

## Curriculum Vitae



### Associate Professor Lyndon Lim

Director

Teaching & Learning Centre

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### Education Qualifications

EdD *W.Aust.*

### Academic and Professional Experience

- Deputy Director, TLC, SUSS
- Senior Lecturer, SUSS

### Publications

Lye, C. Y., & Lim, L. (2024). Interpreting Rasch ability and difficulty estimates to inform Mathematics learning through an adaptive learning system. In Q. Zhang. (Ed.), *Proceedings of the Pacific-Rim Objective Measurement Symposium (PROMS 2023) Vol. 23* (pp. 502-509). Springer Nature.

[https://doi.org/10.2991/978-94-6463-494-5\\_33](https://doi.org/10.2991/978-94-6463-494-5_33)

Lye, C. Y., & Lim, L. (2024). Generative artificial intelligence in tertiary education: Assessment redesign principles and considerations. *Education Sciences*, 14(6), 569. <https://doi.org/10.3390/educsci14060569>

Lim, L., Lim, S. H., & Lim, W. Y. R. (2023). Efficacy of an adaptive learning system on course scores. *Systems*, 11(1), 244. <https://doi.org/10.3390/systems11010031>

Lin, F., Lim, L., Ho, Y. Y., Tan, B. Z., & Lim, W. Y. R. (2023). Validating and applying an adapted OSLQ to examine adult learners' online self-regulation. *Higher Education Research & Development*. Advance online publication. <https://doi.org/10.1080/07294360.2023.2183938>

Lim, L., Lim, S. H., & Lim, W. Y. R. (2022). A Rasch analysis of students' academic motivation toward Mathematics in an adaptive learning system. *Behavioral Sciences*, 12(7), 244.

<https://doi.org/10.3390/bs12070244>

Zhao, J., Lim, L., Chapman, E., & Houghton, S. (2022). Validation of the Mental Health Changes Indicators Scale against Rasch measurement theory. *Social Behavior and Personality: An International Journal*, 50(10), e11935. <https://doi.org/10.2224/sbp.11935>

Lim, L., & Chapman, E. (2022). Validation of the Moral Reasoning Questionnaire against Rasch measurement theory. *Journal of Pacific Rim Psychology*, 16. <https://doi.org/10.1177/18344909221087418>

Lim, L., Lim, S. H., & Lim, W. Y. R. (2022). Measuring learner satisfaction of an adaptive learning system. *Behavioral Sciences*, 12(8), 264. <https://doi.org/10.3390/bs12080264>

Lim, L., & Chapman, E. (2022). Development and preliminary validation of the Moral Reasoning Questionnaire for secondary school students. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221085271>

Lim, L., & Ho, Y. Y. (2022). Supporting student learning needs in tertiary education: Institutional support structures based on the Institutional Support Questionnaire. *Behavioral Sciences*, 12(8), 244. <https://doi.org/10.3390/bs12080277>

Lim, L., & Bo, W. V. (2021). Evaluating the efficacy of English proficiency on initial semestral results for higher education L1 English speakers in a multilingual context. *Higher Education Evaluation and Development*, 15(2), 82-97. <https://doi.org/10.1108/HEED-01-2021-0002>

Lim, L., Chapman, E. (2021). Moral reasoning in secondary education curriculum: An operational definition. *International Journal of Ethics Education*, 7(1), 131-146. <https://doi.org/10.1007/s40889-021-00129-z>

Ho, Y.Y., & Lim, L. (2021). Targeting student learning needs: The development and preliminary validation of the Learning Needs Questionnaire for a diverse university student population. *Higher Education Research & Development*, 40(7), 1452-1465. <https://doi.org/10.1080/07294360.2020.1818062>

Lim, L. & Chapman, E. (2021). Moral reasoning assessment for Singapore secondary schools: A review. *Issues in Educational Research*, 31(4), 1121-1137. <http://www.iier.org.au/iier31/lim.pdf>

Ho, Y. Y., & Lim, L. (2020). Connecting characteristics with learning behaviours: A report of learning behaviours exhibited by adult learners pursuing tertiary education in an Asian context. *Proceedings of the Adult Education in Global Times Conference 2020*, 315-323. [https://edst-educ.sites.olt.ubc.ca/files/2020/06/aegt\\_proceedings\\_upload.pdf](https://edst-educ.sites.olt.ubc.ca/files/2020/06/aegt_proceedings_upload.pdf)

Lim, L. (2019). Development and initial validation of the computer-delivered test acceptance questionnaire for secondary and high school students. *Journal of Psychoeducational Assessment*, 38(2), 182-194.

<https://doi.org/10.1177/0734282919828464>

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. <https://doi.org/10.15804/tner.2015.40.2.18>

Lim, L. (2014). How to make the reporting of test results more meaningful? In Toh, P.G., & Leong, S.C. (Eds.), *Assessment in Singapore: Perspectives for classroom practice*. Singapore Examinations and Assessment Board.

### **Research Interests**

Assessment and evaluation

Social psychology of education

### **Awards**

PI, MOE2023-SRF-10018T (\$201,926)

Collaborator, MOE2022-SOL-0017 (\$233,415)

Co-PI, MOE2022-SRF-10018L (\$87,290)

PI, MOE2020-TRF-012 (\$158,320)

Co-PI, MOE2019-TRF-020 (\$109,386)

UWA Prize for Best EdD Research Piece

SEAB Doctoral Sponsorship Award