

Li, Molly
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EDUCATION

University of Pennsylvania

Philadelphia, US

M.S.Ed., Literacy Studies

GPA: 3.94/4.0

Electives: Software Skills for Educational Policy Analysis Research; Assessing Language and Learning Differences; Literacy Research, Theory and Practice (Capstone Course)

Southwestern University of Finance and Economics China

Chengdu,

B.A., Accounting

GPA: 3.8/5.0 (Top 5-10%)

PUBLICATION

- Chen, N. Jiang, Y. Liu, Y. **Li, M.** Playing to Learn in China vs. in the Western World: How China Can Learn From the Western Experiences. 2021 International Conference on Education, Language and Art. 2021 (DOI: 10.2991/assehr.k.220131.075)

RESEARCH EXPERIENCES

In what ways can multimodal texts be used to support critical literacy in early childhood classrooms?

Philadelphia, US

Jan.2023- June. 2023

- Explored the integration of multimodal texts in fostering critical literacy among early childhood students, with a focus on Chinese kindergarten classrooms, combining theoretical frameworks with practical observations.
- Conducted qualitative research involving semi-structured interviews with 5 Chinese kindergarten teachers and classroom observations, assessing their perspectives and methodologies in implementing multimodal texts.
- Analyzed the use of diverse multimodal resources such as digital storybooks, videos, and interactive applications, examining how they support critical thinking and engagement in young learners.
- Investigated the incorporation of culturally relevant content in education, evaluating how traditional Chinese elements and contemporary issues are presented in multimodal formats to enhance critical literacy.

International Comparisons of Tax and School Funding Policies: A Comparative Study of the United States and China

Literature Review

Mar.2023- May. 2023

- Compiled and analyzed data on various tax types (property, income, sales, and corporate taxes) and their impact on education funding, dedicating approximately 40 hours to each tax type to understand their unique roles and implications.
- Evaluated the role of private institutions in education funding, examining the financial models of private schools and their impact on educational equity and adequacy.
- Developed comprehensive recommendations for policymakers, synthesizing this research into actionable insights aimed at improving educational equity and funding efficiency.

Enhancing English Language Learning: A Case Study of Individualized Instruction and Holistic Assessment

Field Experience

Feb.2023- May. 2023

- Employed a variety of assessment tools and techniques, including informal reading inventories, phonics assessments, and writing prompts, to gain a holistic understanding of student's skills and areas for improvement.
- Developed and implemented targeted teaching strategies to address student's specific needs, such as enhancing letter recognition and phonics skills, and incorporating technology for supporting language learning.
- Collaborated closely with student's classroom teacher and parents, fostering a supportive learning environment and addressing the psychological aspects of language learning, such as confidence and anxiety.

Study of High School Foreign Literature Teaching Based on Multicultural Education Theory

Oct.2022- Dec. 2022

- Conducted comprehensive analysis and development of innovative teaching strategies for multicultural education in foreign literature courses.
- Performed empirical research including surveys and interviews to assess the effectiveness of multicultural education in foreign literature teaching.
- Analyzed key educational frameworks and pedagogical approaches in multicultural education, emphasizing their relevance and application in teaching foreign literature.

The Use of Gamified Teaching in Western Countries and Its Future in China

Chengdu, China

Team Leader

Apr.2020- Dec. 2021

- Subdivided the research theme into a comparative study of Chinese and foreign game-based teaching. Studied the historical development of game-based teaching in China and major Euro-American countries and did a literature review based on Erikson's 1977 definition of game-based teaching.
- Responsible for the research on game-based teaching in China, collecting literature and case studies through the Internet and other channels, trying to redefine game-based teaching in the Chinese context.
- Researched the study of teaching toys in play-based teaching, through the review of the American Journal of Play and other journals and conference papers, analyzed the gap between the West and China and made recommendations for future research directions.

When Education Met Technology: Edu-tech Research

Online Research Program with Prof. Francis F. Steen

Jan.-May. 2021

- Analyzed actual teacher-student interaction classroom data to learn the impact of the interactive behavioral paradigm on learning and education itself.
- Observed an artificial intelligence-logic-based intelligent tutor to understand how cognitive models of educational communication shape and enhance students' cognitive abilities in different classroom scenarios.

CAREER-ORIENTED EXPERIENCES

QSI International School of Chengdu.

Chengdu, China

English Teacher

Aug. 2023-Jun. 2024

- Developed and implemented English language curriculum for children aged 3-6, integrating Montessori principles such as self-directed activity, hands-on learning, and collaborative play with language acquisition techniques like Total Physical Response (TPR) and naturalistic language exposure, teaching an average of 20 students per class.
- Utilized Montessori materials such as sandpaper letters and moveable alphabets, along with interactive activities like storytelling and song sessions, leading to a measurable improvement in students' English vocabulary and comprehension.
- Fostered a multicultural and bilingual learning environment by introducing cultural themes and festivals from different countries, and incorporating bilingual (Chinese-English) teaching aids to enhance global awareness among students.

Chengdu LieWu Middle School

Chengdu, China

Co-Founder of Multidisciplinary Makerspace Program

Aug. 2023-Jun. 2024

- Develop and implement a comprehensive media and information literacy curriculum, synthesizing over 200 pages of literature from Mendeley and current journal articles to create a rich repository of resources for student learning.
- Craft a digital literacy curriculum under the Content and Language Integrated Learning (CLIL) approach, encompassing digital tool proficiency, collaborative online practices, media literacy, and foundational skills in computational thinking and coding.
- Successfully guided over 100 students since the program's inception, fostering interdisciplinary knowledge and digital literacy skills, with a commitment to expanding student engagement and learning outcomes.

Chengdu LieWu Middle School

Chengdu, China

Assistant English Teacher

Sept. 2021-Jun. 2022

- Assist the lead teacher in tutoring, explaining, and answering questions about the class's extra-curricular work. Mark students' assignments and work with the lead teacher to improve the teaching plan.
- Lead students in extra-curricular English learning activities and assist students' groups with grammar checks, pronunciation corrections and mock speeches for their presentations.
- Support the teacher in the preparation of the lesson, product teaching slides and make suggestions for teaching content optimization.

Teaching Assistant in Accounting Information System (AIS) Course**Chengdu, China***TA for 40-student Class, Prof. LI He*

Sept. 2020-Sept. 2021

- Responsible for sending and receiving assignments, uploading reading materials on blackboard, helping students with online assignments, answering basic questions on class definitions, and collecting questions for professors to answer;
- Helped the professor coordinate classroom and schedule arrangements with the Administrative Office, prepared class materials in advance, and checked and turned on teaching equipments.

Chaoyouai Tech. Co., Ltd.**Chengdu, China***English Editor, Intern*

Jun.-Aug. 2021

- Completion of post-lesson questions and explanations, preparation of questions and explanations for 4-5 days of reading content per day (around 500 words of reading content per day) and review of 8-10 sets of post-lesson questions;
- Wrote 4-5 days of tweeted content: Article Introductions and Book Quotes; produced and edited book content for the Mint Reading app platform; created a list of books based on reader vocabulary and reading feedback;
- Reviewed the editorial content of other production staff to ensure that the final uploaded platform content is accurate.

EXTRACURRICULAR ACTIVITIES

Philadelphia Writing Project: Friday Night Writes**Philadelphia, US***Volunteer*

Sept. 2022-Jan. 2023

- Assist Professor Stornaiuolo in reaching out to pro bono volunteers and inviting nearly 100 students from the University of Pennsylvania to join the writing program as writing coaches to tutor middle and high school students from Philadelphia and other U.S. cities. Tutored writing to middle and high school students from Philadelphia and other cities in the U.S. Tutored multiple students across a wide range of topics.
- Tutored multiple students on topics ranging from elementary school coursework to college application essays, resulting in positive feedback from all students.
- Assisted professors in coordinating online writing tutoring, matching students with appropriate writing coaches for different needs, and monitoring online sessions.

The SWUFE & Baruch Student Club**Chengdu, China***President*

Sept. 2018-Sept. 2020

- Led the newcomers to familiarize themselves with the work, designed the courses and topics for the assessment period.
- Operated the society's public website, wrote and reviewed articles;
- Organized and hosted three annual meetings, invited representatives from 8 Sino-foreign joint colleges or program in the southwest region, with around 50 delegates attending.

International Student Organization ISA**Chengdu, China***Head of Outreach Department*

Sept. 2017-Sept. 2020

- Taught a total of 23 students, with two classes per week and a total of 40 hours of class time. Over 95% of the international students in the 2019 class became proficient in Chinese for daily communication.

Poverty Alleviation and Teaching Activities in Rural Sichuan**Tongjiang, China***Volunteer*

Jun.- Aug. 2019

- Taught the speaking lessons, arranged the teaching content with different themes for each unit and expanded a lot of English vocabulary about Chinese food.

LANGUAGE & SKILLS

- Language: Mandarin (native), English (TOEFL 113), Korean (TOPIK3)
- Relevant Skills: Python (intermediate), C++, R studio, Mendeley, Dedoose
- Other Skills: After Effects, Premiere, Sony Vegas, Photoshop, Excel, and other Microsoft Office software

AWARDS

- 2021, Second level of Academic Scholarship, Top 3-5, SWUFE.
- 2020, Second level of Academic Scholarship, Top 3-5, SWUFE.
- 2019, Third level of Academic Scholarship, Top 6-10, SWUFE.

- 2019, Outstanding Leadership, The 5h Global College Student Leadership Forum