Bio

Lisa Yiu seeks to advance educational equity through investigating diversity and inclusion issues for immigrant-origin youth in mainland China, Taiwan and Hong Kong. Specifically, she investigates how policy, school organizational and classroom contexts, as well as interactions between these contexts, can develop learning environments that value diversity by equalizing learning opportunities to all students. Her work, which has been recognized by the Taiwanese Ministry of Education, is motivated and critically enriched by her experiences as an inner-city teacher in Los Angeles Unified School District and English-as-a-Second-Language teacher in China. She was recently awarded the George Bereday Annual Best Article Award by the Comparative International Education Society. Publications include Comparative Education Review, Harvard Educational Review, and The China Quarterly.