

## 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on research, practice, and policy to practitioner and policy groups as well as to academics and some of these have been archived in video.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).

**Recent relevant publications include:**

From the National Academy of Sciences Press: *Preventing Reading Difficulties in Young Children* (1998); *Starting Out Right: A Guide to Promoting Children's Success in Reading* (1999); and *Preparing Our Teachers: Opportunities for Better Reading Instruction*, (2002).

From Jossey-Bass with the National Academy of Education: *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World* (2005).

"Sound Steps in Phonological Form for Later Literacy" Chapter 7 in *Learning to Read the World: Language and Literacy in the First Three Years* (Rosenkoetter, S.E. & Knapp-Philo, J., eds., 2006, Zero to Three Press.)

**Formal Education:**

Ph. D. Georgetown University, Washington, DC Major: Sociolinguistics; Minors: Theoretical Linguistics & Applied Linguistics. Dissertation: *Language and Instruction*.

A.B. Stonehill College, North Easton, MA Majors: English & Philosophy

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**Addendum – (more detail on some publications, some not very relevant)**

- 2005 (co-author with C.E. Snow and M. S. Burns) *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass.
- 2002 (co-author with D. Strickland, C. E. Snow, M. S. Burns, and P. McNamara) *Preparing Our Teachers: Opportunities for Better Reading Instruction*. Washington DC: National Academy Press.
- 2001 (co-author with M. S. Burns) Foundations for Skilled Reading. *Instructional Leader*, 14, 4: 6-10.
- 2000 (co-editor with J. Peyton, W. Wolfram, & R. Fasold). *Language in Action: New Studies of Language in Society*. Cresskill NJ: Hampton Press.
- 2000 Collaboration in school: 'I (don't) know' answers and questions. In *Language in Action: New Studies of Language in Society*. Pp. 472-491. Cresskill NJ: Hampton Press.
- 1998 (co-author with C. Snow & M. S. Burns). *Preventing Reading Difficulties in Young Children*. Washington DC: National Academy Press.
- 1999 (co-author with M. S. Burns & C. Snow). *Starting Our Right: A Guide to Promoting Children's Success in Reading*. Washington, DC: National Academy Press. (2002, adaptation by A. Carrasco & L. Vargas, *Un Buen Comienzo: Guía Para Promover la Lectura en la Infancia*. México, D.F.: Secretaría de Educación Pública. 2003, published in Chinese, details available on request)
1993. (co-author with A. V. Belyaeva & G. Soldatova). Creating and reconstituting contexts for educational interactions including a computer program. In E. Foreman, N. Minnick, & A. Stone, eds., *Contexts for Learning: Sociocultural Dynamics in Children's Development*. Oxford: Oxford University Press. Pp. 120-152.
- 1992 (co-author with A. V. Belyaeva & G. Soldatova). Socio-historical concepts applied to observations of computer use. *European Journal of Psychology of Education*, 7(4), 269-286.
- 1989 (co-author with D. Newman & M. Cole). *The Construction Zone: Working for Cognitive Change in School*. Cambridge: Cambridge University Press.  
(1991, in Spanish, Pablo Manzano, trans. , Madrid: Ediciones Morata, S.A.)
- 1989 (co-author with M. Cole, E. Diaz, & C. King). *Socialno-istoricheskii Podhod V Psichologii Obuchenia* (Sociohistorical view on the psychology of learning). Boris Velichovsky., trans. Moscow: Pedagogika.
- 1988 (as part of LCHC). Computer networking for child development. *SRCD Newsletter*, Winter 1988, 1-4.
- 1987 (co-author with M. Cole). New technologies, basic skills and the underside of education: What's to be done? In J. Langer, ed., *Language, Literacy and Culture: Issues of Society and Schooling*. Norwood, NJ: Ablex. Pp. 199-231.
- 1987 (co-author with M. Cole & Laboratory of Comparative Human Cognition). *Contextual Factors in Education: Improving Science and Mathematics Education for Minorities and*

- Women*. Report to the National Research Council. Madison, WI: Wisconsin Center for Education Research.
- 1986 (co-author with M. Cole). A sociohistorical approach to remediation. In S. de Castell, A. Luke, & K. Egan, eds., *Literacy, Society and Schooling: A Reader*. Cambridge: Cambridge University Press. Pp. 110-132.
- 1986 (as part of LCHC). The contribution of cross-cultural research in educational practice. *American Psychologist* 41(10) 1049-1058.
- 1984 (co-author with M. Cole). Current activity for the future: The Zo-ped. In B. Rogoff and J.V. Wertsch, eds., *New Directions for Child Development*, No. 23. San Francisco: Jossey-Bass. Pp. 45-64.
- 1984 (co-author with D. Newman & M. Cole). Social constraints in laboratory and classroom tasks. In B. Rogoff & J. Lave, eds., *Everyday Cognition: Its Development in Social Contexts*. Cambridge MA: Harvard University Press. Pp. 172-193.
1982. (co-author with M. Cole, & D. Newman). Locating tasks in psychology and education. *Discourse Processes*, 5(2), 111-125.
- 1982 Readability formulae and their inappropriate assumptions about reading. In A. Davison, A. Kantor, & R. Lutz, eds., *Proceedings from the Illinois Readability Conference*. Champaign-Urbana: Center for the Study of Reading.
- 1982 (as part of LCHC). A model system for the study of learning difficulties. *The Newsletter of the Laboratory of Comparative Human Cognition* 4 (3).
- 1982 (as part of LCHC). Culture and cognitive development. In W. Kessen, ed., *Mussen Handbook of Child Development (Vol. I)*. New York: Wiley.
- 1982 (as part of LCHC). Culture and intelligence. In R. Sternberg, ed., *Handbook of Human intelligence*. Cambridge: Cambridge University Press.
- 1980 (co-author with H. Mehan). Socialization: The view from classroom interactions. *Sociological Inquiry* 50(3-4) 357-392.
- 1980 (co-author with M. Cole). Cultural amplifiers reconsidered. In D. Olson, ed., *Social Foundations of Language and Thought*. New York: Morton Press. 343-364.
- 1981 (co-author with R. Shuy). What do they do at school any day: Studying functional language. In W. Patrick Dickson, ed., *Children's Oral Communication Skills*. New York: Academic Press. Pp. 271-286.
- 1981 (co-author with H. Mehan). Sense and ritual in classroom discourse. In Florian Coulmas, ed., *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech*. The Hague: Mouton. Pp. 187-213.
- 1979 Three social factors involved in language and bilingual education programs. In G. Briere, ed., *Language Development in a Bilingual Setting*. Los Angeles: HDAC. Pp. 60-72.
- 1979 (as part of LCHC). Cross-cultural psychology's challenges to our ideas of children and development. *American Psychologist*, 34 (10) 827-833.

- 1978 (co-edited with R. Shuy). *Children's Functional Language and Education in the Early Years*. Report to the Carnegie Corporation of New York. Arlington, VA: Center for Applied Linguistics.
- 1978 (co-author with F. Humphrey). Talk and task at lesson time. In *Children's Functional Language and Education in the Early Years*. Chapter 9.
- 1978 (ed., Griffin, co-author with T. Dieterich & C. Freeman) *Assessing Comprehension in a School Setting*. Papers in Applied Linguistics, Linguistics and Reading Series 3, ed. R. W. Shuy. Washington: Center for Applied Linguistics.
- 1977 How and when does reading occur in the classroom. *Theory into Practice*, 16(5) 376-383.
- 1977 Reading and Pragmatics: Symbiosis. In R. Shuy, ed., *Linguistic Theory: What Can It Say about Reading?* Newark, Del.: IRA. Pp. 123-142.