

CURRICULUM VITAE

Ricky LAM, BA; PCEd; MEd; EdD

Named World's Top 2% Scientists by Scopus (2022) (<https://educ.hkbu.edu.hk/>)

Personal Information

Current position: Associate Professor, Hong Kong Baptist University
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Address: AAB 811, Department of Education Studies, Hong Kong Baptist University,
Kowloon Tong, Hong Kong

Education

2011 EdD in Language Assessment, Faculty of Education, The University of Hong Kong
(Thesis Title: *Implementation of Portfolio Assessment: Students' Perceptions in Two Writing Classrooms* / Supervisor: Professor David Carless)
2005 MEd in English Language Studies, Faculty of Education, The University of Hong Kong
2000 PCEd in English, Faculty of Education, The University of Hong Kong
1997 BA in Western Arts and Humanities, The Open University of Hong Kong

Full-Time Employment History

<i>Date</i>	<i>Position</i>	<i>Institution</i>
2016-to date	Associate Professor	Hong Kong Baptist University
2012-16	Assistant Professor	Hong Kong Baptist University
2007-12	Teaching Fellow	The Education University of Hong Kong
2006-07	Lecturer	City University of Hong Kong
1995-2005	English Teacher	Rosaryhill School (Secondary Section)
1994-95	English Teacher	Maryknoll Secondary School

Research Projects

<i>Year</i>	<i>Project Title</i>	<i>Role</i>	<i>Amount</i>	<i>Sponsoring Body</i>
2022-25	New approaches to flipped learning under the new normal	Co-I	HKD \$13.98 million	The Hong Kong Jockey Club Charities Trust
2022-23	Investigating e-Portfolio assessment literacy among adolescent learners: Portfolio compilation, emotional experiences, and conceptions of assessment	PI	HKD\$1,091,293.88	R&D Projects (SCOLAR)

2020-21	(Ref. no. EDB(LE)/P&R/EL/203) Catering for learner diversity in a multicultural classroom	Co-I	HKD\$42,000	Service-Learning Mini-Grants (HKBU)
2018-20	An exploratory study of language assessment training in Hong Kong: Trends, quality and development (Ref. no.:EDB(LE)/P&R/EL/175/4)	PI	HKD\$901,887.5	R&D Projects (SCOLAR)
2015-17	Implementing portfolio assessment as classroom innovation in EFL writing (Project no.: HKBU 22400414)	PI	HKD\$427,260	GRF/ECS (RGC)
2013-15	Exploring pre-service teachers' assessment literacy in Hong Kong language education	PI	HKD\$100,000	Start-up Grant (HKBU)
2011-12	Developing learning potential from internal school tests	PI	HKD\$29,580	KT Fund (EdUHK)
2011-12	Implementing innovative feedback approaches in secondary EFL writing in Hong Kong (PI: Professor Icy Lee, Project no.: CUHK 10486)	Co-I	HKD\$441,825	GRF (RGC)
2009-11	Developing formative instructional power from internal school tests (PI: Professor David Carless, Project no.: HKU 740609H)	Co-I	HKD\$492,200	GRF (RGC)
2008-09	Implementing formative assessment in teacher education classrooms	PI	HKD\$20,000	DRF (EdUHK)
2004-06	Making school-based assessment more effective in English language education (PI: Professor Chris Davison)	Co-I	HKD\$314,000	QEF (EDB)

Publications

International refereed journals, book chapters and authored books

1. Lam, R. (Forthcoming). *Integrating e-Portfolios into L2 Classrooms: Education for the Future*. Bristol: Multilingual Matters. (Sole-authored book)
2. Gan, L., & Lam, R. (Forthcoming). Language assessment literacy development of a novice university English teacher in the Chinese context. *RELC Journal*. (SSCI-indexed journal)
3. Lam, R. (in press). Portfolio assessment. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (2nd edition). Wiley.
4. Lam, R. (in press). Understanding the usefulness of e-Portfolios: Linking artefacts, reflection, and

- validation. *International Review of Applied Linguistics in Language Teaching*, <https://doi.org/10.1515/iral-2022-005>. (SSCI-indexed journal)
5. Gu, P.Y., & **Lam, R.** (2023). Developing assessment literacy for classroom-based formative assessment [Special Issue]. *Chinese Journal of Applied Linguistics*, 46(2), 155-161. (SCOPUS-indexed journal)
 6. Gan, L., & **Lam, R.** (2023). A tale of two teachers: Construction of novice university English teachers' assessment identity. *Chinese Journal of Applied Linguistics*, 46(2), 219-236. (SCOPUS-indexed journal)
 7. Lam, R. (2023). E-Portfolios: What we know, what we don't, and what we need to know. *RELC Journal*, 54(1), 208-215. (SSCI-indexed journal)
 8. **Lam, R.**, Lau, M., & Wong, J. (2023). E-Portfolios as a technology-enabled assessment: Surviving or accommodating COVID-19. In K. Sadeghi, M. Thomas & F. Ghaderi (Eds.), *Technology-Enhanced Language Teaching and Learning: Lessons from the COVID-19 Pandemic* (pp. 183-196). London: Bloomsbury.
 9. Wang, L., & **Lam, R.** (2023). Native English teachers' beliefs and practices in teaching oral communication: A multiple case study in China. *Indonesian Journal of Applied Linguistics*, 12(3), 679-693. <https://doi.org/10.17509/ijal.v12i3.45538>. (SCOPUS-indexed journal)
 10. Lyu, M., & **Lam, R.** (2023). [Review of the book *Talking about Second Language Acquisition*, by K. Sadeghi]. *Iranian Journal of Language Teaching Research*, 11(1), 178-181.
 11. Lam, R. (2022). Test usefulness of e-Portfolios: An alternative approach during and beyond the pandemic. In K. Sadeghi (Ed.), *Technology-Assisted Language Assessment in Diverse Contexts: Lessons from the Transition to Online Testing during COVID-19* (pp. 181-195). New York: Routledge.
 12. Lam, R. (2022). E-Portfolios for self-regulated and co-regulated learning: A review. *Frontiers in Psychology*, 13:1079385. DOI: 10.3389/fpsyg.2022.1079385 (SSCI-indexed journal)
 13. **Lam, R.**, & Moorhouse, B.L. (2022). *Using Digital Portfolios to Develop Students' Writing: A Practical Guide for Language Teachers*. New York: Routledge. (Co-authored book)
 14. Gan, L., & **Lam, R.** (2022). A review on language assessment literacy: Trends, foci and contributions. *Language Assessment Quarterly*, 19(5), 503-525. (SSCI-indexed journal)
 15. Wang, L., & **Lam, R.** (2022). University instructors' enactment of professional agency in teaching spoken English as a foreign language. *Frontiers in Education*, 7:909048. doi: 10.3389/educ.2022.909048 (SSCI-indexed journal)
 16. Lam, R. (2022). [Review of the book *Assessing Second Language Reading: Insights from Cloze Tests*, by K. Sadeghi]. *RELC Journal*. <https://doi.org/10.1177/00336882211072901> (SSCI-indexed journal)
 17. Lam, R. (2022). Assessment training in the use of portfolios: Voices from writing teachers. In L. Hamp-Lyons & J. Yan (Eds.), *Assessing the Writing of Chinese Learners of English* (pp. 235-252). UK: Springer.
 18. Lam, R. (2022). Assessing creative writing formatively and summatively with e-Portfolios: A case

- study in Hong Kong. In B. Chamcharatsri & A. Iida (Eds.), *International Perspectives on Using Creative Writing in Second Language Education: Supporting Language Learners' Proficiency, Identity and Creative Expression* (pp. 171-181). New York: Routledge.
19. Lam, R. (2021). Using ePortfolios to promote assessment of, for, as learning in EFL writing. *The European Journal of Applied Linguistics and TEFL*, 10(1), 101-120.
 20. Lam, R. (2020). Why reinvent the wheel? E-portfolios are for learning. *ELT Journal*, 74(4), 488-491. (SSCI-indexed journal)
 21. Gan, L., & **Lam, R.** (2020). Understanding university English instructors' assessment training needs in the Chinese context. *Language Testing in Asia*, 10:11, <https://doi.org/10.1186/s40468-020-00109-y> (SCOPUS-indexed journal)
 22. Lam, R. (2020). Investigating assessment as learning in second language writing: A qualitative research perspective. *International Journal of Qualitative Methods*, 19(1), 1-10. <https://doi.org/10.1177/1609406920938572> (SSCI-indexed journal)
 23. Lam, R. (2020). Writing portfolio assessment in practice: Individual, institutional, and systemic issues. *Pedagogies: An International Journal*, 15(3), 169-182. (SCOPUS-indexed journal)
 24. Wang, L., & **Lam, R.** (2020). Exploring an EFL teacher's beliefs and practices in teaching topical debates in Mainland China. *Iranian Journal of Language Teaching Research*, 8(1), 25-44. (SCOPUS-indexed journal)
 25. Lam, R. (2019). *Using Portfolios in Language Teaching* (New Portfolio Series 4). Singapore: SEAMEO RELC. (Sole-authored book)
 26. Lam, R. (2019). Evolution of writing assessment in Hong Kong secondary schools: Policy, practice and implications for literacy development. In B. Reynolds & M. F. Teng (Eds.), *English Literacy Instruction for Chinese Speakers* (pp. 143-157). Singapore: Palgrave MacMillan.
 27. Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions and practices of classroom-based writing assessment in Hong Kong. *System*, 81, 78-89. (SSCI-indexed journal)
 28. Lam, R. (2018). [Review of the book *The Politics of English Second Language Writing Assessment in Global Contexts*, edited by T. Ruecker & D. Crusan]. *Journal of Second Language Writing*, 41, 80-82. (SSCI-indexed journal)
 29. Lam, R. (2018). Understanding assessment as learning in writing classrooms: The case of portfolio assessment [Special issue]. *Iranian Journal of Language Teaching Research*, 6(3), 19-36. (SCOPUS-indexed journal)
 30. Lam, R. (2018). *Portfolio Assessment for the Teaching and Learning of Writing*. Singapore: Springer. (Sole-authored book)
 31. Lam, R. (2018). Testing, drilling and learning: What purpose does the Grade 3 Territory-Wide System Assessment serve? *Asia Pacific Education Review*, 19(3), 363-374. (SSCI-indexed journal)
 32. Lam, R. (2018). Teacher learning of portfolio assessment practices: Testimonies of two writing teachers. In H. Jiang & M. F. Hill (Eds.), *Teacher Learning from Classroom Assessment: Perspectives from Asia Pacific* (pp. 99-118). New York: Springer.
 33. Lam, R. (2018). Promoting self-reflection in writing: A showcase portfolio approach. In A. Burns

- & J. Siegel (Eds.), *International Perspectives on Teaching Skills in ELT* (pp. 219-231). London: Palgrave MacMillan.
34. Lam, R. (2017). Enacting feedback utilization from a task-specific perspective. *The Curriculum Journal*, 28(2), 266-282.
35. Lam, R. (2017). Taking stock of portfolio assessment scholarship: From research to practice. *Assessing Writing*, 31, 84-97. (SSCI-indexed journal)
36. Lam, R. (2016). Assessment as learning: Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom. *Studies in Higher Education*, 41(11), 1900-1917. (SSCI-indexed journal)
37. Lam, R. (2016). Implementing assessment for learning in a Confucian context: The case of Hong Kong 2004-14. In D. Wyse, L. Hayward & J. Pandya (Eds.), *The Sage Handbook of Curriculum, Pedagogy and Assessment*, Vol. 2 (pp. 756-771). London: Sage.
38. Lam, R. (2015). Convergence and divergence of process and portfolio approaches to L2 writing instruction: Issues and implications. *RELC Journal*, 46(3), 293-308. (SSCI-indexed journal)
39. Lam, R. (2015). Understanding EFL students' development of self-regulated learning in a process-oriented writing course. *TESOL Journal*, 6(3), 527-553. (SCOPUS-indexed journal)
40. Lam, R. (2015). Feedback about self-regulation: Does it remain an 'unfinished business' in portfolio assessment of writing? *TESOL Quarterly*, 49(2), 402-413. (SSCI-indexed journal)
41. Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, 32(2), 169-197. (SSCI-indexed journal)
42. Lam, R. (2014). Can student-generated test materials support learning? *Studies in Educational Evaluation*, 43, 95-108. (SCOPUS-indexed journal)
43. Lam, R. (2014). Promoting self-regulated learning through portfolio assessment: Testimony and recommendations. *Assessment & Evaluation in Higher Education*, 39(6), 699-714. (SSCI-indexed journal)
44. Carless, D., & **Lam, R.** (2014). The examined life: Perspectives of lower primary school students in Hong Kong. *Education 3 – 13: International Journal of Primary, Elementary and Early Years Education*, 42(3), 313-329. (SCOPUS-indexed journal)
45. Carless, D., & **Lam, R.** (2014). Developing assessment for productive learning in Confucian-influenced settings: Potentials and challenges. In C. Wyatt-Smith, V. Klenowski & P. Colbert (Eds.), *Designing Assessment for Quality Learning* (pp. 167-179). Dordrecht: Springer.
46. Lam, R. (2013). The relationship between assessment types and text revision. *ELT Journal*, 67(4), 446-458. (SSCI-indexed journal)
47. Lam, R. (2013). Formative use of summative tests: Using test preparation to promote performance and self-regulation. *The Asia-Pacific Education Researcher*, 22(1), 69-78. (SSCI-indexed journal)
48. Lam, R. (2013). Two portfolio systems: EFL students' perceptions of writing ability, text improvement, and feedback. *Assessing Writing*, 18(2), 132-153. (SSCI-indexed journal)

49. Lam, R. (2011). Trying out comment-only marking (COM): A worthwhile experience. *SLWIS Newsletter, TESOL*, 6(2), 9-12.
50. Lam, R. (2010). The role of self-assessment in students' writing portfolios: A classroom investigation. *TESL Reporter*, 43(2), 16-34.
51. Lam, R. (2010). A peer review training workshop: Coaching students to give and evaluate peer feedback. *TESL Canada Journal*, 27(2), 114-127.
52. **Lam, R.**, & Lee, I. (2010). Balancing the dual functions of portfolio assessment. *ELT Journal*, 64(1), 54-64. (SSCI-indexed journal)
53. Lam, R. (2008). Adopting effective portfolio-based assessment: An integrative approach. *Modern English Teacher*, 17(1), 36-41.
54. Lam, R. (2006). Students' perceptions of the implementation of portfolio assessment in the language classroom. In C. Davison (Ed.), *Enhancing Effective English Language Assessment in Secondary Schools: Integrating Theory and Practice*. Quality Education Fund/Faculty of Education, The University of Hong Kong.

Invited plenary talks, research seminars, and workshops

55. Lam, R. (2023, July). *Understanding language assessment literacy: Basic concepts and skills*. In-service Programme for the Guangdong English Teachers in the 2022/23 School Year. The Chinese University of Hong Kong and Education Bureau. (Workshop)
56. Lam, R. (2023, July). *E-Portfolio assessment: Is it for language teaching or language assessment?* In-service Programme for the Guangdong English Teachers in the 2022/23 School Year. The Chinese University of Hong Kong and Education Bureau. (Workshop)
57. Lam, R. (2023, July). *Post-pandemic reflection on innovative use of e-Portfolio: Stepping up its instructional role in L2 writing*. The 8th Hong Kong Association for Applied Linguistics (HAAL) Conference 2023, The Hang Seng University of Hong Kong, Hong Kong, China. (Invited Presentation)
58. Lam, R. (2023, March). *Adopting e-Portfolios to sustain self-regulated and co-regulated learning: A classroom-assessment perspective*. Hong Kong Association for Applied Linguistics (HAAL), The Hong Kong Polytechnic University. (Seminar)
59. Lam, R. (2022, September). *Electronic portfolios as an alternative assessment during the pandemic*. Pre-Conference Workshop Series, 2nd International Conference on Applied Linguistics and Language Education, National University of (Philippines) and University of Economics Ho Chi Minh City (Vietnam), Manila, the Philippines. (Workshop)
60. Lam, R. (2022, July). Panel Discussion - *How to implement blended learning in primary and secondary schools under a new normal of education*. Jockey Club Flipped Learning Project (1.0) Expo 2022. The Chinese University of Hong Kong and Hong Kong Baptist University, Hong Kong. (Webinar)

61. Lam, R. (2022, April). *The power of e-Portfolio assessment: Its test usefulness during and beyond the COVID-19 pandemic*. Department of Foreign Languages, Tehran University of Medical Sciences, Iran. (Webinar)
62. Lam, R. (2021, August). *Using e-Portfolios to connect language teaching, learning, and assessment: A pragmatic approach*. Dissemination Seminar of Quality Education Fund (QEF) Project 2020/21. Centre for Language Education and Multiliteracies Research, Faculty of Education, The Chinese University of Hong Kong, Hong Kong. (**Plenary**)
63. **Lam, R.**, Lau, M., & Wong, J. (2021, July). *E-Portfolios as a technology-enabled assessment: Surviving or accommodating Covid-19*. Learning & Teaching Expo Online 2021: Futures of Education, Hong Kong Education City, Hong Kong.
64. Lam, R. (2021, June). *An exploratory study of language assessment training in Hong Kong: Trends, quality and development*. 25th Anniversary Conference of SCOLAR, Standing Committee on Language Education and Research, Education Bureau, Hong Kong. (Research seminar)
65. Lam, R. (2021, May). *Communicating with your students via e-assessment*, Joint HKBU-EdUHK Workshop Series of the Advanced Study Institute for Authentic Assessment. Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong. (Workshop)
66. Lam, R. (2021, March). *From paper to digital portfolios: Evolution of writing portfolio-based research - 1980-2020*. 55th RELC International Conference on Sustainable Language Education: Standards, Strategies and Systems, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore. (**Plenary**)
67. Lam, R. (2020, August). *Workshop series of online teaching, learning & assessment - My paradigm shift of using alternative assessment*, Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong. (Online Induction Workshop)
68. Lam, R. (2020, March). *Assessing students' performance online - digital assessment: Teaching and learning experience sharing (TALES) 2019-20 Seminar Series*, Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong. (Workshop)
69. Lam, R. (2020, February). *eLearning 101 - setting up online classes: Teaching and learning experience sharing (TALES) 2019-20 Seminar Series*, Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong. (Workshop)
70. Lam, R. (2020, January). *Synergizing teaching and research into assessment literacy: Beyond a confession*. Departmental Teaching and Learning Seminar, Department of Education Studies, Hong Kong Baptist University, Hong Kong. (Seminar)
71. Lam, R. (2019, September). *Investigating assessment as learning in L2 writing: A qualitative research perspective*. 1st International Triennial Conference on Qualitative Research on Language Education in Contemporary Asia: New Perspectives, Directions, and Innovations, Surakarta, Central Java, Indonesia. (**Plenary**)
72. Lam, R. (2019, August). *Writing assessment literacy: The role of assessment training in portfolio use*. 28th MELTA International Conference 2019 on English Language Education and Society 5.0: Developing Sustainable Literacies. Kuching, Sarawak, Malaysia. (**Invited Featured Paper**)

73. Lam, R. (2018, August). *Assessment as learning in classroom-based writing assessment: Aligning theory, research and practice*. Siliwangi International English Conference 2018, Siliwangi University, Tasikmalaya, Indonesia. **(Plenary)**
74. Lam, R. (2017, April). *What research tells us about writing portfolio assessment in practice: Trends, issues and future directions*. Hong Kong Association for Applied Linguistics (HAAL), The Hong Kong Polytechnic University. (Seminar)
75. Lam, R. (2017, March). *Issues in writing portfolio assessment: An assessment-as-learning perspective*. Learning & Teaching @ EdUHK Festival 2017: Innovation and Excellence, Department of English Language Education, The Education University of Hong Kong. (Seminar)
76. Lam, R. (2017, March). *Reflection on a teacher educator's professional journey: Up close and personal*. Learning & Teaching @ EdUHK Festival 2017: Innovation and Excellence, Department of Linguistics and Modern Language Studies, The Education University of Hong Kong. (Seminar)
77. Lam, R. (2014, June). *Helping students to tackle the standardized writing assessment: A genre-based perspective*, Pearson 2014 HKDSE English Language Exam Analysis, Pearson, Hong Kong. **(Plenary)**
78. Lam, R. (2013, April). *Formative use of summative tests: Using test preparation to promote performance and self-regulation*, Departmental Research Seminar, Department of Education Studies, Hong Kong Baptist University, Hong Kong. (Seminar)
79. Carless, D., & **Lam, R.** (2012, December). *Learning-oriented assessment in Confucian-influenced settings: Challenges and possibilities*, Symposia on Classroom-based Assessment, The Second GDUFS Forum on Applied Linguistics, Guangzhou, China.
80. **Lam, R.**, Court, K., & Johnson, H. (2011, March). *An enterprise project: Working with international partners*, Faculty of Education Development Day: Scholarship, Research and Enterprise, The University of Cumbria, Lancaster, UK. **(Plenary)**
81. Lam, R. (2011, January). *Enhancing student learning through formative assessment strategies*, Professional Development Day, Emmanuel Primary School, To Kwa Wan, Kowloon. (Seminar)
82. Lam, R. (2009, June). *Professional development workshop on Social Issues (New Senior Secondary English Curriculum)*, CCC Kei Chi Secondary School, Kwun Tong, Kowloon (Workshop)

Papers presented in international conferences

83. Kang, M., & **Lam, R.** (2023, August). *Understanding university English instructors' formative assessment literacy in China*. The 21st Asia TEFL International Conference - Celebrating ELT in Asia: Visions & Aspirations. DCC, Daejeon, South Korea.
84. Gan, L., & **Lam, R.** (2023, June). *All roads lead to Rome? Language assessment literacy development of university English teachers in China*, the 44th Language Testing Research Colloquium, International Language Testing Association, New York, USA.
85. Gan, L., & **Lam, R.** (2022, May). *Language assessment literacy development of a novice*

- university English teacher: A narrative inquiry*, the First Online International Conference on Fostering Language Assessment Literacy for University English Teachers: Facts and Future Perspectives, Biskra University, Algeria.
86. Gan, L., & **Lam, R.** (2021, March). *A scoping review on language assessment literacy: Trends, challenges and prospects*, 55th RELC International Conference – Sustainable Language Education: Standards, Strategies and Systems, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore.
87. Gan, L., & **Lam, R.** (2020, November). *Understanding English instructors' assessment training needs in the Chinese context*, Asia TEFL 2020 International Conference - Interweaving Theory and Practice in ELT in Asia: Creating New Prospects for the Future, KINTEX Conference Centre, Goyang, South Korea.
88. Lam, R. (2018, March). *Writing assessment literacy: Investigating secondary-level teacher conceptions, knowledge and practices*, 53rd RELC International Conference on 50 Years of English Language Teaching and Assessment - Reflections, Insights and Possibilities, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore.
89. Lam, R. (2017, June). *Writing portfolio assessment: Principles, issues and recommendations*. The 16th Symposium on Second Language Writing: Assessing Second Language Writing, Chulalongkorn University, Bangkok, Thailand.
90. Lam, R. (2017, March). *Pedagogy on self-reflection in writing: An illustration of showcase portfolio approach*, 52nd RELC International Conference on Dimensions of Language Education: Policy, Perspectives, Practice, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore.
91. Lam, R. (2016, March). *Engaging students with feedback in language classrooms: We know why not how*, 51st RELC International Conference on Teaching Literacies - Emerging Pathways and Possibilities in Language Education, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore.
92. Lam, R. (2016, March). *A mirage or an oasis? Language assessment training in Hong Kong*, 51st RELC International Conference on Teaching Literacies - Emerging Pathways and Possibilities in Language Education, Southeast Asian Ministers of Education Organization - Regional Language Centre, Singapore.
93. Lam, R. (2015, May). *Assessment as learning: Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom*, International Conference: Assessment for Learning in Higher Education 2015, The University of Hong Kong, Hong Kong.
94. Lam, R. (2014, June). *Student-generated test materials as a means to empower learning*, Second Thammasat University International ELT Conference, Redesigning the Ecology of Asian Englishes: Where Theory Meets Practice, Bangkok, Thailand.
95. **Lam, R.**, Mak, P., & Lee, I. (2012, March). *Understanding EFL students' self-learning capacity in two portfolio classrooms*, TESOL International Convention & English Language Expo: A Declaration of Excellence, Philadelphia, Pennsylvania, USA.

96. Lam, R. (2011, June). *Portfolio assessment as a process of change: Instructors' perspectives*, Symposium on Second Language Writing 2011, Writing for Scholarly Publication: Beyond "Publish or Perish", National Taiwan Normal University, Taipei, Taiwan.
97. Lam, R. (2009, December). *Pedagogical and theoretical implications of two portfolio assessment approaches: Writing for learning or writing for evaluation?* Third HAAL Research Forum, Hong Kong Association for Applied Linguistics, Hong Kong.
98. **Lam, R.**, & Lee, I. (2009, November). *Balancing the dual functions of portfolio assessment: Lessons from a case study*, Symposium on Second Language Writing 2009: The Future of Second Language Writing, Arizona State University, Tempe, Arizona, USA.
99. Lam, R. (2008, December). *Exploring two portfolio approaches in the EFL writing classroom*, 13th International Conference on English in South East Asia (ESEA 2008): Englishes and Literatures-in-English in a Globalised World, National Institute of Education (NIE), Nanyang Technological University, Singapore.
100. Lam, R. (2008, August). *Designing effective portfolio assessment in the EFL context*, 2008 Asia TEFL International Conference, Globalizing Asia: The Role of ELT, Sanur Paradise Plaza Hotel, Bali, Indonesia.
101. Lam, R. (2008, June). *Impact of peer review on EFL students: A case in Hong Kong*, Symposium on Second Language Writing, Foreign Language Writing Instruction: Principles and Practices, Purdue University, West Lafayette, Indiana, USA.
102. Lam, R. (2008, January). *Integrating alternative assessment into a writing course: Examining teachers' readiness*, Responding to Change: Flexibility in the Delivery of Language Programmes, An International Conference, Hong Kong University of Science and Technology and Payap University, Hong Kong and Thailand.
103. Lam, R. (2007, September). *Exploring a model of integrative showcase portfolio in an ESL classroom: A pilot study*, Symposium on Second Language Writing 2007, Nagoya Gakuin University, Nagoya, Japan.
104. Lam, R. (2007, June). *Implementing portfolio-based assessment in higher education: Students' perspectives*, Second HAAL Research Forum, Hong Kong Association for Applied Linguistics, Hong Kong.
105. Lam, R. (2007, February). *Implementation of school-based assessment: Impact of writing portfolio on students' perceptions*, Postgraduate Research Conference, University of Hong Kong, Hong Kong.
106. Lam, R. (2006, April). *Students' perceptions of the implementation of portfolio assessment in the language classroom*, Enhancing Effective English Language Assessment in the Secondary School: Integrating Theory and Practice, University of Hong Kong, Hong Kong.
107. Lam, R. (2005, July). *SBA: Is it something new?* Seminar on Preparation for School-based Assessment of 2007 CE English, Hong Kong Education City, Hong Kong.

- 2023 Invited non-panel reviewer of research proposal for Public Policy Research Funding Scheme, (PPRFS; the Government of the Hong Kong Special Administrative Region, Hong Kong, China)
- 2023 Guest Editor of a Special Issue for *Chinese Journal of Applied Linguistics* (CJAL) titled “Developing assessment literacy for classroom-based formative assessment” with Dr. Peter Yongqi GU from Victoria University of Wellington.
<https://www.degruyter.com/journal/key/CJAL/html>
- 2022- Invited member of *The Journal of Asia TEFL* Editorial Board by Asia TEFL
- 2021- Invited member of the *Iranian Journal of Language Teaching Research* (IJLTR) Editorial Board
- 2021 Invited external reviewer of Education Research Funding Programme (ERFP) grant application for the 26th Request for Proposals (RFP; Office of Education Research, National Institute of Education, Singapore)
- 2021 Invited external reviewer of Education Research Funding Programme (ERFP) grant application for the 25th Request for Proposals (RFP; Office of Education Research, National Institute of Education, Singapore)
- 2021-to date Invited reviewer of *Journal of Second Language Writing*
- 2020 Associate Editor of *Frontiers in Psychology* and *Frontiers in Education, Frontier Open-Access Journal*
- 2020 Invited reviewer of *Frontiers in Psychology*
- 2020 Invited reviewer of book proposal “*Student Self-Assessment: A Process for Learning*”, Routledge
- 2019 Invited external reviewer of a teaching and learning proposal entitled “*Telecollaboration in Tertiary Education: Cultivating Students’ Intercultural Communication Competence and Problem-solving Skills in Teaching and Learning Second Language*” for Teaching Development Grant (TDG) and Community of Practice (CoP) Projects of the Education University of Hong Kong
- 2019 Invited external reviewer of *the Katie Shu Sui Pui Charitable Trust – Research and Publication Fund (Applied Research)* from the Open University of Hong Kong
- 2018-to date Invited reviewer of *Iranian Journal of Language Teaching Research* (IJLTR)
- 2018 Invited external reviewer of a teaching and learning proposal for *Teaching Development Grant (TDG) and Community of Practice (CoP) Projects of the Education University of Hong Kong*
- 2018-to date Invited reviewer of *International Journal of Language Testing and Assessment* (IJLTA)
- 2018-to date Invited reviewer of *European Journal of Teacher Education*
- 2018 Invited proposal reviewer of *16th Asia TEFL International Conference* (Macau, China)
- 2017 Invited external reviewer of grant application for the Nineteenth Request for Proposals (Office of Education Research, National Institute of Education, Singapore)

- 2017-to date Invited reviewer of *Journal of English for Academic Purposes*
- 2016-to date Invited reviewer of *The Journal of Asia TEFL*
- 2016-to date Invited reviewer of *Studies in Higher Education*
- 2016-to date Invited reviewer of *Papers in Language Testing and Assessment (PLTA): An International Journal of the Association for Language Testing and Assessment of Australia and New Zealand*
- 2016 Invited reviewer of book proposal “*Designing Quality Authentic Assessments*”, Routledge
- 2016 Invited reviewer of book series proposal “*Assessment in Schools: Principles in Practice*”, Routledge
- 2016-to date Invited reviewer of *Assessment in Education: Principles, Policy & Practice*
- 2016-to date Invited reviewer of *Pedagogies: An International Journal*
- 2016-to date Editorial reviewer of *Asian EFL Journal*
- 2016-to date Invited reviewer of *Open Learning: The Journal of Open and Distance Learning*
- 2016-to date Invited reviewer of *TESOL Journal*
- 2016 Invited official reviewer of *TESOL 2017 International Convention & English Language Expo* (Seattle, Washington, USA)
- 2016-to date Invited reviewer of *British Journal of Educational Technology*
- 2016-to date Invited reviewer of *European Journal of Engineering Education*
- 2016-to date Invited reviewer of *Asia Pacific Education Review*
- 2016-to date Invited reviewer of *Education Journal*
- 2016-to date Invited reviewer of *Educational Research for Policy and Practice*
- 2015-to date Invited reviewer of *RELC Journal*
- 2015-to date Invited reviewer of *TESL-EJ*
- 2015-to date Invited reviewer of *Educational Studies*
- 2015-to date Invited reviewer of *Language Assessment Quarterly*
- 2015 Invited reviewer of book proposal “*Strategy Use and Reading Test Performance: A Perspective of Chinese College Students*”, Springer
- 2015 Invited official reviewer of *TESOL 2016 International Convention & English Language Expo* (Baltimore, Maryland, USA)
- 2015 Invited proposal reviewer of *TESOL 2015 Regional Conferences - Excellence in Language Instruction: Supporting Classroom Teaching & Learning* (Singapore)
- 2015-to date Invited reviewer of *Language Testing*
- 2015-to date Invited reviewer of *The Curriculum Journal*
- 2015-to date Invited reviewer of *TESOL Quarterly*
- 2014-to date Invited reviewer of *Journal of Computer Assisted Learning*
- 2014-to date Invited article editor for *Sage Open Journal*
- 2014 Invited proposal reviewer of *TESOL 2015 International Convention & English Language Expo* (Toronto, Canada)

- 2014 Invited proposal reviewer of *the Higher Education Research and Development Society of Australasia (HERDSA) Conference 2014* (Hong Kong, China)
- 2014-to date Invited reviewer of *Learning: Research & Practice Journal*
- 2014-to date Invited reviewer of *Assessment & Evaluation in Higher Education*
- 2013-to date Invited reviewer of *System*
- 2013-to date Invited reviewer of *Assessing Writing*
- 2013-to date Invited reviewer of *Studies in Educational Evaluation*
- 2012-to date Invited reviewer of *The Asia-Pacific Education Researcher*
- 2012 Self-nominated proposal reviewer of *TESOL 2013 International Convention & English Language Expo* (Dallas, Texas, USA)
- 2012 Invited reviewer of *Journal of Languages and Culture*
- 2010-to date Invited reviewer of *Instructional Science*

Courses taught at Hong Kong Baptist University

Undergraduate and postgraduate levels: BA/BSocSc & BEd (double degree programmes in English and Liberal Studies), MEd, PGDE STSK, EdD

1. Grammar for Teaching (EDUC 7680)
2. Psycholinguistics and Sociolinguistics in ELT (EDUC 7700)
3. Classroom Management and Communications (EDUC 2005)
4. Integration, Reflection and Innovation in ELT (Primary & Secondary) (EDUC 4026/4027)
5. Curriculum Development for the 21st Century: Global Perspectives (EDUD 7080)
6. Critical Issues in English Language Assessment (EDUD 7060)

Service to Hong Kong Baptist University

- 2021-23 Associate Head, Department of Education Studies
Chair of Master Programme Planning and Management Committee
Chair of Teacher Education Management Committee
Coordinator of Quality Assurance Committee (Department of Education Studies)
Member of EDUC Advisory Committee
Department Representative of Faculty Learning and Teaching Committee (FLTC)
- 2021-22 Faculty Representative of Faculty of Social Sciences on the Taught Postgraduate Regulations Committee (TPRC)
- 2016-23 Programme Director of Master of Education
Chair of Master Programme Planning and Management Committee
Member of Quality Assurance Committee (Department of Education Studies)
Member of Doctor of Education Programme Management Committee

Member of Student Support Committee (Department of Education Studies)
Chief adviser of Honours Project (double degree, English)
Course Coordinators of EDUC 2005, 4026/4027, 7700, 7680 and EDUD 7060
Member of Working Group on Policy Review and Development (AY 2020/21)

2015-16 Programme Director of Master of Education
Chair of Master Programme Planning and Management Committee
Member of Quality Assurance Committee (Department of Education Studies)
Member of Teacher Education/MEd Programmes Planning Committee
Course Coordinators of EDUC 2005, 4026/4027, 7700 and 7680
Supervisor of MEd Independent Project
Chief adviser of Honours Project (double degree, English)
Member of 2016 Hong Kong Baptist University and Sun Yat-Sen University
EDUC-SYSU Exchange Programme Organizing Committee

2014-15 Full-time MEd Programme Coordinator
Associate Chair of MEd Programme Committee
Member of Quality Assurance Committee (Department of Education Studies)
Course Coordinators of EDUC 2005, 3009/3100, 7700 and 7680
Supervisor of two MEd Independent Projects
Second Examiner of two Honours Projects (double degree, English)

2013-14 Full-time MEd Programme Coordinator
Associate Chair of MEd Programme Committee
Member of Quality Assurance Committee (Department of Education Studies)
Member of Student Support Committee (Department of Education Studies)
Course Coordinators of EDUC 2040, EDUC 7700, and EDUC 7680
Editorial Board Member of Faculty Bulletin (Faculty of Social Sciences)
Chief adviser of Honours Project (double degree, English)

2012-13 Member of EDUC Research Committee (Department of Education Studies)
Member of Student Support Committee (Department of Education Studies)
Member of MEd Programme Committee
Course Coordinators of EDUC 2040 and EDUC 7680
Editorial Board Member of Faculty Bulletin (Faculty of Social Sciences)
Supervisor of MEd Independent Project and Second Examiner of MEd Dissertation

Courses taught at the Education University of Hong Kong

Undergraduate level: BA (CEE), BA (ES) & BEd (ELE), BA (LS), BEd (EL), BEd (P)

1. Exploring Written Genres (ENG 2265)
2. Language Assessment (ENG 3280)
3. Studies of Discourse Analysis (ENG 4125)
4. Spoken and Written Discourse (ENG 2340)
5. Written and Spoken Discourse for ELT (ENG 2213)
6. Assessment for Learning in the ESL Classroom (ENG 3172)

Postgraduate level: MA (TESOL), MEd (ELE), PDES, PGDE (S), PDP

7. English Language Curriculum (ENG 5153)
8. Curriculum and Assessment (ENG 6358)
9. Written and Spoken Discourse for ELT (ENG 6213)
10. Written and Spoken Discourse for ELT (ENG 5213)
11. Planning for English Medium Teaching and Learning (ENG 5145)
12. Differentiated Instruction & Assessment in Primary English (ENG 5365)
13. Assessing Communicative Competence in Task-based Learning (ENG 0307)
14. Understanding and Interpreting the New Senior Secondary English Language Curriculum for English Teachers (PDP)

Service to the Education University of Hong Kong

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| 2011-12 | Programme Leader of BA(ENG) & BEd (ENG EDU) |
| 2010-11 | Working Member of FE sub-committee of Departmental Learning and Teaching Committee (DLTC) |
| 2009-11 | Field Experience Coordinator of PGDE (S) |
| 2009-11 | Elected Member of Departmental Management Committee (DMC) |
| 2010-11 | Associate Programme Leader of BA (CEE) |
| 2009-10 | Programme Leader of BA (CEE) |
| 2008-09 | Field Experience Coordinator of BEd (P) |
| 2008-09 | Departmental Programme Coordinator of BEd (P) |
| 2007-12 | Member of Departmental Research Development Committee (DRDC) |

Service to Academic and Professional Community

- | | |
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| 2023 | Appointed International Advisory Board Member of <i>International Journal of Modern Languages and Applied Linguistics</i> (IJMAL), Academy of Language Studies, Universiti Teknologi MARA (UiTM), Shah Alam, Selangor, Malaysia |
| 2023 | External Examiner of PhD Examination - Thesis Title: “ <i>Teachers’ formative assessment practices in English as a foreign language (EFL) tertiary classrooms in Vietnam: A mixed methods study</i> ”, Mr./Ms. Phuong Cao, School of Linguistics & Applied Language Studies, Victoria University of Wellington |
| 2023- | Editorial Advisory Board Member of <i>Asia Pacific Education Review</i> (APER) |

- 2022 Internal Examiner of EdD Examination - Thesis Title: “*A narrative inquiry of teachers’ identity experiences in a cross-cultural school context*”, Ms. MA Yaoyao, Winifred, Department of Education Studies, Hong Kong Baptist University
- 2022 Internal Examiner of EdD Examination - Thesis Title: “*Which one is more effective? Using Putonghua only or translanguaging as a medium of instruction in a CSL/CFL class*”, Mr. ZENG Denggao, Department of Education Studies, Hong Kong Baptist University
- 2021-24 Member of the Advisory Peer Group (APG) for the English Language Studies and English Teacher Education undergraduate programmes in the School of Education and Languages, The Open University of Hong Kong
- 2021 Member of the Independent Review Panel (IRP) for the Master of Arts in English Language Teaching and Testing (MA-ELTT), School of Humanities and Social Science, The Hang Seng University of Hong Kong
- 2021 Assessor of English Language (Primary 6) for Territory-wide System Assessment (TSA): Hong Kong Examinations and Assessment Authority
- 2021-25 External Examiner of double degree programme - Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) in English Language, Faculty of Humanities, The Education University of Hong Kong
- 2021 External Examiner of PhD Examination - Thesis Title: “*Approaching English medium instruction from ecological perspectives: A Vietnamese case study*”, Ms. Thi NGUYEN, School of Education, Faculty of Arts, Macquarie University
- 2021 External Examiner of PhD Examination - Thesis Title: “*Linking learners and learning: Building teacher and school leader capacity in effective feedback to improve student outcomes*”, Ms. Rochelle BURTON, Faculty of Humanities and Social Sciences, The University of Queensland
- 2020-23 Appointed Member of the Task Group on Language Proficiency Assessment for Teachers (LPAT), the Hong Kong Examinations and Assessment Authority (HKEAA)
- 2020-23 Member of the Advisory Peer Group (APG) for the Master of Arts in Applied English Linguistics in the School of Arts and Social Sciences, The Open University of Hong Kong
- 2020-23 Appointed Member of the Public Examinations Board (PEB) under the Hong Kong Examinations and Assessment Authority (HKEAA)
- 2020 External Examiner of PhD Examination - Thesis Title: “*Unveiling assessment for learning in Chinese university English-as-a-foreign-language classrooms: Teacher and student perspectives*”, Ms. Xiaoming (Molly) WU, Faculty of Education and Social Work, The University of Auckland
- 2020 External Examiner of EdD Examination - Thesis Title: “*Students’ perceptions of collaborative writing: A Hong Kong secondary school case study*”, Ms. Tam Ka Yi,

- Faculty of Education, The Chinese University of Hong Kong
- 2020 External Examiner of PhD Examination - Thesis Title: “*Beginning Chinese-heritage language teachers’ conceptions and practices of assessment*”, Ms. Jiani YUN, Faculty of Education and Social Work, The University of Auckland
- 2020 External Examiner of PhD Examination - Thesis Title: “*Supervisory feedback: A mixed-methods multi-perspectival study*”, Ms. Neupane Bastola Madhu, Department of English, The Hong Kong Polytechnic University
- 2020 External Examiner of EdD Examination - Thesis Title: “*Using differentiated instruction and backward planning to cater for learner diversity in an ESL classroom*”, Ms. CHENG Hong Nei, Connie, Faculty of Education, The University of Hong Kong
- 2020 External Examiner of PhD Examination - Thesis Title: “*The use of computer-adaptive formative assessment: Australian English language teacher perceptions*”, Mr. IJIWADE Oluwaseun Olasunkanmi, School of Education, The University of New South Wales
- 2020 External Examiner of EdD Examination - Thesis Title: “*Understanding the impacts from public English language examinations on local primary schools in Hong Kong*”, Ms. FENN Polly Kar Po, Faculty of Social Science and Law, University of Bristol
- 2020 External Examiner of PhD Examination - Thesis Title: “*The preparation of assessment literate teachers: Examining language testing and assessment courses in China and New Zealand*”, Ms. YAO Wenjing, Faculty of Education and Social Work, The University of Auckland
- 2020-21 Provision of Professional Support and Services for ‘i-Journey’ Paid Non-local Study Leave Scheme for Secondary School Teachers (2020/21), Education Bureau, HKSAR, Consultancy Work
- 2019-20 Provision of Professional Support and Services for ‘i-Journey’ Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20), Education Bureau, HKSAR, Consultancy Work
- 2019-22 Member of the Advisory Peer Group (APG) for the Master of Education suite of programmes in the School of Education and Languages, The Open University of Hong Kong
- 2019 Chair of the 8th Hong Kong Association for Applied Linguistics (HAAL) Conference Organizing Committee
- 2019 External team member of Quality Enhancement Support Scheme (QESS) funded project “*Enhancing Learning Experience of Engineering Students in Technical English Communication*” (Faculty of Science and Technology, Technological and Higher Education Institute of Hong Kong, THEi)
- 2019 External Examiner of MEd Thesis Examination - Thesis Title: “*Teacher*”

- perceptions of the impact of a school-developed professional learning programme on their effectiveness in assessing students' engagement and progress in learning*", Mr. Jaime RODRIGUEZ, School of Education, The University of New South Wales
- 2019 Assessor of English Language (Primary 6) for Territory-wide System Assessment (TSA): Hong Kong Examinations and Assessment Authority
- 2018-20 **President** of Hong Kong Association for Applied Linguistics (HAAL)
- 2018-20 Advisory Editor of *Asia Pacific Education Review* (APER)
- 2018 External Examiner of PhD Examination - Thesis Title: "*A belief system in EFL reading instruction: A multiple case study on Chinese university English teachers*", Mr. MO Xinyu, Department of English Language Education, The Education University of Hong Kong
- 2018 External Examiner of EdD Examination - Thesis Title: "*Fostering self-directed learning through a school-based out-of-class English learning programme: A case study of less able learners in a Hong Kong secondary school*", Ms. CHEUNG Hiu Tung, Becky, Faculty of Education, The Chinese University of Hong Kong
- 2018 Internal Examiner of PhD Examination - Thesis Title: "*Didactical interactions and tool-task dialectic in mathematics classrooms*", Mr. LEI Ka Hio, Department of Education Studies, Hong Kong Baptist University
- 2017 Member of the 16th Asia TEFL International Conference Organizing Committee
- 2018 Assessor of English Language (Primary 6) for Territory-wide System Assessment (TSA): Hong Kong Examinations and Assessment Authority
- 2017 External Examiner of PhD Examination - Thesis Title: "*Individual differences and written corrective feedback: Exploring the effects of direct and coded feedback on Chinese EFL learners' writing accuracy*", Ms. LI Yingying, Faculty of Education, The University of Hong Kong
- 2017 Assessor of English Language (Primary 6) for Territory-wide System Assessment (TSA): Hong Kong Examinations and Assessment Authority
- 2016- Appointed Member of the **Assessing Writing Editorial Board**
- 2017 External Examiner of EdD Examination - Thesis Title: "*Teacher factors and washback: Case studies of IELTS preparatory courses in Hong Kong*", Miss Rachel FT WONG, University of Bristol
- 2016-18 Appointed Member of the **TESOL Journal Editorial Advisory Board**
- 2016 External Examiner of PhD Examination - Thesis Title: "*Feedback practices in English writing skills at tertiary level in Vietnam*", Mrs. Thi Ha Nguyen, Monash University
- 2016 Member of the 6th Hong Kong Association for Applied Linguistics (HAAL) Conference Organizing Committee
- 2015- Appointed Member of the **Sage Open Journal Editorial Review Board**

- 2015- Appointed Member of the **RELC Journal Editorial Board**
- 2015-18 Executive Committee Member of Hong Kong Association for Applied Linguistics (HAAL)
- 2014-15 Assessor of English Language (Primary 6) for Territory-wide System Assessment (TSA): Hong Kong Examinations and Assessment Authority
- 2014- Executive Committee Member of Hong Kong Educational Research Association (HKERA)
- 2013-15 Chairperson of the Test Development Committee for Basic Competency Assessment (BCA) – Student Assessment (Key Stage Three English): Hong Kong Examinations and Assessment Authority
- 2010-12 Appointed English Advisor to assist in development of new English Programmes and Courses: Hong Kong School of Commerce
- 2008 Member of Moderation Group (English – Secondary) for Basic Competency Assessment (BCA) – Student Assessment: Hong Kong Examinations and Assessment Authority
- 2007 Expert Panelist for the English Enhancement Scheme for CMI Schools and Additional Support for EMI Schools: Education Bureau
- 2005-06 Marker of Paper I, English Language (Syllabus B), Hong Kong Certificate of Education Examination: Hong Kong Examinations and Assessment Authority.
- 2004-05 Appointed Teaching Adviser to mentor teacher trainees: The Chinese University of Hong Kong
- 2004-06 Oral Examiner of Paper IV, English Language (Syllabus A & B), Hong Kong Certificate of Education Examination: Hong Kong Examinations and Assessment Authority
- 2001-05 Item-writer and Marker of S.1 & S.3 English Language, Hong Kong Attainment Test: Education Bureau (Research and Test Development Section)

Professional Qualifications

- 2005 Relevant major degree (a Master's degree) in fulfillment of a subject-trained English language teacher serving in aided secondary schools required by The Standing Committee on Language Education and Research (SCOLAR)
- 2002 Exemption from the language proficiency assessment for teachers (LPAT) granted by the Hong Kong Examinations and Assessment Authority (HKEAA)
- 2002 Certificate course in school-based remedial teaching (Pass with Distinction): The Hong Kong Institute of Education
- 2001 Secondary school administration course for assistant master/mistress for Education Department (Pass): City University of Hong Kong
- 2001 Attainment of the upper intermediate level (UIT) of Information Technology Competency in Education (ITCE) required by the Education Department

- 2000 In fulfillment of English language teaching training (Postgraduate Certificate in Education) required by The Standing Committee on Language Education and Research (SCOLAR)
- 2000 Short-term in-service training course for teachers in schools admitting at least one class of territory-wide bottom 25% secondary one pupils (Pass): The Hong Kong Institute of Education

Academic Memberships

1. 2019- to date Individual Member of International Language Testing Association (ILTA)
2. 2015- to date Individual Member of Asian Association for Language Assessment (AALA)
3. 2014- to date Executive Committee Member of Hong Kong Educational Research Association (HKERA)
4. 2007- to date Member of Asia TEFL
5. 2008 - to date Member of TESOL International Association
6. 2006-09 Focal Group Member in L2 Writing of The Constituent Theme Funding ‘Language in Education and Assessment’ (Organized by Faculty of Arts and Faculty of Education)

Research Postgraduate Student Supervision

1. PhD Thesis Supervision (**Principal Supervisor**; Supervisee: LYU Min, Lena, ID: 214830000; Thesis Title: “*Private English tutors’ professional identity and the ecology of its formation: An ethnographic inquiry in China*”; Status: Ongoing)
2. EdD Thesis Supervision (**Principal Supervisor**; Supervisee: HE Jiaofei, Joanna, ID: 18446930; Thesis Title: “*The effect of metacognitive strategy training on English vocabulary learning for Chinese senior high school students*”; Status: **To be completed**)
3. PhD Thesis Supervision (**Principal Supervisor**; Supervisee: GAN Ling, Gloria, ID: 19481578; Thesis Title: “*Language assessment literacy development of university English instructors in Chinese context: An ethnographic case study*”; Status: **Completed**)
4. EdD Thesis Supervision (**Principal Supervisor**; Supervisee: KANG Miaomiao, Rita, ID: 18449891; Thesis Title: “*An investigation of university English instructors’ formative assessment literacy in China*”; Status: **Completed**)
5. EdD Thesis Supervision (**Principal Supervisor**; Supervisee: YANG Ke, Steve, ID: 16447093; Thesis Title: “*University teachers’ perceptions of English Medium of Instruction in a Sino-UK transnational university in China*”; Status: **Completed**)
6. PhD Thesis Supervision (**Principal Supervisor**; Supervisee: WANG Lan, Nancy, ID: 17481562; Thesis Title: “*Exploring EFL teachers’ pedagogical content knowledge for teaching speaking in Chinese universities: A multiple case study*”; Status: **Completed**)

7. PhD Thesis Supervision (Co-Supervisor; Supervisee: TENG Feng, Mark, ID: 16483332; Thesis Title: “*Understanding identities in practice, discourse, and activity: English lecturers’ experiences in the context of mainland China higher education reform*”; Status: **Completed**)
8. PhD Thesis Supervision (Co-Supervisor; Supervisee; LAU Man Yuen, Connie, ID: 09466738; Thesis Title: “*Investigating the implementation of ‘Fine-tuning Medium of Instruction Policy’ in Hong Kong*”; Status: **Completed**)