

Curriculum Vitae



Associate Professor Sylvia Chong

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Office of the Provost

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Education Qualifications

1992	Ed.D, Teacher Education - University of Illinois – Urbana/Champaign
1989	MMus, Music Education - University of Illinois – Urbana/Champaign
1988	BMus (University High Honors) – Southern Illinois State
1983	Dip Teach – Trinity College, London
1986	Certificate in Ed – London Montessori Centre, Teacher Training College

Academic and Professional Experience

Current	Associate Professor, Office of the Provost, SUSS
2009 - 2012	Deputy Head, Office of Academic Quality Management, NIE
2006 - 2009	Associate Dean, Foundation Programmes Office, NIE
1992 - 2012	Associate Professor, Visual & Performing Arts Academic Group, NIE

Memberships and Professional Activities

2017	Editorial member, IAFOR Journal of Education
Since 2011	Member, European Educational Research Association Network 11: Educational Effectiveness and Quality Assurance

Research Interests

Her research interests are inter-disciplinary in nature and include both substantive and methodological approaches. The areas of interest include Quality Management in Higher Education (Educational Accountability, Teaching & Learning Quality), Beliefs, identity and epistemology (Self-efficacy - educators & learners; Beliefs about teaching and learning), Evaluation (Instrument development & validation; issues in tool development & administration; quantitative analysis & reasoning, multilevel modelling; qualitative coding & category systems) and Learning analytics (deciphering learning trends & patterns).

Recent Research Grants:

2019	Identifying determinants and making predictions of MENDAKI TUITION SCHEME (MTS) students' academic performance – a sequential explanatory and data mining approach (Singapore Millennium Foundation Endowment \$ 179,917) <i>On-going</i>
2017	Linking Theory and Professional Practice: An Inquiry into Early Childhood Teachers' Professional Development (WDARF RA.109.1001 \$157,500) <i>On-going</i>
2016	Analysing Learners' Online Study Behaviour and Its Association with Academic Performance (RF16IRA01 \$250,118) <i>On-going</i>
2014	An Exploratory study of UniSIM's Associates - Establishing Baseline Knowledge (Institutional Research - Throughputs) – (RF14PO01 \$ 189,000) <i>Completed</i>
2013	Institutional Research (Inputs) – Mining UniSIM's Enrolment Data with Descriptive and Predictive Analysis (RF13LSC01 \$ 157,500) <i>Completed</i>
2011	ELTS & its Correlation with Teachers' Communicative Competence (\$203,735, ERFP) <i>Completed</i>

Selected Publications

Chong, S., & Gopinathan, S. (accepted for publication). "Teacher Quality in Singapore." In *Oxford Research Encyclopedia of Education*. Ed. Jo Lampert. New York: Oxford University Press.

Wong, A., & Chong, S. (2018). Modelling adult learners' online engagement behaviour: proxy measures and its application. *Journal of Computers in Education*, 1-17.

Chong, S. (2016). Identification of Early Predictors of Adult Learners' Academic Performance in Higher Education. *IAFOR Journal of Education*, 4(2).

Chong, S., Mak, M., & Loh, W. M. (2016). Data-mining applications with the admission data of adult learners in higher education: a pilot study. *International Journal of Management in Education*, 10(2), 131-144.

Chong, S., Loh W.M. & Babu, M. (2015). The Millennial learner: A new generation of adult learners in higher education. *Advances in Scholarship in Teaching and Learning* 2(2)

Chong, S., Loh W.M. & Mak, X. M. (2014). Analysis of Factors that Influence Beginning Teachers' Perception of their Instructional Competency. *International Journal of Educational Reform* 23 , 66

Choy, D., Wong, A. F., Chong, S., & Lim, K. M. (2014). Beginning Teachers' Pedagogical Skills and Knowledge Towards Positive Pedagogic Teacher-Student Relationships. *US-China Education Review B*. June 2014, Vol. 4, No. 6, 357-367

Low, E.L., Chong, S. & Ellis, M. (2014). Teachers' English communication skills: Using IELTS to measure competence of graduates from a Singaporean teacher education program *Australian Journal of Teacher Education*, 38 (10)

Chong, S. (2014). Academic quality management in teacher education: a Singapore perspective. *Quality Assurance in Education*, 22(1), 53-64.

Koh, H.C., & Chong, S. (2014). Broadening and Deepening Of SoTL with Learning Analytics. *Advances in SoTL* 1 (1), 49-62.

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