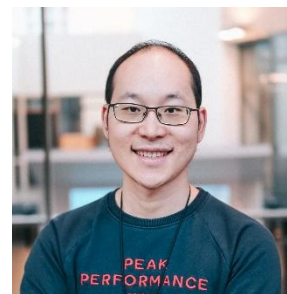


CURRICULUM VITAE

Xin TANG

-School of Education, Shanghai Jiao Tong University, China
 -Post Address: Chen Rui-Qiu Bldg, Room 227, Dongchuan Road 800, Shanghai, China 200240
 -E-mail: xin.tang@sjtu.edu.cn; tangxin09@gmail.com; xin.tang@helsinki.fi;
 - <https://researchportal.helsinki.fi/en/persons/xin-tang>
 - <https://orcid.org/0000-0002-0155-4967>
 - 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- 2022.8	Associate Professor, Faculty of Educational Sciences, University of Helsinki, 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	Title of Docent (Associate Professor), Faculty of Educational Sciences, University of Helsinki, Finland
2021.12	Title of Docent (Associate 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

- **Co Editor-in-Chief:** *Applied Studies in Innovative Learning and Teaching* (A new companion Elsevier journal with *Learning and Instruction*)
- **Guest Editor:**
 - *Applied Psychology: Health and Well-being* (SSCI Q1);

- With Prof. Danhua Lin & Prof. Richard M. Lerner
- Positive Youth Development and Health: A Global Perspective
- <https://iaap-journals.onlinelibrary.wiley.com/hub/journal/17580854/call-for-papers/si-2025-000797>
- *Learning and Individual Difference* (SSCI Q1);
 - With Prof. Jiesi Guo & Prof. Samuel Greiff
 - Shaping the Social-Emotional Landscape: Insights into Learning and Individual Differences
 - <https://www.sciencedirect.com/special-issue/10G0PV58PNN>
- *Frontiers in Psychology* (SSCI Q2)
- **Editorial Board:**
 - *Learning and Instruction* (SSCI Q1);
 - *Journal of Youth and Adolescence* (SSCI Q1);
 - *Learning and Individual Difference* (SSCI Q1);
 - *Educational Psychology* (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)

FIVE REPRESENTATIVE PUBLICATIONS

1. **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)
2. 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)
3. **Tang, X.**, Upadaya, 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
4. **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)

5. **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)

FULL LIST OF PUBLICATIONS

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

1. **Tang, X.***, Zhang, J., Zhang, Y., & Lee, H. (in press). Psychological Network Analyses and Directed Acyclic Graphs Tutorial for Developmental and Educational Science. *Cambridge Elements Research Methods for Developmental Science*. Cambridge: Cambridge University Press.
2. Huang, H., Zhong, X. & **Tang, X.*** (2026). Teachers' Emotional Supports Matters for Adolescents' Creative Self-efficacy and Performance: An Ecological Comparison between China and Finland. *Thinking Skills and Creativity*. <https://doi.org/10.1016/j.tsc.2025.102029>
3. Guo, J., Greiff, S., & **Tang, X.*** (2025). Shaping the socio-emotional landscape: Advances, mechanisms, and contexts in learning and individual differences. *Learning and Individual Differences*, 102844. <https://doi.org/10.1016/j.lindif.2025.102844> (SSCI Q1, IF=9)
4. **Tang, X.***, Zeng, Z., Huang, H. & Symonds, J. E. (2025). Quality Appraisal Tools for Quantitative, Qualitative, and Mixed Methods Studies: A Review and a Brief New Checklist. *ECNU Review of Education*. <https://doi.org/10.1177/20965311251371227>
5. Symonds, J. E.* & **Tang, X.*** (2025). QQM Checklist Version2: Quality Appraisal Checklist for Quantitative, Qualitative, and Mixed Methods Studies. *PsyArXiv*. <https://doi.org/10.31234/osf.io/djmccq>
6. Guo, J., Sun, X. & **Tang, X.*** (2025). Implicit measure of growth mindset: reducing social desirability bias and linking to academic performance. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-025-10125-6> (SSCI Q1, IF=)
7. Xie, J., Somerville, M.P., Wang, H., Salmela-Aro, K., Symonds, J. & Tang, X. (2025). *Academic Burnout Reduction Handbook: Brief Introduction and Coping Guide*. <https://burnout-handbook.github.io/academic-burnout/>
8. 唐鑫, Jennifer Symonds 主编. 学生学业倦怠应对手册 [M/OL]. [引用日期 2025-04-27]. <https://burnout-handbook.github.io/academic-burnout/>
9. 李玲, 姚梦繁, 黄宸, 唐鑫* (2025). 经济资助如何促成处境不利学生核心技能抗逆? —来自西部民族地区六区县的证据. *民族教育研究*, 3(36). [Li, L, Yao, M., Huang, C. & **Tang, X.*** (2025). The Mechanisms of Economic Assistance in Enhancing Core-Skills Resilience Among Disadvantaged Students in Ethnic Regions of Western China. *Journal of Research on Education for Ethnic Minorities*, 3(36)] (CSSCI)
10. Liu, Z.#, Guo, J., Huang, H., & **Tang, X.*** (2025). Which social-emotional skills are most important for students' learning and well-being? An international comparison among China, USA and Finland. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2025.102703> (SSCI Q1, IF=9)
11. Meng, H.#, He, S., Guo, J., Wang, H. & **Tang, X.*** (2025). Applying Machine Learning to Understand the Role of Social-Emotional Skills on Subjective Wellbeing and Physical Health. *Applied Psychology: Health and Well-Being*. <https://doi.org/10.1111/aphw.12624> (SSCI Q1, IF=3.8)
12. **Tang, X.***, Chen, I., Lavonen, J., Schneider, B.*, Krajcik, J., & Salmela-Aro, K. (2025). Optimal Learning Moments in Finnish and US Science Classrooms: A Psychological Network Analysis Approach. *Frontline Learning Research*, 13(2), 10–26. <https://doi.org/10.14786/flr.v13i2.1313>
13. Symonds, J., Boheim, R., Somerville, M., Baines, E., **Tang, X.**, Oeri, N., ... & Sainz, G. M. (2025). Children's

- Momentary Behavioural Engagement and Class Size: A National Systematic Observation Study: Momentary Behavioural Engagement. *Frontline Learning Research*, 13(2), 51-66.
14. **Tang, X.*** & Zhou, X.# (2025). Exploring the Distinction Between Curiosity and Interest: Understanding the Unique Nature of Curiosity. *Shanghai Education*. [唐鑫&周星烁. (2025). 充分认识好奇心与兴趣的差异, 理解好奇心的独特性. 上海教育]
 15. Huang, H.# & **Tang, X.*** (2025). Theoretical Frameworks for Stimulating and Enhancing Curiosity. *Shanghai Education*. [黄浩岩&唐鑫. (2025). 好奇心激发和促进的理论框架. 上海教育]
 16. Liu, Z.# & **Tang, X.*** (2025). Effective Teaching Practices to Foster Curiosity: A Case Study of Project-Based Learning. *Shanghai Education*. [刘泽鹏&唐鑫. (2025). 促进好奇心的有效教学行为—以项目式学习为例. 上海教育]
 17. Cai, Y.# & **Tang, X.*** (2025). Science Curiosity Facilitation and Education: A Case Study from New Zealand. *Shanghai Education*. [蔡怡淳&唐鑫. (2025). 新西兰培养科学好奇心的体系和案例分享. 上海教育]
 18. Peng, L.# & **Tang, X.*** (2025). Question Formation Technique for Curiosity Facilitation. *Shanghai Education*. [彭丽媛&唐鑫. (2025). 采用问题构建法 (QFT) 激发学生好奇心-来自美国的创新教育实践. 上海教育]
 19. Li, S.# & **Tang, X.*** (2025). Early Childhood Science Curiosity Facilitation: Best Practices from Japan. *Shanghai Education*. [李圣果&唐鑫. (2025). 幼儿科学好奇心的促进-来自日本的优秀实践. 上海教育]
 20. Chen, P., Yang, D., Lavonen, J., Hosny, A. & **Tang, X.** (2024). How do students of different self-efficacy regulate learning in collaborative design activities? An epistemic network analysis (ENA) approach. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2024.1398729> (SSCI Q1, IF =2.6)
 21. Lakkavaara, A.#, Upadaya, K., **Tang, X.**, & Salmela-Aro, K. (2024). The role of stress mindset and academic buoyancy in school burnout in middle adolescence. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2024.2382398> (SSCI Q3, IF =1.9)
 22. Fang, Y.#*, **Tang, X.*** & Salmela-Aro, K. (2024). Early career gender differences in job burnout trajectories in Finland: Roles of work, family, and financial resources. *International Journal of Behavioral Development*. <https://doi.org/10.1177/01650254241266107> (SSCI Q2, IF =2.4)
 23. Huang, H.# +, **Tang, X.*** & Salmela-Aro, K. (2024). Facilitating Youth's Curiosity in Learning: Needs-based Ecological Examinations. *Journal of Youth and Adolescence*, 53, 595–608. <https://doi.org/10.1007/s10964-023-01936-x> (SSCI Q1, IF =3.7)
 24. Wang, Z, **Tang, X.*** (2024). Developmental trajectories in mathematical performance among Chinese adolescents: The role of multi-dimensional parental involvement. *Journal of Youth and Adolescence*, 53, 877–894. <https://doi.org/10.1007/s10964-023-01893-5> (SSCI Q1, IF =3.7)
 25. **Tang, X.*** (2023). Kiinnostuksen ja uteliaisuuden ainutlaatuisuus sekä rooli oppimisessa. In Juuti, K., Lavonen, J. & Salmela-Aro, K. (Eds.), *Projektioppiminen luonnontieteissä*. Gaudeamus, Helsingin yliopisto.
 26. **Tang, X.**, Qian W., & Wang, J. (2023). Finnish mental health education: Cultivating students with positive character strength and skills. *People Education*. [唐鑫, 钱文丹&王君 (2023.10) 芬兰心理健康教育: 培养具有积极心理品质与技能的儿童. 人民教育]
 27. **Tang, X.** & Gan, Y. (2023) Resilience as the critical skill for adolescents' development. *Guangming Daily*. [唐鑫&甘怡群 (2023.2) 心理韧性是青少年应对当下和未来的重要一课. 光明日报]
 28. Meng, H., **Tang, X.**, Qiao, J., Wang, H.* (2023). Unlocking Resilience: How Physical Literacy Impacts Psychological Well-Being among Quarantined Researchers. *Healthcare*, 11(22), 2972. <https://doi.org/10.3390/healthcare11222972> (SSCI Q2, IF =2.4)
 29. Huang, H.# +, **Tang, X.***, Zhang, Y., Sun, Y., Zhang, X. & Salmela-Aro, K. (2023). Mathematics learning

- gap during pandemic among early adolescents: Roles of own aspiration and parental involvement. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2023.102343> (SSCI Q1, IF =3.8)
30. Lee, H.* +, **Tang, X.** +, Alvarez-Vargas, D., Bailey, D., Yang, J., Safavian, N., Gaspard, H., Simpkins, S., Salmela-Aro, K., Eccles, J., & Wigfield, A. (2023). Examining the Interplay of Students' Expectancies and Values with Networks and Directed Acyclic Graphs. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04871-z> (SSCI Q2, IF =2.5)
 31. Guo, J. *+, **Tang, X.** *+, Marsh, H., Parker, P., Basarkod, G., Baljinder, S., Ranta, M. & Salmela-Aro, K. (2023). The roles of social–emotional skills in students' academic and life success: A multi-informant and multicohort perspective. *Journal of Personality and Social Psychology*, 124(5), 1079–1110. <http://dx.doi.org/10.1037/pspp0000426> *equal contribution, and co-first author and corresponding author (SSCI Q1, IF =6.4)
 32. Li, T., Huang, H. Liu, J. & **Tang, X.*** (2023). Killing the Cats or Satisfying the Human? The Role of Epistemic Curiosity in Adolescents' Multi-dimensional Well-being. *Journal of Pacific Rim Psychology*. <https://doi.org/10.1177/18344909231185381> (SSCI Q1, IF =2.8)
 33. 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)
 34. **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)
 35. 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)
 36. **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)
 37. **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
 38. 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
 39. 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
 40. **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)
 41. **Tang, X.** & Wang, J. (2022). Finnish approach for teachers' job burnout. *Guangming Daily*. [唐鑫&王君 (2022.12) 应对教师职业倦怠, 芬兰这样做. 光明日报]

42. 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)
43. 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)
44. 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)
45. **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)
46. 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
++ Selected Best 25 Papers From 1600 Contributions in the ESERA 2019 conference
47. 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)
48. **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)
49. **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)
50. 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)
51. 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)
52. **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>
53. 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)
54. **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)
 55. 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)
 56. **Tang, X.*** (2018). Opetuskäytännöt ja niiden yhteys lukutaidon kehitykseen ensimmäisinä kouluvuosina. Oppimisen ja oppimisvaikeuksien erityislehti: *NMI-bulletin*, 28 (3), 5-10.
 57. **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)
 58. **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)
 59. 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)
 60. 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)
 61. **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*.
 62. **Tang, X.*** (2015). Suomalainen ja kiinalainen koulutusjärjestelmä PISA-tutkimuksessa menestymisen taustalla. *NMI-Bulletin*, 25 (2), 4-9.
 63. 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)
 64. 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)
 65. **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

As PI, co-PI, I have led/participated in various academic projects, with the total amount of funding about 1 million euros.

- 2025.10-2028.10, Fostering Curiosity in Adolescents toward Creativity Development. National Social Science Foundation -Education Project, 200 000 RMB, **PI Xin Tang**
- 2023.12-2025.3, Reducing student burnout in China and UK: The role of social-emotional skills and physical activities. Shanghai Jiao Tong University-University College London Joint Project, 50 000 RMB, **PI Xin Tang**
- 2024.1-2024.12, Generative Artificial Intelligence and Teacher Education. Shanghai Jiao Tong University Teaching Development Fund, 5000 RMB, **PI Xin Tang** [2023.6-2025.6, 生成式人工智能助力教师教育及教学培训研究, 上海交通大学人工智能+教育专项基金, 5 千人民币, 负责人]
- 2023.6-2025.6, Intelligent Education and Services for Student Academic Well-being, Shanghai Jiao Tong University Young Scholar Program, 50 000 RMB, **PI Xin Tang** [2023.6-2025.6, 学生学业心理健康智能化教育与服务研究, 上海交通大学文科培育项目, 5 万人民币, 负责人]
- 2022.10-2025.9, Adolescents academic curiosity and persistence: Developmental trajectory and Promotion (22PJC057), Shanghai Pujiang Talents Project, 150 000 RMB, **PI Xin Tang** [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]
- 2022.8-2025.12, Shanghai Jiao Tong University Principal Investigator Starting Grant, 150 000 RMB, **PI Xin Tang** [2022.8-2025.12, 上海交通大学科研启动经费, 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

- 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

- 9.2024 – 1.2025, responsible teacher, *Teaching methods and tools* (2 Credits), School of Education, Shanghai Jiao Tong University
- 9.2024 – 12.2024, responsible teacher, *Educational assessments and evaluations* (1 Credits), School of Education, Shanghai Jiao Tong University
- 7.2024 – 8.2024, responsible teacher, *Educational Challenges: Status and Solution Designs* (2 Credits), School of Education, Shanghai Jiao Tong University
- 2.2024 – 6.2024, responsible teacher, *Pedagogical practices for pre-service teachers* (2 Credits), School of Education, Shanghai Jiao Tong University
- 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 (HYPE), 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:**
 - Huang Haoyan (2023- ; University of Helsinki, Finland)
 - 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:**
 - Zepeng Liu (2023- ; Shanghai Jiao Tong University, China)
 - Yichun Cai (2023- ; Shanghai Jiao Tong University, China)
 - Liyuan Peng (2023- ; Shanghai Jiao Tong University, China)
 - Yu Wang (2023- ; Shanghai Jiao Tong University, China)
 - Rongjun Sun (2024- ; Shanghai Jiao Tong University, China)
 - 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. Huang, H., **Tang, X.*** & Wang, M-T. (2025.8). *Be Curious and Persistent: Joint Roles of Curiosity and Persistence in Adolescents' STEM Learning*. Invited Symposium Paper presented in 2025 EARLI Conference.
2. Liu, Z., Guo, J. Huang, H. & **Tang, X.*** (2025.4). *Which Social-Emotional Skills are Most Important for Students' Learning and Well-being? An International Comparison among China, USA and Finland*. Accepted Paper and presented in 2025 AERA Conference.
3. Zheng, H., Yu, L., Zhou, X. & Tang, X.* (2025.4). *Perceptions of Curiosity in School and Their Relation with Academic Performance*. Accepted Paper and presented in 2025 AERA Conference.
4. Huang, H., Zhong, X., & Tang, X.* (2025.4) *Teachers' Emotional Supports Facilitate Early Adolescents' Creativity Self-efficacy and Performance Most: An Ecological Comparison between China and Finland*. Accepted Paper and presented in 2025 AERA Conference.
5. Huang, H., **Tang, X.*** & Wang, M-T. (2025.4). *Be Curious and Persistent: Joint Roles of Curiosity and Persistence in Adolescents' STEM Learning*. Accepted Paper and presented in 2025 AERA Conference.
6. **Tang, X.*** (2024.9). *The interplay of curiosity and persistence: Their joint roles in STEM learning and the mixed relations in the moment*. Invited Symposium Paper presented in 2024 BERA Conference and WERA Focal Meeting, Manchester, UK
7. **Tang, X.*** & Zheng, H.. (2023.8). *What do Chinese adolescents perceive and experience about curiosity in school?*. Invited Symposium Paper presented in 2023 The European Association for Research on Learning and Instruction (EARLI) conference, Thessaloniki, Greece.
8. **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*. Invited Symposium Paper presented in 2022 American Educational Research Association (AERA) conference, San Diego, CA, USA.
9. **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.
10. 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.
11. **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.

12. 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.
13. **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 (Conference Canceled due to COVID-19)
14. **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 (Conference Canceled due to COVID-19)
15. 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.
16. **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.
17. **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.
18. 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.
19. **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.
20. **Tang, X.**, Pakarinen, E., Viljaranta, J., Kikas, E., Lerkkanen, 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.
21. **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.
22. **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.
23. **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.

24. **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.
25. **Tang, X.**, Liang, Z., Deng, H. (2012, December). *Prospective relations among parental emotion-related socialization behaviors and adolescents' depression*. Abstract accepted in 15th Conference of Chinese Psychological Society, Guangzhou, Guangdong. (in Chinese)
26. **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 110th Anniversary of Southeast University. (in Chinese)
27. 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)

- **Second Prize, Young Teacher in Teaching Competition Final, Shanghai Jiao Tong University 2025.1** [上海交通大学青教赛决赛二等奖 2025.1]
- **Second Prize, Teaching Competences Competition of World Class University, Shanghai Jiao Tong University 2024.12** [上海交通大学 WCU 教学技能二等奖 2024.12]
- **Second Prize, Young Teacher in Teaching Competition, School of Education, Shanghai Jiao Tong University 2022.12** [上海交通大学教育学院青教赛二等奖 2022.12]
- **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 110th 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)