

## Yisu Zhou 周忆粟

---

CONTACT INFORMATION	Room 3022, Faculty of Education (E33) University of Macau Avenida da Universidade Taipa, Macao SAR, China	Phone: (+853) 8822 8722 Fax: (+853) 8822 2402 E-mail: <a href="mailto:zhouyisu@um.edu.mo">zhouyisu@um.edu.mo</a> <a href="https://zhouyisu.org">https://zhouyisu.org</a>
RESEARCH INTERESTS	Educational Policy, Sociology of Education, Comparative Education, Quantitative Social Science	
POSITIONS	<b>University of Macau</b> , Macau SAR, China  Associate Professor of Education Policy, Faculty of Education, 2018 - present  Associate Professor of Sociology, by courtesy, Faculty of Social Sciences <ul style="list-style-type: none"><li>• EdD program director (2020 chair of program development; 2021 - present)</li><li>• Master programs coordinator (2020 - 2022)</li><li>• Research affiliate: Institute of Collaborative Innovation, Centre for Data Science (ICI-CDS)</li><li>• Residential college affiliate: Stanley Ho East Asia College (2014 - 2021); Choi Kai Yau College (2022 - present)</li></ul> Assistant Professor of Education Policy, Faculty of Education, 2012 - 2018  <b>Yangguo Township Middle School</b> , Shaanxi, China.  English Teacher, 2005 - 2006	
VISITING PROFESSORSHIP	Visiting Scholar, Department of Sociology & the Committee of Education, University of Chicago 2024	
EDUCATION	<b>College of Education, Michigan State University</b> , East Lansing, MI, USA  Ph.D., <a href="#">Education Policy</a> , 2008 - 2012  Completed course work for Doctorate in Statistics of Measurement and Quantitative Methods Program, MSU, 2006 - 2008 <b>East China Normal University</b> , Shanghai, China  B.Sc., Statistics, 2001 - 2005	
AWARDS AND HONORS	<b>Professional</b> <ul style="list-style-type: none"><li>• 2015 Outstanding Reviewer for <i>Educational Researcher</i> of American Educational Research Association</li><li>• 2014 <i>Journal of Research in Childhood Education</i> Distinguished Research Article Award</li></ul>	

### **University of Macau**

- Faculty Service Award 2021/22, 2017/18
- Outstanding Academic Staff 2016/17
- Faculty Teaching Award runner-up, 2018/19, 2019/20, 2020/21

### **Michigan State University**

- Nominated for the University Council for Educational Administration's David L. Clark Graduate Research Seminar in educational administration and policy, College of Education, Michigan State University, 2012
- Dissertation Completion Fellowship, \$6000, College of Education, Michigan State University, 2011-2012
- Doctoral Fellowship for Enhancing Global Understanding, \$3250, College of Education, Michigan State University, 2011
- Pre-Dissertation Research Fellowship, \$2000, Education Policy Center, Michigan State University, 2010
- Summer Research Fellowship, \$6000, College of Education, Michigan State University, 2010
- The Anderson-Schwille Fellowship in International Education, \$2850, Michigan State University, 2009-2010
- Summer Research Development Fellowship, \$5000, College of Education, Michigan State University, 2009
- Education Policy Program Recruitment Fellowship, \$5000, College of Education, Michigan State University, 2008-2009
- S. C. Lee Best Paper Award, \$500, Asian Study Center, Michigan State University, 2008
- Spencer Summer Small Research Grant, \$1000, 2007

### **East China Normal University**

- Award for Academic Excellence, 2001/02, 2002/03

## RESEARCH

### Grants

#### **General Research Fund (Hong Kong)**

- Co-PI: *Socioeconomic Segregation, School Choice, and Geography of Educational Inequality in Hong Kong* (PI: XU Duoduo, Hong Kong University of Science and Technology). Project No. 16600218 (2018 - 2020), HKD599,440

#### **University of Macau**

- PI: *Trends of the academic achievement gap between the rich and the poor: New approaches and applications from multiple data sources* (2019-2021), Multi-Year Research Grant MYRG2018-00005-FED, MOP1,270,500
- PI: *Education Finance in China: A Policy Perspective* (2018-2020), Multi-Year Research Grant MYRG2017-00055-FED, MOP405,000
- PI: *Perspectives of Social Segregation on Schooling: Trends, Mechanism, and Implication for Chinese Societies* (2015-2018), Multi-Year Research Grant MYRG2015-00052-FED, MOP840,000
- PI: New Staff Start-up grant (2012-2014), SRG005-FED13-ZYS, MOP100,000

### Projects

#### **National Social Science Foundation 国家社会科学基金**

- 专家组: 城乡一体化教育体制的社会支持系统研究 (PI: 李玲, 西南大学)

重点项目, 项目批准号: 13ASH005 (2013-2016)

**Ministry of Education 教育部**

- 专家组: 教育体制综合改革发展报告 (PI: 李玲, 西南大学)。哲学社会科学发展项目报告, 项目批准号: 13JBGP040 (2013 - 2017)

**Macao-PISA Center, Macao SAR**

*Team member*

**April 2013 to present**

**完善澳门职业教育的策略研究, Macao SAR**

*Principal investigator*

**April 2013 to December 2013**

- 由澳门特别行政区政府政策研究室委托 Commissioned by Gabinete de Estudo das Políticas do Governo da RAEM
- 团队其他成员: 黄炳文教授、施达明教授 Co-PI: Prof. Wong Ping Man, Prof. Sze Tat Ming
- 出版物: 中港台澳四地之职业教育。doi: 10.12677/VE.2018.73018

**Regional Educational Laboratory - Midwest, East Lansing, MI, USA**

*Research Associate*

**September 2007 to May 2012**

- PI: Barbara Schneider, John A. Hannah Chair and University Distinguished Professor

**Workforce Development in Developing Countries: A Framework and Tool for Benchmarking Education and Training systems, Washington DC, USA**

*Consultant*

**June- December, 2010**

- Supervisor: Education Advisor Dr. Jee-Peng Tan (HDNED) and Economic Advisor Dr. Shahid Yusuf.
- Part of the System Assessment and Benchmarking for Education Results (SABER) initiative

**Michigan Consortium for Educational Research, East Lansing & Ann Arbor, MI, USA**

*Consultant*

**August 2010 - May 2012**

- PI: Susan Dynarski, Brian Jacob (U-Mich), Ken Frank, Barbara Schneider (MSU), Joseph Martineau, Mary Alice Galloway, and Thomas Howell (Michigan Department of Education)

**Comparative Education Research Project, East Lansing, MI, USA**

*Research Assistant*

**May 2008 - May 2011**

- PI: Amita Chudgar and Thomas Luschei

TEACHING

**University of Macau, Macau, China**

*Current offerings*

- Introduction to Educational Research (PhD EDUC8005)
- Comparative & International Education (EdD EDUC8105)

- Education & Globalization (Undergraduate general education GEGA2002)

*Developed courses for master or phd programs*

- Library Research for Social Science Projects
- Youth, Culture, and Education
- Social Analysis of the School Organization

*Past offerings*

- Applications of Advanced Quantitative Methods (PhD)
- Introducing Quantitative Research (PhD)
- Comparative & International Education (Master)
- Education Research Method (Master)
- Educational Research (Undergraduate)

**Michigan State University**, East Lansing, MI, USA

*Teaching Assistant (Kimberly Maier, Y. M. Thum)* **September 2006 to June 2007**

PUBLICATIONS      Entries listed chronologically. Wavy items indicate student author.

Journal Article

36. Pan, D., **Zhou, Y.**, & Ham, S.-H. (accepted). Professional legitimacy in flux: Academic tutors in a time of uncertainty. *Chinese Sociological Review*. doi: [10.1080/21620555.2024.2306848](https://doi.org/10.1080/21620555.2024.2306848) (SSCI)
35. Tong, L., & **Zhou, Y.** (forthcoming). Indigenous dialogic teaching: Orality in a Tibetan school in China. *Learning, Culture and Social Interaction*, 43. doi: [10.1016/j.lcsi.2023.100776](https://doi.org/10.1016/j.lcsi.2023.100776)<sup>1</sup> (SSCI)
34. Luo, W., He, H., Liu, J., Berson, I. R., Berson, M. J., **Zhou, Y.**, & Hui, L. (online first). Aladdin's Genie or Pandora's Box for early childhood education? experts chat on the roles, challenges, and developments of ChatGPT. *Early Education and Development*. doi: [10.1080/10409289.2023.2214181](https://doi.org/10.1080/10409289.2023.2214181) (SSCI)
33. Ham, S.-H., Liao, W., & **Zhou, Y.** (online first). Towards a school culture of pedagogical fairness: Revisiting the academic performance of immigrant children in East Asia. *International Journal of Inclusive Education*. doi: [10.1080/13603116.2022.2085818](https://doi.org/10.1080/13603116.2022.2085818) (SSCI)
32. Lu, S., Vong, K.-I. P., Tong, L., **Zhou, Y.**, & Leung, S. O. (online first). Moderating effect of the urbanicity construct on teachers' capacities to foster children's creativity in rural areas: Evidence from southwest china. *Educational Research for Policy and Practice*. doi: [10.1007/s10671-023-09352-5](https://doi.org/10.1007/s10671-023-09352-5) (SSCI)
31. 潘冬冬、周忆粟 (2023)。飘在北京：新自由主义治理术与教育培训机构讲师的主体性。 *现代教育论丛*, 第4期 (总第252期), 36-46页。 [Drifting in Beijing: Neoliberal Governmentality and Subjectivity of Tutors in Tutorial Centers. *Modern Education Review*, 2023, 252(4), 36-46.]
30. Tong, L., & **Zhou, Y.** (2023b). The absent family and the education among contemporary Tibetan students. *Chinese Education & Society*, 56(2), 125-140. doi: [10.1080/10611932.2023.2251835](https://doi.org/10.1080/10611932.2023.2251835) (SCOPUS)

<sup>1</sup>2024 CIES East Asia SIG Best Paper Award.

29. Tong, L., & Zhou, Y. (2023a). Disenchantment revisited: School life in Northwest China. *Discourse: Studies in the Cultural Politics of Education*, 44(4), 477–494. doi: [10.1080/01596306.2021.20061492](https://doi.org/10.1080/01596306.2021.20061492) (SSCI)
28. Zhou, Y., Cai, T., Wang, D., & Li, F. (2023). Classroom compositional effects on low-ability students' achievement in China. *Journal of Community Psychology*, 51(2), 788–812. doi: [10.1002/jcop.22939](https://doi.org/10.1002/jcop.22939) (SSCI)
27. Pan, D., & Zhou, Y. (2023). Teaching under opportunism: The predicament of academic tutors in China. *International Sociology*, 38(1), 118–141. doi: [10.1177/02685809221140321](https://doi.org/10.1177/02685809221140321) (SSCI)
26. 周忆粟 (2022)。职业教育的政治经济学故事。文化纵横, 八月号 (第 4 期), 110-118 页。 [The political economy of vocational education and training. *Beijing Cultural Review*, 2022 August, 110-118. [journal version](#) and [full version](#)] (CSSCI)
25. Zhou, Y. (2022). Computational Social Sciences in China: A Decade of Development. *SocArXiv*, 1–12. doi: [10.31235/osf.io/wktz9](https://doi.org/10.31235/osf.io/wktz9)
24. Lam, S. M., & Zhou, Y. (2022). SES-achievement gaps in East Asia: Evidence from PISA 2003–2018. *Asia-Pacific Education Researcher*, 31(6), 691–710. doi: [10.1007/s40299-021-00620-73](https://doi.org/10.1007/s40299-021-00620-73) (SSCI)
23. Li, F., Zhou, Y., & Cai, T. (2021). Trails of data: Three cases for collecting web information for social science research. *Social Science Computer Review*, 394(5), 922–942. doi: [10.1177/0894439319886019](https://doi.org/10.1177/0894439319886019) (SSCI)
22. Cai, T., Xia, Y., & Zhou, Y. (2021). Generalized inflated discrete models: A strategy to work with multimodal discrete distributions. *Sociological Methods & Research*, 50(1), 365–400. doi: [10.1177/0049124118782535](https://doi.org/10.1177/0049124118782535) (SSCI)
21. Chen, W.-W., Wu, C.-W., Zhou, Y., & Lo, Y.-J. (2020). A Within-cultural Comparison of Filial Piety Beliefs among College Students in Hong Kong, Taiwan, and Macau. *Families, Relationships and Societies*, 9(3), 361–381. doi: [10.1332/204674319X15615536876902](https://doi.org/10.1332/204674319X15615536876902) (SSCI)
20. Xia, Y., Zhou, Y., Du, L., & Cai, T. (2020). Mapping trafficking of women in China: Evidence from court sentences. *Journal of Contemporary China*, 29(122), 238–252. doi: [10.1080/10670564.2019.1637564](https://doi.org/10.1080/10670564.2019.1637564) (SSCI)
19. Xia, Y., Zhou, Y., & Cai, T. (2019). *gidm*: A command for generalized inflated discrete models. *The Stata Journal*, 19(3), 698–718. doi: [10.1177/1536867X19874246](https://doi.org/10.1177/1536867X19874246) (SSCI)
18. Li, T., & Zhou, Y. (2019). Do pay-for-grades programs encourage student cheating? evidence from China. *Frontiers of Education in China*, 14(1), 117–137. doi: [10.1007/s11516-019-0005-9](https://doi.org/10.1007/s11516-019-0005-9) (SCOPUS)
17. Cai, T., Zhou, Y., Niño, M., & Driver, N. (2018). The school contextual effect of sexual debut on sexual risk-taking: A joint parameter approach. *Journal of School Health*, 88(3), 200–207. doi: [10.1111/josh.12604](https://doi.org/10.1111/josh.12604) (SSCI)

<sup>2</sup>2023 CIES East Asia SIG Best Graduate Student Paper Award Honorable Mention.

<sup>3</sup>Ms. Lam is the recipient of Macao SAR Higher Education Merit Scholarship (Bolsas de Mérito) 2023-2025.

16. **Zhou, Y.**, Fan, X., Wei, X., & Tai, R. H. (2017). Gender gap among high achievers in math and implications for STEM pipeline. *The Asia-Pacific Education Researcher*, 26(5), 259–269. doi: [10.1007/s40299-017-0346-1](https://doi.org/10.1007/s40299-017-0346-1) (SSCI)
15. Hu, B. Y., **Zhou, Y.**, Chen, L., Fan, X., & Winsler, A. (2017). Preschool expenditures and Chinese children's academic performance: The mediating effect of teacher-child interaction quality. *Early Childhood Research Quarterly*, 41(4), 37–49. doi: [10.1016/j.ecresq.2017.05.002](https://doi.org/10.1016/j.ecresq.2017.05.002) (SSCI)
14. **Zhou, Y.**, & Wong, Y.-L. (2017). Efficacy of grade retention in Macao: Evidence from PISA 2009. *International Journal of Chinese Education*, 6(1), 57–80. doi: [10.1163/22125868-12340074](https://doi.org/10.1163/22125868-12340074) (SCOPUS)
13. Hu, B. Y., **Zhou, Y.**, & Li, K. (2017). Variations in Chinese parental perceptions of early childhood education quality. *European Early Childhood Education Research Journal*, 24(4), 519–540. doi: [10.1080/1350293X.2017.1331066](https://doi.org/10.1080/1350293X.2017.1331066) (SSCI)
12. **Zhou, Y.**, Li, H., Hu, B. Y., & Li, L. (2017). On the road to universal early childhood education in China: A financial perspective. *International Journal of Educational Development*, 53, 137–144. doi: [10.1086/668764](https://doi.org/10.1086/668764) (SSCI)
11. Wong, Y.-L., & **Zhou, Y.** (2017). The operation of grade retention and educational inequality: Who gets retained in Macao and why? *Asian Pacific Journal of Education*, 37(2), 150–162. doi: [10.1080/02188791.2016.1216828](https://doi.org/10.1080/02188791.2016.1216828) (SSCI)
10. Cai, T., & **Zhou, Y.** (2016). What sociologists should know about big data? *ISA eSymposium for Sociology*, 6(3), 1–9
9. **Zhou, Y.**, & Wu, J. (2016). The game plan: Four contradictions in the development of world class universities from the global south. *Education and Science*, 41(184), 75–89. doi: [10.15390/EB.2016.6152](https://doi.org/10.15390/EB.2016.6152) (SSCI)
8. **Zhou, Y.**, Cai, T., & Wang, D. (2016). Social segregation in Hong Kong's schools: 2000–2012. *Chinese Sociological Review*, 48(3), 1–23. doi: [10.1080/21620555.2016.1166340](https://doi.org/10.1080/21620555.2016.1166340) (SSCI)
7. **Zhou, Y.**, & Wang, D. (2016b). Understanding the constraints on the supply of public education to the migrant population in China: Evidence from Shanghai. *Journal of Contemporary China*, 100(25), 563–578. doi: [10.1080/10670564.2015.1132957](https://doi.org/10.1080/10670564.2015.1132957).<sup>5</sup> (SSCI)
6. **Zhou, Y.**, Wong, Y.-L., & Li, W. (2015). Educational choice and marketization in Hong Kong: The case of direct subsidy scheme schools. *Asia Pacific Education Review*, 16(4), 627–636. doi: [10.1007/s12564-015-9402-9](https://doi.org/10.1007/s12564-015-9402-9). (SSCI)
5. **Zhou, Y.**, & Wang, D. (2015). The family socioeconomic effect on extra lessons in Greater China: A comparison between Shanghai, Taiwan, Hong Kong, and Macao. *The Asia-Pacific Education Researcher*, 24(2), 363–377. doi: [10.1007/s40299-014-0187-0](https://doi.org/10.1007/s40299-014-0187-0). (SSCI)
4. **Zhou, Y.** (2014). The relationship between school organizational characteristics and reliance on out-of-field teachers in mathematics and science: Cross-national evidence from TALIS 2008. *The Asia-Pacific Education Researcher*, 23(3), 483–497. doi: [10.1007/s40299-013-0123-8](https://doi.org/10.1007/s40299-013-0123-8). (SSCI)

<sup>4</sup>Macao Daily report: [http://www.macaodaily.com/html/2018-02/12/content\\_1243684.htm](http://www.macaodaily.com/html/2018-02/12/content_1243684.htm)

<sup>5</sup>Condensed version on news media: <https://bit.ly/2JCWZSs>

3. Hu, B. Y., **Zhou, Y.**, & Li, K. (2014). Pinpoint Chinese early childhood teachers' professional development needs through self-evaluation and external observation of classroom quality. *Journal of Early Childhood Teacher Education*, 35(1), 54–78. doi: [10.1080/10901027.2013.874386](https://doi.org/10.1080/10901027.2013.874386). (SSCI)
2. Hu, B. Y., **Zhou, Y.**, Li, K., & Robert, S. (2014). Examining program quality disparities between urban and rural kindergartens in China: Evidence from Zhejiang. *Journal of Research in Childhood Education*, 28(4), 461–483. doi: [10.1080/02568543.2014.944720](https://doi.org/10.1080/02568543.2014.944720).<sup>6</sup> (SCOPUS)
1. Chudgar, A., Luschei, T. F., & **Zhou, Y.** (2013). Science and Mathematics Achievement and the Importance of Classroom Composition: Multicountry Analysis using TIMSS 2007. *American Journal of Education*, 119(2), 295–316. doi: [10.1086/668764](https://doi.org/10.1086/668764). (SSCI)

Book 周建明、彭海纳、周忆粟 (2006)。走进黄羊川。北京：中国财政经济出版社。

Book Chapter

5. **Zhou, Y.**, & Lam, S. M. (2023). Prioritizing education: The Macao experience since the Millennium. In W. O. Lee, P. Brown, A. L. Goodwin, & A. Green (Eds.), *International handbook on education development in Asia-Pacific* (pp. 1815–1833). Springer. doi: [10.1007/978-981-16-2327-1\\_102-1](https://doi.org/10.1007/978-981-16-2327-1_102-1). Preprint version: <https://osf.io/bvs8t/>
4. Liao, W., & **Zhou, Y.** (2020). Teacher education reform and national development in China (1978-2017): Four metaphors. In J. W. Fraser & L. Lefty (Eds.), *Teaching the world's teachers* (pp. 111–131). Johns Hopkins University Press
3. Chen, J., Wang, D., & **Zhou, Y.** (2017). Education for population control: Migrant children's education under new policies in Beijing. In Y.-K. Cha, J. Gundara, S.-H. Ham, & M. Lee (Eds.), *Multicultural education in glocal perspectives: Policy and institutionalization* (pp. 153–166). Springer. doi: [10.1007/978-981-10-2222-7\\_11](https://doi.org/10.1007/978-981-10-2222-7_11)
2. **Zhou, Y.**, & Wang, D. (2016a). A Chinese approach to learning? A comparative study on time use patterns of 15-year old students in PISA 2012. In C. P. Chou & J. Spangler (Eds.), *Chinese Education Models in a Global Age* (pp. 105–118). Springer. doi: [10.1007/978-981-10-0330-1\\_8](https://doi.org/10.1007/978-981-10-0330-1_8).<sup>7</sup>
1. **Zhou, Y.** (2011). Bilingual Education in Dongxiang: A New Initiative. In G. H. Beckett & G. Postiglione (Eds.), *China's integrationist language policy: Impact on social harmony* (pp. 75–83). Routledge

Book Review

5. *Scripting the Moves*, Joanne W. Golann.  
*ECNU Review of Education*, 2023. [LINK](#)
4. *The Fruits of Opportunism*, Le Lin.  
*ECNU Review of Education*, 2023. [LINK](#)

<sup>6</sup>JRCE 2014 Distinguished Education Research Article Award.

<sup>7</sup>A Chinese version appears as: 周憶粟、王丹、李枝秀 (2018)。「中國式學習方法？基於 PISA2012 對 15 歲中學生時間使用模式的比較研究」。出自：周祝瑛，錫東岳，魯嬪文編。華人教育模式：全球化視角。台北：心理出版社。



3. *Meritocracy and Its Discontents*, Zachary M. Howlett.  
*ECNU Review of Education*, 2022. [LINK](#)
2. *Allies and Rivals*, Emily J. Levine.  
*ECNU Review of Education*, 2022. [LINK](#)
1. *Disputing Discipline*, Franziska Fay.  
*Journal of Contemporary Issues in Education*, 16(2), 2021. [LINK](#)

#### Translation

Entries listed here are published materials. For more standalone pieces, visit the translation section of my personal website.

#### Book

安德鲁·阿伯特 [著]。学科的混沌 (周忆粟译)。北京师范大学出版社, **2020.11 译稿完成, 预计 2024 出版**。(原著 Abbott, Andrew. *Chaos of Disciplines*. University of Chicago Press, 2001.)

安德鲁·阿伯特 [著]。攸关时间: 论理论与方法 (周忆粟译)。北京师范大学出版社, **2022.02 译稿完成, 预计 2024 出版**。(原著 Abbott, Andrew. *Time Matters: On Theory and Method*. University of Chicago Press, 2001.)

安德鲁·阿伯特 [著]。探索之道: 社会科学的启发式研究法 (宋奇、杨端程译, 周忆粟校)。上海文艺出版社, **预计 2024 出版**。(原著 Abbott, Andrew. *Methods of Discovery: Heuristics for the Social Sciences*. W. W. Norton, 2004.)

安德鲁·阿伯特 (2022)。过程社会学 (周忆粟译)。北京师范大学出版社。ISBN: 9787303269235。(原著 Abbott, Andrew. *Processual Sociology*. University of Chicago Press, 2016.)

#### Article and Chapter

安德鲁·阿伯特 (2019)。「专业知识的未来」(刘文楠、周忆粟译)。出自:《清华社会学评论》第十二辑。北京: 社会科学文献出版社。(原作 Abbott, Andrew. *The Future of Expert Knowledge*. 2017.) [LINK](#)

大卫·K·科恩 (2024)。「教学实践: 改变越多……」(童立勤、周忆粟译)。出自:《中国农村教育评论》第六辑。吉林: 东北师范大学。(原作 Cohen, David K. "Teaching practice: Plus ça change" in *Contributing to Educational Change: Perspectives on Research and Practice*, ed. by Philip W. Jackson, 27–84. McCutchan, 1988.)

小伊斯特万·西西塞里·罗奈 (即将出版)。「科幻与帝国」(周忆粟译)。出自:《科幻人文》。重庆: 重庆大学出版社。(原作 Csicsery-Ronay, Istvan, Jr. "Science Fiction and Empire". *Science Fiction Studies* 30, no. 2 (2003): 231–245.)

#### Research Report

**Zhou, Y.** (2010). *Training activities associated with large companies: A case study of selected practices and their evolution in Shanghai*. (Internal Report) Washington, DC: the World Bank.



**Zhou, Y.**, Keesler, V., Konstantopoulos, S., & Schneider, B. (2010). *Beyond Compliance: School Composition of Licenses*. (Confidential Technical Report 3.2). Michigan Department of Education. East Lansing, MI.

Lynn, F., Keesler, V., Diemer, M., Guarino C., Jones, N., Wang, Q., Wyse, A., **Zhou, Y.**, & Schneider, B. (2007). *Beyond Compliance: Descriptive Characteristics of Public School Teachers in Michigan*. (Confidential Technical Report 1). Michigan Department of Education. East Lansing, MI

Work in Progress **Zhou, Y.** and Cai, T. (under preparation). Shooting stars: The peril of p-hacking in the big data era

Pan, D., **Zhou, Y.**, and Seung-Hwan Ham. (under review). Professional Legitimacy in Flux: Academic Tutors in a Time of Uncertainty

**Zhou, Y.** Teacher professionalization large and small

Conference Presentation 周忆粟 (2022-09) 缺失的综合? 教师教育与社会学在美国, 1950-2020。“学科·学派·学人”。《社会》-CJS 第十一届社会理论工作坊。

Zhou, Y. (2022-07) Education Reform & Workforce Mobility in the Greater Bay Area, China at Chinese University of Hong Kong, Hong Kong, China.

周忆粟 (2022-02) 社会科学里的事件结构。什么是“事件”?。时间社网络会议。

周忆粟 (2017-11) 比较教育的学科建设: 一种愿景。第四届海峡两岸暨港澳地区比较教育论坛。浙江大学, 杭州, 浙江。

Wang, D. & Zhou, Y. (2017) *Corrosion of Professional Ethics: Rural Teachers in Neoliberal China* 112th American Sociological Association Annual Meeting at Montréal, Canada

Zhou, Y., Li, H., Hu, B. Y. & Li, L. (2017) *On the Road to Universal Early Childhood Education: A Financial Perspective of the Post-2010 Developments in a Western Province of China* 15th Annual Hawaii International Conference on Education 2017 at Honolulu, USA

周忆粟、范息涛 (2016) 用实证性研究来指导教育政策的制定和实践。第四届两岸教育学院领导人会议。东北师范大学, 吉林, 长春。

Wang, D. & Zhou, Y. (2016) *Turning around a struggling school: Professional learning community in China*. Comparative International Education Society (CIES) Annual Meeting at Vancouver, Canada

Zhou, Y., Fan, X., Wei, X. X. & Tai, Robert H. (2016) *Gender Gap among High Achievers in Math and Women in STEM Workforce*. Comparative International Education Society (CIES) Annual Meeting at Vancouver, Canada

Zhou, Y. & Wu, J. (2015) *The Game Plan: Four Contradictions in the Development of World Class Universities from Global South*. International Higher Education Studies Conference (IHEC) at Istanbul, Turkey.

Zhou, Y. & Wang, D. (2015) *Time use on learning activities in Chinese societies: A comparative perspective using PISA 2012*. Comparative International Education Society (CIES) Annual Meeting at Washington DC, USA

Zhou, Y. & Ei-Lee Wong. (2015) *Rhetoric and reality of education marketization in Hong Kong: The case of Direct Subsidy Scheme schools*. Comparative International Education Society (CIES) Annual Meeting at Washington DC, USA

Wong, Y. L. & Zhou, Y. (2014). *In-grade retention as a mechanism reproducing educational inequality? The case of contemporary Macao*. American Education Research Association (AERA) 2014 Annual Meeting at Philadelphia, PA, USA.

Wang, D & Zhou, Y. (2014). *Building a Teacher Professional Learning Community in a Struggling School: A case study in Shanghai, China*. Comparative International Education Society (CIES) 2014 Annual Meeting at Toronto, Canada.

Zhou, Y. & Wang, D. (2013). *The Family Socioeconomic Effect on Extra lessons in Greater China: A Comparison among Shanghai, Taiwan, Hong Kong, and Macao*. The Asian Conference on Education at Osaka, Japan.

Zhou, Y. (2013). *A school perspective of the deployment of out-of-field teachers in math and science: Results from TALIS 2008*. American Education Research Association (AERA) 2013 Annual Meeting at San Francisco, CA, USA.

Zhou, Y. & Wang, D. (2013). *The parenting gap: Family involvement in private tutoring in Chinese societies*, Comparative Education Society of Hong Kong 2013 Annual Meeting.

Zhou, Y. (2012). *Out-of-field teaching: A cross-national survey of the teacher labor market and teacher quality*, Comparative International Education Society (CIES) 2012 Annual Meeting at San Juan, Puerto Rico

Zhou, Y. (2012). *Who controls teachers in school? A cross-national comparison of out-of-field assignment using TALIS*, Association for Education Finance and Policy (AEFP) 2012 Annual Meeting at Boston, MA, USA.

Zhou, Y. (2011). *Out-of-field teaching under international context: Evidences from TALIS*, Comparative International Education Society (CIES) 2011 Annual Meeting at Montréal, QC Canada

Zhou, Y., & Chudgar, A. (2010). *Teaching practice and classroom composition: Assessing opportunity gap globally*, Comparative International Education Society (CIES) 2010 Annual Meeting at Chicago, IL, USA

Chudgar, A., Luschei, T., & Zhou, Y. (2010). *Classroom composition and mathematics achievement: Analysis from 25 diverse national contexts using TIMSS 2003*, American

Education Finance Association (AEFA) 2010 Annual Meeting at Richmond, VA, USA

Zhou, Y., & Schneider, B. (2009). *Parental financial commitment and student perception on postsecondary education*, Research Committee 28 (RC-28) of International Sociological Association on Social Stratification and Mobility Spring 2009 Meeting in Beijing, China

Zhou, Y., Chudgar, A., & Luschei, T. (2009) *Inequality in school resource distribution and student performance in mathematics and science: A five-country analysis using TIMSS 2003 data*, Comparative International Education Society (CIES) 2009 Annual Meeting at Charleston, SC, USA

Song, T., Zhou, Y., & Zheng, Y. (2008) *Teacher qualification and students' reading growth in early childhood*, American Education Research Association (AERA) 2008 Annual Meeting in New York City, NY, USA

## TALKS & LECTURES

- Invited Talks
- [talk] (2023-05) *Smart Machines and the Learning Ideals*, Faculty of Education, University of Hong Kong
  - [workshop] (2022-07/09) 教育政策比較：澳門與內地, Center of Continuing Education, UM
  - [workshop] (2022-07) *The Knowledge Dimension of School Management*, Ronghong Education Group, Zhuhai
  - [talk] (2019-12) *Heuristics in Educational Research*, Beijing Normal University
  - [talk] (2016-03) 教育市场化的意外后果：以香港为例 2000-2012, Department of Sociology, Shanghai University
  - [talk] (2015-03) Department of Sociology Luncheon Seminar (with Tianji Cai).
- Media Appearance
- [podcast] (2023-11) SA: Voices from the Field, produced by Student Affairs Administrators in Higher Education (NASPA)
  - [roundtable] (2023-04-24) 三联·新知大会第五季：智慧之镜。
  - [podcast] (2023-03-16) 秒杀“狗屁研究”的 GPT，会引发新一轮知识革命吗？。信睿播客
  - [interview] (2021-09-21) 高考综合改革七年：一人一课表，“同桌的你”变了。澎湃新闻
  - [interview] (2021-09-15) 职普分流引热议，专家：普职并重需要建立两个高考和高教体系。澎湃新闻

[essay] (2021-08-22) 作为社会制度的“职业教育”：难以突破的重重链索。澎湃新闻

- 澎湃问吧 (2021-08-29): [https://www.thepaper.cn/asktopic\\_detail\\_10021491](https://www.thepaper.cn/asktopic_detail_10021491)

[interview] (2020-08-26) 学习性别差异的形成。新京报书评

[essay] (2018-09-20) 錢只是方程式的一部分——回應《買進哈佛》一文。端傳媒

[essay] (2018-01-20) 男生和女生：谁的学习成就更高？。知识分子 & 缪斯夫人

[essay] (2017-09-21) “让 63% 的农村孩子上高中”并非中国教育发展的答案，兼答罗斯高教授。澎湃新闻

[essay] (2016-09-21)。教育不是解决中产焦虑的唯一路径。中国新闻周刊 (774 期)

[essay] (2016-09-12) 解决中产教育焦虑危机的钥匙在教育体系之外。澎湃新闻

[interview] (2016-05-22) 高考制度的公平性。新京报书评

[essay] (2015-11-04) 流入地政府的无奈——制约随迁子女教育问题解决的多重因素。人民政协报-教育在线

[essay] (2015-06-03) 教育市场的政治社会学——关于教育的 5 个为什么。澎湃新闻

## SERVICES

Student Advising For a complete list of past students, see: <https://bit.ly/2JCfvdY>

Graduated Doctoral students

- Li Fumin (PhD in sociology, 2019-2023, co-supervisor)
- Tong Liqin (PhD in education, 2019-2023, supervisor)

Current Doctoral students

- Li Wenzhuo (PhD in education, 2023, supervisor)
- Zhao Ye (PhD in education, 2022, supervisor)
- Ding Yingshi (PhD in education/neuroscience, 2022, co-supervisor)
- Mo Kun (EdD, 2022, supervisor)
- Yuan Changlin (EdD, 2022, supervisor)
- Sun Kai (EdD, 2022, supervisor)
- Li Yanyan (EdD, 2022, supervisor)
- Qian Zhenfei (EdD, 2021, supervisor)
- Yang Fan (EdD, 2021, supervisor)
- Xie Fujun (EdD, 2021, supervisor)
- Chen Yuewen (EdD, 2021, supervisor)
- Xu Zhiping (EdD, 2021, supervisor)
- Yu Jinjin (PhD in sociology/data science, 2021, co-supervisor)

Master of Education Supervisor (current only)

- Chen Yue
- Yang Dong
- Wu Jiatong
- Ouyang Qiqi
- Zhao Yuan
- Lok Im Lam
- Si Wai Meng
- Chou Cheng In
- Hong Yanru

Undergraduate Research Program

- Yang Zixin (2021, Honours College)
- Pan Zhihao (2021, SRP)
- U Sio Ian (2017, SRP)
- Su Hua (2016, SRP)

Undergraduate Student Teaching Practice (past 3 years)

- Chan Chon Kei (mathematics, 2023s)
- Li Xiaolu (mathematics, 2022f)
- Chan Hou Long (mathematics, 2022f)
- Wong Chi Kin (mathematics, 2021f)
- Wong Wai Lon (mathematics, 2020f)
- Chen Yanlin (mathematics, 2020s)
- Xu Zefeng (mathematics, 2020s)
- Wang Ke (mathematics, 2019f)
- Adelino António Da Conceição NG (mathematics, 2019f)
- Feng Dandai (mathematics, 2019s)
- Lei Un Leng (mathematics, 2019s)
- Tam Hou Wa (mathematics, 2019s)

Professional Services

University of Macau

*Internal governance*

- UM - University Senate by election **2014 - 2020**
- UM - Senate Officer by election **2018 - 2019**
- UM - Executive Committee, University Academic Staff Association by election **2014 - 2016**
- UM - University Library Committee by election **2013 - 2020**
- UM - Institutional Review Board by appointment (vice chair SSH) **2015 - present**
- UM - Center for Teacher & Learning Enhancement academic staff advisor by appointment **2019 - 2021**
- FED - Faculty Executive Committee by appointment **2020 - present**
- FED - Graduate Studies Committee by election **2021 - present**
- FED - Academic Promotion Committee (Chair of ad-hoc committee & member of faculty level committee) by appointment **2019, 2021**
- FED - Master Programme Coordinator **2020 - 2022**
- FED - EdD Programme Director **2021 - present**

- FED - Research Committee by appointment **2015 - 2017**
- FED - Scholarship Selection Committee **2017 - present**

*Working group*

- General Education (Global Awareness Division) **2016**
- Improving Students' Residential College Experience **2015**

Professional organization

- *Reviewer*: AERA-Div K **2012 - present**
- *Lecturer*: Hierarchical Linear Modeling with Large-Scale International Databases at CIES Annual Meeting **March 2015**

澳门特别行政区教育暨青年局教学设计奖励计划

- 项目组项目评审 **2013 - present**

Editorial Board

- Multicultural Education Review **2020 - 2022**
- Journal of Education and Humanities: Theory and Practice **2017 - present**

Others

- Shenzhen Institute of Technology: *Operational Consultant*, **2023-2024**
- Hanyang University, Seoul, Korea: *International Advisory Panel SSK Yungbokhap Project for Educational Research*, **2016 - present**
- Peking University, Graduate School of Education: *External Reviewer for Academic Promotion*, **2017**
- Michigan State University
  - Using Stata to manage large-scale datasets. *The College Ambition Program statistical training workshop* **February 2012**
  - How to conduct a data project? Issues in planning, managing, and analyzing quantitative data in educational research. *Education Policy Program seminar* **December 2011**

Scholarly Memberships American Educational Research Association, American Sociological Association, Comparative International Education Society, Society of Professors of Education, 中国教育发展战略学会教育财政专业委员会

Journal Reviewer For a recent list, see [WoS: AAD-5810-2020](#)

American Educational Research Journal, Asia Pacific Journal of Education, Asia-Pacific Education Researcher, Child & Youth Care Forum, China Quarterly, China Review, Education & Science, Chinese Sociological Review, Comparative Education Review, Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Education Policy Analysis Archives, Educational Researcher, Employee Relations, Frontiers of Education in China, International Journal of Educational Development, International Journal of Quantitative Research in Education, International Review of Education, Journal of Early Childhood Research, Journal of Research in Childhood Education, Journal of Teacher Education, Teaching and Teacher Education, Urban Education.

ADDITIONAL  
TRAINING

Data Science Specialization by Johns Hopkins University & Coursera, 2018.

Budgeting and Public Finance in Macau (Certificate No.4941). University of Macau, 2016.

Designing Adequately Powered Cluster Randomized Trials using Optimal Design Plus by Jessica Spybrook et al. at AERA Annual Meeting 2013 at San Francisco, CA, USA

Introduction to Social Network Analysis for Educational Researchers by Brian V. Carolan et al. at AERA Annual Meeting 2013 at San Francisco, CA, USA.

China Multigenerational Panel Data (CMGPD) 2012 Summer Training Workshop by Prof. Cameron D. Campbell at Shanghai Jiaotong University, Shanghai China.

Marginal Mean Weighting through Stratification: A Generalized Method for Causal Inference by Prof. Guanglei Hong at AERA Annual Meeting 2012 at Vancouver, BC Canada.

Causal Inference with Quasi-Experimental Designs: Methods and Applications by Prof. Joseph P. Robinson at AERA Annual Meeting 2012 at Vancouver, BC Canada.

International Databases Seminar, the National Center for Education Statistics (NCES), 2011 at Washington DC, USA.

Cross Section and Panel Data Econometrics with Prof. Jeffrey Wooldridge at MSU, September 2009 - Malamy 2011.

Using Modern Regression Discontinuity Analysis To Measure Effects of Educational Interventions by Dr. Howard Bloom at Society for Research on Educational Effectiveness Conference 2010, Washington DC, USA.

Analysis of Missing Data by Prof. Craig K. Enders at AERA Annual Meeting 2007 at Chicago, IL, USA.

Short Course on Propensity Score Matching using Observational Data by Prof. Steve Raudenbush and Prof. Guanglei Hong at AERA Annual Meeting 2007 at Chicago, IL, USA.

COMPUTER SKILLS

Stata, R, and  $\LaTeX$ .

LANGUAGE

Chinese: Putonghua/Mandarin, Cantonese (understanding) & Shanghainese (Native); English (Fluent).