王帅

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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，世界最负盛名的智库之一。聚焦人工智能与数字技术驱动的教育创新，研究智能教育系统、学习过程分析与教育干预评价，为未来教育变革提供依据。

王帅博士主持 16 项包含中国教育部和美国国家科学基金支持的课题。现任 SSCI 期刊 *Distance Education* 执行主编、 *European Journal of Education* 副主编，及 *Educational Psychology* 等 5 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，包含美国国家科学基金首页特写报道。

教育经历

2016 **美国伊利诺伊大学香槟校区（UIUC）**
教育心理学博士，全额奖学金

2011 **美国伊利诺伊大学香槟校区（UIUC）**
统计学硕士，全额奖学金

2009 **青岛大学**
英语学士，校毕业致辞发言人

2008 **美国密苏里州立大学（MSU）**
交换学生，全额奖学金

工作经历

2021-今 **上海交通大学**
长聘轨副教授，博士生导师
院长助理（分管培训与非全日制教育），2022-2025

2016-2021 **美国斯坦福国际咨询研究所**
智库研究员

2009-2016 **美国伊利诺伊大学香槟校区**
讲师、助教、助研

期刊编辑任职

期刊主编、副主编

[2] *Distance Education* [SSCI 一区], 执行主编

[1] *European Journal of Education* [SSCI 一区], 副主编

期刊编委/顾问

[6] *Educational Psychology* [SSCI 一区]

[5] *Educational Technology Research and Development* [SSCI 一区]

[4] *Humanities & Social Sciences Communications* [SSCI 一区]

[3] *Research Papers in Education* [SSCI 一区]

[2] *Studies in Science Education* [SSCI 一区]

[1] *Heliyon* [SSCI 一区], 2024-2025

主持课题

主持（含共同主持）国家级/国际科研课题

2020-2021 **资金来源：**美国国家科学基金会（U.S. National Science Foundation）
项目：基于行为分析的协作能力自动化评估（#2016849）
经费：75 万美元（共同主持）

2019-2021 **资金来源：**美国国家科学基金会（U.S. National Science Foundation）
项目：通过教师指导强化中学数学论证：从教师专业发展到课堂实践的衔接（#2000545）
经费：300 万美元（共同主持）

主持省部级课题

2025-2027 **资金来源：**上海市哲学社会科学规划
项目：科技与人文教育协同视域下拔尖创新群体科学职业理想的培育研究（#2025BJC020）
经费：8 万元

2023 **资金来源：**教育部社会科学司
项目：推进教育数字化研究（#23JD20078）
经费：5 万元

主持市级、校级及其它来源课题

2025-2026 **资金来源：**上海交通大学
项目 1：卓越工程师就业质量与职业发展成效评估及提升机制研究
项目 2：校企协同背景下卓越工程师就业质量评估与职业发展促进机制研究

2024-2026 **资金来源：**上海交通大学
项目 1：质保体系建设——教师在本科生教育教学方面的工作体验调查
项目 2：本科教学质量保障视角下教师教学工作体验调查与机制分析

2023-2026 **资金来源：**上海交通大学
项目：科学家精神对高校学生科学志向的影响机制研究

2025 **资金来源：**上海市建平世纪中学
项目：创客教育设计与实施研究

2021-2025 **资金来源：**上海交通大学
项目：长聘体系科研启动经费

2021-2023 **资金来源：**上海市教师教育学院（上海市教委教研室）
项目 1：2021 年教育专题数据库（教职工信息库）教师数据治理研究
项目 2：2022 年教育专题数据库（教职工信息库）教师数据治理研究
项目 3：2023 年教育专题数据库（教职工信息库）教师数据治理研究

2020-2021 **资金来源：**IXL 学习（IXL Learning，全球最广泛使用的教育学习系统之一）
项目：IXL 数学学习系统效果评估

2017-2021 **资金来源：**松鼠 AI 智适应学习系统
项目：松鼠 AI 智适应学习系统效果评估

参与课题

2026-2027 **资金来源：**教育部高等教育司
项目：美国及全球高等教育前沿动态研究（#2026GJSKT06）

2019-2021 **资金来源：**想象学习公司（Imagine Learning）
项目：Imagine Math 学习系统效果评估

2018-2021 **资金来源：**美国教育部（U.S. Department of Education）
项目：面向中学生的基于工作场所学习的数学、3D 打印与计算思维培养研究（#U411C180070）

2017-2021 **资金来源：**苹果公司（Apple）
项目：苹果“一对一”ConnectED 项目效果评估

2016-2021 **资金来源：**培生教育集团（Pearson）
项目： Mastering Chemistry 自适应学习资源效果评估

2016-2019 **资金来源：**ATD 教育组织牵头的多方资助项目
项目：开放教育资源学位项目效果评估

2016-2019 **资金来源：**美国国家科学基金会（U.S. National Science Foundation）
项目：协作研究：探究英语学习者如何利用动态表征技术参与中学数学实践（#1534626）

2016-2018 **资金来源：**比尔及梅琳达·盖茨基金会（Bill and Melinda Gates Foundation）
项目： Next Generation Courseware Challenge 效果评估

2016-2017 **资金来源：**米切尔汉姆法学院（Mitchell Hamline School of Law）
项目：首创混合式法律研究生项目效果评估

2016-2017 **资金来源：**比尔及梅琳达·盖茨基金会（Bill and Melinda Gates Foundation）
项目： EdReady 学习平台效果评估

2016-2017 **资金来源：**乔伊斯基金会（Joyce Foundation）
项目：成人基础教育基础读写与计算能力教学技术应用效果评估

2016-2017 **资金来源：**美国教育部（U.S. Department of Education）
项目： SunBay 中学数字数学项目有效性验证研究（#U411B130019）

论文、著作及咨政建议（ 表示通讯作者）*

[35] Feng, S., Gao, X., Liu, Q., Zhang, Z., Li, M., Zhang, Q., Zhang, Y., & **Wang, S.*** (2026). Examining teachers' deep and shallow AIoT integration: SEM and regression tree analyses. *Educational Technology Research & Development*. [SSCI, Q1]

[34] Feng, S., Lu, C., Shen, S., Ning, N., Wang, M., & **Wang, S.*** (2026). Identifying students' cognitive-affective profiles and associations with gender and behaviors in virtual scientific inquiry. *Educational Technology Research & Development*. [SSCI, Q1]

[33] Gao, X., Tong, Y., Zhang, T., Lin, R., & **Wang, S.*** (2026). From access to presence: The effects and mechanisms of transition support for students admitted through special admission plans at an elite university. 从“入场”到“在场”：高水平大学专项计划生过渡支持的作用效果与机制研究. *China Higher Education Research*.《中国高教研究》. [CSSCI, in Chinese]

[32] Li, R., Gao, X., An, M., Yang, M., Zhao, Q., & **Wang, S.*** (2026). Development and validation of an instrument for assessing aesthetic education. *Humanities and Social Sciences Communications*. [SSCI, Q1]

[31] **Wang, S.,** Gao, X., Wu, J., Qin, C., & Gui, L.* (2026). The evolution, driving mechanisms, and implications of a model for training outstanding engineers: A case study from a complex adaptive systems perspective. 卓越工程师培养模式的演化历史、驱动机制和启示——基于复杂适应系统理论的案例研究. *Research in Higher Education of Engineering* 《高等工程教育研究》. [CSSCI, in Chinese]

[30] **Wang, S.*,** Prestridge, S., Forbes, D., Wang, Y. (2026). Beyond access alone: Distance education in an AI and open knowledge era. *Distance Education*. [SSCI, Q1]

[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, 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]

[27] **Wang, S.** (2025). Policy recommendation on double reduction. *General Office of the CPC Central Committee*. 中共中央办公厅采纳. [Adopted Policy Recommendation 被采纳的咨政建议]

[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] Murphy, R., **Wang, S.***, Bienkowski, M., & Bhanot, R. (2024). Digital learning solutions for improving adults' basic skills. *Interactive Learning Environments*. [SSCI, Q1]

[24] 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]

[23] **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. 大学过渡和支持项目的满意度与持续参与意愿调查——基于专项计划生的分析. *Research in Education Development* 《教育发展研究》. [CSSCI, in Chinese]

[22] Feng, Y., Cao, J., Cao, F., & **Wang, S.*** (2023). Research on the effects of technostress on teachers' digital teaching innovation: Moderating effects of growth mindset and TPACK. 技术压力对教师数字化教学创新的影响研究——成长型思维、TPACK 的调节效应. *Chinese Journal of Distance Education* 《中国远程教育》. [CSSCI, in Chinese]

[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*. 教育部采纳. [Adopted Policy Recommendation 被采纳的咨政建议]

[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]

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

[37] Feng, S.*, Gao, X.*, Liu, Q.*, Zhang, Z.*, Li, M.*, Zhang, Q.*, Zhang, Y.*, & **Wang, S.*** (2026, April). *Examining factors influencing the teachers' AIoT technology integration quality through the COM-B model and ICAP framework*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[36] Feng, S.*, Gao, X.*, Li, M.*, Zhang, Q.*, Shen, S.*, Feng, Y.*, & **Wang, S.*** (2026, April). *Rural-Urban Teachers' Differences in Perceptions and Usage of Applying Generative Al in Teaching Practices*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[35] Gao, X.*, Lin, R., Tong, Y., Zhang, T., & **Wang, S.*** (2026, April). *Bridging the gap for disadvantaged students: How college transition program influences academic performance through readiness and engagement*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[34] Lin, R.*, Gao, X., Tong, Y., Zhang, T., Feng, S., & **Wang, S.*** (2026, April). *From needs to engagement: Supporting special enrollment students through a college transition program in China*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[33] Ning, N.*, Gao, X.*, Zhu, Y., Zhang, T., & **Wang, S.*** (2026, April). *Unlocking teaching satisfaction: The role of faculty growth mindset, person-organization fit, and demographic nuances*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[32] Li, R.*, Wang, S., Gao, X., An, M., Yang, M., & Zhao, Q. (2026, April). *A multidimensional framework for assessing adolescent aesthetic education: The IMPACT model*. Presented at the American Educational Research Association (AERA) Annual Conference, 2026.

[31] **Wang, S.*** (2026, May). ***Invited Keynote Speech:*** *Digital transformation of education: Engagement, access, personalization, and intelligent instruction.* Presented at the 2026 International Conference on Artificial Intelligence and Education.

[30] Shen, S.*, **Wang, S.*,** Wang, M., & Feng, S. (2025, April). *Exploring the impact of motivation and behaviors on computer-based scientific problem solving*. Presented at the American Educational Research Association (AERA) Annual Conference, 2025.

[29] Feng, S.*, Wang, M., Li, K., **Wang, S.*** (2025, April). *Identifying Learners' Cognitive-Affective Profiles in Virtual Scientific Inquiry Practices.* Presented at the National Association for Research in Science Teaching (NARST) Annual Conference, 2025.

[28] **Wang, S.*** (2025, November). *Teaching in the era of digital transformation: What lies ahead?* Presented at the 5th Global Teacher Professional Development Forum, Held by Teacher Education Centre under the auspices of UNESCO.

[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). *An empirical study of blended learning in a law graduate degree program*. *混合教学在法律研究生学位项目中的实证研究.* The 8th National Forum on Empirical Educational Research, Shanghai, China. 第八届全国教育实证研究论坛，中国上海.

[21] **Wang, S.*** (2021, October). *Evaluation of open educational resource-based degree programs*. *对于开放教育资源学位的评价.* The 7th National Forum on Empirical Educational Research, Shanghai, China. 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.

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