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## EDUCATION

Ph. D., **University of California, Berkeley**  
Education, Mathematics, Science and Technology, 1996  
Ed. M., **Harvard University**, Interactive Technology, 1990  
B. S., **Columbia University**, Computer Science, *magna cum laude*, 1988

## RESEARCH AREAS

Learning analytics  
Group processes  
Inequality  
Corruption  
Online sexual predators

## AWARDS AND RECOGNITIONS

Outstanding Paper, *Group & Organization Management*, 2018  
Reviewer of the Year, *Journal of the Learning Sciences*, 2017  
Outstanding Faculty Discovery Award, Purdue University, Educational Studies, 2015  
[Top 50 Learning Sciences ideas: Statistical Discourse Analysis \(SDA\)](#)  
[International Society of the Learning Sciences](#), 2013  
Young Researcher, Chinese University of Hong Kong, 2005  
Leadership Award, Southwest Center, 1996 (US)

## FELLOWSHIPS

National Academy of Education Post-doctoral Fellow, 1998-2000 (US)  
McDonnell Foundation Post-doctoral Fellow, 1996-98 (US)  
University of California Presidential Post-doctoral Fellow (declined), 1996-98 (US)  
Spencer Foundation Dissertation-Year Fellow, 1995-96 (US)  
UC Berkeley Dissertation Fellow, 1994-95 (US)  
American Educational Research Association Fellow, 1993-94 (US)

## WORK EXPERIENCE

### **Chair Professor of Analytics and Diversity**

Special Education and Counseling,  
The Education University of Hong Kong, 2017 - present

### **Charles R. Hicks Professor in the College of Education**

Educational Studies, Purdue University, 2014-2017  
Helped improve our Educational Psychology research ranking to #7 (from >20 according to *Educational Psychology Review*)

### **Professor and Associate Chair**

Learning & Instruction, University at Buffalo, State University of New York, 2008-2014

Improved our annual faculty publications from 0.5 to 1.4 per year (from 2008-2014)

**Associate Professor**, 2002-2008; **Assistant Professor**, 1998-2002

Educational Psychology, The Chinese University of Hong Kong

**High school teacher**, Mathematics, Arrowsmith Academy, 1991-1992

Taught geometry and pre-calculus, Berkeley, CA, USA

**Middle school teacher**, Mathematics, Berkeley Asian Youth Center, 1990-91

Taught mathematics to Vietnamese immigrant students, Berkeley, CA, USA

**Pre-school teacher's assistant**, Head Start, Somerset, NJ, USA, 1988

**Computer science teaching assistant**, Columbia University, 1986-1988

Introduction to Database Management; Discrete Mathematics; Introduction to Computer Programming

**High school teacher**, Science and mathematics, Bank Street College, NY, NY, 1984-86

Taught science and mathematics in several programs including half-way house programs (for young adults completing jail sentences), teenager apprenticeships, high school graduate equivalency diploma programs, and elderly adults.

**Elementary school assistant teacher**, Hunter College Elementary School, NY, NY, 1983-84

Computer programming with LOGO, Circuits

PUBLICATIONS (185) (\* indicates 14 student co-authors on 21 publications)

**Book Chapters** (53)

1. Chiu, M. M. (in press). Learning strategies. In R. J. R. Levesque's (Ed.) *Encyclopedia of Adolescence* (2<sup>nd</sup> ed.). New York: Springer.
2. Chiu, M. M. (in press). Self-concept, self-efficacy and mathematics achievement: Students in 65 regions including the US and Asia. In J. Son, J. J. Lo, & T. Watanabe's (Eds.) *What Matters? Research trends in international comparative studies in mathematics education in six countries* (pp. 267-288). New York: Springer.
3. Chiu, M. M. (in press). Chinese families. In Jenifer Kunz's (Ed.) *Family and Parent Leadership*. Thousand Oaks, CA: Sage.
4. Chiu, M. M. (in press). Asian-American families. In Jenifer Kunz's (Ed.) *Family and Parent Leadership*. Thousand Oaks, CA: Sage.
5. Chiu, M. M. (2018). Contextual influences on girls' and boys' motivation and reading achievement: Family, schoolmates, and country. In P. O. García and P. B. Lind (Eds): *Reading Achievement and Motivation in Boys and Girls* (pp.49-63). New York: Springer.
6. Chiu, M. M., & Chen, G. (2018). 中文數學教與學 [Chinese teaching and learning of mathematics]. In C. P. Chou & J. Spangler's (Eds). 全球化時代的中國教育模式 [*Chinese education models in a global age*] (pp. 315-328). Singapore: Springer.
7. Chiu, M. M. (2017). Statistical discourse analysis: An alternative to sequential analysis for modeling actions by individuals within groups. In A. R. Baswell's (Ed.) *Advances in Mathematics Research. Volume 24* (1-31). Hauppauge, NY: Nova Science.
8. Chen, G., & Chiu, M. M. (2018). Discussion processes in online forums. In M. Khosrow-Pour's (Ed.) *Encyclopedia of Information Science and Technology* (pp.7969-7979). 4<sup>th</sup> ed. Hershey, PA: IGI Global.
9. Chiu, M. M. (2017). Statistical discourse analysis: An alternative to sequential analysis for

- modeling actions by individuals within groups. In A. R. Baswell's (Ed.) *Advances in Mathematics Research. Volume 24* (1-31). Hauppauge, NY: Nova Science.
10. Chiu, M. M. (2017). Family and school inequality reduce education resources and overall student learning. In J. A. Jaworski's (Ed.) *Advances in Sociology Research* (pp. 61-98). Hauppauge, NY: Nova Science.
  11. Chiu, M. M. (2017). Statistical discourse analysis. In K. Peppler (Ed.) *SAGE Encyclopedia of Out-of-School Learning* (pp. 745-747). Thousand Oaks, CA: Sage.
  12. Chiu, M. M. (2017). Self-beliefs, metacognition and mathematics achievement: A comparison of US and East-Asian students. In Margaret Williams's (Ed.) *Self-Concept: Perceptions, Cultural Influences and Gender Differences* (pp. 35-56). Hauppauge, NY: Nova Science.
  13. Chiu, M. M. (2016). Social metacognition and knowledge creation in groups. In E. Matos's (Ed.) *Knowledge Creation and Transfer: New Research* (pp. 1-24). Hauppauge, NY: Nova Science.
  14. Chiu, M. M. (2016). Chinese teaching and learning of mathematics. In C. P. Chou & J. Spangler's (Eds.) *Chinese education models in a global age* (pp. 293-304). Singapore: Springer.
  15. Chiu, M. M. (2016). Achievement tests. In J. Steinberg (Ed.) *Encyclopedia of Economics and Society* (pp. 32-34). Thousand Oaks, CA: Sage.
  16. Chiu, M. M. (2016). Socioeconomic status, inequality and academic achievement. In G. Perkins's (Ed.) *Socioeconomic Status: Influences, Disparities and Current Issues* (pp. 1-26). Hauppauge, NY: Nova Science.
  17. Chiu, M. M. (2016). Early childhood investments. In J. Steinberg (Ed.) *Encyclopedia of Economics and Society* (pp. 596-597). 4<sup>th</sup> edition. Thousand Oaks, CA: Sage.
  18. Chiu, M. M., & Joh, S. W. (2016). Country, family, and school factors affecting student achievement: Evidence from international tests. In G. Hughes's (Ed.) *Student achievement: Perspectives, assessment and improvement strategies* (pp. 67-89). Hauppauge, NY: Nova Science.
  19. Chiu, M. M. (2015). Statistical discourse analysis. In L. Resnick, C. Asterhan & S. Clarke's (Eds.) *Socializing Intelligence through Academic Talk and Dialogue* (pp. 301-314). Washington, DC: American Educational Research Association [AERA].
  20. Chiu, M. M., & Joh, S. W. (2015). Cross-national comparisons in education-PISA. In James D. Wright (Ed.) *International Encyclopedia of Social and Behavioral Sciences. 2<sup>nd</sup> Edition, Vol. 5* (pp. 342-348). Oxford: Elsevier. *PROSE award for Excellence in Reference Works and for Multivolume Reference - Humanities & Social Sciences.*
  21. Chiu, M. M., & Chow, B. W.-Y. (2015). International comparisons of student achievement. In S. Rosa's (Ed.) *Progress in Education, vol. 32* (pp. 93-108). Hauppauge, NY: Nova Science.
  22. Arya, P., Christ, T., & Chiu, M. M. (2015). TAP (Teacher learning, Application to Pedagogy) through video mediated discussions. In M. L. Niess & H. Gillow-Wiles's (Eds.) *Handbook of Research on Teacher Education in the Digital Age* (pp. 334-356). Hershey, PA: IGI Global.
  23. Christ, T., Arya, P., & Chiu, M. M. (2015). A three-pronged approach to video reflection: Preparing literacy teachers of the future. In E. Ortlieb, L. Shanahan, & M. McVee (Eds.), *Video Reflection in Literacy Teacher Education and Development: Lessons from Research and Practice* (pp. 235-253). Bingley, UK: Emerald.

24. Chiu, M. M. (2014). Family and school influences on students' math achievement: United States vs. China. In W. Ma's (Ed.) *East Meets West in Teacher Preparation: Crossing Chinese and American borders* (pp. 143-158). New York: Teachers College Press.
25. Chiu, M. M., & Fujita, N. (2014). Statistical discourse analysis of online discussions: Informal cognition, social metacognition and knowledge creation. In S.-C. Tan, H.-J. So & J. Yeo's (Eds.) *Knowledge creation in education* (pp. 97-112). New York: Springer.
26. Chen, G., & Chiu, M. M. (2014). Learning processes during online discussions. In M. Khosrow-Pour's (Ed.) *Encyclopedia of Information Science and Technology* (3<sup>rd</sup> ed.) (pp. 2544-2554). Hershey, PA: IGI Global.
27. Chiu, M. M., & Chen, G. (2014). Collectivism. In L. Ganong, M. Coleman, & G. J. Golson's (Eds.) *The Social History of the American Family* (pp. 254-256). Thousand Oaks, CA: Sage.
28. Chiu, M. M., & Chen, G. (2014). Individualism. In L. Ganong, M. Coleman, & G. J. Golson's (Eds.) *The Social History of the American Family* (pp. 721-724). Thousand Oaks, CA: Sage.
29. Chiu, M. M., & Pawlikowski, M. (2014). Head Start. In L. Ganong, M. Coleman, & G. J. Golson's (Eds.) *The Social History of the American Family* (pp. 660-662). Thousand Oaks, CA: Sage.
30. Chiu, M. M. (2013). Statistical discourse analysis of an online discussion: Cognition and social metacognition. In *Productive Multivocality in the Analysis of Collaborative Learning* (pp. 417-434). New York: Springer.
31. Chiu, M. M. (2013). Classroom interactions between students. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 125-127). Thousand Oaks, CA: Sage.
32. Chiu, M. M. (2013). Social metacognition, micro-creativity and justifications: Statistical discourse analysis of a mathematics classroom conversation. In *Productive Multivocality in the Analysis of Collaborative Learning* (pp. 141-160). New York: Springer.
33. Chiu, M. M. (2013). Class inequality – Achievement. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 116-118). Thousand Oaks, CA: Sage.
34. Chiu, M. M., & Chen, G. (2013). Statistical discourse analysis: Testing hypotheses with large datasets of electronic discourse. In H. L. Lim and F. Sudweeks's (Eds.) *Innovative Methods and Technologies for Electronic Discourse Analysis* (pp. 285-303). Hershey, PA: IGI Global.
35. Chiu, M. M., & \* Pawlikowski, M. J. (2013). Social metacognition and micro-creativity. In E. G. Carayannis's (Ed.), *Encyclopedia of Creativity, Invention, Innovation, and Entrepreneurship* (pp. 1687-1692). New York: Springer.
36. Chiu, M. M., \* Molenaar, I. Chen, G., Wise, A. F. & Fujita, N. (2013). Micro-analysis of collaborative processes that facilitate productive online discussions: Statistical discourse analyses of three cases. In M. Clara & E. B. Gregori (Eds.) *Assessment and evaluation of time factors in online teaching and learning* (pp. 232-263). Hershey, PA: IGI Global.
37. Chiu, M. M., & Chow, B. W.-Y. (2013). International comparisons of student achievement. In M. Gowda and A. Khanderia's (Ed.) *Educational Achievement: Teaching Strategies, Psychological Factors and Economic Impact* (pp.115-132). Hauppauge, NY: Nova Science.
38. Chiu, M. M. (2013). Parental Involvement. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 570-572). Thousand Oaks, CA: Sage.
39. Chiu, M. M., \* Jones, K. A., & \* Jones, J. L. (2013). Building on Schoenfeld's studies of

- metacognitive control towards social metacognitive control. In Y. Li & J. Moschkovich's (Eds.) *Mathematical proficiency and beliefs in learning and teaching— learning from Alan Schoenfeld and Günter Toerner* (pp. 69-88). Rotterdam, Netherlands: Sense.
40. Chiu, M. M. (2013). Family structure and education. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 271-275). Thousand Oaks, CA: Sage.
  41. Chiu, M. M. (2013). Grandparents' role in education. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 333-334). Thousand Oaks, CA: Sage.
  42. Chiu, M. M. (2013). Adolescence. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 9-10). Thousand Oaks, CA: Sage.
  43. Chiu, M. M. (2013). China. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 114-116). Thousand Oaks, CA: Sage.
  44. Wise, A. F., Zhao, Y., Hausknecht, S., & Chiu, M. M. (2013). Temporal considerations in analyzing and designing for online discussions in education: Examining duration, sequence, pace and salience. In M. Clara & E. B. Gregori (Eds.) *Assessment and evaluation of time factors in online teaching and learning* (pp. 198-231). Hershey, PA: IGI Global.
  45. Chiu, M. M. (2013). Hong Kong. In J. Ainsworth & G. J. Golson's (Eds.) *Sociology of Education* (pp. 365-366). Thousand Oaks, CA: Sage.
  46. Chiu, M. M. (2012). Learning strategies. In R. J. R. Levesque's (Ed.) *Encyclopedia of Adolescence, 12*, 1565-1573. New York: Springer.
  47. Chiu, M. M. (2011). Changes in China's Economy, Families and Cultural Values. In F. Chin's (Ed.) *Asian Economic and Political Developments* (pp. 291-307). New York: Nova Science Publishers.
  48. Ni, Y., Chiu, M. M., & Cheng, Z. J. (2010). Chinese children learning mathematics: From home to school. In M. Bond's (Ed.) *Oxford Handbook of Chinese Psychology* (pp. 143-154). Oxford: Oxford University Press.
  49. Chiu, M. M., & \* Kuo, S. W. (2009). Social metacognition in groups: Benefits, difficulties, learning, and teaching. In C. B. Larson's (Ed.) *Metacognition: New Research Developments* (117-136). Hauppauge, NY: Nova Science Publishers.
  50. Chiu, M. M. (2008). China's changing economy, families, cultural values, and student learning: Benefits, challenges, and strategies. In F. Columbus's (Ed.) *Education in China: 21<sup>st</sup> Century Issues and Challenges* (pp. 141-156). Hauppauge, NY: Nova Science Publishers.
  51. Chiu, M. M. (2008). Inequality mechanisms that hurt both privileged and disadvantaged students' learning. In I. H. Wadell's (Ed.) *Income Distribution: Inequalities, Impacts and Incentives* (pp. 79-98). Hauppauge, NY: Nova Science Publishers.
  52. Chiu, M. M., & Khoo, L. (2008). Effects of resources, inequality, and privilege bias on achievement: Country, school and student level analyses. In P. P. Hick and G. Thomas's (Eds.) *Inclusion and Diversity in Education, vol 2*. Thousand Oaks, CA: Sage. [Reprinted from *American Educational Research Journal, 42*, 575-603]
  53. Chiu, M. M. (2001). Analyzing group work processes: Towards a conceptual framework and systematic statistical analyses. In F. Columbus (Ed.), *Advances in psychology research, vol. 4* (193-222). Huntington, NY: Nova Science Publishers. [Reprinted in F. Columbus, (Ed.) (2002). *Advances in psychology research, Vol. 6*. (pp. 1-29). Huntington, NY: Nova Science Publishers]

**Refereed Journal Articles (103)**

54. Chiu, M. M. (in press). Statistically modelling effects of dynamic processes on outcomes: An example of discourse sequences and group solutions. *Journal of Learning Analytics*.
55. Chiu, M. M. (in press). Qatar family, school, and child effects on reading. *International Journal of Comparative Education and Development*.
56. Chiu, M. M., Seigfried-Spelling, K. C., & Ringenberg, T. R. (in press). Detecting contact vs. fantasy child sex offenders in online chats: Statistical discourse analysis of self-disclosure and emotion words. *Child Abuse & Neglect*.
57. Chiu, M. M., Joh, S. W., & Khoo, L. (in press). The effect of school closure threats on student performance: Evidence from a natural experiment. *BE Journal of Economic Analysis and Policy*.
58. Chiu, M. M., Chow, B. W. Y., & Joh, S. W. (in press). Streaming, tracking and reading achievement: A multilevel analysis of students in 40 countries. *Journal of Educational Psychology*.
59. Lehmann-Willenbrock, N., & Chiu, M. M. (in press). Igniting and resolving content disagreements during team interactions: A statistical discourse analysis of team dynamics at work. *Journal of Organizational Behavior*. DOI:10.1002/job.2256
60. Reynolds, R., & Chiu, M. M. (in press). Reducing digital divide effects through student engagement in coordinated game design, online resource uses, and social computing activities in school. *Journal of the American Society for Information and Technology*.
61. Lehmann-Willenbrock, N., Chiu, M. M., Lei, Z., & Kauffeld, S. (2017). Understanding positivity within dynamic team interactions: A statistical discourse analysis. *Group & Organization Management*, 42, 1, 39-78. DOI: 10.1177/1059601116628720  
**Outstanding 2017 GOM article.**
62. Christ, T., & Chiu, M. M. (in press). Hearing words, learning words: How different presentations of a novel vocabulary word affect children's incidental learning. *Journal of Research in Reading*. doi.org/10.1080/10409289.2018.1484648
63. Chiu, M. M., & Roberts, C. A. (2018). Improved analyses of single cases: Dynamic multilevel analysis. *Developmental Neurorehabilitation*, 21, 4, 253-265. DOI: 10.3109/17518423.2015.1119904
64. Christ, T., Chiu, M. M., Rider, S., Kitson, D., Hanser, K., McConnell, Dipzinski, R., & Mayernik, H. (2018). Cultural relevance and informal reading inventory performance: African-American primary and middle school students. *Literacy Research & Instruction*, 57, 2, 117-134.
65. Leko, M., Chiu, M. M., & Roberts, C. (2018). Individual and contextual factors related to secondary special education teachers' reading instructional practices. *Journal of Special Education*, 51, 4, 236-250.
66. Hao, L., Li, S., Chiu, M. M., & Lu, M. H. (2018). Social support and Internet addiction among mainland Chinese teenagers and young adults: A meta-analysis. *Computers in Human Behavior*, 85, 200-209. <https://doi.org/10.1016/j.chb.2018.03.041>
67. Hao, L., Cui, Y., & Chiu, M. M. (2018). The relationship between teacher support and students' academic emotions: A meta-analysis. *Frontiers in psychology: Educational Psychology*, 8, 2288. doi.org/10.3389/fpsyg.2017.02288.
68. Chiu, M. M. (2017). Self-beliefs, metacognition and mathematics achievement: A comparison of US and East-Asian students. *International Journal of Psychology Research*, 11, 1, 57-83.

69. Molenaar, I., & Chiu, M. M. (2017). Effects of sequences of cognitive actions on group performance over time. *Small Group Research*, 48, 2, 131-164.  
DOI:10.1177/1046496416689710
70. Christ, T., Wang, X. C., & Chiu, M. M. (2017). Exploring factors related to young children's word-meaning derivations during read-alouds. *Reading Psychology*, 38, 1, 1-38.
71. Christ, T., Arya, P., & Chiu, M. M. (2017). Relations among resources in professional learning communities and learning outcomes. *Teaching Education*, 28, 94-114.
72. Christ, T., Arya, P., & Chiu, M. M. (2017). Video use in teacher education: An international survey of practices. *Teaching and Teacher Education*, 63, 22-35.
73. Allen, J. A., Fisher, C., Chetouani, M., Chiu, M. M., Gunes, H., Mehu, M., & Hung, H. (2017). Comparing social science and computer science workflow processes for studying group interactions. *Small Group Research*, 48, 5, 568-590.
74. \* Chase, A. M., Clancy, H.A., Lachance, R. P., Mathison, B., Chiu, M. M., & Weaver, G. C. (2017). Improving critical thinking via authenticity: Research experience in a US Military Academy, CASPiE, chemistry course. *Chemistry Education Research and Practice*, 18, 55-63.
75. Chiu, M. M., & Lehmann-Willenbrock, N. (2016). Statistical discourse analysis: Modeling sequences of individual behaviors during group interactions across time *Group Dynamics: Theory, Research, and Practice*, 20, 3, 242-258.  
doi:10.1037/gdn0000048
76. Chiu, M. M., Chow, B. W. Y., McBride, C., & Mol, S. T. (2016). Students' sense of belonging at school in 41 countries: Cross-cultural variability. *Journal of Cross-cultural Psychology*, 47, 175-196.
77. Hao, L., Cui, Y., & Chiu, M. M. (2016). Affective teacher—student relationships and students' externalizing behavior problems: A meta-analysis. *Frontiers in Psychology: Educational Psychology*, 7, 1311. doi:10.3389/fpsyg.2016.01311
78. Arya, P., Christ, T., & Chiu, M. M. (2016). Video use in teacher education: a survey of teacher-educators' practices across disciplines. *Journal of Computing in Higher Education*, 28 (2), 261-300.
79. Chiu, M. M. (2015). Family inequality, school inequalities and mathematics achievement in 65 countries: Microeconomic mechanisms of rent seeking and diminishing marginal returns. *Teacher's College Record*, 117, 1, 1-32.
80. Chiu, M. M., & Chow, B. W. Y. (2015). Classmate characteristics and student achievement in 33 countries: Classmates' past achievement, family SES, educational resources and attitudes toward reading. *Journal of Educational Psychology*, 107, 1, 152-169.
81. Hayden, H. E., & Chiu, M. M. (2015). Reflective teaching via a problem exploration-teaching adaptations-resolution cycle: A mixed methods study of pre-service teachers' reflective notes. *Journal of Mixed Methods Research*, 9, 2, 133-153.  
doi:10.1177/1558689813509027
82. Bruce, D. L., & Chiu, M. M. (2015). Composing with new technology: Teachers reflecting on learning digital video *Journal of Teacher Education*, 66, 3, 272-287.
83. Cho, J. R., & Chiu, M. M. (2015). Rapid naming in relation to reading and writing in Korean (Hangul), Chinese (Hanja), and English among Korean children: A one-year longitudinal study. *Journal of Research in Reading*, 38, 4, 387-404.

84. Christ, T., Wang, X. C., & Chiu, M. M. (2015). Emergent readers' social interaction styles and their comprehension processes during buddy reading. *Literacy Research and Instruction, 54*, 1, 45-66.
85. Arya, P., Christ, T., & Chiu, M. M. (2015). Links between characteristics of collaborative peer video analysis events and literacy teachers' outcomes. *Journal of Technology and Teacher Education, 23*(2), 159-183.
86. Chiu, M. M., & Fujita, N. (2014). Statistical discourse analysis: A method for modelling online discussion processes. *Journal of Learning Analytics, 1* (3), 61-83.
87. Chiu, M. M., Joh, S. W., & Khoo, L. (2014). Effects of competition and exit threats on managerial incentives in the financial industry. *Review of Financial Information Studies, 3*, 71-89.
88. \* Molenaar, I., & Chiu, M. M. (2014). Dissecting sequences of regulation and cognition: Statistical discourse analysis of primary school children's collaborative learning. *Metacognition and Learning, 9*, 137-160.
89. Wise, A. F., & Chiu, M. M. (2014). The impact of rotating summarizing roles in online discussions: Effects on learners' listening behaviors during and subsequent to role assignment. *Computers in Human Behavior, 38*, 261-271.
90. Waight, N., Chiu, M. M., & \* Whitford, M. M. (2014). Factors that influence science teachers' selection and usage of technologies in high school science classrooms. *Journal of Science Education and Technology, 23*, 5, 668-681.
91. Christ, T., Chiu, M. M., & Wang, X. C. (2014). Preschoolers' engagement with reading behaviours: A statistical discourse analysis of peer buddy-reading interactions. *Journal of Research in Reading, 37*, 4, 375-408.
92. Eryilmaz, E., Chiu, M. M., Thoms, B., Mary, J., & R. Kim. (2014). Design and evaluation of instructor-based and peer-oriented attention guidance functionalities in an open source anchored discussion system, *Computers & Education, 71*, 303-321. doi: 10.1016/j.compedu.2013.08.009.
93. Christ, T., Arya, P., & Chiu, M. M. (2014). Teachers' reports of learning and application to pedagogy based on engagement in collaborative peer video analysis. *Teaching Education, 25*, 4, 349-374.
94. Arya, P., Christ, T., & Chiu, M. M. (2014). Facilitation and teacher behaviors: An analysis of literacy teachers' video-case discussions. *Journal of Teacher Education, 65* (2), 111-127.
95. Christ, T., Chiu, M. M., \* Currie, A., & Cipielewski, J. (2014). The relation between test formats and kindergarteners' expressions of vocabulary knowledge. *Reading Psychology, 35*, 6, 499-528.
96. Reynolds, R., & Chiu, M. M. (2013). Formal vs. informal context factors as contributors to student engagement in a guided discovery-based program of game design learning. *Learning, Media and Technology, 38*, 4, 429-462.
97. Hayden, H. E., & Chiu, M. M. (2013). Lessons learned: Supporting the development of reflective practice and adaptive expertise. *Literacy Research Association Yearbook, 62*, 278-296.
98. Wang, X. C., Christ, T., & Chiu, M. (2013). Exploring a comprehensive model for early childhood vocabulary instruction: A design experiment. *Early Childhood Development and Care, 187*(7), 1075-1106. DOI: 10.1080/03004430.2013.843531



99. Moore-Russo, D., \* Viglietti, J. M., Chiu, M. M., & \* Bateman, S.M. (2013). Teachers' spatial literacy as visualizing, reasoning, and communication. *Teaching and Teacher Education, 29*, 97-109.
100. Chiu, M. M., McBride-Chang, C. & \* Lin, D. (2012). Ecological, psychological, and cognitive components of reading difficulties: Testing the component model of reading in fourth graders across 38 countries. *Journal of Learning Disabilities, 45*, 5, 391-405. doi: 10.1177/0022219411431241
101. Chiu, M. M., Pong, S. L., \* Mori, I., & Chow, B. W. Y. (2012). Immigrant students' cognitive and emotional engagement at school: A multilevel analysis of students in 41 countries. *Journal of Youth and Adolescence, 41*, 1409-1425.
102. \* Chen, G., Chiu, M. M., & \* Wang, Z. (2012). Social metacognition and the creation of correct, new ideas: A statistical discourse analysis of online mathematics discussions. *Computers in Human Behavior, 28*(3), 868-880.
103. \* Chen, G., Chiu, M. M., & \* Wang, Z. (2012). Predicting social cues during online discussions: Effects of evaluations and knowledge content. *Computers in Human Behavior, 28*(4), 1497-1509.
104. Christ, T., Arya, P., & Chiu, M. M. (2012). Collaborative peer video analysis: Insights about literacy assessment & instruction. *Journal of Literacy Research, 44*, 171-199.
105. Mol, J., Chiu, M. M., & Wijnberg, N. (2012). Love me tender: New entry in popular music. *Journal of Organizational Change Management, 25*, 88-120.
106. Chiu, M. M., & \* Chow, B. W.-Y. (2011). Classroom discipline across 41 countries: School, economic, and cultural differences. *Journal of Cross-Cultural Psychology, 42*, 3, 516-533.
107. \* Chow, B. W.-Y., Chiu, M. M., & \* Wong, S. (2011). Emotional intelligence, social problem solving skills, and psychological distress. *Journal of Applied Social Psychology, 41*, 8, 1958-1980.
108. \* Molenaar, I., Chiu, M. M., van Boxtel, C. & Slegers, P. J.C. (2011). Scaffolding of small groups' metacognitive activities with an avatar. *International Journal of Computer-Supported Collaborative Learning, 6*, 601-624. DOI: 10.1007/s11412-011-9130-z
109. Wise, A., & Chiu, M. M. (2011). Analyzing temporal patterns of knowledge construction in a role-based online discussion. *International Journal of Computer-Supported Collaborative Learning, 6*, 445-470.
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2. Chiu, M. M., Oh, Y. W., & Kim, J-N. (submitted). Politeness effects on audiences during online debates: Not agree vs. disagree vs. reject. *Nature: Human Behavior*.
3. Christ, T., Wang, X. C., & Chiu, M. M. (submitted). Meaning-making with multimodal app books: Kindergartners' reading behaviors and comprehension. *Reading Research Quarterly*.
4. Arya, P., Christ, T., & Chiu, M. M. (submitted). A comparison of preservice teachers' literacy learning outcomes across online and face-to-face collaborative peer video analysis formats. *Contemporary Issues in Technology and Teacher Education*.
5. Chiu, M. M., & Huang, X. (submitted). Statistical discourse analysis: Students' group problem

solving. *Journal of Global Education*.

6. Bruce, D., Miller, S. M., & Chiu, M. M. (submitted). Rural students composing videos despite contextual constraints: Breaking down the in-school/out-of-school divide. *Learning Media and Technology*.

#### News articles (148)

##### **International**

1. University offers resolutions (2010, December 31). *United Press International – Health News*.
2. Overconfident kids, below-average readers (2009, August 6). *United Press International – Health News*.

##### **Australia**

3. Brain games to teach kids math (2012, May 4) *Your Kids*.
4. Family chats can help kids learn (2010, July 22) *Your Kids*.
5. Students learn more through more executive thinking and less memorizing (2007, April 27). *Same Way Magazine*.

##### **Brazil**

6. Overconfident students score lower in math, UB researcher says (2010, December 29) *Brazilian Marketing*.
7. Family chats can help students learn (Conversas da família podem ajudar os alunos a aprender) (2010, July 24) *Centralx*.

##### **Canada**

8. How to build a better student (2010, November 18) *Toronto Globe and Mail*

##### **Chile**

9. Family conversations increase student learning (Conversaciones familiares aumentan aprendizajes en alumnos) (2010, August 3) *La Tercera*
10. Overconfidence in children lowers academic achievement (Crear sobreexpectativas en los niños baja su rendimiento académico) (2009, August 10) *La Tercera*

##### **Dominican Republic**

11. Tool developed to expose payola (*Desarrollan herramienta para delatar la payola*) (2009, Dec. 15). *La Caribe*.

##### **Europe**

12. Overconfident students often poorer readers: Study (2009, July 31). *EuroSeek*.

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13. Encouraging children to be problem solvers (2013, August) [Parent Circle, 3, 4](#), pp. 32-38. **Cover story.**
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15. Family chats beneficial for kids: Study (2010, July 23) *Yahoo News India*.  
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16. Overconfidence can stunt vital reading skills in teens (2009, August 2) *Med-India*  
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### **Mexico**

17. Games to teach math to children (Juegos para enseñar matemáticas a los niños). (2012, April 23) *Matuk*

### **Pakistan**

18. Overconfident teenagers can stunt vital reading skills (2009, July 29) *Sindh Today*

### **People's Republic of China**

19. CUHK study found: Less reliance on memorization helps improve students' academic achievement (香港中大研究顯示: 學生減少背誦有助於提升成績). (2007, April 24). *Xin Hua*. Retrieved from [http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/tai\\_gang\\_ao/2007-04/24/content\\_6020542.htm](http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/tai_gang_ao/2007-04/24/content_6020542.htm)
20. Reliance on memorization reduces academic performance (背誦降低學習表現). (2007, April 23). *Sina News*.
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### **Russia**

25. A method for calculating musical payola (Разработан метод вычисления музыкальной) (2009, December 16) 24

### **Southeast Asia**

26. Family chats beneficial for kids: Study (2010, July 24) *South Asia News*.

### **South Korea**

27. Korean middle school students world number one in reading comprehension, Chinese University of Hong Kong investigated 43 countries, reading ability is number 8.



- (한국중학생 문장이해력 세계 1 위, 홍콩중문대 43 개국 조사, 독서능력은 8 위에 올라). (2006, April 5). *Segye Ilbo (World Daily)*.
28. Korean middle school students world number one in reading comprehension (한국 중학생 문장 이해능력 세계 1 위). (2006, April 5). *Etimes.net*.
29. Korean middle school students world number one in reading comprehension in comparison of 43 countries, reading ability is top 8th. (한국 중학생 문장이해력 1 위, 43 개국 비교... 독서능력은 8 위). (2006, April 5). *Seoul Newspaper*.
30. Korean middle school students world number one in reading comprehension, Chinese University of Hong Kong investigated 43 countries, reading ability is top 8<sup>th</sup>. interest in reading top 10<sup>th</sup> (한국 중학생, 문장 이해력 세계 1 위, 홍콩 중문대 43 개국 조사, 독서력 8 위-독서 흥미 10 위). (2006, April 5). *Korean Daily*.
31. Korean middle school students world number one in reading comprehension (한국 중학생 문장 이해능력 세계 1 위). (2006, April 4). *Chosun Ilbo*.
32. Korean middle school students world number one in reading comprehension, Chinese University of Hong Kong investigated 190,000 students across 43 countries, reading ability is top 8th. interest in reading top 10<sup>th</sup> (한국 중학생 문장 이해능력 세계 1 위, 홍콩 중문대 43 개국 19 만명 대상, '독서능력' 8 위 '독서흥미' 10 위). (2006, April 4). *Seoul Kyongjie*.
33. Korean middle school students world number one in reading comprehension (한국 중학생 문장 이해능력 세계 1 위). (2006, April 4). *Mae Il Kyeong Jae (Economic Daily)*.
34. Korean middle school students world number one in reading comprehension, Chinese University of Hong Kong investigated 43 countries, reading ability is top 8<sup>th</sup> (한국 중학생, 문장 이해력 세계 1 위, 홍콩 중문대 43 개국 조사, 독서능력은 8 위에 올라). (2006, April 4). *Segye.com*.
35. Korean middle school students world number one in reading comprehension (한국 중학생 문장 이해능력 세계 1 위). (2006, April 4). *YPN Yonhap News Agency*.

### Spain

36. Researcher invents statistical method that can detect bribery in the music industry (Investigador inventa método estadístico que puede detectar el soborno en la industria de la música), 2009, December 15. *Ideas for Capital*

### Saudi Arabia

37. Family chats beneficial for kids: Study (2010, July 23) *Arab Herald*.

### Taiwan

38. CUHK study: Students who memorize less, learn more (香港中大研究顯示:學生減少背誦有助於提升成績). (2007, April 24). *China News*.
39. Less recitation improves student learning (學生減少背誦有助於提升成績). (2007, April 24). *CD News*.
40. Reliance on memorization reduces academic performance (背誦降低學習表現). (2007, April 24). *The Epoch Times*.
41. CUHK study: Memorization reduces student performance (香港中大研究: 學生背誦降低學習表現). (2007, April 23). *Cross-strait News*.
42. Girls like reading, have higher reading ability (女孩愛看書閱讀力較高). (2006, April 4). *EpochTimes*.
43. Hong Kong Study: Girls' reading ability higher than boys (香港研究: 女孩閱讀能力高於男孩). (2006, April 4). *Lihpao*, 12.

### Thailand

44. Overconfident teenagers can stunt vital reading skills (2009, July 30) *Thaindian News*

### United Kingdom

45. [How to help students settle into the new school year](#). (2017, September 6). *The Guardian*.
46. Statistics pulls the plug on record pluggers (2010, January 4) *Straight Statistics*
47. Investigator creates statistical method that can detect bribery in the music industry (Investigador crea método estadístico que puede detectar el soborno en la industria de la música). (2009, December 15). *Last FM*.
48. CUHK: Over reliance on memorization reduces academic achievement (港中大:過分依賴背誦降低學習成績). (2007, April 24). *BBC*. Retrieved April 24, 2007 from [http://news.bbc.co.uk/chinese/trad/hi/newsid\\_6580000/newsid\\_6582900/6582941.stm](http://news.bbc.co.uk/chinese/trad/hi/newsid_6580000/newsid_6582900/6582941.stm)

### United States

49. [Economic inequality linked to lower math test scores](#) (2015, May 8) *Purdue Education*
50. [Literacy depends on nurture, not nature](#) (2013, November 13) *Medical Xpress*
51. [Perseverance, creativity, traits education professor fosters in students](#) (2013, May 24) *UB Reporter*
52. UB Puts New Year's Resolutions to the Test! (2010, December 31) *MS NBC*.
53. Professor develops method to analyze creative problem solving (2010, May 31) *UB Reporter*.
54. Talking works (May 20, 2012) *PHYS*
55. Can Simple Games Increase Preschoolers' Comfort with Math? (2012, April 20) *Education Week*
56. University offers resolutions (2010, December 31) *St. Louis Globe-Democrat*.
57. Ten (Research-tested) New Year's Resolutions (2010, December 30) *Newswise*. Reprinted in *Health News Digest*
58. New Year's Resolution Advice from UB (2010, December 29) *Buffalo Rising*.
59. Overconfident students score lower in math (2010, December 28) *Health News Digest*.
60. Go figure: Family chats that include math help kids (2010, December 23) *Examiner*.

61. The Morning File: Hey kids, math comes alive with these cool real-life examples (2010, August 2) *Pittsburgh Post-Gazette*.
62. Family chats can help students learn, Study shows (2010, July 25) *NewsRoom America*.
63. Family chats add up to smarter children (2010, July 24) *Futurity*.
64. Family chats can help students learn, especially in richer country, study shows (2010, July 23) *Science Daily*.
65. A fine ear for the music of statistics (2010, April 2) *Business First*.
66. Formula that can ID music industry payola developed (2009, Dec. 16). *The Music Industry Report*.
67. UB researcher develops formula that can ID music industry payola (2009, Dec. 16). *Science Centric*.
68. Formula Can ID Music Industry Payola (2009, Dec. 16). *RedOrbit*.
69. Formula that can ID music industry payola developed (2009, Dec. 16). *Science Daily*.
70. Too much confidence equals lower reading scores for teens (2009, July 31) *Los Angeles Times*.
71. Overconfidence among teenage students can stunt crucial reading skills (2009, July 30) *Science Daily*
72. Study: Cocky teens often are below-average readers (2009, July 30) *Reading Today*
73. Overconfidence among teenage students can stunt crucial reading skills (2009, July 30) *InSciences*
74. Reading skills could get affected due to overconfidence in teen students (2009, July 29) *Health Jockey*
75. Overconfident students are often below-average readers, according to new study (2009, July 29) *The Medical News*

### **Hong Kong**

76. Direct Subsidy Schools' effect on student ability compared to government and aided school (提升學生能力 直資校或差過官津) (2010, November 26) *Wen Wei Po*.
77. Parents send children to interview training to apply for 7 famous schools (家長報七名校「雞精班」谷子女). (2008, September 14). *Oriental Daily News*, A06
78. Memory strategies and learning (記憶訓練與知識學習). (2008, April 1). *Sing Tao Daily*, p. E4.
79. Interest in Mathematics: HK students ranked 2 in the world. (學習數學興趣 港生全球第二). (2007, September 25). *Sun Daily*, p. A20
80. Survey showed family incomes affect mathematics performance. (調查指家庭收入影響數學成績). (2007, September 25). *Sing Tao Daily*, p. F02
81. Initiate mathematics interest from daily lives. (引發數學興趣由日常生活做起). (2007, September 25). *Hong Kong Headline*, p. P22
82. Learning for finding a good job: No improvement in mathematics. (為「搵好工」學習數學無進步). (2007, September 25). *Wen Wei Po*, p. A26.
83. The more the parents earn: The better the children's mathematics. (父母收入增子女數學好). (2007, September 25). *Apple Daily*, p. A20.
84. Kids who love mathematics will have improvement. Stimulating interests through comparing possible appreciation in values of various substance. (孩童愛數學 成績會

- 進步 倡比較各事物升值潛力 啟發興趣). (2007, September 25). *Hong Kong Economics Daily*, p. A32.
85. HK students' interest in Mathematics rank 2 around the world. (港生數學興趣全球第二). (2007, September 25). *Oriental Daily*, p. A19.
86. Politics and the art of better marks in science. (2007, June 16). *South China Morning Post*, p. E3.
87. Discussing current events with parents raises student scores by 5% (與家長討論時事 學童成績高5%). (2007, June 12). *Hong Kong Economics Daily*, p. A30.
88. Hong Kong families discuss current events more often than England or the US (港家庭討論時事排名超英美). (2007, June 12). *MetroHK*, p. P06.
89. Better science marks in school linked to family chats about society. (2007, June 12). *The Standard*, p. M4.
90. Discussing current events twice a week raises science scores by 5% (每周討論時事兩次 科學成績升 5%). (2007, June 12). *Sing Tao Daily*, p.F02.
91. Parent-child discussions of current events promote science performance (親子談時事提升科學成績). (2007, June 12). *Oriental Daily*, p. A20.
92. Discussions of current events raise science scores (多討論時事科學分數高). (2007, June 12). *Sun Daily*, p. A07.
93. Parent-child discussions of current events promote science performance (親子討論時事 提升科學分數). (2007, June 12). *Wen Wei Po*, p. A25.
94. Discuss current events with children to raise scores 5% (多與子女傾時事成績增5%). (2007, June 12). *am730*, p. M13.
95. Memorisation hinders learning: Survey shows parrot-type process hinders learning. (2007, May 2). *The Standard*, p. E03.
96. Student learning strategies affect academic performance. (2007, May 4). *MetroHK*.
97. Memorization does not help problem solving (背誦無助解決難題). (2007, May 8). *MetroHK*, p.P43.
98. Executive thinking just not in the students' realm. (2007, April 29). *South China Morning Post*, p.EDT12.
99. Reliance on memorization in learning is harmful. Hong Kong students' memorization index is very high (讀死書 死讀書 反有害 港學生背誦指數超高). (2007, April 28). *Ming Pao Weekly*, p.108.
100. Hong Kong students' reliance on memorization reduces Mathematics and Science achievement (學生依賴背誦影響數理成績). (2007, April 24). *Sing Pao*, p. A08.
101. Over half of the Hong Kong students learn by memorization (逾半港生學習靠「死背」). (2007, April 24). *Hong Kong Headline*, p. P10.
102. Hong Kong students' reliance on memorization reduces academic achievement. Hong Kong is ranked 29<sup>th</sup> in executive thinking use (港生死讀書成績反降 管理學習思維指數排名廿九). (2007, April 24). *Oriental Daily*, p.A15.
103. HK students lacking in executive thinking and schoolmate involvement, study finds schools focus too much on memory. (2007, April 24). *South China Morning Post*, p.CITY1.
104. CUHK study: Reliance on memorization affects learning (中大研究: 依賴背誦影響學習). (2007, April 24). *am730*, p.M08.

105. Memorization harms Mathematics and Science achievement (死記損數理成績). (2007, April 24). *Sun Daily*, p.A14.
106. Hong Kong students' reliance on memorization has opposite effects of what is expected (港生學習靠背誦 適得其反). (2007, April 24). *Hong Kong Economic Times*, p.A30.
107. Memorization lowers learning performance. CUHK scholars suggest using executive thinking in learning (死記硬背降低學習表現 中大學者建議將管理學習思維融入學習). (2007, April 24). *Tai Kung Pao*, p A26.
108. Hong Kong students' reliance on memorization reduces academic achievement (港生依賴背誦拖低成績). (2007, April 24). *Sing Tao Daily*, p.F01.
109. Study: Reliance of memorization in learning leads to poor academic achievement (研究:學習靠死記 成績不會好). (2007, April 24). *Wen Wei Pao*, p.A21.
110. Hong Kong students' reliance on memorization affects academic achievement (港生偏重背誦影響成績). (2007, April 24). *Hong Kong Daily News*, p.A07.
111. Reliance of memorization in learning leads to poor academic achievement (依賴背誦降低學習表現). (2007, April 24). *Hong Kong Commercial Daily*, p.B02.
112. Students learn more in internet discussions: speaking more boldly and thinking more critically than in classrooms. (網上討論學更多 大膽發言 批判思考回應勝課堂). (2007, February 13). *Ming Pao*, p.A14.
113. University students speak more boldly on the internet than in classrooms. (大學生網上討論 較課堂敢言). (2007, February 13). *Wen Wei Po*, p.A21.
114. 73% students share their learning experiences on the internet. (73%學生網上分享學習心得). (2007, February 13). *Ta Kung Pao*, p.A07.
115. Hong Kong students are not likely to show disagreements and critical thinking. (港生怯提意見礙培養批判思考). (2007, February 13). *Sing Tao Daily*, p.F01.
116. Students show more critical thinking on the internet than in classrooms. (大學生網上言論 批判性勝課堂). (2007, February 13). *Hong Kong Economic Times*, p.A21.
117. Students learn more in internet discussions: speaking more boldly and thinking more critically than in classrooms. (網上討論學更多 大膽發言 批判思考回應勝課堂). (2007, February 13). *Yahoo News*. Retrieved February 13, 2007 from <http://hk.news.yahoo.com/070212/12/21otd.html>.
118. Hong Kong students are not likely to show disagreements and critical thinking. (港生怯提意見礙培養批判思考). (2007, February 13). *Sina News*. Retrieved February 13, 2008 from [http://edu.sina.com.hk/cgi-bin/news/show\\_news\\_f2.cgi?type=focus&name=pro\\_university&id=2331562](http://edu.sina.com.hk/cgi-bin/news/show_news_f2.cgi?type=focus&name=pro_university&id=2331562)
119. Students learn more in internet discussions. (網上討論學更多). (2007, February 13). *Sina News*.
120. Less than 10% Hong Kong students express critical thinking in classrooms. (不足一成港生敢表意見). (2007, February 13). *HKheadlines.com*, p.P04.
121. 40% students discuss better online than in class (40%學生網上討論更勝課堂). (2007, February 13). *Hong Kong Daily News*, p.A07.
122. Study showed mainland students like expressing new ideas on the internet. (研究發現內地學生網上較熱衷發表新觀點及見解). (2007, February 12). *Global-report.com*.

123. Study showed mainland students like expressing new ideas on the internet. (研究發現內地學生網上較熱衷發表新觀點及見解). (2007, February 12). *RTHK Online News*. Retrieved February 12, 2007 from [http://www.rthk.org.hk/rthk/news/expressnews/20070212/news\\_20070212\\_55\\_378238.htm](http://www.rthk.org.hk/rthk/news/expressnews/20070212/news_20070212_55_378238.htm)
124. Small Class Size and Teacher Preparation (小班教學救校首重師資). (2006, April 12). *TaKungPao*, p.A06.
125. Reasons for girls' stronger language ability. (女性語文能力強得有理). (2006, April 6). *Wen Wei Po Daily*, p.C03.
126. Hong Kong students rank the fifth lowest illiteracy rate among 43 countries, Attending famous schools may improve children's reading achievement. (港生「文盲」率 43 地第 5 低, 子女讀名校可提升閱讀成績). (2006, April 4). *Ming Pao*, p.A08.
127. Study of 43 countries about 200,000 students, Hong Kong ranks seven in reading ability. (研究全球 43 地區近 20 萬學生, 閱讀能力港列第七). (2006, April 4). *Apple Daily*, p.A08.
128. HK youths' reading ability ranks 7 in the world (港青少年閱讀能力全球第七). (2006, April 4). *Sing Pao*, p.A04.
129. Secondary school girls have higher reading ability than boys. (中學生閱讀能力女勝男). (2006, April 4). *Oriental Daily News*, p.A29.
130. Surrounded by different kinds of language media from childhood, Hong Kong Students' reading ability comes first in Asia. (自小接觸不同類型語文媒體, 港生閱讀能力亞洲第一). (2006, April 4). *The Sun*, p.A10.
131. Many illiterate students are boys, Poor understanding of the meaning of essays. (在學「文盲」多男生, 理解差不明文章意思). (2006, April 4). *The Sun*, p.A10.
132. Hong Kong secondary students rank three in interest in reading. (中學生閱讀興趣全球第三). (2006, April 4). *Sing Tao Daily*, p.F01.
133. CUHK: Girls enjoy reading more than boys. (中大: 女孩比男孩更享受閱讀). (2006, April 4). *Ta Kung Pao*, p.A07.
134. Girls like reading, have higher reading ability than boys. (女生愛閱讀 認字力勝男生). (2006, April 4). *Wen Wei Po Daily*, p. A08.
135. Hong Kong students rank 3rd in interest in reading (港生閱讀興趣全球第三). (2006, April 4). *Hong Kong Daily News*, p.A08.
136. Hong Kong students rank 3rd in interest in reading, Influence or competition among schoolmates motivates reading. (港生閱讀興趣 全球第三, 同窗書不離手爭勝心態皆成動力). (2006, April 4). *Hong Kong Economic Times*, p.A33.
137. Girls' reading ability 10% higher than boys' (女生閱讀能力 高男生 1 成). (2006, April 4). *Hong Kong Economic Times*, p.A33.
138. Study: Girls find reading more fun. (2006, April 4). *China Daily (HK edition)*.
139. Girls like reading, have higher reading ability. (女孩愛看書閱讀力較高). (2006, April 3). *Ming Pao*, p.A08.
140. Wealth gap threatens equality of education, experts say. (2006, Feb 25). *South China Morning Post*, p.EDT3.

141. Hong Kong students have good achievement under equal education opportunity. (受教機會平等港生成績好). (2006, Feb 25). *Apple Daily*, p.A18.
142. Equal education opportunity enhance study, Scholars urge the Government treat students equally. (平等教育機會有利學習, 學者促政府對學生一視同仁). (2006, Feb 25). *The Sun*, p.A18.
143. Scholars suggest increasing DSS schools to achieve equality of education. (學者籲增直資校凸顯平等教育). (2006, Feb 25). *Ta Kung Pao*, p.A09.
144. Hong Kong students receive more equal education opportunities than Germany and United States. (港生學習機會平等遠勝德美). (2006, Feb 25). *Wen Wei Po Daily*, p.A25.
145. Educational resources more equal than UK Students' Science Mathematics achievement higher than rich countries. (教育資源分配較英公平 學生科學數學成績超富裕國家). (2006, Feb 25). *Hong Kong Economics Times*, p.A25.
146. Study: Hong Kong's school resources distributed more unequally than Korea and Thailand. (研究: 港校資源分配不均遜韓泰). (2006, Feb 25). *Ming Pao*, p.A14.
147. Hong Kong students outscore United Kingdom and United States and comes first. (港生能力評估壓英美居首). (2006, Feb 25). *Sing Tao Daily*, p.A24.
148. Hong Kong and Korean students both achieve the best among the world. (港韓生成績全球雙冠). (2006, Feb 25). *Oriental Daily News*, p.A18.
149. Unequal Teacher qualities affect learning. (師資分配不均影響學習). (2006, Feb 25). *Sing Pao*, p.A09.

## **GRANTS** (35 for US\$9.0 million / HK\$70.3 million)

### **External Grants (16)**

1. Co-Investigator, *Gamifying primary students' reading process through an online battle platform: Factors for success and obstacles to be overcome*. Hong Kong Standing Committee on Language Education and Research, \$281,365, 2018-2020.
2. Co-Investigator, *Professional and Parental Understanding for Equity in Dual Language Education of Project PUEDE: An Indiana Scale up of Dual Language Education*, US Department of Education, \$1,892,481, 2018-2022.
3. Co-Investigator, *Leveraging the Lectura y Lenguaje: A Collaborative Scale up of Literacy and Language in Indiana Schools*, US Department of Education, \$1,840,319, 2018-2022.
4. Co-Investigator, *Buffalo Partnership Project: Professional Development for Teachers across Disciplines to meet English Language Learners' Needs and Achieve Common Core Learning Standards*, New York State Education Department Teacher Leadership Quality Partnership (TLQP) grant, \$600,000, 2012-2015.
5. Principal Investigator, *Inequality and student achievement in mathematics, reading, and science*, Spencer Foundation Grants (US), \$149,500, 2007-2012.
6. Principal Investigator, *Ability grouping and reading achievement: Mechanisms and effects on students in 35 countries*, Hong Kong Research Grant Council Grants, \$46,000, 2008.
7. Co-Investigator, *Program for international student assessment of mathematics, reading, and science in Hong Kong*, Hong Kong Education Department Grant, \$1,007,961, 2006-2008.
8. Principal Investigator, *Resources, distribution, school autonomy and mathematics achievement: Modeling Direct Subsidy Scheme (DSS) Effects*, Hong Kong Research

- Grant Council Grants, \$24,516, 2006-2008.
9. Co-Investigator, *Corruption in the music industry*, Social Science Research Council (US), \$30,000, 2007-2008.
  10. Principal Investigator, *Teacher-student interactions during groups' mathematics problem solving*, Hong Kong Research Grant Council Grants, \$50,940, 2006-2007.
  11. Principal Investigator, *Beneficial and harmful effects of group processes during mathematics lessons*, Hong Kong Research Grant Council Grants, \$53,028, 2005-2006.
  12. Co-Investigator, *Program for international student assessment of mathematics, reading, and science in Hong Kong*, Hong Kong Education Department Grant, \$1,120,172, 2004-2006.
  13. Principal Investigator, *Mathematics classroom studies of group processes*, Spencer Foundation Grants (US), \$35,000, 2002-2003.
  14. Co-Investigator, *Teaching and Learning of Hong Kong Literature*, Arts Development Council (Hong Kong), \$115,371, 2002-2003.
  15. Co-Investigator, *OECD / HK-PISA Project: Monitoring the quality of mathematics, reading, and science education in Hong Kong*, Quality Education Fund (Hong Kong), \$1,055,613, 2001-2003.
  16. Principal Investigator, *Virtual Learning Spaces: Uniting mathematics teachers from different cultures in their practices of instruction*, National Academy of Education (US) / Spencer Foundation, \$6,000, 2001.

#### **University Grants (19)**

17. Principal Investigator, *EdUHK Learning from its Big Data*, The Education University of Hong Kong, HK\$1,885,760, 2018-2020.
18. Principal Investigator, *Improving FEHD's Information Infrastructure*, The Education University of Hong Kong, HK\$960,000, 2018-2020.
19. Co-Principal Investigator, *All that effort of feedback research, but what is the effect in Chinese secondary students? Identify impact through INFACT*, The Education University of Hong Kong, HK\$250,000, 2017-2019.
20. Co-Principal Investigator, *Technology Enhanced Learning and Assessment: Research-based Teacher Development*, The Education University of Hong Kong, HK\$215,000, 2017-2019.
21. Co-Investigator, *Unpacking Student Self-assessment: What Are the Self-assessment Processes and How Do They Work?* The Education University of Hong Kong, HK\$215,000, 2018-2019.
22. Principal Investigator, *Automatic Analysis of Online Discussions*, Purdue University Instructional Innovation Grant, \$99,738, 2016-18. (6 awards / 46 proposals)
23. Co-Investigator, *Distinguishing Contact Child Sex Offenders vs. Non-Contact Solicitors: Developing a Digital Forensics Tool for Automatic Analysis of Their Chats with Minors*, Purdue Polytechnic Institute Seed Grant, \$16,127, 2017-2018. (4 awards / 13 proposals)
24. Principal Investigator, *Modeling Purdue Student Achievement*, Purdue University Grant, \$40,000, 2014-16.
25. Co-Investigator, *SUNY Impact: Designing and Validating a Research-Based Model for Online SUNY Teaching (MOST)*, State University of New York Innovative Instruction Technology Grant, \$30,000, 2014-2016.
26. Principal Investigator, *Students' sense of belonging at school*, Direct Grants (Chinese University of Hong Kong), \$7,800, 2007-2008.
27. Principal Investigator, *Creating correct new ideas during groups' mathematics problem*



- solving*, Direct Grant (Chinese University of Hong Kong), \$8,774, 2004-2005.
28. Principal Investigator, *Rudeness and status effects during groups' mathematics problem solving*, Direct Grant (Chinese University of Hong Kong), \$6,452, 2003-2004.
  29. Principal Investigator, *Effects of groups' mathematics problem solving processes on correct contributions*, Direct Grant (Chinese University of Hong Kong), \$9,290, 2003.
  30. Principal Investigator, *Groups' mathematics problem solving processes*, Direct Grant (Chinese University of Hong Kong), \$9,290, 2002-2003.
  31. Principal Investigator, *How do the mathematics problem solving processes of successful and unsuccessful groups differ*, Direct Grant (Chinese University of Hong Kong), \$10,323, 2001-2002.
  32. Principal Investigator, *Metaphorical reasoning in mathematics*, Direct Grant (Chinese University of Hong Kong), \$4,774, 2001.
  33. Principal Investigator, *Mathematics classroom studies of group processes*, Direct Grant (Chinese University of Hong Kong), \$10,323, 2000-2001.
  34. Principal Investigator, *Evaluating groups' mathematics processes*, Direct Grant (Chinese University of Hong Kong), \$8,684, 1999-2000.
  35. Principal Investigator, *How do mathematics students work together?* Direct Grant (Chinese University of Hong Kong), \$9,032, 1998-1999.

## PRESENTATIONS

### Television Broadcasts (3)

#### USA

1. "UB puts New Year's Resolutions to a Test!" (2010, December 31, 12:09-10), WKBW-BUF (ABC), Buffalo, NY
2. "Family Meals" *Daybreak* (2010, October 8, 6:23-6:25 pm) KATC (ABC), Little Rock, AR
3. "Want to help your kids learn?" *Eyewitness News* (2010, October 7, 5:55-5:57 pm) WKBW-BUF (ABC), Buffalo, NY

### Internet Videos (4)

4. "How to review manuscripts" (2017, April 29) *Journal of Learning Sciences*
5. "Inequalities among Students" (2015, May 8) *Purdue University*
6. "Family inequality, school inequalities and mathematics achievement in 65 countries: Microeconomic mechanisms of rent seeking and diminishing marginal returns" (2015, April 15) *Teachers College Record*
7. "Brain Games: Fun ways to teach your child math without leaving the dinner table" (2012, April 2). One of the **top ten** most popular UB videos ever produced (20,000+ views).

### Radio Interviews and Broadcasts (17)

#### USA

1. "Revamping the SATs," *Morning Edition with Eileen Buckley* (2014, March 6, 9:30-35 am). [Radio interview] WBFO 88.7 FM.
2. "Literacy depends on Nurture, not Nature," *Morning Show with Nic Harcourt* (2013, November 25, 2013, 9:05-7 am). [Radio interview] KCSN 85.5 FM.
3. "Brain Drain and Payola" *Shredd and Ragan Talk Show* (2009, November 19, 3:45-3:52 pm) [Radio interview]. WEDG 103.3 The Edge.

4. *Teenagers' Confidence and Reading* (2009, September 17, 6:30 pm). [Radio interview]. KCSN 88.5 News.

### **Mainland China**

5. *Less reliance on memorization improves students' academic achievement* (學生減少背誦有助於提升成績). (2007, April 24). [Radio broadcast]. Southeast China Broadcasting.
6. *Hong Kong scholars showed equal education opportunities enhance students' performance.* (香港學者指出：平等教育機會有助提升學生表現). (2006, February 28). [Radio broadcast]. CNR.

### **Taiwan**

7. *Memorization reduces student performance* (學生背誦降低學習表現). (2007, April 23). [Radio broadcast]. HitRadio.

### **Hong Kong**

8. *"Hong Kong Today" interview (Harry Potter author effect)*. (2007, September 25, 8:15 – 8:20 am.). [Radio interview]. RTHK 3.
9. *Interest in math yields higher scores, career motivation does not.* (2007, September 25). [Radio broadcast]. RTHK Morning News.
10. *"Backchat" interview (Family chats and science learning)*. (2007, June 12, 9:15 – 9:30 am.). [Radio interview]. RTHK 3.
11. *Study shows family support leads to better science results.* (2007, June 12). [Radio broadcast]. RTHK Morning News.
12. *"Hong Kong Today" interview (Family political chats improve science learning)*. (2007, June 11, 6:15 – 6:30 pm.). [Radio interview]. RTHK 3.
13. *Discussing current events improves science scores* (調查指學生與家人討論時事有助科學科成績). (2007, June 11). [Radio broadcast]. RTHK.
14. *Memorization harms mathematics and science learning* (慣於背誦不利學習數理科). (2007, April 24). [Radio broadcast]. RTHK Morning News.
15. *"Hong Kong Today" interview (Students' internet discussions)*. (2007, February 13, 7:45 – 7:50 am.). [Radio interview]. RTHK 3.
16. *Education Reform and Inequality* (教育改革和不平等). (2006, March 6, 9:00 – 9:30 am.). [Radio interview]. MetroFinance 104 (新城財經台).
17. *Study: Equal education opportunity may improve student performance* (研究：平等教育機會可提升學生表現). (2006, February 24). [Radio broadcast]. RTHK.

### **Invited presentations (37; with 4 Keynotes)**

18. Chiu, M. M. (2018, May). *Using Small and Big Data to Improve our Teaching: Tests, Essays, Discussions and Class Activities*. Learning and Teaching @EdUHK Festival 2018. Hong Kong. **Keynote**.
19. Chiu, M. M. (2015, November) *Automatic statistical discourse analysis of online message sequences*. Presented as part of the Computational Social Science Series. Purdue University.

20. Chiu, M. M. (2014, March). *Does Inequality hurt all students?* Presented as part of the GSE Panel *Educational Reco*
21. Chiu, M. M. (2017, November). *More Human Capital, Better Economy: Increasing Student Learning in Qatar*. Enriching the Middle East's Economic Future Conference. Doha, Qatar.
22. Chiu, M. M. (2017, April) *Automatic analysis of online conversations*. Presented as part of the College of Education Series. Purdue University.
23. Chiu, M. M. (2015, February) *Toward automatic analysis of conversations*. Presented as part of the College of Engineering Education Series. Purdue University.
24. Chiu, M. M. (2016, July). *Automatic statistical discourse analysis of online message sequences*. Interdisciplinary Insights into Group and Team Dynamics Conference. Leiden, Netherlands. **Keynote**.
25. Chiu, M. M. (2015, November) *Automatic statistical discourse analysis of online message sequences*. Presented as part of the Computational Social Science Series. Purdue University.
26. Chiu, M. M. (2014, March). *Does Inequality hurt all students?* Presented as part of the GSE Panel *Educational Recommendations from (Inter)National Test Scores*. University at Buffalo, SUNY.
27. Bruce, D., & Chiu, M. M. (2013, October). *Composing with new technology: Teachers' responses to learning DV*. Presented as part of the GSE New Literacies Group Colloquium, University at Buffalo, SUNY.
28. Chiu, M. M. (2013, September). *How promotion committees evaluate your citations*. Presented as part of the GSE Panel *Are you helping scholars cite your research?* University at Buffalo, SUNY.
29. Chiu, M. M. (2012, November). *Statistical discourse analysis of classroom conversations* 10<sup>th</sup> Conference on Curriculum and Instruction. Shanghai. **Keynote**
30. Chiu, M. M. (2012, April). *How to apply statistics to qualitative data*. Presented as part of the GSE Science of Learning and Teaching Colloquium Series, University at Buffalo, SUNY.
31. Moore-Russo, D., & Chiu, M. M. (2012, April). *Teachers' Spatial Literacy*. Presented as part of the GSE Science of Learning and Teaching Colloquium Series, University at Buffalo, SUNY.
32. Hayden, E., & Chiu, M. M. (2012, April). *Preservice teachers' reflections*. Presented as part of the GSE Science of Learning and Teaching Colloquium Series, University at Buffalo, SUNY.
33. Wang, X. C., & Chiu, M. M. (2012, April). *Deciphering participation in young children's peer tutoring on computers*. Presented as part of the GSE Science of Learning and Teaching Colloquium Series, University at Buffalo, SUNY.
34. Christ, T., Wang, X. C., & Chiu, M. M. (2012, January). *Exploring a model for vocabulary instruction in early childhood classrooms: A Formative Experiment*. Presented as part of the Literacy Colloquium Series, Michigan State University, Lansing, MI.
35. Christ, T., Wang, X. C., & Chiu, M. M. (2011, November). *Kindergarteners constructing vocabulary-meaning understandings from listening to books read aloud*. Presented as part of the GSE Science of Learning and Teaching Colloquium Series, University at Buffalo, SUNY.

36. Chiu, M. M. (2011, July). *Temporal patterns of knowledge construction: Statistical discourse analysis of a role-based online discussion*. Paper presented at the University of Pittsburgh. Pittsburgh, PA.
37. Chiu, M. M. (2011, July). *Effects of social metacognition on micro-creativity processes: Statistical discourse analysis of group problem solving*. Paper presented at the University of Pittsburgh. Pittsburgh, PA.
38. Chiu, M. M. (2010, July). *Analyzing multiple streams of data*. Workshop presented at the 9<sup>th</sup> International Conference of the Learning Sciences. Chicago, IL.
39. Chiu, M. M. (2010, June) *Statistical methods for studying learning in interaction*. **Keynote** speech at *Methodologies for Studying Learning in Interaction Conference*. Jerusalem.
40. Chiu, M. M. (2010, June). *Statistical Discourse Analysis*. Paper presented at *Methodologies for Studying Learning in Interaction Conference*. Jerusalem.
41. Chiu, M. M. (2010, May). *Equal learning opportunities, higher test scores*. Paper presented at the University of Hong Kong. Hong Kong.
42. Chiu, M. M. (2010, May). *Social metacognition*. Paper presented at the University of Hong Kong. Hong Kong.
43. Chiu, M. M. (2009, October). *Inequality mechanisms that hurt both privileged and disadvantaged students*. Paper presented at the University of Michigan. Ann Arbor, MI.
44. Chiu, M. M. (2006, October). *Equality of learning opportunities, higher test scores: How resources, inequality, and privilege bias affected achievement in 41 countries*. Paper presented at the Child development in family, school and cultural contexts: Asia's educational miracle conference. Incheon, South Korea.
45. Joh, S. W., & Chiu, M. M. (2004, August). *Bank lending in Japan: Efficient resource allocation?* Paper presented at the Development Bank of Japan. Tokyo, Japan.
46. Chiu, M. M. (1999, October). *Statistical analyses of group work conversations*. Paper presented at the National Academy of Education. Pittsburgh, PA.
47. Chiu, M. M. (1999, March). *Analyzing conversations with discourse and statistical methods*. Paper presented at the National Academy of Education. Boston, MA.
48. Chiu, M. M. (1997, November). *Development of metaphorical reasoning in mathematics*. Paper presented at the Developmental Forum at the University of California at Los Angeles.
49. Chiu, M. M. (1997, October). *Relationships between individual actions and social interactions during collaboration*. Paper presented at the McDonnell Foundation Conference. Seattle, WA.
50. Chiu, M. M. (1997, March). *Social interactions during collaboration*. Paper presented at the University of Illinois at Urbana-Champaign.
51. Chiu, M. M. (1996, November). *A micro-analysis of high school students' collaboration practice in the classroom*. Paper presented at the Third Annual Conference on Researching Language, Literacy, and Social Practice: Microanalysis of everyday teaching and learning. Los Angeles, CA.
52. Chiu, M. M. (1996, May). *Collaborative mathematics problem solving*. Paper presented at the University of Delaware.
53. Chiu, M. M. (1996, May). *Two case studies of high school students' collaborative problem solving*. Paper presented at the University of Houston. Houston, TX.
54. Chiu, M. M. (1996, May). *Piecemeal guessing and joint construction*. Paper presented at the University of Iowa.

55. Chiu, M. M. (1996, April). *Why is mathematics education important?* Paper presented at the College of William and Mary.
56. Chiu, M. M. (1996, February). *Social interaction categories and the individual actions that form them: students solving mathematics problems together.* Paper presented at the Winter Meeting of the Spencer Dissertation Fellows. New York, NY.
57. Chiu, M. M. (1995, June). *Mathematical understanding during student collaboration.* Paper presented at the AERA/Spencer Summer Institute. Boulder, CO.

### **Reviewed conference presentations (105)**

58. Christ, T., & Chiu, M. M. (April, 2018). *Exploring the relationship between kindergartners' buddy reading and individual comprehension of multimodal digital texts.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
59. Ahn, I., Patrick, H., & Chiu, M. M. (April, 2018). *Teacher need-supportive practices and student needs satisfaction mediating teacher and student motivation.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
60. Christ, T., Wang, X. C., & Chiu, M. M. (April, 2018). *An exploratory study of app books' affordances, reader processing, and outcomes.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
61. Boyd, M., & Chiu, M. M. (April, 2018). *Connecting learning talk and relations to student reasoning and questioning.* Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
62. Chiu, M. M., Oh, Y. W., & Kim, J.-N. (November, 2017). *Serving the greater social good for personal gain: Incentivizing polite disagreements in online debates.* Paper presented at the 103<sup>rd</sup> National Communication Association. Dallas, TX.
63. Chiu, M. M. (July, 2017). *Predicting and resolving disagreements in team meetings: A temporal perspective.* Paper presented at the 2017 INGRoup conference. St. Louis, MO.
64. Seigfried-Spellar, K. C., Ringenberg, T. R., Chiu, M. M., & Rogers, M. K. (May, 2017). *Distinguishing Contact Child Sex Offenders vs. Non-Contact Solicitors: Toward a Digital Forensics Tool for Automatic Analysis of their Chats with Minors.* Law Enforcement Intelligence Units/International Association of Law Enforcement Intelligence Analysts (LEIU/IALEIA) Conference. Bloomington, Minnesota.
65. Chiu, M. M., Chow, B. W. Y., & Joh, S. W. (March, 2017). *How to assign students into sections to raise learning.* 7th International Conference on Learning Analytics and Knowledge, Vancouver, Canada.
66. Chase, A. M., Clancy, H.A., Lachance, R. P., Mathison, B., Chiu, M. M., & Weaver, G. C. (April, 2017). *Improving critical thinking via authenticity: Research experience in a US Military Academy CASPiE chemistry course.* 253<sup>rd</sup> National Meeting of the American Chemical Society, San Francisco.
67. Lehmann-Willenbrock, N., Chiu, M. M., Lei, Z., & Kauffeld, S. (2016, April). *Team positivity: A dynamic construct embedded in team interactions.* Paper presented at the 31st Annual SIOP Conference, April 14-16, Anaheim.
68. Slaten, C., Chiu, M. M., Ellison, Z., & Rose, C. (2016, April). *Understanding the connection between belonging, resilience, and self-regulatory learning among urban youth: An SEM model.* Paper presented at the Annual Meeting of the American Educational Research Association. Washington, D.C.

69. Xin, Y. P., Chiu, M. M., Tzur, R., Park, J. Y., Ma, X., & Yang, X. (2016, April). *Discourse-oriented instruction: How does a teacher's talk affect the talk of students with learning disabilities?* Paper presented at the Annual Meeting of the American Educational Research Association. Washington, D.C.
70. Christ, T., Arya, P., & Chiu, M. M. (2016, April). *Relations among resources in professional learning communities and learning outcomes.* Paper presented at the Annual Meeting of the American Educational Research Association. Washington, D.C.
71. Chiu, M. M. (2016, February). *Social metacognition and statistical discourse analysis.* Paper presented at the Collaborative Learning Conference. Bloomington, Indiana, US.
72. Molenaar, I., & Chiu, M. M. (2015, August). *Effects of sequences of socially regulated learning on group performance.* Paper presented at the European Association for Research on Learning and Instruction (EARLI) 2015 Conference. Limassol, Cyprus.
73. Lehmann-Willenbrock, N., & Chiu, M. M. (2015, September). *Towards dynamic team process research: Modeling temporal interaction sequences with statistical discourse analysis.* Paper presented at the 2015 Meeting of the European Association of Work and Organizational Psychology. Brussels, Belgium.
74. Waight, N., & Chiu, M. M. (2015, April). *Science teacher selection and use of technologies: Implications for implementation of reform technologies and understandings of evolution of technology.* Paper presented at the NARST Annual International Conference. Chicago, IL.
75. Boyd, M., & Chiu, M. M. (2015, April). *Teacher and student connecting episodes and reasoning discourse moves: Consistent, contingent, dialogic practices.* Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
76. Christ, T., Chiu, M. M., Rider, S., Kitson, D., Hanser, K., Lordon, E., Heiber, R., & Mayernik, H. (2015, April). *The relations between cultural relevance, situational interest, and reading performance.* Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
77. Molenaar, I., & Chiu, M. M. (2015, March). *Effects of sequences of socially regulated learning on group performance.* Paper presented at the 4<sup>th</sup> International Conference on Learning Analytics and Knowledge. Poughkeepsie, NY.
78. Christ, T., Wang, X. C., & Chiu, M. M. (2014, December). *Social Roles and Comprehension Processes During Emergent Readers' Buddy-Reading.* Paper presented at the 64th Annual Conference of Literacy Research Association. Marco Island, FL, USA.
79. Molenaar, I., & Chiu, M. M. (2014, August). *Understanding the sequential and temporal characteristics of self-regulated learning.* Paper presented at the European Association for Research on Learning and Instruction, Metacognition Special Interest Group 16 (EARLI SIG 16) 2014 Conference. Istanbul, Turkey.
80. Lei, Z., Chiu, M. M., & Hagen, J. (2014, July). *Dynamic coordination in extreme action teams: Leader inquiry, member voice, and team performance in fluid work settings.* Paper presented at the 9<sup>th</sup> Annual Conference of the Interdisciplinary Network for Group Research. Raleigh, NC. USA.
81. Arya, P., Christ, T., & Chiu, M. M. (2014, April). *Teachers' and peers' facilitation of engagement in video-case discussions.* Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco.

82. Christ, T., Wang, X. C. & Chiu, M. M. (2013, December). *Kindergarteners Listening, Viewing, and Constructing Vocabulary Meanings*. Paper presented at the annual meeting of the Literacy Research Conference, Dallas, TX.
83. Zhike, L., Lehmann-Willenbrock, N., & Chiu, M. M. (2013, August). *The upward spiral in team coordination: Examining dynamic positivity in problem solving teams*. Paper presented at the annual meeting of the Academy of Management. Orlando, FL, USA.
84. Chiu, M. M., Baker, M., & Andriessen, J. (2013, July). *Mutual regulation of social-emotional tensions: A mixed methods exploration*. Paper presented at the 8<sup>th</sup> Annual Conference of the Interdisciplinary Network for Group Research. Atlanta, GA.
85. Reynolds, R., & Chiu, M. M. (2013, April). *How sustained engagement in game design and social media use among diverse students can mitigate effects of the digital divide*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco.
86. Wise, A. F., & Chiu, M. M. (2013, April). *The effects of summarizing roles on learner's listening behaviors in online discussions*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco.
87. Arya, P., Christ, T., & Chiu, M. M. (2013, April). *Literacy teachers' learning through collaborative peer video analysis and their applications of this learning to their pedagogy*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco.
88. Lehmann-Willenbrock, N., & Chiu, M. M. (2013, April) *Reconciling Measurement Discrepancies: Integrating Survey and Behavioral Data*. Paper presented at the 28<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX, USA.
89. Arya, P., Christ, T., & Chiu, M. M. (2012, December). *Links between Literacy Teachers' Generation of Pedagogical Ideas and Characteristics of Collaborative Peer Video Analysis*. Paper presented at the annual meeting of the Literacy Research Conference, San Diego, CA.
90. Christ, T., Chiu, M. M., & Wang, X. C. (2012, November). *Preschoolers' engagement with reading behaviours: A statistical discourse analysis*. Paper presented at the annual meeting of the Literacy Research Conference, San Diego, CA.
91. Lehmann-Willenbrock, N. & Chiu, M. M. (2012, July). *Beyond content analysis: Modeling interaction sequences with statistical discourse analysis*. Paper presented at the 7<sup>th</sup> Annual Conference of the Interdisciplinary Network for Group Research. Chicago, IL.
92. Wang, X. C., & Chiu, M. M. (2012, July). *Exploring young children's epistemic beliefs in science inquiry*. Paper presented at the Analyzing collaborative learning at multiple levels pre-conference workshop at the 10<sup>th</sup> International Conference of the Learning Sciences. Sydney, NSW, Australia.
93. Reynolds, R., & Chiu, M. M. (2012, July). *The case of the Carrot Wizards in Globaloria – West Virginia*. Paper presented at the Analyzing collaborative learning at multiple levels pre-conference workshop at the 10<sup>th</sup> International Conference of the Learning Sciences. Sydney, NSW, Australia.
94. Reynolds, R., & Chiu, M. M. (2012, July). *Contribution of motivational orientations to student outcomes in a discovery-based program of game design learning*. Paper presented at the 10<sup>th</sup> International Conference of the Learning Sciences. Sydney, NSW, Australia.

95. Chiu, M. M. (2012, April). *Statistical Discourse Analysis: Contextual Effects of Algebra Students' Actions on Micro-Creativity Processes*. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, BC, Canada.
96. Wise, A., & Chiu, M. M. (2012, January). *Statistical discourse analysis of a role-based online discussion forum: Patterns of knowledge construction*. Paper presented at the Hawaii International Conference on System Sciences. Maui, Hawaii: University of Hawaii. **Best paper finalist.**
97. Christ, T., Wang, X. C., & Chiu, M. M. (2011, December). *The relation between vocabulary and comprehension in emergent readers' buddy "reading."* Paper presented at the annual meeting of the Literacy Research Conference, Jacksonville, FL.
98. Molenaar, I., Chiu, M. M., van Boxtel, C. & Slegers, P.J.C. (2011, August). *The relationship between collaborative learning activities, individual and other group members' behaviors*. Paper presented at the 14th Biennial EARLI Conference for Research on Learning and Instruction, Exceter.
99. Lehmann-Willenbrock, N., Chiu, M. M., & Kauffeld, S. (2011, July). *Taking action: Examining proactive team meeting behavior with statistical discourse analysis*. Paper presented at the 6<sup>th</sup> Annual Conference of the Interdisciplinary Network for Group Research. Minneapolis, MN. USA.
100. Chen, G., Chiu, M. M., Wang, Z. (2011, July). *Social cues in asynchronous online discussions: Effects of social metacognition and new ideas*. Paper presented at the 9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011). Hong Kong.
101. Wise, A., & Chiu, M. M. (2011, July) *Knowledge construction patterns in online conversation: A statistical discourse analysis of a role-based discussion forum*. Paper presented at the 9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011) Hong Kong.
102. Suthers, D. D., Lund, K., Rosé, C., Dyke, G., Law, N., Teplovs, C., Chen, W., Chiu, M. M., Jeong, H., Looi, C., Medina, R., Oshima, J., Sawyer, K., Shirouzu, H. Strijbos, J., Trausan-Matu, S., & van Aalst, J. (2011, July). *Towards Productive Multivocality in the Analysis of Collaborative Learning*. Paper presented at the 9th International Conference on Computer-Supported Collaborative Learning (CSCL 2011) Hong Kong.
103. Lehmann-Willenbrock, N., Chiu, M. M., & Kauffeld, S. (2011, May). *Examining action-oriented team meeting behavior using statistical discourse analysis*. Paper presented at the European Association of Work and Organizational Psychology 2011 Conference, Maastricht, The Netherlands, May 25-28, 2011.
104. Chen, G., Chiu, M. M., Wang, Z. (2011, April). *Positive and Negative Social Cues in Online Discussions: Effects of Social Metacognition and New Ideas*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
105. Wang, X. C., & Chiu, M. M. (2011, April). *Exploring Young Children's Epistemic Reasoning in Science Inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
106. Wise, A., & Chiu, M. M. (2011, April). *The Power of a Synthesizer Role in Online Discussion Forums: Encouraging Midway Summaries Drives the Knowledge Construction Process*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.



107. Hayden, E., & Chiu, M. M. (2011, April). *Reflective Teaching via a Problem Exploration-Teaching Adaptations-Resolution Cycle*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
108. Wieland, K., & Chiu, M. M. (2011, March). *Contextual vocabulary analysis (CVA) processes and outcomes of college-age readers*. Paper presented at the American Association for Applied Linguistics 2011 Conference. Chicago, IL.
109. Chiu, M. M. (2011, March). *Social metacognition, micro-creativity and justifications: Statistical discourse analysis of a mathematics classroom conversation*. Paper presented at the Alpine Rendezvous 2011 Workshop. La Clusaz, France.
110. Chiu, M. M. (2011, March). *Cognition and Social Metacognition during Online Discussions: A statistical discourse analysis of asynchronous, non-linear messages*. Paper presented at the Alpine Rendezvous 2011 Workshop. La Clusaz, France.
111. Chiu, M. M. (2010, July). *Analyzing interaction: Coding Instruments in Practice*. Paper presented at the 5<sup>th</sup> Meeting of the Interdisciplinary Network for Group Research. Arlington, VA.
112. Chiu, M. M. (2010, July). *Group problem solving actions*. Paper presented at the 5<sup>th</sup> Meeting of the Interdisciplinary Network for Group Research. Arlington, VA.
113. Wang, X. C., Chiu, M. M., & Ching, C. C. (2010, July). *Statistical Discourse Analysis of Young Children's Peer Tutoring at Computers*. Paper presented at the 9<sup>th</sup> International Conference of the Learning Sciences. Chicago, IL.
114. Chen, G., Chiu, M. M., Wang, Z. (2010, July). *Group Micro-creativity in Online Discussions*. Paper presented at the 9<sup>th</sup> International Conference of the Learning Sciences. Chicago, IL.
115. Lu, J. Chiu, M. M., & Law, N. (2010, July). *Effects of Group Argumentation Processes on Justifications*. Paper presented at the 9<sup>th</sup> International Conference of the Learning Sciences. Chicago, IL.
116. Wang, X. C., Chiu, M. M., & Ching, C. C. (2010, April). *Deciphering Participation*. Paper presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
117. Lu, J. Chiu, M. M., & Law, N. (2010, April). *Effects of Group Argumentation Processes on Justifications*. Poster presented at the Annual Meeting of the American Educational Research Association. Denver, CO.
118. Wang, X. C., Christ, T., & Chiu, M. (2009, December). Exploring a model for meaning vocabulary instruction in early childhood classrooms: A formative experiment. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, New Mexico.
119. Chiu, M. M. (2009, November). *Statistical discourse analysis of online discussions*. Paper presented at the Alpine Workshop. Garmisch-Partenkirchen, Germany.
120. Chiu, M. M. (2009, November). *It's about time*. Paper presented at the Alpine Workshop. Garmisch-Partenkirchen, Germany.
121. Chiu, M. M. (2009, November). *Pinpointing pivotal moments in collaboration*. Paper presented at the Alpine Workshop. Garmisch-Partenkirchen, Germany.
122. Chiu, M. M. (2009, July). *Social metacognition and micro-creativity during group problem solving*. Paper presented at the 4<sup>th</sup> Meeting of the Interdisciplinary Network for Group Research. Colorado Springs, CO.

123. Chiu, M. M. (2009, April). *Effects of social metacognition on micro-creativity*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
124. Wang, X. C., Chiu, M. M., & Ching, C. C. (2009, April). *Interactive nature of participation: Statistical discourse analysis of young children's peer tutoring*. Paper presented at the Annual Meeting of the Midwest Sociological Society. Des Moines, Iowa.
125. Chiu, M. M. (2009, April). *Social metacognition and micro-creativity: A statistical discourse analysis*. Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics. Washington, DC.
126. Chiu, M. M. (2008, August). *Effects of students' group processes on micro-creativity: Statistical discourse analyses*. Paper presented at the Annual Meeting of the American Psychological Association. Boston.
127. Chiu, M. M. (2008, August). *Inequality mechanisms that hurt both privileged and disadvantaged students*. Paper presented at the Annual Meeting of the American Psychological Association. Boston.
128. Chiu, M. M. (2008, August). *Micro-creativity during group problem solving: Evaluations, wrong ideas, justifications, and rudeness*. Paper presented at the annual meeting of the American Sociological Association. Boston.
129. Chiu, M. M. (2008, June). *Effects of social metacognition on micro-creativity: Statistical discourse analyses of group problem solving*. Paper presented at the 8<sup>th</sup> International Conference of the Learning Sciences. Utrecht, Netherlands.
130. Chiu, M. M. (2008, April). *Inequality mechanisms that hurt both privileged and disadvantaged students*. Paper presented at the Annual Meeting of the Pacific Sociological Association. Portland, Oregon, USA.
131. Chiu, M. M. (2008, April). *Families, economies, cultures and science achievement in 41 countries*. Paper presented at the Annual Meeting of the Pacific Sociological Association. Portland, Oregon, USA.
132. Chiu, M. M. (2008, April). *Micro-creativity during group problem solving: Evaluations, wrong ideas, justifications, and rudeness*. Paper presented at the Annual Meeting of the Pacific Sociological Association. Portland, Oregon, USA.
133. Chiu, M. M. (2008, April). *Statistical discourse analyses of algebra students' group problem solving: Identifying conversation watersheds and action sequences that predict correct, new ideas*. Paper presented at the Annual Conference of the American Association for Applied Linguistics. Washington, DC.
134. Chiu, M. M. (2008, March). *Inequality mechanisms that hurt both privileged and disadvantaged students*. Paper presented at the Annual Meeting of the American Educational Research Association. New York.
135. Chiu, M. M. (2007, August). *Families, economies, cultures and science achievement in 41 countries*. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco.
136. Chiu, M. M. (2007, August). *Equal learning opportunities, higher test scores*. Paper presented at the Summer Meeting of the Research Committee on Social Stratification and Mobility (RC28) of the International Sociological Association. Montreal, Canada.
137. Chiu, M. M. (2007, August). *Families, economies, cultures and science achievement in 41 countries*. Paper presented at the Summer Meeting of the Research Committee on Social

- Stratification and Mobility (RC28) of the International Sociological Association. Montreal, Canada.
138. Chiu, M. M. (2007, August). *Equal learning opportunities, higher test scores*. Paper presented at the annual meeting of the American Sociological Association. New York.
  139. Chiu, M. M. (2007, April). *Flowing toward correct, new ideas: Wrong ideas, correct evaluations, justifications, and politeness improve group problem solving*. Paper presented at the 3rd Annual Group Processes Mini-Conference. Chicago, IL, USA.
  140. Chiu, M. M. (2007, April). *Equal learning opportunities, higher test scores*. Paper presented at the Joint Meeting of the Midwest Sociological Society & North Central Sociological Association. Chicago, IL, USA.
  141. Chiu, M. M. (2005, April). *Conflict Between Cooperative and Competitive Goals During Group Problem Solving: Evaluations, Group Solutions and Leadership*. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.
  142. Chiu, M. M. (2004, April). *Adapting teacher interventions to student needs during cooperative learning: How to improve student problem solving and time-on-task*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA, USA.
  143. Chiu, M. M., & Joh, S. W. (2003, May). *Effects of the Economic Crisis and Corporate Reform on Business Groups: Evidence from Korea during 1996-2001*. Paper presented at the 3<sup>rd</sup> Asian Corporate Governance Conference. Seoul, Korea.
  144. Chiu, M. M., & Joh, S. W. (2002, August). *Effects of the Economic Crisis and Corporate Reform on Business Groups: Evidence from Korea during 1996-2001*. Paper presented at the summer meeting of the Korean econometric society. Seoul, Korea.
  145. Chiu, M. M. & Khoo, L. (2002, April). *Dynamic multi-level analysis: A new method for analyzing group processes*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA, USA.
  146. Chiu, M. M. & Khoo, L. (2001, April). *Effects of polite disagreements during group problem solving: Studies at speaker turn, individual and group levels*. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.
  147. Chiu, M. M. (2000, Nov.). *How politeness affects group processes*. Paper presented at the Annual Meeting of the Hong Kong Educational Research Association. Hong Kong.
  148. Chiu, M. M. (2000, April). *Group problem solving processes: Social interactions and individual actions*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
  149. Chiu, M. M. (2000, April). *Politeness effects during group problem solving: group, individual and speaker turn level analyses*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
  150. Chiu, M. M. (1999, April). *Status effects in group problem-solving: group and individual level analyses*. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Quebec. Canada.
  151. Chiu, M. M. (1998, April). *How do teachers affect student motivation during collaboration?: A study of five public high school mathematics classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.

152. Chiu, M. M. (1996, April). *Building on diversity: A moment-to-moment analysis of students collaboratively solving mathematics problems*. Los Angeles: University of California, Los Angeles. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
153. Chiu, M. M. (1996, April). *Cooperative learning*. Los Angeles: University of California, Los Angeles. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
154. Chiu, M. M., Granados, R., Lee, P., Lopez, J., & Rodriguez, R. (1996, September). *Student-run support organizations*. Paper presented at the Fourth Annual National Conference of the Chinese American Educational Research and Development Association. San Jose, CA.
155. Chiu, M. M., Granados, R., Lee, P., Lopez, J., & Rodriguez, R. (1996, June). *The Graduate Mentorship Program: Goals, creation, implementation and assessment*. Paper presented at the Ninth Annual National Conference on Race and Ethnicity in American Higher Education. San Antonio, TX.
156. Arriaza, G., Chiu, M. M., Granados, R., Lopez, J., & Rodriguez, R. (1995, June). *Creating a mentorship program: Structure, principles, and implementation*. Paper presented at the Eighth Annual National Conference on Race and Ethnicity in American Higher Education. Santa Fe, NM.
157. Chiu, M. M., & Gutwill, J. (1994, August). *Architecture of intuition*. Paper presented at the Sixteenth Annual Conference of the Cognitive Science Society. Atlanta, GA: Georgia Institute of Technology.
158. Chiu, M. M. (1994, May). *Metaphorical reasoning in mathematics*. Berkeley: University of California, Berkeley. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
159. Berg, R., Chiu, M. M., & Hall, R. (1994, May). Interactive construction of models in middle school mathematics design projects. In J. Greeno & S. Goldman (Co-chairs), *Learning mathematics in the context of design projects*. Symposium paper presented at the Annual meeting of the American Educational Research Association. New Orleans, LA.
160. Chiu, M. M., Kessel, C., Lobato, J., Moschovich, J., & Munoz, A. (1993, October). *Persistence and transformation of one student's alternate strategy in the domain of linear functions*. Paper presented at the Seventeenth Psychology of Mathematics Education Conference. San Jose, CA: San Jose State University.
161. Chiu, M. M. (1993, August). *Geometry intuitions*. Paper presented at the Third International Seminar on Misconceptions and Educational Strategies in Science and Mathematics. Ithaca, NY: Cornell.
162. diSessa, A. A., Chiu, M. M., Hammer, D., Sherin, B., & Stevens, R. (1993, May). *J's epistemological stance and strategies*. Paper presented at the Annual Meeting of the American Educational Research Association. Atlanta, GA.

## TEACHING

### Courses Taught

#### Purdue University

##### *Doctoral courses*

EDPS 591 A Conceptual Introduction to Advanced Statistics (online)

Designed and taught a new online course that bridges introductory and advanced statistics courses. This survey course introduces the key uses and limitations of various advanced methods through applications. Students work in online groups

to enhance their engagement and learning, with the technological support of computer simulations, shared google docs, teleconferences, YouTube videos, etc.  
EDPS 630 Research Procedures in Education (online)

Designed and taught a new online course that helps student develop their dissertation proposals by having groups of students work together online to simulate foundations reviewing classmates' grant proposals. Research methods include qualitative, quantitative and mixed methods. Students use advanced technology including computer simulations, shared google docs, teleconferences, YouTube videos, etc. This course attracts students from both inside and outside the College of Education (e.g., Engineering).

#### *Guest Teacher*

EDPS 633 Educational Psychology Pro-seminar, Sept 2, 2015

EDPS 533 Introduction to Educational Research, Oct 20, 2015

ENE 695 Survey of Advanced Quantitative Methods and Analyses, Nov. 3, 2015

#### University at Buffalo

##### *Masters courses*

LAI 541 Mathematics Teaching Seminar

LAI 542 Enrichment Topics in Elementary and Middle School

LAI 545 Problem Solving and Posing in Mathematics

LAI 546 Teaching & Learning of Algebra

LAI 547 Assessment of Mathematics Performance & Understanding

LAI 657 A conceptual introduction to basic statistics I (online)

LAI 658 A conceptual introduction to advanced statistics II (online)

##### *Doctoral courses*

LAI 646 Seminar in Mathematics Education Research

LAI 657 A conceptual introduction to basic statistics I (online)

LAI 658 A conceptual introduction to advanced statistics II (online)

#### The Chinese University of Hong Kong

##### *Undergraduate courses*

EDU 3310 Psychology Applied to Learning and Teaching

##### *Post-graduate certificate courses*

EDD 5311 Psychology of Learning and Teaching: Cognitive Processes

DEP 5401 Psychology of Learning and Teaching

MCL 6106 Problem Solving in Liberal Studies

EDK 5202 Issue-based Inquiry

##### *Masters courses*

EDM 6044 Problem Solving with applications to education

##### *Doctoral courses*

EDM 9307 Selected Topics in the Science of Learning

## Research Supervision

Dissertation Principal Supervisor, Evita Wai Yin KAM, 2018 to present

Dissertation Co-Chair, Chen LI, 2016 to present

Committee member, Jing Lv, 2016 to present

Dissertation Co-Chair, Anthony Chase, *Authentic science in education: Studies in course-based research at the United States Military Academy*, December, 2016

Research Associate at IUPUI

1 journal article as my advisee

Michael Pawlikowski, *Effects of social metacognition on geometric reasoning and micro-creativity: Groups of students constructing proofs*, June, 2014

Assistant professor of mathematics education, State University of New York at Geneseo

1 book chapter as my advisee

Karrie Jones, *The effects of self-related cognition beliefs on students' abilities to detect, describe and correct algebraic errors*, June, 2014

Chair, Mathematics Dept, Tapestry charter school

1 book chapter as my advisee

Jennifer Jones, *The relationship between meta-representational competency skills and problem solving outcomes by college students*, June, 2014

Special Education Coordinator, Oracle charter school

1 book chapter as my advisee

Sean Raymond, *Mathematics stereotype threat among gay men*, June, 2014

Instructor, Erie Community College

Courtney Rose Nagle, *The development of prerequisite notions for an introductory conception of a functional limit*, June, 2012

Assistant professor of mathematics education, Penn State Erie, The Behrend College

2 refereed journal articles as my advisee

Gaowei Chen, *Online Discussion Processes: How do recent messages affect a current message's correct contribution and social cues?* June, 2009

Assistant professor of quantitative research methods, Hong Kong University

3 refereed journal articles as my advisee, Best Graduate Student award, 2007

## SERVICE

### International

Analyzed student and school data from the Qatar Ministry of Education and Higher Education and advised them on their education policies.

Advisory Board member, mainland China Ministry of Education's National Assessment of Primary and Secondary Schools, 2015 to present

China is evaluating its 240 million primary and secondary students, parents, teachers, and principals in a 10-year education assessment project. While advising mainland China's Ministry of Education, I persuaded them to re-design their overall testing strategy (from annual, repeated, isolated, fragmented data collection from each province) to an integrated, longitudinal, cross-sectional database linked to government information (e.g., demography, economy) at all levels (student, school, district, province). I also introduced ministry officials to new statistical analyses (multilevel cross-classification and multilevel growth models). By doing so, I reduced their test design and data collection costs by about 8%.

--2016: Revised parent, student, teacher and principal survey instruments

### **Professional**

Associate Editor, *Journal of the Learning Sciences*, 2017 to present

Editorial Board Member, *Information & Learning Sciences*, 2018 to present

Editorial Board Member, *Journal of the Learning Sciences*, 2013-2017

Editorial Board Member, *Journal of Information & Learning Sciences*, 2016 to 2018

*Learning Analytics and Knowledge* Conference Program Committee member, 2012 to present

Workshop Leader, *Metacognition for Psychologists* Hong Kong Council of the Church of Christ, May 24, 2010

### **The Education University of Hong Kong**

□ Initiated Learning Circles with 65 colleagues across 6 departments

□ Director, Center for Brain and Education, 2017

Added 2 Affiliated Faculty (Angus Wang, Kevin Chung) with Call for Grant Proposals + Open Meetings; Received 4 proposals from 7 faculty; Awarded 2 grants for HK\$ 970,808

□ Co-director, Assessment Research Centre, 2018 - present

□ SEC Management committee, 2018 - present

□ Led RAE workshop on selecting publications for Special Education & Counseling dept

□ EdUHK CIO interview panel

□ Helped change Moodle policy from deleting old courses after 2 years to automatically backing up and retrieving all courses (for a total of \$348/year)

□ Member, Online Student Evaluation of Teaching Working Group

Suggested improvements to implementation and research methods to assess its impact

□ Initiated FEHD movie night

□ Member of 7 Department Review Committees for 2017-18 (SEC, APS, CCA, SES, SSC, HPE, MIT).

□ Work closely with SEC DRDC Chair of DRDC on formulating strategies to enhance individual staff members' and the department's research performance.

## **Purdue University**

### *University*

Member, Senate, 2016 to present

Member, Senate's Faculty Advisory Committee, 2016 to present

Member, Faculty Advisory Board of Forecast, 2016 to present

Collaborator on *Forecast* (Software to promote successful behaviors of successful students) with the Institutional Data Analytics Platform (IDAP) group, 2016 to present

Member, Critical Thinking Survey Task Force, 2015-2016

Member, Diversity Transformation Award Panel, 2015

Evaluated 67 proposals to allocate \$1 million in Diversity Transformation Awards

Member, Search Committee for Director of Discovery Learning Research Center, 2014-2015

### *College of Education*

Member, Diversity Committee, 2015-2016

Designed survey. Helped develop series of sharing circles, town hall meetings and panel discussions to improve campus climate and prepare graduates to teach diverse students.

Chair, Survey SubCommittee, 2015-2016

Chair, Website SubCommittee, 2015-2016

Member, Events SubCommittee, 2015-2016

Member, Under-represented Minority Recruitment SubCommittee, 2015-2016

Member, Graduate Certificate in Diversity and Social Justice SubCommittee, 2015-2016

Member, Faculty Affairs Committee, 2014 to present

Instituted faculty sharing circles

Initiated College of Education web-redesign to remove 90% of its webpages (outdated)

Enhanced information transparency via websites for all College of Education committees

Member, Diversity and Social Justice Task Force, 2014 to 2015

Designed and helped conduct survey. Lead writer on report of survey results. Designed and maintained database of meeting minutes, journal articles, reports and data.

### *Department of Educational Studies*

Host for 3 visiting scholars (which enhances our research environment & facilitates student recruitment):

Qian LI, Beijing Normal University, 2015-2016

Hao LEI, East China Normal University, 2015-2016

Shuqi ZHOU, East China Normal University, 2014-2015

Member, Primary Committee, 2014 to present

### *Educational Psychology and Research Methodology Program*

Created and improved Educational Psychology and Research Methodology webpages

Co-chair, Search committee for Clinical Assistant Professor of Educational Psychology, 2016



Wrote *PhD Preliminary Paper Guidelines and Checklist for Research Methodology Students*, September 2015

Wrote *Research Methodology Plan of Study and Checklist*, September 2015

Proposal for new Research Methodology faculty member, September 2015, September 2016

Collected data and wrote proposals

Created and organized virtual documentation folders for Research Methodology Program, September 2015

Helped write *Research Methodology Program Mission Statement*, September 2015

Created 5-year course schedule spreadsheet for Research Methodology Program, February 2015

Helped write proposal for new *Graduate Certificate in Quantitative Research Assessment and Evaluation*, January 2015

### **University at Buffalo**

Member, Budget Priorities Committee, 2012-2014

Member, Salary Equity Committee, 2012-2013. Designed statistical analysis of salary data.

Member, Faculty Senate, 2011-2012

### *UB Graduate School of Education*

Co-chair, GSE Executive Committee, 2012 to 2014

Member, Student Evaluations Committee, 2012-2013

Member, Personnel Committee, 2009-2012

### *UB Department of Learning and Instruction*

*Associate Chair*, 2012-2014.

- Curriculum, Instruction and the Science of Learning (CISL) Ph.D. program accepted into the Network of Academic Programs in the Learning Sciences (NAPLeS)
- Created LAI Mentoring: It takes a village program
- Instituted data-informed decision-making
  - Analyzed student admissions data
  - Surveyed faculty skills and needs
  - Initiated annual faculty evaluations
- Enhanced information transparency through databases and websites
  - Faculty skills and needs database: Research, Teaching, Leadership
  - 1-stop LAI info website
  - Promotion and Tenure procedures and timelines website
- Curriculum reform to create STEM courses and consolidate other courses
- Initiated 5-minute flash presentations panels (citations, teaching online, international test scores)
- LAI Idea Prize competition
- Monthly birthday parties with favorite color, songs, desserts and Whodunit? game

*Director*, Mathematics Education Program, 2012-2014

- Revised mathematics education webpage
- Designed mathematics education brochure
- Open house recruitment

*Chair*, Doctoral Studies Committee, 2010-2011.

- Created PhD dissertation checklist
- Created PhD timeline
- Identified and organized External funding sources for PhD students
- 1-stop PhD website, including webpages for the above three sets of information

Member, Doctoral Studies Committee, 2009 to 2012

**Professional Memberships and Affiliations**

American Educational Research Association (AERA)

Interdisciplinary Network for Group Research (INGRoup)

Society of Learning Analytics Research (SOLAR)

International Society of the Learning Sciences (ISLS)

Pi Lambda Theta Honor Society

Tau Beta Pi Honor Society