

JIN LI (李瑾)
Curriculum Vitae
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Associate Professor of Education and Human Development
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EDUCATION

Harvard University, Cambridge, Massachusetts.
Graduate School of Education.

Ed. D. in Human Development and Psychology, 1997.

Coursework in cognitive, symbolic, moral, social development, socio-cultural formation of mind, creativity, art education, cultural psychology, and quantitative and qualitative research methods.

Thesis on the Chinese “Heart and Mind for Wanting to Learn:” A Culturally Based Learning Model.

Doctoral Qualifying Paper: “Creativity in Horizontal and Vertical Domains” (passed with distinction).

Ed. M., Administration, Planning, and Social Policy, 1991.

Coursework in leadership and power, organizational decision making, negotiation, implementation of educational policies.

University of Pittsburgh, Pittsburgh, Pennsylvania.
School of Education.

Ed. M., Foreign Language Education, 1988.

Coursework in language acquisition, teaching methodology, educational psychology, and research methods.

Guangzhou Institute of Foreign Languages, Guangzhou, China.
Department of German Language and Literature

B.A. (with distinction, GPA: 3.85), German Language and Literature, 1982.
Coursework in German language and literature, Chinese literature, English, history, and political science.

RESEARCH EXPERIENCE

Brown University, Providence, Rhode Island.

Education Department, 1998-Present.

Principal Investigator

- 4-year longitudinal study funded by the Spencer Foundation on how European American and Chinese immigrant children develop learning beliefs (2007-2011).
- 2-year longitudinal study funded by the Foundation for Child Development on how middle-class and low-income Chinese immigrant children develop learning beliefs and how they are socialized in this development at home (2006-2008).
- Project with Co-PI Heidi Fung, Ph.D., Academia Sinica, Taiwan funded by Chiang Ching-Kuo Foundation on U.S. and Taiwanese Children's learning beliefs with three components: (1) children's self-concepts in learning, (2) parental communicative strategies for socialization of learning beliefs, (2) parental affective responses to and causal attributions of their children's learning and achievement (2003-2005).
- Longitudinal project funded by Brown University's Salomon Faculty Research Award on preschoolers' understanding of learning and their later learning engagement and school achievement in the U.S. and China (2002-2003).
- Project funded by the Spencer Foundation on preschoolers' understanding of learning in the U.S. and China (2000-2001).
- Project funded by Brown University's Salomon Faculty Research Award on enduring motivation for learning among U.S. college students (1999-2001).

Co-Principal Investigator

- With Sidney Strauss, Ph.D., Tel Aviv University, Israel. Project funded by the Spencer Foundation on Chinese rural mothers' spontaneous teaching of their preschool children and children teaching each other (2003-2004).
- With David Sobel, Ph.D., Brown University. Project on children's conception of learning (2002-2003).
- Project funded by William T. Grant Foundation on adolescents' meaning making of learning and achievement in the U.S., UK, and Russia (2002-2004). Co-investigators: Janine Bempechat, Wheelock College and Susan Holloway, University of California, Berkeley.

- With Xiaodong Yue, Ed.D. Hong Kong City University. Project funded by Hong Kong City University on Chinese learning model for learning among elementary and secondary school students in Mainland China (1998-2001).

Children's Television Workshop/Sesame Workshop, New York, New York.
International Research Department, 1995-Present.

Educational Consultant.

Da Niao and Big Bird Look at the Sky, children's science program (2003-present).

- Reviewed educational content of scripts for production of the series.

Sagwa Animation Series based on Amy Tan's *The Chinese Siamese Cat* (2000-2001).

- Reviewed educational content of scripts for production of the series.

China Co-production of *Sesame English* Project (1998-2000).

- Organized a seminar for Chinese researchers and educational specialists to generate educational goals for the program.
- Guided research on testing Chinese children's English skill.
- Reviewed educational content of scripts for production based on developmental research.

China Co-production of *Sesame Street* Project, 1995-1998.

- Guided formative research on children's attention and comprehension of educational goals for the Chinese *Sesame Street*.
- Co-designed a baseline study to test a large sample of Chinese preschool children on their developmental levels for designing the educational content and evaluating the effectiveness of the program.
- Co-designed a content analysis on TV programs available in China and TV viewing preferences of children and parents.
- Recruited Chinese educators and researchers to attend the curriculum seminar in Shanghai for the program.
- Worked closely with the team to produce the curriculum for the program.
- Reviewed educational content of scripts based on developmental research.

Harvard University, Cambridge, Massachusetts.

Harvard Project Zero, 1991-1994.

Research Specialist. The Authentic Teaching and Learning for All Students Project (ATLAS).

Principal Investigators: James Comer, Ph.D., Howard Gardner, Ph.D., Theodore Sizer, Ph.D., and Janet Whitla, Ph.D.

- Synthesized research data from schools across four school districts, ideas generated at the ATLAS seminar, and research materials from Project Zero to produce teaching materials for dissemination purposes. Wrote guidelines for curriculum, instructions, and assessment reform. Coordinated different projects and teams, 1994.

Research Assistant. The Practical Intelligence for School (PIFS) and the Creative Intelligence for School (CIFS) Projects.

Principal Investigators: Howard Gardner, Ph.D. and Robert Sternberg, Ph.D.

- Developed curriculum for fostering practical intelligence and creativity in middle school students. Developed assessment tools, conducted qualitative and quantitative data collection and analysis. Worked with teachers for curriculum implementation. Write reports, 1991-1994.

Researcher. Case Study on the Uses of Howard Gardner's Theory of Multiple Intelligence for the Australian Children's Television Program *Lift Off*.

- Developed observational and interview protocols, observed children watch the program, interviewed them, analyzed data, and wrote a report, 1993.

Department of Human Development and Psychology, Harvard Graduate School of Education, Cambridge, Massachusetts, 1989-1991.

Research Assistant. Study on shame in Chinese people, emotional development.

Principal Investigator: Kurt Fischer, Ph.D.

- Designed the study, developed instruments and materials, collected and analyzed data, presented results, and wrote research report.

Dare Institute. Cambridge, Massachusetts, 1989-1991

Researcher. Study on attachment of children aged 3-8.

Project head: Michael Commons, Ph.D.

- Developed instruments, interviewed subjects, coded and analyzed data, and wrote and presented research reports at conferences.

University of Vermont, Burlington, Vermont.

Department of History.

Research Assistant. Research historical documents, 1986.

Peter Seybolt, Ph.D.

- Read and translated historical documents from Chinese into English.

TEACHING EXPERIENCE

Brown University, Providence, Rhode Island.

Education Department.

Assistant Professor of Education and Human Development. Taught courses: Human Development and Education, Cross-Cultural Perspectives on Human Development, Social Contexts of Learning and Development, and Moral Development and Education, 1998-2004.

Associate Professor Education and Human Development. Teach same courses and an additional one: Psychology of Teaching and Learning for graduate students, 2004-Present.

Harvard University, Cambridge, Massachusetts.

Harvard Graduate School of Education.

Teaching Fellow for the course: Pro-seminar for first-year doctoral students. Professors Howard Gardner and Robert Selman. Taught theories and research of developmental psychology and its application to education, 1992-1993.

Teaching Fellow for the course: Creativity: A Cognitive Perspective, Professor Howard Gardner. Taught theories and research of creativity, 1991-1992.

University of Pittsburgh, Pittsburgh, Pennsylvania.

School of Education, 1986-1988.

Teaching Assistant. Taught courses in teaching methodology in foreign language education.

German Teacher. Greenville High School, Greenville, PA, as the completion of partial requirements for teacher certificate in secondary language education.

Department of German Language and Literature, 1986-1988.

Instructor. Taught beginning German courses.

Guangzhou Institute of Foreign Languages, Guangzhou, China, 1982-1985.

Instructor. Taught college courses in German language and literature.

Ninth Production Brigade, Yangan Commune, Qionglai County, Sichuan Province, China, 1975-1978.

Teacher. Elementary school.

ADDITIONAL EXPERIENCE

Harvard University, Cambridge, Massachusetts.

John K. Fairbank Center for East Asian Research, 1991-1993.

Translator for Mao Zedong's unpublished works for the Mao Project.
Project Head: Stuart Schram, Ph.D.

Harvard Graduate School of Education.

Intern. Designed an ESL program for Japanese students at Lesley College, 1990.

Chair of the Chinese Student Association. Coordinated academic activities. Organized cultural events and other extracurricular activities. 1990-1991.

University of Pittsburgh, Pittsburgh, Pennsylvania.

School of Education, 1986-1988.

Supervisor of student teachers in foreign language education for elementary, middle, and high school students.

Howard Mental Health Center, Burlington, Vermont.

Assistant Counselor. Helped and counseled mentally retarded adults in group home settings. 1985-1986.

Ninth Production Brigade, Yangan Commune, Qionglai County, Sichuan Province, China. 1975-1978.

Barefoot Doctor. Worked in the fields and treated patients with acupuncture and herbal medicine.

PUBLICATIONS

1) **Li, J.**, & Gardner, H. (1993). How domains constrain creativity: The case of traditional Chinese and Western painting. *American Behavioral Scientist*, 37(1), 94-101.

2) Hench, M. M., & **Li, J.** (1994). *A diverse universe: Uses of Howard Gardner's theory of multiple intelligence in the television program Lift Off*. Australia: Australian Children's Television Foundation.

3) Williams, W., Blythe, T., White, N., **Li, J.**, Sternberg, R. J., & Gardner, H. (1996). *Practical intelligence for school*. New York: HarperCollins.

4) **Li, J.** (1997). Creativity in horizontal and vertical domains. *Creativity Research Journal*, 10(2-3), 107-132.

5) **Li, J.** (2000). Learning among Chinese children: Does the system matter? *Journal of Psychology in Chinese Societies*, 1, 179-184.

6) **Li, J.** (2001). Chinese conceptualization of learning. *Ethos*, 29, 111-137.

7) Williams, W. M., Blythe, T., White, N., **Li, J.**, Gardner, H., & Sternberg, R. J. (2002). Practical intelligence for school: Developing metacognitive sources of achievement in adolescence. *Developmental Review*, 22, 162-210.

8) Mascolo, M. F., **Li, J.**, Fink, R., & Fischer, K. W. (2002). Pathways to excellence: Value presuppositions and the development of academic and affective skills in educational contexts. In M. Ferrari (Ed.), *The pursuit of excellence in education* (pp. 113-146). Mahwah, NJ: Erlbaum.

9) **Li, J.**, & Fischer, K. W. (2002). Shame, respect, and conflict in Chinese childrearing and relationships. Harvard Children's Initiative. Published on line at <http://www.gse.harvard.edu/~hci/hci/pub/shame.pdf>.

10) **Li, J.** (2002). Models of learning in different cultures. In J. Bempechat & J. Elliott (Eds.), *Achievement motivation in culture and context: Understanding children's learning experiences*,

New Directions in Child and Adolescent Development (pp. 45-63). San Francisco, CA: Jossey-Bass.

11) **Li, J.**, & Li, J.-M.. (2002). "The cow loves to learn:" The hao-xue-xin learning model as a reflection of the cultural relevance of *Zhima Jie*, China's *Sesame Street*. *Early Education and Development*, *13*(4), 379-394.

12) **Li, J.** (2002). A cultural model of learning: Chinese "heart and mind for wanting to learn." *Journal of Cross-Cultural Psychology*, *33*(3), 248-269.

13) Wang, Q., & **Li, J.** (2003). Chinese children's self-concepts in the domains of learning and social relations. *Psychology in the Schools*, *40* (1), 85-101.

14) Mascolo, M. F., Fischer, K. W., & **Li, J.** (2003). The dynamic construction of emotions in development: A component systems approach. In N. Davidson, K. Scherer & H. Goldsmith (Eds.), *Handbook of affective science* (pp. 375-408). New York: Oxford University Press.

15) **Li, J.** (2003). U.S. and Chinese cultural beliefs about learning. *Journal of Educational Psychology*, *95*(2), 258-267.

16) **Li, J.** (2003). The core of Confucian learning. *American Psychologist*, *58*, 146-147.

17) Mascolo, M. F., & **Li, J.** (2004). Editors' notes. In M. Mascolo & J. Li (Eds.), *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series* (pp. 1-7). W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass.

18) Mascolo, M. F., & **Li, J.** (Eds.). (2004). *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series*. W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass.

19) **Li, J.**, Wang, L.-Q., & Fischer, K. W. (2004). The organization of Chinese shame concepts. *Cognition and Emotion*, *18*(6), 767-797.

20) **Li, J.**, & Yue, X. -D. (2004). Self in learning among Chinese adolescents. In M. F. Mascolo & J. Li. (Eds.), *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series* (pp. 27-43). W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass.

21) **Li, J.**, & Wang, Q. (2004). Perceptions of achievement and achieving peers in U.S. and Chinese kindergartners. *Social Development*, *13*(3), 413-436.

22) **Li, J.**, & Fischer, K. W. (2004). Thoughts and emotions in American and Chinese cultural beliefs about learning. In D. Y. Dai & R. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (pp.385-418). Mahwah, NJ: Erlbaum.

- 23) **Li, J.** (2004). High abilities and excellence: A cultural perspective. In L. V. Shavinina & M. Ferrari (Eds.), *Beyond knowledge: Extracognitive aspects of developing high ability* (pp. 187-208). Mahwah, NJ: Erlbaum.
- 24) **Li, J.** (2004). A Chinese cultural model of learning. In L.-H. Fan, N.-Y. Wong, J.-F. Cai, & S.-Q. Li. (Eds.), *How Chinese learn mathematics: Perspectives from insiders* (pp. 124-156). Singapore: World Scientific.
- 25) **Li, J.** (2004). "I learn and I grow big:" Chinese preschoolers' purposes for learning. *International Journal of Behavioral Development, 28*(2), 116-128.
- 26) **Li, J.** (2004). Learning as a task or virtue: U.S. and Chinese children explain learning. *Developmental Psychology, 40*(4), 595-605.
- 27) **Li, J.** (2005). Mind or virtue: Western and Chinese beliefs about learning. *Current Directions in Psychological Science, 14*(4), 190-194.
- 28) **Li, J.** (2006). Self in learning: Chinese adolescents' goals and sense of agency. *Child Development, 77*(2), 482-501.
- 29) **Li, J.** (2006). Respect in children across cultures. In D. W. Shwalb & B. J. Shwalb (Eds.), *Respect and disrespect: Cultural and developmental origins. New Directions in Child and Adolescent Development Series* (No. 114) (pp. 81-89). R. W. Larson & L. A. Jensen (Series Eds.). San Francisco, CA: Jossey-Bass.
- 30) **Li, J.,** & K. W. Fischer. (2007). Respect as a positive self-conscious emotion in European Americans and Chinese. In J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.), *The self-conscious emotions: Theory and research* (pp. 224-242). NY: Guilford.
- 31) Sobel, D., **Li, J.,** & Corriveau, K. (2007). "It danced around in my head and I learned it:" What children know about learning. *Journal of Cognition and Development, 8*(3), 1-25.
- 32) Bae, S., Holloway, S. D., Bempechat, J., & **Li, J.** (2007). Mexican-American students' perceptions of teachers' expectations: Do perceptions differ depending on student achievement levels? *The Urban Review.*
- 33) Holloway, S. D., Mirny, A. I., Bempechat, J., & **Li, J.** (2008). Schooling, peer relations, and family life of Russian adolescents. *Journal of Adolescent Research, 23*(4), 488-507.
- 34) **Li, J.,** Holloway, S. D., Bempechat, J., & Loh, E. (2008). Building and using a social network: Nurture for low-income Chinese American adolescents' learning. In H. Yoshikawa & N. Way (Eds.), *Beyond families and schools: How broader social contexts shape the adjustment of children and youth in immigrant families* (pp. 7-25). *New Directions in Child and Adolescent Development Series.* R. W. Larson & L. A. Jensen (Series Eds.). San Francisco, CA: Jossey-Bass.

- 35) **Li, J.** (2008). Beliefs about learning. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Thomson Gale.
- 36) Stanley, A. A., Holloway, S., **Li, J.**, & Bempechat, B. (2008). The relationship of internal and ecological protective factors to school achievement for adolescents in low-performing schools. Manuscript submitted for publication.
- 37) Holloway, S. D., Bempechat, J., & **Li, J.** (2008). How can family routines, emotional support and academic monitoring promote achievement of Mexican origin adolescents in the context of underperforming schools? Manuscript submitted to *Developmental Psychology*.
- 38) **Li, J.**, Fung, H., Liang, C.-H., Resch, J., & Luo, L. (2008). Is the glass half-empty or half-full? Emotional responses to children's learning among European American and Taiwanese parents. Manuscript submitted for review.
- 39) **Li, J.** (in press). Self development. In R. A. Shweder (Ed.), *The Chicago Companion of the Child*. Chicago: The University of Chicago Press.
- 40) **Li, J.** (in press). How culture influences the learning beliefs of Chinese, Chinese-American, and European-American children. In U. Kim & Y.-S. Park (Eds.) *Asia's educational miracle: Psychological, social, and cultural perspectives*. Springer.
- 41) **Li, J.** (in press). Learning to self-perfect: Chinese beliefs about learning. In C. Chan & N. Rao (Eds), *Revisiting the Chinese learner: Psychological and pedagogical perspectives*. Comparative Education Research Centre (CERC), University of Hong Kong and Springer Press.
- 42) **Li, J.** (in press). Cultural frames of children's learning beliefs. In L. A. Jensen (Ed.), *Bridging cultural and developmental psychology: New syntheses in theory and research*. New York: Oxford University Press.
- 43) Cheah, C. S. L., & **Li, J.** (in press). Parenting of young immigrant Chinese children: Challenges facing their social emotional and intellectual development. In R. Takanishi & E. L. Grigorenko (Eds.), *Immigration, diversity, and education*. New York: Routledge.

WORK IN PROGRESS

Li, J., Fung, H., Liang, C.-H., Resch J., & Rae, K. (forthcoming). Changing self in different contexts: U.S. and Taiwanese children talk about themselves at home and school.

Li, J., & Strauss, S. (forthcoming). Teaching cognition among 3-8 year old Chinese rural children.

Li, J. (forthcoming). Negotiable or non-negotiable: U.S. and Chinese kindergartners' thoughts about learning.

Li, J., Bempachat, J., Holloway, S. D. (forthcoming). Obligation to learn: Chinese American adolescents' self-knowledge as learners.

Li, J., & Yue, X.-D. (forthcoming). Learning conceptions, desires, and actions among Chinese school children.

Li, J. (in preparation). Cultural models of epistemology: A new lens for understanding children's learning.

Li, J. (in preparation). Ideal learners: Comparing U.S. and Chinese images of learning..

Li, J. The role of shame-guilt, modesty, and calmness in motivation for learning.

INVITED LECTURES, TALKS, AND ADDRESSES (SELECTED)

1) **Li, J.** (2000, June). Research on creativity from the west. Talk delivered at Hong Kong City University. Hong Kong, China.

2) **Li, J.** (2000, July). What is creativity anyway?" Talk delivered at Shangdong Teachers' University, Jinan, Shandong, China.

3) **Li, J.** (2001, October). Shame, respect, and violence in China and the U.S. Talk delivered at Harvard Child Harvard Child Initiative, Harvard University, MA.

4) **Li, J.** (2002, February). China's education and the pros and cons of their examination system. Talk delivered at Augusta State University, Augusta, Georgia.

5) **Li, J.** (2002, February). Chinese children and their world of learning. Talk delivered at Augusta State University, Augusta, Georgia.

6) **Li, J.** (2002, May). Shame and respect across cultures. Talk delivered at the Forum: Violent Times and the World's Children: Applying Research to the Problems of Children and Violence. Harvard Children's Initiative. Harvard University, MA.

7) **Li, J.** (2002, October). Chinese children's world of learning. Talk delivered at Center for Human Growth and Development, University of Michigan, Ann Arbor.

8) **Li, J.** (2005, February). Mind or virtue: Socratic and Confucian models of learning. Talk delivered at Yale University.

9) **Li, J.** (2005, April). Invited as a leader to participate in "Lunch with the Leaders" by the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.

10) **Li, J.,** & Fung, H. (2005, April). Socialization in different contexts: U.S. and Taiwanese children talk about themselves at home and school. In R. Chao & H. Fung (Chairs), *Cultural*

perspectives of Chinese socialization. Paper symposium invited by the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.

11) **Li, J.** (2005, June-July). Culture and developmental psychology, theory, methodology, and evidence. Talks delivered at Shanghai Normal University (Shanghai), Zhejiang University (Hangzhou), Chinese Southeastern University (Nanjing), and Shanxi University (Taiyuan), China.

12) **Li, J.** (2006, April). Learning beliefs in European American and Chinese children: Similarities and differences. Talk delivered at Lynch School of Education, Boston College, Newton, MA.

13) Fischer, K. W., Mascolo, M. F., **Li, J.** (2006, June). The development of self-evaluative emotions in social and cultural contexts. Paper invited by Southeastern University, Nanjing, China.

14) **Li, J.** (2006, October). How culture influences the learning beliefs of Chinese, Chinese-American, and European-American children. Keynote address to the Korean Association of Psychological and Social Issues at the International Conference on Asian Educational Miracle: Child Development in Family, School, and Cultural Contexts, Incheon, South Korea.

15) **Li, J.** (2006, November). Cultural influence on children's learning beliefs. Talk delivered at New York University.

16) **Li, J.** (2007, April). Discussant for F. F.-Y. Ng & E. Pomerantz (Chairs), *Culture and children's development: The role of parental socialization in China and the United States*. Paper symposium at the Biannual Meetings of Society for Research in Child Development, Boston, MA.

17) **Li, J.** (2007, April). Chinese and European American conceptions of learning. Talk delivered to the International Conference of Chinese American Educational Research Association and Development, Chicago.

18) **Li, J.** (2007, May). European American and Chinese learning beliefs. Talk delivered at Beijing University, China.

19) **Li, J.** (2007, May). Culture and children's learning beliefs. Talk delivered at Chinese Psychological Institute, Beijing, China.

20) **Li, J.** (2007, September). Cultural influence on European American and Chinese children's learning beliefs. Talk delivered at Cornell University, Ithaca, NY.

21) **Li, J.** (2008, March). U.S. and Chinese preschoolers' beliefs: Is learning a task or a virtue? Talk delivered at the Urban Child Institute, Memphis, TN.

22) **Li, J.** (2008, March). Learning beliefs across cultures. Talk delivered at the University of Memphis, Memphis, TN.

23) **Li, J.** (2008, March). Culture and self-conscious emotions: Socialization for academic learning among European American and Chinese parents. Talk delivered at the University of Memphis, Memphis, TN.

24) **Li, J.,** Fung, H., Liang, C.-H., Resch, J., & Luo, L. (2008, July). Guiding for self-discovery or self-betterment: European American and Taiwanese mothers talking to their children about learning. In A. Bernardo (Chair), *Achievement motivation and achievement attribution among Asian students: Insights from qualitative data*. Invited paper symposium by the International Congress of Psychology, Berlin, Germany.

25) **Li, J.** (2008, July). Discussant for *Children and adolescents' social competence in cultural context* X.-Y. Chen, (Chair), Invited paper symposium by the International Congress of Psychology, Berlin, Germany.

26) **Li, J.** (2008, October). Culture and Learning Beliefs. Keynote address to the conference, Lost in Translation: Towards a New Intercultural Quality on Campus, Jacobs University, Bremen, Germany.

27) **Li, J.** (2009, April). Asian American preschool children's intellectual development: Neglected gaps and adjustment consequences. Presenter of the invited symposium *Model minority stereotype and its consequences for Asian Americans* by the Society for Research in Child Development for at the Biannual Meetings, Denver, CO.

28) **Li, J.** (2009, June). Learning together and bridging cultures. Invited commencement address to the graduating class, Jacobs University, Bremen, Germany.

SELECTED CONFERENCE PRESENTATIONS

1) Mascolo, M. F., & **Li, J.** (2000, June). *In what sense is the self a theory?* Paper presented at Invited Symposium: Theories of Self and Selves as Theories at the 30th Annual Symposium for the Jean Piaget Society, Montreal, Canada.

2) **Li, J.** (2000, April). *"The cow likes to learn": Talking about learning among Chinese preschool children*. Paper presented at New England Mini-Conference on Culture and Human Development. University of Connecticut, Storrs, CT.

3) **Li, J.** (2000, June). Chinese self-cultivation in the pursuit of learning. In M. Mascolo (Chair), *Beyond individualism and collectivism: Multiplicity of selves within and between cultures*. Symposium conducted at the 30th Annual Symposium for the Jean Piaget Society, Montreal, Canada.

- 4) **Li, J.,** Cole, C. F., & Li, Jimei (2000, July). *“The cow loves to learn:” Preference for books and learning among Chinese preschool children.* Poster session presented at the 16th Biennial Meetings of the International Society for Study of Behavioral Development, Beijing, China.

- 5) **Li, J.** (2000, July). *What do U.S. and Chinese college students think “learning” is?: Exploring learning models between Americans and Chinese.* Poster session presented at the 16th Biennial Meetings of the International Society for Study of Behavioral Development, Beijing, China.

- 6) **Li, J.** (2000, November). *The cow loves to read: Chinese and U.S. preschoolers talk about learning.* Colloquium presented at the Center for the Study of Human development, Brown University, Providence, RI.

- 7) **Li, J.,** Yue, X.-D., & Yuan, S. (2001, April). Individual self and social self in learning among Chinese adolescents. In M. Mascolo (Chair), *Individualism and collectivism reconsidered: The mosaics of selfhood within and between cultures.* Symposium conducted at the Biannual Meetings of Society for Research in Child Development, Minneapolis, MN.

- 8) **Li, J.** (2001, April). Conceptions of knowledge and learning among U.S. and Chinese preschoolers. In Y. Hsueh (Chair), *Preschoolers in the U.S. and China: Different cultural patterns in learning, emotion, and childrearing.* Symposium conducted at the Biannual Meetings of Society for Research in Child Development, Minneapolis, MN.

- 9) **Li, J.** (2001, August). *Preschoolers’ ideas about learning: A U.S. and Chinese Comparison.* Paper presented at the European Conference on Developmental Psychology, Uppsala, Sweden.

- 10) **Li, J.** (2001, September). Models of learning in different cultures. In J. Elliott (Chair), *Achievement motivation in culture and context: Understanding children's learning experiences.* Symposium conducted at the Annual Conference of the British Educational Research Association, Leeds, UK.

- 11) **Li, J.** (2002, April). Beliefs about learning among U.S. and Chinese adults and children. In J. Elliott (Chair), *Achievement motivation in culture and context: Validity and value for research and educational policy.* Symposium conducted at the Conference of American Educational Research Association, New Orleans, LA.

- 12) **Li, J.,** & Wang, Q. (2002, August). “I want to be like Carol:” U.S. and Chinese preschoolers Talk about learning and achievement. In Q. Wang (Chair), *Cultural themes in American and Chinese Children’s narratives.* Symposium conducted at the Conference of the International Society for the Study of Behavioral Development, Ottawa, Canada.

- 13) **Li, J.** (2003, April). Learning as a task or a virtue: U.S. and Chinese preschoolers explain learning. In J. Li (Chair), *Understanding U.S. and Chinese childrearing, education, and learning in cultural context.* Symposium conducted at the Biannual Meetings of Society for Research in Child Development, Tampa, FL.

- 14) **Li, J.** (2003, August). U.S. and Chinese preschoolers explain Learning: A cross-cultural study on children's beliefs about learning. Paper presented for the European Conference on Developmental Psychology, Milan, Italy.
- 15) Arthur, A., Holloway, S., Bempechat, J., **Li, J.**, Elliot, J., & Hufton, N. (2004, April). *Family influences on Mexican American adolescent achievement: Parent narratives, aspirations, and academic monitoring*. Poster presented at the California Association for School Psychologists, San Francisco.
- 16) Bempechat, J. & **Li, J.** (2004, April). Conceptions of learning, achievement, and motivation: A study of learning beliefs and behaviors in three cultural settings. Paper presented at the Center for the Study of Human Development Colloquium Series, Brown University, Providence RI.
- 17) **Li, J.** (2004, July). Learning and seeing oneself in the future among Chinese adolescents. In Q. Wang, J. Li, & H. Fung (Chairs), *Narrative self-making in cultural contexts*. Poster symposium presented at the Conference of the International Society for the Study of Behavioral Development, Ghent, Belgium.
- 18) Tamis, A., Payne, C., Holloway, S.D., Bempechat, J., & **Li, J.** (2005, April). Resilience and parenting practices: A qualitative study of low-income Mexican American and African American caregiver-child dyads. Paper presented at the annual conference of the American Educational Research Association, Montreal, Canada.
- 19) **Li, J.**, & Sobel, D. M., Corriveau, K. (2005, April). Children's developing conceptions of learning. Poster presented at the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.
- 20) Holloway, S.D., Bempechat, J., **Li, J.**, Elliot, J., & Hufton, N. (2006, April). Family and school in cultural context: How families of ethnic minority adolescents promote academic resilience. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.
- 21) **Li, J.**, Fung, H., Liang, C.-H., Resch J., & Rae, K. (2006, July). Self-concepts in different contexts and cultures: U.S. and Taiwanese children's narratives. In Q. Wang, J. Li, & H. Fung (Chairs), *The development of selves in multicultural contexts*. Paper presented at the Conference of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- 22) Holloway, S. D., **Li, J.**, & Bempechat, J. (2007, April). Cultural models about schooling and achievement within the families of low-SES Chinese American and Mexican American high school students. In V. Tseng & D. Hughes (Chairs), *Adolescents' experiences across contexts: Examining ethnic similarities and differences up-close*. Paper presented at the Biannual Meetings of Society for Research in Child Development, Boston, MA.
- 23) Bempechat, J., **Li, J.**, & Holloway, S. D. (2007, April). Learner self-knowledge: An important link to self-regulation among low-income European American, African American, and

Mexican American students. Poster presented at the Biannual Meetings of Society for Research in Child Development, Boston, MA.

24) **Li, J.**, Fung, H., Liang, C.-H., Resch, J., & Luo, L. (2007, April). Is the glass half-empty or half-full? Emotional responses to children's learning attitudes and achievement among European American and Taiwanese parents. In A. M. Suizzo (Chair), *Cultural and socioeconomic variations in home-based parental involvement in young children's learning and development*. Poster symposium presented at the Biannual Meetings of the Society for Research in Child Development, Boston, MA.

25) Holloway, S. D., Arendtsz, A., Bempechat, J., & **Li, J.** (2008, March). Academic engagement among lower SES ninth graders: How do personal needs interact with task demands to predict student interest in learning? In M. Bridges (Chair), *Challenges to high school graduation: Facilitating achievement for diverse students in California*. Paper presented by the Biannual Meeting of the Society for Research on Adolescence. Chicago.

26) Bempechat, J., **Li, J.**, Holloway, S. D., (2008, March). Multiplicity of goals: Self-knowledge among low income, diverse high and low achieving high school students. Poster presented at the annual conference of the American Educational Research Association, New York.

27) **Li, J.**, Fung, H., Liang, C.-H., Resch, J., Luo, L., & Lou, L. (2008, July). When my child doesn't learn well: European American and Taiwanese mothers talking to their children about their children's learning weaknesses. In J. Li & H. Fung (Chairs), *Diverse paths and forms of family socialization: Cultural and ethnic influences*. Paper symposium presented by biannual conference of the International Society for the Study of Behavioral Development, Würzburg, Germany.

28) **Li, J.**, Yamamoto, Y., Luo, L., & Chan, J. (2008). Why going to school? Learning beliefs among Chinese immigrant and European American preschoolers. In Y. Yamamoto (Chair), *Are there socioeconomic differences in cultural learning beliefs? Examinations of minority mothers and children*. Symposium paper proposed to the Biannual Meetings of Society for Research in Child Development, Denver, CO.

PROFESSIONAL MEMBERSHIPS

American Education Research Association; American Psychological Association; Association of Psychological Science; International Mind, Brain, and Education Society; International Society for the Study of Behavioral Development; Piaget Society; Society for Research in Child Development

EDITORIAL POSITIONS

2002-2005: Editorial Board member: *Ethos*, Journal of Anthropological Psychology

2006-Present: Consulting editor: *Asian Journal of Educational and Developmental Psychology*

2007-Present: Editorial Advisory Board member: *Mind, Brain, and Education*

Manuscript reviewer for

Applied Psychology: An International Review; Asian Journal of Social Psychology; Child Development; Creativity Research Journal; Developmental Psychology; Human Development; International Journal of Behavioral Development; Mind; Brain; and Education; Journal of Child Language; Journal of Consulting and Clinical Psychology; Journal of Cross-Cultural Psychology; Psychological Bulletin; Social Development

Reviewer for publishers

Cambridge University Press, Oxford University Press

Reviewer for funding agencies

Developmental and Learning Sciences, NSF, Social Science and Humanities Research Council of Canada, Research Grants Council of Hong Kong

Reviewer for academic programs and professional conferences

M. Ed. program in Educational Psychology, Graduate School, Hong Kong Chinese University
Submitted symposia and posters for the Society for Research in Child Development

GRANTS

Major grant from the Spencer Foundation for a 4-year longitudinal study on European American and Chinese immigrant children's learning beliefs and socialization. 2007-2011. \$670,186.

Award from the Foundation for Child Development for a 2-year longitudinal study on Chinese immigrant children's learning beliefs and related home socialization. 2006-2008. \$163,570.

Grant from Chiang Ching-Kuo Foundation for a 2-year collaborative research project on beliefs about learning among school children and parents in Taiwan, China, and the U.S. 2003-2005. \$51,000.

Small Grant from the Spencer Foundation for a 1-year collaborative research project on how Chinese rural mothers spontaneously teach their preschool children and how young children teach each other. 2003-2004. \$35,000.

Major Grant from William T. Grant Foundation for a 2-year collaborative research project on adolescents' meaning making of learning and achievement in the U.S., UK, and Russia, 2002-2004. \$470,000.

Salomon Faculty Research Award from Brown University for two research projects on children's beliefs about learning among U.S. and Chinese college students and young children, 2002. \$6,000.

Small Grant from the Spencer Foundation for a 1-year project on U.S. and Chinese preschoolers' understanding of learning (PUL), 2001-2002. \$35,000.

Salomon Faculty Research Award from Brown University for a 2-year research project on conceptions of learning among U.S. college students, 1999-2001. \$10,000.

Strategic Research Grant from Hong Kong City University for a 3-year co-investigation project on Chinese motivational model for learning among elementary and secondary school students in Mainland China, 1998-2001. \$40,000.

Student Research Grant based on merit for dissertation from Harvard Institute for International Development and International Education Office of Harvard Graduate School of Education, 1996. \$3,000.

HONORS AND AWARDS

One of the three nationally selected recipients for the Young Scholars Award from the Foundation for Child Development for a 2-year longitudinal study on Chinese immigrant children's learning beliefs and related home socialization. 2006-2008. \$163,570.

Invited by the Chinese Ministry of Education to give a series of lectures at four major Chinese universities, summer, 2005.

One of 30 scholars in the field invited to participate in the Lunch with Leaders program at the biannual conference of the Society of Research in Child Development, April, 2005.

Award for Excellence in German Studies, Guangzhou Institute of Foreign Languages, from German Academic Exchange Service (Der Deutsche Akademische Austauschdienst). West Germany, 1981.

MENTORING GRADUATE STUDENTS

Served on one doctoral student's dissertation committee, Department of Psychology, Brandeis University, MA.

Served on two doctoral students' second-year project, Psychology Department, Brown University, RI.