

THALIA R. GOLDSTEIN

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George Mason University
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POSITIONS HELD

Director, Applied Developmental Psychology Program (August 2023--)

Department of Psychology
George Mason University

Associate Professor, George Mason University (August 2021--)

Applied Developmental Psychology
Department of Psychology

Assistant Professor, George Mason University (August 2017- August 2021)

Applied Developmental Psychology
Department of Psychology

Assistant Professor, Pace University (January 2013 - August 2017)

Department of Psychology

Post Doctoral Research Fellow, Yale University (August 2010 - December 2012)

Department of Psychology
Supervisor: Paul Bloom

EDUCATION

Ph.D., Boston College (May, 2010)

Graduate School of Arts and Sciences, Chestnut Hill, MA
Developmental Psychology
Advisor: Ellen Winner

Dissertation: *The Effects of Acting Training on Theory of Mind, Empathy, and Emotion Regulation.*

M.A., Boston College (May, 2007)

Graduate School of Arts and Sciences, Chestnut Hill, MA
Developmental Psychology

Thesis: *Effects of Music Training on Children's Cognitive Growth: Disentangling Music Lessons from Effects of Foreign Language Lessons.*

B.A., Cornell University (May, 2002)

College of Arts and Sciences, Ithaca NY
Psychology

Cum Laude in Psychology, *With Distinction* in All Subjects

Thesis: *Night v. Day: Temporal Influences on Ruminative Thought.*

PEER REVIEWED PUBLICATIONS

* denotes student

- *Cannon, J., **Goldstein, T.R.**, Zaccaro, S. (in press). "I Want to be the Line Leader!" Cognitive and Social Processes in Early Leader Development *Journal of Leadership Quarterly*.
<https://doi.org/10.1016/j.leaqua.2023.101757>
- Holochwost, S. J., **Goldstein, T. R.**, & Wolf, D. P. (in press). More light about each other: Theater education as a context for developing social awareness and relationship skills. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000479>
- *Stutesman, M., & **Goldstein, T.R.** (2024). Mechanisms for Affect Communication from Dance: A Mixed Methods Study. *Journal of Creative Behavior*, 58, 28-46. <https://doi.org/10.1002/jocb.622>
- *Young, D.L., & **Goldstein, T.R.** (2024). Racial-Ethnic Minority Participants in the Marching Arts: Intergroup Experiences, Perceptions of Inclusion, and Well-Being. *Psychology of Aesthetics, Creativity, and the Arts*.
- Mills, C., **Goldstein, T. R.**, *Kanumuru, P., *Monroe, A. J., & *Quintero, N. B. (2023). Debunking the Santa Myth: The Process and Aftermath of Becoming Skeptical about Santa. *Developmental Psychology* 60, 1-16. DOI: [10.1037/dev0001662](https://doi.org/10.1037/dev0001662) *Editor's Choice article.
- *Young, D.L., Rosenthal, L., & **Goldstein, T.R.** (2023). Psychosocial Change Across a Drum Corps Season. *Psychology of Music*, 51(2), 481-494. doi/10.1177/03057356221097781
- Troxler, R., **Goldstein, T.R.**, Holochwost, S., Beekman, C., McKeel, S., & Shami, M. (2022) Deeper engagement with live theater increases middle school students' empathy and social perspective taking. *Applied Developmental Science*, DOI: [10.1080/10888691.2022.2096610](https://doi.org/10.1080/10888691.2022.2096610)
- Goldstein, T.R.**, *Stutesman, M. & *Thompson, B. (2022). Moving with Puppets: Preschool Children's Gesture with Puppets During Pretense. *Cognitive Development*, 63, 101198, <https://doi.org/10.1016/j.cogdev.2022.101198>
- *Thompson, B. & **Goldstein, T.R.** (2022). Observing the Developmental Progression of Pretend Play Across the Preschool years. *Journal of Cognition and Development*, 23, (4), 482-502. DOI: 10.1080/15248372.2022.2058508
- Kapitany, R., Hampejs, T., & **Goldstein, T. R.** (2022). Pretensive Shared Reality: From Childhood Pretense to Adult Imaginative Play. *Frontiers in Psychology*. 13:774085. <https://doi.org/10.3389/fpsyg.2022.774085>
- *Stutesman, M., Havens, J., & **Goldstein, T.R.** (2022). Developing Creativity and Other 21st Century Skills through Theatre Classes. *Translational Issues in Psychological Science* 8(1), 24-46. <https://doi.org/10.1037/tps0000288>
- Goldstein, T.R.**, *Thompson, B.N., & *Kanumuru, P. (2022). Do Embodiment and Fictionality Impact Young Children's Learning? *Journal of Experimental Child Psychology*. 213, 105275. <http://doi.org/10.1016/j.jecp.2021.105275>
- Maskell, S., McCarron, G.P., *Cannon, J., *Zhou, S., Zaccaro, S.J., & **Goldstein, T.R.** (2021). The Leadership Stories Our Youth Are Told: Characterizations of Leadership Behaviors and Orientations in Popular Youth TV Shows. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-021-01502-3>
- Holochwost, S.J., **Goldstein, T.R.**, & Wolf, D.P. (2021). Delineating the Benefits of Arts Education for Children's Socioemotional Development. *Frontiers in Psychology*.
- *Chlebuch, N., **Goldstein T. R.**, & Weisberg, D.S. (2021). Fact or Fiction? Investigating the Relationship between Reading and Improvement of Social Skills. *Scientific Study of Language*.
- McDonald, B., **Goldstein T.R.**, & Kanske, P. (2020) Could Acting Training Improve Social Cognition and Emotional Control? *Frontiers in Psychology*.

- Kapitany, R., Nelson, N. & **Goldstein, T. R.**, & Burdett, E. (2020). The Child's Pantheon: Children's Rational Belief Structure in Real and Fictional Characters. *PLoS One*.
[DOI 10.17605/OSF.IO/WURXY](https://doi.org/10.1371/journal.pone.0238888)
- *Kou, X., Konrath, S. & **Goldstein, T.R.** (2020). The Relationship among Different Types of Arts Engagement, Empathy, and Prosocial behavior. *Psychology of Aesthetics, Creativity and the Arts*,
<https://doi.org/10.1037/aca0000269>
- *DeBettingnes, B. & **Goldstein, T. R.** (2020). Improvisational Theatre Classes Improve Children's Self-Concept. *Psychology of Aesthetics, Creativity and the Arts*. <https://doi.org/10.1037/aca0000260>
- *Celume, M.-P., **Goldstein, T.R.**, Besançon, M., & Zenasni, F. (2020) Developing Children's socio-emotional competencies through Drama Pedagogy Training. An experimental study on Theory of Mind and Collaborative Behavior. *Europe's Journal of Psychology*.
<https://ejop.psychopen.eu/index.php/ejop/article/view/2054>
- Goldstein, T. R.**, & *Alperson, K. (2020). Dancing Bears and Talking Toasters: A Content Analysis of Supernatural Elements in Children's Media. *Psychology of Popular Media*, 9(2), 214–223.
<https://doi.org/10.1037/ppm0000222>
- Goldstein, T.R.**, *Young D.L. & *Thompson, B. (2020) It's All Critical: Acting Teachers' Beliefs about Theatre Classes. *Frontiers in Psychology*, 11, 775. doi: 10.3389/fpsyg.2020.00775
- *Thompson, B., & **Goldstein, T.R.** (2019). Disentangling Pretend Play Measurement: Defining the Essential Elements and Developmental Progression of Pretense. *Developmental Review*, 52, 24-41. <https://doi.org/10.1016/j.dr.2019.100867>
- *Thompson, B., & **Goldstein, T.R.** (2019). Children Learn From Both Embodied and Passive Pretense: A Replication and Extension. *Child Development*. <https://doi.org/10.1111/cdev.13309>
- Goldstein, T.R.** Lerner, M.D., Paterson, S., *Jaggi, L., Toub, T.S., Hirsh-Pasek, K., Golinkoff, R.M. (2019). Stakeholder Perceptions of the Effects of a Public School-Based Theatre Program for Children with ASD. *Journal of Learning Through the Arts*. <https://doi.org/10.21977/D915136948>
- Kapstein, A. & **Goldstein, T.R.** (2019). Developing Wonder: Teaching Theatre for the Very Young through Collaboration with Developmental Psychology. *Youth Theatre Journal*, 33, 52-69. Doi
[10.1080/08929092.2019.1580648](https://doi.org/10.1080/08929092.2019.1580648)
- Arora, P. G., *Levine, J. L., & **Goldstein, T. R.** (2019). School psychologists' interprofessional collaboration with medical providers: An initial examination of training, preparedness, and current practices. *Psychology in the Schools*, 56,4, 554-568. <https://doi.org/10.1002/pits.22208>
- *Sawyer, J. & **Goldstein, T.R.** (2019). Can Guided Play and Storybook Reading Promote Children's Drawing Development? *Empirical Studies in the Arts*, 37, 32-59.
<https://doi.org/10.1177/0276237418777946>
- Goldstein, T.R.** (2018). The Development of a Dramatic Pretend Play Game Intervention. *American Journal of Play*, 10, 290-308. [no IF]
- Goldstein, T.R.** & Lerner, M. (2018). Dramatic Pretend Play Games Uniquely Improve Emotional Control in Young Children. *Developmental Science*, 21(4). Doi 10.1111/desc.12603
*Top 20 Downloaded article, 2017-2018.
- Goldstein, T. R.**, Lerner, M., D., & Winner, E. (2017). The Arts as a Venue for Developmental Science: Realizing a Latent Opportunity. *Child Development*, 88, 1505-1512. doi: 10.1111/cdev.12884
- Goldstein, T. R.** & *Filipe, A. (2017). The Interpreted Mind: Understanding Acting. *Review of General Psychology*, 22, 220-229. <http://dx.doi.org/10.1037/gpr0000116>
- *Ershadi, M., **Goldstein, T.R.**, Pochedly, J., & Russell, J.A. (2017). Facial expressions as Performances in Mime. *Cognition and Emotion*. 1-10. DOI: 10.1080/02699931.2017.1317236
- *Panero, M.E. Weisberg, D.S, *Black, J., **Goldstein, T.R.**, Barnes, J., Winner, E., Brownell, H. (2017). No Support for the Claim that Literary Fiction Uniquely and Immediately Improves Theory of Mind: A Reply to Kidd and Castano's Commentary on Panero, Weisberg, Black, Goldstein, Barnes,

- Brownell, & Winner (2016). *Journal of Personality and Social Psychology*, 112, e5-e8. DOI: [10.1037/pspa0000079](https://doi.org/10.1037/pspa0000079)
- *Panero, M.E. Weisberg, D.S., *Black, J., **Goldstein, T.R.**, Barnes, J., Winner, E., Brownell, H. (2016). Does Reading a Single Passage of Literary Fiction Really Improve Theory of Mind? An Attempt at Replication. *Journal of Personality and Social Psychology* 111(5), e46-e54. <http://dx.doi.org/10.1037/pspa0000064>
- Goldstein, T.R.** & Woolley, J. (2016). Ho! Ho! Who? Parent promotion of belief in and live encounters with Santa Claus. *Cognitive Development* 39, 113-137. <https://doi.org/10.1016/j.cogdev.2016.04.002>
- Arora, P., *Kelly, J, & **Goldstein, T.R.** (2016). Current and Future School Psychologists' Preparedness to Work with LGBT Students: Role of Education and Gay-Straight Alliances. *Psychology in the Schools*, 53, 722-735. <https://doi.org/10.1002/pits.21942>
- *Panero, M.E., **Goldstein, T.R.**, Rosenberg, R., *Hughes, H., & Winner, E. (2016). Do Actors Posses Traits Associated with High Hypnotizability? *Psychology of Aesthetics, Creativity and the Arts*, 10, 233-239. <http://dx.doi.org/10.1037/aca0000044>
- Feldman, D., Ward, E., Handley, S. & **Goldstein, T. R.** (2015). Evaluating drama therapy in school settings: A case study of the ENACT program. *Drama Therapy Review*, 1, 127-145. https://doi.org/10.1386/dtr.1.2.127_1
- Goldstein, T.R.** (2015). Predictors of Engagement In and Transfer from Acting Training. *Psychology of Aesthetics, Creativity and the Arts*, 9, 266-273. <https://doi.org/10.1037/a0039106>
- Goldstein, T.R.** & Bloom, P. (2015). Is it Oscar-worthy? Children's Metarepresentational Understanding of Acting. *PLOS One* 10(3). E0119604, DOI: 10.1371/journal.pone.0119604
- Goldstein, T.R.** & Bloom, P. (2015). Characterizing Characters: How Children Make Sense of Realistic Acting. *Cognitive Development, Special Issue: Cognizing the Unreal*, 34, 39-50. [doi:10.1016/j.cogdev.2014.12.001](https://doi.org/10.1016/j.cogdev.2014.12.001)
- Goldstein, T.R.**, Tamir, M., & Winner, E. (2013). Expressive Suppression and Acting. *Psychology of Aesthetics, Creativity and the Arts*, 7, 191-196. <https://doi.org/10.1037/a0030209>
- Goldstein, T.R.**, & Winner, E. (2012). Enhancing Empathy and Theory of Mind. *Journal of Cognition and Development*, 13, 19-37. DOI:10.1080/15248372.2011.573514
- Goldstein, T.R.** & Winner, E. (2012). Sympathy for a Character's Plight: Sex differences in Response to Theatre. *Empirical Studies in the Arts*, 30, 129-141. <https://doi.org/10.2190/EM.30.2.b>
- Goldstein, T.R.** & Bloom, P. (2011). The Mind Onstage: Why Cognitive Scientists Should Study Acting. *Trends in Cognitive Science*, 15, 141-142. <https://doi.org/10.1016/j.tics.2011.02.003>
- Goldstein, T.R.** (2011). Correlations Among Social-Cognitive Skills in Adolescents Involved in Acting (vs. Arts) Classes. *Mind, Brain and Education*, 5, 97-103. <https://doi.org/10.1111/j.1751-228X.2011.01115.x>
- Goldstein, T.R.** & Winner, E. (2010-2011). Engagement in Role Play, Pretense and Acting Classes Predict Advanced Theory of Mind Skill in Middle Childhood. *Imagination, Cognition, and Personality*, 30, 249-258. <https://doi.org/10.2190/IC.30.3.c>
- Goldstein, T.R.** (2009). The Pleasure of Pure Unadulterated Sadness: Experiencing Sorrow in Fiction, Nonfiction and In Our Own Lives. *Psychology of Aesthetics, Creativity, and the Arts*, 3, 232-237. <https://doi.org/10.1037/a0015343>
- Goldstein, T.R.** & Winner, E. (2009). Living in Alternative and Inner Worlds: Early Signs of Acting Talent. *Creativity Research Journal*, 21, 117-124. <https://doi.org/10.1080/10400410802633749>
- Goldstein, T.R.** (2009). Psychological Perspectives on Acting. *Psychology of Aesthetics, Creativity, and the Arts*, 3, 6-9. <https://doi.org/10.1037/a0014644>

- Goldstein, T.R., *Wu, K. & Winner, E. (2009-2010)** Actors are Experts in Theory of Mind but Not Empathy. *Imagination, Cognition, and Personality*, 29, 115-133.
<https://doi.org/10.2190/IC.29.2.c>
- *Dalebroux, A., **Goldstein, T.R.**, & Winner, E. (2008). Short-term Mood Repair Through Art- Making: Attention Redeployment is More Effective than Venting. *Motivation and Emotion*, 32(4), 288-295.

BOOKS

- Goldstein, T.R. (2024).** *Why Theatre Education Matters: Understanding its Cognitive, Social, and Emotional Benefits*. New York: Teacher's College Press. ISBN: 9780807769980
- Winner, E. & **Goldstein, T.R.** Vincent- Lancrin, S. (2013). Art for Art's Sake? The Impact of Arts Education. *OECD Publishing*. DOI: 10.1787/9789264180789-en
*Featured review, *PsychCritiques* (2014), 59(12)
*Translations: Japanese, Spanish, Chinese, French, German

CHAPTERS, COMMENTARIES, AND CONFERENCE PROCEEDINGS

- Goldstein, T.R., *Caruso, A.S., *Stapleton, D., & *Fatty, L. (Under contract).** Imagination, Creativity, and Child Development. in Kind, A., & Langkau, J. (eds). *Oxford Handbook of Philosophy of Imagination and Creativity*.
- McRae, K., & **Goldstein, T.R. (2023).** Emotion Regulation and Art. *Handbook of Emotion Regulation, Third Edition*, (eds) James J. Gross and Brett Q. Ford.
- Goldstein, T. R. (in press).** Review of *An Uneasy Guest in the Schoolhouse [An uneasy guest in the schoolhouse, by E. Winner]*. *Psychology of Aesthetics, Creativity, and the Arts*. Advance online publication. <https://doi.org/10.1037/aca0000528>
- *Stutesman, M., & **Goldstein, T.R. (2023).** Developing Emotion Abilities Through Engagement with the Arts. In Ivcevic, Z., Hoffmann, J., & Kaufman, J.C. (eds) *Cambridge Handbook of Creativity and Emotions*.
- *Norman, K., & **Goldstein, T.R. (2022).** Why Imaginary Worlds? The Psychological Foundations and Cultural Evolution of Fictions with Imaginary Worlds. Commentary in *Behavioral and Brain Sciences*, 45, e276.
- Goldstein, T. R. (2021).** Children's Appreciation of Art. In Vartanian, O., & Nadal, M. (eds). *Oxford Handbook of Empirical Aesthetics*. doi: 10.1093/oxfordhb/9780198824350.013.39
- Goldstein, T. R., & *Hayes, K. (2021).** Embodiment and Containment: Flexible Pathways to Flourishing in Theatre. In L. Tay & J. O. Pawelski (Eds.). *Oxford Handbook of Positive Psychology on the Arts and Humanities*. Oxford University Press.
- Goldstein, T.R., & Drake, J. (2020).** Editors' Introduction to the Special Issue Honoring Ellen Winner. *Empirical Studies of the Arts*. <https://doi.org/10.1177/0276237419868962>
- Goldstein, T. R. (2019).** Scientific Truth, Artistic License, Fiction, and Reality. In Shaughnessy, N. & McConachie, B. (ed). *Performing Psychologies: Imagination, Creativity and Dramas of the Mind*, UK: Bloomsbury Methuen. pp161-163.
- Goldstein, T. R. (2018).** From Banana Phones to the Bard: The Developmental Psychology of Acting and Performance. In B. McConachie & R. Kemp (eds.) *The Routledge Companion to Theatre, Performance, and Cognitive Science*. Routledge. pp. 157-169.
- Goldstein, T.R. (2017).** Live Theatre as Exception and Test Case for Experiencing Negative Emotions in Art. *Behavioral and Brain Sciences*, e362. <https://doi.org/10.1017/S0140525X17001704>

- Goldstein, T.R.** & Levy, A. (2017). The Constricted Muse: Acting and Creativity. *Cambridge Handbook of Creativity Across Domains*, J. Kaufman, V. Glaveanu & J. Baer, Eds. Cambridge, UK: Cambridge University Press.
- Goldstein, T.R.** (2015). Understanding and Feeling the Emotions of Your Character: Commentary on Heisel. *Empirical Musicology Review*. 10 (2).
- Goldstein, T.R.** (2014). I'm Not a Doctor, but I Play One on TV: Children and Adult's Understanding of Acting. *Conference Proceedings of the 2014 Biennial Congress of the International Association for Empirical Aesthetics*.
- Goldstein, T.R.** & *Yasskin, R. (2014). Another Pathway to Understanding Human Nature: Theatre and Dance. In P. Tinio and J. Smith (Eds.), *Cambridge Handbook of the Psychology of Aesthetics and the Arts*. Cambridge, U.K.: Cambridge University Press.
- Winner, E. **Goldstein, T.R.**, & Vincent-Lancrin, S. (2014). Does Arts Education Foster Creativity? The Evidence So Far. In L. O'Farrell, S. Schonmann & E. Wagner (eds). *International Yearbook for Research in Arts Education, Vol 2*. New York: Waxmann.
- Goldstein, T.R.** (2013). Responses To and Judgments of Acting on Film. In J. C. Kaufman and D. K. Simonton (Eds.), *The Social Science of Cinema*. New York: Oxford University Press.
- Goldstein, T.R.** & Winner, E. (2010). A New Lens on the Development of Social Cognition: The Study of Acting. In C. Milbrath & C. Lightfoot (Eds.), pp 221 – 247. *The Arts and Human Development*. New York: Taylor and Francis.
- Canovas, C. P., Gerrig, R., **Goldstein, T.R.**, Steen, F., & Tobin, V. (2011, January). Fictional Worlds and Cognitive Science. In *Proceedings of the Cognitive Science Society* (33)

GRANTS AWARDED (SELECTED)

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| 2018-2024 | National Endowment for the Arts: Research Labs. <i>The George Mason University Arts Research Center ("MasonARC")</i> . Co-PI. (\$600,000). #1910339-38; #1881377-38-20. #118037 |
| 2022-2023 | APA Division 10 MicroGrants Award. (\$3003). <i>The Effect of Childhood Dance Participation on Social Cognitive Growth</i> . PI w/Megan Stutesman, PhD Student. |
| 2021-2023 | When Honesty is Discouraged: Understanding Culturally-Endorsed Parental Lies. Invited full proposal, <i>The Science of Honesty</i> . (\$133,418). Co-PI. The John Templeton Foundation. |
| 2021-2023 | National Endowment for the Arts. <i>Positive Effects of Marching Arts on Feelings of Belongingness, Social Bonding, and Inclusivity for Minority Students</i> . PI. Grant #1879108-38. (\$25,000). |
| 2020-2021 | Alan Alda Center for Science Communication. <i>Acting Techniques Study</i> . PI. (\$5000). |
| 2019-2022 | National Science Foundation, SBE Directorate, Science of Learning. <i>Conference "Learning through Play and Imagination"</i> Co-PI. (subaward: \$11,308 of \$49,999). Grant #1940560. |
| 2017-2019 | National Endowment for the Arts: Art Works. <i>Theatrical Thinking: The Habits of Mind Taught in Theatre Classes</i> . PI (\$20,000). Grant #17-980096 |
| 2017-2018 | Caplan Foundation for Early Childhood. <i>Puppets, Dolls, and Costumes: Embodiment and Representation when Constructing Knowledge through Play</i> . PI. (\$40,000). |

- 2015-2018 Arts Connection. *Theatre in School to Promote Youth with Autism*. Co-PI. (\$199,937).
- 2014-2016 The John Templeton Foundation. *Training Empathy and Compassion Through Engagement with Fictional Worlds*. PI. (\$187,860). Grant #47592
- 2010-2012 National Science Foundation Minority Postdoctoral Research Fellowship. *To support two years of postdoctoral training*. PI. (\$120,000).
- 2008-2010 National Science Foundation, SBE Directorate *Does Training in Acting Foster Theory of Mind, Empathy, and Emotion Regulation?* Grant awarded to Ellen Winner as PI to support dissertation research. (\$199,570). Grant #0841047
- 2008-2009 Esther Katz Rosen Dissertation Fellowship. To support dissertation study, *Social Cognitive Giftedness and Acting Training*. PI. (\$25,000).
- 2005-2008 Department of Homeland Security Graduate Fellowship. *To support three years of tuition and stipend*. PI. (\$82,800).

AWARDS

- 2023 Fellow, American Psychological Association
- 2020 Society for Research in Child Development, Scholar-in-Residence Fellowship.
- 2019 Outstanding Undergraduate Faculty Award, Department of Psychology, George Mason University
- 2018 Stearns Center for Teaching and Learning "Thank-a-Teacher" Program, George Mason University
- 2016 Daniel E. Berlyne Award, for Outstanding Research by an Early Career Scholar, APA Division 10
- 2010 Donald J. White Teaching Excellence Award, Boston College
- 2009 Frank X. Barron Award, for Outstanding Research by a Student, APA Div 10
- 2009 Society for Research in Child Development Biennial Conference Student Travel Award
- 2008 Best Student Paper Award, IGEL Conference.

CONFERENCES AND SPEAKER SERIES ORGANIZED

*Denotes Postponed Due to COVID-19 Closures

- 2023: Kapitany, R. & **Goldstein, T.R.** (December, 2023). The Psychology of Santa. *Online webinar*. With Jacqueline Woolley, Candice Mills, & Rianne Kok.
- 2022: **Goldstein, T.R.**, Weisberg, D.S., & Schatz, J. (April, 2022) Society for Research in Child Development, Special Topics Meeting. *Learning Through Play and Imagination: Expanding Perspectives*. St. Louis, MO.
- 2022: Mason Arts Research Center Biennial Convening (October 7, 2022). *MasonARC2022: Expanding Perspectives on Arts Research and Practice Partnerships*
- 2019: Mason Arts Research Center Biennial Convening (October 18, 2019). *MasonARC2019: Making Connections for Arts Education Research, Policy, and Practice*
- 2019: Student Showcase, Division 10, APA Annual convention, Chicago IL, August 2019
- 2015: Prosocial Development Conference (June 5, 2015). A small one day conference spanning the range of current research on children's prosocial development. Attended by academics, parents and the general public. *Pace University, New York City*. Speakers: Dr. Paul Bloom, Dr. Brendan Gaesser, Dr.

Sarah Konrath, Dr. Matthew Lerner, Dr. Jay Greene.
2014-2015: Prosocial Development Speaker Series, Pace University.
Speakers: Dr. Joshua Aronson, Dr. Jay VanBavel, Dr. Tricia Striano, Dr.
Maurice Elias, Dr. Todd Pittinsky, Dr. Elise Cappella, Dr. Michael Cunningham

NATIONAL CONFERENCE SYMPOSIA ORGANIZED AND CHAIRED

- Goldstein, T.R.** (2021). Coughing Santa, Tooth Fairy Glitter, Presents from Elves: Children's Beliefs and Skepticism Towards Fictional Characters. *Society for Research in Child Development*, (with Candice Mills, Rohan Kapitany, and Jessica Sullivan, Jacqueline Woolley, Discussant). Online Conference.
- Goldstein, T. R.**, Lerner, M. D., & Paterson, S. (2017, June). *Levels of Engagement: Imagination, Drama and Children*. Symposium Co-organizer and co-chair. Cognitive Futures in the Arts and Humanities. (with Matthew Lerner, Sarah Paterson, Ilona Roth, Nicola Shaughnessy and Melissa Trimmingham). Stony Brook, NY.
- Goldstein, T.R.** (2014, March). *Characterizing Characters: Children's Social Cognitive Reasoning about Fictional Characters*. Symposium organizer and chair. Society for Research in Human Development (with Alison Shawber Sachet, Jacqueline Woolley, Rebekah Richert, Marjorie Taylor, Allison Molly Schlesinger). Austin, TX.
- Goldstein, T. R.** (2010, July). *Fiction, Acting, Empathy, and Theory of Mind*. Symposium organizer and chair. IGEL Conference (with Keith Oatley, Gerard Steen and Raymond Mar). Utrecht, The Netherlands.
- Goldstein, T.R** & Winner, E. (2009, April). *Expertise in Theory of Mind: Does it Exist?* Symposium organizer and chair. Society for Research in Child Development (with Sandra Bosacki, Alan Leslie, Kate L. Harkness, Mark A. Sabbagh, Jill A. Jacobson, David Duong), Denver, CO. *Student Travel Award Winner.
- Goldstein, T.R** & Winner, E. (2007, March). *Understanding Representational Diversity: One Achievement Early or Several Achievements Over Time?* Symposium organizer and chair. Society for Research in Child Development (with Paul Bloom, Deena Skolnik Weisberg, Jennifer Van Reet, Angeline Lillard, and Michael Chandler), Boston MA.

CONFERENCE PRESENTATIONS (SELECTED SINCE 2014)

+Denotes Cancelled/Postponed Due to COVID-19 Closures

- *Stutesman, M., *Stapleton, D., Drake, J., Hoffman, J., & **Goldstein, T.R.** (2024) Advancing Methodology for Child Samples in Psychology of Aesthetics Creativity and the Arts. *American Psychological Association Convention*, Seattle, WA.
- *Caruso, A. S., **Goldstein, T. R.** (2024, August). The Effect of Intentionality and Composer Information on Listener's Enjoyment and Musical Engagement. *American Psychological Association Convention*, Seattle, WA.
- *Stutesman, M. G., & **Goldstein, T. R.** (2024, July) Children dancing for social-emotional skills: A mixed methods study. *Biannual meeting of the International Society for Research on Emotion*, Belfast, NI.
- *Monroe, A., *Crighton, F., *Khan, A., *Mehra, S., **Goldstein, T.R.**, Mills, C. (2024, March). Do parents' scientific or religious values relate to the lies they tell their children? Poster presented at the *Cognitive Development Society*. Pasadena, CA.

- *Liu, Y, **Goldstein, T.R.**, & Mills, C. (2024, March). How beliefs about the acceptability of different kinds of lies relate to the promotion of Santa Claus? Poster presented at the *Cognitive Development Society*. Pasadena, CA.
- Goldstein, T. R.** & *Stutesman, M. G., (2023, September) Art education research online infrastructure session [Networking Session]. Annual meeting of the Arts Education Partnership, Portland, OR, USA.
- *Stutesman & **Goldstein, T.R.** (2023, August). Children Dancing for Social Cognitive Skills: A Mixed Methods Study. *Division 10 MicroGrants Showcase*. Presented at the *APA Annual Conference*, Washington, DC.
- *Stutesman & **Goldstein, T.R.** (2023, August). Dance and Social Cognition: Prolonged Dance Training is Associated with Emotion Attribution Ability. Poster presented at the *APA Annual Conference*, Washington, DC.
- *Stapleton, D. & **Goldstein, T.R.** (2023, August). Children's Understanding of Creativity: How Children Rate Creativity in Video Games. Poster presented at the *APA Annual Conference*, Washington, DC.
- *Caruso, S. & **Goldstein, T.R.** (2023, August). Not in My Narrative: Moral Imagination and Religiosity. *Division 10 Student Showcase*. Presented at the *APA Annual Conference*, Washington, DC.
- *Stapleton, D. & **Goldstein, T.R.** (2023). The effects of game structure on video game and cognitive creativity in children. As part of the symposium: *Building on divergent thinking: Expanding approaches to measuring children's creativity*. *Society for Research in Child Development*, Salt Lake City, UT.
- Goldstein, T.R.**, & Mills, C. (2023). When Parents Lie With Broad Support: Santa Claus and Other Cultural Characters. As part of the symposium: *When is it Alright to Lie and Cheat? Developmental Perspectives on the Morality of Dishonesty*. *Society for Research in Child Development*, Salt Lake City, UT.
- Goldstein, T.R.** (August, 2022). How Theatre Teachers Promote Creative Goals Across Various Classroom Activities. As part of the symposium: *Creativity in Classrooms and Naturalistic Environments*. APA Division 10, Minneapolis, MN.
- *Stutesman, M. & **Goldstein, T.R.** (August, 2022). *The Social Cognition of Dance: A Mixed- Methods Study*. Poster presented at the APA Annual Conference, Minneapolis, MN.
- *Zhang, X., Sheridan, K., & **Goldstein, T.R.** (August, 2022). *Theater Teachers' Autonomy Support in Acting Classes*. Poster presented online at APA Annual Conference, Minneapolis, MN.
- Goldstein, T.R.** (June, 2022) Acting Class Habits of Mind as the Foundational Teaching Strategies for Empathy Change. as a part of *I Really Don't Care, Do You?: The Philosophical Problems in Producing or Performing Empathy in Contemporary Performance*. Performance Philosophy Problems Meeting, Helsinki, Finland.
- Mills, C., & **Goldstein, T.R.** (April, 2022). *Conversations about Santa: Children's Questions and Parental Explanations*. Poster presented at the Cognitive Development Society conference, Madison, WI.
- *Stutesman, M., & **Goldstein, T.R.** (July, 2022) *Underpinnings of Emotion Communication in Dance: The Role of Narrative*. Poster presented at the International Society of Research in Emotion. Los Angeles, CA.
- *Young, D., **Goldstein, T. R.**, & Kornienko, O. (March, 2022). *Critical collective: The role of friendship networks in development of critical consciousness among HBCU students*. Paper presented at the SRCD 2022 Special Topic Meeting: Construction of the 'Other': Development, Consequences, and Applied Implications of Racism, Prejudice and Discrimination. Puerto Rico.
- Goldstein, T.R.** (2021, September). Teaching Body Awareness and Self Understanding Through Acting Classes in Adolescence. Presented as part of the symposium *Self and body awareness in theatre*

- and dance practice*, at the XXVI International Association for Empirical Aesthetics, Virtual Conference, London, UK.
- Goldstein, T.R.** (2021, August). Embodiment and Containment as Pathways to Wellbeing Through Theatre. Presented as part of the symposium: “*Creativity, Stress and Resilience: A Multiple Levels-of-Analysis Perspective*” at the American Psychological Association Annual Convention (Division 10), Virtual Conference, San Diego, CA.
- Felsman, P., Jeffery, B. X., & **Goldstein, T. R.** (2021, August). Actors’ self perceptions, character perceptions, and acting theory. Poster presented at the American Psychological Association Annual Convention (Division 10), Virtual Conference, San Diego, CA.
- Mills, C., **Goldstein, T.R.**, Stagni, A., *Kanumuru, P. (2021). The Process of Disbelief: Santa Claus as a Model. Presentation as part of Coughing Santa, Tooth Fairy Glitter, Presents from Elves: Children’s Beliefs and Skepticism Towards Fictional Characters, *Society for Research in Child Development*, Online Conference.
- *Thompson, B., **Goldstein, T.R.**, & *Hnatczuk, L. (2021). Observing the Developmental Progression of Pretend Play Across the Preschool Years. *Society for Research in Child Development*, Online Conference.
- *Stutesman, M., & **Goldstein T.R.** (2021). Children’s Gesture Use in Embodied Pretend Play and Learning Outcomes. *Society for Research in Child Development*, Online Conference.
- *Poshka, V., Nguyen, M., & **Goldstein T.R.** (2021). Transferring Moral Information Across the Fiction-Reality Boundary in Early Childhood. *Society for Research in Child Development*, Online Conference.
- *Stapleton, D., *Cruz, K., *Kanumuru, P., *Thompson, B., & **Goldstein T.R.** (2021). The Role of Embodiment and Fantasy Judgments in Learning from Pretend Play. *Society for Research in Child Development*, Online Conference.
- *Stutesman, M., & **Goldstein, T.R.** (2021). Children's Theatre Classes and 21st Century Skill Development: A Longitudinal Analysis of Skill Growth. Poster roundtable presented virtually at *American Educational Research Association*.
- Troxler, J. R., Mckeel, S., Howe, E., Beekman, C., Shami, M. J., Holochwost, S. J., and **Goldstein, T. R.** (2021, April) *The Effects of Deeper Engagement on Socioemotional Outcomes from a Single Live Theater Experience*. Paper presented at the annual meeting of the American Educational Research Association.
- *Thompson, B. & **Goldstein, T. R.** (2020, December). Pretend play: Novel measurement strategy to capture its developmental progression. Poster virtually presented at *The Administration for Children and Families’ National Research Conference on Early Childhood*, Arlington, VA
- Goldstein, T.R.** (2020, August). Invited Participant, Cognitive Futures in Theatre Conference.
- *Kanumuru, P., *Thompson, B & **Goldstein, T.R.** (Postponed*). The Role of Embodiment and Fantasy Judgments in Learning from Pretend Play. Poster to be Presented at *SRCD Special Topics Meeting: Learning Through Play and Imagination*.
- Goldstein, T.R.**, (Postponed*). The Role of Embodiment in Learning through Pretend Play. Poster to be Presented at *SRCD Special Topics Meeting: Learning Through Play and Imagination*.
- *Stutesman, M., **Goldstein, T.** (2020, August). Children’s theatre and 21st century skills: Longitudinal analysis of skill growth and variance in teacher ratings. Poster to be presented at the *American Psychological Association Annual Convention*, Washington, DC, USA.
- Goldstein, T.R.** & *Young, D. (2019, August). Theatrical Thinking: A Mixed Methods Study of Teacher Perceptions and Actual Classroom Strategies. *American Psychological Association Annual Convention*, Chicago, IL.
- *Kou, X., Konrath, S., & **Goldstein, T.R.** (2019, August). Arts engagement, prosocial traits, and prosocial behaviors. *American Psychological Association Annual Convention*, Chicago, IL.

- Goldstein, T.R., *Thompson, B.** (2019, July). The Role of Embodiment in Learning and Understanding Pretend Play: A Replication and Extension. *Poster presented at the Guided Playful Learning Workshop at the Cognitive Science Society Conference*. Montreal, Canada. ***Poster Award Winner.**
- *Thompson, B. & **Goldstein, T. R.** (2019, April) Pretend play: A systematic review of definitions, components, and measurement. *Poster presented at the Society for Research in Child Development*. Baltimore, MD
- *Thompson, B. & **Goldstein, T. R.** (2019, April) Embodiment and Representation when Constructing Knowledge through Play—A Registered Replication and Extension. *Poster presented at the Society for Research in Child Development*. Baltimore, MD.
- Goldstein, T. R. & *Thompson, B. &** (2019, April) The Cognitive, Social, and Emotional Skills Taught in an Adolescent Theatre Classroom. *Poster presented at the Society for Research in Child Development*. Baltimore, MD.
- *Thompson, B. & **Goldstein, T. R.** (2018, November). Pretend play in early childhood programs: A case for evidence-based program implementation and researcher-practitioner partnerships. *Poster presented at Association for Public Policy Analysis and Management, Fall Research Conference*, Washington, D.C.
- *Kou, X., Konrath, S., & **Goldstein, T.** Arts engagement, prosocial traits, and prosocial behavior, Poster presented at *ARNOVA conference*, November 2018, Austin, TX.
- Goldstein, T. R.** (2018, November). Arts Education in the United States: National Education Policies for Arts Education and Studies on the Impact of Arts Education Experiences for Youth Development Using Cross-Sectional, Longitudinal, and Randomized Control Methods. Discussant. *Association for Public Policy Analysis and Management, Research Conference*. Washington, DC.
- Goldstein, T.R.** (2018, September). Learning from Two National Endowment for the Arts Research Labs. *Arts Education Partnership Annual Convening*. Indianapolis, Indiana.
- Goldstein, T.R.** (2018, August). Acting and Pretending: The Effects of Embodied Imagination on Social Skills. As part of the Symposium: *Engaging the Body 2020: Setting an Embodiment Agenda in Psychology*, *American Psychological Association, Annual Convention, Division 10*, San Francisco, CA.
- Goldstein, T. R. & *Thompson, B.** (2018, August). Ensemble building within youth theater programs: Alignment of research and practice. *American Psychological Association, Annual Convention, Division 10*, San Francisco, CA.
- *Oberndorf, M. & **Goldstein, T.R.** (2018, August) Creating, maintaining, and releasing character: predicting burnout in actors. Poster presented at the *American Psychological Association*. ***Best Student Paper Award Winner**
- *Young, D., Rosenthal, L., & **Goldstein, T.R.** (2018, August). Psychosocial Trajectories of Change Across A Drum Corps Marching Season. Poster presented at the *American Psychological Association*.
- *Thompson, B. & **Goldstein, T. R.** (2018, May). Ensemble Building in Educational Contexts: What Can We Learn from Theater Instruction? Poster presented at the *Association for Psychological Science, Annual Convention, San Francisco, CA*.
- Paterson, S. J., Lerner, M. D., **Goldstein, T. R.**, Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2018, May). Acting out in Public School: How a Theatre Program Can Impact Imitation Skills in Children with ASD. Poster presented at the *International Society for Autism Research Annual Meeting*, Rotterdam, Netherlands.
- Goldstein, T.R.** (2018, January). Explanation and disbelief in children’s understanding of live versions of fictional characters. Poster presented at the *Budapest CEU Conference on Cognitive Development*, Budapest, Hungary.

- Goldstein, T.R. & *Alperson, K.** (2017, August). Meeting Cinderella and Elmo: The Enactment of Fictional Characters. Individual Paper Presentation. *American Psychological Association, Annual Convention, Division 10*, Washington DC.
- Goldstein, T.R.** (2017, August). Imagination, Methods, Measures, and Achievements. Discussant for the symposium: The power of imagination: building emotion and creativity skills through art and play interventions. *American Psychological Association, Annual Convention, Division 10*, Washington DC.
- Goldstein, T.R.** (2017, June). The Development of a Drama Game Based Intervention for Improving Children's Emotional Control. As part of the symposium: Levels of engagement: Imagination, Drama, and Children. *Cognitive Futures in the Arts and Humanities*, Stony Brook, NY.
- Weisberg, D.S., & **Goldstein, T.R.** (2017, June). Fact or Fiction? Clarifying the Role of Reading in the Improvement of Social Skills. Poster presented at the *Society for Philosophy and Psychology*. Baltimore, MD.
- Goldstein, T. R.** (2017, May). Meeting Superman and Cinderella: Children's Judgments of Live Versions of Fictional TV Characters. As part of the symposium: Reality Versus Fantasy: Fiction Exposure and Real-World Understanding. *Association for Psychological Science Annual Convention*, Boston, MA.
- Goldstein, T.R.,** Lerner, M.D., Paterson, S., Toub, T.S., Hirsh-Pasek, K., & Golinkoff, R. (2017, May). Stakeholder perceptions of the effects of a theatre program for children with ASD. Poster presented at the *Association for Psychological Science Annual Convention*. Boston, MA.
- *Boyle, A. & **Goldstein, T.R.** (2017, April). Interactive Block Play and Spatial Skill Development. Poster presented at the *Society for Research in Child Development Biennial Convention*. Austin, TX.
- *Kapitany, R., Nelson, N., & **Goldstein T. R.** (2017, April). Understanding the realness of Santa, Spongebob & Spacemen: An exploration of Reality status attributions in children and adults. *Brain, Belief and Behavior Seminar*. Coventry University.
- *DeBettignies, B. & **Goldstein, T. R.** (2016, August). Educational Theatre and Children's Self-Concept. Poster presented at the *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado. ***Best Student Paper Award Winner.**
- Goldstein, T.R. & *Harford, L.** (2016, August). Unpacking the Link between Social Skills and Acting. As part of the symposium: Becoming a Character: Unpacking the Link between Association and Acting. *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- Goldstein, T.R., *Rodriguez, M., & *Sandrock, P.** (2016, August). The Effects of a RCT of Three Types of Play on Drawing Creativity. As part of the symposium: The Development of Creativity in Children. *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- *Filipe, A. & **Goldstein, T.R.** (2016, August). I am Ironman: How Adults Understand Acting. Poster presented at the *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- Goldstein, T.R.** (2016, July). The effects of a RCT of drama games on Social Emotional Skills in low SES 4 year old children. Poster presented at the *Administration for Children and Families' (ACF) 2016 National Research Conference on Early Childhood (NRCEC)*, Washington, DC.
- *Hartman, L., *Minelli, G., Godfrey, C. & **Goldstein, T.R.** (2016, May) Is 12 Minutes of Mindfulness Enough to Lower Math Anxiety in College Students? *Pace University Psychology Conference*, NY, NY
- *Levine, J., **Goldstein, T.R., & Arora, P.** (2016, Feb). School Psychologists' Training, Preparedness, and Attitudes Toward Interprofessional Collaboration. Poster presented at the *National Association of School Psychologists*, New Orleans, LA.
- Goldstein, T.R.** (2015, October). The Effects of a RCT of Dramatic Pretend Play on Social Cognition and Self Control. Poster presented at the *Cognitive Development Society*, Columbus, OH.

- Goldstein, T.R.** (2015, August). The effects of a RCT of drama games on Social Emotional Skills. *American Psychological Association, Annual Convention, Division 10*, Toronto, Canada
- Goldstein, T. R.** (2015, May). The Development of Social Cognitive Reasoning in the Arts. As part of the symposium “Current Research on the Psychology of Creativity, Aesthetics, and the Arts” *Association for Psychological Science*, New York, NY.
- *Boyle, A., & **Goldstein, T.R.** (2015, March) Cultural Differences in Young Children’s Prosocial Reactions. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- *Henry, A., & **Goldstein, T. R.** (2015, March) The Role of Affect in Childhood Pretend Play and Role Play. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Goldstein, T.R., & Woolley, J.,** (2015, March) Parental Promotion and Children’s Understanding of Live Santas. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- *Garcia, A., & **Goldstein, T.R.** (2015, March) Expressive Suppression and Acting Classes. As part of the symposium “The Art of Child Emotion Regulation” *Society for Research in Child Development*, Philadelphia, PA.
- *Panero, M.E., **Goldstein, T.R.**, Rosenberg, R., Hughes, H., & Winner, E. (2015, February). Do Actors Possess Traits Associated with High Hypnotizability? Poster presented at the *Society for Personality and Social Psychology*, Long Beach, CA.

INVITED SCHOLARLY PRESENTATIONS (SINCE 2014)

+Denotes Cancelled Due to COVID-19 Closures

- 2024: Torrance Festival of Ideas; ZFICTION.24: Future Bodies – Screen Acting in the Digital Age, Zurich University of the Arts; Science of Magic Convening, Las Vegas.
- 2023: NIH “Music as Medicine: The Science and Clinical Practice” Conference; Humanities and Human Flourishing, University of Pennsylvania; Boys Town National Research Hospital, Language Development Group; Honors Psychology, Temple University
- 2022: Seminars in Society and Neuroscience, Columbia University.; Davies Forum Lecture Series, University of San Francisco; Max Plank Max Planck Institute for Biological Cybernetics, Tübingen, Germany
- 2021: Opening plenary discussion, Arts Education Partnership Virtual Gathering; McMaster University; University of Texas, Austin; International Positive Psychology Association;
- 2020: +University of Wisconsin, Madison; +University of Kent, England, UK; +Rene Descartes, Paris, France; +Abertay University, Dundee, Scotland, UK.
- 2019: Keynote Speaker, American Alliance on Theatre Education; University of Virginia; Humanities and Human Flourishing Project, University of Pennsylvania, Scientist Meeting; Keynote Speaker, Conference on Pretend Play and E-Cognition, Antwerp, Belgium; Keynote Speaker and Panel Speaker, Arts in Education Conference, Department of Education
- 2018: Interagency Task Force on the Arts & Human Development, National Endowment for the Arts; Invited Scholar, The Humanities and Human Flourishing Project, University of Pennsylvania, Theatre Meeting; St. Mary’s College of Maryland; Marisco Visiting Scholar, University of Denver; MindChamps Singapore Early Childhood Conference; Trinity College, The University of Dublin, Neurohumanities Lecture Series; University of Maryland School of Education
- 2017: Cognitive Futures Conference
- 2016: Hunter College; CUNY Graduate Center
- 2015: APA; Pace University; NYU
- 2014: University of Arkansas; Stony Brook University

NONACADEMIC PUBLICATIONS AND PRESENTATIONS (SELECTED SINCE 2014)

- ONGOING: Psychologytoday.com: <http://www.psychologytoday.com/blog/the-mind-stage>
The Madiera School Professional Development Day (June, 2024)
CCM Prep Master Class (April 2024): The Psychology of Theatre and Acting Classes.
Shakespeare Theatre Center Arts Education Panel – Theatre and Bilingual Learning (March 4, 2024).
Shakespeare Theatre Center Arts Education Panel – Social Emotional Learning (January 22, 2024).
Shakespeare Theatre Center Arts Education Panel – School Residency Festival (December 11, 2023).
<https://www.dropbox.com/scl/fi/ukillzom70vyr68n6hs41/The-Importance-of-Arts-Education-Panel-Discussion.mp4?rlkey=rjb8ky3n5t4p09i4tjx0yyw6&dl=0>
Mills, C., & Goldstein, T.R. (Nov 24, 2023). There are Better Ways to Talk to your Kids about Santa. *The New York Times*.
Career Night: Arts Careers in the Real World (April, 2019). *Madeira School*.
Pretend Play, Imagination, and Social Development (September, 2018). *Knollwood Preschool Academic Year Kick off*.
All Their World's a Stage! Engaging Children with Drama and Pretend Play (April 21, 2018). *George Mason Child Development Center Professional Development Day*.
The Psychology of Art, Fiction, and Imagination. (January, 2018). Osher Lifelong Learning Institute, George Mason.
"Skype a Scientist!" (October, 2017). Skype sessions with two 11th grade classrooms in Bogota, Colombia, and one 7th grade classroom on how research is conducted in developmental psychology and imagination.
Questions of Realness (August, 2017). Blog for *Junkyard of the Mind*.
<https://junkyardofthemind.com/blog/2017/8/14/questions-of-realness>
Violence, Kids and Killing Toasters. (December, 2016). Blog for *The Huffington Post* co-authored with Robera Golinkoff <http://www.huffingtonpost.com/author/roberta-michnick-golinkoff>
Creating their own Worlds: Arts and Learning. (May, 2016). Blog for *The Brookings Institute*.
<https://www.brookings.edu/blog/education-plus-development/2016/06/03/creating-their-own-worlds-arts-and-learning/>
How can Imaginative Role Play develop Character? (March 20, 2015) Essay for BigQuestionsOnline.com for The John Templeton Foundation. <https://www.bigquestionsonline.com/2015/03/17/how-can-childrens-imaginative-play-develop-character/>
Invited Panelist "Social Transformation/ Swap your shoe." (February 9, 2015) *Permanent Mission of Germany to the United Nations*, New York, NY.
LearnNow.Org: The Arts. (February 4, 2014). Co-editor with Ellen Winner.
<http://www.learnnow.org/topics/arts>

SELECTED TEACHING & MENTORING

George Mason University

Learning and Development Through Play and Imagination; Emotional Bases of Behavior; Life Span Development; Social and Emotional Development; Psychology of Creativity and Innovation;

Pace University

Mentored Lab Class; Developmental Psychology; Viewpointing Emotion: Psychological Theory and Theatrical Reality; Developing Wonder: Theatre for the Very Young and Child Developmental Psychology; Cognitive Psychology

Yale University

Mentor: Student Undergraduate Research Fellowship

Boston College

Cognitive Development; Social Psychology

SELECTED CONSULTING/ ADVISORY BOARDS

2023-- Board Member, Imagination Stage
2022 Consultant, WestEd California Preschool Foundations, Visual and Performing Arts
2022-- Fellow, *the International Society for the Study of Creativity and Innovation*
2020 Team Member, *The Art of Understanding & The Heresy of Paraphrase: Toward a Science of Art's Irreducibility*
2019-- Consultant, John F. Kennedy Center for the Performing Arts.
2018-- Advisory Board Member, *Humanities and Human Flourishing Project*, University of Pennsylvania, Positive Psychology Center.
2012-2013 Statistics Advisor, *Theatre in Secondary Schools Landscape Study* (PI: Matt Omasta, Department of Theatre Arts, Utah State University)

EDITORIAL POSITIONS

Editor, *Psychology of Aesthetics, Creativity, and the Arts* (2017--2025).
Associate Editor (2015—2017).
Editorial Board Member (2013- 2015).
Editorial Board Student Member (2006- 2010).

Editorial Board Member, *Empirical Studies in the Arts* (2015--)
Editorial Board Member, *Imagination, Cognition and Personality* (2015--)
Editorial Board Member, *Creativity Research Journal* (2022--)

PROFESSIONAL MEMBERSHIPS AND SERVICE

APA Division 10: Affiliate (2005-).
Co-Chair, Recruitment and Membership Committee (2008-2010).
Executive Committee Member-At-Large (2011-2014).
Domain Agent, Empirical Studies of Theatre, *International Society for the Empirical Study of Literature* (IGEL)
Member: APA President Nadine Kaslow's Arts Advisory Group
Member: Association for Psychological Science, Society for Research in Child Development, Jean Piaget Society, Cognitive Development Society

DISSERTATION AND THESIS CHAIR

George Mason University:

Stutesman, M. (2023-2024). Social Cognitive Development and Children's Engagement in Dance: A Mixed Methods Study

Young, D. (2022-2023). Friendship Networks and Well-Being: Exploring Racial Homophily in Friendship

Selection and the Influence of Cross-Race Connections in Emerging Adult Marching Band Members.

Thompson, B. (2019-2020). Pretend Play across the Preschool Years: Defining and Observing its Developmental Progression.

Pace University:

Boyle, A. (2016-2017). Social versus Solitary Block Play and Spatial Skills.

Myers, R. (2014-2015). Prospection in Actors versus Non-Actors.

Harford, L. (2014-2015). Participation in ENACT and Students' Self Perceptions.

M.A. THESIS SUPERVISION & COMMITTEE MEMBERSHIP

George Mason University:

Caruso, A.S. (2023-2024). No! I'm not a bad guy! Imaginative Resistance in Preschooler's Pretend Play.

Stapleton, D. (2021-2023). The Effects of Instructions and Game Structure on Video Game and Cognitive Creativity in Children.

Chulla, K. (2020-2021). Development and Portrayal of Emotion in Childhood.

Pace University:

Henry, A. (2013-2014). The Mediating Role of Affect on Childhood Pretend and Role Play.

Kierce, J. (2013-2014). Empathy in *Roots of Empathy* Instructors.

Garcia, A. (2013-2014). Wellbeing in *Roots of Empathy* Instructors.

UNDERGRADUTE HONORS THESIS SUPERVISION

George Mason University:

Ganpat, M. (2020-2021). The Aspects of Dance that Allow for Reading Emotions.

Gonzaga, J. (2020-2021). Classical Guitarists And Non-Musicians: Assessing Pitch Discrimination And Absolute Pitch.

Martin, E. (2020-2021). Can Self-Concept Be Taught By Teachers in Theatre Courses?

Kunumuru, P. (2018-2019). Transitioning to Nonbelief: Santa Claus as a Model.

Artiles Rodriguez, R. (2018-2019). Roll for Insight: How enjoyment and other factors affect empathy towards a fictional character in Dungeons and Dragons.

Pace University:

Orberndorf, M. (2016-2018). Acting is Psychology: Why you need therapists on set.

Filipe, A. (2015-2016). Do Adults Believe Characters Transfer back to Actors.

DeBettingnies, B. (2015-2017). Educational Theater and its effects on children and their self-development and self-concept.

Nason, R. (2013-2014). Theatre Increases Creativity: A Pilot Study and Study proposal.

Boston College:

Jacobson, G. (2009-2010). To know an evil character: Empathy, Perspective Taking and Acting.

DeLuca, J. (2008-2009). Exploring Verbal Memory Effects in Acting: Acting in Character vs. Speaking Out loud.

Fielden, T. (2008-2009). Hooked on Fiction Case Studies. *(Co-advised with Bath University)*.

Hughes, H. (2008-2009). Individual differences in susceptibility to hypnosis. *(Co-advised with Bath University)*.

Wu, K. (2007-2008). Do Adult Actors Show Advanced Levels of Theory of Mind and Empathy?
Kroog, K. (2007-2008). Perceiving Emotion in Music: Domain Specific or Domain General?

SELECTED MEDIA COVERAGE (SINCE 2014)

Interviewed: Ludic Pedagogy Podcast “The Psychology of Play.”
https://open.spotify.com/episode/3vhYIE6nvKxwiPTQsxRroa?si=LH6nQ_nuScitQ_0IE3PomA&nd=1&dlsi=7df04021d3264bab (March 2024)

Interviewed: Broadway Education Alliance Podcase “A Conversation with Dr. Thalia R. Goldstein”
<https://bealliance.org/thalia-goldstein/> (March 2024)

Interviewed: Mind Games Podcast, S1,E1. <https://shows.acast.com/mind-games-podcast/episodes/dr-thalia-goldstein> (February 2024)

Interviewed in: TwoPints Teaching Podcast “Theater, Empathy, and Cognitive Load”
<https://twopintplc.com/podcast-episode/084-theater-empathy-cognitive-load/> (January 2024).

Quoted in: Santa’s Complex. (December, 2023). *Weekendavisen*. (Dutch newspaper).
<https://weekendavisen.dk/2023-49/ideer/julemandskomplekset>

Quoted in: I Spent \$85 to Eat Breakfast With Santa. *The Atlantic*. (December 2023)
<https://www.theatlantic.com/health/archive/2023/12/breakfast-with-santa-tradition/676322/>

Article “Debunking the Santa Myth” written up: (December 2023)
NY Times TikTok/Video Essay: [https://www.instagram.com/reel/C1CAW7MN3nS/...](https://www.instagram.com/reel/C1CAW7MN3nS/)
UTD's news: <https://news.utdallas.edu/health.../santa-beliefs-2023/>
The Guardian: <https://www.theguardian.com/.../psychologists-pinpoint...>

Quoted in: Find where Santa will be around the St. Louis area. *KSDK, St. Louis*.
<https://www.ksdk.com/article/entertainment/santa-claus-around-the-st-louis-area-december-2023/63-8ab325c2-d911-47ee-9676-be3e6cb68acb>

Featured in: How Theater Can Teach Our Kids To Be Empathetic. (January 10, 2023). *The Washington Post*. <https://www.washingtonpost.com/parenting/2023/01/10/theater-kids-communication-empathy/>. Printed January 29, 2023.

Cited in: Dad Finds Heartwarming Way to Prove Santa Visited Them On Christmas Eve. (December 22, 2022) *Newsweek*. <https://www.newsweek.com/dad-heartwarming-santa-video-christmas-eve-1769031>

Cited in: From Kirsten Dunst to Zendaya, why Hollywood actors can’t stop falling in love with their co-stars. (July 14, 2022) <https://inews.co.uk/inews-lifestyle/why-hollywood-stars-actors-fall-in-love-movies-kirsten-dunst-zendaya-1739998>

Podcast Interview “The Actor’s Mind” <https://soundcloud.com/theactorsmind/season-4-episode-1-the-science-of-acting#c=61&t=0:00>

Podcast Interview, “Embracing Arts Arlington”. <https://embracing-arlington-arts.org/dr-thalia-goldstein-applied-developmental-psychology-department-george-mason-university/>

Published Interview for *Urdimento* magazine, Brazil.
<http://www.revistas.udesc.br/index.php/urdimento/index>

Interviewed for “Generation Alpha” response to COVID19 Quarantine. *Canvas X*.
<https://library.canvas8.com/content/2020/04/09/gen-alpha-covid.html>

Featured Guest (January 10, 2020), WNPR “Where We Live”. Nurturing Creativity in Children and Adults too! <https://www.wnpr.org/post/nurturing-creativity-children-and-adults-too>

Interviewed for WHYY Radio story on Actors falling in love with each other. (December 4, 2019).
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