

Distinguished Professor Tien-Hui Chiang

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a. Research Interest

- Globalization and Education Policy;
- Human Capital Discourse and International Comparativeness;
- Sociology of Education;
- Educational Inequity;
- Teacher Professional Development;
- Comparative Education

b. Honor

1. Distinguished Visiting Professor, Hangzhou Normal University, Hangzhou, China (2020-)
2. Distinguished International Research Fellow, KEPET, University of Crete, Greece (2019-)
3. The 985-Project Professor, Beijing Normal University, Beijing, China (2013-5)
4. Distinguished Scholar, Ministry of Education, Taiwan (2014-6)
5. The Fulbright Senior Scholar, Fulbright Foundation, USA (2013-4)
6. Distinguished Scholar, Ministry of Education, Taiwan, (2011-3)
7. Excellent scholarship, National Science Council, Taiwan (2011)
8. Excellent scholarship, National Science Council, Taiwan (2010)

c. Post

1. Distinguished Professor, Anhui Normal University, China (2021-)
2. Dean/Distinguished Professor, Academy of Globalization and Education Policy, Zhengzhou University, China (2016-2021)
3. Department Head/Professor, South Taiwan University of Sciences and Technologies, Taiwan (2015-2016)
4. Fulbright Senior Scholar, US Department of State, USA (2013-4)
5. Department Head, Department of Education, National University of Tainan, Taiwan (2007-2013)
6. Dean, the Office of Research and Development, National University of Tainan, Taiwan (2006-2007)
7. Department Head, Department of Comparative Education, Chi-Nan University, Taiwan (2004-2005)
8. Professor, National University of Tainan, Taiwan (2002-2015)
9. Associate Professor, National University of Tainan, Taiwan (1997-2002)
10. Primary School Teacher (1973-1991)

d. Membership

1. President/Vice-President
 - a. Vice President, RC04 (sociology of education), International Sociological Association, UNESCO (2018~)

b. Ex-president, Taiwan Association for the Sociology of Education, Taiwan (2012-2016)

2. General Secretary

a. Chinese Comparative Education Society – Taipei, Taiwan (2004-5)

b. Taiwan Association for the Sociology of Education, Taiwan (2008-2012)

3. Executive Committee Member

a. Constitutional Standing Committee, the World Congress of Comparative Education Societies, UNESCO (2016-)

b. Chinese Comparative Education Society – Taipei, Taiwan (2005-2017)

c. Taiwan Association for the Sociology of Education, Taiwan (2000-2008 ; 2016-)

4. International advisor

a. International Academic Forum (IAFOR), Japan (2009-)

b. SGEM, Bulgaria (2014-)

e. Editorial Experience

1. Associate Editor, International Journal of Educational Research (SSCI/ELSEVIER) (2019-)

2. Editorial Board Member, the Asia Pacific Journal of Teacher Education (SSCI) (2018-2019)

3. Senior Editor, Cogent Education (Taylor and Francis) (2018-2019)

4. Section Editor, Encyclopedia of Teacher Education, Springer (2018-2019)

5. Section Editor, Encyclopedia of Educational Philosophy and Theory, Springer (2017-2018)

6. Editorial Board Member, European Journal of Education Studies, Romania (2016-)

7. Asian Pacific Journal of Education, Arts and Humanities, Philippine (2012-)

8. Editor, Comparative Education (Chinese Comparative Education Society – Taipei), Taiwan (2008-2012)

9. Editor, Taiwan Journal of Sociology of Education, Taiwan (2006-2008)

10. Editorial Board Member, Taiwan Journal of Sociology of Education, Taiwan (2002-2006; 2008-2012)

f. International Conference Advisor

1. 2009 Asian Conference on Education hosted by International Academic Forum, Osaka, Japan (<http://ace.iafor.org/>)

2. The 2010 Asian Conference on Arts and Humanities hosted by International Academic Forum, Osaka, Japan. (<http://ace.iafor.org/>)

3. The 2010 International Conference on Exploring Leadership and Learning Theories in Asian in Kuala Lumpur, Malaysia. (<http://ellta.org/>)

4. The 2012 Asian Conference on Arts and Humanities hosted by International Academic Forum, Osaka, Japan. (<http://ace.iafor.org/>)

5. The 2012 International Conference on Exploring Leadership and Learning Theories in Asian in Kuala Lumpur, Malaysia. (<http://ellta.org/>)

6. The 2013 Asian Conference on Arts and Humanities, hosted by International Academic Forum, Osaka, Japan. (<http://ace.iafor.org/>)

7. The 2013 International Symposium on Education and Teacher Education Worldwide: Current Reforms, Problems and Challenge, University of Crete, Crete, Greece. (<http://symposiumcrete2013.weebkt.com/>)
8. The 2014 International Conference on Exploring Leadership and Learning Theories in Asian in Kuala Lumpur, Malaysia (<http://ellta.org/>)
9. The 2014 International Multidisciplinary Scientific GeoConference & EXPO SGEM, the Conference Centre Flamingo Grand, Albena, Bulgaria. (<http://www.sgem.org/>)
10. The 2015 International Symposium on Pedagogy of Happiness, University of Crete, Crete, Greece. (<http://www.pedagogyofhappiness.com/>)
11. The 2015 Asian Conference on Education, Kobe, Japan. (<http://iafor.org/conferences/ace2015/>)
12. The 2016 Asian Conference on Education, Kobe, Japan. (<http://iafor.org/conferences/ace2016/>)
13. The 2016 International Multidisciplinary Scientific GeoConference & EXPO SGEM, the Conference Centre Flamingo Grand, Albena, Bulgaria. (<http://www.sgem.org/>)
14. The 2017 Asian Conference on Education and International Development, Kobe, Japan. (<https://aceid.iafor.org/>)
15. The 2017 Asian Conference on Education, Kobe, Japan. (<https://ace.iafor.org/>)
16. The 2017 International Multidisciplinary Scientific GeoConference & EXPO SGEM, the Conference Centre Flamingo Grand, Albena, Bulgaria. (<http://www.sgem.org/>)
17. The 2017 International Conference on Exploring Leadership and Learning Theories in Asian, Bangkok, Thailand (<http://ellta.org/>)
18. The 2018 Asian Conference on Education, Tokyo, Japan. (<https://ace.iafor.org/>)
19. The 2019 Asian Conference on Education, Tokyo, Japan, (<https://ace.iafor.org/organising-committee/>)
20. The 19th International Multidisciplinary Scientific GeoConference, SGEM 2019, Congress Centre Paradise Blue, Albena, Bulgaria. June 28 ~ July 7, 2019. <https://www.sgem.org/index.php/committee-and-partners/scientific-committee>
21. The 12th Asian Conference on Education (ACE2020), Toshi Center Hotel, Tokyo, Japan, Oct. 30~Nov. 2, 2020. <https://ace.iafor.org/>
22. The 20th International Multidisciplinary Scientific GeoConference, SGEM 2020, Congress Centre Maritim Paradise Blue, Albena, Bulgaria. June 27 ~ July 6, 2020. <https://www.sgem.org/index.php/committee-and-partners/scientific-committee>

h. Keynote Speech at International Conference

1. Chiang, Tien-Hui (2021). How teacher competence functions as an institutionalized discourse in the epoch of globalization. The Fourth Global Teacher Education Submit. Beijing Normal University, Beijing, China. October 22-25, 2021.
2. Chiang, Tien-Hui (2021). What Freirean critical pedagogy says and overlooks from a Durkheimian perspective. the Forum of Sociology of Education, Taiwan Normal University, Taipei, Taiwan, China. October 1-2, 2021.
3. Chiang, Tien-Hui (2020). An analysis of globalization and cultural localization in the perspective of constructivism. The Role of Intercultural Dialogue in Managing Diversity in

Europe, organized by the Jean Monnet Project EUVaDis, UNESCO, the University of Macedonia, Thessaloniki, Greece. Nov. 18-19, 2020.

4. Chiang, Tien-Hui (2019). Neoliberalism and education. The 71st Congress of International Education Conference, Matsuyama University, Japan. Nov. 30-Dec.1, 2019.

5. Chiang, Tien-Hui (2019). Is cultural localization necessary in epoch of globalization? the International conference of Sino-U.S. Educational collaboration. Jiangnan University, Wuxi, China. October 24-25, 2019.

6. Chiang, Tien-Hui (2019). Performativity, Self-improvement and teacher professional development. Mediterranean Conference of Political Scientists: Europe at the Crossroads: State of play, challenges and stakes. The Hellenic Association of Political Scientists (HAPSc), The Congress House, Athens, Greece. September 27-29, 2019.

7. Chiang, Tien-Hui (2019). Performativity, self-improvement and teacher professional development. Middle-Term Conference Culture and Education: Social Transformations and Multicultural Communication, RC04 Sociology of Education, International Sociological Association (ISA), Institute of Foreign Languages, RUDN University, Moscow, Russia. July 24-26, 2019.

8. Chiang, Tien-Hui (2019). How do underachieving working class students survive in the classroom? Critiques on the perspective of resistance. the Forum of Sociology of Education, Beijing Normal University, Beijing, China. June 28-29, 2019.

9. Chiang, Tien-Hui (2019). The state role in excellent university policies in the era of globalization: The case of China. the International Research Conference: World Class Universities. Uppsala University, Sweden. May 15-16, 2019.

10. Chiang, Tien-Hui (2019). How teacher competence functions as an institutionalized discourse in the epoch of globalization. the Forum of Sociology of Education, Chi-Nan University, Nantao, Taiwan, China. May 3-4, 2019.

11. Chiang, Tien-Hui (2019). How teacher competence functions as an institutionalized discourse in the epoch of globalization. Critical Pedagogy, Teachers Education and 21st century. University of Crete, Greece. March 27-28, 2019.

12. Chiang, Tien-Hui (2018). Teacher competences function as an institutionalized discourse in the epoch of globalization. Asian Conference on Education, Tokyo, Japan. Oct. 13-15, 2018.

13. Chiang, T.H. (2015). Decomposing the synthesized politics of normalized pedagogy for improving the phenomenon of cultural reproduction, the International Symposium on Pedagogy of Happiness, University of Crete, Crete, Greece. May 27-30, 2015.

14. Chiang, T.H. (2014). Is the hegemonic position of American culture able to subjugate local cultures of importing countries? A constructive analysis on the phenomenon of cultural localization, the 2014 Congress of Japan Society of Educational Sociology, Matsuyama, Japan. September 13-14, 2014.

15. Chiang, T.H. (2014). How teachers contribute to producing the phenomenon of cultural reproduction: the factor of normalized pedagogy, the Conference of Sociology of Education, Hiroshima University, Japan. Sept. 10-11, 2014.

16. Chiang, T.H. (2012). The meanings of social capital for school principals in Taiwan, the International Conference on Education: A Panacea for Human Conflict Management, Annamalai University, India. February 24-26, 2012.

17. Chiang, T.H. (2010). Teacher education worldwide: the Taiwan case. International Symposium on Teacher Education in Modern Era: Current Trends and Issues. University of Crete, Crete, Greece. October 1~3, 2010.

18. Chiang, Tien-Hui (2009). A study in the quantity and quality of Taiwanese compulsory education system, the 18th Annual Congress of Middle-age Researchers of Chinese Education Society --- the Improvement of Compulsory Education Quality. College of Education, Guangzhou University, China. November, 21-24, 2009.

19. Chiang, Tien-Hui (2009). The development of Taiwanese higher educational system and its inequity, the 2009 Tsinghua Forum on Education Equity sponsored by the Ford Foundation, Tsinghua, Beijing, China. March 19, 2009.

20. Chiang, Tien-Hui (2008). Power, knowledge, social control and transformative pedagogy, The 2nd International Conference on Educational Models in Global Societies, the National Education Institute, Ljubljana, Slovenia. April 17-8, 2008.

i. Section Chairperson of International Conference

1. Neoliberalism, Human Capital Discourse and Education Practice, the ISA World Congress of Sociology, Melbourne, Australia. June 25-July 1, 2023.

2. Cultural Reproduction, Cultural Mobility and Agency, IV ISA (International Sociological Association) Forum of Sociology (virtual), Porto Alegre, Brazil. Feb. 23-28, 2021.

3. Globalization, Neo-liberalism, Social Justice and Higher Education, Middle-Term Conference Culture and Education: Social Transformations and Multicultural Communication, Institute of Foreign Languages, RUDN University, Moscow, Russia. July 24-26, 2019.

4. Cultural Reproduction and Education Inequity, Asian Conference on Education, Tokyo, Japan. Oct. 13-15, 2018.

5. Teaching Profession in Different Cultures in the Epoch of Globalization, International Sociological Association, Toronto, Canada. July 15-21, 2018.

6. Deframing Educational Discourses and Practices, the 11th Biennial Comparative Education Society of Asia: "Education and Social Progress: Insights from Comparative Perspectives", Sokhalay Angkor Resort, Siem Reap, Cambodia. May 11–12, 2018.

7. Chinese Culture and Educational Leadership, the International Conference of Perspectives on Leadership, Learning and Social Enterprise in Asia, Bangkok, Thailand. July 25-27, 2017.

8. Globalization and Education Reforms in China, the Asian Conference on Education and International Development, Kobe, Japan. March 26-9, 2017.

j. Invited Speech

1. Waseda University, Japan (2023.01.13)

2. Hiroshima University, Japan (2019.12.02-04)

3. European University Cyprus, Cyprus (2019.09.23-25)

4. University of Crete, Greece (2019.03.27-30)

5. Cardiff University, UK (2019.03.21)

6. Queen's University Belfast, UK (2019.03.17-21)

7. University of Crete, Greece (2017. 11)

8. Hiroshima University, Japan (2014.09)

9. West Michigan University, Michigan, America (2014.04)
10. West-North University, Johannesburg, South Africa (2013.02)
11. Kyoto University, Japan (2007.02)

k. Research Projects

1. To be approved. Coordinator/CI. Can schools become the great equalizer? A study in dual forms of social space from the Bourdieusian perspective. ESRC, UK (£ 1,000,000, collaborating with Queen's University Belfast, UK.)
2. 2021-6. PI. A study of the interplay between linguistic forms, reading and educational attainment from Basil Bernstein's code theory. Anhui Normal University, China (RMB 800,000)
3. 2021-6. Director/PI. The interactive relations between the inner logic of students' thinking and the structure of curriculum knowledge from Basil Bernstein's code theory. Anhui Normal University, China (RMB 1,000,000)
4. 2020-2. CI. Project-Using paired reading to improve Spanish reading in high poverty populations in Colombia. Global Challenge Research Scheme, Colombia (£36,000).
5. 2019-21. CI. Project-Using Reciprocal Reading to support reading in high poverty secondary school populations. North East Literacy Trust, UK (£300,000)
6. 2016-21. PI. How do working-class students become cultural capital constructors? Zhengzhou University, China (RMB 800,000)
7. 2016-21. Director/PI. A study of the interplay between teacher-pupil interactions, curriculum knowledge, and educational results. Zhengzhou University, China (RMB 6,700,000)
8. 2016-8. CI. Project-Early literacy learning in high poverty populations. Educational Endowment Foundation, UK (£1,086,000).
9. 2016-8. PI. Professional theories and teachers' cultures: the perspectives from structural constraints to agency. Ministry of Sciences and Technologies, Taiwan (MOST 105-2410-H-218 - 011 -MY2) (NT \$ 868,000)
10. 2015-6. Director. The promotion of sociology of education through academic societies. Ministry of Sciences and Technologies, Taiwan (MOST 104-2420-H-804 -001 -) (NT \$ 400,000)
11. 2014-5. Director. The program of sociology of education. Ministry of Sciences and Technologies, Taiwan (MOST 103-2420-H-804 -001 -) (NT \$ 400,000)
12. 2013-6. PI. A study on developing an innovative teaching strategy for junior high school teachers in the era of Globalization. National Science Council, Taiwan (NSC102-2410-H-024-007-MY3) (NT \$ 1,831,000)
13. 2013-4. PI. Why does the state shift its role from equity to international competitiveness in the era of globalization? A study of American higher education policy. Fulbright Foundation, US Department of State, USA (\$ 777,000)
14. 2013-4. Director. The program of sociology of education. Ministry of Sciences and Technologies, Taiwan (MOST 102-2420-H-804 -001-) (NT \$ 400,000)
15. 2012-3. PI. A study on teacher professional competences. Ministry of Education, Taiwan (NTS1,573,369)
16. 2012-3. PI. A study on the relationship between neoliberalism and the development of British further education. National Science Council, Taiwan (NSC 101-2410-H-024-004-) (NT \$

686,000)

17. 2011-2. PI. The challenges of globalization and localization: the development of Taiwanese higher education system since the 1990s. National Science Council, Taiwan (NSC 100-2410-H-024-004-) (NT \$ 558,000)

18. 2010-1. PI. Why do students study at underachieved universities? The relationship between Sino-cultures and the meanings of university diplomas. National Science Council, Taiwan (NSC 99-2410-H-024-003-) (NT \$ 593,000)

19. 2010-1. PI/Director. A study at the equity criteria of teacher education. National Academy of Education, Taiwan (NT \$ 400,000)

20. 2008-9. PI. How primary school teachers select the textbook and interpret its contents: A study in the relation between structure and agency. National Science Council, Taiwan (NSC 97-2410-H-024 -001 -) (NT \$ 648,000).

21. 2007-8. PI. The changes in British education reforms since 1979 and the state. National Science Council, Taiwan (NSC 96-2413-H-024 -002 -) (NT \$ 894,000)

22. 2006-7. PI. The concept of information transformation of sociology of curriculum in teaching materials development and experiments. National Science Council, Taiwan (NSC 95-2413-H-024-007-) (NT \$ 671,000)

23. 2005-6. PI. A study on the relationship between primary school teacher education and instrumental rationality. (National Science Council, Taiwan (NSC 94-2413-H-024 -014 -) (NT \$ 592,000)

24. 2004-5. PI. The influence of British education reforms on primary teacher professional praxis. National Science Council, Taiwan (NSC 93-2413-H-260-012-) (NT \$ 596,300)

25. 2001-2. PI. A study on the relationship between Taiwan teacher associations and professional identity (National Science Council, Taiwan (NSC 90-2413-H-024-017-FC) (NT \$ 412,500)

26. 2000-1. PI. A study on British teacher organizations and their relation to the exercise of professional rights. National Science Council, Taiwan (NSC89-2413-H-024-033-FC) (NT \$ 416,700)

I. Publication

Journal Article

1. MacKenzie, Alison & Chiang, Tien-Hui (2023). The human development and capability approach: A counter theory to human capital discourse in promoting low SES students' agency in education. *International Journal of Educational Research*, 117, 102121. (SSCI)

<https://doi.org/10.1016/j.ijer.2022.102121>

2. Chiang, T.H., Trezise, D., Wang, Y.Z. and Thurston, A. (2022). Policy reconfiguration as enactment in the strategy of recontextualized neoliberalism: Paradigmatic shift in teacher education policy reform. *International Journal of Educational Research*, 117 (2023) 102098. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2022.102098>

3. MacKenzie, Alison, Chiang, Tien-Hui, and Thurston, Allen (2022). New insights on the persistence and reproduction of educational inequality and injustice: towards a synthesis of Nussbaum's Capabilities Approach and Bourdieu's theories. *International Journal of Educational*

Research, 115, 102032. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2022.102032>

4. Chiang, Tien-Hui, Thurston, Allen and Cockerill, Maria (2022). Examining Basil Bernstein's rules of recognition and realization in the case of underachieving students in math tests. *International Journal of Educational Research*, 115 (102021). (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2022.102021>

5. Chiang, Tien-Hui, Toh, Chai-Wei, Zhang, Rongxin, Thurston, Allen and MacKenzie, Alison (2022). The embeddedness of visionary agency within the economic-cultural-capital formation: A case of Sino-Malaysian high school graduates. *International Journal of Educational Research* (112), 101946. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2022.101946>

6. Drakaki, M. Stylianos Ioannis Tzagkarakis, S.I., Papadakis, N., Basta, M. and Chiang, T.H. (2022). Inequalities, Vulnerability and Precarity among Youth in Greece: The Case of NEETs. *Urbanities*, 12, 114-130.

7. Chiang, Tien-Hui and Thurston, Allen (2022). Designing enhanced pedagogy based on Basil Bernstein's code theory. *International Journal of Educational Research*, 111(101914). (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2021.101914>

8. Cockerill, M., Thurston, A., Taylor, A., O'Keeffe, J. and Chiang, T.H. (2021). A Phase 2 Exploratory Trial of a Vocabulary Intervention in High Poverty Elementary Education Settings. *Social Inclusion*, 9(4), 12-25. (SSCI)

DOI: <https://doi.org/10.17645/si.v9i4.4553>

9. Chiang, Tien-Hui (2021). What Freirean critical pedagogy says and overlooks from a Durkheimian perspective. *Social Inclusion*, 9(4), 1-11. (SSCI)

DOI: <https://doi.org/10.17645/si.v9i4.4157>

10. Chiang, Tien-Hui, Zhang, Pingping, Dong, Yonggui, Thurston, Allen, Cui, Laiting and Liu, Jun-ren (2021). How is regulative discourse recontextualized into instructional discourse in Basil Bernstein's code theory? A study of the interplay between recognition and realization rules based on primary school teachers' perceptions. *International Journal of Educational Research*, 108(101765), 1-13. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2021.101765>

11. Thurston, A., Cockerill, M and Chiang, T.H. (2021). Assessing the Differential Effects of Peer Tutoring for Tutors and Tutees. *Education Sciences*, 11, 97.

DOI: <https://doi.org/10.3390/educsci11030097>

12. Chiang, Tien-Hui & Trezise, Damien (2021). How teacher competence functions as an institutionalised discourse in the epoch of globalization. *Cambridge Journal of Education*, 51(1), 105-125. (SSCI)

DOI: 10.1080/0305764X.2020.1782352

13. Chiang, Tien-Hui, Thurston, Allen, Zhao, Jiangtao, Haoc, Yanli, Ma, Jing and Dong, Yonggui (2020). The practice of weak framing from teachers' perceptions in China. *British Journal of Sociology of Education*, 41(8), 1180-1199. (SSCI)

DOI: <https://doi.org/10.1080/01425692.2020.1806039>

14. Chiang, Tien-Hui, Thurston, Allen and Lin, Hsin-Chi (2020). How the excellent working-class student becomes a cultural capital constructor: Reflections on the theories of cultural

reproduction. *International Journal of Educational Research*, 101, (103625) (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2020.101625>

15. Thurston, A., Roseth, C., Chiang, T-H., Burns, V. & Topping, K. (2020). The influence of social relationships on outcomes in mathematics when using peer tutoring in elementary schools. *International Journal of Educational Research Open*, p. 1-8.

DOI: <https://doi.org/10.1016/j.ijedro.2020.100004>

16. Thurston, A., Cockerill, M., Chiang, T-H., Taylor, A. & O'Keeffe, J. (2020). An efficacy randomized controlled trial of Reciprocal Reading in secondary schools. *International Journal of Educational Research*, 104(101626), 1-12. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2020.101626>

17. Chiang, Tien-Hui, Thurston, Allen, and Lee, John Chi-Kin (2000). The birth of neoprofessionalism in the context of neoliberal governmentality: The case of productive university teachers. *International Journal of Educational Research*, 103, 1-21. (SSCI)

DOI: <https://doi.org/10.1016/j.ijer.2020.101582>

18. Chiang, Tien-Hui (2020). An analysis at teacher performativity as a global issue in the perspective of biopolitics. *Journal of East China Normal University Education Science*, 10, 1-20. (in Chinese) (CSSCI)

DOI: <https://doi.org/10.16382/j.cnki.1000-5560.2020.10.001>

19. Chiang, Tien-Hui (2020). The analysis of the global education reform movement from the perspective of neoliberal governmentality. *Journal of Education Studies*, 16(2), 3-13. (in Chinese) (CSSCI)

20. Chiang, Tien-Hui (2020). Steering at a distance: The issue of lifelong learning at the age of neoliberal governance. *Academia*, 18, 41-57. ISSN: 2241-1402

21. Chiang, Tien-Hui (2019). Teacher education, creativity and credentialism in Chinese society in the epoch of globalization. *Beijing International Review of Education*, 1, 250-253.

22. Chiang, Tien-Hui (2019). Critiques on isomorphism: The institutionalized context constituted by neo-liberalism and the practice of teacher professional autonomy. *Journal of Guangxi Normal University*, 4, 71-79. (in Chinese)

23. Chiang, Tien-Hui (2019). The relationship between the social relation within academic curriculum and cultural reproduction: The mechanism of recontextualization. *Global Education*, 48(7), 32-45. (in Chinese) (CSSCI).

24. Chiang, Tien-Hui (2019). How do underachieving working class students survive in the classroom? Critiques on the perspective of resistance. *International Journal of Educational Research*, 96, 32-40. (SSCI)

<https://doi.org/10.1016/j.ijer.2019.03.007>

25. Chiang, Tien-Hui (2019). The influence of Marxist class-based perspective on the research of educational equality. *Journal of Shaanxi Normal University*, 8(2), 102-111. (in Chinese) (CSSCI)

26. Chiang, Tien-Hui & Zhou, Qian (2019). Can cultural localization protect national identity in the era of globalization? *Educational Philosophy and Theory*, 51(6), 541-545. (SSCI)

DOI: <https://doi.org/10.1080/00131857.2018.1442307>

27. Chiang, Tien-Hui (2018). The debate between the mode of cultural reproduction and the mode of cultural mobility: The role of habitus in education inequity. *Contemporary Education and*

Culture, 10(6), 1-10. (in Chinese)

28. Chiang, Tien-Hui (2018). The function of cultural preservation of culture capitalism and its implications for school-based curriculum. *Journal of Nanjing Normal University*, 6(220), 23-30. (in Chinese) (CSSCI)

29. Chiang, T.H. (2018). Paradigms of education research. *Educational Philosophy and Theory*, 50(14), 1533–1534. (SSCI)

DOI: <https://doi.org/10.1080/00131857.2018.1462462>

30. Chiang, Tien-Hui (2018). The key elements and practices of teacher professional development in the epoch of globalization. *Journal of National Academy of Education Administration*, 10(250), 59-65. (in Chinese) (CSSCI)

31. Chiang, Tien-Hui (2018). Exploring the changes of teacher professional theory and the birth of neo-professionalism in the perspective of institutionalized global context. *Tsinghua Journal of Education*, 4, 49-55. (in Chinese) (CSSCI)

32. Chiang, T.H., Gao, A. and Liu, Y. (2018). The dual mechanism of academic curriculum. *Journal of Education Science of Hunan Normal University*, 17(5), 27-34. (in Chinese) (CSSCI)

33. Chiang, T.H., Zhou, Q. and Dong, Y.K. (2017) Critiques on the contributions of the Gramscian school to the studies of resistant culture in schools. *Journal of Education Studies*, 13(5), 57-74. (in Chinese) (CSSCI)

34. Chiang, T.H. (2017). Why can public managerialism become the new doctrine for running higher education institutes? The linkage between institutionalized reward mechanism and neo-academicism. *Tsinghua Journal of Education*, 2, 57-65. (in Chinese) (CSSCI)

35. Peters, Michael and Chiang Tien-Hui. (2017). America closed, China open. *Educational Theory and Philosophy*, 49(9), 843-847. (SSCI).

DOI: <https://doi.org/10.1080/00131857.2017.1288347>

36. Chiang, T.H. (2017). Social classes and cultural reproduction. *Education Research Monthly*, 294(1), 16-24. (in Chinese) (CSSCI)

37. Chiang, T.H. (2016). Exploring the practice of duality by examining the interaction between the entrance examination of institutionalized schools and excellent teachers. *Journal of Education Science of Hunan Normal University*, 15(6), 5-12. (in Chinese) (CSSCI)

38. Chiang, T.H. (2014). Is the hegemonic position of American culture able to subjugate local cultures of importing countries? A constructive analysis on the phenomenon of cultural localization. *Educational Philosophy and Theory*, 46(13), 1412-1426. (SSCI)

DOI: <https://doi.org/10.1080/00131857.2014.964164>

39. Chiang, T.H. (2014). Globalization, market logic, the state and the resettlement of higher education. *Issues of History of Education*, 12, 3-24. ISSN 11095806

40. Chiang, T.H. (2013). How teachers contribute to producing the phenomenon of cultural reproduction: The factor of normalized pedagogy. *Academic Research International*, 4(6), 165-176. ISSN:22239553

41. Chiang, T.H. (2013). The interaction between social culture and social capital: The case of Taiwanese school masters. *Asian Journal of Social Sciences and Humanities*, 2(4), 11-20. ISSN 21868492

42. Chiang, T.H. (2013). The impact of globalization on higher education policy in Taiwan and

the coping strategies. *Contemporary Education and Culture*, 5(4), 78-88. (in Chinese) (CSSCI) ISSN 16745779

43. Chiang, T.H. (2013). A critique on the relationship between teachers' instrumental rationality and teacher education from the perspective of international competitiveness. *Tsinghua Journal of Education*, 3, 91-101. (in Chinese) (CSSCI) ISSN 10014519

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