

## CURRICULUM VITAE

# PAUL A. O'KEEFE

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### PERSONAL INFORMATION

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Yale-NUS College  
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### PROFESSIONAL POSITIONS

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- 2014– Assistant Professor of Psychology, Yale-NUS College  
Head of Psychology Program, 2018
- 2015– Assistant Professor of Management and Organisation (by courtesy),  
NUS Business School, National University of Singapore
- 2015– Assistant Professor of Psychology (by courtesy), National University of  
Singapore
- 2011–2014 Postdoctoral Fellow (NRSA), Stanford University  
Advisor: Carol S. Dweck  
Director, Stanford Social Psychology Lab
- 2009–2011 Postdoctoral Fellow (IPoRT), New York University  
Advisors: Jan L. Plass and Bruce D. Homer
- 2000–2003 Research Assistant, Department of Psychology, Yale University  
Advisors: Robert J. Sternberg and Elena L. Grigorenko

### EDUCATION

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- 2009 Ph.D., Social Psychology, Duke University  
Advisors: James Y. Shah and Lisa Linnenbrink-Garcia
- 2007 M.A., Social Psychology, Duke University
- 2000 B.A., Psychology, University of California, Berkeley

## RESEARCH INTERESTS

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I study motivation and goal pursuit. Taking a social-cognitive approach and employing rigorous experimental methods in the laboratory and field, I focus on individual differences that contribute to the attainment of challenging, long-term goals. In doing so, I focus the roles of interest and passion, as well as lay beliefs that can help or hinder motivation (i.e., *implicit theories of interest* and *implicit theories opportunity*). Much of my current and future work focuses on leveraging my findings on implicit theories to design large-scale interventions that promote interest, passion, and achievement. The greater purpose of this work is to empower people, particularly those from under-represented groups, to thrive in their goal pursuits—even despite structural inequities—helping to reduce achievement and opportunity gaps. In a secondary focus, and responding to recent events, I collaborate with an international team of researchers (the PsyCorona Research Collaboration; [psycorona.org](http://psycorona.org)), applying social scientific knowledge and methods to examine the social and motivational processes underpinning the spread of COVID-19.

*Keywords:* Goal pursuit, implicit self-theories, interest, motivation, passion.

## PUBLICATIONS

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† advisee

- Westgate, E. C., Buttrick, N., Lin, Y., Helou, G. E., ... **O'Keefe, P. A.**, ... & Leander, N. P. (in press). Pandemic boredom: Little evidence that lockdown-related boredom affected risky public health behaviors across 116 countries. *Emotion*. (impact factor: 4.329) (PsyCorona Research Collaboration<sup>1</sup>)
- Van Lissa, C., Stroebe, W., vanDellen, M., Leander, N. P., ... **O'Keefe, P. A.**, ... & Bélanger, J. J. (2022). Using Machine Learning to Identify Important Predictors of COVID-19 Infection Prevention Behaviors. *Patterns* (impact factor: none yet) (PsyCorona Research Collaboration)
- Keng, S-L., Stanton, M. V., Haskins, L. B., Almenara, C. A., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). COVID-19 stressors and health behaviors: A multilevel longitudinal study across 86 countries. *Preventative Medicine Reports* (impact factor: 4.018) (PsyCorona Research Collaboration)

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<sup>1</sup> For papers with the PsyCorona Research Collaboration, author order was determined alphabetically aside from the lead authors.

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- Schumpe, B. M., van Lissa, C. J., Bélanger, J. J., Nisa, C. F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Predictors of adherence to public health behaviors for fighting COVID-19 derived from longitudinal data. *Scientific Reports* (impact factor: 4.379). (PsyCorona Research Collaboration)
- Enea, V., Eisenbeck, N., Carreño, D. F., Douglas, K. M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Intentions to be vaccinated against COVID-19: The role of prosociality and conspiracy beliefs across 20 countries. *Health Communication* (impact factor: 3.198). (PsyCorona Research Collaboration)
- Lucas, T., Manning, M., Strelan, P., Kopetz, C., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Justice beliefs and cultural values predict support for COVID-19 vaccination and quarantine behavioral mandates: A multilevel cross-national study. *Translational Behavioral Medicine* (impact factor: 3.046) (PsyCorona Research Collaboration)
- Mula, S., Di Santo, D., Resta, E., Bakhtiari, F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2022). Concern with COVID-19 pandemic threat and attitudes towards immigrants: The mediating effect of the desire for tightness. *Current Research in Ecological and Social Psychology* (impact factor: none yet) (PsyCorona Research Collaboration).
- O'Keefe, P. A.**, Lee, H. Y., & Chen, P. (2021). Changing students' beliefs about learning can unveil their potential. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 84–91. doi:10.1177/2372732220984173
- Invited by Editor, Susan T. Fiske, Ph.D., Eugene Higgins Professor, Princeton University
- Lemay, E. P., Kruglanski, A. W., Molinario, E., Agostini, M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). The role of values in coping with health and economic threats of COVID-19. *The Journal of Social Psychology* (impact factor: 2.712) doi: 10.1080/00224545.2021.1979454 (PsyCorona Research Collaboration)
- Resta, E., Mula, S., Baldner, C., Di Santo, D., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). We are all in the same boat: How societal discontent affects intention to help during the COVID-19 pandemic. *Journal of Community & Applied Social Psychology* (impact factor: 2.366) (PsyCorona Research Collaboration)
- O'Keefe, P. A.** (2021, May 3). Universities must cultivate a growth mindset in their students. *Times Higher Education*. [www.timeshighereducation.com/blog/universities-must-cultivate-growth-mindset-their-students](http://www.timeshighereducation.com/blog/universities-must-cultivate-growth-mindset-their-students)
- Stroebe, W., vanDellen, M., Abakoumkin, G., Lemay, E. ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Politicization of COVID-19 health-protective behaviors in the United States: Longitudinal and cross-national evidence. *PLoS ONE* (impact factor: 3.240). (PsyCorona Research Collaboration)

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- van Breen, J. A., Kutlaca, M., Koç, Y., Jeronimus, B. F., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Lockdown lives: A longitudinal study of inter-relationships among feelings of loneliness, social contacts, and solidarity during the COVID-19 lockdown in early 2020. *Personality and Social Psychology Bulletin* (impact factor: 4.376). doi: 10.1177/0146167221103660 (PsyCorona Research Collaboration)
- O'Keefe, P. A.**, Horberg, E. J.,<sup>†</sup> Chen, P., & Savani, K. (2021). Should you pursue your passion as a career? Cultural differences in the emphasis on passion in career decisions. *Journal of Organizational Behavior* (impact factor: 8.174). <https://doi.org/10.1002/job.2552>
- Chen, P., Lin, Y., Pereira, D. J. H., **O'Keefe, P. A.**, & Yates, J. F. (2021). Fanning the flames of passion: A develop mindset predicts intentions to use strategies for up-regulating passion. *Frontiers in Psychology* (impact factor: 2.990).
- Nisa, C. F., Belanger, J. J., Faller, D. G., Buttrick, N. R., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Lives versus livelihoods? Perceived economic risk has a stronger association with support for COVID-19 preventive measures than perceived health risk. *Scientific Reports* (impact factor: 4.379). doi: 10.1038/s41598-021-88314-4 (PsyCorona Research Collaboration)
- Han, Q., Zheng, B., Cristea, M., Agostini, M., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Trust in government regarding COVID-19 and its associations with preventive health behaviour and prosocial behaviour during the pandemic: a cross-sectional and longitudinal study. *Psychological Medicine* (impact factor: 7.723). doi: 10.1017/S0033291721001306 (PsyCorona Research Collaboration)
- O'Keefe, P. A.**, Horberg, E. J.,<sup>†</sup> Sabherwal, A.,<sup>†</sup> Ibasco, G. S.,<sup>†</sup> & Zainal, A.<sup>†</sup> (2021). Thinking beyond boundaries: A growth theory of interest enhances integrative thinking that bridges the arts and sciences. *Organizational Behavior and Human Decision Processes* (impact factor: 4.941), 162, 95–108. doi: 10.1016/j.obhdp.2020.10.007
- Han, Q., Zheng, B., Agostini, M., Bélanger, J. J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Associations of risk perception of COVID-19 with emotion and mental health during the pandemic. *Journal of Affective Disorders* (impact factor: 4.839). doi: 10.1016/j.jad.2021.01.049 (PsyCorona Research Collaboration)
- Romano, A., Spadaro, G., Balliet, D., Joireman, J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Cooperation and Trust Across Societies During the COVID-19 Pandemic. *Journal of Cross-Cultural Psychology* (impact factor: 2.618). doi: 10.1177/0022022120988913 (PsyCorona Research Collaboration)
- Jin, S., Balliet, D., Romano, A., Spadaro, G., ... **O'Keefe, P. A.**, ... & Leander, N. P. (2021). Intergenerational conflicts of interest and prosocial behavior during the COVID-19 pandemic. *Personality and Individual Differences* (impact factor: 3.004). doi: 10.1016/j.paid.2020.110535 (PsyCorona Research Collaboration)

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- Leander, N. P., Lemay, E. P., Jeronimus, B. F., ... **O'Keefe, P. A.**, ... (2020). Towards a globally collaborative behavioral science: An organizational approach from pandemic psychology. *International Journal of Behavioral Development* (impact factor: 2.480), 2. (PsyCorona Research Collaboration)
- Kreienkamp, J., Agostini, M., Krause, J., & Leander N. P. (on behalf of the PsyCorona Research Collaboration) (2020, October). A world of reactions to COVID-19: How an online data visualization tool reports data from an international psychological survey. [www.psychologicalscience.org/observer/psycorona-covid-19](http://www.psychologicalscience.org/observer/psycorona-covid-19)
- O'Keefe, P. A.** (2019, August 3). Your passion isn't waiting to be 'found.' You need to develop it. *The Business Times*. [www.businesstimes.com.sg/opinion/your-passion-isnt-waiting-to-be-found-you-need-to-develop-it](http://www.businesstimes.com.sg/opinion/your-passion-isnt-waiting-to-be-found-you-need-to-develop-it)
- Plante, I., **O'Keefe, P. A.**, Aronson, J., Fréchette-Simard, C., & Goulet, M. (2019). The interest gap: How gender stereotype endorsement predicts academic interests. *Social Psychology of Education* (impact factor: 2.192), 22(1), 227–245. doi:10.1007/s11218-018-9472-8
- O'Keefe, P. A.**, Dweck, C. S., & Walton, G. M. (2018, September 10). Having a Growth Mindset Makes It Easier to Develop New Interests. *Harvard Business Review*. <https://hbr.org/2018/09/having-a-growth-mindset-makes-it-easier-to-develop-new-interests>
- Invited by Senior Editor, *Harvard Business Review*
- O'Keefe, P. A.**, Dweck, C. S., & Walton, G. M. (2018). Implicit theories of interest: Finding your passion or developing it? *Psychological Science* (impact factor: 7.029), 29(10) 1653–1664. doi:10.1177/0956797618780643
- O'Keefe, P. A.** & Harackiewicz, J. M. (Eds.) (2017). *The science of interest*. Springer, Cham. doi:10.1007/978-3-319-55509-6 (**BOOK**)
- O'Keefe, P. A.** & Harackiewicz, J. M. (2017). Towards a science of interest. In P. A. O'Keefe & J. M. Harackiewicz (Eds.). *The science of interest*. Springer. doi: 10.1007/978-3-319-55509-6
- O'Keefe, P. A.**, Horberg, E. J.,<sup>†</sup> & Plante, I. (2017). The multifaceted role of interest in motivation and engagement. In P. A. O'Keefe & J. M. Harackiewicz (Eds.). *The science of interest*. Springer. doi: 10.1007/978-3-319-55509-6\_3
- O'Keefe, P. A.**, Letourneau, S., Milne, C., Homer, B. D., Schwartz, R., & Plass, J. L. (2014). Learning from multiple representations: An examination of fixation patterns in a science simulation. *Computers in Human Behavior* (impact factor: 6.829), 35, 234–242. doi: 10.1016/j.chb.2014.02.040
- O'Keefe, P. A.**, & Linnenbrink-Garcia, L. (2014). The role of interest in optimizing performance and self-regulation. *Journal of Experimental Social Psychology* (impact factor: 3.603), 53, 70–78. doi: 10.1016/j.jesp.2014.02.004

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**O’Keefe, P. A.** (2014, September 7). Liking work really matters. *The New York Times*, p. 12.  
www.nytimes.com/2014/09/07/opinion/sunday/go-with-the-flow.html?

\*Plass, J., \***O’Keefe, P. A.**, Homer, B. D., Case, J., Hayward, E., Stein, M., & Perlin, K. (2013). The impact of individual, competitive, and collaborative mathematics game play on learning, performance, and motivation. *Journal of Educational Psychology* (impact factor: 5.805), 105(4), 1050–1066. doi: 10.1037/a0032688 (\*co-first authorship)

**O’Keefe, P. A.**, Ben-Eliyahu, A., & Linnenbrink-Garcia, L. (2013). Shaping achievement goal orientations in a mastery-structured environment and concomitant changes in related contingencies of self-worth. *Motivation and Emotion* (impact factor: 2.430), 37(1), 50–64. doi: 10.1007/s11031-012-9293-6

**O’Keefe, P. A.** (2013). Mindsets and self-evaluation: How beliefs about intelligence can create a preference for growth over defensiveness. In S. B. Kaufman (Ed.), *The complexity of greatness: Beyond talent or practice* (pp. 119–134). Oxford: Oxford University Press. doi: 10.1093/acprof:oso/9780199794003.003.0008

Plante, I., **O’Keefe, P. A.**, & Théorêt, M. (2013). The relation between achievement goal and expectancy-value theories in predicting achievement-related outcomes: A test of four theoretical conceptions. *Motivation and Emotion* (impact factor: 2.430), 37(1), 65–78. doi: 10.1007/s11031-012-9282-9

Linnenbrink-Garcia, L., Middleton, M., Ciani, K. D., Easter, M. A., **O’Keefe, P. A.**, & Zusho, A. (2012). The Strength of the Relation Between Performance- Approach and Performance-Avoidance Goal Orientations: Theoretical, Methodological, and Instructional Implications. *Educational Psychologist* (impact factor: 9.541), 47(4), 281–301. doi: 10.1080/00461520.2012.722515

**O’Keefe, P. A.** (2007). Social judgment theory. In W. Darity (Editor-in-Chief), *International encyclopedia of the social sciences* (2nd ed.), New York: Macmillan Reference USA.

Grigorenko, E. L., & **O’Keefe, P. A.** (2004). Dealing with change: Manifestations, measurements, and methods. In A. Demetriou & A. Raftopoulos (Eds.), *Cognitive developmental change: Theories, models and measurement* (pp. 318–353). New York, NY: Cambridge University Press. doi: 10.1017/CBO9780511489938.012

Grigorenko, E. L., & **O’Keefe, P. A.** (2004). What do children do when they cannot go to school? In R. J. Sternberg & E. L. Grigorenko (Eds.), *Culture and competence: Contexts of life success* (pp. 23–53). Washington, DC: American Psychological Association. doi: 10.1037/10681-002

**O’Keefe, P. A.** (2002). Teenager: A damaging and outdated label. [Review of T. Hine (Ed.), *The rise and fall of the American teenager*]. *Contemporary Psychology*, 47, 480–481.

## MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

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† advisee

**O’Keefe, P. A.**, Horberg, E. J.,<sup>†</sup> Lee, F., & Dweck, C. S. (invited revision; resubmitted). Implicit theories of opportunity: When opportunity fails to knock, keep waiting or start cultivating? *Journal of Personality and Social Psychology* (impact factor: 7.673).

**O’Keefe, P. A.**, Horberg, E. J.,<sup>†</sup> Dweck, C. S., Walton, G. M. (invited revision). A growth theory of interest intervention increases interest in math and science coursework among liberal arts undergraduates. *Journal of Educational Psychology* (impact factor: 5.805).

**O’Keefe, P. A.**, Chaffee, K. E., Horberg, E. J.,<sup>†</sup> Plante, I., & Harackiewicz, J. M. (invited revision; resubmitted). Multiple pathways to achievement in college: Learning and performance-approach goals predict grades through different task values. *Learning and Individual Differences* (impact factor: 3.139).

Sabherwal, A.,<sup>†</sup> **O’Keefe, P. A.**, & Horberg, E. J.<sup>†</sup> (in prep). Boosting women’s belonging in STEM fields with a fixed theory of interest. To be submitted to *Personality and Social Psychology Bulletin*.

Madan, S., **O’Keefe, P. A.**, Savani, K., & Morris, M. (in prep). Clarifying the impact of mindsets on learning. To be submitted to *Psychological Science*.

**O’Keefe, P. A.**, Butler, R., & Dweck, C. S. (in prep). A tale of two achievement goal theories. To be submitted to *Psychological Review*.

Savani, K., & **O’Keefe, P. A.** (in prep). Explaining the gender achievement gap with machine learning. To be submitted to *Psychological Science*.

Lim, C. H., **O’Keefe, P. A.**, & Jia, L. (in prep). Does intelligence encompass more than just analytical abilities?: A novel examination of lay theories about intelligence and their consequences.

**O’Keefe, P. A.** (in prep). A growth theory of opportunity causes people to overcome adversity even in an unjust world. To be submitted to *Personality and Social Psychology Bulletin*.

Douglas, K. M., Sutton, R. M., van Lissa, C. J. ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Identifying important individual- and country-level predictors of conspiracy theorizing: A machine learning analysis. (PsyCorona Research Collaboration)

Zúñiga, C., Agostini, M., Louis, W. R., Lemay, P., ... **O’Keefe, P. A.**, ... & Leander, N. P. (under review). Pathways to a prosocial response to the COVID-19 pandemic: Emotions, financial stress, well-being and collective disempowerment. Submitted to *Psychological Science*. (PsyCorona Research Collaboration)

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Schumpe, B. M., Bélanger, J. J., Richardson, L., Robitzsch, A., ... **O'Keefe, P. A.**, ... & Leander, N. P. (under review). The psychological impact of COVID-19: A comparison between cases and controls. Submitted to *New England Journal of Medicine*. (PsyCorona Research Collaboration)

Abakoumkin, G., Tseliou, E., McCabe, K., Lemay, E. P., Stroebe, W., ... **O'Keefe, P. A.**, ... & Leander, N. P. (under review). Dealing with COVID-19: From internal and external coping resources through health-related cognitions to health protection and hope. Submitted to *Annals of Behavioral Medicine*. (PsyCorona Research Collaboration)

Bogdan-Constantin, I., Carmen, P. G., Alexandra, G., Mioara, C., ... **O'Keefe, P. A.**, ... & Leander, N. P. (under review). Spatial implications on job insecurity during COVID-19 pandemic (under review). Submitted to *Regional Studies*. (PsyCorona Research Collaboration)

Reitsema, A. M., Jeronimus, B. F., Bos, E. H. J., ... **O'Keefe, P. A.**, ... & Leander, N. P. (under review). Age group differences in hedonic adaptation to societal restrictions in 33 nations: Positive and negative affect trajectories during the first wave of the Coronavirus pandemic. (PsyCorona Research Collaboration)

Han, Q., Zheng, B., Leander, N. P., Agostini, M., ... **O'Keefe, P. A.**, ... & Bélanger, J. J. (under review). Impact of COVID-19 lockdowns on anti-migrant attitudes: A naturalistic quasi-experiment on pandemic scapegoating. Submitted to *American Psychologist*. (PsyCorona Research Collaboration)

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## GRANTS

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>\$2,900,000 SGD total, >\$1,600,000 SGD as Principal Investigator

2022–2024 Workforce Development Applied Research Fund (WDARF), SkillsFuture Singapore (SSG), *How and Why University Graduates Seize Opportunities Offered by Lifelong Learning Policies?*  
\$486,462 SGD (principal investigator; grant codes forthcoming)

2021–2022 Reimagine Research Fund, Ministry of Education / Yale-NUS College, *A Fresh Start: Reimagining Interventions to Promote Social Belonging Post-COVID*  
\$133,148 SGD (principal investigator; R-607-264-524-115; R-607-264-525-115)

2021–2023 Humanities and Social Sciences Research Fund Grant, National University of Singapore, *Broader Views of Intelligence: Rethinking Our Approach to Educational Inequality*  
\$20,000 SGD (co-principal investigator; R-581-000-264-646)

2020–2023 Singapore Social Science Research Council, Ministry of Education, *Taking Advantage of the Future Economy: Role of Universal Mindsets*  
\$607,133 SGD (collaborator; MOE2019-SSRTG-029)



- 2020–2021 Chinese Research Programme, Yale-NUS College, *Does a Growth Mindset of Interest Boost STEM Interest in Chinese Singaporeans?*  
\$150,700 SGD (principal investigator; R-607-264-446-651)
- 2019–2021 Chinese Research Council  
\$6,300 SGD (principal investigator; N-607-003-127-001)
- 2019–2020 Institutional Bridging Grant, Yale-NUS College, *A Growth Mindset of Interest Improves Academic Outcomes*  
\$99,960 SGD (principal investigator; R-607-000-397-115)
- 2019–2021 Pocket Grant, Yale-NUS Chinese Research Programme, Yale-NUS College, *Do Chinese Singaporeans Value Passions Differently than Americans?*  
\$5,000 SGD (principal investigator; R-607-264-408-651)
- 2018–2021 Research Chair, University of Quebec, Montreal, *Gender Equality in Schools*  
\$105,000 CAN (collaborator)
- 2018–2019 Seed Grant, Institute for Application of Learning Sciences and Educational Technology (ALSET), National University of Singapore, *Promoting Student Performance and Motivation with a Growth Mindset of Interest*  
\$11,550 SGD (principal investigator, R-607-000-382-133)
- 2018–2019 Teaching Innovation Grant, *Promoting A Growth Mindset of Interest and Intelligence Among Yale-NUS College Students*  
\$4,250 SGD (principal investigator, C-607-271-024-001)
- 2017–2020 Singapore Social Science Research Council, *Influence of Social Motivations on Cultural Learning, Adjustment, and Integration*  
\$576,782 SGD (collaborator)
- 2017–2019 Academies Fund, National Institute of Education, *Promoting Academic Interests in Junior College Students Through a Growth Mindset*  
\$250,000 SGD (principal investigator, R-607-000-314-592)
- 2017–2019 Tertiary Education Research Fund, Ministry of Education, *Promoting Student Performance & Motivation with A Growth Mindset of Interest*  
\$212,858 SGD (principal investigator, R-607-000-312-116, R-607-E00-312-116)
- 2016–2018 Humanities and Social Sciences Research Fund Grant, National University of Singapore, *Promoting Innovation and Motivation with a Growth Mindset of Interest*  
\$39,983 SGD (principal investigator, R-607-264-253-646)
- 2014–2018 Institutional Grant, Yale-NUS College, *Mindsets and Motivation*  
\$75,000 SGD (principal investigator, R-607-264-209-121)

- 2011–2014 Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Postdoctoral Fellows, National Institute of Child and Human Development, National Institutes of Health, *Implicit Theories and Context: Optimizing Motivation, Achievement, and Well-being*  
\$154,530 USD (principal investigator, F32-HD062185)
- 2010–2012 University Grants Council Targets of Opportunity Grant, Hong Kong University of Science and Technology, *When and Why Do Marketing Efforts Intended to Influence Consumers Automatically Backfire?*  
\$160,000 HKD (co-investigator, RPC10BM07)
- 2004–2006 Seed Grant, National Institute on Drug Abuse, *Approaching Goals and Avoiding Temptations*  
\$10,000 USD (co-investigator)

## CHAired SYMPOSIA

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† advisee

- O’Keefe, P. A.** (2018, August). *Advancements in Self-Determination Theory*. Presenters: Kristjan K. Stefansson, Wieke van der Goot, Kim Stroet, and Emily Rosenzweig. Symposium held at the biannual meeting of the International Conference on Motivation, Aarhus, Denmark.
- O’Keefe, P. A.** (2018, May). *Interventions with Impact: Increasing Health Behaviors, Academic Interest, and Achievement by Changing Beliefs*. Presenters: Alia Crum, David Yeager, Judith M. Harackiewicz, and Paul A. O’Keefe. Symposium held at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Kim, E.† & **O’Keefe, P. A.** (2018, May). *Mindsets That Promote Well-being and Reduce Health-Related Stigmatization*. Presenters: Hans S. Shroder, David Valentiner, Emily Kim, and Crystal L. Hoyt. Symposium held at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- O’Keefe, P. A.** & Savani, K. (2016, May). *It’s All In Your Head: Mindsets That Facilitate Goal Pursuit*. Presenters: Paul A. O’Keefe, Krishna Savani, Christopher Bryan, Timur Sevincer, and Hae Yeon Lee. Symposium held at the annual meeting of the Association for Psychological Science, Chicago, IL.
- O’Keefe, P. A.** (2014, February). *Interest: From spark to passion*. Presenters: Judith M. Harackiewicz, Chris S. Hulleman, Paul A. O’Keefe, and Robert J. Vallerand. Symposium held at the annual meeting of the Society of Personality and Social Psychology, Austin, TX.

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**O’Keefe, P. A. & Plante, I.** (2011, April). *Developments in interest theory and research*. Presenters: Suzanne Hidi, Paul A. O’Keefe, Isabelle Plante, and Carol Sansone. Discussant: K. Ann Renninger. Symposium held at the annual meeting of the American Educational Research Association, New Orleans, LA.

**O’Keefe, P. A.** (2011, January). *How fit facilitates: Motivational benefits of matching person and context*. Presenters: Judith M. Harackiewicz, E. Tory Higgins, Paul A. O’Keefe, and Justin Storbeck. Symposium held at the annual meeting of the Society of Personality and Social Psychology, San Antonio, TX.

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## SELECTED PRESENTATIONS

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† advisee

### Conference and Invitation

**O’Keefe, P. A.** (2022, date TDB). *A growth theory of opportunity predicts re-employment 5 months later*. Invited talk at CREATE, Steinhardt, New York University, New York, NY.

**O’Keefe, P. A.** (2022, date TDB). *Theories of opportunity in an unjust world*. Invited colloquium at the Department of Psychology, Wayne State University, Detroit, MI.

**O’Keefe, P. A., Horberg, E. J.,† Dweck, C. S., & Walton, G. M.** (2022, August). *A Brief Intervention Portraying Interests as Developed, Not Fixed, Raises STEM Interest and Grades*. Paper accepted for presentation at the biannual meeting of the International Conference on Motivation, Dresden, Germany.

**O’Keefe, P. A.** (2022, January 12). *Should you ‘find’ or develop your work passion?* Invited keynote at Prudential PLC. Singapore.

**O’Keefe, P. A.** (2021, October 15). *Interest mindsets: Why they matter for performance and creativity*. Invited talk for the social psychology speaker series, Duke University, Durham, NC.

**O’Keefe, P. A., Horberg, E. J.,† Dweck, C. S., & Walton, G. M.** (2020, September). *A Brief Intervention Portraying Interests as Developed, Not Fixed, Raises STEM Interest and Grades*. Paper accepted for presentation at the biannual meeting of the International Conference on Motivation, Dresden, Germany. (Conference cancelled due to COVID-19 pandemic)

**O’Keefe, P. A., Horberg, E. J.,† Sabherwal, A.,† Ibasco, G.,† & Zainal, A.†** (2020, April). *A growth theory of interest enhances integrative thinking that bridges the arts and sciences*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19 pandemic)

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- O’Keefe, P. A.,** Horberg, E. J.,<sup>†</sup> & Sabherwal, A.<sup>†</sup> (2019, May). *Transcending boundaries: How a growth theory of interest promotes interdisciplinarity*. Paper presented at the annual meeting of the Association for Psychological Science, Washington, D.C.
- O’Keefe, P. A.** (2019, March). *A Brief Intervention Portraying Interests as Cultivated—Not Fixed—has Enduring Benefits for Math Interest*. Invited talk at the Mindsets and Organisational Transformation Conference, London Business School, London, UK.
- O’Keefe, P. A.** (2018, November). *The Benefits of Viewing Interests as Developed, Not Fixed*. Invited talk at the University of Quebec, Montreal Department of Psychology, CRC Lecture Series, Montreal, Quebec, Canada.
- O’Keefe, P. A.** (2018, November). *A Growth-Theory Intervention Boosts and Sustains Interest Two Years Later*. Invited talk at the University of Quebec, Montreal Department of Education, Montreal, Quebec, Canada.
- O’Keefe, P. A.** (2018, September). *A brief implicit theory intervention increases and sustains interest and learning in math among liberal arts students*. Invited talk and panel discussion at the Ministry of Education, Singapore.
- O’Keefe, P. A.,** Horberg, E. J.,<sup>†</sup> Dweck, C. S., & Walton, G. M. (2018, August). *Developing new academic interests in college by promoting a growth theory of interest*. Paper presented at the biannual meeting of the International Conference on Motivation, Aarhus, Denmark.
- O’Keefe, P. A.,** Horberg, E. J.,<sup>†</sup> Dweck, C. S., Walton, G. M. (2018, May). *A brief implicit theory intervention increases interest and learning in math*. Paper presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2018, May). *Implicit theories of opportunity: When opportunity fails to knock, keep waiting or build a door?* Paper presented at the annual meeting of the Society for the Study of Motivation, San Francisco, CA.
- Sabherwal, A.,<sup>†</sup> Zainal, A.,<sup>†</sup> & **O’Keefe, P. A.** (2017, June). *Interest mindsets: Examining the mindset of innovation*. Paper presented at the annual Singapore Conference on Applied Psychology, Singapore, Singapore.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2017, January). *Implicit theories of opportunity*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.
- O’Keefe, P. A.** (2016, August). *Implicit theories of interest*. Paper presented at the biannual meeting of the International Conference on Motivation, Thessaloniki, Greece.
- O’Keefe, P. A.,** Lee, F., & Dweck, C. S. (2016, May). *Implicit theories of opportunity*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

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- O'Keefe, P. A.** (2015, August). *Implicit theories of interest*. Paper presented at the annual meeting of the Academy of Management, Vancouver, BC (showcased symposium).
- O'Keefe, P. A.** (2015, May). *The role of interest in optimizing engagement*. Paper presented at the annual meeting of the Association for Psychological Science, New York, NY.
- O'Keefe, P. A.** (2015, March). *Implicit theories of interest*. Invited presentation at the Department of Psychology, National University of Singapore.
- O'Keefe, P. A.** (2015, March). *Interest: Its role in optimal engagement and how it develops*. Invited presentation at the National University of Singapore Business School.
- Plass, J. L., **O'Keefe, P. A.**, Homer, B. D., Biles, M., & Frye, J. (2014, April). *Badges in Games for Learning and their Motivational and Cognitive Impact*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- O'Keefe, P. A.** (2014, March). *Optimizing motivation through interest*. Invited presentation at Fordham University, Graduate School of Business, New York, NY.
- O'Keefe, P. A.**, Dweck, C. S., & Walton, G. M. (2014, February). *Implicit theories of interest*. Paper presented at the annual meeting of the Society of Personality and Social Psychology, Austin, TX.
- O'Keefe, P. A.** (2013, December). *Optimizing motivation through interest*. Invited presentation at Waterloo University, Department of Management Sciences, Waterloo, CA.
- O'Keefe, P. A.** (2013, September). *Interventions with impact: Fostering academic growth and combating negative stereotypes*. Invited presentation at the Southern Illinois University School of Medicine, Springfield, IL.
- O'Keefe, P. A.**, Milne, C., Homer, B. D., Hayward, E., & Plass, J. L. (2012, April). *Learning from Multiple Representations in Chemistry Simulations: The Effect of Fixation Transitions on Learning Outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.
- O'Keefe, P. A.**, & Linnenbrink-Garcia, L. (2011, April). *Interest and the optimization of self-regulatory resources*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Plass, J. L., **O'Keefe, P. A.**, Homer, B. D., Hayward, E., Stein, M. & Perlin, K. (2011, April). *Motivational and educational outcomes associated with solo, competitive, and collaborative game play*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Linnenbrink-Garcia, L., Middleton, M., Ciani, K. D., Easter, M. A., & **O'Keefe, P. A.** (2011, April). *The strength of the relation between performance-approach and performance-avoidance goal orientations: Theoretical, practical, and methodological implications*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

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- O'Keefe, P. A., Dweck, C. S., Shah, J. Y., & Linnenbrink-Garcia, L.** (2011, January). *The situational adaptiveness of implicit theories of intelligence*. Paper presented at the annual meeting of the Society of Personality and Social Psychology, San Antonio, TX.
- O'Keefe, P. A. & Dweck, C. S.** (2010, December). *Beliefs about intelligence: Self-evaluation and self-protection*. Paper presented at the International Society of Intelligence Research, Alexandria, VA.
- O'Keefe, P. A.** (2010, February). *Theories of intelligence and situational self-regulatory depletion*. Presented in the E. Tory Higgins Laboratory, Department of Psychology, Columbia University, New York, NY.
- O'Keefe, P. A.** (2010, January). *A new look at implicit theories of intelligence and their instrumentality*. Presented at the Social Psychology Speaker Series, Department of Psychology, Columbia University, New York, NY.
- O'Keefe, P. A.** (2009, June). *The situational adaptiveness of implicit theories of intelligence and achievement goal orientations*. Invited presentation at Carnegie Mellon University, PSLC, Pittsburgh, PA.
- O'Keefe, P. A.** (2009, June). *The facilitation of fit: Interactive effects of achievement goal orientations and environmental goal structures*. Invited presentation at Syracuse University, Department of Psychology, Syracuse, NY.
- O'Keefe, P. A.** (2009, June). *The facilitation of fit: Interactive effects of achievement goal orientations and environmental goal structures*. Invited presentation at Brandeis University, Department of Psychology, Waltham, MA.
- O'Keefe, P. A.** (2009, November). *The experience of implicit theories of intelligence*. Presented at the Electronic Communication and Technology Speaker Series, Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY.
- O'Keefe, P. A.** (2009, November). *Reassessing the utility of entity and incremental theories of intelligence*. Paper presented at the Social Psychology Speaker Series, Department of Psychology, New York University, New York, NY.
- O'Keefe, P. A., Messersmith, E. E., & Linnenbrink-Garcia, L.** (2009, April). *The facilitation of fit: Interactive effects of achievement goal orientations and classroom goal structures*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

#### **Poster**

- O'Keefe, P. A., Dweck, C. S., & Walton, G.** (2013, January). *Implicit theories of interest*. Poster presented at the Society of Personality and Social Psychology, New Orleans, LA.

Plante, I., & O'Keefe, P. A. (2010, May). *The relation among achievement goal and expectancy-value variables in predicting course grades and career intentions*. Poster presented at the American Educational Research Association, Denver, CO.

O'Keefe, P. A., Ben-Eliyahu, A., & Linnenbrink-Garcia, L. (2010, January). *Shaping achievement goal orientations in a mastery-structured environment: An examination of concomitant changes in related contingencies of self-worth and interest*. Poster presented at the Society of Personality and Social Psychology, Las Vegas, NV.

O'Keefe, P. A., & Linnenbrink-Garcia, L. (2009, February). *Interest as a non-depleting cognitive process*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Tampa, FL.

O'Keefe, P. A., Ben-Eliyahu, A., & Linnenbrink-Garcia, L. (2008, March). *Effects of a mastery learning environment on achievement goals and self-worth: A multiphase study*. Poster presented at the American Educational Research Association, New York, NY.

O'Keefe, P. A., & Shah, J. Y. (2008, February). *Towards a dynamic self-theories model: Mechanisms for the perseveration and modification of ability beliefs*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Albuquerque, NM.

O'Keefe, P. A., & Shah, J. Y. (2007, February). *Goal attainment and motivation: The influence of the number of available means*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Memphis, TN.

O'Keefe, P. A., & Shah, J. Y. (2006, January). *Achievement motivation and the implicit avoidance of temptations*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Palm Springs, CA.

## **DOCTORAL THESIS AND QUALIFYING EXAM COMMITTEES**

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Li Ying (Department of Psychology, National University of Singapore, Ph.D. candidate, 2022)

Ong Xiang Ling (Department of Psychology, National University of Singapore, Ph.D. completed 2020)

## **RESEARCH ADVISING**

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### **Senior Research Fellow**

- E. J. Horberg, Ph.D. (2016–present), Yale-NUS College

### **Postdoctoral Fellow**

- Emily Kim, Ph.D. (2017–2018)
  - Assistant Professor of Psychology, Ajou University, South Korea

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## Master's Fellow

- Lim Chun Hui, M.A. (2018–present)
  - Current researcher at the Department of Psychology, NUS
  - Accepted into the social psychology Ph.D. program at Stanford University
- Rebecca Reidmayer, M.Sc. (2017)
  - Consultant, Boston Consulting Group

## Undergraduate Research Assistants and Capstone Advisees

- Lee Yun See Crystal (2015), Research Assistant
  - Research Assistant, Yale-NUS College
- Lim Chu Hsien (2015), Research Assistant
  - M.D. student at Duke-NUS Medical School
- Bernie Chen (2015), Research Assistant
  - Summer Research Program Fellow and advisee
  - Senior Business Analyst at Kearney
- Peter Ooi Teik Aun (2015), Research Assistant
  - Associate at Blackpeak
- Daryl Tan (2015), Research Assistant
  - Research Assistant
- Erin Yumei (2015), Research Coordinator
  - Associate, Milken Institute
- Yan Lin Ho (2015), Research Assistant
  - Management Associate, Institute of Mental Health, Singapore
- Xiao Hui Ng (2015–2016; NUS Psychology Department), capstone advisee (co-advised with Lile Jia)
- Ryan Mak (2016), Visiting Research Assistant from University of Michigan
  - People Experience Lead, Global Consumer Bank Compensation at Citi
- Adlin Zainal (2016–2017), Research Assistant and co-author
  - Research Assistant, INSEAD, Singapore campus
- Anandita Sabherwal (2016–2018), Research Assistant, co-author, and capstone advisee
  - Recipient of the Yale-NUS best capstone award
  - Summer Research Program Fellow and advisee
  - MPhil in social psychology, Cambridge University
  - Ph.D. candidate, London School of Economics and Political Science
- Gabrielle Ibasco (2016–2018), Research Assistant, co-author, and capstone advisee
  - Recipient of the Yale-NUS best capstone award
  - Summer Research Program Fellow and advisee
  - Research Assistant, Nanyang Technological University
  - Accepted into the social psychology Ph.D. at the University of British Columbia
- Christabelle Ong (2019–2020), capstone advisee
  - M.P.H. in Public Health, Yale University
- Kanako Sugawara (2019–2020), capstone advisee
  - Trust and Safety Agent, Twitter



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- Erica Fang (2019–2020), Research Assistant and capstone advisee
    - Summer Research Program Fellow and advisee
    - Recent Yale-NUS College graduate
  - Tng Pei Ling (2020–2021), capstone advisee
    - Recent Yale-NUS graduate
  - Zhenglong Wong (2020–2021), Research Assistant and capstone advisee
    - Recent Yale-NUS graduate
  - May Wang (2021), Research advisee
    - Summer Research Program Fellow and advisee
  - Jannell Job (2021–2022), capstone advisee
  - Nisha Selwyn (2021–2022), capstone advisee
  - Amrita Kaur Dhillon (2021–2022), capstone advisee
  - Hun Kang (2021–2022), capstone advisee
    - M.P.H. candidate in Public Health at Yale University

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## MEDIA COVERAGE

My research has been featured in numerous popular books and media outlets, including:

*The New York Times, Washington Post, The Atlantic, Harvard Business Review, BBC, Forbes, ABC Australia, CTV News (Canada), CBC Radio (Canada), Scientific American, Newsweek, CNBC, Inside Higher Education, VICE, Quartz, Channel NewsAsia (CNA), Entrepreneur, Inc., Psychology Today, Business Insider, ELLE, Medium, Times Higher Education, Women's Health, World Economic Forum, MSN Money, WGN Chicago, Big Think, The Financial Times, Huffington Post, The Times of India, The Straits Times, and Yahoo! Finance*  
 An abridged list of coverage can be found at <http://mindsets-and-motivation-lab.common.yale-nus.edu.sg/in-the-news>

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## FELLOWSHIPS AND AWARDS

2021–	Fellow, Society of Experimental Social Psychology (SESP)
2021	Finalist, Early Career Teaching Award, Yale-NUS College
2020	Finalist, Early Career Teaching Award, Yale-NUS College
2017	Nominated, Early Career Researcher Award, Yale-NUS College / National University of Singapore
2017	Diversity Mentor, Society for Personality and Social Psychology

2011–2014	Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Postdoctoral Fellows, National Institute of Child and Human Development, National Institutes of Health
2009–2011	Interdisciplinary Postdoctoral Research Training (IPoRT) Fellowship in the Educational Sciences, Institute of Educational Sciences
2009	Vertical Integration Fellowship, Duke University
2009	Motivation SIG Graduate Student Award, American Education Research Association
2009	Graduate Student Travel Award, Duke University
2008	Vertical Integration Fellowship, Duke University
2008	James B. Duke Research Fellowship, Duke University
2008	Motivation SIG Graduate Student Award, American Education Research Association
2008	Graduate Student Travel Award, Duke University
2007–2008	Sulzberger-Levitan Social Policy Endowed Research Fellowship, Sanford School of Public Policy, Duke University
2006–2007	Spencer Foundation Education Science and Policy Fellowship
2006	Claire Hamilton Travel Award, Duke University
2005	Claire Hamilton Travel Award, Duke University
1999–2000	California Teachers Association Scholarship, California Teachers Association
1998–1999	California Alumni Leadership Scholarship, University of California, Berkeley

## **TEACHING AND CURRICULUM DEVELOPMENT**

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### **Yale-NUS College**

- Introductory Social Psychology (×8)
- Confronting Social Injustice with Social Psychology (×1)
- Goals and Motivation Seminar (×4)
- Social Psychology Laboratory (×4)
- Quantitative Reasoning (×1)

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- Comparative Social Inquiry (×7)
  - Motivating Landscapes: A Multidisciplinary Exploration of the Complex Himalayan Terrain (2-week intensive course on motivation and Earth science taught while trekking the Annapurna Circuit in Nepal; ×1)
  - Apartheid in South Africa: Understanding the Psychological and Political Mechanisms of Prejudice and Discrimination (1.5-week intensive course in Cape Town and Johannesburg; ×3)

### Yale Centre Beijing

- This is How Your Mind Works (6-session program on social psychology, co-taught with Paul Bloom, Ph.D., Yale University;  
<https://centerbeijing.yale.edu/event/2021/03/how-your-mind-works>)

### New York University

- Measuring Engagement (graduate course; co-instructor with Dr. Jan L. Plass)

### Duke University (\*graduate student instructor)

- Introductory Psychology
- Introductory Social Psychology
- Child Observation\*
- Introductory Statistics\*
- Applied Correlation and Regression Analysis (graduate course)\*
- Social and Personality Psychology\*
- Research Methods in Social Psychology\*

### University of Wisconsin, Madison (\*graduate student instructor)

- Introductory Psychology\*
- Introductory Social Psychology\*
- Introductory Statistics\*

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## PROFESSIONAL SERVICE

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2021– Guest Editor, *Journal of Experimental Psychology: General*

Ad hoc  
reviewer

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <i>American Psychologist</i></li> <li>• <i>Basic and Applied Social Psychology</i></li> <li>• <i>Canadian Journal of Behavioural Science</i></li> <li>• <i>Developmental Psychology</i></li> <li>• <i>Educational Psychology</i></li> <li>• <i>Educational Researcher</i></li> <li>• <i>Journal of Applied Social Psychology</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Journal of Organizational Behavior</i></li> <li>• <i>Journal of Personality and Social Psychology</i></li> <li>• <i>Learning and Individual Differences</i></li> <li>• <i>Learning and Instruction</i></li> <li>• <i>Motivation and Emotion</i></li> <li>• <i>Organizational Behavior and Human Decision Processes</i></li> </ul> |
|--|---|

- *Journal of Educational Psychology*
- *Journal of Experimental Psychology: General*
- *Journal of Experimental Social Psychology*
- *Personality and Social Psychology Bulletin*
- *Psychological Review*
- *Self and Identity*
- *Teaching and Learning in Medicine*

2022	Internal Review Panel Member, Tertiary Education Fund Grant, National University of Singapore, Singapore
2019–2021	Committee for Faculty Affairs, Yale-NUS College
2019–2020	Psychology Faculty Search Committee, Yale-NUS College
2018	Head of Studies (Psychology), Yale-NUS College
2018	Dean of Faculty Search Committee, Yale-NUS College
2017–2018	Committee for Faculty Affairs, Yale-NUS College
2017	Internal Review Panel Member, Tertiary Education Fund Grant, National University of Singapore, Singapore
2016	Head Librarian Search Committee, Yale-NUS College
2015–2016	Committee for Faculty Affairs, Yale-NUS College
2014–2015	Teaching, Learning, and Assessment Committee, Yale-NUS College
2012–2014	Director, Stanford Social Psychology Lab, Department of Psychology, Stanford University
2010–2011	Program committee member, Society for the Study of Motivation

## **OTHER RESEARCH AFFILIATIONS**

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2016–	Core Faculty Member, Institute for Applied Learning and Educational Technology, NUS
2020–	Research Associate, Centre for Family and Population Research, NUS

## **MEMBERSHIPS**

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Academy of Management (AOM)  
 Member, Organizational Behavior Division  
 American Educational Research Association (AERA)  
 Member, Motivation SIG  
 American Psychological Association (APA)  
 Association for Psychological Science (APS)  
 European Association for Research on Learning and Instruction (EARLI)  
 Institute for Applied Learning Sciences and Educational Technology,  
 Core faculty member  
 International Society for Intelligence Research (ISIR)  
 Society for Personality and Social Psychology (SPSP)  
 Society for the Study of Motivation (SSM)  
 Society of Experimental Social Psychology (SESP)  
 The New York Academy of Sciences (NYAS)

## REFERENCES

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**Carol S. Dweck, Ph.D.**

Lewis & Virginia Eaton Professor of Psychology  
Department of Psychology  
Stanford University

**Judith M. Harackiewicz, Ph.D.**

Paul Pintrich Professor of Psychology  
Department of Psychology  
University of Wisconsin–Madison

**Gregory M. Walton, Ph.D.**

Associate Professor of Psychology  
The Michael Forman University Fellow in Undergraduate Education  
Department of Psychology  
Stanford University