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<https://stemeducationjournal.springeropen.com>

Editor-in-Chief, *Journal for STEM Education Research* (Springer)

<https://link.springer.com/journal/41979>

Biographical Sketch

Yeping Li, Ph.D., is a professor of mathematics and STEM education at Texas A&M University (TAMU). He has been on the faculty since 2006, having previously served in the Department of Mathematics and Statistics at the University of New Hampshire, Durham. As a student and teacher in China, he majored in mathematics at Hangzhou Normal University, where he was trained to become a secondary school mathematics teacher, a role he fulfilled for four years. He then earned a Master of Education in Mathematics Education from the Mathematics Department at Beijing Normal University, after which he was hired as a lecturer in the same department. He later came to the United States for advanced studies and obtained a Ph.D. in Cognitive Studies in Education, with a concentration in mathematics education, from the University of Pittsburgh.

His research draws on extensive cross-cultural experience in mathematics education, offering a unique lens to examine how curriculum, teaching, and teacher education influence student achievement both within and across educational systems. He has made important contributions to the field through his collaborative research and co-edited works. He has pioneered a transformative perspective on mathematics as a foundational component of STEM (science, technology, engineering, and mathematics), promoting multidisciplinary and interdisciplinary research and practice in STEM education. His prominence in this emerging field is demonstrated by his role in leading two top research journals in STEM education, which are now key platforms for sharing multidisciplinary and interdisciplinary research in the field worldwide.

He is a prolific scholar with regular contributions to SSCI journals, refereed books and professional conference proceedings. He has published several major scholarly works, including *Transforming Mathematics Instruction* (Springer, 2014) and *Mathematics Curriculum in School Education* (Springer, 2014), both of which are significant international research collaborations in the field. His work, *Expertise in Mathematics Instruction* (Springer, 2011), was the first to provide a comprehensive picture of the components making up this elusive competence and their contributions to the teaching process across various systems and cultural contexts. He is the Founding Editor-in-Chief of the *International Journal of STEM Education* (ranked #1 in STEM education among SSCI journals) and the *Journal for STEM Education Research* (ranked #2 in STEM education based on Scopus CiteScore). His editorial roles also included Associate Editor for *School Science and Mathematics* and guest editorships for several others including *ZDM-Mathematics Education* and *International Journal of Educational Research*. In addition, he has founded three book series: the Springer Book Series *Advances in STEM Education* and two Brill/Sense Series, *Advances in Teaching and Teacher Education* and *Mathematics Teaching and Learning*. He published 18 volumes in mathematics and STEM education and teacher education with international publishers such as Springer, Routledge, Brill/Sense, and Beijing Normal University Publishing House.

He has delivered keynote addresses internationally (e.g., China, Hong Kong, South Korea, Taiwan). His initiatives and collaborations are evident in his leadership and organization of national and international gatherings and award in mathematics education. In 2015, he established an international award, “*The Award for Interdisciplinary Excellence in Mathematics Education*” to recognize individuals whose work has made a lasting impact on advancing math education as an interdisciplinary field that connects mathematics, educational studies, and practice. He was a key organizer of a series of national workshops titled “Mathematics Matters in Education,” which brought together mathematicians, mathematics educators, teachers, and educational researchers in the United States. Additionally, he organized a sequence of international seminars on mathematics education that facilitated research exchanges among mathematicians and mathematics educators from China and the United States. He is frequently invited to chair study groups or deliver lectures at International Congress on Mathematics Education (ICME) and often organizes and chairs research symposia and sessions at professional conferences, both nationally and internationally.

In 1986, he received the Outstanding Teacher Award just two years after becoming a mathematics teacher at Yanzhou Secondary School in China. He served as Executive Head of the Department of Teaching, Learning and Culture from 2011 to 2015, where he played a key role in fostering excellence and driving changes within the organization. His articles have frequently ranked among the most downloaded and/or cited in the *International Journal of STEM Education* and the *Journal for STEM Education Research*. In 2022, CNKI (China National Knowledge Infrastructure, Beijing) identified three of his articles among the top 1% most downloaded. Additionally, he has been named by Stanford University as Top 1% most-cited scientist in Education since 2023, and a Top Scholar by ScholarGPS, with his research contributions placing him in the top 0.5% of scholars worldwide. In 2025, he received Springer/Nature’s Editor of Distinction Awards in both the Editorial Contribution Award and Author Service Award categories. He is also a recipient of the Senior Scholar Research Excellence Award from TAMU’s College of Education and Human Development.