerbrandt 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.
- Dweck, C.S., Goetz, T.E., & Strauss, N. (1980). Sex differences in learned helplessness: (IV) An experimental and naturalistic study of failure generalization and its mediators. Journal of Personality and Social Psychology, 38, 441-452.
- 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.
- Dweck, C.S., & Bempechat, J. (1983). Children's theories of intelligence: Implications for learning. In S. Paris, G. Olson, and H. Stevenson (Eds.) Learning and motivation in children. Hillsdale, NJ: Erlbaum.
- 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.
- Dweck, C.S., Hong, Y.Y., & Chiu, C.Y. (1993) Implicit theories and individual differences in the likelihood and meaning of dispositional inference. Personality and Social Psychology Bulletin, *19*, 644-656.
- Erdley, C.S. & Dweck, C.S. (1993). Children's implicit theories as predictors of their social judgments. Child Development, *64*, 863-878.
- Chiu, C.Y., Hong, Y.Y., & Dweck, C.S. (1994). Toward an integrative model of personality and intelligence: A general framework and some preliminary steps. In R. Sternberg & G. Ruzgis (Eds.) Personality and intelligence. New York: Cambridge.
- Heyman, G. D., & Dweck, C.S. (1994). The development of achievement motivation. In F. Weinert (Ed.), International encyclopedia of education. London: Pergamon Press.
- Smiley, P. A. & Dweck, C.S. (1994). Individual differences in achievement goals among young children. Child Development, *65*, 1723-1743.

- 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.
- Dweck, C. S., Chiu, C., and Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. Psychological Inquiry, 6, 267-285.
- Dweck, C. S., Chiu, C., and Hong, Y. (1995). Implicit theories: Elaboration and extension of the model. Psychological Inquiry, 6, 322-333.
- Burhans, K. and Dweck, C.S. (1995). Helplessness in early childhood: The role of contingent worth. Child Development, 66, 1719-1738.
- Cain, K. & Dweck, C.S. (1995). The development of children's achievement motivation patterns and conceptions of intelligence. Merrill-Palmer Quarterly, 41, 25-52.
- Dweck, C.S. (1996) Implicit theories as organizers of goals and behavior. In P. Gollwitzer and J. Bargh (Eds.), The psychology of action: Linking cognition and motivation to behavior. New York: Guilford.
- Dweck, C. S. (1996). Capturing the dynamic nature of personality. Journal of Research in Personality, Special Issue: The Future of Personality, 30, 348-362.
- Dweck, C.S. (1996). Social motivation: Goals and social-cognitive processes. In J. Juvonen and K. Wentzel (Eds.) Social Motivation. New York: Cambridge University Press.
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- Chiu, C., Hong, Y., & Dweck, C.S. (1997). Lay dispositionism and implicit theories of personality. Journal of Personality and Social Psychology, 73, 19-30.

- Hong, Y., Chiu, C.Y., Dweck, C.S., & Sacks, R. (1997) Implicit Theories and Evaluative Processes in Person Cognition. Journal of Experimental Social Psychology, 33, 296-323.
- Chiu, C., Dweck, C.S., Tong, J. Y., & Fu, J.H. (1997). Implicit theories and conceptions of morality. Journal of Personality and Social Psychology, 73, 923-940.
- Heyman, G.D., & Dweck, C.S. (1998). Children's thinking about traits: Implications for judgments of the self and others. Child Development. 64, 391-403.
- Levy, S., & Dweck, C.S. (1998). Trait-focused and process-focused social judgment. Social Cognition (Special Issue: Implicit Theories and Social Judgment), 16, 151-172.
- Levy, S., Stroessner, S., and Dweck, C.S. (1998). Stereotype formation and endorsement: The role of implicit theories. Journal of Personality and Social Psychology, 74, 1421-1436.
- Mueller, C. M. & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. Journal of Personality and Social Psychology, 75, 33-52.
- Heckhausen, J., & Dweck, C. S. (Eds.) (1998). Motivation and self-regulation across the life span. Cambridge: Cambridge University Press.
- Dweck, C.S. (1998). The development of early self-conceptions: Their relevance for motivational processes. In J. Heckhausen & C.S. Dweck (Eds.), Motivation and self-regulation across the life span. Cambridge: Cambridge University Press (pp. 257-280).
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- Levy, S., Plaks, J.E., & Dweck, C.S. (1999). Modes of social thought: Implicit theories and social understanding. In S. Chaiken & Y. Trope (Eds.), Dual process models in social psychology, New York: Guilford Press (pp. 179-202).

- Grant, H. & Dweck, C.S. (1999). A goal analysis of personality and personality coherence. In D. Cervone and Y. Shoda (Eds.) *Social-cognitive approaches to personality coherence*. New York: Guilford Press (pp. 345-371).
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- Dweck, C.S. (1999). Caution: Praise can be dangerous. *American Educator*, *23*, No 1, 4-9.
- Grant, H. & Dweck, C.S. (1999). Content vs. structural models of self-regulation. In Wyer, R.S. (Ed.), *Advances in social cognition*.
- Dweck, C. S. & Sorich, L. (1999). Mastery-oriented thinking. In C.R. Snyder (Ed.), *Coping*. New York: Oxford University Press.
- Levy, S. R. & Dweck, C. S. (1999). Children's static vs. dynamic person conceptions as predictors of their stereotype formation. *Child Development*, *70*, 1163-1180.
- Hong, Y.Y., Chiu, C., Dweck, C.S., Lin, D., & Wan, W. (1999) Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, *77*, 588-599.
- Molden, D., & Dweck, C.S. (2000). Meaning and motivation. In C. Sansone & J. Harackiewicz (Eds.), *Intrinsic motivation*. San Diego, CA: Academic Press.
- 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.
- Grant, H. & Dweck, C.S. (2003). Clarifying achievement goals and their impact. Journal of Personality and Social Psychology, 85, 541-553.
- Dweck, C.S. (2003). Ability conceptions, motivation, and development. British Journal of Educational Psychology (Special Issue: Motivation and Development).
- Dweck, C.S., Mangels, J., & Good, C. (2004). Motivational effects on attention, cognition, and performance. In D.Y. Dai & R.J. Sternberg (Eds.), Motivation, emotion, and cognition: Integrated perspectives on intellectual functioning. Mahwah, NJ: Erlbaum.
- Dweck, C.S., & London, B.E. (2004). The role of mental representation in social development. Merrill-Palmer Quarterly (50th Anniversary Issue), 50, 428-444.
- [Reprinted in G. Ladd (Ed.), Appraising past, present, and prospective research agendas in the human development sciences. Detroit: Wayne State University Press.)

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- 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.
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- Dweck, C.S. (2006). *Mindset*. New York: Random House (published in 18 other languages)
- 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.
- Dweck, C.S., & Ehrlinger, J. (2006). Self-theories and conflict resolution. In M. Deutsch & P. Coleman (Eds.), *Handbook of conflict resolution: Theory and practice*. San Francisco: Jossey Bass.
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- Good, C., Dweck, C.S., & Aronson, J. (2007). Social identity, stereotype threat, and self-theories. In A. Fuligni (Ed.), *Contesting stereotypes and constructing identities*. New York: Russell Sage.
- 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.
- Johnson, S., Dweck, C.S., & Chen, F. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, *18*, 501-502.
- Dweck, C.S. (2007). The secret to raising smart kids. *Scientific American: Mind*. December/January, 36-43.
- Dweck, C.S., & Master, A. (2008). Self-theories motivate self-regulated learning. In D. Schunk & B. Zimmerman (Eds). *Motivation and self-regulated learning: Theory, Research, and Applications*. Mahwah, NJ: Erlbaum.
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(Commentary on R. McKay and D. Dennett, The evolution of misbelief.), *32*, 518-519.
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- Dweck, C.S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological Review*, *124*, 689-719.
- Yeager, D.S., Dahl, R., & Dweck, C.S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspective on Psychological Science*, *13*(1), 101-122.
- Rattan, A. & Dweck, C.S. (2018). What happens after prejudice is confronted in the workplace? How mindsets affect minorities' and women's outlook on future social relations. *Journal of Applied Psychology*, *103*(6), 676-687.
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- Smith, E.N., Romero, C., Donovan, B., Herter, R., Paunesku, D., Cohen, G.L., Dweck, C.S., & Gross, J.J. (2018). Emotion theories and adolescent well-being: Results of an online intervention. *Emotion, 18*, 781-788.
- Dweck, C.S., & Yeager, D.S. (2018). Mindsets change the imagined and actual future. In G. Oettingen, T. Sevincer, & P. Gollwitzer (Eds.), *The psychology of thinking about the future*. Guildford Press.
- Goldenberg, A., Cohen-Chen, A., Goyer, J.P., Dweck, C.S., Gross, J.J., & Halperin, E. (2018). Testing the impact and durability of a group malleability intervention in the context of the Israeli-Palestinian conflict. *Proceedings of the National Academy of Sciences, 115*(4) 696-701.
- O’Keefe, P., Dweck, C.S., & Walton, G.M. (2018). Implicit Theories of Interest: Finding Your Passion or Developing It? *Psychological Science, 29*, 1653–1664
- Dweck, C.S. (2019). The choice to make a difference. *Perspectives on Psychological Science, 14*, 21-25.
- Carr, P. & Dweck, C.S (2019). Intelligence and motivation. *Cambridge Handbook of Intelligence*. New York: Cambridge University Press.
- Dweck, C.S., & Yeager, D.S. (2019). Mindsets: A view from two eras. *Perspectives on Psychological Science, 14*, 481-496.
- Yeager, D.S., Hanselman, P., Walton, G.M., Murray, J., ... & Dweck, C.S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature, 573*, 364-369. (Winner of the best paper award from the Behavioral Science and Policy Association)

- Canning, E.A., Murphy, M.C., Emerson, K., Chatman, J.A., Dweck, C.S., & Kray, L.J. (2020). Cultures of genius at work: Organizational mindsets predict cultural norms, trust, and commitment. *Personality and Social Psychology Bulletin*, *46*, 626-642.
- Uusberg, A., Suri, G., Dweck, C., & Gross, J.J. (2020). Motivation: A valuation systems perspective. *Nebraska Symposium on Motivation, Vol 66 (Emotion in the Body and Mind)*. Lincoln, NE.: Springer/University of Nebraska Press.
- Haimovitz, K., Dweck, C.S., & Walton, G.M. (2020). Preschoolers find ways to resist temptation after learning that willpower can be energizing. *Developmental Science*, *23* (Issue 3).
- Chen, P., Powers, J.T., Katragadda, K.R., Cohen, G.L., & Dweck, C.S. (2020). A strategic mindset: An orientation toward strategic behavior during goal pursuit. *Proceedings of the National Academy of Science*, *117*, 14066-14072.
- Yeager, D.S., & Dweck, C.S. (2020). What can be learned from growth mindset controversies? *American Psychologist*, *75*, 1269–1284
- Dweck, C.S., & Yeager, D.S. (2020). Mindsets about intelligence. In G. Walton & A. Crum (Eds.), *Handbook of Wise Interventions*. New York: Guilford Press.
- Brummelman, E., & Dweck, C.S. (2020). Paradoxical effects of praise: A transactional model. In Brummelman, E. (Ed.). *Psychological Perspectives on Praise*. London, UK: Routledge.
- Rege, M., Hanselman, P., Solli, Dweck, C.S...Yeager, D.S. (2021). How can we inspire nations of learners? An international investigation of growth mindset and challenge-seeking. *American Psychologist*.
- Dweck, C.S. (2021). Toward a theory of motivation, personality, and development. In O. John & R. Robins (Eds.) *Handbook of Personality* (4th Ed.). New York: Guilford Press.

Guo, C., Dweck, C.S., & Markman, E.M. (2021). Gender categories as dual-character concepts? *Cognitive Science*, 45 (5).

Dweck, C.S. (in press). 1. What is motivation, where does it come from, and how does it work? (with M.L. Dixon & J.J. Gross); 2. How do we motivate people? Connecting to people's existing goals and values; 3) Making motivation the foundation of psychology again. In M. Bong, S. Kim, and J. Reeve. *Motivation Science: Controversies and Insights*. New York: Oxford University Press.

Hecht, C.A., Yeager, D.Y., Dweck, C.S., & Murphy, M.C. (2021). Beliefs, affordances, and adolescent development: Lessons from a decade of growth mindset interventions. In J.J. Lockman (Ed.). *Advances in Child Development and Behavior*, Vol. 61.

Yeager, D.S. ... Dweck, C.S. (in press). Teacher mindsets help explain where a growth mindset intervention does and doesn't work. *Psychological Science*.

Dixon, M.L., & Dweck, C.S. (2021). The amygdala and the prefrontal cortex: The co-construction of intelligent decision making. *Psychological Review* (advance online publication).

Pauker, K., Apfelbaum, E., Dweck, C.S., and Eberhardt, J.L. (2022). Believing that prejudice can change increases children's interest in interracial interactions. *Developmental Science*.

Dweck, C.S. (2022, in press). Mindsets: From Bathtubs to Hot Beliefs to Social Change. In S. Kassin (Ed.), *Pillars of Social Psychology*. New York: Cambridge University Press.

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.

Keynote Address, Sunday Times Festival of Education, London, July, 2015.

Keynote Address, Cognitive Development Society, October, 2015.

Keynote Speaker, Global Silicon Valley, San Diego, April, 2016.

Atkinson Prize, National Academy of Sciences, 2016.

Commencement Speaker, Harvey Mudd College, Claremont, CA., May, 2016.

Invited Address, Department of the Treasury, London, U.K., July, 2016

Fritz Heider Memorial Lecture, University of Kansas, September, 2016

Distinguished Speaker, University of California at Davis, April, 2017

Convocation Speaker, Barnard College, Columbia University, September, 2017

Yidan Prize for Research in Education (Inaugural Laureate, 2017).

Foley Lecture and Medal, Royal College of Surgeons, Ireland (2018).

Honorary Doctorate, Hong Kong University of Science and Technology (2018).

APS Mentor Award, Association for Psychological Science (2019).

Sage-CASBS Award for Outstanding Contribution to the Behavioral and Social Science, Center for Advanced Study in the Behavioral Sciences (2019).

APS-David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science, Association for Psychological Science, Washington, DC, 2019.

Greats in Psychology Conversation Hour, American Psychological Association, Chicago, 2019.

William James Award, Association for Psychological Science (2020).

Shavelson Career Achievement Award, International Society for the Study of the Self (2020)

Medal for Distinguished Service to Education, Teachers College, Columbia University (2020).

Keynote Speaker, Symposium on Growth Mindset, South by Southwest, Austin, TX (2020).

BSPA Best Publication Award, from the Behavioral Science and Policy Association (2020): Yeager, D.S., Hanselman, P., Walton, G.M., Murray, J., ... & Dweck, C.S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573, 364-369.

Invited conference organizer and keynote speaker, Conference on growth mindset and international achievement and well-being. OECD, Paris, France (2020 and 2021).

Invited Symposium, 9th International Asian Skills Forum, Reimagining Education and Skills Development for a New Normal, Manila, 2021.

Arthur W. Staats Lecture and Medal (for work unifying psychology), American Psychological Association (2021).

Invited Speaker, SxSW Conference, Austin, TX, 2022.

The Distinguished Alumna Award, Barnard College, Columbia University, 2022.

Invited Address, the Oxford Union, Oxford University. (Past speakers include four U.S. presidents, Queen Elizabeth II, the Dalai Lama, Mother Teresa, and Albert Einstein.)

Outreach Talks and Awards

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

Ronald L. Jensen Award for Lifetime Achievement, Positive Coaching Alliance, April, 2017.

ATD Champion of Talent Award, Association for Talent Development, May, 2017