

CURRICULUM VITA* JACQUELINE JARRETT GOODNOW

Place of Birth: Toowoomba, Queensland, Australia.(1924)

Education: University of Sydney B.A. Hons.(Psychology)
Harvard University (Radcliffe) Cambridge, Mass. ,Ph.D.
(Department of Social Relations)

Current Position : Emeritus Professor (Psychology)
Research Associate (Institute of Early Childhood)
Macquarie University,
Sydney, N.S.W. Australia 2109.

Previous positions: Main appointments have been at George Washington University (1961-1972) and Macquarie University (1972-present) (See p. 2 for others)

Australian Honours 1992 - Companion of the Order of Australia;
1998- Inaugural Distinguished Scientific Contribution Award (Australian Psychological Society)

U.S. Honours: 1967-1972 NIMH Research Career Grant; 1984-1985 Fellow, Center for Advanced Studies in the Behavioral Sciences, Stanford; 1989- G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology (Award by American Psychological Association); 1997 Award for Distinguished Scientific Contributions to Child Development (Society for Research in Child Development)

Note: This list is a formal one. I personally feel most honored by a citation written to accompany a list of distinguished women in psychology (APA 1992): "Significant contributions: Opening up new content areas, indicating not only their significance, but also how one might proceed with research; integrating areas of knowledge, bringing together models from several fields ...; and consistently underlining the significance, for analyses of cognition and cognitive development, of the social context."

Major interests: My interests have consistently been in the goals and expectations that people bring to any task or problem, the strategies they use to achieve their aims, and their perception of the risks and benefits of various strategies. Initially, those interests led me to analyze the way people solve laboratory-based or school-based problems with an emphasis on variables such as differences in cognitive capacity (e.g. the ability to store or integrate information). The later work turned toward problems that are part of everyday life, with an emphasis on variables such as the nature of social-cultural contexts and on the way an understanding of contexts can enrich both theoretical analyses of development and the translation of developmental research into policy-oriented action.

* For a more personalized narrative, see Walk, R. D. (1990) Jacqueline Jarrett Goodnow. In A.N. O'Connell & M. K. Russo (Eds) *Women in psychology: A bibliographic sourcebook* (pp.134-142). New York: Greenwood Press.

Appointments

- 1944-1948 University of Sydney: Demonstrator, Teaching Fellow (Lecturer)
- 1949-1951 Department of Social Relations (graduate student)
- 1951-1953 U.S. Army, Munich: Research and Assessment Psychologist
- 1953-1956 Department of Social Relations, Harvard (Post-doctoral appointment)
- 1956-1959 Walter Reed Army Institute of Research, Washington D.C. Senior Research Psychologist
- 1960-1962 University of Hong Kong, Department of education: consultant and Research Associate
- 1963- 1972 George Washington University, Washington D.C, Department of Psychology; Assistant Professor 1963-1966; Associate Professor (67-70) Full Professor 1971. (Note: For family reasons (2 children; time overseas with partner), most of the appointments from 1960-66 were part-time and predominantly funded by research grants. The full-time appointments from 1967 on was fully funded by an NIMH Research Career Grant)
- 1972-1975 Macquarie University School of Education (72-73) Senior Lecturer, 73-75 Associate Professor Note: These posts reflect an increasing interest in applied aspects of psychology and the availability of a post at a time of personally and family-based appropriate return to Australia.
- 1976-1990 Professor of Psychology, School of Behavioural Sciences
- 1991- 2006 Professorial Research Associate, Psychology(Emeritus)
- 2007..... Adjunct Professor, Institute of Early Childhood

Invited short-term Appointments

- Visiting Professor: Institute of Child Development, University of Minnesota (Spring quarter, 1981; Fall quarter, 1990)
- Visiting Professor: New York University (Psychology) (Spring semester, 1992, 1993; Fall semester, 1994)
- Visiting Research Scholar: Max Planck Institute Berlin (October 93 to February, 94)
- Member : Social Science Research Council (USA) Committee for Research on Culture, Health and Human Development (1992- 1996). **Publications**

PUBLICATIONS:

Books

Goodnow, J. J. (1977). *Children Drawing*. Cambridge Mass: Harvard University Press.

Goodnow, J.J., & Burns, A. (1985). *Home and School: Child's eye view*. Sydney: Allen & Unwin.

Burns, A. & Goodnow, J.J. (1979, 1985). *Children and families in Australia: Contemporary issues and problems*. Sydney: Allen & Unwin. Revised Edition, 1985.

Goodnow, J.J. & Pateman, C. (Eds.) (1985). *Women, social science, and public policy*. Sydney: Allen & Unwin.

Bruner, J.S., Goodnow, J.J., & Austin, G.A. (1986, first published 1956). *A study of thinking*. New Brunswick, NJ. Transaction Books (reissued as Citation Classic).

Goodnow, J. J. & Collins, W.A. (1990). *Development according to parents: The nature, sources, and consequences of parents' ideas*. London: Erlbaum.

Sigel, I., McGillicuddy-deLisi, A., & Goodnow, J. J. (Eds.) (1992). *Parental belief systems* (2nd edition). Hillsdale NJ: Erlbaum.

Goodnow, J.J., & Bowes, J. A. (1994). *Men, women, and household work; A study of change*. Sydney/ New York: Oxford University Press.

Goodnow, J.J., Miller, P.M., & Kessel, F. (Eds.) (1995). *Cultural practices as contexts for development*. San Francisco: Jossey-Bass (New Directions Series).

Robinson, G., Eickelkamp, U., Goodnow, J.J., & Katz, I (Eds.) (2008) *Contexts of development: Culture, policy and intervention*. Darwin: Charles Darwin University Press.

Articles./chapters : Goodnow as first author

- 1 Goodnow, J.J. (1955). Determinants of choice-distribution in two-choice situations. American Journal of Psychology, 68, 106-116. Ph-D
topic
- 2 Goodnow, J.J. (1955). Response sequences in a pair of two-choice probability situations. American Journal of Psychology, 68, 624-630. Ph-D
topic
- 3 Goodnow, J.J., & Postman, L., (1955). Probability learning in a problem-solving situation. Journal of Experimental Psychology, 49, 16-21.
- 4 Goodnow, J.J. & Pettigrew, T.F., (1955). Effect of prior patterns of experience upon strategies and learning sets. Journal of Experimental Psychology, 49, 381-389.
- 5 Goodnow, J.J. & Pettigrew, T.F., (1956). Some sources of difficulty in solving simple problems, Journal of Experimental Psychology, 51, 385-392.
- 7 Goodnow, J.J., (1958). A review of studies of probable events. Australian Journal of Psychology, 10, 111-125.
- 8 Williams, H.L., Lubin, A. & Goodnow, J.J. (1959). Impaired performance with acute sleep loss. Psychol. Monographs, 73, No. 14.
- 9 Goodnow, J.J., Rubenstein, I. & Shanks, B.L. (1959). The role of past events in problem-solving, Journal of Experimental Psychology, 58, 456-461.
- 10 Goodnow, J.J., Rubenstein, I. & Lubin, A. (1960). Response to changing patterns of events. American Journal of Psychology, 73, 56-67.
- * 11 Goodnow, J.J., (1963). A test of milieu effects with some of Piaget's tasks. Psychol. Monographs, 76, No. 555.
- 12 Goodnow, J.J. & Bethon, G., (1966). Piaget's tasks: the effects of schooling and intelligence. Child Development, 37, 573-582.
- 13 Goodnow, J.J., (1969). Effects of active handling, illustrated by uses for objects. Child Development, 40, 201-212.
- 14 Goodnow, J.J. (1969). Eye and hand: differential sampling of form and orientation properties, Neuropsychologia, 7, 365-373.
- 16 Goodnow, J.J. (1969). Problems in research on culture and thought; in Elkind, D. & J.H. Flavell (eds.) Studies in Cognitive Development, Oxford Univ. Press, pp. 439-462.

- 17 Goodnow, J.J. (1971). The role of modalities in perceptual and cognitive development. In J. Hill (ed.) Minnesota Symposia of Child Psychology, Vol 5. Minneapolis: University of Minnesota Press.
- 20 Goodnow, J.J. (1971) Matching auditory and visual series: modality problem or translation problem? Child Development, 42, 1181-1201.
- 18 Goodnow, J.J. (1971). Eye and hand: differential memory and its effect on matching. Neuropsychologia, 9, 89-95.
- 26 Goodnow, J.J., Baum, B. & Davidson, P., A haptic error: skew in a symmetrical curve, Perception & Psychophysics, 1971, Vol. 10 (4A), 1971, 253-256.
- 19 Goodnow, J.J. (1972) Rules and repertoires, rituals and tricks of the trade; cognitive and social factors on the growth of ideas and representations. In S. Farnham-Diggory (ed.) Information Processing in Children. Pittsburg, Pa: Carnegie-Mellon Univ. Press.

- 27 Goodnow, J.J. & Friedman, S. (1972). Orientation in children's drawings: an aspect of graphic language. Developmental Psychology, 7, 10-16.
- 28 Goodnow, J.J. & Levine, R. (1973). The grammar of action: sequence and syntax in children's copying of simple shapes. Cognitive Psychology, 4, 82-98.
- 38 Goodnow, J.J., Friedman, S., Bernbaum, M. & Lehman, E. (1973). Copying simple shapes: the effects of learning to write in English and in Hebrew. Journal of Cross-Cultural Psychology, 4, 263-272.
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- 21 Goodnow, J.J. (1976). The nature of intelligent behavior: Questions raised by cross-cultural studies. In L. Resnick (Ed.), The nature of intelligence (pp.169-189). Hillsdale, N.J.: Erlbaum.
- 40 Goodnow, J.J., Young, B.M., & Kvan, E. (1976). Orientation errors in copying by children in Hong Kong, Journal of Cross-Cultural Psychology, 7, 101-110.
- 42 Davis M., & Goodnow, J.J. (1977). Problem-solving strategies: Use by Australian children with Australian and Greek parentage. Journal of Cross-Cultural Psychology..., 8(1), 33-47.

- 43 Goodnow, J.J. (1976). Some sources of cultural differences in performance. In G.E. Kearney & D.W. McElwain (Eds.), Aboriginal Cognition, (pp.19-28). Canberra: Australian Institute of Aboriginal Studies.
- 44 Goodnow, J.J. (1977). Schemas and variations: concepts and techniques from analyses of children's drawings, In P. Ucko (Ed.), Form in indigenous art: schematisation in the art of Aboriginal Australia and prehistoric Europe, (pp. 64-72). New Jersey: Humanities Press.
- 45 Goodnow, J.J. (1978). Visible Thinking: Cognitive Aspects of Change in Drawing. Child Development, 49, 637-641.
- 46 Goodnow, J.J. (1979). Conventional Wisdom: everyday models of cognitive development. In L. Ecksenberger, Y. Poortinga, & W. Lonner (Eds.), Cross cultural contributions to psychology. Amsterdam: Swets & Zeitlinger.
- 52 Goodnow, J.J. (1979). Some counter predictive outcomes in psychology. In J. Martin (Ed.) Counter predictive research outcomes. Canberra: A.N.U. Press.
- 53 Goodnow, J.J. (1977) Ways of looking at cultural differences. RESCENT, 1, 20-34.
- 54 Goodnow, J.J. (1979). Ways of looking at different people. In P.R. de Lacey & M.E. Poole (Eds.) The mosaic and the melting pot (pp. 49-57). Sydney: Harcourt Press.
- 57 Goodnow, J.J. & Burns, A.M. (1979). Children and society. In R. Brown (Ed.), "Children Australia" (pp. 17-34). Sydney: Allen & Unwin.
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Goodnow, J.J. (1980). Everyday concepts of intelligence and its development. In N. Warren (Ed.), *Studies in cross-cultural psychology* (pp. 191-219). London: Pergamon.

Goodnow, J.J. (1980). Differences in popular theories of instruction. In J. Biggs & J. Kirby (Eds.), *Cognition, development and instruction* (pp. 187-197) New York: Academic Press.

Goodnow, J.J. (1981). Bruner: A case of "Cultural Transmission". In D. Olson (Ed.) *Social foundations of language and thought* (pp. 265-275). New York: Wiley.

Goodnow, J.J. (1981). *Some aspects of social policy in Australia and beyond*. Fourth Annual Gisela Konopka Lecture. Minneapolis: University of Minnesota Press.

Goodnow, J.J. (1982). Social cognition: Everyday ideas about cognitive development. In J. Forgas (Ed.) *Social cognition* (pp. 85-112) New York: Academic Press.

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Goodnow, J.J. (1984). On being judged intelligent. *International Journal of Psychology*, 19, 391-406.

Goodnow, J.J. (1985). Change and variation in ideas about childhood and parenting. In I. Sigel (Ed.), *Parental belief systems* (pp. 235-270). Hillsdale, NJ: Erlbaum.

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Goodnow, J.J. (1985). Aspects of motivation in language learning: "Vietnamese" in Australia. In I. Burnley (Ed.), *Immigration and Ethnicity in the 1980s* (pp.261-268). Melbourne: Longman Cheshire.

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Goodnow, J.J. (1985). Topics, methods, and models : Feminist challenges in the social sciences. In Goodnow, J.J., & Pateman, C. (Eds.), *Women, social science, and public policy* (pp.1-31). Sydney: Allen & Unwin.

Goodnow, J.J., & Cashmore, J. (1986). Culture and performance. In E. Neimark (Ed.), *Competence and performance* (pp.77-98). Hillsdale, N.J.: Erlbaum.

Goodnow, J.J., & Cashmore, J. (1986). Parents' expectations in some Australian groups: Cultural differences? In M. Poole, P. de Lacey, & S. Randahwa (Eds.) *Culture and life-possibilities* (pp.233-242). Cambridge, Cambridge University Press.

Goodnow, J.J. (1986). Organizing and reorganizing: Some life-long everyday forms of intelligent behavior. In R. Sternberg & R. Wagner (Eds.), *Practical intelligence : Nature and origins of competence in the everyday world*, (pp.143-162). Hillsdale NJ: Erlbaum.

Goodnow, J.J. (1986). A social view of intelligence. In R. Sternberg & D.K. Detterman (Eds.), *What is intelligence?: Contemporary viewpoints on its nature and definition* (pp.85-89). New York : Ablex.

Goodnow, J.J. (1986). The socialization of intelligence: Comments on Sternberg and Suben. In M. Perlmutter (Ed.), *Intelligence: Minnesota Symposium on Child Development* (pp. 237-251). Hillsdale NJ : Erlbaum.

Goodnow, J.J. (1986). Cognitive and other factors in reading and writing with words and pictures. In M.E. Wrolstad & D.F. Fisher (Eds.), *Toward a new understanding of literacy* (pp.57-69). New York: Praeger.

Goodnow, J.J., Wilkins, P. and Dawes, L. (1986). Acquiring cultural forms: Cognitive aspects of socialization illustrated by children's drawings and judgments of drawings. *International Journal of Behavioral Development*, 9, 485-505.

Goodnow, J.J. (1987). Social aspects of planning. In S. Friedman, E. Scholnick, & R. Cocking (Eds.), *Blueprints for thinking* (pp.179-201). Cambridge: Cambridge University Press.

Goodnow, J.J. (1987). Cultural conditions and individual behaviours: Conceptual and methodological links. *Australian Journal of Psychology*, 38, 231-244. (Special issue on cross-cultural studies, edited by Leon Mann).

Goodnow, J.J. (1988). Children's household work : Its nature and functions. *Psychological Bulletin*, 103, 5-26.

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Goodnow, J.J. (1988). Children, families and communities : Ways of viewing their relationships to one another. In N. Bolger, A. Caspi, G. Dowling, & M. Moorehouse (Eds.), *Interactive systems in development* (pp. 51-76). Cambridge: Cambridge University Press.

Goodnow, J.J. (1988). Parents' ideas, actions and feelings: Models and methods from developmental and social psychology. *Child Development*, 59, 286-320.

Goodnow, J.J. (1988). Setting priorities for research on group care for children. *Australian Journal of Early Childhood*, 14, 4-10. (Not refereed; invited policy paper).

Goodnow, J.J., & Delaney, S. (1989). Children's household work: Task differences, styles of assignment, and links to family relationships. *Journal of Applied Developmental Psychology*, 10, 209-226.

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Goodnow, J.J., Burns, A., & Russell, G. (1989). Australian families: pictures and interpretations. In K. Hancock (Ed.), *Australian Society*, (pp. 23-43). Cambridge: Cambridge University Press.

Goodnow, J.J. (1989). Expanding accounts of cognition: Adding everyday content and links to action. In J.P. Forgas & J.M. Innes (Eds.), *Recent advances in social psychology: An international perspective* (pp. 167-178). Amsterdam: Elsevier.

Goodnow, J.J. (1989). Children's household work as a base for comparing generations, families, and cultures. In D. M. Keats, D. Munro, & L. Mann (Eds.), *Heterogeneity in cross-cultural psychology* (pp. 426-438). Amsterdam: Swets & Zeitlinger.

Goodnow, J.J. (1990). Using sociology to extend psychological accounts of cognitive development. *Human Development*, 33, 81-107.

Goodnow, J.J. (1990). The socialization of cognition: What's involved? In J. Stigler, R. Shweder & G. Herdt (Eds.), *Culture and Human Development* (pp. 259-286). Chicago: University of Chicago Press.

- Goodnow, J.J. (1991). Cognitive values and educational practices. In J. Biggs (Ed.) *Teaching for learning: The view from cognitive psychology* (pp. 30-50). Melbourne: A.C.E.R. Press.
- Goodnow, J.J., & Warton, P.M. (1991). The social basis of social cognition: Interactions about work and lessons about relationships. *Merrill-Palmer Quarterly*, 37, 27-58.
- Goodnow, J.J. (1992). Beyond modules. In M. Gunnar & C. Nelson (Eds.), *Modularity and constraints in language and cognition: Minnesota Symposia on Child Development* (Vol.22, pp.213-219). Hillsdale NJ: Erlbaum.
- Goodnow, J.J., Bowes, J.M., Dawes, L.J., & Taylor, A.J. (1992). Would you ask someone else to do this task? Parents' and children's ideas about household work requests. *Developmental Psychology*, 27,817-828.
- Goodnow, J.J. (1992). Parents' ideas and children's ideas: Bases of congruence and divergence. In I. Sigel, A. McGillicuddy-deLisi, & J.J. Goodnow (Eds.), *Parents' belief systems: Consequences for children*, (pp.293-318). Hillsdale, NJ: Erlbaum.
- Goodnow, J.J., & Warton, P.M. (1992). Understanding responsibility: Adolescents' concepts of delegation and follow-through within the family. *Social Development*, 1, 89-106.
- Goodnow, J.J. (1992). Child care in Israel, Japan, and China. In M. Lamb, K.J. Sternberg, C-P Hwang, & A.C. Broberg (Eds.), *Child care in context: Cross-cultural perspectives* (pp.401-418). Hillsdale, NJ: Erlbaum.
- Goodnow, J.J., & Warton, P.M. (1992). Contexts and cognitions: Taking a pluralist view. In P. Light & G. Butterworth (Eds.), *Context and cognition* (pp.85-112). Oxford: Oxford University Press.
- Goodnow, J.J. (1993). The direction of post-Vygotskian research. In E. Forman, N. Minnick, & A. Stone (Eds.), *Contexts for learning*(pp.240 -259) . Oxford: Oxford University Press.
- Goodnow, J.J. (1995). Cognitive aspects of parenting: Parents' knowledge and expectations. In M. H. Bornstein (Ed.), *Handbook of parenting* (Vol.3, pp.305-335). Hillsdale NJ: Erlbaum.
- Goodnow, J.J. (1994). Acceptable disagreement across generations. In J. Smetana (Ed.), *Beliefs about parenting* (pp. 51-64). San Francisco: Jossey-Bass. (New Directions Series).
- Goodnow, J.J. (1995). Differentiating among social contexts: By spatial features, forms of interaction, and social contracts. In P. Moen, G. H.Elder, & K. Luscher (Eds.), *Examining lives in context : Perspectives on the ecology of human development*(pp. 269-302). Washington, D.C. : American Psychological Association.

Goodnow, J.J. (1996). From household practices to parents' ideas about work and interpersonal relationships. In S. Harkness & C. Super (Eds.), *Parents' cultural belief systems* (pp. 313-344). New York: Guilford.

Goodnow, J.J. (1996). Collaborative rules: From shares of the work to rights to the story. In P. Baltes & U. Staudinger (Eds.), *Interactive minds* (pp. 163-193). Cambridge: Cambridge University Press.

Goodnow, J.J. (1996). Acceptable ignorance, negotiable disagreement: Alternative views of learning. In D. Olson & N. Torrance (Eds.), *Handbook of psychology in education: New models of teaching, learning, and schooling* (pp. 345-368). Oxford: Blackwell.

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Goodnow, J. J. (2007c). Inheritance events: Perceptions of actions that involve the receiving and receiving of things. *Forum: Qualitative Social Research*, vol, 9 (1), Article 25.

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Goodnow, J. J., & Lawrence, J. A. (2008c). How should people act in inheritance situations? Specifying differences in expectations. *International Journal of Behavioral Development*, 32 (2), 1-10.

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Articles/chapters with others as first author .chronological order

At George Washington University

- 29 Lehman, E.B. & Goodnow, J.J., Memory for rhythmic series: age changes in accuracy and number coding, Developmental Psychology, 1972, 6, 363.
- 22 Minichiello, M.D. & Goodnow, J.J. (1969). Effect of an "action" cue on conservation of amount. Psychonomic Science, 16, 200-201.
- 23 Moeller, C.E. & Goodnow, J.J. (1969). Orientations called "right-side up": effects of stimulus alignment. Psychonomic Science, 16(4), 213-215.
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