

Wen-Chia Claire Chang, Ph.D.

Assistant Professor

Policy, Curriculum and Leadership Department

Nanyang Technological University/National Institute of Education

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EDUCATION

- 2017 **Ph.D., Educational Research, Measurement, and Evaluation**
Lynch School of Education and Human Development
Boston College, Chestnut Hill, MA
Dissertation: *Measuring the complexity of teachers' enactment of practice for equity: A Rasch model and facet theory-based approach*
- 2006 **M.A., Communication Studies**
College of Communication, Information, and Media
Ball State University, Muncie, IN
- 2004 **B.A., Philosophy**
Fu-Jen Catholic University, College of Liberal Arts, Taipei, Taiwan

PROFESSIONAL EXPERIENCE

- 2022 – present **Assistant Professor**
Policy, Curriculum and Leadership Department
Nanyang Technological University/National Institute of Education, Singapore
- 2020 – 2022 **Research Fellow**
International Coalition for Multilingual Education and Equity
University of Nebraska, Lincoln
- 2018 - 2020 **Post-Doctoral Fellow**
Policy, Curriculum, and Leadership Academic Group
Nanyang Technological University/National Institute of Education, Singapore
- 2017 – 2018 **Adjunct Faculty**
Department of Measurement, Evaluation, Statistics, and Assessment
Lynch School of Education and Human Development, Boston College
- 2017 – 2018 **Research Associate – Program Evaluation**
The City Connects Program
Lynch School of Education and Human Development, Boston College
- 2015 – 2017 **Graduate Research Assistant – Program Evaluation**
The City Connects Program
Lynch School of Education and Human Development, Boston College

- 2012 – 2015 **Graduate Research and Teaching Assistant**
Department of Measurement, Statistics, Evaluation, & Assessment,
Lynch School of Education and Human Development, Boston College
*Courses assisted: Introductory Statistics, Intermediate Statistics, Program
Evaluation
- 2011 – 2012 **Graduate Research Assistant – Program Evaluation**
Institute for Community Inclusion,
University of Massachusetts, Boston
- 2006 – 2010 **Program Officer – Program Management and Evaluation**
Education Development Center, Inc.

PUBLICATIONS (Peer Reviewed)

Articles in Academic Journals

Chang, W.-C. (2024). Education practitioners' epistemological beliefs and their understanding of evaluation: A preliminary study in Singapore. *Asia-Pacific Journal of Education*, 44(3), 641-658.

Chang, W.-C., & Cochran-Smith, M. (2023). Learning to teach for equity, social justice, and diversity: Do the measures measure up? *Journal of Teacher Education*.
<https://doi.org/10.1177/00224871221075284>

Chang, W.-C. (2023). Developing a Rasch-Guttman Scenario scale to capture the complexity of equity-centered teaching practice: A reflective essay. *Rasch Measurement Transaction*, 36(1), 1861-1876.

Chang, W.-C. (2023). Validation of the Teaching Equity Enactment Scenario Scale in Singapore: A mixed-methods convergent study. *Quality and Quantity*.
<https://doi.org/10.1007/s11135-022-01578-4>

Chang, W.-C., & Viesca, K. M. (2022). Preparing teachers for culturally responsive teaching: A critical review of research. *Teachers College Record*, 124(2), 1-28.

Chang, W.-C. (2021). Measuring the complexity of equity-centered teaching practice: Enhancement and validation of a Rasch/Guttman scenario scale. *Journal of Applied Measurement*, 22(1/2), 35-59.

Ludlow, L. H., Baez-Cruz, M., **Chang, W.-C.**, & Reynolds, K. (2020). Rasch/Guttman Scenario (RGS) scales: A methodological framework. *Journal of Applied Measurement*, 21(4), 361-378.

Chang, W.-C., Ludlow, L. H., Grudnoff, L., Ell, F., Haigh, M., Hill, M., & Cochran-Smith, M. (2019). Measuring the complexity of teaching practice for equity: Development of a scenario-format scale. *Teaching and Teacher Education*, 82, 69-85.

Cochran-Smith, M., Keefe, E. S., Carney, M. C., Burton, S., **Chang, W.-C.**, Fernández, M. B., Miller, A. F., & Sánchez, J. G. (2018). Democratic accountability in teacher education: Now more than ever. *Teacher Education and Practice*, 31(2), 178-206.

Cochran-Smith, M., Baker, M., Burton, S., **Chang, W.-C.**, Carney, M., Fernandez, M. B., Keefe, E. S., Miller, A. F., & Sanchez, J. G. (2017). The accountability era in US teacher education: Looking back, looking forward. *European Journal of Teacher Education*, 1-17.

Hill, M. F., Ell, F., Grudnoff, L., Haigh, M., Cochran-Smith, M., **Chang, W.-C.**, & Ludlow, L. H. (2016). Assessment for equity: Learning how to use evidence to scaffold learning and improve teaching. *Assessment in Education: Principles, Policy & Practice*, 1-20.

Books

Cochran-Smith, M., Carney, M. C., Keefe, E. S., Burton, S., **Chang, W.-C.**, Fernández, M. B., Miller, A. F., Sánchez, J. G., & Baker, M. (2018). *Reclaiming accountability in teacher education*. Teachers College Press.

Book Chapters

Chang, W.-C., & Lim, L. (Accepted). Toward equity-centered teaching in a centralized, meritocratic system: A tale from Singapore. In S. A. Robert, & N. Bascia (Eds.), *International handbook on teachers' work*. Routledge.

Chang, W.-C. (Accepted). Centering Culture and Equity in Assessment: Perspectives and Practices from Teacher Education. In A. Rasooli (Ed.), *Handbook on equity and fairness in educational assessment*. Rowman & Littlefield.

Chang, W.-C. (2022). Teacher professionalization in Singapore: Equity-centered social justice teaching for a multicultural society. In W. O., Lee, P. Brown, A. L., Goodwin, & A., Green (Eds.), *International handbook of education development in Asia Pacific* (pp. ##-##). Springer, Singapore. https://doi.org/10.1007/978-981-16-2327-1_81-1

Ludlow, L. H., Reynolds, K., Baez-Cruz, M., & **Chang, W.-C.** (2021). Enhancing the interpretation of scores through Rasch-based scenario-style items. In U. Luhanga & G. Harbaugh (Eds.), *Basic elements of survey research in education* (pp. 673-718). Information Age Publishing.

Cochran-Smith, M., Baker, M., Burton, S., Carney, M. C., **Chang, W.-C.**, Fernandez, M. B., Keefe, E. S., Miller, A. F., Sanchez, J. G., & Stern, R. (2017). Teacher quality and teacher education policy: The U.S. case and its implications. In M. Akiba & G. LeTendre (Eds.), *The Routledge international handbook of teacher quality and policy*. Routledge.

Professional Articles

Loh, C. E., Sun, B., Koh, Y. Q., Pour, J. & **Chang, W. C.** (2024). Reading with MOLLY: Evaluating Reading Gain from a Mobile Library Intervention in a Low-Income Neighbourhood. Singapore: National Institute of Education, Nanyang Technological University.

Cochran-Smith, M., Keefe, E. S., **Chang, W.-C.**, & Carney, M. C. (2018). NEPC Review: “2018 Teacher Prep Review.” National Education Policy Center.

Cochran-Smith, M., Keefe, E. S., **Chang, W.-C.**, & Carney, M. C. (2018). Review of “2018 State Teacher Policy Best Practices Guide.” National Education Policy Center.

Cochran-Smith, M., Baker, M., **Chang, W.-C.**, Fernandez, M. B., & Keefe, E. S. (2017). Review of “Within Our Grasp: Achieving Higher Admissions Standards in Teacher Prep”. National Education Policy Center.

Cochran-Smith, M., Stern, R., Sánchez, J. G., Miller, A. F., Keefe, E. S., Fernandez, M. B., **Chang, W.-C.**, Carney, M. C., Burton, S., & Baker, M. (2016). Holding teacher preparation accountable: A review of claims and evidence. National Education Policy Center.

Commentary

Keefe, E. S., & **Chang, W.-C.** (2020). The magic wand of NCTQ: A single headline. Teachers College Record.

In Progress

Chang, W.-C. (Under review). Toward equity-centered diversity-affirming teaching practice in Singapore: The role of critical reflection. *Teaching and Teacher Education*.

Chang, W.-C., & Lim, L. (In preparation). What kind of citizen? Teaching and learning to become socially responsible citizens in Singapore. *Critical Studies in Education*.

Yeter, I. H., Patriann, S., & **Chang, W.-C.** (In preparation). Transraciolinguistics and the Art of Computational Thinking: Extending Critical Literacy for Civic and Racial Justice.

Choi, J. Y., **Chang, W.-C.**, Mardiana, A. B. (In preparation). Multicultural Teaching Competency of Singaporean and South Korean primary school teachers. *The Asia Pacific Education Review*.

HONORS AND AWARDS

2024	WERA Best Poster Award World Educational Research Association for Chang, W.-C. (2024). Education practitioners’ epistemological beliefs and their understanding of evaluation: A preliminary study in Singapore. <i>Asia-Pacific Journal of Education</i> , 44(3), 641-658.
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- 2021 **Georg William Rasch Early Career Award**
American Educational Research Association/the Rasch Special Interest Group
for Chang, W. C. C., Ludlow, L. H., Grudnoff, L., Ell, F., Haigh, M., Hill, M.,
& Cochran-Smith, M. (2019). Measuring the complexity of teaching practice
for equity: Development of a scenario-format scale. *Teaching and Teacher
Education*, 82, 69-85.
- 2020 **AACTE Outstanding Book Award**
American Association of Colleges for Teacher Education
for *Reclaiming Accountability in Teacher Education**
(*Authors: Cochran-Smith, M., Carney, M. C., Keefe, E. S., Burton, S., Chang,
W.-C., Fernández, M. B., Miller, A. F., Sánchez, J. G., & Baker, M.)
- 2019 **Society of Professors of Education Outstanding Book Award**
Society of Professors of Education
for *Reclaiming Accountability in Teacher Education**
- 2019 **Exemplary Research in Teaching and Teacher Education Award**
American Educational Research Association/Division K
for *Reclaiming Accountability in Teacher Education**
- 2018 **Critic's Choice Book Award**
American Educational Studies Association
for *Reclaiming Accountability in Teacher Education**
- 2017 **George Madaus Graduate Student Research Award**
Measurement, Evaluation, Statistics, and Assessment Department
Lynch School of Education and Human Development, Boston College
- 2016 **Donald J. White Teaching Excellence Award**
Graduate School of the Morrissey College of Arts and Sciences
Boston College

GRANTS AND FELLOWSHIPS

- 2023 – 2025 **NIE Start-Up Grant (NIE-SUG)**
Nanyang Technological University/National Institute of Education, Singapore
Amount: S\$ 49,000 (Principal Investigator)
- 2023 – 2024 **NUS Singapore Mobility Foundation Grant**
National University of Singapore, Singapore
Amount: S\$49,500 (co-Principal Investigator)
- 2019 - 2020 **Education Research Funding Programme (ERPF) Planning Grant**
Nanyang Technological University/National Institute of Education, Singapore
Amount: S\$ 8,625.97 (Principal Investigator)

- 2018 **Visiting Research Fellowship**
School of Education, University of South Australia
- 2016 **Summer Dissertation Development Grant**
Lynch School of Education and Human Development, Boston College
Amount: USD\$2,000
- 2014 – 2017 **Boston College Conference Presentation Travel Grants**
Lynch School of Education and Human Development, Boston College
Amount: USD\$2,500+

CONFERENCE PRESENTATIONS

Peer-Reviewed Presentations

Chang, W.-C. (2025, April). Toward equity-centered, social justice teaching in a centralized, meritocratic system: A tale from Singapore. Poster presentation and E-lighting talk at the American Educational Research Association annual meeting, Denver, CO..

Chang, W.-C. & Lim, L. (2024, September). Toward equity-centered, social justice teaching in a centralized, meritocratic system: A tale from Singapore. Paper presentation at the British Educational Research Association annual conference and World Education Research Association focal meeting, Manchester, UK.

Chang, W.-C. (2024, September). Educators’ epistemological beliefs and their understanding of evaluation: A preliminary study in Singapore. Poster presentation at the British Educational Research Association annual conference and World Education Research Association focal meeting, Manchester, UK.

Chang, W.-C. (2023, April). Toward Equity-Centered Teaching in a Centralized Standard-Driven System: A Singapore Case. Paper presentation at the American Educational Research Association annual meeting, Chicago, IL.

Chang, W.-C. (2022, April). Learning to teach for equity, social justice, and/or diversity: Do the measures measure up? Paper presentation at presidential session at the American Educational Research Association annual meeting, San Diego, CA.

Chang, W.-C. & Viesca, K. M. (2021, April). Disrupting evasion pedagogies in research: Preparing teachers for culturally responsive teaching. In K. M. Viesca (Chair), Identifying and disrupting evasion pedagogies. Symposium conducted at the American Educational Research Association virtual meeting.

Ludlow, L. H., Reynolds, K., Baez-Cruz, M., & **Chang, W.-C.** (2021, April). Rasch/Guttman-based Scenario (RGS) Scales: Development and benefits. Paper presentation at the American Educational Research Association virtual meeting.

Chang, W.-C., & Cochran-Smith, M. (2020, April). Preparing teachers for multicultural, equity and social-justice teaching: A systematic review of assessment tools. Paper presentation at the American Educational Research Association annual meeting, San Francisco, CA.

Ludlow, L. H., Reynolds, K., Baez-Cruz, M., & **Chang, W.-C.** (2020, April). Developing Rasch/Guttman-based scenario (RGS) scales to enhance scale score interpretation: A methodological framework. Paper presentation at the American Educational Research Association annual meeting, San Francisco, CA.

Chang, W.-C., Ludlow, L. H., Grudnoff, L., Ell, F. Hill, M., & Cochran-Smith, M. (2020, April). Capturing the complexity of enacting equity-centered teaching practice: A Rasch-based scenario-style scale. Symposium conducted at the American Educational Research Association annual meeting, San Francisco, CA.

Chang, W.-C. (2019, April). Measuring equity-centered teaching practice. Paper presentation at the New England Educational Research Organization, Portsmouth, NH.

Chang, W.-C., & Ludlow, L. H. (2019, April). Measuring the complexity of teaching practice for equity: Results and utility of the scenario-format scale. In M. Cochran-Smith (Chair), *Seeing patterns in the Kaleidoscope: Understanding learning to teach for equity*. Symposium conducted at the American Educational Research Association annual meeting, Toronto, Canada.

Chang, W.-C. (2018, April). Measuring teachers' enactment of practice for equity: A Rasch model and facet theory-based approach. Paper presentation at the International Objective Measurement annual meeting, New York City, NY.

Chang, W.-C., Carney, M. C., & Baker, M. (2017, April). Reviewing and rating teacher preparation: Examining the National Council on Teacher Quality's reform initiative. Roundtable presentation at the American Educational Research Association annual meeting, San Antonio, TX.

Burton, S., & **Chang, W.-C.** (2017, April). The Problem with accountability: Looking across the cases. In M. Cochran-Smith (Chair), *Getting accountability right in teacher education*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Chang, W.-C., & Ludlow, L. H. (2016, April). Teaching for equity enactment scenarios: An application of Rasch measurement principles. In M. Cochran-Smith (Chair), *Putting equity front and center in teacher education: Innovative program design and research*. Symposium conducted at the American Educational Research Association annual meeting, Washington, DC.

Baker, M., Carney, M. C., & **Chang, W.-C.** (2016, April). National Council on Teacher Quality's initiative to fix teacher education: Rank, report, repeat. In M. Cochran-Smith (Chair), *Fixing teacher preparation: Analysis and critique of major reform initiatives*. Symposium conducted at the American Educational Research Association annual meeting, Washington, DC.

Cochran-Smith, M., Baker, M., Burton, S., Carney, M. C., **Chang, W.-C.**, Fernández, M. B., Keefe, E. S., Miller, A. F., Sánchez, J. G., & Stern, R. (2016, April). Teacher educational accountability initiatives: Where's the evidence? Paper presentation at presidential session at the American Educational Research Association annual meeting, Washington, DC.

Baker, M., & **Chang, W.-C.** (2015, April). National Council on Teacher Quality (NCTQ): Ranking teacher education program providers using inputs. In M. Cochran-Smith (Chair), Education reform and teacher education: Critiquing four initiatives. Symposium conducted at the New England Educational Research Organization annual meeting, Portsmouth, NH.

Chang, W.-C. (2015, April). Preparing teachers for culturally responsive teaching: A critical review of research. Paper presentation at the American Educational Research Association annual meeting, Chicago, IL.

Chang, W.-C. (2014, May). Measuring dispositions toward social justice-oriented evaluation: Scale development and the initial results. Paper presentation at the New England Educational Research Organization annual meeting, Dover, VT.

Non-Peer Reviewed/Invited Presentations

Chang, W.-C. (2025, May). Culturally responsive pedagogy: From theory to practice (and back). Webinar delivered to the Teaching and Educational Development Centre for Future Learning, Taylor's University, Malaysia.

Chang, W.-C. (2022, April). Measuring the complexity of teaching practice for equity: Development of a scenario-format scale. Presentation scheduled for the American Educational Research Association Rasch SIG business meeting, San Diego, CA.

Chang, W.-C. (2021, October). Attending to measurement validity and validation through a cultural lens. Presentation delivered to the Nanyang Technological University/National Institute of Education, Singapore

Chang, W.-C. (2018, August). Capturing the complexity of teachers' enactment of practice for equity in the era of accountability. Presentation delivered to the School Research Day, Dr. Sue Nichols, School of Education, University of South Australia, Adelaide, Australia.

Chang, W.-C. & Burton, S. (2018, February). Reclaiming accountability in teacher education. Presentation delivered to the Philippine delegates, Dr. Dennis Shirley, Lynch School of Education, Boston College, Boston, MA.

Cochran-Smith, M., Baker, M., Burton, S., Carney, M. C., **Chang, W.-C.**, Fernández, M. B., Keefe, E. S., Miller, A. F., Sánchez, J. G., & Stern, R. (2015, October). Fixing teacher education: Current and future directions. Keynote address at the annual meeting of the Massachusetts Association of Colleges for Teacher Education, Worcester, MA.

Chang, W.-C. (2008, July). Achieving Sustainable Development through Public and Private Partnership (PPP). Presentation delivered at the Corporate Social Responsibility Conference, Ministry of Economic Affairs, Taipei, Taiwan

Chen, A., & **Chang, W.-C.** (2007, June). Relationship Building, Challenges, and Coping Strategies. Presentation delivered at the East Asia NGO forum, Taipei, Taiwan

SEMINARS AND WORKSHOPS

Leong, W.-S., & **Chang, W.-C.** (2024, October). Enhancing the use of mixed-method design in educational research: Should qualitative data be a ‘second fiddle’? Seminar delivered to the educational specialists at the Ministry of Education, Singapore.

Chang, W.-C. (2023, February). Reclaiming accountability: A paradigm shift in the purpose, values, and mechanism of accountability/evaluation approaches. Seminar delivered to the staff and students at the National Institute of Education, Singapore.

Armando Luna Bazaldua, D. & **Chang, W.-C.** (2019, December). Malaysia strengthening STEM skills for the IR4.0 age. Workshop delivered to the staff of the Ministry of Education in Putrajaya, Malaysia. The World Bank Group, Malaysia.

Lin, R. C., & **Chang, W.-C.** (2019, March). Rasch measurement and FACETS software. Workshop delivered to the Curriculum, Teaching, and Learning Academic Group, Dr. Chen Der Thanq Victor, National Institute of Education, Nanyang Technological University, Singapore.

Chang, W.-C. (2017, November). Research internal validity. Presentation delivered to Research Methods for Policy Analysis course, Dr. Rocio Sanchez Ares, University of Massachusetts, Boston, Boston, MA.

Chang, W.-C. (2017, September). Measuring the complexity of teachers’ enactment of practice for equity: A Rasch model and facet theory-based approach. Presentation delivered to the Doctoral Dissertation Seminar course, Dr. Larry Ludlow. Boston College, Chestnut Hill, MA.

Thainiyom, P., & **Chang, W.-C.** (2008, August; 2009, June). Effective communication & team building. Two workshops delivered to the Department of Communication Arts – Advertising, Assumption University, Bangkok, Thailand

Chen, A., **Chang, W.-C.**, & Thainiyom, P. (2007, May – 2008, December). International development and program management. Four workshops delivered to 200 NGO professionals, Taipei, Taiwan

Chen, A., **Chang, W.-C.**, & Prasse-Freeman, E. (2007, August). Leadership and team building. Workshop delivered to the ING Life Insurance Company Limited, Taipei, Taiwan

COURSES TAUGHT

Course Name	Level	Institution
Basic Concepts in Statistics and Statistical Inference, ICT0511	Professional Development	Nanyang Technological University/National Institute of Education
Affirming Diversity and Culture in Teaching and Learning, MCT933	Graduate	Nanyang Technological University/National Institute of Education
Assessment Quality and Standards, MEM902	Graduate	Nanyang Technological University/National Institute of Education
Educational Inquiry, MED900	Graduate	Nanyang Technological University/National Institute of Education
Program and Curriculum Evaluation, MCT912	Graduate	Nanyang Technological University/National Institute of Education
Interpretation and Evaluation of Research, ED7460	Graduate (M.Ed. & Ph.D.)	Lynch School of Education and Human Development, Boston College
Research Methods and Analyses, APSY2216	Undergraduate	Lynch School of Education and Human Development, Boston College
Fundamentals of Public Speaking, COMM210	Undergraduate	Department of Communication Studies, Ball State University

SERVICE

Academic Community

- 2025 Associate editor, *Asia Pacific Journal of Education* (2025 – 2027)
Scientific subcommittee member, Educational Research Association of Singapore Conference
Invited reviewer, *Teaching and Teacher Education* (1)
Invited reviewer, *Journal of Professional Capital and Community* (2)
Invited reviewer, *Asia Pacific Journal of Education* (1)
Invited reviewer, *Educational Psychology* (1)
- 2024 Invited reviewer, *Learning: Research and Practice*
Invited reviewer, *Intercultural Education*
Invited reviewer, *Journal of Teacher Education* (2)
Invited reviewer, *Teaching and Teacher Education* (2)
Invited reviewer, *Journal of Professional Capital and Community* (5)
Invited reviewer, *Quality and Quantity: International Journal of Methodology* (1)

- 2023 Invited reviewer, *Educational Research for Policy and Practice*
 Invited reviewer, *Journal of Professional Capital and Community* (5)
 Invited reviewer, *Journal of Education for Teaching*
 Invited reviewer, *Teachers College Record*
 Conference proposal reviewer, American Educational Research Association,
 Rasch measurement-SIG
- 2022 Editorial Advisory Board member, *Journal of Professional Capital and Community*
 (2022 – present)
 Invited reviewer, *Quality and Quantity: International Journal of Methodology* (2)
 Conference proposal reviewer, American Educational Research Association,
 Divisions G, Rasch measurement-SIG, Accreditation, Assessment, and Program
 Evaluation in Education Preparation SIG
- 2021 Invited reviewer, *Measurement and Evaluation in Counseling and Development*
 Conference proposal reviewer, American Educational Research Association,
 Rasch measurement-SIG, Accreditation, Assessment, and Program Evaluation in
 Education Preparation SIG
- 2020 Conference proposal reviewer, American Educational Research Association,
 Divisions K and Rasch measurement-SIG
 Doctoral dissertation committee member, Institute of Education, National Research
 University Higher School of Economics (Moscow, Russia)
 Conference proposal reviewer, Redesigning Pedagogy International Conference
 2020, Teacher Quality, Teacher Learning and Development Strand
 Invited Master thesis examiner, Faculty of Education, University of South Australia
 (Adelaide, Australia)
- 2019 Book chapter reviewer, *Basic Elements of Survey Research in Education:
 Addressing the Problems Your Advisor Never Told You About*
 Invited reviewer, *Frontiers Psychology*
 Invited reviewer, *Multicultural Perspectives*
 Conference proposal reviewer, American Educational Research Association,
 Divisions K and D
 Conference proposal reviewer, New England Educational Research Organization
- 2018 Invited reviewer, *Measurement and Evaluation in Counseling and Development*
 Invited reviewer, *Pedagogies: An International Journal*
 Conference proposal reviewer, American Educational Research Association,
 Divisions K and D
- 2017 Conference proposal reviewer, New England Educational Research Organization
 Conference proposal reviewer, American Evaluation Association, Mixed-Methods
 Topical Interest Group

University/Department

2024 – present	Task force member for Post-Graduate Degree Programme review
2024 – present	Programme Leader, Ph.D. Program in Policy, Curriculum and Leadership, National Institute of Education
2019 - 2020	Committee member, M.A. Programme in Master of Arts in Leadership and Educational Change, National Institute of Education
2019	Committee member, M.Ed. Programme in Curriculum and Teaching, National Institute of Education
2015 – 2016	Doctoral student representative

Mentoring and Advising

Doctoral Committee Supervisor

2023	<i>Co-Supervisor</i> , Choi Jiyeun, EdD candidate, Nanyang Technological University
2023	<i>Co-Supervisor</i> , Yang Zi-Xuan, PhD student, Nanyang Technological University

Doctoral Committee Member

2024	Chia Tai-Yu, PhD student, Nanyang Technological University
2022	Liang Wei Jhen, PhD candidate, Nanyang Technological University

PROFESSIONAL AFFILIATIONS

2012 – Present	American Educational Research Association (AERA) <ul style="list-style-type: none"> • Division K, Teaching and Teacher Education • Rasch Measurement SIG
2012 – Present	American Evaluation Association (AEA)