

## **CURRICULUM VITAE**

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## **PROFESSIONAL EXPERIENCE**

- 2014—Present **Professor**, Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong.
- 2012—2014 **Associate Professor**, Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong.
- 2008—2012 **Associate Professor**, The Center for Research and Reform in Education, School of Education, Johns Hopkins University, Baltimore, USA.
- 2005—2008 **Associate Professor**, Department of Educational Policy and Administration, The Hong Kong Institute of Education.
- 2002—2005 **Research Scientist**, The Success for All Foundation and The Center for Data-Driven Reform in Education, Johns Hopkins University, USA.

## **PROFESSIONAL APPOINTMENTS**

- 2017—Present **Chair**, Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong.
- 2013—Present **Director**, The Center for University and School Partnership, The Chinese University of Hong Kong, Hong Kong.
- 2021—2023 **President**, Asia-Pacific Educational Research Association (APERA).
- 2017—2021 **President**, Hong Kong Educational Research Association (HKERA).
- 2012—Present **Professor (Courtesy)**, School of Education, Johns Hopkins University.
- 2017—Present **Distinguished Chair Professor**, Faculty of Educational Sciences, Nanjing Normal University, Nanjing, China.
- 2022—Present **Foreign Expert**, Education Economics Lab, East China Normal University.
- 2022—Present **Advisory Board Member**, The Evidence-based Research Center for Educational Assessment, Jiangsu University, China.
- 2018—Present **Co-Director**, Master of Arts Program in School Improvement and Leadership, Faculty of Education, The Chinese University of Hong Kong.
- 2010—Present **International Advisor**, Center for the Study of Learning and Performance (CSLP), Concordia University, Montreal, Canada.

- 2015—2017     **Associate Dean**, Faculty of Education, The Chinese University of Hong Kong.
- 2013—2018     **Honorary Visiting Fellow**, The Institute of Effective Education (IEE),  
University of York, York, UK.

### **AWARDS AND HONORS**

- 2024     Asia Pacific Federation on Giftedness (APFG 2024) Outstanding Research Award
- 2023     Best Paper Award, “A Quasi-Experimental Study of a Web-Based English Literacy Tool for Elementary Children in China.” The 6<sup>th</sup> Excellent Achievement Award for Empirical Educational Research. National Forum on Empirical Education Research (全国教育实证研究论坛)
- 2021     Investor and Financial Education Award, Investor and Financial Education Council, Hong Kong.
- 2020     Exemplary Teaching Award, Faculty of Education, The Chinese University of Hong Kong.
- 2018     Discovery International Award, Australian Research Council, Australia.
- 2016     Outstanding Alumni Achievement Award, Brigham Young University, USA.
- 2013     Research Excellence Award, The Chinese University of Hong Kong.
- 2008     Palmer O. Johnson Memorial Award for the best journal article in an American Educational Research Association (AERA) journal.

### **PUBLICATIONS (LAST FIVE YEARS)**

#### **Books/Edited Books**

1. Liu, J., **Cheung, A.**, & Hung, F. S. (2023). (Eds). *Faculty Mobility: China and The World*. Routledge.
2. Hung, F. S., **Cheung, A.**, & Liu, J. (2022). (Eds). *Education and the “One Belt One Road” initiatives: Development Analysis and Policy Implications*. Tianjin University Press.
3. Cheng, Y. C., **Cheung, A.**, & Ng, S. W. (2016) (Eds). *Internationalization of Higher Education: the case of Hong Kong*. Springer.

#### **Journal Articles** \*Co-authored with graduate students

1. \*Wang, F. F., & **Cheung, A.** (2024). Does chatting with chatbots improve language learning performance: A meta-analysis of chatbot-assisted language learning. *Review of Educational Research*. <https://doi.org/10.3102/00346543241255621>
2. **Cheung, A.** (2024). Education for a sustainable future: Transition from environmental education to sustainability education. *Science Insights Education Frontiers*, 21 (1), 3301-3303.

3. **\*Shi, J. P., & Cheung, A.** (2024). Effective components of social-emotional learning programs: A meta-analysis. *Journal of Youth and Adolescence*. 53, 755–771.  
<https://doi.org/10.1007/s10964-024-01942-7>
4. **Cheung, A.** (2024). Teacher STEAM education supported by professional learning communities: A meaningful practice of teacher professional development. *Science Insights Education Frontiers*, 20(1), 3117-3119.
5. Ng, C., Graham, S., Renshaw, P., **Cheung, A.**, & Mak, B. (2024). Australian grades 4 to 6 teachers' beliefs and practices about teaching writing to low SES students. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2023.102304>
6. Yin, H., **Cheung, A.**, Tam, W. W. Y., & Lau, E. (2024). Facilitating Hong Kong kindergarten teachers' perceptions of enactment of play-based learning for whole-child development: The potential of personal and organizational enablers. *Early Education and Development*. <https://doi.org/10.1080/10409289.2023.2298643>
7. **\*Huang, Q. H., & Cheung, A.** (2024). More is not always better: The curvilinear relationship between intercultural learning and adolescents' global competence. *Applied Research in Quality of Life*, 19, 835-857.
8. **\*Wang, F. F., & Cheung, A.** (2024). Robots' social behaviors for language learning: A systematic review and meta-analysis. *Review of Educational Research*.  
<https://doi.org/10.3102/00346543231216437>
9. **\*Guo, X., Cheung, A.**, Abrami, P.C., & Wade, A. (2023). Examining the impact of ABRACADABRA (ABRA), a game-based online literacy program, on primary school students in rural Hunan, China. *Education Technology and Research Development*.  
<https://doi.org/10.1007/s11423-023-10185-5>.
10. **\*Huang, Q. H., & Cheung, A.** (2023). The impact of study abroad on pre-service and in-service teachers' intercultural competence: a meta-analysis. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2023.104091>.
11. **\*Ni, A. H., & Cheung, A.** (2023). The impact of flipped classroom teaching on college English language learning: A meta-analysis. *International Journal of Educational Research*.
12. **\*Xuan, Q., Cheung, A.**, Yin, H., Yu, X., & Hung, R. (2023). The effectiveness of the Production-Oriented Approach to enhance adult Chinese EFL learners' language proficiency: A comparative study of three language teaching approaches. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00728-y>.
13. **\*Zhuang, T. T., Cheung, A.**, Lau, W. F. , & Su, Y. (2023). What affects teaching agency of University instructors: A social realistic perspective. *Asia Pacific Journal of Education*.  
<https://doi.org/10.1080/02188791.2023.2167807>.
14. **Cheung, A.**, Huang, K. L., Wang, H. F., & Xu, J. B. (2023). Effect of a student teaching internship program on the self-efficacy of pre-service teachers in rural China. *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-03-2021-0081>.
15. **Cheung, A.**, Shek, D., Hui, N. N., Leung, W., & Cheung, R. (2022). Professional development for teachers of gifted education in Hong Kong: Instrument validation and

training effectiveness. *International Journal of Environmental Research and Public Health*, 19, 9433. doi: 10.3390/ijerph19159433.

16. **Cheung, A.**, Chau, G., Lau, E., Leung, A., & Chui, H. (2022). Cultivating the psychological well-being of early-childhood education teachers: the importance of quality work life. *Applied Research in Quality of Life*. <https://doi.org/10.1007/s11482-021-09959-x>.
17. **Cheung, A.**, Keung, P. C. & Tam, W. (2022). Understanding Hong Kong pre-primary school teachers' curriculum beliefs: A modified version of the Curriculum Orientation Inventory. *Early Childhood Education Journal*. 50, 959-968. <https://doi.org/10.1007/s10643-021-01211-3>.
18. **Cheung, A.**, Keung, P. C., & Tam, W. (2022). Developing kindergarten teacher capacity for play-based learning: A mediation analysis. *Teachers and Teaching: Theory and Practice*. 28(5), 618-63 doi: 10.1080/13540602.2022.2062749.
19. **\*Xuan, Q. Y. & Cheung, A.**, Liu, J. H. (2022). How effective is TBLT in enhancing L2 learning? A technical comment on Bryfonski and McKay (2019). *Language Teaching Research*. doi.org/10.1007/s10643-021-01211-3. doi: 0.1177/13621688221131127.
20. **\*Ni, A. H., & Cheung, A.** (2022). Understanding secondary students' continuance intention to adopt AI-powered intelligent tutoring system for English learning. *Education Information and Technologies*. [doi.org/10.1007/s10639-022-11305-z](https://doi.org/10.1007/s10639-022-11305-z).
21. **\*Ni, A. H., Cheung, A., \*Shi, J. P.** (2022). Effect of educational technology on reading achievements for Chinese K-12 English language learners. *Frontiers in Psychology*. [doi.org/10.3389/fpsyg.2022.1025761](https://doi.org/10.3389/fpsyg.2022.1025761).
22. **\*Shi, J. P., & Cheung, A., & \*Ni, A. H.** (2022) The effectiveness of promoting alternative thinking strategies curriculum (PATHS): A meta-analysis. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.1030572>.
23. **\*Xuan, Q. Y., Cheung, A., & Dan, S.** (2022). The effectiveness of formative assessments for enhancing reading achievement in K-12 classrooms: A meta-analysis. *Frontiers in Psychology*, 13:990196. doi: 10.3389/fpsyg.2022.990196.
24. Shek, D., **Cheung, A.**, Hui, N. N., Leung, W., & Cheung, R. (2022). Development and evaluation of a pioneer school-based gifted education program (Project GIFT) for primary and secondary students in Hong Kong. *International Journal of Environmental Research and Public Health*.
25. Chau, G., **Cheung, A.**, & Lau, E. (2022). Teachers' perception on perceived school leadership and psychological well-being: The mediating roles of work-related meaning in life and optimism in Hong Kong kindergarten teachers. *Applied Research in Quality of Life*. <https://doi.org/10.1007/s11482-022-10138-9>.
26. **\*Shi, J., & \*Cheung, A.** (2022). The impacts of a social-emotional learning program on elementary school students in China: A quasi-experimental study. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-022-00707-9>.
27. **\*Shi, J. P., Cheung, A., Zhang, Q., & Tam, W. W.** (2022). Development and validation of a social-emotional skills scale: Evidence of its reliability and validity in China. *International Journal of Educational Research*.

28. Keung, P. C., **Cheung, A.**, Mak, B., & Tam, W. (2022). Examining role of professional development initiatives from the perspectives of Key Learning Area Coordinators and Subject Heads: A mediation analysis. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2021.101829>.
29. Keung, P. C., **Cheung, A.**, & Tam, W. (2022). Perceptions of Hong Kong secondary school teachers on effective pedagogical practices for curriculum reform: A multi-group analysis. *Asia Pacific Journal of Education*. DOI: 10.1080/02188791.2021.1988901
30. Wang, K., Chung, K. L., Xu, J., & **Cheung, A.** (2022). Can the locked-in be unlocked? University stratification in China under state-led quest for world-class universities. *Higher Education Policy*. <https://doi.org/10.1057/s41307-022-00290-0>.
31. **Cheung, A.** (2022). Developing pre-service science teachers' entrepreneurship mindsets. *Science Insights Education Frontiers*, 11(2), 1523-1525.
32. Yuen, Y. M., **Cheung, A.**, Leung, C. S., Tang, H. H., & Chan, C. H. (2022). The success and obstacles in pursuing higher education: The differentiation between Hong Kong mainstream and non-mainstream students. *Educational Journal*, 49(2), 137-160.
33. Ni, Y. J., Shi, L., **Cheung, A.**, Chen, G. W., Ng, O. L., & Cai, J. F. (2021). Implementation and efficacy of a teacher intervention in Dialogic Mathematics classroom discourse. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2021.101758>.
34. **Cheung, A.**, \*Xie, C., \*Zhuang, T. T., Nitezel, A., & Slavin, R. E. (2021). Success for All: A quantitative synthesis of U. S. evaluations. *Journal of Research on Educational Effectiveness*, 14(1), 90-115, DOI: [10.1080/19345747.2020.1868031](https://doi.org/10.1080/19345747.2020.1868031).
35. **Cheung, A.** (2021). How should education in rural areas be reformed. *Science Insights Education Frontiers*, 9(1), 1113-1117.
36. Serpa, S., Ferreira, C. M., da Silva Santos, A. I., Cheng, X. Q., **Cheung, A.**, Zhou, L. J., Jose Sa, M., Pellegrini, M., & Wang, F. Z. (2021). Future of scholarly publishing: A perspective. *Science Insights Education Frontiers*, 39(3), 353-360.
37. **Cheung, A.** (2021). In memory of Professor Robert E. Slavin. *Best Evidence in Chinese Education*, 8(1), 1017-1019.
38. Slavin, R. E., **Cheung, A.**, \*Zhuang, T. T. (2021). 证据驱动的教育改革如何推动教育发展. *Journal of East China Normal University (Educational Sciences)*, 3, 14-22.
39. **Cheung, A.** (2021). Blossoming branches symbol new spring: School management with Chinese characteristics. Editorial. *Best Evidence in Chinese Education*, 7(2), 939-941.
40. Slavin, R. E., **Cheung, A.**, & \*Zhuang, T. T. (2021). How evidence-based reform could advance education. *Review of Education*, 4(1), 7-24.
41. **Cheung, A.** (2021). Editorial. *Science Insights Education Frontiers*, 8(1), 935-937.
42. **Cheung, A.**, & \*Xie, C. (2021). Evidence-based reform in education: Global perspectives. *Review of Education*, 4(1), 3-7.

43. \*Gu, H., Yao, J. J., Zhou, L. J., **Cheung, A.**, & Abrami, P. C. (2021). Teachers' implementation accounts: A quasi-experimental study of a web-based literacy tool on Grade 3 students in China. *Review of Education*, 4(1), 84-107.
44. \*Zhuang, T. T., **Cheung, A.**, & Tam, W. (2020). Modeling undergraduate STEM students' satisfaction with their program in China: An empirical study. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-019-09620-1>.
45. \*Xie, C., **Cheung, A.**, & Lau, W. F., & Slavin, R. E. (2020). The effects of computer-assisted instruction on Mathematics achievement in China: A meta-analysis. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2020.101565>.
46. Corcoran, R., O'Flaherty, J., \*Xie, C., & **Cheung, A.** (2020). Conceptualizing and measuring social and emotional learning: A systematic review and meta-analysis of moral reasoning and academic ability, religiosity, political orientation, personality. *Educational Research Review*. Online First. <https://doi.org/10.1016/j.edurev.2019.100285>.
47. Wang, H. F., & **Cheung, A.** (2020). Research on the effect of a mentoring system on the self-efficacy of student teachers. *Journal of Teacher Education*, 7(4), 58-64.
48. Cheng, X. Q., Pellegrini, M., Zhou, L. J., & **Cheung, A.** (2020). Not only survival but stronger: The impact of alarming invader of SARS-CoV-2 on global education. *Science Insights Education Frontiers*, 7(2), 835-860.
49. Cheung, R. S. H., Hui, N. N., & **Cheung, A.** (2020). Review Hong Kong's gifted education school-based support program for catering for learner diversity. *Review of Education*, 3(4), 632-658.
50. \*Shi, H., Cheung, E., & **Cheung, A.** (2020). The impact of stratified teaching on the academic performance of Chinese middle school students: A meta-analysis. *Science Insights Education Frontiers*, 7(1), 735-760.
51. Wong, P. M., **Cheung, A.**, & Yuen, W. W. (2020). A study of flows and mobility of mainland students: factors and issues behind pursuing teacher education program in Macao. *International Journal of Educational Management*, 34(2), 279-295.
52. **Cheung, A.**, Keung, P. C., & Mak, B. (2019). Examining the key stakeholders' perceptions of student learning: Toward a paradigm shift in secondary education in Hong Kong. *Asia Pacific Journal of Education*, 39(4), 532-547.
53. **Cheung, A.**, \*Guo, X., \*Wang, X. R., & \*Miao, Z. (2019). Examining the motivation of mainland Chinese students pursuing Master of Education degrees in Hong Kong. *International Journal of Educational Management*, 33(7), 1539-1560.
54. **Cheung, A.**, Keung, P. C., Kwan, Y. W., & Cheung, Y. S. (2019). Teachers' perceptions of the effect of selected leadership practices on pre-primary children's learning in Hong Kong. *Early Child Development and Care*, 189(14), 2265-2283.
55. Keung, P. C., & **Cheung, A.** (2019). Towards holistic supporting of play-based learning implementation in kindergarten: A mixed method study. *Early Childhood Education Journal*, 47(5), 627-640.

56. Morrison, J. R., Ross, S. M., & **Cheung, A.** (2019). From the market to the classroom: How ed-tech products are procured by school districts interacting with vendors. *Educational Technology Research and Development*, 67(2), 389-421.
57. \*Zhuang, T. T., & **Cheung, A.**, Lau, W. F., & Tang, Y. P. (2019). Development and validation of an instrument to measure undergraduate students' comprehensive STEM educational process. *Frontiers of Education in China*, 14(4), 575-611.
58. \*Zhuang, T. T., **Cheung, A.**, & Hung, F. S. (2019). Higher education in Central Asia: Development and challenges. *Education Research Monthly*, 7, 56-62.
59. Slavin, R. E., & **Cheung, A.** (2019). Evidence-based reform in education: Responses to criticism. *Science Insights Education Frontier*, 2(1), 65-69.