

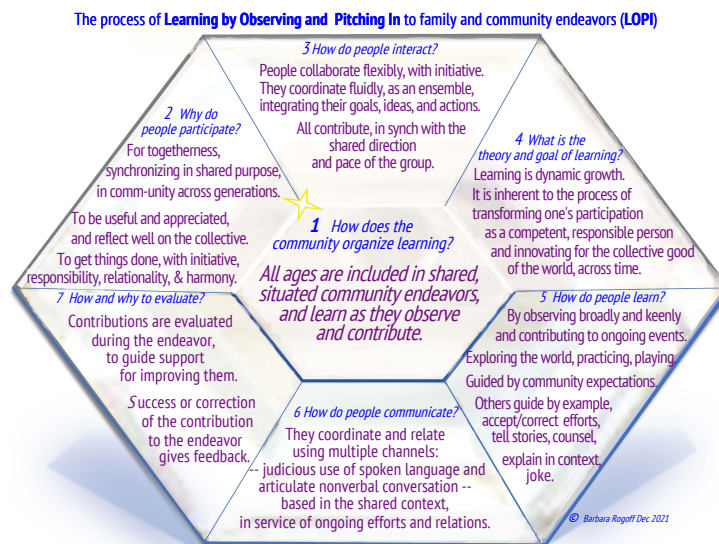


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Barbara Rogoff has spent years trying to understand a puzzle that she found as a grad student when she was studying children's learning in a Maya community. When she asked parents how they teach their children the complex technologies and concepts involved in weaving and agriculture, they said, "We don't teach them. They learn." This was a puzzling because the children clearly weren't discovering this complex knowledge on their own. Since then, Barbara has tried to understand how children learn without being taught. Some of her inspiration comes from the work of Vygotsky, Leont'ev, Ilyenkov, Cole, Scribner, Lave, and McDermott.

Together with other scholars (many of them Indigenous) who are also interested in how children learn without being taught, Barbara has described *Learning by Observing and Pitching In* to family and community endeavors (LOPI). LOPI involves including learners as contributors, building collaboratively on their interest, treating learning as a process of growth, by means of observing and pitching in to shared ongoing activity; and evaluating the guidance as well as learners' contributions. See <https://learningbyobservingandpitchingin.sites.ucsc.edu>



Barbara is UCSC Foundation Distinguished Professor of Psychology at UC Santa Cruz. She has received awards for Distinguished Lifetime Contributions (Society for Research in Child Development), Distinguished Contributions to Developmental Science (Jean Piaget Society), and Outstanding Research (UCSC). She is an elected member of the American Academy of Arts and Sciences and the National Academy of Education, and a Fellow of the AAA, APS, APA, and AERA. She has held the University of California Presidential Chair and Fellowships of the Center for Advanced Study in the Behavioral Sciences, Kellogg Foundation, and the Exploratorium, and served as Editor of *Human Development*.

Barbara is author of award-winning books published by Oxford, including *Learning Together: Children and Adults in a School Community*; *The Cultural Nature of Human Development*; and *Developing Destinies: A Mayan Midwife and Town*. Plus she illustrated a picture book, *The Hen that Crowed*, in watercolor. (Author: Sheila Cole)

Together with colleagues, she has published **3 special issues on LOPI**. The first one is in Spanish and English.

Mejía-Arauz, R., Rogoff, B., & Dexter, A.L. (Eds.) (2022). Learning as a community process of observing and pitching in. [Aprender como un proceso comunitario de observar y acomodarse.] Special issue of *Journal for the Study of Education and Development / Infancia y Aprendizaje* (Vol. 45:3)
<https://www.tandfonline.com/toc/riya20/45/3>

Correa-Chávez, M., Mejía-Arauz, R., & Rogoff, B. (2015). (Editors.) *Children learn by observing and contributing to family and community endeavors: A cultural paradigm*. In *Advances in Child Development and Behavior*, Vol. 49.

Rogoff, B., Alcalá, L., Coppens, A.D., López, A., Ruvalcaba, O., & Silva, K.G. (2014) (Guest Eds.), Learning by Observing and Pitching In to family and community endeavors. Special Issue, *Human Development*, 57.

Other relevant recent publications

Rogoff, B., & Coppens, A.D. (in press). The cultural nature of helping without being asked, from the toddler years into middle childhood. In M. Gelfand, C. Y. Chiu, & Y-y. Hong (Eds.), *Handbook of Advances in Culture and Psychology*. (Vol. 9). NY: Oxford.

Aceves-Azuara, I., Rogoff, B., & Navichoc Cotuc, M. (In press). Mothers' reflections on generational changes in childhood in a Mayan town: Globalization challenges to *convivencia*/togetherness. In K. Wells, T. Abebe, A. Dar, & L. Arias Lopez (Eds.), *Handbook on Childhood and Global Development*. Routledge.

Rogoff, B. (in press). Mutually constituting, fractal: Individual and cultural aspects of holistic process. *Review of Research in Education*.

Rogoff, B. (in press). Transforming by participating. In F. Kessel (Ed.), *Pillars of developmental psychology: Recollections and reflections*. Cambridge.

López-Fraire, A., Rogoff, B., & Alcalá, L. (2024). Helping without being asked as a cultural practice. *Journal of Applied Developmental Psychology*, 91, <https://doi.org/10.1016/j.appdev.2023.101631>

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Rogoff, B., & Mejía-Arauz, R. (2022). The key role of community in Learning by Observing and Pitching In to family and community endeavors. *Journal for the Study of Education and Development*, 45(3), 494-548.
DOI:10.1080/02103702.2022.2086770

Ruvalcaba, O., & Rogoff, B. (2022). Children's fluid collaboration versus managing individual agendas: Cultural differences in pair programming. *Journal of Applied Developmental Psychology*, 81, 1-12.
<https://doi.org/10.1016/j.appdev.2022.101438>

Coppens, A.D., & Rogoff, B. (2021). Cultural variation in the early development of initiative in children's prosocial helping. *Social Development*, 1-22. <https://doi.org/10.1111/sode.12566>

Silva, K.G., & Rogoff, B. (2020). Instructional ribbing as a cultural practice for guiding children. *Human Development*, 64, 172-190.

Rosado-May, F.J., Urrieta, L. Jr., Dayton, A., & Rogoff, B. (2020). Innovation as a key feature of Indigenous ways of learning: Individuals and communities generating knowledge. In N.S. Nasir, C.D. Lee, R. Pea, & M. McKinney de Royston (Eds.), *Handbook of the cultural foundations of learning*. (Pp. 79-96). NY: Routledge.

Henne-Ochoa, R., Elliott-Groves, E., Meek, B.A., & Rogoff, B. (2020). Pathways forward for Indigenous language reclamation: Engaging Indigenous epistemology and Learning by Observing and Pitching In to family and community endeavors. *The Modern Language Journal*, 104, 481-493.

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Ruvalcaba, O., Rogoff, B., López, A., Correa-Chávez, M., & Gutiérrez, K. (2015). Children's avoidance of interrupting others' activities in requesting help: Cultural aspects of considerateness. In M. Correa-Chávez, R. Mejía-Arauz, & B. Rogoff (Eds.), *Children learn by observing and contributing to family and community endeavors: A cultural paradigm*. In *Advances in Child Development and Behavior*, Vol. 49, pp. 185-205.

Silva, K.G., Shimpi, P.M., & Rogoff, B. (2015). Young children's attention to what's going on: Cultural differences. In M. Correa-Chávez, R. Mejía-Arauz, & B. Rogoff (Eds.), *Children learn by observing and contributing to family and community endeavors: A cultural paradigm*. In *Advances in Child Development and Behavior*, Vol. 49, pp. 207-227.