

CURRICULUM VITAE

Norman B. Mendoza, PhD

Assistant Professor, Department of Curriculum and Instruction

Faculty of Education and Human Development, The Education University of Hong Kong

Links: nbmendoza@eduhk.hk | [Website](#) | [ResearchGate](#) | [Google Scholar](#)

Education

Doctor of Philosophy, Educational Psychology and Assessment The Education University of Hong Kong, Hong Kong SAR	2019 – 2022
Master of Counseling and Psychotherapy - <i>summa cum laude</i> University of Saint Joseph, Macau SAR	2011 – 2013
Bachelor of Science in Psychology Angeles University Foundation, Philippines	2007 – 2011

Academic Employment

Assistant Professor <i>Faculty of Education and Human Development, The Education University of Hong Kong</i>	2024 - present
RGC Postdoctoral Fellow <i>Faculty of Education and Human Development, The Education University of Hong Kong</i>	2022 – 2024
Assistant Professorial Lecturer <i>De La Salle University, College of Liberal Arts, Department of Psychology (Part-time)</i>	2019 – 2019
Lecturer <i>Holy Angel University, School of Arts and Sciences, Department of Psychology</i>	2018 – 2019
Laboratory and Field Research Assistant <i>University of Macau, Faculty of Social Sciences, Department of Psychology</i>	2015 – 2017
Lecturer <i>Angeles University Foundation, College of Arts and Sciences, Department of Psychology</i>	2014 – 2015
Graduate School Lecturer <i>Angeles University Foundation, Graduate School (Part-time)</i>	2014 – 2015

Peer-Reviewed Journal Articles

Note. * = Corresponding author, ** = Co-first author

1. **Mendoza, N. B.** (In press). The Latent Learning Cost of AI Support: Conceptualizing Effort Debt. *ECNU Review of Education*
2. Tan, Y., **Mendoza, N. B.**, & Yeung, S. S.-s. (2026). Cultural variations in the relationship between school belonging and social-emotional skills: a multi-group structural equation modeling (SEM) analysis. *Large-scale Assessments in Education*, 14(1), 39. <https://doi.org/10.1186/s40536-026-00314-w>
3. Xiong, Y., **Mendoza, N. B.****, Zhang, L., Chen, J., Wu, J., & Yan, Z. (2026). Technology, pedagogy, and feedback: how teachers' digital competencies shape feedback and mathematics achievement through self-regulated learning. *Educational Psychology*, 1-25. <https://doi.org/10.1080/01443410.2026.2692082>
4. Dizon, J. I. W. T., **Mendoza, N. B.**, Gasevic, D., & Ganotice, F. A. (2026). Assessing AI-Driven Metacognitive Offloading: Initial Development and Validation of the Metacognitive Laziness Scale. *ECNU Review of Education*, 9(2), 20965311261450994. <https://doi.org/10.1177/20965311261450994>
5. **Mendoza, N. B.***, Xiong, Y., & Yan, Z. (2026). Making sense of AI feedback: How students' feedback literacy moderates the link between ChatGPT acceptance and self-regulated learning. *Educational Psychology*. Advance online publication. <https://doi.org/10.1080/01443410.2026.2641521>
6. **Mendoza, N. B.***, Dizon, J. I. W. T., Buenconsejo, J. U., Simon, P. D., Yan, Z., & King, R. B. (2026). The bi-factor structure and measurement invariance of the Mental Health Continuum-Short Form (mhc-sf): Validation and cutoff scores in the Philippines. *Current Psychology*, 45(8), 811. <https://doi.org/10.1007/s12144-026-09359-0>

7. **Mendoza, N. B.***, Buenconsejo, J. U., Ba, S., & Yan, Z. (2026). Ensuring the validity of assessing student well-being in paper-and-pencil and web-based formats: The measurement invariance of the MHC-SF. *Journal of Psychoeducational Assessment*. <https://journals.sagepub.com/doi/abs/10.1177/07342829261423745>
8. Yan, Z., Wu, Y.-T., **Mendoza, N. B.**, & Zhan, Y. (2026). Individual-level mechanisms of SRL in digital learning environments: motivational, metacognitive, and behavioural dynamics. *Educational Psychology*, 341–349. <https://doi.org/10.1080/01443410.2026.2651620>
9. Zhang, L., **Mendoza, N. B.****, & Jiang, Y. (2026). Perceived parental academic pressure and adolescent students' school burnout and achievement: Different types of cost as mediators. *European Journal of Psychology of Education*, 41(2), 44. <https://doi.org/10.1007/s10212-026-01099-w>
10. Tan, Y., **Mendoza, N. B.**, & Yeung, S. S.-s. (2026). Profiling ICT users and social-emotional and academic outcomes: a multilevel latent profile analysis. *European Journal of Psychology of Education*, 41(2), 48. <https://doi.org/10.1007/s10212-026-01098-x>
11. Cui, J., Lunansky, G., Lichtwark-Aschoff, A., **Mendoza, N. B.**, & Hasselman, F. (2026). Quantifying the stability landscapes of psychological networks. *Behavior Research Methods*, 58(3), 68. <https://doi.org/10.3758/s13428-025-02917-7>
12. Harrison, M. G., **Mendoza, N. B.**, Hocson, S. M. G., & King, R. B. Empowering School Counsellors: How Autonomy Supportive Leadership Shapes Professional Identity. *School Psychology International*. <https://doi.org/10.1177/01430343261421926>
13. Harrison, M. G., **Mendoza, N. B.**, Hocson, S. M., & King, R. B. (2026). The wellbeing and work engagement of school counsellors in Southeast Asia: a self-determination theory perspective. *British Journal of Guidance & Counselling*, 1-16. <https://doi.org/10.1080/03069885.2025.2610616>
14. **Mendoza, N. B.*** & Yan, Z. (2025). From beliefs to behaviors: Conceptualizing and assessing students' practices that reflect a growth mindset. *Social Psychology of Education*, 28(1), 73. <https://doi.org/10.1007/s11218-025-10032-w>
15. Yan, Z., & **Mendoza, N. B.*** (2025). Learning and practicing simultaneously: the synergistic effect of online self-assessment diaries and teacher self-assessment instruction on learning and growth mindset. *Assessment in Education: Principles, Policy & Practice*, 32(3), 276-298. <https://doi.org/10.1080/0969594x.2025.2534134>
16. **Mendoza, N. B.***, Zadorozhnyy, A., & Dizon, J. I. W. T. (2025). A rising tide lifts all boats: The social contagion of achievement in L2 classrooms and the role of intrinsic motivation and engagement. *British Journal of Educational Psychology*, Advance online publication. <https://doi.org/https://doi.org/10.1111/bjep.12752>
17. Cheng, C. K. E., **Mendoza, N. B.**, & Yan, Z. (2025). Collaborative Lesson Planning Influences Teachers' Self-Regulated Learning Instruction (SRL-I): The Mediating Role of Perceived Benefits of SRL. *European Journal of Education*, 60(4), e70303. <https://doi.org/https://doi.org/10.1111/ejed.70303>
18. Ba, S., Lu, G., **Mendoza, N. B.**, Yang, Y., Pan, Z., & Wang, Y. (2025) Leveraging Network Analytics to Examine the Impact of Generative Artificial Intelligence-Assisted Feedback on Inquiry-Based Discussion. *Journal of Educational Computing Research*, Advanced Online Publication <https://doi.org/10.1177/07356331251396357>
19. Li, J., **Mendoza, N. B.**, & King, R. B. (2025). Beyond achievement goals: How different goals drive second language learning and achievement. *Studies in Second Language Learning and Teaching*, 15(2), 325-348. <https://doi.org/10.14746/ssllt.48242>
20. Lee, H. J., & **Mendoza, N. B.**** (2025). Does parental support amplify growth mindset predictions for student achievement and persistence? Cross-cultural findings from 76 countries/regions. *Social Psychology of Education*, 28(1), 88. <https://doi.org/10.1007/s11218-025-10038-4>
21. Zhang, L., **Mendoza, N. B.**** & Jiang, Y. (2025). From classroom goal structures to academic outcomes: The mediating role of expectancy-value beliefs in adolescent learning. *European Journal of Psychology of Education*, 40(2), 59. <https://doi.org/10.1007/s10212-025-00958-2>
22. Karim, S., Bautista, A., Mendoza, N. B., Soth, S., & Lee, K. (2025). Teacher-child interactions in early childhood education in Cambodia: an initial validation of the Teachers' Beliefs and Intentions Scale. *Psychology, Society & Education*, 17(3), 1-11. <https://doi.org/10.21071/pse.v17i3.18046>
23. Karim, S., Bautista, A., **Mendoza, N. B.**, Soth, S., & Lee, K. Early childhood education in Cambodia: preschool teachers' beliefs, curriculum priorities, and professional development needs. *Journal of Early Childhood Teacher Education*, Advance online publication. <https://doi.org/10.1080/10901027.2025.2473734>
24. Capio, C. M., **Mendoza, N. B.**, Jones, R. A., Masters, R. S. W., & Lee, K. (2024). The contributions of motor skill proficiency to cognitive and social development in early childhood. *Scientific Reports*, 14(1), 27956. <https://doi.org/10.1038/s41598-024-79538-1>
25. Ganotice Jr, F. A., **Mendoza, N. B.**, Dizon, J. I. W. T., Shen, X., Lee, J. C.-Y., Chan, E., Luk, P., Manio, M. M., He, Q., Khoo, U. S., Lam, M. P. S., Chan, S. C. S., Chow, A. Y. M., Wang, N., & Tipoe, G. L. (2024).

Students' motivation and engagement in interprofessional education: the mediating role of peer relatedness. *Medical Education Online*, 29(1), 2430593. <https://doi.org/10.1080/10872981.2024.2430593>

26. Valdez, J. P. M., & **Mendoza, N. B.** (2024). Digital learning for preschools: Validation of basic ICT competence beliefs of preschool teachers in Hong Kong and the Philippines. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12591-5>
27. Mordeno, I. G., Piape, Q. T., Roño, A. G. R., Abejar, W. A. C., Ferolino, M. A. L., & **Mendoza, N. B.*** (2024). Repurposing the K-10: The Factor Structure and Latent Profile of COVID-19 Pandemic-Anchored Psychological Distress Symptoms Among Filipino Teachers. *Journal of Psychoeducational Assessment*, 42(4), 425-439. <https://doi.org/10.1177/07342829241229768>
28. **Mendoza, N. B.** & Yan, Z. (2023). Exploring the moderating role of well-being on the adaptive link between self-assessment practices and learning achievement. *Studies in Educational Evaluation*, 77, 101249. <https://doi.org/10.1016/j.stueduc.2023.101249>
29. **Mendoza, N. B.**, Yan, Z., & King, R.B. (2023). Supporting students' intrinsic motivation for online learning tasks: The effect of need-supportive task instructions on motivation, self-assessment, and task performance. *Computers and Education*, 193, 104663
30. **Mendoza, N. B.**, & Dizon, J. I. W. T. (2023). Autonomy-supportive leadership from Principal buffers the effect of stress on teacher well-being: A cross-sectional study amid the COVID-19 pandemic. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09834-7>
31. **Mendoza, N. B.**, King, R.B., & Haw, J. (2023). The mental health and well-being of students and teachers during the COVID-19 pandemic: Combining classical statistics and machine learning approaches. *Educational Psychology*. <https://doi.org/10.1080/01443410.2023.2226846>
32. Dizon, J. I. W. T., **Mendoza, N. B.***, & Nalipay, M. J. N. (2023). Anxiety and well-being amidst the COVID-19 outbreak and the moderating role of locus-of hope: Evidence from a large sample in the Philippines. *Journal of Pacific Rim Psychology*, <https://doi.org/10.1177/18344909231156532>
33. **Mendoza, N. B.**, Yan, Z., & King, R. B. (2022). Domain-specific motivation and self-assessment practice as mechanisms linking perceived need-supportive teaching to student achievement. *European Journal of Psychology of Education*, 38(2), 607-630. <https://doi.org/10.1007/s10212-022-00620-1>
34. **Mendoza, N. B.**, Frondoza, C. E., Dizon, J. I. W. T., & Buenconsejo, J. U. (2022). The factor structure and measurement invariance of the PHQ-4 and the prevalence of depression and anxiety in a Southeast Asian context amid the COVID-19 pandemic. *Current Psychology*. <https://doi.org/10.1007/s12144-022-02833-5> [Q2 in Psychology; 2021 IF: 2.39]
35. **Mendoza, N. B.**, Yan, Z., & Cheng, C. K. (2022). Assessing teachers' collaborative lesson planning practices: Instrument development and validation using the SECI knowledge-creation model. *Studies in Educational Evaluation*, 73, 101139. <https://doi.org/10.1016/j.stueduc.2022.101139>
36. **Mendoza, N. B.** & Dizon, J. I. W. T. (2022). Prevalence of severe anxiety in the Philippines amid the COVID-19 outbreak. *Journal of Loss & Trauma*. <https://doi.org/10.1080/15325024.2021.203298>
37. **Mendoza, N. B.**, Mordeno, I. G., & Nalipay, M. J. N. (2022). The Transdiagnostic Role of Rumination in the Comorbidity of PTSD and Depression. *Journal of Loss and Trauma*. <https://doi.org/10.1080/15325024.2021.2018197>
38. Dizon, J. I. W. T. & **Mendoza, N. B.*** (2022). Low perceived social rank increases the impact of mental health symptoms on suicidal ideation: Evidence among young adults from the Philippines. *Archives of Suicide Research*. <https://doi.org/10.1080/13811118.2021.2022050>
39. Frondoza, C. E., **Mendoza, N. B.***, Dizon, J. I. W. T., & Buenconsejo, J. U. (2022). The Cognitive Emotion Regulation Questionnaire-short specific to the COVID-19 pandemic. *Measurement and Evaluation in Counseling and Development*. <https://doi.org/10.1080/07481756.2022.2102506>. [Q2 in Education; 2021 IF: 1.39]
40. Dizon, J. I. W. T., **Mendoza, N. B.****, Mordeno, I. G., & Nalipay, M. J. N. (2022). Validating the Suicide Behavior Questionnaire-Revised Among Filipino Adults During the COVID-19 Pandemic. *Death Studies*. <https://doi.org/10.1080/07481187.2022.2039327> [Q2 in Development and Educational Psychology; 2021 IF: 3.2]
41. Lim, C. P., Liang, M., Park, J., & **Mendoza, N. B.** (2022). A Review of ICT-enabled Learning for Schoolgirls in Asia and its Impacts on Education Equity. *Educational Technology Research and Development*, <https://doi.org/10.1007/s11423-022-10178-w>
42. Ma, Q., Lin, S., **Mendoza, N. B.**, & Chiu, M. M. (2022). Teacher's perceived corpus literacy and their intention to integrate corpora into classroom teaching: A survey study. *ReCALL*, 1-21. <https://doi.org/10.1017/S0958344022000180>

43. **Mendoza, N. B., & Yan, Z.** (2021). Validation of a Subject-Specific Student Self-Assessment Practice Scale (SaPS) Among Secondary School Students in the Philippines. *Journal of Psychoeducational Assessment*, 39(4), 481–493. <https://doi.org/10.1177/0734282921994374>
44. **Mendoza, N. B., & King, R. B.** (2021). The social contagion of work avoidance goals in school and its influence on student (dis)engagement. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-020-00521-1> [Q1 in Education; 2021 IF: 2.82]
45. **King, R. B., & Mendoza, N. B.*** (2021). The social contagion of students' social goals and its influence on engagement in school. *Learning and Individual Differences*, 88, 102004. <https://doi.org/10.1016/j.lindif.2021.102004>
46. **King, R. B., & Mendoza, N. B.*** (2020). Achievement goal contagion: mastery and performance goals spread among classmates. *Social Psychology of Education*, 23(3), 795-814. <https://doi.org/10.1177/0143034320946803>
47. **Mendoza, N. B., & King, R. B.** (2020). The social contagion of student engagement in school. *School Psychology International*, 41(5), 454-474. <https://doi.org/10.1177/0143034320946803>
48. **Bernardo, A. B. I., Mendoza, N. B.*, Simon, P. D., Cunanan, A. L. P., Dizon, J. I. W. T., Tarroja, M. C. H., ... Saplala, J. E. G.** (2020). Coronavirus Pandemic Anxiety Scale (CPAS-11): Development and initial validation. *Current Psychology*, 1-9. <https://doi.org/10.1007/s12144-020-01193-2>
49. **Bernardo, A. B. I., & Mendoza, N. B.**** (2020). Measuring hope during the COVID-19 outbreak in the Philippines: development and validation of the state locus-of-Hope scale short form in Filipino. *Current Psychology*. <https://doi.org/10.1007/s12144-020-00887-x>
50. **Mordeno, I. G., Carpio, J. E., Mendoza, N. B., & Hall, B. J.** (2018). The Latent Structure of Major Depressive Symptoms and its relationship with Somatic Disorder Symptoms among Filipino Female Domestic Workers in China. *Psychiatry Research*. <https://doi.org/10.1016/j.psychres.2018.10.029>
51. **Mendoza, N. B., Mordeno, I. G., Latkin, C. A. & Hall, B. J.** (2017). Evidence of the paradoxical effect of social network support: a study among Filipino domestic workers in China. *Psychiatry Research*. <https://doi.org/10.1016/j.psychres.2017.05.037>

Book chapters and regional publications

52. **Liang, M., Juliana, Mendoza, N. B. & Lim, C. P.** (2023). Teacher Learning Centres in Indonesia: Empowering teachers to scale up professional development. In Lee, W. O., Brown, P., Goodwin, A. L., & Green, A. (Eds.), *International Handbook on Education Development in Asia-Pacific* (pp.). Springer. [\[DOI\]](#)
53. **Mendoza, N. B., Bernardo, A. B. I., & Dizon, J. I. W. T.** (2021). Unattended mental health needs: Adult students in the Philippines during the early months of the COVID-19 pandemic. *Transactions of the National Academy of Science and Technology-Philippines*. [\[DOI\]](#)
54. **Mendoza, N. B. & Yan, Z.** (2021). Involved and autonomy-supportive teachers make reflective students: Linking need-supportive teacher practices to student self-assessment practices. In Yan, Z. & Yang, L. (Eds.), *Assessment as Learning* (pp. 173-189). Routledge. [\[DOI\]](#)

Preprints

55. **Mendoza, N. B., & Dizon, J. I. W.** (2022, April 24). Factorial invariance and network structure of the GAD-7 in a large sample of adult Filipinos during the COVID-19 pandemic. *PsyArxiv*. <https://doi.org/10.31234/osf.io/vr296>

Grants

PI: Fund for Innovative Technology-in-Education (FITE) Research Grant (HKD 560,000)

Topic: *Mitigating the Latent Learning Cost of AI Reliance in Academic Writing: A Formative Assessment Strategy to Reduce Effort Debt Among Pre-Service Teachers*

Awarded by: University Grants Committee (UGC) | The Education University of Hong Kong

PI: Start-up Research Grant (HKD 300,000)

Topic: *Fostering Growth Mindset among Hong Kong's Pre-service Teachers: Sustainable Interventions for Growth-oriented Teacher Education*

Awarded by: The Education University of Hong Kong

PI: International Collaborative Research Fellowship Programme (HKD 199,500)

Topic: *Growth-Oriented Teaching in Context: Toward Culturally Adaptive Mindset Interventions for Teacher Education*

Awarded by: Faculty of Education and Human Development, The Education University of Hong Kong

PI: Internationalization Research and Writing Partnership Grant (HKD 50,000)

Topic: *Teacher Pedagogies that Communicate a Growth Mindset in East Asian Classrooms: A Cross-Cultural Delphi Study*

Awarded by: Faculty of Education and Human Development, The Education University of Hong Kong

Co-PI: Funding Support from Central Reserve Allocation Committee (HKD 1,837,490)

Topic: *Sustainable Development through Experiential Learning in Hall Life: Fostering Student SDG Awareness and Competencies*

Awarded by: Central Reserve Allocation Committee, The Education University of Hong Kong

Fellowships and Awards

2024 Emerging Psychologist Programme Awardee

Awarded by: International Congress of Psychology

2022 RGC Postdoctoral Fellowship Scheme

Amount: HKD 1,300,000

Topic: *Fostering Resilient Learners in the Peri- and Post-pandemic World: Examining the Role of Student Self-assessment and its Psychological Mechanisms in Online Learning Contexts*

Awarded by: Hong Kong SAR University Grants Committee

2019 Recipient of the Hong Kong Belt and Road Scholarship (Research Postgraduate)

Amount: HKD 120,000

Awarded by: Hong Kong SAR Government Scholarship Fund

2022 Postgraduate Students Publication Awards Scheme [3 first-author papers]

Awarded by: Graduate School, Education University of Hong Kong

2021 Champion of the 3MT® Three Minute Thesis Competition

Awarded by: Graduate School, Education University of Hong Kong

Awarded on 14 August 2021, Hong Kong SAR, China

2021 Postgraduate Students Publication Awards Scheme [3 first-author papers]

Awarded by: Graduate School, Education University of Hong Kong

Awarded on 14 August 2021, Hong Kong SAR, China

Peer Reviews Completed

Peer reviews done for: *Teaching and Teacher Education*; *ECNU Review of Education*; *Acta Psychologica*, *Educational Psychology*; *Innovation in Language Learning and Teaching*; *Journal of Further and Higher Education*; *British Journal of Educational Psychology*; *Educational Psychology*; *The Internet and Higher Education*; *Psychology in the Schools*; *Journal of Psychiatric Research*; *Psychology and Neuroscience*; *Current Psychology*; *Learning and Individual Differences*; *PsyCH Journal*; *Instructional Science*

Research and Methodological Expertise

My research integrates theories and methods from educational psychology and learning sciences to develop evidence-based curriculum innovations that enhance student learning beliefs, practices, and achievement. Using rigorous measurement tools and uncovering psychological mechanisms, I identify optimal ways to structure instruction, assessment, and learning environments—both in-person or online—that foster self-regulated learning and academic resilience. My research can be categorized into (1) psychological and behavioural mechanisms of learning; (2) measurement studies, and (3) learning interventions.

Methods: Network analysis; hierarchical and multilevel modelling; structural equation models; latent growth curve analysis; cross-lagged panel models; randomized controlled experiments; psychometrics and longitudinal instrument validation; *Software:* R; STATA; MPlus; JASP

Recent Workshops and Invited Talks

Guest Speaker: “Identity-building During the Doctoral Journey” for the 2nd Asian

Education Doctoral Summer Institute

October 30 to November 1, 2023 | East China Normal University

Invited by: Asian Education Doctoral Summer Institute

Speaker: “Applying the Network Approach to Address Methodological Gaps in Educational Research: Implications for Teaching and Learning”

October 11 to 13, 2023 | Seoul National University

Conference: 23rd International Conference of Educational Research

Speaker for Assessment Workshop Roadshow: “Assessment for Enhancing Quality Teaching and Learning in Higher Education in Cambodia: Principles and Practices”

June 5 to 9, 2023 | Kingdom of Cambodia

Invited by: Centre of Excellence in Higher Education Teaching and Learning Innovations

Professional License

2016 Licensed Psychometrician

Professional Regulation Commission Registration No.: 0013470

Board Licensure Examination for Psychometricians, Professional Regulation Commission, Philippines

August 30-31, 2016 | Teachers' Camp, Baguio, Philippines

Community Service

Co-founder and Adviser (2018 to present)

[LifeRisksPH](#)

Non-profit youth organization on Mental Health and Well-being

National Youth Commission, Philippines

Conference Presentations

2024

Mendoza, N. B. & Yan, Z. (2024, July). From beliefs to behaviours: The Integrated Growth Systems Framework and the Growth Practices Scale [Oral Presentation]. 33rd International Congress of Psychology, Prague, Czech Republic.

Mendoza, N. B., Zadorozhnyy, A., & Dizon, J. I. W. T. (2024, July). A rising tide lifts all boats: Unpacking achievement composition effect in L2 language learning [Poster presentation]. 33rd International Congress of Psychology, Prague, Czech Republic.

Mendoza, N. B., Dizon, J. I. W. T., & Zadorozhnyy, A. (2024, April). The achievement composition effect in language learning: The moderating role of age and engagement outcomes. [Poster presentation]. 2024 Annual Meeting of American Educational Research Association: "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action" (AERA 2024), Philadelphia, USA.

Mendoza, N.B. & Yan, Z. (2024, April). Toward assessing behaviors that reflect growth mindset: Development and validation of the Growth Practices Scale. [Paper presentation]. 2024 Annual Meeting of American Educational Research Association: "Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action" (AERA 2024), Philadelphia, USA.

2023

Mendoza N. B., & Yan. Z. (2023, October 11 to 13). Applying the Network Approach to Address Methodological Gaps in Educational Research: Implications for Teaching and Learning. International Conference on Educational Research 2023, Seoul National University

Mendoza N. B., & Dizon, J. I. W. D. (2023, April 13 to 16). Autonomy-supportive leadership from principal buffers the effect of stress on teacher well-being: a cross-sectional study amid the COVID-19 pandemic. American Educational Research Association, Chicago IL

2022

- Mendoza N. B., Yan Z. & King, R. B.** (2022, November 27 to December 1). Supporting students' basic psychological needs in online learning: The effect of need-supportive task instructions on motivation, self-assessment, and task performance. Accepted for Presentation at the Australian Association for Research in Education Conference 2022, University of South Australia.
- Mendoza N. B.** (2022, September 22 to 24). Supporting students' basic psychological needs in online learning: The effect of need-supportive task instructions on motivation, self-assessment, and task performance. Accepted for Presentation at the 58th Annual (Virtual) Convention of the Psychological Association of the Philippines.

2021

- Mendoza, N.B.** (2021, December). Paper-and-pencil versus online assessment of student well-being amid COVID-19: The measurement invariance of the Mental Health Continuum-Short Form (MHC-SF). Paper to be presented at the International Conference on Learning and Teaching 2021 (ICLT2021), Hong Kong SAR, China.
- Mendoza, N.B. & Yan, Z.** (2021, December). Paper-and-pencil versus online assessment of student well-being amid COVID-19: Applying confirmatory factor analysis (CFA), Rasch analysis, and multigroup CFA to establish measurement invariance. Paper presented at the Pacific Rim Objective Measurement Symposium (PROMS) 2021, Nanjing Normal University, Jiangsu, China, virtual conference.
- Mendoza, N.B. & Dizon, J.I.W.T.** (2021, September 30-October 2). Anxiety and well-being amid the pandemic and the differential impact of locus-of-hope. Paper presented at the 57th Annual Convention of the Psychological Association of the Philippines, virtual convention.
- Mendoza, N. B., Frondozo, C. E., Dizon, J. I. W. T., & Buenconsejo, J. U.** (2021, July 29-31). Validation and measurement invariance of a brief screener of depression and anxiety amid the COVID-19 pandemic in the Philippines: The PHQ-4. Paper presented at the 14th Biennial Conference of the Asian Association of Social Psychology, Seoul, Korea, virtual convention.
- Dizon, J.I.W.T. & **Mendoza, N.B.** (2021, June 17-18). Validation and measurement invariance of the Suicide Behaviors Questionnaire-Revised (SBQ-R) among Filipinos screened for severe depression. Paper presented at the 5th Suicide and Self-Harm Early and Mid-Career Researchers' Forum, University of Glasgow, United Kingdom, virtual convention.

2020

- Mendoza, N.B., & King, R.B.** (2020, April). The Social Contagion of Academic Engagement [Roundtable Session]. Presented at the American Educational Research Association (AERA) Annual Meeting San Francisco, CA.

2019

- Mendoza, N.B., & Dizon, J. I. W. T.** (2019 July 11-13). Resilience enhances the positive effects of social support on youth mental health. Presented at the 13th Biennial Conference of Asian Association of Social Psychology, Academia Sinica, Taipei, Taiwan.
- Dizon, J. I. W. T. & **Mendoza, N.B.** (2019, July 11-13). Social comparison and youth suicidal ideation: The moderating role of mental health symptoms and social support. Paper presented at the 13th Biennial Conference of Asian Association of Social Psychology, Academia Sinica, Taipei, Taiwan.
- David, L. A. N., Panlaqui, J. P., Sicat, C. M., Sagmit, J. A. S. & **Mendoza, N.B.** (July 2019). Mental health symptoms predict self-reported aggression in the Philippine National Police: The moderating role of alcohol consumption and social support. Paper presented at the 13th Biennial Conference of Asian Association of Social Psychology, Academia Sinica, Taipei, Taiwan.

2018

- David, L. A. N., Panlaqui, J. P., Sicat, C. M., Sagmit, J. A. S. & **Mendoza, N. B.** (November 2018). Cross-Sectional Evidence of Alcohol Consumption Increasing Aggression among Stressed Philippine National Police Officers. Paper presented at the PSSP 43rd National Conference of Filipino Psychology Ateneo de Manila University, Katipunan Avenue, Loyola Heights, Lungsod Quezon, Philippines.
- Mendoza, N. B., & Dizon, J. I. W.** (November 2018). Social Support and Cognitive Social Capital Buffers the Negative Effect of Everyday Discrimination to College Students' Mental Health. Paper presented at the PSSP 43rd National Conference of Filipino Psychology Ateneo de Manila University, Katipunan Avenue, Loyola Heights, Lungsod Quezon, Philippines.
- Mendoza, N. B., Sibug, N. C., Dizon, J. I. W., Lacson, C. J., Paras, R. A., & Gana, R. A.** (September 2018). Social comparison is associated with decreased self-compassion which in turn leads to poorer mental health. Paper presented at the PAP 55th Annual Convention of the Psychological Association of the Philippines, PICC Complex, Pasay City, Manila, Philippines.

2017

- Mendoza, N. B.,** Hall, B. J., Mordeno, I. G. & Latkin, C. A. (July 2017). Evidence of the paradoxical effect of social network support: a study among Filipino domestic workers in China. Paper presented at the STAR Stress and Anxiety Research Society Conference 2017, Hong Kong SAR, China.
- Chan, E. W. W., Pangan, C. A., Lao, K., Huang, L., **Mendoza, N. B.,** Xiong, P., & Hall, B. J. (July 2017). Implementation challenges in conducting participatory mixed-method research on migrant domestic workers. Paper accepted for oral presentation at the STAR Stress and Anxiety Research Society Conference 2017, Hong Kong SAR, China.
- Xiong P., Chan, E. W. W., Pangan, C. A. C., Lao, K., Sui, X., Huang, L., **Mendoza, N. B.,** & Hall, B. J. (July 2017). Socioeconomic status, discrimination, and psychological trauma associated with self-reported sleep quality among female domestic workers in Macau, China. Paper accepted for oral presentation at the STAR Stress and Anxiety Research Society Conference 2017, Hong Kong SAR, China.
- Pangan, C. A. C., Chan, E. W. W., Lao, K., Lei Huang, L., Xiong, P., **Mendoza, N. B.,** & Hall, B. J. (July 2017). The buffering effect of social capital on perceived discrimination on depression and anxiety symptoms among female domestic workers in Macau, China. Poster presented at the STAR conference 2017, Hong Kong SAR, China.
- Shi, W., Xiong, P., **Mendoza, N. B.,** Chan, E. W. W., Lao, K., Pangan, C. A. C., Huang, L., & Hall, B. J. (2017, July). Factors related to the intention to use eMental Health among female Filipino domestic workers in Macau. Poster presented at the STAR conference 2017, Hong Kong SAR, China.

2016

- Mendoza, N. B.,** Hall, B. J. & Mordeno, I. G. (September 2016). Adaptation and factor analysis of the post-migration living difficulties questionnaire for Filipino female domestic workers in Macau, China. Paper accepted and presented at the 53rd Annual Convention of the Psychological Association of the Philippines, Clark, Pampanga.
- Hall, B. J. Garabiles, M. R. & **Mendoza, N. B.** (September 2016). A qualitative needs assessment to inform intervention priorities for overseas Filipina domestic workers. Paper accepted and presented at the 53rd Annual Convention of the Psychological Association of the Philippines, Clark, Pampanga.
- Xiong, P., Ng, O., Ho, P., **Mendoza, N. B.,** Chan, E. W. W., Wu, T. L. & Hall, B. J. (September 2016). Identifying social factors that correlate with sleep quality among Filipino domestic workers in Macau: a preliminary analysis. Paper accepted and presented at the 53rd Annual Convention of the Psychological Association of the Philippines, Clark, Pampanga.
- Carpio, J. G. E., Mordeno, I. G., & **Mendoza, N. B.** (September 2016). The Latent Structure of Major Depressive Symptoms and its Relationship to Somatic Symptoms. Paper accepted and presented at the 53rd Annual Convention of the Psychological Association of the Philippines, Clark, Pampanga.
- Mendoza, N. B.,** Mordeno, I. G. & Hall, B. J. (July 2016). Social network support increases psychological distress among Filipino female domestic workers in Macau. Paper presented at the 31st Annual International Congress of Psychology, Diversity in Harmony: Insights from Psychology, Yokohama, Japan.

Certificates, Trainings, and Seminars

Certified Mental Health First Aid (MHFA) Standard Course Completion

Mind Hong Kong, Kong Kong SAR

Mental Health Association of Hong Kong (17-29 October 2020)

Certificate of CTLE Teaching Assistant Training

Centre for Teaching and Learning Enhancement (CTLE)

University of Macau, Macau SAR, China. (September - November 2017)

Certificate of Completion: Assessment and Treatment of PTSD by Richard A. Bryant

38th Annual Conference of Stress and Anxiety Research (STAR) Society 2017

Hong Kong SAR, China. (July 2017)

BeHealth Conference 3 | Hong Kong Society of Behavioral Health

City University of Hong Kong, School of Public Health (November 21, 2017)

Mental Health Matters: Overcoming the Stigma | The Hong Kong Mental Health Conference 2017

Hong Kong SAR, China. (November 3-5, 2017)

38th Annual Conference of Stress and Anxiety Research (STAR) Society 2017

Hong Kong SAR, China. (July 2017)

53rd Annual Convention of the Psychological Association of the Philippines

Fontana Leisure Park, Clark, Philippines | Host: Angeles University Foundation (September 2016)

31st Annual International Congress of Psychology

Diversity in Harmony: Insights from Psychology
Yokohama, Japan (July 2016)

PAP 51st Annual Convention: Philippine Psychology in the Midst of Change

Xavier Estates Sports and Country Club, Cagayan de Oro City (August 21-23, 2014)

Writing Workshop on Social Psychology of Social Change

Psychological Association of the Philippines – Asian Association of Social Psychology
CORD, Ateneo de Manila University, Quezon City (April 14-15, 2014)

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