SANG Guoyuan, PhD, Professor

Institute for Teacher Education (ITE) (Center for Teacher Education Research)

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Education:

- 2015-2016. Visiting scholar at Michigan State University.
- 2007-2010. Doctoral student in the domain of teacher education.Department of Educational Studies, University of Ghent, Belgium. Dissertation: Teacher characteristics and ICT integration: a study in pre-service and in-service primary education teachers in China(supervisor: Prof. Martin Valcke).
- 2004-2010. Doctoral student in the domain of curriculum and instruction.Faculty of Education, Beijing Normal University. Supervisor: Prof. Pei Dina.
- 2001-2004. Master student in the domain of educational anthropology. School of Education, Central Minzu University.
- 1997-2001. Undergraduate student in the School of Education, Central Minzu University.

Research:

- Research interests are mainly in the area of teacher education, information and communication technologies (ICT) in education, curriculum and instruction theory, educational anthropology, and multi-cultural theory.
- Dr. Sang has published research papers on teacher beliefs, teacher cognitions, and ICT integration in SSCI journals such as Computers and Education, Journal of Computer Assisted Learning, Asia Pacific Education Review, and Asia-pacific Journal of Teacher Education.

Teaching:

- Education Systems, Policy and Management in China (in English)
- Research methodology (in English & Chinese)
- Student diversity, educational equity, and teacher education (in Chinese)
- Teacher development: a perspective of educational anthropology (in Chinese)
- An introduction of anthropology (in Chinese)

➤ Professional English (in English)

Publications:

SSCI and other indexed journals:

1. Muthanna, A., & Sang, G. Y. (in press).Brain Drain in Higher Education: Critical Voices on Teacher Education in Yemen. London Review of Education.

2. Spiteri, D., & Sang, G. Y. (in press). A comparison of student teachers' perceptions of school placement experience in Malta and China. *Compare: A Journal of Comparative and International Education*.

3. Muthanna, A., & Sang, G. Y. (2017).Conflict at higher education institutions: factors and solutions for Yemen. *Compare: A Journal of Comparative and International Education*. DOI: 10.1080/03057925.2017.1298434

4. Sang, G.,Tondeur, J., Chai, C.S., and Dong, Y. (2016). Validation and profile of Chinese pre-service teachers' technological pedagogical content knowledge scale.*Asia-Pacific Journal of Teacher Education*, 44 (1), 49-65

5. Dong, Y., Chai, C. S., Sang, G.-Y., Koh, J. H. L., & Tsai, C.-C. (2015). Exploring the profiles and interplays of pre-service and in-service teachers' technological pedagogical content knowledge (TPACK) in China. *Educational Technology and Society*, *18*(1): 158-169.

6. Muthanna, A., & Sang, G. Y. (2015). Undergraduate Chinese students' perspectives on Gaokao examination: Strengths, weaknesses, and implication. International Journal of Research Studies in Education, 4(5).

7. Li, M., Zheng, C., Tang, X., &Sang, G. (2015). Exploring the nature of teacher-student interaction in small-group discussions in a Chinese university setting. *Journal of Computers in Education*, 2 (4), 475-491.

8. Sang G. Y., Tondeur J. Chai C., & Dong Y. et al. (2014). Validation and profile of Chinese pre-service teachers' technological pedagogical content knowledge scale. Asia-pacific *Journal of Teacher Education, 1-17.*

9. Zhao, N.N., Valcke, M., Desoete, A. Sang, G. Y.&Zhu, C. (2014). Does teacher-centerd teaching contribute to students' performance in primary school? A video analysis in Mainland China. International Journal of Research Studies in Education, 3(3).

10. Zhao, N.N., Valcke, M., Desoete, A. Zhu, C. & Sang, G. Y. (2014). A holistic

model to infer mathematics performance: the interrelated impact of student, family and school context variables. *Scandinavian Journal of Educational Research*. (DOI:10.1080/00313831.2012.696210)

11. Zhang, H., Zhu, C. & Sang. G (2014). Teachers' stages of concern for media literacy education and the integration of MLE in Chinese primary schools. *Asia Pacific Education Review*. 15: 459-471.

12. Madiha, S., Zhu, Z. Y., Sang, G. Y., & Li, J. Y. (2014). Making people employable: reforming higher education in China.*Academic Research International, 5*(2).

13. Sang G. Y., Valcke M., van Braak J., Tounder J. et al. (2012). Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. *Asia-pacific Journal of Teacher Education.* 40(4): 363-378. (DOI: http://dx.doi.org/10.1080/1359866X.2012.724655)

14. Sang G. Y., Valcke M., van Braak J., Tounder J. et al. (2012). Exploring the educational beliefs of primary education student teachers in the Chinese context. *Asia Pacific Education Review*. 13(1): 1-9. （DOI: 10.1007/s12564-012-9206-0）

15. Tondeur J., van Braak J., & Sang G. (2011).Preparing pre-service teachers to integrate technology in education: A synthesis. *Computers & Education*, 59(1): 134-144. (DOI: 10.1016/j.compedu.2011.10.009)

16. Sang G. Y., Valcke M., van Braak J., Tounder J., & Zhu C. (2011). Predicting ICT integration into classroom teaching in Chinese primary schools: exploring the complex interplay of teacher-related variables. *Journal of Computer Assisted Learning*, 27,160–172. (DOI: 10.1111/j.1365-2729.2010.00383.x)

17. Sang G. Y., Valcke M., van Braak J., &Tounder J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education*, 54，103-112. (DOI: 10.1016/j.compedu.2009.07.010)

18. Sang G. Y., Valcke M., van Braak J., &Tounder J. (2009). Investigating teachers' educational beliefs in Chinese primary schools: socio-economical and geographical perspectives. Asia-pacific *Journal of Teacher Education*, 37(4), 363-377. (DOI:10.1080/13598660903250399)

CSSCI and other indexed journals:

1. 桑国元，王文娟，约翰 拉夫兰. 澳大利亚教师教育质量保障体系：21 世纪初

的挑战与变革[J].比较教育研究，2017 年 2 月

2. 桑国元.教师作为学习者:教师学习研究的进展与趋势[J].首都师范大学学报(社会科学版)，2017 年 2 月

3. Sang, G. Do Educational Studies Mater?——Survey of Perceptions of K-12 Teachers on the Value of Educational Studies(教育科学研究重要吗?——中小幼教师对教育研究价值认识的调查). 教师教育研究, 2016, 28(3):43-49.

4. Zeng, W. & Sang, G.Development of information and technology disciplinary in Middle schools(大课程视野下中学信息技术学科定位和发展的思考). 中小学电教:上, 2016(3):26-29.

5. Dong, Y., Huang. 校长信息化教学领导力的内涵与结构[J]. 现代远程教育研究, 2015(5):55-62.

6. Sang, G. Learning in changing world(变革世界中的学习). 人民教育, 2015(1):65-67.

7. Dong, Y., Sang, G. Y., & Chai C.S. (2014).Difference and Profiles of Pre-Service Teachers' TPACK Knowledge(师范生 TPACK 知识的实证研究). Journal of Teacher Education Research, 26(3): 36-43.

8. Sang, G. Y. (2014). Curriculum Studies and Methodological Innovations：a Cultural Anthropology Perspective(文化人类学视域中的课程研究内涵及其方法论变革).Journal of Educational Science of Hunan Normal University, 13(5): 69-72.

9. Ma, Y. (2014). A historical perspective of Kazak educational innovation(哈萨克族教育变革的历史透视：知识型的视角). Journal of Hubei Minzu University, 2: 153-156.

10. Sang G. Y. (2011). University knowledge and field experience: innovation of pre-service teacher education practicum (大学知识与田野经验:职前教师教育实践的范式变迁与模式革新). Teacher Education Research, 4: 16-21.

11. Sang G. Y. (2012). Methodological reflection of curriculum studies (课程研究的方法论反思).Education Theory and Practice,

12. Sang G. Y., & Yu K. L. (2007). Classroom observation: a perspective of ethnography（基于人种志视角的课堂观察理论与实践). Journal of Chinese Education, 5: 48-51.

Chapters in encyclopedias:

Valcke M., & Sang G. Y. et al. (2009). Taking prospective teachers' beliefs into account in teacher education. In E. Baker, B. McGaw, and P. Peterson (Eds). International Encyclopedia of Education, 3rd edition, pp.622-628. Oxford: Elsevier.

Books& Chapters in books:

1. Sang G.Y. et al. (2017).Key Competences of Teachers in 21st Century(21 世纪教师的核心素养).Beijing Normal University Press.

2. Sang G.Y. et al. (2017).Production and Development of Educational Anthropology.Teng Xing (editor). General Theory of Educational Anthropology(教育人类学通论).

3. Sang G.Y. et al. (2017). Education and Development of Human Being.Teng Xing (editor). General Theory of Educational Anthropology(教育人类学通论).

4. Sang G. Y. (2013). Cultural Anthropology and Curriculum Studies: Methodological Inspirations（文化人类学与课程研究：方法论反思）. China Book Press.

5. Sang G. Y. (2013). Legal insurance of ethnic minority education. 载滕星、王铁志主编《民族教育理论与政策研究》，2009,5.民族出版社.

6. Sang G. Y. (2013). Teacher training in rural area primary schools. 载滕星、张俊豪主编《教育的人类学视野》，2009,6.民族出版社.

7. Sang G. Y. (2013). Community and family education of Ethnic minority girls. 载滕星主编《多元文化社会的女童教育——中国少数民族女童教育导论》2009,5.民族出版社.

Conference proceedings：

1. Sang G. Y., Valcke M. & van Braak J. (2009). How student teachers' educational beliefs and self-efficacy translate to their prospective ICT use in education. In A. Libotton& N. Engels (Eds.). Teacher Education: Facing the Intercultural Dialogue. Proceedings of the 33rd Annual Conference of the Association for Teacher Education in Europe (ATEE), Brussels, August 2008.

2. Sang G. Y., Valcke M., van Braak J., &Tounder J. (2009). Factors support or prevent teachers from integrating ICT into classroom teaching: A Chinese perspective. In Kong, S.C., Ogata, H., Arnseth, H.C., Chan, C. K. K. et al. (eds.) (2009). Proceedings of the 17th International Conference on Computers in

Education (ICCE). Hong Kong: Asia-Pacific Society for Computers in Education.

Conference contributions：

1. Sang, G. Y., & Zhou, J. et al. (2013). Elementary school teachers' professional development in a school-university partnership. International Study Association on Teachers and Teaching Conference 2013,Ghent, Belgium, 1-5, July, 2013.

2. Sang G. Y., Dong, Y., & Chai, C. S. (2013). Development of the Chinese Pre-service Teachers' Technological Pedagogical Content Knowledge Scale. Workshop proceedings of 21st international conferences of computers in Education (ICCE), Bali, Indonesia,18-22, November, 2013.

3. Sang G. Y., Valcke M. & van Braak J., Tondeur, J. (2010). Challenging science teachers' educational beliefs through a video-based intervention program in Chinese primary schools. Annual Conference of the American Educational Research Association (AERA). Denver, USA, April 30 – May 4, 2010.

4. Sang G. Y., Valcke M., Zhang, J., & van Braak J. (2010). Challenging student teachers' educational beliefs and ICT efficacy through a video case-based intervention. Annual Conference of the European Conference on Educational Research (ECER), Helsinki, Finland, 23-27, August, 2010.

5. Sang G. Y., Valcke M. & van Braak J. (2009). Video-based teacher development: an intervention study in China. Annual Conference of the European Conference on Educational Research (ECER), Vienna, Austria, 25-30, September, 2009.

6. Sang G. Y., Valcke M. & van Braak J. (2008). Patterns in educational beliefs of primary school teachers in China: from geographical and economical perspectives. Annual Conference of the American Educational Research Association (AERA). New York, USA, 24-28, March, 2008.

7. Sang G. Y., Valcke M. & van Braak J. (2007). How teachers educational beliefs and ICT policies in school level translate to teacher ICT use in education: An empirical study of Chinese primary school teachers. Annual Conference of the European Conference on Educational Research (ECER), Ghent, Belgium, 19-22, September, 2007.