

CHARLENE HWEE PHIO TAN 陈惠萍

Email: charlenehptan@yahoo.com

Google Scholar: <https://scholar.google.com/citations?user=r8abT4wAAAAJ&hl=en>

Charlene Tan, PhD, is a Singaporean educator and researcher who has taught students, teachers, school leaders and educational professionals in Singapore, Cambodia and other countries for several decades. She obtained her postgraduate diploma in education (History and English Language) from Nanyang Technological University, and postgraduate degrees from the University of Leicester and the National University of Singapore. Her academic positions include associate professorship (tenured) at the National Institute of Education, Nanyang Technological University; and professorship (tenured) at the Faculty of Education of the University of Hong Kong. Her research focuses on educational philosophy, policy and leadership in East Asia, with a particular interest in Confucianism and Daoism. She has published over 200 books, journal articles, book chapters and conference papers. She is passionate about research in ancient Chinese philosophy of education, and is committed to promoting student well-being through collaboration with fellow educators.

Fellowships

- 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

International Advisory/Editorial Boards

- Educational Research for Policy and Practice
- Asia-Pacific Journal of Teacher Education
- The Teacher Educator
- Reflective Practice
- Diaspora, Indigenous and Minority Education
- ECNU Review of Education
- International Journal of Children's Spirituality
- IIUM Journal of Educational Studies

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, 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.

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)

Selected Publications

Books

- Tan, C. (2023). *Mindful leadership for schools: Wisdom from Confucius*. London: Bloomsbury.
- Tan, C. (2021). *Mindful education: Insights from Confucian and Christian traditions*. Singapore: Springer.
- Tan, C. (2020). *Confucian philosophy for contemporary education*. London: Routledge.
- Tan, C. (2019). *Comparing high-performing education systems: Understanding Singapore, Shanghai, and Hong Kong*. Oxon: Routledge.
- Tan, C. (2016). *Educational policy borrowing in China: Looking West or looking East?* Oxon: Routledge.
- Tan, C. (Ed.). (2014). *Reforms in Islamic education: International perspectives*. London: Bloomsbury.
- Tan, C. (2013). *Confucius*. London: Bloomsbury.
- Tan, C. (2013). *Learning from Shanghai: Lessons on achieving educational success*. Dordrecht: Springer.
- Choy, W., & Tan, C. (Eds.). (2011). *Education reform in Singapore: Critical perspectives*. Singapore: Prentice Hall.
- Tan, C. (2011). *Islamic education and indoctrination: The case in Indonesia*. New York: Routledge.
- Tan, C. (2008). *Teaching without indoctrination: Implications for values education*. Rotterdam: Sense Publishers.
- Tan, C. (Ed.). (2008). *Philosophical reflections for educators*. Singapore: Cengage Learning.
- Hairon, S., Chua, S.M., & Tan, C. (2007). *Knowledge & inquiry: An introduction to research skills*. Singapore: Pearson/Prentice-Hall.
- Tan, C. (Ed.). (2007). *Engaging films and music videos in critical thinking*. Singapore: McGraw-Hill.
- Tan, C. & Chong, K.C. (Eds.). (2007). *Critical perspectives on values education in Asia*. Singapore: Prentice Hall.
- Tan, C. & Crawford, L. (2006). *Knowledge and inquiry: An introduction to epistemology*. Singapore: Prentice Hall.
- Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.). (2006). *Critical perspectives on education: An introduction*. Singapore: Prentice Hall.
- Tan, C.H.P. (2001). *General Paper with distinction*. Singapore: Oxford University Press.

Refereed Journal Articles

- Tan, C. (forthcoming). Clarifying the concept of future-ready learning: A Confucian perspective. *Asia Pacific Journal of Education*.
- 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
- 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

- Tan, C. (2023). Confucian trustworthiness and communitarian education. *Ethics and Education*, 1-14. DOI: 10.1080/17449642.2023.221568
- Tan, C. (2023). A Daoist understanding of mindful leadership. *Leadership*, 1-15. DOI: 10.1177/17427150231157450
- 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
- Tan, C. (2022). A Daoist interpretation of perspective-taking. *Journal of Beliefs & Values*, 1-15. DOI: 10.1080/13617672.2022.2131091
- 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.
- Tan, C. (2021). Mindfulness and morality: Educational insights from Confucius. *Journal of Moral Education*, 50(3), 356-367. DOI: 10.1080/03057240.2020.1779045.
- Tan, C. (2021). Confucius and Langerian mindfulness. *Educational Philosophy and Theory*, 53(9), 931-940. DOI: 10.1080/00131857.2020.1814740.
- 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.
- 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.
- Zhang, Y. M., & Tan, C. (2021). Transformational school leadership from a neo-Daoist lens. *Philosophical Inquiry in Education*, 21(1), 26-42.
- Tan, C., & Ng, C. S. L. (2021). Promoting reflection through character and citizenship education in Singapore. *Journal of Public Value*, 1, 121-132.
- 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.
- 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.
- Tan, C. (2020). Digital Confucius? Exploring the implications of artificial intelligence in spiritual education. *Connection Science*, 3(23), 280-291.
- 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.
- Tan, C. (2020). Revisiting Donald Schön's notion of reflective practice: A Daoist interpretation. *Reflective Practice*, 21(5), 686-698.
- Tan, C. (2020). An ethical foundation for global citizenship education: A neo-Confucian perspective. *Journal of Beliefs & Values*, 41(4), 446-457.
- Tan, C. (2020). Social justice education with Chinese characteristics: An example from Shanghai. *British Educational Research Journal*, 46(6), 1391-1405.
- Tan, C. (2020). The school as a learning organisation in China. *Journal of Professional Capital and Community*, 5(1), 15-26.
- Tan, C. (2020). Beyond high-stakes exam: A neo-Confucian educational programme and its contemporary implications. *Educational Philosophy and Theory*, 52(2), 137-148.

- Tan, C. (2020). A Confucian interpretation of creativity. *The Journal of Creative Behaviour*, 54(3), 636-645.
- Tan, C. (2020). The learning school through a Daoist lens. *Oxford Review of Education*, 46(3), 393-407.
- Tan, C. (2019). Parental responses to education reform in Singapore, Shanghai and Hong Kong. *Asia Pacific Education Review*, 20, 91-99.
- 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.
- 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.
- Tan, C. (2019). PISA and education reform in Shanghai. *Critical Studies in Education*, 60(3), 391-406.
- Tan, C. (2019). Challenging gendered social norms: Educational insights from Confucian classics. *Asian Philosophy*, 29(3), 264-276.
- Tan, C. (2019). Rethinking the concept of mindfulness: A neo-Confucian approach. *Journal of Philosophy of Education*, 53(2), 359-373.
- Tan, C. (2019). A signature pedagogy for initial teacher education in Singapore. *The New Educator*, 15(3), 226-245.
- Tan, C. (2019). Beyond the competencies agenda in large-scale international assessment: A Confucian alternative. *Philosophical Inquiry in Education*, 26(1), 20-32.
- Tan, C. (2019). Sensemaking and sensegiving in schooling reform: South Korea and China. *Globalisation, Societies and Education*, 17(4), 536-547.
- Yang, J. & Tan, C. (2019). Advancing student-centric education in Korea: Issues and challenges. *The Asia-Pacific Education Researcher*, 28(6), 483-493.
- Tan, C. (2018). To be more fully human: Freire and Confucius. *Oxford Review of Education*, 44(3), 370-382.
- Tan, C. & Ng, C.S.L. (2018). Assessment reform in Shanghai: Issues and challenges. *International Journal of Educational Reform*, 27(3), 291-309.
- Tan, C. (2018). Whither teacher-directed learning? Freirean and Confucian insights. *The Educational Forum*, 82(4), 461-474.
- 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.
- Tan, C. (2018). Mencius' extension of moral feelings: Implications for cosmopolitan education. *Ethics and Education*, 14(1), 70-83.
- Tan, C. & Koh, K. (2018). Signature pedagogies for educators using films: An example from Singapore. *The Teacher Educator*, 53(1), 86-100.
- Tan, C. (2017). Private supplementary tutoring and parentocracy in Singapore. *Interchange*, 48(4), 315-329.
- Tan, C. & Ibrahim, A. (2017). Humanism, Islamic education and Confucian education. *Religious Education*, 112(4), 394-406.
- Tan, C. (2017). Teaching critical thinking: Cultural challenges and strategies in Singapore. *British Educational Research Journal*, 43(5), 988-1002.
- Tan, C. (2017). A Confucian conception of critical thinking. *Journal of Philosophy of Education*, 51(1), 331-343.
- Tan, C. (2017). The enactment of the policy initiative for critical thinking in Singapore schools. *Journal of Education Policy*, 32(5), 588-603.

- Tan, C. (2017). Lifelong learning through the SkillsFuture movement in Singapore: Challenges and prospects. *International Journal of Lifelong Education*, 36(3), 278-291.
- Tan, C. (2017). Constructivism and pedagogical reform in China: Issues and challenges. *Globalisation, Societies and Education*, 15(2), 238-247.
- Tan, C. (2017). Chinese responses to Shanghai's performance in PISA. *Comparative Education*, 53(2), 209-223.
- 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.
- 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.
- 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.
- Tan, C. (2016). Teacher agency and school-based curriculum in China's non-elite schools. *Journal of Educational Change*, 17(3), 287-302.
- Tan, C. & Tan, L. (2016). A shared vision of human excellence: Confucian spirituality and arts education. *Pastoral Care in Education*, 34(3), 156-166.
- 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.
- 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.
- Tan, C. (2016). Tensions and challenges in China's education policy borrowing. *Educational Research*, 58(2), 195-206.
- Tan, C. (2016). Investigator bias and theory-ladenness in cross-cultural research: Insights from Wittgenstein. *Current Issues in Comparative Education*, 18(1), 84-95.
- Tan, C. (2016). Confucius and creativity. *Journal of Genius and Eminence*, 1(1), 84-89.
- Tan, C., & Hairon, S. (2016). Education Reform in China: Toward Classroom Communities. *Action in Teacher Education*, 38(4), 315-326.
- Tan, C. (2015). Teacher-directed and learner-engaged: Exploring a Confucian conception of education. *Ethics and Education*, 10(3), 302-312.
- 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.
- Tan, C. (2015). Beyond rote-memorisation: Confucius' concept of thinking. *Educational Philosophy and Theory*, 47(5), 428-439.
- Tan, C. (2015). Education policy borrowing and cultural scripts for teaching in China. *Comparative Education*, 51(2), 196-211.
- 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.
- 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.
- Tan, C. (2014). Rationality and autonomy from the Enlightenment and Islamic perspectives. *Journal of Beliefs & Values*, 35(3), 327-339.

- 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.
- Tan, C. (2014). Reflective thinking for intelligence analysis using a case study. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(2), 218-231.
- Tan, C. (2014). Educative tradition and Islamic schools in Indonesia. *Journal of Arabic and Islamic Studies*, 14, 47-62.
- Tan, C. (2013). For group, (f)or self: Communitarianism, Confucianism and values education in Singapore. *Curriculum Journal*, 24(4), 478-493.
- Hairon, S. & Tan, C. (2013). Novice teachers learning from others: Mentoring in Shanghai schools. *Australian Journal of Teacher Education*, 38(3), 152-165.
- 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.
- Tan, C. (2012). 'Our Shared Values' in Singapore: A Confucian perspective. *Educational Theory*, 62(4), 449-463.
- Tan, C. & Ng, P.T. (2012). A critical reflection of teacher professionalism in Cambodia. *Asian Education and Development Studies*, 1(2), 124-138.
- Tan, C. (2012). The culture of education policy making: Curriculum reform in Shanghai. *Critical Studies in Education*, 53(2), 153-167.
- 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.
- 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.
- Tan, C. (2011). Deep culture matters: Multiracialism in Singapore schools. *International Journal of Educational Reform*, 21(1), 24-38.
- Tan, C. (2011). Framing educational success: A comparative study of Shanghai and Singapore. *Education, Knowledge and Economy*, 5(3), 155-166.
- 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.
- Tan, C. (2011). Where tradition and 'modern' knowledge meet: Exploring two Islamic schools in Singapore and Britain. *Intercultural Education*, 22(1), 55-68.
- Tan, C. (2010). Educational policy trajectories in an era of globalisation: Singapore and Cambodia. *Prospects: Quarterly Review of Comparative Education*, 40(4), 465-480.
- 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.
- Tan, C. (2010). Contesting reform: Bernstein's pedagogic device and madrasah education in Singapore. *Journal of Curriculum Studies*, 42(2), 165-182.
- 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.
- Zhang, K.C. & Tan, C. (2010). Exploring the spiritual needs of adolescent girls. *Religion and Education*, 37(2), 146-161.

- 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.
- 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.
- Ng, P. T. & Tan, C. (2009). Community of practice for teachers: Sensemaking or critical reflective learning?. *Reflective Practice*, 10(1), 37-44.
- Tan, C. (2009). The reform agenda for madrasah education in Singapore. *Diaspora, Indigenous, and Minority Education*, 3(2), 67-80.
- Tan, C. (2009). Teaching philosophy using music videos. *Thinking: The Journal of Philosophy for Children*, 19(1), 44-48.
- Tan, C. (2009). Maximising the overlapping area: Multiculturalism and the Muslim identity for madrasahs in Singapore. *Journal of Beliefs & Values*, 30(10), 41-48.
- Tan, C. (2009). Taking faith seriously: Philosophical thoughts on religious education. *Beliefs and Values*, 1(2), 209-219.
- 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.
- Hairon, S., & Tan, C. (2008). Habermas and teacher leadership through reflection. *The New Educational Review*, 15(2), 114-125.
- Tan, C. (2008). Creating 'good citizens' and maintaining religious harmony in Singapore. *British Journal of Religious Education*, 30(2), 133-142.
- Tan, C. (2008). Globalisation, the Singapore state and educational reforms: Towards performativity. *Education, Knowledge and Economy*, 2(2), 111-120.
- Tan, C. (2008). Two views of education: Promoting civic and moral values in Cambodia schools. *International Journal of Educational Development*, 28(5), 560-570.
- Tan, C. (2008). The teaching of religious knowledge in a plural society: The case for Singapore. *International Review of Education*, 54(2), 175-191.
- Tan, C. (2008). (Re)imagining the Muslim identity in Singapore. *Studies in Ethnicity and Nationalism*, 8(1), 31-43.
- Tan, C. (2008). Improving schools through reflection for teachers: Lessons from Singapore. *School Effectiveness and School Improvement*, 19(2), 225-238.
- Tan, C. & Hairon, S. (2008). Continuing madrasah education in Singapore: Towards teachers as reflective practitioners. *Educational Awakening: Journal of the Educational Sciences*, 5(1), 81-101.
- Wong, Y.L. & Tan, C. (2008). The use of audio-visual media in the teaching of philosophy in secondary schools. *International Journal of Pedagogies and Learning*, 4(5), 36-47.
- Tan, C. (2007). Narrowing the gap: The educational achievements of the Malay community in Singapore. *Intercultural Education*, 18(1), 71-82.
- Tan, C. (2007). Islam and citizenship education in Singapore: Challenges and implications. *Education, Citizenship and Social Justice*, 2(1), 23-39.
- Tan, C. (2007). Reel life teaching: Nurturing reflective learners through film in initial teacher education. *Education Today*, 57(1), 11-17.
- Tan, C. (2007). Education reforms in Cambodia: Issues and concerns. *Educational Research for Policy and Practice*, 6(1), 15-24.

- Tan, C. & Ng, P.T. (2007). Dynamics of change: Decentralised centralism of education in Singapore. *Journal of Educational Change*, 8(2), 155-168.
- Ng, C. S. L., Tan, C. (2006). Investigating Singapore pre-service teachers' ill-structured problem-solving processes in an asynchronous online environment: implications for reflective thinking. *New Horizons in Education*, 54, 27-44.
- Tan, C. (2006). Creating thinking schools through 'Knowledge and Inquiry': The curriculum challenges for Singapore. *The Curriculum Journal*, 17(1), 89-105.
- Tan, C. (2006). Change and continuity: Chinese language policy in Singapore. *Language Policy*, 5(1), 41-62.
- Hairon, S. & Tan, C. (2006). Using television commercials and movies to promote critical thinking in primary science and mathematics education. *Journal of New Trends in Education*, 1(1), 83-98.
- Ng, P.T. & Tan, C. (2006). From school to economy: Innovation and enterprise in Singapore. *The Innovation Journal*, 11(3), 1-12.
- Tan, C. (2006). Philosophical reflections from the silver screen: Using films to promote reflection in pre-service teachers. *Reflective Practice*, 7(4), 483-497.
- Tan, C. (2005). English or Singlish? The syntactic influences of Chinese and Malay on the learning of English in Singapore. *Journal of Language and Learning*, 3(1), 156-179.
- Tan, C. (2005). The potential of Singapore's ability driven education to prepare students for a knowledge economy. *International Education Journal*, 6(4), 446-453.
- Tan, C. (2005). How culturally appropriate is the communicative approach for primary school children in Singapore?. *The Reading Matrix*, 5(1), 21-35.
- Tan, C. (2005). The linguistic pragmatism of Mandarin in Singapore. *The Journal of Asia TEFL*, 2(3), 1-22.
- Tan, C. (2004). An evaluation of the communicative approach for the teaching of the General Paper in Singapore. *Journal of Language and Learning*, 2(1), 13-26..
- Tan, C. (2004). My two 'difficulties'. *Journal of Philosophy of Education*, 38(4), 656-662.
- Tan, C. (2004). Michael Hand, indoctrination and the inculcation of belief. *Journal of Philosophy of Education*, 38(2), 257-267.

Book Chapters

- Tan, C. (forthcoming). Ethics and mindful leadership in education. In Metro-Roland, D., Fraser-Burgess, S., & Heybach, J. (Eds.), *Cambridge Handbook of Ethics and Education*. Cambridge: Cambridge University Press.
- Tan, C. (forthcoming). Ancient Chinese ethics and education. In Metro-Roland, D., Fraser-Burgess, S., & Heybach, J. (Eds.), *Cambridge Handbook of Ethics and Education*. Cambridge: Cambridge University Press.
- Tan, C. (forthcoming). Confucianism and education. In Sidhu, R., Waters, J., & Cheng, Y. E. (Eds.), *The Elgar International Encyclopedia of Sociology of Education*. Cheltenham: Edward Elgar Publishing.
- Tan, C. (forthcoming). Confucian values. In Allison, S. T., Beggan, J. K., & Goethals, G. R. (Eds.), *Encyclopedia of Heroism Studies*. Dordrecht: Springer.

- Tan, C., & Abbas, D. (forthcoming). Globalisation, modernisation and secularism: The example of Islamic schools in Singapore. In Chan, P., Fernandes, V., Wang, X., & Shi, J. (Eds.), *Private education in the RCEP nations: Privilege or preference*. Singapore: Springer.
- Tan, C. (forthcoming). Christianity and moral education in Asia. In Lee, J. C.-k., & Kennedy, K. J., (Eds.), *Routledge Handbook on Life and Values Education in Asia*. Oxon: Routledge.
- Tan, C. (forthcoming). Zhu Xi and the paradox of moral education. In Ziporyn, B., & Walker, S. (Eds.), *The Routledge Companion to Chinese Philosophy*. New York: Routledge.
- Wu, S., & Tan, C. (forthcoming). Examining pedagogical leadership through the lens of signature pedagogy. In Rata, E. (Ed.), *Research Handbook on Curricula and Education*. Cheltenham: Edward Elgar Publishing.
- Tan, C. (2022). Global citizenship and education for citizenship for youth: A Daoist interpretation. In Kubow, P. K., Webster, N., Strong, K., & Miranda, D. (Eds.), *Youth, Education, and Democracy in an Era of Global Change: Contestations of citizenship* (pp. 49-69) New York: Routledge.
- Tan, C. (2022). Empathy for post-pandemic education. In Baiza, Y. (Ed.), *Education in Troubled Times: A Global Pluralist Response* (pp. 110-126). Cambridge: Cambridge Scholars Publishing.
- Wu, S., & Tan, C. (2022). Moral and values education in Singapore: Implications for early childhood education. In Lee, W.O., Brown, P., Goodwin, A.L., & Green, A. (Eds.), *Springer International Handbook of Education Development in Asia Pacific* (pp. 1-20). https://doi.org/10.1007/978-981-16-2327-1_148-1. Singapore: Springer.
- Tan, C. (2022). Primary and secondary education. In Mokhtar, I. A. & Ibrahim, Y. (Eds.), *Social Context, Policies and Changes in Singapore: Beyond the First 50 Years* (111-120). Singapore: World Scientific.
- Yang, J. & C. Tan (2022). Teacher education in Singapore and South Korea. In Myint, S. K. & Liu, Y. (Eds.), *Handbook of Research on Teacher Education: Innovations and Practices in Asia* (pp. 141-157). Singapore: Springer.
- Tan, C. & Ng, C. S. L. (2021). Constructivism in education. In Noblit, G. (Ed.), *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.92
- Wu, S., & Tan, C. (2021). A holistic model of competence: Curriculum reforms for pre-school education in Singapore. In Zhao, W., & Trohler, D. (Eds.), *Euro-Asian Encounters on 21st Century Competency-Based Curriculum Reforms* (pp. 211-227), Singapore: Springer.
- Tan, C. (2021). Confucian self-cultivation and the paradox of moral education. In Peters, M., Besley, T., & Zhang, H. (Eds.), *Moral Education and the Ethics of Self-Cultivation: Chinese and Western Perspectives* (pp. 79-92). Singapore: Springer.
- Tan, C. (2020). Confucianism. In Runco, M., & Pritzker, S., (Eds.), *Encyclopedia of Creativity, third edition* (pp. 195-198). London: Academic Press, Elsevier.
- Tan, C., & Wu, S. (2020). Religious harmony in Singapore schools: Issues and challenges. In Kennedy, K. J., & Lee, J. C.-k. (Eds.), *Religious Education in Asia: Spiritual Diversity in Globalised Times* (pp. 59-75). Oxon: Routledge.
- Wu, S., P.-H., Tan, C. & Ng, C., S., L. (2020). Educating multicultural citizens from a Confucian heritage: Examples from Singapore. In Delgado-Algarra, E., J. & Cuenca-López, J., M. (Eds.), *Handbook of Research on Citizenship and Heritage Education* (pp. 500-524). Hershey, Pennsylvania: IGI Global.

- Abbas, D. & Tan, C. (2019). Transformational Islamic leadership: A case study from Singapore. In Huda, M. et al. (Ed.), *Global Perspectives on Teaching and Learning Paths in Islamic Education* (pp. 79-91). Hershey: IGI Global.
- Reyes, V. & Tan, C. (2019). Assessment reforms in high-performing education systems: Shanghai and Singapore. In M. Khine (Ed.), *International Trends in Educational Assessment: Emerging Issues and Practices* (pp. 25-37). Leiden: Brill.
- Reyes, V. & Tan, C. (2019). PISA and self-projection in Shanghai. In Waldow, F. & Khamisi-Steiner, G. (Eds.), *Understanding PISA's Attractiveness: Critical Analyses in Comparative Policy Studies* (pp. 161-176). New York: Bloomsbury Academic.
- Tan, C. (2018). A Confucian conception of citizenship education. In Peterson, A., Stahl, G. & Soong, H. (Eds.), *The Palgrave Handbook of Citizenship and Education* (pp. 1-13). London: Palgrave Macmillan.
- Tan, C. (2018). Confucius. In Smeyers, P. (Ed.), *International Handbook of Philosophy of Education* (pp. 91-101). Dordrecht: Springer.
- Tan, C. & Reyes, V. (2018). Shanghai-China and the emergence of a global reference society. In Volante, L. (Ed.), *The PISA Effect on Global Educational Governance* (pp. 61-75). New York: Routledge.
- Tan, C. (2017). Confucianism and education. In Noblit, G. (Ed.), *Oxford Research Encyclopedia of Education* (pp. 1-18). New York: Oxford University Press.
- Tan, C. (2017). Colonialism, post-colonialism, Islam and Islamic education. In Daun, H. & Arjmand, R. (Eds.), *Handbook of Islamic Education* (pp. 1-11). Dordrecht: Springer.
- Tan, C. (2017). Thinking critically about liberal arts education: Yale-NUS College in Singapore. In Marber, P. & Araya, D. (Eds.), *The Evolution of Liberal Arts in the Global Age* (pp. 127-140). New York: Routledge.
- Tan, C. (2017). Multiculturalism and citizenship. In Tan, O.S., Low, E.L. & Hung, D. (Eds.), *Lee Kuan Yew's Educational Legacy - The Challenges of Success* (pp. 126-137). Singapore: Springer.
- Tan, C. & Abbas, D.B. (2017). Reform in Madrasah education: The Singapore experience. In Abu Bakar, M. (Ed.), *Rethinking Madrasah Education in the Globalised World* (pp. 195-209). New York: Routledge.
- Tan, C., Koh, K. & Choy, W. (2016). The education system in Singapore. In Juszczak, S. (Ed.), *Asian Education Systems* (pp. 129-148). Toruń: Adam Marszałek Publishing House.
- Tan, C. & Reyes, V. (2016). Curriculum reform and education policy borrowing in China: Towards a hybrid model of teaching. In Chou, C.P. & Spangler, J. (Eds.), *Chinese Education Models in a Global Age: Transforming Practice into Theory* (pp. 37-50). Singapore: Springer.
- Hairon, S., & Tan, C. (2015). Developing Teachers through Professional Learning Communities in Singapore and Shanghai. In Myint, S.K. (Ed.), *Science Education in East Asia: Pedagogical Innovations and Research-informed Practices* (pp. 407-424). Singapore: Springer.
- Tan, C. & Hairon, S. (2015). Why is the issue of indoctrination an important one for educational leadership?. In Portelli, J.P. & Griffiths, D. (Eds.), *Key Questions for Educational Leaders* (pp. 31-34). Ontario: Word & Deed Publishing Incorporated & Edphil Books.
- Reyes, V. & Tan, C. (2015). Political values in Asia, the ASEAN political security community, and Confucius' philosophy. In Glaser, H. (Ed.), *Norms, Interests, and Values: Consent and Conflict in the Constitutional Basic Order* (pp. 345-368). Baden-Baden: Nomos Publishers.

- Brearly, T.W., Van den Bos, K. & Tan, C. (2015). The nature and etiology of religious certitude: Implications of the EI Framework and the Beliefs, Events, and Values Inventory. In Shealy, C.N. (Ed.), *Making Sense of Beliefs and Values: Theory, Research, and Practice* (pp. 331-369). New York: Springer.
- Tan, C. & Reyes, V. (2015). Neo-liberal education policy in China: Issues and challenges in curriculum reform. In Guo, S. & Guo, Y. (Eds.), *Spotlight on China: Changes in Education under China's Market Economy* (pp. 3-18). Rotterdam: Sense Publishers.
- Tan, C. (2014). Indoctrination. In Phillips, D.C. (Ed.), *Encyclopedia of Educational Theory and Philosophy* (pp. 413-415). Thousand Oaks, C.A.: Sage Publications.
- Tan, C., & Hairon, S. (2014). Reforming madrasa curriculum in an era of globalisation: The Singapore case. In Tan, C. (Ed.), *Reforms in Islamic education: International perspectives* (pp. 157-175). London: Bloomsbury.
- Tan, C. (2014). Introduction. In Tan, C. (Ed.), *Reforms in Islamic Education: International Perspectives* (pp. 1-14). London: Bloomsbury.
- Tan, C. & K.-J. Ding (2014). The role, developments and challenges of Islamic education in China. In Buang, S. & Chew, P.G.-L. (Eds.), *Muslim Schools in the 21st Century: Asian Perspectives* (pp. 55-69). New York: Routledge.
- Tan, C. & Zhang, K.C. (2014). Spiritual education in Singapore and Hong Kong: Issues, challenges and prospects. In Watson, J., de Souza, M. & Trousdale, A.T. (Eds.), *Global Perspectives on Spiritual Education* (pp. 192-203). New York: Routledge.
- Tan, C. & Abbas, D.B. (2012). Madrasahs and the State: Which Worldview?. In Tan, J. (Ed.), *Education in Singapore at the Beginning of the 2010s* (pp. 89-99). Singapore: Prentice Hall.
- Tan, C. (2011). Philosophical perspectives on educational reforms in Singapore. In Choy, W. & Tan, C. (Eds.), *Education Reform in Singapore: Critical Perspectives* (pp. 13-27). Singapore: Prentice Hall.
- Tan, C. & Hairon, S. (2011). Negotiating the school curriculum for the Malay Muslims in Singapore. In Bekerman, Z. & Geisen, T. (Eds.), *International Handbook Migration, Minorities, and Education* (pp. 543-558). Dordrecht: Springer.
- Tan, C. & Mokhtar, I.A. (2010). Communitarianism, the Muslim Identity, and Islamic Social Studies in Singapore. In Merry, M.S. & Milligan, J.A. (Eds.), *Citizenship, Identity and Education in Muslim Communities: Essays on Attachment and Obligation* (pp. 147-165). New York: Palgrave Macmillan.
- Tan, C. (2010). Dialogical education for inter-religious engagement in a plural society. In Engebretson, K., de Sousa, M., Durka, G. & Gearon, L. (Eds.), *International Handbook of Inter-Religious Education* (pp. 361-376). Dordrecht: Springer.
- Tan, C. (2009). Reflection for spiritual development in adolescents. In Souza, M.D., Francis, L., O'Higgins-Norman, J. & Scott, D. (Eds.), *International Handbook of Education for Spirituality, Care and Wellbeing* (pp. 397-413). Dordrecht: Springer.
- Tan, C. (2008). Tensions in an ability-driven education. In Tan, J. & Ng, P.T. (Eds.), *Thinking Schools, Learning Nation: Contemporary Issues and Challenges* (pp. 7-18). Singapore: Prentice Hall.
- Tan, C. (2008). Religious education and indoctrination. In Tan, C. (Ed.), *Philosophical Reflections for Educators* (pp. 183-192). Singapore: Cengage Learning.

- Tan, C. (2008). From moral values to citizenship education: The teaching of religion in Singapore schools. In Lai, A.E. (Ed.), *Religious Diversity in Singapore* (pp. 321-341). Singapore: Institute of Southeast Asian Studies & Institute of Policy Studies.
- Tan, K.H.K., Tan, C. & Chua, J.S.M. (2008). Innovation in education: The 'Teach Less, Learn More' initiative in Singapore schools. In Larkley, J.E. & Maynard, V.B. (Eds.), *Innovation in Education* (pp. 153-171). New York: Nova Publishers.
- Tan, C. & Wong, B. (2008). Classical traditions of education: Socrates and Confucius. In Tan, C. (Ed.), *Philosophical Reflections for Educators* (pp. 3-12). Singapore: Cengage Learning.
- Tan, C. (2007). Critical thinking skills: Identifying, analysing and evaluating arguments. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). Singapore: McGraw-Hill.
- Tan, C. (2007). Civics and moral education in Cambodia. In Tan, C. & Chong, K.C. (Eds.), *Critical Perspectives on Values Education in Asia* (pp. 138-149). Singapore: Prentice Hall.
- Tan, C. (2007). Indoctrination. In Hare, W. & Portelli, J.P. (Eds.), *35 Key Questions for Educators* (pp. 65-68). San Francisco: Caddo Gap Press.
- Tan, C. & Kasmuri, A. (2007). Islamic religious education: Case study of a madrasah in Singapore. In Tan, C. & Chong, K.C. (Eds.), *Critical Perspectives on Values Education in Asia* (pp. 109-124). Singapore: Prentice Hall.
- Tan, C. (2006). Philosophical perspectives on education. In Tan, C., Wong, B., Chua, S.M. & Kang, T. (Eds.), *Critical Perspectives on Education* (pp. 21-40). Singapore: Pearson.
- Tan, C. (2006). Curriculum. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.), *Critical Perspectives on Education* (pp. 96-111). Singapore: Prentice Hall.
- Tan, C. (2006). Educational developments and reforms in Singapore. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.), *Critical Perspectives on Education* (pp. 133-150). Singapore: Prentice Hall.
- Tan, C. (2005). Driven by pragmatism: Issues and challenges in an ability-driven education. In Tan, J. & Ng, P.T. (Eds.), *Shaping Singapore's Future: Thinking Schools, Learning Nation* (pp. 5 - 21). Singapore: Prentice Hall.