

VITA

MARY GAUVAIN

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TITLE Professor of Psychology
OFFICE ADDRESS Department of Psychology
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EDUCATION

Ph.D., 1982, University of Utah, Salt Lake City, Utah
Developmental Psychology, with joint emphasis in Cross-Cultural and
Social Psychology

M. A., 1976, Stanford University, Stanford, California
Sociology of Education

B. A., 1975, cum laude, University of California, Irvine, California
Social Ecology: Human Development

PROFESSIONAL EMPLOYMENT

July 1997 - Professor of Psychology
University of California, Riverside

Oct. 1996 - Jan. 2004 Co-Project Director, UC Links Program
UC Riverside

June – Aug. 1998 Visiting Scholar, Dept. of Psychology
University of Hawaii, Manoa

July 1996 - June 1997 Associate Professor of Psychology
University of California, Riverside

July 1992 - June 1996 Assistant Professor of Psychology
University of California, Riverside

June 1992 – Aug. 1992 Visiting Scholar, Department of Psychology
University of Melbourne, Australia

- July 1988 - June 1992 Assistant Professor of Psychology,
Scripps College and The Claremont Graduate School
(Tenure and Promotion to Associate Professor granted)
- Sept. 1987 - June 1988 Assistant Professor of Psychology
Oregon State University, Corvallis, OR
- Sept. 1987 – June 1988 Visiting Research Scientist, Oregon Social Learning
Center, Eugene, OR
- July 1986 - Sept. 1987 Senior Postdoctoral Fellow
Oregon Social Learning Center, Eugene, OR
- Sept. 1984 - June 1986 Full-time Lecturer, Interdisciplinary Studies in
Human Development, Graduate School of Education
University of Pennsylvania
- Jan. 1984 - Aug. 1984 Research Associate and Lecturer, Department of
Psychology, Rutgers University
- Sept.1982 - June 1983 Postdoctoral Associate, Developmental Psychology,
City University of New York, Graduate Center
- July 1976 - Aug.1978 Research Assistant, Social Ecology Laboratory,
Stanford University Department of Psychiatry,
Rudolf Moos, Ph.D., Director
- Jan. 1976 – June 1976 Research Assistant, Stanford University School of
Education and Teacher Corps Open Space Project

PROFESSIONAL AFFILIATIONS AND OFFICES

Fellow, American Psychological Association
Secretary/Treasurer (elected office), 1998-2001, American Psychological Association,
Division 7 (Developmental Psychology)
Chair, American Psychological Association Division 7 Convention Program, 1994-1996
Member, Society for Research in Child Development
Member, UCR Center for Family Studies

EDITORIAL WORK AND REVIEWING

Associate Editor, *Merrill-Palmer Quarterly* (2000-)
Editorial Board:
 Child Development (2002-)
 Child Development Perspectives (2006-)

Children's Environments (1989-1998)

Monographs for the Society for Research in Child Development (1996-2000)

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

Ad hoc reviewing, journals: *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*

Ad hoc reviewing, granting agencies: *The Murray Center at Radcliffe College, National Institute of Mental Health, National Science Foundation, The Spencer Foundation, University Office of the President Urban-School Collaborative, U.S. Department of Education*

Ad hoc reviewing, monographs: *Academic Press, Cambridge University Press, Erlbaum Publishers, W. H. Freeman and Company, Harcourt, Brace, Janvanovich, Oxford University Press, Prentice-Hall, State University of New York Press, University of Illinois Studies in Anthropology*

Ad hoc reviewing, meeting programs: *American Educational Research Association, American Psychological Association (Division 7), The Jean Piaget Society, Society for Research in Child Development, Southeastern Conference on Human Development*

TEACHING EXPERTISE (all at the undergraduate and graduate level)

Theories of Psychological Development

Developmental Psychology (Child and Lifespan)

Cognitive Development

Social Development

Social Influences on Cognitive Development

Cultural Psychology

Evolution and Psychological Development

Adolescent Development

Psychology of Women

The Psychology Behind Superstition and Magical Thinking

COMMITTEES

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)
Psychology Faculty Search Committee, Chair (UCR, 1998-1999; 2003-05)
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)

GRANTS AND AWARDS: Extramural

California State Graduate Fellow, Stanford University, 1975-76
NIMH Training Fellow, University of Utah, 1978-80
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", Co-PI for UCR site, \$425,000, 1996-04.
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).

GRANTS AND AWARDS: Intramural

NIMH Training Fellow, University of Utah, 1978-80
University Research Fellow, University of Utah, 1980-1982
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.
Oregon State University Foundation Staff Development Fellowship, 1988
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.
Mary Wig Johnson Faculty Achievement Award for Community Service, Scripps College, 1991, \$5000.
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.
Affirmative Action Faculty Development Award, UC Riverside, 1993-94, \$6,700.
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 Center for Ideas and Society, Participating Scholar (9/94-6/95)
Affirmative Action Faculty Development Award, UC Riverside, 1995-96, \$3,000.
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, \$2,000, 1996-97.
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.
- Sigma Xi Award, Outstanding Undergraduate Program at UCR (UC Links) 1998-99
- UCR Center for Ideas and Society, Visiting Fellow, Fall 1999.
- 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, Faculty of the Year Award, Psychology Department, 2003.
- UCR, Intramural Research Grant, "Planning and Time Management Among College Athletes", 2004-05, \$1454.

PUBLICATIONS

- Moos, R., Gauvain, M., Lemke, S., Max, W., & Mehren, B. (1979). Assessing the social environment of sheltered care settings. *Gerontologist, 19*, 74-82.
- 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. (1982). A cross-cultural analysis of homes. *Architecture and Behaviour, 2*, 27-46.
- 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., 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. (1984). The cognitive consequences of specific experiences: Weaving versus schooling among the Navajo. *Journal of Cross-Cultural Psychology, 15*, 453-475.

- 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.
- 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. (1985). A legacy of ideas. *Children's Environments Quarterly*, Fall, 1-2.
- Gauvain, M., & Rogoff, B. (1986). Influence of the goal on children's exploration and memory of large-scale space. *Developmental Psychology*, 22, 72-77.
- 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.
- 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.
- 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., & 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. (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.
- 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. (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.
- Gauvain, M., & Cole, M. (1993). *Readings on the development of children*. New York: W. H. Freeman.
- 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.
- 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. (1994). Review of *Context and Development*, R. Cohen & A. Siegel (Eds.). *Merrill-Palmer Quarterly*, 40, 298-303.
- 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. (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). Thinking in niches: Sociocultural influences on cognitive development. *Human Development, 38*, 25-45. Reprinted in D. Faulkner (Ed.), *Learning relationships in the classroom*. December, 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. (1995). Further developments on development in context. Review of R. H. Wozniak & K. W. Fischer (Eds.), *Development in context. Contemporary Psychology, 40*, 322-324.
- 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.
- Gauvain, M. (1996). Review of R. A. LeVine, S. Dixon, S. LeVine, A. Richman, & P. H. Leiderman (Eds.), *Child care and culture: Lessons from Africa. Mind, Culture, and Activity, 3*, 141-144.
- Gauvain, M., & Cole, M. (1996). *Readings on the development of children (2nd Ed.)* N. Y.: Scientific American.
- 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.
- 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. (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. (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., & 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. (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. (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., 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.
- 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.
- 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.
- Gauvain, M., & Cole, M. (2001). *Readings on the development of children (3rd Ed.)*. New York: Worth Publishers.
- Gauvain, M. (2001). *The social context of cognitive development*. New York: Guilford.
- 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. (2001). Review of M. Tamasello, *The cultural origins of human cognition*. *The Quarterly Review of Biology*, 77, 529.
- 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. (2002). Review of D. F. Halpern, *Sex differences in cognitive abilities*, 3rd edition. *The Quarterly Review of Biology*, 77, 242.
- 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.
- Gauvain, M., & Cole, M. (2005). *Readings on the development of children (4th ed.)*. New York: Worth.
- Gauvain, M. (2005). Sociocultural contexts of learning. In A. E. Maynard & M. I. Martini (Eds.), *Learning in cultural context: Families, peers, and schools*, pp. 11-40. New York: Kluwer Academic/Plenum Press.
- 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.
- Gauvain, M. (2005). Technology, society, and intellectual development. In O. D. Jonsson & E. H. Huijbens (Eds.), *Technology in Society – Society in Technology* (pp. 69-82). Reykjavik, Iceland: The University of Iceland Press.
- 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. (2005). With eyes to the future: A brief history of cognitive development. In L. Arnett Jensen & R. Larson (Eds.), *New Directions for Child and Adolescent Development, Vol. 1: Developmental Horizons* (pp.119-126). San Francisco: Sage.
- Gauvain, M., & Perez, S. M. (2005). Not all hurried children are the same: Children's participation in planning their after-school activities. In J. E. Jacobs & P. Klaczynski (Eds.), *The development of judgment and decision-making in children and adolescents* (pp. 213-239). Mahwah, NJ: Erlbaum.
- 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.
- Hetherington, M., Parke, R. D., Gauvain, M., & Locke, V. O. (2006). *Child psychology: A contemporary viewpoint (6th ed.)*. New York: McGraw Hill.
- 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.
- Gauvain, M. (in press). Scaffolding in socialization. *New Ideas in Psychology*.
- Gauvain, M. (in press). Cognitive development in social context. To appear in O. N. Saracho & B. Spodek (Eds.), *Contemporary perspectives in early childhood education*. Greenwich, CT: Information Age Publishing.

Gauvain, M., & Borthwick-Duffy, S. (in press). A tale of two settings: The historical arc of two computer-based after-school programs for children. To appear in D. W. Kritt & L. T. Winegar (Eds.), *Education and technology: Critical perspectives and possible futures*. New York: Lexington.

Gauvain, M., & Perez, S. M. (in press). The socialization of cognition. To appear in J. Grusec & P. Hastings (Eds.), *Handbook of Socialization*. New York: Guilford.

Perez, S. M., & Gauvain, M. (in press). The sociocultural context of transitions in early socioemotional development. To appear in C. A. Brownell & C. B. Kopp (Eds.), *Transitions in early socioemotional development: The toddler years*. New York: Guilford.

MANUSCRIPTS UNDER REVIEW

Gauvain, M., & Perez, S. M. Mother-child planning involving preschoolers with and without compliance difficulties.

Hurtado-Ortiz, M. T., & Gauvain, M. The roles of parents, siblings, and generational status in the educational attainment of Mexican American youth.

Shears, C., & Gauvain, M. Assessing the comprehension of planning knowledge: Using an errand-planning task.

Wolpoff, M., & Gauvain, M. Relations between participation in collegiate athletics and planning, time management, and logical reasoning skills.

MANUSCRIPTS IN PREPARATION

Gauvain, M. Spatial planning, peer collaboration, and the problem of the Koenigsberg Bridges.

Gauvain, M., Fagot, B., & Dekelbaum, D. The child as teacher in planning tasks: Links to parental scaffolding.

Gauvain, M., & Munroe, R. L. Contributions of child age and modernity to cognitive development: A comparison of four cultures.

Gauvain, M., & Perez, S. M. Children's planning in two social contexts.

Gauvain, M., & Perez, S. M. Longitudinal analysis of social influences on cognitive development during parent-child planning.

Gauvain, M., Perez, S. M., & Wolpoff, M. What do children do when they have nothing to do?

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

Gauvain, M., Roper, S. S., & Nolan, R. R. (1977, April). Students' perceptions of behavior and instructional practices in open space schools. Paper presented at the 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. Paper presented at the annual meeting of the Gerontological Society, San Francisco, CA.

Gauvain, M. & Rogoff, B. (1985, April). The development of planning skills in individuals and dyads. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

- Gauvain, M., & Ellis, S. (1988, April). Sex differences in peer problem solving. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gauvain, M. (1989, April). Influence of a posttest on adult-child problem solving. Paper presented at the 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. Presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Gauvain, M., Fagot, B., & Kavanagh, K. (1990, April). Child temperament as a mediator in mother-child problem solving. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Gauvain, M. (1990, April). (Symposium chair and discussant). Social interaction and cognitive development: Peers. Presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gauvain, M. (1991, April). The development of spatial thinking in everyday activities. Paper presented at the 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. Paper presented at the XXIII Interamerican Congress of Psychology, San Jose, Costa Rica.
- Gauvain, M., & Lee, T. (1992, April). Sociocultural influences on children's collaborative interactions. Paper presented at the 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. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Gauvain, M. (1993, March). The development of children's planning skills. Paper presented at the 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. Paper presented at the annual meeting of The Jean Piaget Society, Chicago, IL.
- Gauvain, M. (1994, August). Spatial planning, peer collaboration, and the problem of the Koenigsberg Bridges. Paper presented at the 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. Paper presented at the 10th Occasional Temperament Conference, Berkeley, CA.
- Gauvain, M. (1995, March). Context and the development of planning. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Gauvain, M. (1995, March). (Symposium Chair). On the development of planning. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the annual meeting of The Jean Piaget Society, Philadelphia, PA.
- Gauvain, M. (1997, April). The role of shared social history in mother-child cognitive interaction. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Gauvain, M. (1997, April). Symposium chair, Social influences on cognitive development. Presented at the 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. Paper presented at the 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. Presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Gauvain, M. (1997, June). Everyday opportunities for the development of planning skills. Paper presented at the annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1997, June). Family interaction, parenting style and the development of planning skills. Paper presented at the annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1997, June). Symposium chair, Children's activities in culture. Presented at the annual meeting of The Jean Piaget Society, Santa Monica, CA.
- Gauvain, M. (1998, June). Children's everyday activities as contexts for cognitive development. Paper presented at the 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. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- McCullum, D., & Gauvain, M. (1999, April). Development of a measure of goal orientation for a middle childhood population. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Gauvain, M., Savage, S., & McCullum, D. (1999, August). The development of planning in family context. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Munroe, R. L., & Gauvain, M. (2000, February). Domesticating strange sex: Why the Paraphilias? Paper presented at the 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. Paper presented at the 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. Paper presented at the 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? Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Gauvain, M. (2001, June). The sociocultural context of cognitive development. Paper presented at the annual meeting of The Jean Piaget Society, Berkeley, CA.

Gauvain, M., & Perez, S. M. (2001, August). Parenting practices and children's participation in planning. Paper presented at the 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. Paper to be presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Gauvain, M., & Perez, S. M. (2003, October). Planning in two social contexts. Paper presented at the annual meeting of the Cognitive Development Society, Park City, UT.

Gauvain, M. (2004, April). The contribution of contextual and sociocultural approaches to developmental psychology. Paper presented at the 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. Paper presented at the 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. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.

- Shears, C., & Gauvain, M. (2004, November). Mapping comprehension of planning knowledge. Paper presented at the 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. Paper presented at the 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. Paper presented at the 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. Paper presented at the meeting of the Society for Research in Child Development, Atlanta, GA.
- Wolpoff, M., & Gauvain, M., (2005, May). Logical reasoning skills among adolescents involved in college athletics. Paper presented at the 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. Paper presented at the 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. Presented at the meeting of the Western Psychological Association, Palm Springs, CA.
- Newman, R. S., & Gauvain, M. (2006, April). Peer collaboration among sixth graders during mathematics activities. Presented at the 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. Presented at the 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. Presented at the meeting of International Society for Research on Emotion. Atlanta, GA.
- Wolpoff, M., & Gauvain, M. (2006, April). Relations between participation in college athletics and planning, time management, and logical reasoning. Presented at the meeting of the Society for Research in Adolescence, San Francisco, CA.

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, CA.
- 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, CA.
- Gauvain, M. (1993, January). Development in culture, Department of Anthropology, University of California, Riverside, CA.
- Gauvain, M. (1993, June). Thinking in niches: Sociocultural influences on cognitive development, Annual 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, CA.
- Gauvain, M. (1995, January). Thinking in niches: Sociocultural influences on the development of thinking, Developmental Psychology Forum, UCLA.
- Gauvain, M. (1995, August). Thinking in niches: Sociocultural influences on cognitive development, Annual 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, AZ.

- Gauvain, M. (1996, February). The development of children's skill at planning, Department of Psychology, Arizona State University, Tempe, AZ.
- Gauvain, M. (1997, April). Invited panel discussant, Session on the Future of Cultural Psychology (Michael Cole, Chair). Presented at the meetings 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, UCLA.
- Gauvain, M. (1998, May). The social context of cognitive development, American Psychological Society, Washington, DC.
- Gauvain, M. (1998, June). Thinking in niches. 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, UCLA.
- Gauvain, M. (2001, April). Understanding the role of history in cognitive development, Preconference on Child Development Occurs in History, Society for Research in Child Development, Minneapolis, MN.
- Gauvain, M. (2001, August). Representational tools of a culture and cognitive development, American Psychological Association, San Francisco, CA.
- Gauvain, M. (2001, August). What is autobiographical memory all about? Invited discussant for symposium on Autobiographical memory: Developmental and cultural perspectives, 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, CA.
- 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, UCLA.

- 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, NC.
- 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.
- Gauvain, M. (2004, May). Bringing culture into relief: Cultural contributions to the development of planning skills, Social Ecology, University of California, Irvine.
- Gauvain, M. (2006, February). Everyday experience and cognitive development. Developmental Forum, Department of Psychology, UCLA.
- Gauvain, M. (2006, June). Social and cultural transactions in cognitive development. Transaction Workshop, University of Michigan.