

# SHU TSE MEI, ANNIE



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## EDUCATION

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PhD in Psychology, University of Hong Kong, 2012

MPhil in Psychology, University of Hong Kong, 2006

BSocSc (1<sup>st</sup> Class Hon), University of Hong Kong, 2004

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## TEACHING EXPERIENCE

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### Division of Social Science, Hong Kong University of Science and Technology (HKUST)

#### Lecturer I | Feb 2022 – *present*

- Taught courses for the Psychology and Behavioral Science minor (PBS minor) and the Master of Arts in Social Science (MASS) programs.
- Courses include SOSC1960 Introduction to Psychology, SOSC1969 Discovering Mind and Behavior, SOSC1990 Research Methods in Psychological Science, SOSC2210 Social Psychology, SOSC2990 Developmental Psychology, SOSC3990 Health Psychology, SOSC3900 Abnormal Psychology, MASS5982 Social Cognition (taught PG).

### Department of Psychology, Chinese University of Hong Kong (CUHK)

#### Lecturer | Aug 2012 – Jan 2022

- Taught courses for the UG Psychology major program and provided supervision to students' thesis.
- Courses include General Psychology, Perspectives in Human Sexuality, Developmental Psychology, Personality Psychology, Introduction to Clinical Psychology, Health Psychology, Psychology and Law, Psychology of Adolescent and Adulthood, Abnormal Psychology, Psychology in Action I & II, Practicum in Psychology and Health, Research Practicum.

## **Nethersole School of Nursing, Chinese University of Hong Kong (CUHK)**

### **Instructor (part-time) | 2010-12**

- Taught applied psychology courses for the UG Nursing and PG Master of Nursing programs.

## **Hong Kong Community College, Hong Kong Polytechnic University (HKCC, HK PolyU)**

### **Visiting Lecturer (part-time) | 2009-11**

- Designed and taught introductory psychology course for the associate degree program.

## **Department of Psychology, University of Hong Kong (HKU)**

### **Demonstrator | Aug 2006 – Jul 2009**

- Taught tutorials for the UG Psychology major program.
- Courses include Social Psychology, Educational Psychology, Introduction to Quantitative Methods in Psychology, Research and Quantitative Methods in Psychology, Counseling Psychology, Health Psychology and Psychopathology.

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## **PUBLICATIONS**

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- <https://orcid.org/0000-0002-4871-4796>

Ma, A., **Shu, T-M.**, Chen, J., & Chau, M. F. (2024). Does the investment performance measure matter? A perspective from regulatory focus theory. *Journal of Behavioral and Experimental Finance*, *41*, 100898.

<https://doi.org/10.1016/j.jbef.2024.100898>

Ge, J., Feldman, D. B., & **Shu, T-M.** (2023). The relationships of hope, optimism, and academic motivation with GPA among university students in Hong Kong. *Psychological Reports*, *0*(0).

<https://doi.org/10.1177/00332941231184144>

Yau, O.K.T., & **Shu, T-M.** (2023). Why are students with a higher level of grit more engaging in learning? The mediation effect of negotiable fate on the grit-student engagement relationship in higher education during COVID-19. *Journal of Pacific Rim Psychology*, *17*, 1-13.

<https://doi.org/10.1177/18344909231171728>

**Shu, T-M.**, & Lam, S.-f. (2016). Is it always good to provide positive feedback to students? The moderating effects of culture and regulatory focus. *Learning and Individual Differences*, *49*, 171-177.

<http://dx.doi.org/10.1016/j.lindif.2016.06.012>

Cheng, R. W.-y., **Shu, T-M.**, Zhou, N., Lam, S.-f. (2015). Motivation of Chinese learners: An integration of etic and emic approaches. In R. B. King, & A. B. I. Bernardo (Eds.), *The Psychology of Asian Learners: A Festschrift in Honor of David Watkins* (pp. 355-368). Springer Asia. [http://dx.doi.org/10.1007/978-981-287-576-1\\_22](http://dx.doi.org/10.1007/978-981-287-576-1_22)

Tam, K-P., **Shu, T-M.**, Ng, H. K-S., & Tong, Y-Y. (2013). Belief about immutability of moral character and punitiveness toward criminal offenders. *Journal of Applied Social Psychology*, 43, 603-611.

Ng, H. K-S., Tam, K-P., & **Shu, T-M.** (2013). Narcissism and punitiveness in a non-ego-threatening condition. *Personality and Individual Differences*, 54, 442-446.

<http://dx.doi.org/10.1016/j.paid.2012.10.015>

Ng, H. K-S., Tam, K-P. & **Shu, T-M.** (2011). The money attitude of covert and overt narcissists. *Personality and Individual Differences*, 51, 160-165. <http://dx.doi.org/10.1016/j.paid.2011.03.036>

**Shu, T-M.**, & Lam, S.-f. (2011). Are success and failure experiences equally motivational? An investigation of regulatory focus and feedback. *Learning and Individual Differences*, 21, 724-727.

<https://doi.org/10.1016/j.lindif.2011.08.002>

### **Working Papers:**

Chan, H. I., Feldman, D. B., & **Shu, T-M.** (*under review*). The relationships of hope and negotiable fate with sleep quality among university students in Hong Kong. *International Journal of Psychology*.

Yau, O.K.T., & **Shu, T-M\***. (*under review*). Negotiable fate-student engagement relationship in higher education: The mediation role of hope for success and fear of failure. *Current Psychology*.

**\*Correspondence author**

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## **CONFERENCE PRESENTATIONS**

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Ge, J., Feldman, D. B., & **Shu, T-M.** (2022, April). *Hope and intrinsic academic motivation in Asian American and White college students*. Poster session presented at the Western Psychological Association Convention, Portland, United States.

**Shu, T-M.**, Tam, K-P., Chan, S. M-p., Kwok, Y-Y., & Lam, H. H-W. (2016, July). *When will the better-off others be perceived as role models and be motivating?* Paper session presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.

**Shu, T-M.**, & Lam, S.-f. (2011, July). *Is making upward social comparison always bad? The effects of self-evaluation and regulatory focus on motivation*. Paper session presented at the 12<sup>th</sup> European Congress of Psychology, Istanbul, Turkey.

**Shu, T-M.**, & Lam, S.-f. (2006, July). *The role of regulatory focus in the relations between success/failure feedback and achievement motivation*. Poster session presented at the 26th International Congress of Applied Psychology, Athens, Greece.

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## **TEACHING AND RESEARCH GRANTS**

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### **University Micro-Module Courseware Development Grant, Scheme 2: Studies in Foundation Courses, CUHK | 2016-17**

Project title: Development of micro-modules for the implementation of flipped classroom activities in Introductory College General Education Courses, *HKD\$100,000* (Co-I)

### **Direct Grant for Research, Research Committee Funding, CUHK | 2013-14**

Project title: The effects of role model and upward comparison on the self, *HKD\$32,400* (PI)

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## **HONORS AND AWARDS**

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Outstanding Tutor Award, Department of Psychology, University of Hong Kong, 2010 – 2011

Erik Kvan Postgraduate Scholarship, University of Hong Kong, 2010 – 2011

Outstanding Poster Presentation, Research Postgraduate Conference, Faculty of Social Science, University of Hong Kong, 2006

Dean's Honor List, Faculty of Social Science, University of Hong Kong, 2002 & 2003

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## **PROFESSIONAL SERVICES**

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### **Content Author | Apr – Jun 2021**

Hooley/Nock/Butcher's Abnormal Psychology (18th edition, global edition), published by Pearson Higher Education, United Kingdom (creation of MCQ for the online learning platform Revel)

### **Textbook Reviewer | Jun – Aug 2020**

Hooley/Nock/Butcher's Abnormal Psychology (18th edition, global edition, published by Pearson Higher Education, United Kingdom

### **Innovative Teachers group, Center for Learning Enhancement and Research, Chinese University of Hong Kong | Aug 2015 – Jan 2022,**

### **Ad-hoc Reviewer for peer-reviewed journals**

Perspectives in Psychological Science, Learning and Individual Differences, Journal of Pacific Rim Psychology, Asian Journal of Social Psychology

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## **PROFESSIONAL MEMBERSHIPS**

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Registered Psychologist (RP), The Hong Kong Psychological Society Ltd. | 2024 – *present*

Associate Fellow, The Hong Kong Psychological Society Ltd. | 2024 – *present*