

## YOKO YAMAMOTO

Department of Education  
Brown University  
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Providence, RI 02912

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### EDUCATION

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Ph.D., Human Development and Education, Graduate School of Education, University of California, Berkeley	December, 2006
M.A., Human Development and Education, Graduate School of Education, University of California, Berkeley	2003
M.A., Sociology, Kobe College, Japan	1993
B.A., Child Development Studies, Kobe College, Japan (Acquired a kindergarten teacher license, Japan)	1991

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### ACADEMIC AND RESEARCH APPOINTMENTS

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Visiting Assistant Professor, Department of Education, Brown University (Concentration Advisor, Human Development Track from 2015 to present)	2019-present
Adjunct Assistant Professor, Department of Education, Brown University	2010-2019
Affiliate Faculty, Department of East Asian Studies, Brown University	2018-present
Invited Scholar (summer), Cultural Studies of Education Graduate School of Human Sciences, Osaka University, Japan	2013-present
Research Advisor, Benesse Educational Research & Development Center, Japan “International comparative studies on parenting project”	2017
Research Associate, Center for the Study of Human Development, Brown University	2010-2012
Postdoctoral Research Associate, Department of Education, Brown University	2008-2010
Instructor, Department of Education, Tufts University	2007-2008
Research Assistant, Department of Sociology, Harvard University (Dr. Mary Brinton)	2006-2007

## AWARDS AND HONORS

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SSHD Erin Phelps Award, <i>Society for the Study of Human Development</i> The best paper published in <i>Research in Human Development</i> from 2015 to 2017 “Does socioeconomic status matter for Chinese immigrants’ academic socialization? Family environment, parental engagement, and preschoolers’ outcomes.” (First author)	2017
International Conference Mentor, <i>National Science Foundation (NSF)</i> <i>American Psychological Association (APA)-US National Committee</i> Selected as one of the five mentors for the international program	2016
Abe fellowship, <i>Social Science Research Council &amp; Japan Foundation</i>	2013
Summer Institute Fellow, <i>NIH/NICHD</i> Applied Research in Child and Adolescent Development	2009
University Fellowship, <i>University of California, Berkeley</i>	2005
Graduate Division Summer Grant, <i>University of California, Berkeley</i>	2003, 2005
Dean’s Normative Time Fellowship, <i>University of California, Berkeley</i>	2004
Pre-Dissertation Research Award, Center for Working Families, UC Berkeley Awarded research: “Silent contract: Culture of mothering in Japan and the U.S.”	2002
Dissertation Workshop Fellow Association for Asian Studies/Social Science Research Council Selected as one of 10 graduate students by the Association for Asian Studies	2002

## GRANTS

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Principal Investigator. “Cultivation and transformation of ‘ <i>ganbari</i> ’ (putting forth effort and persevering) at home and early childhood educational institutions.” <i>The Mayekawa Foundation</i>	2018-2019
Principal Investigator. “Meanings, values, and development of ‘ <i>ganbari</i> ’ in socialization and child development in Japan.” <i>The Mayekawa Foundation</i>	2017-2018
Engaged Scholarship Course Development Mini-Grant “Family Engagement in Education” Course, Swearer Center, Brown University	2017, 2018,
Advisor/Collaborator. “Applications of educational sociology for understanding, bridging, and closing the achievement gap.” <i>Japan Society for the Promotion of Science</i> (PI: Kokichi Shimizu)	2014-2018

- Principal Investigator. “Social stratification and early educational processes: student beliefs about learning in Japan and the United States.” *Social Science Research Council & Japan Foundation* 2013-2015
- Principal Investigator. “Social class, gender, and maternal support for children’s education in Japan.” *Center for Japanese Studies Research Grant, University of California, Berkeley* 2004
- Principal Investigator. “Influences of gender and social class on Japanese mothers’ parenting.” *Spencer Foundation Research Training Fellowship* 2003-2004
- Principal Investigator. “The impact of socio-economic status on educational attainment in Japan.” *Spencer Foundation Research Training Fellowship* 2001-2002

## **PUBLICATIONS** (\*Indicates students and research assistants at Brown University)

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### **Peer-Reviewed Journal Articles:**

- Yamamoto, Y.** (in press). Young children’s beliefs about school learning in Japan and the United States: Cultural and socioeconomic comparisons. *Early Childhood Research Quarterly*.
- Sonnenschein, S., & **Yamamoto, Y.** (in press). Children’s perceptions of their learning and education. *Early Childhood Research Quarterly*.
- Li, J., & **Yamamoto, Y.** (2019). Western and East Asian sociocultural models of learning: Evidence from cross-cultural and immigrant research. *Asian Journal of Social Psychology*, doi: 10.1111/ajsp.12384
- Yamamoto, Y.** (2019). Single mothers in contemporary Japan: Motherhood, class, and reproductive practice (review). *Journal of Japanese Studies*, 45(1), 182-185.
- Vu, K. T. T., Cheah, C. S. L., Zhou, N., Leung, C. Y. Y., Li, J., & **Yamamoto, Y.** (2018). The socialization areas in which European American and Chinese immigrant mothers express warmth and control. *Parenting: Science and Practice*, 18(4), 262-280.
- Li, J., **Yamamoto, Y.**, Kinnane, J.\*, Shugarts, B.\*, & Ho, C.\* (2018). From learning beliefs to achievement among European American and Chinese immigrant preschool children. *Child Development*. doi: 10.1111/cdev.13055
- Yamamoto, Y.**, & Hosokawa, S\*. (2017). Maternal aspirations and expectations for their children’s educational attainment in Japan: Relations to gender and mothers’ educational levels. *International Psychology Bulletin*, 21(3), 25-33.

**Yamamoto, Y., Li, J., & Liu, J.L.\*** (2016). Does socioeconomic status matter for Chinese immigrants' academic socialization? Family environment, parental engagement, and preschoolers' outcomes. *Research in Human Development, 13*(3), 191-206.\*\*

\*\*This paper received [The 2017 SSHD Erin Phelps Award](#), the best paper published in RHD between 2015 and 2017.

**Yamamoto, Y., & Sonnenschein, S.** (2016). Family contexts of academic socialization: The role of culture, ethnicity, and socioeconomic status. *Research in Human Development, 13*(3), 183-190. \*\*\*

\*\*\*This paper is ranked [#7 most read article](#) in the journal (as of 09/2019).

**Yamamoto, Y., Holloway, S. D., & Suzuki, S.** (2016). Parental engagement in children's education: Motivating factors in Japan and the U.S. *School Community Journal, 26*(1), 45-66.

**Yamamoto, Y.** (2016). Gender and social class differences in Japanese mothers' beliefs about children's education and socialisation. *Gender and Education, 28*(1), 72-88.

Cheah, C., Li, J., Zhou, N., **Yamamoto, Y.,** & Leung, C. (2015). Understanding Chinese immigrant and European American mothers' expressions of warmth. *Developmental Psychology, 51*(12), 1802-1811.

**Yamamoto, Y.** (2015). Social class and Japanese mothers' support for young children's education: A qualitative study. *Journal of Early Childhood Research, 13*(2), 165-180.

**Yamamoto, Y.** (2012). Impacts of cultural capital on student college choice process in China (review). *American Journal of Sociology, 118*(1), 238-240.

**Yamamoto, Y., & Li, J.** (2012). What makes a high-quality preschool? Similar and different views among Chinese immigrant and European American parents. *Early Childhood Research Quarterly, 27*, 306-315.

**Yamamoto, Y.** (2011). Minorities and education in multicultural Japan (review). *Pacific Affairs, 84*(3), 571-573.

Suzuki, S., Holloway, S. D., **Yamamoto, Y.,** & Behrens, K. (2011). Perceived social support and parenting beliefs in Japan: A person-oriented approach. *International Journal of Humanities and Social Science, 1*(11), 62-76.

Li, J., **Yamamoto, Y.,** Luo, L.\*, Batchelor, A.\*, & Bresnahan, R.\* (2010). Why attend school? Chinese immigrant and European American preschoolers' views and outcomes. *Developmental Psychology, 121*, 9-25.

**Yamamoto, Y., & Holloway, S. D.** (2010). Parental expectations and academic performance in sociocultural contexts. *Educational Psychology Review, 22*(3), 189-214.\*\*\*\*\*

\*\*\*\*\*This article was featured by [Freakonomics Radio and New York Public Radio](#) in 2018.

**Yamamoto, Y., & Brinton, M.** (2010). Cultural capital in East Asian educational context: The case of Japan. *Sociology of Education*, 83(1), 67-83.

**Yamamoto, Y.** (2010). Challenges to Japanese education: Economics, reform, and human rights (review). *Comparative Education Review*, 54(4), 616-618.

Suzuki, S., Holloway, S. D., **Yamamoto, Y.**, & Mindnich, J. D. (2009). Parenting self-efficacy and social support in Japan and the United States. *Journal of Family Issues*, 30, 1505-1526.

Holloway, S. D., **Yamamoto, Y.**, & Suzuki, S., & Dalesandro, J. (2008). Determinants of parental involvement in early schooling: Evidence from Japan. *Early Childhood Research & Practice*, 10(1).

**Yamamoto, Y.**, Holloway, S. D., & Suzuki, S. (2006). Maternal involvement in preschool children's education in Japan: Parenting beliefs and socioeconomic status. *Early Childhood Research Quarterly*, 21, 332-346.

Holloway, S. D., Suzuki, S., **Yamamoto, Y.**, & Dalesandro, J. (2006). Relation of maternal role concepts to parenting employment choices, and life satisfaction among Japanese mothers. *Sex Roles*, 54, 235-249.

Holloway, S., Suzuki, S., **Yamamoto, Y.**, & Behrens, K. (2005). Parenting self-efficacy among Japanese mothers. *Journal of Comparative Family Studies*, 36(1), 61-76.

**Yamamoto, Y.** (2001). The duality of socialization and education: The impact of formal schooling on child-rearing in Japan. *Harvard Asia Quarterly*, 5(3), 24-31.

### **Book Chapters and Encyclopedia Entries:**

**Yamamoto, Y.** (in press). Kosodate ni kakusa wa arunoka? Beikokuno kosodate to kyouiku kenkyu no shiten kara [Is there a gap in child-rearing? Research on parenting and education in the U.S.] In N. Isa (Ed.), *Families and child-rearing strategies supporting children's schooling: A longitudinal study in urban cities*. Tokyo: Akashi shoten.

**Yamamoto, Y.**, Li, J., Li, A.\*, LaFave, R.\*, & Reichling, C. J.\* (in press). Raising humble children: Asian immigrant families' socialization and children's school experiences. In M. Strickland & L. Roy (Eds.), *Composing storylines of possibilities: Immigrant and refugee families navigating school (AERA SIG: Family-School-Community Partnership Series)*. Information Age Publishing.

**Yamamoto, Y.**, Li, J., Bao, H.\*, & Hsu, W\*. (in press). Demand and direct involvement: Perceptions of parental involvement in schooling by preschoolers with Chinese immigrant parents. In B. Thelmour, & H. Chu (Eds.), *Navigating systems: A multidisciplinary approach to immigrant family ecologies*. Springer.

- Yamamoto, Y., & Satoh, E.\*** (2019). *Ganbari: Cultivating perseverance and motivation in early childhood education in Japan*. In O. Saracho (Ed.), *Contemporary research on motivation in early childhood education* (pp. 229-248). Greenwich, CT: Information Age Publishing.
- Yamamoto, Y.** (2017). "Because I feel happy": First-graders' views about schooling and well-being in Japan. In B. Holthus, & W. Manzenreiter (Eds.), *Life course, happiness and well-being in Japan* (pp. 45-56). Abingdon, Oxon & New York: Routledge.
- Yamamoto, Y.** (2015). Asian American students. In G. W. Scarlett (Ed.), *The SAGE encyclopedia of classroom management* (pp. 42-44). Sage Publications.
- Yamamoto, Y.** (2014). Immigrant families and children's schooling in Japan: Trends, challenges, and implications. In R. Dimitrova, M. Bender & F. Vijver (Eds.), *Global perspectives in well-being in immigrant families* (pp. 55-74). Springer.
- Yamamoto, Y., & Li, J.** (2012). Quiet in the eye of the beholder: Teacher perceptions of Asian immigrant children. In C. Garcia Coll (Ed.), *The impact of immigration on children's development. Contributions to Human Development*, Vol. 24. (pp. 1-17). Karger.
- Yamamoto, Y.** (2012). Raising children in a diverse society. In J. A. Banks (Ed.), *Encyclopedia of diversity in education*, Vol. 3 (pp. 1765-1768). Sage Publications.
- Holloway, S.D., **Yamamoto, Y., & Suzuki, S.** (2010). What is a good mother? Competing models and experiences in urban Japan. In T. Thelen & H. Haukanes (Eds.), *Reframing parenthood and childhood: Global trends, institutional transformations, and local responses* (pp. 35-56). U.K.& VT, USA: Ashgate.
- Holloway, S. D., & **Yamamoto, Y.** (2008). Parental expectations. In N. J. Salkind (Ed.), *Encyclopedia of Educational Psychology*, Vol 2. (pp. 753-755). Sage Publications.
- Holloway, S., & **Yamamoto, Y.** (2003). Sensei! Early childhood education teachers in Japan. In Saracho, O. and Spodek, B. (Eds). *Contemporary perspectives in early childhood education: Studying teachers in early childhood setting* (pp. 181-207). Greenwich CT: Information Age Publishing.
- Invited Articles:**
- Yamamoto, Y.** (2018). Ganbari or grit? First graders' views in Japan and the U.S. *Child Research Net*. Published in English and Japanese.
- Yamamoto, Y., & Hasegawa, S\*.** (2017). What is a happy life? Mothers' views of happiness in relation to their children's education and future in Osaka, Japan. *Child Research Net*. Published in English and Japanese.
- Yamamoto, Y., & Watanabe, Y\*.** (2016). Revisiting the gender gap: Japanese mothers' views of their children's education, work, and future. *Child Research Net*. In English & Japanese.
- Suzuki, S., Holloway, S. D., & **Yamamoto, Y.** (2016). Technical report on the Berkeley Parenting

Self-Efficacy Scale-Revised. Kalmanovitz School of Education, Saint Mary's College of California, Moraga, CA.

**Yamamoto, Y., & Li, J.** (2011). Is being quiet a virtue or a problem? Implications of a study on Chinese immigrant children in the U.S. *Child Research Net*. Published in Chinese, English, and Japanese.

Holloway, S.D., **Yamamoto, Y.**, & Suzuki, S. (2010). From *kyoiku mama* to monster parent: Changing images of Japanese mothers and their involvement in children's schooling. *Child Research Net*.

**Yamamoto, Y.**, Holloway, S. D., Suzuki, S. (2009). Dilemmas of support: Parenting and mother networks in Japan. *Child Research Net*.

**Yamamoto, Y.** (2009). Asian American and European American students. *Child Research Net*.

**Yamamoto, Y.** (2007). Education and social inequality: Contemporary educational credentialism in Japan. *Japan Anthropology Workshop Newsletter*, 41, 75-76.

Holloway, S. D., **Yamamoto, Y.**, & Suzuki, S. (2005). Exploring the gender gap: Women speak out about working and raising children in contemporary Japan. *Child Research Net*. Published in English & Japanese.

#### **INVITED TALKS AND PRESENTATIONS (selected list)**

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“Socioeconomic status and academic socialization.” Keynote speech delivered at *the International Society for the Study of Behavioral Development (ISSBD) Workshop (Parenting among Asians)*, Hong Kong, June, 2019.

“Young children's perceptions of parental support for learning in East Asia.” Invited panel speaker at *the annual meeting for the International Convention of Psychological Science (ICPS)*, Paris, March, 2019.

“Education and schools in the U.S. and Japan.” *Rhode Island Japanese Families Group*, East Providence, RI, March, 2019.

“Social stratification and educational processes.” *Institute of Social and Economic Research*, Osaka, Japan. July, 2017.

“Education and training in psychology in Japan.” *American Psychological Association (APA)-USNC/Psychology Mentor Program*, Yokohama, Japan. July, 2016.

“Education, gender, and work-life balance: Japan and the U.S.” *Ehime Prefectural Medical Doctors Association*, Ehime, Japan. July, 2014.

“It’s good to go to school”: First-graders’ views about schooling and learning in Japan. *University of Vienna*, Vienna, Austria. April, 2014.

“Social class and educational processes in Japan and the U.S.” *Graduate School of Human Sciences, Osaka University, Osaka, Japan. July, 2013.*

“Social stratification and early academic socialization in Japan.” *The Kansai Modern Japan Group, Osaka, Japan. June, 2013.*

“Multicultural education and socialization.” *Sarah Doyle Women’s Center, Brown University, Providence, RI. December, 2012.*

“The transition to school: Social class and academic socialization in Japan.” *The Reischauer Institute of Japanese Studies at Harvard University, Cambridge, MA. March, 2012.*

“Advantaged or disadvantaged? Low-SES Chinese immigrant children’s socialization and academic processes.” *The Center for the Study of Human Development, Brown University, Providence, RI. October, 2012.*

“Educational issues after the 2011 tsunami earthquake in Tohoku.” Keynote speaker at *the Tsunami memorial event, “Orphaned by wave” at Brown University, Providence, RI. March, 2012*

“Unequal beginnings: Socioeconomic status and parental involvement in Japan.” *The Center for the Study of Human Development, Brown University, Providence, RI. February, 2009.*

#### **CONFERENCE PRESENTATIONS** (selected list from 2010)

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**Yamamoto, Y.,** Inoue, S.\*, Furuyama, M.\*, Tagatac, A. A.\*, Cho, H.\*, & Suzuki, K. \* (2019, October). Becoming resilient learners: Cultivating *ganbari* in Japanese early childhood educational institutions. Poster to be presented at *the Biennial Meeting for the Society for the Study of Human Development.*

**Yamamoto, Y.,** Li, J., Vong, H.\*, & Lung, C.\* (2019, October). Becoming resilient and responsible learners: Chinese immigrant children’s beliefs about learning and perceptions of parental support. Paper to be presented in S. Holloway, and **Y. Yamamoto** (Co-chairs), “Resilient families in changing contexts” at *the Biennial Meeting for the Society for the Study of Human Development.*

**Yamamoto, Y.** (2019, March). Diversity, indigeneity and globalization: Conceptual and methodological challenges in research on Asian parenting. Roundtable discussant at *the Biennial Meeting for the Society for Research in Child Development, Baltimore, MD.*

**Yamamoto, Y.,** Li, J., Pang, H.\*, & Yang, H.\* (2019, March). Low-income Taishanese- and Cantonese-speaking Chinese American preschoolers’ perceptions of parental support for their learning. Poster presentation at *the Biennial Meeting for the Society for Research in Child Development, Baltimore, MD.*

**Yamamoto, Y.,** & Li, J. (2019, March). Young children's perceptions of parental support for learning in East Asia. In T. C. Antonucci and K. Ajrouch (Co-chairs), “Social relations within and



across cultures.” Invited symposium conducted at *the Annual Meeting for the International Convention of Psychological Science*, Paris, France.

- Li, J., & **Yamamoto, Y.** (2018, July). Western and East Asian sociocultural models of learning: Evidence from cross-cultural and immigrant groups. In V. Chirkov (Chair), “Introduction to a theory of sociocultural models, its main propositions, and application.” Paper presentation at *the International Congress of Cross-cultural Psychology*, Guelph, Canada.
- Li, J., **Yamamoto, Y.**, Li, A.\*, & Davis, E. E.\* (2018, April). Not yet a double-edged sword: Viewing high achievers by European American and Chinese immigrant preschoolers. Paper presentation accepted by *the International Symposium on Education, Psychology and Society (ISEPST)*, Hokkaido, Japan.
- Yamamoto, Y.**, Heywood, T. \*, & Hosokawa, S. \* (2017, October). Young children’s perceptions of school learning in Japan: Socioeconomic and cultural comparisons. In **Y. Yamamoto** and S. Sonnenschein (Co-chairs), “Perceptions of learning and school experiences from early childhood through adolescence.” Paper presentation at *the 10<sup>th</sup> Biennial Conference for the Society for Research in Child Development*, Providence, RI.
- Choi, J. \*, & **Yamamoto, Y.** (2017, October). Childrearing values in Japan and the United States. Poster presentation at *the 10<sup>th</sup> Biennial Conference for the Society for the Study of Human Development*, Providence, RI.
- Siegel, A.\*, & **Yamamoto, Y.** (2017, October). Attributions of academic success in parents of first grade students in the United States: A mixed method approach. Poster presentation at *the 10<sup>th</sup> Biennial Conference for the Society for the Study of Human Development*, Providence, RI.
- Yamamoto, Y.**, Watanabe, Y.\*, Satoh, E. \*, & Hasegawa, S.\* (2017, April). Maternal expectations for their son’s and daughter’s educational attainment in Japan: A mixed methods examination. Paper presentation at *the Biennial Meeting for the Society for Research in Child Development*, Austin, TX.
- Yamamoto, Y.**, Li, J., Bao, H.\*, & Suh, W.\* (2017, April). Preschoolers’ views of parental involvement in their learning: A comparison between Chinese immigrants and European Americans. Poster presentation at *the 9<sup>th</sup> Biennial Meeting for the Society for the Study of Human Development*, Austin, TX.
- Li, J., **Yamamoto, Y.**, Segal, C. \*, Davis, E.S. \*, & Yang, H.-Y.\* (2017, April). Learning to fly and catch fish: Chinese immigrant and European American preschooler’s views of learning and achievement. Poster presentation at *the 9<sup>th</sup> Biennial Meeting for the Society for the Study of Human Development*, Austin, TX.
- Li, J., **Yamamoto, Y.**, Kinnane, J.\*, Shugarts, B.\*, & Ho, C.\* (2016, August). From learning beliefs to achievement among European American and Chinese immigrant preschool children. In D. McInerney (Chair), “Motivation – all show but no blow: A critical examination of the evidence for the substantive connection between measured motivation and academic performance,” Invited symposium at *the 15<sup>th</sup> International Conference on Motivation: The Odyssey to the Ithaca of Learning*, Thessaloniki, Greece.

- Yamamoto, Y.** (2016, July). The roles of culture and socioeconomic status in Japanese and American first graders' beliefs about school learning. Paper presentation at *the 31st International Congress of Psychology*, Yokohama, Japan.
- Yamamoto, Y., Li, J., & Liu, J.L.\*** (2015, October). Does socioeconomic status matter for Chinese immigrants' academic socialization? Parental beliefs, engagement, and preschoolers' outcomes. In **Yamamoto, Y., & Sonnenshein, S.** (Co-Chairs), "Parental academic socialization from childhood through college: cultural and socioeconomic diversity," paper presented at *the biennial meeting of the Society for the Study of Human Development*, Austin, TX.
- Yamamoto, Y.** (2015, March). Does socioeconomic status matter for beliefs about school learning in Japan? Examinations of first graders. Poster presentation in *the Biennial Meeting of the Society for Research in Child Development*, Philadelphia, PA.
- Yamamoto, Y., & Li, J.** (2015, March). Learning for self and others: Young children's views about school learning in Japan and the U.S. Poster presentation at *the Biennial Meeting of the Society for Research in Child Development*, Philadelphia, PA.
- Li, J., **Yamamoto, Y.**, Kinnane, J.\*, Shugarts, B.\*, & Ho, C.\* (2015, March). How Chinese immigrant and European American preschoolers view the purpose of school: Longitudinal change from age 4 to 6. Poster presentation at *the Biennial Meeting of the Society for Research in Child Development*, Philadelphia, PA.
- Cheah, C., Li, J., Lueng, C., **Yamamoto, Y.**, & Zhou, N. (2015, March). Understanding Chinese immigrant and European American parents' expressions of warmth. Paper presentation at *the Biennial Meeting of the Society for Research in Child Development*, Philadelphia, PA.
- Yamamoto, Y., & Li, J.** (2014, October). "My parents will be happy": Chinese immigrant preschoolers' views about parental engagement and expectations. Paper presentation at *the 6<sup>th</sup> On New Shores Conference*, Toronto, Canada.
- Yamamoto, Y.** (2013, October). "I cannot teach because I am not smart": Low-SES mothers' involvement in young children's education in Japan. Paper presentation at the *Annual Meeting of the New England Association for Asian Studies*, Bridgewater, MA.
- Yamamoto, Y., & Li, J.** (2013, April). Being quiet or assertive? Verbal vocalization among Chinese immigrant families and children's school experiences. In **Y. Yamamoto** and C. Liu, (Co-chairs), "Diverse cultural socialization processes in Chinese immigrant parents: Transmission, negotiation, and consequences." Paper presented at *the Biennial Meeting of the Society for Research in Child Development*, Seattle, WA.
- Yamamoto, Y., & Li, J.** (2013, April). Low-SES and middle-class Chinese immigrant parents' views about their parenting roles and their children's academic performance. Poster presented at *the Biennial Meeting for the Society for Research in Child Development*, Seattle, WA.
- Yamamoto, Y.** (2013, March). "Re-thinking global cultural capital in East Asia: The intersection of

families, education, and work.” *Discussant at the annual Meeting of the Association for Asian Studies*, San Diego, CA.

**Yamamoto, Y., & Li, J.** (2012, October). Understanding low-SES Chinese immigrant children’s academic performance: Parental support. Paper presentation at the *5<sup>th</sup> On New Shores Conference*, Toronto, Canada.

**Yamamoto, Y., & Li, J.** (2012, February). Low-SES and middle-class Chinese immigrant parents’ support for their preschooler’s academic development. Paper presented at *the Biennial Meeting of the Society for Research in Child Development*, Tampa, FL.

**Yamamoto, Y., & Li, J.** (2011, October). Low-SES Chinese Immigrant mothers’ parenting beliefs and mother-child relationship. Paper presented at *the 7<sup>th</sup> Society for the Study of Human Development*, Providence, RI.

**Yamamoto, Y., & Li, J.** (2011, April). The Asian immigrant child: When silence is not golden. Poster presented at *the Biennial Meeting of Society for Research in Child Development*, Montreal, Canada.

**Yamamoto, Y., Li, J., & Luo, L.\*** (2011, March). What makes a high-quality preschool? Similar and different views among Chinese immigrant and European American parents. Paper presented at *the Biennial Meeting of the Society for Research in Child Development*, Montreal, Canada.

Li, J., **Yamamoto, Y.**, Luo, L.\*, Pan, J. J.\*, Pan, H.\*, & Segal, C.\* (2011, April). Children’s views of parental socialization and related effects on Chinese immigrant and European American preschoolers’ learning. Paper presented at *the Biennial Meeting of Society for Research in Child Development*, Montreal, Canada.

**Yamamoto, Y.** (2010, October). Negotiating class-related beliefs in Japan: Working-class mothers’ involvement in children’s education. Paper presented at *the Annual Meeting of the Mid-Atlantic Region Association for Asian Studies*, University Park, PA.

## **TEACHING SERVICE**

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### Brown University

Family Engagement in Education	2017-present
Independent Research Study	2009-present
Psychology of Teaching and Learning	Fall, 2019
Human Development and Education in East Asia	2016-2018
Introductory to Human Development and Education	Fall, 2016
Moral Development and Education	Fall, 2008

Tufts University  
 Research Methods in Education 2007-2008

### **ADVISING/MENTORING SERVICE AT BROWN UNIVERSITY**

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Concentration adviser, Human Development Track, Department of Education	2015-present
Freshman and Sophomore Advisor to four to six students each year	2013-present
Senior Capstone Research Advisor	2009-2014 2017, 2019
UTRA Research Faculty Advisor/Sponsor Sponsored and advised a total of 11 students who received summer or semester UTRA	2009-2016
Faculty Sponsor/Research Mentor, Royce Fellowship	2018
Faculty Sponsor/Research Mentor, Research at Brown Grant	2016, 2017
Faculty Sponsor/Research Mentor, Jack Ringer Summer in Southeast Asia Fellowship	2015
Faculty Research Mentor and Advisor, Solsbery fellowship	2013
Solsbery Award Review Committee, Center for the Study of Human Development	2012, 2013
Faculty Research Mentor, International Sponsored Program Research Grant	2012
Research Associate, Center for the Study of Human Development	2010-2012
Research Co-Supervisor, Leadership Alliance	2010, 2011
Mentor, African, Latino, Asian, Native-American (ALANA) mentoring program	2009-2010

### **PROFESSIONAL SERVICE**

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Publicity Committee Chair, <i>Society for the Study of Human Development</i>	2014-present
Steering Committee, <i>Society for the Study of Human Development</i>	2011-present
Program Committee Co-Chair, <i>The 11<sup>th</sup> Biennial Meeting of the Society for the Study of Human Development</i> in Portland, OR to be held in October, 2019	2018-2019
Grant Application Reviewer, Small Grants Program for Early Career Scholars <i>Society for Research in Child Development (SRCD)</i>	2019

Panel Reviewer, Race, Ethnicity, Culture, Context <i>Society for Research in Child Development (SRCD)</i>	2018
Local Organizing Committee, <i>The 10<sup>th</sup> Biennial Meeting of the Society for the Study of Human Development</i> , Providence, RI	2017
Guest Speaker for Grant Proposal Writing, <i>Social Science Research Council</i>	2016
Program Committee, <i>The 8<sup>th</sup> Biennial Meeting of the Society for the Study of Human Development</i> , Fort Lauderdale, FL	2013
Program Committee, <i>The 7<sup>th</sup> Biennial Meeting of the Society for the Study of Human Development</i> , Brown University, Providence, RI.	2011
Application Reviewer, <i>NICHD Summer Research Institute</i>	2011

### **EDITORIAL SERVICE**

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Guest Editor, <i>Early Childhood Research Quarterly</i>	2018-2019
Guest Editor, <i>Research in Human Development</i>	2016
Editor (Japan area), <i>Harvard Asia Quarterly</i>	2005-2006
Associate Editor (Japan area), <i>Harvard Asia Quarterly</i>	2004-2005

### **REFEREE SERVICE**

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#### Human Development/Psychology Journals:

*Child Development, Developmental Psychology, Research in Human Development, International Journal of Behavioral Development, Early Childhood Research Quarterly, Early Childhood Research & Practice, Early Development and Education, Journal of Comparative Family Studies, Ethos, Early Development and Education, Journal of Educational Psychology, Journal of Educational Psychology Review*

#### Education Journals:

*American Educational Research Journal, Comparative Education, The Journal of Educational Research, Journal of Family Studies, Asia-Pacific Education Researcher, Asia Pacific Education Review, SAGE Open, AERA Open*

#### Sociology Journals:

*Sociology of Education, Children & Youth, Research in Sociology of Education, Social Science Research, Sociological Inquiry, Sociological Forum, Social Forces, Journal of Marriage and Family*

## **OTHER PROFESSIONAL/RESEARCH EXPERIENCES**

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Research Advisor, <i>Benesse Educational Research &amp; Development Center</i> , Japan “International comparative studies on parenting project”	2017
Research Assistant (Dr. Mary Brinton), <i>Department of Sociology, Harvard University</i>	2007
Graduate Student Coordinator, Forums on Japanese Culture <i>Reischauer Institute, Harvard University</i>	2005
Exchange Student, <i>Department of Sociology, Harvard University</i>	2004-2005
Graduate Research Assistant (Dr. Susan Holloway), <i>University of California, Berkeley</i>	2000-2004
Graduate Student Coordinator, <i>Center for Human Development</i> <i>University of California, Berkeley</i>	2002-2003
Program Coordinator, <i>Foreign Student/Scholar Program</i> <i>Ehime University School of Medicine, Japan</i> Liaison, <i>Volunteers in Asia Program, Stanford University</i>	1993-1999
Intern, <i>Shinai Kindergarten, Japan.</i> (Acquired Kindergarten Teacher Certification/License)	1991

## **PROFESSIONAL MEMBERSHIPS**

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American Sociological Association  
 International Society for the Study of Behavioural Science  
 Society for Research in Child Development  
 Society for the Study of Human Development (Steering Committee)