Email: daphneelee@cuhk.edu.hk

DAPHNEE HUI LIN, LEE 李玟霖

EDUCATION

Google Scholar

Researchgate

1. **Ph.D. Australian National University**, Sociology (07/2007- 11/2010)
   Award: Tan Kah Kee Scholarship, Tan Kah Kee Foundation (Singapore).
   In 2008, 4 awards for bilingual (English and Mandarin) scholars with
   excellent academic performance, service to community, and excellent
   performance in scholarship interview panel. I was the only female, non-
   science recipient of this sponsorship to my PhD studies;
2. **M.Soc.Sc. National University of Singapore**, Sociology (07/2000-
   07/2002). **Award**: Lee Foundation Prize, Lee Foundation (Singapore).
   Excellent academic performance awarded to top Faculty of Arts and
   Social Sciences candidate.
3. **B.A. National University of Singapore**, Sociology & English (07/1993
   – 07/1996)

PROFESSIONAL EXPERIENCE

1. 08/2023—NOW **The Chinese University of Hong Kong (CUHK)**
   Associate Professor, Faculty of Education & Human Development, Education
   Policy & Leadership
2. 07/2015—08/2023 **The Education University of Hong Kong (EdUHK)**
   Associate Professor, Faculty of Education & Human Development, Education
   Policy & Leadership
3. 07/2011—07/2015 **Nanyang Technological University (NTU)** Singapore
   Research Scientist (Assistant Professor Equivalent), National Institute of
   Education (NIE) and Department of Sociology
4. 07/2004—12/2006 **"ECI" (pseudonym—Ph.D. case study)**(Singapore) Human Resource Officer
5. 07/2003—07/2004 **Ngee Ann Polytechnic (**Singapore) Lecturer
6. 07/2002—07/2003 **Stansfield School of Business (**Singapore) Lecturer
7. 07/1996—07/2000 **Ministry of Defence** (Singapore) Head, Human Resources

Associate Positions
1. 07/2004—07/2012 **SIM University**
   Associate Faculty/Course Chair, Departments of Psychology and Sociology
2. 07/2000—07/2002 **Stansfield School of Business** (Singapore)
   Lecturer in Sociology

RESEARCH

I. SCHOLARLY BOOKS / TEXTBOOKS

1. **Lee, D. H. L.** (2017). *Managing Chineseness: Identity and ethnic management in Singapore.* London:
Palgrave Macmillan.

2. **Lee, D. H. L.** (2014). *Cultural Psychology*. Singapore: SIM University Press.

II. JOURNAL ARTICLES

1. **Lee, D. H. L.** (2023). Identity dilemmas of an English language teacher: Negotiating transformations in the language profile of a primary school in Hong Kong. *Asia Pacific Journal of Education.* https://doi.org/10.1080/02188791.2023.2235914	**SSCI** 1.478 **5yr** 1.52 **JCR**
2. **Lee, D. H. L.** (2023). Identity Grafting: Influence of Confucian Model Universities on Chinese Singaporean Engineering Professionals. *Discourse-Studies in the Cultural Politics of Education*, 44(3), 441-461.	**SSCI** 1.767 5yr 2.058 **JCR** Q3 ed
3. **Lee, D. H. L.** (2023). When social hierarchy meets hierarchical school culture: Implications for Chinese Hong Kong school leaders. *Educational Management Administration & Leadership.* Advance online publication. https://doi.org/10.1177/17411432231158299	**SSCI** 2.569 5yr 3.267 **JCR** Q2 ed
4. **Lee, D. H. L.** (2023). Identity grafting: Pedagogical identities underpinning teaching practices across five Chinese cities. *Professional Development in Education.* Advance online publication. https://doi.org/10.1080/19415257.2022.2155986	**SSCI** 2.513 5yr 2.637 **JCR** Q2 ed
5. Ho, C. S. M., & **Lee, D. H. L.** (2023). The effect of authority transitions on teachers' entrepreneurial behavior. *Teacher Development*, 27(3), 333-352.	**SSCI** 1.13 5yr **JCR**
6. **Lee, D. H. L.**, & Ip, K. K. (2023). The influence of professional learning communities on informal teacher leadership in a Chinese hierarchical school context. *Educational Management Administration & Leadership,* 51(2), 324-344.	**SSCI** 2.569 5yr 3.267 **JCR** Q2 ed
7. Jang, S.T., Halse, C., **Lee, D. H. L.**, Hon, Q. (2022). Belongingness and national belonging among youth in Hong Kong. *Youth & Society*, 54(8), 1307-1329.	**SSCI** 2.793 5yr 3.288 **JCR** Q2 soc sci
8. **Lee, D. H. L.** (2022). Relationships between policy, teachers' values, and professional capital in teacher collaboration in hierarchical Chinese societies. *Journal of Professional Capital and Community,* 7(2), 159-175.	**SSCI** 3.921 5yr 3.330 **JCR** Q1 ed
9. Ho, C. S. M., & **Lee, D. H. L.** (2022). Financial literacy: The impact of the foreign language effect on risk-taking values, financial attitudes and behavior of Hong Kong secondary students. *The Asia-Pacific Education Researcher.* Advance online publication. https://doi.org/10.1007/s40299-022-00670-5	**SSCI** 2.561 5yr 2.618 **JCR** Q2 ed
10. **Lee, D. H. L.**, & King, R. B. (2022). Childhood Home Language Effects on Teacher Risk-Taking and Student-Centered Professional Practice in a Bilingual Chinese Context. *The Asia-Pacific Education Researcher*, 31(5), 623-633.	**SSCI** 2.561 5yr 2.618 **JCR** Q2 ed
11. **Lee, D. H. L.** (2021). Identity grafting for educational change in Chinese school systems. *Journal of Educational Change*, 22(2), 147-156.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed

12. **Lee, D. H. L.**, & Halse, C. (2021). Advancing the theory of identity grafting in Chinese school systems. *Journal of Educational Change*, 22(2), 297-314.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed
13. Ho, C. S. M., & **Lee, D. H. L.** (2021). Integrating positive financial attitudes to nurture students' identity as informed financial decision-makers in high power distance Chinese contexts. *Journal of Educational Change*, 22(2), 247-270.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed
14. **Lee, D. H. L.** (2021). 'Marrying Eastern and Western Values': Identity grafting as a whole-school effort to improve student learning via mixed-ability learning. *Journal of Educational Change*, 22(2), 271-295.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed
15. **Lee, D. H. L.** (2020). Teacher sociolinguistic backgrounds: A multilingual domain approach to understand teacher agency and language planning outcomes. *Current Issues in Language Planning*, 21(5), 490-511.	**SSCI** 0.855 5yr 1.823 **JCR** Q4 ed Q2 ling
16. Ho, C. S.M., & **Lee, D. H. L.** (2020). School banding effects on student financial literacy acquisition in a standardised financial literacy curriculum. *The Asia-Pacific Education Researcher*, 29(4), 377-391.	**SSCI** 2.561 5yr 2.618 **JCR** Q2 ed
17.**Lee, D. H. L.**, & Lee, W. O. (2018). Transformational changes in instruction with professional learning communities?: The influence of teacher cultural dispositions in high power distance contexts. *Journal of Educational Change*, 19(4), 463-488.	Not indexed before 2019
18. **Lee, D. H. L.**, & Chiu, C. S. (2017). "School banding": Principals' perspectives of teacher professional development in the school-based management context. *Journal of Educational Administration*, 55(6), 686-701.	-
19. Ning, H. K., **Lee, D. H. L.**, & Lee, W. O. (2016). The relationship between teacher value orientations and engagement in professional learning communities. *Teachers and Teaching: Theory and Practice*, 22(2), 235–254.	**SSCI** 1.158 5yr 1.447 **JCR** Q2 ed
20. Ning, H. K., **Lee, D. H. L.**, & Lee, W. O. (2015). Relationships between teacher value orientations, collegiality, and collaboration in school professional learning communities. *Social Psychology of Education*, 1-18.	**SSCI** 0.855 5yr 1.163 **JCR** Q4 ed
21. **Lee, D. H. L.**, Hong, H., & Niemi, H. (2014). A contextualized account of holistic education in Finland and Singapore: Implications on Singapore educational context. *The Asia-Pacific Education Researcher (TAPE)*, 23(4), 871-884.	**SSCI** 0.737 5yr 0.818 **JCR** Q3 ed
22. Areepattamannil, S., & **Lee, D. H. L.** (2014). Linking immigrant parents' educational expectations and aspirations to their children's school performance. *Journal of Genetic Psychology*, 175(1), 51-57.	**SSCI** 0.694 5yr 1.015 **JCR** Q4 psych
23. **Lee, D. H. L.**, Hong, H., Tay, W. Y., & Lee, W. O. (2014). Professional learning communities in Singapore schools. *Journal of Co-operative Studies*, Special issue: Transformative power of co-operation in education, 46(2), 53-56.	-

24. **Lee, D. H. L.** (2013). Bourdieu's symbolic power and postcolonial organization theory in local-expatriate relationships: An ethnographic study of a French multinational corporation in Singapore. *Current Sociology*, 61(3), 341-355.	**SSCI** 1.154 5yr 1.009 **JCR** Q2 soci
25. **Lee, D. H. L.** (2013). Beliefs on "Avoidant cultures" in two French multinational corporations". *Cross Cultural Management: An International Journal*, 20(1), 20-38.	**SSCI** 0.855 5yr 1.046 **JCR** Q3 mgt
26. **Lee, D.H. L.**, & Lee, W.O. (2013). A professional learning community (PLC) for the new teacher professionalism: The case of a state-led initiative in Singapore schools. *British Journal of Educational Studies*, 61(4), 435-451.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed
27. **Lee, D. H. L.** (2012). Branding Asia through public diplomacy: Structural-historical factors, convergences and divergences. *Place Branding and Public Diplomacy*, 8, 209-221.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed
28. **Lee, D. H. L.**, & Shaari, I. (2012). Professional identity or best practices?: An exploration of the synergies between professional learning communities and communities of practice. *Creative Education*, 3(4), 457-460.	**SSCI** 2.418 5yr 3.682 **JCR** Q3 ed

III. BOOK CHAPTERS

1. Gube, J., Chan, T., **Lee, D.**, Kennedy, K., Bhowmik, M. K. (2022). Creating Pathways for Cultural Inclusion: Informal Learning and Teacher Education in Hong Kong. [Manuscript submitted for publication]under review]. The Education University of Hong Kong.

2. **Lee, D. H. L.** (2021). Delicate multicultural balance of Singapore. In C. Halse & K. Kennedy (Eds.), *Multiculturalism in Turbulent Times* (pp.159-174). Singapore: Routledge.

3. Areepattamanil, S., Chiam, C. L., **Lee, D. H. L.**, & Hong, H. (2015). Correlates of science achievement in Singapore: A multilevel exploration. *Science Education in East Asia,* Switzerland: Springer.

4. **Lee, D. H. L.** (2014). What Chinese am I?: The use of heritage for economic imperatives in developmental state Singapore. In Menkhoff, T. Chay, Y.W. Evans, H-.D. (Ed.), *Catalysts of Change: Chinese Business in Asia* (pp. 1-31). Singapore: World Scientific.

5. Hung, D., Shaari, I., **Lee, D.**, & Lee, S. S. (2014). Developing a Habitude: When learning isn't always fun. In Hung, D., Lim, K. Y. T., & Lee, S. S, (Eds.), *Adaptivity as a transformative disposition for learning in the 21st century* (pp. 87-105). Singapore: Springer.

IV. CONFERENCES

1. **Lee, D. H. L.** (2022). A comparative study of teacher professional capital and values in two Chinese hierarchical contexts—Hong Kong and Singapore. *Conference of The Comparative Education Society of Hong Kong (CESHK)*. Hong Kong: CESHK.

2. **Lee, D. H. L.** (2021). Policy implications of different approaches to reforms in collaborative teacher professional development in two Chinese contexts. *Conference of The Comparative Education Society of Hong Kong (CESHK)*. Hong Kong: CESHK.

3. **Lee, D. H. L.** (2020). Identity Grafting: Teachers and Engineering Professionals Collaborating to Prepare Students for the 'Real-World'. Improving Students' Learning, Achievement, Critical Thinking and Participation in the Real World paper session. *AERA Annual Conference.* San Francisco: American Educational Research Association.

4. **Lee, D. H. L.** (2019). A language-informed case study to reconceptualise the power dynamics of race and ethnicity. International approaches to 'talking back' to structural racism and exclusion in education symposium paper. *AERA Annual Conference.* Toronto: American Educational Research Association.

5. **Lee, D. H. L.** (2017). Chineseness of Overseas Chinese in Singapore: Time and Space. *International Conference on Textbook Studies and "Chineseness"* invited paper. Beijing: Tsinghua University.

6. **Lee, D. H. L.** (2014). Disjuncture between state program and reality... for the better?: professional learning communities in Singapore schools. AARE. Brisbane: Australian Association for Research in Education.

7. **Lee, D. H. L.**, Hong, H., Tay, W. Y., Ning, F. H. K., & Lee, W. O. (2013). State-led implementation of professional learning communities (PLC) in Singapore Schools – A Study. Transformative Power of Cooperation in Education. Scarborough: International Association for the Study of Co-operation in Education.

8. **Lee, D. H. L.**, & Lee, W. O.   (2012). The development of professional learning communities: The Singapore case. Seoul: International Conference of Education Research.

V. RESEARCH GRANTS

	Amount (HKD)
In-Progress External Competitive Grants	
1. **Principal Investigator**, Global Competence: An Interdisciplinary Study on Negotiating Diversity in Online Social Networks, RGC/CRF, 01/01/2024 – 01/01/2027.	In-progress
External Competitive Grants	
2. **Principal Investigator**, The influence of teacher identity and dialogues on their change capabilities and teaching practice, (18603923), Research Grants Council, General Research Fund, **Hong Kong**, 01/01/2024 – 31/12/2026.	$913,500
3. **Principal Investigator**, Teacher leadership: Influences of hierarchical Chinese contexts on the capacity of professional learning communities to empower the classroom teacher (28605318), Research Grants Council, General Research Fund (Early Career Scheme), **Hong Kong**, 01/01/2019 – 30/06/2021.	$656,872
4. **Principal Investigator**, A teacher-led interpretation of the Teacher Growth Model: Inquiry into the professional identity of Singapore teachers (AFR 05/14 LHL), Ministry Academies Fund, **Singapore**, 15/08/2015 – 14/08/2020.	$850,000
5. **Principal Investigator**, A Value-Mediated approach to profiling professional learning communities in Singapore schools (OER18/12LWO), Education Research Funding Program, **Singapore**, 20/05/2013 – 19/05/2015.	$1,500,000
6. **Co-Investigator,** Investigating the Effects of Private Supplementary Tutoring on Primary Students' Academic Achievement, Motivation, Self-Concept, and Engagement (OER68/12SA), Education Research Funding Program, **Singapore**, 2012-2014.	Up to $600,000
7. **Co-Investigator,** Teacher and Student Perceptions of Peer Assessment for English Writing (OER7/12CYH), Education Research Funding Program, **Singapore**, 2012-2014.	Up to $600,000
8. **Co-Investigator**, Beginning and Experienced Physics Teachers' Pedagogical Content Knowledge and Instructional Practices (OER8/11ISC), Education Research Funding Program, **Singapore**, 2011-2013.	Up to $600,000
Internal Grants (The Education University of Hong Kong)	

9. **Principal Investigator,** Global competence and Online Social Networks: Identities, Cognitive skills, and Sociocultural Factors as Facilitators and Barriers to using Diversity as a Strength (1-31-04A29). Funded by The Education University of Hong Kong - Central Research Allocation Community (CRAC) Research Project. Principal Investigator, 1/9/2022 – 31/08/2025.	$1,000,000
10. **Funding: Central Reserve for Strategic Development**, Intercultural Studies**.** Funded by The Education University of Hong Kong, 2016.	$2,000,000
11. **Principal Investigator**, Professional learning communities: Developing teacher leadership in differentiated instruction through reflective dialogue – a pilot study (EPL_S98), Department Research Grant, 1/12/2015 – 31/08/2016.	$48,648
12. **Principal Investigator**, Reflective learning in individual and group settings – An exploratory study comparing reflective learning in Hong Kong and Singapore (RG54/2015-2016R), Research and Development Office Startup Research Grant, 09/11/2015 – 08/11/2016.	$30,000
TOTAL AMOUNT OF GRANTS WON AS PI **TOTAL AMOUNT OF GRANTS WON AS CO-I/COLLABORATOR**	**HKD$** **4, 999,020** **1, 800,000**

TEACHING

I. STUDENT EVALUATION OF TEACHING

Year	SET
2022/23	3.81 out of 4
2021/22	3.78
2019/20	3.74
2018/19	3.59
2017/18	3.36
2016/17	3.24
2015/16	3.35
2015	92.9 out of 100

II. PHD/ EDD SUPERVISION

1. Principal supervision: 2
2. Associate supervision: 2

III. COURSE WRITING

1. EdD: EDA 7087 Problem-Based Approaches to School Improvement;
2. MEd: EPA6099 Leading School-Based Teacher Learning;
3. MA: EDA6111 Leading Innovative Communities Within and Beyond Organizations

IV. TEACHING DEVELOPMENT GRANT

Co-Investigator, Globally Minded Teacher: Knowing, Caring and Acting 「世」心 老師計劃, Innovative Teaching (Beyond e-Learning), 2021.	**Amount (HKD)** $31,980

SERVICE

V. UNIVERSITY

1. **Program Leader,** University Grants Council (UGC) funded Bachelor of Science in Executive Management, hosted by Faculty of Education and Human Development (FEHD) in collaboration with Faculty of Liberal Arts and Social Sciences (FLASS) and Faculty of Humanities (HSS), 2021-2023.

VI. EXTERNAL LOCAL

1. Lee, D. H. L. (2023). Identity Grafting Theoretical and Methodological Notes on Managing Chineseness [**Keynote Lecture**]. *Annual Doctoral Keynote Lecture for School of Education*, University of Bristol, Hong Kong.

2. Lee, D. H. L. (2023). Redefining "Distinction": Comparative insights into international schools' identities and relevance in postcolonial Hong Kong and Singapore. [**Keynote Lecture**]. *Asia-Pacific International Schools, AISC Conference,* Hong Kong.

3. **Scholarship Selection Panel** (2021-22), Sir Edward Youde Memorial Fellowships and Scholarships, and Fellowship/ Scholarship for Disabled Students, Hong Kong.

4. Lee, D. H. L. (2021). Simplifying complexity via professional learning, Reimagining Learning in Complex Times [**Keynote Lecture**]. *International Professional Development Association (IPDA),* Hong Kong.

VII. EXTERNAL INTERNATIONAL

1. **Associate Editor** (2023): Journal of Educational Change (SSCI).

2. **Guest Editor** (2021): Special Issue, Identity grafting for educational change in Chinese school systems. *Journal of Educational Change* (SSCI), 22(2), 147-156.

3. **Ph.D. thesis examination** (2022). *Leaders' Perceptions of Effective Professional Learning Communities Implementation in Early Childhood*. Singapore: National Institute of Education, Nanyang Technological University.

4. **Ph.D. thesis examination**. (2021). *China, a Hybrid Assemblage: Identity, Symbol, and Metaphor in a Primary Language Classroom in Australia*. Melbourne: RMIT.

5. Lee, D. H. L. (2021). Identity Grafting, Values, and Professional Development, Marginalised voices in contemporary times: addressing inequities through professional learning and education [**Keynote Lecture**]. *International Professional Development Association (IPDA)*, England.

6. **Referral for promotion** (21/8/2017) from Research Fellow (Postdoctoral Fellow) to Research Scientist (Assistant Professor), Nanyang Technological University (National Institute of Education).