

JIN LI (李瑾)
Curriculum Vitae
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EDUCATION

Harvard University, USA, Ed.D. in Human Development and Psychology	1997
Harvard University, USA, Ed.M., in Administration, Planning, and Social Policy	1991
University of Pittsburgh, USA, Ed.M., in Foreign Language Education	1988
Guangzhou Institute of Foreign Languages, China, B.A. in German Language and Literature	1982

PRIMARY ACADEMIC APPOINTMENTS

Brown University, Education Department, USA	
Professor of Education and Human Development	2013-Present
Associate Professor of Education and Human Development (with tenure)	2004-2013
Assistant Professor of Education and Human Development	1998-2004
Guangzhou Institute of Foreign Languages, China, German Instructor	1982-1985

OTHER POSITIONS

Affiliate Faculty, Cognitive, Linguistic, and Psychological Sciences, Brown University	2024-Present
Affiliate Faculty, American Studies, Brown University	2010-Present
Visiting Faculty/Fellow of Berggruen Institute, Schwarzman College, Tsinghua University, China	2017-2018
Visiting Lecturer, Schwarzman College, Tsinghua University, China	2018
Fellow of Berggruen Institute, Center for Advanced Study in the Behavioral Sciences, Stanford University	2015-2016
Core Member, Center for the Study of Human Development, Brown University	1998-2013
Education Consultant, Sesame Workshop, NY	1995-1998
Harvard University	
Research Assistant/Research Specialist, Project Zero	1991-1994
Teaching Fellow, Department of Human Development and Psychology	1991-1993
Research Assistant	1989-1991
Translator, John K. Fairbank Center for East Asian Research	1991-1993
Researcher, Dare Institute, Cambridge, MA	1989-1991
Teaching Assistant, German Teacher, and Supervisor of Student Teachers, University of Pittsburgh.	1986-1988
Research Assistant University of Vermont, Department of History	1986

Assistant Counselor, Howard Mental Health Center, Burlington, VT 1985-1986
Farmer/Barefoot Doctor/ Elementary School Teacher, Yangan Commune, China 1975-1978

RESEARCH INTERESTS

Cultural influence on human development, sociocultural learning models, children's learning beliefs and related family socialization, Confucian self-cultivation, self across cultures, immigrant children's adaptation

PUBLICATIONS

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

*indicates student authors and †equal contribution of authors after the first author.

Peer-Refereed Articles

Li, J. (in press). Response to the reviews of Jin Li's book *The self in the West and East Asia: Being or becoming* by Timothy Connolly, Luyao Li, Katherine Ngo, Pei Wang, and Zihan Yin. *Philosophy East and West*.

Yamamoto, Y., Li, J., *Yang, H.-Y., & *Zhang, I. (2024). Parental guidance and respect for authority: Low-income and middle-SES Chinese American preschoolers' perceptions of parental support for learning. *Early Childhood Research Quarterly*.

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. doi: 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. doi: 10.1007/s10826-018-1092-6

Bempechat, J., **Li, J.**, & Ronfard, S. (2018). 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

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].

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* (教育学术月刊), 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

Li, J. (2016). 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

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

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*, 85, 1206-1221. 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. doi:10.1177/1932202X1102200204

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

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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

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., 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. (2004). Learning as a task or virtue: U.S. and Chinese children 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 preschoolers' purposes for learning. *International Journal of Behavioral Development*, 28(2), 116-128. doi:10.1080/01650250344000325

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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.

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.

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

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. (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., & 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). 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.

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. (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.

Books

Li, J. (in press) *The self in the West and East Asia: Being or becoming*. Chinese translation by Shanghai Academy of Social Sciences Press (SASSP).

Li, J. (2024). *The self in the West and East Asia: Being or becoming*. Polity.

Li, J. (2015). КУЛЬТУРНЫЕ ОЧНОВЫ ОБУЧЕНИЯ Восток и Запад [Cultural Foundations of Learning: East and West] (A. Apollonov and T. Kotelnikova Trans. from English into

Russian). 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*. Cambridge University press.

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

Chapters

Yamamoto, Y., **Li, J.**, & Bempechat, J. (2025). 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.

Yamamoto, Y., **Li, J.**, *Li, A., *LaFave, R., & *Reichling, C. (2022). 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. (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

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). Institute of Ethnology, 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.

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 Asia. doi: 10.1007/978-981-287-576-1_20

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., & 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 McInerney, D.M., Walker, R.A., Arief, G., & Liem, D. (Eds.), *Sociocultural theories of learning and motivation: Looking back, looking forward* (pp. 283-307). Greenwich, CT: 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), 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., & K. W. Fischer. (2007). Respect as a positive self-conscious emotion in European Americans and Chinese. In J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.), *The self-conscious emotions: Theory and research* (pp. 224-242). 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* (No. 114) (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). Dynamic development of component systems of emotions: Pride, shame, and guilt in China and the United States. In N. Davidson, K. Scherer, & H. Goldsmith (Eds.), *Handbook of affective science* (pp. 375-408). Oxford University Press.

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

Other Publications

Li, J. (2017). The advice of Mencius. *Harvard Divinity Bulletin, Autumn/Winter*, 17-19.

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* (pp.). 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>.

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.

WORK IN REVIEW

Li, J., Fülop, M., *Wei, V. X.-F., & Bempechat, J. (2025). A different competition by low income Chinese American high school students. Under review with *Asian American Journal of Psychology*.

Wei, R., **Li, J.**, Yamamoto, Y., Wang, M. M.-Y., & Wei, Z.-Y. (2025). Parents pedagogical positioning and its links to reading and math achievement: A cross-cultural study of questions. Under review with *Early Childhood Research Quarterly*.

WORK IN PROGRESS

Li, J., Yamamoto, Y., & Fülop, M. (in preparation). Competitive self-striving: How Chinese American parents guide their children in learning. *Journal of Early Childhood Research*

Yamamoto, Y., **Li, J.**, Michael Ma, M., & Zhu, R.-Y. (in preparation). Bridging home and school: Chinese immigrant mothers' conversations about teachers and learning with their children. *Research in Human Development*, special issue about Asian American/immigrant families.

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.

†Wang, Q., Cheah, C. S. L., Doan, S. N., Lee, R. M., **Li, J.**, Mistry, M, & Rao, N. (in preparation). Understanding the development of Asian-heritage children.

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. (in preparation). *Confucian affect (情) is not simple emotion: From philosophy to psychology*. Book exploring the neglect of psychological research on transformed human affect via cultural processes.

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 view school's influence on 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.

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.

Li, J., & *Sklar, S. (in preparation). To speak or not to speak: Context sensitivity in speaking among Chinese. Journal article.

INVITED LECTURES, TALKS, AND ADDRESSES (SELECTED)

Li, J., & Yamamoto, Y. (2026, Jul.). Competing by mutual peer support: Chinese American mothers talk to their preschool children about learning. In M. Fülop (Chair), *Socialization for competition across cultures*. Invited paper symposium at the 31st International Congress of Applied Psychology, **Florence, Italy**.

Li, J. (2026, Jan.). My book *The self in the West and East Asia: Being or becoming* (2024) featured as the semester "Brown 2026 Reads," a campus-wide initiative of 250 years of American democracy, where I led a discussion with students. **Brown University, Providence, USA**.

Li, J. (2025, Mar.). Invited discussion on my new book *The self in the West and East Asia: Being or becoming*. Forum on Collaborative Learning (四海为学) chaired by Paul J.

D'Ambrosio, the Center for Intercultural Learning and the School of Philosophy, East China Normal University. **Shanghai, China**, remotely.

Li, J. (2024, Dec.). Book talk on my new book *The self in the West and East Asia: Being or becoming*. Brown University, **Providence, RI, USA**.

Li, J. (2024, Sep.). Chinese learning philosophy and research on children's learning beliefs and related parenting. A participant for the Roundtable on "Reflecting on Learning and Education," at the International Forum, Collaborative Learning (四海为学) chaired by Paul J. D'Ambrosio, the Center for Intercultural Learning and the School of Philosophy, East China Normal University. **Shanghai, China**, remotely, <https://www.sihaiweixue.org/learning-roundtable>

Li, J. (2024, Sep.). Cultural influence on children's learning beliefs: Persistence amidst change. Teachers College, Columbia University.

Li, J., & Yamamoto, Y. (2024, Jul.). Competitive self-striving through humility: Chinese American mother-child conversations about learning. In M. Fülop (Chair), *Competition among European and Confucian-heritage schoolchildren*. Invited paper symposium at the 33rd International Congress of Psychology, **Prague, the Czech Republic**.

Li, J., Fülop, M., Wei, V. X.-F., & Bempechat, J. (2024, Jul.). Different way to compete in school among Chinese American high school students. In M. Fülop (Chair), *Competition among European and Confucian-heritage schoolchildren*. Invited paper symposium at the 33rd International Congress of Psychology, **Prague, the Czech Republic**.

Li, J. (2023, Aug.). Commentator on the book *Just Hierarchy* by Daniel Bell and Pei Wang in Paul D'Ambrosio (Chair), for the Roundtable on "Social and Political Hierarchies" at the International Forum, Collaborative Learning (四海为学) chaired by Paul J. D'Ambrosio, the Center for Intercultural Learning and the School of Philosophy, East China Normal University. **Shanghai, China**, remotely. <https://www.sihaiweixue.org/hierarchy-roundtable>

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心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]. Invited by 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 due to the pandemic.

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., & Yamamoto, Y. (2020, Feb.) When silence is no longer golden: Low-income Chinese American preschoolers' beliefs about learning and their achievement. Presentation at the Center for the Study of Race & Ethnicity in America (CSREA), **Brown University**, Providence, RI.

Li, J. (2019, Jul.). Li (禮 ritual propriety) 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*. Invited symposium 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., 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. (2018, Jan.). 從文化視角看中西方幼兒對遊戲與學習衝突的認識 [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. (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. (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 (ICCPCE). **Declined**.

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). 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). 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., 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*]. **Beijing University, Zhuhai, 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. (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 delivered 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 delivered 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 delivered 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: 完善终身]. 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**, Palo Alto, CA.

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**, Palo Alto, 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]. Presentation at 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, Korea**.

Li, J. (2014, Jun.). Humility in learning: A Confucian perspective. Presentation 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. Invited by **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 delivered at the Psychology Department, **University of New Hampshire**, Durham, NH.

Li, J. (2013, Feb.). Study "too much" is cultural: Asian approaches to learning. The Asian Pacific American Law Students Association (APALSA), **Yale Law School**, New Haven, CT.

Li, J. (2012, Sep.). Human development and cultural learning models. Invited by **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 **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. Invited by the School of Education, **Beijing University**.

Li, J. (2012, Apr.). Chinese and Western children's learning beliefs under their cultural influence. Invited by the Research Institute for Education Foundation, **Beijing Normal University**.

Li, J. (2011, Nov.). Chinese and Western cultures and children's learning beliefs. Invited by School of Education, **Beijing University**.

Li, J. (2011, Nov.). Rediscover Lasting Values: Cultural Treasure Trove of Learning in the 21st Century [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*(北京論壇), **Beijing, China**.

Li, J. (2011, Oct.). Discussant for M. Abo-Zena (Chair), *What we would have missed: qualitative insights with adolescents and young immigrants*. Symposium paper presented at the Biannual Meetings of Society for the Study of Human Development, **Providence, RI**.

Li, J. (2011, Feb.). Cultural learning models and children's learning beliefs. Presentation at the **Psychology Department, Clark University**, Worcester, MA.

Li, J. (2011, Jan.). Research approaches to children's developing learning beliefs. Invited 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. Invited by the Faculty of Education, **Hong Kong University and Chinese University of Hong Kong**.

Li, J. (2010, Jun.). Socialization of learning in Chinese families [華人家庭中兒童學習的社會化過程]. 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. Invited by the **University of Illinois**, Urbana-Champaign, IL.

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. (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. Invited by the **University of Memphis, Memphis, TN**.

Li, J. (2008, Mar.). Learning beliefs across cultures. Invited by the **University of Memphis, Memphis, TN**.

Li, J. (2008, Mar.). U.S. and Chinese preschoolers' beliefs: Is learning a task or a virtue? Invited by the **Urban Child Institute, Memphis, TN**.

Li, J. (2007, Sep.). Cultural influence on European American and Chinese children's learning beliefs. Invited by **Cornell University**, Ithaca, NY.

Li, J. (2007, May). Culture and children's learning beliefs. Invited by the **Chinese Psychological Institute, Beijing, China**.

Li, J. (2007, May). European American and Chinese learning beliefs. Invited by **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*. Paper symposium at the Biannual Meetings of Society for Research in Child Development, **Boston, MA**.

Li, J. (2006, Nov.). Cultural influence on children's learning beliefs. **New York University**.

Li, J. (2006, Oct.). How culture influences the learning beliefs of Chinese, Chinese-American, and European-American children. Keynote 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 at **Southeastern University, Nanjing, China**.

Li, J. (2006, Apr.). Learning beliefs in European American and Chinese children: Similarities and differences. Invited by the Lynch School of Education, **Boston College, Newton, MA**.

Li, J. (2005, Jun.-Jul.). Culture and developmental psychology, theory, methodology, and evidence. Invited 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*. Paper symposium delivered at 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. Invited by **Yale University**.

Li, J. (2002, Oct.). Chinese children's world of learning. Invited by the Center for Human Growth and Development, **University of Michigan, Ann Arbor, MI**.

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**.

Li, J. (2002, Feb.). Chinese children and their world of learning. Public lecture at **Augusta State University, Augusta, Georgia**.

Li, J. (2002, Feb.). China's education and the pros and cons of their examination system. Public lecture at **Augusta State University, Augusta, Georgia**.

Li, J. (2001, Oct.). Shame, respect, and violence in China and the U.S. Invited by Harvard Child Harvard Child Initiative, **Harvard University**.

Li, J. (2000, Jul.). What is creativity anyway?" Lecture delivered at **Shangdong Normal University, Jinan, Shandong, China**.

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

SELECTED CONFERENCE PRESENTATIONS

Bempechat, J., Shernoff, D., & **Li, J.** (2025, Nov.). Homework as positive school engagement: Finding flow through disciplined self-striving among Chinese American students. Paper proposal submitted to the 12th European Conference on Positive Psychology, Dublin, Ireland.

Yamamoto, Y., & **Li, J.** (2025, Oct.). Chinese American preschoolers' beliefs about learning in sociocultural contexts: A mixed-method study. Paper presented at the Biennial Meeting for the Society for the Study of Human Development, Lexington, KY.

Liu, J.-Y., **Li, J.**, & Yamamoto, Y. (2025, Jul.). Maternal emotion socialization in Chinese immigrant families: A discourse analysis. Paper presented at the 8th Biennial APA Division 45 Research Conference, Ann Arbor, MI.

Yamamoto, Y., **Li, J.**, Segal, C., & Davis, E. D. (2025, May). Valuation of learning and self-improvement: Socioeconomic status and Chinese American preschoolers' beliefs about learning. In Medrano, J. (Chair), *Asian American child and youth development: Contexts, processes, and outcomes*. Symposium paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Yamamoto, Y., **Li, J.**, Vong, H., & Lung, C. (2025, May). Chinese immigrant parents' perceptions of home-school relations across socioeconomic groups: A mixed method study. In Y. Yamamoto (Chair), *Rethinking family engagement and home-school relations: Sociocultural, linguistic, and multigenerational dynamics in Chinese immigrant families*. Symposium paper presented at the Biennial Meeting for the Society for the Study of Human Development, Minneapolis, MN.

Shernoff, D., Bempechat, J., & **Li, J.** (2024, Jul.). How parents mediate cultural influences on flow in schools. Paper presented at the European Conference on Positive Psychology, Innsbruck, Austria.

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 Biennial Meeting for the Society for the Study of Human 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 by the 25th International Congress of the International Association for Cross-Cultural Psychology, Olomouc, the Czech Republic, remotely due to the pandemic.

Li, J., & Fung, H. (2021, June). 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 at the 50th Annual Meeting of the Jean Piaget Society, remotely due to the pandemic.

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 Biennial Meeting for the Society for the Study of Human 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 for 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.

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 presented 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. Paper presented 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*. Paper symposium 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., 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 Guo, P.-Y. (Chair), *Around anthropology: empathy, affect and intersubjectivity*. Symposium paper presented to 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 presentation accepted 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 for 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 of International Association for 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 presented at the 12th Annual Meeting of the Society for Personality and Social Psychology, San Antonio, Texas.

Van Egmond, Kühnen, Ulrich, **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 Culture, Park City, UT.

Bempechat, J., Mirny, A., Li, J., & *Wenk, K. (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. (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 by 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*. Paper presented by the Biannual Meeting of the Society for Research on Adolescence. Chicago.

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 paper presented at the Annual Meeting of Jean Piaget Society, Amsterdam, The Netherlands.

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 the Society for Research in Child Development, Boston, MA.

Holloway, S. D., **Li, J.**, & Bempechat, J. (2007, Apr.). 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. (2007, Apr.). 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.

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.

*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' perfections of teachers' expectations: What does it take to be a *good* student? Poster presented at American Educational Research Association, Montreal, Canada.

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 presented 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., Bemepchat, 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 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 conducted 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 European Conference on Developmental Psychology, Uppsala, Sweden.

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., Yue, X.-D., & Yuan, S. (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. (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. (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., Cole, C. F., & Li, J.-M. (2000, Jul.). *"The cow loves to learn:" Preference for books and learning among Chinese preschool children*. Poster presented at the 16th Biennial Meetings of the International Society for Study of Behavioral Development, Beijing, China.

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, 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.

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 for the Jean Piaget Society, Montreal, Canada.

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.

RESEARCH EXPERIENCE

Brown University, Education Department

1998-Present

Principal Investigator

- Project on culture and speaking. Data on how European American and Chinese people view speaking and how their beliefs influence their learning in school (2009-present).
- 6-year longitudinal study funded by the Spencer Foundation: “European American and Chinese Immigrant Children's Learning Beliefs and Related Socialization at Home” (2007-2013).
 - Continuous collaboration with Ran Wei, Ph.D. Harvard Medical School and Peking University 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).
 - Continuous 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).
- Project on culture and speaking. Data on how European American and Chinese people view speaking and how their beliefs influence their learning in school (2009-present).
- 2-year longitudinal study funded by the Foundation for Child Development: “Chinese Immigrant Children's Learning Beliefs and Related Socialization at Home” (2006-2008).
- 2-year project with Co-PI Heidi Fung, Ph.D., Academia Sinica, Taiwan funded by Chiang Ching-Kuo Foundation: “Beliefs About Learning Among Children and Parents in Taiwan, China, and the US” with three components: (1) children's self-concepts in learning, (2) parental communicative strategies for socialization of learning beliefs, (2) parental affective responses to and causal attributions of their children's learning and achievement (2003-2005).
- 2-year longitudinal project funded by Brown University's Salomon Faculty Research Award: “US and Chinese Young Children's Beliefs About Learning, Academic Engagement, and Achievement (the BAL Project)” (2002-2003).
- Project funded by the Spencer Foundation: “US and Chinese Preschoolers' Understanding of Learning (PUL Project” (2000-2001).

- Project funded by Brown University's Salomon Faculty Research Award: "Cultural Learning Model among U.S. college students" (1999-2001).

Co-Principal Investigator/Consultant

- Consultant with Co-PIs Daphna Buchsbaum, Brown University and William Cunningham, University of Toronto for the project funded by Templeton World Charity Foundation: "Is it sometimes rational to believe things that aren't true? Evaluating a normative standard for when beliefs should and shouldn't change" (2023-2025).
- With Sidney Strauss, Ph.D., Tel Aviv University, Israel. Project funded by the Spencer Foundation: "Teaching as a Natural Cognition: Chinese Mothers and their Young Children" (2003-2004).
- With David Sobel, Ph.D., Brown University. Project on children's conception of learning (2002-2003).
- Project funded by William T. Grant Foundation: "The Meanings of Learning, Achievement, and Motivation: A Study of Achievement Beliefs and Behaviors in Three Cultural Contexts" (the U.S., UK, and Russia). (2002-2004). Co-investigators: Janine Bempechat, Boston University and Susan Holloway, University of California, Berkeley.
- Collaboration with Xiaodong Yue, Ed.D. Hong Kong City University. Project funded by Hong Kong City University on Chinese learning model for learning among elementary and secondary school students in China (1998-2001).

Sesame Workshop, International Research Department, China Co-production (1995-1998).

- Guided formative research on children's attention and comprehension of educational goals for the Chinese *Sesame Street*.
- Co-designed a baseline study to test a large sample of Chinese preschool children on their developmental levels for designing the educational content and evaluating the effectiveness of the program.
- Co-designed a content analysis on TV programs available in China and TV viewing preferences of children and parents.

GRANTS

2023-2025: Consultant for the research project "Is it sometimes rational to believe things that aren't true? Evaluating a normative standard for when beliefs should and shouldn't change." PIs: Daphna Buchsbaum, Brown University and William Cunningham, University of Toronto, \$200,000

2023: Faculty Development Fund, Brown University for publishing my new book: *The self in the West and East Asia: Being or Becoming* with Polity, \$3,000.

2023: Berggruen Institute's grant for my new book: *The self in the West and East Asia: Being or Becoming* with Polity, \$5,000.

2007-20013: PI for a competitive major grant from the Spencer Foundation for a 4-year longitudinal study on “European American and Chinese immigrant children’s learning beliefs and socialization,” \$670,186.

2006-2008: PI for a competitive award from the Foundation for Child Development for a 2-year longitudinal study on “Chinese immigrant children’s learning beliefs and related home socialization,” \$163,570.

2007: Co-organizer for a grant from *Foundation for Child Development* to launch the Asian Caucus for the Society for the Research on Child Development (with Ruth Chao, Ram Mahalingam, Tiffany Yip, and Vivian Tseng), \$6000.

2003-2005: PI for a grant from Chiang Ching-Kuo Foundation for a 2-year collaborative research project on beliefs about learning among school children and parents in Taiwan, China, and the U.S. (with Co-PI Heidi Fung), \$51,000.

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

2002-2004: Co-PI for a competitive major Grant from William T. Grant Foundation for a 2-year collaborative research project on adolescents’ meaning making of learning and achievement in the U.S., UK, and Russia with PI Janine Bempechat and Co-PI Susan Holloway), \$470,000.

2002-2003: PI for the Richard B. Salomon Faculty Research Award from Brown University for a longitudinal follow-up study on European American and Chinese preschool children’s beliefs about learning, \$6,000.

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

1999-2001: PI for the Richard B. Salomon Faculty Research Award from Brown University for a 2-year research project on conceptions of learning among European American college students, \$10,000.

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

1998-Present: UTRA grants (each at \$3,000 until 2013, each at \$3,500, 2014-17, and each at \$3570, 2018-present, \$4000 for Summer 2020, \$1000 for Spring 2022, Summer 2022 \$5000, \$1200 for Fall 2023, totaling to \$210,680 for supervising 70 undergraduate students’ research on my projects):

- Jennifer Lears and Thomas Montgomery, 1999
- Laura Cordisco, Clara Holzwarth, & Elaie Loh, 2000
- Jonathan Breitbart, Elizabeth Mallow, Mary Vieira, & Ronald Viola, 2001
- Cynthia Der, Sarah Gervais, Stephanie Im, Kori Kazama, & Marymargaret Krey, 2002
- Katherine Mason & Yaheng Wang, 2003
- Laura Neville, & Margaret Wyche, 2004
- Lucy Lou, Lily Luo, & Carly Rush, 2005
- Diane Lee, Meredith Sears, & McCall Lewis, 2006
- Ellen Liu & May Mark, 2007
- Andrea Batchelor, Richard Bresnahan, Ana Lopez, & Caroline Segal, 2008
- Jennifer Nykiel, Anne Fuller, Jie (Jessica) Pan, Shristi Pandey, & Jentina Mitchell, 2009

Jamison Kinnane, Rachel Lamb, Zoe Pierce, Lisa Rodgers, & Melanie Staehelin, 2010
 Linh Dao, Mariah Gonzales, Chiemeka Onwuanaegbule, Krutika Parasar, Christina Santoro, & Peiyu Wu, 2011
 Kimberly Clifton, Cindy Ka Yan Lung, Bosheng Song, & Huong Vong, 2012
 Cindy Lung, semester UTRA, 2012
 Emily S. Davis, Christopher Lam, Jennifer Nedow, & Luyu Zhang, 2013
 Andy Li & Mingjian (Alex) He, 2014
 Cadence Lee & Yanqing Shen, 2015
 Morgan Awner & Sarah Saxe, 2018
 Jessie Jing & Catherine Liao, 2019
 Elena Balch, semester UTRA & Naotaro Kato, Summer 2020
 Gustav Hirschfeld, summer 2020
 Luca O'Donnell, semester UTRA, 2022
 Kenney Waite, summer UTRA 2022
 Olivia Cohen & Madeline Wachsmuth, semester UTRA, 2023

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

HONORS AND AWARDS

2025: Leader invited to host a “Chat with the Leaders” at the conference of the Society for Research in Child Development. Declined due to scheduling conflict.

2024: The President's Award for Excellence in Faculty Governance, Brown University.

2023: Leader invited to host a “Breakfast/Lunch with Leaders” 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.

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.

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.

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 invited to host a "Lunch with Leaders" 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.

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 Behavioural Development, Jean Piaget Society (past), Society for Research in Child Development

OTHER PROFESSIONAL POSITIONS

2025-30: Member of the editorial board the journal: *Beijing International Review of Education* (BIRE)

2025-Present: Associate editor of the journal: *Developmental Review*

2024: Invitation to serve as the Guest Editor for the Special Issue "Immigrant Children's Sociocultural Learning and Parental Socialization" for the *Journal Social Sciences*. Declined due to commitment conflict.

2021-24: 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 due to commitment conflict.

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.

2018: Invitation to serve on the Editorial Board of the journal, *Environment and Social Psychology*. Declined.

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

2010-11: Advisor to the 7th International Conference for Chinese Psychologists, Academia Sinica and National University of Taiwan.

2005: Member on Review Board for Special Issue on Race, Ethnicity, and Culture, *Child Development*

2001-07: Member on the Program Committee of Society for Research of Child Development

Manuscript reviewer for professional 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; Creativity Research Journal; Critical Studies in Education; ECNU Review of Education of Sage Publication; Dao: A Journal of Comparative Philosophy; Developmental Psychology; Developmental Review; Educational Philosophy and Theory; Elementary School Journal; Emotion and Cognition; 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 publishers

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

Reviewer for funding agencies

Developmental and Learning Sciences, NSF, John Templeton Foundation, Research Grants Council of Hong Kong, the Nuffield Foundation in UK, Research Grants Council of Hong Kong, Social Science and Humanities Research Council of Canada, 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 biannual meetings of the Society for Research in Child Development, submitted posters for the Society for Research in Adolescence, Outstanding Research Award Evaluation for the Department of Humanities and Social Sciences, Ministry of Science and Technology, Taiwan

External reviewer for tenure and promotion

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

ACADEMIC SERVICE

University

2022-24: 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.
2005-2012: Reader for 3 first-year projects, Cognitive, Linguistic, & Psychological Sciences Department.
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, Taipei, Taiwan, and New Hampshire.

Department

2025 Fall: Moderator of Faculty Roundtable Discussion of Research.
2024 Fall: Committee chair for promotion from associate to full professor.
2024 Fall: Committee member on department events and workshops.
2023-25: Committee member for promotion from associate to full professors.
2023-24: Committee member for the promotion of senior lecturer to distinguished senior lecturer.
2023-24: Undergraduate Committee representative to the Diversity, Equity, & Inclusion (DEI) Committee.
2023: Faculty speaker for "Know Your Professors" series for the Master's students of the Urban Education Policy students.
2022, 25: Committee chair for a junior faculty's contract renewal reviews.

2022-23: Member of the Department's Bylaws Committee.

2021: Committee member of two faculty reviews.

2021: Search Committee on the lecturer for MLL Education.

2018-20, 21-
24, 25-26: Member of the Undergraduate Curriculum Committee.

2020-23: Senior mentor to a different junior lecturer.

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.

2019-20: Junior faculty advisor in Education Studies Concentration.

2018-Present: Observing/writing evaluations of faculty members' classes. Writing a junior faculty's annual reviews and contract renewal reviews.

2018-20: Member of 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 the 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.

SERVICE TO COMMUNITY

2025: Gave a workshop on how core differences in cultural values influence immigrant families and possible ways to support children's adaptation to American life at New England Chinese American Alliance.

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.

2014: Delivered a lecture to teachers at the Boston Children's Museum.

2013: Delivered 7 lectures to Chinese schools on culture and learning.

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.

COURSES TAUGHT AT BROWN UNIVERSITY

EDUC0800: Introduction to Human Development and Education.	1998-Present
EDUC1289: Cross-Cultural Perspectives on Child Development.	1998-Present
EDUC1645: Moral Development and Education.	1998-Present
EDUC1660: Social Contexts of Learning and Development.	1998-Present
EDUC1900: Senior Seminar.	2020-2023
EDUC2340: Human Development and Urban Education.	2012
EDUC1450: Psychology of Teaching and Learning.	1998-2006

MENTORING STUDENTS

Undergraduate Honors Theses	1998-2019
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18 undergraduate Honors theses in the Department of Education.

2 undergraduate Honors theses in the Department of Cognitive, Linguistic, and Psychological Sciences, Brown University.

Undergraduate Research

255 undergraduate students' research	1998-Present
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Graduate

1 doctoral dissertation, defense member, College of Graduate and Postdoctoral Studies, University of Saskatchewan, Canada	2024
1 doctoral dissertation, international examiner, Melbourne School of Psychological Sciences, the University of Melbourne, Australia.	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
6 doctoral students, reader for their first-year projects/prelims, Cognitive & Psychological Sciences Department, Brown University.	2005-Present
1 doctoral student, dissertation committee, Psychology Department, Jacobs University, Bremen, Germany.	2009-2011
1 doctoral dissertation, international examiner, Melbourne School of Psychological Sciences, the University of Melbourne.	2019

39 other graduate students on my research projects.

1998-Present

Postdoctoral Fellow

Yoko Yamamoto, Ph.D.

2008-2010

MEDIA APPEARANCE

Featured in Struggle for Smarts? How Eastern and Western Cultures Tackle Learning on Morning Edition, NPR, npr.org, November 16, 2012.

Featured in David Brooks' op-ed "*The Learning Virtues*," New York Times, February 23, 2013.

Featured in Corriere della sera, Italy, March 10, 2013.

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/>, November 9, 2015.

Featured in Julian Baggini's op-ed "What Is the Self? It Depends," New York Times, February 8, 2016.

Featured in Challenges of Sending Young Chinese Children to Study Abroad, *The Paper* (澎湃新闻), October, 29, 2016.