

Peg Griffin, Ph. D.

My formal academic degree is in linguistics, sociolinguistics in particular. For thirty years I have engaged in research to better understand how language functions in learning and development from a Vygotskyian perspective, focusing mostly on literacy and mathematics, in classrooms, in after-school schools, in summer camp schools, in preschools, and in colleges and universities. Since 1978, I have been affiliated as a researcher with the Laboratory of Comparative Human Cognition (LCHC) at the University of California, San Diego (UCSD). I was not in residence from 1990 until September of 2005, when I returned to teach courses for two academic years in the Communication Department with which the LCHC is affiliated. I have two current specific foci for my teaching and research:

- (1) literacy learning and difficulties found among post-secondary students;
- (2) supporting teaching, learning, and development in preschool in the domains of language, literacy, mathematics and science, especially with children affected by urban and rural poverty.

Throughout my career, I have collaborated with researchers from different disciplines, different institutions, and different countries, as well as with colleagues who teach in classrooms and those who develop and implement educational policy. My work has been supported by funding from private foundations and state and federal government agencies and institutions. It has been published in books and journals for academic and more general audiences in English and some have been translated for readers of Spanish, Russian, Italian, and Chinese. I have been a visiting faculty member in different states in this country as well as in Australia, England, Mexico, and Russia. I deliver addresses on research, practice, and policy to practitioner and policy groups as well as to academics and some of these have been archived in video. I serve as a reviewer for publications and for grant and contract competitions and accountability measures in this country and abroad. In the last 10 years, much of my time has been devoted to work with colleagues on major review documents concerning preventing reading difficulties among children from birth through eight years old (through the National Academy of Sciences) and on the knowledge needed to support teaching of reading from Kindergarten through Grade 12 (through the National Academy of Education).