

Curriculum Vitae **Harriet R. Tenenbaum**

Office Address: School of Psychology, University of Surrey, Guildford, GU2 7XH
Phone number: +44 (0) 1483 68 9442 Email: h.tenenbaum@surrey.ac.uk
Citizenship: USA and UK

EDUCATION

Ph.D.	<i>Department of Psychology, University of California at Santa Cruz, USA</i>
2000	Dissertation: Parent-child conversations about science: Socialization of gender inequities
B.A.	<i>Clark University, USA</i>
1993	Highest honors in Psychology, Magna Cum Laude Majors: Psychology and Spanish Literature Minor: Women's Studies
1992	<i>El Instituto Tandem, Spain</i> Study Abroad

APPOINTMENTS

2023-present	Professor <i>University of Surrey, UK</i>
2012-2023	Reader <i>University of Surrey, UK</i>
2006-2012	Reader (2005-2006, Senior Lecturer) <i>Kingston University, UK</i>
August 2004	Visiting Researcher <i>University of the Western Cape, South Africa</i>
2003-2005	Assistant Professor of Psychology <i>Brooklyn College and the Graduate Center, City University of New York, USA</i>
2003-2004	Instructor, Department of Psychiatry <i>Harvard Medical School at the Judge Baker Children's Center, USA</i>
2000-2003	Judge Baker Children's Center and the Graduate School of Education Postdoctoral Fellow <i>Harvard University, USA</i>
2008 & 2012	Maternity leave

RESEARCH INTERESTS

- Young people and social justice, discrimination, and prejudice
- Parent-child, sibling, peer, and teacher-child conversations
- Emotion understanding in children and young people
- Teaching and learning from preschool to university education

EXTERNAL GRANTS

2024-2025	Nuffield Foundation, Co-I, "Educational dialogue for improving Foundation Year student outcomes" PI: Marion Heron, Co-I: Lewis Baker (£167,664)
2022-2023	UK South Korea Connections Grant, Michaela Gummerum (PI), Harriet Tenenbaum, Matthew Easterbrook, Lindsey Cameron, Yvonne Skipper, Jinkyung Na (Co-Is). Children's

	Perceptions of Socio-economic Inequality in South Korea and the United Kingdom. ESRC (£48,981).
2021-2023	British Academy Small Grant, Aife Hopkins-Doyle (PI), Harriet Tenenbaum and Maria Olsson (Co-Is), Investigating the role of essentialism in children's acceptance of, and attitudes toward, social exclusion. (£9,931)
2020-2024	Marie Skłodowska-Curie European Training Networks, Prof Dr. Sabine Sczesny (€4.1 million), (Co-Is: Yvonne Benschop, Andrea Carnaghi, Sylvie Graf, Marie Gustafsson Sendén, Peter Hegarty, Margreth Lunenberg, Carola Richter, Katariina Salmela-Aro, Harriet Tenenbaum (Surrey PI), (€423,490), G-VERSITY- Achieving Gender Diversity
2019-2021	BPS Symposium Series on "Children and Inequality" with Michaela Gummerum and Julie Dickinson (£3,000)
2018-21	Erasmus+, Dr. Sonia Ingoglia (PI), Harriet Tenenbaum (Co-I, Surrey PI, €46,875), Nora Wiium (Co-I), "Children's Voices for a New Human Space" (€414,455)
2016-17	European Commission Strand 2, Prof. Dr. Dagmar Strohmeier (PI), Simona Caravita (Co-I), Edmond Dragoti (Co-I), Rosario Ortgega-Ruiz (Co-I), Harriet Tenenbaum (Co-I, Surrey PI, (€15,000), Simona Trip (Co-I), Detlef Urhane (Co-I), "Europe 2038 - Voice of the youth" (€150,000)
2014-17	Leverhulme Trust, PI, "Children's Reasoning about Peer Rejection based on Status" (£171,625)
2010	British Academy, PI, "Children's Understanding of Gender" (£6,348)
2008	Nuffield Foundation, PI, "Adolescents' Reasoning about the Rights of Asylum-Seeking Children" (£6,600)
2008	British Academy Small Grant, Co-I, "Analogical Reasoning and Generalisation in Children's Science Explanations", PI: Professor Andrew Tolmie (£7,400)
2007	SRCD International Travel Award (\$500)
2006	British Academy Small Grant, PI, "The Influence of Explanatory Conversations on Children's Emotional Understanding" (£6,248)
2002	NICHD (NIH), Individual NRSA, "Parent-Child Conversations About Science" F32 HD42369-01 (\$44,200).
1998	Vessa Notchev Fellowship, Graduate Women in Science Association (\$700)

INTERNAL GRANTS

2022-2023	Teaching Innovation Fund Submission. Harriet Tenenbaum (PI), Sarfraz Jeraj, Emily Williams, Ilknur Aktan (Co-Is). Faculty's Use of Decolonising the Curriculum (£1,611)
2021-2022	Teaching Innovation Fund Submission. Harriet Tenenbaum (PI), Sarfraz Jeraj, Neesha Oozageer Gunowa, Emily Williams, Ilknur Aktan, Kourosh Ahmadi (Co-Is). Decolonising the Curriculum in FHMS (£2,500)
2021-2022	ESRC Impact Accelerator Grant, Harriet Tenenbaum (PI), Aife Hopkins-Doyle, Lauren Spinner, Lindsey Cameron, Teaching Gender Equality: A Toolkit for Teachers (£19,824.40)
2020-2021	Teaching Innovation Fund Submission. Robert Hatch, Harriet Tenenbaum, Marion Heron (PIs, Investigating the impact of different types of classroom talk during problem-based group activities (£1,000)
2011	South West London Academic Network, PI, "Mentoring for Women in STEM" (£26,400)
2009	Kingston University Teaching Fellow (£2,250)
2004	PSC-CUNY Research Award, "Parent-Child Course Selections" (\$4,900)
2004	Tow Faculty fellowship, "Parents' and Children's Thinking about Children's Rights in Cape Town, South Africa" (\$4,350)
1999	University of California Office of the President Dissertation Year Fellowship (\$14,000)
1999	Department of Psychology Dissertation Fellowship, UCSC (\$500)
1997	Teacher-Researcher Grant, University of California (\$2,000)

HONOURS AND AWARD

1999 Outstanding Psychology Teaching Assistant, UCSC
1993 Outstanding Undergraduate in Psychology and Spanish Literature, Clark University
1992 Fiat Lux Honor Society, Phi Beta Kappa, Clark University

JOURNAL ARTICLES

Case, F., Fasoli, F., Sczesny, S., & Tenenbaum, H. (in press). Mentoring Preferences: The role of agency and communion in deep-level similarity and perceived workplace norms. *Journal of Applied Social Psychology*.

Hopkins-Doyle, A., Cameron, L., Spinner, L., Dibb, B., Kočiš, A., Brett, R., & Tenenbaum, H. R. (2025). Knowledge and comfort predict teaching about sexism in school teachers. *Social Psychology of Education*, 28(1), 1-47.

Tenenbaum, H. R., McNamara, A., Dean, P., & Ruck, M. D. (2025). Children's perceptions of social class discrimination: The role of age and situational factors in evaluating fairness. *British Journal of Developmental Psychology*.

Ingoglia, S., Iannello, N. M., Cavarretta, M. V., Inguglia, C., Barrett, M., Tenenbaum, H., Wiium, N., Baviera, C., Cucinella, N., & Lo Coco, A. (2025). Civic Engagement and Civic Competences in Adolescence: A Gender-Based Perspective. *Social Psychological Bulletin*, 20, 1-25.
<https://doi.org/10.32872/spb.13645>

Lauder, K., McDowall, A., & Tenenbaum, H. R. (2024). A meta-analysis of pharmacological and psychosocial interventions aiming to improve work-relevant outcomes for adults with ADHD. *Neurodiversity*, 2.

Musso, P., Iannello, N. M., Silletti, F., Cassibba, R., Laganà, C., Albiero, P., Barrett, M., Inguglia, C., Liga, F., Lo Coco, A., Tenenbaum, H. R., Wiium, N., & Ingoglia, S. (2024). The Role of Individual and Contextual Resources Among Italian Emerging Adults During the COVID-19 Pandemic: A Person-and Variable-Centered Approach Within the Positive Youth Development Framework. *Emerging Adulthood*, 13(1), 158-174.

Wu, Y., Ng-Knight, T., Gilligan-Lee, K., & Tenenbaum, H. R. (in press). Student-perceived parents' and teachers' expectancies and feedback influence homework motivation and effort. *Journal of Educational Research*.

Batista Da Costa, M., Tenenbaum, H. R., & Grandison, A. (in press). What do they mean?: A systematic review on the interpretation, usage and acceptability of "they", *Frontiers in Psychology-Gender, Sex and Sexualities*.

Ozeto, N.-F. T., Russell, P.S., Barrett, M., Ingoglia, S., Wiium, N., La Coco, A., Inguglia, C., Liga, F., Lo Cricchio, M. G., Iannello, N. M., & Tenenbaum, H. R. (2024). The role of valuing cultural diversity in children's endorsements of rights. *European Journal of Social Psychology*. 54 (2), 592-609.

Musso, P., Inguglia, C., Wiium, N., Lo Coco, A., Liga, F., Albiero, P., Bartolo, G., Cassibba, R., Barrett, M., Tenenbaum, H. R., Burns, B., & Ingoglia, S. (in press). The role of late adolescents' emotion regulation in the experience of COVID-19 lockdown: A longitudinal study. *Stress and Health*.

Tenenbaum, H. R., & Van Herwegen, J. (in press). Young children's science learning from a touchscreen app. *International Journal of Early Years Education*.

Brett, R., Hopkins-Doyle, A., Robnett, R., Watson, N., & Tenenbaum, H. R. (2023). Benevolent and hostile sexism in endorsement of heterosexist marriage traditions among adolescents and adults. *Sex Roles*, 89 (3), 201-222

Wu, Y., Ng-Knight, T., & Tenenbaum, H. R. (2024). Schoolwork effort and emotions predict self-control in a weekly diary study. *Journal of Personality*. 92 (2), 436-456.

Tenenbaum, H.R., Ingoglia, S. Wiium, N., Iannello, N., Inguglia, C., Liga, F., Lo Coco, A., Lo Cricchio, M. Ozeto, N., & Barrett, M. (2023). Can we increase children's rights endorsement and knowledge?: A pilot study based on the Reference Framework of Competences for Democratic Culture. *European Journal of Developmental Psychology*, 20 (6), 1042-1059

Mills, Charlotte R., Tenenbaum, H. R. & Askew, C. (2023). Effects of peer vicarious experience and low effortful control on children's anxiety in social performance situations. *Developmental Psychology*, 59(5), 813–828.

Heron, M., Tenenbaum, H. R., & Hatch, R. (2023). Patterns of talk in Foundation Year small group interaction: making the case for educational dialogue. *Journal of Further and Higher Education*, 47, 450-464.

Aznar, A., Tenenbaum, H. R., & Russell, P.S. (2023). Is moral disgust socially learned? *Emotion*, 23, 289-301.

Spinner, L., Cameron, L., & Tenenbaum, H. R., (2023). Gender stereotypes in young children's magazines. *Mass Communication and Society*, 26, 147-160.

Hohenstein, J. M., & Tenenbaum, H. R. (2022). Family conversations about species change as support for children's developing understandings of evolution. *Science Education*, 107, 810-836.

Hill, D. B., & Tenenbaum, H. R. (2022). Children's physical gender schemas: Acquisition and features. *Sex Roles*, 87 (7), 406-418.

Wu, Y., Hilpert, P., Tenenbaum, H. R., & Ng-Knight. (2022). A weekly-diary study of students' schoolwork motivation and parental support. *British Journal of Educational Psychology*, 92, 1667-1686.

Lauder, K., McDowall, A., & Tenenbaum, H. R. (2022). A systematic review of interventions to support adults with ADHD at work: Implications from the paucity of context-specific research for theory and practice. *Frontiers in Psychology: Psychology for Clinical Settings*.

Ingoglia, S., Musso, P., Inguglia, C., Barrett, M., Tenenbaum, H., Cassibba, R., Albiero, P., Bartolo, M. G., Burns, B., Canale, R., Costabile, A., Elia, G., Liga, F., Palermiti, A., Pichardo, M. C., Servidio, R. C., Verrastro, V., Wiium, N., & Lo Coco, A. (2022). Aligning personal and collective interests in emerging adults during the COVID-19 emergency in Italy. *Journal of Community Psychology*, 50, 5, 2177-2197.

Spinner, L., Tenenbaum, H. R., Cameron, L., Wallinheimo, A. (2021). A school-based intervention to reduce gender-stereotyping. *School Psychology International*, 42, 422-449.

Evans, S. L., Alkan, E., Bhangoo, J., & Tenenbaum, H. R., & Ng-Knight, T. (2021). Effects of the COVID-19 lockdown on mental health, wellbeing, sleep, and alcohol use in a UK student sample. *Psychiatry Research*.

Alsamih, M., Tenenbaum, H. R., & Rusconi, P. (2021). How do Saudi children and their mothers evaluate religion-based exclusion? *Journal of Child and Family Studies*, 30, 1353-1369.

Cameron, L., & Tenenbaum, H. R. (2021). Lessons from developmental science to mitigate the effects of the COVID-19 restrictions on social development. *Group Processes and Intergroup Relations*, 24, 231-236.

Tenenbaum, H. R., Winstone, N. E., Leman, P. J., & Avery, R. E. (2020). How effective is peer learning? A meta-analysis. *Journal of Educational Psychology*, 112, 1303-1319.

Tenenbaum, H. R., & Leonard, H. C. (2020). Motor skills predict faux pas understanding in childhood. *Infant and Child Development*, e2172.

Aznar, A., & Tenenbaum, H. R. (2020). Gender comparisons in mother-child emotion talk: A meta-analysis. *Sex Roles*, 82, 155-162.

Gilles, J. K., Elisha, I., Ruck, M. R., Tenenbaum, H. R., & Willenberg, I. (2019). Does situation matter in conceptions of children's nurturance and self-determination rights? An examination of South African children's and mothers' perspectives. *International Journal of Children's Rights*, 27, 631-659.

Hirst, S., Hepper, E., & Tenenbaum, H. R. (2019). Attachment dimensions and forgiveness of others: A meta-analysis. *Journal of Social and Personal Relationships*, 36, 3960–3985.

Tenenbaum, H. R., Leman, P. J., Aznar, A., Duthie, R., & Killen, M. (2018). Young people's reasoning about exclusion in novel groups. *Journal of Experimental Child Psychology*, 175, 1-16.

Robnett, R. D., Wertheimer, M., & Tenenbaum, H. R. (2018). Does a woman's marital surname choice influence perceptions of her husband? An analysis focusing on gender-typed traits and relationship power dynamics. *Sex Roles*, 79, 59-71.

Alsamih, M., & Tenenbaum, H. R. (2018). Saudi Arabian children's reasoning about religion-based exclusion. *British Journal of Developmental Psychology*, 36, 508-513.

Tenenbaum, H. R., Capelos, T., Lorimer, J., & Stocks, T. (2018). Positive thinking elevates tolerance: Experimental effects of happiness on adolescents' attitudes towards asylum seekers. *Clinical Child Psychology and Psychiatry*, 23, 346-357.

Fidalgo, A. M., Tenenbaum, H. R., & Aznar, A. (2018). Are there gender differences in emotion comprehension? Analysis of the Test of Emotion Comprehension. *Journal of Child and Family Studies*, 27, 1065-1074.

Strohmeier, D., Barrett, M. D., Bora, C., Caravita, S., Donghi, E., Dragoti E., Fife-Schaw, C. R., Gómez-López, M., Kapéter, E., Mazzone, A., Rama R., Roșeanu G., Ortega-Ruiz, R., Steiner H., Trip, S., Tenenbaum, H. R., Urhane, D., & Viejo, C. (2017). Young people's engagement with the European Union: The importance of visions and worries for the future of Europe. *Journal of Psychology / Zeitschrift für Psychologie*, 225, 313-325.

Tenenbaum, H. R., Leman, P. J., & Aznar, A. (2017). Children's reasoning about peer and school segregation in a diverse society *Journal of Community & Applied Social Psychology*, 358-365.

To, C., Tenenbaum, H. R., and Hogh, H. (2017). Secondary school students' reasoning about evolution. *Journal of Research in Science Teaching*, 54, 247-273.

Lindell, A. K., Tenenbaum, H. R., & Aznar, A. (2017). Left cheek bias for emotion perception, but not expression, is established in children aged 3 – 7 years. *Laterality: Asymmetries of Body, Brain and Cognition*, 22, 17-30.

To, C., Tenenbaum, H. R., & Wormald, D. (2016). What do parents and children talk about at a natural history museum? *Curator: The Museum Journal*, 59, 369-385.

Tenenbaum, H. R., & Hohenstein, J. M. (2016). Parent-child talk about the origins of living things. *Journal of Experimental Child Psychology*, 150: 314-329.

Aznar, A., & Tenenbaum, H. R. (2016). Parent-child positive touch: Gender, age, and task differences. *Journal of Nonverbal Behavior*, 40, 317-333.

Tenenbaum, H. R., To, C., Wormald, D., Pegram, E. (2015). Changes and stability in reasoning after a field trip to a natural history museum. *Science Education*, 99, 1073-1091.

Aznar, A., & Tenenbaum, H. R. (2015). Gender differences in parent-child emotion talk. *British Journal of Developmental Psychology*, 33, 148-155.

Willenberg, I. A., Tenenbaum, H. R., & Ruck, M. D. (2014). "It's not like in apartheid": South African children's knowledge of their rights. *International Journal of Children's Rights*, 22, 446–466.

Van Herwegen, J., Aznar, A., & Tenenbaum, H. R. (2014). The use of emotions in narratives in Williams Syndrome. *Journal of Communication Disorders*, 50, 1-7.

Ruck, M. D., & Tenenbaum, H. R. (2014). Does moral and social conventional reasoning predict British young people's judgments about the rights of asylum-seeker youth? *Journal of Social Issues*, 70, 47-62, DOI: 10.1111/josi.12046.

Aznar, A., & Tenenbaum, H. R. (2013). Spanish parents' emotion talk and their children's understanding of emotion. *Frontiers in Developmental Psychology*, doi: 10.3389/fpsyg.2013.00670.

Tenenbaum, H. R., & Ruck, M. D. (2012). British adolescents' and young adults' understanding and reasoning about the religious and non-religious rights of asylum-seeker youth. *Child Development*, 83, 1102-1115.

Møller, S. J., & Tenenbaum, H. R. (2011). Danish majority children's reasoning about exclusion based on gender and ethnicity. *Child Development*, 82, 520-532.

Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, 103, 1-18.

Tenenbaum, H. R., Ford, S., & Alkhedairy, B. (2011). Telling stories: Gender differences in peers' emotion talk and communication style, *British Journal of Developmental Psychology*, 29, 707-721.

Ruck, M. D., Tenenbaum, H. R., & Willenberg, I. (2011). South African mixed-race children's and mothers' judgments and reasoning about children's nurturance and self-determination rights. *Social Development*, 20, 517-535.

Leman, P. J., & Tenenbaum, H. R. (2011). Practising gender: Children's relationships and the development of gendered behaviour and beliefs. *British Journal of Developmental Psychology*, 29, 153-157.

Aldrich, N. J., Tenenbaum, H. R., Brooks, P. J., Harrison, K., & Sines, J. (2011). Perspective-taking in children's narratives about jealousy, *British Journal of Developmental Psychology*, 29, 86-109.

Tenenbaum, H. R., Prior, J., Dowling, C., & Frost, R. E. (2010). Supporting parent-child conversations in a history museum. *British Journal of Educational Psychology*, 80, 241-254.

Tenenbaum, H. R., Hill, D. B., Joseph, N., & Roche, E. (2010). "It's a boy because he's painting a picture": Age differences in children's conventional and unconventional gender schemas. *British Journal of Psychology*, 101, 137-154.

Tenenbaum, H. R. (2009). "You'd Be Good at that": Gender patterns in parent-child talk about courses. *Social Development*, 18, 447-463.

Tenenbaum, H. R., & Callanan, M. A. (2008). Parents' science talk to their children in Mexican-descent families residing in the United States. *International Journal of Behavioral Development*, 32, 1-12.

Tenenbaum, H. R., Alfieri, L., Brooks, P. J., & Dunne, G. (2008). The role of explanatory conversations in children's emotion understanding. *British Journal of Developmental Psychology*, 26, 249-263.

Frisina, P.G., Borod, J. C., Foldi, N.S., & Tenenbaum, H. R. (2008). Depression in Parkinson's disease: Health risks, etiology, and treatment options. *Neuropsychiatric Disease and Treatment*, 4.

Frisina, P. G., Tenenbaum, H. R., Borod, J. C., & Foldi, N. (2008). A meta-analytic study of the effects of TCAs, SSRIs, and MAOs on the health outcomes of Parkinson's disease patients. *The International Journal of Neuroscience*, 5, 667-682.

Rappolt-Schlichtmann, G., Tenenbaum, H. R., Koepke, M., & Fischer, K. W. (2007). Transient and robust knowledge: Contextual support and the dynamics of children's reasoning about density. *Mind, Brain, and Education*, 1, 98-108.

Ruck, M. D., Tenenbaum, H. R., & Sines, J. (2007). Brief report: British adolescents' views about the rights of asylum-seeking children. *Journal of Adolescence*, 30, 687-693.

Tenenbaum, H. R., & Ruck, M. D. (2007). Do teachers hold different expectations for ethnic minority than for European-American children?: A meta-analysis. *Journal of Educational Psychology*, 99, 253-273.

Tenenbaum, H. R., Porche, M. V., Snow, C. E., Ross, S., & Tabors, P. (2007). Maternal and child predictors of low-income children's educational attainment, *Journal of Applied Developmental Psychology*, 28, 227-238.

Aldrich, N. J., & Tenenbaum, H. R. (2006). Anger, sadness, and frustration: Gendered patterns in early adolescents' and their parents' emotion talk. *Sex Roles*, 55, (11-12), 775-785.

Tenenbaum, H. R., Snow, C. E., Roach, K., & Kurland, B. (2005). Talking and reading science: Longitudinal data on sex differences in mother-child conversations in low-income families. *Journal of Applied Developmental Psychology*, 26, 1-19.

Tenenbaum, H. R., Visscher, P., Pons, F., & Harris, P. L. (2004). Emotional understanding in Quechua children from an agro-pastoralist village. *International Journal of Behavioral Development*, 28, 471-478.

Tenenbaum, H. R., Rappolt-Schlichtmann, G., & Zanger, V. V. (2004). Children's learning about water in a museum and a classroom. *Early Childhood Research Quarterly*, 19, 40-58.

Tenenbaum, H. R., & Leaper, C. (2003). Parent-child conversations about science: Socialization of gender inequities. *Developmental Psychology*, 39, 34-47.

Tenenbaum, H. R., & Leaper, C. (2002). Are Parents' Gender Schemas Related to their Children's Gender-Related Cognitions?: A Meta Analysis. *Developmental Psychology*, 38, 615-630.

Tenenbaum, H. R., Callanan, M., Alba-Speyer, C., & Sandoval, L. (2002). The Role of Educational Background, Activity, and Past Experiences in Mexican-descent Families' Science Conversations. *Hispanic Journal of Behavioral Sciences*, 24, 225-248.

Crowley, K., Callanan, M.A., Tenenbaum, H.R., & Allen, E. (2001). Parents explain more often to boys than to girls during shared scientific thinking. *Psychological Science*, 12, 258-261.

Tenenbaum, H. R., Crosby, F. J., & Gliner, M. D. (2001). Mentoring relationships in graduate school. *Journal of Vocational Behavior*, 59, 326-341.

Leaper, C., Tenenbaum, H. R., & Shaffer, T. G. (1999). Communication patterns of African-American girls and boys from low-income, urban backgrounds. *Child Development*, 70, 1489-1503.

Tenenbaum, H. R., & Leaper, C. (1998). Mothers' and fathers' responses to their Mexican-descent child: A sequential analysis. *First Language*, 18, 129-147.

Tenenbaum, H. R., & Leaper, C. (1997). Mothers' and fathers' questions to their child in Mexican-descent families: Moderators of cognitive demand during play. *Hispanic Journal of Behavioral Sciences*, 19, 318-332.

EDITED BOOKS

Leman, P. J., & Tenenbaum, H. R. (Eds.) (2014). *Gender and Relationships*. Routledge: Psych Press.

Strohmeier, D., & Tenenbaum, H. R. (Eds.) (2019). *Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project*. Routledge: Psych Press.

CHAPTERS AND OTHER PUBLICATIONS

Aznar, A., & Tenenbaum, H.R. (2022). Gender construction in children's emotion expressions. *Language and emotion: An International Handbook*. In J. Altarriba, G. Schiewer & N. Bee (Eds.). De Gruyter.

Ingoglia, S., Barrett, M. B., Iannello, N., Inguglia, C., Liga, F., Grazia Lo Cricchio, M., Tenenbaum, H. R., Wium, N., Lo Coco, A. (2021). Promoting democratic and intercultural competences in the primary school context: The experience of "Children's Voices for a new Human Space." *Journal of Clinical and Developmental Psychology*, 3 (1), 45-57.

Strohmeier, D., Barrett, M. D., Bora, C., Caravita, S., Donghi, E., Dragoti E., Fife-Schaw, C. R., Gómez-López, M., Kapéter, E., Mazzone, A., Rama R., Roșeanu G., Ortega-Ruiz, R., Steiner H., Trip, S., Tenenbaum, H. R., Urhane, D., & Viejo, C. (2019). Predictors of young people's engagement with the European Union. In D. Strohmeier & H. R. Tenenbaum (Eds.) *Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project*. Routledge: Psych Press.

Tenenbaum, H. R., Barrett, M. D., & Fife-Schaw, C. (2019). What predicts British young people's views of Europe? In D. Strohmeier & H. R. Tenenbaum (Eds.) *Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project*. Routledge: Psych Press.

Strohmeier, D., & Tenenbaum, H. R. (2019). Young peoples' engagement with the European Union and their visions and worries for the future of Europe. In D. Strohmeier & H. R. Tenenbaum (Eds.) *Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project*. Routledge: Psych Press.

Strohmeier, D., & Tenenbaum, H. R. (2019). Recommendations to strengthen young peoples' engagement with the European Union. In D. Strohmeier & H. R. Tenenbaum (Eds.) *Young Peoples' Visions and Worries for the Future of Europe: Findings from the Europe 2038 Project*. Routledge: Psych Press.

Tenenbaum, H. R & Aznar, A. (2017). Diferencias de género en la expresión emocional en la infancia. [Gender differences in emotion expression in early childhood]. In Marta Giménez-Dasí and L. Quintanilla. *Desarrollo Emocional en la Infancia Temprana: Debates Actuales y Retos Futuros*. [Emotional Development in Early Childhood: Current Debates and Future Challenges]. Pirámide.

Aznar, A., Tenenbaum, H. R., & Ruck, M. D. (2017). Bullying of religious minorities and asylum seekers. In H. Cowie and C. Meyers (Eds). *School Bullying and Mental Health: Risks, Intervention and Prevention*. Routledge.

Ruck, M. D., Peterson-Badali, M., Elisha, E. M., & Tenenbaum, H. R. (2017). Children's voices about children's rights: Thoughts from developmental psychology. In M. D. Ruck (Ed). *The Handbook of Children's Rights*. Routledge.

Leman, P. J. & Tenenbaum, H. (2017). Communication in children's and adolescents' social groups, in A. Rutland, D. Nesdale, & C. S. Brown (Eds.), *The Wiley-Blackwell Handbook of Group Processes in Children and Adolescents*. Oxford: Wiley-Blackwell.

Leaper, C., & Tenenbaum, H. R. (2016). Gender socialization in childhood. In K. Nadal. *The Sage Encyclopedia of Psychology and Gender*.

Tenenbaum, H. R., Leman, P. J., Aznar, A., & To, C. (2016). Studying children's conversation. In J. Van Herwegen and J. Prior (Eds.), *Developmental Methods*. Oxford: Psychology Press.

Tenenbaum, H. R., & May, D. (2014). Gender in parent-child relationships. In P. J. Leman & H. R. Tenenbaum (Eds.), *Gender Development*. Oxford: Psychology Press.

Leman, P. J. & Tenenbaum, H. R. (2014). Introduction. In P. J. Leman & H. R. Tenenbaum (Eds.). *Gender Development*. Oxford, UK: Psychology Press.

Tenenbaum, H. R., Aznar, A., & Leman, P. J. (2014). Gender differences in language development. In P. J. Brooks & V. Kempe (Eds.), *Encyclopaedia of Language Development*. Sage.

Tenenbaum, H. R. (2013). Editorial. *British Journal of Educational Psychology*, 83, 1-2.

Joshi, L. H. with Rosen, G., & Tenenbaum, H. R. (2011). *Raising Children: The Primary Years*. Prentice Hall Life.

Roberts, R., Bećirević, M., & Tenenbaum, H. R. (2007). Children and war: Making sense of Iraq. (pp. 170-180). In R. Roberts (Ed.), *Just War: Psychology, Terrorism, and Iraq*. PCCS Books: Ross-on-Wye.

Tenenbaum, H. R., & Aldrich, N. (2005). Gender Differences. In N. A. Salkind (Ed.), *The Encyclopedia of Human Development*. Volume 2, 557-563.

Callanan, M. A., Alba-Speyer, C., & Tenenbaum, H. R. (2000). *Linking home and school through children's questions that followed family science workshops* (Research Brief No. 8). Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity, and Excellence.

CHILDREN'S BOOKS

Cowie, H., Jones, F., & Tenenbaum, H. R. (2021). *A School for Everyone: Stories and Lesson Plans to Teach Inclusivity & Social Issues*. London, UK: Jessica Kingsley Publishers.

Cowie, H., Jones, F., & Tenenbaum, H. R. (2018). *Emily is Being Bullied, What can she do?* London, UK: Jessica Kingsley Publishers.

BOOK REVIEWS

Tenenbaum, H. R., & Hill, D. B. (2006). [Review of *Brain Gender*]. M. Hines. Oxford, UK: Oxford Press. *Feminism and Psychology*, 16, 495-501.

Thompson, R. B. & Tenenbaum, H. (2002). [Review of *Culturally Speaking: Managing Rapport Through Talk Across Cultures*] H. Spencer-Oatey (Ed.). London, England and New York, NY: Continuum Press (2000). *Journal of Language and Social Psychology*, 21, 183-187.

INVITED TALKS

Tenenbaum, H. R. (2024, December). *How can we Increase Children's Rights?*. Invited talk at the Mediterranean Meeting on the Psychology of Social Change. University of Messina, School of Psychology.

Tenenbaum, H. R. (2024, November). *Parent-Child Talk and Media*. Invited talk at the University of Geneva, School of Psychology.

Tenenbaum, H. R. (2024, March). *Children and Social Exclusion*. Invited talk at the University of Winchester, School of Psychology.

Tenenbaum, H. R. (2023, December). *Parents and Media: Which Messages do Children Appropriate about Gender?* Invited talk at the University of Aberystwyth, School of Psychology.

Tenenbaum, H. R. (2023, June). *Parent-child Talk and Gender*. Invited talk at the University of Messina, School of Cognitive Science, Italy.

Tenenbaum, H. R. (2023, June). *Gender, Parents, and Media*. Invited talk at the Vita-Salute San Raffaele University, School of Psychology, Italy.

Tenenbaum, H. R. (2023, June). *Parents and Media: Which Messages do Children Appropriate about Gender?* Invited Talk at the University of Exeter School of Psychology.

Tenenbaum, H. R. (2023, March). *Gender and Relations*. Invited Talk at the Psychology Colloquium at Boston University.

Tenenbaum, H. R. (2022, December). *Children and Economic Inequality*. Invited Talk at the University of Korea School of Psychology.

Tenenbaum, H. R. (2022, July). *Parent-Child Talk about Emotion*. Keynote talk at the Communication and Interaction Conference: A Developmental Psychology Symposium, University of Kent.

Tenenbaum, H. R. (2022, May). *How Does Mood Influence Reasoning about Young Asylum Seekers?* Invited talk at the University of Duisberg-Essen.

Tenenbaum, H. R. (2022, January). *Can we Improve Young People's Thinking about Asylum Seekers?* Invited talk at the University of Exeter School of Psychology.

Tenenbaum, H. R. (2021, November). *How Can we Decrease Gender Stereotypes in Children?* Invited talk at the University of Winchester.

Tenenbaum, H. R. (2021, September). *Democratic Competences and Rights*. Invited symposium at the European Association for Developmental Psychology. Linz, Austria.

Tenenbaum H. R. (2020, September). *Children and Social Exclusion*. Raspberry PI Foundation.

Tenenbaum, H. R. (2019, Oct). *Children's Reasoning about Rejection and Segregation in a Social Context*. Thomas Coram Research Institute, University College London.

Tenenbaum, H. R. (2019, April). *Reasoning about Exclusion in a Social Context*. Department of Psychology, University of Tromsø - The Arctic University of Norway.

Tenenbaum, H. R. (2019, February). *Children's Judgments about Exclusion in a Social Context*. Department of Psychology, Kingston University.

Tenenbaum, H. R. (2018, October). *Children's Reasoning about Exclusion in a Social Context*. European Research Centre on Ethnic Relations, University of Utrecht.

Tenenbaum, H. R. (2018, March). *Children's Reasoning about Class*. School of Psychology, University of Plymouth.

Tenenbaum, H. R. (2017, September). *Parent-Child Talk about Evolution*. Cognitive Development Laboratory, Boston University.

Tenenbaum, H. R. (2015, April). *Children's Emotion Understanding: Talking Their way to Understanding*. London Metropolitan University.

Tenenbaum, H. R. (2014, November). *Children and Emotion*. Closing Address Keynote at BPS Education Section Conference. Milton Keynes.

Tenenbaum. H. R. (2014, June). *Children's Reasoning about Rights*. Keynote at Researching Social Exclusion: Relevance for Public Policy and Practice. University of Kent.

Tenenbaum, H. R. (2014, February). *Children's Reasoning about Discrimination and Rights*. Cross-disciplinary Graduate School on Gender. University of Bern.

Tenenbaum, H. R. (2010, November). *Children's Reasoning about Rights*. School of Psychology, University of Kent.

Tenenbaum, H. R. (2010, March). *Successful Discovery Learning*. Cross-London Group seminar, Institute of Education, University of London.

Tenenbaum, H. R. (2010, March). *Children's Reasoning about Rights*. Helen Bamber Centre Seminar Series, Kingston University.

Tenenbaum, H. R. (2008, October). *Parent-Child Conversations and Children's Learning*. School of Psychology, University of Surrey.

Tenenbaum, H. R. (2007, June). *Conversation and Children's Learning*. Institute of Education, University of London.

Tenenbaum, H. R. (2007, February). *Children's Talk and Emotion Understanding*. Department of Psychology Seminar Series, University of Derby.

Tenenbaum, H. R. (2006, September). Using skill theory to understand children's learning about density. In H. Tenenbaum (Chair). *Children's Science Learning in Everyday Conversations*. Symposium presented at the British Psychological Society Meeting: Royal Holloway, London.

Tenenbaum, H. R. (2006, September). *Children's Science Learning in Everyday Conversations*. British Psychology Society, Developmental Section Conference, Symposium organizer and discussant: Royal Holloway, London.

Tenenbaum, H. R. (2006, April). *Gender and the Socialization of Emotions*. Discussion Leader. 2nd biennial Gender Development Conference: San Francisco, CA.

Tenenbaum, H. R. (2006, March). *Parent-Child Talk and the Gender Gap in Science Participation*. Department of Social and Developmental Psychology Lecture Series, University of Cambridge.

Tenenbaum, H.R. (2006, February). *Gender Development*. University of Aalborg, Denmark.

Tenenbaum, H. R. (2006, February). “I think you’d be good at that”: *Parent-Child Talk about Courses*. Psychology Colloquium Series, Royal Holloway.

Tenenbaum, H. R. (2006, January). *Parents’ Everyday Science Talk with Their Daughters and Sons*. Psychology and Cognitive Processes Colloquium Series, King’s College London.

Tenenbaum, H. R. (2005, November). *Do Parents Contribute to the Gender Disparity in Science Participation?* City University of London.

Tenenbaum, H. R. (2005, March). *How do Parents Discourage Girls’ Science Participation?* Psychology Colloquium Series: College of the Staten Island.

Tenenbaum, H. R. (2004, April). *Gender and Emotion* Discussion Leader. 1st annual Gender Development Conference: San Francisco, CA.

Tenenbaum, H.R. (2003, December). *Gender Differences in Parent-Child Talk: Implications for Future Learning*. New York University: New York.

Tenenbaum, H. R. (2003, November). *Gender, Parents, and Teachers: Influences on Achievement Motivation and Cognitive Development in Boys and Girls*. Invited talk at the 9th *Learning and the Brain Workshop*: Cambridge, MA.

Tenenbaum, H. R. (2002, March). *Parent-child science talk: Socialization of gender inequities?* Human Development Colloquium Series: Boston University.

MEDIA

Podcast, Parenting Understood, The importance of parent-child talk.

<https://pod.link/1567107652/episode/c091712b0910bc1f8f77675ccf7c7b52>

KCBS San Francisco Radio Interview on Parents' Science Talk

Education Week (http://science.nsta.org/nstaexpress/nstaexpress_2007_10_29.htm)

Reuters Health (http://preventiondisease.com/news/articles/parents_doubt_girls_math_ability.shtml)

Teacher Magazine (http://www.teachermagazine.org/tm/news/students-and-community/2007/10/25/ew_parentsmath_web.h19.html)

Blogs (<http://www.blogher.com/10-tips-visiting-museums-girls>); [Do children feel moral disgust? | The British Academy](#)

Maternity and Infant Magazine (Ireland) <http://www.maternityandinfant.ie/expert-advice/how-babies-made/>
Talk and Emotion (<http://www.thetimes.co.uk/tto/life/families/article4266117.ece>;

<http://time.com/3581587/mothers-emotion-words-girls-boys-surrey-study-mothers-encourage-emotions-more-in-daughters-over-sons-study-says/>; <http://www.dailymail.co.uk/news/article-2832375/Mummy-s-chats-prepare-girls-better-work-Mothers-use-emotive-language-talking-daughters-sons.html>; New York

Times, <https://www.nytimes.com/2016/10/14/well/family/the-fear-of-having-a-son.html?mcubz=2>)
Surname change: <https://uk.style.yahoo.com/priyanka-chopra-reveals-sweet-reason-took-nick-jonas->

Time Education Supplement: <https://www.tes.com/news/why-peer-learning-more-effective-you>

[think?mc_cid=4873efdd89&mc_eid=fd6e0b9d2e](#)

Blog: <https://hechingerreport.org/the-science-of-talking-in-class/>

PROFESSIONAL MEMBERSHIPS

PROFESSIONAL MEMBERSHIPS

2007 - 2024 British Psychological Society, CAPP

2007-2024 British Psychological Society, GBR
2021 Series Full 6/1 High F1 (in A1) (SFHFA)

EXTERNAL EXAMINER

2024	Ph.D., Shayne Polias, Liverpool Hope University
2023	Ph.D., Fidelia Law, University of Exeter
2023	Ph.D., Lamee Zulfiqar, University of Management and Technology, Lahore, Pakistan
2023	Ph.D., Giulia Sala, Università degli studi di Milano-Bicocca
2022	Ph.D., Hessah Alshaalan, University of Warwick
2019	Ph.D., Aife Hopkins-Doyle, University of Kent
2016	Ph.D., Jacqueline Marilac Miranda Madeira, La Universidad del Oviedo, Spain
2016	Ph.D., Silja Berg Kårstad, Norwegian University of Science and Technology
2015	DCounsPsy, Fahime Javanbakht, Regent's University London.
2011	Ph.D., Ana Macedo, Royal Holloway, University of London.
2010	Ph.D., Louis Alfieri, City University of New York
2006	Ph.D., Visanti Javda, City University of London
2003	Ph.D., Rachel Marsh, City University of New York

INTERNAL EXAMINER

2024	Ph.D., Wei Zhang, University of Surrey
2024	Ph.D., Isaac Chung, University of Surrey
2022	Ph.D., Lisa Baines, University of Surrey
2022	Ph.D., Francesca Trevisan, University of Surrey
2019	Ph.D., Anna Cook, University of Surrey
2018	Ph.D., Carol Leather, University of Surrey
2015	Ph.D., Clare Smith, University of Surrey

CHAIR

2018	DClin, Sherif Omer, University of Surrey
------	--

MIDTERM EXAMINER/UPGRADE VIVA

2024	Ph.D., Rodrigo Figueiredo, University of Surrey
2022	Ph.D., Tom Harlow, University of Surrey
2019	Ph.D., Maria Olsson, University of Tromsø - The Arctic University of Norway
2019	Ph.D., Lisa Baines, University of Surrey
2018	Ph.D., Anna Kauer, University of Surrey
2017	Ph.D., Sarah Hack, University of Surrey

COMMITTEE MEMBER

2005	Ph.D., Pasquale Frisina, City University of New York
2005	Ph.D., Anatoliy Kharkhurin, City University of New York
2004	Ph.D., Noam Fischman, City University of New York

DClin SUPERVISOR (research component)

2019	Louise Lloyd (joint first supervisor)
2019	Indigo Lucas-Box (joint first supervisor)
2021	Laura Pinder (second supervisor)

PhD SUPERVISOR

2013	Ana Aznar, PhD (first supervisor)
2015	Cheryl To, PhD (first supervisor)
2016	Yusuf Alazmi, PhD (third supervisor)
2018	Munirah Alsamih, PhD (first supervisor)
2018	Shannon Hirst (second supervisor)
2019	Daniel Noon, PhD (third supervisor)

2020	Anna-Stiina Wallinheimo (first supervisor)
2020	Tom Stocks (ESRC-DTC University of Birmingham, second supervisor)
2020	Alfred Lovelace (second supervisor)
2021	Kirsty Lauder (Birkbeck, joint first supervisor)
2023	Yao Wu (first supervisor)
2024	Jazmin Bhangoo (second supervisor)
2024	Rose Brett (first supervisor)
2024	Nana-Fatima Taini Ozeto (first supervisor)
2024	Mafalda Batista de Costa (joint first supervisor)
2024	Federica Case (Marie-Curie funded, first supervisor)
2016-present	Charlotte Mills (second supervisor)
2019-present	Silvia Miele (first supervisor)
2021-present	Andrea Kocis (Marie-Curie funded, first supervisor)
2021-present	Ali Whitehouse (second supervisor)
2024-present	Christianne Hensel-Gatos (second supervisor)

OTHER SUPERVISION

Over 100 UG Dissertations and 50 MSc students supervised
 25 UG Placement students supervised

PROGRAMME EXTERNAL EXAMINER

2023-	BSc Psychology, American College of Greece
2022-2025	BSc Psychology, University of Exeter
2018-2022	BSc Psychology, University of Kent
2017-2021	BSc Psychology, University of Sussex
2013-2017	BSc Psychology, Goldsmiths College
2009-2013	MSc Psychology, University of Abertay Dundee

PROGRAMME VALIDATION

2019	BSc Psychology, University of London
2009	MSc Psychology, University of Abertay Dundee

PROGRAM EVALUATION EXPERIENCE

2000 – 2002	Program Evaluator Boston Children's Museum Interviewed children before and after museum visit to assess knowledge, designed questionnaires, met with museum personnel, surveyed teachers, and completed evaluation report.
-------------	--

STEERING GROUP AND BOARD MEMBERSHIPS

2019-2021	Steering Group Member, Longitudinal Outcomes of Gender Identity in Childhood (NIHR), Tavistock Clinic
2023-present	Advisory Board, REC Parenting

OUTREACH

2017	Workshop for 30 teachers on how to reduce gender discrimination
2017	Workshop for teachers and social workers on Young People's Views of the EU
2011-present	Talks at Holy Cross College, the 6 th Form at Farnborough, Potter's Gate Primary School, Godalming College, St. Xavier's College, Overton Grange, Ernest Bevin College, Morpeth School, CATS Boston

2017, 2018	Widening Participation Summer School. <i>University of Surrey</i> . Leading a session for 6th Form students from diverse backgrounds.
2022-2023	REC Parenting Masterclasses (see https://www.recparenting.com/masterclasses/)

TEACHING EXPERIENCE

Autumn 2012-	<p>University of Surrey <i>Module leader:</i> Social and Personality Development (BSc) Developmental Psychology with Research Methods (BSc) Social and Cognitive Development (MSc) <i>Taught on:</i> Cultural and Historical Issues in Psychology, Research Methods for DClin students (session on meta-analysis), Psychology in the Real World (Foundation Year), Global Challenges in Psychology <i>Content Creator:</i> Developmental Psychology Online MSc module Satisfaction is above 87% positive on all module evaluation questionnaires.</p>
Autumn 2005-2012	<p>Kingston University <i>Module leader:</i> Research Methods and Statistics 1 (BSc) Theories of Child Development, Social Cognition, Volunteering with Children (MSc) <i>Taught on:</i> Developmental Psychology, Social Psychology, Introductory Psychology, Language and Thinking, Children's Relationships (BSc) Research Skills, Applied Cognitive Development, Applied Social Development, Current Issues, Practical Research Skills (MSc)</p>
Autumn 2003-2005	<p>Brooklyn College Child Psychology (M.A., Ph.D., and B.A.) Experimental Psychology (B.A.)</p>
Autumn 2002	<p>Harvard University Graduate School of Education Achievement Motivation: Gender and Other Influences (M.Ed./Ed.D.)</p>
Summer 1999	<p>University of California, Santa Cruz Psychology of Women (B.A.)</p>
1993 – 1995	<p>Teach for America, Washington, D.C. Public Schools ESL Kindergarten and First Grade Classroom Teacher</p>

ADMINISTRATION

2006-2010	Programme Lead, MSc in Applied Child Psychology, Kingston University
2008-2010	Exams Officer Psychology, Kingston University
2008-2009	Lunchtime Speaker Series Coordinator
2010-2012	Lead Admissions for Psychology, Kingston University
2012-2017	Lead Admissions Tutor for Psychology, University of Surrey (Organised visits for colleges to the School of Psychology, Psychology Open and Applicant Day Lead, visited colleges and 6 th forms to give talks)
2012-2017	Athena SWAN School lead and Faculty representative
2017-2019	Athena SWAN Committee member
2012-2015	Co-lead Enhancing Thinking Research Theme
2015-2018	Lead, Developmental Psychology Group (this role includes line management, mentoring, and appraisal of 6 staff members)
2017-2019	Director of Research, School of Psychology

2017-present	Senior Colleague (mentoring of junior staff)
2019-2023	Director of Learning and Teaching, School of Psychology
Autumn 2023	Interim Associate Dean Education, Faculty of Health and Medical Sciences
2019-present	REF Co-Lead, UoA23, University of Surrey
2022-present	Lead, Social Psychology Group (this role includes line management, mentoring, and appraisal of 9 staff members)
2023-present	MSc Director, MSc Psychology Conversion Online
2024-present	Completed British Psychological Society accreditation for MSc Psychology programme at the University of Surrey

UNIVERSITY AWARDS FOR ADMINISTRATION AND TEACHING

2023	Values Award for Innovation
2021	Values Award for Inspirational Leadership
2023	FHMS Nomination for Inspirational Leadership
2022	FHMS Nomination for Inspirational Leadership
2021	FHMS Nomination for Inspirational Leadership
2021	Psychology Teacher of the Year

EDITING and REVIEWING

2025-present	Co-editor, <i>Social Development</i>
2022-2023	Conference reviewer for the <i>British Psychology Society</i> Developmental Section Conference
2018-2024	Co-editor, <i>British Journal of Developmental Psychology</i>
2016-2018	Associate Editor, <i>British Journal of Educational Psychology (BJEP)</i>
2016-2018	Associate Editor, <i>British Journal of Developmental Psychology (BJDP)</i>
2014	Interviewer for podcast (http://www.slideshare.net/Wiley-Blackwell/bjep-podcast-slides-only-31580322)
2013-2016	Editor, <i>British Journal of Educational Psychology (BJEP)</i>
2013	Editor of Virtual Issue, <i>BJEP</i> and <i>BJDP</i> (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)2044-8279/homepage/research_from_educational_and_developmental_psychology_on_poverty_and_class.htm)
2011 - 2012	Co-Editor, <i>British Journal of Educational Psychology</i>
2010	Guest Editor with P. J. Leman, Special issue on “Gender and Relationships”, <i>British Journal of Developmental Psychology (BJDP)</i> . (Slidecast http://www.slideshare.net/Wiley-Blackwell/british-journal-of-developmental-psychology)
2006, 2010	<i>Society for Research in Child Development</i> biennial conference reviewer for Gender and Ethnicity Panel
2012	
2012 and 2017	<i>ISSBD</i> conference reviewer for Gender Panel
2001-present	Ad hoc reviewer, <i>American Educational Research Journal</i> , <i>Anthropology & Education Quarterly</i> , <i>Applied Developmental Science</i> , <i>Bloomsbury Books</i> , <i>British Journal of Developmental Psychology</i> , <i>British Journal of Educational Psychology</i> , <i>Child Development</i> , <i>Child Development Perspectives</i> , <i>Children and Youth Services Review</i> , <i>Developmental Psychology</i> , <i>Discourse Processes</i> , <i>Early Education and Development</i> , <i>Educational Psychologist</i> , <i>Infant and Child Development</i> , <i>International Journal of Behavioral Development</i> , <i>Journal of Applied Developmental Psychology</i> , <i>Journal of Cognition and Development</i> , <i>Journal of Women and Minorities in Science and Engineering</i> , <i>Merrill-Palmer Quarterly</i> , <i>Parenting: Science and Practice</i> , <i>Personality and Social Psychology Bulletin</i> , <i>Sex Roles</i> , <i>Social Development</i> , <i>Sociology Compass</i> , <i>The Journal of Higher Education</i> , <i>Sage Books</i> , <i>Wiley-Blackwell Books</i> , <i>Routledge Books</i> , <i>Journal of Experimental Child Psychology</i> , <i>Monographs of the Society for Research in Child Development</i> , <i>Open University Press</i> , <i>Cambridge University Press</i>

GRANT REVIEWING

2000-present Ad hoc reviewer, *WT Grant Foundation, National Science Foundation, ESRC, ESRC Rapporteur, British Heart Foundation, Leverhulme Foundation, Estonian Research Council*

2021-2025 Panel member, *Fundação para a Ciência e a Tecnologia (Portuguese National Foundation for Science and Technology)*

SELECTED PRESENTATIONS

Tenenbaum, H. R. (2019, September). *Is Peer Interaction Effective?* Talk presented at the FHMS Teaching and Learning Away Day.

Tenenbaum, H. R., Aznar, A., & Bruce, H. (2019, September). *Children's Reasoning about Helping Behaviour Based on Emotion.* In M. Gummerum. Emotional Development and Wellbeing. Symposium presented at the BPS Cognitive Development Society, Stoke-on-Trent.

Capelos, T., & Tenenbaum, H. R. (2018, November). *Is Happiness the Best Medicine? Positive Mood and the Rights of Young Asylum Seekers.* Talk presented at the New York Area Political Psychology Meeting. New York, NY.

Tenenbaum, H. R., & Capelos, T. (2018, June). *Emotion and Young People's Reasoning about Asylum-Seekers.* Talk presented at the Jean Piaget Society. Amsterdam, NL.

Wallinheimo, A., Tenenbaum, H. R., & Banks, A. (2017, September). *Interactivity reduces the effects of stereotype threat on maths performance and working memory.* Poster presented at the European Society for Cognitive Psychology.

Wallinheimo, A., Tenenbaum, H. R., & Banks, A. (2017, July). *Interactivity, stereotype threat, and working memory.* Poster presented at CogSci. London, UK.

Aldrich, N. A., Fritzer, J., Brooks, P. J., & Tenenbaum, H. R. (2017, April). *School-aged peers discuss interpersonal rivalry.* Poster presented at the Society for Research in Child Development, Austin, TX.

Hohenstein, J. M., & Tenenbaum, H. R. (2017, April). *Parent-child talk about micro-evolution.* Poster presented at the Society for Research in Child Development, Austin, TX.

Alsamih, M., & Tenenbaum, H. R. (2017, April). *Will you play with me? Saudi children's reasoning about exclusion.* Poster presented at the Society for Research in Child Development, Austin, TX.

Tenenbaum, H. R., & McNamara, A. J. (2017, April). *Children's reasoning about class.* Talk presented at the Society for Research in Child Development, Austin, TX.

Tenenbaum, H. R., Leman, P. J., & Aznar, A. (2016, September). *Children's reasoning about status.* Talk presented at the European Adolescent Research Conference, Cadiz, Spain.

Alsamih, M., & Tenenbaum, H. R. (2016, September). *Saudi children's reasoning about religious exclusion.* Poster presented at the European Adolescent Research Conference, Cadiz, Spain.

Hohenstein, J. M., Tolmie, A., Tenenbaum, H. R., To, C., & Ghazali, Z. (2016, September). *Teleological reasoning in thinking about biology: Order of life form drives ascription of purposive adaptation.* In G. Panagiotaki. *Biological thinking in children and young adults: teleology, evolution and death.* Symposium presented at the BPS Developmental Section: Belfast.

To, C., & Tenenbaum, H. R. (2016, September). *Can refutation text improve college student's understanding about biological evolution?* In G. Panagiotaki. *Biological thinking in children and young adults: teleology, evolution and death.* Symposium presented at the BPS Developmental Section: Belfast.

Tenenbaum, H. R., Steel, C., Williams, A., & Duthie, R. (2015, March). *Children's reasoning about social groups.* Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Tenenbaum, H. R., McDowall, A., Charalampous, M., Nienhaus, N., & O'Gorman, K. (2014, October). *"Mum would just know best": Parents' and children's judgements about family decisions.* Poster presented at the Gender Development Research Conference, San Francisco, CA.

Aznar, A. & Tenenbaum, H. R. (2014, September). *Children's understanding that emotion influences behavior.* Poster presented at the BPS Developmental Section: Amsterdam, NL.

Tenenbaum, H. R., To, C., Wormald, D., & Pegram, E. (2013, September). *A trip to the Natural History Museum*. In H. R. Tenenbaum & J. M. Hohenstein. *Children's Reasoning about Biology and Physics*. Symposium presented at the BPS Developmental Section: University of Reading.

Hohenstein, J. M., & Tenenbaum, H. R. (2013, September). *It sinks because it's heavy*. In H. R. Tenenbaum & J. M. Hohenstein. *Children's Reasoning about Biology and Physics*. Symposium presented at the BPS Developmental Section: University of Reading.

Van Herwegen, J., Tenenbaum, H. R., & Aznar, A. (2012, September). *The use of emotions in narratives in Williams Syndrome*. Poster presented at the BPS Developmental Section: Strathclyde University, Glasgow.

DeAmicis, L., Alfieri, S., Marta, E., & Tenenbaum, H. R. (2011). *Majority group adolescents' and preadolescents' moral reasoning, emotions, and intentional behavior toward ingroup and outgroup peers depending on their religious rights or personal needs*. Poster presented at the 2nd annual C-SPI Conference, Limerick, Ireland.

Tenenbaum, H. R., & Ruck, M. D. (2011, April). British adolescents' and young adults' understanding and reasoning about the religious and non-religious rights of asylum-seeker youth. In A. Rutland and H. R. Tenenbaum (Chairs). *Is it OK to socially exclude or include? The development of reasoning about and understanding of social exclusion and inclusion*. Symposium presented at the 66th Biennial Meeting of the Society for Research in Child Development: Montreal, Canada.

Tenenbaum, H. R., Aznar, A., & Lindell, A. K. (2011, April). *Production precedes perception: Lateralisation and children's inference of emotional expression*. Poster presented at the 66th Biennial Meeting of the Society for Research in Child Development: Montreal, Canada.

Tenenbaum, H. R. & Møller, S. J., (2010, September). Danish majority children's reasoning about exclusion based on gender and ethnicity. In H. R. Tenenbaum and P. J. Leman (Chairs). *Understanding Children's Ingroup Biases*. Symposium presented at the BPS Developmental Section: Goldsmiths College, London.

Ruck, M. D., Tenenbaum, H. R., & Willenberg, I. (2010, September). *South African Children's and Mothers' Judgements and Reasoning about Children's Rights*. Talk presented at the BPS Developmental Section: Goldsmiths College, London.

Aldrich, N. J., Brooks, P. J., Sines, J., & Tenenbaum, H. R. (2009, October). *Children's attribution of perspectives and emotions to story characters and its relation to narrative ability*. Poster presented at the Cognitive Development Society: San Antonio, TX.

Tolmie, A., & Tenenbaum, H. R. (2009, September). *Generalization in children's explanations of physical state changes*. Talk presented at the BPS Developmental Section Conference: Nottingham, UK.

Tolmie, A., & Tenenbaum, H. R. (2009, August). *Generalization in children's science explanations*. Talk presented at the European Association for Research on Learning and Instruction Conference: Amsterdam, the Netherlands.

Aldrich, N. J., Alfieri, L., Brooks, P. J., & Tenenbaum, H. R. (2009, April). *Defining successful discovery learning: What works, what doesn't*. Poster presented at the 65th Biennial Meeting of the Society for Research in Child Development: Denver, CO.

Tenenbaum, H. R., Ruck, M. D., & Willenberg, I. (2009, April). *Parents' and Children's Thinking about Children's Rights in Cape Town, South Africa*. Poster presented at the 65th Biennial Meeting of the Society for Research in Child Development: Denver, CO.

Tenenbaum, H. R., & Hohenstein, J. M. (2009, April). *"God created us from cells": Parent-child talk about the origin of species*. Poster presented at the 65th Biennial Meeting of the Society for Research in Child Development: Denver, CO.

Tenenbaum, H. R., Hill, D. B., Joseph, N., & Roche, E. (2009, April). "It's a boy because he's painting a picture": Children's early gender knowledge. In C. Leaper and H. R. Tenenbaum (Chairs). *The Development of Gender Knowledge and Biases*. Symposium presented at the 65th Biennial Meeting of the Society for Research in Child Development: Denver, CO.

Aldrich, N. J., Tenenbaum, H. R., Brooks, P. J., Harrison, K., & Sines, J. (2008, August). *'He was angry. And I don't know why.' Children's Early Understanding of Complex Emotion and its Manifestation within Storybook Narration*. Poster presented at the XI International Congress for the Study of Child Language (IASCL): University of Edinburgh.

Jipson, J. L., Tenenbaum, H. R., & Callanan, M. A. (2008, March). *Parents' Expertise and Everyday Parent-Child Conversations about Science*. Roundtable Paper presented at the Annual Meeting of the American Educational Research Association: New York, New York.

Ooms, A., Linsey, T., Webb, M., Denholm-Price, J., & Tenenbaum, H. R. (2008, January). *R3 : Rapid Reaction and Response. The in-class use of mobile technologies to support diagnostic and formative assessment*. Paper presented at the Annual Course Director/Field Leader Conference Kingston University, London.

Hickman, D., Tenenbaum, H. R., & Munroe, K. (2007, April). *Solving Interpersonal Dilemmas: Gender Differences in Conversational Patterns of Parent-Child Dyads*. Poster presented at the 64th Biennial Meeting of the Society for Research in Child Development: Boston, MA.

Aldrich, N. J., Alfieri, L., Brooks, P. J., & Tenenbaum, H. R. (2007, April). *Does Discovery-Based Instruction Enhance Learning? A Meta-Analysis*. Poster presented at the 64th Biennial Meeting of the Society for Research in Child Development: Boston, MA.

Callanan, M. A., Tenenbaum, H. R., Perez-Granados, D. R., & Barajas, N. H. (2007, April). Explanatory Conversations as a Context for Children's Developing Causal Thinking. In D. A. Sobel (Chair). *Integrating Computational and Explanation-Based Approaches to Causal Learning in Young Children*. Symposium presented at the 64th Biennial Meeting of the Society for Research in Child Development: Boston, MA.

Sines, J., Tenenbaum, H. R., & Ruck, M. D. (2006, September). *Children's Conceptions of the Rights of Asylum-Seekers and Refugees*. Poster presented at the British Psychological Society Developmental Section: Royal Holloway, University of London, UK.

Tenenbaum, H. R. (2006, April). "You'd Be Good at That.": Parent-Child Talk about Future Course Selections. Poster presented at the 2nd annual Gender Development Conference: San Francisco, CA.

Frisina, P. G., Borod, J. C., Foldi, N., Tenenbaum, H. R., & Crider, C. (2006, March). *A Meta-Analysis of Randomized Controlled Trials Assessing the Effects of Antidepressants on Motor Functioning in Parkinson's Disease*. Poster presented at the American Psychological Society Meeting: New York, NY.

Frisina, P. G., Borod, J. C., Tenenbaum, H. R., Foldi, N., & Crider, C. (2006, February). *The Efficacy and Side-Effect Profile of Antidepressants in Parkinson's Disease Patients: A Meta-Analysis*. Poster presented at the International Neuropsychological Society: Boston, MA.

Aldrich, N., & Tenenbaum, H. R. (2005, April). *Anger, Anxiety, and Confusion: Gender Differences in Adolescent and Parent Emotion Talk*. Poster presented at the 62nd Biennial Meeting of the Society for Research in Child Development: Atlanta, GA.

Tenenbaum, H. R., Aldrich, N., & Hickman, D. (2004, April). *Parent-child talk about children's future course selections*. Poster presented at the 1st annual Gender Development Conference: San Francisco, CA.

Tenenbaum, H. R., Rappolt-Schlichtmann, G., & Zanger, V. V. (2003, June). Children's Science Learning in a Museum Context. In E. Amsel (Chair). *Learning in Children's Museums: Designs, Processes, and Outcomes*. Symposium presented at the Jean Piaget Society: Chicago, IL.

Tenenbaum, H. R., Roach, K., & Kurland, B. (2003, April). Mother's differential talk to girls and boys during a science task: Implications for future learning. In A. P. Smiler (Chair). *Gender matters: Parental talk, identity development, sexuality, and conflicting role demands*. Symposium presented at the 61st Biennial Meeting of the Society for Research in Child Development: Tampa, FL.

Rappolt-Schlichtmann, G., & Tenenbaum, H. R. (2003, April). *Young children's understanding of density from a dynamic systems perspective using skill theory*. Poster presented at the 61st Biennial Meeting of the Society for Research in Child Development: Tampa, FL.

Tenenbaum, H. R., & Thompson, R. B. (2002, April). *Parent-child talk about computer games*. Poster presented at the Society for Research in Adolescence: New Orleans, LA.

Jipson, J. L., Tenenbaum, H. R., Soennichsen, M. S., & Crowley, K. (2001, October). *Gender differences in parent-child conversations about biology and electricity in a children's museum*. Poster presented at the Cognitive Development Society: Virginia Beach, VA.

Tenenbaum, H. R. (2001, April). *Parent-child conversations about science: Socialization of gender inequities*. Poster presented at the 60th Biennial Meeting of the Society for Research in Child Development: Minneapolis, MN.

Tenenbaum, H. R., & Leaper, C. (2001, April). *Do Parents' Gender Schemas Affect Their Children?: A Meta Analysis*. Poster presented at the 60th Biennial Meeting of the Society for Research in Child Development, Minneapolis: MN.

Gliner, M. D., Tenenbaum, H. R., & Crosby, F. J. (2000, February). Publish or perish: Questioning the traditional graduate student-adviser relationship. In F. J. Crosby (Chair). *Beating the Odds: Mentoring Relationships*. Poster symposium presented at the Society for Personality and Social Psychology: Nashville, TN.

Gliner, M. D., Tenenbaum, H. R., & Crosby, F. J. (1999, June). *Publish or perish: Questioning the traditional graduate student-adviser relationship*. Poster presented at the American Psychology Society: Denver, CO.

Tenenbaum, H. R., Alba-Speyer, C., & Goldberg, J. (1999, April). Education and goals as moderators: Parent-child conversations in a children's museum. In D. Perez-Granados (Chair). *Mexican-descent families within activity settings: Contexts for children's language and cognitive development*. Symposium presented at the 59th Biennial Meeting of the Society for Research in Child Development: Albuquerque, NM.

Leaper, C., Tenenbaum, H. R., & Shaffer, T. G. (1999, April). *Communication exchanges between African-American girls and boys from low-income, urban backgrounds*. Poster presented at the 59th Biennial Meeting of the Society for Research in Child Development: Albuquerque, NM.

Leaper, C., & Tenenbaum, H. R. (1998, August). *Gender and communication in low-income, African-American children*. Poster presented at the American Psychological Association: San Francisco, CA.

Tenenbaum, H. R., & Leaper, C. (1998, March). Mothers' and fathers' responses to their Mexican-descent child: A sequential analysis. In J. Farver (Chair), *Children's language and conceptual development in Mexican-descent families: Conversations with mothers, fathers, and siblings*. Symposium presented at the Southwest Society for Research in Human Development: Galveston, TX.

Tenenbaum, H. R., & Anderson, K. J. (1997, March). *Play between Mexican-American parents and their children: Changes in types of questions*. Poster presented at the Society for Research in Child Development: Washington, DC.

Tenenbaum, H. R., & Leaper, C. (1996, June). *Mexican-American parents' cognitive demand of their preschool children: Influence of parent gender, child gender, and attitudes toward gender*. Poster presented at the American Psychological Society: San Francisco, CA.