

Qianru Tiffany Yang | Curriculum Vitae

qtyang@sjtu.edu.cn

ACADEMIC APPOINTMENTS

Assistant Professor	2025.08 – Present
School of Education, Shanghai Jiao Tong University	
Postdoctoral Fellow	2024.09 – 2025.07
Graduate School of Education, Stanford University	
Advisor: Jelena Obradović	

EDUCATION & TRAINING

Ph.D. in Education	2019.09 – 2024.05
Graduate School of Education, Harvard University	
Concentration: Human Development, Learning and Teaching	
Academic Co-Advisors: Meredith Rowe & Paul Harris	
Committee: Jon Star	
Secondary Field: Data Science	
School of Engineering and Applied Sciences, Harvard University	
M.Ed. in Human Development & Psychology	2017.08 – 2018.05
Graduate School of Education, Harvard University	
Academic Advisor: Robert Selman	
B.A. in Psychology, <i>magna cum laude</i>	2012.08 – 2016.06
University of Washington, Seattle	

GRANTS & FELLOWSHIPS

Stanford Impact Labs Postdoctoral Fellowship	2024 – 2026
Harvard Griffin GSAS Professional Development Fund (\$2,500)	2023 – 2024
Harvard Graduate School of Education Research Grants (\$1,600)	2023 – 2024
NAFSCE Next Generation of Family Math Researchers Dissertation Fellowship (\$10,000)	2023 – 2024
Harvard Graduate School of Education Professional Development Grant (\$500)	2022 & 2023
Harvard Graduate School of Education Research Grants (\$3,000)	2021 & 2022
Harvard Weatherhead Center Summer Grant (\$3,500)	Summer, 2021

PUBLICATIONS

Scientific publications are under the name Qianru Tiffany Yang (Yang, Q. T.)
* Corresponding author

1. **Yang, Q. T.***, Jeffries, I., Xie, Z., Jon, J. R., Harris, P. L., & Rowe, M. L. (2025). American and Chinese parents' math talk during numeracy and routine activities: Do parental beliefs matter? *Early Childhood Research Quarterly*, 73. <https://doi.org/10.1016/j.ecresq.2025.04.002>
2. **Yang, Q. T.***, Di Sante, M., Jin, Y., Star, J. R., Harris, P. L., & Rowe, M. L. (2025). Block play by American and Chinese families: Associations with children's spatial ability. *Journal of Applied Developmental Psychology*, 97. <https://doi.org/10.1016/j.appdev.2024.101742>
3. **Yang, Q. T.***, Sleight, S., Ronfard, S., & Harris, P. L. (2023). Young children's conceptualization of empirical disagreement. *Cognition*, 241, 105627. <https://doi.org/10.1016/j.cognition.2023.105627>
4. **Yang, Q. T.***, Star, J. R., Harris, P. L., & Rowe, M. L. (2023). Chinese parents' support of preschoolers' mathematical development. *Journal of Experimental Child Psychology*, 236, 105753. <https://doi.org/10.1016/j.jecp.2023.105753>
5. **Yang, Q. T.**, Leech, K. A., & Harris, P. L.* (2021). Missing persons: Young children's talk about members of their social network. *Mind and Language*, 1-22. <https://doi.org/10.1111/mila.12379>
6. Leech, K. A.*, Herbert, K. H., **Yang, Q. T.**, & Rowe, M. L. (2021). Exploring opportunities for math learning within parent-infant interactions. *Infant and Child Development*, 1-16. <https://doi.org/10.1002/icd.2271>

Invited working paper:

7. Leech, K. A., **Yang, Q. T.***, Rowe, M. L. (*under review*). AI-assisted coding of adult-child conversations: Increasing scale and equity in observational research. *American Psychologists*. Special issue: Methodological innovations for advancing equitable observations of human behavior and social interactions in psychological science.

CONFERENCE PRESENTATIONS

Symposium presentations

Yang, Q. T., Zhong, C., Leech, K. A., & Rowe, M. L. (June 2025). Parents' Responses to Children's Incorrect Math Statements and Children's Subsequent Verbal Correction. In **Q. T. Yang (co-chair)** "Building bridges in early math learning: participatory design, parental language, and feedback strategies." *Mathematical Cognition and Learning Society*, Hong Kong, China.

Yang, Q. T., Leyva, D., Rowe, M. L., & Wei, R. (May 2025). Parental Narrative Elaboration Predicts Chinese Children's Emotional Regulation: Is Theory of Mind a Mediator? In "Exploring parent-child interactions and young children's development in American, Chinese, and New Zealand contexts." *Society for Research in Child Development*, Minneapolis, MN.

Provençal, M., **Yang, Q. T.**, Strouse, E., Sulik, M. J., & Obradović, J. (May 2025). Development and validation of novel measures of curiosity and creative thinking in preschoolers. In "Novel approaches to measuring curiosity and related processes in infants and children." *Society for Research in Child Development*, Minneapolis, MN.

Lurie, S., Grose, G., **Yang, Q. T.**, Asad, N., Montagut, M., Rowe, M. L., & Ramani, G. B. (May 2025). Beliefs at Play: Examining Parental Beliefs and Praise during Preschool Math Interactions. In “Broad parental supports for STEM learning.” *Society for Research in Child Development*, Minneapolis, MN.

Yang, Q. T., Jeffries, I., Xie, Z., Harris, P. L., & Rowe, M. L. (2024). “How Many Ladybugs Left?”: Relations of Parent Prompts during Book Reading to Math Beliefs and Child Numeracy. In “Home Math Environment and Early Math Development in Various Sociocultural Contexts.” *Mathematical Cognition and Learning Society*, Washington, DC.

Yang, Q. T., Sleight, S., Ronfard, S., & Harris, P. L. (2023). Young Children’s Conceptualization of Empirical Disagreement. In **Q. T. Yang (moderator)** “When Children Navigate Misinformation and Disagreement, how far Does Evidence Matter?” *Society for Research in Child Development*, Salt Lake City, UT.

Yang, Q. T., Star, J. R., Harris, P. L., & Rowe, M. L. (2023). Chinese Parents’ Support of Preschoolers’ Mathematical Development. In “Non-U.S., Majority World Parenting.” *Society for Research in Child Development*, Salt Lake City, UT.

Poster presentations

Yang, Q. T., Jeffries, I., Zheng, I., Harris, P. L. (May 2025). Do Young Children Assume That People Have Privileged Access to Their Own Mental States? Expected poster presentation. *Society for Research in Child Development*, Minneapolis, MN.

Yang, Q. T., Di Sante, M., Jin, Y., Star, J. R., Harris, P. L., & Rowe, M. L. (2024). Block play by American and Chinese families: Associations with children’s spatial ability. Poster presentation. *Cognitive Development Society Conference*, Pasadena, CA.

Wei, Z., **Yang, Q.**, Jeffries, I., & Rowe, M. (2024). What’s next?: Parents’ questions and preschoolers’ math skills in China and the US. Poster presentation. *Cognitive Development Society Conference*, Pasadena, CA.

Chi, C., **Yang, Q. T.**, Harris, P. L. (2022). Exploring the opportunities and limitations of natural language processing in understanding parent-child STEM language. Poster presentation. *Cognitive Development Society Conference*, Madison, WI.

Yang, Q. T., Leech, K. A., & Harris, P. L. (2019). Missing persons: Young children’s talk about members of their social network. Poster presentation. *Society for Research in Child Development*, Baltimore, MD.

INVITED TALKS

Laboratory for Early Childhood Research,
Faculty of Education
The University of Hong Kong, China

September 2025

Social Learning Lab,
Wheelock College of Education and Human Development
Boston University, US

March 2024

The Learning Sciences Lab,
School of Education
Peking University, China

December 2023

The Sobel Lab,
Department of Psychology
Brown University, US

December 2023

RESEARCH PROJECTS

MAGIC: Measuring Acquisition and Growth in Inquiry and Curiosity PI: Jelena Obradović, <i>Stanford University</i>	2023 – 2027
American and Chinese Children's Judgments of Empirical Disagreement: Assessing the Impact of Parent Uncertainty Talk PI: Paul Harris, <i>Harvard University</i>	2024 – 2026
Promoting Math Skills through Playful Communication in the Home Environment PIs: Geetha Ramani, <i>University of Maryland</i> , & Meredith Rowe, <i>Harvard University</i>	2023 – 2026
Parent-Child Interaction and Child Language Development in Low- Income Families in Brazil PIs: Meredith Rowe, <i>Harvard University</i> & Guilherme Vanoni Polanczyk, <i>Universidade de São Paulo</i>	2018 – 2022
A Cross-Cultural Comparison of Decontextualized Talk in American and Chinese Parent-Child Interactions PI: Meredith Rowe, <i>Harvard University</i> & Mentor: Ran Wei	2018
Parenting Styles and Toddlers' Word Learning PI: Meredith Rowe, <i>Harvard University</i> & Mentor: Ran Wei	2018
Micromanagement of Girls in STEM PI: Sapna Cheryan, <i>University of Washington</i>	2016

DATA SCIENCE PROJECTS

Computational Models of Cognitive Development <i>Graduate School of Education, Harvard University</i> “Bayesian Modeling of the Learning Process of Letter Sound Recognition”, <i>Python</i>	Summer, 2023
Advanced Topics in Data Science <i>School of Engineering and Applied Sciences, Harvard University</i> “Dynamics of Disease Transmission and Human Behavior: A Case Relating COVID, Google Searchers, Weather, and Human Mobility”, <i>Python</i>	Spring, 2022
Introduction to Data Science <i>School of Engineering and Applied Sciences, Harvard University</i>	Fall, 2021

“Transportation and Urban Planning: Relations among NYC Traffic Accidents, Crash Conditions, and Whether”, *Python*

Data Visualization

Spring, 2021

School of Engineering and Applied Sciences, Harvard University

“Heat Waves: The Wrath of Climate Change?”, *d3.js*

Multimodal Learning Analytics

Spring, 2021

Graduate School of Education, Harvard University

“Patterns of Body Positions during Parent-Child Interaction”, *PoseNet & RapidMiner*

TEACHING EXPERIENCE

Teaching Fellow, Harvard University

Educational Outcomes in Cross-National and Cross-Cultural Perspectives

Spring, 2023

Cognitive Development: Trust and Imagination

Spring, 2023

Introduction to Statistical Computing and Data Science in Education

Spring, 2022

Parenting and Child Development across Cultures

Spring, 2021 & 2022

Topics in Educational Psychology

Winter, 2022

Emotion in Development and Learning

Spring, 2021

Developmental Psychology

Fall, 2020 & 2021

Teaching Assistant, University of Washington

Psychobiology of Women

Spring, 2016

Sensory and Perceptual Processes

Winter, 2015

ACADEMIC SERVICE

Journal reviewers (Ad-hoc):

Developmental Psychology, Early Childhood Research Quarterly, Journal of Experimental Child Psychology, Mathematical Thinking and Learning, First Language, Journal of Numerical Cognition