

Curriculum Vitae
Jin Li
January 19, 2024

1. NAME, POSITION, ACADEMIC DEPARTMENT

Jin Li
Professor of Education and Human Development
Education Department
Brown University

2. HOME ADDRESS:

Same as before

3. EDUCATION: UNDERGRADUATE AND GRADUATE DEGREE; PH.D. DISSERTATION TOPIC

Undergraduate:

Guangzhou Institute of Foreign Languages, Guangzhou, China, 1982.
B.A. in German Language and Literature.

Graduate:

University of Pittsburgh, Pittsburgh, Pennsylvania, School of Education, 1988.
Ed.M. Foreign Language Education.

Harvard University, Cambridge, Massachusetts, Graduate School of Education, 1991.
Ed.M., Administration, Planning, and Social Policy.

Harvard University, Cambridge, Massachusetts, Graduate School of Education, 1997.
Ed.D. in Human Development and Psychology.

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

4. PROFESSIONAL APPOINTMENTS

Professor of Education and Human Development. Education Department, Brown University, Providence, Rhode Island, 2013-Present.

Associate professor of education and human development (with tenure). Education Department, Brown University, Providence, Rhode Island, 2004-2013.

Assistant professor of education and human development. Education Department, Brown University, Providence, Rhode Island, 1998-2004.

5. COMPLETED PUBLICATIONS. ORGANIZE THIS SECTION WITH MOST RECENT PUBLICATIONS FIRST WITHIN EACH OF THE FOLLOWING SEPARATE SUB-HEADINGS (AS APPROPRIATE):

Citation analysis: Google Scholar, ORCID ID: 0000-0002-2489-2758

*indicates student authors and †equal contribution of authors.

a. Refereed journal articles

- Li, J. (2023). Confucian affect (*qing* 情) as the foundation for mutual care and moral elevation. *Journal of Confucian Philosophy and Culture*, 40, 39-73. doi: 10.22916/jcpc.2023.40.39
- Yamamoto, Y., Li, J., & Bempechat, J. (2022). Reconceptualizing parental involvement: A sociocultural model explaining Chinese immigrant parents' school-based and home-based involvement. *Educational Psychologist*, 57(4), 267–280. <https://doi.org/10.1080/00461520.2022.2094383>
- Bempechat, J., Cheung, A., & Li, J. (2022). Academic socialization from an “informed distance:” Low-income Chinese American adolescents' perceptions of their immigrant parents' educational messages. *Teachers College Record*, 1-27. doi: 10.1177/01614681221093022
- Bempechat, J., Cheung, A., & Li, J. (2021). A qualitative analysis of educational messaging: Case studies of four low-income Chinese American youth. *Journal of Ethnographic & Qualitative Research*, 15, 173–190.
- Li, J., & Fung, H. (2021). Culture at work: European American and Taiwanese parental socialization of children's learning. *Applied Developmental Science*, 25(1), 26–37. <https://doi.org/10.1080/10888691.2020.1789351>
- Li, J., & Yamamoto, Y. (2020). Western and East Asian sociocultural learning models: Evidence from cross-cultural and immigrant research. *Asian Journal of Social Psychology*. doi: 10.1111/ajsp.12384
- Li, J., Yamamoto, Y., *Kinnane, J., *Shugarts, B., & *Ho, C. (2019). From learning beliefs to achievement among European American and Chinese immigrant preschool children. *Child Development*, 90(2), e230–e245. doi: 10.1111/cdev.13055
- Vu, K. T. T. Cheah, C. S. L., Zhou, N., Leung, C. Y. Y., Li, J., & Yamamoto, Y. (2018). The socialization areas in which European American and Chinese immigrant mothers express warmth and control. *Parenting: Science and Practice*, 18(4), 259-277. 10.1080/15295192.2018.1524244
- Kim, S.-J., Holloway, S., & Bempechat, J., & Li, J. (2018). Explaining adolescents' affect: A time-use study of opportunities for support and autonomy across interpersonal contexts. *Journal of Child and Family Studies*, 27(8), 2384–2393 <http://dx.doi.org/10.1007/s10826-018-1092-6>
- Fung, H., Li, J., & Lam, C. K. (2017). Multi-faceted discipline strategies of Chinese parenting. *International Journal of Behavioral Development*, 41(4), 472-481. doi: 10.1177/0165025417690266
- Yamamoto, Y., Li, J., & Liu, J. L. (2016). Does socioeconomic status matter for Chinese immigrants' academic socialization? Family environment, parental engagement, and preschoolers' outcomes. *Research in Human Development*, 13(3), 191-206. doi:

- 10.1080/15427609.2016.1194706 [This article won the Erin Phelps Award by the Society of the Study of in Human Development as the best article in two years].
- Bempechat, J., Li, J., & Ronfard, S. (2016). Relations between cultural learning beliefs, self-regulated learning, and academic achievement for low-income Chinese-American adolescents. *Child Development*, 89(3), 851-861. doi: 10.1111/cdev.12702
- Li, J. (2016). Humility in learning: A Confucian perspective. Special Issue on developing virtue: Empirically-informed perspectives from East and West. *Journal of Moral Education*, 45(2), 147-165. doi: 10.1080/03057240.2016.1168736
- Li, J. (2016). Inexhaustible source of water: The enduring Confucian learning model (有源之水難涸也: 百折不衰的儒家學習模式). *Education Research Monthly (教育學術月刊)*, 2, 33-41.
- Mistry, J., Li, J., Yoshikawa, H., Tseng, V., Tirrell, J., Kiang, L., Mistry, R., & Wang, Y. (2016). An integrated conceptual framework for the development of Asian American children and youth. *Child Development*, 87(4), 1014–1032. doi: 10.1111/cdev.12577
- Cheah, C., Li, J., Zhou, N., Yamamoto, Y., & Leung, C. (2015). Understanding Chinese immigrant and European American mothers' expressions of warmth. *Developmental Psychology*, 51(12), 1802-1811. doi: 10.1037/a0039855
- Li, J. (2015). Play or learn: European-American and Chinese kindergartners' perceptions about the conflict. *British Journal of Educational Psychology*, 86, 1-18. doi: 10.1111/bjep.12086
- Holloway, S. D., *Park, S., *Jonas, M., Bempechat, J., & Li, J. (2014). My mom tells me I should follow the rules, that's why they have those rules:" Perceptions of parental advice giving among Mexican-heritage adolescents. *Journal of Latinos and Education*, 13, 262–277. doi: 10.1080/15348431.2014.887468
- Li, J., Fung, H., Bakeman, R., *Rae, K., & *Wei, W.-C. (2014). How European American and Taiwanese mothers talk to their children about learning. *Child Development*, 84, 1-16. doi: 10.1111/cdev.12172
- Van Egmond, M., Kühnen, U., & Li, J. (2013). Mind and virtue: The meaning of learning, a matter of culture? *Learning, Culture and Social Interaction*, 2, 208-216. doi: 10.1016/j.lcsi.2013.06.002
- Bempechat, J., Ronfard, S., Mirny, A., Li, J., & Holloway, S. D. (2013). "She always gives grades lower than one deserves:" A qualitative study of Russian adolescents' perceptions of fairness in the classroom. *Journal of Ethnographic & Qualitative Research*, 7, 169-187.
- *Park, S., Holloway, S. D., *Arendtsz, A., Bempechat, B., & Li, J. (2012). What makes students engaged in learning? A time-use study of within- and across-individual predictors of emotional engagement. *Journal of Youth and Adolescence*, 41(3), 390-401. doi:10.1007/S10964-011-9738-3
- Yamamoto, Y., & Li, J. (2012). What makes a high-quality preschool? Similarities and differences between Chinese immigrant and European American parents' views. *Early Childhood Research Quarterly*, 27, 306-315. doi:10.1016/j.ecresq.2011.09.005
- Bempechat, J., Li, J., *Neier, S., *Gillis, C., & Holloway, S. D. (2011). The homework experience: Perceptions of low income youth. *Journal of Advanced Academics*, 22(2), 250–278. youth. *Journal of Advanced Academics*, 22(2), 250–278. doi

- Li, J., Yamamoto, Y., *Luo, L., *Batchelor, A., & *Bresnahan, R. M. (2010). Why attend school? Chinese immigrant and European American preschoolers' views and outcomes. *Developmental Psychology*, 46(6), 1637-1650. doi: 10.1037/a0019926
- 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. doi:10.1002/cd.220
- 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. doi: 10.1177/0743558407311938
- *Bae, S., Holloway, S. D., Bempechat, J., & Li, J. (2008). Mexican-American students' perceptions of teachers' expectations: Do perceptions differ depending on student achievement levels? *The Urban Review*, 40, 210-225. doi:10.1007/S11256-007-0070-X
- 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. doi:10.1080/15248370701446806
- Li, J. (2006). Self in learning: Chinese adolescents' goals and sense of agency. *Child Development*, 77(2), 482-501. doi: 10.1111/j.1467-8624.2006.00883.x
- 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. doi:10.1002/cd.177
- Li, J. (2005). Mind or virtue: Western and Chinese beliefs about learning. *Current Directions in Psychological Science*, 14(4), 190-194. doi: 10.1111/j.0963-7214.2005.00362.x
- 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, Vol. 104*, 1-7. W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass.
- Mascolo, M. F., & Li, J. (Eds.). (2004). *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series, Vol. 104*. W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass.
- Li, J. & Yue, X. -D. (2004). Self in learning among Chinese children. In M. F. Mascolo & J. Li. (Eds.), *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series, 104*, 27-43. W. Damon (Series Ed.). San Francisco, CA: Jossey-Bass. doi:10.1002/cd.102
- Li, J., Wang, L.-Q, & Fischer, K. W. (2004). The organization of Chinese shame concepts. *Cognition and Emotion*, 18(6), 767-797. doi:10.1080/02699930341000202
- Li, J., & Wang, Q. (2004). Perceptions of achievement and achieving peers in U.S. and Chinese kindergartners. *Social Development*, 13(3), 413-436. doi: 10.1111/j.1467-9507.2004.00275.x

- Li, J. (2004). Learning as a task and a virtue: U.S. and Chinese preschoolers explain learning. *Developmental Psychology*, 40(4), 595-605. doi: 10.1037/0012-1649.40.4.595
- Li, J. (2004). "I learn and I grow big:" Chinese children's purposes for learning. *International Journal of Behavioral Development*, 28(2), 116-128. doi:10.1080/01650250344000325
- 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. doi: 10.1002/pits.10071
- Li, J. (2003). The core of Confucian learning. *American Psychologist*, 58,146-147. doi: /10.1037/0003-066X.58.2.146
- Li, J. (2003). U.S. and Chinese cultural beliefs about learning. *Journal of Educational Psychology*, 95(2), 258-267. doi: 10.1037/0022-0663.95.2.258
- 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. doi: 10.1006/drev.2002.0544
- 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. doi:10.1207/s15566935eed1304_3
- 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. doi: 10.1177/0022022102033003003
- 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.
- Li, J. (2001). Chinese conceptualization of learning. *Ethos*, 29, 111-137. doi: 10.1525/eth.2001.29.2.111
- Li, J. (2000). Learning among Chinese children: Does the system matter? *Journal of Psychology in Chinese Societies*, 1, 179-184.
- Li, J. (1997). Creativity in horizontal and vertical domains. *Creativity Research Journal*, 10(2-3), 107-132. doi: 10.1207/s15326934crj1002&3_3
- Li, J., & Gardner, H. (1993). How domains constrain creativity: The case of traditional Chinese and Western painting. *American Behavioral Scientist*, 37(1), 94-101.

a. Books/monographs (authored and/or edited volumes)

- Li, J. (in press). *The self in the West and East Asia: Being or Becoming*. Polity. Book project supported by the Berggruen Institute, LA, CA. Anticipated publication year: 2024.
- Li, J. (2015). КУЛЬТУРНЫЕ ОСНОВЫ ОБУЧЕНИЯ Восток и Запад [*Cultural Foundations of Learning: East and West*] (A. Apollonov and T. Kotelnikova Trans. from English into Russian). Moscow, Russia: Издательский дом Высшей школы экономики [National Research University and Higher School of Economics, Russia].
- Li, J. (2015). 文化溯源—东方与西方学习理念 [*Cultural Foundations of Learning: East and West*] (S. Chang, Trans. from English into Chinese). Shanghai, China: Eastern China Normal University Press.

- Li, J. (2012). *Cultural foundations of learning: East and West*. New York: Cambridge University Press.
- 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.
- Williams, W., Blythe, T., White, N., Li, J., Sternberg, R., & Gardner, H. (1996). *Practical intelligence for school*. New York: HarperCollins.
- 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.

b. Chapters in books

- Yamamoto, Y., Li, J., & Bempechat, J. (in press). A cultural model of family-school relations: East Asian immigrant parents' involvement in children's education. In M. Williams-Johnson (Ed.), *Critical Analysis of Parental Involvement in School: Working with Families across Sociocultural Context*. Routledge.
- Li, J. (2021). A life worth pursuing: Confucian ritual propriety (禮) in self-cultivation. In M. A. Peters, T. Besley, & H.-J. Zhang (Eds.), *Moral education and the ethics of self-cultivation* (pp. 93-107). Springer.
- Yamamoto, Y., Li, J., *Bao, H., & *Suh, W. (2021). Demand and direct involvement: Chinese American and European American preschoolers' perceptions of parental involvement in children's schooling. In H. Chu & B. Thelamour (Eds.), *Conceptual and methodological approaches to navigating immigrant ecologies* (pp. 199-218). Springer. https://doi.org/10.1007/978-3-030-50235-5_11
- Yamamoto, Y., Li, J., *Li, A., *LaFave, R., & *Reichling, C. (2021). Raising humble learners: Asian immigrant families' socialization and children's school experiences. In M. J. Strickland & L. Roy (Eds.), *Composing storylines of possibilities: Immigrant and refugee families navigating school* (37-53). Information Age.
- Li, J., & Fung, H. (2nd ed.). (2020). 由親子對談窺探關於學習信念的文化詮釋框架: 台灣與美國學童之比較 [Cultural interpretive frame for mother-child conversations about learning: Comparing European American and Taiwanese dyads. In F.-W. Liu (Ed.), *同理心、情感、與互為主體 [Empathy, affect, and intersubjectivity]* (pp. 261-298). Academia Sinica.
- Li, J. (2020). Confucian self-cultivation: A developmental perspective. In R. Ames & P. Hershock (Eds.), *Human beings or human becomings: Who we are and who we need to be* (91-120). University of New York Press.
- Li, J. (2020). The cultural framing of development. In M. F. Mascolo & T. Bidell (Eds.), *Handbook of integrative psychological development: Essays in honor of Kurt W. Fischer* (pp. 308-322). Routledge/Taylor & Francis.
- Li, J. (in press). Cultural influences on 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* (pp. ?). Springer.
- Bempechat, J., Jimenez-Silva, M., Li, J., & Holloway, S. D. (2018). "Classes where kids learn/don't learn a lot:" A study of Mexican American adolescents' voices. In S.

- Jones & E. Sheffield (pp. 55-76). *Why kids love (and hate) school: Reflections on difference*. Meyers Education Press.
- Li, J. (2016). The indispensable role of culture in shaping children's learning beliefs. In R. B. King & A. B. I. Bernardo, *The psychology of Asian learners: A festschrift in honor of David Watkins* (pp. 37-51). Springer.
- Li, J. (2015). Rediscover lasting values: Confucian Asian cultural learning models in the 21st century. In G.-P. Zhao & Z.-Y. Deng, (Eds.), *Re-envisioning Chinese education: The meaning of person-making in a new age* (pp. 130-147). Routledge.
- Li, J., & Fung, H. (2014). 由親子對談窺探關於學習信念的文化詮釋框架: 台灣與美國學童之比較 [Cultural interpretive frame for mother-child conversations about learning: Comparing European American and Taiwanese dyads]. In F.-W. Liu (Ed.), *同理心、情感、與互為主體 [Empathy, affect, and intersubjectivity]* (pp. 261-298). Academia Sinica.
- Li, J., Fung, H., & Chen, E. C.-H. (2014). Taiwanese parent-child conversations for moral guidance: Uncovering the ubiquitous but enigmatic process. In C. Wainryb & H. Recchia (Eds.), *Talking about right and wrong: Parent-child conversations as contexts for moral development* (pp. 71-97). Cambridge University Press.
- Li, J. (2013). Cultural models, children's beliefs, and parental socialization: European American and Chinese learning. In L.-X. Jin & M. Cortazzi (Eds.), *Researching cultures of learning: International perspectives on language learning and education* (pp. 267-284). Palgrave Macmillan.
- Yamamoto, Y., & Li, J. (2012). Quiet in the eye of the beholder: Teacher perceptions of Asian immigrant children. In C. Garcia Coll (Ed.), *the impact of immigration on children's development. Contributions to Human Development*, Vol. 24. (pp. 1-17). Karger.
- Bempechat, J., Mirny, A., Li, J., *Wenk, K.A., & Holloway, S. D. (2011). Learning together: The educational experiences of adolescents in Moscow. In McNerney, D.M., Walker, R.A., Arief, G., & Liem, D. (Eds.), *Sociocultural theories of learning and motivation: Looking back, looking forward* (pp. 283-307). Information Age Press.
- Li, J. (2010). Cultural frames of children's learning beliefs. In L. A. Jensen (Ed.), *Bridging cultural and developmental psychology: New syntheses in theory, research and policy* (26-48). Oxford University Press.
- Cheah, C. S. L., & Li, J. (2009). Parenting of young immigrant Chinese children: Challenges facing their social emotional and intellectual development. In E. L. Grigorenko & R. Takanishi (Eds.), *Immigration, diversity, and education* (pp. 225-241). Routledge.
- Li, J. (2009). Learning to self-perfect: Chinese beliefs about learning. In C. Chan & N. Rao (Eds), *Revisiting the Chinese learner: Psychological and pedagogical perspectives* (pp. 35-70). Comparative Education Research Centre (CERC), the University of Hong Kong and Springer Press.
- Li, J. (2009). Self-development. In R. A., Shweder, T. R. Bidell, A. C. Dailey, S. D. Dixon, P. J. Miller, & J. Modell (Eds.), *The child: An encyclopedic companion* (pp. 873-876). University of Chicago Press.

- Li, J., & Fischer, K. W. (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). Guilford.
- 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* (pp. 81-89). R. W. Larson & L. A. Jensen (Series Eds.). Jossey-Bass.
- 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). Erlbaum.
- 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). World Scientific.
- 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). Erlbaum.
- Li, J., & Yue, X. -D. (2004). Self in learning among Chinese children. In M. F. Mascolo & J. Li. (Eds.), *Culture and developing selves: Beyond dichotomization. New Directions in Child and Adolescent Development Series, 104.* 27-43. W. Damon (Series Ed.). Jossey-Bass. doi:10.1002/cd.102
- 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). Oxford University Press.
- Mascolo, M., Li, Jin, 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 through education*. Erlbaum.

c. Non-refereed journal articles

- Li, J. (2017). The advice of Mencius. *Harvard Divinity Bulletin, Autumn/Winter, 17-19.*
- Li, J. (2000). Learning among Chinese children: Does the system matter? *Journal of Psychology in Chinese Societies, 1*, 179-184.

d. Invited papers

- Li, J. (2015). Fan Chung-yen, a Confucian self worth emulating, published at the Philosopher and Culture Center, Berggruen Institute.
<http://philosophyandculture.berggruen.org/ideas/3>
- Li, J. (2013). A mentor and a friend. In E. Winner & M. Kornhaber (Eds.). *Festschrift for Howard Gardner*. Ediciones Mundi Book, Madrid, Spain.
- Yamamoto, Y., & Li, J. (2011). Is being quiet a virtue or a problem? Implications of a study on Chinese immigrant children in the U.S. *Child Research Net Educational Visions*. http://www.childresearch.net/resource/research/2011/yamamoto_li.html
- Li, J. (2008). Beliefs about learning. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Thomson Gale.

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>.

f. Work in review

Yamamoto, Y., Li, J., *Yang, H.-Y., & *Zhang, I. (2023). Parental guidance and respect for authority: Low-income and middle-SES Chinese American preschoolers' perceptions of parental support for learning. R&R to *Early Childhood Research Quarterly*.

Wei, R., Li, J., Yamamoto, Y., Wang, M. M.-Y., & Wei, Z.-Y. (under review). Constructing Cultural Modes of Teaching and Learning: Caregivers' Questions and Children's School Readiness in Chinese American and European American Families. Special Issue on Positive Development and Adaptation in Asian Children, *Child Development*.

Doan, S., Wang, Q., Li, J., Cheah, C., Rao, R., Lee, R., & Mistry, J. (under review). Advancement of research on Asian American children and families. *Child Development Perspectives*.†

g. Work in progress

Li, J., Yamamoto, Y., *Segal, C., *Davis, E. S., & *Lee, C., & *Shen, Y.-Q. (in preparation). Learning how to fly and catch fish: European- and Chinese American preschoolers' understanding of learning. *European Journal of Psychology and Educational Research*.

Li, J., Fülöp, M., Wei, V. X.-F., & Bempechat, J. (in preparation). Different way to compete in school among Chinese-American high school students. *Learning and Instruction, the Special Issue on Rewards and Competition in Education*.

Wang, S.-H., Basch, Li, J., S. Yamamoto, Y., & Wei, R. (in preparation). Cultural research of practices on parental guidance for children from 0-8 across East-Asian communities in challenging situations. Monographs of the society for research in child development.

Li, J., Yamamoto, Y., *Balch, E., *Wolfson, B., *Bacon, J., *Felt, D., & *Wei, X.-F. (in preparation). More talking styles: European- and Chinese-American mother-child conversations about learning.

Yamamoto, Y., & Li, J., (in preparation). Chinese immigrant and European American preschoolers' beliefs about how learning relates to socioeconomic attainment. *Developmental Psychology*.

Li, J., & Yamamoto, Y. (in preparation). How Chinese immigrant and European American preschoolers' views of school affect their achievement: A longitudinal perspective.

Li, J., Yamamoto, Y., *Bacon, J., *Wei, X.-F., & *Felt, F. (in preparation). 從歐裔與華裔親子有關學習對談窺視文化的型塑力量：初探分析編碼[From Euro- and Chinese-American mother-child conversations about learning to peek at cultural shaping power: Exploring coding]. *Acta Psychologica Sinica*.

Li, J., & Fung, H. (in preparation). Emotional responses to children's good versus poor learning among European American and Taiwanese mothers. *Developmental Psychology*.

- Li, J., Fung, H., Liang, C.-H., & *Resch J. (in preparation). Changing self in different contexts: U.S. and Taiwanese children talk about themselves at home and school. *Child Development*.
- Li, J., & *Sklar, S. (in preparation). To speak or not to speak: Context sensitivity in speaking among Chinese. Journal article.
- Li, J., & Strauss, S. (in preparation). Teaching cognition among 3-8 year old Chinese rural children. *Developmental Psychology*.
- Li, J. (in preparation). The role of shame-guilt, and humility in motivation for learning.

h. Invited lectures

- Li, J. (2023, Aug.). Commentator on the book *Just Hierarchy* by Daniel Bell and Pei Wang in Paul D'Ambrosio (Chair), A roundtable discussion on “Social and Political Hierarchies.” The Center for Intercultural Learning and the School of Philosophy, East China Normal University. Shanghai, China, remotely.
- Li, J. (2023, Jul.). 儒家“情”的文化意涵: 相互关怀与道德成长 [The meaning of Confucian affect (情): Mutual care and moral development]. Invited keynote speaker at the Tenth Summit Forum on Psychological Counseling in Higher Education, China, Taiwan, Hong Kong, and Macao [第十届海峡两岸暨港澳地区高校必理辅导与咨询高峰论坛]. Capital Normal University, China, remotely.
- Li, J. (2022, Sep.). Confucian affect (情) as the foundation for mutual care and moral elevation in human relationality. Invited keynote speaker at the Conference: *Contemporary Moral Psychology and Cross-cultural Moral Psychology*, Georgetown University and Institute Programs in Humanities & Social Sciences, National Research Foundation of Korea, Washington D.C.
- Li, J. (2022, Jan.). 中西方学习模式、儿童学习信念、与家长社会化研究 [Research on Chinese and Western learning models, children’s learning beliefs, and parental socialization]. Lecture at School of Psychology, Capital Normal University, Beijing, China, remotely.
- Li, J. (2021, Jul.). Western and East Asian sociocultural learning models: Conceptual framework and Western and East Asian sociocultural learning models: Empirical methods (2 lectures). Invited by Culture & Psychology Summer School to graduate students by the International Congress of the International Association for Cross-Cultural Psychology, Prague, Czech Republic, remotely.
- Li, J. (2021, Apr.). Discussant. In Z.-L. Wang (Chair), Cultural influences on children’s coping with everyday stressors. Paper symposium at the Biannual Meetings of Society for Research in Child Development, remotely.
- Li, J. (2019, Jul.). Li (禮) and self-cultivation. Keynote delivered at the 13th Biannual Conference of the Asian Association of Social Psychology, Taipei, Taiwan.
- Li, J. (2019, Mar.). 儒家文化与西方文化学习模式研究 [Confucian and Western cultural learning models and research]. University-wide lecture, Shangdong University, Qingdao, China.
- Yamamoto, Y., & Li, J. (2019, Mar). Young children's perceptions of parental support for learning in East Asia and the U.S. In T. C. Antonucci and K. Ajrouch (Co-chairs), Social relations within and across cultures. Symposium conducted at the Annual Meeting for the International Convention of Psychological Science, Paris, France.

- Li, J. (2018, Oct.). Keynote address on empirical research on East Asian and Western learning models and the development of children's learning beliefs. The 4th Empirical Forum on Empirical Research, Shanghai Eastern Normal University, Shanghai, China. Declined.
- Li, J. (2018, Jan). 东西方儿童学习信念发展: 如何合用质性与量化研究 [Development of learning beliefs among East Asian and Western children: How to combine qualitative and quantitative methods]. Presentation at Shanghai Normal University, Shanghai, China.
- Li, J. (2018, Jan.). 從文化視角看中西方幼兒對遊戲與學習沖突的認識 [Play or learn: European-American and Chinese kindergartners' perceptions about the conflict from a cultural perspective]. Presentation at Shanghai Eastern Normal University, Shanghai, China.
- Li, J., Yamamoto, Y., *Bacon, J., *Wei, X.-F., & *Felt, D. (2018, Oct.). Making sense of European- and Chinese-American mothers' talking styles in their conversations about learning with their children. Presentation at Harvard Graduate School of Education, Cambridge, MA.
- Li, J. (2017, Nov.). Keynote address on empirical research on East Asian and Western learning models and the development of children's learning beliefs. The 3rd Empirical Forum on Empirical Research, Shanghai Eastern Normal University, Shanghai, China. Declined.
- Li, J. (2017, Sep.). Keynote address on children's learning beliefs and their related narratives from a cultural perspective. The 8th National Conference on Preschool Language Education, Xian, China. Declined.
- Li, J. (2017, Jul.). Keynote address on cultural learning models and children's learning beliefs in the 21st century. The First International Conference for Cultural Psychology and Education (ICCPE). Declined.
- Li, J. (2017, May). Mental health of the left-behind children in China [留守兒童的心理健康]. Presentation at the School of Public Policy and Management, Tsinghua University, Beijing, China.
- Li, J. (2017, May). 东西方儿童学习信念发展: 如何合用质性与量化研究 [Development of learning beliefs among East Asian and Western children: How to combine qualitative and quantitative methods]. Presentation at the Department of Preschool Education, Capital Normal University, Beijing, China.
- Li, J. (2017, May). To become or not to become a full human: That is the question. Presentation at the conference: *Human "Beings" or Human "Becomings?" Transforming Who we Are into Who we Need to Be*. The Berggruen Institute and the Confucius Research Institute. Qufu, Shandong, China.
- Li, J. (2017, Apr.). Research on Chinese and Western learning models and children's learning beliefs. Presentation at Renmin University, Beijing, China.
- Li, J., Yamamoto, Y. Bacon, J., Wei, X.-F., & Felt, F. (2017, Apr.). 從歐裔與華裔親子有關學習對談窺視文化的型塑力量: 初探分析編碼 [From Euro- and Chinese-American mother-child conversations about learning to recognize the shaping power of culture: Exploring coding]. Presentation at the Conference: 質性研究—多重對話: 第五屆“實踐-反思的質性研究”學術研討會 [Qualitative research—Multiple

- dialogues: The fifth forum on practice-reflection of qualitative research*]. Peking University, Zhuhai, China.
- Li, J. (2016, Nov.). Sculpting self [塑己]. Presentation at Berggruen Philosophy and Culture Center, Beijing, China.
- Li, J. (2016, Oct.). To understand the world or to cultivate self: Western and Confucian perspectives on Learning. Lecture at Schwarzman Scholars Program, Tsinghua University, Beijing, China.
- Li, J. (2016, Oct.). 東西方學習模式及兒童學習信念之發展: 實證研究 [East Asian and Western learning models and the development of children's learning beliefs: Empirical research]. Presentation at *the 2nd Empirical Forum on Empirical Research*, Shanghai Eastern Normal University, Shanghai, China.
- Li, J. (2016, Oct.). 國際教育的文化視野 [Cultural perspective on international education]. Public lecture at Hongmeiting Community Center, Xuhui, Shanghai, China [8000 people across China logged in to watch the lecture via Wechat Lecture on their phones].
- Li, J. (2016, Oct.). 當東方遇上西方—中西教養文化與孩子學習表現 [When East meets West: Chinese and Western cultural model for childrearing and learning]. Public lecture at Huaihai Happy Life Reading Club. Shanghai, China.
- Li, J. (2016, Oct.). 東方與西方兒童學習信念發展的比較研究 [Comparative research on how East Asian and Western children develop learning beliefs]. Open lecture to students, faculty, and the general public. China Eastern Normal University, Shanghai, China.
- Li, J. (2016, Sep.). 中西方學習模式研究 [Research on Chinese and Western learning models]. Lecture delivered to students and faculty at Taiyuan Science and Technology University, Taiyuan, Shanxi, China.
- Li, J., Yamamoto, Y., Kinnane, J., Shugarts, B., & Ho, C. (2016, Aug.). From learning beliefs to achievement among European American and Chinese immigrant preschool children. In D. McInerney (Chair), *Motivation, emotions and beliefs – all show? A critical examination of the evidence for the substantive connection between measured motivation and other self-constructs and academic performance*. Presentation at the invited symposium at the 15th International Conference on Motivation: The Odyssey to the Ithaca of Learning, Thessaloniki, Greece.
- Li, J. (2016, May). Sculpting self: Perfecting over life [塑造自我: 完善終身]. Presentation at the Workshop: *Self-Transformation from a Confucian Perspective*, the University of Zürich, Zürich, Switzerland.
- Li, J. (2016, Apr.) Mind and Virtue in Learning: Implications for Self. Presentation at the Psychology Department, Stanford University.
- Li, J. (2015, Sep). Fan Chung-yen, a Confucian self worth emulating. Presentation at the Workshop of the Berggruen Institute of Philosophy and Culture: *The self and meaning of life*, Center for Advanced Study in the Behavioral Sciences, Stanford University, Stanford, CA.
- Li, J. (2014, Jul.). Inexhaustible source of water: The enduring Confucian learning model [有本之水難涸也: 百折不衰的儒家學習模式]. Talk delivered at the Harvard-Yenching Institute Academic Workshop on *Educational perspectives of the*

- Confucian learning: Possibilities and challenges for the humanistic tradition of the East Asian education.* Seoul National University, Seoul, Korea.
- Li, J. (2014, Jun.). Humility in learning: A Confucian perspective. Talk delivered at the conference *Developing Virtue: Empirically-informed Perspectives from East and West*, Fullerton, CA: California State University Fullerton.
- Li, J. (2014, Apr.). Culture and children's learning beliefs. Talk delivered at Harvard Graduate School of Education, Cambridge, MA.
- Li, J. (2013, Jul.). Cultural transmitters of learning: Comparing European American and Taiwanese parents. Talk delivered at the Chinese University of Hong Kong.
- Li, J. (2013, Jul.). Play or work: European-American and Chinese kindergartners' perceptions about the conflict. Presentation at the Conference of the 65th World Organization for Early Childhood Education (OMEP), Shanghai, China.
- Li, J. (2013, Mar.). Rediscover lasting values: Western and East Asian cultural learning models in the 21st century. University Lecture to Cornell University.
- Li, J. (2013, Mar.). Cultural foundations for children's learning beliefs. Mary Hennessey Blum lecture at the Psychology Department, University of New Hampshire, Durham, NH.
- Li, J. (2013, Feb.). Studying "too much" is cultural: Asian approaches to learning. Talk at the Asian Pacific American Law Students Association (APALSA), Yale Law School, New Haven, CT.
- Li, J. (2012, Sep.). Human development and cultural learning models. Talk delivered at Southwest University, Chongqing, China.
- Li, J. (2012, Sep.). Cultural transmitters of learning: Comparing European American and Taiwanese parents. Four talks delivered at National University of Taiwan, National Chengchi University, National Tsing Hua University, National Chung Cheng University, Taiwan.
- Li, J. (2012, Sep.). Eastern and Western foundations of learning: Patterns and future research. Talk delivered at the National Taipei University of Education and National Southern University of Taiwan, Taiwan.
- Li, J. (2012, Apr.). Children's learning beliefs and socialization: Culture, theory, and methodology. Talk delivered at the School of Education, Peking University. Beijing, China.
- Li, J. (2012, Apr.). Chinese and Western children's learning beliefs under their cultural influence. Talk delivered at the Research Institute for Education Foundation, Beijing Normal University. Beijing, China.
- Li, J. (2011, Nov.). Chinese and Western cultures and children's learning beliefs. Talk delivered at the School of Education, Peking University, Beijing, China.
- Li, J. (2011, Nov.). Rediscover Lasting Values: Cultural Treasure Trove of Learning in the 21st Century [再發現長存價值：21世紀學習的文化寶庫]. Lecture among 300 world-renowned scholars at Beijing Forum 2011, Beijing, China.
- Li, J. (2011, Feb.). Cultural learning models and children's learning beliefs. Talk delivered to the Psychology Department, Clark University.
- Li, J. (2011, Jan.). Research approaches to children's developing learning beliefs. Talk delivered to the Institute of Learning Sciences, National Tsing Hua University, Taiwan.

- Li, J. (2011, Jan.). Research approaches to children's developing learning beliefs. Talk delivered to the Institute of Learning Sciences, National Tsing Hua University, Taiwan.
- Li, J. (2010, Jun.). Mind and Virtue as learning orientation: Cultural models for children's learning beliefs. Talk delivered to Faculty of Education, Hong Kong University and Chinese University of Hong Kong.
- Li, J. (2010, Jun.). A path of cultural transmission: Socialization of learning in Chinese families. Keynote at the Conference *Chinese Family Relationships*, Academia Sinica, Taipei, Taiwan.
- Li, J. (2009, Jun.). Cross-Cultural Learning in a New Era. Commencement address to the graduating class, Jacobs University, Bremen, Germany.
- Li, J., Yamamoto, Y., & Luo, L. (2009, Apr.). Neglected gaps: Chinese American preschool children's intellectual development. Presenter of the invited symposium *Model minority stereotype and its consequences for Asian Americans* by the Society for Research in Child Development for the Biannual Meetings, Denver, CO.
- Li, J. (2009, Mar.). Mind-oriented vs. Virtue-oriented learning: Cultural influence on children's learning beliefs. Talk delivered at University of Illinois, Urbana-Champaign, Illinois.
- Li, J. (2008, Oct.). Mind vs. virtue: Beliefs about learning across cultures. Keynote address to the conference, *Lost in Translation: Towards a New Intercultural Quality on Campus*, held by University of Bremen, University of Applied Sciences Bremen, and Jacobs University Bremen, Germany.
- Li, J. (2008, Jul.). 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.
- Li, J., Fung, H., Liang, C.-H., Resch, J., Luo, L., & Lou, L. (2008, Jul.). 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.
- Li, J. (2008, Mar.). Culture and self-conscious emotions: Socialization for academic learning among European American and Chinese parents. Talk delivered at the University of Memphis, Memphis, TN.
- Li, J. (2008, Mar.). Learning beliefs across cultures. Talk delivered at the University of Memphis, Memphis, TN.
- Li, J. (2008, Mar.). U.S. and Chinese preschoolers' beliefs: Is learning a task or a virtue? Talk delivered at the Urban Child Institute, Memphis, TN.
- Li, J. (2007, Sep.). Cultural influence on European American and Chinese children's learning beliefs. Talk delivered at Cornell University, Ithaca, NY.
- Li, J. (2007, May). Culture and children's learning beliefs. Talk delivered at Chinese Psychological Institute, Beijing, China.
- Li, J. (2007, May). European American and Chinese learning beliefs. Talk delivered at Beijing University, China.
- Li, J. (2007, Apr.). Chinese and European American conceptions of learning. Talk delivered to the International Conference of Chinese American Educational Research Association and Development, Chicago.

- Li, J. (2007, Apr.). 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*. Symposium paper at the Biannual Meetings of Society for Research in Child Development, Boston, MA.
- Li, J. (2006, Nov.). Cultural influence on learning beliefs. Talk delivered at New York University, NY.
- Li, J. (2006, Oct.). 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.
- Fischer, K. W., Mascolo, M. F., Li, J. (2006, Jun.). The development of self-evaluative emotions in social and cultural contexts. Presentation invited by Southeastern University, Nanjing, China.
- Li, J. (2006, Apr.). Learning beliefs in European American and Chinese children: Similarities and differences. Talk delivered at Lynch School of Education, Boston College, Newton, MA.
- Li, J. (2005, Jun.-Jul.). 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.
- Li, J., & Fung, H. (2005, Apr.). 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*. Symposium paper invited by the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.
- Li, J. (2005, Apr.). Invited as a leader to participate in "Lunch with the Leaders" by the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.
- Li, J. (2005, Feb.). Mind or virtue: Socratic and Confucian models of learning. Yale Center for the Psychology of Abilities, Competencies and Expertise (PACE), Yale University.
- Li, J. (2002, Oct.). Chinese children and their learning. Invited by the Center for Human Growth and Development, University of Michigan, Ann Arbor.
- 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.
- Li, J. (2002, Feb.). Chinese children and their world of learning and China's education and the pros and cons of their examination system. Lecture invited by Augusta State University, Augusta, Georgia.
- Li, J. (2001, Oct.). Shame, respect, and violence in China and the U.S. Invited by Harvard Children's Initiative. Harvard University, MA.
- Li, J. (2000, Jul.). Research on creativity from the West. Invited by Hong Kong City University. Hong Kong, China.
- Li, J. (2000, Jul.). What is creativity anyway? Invited by Shangdong Teachers' University, Jinan, Shandong, China.
- Li, J. (1999, May). Confucian learning model: Hao-xue-xin. The Five College Center on East Asian Studies and the RI Geography Education Alliance, Bryant College, RI.

- Li, J. (1998, Jun.). A Chinese motivational model for learning. Invited by Erikson Institute, Chicago, IL.
- Li, J. (1996, May). Teaching for understanding. Presentation at Beijing Normal University, China.
- Li, J. (1992, Apr.). Confucian influence on contemporary education in China. Invited by Five College Center for East Asian Studies, Smith College, Northampton, MA.

i. Papers read

- Wei, R., Li, J., Wang, M. M.-Y., & Yamamoto, Y. (2023, Mar.). Inquiring about the physical and social world: How questions drive teaching and learning in European American and Chinese American parent-child interactions. In J. B. K. Koh (Chair), *Mother-child talk and interaction and children's cognitive development*. Symposium paper presented at the Biannual Meetings of the Society for Research in Child Development, Salt Lake City, UT.
- Li, J., & Yamamoto, Y. (2021, Jul.). How the cultural becomes the personal: Euro- and Chinese-American parent-child talk about learning. In V. Chirkov (Chair), *Mechanisms of the theory of sociocultural models*. Symposium paper presented at the 25th International Congress of the International Association for Cross-Cultural Psychology, Olomouc, Czech Republic.
- Li, J., & Fung, H. (2021, Jun). European American and Taiwanese mother-child conversations about learning: Intentionality and intersubjectivity as a window to glimpse enculturation. In A. A. DiBianca Fasoli (Chair), *The interactional creation of learning and learners: Learning through (not from) culturally-structured relational activities*. Symposium paper presented to the 50th Annual Meeting of the Jean Piaget Society, Philadelphia, PA.
- Yamamoto, Y., Li, J., *Vong, H., & *Lung, C. (2019, Apr.). Becoming resilient learners: Chinese immigrant children's beliefs about learning and perceptions of parental support. In S. D. Holloway (Chair), 11th Biennial Meeting: Stress, Resilience, and *Character Development Across the Life Span*. Symposium paper presented at the Biennial Meeting for the Society for the Study of Human Development, Portland, OR.
- Li, J. (2019, Apr.). Mind and virtue in learning: Evidence for Western and Confucian models. In H.-D. Meyer (Chair), *Education, virtue, and happiness: Eastern and Western perspectives*. Symposium paper presented by the Comparative and International Education Society, San Francisco, CA.
- Yamamoto, Y., Li, J., *Pang, H., & *Yang, H.-Y. (2019, Mar.). Low-income Taishanese- and Cantonese-speaking Chinese American preschoolers' perceptions of parental support for their learning. Poster presentation at the Biannual Meetings of the Society for Research in Child Development, Baltimore, MD.
- Li, J., & Yamamoto, Y. (2018, July). Western and East Asian sociocultural models of learning: Evidence from cross-cultural and immigrant groups. In V. Chirkov (Chair), *Introduction to a theory of sociocultural models, its main propositions, and application*. Paper presented at the International Congress of Cross-cultural Psychology, Guelph, Canada.
- Li, J., & Fung, H. (2018, May). Parents' emotional responses to children's good versus poor learning among European American and Taiwanese mothers. Paper presented at

- the International Symposium on Education, Psychology and Society (ISEPST), Hokkaido, Japan.
- Li, J., Yamamoto, Y., *Li, A., & *Davis, E. E. (2018, May). Not yet a double-edged sword: Viewing high achievers by European American and Chinese immigrant preschoolers. Paper presented at the International Symposium on Education, Psychology and Society (ISEPST), Hokkaido, Japan.
- Bempechat, J., Cheung, A., & Li, J. (2017, Oct.). A Foucauldian discourse analysis of educational messaging in four Chinese American families. Paper presented at the 10th Biennial Meeting of the Society for the Study of Human Development, Providence, RI.
- Bempechat, J., Li, J., & Holloway, S. D. (2017, Apr.). "Classes where kids learn/don't learn a lot." A study of Mexican American adolescents' voices. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Yamamoto, Y., Li, J., *Bao, H., & *Suh, W. (2017, Apr.). Preschoolers' conceptualizations of parental involvement in their learning: A comparison between Chinese immigrants and European Americans. Poster presented at the Biennial Meeting for the Society for the Study of Human Development, Austin, TX.
- Li, J., Yamamoto, Y., *Segal, C., *Davis, E. S., & *Yang, H.-Y. (2017, Apr.). Learning to fly and catch fish: Chinese immigrant and European American preschooler's views of learning and achievement. Poster presented at the Biennial Meeting for the Society for the Study of Human Development, Austin, TX.
- Bempechat, J., Li, J., & Ronfard, S. (2016, Dec.). Virtue-oriented learning beliefs and behavior: The critical role of culture. Paper accepted to the Association for Moral Education Conference, Harvard Graduate School of Education, Cambridge, MA.
- Bempechat, J., Li, J., & Ronfard, S. (2016, Apr.). From virtue-oriented beliefs to virtue behavior: Self-regulated learning mediates the relationship between beliefs and achievement. Paper presented at *the 18th Roundtable of the International Network on School, Family, and Community Partnerships (INET), Improving Research, Policy, and Practice for Effective and Equitable Programs of Family and Community Engagement*, Washington, D.C.
- Yamamoto, Y., & Li, J. (2015, Oct.). Does socioeconomic status matter for Chinese immigrants' academic socialization? Parental beliefs, engagement, and preschoolers' outcomes. Presentation at the Biennial Meeting for the Society for the Study of Human Development, Austin, TX.
- Cheah, C., Li, J., Zhou, N., Yamamoto, Y., & Leung, C. (2015, Mar.). Understanding Chinese immigrant and European American mothers' expressions of warmth. In C. Buchanan (Chair), *Parental love and loving parent-child relationships: Cultural and ethnic similarities and differences*. Symposium paper presented at the Biannual Meetings of Society for Research in Child Development, Philadelphia, PA.
- Bempechat, J., Cheung, A., Li, J., & Holloway S. D. (2015, Mar.). A Foucauldian discourse analysis of educational messaging in four Chinese American families. Poster presented at the Biannual Meetings of Society for Research in Child Development, Philadelphia, PA.
- Yamamoto, Y., & Li, J. (2015, Mar.). Learning for self and others: Young children's views about school learning in Japan and the U.S. Poster presented at the Biannual Meetings of Society for Research in Child Development, Philadelphia, PA.

- Li, J., & Yamamoto, Y. (2015, Mar.). Chinese immigrant and European American preschooler's views about the point of school: Longitudinal change from age 4 to 6. Poster presented at the Biannual Meetings of Society for Research in Child Development, Philadelphia, PA.
- Yamamoto, Y., & Li, J. (2014, Oct.). "My parents will be happy": Chinese immigrant preschoolers' views about parental engagement and expectations. Paper presented at the 6th *On New Shores Conference*, Toronto, Canada.
- Conner, J., Pope, D., Bempechat, J., Shernoff, D., Holloway, S., & Li, J. (2014, Apr.). Students' use of time, academic engagement, and experiences of academic worry across different school sites. Paper presented at the Biannual Meetings of Society for Research in Adolescence, Austin, TX.
- Mistry, J., & Li, J. (2014, Apr.). Integrated conceptual framework for the development of Asian American children and youth. In R. Mistry (Chair), *Taking stock and moving forward: developing an integrative and inclusive approach to studying youth of Asian descent in the U.S.* Symposium paper presented at the Biannual Meetings of Society for Research in Adolescence, Austin, TX.
- Yamamoto, Y., & Li, J. (2013, Apr.). Low-SES and middle-class Chinese immigrant parents' views about parenting roles and their preschoolers' academic performance. Poster presented at the Biannual Meetings of Society for Research in Child Development, Seattle, WA.
- Yamamoto, Y., & Li, J. (2013, Apr.). Being Quiet or assertive? Verbal socialization among Chinese immigrant families and children's school experiences. In Y. Yamamoto (Chair), *Diverse cultural socialization processes in Chinese immigrant parents: Transmission, negotiation, and consequences*. Symposium paper presented at the Biannual Meetings of Society for Research in Child Development, Seattle, WA.
- Li, J. (2013, Apr.). Challenges and new directions of research in Asian contexts. In J. Lansford (Chair), *Key issues facing developmental scientists in diverse international contexts*. Symposium paper presented at the Biannual Meetings of Society for Research in Child Development, Seattle, WA.
- *Kim, S., Holloway, S. D., Bempechat, J., & Li, J. (2013, Apr.). Why do low-SES adolescents' positive emotions vary across everyday interpersonal contexts?: A time-use study. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Holloway, S. D., *Kim, S., Bempechat, J., & Li, J. (2013, Apr.). How do the positive emotions of Latino and Anglo adolescents from low SES families vary across social contexts? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Yamamoto, Y., & Li, J. (2012, Oct.). Understanding low-SES Chinese immigrant children's academic performance: Parental support. Paper presented at the 5th *On New Shores Conference*, Toronto, Canada.
- Fung, H., & Li, J. (2012, Nov.). Mother-child conversations about learning: A lens to glimpse different cultural frames. In P.-Y. Guo (Chair), *Around anthropology: empathy, affect and intersubjectivity*. Symposium paper presented at the Annual Meeting of American Anthropological Association, San Francisco, CA.

- Li, J., & Fung, H. (2012, Sep.). European American and Taiwanese mothers tutor their children about learning: Mental and affective framing. Paper presented at the conference: *From Encounter to Engagement*, Academia Sinica, Taipei, Taiwan.
- Fung, H., Li, J., & Chen, E. C.-H. (2012, Jul.). Taiwanese parent-child conversations for moral guidance: Uncovering the ubiquitous but enigmatic process. Poster presented at the 30th International Congress of Psychology. Cape Town, South Africa.
- Bempechat, J., Ronfard, S., Mirny, A., Li, J. & Holloway, S. D. (2012, Apr.) "I want teachers to be unbiased!:" The discourse of unfairness among Russian adolescents. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Yamamoto, Y., & Li, J. (2012, Oct.). Understanding low-SES Chinese immigrant children's academic performance: Parental support. Paper presented at the 5th *On New Shores Conference*, Toronto, Canada.
- Yamamoto, Y., & Li, J. (2012, Feb.). Low-SES and middle-class Chinese immigrant parents' support for their preschooler's academic development. Paper presented at 2012 themed meeting of Society for Research in Child Development: Positive development of minority children, Tampa, FL.
- Yamamoto, Y., & Li, J. (2011, Oct.). How do children develop and learn: Low-SES Chinese immigrant mothers' parenting beliefs and mother-child relationship. In Y. Yamamoto (Chair), *Beyond the "Tiger Mother": Parenting processes and parent-child interactions in Chinese immigrant families*. Symposium paper presented at the 7th Biannual Meetings of Society for the Study of Human Development, Providence, RI.
- Li, J., Fung, H., & Liang, C.-H. (2011, Jul.). Coaching for cultural logic: European American and Taiwanese mothers converse with their children about learning. Poster presented at the conference for International Association of Cross-Cultural Psychology. Istanbul, Turkey.
- *Park, S., Holloway, S. D., *Arendtsz, A. L., Bempechat, J. & Li, J. (2011, Apr.). What makes students engaged in learning? The role of autonomy, competence and relatedness in promoting emotional engagement in academic tasks. Poster presented at the AERA Annual Meeting. New Orleans, LA.
- Yamamoto, Y., Li, J., & Liu, J. L. (2011, Apr.). The Asian immigrant child: When silence is not golden. Poster presented at the Biannual Meetings of Society for Research in Child Development, Montreal, Canada.
- Yamamoto, Y., Li, J., & *Luo, L. S. (2011, Apr.). What makes a high-quality preschool? Similar and different views among Chinese immigrant and European American parents. Poster presented at the Biannual Meetings of Society for Research in Child Development, Montreal, Canada.
- Li, J., Yamamoto, Y., *Luo, L. S., *Pan, J. J., *Pang, H., & *Segal, C. M. (2011, Apr.). Children's views of parental socialization and related effects on Chinese immigrant and European American preschoolers' learning. In F. F.-Y. Ng (Chair), *The child as a learner: The role of parents in intergenerational transmission of cultural models*. Symposium paper presented by the Biannual Meetings of Society for Research in Child Development, Montreal, Canada.

- Van Egmond, M., Kühnen, U., & Li, J. (2010, Jul.). Mind & virtue: Measuring the meaning of learning across cultures. Paper presented at the XXth Congress of the International Association for Cross-Cultural Psychology, Melbourne, Australia.
- Bempechat, J., Shernoff, D. J., Li, J., Holloway, S. D., & *Arendtsz, A. L. (2010, May). Achievement beliefs and school engagement in low income adolescents: A mixed-methods study. Paper presented at the annual meeting of the American Educational Research Association Denver, CO.
- Van Egmond, M., Kühnen, U., & Li, J. (2010, Jan.). Meta-cognitive beliefs across cultures: intercultural adaptation or stability? Poster presented accepted to the 12th Annual Meeting of the Society for Personality and Social Psychology, San Antonio, Texas.
- Van Egmond, M., Kühnen, U., & Li, J. (2010, Jan.). The mean(ing) of learning across cultures: A cross-cultural study of students' concepts of learning. Poster presented at annual conference of Social and Personality Psychology, Las Vegas, NA.
- Zhou, N., Leung, C. Y. Y., Cheah, C. S. L., & Li, J. (2009, Aug.). The association between maternal expressions of warmth and the acculturation of Chinese immigrant mothers in the U.S. Poster presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Lusaka, Zambia.
- Bempechat, J., Shernoff, D.J., Li, J., Holloway, S.D., & *Arendtsz, A. L. (2009, Jul.) *Achievement Beliefs and School Engagement in Low Income Adolescents: A Mixed-Methods Study*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO
- Kitzmann, K. M., Li, J., Howard, K., Aring, S., & Stapleton, C. M. (2009, Jun.). Analysis of young adults' conceptualizations of respect and admiration in the U.S. In Y. Hsueh (Chair), *Reconceptualizing respect: Empirical approaches*. Symposium paper presented at the annual meeting of the Jean Piaget Society, Park City, UT.
- Bempechat, J., Mirny, A., *Wenk, K., & Li, J. (2009, Apr.). Learning as a Group: The Educational Experiences of Adolescents in Moscow. Poster presented at the annual conference of the American Educational Research Association, San Diego, CA.
- Li, J., Bempechat, J., & Holloway, S.D. (2009, Apr.). Building and using a social network: Nurture for low-income Chinese American adolescents' learning. Poster (roundtable discussion) presented at the annual conference of the American Educational Research Association, San Diego, CA.
- Bempechat, J., Li, J., *Gillis, C., *Neier, S., *Duncalf, J., *Evans, M. et al. (2009, Apr.). Perceptions of homework: A qualitative study of high and low achieving low income adolescents. Poster presented at the annual conference of the American Educational Research Association, San Diego, CA.
- Li, J., Yamamoto, Y., *Luo, L., *Chan, J., & *Batchelor, A. (2009, Apr.). Why go 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 presented at the Biannual Meetings of Society for Research in Child Development, Denver, CO.
- Li, J., Fung, H., Liang, C.-H., *Resch, J., *Luo, L., & *Lou, L. (2008, Jul.). 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.* Symposium paper presented at biannual conference of the International Society for the Study of Behavioral Development, Würzburg, Germany.
- Bempechat, J., Li, J., Holloway, S. D., (2008, Mar.). 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.
- Holloway, S. D., *Arendtsz, A., Bempechat, J., & Li, J. (2008, Mar.). 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*. Symposium paper presented at the Biannual Meeting of the Society for Research on Adolescence. Chicago.
- Li, J., Fung, H., Liang, C.-H., *Resch, J., & *Luo, L. (2007, Apr.). 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*. Symposium poster presented at the Biannual Meetings of Society for Research in Child Development, Boston, MA.
- Li, J., & Strauss, S. (2007). Teaching cognition among Chinese children: Common developmental trajectories and possible cultural variations. In S. M. Carlson (Chair), *Theory of mind in vivo: Children's teaching*. Symposium presentation at the Annual Meeting of Jean Piaget Society, Amsterdam, The Netherlands.
- Holloway, S. D., Li, J., & Bempechat, J. (2006, Aug.). 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*. Symposium paper presented at the Biannual Meetings of Society for Research in Child Development, Boston, MA.
- Bempechat, J., Li, J., & Holloway, S. D. (2006, Aug.). 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.
- Li, J., Fung, H., Liang, C.-H., *Resch, J., & *Rae, K. (2006, Jul.). 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*. Symposium paper presented at the Conference of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- Holloway, S.D., Bempechat, J., Li, J., Elliot, J., & Hufton, N. (2006, Apr.). 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.
- *Tamis, A., *Payne, C., Holloway, S.D., Bempechat, J., & Li, J. (2005, Apr.). 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.

- *Bae, S., Holloway, D. S., Bempechat, J., Li, J. (2005, Apr.). Mexican-American students' perceptions of teachers' expectations: What does it take to be a *good* student? Poster presented at American Educational Research Association, Montreal, Canada.
- Li, J., & Sobel, D. M., Corriveau, K. (2005, Apr.). Children's developing conceptions of learning. Poster presented at the Biannual Meetings of Society for Research in Child Development, Atlanta, GA.
- Li, J. (2004, Jul.). Learning and seeing oneself in the future among Chinese adolescents. In Q. Wang, J. Li, & H. Fung (Chairs), *Narrative self-making in cultural contexts*. Symposium poster presentation at the Conference of the International Society for the Study of Behavioral Development, Ghent, Belgium.
- Bempechat, J. & Li, J. (2004, Apr.). 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.
- Arthur, A., Holloway, S., Bempechat, J., Li, J., Elliot, J., & Hufton, N. (2004, Apr.). *Family influences on Mexican American adolescent achievement: Parent narratives, aspirations, and academic monitoring*. Poster presented at the California Association for School Psychologists, San Francisco.
- Li, J. (2003, Aug.). *U.S. and Chinese preschoolers explain Learning: A cross-cultural study on children's beliefs about learning*. Paper presented for the XI European Conference on Developmental Psychology, Milan, Italy.
- Li, J. (2003, Apr.). 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 paper presented at the Biannual Meetings of Society for Research in Child Development, Tampa, FL.
- Li, J., & Wang, Q. (2002, Aug.). "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 paper presented at the Conference of the International Society for the Study of Behavioral Development, Ottawa, Canada.
- Li, J. (2002, Apr.). 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 paper presented at the Conference of American Educational Research Association, New Orleans, LA.
- Li, J. (2001, Sep.). Models of learning in different cultures. In J. Elliott (Chair), *Achievement motivation in culture and context: Understanding children's learning experiences*. Symposium paper presented at the Annual Conference of the British Educational Research Association, Leeds, UK.
- Li, J. (2001, Aug.). *Preschoolers' ideas about learning: A U.S. and Chinese comparison*. Paper presented at the Xth European Conference on Developmental Psychology, Uppsala, Sweden.
- Li, J., Yue, X.-D., & Yuan, S. H. W. (2001, Apr.). 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 paper presented at the Biannual Meetings of Society for Research in Child Development, Minneapolis, MN.
- Li, J. (2001, Apr.). 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 paper presented at the Biannual Meetings of Society for Research in Child Development, Minneapolis, MN.
- Li, J. (2000, Nov.). "*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.
- Mascolo, M. F., & Li, J. (2000, Jun.). *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 at the Jean Piaget Society, Montreal, Canada.
- Li, J., Cole, C. F., & Li, J. –M. (2000, Jul.). "*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.
- Li, J. (2000, Jun.). Chinese self-cultivation in the pursuit of learning. In M. Mascolo (Chair), *Beyond individualism and collectivism: Multiplicity of selves within and between cultures*. Symposium paper presented at the 30th Annual Symposium for the Jean Piaget Society, Montreal, Canada.
- Li, J. (2000, Jul.). *What do U.S. and Chinese college students think learning' is?: Exploring learning models between Americans and Chinese*. Poster presented at the 16th Biennial Meetings of the International Society for Study of Behavioral Development, Beijing, China.
- Li, J. (2000, Apr.). "*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.
- Li, J. (1998, Nov.). *A cross-cultural perspective on learning motivation*. Paper presented at the Education Department, Brown University.
- Cole, C. F., Li, J., & Wright, M. C. (1997, Feb.). *Zhima Jie: Sesame Street in China, curriculum development for a children's television series*. Paper presented at the Second Annual Student Research Conference and the Fourth Annual International Forum, Harvard Graduate School of Education, Harvard University, MA.
- Li, J. (1997, Feb.). *The Chinese 'heart and mind for wanting to learn' (hao-xue-xin): A culturally based learning model*. Paper presented at the Second Annual Student Research Conference and the Fourth Annual International Forum, Harvard Graduate School of Education, Cambridge, MA.
- Li, J. (1997, Jun.). *Chinese learning model: a construct of the "heart and mind for wanting to learn" (hao-xue-xin)*. Poster presented at the 27th Annual Symposium for the Jean Piaget Society, Los Angeles, CA.
- Li, J. (1991, Nov.). *Domain specificities and their constraints on skill acquisition: The case of traditional Chinese and Western painting*. Paper presented at the New England Conference of the Association for Asian Studies, Dartmouth College, Hanover, NH.

Li, J., Miller, P., & Commons, M. (1990, Apr.). *Attachment and loss in children and adults*. Paper presented at the Annual Meeting of the Eastern Psychological Association, Philadelphia, PA.

Li, J., Miller, P., & Commons, M. (1990, Jul.). *Adult and child attachment and loss*. Paper presented at the Fifth Adult Development Symposium. Department of Psychiatry, Harvard Medical School, and Massachusetts Mental Health Center, Cambridge. MA.

5. RESEARCH GRANTS

a. Current grants (agency, title, role on grant, total award amount)

Agency: Templeton World Charity Foundation for \$200,000

Title: “Is it sometimes rational to believe things that aren’t true? Evaluating a normative standard for when beliefs should and shouldn’t change.”

Role on Grant: Consultant. Co-PIs: Daphna Buchsbaum, Brown University and William Cunningham, University of Toronto (2023-2025).

Agency: Faculty Development Fund, Brown University for \$3,000

Title: My new book: *The self in the West and East Asia: Being or Becoming* with Polity.

Role on Grant: Solely for Jin Li to use the funds (2023-24).

Agency: Berggruen Institute for \$5,000

Title: My new book: *The self in the West and East Asia: Being or Becoming* with Polity.

Role on Grant: Solely for Jin Li to use the funds (2023).

b. Completed grants

Agency: The Spencer Foundation for \$670,186 for a 4-year longitudinal study with a non-cost extension (2007-2013).

Title: “European American and Chinese Immigrant Children’s Learning Beliefs and Related Socialization at Home.”

Role on Grant: PI. Train research team, design the study, collect, manage, and analyze data, and write reports. This project is a continuation of the grant from the Foundation for Child Development (total support for this research is \$833,756. See last item on the list of Research Grants).

-Collaboration with Ran Wei, Ph.D. Harvard Medical School on analyzing my video data focusing on the types of questions European- and Chinese-American mothers and their children ask during their free play (2021-Present).

-Collaboration with David Sobel, Ph.D. in the Department of Cognitive, Linguistic, and Psychological Sciences, Brown University on analyzing my video data focusing on how European- and Chinese-American parents teach math to their preschool children (2022-Present).

-Collaboration with Jiayi Liu, doctoral candidate in the Department of Human Development and Family Studies, Michigan State University on analyzing my data on my Chinese American mother-child conversations about learning with a focus on maternal emotional socialization of preschool children (2023-present).

Agency: The Foundation for Child Development for \$163,570 for a 2-year longitudinal study (2006-2009).

Title: “Chinese Immigrant Children’s Learning Beliefs and Related Socialization at Home.”

Role on Grant: PI. Train research team, design the study, collect, manage, and analyze data, and write reports.

Agency: The Chiang Ching-kuo Foundation (CCKF) for \$51,000 for a 2-year study (2003-2006).

Title: “Beliefs about Learning Among Children and Parents in Taiwan and the United States.”

Role on Grant: PI in collaboration with Heidi Fung from Academia Sinica, Taiwan. This study focused on children’s learning-related self-concepts, parental socialization of learning beliefs, and parents’ emotional reactions to children’s learning attitudes, behavior, and achievement.

Agency: William T. Grant Foundation for \$470,000 for a 2-year research project (2002-2005).

Title: “The Meanings of Learning, Achievement, and Motivation: A Study of Achievement Beliefs and Behaviors in Three Cultural Contexts.”

Role on Grant: Co-PI in collaboration with Janine Bempechat, Wheelock College; Susan Holloway, Berkeley. We examined adolescents’ learning beliefs in the U.S. (European-, African-, Latino-, and Chinese-American), England, and Russia.

Agency: The Spencer Foundation for \$35,000 for a 1-year study (2003-2004).

Title: “Teaching as a Natural Cognition: Chinese Mothers and their Young Children.”

Role on Grant: Co-PI in collaboration with Sidney Strauss, Tel Aviv University. We videotaped how rural Chinese mothers taught their young children and assumptions they made about their minds and “abilities” for learning daily skills. We also videotaped how young children taught their peers. I brought a UTRA student as an RA to the research site for a month.

Agency: The Spencer Foundation for \$35,000 for a 1-year study (2001-2002).

Title: “U.S. and Chinese Preschoolers’ Understanding of Learning.”

Role on Grant: PI. This project examines the learning beliefs among European American and Chinese preschoolers.

Agency: Richard B. Salomon Faculty Research Award, Brown University, for \$6000 for a 1-year follow-up study (2002).

Title: “U.S. and Chinese Young Children’s Beliefs about Learning, Academic Engagement, and Achievement.”

Role on Grant: PI for examining the relationship between U.S. and Chinese children’s learning beliefs and their learning engagement/achievement in school.

Agency: Richard B. Salomon Faculty Research Award, Brown University, for \$10,000 for a 2-year study (1999-2001).

Title: “Enduring Motivation for Learning: A Cross-Cultural Perspective.”

Role on Grant: PI. I replicated my study on Chinese college students’ conceptions of learning.

Agency: City University of Hong Kong for \$50,000 for a 3-year study (1998-2001).

Title: “‘Hao-xue-xin’--A study of a distinctive Chinese motivational model for learning among elementary and secondary school students in China.”

Role on Grant: Collaborator with Xiaodong Yue, City University of Hong Kong. We collected data from 1800 children in 5th through 11th grade.

c. Proposal submitted

Agency: NIH, Lead Unit: 041084 Center for Population Health & Clinic Epidemio, Program: Environmental Influences on Child Health Outcomes (ECHO) Pediatric Cohorts (UG3/UH3) for \$24,912,870 for a 0-7 years of longitudinal study (09/01/2016 - 08/31/2023). Not funded.

Title: “Trimester-Specific Environmental and Gene Effects on Fetal Growth Trajectories, Birth Outcomes and Child Development: A Prospective Prenatal Cohort Study Of 3000 Mother-Infant Pairs” Program: Environmental Influences on Child Health Outcomes (ECHO) Pediatric Cohorts (UG3/UH3).

Role on Grant: Co-PI with PI Stephen Buka and Co-PIs Joseph Braun, Alison Field, Karl Kelsey, Simin Liu, David Savitz, Patrick Vivier, and Tongzhang Zheng, all from Brown University.

Agency: National Science Foundation - Social Behavioral and Economics Directorate for \$433,272.00 (2015). Not funded.

Title: “REU Site: Higher Education Equity and Diversity Research at Brown University”

Role on Grant: Faculty Mentor.

Agency: Marquette University with a large grant from the Templeton Religion Trust on a new research initiative, *the Self, Motivation & Virtue Project* for \$190,000 for a 2-year study (2014-2016). Not funded.

Title: “The love for learning as care for the self: Exploring adolescents’ ethos of self-cultivation in Europe and Asia.”

Role on Grant: Consultant with PIs Roland Reichenbach, University of Zurich, Switzerland

And Duck-Joo Kwak, Seoul National University, South Korea.

Currently, I collaborate on research projects with 6 scholars from the United States as well as from international academic institutions.

I supervised 13 (12 undergraduate and 1 graduate) student research assistants on my research projects.

6. PROFESSIONAL MEMBERSHIPS (past and present)

American Education Research Association (past), American Psychological Association (past), Asian Association of Social Psychology, Association for Psychological Science (past), Comparative & International Education Society (past), International Society for the Study of Behavioral Development, Jean Piaget Society (past), Society for Research in Child Development

7. SERVICE

a. To the Department

2023-24: Undergraduate Committee representative to the Diversity, Equity, & Inclusion (DEI) Committee.
2024: Committee member for the promotion of a faculty member to Distinguished Senior Lecturer.
2023-24: Committee member for promotion from associate to full professor.
2023: Faculty speaker for “Know Your Professors” series for the Master’s students of the Urban Education Policy students.
2020-Present: Senior mentor to a different junior lecturer.
2021-Present: Member of the Undergraduate Curriculum Committee.
2018-Present: Observing/writing evaluations of junior faculty members’ classes.
Writing a junior faculty’s contract renewal reviews.
2022: Member of the Department’s Bylaws Committee.
2022: Committee chair for a junior faculty’s contract renewal review.
2021: Committee member of two faculty reviews.
2021: Search Committee on the lecturer for MLL Education.
2020-21 Redesigning the required Senior Seminar for the Education Studies Concentration with a colleague.
2020-21 Co-chair for the Department’s Programming Committee.
2019-20: Leading the design of the new required course for the Education Studies Concentration: Senior Seminar.
Search Committee on the lecturer for Math Teacher Education.
Participation in two other faculty searches.
2019: Committee member of a faculty review.
2019-2020: Junior faculty advisor in Education Studies Concentration.
2018-20: Member of the Undergraduate Curriculum Committee.
2018: Participation in the resign of the Department’s curriculum.
2016-20: Senior mentor to a junior member.
2015-16: Co-Chair, Open-Rank Search Committee: Human Development.
2015: Won the GELT funding to co-design a new course “International and

Comparative Human Development and Education” Chinese University of Hong Kong.

2015: Worked on the Self-Study for the External Review of the Department.

2013-14: Chair, Senior Search Committee: Human Development.

2008-14: Initiative for training education leaders for the City of Shenzhen, China.

2007-08: Chair, Junior Search Committee: Human Development.

2006-09: Member of Education Department’s MAT student evaluation committee.

2005-12: Director for Honors Program.

2004-Present: 17 Search Committees.

2001-02: Committee member on Department’s Self-Study.

1998-Present: Advisor for concentrators in the Education Studies Concentration.

b. To the University

2022-25: Committee on Grievance, Vice/Acting Chair (2022)/Chair (2023, elected).

2018-20: Tenure, Promotion, and Appointment Committee (elected).

2013-15: Faculty Advising Fellow (campus-wide).

2013-15: Senior Mentor to a junior faculty member in the Economics Department.

2013-14: Delivered 2 talks to new undergraduate and graduate students in Shanghai and Beijing.

2013: Brown Annual Fund Leader with a Faculty Essay about my research for the Carrie Tower Society.

2007-10: College Curriculum Council.

2005-08: Advisory Committee on Honorary Degrees.

2003-07: Fulbright Review Committee.

2002-06: Invitation of 6 international scholars to give lectures on campus.

2001-04: Integrated Curriculum for Brain, Mind, and Behavior.

2000-18: Advisor for sophomores (campus-wide).

2000-02: Core member on the concentration proposal for human development at the Center for the Study of Human Development.

2000-02: Faculty Reviewer for the Royce Fellowship.

2000: Discussant on the role of school in fostering youth’s civic engagement at the Center for the Study of Human Development.

1999-18: Advisor for first-years (campus-wide).

1998-2012: 3 presentations to Brown’s alumni in Connecticut, Taiwan, and New Hampshire.

c. To the Profession

2021-Present: Member of Editorial Board for International and Cultural Perspectives and Processes, *Applied Developmental Science*.

2023: Invitation to serve as the Guest Editor for the Special Issue “Student–Teacher Relationship in Higher Education” for the journal *Education Sciences*. Declined.

2022-23: Member on the Asian Caucus Awards Committee of the Society for Research in Child Development.

2021: Invitation to serve on Editorial Board of the journal *International Journal of Criminology & Sociology*. Declined.

- 2021: Invitation to serve on Editorial Board of the journal *International Journal of Criminology & Sociology*, Declined.
- 2018: Invitation to serve on the Editorial Board of the journal *Environment and Social Psychology*. Declined.
- 2016: Nominee for the presidency of the Asian Caucus of the Society for Research in Child Development.
- 2016: Invitation to serve on the Editorial Board of *Journal of Asian American Psychology*. Declined.
- 2014: Advisor to the 6th International Conference of Asian Association of Indigenous and Cultural Psychology, Taipei, Taiwan.
- 2014: Supervisor of 2 doctoral students from Chinese University of Hong Kong and Shanghai University of Sport, China.
- 2013: A 2-day workshop on research methodology to doctoral students at Chinese University of Hong Kong.
- 2010: Advisor to the 7th International Conference for Chinese Psychologists, Academia Sinica and National University of Taiwan.
- 2009: Member of the Founding Committee on the Chinese Developmental Science Group of the Society for Research in Child Development.
- 2007-10: Supervisor of 5 undergraduate students of color from disadvantaged colleges and universities for Leadership Alliance.
- 2006-08: Member of the Founding Committee on the Asian Caucus of the Society for Research in Child Development.
- 2005: Member on Review Board for Special Issue on Race, Ethnicity, and Culture, *Child Development*.
- 2003-05: Senior mentor for the Millennium Fellow Program of SRCD for minority students.
- 2002-18: Supervisor/reader/thesis committee member for 8 Master's and doctoral students in the US, China, Hong Kong, Germany, and Australia.
- 2001-07: Member on the Program Committee of Society for Research of Child Development.

Reviewer for the following scientific journals:

Applied Psychology: An International Review; Applied Developmental Science; Asian American Journal of Psychology; Asian Journal of Social Psychology; British Journal of Developmental Psychology; Child Development; Child Development Perspectives; Cognition and Emotion; Creativity Research Journal; Critical Studies in Education; Developmental Psychology; Developmental Review; Educational Philosophy and Theory; Elementary School Journal; Ethos; Frontiers of Psychology; Human Development; International Journal of Behavioral Development; Journal of Child Language; Journal of Consulting and Clinical Psychology; Journal of Cross-Cultural Psychology; Journal of Educational Psychology; Journal of Moral Education; Language Teaching: Survey and Studies, Mind, Brain, and Education; Psychological Bulletin, Social Development; Social Science Research; Teaching and Teacher Education

Reviewer for the following academic publishers:

*Cambridge University Press, Oxford University Press, Routledge Publisher
Springer Science and Business Media, Springer Asia*

Reviewer for the following funding agencies

*Developmental and Learning Sciences, NSF, The Nuffield Foundation in UK,
Social Science and Humanities Research Council of Canada, Research Grants
Council of Hong Kong, The Spencer Foundation*

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, 2009; submitted posters for the Society for Research in Adolescence,
2011; submitted symposia and posters for Society for Research in Adolescence, 2013;
Outstanding Research Award Evaluation for the Department of Humanities and
Social Sciences, Ministry of Science and Technology, Taiwan, 2014*

External reviewer for tenure and promotion for

*Chinese University of Hong Kong (declined due to schedule conflict); Harvard
University; Michigan State University, Nanyang Technology University, Singapore;
Northeastern University; Northwestern University; New York University (declined
due to schedule conflict); New York University-Shanghai, Pennsylvania State
University; Suffolk University; University of Chicago (declined due to schedule
conflict); The University of Hong Kong for Conferment of Chair Professor Title
(declined due to time conflict); The University of Memphis; Wheelock College*

d. To the Community

- 2021: Hosted a discussion with Hampton University (Historically Black College/University) students on diversity and inclusion.
- 2016: Delivered 4 public lectures in Shanghai on culture, learning, and international education.
- 2016: Featured in the op-ed “What Is the Self? It Depends,” *New York Times*.
- 2016: Featured in Challenges of Sending Young Chinese Children to Study Abroad, *The Paper* (澎湃).
- 2015: Featured in Microphilosophy: Big thoughts can come in small packages. Podcasts on conceptions of self, East and West, <http://www.microphilosophy.net/self-east-and-west-part-two/>
- 2014: Delivered a lecture to teachers at the Boston Children’s Museum.
- 2013: Featured in David Brook’s op-ed “*The Learning Virtues*,” *New York Times*.
- 2013: Featured in *Corriere della sera*, Italy.
- 2013: Delivered 7 lectures to Chinese schools on culture and learning.
- 2012: Featured in “Struggle for Smarts? How Eastern and Western Cultures Tackle Learning on Morning Edition,” NPR and on npr.org.
- 2006-15: Gave 25 workshops to daycare centers and schools in Massachusetts and Rhode Island on child development and cultural/ethnic diversity.
- 2006-15: Gave 12 presentations to schools and communities in China on child development and education.

- 2003: Taught a course for the Brown Learning Community Program to college educated adults in the local community.
- 2002: Gave a talk to local teachers at the Institute for Elementary and Secondary Education, Brown University.

8. MENTORING STUDENTS

- a. Undergraduate Honors Theses** 1998-present
 18 undergraduate Honors theses in the Department of Education.
 2 undergraduate Honors theses in the Department of Cognitive, Linguistic, and Psychological Sciences, Brown University.
- b. Undergraduate Research** 1998-2022
 244 undergraduate students' research
- c. Graduate**
- 1 doctoral dissertation, international examiner, Melbourne School of Psychological Sciences, the University of Melbourne. 2019
- 1 Master's thesis at Schwarzman College, Tsinghua University, China. 2017
- 2 (1 doctoral student and 1 Master's student) from China Eastern Normal University, training in how to code qualitative data
- 1 doctoral student from Chinese University of Hong Kong, training in data analysis. 2012
- 2 doctoral students' dissertations, reader, Department of Psychology, Brandeis University. 2000/2013
- 4 doctoral students, reader for their first-year projects, Cognitive, Linguistic, & Psychological Sciences Department, Brown University. 2005-Present
- 1 doctoral student, dissertation committee, Psychology Department, Jacobs University, Bremen, Germany. 2009-2011
- 37 other graduate students on my research projects. 1998-Present
- d. Postdoctoral Fellow**
- Yoko Yamamoto, Ph.D. 2008-2010

9. ACADEMIC HONORS, FELLOWSHIPS, HONORARY SOCIETIES, LISTED CHRONOLOGICALLY

- 2023: Leader in the field invited to host a "Breakfast/Lunch with Leaders" by invitation at the conference of the Society for Research in Child Development.
- 2021: The Xiaojia Ge Lifetime Achievement Award from the SRCD Asian Caucus.
- 2019: One of the six leading developmental scientists of color who have made critical research contributions featured in the video [Why Developmental Science?](#) by the Society for Research in Child Development.

- 2017: Co-recipient of the Erin Phelps Award by the Society for the Study of Human Development (SSHD) for the best article in two years for my co-authored journal article: Yamamoto, Y., Li, J., & Liu, J. L. (2016). Does socioeconomic status matter for Chinese immigrants' academic socialization? Family environment, parental engagement, and preschoolers' outcomes. *Research in Human Development, 13*(3), 191-206. doi: 10.1080/15427609.2016.1194706.
- 2016-18: Guest Faculty Member at the newly founded and highly competitive Schwarzman Scholars Program (<http://schwarzmanscholars.org/program/>) for training international leaders for the 21st century, Tsinghua University, China.
- 2015-17: One of the six Inaugural Fellows of the Berggruen Institute (<https://www.berggruen.org/people/group/alumnifellows/>), housed at the Center for Advanced Study in the Behavioral Sciences, Stanford University, 2015-2016 and Schwarzman College, Tsinghua University, China, 2016-2017.
- 2014: Invited participant among 80 world-renowned scholars by the Berggruen Institute for its founding mission to identify the most pressing problems of our time and to generate possible solutions.
- 2013: The University Lecturer by Cornell University to deliver a campus-wide lecture: *Rediscover lasting values: Western and East Asian cultural learning models in the 21st century*.
- 2011: Invited lecture among 300 world-renowned scholars at Beijing Forum 2011 (北京論壇), Beijing, China: *Rediscover Lasting Values: Cultural Treasure Trove of Learning in the 21st Century* [再發現長存價值: 21世紀學習的文化寶庫].
- 2009: Commencement address to the graduating class, Jacobs University, Bremen, Germany: *Cross-Cultural Learning in a New Era*.
- 2006-08: 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.
- 2005: One of 30 scholars in the field to host a "Lunch with Leaders" by invitation at the conference of the Society for Research in Child Development.
- 2005: Invitation by the Chinese Ministry of Education to give a series of lectures at four major Chinese universities.
- 1994: Distinction for my doctoral qualifying paper: "Creativity in Horizontal and Vertical Domains." Harvard Graduate School of Education.
- 1981: Award for Excellence in German Studies, Guangzhou Institute of Foreign Languages, from German Academic Exchange Service (Der Deutsche Akademische Austauschdienst), West Germany.

10. TEACHING: CHRONOLOGICALLY, FOR THE LAST THREE YEARS.

2021 Spring:

Sabbatical semester

EDUC1970, Independent Study: 1

2021 Fall:

EDUC1900: Senior Seminar, enrollment: 34

EDUC1970, Independent Study: 1

2022 Spring:

EDUC0800: Human Development and Education, enrollment: 73

EDUC1645: Moral Development and Education: 12

EDUC1970: Independent Study: 2

2022 Fall:

EDUC1900: Senior Seminar, enrollment: 23

EDUC1289: Cross-Cultural Perspectives on Child Development: 15

EDUC1970: Independent Study: 1

CLPS1980: Directed Research: 1

2023 Spring:

EDUC0800: Human Development and Education, enrollment: 29

CLPS1980: Directed Research: 1

2023 Fall:

EDUC1289: Cross-Cultural Perspectives on Child Development: 26

EDUC1970: Independent Study: 1

2024 Spring:

EDUC1289: Cross-Cultural Perspectives on Child Development: 26

EDUC1970: Independent Study: 1

11. Date of the preparation of the document

January 22, 2024