王帅 (Shuai Wang)

长聘轨副教授、博士生导师 邮箱: shuai.wang@sjtu.edu.cn
上海交通大学教育学院
上海市闵行区东川路 800 号

王帅，博士，长聘轨副教授，博士生导师，入选上海市海外高层次引进人才（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 SSCI 一区期刊 *EJED* 副主编，及 *ETR&D* 等 4 本 SSCI 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

2016 **University of Illinois at Urbana-Champaign (UIUC), U.S.**
美国伊利诺伊大学香槟校区
Ph.D. in Educational Psychology
教育心理学博士

2011 **University of Illinois at Urbana-Champaign (UIUC), U.S.**
美国伊利诺伊大学香槟校区
M.S. in Statistics
统计学硕士

2009 **Qingdao University, CN**
青岛大学
B.A. in English, Valedictorian
英语学士，校毕业致辞发言人

2008 **Missouri State University (MSU), U.S.**
美国密苏里州立大学
Exchange Student
交换学生

Professional Experience 工作经历

2021-Present **Shanghai Jiao Tong University, CN**
上海交通大学
Tenure-track Associate Professor, Ph.D. Student Advisor
长聘轨副教授，博士生导师
Assistant Dean (in Charge of Training and Part-time Education), 2022-2025
院长助理（分管培训、非全教育），2022-2025

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

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

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

[29] 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, Q1]

[28] **Wang, S.** (2025). Policy recommendation on double reduction. *General Office of the CPC Central Committee*. [Policy Recommendation]

[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, Q1] [† 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, Q1] [† 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. Uhomoibhi (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. Uhomoibhi (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, Q1]

[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, Q1]

[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, Q1]

[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, Q1] [‡ Co-second author]

Selected Research Reports 发表的研究报告

[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

"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 & 7th 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

Associate Editor 期刊副主编

[1] *European Journal of Education* [SSCI, Q1], present

Editorial Board Member/Consulting Editor 期刊编委/顾问

[5] *Educational Psychology* [SSCI, Q1], present

[4] *Educational Technology Research and Development* [SSCI, Q1], present

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

[2] *Research Papers in Education* [SSCI, Q2], present

[1] *Heliyon - Cell* [SSCI, Q1], 2024-2025, rotation off

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
Educational Technology Research and Development
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