

November 2017

**Curriculum Vitae**  
**Nancy Budwig**

**Contact Information**

University Contact: Nancy Budwig  
Professor of Psychology  
Clark University  
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**Advanced Education**

1979 - 1986 University of California, Berkeley  
Ph.D. in Psychology

1975 - 1979 Vassar College, Poughkeepsie, NY  
B.A. in Psychology (General and Departmental Honors)

**Professional Experience**

2001 - Professor, Department of Psychology, Clark University

September 2016- Senior Fellow, Association of American Colleges and Universities (in residence September 2016 through May 2017)

July 2010-Aug 2016 Associate Provost, Dean of Research, Clark University, Worcester, MA.

Aug. 2009- June 2010 Sabbatical leave (Institute for Advanced Study, Berlin and Stanford University)

Aug. 2002- July 2009 Associate Provost, Dean of Graduate Studies and Research, Clark University, Worcester, MA.

1995 - Joint appointment, Program on Communication and Culture, Clark University

1986 - 2001 Assist. & Assoc. Professor, Department of Psychology, Clark University

1981 Research Assistant, Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands

### **Other Professional Service**

Board of Trustees, Framingham State University (governmental appointment), January 2015-; Chair Academic Affairs Board of Trustee Committee, Fall 2015-; Member on the inaugural Board of Trustee Sub-committee on Enrollment and Student Development, Fall 2016-; Chair, Presidential Review Committee, 2017.

Clark lead, AAC&U Consortium on Signature Work, an AAC&U project supported by the Arthur Vining Davis Foundations, May 2015–Spring 2017

Clark lead, Aspen Institute Business Education Consortium, 2014-2017

Creativity Commonwealth, founding member (Donna Heiland, lead), 2014-

Clark lead, AAC&U Consortium on Faculty Leadership for Integrative Liberal Learning, an AAC&U project supported by the Teagle Foundation, Fall 2012 – December 2014.

Art of Science Learning Phase 2 National Advisory Council Member, National Science Funded grant, “Integrating Informal STEM and Arts-based Learning to Foster Innovation,” Harvey Seifter (PI), \$2,654,895.

Consultant, Invited Mentor (with Charlie Blaich, Kevin Hovland, and Rob Straughan), Trinity University Curricular Reform Ideas Lab, San Antonio, Tx. January 4-6, 2012

External Reviewer, Trinity College, Dublin School of Psychology on the invitation of the Vice-Provost as part of a three-person international review team, March 2011.

Member, Curricular Reform Initiative, Organized by Yehuda Elkana, Institute for Advanced Study, Berlin resulting in an international manifesto on curricular reform (see <http://curriculumreform.org/curriculum-reform-manifesto>).

Co-chair, International Sustainable Campus Network, Working Group 3: Bridging Educational and Research Missions of Higher Education with Sustainable Campuses and Cities (2010- 2015 see <http://www.international-sustainable-campus-network.org/about/iscn-working-groups.html> )

President: Jean Piaget Society: Society for the Study of Knowledge and Development (President elect 2003-2005; President 2005 – 2008; past President 2008- 2011)

Division 7, American Psychology Association, Directors of Training Programs Executive Committee (2001-)

International Association for the Study of Child Language, Elected Executive Committee Member, (2005-2011)

Early Learning Leadership Advisory Committee, Worcester, MA (2008-)

Chair, Nominations Committee, International Association for the Study of Child Language, Appointed (2007-2008)

Director, APA-Clark University Workshop for High School Teachers of Psychology (2005 -)

Jean Piaget Society, Elected Member of the Board of Directors (2000-2004; 2011-2014; 2015-)

Jean Piaget Society, Executive Board (2017-), Publication Committee & Advisory Committee to *Cognitive Development* (2001-2015; Publications editor for the Jean Piaget Society, 2015-; journal liaison to *Cognitive Development* 2015-)

Division 7, American Psychology Association, Chair, Dissertation Award Committee (2000-2001)

Division 7, American Psychology Association, Dissertation Award Committee (1999-2001)

### **Honors, Awards, Grants, Fellowships**

- 2015 PI, *Interdisciplinary Summer Science Research: Building a Unified Program*, Sherman Fairchild Foundation grant (\$247,500 through 2018)
- 2013 PI, *Implementing Clark University's Liberal Education and Effective Practice (LEEP): Deepening Campus-wide Engagement in Effective Practice*, Arthur Vining Davis Foundations (\$250,000)
- 2011 Clark PI on subcontract, *Promise Neighborhoods Implementation Grant*, US Department of Education submitted September 2011 through the United Way, Worcester MA with Clark University as partner (total grant request: \$27,000,000). [not funded]
- 2010-2011 Clark PI on subcontract, *Promise Neighborhoods Planning Grant*, US Department of Education awarded to the United Way, Worcester MA and higher ed partner Clark University (total grant: \$500,000).
- 2008-2012 PI, Sherman Fairchild Foundation Grant: *Imaging across spatial scales: modern tools for an inquiry-based science curriculum at Clark University* (\$499,000)
- 2000 Lee Gurel/John E. Bell Outstanding Student/Faculty Achievement Award in Psychology, Clark University
- 2000 Clark University, Hiatt Executive Committee Endowment for Faculty Research
- 1997-1998 Clark University, Faculty Development Grant. The development of grammatical forms in Hindi-speaking children

- 1995-1996 Spencer Foundation, Small Grants Program (in collaboration with Nandita Chaudhary, New Delhi). \$11,800
- 1992-1994 NSF - REU Grant (in collaboration with Dr. Seymour Wapner, Clark University). \$83,500
- 1991-1993 National Academy of Education Spencer Fellow
- 1989 - 1990 Clark University research grant. "Informed consent: What is it and how is it understood?" (in collaboration with M. Bamberg, R. Bibace & C. Cotsonas)
- 1989 Frances L. Hiatt Endowment for Faculty Research
- 1988 - 1989 Clark University Faculty Development Grant "The development of talk about human agency and causation"
- 1988 DAAD Visiting Scholar Research Grant, German Academic Exchange Service, May-August
- 1984 VW, Foundation Fellowship, Summer Institute 'Developmental Psychology', West Germany
- 1980 - 1981 National Institute of Health National Service Award HD07181
- 1979 Honorary Vassar College Fellowship in Psychology
- 1979 Phi Beta Kappa

### **Senior Fellow/Visiting Scholar/Visiting Professor Appointments**

- July 11-14 2017 Invited faculty, Association of American Colleges and Universities, Institute on Integrative Learning and Signature Work, Chicago, IL.
- AY 2016-17 Senior Fellow in residence, Association of American Colleges and Universities, Washington, D.C.
- Spring 2010 Visiting Scholar, Stanford Center on Adolescence, School of Education, Stanford University, Sponsor: Professor William Damon
- July 2008 Visiting Senior Scholar and Invited Lecturer, Taiwan Summer Institute of Linguistics, Taipei, Taiwan.
- 2001 –2002 Visiting Senior Scholar, Max-Planck-Institute for Evolutionary Anthropology, Department of Developmental Psychology, Leipzig, Germany
- Summer 2001 Professor, International Summer School on Language and Communication, University of Southern Denmark

Summer 1995 Research Scholar, NSF funded Workshop on Cross-linguistic Study of Language. Linguistic Institute, University of New Mexico, sponsored by the Linguistic Society of America

1994-1995 Visiting Fellow, Massey University, Department of Psychology, New Zealand

1984 -1985 Visiting Lecturer, Free University of Berlin, Berlin Germany

**Books, Monographs, Edited Volumes, Consulting Author, Book Series Editor**

Budwig, N. (Guest editor). (in progress, Spring 2018). Designing and implementing education reforms for integrative liberal learning. *Peer Review*.

Budwig, N., Turiel, E. and Zelazo, P. (Eds.). (2017). *New perspectives on human development*. Cambridge: Cambridge University Press.

Koenig, A. and Budwig, N. (co-editors) (2015). Sustainability Science, *COSUST*, 16, 1 – 110.

Place, B. (Author) with S. Michaels, N. Budwig and M. Wiser (Consulting authors). (2012). *Discussion4Learning*, Davis Publishing.

Budwig, N. (2011-). Book series editor: *The inter-disciplinary study of knowledge and development*. NYC: Cambridge University Press (the inaugural volume: E. Amsel & J. Smetana (Eds.), *Adolescence: Risks and Opportunities* was published in 2011, Sokol, B., Grouzet, F., Müller, U. (Eds.), *Self-regulation and autonomy: Exploring social, developmental, educational, and neurological dimensions of human conduct* appeared in 2014).

Guo, J., Lieven, E., Budwig, N., Ervin-Tripp, S., Ozcaliskan, S., & Nakamura, K. (Eds.). (2008). *Cross-linguistic approaches to the psychology of language: Research in the tradition of Dan Isaac Slobin*. Mahwah, NJ: Lawrence Erlbaum/ Taylor and Francis.

Müller, U., Carpendale, J., Budwig, N., & Sokol, B. (Eds.). (2007). *Social knowledge and social life: Developmental perspectives*. Mahwah, NJ: Lawrence Erlbaum/Taylor and Francis.

Budwig, N. (Guest Editor). (2001). Special Issue: *Early Education and Development*. Volume 12 (3).

Budwig, N., I. Uzgiris, & J. Wertsch (Eds.). (2000). *Communication: An arena of development*. Stamford, CT: Ablex.

Budwig, N. (1998). (Editor). *Clark Working Papers on Developmental Psychology, 1*.

Budwig, N. (1995). *A developmental-functionalist approach to child language*. Mahwah, NJ: Lawrence Erlbaum.

Budwig, N. (1991). (Guest Editor). *Functional approaches to child language*, Special

Issue of *First Language*, 11, (31).

## Articles and Chapters

Budwig, N. (2018, in press). What Education do we need? Situated learning- Beyond the gap between knowledge and practice. In J. Anzel (Ed). (2018). *Back to the sandbox: Art and radical pedagogy*. Western Washington University Press, Bellingham, WA.

Budwig, N. (2018, in press). Changing views of knowledge and practice in American higher education. In J. Valsiner, A. Antoniouk, and A. Lutsenko, (eds.). *Cultures of higher education: Cultivating knowledge makers*. Basel, Switzerland: Springer Press.

Budwig, N., Ratliff-Crain, J. and Reder, M. (2018, in press). Student engagement with and preparation for signature work. *Peer Review*.

Budwig, N. and Low, K. (2018, in press). Scaling signature work: Institutional readiness. *Peer Review*.

Budwig, N., Turiel, E., & Zelazo, P. (2017). Developmental processes, levels of analysis, and ways of knowing: New perspectives on human development. In N. Budwig, E. Turiel, and P. Zelazo (eds.). *New perspectives on human development* (pp. 1-12). NY: Cambridge University Press.

Budwig, N. (2015). Concepts and tools from the learning sciences for linking research, teaching and practice around sustainability issues. *Current opinion in environmental sustainability* (COSUST), 16, 99-104.

Bamberg, M. and Budwig, N. (2015, reprinted). Therapeutic misconceptions: When the voices of caring and research are misconstrued as the voice of curing. In M. Watzlawick, A. Kriebel, & J. Valsiner (Eds.). *Particulars and universals in clinical and developmental psychology: Critical reflections*. Charlotte, N.C.: Information Age Publishing. (Reprinted from *Ethics & Behavior*, 1992, 2(2), 165-184).

Budwig, N., Michaels, S., & Kasmer, L. (2014). Facilitating campus leadership for integrative liberal learning: New forms of networked learning communities and tools for professional development. *Peer Review*, 16/17, 19-22.

Budwig, N. (2014). Developmental pragmatics: Interdisciplinary Perspectives on complex learning in everyday practice. In D. Matthews (Ed.). *Pragmatic Development in First Language Acquisition*. Amsterdam: John Benjamins.

Budwig, N. (2013). The learning sciences and liberal education. *Change: The magazine of higher learning*, 45 (3), 40-48.

Bamberg, M., Budwig, N., & Kaplan, B. (2011). A developmental approach to language acquisition: Two case studies. In N. J. Salkind (Ed.), *Sage directions in education psychology*.

*Section 1: Human development* (pp. 151-170). London: Sage Publications. (Reprinted from *First Language*, 1991, 11(1), 121-143).

Budwig, N. (2010). The development of predication: Examining the link between knowledge and practice. *Human Development*, 53, 39-45.

Budwig, N. & Ervin-Tripp, S. (2008). Language learning in cross-linguistic perspective. In J. Guo, E. Lieven, N. Budwig, S. Ervin-Tripp, S. Ozcaliskan & K. Nakamura (Eds.). *Cross-linguistic approaches to the psychology of language* (pp. 11 -16). Mahwah, NJ: Lawrence Erlbaum/ Taylor and Francis.

Smith, M. & Budwig, N. (2008). The development of verb-argument structure in child discourse: On the use of construction variation in peer play. *Language in the context of use: Cognitive approaches to language and language learning*. Mouton.

Müller, U., Carpendale, J., Budwig, N., & Sokol, B. (2007). Developmental relations between forms of social interaction and forms of thought. In Carpendale, J., Müller, U., Budwig, N. & Sokol, B. (Eds.). (2007). *Social knowledge and social life: Developmental perspectives* (pp. 1 -16). Mahwah, NJ: Lawrence Erlbaum/Taylor and Francis.

Budwig, N. (2007). Bühler's legacy. In J. Valsiner (Ed.), *Thinking in psychological science: ideas and their makers*. New Brunswick, N.J.: Transaction Publishers.

Uziel-Karl, S. & Budwig, N. (2007). The acquisition of non-agent subjects in child Hebrew: The role of input. In I. Gülzow & Natalia Gagarina (Eds.). *Frequency effects in language acquisition: Defining the limits of frequency as an explanatory concept*. de Gruyter.

cenko, E. & Budwig, N. (2007). The development of early verb constructions in Albanian: A first look at transitives and intransitives. In H. Caunt-Nulton, S. Kulatilake, & I. Woo (Eds.), *A supplement to the proceedings of the 31st Boston University Conference on Language*. Available at: <http://www.bu.edu/linguistics/APPLIED/BUCLD/supp31.html> .

Hu, J., Budwig, N., Ono, K. & Zhang, H. (2007). Individual differences in preschoolers' ability to generalize unaccusative intransitive constructions in novel verb experiments: evidence from their familiar verb usage in naturalistic play contexts. In H. Caunt-Nulton, S. Kulatilake, & I. Woo (Eds.), *A supplement to the proceedings of the 31st Boston University Conference on Language*. Available at: <http://www.bu.edu/linguistics/APPLIED/BUCLD/supp31.html> .

Budwig, N., Narasimhan, B., & Srivastava, S. (2006). Interim solutions: The acquisition of early verb constructions in Hindi. In E. V. Clark & B. Kelly (Eds.). *The acquisition of constructions*. Stanford, CA: CSLI Press.

Ono, K. & Budwig, N. (2006). Young children's use of unaccusative intransitives in novel verb experiments. In D. Bamman, T. Magnitskaia, & C. Zaller (Eds.). *A supplement to the proceedings of the 30<sup>th</sup> Boston University conference on language development*. Available at: <http://www.bu.edu/linguistics/APPLIED/BUCLD/supp30.html>.

Narasimhan, B., Budwig, N., & Murty, L. (2005). Argument realization in Hindi child-caregiver discourse. *Journal of Pragmatics*, 37(4), 461-495.

Srivastava, S., Budwig, N., & Narasimhan, B. (2005). A developmental-functionalist view of the development of transitive and intransitive constructions in a Hindi-speaking child: A case study. *International Journal of Idiographic Science*, 2.

Budwig, N. (2004). Building bridges between developmental psychology and linguistic theorizing. *Human Development*, 47, 321-326.

Budwig, N. (2004). Why Sally never calls Bobby "I" revisited: An alternative perspective on language and early self development. *Culture and Psychology*, 10, 223-238.

Budwig, N. (2004). The contributions of the inter-disciplinary study of language to an understanding of mind. Invited commentary in response to Jeremy Carpendale and Charlie Lewis' target article: "Constructing an understanding of mind: The development of children's social understanding within social interaction." *Behavioral and Brain Sciences*, 27(1), 101-102.

Budwig, N. (2003). Context and the dynamic construal of meaning in early childhood. In C. Raeff, J. Benson & J. Kruper (Eds.). *Social and cognitive development in the context of individual, social, and cultural processes* (pp. 103-130). N.J.: Routledge.

Uziel-Karl, S. & Budwig, N. (2003). The development of non-agent subjects in Hebrew child language. In B. Beachley, A. Brown, and F. Conlin (Eds.). *Proceedings of the 27<sup>th</sup> Annual Boston University Conference on Language Development* (pp. 798-808). Sommerville, MA: Cascadilla Press.

Budwig, N. (2003). The role of language in development. In J. Valsiner & K. Connolly (Eds.). *Handbook of developmental psychology* (pp. 217-232). London: Sage.

Budwig, N. (2002). Context and the social construction of the child. *Contemporary Psychology*.

Budwig, N. (2002). A developmental-functionalist approach to mental state talk. In J. Byrnes & E. Amsel (Eds.), *Language, literacy, and cognitive development: The development and consequences of symbolic communication* (pp. 59-86). Mahwah, NJ: Lawrence Erlbaum.

Budwig, N. (2001). Language socialization and the study of early development. *Early Education and Development, Volume 12 (3)*, 295-301.

Pinet, M., Moissinac, L., & Budwig, N. (2001). Children's use of modal verbs in the discursive construction of self in peer play and peer narrations. In A. H. Do, L. Dominquez & A. Johansen (Eds.). *Proceedings of the 25<sup>th</sup> Annual Boston University Conference on Language Development*, volume 2 (pp. 599-610). Sommerville, MA: Cascadilla Press.



Budwig, N. (2001). Perspective, deixis, and voice: Developmental reflections. In A. Cienki, B. Luka, & M. Smith (Eds.), *Conceptual and discourse factors in linguistic structure* (pp. 63-76). Stanford, CA: CSLI Publications.

Budwig, N., Stein, S., & O'Brien, C. (2001). Non-agent subjects in early child language: A crosslinguistic comparison. In K. Nelson, A. Aksu-Koc & C. Johnson (Eds.), *Children's language, Volume 11: Interactional contributions to language development* (pp. 49-67). Mahwah, NJ: Lawrence Erlbaum.

Budwig, N. (2000). Language, practice, and the construction of personhood. *Theory & Psychology, 10*(6), 769-786.

Budwig, N. (2000). An indexical approach to transitivity, voice, and perspective. *Papers and Reports on Child Language, 39*, 23-31.

Budwig, N. (2000). Language and the construction of self: Linking forms and functions across development. In N. Budwig, I. Uzgiris & J. Wertsch (Eds.), *Communication: An arena of development* (pp. 195-214). Stamford, CT.: Ablex.

Budwig, N., Fisher, C., & Clancy, P. (2000). Verb-argument structure and transitivity: Three approaches. *Papers and Reports on Child Language, 39*, 1-4.

Budwig, N., Wertsch, J., & I. Uzgiris (2000). Communication, meaning and development: Interdisciplinary perspectives. In N. Budwig, I. Uzgiris, & J. Wertsch (eds.), *Communication: An arena of development* (pp. 1-14). Stamford, CT.: Ablex.

Moissinac, L. & Budwig, N. (2000). The development of desire terms in early child German. *Psychology of Language and Communication, 4* (1), 5-25.

Budwig, N. (1999). The contribution of language to the study of mind: A tool for researchers and children, *Human Development, 42*, 362-368.

Budwig, N. (1998). How far does a construction grammar approach to argument structure take us in understanding children's language development? *Journal of Child Language, 25*, 443-447.

Budwig, N. (1998). Bühler's legacy: Full circle and ahead. *From Past to Future, Vol. 1*, 36-48.

Budwig, N., Valsiner, J., & Bamberg, M. (1998). Situating Rogoff: The interdisciplinary study of human development. *Clark Working Papers on Developmental Psychology, Vol. 1*, 1-17.

Budwig, N. (1996). What influences children's patterning of forms and functions in early child language? In D. Slobin, J. Gerhardt, A. Kyratzis & G. Jiansheng (Eds.), *Social interaction, social context, and language: Essays in honor of Susan Ervin-Tripp* (pp. 143-156). Mahwah, NJ: Lawrence Erlbaum.

Budwig, N. (1996). Language and the construction of self: Developmental reflections. *Occasional Papers in Psychology: Visiting Fellowship Series, 5*, (Massey University: Department of Psychology).

Budwig, N. & Bamberg, M. (1996). Language and its role in understanding intentional relations: Research tool or mechanism of development? Commentary on: J. Barresi & C. Moore, Intentional relations and social understanding. *Behavior and Brain Sciences, 19*, 125-126.

Budwig, N. & Chaudhary, N. (1996). Hindi-speaking caregivers' input: Towards an integration of typological and language socialization approaches. In A. Stringfellow, D. Cahana-Amitay, E. Hughes & A. Zukowski (Eds.), *The proceedings of the 20th annual Boston University Conference on Language Development*, Volume 1, (135-145). Somerville, MA: Cascadilla Press.

Budwig, N., & Wiley, A. (1995). What language reveals about two year olds' categories of person. In L. Sperry & P. Smiley (Eds.), *Conversational reflections of self and other knowledge* (pp. 21-32). San Francisco, CA: Jossey-Bass Publishers.

Wiley, A., & Budwig, N. (1994). Parental language and the child's self development: An examination of two American sub-cultural groups. Monograph Series of *Infancia y Aprendizaje*, Volume 3, Proceedings of the I Conference for Socio-cultural research.

Budwig, N. (1993). Perspectives on the form-function relationship across 25 years of the SCLRF meetings. In E. Clark (Ed.), *The Proceedings of the Twenty-fifth Annual Child Language Research Forum*. Stanford, CA: Center for the Study of Language and Information.

Budwig, N. (1993). Can Getzinger's proposed model of systems consultation work?: The conduit metaphor revisited. *Family Systems Medicine, 11*(3), 251-252.

Reimann, B. & Budwig, N. (1992). Verweise mit Pronomen: Formale und funktionale Aspekte in frühen Phasen des Spracherwerbs. *Zeitschrift für Psychologie*.

Bamberg, M. & Budwig, N. (1992). Therapeutic misconceptions. When the voices of caring and research are misconstrued as the voice of curing. *Ethics and Behavior, 2*(2), 165-184.

Budwig, N. (1991). The conduit metaphor: Language and informed consent. *Family Systems Medicine, 9*, 313-327.

Budwig, N. (1991). Introduction: Form and function in child language. In N. Budwig (Ed.), *Functional approaches to child language, First Language, 11*(31), 1-5.

Bamberg, M., Budwig, N., & Kaplan, B. (1991). A developmental approach to language acquisition: Two case studies. *First Language, 11*(31), 121-141.

Budwig, N. (1990). A functional approach to the acquisition of personal pronouns. In G. Conti-Ramsden & C. Snow (eds.), *Children's language, 7* (pp. 121-145). Hillsdale, NJ: Erlbaum.

Budwig, N. (1990). Do children linguistically encode the notion of agency:

Developmental perspectives. *Papers and Reports on Child Language Development*, 29, 133-140.

Budwig, N. (1990). The linguistic marking of non-prototypical agency: An exploration into children's use of passives. *Linguistics*, 28(6), 1221-1252.

Bamberg, M., & Budwig, N. (1989). Entwicklungstheoretische Ueberlegungen zum Spracherwerb. *Linguistik und Literaturwissenschaft*, 73, 33-52.

Budwig, N. (1989). The linguistic marking of agentivity and control in child language. *Journal of Child Language*, 16(2), 263-284.

Budwig, N., Strage, A., & Bamberg, M. (1986). The construction of joint activities with an agemate: The transition from caregiver-child to peer interaction. In J. Cook-Gumperz, W. Corsaro & J. Streeck (Eds.), *Children's worlds and children's language* (pp. 83-108). The Hague: Mouton.

Budwig, N. (1985). The expression of transitivity by a 2-year-old child. In W. Kürschner & R. Vogt (Eds.), *Sprachtheorie, Pragmatik, Interdisziplinäres*, Band 2. Tübingen: Max Niemeyer Verlag.

Budwig, N. (1985). *I, Me, My* and 'Name': Children's early systematization of forms, meanings and functions in talk about the self. *Papers and Reports on Child Language Development*, 24, 30-37.

Budwig, N., Bamberg, M., & Strage, A. (1983). A case for literal metaphor in child language. In C.L. Thew & C.I. Johnson (Eds.), *Proceedings of the second international congress for the study of child language. Vol. II*. Washington, DC: University Press of America.

Budwig, N., Strage, A., & Bamberg, M. (1983). "Mommy let me play with my friend!": The mechanics and products of peer play. In F. Manning (Ed.), *The world of play*. West Point, NY: Leisure Press.

Deutsch, W., & Budwig, N. (1983). Form and function in the development of possessives. *Papers and Reports on Child Language Development*, 22, 36-42.

Strage, A., Bamberg, M., & Budwig, N. (1981). "Is that any way to talk to your friend?": Mothers' input and the development of role appropriate discourse among peers. *Papers and Reports on Child Language*, 20, 124-132.

Wertsch, J., McNamee, G., McLane, J., & Budwig, N. (1980). The adult-child dyad as a problem solving system. *Child Development*, 51, 1215-1221.

### **Blog Post and Book Reviews**

Budwig, N. (June 19, 2014). Engaged learning: A researcher's view. *Partnership for 21<sup>st</sup> Century Skills Blog*, 1 (5), No. 12.

Place, B. (Author) with S. Michaels, N. Budwig and M. Wiser (Consulting authors). (2012). *Discussion4Learning*, Davis Publishing.

Budwig, N. Review of: A. Gopnik & A. Melzoff (1997). *Words, thoughts, and theories*. In *Journal of Child Language*, June 1999.

Budwig, N. Review of: Ng, S. H. & Bradac, J. J. (1993). *Power in language: Communication and social influence*. In *Journal of Language and Social Psychology*, 1996.

Budwig, N. Review of: Bloom, L. (1991). *Language development: From two to three*. In *Language*, 1996.

Budwig, N. Review of: Hickmann, M. (Ed.), *Social and functional approaches to language and thought*. In *Applied Psycholinguistics*, 1990, Vol. 11(1), 118-123.

Budwig, N. Review of: de Villiers, J. & de Villiers, P. (1990). The acquisition of English. In D. Slobin (Ed.), *The crosslinguistic study of language acquisition*. In *Journal of Child Language*, 16(2), 430-433.

### **Keynotes/Workshop/Panel/Conference Organization & Participation**

June 2017 *Promoting college student success*. Symposium session organizer, Jean Piaget Society for the Study of Knowledge and Development, Annual meeting, San Francisco, CA.

January 2017 *Building institutional capacity for signature and capstone work: Perspectives from LEAP Challenge Consortium institutions*. Symposium session organizer, AAC&U Annual meeting, San Francisco, CA

May 2016 *Development of "guided emergence," an institutional method designed to help departments link business majors with broader liberal learning goals*. Dialogue session on collaboration, Aspen Institute Undergraduate Education Consortium Meeting, Kellogg School of Management, Northwestern University.

January 2016 *Faculty Leadership for Integrative Liberal Learning*, Invited panel moderated by Ann Ferren, Senior Scholar, AAC&U, AAC&U Annual Meeting, Washington, D.C.

January 2016 *The Creativity Commonwealth: Building Institutional Capacity for Transformation*, Discussion hour, AAC&U Annual Meeting, Washington, D.C.

June 2015 Aspen Institute Undergraduate Business Education Consortium Meeting, Ross School of Business, University of Michigan, Ann Arbor, MI.

January 2015 *Helping Students Connect: Integrative Liberal Learning and the Future of Liberal Arts Colleges*, Invited panel presentation, AAC&U Centennial Annual Meeting, Washington, D.C.

- June 2014 Invited Plenary Speaker, *Knowledge, Practice and the Developmental Sciences. Language, culture, and mind VI: Representation Inside/Out*. Lublin, Poland.
- June 2014 Invited session leader with Priscilla Elsass, *Liberal Learning and New Student Engagement Models: The Case of Liberal Education and Effective Practice (LEEP)*. 2014-2015 Aspen Institute Undergraduate Business Education Consortium Meeting, Robins School of Business at the University of Richmond, Richmond, VA.
- June 2014 Co-chair with Ariane Koenig, working group 3, half-day session: *Integration of research, learning, operations and civic engagement*. International Sustainable Campus Network, Cambridge, MA.
- May 2014 Co-organizer, three day conference: *New Perspectives on Language and Communicative Development*, Jean Piaget Society for the Interdisciplinary Study of Knowledge and Development. San Francisco, CA.
- Sept 2013 Carnegie Conversation Invited Keynote Speaker and full day visit with the Office of Academic Innovation, Portland State University, Portland, Oregon.
- April 2013 Invited participant, *Faculty work and student learning: A convening by the Teagle Foundation*, New York City, NY.
- 2012-2013 AAC&U consortium meetings: *Faculty Leadership for Integrative Liberal Learning: Principles and Practices*: hosted inaugural meeting at Clark University, October 2012; Winter meeting: Wheaton College February 2013.
- June 2012 Invited participant, *What works and what matters in student learning? A convening by the Teagle Foundation*, New York City, NY.
- December 2011 Panelist, CIHE Panel Session: Measuring and supporting creativity in students, NEASC Annual Meeting, Boston, MA.
- October 2010 Discussant, European Research Council Workshop on Interdisciplinary Research, Co-sponsored with University of Luxembourg.
- July 2010 Co-Organizer (with Ariane Koenig), International Sustainable Campus Network, Workshop on Future Organization and Work Content of ISCN Working Group 3. Shanghai Expo, Shanghai, China.
- June 2009 Development and learning by college psychology students: New perspectives. Invited Panel Discussant, Jean Piaget Society Conference, Park City, Utah.
- April 2009 Acquiring Verb Argument Structure: A Developmental Perspective. Symposium Paper Session at Society for Research in Child Development, Boulder Colorado.

- March 2009 Liberal Education and Effective Practice (A conference co-sponsored by Clark University and AACU)  
<http://www.clarku.edu/research/mosakowskiinstitute/conferences/mar12/index.cfm>
- Nov 2008 University Research and the American Agenda (Inaugural conference of The Mosakowski Institute for Public Enterprise, Clark University):  
<http://www.clarku.edu/research/mosakowskiinstitute/conferences/nov13/index.cfm> .
- March 2007 Session Chair: Student Paper and Poster Symposium: The development of verb constructions, Society for Research in Child Development, Boston MA.
- March 2007 DOTDEP- APA Division 7 Pre-SRCD Conference Workshop: Session on data and trends from APA/SRCD Survey of Graduate Developmental Programs in the US (with John Hagen, President SRCD).
- July 2005 Symposium Co-Organizer (with J. Guo), Special Invited Session: The crosslinguistic research paradigm for the study of child language development: History, theory, and directions. Special Invited Symposium in honor of Dan Slobin. International Association of the Study of Child Language, Berlin, Germany.
- June 2005 Conference Organizer (with J. Carpendale & U. Mueller). Social life and social knowledge. Vancouver, Canada.
- June 2005 Invited Symposium Organizer, Communicative practices and social understanding. Jean Piaget Society, Vancouver, Canada.
- April 2005 Invited Symposium Organizer, Workshop for Directors of Training in Developmental Psychology. Sponsored by Division 7, American Psychological Association. In conjunction with the Biennial Meeting of the Society for Research on Child Development Conference, Atlanta, GA.
- April 2003 Symposium Organizer (with Angelika Wittek, Max Planck Institute, Leipzig), Crosslinguistic perspectives on the interface between language and social development. Society for Research in Child Development, Tampa, Florida.
- Conference Workshop Organizer (with Judith Smetana, Rochester), Workshop for Directors of Training in Developmental Psychology. Sponsored by Division 7, American Psychological Association. In conjunction with the Biennial Meeting of the Society for Research on Child Development Conference, Tampa, Florida.
- Feb. 2003 Symposium Organizer (with Angelika Wittek, Max Planck Institute, Leipzig), The Relation between Social-cognitive and Grammatical Development in Pre-school Children: Crosslinguistic Perspectives on Argument Expression.

Georgetown University Roundtable on Linguistics, Washington, D.C .

- March 2002 Discussion Group Facilitator, National Academy of Education Fellows Retreat: Cambridge, MA.
- June 2001 Invited Workshop Participant, Narrative, Cognition, and Culture, Workshop held at The Graduate School of Language and Communication, University of Southern Denmark, Odense, Denmark.
- April 2001 Invited participant, History and Context Workshop, Sponsored by APA History Division, Society for Research in Child Development Preconference, Minneapolis, MN.
- Nov. 2000 Participant in Invited session on Morality in Children's Language Socialization. *American Anthropological Association Meetings*, San Francisco, CA.
- July 2000 Invited participant, Communication Processes and Personality Development. Workshop Participant, Brasilia, Brazil.
- January 2000 Conference Co-Chair (with James McHale). The New England Mini-Conference on Infancy Studies. Clark University, Worcester, MA.
- April 1999 Panel (with Cynthia Fisher and Pat Clancy). Transitivity and perspective in child language. Invited Session, Stanford Child Language Research Forum, Stanford, CA.
- April 1997 Co-organizer (with M. Bamberg). Different theoretical approaches to child language. Panel at SRCD, Washington, DC.
- April 1996 Co-organizer (with I. Uzgiris and J. Wertsch). Verbal and Non-verbal Facets of Communication: Social Interaction, Cultural Practices, and Development. Conference supported with a grant from the Hiatt School of Psychology, Clark University, Worcester, MA.
- October 1991 Co-organizer (with R. Van Valin). Two day workshop on "Acquisition of Grammar," Clark University, Worcester, MA.
- April 1990 Invited organizer of workshop on "Agency in Child Language". Stanford Child Language Research Forum.
- October 1988 Invited organizer of session on "Functional approaches to language development" at Boston University Conference on Child Language Development.

### **Papers and Posters Presented**

Budwig, N. (July 2017). *AAC&U's Capstones and Signature Work Project: Why it matters, and how it is being implemented*. AAC&U Summer Institute on Integrative Learning

and Signature Work, Chicago, IL.

Budwig, N. (July 2017). *Facilitating campus leadership for student-centered integrative learning and signature work*. Invited presentation, AAC&U Summer Institute on Integrative Learning and Signature Work, Chicago, IL.

Budwig, N. (June, 2017). *Opportunities and challenges of connecting developmental theory and research to college student success*. Jean Piaget Society for the Study of Knowledge and Development, San Francisco, CA.

Budwig, N. (May 2017). *Cultivating faculty leadership for academic reform efforts: The case of signature and capstone work*. Loyola University of Maryland, Baltimore, MA.

Budwig, N. (January 2017). *Definitions and organizational structures for Clark University's capstone and signature work*. AAC&U Annual Meeting, San Francisco, CA.

Budwig, N. (September 2016). *AAC&U's Capstone and Signature Work Consortium: An update*. LEAP State Summit, Milwaukee, WI.

Budwig, N. (April 2013). *Reflections on understanding speaker knowledge through verbal expressions*, Society for Research in Child Development (SRCD), Seattle, Washington.

Budwig, N. (January 2012). *Curricular reform: A learning science framework*. Trinity University Curricular Reform Ideas Lab, San Antonio, Texas.

Budwig, N. (December 2011). *Liberal Education and Effective Practice: Creativity, adaptive expertise, collaboration and capacities of enactment*. Presentation at NEASC Annual Meeting: CIHE Panel Session: Measuring and Supporting Creativity in Students, Boston, MA.

Budwig, N. (January 2010). *Language constructions and the development of social knowledge*, Sorbonne University, Paris, France.

Budwig, N., Srivastava, S., Cenko, E. & Hu, J. (April 2009). *A comparison of 2- and 3-year olds: Verb use in naturalistic and experimental contexts: A cross-linguistic study*, SRCD, Denver CO.

Hu, J. & Budwig, N. (April 2009). *The acquisition of early verb constructions in Mandarin Chinese: An experimental study with novel verbs*. Poster presented at the Society for Research in Child Development, Denver, CO.

Angel, D. & Budwig, N. (November 2008). *The emergence of use-inspired research*. Opening paper presented at the inaugural conference of the Mosakowski Institute for Public Enterprise: University Research and the American Agenda: Discovering Knowledge, Enabling Leadership. Clark University, Worcester MA.

Cenko, E. & Budwig, N. (August 2007). *Albanian Children's Productive Use of Verb*



*Constructions: Understanding the Contributions of Language Typology and Caregiver Input*, Poster presented at The 13<sup>th</sup> European Society for Developmental Psychology meeting, Jena, Germany.

Hu, J., Budwig, N. & Ono, K. (June 2007). *Pre-school children's talk about inanimate entities in naturalistic contexts: Its contributions to their creative usage of newly learned verbs*, Annual Meeting of the Jean Piaget Society, Amsterdam, Holland.

Cenko, E. & Budwig, N. (March 2007). The acquisition of early verb constructions in Albanian. Poster & Paper Symposium on The Development of Verb Constructions, Society for Research in Child Development (SRCD), Boston, MA.

Hu, J., Ono, K., & Budwig, N. (March 2007). Individual differences in preschoolers' ability to generalize novel verbs: The role of maternal responses to verb constructions. Poster & Paper Symposium on The Development of Verb Constructions, Society for Research in Child Development (SRCD), Boston, MA.

Ono, K., Hu, J. & Budwig, N. (March 2007). Preschoolers' ability to use bi-transitive verbs and to generalize novel verbs in unaccusative intransitive constructions. Poster & Paper Symposium on The Development of Verb Constructions, Society for Research in Child Development (SRCD), Boston, MA.

Srivastava, S. & Budwig, N. (March 2007). Effects of event type and construction type on early novel verb usage in Hindi. Poster & Paper Symposium on The Development of Verb Constructions, Society for Research in Child Development (SRCD), Boston, MA.

Cenko, E. & Budwig, N. (November, 2006). The acquisition of early verb constructions in Albanian. Poster presented at the 31<sup>st</sup> Annual Boston University Conference on Language Development, Boston, MA.

Hu, J. Budwig, N. Ono, K. and Zhang, H. (November, 2006). Individual differences in preschoolers' ability to generalize novel verbs: Evidence from their familiar verb usage. Poster presented at the 31<sup>st</sup> Annual Boston University Conference on Language Development, Boston, MA.

Cenko, E., Budwig, N., Hu, J., Smith, M. & Goodspeed, S. (June 2006). The development of verb constructions: A comparative analysis of head start and middle class children. Poster presented at the Jean Piaget Society, Baltimore, Maryland.

Ono, K. & Budwig, N. (November, 2005) . *Young children's use of unaccusative intransitives in novel verb experiments*. Poster presented at the 30<sup>th</sup> Annual Boston University Conference on Language Development, Boston, MA.

Hu, J., Budwig, N. & Smith, M. (October, 2005). *Feedback to toddlers' verb constructions: Rethinking the role of caregiver input*. Poster presented at the IV Biennial Meeting of the Cognitive Development Society, San Diego, CA.

Budwig, N. (July, 2005). *Slobin's Language-making capacity and Basic Child Grammar revisited: Form and function in developmental perspective*. Invited presentation, Xth International Congress for the Study of Child Language, Berlin, Germany.

Uziel-Karl, S. & Budwig, N. (July, 2005). *What non-agent subjects tell us about the development of verb argument structure: Evidence from the acquisition of change-of-state verbs in Hebrew*. Xth International Congress for the Study of Child Language, Berlin, Germany.

Budwig, N. (June, 2005). *On the relation between communicative practices and the development of social understanding*. Jean Piaget Society, Vancouver, Canada.

Smith, M. & Budwig, N. (April, 2005). *Children's flexibility with novel verbs: A context-sensitive training study*. Poster presented at Society for Research in Child Development, Atlanta, Georgia.

Srivastava, S., Budwig, N. & Narasimhan, B. (April 2005). *A case study of the development of verb usage in a two and three-year-old Hindi-speaking child: A developmental-functional approach*. Poster presented at Society for Research in Child Development, Atlanta, Georgia.

Budwig, N. (August, 2004). Discussant, Symposium on Interdependence or Autonomy and cultural styles of talking. International Association for Cross-cultural Psychology, Xi' An, PRC.

Budwig, N. (April, 2003). Discussant, Symposium on Cross-linguistic Perspectives on the interface between language and social development. Society for Research in Child Development, Tampa, Florida.

Narasimhan, B. & Budwig, N. (April, 2003). *Argument realization and information flow in Hindi caregiver-child discourse*. Paper presented at the Society for Research on Child Development, Tampa, Florida.

Narasimhan, B. & Budwig, N. (February, 2003). *Caregiver input, argument realization, and information flow in the acquisition of argument structure: The case of Hindi*. Paper presented at the Georgetown University Roundtable on Linguistics, Washington, D.C.

Smith, M. & Budwig, N. (February, 2003). *The development of verb-argument structure in child discourse*. Paper presented at the Georgetown University Roundtable on Linguistics, Washington, D.C.

Narasimhan, B., Budwig, N. & Murty, L (January, 2003). *Discourse-pragmatic constraints on argument realization in early child Hindi*. Linguistics Society of America, Atlanta, GA.

Uziel-Karl, S. & Budwig, N. (November, 2002). *The development of non-agent subjects*

*in Hebrew child language*. Paper presented at the 27<sup>th</sup> Annual Boston University Conference on Language Development, Boston, MA.

Comparini, L. & Budwig, N. (July, 2002). *Indexing desires to make requests: Mexican mothers' and preschoolers' choice of linguistic form to differently position self and other*. Paper in Invited Symposium on Requests in Crosslinguistic Perspective. International Association for the Study of Child Language 9th Congress, Madison, Wisconsin.

Narasimhan, B. & Budwig, N. (July, 2002). *Argument realization in early child hindi*. Workshop on variation in form versus variation in meaning, University of Nijmegen.

Budwig, N. (April, 2002). *Mind and language: Developmental considerations*. Psychologisches Kolloquium, Veranstaltung des Instituts für Psychologie, Braunschweig, Germany.

Budwig, N. (March, 2002). *The role of meaning in early grammatical development*. Max-Planck-Institute for Evolutionary Anthropology, Department of Developmental Psychology, Leipzig, Germany.

Narasimhan, B. & Budwig, N. (November, 2002). *Argument realization in hindi caregiver-child discourse*. Southeast Asian Languages Roundtable, Panel on Language Development and Language Change, Konstanz, Germany.

Budwig, N. (August, 2001). *Language and the construction of mind: An indexical approach*. Paper presented in the Symposium: *Language, Enculturation, and Theory of Mind Development*. 10<sup>th</sup> European Conference on Developmental Psychology, Uppsala, Sweden.

Narasimhan, B. & Budwig, N. (July, 2001). *Verb use in hindi-speaking children's imperative constructions*. Paper presented at the International Cognitive Linguistics Association Meeting, Santa Barbara, CA.

Budwig, N. (July 2001). *Anchoring speaker perspective: A developmental-functional approach to grammar*. Plenary Lecture, International Summer School on Language and Communication, University of Southern Denmark, Odense, Denmark.

Budwig, N. & Narasimhan, B. (April, 2001). *Input variation and the development of argument structure: An examination of Hindi-speaking caregiver-child discourse*. Paper presented at the Society for Research in Child Development, Minneapolis, MA.

Smith, M. (& Budwig, N., faculty mentor). (April, 2001). *Children use constructional variations as perspective-taking devices in peer discourse*. Poster presented at the Society for Research in Child Development, Minneapolis, MA.

Kanner, B. & Budwig, N. (April, 2001). *Age related changes and gender differences in types of conflict and conflict resolution among preschoolers*. Poster presented at the Society for Research in Child Development, Minneapolis, MA.

Budwig, N. & Comparini, L. (November, 2000). *Hypothetical versus personal transgressions: Does method make a difference?* Paper presented at the American Anthropological Association, San Francisco, CA.

Pinet, M., Moissinac, L. & Budwig, N. (November, 2000). *Children's use of modal verbs in the discursive construction of self in peer play and peer narrations.* Paper presented at the 25<sup>th</sup> Annual Boston University Conference on Language Development, Boston, MA.

Budwig, N. (July, 2000). *Language and the co-construction of personhood: An indexical account.* Paper presented at III International Conference for Sociocultural Research. Campinas, Brazil.

Budwig, N., Moissinac, L. & Smith, M. (June, 2000). *How literal is desire talk in two-year-olds interactions with their caregivers?: A comparative analysis of German and American dyads.* Paper presented at 7<sup>th</sup> International Pragmatics Conference, Budapest, Hungary.

Kanner, B. & Budwig, N. (June, 2000). *Linking age-related changes in preschoolers' conflicts and conflict resolution to their developing understanding of self and other.* Paper presented at 30<sup>th</sup> Annual Meeting of the Jean Piaget Society, Montreal, Canada.

Smith, M., Budwig, N., Moissinac, L. & Pinet, M. (June, 2000). *Conceptual universals or cultural variations in constructing self-other relations: A comparative analysis of desire and belief talk in American and German caregiver-child interactions.* Paper presented at 30<sup>th</sup> Annual Meeting of the Jean Piaget Society, Montreal, Canada.

Budwig, N. (May, 2000). *An indexical approach to early grammatical development.* Invited participant, Max-Planck-Institute for Evolutionary Anthropology, Paper presented at Conference on Early Grammatical Development, Leipzig, Germany.

Budwig, N. (May, 2000). *Cognitive universals, cultural practices, and the grammaticalization of perspective: A developmental approach.* Invited Colloquium Series Speaker, Max-Planck-Institute for Psycholinguistics, Nijmegen, Netherlands.

Budwig, N. & Narasimhan, B. (May, 2000). *Transitive and intransitive constructions in Hindi-speaking caregiver-child discourse.* Paper presented at Conceptual Structure, Discourse, and Language Conference, Santa Barbara, CA.

Budwig, N., Smith, M., Moissinac, & Pinet, M. (January, 2000). *Desire and belief talk in American and German caregiver-infant interactions.* New England Mini-conference on Infant Studies, Clark University, Worcester, MA.

Budwig, N. (January, 2000). *A brief history of child study at Clark University.* New England Mini-conference on Infant Studies, Clark University, Worcester, MA.

Budwig, N. (November, 1999). *An indexical approach to studying children's language.* Invited Colloquium, Center for the Study of Human Development, Brown University,

Providence, RI.

Smith, M. & Budwig, N. (October, 1999). *Children's developing talk about desire: The use of want and need in mothers' and children's talk*. Poster presentation, The New England Psychological Association, Hartford, CT.

Narasimhan, B., Budwig, N., & Chaudhary, N. (July, 1999). *Imperative constructions in Hindi caregiver-child interactions*. Paper presented at the 20<sup>th</sup> Anniversary of the South Asian Languages Analysis Roundtable, Urbana-Champaign, IL.

Budwig, N. (June/July, 1999). Two days of lectures at each of the following: Department of Psychology, Recife; Department of Psychology, Brazilia; Department of Psychology, Campinas.

Budwig, N. (April, 1999). *Karl Buehler's contribution to rethinking the role of language in human development*. Paper presented at the Biennial Meeting, Society for Research in Child Development, Albuquerque, New Mexico.

Budwig, N. (April, 1999). *Transitivity, voice, and perspective: An indexical approach*. Paper presented at the Stanford Child Language Research Forum, Stanford, CA.

Budwig, N. (October, 1998). *Perspective and deixis: A developmental perspective*. Paper presented at the Fourth Conference on Conceptual Structure, Discourse, and Language. Emory University, Atlanta, Georgia.

Budwig, N. (June, 1998). *A developmental-functionalist approach to mental state talk*. Paper presented at the 28<sup>th</sup> Annual Symposium of the Jean Piaget Society, Invited Symposium 1: *Language and Theory of Mind*, Chicago, IL.

Budwig, N. (October, 1997). *Language, practices, and the construction of personhood*. Paper presented at "Psychological development from a personalistic perspective". Symposium held in the Department of Psychology, Georgetown University, Washington, D.C.

Budwig, N. (July, 1997). *Discursiver Identitaetswerb, Zeichenwelten-Welteneichen*, Leitung Alois Hahn, Trier, Germany.

Budwig, N. (June, 1997). *Language and identity*. Linguistics Department, University of Trier, Trier, Germany.

Budwig, N. (April, 1997). *Non-agent subjects in early child language: A developmental-functionalist approach*, SRCD, Washington, DC.

Bamberg, M., & Budwig, N. (April, 1997). *A hexad of questions for studying different approaches to child language*, SRCD, Washington, DC.

Budwig, N., & Bamberg, M. (April, 1997). *Functionalist approaches to child*

*language*, SRCD, Washington, DC.

Bamberg, M. & Budwig, N. (August, 1996). *Constructing events with multiple characters: A functionalist approach*. Paper presented at the International Society for the Study of Behavioral Development, Quebec City, Canada.

Budwig, N. (July, 1996). *Non-agent subjects in early child language: A crosslinguistic comparison*. Paper presented at the International Association for the Study of Child Language, Istanbul, Turkey.

Budwig, N. (April, 1996). *Language and the construction of self: Linking forms and functions across development*. Paper presented at "Verbal and Nonverbal Facets of Communication: Social Interaction, Cultural Practices, and Development", Conference held at Clark University, Worcester, MA.

Budwig, N. & Chaudhary, N. (March, 1996). *Within language variation in Hindi-speaking caregivers' talk about personhood*. Paper presented at Discourse Communities Conference: Annual Meeting of the American Association of Applied Linguistics, Chicago, IL.

Budwig, N. & Chaudhary, N. (November, 1995). *Caregivers' input and Hindi-speaking children's language development*. Paper presented at the 20th Annual Boston University Conference on Language Development, Boston, MA.

Budwig, N. (June, 1995). *The notion of development in discursive approaches to self*. Paper presented to the Human Development Division, Department of Education, Massey University, Palmerston North, New Zealand.

Budwig, N. (June, 1995). *The intersection of pragmatics and semantics in the cross-linguistic study of agentivity: A look at language development*. New Zealand Linguistics Association, Wellington, New Zealand.

Budwig, N. (May, 1995). *A discursive approach to the development of self*. Paper presented to Psychology Department Visiting Fellows Lecture Series, Massey University, Palmerston North, New Zealand.

Budwig, N. (April, 1995). *Discourse analysis and informed consent negotiations*. [In collaboration with M. Bamberg] Massey University, Department of Psychology, Palmerston North, New Zealand.

Budwig, N. (March, 1995). *A discursive approach to the construction of self*. University of Auckland, Department of Psychology, Auckland, New Zealand.

Budwig, N. (January, 1995). *The role of language in the socialization of the child*. University of Otago, Department of Psychology, Dunedin, New Zealand.

Budwig, N. (November, 1994). *A linguistic approach to the study of the development of*

*self*. Victoria University, Department of Psychology, Wellington, New Zealand.

Budwig, N. (October, 1994). *Discursive psychology and the study of human development*. University of New England, Department of Psychology, Armidale, Australia.

Budwig, N. (October, 1994). *A cross-linguistic approach to children's marking of agency*. Department of Linguistics, La Trobe University, Melbourne, Australia.

Penuel, B., Budwig, N., & Gereme, E. (June, 1994). *Interpreting youth, interpreting ourselves: Research tools for evaluating youth-adult interaction*. Workshop presented at the 40th International Conference of FICE, Milwaukee, Wisconsin.

Budwig, N. (1994, April). *An examination of case marking from a functionalist perspective*. Symposium Title: Investigating the cause of pronoun case errors. 26th Annual Stanford Child Language Research Forum, Stanford, CA.

Budwig, N. (1993, July). *The notion of reorganization and the construction of grammar*. Symposium Title: The emergence of structure: Categories and processes. The Sixth International Congress for the Study of Child Language, Trieste, Italy.

Budwig, N. (1993, May). *Indexing self and other in parent-child interactions*. The National Academy of Education Spencer Fellows Forum, Stanford, CA.

Budwig, N. (1993, April). *Two year olds' talk about self and other: A cross-linguistic comparison*. New York Child Language Group, New York, NY.

Budwig, N. (1993, April). *Perspectives on the grammar-discourse connection in child language: 25 years at the Stanford Child Language Research Forum*. 25th Annual Stanford Child Language Research Forum, Stanford, CA.

Budwig, N. (1993, March). *Two year olds' talk about self and other: What language reveals about children's categories of personhood*. Society for Research in Child Development, New Orleans, LA.

Wiley, A., & Budwig, N. (1992, September). *Parental language and the child's self development: An examination of two American subcultural groups*. The I Conference for Sociocultural Research, Madrid, Spain.

Budwig, N. (1992, July). *Linguistic forms and pragmatic functions: What shapes children's early systematizations?* 25th International Congress of Psychology, Brussels, Belgium.

Budwig, N., Wiley, A., & Quick, M. (1992, March). *Do form-function patterns in caregiver speech affect the speech of their children?* The American Association of Applied Linguistics, Seattle, WA.

Wiley, A. & Budwig, N. (1991, October). *Do children attend to form-function patterns in caregiver input? Evidence for selective use.* 16th Annual Boston University Conference on Child Language Development. Boston, MA.

Budwig, N. (1991, August). *The notion of development and functional approaches to child language.* Northern European Language Acquisition Group (NELAG). Gothenburg, Sweden.

Budwig, N. (1991, June). *On the difference between first and second person forms in children's acquisition of English.* Invited speaker, Linguistic Colloquium, Academy of Sciences, Berlin, Germany.

Budwig, N. & Wertz, C. (1991, April). *Talk about the self and talk about others: Functional considerations as to why all subject forms are not alike.* Society for Research in Child Development, Seattle, WA.

Kanner, B., Budwig, N. & Wiley, A. (1991, April). *A developmental analysis of preschoolers' conflicts and conflict resolutions.* Society for Research in Child Development, Seattle, WA.

Budwig, N. & Wiley, A. (1991, March). *The contribution of caregivers' input to children's talk about agency and pragmatic control.* Child Language Seminar, Manchester, England.

Budwig, N. (1991, February). *An analysis of physicians' presentations of medical treatment options and related risks.* 13. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft, Aachen, Germany.

Budwig, N. (1990, November). *A functional approach to the development of self reference forms.* Invited speaker, Developmental Psychology Lunch Bag Series, Yale University, New Haven, CT.

Budwig, N. & Wiley, A. (1990, October). *The relationship between linguistic forms, semantic meaning, and pragmatic function in caregivers' input about the self.* 15th Annual Boston University Conference on Language Development, Boston, MA.

Budwig, N. (1990, August). *Perspective-taking devices and the process of obtaining consent.* APA Convention, Boston, MA.

Budwig, N. (1990, April). *Developmental reflections on the linguistic expression of agent.* Stanford Child Language Research Forum, Stanford, CA.

Kaplan, B., Budwig, N. & Bamberg, M. (1988, October). *Have we lost the notion of development in studying child language?* 13th Annual Boston University Conference on Child Language Development, Boston, MA.



Budwig, N., & Deutsch, W. (1988, July). *Functional approaches to language acquisition*. German Research Council Workshop on Language Acquisition, Braunschweig, West Germany.

Bamberg, M., & Budwig, N. (1988, July). *The concept of development in theories of language acquisition*. German Research Council Workshop on Language Acquisition, Braunschweig, West Germany.

Budwig, N. (1988, June). *Language about the self: Cross-linguistic perspectives*. Department of Psychology, Technical University, Braunschweig, West Germany.

Budwig, N. (1988, February). *The linguistic marking of agency in early child language*. Language Behavior Colloquium, Boston University, Boston, MA.

Budwig, N. (1987, November). *The acquisition of the passive from a functionalist perspective*. Workshop on "The structure of the simple clause in language acquisition," The Max-Planck-Institute, Nijmegen, Holland.

Budwig, N. (1987, August). *Organizing grammatical paradigms: The relation between forms and functions across development*. XIVth International Congress of Linguists, Berlin, Germany.

Budwig, N. (1987, July). *The construction of self and joint action categories in early child grammar*. The Fourth International Congress for the Study of Child Language, Lund, Sweden.

Budwig, N. (1987, April). *The linguistic marking of personal and joint action*. Society for Research in Child Development, Baltimore, MD.

Budwig, N. (1987, January). *The linguistic marking of human action categories*. Invited Colloquium at the University of Utrecht, The Netherlands.

Budwig, N. (1987, January). *The organization of pronominal forms around parameters of agentivity and control: Developmental perspectives*. University of California, Davis Conference on the Interaction of Form and Function in Language, Davis, CA.

Budwig, N. (1986, February). *Reflections on the "Manipulative Activity Scene" and early child grammar*. 8th Annual Meeting of the Deutsche Gesellschaft für Sprachwissenschaft, Heidelberg, West Germany.

Budwig, N. (1985, October). *Language development from a cross-linguistic perspective*. Department of Psychology, East China Normal University, Shanghai, China.

Budwig, N. (1985, April). *Language function and early child grammar: Methodological considerations*. University of New Mexico, Albuquerque.

Budwig, N. (1985, March). *Children's early systematization of forms, meanings and functions in talk about the self*. 17th Annual Child Language Research Forum, Stanford, CA.

Budwig, N. (1984, September). *The expression of transitivity by a 2-year-old child*. 19. Linguistisches Kolloquium, Vechta, W. Germany.

Deutsch, W., & Budwig, N. (1983, April). *Possessives in development: The role of input in the child's reference to self and other's possessions*. Society for Research in Child Development, Detroit, Michigan.

Deutsch, W., & Budwig, N. (1983, April). *Form and function in the development of possessives*. 15th Annual Child Language Research Forum, Stanford, CA.

Budwig, N. (1982, April). *The role of language in peer play*. Department of Psychology, University of Oslo, Norway.

Budwig, N., Bamberg, M., & Strage, A. (1981, August). *A case for literal metaphor in child language*. 2nd International Congress for the Study of Child Language, Vancouver, B.C.

Budwig, N., Strage, A., & Bamberg, M. (1981, April). *Mother's input and the development of role-appropriate discourse among peers*. 13th Annual Child Language Research Forum, Stanford, CA.

Budwig, N., Strage, A., & Bamberg, M. (1981, April). *The mechanics and products of peer play*. 7th Annual Meeting of the Association for the Anthropological Study of Play, Fort Worth, TX.

Gordon, D., Budwig, N., Strage, A., & Carroll, P. (1980, October). *Children's requests to unfamiliar adults*. 5th Annual Boston University Conference on Child Language Development, Boston, MA.

### **University and Departmental Service (1992-2002 only)**

#### Selected University Committees (through 2002)

Admissions (1999-2001)

Ad hoc Committee on Teaching Portfolios (1999)

Center for The Enhancement of Teaching and Learning (CETL) (1996 - 2003 )

Committee on Undergraduate Education Taskforce (CUE)

Institutional Review Board

Making a Difference Scholarship Selection (2000)

Planning, Review, Budget Committee (2000-2001)

Faculty Rep., Redrafting of the University Academic and Financial Plan (2000-2001)

Provost Search Committee (1996-1997)

Steering Committee of Luce Program on Cultural Identities and Global Processes

Steering Committee of Communication and Culture Program

Undergraduate Academic Board

University Faculty Steering Committee  
 Worcester Education Partnership, Assessment Committee, Carnegie Grant Proposal (2001)

Selected Departmental Committees (only through 2002)

Director, Graduate Training in Developmental Psychology (1995-2002)  
 Chair, Search Committee, Developmental Position in Psychology (2000-2001)  
 Hiatt School of Psychology Executive Committee (1996-1999)  
 Heinz Werner Institute, Executive Committee (2000-)  
 Undergraduate Psychology Curriculum Committee

**Courses Taught**

Survey Level: *Introduction to Child Development; Language, Thought, & Culture*

Lab Courses: *Lab. in Developmental Psychology; Research in Development of Language; Research in Communication and Language Socialization.*

Seminars: *Language Development; Communicative Development and Language Socialization; Advanced Topics in Communication; Graduate Proseminar: Developmental Psychology; Grad. Seminar : Language & Human Development.*

**Prior Doctoral Students (selected)**

Tamer Amin (2002); Sunil Bhatia (1999); Enila Cenko (2009) ; Lisa Comparini (2000); Martha Pinet Henry (2005); Juan Hu (2011), Kevin O'Connor (2001); Bill Penuel (1996); Melissa Smith (2006) ; Alison Sparks (2010), Smita Srivastava (2008); Angela Wiley (1993).

**Editorships and Peer Review**

Editorships: Book Series Editor, *The Interdisciplinary Study of Knowledge and Development*, Cambridge University Press, 2009-

Associate Editor, *British Journal of Developmental Psychology*, 2010-

Journal Boards: *Child Development* (Editorial Board Consultant, (1999-2002)  
*Cognitive Development* (2002- 2015),  
*Jean Piaget Society Liaison to Cognitive Development* starting 2015-  
*First Language* (1990-)  
*Human Development* (2006-)  
*Liberal Education* (2017-)

**Book Series**

Boards: *Trends in Language Acquisition Research*

**Ad Hoc Review:**

Journals: *Cognitive Psychology, Cognitive Science, Developmental Psychology, Discourse Processes, Early Education and Development, Human Development, Journal of Applied Developmental Psychology, Journal of Child Language Learning and*

*Development, Language Learning and Development, Narrative Inquiry,  
Perception and Motor Skills*

- Grants: National Science Foundation, Spencer Foundation
- Conferences: AERA Section VII, Boston University Conference on Child Language Development, International Cognitive Linguistics Association, Jean Piaget Society, Society for Research in Child Development, International Association for the Study of Child Language
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