

# Yue Ma, Ph.D

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## **Educational Background**

|           |  |                                     |
|-----------|--|-------------------------------------|
| 2017-2021 | Columbia University                        | Ph.D. in Measurement and Evaluation |
| 2014-2017 | Beijing Normal University                  | M.A. in Measurement and Evaluation  |
| 2010-2014 | Beijing Normal University                  | B.A. in Education Management        |
| 2015      | University of North Carolina at Greensboro | Exchange Student                    |

## **Work Experiences**

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|---------------|--|
| 2021- present | Shanghai Jiao Tong University, Shanghai, Assistant Professor                                       |
| 2020- present | Harvard University & Peking University, Yuanpei Young Scholars Program Mentor                      |
| 2019- 2021    | Center for Technology and School Change at Columbia University, New York, USA, Graduate Researcher |

## **Selected Publications**

[1] Zhou, D., Liu, S., Zhou, H., Liu, J., & **Ma, Y\*** (2023). The association among teacher-student relationship, subjective well-being, and academic achievement: Evidence from Chinese fourth graders and eighth graders. *Frontiers in Psychology*, 14:1097094. [SSCI]

[2] **Ma, Y.** (2022). The effect of inquiry-based practices on scientific literacy: The mediating role of science attitudes. *International Journal of Science and Mathematics Education*. [SSCI]

[3] **Ma, Y.** (2022). Profiles of student attitudes toward science and its associations with gender and academic achievement. *International Journal of Science Education*, 1-20. [SSCI]

[4] **Ma, Y.** (2021). A cross-cultural study of student self-efficacy profiles and the associated predictors and outcomes using a multigroup latent profile analysis. *Studies in Educational Evaluation*, 71, 101071. [SSCI]

[5] **Ma, Y., & Qin, X. Y.** (2021). Measurement invariance of information, communication and technology (ICT) engagement and its relationship with student academic literacy: Evidence from PISA 2018. *Studies in Educational Evaluation*, 68, 100982. [SSCI]

[6] **Ma, Y. & Corter, J. E.** (2019). The effect of manipulating group task orientation and support for innovation on collaborative creativity in an educational setting. *Thinking Skills and Creativity*, 33, 100587. [SSCI]

[7] **Ma, Y. & Wei, X.** (2017). A structural model of collaborative creativity in science for middle school students. *Journal of Shanghai Educational Research*, 10, 21-26 (In Chinese).

[8] **Ma, Y. & Wei, X.** (2016). Booklet design in international large-scale assessment programs. *Educational Measurement and Evaluation*, 07, 15-19 (In Chinese).

### **Chaired and Cooperative Projects**

2022-2025 The assessment of student collaborative creative problem solving ability using big data technique, *Shanghai Pujiang Program*, PI: Yue Ma

2020-2021 Assessing students' collaborative probability problem solving ability using performance assessment: Development and use of a scoring rubric, *Dean's Grant at Teachers College, Columbia University*, PI: Yue Ma

2019-2021 Teachley problem solving assessment: Supporting teachers to assess and promote students' mathematical thinking, *Institute of Education Sciences, USA*, Main participant: Yue Ma

2019-2021 Systematic transformation of inquiry learning environment for STEM, *National Science Foundation (NSF), USA*, Participant: Yue Ma

2018-2022 Bedtime Math fun factor program, *Department of Education, USA*, Main participant: Yue Ma

2018-2019 Gender gap in mathematics achievement: A large-scale longitudinal study in Chile, *University of Chile, Chile*, Main participant: Yue Ma

### **Selected Presentations**

**Ma, Y.** & Ma, H. Profiles of Hong Kong student science attitudes and its associations with gender and science achievements. *American Educational Research Association, Virtual, April 8-12, 2021.*

Meier, E.B., Mineo, C. M., Diaz Yanez, K. G., Du, X., & **Ma, Y.** *Educational responsibility for addressing complex problems: STEM research with underserved schools. American Educational Research Association, Virtual, April 8-12, 2021.*

Winsor, S., Marcus, J., **Ma, Y.**, & Donnelly, K. Z. *The feasibility, acceptability, and effectiveness of the LoveYourBrain Yoga program on caregivers of people with traumatic brain injury. Symposium on Yoga Research, Virtual, October 19-20, 2020.*

Qin, X. Y. & **Ma, Y.** Are China's results hard to believe? A comparison of migrant and local students' mathematics performance in PISA 2018. *American Educational Research Association, Virtual, April 8-12, 2021.*

### **Honors and Scholarship**

|           |   |
|-----------|---|
| 2021      | Teaching Excellence Award<br>School of Education, Shanghai Jiao Tong University, China                            |
| 2021      | China National Award for Outstanding Students Abroad<br>China Scholarship Council, Ministry of Education of China |
| 2021      | Doctoral Dissertation Grant ( <i>selection rate: 2%</i> )<br>Teachers College, Columbia University                |
| 2017-2020 | PhD Full Fellowship ( <i>selection rate: 1%</i> )<br>Teachers College, Columbia University                        |
| 2018-2021 | International Student Scholarship<br>Teachers College, Columbia University  |
| 2020      | International Conference Award<br>Teachers College, Columbia University   |
| 2020      | Doctoral Candidate with Distinction<br>Teachers College, Columbia University                                      |
| 2015      | China National Scholarship ( <i>selection rate: 2%</i> )  |

Ministry of Education of China

**Academic Services**

Anonymous reviewer for:

Computers in Education

Frontiers in Psychology

Studies in Educational Evaluation