

David Scott Yeager
Curriculum Vita

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Current Position(s)

- 2012 – Present **Assistant Professor**, University of Texas at Austin, Department of Psychology, Developmental Area, Austin, TX.
2011 – Present **Fellow**, Carnegie Foundation for the Advancement of Teaching, Stanford CA.

Professional Experience

- 2010 – 2011 **Associate Researcher – Applied Psychology**, Carnegie Foundation for the Advancement of Teaching, Stanford CA.
2006 – 2011 **Graduate Student**, Stanford University, Stanford CA.
2008 **Education Pioneers Fellow**, Partners in School Innovation, San Francisco, CA.
2004 – 2006 **K-8 Teacher** (6-8 Language Arts, 6-8 ELL, 6-8 Computers, K-8 P.E., Basketball Coach, Book Club Moderator, Computer Club Moderator, and Network Administrator), Sts. Peter and Paul School, Tulsa, OK.

Education

- 2006 - 2011 **Stanford University**, PhD, Developmental and Psychological Science, School of Education
Certificate: Methods of Analysis Program in the Social Sciences (MAPSS)
2008 - 2010 **Stanford University**, MA, Psychology, Department of Psychology
2004 - 2006 **University of Notre Dame**, MEd, Secondary and Middle School English
2000 - 2004 **University of Notre Dame**, BA, Program of Liberal Studies [Great Books]

Research Interests

Social-cognitive development; Motivation; Aggression; Adolescence; Research methodology; Psychological interventions.

Research Grants

- 2011-2013 **Gates Foundation**. “Understanding and Increasing College Persistence.” Co-Investigator (PI: Angela Duckworth). Amount awarded: \$1,841,088.
2009-2011 **Thrive Foundation for Youth**. “Motivating Resilient Responses to Conflict by Teaching Adolescents That People Can Change.” (PI: Carol S. Dweck). Amount awarded: \$142,000.

- 2009 **Time-Sharing Experiments in the Social Sciences.** “Does Mentioning ‘Some People’ and ‘Other People’ in an Attitude Question Improve Measurement Quality?” Awarded free survey data collection ($N = 1700$) from Knowledge Networks’s representative national panel of American adults.
- 2008-2010 **Stanford School of Education.** Dissertation support grant. “Adolescent Resentment, Forgiveness and Implicit Theories of Personality.” Amount Awarded: \$4,500.
- 2008 **Spencer Foundation via the Stanford School of Education.** Research training grant. “Adolescent Resentment, Forgiveness and Implicit Theories of Personality.” Amount Awarded: \$1,500.

Honors, Awards and Fellowships

- 2011 **Society for Research on Child Development, Student and Early Career Committee.** Dissertation funding award (one of five selected).
- 2011 **Society for Research on Child Development.** Travel award.
- 2010 **American Psychological Association, Science Directorate.** Dissertation research award (one of three “highest rated”).
- 2010-2011 **Spencer Foundation.** Dissertation fellowship for research related to education.
- 2010 **International Society for Research on Aggression (ISRA).** Lagerspetz Award for exceptional presentations at the 2010 ISRA World Conference.
- 2009 **American Education Research Association, Adolescence and Youth Development SIG.** Travel award.
- 2009 **American Education Research Association, Division E (Counseling and Human Development).** Seminar award.
- 2008 **Education Pioneers.** Summer fellowship for work with Partners in School Innovation.
- 2007;2008 **Sts. Peter and Paul School.** 8th grade commencement speaker.
- 2006-2007 **Stanford School of Education.** James and Viola Quillen Fellowship.
- 2004 **University of Notre Dame.** University of Notre Dame Hall Spirit Award for exemplifying the “Spirit of Notre Dame.”

Competitive Advanced Training Institutes

- 2011 **Stanford University.** The d.School Experience: Adventures in Design Thinking [training in Stanford/IDEO design methodology]. Stanford, CA.
- 2011 **American Psychological Association.** Advanced training institute on structural equation modeling in longitudinal research, UC Davis, CA.
- 2011 **Society for Research on Adolescence.** International summer school, selected participant (declined).
- 2010 **Center for Disease Control and Prevention.** Academic Center of Excellence summer institute on youth violence prevention, Berkeley, CA.

Journal Articles

* denotes undergraduate student or research assistant supervised

- Yeager, D.S., Bundick, M.J. & Johnson, B.* (in press). The role of future work goal motives in adolescent identity development: A longitudinal mixed-methods investigation. *Contemporary Educational Psychology*.
- Yeager, D.S. & Krosnick, J. (in press). Does mentioning “some people” and “other people” in an attitude question improve measurement quality? *Public Opinion Quarterly*.
- Yeager, D.S., Krosnick, J., Chang, L-C., Javitz, H., Levendusky, M., Simpser, A. & Wang, R. (2011). ⁺Comparing the accuracy of RDD telephone surveys and Internet surveys conducted with probability and non-probability samples. *Public Opinion Quarterly*, 75, 709-747.
+ ABC news.com coverage: <http://blogs.abcnews.com/thenumbers/2009/09/study-finds-trouble-for-internet-surveys.html>
- Yeager, D.S. & Krosnick, J. (2011). Does mentioning “some people” and “other people” in a survey question increase the accuracy of adolescents’ self-reports? *Developmental Psychology*, 47, 1674-1679.
- Yeager, D.S., Trzesniewski, K., Tirri, K., Nokelainen, P., & Dweck, C.S. (2011). Adolescents’ implicit theories predict desire for vengeance: Correlational and experimental evidence. *Developmental Psychology*, 47, 1090-1107.
- Yeager, D.S. & Walton, G. (2011). Social-psychological interventions in education: They’re not magic. *Review of Educational Research*, 81, 267-301.
- Yeager, D.S., Larson, S. B.*, Krosnick, J., & Tompson, T. (2011). ⁺Measuring Americans’ issue priorities: A new version of the most important problem question reveals more concern about global warming and the environment. *Public Opinion Quarterly*, 75, 125-138.
+ Press release: <http://woods.stanford.edu/research/polls-underestimate.html>
+ Editor’s Choice, *Science* (2011), 332, 151.
- Yeager, D.S. & Krosnick, J. (2011). Re: Response to the Validity of Self-Reported Nicotine Product Use in the 2001–2008 National Health and Nutrition Examination Survey. *Medical Care*, 49, 332.
- Yeager, D.S. & Krosnick, J. (2010). ⁺The validity of self-reported nicotine product use in the 2001-2008 National Health and Nutrition Examination Survey, *Medical Care*, 48, 1128-1132.
+ Article rated a “must read” (8 out of 10) by the Faculty of 1000, placing it in the top 2% of published articles in biology and medicine, <http://f1000.com/6743958>.
- Yeager, D.S. & Bundick, M.J. (2009). The role of purposeful work goals in promoting meaning in life and in schoolwork during adolescence. *Journal of Adolescent Research*, 24, 423-452.

Articles Under Review

Yeager, D.S., Trzesniewski, K., & Dweck, C.S. (second revision). ⁺ An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child Development*.

+ Received the 2010 Lagerspetz award by the International Society for Research on Aggression.

+ Stanford News Service: <http://ed.stanford.edu/news/new-approach-curbing-effects-bullying>

Book Chapters

Lapsley, D., & Yeager, D.S., (in press). Moral character education. In W. M. Reynolds, G. E. Miller, & I. B. Weiner, (Eds.) *Handbook of Psychology: Vol. 7. Educational Psychology*, 2nd ed., NJ: John Wiley and Sons Inc.

Yeager, D.S., & Miu, A.* (2011). Implicit theories of personality predict motivation to use prosocial coping strategies after bullying in high school. In E. Frydenberg, & G. Reeve, (Eds.) *Personality, Stress and Coping: Implications for Education*.

Steger, M., Bundick, M., & Yeager, D.S. (2011). The development of meaning during adolescence. *Encyclopedia of Adolescence*.

Bundick, M. J., Yeager, D. S., King, P. E., & Damon, W. (2010). Thriving across the lifespan. In Lerner, R. M., Lamb, M. E., Freund, A. M. & Overton, W. F. (Eds.), *Handbook of life-span development, Vol. 1: Cognition, Biology and Methods* (pp. 882-923). Hoboken, NJ: John Wiley & Sons.

Additional Publications

Yeager, D.S., & Krosnick, J. (2009). Were the benchmarks really wrong? Retrieved on December 17th, 2009 from <http://blogs.abcnews.com/thenumbers/2009/12/survey-accuracy-revisiting-the-benchmarks-.html>

Yeager, D.S., Krosnick, J., & Javitz, H. (2009). More on problems with opt-in Internet surveys. Retrieved on Oct 12th, 2009 from <http://blogs.abcnews.com/thenumbers/2009/09/guest-blog-more-on-the-problems-with-optin-internet-surveys.html>

Krosnick, J. A., Malka, A., & Yeager, D.S. (2009). State of the nation: Getting warmer. *Boston Review*, September/October: 6.

Manuscripts In Preparation

Yeager, D.S., Johnson, R.* , Spitzer, B.* , & Dweck, C.S. (in preparation). Combatting the belief that people are fixed reduces stress and improves achievement.

Yeager, D.S., Cohen, G.L., Garcia, J., Pebley, P., & Purdie-Vaughns, V. (in preparation). “Wise” feedback: Countering perceptions of bias by communicating high standards and assurance.

Yeager, D.S., Krosnick, J. A., Visser, P., & Holbrook, A. (in preparation). Social psychology outside the lab: Does what we know about college sophomores generalize to representative samples of American adults?

Yeager, D.S., Miu, A.,* Powers, J. & Dweck, C.S. (in preparation). Implicit theories of personality and social information-processing models of aggression.

Yeager, D.S., Rodela, K., Worthen, W.,* & Ordway, A.* (in preparation). A qualitative investigation of diverse adolescents’ implicit theories of personality and responses to aggression in high school.

Professional Conference Presentations

Biennial Meeting of the Society for Research on Child Development (2011)

Biennial Meeting of the Society for Research on Adolescence (2012, 2008)

Annual conference for the Society for Personality and Social Psychology (2012, 2011, 2010)

Annual meeting of the American Educational Research Association (2012, 2011, 2009, 2008)

World conference for the International Society for Research on Aggression (2010)

Fourth Annual Workshop on Measurement and Experimentation with Internet Panels: Innovative Features of Internet Interviewing (2010)

Annual conference for the Association for Public Opinion Research (2011, 2010, 2009)

Association for Psychological Science (2009)

Annual Meeting for the Association of Moral Education (2008)

Annual Meeting of the American Political Science Association (2010, 2008)

Annual Meeting for the American Psychological Association (2008)

University Service and Activities

Faculty search committee, Stanford University School of Education (Developmental and psychological science), student representative, 2008-2009.

Selection Committee, Dissertation Support Grant, Stanford University School of Education, 2009-2010.

Co-Chair, Student Research Conference, Stanford University School of Education, 2008; 2009; 2010.

Coordinator, Stanford Center on Adolescence Speaker Series, 2007-2008; 2008-2009.

Student representative to the faculty committee, Psychological Studies of Education, Stanford School of Education, 2006-2007; 2007-2008.

Teaching Experience

2011. Teaching assistant for graduate-level course “Social Psychology and Social Change” (Educ 370X/ Psych 265). Instructor: Geoffrey Cohen. Gave one lecture per week.

2010. Teaching assistant for graduate-level course “Social Psychology and Social Change” (Educ 370X/ Psych 265). Instructor: Geoffrey Cohen. Gave one lecture per week.

2009. Teaching assistant for graduate-level course “ANOVA” (Educ 251B). Instructor: Rich Shavelson. Co-led one lecture per week.

Invited Lectures and Talks (Selected)

“What we’re learning about productive persistence: Evidence from the Statway” Plenary speaker at the Quantway winter institute, Carnegie Foundation for the Advancement of Teaching, 12/2011.

“Aggression, stress and achievement during adolescence: The role of implicit theories of personality.” Stanford University Developmental Psychology Brown Bag, 11/2011.

“Implicit theories and aggression: A process model and an intervention.” University of Zurich, Switzerland, Department of Psychology, Motivation Area, 4/2011.

“The accuracy and utility of Internet surveys.” CentER Data, University of Tilburg, The Netherlands, 4/2011.

“Implicit theories and aggression: A process model and an intervention.” Utrecht University, The Netherlands, Department of Psychology, Developmental Area, 4/2011.

“Scaling psychological interventions.” Guest speaker for the Principal Fellows Program, Stanford University, 2/2011.

“Reducing aggression by changing mindsets: Evidence from Bay Area schools.” Guest speaker for the Principal Fellows Program, Stanford University, 1/2011.

“Productive persistence.” Plenary speaker at the Statway / Quantway winter institutes, Carnegie Foundation for the Advancement of Teaching, 1/2011.

“What does ‘doing college’ mean?” Brown bag presentation at the Carnegie Foundation for the Advancement of Teaching, 12/2010.

“An implicit theories intervention changes aggressive and prosocial responses to peer exclusion and victimization” Stanford University Developmental Psychology Brown Bag, 10/2010.

“Social-psychological interventions in education” guest speaker at MDRC, New York, NY, 9/2010.

“Coping with conflict during adolescence: An implicit theories perspective” guest lecture in Human Biology course titled “Adolescent Development,” at Stanford University, 5/2010.

“Coping with conflict during adolescence: An implicit theories perspective” guest lecture in School of Education course titled “Adolescent Development and Schooling,” at Stanford University, 5/2010.

“Adolescent implicit theories and desires for vengeance after bullying” guest lecture at Foothill College for the Research Experience Program, 6/2009.

“Social psychology outside the lab: Does what we know about collect sophomores generalize to a representative sample of American adults?” guest lecture at Foothill College for the Research Experience Program, 3/2009.

“An implicit theories approach to preventing adolescent violence in schools,” invited guest lecture for Human Biology course titled “Adolescent Development,” at Stanford University, 10/2008.

Ad-hoc Peer Reviewer

Public Opinion Quarterly; Journal of Educational Psychology; Journal of Adolescent Research; Child Development; Basic and Applied Social Psychology; European Journal of Social Psychology; Time-Sharing Experiments in the Social Sciences.

Professional Memberships

Society for Research on Child Development
 Society for Personality and Social Psychology
 Association for Psychological Science
 American Education Research Association
 Society for Research on Adolescence
 American Psychological Association

Advising

Senior Honors Theses

Rebecca Johnson, Stanford University Psychology Honors Thesis, 2011 (with Carol Dweck)
 Title: “Beliefs about Depression’s Controllability of Onset and Potential for Improvement: Effects on Stigma and Allocation of Funding for Mental Health”+
 + Awarded Firestone Medal for Excellence in Undergraduate Research (top 10% of all Stanford University honors theses in social science, science and engineering)

Alexandria Ordway, Stanford University Education Honors Thesis, 2010 (with Amado Padilla)
 Title: “The Relationship Between Implicit Theories and Victims’ Attributions in Response to Social Conflicts and Relational Aggression: Evidence from Adolescent Narratives”

Past Research Assistants (Current role)

Alexandria Ordway (JD, Harvard University)
Whitney Worthen (MA Clinical Psychology, George Washington University)
Rebecca Johnson (MA, Public Policy, Stanford University)
Adriana Miu (PhD, Clinical Psychology, Emory University)
Yii Wen Chua (MEd, Stanford University)

Past Consulting, Contracting, or Advising

The Associated Press
KIPP: King Collegiate
Partners in School Innovation
Institute for Educational Initiatives, University of Notre Dame
KidThrive / OneSeventeenMedia
Spark: Creating real-world opportunities for California's youth
DeMarillac Academy
Curiki.org

Personal Information

DOB: 9/29/1981
Married to: Margaret Mary Morrissey Yeager, R.N.
High School: St. Thomas High School, Houston TX
Hometown: Sugar Land, TX