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**Jonathan R. H. Tudge**

Department of Human Development  
and Family Studies  
The University of North Carolina at Greensboro  
P.O. Box 26170  
Greensboro, NC 27402-6170  
(336) 256-0131

Home: 1603 Wright Ave.  
Greensboro, NC 27403  
(336) 271-8077

*POSITIONS*

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| 2009   | Fulbright Scholar, Institute of Psychology, Federal University of Rio Grande do Sul, Brazil  |
| 2006-2007  | Visiting Professor, Institute of Psychology, Federal University of Rio Grande do Sul, Brazil   |
| 2004 to Present  | Professor, Department of Human Development and Family Studies, The University of North Carolina at Greensboro  |
| 1993 to 2004   | Associate Professor, Department of Human Development and Family Studies, The University of North Carolina at Greensboro.   |
| 2001 (Jan-April),<br>1999 (May-July),<br>1998 (May-July) | Visiting Professor, Department of Psychology, Federal University of São Paulo-Ribeirão Preto, and Institute of Psychology, Federal University of Rio Grande do Sul, Porto Alegre, Brasil.  |
| 1996 (Spring term)                                       | Visiting Professor, Department of Psychology, Federal University of Brasilia, Brasilia, Brasil and Institute of Psychology, Federal University of Rio Grande de Sul, Porto Alegre, Brasil. |
| 1995 (Fall term)   | Visiting Professor, Department of Psychology, University of Tartu, Estonia.  |
| 1988 to 1993   | Assistant Professor, Department of Human Development and Family Studies, The University of North Carolina at Greensboro.   |
| 1989 to Present  | Faculty member, The Carolina Consortium on Human Development, Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill.                               |
| 1986 to 1988   | Postdoctoral fellow and adjunct Assistant Professor, Department of Psychology, University of Utah.   |
| 1984 to 1990   | Associate Director, International Youth Project, Committee on International Security Studies of the American Academy of Arts and Sciences.   |

*EDUCATION*

- 1981-1986                    *Cornell University, Ithaca, NY, USA*  
Department of Human Development and Family Studies  
Ph.D. Developmental Psychology, June 1986  
Major Field:    Developmental Psychology  
Minor Fields:    Cognitive Psychology  
                         Social Development  
                         Ecological Contexts of Human Development  
Dissertation:    Collaborative problem solving in the USA and the  
                         USSR: The effects of peer social interaction on cognitive  
                         development.
- 1983, Spring                *University of California, San Diego,*  
Laboratory of Comparative Human Cognition  
Predoctoral internship with Michael Cole
- 1978-1980                    *London University, Goldsmiths' College, England*  
Diploma in Early Childhood Education  
Thesis: Vygotsky's test of concept formation: a new approach
- 1973-1974                    *London University, Froebel Institute, England*  
Postgraduate Certificate in Education
- 1971-1973                    *Oxford University, England*  
M.Phil. Sociology  
Major Field:    The Sociology of Education  
Thesis:            The moral aspect of socialization in the Soviet Union: Its  
                         development in theory and practice
- 1967-1970                    *Lancaster University, England*  
B.A. (Hons.) History  
Major Field:    16th-19th century European History  
Minor Field:    16th-18th century European Political Theory

*PUBLICATIONS (books)*

Fleer, M., Hedegaard, M., & Tudge, J. R. H. (Eds.) (2009). *The world year book of education 2009: Childhood studies and the impact of globalization: Policies and practices at global and local levels*. New York: Routledge.

Tudge, J. R. H. (2008). *The everyday lives of young children: Culture, class, and child rearing in diverse societies*. New York: Cambridge University Press.

Tudge, J. R. H., Shanahan, M., & Valsiner, J. (Eds.) (1997). *Comparisons in human development: Understanding time and context*. New York: Cambridge University Press.

*PUBLICATIONS (journal articles and chapters)*

Alvarenga, P., Piccinini, C. A., Frizzo, G. B., Lopes, R. C. S., & Tudge, J. R. H. (under review). Estabilidade e mudanças nas práticas educativas de mães e pais dos 18 para os 24 meses de vida da criança. [Stability and change in the child-rearing practices of mothers and fathers from 18 to 24 months of age.] *Revista Interação em Psicologia*.

Lopes, R. C. S., Vivian, A. G., Oliveira, D. S., da Silva, C., Piccinini, C. A., & Tudge, J. R. H. (under review). Percepções e sentimentos maternos frente ao desenvolvimento infantil dos 18 aos 20 meses [Maternal perceptions and feelings about 18- to 20-month-old children's development]. *Psicologia em Estudo*.

Piccinini, C. A., Tudge, J. R. H., Marin, A. H., Frizzo, G. B., & Lopes, R. C. S. (under review). The impact of socio-demographic variables, social support, and child sex on mother–infant and father–infant interaction. *InterAmerican Journal of Psychology*.

Tudge, J. R. H., Lopes, R. S., Piccinini, C. A., Sperb, T. M., Chipenda-Dansokho, S., Marin, A. H., Vivian, A. G., Oliveira, D. S., Sonogo, J., & Frizzo, G. B. (under review). Parents' child-rearing values in southern Brazil: Mutual influences of social class and children's development. *Social Development*.

Karnik, R. B., & Tudge, J. R. H., (in press). The reality of pretend play: Ethnic, socioeconomic, and gender variations in young children's involvement. In E. E. Nwokah (Ed.), *Play as engagement and communication. Play and culture studies, Vol. 10*. Lenham, MD: University Press of America.

Tudge, J. R. H. (in press). Children's development under conditions of poverty: A cultural–ecological analysis. In Bastos, A. C. & Rabinovich, E. P. (Eds.). *Living in poverty: Developmental poetics of cultural realities*. Charlotte, NC: Information Age Publishers.

Tudge, J. R. H., Mokrova, I., Hatfield, B., & Karnik, R. B. (in press). Uses and abuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*.

Tudge, J. R. H., Piccinini, C. A., Lopes, R. S., Sperb, T. M., & Chipenda-Dansokho, S. (in press). The cultural ecology of human values. In A. Branco & J. Valsiner (Eds.), *Cultural psychology of human values*. Charlotte, NC: Information Age Publishers.

Tudge, J. R. H., Piccinini, C. A., Sperb, T. M., Odera-Wanga, D., & Lopes, R. S. (in press). Undefended or undefined? The heterogeneity of children's experiences in Kenya and Brazil.

Fleer, M., Hedegaard, M., & Tudge, J. R. H. (2009). Constructing childhood: Global–local policies and practices. In M. Fleer, M. Hedegaard, & J. R. H. Tudge (Eds.). *The world year book of education 2009: Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 1-20). New York: Routledge.

Tudge, J. R. H. (2009). Methods of assessment of young children’s informal mathematical experiences. *The Encyclopedia of Language and Literacy Development*. Available on line at <http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=269>

Tudge, J. R. H. (2009). Social contextual theories. 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. 268-271). Chicago: University of Chicago Press.

Tudge, J. R. H., Freitas, L. B. L., & Doucet, F. (2009). The transition to school: Reflections from a contextualist perspective. In H. Daniels, J. Porter, & H. Lauder (Eds.), *Educational theories, cultures and learning: Critical perspectives* (pp. 117-133). London: Routledge/Falmer.

Tudge, J. R. H., & Odero-Wanga, D. (2009). A cultural–ecological perspective on early childhood among the Luo of Kisumu, Kenya. In M. Fleer, M. Hedegaard, & J. R. H. Tudge (Eds.). *The world year book of education 2009: Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 142-160). New York: Routledge.

Freitas, L. B. L., Shelton, T. L., & Tudge, J. R. H. (2008). Conceptions of US and Brazilian early childhood care and education: A historical and comparative analysis. *International Journal of Behavioral Development*, 32(2), 161-70.

Tudge, J. R. H. (2008). A teoria de Urie Bronfenbrenner: Uma teoria contextualista? [Urie Bronfenbrenner’s theory: Is it contextualist?]. In L. V. C. Moreira & A. M. A. Carvalho (Eds.), *Família e educação: Olhares da psicologia [Family and education: Perspectives from psychology]* (pp. 209-231). São Paulo: Paulinas.

Tudge, J. R. H., Li, L., & Stanley, T. K. (2008). The impact of method on assessing young children’s everyday mathematical experiences. In O. N. Saracho & B. Spodek (Series Eds.) & O. N. Saracho & B. Spodek (Vol. Eds.) *Contemporary perspectives in early childhood education: Mathematics in early childhood education* (pp. 187-214). Greenwich, CT: Information Age Publishing.

Doucet, F., & Tudge, J. R. H. (2007). Co-constructing the transition to school: Reframing the “novice” versus “expert” roles of children, parents, and teachers from a cultural perspective. In R. Pianta, M. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 307-328). Baltimore, MD: Brookes Publishing.

Elliott, J. G., & Tudge, J. R. H. (2007). Change and resistance to change from the West in post-Soviet Russian education. *Comparative Education*, 43(1), 93-112.

Lopes, R. C. S., Oliveira, D. S., Vivian, A. G., Bohmgahren, L. M. C., Piccinini, C. A., & Tudge, J. R. H. (2007). Sentimentos maternos frente ao desenvolvimento da criança aos 12 meses: Convivendo com as novas aquisições infantis [Maternal feelings concerning her child’s development at 12 months: Living with the child’s new acquisitions]. *Psicologia: Teoria e Pesquisa [Psychology: Theory and Research]*, 23(1), 5-16.

Piccinini, C. A., Frizzo, G. B., Alvarenga, P., Lopes, R. S., & Tudge, J. R. H. (2007). Práticas educativas de pais e mães de crianças aos 18 meses de idade [Mothers' and fathers' childrearing practices with their toddlers]. *Psicologia: Teoria e Pesquisa [Psychology: Theory and Research]*, 23(4), 369-378.

Piccinini, C. A., Marin, A. H., Alvarenga, P., Lopes, R. S., & Tudge, J. R. H. (2007). Responsividade materna em famílias de mães solteiras e famílias nucleares no terceiro mês de vida da criança [Maternal responsivity in single-mother and nuclear families at the third month of the child's life]. *Estudos de Psicologia [Psychological Studies]*, 12(2), 109-117.

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Tudge, J. R. H., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207-228). Mahwah, NJ: Lawrence Erlbaum Associates.

Tudge, J. R. H. (2001). Estudando a criança e a família em seu contexto: Para uma abordagem cultural da tolerância. [Studying the child and the family in context: Towards a cultural approach to tolerance]. In Z. Biasoli-Alvez & R. Fischmann (Eds.), *Crianças e adolescentes: Construindo uma cultura da tolerância* [Children and adolescents: Constructing a culture of tolerance] (pp. 65-77). Sao Paulo: EDUSP.

Tudge, J. R. H., Doucet, F., & Hayes, S. (2001). Teoria, método e análise: As interconexões no estudo das crianças e das famílias. [Theory, method, and analysis: Necessary interconnections in the study of children and families.] *Contrapontos: Revista de Educação* [Counterpoints: The Journal of Education], 1(3), 11-22.

Alves, P. B., Koller, S. H., Silva, A. S., Reppold, C. T., Santos, C. L., Bichinho, G. S., Prade, L. T., Silva, M. R., & Tudge, J. (2000). A construção de uma metodologia observacional para o estudo de crianças em situação de rua: Criando um manual de codificação de atividades cotidianas [The construction of an observational method of studying children in the context of the street: Creating a manual to code daily activities]. *Estudos de Psicologia* [Psychological Studies], 4(2), 289-310.

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Tudge, J., Hogan, D., Snezhkova, I., Kulakova, N., & Etz, K. (2000). Parents' childrearing values and beliefs in the United States and Russia: The impact of culture and social class. *Infant and Child Development*, 9, 105-121.

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Tudge, J., Doucet, F., Otero, D., Tammeveski, P., Lee, S., Meltsas, M., & Kulakova, N. (1999). Desenvolvimento infantil em contexto cultural: O impacto do engajamento de pré-escolares em atividades do cotidiano familiar [Child development in cultural context: The impact of preschoolers' engagement in everyday family activities]. *Interfaces: Revista de Psicologia [Interfaces: Journal of Psychology]*, 2(1), 23-32.

Tudge, J., Hogan, D., Lee, S., Meltsas, M., Tammeveski, P., Kulakova, N., Snezhkova, I., & Putnam, S. (1999). Cultural heterogeneity: Parental values and beliefs and their preschoolers' activities in the United States, South Korea, Russia, and Estonia. In A. Göncü (Ed.), *Children's engagement in the world* (pp. 62-96). New York: Cambridge University Press.

Tudge, J., & Rogoff, B. (1999). Peer influences on cognitive development: Piagetian and Vygotskian influences. In P. Lloyd & C. Fernyhough (Eds.), *Lev Vygotsky: Critical Assessments, Vol. 3: The zone of proximal development*. London: Routledge. [Reprinted from Bornstein & Bruner (Eds.), *Interaction in human development*.]

Tudge, J., & Winterhoff, P. (1999). Vygotsky, Piaget, and Bandura: Perspectives on the relations between the social world and cognitive development. In P. Lloyd & C. Fernyhough (Eds.), *Lev Vygotsky: Critical Assessments, Vol. 1: Theory*. London: Routledge. [Reprinted from *Human Development*]

Hagell, A., & Tudge, J. (1998). Illiterate adults in literate societies: Interactions with a social world. In M. Kohl de Olivera & J. Valsiner (Eds.), *Literacy in human development* (pp. 163-182). New York: Ablex.

Tudge, J., Lee, S., & Putnam, S. (1998). Young children's play in socio-cultural context: South Korea and the United States. In M. C. Duncan, G. Chick, & A. Aycok (Eds.), *Play and culture studies, Vol 1: Explorations in the fields of play* (pp. 77-90). Greenwich, CT: Ablex Publishing.

Tudge, J. (1997). Internalization, externalization, and joint-carving: Comments from an ecological perspective. In B. Cox & C. Lightfoot (Eds.), *Sociogenetic perspectives on internalization* (pp. 119-131). Mahwah, NJ: Erlbaum.

Tudge, J., Gray, J., & Hogan, D. (1997). Ecological perspectives in human development: A comparison of Gibson and Bronfenbrenner. In J. Tudge, M. Shanahan, & J. Valsiner (Eds.), *Comparisons in human development: Understanding time and context* (pp. 72-105). New York: Cambridge University Press.

Tudge, J., & Putnam, S. (1997). The everyday experiences of North American preschoolers in two cultural communities: A cross-disciplinary and cross-level analysis. In J. Tudge, M. Shanahan, & J. Valsiner (Eds.), *Comparisons in human development: Understanding time and context* (pp. 252-281). New York: Cambridge University Press.

Tudge, J., Shanahan, M., & Valsiner, J. (1997). To begin a conversation: The use of comparisons in developmental science. In J. Tudge, M. Shanahan, & J. Valsiner (Eds.), *Comparisons in human development: Understanding time and context* (pp. 1-10). New York: Cambridge University Press.

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Tudge, J., Putnam, S., & Valsiner, J. (1996). Culture and cognition in developmental perspective. In R. B. Cairns, G. H. Elder, & E. J. Costello (Eds.), *Developmental science* (pp. 190-222). New York: Cambridge University Press.

Tudge, J., & Skinner, M. (1996). The ecology of human development comes of age. Review of P. Moen, G. H. Elder, & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development*. Washington, DC: American Psychological Association Press. *World Psychology*, 2, 117-119.

Tudge, J., Winterhoff, P., and Hogan, D. (1996). The cognitive consequences of collaborative problem solving with and without feedback. *Child Development*, 67, 2892-2909.

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*PRESENTATIONS*

Tudge, J. (2009, May). Uma abordagem cultural sobre direitos humanos [A cultural approach to human rights]. Invited paper presented at Norte e Nordeste Congresso de Psicologia, Belém, Brasil.

Tudge, J. (2009, May). A abordagem ecológico-cultural e o desenvolvimento das crianças pequenas. Invited paper presented at Norte e Nordeste Congresso de Psicologia, Belém, Brasil.

Tudge, J., Piccinini, C., Lopes, R., & Sperb, T. (2008, July). The mutual influence of social class and their own children on Brazilian parents' child-rearing values. Presented as part of an invited symposium "Cultural variations in child-rearing values and practices" (P. Tulviste, organizer and discussant), International Congress of Psychology, Berlin, Germany.

Tudge, J., Meltsas, M., Kulakova, N., & Snezhkova, I. (2008, July). The different impact of preschoolers' everyday activities and interactions on perceptions of their academic performance after starting school: Data from the United States, Russia, and Estonia. Presented as part of the symposium "Transition from preschool to school" (organizers, L. Ahnert, J. Tudge, & L. Harrison), biennial meetings of the International Society for the Study of Behavioral Development, Würzburg, Germany.

Tudge, J. (2008, May). How to study the everyday activities and interactions of young children: Doing cultural-ecological research in diverse societies. Presentation at ANPEPP, Natal, Brasil.

Tudge, J. (2008, May). Parents' child-rearing values in southern Brasil: The influence of social class and their own children. Invited presentation, Tartu University, Estonia.

Tudge, J. (2008, April). Undefended or undefined? The heterogeneity of young children's experiences in Kenya and Brasil. Invited presentation at the Conference on the Undefended Childhood, Michigan State University.

Tudge, J. (2008, March). Cultural-ecological theory and the study of children's development. Invited presentation, the University of Copenhagen, Denmark.

Tudge, J. (2008, March). Relations among methods, methodology, and cultural-ecological theory. Invited presentation, the University of Copenhagen, Denmark.

Tudge, J. (2008, March). Cultural-ecological research with families and children. Invited presentation, the University of Copenhagen, Denmark.

Tudge, J. (2008, March). An application of cultural-ecological theory to the study of development. Invited presentation, the University of Copenhagen, Denmark.

Tudge, J. (2007, November). The influence of social class and children on their parents' child-rearing values. Presentation, the Department of Human Development and Family Studies, UNCG.

Tudge, J. (2007, October). The transition to school in the United States, Russia, and Estonia: Different impact of preschoolers' everyday activities. Invited presentation, Department of Psychology, UNCG.

Piccinini, C., Silva, M., Gonçalves, T., Lopes, R., & Tudge, J. (2007, October). Envolvimento paterno na gestação e nos primeiros meses de vida do bebê. [Fathers' involvement

during pregnancy and the first months of the baby's life.] Presented at the 37th annual meetings of the Brazilian Society of Psychology, Florianópolis, Brasil.

Tudge, J., Doucet, F., Kulakova, N., Snezhkova, I., & Meltsas, M. (2007, August). The transition to school in the United States, Russia, and Estonia: Different impacts of preschoolers' everyday activities. Presented at the meetings of the European Conference on Developmental Psychology, Jena, Germany.

Tudge, J., Piccinini, C., Lopes, R., Sperb, T., Marin, A., Sonogo, J., Freitas, A-P, Saling, C., Santos, M., & Frizzo, G. (2007, August). The influence of children on their parents' childrearing values: Evidence from the Porto Alegre Longitudinal Study (PALS) in Brazil. Presented at the meetings of the European Conference on Developmental Psychology, Jena, Germany.

Lopes, R. C. S., Oliveira, D. S., Vivian, A. G., Silva, S., Tudge, J. R. H., & Piccinini, C. A. (2007, May). '*Uma explosão de coisas novas*': Percepções e sentimentos maternos frente às novas aquisições de desenvolvimento da criança dos 18 aos 20 meses. ['An explosion of new things: Maternal perceptions and feelings when faced by new acquisitions in their 18- to 20-month-old children's development.] Poster presented at the 5th biennial North and Northeast Conference on Psychology, Maceió, Brazil.

Piccinini, C. A., Pereira, C. R. R., Marin, A. H., Lopes, R. C. S., & Tudge, J. R. H. (2007, May). O impacto do nascimento do segundo filho na dinâmica das relações familiares. [The impact of the birth of the second child on the dynamic of family relations.] Poster presented at the 5th biennial North and Northeast Conference on Psychology, Maceió, Brazil.

Tudge, J., Piccinini, C., Lopes, R., Sperb, T., Marin, A., Sonogo, J., Freitas, A-P, Saling, C., Santos, M., & Frizzo, G. (2007, May). Mudanças nos valores parentais sobre educação decorrentes do desenvolvimento da criança: Dados do Estudo Longitudinal de Porto Alegre (ELPA) [Changes in parental childrearing values related to the children's development: Data from the Porto Alegre Longitudinal Study (PALS)]. Poster presented at the 5th biennial North and Northeast Conference on Psychology, Maceió, Brazil.

Tudge, J. (2007, May). A pesquisa ecológica em contexto cultural [Ecological research in cultural context]. Invited presentation, Department of Psychology, Federal University of Bahia, Salvador, Brazil.

Tudge, J. (2007, May). Processo, pessoa, contexto e tempo: possibilidades de análise na pesquisa ecológico-cultural e na pesquisa narrativa [Process, person, context, and time: Analytic possibilities in cultural-ecological and narrative research]. Invited presentation, Department of Psychology, Federal University of Bahia, Salvador, Brazil.

Tudge, J. (2007, May). A teoria ecológica-cultural e os processos de desenvolvimento [Cultural-ecological theory and developmental processes]. Invited presentation, Department of Psychology, Federal University of Recôncavo, Bahia, Brazil.

Tudge, J. (2007, May). A abordagem ecológica e o desenvolvimento das crianças pequenas [The ecological perspective and the development of young children]. Invited presentation, Department of Psychology, Federal University of Rio de Janeiro, Brazil.

Tudge, J. (2007, May). Visões contemporâneas do desenvolvimento humano: Considerações meta-téóricas e exemplos de pesquisa [Current visions of human development: Meta-theoretical considerations and research examples]. Invited presentation, Federal University of Fluminense, Niteroi, Brazil.

Tudge, J. (2007, May). A teoria ecológica-cultural e o desenvolvimento das crianças pequenas [Cultural-ecological theory and the development of young children]. Invited presentation, State University of Rio de Janeiro, Brazil.

Tudge, J. (2007, April). A abordagem ecológica e o desenvolvimento das crianças pequenas [The ecological perspective and the development of young children]. Invited presentation, Department of Psychology, University of Caxias do Sul, Brazil.

Tudge, J. (2007, April). As experiências das crianças pre-escolares em Brasil, Quênia, Estônia e EUA [Children's preschool experiences in Brazil, Kenya, Estonia, and the USA]. Invited presentation, Gammon Institute, Minas Gerais, Brazil.

Tudge, J. (2007, April). Experiências no mundo: A vida de um professor visitante [Experiences in the world: The life of a visiting professor]. Invited presentation, Gammon Institute, Minas Gerais, Brazil.

Tudge, J. (2006, November). A teoria de Urie Bronfenbrenner e os múltiplos mundos da infância [The theory of Urie Bronfenbrenner and the multiple worlds of childhood]. Invited presentation, Institute of Psychology, Federal University of Rio Grande, Brazil.

Tudge, J. (2005, November). A window into different worlds: Young children's daily activities in the United States, Brazil, and Kenya. Invited presentation, Department of Psychology, the University of North Carolina at Chapel Hill.

Tudge, J. (2005, October). Uma janela para diferentes mundos culturais: As atividades cotidianas de crianças pequenas nos Estados Unidos, Brasil e Quênia [A window into different worlds: Young children's daily activities in the United States, Brazil, and Kenya]. Invited presentation, Institute of Psychology, Federal University of Rio Grande do Sul, Brazil.

Tudge, J., Doucet, F., Otero, D., Sperb, T., Piccinini, C., & Lopes, R. (2005, April). Preparation for school? Young children's everyday activities at home and in childcare in the United States, Brazil, and Kenya. Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta.

Li, L., Kinney, T., & Tudge, J. R. H. (2005, February). Almost never or almost always? Young children's everyday mathematical experiences at childcare and at home. Presented at the annual Symposium on Child and Family Development, Athens, GA.

Tudge, J., Proulx, C., & Hegde, A. (2005, February). Developing a hybrid course to teaching and learning. Paper presented at the Lilly South Conference, Greensboro, NC.

Tudge, J., Doucet, F., Frizzo, G., Spinneli, R., Marques, F., & Sperb, T. (2004, July). The impact of culture and class on children's activities in home and childcare. Paper presented as part of a poster symposium, "Preparing young children for the transition to school: Experiences in the home and childcare setting in Brazil and the United States" (Jonathan Tudge & Vera Vasconcellos, Organizers), biennial meetings of the International Society for the Study of Behavioral Development, Ghent, Belgium

Tudge, J., Proulx, C., & Hegde, A. (2004, February). Active involvement in the teaching/learning process: Use of the web to encourage student learning. Presentation at the Department of HDFS Research Forum, UNCG.

Tudge, J., Doucet, F., Colon, E., & Heilbrun, P. (2003, November). The involvement of mothers and fathers in their young children's everyday activities: Observations in the United States, Russia, and Estonia. Presented at the annual meetings of the National Council on Family Relations, Vancouver, Canada.

Tudge, J. (2003, August). The relation between children's everyday activities and development. Presented as part of an invited symposium, Development, learning and everyday life: A virtuous triangle? (Felice Carugati and Anne-Nelly Perret-Clermont, co-chairs), European Conference on Developmental Psychology, Milan, Italy.

Tudge, J. (2003, July). A teoria ecológico-cultural: Fundamentos metateóricos, método, análise e exemplos de pesquisa transcultural na Estônia, Estados Unidos e Brasil. [Cultural-ecological theory: Metatheoretical foundations, method, analyses, and examples from cross-cultural research in Estonia, the United States, and Brasil]. Invited presentation, Institute of Psychology, Federal University of Rio Grande do Sul, Porto Alegre, Brasil.

Tudge, J. (2003, July). A teoria ecológico-cultural: Fundamentação e aplicações. [Cultural-ecological theory: Foundations and applications.] Invited presentation, Department of Education, Federal University of Fluminense, Rio de Janeiro, Brasil.

Tudge, J. (2003, July). A teoria ecológico-cultural: Ligações com as teorias de Vygotsky e Bronfenbrenner, e métodos apropriados. [Ecological-cultural theory: Connections with the theories of Vygotsky and Bronfenbrenner, and relevant methods.] Invited presentation, Department of Education, State University of Rio de Janeiro, Brasil.

Tudge, J. (2003, May). O estudo da cultura de uma perspectiva ecológica-contextualista. [Studying culture from an ecological-contextual perspective.] Invited address, 4<sup>th</sup> Brazilian Conference on Developmental Psychology, João Pessoa, Brasil.

Tudge, J. (2003, May). O estudo das atividades diárias de crianças pequenas no sul do Brasil: A aplicação de uma teoria ecológica-contextualista. [Studying young children's everyday activities in southern Brasil. The application of an ecological-contextual perspective.] Symposium presentation, 4<sup>th</sup> Brazilian Conference on Developmental Psychology, João Pessoa, Brasil.

Tudge, J. (2003, March). Trying to apply an ecological theory: Metatheoretical, methodological, and statistical issues. Invited presentation, The Carolina Consortium on Human Development, Chapel Hill.

Tudge, J. (2003, February). Doing contextualist research? Invited presentation, Department of Psychology, The University of North Carolina at Greensboro.

Tudge, J. (2002, September). As interconexões entre teoria, método e análise no estudo das crianças pequenas e das famílias [The interconnections among theory, method, and analysis in the study of young children and families]. Invited address, I Congresso Psicologia Ciência e Profissão, São Paulo, Brazil.

Tudge, J. (2002, August). The cultural ecology of young children: Theory, methods, and challenges. Paper presented in a symposium (J. Tudge and D. Hogan, chairs), "Watching child development: Using observational methods in natural settings." Presented at the biennial meetings of the International Society for the Study of Behavioral Development, Ottawa, Canada.

Tudge, J. (2001, April). Lev Vygotsky and the sociocultural approach. Invited presentation, the Carolina Consortium on Human Development, Chapel Hill, NC.

Tudge, J., Tammeveski, P., Meltsas, M., Kulakova, N., & Snezhkova, I. (2001, April). The effects of young children's everyday activities: A longitudinal study in the United States, Russia, and Estonia. Presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MI.

Tudge, J. (2001, April). Vygotsky and the sociocultural perspective. Presented at the Carolina Consortium on Human Development, Chapel Hill.

Pekkarinen, A., Tudge, J., & Kontio, M. (2001, April). Cross-cultural reflection via the internet in the training of teachers of young children. Presented at the Association for Childhood Education International conference, Toronto, Canada.

Tudge, J. (2001, April). The cultural ecology of the developing child: From preschool to school in the United States, Russia, and Estonia. Invited presentation, Department of Psychology, Universidade do Vale do Itajaí (UNIVALI), Santa Catarina, Brasil.

Tudge, J. (2001, March). The cultural ecology of young children: The impact of everyday activities on subsequent school performance. Invited presentation, Department of Psychology, the University of Brasília, Brasil.

Doucet, F., & Tudge, J. (July, 2000). African American children's everyday lives: What does use of time reveal about parental beliefs and values? Paper presented in a symposium "Parental values and beliefs and children's activities in cultural context" (J. Tudge & T. Tulviste, chairs), 3<sup>rd</sup> Conference for Sociocultural Research, Campinas, Brasil.

Doucet, F., & Tudge, J. (2000, July). The transition to school in African American families: A study of parental beliefs, values, and practices. Paper presented at the Head Start National Research Conference, Washington, DC.

Tudge, J., N. Kulakova, I. Snezhkova, M. Meltsas, & P. Tammeveski (July, 2000). The everyday activities of young children in the United States, Russia, and Estonia. Paper presented in a symposium "Parental values and beliefs and children's activities in cultural context" (J. Tudge & T. Tulviste, chairs), 3<sup>rd</sup> Conference for Sociocultural Research, Campinas, Brasil.

Tudge, J. (2000, July). Preschoolers' engagement in everyday activities: Cultural practices in their cultural settings. Invited address, Brazilian Congress of Developmental Psychology, Niteroi, Brasil.

Tudge, J. (1999, June). The ecology of human development: A methodological analysis. Invited presentation, Department of Psychology, Federal University of Rio Grande do Sul, Porto Alegre, Brasil.

Tudge, J. (1999, May). Cultural contexts of children's development. Invited address, North and North-East Congress of Psychology, Bahia, Salvador, Brasil.

Tudge, J. (1999, May). Initiation of and engagement in cultural activities: Moving from preschool to school. Presented in a symposium, Cultura e desenvolvimento humano [Culture and human development] (A. Branco, chair), North and North-East Congress of Psychology, Bahia, Salvador, Brasil.

Doucet, F., Otero, A., & Tudge, J. (1999, April). Use of time among African, African-American, and European-American preschoolers. Presented in a symposium "Creating and

acquiring cultural competence through everyday activities: A focus on children's use of time" (D. Hogan & J. Tudge, chairs), biennial meetings of the Society for Research in Child Development, Albuquerque, NM.

Tudge, J., & Hogan, D. (1999, April). Children's daily routines across and within cultures: Theory and methods. Presented in a symposium "Creating and acquiring cultural competence through everyday activities: A focus on children's use of time" (D. Hogan & J. Tudge, chairs), biennial meetings of the Society for Research in Child Development, Albuquerque, NM.

Tudge, J., Otero, D., Hogan, D., & Etz, K. (1999, April). A longitudinal study of the relations between learning prior to school and subsequent school performance. Presented at the biennial meetings of the Society for Research in Child Development, Albuquerque, NM.

Tudge, J. (1998, September). The cross-cultural study of enculturation. Presented at the East Coast Cultural Psychology Workshop, The University of Virginia, Charlottesville, VA.

Tudge, J. (1998, May). Comparative investigation and cross-national analysis: A comparison of parents' values and beliefs and preschoolers' everyday activities in Russia, Estonia, and the United States. Paper presented at the International Institute on Developmental Science, Chapel Hill.

Tudge, J. (1998, February). Issues in the comparative study of young children's everyday activities. Presented at the Center for Developmental Science, Chapel Hill, NC.

Tudge, J. (1997, November). The study of children and their families in context: A cultural approach to tolerance. Invited address, UNESCO seminar "Science, scientists, and tolerance," Sao Paulo, Brasil.

Tudge, J. (1997, November). From science to tolerance: A cross-cultural approach. Invited address, UNESCO seminar "Science, scientists, and tolerance," Sao Paulo, Brasil.

Tudge, J. (1997, November). Practice and discourse as the intersection of individual and social in human development: A commentary on R. Säljö, Concepts, learning, and the constitution of objects and events in discursive practices. Invited address in "Joining society: Social interactions and learning in adolescence and youth," Johann Jacobs Foundation, Marbach castle, Germany.

Tudge, J. (1997, November). Culture and class: Parents' values and children's activities in the United States, Russia, and Estonia. Invited presentation in Cognitive Studies Conference "Vygotsky, culture, and children's learning," Institute for Behavioral Research, the University of Georgia.

Tudge, J. (1997, September). Class, conformity, and self-direction: Parents' attitudes and preschoolers' activities in Russia, Estonia, and the USA. Invited presentation, the Department of Psychology, the University of North Carolina at Greensboro.

Tudge, J., Hogan, D., Tammeveski, P., Kulakova, N., Meltsas, M., Snezhkova, I., & Putnam, S. (1997, July). Social change, socio-economic status, and the development of self-direction in children: A comparison of Russia, Estonia, and the United States. Paper presented in E. Hennessy (Chair), "Children on the edge: The changing worlds of children and adolescents." A symposium at the Fifth European Congress of Psychology, Dublin, Ireland.

Tudge, J. (1997, June). Childrearing beliefs and practices in the United States, Russia,

Estonia, and Korea. Invited presentation, Department of Psychology, University of Brasilia, Brazil.

Tudge, J. (1997, May). Bronfenbrenner's Ecological Systems Theory, and its applications in research. Invited presentation, Department of Psychology, University of Caxias do Sul, Brazil.

Tudge, J. (1997, May). Processes and consequences of collaborative problem-solving among school-age children. Invited presentation, Institute of Psychology, University of Rio Grande do Sul, Brazil.

Tudge, J., & Hogan, D. (1997, April). Collaboration in Vygotskian perspective. Paper presented in M. Gauvain & H. H. Ratner (Eds.), "Social and cognitive constructions during collaboration: How are actions appropriated?" A symposium at the biennial meetings of the Society for Research in Child Development, Washington, DC.

Tudge, J., Lee, S., Tammeveski, P., Kulakova, N., Meltsas, M., & Putnam, S. (1997, April). Cultural heterogeneity: Preschoolers' activities in the United States, South Korea, Russia, and Estonia. Paper presented at the biennial meetings of the Society for Research in Child Development, Washington, DC.

Hogan, D., Tudge, J., & Etz, K. (1996, November). The development of independence in children: A study of parental values and beliefs in two social contexts. Presented at the annual meetings of the Psychological Society of Ireland, Dublin.

Tudge, J., & Hogan, D. (1996, November). Implications of Vygotskian theory for peer learning. Invited address, Cognitive skills and learning with peers: Tenth Rutgers Invitational Symposium on Education, New Brunswick, NJ.

Hogan, D., Tudge, J., Snezhkova, I., & Kulakova, N. (1996, August). Parents' valuation of self-direction in their children: The impact of social class in the United States and Russia. Presented at the biennial meetings of the International Society for the Study of Behavioral Development, Quebec, Canada.

Tudge, J., Tammeveski, P., Meltsas, M., Kulakova, N., Lee, S., & Putnam, S. (1996, August). The sociogenesis of self-direction: Children's initiations of academically-relevant activities in the USA, Russia, Estonia, and S. Korea. Presented at the biennial meetings of the International Society for the Study of Behavioral Development, Quebec, Canada.

Tudge, J. (1996, March). Children's development in cultural context: Activities, values, and beliefs in the United States, South Korea, Russia, and Estonia. Invited lecture, Department of Psychology Colloquium Series, Elon College, NC.

Hogan, D., Tudge, J., Snezhkova, I., & Kulakova, N. (1996, February). US and Russian parents' valuation of self-direction in their children: The role of social class. Presented at the annual meetings of the Society for Cross-Cultural Research, Pittsburgh, PA.

Tudge, J. (1995, December). Research from a sociocultural perspective, Part 2: Analyses--sociocultural or not? Invited lecture, Department of Psychology, University of Tartu, Estonia.

Tudge, J. (1995, November). The sociocultural context of preschoolers' everyday activities: Lessons and play. Invited lecture, Department of Education, University of Oulu, Finland.

Tudge, J. (1995, September). Research from a sociocultural perspective, Part I: Theoretical and methodological issues. Invited lecture, Department of Psychology, University of Tartu, Estonia.

Tudge, J., Lee, S., & Putnam, S. (1995, April). Young children's play in socio-cultural context: Examples from South Korea and North America. Paper presented as part of a symposium entitled "The pretend play of cultures: Cultures of pretend play (A. Goncu and A. Nicolopolou, Chairs), at the biennial meetings of the Society for Research in Child Development, Indianapolis.

Tudge, J., Rogoff, B., Fordham, J., & Lawrence, C. (1995, March). When adult-child and peer dyads collaborate: Learning to use educational and recreational computer games. Presented at the biennial meetings of the Society for Research in Child Development, Indianapolis.

Tudge, J. (1995, March). Lessons and play of preschoolers in the US and S. Korea: Cross-cultural and sub-cultural variability. Invited address to The Instituto de Psicologia, Universidade de Brasilia, Brasilia, Brazil.

Tudge, J. (1995, March). Class as culture: Perspectives on cross-cultural and sub-cultural variability. Invited address to the Psychology Department, Federal University of Rio Grande do Sul, Brazil.

Lee, S., & Tudge, J. (1995, February). Young children's play in S. Korea and the United States: Cross-cultural and sub-cultural comparisons. Paper presented at the annual meetings of the Society for Cross-Cultural Research, Savannah, GA.

Tudge, J., & Putnam, S. (1994, April). The everyday activities of preschoolers in the United States: Lessons and work in two cultural communities. Paper presented as part of a Symposium entitled "Thinking and Learning in Cultural Contexts" (Ellice Forman, Chair), biennial meetings of the Conference on Human Development, Pittsburgh.

Tudge, J. (1994, January). Preschoolers' activities in socio-cultural context. Invited address, Developmental Psychology Colloquium Series, The University of North Carolina at Chapel Hill.

Tudge, J., Winterhoff, P., & Lawrence, C. (1993, August). Dyads as units of analysis: Peer collaboration within a Vygotskian framework. Paper presented as part of a Symposium entitled "Cooperation and Competition: Theoretical and Methodological Issues" (Chair, Angela Branco, University of Brasilia), biennial meetings of the International Society for the Study of Behavioral Development, Recife, Brazil.

Putnam, S., Tudge, J., & Sidden, J. (1993, August). Preschoolers' development of self-direction in learning: A socio-cultural perspective. Paper presented at the biennial meetings of the International Society for the Study of Behavioral Development, Recife, Brazil.

Tudge, J., Putnam, S., & Sidden, J. (1993, March). The lessons they learn: Different experiences of preschoolers in two cultural contexts. Paper presented at the biennial meetings of the Society for Research in Child Development, New Orleans.

Tudge, J., & Winterhoff, P. (1993, March). The cognitive consequences of collaboration: Why ask how? Paper presented as part of a Symposium entitled "The Processes Linking Peer Collaboration and Cognitive Change" (Chair, Saba Ayman-Nolley, University of Illinois at Chicago) at the biennial meetings of the Society for Research in Child Development, New Orleans.

Cassidy, D., Tudge, J., & Vardell, R. (1992, November). Learning in context: Teacher influence on the cognitive and cultural experiences of the world. Presented at the annual meetings of the National Association for the Education of Young Children, New Orleans.

Tudge, J. (1992, September). Discussant in Symposium entitled "Symmetries and Asymmetries in Children's Social Interactions" (Chair, Ivan Ivic, University of Belgrade), International Conference for Socio-Cultural Research, Madrid.

Tudge, J. (1992, September). Discussant in Symposium entitled "Undertaking a Microgenetic Analysis: Aims, Procedures and Problems" (Chair, Cesar Coll, University of Barcelona), International Conference for Socio-Cultural Research, Madrid.

Tudge, J., Putnam, S., & Sidden, J. (1992, September). Preschoolers' activities in socio-cultural context. Paper presented at the International Conference for Socio-Cultural Research, Madrid.

Tudge, J. (1992, September). A socio-cultural approach to reading: A context-sensitive methodology. Paper presented as part of a Symposium entitled "Towards a co-constructive methodology in the study of human development" (Chair, Michael Cole, University of California at San Diego), International Conference for Socio-Cultural Research, Madrid.

Tudge, J., Putnam, S., & Valsiner, J. (1992, April). Reading in contextualist perspective: A Vygotskian approach. Paper presented as part of a Symposium entitled "Joint book-reading and emergent literacy," Chair Barbara DeBaryshe, biennial meetings of the Conference on Human Development, Atlanta.

Tudge, J., Putnam, S., & Sidden, J. (1992, April). The activities and cultural ecology of preschoolers. Paper presented at biennial meetings of the Conference on Human Development, Atlanta.

Tudge, J. (1992, February). Collaborative problem solving: A population of problems, a sample of solutions. Invited colloquium presentation, Department of Psychology, Wesleyan University, Middletown, CT.

Putnam, S. E., Tudge, J., & Sidden, J. (1992, April). Preschoolers and their social patterns: Socio-cultural factors in individual development. Paper presented at the National Center for Clinical Infant Programs Fellows' Week, Breckenridge, CO.

Tudge, J., Putnam, S., & Valsiner, J. (1991, October). Culture and cognition in developmental perspective: The co-construction of reading. Paper presented at the Carolina Consortium on Human Development, Chapel Hill.

Tudge, J., & Winterhoff, P. (1991, June). The relationship between expertise and competence: Some implications for peer social interaction. Paper presented at the annual meetings of The Jean Piaget Society, Philadelphia.

Tudge, J., & Winterhoff, P. (1991, April). Vygotsky, Piaget, and Bandura: Perspectives on the relationship between peer social interaction and cognitive development. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Tudge, J. (1991, April). Peer collaboration: The case for treating the dyad as the unit of analysis. Paper presented at the biennial meetings of The Society for Research in Child Development, Seattle. Reprinted in *Resources in Education*, January 1992, ED 336 404.

Tudge, J. (1991, April). Peer interaction and cognitive development: Collaboration in the zone of proximal development. Paper presented at the Carolina Consortium on Human Development, Chapel Hill.

Tudge, J. (1991, April). Age and gender as moderators of the effects of peer collaboration. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Tudge, J. (1991, April). Feedback as a "zone of proximal development." Paper presented at the biennial meetings of The Society for Research in Child Development, Seattle.

Putnam, S. Sidden, J., & Tudge, J. (1991, April). Socio-cultural contexts of children's activities. Paper presented at the Southeastern Symposium on Child and Family Development, Greensboro.

Tudge, J. (1991, February). Effects of peer collaboration on cognitive development. Invited address, Department of Psychology, Wake Forest University, Winston Salem, NC.

Tudge, J. (1990, April). Collaborative problem solving in the zone of proximal development. Presented at the American Educational Research Association Annual Meetings, Boston.

Wellons, S., Bendigo, S., & Tudge, J. (1990, April). Peer problem solving from a Vygotskian perspective. Paper presented at the 15th Annual Southeastern Symposium on Child and Family Development, Athens, GA.

Tudge, J. (1990, March). Peer collaboration within the zone of proximal development. Developmental lunch series, U.N.C.G.

Tudge, J. (1989, November). Struggling with interaction. Invited address. Emory University, Atlanta.

Tudge, J. (1989, November). Cooperative activity: Some implications for development and learning. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.

Tudge, J. (1989, October). Perceptions of the nuclear threat: Changes in the opinions of American and Soviet youth, 1986-1977. Invited address, Boston College.

Tudge, J., & Rogoff, B. (1989, June). Sharing understanding: Peer and adult-child interaction and teaching. Paper presented at the 19th Annual Symposium of the Jean Piaget Society, Philadelphia.

Tudge, J., & Rogoff, B. (1989, April). Peer collaborators on their own ground. Paper presented at the biennial meetings of the Society for Research in Child Development, Kansas City.

Morelli, G., & Tudge, J. (1989, February). Bridging the gap: A new look at the ontogeny of gender differences in children from two cultures from a Vygotskian perspective. Paper presented at the annual meetings of the Society for Cross-Cultural Research, New Haven, CT.

Tudge, J., Chivian, E., Robinson, J., Popov, N., & Andreyenkov, V. (1987, July). Attitudes towards nuclear war: Anxiety or optimism among adolescents in the USA and the USSR. Paper presented at the International Society for Political Psychology, San Francisco.

Tudge, J. (1987, June). Collaboration, communication, and cognitive development. Invited address to the Institute of General and Pedagogical Psychology of the USSR Academy of Pedgagical Sciences, Moscow.

Chivian, E., Tudge, J., Robinson, J., Popov, N., & Andreenkov, V. (1987, May). An international survey of teenagers' attitudes about the future: A preliminary report. Paper presented at the American Psychiatric Association, Chicago.

Koslowski, B., Bence, P., Tudge, J., & Adams, M. (1987, April). Invoking additional causes when alternative causes are present or absent. Poster presented at the Society for Research in Child Development, Baltimore.

Tudge, J. (1987, April). Peer collaboration and cognitive development. Poster presented at the Society for Research in Child Development, Baltimore.

Tudge, J., & Chivian, E. (1987, April). The impact of social class and age on the attitudes of English children to nuclear war. Paper presented at the American Educational Research Association, Washington, DC.

Tudge, J. (1986, August). Collaboration and cognitive development in the USA and USSR. Poster presented at the American Psychological Association, Washington, DC.

Tudge, J. (1986, May). Beyond conflict: The role of reasoning in collaborative problem solving. Paper presented at the Jean Piaget Society, Philadelphia.

Tudge, J. (1986, April). Collaboration, conflict and cognitive development: The efficacy of joint problem solving. Poster presented at the Eastern Psychological Association, New York.

Tudge, J. (1986, March). What Soviet, British, and American young people are saying about nuclear weapons. Invited address at the symposium "The bomb, the mind and the future: Challenges for health professionals". Long Island Jewish Medical Center, New Hyde Park.

Caruso, D., & Tudge, J. (1985, April). Enhancing cognitive development through cooperative activity in preschool classrooms. Paper presented at the Conference of the New York State Council for Children.

Koslowski, B., & Tudge, J. (1985, April). Evaluating explanations in light of alternative accounts. Paper presented at the Society for Research in Child Development, Toronto, Canada.

*DISSERTATIONS AND THESES SUPERVISED*

- 2002 Sheryl Scrimsher, The cultural knowledge of preservice teachers: Implications for effective practices for teaching African American children. PhD dissertation.
- 2000 Fabienne Doucet, The transition to school in middle class and working class African American families: A study of beliefs, values, and practices. PhD dissertation, submitted for outstanding dissertation award.
- 2000 Sherrill W. Hayes, Everyday interactions of North American preschoolers and their fathers: Gender, social class, and mothers' influences on accessibility and engagement. MS thesis.
- 1998 Dolphine A. Odero, Everyday activities and social partners of Luo children in an urban Kenyan setting: The roles of culture, class, and gender. PhD dissertation.
- 1998 Fabienne Doucet, African-American parents' values and beliefs and their preschoolers' involvement in everyday activities: A study of gender and social class socialization. MS thesis.
- 1997 Kathleen E. Etz, Social class and parenting: A study of the relations among socio-structural position, work, parental values, and parenting orientations. PhD dissertation.
- 1996 Diane M. Hogan, The co-construction of social development: A longitudinal study of the relations among social class, parenting, and children's activities. PhD dissertation.
- 1996 Dolphine A. Odero, The implications of preschoolers' everyday activities on perception of competence: A longitudinal study of the transition from home to school. MS thesis.
- 1995 Sarah E. Putnam, Everyday lessons of North American preschoolers: Social class as cultural community. PhD dissertation.
- 1995 Paul A. Winterhoff, Kindergartners who become friends: Classroom influences on interactions and patterns of stability and change. PhD dissertation.
- 1995 Kathleen E. Etz, Parental values for self-direction versus conformity to external authority: A search for influences. MS thesis.
- 1994 Soeun Lee, Culture and preschoolers' activities: The United States and Korea. PhD dissertation.
- 1992 Judy A. Sidden, The cultural ecology of preschool children and work. MS thesis.
- 1991 Paul A. Winterhoff, Processes and outcomes of preschoolers' collaborations in building with blocks. MS thesis.

*PROFESSIONAL AFFILIATIONS, POSTS, AND EXPERIENCE*

- Editorial Board     *Psicologia: Reflexão e Crítica* [*Psychology: Reflection and Critique*]  
                               *Contrapontos: Revista de Educação* [*Counterpoints: Journal of Education*]
- Consulting editor   *Journal of Russian and East European Psychology* (formerly *Soviet Psychology*).
- Reviewer            *Child Development*  
                               *Developmental Psychology*  
                               *Human Development*  
                               *Merrill-Palmer Quarterly*  
                               *Early Childhood Research Quarterly*  
                               *Social Development*  
                               *Infant Behavior and Development*  
                               *British Journal of Developmental Psychology*  
                               *American Educational Research Journal*  
                               *International Journal of Behavioral Development*  
                               *Journal of Cross-Cultural Research*  
                               Cambridge University Press
- Member              Society for Research in Child Development  
                               National Council on Family Relations  
                               International Society for the Study of Behavioral Development  
                               American Educational Research Association  
                               The Jean Piaget Society  
                               The Society for Cross-Cultural Research.
- 1987-1990          Member of Subcommittee on "Psychological and Pedagogical Problems of Teaching and the Development of Pre-School and School-Age Children" of the American Council of Learned Societies-Soviet Ministry of Education Commission on Education, 1987-1990.
- Spring 1983        Guest editor, *Soviet Psychology*, Volume 22, no. 1.
- 1981-1982          Teacher of 3-5 year olds, Cornell lab. nursery school.
- 1979-1981          Head teacher of Infant Department (4-7 year olds), Friars School, London.
- 1978-1979          Teacher of 4-11 year olds, Pilgrims' Way Primary School, London.
- 1976-1978          Teacher of 7-8 year olds, Anglo-American School, Moscow, USSR.
- 1974-1976          Teacher of 4-7 year olds, Brunswick Park Infants' School, London.
- Spring 1973        Lecturer, Westminster College of Education, Oxford, "The sociology of education."

*GRANTS, AWARDS, AND FELLOWSHIPS*

- 2009-2011 The Conselho Nacional de Desenvolvimento Científico e Tecnológico - National Council of Technological and Scientific Development, Brazil. "Fatores psicossociais associados à transição da criança para a escola fundamental [Psychosocial factors associated with the transition to elementary school]." Requested \$10,000.
- 2009 Council for the International Exchange of Scholars (Fulbright Scholarship). "The Transition to School in Southern Brazil." Requested 16,500. Funded.
- 2008-2010 Regular Faculty Grant. "The Expression of Gratitude in Children and Adolescents." Requested \$5,000. Funded
- 2007-2009 The Spencer Foundation. "The Cultural Ecology of Young Children: The Transition to School in Southern Brazil." Requested \$40,000. Funded
- 2007-2009 The Conselho Nacional de Desenvolvimento Científico e Tecnológico - National Council of Technological and Scientific Development, Brazil. "Fatores psicossociais associados à transição da criança para a escola fundamental [Psychosocial factors associated with the transition to elementary school]." Requested \$2,500. Funded
- 2006-2009 The Spencer Foundation. "The Cultural Ecology of Young Children: The Transition to School in Southern Brazil." Requested \$381,186. Not funded
- 2006-2007 CAPES (Fundação Coordenação de Aperfeiçoamento de Pessoal de Nível Superior). "The transition to school in southern Brazil." Requested \$24,000. Funded
- 2006 Council for International Exchange of Scholars (Fulbright). "The Transition to School in Southern Brazil." Requested \$10,400. Not funded
- 2005-2007 Regular Faculty Grant. "The Cultural Ecology of Young Children: The Transition to School in Southern Brazil." Requested \$6,000. Funded
- 2003-2004 Advancement of Teaching and Learning Grant. "Bringing Soviet Voices to Life: Creating a Digital Archive to Facilitate Teaching." The University of North Carolina at Greensboro. Requested \$6,000. Funded.
- 2003-2004 Regular Faculty Grant. "The Cultural Ecology of Young Children." University of North Carolina at Greensboro. Requested \$5,000. Funded.
- 2002-2003 The Spencer Foundation. "Parents' Values and Beliefs and their Children's Activities as a Preparation for School." PI, with Cesar Piccinini, Rita Lopes, and Tania Sperb (Federal University of Rio Grande do Sul, Brazil). Requested \$34,637. Funded
- 2001-2005 NIMH. "A Center for Developmental Science Research." Co-author, with Peter Ornstein, PI. Requested \$3,385,760. Funded.
- 2002-2003 The Spencer Foundation. "The cultural ecology of young children: A longitudinal study of parents' values and beliefs and their children's

- everyday activities and social partners in southern Brazil.” Requested \$34,345, not funded.
- 2001-2003 Conselho Nacional da Pesquisa (CNPq), Brazil. Co-PI with Cesar Piccinini PI, Federal University of Rio Grande do Sul, Brazil. “O impacto de fatores iniciais do desenvolvimento nas interações pais-crianças e no comportamento social de crianças: Estudo longitudinal da gestação ao terceiro ano de vida das crianças” [“The impact of initial developmental factors on parent-child interaction and on the social behavior of children”]. Requested \$9,980, funded.
- 2001-2003 Conselho Nacional da Pesquisa (CNPq), Brazil. Co-PI with Tania Sperb, Federal University of Rio Grande do Sul, Brazil. “The cultural ecology of young children.” Requested \$22,000, not funded.
- 2001-2002 The Spencer Foundation. “The cultural ecology of young children.” Requested \$35,000, not funded.
- 1999-2000 The Spencer Foundation. “The cultural ecology of young children.” Requested \$35,000, not funded.
- 1999-2000 UNCG School of HES Foundation. \$2,500, funded.
- 1999-2000 UNCG Research Council Grant-in-Aid. \$2,112, funded.
- 1998-2000 Co-PI with C. Piccinini, R. Lopes, and T. Sperb. Conselho Nacional da Pesquisa, Brasil “Subjective and behavioral aspects of parent-child interaction: A longitudinal study from birth to the second year of the child’s life.” \$24,500, funded.
- 1998-1999 The Spencer Foundation. “The cultural ecology of young children.” \$35,000, funded.
- 1997-1998 UNCG Research Council Grant-in-Aid. \$2,730, funded.
- 1997 National Institute on Mental Health, “African and African-American socialization practices.” Requested \$559,376, not funded
- 1997 International Research and Exchanges Board, “Socio-cultural contexts of child-rearing practices in Estonia: A continuation and preparation.” Requested \$2,855, not funded.
- 1995-1996 The Spencer Foundation. “The cultural ecology of young children.” \$12,000, funded.
- 1995-1996 The University of North Carolina at Greensboro Research Assignment.
- 1995 The University of North Carolina at Greensboro Summer Excellence Research Award. \$4,000.
- 1994 The Spencer Foundation, “The cultural ecology of young children.” Requested \$638,468, not funded.

- 1994 The National Science Foundation, "The cultural ecology of young children: A longitudinal study in diverse cultures of children's everyday activities, parental beliefs, and perceived competence." Requested \$880,124, not funded.
- 1993-1995 International Research and Exchanges Board. "Socio-cultural contexts of child-rearing practices: A comparison of preschoolers' activities under conditions of social change." \$19,000, funded.
- 1993 The Spencer Foundation, "Collaborative problem solving among young children: The development and processes of collaboration among friends and non-friends." Requested \$7,500, not funded.
- 1993 The International Research and Exchanges Board, "Socio-cultural contexts of children's activities: The activities and partners of Russian and Estonian preschoolers." Requested \$2,480, not funded.
- 1992-1993 Research Council Grant-in-Aid. \$2,496, funded.
- 1992 The International Research and Exchanges Board, "Socio-cultural contexts of children's activities: The activities and partners of Russian and Estonian preschoolers." Requested \$2,783, not funded.
- 1991-1992 Spencer Foundation. "Collaborative problem solving among young children: Processes and consequences." \$7,500, funded.
- 1991-1993 National Academy of Education - Spencer Fellowship. "Collaborative problem solving among young children: Process and consequences." \$30,000, funded.
- 1990 The National Science Foundation, "Socio-cultural contexts of children's activities." Requested \$453,924, not funded.
- 1990 Human Environmental Sciences Foundation Award, UNCG
- 1989 Human Environmental Sciences Foundation Award, UNCG
- 1989 Summer Excellence Research Award, UNCG
- 1988-1989 New Faculty Research Council Grant-in-Aid, UNCG
- 1985 Exchange scholarship between the American Council of Learned Societies and the Academy of Sciences, USSR
- 1984-1985 Sage Fellowship, Cornell University
- 1984-1985 Dissertation grant, College of Human Ecology, Cornell University
- 1984-1985 Grant, Institute for Intercultural Studies, New York
- 1984-1985 Grant, Soviet Studies Committee, Cornell University
- 1984-1985 Grant, International Studies Committee, Cornell University

- 1984-1985            Grant, Alumni Association, College of Human Ecology, Cornell
- 1984                 Award, Foundation for Child Development, New York
- 1982-1983           Fellowship, Foundation for Child Development, New York

*CLASSES TAUGHT*

*Undergraduate classes*

- HDF 211: Life span development  
HDF 302: Infant and child development  
HDF 410: Cultural variations in families and children  
HDF 510: Child and family ecology  
HDF 532: Philosophical foundations of preschool education  
HSS 208: Melancholy childhoods (Honors Program)

*Graduate classes*

- HDF 602a: Vygotsky's theory  
HDF 602b: Qualitative methods in human development  
HDF 610: Children's development in cultural context  
HDF 652: Theories of human development  
HDF 710: The ecology of human development  
HDF 765: College teaching practicum

*REFERENCES*

Jaan Valsiner  
Department of Psychology  
Clark University  
950 Main St.  
Worcester, MA 01610-1477  
(508) 793-8862  
FAX (508) 793-7210

Barbara Rogoff  
Psychology Board  
Kerr Hall  
University of California, Santa Cruz  
Santa Cruz, CA 96822  
(408) 459-3763  
FAX (408) 459-3519

Jim Youniss  
Director, Life Cycle Institute  
Catholic University of America  
Washington, DC 20064  
(202) 319-5999  
FAX (202) 319-6267

Jim Wertsch  
Department of Education  
Campus Box 1183  
Washington University  
One Brookings Drive  
St. Louis, MO 63130-4899  
(314) 935-7434  
FAX (314) 935-5982