Kayla Good

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| **Summary** | I am a mixed-method researcher with 7 years of experience leading end-to-end research with children and adults. I am passionate about applying my research skills to real-world problems and directly impact product experiences. |
| Education | PhD Candidate in Psychology, Stanford University in Stanford, CA (Expected May 2024)BA in Psychology, Reed College in Portland, OR (2017) |
| Experience | Graduate Researcher, Stanford University, *2019 – Present*  - Lead, conceptualized, designed, and conducted large-scale research projects investigating what motivates children and to pursue better performance in school  - Recruited and tested over 1000 participants across online and in-person settings  - Gathered qualitative data with parents and conducted a thematic analysis to identify key themes in their reactions to scenarios involving their child’s academic performance  - Conducted surveys and applied linear mixed-effect regression to investigate which specific beliefs best predict parents' agreement with intrusive or 'helicopter' parenting practices  - Designed and carried out behavioral experiments to explore children's understanding of how reputational concerns (e.g., wanting to appear "smart") might influence peers' behavior in the classroom  - Communicated research findings by presenting at major international conferences and publishing first-author articles, both in [high-impact academic journals](https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13711) and [popular science outlets](https://www.scientificamerican.com/article/why-kids-are-afraid-to-ask-for-help/)  - Received competitive $138,000 [grant from the National Science Foundation](https://www.nsfgrfp.org/)  Inclusive Teaching Fellow, Stanford Center for Teaching & Learning, *2021 – present*  - Collaborated with project co-lead to propose, manage, and procure funding for a multi-year project aimed at promoting inclusive teaching practices among graduate teaching assistants (TAs)  - Designed and lead interactive workshops where TAs learned to implement inclusive approaches to common teaching challenges (e.g., encouraging student participation), resulting in 100% of TAs reporting more confidence in creating an inclusive learning environment  Admissions Representative, Stanford University, *2020 – 2022*  - Collaborated with a cross-functional team of faculty, students, and staff to develop evaluation criteria and assess applications from prospective Psychology PhD students  - Generated workflow for tracking ratings of applications across several key metrics  - Led analysis of applicants' ratings to produce shortlist of interviewees  Lab Manager, University of Chicago*,* *2017 – 2019*  - Managed participant recruitment and data collection for over 10 research projects  - Hired, trained, and mentored 15 undergraduate research assistants  - Facilitated collaborations with external research partners, including Chicago's Museum of Science and Industry |
| Skills | *Software/Programming:* Proficient in R, Qualtrics, SPSS, and SQL. Familiar with Python, JavaScript, HTML/CSS, and Google Analytics.  *Statistical Analyses:* Linear mixed-effects modeling, Bayesian modeling, factor analysis, and data visualization.  *Research:* Surveys, A/B testing, interviews, thematic analysis, observational research, and experimental design |
| Publications | · Good, K., & Shaw, A. (2022). [Why kids are afraid to ask for help.](https://www.scientificamerican.com/article/why-kids-are-afraid-to-ask-for-help/) Scientific American.  · Good, K., & Shaw, A. (2022). [Being versus appearing smart: Children’s developing intuitions about how reputational motives guide behavior.](https://kagood.github.io/files/Good_Shaw_CD_2022.pdf) Child Development.  · Echelbarger, M.\*, Good, K.\*, & Shaw, A. (2020). [Will she give you two cookies for one chocolate? Children’s intuitions about trades.](https://kagood.github.io/files/Echelbarger_Good_Shaw_JDM_2020.pdf) Judgment and Decision Making. (\*indicates shared first authorship) |