

PENGFEI ZHAO

Indiana University, 201 North Rose Avenue, Suite 4000, Bloomington, IN, 47401
203 6453112 • pzhao@indiana.edu

Personal Website: <https://pengfeizhao.org>

EDUCATION

- Ph.D. Indiana University Bloomington, Inquiry Methodology Program, 2017
Major: Qualitative Inquiry Methodology
Minor: Social Theory Studies
Dissertation: “Changing Fate: The Cultural Revolution’s Rural Youth in Transition to Post-Mao China”
**Winner of the 2017 IIQM PhD Dissertation Award, International Institute for Qualitative Methodology, Canada*
- M.A. Beijing Normal University, Literary Theory, with distinction, 2009
- B.A. Beijing Normal University, Chinese Language and Literature, with distinction, 2006

EMPLOYMENT

- Indiana University, Department of Counseling and Educational Psychology
Instructor & Doctoral Research Consultant, 2017-present
Associate Instructor, 2011-2017
Graduate Associate, 2010-2011
- Yale University, Sociology Department
Visiting Assistant in Research (with Prof. Julia Adams), 2013-2014

RESEARCH INTERESTS

Qualitative research methodology
Critical and post-critical social and educational theories
Critical action research
Youth culture, immigration, and social changes

PUBLICATIONS (*indicates equal co-authorship)

Peer-reviewed books and monographs

- Zhao, P.**, K. Ross, P. Li & B. K. Dennis* (under Contract with Sage Press, expected publication in 2019). *Making Sense of Social Research Methodology: A Student- and Practitioner-Centered Approach*.
- Zhao, P.** (In preparation). *Changing Fate: The Cultural Revolution’s Rural Youth in Transition to Post-Mao China*

Peer-reviewed Articles

- Li, P., K. Ross, **P. Zhao** & B. K. Dennis (2017). "Critical Action Research: How do Graduate Students in an Introductory Research Class Conceptualize 'Research'?" In *SAGE Research Methods Cases*. Access from: <http://dx.doi.org/10.4135/9781473989115>
- Ross, K., B. K. Dennis, **P. Zhao** & P. Li (2017). "Exploring Graduate Students' Conceptions of Research: Links Between Identity, Validity, and Research Conceptions." *International Journal of Teaching and Learning in Higher Education*, 29(1), 73-86.
- Zhao, P.**, P. Li, K. Ross & B. K. Dennis (2016). "Methodological Tool or Methodology? Beyond Instrumentality and Efficiency with Qualitative Data Analysis Software." *Forum: Qualitative Social Research*. Access from: <http://nbn-resolving.de/urn:nbn:de:0114-fqs1602160>
- Zhao, P.** (Under review). "Working the Hyphens in an Authoritarian State: Adding the State Back to the Conversation." *International Journal of Qualitative Studies in Education*.
- Zhao, P.** & B. K. Dennis* (In preparation). "Du Iz Tak? The Impossibility of Linguistic Erasure." To be submitted to *Qualitative Inquiry*.
- Zhao, P.** (In preparation). "Softening the Iron Girl: A Difficult Transition from Socialist Girlhood to Late-Socialist Womanhood." To be submitted to *Education and Ethnography*.
- Yang, L., **P. Zhao**, Z. Sa & X. Wang (In preparation). "Sex Educators in Dilemma: Challenges in Addressing Gender in School-based Sexuality Education in China." To be submitted to *Culture, Health & Sexuality*.

Book reviews

- Zhao, P.** (2017). Review of K. Bischooping & A. Gazso, *Analyzing Talk in the Social Sciences: Narrative, Conversation & Discourse Strategies*. *Canadian Journal of Sociology*, 42 (3), 373-375.

Editorially Reviewed Books and Articles

- Zhao, P.** (Forthcoming). "Making Our Voice Heard by the Public: Introducing a Podcast Series Featuring New Books in Qualitative Inquiry." *AERA Qualitative Research SIG Newsletter*, fall issue, 2018.
- Zhao, P.** (2015). "Using NVivo to Do a Literature Review." *AERA Qualitative Research SIG Newsletter*, spring issue, 12.
- Zhao, P.** (Trans.) (2013). "Images of Youth and the Family in Wilhelmine Germany: Toward a Reconsideration of the German Sonderweg," in *German Youth Movement*. Shanghai: Century Wenjing Press (In Chinese).
- Zhang, Z. & **P. Zhao** (2009). *The Expansion of Science: Social Science in the 20th Century*. Taiwan: Changtan Cultural Media (In Chinese).
- Zhao, P.** (2009). *Eruption of Freedom: Goethe and the Campaign of Storm and Stress*. Taiwan: Changtan Cultural Media (In Chinese).

GRANTS AND HONORS

2017	IIQM PhD Dissertation Award, International Institute for Qualitative Methodology, Canada (Top winner out of 101 submissions, \$2000)
2015	Phase II Scholarships of Teaching and Learning, Indiana University (\$5000)
2013, 2014	Trentham Travel Award (twice), Indiana University (\$300 each)
2013	Phase I Scholarships of Teaching and Learning, Indiana University (\$2500)
2013	Richard C. Pugh Methodology Research Fellowship, School of Education, Indiana University (\$750)
2009–2013	Faculty Fellowship, full tuition and living stipend for four years, School of Education, Indiana University (Approximately \$37,000 per year)
2012	Summer Pre-dissertation Travel Grant, Indiana University (Approximately \$2,500)
2009	Excellent Master's Thesis, Beijing Normal University
2006	Excellent Undergraduate Student, Beijing Normal University
2003–2005	Academic Scholarships (three times), Beijing Normal University
2003	Outstanding Social Service, Beijing Normal University

SELECTED PRESENTATIONS (*indicates equal co-authorship)

- Zhao, P. & B. K. Dennis* (2018). "Du Iz Tak? The Impossibility of Linguistic Erasure." First International Conference on Literacy, Culture, and Language Education, Bloomington, IN.
- Zhao, P. (2018). "Working the Hyphens in an Authoritarian State: Positionality, Intersubjectivity and Structural Constraints." International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Zhao, P. (2018). "Coming of Age in the 1970s: Rural Youth and the Educated Youth Movement." New Materials and New Horizon: Rustication Movement and the Educated Youth Conference, Fudan University, Shanghai, China.
- Zhao, P. (2018). "Changing Fate: Rural Youth and the Resumption of the Merit-based Examinations in the Late 1970s and the Early 1980s." Association for Asian Studies Annual Conference, Washington, D.C.
- Zhao, P. (2017). "Transforming the Iron Girl: A Difficult Passage to Post-Mao Womanhood in Modern China." The Oxford Ethnography Conference, Oxford, UK.
- Zhao, P. (2017). "Nothing to Do with IRBs: Revisiting the Twenty-year-long Struggle over IRB Review of Oral History." International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Zhao, P. (2017). "Ideology and Personal Voices: Deconstructing the Binary in Oral History Studies on Socialist China." International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Zhao, P. (2017). "Doing Fieldwork in an Authoritarian State: Interpersonal Communication and State Effects." Annual Meeting of Comparative and International Education Society. Atlanta, GA.
- Zhao, P. (2016). "Changing Fate: The Cultural Revolution's 'Returning Youth' in Transition to Post-Socialist China." Manuscript Workshop: New Directions in China Studies. Vanderbilt University, Nashville, TN.

- Zhao, P. (2016). "Historicizing Oral Narrative: A Cultural and Linguistic Study of the Emergence of Post-Socialist Subjects in 1978 China." Inquiry Brown Bag, School of Education, Indiana University, Bloomington, IN.
- Zhao, P. (2016). "Ideological Mobilization Revisited: A Case Study of the Educated Youth Movement in Socialist China." American Sociological Association Annual Meeting, Seattle, WA.
- Zhao, P. (2016). "Rediscovering the Returning Youth: The Untold Cultural Politics of the Educated Youth Literature." The Cultural Revolution Today: Literature, Film, and Cultural Debates, Hongkong University, Hongkong, China.
- Dennis, B. K., K. Ross, P. Li & P. Zhao. (2015). "Working toward Equity and Inspiration Through Sustainable Collaborative Qualitative Inquiry." The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Li, P., P. Zhao, K. Ross & B. K. Dennis. (2015). "Computer-Assisted Qualitative Data Analysis Software (CAQDAS): What Does It Mean for Validity?" The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Su, Y., P. Li & P. Zhao (2015). "Evidence-Based Practice from 1993 to 2014: A Critical Discourse Analysis on Diverging Meanings, Discursive Effects, and Issues of Accountability." The Annual Meeting of American Psychological Association, Toronto, Canada.
- Su, Y., P. Li & P. Zhao (2014). "Evidence and Social System: A Functional Analysis of the Evidence-based Practice in Counseling Using Habermas's Critical Theory." The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Ross, K., P. Li, P. Zhao & B. K. Dennis (2014). "Exploring Students' Conceptions of Research and Inquiry." The Annual Meeting of American Educational Research Association, Philadelphia, PA.
- Zhao, P., P. Li, K. Ross & B. K. Dennis (2013). "The Intersubjective Feature of Reflective Teaching in Research Methodology Classes: Findings from an Action Research." The 25th Ethnographic & Qualitative Research Conference, Dayton, OH.
- Zhao, P., Y. Su & P. Li (2013). "A Critical Reconstruction of Evidence in Educational Research." The Annual Meeting of American Educational Research Association, San Francisco, CA.

INVITED TALKS AND SPEECHES

- Zhao, P. (2018) "Using Digital Tools in a Feminist Collective Project: From Collaborative to Collective Research." Invited by Meagan Call-Cummings, George Mason University, Fairfax, VA.
- Zhao, P. (2017) "Our Missions in a Global Era." Graduate student representative speech at 2017 winter convocation, School of Education, Indiana University, Bloomington, IN.
- Zhao, P. (2014) "I Have Never Told Anybody Else What I Have Told You': Accessibility and Research Ethics in Qualitative Field Work." Invited by Jessica Nina Lester, Indiana University, Bloomington, IN.
- Zhao, P. (2013) "Using NVivo in Qualitative Research." Invited by David Joseph Flinders, Indiana University, Bloomington, IN.

PANELS AND WORKSHOPS

As Panel Organizer

- Zhao, P. (2018). "Doing Fieldwork in China Reconsidered: Reflexivity, State Power and Inbetweenness." International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Zhao, P. (2018). "Displaced Youth: Migration, Education, and The Young Generations in China's Post-Mao Era." Association for Asian Studies Annual Conference, Washington, D.C.
- Zhao, P. & M. Call-Cummings (2014). "Meeting Challenges of Qualitative Data Analysis in the New Era." The International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

As workshop organizer

- Co-founder & co-director, Feminist Research Collective, Indiana University, 2017-present
- President, Brown Bag Committee of Inquiry Methodology, Indiana University, 2012-2013

As workshop participant

- The Contemporary in Theory Workshop Series, Vanderbilt University, 2015-2017
- Comparative Research Workshop Series, Sociology Department, Yale University, 2013- 2015
- Dissertation Writing Workshop Series, Yale University, 2014
- Workshop of Social Scientific Studies on China, Yale University, 2014
- Ethnography: A Conference and a Retreat, Sociology Department, Yale University, 2014

TEACHING EXPERIENCE

Teaching at Indiana University

Instructor

- "Strategies for Educational Inquiry," EDUC-Y520, 2011-2018 (ten semesters)
- Department of Counseling and Educational Psychology, Indiana University
- Design and teach the online classes
 - Work with students and assess their learning

Associate Instructor

- "Strategies for Educational Inquiry," EDUC-Y520, 2013-2015 (four semesters)
- Department of Counseling and Educational Psychology, Indiana University
- Facilitated weekly online forum-discussion
 - Worked with students and assessed their learning

Associate Instructor

- "Critical Qualitative Inquiry I and II," EDUC-Y5612/613, 2012-2014 (four semesters)
- Department of Counseling and Educational Psychology, Indiana University
- Designed and taught the lab session (1h/week) of this doctoral level course
 - Introduced the research software NVivo and its relevant methodological issues
 - Provided data analysis consultancy for student

Intern Instructor

- "Philosophical Foundations of Educational Research," EDUC-H510, 2010 (one semester)

Department of Counseling and Educational Psychology & Department of Educational Leadership and Policy Studies, Indiana University

Delivered two lectures

Facilitated group discussions

Other teaching experience

Chinese Tutor, Education Abroad Program in Beijing, University of California, Beijing, China, 2006-2007

Intern Chinese Teacher, Beijing 171 High School, Beijing, China, 2005

Volunteer Chinese Teacher, Gaojianba Elementary School for Minority Children, Guizhou, China, 2004

Teaching Certification

Certificate for Teaching Chinese Language and Literature, Ministry of Education, China, 2006

CONSULTATION EXPERIENCE

Internal Consultation at Indiana University

Provide research methodology consultation for 24+ doctoral students on their qualitative and mixed methods dissertation projects, 2017-present

External Consultation

Served as research consultant for Li Yang's doctoral dissertation project, "Power Statures and Peer Relationship: Interactive Dynamics of Bullying in Chinese Schools" Beijing Normal University, Beijing, 2018

Served as consultant for undergraduate student independent research project, "Diasporic Filial Piety," Vanderbilt University, Nashville, 2016

PROFESSIONAL SERVICES

Host, New Books in Education Podcast Series (<http://newbooksnetwork.com>), 2017-present

Outreach and recruitment officer, Forum of Critical Chinese Qualitative Research (FCCQR), a Special Interest Group affiliated with the International Congress of Qualitative Inquiry (ICQI), 2017-present

Submission Reviewer, American Educational Research Association Annual Conference, 2015, 2016, 2019

Reviewer, *Educational Policy Analysis Archives*, 2016

Member, Student Liaison Committee of 2014 Midwestern Regional Conference of the Comparative and International Education Society (CIES), 2014

MEMBERSHIPS

American Educational Research Association

International Congress of Qualitative Inquiry

LEADERSHIP AND SOCIAL SERVICE

Vice president, Dream Corps Indiana University Chapter, a NGO dedicated to promoting reading education for children in rural China, 2011-2013

Volunteer interpreter, National Museum of China, Beijing, China, 2003-2004

LANGUAGES: Chinese (native), English (near-native)