

Yisu Zhou 周忆粟

CONTACT INFORMATION	IB-3008 Duke Kunshan University No. 8 Duke Avenue Kunshan, Jiangsu, China, 215316	Phone: +86-512-5777-9988 E-mail: yisu.zhou@dukekunshan.edu.cn Personal site: zhouyisu.org
RESEARCH INTERESTS	Education Policy, Sociology of Education, Higher Education, Quantitative Social Science	
EDUCATION	Ph.D. Michigan State University B.Sc. East China Normal University	2012 (Education Policy) 2005 (Statistics)
PRESENT POSITION	2025	Professor of Public Policy and Sociology, Duke Kunshan University Professor of Practice, Duke University
PRIOR POSITIONS	2018 - 2025	Associate Professor of Education Policy; Associate Professor of Sociology by courtesy, University of Macau
	2012 - 2018	Assistant Professor of Education Policy, University of Macau
	2010	Consultant, World Bank, System Assessment and Benchmarking for Education Results (SABER), Jee-Peng Tan and Shahid Yusuf
	2007 - 2012	Research Assistant, Michigan State University, Regional Educational Laboratory - Midwest, Barbara Schneider
	2006 - 2007	Teaching Assistant, Michigan State University, Kimberly Kelly and Y. M. Thum
	2005 - 2006	English Teacher, Yangguo Township Middle School
Admin Positions	2025 -	China Director, Institute for Global Higher Education, DKU
	2020 - 2025	Inaugural EdD program director, Faculty of Education, UM
	2020 - 2022	Master's programs coordinator: MPhil in Curriculum and Instruction, MPhil in Educational Administration, MPhil in Early Childhood Education and Child Development, MPhil in Educational Psychology, MPhil in Physical Education and Sport Studies and MSc in Data Science, Faculty of Education, UM
	2019 - 2021	Center for Teaching & Learning Enhancement academic staff advisor, UM
	2015 - 2025	Institutional Review Board (vice chair Social Science & Humanities Panel), UM
	2014 - 2020	University Senate, UM
	2013 - 2020	University Library Committee, UM

VISITING PROFESSORSHIP	2024	Department of Sociology & the Committee of Education, University of Chicago
AWARDS AND HONORS	Professional <ul style="list-style-type: none">• 2024 Comparative and International Education Society, East Asia SIG Best Paper Award, with Tong Liqin• 2015 Outstanding Reviewer for <i>Educational Researcher</i> of American Educational Research Association• 2014 <i>Journal of Research in Childhood Education</i> Distinguished Research Article Award University of Macau <ul style="list-style-type: none">• Faculty Service Award 2017/18, 2021/22• Outstanding Academic Staff 2016/17, 2022/23• Faculty Teaching Award finalist 2018/19, 2019/20, 2020/21, 2022/23 Michigan State University <ul style="list-style-type: none">• Nominated for the University Council for Educational Administration's David L. Clark Graduate Research Seminar in educational administration and policy, College of Education, 2012• Dissertation Completion Fellowship, \$6000, College of Education, 2011-2012• Doctoral Fellowship for Enhancing Global Understanding, \$3250, College of Education, 2011• Pre-Dissertation Research Fellowship, \$2000, Education Policy Center, 2010• Summer Research Fellowship, \$6000, College of Education, 2010• The Anderson-Schwille Fellowship in International Education, \$2850, 2009-2010• Summer Research Development Fellowship, \$5000, College of Education, 2009• Education Policy Program Recruitment Fellowship, \$5000, College of Education, 2008-2009• S. C. Lee Best Paper Award, \$500, Asian Study Center, 2008• Spencer Summer Small Research Grant, \$1000, 2007 East China Normal University <ul style="list-style-type: none">• Award for Academic Excellence, 2001/02, 2002/03	
RESEARCH		
Grants	General Research Fund (Hong Kong) <ul style="list-style-type: none">• Co-PI: <i>Socioeconomic Segregation, School Choice, and Geography of Educational Inequality in Hong Kong</i> (PI: XU Duoduo, Hong Kong University of Science and Technology). Project No. 16600218 (2018 - 2020), HKD599,440 University of Macau <ul style="list-style-type: none">• PI: <i>Trends of the academic achievement gap between the rich and the poor: New approaches and applications from multiple data sources</i> (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

2026-2030 年統籌推進教育、科技、人才一體化發展的策略研究 2025

- 由澳門特別行政區政府政策研究和區域發展局委託 Commissioned by Direcção dos Serviços de Estudo de Políticas e Desenvolvimento Regional

25-Year Retrospect of Education in Macao 澳門教育 25 週年回顧 2024

- 出版物：澳門教育再出發，從挑戰到未來
- 出版物：澳門教育的人心與仁心：澳門回歸二十五年教師的教育觀點與經驗論文集

National Social Science Foundation 国家社会科学基金

- 项目组：城乡融合发展视域下西部乡村地区教育“在地化”发展的理论与实践研究（PI：童立勤，四川师范大学）。全国教育科学规划课题，青年课题，项目批准号：CGA240269（2025 - 2027）
- 项目组：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）社会学重点项目，项目批准号：13ASH005（2013-2016）

Ministry of Education 教育部

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

Macao-PISA Center, Macao SAR

Team member

April 2013 to present

A Strategic Study on Improving Vocational Education in Macao 完善澳門職業教育的策略研究

Principal investigator

April 2013 to December 2013

- 由澳門特別行政區政府政策研究室委託 Commissioned by Gabinete de Estudo das Políticas do Governo da RAEM
- 團隊成員：黃炳文、施達明 Co-PI: Prof. Wong Ping Man, Prof. Sze Tat Ming
- 出版物：中港臺澳四地之職業教育。

TEACHING

Duke Kunshan University

- Global Challenges in Science, Technology and Health

University of Macau

- Introduction to Educational Research (PhD)
- Comparative & International Education (EdD)
- Education & Globalization (Undergraduate general education)
- Applications of Advanced Quantitative Methods (PhD)
- Introducing Quantitative Research (PhD)

- Comparative & International Education (Master)
- Education Research Method (Master)
- Educational Research (Undergraduate)

PUBLICATIONS Entries listed chronologically. Wavy items indicate student author.

Journal Article

40. Li, F., **Zhou, Y.**, & Cai, T. (online first). Periodicity of sex worker touring: An image-based analysis. *Journal of Computational Social Science*. doi: [10.1007/s42001-025-00397-5](https://doi.org/10.1007/s42001-025-00397-5)
39. Zhao, Y., **Zhou, Y.**, & Wang, G. (online first). Student voices: Constructing leadership identities in a global university. *Higher Education*. doi: [10.1007/s10734-025-01434-y](https://doi.org/10.1007/s10734-025-01434-y)
38. Zhao, Y., **Zhou, Y.**, & Perozzi, B. (online first). Navigating campus crisis: Empowering student affairs officers in decision-making in response to global uncertainties. *Journal of Student Affairs Research and Practice*. doi: [10.1080/19496591.2025.2484809](https://doi.org/10.1080/19496591.2025.2484809)
37. Pan, D., **Zhou, Y.**, & Ham, S.-H. (2024). Professional legitimacy in flux: Academic tutors in a time of uncertainty. *Chinese Sociological Review*, 56(3), 285–312. doi: [10.1080/21620555.2024.2306848](https://doi.org/10.1080/21620555.2024.2306848)
36. Luo, W., He, H., Liu, J., Berson, I. R., Berson, M. J., **Zhou, Y.**, & Hui, L. (2024). 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*, 35(1), 96–113. doi: [10.1080/10409289.2023.2214181](https://doi.org/10.1080/10409289.2023.2214181)
35. Ham, S.-H., Liao, W., & **Zhou, Y.** (2024). Towards a school culture of pedagogical fairness: Revisiting the academic performance of immigrant children in East Asia. *International Journal of Inclusive Education*, 28(10), 2183–2200. doi: [10.1080/13603116.2022.2085818](https://doi.org/10.1080/13603116.2022.2085818)
34. Lu, S., Vong, K.-I. P., Tong, L., **Zhou, Y.**, & Leung, S. O. (2024). 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*, 23(1), 45–62. doi: [10.1007/s10671-023-09352-5](https://doi.org/10.1007/s10671-023-09352-5)
33. Tong, L., & **Zhou, Y.** (2023c). Indigenous dialogic teaching: Orality in a Tibetan school in China. *Learning, Culture and Social Interaction*, 43, 100776. doi: [10.1016/j.lcsi.2023.100776](https://doi.org/10.1016/j.lcsi.2023.100776)¹
32. 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)
31. 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: [10.1080/01596306.2021.2006149](https://doi.org/10.1080/01596306.2021.2006149)²

¹2024 CIES East Asia SIG Best Paper Award

²2023 CIES East Asia SIG Best Graduate Student Paper Award Honorable Mention.

30. **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)
29. 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。
28. 潘冬冬、**周忆粟** (2024)。在影子中教学：从时间向度理解教育培训机构讲师的工作。《中国青年社会科学》，第1期（总第230期），55-64页。
27. 潘冬冬、**周忆粟** (2024)。从“入市”到“出市”：职业社会学视域下的中国补习讲师。《北京社会科学》，第3期（总第251期），62-72页。
26. 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)
25. **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](#)]
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/s40299-021-00620-7](https://doi.org/10.1007/s40299-021-00620-7)³
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*, 39(5), 922–942. doi: [10.1177/0894439319886019](https://doi.org/10.1177/0894439319886019)
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)
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)
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)
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)
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)
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)

³Ms. 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)
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)
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)⁴
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)
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)
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)
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)
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)
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).⁵
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).
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)
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).

⁴Macao Daily report: http://www.macaodaily.com/html/2018-02/12/content_1243684.htm

⁵Condensed 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).
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).⁶
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).

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

6. Li, W., & **Zhou, Y.** (accepted). Evolving dynamics in teacher education: Governance, autonomy, and synergy between government and institutions in china. In C.-K. J. Lee (Ed.), *Handbook of asian educational innovation towards the futures of education*. Springer
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).⁷
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

⁶JRCE 2014 Distinguished Education Research Article Award.

⁷A 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，魯嬭文 編。華人教育模式：全球化視角。台北：心理出版社。

7. *The Highest Exam*, Ruixue Jia, Hongbin Li, & Claire Cousineau.
Higher Education, 2026.
6. *The New Global Universities*, Bryan Penprase & Noah Pickus.
The Review of Higher Education, w. Zhao Ye, [LINK](#).
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](#)
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, 2021. [LINK](#)

Translation

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

Book

周忆粟 [译] (2025)。安德鲁·阿伯特 [著]。学科的混沌。北京师范大学出版社。ISBN: 978-7-303-30311-3。(原著 Abbott, Andrew. *Chaos of Disciplines*. University of Chicago Press, 2001.)

周忆粟 [译] (2025)。安德鲁·阿伯特 [著]。攸关时间：论理论与方法。北京师范大学出版社。ISBN: 978-7-303-30274-1。(原著 Abbott, Andrew. *Time Matters: On Theory and Method*. University of Chicago Press, 2001.)

宋奇、杨端程 [译], 周忆粟、高远致 [审读] (2025)。安德鲁·阿伯特 [著]。探索之道：社会科学的启发式研究法。上海文艺出版社。ISBN: 978-7-5321-9181-9。(原著 Abbott, Andrew. *Methods of Discovery: Heuristics for the Social Sciences*. W. W. Norton, 2004.)

周忆粟 [译] (2022)。安德鲁·阿伯特 [著]。过程社会学。北京师范大学出版社。ISBN: 978-7-303-26923-5。(原著 Abbott, Andrew. *Processual Sociology*. University of Chicago Press, 2016.)

Article and Chapter

周忆粟 [译] (即将出版)。安德鲁·阿伯特 [著]。重新认识社会学知识积累的概念。出自：《历史与变革》。(原作: Abbott, Andrew. *Reconceptualizing knowledge accumulation in sociology*. 2006.)

周忆粟 [译], 黄亚菲 [校] (2024)。小伊斯特万·西西塞里·罗奈 [著]。「科幻与帝国」。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.)

童立勤、周忆粟 [译] (2024)。大卫·K·科恩 [著]。「教学实践: 改变越多……」。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”, 1988.)

刘文楠、周忆粟 [译] (2019)。安德鲁·阿伯特 [著]。「专业知识的未来」。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](#)

WORK IN
PROGRESS
Book project

In *Engineering Utility: Making Science Usable in Contemporary China*, this book invites readers into the intricate landscape of China’s science and technology (S&T) ecosystem, tracing how usable science emerges from institutional strategies, individual agency, and the unpredictable impacts of state policies. Moving beyond simplified narratives of China’s rapid rise as a scientific superpower, it reveals the realities behind the statistics and media portrayals, focusing on the often-overlooked yet crucial actors and institutions driving applied research. Through comparative case studies of five research institutes established in the same year—including Avantix Tech, a standout in Shenzhen—this study traces 18 years of development to examine how scientists, administrators, and policymakers navigate an evolving system shaped as much by experimentation and contingency as by strategic planning.

This approach diverges from traditional analyses that view China’s S&T growth as solely a top-down, state-led success story. Instead, it argues that this growth emerges from complex, sometimes conflicting relationships among academia, industry, and the state. Through interviews, archival research, and quantitative data, the book shows how these research institutes—each with varied trajectories, from dynamic successes to those that remain on the fringes—operate within a model that merges academic flexibility with market needs, bridging gaps between applied science and industry demands.

Drawing insights from fields such as science and technology studies, organizational sociology, and higher education, this book challenges prevailing assumptions about innovation in non-Western contexts. It aims to provide a source for scholars, policymakers, and practitioners interested in understanding how “usable science” takes shape within China’s diverse S&T landscape, where adaptability and localized innovation are as influential as state investment in shaping the future of Chinese science and technology.

Preprints

Zhou, Y., Shen, Y., & Yao, X. (2025). Hidden synergy: Hong kong’s role in the development of science and technology in chinese higher education. *SocArXiv*, 1–35. doi: [10.31235/osf.io/drs8c](https://doi.org/10.31235/osf.io/drs8c)

Zhou, Y. (2024). Smart machines and the learning ideal. *SocArXiv*, 1–25. doi: [10.31235/osf.io/kbzy7](https://doi.org/10.31235/osf.io/kbzy7)

- 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)
- Manuscripts Ding, Y., **Zhou, Y.**, and Qian, Z. (under review). Designing Visibility: Visual Practices for Knowledge Integration in Interdisciplinary Labs.
- Li, W., and **Zhou, Y.** (under review). The Paradox of Control: How Quota Restrictions Foster International Collaboration in Chinese Doctoral Education.
- Chen, S., **Zhou, Y.**, Tong, L., and Li, F. (under review). Making Troublemakers: How Teachers Construct and Label Classroom Misbehavior in China.
- Chen, Y., **Zhou, Y.**, LoCasale-Crouch, J., and Hu, B. (under review). Profiles of Chinese Preschool Teachers' Evaluation Beliefs: Associations with Their Characteristics and Teacher-child Interactions Knowledge.
- Jiang, L., Yao, X., Shen, Y., and **Zhou, Y.** (under preparation). Beyond "Triple Jump": Policy Mix and the Challenges of University Tech Transfer in China, 1978-2024
- Mo, K., Li, T., **Zhou, Y.**, and Pan, K. (under preparation). Government Endorsement and Household Investment Behavior: Evidence from Chinese Higher Education Admissions.
- CONFERENCE PRESENTATION Zhou, Y., Yang, S., and Yao, X. (2025.3, 6, 10 & 11) *Hidden Synergy*. Higher Education Research Association, Comparative and Comparative International Education Society, Peking University Graduate School of Education, Chinese University of Hong Kong Faculty of Education..
- 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 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 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 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 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 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 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 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 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 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 2012 Annual Meeting at Boston, MA, USA.

Zhou, Y. (2011). *Out-of-field teaching under international context: Evidences from TALIS*, Comparative International Education Society 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 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 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 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 2008 Annual Meeting in New York City, NY, USA

TALKS & LECTURES

- Invited Talks
- [talk] (2024-11-27) Graduate School Distinguished Speaker Series: *Methods of Discovery: Heuristics in Social Sciences*, University of Nottingham - Ningbo.
 - [keynote] (2024-11-10) 以行动育德，以创新启智：教师的使命践行，教育部教育家精神宣讲（港澳站），澳门。
 - [keynote] (2024-10-27) 学习能力与产业升级：职业教育的视角，大湾区职业教育经济与社会发展论坛：理论与实践。粤港澳大湾区研究院，广州。
 - [talk] (2024-10-14) *Approaches of Education Research Method*, South China Normal University.
 - [talk] (2024-04) *Tutoring in China*, College of Education, Michigan State University.
 - [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 [talk] (2025-04) 对话 | 李钧鹏、周忆粟：安德鲁·阿伯特过程社会学的魅力。澎湃新闻。

[interview] (2025-03) 教育学者周忆粟：文科缩招更应聚焦中底部普通高校。澎湃新闻。

[interview] (2025-03) 安德鲁·阿伯特谈阅读、知识和社会学的未来。上海书评。

[talk] (2024-08) 好的职业教育何以可能？陆家嘴读书会。

[podcast] (2023-11) [Understanding Cultural Differences in Education Systems](#). SA: Voices from the Field, produced by Student Affairs Administrators in Higher Education (NASPA).

[roundtable] (2023-04-24) 三联书店·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

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

[essay] (2018-09-20) 钱只是方程式的一部分——回应《买进哈佛》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

Graduated Doctoral students

- Zhao Ye (PhD in education, 2022-2025, supervisor)
- Mo Kun (EdD, 2022-2025, supervisor)
- Yuan Changlin (EdD, 2022-2025, supervisor)
- Ding Peng (EdD, 2022-2025, supervisor)
- Zhang Xi (EdD, 2022-2025, supervisor)
- Li Yanyan (EdD, 2022-2025, supervisor)
- Sun Kai (EdD, 2022-2025, supervisor)
- Qian Zhenfei (EdD, 2021-2024, supervisor)
- Yang Fan (EdD, 2021-2024, supervisor)
- Chen Yuewen (EdD, 2021-2024, supervisor)
- Xie Fujun (EdD, 2021-2024, supervisor)
- Li Fumin (PhD in sociology, 2019-2023, co-supervisor)
- Tong Liqin (PhD in education, 2019-2023, supervisor)

Doctoral students at UM

- Yao Xinyue (PhD in education, 2024, supervisor)
- Li Wenzhuo (PhD in education, 2023, supervisor)
- Ding Yingshi (PhD in education/neuroscience, 2022, co-supervisor)
- Xu Zhiping (EdD, 2021, supervisor)
- Yu Jinjin (PhD in sociology/data science, 2021, co-supervisor)

Undergraduate Research Programs

- Xiong Yunjie (2024, Honours College)
- Yang Zixin (2021, Honours College)
- Pan Zhihao (2021, SRP)
- U Sio Ian (2017, SRP)
- Su Hua (2016, SRP)

Professional Services

Duke Kunshan University

- Academic Strategy and Learning Innovation Unit
- Leadership Search committee
- Duke Global Alliance Senior Advisory Team

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 - Center for Teacher & Learning Enhancement academic staff advisor by appointment **2019 - 2021**
- FED - Faculty Executive Committee by appointment **2020 - 2024**
- FED - Graduate Studies Committee by appointment **2021 - 2025**
- FED - Academic Promotion Committee (Chair of ad-hoc committee & member of faculty level committee) by appointment **2019, 2021, 2023**
- FED - Research Committee by appointment **2015 - 2017**
- FED - Scholarship Selection Committee **2017 - 2024**

Working group

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

Professional organization

- *Chair*: CIES-East Asia SIG Award Committee **2025**
- *Reviewer*: AERA-Div K **2012 - 2025**
- *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

- 项目评审 **2013 - 2025**

Editorship

Editorial Board Memberships

- ECNU Review of Education **2022 - 2025**
- Multicultural Education Review **2020 - 2025**
- PLOS One **2024 -**
- 社会科学杂志 Social Science Perspectives **2024 -**

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.

Others

- Zhejiang University, Department of Sociology, *External Reader*, **2024**
- Chinese University of Hong Kong, Department of Educational Administration and Policy, *External Reader*, **2021**
- Hanyang University, Seoul, Korea: *International Advisory Panel SSK Yungbokhap Project for Educational Research*, **2016 - 2025**
- 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

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 - May 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).