

## 王帅 (Shuai Wang)

长聘轨副教授、博士生导师  
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王帅，博士，长聘轨副教授，博士生导师，教育学院院长助理（分管培训），入选上海市海外高层次人才（领军人才）计划。博士毕业于美国伊利诺伊大学香槟校区 (UIUC) 教育心理系。归国前任职于美国斯坦福国际咨询研究所多年，世界最负盛名的教育类智库之一。王帅博士长期使用量化分析的研究方法，设计与评价现代教育及科技的干预手段，为教育政策的制定与执行提供实证依据。

王帅博士主持、共同主持、深度参与十余项包含美国国家自然科学基金和中、美教育部支持的课题。现任 *EJED*、*ETR&D* 等 6 本 SSCI/SCI 一区国际权威期刊编委、顾问，在美期间任美国国家自然科学基金评审。其研究受到国际媒体的关注，包含美国国家自然科学基金首页特写报道。

### ***Education 教育经历***

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|------|------------------------------------------------------------------------------------------------------------------------------|
| 2016 | <b>University of Illinois at Urbana-Champaign (UIUC), U.S.</b><br>美国伊利诺伊大学香槟校区<br>Ph.D. in Educational Psychology<br>教育心理学博士 |
| 2011 | <b>University of Illinois at Urbana-Champaign (UIUC), U.S.</b><br>美国伊利诺伊大学香槟校区<br>M.S. in Statistics<br>统计学硕士                |
| 2009 | <b>Qingdao University, CN</b><br>青岛大学<br>B.A. in English, Valedictorian<br>英语学士，校毕业致辞发言人                                     |
| 2008 | <b>Missouri State University (MSU), U.S.</b><br>美国密苏里州立大学<br>Exchange Student<br>交换学生                                        |

## ***Professional Experience 工作经历***

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- 2021-Present **Shanghai Jiao Tong University, CN**  
上海交通大学  
Assistant Dean, Tenure-track Associate Professor, Ph.D. Student Advisor  
院长助理, 长聘轨副教授, 博士生导师
- 2016-2021 **SRI International (Also Known As: Stanford Research Institute), U.S.**  
美国斯坦福国际咨询研究所  
Education Researcher  
智库研究员
- 2009-2015 **University of Illinois at Urbana-Champaign, U.S.**  
美国伊利诺伊大学香槟校区  
Lecturer and Graduate Teaching Assistant  
讲师及助教

## ***Grants 纵向课题***

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- 2023-2025 **Funding Source:** Center for Innovation and Development of Ideological and Political Work in Higher Education Institutions, Ministry of Education of the People's Republic of China (Shanghai Jiao Tong University)  
**Role:** Principal Investigator 主持  
**Project:** Advancing Scientist Spirit (#DFY-LL-2024019).  
**Amount:** ¥20,000
- 2023 **Funding Source:** Ministry of Education of the People's Republic of China  
**Role:** Principal Investigator 主持  
**Project:** Advancing Research on Digitalization in Education (#23JD20078).  
**Amount:** ¥50,000
- 2020-2021 **Funding Source:** U.S. National Science Foundation  
**Role:** Co-Principal Investigator 共同主持  
**Project:** Automated Collaboration Assessment Using Behavioral Analytics (#2016849).  
**Amount:** \$749,976
- 2019-2021 **Funding Source:** U.S. National Science Foundation  
**Role:** Co-Principal Investigator 共同主持  
**Project:** Strengthening Middle School Mathematical Argumentation through Teacher Coaching: Bridging from Professional Development to Classroom Practice (#2000545).  
**Amount:** \$2,999,775

- 2018-2021 **Funding Source:** U.S. Department of Education  
**Role:** Participant 深度参与  
**Project:** Mathematics, 3D Printing, and Computational Thinking through Work-Based Learning for Middle Schoolers (MPACT) (#U411C180070).  
**Amount:** \$3,923,862
- 2015-2019 **Funding Source:** U.S. National Science Foundation  
**Role:** Consultant 顾问  
**Project:** Collaborative Research: Investigating How English Language Learners Use Dynamic Representational Technology to Participate in Middle School Mathematical Practices (#1534626).  
**Amount:** \$1,124,073
- 2013-2017 **Funding Source:** U.S. Department of Education  
**Role:** Participant 深度参与  
**Project:** Validating the SunBay Middle School Digital Mathematics Program (#U411B130019).  
**Amount:** \$11,981,927

### ***Other Selected Funding (Amount Undisclosed) 横向课题***

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- 2023 **Funding Source:** Shanghai Teacher Institute 上海市教师教育学院（上海市教育委员会教学研究室）  
**Role:** Principal Investigator 主持  
**Project:** 2023 Governance of Shanghai teacher data (teacher information database) 2023 年教育专题数据库（教职工信息库）教师数据治理研究
- 2022 **Funding Source:** Shanghai Teacher Institute 上海市教师教育学院（上海市教育委员会教学研究室）  
**Role:** Principal Investigator 主持  
**Project:** 2022 Governance of Shanghai teacher data (teacher information database) 2022 年教育专题数据库（教职工信息库）教师数据治理研究
- 2021 **Funding Source:** Shanghai Teacher Institute 上海市教师教育学院（上海市教育委员会教学研究室）  
**Role:** Principal Investigator 主持  
**Project:** 2021 Governance of Shanghai teacher data (teacher information database) 2021 年教育专题数据库（教职工信息库）教师数据治理研究
- 2020-2021 **Funding Source:** IXL Learning

- Role:** Principal Investigator 主持  
**Project:** Evaluation of IXL Math. IXL Learning is an educational technology company that offers e-learning tools for K-12 students and teachers, with 1 in 6 students already using IXL in the U.S.
- 2017-2021 **Funding Source:** Squirrel Ai Learning  
**Role:** Principal Investigator 主持  
**Project:** Evaluation of Squirrel Ai Learning, a Chinese commercial Artificial Intelligence-based product that provides personalized and adaptive instruction to students.
- 2019-2021 **Funding Source:** Imagine Learning, Inc.  
**Role:** Participant 深度参与  
**Project:** Evaluation of Imagine Learning's Imagine Math, a web-based mathematics learning program for grades 3-8 combining adaptive instruction, a motivational system, and on-demand support from virtual teachers.
- 2017-2021 **Funding Source:** Apple, Inc.  
**Role:** Participant 深度参与  
**Project:** Evaluation of Apple One-to-One ConnectED Program.
- 2016-2021 **Funding Source:** Pearson  
**Role:** Participant 深度参与  
**Project:** Evaluation of Mastering Chemistry, a tech-based adaptive learning resource used to improve Chemistry learning among post-secondary students.
- 2016-2019 **Funding Source:** Multi-funder Initiative Led by Achieving the Dream  
**Role:** Participant 深度参与  
**Project:** Evaluation of the Open Educational Resources Degree Initiative.
- 2016-2017 **Funding Source:** Mitchell Hamline School of Law  
**Role:** Participant 深度参与  
**Project:** Evaluation of a First-of-its-kind Hybrid Law Graduate Program.
- 2016-2018 **Funding Source:** Bill and Melinda Gates Foundation  
**Role:** Participant 深度参与  
**Project:** Evaluation of the Next Generation Courseware Challenge.
- 2016-2017 **Funding Source:** Bill and Melinda Gates Foundation  
**Role:** Participant 深度参与  
**Project:** Evaluation of EdReady.
- 2016-2017 **Funding Source:** Joyce Foundation

**Role:** Participant 深度参与

**Project:** Evaluation of instructional technologies to support adult basic education programs in the instruction of basic literacy and numeracy skills.

**Peer-reviewed Publications (\* Corresponding Author) 论文、著作及咨政建议**

- [28] Liu, J., Pascarella, E., Wang, Q., Fu, J., & **Wang, S.\*** (2025). Reproduction of educational disadvantage? Examining the bachelor's degree attainment, college GPA, and graduate degree plan of non-native English-speaking students. *Journal of Language, Identity, and Education*. [SSCI, Q2]
- [27] Wang, M.†, **Wang, S.†**, Zhang, Y., Shen, S., & Feng, S.\* (2025). Peeking at low versus high achievers' problem-solving processes in interactive tasks with multiple items. *Thinking Skills and Creativity*. [SSCI, Q1] [† Co-first Author]
- [26] Li, K., & **Wang, S.** (2024). Integrating Chinese and Western mathematical cultures to enhance students' core competencies — an example of teaching “finding the zero point of a function using the bisection method.” *Maths Teaching and Learning in Senior High School*. [In Chinese]
- [25] Wang, C., Lu, C.\* , Chen, F., Liu, X., Zhao, Q., & **Wang, S.** (2024). Growth mindset mediates the relationship between computational thinking and programming self-efficacy. *Education and Information Technologies*. [SSCI, Q1]
- [24] **Wang, S.\***, Shen, S., Wang, Y., Chen, Y., & Tong, Y. (2024). Investigating satisfaction and continuance intention of a college transition and support program: An analysis targeting students admitted under preferential programs. *Research in Education Development*. [CSSCI, in Chinese]
- [23] Feng, Y., Cao, J, Cao, F., & **Wang, S.\*** (2023). The impact of technological pressure on teachers' digital teaching innovation: The moderating effects of growth mindset and TPACK. *Chinese Journal of Distance Education*. [CSSCI, in Chinese]
- [22] Murphy, R., **Wang, S.\***, Bienkowski, M., & Bhanot, R. (2023). Digital Learning Solutions for Improving Adults' Basic Skills. *Interactive Learning Environments*. [SSCI, Q1]
- [21] Summers, R., & **Wang, S.\*** (2023). Measuring a cross-sectional sample of students' intentions to engage with science and modeling associations according to two theoretical perspectives. *International Journal of Science Education*. [SSCI, Q1]
- [20] **Wang, S.\***, Christensen, C., Cui, W., Tong, R., Yarnall, L., Shear, L., & Feng, M. (2023). When adaptive learning is effective learning: Comparison of an adaptive learning system to teacher-led instruction. *Interactive Learning Environments*. [SSCI, Q1]

- [19] **Wang, S.\***, Feng, S., Shen, S., Liu, T., & Feng, Y. (2023). Policy recommendation on digitalization in education. *The General Office, Ministry of Education of the People's Republic of China*. [Policy Recommendation]
- [18] **Wang, S.\***, Li, X., & Shen, S., (2023). Secondary education (high school) in China. In: Liu, N., Feng, Z., & Wang, Q. (Eds.) *Education in China and the World*. Shanghai Jiao Tong University Press. [Book Chapter]
- [17] Griffiths, R., Mislevy, J., & **Wang, S.\*** (2022). Encouraging impacts of an open education resource degree initiative on college students' progress to degree. *Higher Education*. [SSCI, Q1]
- [16] Huang, F.†, Mislevy, J. L.†, **Wang, S.\*†**, Wei, X.†, & Zhang, X†. (2022). Editorial: Rigorous and high-quality efficacy studies of educational technology interventions. Section of Educational Psychology, appearing in both *Frontiers in Education* [ESCI] & *Frontiers in Psychology* [SSCI, Q2] [† Co-first Author; names are in alphabetical orders].
- [15] **Wang, S.\***, Griffiths, R., Christensen, C., D'Angelo, C., & Condon, K. (2022). An evaluation of a first-of-its-kind hybrid law degree program. *Journal of Computing in Higher Education*. [SSCI, Q1]
- [14] **Wang, S.\*†**, Christensen, C.†, Xu, Y., Cui, W., Tong, R., & Shear, L. (2020). Measuring Chinese middle school students' motivation using the reduced instructional materials motivation survey (RIMMS): A validation study in the adaptive learning setting. *Frontiers in Psychology*. [SSCI, Q2] [† Co-first Author]
- [13] **Wang, S.**, Perry, M.\*, Mingle, L. A., & McConney, M. (2020). Examining discourse structures in Chinese and U.S. elementary mathematics classes. *International Journal of Educational Research*, 99, 101493. [SSCI, Q1]
- [12] **Wang, S.\*†**, Bajwa, NP.†, Tong, R.†, & Kelly, H. (2020). Transitioning to online instruction. In: Burgos, D., Tlili, A., & Tabacco, A. (Eds.) *Radical Solutions for Education in a Crisis Context: COVID-19 as an Opportunity for Global Learning*. Springer. [† Co-first Author] [Book Chapter]
- [11] **Wang, S.\*†**, Christensen, C.†, McBride, E.†, Kelly, H., Cui, W., Tong, R., Shear, L., Yarnell, L., & Feng, M. (2020). Identifying gaps in use of and research on adaptive learning systems. In H. Lane, S. Zvacek, & J. Uhomobhi (Eds.), *CSEDU, Vol 1* (pp. 118-124). [† Co-first Author] [Book Chapter] [dblp index]
- [10] Tong, R.\*†, **Wang, S.\*†**, McBride, E.†, Kelly, H.†, & Cui, W.† (2020). Data, mark of a new era. In: Burgos, D. (Ed.) *Radical Solutions & Learning Analytics: Personalised Learning and Teaching through Big Data*. Springer. [† Co-first Author] [Book Chapter]

- [9] **Wang, S.\***, Feng, M., Bienkowski, M., Christensen, C. & Cui, W. (2019). Learning from an adaptive learning system: Student profiling among middle school students. In H. Lane, S. Zvacek, & J. Uhomobhi (Eds.), *CSEDU, Vol 1* (pp. 78-84). [Book Chapter] [dblp index]
- [8] Feng, M.\*, Cui, W., & **Wang, S.** (2018). Adaptive learning goes to China. In C. P. Rosé, R. Martínez-Maldonado, H. U. Hoppe, R. Luckin, M. Mavrikis, K. Porayska-Pomsta, B. McLaren, & B. du Boulay (Eds.), *AIED, Vol 10948* (pp. 89-93). Cham, Switzerland: Springer. [Book Chapter] [dblp index]
- [7] Lewis, S., Lindgren, R.\*, **Wang, S.**, & Pea, R. (2018). Learning with media: harnessing viewpoint and motion to generate fields of potential action. *Journal of Media Psychology: Theories, Methods, and Applications*, 31(3), 128-136. [SSCI, Q2]
- [6] Summers, R.\*, **Wang, S.**, Abd-El-Khalick, F., & Said, Z. (2018). Comparing Likert scale functionality across culturally and linguistically diverse groups in science education research: An illustration using Qatari students' responses to an attitude toward science survey. *International Journal of Science and Mathematics Education*, 17, 885-903. [SSCI, Q2]
- [5] Israel, M.\*, **Wang, S.**, & Marino, M. (2016). A multilevel analysis of diverse learners playing science video games: Interactions between gaming features, learning disability status, reading proficiency, and gender. *Journal of Research in Science Teaching*, 53, 324-345. [SSCI, Q1]
- [4] Lindgren, R.\*, Tscholl, M., **Wang, S.**, & Johnson, E. (2016). Enhancing learning and engagement through embodied interaction with a mixed reality simulation. *Computers & Education*, 95, 174-187. [SSCI, Q1]
- [3] Said, Z., Summers, R.\*, Abd-El-Khalick, F., & **Wang, S.** (2016). Attitudes toward science among Grades 3 through 12 Arab students in Qatar: Findings from a cross-sectional national study. *International Journal of Science Education*, 38(4), 621-643. [SSCI, Q2]
- [2] Abd-El-Khalick, F.\*, Summers, R., Said, Z., **Wang, S.**, & Culbertson, M. (2015). Development and large-scale validation of an instrument to assess Arabic speaking students' attitudes toward science. *International Journal of Science Education*, 37(16), 2637-2663. [SSCI, Q1]
- [1] Rodkin, P.\*, Hanish, L.‡, **Wang, S.‡**, & Logis, H. (2014). Why the bully/victim relationship is so pernicious: a gendered perspective on power and animosity among bullies and their victims. *Development and Psychopathology*, 26(3), 689-704. [SSCI, Q2] [‡ Co-second author]

- [6] Boyce, J., Wei, X., & **Wang, S.** (2019). *ST Math: Nonregulatory ESSA standards evidence review & What Works Clearinghouse standards review*. Menlo Park, CA: SRI International.
- [5] Griffiths, R., Boyce, J., **Wang, S.**, & Wetzel, T. (2018). *Quasi-experimental study of Mastering Chemistry: Ohio State University*. Menlo Park, CA: SRI International.
- [4] Griffiths, R., Boyce, J., **Wang, S.**, & Wetzel, T. (2018). *Study of Mastering Chemistry at selective research university*. Menlo Park, CA: SRI International.
- [3] Griffiths, R., Gardner, S., Lundh, P., Shear, L., Ball, A., Mislevy, J., **Wang, S.**, Desrochers, D., & Staisloff, R. (2018). *Participant experiences and financial impacts: Findings from year 2 of achieving the dream's OER degree initiative*. Menlo Park, CA: SRI International.
- [2] House, A., Means, B., Peters Hinton, V., Boyce, J., Wetzel, T., & **Wang, S.** (2018). *Next generation courseware challenge evaluation*. Menlo Park, CA: SRI International.
- [1] Griffiths, R., Mislevy, J., **Wang, S.**, Shear, L., Mitchell, N., Bloom, M., Staisloff, R., Desrochers, D. (2017). *Launching OER degree pathways: An early snapshot of achieving the dream's OER degree initiative and emerging lessons*. Menlo Park, CA: SRI International.

### Peer-reviewed Presentations (\*Presenting Authors) 会议报告

- [27] Shen, S.\* , **Wang, S.\***, Chen, Y., Wang, Y., & Tong, Y. (2024, April). *Satisfaction and continuance intention of an online college transition and support program for disadvantaged students*. Presented at the American Educational Research Association (AERA) Annual Conference, 2024.
- [26] Wang, M.\* , Feng, S.\* , Shen, S.\* , & **Wang, S.\*** (2024, April). *Identifying learners' frequent behavior patterns in successive virtual scientific inquiry tasks*. Presented at the American Educational Research Association (AERA) Annual Conference, 2024.
- [25] **Wang, S.\***, Christensen, C., Shen, S.\* , Wang, H., Mislevy, J., Tong, R., & Cui, W. (2024, April). *Using the Technology Acceptance Model to Understand Chinese Students' Attitudes Towards Adaptive Learning*. Presented at the American Educational Research Association (AERA) Annual Conference, 2024.
- [24] Feng, S.\* , Wang, M., **Wang, S.** & Shen, S.\* (2024, March). *Adopting a human-in-the-loop approach to detect persistence types in a guided science inquiry environment*. Presented at the National Association for Research in Science Teaching (NARST) Annual Conference, 2024.



- [23] Shen, S.\* , Summers, R.\* , & **Wang, S.\*** (2024, March). *Attitudes toward science among grades 5 through 12 students: Response profiles, background, and future intentions*. Presented at the National Association for Research in Science Teaching (NARST) Annual Conference, 2024.
- [22] **Wang, S.\*** (2022, October). *混合教学在法律研究生学位项目中的实证研究*. 第八届全国教育实证研究论坛, 中国上海.
- [21] **Wang, S.\*** (2021, October). *对于开放教育资源学位的评价*. 第七届全国教育实证研究论坛, 中国上海.
- [20] Griffiths, R.\* , Mislevy, J.\* , & **Wang, S.\*** (2021, April). *Impacts of an open education resource degree initiative on college student outcomes*. Presented at the American Educational Research Association (AERA) Annual Conference, Online.
- [19] **Wang, S.\*** (2020, December). *When is adaptive learning effective learning?* Invited to present at the 4th Global Summit on Artificial Intelligence and Big Data in Education, Beijing, China, and Online.
- [18] **Wang, S.\*** (2020, November). *Personalised and adaptive learning*. Invited to present at UNIR and Birzeit University, Online.
- [17] **Wang, S.\***, Xu, Y., Christensen, C., Cui, W., Tong, R., Thai, K., Ball, A., Shear, L. (2020, April). *Learning mathematics with an adaptive system: Relationships between student characteristics, system usability, and student motivation*. Presented at the American Educational Research Association (AERA) Annual Conference, Online.
- [16] **Wang, S.\*** (2019, November). *Mathematics across cultures: a systemic functional linguistics approach*. Presented at the Text Linguistics Conference, Qingdao, China.
- [15] **Wang, S.\***, Xu, Y., Bienkowski, M., Cui, W., Thai, K., & Tong, R. (2019, May). *Examining Chinese middle school students' motivation using the reduced instructional materials motivation survey (RIMMS): A validation study in the education technology setting*. Presented at the International conference on Artificial Intelligence and Adaptive Education (AIAED), Beijing, China.
- [14] Gardner, S.\* , Griffiths, R., Mislevy, J., Shear, L., **Wang, S.\*** , & Ball, A. (2019, April). *Open educational resources degree initiative student survey: Methods and findings*. Presented at the American Educational Research Association (AERA) Annual Conference, Toronto, Ontario.
- [13] Summers, R.\* , Hutchison, A., & **Wang, S.** (2019, April). *Exploring students' intentions to engage with science: A side-by-side comparison of two theoretical models*. Presented at the National Association for Research in Science Teaching (NARST) Annual Conference, Baltimore, MD.

- [12] **Wang, S.\***, Bienkowski, M., Cui, W., Feng, M., Pei, Y., & Yin, T. (2019, April). *Putting technology to the test: Efficacy studies of an adaptive system in China*. Presented at the American Educational Research Association (AERA) Annual Conference, Toronto, Ontario.
- [11] **Wang, S.\***, & Yin, T.\* (2019, February). *How good is good enough? Learning from rigorous evaluations of an AI-powered education system*. Presented at the DeveloperWeek, San Francisco, CA.
- [10] **Wang, S.\***, & Perry, M. (2018, July). *A quantitative approach to understand classroom discourse: hierarchical generalized linear modeling of conjunctions in mathematics lessons*. Presented at the 45th International Systemic Functional Congress (ISFC), Boston, MA.
- [9] Griffiths, R.\* , Christensen, C.\* , & **Wang, S.\*** (2018, April). *An evaluation of a first-of-its-kind hybrid law program*. Presented at the American Educational Research Association (AERA) Annual Conference, NYC, NY.
- [8] Perry, M.\* , **Wang, S.**, McConney, M., & Mingle, L. (2017, October). *Discourse structure in Chinese and U.S. elementary fractions lessons*. Presented at the Proceedings of the 39th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Indianapolis.
- [7] **Wang, S.\***, & Perry, M.\* (2016, April). *Conjunction is more than just a language unit: A comparative study of conjunctions in U.S. and Chinese mathematical lessons*. Presented at the American Educational Research Association (AERA) Annual Conference, Washington, D.C.
- [6] **Wang, S.\*** (2015, November). *Understanding communicative features in mathematics learning differences between U.S. and China through analyses of conjunctions*. Invited to present at the College of Education Mathematics Education Talks. University of Illinois, Urbana-Champaign, IL.
- [5] Lindgren, R.\* , Tscholl, M.\* , **Wang, S.\***, & Johnson, E. (2015, April). *Enhancing learning and engagement through full-body interactions with an immersive science simulation*. Presented at the American Educational Research Association (AERA) Annual Conference, Chicago, IL.
- [4] Rodkin, P., **Wang, S.**, Logis, H.\* , & Hanish, L. (2014, July). *Popularity and aggression differences in bully-victim dyads*. Presented at the International Society for the Study of Behavioral Development (ISSBD) Biennial Conference, Shanghai, China.
- [3] Israel, M.\* , **Wang, S.\***, Marino, M.\* , & Basham, J. (2014, April). *Diverse learners playing science video games*. Presented at the American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.

- [2] Johnson, E., Lindgren, R.\*, Tscholl, M., & Wang, S. (2014, April). *Metacognitive scaffolding effects on conceptual learning in a whole-body interactive simulation environment*. Presented at the American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.
- [1] Wang, S.\*, Mingle, L. A., McConney, M., & Perry, M. (2011, April). *Mathematics across cultures: Teacher-facilitated horizontal discourse in Chinese and U.S. Mathematics lessons*. Presented at the American Educational Research Association (AERA) Annual Conference, New Orleans, LA.

### ***Media Coverage and Mentions 媒体报道和提及***

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- “Breaking language barriers: supporting non-native English-speaking students.” *Times Higher Education (THE)*. 2022, December.
- “Learning futures that are adaptive to your specific needs.” *Thrive Global*. 2021, June.
- “Adopting open educational resources can help students. But it takes time, money and effort.” *EdSurge*. 2020, February.
- “Squirrel Ai Learning by Yixue Group gives a thesis presentation at the AERA Education Summit on innovative educational and learning styles.” *PR Newswire*. 2019, June.
- “To build a great time for technology developers.” *China Daily; Consumption Daily; PR Newswire*. 2019, April.
- “Creating a ‘home’ for fellow Illini.” *Illinois College of Education News*. 2018, August.
- “‘MEteor’ teaches students about astrophysics.” *U.S. National Science Foundation Multimedia Gallery*. 2016, November.
- “Embodied learning, physics & 7<sup>th</sup> graders.” *U.S. National Science Foundation Homepage*. 2016, April.
- “Seventh-graders learn astrophysics through mixed-reality computer simulation.” *Phys.org*. 2016, March.
- “Seventh-graders learn astrophysics through mixed-reality computer simulation.” *Illinois News Bureau*. 2016, March.

### ***Professional Service 学术服务***

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#### ***Editorial Board Member/Consulting Editor 期刊编委/顾问***

- [6] *Educational Psychology* [SSCI, Q1]

[5] *Educational Technology Research and Development* [SSCI, Q1]

[4] *European Journal of Education* [SSCI, Q1]

[3] *Heliyon - Cell* [SSCI, Q1]

[2] *Humanities & Social Sciences Communications - Nature* [SSCI, Q1]

[1] *Research Papers in Education* [SSCI, Q1]

**Guest Editor 客座编辑**

*Frontiers in Psychology* [SSCI, Q2]

**Proposal Reviewer – National Level 研究提案评审专家**

U.S. National Science Foundation (NSF) Proposal Review Panel

美国国家自然科学基金评审

**Professional Organization Chair 专业组织主席**

Past IEEE Chair for Recommended Practices for Evaluation of Adaptive Instructional Systems (IEEE P2247.3™)

**Conference Session Chair 会议分会场主席**

*教育技术的评价与测量的实证研究. 第八届全国教育实证研究论坛 (FEER, 2022)*

*Empirical Research on the Evaluation and Measurement of Educational Technology. Eighth National Forum on Empirical Education Research (FEER, 2022)*

*高等教育评价与测量的实证研究. 第七届全国教育实证研究论坛 (FEER, 2021)*

*Empirical Research on Evaluation and Measurement in Higher Education. Seventh National Forum on Empirical Education Research (FEER, 2021)*

*Quantitative and Mixed-Method Studies in Mathematics Education Session, American Educational Research Association Annual Conference (AERA, 2021)*

*Research on Evaluation Session, American Educational Research Association Annual Conference (AERA, 2021)*

*Technology and Mathematics Session, American Educational Research Association Annual Conference (AERA, 2020)*

*Artificial Intelligence Session, International Conference on Computer Supported Education (CSEDU, 2020)*

**Journal Reviewer 期刊评审**

*Applied Psychological Measurement*  
*Asia Pacific Education Review*  
*Computers and Education*  
*Journal of Asia Pacific Education Review*  
*Current Psychology*  
*Education and Information Technologies*  
*Educational Data Mining*  
*Educational Psychology*  
*Educational Studies*  
*Educational Studies in Mathematics*  
*European Journal of Education*  
*Frontiers in Education*  
*Frontiers in Psychology*  
*Heliyon*  
*Humanities & Social Sciences Communications*  
*International Journal of Educational Research*  
*International Journal of Science and Mathematics Education*  
*International Journal of Science Education*  
*International Journal of STEM Education*  
*Journal of Computer Assisted Learning*  
*Journal of Research in Science Teaching*  
*Mathematical Thinking and Learning*  
*Mathematics*  
*Open Education Research (in Chinese)*  
*PLOS One*  
*Research Papers in Education*  
*Shanghai Education*

**Conference Reviewer 会议评审**

American Educational Research Association Annual Conference (AERA)  
Artificial Intelligence in Education International Conference (AIED)  
International Conference on Computer Supported Education (CSEDU)  
Educational Data Mining (EDM)

**Book Proposal Reviewer 书籍评审**

Cambridge University Press  
Springer