

XIA (LISA) LI

EDUCATION

Ph.D. in Elementary Education, University of Illinois at Urbana-Champaign, Champaign-Urbana, IL

Concentration: **Elementary and Early Childhood Mathematics Education**

Dissertation: *Toddlers' Spontaneous Attention to Number and Verbal Number Recognition*

Dissertation Advisor: Arthur J. Baroody

Committee members: Richard C. Anderson, Michele D. Crockett, Sarah T. Lubienski

M.A. in Early Childhood Education, Beijing Normal University, China, 2000

Thesis: *4 and 5 Year Olds' Story-based Dramatic Play*

RESEARCH INTERESTS

- Children's number and arithmetic development. Specifically, my research involves investigating the development of children's initial number concepts and skills.
- Teachers' beliefs and instruction. This line of research interest stems from my college teaching experience and my cross-cultural experience as a student/teacher. I am especially interested in how teachers' previous learning experiences as students affect their attitude and interpretation of reformed math or science curriculum.
- Children's fantasy play.

PROFESSIONAL MEMBERSHIP S

Member, National Council of Teachers of Mathematics

Member, American Education Research Association

HONORS

Honor Society Member, Phi Kappa Phi, top 10 percent of seniors and graduate students, 2008

Max Beberman Scholar, University of Illinois at Urbana-Champaign, 2003

PUBLICATIONS

- Baroody, A. J., & **Li, X.** (in press). Mathematics instruction that makes sense for 2 to 5 year olds. In E. L. Essa & M. M. Burnham (Eds.), *Development and Education: Research Reviews from Young Children*. New York: The National Association for the Education of Young Children.
- Baroody, A. J., Lai, M., **Li, X.**, & Baroody, A. E. (2008). Preschoolers' understanding of subtraction-related principles. *Mathematical Thinking and Learning*.
- Baroody, A. J., **Li, X.**, & Lai, M. (2008). Toddlers' Spontaneous Attention to Number. *Mathematical Thinking and Learning*, 10(1), 1–31.
- Baroody, A. J., Cibulskis, M., Lai, M., & **Li, X.** (2004). Comments on the use of learning trajectories in curriculum development and research. *Mathematical Thinking and Learning*, 6(2), 227-260.

CONFERENCE PRESENTATIONS

- Li, X.**, Baroody, A. J. (2009). *Toddlers' spontaneous attention to number and verbal quantification skills*. Annual meeting of American Education Research Association, San Diego, IL.
- Li, X.**, Baillargeon, R., House, B., Carey, S., & Bonatti, L., (2007). *Category-based individuation in 9.5-month olds: non-linguistic priming effects*. Paper presented in Biennial Meeting of Society for Research in Child Development, April 2007. Boston.
- Li, X.**, Baillargeon, R. (2005). *Inferring the presence of a hidden object*. Paper presented in Biennial Meeting of Society for Research in Child Development, April 2005. Atlanta
- Baroody, A. J., Lai, M., Bi, K., **Li, X.**, & Baroody, A. (2004). Preschooler's Understanding of Subtraction-Related Principles. Paper presented in Annual Meeting of American Educational Research Association (AERA), April 2004. San Diego.

RESEARCH EXPERIENCE

Research Assistant, Department of Curriculum & Instruction, UIUC, 2003-2008

Principle Investigator: Arthur J. Baroody

Key Transitions in Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Early Childhood Mathematics Education, Spencer Foundation, 2004-2008

- Investigated toddlers' key number concepts and skills, and how toddlers' nonverbal and verbal number abilities are related

Foundations of Number and Operation Sense, National Science Foundation, 2003-2004

- Investigated 3 to 7 year olds' development of subtraction concepts, specifically the emerging understanding of subtractive negation, subtraction identity, and inversion

Research Assistant, *Infant Cognition Lab*, Department of Psychology, UIUC, 2003-2006

Principle Investigator: Renee Baillargeon

- Examined infants' ability to predict and interpret the outcomes of physical events in two experiments.
 - *Inferring the Presence of a Hidden Object*: Infants of 81-122 days, their ability to mentally posit the presence of an additional object in order to make sense of a covering event
 - *Category-based individuation in 9.5-month olds: non-linguistic priming effects*: Infants of 9.5 month old, their ability to keep track of two objects across events

PROFESSIONAL SERVICE

Proposal Reviewer, American Educational Research Association Annual Meeting, 2008-2009.

Reviewed proposals for the following Special Interest Groups: Learning and Instruction, Teaching and Teacher Education.