**XIAOLIANG LI (李晓亮)**

Associate Professor in Sociology of Education

College of Educational Sciences, Northwest Normal University

Tel：+86 13639324558

Email：ddlee44@163.com

Office：Room 652, Special Education Building

967 Anning East Road, Lanzhou 730070 GANSU, China

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| **Educational Background** |
| 2012.01-2017.12 Faculty of Education, HKU Ph.D in Sociology of Education Supervisors: Dr. Dan WANG & Professor Gerard Postiglione2009.07-2010.08 Sociology Department, Brandeis University M.A. in SociologySupervisor：Dr. Wendy Cadge1999.09-2003.07 Southwest University of Politics and Law B.A. in Law**Field of Research** |
| Sociology of educationRural education developmentReform in university entrance examinationRural student development**Publications** |
| [Working paper] **Li, X.** & Hu, J. *Peidu* and academic achievements of rural students: Inquiry into the daily *peidu* practices of rural parents at Huangtu high school. [in Chinese][Working paper] **Li, X.** Cultural capital in standardized testing: A critical analysis on the university entrance examination in China (2011-2020). [Forthcoming] **Li, X.** Swotting, idling or quitting: Learning routines of rural students against the background of *gaokao* reforms. *Fudan Education Review.* [in Chinese]Postiglione, G., & **Li, X.** (2021). Exception to the rule: Rural and nomadic Tibetans gaining access to dislocated elite inland boarding schools. In G. Postiglione & P. Kong (Eds.), *Rural Education in China’s Social Transition,* pp. 88-107. New York: Routledge.Li X. (2020). Gaokao reform and routine pedagogy at a rural senior high school: Understanding the poor university access of rural students. *Global Education,* (3), 75-89. [in Chinese]Li, X. (2019). Unpacking the Extraordinary Academic Success of Rural Students. *Chinese Education & Society, 52* (5-6), 1-4.Li, X. (2014). Questioning China’s preferential college admission policies: The Henan case. *Widening Participation and Lifelong Learning, 16* (1), 70-90.Postiglione, G., Jiao, B., **Li, X.**, & Tsamla. (2014). Popularizing basic education in Tibet’s nomadic regions. In J. Leibold & Y. Chen (Eds.), *Minority education in China: Balancing unity and diversity in an era of critical pluralism,* pp. 107-129. Hong Kong: Hong Kong University Press.Postiglione, G., Jiao, B., & **Li, X.** (2012). Education change and development in nomadic communities of the Tibetan Autonomous Region (TAR). *International Journal of Chinese Education, 1*(1), 89-105.**Research Project** |
| An Investigation on Rural Talents’ Life Experiences and Their Willingness to Serve Rural Communities (Supported by the Gansu Education Sciences Fund)■October, 2021-August, 2024Cultural capital, School Education, and Poor University Access of Rural Students in China (Funded by the Humanities and Social Sciences Fund of State Ministry of Education of China)■July, 2018-December, 2023**Conference Presentations** |
| “Swotting, idling, or quitting: Routine practices of rural seniors and plight of county-seat high schools”■ 67th Annual Conference of the Comparative and International Education Society (CIES), Online, Feb. 2023■ 6th Forum on Educational Administration and School Reform, Shanghai. November, 2022.■ Forum on Rural Education Development, Lanzhou. November, 2022.“Can’t make it to high School: A review on rural dropouts’ perception on schooling”■ The 6th Forum on Empirical Education, Shanghai. October. 2020.■ Winter Forum on Cultural Sociology, Tianjin. November. 2019.“Poor University Access of Rural Students in China: A Review on Rural Parents’ Involvement”■ The 63rd Annual Conference of the Comparative and International Education Society (CIES), San Francisco. July, 2019.“Gaokao Reforms and Teaching Routines at Senior High Schools: Unpacking Poor University Access of Rural Students”■ International Conference on Rural Education Development in the New Era, Lanzhou. July, 2018■ The 5th Forum on Empirical Education Research, Shanghai. November, 2019“Interrogating gaokao: A cultural capital perspective”■First FED Symposium for PhD Students, Macau. July, 2015.■ AERA Annual Meeting, Philadelphia. April, 2014. “Not a compensatory source of cultural capital: Senior high schools in teenagers' pursuit of college admission in China”■The 59th Annual Conference of the Comparative and International Education Society (CIES), Washington, D.C. March, 2015. “Evaluating preferential college admission policies in six provinces in China”■ Comparative Education Society of Hong Kong (CESHK) Annual Conference, Hong Kong. 2015. “Gaining admission to neidiban: Exceptional rural and nomadic Tibetans”■Rural Education Development in China, Hong Kong. 2014. **Employment** |
| College of Educational Sciences, Northwest Normal University (August 2017-- )Senior Research Assistant at Faculty of Education, HKU (January 2017-July, 2017)Researcher at Beijing Yilian Center of Legal aid and study for labor (January 2011-December, 2011)Institute of Contemporary Tibetan Studies, Tibet Academy of Social Sciences (August 2003-July 2009)**Courses Taught** |
| Sociology of Education (for undergraduates and M.A. students, since 2019)Doing Qualitative Research (for undergraduates and postgraduates, since 2017)English for Education (for undergraduates, since 2021)International and Comparative Education (for undergraduates and M.A. students, 2019-2021)Educational Principles (for undergraduates, 2017-2020)**Professional Services** |
| Co-editor for Chinese Education & Society（since 2021）Reviewer for The Journal of Higher Education Research (since 2014)Reviewer for Fudan Education Review (since 2022)Reviewer for Journal of National Academy of Educational Administration (Since 2022)**Awards** |
| Emerging Scholar of Teaching and Research at Northwest Normal University（2021-2022）Outstanding Class Adviser at Northwest Normal University (2021)Postgraduate Scholarship at the University of Hong Kong (2012-2015)International Conference Grant at the University of Hong Kong (2014, 2015)International Fellowship of the Ford Foundation (2009-2010) |