

## Biographical Sketch

### Catherine Ann Cameron, PhD

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I am an Emerita Professor at the University of New Brunswick (UNB) in Fredericton NB and an Honorary Emerita Professor of Psychology at the University of British Columbia (UBC) in Vancouver BC, Canada. I earned my BA and MA in Psychology at UBC, and Ph.D. at the University of London (UK). I was a Post-Doctoral Fellow at Dalhousie University in Halifax NS. I then assumed a faculty position at UNB, where I conducted research, taught and served in numerous administrative positions (from Departmental Chair to Associate Dean of Graduate Studies and Research) for much of my professional career. While serving in the Graduate School, I was Chair of Scientific Affairs on the Board of the Canadian Psychological Association and Coordinator of the Developmental Section. I am a CPA Honourary Life Fellow. I now conduct research at UBC and UNB, where I am strategically located to conduct cross-cultural **H&T** research, as well as having immense opportunities for conducting our global cultural **DITL** studies. No longer teaching or administrating, I am privileged to commit myself full-time to research, supervising and mentoring the large group of research students in my UBC and UNB Child Study Labs.

**Media in Developing Communications:** I started my research career conducting experimental developmental psychology studies of contexts that facilitate effective discrimination learning. Our studies in cognitive and language development led me quickly to investigate cultural contextual effects in children's verbal and conceptual problem-solving strategies. Our psycholinguistic studies became investigations of medium effects on verbal expression: telephone communication, computer facilitation of emergent literacy in writing and reading. In collaboration with a CI, **Anne Hunt**, we reported investigations of mediated communications, extending our theoretical perspective on recontextualized representation in both oral and written expression. We have proceeded during our **DITL** research to join **Giuliana Pinto** in studies of emergent literacy and graphic representation. This research has been widely cited by investigators of decontextualized language use in emergent literacy. Microgenetic investigations have established critical parameters of oral expression that affect emergent written expression, and the research is ongoing.



- Cameron, C.A. (1996). Making a place for social cognitive processes in writing development. *Issues in Education*, 1, 171-176.
- Cameron, C. A., **Hunt**, A. K., & Linton, M. J. (1996). Written expression as recontextualization: Children write in social time. *Educational Psychology Review*, 8, 125-150.
- Cameron, C. A. & Wang, M. (1999). Frog, where are you? Children's narrative expression over the telephone. *Discourse Processes*, 28, 217-236.
- Cameron, C.A. & Hutchison, J. (2009). Telephone-mediated communication effects on young children's oral and written narratives. *First Language*, 29(4), 343-367.
- Cameron, C.A. & **Pinto**, G. (2019). Literacies as contexta: Notational acts during A Day in the Life. *Interchange*, 51, 9-24. [https:// doi.org/10.1007/s10780-020-09387-0](https://doi.org/10.1007/s10780-020-09387-0)

**Idle moments and Emergent activities during a DITL:** While collaborating with **Julia Gillen** on children's mediated communications, I was included in an initiative developed by **Tara Callaghan**, former UNB student and now Saint Francis Xavier University faculty member. We co-convened a conference that explored new directions in developmental psychology research. I invited **Julia Gillen** and **Sombat Tapanya**, and we met **Giuliana Pinto** and **Nora Didkowsky**. There, we collaborated on **DITL** development, effecting our first global studies with thriving toddlers. As PI or Co-PIs for four large ongoing international, quasi-ecological research initiatives in more than 15 nations around the globe, Julia and I developed this innovative visual methodology to investigate a) normative development of thriving toddlers, that expanded to include b) children in transition to school, c) resilience of mobile, early adolescents and d) older adults living independently. Our first book highlights the accomplishments of the early years research. It was translated into Italian by **Pinto** and Toselli. Our third **DITL** book, co-edited by **Claudia Stella**, reported in Portuguese on their Brazilian **DITL**.



- Gillen**, J. & Cameron, C.A. (Eds.). (2010). *International perspectives on early childhood research: A Day in the Life*. Houndmills: Palgrave Macmillan, and translated into Italian:
- Gillen**, J. & Cameron, C.A. (2015). *Un giorno nella vita: Percorsi internazionali di ricerca della prima infanzia*. Italian transl., G. **Pinto** & M. Toselli. SEID.
- Stella**, C. & Cameron, C.A. (Eds.). (2018). *Psicologia do Desenvolvimento - "Um Dia na Vida" de Pessoas Bem-Sucedidas - Metodologia da Pesquisa Audiovisual em Psicologia Transcultural, Educação e Comunicação*. (1st Ed.). Juruá.
- Cameron, C.A. & **Hunt**, A.K. (2018). *"A Day in the Life": A visual, multimedia approach to research*. Sage Research Methods Cases. <https://doi.org/10.4135/9781526449863>

**Cross-cultural Studies of Verbal Deception:** I have conducted cross-cultural studies of verbal deception for over 25 years in collaboration with **Kang Lee**. Our work investigates cross-culturally, factors in 'childrens' and 'youths' knowledge and judgements of truth-telling and lying in different contexts. We have a newly funded programme of research on intellectual integrity that will complement our studies of *Honesty and Trust* but in no way overlaps with them. We have developed a speech acts theoretical model of cognitive and verbal deception evaluation in cross-cultural and social contexts. Our initial paper, published in a top journal in developmental psychology, is the first in the literature establishing east-west cultural effects in children's moral judgments of verbal deception to conceal or reveal good deeds.



Lee, K., Cameron, C.A., Xu, F., Fu, G. & Board, J. (1997). Chinese and Canadian children's evaluations of lying and truth-telling. *Child Development*, 64, 924-934. <https://doi.org/10.1111/j.1467-8624.1997.tb01971.x>

Fu, G., Heyman, G.D., Cameron, C.A. & Lee, K. (2016). Learning to be unsung heroes: Development of reputation management in two cultures. *Child Development*, 87(3), 689-699. <https://doi.org/10.1111/cdev.12494>

Fu, G., Luo, Y.C., Heyman, G.D., Wang, B., Cameron, C.A. & Lee, K. (2016). Moral evaluations of lying for one's own group. *Infant and Child Development*, 25, 355-370. <https://doi.org/10.1002/icd.1941>

Lo, H-YJ, Fu, G., Lee, K. & Cameron, C.A. (2019). Development of moral reasoning in situational and cultural contexts *Journal of Moral Education*, 49(2), 177-193. <https://doi.org/10.1080/03057240.2018.1563881>

**Worlds apart, coming together:** As I settled into the NB educational and research community, I was invited to engage in community-based research on violence prevention in schools. I worked with a team of educators in mounting and evaluating intervention programs, and ultimately creating a professional, participant-developed video and handbook for community facilitators, teachers, and peer mentors that was freely distributed to all schools in the province; called *Worlds Apart, Coming Together*. The book represents a decade of participant action work at the UNB Muriel McQueen Fergusson Centre for Family Violence Research, of which I am a co-founder. Our *Creating Peaceful Learning Environments Team's* chapter in *Understanding abuse: Partnering for change*, reported on our gender-sensitive, participatory action, violence prevention research and knowledge transfer.



Cameron, C.A. & Creating Peaceful Learning Environments Team. (2002). Worlds apart...coming together: Part 1: 'She said, he said' (Video [32 min.]); Part 2: Together we can (Handbook [16 pp.]), free to schools, distributed by FVRC.

Stirling, M.L., Cameron, C.A., Nason-Clark, N., & Mediema, B. (Eds.). (2004). *Understanding abuse: Partnering for change*. University of Toronto Press.

**Rohingya refugee children and youth: Development and facilitation of prosocial behaviour in mega-camp contexts:** Most recently, I am CI with **Tara Callaghan**, in collaboration with **Nora Didkowsky**, on an evaluation and intervention project to investigate and foster, alongside humanitarian practitioners, pro-sociality with Rohingya refugee children and families in mega-camps in Bangladesh, India, as well as those living in Canada. In the process of this work, Nora and I have extended the initiative to project proposals with refugee children and youth in the Atlantic Canadian provinces. Our partners in that work are **Cathy Holtmann** and **Gary Stairs**: **Cathy** is Director of the UNB Family Violence Centre and professor of the sociology of religion and spirituality, especially as it intersects with multicultural factors and psychosocial wellbeing and safety; **Gary** is an industry leader in developing national and international interventions to make telecommunications accessible to those in social and educational need.

**I have been funded over my entire research career by the Social Sciences & Humanities Research Council of Canada, including these most recent awards:**

- 2014-2019. Social Sciences and Humanities Research Council of Canada. Honesty and Trust: East-West Comparisons with **Lee** 140,000
- 2015-2020. Mitacs Globalink International Internships 2015 (China), 2016 (Brazil), 2017 (China), 2018 (Germany), 2019 (Germany), 2020 (China)
- 2019-2020. Fergusson Foundation Dissemination Award for Workshops in Teen-led Workshops facilitating Confidence in Communication.
- 2019-2022. Social Sciences and Humanities Research Council of Canada. Prosocial development of Rohingya refugees. With **Callaghan**
- 2020-2023. Social Sciences and Humanities Research Council of Canada. Development of intellectual integrity and cheating. With **Lee**

**Supervision and training:** I supervise annually more than 12 graduate and undergraduate research students in my Child Studies Labs at UNB and UBC.

**Peer-reviewed research contributions:** *Refereed Papers and Book chapters* N=130;

*Refereed Conference Presentations* N=250 with involvement of Child Study Lab student RA's;

*Invited Addresses and Workshops* N=95