

Curriculum Vitae



Name: Dr. Stefanie Chye

Designation: Senior Lecturer

School/Department: Teaching & Learning Centre

Tel : +65 6248 0067

Education Qualifications

- 2021 Higher Education Teaching Certificate, Derek Bok Centre for Teaching and Learning, HarvardX, Harvard University, USA
- 2006 PhD (Education), Nanyang Technological University, Singapore
- 1998 MEd (Educational Psychology), The University of Sydney, Australia
- 1997 BArts (Education) (Hons, First Class) The University of Sydney, Australia

Academic and Professional Experience

- 2024 Senior Lecturer (Singapore University of Social Sciences)
- 2019 - 2024 Assistant Dean (Teacher Leadership and Professional Inquiry), Office of Teacher Education, NIE, NTU
- 2018 – 2019 Assistant Dean (Professional Practice and Inquiry), Office of Teacher Education, NIE, NTU
- 2012 - 2024 Assistant Professor, PCHD, NIE, NTU
- 2007 - 2012 Lecturer, Psychological Studies, NIE, NTU
- 2005 – 2007 Academic Staff, Centre for Educational Development, Republic Polytechnic

Memberships and Professional Activities

2024	President, Educational Research Association of Singapore	Singapore
2024	Vice-President (Asia-Pacific), International Association for Cognitive Education and Psychology (IACEP)	International
2023-Present	Vice-Chairperson, School Advisory Council (Sengkang Primary School)	Singapore
2021-Present	Fellow, NTU Centre for Research and Development in Learning (CRADLE)	Singapore
2019– Present	Council Member, World Educational Research Association	International
2018 – Present	Member, American Educational Research Association	USA
2013 – Present	Life Member, Educational Research Association of Singapore	Singapore

Consultancy and Executive Experience (Selected)

Jan 2024	Invited Reviewer for the John Templeton Foundation, USA
21 June 2023	Trainer for St Andrew's Secondary School. Training workshop on Positive Education, Well-being and Academic Achievement
April 2023-Present	Assistant Secretary, Parent Teacher Association Exco, Gan Eng Seng Secondary School, Singapore
31 March 2023	Trainer for Dunman High School Professional Learning Team Leaders: Understanding and Using Data for Professional Learning Teams
2023-Present	Grassroots Volunteer
2023	Beginning Leaders Induction Programme of the NIE Leadership Excellence and Advancement (LEAP) Programme, Singapore
2020-Present	Associate Editor of the International Journal of Problem-Based Learning (IJPBL) (SJR 2 year cite score: 1.545)
31 May-1 Jun 2020	External consultant and expert panel member for UNESCO- Regional Center for Educational Planning (RCEP) in the UAE and the UAE Ministry of Education, Professional Licensing Department focusing on the role of Digital Portfolios, Professional Practice and Inquiry
2019-Present	WERA Council Member (Representative of Educational Research Association of Singapore, ERAS) 2020- WERA Nominating Committee for Secretary-General 2021- World Educational Research Association (WERA) Nominating Committee

	for President (Elect) and Vice-President (Elect) 2022-WERA Capacity Development Committee
2019, 2022, 2023	Reviewer for Senior Specialist Track Research Fund (SSTRF) 2020, 2022, 2023 Grant Cycle.
2018- Present	Executive Editor Journal of Educational Research, Policy and Practice (ERPP) (SJR 2 year cite score: 1.143)
2016-2019	Researcher and Consultant Yayasan Mendaki's Research and Policy Department for a project involving a review of the Empowerment Programme for Girls.
Nov-Dec 2016	Consultation to Employer Relations Officer from APSN Tanglin School on Research Project
2012	Trainer for the Postgraduate Diploma in Higher Education (Educational Psychology module) Republic Polytechnic
2011-2013	Research consultant for Jurong Secondary School on the Future Schools Project, Problem-Based Learning.
2011	Essentials of Learning and Teaching – PBL (Intermediate) for personnel in the Singapore Armed Forces
2010	Member of External Validation Team Ministry of Education-School Appraisal Branch
2010	St Anthony's Canossian Secondary School PBL Training
2009, 2010	Mayflower Primary School PBL Training for N6 Cluster Schools
2009- 2015	Trainer for Specialist Diploma in Teaching for Allied Educators (Primary and Secondary) Ministry of Education, Singapore
Ongoing	Ad Hoc Reviewer for the Internet in Higher Education and Asia Pacific Journal of Education and Professional Development in Education, Consciousness and Cognition, Technology, Pedagogy and Education, Frontiers in Psychology, The Asia-Pacific Education Researcher, The Journal of Computer-Assisted Learning; Educational Psychology: An International Journal of Experimental Psychology; Pedagogies: An International Journal; SAGE Open; Annual Conference of the Australian Association for Research in Education (AARE), Annual Meeting of the American Educational Research Association (AERA), Conference of the International Society for the Learning Sciences (ISLS), Meetings of the World Education Research Association (WERA) Ad Hoc Reviewer for the Internet in Higher Education and Asia Pacific Journal of Education and Professional Development in Education, Consciousness and Cognition, Technology, Pedagogy and Education, Frontiers in Psychology, The Asia-Pacific Education Researcher, The Journal of Computer-Assisted Learning; Educational Psychology: An International Journal of Experimental Psychology; Pedagogies: An International Journal; SAGE Open; Annual Conference of the Australian Association for Research in Education (AARE), Annual Meeting of the American Educational Research Association (AERA), Conference of the International Society for the Learning Sciences (ISLS), Meetings of the World Education Research Association (WERA)

Service Awards / Recognition

Year	Service Award / Recognition
2023	NIE Innovation Award Team (Commendation) for the Digital Portfolio for Student Teachers and Senior/Lead Teachers Project
2022	Long Service Award (15 years)
2018	Long Service Award (10 years)

Research Interests

- The Psychology of Technology
- Technology-Enabled Teaching and Learning
- Innovative Pedagogies
- Self-Regulated Learning
- Positive Education and Wellbeing

Keynote Presentations

1. Chye, S. (2023, June). *Wellbeing in a Post-Covid Technological Age: The Important Role of Positive Psychology*. Keynote address at the Seng Kang Primary School Professional Development Day with the theme, *Keep Education Ourselves*. Singapore.
2. Chye, S. (2023, June). *Envisioning Student Well-being: Towards Technology-Enabled, Multi-Tiered Interventions*. Keynote Address, The 11th International Psychology and Health Conference, Chengdu, China.
3. Chye, S. (2022, May). *Developing the Self-Regulated Teacher: Potentials and Possibilities of the Digital Portfolio*. Keynote Address, The 10th International Psychology and Health Conference, Xi'An, China.
4. Chye, S. Y. L. (2021, November). *Professional Practice and Inquiry (PPI) in Teacher Education in Singapore*. Keynote Address, Singapore's Approach to Developing 21st Century Teachers, Belarus - Online, Belarus.

Invited Presentations

1. Chye, S. (17 August, 2023). *Psychology and Pedagogy in Digital Education*. Invited Speaker for the PSB Academy Academic Summit Series 2023, with the theme, Digital Wellness and Effective and Impactful Learning.
2. Chye, S. (13 May, 2023). Invited Plenary Speaker for the 3rd PSALM (Passion for Scholarship and Love for Mission) the International Conference for Teacher Education and Formation with the theme, *"Foresighting and Reimagining the Futures of Teacher Education in the Asian Region and Beyond."*
3. Chye, S. (15 April, 2023). *Global Opportunities and Challenges for Innovation in Teacher Training and Professional Development*. Invited Plenary Speaker for the World Education Research Association (WERA) Perspectives Invited Speaker Session, Chicago, United States of America.

4. Chua, B. L., & Chye, Y. L. S. (2019, April). *Digital Portfolio in teacher education: Development of autonomous thinking teachers*. Paper presented at WERA Roundtable-Symposium, Toronto, Canada.
5. Liu, W. C., Wang, C. K. J., Tay, E. G., Liem, G. A. D., Nie, Y., Chye, S., Chiu, C., & Hong, Y. (2016, June). *Motivating the academically unmotivated in mathematics: The why and how*. Paper presented at 6th international Conference on Self-Determination Theory, British Columbia, Canada.
6. Wang, C. K. J., Liu, W. C., & Chye, S. (2016, June). *Latent profile analysis of students' motivation and outcomes in mathematics*. Paper presented at Sixth International Conference on Self-Determination Theory, British Columbia, Canada.

Selected Publications

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

Journal Papers

1. [^]~**Chye, S.**, Zhou, M. M., Koh, C., & Liu, W. C. (2023). The Economics of Learning: Tradeoffs in Student Teachers' Use of Multipurpose Digital Portfolios. *Technology, Pedagogy and Education*, 1-19. ##
2. *Sashikala, J. P., & Chye, S. (2023). Self-Regulated Reading: Insights from a Phenomenological Study of Primary 6 Students in Singapore. *Reading Psychology*, 44(3), 270-305.
3. Di, W., Nie, Y., Chua, B. L., Chye, S., & Teo, T. (2023). Developing a Single-Item General Self-Efficacy Scale: An Initial Study. *Journal of Psychoeducational Assessment*, doi.org/10.21203/rs.3.rs-342642/v1.
4. Tan, M.C.C., Chye, S.Y.L., & Teng, K.S.M. (2022). "In the shoes of another": immersive technology for social and emotional learning. *Education and Information Technologies*, 1-24. #
5. Chye, S. Y. L. (2021). Towards a framework for integrating digital portfolios into teacher education. *TechTrends*, 65(5), 818-830. #
6. Chia, A., Chye, S., & Chua, B-L. (2021). The Autonomous Thinking Teacher: Preparing English Teachers for the 21st Century. *The English Teacher*, 50(2), 102-115.

7. ^~Chye, S., Zhou, M., Koh, C., & Liu, W. C. (2021). Levels of reflection in student teacher digital portfolios: A matter of sociocultural context? *Reflective Practice*, 22(5), 577-599. #
8. ^~Chye, S., Zhou, M. M., Koh, C., & Liu, W. C. (2019). Using e-portfolios to facilitate reflection: Insights from an activity theoretical analysis. *Teaching and Teacher Education*, 85, 24-35, 2.411. ##
9. Wang, C. K. J., Liu, W. C., Nie, Y., Chye, Y. L. S., Lim, B. S. C., Liem, G. A., Tay, E. G., Hong, Y., & Chiu, C. (2017). Latent profile analysis of students' motivation and outcomes in mathematics: An organismic integration theory perspective. *Heliyon*, 3, e00308. #
10. *Yeo, J. P. H., Koh, C., & ~Chye, S. (2017). Conceptions of Design Research: Discursive Phenomenography in Undergraduate Visual Communications Design Research. *Iterations (Design Research and Practice Review)*, 5, 14-21.
11. *Dutta., O., & ~Chye, Y. L. S. (2017). Internet Use and Psychological Wellbeing: A Study of International Students in Singapore. *Journal of International Students*, 7(3), 825-840.
12. Zhou, M., ~Chye, S., **Chong, Y. W., Koh, C., & Liu, W. C. (2016). Assessing pre-service teachers' teacher identity through eportfolio. *Research Journal of Social Sciences*, 9(1), 1-9.
13. Chong, W. H., ~Chye, S., Huan, V. S., & Ang, R. P. (2014). Generalized problematic Internet use and regulation of social emotional competence: The mediating role of maladaptive cognitions arising from academic expectation stress on adolescents. *Computers in Human Behavior*, 38, 151-158. ##
14. Huan, V. S., Ang, R. P., & ~Chye, S. (2014). Loneliness and shyness in adolescent problematic Internet users: The role of social anxiety. *Child and Youth Care Forum*, 43, 539-551. #
15. Huan, V. S., Ang, R. P., Chong, W. H., & ~Chye, S. (2014). The Impact of shyness on problematic Internet use: The role of loneliness. *Journal of Psychology: Interdisciplinary and Applied.*, 148, 699-715. #
16. *Yeo, J. P. H., Koh, C., & ~Chye, S. (2014). A Phenomenographic Study of Students' Conceptions of Formal Research Procedures. *The International Journal of Design Education*, 8(2), 1-9.
17. Chye, S. Y., Liau, A. K., & Liu, W. C. (2013). Student Teachers' Motivation and Perceptions of E-Portfolio in the Context of Problem-Based Learning. *Asia-Pacific Education Researcher*, 22(4), 367-375. #
18. Koh, C., Liu, W. C., Chye, S., & Divaharan, S. (2013). Student teachers' views on national education: The need for greater alignment between policy and praxis. *Asia Pacific Journal of Education*, 33(4), 424-443.

19. Ang, R. P., Chong, W. H., Chye, S., & Huan, V. S. (2012). Loneliness and generalized problematic Internet use: Parents' perceived knowledge of adolescents' online activities as a moderator. *Computers in Human Behavior, 28*(-), 1342-1347. ##
20. Liu, W. C., Wang, C. K. J., Koh, C., Chye, S., Chua, B. L., & Lim, B. S. C. (2012). Revised Motivated Strategies for Learning Questionnaire for secondary school students. *The International Journal of Research and Review, 8*, 19-32.
21. Wang, C. K. J., Koh, K. T., Biddle, S. J. H., Liu, W. C., & Chye, S. (2011). Physical activity patterns and psychological correlates of physical activity among Singaporean primary, secondary, and junior college students. *ICHPER-SD Journal of Research, 6*(2), 3-9.
22. Wang, C. K. J., Liu, W. C., Chye, S., & Chatzisarantis, N. L. D. (2011). Understanding motivation in internet gaming among Singaporean youth: The role of passion. *Computers in Human Behavior, 27*, 1179-1184. ##
23. Wang, C. K. J., Liu, W. C., & Chye, S. (2010). Achievement goals, implicit theories and behavioral regulation among polytechnic engineering students. *International Journal of Research and Review, 5*(2), 1-17.
24. Chye, S., Liu, W. C., & Seng, S. H. (2008). Monologism and dialogism in self-regulated learning (SRL) instruction: An evaluation. *Journal of Cognitive Education and Psychology, 7*(1), 23-42.
25. Chye, S., Seng, S. H., & Liu, W. C. (2007). Discourse in self-regulated learning instruction. *Academic Exchange Quarterly (AEQ), 11*(4), 12-16.

Non-Refereed Journal Articles

1. Chye, S., & Chua, B. L. (2019). Editorial. *Educational Research, Policy and Practice, 18*, 201-202.

Published Reviews of Scholarly Work

1. Chye, S. (2005). Bridging subject-matter knowledge and thinking with children's everyday concepts and personal cognition: Theoretical and pedagogical considerations. A Review of M. Hedegaard (2002). *Learning and Child Development: A Cultural-Historical Study. Mind, Culture and Activity, 12* (3&4), 261-265. #

Scholarly Books

1. **Chye, S.,** & Chua, B. L. (2023). *Mind and Machine: Pedagogy and Psychology in Digital Education*. Springer.

University Texts/Professional Books

1. Chye, S. (Ed.). (2024). *Learning 4 Life, Teaching 4 Life: Reflection, Inquiry, Identity, and Digital Portfolios in a Student Teacher's Journey*. Singapore: OTE, NIE/NTU.
2. Chye, S. (Ed.). (2021). *Becoming a Teacher: Reflection, Inquiry, and Identity*. Singapore: OTE, NIE/NTU.
3. Chye, S. (Ed.). (2019). *Inquiring into practice: Learning for teaching, learning from teaching*. Singapore: OTE, NIE/NTU.
4. Tan, O. S., Chye, S. Y. L., Lim, K. J., Chua, B. L., Tuckman, B. W., & Monetti, D. M. (2017). *Educational psychology: An asia edition*. Singapore: Cengage Learning Asia Ltd.

Book Chapters

1. Chye, S., & Tan, W. K. (Under review). Invited chapter on Innovative Pedagogies in Teacher Education in Singapore to be published in the *Oxford Research Encyclopedia of Education*, Editor-In-Chief, Professor George Noblit. Publisher: Oxford University Press.
2. Chua, B.L., Chye, S., & Goh, V. (In-press). Digital Portfolio and Partnerships: Enablers for the Development of Reflective Practitioners and Empowerment of Teacher Learning. In Lee, S-S., Chua, B.L., Chia, A., Ong, M., & Costes-Onishi, P. (Eds.), *Teacher Professional Learning for Pedagogical Leaders: The Singapore Perspective* (pp. xx-xx). Singapore: Springer.
3. **Chye, S. Y. L.,** Dutt, A., & Seng, Y. B. G. (In-press). Multi-tiered well-being interventions: Envisioning a model for prevention and remediation. In King, R. B., Caleon, I. S., & Bernardo, A. B. I. (Eds.), *Positive Psychology and Positive Education in Asia* (pp. 00-00). Singapore: Springer Nature.
4. Tan, M. C. C., Chye, S. Y. L., & Teng, S. M. (In-press). Teaching Social-Emotional Learning with Immersive Virtual Technology: Exploratory Considerations. In Chye, S. Y. L., & Chua, B. L. (Eds.), *Pedagogy and Psychology of Digital Education* (pp. 00-00). Singapore: Springer.
5. Too, M., Chye, S. Y. L., & Tan, W. K. (In-press). Mediating Effect of Loneliness on Social Emotional Learning and Problematic Internet Use in Singapore Youth. In Chye, S. Y. L., & Chua, B. L. (Eds.), *Pedagogy and Psychology in Digital Education* (pp. 00-00). Singapore: Springer.
6. Tan, C.S., Chye, S., Seng, Y., & Koh, C. (In-press). Using pedagogical principles to design a MOOC

- for parents and educators. In Chye, S., & Chua, B.L. (Eds.), *Pedagogy and Psychology in Digital Education* (pp. xx). Singapore: Springer.
7. Ratnam-Lim, C., Chue, K. L., Wong, I. Y. F., Anthony, A., ~Chye, S. (In-press). A Responsive Teacher Leader Programme: Galvanizing the Theory-Practice Nexus in the Design of Professional Development for Teacher Leaders (co-author). In *Teacher Professional Learning: A Singapore Perspective* (Editors, Lee, S. S., Chua, B. L., Chia, A., Ong, M., & Costes-Onishi, P.). Singapore: Springer.
 8. **Chye, S. Y. L.**, Chua, B. L., & Lee, Y. J. (2022). Learning of Student Teachers in Initial Teacher Education Programmes in Singapore. In Peters, M. A (Ed.), *Encyclopedia of Teacher Education*. Singapore: Springer.
 9. **Chye, S. Y. L.**, Chua, B. L., & +Balanagu, S. S. (2022). Digital Portfolios in Teacher Education: Development of Future-Ready Autonomous Thinking Teachers. In Madalinska-Michalak, J., Flores, M. A., Low, E. L., & Van Nuland, S. (Eds.), *Recruiting and Educating the Best Teachers: Policy, Professionalism and Pedagogy* (pp. 209-225). Leiden: Brill.
 10. Chye, S. Y. L. (2018). Understanding students' sense of self: Theory-based recommendations for learning and teaching in the Singapore context. In Liu, W. C., Koh, C., Choy, D., & Tay-Lim, J. (Eds.), *Understanding Teaching, Learning and Learners: A Guide for Singapore Teachers* (pp. 233-250). Singapore: Cengage Learning Asia.
 11. Chua, B. L., & Chye, Y. L. S. (2017). Nurturing 21st Century Educators: An EPIIC Perspective. In Tan, O. S., Liu, W. C., & Low, E. L. (Eds.), *Teacher Education in the 21st Century: Singapore's Evolution and Innovation*. Singapore (pp. 59-76). Singapore: Springer.
 12. Koh, C., Liu, W. C., Chye, S., & Zhou, M. (2015). Exploring the views of pre-service teachers on the use of the e-portfolio as a learning platform. In M. Carmo (Ed.), *Education applications & developments* (pp. 186-194). Lisbon: inScience Press.
 13. Chye, S. (2015). Student assessment: Potentials and limitations. In Leong, W. S., Cheng, Y. S., & Tan, K. (Eds.), *Assessment and Learning in Schools* (pp. 7-16). Singapore: Pearson Education South Asia Pte Ltd.
 14. Tan, O. S., Chye, S., & Teo, C. T. (2009). Problem-based Learning and creativity: A review of the literature. In Tan, O. S. (Ed.), *Problem-based learning and creativity* (pp. 15-38). Singapore: Cengage Learning Asia Pte Ltd.
 15. Tan, O. S., Teo, C. T., & Chye, S. (2009). Problems and creativity. In O. S. Tan (Ed.), *Problem-based learning and creativity* (pp. 1-14). Singapore: Cengage Learning Asia Pte Ltd.
 16. Chow, K. M., & Chye, S. (2009). Problem-based Learning in tertiary institutions: A sample lesson. In Ee, J., & Tan, O. S. (Eds.), *PBL Made Simple: Lessons for the Classroom* (pp. 263-282). Singapore: Cengage Learning Pte Ltd.
 17. **Chye, Y. L. S.**, & Ee, J. (2009). Enhancing the PBL experience through cognitive coaching. In Ee, J. & Tan, O. S. (Eds.), *PBL Made Simple: Lessons for the Classroom* (pp. 23-38). Singapore: Cengage Learning Pte Ltd.
 18. Liu, W. C., & Chye, S. (2008). The importance of perceived needs satisfaction: A look at polytechnic students' motivation. In P. A. Towndrow, C. Koh, & H. S. Tan (Eds.), *Motivation and practice for the classroom* (pp. 255-269). Netherlands: Sense Publishers.

Conference Papers Published in Proceedings

1. *Yeo, J. P. H., Koh, C., & ~Chye, S. Y. L. (2015). A Phenomenographic Study of Visual Communication Students' Experiences of Design Research. In *Korean Society of Design Science Conference Proceeding*, 2015 (pp. 124-129). Korea: Korean Society of Design Science.
2. Koh, C., Liu, W. C., Zhou M. M., Chye, S. (2013). Pre-service teachers' perceptions of the use of e-portfolio as a learning platform. In *Proceedings of the International Conference on Education and New Developments 2013* (pp. 194-198). Lisbon, Portugal: World Institute for Advanced Research and Science (WIARS).
3. Zhou, M., ~Chye, S., Koh, C., & Liu, W. C. (2013). Understanding teacher identity through the use of eportfolios with pre-service teachers. In Platos, J. (Ed.), *Proceedings of the Second International Conference on e-Technologies and Networks for Development* (pp. 20-27). United States: Society of Digital Information and Wireless Communications.
4. **Chye, S.**, Zhou, M. M., Liu, W. C., Koh, C., & **Chew, E. (2012). Eportfolios in initial teacher education in Singapore: Methodological issues arising from initial attempts to make meaning of artifacts. In Ravet, S. (Ed.), *Proceedings of ePIC 2012, the 10th International ePortfolio and Identity Conference, London, 9-10-11 July 2012*. (pp. 54-57). Poitiers, France: ADPIOS.
5. Chye, S. (2006). Unpacking instructional discourse in problem-based learning environments. In CDTL (Ed.), *Proceedings of the Conference for Teaching and Learning in Higher Education (TLHE)*. Singapore: National University of Singapore.

Conference Papers

1. *Lim, F. S., Chye, S. Y. L., Gustafsson, A., and Tan, J. S. (2022, June). "*Grades had more importance than understanding at that point in time*": How grades and time influence discussions in Team-Based Learning. Paper presented at Annual Conference of the Higher Education Research and Development Society of Australasia (HERDSA), Melbourne, Australia.
2. Tan, M.C.C, Chye, S., & Teng, K. (2021, November). "*In the Shoes of Another*": Immersive Virtual Environments for Social and Emotional Learning.. Paper presented at 14th Annual International Conference of Education, Research and Innovation, Barcelona, Spain.
3. Chua, B. L., Chye, S. Y. L., & +Balanagu, S. S. (2021, April). *Perception of E-Portfolio: The Role of Cognitive Self-Regulation and Motivation in Student Teacher Inquiry*. Paper presented at AERA 2021, Online, United States.
4. Chua, B. L., & Chye, S. Y. L. (2019, May). *Intrinsic Motivation for e-Portfolio: A Framework using SDT*. Paper presented at Self-determination theory conference 2019, Egmond ann Zee, Netherlands.

5. *Chong, P. F. Y., & ~Chye, S. Y. L. (2019, April). *Relationship between achievement emotions and self-regulated learning in English and Mathematics classes among streams*. Paper presented at American Educational Research Association, Toronto, Canada.
6. *Lee, P., & ~Chye, S. (2017, September). *Contextual differences in students' self-regulated learning, academic emotions and achievement*. Paper presented at Ninth SELF Biennial International Conference: SELF- Driving Positive Psychology and Well-Being, Melbourne, Australia.
7. Nie, Y., Chua, B.L., & Chye, Y. L. S. (2015, December). *Problem-based Learning in Teacher Education: Students' Preference in Problem Scenario Determination*. Paper presented at The 4th Hong Kong International Conference on Education, Psychology and Society, Hong Kong, Hong Kong (China).
8. Chua, B. L., Liem, G. A. D., Chye, S. Y. L. (2014, July). *The relationship between children's non-cognitive dispositions and their well-being: A Singapore perspective*. Paper presented at 28th International Congress of Applied Psychology, Paris, France.
9. Koh, C., Liu, W. C., Chye, S., & Zhou, M. (2014, May). *Exploring student teachers' views on the use of the e-portfolio to promote self-regulated learning*. Paper presented at The European Conference on Technology in the Classroom 2014, Brighton, United Kingdom.
10. Koh, C., Liu, W. C., Chye, S., & Zhou, M. M. (2013, September). *The use of the e-portfolio to enhance future teachers' self-regulation in learning*. Paper presented at Joint '7th SELF Biennial International Conference' and 'ERAS Conference', Singapore.
11. Liu, W. C., Koh, C., Chye, S., & Zhou, M. M. (2013, June). *E-portfolio in teacher education: Can we motivate student teachers to develop their portfolios if they are not graded?* Paper presented at Fifth International Conference on Self-Determination Theory, Rochester, United States.
12. ~Chye, S. Y., *Yeo, E., Chong, W. H., Huan, V. S., & Ang, R. P. (2012, December). *Gender differences in Internet use patterns and underlying motivations for Internet use*. Paper presented at Joint Australian Association for Research in Education and Asia-Pacific Educational Research Association Conference (AARE-APERA), Sydney, Australia.
13. Divaharan, S., Liu, W.C., Chye, S., & Koh, C. (2012, December). *Pre-service teachers to 'Walk the Talk': An experiential learning model for values education..* Paper presented at AARE--APERA 2012 Conference, Sydney, Australia.
14. Huan, V. S., ~Chye, S., *Lee, R., Ang, R. P., & Chong, W. H. (2012, December). *The influence of loneliness on Internet use: Social anxiety as a mediator*. Paper presented at AARE-APERA 2012 Joint Conference, Sydney, Australia.
15. **Chye, S. Y.**, & Chua, B. L. (2012, October). *Relations between needs satisfaction, Problem-Based Learning (PBL) experiences and problem-solving abilities*. Paper presented at The 2nd Asia-Pacific Joint Conference on Problem-Based Learning (APJC-PBL), Shanghai, China.

16. **Chye, S. Y.**, & Chua, B. L. (2012, May). *The relations between student teachers' perceptions of Problem-based Learning (PBL) environments and their motivation*. Paper presented at Partnership for Developing Classroom Practices: A Learning Forum for Mentoring Teachers, Singapore.
17. Chong, W. H., ~Chye, S., Huan, V. S., & Ang, R. P. (2012, March). *Problematic Internet Use: The Mediating Role of Academic Expectation Stress on Adolescents with Varying Social Emotional Competencies*. Paper presented at 14th Biennial Meeting, Society for Research on Adolescence, Vancouver BC, Canada.
18. **Chye, S.**, Huan, V.S., Ang, R. P., & Chong, W. H. (2012, March). *Problematic Internet use amongst high and low-achieving Singaporean adolescents: The role of social-emotional competencies and social anxiety*. Paper presented at 14th Biennial Meeting of the Society for Research on Adolescence (SRA), Vancouver, Canada.
19. Huan, V. S., Ang, R. P., Chong, W.H., & ~Chye, S. (2012, March). *Loneliness as a Mediating Factor in Predicting Problematic Internet Use Among Shy Adolescents*. Paper presented at Society for Research on Adolescence 14th Biennial Meeting, Vancouver, Canada.
20. **Chye, S.**, Liaw, A., & Liu, W. C. (2011, July). *Student teachers' needs satisfaction and perceptions of ePortfolio in the context of Problem-based Learning*. Paper presented at 9th ePortfolio and Identity Conference (ePIC), London, United Kingdom.
21. Koh, C., Liu, W. C., Zhou, M. M., & Chye, S. (2011, July). *The use of eportfolio to enhance future teachers' learning and teaching*. Paper presented at 9th ePortfolio and Identity Conference (ePIC), London, United Kingdom.
22. Liu, W. C., Koh, C., Liaw, A., & Chye, S. (2011, July). *Student teachers' motivation in doing ePortfolio and their learning during field experience*. Paper presented at 9th ePortfolio and Identity Conference (ePIC), London, United Kingdom.
23. **Chye, S.**, Liu, W. C., Walker, R. A., & Seng, S. H. (2007, August). *An inquiry into SRL instruction: The construction of learner identities and the (re)production of cultural models*. Paper presented at 12th Biennial Conference of the European Association for Research in Learning and Instruction (EARLI), Budapest, Hungary.
24. Lim, F. S., & Chye, S. (2007, March). *Scaffolding processes and tools in PBL learning environments*. Paper presented at International Problem-Based Learning Symposium, Singapore.
25. **Chye, S.**, Liu, W. C., & Seng, S. H. (2004, May). *Supporting self-regulated learning in teacher education*. Paper presented at Global Conference for Excellence in Education and Training, Singapore.
26. **Chye, S.**, Liu, W. C., Lim, C. P., & Seng, S. H. (2004, April). *An ethnographic study of self-regulated*

learning instruction in teacher education: The organisation of classroom discourse and pre-service teachers' learning. Paper presented at Annual Meeting of the American Educational Research Association (AERA), San Diego, California, United States.

27. **Chye, S.,** Lim, C. P., Liu, W. C., & Seng, S. H. (2003, August). *Supporting self-regulated learning in teacher education: Negotiating meanings and intersubjectivity in classroom discourse.* Paper presented at 10th Conference of the European Association for Research on Learning and Instruction (EARLI), Padova, Italy.
28. **Chye, S.,** Liu, W. C., Lim, C. P., & Seng, S. H. (2003, August). *Supporting the development of self-regulated learning in teacher education: The role of monologically and dialogically organised discourse.* Paper presented at Annual JURE (Junior Researchers of EARLI) Pre-Conference, Padova, Italy.
29. **Chye, S.,** Liu, W. C., & Seng, S. H. (2002, November). *Supporting pre-service teachers' self-regulated learning: An exploratory study.* Paper presented at Annual Conference of the Educational Research Association (ERAS), Singapore.
30. **Chye, S.,** Lim, C. P., & Seng, S. H. (2002, June). *Constructing a research framework for the development of teachers' self-regulated learning.* Paper presented at Fifth Congress of the International Society for Cultural Research and Activity Theory (ISCRAT) (Dealing with Diversity: Tools and Resources for Human Development in Social Practices), Amsterdam, Netherlands.
31. **Chye, S.,** Kong, S. L., & Seng, S. H. (2001, December). *Improving the preparation of teachers: Educating pre-service teachers for the information millennium.* Paper presented at Annual Conference of the Australian Association for Research in Education (AARE), Fremantle, Western Australia, Australia.
32. **Chye, S.,** Walker, R. A., & Smith, I. D. (1997, November). *Self-regulated learning in tertiary students: The role of culture and self-efficacy on strategy use and academic achievement.* Paper presented at Annual Conference of the Australian Association for Research in Education (AARE), Brisbane, Australia.

Professional Articles

1. Tan, C. S., Chye, S., Koh, C., & Seng, Y. (2022, February). *Helping Parents and Teachers Understand Children's Motivation Using an Online Course.* *Learning@NIE*, 6, 1.
2. **Chye, S.** (2020, December). *What's Next for the Digital Portfolio at NIE?* *Learning@NIE*, 4, 22-23.
3. **Chye, S.** (2020, August). *Promoting Self-Regulated Learning: Theory, Research, and Practice Singapore Teaching Practice (Official)*, 00-00.
4. **Chye, S.** (2019, April). *Digital Portfolios 4 Life (A Preview)* *Learning@NIE*, 3, 24.

5. **Chye, S.** (2007, March). *10 RP Students are now the Alumni of Monash University Reflections on Problem-Based Learning (PBL)*, 6, 7-8.
6. **Chye, S., & Seng, S. H.** (2002, December). *Teachers as lifelong learners: Developing self-regulation in teacher education ERA Bulletin (New Researchers' Corner)*, 13(1), 7-9.

Research/Technical Reports

1. Chua, B. L., Nie, Y., Chye, Y. L. S., & Liem, G. A. D. (2020). *Problem-based Learning: A Study on its Impact on Learners' Motivation, Strategy Use, Learning Processes and Academic Achievement*. National Institute of Education. Singapore.
2. Wang, C. K. J., Liu, W. C., Nie, Y., Chye, Y. L. S., Lim, B. S. C., Liem, A. G., Tay, E. G., Hong, Y. Y., Chiu, C. Y., & Sim, M. Q. C. (2016). *Motivating the Academically Unmotivated: The Why's and How's*. NIE. (ERFP). Singapore.
3. Chua, B. L., Chye, S, Y-L., Lee, J. H., Liem, G.A.D., & Seng, Y. B. G. (2014). *Designing an Instrument for Assessment of Values/Dispositions in Primary Education*. Singapore.
4. Low, E. L., Liu, W. C., Chye, S. Y. L., Costes-Onishi, P. G., Tan, J. S. Y., & Kumar, V. (2022). *Local Evidence Synthesis on Baseline Research to Inform SkillsFuture for Educators*. Office of Education Research, National Institute of Education, Singapore.

Resource Materials for School Use

1. **Chye, S., & Tan, E. H. D.** (2010). *Principles of Effective Teaching and Assessment*. Jakarta: Sampoerna Foundation.
2. **Chye, S.** (2009). *Educational Psychology 1: Learners and Learning*. Jakarta: Sampoerna Foundation.
3. **Chye, S.** (2009). *The Psychology of Learning*. Bahrain: The University of Bahrain, Bahrain Teacher's College.

Workshops and Seminars

1. Tan, C. S., Chye, S., & Seng, Y. (31 May, 2023). Invited Presentation on *Developing a MOOC: Sharing of Experiences and Lessons Learnt*. Professional Learning and Development Webinar organized by the Office of Graduate Studies and Professional Learning.

2. Chye, S., & Chue, K. L. (31 March, 2023). *Understanding and Using Data for Professional Learning Teams*. Dunman High School. Singapore.
3. Chye, S. (24 June, 2022). *Building Flourishing Communities: A Positive Psychological Approach*. Seng Kang Primary School, Singapore.
4. Tan, M. C. C., & Chye, S. Y. L. (2021, October). *CARE Seminar: Teaching Social-Emotional Learning with Immersive Virtual Technology*. Singapore.
5. Chua, B. L., Chye, Y. L. S., & Seng, B. G. Y. (2018, September). *Promoting Student Well-Being: Motivation, Engagement and Resilience*. Singapore.

Media Release

1. Chye, S. (May, 2023). The Economics of Learning: Tradeoffs in Student Teachers' Use of Multipurpose Digital Portfolios. Interview Link: <https://faculti.net/the-economics-of-learning-trade-offs-in-student-teachers-use-of-multipurpose-digital-portfolios/>

Others

1. **Chye, S.** (2006). *Developing self-regulated learning: Monologism, dialogism, and cultural models in classroom practice*. Singapore: National Institute of Education/Nanyang Technological University.

Research Funding

External Grants

Role	Year	Project Title	Amount (S\$)	Source of Grant
PI	2021-March 2024	"Being Permalicious": Intervention and Impact for Secondary School Students' Wellbeing and Academic Achievement	402,259	NIE ERFP Programmatic Research (Sub- Project 5)
External Co-PI	Mar2024-Jan 2025			
PI	2011-2016	E-portfolios as a tool to assess and promote student teachers' learning and development	99,999	NIE ERFP

PI	2009-2013	Pathological internet use among adolescents in Singapore: Trends and factors	40,000	NTU AcRF
Co-PI	2021-Present	From 'Low-Progress' to 'Future-Ready' Learners: Evaluating the Effectiveness of an Identity-Based Motivation Intervention for Normal Stream Students	199,999	NIE ERFP Programmatic Research (Sub-Project 3)
Co-PI	2019-2022	'In the shoes of another': An exploratory study of immersive technology for social and emotional Learning	147,373	NIE ERFP
Co-PI	2016-2019	Problem-based learning: A study on its impact on learners' motivation, strategy use, learning processes and academic achievement	168,826	NIE ERFP
Co-PI	2012-2017	Motivating the academically unmotivated: The whys and the hows	245,414	NIE ERFP
Co-PI	2011-2013	Enhancing students' interest, engagement and understanding of primary and secondary school science concepts by means of task explanations and task predictions: An experimental study	99,980	NIE ERFP
Collaborator	2018-2019	Developing quality university-based teacher educators.	USD 5,000	INEI Seed Fund
Collaborator	2011-2012	simSchool Open Educational Resource Modules Project	USD 750,000	Next Generation Learning Challenges Grant Program (Wave 1), funded by EDUCAUSE and the Bill and Melinda Gates Foundation

Internal Grants

Role	Year	Project Title	Amount (S\$)	Source of Grant
PI	2019-2021	Digital Portfolio Learning Analytics (DPLA)	119,951.09	NIE RS-SAA
PI	2013-2015	Evaluating homework: A review of the Literature	11,000	OER SUG
Co-PI	2019-Present	Design and development of digital coaching environment for Deeper Experiential Engagement Projects: co-evolution of education with Artificial Intelligence	180,720	NTU ACE
Co-PI	2018-2021	Validation of a new single-item general self-efficacy scale	50,000	NIE AcRF
Co-PI	2018-Present	Developing a self-motivation intervention	14,224	OER SUG
Co-PI	2015	Designing an instrument for assessment of values/dispositions in primary education	7,840	OER SUG
Co-PI	2014-2015	Exploring the effects of Outward Bound participation on developmental outcomes: A motivation and engagement perspective	9,326.75	OER SUG
Co-PI	2012-2014	Designing an instrument for assessment of values/dispositions in primary education	20,000	OER SUG
Co-PI	2011-2015	Promoting autonomous motivation in in-service teacher training through problem-based learning with self-determined problem	47,363	NIE AcRF

Co-PI	2008-2012	Student teachers' perceptions and experience of National Education: Insights into their learning and motivation	122,811.24	National Institute of Education Pre-ITP Vote (R61301014)
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Updated on 22 March 2024