澳門大學
UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

教育學院
Faculdade de Educação
Faculty of Education

ETARC Newsletter

Issue 1 September 2025

教育測驗與評核研究中心
Educational Testing and Assessment Research Centre

Content

Message from Director

Xiufeng LIU

Welcome to the inaugural Educational Testing and Assessment Research Center (ETARC) Newsletter!

ETARC was founded in September 2006 by the Faculty of Education, University of Macau. Its main mission is to conduct measurement and evaluation studies in Macao, the Greater Bay Area, China, and internationally. Since its founding, ETARC has been responsible for the Macao's participation in PISA (2006, 2009, 2012, 2015, 2018, 2022, 2025), TIMSS (2023, 2027), and PIRLS (2026), and been a founding member of the Guangdong-Hong Kong-Macao Alliance for Educational Quality Monitoring and Evaluation.

Through measurement and evaluation studies, ETARC has been collecting high-quality large-scale data on student learning outcomes, teaching and learning processes and environments, and educational systems to inform decisions of school leaders, local educational authorities, and governments for educational reforms and improvements. ETARC has also been playing an important role in cultivating measurement and evaluation talents for Macao, the Greater Bay Area and Greater China by mentoring graduate students and supporting secondary analysis of large-scale data sets.

As part of the FED's administrative restructuring, from July 1, 2025, ETARC has expanded to include faculty members in Educational Measurement and Statistics, Educational Administration, as well as other programs. With this expanded faculty involvement, ETARC is well-positioned to be a nexus in educational measurement and evaluation research, teaching, and service for FED, UM, and beyond.

I invite you to view this newsletter to know ETARC activities and get engaged with the center!

Xiufeng LIU

ETARC Faculty and Staff

Administrative Staff

Dr. Sally, Soi Kei MAK Dr. Louis, Man Kai IEONG Mr. Jacky, Sek Pio HO

ETARC Faculty Recent Publications

Fu CHEN

Huang, Y., Bao, Y., Ho, H. C., Lin, M., Tao, Y., Liu, Y., & Chen, F. (2025). Measurement of Hopelessness in Families of Children With Autism Spectrum Disorder: Dimensionality and Measurement Invariance of the Beck Hopelessness Scale. *Journal of Psychoeducational Assessment, 43*(4), 380-400. https://doi.org/10.1177/07342829251317252

Liu, F., Chen, F., Li, G., & Li, X. (2025). Factors Influencing Body Image Among Chinese Secondary School Students: A Mixed Methods Approach. *Psychology in the Schools, 62*(4), 1146-1157. https://doi.org/10.1002/pits.23383

Roduta Roberts, M., Alves, C. B., Chen, F., & St. Jean, C. R. (2024). Associations between an open-response situational judgment test and performance on OSCEs and fieldwork: Implications for admissions decisions and matriculant diversity in an occupational therapy program. *BMC Medical Education, 24*(1), Article 1146. https://doi.org/10.1186/s12909-024-06071-0

Wang, C., Lu, C., Chen, F., Liu, X., Zhao, Q., & Wang, S. (2024). Growth mindset mediates the relationship between programming self-efficacy and computational thinking. Education and Information Technologies, 29(17), 21331–21354. https://doi.org/10.1007/s10639-024-12735-7

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Tan, L., Chen, F., & Wei, B. (2024). Examining key capitals contributing to students' science-related career expectations and their relationship patterns: A machine learning approach. *Journal of Research in Science Teaching, 61*(8), 1975–2010. https://doi.org/10.1002/tea.21939

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Chen, F., Lu, C., & Cui, Y. (2024). Using learners' problem-solving processes in computer-based assessments for enhanced learner modeling: A deep learning approach. *Education and Information Technologies, 29*(11), 13713–13733. https://doi.org/10.1007/s10639-023-12389-x

Lin, L., Li, S., Huang, X., & Chen, F. (2024). Longitudinal changes of student engagement in social annotation: A growth modeling approach. *Distance Education, 45*(1), 103–121. https://doi.org/10.1080/01587919.2024.2303488

Kwok Cheung CHEUNG

Zheng, J. Q., Cheung, K. C., Sit, P. S., & Lam, C. C. (2025). Unfolding key factors of resilience in ICT cognitive-motivational engagement: Global evidence from machine learning techniques. *International Journal of Educational Research, 131*, 102607. https://doi.org/10.1016/j.ijer.2025.102607

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Luyang GUO

Guo, L. (2025). Unsettled horizon: Adolescents' career expectations in the volatile, uncertain, complex, and ambiguous contexts. *Humanities and Social Sciences Communications, 12*, Article 950. https://doi.org/10.1057/s41599-025-05298-6

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Hau, K. T., Xiao, L., & Guo, L. (2024). Inputs and outputs of cognitive assessment: Navigating the complexities of multiple purposes and end-users. *Journal of Applied Measurement, 24*(1-2), 14–18.

Guo, L., & Hau, K. T. (2024). Adolescents want to be teachers? Affecting factors and two-decade trends in 39 educational systems. *International Journal of Educational Research, 123*, 102274. https://doi.org/10.1016/j.ijer.2023.102274

ETARC Faculty Recent Publications

Xin GUO

Guo, X., & Lin, L. (2025). The new knowledge (Co) production mode through an ecological University-schools partnership in addressing education equity in China. *International Journal of Educational Research, 133*, 102678.https://doi-org.libezproxy.um.edu.mo/10.1016/j.ijer.2025.102678

Chester Chun Seng KAM

Zhang, M. X., Kam, C. C. S., & Wu, A. M. (2024). The reciprocity between psychological need frustration and adolescent problematic smartphone use. *Journal of Applied Developmental Psychology, 91*, 101634.https://doi-org.libezproxy.um.edu.mo/10.1016/j.appdev.2024.101634

Kam, C. C. S., & Cheung, S. F. (2024). A constrained factor mixture model for detecting careless responses that is simple to implement. *Organizational Research Methods, 27*(3), 443-476.https://doi-org.libezproxy.um.edu.mo/10.1177/10944281231195298

Xiufeng LIU

Zhai, Y., Tripp, J., & Liu, X. (2025). Science teacher identity research: A scoping literature review. *International Journal of STEM Education, 11*(20), 1–30.https://doi.org/10.1186/s40594-024-00481-8

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Tripp, J. N., Waight, N., & Liu, X. (2024). Paradoxical perceptions: Minoritized high school students' stereotypical and expansive views of science and scientists at an urban, inclusive STEM-focused high school. *Disciplinary and Interdisciplinary Science Education Research, 6*, Article 21. https://doi.org/10.1186/s43031-024-00110-y

Tripp, J., & Liu, X. (2024). Towards defining STEM professional identity: A qualitative survey study. *Journal for STEM Education Research.* Advance online publication. https://doi.org/10.1007/s41979-024-00131-2 https://doi.org/10.1080/09500693.2024.2366045

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Weicong LYU

Lyu, W., Wang, C., & Xu, G. (2025). Multi-Group Regularized Gaussian Variational Estimation: Fast Detection of DIF. *Psychometrika, 90*(1), 2-23.

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Jin-Jy SHIEH

Shieh, J. J. (2025). The direction of higher educationtransformation: Starting from the vision. *Taiwan Educational Review Monthly, 14*(1), 73-78.

Shieh, J. J., Cefai, C., & Chan, P.-J. (2025). Comparative analysis of pre-service education programs for primary school teachers: Cases from three regions. *Journal of Taiwan Education Studies, 6*(1), 175-218.

Reynolds, B., Ren, N., & Xie, J. (2024). From teacher beliefs to practices: Unpacking the benefits and barriers of extensive reading programmes in Macau secondary schools. *Education as Change, 28*(1), Article 15840. https://doi.org/10.25159/1947-9417/15840

Shieh, J. J., & Sung, M.-C. (2024). Primary education in Macao: System and practice. *Journal of Taiwan Education Studies, 5*(3), 277-300.

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Shieh, J. J., & Chu, C. (2024). A Case Analysis of Curriculum Development in University Residential Colleges: Taking an RC in Macao as an Example. *Journal of Taiwan Education Studies, 5*(2), 341-379. (ISSN 2664 7842)

ETARC Faculty Recent Publications

Pou Seong SIT

Cheung, K. C., Sit, P. S., Zheng, J. Q., Lam, C. C., Mak, S. K., & Ieong, M. K. (2024). A machine learning model of academic resilience in the times of the COVID-19 pandemic: Evidence drawn from 79 countries/economies in the PISA 2022 mathematics study. *British Journal of Educational Psychology, 94*(4), 1224–1244. https://doi.org/10.1111/bjep.12715

Zheng, J. Q., Cheung, K. C., & Sit, P. S. (2024). The effects of perceptions toward interpersonal relationships on collaborative problem-solving competence: Comparing four ethnic Chinese communities assessed in PISA 2015. *The Asia-Pacific Education Researcher, 33*(2), 481–493. https://doi.org/10.1007/s40299-023-00744-y

Zheng, J. Q., Cheung, K. C., Sit, P. S., & Lam, C. C. (2024). Unraveling the relationship between ESCS and digital reading performance: A multilevel mediation analysis of ICT-related psychological needs. Education and Information Technologies. *Education and Information Technologies, 29*(12), 15067-15085. https://doi.org/10.1007/s10639-024-12458-9

Zheng, J. Q., Cheung, K. C., & Sit, P. S. (2024). Insights from two decades of PISA-related studies in the new century: A systematic review. *Scandinavian Journal of Educational Research, 68*(3), 371–388. https://doi.org/10.1080/00313831.2022.2148273

Jing SUN

Sun, J., Ouyang, B., Zhong, Q., & Lee, H. (in press). Graduate students' self-efficacy growth under the policy paradigm at a Macau private university. Higher Education Research and Development.

Li, Y., Sun, J., & Huang, R. (in press). Ethnography of teachers' lived management experiences at a neoliberal university in Macau. Workplace: A Journal for Academic Labor.

Sou Kuan VONG

叶芮杏, 李盛兵, & 黃素君. (2025). 国际教师教育研究: 前沿与启示--基于 2000-2024 年教师教育 SSCI 期刊的计量与可视化分析. *Teacher Education Research, 37*(1).

陳芳庭, & 黃素君. (2024). 粵港澳大灣區高校形象建構與未來發展趨向-基於 M 大學新聞主頁之主題分析. *教育學報, 52*(2), 35-54.

Mei Juun WU

Wu, M. J. (2024). School resources and student achievement: What contributes to Macau students' academic success? Paper presented at the Fourth Annual Conference of Macao Studies, Macau, China.

Wu, M. J. (2024). The effect of digital technologies to improve the math performance of rural students: A three-level analysis. Paper presented at the Hong Kong Association for Educational Communications and Technology (HKAECT) International Conference, Hong Kong, China.

ETARC Project Highlights ---- PISA 2025

The Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD), is the world's largest international comparative education program. Since 2000, over 100 countries and economies have participated, building a global community for educational advancement.

The Macao-PISA Center, affiliated with the Educational Testing and Assessment Research Centre (ETARC) at the Faculty of Education, is leading the PISA 2025 survey. It assesses 15-year-old students' skills in science, reading, and mathematics—focusing on scientific literacy (as in 2006 and 2015)—while introducing a new domain: Learning in the Digital World. Targeting a representative sample of Macao students, the survey includes cognitive tests and questionnaires from students, parents, teachers, and principals to explore learning environments, motivations, attitudes, and social backgrounds.

PISA 2025 UM team

The PISA 2025 Project Team, based at the Faculty of Education, University of Macau, is led by Prof. Kwok Cheung CHEUNG, an expert in International Large-Scale Assessments (ILSA) in Macao and the member of the PISA Governing Board's Analysis and Dissemination Group (ADG). The team includes specialists in science, mathematics, language and reading, ICT education, research methodologies, and educational statistics.

National Project Manager of PISA studies (PISA 2006 to PISA 2025)
Prof. Kwok Cheung CHEUNG

Honorary Advisor
Prof. Yonghua SONG Prof. Lianghuo FAN Prof. Xiufeng LIU

Subject Experts

Prof. Chun Wai CHENG	Prof. Bing WEI	Prof. Pou Seong SIT
Prof. Ming Wai WONG	Prof. Chunlian JIANG	Prof. Pey-Tee OON
Prof. Fu CHEN	Prof. Chun Seng KAM	Prof. Shulin YU
Dr. Manuel NORONHA	Prof. Yan WANG	Prof. Mei Jiun WU
Prof. Jin-Jy SHIEH	Prof. Si Man LEI	Prof. Min-Chuan SUNG

Help Desk
Dr. Sally, Soi Kei MAK Dr. Louis, Man Kai IEONG Mr. Jacky, Sek Pio HO

PIRLS 2026

The Progress in International Reading Literacy Study (PIRLS) is a leading global assessment that evaluates and compares Grade 4 students' reading comprehension across countries and regions. It tracks performance trends over time while collecting background data on home, school, and classroom factors influencing learning outcomes.

PIRLS 2026, the sixth cycle, celebrates 25 years of invaluable trend data, overseen by the TIMSS & PIRLS International Study Center at Boston College. The Educational Testing and Assessment Research Centre (ETARC) at the Faculty of Education has been appointed by the DSEDJ to lead Macao's implementation. ETARC will partner with schools to administer, process, score, and report results, adhering to DSEDJ standards.

Guiding this effort are Mr. Chi Meng KONG, Director of DSEDJ and National Research Coordinator (NRC); Prof. Kwok Cheung CHEUNG as Principal Investigator (PI); and Prof. Pou Seong SIT as co-PI.

PIRLS 2026 UM team

The PIRLS 2026 Project Team, based at the Faculty of Education, University of Macau, is led by Prof. Kwok Cheung CHEUNG (PI) and Prof. Pou Seong SIT (Co-PI), who have extensive experiences in conducting PISA and TIMSS in Macao respectively.

Honorary Advisor

Prof. Yonghua SONG Prof. Lianghuo FAN Prof. Xiufeng LIU

Subject Experts

Prof. Fu CHEN	Prof. Chun Wai CHENG	Prof. Kwok Cheung CHEUNG
Prof. Yang GONG	Dr. Manuel NORONHA	Prof. Jin-Jy SHIEH
Prof. Pou Seong SIT	Prof. Min-Chuan SUNG	Prof. Shulin YU

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TIMSS 2027

The Trends in International Mathematics and Science Study (TIMSS), conducted by the International Association for the Evaluation of Educational Achievement (IEA), assesses fourth and eighth graders' achievements in mathematics and science. Since 1995, TIMSS has delivered vital data to help countries and regions refine educational policies, track performance trends, and measure the effects of curriculum and teaching changes.

The study gathers in-depth insights on curriculum implementation, home environments, school climate, resources, and classroom practices. It also features an encyclopedia offering contextual overviews of global education systems in these fields.

For TIMSS 2027 in Macao, the Educational Testing and Assessment Research Centre (ETARC) at the Faculty of Education has been appointed by DSEDJ to lead implementation. Key leaders include Mr. Chi Meng KONG, Director of DSEDJ and National Research Coordinator (NRC), alongside Prof. Xiufeng LIU as Principal Investigator (PI) and co-NRC.

TIMSS 2027 UM team

The TIMSS 2027 Project Team, based at the Faculty of Education, University of Macau, is led by Prof. Xiufeng LIU, the Principal Investigator and Co-National Research Coordinator of Macao.

Honorary Advisor
Prof. Yonghua SONG Prof. Lianghuo FAN

Subject Experts
Prof. Kwok Cheung CHEUNG Prof. Pou Seong SIT Prof. Chunlian JIANG
Prof. Pey-Tee OON

Help Desk
Dr. Sally, Soi Kei MAK Dr. Louis, Man Kai IEONG Mr. Jacky, Sek Pio HO

International Exchange Activity

Representatives from Malaysia United Chinese School Committees' Association (Dong Zong) visited Educational Testing and Assessment Research Centre (ETARC) on Sept. 16th, 2025, to learn about PISA and explore possible future collaborations.

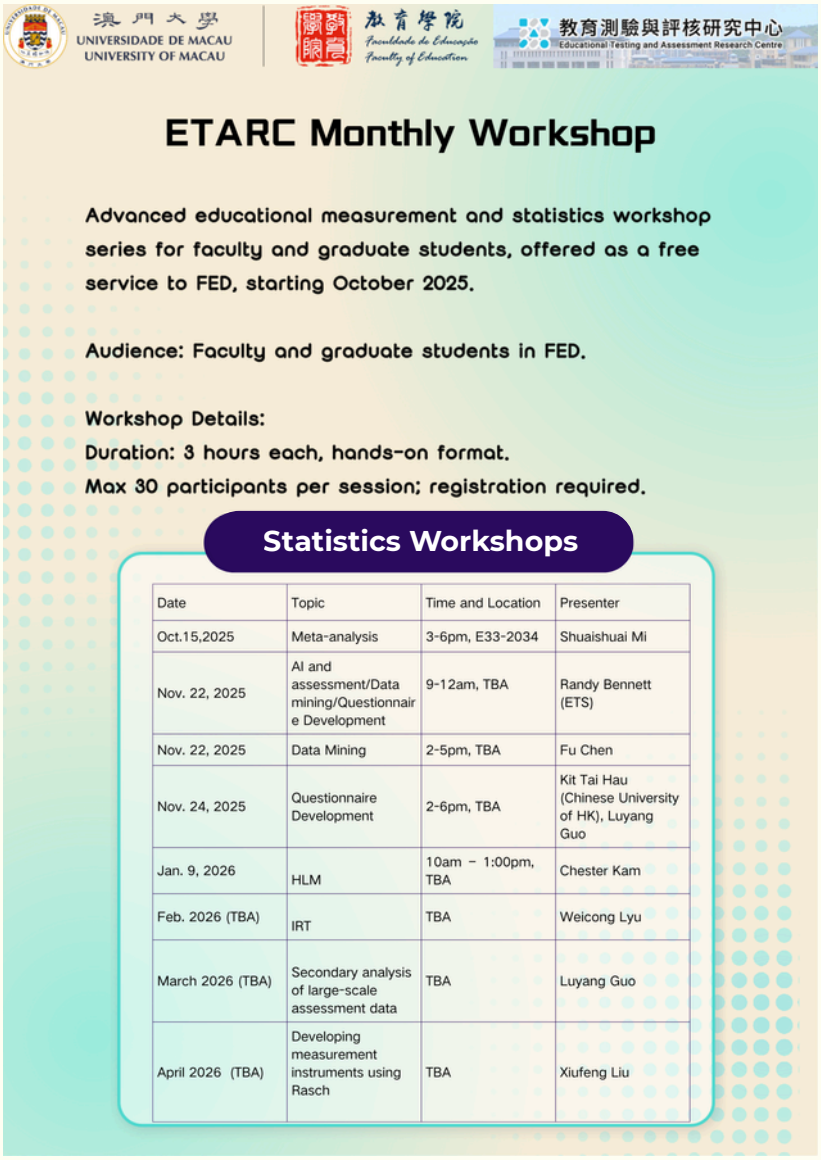
Dong Zong was established in 1954 to serve as the leading institution for the 13 Association of Chinese School Management Boards and the Association of Chinese School Management Boards and Teachers. The Dong Zong delegation included Kong Wee Cheng, head of the Secretariat Department cum Education Innovation and Transformation Center, Phoon Wing Kit, Researcher of MICSS Educational Research and Development Unit, and Tan Hee Guek, Head of the Curriculum Department.

ETARC faculty, Profs. Kwok Cheung CHEUNG, Luyang GUO,Chester Chun Seng KAM, Weicong LYU and Pou Seong SIT attended the meeting. Professor CHEUNG briefed the delegation on ETARC's missions, highlighting the progress and experience gained from the PISA assessment in Macao. The delegation engaged in in-depth discussion with ETARC faculty on issues including Dong Zong's participation in PISA testing in Malaysia. At the end of meeting, two sides exchanged gifts.

After the meeting, Dean Lianghuo FAN and Associate Dean for Research MingMing Zhou received the delegation and took a group photo with them.

ETARC Monthly Workshop Series

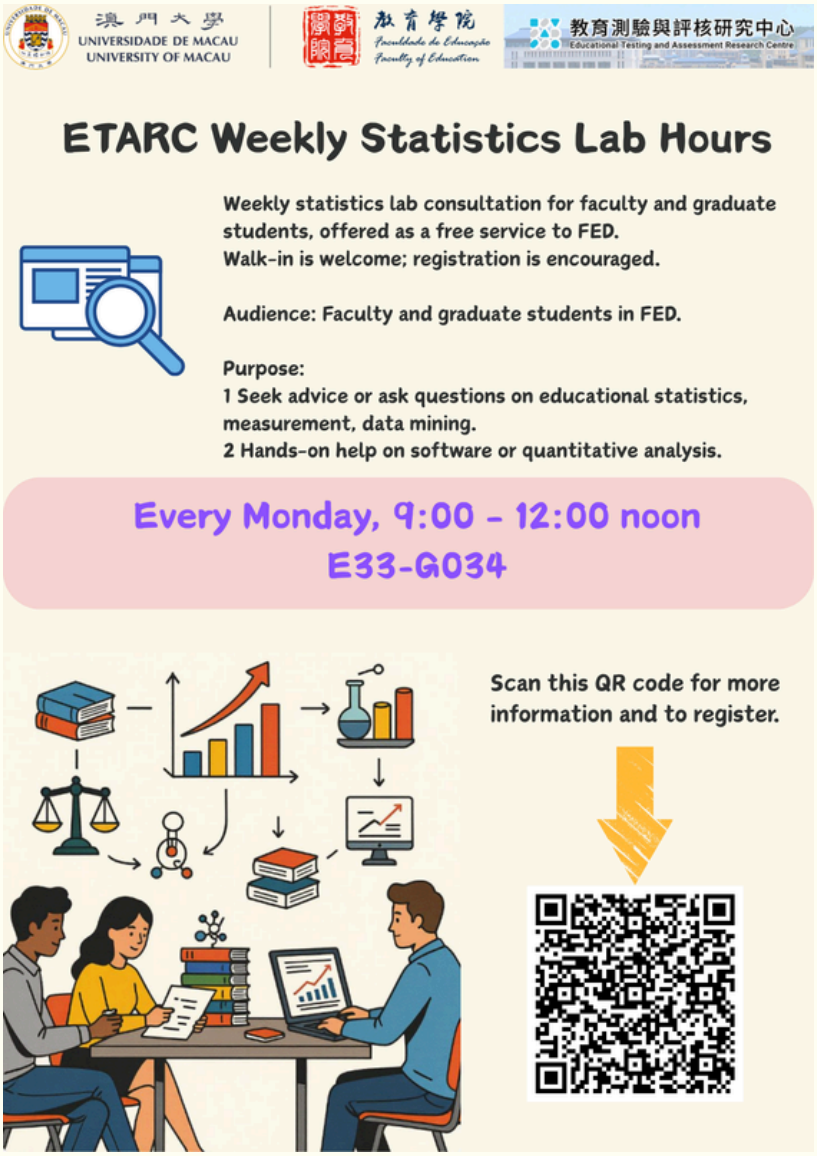
We are pleased to offer an advanced educational measurement and statistics workshop series starting October 2025. Offered by ETARC faculty and postdocs, the workshops are open to all faculty and graduate students; they intend to increase faculty and graduate students' knowledge and skills in conducting advanced measurement and statistical studies. Each workshop will be hands-on and for three hours. The scheduled workshops for the academic year 2025-2026 are below. Registration for each workshop will be announced at appropriate time. Stay tuned!



Date	Topic	Time and Location	Presenter
Oct.15,2025	Meta-analysis	3-6pm, E33-2034	Shuaishuai Mi
Nov. 22, 2025	AI and assessment/Data mining/Questionnaire Development	9-12am, TBA	Randy Bennett (ETS)
Nov. 22, 2025	Data Mining	2-5pm, TBA	Fu Chen
Nov. 24, 2025	Questionnaire Development	2-6pm, TBA	Kit Tai Hau (Chinese University of HK), Luyang Guo
Jan. 9, 2026	HLM	10am – 1:00pm, TBA	Chester Kam
Feb. 2026 (TBA)	IRT	TBA	Weicong Lyu
March 2026 (TBA)	Secondary analysis of large-scale assessment data	TBA	Luyang Guo
April 2026 (TBA)	Developing measurement instruments using Rasch	TBA	Xiufeng Liu

ETARC Weekly Lab Hours

As a service to FED, we are pleased to offer a weekly statistics lab consultancy for faculty and graduate students. The lab hours will be every Monday, 9:00 – 12:00 noon, in G034. Dr. Shuaishuai Mi, a postdoc researcher of Prof. Xiufeng Liu, will be available during the time. Faculty and graduate students who have questions or want to seek advice on educational statistics, measurement, data mining, etc., may come during the lab hours to work with Dr. Mi individually. Although no registration is required and walk-in is welcome, advance registration will ensure that no other faculty or graduate students may come at the same time. Please contact Zhen Chen at MC44160@um.edu.mo to reserve your time.



Call for Contributions & Nominations

International Forum on Frontiers in Educational Assessment

To support China's "Education Powering the Nation" and Greater Bay Area strategies, Beijing Normal University (BNU), the Chinese University of Hong Kong (CUHK), and the University of Macau (UM) launched the Guangdong-Hong Kong-Macao Education Quality Monitoring and Evaluation Alliance in January 2022. By pooling resources, the Alliance builds research communities, talent training bases, and evaluation systems to advance coordinated development in scientific research, talent cultivation, social services, and academic exchanges in educational quality monitoring across the region and beyond. It organizes an annual international conference. The 2025 Alliance Annual Conference, "International Forum on Frontiers in Educational Assessment" will be held at UM from November 22-24, 2025. Proposal for presentation are being accepted and registration will open on Oct. 25,2025. For more information, please refer to the conference website: website .

ETARC annual publication call for contributions

ETARC will launch an annual publication, Advances in Educational Assessment. This publication is intended for practitioners (e.g., schoolteachers, university faculty, principals, government officers). It will feature new assessment methods and techniques that are relevant to K-12 and universities. All faculty and graduate students are welcome to contribute. Each contribution will be 1-3 pages. The publication will be open-access and based on the Creative Common license. The publication will have an ISBN number. Contributions to the publication should be sent to Zhen Chen at MC44160@um.edu.mo by March 30th, 2026. The publication will be made available in both English and Chinese in May 2026.

The 6th Ten Thousand Talents Student Trainee Program at BNU: Call for Nominations

The 6th Ten Thousand Talents program will be held on Zhuhai campus of Beijing Normal University (BNU). Funded by Ministry of Education and organized by the Collaborative Innovation Center of Assessment for Basic Education Quality of BNU, this program aims for graduate students from Macao (and Hong Kong) who are interested in educational assessment to spend about one week at BNU to attend workshops and seminars, visit local schools, and interact with graduate students from BNU. This program will take place in early December (the exact dates are to be determined) and the duration will be about 4 days. All expenses will be paid by BNU. Please nominate your students who are Macao residents and interested in educational assessment and evaluation. The capacity will be 5 students. Contact Zhen Chen at MC44160@um.edu.mo to nominate.

International Conference on Artificial Intelligence in Education Technology and Data Science

The 2026 International Conference on Artificial Intelligence in Education Technology and Data Science (AIETDS 2026) will be held in Macau, China, from March 27 – 29, 2026. AIETDS 2026 aims to establish a dynamic and interdisciplinary forum for researchers, educators, industry experts, and practitioners to explore the latest advancements, challenges, and opportunities at the intersection of Artificial Intelligence (AI), Education Technology, and Data Science.

AIETDS 2026 provides a platform for sharing cutting-edge research, innovative applications, and best practices. Topics of interest include but are not limited to: AI-driven educational tools, adaptive learning systems, intelligent tutoring, big data analytics in education, and the ethical implications of AI in learning environments.

Please check the official website for more information: https://aietds.org/.

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