

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 solve 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	<p>Graduate Researcher, Stanford University, 2019 – Present</p> <ul style="list-style-type: none">- Led, conceptualized, designed, and conducted large-scale research projects investigating what motivates children to pursue better performance in school- Gathered qualitative data from parents (N = 300) via open-ended survey questions 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 the relationship between parents' (N = 1,215) beliefs and their agreement with different parenting practices- Designed and carried out in-person experiments to explore children's (N = 576) understanding of achievement-related reputational concerns (e.g., wanting to appear "smart")- Communicated research findings to a diverse range of audiences by presenting at major international conferences and publishing first-author articles, both in high-impact academic journals and popular science outlets- Received competitive \$138,000 grant from the National Science Foundation <p>Inclusive Teaching Fellow, Stanford Center for Teaching & Learning, 2021 – present</p> <ul style="list-style-type: none">- Proposed, managed, and procured funding for a multi-year project aimed at promoting inclusive teaching practices among graduate teaching assistants (TAs)- Designed and led interactive workshops on inclusive teaching strategies, resulting in 100% of TAs reporting more confidence in creating an inclusive learning environment in their classes <p>Admissions Representative, Stanford University, 2020 – 2022</p> <ul style="list-style-type: none">- Collaborated with a cross-functional team of faculty, students, and staff to develop clear evaluation criteria for assessing Psychology PhD applicants, resulting in a more efficient and equitable admissions process- Generated a system of linked spreadsheets for tracking ratings of applicants across several key metrics, facilitating coordination among the team of evaluators- Led analysis of applicants' ratings to produce shortlist of interviewees <p>Lab Manager, University of Chicago, 2017 – 2019</p> <ul style="list-style-type: none">- 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	<p>Software/Programming: Proficient in R, Qualtrics, SPSS, and SQL. Familiar with Python, JavaScript, HTML/CSS, and Google Analytics.</p> <p>Statistical Analyses: Linear mixed-effects modeling, Bayesian modeling, factor analysis, and data visualization.</p> <p>Research: Surveys, A/B testing, interviews, thematic analysis, observational research, and experimental design</p>
Publications	<ul style="list-style-type: none">• Good, K., & Shaw, A. (2022). 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. Child Development.• Echelbarger, M.*, Good, K.*, & Shaw, A. (2020). Will she give you two cookies for one chocolate? Children's intuitions about trades. Judgment and Decision Making. (*indicates shared first authorship)