

MARY GAUVAIN

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EDUCATION

Ph.D., 1982, University of Utah, Salt Lake City, UT, Developmental Psychology
M. A., 1976, Stanford University, Stanford, CA, Sociology of Education
B. A., cum laude, 1975, University of California, Irvine, CA, Social Ecology

PROFESSIONAL EMPLOYMENT AND POSTS

1997- Professor of Psychology, University of California, Riverside
2013- Associate Vice Provost for Faculty Success, Equity, and Diversity, UCR
2013- Co-Director, UCGHI Center of Expertise “One Health: Water, Animals, Food
 and Society”
2010- Cooperating Faculty, Graduate School of Education, UC Riverside
1996-2004 Co-Project Director, UC Links Program, UC Riverside
1998 Visiting Scholar, Dept. of Psychology, University of Hawaii, Manoa
1996-1997 Associate Professor of Psychology, University of California, Riverside
1992-1996 Assistant Professor of Psychology, University of California, Riverside
1992-1992 Visiting Scholar, Department of Psychology, University of Melbourne, Australia
1988-1992 Assistant Professor of Psychology, Scripps College
 (Tenure and Promotion to Associate Professor granted)
1987-1988 Assistant Professor of Psychology, Oregon State University, Corvallis, OR
1987-1988 Visiting Research Scientist, Oregon Social Learning Center, Eugene, OR
1986-1987 Senior Postdoctoral Fellow, Oregon Social Learning Center, Eugene, OR
1984-1986 Full-time Lecturer, Interdisciplinary Studies in Human Development, Graduate
 School of Education, University of Pennsylvania
1984-1984 Research Associate and Lecturer, Department of Psychology, Rutgers University
1982-1983 Postdoctoral Associate, Developmental Psychology, City University of New
 York, Graduate Center
1976-1978 Research Assistant, Social Ecology Laboratory, Stanford University Department
 of Psychiatry, Rudolf Moos, Ph.D., Director
1976-1976 Research Assistant, Stanford University School of Education and Teacher Corps
 Open Space Project

MEMBERSHIPS AND OFFICES

Fellow, American Association for the Advancement of Science
Fellow, American Psychological Association
Fellow, American Educational Research Association
Fellow, American Psychological Society
Secretary/Treasurer (elected), 1998-2001, American Psychological Association,
 (Division 7: Developmental Psychology)
Representative to the Council (elected), 2007-2010, American Psychological Association
 (Division 7: Developmental Psychology)
Chair, American Psychological Association Division 7 Convention Program, 1994-1996
Member, Society for Research in Child Development (SRCD)
Governing Council, SRCD (elected), 2013-2015

Member, Society for Cross-Cultural Research
 NGO Educational Advisory Board, Village Network Africa (ViNA)

EDITORIAL WORK AND REVIEWING

Associate Editor, *Merrill-Palmer Quarterly* (2000-2007)

Associate Editor, *Child Development* (2007-2013)

Guest Editor, Images of the Environment: An Issue in Honor of Kevin Lynch. *Children's Environments Quarterly*, Fall 1985

Editorial Boards: *Child Development* (2002- 2007); *Child Development Perspectives* (2006-); *Children's Environments* (1989-1998); *Cognitive Development* (2007-); *Monographs for the Society for Research in Child Development* (1996-2000)

Ad hoc reviewing: *American Psychologist*, *American Scientist*, *British Journal of Developmental Psychology*, *Child Development*, *Cognitive Development*, *Cognitive Science*, *Developmental Psychology*, *Developmental Review*, *Educational Psychologist*, *Human Development*, *International Journal of Behavioral Development*, *Journal of Cognition and Instruction*, *Journal of Cognitive Development*, *Journal of Cross-Cultural Psychology*, *Journal of Applied Developmental Psychology*, *Journal of Cognition and Instruction*, *Journal of Experimental Child Psychology*, *Journal of Family Psychology*, *Journal of Research in Mathematics Education*, *Journal of Nonverbal Behavior*, *Journal of Research in Personality*, *Memory and Cognition*, *Mind, Culture, and Activity*, *Psychological Bulletin*, *Psychological Science*, *Social Development*

Monograph reviewing: Academic Press, Cambridge University Press, Erlbaum Publishers, W. H. Freeman, Harcourt Brace, Oxford University Press, Prentice-Hall, Scientific American, State University of New York Press, University of Illinois Studies in Anthropology

Meeting program reviews: American Educational Research Association, American Psychological Association (Division 7), Cognitive Science, The Jean Piaget Society, Society for Research in Child Development, Southeastern Conference on Human Development

GRANT REVIEWING

National Science Foundation (Development and Learning Sciences Panel, 2005-2008; Ad Hoc)

The Murray Center (Radcliffe College)

The Spencer Foundation

U.S. Department of Education (Institute for Learning Sciences)

University of California Office of the President (Urban-School Collaborative)

HONORS AND AWARDS

California State Graduate Fellow, Stanford University, 1975-76

NIMH Training Fellow, University of Utah, 1978-80

University Research Fellow, University of Utah, 1980-1982

Oregon State University Foundation Staff Development Fellowship, 1988

Mary Wig Johnson Faculty Achievement Award for Community Service, Scripps College, 1991

Affirmative Action Faculty Development Award, UC Riverside, 1993-94

Center for Ideas and Society, UCR, Participating Scholar (9/94-6/95)

Affirmative Action Faculty Development Award, UC Riverside, 1995-96

Sigma Xi Award, Outstanding Undergraduate Program at UCR (UC Links) 1998-99

Center for Ideas and Society, UCR, Visiting Fellow, Fall 1999

Faculty of the Year Award, Psychology Department, UCR, 2003

Distinguished Campus Service Award, UCR, 2009-2010

GRANTS: EXTRAMURAL

NSF Travel Award, IX Interamerican Congress of Psychology, Ecuador, 1983

National Institute of Child Development, "The Development of Planning Skills," 1983-85, \$63,089 (Co-PI)
 The Spencer Foundation Small Grants Program, "Influence of Knowledge of a Posttest on Adult-Child Problem Solving," 1988-89, \$7498
 National Institute of Mental Health Small Grant, "Cognitive Interaction of Parents and Noncompliant Children," 1988-90, \$25,000
 The Spencer Foundation Small Grants Program, "The Influence of Experience on Spatial Problem Solving Among Navajo Children," 1991, \$7497
 NSF Travel Award, XXIII Interamerican Congress of Psychology, Costa Rica, 1991
 Haynes Foundation Faculty Fellowship, "What Do Children Do When They Have Nothing To Do? A Study of Children's Planning in Everyday Life," 1991-92, \$6000
 Henry A. Murray Character and Competence Research Award, Radcliffe College, 1993-95, \$5965
 Presidential Grant for Research in Teacher Education, Children's Communication and Collaboration During Mathematics Lessons, 1995-96, \$16,500
 NIMH Invited Participant, National Workshop on Acculturation Theory and Research, 1996
 Office of the President, University of California, "UC Links: A UC Multi-campus After-School Initiative Linking K-12 and University Education in California", \$425,000, 1996-04 (Co-PI)
 Presidential Grant for Research in Teacher Education, Social Studies Curriculum in a 6th-Grade Computer-Based Program, \$2,000, 1996-97
 National Institute of Child Health and Human Development, "Sociocultural Processes in the Development of Planning", 1997-01, \$601,126
 National Institute of Mental Health, "Ethnicity, Economic Stress and Adaptation in Families", 1997-01, \$3,391,747 (Co-PI)
 National Science Foundation, "IGERT: Water SENSE-Social, Engineering, and Natural Science Engagement", 2012-2117, \$2,999,984. (Co-PI)

GRANTS: INTRAMURAL

University Research Committee, University of Utah, "The Development of Planning Skills: The Relationship Between Planning and Action by Individuals vs. Teams," 1982-83, \$5,000 (with Barbara Rogoff)
 University Research Council, Oregon State University, "The Influence of Social Interaction on Cognitive Development," 1987-88, \$7957
 Scripps College Faculty Research Grant, "The Emergence of Children's Ability to Distinguish Appearance from Reality, " 1989-90, \$2,995
 Scripps College Faculty Research Grant, " The Development of Spatial Thinking Among the Navajo," 1990-91, \$3,090
 Athwin Faculty Development Grant, 1990, \$2000
 Scripps College Sabbatical Research Fellowship, 1991-92, \$6000
 Athwin Faculty Development Grant, Scripps College, 1991, \$1000
 UCR Intramural Research Grant, "The Development of Spatial Thinking in Relation to Graph Theory", 1992-93, \$1300
 UCR, Intramural Research Grant, "The Development of Children's Skill at Reading Plans", 1993-94, \$1399
 UCR, Faculty Minigrant for Undergraduate Instructional Improvement, 1994, \$240
 UCR, Intramural Research Grant, "Planning in the Classroom During Mathematics Lessons", 1995-96, \$700
 Presidential Grant for Research in Teacher Education, Social Studies Curriculum in a 6th-Grade Computer-Based Program, 1996-97, \$2,000
 UCR, Intramural Research Grant, "The Social Context of Cognitive Development", 1996-97, \$1600

- UCR, Intramural Research Grant, "Planning in Family Context", 1997-98, \$1350
 UCR, Intramural Research Grant, "Everyday Activities as Contexts for Development", 1998-99, \$2000
 UCR, Intramural Research Grant, "Social Influences on Young Children's Mathematical Understanding: The Case of Proportional Reasoning", 1999-00, \$1600
 UCR, Intramural Research Grant, "Relation of Child Emotionality to Parent-Child Planning", 2000-01, \$2050
 UCR, Intramural Research Grant, "Sociocultural Processes in the Development of Planning: Adolescence", 2001-02, \$1300
 UCR, Intramural Research Grant, "Sociocultural Processes in the Development of Planning", 2002-03, \$1300
 UCR, Intramural Research Grant, "Child Emotionality and the Development of Planning Skills", 2003-04, \$1200
 UCR, Intramural Research Grant, "Planning and Time Management Among College Athletes", 2004-05, \$1454
 UCR, Intramural Research Grant, "Parental Involvement in American and Chinese Children's Mathematics Learning", 2005-06, \$1619
 UCR, Intramural Research Grant, "Parent Risk Management", 2006-07, \$1630
 UCR, Intramural Research Grant, "Planning for Disaster: How Families Plan for Remote But Plausible Catastrophic Events", 2007-08, \$1607
 UCR, Intramural Research Grant, "Children's Participation in Sustainable Community Practices in Rural Uganda", 2008-09, \$2100
 UCR, Intramural Research Grant, "Children's Participation in Sustainable Community Practices in Rural Uganda", 2009-10, \$1467
 UCR, Committee on Research Fellowship, "Children's Participation in Sustainable Community Practices in Rural Uganda", 2009-10, \$4,750
 UCR, Contamination Sensitivity in Rural Sub-Saharan Africa, 2010-2011, \$1890
 UCR, Contamination Sensitivity in Different Environmental Conditions in the U.S., 2011-2012, \$1442.
 UCR, Contamination Sensitivity and Children's Participation in Family Rituals, 2012-13, \$1650.
 UCR, Children's Concern with Fairness in Deciding How to Allocate Resources, 2013-14, \$1475.

TEACHING EXPERTISE (all at the undergraduate and graduate level)

Theories of Psychological Development
 Developmental Psychology (Child and Lifespan)
 Cognitive Development
 Social Development
 Social Context of Cognitive Development
 Cultural Psychology
 Psychology of Women

SERVICE - UNIVERSITY

Committee on Instruction (University of Pennsylvania, 1984-86)
 Coordinator, Human Development Colloquium Series (University of Pennsylvania, 1984-86)
 Budget Committee (Department of Psychology, Oregon State University, 1987-88)
 Women's Studies Intercollegiate Coordinating Committee (Claremont Colleges, 1989)
 Humanities Institute Planning Committee (Scripps College, 1989)
 Humanities Program Review Committee (Scripps College, 1989-90)
 Faculty Executive Committee (Scripps College, 1990-91)
 Undergraduate Committee (UCR, 1992-98)

Human Development Program Committee (UCR, 1992-03)
 Graduate Admissions Committee (UCR, 1994-98)
 Senior Faculty Search Committee (UCR, 1994-95)
 Women's Studies Senior Faculty Search Committee (UCR, 1995 -96)
 Grant Review Committee, Urban-Community School Collaborative, UCOP (1996-00)
 Faculty Executive Committee, College of Humanities, Arts, and Social Sciences (UCR, 1996-98,
 2002-03, Chair 2003-05)
 Committee on Research (UCR, 1997-00, 1999-00 as Chair)
 UCR Representative to UC (Systemwide) Research Committee (UCORP) (1999-00)
 Developmental Area Head, Psychology Department (UCR, 1998-02; 2006-2008)
 Psychology Faculty Search Committee, Chair (UCR, 1998-1999; 2003-05; 2008-09)
 Chancellor's Advisory Committee (UCR, 1998-99; 2002-present)
 Subject A Task Force (UCR, 1998-99)
 2010 Vision Committee, Working Group on Faculty Research (UCR, 2000-01)
 Advisory Committee, Center for Social and Behavioral Science Research (UCR, 2000-02)
 Faculty Advisory Board, Ernesto Galarza Applied Research Center (UCR, 2000-02)
 Law School Advisory Committee (UCR, 2000-01)
 UC Systemwide Ed.D. Work Group (2001)
 Psychology Building Committee, Co-Chair (UCR, 2001-present)
 UCR Faculty Representative to UC Academic Council (2003-05)
 Ad Hoc Curriculum Committee (CHASS), Chair, 2003
 Lothian Dormitory Fire Investigation Committee (2004)
 NCAA Div. 1 Athletic Certification Subcommittee on Equity, Welfare and Sportsmanship (2003-04)
 Institutional Review Board (IRB) (2003-04; alternate 2008-09)
 Planning and Budget (2006-2009; Chair 2008-09)
 UCR Representative to UC (Systemwide) Planning and Budget Committee (UCPB) (2008-09)
 Budget Advisory Committee (UCR, 2009)
 Budget Steering Committee (UCR, 2009)
 Academic Senate Vice-Chair (UCR, Fall 2009)
 Strategic Planning Committee, Subcommittee on Resources, Budget, Planning, and Infrastructure
 (Vice Chair, UCR, 2009-2010)
 Joint Senate-Administration Compensation Plan Steering Committee (UCOP, 2010)
 Academic Senate Chair (UCR, Fall 2010-2012)
 Dean's Search Committee, School of Public Policy (Chair, UCR, Fall, 2012)
 Dean's Search Committee, School of Business Administration (UCR, Fall 2013)

BOOKS AND MONOGRAPHS

Gauvain, M. (2001). *The social context of cognitive development*. New York: Guilford.
 Gauvain, M., & Cole, M. (1993). *Readings on the development of children*. New York: W. H. Freeman.
 Gauvain, M., & Cole, M. (1996). *Readings on the development of children (2nd Ed.)* N. Y.: Scientific American.
 Gauvain, M., & Cole, M. (2001). *Readings on the development of children (3rd Ed.)*. New York: Worth Publishers.
 Gauvain, M., & Cole, M. (2005). *Readings on the development of children (4th ed.)*. New York: Worth.
 Hetherington, M., Parke, R. D., Gauvain, M., & Locke, V. O. (2006). *Child psychology: A contemporary viewpoint (6th ed.)*. New York: McGraw Hill.
 Gauvain, M., & Cole, M. (2008). *Readings on the development of children (5th ed.)*. New York: Worth.

- Parke, R. D., & Gauvain, M. (2008). *Child psychology: A contemporary viewpoint (7th ed.)*. New York: McGraw Hill.
- Parke, R.D., Gauvain, M., & Schmuckler, M. A. (2003). *Child psychology: A contemporary viewpoint (1st Canadian Ed.)*. Canada: McGraw Hill-Ryerson.
- Parke, R.D., Gauvain, M., & Schmuckler, M. A. (2005). *Child psychology: A contemporary viewpoint (2nd Canadian Ed.)*. Canada: McGraw Hill-Ryerson.
- Parke, R.D., Gauvain, M., & Schmuckler, M. A. (2010). *Child psychology: A contemporary viewpoint (3rd Canadian Ed.)*. Canada: McGraw Hill-Ryerson.
- Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). *Developmental psychology*. (1st UK/Ireland Ed.). Berkshire, UK: McGraw Hill.

HANDBOOK CHAPTERS

- Gauvain, M., & Perez, S. M. (2007). The socialization of cognition. In J. Grusec & P. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 588-613). New York: Guilford.
- Gauvain, M., & Parke, R. D. (2010). Socialization. In M. Bornstein (Ed.), *Handbook of cross-cultural developmental science* (pp. 239-258). Mahwah, N.J.: Erlbaum.
- Gauvain, M., & Reynolds, C. A. (2011). The sociocultural context of cognition across the lifespan. In K. Finderman, C. Berg, T. Antonucci, & J. Smith (Eds.), *Handbook of life-span psychology* (pp. 269-297). New York: Springer Publishers.
- Göncü, A., & Gauvain, M. (2012). Sociocultural approaches to educational psychology: Theory, research, and application. In K. R. Harris, S. Graham, T. Urdan, C. B. McCormick, G. M. Sinatra, & J. Sweller (Eds.), *APA educational psychology handbook, Vol. 1: Theories, constructs, and critical issues* (pp. 123-152). Washington, DC: American Psychological Association.
- Gauvain, M. (2013). Sociocultural contexts of development. In P. D. Zelazo (Ed.), *Oxford Handbook of Developmental Psychology, Vol. 2: Self and other* (pp. 425-451). New York: Oxford University Press.
- Gauvain, M., & Nicolaides, C. (in press). Cognition in childhood across cultures. To appear in L. A. Jensen (Ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. New York: Oxford University Press.
- Gauvain, M., & Perez, S. M. (in press). Cognitive development in cultural context. To appear in L. Liben & U. Müller (Eds.), *Handbook of child psychology and developmental science. Vol. 2: Cognitive processes*. New York: Wiley.
- Gauvain, M., & Perez, S. M. (in press). The socialization of cognition. In J. Grusec & P. Hastings (Eds.), *Handbook of socialization: Theory and research (2nd Ed., pp. 588-613)*. New York: Guilford.
- Gauvain, M., & Richert, R. (in press). Cognitive development. To appear in H. Friedman (Ed.), *Encyclopedia of Mental Health*. San Diego, CA: Elsevier.

JOURNAL ARTICLES

- Moos, R., Gauvain, M., Lemke, S., Max, W., & Mehren, B. (1979). Assessing the social environment of sheltered care settings. *Gerontologist, 19*, 74-82.
- Gauvain, M., & Altman, I. (1982). A cross-cultural analysis of homes. *Architecture and Behaviour, 2*, 27-46.
- Rogoff, B., & Gauvain, M. (1984). The cognitive consequences of specific experiences: Weaving versus schooling among the Navajo. *Journal of Cross-Cultural Psychology, 15*, 453-475.
- Scribner, S., Gauvain, M., & Fahrmeier, E. (1984). Industrial workers' knowledge of large-scale space on the job: A study of practical intelligence. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 6*, 32-34.
- Gauvain, M., & Rogoff, B. (1986). Influence of the goal on children's exploration and memory of large-scale space. *Developmental Psychology, 22*, 72-77.

- Gauvain, M., & Rogoff, B. (1989). Collaborative problem solving and children's planning skills. *Developmental Psychology, 25*, 139-151.
- Gauvain, M., & Rogoff, B. (1989). Ways of speaking about space: The development of children's skill at communicating knowledge of large-scale space. *Cognitive Development, 4*, 295-307.
- Gauvain, M., & DeMent, T. (1991). The role of shared social history in parent-child cognitive activity. *The Newsletter of the Laboratory of Comparative Human Cognition, 13*, 58-66.
- Gauvain, M. (1992). Social influences on the development of planning in advance and during action. *International Journal of Behavioral Development, 15*, 377-398.
- Gauvain, M. (1992). Sociocultural influences on the development of spatial thinking. *Children's Environments, 9*, 27-36.
- Gauvain, M. (1993). The development of spatial thinking in everyday activity. *Developmental Review, 13*, 92-121.
- Duran, R., & Gauvain, M. (1993). The role of age versus expertise in peer collaboration during joint planning. *Journal of Experimental Child Psychology, 55*, 227-242.
- Szpekouski, G. M., Gauvain, M., & Carbery, M. (1994). The development of planning skills in children with and without mental retardation. *Journal of Applied Developmental Psychology, 15*, 187-206.
- Gauvain, M., & Greene, J. (1994). What do young children know about objects? *Cognitive Development, 9*, 311-329.
- Gauvain, M. (1995). Thinking in niches: Sociocultural influences on cognitive development. *Human Development, 38*, 25-45. Reprinted in D. Faulkner (Ed.), *Learning relationships in the classroom*, 1998. London: Routledge.
- Gauvain, M. (1995). Influence of the purpose of an interaction on adult-child planning. *Infancia y Aprendizaje, 69-70*, 141-155.
- Gauvain, M., & Fagot, B. I. (1995). Child temperament as a mediator of mother-toddler problem solving. *Social Development, 4*, 257-276.
- Fagot, B. I., Gauvain, M., & Kavanagh, K. (1996). Infant attachment and mother-child problem solving: A replication. *Journal of Social and Personal Relationships, 13*, 295-302.
- Fagot, B. I., & Gauvain, M. (1997). Mother-child problem solving: Continuity through the childhood years. *Developmental Psychology, 33*, 480-488.
- Hurtado, M., & Gauvain, M. (1997). Acculturation and planning for college among youth of Mexican descent. *Hispanic Journal of Behavioral Sciences, 19*, 506-516.
- Gauvain, M., & Huard, R. D. (1999). Family interaction, parenting style and the development of planning: A longitudinal analysis using archival data. *Journal of Family Psychology, 13*, 1-18.
- Savage, S., & Gauvain, M. (1998). Parental beliefs and children's everyday planning in European American and Latino families. *Journal of Applied Developmental Psychology, 19*, 319-340.
- Gauvain, M. (1998). Historical footprints of psychological activity. *Cross-Cultural Psychology Bulletin, 9*, 10-15.
- Gauvain, M. (1998). Social context, mathematics, and cognitive development: A promising research direction. *Learning and Instruction, 8*, 561-566.
- Gauvain, M. (1998). Cognitive development in social and cultural context. *Current Directions in Psychological Science, 7*, 188-192.
- Gauvain, M., Savage, S., & McCollum, D. (2000). Reading at home and at school in the primary grades: Cultural and social influences. *Early Education and Development, 11*, 447-463.
- Underwood, C., Welsh, M., Gauvain, M., & Duffy, S. (2000). Learning at the edges: Challenges to the sustainability of service learning in higher education. *Journal of Language and Learning across the Disciplines, 4*, 7-26.
- Munroe, R. L., & Gauvain, M. (2001). Why the paraphilias? Domesticating strange sex. *Cross-Cultural Research, 35*, 44-64.

- de la Ossa, J., & Gauvain, M. (2001). Joint attention by mothers and children while using plans. *International Journal of Behavioral Development, 25*, 176-183.
- Gauvain, M. (2001). Cultural tools, social interaction, and the development of thinking. *Human Development, 44*, 126-143.
- Gauvain, M., de la Ossa, J., & Hurtado, M. (2001). Parental guidance as children learn to use cultural tools: The case of pictorial plans. *Cognitive Development, 16*, 551-575.
- Gauvain, M., Fagot, B. I., Leve, C., & Kavanagh, K. (2002). Instruction by mothers and fathers during problem solving with young children. *Journal of Family Psychology, 16*, 81-90.
- Gauvain, M. (2005). Scaffolding in socialization. *New Ideas in Psychology, 23*, 129-139.
- Gauvain, M., & Perez, S. M. (2005). Parent-child participation in planning children's activities outside of school in European American and Latino families. *Child Development, 76*, 371-383.
- Perez, S. M., & Gauvain, M. (2005). The role of child emotionality in child behavior and maternal instruction on planning tasks. *Social Development, 14*, 250-272.
- Pan, Y., Gauvain, M., Liu, Z., & Cheng, L. (2006). American and Chinese parental involvement in young children's mathematics learning. *Cognitive Development, 21*, 17-35.
- Hurtado-Ortiz, M. T., & Gauvain, M. (2007). Postsecondary education among Mexican American youth: Contributions of parents, siblings, acculturation, and generational status. *Hispanic Journal of Behavioral Sciences, 29*, 181-191.
- Gauvain, M., & Perez, S. M. (2008). Mother-child planning and child compliance. *Child Development, 79*, 761-775.
- Perez, S. M., & Gauvain, M. (2009). Mother-child planning, child emotional functioning, and children's transition to first grade. *Child Development, 80*, 776-791.
- Gauvain, M., & Munroe, R. L. (2009). Contributions of societal modernity to cognitive development: A comparison of four cultures. *Child Development, 80*, 1628-1642.
- Gauvain, M., Beebe, H., & Zhao, S. (2011). Applying the cultural approach to cognitive development. *Journal of Cognition and Development, 12*, 121-133.
- Munroe, R. L., & Gauvain, M. (2012). Exposure to open-fire cooking and cognitive performance in children. *International Journal of Environmental Health Research, 22*, 156-164.
- Pan, Y., & Gauvain, M. (2012). The continuity of college students' autonomous learning motivation and its predictors: A three-year longitudinal study. *Learning and Individual Differences, 22*, 92-99.
- Gauvain, M., & Munroe, R. L. (2012). Cultural change, human activity, and cognitive development. *Human Development, 55*, 205-228.
- Gauvain, M. (2013). NCT and developmental psychology: A welcome rapprochement. *Developmental Science, 16*, 320-321.
- Pan, Y., Gauvain, M., & Schwartz, S.J. (2013). Do parents' collectivistic tendency and attitudes toward filial piety facilitate autonomous motivation among young Chinese adolescents? *Motivation and Emotion*, online Jan. 2013, DOI 10.1007/s11031-012-9337-y.
- Gauvain, M., & Munroe, R. L. (2013). Children's questions in cross-cultural perspective: A four-culture study. *Journal of Cross-Cultural Psychology, 44*, 1148-1165.
- Gauvain, M., & Munroe, R. L. (in press). The development of perspective taking in relation to age, modernity, and education: A comparative study. *Cross-Cultural Research*.

BOOK CHAPTERS

- Altman, I., & Gauvain, M. (1981). A cross-cultural and dialectic analysis of homes. In L. Liben, N. Newcombe, & A. Patterson (Eds.), *Spatial representation and behavior across the lifespan: Theory and application* (pp. 283-320). New York: Academic Press.
- Gauvain, M., Altman, I., & Fahim, H. (1983). Homes and social change: A cross-cultural analysis. In N. R. Feimer & S. Geller (Eds.), *Environmental psychology: Directions and perspectives* (pp. 180-218). New York: Praeger.

- Gauvain, M., Altman, I., & Fahim, H. (1984). Homes and social change: A case study of the impact of resettlement. In K. Gergen & M. Gergen (Eds.), *Historical social psychology* (pp. 211-235). Hillsdale, NJ: Erlbaum.
- Rogoff, B., Gauvain, M., & Ellis, S. (1984). Development viewed in its cultural context. In M. H. Bornstein and M. E. Lamb (Eds.), *Developmental psychology: An advanced text* (pp. 533-571). Hillsdale, NJ: Erlbaum. Reprinted in M. Woodhead, P. Light, & R. Carr (Eds.), *Learning to think* (pp. 292-339). London: Routledge.
- Rogoff, B., & Gauvain, M. (1986). A method for the analysis of functional patterns in mother-child instructional interaction. In J. Valsiner (Ed.), *The role of the individual subject in scientific psychology* (pp. 261-290). New York: Plenum.
- Rogoff, B., Gauvain, M., & Gardner, W. (1987). The development of children's skills in adjusting plans to circumstances. In S. L. Friedman, E. K. Scholnick, & R. R. Cocking (Eds.), *Blueprints for thinking: The role of planning in psychological development* (pp. 303-320). Cambridge, England: Cambridge University Press.
- Gauvain, M. (1989). Children's planning in social contexts: An observational study of kindergartners' planning in the classroom. In L. T. Winegar (Ed.), *Social interaction and the development of children's understanding* (pp. 95-117). Norwood, NJ: Ablex.
- Ellis, S., & Gauvain, M. (1992). Social and cultural influences on children's collaborative interactions. In L. T. Winegar & J. Valsiner (Eds.), *Children's development within social context* (pp. 155-180). Hillsdale, NJ: Erlbaum.
- Gauvain, M. (1993). Sociocultural processes in the development of thinking. In J. Altarriba (Ed.), *Cognition and culture* (pp. 299-316). Amsterdam: Elsevier.
- Gauvain, M. (1993). Spatial thinking and its development in sociocultural context. In R. Vasta (Ed.), *Annals of Child Development* (pp. 67-102). London: Jessica Kingsley Publishers.
- Gauvain, M., & Huard, R. (1998). Future talk: The role of the family in the development of competence at planning. In A. Colby & J. James (Eds.), *Competence and character through life* (pp. 31-55). Chicago: University of Chicago Press.
- Gauvain, M. (1998). Sociocultural and practical influences on spatial thinking. In J. Intons-Peterson & D. Best (Eds.), *Memory distortions and their prevention* (pp. 89-111). Mahwah, NJ: Erlbaum.
- Gauvain, M. (1999). Everyday opportunities for the development of planning skills: Sociocultural and family influences. In A. Goncu (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 173-201). New York: Cambridge University Press.
- Gauvain, M. (2004). Bringing culture into relief: Cultural contributions to the development of children's planning skills. In R. Kail (Ed.), *Advances in Child Development and Behavior* (Vol. 32, pp. 37-71). Amsterdam: Elsevier.
- Gauvain, M., & Borthwick-Duffy, S. (2004). Opportunities for learning and development in an after-school computer club. In M. Rabinowitz, F. C. Blumberg, & H. T. Everson (Eds.), *The design of instruction and evaluation: Affordances of using media and technology*, pp. 53-76. Mahwah, NJ: Erlbaum.
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- Gauvain, M. (2007). Cognitive development in social context: Implications for early childhood education. In O. N. Saracho & B. Spodek (Eds.), *Contemporary perspectives on socialization and social development in early childhood education* (pp. 79-97). Greenwich, CT: Information Age Publishing.
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- Perez, S. M., & Gauvain, M. (2007). The sociocultural context of transitions in early socioemotional development. In C. A. Brownell & C. B. Kopp (Eds.), *Socioemotional development in the toddler years: Transitions and transformations* (pp. 396-419). New York: Guilford.
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- Gauvain, M. (2008). Biography: Barbara Rogoff. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 758-759). Detroit: Gale Cengage Learning.
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- Gauvain, M. (2009). Social and cultural transitions in cognitive development: A cross-generational view. In A. J. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other* (pp. 163-182). Washington, DC: American Psychological Association.
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- Perez, S. M., & Gauvain, M. (2010). Emotional contributions to the development of executive functions in the family context. In B. W. Sokol, U. Müller, J. Carpendale, A. Young, & G. Iarocci (Eds.), *Self- and social-regulation: Social interaction and the development of social understanding and executive functions* (pp. 358-385). Cambridge, UK: Cambridge University Press.
- Gauvain, M., Perez, S. M., & Beebe, H. (2013). Authoritative parenting and parental support for children's cognitive development. In R. E. Larzelere, A. S. Morris, & A. Harrist (Eds.), *Authoritative parenting: Synthesizing and discipline for optimal child development* (pp. 211-233). Washington, DC: American Psychological Association.

INVITED COMMENTARY, REVIEWS, AND OTHER PUBLICATIONS

- Rogoff, B., & Gauvain, M. (1982). Review of Munroe, Munroe, & Whiting (Eds.), *Handbook of cross-cultural human development*. *Journal of Cross-Cultural Psychology*, 13, 496-499.
- Gauvain, M. (1985). A legacy of ideas. *Children's Environments Quarterly*, Fall, 1-2.
- Pezdek, K., & Gauvain, M. (1990). Memory for pictures: Developmental trends. In T. Hussen & T. Neville Postlethwaite (Eds.), *International Encyclopedia of Education: Research and Studies*, Vol. 2 (pp. 416-419). Oxford, England: Pergamon.

- Gauvain, M. (1990). The practice of thinking about thinking: Review of J. Lave, *Cognition in Practice*. *Contemporary Psychology*, 35, 782-783.
- Gauvain, M. (1991). Research in spatial cognition: Where is it going? Review of C. Spencer, M. Blades, & K. Morsley, *The Child in the Physical Environment*. *Human Development*, 34, 57-60.
- Gauvain, M. (1991). Developmental psychology and education: When and how will the twain meet? Review of M. Schwebel, C. A. Maher, & N. S. Fagley (Eds.), *Promoting cognitive growth over the lifespan*. *Contemporary Psychology*, 36, 958-960.
- Gauvain, M. (1994). Review of *Context and Development*, R. Cohen & A. Siegel (Eds.). *Merrill-Palmer Quarterly*, 40, 298-303.
- Gauvain, M. (1994). Review of *The Cultural Context of Infancy, Vol. 2*, J. K. Nugent, B. M. Lester, & T. B. Brazelton (Eds.). *Merrill-Palmer Quarterly*, 40, 568-572.
- Gauvain, M. (1995). Further developments on development in context. Review of R. H. Wozniak & K. W. Fischer (Eds.), *Development in context*. *Contemporary Psychology*, 40, 322-324.
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- Gauvain, M. (1997). Sociocultural psychology and applied cognitive psychology: A promising collaboration. Review of J. V. Wertsch, P. Del Rio, & A. Alvarez (Eds.), *Sociocultural studies of mind*. *Applied Cognitive Psychology*, 11, 177-179.
- Gauvain, M. (1997). The future of a cultural developmental psychology. Review of J. Valsiner (Eds.), *Child development within culturally structured environments, Vol. 3: Comparative-cultural and constructivist perspectives*. *Contemporary Psychology*, 42, 725-726.
- Gauvain, M. (1997). Lessons from children: Observations by developmental psychologists at home. *Newsletter of the Society for Research in Child Development*, 40, 3-9.
- Gauvain, M. (1998). Culture, development, and theory of mind: Comment on Lillard (1997). *Psychological Bulletin*, 123, 37-42.
- Gauvain, M. (1998). Are 5-year-old children different from 7-year-old children? Review of A. J. Sameroff & M. M. Haith (Eds.), *The five to seven year shift: The age of reason and responsibility*. *Contemporary Psychology*, 43, 123-124.
- Gauvain, M. (1998). Planning: From neuropsychology to culture. Review of J. P. Das, B. C. Kar, & R. K. Parrila, *Cognitive planning: The psychological basis of intelligent Behavior*. *Applied Cognitive Psychology*, 12, 191-196.
- Gauvain, M. (1999). Are we all gradualists at heart? *Human Development*, 42, 297-299.
- Gauvain, M., (2000). Niche construction, social co-construction, and the development of the human mind. *Brain and Behavioral Sciences*, 23, 153.
- Gauvain, M. (2000). The instrumental role of maps in the development and organization of spatial knowledge. *Developmental Science*, 3, 269-270.
- Gauvain, M. (2000). Goals, behavior, and human development. Essay review of C. S. Carver & M. F. Scheier, *On the self-regulation of behavior*. *Human Development*, 43, 131-134.
- Gauvain, M. (2001). Review of M. Tamasello, *The cultural origins of human cognition*. *The Quarterly Review of Biology*, 77, 529.
- Gauvain, M. (2002). Review of D. F. Halpern, *Sex differences in cognitive abilities, 3rd edition*. *The Quarterly Review of Biology*, 77, 242.
- Gauvain, M. (2005). What are the consequences of understanding the complex goal-directed actions of others? *Brain and Behavioral Sciences*, 28, 700-701.
- Gauvain, M. (2012). *The Social Context of Learning and iSTEM Education*. Commissioned paper for the National Academies Board on Science Education, Committee on Integrated STEM Education.
- Gauvain, M. (2013). What can psychological context bring to safe water interventions? PATH: Controlling diarrheal disease Blog. <http://www.defeatdd.org/blog/what-can-psychological-context-bring-safe-water-interventions>

UNPUBLISHED MANUSCRIPTS AND TECHNICAL REPORTS

- Lemke, S., Moos, R. H., Gauvain, M., & Mehren, B. (1979). Multiphasic environmental assessment procedure (MEAP): Hand scoring booklet. Social Ecology Laboratory, Stanford University, Stanford, CA.
- Lemke, S., Moos, R. H., Mehren, B., & Gauvain, M. (1979). Multiphasic environmental assessment procedure (MEAP): Handbook for users. Social Ecology Laboratory, Stanford University, Stanford, CA.
- Gauvain, M. (1982). Children's exploration and memory of large-scale spatial routes and layouts. Unpublished doctoral dissertation, University of Utah.
- Gauvain, M., Borthwick-Duffy, S., Welsh, M., Plewe, R., Hubbard, D., Newman, R., & Peterson-Petix, T. (1998). UC Links at UC Riverside: A tool for individual and community transformation.

CONVENTION PAPERS AND PRESENTATIONS

- Gauvain, M., Roper, S. S., & Nolan, R. R. (1977, April). Students' perceptions of behavior and instructional practices in open space schools. Annual meeting of the American Educational Research Association, New York, NY.
- Moos, R. H., Gauvain, M., Lemke, & Mehren, B. (1977, November). The development of a sheltered care environment scale. Annual meeting of the Gerontological Society, San Francisco, CA.
- Gauvain, M. & Rogoff, B. (1985, April). The development of planning skills in individuals and dyads. Biennial meeting of the Society for Research in Child Development, Toronto, Canada.
- Gauvain, M. (1986, May). Kindergartners' planning in the classroom: The role of peers in young children's planning behaviors. Annual meeting of The Jean Piaget Society, Philadelphia, PA.
- Gauvain, M. (1987, April). Ways of speaking about space: The development of children's skill at communicating spatial knowledge. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Mest, G., Gauvain, M., & Carbery, M. (1987, April). The development of planning skills in developmentally delayed children. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Gauvain, M., & Ellis, S. (1988, April). Sex differences in peer problem solving. Annual meeting of the American Educational Research Association, New Orleans, LA.
- Gauvain, M. (1989, April). Influence of a posttest on adult-child problem solving. Biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Smotherman, W. P., & Gauvain, M. (1989, April). (Symposium Chair) Perspectives on the role of context in development. Biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Gauvain, M. (1989, April). Factors mediating social context, cognitive opportunity, and cognitive growth. Biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Gauvain, M. (1989, June). Influence of experience in the environment on the organization of directional information. Annual meeting of The Jean Piaget Society, Philadelphia, PA.
- Gauvain, M., & Ellis, S. (1990, February). Sex differences in peer problem solving: Comparison of a Navajo and Anglo sample. Annual meeting of the Society for Cross-Cultural Research, Claremont, CA.
- Gauvain, M., & DeMent, T. (1990, April). Shared social history as prerequisite knowledge in joint cognitive activity. Annual meeting of the American Educational Research Association, Boston.
- Gauvain, M., Fagot, B., & Kavanagh, K. (1990, April). Child temperament as a mediator in mother-child problem solving. Annual meeting of the American Educational Research Association, Boston, MA.

- Gauvain, M. (1990, April). (Symposium chair and discussant). Social interaction and cognitive development: Peers. Annual meeting of the American Educational Research Association, Boston, MA.
- Gauvain, M., & Greene, J. (1991, April). The emergence of children's ability to distinguish appearance from reality. Biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gauvain, M. (1991, April). The development of spatial thinking in everyday activities. Biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gauvain, M. (1991, July). Shared social history as a mediating factor in adult-child cognitive interaction. Annual meeting of the XXIII Interamerican Congress of Psychology, San Jose, Costa Rica.
- Gauvain, M., & Lee, T. (1992, April). Sociocultural influences on children's collaborative interactions. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Gauvain, M. (1992, July). Shared social history as a mediating factor in adult-child cognitive interaction. Seventh Australian Developmental Conference, University of Queensland, Brisbane, Australia.
- Gauvain, M. (1993, March). What do children do when they have nothing to do? A study of children's planning in everyday life. Biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Gauvain, M. (1993, March). The development of children's planning skills. Biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Gauvain, M. (1994, June). Thinking in niches: Sociocultural influences on cognitive development. Annual meeting of The Jean Piaget Society, Chicago, IL.
- Gauvain, M. (1994, August). Spatial planning, peer collaboration, and the problem of the Koenigsberg Bridges. Annual meeting of the American Psychological Association, Los Angeles, CA.
- Fagot, B., & Gauvain, M. (1994, October). The influence of temperament on mother-child problem solving during early childhood. Tenth Occasional Temperament Conference, Berkeley, CA.
- Gauvain, M. (1995, March). Context and the development of planning. Biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Gauvain, M., de la Ossa, J., & Hurtado, M. (1995, March). The development of children's skill at reading plans. Biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Gauvain, M. (1995, March). (Symposium Chair). On the development of planning. Biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Gauvain, M., & Savage, S. (1995, August). Everyday opportunities for the development of planning skills in Euro-American and Latino children. Annual meeting of the American Psychological Association, New York, NY.
- Savage, S., & Gauvain, M. (1996, April). Parental beliefs about children's age-related abilities: A cross-cultural examination. Annual meeting of the Western Psychological Association, San Jose, CA.
- Newman, R. S., & Gauvain, M. (1996, April). Mathematical collaboration and thinking: The role of peer collaboration in the classroom. Annual meeting of the American Educational Research Association, New York, NY.
- Gauvain, M. (1996, June). Age and social influences on children's use of prospective memory during planning. Annual meeting of The Jean Piaget Society, Philadelphia, PA.
- Gauvain, M., de la Ossa, J., & Hurtado, M. (1996, June). Social influences on the development of children's skill at reading plans. Annual meeting of The Jean Piaget Society, Philadelphia, PA.

- Gauvain, M. (1997, April). The role of shared social history in mother-child cognitive interaction. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- Gauvain, M. (1997, April). Symposium chair, Social influences on cognitive development. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- Savage, S., & Gauvain, M. (1997, April). The relation between parental beliefs and children's decision-making. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- Savage, S., Hurtado, M., & Gauvain, M. (1997, April). Parenting styles in families of Euro- and Mexican-American college students. Biennial meeting of the Society for Research in Child Development, Washington, DC.
- Gauvain, M. (1997, June). Everyday opportunities for the development of planning skills. Annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1997, June). Family interaction, parenting style and the development of planning skills. Annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1997, June). Symposium chair, Children's activities in culture. Annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1998, June). Children's everyday activities as contexts for cognitive development. Biennial meeting of the International Society for the Study of Behavioral Development. Bern, Switzerland.
- Gauvain, M. (1999, April). Factors mediating cognitive development in parent-child interaction. Biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Savage, S., & Gauvain, M. (1999, April). Parental values for independence and familial interdependence in Latino and European-American families. Biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- McCollum, D., & Gauvain, M. (1999, April). Development of a measure of goal orientation for a middle childhood population. Biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Gauvain, M., Savage, S., & McCollum, D. (1999, August). The development of planning in family context. Annual meeting of the American Psychological Association, Boston, MA.
- Munroe, R. L., & Gauvain, M. (2000, February). Domesticating strange sex: Why the Paraphilias? Annual meeting of the Society for Cross-Cultural Research, New Orleans, LA.
- Savage, S. L., & Gauvain, M. (2000, April). Cultural values, parental beliefs, and children's participation in everyday planning-related activities in Latino-American and European-American families. Annual meeting of the Western Psychological Association, Portland, OR.
- Perez, S. M., Gauvain, M., & Savage, S. (2000, August). Children's emotional intensity and planning ability. Annual meeting of the American Psychological Association, Washington, D.C.
- Duffy, S., Gauvain, M., Trainin, G., & Pinson, Y. (2001, April). Computer-based after-school programs: Is the medium the message? Annual meeting of the American Educational Research Association, Seattle, WA.
- Gauvain, M., & Perez, S. M. (2001, April). Children's after-school activities as opportunities to develop cognitive skills. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Perez, S. M., & Gauvain, M. (2001, April). Relation of child emotionality to individual and mother-child planning. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Savage, S. L., & Gauvain, M. (2001, April). A longitudinal examination of parental beliefs and children's participation in everyday planning-related activities in Latino American and European American families. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

- Gauvain, M. (2001, June). The sociocultural context of cognitive development. Annual meeting of The Jean Piaget Society, Berkeley, CA.
- Gauvain, M., & Perez, S. M. (2001, August). Parenting practices and children's participation in planning. Annual meeting of the American Psychological Association, San Francisco, CA.
- Gauvain, M., & Perez, S. M. (2002, April). Parenting practices and children's participation in planning in early adolescence. Biennial meeting of the Society for Research in Adolescence. New Orleans, LA.
- Perez, S. M., & Gauvain, M. (2002, April). Relations of early adolescent emotional functioning, planning behavior, and school performance. Biennial meeting of the Society for Research in Adolescence, New Orleans, LA.
- Gauvain, M., & Perez, S. M. (2003, April). Socioemotional factors and the development of planning in early and middle childhood. Biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Gauvain, M., & Perez, S. M. (2003, April). Social influences on cognitive development: Longitudinal analysis of parent-child participation during joint planning. Biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Perez, S. M., & Gauvain, M. (2003, April). Child emotionality as a mediator between parenting practices and academic adjustment and achievement. Biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Gauvain, M., & Perez, S. M. (2003, October). Planning in two social contexts. Annual meeting of the Cognitive Development Society, Park City, UT.
- Gauvain, M. (2004, April). The contribution of contextual and sociocultural approaches to developmental psychology. Annual meeting of the American Educational Research Association, San Diego, CA.
- Gauvain, M., & Perez, S. M. (2004, July). Socioemotional factors and the development of planning in early and middle childhood. Biennial meeting of the International Society for the Study of Behavioral Development, Ghent, Belgium.
- Gauvain, M., & Perez, S. M. (2004, July). Children's planning in two social contexts. Annual meeting of the American Psychological Association, Honolulu, HI.
- Shears, C., & Gauvain, M. (2004, November). Mapping comprehension of planning knowledge. Annual meeting of the Psychonomic Society, Minneapolis, MN.
- Gauvain, M., Perez, S. M., Wolpoff, M., & Pan, Y. (2005, April). Children's planning in middle childhood and academic performance in adolescence. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Pan, Y., & Gauvain, M. (2005, April). A cross-cultural examination of maternal involvement in young children's mathematics learning. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Wolpoff, M., & Gauvain, M., (2005, April). Planning and time management skills among adolescents involved in collegiate athletics. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Wolpoff, M., & Gauvain, M., (2005, May). Influence of participation in college athletics on logical reasoning ability. Annual meeting of the American Psychological Society, Los Angeles, CA.
- Perez, S. M., & Gauvain, M. (2005, April). Child emotionality and children's planning as a function of task goals. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Hammons, A., & Gauvain, M. (2006, March). Parent-child cognitive interaction in European American and Latino families experiencing economic stress. Biennial meeting of the Western Psychological Association, Palm Springs, CA.
- Newman, R. S., & Gauvain, M. (2006, April). Peer collaboration among sixth graders during mathematics activities. Annual meeting of the American Educational Research Association, San Francisco, CA.

- Pan, Y., & Gauvain, M. (2006, April). Comparison of mathematics performance of American and Chinese urban and non-urban children. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Perez, S. M., & Gauvain, M. (2006, August). Relations between child emotional functioning and planning ability. Annual meeting of International Society for Research on Emotion. Atlanta, GA.
- Wolpoff, M., & Gauvain, M. (2006, April). Participation in leisure activities and cognitive development. Biennial meeting of the Society for Research in Adolescence, San Francisco, CA.
- Gauvain, M., & Munroe, R. L. (2007, March). Contributions of child age and cultural modernity to cognitive development: A comparison across four cultures. Meeting of the Society for Psychological Anthropology, Manhattan Beach, CA.
- Gauvain, M., & Munroe, R. L. (2007, March). Cross-cultural insights regarding the contributions of child age and societal modernity to cognitive development. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Gauvain, M., & Perez, S. M. (2007, March). The socialization of cognition. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Hammons, A., & Gauvain, M. (2007, March). Economic pressure and parent-child cognitive interaction in European American and Latino American families. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Gauvain, M., Perez, S. M., & Wolpoff, M. (2007, March). Autonomy in middle childhood: Children's control over everyday activities in relation to age, gender, and ethnicity. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Pan, Y., & Gauvain, M. (2007, March). Parental involvement in children's mathematics learning in American and Chinese families during two school transitions. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Pan, Y., & Gauvain, M. (2007, March). The mathematics performance of American and Chinese children from urban and non-urban settings. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Perez, S. M., & Gauvain, M. (2007, March). Relations between child emotionality and activity goals during mother-child planning. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Gauvain, M., & Duffy, S. (2008, March). What makes technology-based after-school programs for children sustainable? Annual meeting of the American Educational Research Association, New York City, NY.
- Pan, Y., & Gauvain, M. (2008, March). American and Chinese parents beliefs and involvement in their children's mathematics learning. Annual meeting of the American Educational Research Association, New York City, NY.
- Wolpoff, M., & Gauvain, M. (2008, April). Relations between planning and reasoning in adolescents with differing activity patterns. Biennial meeting of the Society for Research in Adolescence, Chicago, IL.
- Gauvain, M., & Beebe, H. (2009, April). Peer collaboration and children's attributions of performance. Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Zhao, S., & Gauvain, M. (2009, April). Does understanding their mothers' intentions help children participate in collaborative planning? Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Gauvain, M., & Beebe, H. (2009, October). Children's participation in sustainable community practices in rural Uganda. Annual meeting of the Cognitive Development Society, San Antonio, TX.
- Beebe, H., & Gauvain, M. (2009, October). Changes in children's representations of water-related activities in rural Uganda. Annual meeting of the Cognitive Development Society, San Antonio, TX.

- Gauvain, M., & Beebe, H. (2010, February). Contamination sensitivity in rural Uganda. Annual meeting of the Society for Cross-Cultural Research, Albuquerque, NM.
- Gauvain, M., & Beebe, H. (2011, April). Contamination sensitivity in rural sub-Saharan Africa: Developmental, social, and cultural contributions. Society for Research in Child Development, Montreal, Canada.
- Gauvain, M., & Munroe, R. L. (2011, April). Assessing cognitive development in the midst of cultural change. Society for Research in Child Development, Montreal, Canada.
- Beebe, H., & Gauvain, M. (2011, April). Do perceptions of the city by rural Ugandan adolescents relate to their intentions to migrate? Society for Research in Child Development, Montreal, Canada.
- Zhao, S., & Gauvain, M. (2011, April). The contribution of intention understanding to children's planning. Society for Research in Child Development, Montreal, Canada.
- Beebe, H., & Gauvain, M. (2012, February). Maasai adolescent and adult health knowledge. Society for Cross-Cultural Research, Las Vegas, Nevada.
- Gauvain, M., & Munroe, R. L. (2012, February). Development of perspective taking in relation to age, modernity, and education: A comparative study. Society for Cross-Cultural Research, Las Vegas, Nevada.
- Munroe, R. L., Gauvain, M., & Beebe, H. (2012, February). Children's questions in cross-cultural perspective: A four-culture study. Society for Cross-Cultural Research, Las Vegas, Nevada.
- Beebe, H., & Gauvain, M. (2012, July). Differences in adolescent and adult health knowledge in rural Maasai villages. International Society for the Study of Behavioral Development, Edmonton, Alberta, Canada.
- Gauvain, M., & Beebe, H. (2012, July). Contamination sensitivity in rural Sub-Saharan Africa: Developmental, social, and cultural contributions. International Society for the Study of Behavioral Development, Edmonton, Alberta, Canada.
- Gauvain, M., & Beebe, H. (2013, April). Health knowledge differences between rural African adolescents and adults after formal secondary education is introduced. Society for Research in Child Development, Seattle, Washington.
- Gauvain, M., & Perez, S. M. (2013, April). Stability and change in mother-child planning over middle childhood. Society for Research in Child Development, Seattle, Washington.
- Perez, S. M., & Gauvain, M. (2013, April). How does the activity goal affect mother-child participation and child learning during joint planning? Society for Research in Child Development, Seattle, Washington.

INVITED COLLOQUIA AND ADDRESSES

- Gauvain, M., Altman, I., & Fahim, H. (1980, May). A cross cultural and dialectic analysis of homes in transition. Third Annual Symposium on Applied Behavioral Science: Environmental Psychology, Blacksburg, Virginia.
- Gauvain, M., & Rogoff, B. (1983, July). Pragmatic acquisition of large-scale spatial knowledge. XIX Interamerican Congress of Psychology, Quito, Ecuador.
- Gauvain, M. (Organizer and Chair) (1983, July). Symposium: The influence of cultural tools on the representation of large-scale environments. XIX Interamerican Congress of Psychology, Quito, Ecuador.
- Gauvain, M. (1986, January). Peer collaboration and the development of planning skills, Department of Psychology. Bryn Mawr College, PA.
- Gauvain, M. (1992, March). Sociocultural processes in the development of thinking. Eleventh Annual Claremont Conference on Applied Cognitive Psychology: Cognitive Development in Context. Claremont, CA.

- Gauvain, M. (1992, March). Cultural influences on the development of spatial thinking. Conference on the Once and Future Status of the Idea of a Cultural Psychology, Laboratory of Comparative Human Cognition, University of California, San Diego.
- Gauvain, M. (1992, April). Parents as critical links in children's cognitive development. National Charity League Annual Convention, Riverside, CA.
- Gauvain, M. (1992, November). The role of culture in human development. Center for Family Studies, University of California, Riverside.
- Gauvain, M. (1993, January). Development in culture. Department of Anthropology, University of California, Riverside.
- Gauvain, M. (1993, June). Thinking in niches: Sociocultural influences on cognitive development. Meeting of the American Psychological Society, Chicago, IL.
- Gauvain, M., & Gomel, J. (1994, February). Perspectives on Latino families and job loss. Center for Family Studies, University of California, Riverside.
- Gauvain, M. (1995, January). Thinking in niches: Sociocultural influences on the development of thinking. Developmental Psychology Forum, University of California, Los Angeles.
- Gauvain, M. (1995, August). Thinking in niches: Sociocultural influences on cognitive development. Meeting of the American Psychological Association, New York, NY.
- Gauvain, M. (1996, February). Thinking in niches: Sociocultural influences on cognitive development. Department of Psychology, Arizona State University, Tempe.
- Gauvain, M. (1996, February). The development of children's skill at planning. Department of Psychology, Arizona State University, Tempe.
- Gauvain, M. (1997, April). Invited panel discussant, Session on the Future of Cultural Psychology (Michael Cole, Chair). Meeting of the Society for Research in Child Development, Washington, DC.
- Gauvain, M. (1997, November). Sociocultural tools and the development of thinking: The case of reading plans. Department of Psychology, University of California, Los Angeles.
- Gauvain, M. (1998, May). The social context of cognitive development. Meeting of the American Psychological Society, Washington, DC.
- Gauvain, M. (1998, June). Thinking in niches. Meeting of the International Society for the Study of Behavioral Development, Bern, Switzerland.
- Gauvain, M. (1999, February). The child as teacher in peer problem solving: Links to earlier parental instruction. Department of Psychology, Claremont Graduate University.
- Gauvain, M. (1999, February). The child as teacher in peer problem solving: Links to earlier parental instruction. School of Education, University of California, Los Angeles.
- Gauvain, M. (2001, April). Understanding the role of history in cognitive development, Preconference on Child Development Occurs in History. Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Gauvain, M. (2001, August). Representational tools of a culture and cognitive development. Meeting of the American Psychological Association, San Francisco, CA.
- Gauvain, M. (2001, August). What is autobiographical memory all about? Meeting of the American Psychological Association, San Francisco, CA.
- Gauvain, M. (2001, November). Children's after-school activities as opportunities to develop cognitive skills. Department of Psychology, California State University, Fullerton.
- Gauvain, M. (2001, December). The social context of cognitive development. East-West Center, University of Hawaii at Manoa, HI.
- Gauvain, M. (2002, May). Cultural tools, social interaction, and the development of thinking. Center for Behavior, Evolution, and Culture, University of California, Los Angeles.
- Gauvain, M. (2003, February). Bringing culture into relief: Cultural contributions to the development of planning skills. Center for Developmental Science, University of North Carolina, Chapel Hill.

- Gauvain, M. (2003, October). Bringing culture into relief: Cultural contributions to the development of planning skills, Department of Psychology, University of Utah.
- Gauvain, M. (2004, February). Bringing culture into relief: Cultural contributions to the development of planning skills. Interdisciplinary Program in Human Development, University of California, Santa Barbara.
- Gauvain, M. (2004, March). Changes of mind: The role of tools of thought in human development. Technology in Society Conference, University of Iceland, Reykjavik.
- Gauvain, M. (2004, May). Bringing culture into relief: Cultural contributions to the development of planning skills. Department of Psychology and Social Behavior, University of California, Irvine.
- Gauvain, M. (2006, February). Everyday experience and cognitive development. Developmental Forum, Department of Psychology, University of California, Los Angeles.
- Gauvain, M. (2006, June). Social and cultural transactions in cognitive development. Transaction Workshop, University of Michigan, Ann Arbor.
- Gauvain, M. (2007, September). Contributions of child age and societal modernity to cognitive development: A comparison of four cultures. Department of Social and Behavioral Sciences, Arizona State University, Tempe.
- Gauvain, M. (2008, April). How to publish your manuscript: What journal editors (and authors) want you to know. Meeting of the Western Psychological Association, Irvine, CA.
- Gauvain, M. (2008, August). Sociocultural context of child development. Meeting of the American Psychological Association, Boston, MA.
- Gauvain, M. (2008, September). Global health in cultural context: Cross-generational processes of transmission and learning. UCR and proposed UC-wide School of Global Health, Center of Expertise Workshop, Riverside, CA.
- Gauvain, M. (2009, April). How to include Vygotsky and sociocultural research in your child development course. SRCD Developmental Science Teaching Institute, Denver, CO.
- Gauvain, M., Perez, S. M., & Beebe, H. (2010, May). The role of skillful scaffolding as a mechanism of authoritative parenting. Conference on New Directions in Authoritative Parenting, Oklahoma State University, Tulsa, OK.
- Gauvain, M. (2010, September). Sociocultural context of cognitive development. Tokyo University, Tokyo, Japan.
- Gauvain, M. (2012, March). Invited External Examiner, Outstanding Undergraduate Research Paper, Barrett Honors College, Arizona State University.
- Gauvain, M. (2012, April). Psychological development in cultural context. Denison University, Granville, Ohio.
- Gauvain, M. (2012, April). The social context of learning and iSTEM education. The National Academies, Board on Science Education, Washington, DC.
- Gauvain, M. (2012, October). How to do your best work and succeed at UC. President's and Chancellor's Postdoctoral Fellowship Program 2012 Academic Retreat. UCLA Lake Arrowhead Conference Center, CA.
- Gauvain, M. (2013, February). How social and behavioral science can be used in your research program. Nelson Mandela Africa Institute of Science and Technology, Arusha, Tanzania.
- Gauvain, M. (2013, April). Children's views of hygiene issues in East Africa: How developmental science can contribute to innovation efforts in global health. PATH: A Catalyst for Global Health, Seattle, Washington.