**Yurou Wang**

Clinical Assistant Professor

Department of Educational Studies in Psychology,

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College of Education

University of Alabama

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 **EDUCATION**

 **Doctor of Philosophy (2019), Educational Psychology**

 University of Kansas, Lawrence, KS, US

 **Dissertation:** *Exploring Pathways of Western and East Asian Student’s Persistence*

 *in Learning: The Roles of Learning Beliefs, Choice, and Internalization of*

 *Learning Motivation*

 **Master of Arts (2014), Education**

 University of Durham, Durham, UK

 **Thesis**: *An Ethnographic Case Study on the Impact of Chinese University Students as Short-term Volunteer Teachers in Rural Areas*

**Bachelor of Arts (2012), English (Minor: International Trade)**

DalianUniversity of Foreign Languages, Dalian, China

 **RESEARCH AND TEACHING INTERESTS**

 **Primary Expertise:**

* Motivation: self-determination theory, internalization, and basic psychological needs
* Emotion: achievement and cognitive emotions
* Motivation Intervention
* Life-Span Development: childhood and adolescence development

**Secondary Expertise**：

* Learning persistence
* International large-scale assessment
* Structural equation modeling
* Experimental design

 **PROFESIONAL EXPERIENCE**

 **Clinical Assistant Professor (2019-present)**

*University of Alabama,* *Department of* *Educational Studies in Psychology, Research Methodology, and Counseling*

* Teach undergraduate and graduate courses in developmental, social, and educational Psychology
* Supervise Graduate Teaching Assistants affiliated with Educational Psychology
* Contribute to the recruitment, implementation, and management of the Master’s program in Educational Psychology, such as recruiting students and program planning
* Advise graduate students in Educational Psychology
* Conduct research on adolescents and young adults’ learning motivation, achievement emotion, self-regulated learning, and emotional competence.

 **Graduate Teaching Assistant (2015-2019)**

 *University of Kansas, Department of East Asian Language and Culture*

 *and Department of Educational Psychology*

* Taught discussion or drill sections per semester in Adolescent and Childhood Development
* Held office hours and worked one-on-one with students
* Created and administrated syllabi, assignments, and daily lesson plans

 **Associate Researcher (2015-2020)**

 *East China Normal University*

* Reviewed and evaluated large-scale testing, such as PISA and TIMSS
* Conducted content development and data analysis for program evaluating scales
* Wrote research articles on topics like education reforms in East Asia
* Designed graduate-level course: C&T 896 The Internationalized Curriculum
* Wrote reports for academic seminars and forums

 **Overseas Project Manager & Editor (2017-2019)**

*ECNU Review of Education*

* Held Global Education Deans’ Forum
* Designed and Managed ECNU Review of Education Website: [www.ecnuroe.org](http://www.ecnuroe.org)
* Coordinated journal events at American Educational Research Association

 **English Teacher (2009-2012)**

 *Shenyang Jingye Junior High School-Shenyang, China*

 *Shenyang No. 61 Middle School, China*

* Taught middle school and high school English class
* Coordinated students’ oral English sessions
* Graded 120+ students’ homework
* Designed syllabus

**PUBLICATIONS**

\*Denotes articles written with Graduate Students

**Peer-reviewed Journal Publications**

\*Rajeb, M., **Wang, Y**. Man, K., & Morett, L. (2022). Critical components behind students’ acceptance towards online learning platforms during COVID-19: A case of a Bangladesh. *Educational Technology Research and Development*

Wind, S. & **Wang, Y.** (2022). Using Mokken Scaling Techniques to Explore Carelessness in Survey Research. *Behavior Research Methods. DOI:10.3758/s13428-022-01960-y* <https://trebuchet.public.springernature.app/get_content/16f20dd1-f03c-4e0e-8f4b-1149b173aa00>

**Wang, Y.** (2022). Challenges in conducting experiment online during the covid-19 pandemic: students’ emotions and learning persistence. In *SAGE Research Methods Cases.* <https://dx.doi.org/10.4135/9781529601091>

Man, K., Schumacker, R., Morell, M., & Wang, Y. (2022). Effects of Compounded Nonnormality of Residuals in Hierarchical Linear Modeling. *Educational and Psychological Measurement, 82*(2), 330-355.

**Wang, Y.**,Xia, M., Guo, W., Xu, F., & Zhao, Y. (2022). Academic performance under COVID-19: The role of online learning readiness and emotional competence. *Current Psychology*, 1-14. <https://doi.org/10.1007/s12144-022-02699-7>

**Wang, Y.** (2021). Adding the culturally specific ingredients: the Chinese and American models of learning persistence, including learning beliefs, choice and the internalization of learning motivation. *Social Psychology of Education.* [*https://doi.org/10.1007/s11218-021-09672-5*](https://doi.org/10.1007/s11218-021-09672-5)

\***Wang, Y.**, Zhang, J. & Lee, H. (2021). An Online Experiment During COVID-19: Testing the Influences of Autonomy Support Toward Emotions and Academic Persistence. *Frontiers in Psychology. 12:*747209. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.747209/full>

 **Wang, Y.** & Zhang, J. (2021). The relationship between Cultural Intelligence and academic performance. *SCIREA Journal of Sociology, 5*(2), 25-52. <http://article.scirea.org/pdf/84488.pdf>

 **Wang, Y.** &Wind, S. (2020).Comparing internalization of learning motivation between American and Chinese college students*. Journal of Psychological and Educational Research,**28*(2), 7-30.

 **Wang, Y.** & Wind, S. A. (2020). Psychometric evaluation of a new internalization of learning motivation (ILM) scale. *Current Psychology*, 1-18. <https://doi.org/10.1007/s12144-020-00909-8>

Emler, T. E., Zhao, Y., Deng, J., Yin, D., & **Wang, Y**. (2019). Side effects of large-scale assessments in education. *ECNU Review of Education, 2*(3), 279–296. <https://doi.org/10.1177/2096531119878964>

 **Book Chapters**

**Wang, Y.** & Patterson, M. (2020).Internalization of motivation and persistence in college students. In *Lee, S. (Ed.) Exploring the Opportunities and Challenges of College Students.* New York: Nova Science Publishers, INC.

 **Wang, Y**. (2018) The scholar with entrepreneurial spirit: Professor Yong Zhao’s success through passion, strength, and value. In *Hartlep N. D., Kahlon, A. K., & Ball, D. (Eds.) Asian/American Scholars of Education* (p.113). New York: Peter Lang

 Zhao, Y. & **Wang, Y.** (2017) Guarding the past or inventing the future: education reforms in East Asia. In Y. Zhao & B. Gearin (Eds.). *Imagining the Future of Global Education: Dreams and Nightmares* (p.143). New York: Routledge.

 **Media Publication**

 **Wang, Y**. & Emler, T. E. (2019, December 6). *Large-scale education tests often come with side effects* [The Conversation] <https://theconversation.com/large-scale-education-tests-often-come-with-side-effects-125200>

 **Manuscripts under Review**

 **Wang, Y.**, Zhao, Y., Zhang, J., Man, K. & Lu, J. (under review). University Students’ Motivation and Regulation Style During the COVID-19 Pandemic: A Self-Determination Theory-Informed Intervention. *Contemporary Educational Psychology.*

 Yu, G. & **Wang, Y.** (under review). Incompetent or Too Competent? Exploring the Relationship Cyberbullying Tendency between and Social-Emotional Competence. *Computers in Human Behavior.*

 **Wang, Y.** & Xu, F. (under review). Beyond Self-regulated Learning: Exploring the Roles of Emotional Competence and Online Learning Readiness Pre- and Post-COVID-19 in High School Students’ Math Performance. *Educational Technology Research and Development.*

  **RESEARCH**

 **Micro-Facial Expression (MET) Lab Principal Investigator**

 The Micro-Facial Expression Tracking (MET) Lab aims at understanding students' emotions when they are conducting challenging problem-solving tasks.

 **Grants**

 PI. (2022; Funded).A Professional Development Program for Low-income Communities Middle School Teachers to Better Support Students’ Academic Motivation and Emotions. *University of Alabama Internal ORED Small Grant.* $12,000

 PI. (2022; under review). Comprehensive Professionalism Education Curriculum in Under-represented Technical-Vocational Secondary Schools in China: A Motivation, Moral, and Social-emotional Development Theories-based Program Design. Spencer Foundation Research-Practice Partnerships Grant. $396,884

 Co-PI. (2022; Not Funded). Applying evidence-based intervention to enhance undergraduate education of BIM competencies in Architectural, Engineering, and Construction. *National Science Foundation.* $299,986

 Co-PI. (2022; Finalist). Promoting College Students’ Implicit Attitudes Toward People with Disabilities: A Pilot Study on Loving-Kindness Mindfulness. *Mind & Life Institution PEACE Grant.* $25,000.

 Co-PI. (2021; Finalist). Providing Diagnostic Feedback with Large-Scale Assessment Data: An Analysis of TIMSS 2019 Data. *Spencer Foundation Small Grant.* $ 48,998

 PI. (Funded 2018). Exploring Pathways of Western and East Asian Students’ Persistence in Learning: The Role of Learning Beliefs, Choice, and Internationalization of Learning Motivation. *University of Kansas Doctoral Students Research Fund.* $5,000

 **Conference Presentations and Posters**

 **Wang, Y.** & Lee, J. (2022, June). *Bayesian joint modeling of response accuracy and real-time emotions*. Oral Presentation at the Psychometric Society IMPS Conference, Italy.

 **Wang, Y.**, Zhao, Y., Zhang, J. & Man, K. (2022, June). *University Students’ Motivation Recovery: A Self-determination Theory-based Intervention.* Oral presentation at the Tenth SELF International Conference, online.

 **Wang, Y.** & Lee, H.(2022, June). *Exploring the cultural difference of Western and East Asian students’ persistence in learning: The role of learning beliefs, internationalization of learning motivation, and emotion.* Oral Presentation at the Tenth SELF International Conference, online

 **Wang, Y.** & Zhang, J. (2022, April). *How math anxiety influences challenging math problem-solving behaviors under different autonomy support conditions: an experiment.* Oral Presentation at American Educational Research Association Annual Conference, San Diego, CA.

 **Wang, Y.**, Man, K. & Zhao, Y. (2022, January). *University students’ motivation and regulation style during and after COVID-19 pandemic: A self-determination theory approach.* Oral Presentation at The IAFOR International Conference on Education in Hawaii (IICE2022).

 **Wang, Y.** & Hooper, A. (2021, October). *Raising motivated learners: strategies for building students’ motivation in the early childhood classroom.* Practitioner workshop presented online at the 2021 Alabama Early Childhood Education Conference.

Xia, M. & **Wang, Y.** (2021, July). *What is most important for well-being? The implication of psychological need satisfaction and strengths for life satisfaction and flourishing.* Pre-recorded presentation at the 7th International Positive Psychology Association World Congress 2021 (IPPA WC 2021) virtually.

Zhang, J., Ackerman, T. & **Wang, Y.** (2021, May). *2PL model: compare generalized linear mixed model with latent variable model basked IRT framework.* Research presented online are the NCME 2021 Annual Meeting.

 **Wang, Y.** (2021, January). *Exploring the cognitive mechanism of lifelong learning and the influence of emotion.* Research presented online at the IAFOR International Conference on Education – Hawaii (IICEHawaii2021).

 **Wang, Y**. & Zhang, J. (2020, April) *Exploring the cultural differences of Western and East Asian Students' persistence, beliefs, choice, and internalization* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sfbahne> (Conference Canceled)

 **Wang, Y**. & Hansen, D. (2019, May). *Psychometric evaluation of a new internalization of learning motivation (ILM) Scale.* Poster presented at the 31st Association of Psychology Science Annual Convention, Washington, D.C.

 **Wang, Y**. & Zhang, J. (2019, April). *Association between factors of the cultural intelligence scale and academic achievement among international students.* Poster presented at the 2019 annual American Educational Research Association, Toronto, Canada.

 **Wang, Y**. (2018, February). *Cultural intelligence as a predictor of international students' academic performance*. Paper presented at the 14th annual KU Professionals for Inclusion and Social Justice Graduate Student Research Conference, Lawrence, KS.

 **Wang, Y**. (2018, February). *Factors associate with international students’ academic performance*. Poster presented at the 14th annual KU Professionals for Inclusion and Social Justice Graduate Student Research Conference, Lawrence, KS.

**TEACHING AND MENTORING**

\* Courses I developed

**University of Alabama**

* *BEP 565 Personality and Social Development* (face-to-face), Fall 2020 and 2021
* *BEP 561 Social Cultural Basis of Behaviors* (online), Summer 2021
* *BEP 305 Introduction to Educational Psychology* (face-to-face; hybrid), Fall 2019, Spring 2020 and 2021
* *BEP 360 Social & Psychological Foundations of Education* (face-to-face; hybrid), Fall 2019, 2020, 2021, Spring 2020 and 2021
* *BEP* *550 Life-Span Development* (online), Fall 2019, 2020, 2021, Spring 2020 and 2021
* *BEP 505 Motivation and Self-regulation\** (online), Summer 2020
* *BEP 541 Foundations of Learning and Cognition\** (online), Summer 2020

**University of Kansas**

* *PRE/EPSY 905 Multivariate Analysis* (face-to-face), Spring 2019
* *EPSY 305 Adolescent Development* (face-to-face), Fall 2017 and 2018
* *EPSY 306 Childhood Development* (face-to-face), Spring 2017, 2018, 2019
* *CHIN 204 Intermediate Chinese* *I* (face-to-face), Fall 2015 and 2016
* *CHIN 208 Intermediate Chinese* *II* (face-to-face), Spring 2016 and 2017

**Students Advised**

**M.A. Committee Chair/Co-chair**

* Kristoni Barnes: *“The Role of Social Identity in African American College Students’ Academic Experiences.”* Thesis defended in Spring 2021.
* Hillary Hardie: *“Capturing Recovery Capital Gains: A Comprehensive Learning Record Model for The University of Alabama’s Collegiate Recovery Program.”* Capstone project completed in Spring 2021. Employed by University of Alabama.
* Merve Nur Narci: *“The Relationship Between Problematic Internet Use and Academic Procrastination and Life Satisfaction of University Students.”* Thesis proposal defended in Fall 2021.
* Alexa Cruz: *“Female College Athletes and Body Image: Analyzing the Effect of Various Factors on Body Image Concerns.”* Finished capstone project Spring 2022
* Shiqing Xu: *“Social Support, Loneliness, and Learning Skills.”* Finished capstone project Spring 2022

**M.A. Advising**

* Leah Hanle
* Abdullah Sevinc
* Maggie McGough

**PROFESSIONAL DEVELOPMENT & SERVICE**

* Editor of *Frontiers in Psychology* and *Frontiers in Education*
* Current Trainee of Evidence-based Intervention Training for Education at the Ohio State University and Ohio University
* MA in Educational Psychology Program Coordinator and Academic Advisor 2019- Now
* Faculty advisor for Asian American Student Association 2021-Now
* Member of University of Alabama College of Education Educational Studies of Psychology Department Diversity, Equity, and Inclusion Council 2021-Now
* Reviewer for the *Review of Educational Research*, *Psychological Reports,* *Metacognition and Learning,* *Educational Studies in Psychology Research Methodology,* *BMC Medical Research Methodology*
* Reviewer for American Educational Research Association Conference (AERA) 2021 & 2022 Conference *Division J (Postsecondary Education)*, *Division C (Learning and Instruction)*, *SIG-Motivation*, *SIG-Teaching Educational Psychology*
* Foreign Affairs Assistant for the third Annual Presidents ‘*Forum of the Alliance of Asian Liberal Arts Universities (AALAU)*, 2020
* Project Manager and Foreign Affairs Assistant for *Global Education Deans Forum (GEDF)*, 2018 - 2019
* Guest Editor for [Issue 3, ECNU Review of Education Special Issue: Rethinking Large-Scale Assessments and the Purpose of Education,](https://journals.sagepub.com/toc/roea/2/3)September 2019, pp. 253–365

**AWARDS**

* Research Scholarship, University of Kansas (2018)
* Scholarship of School of Education, University of Kansas (2016-2017)
* First-class Scholarship, Dalian University of Foreign Languages (2008-2012)
* Scholarship issued to future economic talent by Citibank (2011)

**PROFESSIONAL AFFLIATION**

* American Educational Research Association (AERA)
* American Psychological Association (APA)
* Association of Psychology Science (APS)
* Center for Interconnected Behavioral and Mental Health Systems (CIBMHS)