

4 FEBRUARY 2015 (WEDNESDAY)

09:15 – 09:30	REGISTRATION	
09:30 – 09:45	WELCOME & INTRODUCTORY REMARKS	
	<p>Wei-Jun Jean YEUNG Asia Research Institute & Department of Sociology, National University of Singapore</p> <p>Haibin LI Asia Research Institute, National University of Singapore</p>	
09:45 – 11:00	KEYNOTE ADDRESS 1	
<i>Chairperson</i>	Wei-Jun Jean YEUNG National University of Singapore	
09:45	<p>Andrew J. MARTIN University of New South Wales, Australia</p> <p>KAI Yu Beijing Normal University, China</p> <p>Paul GINNS University of Sydney, Australia</p> <p>Brad PAPWORTH Independent Scholar</p>	Exploring Young People’s Adaptability and Buoyancy in China, North America, and the UK: A Cross-Cultural Investigation
10:45	QUESTIONS & ANSWERS	
11:00 – 11:30	MORNING TEA BREAK	
11:30 – 13:00	PANEL 1 – BEATING ACADEMIC ADVERSITY IN HONG KONG, SINGAPORE, AND INDIA	
<i>Chairperson</i>	Jennifer Pei-ling TAN National Institute of Education	
11:30	<p>Wai-chi CHEE University of Hong Kong</p>	“Lose at the Starting Line, Win at the Finishing Line”: Beating Academic Adversity
11:50	<p>Aparajita CHOWDHURY Berhampur University, India</p>	Understanding Invulnerable Children to Enhance Academic Resiliency in Indian Socio-Cultural Context
12:10	<p>Imelda S. CALEON Nanyang Technological University, Singapore</p>	Profiling Academically At-risk Secondary Students in Singapore: What are the Factors that Predict Students’ Placement into High-risk and Low-risk Groups?
12:30	QUESTIONS & ANSWERS	
13:00 – 14:00	LUNCH	

14:00 – 15:30	PANEL 2 – TEST ANXIETY, LEARNING STRATEGIES AND ACADEMIC RESILIENCE	
<i>Chairperson</i>	Gregory Arief D. LIEM National Institute of Education	
14:00	Paul GINNS University of Sydney, Australia Andrew J. MARTIN University of New South Wales, Australia Brad PAPWORTH Independent Scholar	Test Anxiety Moderates Buoyancy's Effects on Learning Strategies: A Cross-Cultural Investigation
14:20	Kwok-cheung CHEUNG University of Macau	The Effects of Self-regulatory Learning Variables on Mathematical Literacy Performance: A Study of Learning Characteristics of the Academic Resilient and Advantaged Low Achievers in Shanghai, Singapore, Hong Kong, Taiwan and Korea
14:40	Şahin KAPIKIRAN Pamukkale University, Turkey	Relationship between Test Anxiety in Relation to Parent Academic Achievement Pressure-support in Adolescent: Examining the Moderator and Mediator Role of Academic Resilience
15:00	QUESTIONS & ANSWERS	
15:30 – 16:00	AFTERNOON TEA BREAK	
16:00 – 17:30	PANEL 3 – ACADEMIC RESILIENCE FOR CHILDREN FROM DISADVANTAGED FAMILIES, NEIGHBOURHOOD AND RURAL AREAS	
<i>Chairperson</i>	Erin Hye-Won KIM National University of Singapore	
16:00	Daniel T.L. SHEK The Hong Kong Polytechnic University	The Influence of Positive Youth Development and Family Functioning on Adolescent Academic Adjustment in Families with Parental Divorce or Separation
16:20	Haibin LI Wei-jun Jean YEUNG National University of Singapore	Exploring Academic Resilience in Rural Chinese Children
16:40	Indra Mani RAI University School of Education, Nepal	Educational Resilience of Squatter Children in Kathmandu Metropolitan City
17:00	QUESTIONS & ANSWERS	
17:30	END OF DAY 1	
18:00 – 20:00	CONFERENCE DINNER (For Speakers, Chairpersons & Invited Guests)	

5 FEBRUARY 2015 (THURSDAY)		
10:15 – 10:30	REGISTRATION	
10:30 – 12:00	PANEL 4 – UNDERPRIVILEGED SOCIAL OR ETHNIC GROUPS	
<i>Chairperson</i>	Zheng MU National University of Singapore	
10:30	Andrés SANDOVAL-HERNÁNDEZ International Association for the Evaluation of Educational Achievement, Germany	Factors and Conditions that Promote Academic Resilience in Asian Education Systems: An Analysis Based on TIMSS 2011
10:50	Dhiman DAS National University of Singapore	Academic Resilience among Children from Underprivileged Social Groups in India
11:10	Trieu Thanh QUANG Rukmalie JAYAKODY Suet-ling PONG Pennsylvania State University, USA	Ethnic Minority Educational Success: Understanding Accomplishments in Challenging Settings
11:30	QUESTIONS & ANSWERS	
12:00 – 13:00	LUNCH	
13:00 – 14:30	PANEL 5 – SOCIAL CAPITAL WITHIN SCHOOL, FAMILY AND YOUTH	
<i>Chairperson</i>	Vincent CHUA National University of Singapore	
13:00	Lucy JORDAN University of Hong Kong	Thriving in Spite of Economic Adversity: Contributions of Social Capital within the Family and Youth
13:20	Erica FRYDENBERG University of Melbourne, Australia	Parents and Children's Coping: Building Resilience and Wellbeing in the Early Years
13:40	Sophie DEWAYANI Bandung Institute of Technology, Indonesia	The Community Caring: Indonesian Street Children Securing their Pathways into Formal Schooling
14:00	QUESTIONS & ANSWERS	
14:30 – 15:00	AFTERNOON TEA BREAK	
15:00 – 16:10	PANEL 6 – CHILDREN FROM MIGRANT FAMILIES	
<i>Chairperson</i>	Sharon Ee Ling QUAH National University of Singapore	
15:00	HU Shu National University of Singapore	Perception of Parental Migration, School-monitored Life and Academic Resilience among Adolescents in Rural China
15:20	TENG Siao See National University of Singapore	Educational Support for Singaporean Students with Migrant Mothers
15:40	QUESTIONS & ANSWERS	
16:10 – 16:40	CLOSING REMARKS	
	Wei-Jun Jean YEUNG Asia Research Institute & Department of Sociology, National University of Singapore Haibin LI Asia Research Institute, National University of Singapore	
16:40	END OF CONFERENCE	

**Exploring Young People's Adaptability and Buoyancy
in China, North America, and the UK:
A Cross-Cultural Investigation**

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How do young people in China, North America (USA, Canada), and the UK navigate change and uncertainty in their lives? How do they deal with academic setback and adversity? This presentation explores the roles of adaptability and academic buoyancy in addressing these questions. Adaptability is defined as individuals' cognitive, behavioral and affective adjustments in the face of change, uncertainty and novelty. Academic buoyancy refers to a capacity to successfully overcome academic adversity and setback. Building on prior promising research conducted in Western contexts, this study is a cross-national comparison involving mainland China, USA, Canada, and the UK and investigates the role of adaptability and buoyancy in predicting students' academic motivation and engagement. A total of 3,617 mainland Chinese school students (ages 12-16 years), 989 North American school students (USA, Canada; ages 12-16 years), and 1,182 UK school students (ages 12-16 years) participated in the study. Findings showed that the positive effects of adaptability and academic buoyancy generalize from Western contexts to students from mainland China. Findings also show that family factors such as parents' education level are associated with students' adaptability and buoyancy. These findings hold implications for researchers and practitioners seeking to understand and address young people's responses to their ever-changing and ever-challenging world. Findings also provide insight into how to better assist at-risk students whose personal and/or academic lives may be unstable and difficult. More broadly, the research identifies common factors and processes across national contexts that hold potential for broader conclusions about educational and developmental psychology as relevant to students' educational pathways.

Andrew J. Martin, PhD, is Professor of Educational Psychology at the University of New South Wales specializing in motivation, engagement, achievement, and quantitative research methods. He is also Honorary Research Fellow in the Department of Education at the University of Oxford, Honorary Professor in the Faculty of Education and Social Work at the University of Sydney, Fellow of the American Educational Research Association, and President of the International Association of Applied Psychology's Division 5 Educational, Instructional, and School Psychology. Andrew is in the Top 25 of International Rankings of the Most Productive Educational Psychologists (Source: Table 2, Jones et al., *Contemporary Educational Psychology*, 2010). He has written over 250 peer reviewed journal articles, chapters, and papers in published conference proceedings and written 3 books for parents and teachers (published in 5 languages). He is Associate Editor of *British Journal of Educational Psychology* and on Editorial Boards of 4 journals, including 2 international journals (*Journal of Educational Psychology*; *Contemporary Educational Psychology*).

“Lose at the Starting Line, Win at the Finishing Line”: Beating Academic Adversity

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This paper examines public perception and discourse of academic adversity and resilience to understand what are considered to be deterrents of academic success and what are believed to effectively counteract the deterrents and contribute to educational resilience. Data are drawn on discourse analysis of media coverage in Hong Kong of the success stories of students at risk after the release of university entrance exam results.

In Hong Kong, educational desires are fuelled by the high value placed on education, and an extremely competitive examination system whereby less than 20 percent of secondary students are admitted to university degree programs. As in many Asian cities, Hong Kong uses a centralized and uniform public examination as the only criterion of university entrance screening, reinforcing an examination-dominated culture. Success in public examination is equated with success in intellectual advancement or even in life. Underprivileged students are often described to be “losing at the starting line,” implying that they are doomed to failure right at the start. Those who overcome academic adversity are upheld as exemplary students. Every year after the announcement of the public examination results, success stories of students who have beaten the odds occupy significant coverage of news for days. By analyzing how the stories of failure, success, and resilience are told, this paper explores factors contributing to success under adverse conditions, as understood by students, and the society at large. It discusses how educational resilience experiences are represented in mass media, what are considered to be essential elements of academic success within the context of adversity, and the perceived role of significant others especially family members in contributing to academic resilience. This project seeks to illuminate the interplay between different factors in shaping resilience and in contributing to positive educational outcomes.

Wai-chi Chee is a Research Assistant Professor at the School of Modern Languages and Cultures in the University of Hong Kong. She received her PhD in Anthropology from the Chinese University of Hong Kong, and has been a visiting predoctoral fellow at the Harvard Graduate School of Education. Her research interests include migration, education, youth, globalization, governance, grassroots activism, ethnicity, and culture and identity. Her current research projects include right-of-abode seekers in Hong Kong, Mainland China-Hong Kong cross-border families, academic achievement of ethnic minority students in Hong Kong, and tutorial schooling and higher education. She has published in several international journals including *Asian Anthropology*, *Taiwan Journal of Anthropology*, *Ethnography and Education*, and *Multicultural Education Review*. She is also a contributor to *Refugees, Immigrants, and Education in Global South* (Routledge) and *Religious Pluralism, State and Society in Asia* (Routledge; Winner of 2014 Jackie Kirk Outstanding Book Award).

Understanding Invulnerable Children to Enhance Academic Resiliency in Indian Socio-Cultural Context

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Disadvantaged, but competent children are called “invulnerable”, for which disadvantaged are “boon” than “curse”, as they turn their disadvantages in to advantages for themselves. Present paper attempts to study the personality characteristics of invulnerable children, selected from the population by taking in to consideration of their disadvantaged family environment from the total population of about 2000 children in the age group of 10 to 13 years. The peer nomination and teacher rating scales were used to select and validate the selection of invulnerable and vulnerable comparable groups of children. Cattell’s High School Personality Questionnaire was administered to yield personality characteristics of both invulnerable and vulnerable children. The study revealed that the invulnerable children, in spite of their family disadvantages were persistent, moralistic, disciplined, consistently ordered, concerned about moral standards and rules, relatively more flexible, self-possessed and socially bold. They were found to be the product of all types of adversities, deprivations and disadvantages in their family front, still because of their positive self esteem and feeling of self-worth, they maintain the spirit of acting, while interacting with the other environmental adversities, instead of succumbing to the conditions.

The paper came out with suggestions for enhancing academic resiliency through proper understanding of these children by teachers in the classrooms and using their talents for their own as well as other disadvantaged children’s growth and development using peer-to-peer teaching-learning approach. The study provide validity to tap the “child-power” as the potential source for imparting ideas, information related to different aspects of development and peer-mediated intervention for existing structure of Indian schools, as the family environment is no more effective for enhancing academic resiliency.

Aparajita Chowdhury, M.Sc., PhD is Professor and Head of the Post Graduate Department of Home Science; and Dean of Faculty of Social Sciences at Berhampur University, Odisha, India. She has been a teacher and researcher in the field of Human Development and Family Studies for more than three decades. She was a recipient of prestigious *Commonwealth Academic Staff Fellow* at the University of London, U.K; *Fulbright Fellow* at the University of Wyoming, USA; and *ICSSR-NWO Social Science Scholar* at the University of Maastricht, The Netherlands. In addition, Prof. Chowdhury received “The Young Investigators” award from the Johann Jacobs Foundation, Zurich, Switzerland and completed three sponsored research projects. Her research interests include – Early Childhood Care and Education, Adolescent & Youth Studies, Parenting in Cultural Context, Gender Studies, Family Violence, Cross Cultural Family Studies and Elderly Issues. She is a member of National Assessment and Accreditation Council (NAAC) for University Grants Commission, Government of India.

Profiling Academically At-risk Secondary Students in Singapore: What Are the Factors that Predict Students' Placement into High-risk and Low-risk Groups?

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Students who perform poorly during their primary school years are at-risk of continued low achievement as they move higher in the education ladder. Before targeted efforts aimed at helping these students to veer away from the trajectory low achievement, it is important to unpack their profiles and to identify the factors that predispose them towards high-risk status. With Singapore as the backdrop and 1469 Secondary One students as respondents, the present study aimed to (1) present the profiles of students who were classified into low-risk or high-risk status and then (2) identify salient predictors of the students' academic risk status. The students' risk status was determined based on their performance in a national test, which was given at the end of their primary education; and a standardized test, which was given towards the end of their first year in secondary school. The factors that were considered in the analyses were teacher autonomy support; teacher competence support; students' relatedness with teachers, parents and peers; students' personal strengths and students' background variables (i.e., socio-economic status, initial achievement and cognitive ability). In line with the students' profiling, a series of multivariate analysis of variance was conducted to determine the factors in which low-risk and high-risk groups differed significantly. Logistic regression analysis was conducted to determine the factors that predict students' placement in the low-risk and high-risk groups. The results of the analyses were used to identify protective factors that can buffer the effects of risk factors on academically at-risk students. Implications for school practice, programme development, and future research to promote academic success of at-risk students are presented.

Imelda S. Caleon is a Research Scientist and co-convenor of the Students At-risk Task Force at the National Institute of Education, Singapore. The task force aims to explore how academic and non-academic outcomes of at-risk students can be enhanced and how supportive environments and teacher capacities can be developed to achieve this end. Currently, Dr Caleon is the principal investigator of three competitively-funded research projects focusing on at-risk students. Leading the list is a three-year longitudinal study that aims to identify key predictors of students' academic resilience. The second study involves the design, implementation and evaluation of an intervention programme that intends to foster students' positive emotions, well-being, and academic outcomes. In another study, she investigates the pedagogical content knowledge, beliefs and practices of teachers who are teaching academically at-risk students. Prior to her current role, she was involved in studies focusing on students' conceptual development in science.

Test Anxiety Moderates Buoyancy's Effects on Learning Strategies: A Cross-Cultural Investigation

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A growing body of research has investigated academic buoyancy's nomological network, but there is limited evidence regarding whether key relationships generalize across cultural and family settings. This cross-cultural investigation examined the extent to which relations between academic buoyancy and both use of learning strategies (memorisation, elaboration, personal best goal-setting, and cooperation) are mediated by academic anxiety, and whether these mediation effects are in turn moderated by cultural background. The sample consisted of Australian high-school students of Chinese background and European cultural background ($N = 380$), with sub-samples ($N = 190$ each) matched across key demographic variables of age and gender, and controlling for family background through parental education and prior academic achievement. Construct validity of the measurement model was assessed using confirmatory factor analysis, with suitable levels of model fit: CFI = .92, TLI = .90, RMSEA = .053 (90% CI .046 - .061); reliability coefficients (Cronbach's alpha) ranged from .83 to .72, and were judged acceptable. Using conditional process models, we found statistically reliable mediation effects of academic anxiety across three of the four learning strategies. Cultural background was not a statistically reliable moderator of these mediation effects, suggesting the impeding effects of academic anxiety generalize across cultural background. The mediation by academic anxiety of academic buoyancy's associations with a range of learning strategies adds to our understanding of the deleterious effects of academic anxiety. These findings hold relevance for future research on academic buoyancy's nomological network, including cross-cultural and family background investigations, and the design of interventions addressing academic buoyancy.

Paul Ginns is Senior Lecturer in Educational Psychology at the Faculty of Education and Social Work, University of Sydney. He is an active educational researcher, and has worked independently and in collaboration with both Australian and international colleagues on a wide variety of educational research projects. His research has two broad foci. The first applies theories from cognitive science and embodied cognition to instructional design. The second research programme seeks to understand the systemic relations between students' approaches to and engagement in learning, their perceptions of the teaching and learning environment, and subsequent learning outcomes, with the ultimate goal of constructive alignment of the teaching and learning system. He serves on the editorial board of *Educational Psychology Review* and *Teaching in Higher Education*, and the College of Reviewers for *Higher Education Research & Development*. He is a registered psychologist in Australia.

**The Effects of Self-Regulatory Learning Variables on
Mathematical Literacy Performance:
A Study of Learning Characteristics of the Academic Resilient and
Advantaged Low Achievers in Shanghai, Singapore, Hong Kong, Taiwan and Korea**

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Many students from ESCS-disadvantaged homes participating in PISA 2012 were classified as academic resilient (called disadvantaged high-achiever, the DHA in this study). These students were able to beat the odds against them so as to advance in mathematical literacy attainment. In comparison with peers of comparable home background status there were also students from advantaged homes performing far behind standard in mathematical literacy performance (called advantaged low-achiever, the ALA in this study). Drawing data from the PISA 2012, this study sought to examine the similarities and differences in pertinent learning mathematics characteristics (i.e. gender, family and academic background, and the mathematics self-regulatory learning variables) amongst students of the five top-performing Asian economies, i.e. Shanghai, Singapore, Hong Kong, Taiwan and Korea, respectively. From the international comparative education perspective these students were classified across economies as DHA or ALA with reference to their disadvantaged or advantaged counterparts respectively. The results of the logistic regression analyses showed that variables like family and academic background (e.g. gender, immigration status, family structure, years of attending kindergarten, grade repetition), as well as the self-regulatory learning mathematics variables (e.g. familiarity with mathematical concept, mathematics self-efficacy, mathematics self-concept, and mathematics anxiety) are able to predict whether a student of comparable disadvantaged (or advantaged) home background is more likely to be classified as DHA (or ALA) or not. The findings are important to shed light on the principles and methods of mathematics education so as to help the low-achievers, whether ESCS-advantaged or disadvantaged, to advance to higher level of mathematical literacy attainment.

Kwok-cheung Cheung obtained his PhD (science education) at King's College, University of London. He is Professor of Curriculum and Instruction, and Director of Educational Testing and Assessment Research Centre of the Faculty of Education of the University of Macau. He is National Project Manager (NPM) of Macao's PISA 2009, PISA2012 and PISA 2015 Study. His research interests are on: educational assessment, comparative education, and mathematics and science education.

**Relationship between Test Anxiety in Relation to
Parent Academic Achievement Pressure-Support in Adolescent:
Examining the Moderator and Mediator Role of Academic Resilience**

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The purpose of this study is to examine the moderator mediator role of academic resilience on the relationship between test anxiety with in parent academic achievement pressure - support in adolescent. The study includes adolescents from the 9th, 10th 11th and 12th grades between aged 15 and 20 (M = 16.70, SD = .928). The study group consisted of 390 high school students from medium sized cities in Turkey, of which 223 (57.2%) were girls and 167 (42.8%) were boys. The study examined students' responses to Parent Academic Achievement Pressure and Support Scale (Kapıkıran, 2009), Academic Resilience Scale (Martin and Marsh, 2006) and Test Anxiety Scale (Pintrich et al., 1991). Researchers used a hierarchical multiple regression in four step to explore proposed moderator (academic resilience) between gender, Parent academic achievement pressure (PAAP), parent academic achievement pressure support (PAAS) and test anxiety. The overall model was significant at first, as was the significance of multiple correlation squared. The overall model was significant at step two, as was the significance of incremental change in multiple correlation squared thus; indicating predicted test anxiety above and beyond academic resilience. Hierarchical regression analysis indicated that academic resilience did not moderate the relationship between parent academic achievement pressure - support and test anxiety. In addition, it was determined that academic resilience is a partial mediator between parent academic achievement pressure and test anxiety. The mediator role of academic resilience between parent academic achievement support and test anxiety; however, did not reach statistically significant levels.

Şahin Kapıkıran PhD, is an Associate Professor in Pamukkale University Psychological Counseling and Guidance department. His has published papers in various journals. His interests include achievement goal orientations, test anxiety, academic resilience, motivation, school climate, loneliness and life satisfaction of adolescents, social support, scale adaptation and development.

The Influence of Positive Youth Development and Family Functioning on Adolescent Academic Adjustment in Families with Parental Divorce or Separation

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Based on the five waves of longitudinal data (N = 3,328 at Wave 1), the influence of positive youth development attributes and family functioning on academic adjustment and academic stress in adolescents growing up in families with parental separation or divorce at Time 1 was examined. Compared with adolescents without experience of parental divorce or separation, adolescents with such experiences displayed poorer well-being and academic adjustment as well as higher risk behavior. At Wave 5, both positive youth development and family functioning positively predicted academic adjustment but negatively predicted study stress. Longitudinally, Wave 1 positive youth development predicted school adjustment at Wave 3 and perception of the new secondary school curriculum at Wave 5. While Wave 4 positive youth development had influence on all academic-related measures at Wave 5, Wave 4 family functioning predicted school conduct at Wave 5 only. The protective role of positive youth development and family functioning in academic resilience in adolescents growing up in non-intact families is discussed.

Daniel T.L. Shek (PhD, FHKPS, SBS, JP) is Associate Vice President and Chair Professor of Applied Social Sciences at The Hong Kong Polytechnic University, Advisory Professor of East China Normal University and Adjunct Professor of University of Kentucky College of Medicine. He is Chief Editor of *Journal of Youth Studies* and *Applied Research in Quality of Life*, Editorial Advisor of *British Journal of Social Work*, and Editorial Board member of several international journals including *Social Indicators Research* and *Journal of Adolescent Health*. He is a Series Editor of *Quality of Life in Asia* published by Springer and an Associate Editor of the *Encyclopaedia of Family Studies* to be published by Wiley-Blackwell. He is Chairman of the Action Committee against Narcotics and Family Council of the Government of Hong Kong Special Administrative Region. He has to date published 120 books, 228 book chapters and more than 500 articles in international refereed journals.

Exploring Academic Resilience in Rural Chinese Children

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Currently, in Asia, although urban population grow at a fast pace, there is still a large section of population (60%) living in rural or remote locations where they lack adequate education resources and opportunities (Chatterjee & Ramchand, 2014). China is a developing country and has large population. In addition, the current Chinese government carries out a strict household registration (hukou) control policy, therefore it is very hard for the majority of Chinese to convert their rural hukou to an urban one. As a result, those children or adolescents with rural hukou may lack adequate access to health care, education, and other basic services compared with their urban hukou-counterparts (Chan, 2009).

In this paper, we use data from 2012 Chinese Family Panel Studies to explore the academic resilience among these Chinese rural students. There are 1891 10-15 year-old Chinese children (boys, 50.7%; girls, 47.9%, not specify, 1.4%) from more than 25 provinces included in this analysis. Among them, 75.4% are from rural area and 24.2% are with city hukou. 51.3% are primary school students. T-test results indicated that students with rural hukou have significantly lower scores in cognitive test than those with urban hukou. Results from multiple structural equation modeling showed that self-esteem and quality are two important positive predictors for improving cognitive abilities for both groups. However, parental expectation only plays a significant role in improving urban students' cognitive abilities, while whether studying in a key school and having high self-esteem are two important indicators for making rural students academically resilient. The results and significant implications for prevention and intervention activities are discussed.

Haibin Li is a Postdoctoral Fellow in the Changing Family in Asia Cluster. She received her PhD (Education/Social Psychology) and MEd (Educational Psychology) from University of Sydney, Australia. She has more than 10 research publications in peer-reviewed journals and conference proceedings. Her research interests include resilience, parenting, and self-concept. Currently, she is a reviewer of *Asian Journal of Social Psychology and International Journal of Psychological Studies*.

Wei-jun Jean Yeung is a Professor at the Department of Sociology and the Cluster Leader in the Changing Family in Asia research cluster in Asia Research Institute at the National University of Singapore (NUS). She chairs the Family, Children, and Youth Research Cluster in the Faculty of Arts and Social Sciences in NUS. Professor Yeung is on the editorial boards of *Demography*, *Journal of Marriage and Family*, and *Journal of Family Issues*, and has served on numerous scientific review committees. Professor Yeung's current research includes various family demographic issues in Asia and in America. Her recent publications include edited special issues on *Asian Fatherhood*, *Transitioning to Adulthood in Asia*, and *Shifting Boundaries of Care in Asia* and a forthcoming volume on Economic Stress and Families in Asia.

Educational Resilience of Squatter Children in Kathmandu Metropolitan City

Indra Mani RAI

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Squatters are the illegal tenants residing in public lands as immigrants due to livelihood collapse in their origins. They have been denying public resources and urban facilities because of their official identity crisis leading to vicious circle of poverty with impoverished livelihoods creating multifaceted adversities of learning for their children. In this context, this paper, based on concurrent method research, has explored the learning adversities faced by the squatter children of a particular river bank squatter settlement of Kathmandu Metropolitan city, protective and promotive factors, and life-skills as their learning outcomes. The exposure in unhygienic settlements with low health conditions, poverty with impoverished livelihoods, and illiteracy of parents, poor homely environment, and dysfunctional families were the key adversities encountered by squatter children. Further, cohesive and harmonious teachers and peers in schools, determination and dedicated support of parents in families, and social structures as social capitals were protective and promotive factors for their educational resilience. The squatter children have developed optimistic sense of being prospective professionals, behavior towards self-reliance, non-discriminatory interaction among others, and interactive and exploratory learning habits as the life-skills as learning outcomes.

Indra Mani Rai began his professional career by founding a private school and engaging with the children in teaching learning activities in the school. Along with this, he has been working as lecturer in Kathmandu University School of Education, Kathmandu, Nepal and he is a PhD Scholar of the University with specialization of development studies. He is conducting the PhD research on 'Urban Livelihoods of *Kirat* Ethnic Groups: Quest for New Identity' employing critical auto/ethnographic methodology. In addition, he is freelance researcher and a livelihood specialist working as a consultant of several international non-governmental and multilateral organizations like World Bank.

Factors and Conditions that Promote Academic Resilience in Asian Education Systems: An Analysis Based on TIMSS 2011

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It is well documented that students from low socioeconomic status (SES) families tend to perform worse at school than their more socially advantaged peers; yet, several studies have shown that in most countries there is a group of children who are academically successful despite their challenging backgrounds. These students are called resilient.

The objective of this work is two-fold. First, to estimate the proportion of resilient students in each of the analyzed education systems, and second, to identify factors and conditions that could help socially disadvantaged students to become academically resilient. For doing that, we used data from the participation of Singapore, South Korea, Hong Kong, Chinese Taipei, and Japan in the IEA Trends in International Mathematics and Science Study (TIMSS) 2011.

The analytical strategy consisted in fitting different specifications of logistic regression models to predict the probability of a socially disadvantaged student to be academically resilient within each of the analyzed education systems.

Preliminary results suggest that: a) There are important differences in the proportion of academically resilient students across the education systems analyzed. For example, while in Singapore and Hong Kong more than 80 percent of the disadvantaged students are academically resilient, in Japan the proportion of resilient students is just above 60 percent. b) In the analyzed education systems, variables like positive academic self-concept, a safe school environment and favorable community structural conditions tend to show positive associations with higher probabilities of academic resilience.

We consider that this work contributes to fill a gap in the literature on academic resilience by using international comparative data and by focusing on Asian countries. Its findings could shed light on the processes through which students overcome challenging socioeconomic conditions in order to obtain satisfactory educational results; and therefore could contribute to inform the design of policy interventions aimed at reducing inequalities in the distribution of educational opportunities.

Andrés Sandoval-Hernández is the Head of the Research and Analysis Unit at the International Association for the Evaluation of Educational Achievement (IEA), Data Processing and Research Center in Hamburg, Germany. His work deals with research, consultancy and training on comparative analyses of educational systems using large-scale assessment data. Through his work at the IEA he has been consultant for the ministries of education of several countries, for the World Bank, the OECD, UNESCO, and other international organizations. He earned a PhD in Education from the University of Bath, a Master's degree in Educational Research from the Universidad Iberoamericana (UIA), and a Bachelor's Degree in Public Accounting from the Universidad Nacional Autónoma de México (UNAM). Andrés has worked as Research Associate for the UIA's Institute for Research and Education Development and for the Latin American Faculty of Social Sciences (FLACSO).

Academic Resilience among Children from Underprivileged Social Groups in India

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In this paper I examine the role of different factors associated with academic resilience among children from different underprivileged social groups in India.

Though India has made significant progress in literacy and schooling since its independence, the current levels of academic achievements among its population is low compared to other countries in similar stages of economic development. A related issue is the very high rates of dropouts after primary level of schooling. The situation is worse among traditionally underprivileged social groups.

The most important pathway through which membership to underprivileged social groups affect child outcome is through resources and motivation as membership of these social groups are strongly associated with poverty, low human development and labor market segmentation. Though some of the basis for these differences has lessened due to several affirmative action legislations, some direct effect still remains. In addition, social reproduction of social and economic disadvantages still plays a role in limiting educational opportunities. Further, there are also evidences of poor quality of schooling available to children in these social groups.

In this study, I use data from the nationally representative Indian Human Development Survey (2005). I focus on performance in a reading and mathematics test of children between ages 8 and 11 for its implication in cognitive development and school completion. Drawing from the Education Production Function literature and the Early Childhood Development literature, I hypothesize that cognitive outcomes are affected by child level factors, household level factors and local level factors. My main analytical strategy is to investigate the relative importance of these factors among children from different social groups.

Preliminary results show that not all of the factors identified in the literature, affect academic resilience among children in the same way. Subsequently, I plan to examine possible causes for these differential effects and identify areas of focus for a more inclusive public education program.

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Ethnic Minority Educational Success: Understanding Accomplishments in Challenging Settings

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Educational disparities between Vietnam's majority group and its 52 ethnic minority groups are well documented. Rates of illiteracy are higher among ethnic minorities, they have lower rates of primary and secondary school completion, and very few ethnic minority students continue their education past secondary school. Explanations for these disparities include living in high poverty areas and the cumulative effects of poverty, having parents with low education, attending schools that lack infrastructure and qualified teachers, and cultural and linguistic barriers with the majority group. While ethnic minority youth, as a whole, are not doing as well as their majority group counterparts, there are some ethnic minority youth who manage to transcend substantial obstacles and achieve educational success. The resilience literature explores the associations between household adversities and children's responses, and indicates hardship does not always result in detrimental effects. Furthermore, cultural differentials in some situations may not be risks but protective factors promoting competencies. Reports in Vietnam also show many ethnic minority students have considerable academic resilience despite experiencing difficulties and inadequate external supports.

Vietnam's government has placed ethnic minority education as a policy priority. Understanding educational resilience among ethnic minority youth would inform policies designed to promote education and development among this marginalized population. This study will examine the relationships among risk and protective factors and academic outcomes using unique, mixed-methods data collected in 16 Thai ethnic minority villages in Vietnam's Nghe An province: the Thai Village-Family Life Study. The survey component (n=3,600), conducted in 2012 and 2014, is used to explore the role of risk and protective factors at the individual level, family level, and village level. These quantitative analyses will be supplemented with qualitative data from focused groups with parents, children, and commune leaders to explore cultural values contributing to educational resilience among ethnic minority in Vietnam.

Trieu Thanh Quang is a graduate student in the Dual-degree program Human Development and Demography at the Pennsylvania State University in the USA. His PhD studies are partially supported by a scholarship from The Overseas Training Project for Leaders and Administrators by State Budget from the Vietnam Government. Quang also received Ford Foundation support for his M.A. in International Sustainable Development from Brandies University in 2009. Quang's research focuses on child education and poverty among ethnic minorities in Vietnam. He is also interested in applied policy, international development, and poverty and social welfare. He is currently working as an Investigator in the Families and Communities in Transition (FACT) research project focused on understanding the impacts of social change among the Thai, Vietnam's second largest ethnic minority group. Quang is from Cao Bang in northern Vietnam and is a member of the Nung ethnic minority group.

Thriving In Spite of Economic Adversity: Contributions of Social Capital within the Family and Youth Peer Networks

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As young people transition from adolescence to young adulthood, they need opportunities to help them successfully assume adult economic roles and responsibilities. Social capital is a well-recognized component in facilitating access to opportunities including education and eventually the labor market. This concept has been applied to diverse research on mainland Chinese populations, however, despite the growing body of scholarship about the significance of social capital in human capital development of children and adults, there remains a significant gap in knowledge about how social capital generated through youth's own networks, and social capital generated through family networks facilitates the transition to adulthood for Chinese youth, and in particular, the role such social capital plays in promoting or inhibiting social mobility. The proposed research will directly address these gaps in conceptual understanding on the intersection of social capital and lifecourse theory during adolescence as a precursor to the transition to adulthood.

This paper examines a set of related hypotheses on the relationships among youth and family social capital and educational achievement. Data will be drawn from the first two waves of the national probability sample of the China Family Panel Studies collected in 2010 and 2012. In addition to community, household and adult household surveys, the CFPS has a self-report youth module for children in sample households aged 10-15 (inclusive) years of age. Households with youth aged 10-15 form the primary sample for this paper (n= circa 3000) and the primary analytic method will incorporate structural equation modeling (SEM) to test the hypothesized multivariate associations among the social capital generated through youth's own networks, and social capital generated through family network, and the human capital outcomes.

Lucy Jordan is Assistant Professor at the University of Hong Kong and teaches in the areas of social policy and development. Her research interests include family strategies for reconciling social reproduction with labour market activity in developing and transitional economies with a primary regional focus within Asia and secondary in Sub-Saharan Africa. She currently has research funded by the British Academy on youth transitions to employment in informal settlements in urban South Africa, Terres D'Hommes on exploitative child labour in Nepal, and prior research has been funded by the National Institutes of Health and the Economic and Social Research Council on gender and health as well as intergenerational dynamics of family migration.

**Parents and Children's Coping:
Building Resilience and Wellbeing in the Early Years**

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This innovative five-week Early Years Productive Parenting Program (EYPPP) which incorporated the principles of positive psychology and proactive and productive coping for families with young children, focused on flexible delivery and universal principles of good parenting practice. The five session program was presented by the researchers to a multi-ethnic group of parents in an inner urban early childhood setting in metropolitan Melbourne, Australia. Participants included parents from Sudan, Somalia, Vietnam, New-Zealand and Australia. How these parents coped and how they responded to the program in an informal setting is discussed. For example, optimism and sharing were greater in the immigrant group than in the Caucasian parent group, as was the coping strategy working hard. The key elements of the program are also presented.

The program highlights that despite minimal language and education, parents can benefit from an understanding of a range of skills that are relevant for parenting in a particular cultural setting. Practical resources, such as ethnically diverse visual imagery that can be used to support the establishment of a shared language of coping can be helpful. The 'parenting toolbox' of accessible strategies that support effective communication and proactive collaborative problem solving skills was evaluated.

Erica Frydenberg is an educational, clinical and organisational psychologist who has practiced extensively in the Australian educational setting. She is a Principal Research Fellow and Associate Professor in psychology in the Melbourne Graduate School of Education. She is a Fellow of the Australian Psychological Society. She has authored and co-authored over 100 academic journal articles and chapters in the field of coping, developed psychological instruments to measure coping in children, adolescents and adults and authored and co-authored 15 books on topics ranging from early years through to adolescence and parenting. She has received numerous Australian Research Council and philanthropic grants, been engaged as a consultant with organisations such as National Health and Medical Research Council (NHMRC), Department of Education, Catholic Education Authority and Victorian Assessment and Curriculum Authority. She was the recipient of the Distinguished Scholar Award of the American Educational Research Association Special Interest Group Stress and Coping in Education, the University of Melbourne Medal for Research Excellence Faculty of Education Award and the University of Melbourne Knowledge Transfer Award. In 2013 she was the recipient of the Life-time Career Award of the Stress Anxiety Research Society, an international body of researchers and practitioners. She is currently President of Oz Child: Children Australia

The Community Caring: Indonesian Street Children Securing their Pathways into Formal Schooling

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Children working in the street, known as “street children,” have been the subjects of societal care in Indonesia. The Indonesian government, along with non-governmental organizations (NGO), have been trying to protect these children from the risks exposed in street activities through attempts to send these children to formal schools. This paper examines the ways in which schooling serve as an instrument to care for the children through attempts to raise their confidence, enable them to compete with other children, and thus make them stay longer in formal education. Interviews with the children and their parents, however, indicate that they perceive school’s caring differently. Their expectations of school caring, which attends more to moral and emotional aspects, cannot be met due to the curricular demands and limited educational facilities. The unmet expectations, as they revealed, have contributed to the reasons why the children drop out of formal schooling. This paper specifically analyzes caring as it is enacted through teacher-child interactions in literacy activities in an Early Childhood Center and a second-grade classroom participated by children who work in the street in Bandung, Indonesia. Employing an ethnographic approach, the larger study, from which this paper was derived from, involved street families who lived in a slum neighborhood in Bandung, Indonesia. The perceptions of teachers, children, and parents on the role of teachers as well as children’s experiences in classroom learning are presented as a context with which to understand “caring” as a communal moral responsibility to help develop these street children. Such an analysis complicates the discussion of the role of teacher’s, as the “moral authority figure” (Noblit, 1993; Noddings, 1984) by presenting an ideological assumption embedded in teachers’ caring through literacy practices. This paper thus demonstrates that the community’s perspectives and enactments of caring have played a significant role in building resilience of street children’s education.

Sophie Dewayani earned her PhD degree from the Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, USA, in 2011. Her dissertation investigated the written narratives and literacy practices of children working in the street, known as “street children” in Bandung, Indonesia. Currently, she is teaching Writing Academic English in Bandung Institute of Technology’s Language Center and conducting research on literacy practices of children in urban poverty as well as the children’s responses to Indonesia’s children’s literature. She is particularly interested in the issues of education equity and social justice, child welfare, as well as child protection.

Perception of Parental Migration, School-monitored Life and Academic Resilience among Adolescents in Rural China

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Due to China's long-standing rural-urban divide and institutional discrimination, millions of rural children grow up in absence of one or both parents who have migrated to urban areas for work. Studies on impact of parental labor migration and absence on child's educational wellbeing have produced mixed findings, suggesting that left-behind adolescents do not necessarily fare worse academically than those who stay with both parents. This paper aims to explore what factors could contribute to academic resilience among rural left-behind adolescents.

This study finds limited negative effect of parental labor migration on child's educational outcomes and reveals notable academic resilience among rural adolescents, using both quantitative and qualitative data on adolescents in transition from middle school to high school in a typical migrant-sending community located in central China.

Understanding of parents' motivation for labor migration, beliefs about filial child and selfhood, and value towards education are found to shield children from potential harms of parental absence. Migrant parents and left-behind children are maintaining their family while separated by doing their share of work: earning income to provide for child's life and education and studying hard and doing well in school respectively.

Dominance of school life in adolescent's daily routine is another salient factor in fostering academic resilience. Middle school students in rural China spend a tremendous amount of time in school under close monitoring of teachers who keep emphasizing the importance of studying hard to competing in cutthroat High School Entrance Exam. Peer support and respect give a further boost to adolescent's academic motivation and dedication. However, although the competitive school system may countervail the negative influence of parental absence and other risky family environments for children who do well, it also causes great pressure to children and may even do harm to the wellbeing of those who are lagging behind.

Hu Shu is PhD Candidate with Department of Sociology and Research Associate with Asia Research Institute at National University of Singapore. Her doctoral dissertation topic is about internal labor migration and adolescent's wellbeing in rural China. Her research interests include stratification and inequality, family, education, and social change.

Educational Support for Singaporean Students with Migrant Mothers

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With demographic changes in the population in the recent years, Singapore is facing an increasing diversification of student population in schools. While foreign students and schooling children of foreign expatriates have received some public attention, a group of students are conspicuous by their absence in public discourse – Singaporean students with local fathers and migrant mothers. The increase in international marriages have brought about more local-born children with mixed heritages in Singapore. In 2008, about 30 % of citizen births had a non-Singapore citizen parent and 70% of these births were attributed to the union between Singapore fathers and their foreign (largely Asian) spouses. (National Population Secretariat 2009) Many of these marriages involve local grooms and foreign-born brides with lower levels of income and education. In a society where mothers play the role of the primary carer, such families face an added challenge in terms of the mothers' cultural capital (e.g. knowledge of school system and/or medium of instruction) inadequacy in supporting their children in education. This paper is based on research findings from a project on the family background and parental involvement for Singaporean students from low-income households with migrant mothers. Incorporating observations and interviews in a case studies research, the study explores how low economic, social and cultural capitals shape the nature of parental involvement as well as illuminate the challenges to parental support for these students' education. In the process, "intervening" factors that could contribute positively to building family support for education are examined, including assistance from non-profit organisations, community support and caring teachers' strategies. The paper also refers to other developed Asian societies such as Korea and Taiwan where there are also a significant number of local-born children with migrant mothers to better contextualise the strategies that could lend further support to these students.

Teng Siao See is Research Fellow at the Institute of Policy Studies, Lee Kuan Yew School of Public Policy, National University of Singapore. A sociologist by training, she obtained her PhD degree from the University of Essex (UK). She has taught and researched at varsities in UK, Taiwan and Singapore and conducted research as Principal Investigator or Co-Principal Investigator for projects awarded grants by the National Institute of Education (NIE), Singapore and National Science Council, Taiwan. While she was Research Scientist at NIE, she also served as the Executive Editor for the Springer Education Innovation Book Series from July 2011 to April 2014. Her research interests include diversity and equity in education, ethnic Chinese identities, ethnic relations, East Asian postcolonial societies.

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Erin Hye-Won KIM is an Assistant Professor in the Lee Kuan Yew School of Public Policy at the National University of Singapore (NUS). Before joining the NUS faculty in 2012, she earned her master's and doctoral degrees in Public Policy from Duke University, USA. Kim's research examines the relationships among social policy, individual and family behaviors, and people's well-being, particularly in the context of population aging. Her current projects focus on quantitative analysis of old-age pensions, intergenerational support, low fertility, and subjective well-being in Korea, Singapore, and Thailand.

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Jennifer Pei-ling TAN is a Research Scientist at the Office of Education Research in the National Institute of Education, Singapore. She has more than 14 years of experience in education research in both academia and the private sector in Singapore and Australia, where she worked with schools, governments and industry partners to implement, evaluate and improve teaching and learning processes and outcomes in schools. Dr Tan specializes in techno-pedagogical innovations and learning analytics aimed at promoting 21st century knowledge economy skills and dispositions, particularly collective creativity and collaborative problem-solving. Dr Tan holds a doctorate and two master degrees in Philosophy, Education and Business.

Sharon Ee Ling QUAH is a Research Fellow with the Changing Family in Asia Cluster at the Asia Research Institute, NUS. She received her PhD from The University of Sydney. Her PhD research project titled, 'Far from crippling': Divorce, individualisation and personal communities, investigates how Australian and Singaporean divorcees design and construct what she calls, *a divorce biography*, to dissolve an unsatisfying marriage, cope with the crisis, negotiate associated risks, organise post-divorce personal communities and make future plans. Her research challenges negative discourse associated with divorce and offers a more nuanced understanding of marital dissolution by discussing both the precarious and productive aspects of the experience. She is currently completing a book manuscript for a forthcoming sole-authored monograph (*Perspectives on Marital Dissolution: Divorce Biographies in Singapore*) under a book contract with Springer, scheduled to be published in 2015. She is also conducting a new research project on transnational divorce in Singapore as the Principal Investigator with a research grant awarded by the Ministry of Social and Family Development (Singapore Government). Furthermore, she will be researching on other forms of alternative intimacies in the global context.

Vincent CHUA is an Assistant Professor in the Department of Sociology at the National University of Singapore. His research areas are in social networks and social capital, education and ethnic stratification. His research has been published in several international journals including *Social Networks*, *Social Science Research*, *Sociological Perspectives*, *Current Sociology*, *International Studies in the Sociology of Education*, *Comparative Sociology and Asian Ethnicity*.

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