

Charlene Tan

BA(Hons), PGDE, Dip.Co, MA(TESOL/AppLing), MA(Philosophy), MRE, PhD(Philosophy)

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Fellowships and Awards

Fellowships

- Honorary Professor, College of Arts, Humanities and Languages, Life University
- Visiting Professor, Community Leadership and Social Innovation Centre (CLASIC), Singapore Institute of Technology
- Visiting Professor, Institute of International and Comparative Education, East China Normal University
- Visiting International Professor, Faculty of Education, Brock University
- Visiting Professor, College of Education, Sungkyunkwan University
- Visiting Scholar, Department of Educational Studies, Macquarie University
- Visiting Scholar, Centre for East Asian and Comparative Philosophy, City University of Hong Kong
- Visiting Scholar, School of Educational Studies and Leadership, University of Canterbury
- Visiting Scholar, Institute of International and Comparative Education, Beijing Normal University
- Visiting Scholar, Prince Alwaleed Bin Talal Centre of Islamic Studies, University of Cambridge
- Visiting Fellow, Department of Philosophy, National Taiwan University
- Visiting Fellow, Syarif Hidayatullah State Islamic University Jakarta
- Visiting Research Associate, Oxford Centre for Islamic Studies, University of Oxford
- Visiting Research Associateship, East Asian Institute, National University of Singapore

Awards

- Excellence in Teaching Commendation Award, National Institute of Education, Nanyang Technological University, 2011, 2015
- Research Scholarship, National University of Singapore, 1994-1996, 2000-2002
- Special Book Prize in Philosophy, National University of Singapore, 1993/1994
- Dean's List, National University of Singapore, 1992/1993

Courses Taught

Undergraduate Courses (Bachelor of Arts in Education/Bachelor of Science in Education):

- Philosophy of Education Through Films
- Critical Reasoning Skills for Effective Teaching
- Introduction to Education
- Critical Perspectives on Education
- The Teacher and Society
- Education in Transition

Master's Courses:

- 教育政策制定 Educational Policy Making (taught in Mandarin) (Master in Educational Administration)
- Philosophy of Education (Master of Arts in Educational Management)
- Ethics and Leadership (Master of Arts in Educational Management / Master of Education)
- Key Issues in Education (Master of Arts in Educational Management)
- Interdisciplinary Thinking for Educational Leaders (Master of Arts in Educational Management)
- Mindfulness and Mindful Leadership in Schools (Master of Education)

Doctoral Courses:

- Values and Ethics for Leaders (EdD programme)
- Foundations of Professionalism in Education (EdD programme jointly offered by the National Institute of Education and University of London Institute of Education)

Postgraduate Diploma Courses:

- Critical Thinking, Problem-solving and Reflection (Postgraduate Diploma in Higher Education)
- Knowledge Skills: Multidimensional Thinking Skills (Postgraduate Diploma in Education – Junior College)
- The Social Context of Teaching and Learning (Postgraduate Diploma in Education)
- Exploring Issues in Philosophy of Education (Postgraduate Diploma in Education)

Professional Development Courses:

- 如何推广学生的批判性思维 How to Promote Critical Thinking in Students (taught in Mandarin) (for university lecturers and school teachers from China)
- 如何推广学生的道德推理 How to Promote Moral Reasoning in Students (taught in Mandarin) (for university lecturers and school teachers from China)
- 国际与新加坡的高校发展 Global and Local Developments for Higher Education (taught in Mandarin) (for university lecturers from China)
- Introduction to Epistemology and Metaphysics for Knowledge & Inquiry (for school teachers, Singapore)
- Knowledge & Inquiry: Independent Study (for school teachers, Singapore)
- Promoting Critical Thinking (for the Senior Teachers Programme, Singapore)
- Promoting Critical Thinking in Schools (for school teachers, Singapore)
- Ethics for Leaders (for school teachers, Singapore)
- Action Research (for Building and Construction Academy, Singapore)
- Active learning Strategies to Promote Thinking (for the Senior Teachers Programme, Singapore)
- Curriculum Design (for Ministry of Defence, Singapore)
- Curriculum Leadership (for school leaders in the United Arab Emirates)

- Psychology of Creativity (for Ministry of Defence, Singapore)
- Thinking Critically and Creatively (for Ministry of Defence, Singapore)
- Finding Purpose through your Philosophy of Education (for Academy for Leadership in Teacher Education, Hong Kong)
- Dealing with Ethical Issues in Leadership (for Academy for Leadership in Teacher Education, Hong Kong)
- Creating and Sustaining a Mindful School (for Academy for Leadership in Teacher Education, Hong Kong)
- Sustaining Teacher Learning through Reflective Practice (for Academy for Leadership in Teacher Education, Hong Kong)

Keynote Speeches and Invited Presentations

- Tan, C. (2022, Jan). Virtue ethics in education: The example of a respectful junzi. Imagining Educational Futures on Virtue Ethics for Character Education: Current Research Trends and Implications. National Institute of Education, Nanyang Technological University, Singapore. Available online: <https://youtu.be/Oq20QCd5SiI>.
- Tan, C. (2020, November). Problem-based learning using blended learning: An example from Singapore. 2020 ERICA IC-PBL Conference, Hanyang University, Gyeonggi-do, Korea.
- Tan, C. (2019, May). How schools in Singapore promote critical thinking (conducted in Mandarin). The Institute of International and Comparative Education, East China Normal University.
- Tan, C. (2018, July). Private supplementary tutoring and parentocracy in Singapore. College of Education, Sungkyunkwan University.
- Tan, C. (2017, November). Assessment reforms in high-performing education systems: Shanghai and Singapore. International Conference on Educational Measurement, Evaluation and Assessment (ICEMEA). Abu Dhabi, United Arab Emirates.
- Tan, C. (2017, July). What kind of education system brings success? Lessons from Shanghai and Singapore. 3rd International Conference on Education and Social Sciences in Turkish Cultural Geography, Skopje, North Macedonia.
- Tan, C. (2017, June). Multiculturalism and citizenship. Lee Kuan Yew's educational legacy and the challenges of success – A symposium. Redesigning Pedagogy International Conference, Singapore.
- Tan, C. (2017, April). Beyond the banking concept of education: Confucius and Freire. School of Educational Studies and Leadership, University of Canterbury.
- Tan, C. (2017, October). To be more fully human: Confucius and Freire. Centre for East Asian and Comparative Philosophy, City University of Hong Kong.
- Tan, C. (2016, September). Policy borrowing from top-performing societies: Shanghai and Singapore. Faculty of Education, Brock University, Canada.

- Tan, C. (2016, September). Teacher-centred or student-centred? Comparing the educational thought of Confucius and John Dewey. Distinguished Speaker Series, Confucius Institute, Brock University.
- Tan, C. (2013, December). Education policy and reform in Singapore (conducted in Mandarin). Institute of International and Comparative Education, Beijing Normal University.
- Tan, C. (2012, October). Curriculum reform in Shanghai. East Asian Institute Seminar, East Asian Institute, National University of Singapore.
- Tan, C. (2009, May). Multiculturalism through madrasah education: Perspectives from Singapore. Fellows' Seminar, Oxford Centre for Islamic Studies, University of Oxford.
- Tan, C. (2012, December). Political values in Singapore from a Confucian perspective. International Conference on Political Values in Asia Revisited – Strategies and Norms for the ASEAN Political Security Community. Bangkok, Thailand.
- Tan, C. & Hairon, S. (2011, April). Reforming madrasah curriculum in an era of globalisation: The Singapore case. International Conference on Reforms in Islamic Education, Cambridge, United Kingdom.

Talks and Workshops

- Tan, C. (2023, Sep). Growth mindset [for staff]. Life Student Care Centre, Ahmad Ibrahim Primary School, Singapore.
- Tan, C. (2023, Sep). Teamwork at the workplace [for staff]. Life Student Care Centre, Ahmad Ibrahim Primary School, Singapore.
- Tan, C. (2023, Apr). Integrating reflective practice into the university curriculum [for staff]. Singapore Institute of Technology.
- Tan, C. (2023, Mar). Infusing mindfulness into the university curriculum [for staff]. Singapore Institute of Technology.
- Tan, C. (2022, July). A future-ready framework [for staff]. Life Student Care Centre, Ahmad Ibrahim Primary School, Singapore.
- Tan, C. (2021, Dec). How to help your children to succeed in school [for parents and staff]. Islamic Kasim Tuet Memorial College, Hong Kong.
- Tan, C. (2019, Sep). Socratic questioning [for staff]. Singapore Changi Hospital, Singapore.
- Tan, C. (2019, Aug). Becoming a lifelong learner through inter-generational learning [for students]. Cedar Girls' Secondary School, Singapore.
- Tan, C. (2018, Nov). Ethics and leadership [for staff]. Institute of Technical Education, Singapore.

Volunteer Teaching

- Interactive teaching made easy (for teachers in Indonesia, organised by Teachers' International Community)
- How to avoid or overcome teacher burnout (for teachers in Indonesia, organised by Teachers' International Community)
- Designing higher-order thinking questions (for teachers in Indonesia, organised by Hidup Baru Yayasan)
- Promoting active learning through online tools (for teachers in Indonesia, organised by Hidup Baru Yayasan)
- Are you a transformational leader? (for school principals in Indonesia, organised by Ministry of Education, Medan and Hidup Baru Yayasan)
- Creative teaching strategies (for teachers in Indonesia, organised by Kalam Kudus School)
- How to counsel students (for teachers in Indonesia, organised by Hidup Baru Yayasan)
- Is your school a learning organisation? (for school principals in Indonesia, organised by Ministry of Education, Medan and Hidup Baru Yayasan)
- Promoting active learning in students (for teachers in Indonesia, organised by Hidup Baru Yayasan)
- What kind of leader are you? (for school principals and university lecturers in Cambodia, organised by Life University)
- Questions for a Socratic dialogue (for pre-service teachers in Cambodia, organised by Life University and the teacher training school in Sihanoukville)
- Curriculum design (for school teachers and principals in Cambodia, organised by Life University)
- The helping ministry (for school teachers and principals in Cambodia, organised by Life University)
- Growth mindset for learners (for teachers at Kampong Som Christian School)
- Interactive teaching (for teachers at Kampong Som Christian School)
- How to write lesson plans (for beginning teachers in Cambodia, organised by Kampong Som Christian School)
- Helping students with learning difficulties (for pre-service teachers and school teachers in Cambodia, organised by Life International School)
- Christian philosophy of education (for teachers in Cambodia, organised by Life International School)
- Christian philosophy and biblical integration (for teachers in Cambodia, organised by Life International School)
- Building good relationships through teacher-student mentoring (for school teachers and principals in Cambodia, organised by Life University)
- Multiple intelligences (for school teachers and principals in Cambodia, organised by Life School)
- Cooperative learning strategies (for pre-service teachers and school teachers in Cambodia, organised by Life School)
- Professionalism in teaching (for pre-service teachers in Cambodia, organised by Life School and the teacher training school in Sihanoukville)

List of Publications

Books

1. Tan, C. (2023). *Mindful leadership for schools: Wisdom from Confucius*. London: Bloomsbury.
2. Tan, C. (2021). *Mindful education: Insights from Confucian and Christian traditions*. Singapore: Springer.
3. Tan, C. (2020). *Confucian philosophy for contemporary education*. London: Routledge.
4. Tan, C. (2019). *Comparing high-performing education systems: Understanding Singapore, Shanghai, and Hong Kong*. Oxon: Routledge.
5. Tan, C. (2016). *Educational policy borrowing in China: Looking West or looking East?* Oxon: Routledge.
6. Tan, C. (Ed.). (2014). *Reforms in Islamic education: International perspectives*. London: Bloomsbury.
7. Tan, C. (2013). *Confucius*. London: Bloomsbury.
8. Tan, C. (2013). *Learning from Shanghai: Lessons on achieving educational success*. Dordrecht: Springer.
9. Choy, W., & Tan, C. (Eds.). (2011). *Education reform in Singapore : Critical perspectives*. Singapore: Prentice Hall.
10. Tan, C. (2011). *Islamic education and Indoctrination: The case in Indonesia*. New York: Routledge.
11. Tan, C. (2008). *Teaching without indoctrination: Implications for values education*. Rotterdam: Sense Publishers.
12. Tan, C. (Ed.). (2008). *Philosophical reflections for educators*. Singapore: Cengage Learning.
13. Hairon, S., Chua, S.M., & Tan, C. (2007). *Knowledge & inquiry: An introduction to research skills*. Singapore: Pearson/Prentice-Hall.
14. Tan, C. (Ed.). (2007). *Engaging films and music videos in critical thinking*. Singapore: McGraw-Hill.
15. Tan, C. & Chong, K.C. (Eds.). (2007). *Critical perspectives on values education in Asia*. Singapore: Prentice Hall.
16. Tan, C. & Crawford, L. (2006). *Knowledge and inquiry: An introduction to epistemology*. Singapore: Prentice Hall.

17. Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.). (2006). *Critical perspectives on education: An introduction*. Singapore: Prentice Hall.
18. Tan, C.H.P. (2001). *General Paper with distinction*. Singapore: Oxford University Press.

Refereed Journal Articles

1. Tan, C. (2023). Rethinking service learning in the light of Wang Yangming's philosophy. *Discourse: Studies in the Cultural Politics of Education*, 1.15. DOI: 10.1080/01596306.2023.2296116
2. Tan, C. (2023). A Foucauldian analysis of research assessment in a postcolonial context: The example of Hong Kong. *Journal of Education Policy*, 1-19. DOI: 10.1080/02680939.2023.2269382
3. Tan, C. (2023). Clarifying the concept of future-ready learning: A Confucian perspective. *Asia Pacific Journal of Education*, 1-12. DOI: 10.1080/02188791.2023.2231651
4. Tan, C., & La Londe, P. G. (2023). Empathy as a virtue: A Confucian interpretation and a tool to address anti-Asian hate crime. *Critical Studies in Education*, 1-18. DOI: 10.1080/17508487.2023.2249057
5. Tan, C. (2023). Integrating moral personhood and moral management: A Confucian approach to ethical leadership. *Journal of Business Ethics*, 1-11. DOI: 10.1007/s10551-023-05447-4
6. Dai, K., & Tan, C. (2023). Educational equity in China: The experience of school choice reform in Shanghai. *Asia Pacific Journal of Education*, 1-15. DOI: 10.1080/02188791.2023.2220939
7. Tan, C. (2023). Confucian trustworthiness and communitarian education. *Ethics and Education*, 18(2), 167-180. DOI: 10.1080/17449642.2023.221568
8. Tan, C. (2023). A Daoist understanding of mindful leadership. *Leadership*, 19(3), 275-289. DOI: 10.1177/17427150231157450
9. Tan, C. (2023). Daoism, novelty and usefulness: A philosophical exploration of creativity. *The Journal of Creative Behaviour*, 57(2), 237-247. DOI: 10.1002/jocb.572
10. Tan, C. (2023). A Daoist interpretation of perspective-taking. *Journal of Beliefs & Values*, 44(3), 349-362. DOI: 10.1080/13617672.2022.2131091

11. Tan, C. (2022). Private tutoring and the subjective rationalities of parents: The experiences in South Korea and Singapore. *Asian Education and Development Studies*, 11(3), 464-474. DOI: 10.1108/AEDS-08-2020-0183.
12. Tan, C. (2021). Mindfulness and morality: Educational insights from Confucius. *Journal of Moral Education*, 50(3), 356-367. DOI: 10.1080/03057240.2020.1779045.
13. Tan, C. (2021). Confucius and Langerian mindfulness. *Educational Philosophy and Theory*, 53(9), 931-940. DOI: 10.1080/00131857.2020.1814740.
14. Tan, C. (2021). A Confucian interpretation of women's empowerment. *The Journal of Gender Studies*, 30(8), 927-937. DOI: 10.1080/09589236.2020.1852917.
15. Tan, C. (2021). Rethinking the notion of high-performing education system: A Daoist response. *Research in Comparative and International Education*, 16(1), 100-113. DOI: 10.1177/1745499920983694.
16. Zhang, Y. M., & Tan, C. (2021). Transformational school leadership from a neo-Daoist lens. *Philosophical Inquiry in Education*, 21(1), 26-42.
17. Tan, C., & Ng, C. S. L. (2021). Promoting reflection through character and citizenship education in Singapore. *Journal of Public Value*, 1, 121-132.
18. Tan, C., & Ng, C.S.L. (2021). Cultivating creativity in a high-performing education system: The example of Singapore. *Journal of Curriculum and Pedagogy*, 18(3), 253-272. DOI: 10.1080/15505170.2020.1808126.
19. Wu, S., P.-H., & Tan, C. (2020). Attentiveness for children: Proposing a neo-confucian curriculum for preschool education. *International Journal of Children's Spirituality*, 25, 1-17.
20. Tan, C. (2020). Digital Confucius? Exploring the implications of artificial intelligence in spiritual education. *Connection Science*, 3(23), 280-291.
21. Tan, C. (2020). Conceptions and practices of critical thinking in Chinese schools: An example from Shanghai. *Educational Studies*, 56(4), 331-346. DOI: 10.1080/00131946.2020.1757446.
22. Tan, C. (2020). Revisiting Donald Schön's notion of reflective practice: A Daoist interpretation. *Reflective Practice*, 21(5), 686-698.
23. Tan, C. (2020). An ethical foundation for global citizenship education: A neo-Confucian perspective. *Journal of Beliefs & Values*, 41(4), 446-457.

24. Tan, C. (2020). Social justice education with Chinese characteristics: An example from Shanghai. *British Educational Research Journal*, 46(6), 1391-1405.
25. Tan, C. (2020). The school as a learning organisation in China. *Journal of Professional Capital and Community*, 5(1), 15-26.
26. Tan, C. (2020). Beyond high-stakes exam: A neo-Confucian educational programme and its contemporary implications. *Educational Philosophy and Theory*, 52(2), 137-148.
27. Tan, C. (2020). A Confucian interpretation of creativity. *The Journal of Creative Behaviour*, 54(3), 636-645.
28. Tan, C. (2020). The learning school through a Daoist lens. *Oxford Review of Education*, 46(3), 393-407.
29. Tan, C. (2019). Parental responses to education reform in Singapore, Shanghai and Hong Kong. *Asia Pacific Education Review*, 20, 91-99.
30. Tan, C. (2019). Neoliberalism as exception: The New High Quality School Project in Shanghai. *Discourse: Studies in the Cultural Politics of Education*, 40(4), 443-457.
31. Tan, C. (2019). Competence or performance? A Bernsteinian analysis of Basic Competency Assessment in Hong Kong. *British Journal of Educational Studies*, 67(2), 235-250.
32. Tan, C. (2019). PISA and education reform in Shanghai. *Critical Studies in Education*, 60(3), 391-406.
33. Tan, C. (2019). Challenging gendered social norms: Educational insights from Confucian classics. *Asian Philosophy*, 29(3), 264-276.
34. Tan, C. (2019). Rethinking the concept of mindfulness: A neo-Confucian approach. *Journal of Philosophy of Education*, 53(2), 359-373.
35. Tan, C. (2019). A signature pedagogy for initial teacher education in Singapore. *The New Educator*, 15(3), 226-245.
36. Tan, C. (2019). Beyond the competencies agenda in large-scale international assessment: A Confucian alternative. *Philosophical Inquiry in Education*, 26(1), 20-32.
37. Tan, C. (2019). Sensemaking and sensegiving in schooling reform: South Korea and China. *Globalisation, Societies and Education*, 17(4), 536-547.
38. Yang, J. & Tan, C. (2019). Advancing student-centric education in Korea: Issues and challenges. *The Asia-Pacific Education Researcher*, 28(6), 483-493.

39. Tan, C. (2018). To be more fully human: Freire and Confucius. *Oxford Review of Education*, 44(3), 370-382.
40. Tan, C. & Ng, C.S.L. (2018). Assessment reform in Shanghai: Issues and challenges. *International Journal of Educational Reform*, 27(3), 291-309.
41. Tan, C. (2018). Whither teacher-directed learning? Freirean and Confucian insights. *The Educational Forum*, 82(4), 461-474.
42. Koh, K., Burke, L.C.E., Luke, A., Gong, W. & Tan, C. (2018). Developing the assessment literacy of teachers in Chinese language classrooms: A focus on assessment task design. *Language Teaching Research*, 22(3), 264-288.
43. Tan, C. (2018). Mencius' extension of moral feelings: Implications for cosmopolitan education. *Ethics and Education*, 14(1), 70-83.
44. Tan, C. & Koh, K. (2018). Signature pedagogies for educators using films: An example from Singapore. *The Teacher Educator*, 53(1), 86-100.
45. Tan, C. (2017). Private supplementary tutoring and parentocracy in Singapore. *Interchange*, 48(4), 315-329.
46. Tan, C. & Ibrahim, A. (2017). Humanism, Islamic education and Confucian education. *Religious Education*, 112(4), 394-406.
47. Tan, C. (2017). Teaching critical thinking: Cultural challenges and strategies in Singapore. *British Educational Research Journal*, 43(5), 988-1002.
48. Tan, C. (2017). A Confucian conception of critical thinking. *Journal of Philosophy of Education*, 51(1), 331-343.
49. Tan, C. (2017). The enactment of the policy initiative for critical thinking in Singapore schools. *Journal of Education Policy*, 32(5), 588-603.
50. Tan, C. (2017). Lifelong learning through the SkillsFuture movement in Singapore: Challenges and prospects. *International Journal of Lifelong Education*, 36(3), 278-291.
51. Tan, C. (2017). Constructivism and pedagogical reform in China: Issues and challenges. *Globalisation, Societies and Education*, 15(2), 238-247.
52. Tan, C. (2017). Chinese responses to Shanghai's performance in PISA. *Comparative Education*, 53(2), 209-223.

53. Tan, C. (2017). A Confucian perspective of self-cultivation in learning: Its implications for self-directed learning. *Journal of Adult & Continuing Education*, 23(2), 250-262.
54. Hairon, S., & Tan, C. (2017). Professional Learning Communities in Singapore and Shanghai: Implications for Teacher Collaboration. *Compare: A Journal of Comparative and International Education*, 47(1), 91-104.
55. Tan, C. (2016). Beyond 'either-or' thinking: John Dewey and Confucius on the subject matter and the learner. *Pedagogy, Culture and Society*, 24(1), 55-74.
56. Tan, C. (2016). Teacher agency and school-based curriculum in China's non-elite schools. *Journal of Educational Change*, 17(3), 287-302.
57. Tan, C. & Tan, L. (2016). A shared vision of human excellence: Confucian spirituality and arts education. *Pastoral Care in Education*, 34(3), 156-166.
58. Koh, K. & Tan, C. (2016). Promoting reflection in pre-service teachers through Problem-Based Learning: An example from Canada. *Reflective Practice*, 17(3), 347-356.
59. Tan, C. (2016). Understanding creativity in East Asia: Insights from Confucius' concept of junzi. *International Journal of Design Creativity and Innovation*, 4(1), 51-61.
60. Tan, C. (2016). Tensions and challenges in China's education policy borrowing. *Educational Research*, 58(2), 195-206.
61. Tan, C. (2016). Investigator bias and theory-ladenness in cross-cultural research: Insights from Wittgenstein. *Current Issues in Comparative Education*, 18(1), 84-95.
62. Tan, C. (2016). Confucius and creativity. *Journal of Genius and Eminence*, 1(1), 84-89.
63. Tan, C., & Hairon, S. (2016). Education Reform in China: Toward Classroom Communities. *Action in Teacher Education*, 38(4), 315-326.
64. Tan, C. (2015). Teacher-directed and learner-engaged: Exploring a Confucian conception of education. *Ethics and Education*, 10(3), 302-312.
65. Koh, K., Lim, L., Tan, C. & Habib, M. (2015). Building teachers' capacity in formative assessment: The Singapore example. *The New Educational Review*, 40(2), 211-221.
66. Tan, C. (2015). Beyond rote-memorisation: Confucius' concept of thinking. *Educational Philosophy and Theory*, 47(5), 428-439.

67. Tan, C. (2015). Education policy borrowing and cultural scripts for teaching in China. *Comparative Education*, 51(2), 196-211.
68. Tan, C. & Chua, C.S.K. (2015). Education policy borrowing in China: Has the West wind overpowered the East wind?. *Compare: A Journal of Comparative and International Education*, 45(5), 686-704.
69. Tan, C., Chua, C.S.K. & Goh, O. (2015). Rethinking the framework for 21st-century education: Toward a communitarian conception.. *The Educational Forum*, 79(3), 307-320.
70. Tan, C. (2014). Rationality and autonomy from the Enlightenment and Islamic perspectives. *Journal of Beliefs & Values*, 35(3), 327-39.
71. Tan, C. & Tan, C.S. (2014). Fostering social cohesion and cultural sustainability through Character and Citizenship Education in Singapore. *Diaspora, Indigenous, and Minority Education*, 8(4), 191-206.
72. Tan, C. (2014). Reflective thinking for intelligence analysis using a case study. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(2), 218-231.
73. Tan, C. (2014). Educative tradition and Islamic schools in Indonesia. *Journal of Arabic and Islamic Studies*, 14, 47-62.
74. Tan, C. (2013). For group, (f)or self: Communitarianism, Confucianism and values education in Singapore. *Curriculum Journal*, 24(4), 478-493.
75. Hairon, S. & Tan, C. (2013). Novice teachers learning from others: Mentoring in Shanghai schools. *Australian Journal of Teacher Education*, 38(3), 152-165.
76. Tan, C. (2012). Functionalising Islam: The schooling experiences of Malay Muslims in Singapore. *HIKMA - Journal of Islamic Theology and Religious Education*, 3(5), 174-186.
77. Tan, C. (2012). 'Our Shared Values' in Singapore: A Confucian perspective. *Educational Theory*, 62(4), 449-463.
78. Tan, C. & Ng, P.T. (2012). A critical reflection of teacher professionalism in Cambodia. *Asian Education and Development Studies*, 1(2), 124-138.
79. Tan, C. (2012). The culture of education policy making: Curriculum reform in Shanghai. *Critical Studies in Education*, 53(2), 153-167.

80. Tan, C. & Wong, Y.-L. (2012). Promoting spiritual ideals through design thinking in public schools. *International Journal of Children's Spirituality*, 17(1), 25-37.
81. Koh, K., Tan, C., & Ng, P.T. (2012). Creating thinking schools through authentic assessment: The case in Singapore. *Educational Assessment, Evaluation and Accountability*, 24(2), 135-149.
82. Tan, C. (2011). Deep culture matters: Multiracialism in Singapore schools. *International Journal of Educational Reform*, 21(1), 24-38.
83. Tan, C. (2011). Framing educational success: A comparative study of Shanghai and Singapore. *Education, Knowledge and Economy*, 5(3), 155-166.
84. Tan, C. & Ng, P.T. (2011). Functional differentiation: A critique of the bilingual policy in Singapore. *Journal of Asian Public Policy*, 4(3), 331-341.
85. Tan, C. (2011). Where tradition and 'modern' knowledge meet: Exploring two Islamic schools in Singapore and Britain. *Intercultural Education*, 22(1), 55-68.
86. Tan, C. (2010). Educational policy trajectories in an era of globalisation: Singapore and Cambodia. *Prospects: Quarterly Review of Comparative Education*, 40(4), 465-480.
87. Ng, P. T. & Tan, C. (2010). The Singapore Global Schoolhouse: An analysis of the development of the tertiary education landscape in Singapore. *International Journal of Educational Management*, 24(3), 178-188.
88. Tan, C. (2010). Contesting reform: Bernstein's pedagogic device and madrasah education in Singapore. *Journal of Curriculum Studies*, 42(2), 165-182.
89. Tan, C. & Wong, Y.L. (2010). Moral education for young people in Singapore: Philosophy, policy and prospects. *Journal of Youth Studies*, 13(2), 89-102.
90. Zhang, K.C. & Tan, C. (2010). Exploring the spiritual needs of adolescent girls. *Religion and Education*, 37(2), 146-161.
91. Goh, J.W.P. & Tan, C.H.P. (2009). Policy and evidence in marketisation of education in Singapore schools. *The New Educational Review*, 18(2), 235-249.
92. Hashim, R. & Tan, C. (2009). A hyphenated identity: Fostering national unity through education in Malaysia and Singapore. *Citizenship Teaching and Learning*, 5(1), 46-59.

93. Ng, P. T. & Tan, C. (2009). Community of practice for teachers: Sensemaking or critical reflective learning?. *Reflective Practice*, 10(1), 37-44.
94. Tan, C. (2009). The reform agenda for madrasah education in Singapore. *Diaspora, Indigenous, and Minority Education*, 3(2), 67-80.
95. Tan, C. (2009). Teaching philosophy using music videos. *Thinking: The Journal of Philosophy for Children*, 19(1), 44-48.
96. Tan, C. (2009). Maximising the overlapping area: Multiculturalism and the Muslim identity for madrasahs in Singapore. *Journal of Beliefs & Values*, 30(10), 41-48.
97. Tan, C. (2009). Taking faith seriously: Philosophical thoughts on religious education. *Beliefs and Values*, 1(2), 209-219.
98. Tan, C. & Abbas, D.B. (2009). The 'Teach Less, Learn More' initiative in Singapore: New pedagogies for Islamic religious schools?. *KEDI Journal of Education Policy*, 6(1), 25-39.
99. Hairon, S., & Tan, C. (2008). Habermas and teacher leadership through reflection. *The New Educational Review*, 15(2), 114-125.
100. Tan, C. (2008). Creating 'good citizens' and maintaining religious harmony in Singapore. *British Journal of Religious Education*, 30(2), 133-142.
101. Tan, C. (2008). Globalisation, the Singapore state and educational reforms: Towards performativity. *Education, Knowledge and Economy*, 2(2), 111-120.
102. Tan, C. (2008). Two views of education: Promoting civic and moral values in Cambodia schools. *International Journal of Educational Development*, 28(5), 560-570.
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