

CURRICULUM VITAE

Junlei Li

Rita M. McGinley Endowed Chair in Early Learning
and Children's Media
Professor of Psychology and Human Development
Co-Director of Fred Rogers Center
Saint Vincent College

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EDUCATION

Carnegie Mellon University Pittsburgh, PA
Ph.D. Psychology 2001 - 2003
Cognition, learning, and development as applied in classrooms.

Carnegie Mellon University Pittsburgh, PA
M.A. Instructional Science 1999 - 2001
Instructional design and evaluation of technology-based
curriculum in K-12 school settings.

University of Notre Dame South Bend, IN
B.S. Computer Science 1992 - 1995
Summa Cum Laude

ACADEMIC RESEARCH AND ADMINISTRATION

***Co-Director of Fred Rogers Center, Rita M. McGinley
Endowed Chair of Early Learning and Children's Media,
Professor of Psychology and Human Development Saint
Vincent College*** 8.2013 -
present

Integrate developmental science with innovative professional development, undergraduate research and education, community-building, media and communication development to advance child development across schools, institutions, and communities. Directs Fred Rogers Scholars Program, Children's Studies Minor, and Incubator 143 Research and Development Lab.

Principal Research Scientist *The Fred Rogers Co.* 2011 – 12.2013

Develop early childhood training and professional development approaches by capturing and amplifying local, exemplary practices in authentic, low-resource developmental settings, including orphanages, urban classrooms, and low-income child care providers.

Director of Applied Research and Evaluation & Senior Fellow 2006 – 8.2013
Office of Child Development *University of Pittsburgh*

Built and led an interdisciplinary team to conduct applied research and program evaluation for domestic and international programs serving children, youth, and families, including child welfare, youth development, after-school, early childhood development, community engagement, and social services for families.

Project Director & Senior Research Scientist 2003 - 2006
Department of Psychology, *Carnegie Mellon University*

Designed, led, and advised two three-year research and development projects (funded by the U.S. Department of Education) to innovate and improve science teaching underserved urban schools. Taught side by side with classroom teachers. Organized a collaborative community of researchers, teachers, and school administrators to empower urban minority students to participate actively and meaningfully in science and school.

Education Manager *Carnegie Mellon University* 1999 - 2001

Led the instructional design, implementation, deployment, and evaluation of two interdisciplinary projects in 20 schools for over 1,800 students. Brought together expertise in robotics, science, visual design, and software engineering to transform NASA missions into immersive classroom experiences.

PROFESSIONAL MANAGEMENT EXPERIENCE

Global Internet Service Manager *Procter & Gamble Co.* 1995 - 1999
Managed worldwide Internet and E-Commerce services for Procter & Gamble Co., serving over 100,000 employees in four regions (North and South Americas, Europe, and Asia).

SELECT RESEARCH AND DEVELOPMENT GRANTS & AWARDS

National Science Foundation 2016 - 2018
(awarded) 3-year, sub-award \$282,000 for project “Peg + Cat: Developing Preschoolers' Early Math Skills”, as Co-PI

Ligonier Valley Family Foundations 2016 - 2019
(awarded) 1-year (renewable for 4 years) \$100,000 grant for project “Community of Learning – Enhancing Early and K-5 Professional Development”, as project director

Grable Foundation 2014 - 2016
(awarded) 2-year, \$247,000 grant for project “Teachers’ Innovation Project – Learning and Growing K-5 Innovative Teaching Practices”, as project director

Sprout Fund, Connected Learning Fellowship Phase I & II 2013 – 2015
(awarded) \$10,000 to capture the “active ingredient” across innovative efforts to remake children’s learning.
(awarded) \$5,000 to develop communication materials and products to expand the reach of the project 2015

Heinz Endowment 2012 - 2014
(awarded) 2-year, \$215,000 grant for project “Everyday Interactions that Matter – Improving Early Childhood Professional Development”, as project director

R. K. Mellon Foundation

(awarded) 3-year, \$300,000 grant for project “*Something worth giving – engaging the public on behalf of children, youth, and families*”, as project director 2011 - 2014

Grable Foundation

(awarded) 3-year, \$150,000 grant for project “*Something worth giving – engaging the public on behalf of children, youth, and families*”, as project director. 2010 – 2013

(awarded) 2-year, \$15,000 seed grant 2008 – 2010

Half the Sky Foundation

(awarded) 3-year, \$120,000 evaluation grant to assess relationship-based early childhood interventions in Chinese orphanages, as project director. 2009 - 2012

U.S. Department of Education, Cognition and Student Learning Program

(awarded) 3-year, \$1,500,000 grant for project “*Training in experimental design: improving grades 5-8 science education*”, designed the project as co-PI and subsequently served as project advisor. 2006 - 2009

U.S. Department of Education, Cognition and Student Learning Program

(awarded) 4-year, \$750,000 grant for project “*From cognitive models of reasoning to lesson planning for inquiry*”, as Project Director and co-PI 2004 - 2007

American Psychological Association

(awarded) Dissertation Research Award, \$1,000 2003

(awarded & nominated) Travel Grant, \$1,000, Young Scientist to the 28th International Congress of Psychology 2004

SELECTED PUBLICATIONS

Refereed Journal Papers

Wang, W., McCall, M., Li, J., Groark, C., Zeng, F., Hu, X. (in press). Chinese collective foster care model: description and evaluation. *International Journal of Social Work*.

Li, J. & Julian, M. (2012). Developmental relationships as the active ingredient: a working hypothesis of “what works” across intervention settings. *American Journal of Orthopsychiatry*, vol. 82, no. 2, 157-166

Groark, C., McCall, B., & Li, J. (2010). Characterizing the status and progress of a country’s child welfare reform. *International Journal of Child and Family Welfare*, 2010 (4).

Li, J., Zeng, F., McCall, B., & Groark, C. (2009). Caring for orphans with disabilities: An synthesis of evidence based on China’s emerging success and research around the world. *China Social Welfare*, 2009 (12).

- Li, J., Klahr, D., & Siler, S. (2006). What lies beneath the science achievement gap? The challenges of aligning science instruction with standards and tests. *Science Educator*, 15 (1).
- Klahr, D. & Li, J. (2005) Cognitive research and elementary science instruction: From the laboratory, to the classroom, and back. *Journal of Science Education and Technology*, 14 (2).

Book Chapters and Op-Ed in National Publication

- Li, J. (in press). What did Mister Rogers do? Fred Rogers' approach to parent engagement. In C. Donohue (Eds.), *Parent, Family and Community Engagement in the Digital Age: Early Childhood Educators as Media Mentors*. Routledge and the National Association for the Education of Young Children.
- Boyle, J., Butler, M., & Li, J. (in press). Thinking, not stuff: Re-imagining young children's engagement with technology and innovation. In C. Donohue (Eds.), *Parent, Family and Community Engagement in the Digital Age: Early Childhood Educators as Media Mentors*. Routledge and the National Association for the Education of Young Children.
- Li, J. (2007). Bridging across the mile-wide and mile-deep chasm: Living and coping with standards-based reform in science education. In D. McInerney, S. Van Etten, & M. Dowson (Eds.), *Research on Sociocultural Influences on Motivation and Learning. Vol. 7. Standards in Education*.
- Li, J. & Klahr, D. (2006). The psychology of scientific thinking: Implications for science teaching and learning. In J. Rhoton & P. Shane (Eds.), *Teaching Science in the 21st Century*. National Science Teachers Association and National Science Education Leadership Association: NSTA Press.
- Li, J. (2006). Not ready for science tests. *Education Week*, April 26, 2006.

Invited and Professional Blogs

- Li, J., Palmer, K., & Kelly, M. (2016). The simple human interactions that make learning possible (3-part series). *Remake Learning Blog*. Retrieved from <http://remakelearning.org/blog/2016/01/06/the-simple-human-interactions-that-make-learning-possible/>
- Li, J. (2015). Simple interactions: the flu shot theory of change. *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/2015/11/19/simple-interactions-the-flu-shot-theory-of-change/>
- Li, J. & Robb, M. (2015). Open-ended versus single-action play in the digital world. *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/open-ended-versus-single-action-play-in-the-digital-world/>
- Li, J. (2015). The toothpaste theory of child development. *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/the-toothpaste-theory-of-child-development/>

- Li, J. (2015). What would Fred Rogers Do? *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/what-would-fred-rogers-do/>
- Li, J. (2015). You are (not) special. *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/you-are-not-special>
- Li, J. & Robb, M. (2015). When does technology become too much in a child's life? *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/when-does-technology-become-too-much-in-a-childs-life/>
- Li, J. (2014). In our interactions with children, it's often what happens in the wings that matters most. Retrieved from <http://www.fredrogerscenter.org/blog/in-our-interactions-with-children-its-often-what-happens-in-the-wings-that-/>
- Li, J. & Robb, M. (2014). What does children's "obsession" with technology tell us about what they really need? *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/what-does-childrens-obsession-with-technology-tell-us/>
- Li, J. (2013). The willingness to fail. *Fred Rogers Center Blog*. Retrieved from <http://www.fredrogerscenter.org/blog/the-willingness-to-fail/>
- Li, J. (2012). The tail wagging the dog: using technology in children's learning. *Remaking Learning: Blog of the Pittsburgh Kids+Creativity Network*. Retrieved from <http://remakelearning.org/blog/2012/08/30/guest-junlei-li/>

Select Policy Papers and Evaluation Reports

- Li, J., Groark, S., & Ross-Munro, G. (2010). *Three simple questions to guide our communication on behalf of children, youth, and families*. University of Pittsburgh Office of Child Development.
- University of Pittsburgh Office of Child Development. (2008). A strategic approach to characterizing the status and progress of child welfare reform in CEE/CIS countries. *Report to the United States Agency for International Development*.
- University of Pittsburgh Office of Child Development. (2007). An analysis and strategic approach to monitoring the status and progress of child welfare reform in 21 CEE/CIS countries. *Report to the United States Agency for International Development*.
- Li, J. & Bell, S. (2007). *What works and why we don't have enough of it: Voices of families from Allegheny county's family support centers*. University of Pittsburgh Office of Child Development.
- Li, J., Bell, S., & Townsend, M. (2006). *United Way of Allegheny County Community Needs Assessment*. University of Pittsburgh Office of Child Development.

SELECT INVITED KEYNOTE SPEECHES, PROFESSIONAL SERVICES, AND
ACADEMIC PRESENTATIONS

- Plenary Speaker, “Quality right before our eyes”, National Quality Rating and Improvement System Conference, New Orleans, LA, 2016
- Keynote Speaker, “Growing the Good – Changing Professional Learning”, International Residential Child Care Conference, Cornell University, New York, 2016
- Keynote Speaker, “Simple Interactions in Residential Care”, Alberta Child and Youth Residential Care Conference, Alberta, Canada, 2016
- Endnote Speaker, “Care, Cure, and the Legacy of Fred Rogers to Improve Hospitalization for Children”, Child Life Conference, Children’s Hospital of Pittsburgh, 2016
- Keynote Speaker, “*How Small Changes Can Affect the Big Picture in Early Childhood Quality.*” Rhode Island Association for the Education of Young Children, Annual Leadership Conference, Spring 2016
- Keynote Speaker, “*The Simple and Essential in Early Childhood Education Systems.*” Five-State (NY, NJ, OH, PA, VT) BUILD Initiative Conference Dinner, Pittsburgh, 2015
- Keynote Workshop, “Reggio Emilia, Fred Rogers, and the Art of Interaction.” Reggio Emilia Conference, Pittsburgh, 2015
- Invited Workshops, “Simple Interactions in Orphanage Care.” National Child Welfare Training Program, East China Normal University, 2015
- Keynote Speaker and Invited Workshops, “*Growing the Good in Early Childhood Education.*” China Welfare Institute Early Childhood National Training Workshops, 2015
- Keynote Speaker and Invited Workshop, “*Enhancing Professional Practice in Rehabilitation for Special Needs Orphans.*” Qingdao Cerebral Palsy Rehabilitation Center Training Conference, 2015
- Keynote Speaker and Invited Workshop, “*Finding the Deep and Simple in Early Childhood Education.*” China Welfare Institute Early Childhood National Symposium, 2014
- Keynote Speaker, “*Simple Interactions at Active Ingredient in Developmental Settings.*” Residential Child Care Project, Bronfenbrenner Center for Human Development, Cornell University, 2014
- Invited Workshops, “*Communication for the Public Good.*” Pittsburgh Social Venture Partnerships Fast Pitch and Fall Pitch events, 2012-2014.
- Invited Speaker, “*Science of Giving and Art of Asking.*” Pittsburgh Non-profit Summit, 2013; “*Measuring change: moving from outcomes to impact.*” 2011
- Invited Panelist, “*Designing research for scale-up evaluation of science and math curriculums.*” Institute of Education Sciences, U.S. Department of Education, 2007

Invited Panelist, “*World class science and math standards: What are they and how do we get there?*” North Carolina State Legislator’s Retreat, Hunt Institute, 2006

Select Conference Presentations and Invited Symposiums

- Li, J. (2011). *Lost in translation: Unintended psychosocial consequences stemming from the intended use of child indicators*. To be presented at the 3rd International Society for Child Indicators Conference, York, United Kingdom, 2011
- Li, J. & Julia, M. (2011). *Relationships matter: finding the active ingredient for positive developmental change*. Presented at the 3rd Greenville International Family Symposium, Greenville, South Carolina, 2011.
- Klahr, D., Li, J., Strand Cary, M., Siler, S. & Triona, L. (2007). *On the importance of defining before maligning*. Invited presentation in Symposium: “Can Science Assessments Promote Inquiry Learning?” Annual Meeting of the American Association for the Advancement of Science (AAAS), San Francisco, CA Feb 2007
- Li, J., Klahr, D., & Jabbour, A. (2006). When the rubber meets the road: Putting research-based methods to test in urban classrooms. *Proceedings of the Seventh International Conference of the Learning Sciences: Making a Difference*. Mahwah, NJ: Erlbaum.
- Klahr, D. & Li, J. (2006). *Cognitive science serving education in the public Interest: Moving from the lab to the field and back again*. Invited symposium at American Psychological Science 2006 Annual Meeting, New York
- Siler, S. A. & Li, J. (2006). *African-American late-elementary-school students: Can their motivational patterns be explained by Dweck and Leggett’s model of motivation?* Poster presented at the Annual Meeting of the American Educational Research Association, 2006, San Francisco
- Siler, S. A. & Li, J. (2006). *Stereotype threat: Does it hurt the science achievement test performance of African-American and female 6th-graders?* Poster presented at the Annual Meeting of the American Educational Research Association, 2006, San Francisco
- Klahr, D., Cary, M., Li, J. & Siler, S. (2005). *Traversing the interface between basic research and classroom in elementary science education*. Symposium on Bridging Cognitive Development and Education, Cognitive Development Society Fourth Biennial Meeting, San Diego
- Li, J. (2004). *Exploring collaborative discovery* Paper presented at the 28th International Congress of Psychology, Beijing, China
- Li, J. & Hayes, J., (2003). *Do collaborating individuals learn, as well as they perform?* Paper presented at American Education Research Association 2003, Chicago
- Li, J. (2003) *Bridging collaborative performance and individual learning*. Dissertation research presented at Computer Support for Collaborative Learning Conference 2003, Bergen, Norway.

TEACHING IN HIGHER EDUCATION

<i>Saint Vincent College, School of Social Sciences, Communication, and Education, Department of Psychological Science</i>	2013 - Present
<ul style="list-style-type: none">• Child Development, “What Would Fred Rogers Do” Seminar, Research Methods in Psychological Science, Educational Leadership, Documentary Techniques, Public Relations Strategies (undergraduate)	
<i>University of Pittsburgh, School of Education, Department of Psychology in Education, Department of Instruction and Learning</i>	2005 - 2009
<ul style="list-style-type: none">• Evaluating Children and Youth Programs (M.A. & Ph.D.)• Applied Issues in Children, Youth, and Families (M.A. & Ph.D.)• Disciplined Teaching Inquiry & Research Seminar (M.A.)	
<i>Carnegie Mellon University, Department of Psychology</i>	2003 - 2005
<ul style="list-style-type: none">• Scientific Research in Education (Ph.D.)• Research Methods in Developmental Psychology (B.S.)	

TEACHING IN PROFESSIONAL DEVELOPMENT

<i>China, Improving care for orphans and children with disabilities</i>	2010 - Present
Child welfare institutes, children’s hospital for special needs children, university, international NGOs	
<i>Pittsburgh, Improving non-profit and social cause communication on behalf of children, youth, and families</i>	2009 - Present
Pittsburgh Non-profit Summit, Bayer Center for Non-profit Management, Pittsburgh Social Venture Partnerships, United Way, Boys and Girls Club, Mentoring Partnership, etc.	
<i>Pittsburgh, Improving Education and Child Development (teacher-child interaction in early childhood, effort and persistence in K-5, and science education in middle-school, and after-school programs)</i>	2003 - Present