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教研领域

计算机辅助教学, 英语语言测试与评估

学历

2007.02 – 2011.01	英国利兹大学教育学院 / 英语语言测试/ 博士
2005.09 – 2006.10	英国利兹大学教育学院/ 英语作为第二外语教学 / 硕士
2001.09 – 2005.07	中国西南师范大学外国语学院 / 英语 / 学士

教学经验

2019.07 –	澳门科技大学 / 国际学院 / 副教授
2014.08 – 2019.06	澳门科技大学 / 国际学院 / 助理教授
2011.05 – 2014.06	墨尔本皇家理工大学南西贡校区 / 讲师

专著与章节

- **Wei, W**. (2017). Critical review of washback studies: hypothesis and evidence. In Al-Mahrooqi, Al-Maamari & Thakur (Eds.), *Revisiting EFL Assessment: Critical Perspectives*, (pp.49-67). Springer: Switzerland.
- **Wei, W**. (2014). The practice of reading assessment in South and Southeast Asia. In Al-Mahrooqi & Roscoe (Eds.) pp. 468-494, *Focusing on EFL Reading: Theory and Practice*, Cambridge Scholars: Cambridge, UK.

期刊文章

1. **Wei, W**., Cheong, C., Zhu, X*., & Lu, Q. (2022). Comparing self-reflection and peer feedback practices in an academic writing task: A student self-efficacy perspective. *Teaching in Higher Education*, Advance online publication (SSCI, IF = 3.001)

2. Luo, Y., **Wei, W***., & Ying, Z. (2022). Artificial intelligence-generated and human expert-designed vocabulary tests: a comparative study. *SAGE Open*, (SSCI, IF = 1.356)

3. **Wei, W**., & Cao, Y. K*., (2022). Willing, silent or forced participation? Insights from English for Academic Purposes classrooms. *RELC Journal*, Advance online publication. (SSCI, IF = 1.596).

4. Hui, S.K.F., **Wei, W**., & Yun, P.P.H. (2022). Regulating learning and assessment with e-Learning: A study of Mainland Chinese postgraduate students' online learning experiences and behaviours. *International Journal on E-Learning*. Advance online publication.

5. **Wei, W**., & Liu, C. (2022). Exploring the relationships between teacher-led and learner-led mobile learning activities and their impacts on teacher evaluation results. *Technology, Pedagogy and Education*, Advance online publication. (SSCI, IF = 2.529).

6. Xin Cheng., Xin-yue Ma., Chao-hua Luo., Jian Chen., **Wei Wei*.**, & Xuesong Yang*. (2021). Examining the relationships between medical students' preferred online instructional strategies, course difficulty level, learning performance and effectiveness, *Advances in Physiology Education*. Advance online publication. (SCI, IF=2.288)

7. **Wei, W**., Sun, Y. L., & Xu, X. S. (2021). Investigating the impact of increased student feedback literacy level on their expectations on university teachers' feedback, *Assessment and Evaluation in Higher Education*, Advance online publication. (SSCI, IF = 2.320)

8. **Wei, W.** & Cao, Y. K. (2020). Written corrective feedback strategies employed by university English lecturers: A teacher cognition perspective, *SAGE Open*, 10 (3). (SSCI, IF = 0.715)

9. Cao, Y. K., & **Wei, W.** (2019). Willingness to communicate from an English as an international language (EIL) perspective: the case of Macau, *System*, 87. (SSCI, IF = 1.930)

10. **Wei, W., &** Hui, K. F. (2019). Evaluating teacher performance in language learning classes: the gap between students and department administrators. *Teachers & Teaching: Theory and Practice, 25*(4), 486-500. (SSCI, IF = 1.798)

11. **Wei, W.,** & Xie, Y. (2018). University teachers' reflections on the reasons behind their changing feedback approaches. *Assessment and Evaluation in Higher Education, 43(6), 867-879.* (SSCI, IF = 1.877)

12. **Wei, W**., & Ying, Z. (2017). An Investigation of integrative and independent listening test tasks in a computerized academic English test. *Computer Assisted Language Learning*, 30(8), 864-883. (SSCI, IF = 2.121)

13. **Wei, W**. (2017). Can integrated skills tasks change students' learning strategies and

materials? *Language Learning Journal*. 45 (3), 336-351. (ESCI)

14. **Wei, W**. (2015). Using summative and formative assessments to evaluate EFL teachers' teaching performance in a higher education context. *Assessment and Evaluation in Higher Education*. 40 (4), 611-623. (SSCI, IF = 1.391)

15. **Wei, W**., Debrot, D., & Witney, C. (2015). The role of leadership in small scale educational change. *Asia Pacific Journal of Education*, 35 (1), 40-54. (SSCI, IF = 0.531)

16. Ying, Z., & **Wei, W**. (2014). Knowing the Test Takers: Investigating Chinese and Indian EFL/ESL Students' Performance on PTE Academic. *Asian EFL Journal*. *16* (1), 119-151.

会议

1. **Wei, W.** Witney, C. Cowan, M. & Graham, S. (2011, November). *The perceptions of academic language and learning support among staff and students at a transitional university*. Paper presented with colleagues at The 2011 Biennial AALL (Association for Academic Language and Learning) Conference, Adelaide, Australia.

2. **Wei, W**. (2012, February). Washback effects and impacts of the high-stakes English tests on curriculum reform. Paper presented at the 8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia.

3. Jones, G. & **Wei, W.** (2012, November). *Are we on track? A study of Chinese test takers.* Paper presented at the bi-annual meeting of the Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ), University of Sydney, Australia.

4. **Wei, W.** (2012, November). *Washback effects on language learning strategies: a case study using PTE Academic integrated skills items*. Paper presented at the bi-annual meeting of the Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ), University of Sydney, Australia.

5. Pui, Ondris., Sriratanaviriyakul, N., **Wei, W**., Then, P & Tho, Z, (2013, May). *Using PRS to Enhance Student Learning Process: The Application of Revised Study Process Questionnaire-2 Factors*, Paper presented at 4th International Conference on IS Management and Evaluation, Ho Chi Minh City, Vietnam.

6. Witney, C. & **Wei, W**. (2013. June). *Motivational orientation in students at a transactional university in Southeast Asia*. Paper presented at the 7th International Technology, Education and Development Conference, Madrid, Spain.

7. Witney, C. & **Wei, W**. (2013, June). *Learning strategies in students at a transactional university in Southeast Asia*. Paper presented at the 7th International Technology, Education and Development Conference, Madrid, Spain.

8. **Wei, W.** (2014, June). *Using formative and summative assessments to evaluate English lecturers' teaching performances*. Paper presented at GCIN (Global Curriculum & Instruction Network) Conference 2014, Hong Kong Institute of Education, Hong Kong.

9. **Wei, W**. (2015, February). *Do students use the new vocabulary from textbooks in their oral*

presentation? Paper presented in the 3rd English Language Teaching International Conference: Departing from Tradition: Innovations in English Language Teaching and Learning, University of Macau, Macau.

10. Sun, Jianrong & **Wei, W.** (2015, October). *Designing an effective EDC workshop and evaluate its impact*. Workshop at the Annual Conference for Chinese Higher Education Development Network, Beijing Institute of Technology, Beijing, China.

11. **Wei, W**. & Sun, Jianrong (2015, October). *Using student evaluation survey to assess teaching quality in the context of higher education*. Workshop at the Annual Conference for Chinese Higher Education Development Network, Beijing Institute of Technology, Beijing, China.

12. **Wei, W.** (2015, November). *Unethical and superficial changes in classroom teaching as a result of using student evaluation surveys to assess university professor's' teaching performance*. Paper presented in The International Conference on Quality Assurance and the Enhancement of Teaching and Learning in Higher Education, Macao Polytechnic Institute, Macau.

13. **Wei, W**. & Rong, Hu. (2015, November). *Competing feedback from summative assessments and classroom instructions on English major students' use of reading comprehension strategies*. Paper presented in The International Conference on Language Testing and Assessment, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

14. **Wei, W**. & Yu, Luo. (2016, December). *Exploring EFL peers' feedback giving and learning behaviors in a higher education context*. Paper presented in the Fourth GDUFS Forum of Applied Linguistics, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

15. H. Dai, **W. Wei**, H. Wang and T. Wong. (2017, December) *Impact of outcome-based education on software engineering teaching: A case study*. Paper presented at the *2017 IEEE 6th International Conference on Teaching, Assessment, and Learning for Engineering (TALE)*, The Education University of Hong Kong, Hong Kong.

16. Chen, Zhao. & **Wei, W**. (2019, July). *Is mobile-assisted online feedback a better way to improve pronunciation than face-to-face feedback at both word and phrase level?* Paper accepted at the The XXth International Computer Assisted Language Learning (CALL) Research Conference, The Education University of Hong Kong, Hong Kong.

17. Ting, J., & **Wei, W.** (2019, July). *Investigating TCFL pre-service teachers' self-reflection practices from the perspective of teacher cognition theory*. Paper presented at The Fifth International Conference on Teaching Chinese as a Second Language, The Education University of Hong Kong, Hong Kong.

18. Luo, Y. J., & **Wei, W.** (2019, July). *An empirical study of using word vectorization algorithm to design HSK vocabulary MCQ tests*, Paper presented at The 2019 Annual Conference of

China Association for Language Testing and Assessment, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

19. Zhang Huiwan., & **Wei, W**. (2021, July). *Using computer-assisted language teaching technology to develop multiple-levels of medical vocabulary knowledge of second language medical students from India*, Paper presented at International Conference on Technology-enhanced Language Learning and Teaching *Via* Zoom, The Hong Kong Education University, Hong Kong.

20. Ji Xiaoting., & **Wei, W**. (2021, December). *Preservice teachers' reflection on educational culture adaptation: a perspective from intercultural communicative competence*, Paper presented at 10th International Chinese Language Teaching Conference *Via* Zoom, The Hong Kong Education University, Hong Kong.

21. Luo Yunjiu., & **Wei, W**. (2021, December). *The use of Artificial Intelligence technologies to assess L2 learners' in-depth vocabulary knowledge*, Paper presented at 10th International Chinese Language Teaching Conference *Via* Zoom, The Hong Kong Education University, Hong Kong.

22. Zhang Huiwan., & **Wei, W.** (2021, December). *Using feedback videos to promote L2 Chinese language learners' self-directed strategies in an online environment*. Paper presented at 10th International Chinese Language Teaching Conference *Via* Zoom, The Hong Kong Education University, Hong Kong.

研究项目

1. 2011/2012: Washback effects on language learning strategies: A case study using PTE Academic speaking items, The Pearson Test of English, London, UK (GBP 3,000)
2. 2012/2013: The practice of reading assessment in South and Southeast Asia, RMIT Vietnam Research Grants (USD 4,550)
3. 2013/2014: Validation of teacher performance evaluation: a consequential validity study, RMIT Vietnam Research Grants (USD 7,400)
4. 2017/2018: University Teachers' Cognitive Reasons behind their Changing Feedback Practices', 澳门科技大学校内研究基金 (MOP 20,000)
5. 2021/2022: Using peer and teacher feedback videos as self-directed learning resources for MOOC learners in higher education, 澳门高校人文社会学科发展专项资助计划，澳门特别行政区政府教育及发展局 (MOP 135,000)
6. 2022/2023 计算机辅助语言学习视域下的在华医学留学生专业词汇学习策略及词汇知识研究, 澳门科技大学校内研究基金 (MOP 29,000)

专业资格认证及奖项

- 中银学术研究优秀奖，澳门科技大学，2017
- 澳门国际银行学术研究奖，澳门科技大学，2021

专业资格认证及奖项

- 中银学术研究优秀奖，澳门科技大学，2017
- 澳门国际银行学术研究奖，澳门科技大学，2021