

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**, School of Education, Johns Hopkins University, USA.
- 2005—2008 **Associate Professor**, Department of Educational Policy and Administration, The Hong Kong Institute of Education.
- 2002—2005 **Research Scientist**, Johns Hopkins University, USA.

ADMINISTRATIVE 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.
- 2018—Present **Co-Director**, Master of Arts Program in School Improvement and Leadership, Faculty of Education, The Chinese University of Hong Kong.
- 2015—2017 **Associate Dean**, Faculty of Education, The Chinese University of Hong Kong.
- 2012—2013 **Associate Director**, The Center for University and School Partnership, The Chinese University of Hong Kong.

EXTERNAL APPOINTMENTS

- 2024—Present **Member**, Education Panel, Research Grants Council (RGC).
- 2019—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.
- 2022—Present **Advisor**, The Evidence-based Research Center for Educational Assessment, Jiangsu University.

AWARDS AND HONORS

- 2024 **Inaugural Award for Outstanding Research**, The Asia Pacific Federation on Giftedness.
- 21-25 **World's Top 2% Scientists**.
- 2021 **Investor and Financial Education Award**, Investor and Financial Education Council, Hong Kong.
- 2020 **Exemplary Teaching Award**, Faculty of Education, CUHK.
- 2018 **Discovery International Award**, Australian Research Council, Australia. AUD 22,000.
- 2016 **Outstanding Alumni Achievement Award**, Brigham Young University, USA.
- 2013 **Research Excellence Award**, Faculty of Education, CUHK.
- 2008 **Palmer O. Johnson Memorial Award**, American Educational Research Association (AERA).

PUBLICATIONS

Books/Edited Books

1. **Cheung, A.**, Zhou, L. J., & Cheng, X. Q. (2025). (Eds). *Bridging Gaps: Global Perspectives on Educational Equity and Reform*. Horizon.
2. Liu, J., **Cheung, A.**, & Hung, F. S. (2023). (Eds). *Faculty Mobility: China and The World*. Routledge.
3. 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.
4. Cheng, Y. C., **Cheung, A.**, & Ng, S. W. (2016) (Eds). *Internationalization of Higher Education: the case of Hong Kong*. Springer.

Refereed Journal Articles (Last 3 years) *Co-authored with Ph.D. student

1. ***Chen, S. C.**, **Cheung, A.**, & Yin, H. B. (2025). How professional capital empowers ICT integration: The roles of teachers' constructivist belief, differentiated instruction, and AI literacy. *International Educational Research Journal*. SSCI Q2.
2. ***Jiang, Y. X.**, Dai, K., & **Cheung, A.** (2025). Heading the road less travelled: Exploring Chinese students' motivations to study in Tanzania. *Higher Education Research & Development*. SSCI Q1.
3. ***Wang, F. F.**, Li, N. E., **Cheung, A.** & Wong, K. W. (2025). In GenAI we trust: An investigation of university students' reliance on and resistance to Generative AI in language learning. *International Journal of Educational Technology in Higher Education*. Q1. <https://doi.org/10.1186/s41239-025-00547-9>
4. **Shi, J.**, **Cheung, A.**, & Ni, A. *A meta-analysis of effective social-emotional learning programs in Pre-K-12 classrooms: disentangling the critical role of curriculum-based*

approaches in promoting students' social-emotional skills. *Curr Psychol* **44**, 7054–7068 (2025). <https://doi.org/10.1007/s12144-025-07677-3>

5. *Chen, S. Z., Cheung, A., & Zeng, Z. B. (2025). Big five personality traits and university students' academic performance: A meta-analysis. *Personality and Individual Differences. Psychological Social Q1*.
6. *Huang, Q. H., Xiao, L. F., Fan, L. J., & Cheung, A. (2025). Trait resilience against classroom discrimination: Exploring protective effects on immigrant students' academic achievement across 59 economies. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2025.102114>. SSCI Q1.
7. *Wang, F. F., Zhou, X. H., Li, K. X., Cheung, A., & Ming, T. (2025). The effects of artificial intelligence-based interactive scaffolding on secondary students' speaking performance, goal setting, self-evaluation, and motivation in informal digital learning of English. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2025.2470319>. SSCI Q1.
8. *Huang, Q. H., Cheung, A., Xu, J., & Jiang, Y. X. (2025). Intercultural learning and adolescents' global competence: The mediating effect of self-efficacy. *International Journal of Intercultural Relations*. <https://doi.org/10.1016/j.ijintrel.2025.102143>. SSCI Q1.
9. Ng, O., Ni, Y., Shi, L., Tam, W., Cheung, A. (2025). Linking changes in teacher discourse behaviors to changes in student learning outcomes in Hong Kong Mathematics classrooms. *Asian Journal of Mathematics Education*. <https://doi.org/10.1177/27527263241308028>.
10. *Wang, F. F., & Cheung, A., Chai, C. S., & Liu, J. (2024). Development and validation of the perceived interactivity of learner-AI interaction scale. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12963-x> SSCI Q1.
11. Cheung, A. (2024). Developing principal leadership assessment instruments: The necessity and challenges. *Science Insights Education Frontiers*, 23 (2), 3729-3731.
12. Leung, K. H., & Cheung, A. (2024). Understanding emotional well-being of teachers: Development and validation of teacher emotions in teaching scale in Hong Kong using a mixed-methods approach. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2024.104792>. SSCI Q1.
13. Zhang, Y. N. Zhou, S. J., Wu, X., & Cheung, A. (2024). The effect of teacher training programs on pre-service and in-service teachers' global competence: A meta-analysis. *Educational Research Review*. <https://doi.org/10.1016/j.edurev.2024.100627>. SSCI Q1.
14. *Wang, F. F., & Cheung, A. (2024). Development in Human-AI interaction: A thematic review of the research landscape. *System*. <https://doi.org/10.1016/j.system.2024.103424>. SSCI Q1.
15. *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> SSCI Q1.

16. **Cheung, A.** (2024). Education for a sustainable future: Transition from environmental education to sustainability education. *Science Insights Education Frontiers*, 21 (1), 3301-3303.
17. ***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>. SSCI Q1.
18. **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.
19. 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>. SSCI Q2.
20. 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>. SSCI Q2.
21. ***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. SSCI Q1.
22. ***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>. SSCI Q1.
23. ***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>. SSCI Q1.
24. ***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>. SSCI Q1.
25. ***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*. SSCI Q2.
26. ***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>. SSCI Q2.
27. ***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>. SSCI Q3.
28. **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>.

29. **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. SSCI Q1.
30. **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>. SSCI Q1.
31. **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>. SSCI Q2.
32. **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. SSCI Q2.
33. *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: 0.1177/13621688221131127. SSCI Q1.
34. *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. SSCI Q1.
35. *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. SSCI Q1.
36. 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>. SSCI Q1.
37. *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>. SSCI Q1.
38. *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>. SSCI Q2.
39. 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*. SSCI Q1.
40. *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*. SSCI Q2.
41. 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>. SSCI Q2.

42. 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 SSCI Q3.
43. *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. SSCI Q1.
44. 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>. SSCI Q4.
45. **Cheung, A.** (2022). Developing pre-service science teachers' entrepreneurship mindsets. *Science Insights Education Frontiers*, 11(2), 1523-1525.
46. 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.