

NANCY PINE
Mount Saint Mary's University
10 Chester Place, Los Angeles, California 90007
Phone: 626-676-0375
email: nancypine.china@yahoo.com
website: nancypine.com

EDUCATION

PhD, Education	Claremont Graduate University, Claremont, California
MA, Education	Stanford University, Stanford, California
BA, English	Earlham College, Richmond, Indiana

CALIFORNIA CREDENTIALS AND CERTIFICATES

Multiple Subject Teaching Credential (Life)
Secondary Teaching Credential (Life); Major: English, Minor: History
Certificate for Cross-Cultural, Language, and Academic Development (CLAD)

PROFESSIONAL EXPERIENCE

Professor Emerita. 2011 - present

2012 - present

Education Department, Mount Saint Mary's University

Consultant on China-related programs, researcher.

University liaison to Nanjing University and China Women's University 2000 - 2015

Director, Bridging Cultures: U.S./China Program 2000 - 2012

Director, Elementary Education 1995 - 2003

Researcher. 1989 - present

In schools and communities of the People's Republic of China and the United States, conducted research in the semiotic development of young children and its implications for curriculum, including literacy development. Investigates rural/urban learning in China as well as historical trends and differences between the teaching and learning practices of China and the United States.

Visiting Scholar

Max Planck Institute of Psycholinguistics, Nimegen, The Netherlands, to learn new semiotic and gestural research techniques and analyses. January 2005

School of Educational Studies, Claremont Graduate University, Claremont, California, to work on the Pettus Archival Project of early 20th century College in China materials. 2003 - 2004

Early Childhood Center and Graduate Education Program

Nancy Pine

Froebel Institute College, London, England, to investigate British primary school strategies. 1987 - 1988

Coordinator

Nationally recognized Voices from the Inside project of the Institute for Education in Transformation at Claremont Graduate University, Claremont, CA. Coordinated participatory research and solution-seeking in four public schools; developed transformative school programs; consulted with interested parties nationwide.

Lead Scholar, Museum of Teaching and Learning (MOTAL). 2013 – present

Writing and advising for traveling exhibition comparing Chinese and U.S. education, based on my book, Educating Young Giants: What Kids Learn (And Don't Learn) in China and America.

Consultant and Lecturer, China

1989 – 2016

Long-term collaboration with the School of Foreign Studies, Nanjing University. Lectured to graduate students and faculty on a broad range of academic topics, consulted on research methodology and doctoral programs and on teaching/learning techniques at such institutions as: Hebei Mechanico-Electrico Engineering College, Jiatong Xi'an University, Mingshu Lu Demonstration Elementary School, Nanjing Normal University, Nanjing Experimental Kindergarten, Nanjing University, Jinlin College of Nanjing University, Qufu Teachers' University, Shandong Teachers' University, Wei'nan Teachers' College, Xi'an Translators College, Northwest Normal University, preschools in Beijing and Nanjing, rural schools in Anhui Province, AnShang Village elementary school, various middle schools and high schools, Yan'an University, China Women's University, and Fushun Teachers' College, Shaanxi Translators Association

Teacher

- Primary grades, bilingual (Spanish/English) classrooms 1979 - 1989
Pasadena Unified School District, Pasadena, CA
- Fourth grade 1978 - 1979
University City School District, University City, MO

AWARDS AND GRANTS

-Certificate of Appreciation from the City of Los Angeles for enhancing the Los Angeles/Guangzhou Sister City work and friendship between the peoples of the United States and China

-Honorary Professor, Fushun Teachers' College, Fushun, China

-Honorary Villager, An Shang Village, Fufeng County, Shaanxi, China

-Consultant, National Endowment for the Humanities grant proposal, Women & China, awarded to Mount Saint Mary's University, 2011.

-Service Learning Planning Grant, from Service Learning 2000 Center, Stanford University, CA

Nancy Pine

SELECTED PUBLICATIONS/PAPERS

(Selected articles and talks are available at nancypine.com)

- Pine, N. 2020. *One in a Billion: One man's remarkable odyssey through modern-day China*. Lanham, MD: Rowman & Littlefield.
- Yu, Z-Y & Pine, N. 2015. Preschool narrative development in China. Literacy Research Association, Carlsbad, CA, December 2015.
- Pine, N. 2013. What does creativity mean for Chinese education? *The International Journal of Comparative Education and Development* 《比較教育與發展國際期刊》, 15(2): 25-32. [Full Article \(pdf\)](#)
- Pine, N. 2012. *Educating Young Giants: What Kids Learn (And Don't Learn) in China and America*. New York: Palgrave Macmillan.
- Pine, N. & Yu, Z-Y. 2012. The history of early childhood literacy in China. In Leung, Cynthia B. and Jiening Ruan eds. *Perspectives on Teaching and Learning Chinese Literacy in China*. Hong Kong: Springer.
- Yu, Z-Y & N. Pine. 2008. Discourse Strategies in Early Childhood Book Related Activities in China. National Reading Conference, Orlando, FL. December 2008. [Full Article \(pdf\)](#)
- Yu, Z-Y & Pine, N. 2007. Primary grade literacy development in two Chinese villages. National Reading Conference, Austin, TX, December 2007. [Full Article \(pdf\)](#)
- Pine, N. 2007 A micro-analysis of looking behavior of an English-speaking and a Chinese-speaking child. In LACUS Forum XXXIII: Variability. Eds. P. Reich, W. J. Sullivan, A. R. Lommel. Texas, Houston: Linguistic Association of the United States and Canada. [Full Article \(pdf\)](#)
- Yu, Z-y & Pine, N. 2006. Strategies for enhancing emergent literacy in Chinese preschools. National Reading Conference, Los Angeles, December 2006. _____
- _____
Pine, N. 2005. Visual information-seeking behavior of Chinese- and English-speaking children. In LACUS Forum XXXI: Interconnections. Eds. A. Makkai, W. J. Sullivan, A. R. Lommel. Houston, TX: LACUS. [Full Article \(pdf\)](#)
- Pine, N., Huang P-A, Huang, R-S. 2003. Decoding strategies used by Chinese primary school children. *Journal of Literacy Research*, 35 (2): 777-812. [Full Article \(pdf\)](#)
- Pine, N. 2001. The complexity of beginnings. In J. Addison-Jacobsen & D. Hill (Eds.), *Struggling toward service learning solutions*. Stanford, CA: Service Learning 2000 Center, Stanford University. _____
- Regan, J., Pine, N., & Stephenson, J. 2000. Attention to microspace: Plotting the connections of a cultural theme. In D. G. Lockwood, P. H. Fries, & J. E. Copeland (Eds.), *Functional approaches to language, culture and cognition*. (Amsterdam studies in theory and history of linguistic science, Series IV). Amsterdam: John Benjamins. [Full Article \(pdf\)](#)
- Pine, N., Huang, R-S., Huang, P-A., Zhang, W-J. 1999. Learning strategies of children who know Chinese. In Dreyer, P. (ed.) *Yearbook of the Claremont Reading Conference*, Claremont, CA [Full Article \(pdf\)](#)
- Pine, N. & Zhang, Y. 1999. Intercultural reality and a multiethnic vision. *New Era in Education*, 80 (1): 2-7. (Journal of the World Education Fellowship.) [Full Article \(pdf\)](#)
- Pine, N. (Ed.) 1998. *From personal stories to research questions*. Teacher Research Series. Los Angeles: Mount St. Mary's College.

Nancy Pine

- Pine, N. (Ed.) 1997. *Journeys of reflective practice*. Teacher Research Series. Los Angeles: Mount St. Mary's College.
- Pine, N. 1997. Looking and noticing as culturally specific behavior. In A. Melby (Ed.), *The Twenty-third LACUS Forum, 1996*. Provo, Utah: Linguistic Association of Canada and the United States. _____
- Pine, N. (Ed.) 1996. *Pathfinders in the complexity of schooling*. Teacher Research Series. Los Angeles: Mount St. Mary's College.
- Students from EDU105A, with Pine, N. 1996. A rich mosaic of learning styles in a college course. In N. Pine (Ed.), *Pathfinders in the complexity of schooling*. Teacher Research Series. Los Angeles: Mount St. Mary's College.
- Pine, N. 1995. Recognizing students' cultural knowledge. In M. Ice & M. Saunders-Lucas (Eds.), *Reading: The blending of theory and practice*. Seventh Annual Reading Conference Yearbook, California State University, Bakersfield. Bakersfield, CA: CSU Bakersfield. _____
- Pine, N. 1994. The central role of teachers, students and parents: Participatory research in multiethnic school communities. *New Era for Education* 75(3): 78-84. (Journal of the World Education Fellowship.) _____
- Pine, N. 1994. Teacher research: What it is, and what it is not. In N. Pine (Ed.), *Participatory research: Digging deeper into classroom realities*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School. _____
- Pine, N. (Ed.) 1994. *Participatory research: Digging deeper into classroom realities*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. & Poplin, M. 1994. *Learning to hear the voices within school communities*. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Stephenson, J., Pine, N., Zhang, L-W., & Xie, J. 1993. Some gestures commonly used in Nanjing, PRC. *Semiotica* 95(3/4):235-59.
- Pine, N. (Ed.) 1993. *Creating windows of insight: Teachers engaged in participatory research*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. 1992. Three personal theories that suggest models for teacher research. *Teachers College Record* 93(4):656-72.
- Pine, N. 1992. Early traces of literate behavior: Graphical knowledge demonstrated by three-year-olds in the United States and China. In R. Brend (Ed.), *The Eighteenth LACUS Forum, 1991*. Lake Bluff, IL: The Linguistic Association of Canada and the United States.
- Pine, N. (Ed.). 1991. *Ways to understand schooling: Teacher researchers at work*. Monograph of The Center for Schools in Transformation, The Claremont Graduate School, Claremont, CA.
- Stephenson, J., Pine, N., & Meltzer, T. 1990. Chinese semiotic development. In P. Dreyer & M. Poplin (Eds.), *Fifty-Fourth Yearbook of the Claremont Reading Conference*. Claremont, CA: Center for Developmental Studies, The Claremont Graduate School.
- Pine, N. 1989. A lesson from Leicester and London: The case against formal reading lessons. In M. Douglass (Ed.), *Fifty-Third Yearbook of the Claremont Reading*

Nancy Pine

Conference. Claremont, CA: Center for Developmental Studies, The Claremont Graduate School.

Pine, N. 1988. Language and action in first grade. *Teaching & Learning: The Journal of Natural Inquiry* 2(3):22-30. [Full Article \(pdf\)](#)

PRESENTATIONS

Conference presentations and invited speaker talks throughout the United States and several countries besides China.

Talks related to *Educating Young Giants: What Kids Learn (And Don't Learn) in China and America*

School of Foreign Studies, University of the Pacific, Stockton, California

Department of Asian Studies, University of California at Davis, Davis, California

Yale-China Association, New Haven, Connecticut

U.S. China Institute of Bryant University, Rhode Island

China Institute of America, New York, New York

Department of Sociology, Cosumnes River College, Sacramento, California

Spring lecture, School of Educational Studies, Claremont Graduate University, California

AAUW chapters on the east and west coasts

Museum of Teaching and Learning, Anaheim, California

Pacific Asia Museum, Pasadena, California

Monterey Park Library, Monterey Park, California

Concordia University, Irvine, California

Mount Saint Mary's University, MBA Program, Los Angeles, California

Talks related to *One in a Billion: One Man's Remarkable Odyssey through Modern-Day China* (Rowman & Littlefield, December 2020)

Pasadena Village, Pasadena, California

Ashby Village, Berkeley, California

Pasadena Senior Center, Pasadena, California

World Affairs Forum, Pilgrim Place, Claremont, California

Queens Public Library, New York City, New York

Pasadena Public Library, Pasadena, California

Book groups in various locations