

## CURRICULUM VITAE

### Xin TANG

-School of Education, Shanghai Jiao Tong University, China

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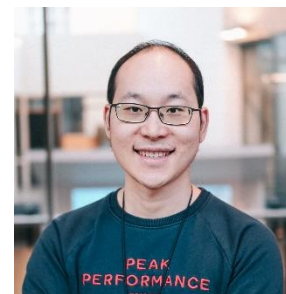
- <https://researchportal.helsinki.fi/en/persons/xin-tang>

- <https://publons.com/researcher/1743563/xin-tang/>

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- [https://www.researchgate.net/profile/Xin\\_Tang3](https://www.researchgate.net/profile/Xin_Tang3)

- <https://scholar.google.fi/citations?user=mlBEMRYAAAAJ&hl=en>



### WORKING EXPERIENCES

- 2022.8- present Associate Professor, School of Education, Shanghai Jiao Tong University, China
- 2022.6- present Title of Docent (Associate Professor; Lifetime Honorary Adjunct Professor), Faculty of Educational Sciences, University of Helsinki, Finland
- 2021.12- present Title of Docent (Associate Professor; Lifetime Honorary Adjunct Professor), Faculty of Education and Psychology, University of Jyväskylä, Finland
- 2021.10- 2022.8 University Researcher, Faculty of Educational Sciences, University of Helsinki, Finland
- 2018.1- 2021.9 Post-doc Researcher, Faculty of Educational Sciences, University of Helsinki, Finland
- 2021.9- 2021.11 Visiting Researcher, Tsinghua Laboratory of Brain and Intelligence, Tsinghua University, China
- 2018.7- 2018.8 Visiting Researcher, Institute for Positive Psychology in Education, Australian Catholic University, Australia

### EDUCATION AND QUALIFICATIONS

- 2022.6- present Title of Docent (Associate Professor; Lifetime Honorary Adjunct Professor), Faculty of Educational Sciences, University of Helsinki, Finland
- 2021.12- present Title of Docent (Associate Professor; Lifetime Honorary Adjunct Professor), Faculty of Education and Psychology, University of Jyväskylä, Finland
- 2013.9 - 2017.12 Ph.D. (Psychology), Department of Psychology, University of Jyväskylä, Jyväskylä, Finland
- 2010.9 - 2013.6 M.Ed. in Developmental Psychology, Research Center of Learning Science, Southeast University, Nanjing, China
- 2005.9 - 2009.6 B.S. in Information and Computing Science (also called as Computing Mathematics), Fujian Agriculture and Forestry University, Fuzhou, China

### RESEARCH INTERESTS

Motivation and Engagement, Teaching, Wellbeing.

In general, I am interested in understanding how students are motivated to learn, engaged in the school, grown well in school life, and how the school environment and teaching practices can help them to reach those.

### ACADEMIC SERVICES

- **Consulting Editor:** *Educational Psychology* (SSCI Q2)
- **Guest Editor:** *Frontiers in Psychology* (SSCI Q2)
- **Editorial Board:** *Journal of Youth and Adolescence* (SSCI Q1); *Journal of Applied Developmental Psychology* (SSCI Q2); *Frontiers in Psychology* (SSCI Q2)
- **Division manager,** IAAP-Division 5 Education, Instructional & School Psychology for ICAP 2023
- **Ad Hoc Reviewer** for over a dozen of journals: e.g., *Journal of Educational Psychology*, *European Psychologist*, *Journal of Youth and Adolescence*, *Journal of Positive Psychology*. For the comprehensive list, see <https://publons.com/researcher/1743563/xin-tang/>
- **Reviewer for Foundations:** *John Templeton Foundation*
- **Members in** AERA (American Educational Research Association), EARLI (European Association for Research on Learning and Instruction), EARA (European Association for Research on Adolescence), ISSBD (International Society for the Study of Behavioural Development), IAAP (International Association of Applied Psychology)

## PAPERS UNDER WORKING

+ Student (co-)supervised/guided; \*Corresponding author; †co-first author

**Tang, X.**, Chen, I, Lavonen, J., Schneider, B., Krajcik, J., & Salmela-Aro, K. (to be submitted). Optimal Learning Moments in Finnish and US Science Classrooms: A Network Analysis Approach.

Huang, H.+ †, **Tang, X.** †\*, Zhang, Y., Sun, Y., Zhang, X. & Salmela-Aro, K. (under review). The Impact of Covid-19 on Math Learning: Socioeconomic Status, Parental Involvement and Adolescents' Educational Aspiration.

Lee, H.\* †, **Tang, X.** †, Alvarez-Vargas, D., Bailey, D., Yang, J., Safavian, N., Gaspard, H., Simpkins, S., Salmela-Aro, K., Eccles, J., & Wigfield, A. (ready for submission). Examining the Interplay of Students' Expectancies and Values with Networks and Directed Acyclic Graphs.

Fang, Y.+\*, **Tang, X.\***, & Salmela-Aro, K. (to be submitted). Early Career Gender Differences in Job Burnout Trajectories: Roles of Work-, Family-, and Financial- Resources.

## PUBLICATIONS IN ENGLISH

†co-first author; + Student (co-)supervised/guided; \*Corresponding author

1. Olive, K.+\*, **Tang, X.\***, Loukomies, A., Juuti, K. & Salmela-Aro, K. (2022). Elementary School Students' Gendered Motivation Profiles, Achievement and STEM Aspiration. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.954325> (SSCI, JCR 2021 Q1, IF: 4.232, JCI 2021 Q1)
2. **Tang, X.** \*†, Lee, H. †, Wan, S., Gaspard, H., & Salmela-Aro, K. (2022). Situating expectancies and subjective task values across grade levels, domains, and countries: A network approach. *AERA Open*. <https://doi.org/10.1177/23328584221117168> (SSCI, JCR 2021 Q2, IF: 3.427, JCI 2021 Q1)
3. Wang, S., Jiang, J., **Tang, X.**, Lu, F. (2022). New Advances in Grit Research: A Multidisciplinary Perspective. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.967591> (SSCI, JCR 2021 Q1, IF: 4.232, JCI 2021 Q1)
4. **Tang, X.\***, Renninger, K. A., Hidi, S., Murayama, K., Lavonen, J., & Salmela-Aro, K. (2022). The differences and similarities between curiosity and interest: Meta-analysis and network analyses. *Learning and Instruction*, 80, 101628. <https://doi.org/10.1016/j.learninstruc.2022.101628> (SSCI, JCR 2021 Q1, IF: 6.636, JCI 2021 Q1)
5. Guo, J. \*†, **Tang, X.** \*†, Marsh, H., Parker, P., Basarkod, G., Baljinder, S., Ranta, M. & Salmela-Aro, K. (2022). The roles of social-emotional skills in students' academic and life success: A multi-informant and

- multicohort perspective. *Journal of Personality and Social Psychology*. <http://dx.doi.org/10.1037/pspp0000426> \*equal contribution, and co-first author and corresponding author (SSCI, JCR 2021 Q1, IF: 8.46, JCI 2021 Q1)
6. **Tang, X.**, Upadyaya, K., Toyama, H., Kasanen, M. & Salmela-Aro, K. (2022). Assessing and Tracking Students' Wellbeing through an Automated Scoring System: School Day Wellbeing Model. In Niemi, H., Pea, R. & Lu, Y. (eds.), *AI in Learning: Designing the Future*. Springer Nature. [https://doi.org/10.1007/978-3-031-09687-7\\_4](https://doi.org/10.1007/978-3-031-09687-7_4)
  7. Salmela-Aro, K., **Tang, X.**, & Upadyaya, K. (2022). Study Demands–Resources Model of Student Engagement and Burnout. In Reschly, A. L. & Christenson, S.(eds.), *Handbook of Research on Student Engagement, second edition*. Springer. [https://doi.org/10.1007/978-3-031-07853-8\\_4](https://doi.org/10.1007/978-3-031-07853-8_4)
  8. Jiang, W.+ †, **Tang, X.** †, Ye, J., & Jiang, J.\* (2022). What Drives Daily Perseverance and Passion? Grit, Conscientiousness, and Goal Pursuit Experiences. *Personality and Social Psychology Bulletin*. <https://doi.org/10.1177/01461672221076970> (SSCI, JCR 2020 Q1, IF: 4.376, JCI 2020 Q1) †equal contribution, co-first author
  9. **Tang, X.\***, Kikas, E., Pakarinen, E., Laursen, B., & Lerkkanen, M.-K. (2022). Longitudinal Associations between Third-grade Teaching Styles and Sixth-grade Reading Skills: A Three-year Follow-up Study. *Journal of Research in Reading*. <https://doi.org/10.1111/1467-9817.12385> (SSCI, JCR 2020 Q2, IF: 2.54, JCI 2020 Q2)
  10. Maestres, S.+ , Marias Dezendorf R., **Tang, X.**, Salmela-Aro, K.\* , Bartz, K., Juuti, K., Lavonen, J., Krajcik, J., & Schneider, B.\* (2022). US and Finnish High School Science Engagement During the Covid-19 Pandemic. *International Journal of Psychology*, 57(1), 73–86. <https://doi.org/10.1002/ijop.12784> (SSCI, JCR 2020 Q3, IF: 2.00, JCI 2020 Q2)
  11. Teuber, Z.\* †, **Tang, X.\*** †, Sielemann, L., Otterpohl, N., & Wild, E. (2022). Autonomy-related Parenting Styles and Their Effects on Adolescents' Academic and Psychological Development: A Longitudinal Person-Oriented Analysis. *Journal of Youth and Adolescence*, 51(7), 1333–1353. <https://doi.org/10.1007/s10964-021-01538-5> (SSCI, JCR 2020 Q1, IF: 4.381, JCI 2020 Q1)
  12. Salmela-Aro, K.\* †, **Tang, X.** †, Symonds, J., † & Upadyaya, K. † (2021). Student Engagement in Adolescence: A Scoping Review of Longitudinal Studies 2010-20. *Journal of Research on Adolescence*, 31(2), 256–272. <https://doi.org/10.1111/jora.12619> (SSCI, JCR 2020 Q1, IF: 3.26, JCI 2020 Q1)
  13. **Tang, X.\***, & Salmela-Aro, K. (2021). The Prospective Role of Epistemic Curiosity in National Standardized Test Performance. *Learning and Individual Differences*, 88, 102008. <https://doi.org/10.1016/j.lindif.2021.102008> (SSCI, JCR 2020 Q2, IF: 3.139, JCI 2020 Q2)
  14. Vilhunen, E. +\*, **Tang, X.**, Juuti, K., Lavonen, J., & Salmela-Aro, K. (2021). Instructional Activities Predicting Epistemic Emotions in Finnish Upper Secondary School Science Lessons: Combining Experience Sampling and Video Observations. In O. Levrini, G. Tasquier, T. Amin, L. Branchetti, & M. Levin (Eds.), *Engaging with Contemporary Challenges Through Science Education: Selected Papers from the ESERA 2019 Conference (pp. 317–329)*. Springer. [https://doi.org/10.1007/978-3-030-74490-8\\_25](https://doi.org/10.1007/978-3-030-74490-8_25)  
++ Selected Best 25 Papers From 1600 Contributions in the ESERA 2019 conference
  15. Teuber, Z.+\*, **Tang, X.\***, Salmela-Aro, K., & Wild, E. (2021). Assessing Engagement in Chinese Upper Secondary School Students Using the Chinese Version of the Schoolwork Engagement Inventory: Energy, Dedication, and Absorption (CEDA). *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.638189> (SSCI, JCR 2020 Q2, IF: 2.99, JCI 2020 Q2)
  16. **Tang, X.\***, Upadyaya, K., & Salmela-Aro, K. (2021). School burnout and psychosocial problems among adolescents: Grit as a resilience factor. *Journal of Adolescence*, 86, 77–89.

- <https://doi.org/10.1016/j.adolescence.2020.12.002> (SSCI, JCR 2020 Q2, IF: 3.256, JCI 2020 Q2)
17. **Tang, X.\***, Wang, M. T., Parada, F., & Salmela-Aro, K. (2021). Putting the Goal Back into Grit: Academic Goal Commitment, Grit, and Academic Achievement. *Journal of Youth and Adolescence*, 50(3), 470–484. <https://doi.org/10.1007/s10964-020-01348-1> (SSCI, JCR 2020 Q1, IF: 4.381, JCI 2020 Q1)
  18. Tuovinen, S.+†, **Tang, X.\*†** & Salmela-Aro, K. (2020). Introversion and Social Engagement: Scale Validation, Their Interaction, and Positive Association with Self-Esteem. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.590748> (SSCI, JCR 2020 Q2, IF: 2.99, JCI 2020 Q2)
  19. Romano, L.+\*, **Tang, X.**, Hietajärvi L., Salmela-Aro, K. & Fiorilli, C. (2020). Students' Trait Emotional Intelligence and Perceived Teacher Emotional Support in Preventing Burnout: The Moderating Role of Academic Anxiety. *International Journal of Environmental Research and Public Health*, 17(13), 4771. <https://doi.org/10.3390/ijerph17134771> (SSCI, JCR 2020 Q1, IF: 3.39, JCI 2020 Q2)
  20. **Tang, X.\***, Wang, M. T., Guo, J., & Salmela-Aro, K. (2019). Building Grit: The Longitudinal Pathways between Mindset, Commitment, Grit, and Academic Outcomes. *Journal of Youth and Adolescence*, 48(5), 850-863. <https://doi.org/10.1007/s10964-019-00998-0> (SSCI, JCR 2020 Q1, IF: 4.381, JCI 2020 Q1)  
 ++Journal's top ten influential papers in year 2019 (rank 4/10);  
<https://www.springer.com/journal/10964/updates/17874080>
  21. Guo, J.\*, **Tang, X.**, & Xu, K. M. (2019). Capturing the Multiplicative Effect of Perseverance and Passion: Measurement Issues of Combining Two Grit Facets. *Proceedings of the National Academy of Sciences*, 116(10), 3938–3940. <https://doi.org/10.1073/pnas.1820125116> (SCI, JCR 2020 Q1, IF: 11.205, JCI 2020 Q1)
  22. **Tang, X.\***, Pakarinen, E., Lerkkanen, M.-K., Muotka, J., & Nurmi, J.-E. (2019). Longitudinal Associations of First-grade Teaching with Reading Development in Early Primary School. *Journal of Applied Developmental Psychology*, 63, 23–32. <https://doi.org/10.1016/J.APPDEV.2019.05.002> (SSCI, JCR 2020 Q2, IF: 2.412, JCI 2020 Q3)
  23. Kikas, E.\*, **Tang, X.** (2018). Child-Perceived Teacher Emotional Support, its Relations with Teaching Practices and Task Persistence. *European Journal of Psychology of Education*, 34(2), 359–374. <https://doi.org/10.1007/s10212-018-0392-y> (SSCI, JCR 2020 Q2, IF: 2.663, JCI 2020 Q2)
  24. **Tang, X.\***, Kikas, E., Pakarinen, E., Lerkkanen, M.-K., Muotka, J., & Nurmi, J.-E. (2017). Profiles of teaching practices and reading skills at the first and third grade in Finland and Estonia. *Teaching and Teacher Education*, 64, 150–161. <https://doi.org/10.1016/j.tate.2017.01.020> (SSCI, JCR 2020 Q1, IF: 3.272, JCI 2020 Q1)
  25. **Tang, X.\***, Pakarinen, E., Lerkkanen, M.-K., Kikas, E., Muotka, J., & Nurmi, J.-E. (2017). Validating the early childhood classroom observation measure in first and third grade classrooms. *Scandinavian Journal of Educational Research*, 61(3), 275-294. <https://doi.org/10.1080/00313831.2015.1120237> (SSCI, JCR 2020 Q3, IF: 1.829, JCI 2020 Q1)
  26. **Tang, X.\*** (2015). Untangling the complex reasons behind success in the PISA test – An essay on Finnish education and Chinese education. *CEREC Working Paper Series*.

## PUBLICATIONS IN OTHER LANGUAGE

1. **Tang, X.\*** (in press). Kiinnostuksen ja uteliaisuuden ainutlaatuisuus sekä rooli oppimisessa. In Juuti, K., Lavonen, J. & Salmela-Aro, K. (Eds.), *Projektioppiminen luonnontieteissä*. Gaudeamus, Helsingin yliopisto.
2. **Tang, X.\*** (2018). Opetuskäytänteet ja niiden yhteys lukutaidon kehitykseen ensimmäisinä kouluvuosina. Oppimisen ja oppimisvaikeuksien erityislehti: *NMI-bulletin*, 28 (3), 5-10.
3. Cai, Y., Tian, M., **Tang, X.**, & Teng, J. (2017). What have been changed in the most recent Finnish

- curriculum reform? *Teacher's Journal*, 1, 90-93. (in Chinese)
4. Cai, Y., Tian, M., **Tang, X.**, & Teng, J. (2016). From centralization to decentralization, from standardization to individualization: A historical review on a series of Finnish curriculum reforms. *Teacher's Journal*, 12, 87-90. (in Chinese)
  5. **Tang, X.\*** (2015). Suomalainen ja kiinalainen koulutusjärjestelmä PISA-tutkimuksessa menestymisen taustalla. *NMI-Bulletin*, 25 (2), 4-9.
  6. Deng, H.\*, Chen, H., Zhong P., **Tang, X.**, Liang Z. (2013). Concurrent and longitudinal study on self-esteem's buffering the effect of stressful events on early adolescents' depression. *Psychological Development and Education*, 29(2), 200-207. (in Chinese)
  7. Ding, X., Zhang, G., Liang, Z.\*, Deng, H., **Tang, X.**, Liu Y. (2013). The relation among behavioral inhibition, maternal parenting and toddlers' behavioral problem. *Psychological Development and Education*, 29(2), 174-182. (in Chinese)
  8. **Tang, X.**, Liang, Z.\*, Deng, H., Ye, M., Lu, Z. (2012). Association between parental emotion-related socialization behaviors and adolescents' peer social skills: Moderated by parenting style. *Advances in Psychology*, 2(3), 141-148. (in Chinese)

## DOCTORAL DISSERTATION

- **Tang, X.** (2017). *Teaching practices in early primary school: dimensions, patterns and consequences*. Jyväskylä, Finland: University of Jyväskylä. Jyväskylä studies in education, psychology and social research, 601 (ISBN 978-951-39-7263-9). <http://urn.fi/URN:ISBN:978-951-39-7263-9>
  - Doctoral dissertation reviewed and approved by Deborah Stipek (Stanford University) and Antje Von Suchodoletz (New York University, Abu Dhabi)

## RESEARCH FUNDING AND GRANTS

- 2022.10-2025.9, 青少年学业好奇心与学业坚持性的发展和促进研究 (22PJC057), 上海市浦江人才计划, 15万人民币, 负责人
- 2022.1-6, research collaboration grant, Innovative joint effort in combating school burnout in Finland and China, GINTL Finland, 15 000 €, **PI Xin Tang**
- (Ranked #3 in the panel [proposal score 5/6, competence score 6/6], unfunded 2021-2024), CuriStudent, Academy of Finland, 280 000 €, **PI Xin Tang**
- 9.2021 – 12.2024, research grant, EduRESCUE, Academy of Finland, 3.77 M € (600 K € for our WP), PI Marja-Kristiina Lerkkanen, Co-PI Katariina Salmela-Aro & Marja Vauras
  - **Core member, proposal writer**, project designing
- 1.7.2020-31.12.2021, research grant, School of Psychology, Central China Normal University, 50 000 ¥, **PI Xin Tang**
- 4.2021 – 4.2024, research training grant, G-versity, EU Horizon 2020 research and innovation programme
  - **Deputy supervisor** at University of Helsinki
- 2.2021 – 11.2024, research grant, ClimComp, Academy of Finland, 1.7 M € (490 K € for our WP), PI Markku Kulmala, Co-PI Katariina Salmela-Aro & Hilppa Gregow
  - **Core member, proposal writer**, project designing
- 1.1.2020 – 31.12.2021, research grant, AI in learning project, Business Finland, 1.5 M € (250 K € for our WP), PI Hannele Niemi, Co-PI Katariina Salmela-Aro



- **Co-group leader** and coordinator for the WP Wellbeing and Lifelong Learning
- project coordinating, reporting, model building, data collection and analyses, paper writing
- 1.9.2017-31.8.2022, research grant, [Bridging the Gaps project](#), Academy of Finland, 280 000 €, PI Katariina Salmela-Aro
  - study design, data collection and analyses, paper writing, student supervising and guiding
- 1.1.2016-31.12.2021, research grant, [Crafting Optimal Learning in Science Environments – PIRE project](#), Academy of Finland, 753 437 €, PI Katariina Salmela-Aro, co-PI Jari Lavonen
  - study design, data collection and analyses, paper writing, student supervising and guiding
- 1.7.2017-31.12.2017, research and study grant, Department of Psychology, University of Jyväskylä, 10 200 €, PI **Xin Tang**
- 1.3.2016-1.5.2016, research grant, Shanghai Academy of Educational Sciences, 1000 €, PI **Xin Tang**

## TEACHING EXPERIENCE AND PEDAGOGICAL TRAINING

### Teaching

- 18.1– 11.3.2022, responsible teacher, *EDUMCE06 Educational Psychology as an Engine for Change* (5 Credits), Faculty of Educational Sciences, University of Helsinki
- 3.11 – 17.12.2021, co-responsible teacher, *EDUM003 Advanced Research Methods* (5 Credits), Faculty of Educational Sciences, University of Helsinki
- 1.9 - 31.10.2021, co-responsible teacher, *EDUM001 Topic Issues in Educational Research* (5 Credits), Faculty of Educational Sciences, University of Helsinki
- 19.1 - 26.2.2021, co-Instructor, *Oppiminen ja yksilö* (EDUM323; 5 Credits), Faculty of Educational Sciences, University of Helsinki
- 13-20.12.2020, Guest Lecturer, *Psychology in Europe*, School of Psychology, Central China Normal University
- 11.2020 - 1.2021, co-responsible teacher, *Culture, Communication and management: A psychological Perspective*, School of Psychology, Central China Normal University
- 07.09.20 - present, co-Instructor, *Graduates thesis seminar* (Pro gradu-tutkielma; 35 Credits), Master's Programme in Education, Faculty of Educational Sciences, University of Helsinki
- 05.09.19 - 27.4.20, co-Instructor, *Graduates thesis seminar* (Pro gradu-tutkielma; 35 Credits), Master's Programme in Education, Faculty of Educational Sciences, University of Helsinki
- 17.01.19 - 27.02.19, co-Instructor, *Learning and developmental psychology* (5 Credits), Bachelor's Programme in Education, Faculty of Educational Sciences, University of Helsinki
- 04.09.18 - 15.05.19, co-Instructor for *Graduates thesis seminar* (Pro gradu-tutkielma; 35 Credits), Master's Programme in Education, Faculty of Educational Sciences, University of Helsinki
- 7.2010 - 8.2010, Instructor for primary and secondary school students, Xueya Educational training school, Changsha, China

### Pedagogical Training

- 13.1 - 17.4.2022, *YA3 Pedagogical Leadership and Development of University Teaching* (5 ETCS), Centre for University Teaching and Learning (HYPER), University of Helsinki

- 23.4 - 1.6.2021, *Assessment and Feedback*, Staff Training in Faculty of Educational Sciences, University of Helsinki
- 15.4 - 29.4.2021, *Approaches to Academic Leadership*, Research Management Support, University of Helsinki
- 11.3 - 29.4.2021, *UP2.1 Constructive Alignment in Course Design (5 Credits)*, Centre for University Teaching and Learning (HYPE), University of Helsinki
- 19.1 - 3.3.2021, *UP1 Learning in Higher Education (5 Credits)*, Centre for University Teaching and Learning (HYPE), University of Helsinki
- 04.05.20 - 20.05.20 Trained and certified by *Teaching Through English (TTE; 5 Credits)*, Language Center, University of Helsinki

## SUPERVISING EXPERIENCE

- **Doctoral students:**
  - Kezia Olive (2021- 2022; University of Helsinki; Marie-Curie Innovative Training Networks Fellow)
  - Yirou Fang (2021- 2022; University of Helsinki; Marie-Curie Innovative Training Networks Fellow)
  - Anne Lakkavaara (2019-2022; University of Helsinki; Funding recipient from Jenny and Antti Wihuri Foundation 2020; success rate 8%)
- **Master students:** Sanna Tuovinen (2018-2019; University of Helsinki; Graduated on 5.2019, master thesis was adapted into an article published in *Frontiers in Psychology*)
- **Bachelor students:** 6 bachelor theses (2018, Lvliang University), 5 bachelor theses (2019, Lvliang University)

## ADMINISTRATIVE SERVICE

- 2021-2022, Member of steering group for international master program Changing Education, Faculty of Educational Sciences, University of Helsinki
  - <https://www.helsinki.fi/en/admissions/degree-programmes/changing-education-masters-programme>
  - My duties: Application admission, External Relationship, Marketing, Curriculum, etc.
- 2022-2022, Member of steering group for Doctoral Programme in Cognition, Learning, Instruction and Communication (CLIC), University of Helsinki
  - <https://www.helsinki.fi/en/admissions-and-education/apply-doctoral-programmes/doctoral-schools-and-doctoral-programmes/doctoral-school-humanities-and-social-sciences/doctoral-programme-cognition-learning-instruction-and-communication>

## CONFERENCE PAPERS OR POSTERS

1. **Tang, X.\***, Chen, I-C., Schneider, B., Lavonen, J., Krajcik, J., & Salmela-Aro, K. (2022.4). *Optimal Learning Moments in Finland and US Science Class: Co-occurrence Network Analysis*. Paper accepted by 2022 American Educational Research Association (AERA) conference, San Diego, CA, USA.
2. **Tang, X.\*** & Salmela-Aro, K. (2021.8). *Networks of Expectancies-Values-Costs among Finnish Adolescents:*

- Consistency across Subjects, Years, and Effects on Academic Achievement*. Paper presented at the 2021 annual meeting of the European Association for Research on Learning and Instruction (EARLI) Online due to COVID-19.
3. Lee, H., Alvarez-Vargas, D., **Tang, X.**, Bailey, D.H., Yang, J., Safavian, N., Gaspard, H., Simpkins, S., Salmela-Aro, K., Eccles, J.S., & Wigfield, A. (2021.8) *Examining Students' Expectancies and Values with Networks and Directed Acyclic Graphs*. Paper will be presented at the 2021 annual meeting of the European Association for Research on Learning and Instruction (EARLI), Online due to COVID-19.
  4. **Tang, X.\***, Renninger, K. A., Hidi, S., Murayama, K., Lavonen, J., & Salmela-Aro, K. (2021.4). *The Similarities and Differences between Curiosity and Interest, and Educational Implications*. Invited symposium paper presented at 2021 American Educational Research Association (AERA) conference, online due to COVID-19. Symposium info: *Working with Demonstrated Differences Between Curiosity and Interest: A Panel Discussion of Implications*. Organizers: Suzanne E. Hidi & K. Ann Renninger.
  5. Salmela-Aro, K. & **Tang, X.\***, (2020.9). *Grit and Academic Goal Commitment Profiles: The role of Socio-economic Status and Education Aspiration*. Invited symposium paper presented in 2020 European Association for Research on Adolescence Conference (EARA) conference, online due to COVID-19. Symposium info: *Contextual factors shaping the educational motivation and engagement among young people*. Organizers: Ingrid Schoon.
  6. **Tang, X.\*** & Salmela-Aro, K. (2020.4). *Curiosity and interest in the moment: Their networks and demarcations*. Invited symposium abstract accepted by 2020 American Educational Research Association (AERA) conference in poster symposium Affordances and Modeling of Intensive Data, San Francisco, CA, USA. Link to the paper [https://researchportal.helsinki.fi/files/138819608/aera20\\_proceeding\\_1578806.pdf](https://researchportal.helsinki.fi/files/138819608/aera20_proceeding_1578806.pdf) (Conference Canceled due to COVID-19)
  7. **Tang, X.\***, Lavonen, J., Schneider, B., Krajcik, J., & Salmela-Aro, K. (2020.4). *High school students' optimal learning moments: A network analysis approach*. Single paper accepted by 2020 American Educational Research Association (AERA) conference, San Francisco, CA, USA. Link to the paper [https://researchportal.helsinki.fi/files/138819560/aera20\\_proceeding\\_1574486.pdf](https://researchportal.helsinki.fi/files/138819560/aera20_proceeding_1574486.pdf) (Conference Canceled due to COVID-19)
  8. Vilhunen, E., **Tang, X.**, Juuti, K., Lavonen, J., Salmela-Aro, K. (2019.8). *Epistemic emotions in science classroom activities*. Paper presented in 2019 European Science Education Research Association (ESERA) conference, Bologna, Italy.
  9. **Tang, X.**, Guo, J., Wigfield, A. & Salmela-Aro, K. (2019.8). *It takes two hands to clap: Combining grit and educational-goal commitment to predict achievement*. Paper presented in 2019 The European Association for Research on Learning and Instruction (EARLI) conference, Aachen, Germany.
  10. **Tang, X.**, Wang, M. T., Guo, J., & Salmela-Aro, K. (2019.4). *The longitudinal pathway from growth mindset and goal commitment to academic outcomes: the mediation role of grit*. Paper presented in 2019 American Educational Research Association (AERA) conference, Toronto, Canada.
  11. Salmela-Aro, K., **Tang X.** & Guo, J. (2018.10). *Growth Mindset Improves Achievement Via Grit: A Three-wave Longitudinal Study*. Invited [symposium presentation](#) in SRCD 2018 Special Topic Meeting: Promoting Character Development among Diverse Children and Adolescents.
  12. **Tang, X.**, Guo, J. & Salmela-Aro, K. (2018.8). *The predictive and interactive role of grit with goal orientation in academic wellbeing*. Invited symposium presentation in 2018 International Conference on Motivation (ICM), Aarhus, Denmark.
  13. **Tang, X.**, Pakarinen, E., Viljaranta, J., Kikas, E., Lerkanen, M.-K., & Nurmi, J.-E. (2018.7). *Longitudinal associations between math-related skills, interest and self-concept from grade 3 to grade 6: A cross-country*



- study*. Invited symposium presentation in 2018 International Society for the Study of Behavioural Development (ISSBD) conference, Gold Coast, Australia.
14. **Tang, X.**, Kikas, E., Pakarinen, E., Lerkkanen, M.-K., & Nurmi, J.-E. (2018.7). *What Do Different Teaching Styles Do to Reading Skill Development? A Three-Year Follow-up Study*. Poster presented in 2018 International Society for the Study of Behavioural Development (ISSBD) conference, Gold Coast, Australia.
  15. **Tang, X.**, Pakarinen, E., Lerkkanen, M.-K., & Nurmi, J.-E. (2017.8). *The Role of Teaching Practices in Reading Skills Development from Grade 1 to 3*. Paper presented in 2017 The European Association for Research on Learning and Instruction (EARLI) conference, Tampere, Finland.
  16. **Tang, X.**, Lerkkanen, M.-K., Kikas, E., Pakarinen, E., & Nurmi, J.-E. (2017.4). *Profiles of Teaching Practices and First and Third Graders' Reading Skills in Finland and Estonia*. Poster presented in 2017 Society for Research in Child Development (SRCD) conference, Austin, Texas, United States.
  17. **Tang, X.**, Nurmi, J.-E., Kikas, E., Pakarinen, E., Lerkkanen, M.-K., & Muotka, J. (2016, July). *Profiles of Teaching Practices and Their Associations with First and Third Graders' Reading Skills in Finland and Estonia*. Poster presented in 2016 International Society for the Study of Behavioural Development (ISSBD) conference, Vilnius, Lithuania.
  18. **Tang, X.**, Liang, Z., Deng, H. (2012, December). *Prospective relations among parental emotion-related socialization behaviors and adolescents' depression*. Abstract accepted in 15<sup>th</sup> Conference of Chinese Psychological Society, Guangzhou, Guangdong. (in Chinese)
  19. **Tang, X.** (2012, June). *Association between parental emotion-related socialization behaviors and adolescents' peer social skills: Moderated by parenting style*. Paper presented in Academic Conference of 110<sup>th</sup> Anniversary of Southeast University. (in Chinese)
  20. Deng, H., Chen, H., **Tang, X.** (2011, November). *The relationship between self-esteem and depression in early adolescents: A cross-lagged regression analysis*. Paper presented in Conference of Jiangsu Psychological Society, Changzhou, Jiangsu. (in Chinese)

#### AWARDS AND HONORS (selected)

- **Title of Docent** (2022.6), Lifetime Honorary Associate Professor, Faculty of Educational Sciences, University of Helsinki, Finland
- **Title of Docent** (2021.12), Lifetime Honorary Associate Professor, Faculty of Education and Psychology, University of Jyväskylä, Finland
- **Spotlight Emerging Scholar** (2021.4), European Association for Research on Adolescence (EARA) <https://www.earaonline.org/young-scholars/emerging-scholar-spotlight/>
- **Top ten influential papers in year 2019** (rank 4/10) in *Journal of Youth and Adolescence* <https://www.springer.com/journal/10964/updates/17874080>
- **Early Career Scholars Travel Awards-shortlist**, International Society for the Study of Behavioural Development (ISSBD) conference, 2018 July.
- **Early Career Scholars Travel Awards**, International Society for the Study of Behavioural Development (ISSBD) conference, 2016 July.
- **First Class Award** in Academic Conference of 110<sup>th</sup> Anniversary of Southeast University (2012)
- **Outstanding Student** in Southeast University (2012)
- **First Class Scholarship** and **Second Class Scholarship** in Fujian Agriculture and Forestry University (2008, 2009)

#### ACADEMIC VISITING

- **Invited talk:** Michigan State University (9.2019), Beijing Normal University (5.2019), Central China Normal University (10.2019)
- **Visiting researcher** at the Institute for Positive Psychology in Education, Australian Catholic University, Australia (2018.7-8; Dr. Jiesi Guo, Prof. Herb Marsh, and Prof. Philip Parker); Tsinghua Laboratory of Brain and Intelligence, Tsinghua University (2021.9-11; Prof. Jia Liu)