

Dr. Yurou Wang

Clinical Assistant Professor
Department of Educational Studies in Psychology,
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College of Education
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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)

Dalian University 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
- 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

- Wind, S. A., Lugu, B., & **Wang, Y.** (2023). A sequential Moken scaling approach to evaluate response quality in survey research. *Behavior Research Methods*, 1-19.
- *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>
- ***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>

Wang, Y. & Sprouts (2022, October 27). Self-Determination Theory: 3 Basic Needs That Drive Our Behavior [YouTube]. <https://www.youtube.com/watch?v=juPDoa3GBY>

Manuscripts under Review

Wang, Y., Wang, H., Wang, S., Wind, S. & Gill, C. (under review). A systematic review and meta-analysis of self-determination-theory-based interventions in the education context. *Review of Educational Research*.

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. *Learning and Instruction*

Wang, Y. (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. *Metacognition and Learning*

Wang, Y. & Sartain, A. (under review). Addressing nursing students’ anxiety during simulation sessions: a pilot intervention study. *Journal of Nursing Education*.

Wind, S., Lugu, B. & **Wang, Y.** (under review). Combining Nonparametric and Parametric IRT to Explore Differences in Measurement Quality between Subgroups. *International Journal of Testing*

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. (2023-2024; 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. (2023; under review). Captivating Minds: Immersive 3D Game for Exploring Psychology Theory. *Association for Psychological Science*. \$5,000
- Co-PI. (2023; under review). Promoting School Experiences and Outcomes of Students with Disabilities. *Administration for Community Living*. \$596,282
- PI. (2022; Not Funded). 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. (2018; Funded). 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.** (2023, June). *A meta-analysis of self-determination-theory-based interventions in the education context*. Oral Presentation at the 8th International Self-determination Theory Conference.
- Wang, Y. & Wang, H.** (2023, April). *A Systematic Review of Self-Determination Theory-Based Interventions in the Education Context*. Poster presentation at the American Educational Research Association Annual Conference, Chicago, IL.
- 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 based IRT framework*. Research presented online at 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 associated 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

Ph.D. Dissertation Committee

- Candace Peters: "*Impact of Perceived Academic Social Comparisons on Study Habits.*" In progress
- Natalia Molska: "*Social Emotional Learning and Physical Education.*" In progress

M.A. Committee Chair/Co-chair

- Abdullah Sevinc: "*The Relationship Between Moral Judgment And Irrational Beliefs Among University Students.*" Thesis defended in Fall 2023.
- Maggie McGough: "*The History and Development of College Programs for Students with Intellectual Disabilities.*" Capstone project completed in Spring 2023. Employed by the University of Alabama.
- 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 the 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

Ph.D. Advising

- Fatema Nasrin

M.A. Advising

- Leah Hanle
- Sinong Zou

Undergraduate Research Mentoring

- Ben Ramos

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*, *ECNU Review of Education*, *Journal of Intelligence*, *International Journal of Environmental Research and Public Health*
- Reviewer for American Educational Research Association Conference (AERA) 2021 - 2023 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*, 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)