

Associate Professor Clarence Ng

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Work history

Position	Organisation	Years
Research Director	Institute for Learning Sciences & Teacher Education (Research Concentration – Learning, Learner Diversity & Reforming Classroom Practices), Australian Catholic University	2014-
Associate Professor	Faculty of Education, Australian Catholic University	2013-
Senior Lecturer	School of Education & Prof. Studies, Griffith University, Australia	2006-2013
Assistant Professor	School of Education & Languages, Open University of Hong Kong	1999-2005
Sessional Lecturer & Tutor	Graduate School of Education, University of Queensland (UQ)	1996-1999
Research Project Coordinator	Australian Research Council / Graduate School of Education, UQ	1996-1998
Research Assistant	Australian Research Council / Graduate School of Education, UQ	1997-1999
Head Teacher (Geography)	Bethel High School, Hong Kong	1990-1995
Teacher	Various secondary schools, Hong Kong	1986-1990

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	The University of Queensland	2000
Master of Education (with Distinction)	University of Hong Kong	1995
Diploma of Education	The Chinese University of Hong Kong	1991
Diploma of Teaching English as a Foreign Language	The Chinese University of Hong Kong	1989
Bachelor of Arts (Honours)	University of Manchester (UK)	1986

Fields of educational expertise

- Motivation & engagement
- Learning & pedagogy
- Academic self-schemas
- Achievement goals
- Literacy learning and engagement
- Teacher change and professional development

Expertise in qualitative, quantitative and mixed research design methodologies

Expertise in survey designs, design-based research, mixed-method designs, qualitative research designs including grounded theory studies, longitudinal case studies, classroom observation studies and interview studies. I am fluent in both qualitative and quantitative data analyses.

Research supervision fields

- Literacy learning and engagement
- Motivation research
- Classroom learning and teaching
- Pedagogical development and change
- Sociocultural studies of learning

Funded research

Competitive grants

Year	Grants	Funding
2018-2022	Ng, C., Renshaw, P., Cheung, A., Mak, B. & Graham, S. <i>Raising the bar: Promoting higher-order literacy skills for economically-disadvantaged students in the 21st Century</i> . ARC Discovery Grant Program – DP180102982, Australian Research Council.	A\$535,418
2019-2022	Yamazumi, K., Tomizawa, M., Yamada, N., Engestrom, Y. & Ng, C. <i>Teacher as change agent: An activity-theoretical formative intervention approach to expansive learning</i> . Japan Society for the Promotion of Science.	¥10,900,000 (A\$155,714)
2016-2017	Ng, C., Graham, S. & Harris, K. <i>Improving disadvantaged students' reading engagement and reading outcomes using student-voice driven and mastery-focused reading models</i> . Education Horizon Research Grant Scheme. Department of Education and Training, Queensland State Government.	A\$108,536
2015-2017	Mak, B., Cheung, A., Ng, P., & Ng, C. <i>Curriculum survey in primary education 2015</i> . Hong Kong Education Bureau, HKSAR Government.	HK\$1,193,000 (A\$200,840)
2014-2017	Ng, C., Goos, M., & Bahr, N. <i>Is Maths for me? Understanding and promoting disadvantaged students' academic aspirations for Mathematics</i> . ARC Discovery Grant Program – DP140101431, Australian Research Council.	A\$349,000 (\$366,619)
2014-2015	Bartlett, B., Ng, C., Wyatt-Smith, C. & McArthur, M., <i>A Study into the current operations of Queensland's Non-State Special Assistance Schools, State Positive Learning Centres and State Flexi-Schools</i> . Department of Education, Training and Employment, Queensland State Government (DETE Contract No.: 62435).	A\$349,704
2011-2015	Ng, C., Wyatt-Smith, C. & Bartlett, B., <i>Improving disadvantaged students' reading outcomes through overcoming reading avoidance and promoting reading engagement</i> . ARC Discovery Grant – DP110104289, Australian Research Council.	A\$530,898

Other funded research

Year	Research	Funding
2014-2016	Ng, C. <i>Enhancing literacy and engagement for overcoming disadvantage</i> . ACU Research Funding. (ACURF; Orion Reference Number: 2016000529) Australian Catholic University.	A\$1,530,000
2013	Ng, C., <i>Building on combined expertise of international researchers to advance productive collaboration through measurable research outcomes</i> . Griffith University International Travel Fellowship (GUITF), Griffith University	A\$5,000

Year	Research	Funding
2013	Ng, C., <i>Japanese students' engagement in learning English as an international language</i> . International Collaboration Grant, School of Education & Professional Studies, Griffith University.	A\$2,500
2013	Ng, C., <i>Asian international students' engagement and disengagement in learning English as an international language</i> . Research Development Scheme, School of Education and Professional Studies, Griffith University.	A\$2,500
2012	Ng, C., <i>Developing research collaboration with Japanese academics</i> . International Collaboration Research Grant, Griffith University.	A\$4,000
2011-2013	Ng, C., <i>Exploring the relationship between assessment and motivation</i> . ARC Pathways Research Support Grant, Griffith University.	A\$14,000
2010	Ng, C., <i>Graduate teachers' teaching performance: A survey of supervising teachers in the bachelor of primary education program</i> . Faculty of Education, Griffith University.	A\$5,000
2008-2009	Ng, C., Bartlett, B., & Chester, I., <i>Literacy, ICT and Intergenerational Learning</i> . Faculty Research Grant, Faculty of Education, Griffith University.	A\$5,000
2007-2008	Ng, C., <i>Academic identities and patterns of learning engagement among middle years students</i> . Griffith University Research Grant, Griffith University.	A\$25,500
2007-2008	Ng, C. & Hartwig, K., <i>Understanding declining participation in school music education</i> . Faculty Research Grant, Faculty of Education, Griffith University.	A\$5,000
2006	Ng, C., <i>Cultural models in action: adaptive learning processes of international students in Australia</i> . New Staff Grant, Faculty of Education, Griffith University.	A\$5,000
2006-2008	Ng, C., <i>Rolling out of Bachelor of Primary Education courses</i> . Faculty of Education, Griffith University.	A\$20,000
2004-2006	Ng, C., Fung, Y., Ng, K. C., <i>Researching and promoting teacher learning through distance education</i> . The President's Advisory Committee on Research and Development (PACRD), Open University of Hong Kong.	HK\$380,000
2003-2004	Ng, C., & Lai, E., <i>Conceptions of mentoring: Orchestrating views of different stakeholders</i> . School Research Grant, School of Education and Languages, Open University of Hong Kong.	HK\$19,978
2001-2002	Ng, C., <i>Improving students' learning engagement using assessment for learning and mastery-oriented feedback</i> . School Research Grant, School of Education and Languages, Open University of Hong Kong.	HK\$19,980
2000-2002	Ng, C., <i>Elderly people learning computing skills: Co-constructing knowledge, understanding and new identities within various communities of practice</i> ; Commissioned by Sheung Kun Hui Welfare Council, Hong Kong.	HK\$50,000 (In-kind)
2000-2001	Ng, C., <i>Achievement goals, learning strategies and learning outcomes of university students in a distance mode of learning</i> . The President's Advisory Committee on Research and Development (PACRD), Open University of Hong Kong.	HK\$49,900

Publications

Edited Books

- Ng, C. & Bartlett, B. (Eds.) (2017). *Improving reading and reading engagement in the 21st Century: International Research and Innovations*. Dordrecht, the Netherlands: Springer.
- Ng, C., Fox, B., & Nakano, M. (Eds.) (2016). *Reforming learning and teaching in Asia-Pacific universities: Influences of globalised processes in Japan, Hong Kong and Australia*. Dordrecht, the Netherlands: Springer.
- Ng, C. & Renshaw, P.D. (Eds.) (2009). *Reforming learning: Issues, concepts and practices in the Asia-pacific Region*. Dordrecht, the Netherlands: Springer.
- Baker, B, Tucker, M. & Ng, C. (Eds.) (1998), *Education's new timespace: Visions from the present*. Flaxton, QLD: Post Pressed.

Books

Ng, C., Bartlett, B., Elliott, S. (2018). *Empowering engagement: Creating learning opportunities for students from disadvantaged backgrounds*. New York: Springer.

Book chapters

- Ng, C. & Graham, S. (2017). Engaging readers in the 21st Century: What we know and what we need to know more. In Ng, C. & Bartlett, B. (Eds.), *Improving Reading in the 21st Century: International Research and Innovation* (pp.17-48). Dordrecht, the Netherlands: Springer.
- Ng, C. & Bartlett, B. (2017). Improving reading and reading engagement: An international focus. In Ng, C. & Bartlett, B. (Eds.), *Improving Reading in the 21st Century: International Research and Innovation* (pp.3-16). Dordrecht, the Netherlands: Springer.
- Blackberry, G. & Ng, C. (2017) "Reading was like my nightmare but now it's my thing": A Narrative of Growth and Change of an Australian Indigenous student. In Ng, C. & Bartlett, B. (Eds.), *Improving Reading in the 21st Century: International Research and Innovation* (pp.187-204). Dordrecht, the Netherlands: Springer.
- Ng, C., Wyatt-Smith, C., Bartlett, B. (2016). Disadvantaged students' voices on national testing: The submersion of NAPLAN's formative potential. In R. Lingard, G. Thomson, & S. Sellar (Eds.). *National Testing in Schools: An Australian Assessment* (pp.152-163). London: Routledge.
- Ng, C., Nakano, M., & R. Fox (2016). Globalised processes and their influences on university learning and teaching in advanced knowledge economies in the Asia-Pacific region. In C. Ng, B. Fox, & M. Nakano (Eds.), *Reforming learning and teaching in Asia-Pacific universities: Influences of globalised processes in Japan, Hong Kong and Australia* (pp.3-25). Dordrecht, the Netherlands: Springer.
- Ng, C. (2016). Sustaining participation and engagement in distance learning: A motivational perspective. In C. Ng, B. Fox, & M. Nakano (Eds.), *Reforming learning and teaching in Asia-Pacific universities: Influences of globalised processes in Japan, Hong Kong and Australia* (pp.115-134). Dordrecht, the Netherlands: Springer.
- Ng, C. (2016). Crafting an intrinsically motivating course environment for learning English as an international language: A self-determination perspective. In C. Ng, B. Fox, & M. Nakano (Eds.), *Reforming learning and teaching in Asia-Pacific universities: Influences of globalised processes in Japan, Hong Kong and Australia* (pp.275-296). Dordrecht, the Netherlands: Springer.
- Nakano, M., Ng, C., & N. Ueda (2016). The development of quality assurance practices in Japanese universities. In C. Ng, B. Fox, & M. Nakano (Eds.), *Reforming learning and teaching in Asia-Pacific universities: Influences of globalised processes in Japan, Hong Kong and Australia* (pp.365-380). Dordrecht, the Netherlands: Springer.
- Ng, C., Bartlett, B., Wyatt-Smith, C. (2014). Developing engaging reading pedagogies for disadvantaged students in low SES Australian schools: Lessons Learnt from students' voices. In J. O'Meara (Ed.), *57th Yearbook on Teacher Education* (pp.563-569). Bangkok: ICET Council.
- Ng, C. & Bartlett, B. (2013). Case studies of disadvantaged students' reading motivation: Avoiding a deficit perspective. In P. Jalinek (Ed.), *Education in Australia: Cultural Influences, Global Perspectives and Social Challenges* (pp.179-106). Hauppauge, NY: Nova Publisher.
- Ng, C. (2012). The role of self-efficacy, control beliefs and achievement goals on learning and achievement among distance learners. In J.L. Moore & A.D. Benson (Eds.), *International perspectives of distance learning in higher education*. (pp.233-252). Rijeka, Croatia: InTech Publisher.
- Ng, C. (2009). Exploring the linkage between reforms and learning in the Asia-pacific region: An Activity Theory perspective. In C. H. Ng & P. D. Renshaw (Eds.), *Reforming learning: Concepts, issues and practice in the Asia-pacific region* (pp. 23-42). The Netherlands: Springer.
- Ng, C. (2009). Reforming learning in the Asia-pacific region: An introduction. In C. H. Ng & P. D. Renshaw (Eds.), *Reforming learning: Concepts, issues and practice in the Asia-pacific region* (pp.3-22). The Netherlands: Springer.
- Ng, C. (2009). "Learning for achievement" as a collective motive in re-culturing learning and teaching in Hong Kong classrooms. In C. H. Ng & P. D. Renshaw (Eds.), *Reforming learning: Concepts, issues and practice in the Asia-pacific region* (pp.255-276). The Netherlands: Springer.
- Yuen A., Pan, N. & Ng, C. (2009). Reforming learning and teaching using online knowledge platform. In C. H. Ng & P. D. Renshaw (Eds.), *Reforming learning: Concepts, issues and practice in the Asia-pacific region* (pp. 67-87). The Netherlands: Springer.
- Ng, C. (2005) Curriculum and pedagogical development for building a community of learners among elderly people in using ICT. In D. McInerney & S. van Etten (Eds.), *Research on sociocultural influences on motivation and learning* (Vol. 5, pp.375-399). Greenwich CT: Information Age Publishing Inc.

- Ng, C. & Renshaw, P. D. (2003). Motivation and school learning. In F. Keeves and N. Wanatabe (Eds.), *The international handbook of educational research in the Asia-Pacific region* (pp.495-509). Kulwah Academic: Netherlands.
- Ng, C. & Renshaw, P. D. (2002). Self-schema, motivation and learning: A cross-cultural comparison. In D. McInerney & S. van Etten (Eds.), *Research in sociocultural influences on motivation and learning*, Vol. 2 (pp.55-87). Greenwich, CT: Information Age Press.
- Ng, C. (2001). Students as cultural beings: Motivation, learning and achievement among students of diverse ethnical backgrounds in Australia. In F. Salili & R. Hoosain (Eds.) *Research in multicultural education and international perspectives*, Vol. 1, (pp.87-124). Greenwich, CT: IAP Inc.
- Ng, C. (1999). Teachers' impact on the development of students' subject based self-schemas. In Chalmers, K., Bogitini, S., & P. Renshaw (Eds.), *Educational research in new times: Imaginings of communities for diversity and inclusiveness*, pp.39-46. Flaxton, QLD: Post Pressed.
- Ng, C. (1998). Predicting students' motivational orientations: The importance of self-schemas. In B. Baker, M. Tucker, & C. Ng (Eds.), *Education's new timespace: Visions from the present*, pp. 113-121. Flaxton, QLD: Post Pressed.
- Ng, C. (1997). Conceptualising the effects of academic-social goals: Expanding a frontier of achievement goal theory. In M. Goos, K. Moni, & J. Knight (Eds.), *Scholars in context: Prospects and transitions*, pp.141-146. Mt. Gravatt, QLD: Post Pressed.

Articles

- Ng, C. (in press). Mathematics self-schema, motivation and subject choice intention: A multi-phase investigation. *Journal of Educational Psychology*. (ACU-ranked A*/5; IF: 5.178)
- Ng, C. (in press). What kind of students persist in science learning in the face of academic challenges? *Journal of Research in Science Teaching*. (ACU-ranked A*/5+; IF: 3.135).
- Ng, C. (2020). Disadvantaged students' motivation, aspiration and subject choice in mathematics: A prospective qualitative investigation. *International Journal of Science and Mathematics Education*, 18, 945-964. <https://doi.org/10.1007/s10763-019-09981-4> (ACU-ranked A/4; IF: 1.474)
- Camping, A., Graham, S., Ng, C., Atken, A., Wilson, J.M., & Wdowin, J. (2020). Writing motivational incentives of middle school emergent bilingual students. *Reading & Writing*. <https://doi.org/10.1007/s11145-020-10046-0> (ACU-ranked A/4; IF: 1.972).
- Ng, C. (2019). Shifting the focus from motivated learners to motivating distributed environments: a review of 40 years of published motivation research in Distance Education. *Distance Education*, 40(4), 469-496. (ACU-ranked A/4; IF: 1.729).
- Ng, C. & Renshaw, P. (2019). An Indigenous Australian student's perezhivanie in reading and the evolvement of reader identities over three years. *Learning, Culture and Social Interaction*, 22, 100310. (IF 1.125)
- Ng, C. & Leicht, A. (2019). 'Struggles as engagement' in teacher change: a longitudinal case study of a reading teacher's changing practices. *Teachers and Teaching: Theory & Practice*, 25(4), 453-468. doi.org/10.1080/13540602.2019.1625764 (ACU-ranked A grade; IF: 2.378)
- Ng, C. (2019). Teachers' professional selves and motivation for continuous professional learning amid education reforms. *Asia-Pacific Journal of Teacher Education*, 47(2), 118-136. (ACU-ranked A* grade; SCImago Q1; IF: 1.032)
- Ng, C. & Graham, S. (Eds.) (2018). Improving literacy engagement. Special issue. *Journal of Research in Reading*, 41(4), 615-739. (ACU ranked A; SCImago Q1; IF: 1.673)
- Ng, C. & Graham, S. (2018). Improving literacy engagement: Enablers, challenges and catering for disadvantage students. *Journal of Research in Reading*, 41(4), 615-624. (ACU-ranked A grade; SCImago Q1; IF: 1.673)
- Ng, C. (2018). Using student voice to promote economically-disadvantaged students' engagement in reading. *Journal of Research in Reading*, 41(4), 700-715. (ACU-ranked A grade; SCImago Q1; IF: 1.673)
- Ng, C. (2018). "I learn for a job promotion!": The role of outcome-focused career goals in motivating distance learners to learn. *Distance Education*. 39(3), 390-410. (ACU-ranked A grade; SCImago Q1; 2016 IF: 1.592)
- Graham, S., Liu, K., Bartlett, B., Ng, C., Harris, K., Aitken, A., Barkel, A., Talukda, J. (2018). Reading and writing: A meta-analysis of the impact of reading and reading instruction on writing. *Review of Educational Research*, 88(2), 243-284. (ACU-ranked A* grade; SCImago Q1; IF: 8.241)
- Graham, S., Liu, K., Atken, A., Ng, C. Bartlett, B., Harris, K. (2018). Effectiveness of literacy programs balancing reading and writing Instruction: A Meta-Analysis. *Reading Research Quarterly*, 53(3), 279-304. (ACU-ranked A grade; SCImago Q1; IF: 2.739)
- Ng, C. (2017). Distance learners' multiple goals, learning and achievement in different contexts. *Distance Education*, 38(1), 37-58. (ACU-ranked A grade; SCImago Q1; IF: 1.592)

- Ng, C. (2017). Australian primary students' motivation and learning intentions for extra-curricular music programs. *Music Education Research*, 19(3), 276-291. (ACU-ranked B grade; SCImago Q1; IF: 0.828)
- Ng, C. (2016). High school students' motivation to learn Mathematics: The role of multiple goals. *International Journal of Science and Mathematics Education*, 16(2). (ACU-ranked A grade; SCImago Q1; IF:1.474)
- Ng, C. (2015). Learners' goal profiles for learning over an academic year. *International Review of Research in Open and Distance Learning*, 16(3), 86-109. (ACU-ranked A grade; SCImago Q1; IF:1.003)
- Ng, C. (2014). Examining the self-congruent engagement hypothesis: The link between academic self-schemas, motivation, learning and achievement within an academic year. *Educational Psychology*, 34(6), 730-762. (ACU-ranked A grade; SCImago Q1; IF:1.344)
- Ng, C., Bartlett, B., Chester, I., Kersland, S. (2013). Improving reading performance for economically disadvantaged students: Combining both strategy instruction and motivational support. *Reading Psychology: An International Journal*, 34(1), 1-43. (SCImago Q1)
- Ng, C., Bartlett, B., Wyatt-Smith, C. (2012). Are disadvantaged students unmotivated to read? An interview study of Australian engaged and disengaged readers in low SES schools. *International Journal for Cross-Disciplinary Subjects in Education, Special Issue 2*(2), 1005-1013. (Non-ranked open access journal)
- Ng, C. (2012). Comparing students with extreme schematic beliefs in learning mathematics across two cultures. *International Journal of Learning*, 18(6), 143-160. (SCImago ranked Q3)
- Ng, C. (2012). Redesigning academic essays to promote teacher reflection on selected issues of learning and teaching related to current educational reform. *Teaching Education*, 23(4), 387-410. (SCImago Q1; IF: 0.9)
- Ng, C. & Hartwig, K. (2011). Teachers' perceptions of declining participation in school music education. *Research Studies in Music Education*, 33(2), 123-142. (SCImago Q1)
- Ng, C. (2010). Do career goals promote continuous learning among practising teachers? *Teachers and Teaching: Theory and Practice*, 16(4), 397-422. (ACU ranked A grade; SCImago Q1; IF: 2.378)
- Ng, C. (2009). Profiling learners' achievement goals in completing academic essays. *Educational Psychology*, 29(3), 279-296. (ACU ranked A grade; SCImago Q1; IF:1.344)
- Ng, C. (2008). Multiple goals learners and their differential patterns of learning. *Educational Psychology*, 28(4), 439-456. (ACU ranked A grade; SCImago Q1; IF:1.344)
- Ng, C. (2008). Motivation among older adults in learning computing technologies: A grounded model. *Educational Gerontology*, 34(1), 1-14. (SCImago Q2; IF: 0.678)
- Ng, C. (2006). The role of achievement goals in the completion of a course assignment: Examining the effects of performance-approach goals and combined goals. *Open Learning*, 21(1), 33-48. (SCImago Q2; IF: 0.95)
- Ng, C. (2005). Academic self-schemas and contrasting self-congruent learning patterns: Findings validated with culturally different samples. *Social Psychology of Education: An International Journal*, 8, 303-328. (SCImago Q2; IF: 1.261)
- Ng, C. (2005). Modelling the relationships between self-schemas, learning and learning outcomes in the domain of high school mathematics. *Psychologia: An International Journal of Psychological Sciences*, 48(1), 14-30. (SCImago Q3; IF: 0.216)
- Ng, C. (2004). Researching high-achieving students' appraisals of classroom motivation and learning using a diary technique. *Asia-Pacific Journal of Education*, 24(1), 81-103. (SCImago Q2; IF: 0.696)
- Ng, C. (2000). A path analysis of students' self-schemas, goal orientations, learning approaches and performance. *Journal of Psychology in Chinese Societies*, 1(2), 93-121. (Non-ranked journal)
- Ng, C. & Bahr, N. (2000). Knowledge structures and motivation to learn: Reciprocal effects. *Queensland Journal of Educational Research*, 16(1), 76-106. (Non-ranked journal)

Reports

- Ng, C., Graham, S. & Harris, K. (2017). *Improving disadvantaged students' reading engagement and reading outcomes using student-voice driven and mastery-focused reading models*. Final report. Department of Education, Queensland State Government.
- Bartlett, B. Ng, C., Jackson, C., Hwang, Y. (2015). *A Study into the current operations of Queensland's Non-State Special Assistance Schools, State Positive Learning Centres and State Flexi-Schools*. Final Report. DETE.