CLAIM TO FAME

I am internationally recognised for my research on international student mobility (ISM). My claim to fame consists of offering interdisciplinary analyses of the driving forces and consequences of student mobility flows involving non-traditional student demographics and destinations within Asia. I have contributed to extending the frontiers of ISM scholarship by going beyond affluent students bound for western destinations.

In 2023, I was ranked by Stanford University among the world's top 2% of researchers in education. My work on ISM has been cited widely and used as course readings in undergraduate and postgraduate courses at world-leading universities such as UCL and HKU. According to Scopus, my Field-Weighted Citation Index is 2.7.

(110 words)

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EXECUTIVE SUMMARY

Yang Peidong
Assistant Professor
National Institute of Education (NIE)
Nanyang Technological University (NTU), Singapore

RESEARCH

I am a **sociologist of education** with core research expertise in **international student mobility (ISM).** Being a sociologist of education means that I use sociology as the main disciplinary and theoretical perspective to study the world of education. The empirical focus of my research, **international student mobility**, refers to the mobility of students (typically at tertiary level) across national borders. Through extensive work in this field, I have become internationally known and widely cited for my work that offers interdisciplinary analyses of the driving forces and consequences of non-traditional student mobility flows occurring within Asia. These unconventional ISM flows have been neglected thus far due to existing ISM scholarship's predominant focus on affluent students bound for western destinations. By going beyond the parameters of extant research, I have contributed to extending the frontiers of ISM scholarship.

On the strength of my ISM research, I was ranked by Stanford University among the world's **top 2%** of research scientists in **education** in 2023. My work on ISM has been cited widely and used as course readings in undergraduate and postgraduate courses at world-leading universities such as University College London and the University of Hong Kong. According to Scopus, I have a Field-Weighted Citation Index (**FWCI**) of **2.7**.

Besides my core research expertise in the sociological study of international student mobility, I have made significant contributions to a closely related sub-field of sociology: *ethnic and migration studies*. This line of research is an organic extension of my ISM research as ethnic and migration studies provide the sociological contexts to student mobility. Furthermore, themes such as diversity, identity and integration cut across student mobility and ethnic/migration research. My sociological research into ISM and ethnic/migration studies contributes to the Singapore education landscape by foregrounding Singapore's role as a regional and global hub for international educational collaboration, exchange, and student mobility. Moreover, my research expertise on issues of *diversity*, *identity*, *integration* and *globalisation* reinforces my contribution to social studies (SS) education in Singapore, as these topics lie at the heart of the SS curriculum.

I have produced a corpus of research publications that is high in both quality and volume: **12** of my journal articles are in **Tier-1** journals and my monograph has been widely cited and positively reviewed. I have been invited to give **2 keynote presentations** in Europe (the UK and Portugal) and **15** presentations around the world, including at leading universities such as the **University of Oxford**, **University College London**, **University of Hong Kong**, and **Waseda University**. The impact of my research publications is evinced not only by a consistent upward trajectory but also reflected in the engagements and invitations from media. To date, the research grants where I serve as the Principal Investigator (PI) add up to **S$486,987**, of which more than **75%** in value is comprised of competitive external grants.

TEACHING

As a social studies teacher-educator with a sociological background, I anchor my teaching in **a *critical* perspective on society and social issues**. I am deeply committed to a **student-centered style of teaching** that is not only **interactive** and **participatory**, but also **empowering** for the learners. This teaching philosophy is well aligned with the broader objectives of citizenship and

character education (CCE) in Singapore which emphasises educating informed and participative citizens who are capable of critical thinking and perspective-taking.

My teaching approach and practice have been well-received and appreciated by students. In the Student Feedback on Teaching (SFT) received, students regularly describe me as an engaging, well-prepared, passionate, knowledgeable, and discussion-centric teacher. In 2021, I received the **Nanyang Education Award (School)** and the **NIE Excellence in Teaching Commendation**. My commitment to teaching excellence is further evidenced by consistently high SFT scores and positive qualitative feedback received over the years. Over the past 10 semesters (Jul 2019 to Jan 2024), I have achieved **an average SFT Index of 96.8**.

Inspired by **Team-Based Learning (TBL)** and **flipped classroom**, I developed the **"Something-to-ask, Something-to-share" (SASS)** pedagogy for my classes. I have continuously explored **technology-enabled learning**, including creating multiple iterations of a Massive Open Online Course (MOOC) on globalisation, which became part of the "NIE Singapore Undergraduate Online" course offerings. Additionally, I have developed new courses to address the evolving teaching needs of the HSSE/NIE and the Ministry of Education in undergraduate/postgraduate programmes and teacher professional development courses.

In terms of supervision, I **successfully graduated a PhD student** within my first contract on the professorial track. Together, we published an article in the *British Journal of Sociology of Education* (Tier-1), leading to the student receiving the **Dean's Commendation for Research 2023**. This PhD graduate has since made significant career progress, now serving as the Subject Head for Regional Studies at Nanyang Girls' High School. I am currently supervising **1 Doctor in Education (EdD)** student, and I have supervised **6 URECA** students (undergraduate research students) so far. I have also mentored many students at undergraduate and postgraduate levels, contributing to their academic and professional development.

SERVICE

As a strong believer in community membership and collegiality, I have embraced various opportunities to render service to the Humanities and Social Studies Education Department, NIE, NTU, the Ministry of Education, as well as professional and academic communities that I belong to.

In the contexts of the HSSE department and NIE, my key contributions include serving as the **Chair and Endorser of the Institutional Review Board (IRB) Committee** of my department and as the **co-Programme Leader** for the Higher Degree programme (taught). Beyond HSSE/NIE, I have been serving as a **Faculty-in-Residence (FiR)** for one of the halls of residence on NTU campus since 2018.

Working at NIE has presented me with numerous opportunities to render impactful service at the national level through working with the **Ministry of Education** on **teacher professional development** and **curriculum development**. Specifically, I have served as the NIE Representative on the Social Studies (SS) Chapter Core Team of the **Academy of Singapore Teachers (AST)** since 2019. I have also served on **Syllabus/Resource Development Committees** (SDC/RDS) for Secondary Social Studies, in 2020-21 and 2023-24. These service appointments gave me opportunities to have an impact at the **national level** through shaping the Social Studies syllabus/coursebooks used by secondary students across the entire Singapore education system.

Lastly, I have rendered dedicated and continuous service to my profession and broader international scholarly communities by taking on a wide range of roles including **editorship** of journals, **examiner** of graduate work, and **peer-reviewer** for book publishers and academic journals. In particular, I have performed at least **12** reviews for book proposals/manuscripts from various publishers, and I have acted as peer reviewer for a total of **51** international journals, close to **70%** of which are **Tier-1/Q1** journals in their respective fields.

CURRICULUM VITAE

Yang Peidong
Assistant Professor
National Institute of Education (NIE)
Nanyang Technological University (NTU), Singapore

Academic Qualifications

2014	DPhil (Education), University of Oxford, UK
2010	MPhil (Social Sciences), Cardiff University, UK
2009	Postgrad. Dip. (Distinction), Social Science Research Methods, Cardiff University, UK
2008	BSc (1st class Hons) in Maritime Studies, NTU, Singapore

Professional Qualifications / Memberships

2024 – present	Member, British Association of International and Comparative Education (BAICE)	UK
2024 – Present	Executive Committee Member, Southeast Asian Geography Association (SEAGA)	Singapore
2024 – Present	Member, Higher Education Research Association (HERA)	International
2022 - Present	Member, Comparative and International Education Society (CIES)	Pittsburgh, USA
2014 - Present	Associate Fellow, UK Higher Education Academy	UK

Summary of Working Experience

Jan 2019 - Present	Assistant Professor, NIE, NTU
Dec 2016 - Dec 2018	Lecturer, NIE, NTU
Aug 2016 - Nov 2016	Research Fellow, School of Humanities and Social Sciences, NTU
Aug 2014 - July 2016	Postdoctoral Fellow, School of Humanities and Social Sciences, NTU

Academic Honours and Awards

Year	Academic Honour / Award
2010-2013	Pacific Alliance Oxford Scholarship, University of Oxford, UK
2008-10	Nippon-SIRC Fellowship, Nippon Foundation and Seafarers International Research Centre (SIRC), Cardiff University, UK
2002-2008	Senior Middle School Scholarship (SM2), Ministry of Education, Singapore

RESEARCH SUMMARY

Key Areas of Research

- Sociological research on international student mobility (ISM), and more broadly, the intersectional domain of migration and education
- sociological research into ethnic and migration issues

Research Awards / Recognition

Year	Research Award / Recognition
2023	Listed by Standard University among the world's Top 2% of scientists in **Education** in 2023 https://www.ntu.edu.sg/nie/news-events/news/detail/our-heartiest-congratulations-to-nie-faculty-members-listed-among-the-top-2-scientists-by-stanford-university-2023
2022	Nominee, NIE Excellence in Research Award

Keynote Presentations

1. **Yang, P.** (2018, September). "Study abroad, citizenship, and cosmopolitanism: 'peripheral' perspectives on interculturality from two cases of intra-Asia student mobility". *COST ACTION 15130: Study Abroad Research in European Perspective (SAREP) - Peripheral Perspectives on Interculturality for Study Abroad: Inspirations For Europe,* Institute of Education, University of Lisbon, Lisbon, Portugal.

2. **Yang, P.** (2017, September). "State, market, international education, and youth (im)mobilities in Asia: A comparative study of Chinese "foreign talent" students in Singapore and Indian medical students in China". *Sociological Review Seminars 1 – Embodying China's educational (im)mobilities: Ethnographic insights*. Keele University, United Kingdom.

Invited Presentations

1. **Yang, P.** (2024, July). ""Watery Master's" (*shuishuo*) and "Reverse Study-abroad" (*fanxiang liuxue*)? Reconsidering the Rationales of International Student Mobility (ISM)". *Learning to Belong in the City Symposium*, Urban Institute, Singapore Management University, Singapore

2. **Yang, P.** (2024, June). "The Insecure Migrant Middle in Singapore: Research insights on migrant professionals, immigrant teachers, and immigrant parents". *IN-EAST Research Forum Online Lecture Series, 2024,* Institute of East Asian Studies, University of Duisburg-Essen, Germany

3. **Yang, P.** (2024, May). "Insecurity and migrant parenting: A study of middle-class Chinese immigrants in Singapore". *Global Korea / Asia Pacific, Transnational Koreans/Asians*, Center for Global Korean & Asian Studies, Inha University, Republic of Korea

4. **Yang, P.** (2024, May). "Rethinking international student mobility (ISM) through the notion of 'democracy': challenges and opportunities, with specific observations on Chinese international students", Migration Research Unit (MRU), University College London, United Kingdom

5. **Yang, P.** (2024, May). "Democratizing international student mobility? An assessment of challenges and opportunities from the "accessibility" perspective and the "relational-conduct" perspective", Centre for Global Higher Education (CGHE), University of Oxford, United Kingdom https://www.youtube.com/watch?v=df1CSi6Pwsk&t=878s

6. **Yang, P.** (2024, February). "Democratizing International Student Mobility: Challenges and Opportunities". *International Symposium: Democratizing International Student Mobility*. Waseda University, Tokyo, Japan

7. **Yang, P.** (2024, February). "Democratizing International Student Mobility (ISM): Challenges and Opportunities", *Consortium for Higher Education Research in Asia (CHERA)*, The University of Hong Kong, Hong Kong (online) https://www.youtube.com/watch?v=FelWtfvNSCI&t=845s

8. **Yang, P.** (2023, September). "Towards a Framework for (Re)Thinking the Ethics and Politics of International Student Mobility", Consortium for Higher Education Research in Asia (CHERA), The University of Hong Kong, Hong Kong (online) https://youtu.be/wFnd5h4P3-w

9. **Yang, P.** (2021, November). "Rethinking International Student Mobility through the Lens of "Crisis" at a Juncture of Pandemic and Global Uncertainties", *International Student Mobility: Emergent Patterns to and within Asia*. The Education University of Hong Kong, Hong Kong (online). https://youtu.be/NDP6F2dEXRQ?t=272

10. **Yang, P.** (2021, May). "Compromise and complicity as "extra-rational" logics of international student mobility: the case of Indian medical students in a provincial university in China", *Youth mobility webinar series week 1: India*. Centre for Global Youth, University College London, London (online) https://www.youtube.com/watch?v=NQ6fpHuHchE

11. **Yang, P.** (2019, November). "China in the global field of international student mobility: Analyses of economic, human, and symbolic capitals" *Belt and Road Initiative: New knowledge spaces and Asian regionalism*. Asia Research Institute (ARI), National University of Singapore, Singapore.

12. **Yang, P.** (2019, August). "Towards a framework for (re)thinking the ethics and politics of international student mobility." Departmental seminar, School of Social Sciences, University of Western Australia, Perth, Australia

13. **Yang, P.** (2019, January). "The Role of Educational Intermediaries in a Case of 'Indian Doctors Made in China'. Paper presented at *Infrastructures of Injustice: Migration and Border Mobilities*. The Cambridge-Singapore-Princeton Workshop Series, Singapore

14. **Yang, P.** (2019, January). "International Student Mobility as Reproduction Migration (RM): China's Place in the Global Landscape". *Reproduction Migrations in the Asia Pacific,* Institute of Social and Cultural Anthropology, University of Oxford, Oxford, United Kingdom.

15. **Yang, P.** (2018, November). "Educational mobility and citizenship: A comparison of the experiences of Chinese "foreign talent" students in Singapore and Indian medical students in China". *Youth Future – Connection and Mobility in the Asia Pacific*, Alfred Deakin Institute, Deakin University, Melbourne, Australia.

Research Funding

External Grants

Role	Year	Project Title	Amount (S$)	Source of Grant
PI	2021 - 2025	A sociological study of migrant parents' influences on children's education: Implications for 1.5- and second-	277,765	Education Research Funding Programme (ERFP) Tier 2

		generation immigrant students and their integration in Singapore schools		
PI	2018 - 2021	Immigrant Teachers in Singapore Schools: Trajectories, Identities, and Integration	90,205	ERFP Tier 1
Co-PI	2021 - 2022	International Student Mobility in a Time of COVID-19: Regimes, Experiences and Aspirations	(0) 20,000	National University of Singapore (NUS) Humanities and Social Sciences (HSS) Seed Fund
PI	2019	Singapore Secondary School Teachers' Experiences with Implementing Social Studies Issues Investigation: An Exploratory Study	17,845	ERFP Start-Up Grant (SUG)

Internal Grants

Role	Year	Project Title	Amount (S$)	Source of Grant
PI	2024 – 2025	Setting New Directions for international Student Mobility (ISM) Research: South Asia–Southeast Asia connectivity and implications for development	8,876	NIE International Research Collaboration (IRC) Seed Fund
PI	2023 – 2025	Exploring the potential of regional student mobility: A study of Singapore university students' perceptions and experiences of short-term outbound educational mobility to ASEAN and East Asian destinations	92,296	NIE Academic Research Fund (AcRF) Tier 1

Citation Summary

Database	Citation Count		H-index
	without self-citations	with self-citations	
Google Scholar		1,296	16

Publications *(in chronological order, starting with the most recent)*

Bold	Denotes main author (the person who has made the most scientific/ intellectual contribution)
Underline	Denotes 1st academic author (only one 1st faculty author for each publication and this refers to a faculty and not a student. Faculty can be the 1st academic author if he is the main supervisor or co-supervisor. Being the 1st academic author, faculty name should be preceded by student/ research staff (can be more than one) and that faculty's student/research staff is the first author.)
^	Denotes corresponding author
~	Denotes PI/ Supervisor/Team Lead
**	Denotes directly supervised research staff, i.e. POs, RAs, RFs, postdocs, etc.
*	Denotes PhD or research students (supervised or co-supervised)
+	Denotes other students and research staff
##	Denotes Tier 1A papers
#	Denotes Tier 1B papers
§	Denotes equal contributions of authorship

Note:

- *The symbols only apply to FAR candidate (except for the students*/researcher**/ other student and research staff+)*
- *Schools may adopt part of the legend for publications deemed relevant, and advise the FAR candidate to use the symbols that are appropriate and relevant for their disciplines. If in doubt, please check with FAR Secretariat.*

Journal Articles (Refereed)

1. Cheng, Y., Yang, P. Lee, J. Waters, J. & Yeoh, B. S. A. (2024). Migration governance and higher education during a pandemic: Policy (mis)alignments and international postgraduate students' experiences in Singapore and the UK. *Journal of Ethnic and Migration Studies*, *50*(5), 1138-1156. ##

2. Cheng, Y., Yeoh, B. S. A., & Yang, P. (2023). Virtual student mobility on Zoom: Digital platforms and differentiated experiences of international education and (im)mobilities in a time of pandemic. *Mobilities, 18*(5), 839-854. ##

3. **Yang, P.,** & Chow, L. T.** (2023). Negotiating identities, values, and teaching practices: Five immigrant teachers in Singapore schools as potential agents of educational diversity. *Asia Pacific Education Review*, 1-11.

4. Yang, P. (2023). Interpreting inquiry learning in social studies: Singapore secondary school teachers' understandings of "Issue Investigation"—a preliminary study. *Pedagogies: An International Journal, 18*(1), 26-42.

5. Foo, A*, & Yang, P.~ (2022). Allying and Aligning: Teachers' Extra-Curricular Work, Meritocracy, and State-Sponsored Scholarships in Singapore. *British Journal of Sociology of Education, 43*(7), 1076-1093. #

6. Yang, P. (2022). China in the global field of international student mobility: An analysis of economic, human and symbolic capitals. *Compare: A Journal of Comparative and International Education*, *52*(2), 308-326. #

7. Yang, P. (2022). Differentiated inclusion, muted diversification: Immigrant teachers' settlement and professional experiences in Singapore as a case of 'middling' migrants' integration. *Journal of Ethnic and Migration Studies, 48*(7), 1711-1728. ##

8. Yang, P. (2022). Rethinking International Student Mobility through the Lens of "Crisis" at a Juncture of Pandemic and Global Uncertainties. *Asia Pacific Journal of Education*, *42*(sup1), 20-33.

9. **Yang, P.**, & Chua, J. Y.** (2021). A politician, a social scientist, and a social worker walk into a bar: Towards a taxonomy of Social Studies inquiry questions. *HSSE Online*, *10*(1), 15-26.

10. Yang, P. (2020). Taming "Issue Investigation": Singapore secondary Social Studies teachers' accounts of challenges encountered and strategies for coping. *HSSE Online*, *9*(1), 15-23.

11. Yang, P. (2020). Towards a framework for (re)thinking the ethics and politics of international student mobility. *Journal of Studies in International Education, 24*(5)*,* 518-534. ##

12. **Yang, P.**~, & Chow, L. T.** (2019). Immigrant teachers in Singapore schools: Backgrounds, integration, and diversification. *HSSE Online, 8*(2), 39-51.

13. Yang, P. (2019). Psychoanalyzing fleeting emotive migrant encounters: A case from Singapore. *Emotion, Space and Society*, *31*, 133-139.

14. Yang, P. (2018). Understanding educational mobilities in Asia: A comparison of Chinese 'foreign talent' students in Singapore and Indian MBBS students in China. *Journal of Intercultural Studies*, *39*(6), 722-738. ##

15. Yang, P. (2018). Compromise and complicity in international student mobility: The ethnographic case of Indian medical students at a Chinese university. *Discourse: Studies in the Cultural Politics of Education*, *39*(5), 694-708. #

16. Yang, P. (2018). Desiring 'foreign talent': Lack and Lacan in anti-immigrant sentiments in Singapore, *Journal of Ethnic and Migration Studies, 44*(6), 1015-1031. ##

17. **Yang, P.**, & Tang, L. (2018). "Positive Energy": Hegemonic intervention and online media discourse in China's Xi Jinping era. *China: An International Journal*, 16(1), 1-22.

18. Yang, H., **Yang, P.**, & Zhan, S. (2017). Immigration, population, and foreign workforce in Singapore: An overview of trends, policies, and issues. *HSSE Online*, *6*(1), 10-25.

19. Yang, P. (2017). Understanding 'integration': Chinese 'foreign talent' students in Singapore talking about *rongru*. *Transitions: Journal of Transient Migration, 1*(1), 29-45.

20. Tang, L, Shan, D, & Yang, P.§ (2016) Workers' rights defence on China's Internet: An analysis of actors. *Information, Communication and Society, 19*(8), 1171-1186. ##

21. **Yang, P.**, Tang, L, & Wang, X (2015) Diaosi as infrapolitics: Scatological tropes, identity-making and cultural intimacy on China's Internet. *Media, Culture & Society*, *37*(2), 197-214. ##

22. Yang, P. (2014) Privilege, Prejudice, Predicament: "PRC Scholars" in Singapore – an Overview. *Frontiers of Education in China, 9*(3), 350-376

23. Yang, P. (2014) "Authenticity" and "Foreign Talent" in Singapore: The Relative and Negative Logic of National Identity. *SOJOURN: Journal of Social Issues in Southeast Asia, 29*(2), 408-437

24. Yang, P. (2014). A Phenomenology of being "Very China": An Ethnographic Report on the Self-Formation Experiences of Mainland Chinese Undergraduate "Foreign Talents" in Singapore. *Asian Journal of Social Science, 42*(3-4), 233-261.

25. Yang, P. (2014) Empire at the Margins: Compulsory Mobility, Hierarchical Imaginary, and Education in China's Ethnic Borderland. *London Review of Education*, *12*(1), 5-19.

26. Yang, P. (2013) 'Union Regimes': Discipline and punish in three Indian maritime trade unions. *International Critical Thought*, *3*(1), 43-58.

27. Tang, L., & Yang, P. (2011). Symbolic power and the internet: The power of a 'horse'. *Media, Culture & Society, 33*(5), 675-691. ##

28. Yang, P. (2010). Lads in Waiting: Another Crisis. An Exploratory Study on Indian 'Fresher' Seafarers. *Global Labour Journal*, *1*(3), 331-351.

29. Yang, P. (2009). Ideology and Propaganda in the Official Entertainment: A Curious Gaze at the CCTV Spring Festival Gala 2009. *Router: A Journal of Cultural Studies, 8*, 230-245 (Taiwan, in Chinese).

Journal Articles (Non-refereed)

1. **Yang, P.** & Tian, Y. (2023). International student mobility (ISM) in a deglobalizing and post-pandemic world: Resilience, reconfiguration, renewal (editorial). *Journal of International students, 13*(1), i-v

2. Gomes, C., Leong, S., & Yang, P. (2017). Why Transitions? *Transitions: Journal of Transient Migration, 1*(1), 7-11.

Scholarly Books

1. Yang, P. (2016). *International Mobility and Educational Desire: Chinese Foreign Talent Students in Singapore*. New York: Palgrave Macmillan. (Tier 1+ book publisher)

Chapters in Scholarly Books

1. Yang, P. (2023). The developmental and state-driven logics in intra-Asia student mobilities: insights from Singapore's 'foreign talent' scholarship schemes and China's English-medium medical programs. In L. Tran, T. Zou, & H. Ota (Eds.), *East and Southeast Asian Perspectives on the Internationalisation of Higher Education: Policies, Practices and Prospects* (pp. 137-149). Routledge. (Tier 1+ book publisher)

2. **Yang, P.**, & Lu, Y. (2022). Navigating Desire, Despondency, Disconnectedness, and Disillusionment: International Students' Emotional Turmoil Amidst COVID-19 Pandemic. In Y. E. Cheng (Ed.), *International Student Mobilities and Voices in the Asia-Pacific: Letters to Coronavirus* (pp. 121-136). Singapore: Springer Nature Singapore. (Tier 1+ book publisher)

3. Yang, P. (2020). Desiring 'foreign talent': lack and Lacan in anti-immigrant sentiments in Singapore. In F. Collins & J. Carling (Eds.), *Aspiration, Desire and the Drivers of Migration* (chapter 6). London: Routledge. [Reprint of article published in *Journal of Ethnic and Migration Studies*] (Tier 1+ book publisher)

4. **Yang, P.**, Baildon, M., & Sim, J. B.-Y. (2020). Educational mobility and citizenship: The Asian cases of Chinese "foreign talent" students in Singapore and Indian medical students in China. In Peterson, A., Stahl, G. & Soong, H. (Eds.), *The Palgrave Handbook of Citizenship and Education.* (pp. 633-647). Cham: Palgrave Macmillan. (Tier 1+ book publisher)

5. Baas, M., & Yang, P. (2020). Introduction: Conceptualizing the Asian Migrant's Body. In M. Baas (Ed.), *The Asian Migrant's Body: Emotion, Gender and Sexuality* (pp. 7-27). Amsterdam: Amsterdam University Press. (Tier 1 book publisher)

6. **Yang, P.**, & Cheng, Y. (2018). Educational Mobility and Transnationalization in N. W. Gleason (Ed.), *Higher Education in the Era of the Forth Industrial Revolution.* (pp. 39-63). London: Palgrave. (Tier 1+ book publisher)

7. Yang, P. (2018). Commentary: International Students in China—What We Know, What We Don't, and What Next. In F. Dervin, X. Du, & A. Härkönen (Eds.), *International Students in China: Education, Student Life and Intercultural Encounters* (pp. 249-255). London: Palgrave. (Tier 1+ book publisher)

8. Yang, P. (2017). Flexible citizens or disconnected immigrants? Chinese student-turned-migrants in Singapore and their discourses on transnational mobility, flexibility, and identity. in *International Student Connectedness and Identity in Tertiary Education: Trans-national and Trans-disciplinary Perspectives.* (pp. 227-242). L. Tran & C. Gomes (eds). Singapore: Springer. (Tier 1+ book publisher)

9. Yang, P. (2016). The PRC "Foreign Talent" Scholars and Their Singaporean "Other": Neo-Occidentalism amidst Intercultural Contact in the Context of Higher Education Student Mobility. In R. Machart, F. Dervin & M. Gao (Eds.), *Intercultural Masquerade: New Orientalism, New Occidentalism, Old Exoticism* (pp. 33-49). Heidelberg, New York, Dordrecht, London: Springer. (Tier 1+ book publisher)

10. Yang, P. (2016). 'Eliteness' in Chinese schooling: towards an ethnographic approach. In C. Maxwell & P. Aggleton (Eds.), *Elite Education. International Perspectives* (pp. 135-147). Abingdon: Routledge. (Tier 1+ book publisher)

11. Yang, P. (2014). 新加坡面向中国学生奖学金项目概况以及奖学金获得者留新经历之简要观察. [Observations on Singapore's SM1, SM2, SM3 Scholarships and PRC Scholars' Experiences.] In 王，辉耀 & 苗，绿 (Eds.), *国际人才蓝皮书 中国留学发展报告（2014）No.3* (pp. 212-232). 北京: 社会科学文献出版社. In H. Wang & L. Miao (Eds.), *Blue Book of Global Talent: Annual Report on the Development of Chinese Students Studying Abroad (2014) No.3* (pp. 212-232). Beijing: Social Science Academic Press.]

Conferences Presentations (Contributed)

1. Yang, P. (2024, June). *Democratizing International Student Mobility: Challenges and Opportunities*. Paper presented at Higher Education Research Association (HERA) 10th Conference, Taipei, Taiwan.

2. Yang, P. (2024, March). *Transmigrants' Insecurities and Intensive Parenting: A Case Study of Middle-class Chinese Immigrants in Singapore*. Paper presented at Comparative and International Education Society Annual Conference (68th), Miami, Florida, United States.

3. Yang, P. (2023, February). *Mums but not "tigers"? Discourse on education by immigrant parents in Asian city-state Singapore*. Paper presented at 67th Annual Comparative and International Education Society Conference, Washington, DC, United States.

4. Yang, P. (2020, January). *Professional integration of (im)migrant teachers in Singapore: Practices and Values*. Paper presented at IAFOR International Conference on Education, Honolulu, United States.

5. Yang, P. (2019, November). *Navigating marginality, Negotiating difference: Migrant teachers in Singapore and their experiences of professional and social integration*. Paper presented at Asian Conference on Education, Tokyo, Japan.

6. Yang, P. Chow, L. T. (2019, August). *Differentiated Inclusion, Muted Diversification: (Im)migrant Teachers in Mainstream Singapore Schools as a Case of 'Middling' Migrants Integration*. Paper presented at Migrant-led Diversification and Differential Inclusion in Arrival Cities across Asia, Singapore.

7. Yang, P. (2019, June). *Social and professional integration of Chinese and Indian (im)migrant teachers in Singapore*. Paper presented at International Metropolis Conference 2019: The Promise of Migration, Ottawa, Canada.

8. Yang, P. (2019, April). *Socially Sustainable Educational Mobility: Rethinking the Ethics and Politics of International Student Mobility*. Paper presented at 63rd Annual Comparative and International Education Society Annual Conference: Education for Sustainability, San Francisco, United States.

9. Yang, P. (2018, March). *Transformative mediocrity amidst compromise and complicity in international student mobility: the ethnographic case of Indian medical students at a provincial Chinese university*. Paper presented at 62nd Annual Comparative and International Education Society Annual Conference: Re-mapping Global Education – South-North Dialogues, Mexico City, Mexico.

10. Yang, P. (2017, July). *Towards a conceptual framework for studying the migrant's body*. Paper presented at The 10th International Convention for Asia Scholars (ICAS10), Chiang Mai, Thailand.

11. Yang, P. (2017, July). *Compromise and complicity as discrepant logics of international student mobility: the ethnographic case of Indian youths studying medicine at a provincial Chinese university*. Paper presented at The 10th International Convention for Asia Scholars (ICAS10), Chiang Mai, Thailand.

12. Yang, P. (2016, November). *State, market, and Asian developing-country youths' experiences educational mobility: The cases of Chinese 'foreign talent' students in Singapore and Indian medical students in China*. Paper presented at Youth Mobilities and Immobilities in the Asia-Pacific Region, Singapore.

13. Yang, P. (2015, November). *Indian Doctors Made in China: India-to-China medical educational mobility - preliminary insights and fieldwork reflections*. Paper presented at Transient Migration in the Asia-Pacific Symposium, Melbourne, Australia.

14. Yang, P. (2015, November). *Desiring 'foreign talent': fantasy, lack, and race in anti-immigrant sentiments in Singapore*. Paper presented at Race, Mobility and Imperial Networks Conference, Melbourne, Australia.

15. Shan, D. Tang, L. & Yang, P. (2014, June). *Rights Defence on China's Internet: What Do Unheard Cases Reveal*. Paper presented at Connected Life 2014: A Multidisciplinary Conference for Emerging Internet Research, Oxford, United Kingdom.

16. Yang, P. (2014, March). *Desiring home, nation and citizenship: the flexible 'regime shopping' discourse and practice of mainland-Chinese 'foreign talents' in Singapore*. Paper presented at Southeast Asian Studies Symposium 2014, Oxford, United Kingdom.

17. Yang, P. (2014, March). *Imaginations, discourses and practices of 'flexible citizenship' - the case of Chinese 'foreign talent' scholars in Singapore*. Paper presented at Chinese Students Abroad: Reflections, Strategies and Impacts of a Global Generation, Aarhus, Denmark.

18. Yang, P. (2014, March). *Imaginations, discourses and practices of 'flexible citizenship' – the case of Chinese 'foreign talent' scholars in Singapore*. Paper presented at Southeast Asian Studies Symposium 2014, Oxford, United Kingdom.

19. Yang, P. (2013, September). *Empire at the Margins: Compulsory mobility, hierarchical imaginary, and education in ethnic borderland China*. Paper presented at Education and Learning: Sociological Perspectives, Guildford, United Kingdom.

20. Yang, P. (2013, July). *The emergence of a 'PRC/Foreign Talent' race in Singapore: Nationality, quasi-racism and immigration politics through the philosophical-psychoanalytic lens of desire*. Paper presented at Race, Migration, Citizenship - conference organised by Theory Study Group, British Sociological Association, Birmingham, United Kingdom.

21. Yang, P. (2013, June). Moral Education in Chinese Middle Schools: Ethnographic Perspectives from a Speech Contest in a Jiangxi School. Paper presented at AREC (Association for Research into Education of China) Annual Conference 2013, London, United Kingdom.

22. Yang, P. (2013, May). *Privilege, Prejudice, Predicament: the 'PRC scholars' as 'foreign talents' in Singapore and their experiences – an overview*. Paper presented at Chinese Students, Teachers and Scholars Abroad: Myths and Realities, Helsinki, Finland.

23. Yang, P. (2013, May). *Ideological Rhetoric, Pragmatic Desire, and Global Horizon: Chinese middle school education as infrastructures of desire*. Paper presented at SchoolScapes: Educational Imaginaries in Comparative and International Contexts, Oxford, United Kingdom.

24. Yang, P. (2013, March). *Authenticity in the Relative and Negative: National identity and 'Foreign Talents' in Singapore*. Paper presented at Southeast Asian Studies Symposium 2013, Oxford, United Kingdom.

25. Yang, P. (2012, May). *A Phenomenology of Being 'very China': the subjective transformation of PRC undergraduate students as 'Foreign Talents' in Singapore*. Paper presented at ARI-GUISM Joint Conference on Education Mobilities in East Asia, Singapore.

Editorship of Special Issues of Journal

1. Yang, P. & Chua, J. Y. (Ed.) (2021). *HSSE Online*, Social Studies Special Issue, *10* (1).

Published Reviews of Scholarly Work

1. **Yang, P.**, & Chow, L.-T**. (2019). The Meaning of Citizenship in Contemporary Chinese Society, Sicong Chen (2018) Springer, 162 pp., ISBN 978-9-81134-854-9, softcover, $109.99 (USD). *Citizenship Teaching and Learning, 14*(1), 132-134.

2. Chow, L.-T.**, & **Yang, P.** (2019). Desiring TESOL and international education. *International Studies in Sociology of Education*, 28(2), 200-205.

3. Yang, P. (2017). Migration, media, and global-local spaces, Esther Chin (2016). *Mobile Media & Communication*, 5(3), 277-278.

4. Yang, P. (2017). The Asian American Achievement Paradox, Jennifer Lee and Min Zhou (2015). *Asia Pacific Journal of Education*, 37(1), 130-131.

5. Yang, P. (2017). Transnational Students and Mobility: Lived Experiences of Migration, Hannah Soong (2016). *Transitions: Journal of Transient Migration,* 1(1), 137-139.

6. Yang, P. (2016) Figuring out the university and the student in neoliberal times: reviews of *Learning under neoliberalism* (Hyatt, Shear and Wright 2015) and *Figuration work* (Nielsen 2015). *Social Anthropology*, 24(2), 243-248.

Workshop & Seminars

1. Yang, P. (2024, June). *The Insecure Migrant Middle in Singapore: Research insights on migrant professionals, immigrant teachers, and immigrant parents*. Germany.

2. Yang, P. (2024, May). *Rethinking international student mobility (ISM) through the notion of 'democracy': challenges and opportunities, with specific observations on Chinese international students*. United Kingdom.

3. Yang, P. (2024, May). *Democratizing international student mobility? An assessment of challenges and opportunities from the "accessibility" perspective and the "relational-conduct" perspective*. United Kingdom.

4. Yang, P. (2024, February). *Democratizing International Student Mobility (ISM): Challenges and Opportunities.* Hong Kong (China).

5. Yang, P. (2023, September). *Towards a Framework for (Re)Thinking the Ethics and Politics of International Student Mobility.* Hong Kong (China).

6. Yang, P. (2021, November). *Rethinking International Student Mobility through the Lens of "Crisis" at a Juncture of Pandemic and Global Uncertainties*. Hong Kong (China).

7. Yang, P. (2021, May). *Compromise and complicity as "extra-rational" logics of international student mobility: the case of Indian medical students in a provincial university in China*. United Kingdom.

8. Yang, P. (2019, August). *Towards a Framework for (re)thinking the Ethics and Politics of International Student Mobility*. Australia.

9. Yang, P. (2019, January). *Infrastructures of Injustice: Migration and Border Mobilities*. Singapore.

10. Yang, P. (2016, May). *Compromise, complicity and contingency in international student mobility: the ethnographic case of Indian medical students in China*. Singapore.

11. Yang P. (2016, March). *Contemporary Chinese Migrants in Singapore: Scandals, Stereotypes, Settlement and Success*. Singapore.

12. Yang, P. (2015, December). *"Positive Energy": Hegemony and online public opinion guidance in Xi Jinping era China*. Singapore.

13. Yang, P. (2014, April). *Education and Politics of Future*. United Kingdom.

14. Yang, P. (2013, November). *Imaginary, Desire and Educational Mobility: An Interdisciplinary Workshop Exploring the Theoretical Frontiers of Global Educational Mobility Studies*. United Kingdom.

15. Yang, P. (2012, June). *Mainland Chinese Students' Adjustment Problems in Singapore*. Singapore.

Working Papers / Pipeline

1. **Yang, P.**, Zou, Z., & Yin, J. (submitted). Ethics of Student Mobility. In R. Sidhu, J. Waters, & Y. Cheng (Eds.), *The Elgar International Encyclopedia of Sociology of Education*. Edward Elgar Publishing. (Tier 1+ book publisher)

2. **Yang, P.**, Lu, N., & Yin, J. (submitted). Educationally channelled mobilities to China. In H. Haugen & B. Wang (Eds.), *Handbook on Migration to China*. Edward Elgar Publishing. (Tier 1+ book publisher)

3. Yang, P. (journal article, in preparation) Democratizing International Student Mobility? Challenges and Opportunities.

4. Yang, P., Yang, W. & Zou, Z. (book chapter, submitted) Insecurity and migrant parenting: the case of middle-class Chinese immigrants in Singapore. Routledge. (Tier 1+ book publisher)

5. **Yang, P.** & Chow, L. T. (journal article, in preparation) Mums but not "tigers"? Discourse on parenting by immigrant parents in Asian city-state Singapore

6. Yang, P. (2024, November) Regional student mobility in ASEAN from the perspective of Singaporean undergraduate students: Common perceptions and stereotypes. Paper presented at *SEAMEO-RIHED 2024 Inter-Regional Research Symposium (IRRS)*, 20-22 November 2024, Bangkok, Thailand.

TEACHING SUMMARY

Courses Taught (since joining NTU)

Course Code	***Course Title***	***Academic Year***	***Course Level***
MAS982	Inquiry and Perspective in the Humanities	AY22 – present	PG
IHS2288	Social Studies Secondary: Issue-based Seminar 1 – Exploring Citizenship and Governance	2019 – present	In-service
IHS2289	Social Studies Secondary: Issue-based Seminar 2 – Living in a Diverse Society	2019 – present	In-service
IHS2290	Social Studies Secondary: Issue-based Seminar 1 – Being Part of a Globalised World	2019 – present	In-service
AAL10E	Principles and Practices of Social Research	AY19 – present	UG
AAL10G/AAL18A	Globalisation: An Introduction	AY19 – present	UG
MAS947	Sociology of Education	AY18 & AY20	PG
MAS981	Critical Thinking and Writing in the Humanities	AY17 – AY21	PG
QUL511	Sociologies of Governance, Diversity and Globalisation for Social Studies Teachers	AY17 – present	PG
AAL10D	Globalisation: Examining Interconnectedness	AY17 – AY18	UG
AAL10B/AAL28E	Identities in a Diverse World	AY16 – present	UG
HS8009*	Understanding China Today	AY15 – AY16	UG

*Taught in my capacity as a Postdoctoral Fellow at Division of Sociology, NTU

Academic Supervision and Mentoring

PhD/EdD students

No.	PhD/EdD Student	Period	Role *(Pls. indicate if Main/Sole or Co-supervisor)*	Thesis/ Project Title	Current Status
Currently Supervising					
1	Zou Zheng (EdD)	2023 – present	Sole supervisor	Teachers' overseas background and school internationalization	Working on dissertation proposal
Graduated					
2	Aloysius Foo Zhou Jie (PhD)	2019 - 2023	Sole supervisor	Meritocracy, State-Sponsored Scholarships, and the Work of Differentiation in Singapore: Imaginations of Deservedness from a Neighbourhood School	Employed as Subject Head (Regional Studies) at Nanyang Girls' High School
Withdrawn					
3	Shamala Raveendaran	2019 - 2023	Main supervisor	Science and Society: A critical perspective on inequalities in Singapore science education	Candidate withdrew from PhD programme due to personal reasons

Masters students (By Coursework) & Undergraduate Students

No. Graduated (Since joining NTU)			**No. Currently Supervising**		
MSc#	**FYP**	**URECA**	**MSc#**	**FYP**	**URECA**
		6			

Teaching Awards / Recognition

Year	Teaching Award / Recognition
2021	Nanyang Education Award (School)
2021	NIE Excellence in Teaching Commendation Award

SERVICE SUMMARY

Service Awards / Recognition

Year	Role
2023	Certificate of Outstanding Reviewer Performance, awarded by the journal *Higher Education*
2019	Letter of Commendation from NIE Teaching and Learning Committee, for 'active participation in technology-enabled pedagogical innovations'

School

Period of appointment	Role
2023 – present	Co-Programme Leader, Master of Arts in Humanities Education (MAHE), Department of Humanities Social Studies Education (HSSE), NIE
2021 – 2022	Member, Values & Ethics (V&E) Special Interest Group (SIG), NIE Strategic Growth Areas (SGA) Task Force
2021 – 2022	Departmental Representative/coordinator, NTU Open House 2022, HSSE, NIE
2020 – present	Chair and Endorser, IRB Committee, Humanities Social Studies Education (HSSE) Academic Group, NIE
2019	Member, NIE Massive Open Online Courses (MOOCs) Steering Committee

University

Period of appointment	Role
2020 – 2021	Assessor, Nanyang Research Programme (*NRP*) and Nanyang Research Programme Junior (*NRPj*), Talent Outreach
2018 – Present	Faculty in Residence, Hall of Residence 14, NTU

Academic Community

Period of appointment	Role
2024 – present	Member of International Advisory Board, Center for Global Korean & Asian Studies, Inha University, Republic of Korea
2023 – Present	Member of College of Reviewers, *COMPARE: A Journal of Comparative and International Education* (Scopus IF: 4.3; Q1)
2023 – Present	Member of Editorial Board, *Global Networks* (Scopus IF: 5.3; Q1)
2020 - Present	Associate Editor, *Transitions: Journal of Transient Migration* (IF. NA)
2017 - 2020	Reviews Editor, *Transitions: Journal of Transient Migration* (IF. NA)
2017 - 2020	Member of College of Reviewers, *Higher Education Research & Development* (Scopus IF: 6.0)
2017 – present	*Ad hoc* peer reviewer for 35 Tier-1/Q1 journals (full list available in "Service Contributions" pp 38-39) including leading journals such as: • *Population, Space & Place* (Wiley) May, 2024

	• *The Asia-Pacific Education Researcher* (Springer) Nov, 2023 • *Studies in Higher Education* (Taylor & Francis) Apr 2021; Oct 2023 • *Global Networks* (Wiley) May 2022; Mar, Apr, Oct 2023 • *Compare: A Journal of Comparative and International Education* (Taylor & Francis) Feb 2020; Aug 2022; Sep 2023 • *Journal of Studies in International Education* (Taylor & Francis) Sep 2023 • *Higher Education* (Springer) Apr 2023 • *Globalisation, Societies and Education* (Taylor & Francis) Oct 2019; Dec 2020; May 2021; Oct, Dec 2022; Mar 2023 • *International Migration* (Wiley) May 2022 • *Educational Review* (Taylor & Francis) Feb 2022 • *Ethnic and Racial Studies* (Routledge) Jun 2012; Mar 2015; Jun 2018; May 2021; Feb 2022 • *British Educational Research Journal* (Wiley) Jun 2019 • *Anthropology & Education Quarterly* (Wiley) Apr 2019 • *Higher Education Research and Development* (Taylor & Francis) Mar, Jun, Sep 2018, Feb 2019 • *Critical Studies in Education* (Taylor & Francis) Sep 2018 • *Discourse: Studies in the Cultural Politics of Education* (Taylor & Francis) Feb 2014; Aug 2018 • *Review of Education* (Wiley) Jun 2018
2017 - 2019	Associate Editor, *Pedagogies: An International Journal* (IF: NA)

Ministry of Education (Singapore)

Period of appointment	Role
2023 – 2024	Syllabus Development Committee (SDC) for 2026 Social Studies Normal (Technical) (G1) syllabus, Humanities Branch, Curriculum Planning and Development Division (CPDD)
2023	Reviewer, Humanities and Social Science Research Programme (HSSRP), Gifted Education Branch
2020 – 2021	Member, Social Studies 2022 Express/Normal Academic Syllabus Resource Development Committee (RDC), Curriculum Planning and Development Division (CPDD)
2019 – Present	NIE Representative, Social Studies Chapter Core Team, Academy of Singapore Teacher (AST)
2018 – 2020	Mentor, Humanities and Social Science Research Programme (HSSRP), Gifted Education Branch

Other Service

Period of appointment	Role
2021	Guest Editor, *HSSE Online* (Social Studies Special Issue), *10* (1).

RESEARCH STATEMENT

1. Research Overview

My disciplinary positioning is that of a **sociologist of education**, namely, I use **sociology as my core *disciplinary perspective* and *theoretical lens*** to study issues in the field of education. In other words, I research education-related social phenomena by asking questions in ways that a sociologist would. This means situating phenomena in broader social contexts and examining the *structural* forces and *agentic* behaviors of social groups and individuals that interactively shape social processes and outcomes. It also means focusing on the ways in which social processes, relationships and meanings are constructed, negotiated, and transformed in a dynamic fashion. My research has also been driven by questions about identity formation/transformation, social boundary-making (e.g. marginalisation, discrimination), social integration, and social reproduction of unequal material and power relations.

Educational mobility is the *empirical* domain that my research is concerned with. In concrete terms, educational mobility encompasses various ways in which education and migration/mobility *intersect* (such as migrant students, migrant teachers, and migrant parenting – which have all been subjects of my research).

My most significant and impactful research has to do with **international student mobility (ISM)**, which refers to the mobility of students (typically at tertiary level) across national borders. My ISM research is internationally known and widely cited for putting a spotlight on student mobility flows involving non-traditional student demographics and destinations, specifically students from less privileged backgrounds traveling within Asia. My work is also known for offering interdisciplinary analyses of the diverse driving forces and consequences of these non-traditional student mobility patterns which have been neglected due to existing ISM scholarship's focus on affluent students bound for western destinations.

Besides my core research expertise in international student mobility, I have also made significant contributions to a closely related sub-field of sociological research: **ethnic and migration studies** in the Singaporean context. My unique and original contribution to this field lies with addressing issues of identity, diversity, and integration in the Singapore context through case studies of educational mobilities. In so doing, I have enriched Singapore-based scholarship on ethnic and migration issues. This strand of research has strong **synergy** and **complementarity** with my core ISM research because the study of ethnic and migration issues not only provides the sociological contexts to student mobility, it also shares with ISM key sociological themes such as diversity, identity, and integration. Therefore, as illustrated in the diagram below (Figure 1), my two highly synergistic research strands make up a **coherent** scholarly identity, unified by the **disciplinary perspective of sociology**. Finally, both key research strands contribute towards the **content expertise** required for teaching Social Studies education at Humanities and Social Studies Education department, NIE/NTU.

In what follows, Sections 2 and 3 provide details on my key research achievements and impact in relation to ISM, and ethnic and migration studies, respectively. Finally, Section 4 presents research metrics and benchmarking of my research profile against scholars of equivalent career stages in similar fields.

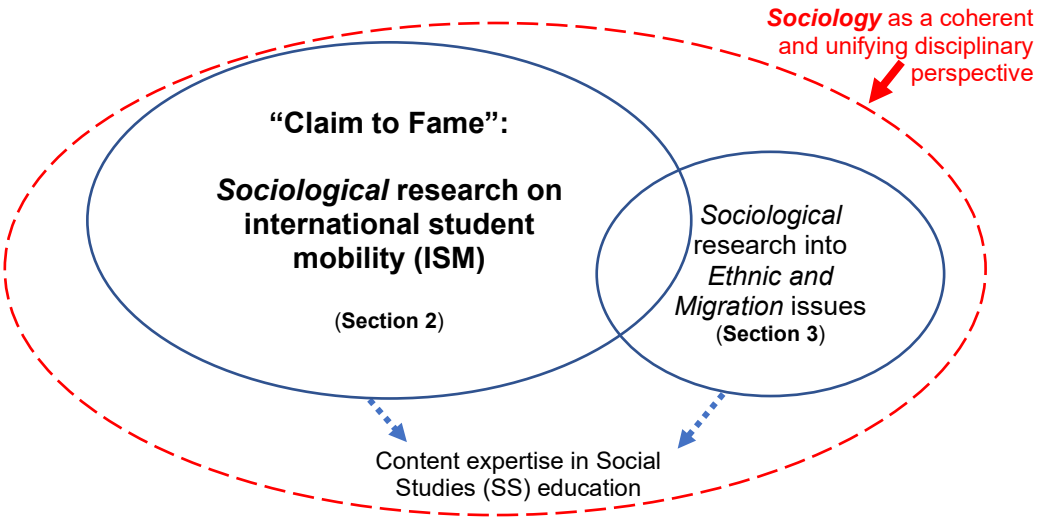


Figure 1. Research Overview

2. International Student Mobility (ISM)

My research on ISM is internationally recognised for drawing attention to hitherto under-researched student mobilities in Asia that lie outside the typical patterns of student mobility studied in existing literature, which normally involve flows of affluent students from the East/Global South to West/Global North. I have pursued two main research projects on intra-Asian student mobility: (1) Chinese "foreign talent" students recruited through Singapore government scholarship schemes to study in Singapore, and (2) Indian medical students pursuing English-medium medical degrees in lower-tier universities in China. Both projects challenge the received wisdom in the field, and have yielded significant and impactful research output.

Most notably, it is on the strength of my research output in the field of ISM that I have been listed by **Stanford University** among the **world's top 2% of researchers** in **education** in 2023. The significance of this listing is further highlighted when considering that NIE/NTU is the sole education school/research institute in Singapore, and that among the 15 NIE/NTU faculty members on this list, **only 5** were recognised for their expertise in the field of "education" specifically.

My monograph titled *International Mobility and Educational Desire: Chinese Foreign Talent Students in Singapore* (Palgrave, 2016) was based on the first project, and delves into the Chinese student-migrants' experiences of cross-cultural encounter and identity transformation in the higher education setting. The book **received positive reviews** in the *British Journal of Educational Studies*[1] and University of Pennsylvania Graduate School of Education's journal *Perspectives on Urban Education* (Vol 18 issue 2).[2] The author of the review in *British Journal of Educational Studies*, Dr Hannah Soong (Senior Lecturer, University of South Australia; h-index: 14) commended the book as a "timely contribution to an important field" (p.1) and that it "presents a fascinating look at how educational desires and sociocultural identities of the Chinese respondents are ongoing personal projects" (p.3). She also noted that "A central feature of this book is the manner in which it

[1] https://doi.org/10.1080/00071005.2017.1381427
[2] https://urbanedjournal.gse.upenn.edu/archive/volume-18-issue-2-spring-2021/review-international-mobility-and-educational-desire-chinese

weaves anthropological and cultural theory as a lens to interpret the experiences of the Chinese foreign scholars" (p.1), validating my interdisciplinary contributions. According to Google Scholar, the book has been cited **89** times since publication. In addition, this project has given rise to **7** journal articles (Refereed Journal Articles #6, #14, #16, #19, #22; #23; #24) and **6** book chapters (Chapters in Scholarly Books #1, #3; #4, #6, #8; #9). Collectively, these publications have received more than 200 citations.

My second notable research project in ISM – Indian medical students in China – further extended my scholarly inquiry into previously little-known forms of ISM in Asia. One key research output from this study was my article titled "Compromise and complicity in international student mobility: The ethnographic case of Indian medical students at a Chinese university*"* (2018) published in the journal *Discourse*, which has been cited **117** times since its publication in 2018 according to Google Scholar. Soon upon its publication, this article caught the attention of the **Indian Academy of Sciences (IAS)**, and the President of IAS invited me to write a summary of this paper for IAS's blog (published 14 Feb 2018).[4] Further attesting to the international interest and attention this paper has garnered, I was invited by Dr Sazana Jayadeva (then Lecturer at Cambridge University; currently Surrey Future Fellow at the University of Surrey) to present this work at a webinar on youth mobility hosted by **University College London's (UCL) Centre for Global Youth** in 2021[5] (Invited Presentations #8). In addition, this article has been adopted as **course reading** for *EDUC7111 Globalisation, Policy and Social Change*, a module taught by Associate Professor Ravinder Sidhu for the Master of Educational Studies programme at the **University of Queensland**, Australia. Assistant Professor Kun Dai at the **Faculty of Education, Chinese University of Hong Kong**, shared that he has used this piece in the supervision of doctoral students.

In addition to its empirical focus, my research on ISM is also internationally known and cited for its innovative use of conceptual tools and development of analytical frameworks. Drawing on my strengths as a sociologist of interdisciplinary backgrounds and interests, I integrated concepts and theories from related disciplines to enrich my own analysis and theorisation.

For example, in the above-mentioned article titled "Compromise and complicity in international student mobility: The ethnographic case of Indian medical students at a Chinese university*"* (2018), I drew inspiration from cultural anthropology and adapted the concept of "complicity" as a key analytical notion for illuminating the sociocultural logics underlying Indian students' otherwise "irrational" educational mobility venture to lower-tier universities in China. Another example is my article *"*China in the global field of international student mobility: An analysis of economic, human and symbolic capitals*"* (2022), in which I re-purposed the sociologist Pierre Bourdieu's seminal conceptual framework of different forms of "capital" for a more macro-level analysis of China's place in the global landscape of ISM. This approach allowed me to evaluate a diverse range of empirical evidence and to argue that China is positioned as a semi-peripheral country insofar as global student mobility is concerned. According to Google Scholar, this article has been cited **98** times in the relatively short time since its publication. In January 2019, I was invited to present an early version this paper at the **Institute of Social and Cultural Anthropology** at **Oxford University** as part of the institute's "Reproduction Migrations in the Asia Pacific" seminar series.[6] Moreover, this paper is used as course reading for *GEOG0039 Migration and Transnationalism*, a 3rd year undergraduate Geography course taught by Professor Johanna Waters at **University College London (UCL)**. It is also assigned as course reading for *SOCG227 InterAsian Mobilities*, an

[4] http://confluence.ias.ac.in/compromise-and-complicity-in-international-student-mobility-the-ethnographic-case-of-indian-medical-students-at-a-chinese-university/
[5] https://www.youtube.com/watch?v=NQ6fpHuHchE
[6] https://podcasts.ox.ac.uk/people/peidong-yang

elective sociology course taught by Dr Yasmin Ortiga to a class of 45 students at the **Singapore Management University**.

Furthermore, in my 2020 article titled "Toward a framework for (re)thinking the ethics and politics of international student mobility", I offered a significant contribution to the ISM field by critically synthesising existing research and constructing an *original* conceptual framework for thinking about two important dimensions of ISM, namely, the ethical and the political. This piece takes stock of foregoing research and sets the agenda for future scholarly work in the field. The paper is published in the *Journal of Studies in International Education* (JSIE) – a **Tier-1A** journal in education (5-year Impact Factor = **3.3**). My article's impact in the scholarly community is reflected in the traction and citations (Google Citation: **81**) gained in the relatively short time since its publication. In September 2023, I was also invited to present this paper at a webinar hosted by the **Consortium for Higher Education Research in Asia (CHERA)** at the **University of Hong Kong**.[7]

To summarise, in the field of international student mobility (ISM), my work has gained international recognition and reputation for drawing research attention to heretofore under-studied ISM phenomena/cases in Asia, and for using and developing innovative conceptual notions and frameworks to offer sociological analyses and explanations of the driving forces and consequences of new ISM patterns. The impact of my various **ISM-related scholarly writings** (book/articles/chapters) is evidenced in the total of more than **800** citations recorded (on Google Scholar). Reflecting my international reputation in this field, I have been invited as the **keynote speaker** at two symposiums in Europe (in the UK and Portugal respectively). I have also made **more than 10 invited presentations** on the ISM topic, including at some top institutions in the world. Most recently, between February and May 2024, I have been invited to share my most recent thinking about "democratising international student mobility" on **4** separate occasions: at an ISM-themed conference held at **Waseda University** in Japan; at **CHERA**, the **University of Hong Kong**;[8] at the **Centre for Global Higher Education (CGHE)** at the **University of Oxford**;[9] and at the department of geography, **University College London**.

The impact of my ISM research goes beyond academia. In 2022, I was **interviewed and quoted by *The Hindustan Times*** – a leading news media in India – in an online article about how international student mobility to China has been affected during the Covid-19 pandemic.[10] By sharing my academic expertise with a wider readership through news media, I have thus contributed to enhancing the general public and policymakers' understanding of this important issue.

3. Ethnic and Migration Studies

Besides my main research on ISM, I have developed significant and highly impactful research in *ethnic and migration studies*, which is often classified as an interdisciplinary field in the social sciences. In this field, my most significant and original contributions consist of using cases of educational mobilities (e.g. international students, migrant teachers, and migrant parents) to enrich Singapore-situated scholarship on issues of diversity, identity, and integration.

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[7] https://youtu.be/wFnd5h4P3-w
[8] https://www.youtube.com/watch?v=FelWtfvNSCI&t=2483s
[9] https://www.researchcghe.org/events/democratizing-international-student-mobility-an-assessment-of-challenges-and-opportunities-from-the-accessibility-perspective-and-the-relational-conduct-perspective/
[10] https://www.hindustantimes.com/opinion/hutong-cat-in-china-international-student-migration-has-taken-a-hit-101668496823768.html

In this vein, I have published **3 articles** (CV refereed articles #1; #7; #16) in *Journal of Ethnic and Migration Studies (JEMS)*, which is ranked among the **top 5% of journals in its field according to SJR**. Two of these 3 articles are single-authored: the first – "Desiring 'foreign talent': Lack and Lacan in anti-immigrant sentiments in Singapore" (2018) – stemmed from my research on Chinese "foreign talent" students and migrants in Singapore. In this paper, I employed a Lacanian psychoanalytic lens to offer innovative interpretations (inspired by psychoanalysis) of the societal sentiments around immigration in Singapore. Since publication, this article has been cited by key scholars and colleagues (such as Professor Liu Hong and Associate Professor Zhan Shaohua) writing on topics of immigration and xenophobia in Singapore.

My second single-authored article in JEMS, titled "Differentiated inclusion, muted diversification: Immigrant teachers' settlement and professional experiences in Singapore as a case of 'middling' migrants' integration" (2022), stems from my ERFP Tier-1 research project (OER 16/17 YPD) on immigrant-background teachers in Singapore. To my knowledge, this is the first paper using the migrant teacher population as a case of "middling migrants" to speak to issues of inclusion, integration, multiculturalism within Singapore. It fills a conspicuous research gap regarding migrant teachers in the city-state. Upon reading this work, **Professor Elaine Ho** (h-index=27) of **National University of Singapore** commented "*It's important research, great work!*" (personal communication dated 18 Jun 2020). This article has also been included as course reading for *SOCG223 Sociology of Education*, a course taught by Dr Yasmin Ortiga for the social science major students at the **Singapore Management University**.

Since my research into ethnic and migration studies is situated within the Singapore context, I value engaging local/regional forums and scholarly communities as much as I do about international impact. Thus, in choosing platforms to disseminate my research, the global impact or ranking of the journal has not been my only consideration; instead, I have also published in local/regionally significant journals or open-access platforms. For example:

- extending my research on international students in Singapore, I conducted additional research into Singapore's various "foreign talent" schemes (such as the foreign sportspersons schemes) and published an article titled "'Authenticity' and 'foreign talent' in Singapore: The relative and negative logic of national identity" (2014) in *SOJOURN* – the flagship journal of the ISEAS-Yusof Ishak Institute, Singapore. This article has been read and cited widely (Google Citation: **68**), especially by scholars from the region.

- Similarly, my co-authored article "Immigration, population, and foreign workforce in Singapore: An overview of trends, policies, and issues" (2017) (CV refereed articles #18) published in HSSE's departmental open-access journal *HSSE Online*, has been cited **62** times.

To summarise, through my sociological research on migrant groups including international students, migrant teachers and migrant parents, I have made significant contributions to scholarly discussions about immigration, diversity, and integration in the Singapore context. In recognition of my expertise in this field, in June 2024, I was invited as one of the three speakers of the **IN-EAST (Institute of East Asian Studies) Research Forum Online Lecture Series 2024**,[11] hosted by the University of Duisburg-Essen, Germany. The two other invited speakers in this online lecture series were both

[11] https://www.uni-due.de/imperia/md/content/in-east/events/research_forum_2024.pdf

full professors at leading universities in Asia – Keio University (Japan) and Korea University (Republic of Korea), respectively.

The recognition of my research expertise in ethnic and migration issues goes beyond academia. On 7 April 2023, **MediaCorp Channel 8** (the official Chinese language TV channel in Singapore) invited me to appear on **live TV programme "Hello Singapore"** as an expert commentator on the parliamentary debate over whether English language test ought to be one of the criteria for naturalisation for immigrants in Singapore.[12] By using my academic expertise to weigh in on this issue, I have contributed to robust public understanding and debate about important policy issues surrounding immigration, diversity and integration.

My research accomplishments in this field form a coherent part of my scholarly identity for two reasons. Firstly, in this line of research, my approach is *sociological*, which coheres with all my other sociological research endeavors in terms of *disciplinary paradigm*, thus complementing my scholarly profile as a sociologist. Secondly, as illustrated in Figure 1 earlier, this strand of research adds to my content expertise for teaching Social Studies, which emphasises interdisciplinary understanding of society and societal issues.

In sum, both aspects of my research (**ISM** and **ethnic & migration studies**) are unified by the **disciplinary perspective of sociology**, and they all contribute towards the **content expertise** required for teaching Social Studies education at HSSE, NIE/NTU.

4. Metrics and Benchmarking

Various research metrics indicate the extent of influence and recognition of my work in the relevant fields. According to Google Scholar, I have a total citation count of **1296**, and an **h-index** of **16**. The following screenshot of my citation counts indicates a powerful and sustained rising trend since my academic career began.

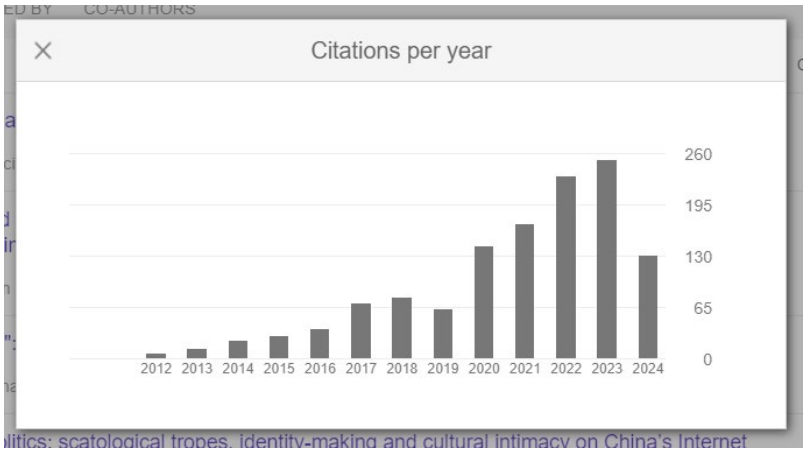


Figure 2. Citation trajectory (Google Scholar) 2012-2024

In addition, according to Scopus, my overall **Field-Weighted Citation Index (FWCI)** is **2.7**. Since a FWCI of more than 1 signifies higher than expected citations based on the global average for similar publications, my overall FWCI indicates that my work is cited **270%** of the world average in my field.

[12] https://www.youtube.com/watch?v=JI-Ze7HTEwA&t=1s

Scopus analytics further reveal that **52.2%** of my journal articles are among the **top 25% most cited** documents worldwide. Furthermore, **56.3%** of my journal articles are found in the top **25% journals** by CiteScore.[13]

When benchmarked against other sociologists of education and/or education scholars working on similar research topics (international student mobility, and the intersection of mobility and education more broadly), my research profile (as indicated by the quantifiable measures of citation count and h-index) compares **favourably** with scholars who have already been promoted to Associate Professor at reputable institutions around the world, including NTU itself.

BENCHMARK COMPARISON WITH SCHOLARS AT EQUIVALENT STAGE IN SAME FIELD					
Name & Profile URL Link	**Title & Affiliation (QS Ranking)**	**Years at Current Position (if known)**	**Areas of Expertise**	**Citation Counts (Google or Please Specify)**	**H-Index**
Ast/P Yang Peidong https://dr.ntu.edu.sg/cris/rp/rp01593	Assistant Professor, National Institute of Education, Nanyang Technological University (=15)	5.5	• sociological research on international student mobility (ISM), and more broadly, the • intersectional domain of migration and education • sociological research into ethnic and migration issues	**1,296**	**16**
A/P Elizabeth (Liz) Maber https://www.educ.cam.ac.uk/people/staff/maber/	Associate Professor in Sociology of Education, Faculty of Education, University of Cambridge (=5)	< 2	• sociology of education • inequality • cross-border movements and transitions • international and national educational policy and reforms • conflict and education • gender and education	254 https://scholar.google.com/citations?user=Ev_ST9IAAAAJ&hl=en	9
A/P Rebecca Tarlau https://ed.stanford.edu/faculty/becktar	Associate Professor, Graduate School of Education, Stanford University (=6)	unknown	• Sociology of education • International and Comparative Education • Race and Ethnicity • Educational policy • Inequality	1222 https://scholar.google.com/citations?user=UIbU8eEAAAAJ&hl=en	16
A/P Heng Tang Tang https://dr.ntu.edu.sg/cris/rp/rp01582	Associate Professor, National Institute of Education, Nanyang Technological University (=15)	0.5	• International education • International student mobility • Diversity and pedagogy	1089 https://scholar.google.com.sg/citations?user=VsQKhcwAAAAJ&hl=en	14
A/P Cora Xu https://www.durham.ac.uk/staff/lingling-xu/	Associate Professor of Sociology, School of Education, Durham University (=89)	1	• Educational mobility • Social inequality • International students	559 https://scholar.google.com/citations?user=oxK0mYYAAAAJ&hl=en	13

[13] https://www.scopus.com/authid/detail.uri?authorId=57208461359#tab=metrics note: the FWCI fluctuates.

TEACHING STATEMENT

Drawing on my research expertise in the sociology of international student mobility (ISM) and ethnic and migration studies, I have developed a teaching repertoire comprised of a coherent range of courses at both undergraduate and postgraduate levels. For example, I draw on my research in diversity/identity, migration/integration, globalisation-related issues in teaching *AAL10B Identities in a Diverse World* and *AAL10G Globalisation: An Introduction*, both of which are core courses for NIE bachelor's students training to become Social Studies (SS) teachers. My expertise in ISM and sociology of education feed into my teaching of *MAS947 Sociology of Education*, an elective course offered in the Master of Arts in Humanities Education (MAHE) programme, at NIE. I also utilise my methodological expertise and experience as a sociologist to teach *AAL10E Principles and Practices of Social Research*, a core course in which NIE's bachelor's students (Social Studies) learn about social inquiry. My active and productive research endeavour means that, in teaching these courses, I can enrich my lessons by incorporating latest research insights and empirical findings, which make my teaching more meaningful and engaging for students. By doing so, I have made key contributions to the HSSE Department at NIE/NTU in pre-service teacher education and graduate programme.

In addition to my teaching at NIE/NTU, I conduct a series of "issue-based seminars" as part of Ministry of Education's professional development for in-service teachers. In all my teaching, I strive to be an engaging and effective teacher by putting students' learning needs front and centre; and the feedback I have received has validated my efforts.

Below, I first provide a list of highlights of my significant teaching contributions and impact, before delving into greater details about my (1) *teaching philosophy*, (2) *teaching impact and effectiveness*, (3) *teaching/curricular innovations*, and finally (4) *supervision*.

Significant Teaching Contributions and Impact

Highlights:

- Nanyang Education Award (School), 2021
- NIE Excellence in Teaching Commendation Award, 2021
- Consistently high Student Feedback on Teaching (SFT) scores and positive qualitative feedback
    - Average Teaching Index for courses taught in past 10 semesters: **96.8**
    - Students consistently describe me and my teaching as engaging, well-prepared, passionate, knowledgeable, discussion-centric, etc. (see SFT & qualitative feedback)
- Significant teaching and curricular innovations
    - Team-Based Learning (TBL)-inspired pedagogy
    - Technology-enabled course development: continuous effort to explore online/virtual learning through creating multiple iterations of a MOOC on globalisation, which becomes part of the "NIE Singapore Undergraduate Online" course offerings
    - Development of new courses to meet HSSE/NIE/MOE's evolving needs
- PhD supervision:
    - successfully graduated a PhD student within my first contract on the professorial track; published a co-authored article with this doctoral student in the *British Journal of Sociology of Education* (Tier-1), leading to the doctoral student being awarded the Dean's Commendation for Research 2023.
    - Currently supervising a Doctor in Education (EdD) student

1. Teaching Philosophy

As a social studies teacher-educator with a sociological background, I describe the cornerstone of my teaching philosophy as a ***critical* perspective on society and social issues**. Such a critical perspective involves, among other things, the ability to suspend judgement, to see things from multiple perspectives, to question others' as well as one's own assumptions, and to apply rigorous analysis based on evidence and logic.

When translated into teaching, this means encouraging students not to see society and societal issues in black and white; not to give in to popular discourses; but to view them as complex matters having multiple dimensions, ambiguities, and contradictions. This ability to appreciate the complexity of society and societal issues and to analyse them critically is, for me, a core objective of social studies education. Accordingly, in my teaching, I emphasise empowering students to inquire about society and social issues for themselves. I see myself as a **Socratic guide** or a **curator** of sociological knowledge who **sparks students' curiosity**, shows them the way, and provides them with the roadmap and the intellectual toolkit to brave their own paths in social inquiries. To this end, I am committed to a **student-centered style of teaching** that is not only **interactive** and **participatory**, but also fundamentally **empowering** for the learners. This teaching philosophy is well aligned with the broader objectives of citizenship and character education (CCE) in Singapore which emphasises educating informed and participative citizens who are capable of critical thinking and perspective-taking.

More specifically, my teaching is guided by the following sets of *values* and *practices* that are closely interrelated.

1.1 Teaching values

Knowledge*.* For any teacher/educator, solid knowledge in their relevant academic discipline(s) or field(s) constitutes the bedrock of their practice. I am committed to continuous professional development (through research and conference participation) to maintain a strong and relevant knowledge base to back up my teaching of academic content.

Passion/Enthusiasm*.* As an educator, I believe it is very important that I convey my passion/enthusiasm for my discipline/field to the students. Passion/enthusiasm is "infectious": a passionate/enthusiastic teacher can demonstrate to students the intellectual pleasure and satisfaction of thinking and inquiring; and this often results in a higher level of student *engagement* as well as more effective learning.

Partnership*.* Inspired by Paulo Freire's dialogical view of pedagogy, I strongly believe in treating students as *partners* in the enterprise of learning, instead of passive recipients of knowledge handouts or "deposits". A teacher can never be all-knowing, and students certainly have important observations/insights despite their supposed knowledge deficit. Treating students as partners in a shared journey of learning *empowers* them and gives them a sense of *ownership* of their learning.

Care/concern for students' learning*.* A genuinely student-centered educator shows care and concern for students' learning. Indeed, I believe that a teacher's value is only validated in and through the student's learning. Accordingly, I believe in constantly checking students' understanding, and in adjusting teaching strategies to ensure optimal learning outcome. I believe in trying my best to make myself available to students. I also believe in paying attention to *individual* students – their individual interests, opinions, experiences, and struggles.

1.2 Teaching practices

Questioning. To fulfill my vision of cultivating active learners capable of critical and independent thinking, I believe in questioning as a key strategy to induce active thinking from students. When asked questions by students, instead of giving an answer straightaway, I often question them back to guide them towards arriving at an answer by themselves.

Discussion. Discussion is central to my teaching practice. The kinds of competence that social studies education aims to develop in students – such as logical reasoning, critical thinking, evaluating facts and opinions, etc. – are often best developed through discussion. Discussion also empowers students, and reinforces the spirit of participation and engagement, which are core values underlying social studies education.

Creating optimal learning environment. Lively discussion, and participatory learning in general, depends on a safe and open environment in which students feel comfortable voicing their views in front of their instructor and peers. In my teaching, I strive to create an atmosphere where students feel that their views are listened to and respected.

Clarity. One essential quality of an effective teacher is the ability to explain complex theories/concepts/ideas to students in clear and simple ways without being simplistic. In my teaching, I try my best to use interesting and relevant *real-life examples* to render abstract ideas concrete, so as to help students understand better.

Appropriate resources. I believe that discussion/question-centered pedagogies must be effectively complemented by using appropriate/high-quality teaching resources. Such resources include not only carefully selected textual/audio-visual materials, but also purposefully created worksheets and lecture notes. When well made, such teaching resources add tremendous value to students' learning.

2. Teaching Effectiveness and Impact

In all the courses I teach, I let my teaching practices be guided by my above-stated teaching philosophy and values. I always aim to:

- be well-prepared in terms of teaching content and knowledge mastery;
- to explain concepts and theories clearly and thoroughly with relatable examples;
- to encourage students to ask questions, seek clarifications, and share experiences and opinions;
- to facilitate effective peer-learning and respectful discussion; and
- to set meaningful tasks/assignments which are followed by detailed feedback.

The positive impact and effectiveness of my teaching has been validated in the consistently high SFT scores that I have received from students as well as the two teaching awards received from NIE and NTU respectively. Over the past 10 semesters (Jul 2019 – Jan 2024), my average SFT score stands at **96.8**. To illustrate the impact and effectiveness of my teaching, below are selective excerpts from the SFT qualitative feedback received.

Teaching values/ practices	Student affirmation in SFT qualitative feedback
Knowledge / preparation	*"Prof is very knowledgeable and has good mastery of the content that he teaches."* *"Prof Yang is a good lecturer that is well prepared for all his lessons, I learnt a lot and enjoy his classes a lot."* *"He is very professional and knowledgable [sic]. I always walk away with feeling enriched by his lecture."*
Passion / enthusiasm	*"He's very enthusiastic and prepared in his teachings."* *"very passionate & prepared"*
Partnership / participation	*"He interacts with the students a lot and encourages student participation"* *"I appreciate how he does not dismiss any thoughts and ideas and is very open for discourse and ultimately, focus on our learning and betterment as people."*
Questioning	*"He encourages us to ask good questions and he encourages us to ask to do research beyond the syllabus"* *"He's proactive in teaching and encouraging questions and participation"* *"The prof is extremely passionate about the subject and often poses questions that stimulate our thinking."*
Discussion	*"Prof Yang's lessons are extremely engaging and thought-provoking. He facilitated discussions in a meaningful way and is able to build on or expand on ideas raised."* *"Very passionate, and articulate the content very clearly. I also love how the class is conducted in a dialogue-discussion manner, instead of the Professor being "know-it-all" "*
Clarity	*"How clear and organised his teaching is that helps understanding concepts to be very productive"* *"He is also to break down the complicated concepts very well for students."* *"Really enjoy Dr Yang's lessons. His speech is highly logical and clear."* *"He is very knowledgeable and is able to break down all the complicated concepts into simpler terms which allow us to explain."*

Though I have consistently achieved strong SFT scores and received positive qualitative comments from students, I take the feedback from each individual student seriously, especially when such feedback points out areas for improvement.[14] I believe that the learning experience of each single learner is important, and I endeavour to do everything within my power to ensure that their valid concerns and suggestions are addressed in my future teaching practice.

[14] *For example, for MAS982 in the January semester of 2024, the SFT index (89.43%) falls slightly below my average SFTs. Responding to the one student who gave a "1" (Strongly Disagree) rating for all evaluation categories, I have put in place plans to ensure that expectations will be communicated as clearly as possible in all my future teaching. It is worth noting, the negative evaluation given by this single student, when viewed against the remaining 12 students who gave me "5" (Strongly Agree) or "4" (Agree) for virtually all the evaluation categories, is to be interpreted as an outlier data point, with questionable validity.*

3. Significant Teaching and Curricular Innovations

Since joining NIE/NTU, I have proactively sought to innovate and explore new frontiers in teaching, to continuously improve my teaching and keep my courses relevant. Moreover, I have consciously aligned my teaching/curricular innovations and development of new courses with the needs and strategic directions of the HSSE Department, NIE, and NTU. My most significant teaching/curricular innovations comprise broadly **3** strands.

3.1 TBL-informed discussion-centric pedagogy

I joined NIE/NTU at an exciting time when the University was making a concerted effort to promote more engaging pedagogies through **Team-Based Learning (TBL)**. To align with this NTU-wide agenda, and keen to improve my own teaching craft, I signed up for the TBL workshops conducted by NTU Centre for Teaching, Learning & Pedagogy (CTLP) and was inspired to infuse some TBL features into my own teaching.

Accordingly, I built an element called **"Something to Ask, Something to Share" (SASS)** into my two undergraduate courses (AAL10B & AAL10D/AAL10G). Combining the ideas of a **flipped classroom** and **TBL**, SASS requires the students to complete readings on their own before coming to class and to prepare some questions to ask and something to share relating to or inspired by the readings. During classroom time, I invite each student team (usually 3-5 members) to first discuss their individual SASS *within* the team. As a result of this intra-team discussion, the team is to come up with a collective SASS, namely, something the team would like to ask and share with the entire class. Subsequently, I facilitate an inter-team discussion.

Through this pedagogical innovation, my lessons for AAL10B and AAL10D/AAL10G became highly interactive and discussion centric. The learners found the lessons to be very engaging, as reflected in the SFT qualitative feedback from students. The success of this TBL-inspired pedagogical innovation subsequently influenced all my teaching, even for courses that did not explicitly adopt SASS. Overall, I believe this innovation has been central to the encouraging feedback I have been receiving from students consistently.

3.2 Technology-enable course development: MOOC and online courses

The second strand of my teaching and curricular innovations is in **technology-enabled course development**. In 2019, I was invited to be a member of the NIE Massive Open Online Courses (MOOCs) Steering Committee. Serving on this committee became the impetus for me to venture into online/virtual course development.

Stepping forward to contribute to NIE's MOOC push, **I was among the first faculty members at the Institute to develop a MOOC** (*IHS2225 Globalisation: An Introduction*) which was subsequently endorsed and launched on the Blackboard Open Education platform in Semester 1 AY20-21. Building on the experience of this initial trial run, I then refined the content and structure of this course, and created a second iteration: *Globalisation: A Crash Course for Beginners*.[15] This second iteration, hosted on Google sites, contains short video lectures accompanied by diagrams and visual illustrations. I have invested a significant amount of time and energy in recording all the videos, becoming one of the first faculty members in NIE to make use of NIE's IN-Learning studio facility to create content for self-directed learning.

[15] https://sites.google.com/g.nie.edu.sg/globalisationypd/home

Building on and consolidating my efforts as outlined above, I volunteered to offer a course on globalisation (AAL18A) for the **NIE Singapore Undergraduate Online** suite of courses, NIE's flagship virtual summer programmes.[16] In the inaugural iteration of this programme in July 2023, my course AAL18A was very well received, achieving **5 out of 5** for all but two responses in the post-course survey.



All in all, my continuous effort devoted to online course creation is motivated by a strong desire to explore new frontiers, to explore the potential of technology, and to seek constant improvement and innovation in teaching. These efforts have made tangible contributions to NIE's presence in online/virtual learning space for prospective learners both local and abroad.

3.3 Development of new courses

Lastly, since joining NIE/NTU, I have sought to **develop new courses** and continuously **revise and revamp existing courses**, to better serve the evolving needs of my department and NIE/NTU.

For example, in AY2019, I proposed a new core course under the Social Studies (SS) programme – ***AAL10E Principles and Practices of Social Research***. This course was conceptualised specifically to address the need for pre-service SS student-teachers to understand and have hands-on experience with conducting social research/inquiry, which is emphasised in the secondary SS syllabus. In this course, I guide students through the process of formulating research questions, designing and then carrying out a social research project. To encourage students to value rigour in social research, I hold **"clinic" sessions** where students present their research proposals, discuss and debate as a class before they finalise their research plans. I also teach students basic principles of data analysis such as coding qualitative data, so that students are empowered to make sense of their data and draw relevant conclusions.

[16] https://www.ntu.edu.sg/nie/programmes/undergraduate-programmes/nie-global-programmes/nie-singapore-undergraduate-online

At the postgraduate level, I proposed and developed ***MAS947 Sociology of Education*** as an elective course, adding to the diversity of our department's Master of Arts in Humanities Education (MAHE) course offerings. Additionally, in the latest revamp of the MAHE programme in 2022, I spearheaded the creation of a new course – ***MAS982 Inquiry and Perspective in the Humanities*** – a core/foundation module to be taken by MAHE students on the non-dissertation route.

Working with the Humanities Branch of Curriculum Planning and Development Division (CPDD) of MOE, I have been responsible for developing and delivering **3 Issues-Based Seminars (IBS)** annually since 2019.[17] These seminars address the content knowledge development needs of in-service SS teachers. (This is reflected in the Teaching Summary / workload sections of my CV as well as my Teaching Statement.) In a **Letter of Appreciation** dated 11 March 2021, the Deputy Director of Humanities Branch, CPDD, Ms Chin Yih Min commended my seminars with the following words:

> *"The teachers have also benefited from the Issues-Based Seminars (IBS) conducted by you. Participants of IBS have given positive feedback on your insights and ability to provide perspectives for the different issues discussed. In the most recent IBS "Digital Technology and the Role of Citizens in Society" conducted in February this year, all participants have agreed that the session and the materials have supported their professional development. Your openness to adopt different strategies to engage the teachers have also contributed to positive feedback from participants."*

4. Supervision

I **successfully graduated a PhD student** (Mr. Aloysius Foo) in 2023, **within my first contract on the professorial track**. Aloysius initially enrolled as a Master of Arts (Research) candidate under my supervision in August 2019, working on a sociology of education project focused on meritocracy and education in Singapore. With my encouragement, Aloysius converted to the PhD programme. Eventually, his doctoral dissertation was entitled *Meritocracy, State-Sponsored Scholarships, and the Work of Differentiation in Singapore: Imaginations of Deservedness from a Neighbourhood School.*

Based on this excellent piece of work, Aloysius and I co-published the following article in *British Journal of Sociology of Education* – a highly respected and influential journal in the field:

- Foo, A., & Yang, P. (2022). Allying and aligning: Teachers' extra-curricular work, meritocracy, and state-sponsored scholarships in Singapore. *British Journal of Sociology of Education*, *43*(7), 1076-1093. DOI: 10.1080/01425692.2022.2112658 (Tier-1B)

On the strengths of his doctoral dissertation and the above publication, Aloysius received the **Dean's Commendation for Research 2023**, a prestigious award recognising excellence in research by graduate students at NIE/NTU. Currently, Aloysius is flourishing professionally, working as the **Subject Head for Regional Studies** at **Nanyang Girls' High School**.

Currently, I am supervising **1 Doctor in Education (EdD) student**, and I have completed supervising **6 URECA** (Undergraduate Research Experience on CAmpus) **students** from NIE and NTU.

[17] The frequency has been reduced to 2 session per year since 2024, at the request of the CPDD.



BRITISH JOURNAL OF SOCIOLOGY OF EDUCATION
2022, VOL. 43, NO. 7, 1076–1093
https://doi.org/10.1080/01425692.2022.2112658

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Allying and aligning: teachers' extra-curricular work, meritocracy and state-sponsored scholarships in Singapore

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ABSTRACT

Research in education has long noted teachers' role in assisting social and ideological reproduction. Separately, scholarship has also investigated the use of extra-curricular activities in equipping disadvantaged students with social and cultural capital, to embark on social mobility. Positioned at the intersection of these two apparently disparate strands, this paper presents a case in which teachers' extra-curricular work is seen to simultaneously enact subtle socio-ideological reproduction, and the facilitation of social mobility attainment. Specifically, the paper draws on a study of how teachers in a lower-status junior college in Singapore prepare their students in applying for prestigious state-sponsored scholarships. Through teachers' extra-curricular work of *allying* and *aligning*, social mobility and social reproduction are simultaneously made possible, yet also exist in some tension. Thus, this paper offers a unique sociological perspective on teachers' extra-curricular work and its significance for broader issues of meritocracy, social mobility, and social reproduction.

ARTICLE HISTORY
Received 23 December 2021
Accepted 8 August 2022

KEYWORDS
Extra-curricular work; meritocracy; social mobility; state-sponsored scholarship; Singapore

SERVICE CONTRIBUTIONS

As a strong believer in community membership and collegiality, I have actively embraced opportunities for service and academic leadership since joining NIE/NTU. I have rendered service in various capacities at the Humanities and Social Studies Education (HSSE) Department, NIE, NTU, and at national levels (Ministry of Education). In addition, I have also contributed to the international academic community in terms of editorship of academic journals, examination of graduate dissertations, and peer-reviewing of book proposals, manuscripts, and journal articles.

Below are the highlights of my service record, followed by more detailed elaborations on significant service contributions at each level and the impact made.

- **Department/NIE**
  - Co-Programme Leader, Master of Arts in Humanities Education (MAHE), Humanities and Social Studies Education (HSSE), 2023 – present
  - Chair and Endorser, Institutional Review Board (IRB) Committee, Humanities and Social Studies Education (HSSE), 2020 – present
  - Guest Editor, *HSSE Online* special issue on Social Studies, 2021
  - Member, Values & Ethics (V&E) Special Interest Group (SIG), NIE Strategic Growth Areas (SGA) Task Force, 2021-2022

- **NTU**
  - Faculty in Residence (FiR), Hall of Residence 14, 2018 – present

- **Ministry of Education**
  - Member of Syllabus Development Committee (SDC) for 2026 Social Studies (G1) syllabus, 2023 - 2024
  - NIE Representative on Social Studies Chapter Core Team, Academy of Singapore Teachers (AST), 2019 – present
  - Member of Syllabus Resource Development Committee (RDC) for Social Studies 2022 Express/Normal Academic syllabus, 2020 – 2021

- **Professional and academic community**
  - Member of International Advisory Board, Center for Global Korean & Asian Studies, Inha University, Korea
  - Editor (2020-present) of *Transitions: Journal of Transient Migration*
  - Associate Editor (2017-2019) of *Pedagogies: An International Journal*
  - Member of Editorial Board / College of Reviewers for **3** high-impact journals in the fields of education and migration
  - Examiner of **6** doctoral dissertations for institutions in Singapore, Australia and Europe
  - Active peer reviewer of book proposals/manuscripts and article manuscripts for **51** international journals, almost **70%** of which are in Tier-1/Q1

Significant Service Contributions and Impact

1. Service to the Department/NIE

In the context of the Department of Humanities and Social Studies Education (HSSE), my most significant service contribution is **chairing the departmental Institutional Review Board (IRB) Committee** and acting as the **checker and endorser for all IRB applications** submitted for school-level approval. To fulfil my responsibilities in this capacity, I attend regular meetings with the NIE Research Integrity and Ethics Officer to ensure that I have up-to-date information on NTU's IRB requirements and guidelines, so that I can advise departmental colleagues and students accordingly. I also liaise and coordinate with relevant colleagues to organise information sessions on the latest IRB updates.

Most importantly, as the department IRB Endorser, I take main responsibility for vetting IRB applications submitted by students who need to conduct empirical research (involving human subjects) as part of their studies. Since my appointment began in January 2020, over the past 8 semesters, working with other members of the IRB committee, I have vetted and endorsed a total of **44** IRB applications, including **33** for **coursework research** (29 from undergraduate students and 4 from graduate students), **9** for **Final Year Projects (FYP)**, and **2** for **URECA** projects. Each application requires meticulous checking and multiple rounds of revision to ensure that our students conduct research ethically and in compliance with institutional requirements. By serving in this capacity, I have contributed to the academic development and success of students of our department.

My other significant service role in the department is as the **co-Programme Leader (PL) for the Higher Degree Programme (taught)**, a role that I volunteered to take up since the July semester of 2023. In this role, I work with the PL to coordinate the Master of Arts in Humanities Education (MAHE) Programme. Though I took on this role only recently, I made contributions by proposing and organising a welcome party for the new student intake in January 2024, and in terms of interviewing MAHE applicants for the August 2024 intake. I took on these admission interviews with enthusiasm as carrying out the interviews not only ensured rigorous screening of our applicants but also provided an opportunity to build meaningful connections with students who have applied to study with us.

My other notable contribution to the HSSE department was **volunteering in 2021 to guest-edit a special issue** for the departmental journal *HSSE Online*, to mark the 20th year of the introduction of secondary Social Studies (SS) in Singapore. As the department's coordinator of Social Studies (Academic Studies), I felt it meaningful and important to put together such an issue to highlight HSSE's crucial role in Social Studies education in Singapore.

I have always been ready to step up to serve upon nomination by the department leadership or upon invitation by colleagues. For example, in 2022, I served as the department's representative/coordinator for NTU Open House. I served as the **internal examiner for 2 Doctor in Education (EdD) theses** (Ms Lim Pik Ying Elaine 2022; Mr Gian Tu Trung 2020). I also served in the doctoral admission interview panels for 2 applicants (Mr Huang Jianan 2022; Ms Li Junqi, 2023).

At NIE level, I served as a member of the Values & Ethics (V&E) Special Interest Group (SIG), NIE Strategic Growth Areas (SGA) Task Force, 2021-2022. In this role, I contributed to NIE senior leadership's strategic vision and planning regarding V&E as an area of growth for the institute. In

2019, I also served as a member of NIE's Massive Open Online Course (MOOCs) Steering Committee, contributing to NIE's venture into the MOOC space. For this service, I received a Letter of Commendation from the NIE Teaching and Learning Committee.

2. Service to NTU

My most significant service to the University is as a **Faculty-in-Residence (FiR)** in Hall of Residence 14, NTU. Since my FiR appointment in July 2018, I have acted as the main force behind Hall 14's **Residential Education (RE)** programmes. In my **6 years** of service, I spearheaded a total of **9** RE events, covering topics/themes such as wellbeing (yoga sessions), cross-cultural learning (wine/coffee tasting), artistic learning/appreciation (painting workshop; Chinese calligraphy), and career guidance for students (dialogue about pursuing PhD). These RE events received positive feedback from participants and have enriched NTU students' on-campus wholistic educational experience.

In addition to leading Hall 14's RE programmes, I also contributed to the hall Faculty in Residence team on a wide range of matters, including difficult situations that required investigation, mediation, and coordination with residents and student council leaders. For example, I served on several **Committees of Inquiries (CoI)** to investigate inappropriate student behaviour during Freshmen Orientation camps. Through rendering services such as these, I have contributed to fostering a safer and more inclusive residential environment in NTU.

3. Service to MOE

Working at NIE presented me with numerous opportunities to render impactful service at the national level through working with the **Ministry of Education (MOE)** on **teacher professional development** and **curriculum development**. I have embraced these opportunities to add value based on my academic expertise.

In terms of teacher professional development, since 2019, I have been serving as the **NIE Representative** on the Social Studies (SS) Chapter Core Team of the **Academy of Singapore Teachers (AST)**. The SS Chapter Core Team is a committee of teacher leaders responsible for the continuous professional development of SS teachers in the MOE system. In the Core Team, I contribute my expertise on the SS academic content to complement the Core Team's work. Over my **more than 5 years** (and ongoing) of service at the AST, I have also served as the academic discussant twice for the keynote sessions at the biennial "Social Studies Fest". For these contributions, I received a **Certificate of Appreciation** from the AST in October 2022, from Chua-Lim Yen Ching, then-**Deputy Director-General of Education** (Professional development).

The most significant and impactful contribution that I have made to MOE pertains to **curriculum development in Social Studies**. During 2020 – 2021, upon the invitation of the Humanities Branch of the Curriculum Planning and Development Division (CPDD), I served on the **Resource Development Committee (RDC)** for the Social Studies 2022 Express/Normal Academic Syllabus. Once again, in 2023, I was invited to be a member of the **Syllabus Development Committee (SDC)** for the 2026 Social Studies (G1) syllabus. These service appointments involved reviewing the new syllabus in detail and vetting and providing feedback on draft chapters of the coursebook, which were all conducted over numerous online meetings with CPDD officers over the entire

duration of syllabus/coursebook development. In this process, I was able to bring my academic expertise to bear on the development of the SS syllabus/coursebook.

In a **Letter of Appreciation** dated 9 July 2021, the **Director of Humanities Branch, CPDD**, Mr. Kenneth Lee acknowledged my contribution and impact with the following words:

> "*We appreciate the time and effort you had put in to read our instructional materials and to provide very thoughtful suggestions and recommendations. Your feedback on our instructional materials has been very useful in helping us develop the instructional materials for the students.*"

In a **Letter of Appreciation** dated 11 March 2021, the **Deputy Director of Humanities Branch, CPDD**, Ms Chin Yih Min praised my contribution and impact with the following words:

> "*We would like to extend our deepest appreciation for your partnership with the MOE Social Studies Secondary Unit. In the past one year, your contributions have been invaluable. As a member of the Resource Development Committee for Issues 1 and 2 on Citizenship and Governance and Living in a Diverse Society respectively, your insightful feedback has led to improvements in the writing of the coursebook. Your deep knowledge and expertise was instrumental in shaping the content of Issue 3 on Being Part of a Globalised World. Your contributions will go a long way in developing our students' understanding and appreciation of societal issues in the classroom.*"

As Social Studies is a compulsory subject taught in the vast majority of secondary schools in Singapore, my work with CPDD has enabled me to contribute to citizenship education in Singapore through the shaping of topics and perspectives taught in this important subject.

Additionally, I served as a **mentor** on the **Humanities and Social Science Research Programme (HSSRP)** of the Gifted Education Branch, MOE, between 2018 and 2020. Altogether, I mentored upper-secondary student groups and individuals from **6** schools (Cedar Girls; ACS(I); Catholic High; Raffles Girls; Temasek Junior College; SOTA) on social science research projects. In this capacity, I have contributed to MOE's agenda to provide higher ability secondary school students with exposure to research in social sciences and humanities. Two students from Cedar Girls' School spoke of my research mentorship thus in a testimonial letter:

> *"Dr Yang is the best mentor we could have met to guide us in this journey of research. His guidance allowed us to grow and learn as academic researchers. His commitment, patience and expertise are incredible. We are sure his contribution and guidance is valued not just by us, but also by his many other past, current and future mentees. We are extremely grateful for his precious guidance and mentoring."*

4. Service to the profession and academic community

Scholarship is a community undertaking that can only thrive when members embody a spirit of citizenship and actively make contributions. This is the spirit in which I have rendered continuous service to my profession and broader international scholarly communities that I belong to. Specifically, my service in this regard includes editorship, editorial board memberships, examination of graduate work, and peer-reviewing for book publishers and academic journals.

4.1 Editorship and board membership

To contribute to the widening of discursive space and scholarly forum in academia, I have made a conscious effort to dedicate time to *emerging* academic journals, which tend to be more inclusive to authors/contributors from traditionally marginalised or disadvantaged spaces within higher education (for example, developing countries and/or less established institutions). Between 2017 and 2019, I served as an **Associate Editor** for ***Pedagogies: An International Journal*** – NIE's young journal in educational/pedagogical research. Since 2017, I have served as initially the **Reviews Editor** (until 2020) and subsequently the **Associate Editor** (2020-present) of ***Transitions: Journal of Transient Migration***. Editorship at these two journals has afforded me the opportunities to encourage and nurture early career authors/contributors for whom affirmation and guidance is important.

Besides contributing to emerging journals, I have also accepted invitations to join editorial boards of leading journals in the fields of education and migration. Between 2017 and 2020, I was a **Member of the College of Reviewers** for the journal ***Higher Education Research and Development.*** Since 2023, I have been serving on the editorial boards of ***COMPARE: A Journal of Comparative and International Education*** (Tier-1) and ***Global Networks*** (Tier-1). Starting 2024, I am also a **Member of the International Advisory Board** for Center for Global Korean & Asian Studies at Inha University, Korea.

4.2 Graduate Examination

Examining graduate students' work is essential for the healthy continuation and renewal of scholarly communities. In performing this service to the academic community, I have always aimed to be rigorous to ensure the integrity of academic/intellectual work on the one hand, and on the other hand to be nurturing and encouraging to fledgling scholars to develop their potential. To date, I have examined **6** doctoral dissertations, for institutions in Singapore, Australia, and Europe:

- Oct 2022. Examiner, Doctor of Philosophy (PhD) candidate: Diarmuid Cooney-O'Donoghue, School of Languages, Literatures, Cultures and Linguistics, Monash University, Australia, Thesis title*: Australia's Debate on Chinese Communist Party Influence: A Study of Perceptions of Australia-China University Engagement and Academic Freedom*
- Mar 2022. Internal Examiner, Doctor in Education (EdD) candidate: Lim Pik Ying Elaine, National Institute of Education, Nanyang Technological University, Singapore. Thesis title*: Understanding Singapore Social Studies Teachers' Conceptions and Practices of an Issues-Centered Curriculum: Factors and Challenges*
- Dec 2021. Examiner, Doctor of Philosophy (PhD) candidate: Malone, Lin Grace, School of Social Sciences, University of Western Australia, Australia. Thesis title*: Social Media as Third Space: Facebook's Role in International Student Mobility between Home and Host Cultures*
- Aug 2020. Examiner, Doctor of Philosophy (PhD) candidate: Zane A. Kheir, Faculty of Arts and Social Sciences, National University of Singapore, Singapore. Thesis title*: Impacts of Higher Education Internationalisation and International Students Mobility on Emerging Education Hubs: The Cases of Malaysia and Taiwan*
- July 2020. Internal Examiner, Doctor in Education (EdD) candidate: Gian Tu Trung, National Institute of Education, Nanyang Technological University, Singapore. Thesis title*: Citizenship Education in Vietnam in the Global Age: From Communist Doctrine to Curriculum Policy and Teachers' Perceptions*

- Oct 2018. Pre-Examiner, Doctor of Philosophy (PhD) candidate: Mika Launikari, Faculty of Educational Sciences, University of Helsinki, Finland. Thesis title*: Homo Interculturalis – Identity, Interculturality and Career Learning within European Union Institutions*

4.3 Peer review: book publishers

To date, I have received **12 invitations** to review book proposals and/or full book manuscripts for the following publishers (all Tier 1 or Tier 1+ publishers):

1. Rowman & Littlefield International (*1*) (Tier 1 book publisher)
2. Springer / Palgrave (*6*) (Tier 1+ book publisher)
3. Bristol University Press (*1*) (Tier 1 book publisher)
4. Amsterdam University Press (*1*) (Tier 1 book publisher)
5. Routledge (*2*) (Tier 1+ book publisher)
6. Anthem Press (*1*) (Tier 1 book publisher)

4.4 Peer review: journal articles

Since 2012, I have acted as an *ad hoc* reviewer for a total of **51** international journals, **approximately 70%** of which are **Tier-1/Q1** journals in their respective fields (see list below). For many of these journals, I reviewed more than one manuscript. The numerous and repeated review invitations I received reflect not only my scholarly reputation but also my track record of providing high-quality reviews. In 2024, I received a **Certificate of Outstanding Reviewer Performance** from *Higher Education* for the 3 manuscripts I received for the journal in 2023. By offering my time, I have contributed to the rigour and speed with which journals were able to process submissions, thus benefiting the scholarly community at large.

Tier-1/Q1 Journals:

1. *China Information* (Sage) June 2024
2. *Population, Space & Place* (Wiley), May 2024
3. *The Asia-Pacific Education Researcher* (Springer), Nov 2023
4. *Studies in Higher Education* (Taylor & Francis), Apr 2021; Oct 2023
5. *Global Networks* (Wiley), May 2022; Mar, Apr, Oct 2023
6. *Compare: A Journal of Comparative and International Education* (Taylor & Francis), Feb 2020; Aug 2022; Sep 2023
7. *Transactions of the Institute of British Geographers* (Wiley), Sep 2023
8. *Journal of Studies in International Education* (Taylor & Francis), Sep 2023
9. *Higher Education* (Springer), Apr 2023
10. *Globalisation, Societies and Education* (Taylor & Francis), Oct 2019; Dec 2020; May 2021; Oct, Dec 2022; Mar 2023
11. *Citizenship Studies* (Taylor & Francis), Aug 2022
12. *International Migration* (Wiley), May 2022
13. *Journal of Intercultural Studies* (Taylor & Francis), Oct 2020; Apr 2022
14. *Asian Ethnicity* (Taylor & Francis), Mar 2022
15. *Educational Review* (Taylor & Francis), Feb 2022
16. *Ethnic and Racial Studies* (Routledge), Jun 2012; Mar 2015; Jun 2018; May 2021; Feb 2022

17. *Geoforum* (Elsevier), Sep 2019; Oct 2021
18. *Gender, Place & Culture* (Taylor & Francis), Apr 2021
19. *Language & Education* (Taylor & Francis), Feb 2021
20. *Urban Studies* (SAGE), Mar 2020
21. *Journal of Sociology* (SAGE), Feb 2020
22. *British Educational Research Journal* (Wiley), Jun 2019
23. *Anthropology & Education Quarterly* (Wiley), Apr 2019
24. *Social and Cultural Geography* (Taylor & Francis), Feb 2019
25. *Higher Education Research and Development* (Taylor & Francis), Mar, Jun, Sep 2018, Feb 2019
26. *Asian Studies Review* (Taylor & Francis), Dec 2018
27. *Critical Studies in Education* (Taylor & Francis), Sep 2018
28. *Discourse: Studies in the Cultural Politics of Education* (Taylor & Francis), Feb 2014; Aug 2018
29. *Review of Education* (Wiley), Jun 2018
30. *Current Sociology* (SAGE), May 2017
31. *Modern Asian Studies* (Cambridge University Press), Apr 2017
32. *Food, Culture & Society* (Taylor & Francis), Dec 2016
33. *Journal of Chinese Overseas* (Brill), Jul 2015
34. *Chinese Language and Discourse* (John Benjamins Publishing Company), May 2015
35. *TRaNS: Trans-Regional and –National Studies of Southeast Asia* (Cambridge University Press), Apr 2015

Others:

36. *Learning: Research and Practice* (Taylor & Francis), May 2024
37. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry* (The University of British Columbia), May 2024
38. *Asian Anthropology* (Taylor & Francis), Dec 2023
39. *Asia Pacific Education Review* (Springer), May, Oct, 2022; Jun 2023
40. *Journal of Immigrant & Refugee Studies* (Taylor & Francis), Aug 2022
41. *East Asia: An International Quarterly* (Springer), Jun 2015; Aug 2022
42. *Asia Pacific Journal of Education* (Taylor & Francis), Jun 2022
43. *Pedagogies: An International Journal* (Taylor & Francis), Mar 2022; May 2022
44. *Pacific Affairs* (University of British Columbia), Oct 2020
45. *International Studies in Sociology of Education* (Taylor & Francis), Nov 2019
46. *International Journal of Bias, Identity and Diversities in Education* (IGI Global), Mar 2016; Jun 2019
47. *Journal of the Malaysian Branch of Royal Asiatic Society* (MUSE), Mar 2019
48. *Families, Relationships and Societies* (Policy Press), Sep 2018
49. *Frontiers of Education in China* (Springer), Apr 2018
50. *Social Science Japan Journal* (Oxford University Press), Feb 2016
51. *International Critical Thought* (Taylor & Francis), Jun 2012

FUTURE ASPIRATIONS

1. RESEARCH

Currently, I have **3 active research grants**, which will lead to sustained research output in the next 3 to 5 years (see the "working papers / pipeline" section in CV). Furthermore, of the 3 active grants, the 2 internal grants, namely R1 1/22 YPD and IRC 4/24 YP, will be followed by applications for competitive external grants. These projected publication output and grant applications will continue to add to NIE/NTU's national and global standing and recognition.

In the next phase of my research career, I aspire to:

- **become one of the world's leading scholars in international student mobility (ISM)** by expanding the scope of my ISM research. Specifically, leveraging my research on Singaporean students' perspective on short-term regional mobility (R1 1/22 YPD), I aim to develop substantial **research into intra-ASEAN student mobility**, which is a policy focus for the regional body. I seek to establish collaborations with scholarly networks and multilateral organisations in ASEAN, which I have already begun doing by submitting to a symposium organised by SEAMEO-RIHED. In addition, leveraging the IRC Seed Grant (IRC 4/24 YP), I am exploring the **student mobility connectivity between South Asia and Southeast Asia**. These two strands of research will significantly enhance my profile in the ISM and international education field.
- develop stronger and deeper **international collaboration with prestigious institutions overseas**. The IRC Seed Grant that I have recently secured allows me to explore collaboration with scholars based at IOE/UCL and, possibly Oxford University. Specifically, drawing on my long-standing alumni connections with Oxford University's Department of Education, I plan to collaborate with the Centre for Global Higher Education (CGHE) at Oxford, which is currently headed by Dr David Mills, my doctoral supervisor. Such collaborations with top scholars and universities around the world will further contribute to NTU's reputation and ranking.
- **achieve greater real-world impact** by contributing to policy and public discourse on relevant topics. My research on international student mobility, migration and education, and related sociological topics has ready policy relevance and public interest. As noted in my Research Statement, on various occasions I have already been interviewed or quoted by media (national TV and news articles/commentaries). Going forward, I seek to continue to contribute constructively to policy and public discourse, thereby raising NIE/NTU's profile as a research powerhouse locally and globally.

2. TEACHING

I will continue to contribute to the evolving needs of the HSSE Department, NIE/NTU and MOE by delivering existing courses and developing new courses.

In addition, I aspire to:

- **step up training** of undergraduate and postgraduate students by involving them more in my research projects, to provide them with authentic research-based learning.
- **Step up supervision and mentorship** of graduate students (master's and PhD) to contribute to research capacity building and talent development.
- contribute to **the mentoring of junior faculty members;**

- **update and revamp my existing courses** to keep them relevant and engaging for learners. In terms of course content, I plan to incorporate significant developments and new theories in my syllabus. With respect to assessment and evaluation, I plan to develop a more comprehensive approach towards managing the implications of emerging technologies such as Generative Artificial Intelligence for course assessment and feedback. I aim to ensure that all aspects of my courses will keep up with new trends while taking advantage of the latest technological affordances.
- **develop a wider teaching repertoire** by drawing on my various research strands under educational mobility (international student mobility; immigrant integration; transnational parenting; etc.). Specifically, develop Postgraduate-level elective courses to enhance the course offerings of the Master of Arts in Humanities Education (MAHE) programme.

3. SERVICE

Other than serving in my existing capacities, I am ready to *step up* my service contribution to the department, NIE, and NTU, at a level commensurate with the Associate Professor appointment. Specifically, I aspire to:

- play **a bigger role in graduate education coordination and leadership** in the department and NIE/NTU by drawing on my scholarly research and expertise in international student mobility, as a significant portion of NTU's graduate intake consists of international students.
- **play a role at NIE/NTU levels in facilitating international exchange, collaboration, and liaison** by drawing on my expertise in international student mobility. Previously, I have worked with the Office of Global Education Mobility (OGEM) and have introduced international collaboration/exchange opportunities to the Office of Teacher Education and Undergraduate Programmes of NIE. Given my background and research expertise, I am well positioned to play a role in this area.
- play an **editorial role at *HSSE Online*** – the departmental online publication of Humanities and Social Studies Education. I aspire to maximise the journal's potential as a leading forum for humanities education in Singapore, serving scholars, students, and most importantly, the teaching fraternity.
- **play a bigger role in NTU Residential Education (RE)** by applying for **a Senior Faculty-in-Residence (SFiR)** position. Having completed two 3-year terms as a Faculty-in-Residence (FiR), I am ready to step up my contribution and leadership in residential education and student life at NTU.
- **give back more to the academic community** by stepping up my various editorial roles and by mentoring more younger scholars through collaborative projects and co-publishing.

NTU PROMOTION & TENURE CITATION REPORT (GOOGLE SCHOLAR)

P&T Exercise No.:	**PT33**	Date:	**15/07/2024**
Candidate's Name:	**YANG Pei Dong**		
Position:	**Assistant Professor**		
Institute/Academic Group:	**National Institute of Education - Humanities & Social Studies Education**		
Prepared by: (in consultation with Candidate)	**Jessie Tang** **NIE Library and Information Services Centre**		

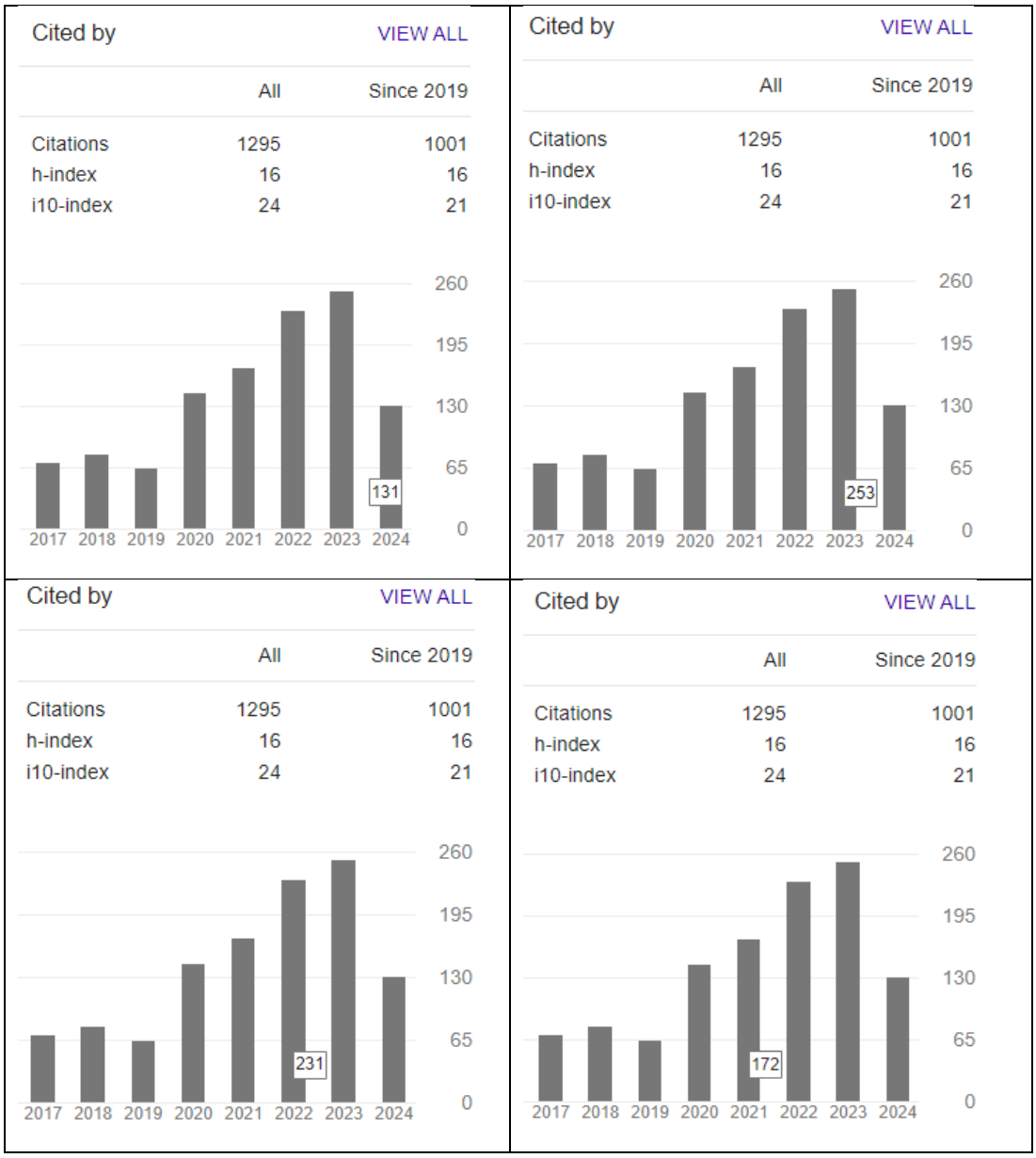
1. Publication Counts in Google Scholar

No. of Publications Indexed Each Year				**Subtotal No. of Publications**	**Total No. of Publications**
2021	**2022**	**2023**	**2024**	**Since 2021**	
1	5	4	1	11	45

2. Citation Counts in Google Scholar

No. of Citations *(including self-citations)*					
2021	**2022**	**2023**	**2024**	**Since 2021**	**All Years**
172	231	253	131	787	1295

Screenshots from Google Scholar:



3. ***h*-index (including self-citation) in Google Scholar: 16**
4. **Google Scholar Profile URL:**

   https://scholar.google.com/citations?hl=en&user=5e-EPBAAAAAJ/

(see attached Google Scholar Profile's list of publications in descending order of citation count, up to n publications where n = h-index or 10, whichever is higher)

Citation Report Generated by NIE Library

Digitally signed by: NIE Library
DN: CN = NIE Library email = libscomm@nie.edu.sg C = SG
15-Jul-24

—— END OF CITATION REPORT ——



Peidong YANG

Assistant Professor, National Institute of Education,
Nanyang Technological University, Singapore

International student mobility
education
migration
social studies education

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	All	Since 2019
Citations	1295	1001
h-index	16	16
i10-index	24	21

TITLE	CITED BY	YEAR
Symbolic power and the internet: The power of a ‘horse’ L Tang, P Yang Media, Culture & Society 33 (5), 675-691	169	2011
Compromise and complicity in international student mobility: The ethnographic case of Indian medical students at a Chinese university P Yang Discourse: Studies in the Cultural Politics of Education 39 (5), 694-708	117	2018
"Positive Energy": Hegemonic intervention and online media discourse in China's Xi Jinping era P Yang, L Tang China: An International Journal 16 (1), 1-22	111	2018
Diaosi as infrapolitics: scatological tropes, identity-making and cultural intimacy on China’s Internet P Yang, L Tang, X Wang Media, Culture & Society 37 (2), 197-214	104	2015
China in the global field of international student mobility: An analysis of economic, human and symbolic capitals P Yang Compare: A Journal of Comparative and International Education 52 (2), 308-326	98	2022
International Mobility and Educational Desire: Chinese Foreign Talent Students in Singapore P Yang Palgrave Macmillan US	89	2016
Toward a framework for (re) thinking the ethics and politics of international student mobility P Yang Journal of Studies in International Education 24 (5), 518-534	81	2020
"Authenticity" and "foreign talent" in Singapore: the Relative and Negative Logic of National Identity P Yang SOJOURN: journal of social issues in Southeast Asia 29 (2), 408-437	68	2014
Immigration, Population, and Foreign Workforce in Singapore: An Overview of Trends, Policies, and Issues H Yang, P Yang, S Zhan HSSE Online 6 (1), 10-25	62	2017

TITLE	CITED BY	YEAR
Educational Mobility and Transnationalization P Yang, YE Cheng Higher Education in the Era of the Fourth Industrial Revolution, 39-63	59	2018
Desiring 'foreign talent': lack and Lacan in anti-immigrant sentiments in Singapore P Yang Journal of Ethnic and Migration Studies 44 (6), 1015-1031	39	2018
Privilege, Prejudice, Predicament: "PRC Scholars" in Singapore—An Overview P Yang Frontiers of Education in China 9 (3), 350-376	38	2014
Understanding Youth Educational Mobilities in Asia: A Comparison of Chinese 'Foreign Talent'Students in Singapore and Indian MBBS Students in China P Yang Journal of Intercultural Studies 39 (6), 722-738	34	2018
A Phenomenology of being "Very China": An Ethnographic Report on the Self-Formation Experiences of Mainland Chinese Undergraduate "Foreign Talents" in Singapore P Yang Asian Journal of Social Science 42 (3-4), 233-261	28	2014
Commentary: International Students in China—What We Know, What We Don't, and What Next P Yang International Students in China, 249-255	22	2018
Differentiated inclusion, muted diversification: immigrant teachers' settlement and professional experiences in Singapore as a case of 'middling'migrants' integration P Yang Journal of ethnic and migration studies 48 (7), 1711-1728	18	2022
'Eliteness' in Chinese Schooling: towards an ethnographic approach P Yang Elite Education. International Perspectives, 135-147	15	2016
Rethinking international student mobility through the lens of "crisis" at a juncture of pandemic and global uncertainties P Yang Asia Pacific Journal of Education 42 (sup1), 20-33	14	2022
Why Transitions? C Gomes, S Leong, P Yang Transitions: Journal of Transient Migration 1 (1), 7-11	14	2017
Understanding 'integration': Chinese 'foreign talent' students in Singapore talking about rongru P Yang Transitions: Journal of Transient Migration 1 (1), 29-45	13	2017

Printed Date: 17-Jul-2024 11:38:52

NIE Staff Average Teaching Index Score Overview

Name : Asst Prof Yang Peidong (Humanities & Social Studies Education)

Selected Semester Range: Jul 2019 to Jan 2024

Overall of Selected Semester Range	Average
Jul 2019 to Jan 2024	96.8
Last 2 Semesters of Selected Semester Range	
Jul 2023 to Jan 2024	95.5
By Semester	
Jan 2024	94.9
Jul 2023	96.5
Jan 2023	97.7
Jul 2022	97.1
Jan 2022	95.3
Jul 2021	98
Jan 2021	97.8
Jul 2020	96.6
Jan 2020	96.9
Jul 2019	98.9

Note: The average for each specified semester range is calculated by averaging the individual SFT scores of all the courses in the semester range.