



Volume 41
Issue 2 *Spring 2012*

Contributors

Follow this and additional works at: <https://trace.tennessee.edu/internationaleducation>



Part of the [International and Comparative Education Commons](#)

Copyright © 2013 by the University of Tennessee. Reproduced with publisher's permission.

Further reproduction of this article in violation of the copyright is prohibited.

<https://trace.tennessee.edu/internationaleducation/vol41/iss2/9>

Recommended Citation

(2012). Contributors. *International Education*, Vol. 41 Issue (2).

Retrieved from: <https://trace.tennessee.edu/internationaleducation/vol41/iss2/9>

This Contributors is brought to you for free and open access by TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in International Education by an authorized editor of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

CONTRIBUTORS

Liying Cheng is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University. Her primary research interests are the impact of large-scale testing on instruction, the relationship between classroom assessment and instruction, and the academic and professional acculturation of international and new immigrant students, workers, and professionals to Canada.

Yanping Chi is an Associate Professor in the Social Science Department of Xi'an International Studies University in Xi'an, PRC. She serves as the lead project coordinator for a grant through the Ministry of Education under the Humanities and Social Sciences Planning Fund.

Philip Hoare is an Associate Professor in the Department of English in the Hong Kong Institute of Education. His teaching and research interests are in immersion education curriculum and pedagogies, content-based language teaching. He has extensive experience working with English immersion teachers in Hong Kong. He is currently advising and researching content-based English teaching projects in Mainland China.

Xiaodan Huang is a Professor of Education at Shawnee State University. Her teaching and research interests include curriculum and instruction in the multicultural and global contexts. In recent years she has worked to promote international teacher education initiatives.

John Kirby is a Professor of Education and Psychology at Queen's University in Kingston, Ontario, Canada. His research interests include the cognitive processes underlying the development of word reading and reading comprehension.

Ellen Knell received her Ph.D. in Applied Linguistics from the University of Utah. Her dissertation was an evaluation of early English Immersion in Xi'an, China. Currently she serves as the Chinese Immersion Coordinator for the State of Utah.

Stella Kong is an Associate Professor in the Department of English in the Hong Kong Institute of Education. She specializes in immersion teacher education. Her teaching and research interests are in immersion education pedagogies, content-language relationships and writing-to-learn across the curriculum. She has extensive experience working with English immersion teachers in Hong Kong. She has recently worked with content-based English teachers in Mainland China.

Miao Li is a Ph.D student in the Faculty of Education at Queen's University in Kingston, Ontario, Canada. She is interested in the cognitive processes of reading and listening development in bilingual children.

Miao Pei is an associate professor at Beijing Normal University, with a PhD from University of Hong Kong. Her research interests involve foreign language teach-

ing and learning, and teacher cognition and teacher development. She has published over 20 Chinese papers relating to her research areas and one English paper in *Foreign Language Annals* in March, 2011.

Haiyan Qiang is Professor of Education at the South China normal University, China. Her research interests range from comparative education, curriculum and instruction, language education and gender education. She has led several joint international research projects, one of which is CCUEI, the English immersion project in China.

Linda S. Siegel is a Professor in the Department of Educational and Counselling Psychology and Special Education and holds the Dorothy C. Lam Chair in Special Education at the University of British Columbia. She is currently the President Elect of the Division of Learning Disabilities of the Council of Exceptional Children. She was a member of the US national panel in the literacy development of language minority children and youth.

Mary Barbara Trube is Assistant Dean for Academic Engagement and Outreach in The Patton College at Ohio University. She earned an Ed.D. and M.Ed. in educational administration with a focus in special education from The University of Texas at Austin. Her research interests include teacher development and project-based and international education.

Rong Yan is currently an associate professor of School of English Language, Literature and Culture, Beijing International Studies University. He obtained his Ph.D. from Chinese Academy of Sciences. His research interests include psycholinguistics, second language acquisition and TESOL.

Lei Zhang is currently a senior lecturer of Preschool Education, College of Education, China Women's University. She obtained her Master's degree from Shaanxi Normal University. Her research interests include early childhood literacy education and bilingual education.

GUIDELINES FOR CONTRIBUTORS

International Education is a refereed journal that focuses on multiple issues, policies and practices related to all levels of international education, from an interdisciplinary perspective. Although the journal covers a variety of issues in education, it pays close attention to: (1) studies on comparative education; (2) cross-national education and international students; (3) educational issues in different countries. *International Education* publishes critical essays, research studies, and book reviews. Recommended lengths vary for critical essays and research studies (7500 words); book reviews (1000-2000 words). Authors should include an abstract with their submission. Manuscripts should conform to the most recent *Publication Manual of the American Psychological Association*. Articles accepted for publication but not conforming to these guidelines will be returned to the author for revision.

Manuscripts are sent out for anonymous review. To preserve the advantages of anonymous reviewing, authors should avoid self-identification in the text as well as in the references of the manuscript. Each manuscript must be accompanied by a statement that it has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere. Authors are responsible for obtaining permission to reproduce copyrighted material from other sources and are required to sign an agreement for the transfer of copyright to the publisher. All accepted manuscripts become property of the publisher. Manuscripts should be submitted electronically to *International Education* via <http://trace.tennessee.edu>. The journal can be found under "Browse Research & Scholarship." You will need to create an account which will give you the ability to upload your manuscript to the site. Most editorial decisions will be rendered within 4 months. Prospective authors are encouraged to contact the senior editor Dr. Barbara Thayer-Bacon (bthayer@utk.edu) with any questions.

International Education is published biannually (fall and spring) by the College of Education, Health, and Human Sciences, The University of Tennessee, Knoxville, Tennessee 37996-3452. Subscriptions are \$100.00 a year for U.S.A. and possessions; \$110.00 a year for Canada and other countries. Please make checks payable to The University of Tennessee. The first issue, Vol. 1, No. 1, was Fall 1971.

International Standard Serial Number (ISSN) 0160-5429

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution. E01-1716-001-08. Job 8768.

INDEX

International Education is indexed by:

(In English)

1. A B I-INFROM(American Business Information)
2. Bibliography of Asian Studies (Online Edition)
3. Book Review Digest Plus
4. Contents Pages in Education Current Abstracts
5. Database of Research in International Education
6. Ebscohost
7. Education Index
8. Education Research Index
9. Education Research Abstracts Online
10. H.W. Wilson Education Abstracts
11. H.W. Wilson Education Full Text
12. H.W. Wilson Education Index
13. Wilson OmniFile Full Text Mega Edition
14. Wilson OmniFile Full Text Select
15. ProQuest
16. Special Educational Needs Abstracts
17. Swets Information Services
18. Periodicals Index Online
19. Multicultural Education Abstracts (print)
20. Vocational Education & Training Abstracts

(In German)

1. IBZ—Internationale Bibliographie der geistes- und sozialwissenschaftlichen Zeitschriftenliteratur
2. IBR—Internationale Bibliographie der Rezensionen geistes- und sozialwissenschaftlicher Literatur
3. Dietrich's Index Philosophicus