

YUE YIN

Department of Educational Psychology
College of Education, M/C 147
University of Illinois Chicago
1040 West Harrison Street
Chicago, IL 60607

Office Phone: (312) 355-1042
Cell Phone: (765) 430-3545
Fax: (312) 996-5651
Email: yueyin@uic.edu

EDUCATION

- 2005 PhD in Science Education, Graduate School of Education, Stanford University, CA.

 Dissertation: The Influence of Formative Assessments on Student Motivation, Achievement, and Conceptual Change

 Advisor: Richard J. Shavelson
- 2003 MA in Psychology, Department of Psychology, Stanford University, CA.
- 2000 MA in Educational Economics and Management (with Honors), Institution of Higher Education (Currently Graduate School of Education), Peking University, Beijing, P. R. China.
- 1997 BS in Applied Chemistry (with Honors), Department of Technical Physics, Peking University, Beijing, P. R. China.

PROFESSIONAL EXPERIENCE

- 2021~ present Professor, Department of Educational Psychology, College of Education, University of Illinois Chicago, IL.
- 2018 ~ present Affiliate Faculty, Learning Sciences Research Institute, University of Illinois Chicago, IL.
- 2013 ~ 2021 Associate Professor, Department of Educational Psychology, College of Education, University of Illinois Chicago, IL.
- 2008 ~ 2013 Assistant Professor, Department of Educational Psychology, College of Education, University of Illinois Chicago, IL.

- 2005 ~ 2008 Assistant Professor, Department of Educational Psychology, College of Education, University of Hawaii at Manoa, HI.
- 2002 ~ 2004 Teaching Assistant, School of Education, Stanford University, CA.
- 2000 ~ 2005 Research Assistant, Stanford Educational Assessment Laboratory (Advisor: Richard J. Shavelson), Stanford University, CA.

SELECTED HONORS/AWARDS

- 2022 Teaching Excellence Award from the University of Illinois Chicago, four awardees in total at UIC in 2022.
- 2017 Teaching Recognition Program Award from the University of Illinois Chicago, Center for the Advancement of Teaching-Learning Communities. Award for UIC faculty based on three years of excellent teaching activities, 14 awardees in total at UIC.
- 2012 Teaching Recognition Program Award from the University of Illinois Chicago, Council for Excellence in Teaching and Learning. Award for UIC faculty based on three years of excellent teaching activities, 14 awardees in total at UIC.
- 2001 ~ 2005 Graduate Scholarship, Stanford University, CA. Award for doctoral students with excellent academic performance, research, and teaching.
- 2000 ~ 2001 Alice F. Moore Memorial Fellowship, Stanford University, CA. Award for doctoral students based on excellent academic background.
- 1999 The Most Outstanding Student, Peking University, Beijing, China. Award for students based on outstanding academic achievement.
- 1999 Fellowship for Excellent Humanity Research Essay, Hong Kong Chinese University's Foundation, China. Award for students based on exceptional research essays.
- 1998 Excellent Academic Achievement, Peking University, Beijing, China. Award for students based on outstanding academic achievement.
- 1997 Outstanding Graduate Award, Peking University, Beijing, China. Award for students based on both outstanding academic achievement and contribution to the community.
- 1994 ~ 1996 Outstanding Student Award, Peking University, Beijing, China. Award for students based on outstanding academic achievement.
-

GRANTS

-
- 2023 Co-Principal Investigator. *C2-PP Research Practice Partnership for Improving Equity-Centered School Leadership Practice in Chicago Public Schools*, Award ID: 203764. (PIs: Shelby Cosner, Yue Yin, Sam Whalen) William T Grant Foundation. \$ 649,715; Duration: August 2023 - July 2024
- 2021 Principal Investigator. *Collaborative Research: Supporting Instructional Decision Making: The Potential of Automatically Scored Three-dimensional Assessment (PASTA)*. (PIs: Yue Yin & Sania Zaidi). National Science Foundation. Award ID: DRL-2101166. Amount: \$596,575; Duration: September 2021 – August 2026.
- 2019 Co-Principal Investigator. *Developing Organizational Capacity to Improve K-8 Mathematics Instruction. DRK-12 Discovery Grant Level III Implementation Teaching*. (PIs: Allison Castro, Yue Yin, Ben Superfine, & Shelby Cosner). National Science Foundation. Award ID: 1907681. Amount: \$4,455,644; Duration: July 2019 - June 2024.
- 2019 Grant to attend *Computer NSF Computer Science for All Researcher Practitioner Partnerships Workshop* by National Science Foundation.
- 2018 Grant to attend *Meta-Analysis Training Institute*, sponsored by the Institute of Education Sciences in partnership with Loyola University Chicago.
- 2017 Co-Principal Investigator, *Efficacy of the Connected Chemistry Curriculum* (PIs: Michael Stieff, Alison Superfine, & Yue Yin). Institute of Education Sciences. Award ID: R305A170074. Amount: \$3,279,937; Duration: August 2017 - July 2022.
- 2015 Co-Principal Investigator, *Development of Assessment Protocols for Assessing Computational Thinking in Physics and Engineering Making Activities* (PIs: Roxana Hadad & Yue Yin). National Science Foundation. Award ID: 1543124. Amount: \$898,564; Duration: October 2015 - September 2018.
- 2011 Grant to attend *Faculty Institute for the Teaching of Statistics with Large-Scale Data Sets*. American Educational Research Association.
- 2009 Co-Principal Investigator, *Identifying Critical Characteristics of Effective Feedback Practices in Science and Mathematics Education* (PIs: Min Li, Maria Ruiz-Primo, & Yue Yin). National Science Foundation, DRK12. Award Id: DRL-0822373. Amount: \$271,327; Duration: January 2009 – March 2012.

- 2008 New Faculty Starting Research Grant. College of Education, University of Illinois Chicago. Amount: \$6,750.
- 2007 Co-Principal Investigator, *Lessons from the Past: A Historical Perspective on Globalization and Localization of Advertising in China* (PIs: Xin Zhao & Yue Yin). Interdisciplinary Study Funded by Centers for International Business Education and Research. University of Hawaii at Manoa. Amount: \$6,500; Duration: January 2008 – July 2008.
- 2006 Co-Principal Investigator, *Creating Local Advertising in International Markets* (PIs: Xin Zhao & Yue Yin). Interdisciplinary Study Funded from Centers for International Business Education and Research. University of Hawaii at Manoa. Amount: \$6,000; Duration: January 2007 – July 2007.
- 2006 Grant to attend *Workshop on Quasi-Experimental Design and Analysis in Education*. Spencer Foundation.
- 2005 First Year Faculty Research Grant from College of Education, University of Hawaii at Manoa. Amount: \$5,000.
- 2004 Grant to attend *Institute on Statistical Analysis for Education Policy*. American Educational Research Association.

OTHER GRANT RELATED WORK

- 2016 Internal Evaluator, *Collaborative Research: Infusing Authentic Research in the Introductory Biology Curriculum-A Multi-Institutional Study* (PI: Ginger Fisher; Co-PI: Sue Ellen DeChenne). National Science Foundation. Award Amount: \$255,150; Duration: September 2016 - August 2019.
- 2016 Internal Evaluator, *GP-IMPACT: Establishing Partnerships to Recruit Geoscience Undergraduates from Urban Chicago* (PIs: Kathryn Nagy, Roy Plotnick, Max Berkelhammer, Stefany Sit). National Science Foundation. Amount: \$429,363; Duration: June 2016 - July 2019.
- 2015 Internal Evaluator, *CAREER: Development of Reactive Electrochemical Membranes for Sustainable Water Treatment Applications: An Integrated Research and Education Plan* (PI: Brian Chaplin). National Science Foundation. Amount: \$500,000; Duration: January 2015 - January 2020.
- 2014 Internal Evaluator, *RCN-UBE: Assessment of Competence in Experimental Design in Biology (ACED-Bio) Network* (PIs: Nancy Pelaez, Trevor Anderson, & Stephanie Gardner). National Science

- Foundation. Amount: \$500,000; Duration: January 2014 - January 2019.
- 2011 Statistician and Researcher, *UIC Asian American and Native American Pacific Islander-Serving Institutions Grant Initiative*. US Department of Education. Amount: \$1,860,000; Duration: October 2010 - September 2015.
- 2011 Statistician and Researcher, *Algebra Screening and Progress Monitoring* (PI: Anne Foegen & Barbara Dougherty). Institute of Education Sciences, Mathematics and Science Education: Special Education Research. Amount: \$1,511,427; Duration: July 2011 – June 2015.
- 2007 Senior Personnel, *The Effects of Formative Assessment in a Networked Classroom on Student Learning of Algebraic Concepts* (Melfried Olson, Judith K Olson, & Hannah Slovin). National Science Foundation, REESE. Amount: \$998,250; Duration: September 2007 – August 2011.

REFEREED JOURNAL PUBLICATIONS

- Zhai, X., & Yin, Y. (2023). Using educative learning progression to support novice science teachers' lesson plan critiques. *International Journal of Science Education*, 46(13), 1281–1310. <https://doi.org/10.1080/09500693.2023.2285259>
- Pan, T. & Yin, Y. (2023). An application of Theil indexes for the interrater reliability: A comparison with intraclass correlations. *Chinese/English Journal of Educational Measurement and Evaluation*. 4(2). <https://doi.org/10.59863/WDDK7257>
- Yin, Y., Khaleghi, S., Hadad, R., & Zhai, X. (2022). Developing effective and accessible activities to improve and assess computational thinking and engineering learning. *Educational Technology Research and Development*, 1-38. <https://doi.org/10.1007/s11423-022-10097-w>
- Liu, Y., Yin, Y., & Wu, R. (2020). Measuring graduate students' global competence: Instrument development and an empirical study with a Chinese sample. *Studies in Educational Evaluation*. 67, 100915. <https://doi.org/10.1016/j.stueduc.2020.100915>
- Furrow, R. E., Price, R. M., Thomas, A., Yin, Y., Bernot, K. M. (2020). Vitamin C for colds? Writing LETTERS to synthesize and communicate results from multiple studies. *Course Source*. (Open-access journal of peer-reviewed teaching resources for undergraduate biological sciences) <https://doi.org/10.24918/cs.2020.8>.
- Hadad, R., Kachovska, M., Thomas, K., & Yin, Y. (2020). Practicing formative assessment for computational thinking in making environments. *Journal of*

-
- Science Education and Technology*, 29(1), 162-173.
<https://doi.org/10.1007/s10956-019-09796-6>
- Lin, Q., **Yin, Y.**, Tang, X., Hadad, R., & Zhai, X. (2020) Assessing learning in technology-rich maker activities: A systematic review of empirical research. *Computers & Education*. 157, 103944. doi.org/10.1016/j.compedu.2020.103944
- Liu, Y. & **Yin, Y.** (2020). The examination of the assessment scale and indicator system of university teachers' international competence. *Higher Education Exploration* (Chinese, CSSCI), 205, 107-113.
- Pan, T., & **Yin, Y.** (2020). Improving the accuracy of identifying the lognormal curve in the Johnson system. *Communications in Statistics - Simulation and Computation*, 49(5), 1321-1332. <https://doi.org/10.1080/03610918.2018.1494834>
- Tang, X., **Yin, Y.**, Lin, Q., Hadad, R., & Zhai, X. (2020). Assessing computational thinking: A systematic review of empirical studies. *Computers & Education*, 148, 103798. <https://doi.org/10.1016/j.compedu.2019.103798>
- Yin, Y.**, Hadad, R., Tang, X., & Lin, Q. (2020). Improving and assessing computational thinking in maker activities: The integration with physics and engineering learning. *Journal of Science Education and Technology*, 29(1), 189-214. <http://dx.doi.org/10.1007/s10956-019-09794-8>
- Zhai, X., **Yin, Y.**, Pellegrino, J., Haudek, K. & Shi, L. (2020). Applying machine learning in science assessment: A systematic review. *Studies in Science Education*, 56(1), 111-151. <https://doi.org/10.1080/03057267.2020.1735757>
- Pelaez, N., Anderson, T. R., Gardner, S. M., **Yin, Y.**, Abraham J. K., Bartlett, E. L., Gormally, C., Hurney C. A., Long, T. M., Newman, D. L., Sirum, K., Stevens, M. T. (2018). A Community-building framework for collaborative research coordination across the education and biology research disciplines. *CBE-Life Sciences Education*, 17(2), 1-10. <https://doi.org/10.1187/cbe.17-04-0060>
- Pan, T., & **Yin, Y.** (2017). Using the Bayes factor to evaluate person fit in item response theory. *Applied Measurement in Education*, 30(3), 213-227. <https://doi.org/10.1080/08957347.2017.1316275>
- Schinske, J. N., Balke, V. L., Bangera, M. G., Bonney, K. M., Brownell, S. E., Carter, R. S., Curran-Everett, D., Dolan, E. L., Elliott, S. L., Fletcher, L., Gonzalez, B., Gorga, J. J., Hewlett, J. A., Kiser, S. L., McFarland, J. L., Misra, A., Nenortas, A., Ngeve, S. M., Pape-Lindstrom, P. A., Seidel, S. B., Tuthill, M. C., **Yin, Y.**, & Corwin, L.A. (2017). Broadening participation in biology education research: Engaging community college students and faculty. *CBE Life Science Education*, 16(2), 1-11. <https://doi.org/10.1187/cbe.16-10-0289>
- Yin, Y.**, Olson, J., Slovin, H., Olson, M., & Brandon, P. (2015). Comparing two versions of professional development for teachers using formative assessment in networked

-
- mathematics classrooms. *Journal of Research on Technology in Education*, 47(1), 41-70. <https://doi.org/10.1080/15391523.2015.967560>
- Yin, Y.**, Tomita, M. K., & Shavelson, R. J. (2014). Using formal embedded formative assessment aligned with learning progressions to promote conceptual change in science. *International Journal of Science Education*, 36(4), 531-552. <https://doi.org/10.1080/09500693.2013.787556>
- Briggs, D. C., Ruiz-Primo, M. A., Furtak, E. M., Shepard, L. A., & **Yin, Y.** (2012). Meta-analytic methodology and inferences about the efficacy of formative assessment. *Educational Measurement: Issues and Practice*, 31(4), 13-17. DOI:10.1111/j.1745-3992.2012.00251.x
- Pan, T., & **Yin, Y.** (2012). The relationship between mean square differences and standard error of measurement: Comment on Barchard (2012). *Psychological Methods*, 17(2), 309-311. DOI: 10.1037/a0028250
- Yin, Y.** (2012). Applying scientific principles to solve misconception problems. *Science Scope*, 35(8), 48-53.
- Yin, Y.** (2012). Using tree diagrams as an assessment tool in statistics education. *Educational Assessment*, 17(1), 22-49. DOI: 10.1080/03057267.2025.2460927
- Im, S., & **Yin, Y.** (2009). Diagnosing students' statistical inference skills by using the rule-space model. *Studies in Educational Evaluation*, 35(4), 193-199. DOI: 10.1016/j.stueduc.2009.12.004
- Ayala, C. C., Shavelson, R. J., Ruiz Primo, M. A., Brandon, P. R., **Yin, Y.**, Furtak, E. M., Young, D. B., & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment suites. *Applied Measurement in Education*, 21(4), 315-334. DOI:10.1080/08957340802347787
- Brandon, P. R., Young, D. B., Shavelson, R. J., Jones, R., Ayala, C. C., Ruiz-Primo, M. A., **Yin, Y.**, Tomita, M. K., & Furtak, E. M. (2008). Lessons learned from the process of curriculum developers' and assessment developers' collaboration on the development of embedded formative assessments. *Applied Measurement in Education*, 21(4), 390-402. DOI:10.1080/08957340802347886
- Furtak, E. M., Ruiz-Primo, M. A., Shemwell, J. T., Ayala, C. C.*, Brandon, P. R., Shavelson, R. J., & **Yin, Y.** (2008). On the fidelity of implementing embedded formative assessments and its relation to student learning. *Applied Measurement in Education*, 21(4), 360-389. <https://doi.org/10.1080/08957340802347852>
- Shavelson, R. J., Young, D. B., Ayala, C. C.*, Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., Tomita, M. K., & **Yin, Y.** (2008). On the impact of curriculum-embedded

formative assessment on learning: A collaboration between curriculum and assessment developers. *Applied Measurement in Education*, 21(4), 295-314. <https://doi.org/10.1080/08957340802347647>

Yin, Y., & Shavelson, R. J. (2008). Application of generalizability theory to concept map assessment research. *Applied Measurement in Education*, 21(3), 273-291. <https://doi.org/10.1080/08957340802161840>

Yin, Y., Shavelson, R. J., Ayala, C. C., Ruiz-Primo, M. A., Brandon, P. R.*, Furtak, E. M., Tomita, M. K., & Young, D. B. (2008). On the impact of formative assessment on students' motivation, achievement, and conceptual change. *Applied Measurement in Education*, 21(4), 335-359. <https://doi.org/10.1080/08957340802347845>

Yin, Y., Tomita, M. K., & Shavelson, R. J. (2008). Diagnosing and dealing with student misconceptions about "sinking and floating." *Science Scope*, 31(8), 34-39. <https://doi.org/10.1002/tea.21909>

Vanides, J., **Yin, Y.**, Tomita, M. K., & Ruiz-Primo, M. A. (2005). Using concept maps in the science classroom. *Science Scope*, 28(8), 27-31.

Yin, Y., Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2005). Comparison of two concept-mapping techniques: Implications for scoring, interpretation, and use. *Journal of Research in Science Teaching*, 42(2), 166-184. <https://doi.org/10.1002/tea.20049>

Ayala, C. C., Shavelson, R. J., **Yin, Y.**, & Schultz, S. E. (2002). Reasoning dimensions underlying science achievement: The case of performance assessment. *Educational Assessment*, 8(2), 101-122. DOI: 10.1207/S15326977EA0802_02

Dong, D., **Yin, Y.**, & Lei, J. (1999). The comparison of curricula at top tier universities. *Higher Education Forum (Chinese)*, 13(4), 30-40.

Yin, Y. (1999). Case study of private colleges. *Higher Education Forum (Chinese)*, 13(4), 89-96.

* **Order of authors at this point is alphabetical.**

MANUSCRIPTS IN PREPARATION

Chen, Y. & **Yin, Y.** *Measuring teaching practice: A systematic review of classroom observation protocols in the context of science education*, submitted to Review of Education.

Chen, Y., Werner, S., **Yin, Y.**, Stieff, M. *Measuring chemistry teachers' reformed teaching: A Rasch-based classroom observation system.*

Chen, Y., **Yin, Y.**, & Stieff, M. *Examining rater effects in a science classroom observation study: An application of a Many-Facet rasch model (MFRM).*

Huang, R. & **Yin, Y.** *Methodology for systematic reviews in education and social sciences*

Huang, R., **Yin, Y.**, Zhou, N., & Lang, F. *Artificial intelligence in K-12 education: An umbrella review*

Strasser, M., Lang, F., & Yin, Y. *Measuring assessment literacy of faculty in higher education*

BOOK

Yin, Y. (2009). *Embedding formative assessment in science curriculum: Impact on student motivation, achievement, and conceptual change.* Saarbrücken, Germany: VDM Verlag Dr. Müller.

BOOK CHAPTERS

Yue, Y., Vanides, J., Tomita, M., Shavelson, R.J., & Ruiz-Primo, M.A. (2022) On diagnosing and enhancing students' understanding of the natural world. In L. Cardinelli, L. (Ed.), *Progetto PROFILES: Exemplary experiences of teaching and learning outside and inside the classroom.* Alcona, IT: Università Politecnica delle Marche. Chapter 4, pp. 49-61.

Li, M., Shavelson, R. J., **Yin, Y.**, & Wiley, E. Generalizability theory. (2015). In R. L. Cautin, & S. O. Lilienfeld (Eds.), *Encyclopedia of clinical psychology* (pp. 1-19).. Hoboken, NJ: John Wiley & Sons, Inc.

Ruiz-Primo, M. A., Furtak, E. M., Ayala, C. C., **Yin, Y.**, & Shavelson, R. J. (2010). On the impact of formative assessment on student science learning and motivation. In G. L. Cizek, & P. Andrade (Eds.), *Handbook of formative assessment* (pp. 139-158). New York, NY: Taylor & Francis.

Yin, Y. (2010). Exogenous variables. In N. J. Salkind (Ed.), *Encyclopedia of research design* (pp. 439-441). Thousand Oaks, CA: Sage Publications.

Shavelson, R. J., **Yin, Y.**, Furtak, E. M., Ruiz-Primo, M. A., & Ayala, C. C. (2008). On the role and impact of formative assessment on science inquiry teaching and learning. In J. Coffey, R. Douglas, & C. Stearns (Eds.), *Assessing science learning: Perspectives from research and practice* (pp. 21-36). Arlington, VA: National Science Teachers Association Press.

TECHNICAL REPORTS

Yin, Y., & Shavelson, R. J. (2004). *Application of generalizability theory to concept-map assessment research* (No. 640). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education & Information Studies, University of California.

Yin, Y., Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2004). *Construct-a-concept-map science assessments: Created linking phrases and selected linking phrases* (No. 624). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education & Information Studies, University of California.

CONFERENCE

Huang, R., & Yin, Y. (2025, November). *Generative AI for classroom assessment* [Paper presentation]. Purdue AI in P-12 Education Conference, West Lafayette, Indiana, United States.

Huang, R., Ng, D. T. K., & Yin, Y. (2025, October). *Assessing science teachers' generative AI literacy: A multi-method instrument development and validation* [Paper presentation]. Artificial Intelligence in Measurement & Education Conference (AIME-Con), Pittsburgh, Pennsylvania, United States.

Huang, R., Yin, Y., Zhou, N., & Lang, F. (2025, July). *Artificial intelligence in K-12 education: An umbrella review* [Invited talk]. Paper presented at the 26th International Conference on Artificial Intelligence in Education (AIED 2025), Palermo, Italy.

Huang, R., Zhou, N., **Yin, Y.**, Lang, F., Chen, Y., Riel, J., & Zaidi, S. (2025). Artificial intelligence in K-12 education: An umbrella review. Poster presented at the 2025 annual conference of the American Educational Research Association. Denver, CO.

Huang, R., **Yin, Y.**, Zhou, N., Lang, F., Chen, Y., & Riel, J. (2025). Artificial intelligence applications in K-12 teaching and learning: An umbrella review. Poster presented at the 2025 annual conference of the American Educational Research Association. Denver, CO.

-
- Huang, R., & **Yin, Y.** (2025, March). Methodology for systematic reviews in education. Paper presented at 16th Annual College of Education Graduate Student Conference, University of Illinois Urbana-Champaign, Urbana, IL, United States.
- Huang, R., **Yin, Y.**, Zhou, N., Lang, F., Chen, Y., Riel, J., & Zaidi, S. (2025, June). Artificial intelligence in K–12 education: An umbrella review. Poster presented at 2025 NSF Discovery Research Prek-12 PI Meeting, Arlington, VA.
- Lang, F., **Yin Y.**, & Wang, A. (2024, September). Exploring student interaction with AI-driven automated writing evaluation systems. Paper accepted at the 2024 National Council on Measurement in Education (NCME) Special Conference on Classroom Assessment. Chicago, IL.
- Strasser, M., Lang, F., & **Yin, Y.** (2024, September). *Measuring assessment literacy of faculty in higher education: A systematic review*. Paper accepted at the 2024 National Council on Measurement in Education (NCME) Special Conference on Classroom Assessment. Chicago, IL.
- Chen, Y., Huang, R., **Yin, Y.**, & Zhai, X. (2024, April) *Artificial Intelligence for formative assessment: A systematic review*. Poster accepted at the 2024 annual conference of the American Educational Research Association. Philadelphia, PA.
- Ma, W., Chen, Y., **Yin, Y.**, & Lugu, B., (2024, April) *Assessing intervention effectiveness and the impact of covariates using longitudinal cognitive diagnosis models*. Paper accepted at the 2024 annual conference of the National Council on Measurement in Education. Philadelphia, PA.
- Strasser, M. & Yin, Y. (2024, March) *Measuring assessment literacy of STEM faculty in higher education: A systematic review*. Paper presented at the National Association for Research in Science Teaching (NARST), Denver, CO.
- Chen, Y. & **Yin, Y.** (2023, April) *A systematic review to measure reformed teaching in science classrooms: What do we learn from diverse raters*. Paper presented at the 2023 annual conference of the American Educational Research Association. Chicago, IL
- He, X., Chen, Y., Zhai, X., & **Yin, Y.** (2023, April) *Automatically generated assessment reports for teachers' formative uses: A review of dashboard design*. Poster presented at the annual conference of the American Educational Research Association. Chicago, IL
- Huang, R., **Yin, Y.**, Zaidi, S., Chen, Y., Strasser., M. (2023, April). *Addressing challenges in formative assessment practices by artificial intelligence: A systematic review*. Poster presented at the annual conference of the American Educational Research Association. Chicago, IL

-
- Zhai, X., He, X., Latif, E., He., P., Krajcik, J., **Yin, Y.**, & Harris, C.. (2023, April). *Teacher interpretation of AI-augmented assessment reports*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Chen, Y., Werner, S., **Yin, Y.**, Stieff, M. (2022, Feb). *Measuring chemistry teachers' instructional practices in technology-infused classroom: A Rasch-based classroom observation system*. The 13th College of Education Annual Research Day. Chicago, IL
- He, X., Chen, Y., Zhai, X., **Yin, Y.** (2022, May). *Reviewing automatically generated assessment reports for teachers' formative uses*. International Conference of AI-based Assessment in STEM Education. Athens, GA
- Chen, Y., **Yin, Y.**, Werner, S., Stieff, M. (2022, Aug). *Inquiry into teacher practices: A Rasch based observational system for science classroom*. Biennial Conference on Chemical Education. West Lafayette, IN.
- Chen, Y., Werner, S., **Yin, Y.**, Stieff, M. (2021, Dec). *Examining the impact of high-fidelity simulations in secondary chemistry classrooms*. International Chemical Congress of Pacifichem Basin Societies 2021. Honolulu, HI.
- Chen, Y., Werner, St., Yim, R., **Yin, Y.**, & Stieff, M. (2020, June) *Examining the impact of high-fidelity simulations in secondary chemistry classrooms*. Abstract accepted by 2020 Biennial Conference on Chemical Education. (meeting canceled due to COVID-19 pandemic).
- Zhang, J., Gonzalez, B., Dong, J.H., **Yin, Y.**, Jiang, W., & Chen, Y.V. (2020, April). *Enhancing procedural knowledge retention by immersive virtual reality training*. Paper accepted by the American Educational Research Association (AERA). (Meeting canceled due to COVID-19 pandemic).
- Hadad, R., Kachovska, M., Thomas, K., **Yin, Y.** (2019, May). *Practicing formative assessment for computational thinking in making environments*. Poster presented at the Advancing the Integration of Interdisciplinary Computational Thinking in the Physical and Life Sciences Conference, College Park, MD.
- Hadad, R., Kachovska, K., Thomas, & **Yin, Y.** (2019, April) *Identifying formative assessment strategies for computational thinking in makerspaces focused on physics and engineering learning*. Paper presented at the American Education Research Association (AERA), Toronto, Canada.
- Lin, Q., **Yin, Y.**, & Hadad, R. (2019, April). *Development and validation of a computational thinking affective scale*. Paper presented at the American Education Research Association (AERA), Toronto, Canada.
- Cary T., Harris. M. A., Hong, S., & **Yin, Y.** (2018, July). *Moving beyond experimental design: How do we assess student ability to make logical conclusions from biological*

experimentation? Poster presented at the Society for the Advancement of Biology Education Research (SABER), Minneapolis, MN.

DeChenne-Peters, S., Scheuermann, N., Young, J., & **Yin, Y.** (2018, July). *Implementation of a CURE curriculum at a primarily undergraduate institution: Faculty experiences and instruction.* Poster presented at the Society for the Advancement of Biology Education Research (SABER), Minneapolis, MN.

Khaleghi, S., **Yin, Y.**, Lin, Q., & Hadad, R. (2018, April). *Improving computational thinking with Arduino activities.* Poster presented at the American Education Research Association (AERA), New York, NY.

Lin, Q., **Yin, Y.**, Tang, X., & Hadad, R. (2018, April). *A systematic review of empirical research on maker activity assessments.* Paper presented at the American Education Research Association (AERA), New York, NY.

Lin, Q., **Yin, Y.**, Tang, X., & Hadad, R., (2018, August). *Assessing circuit-based artifacts in maker activities.* Poster presented at the American Psychological Association (APA), San Francisco, CA.

Tang, X., **Yin, Y.**, Lin, Q., & Hadad, R. (2018, April). *Assessing computational thinking: A systematic review of the literature.* Poster presented at the American Education Research Association (AERA), New York, NY.

Tang, X., **Yin, Y.**, Lin, Q., & Hadad, R. (2018, April). *Making computational thinking evident: A think-alouds validation study of a computational thinking test.* Paper presented at the American Education Research Association (AERA), New York, NY.

Tang, X., **Yin, Y.**, Lin, Q., & Hadad, R. (2017, August). *Assessing computational thinking: a test with a combination of think-aloud and written prompts.* Paper presented at the annual meeting of American Psychology Association (APA), Washington, DC.

Yin, Y., Hadad, R., Tang, X., Lin, Q., & Hausman, C. M. (2017, April). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments.* Paper presented at the National Association for Research in Science Teaching (NARST), San Antonio, TX.

Yin, Y., Hadad, R., Tang, X., Lin, Q., & Husman, C. M. (2017, November). *Using maker activities and formative assessment strategies to enhance computational thinking skills, physics, and engineering learning.* Paper presented at National Science Teachers Association (NSTA), Milwaukee, WI.

Yin, Y., Pelaez, N., Gardner, S., & Anderson, T. R. (2015, April). *Evaluation of a network of scientists and educational specialists developing standards for competence in experimental design.* Paper presented at the National Association for Research in Science Teaching (NARST), Chicago, IL.

-
- Olson, M., **Yin, Y.**, Olson, J., Slovin, H., & Brandon, P. R. (2012, November). *Sustaining knowledge of and self-efficacy in using formative assessment*. Paper presented at North American Chapter of the International Group for the Psychology of Mathematics Education, Kalamazoo, MI.
- Li, M., Ruiz-Primo, M. A., **Yin, Y.**, & Morozov, A. E. (2011, April). *Identifying effective feedback practices on student learning of mathematics: A literature synthesis*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Olson, M., **Yin, Y.**, & Slovin, H. (2011, April). *Comparing the effects of two 2-Year formative assessment professional development models*. Paper presented at the Research Pre-session of the National Council of Teachers of Mathematics, Indianapolis, IN.
- Yin, Y.**, Brandon, P. R., Olson, J., Slovin, H., & Olson, M. (2011, April). *Comparing the effect of two formative assessment professional development models*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- Morozov, A. E., **Yin, Y.**, Li, M., & Ruiz-Primo, M. A. (2010, May). *A review of motivational outcomes of classroom feedback practice*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Ruiz-Primo, M. A., Iverson, H. L., & **Yin, Y.** (2010, May). *Evaluating concept maps as a formal formative assessment tool*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Ruiz-Primo, M. A., Li, M., **Yin, Y.**, Morozov, A. E., Kaur, S., & Wenneborg, C. (2010, March). *Identifying effective feedback practices on student learning: A literature synthesis*. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Philadelphia, PA.
- Im, S., & **Yin, Y.** (2009, April). *Diagnosing statistical inference skills using the Rule Space Model*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Ruiz-Primo, M. A., Iverson, H., & **Yin, Y.** (2009, April) *Towards the use of concept maps in large-scale science assessments: Exploring the efficiency of two scoring methods*. Poster presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Garden Grove, CA.
- Moran, C. M., & **Yin, Y.** (2008, January). *The effects of language background on standardized test scores of Japanese English language learners*. Paper presented at the annual meeting of the Hawaii Educational Research Association, Honolulu, HI.

- Tomita, M. K., & **Yin, Y.** (2008, March). *Can formative assessment promote conceptual change?* Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.
- Yin, Y.**, Ruiz-Primo, M. A., & Li, M. (2008, March). *Diagnosing students' misconceptions about phase changes in Chemistry.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.
- Yin, Y.**, Tomita, M. K., & Shavelson, R. J. (2008, March). *Using formative assessment to promote conceptual change.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Baltimore, MD.
- Yin, Y.**, Yuan, K., & Ericson, D. (2008, March). *A Review of studies exploring possible reasons for the TIMSS score gap.* Poster presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.
- Tomita, M. K., & **Yin, Y.** (2007, January). *Promoting conceptual change through formative assessment in the science classroom.* Paper presented at the annual meeting of the Hawaii Educational Research Association, Honolulu, HI.
- Yin, Y.** (2007, April). *A case study comparing middle school physics curricula in the US and China.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Yin, Y.** (2007, April). *Using concept mapping in statistics education.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Yin, Y.** (2007, January). *Knowledge structure and problem solving in statistics.* Paper presented at the annual meeting of the Hawaii Educational Research Association, Honolulu, HI.
- Lopez, E., Furtak, E. M., **Yin, Y.**, Ruiz-Primo, M. A., & Shavelson, R. J. (2006, April). *Students' conceptual change on relative density as measured by embedded formative assessments.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
- Yin, Y.**, & Ericson, D. (2006, March). *What made the difference? A review of studies exploring reasons for the TIMSS score gap between the United States and the East Asian countries.* Paper presented at the annual meeting of the Comparative and International Education Society, Honolulu, HI.
- Yin, Y.**, Ruiz-Primo, M. A., Ayala, C. C., Furtak, E. M., & Shavelson, R. J. (2006, April). *Formal and informal formative assessment.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
- Yin, Y.**, & Shavelson, R. J. (2004, April). *Generalizability analysis for concept mapping assessment of students' science achievement.* Paper presented at the annual

meeting of the American Educational Research Association (AERA), San Diego, CA.

Yin, Y., Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2004, April). *A comparison of two construct-a-concept-map science assessments: Created linking phrases and selected linking phrases*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Ayala, C. C., **Yin, Y.**, & Shavelson, R. J. (2002, April). *Cognitive interpretation of performance assessment task types*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Ayala, C. C., **Yin, Y.**, Vanides, J. & Shavelson, R. J. (2002, April). *Investigating the cognitive validity of performance assessment with think alouds: Technical aspects*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Yin, Y., Ayala, C. C., & Shavelson, R. J. (2002, April). *Students' problem solving strategies in performance assessment: Hands on and minds on*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Ayala, C. C., **Yin, Y.**, Schultz, S. E., & Shavelson, R. J. (2001, April). *Examining high school students' science achievement with different types of science assessments: A perspective from reasoning*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, WA.

INVITED TALKS

Yin, Y. & Huang, R. (2025, July). *Artificial Intelligence in K-12 Education: An Umbrella Review*. Workshop on Epistemics and Decision-Making in AI-Supported Education, 26th International Conference on Artificial Intelligence in Education, Palermo, Italy.

Huang, R. & Yin, Y. (2024, September). *How to Conduct Systematic Reviews Using Covidence*. University of Georgia, Athens, GA.

Font, M. & Yin, Y. (2021, March). *The Predictive Validity of the Graduate Record Examinations: A Systematic Review of Empirical Research*. Learning Sciences Research Institute, University of Illinois Chicago, Chicago, IL.

Yin, Y. (2020, November). *Being a PKUer: Freedom of thought, inclusion, and humanistic care*. Alumni Keynote Speaker for the 40th Anniversary of Graduate School of Education, Peking University

- Yin, Y. & Font, M. (2020, November). *The Predictive Validity of the Graduate Record Examinations: A Systematic Review of Empirical Research*. Educational Testing Service. Princeton, NJ.
- Font, M. & Yin, Y. (2020, October). *The Predictive Validity of the Graduate Record Examinations: A Systematic Review of Empirical Research*. Department of Teaching and Learning, University of Miami, FL.
- Yin, Y. (2019, May). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, School of Computer Science and Technology, Harbin University of Science and Technology, Harbin, China.
- Yin, Y. (2019, May). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, Institute of Curriculum and Instruction, East China Normal University, Shanghai, China.
- Yin, Y. (2018, April). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, School of Physical Science and Technology, Southwest University, Chongqing, China.
- Yin, Y. (2019, December). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, Curriculum Research & Development Group, University of Hawaii at Manoa, Honolulu, HI.
- Yin, Y. (2019, January). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, Graduate School of Education, Peking University, Beijing, China.
- Yin, Y. (2018, December). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, Jingshan Middle School, Beijing, China.
- Yin, Y. (2018, August). *Performance assessment*, Symposium on 2017 Focus Report and 2020 National Assessment of Science Education, Beijing Normal University, Beijing, China.
- Yin, Y. & Khaleghi, S. (2018, May). *Improving computational thinking skills and physics engineering learning by using makerspace activities and formative assessments*, Learning Sciences Research Institute, University of Illinois Chicago, Chicago, IL.
- Kodama, C., Yin, Y., Su, K., & Guevarra, A. (2017, September). *Uncovering the diversity of Asian American students at UIC*, University of Illinois Chicago, Chicago, IL.
- Yin, Y. (2017, June). *Course Based Undergraduate Research Experiences (CUREs)*, University of Northern Colorado, Greeley, Colorado.
- Pelaez, N., Yin, Y. (2017, May). *Student perceptions of knowledge, experience, and*

competence with biological experimentation: Results from a pilot study,
Advancing Competence in Experimentation – Biology (ACE-Bio) Network,
Highlands, NC.

Yin, Y. (2017, May) *Status of the ACE-Bio network project*, Advancing competence in experimentation – Biology (ACE-Bio) Network, Highlands, NC.

Yin, Y., Hadad, R., Tang, X., Lin, Q., & Hausman, C. M. (2016, December). *Assessing computational thinking in makerspace activities*, Beihang University, Beijing, China.

Yin, Y. (2011, October). *Misconceptions, concerns, identifying and addressing them*. Workshop on Food Nanotechnology, Purdue University, West Lafayette, IN.

Yin, Y. (2009, December). *Why did the students in Asian countries perform better than the US students on the international mathematics and science tests?* New Year Forum of Graduate School of Education, Peking University, Beijing, China.

INVITED WORKSHOPS/LECTURES

Yin, Y. (2020, March). *Online Teaching*, College of Education, University of Illinois Chicago, Chicago, IL.

Yin, Y. (2018, December). *Hierarchical Linear Modeling*, Beihang University, Beijing, China.

Yin, Y. (2018, December). *Educational Measurement*, Beihang University, Beijing, China.

Yin, Y. (2017, July) *Academic writing: Writing retreat for doctoral students*, College of Education, University of Illinois Chicago, Chicago, IL.

Yin, Y. (2016, August). *Academic writing in English*, Graduate School of Education, Peking University, Beijing, China.

Yin, Y. (2014, 2015, 2016). *Generalizability theory*, College of Nursing, University of Illinois Chicago, Chicago, IL.

COURSES TAUGHT

Instructor, College of Education, University of Illinois Chicago

Face-to-face

EPSY546 *Educational Measurement*

Doctoral and masters' students

EPSY505	<i>Analysis of Variance and Multiple Regression in Educational Research</i>	Doctoral and masters' students
EPSY543	<i>Advanced Analysis of Variance in Educational Research</i>	Doctoral and masters' students
EPSY547	<i>Multiple Regression in Educational Research</i>	Doctoral and masters' students
EPSY583	<i>Multivariate Analysis of Educational Data</i>	Doctoral and masters' students

Online

EPSY546	<i>Educational Measurement</i>	Doctoral and masters' students
EPSY543	<i>Advanced Analysis of Variance in Educational Research</i>	Doctoral and masters' students
EPSY547	<i>Multiple Regression in Educational Research</i>	Doctoral and masters' students
EPSY583	<i>Multivariate Analysis of Educational Data</i>	Doctoral and masters' students
EPSY584	<i>Hierarchical Linear Model</i>	Doctoral and masters' students
EPSY551	<i>Item Response Theory</i>	Doctoral and masters' students

Instructor, College of Education, University of Hawaii at Manoa

EDEP429	<i>Introductory Statistics</i>	Undergraduate and graduate students
EDEP416	<i>Student Assessment</i>	Undergraduate and graduate students
EDEP608	<i>Introduction to Educational Research</i>	Doctoral and masters' students

Teaching Assistant, School of Education, Stanford University

EDUC200A	Introduction to Data Analysis and Interpretation	Master's students
EDUC250B	Statistical Analysis in Educational Research: Analysis of Variance	Doctoral students

Workshop SPSS

Doctoral and masters' students

STUDENTS ADVISED

University of Illinois Chicago (Students were in the College of Education, if not specified)

• **Advisor: Doctoral Students** (Year indicates the graduation time)

In Progress	Yishan Yu	
In Progress	Adam Anderson	<i>(Tentative) Application of Artificial Intelligence in Healthcare</i>
In progress	Na Zhou	<i>(Tentative) Measuring Artificial Intelligence Literacy</i>
In progress	Ruiping Huang	<i>(Tentative) Artificial Intelligence for Formative Assessment</i>
In progress	Mikayla Strasser	<i>(Tentative) Measuring Teachers' Inclusive Instruction</i>
In progress	Maureen Font	<i>(Tentative) Predictive Validity of Graduate Record Examination</i>
2023	Ying Chen	<i>Measuring teacher practice</i>
2022	Qiao Lin	<i>Measuring skill growth and evaluating change: Unconditional and conditional approaches to latent growth cognitive diagnostic models</i>
2020	Xiaodan Tang	<i>Graphically modeling student knowledge: A Bayesian network approach</i>
2018	William Trapp	<i>The impact of test-taker criticism on educators' question review self-efficacy and test review quality</i>
2018	Lisa Reyes	<i>Considerations of reusing multiple choice items to assess medical certification repeat examinees</i>
2018	Kimberley Huston	<i>Transitioning from manual to automated test assembly: A comparison of equating methods</i>

• **Dissertation Committee Member** (Year indicates the graduation time)

	Guy Kass	<i>How Users of The Flip Side Defensively and Receptively Engage with Opposing Political Views</i>
	Benjamin Lugu	<i>Longitudinal Cognitive Diagnostic Models: Item Parameter Drift Detection, Missing Data Analysis and Three-Step Approach</i>
2023	Gabriela Groza	<i>Teachers' values, intentions, and understandings of classroom assessment</i>
2023	Meagan Richard	<i>Emancipatory school leadership in educational market contexts</i>
2023	Steven Oxman	<i>Moving towards mastery: Learning dashboards and persistence in digital courseware</i>
2022	James Oren	<i>Instructional change and student outcomes within collaborative problem-solving learning environments</i>
2021	Stephanie Werner (Chemistry)	<i>Representation, retention, and attrition of underrepresented groups in STEM</i>
2020	Fang Peng	<i>Automatic enemy item detection using natural language processing</i>
2020	Kamila Bruscianelli	<i>Curriculum implementation patterns and their potential influence on student achievement</i>
2020	Jeremy Riel	<i>Measuring feature-level participation and efficacy in online teacher professional development</i>
2020	Roxana Hadad	<i>Developing computational thinking skills through making</i>
2019	Mark Brow	<i>A comparison of flexible propensity score methods for hierarchical data with complex sampling</i>
2019	Kuan Xing	<i>Improving undergraduates' prior knowledge and motivation to enhance statistics performance</i>
2018	Gena Khodos	<i>Women in science, technology, engineering, and mathematics: Examining the perennial gender gap</i>
2018	Nicole K. Ozturk	<i>A Bayesian robust IRT outlier detection model</i>

2018	Jung Mi Scoulas	<i>Exploring Mexican immigrant parental involvement in adolescents' education: A mixed methods study</i>
2018	Sarah Schnabel	<i>A Comparison of the Angoff and objective standard setting methods for a high-stakes certification examination</i>
2017	Bing Chen (Rehabilitation Science)	<i>Control of vertical posture in the presence of posture instability during a dual-task performance</i>
2017	Lisa Lynn	<i>The effect of simple prompts built into a hypertext learning environment on metacognition</i>
2017	Tatiana Barakshina (Marketing)	<i>Sharing difficult choices - Effective consumer decision support</i>
2016	Andrew Swanlund	<i>Correcting for rater bias in the presence of nonignorable missing ratings</i>
2015	Christina Peter	<i>Adolescent romantic relationship partners, characteristics, satisfaction, and commitment</i>
2016	Natalie Jorion (Learning Sciences)	<i>Designing an evidence-based assessment of conceptual understanding and misunderstandings in statistics</i>
2016	Ying Liu	<i>Effects of positive feedback on student performance in mobile-assisted task-based language teaching</i>
2016	Jennifer Sweet	<i>A model for improving survey outcomes by reducing cognitive load</i>
2015	Maria Boyle Incrocci	<i>Assessing potential predictors of rater fit measures in the establishment of performance standards</i>
2015	Jennifer Garrette Lisy	<i>Examining the impact of technology on primary students' revision of written work</i>
2014	Katharine Romeo	<i>The role of harassment type and victim/perpetrator gender</i>
2014	Melissa Kelly	<i>Managing a pet's chronic illness: Factors that influence psychosocial adjustment</i>
2014	Jonathon Brown	<i>Investigating the validity of using Northwest Evaluation Association's measures of academic progress results in predicting student performance on</i>

		<i>Illinois' prairie state achievement examination and state administered ACT</i>
2014	Jessica Gottlieb	<i>Exploring factors that influence teacher perceptions of new evaluation policies</i>
2014	Nicole Colwell	<i>The impact of item parameter drift in computer adaptive testing</i>
2013	Karen Drill	<i>Social expectancies and cognitive dissonance: Perceiving and responding to gender</i>
2013	Flori Manning	<i>On leveraging the first impression: Learning achievement motivation and the design of digital tasks</i>
2011	Kathleen Paciga	<i>Preschoolers' listening comprehension of digital storybooks</i>
2011	Johnna Gueorguieva	<i>Procrastination: A measurement of types</i>
2011	Donald Straube	<i>A validation study of a comprehensive examination in a physical therapy education program</i>
2010	Ross Brown	<i>Similarities and differences in measurement of skills in varied medical certification oral exam formats</i>
2010	Qiong Fu	<i>Comparing accuracy of parameter estimation using IRT models in the presence of guessing</i>

• **Thesis/Dissertation Committee Member at Other Universities**

Current	Holly Kennedy Amerman	University of Georgia	<i>Teacher's acceptance of Artificial Intelligence</i>
2021	Shuqi Zhou	Purdue University	<i>Measuring students' knowledge mastery pattern through cognitive diagnostic model and nominal response mode</i>
2019	Yiping Liu	Beijing Normal University	<i>Model development of middle school weekend homework assignments supported by Rain class in WeChat</i>
2019	Xingming Liu	Beijing Normal University	<i>Assessing and improving the physics reading comprehension of high school students</i>

2019	Xiaoqin Ma	Beijing Normal University	<i>Examining the practice of flipped middle school physics classroom</i>
2019	Mengxuan Xu	Beijing Normal University	<i>Investigating the PCL-STEM pedagogy in middle schools</i>
2019	Mengyue Li	Beijing Normal University	<i>Computational thinking and curriculum design</i>
2018	Jun Zhang	Purdue University	<i>Immersive virtual reality training to enhance procedural knowledge retention</i>

• **Advisor: Master's Students**

2022	Shirley Vouris Mary Segreti
2021	Jasmine Collard Rebecca Mitrovich Yolande Wright
2020	Ahreum Han Christine Kelly-Williams Crystal Campbell Demi Reitzel JulieAnn Scherer Kate Wright Ksenia Bykova Son Nguyen Tina Dan Thao Nguyen
2019	Michael Dekhtyar Mikayla Irene Strasser Mohammed M Bashir

Tracy Ann Bartholomew

2018 Adrian Leigh Allen
Christabel Frances Yamoah
James Bartholomew Oren
Olivia Rae Lopez

2017 Benjamin Nicholas Scott
Carly Rose Contri
Charles Jeffrey Danoff
Danny Lee Lambouths
Frank Martino
Jing Wang
Rachel Briana Echeandia

2016 Anne Catherine McGrath
Emily Marie Bockrath
Jessica Marie Awsumb
Justin David Tuffy
Sierra R Ryan

• **Supervisor: Students/Scholars**

2023~2024	Fei Lang	Research	Visiting Scholar
2022	Ying Chen	Teaching	EPSY 594 R Programming
2018 Fall	Xiaoming Zhai	Research	Visiting Scholar
2014~2015	Fei Lang	Research	Visiting Scholar
2008 Fall	Ken Fujimoto	Teaching	EPSY505 Analysis of Variance and Multiple Regression in Educational Research

University of Hawaii at Manoa

- **Advisor: Doctoral Students** (Both transferred to other faculty members after I left Hawaii)

2007 ~ 2008 Christina Tydeman

2006 ~ 2008 Linda Venenciano

- **Dissertation Committee Member: Completed Doctoral Dissertation**

2010 Jon Yoshioka *The Relationship between CREDE-based instruction and student autonomy in classroom learning*

2008 Jeffery Jude *The role of learning environment on high school chemistry students' motivation and self-regulatory processes*

- **Advisor: Completed Master Thesis/Projects**

2008 Michelle Conklin *Teacher perceptions of formative assessment*

2008 Chastity Moran *The effects of language background of Japanese English language learners on standardized mathematics test scores*

2008 Katherine O'Neil *Gender differences of graduate students within STEM and non-STEM programs*

2007 Kristen Swope *Evaluation of a kindergarten mathematics program*

2007 Catherine Uyeda *Teachers' perception of an elementary math curriculum*

- **Advisor: Master's Students** (All transferred to other faculty members after I left Hawaii)

2007 ~ 2008 Daniel Fong

2007 ~ 2008 Tiffany Vu

2006 ~ 2008 Alicia Shin

2006 ~ 2008 Shakeiba Saidy

- **Committee Member: Master Thesis** (Both transferred to other faculty members after I left Hawaii)

2007 ~ 2008 Courtney Tsumoto *The perceptions of student-athletes and mentors of the effectiveness of an undergraduate peer mentoring program*

2007 ~ 2008 Lauren Mark *Student, teacher, and parent perceptions of cyberbullying in Hawai'i middle schools*

- **Supervisor: Students**

2008 Spring Christina Tydeman Teaching EDEP416 Student Assessment

2006 Fall Brian Lawton Teaching EDEP429 Introductory Statistics

PROFESSIONAL SERVICE

2022 External tenure promotion evaluator, Georgia State University

2020~2023 Editorial board member: *Journal of Research in Science Teaching*

2020 External tenure promotion evaluator, Peking University

2019 Discussant for the 10th Global Chinese Conference on Inquiry Learning: Innovations and Applications, Beijing, China

2019 External tenure promotion evaluator, Peking University

2018 External tenure promotion evaluator, University of Hawaii at Manoa

2018 Book review, *Measuring science education: A compendium of scales, measures, and instruments used to evaluate science learning*, Routledge

2010 Book chapter reviewer, *Learning progressions in science: Learning progressions in science: Current challenges and future direction* (Eds: A. C. Alonzo, & A. W. Gowals), Sense Publishers

- Since 2008 Ad-hoc Journal Reviewer:
- American Educational Research*
 - Applied Measurement in Education*
 - Applied Psychological Measurement*
 - Asia Pacific Education Review*
 - Assessment and Evaluation in Higher Education*
 - British Journal of Educational Psychology*
 - Computers & Education*
 - Education*
 - Educational Assessment*
 - Educational Assessment, Evaluation and Accountability*
 - Educational Assessment Journal Educational Measurement: Issues and Practice*
 - Instructional Science*
 - International Journal of Research in Science and Mathematics*
 - International Journal of Science Education*
 - Journal of Experimental Education*
 - Journal of Research in Science Teaching*
 - Journal of Science Education and Technology*
 - Mindfulness*
 - Psychological Methods*
 - Quality and Quantity*
 - Science Education*
 - Studies in Educational Evaluation*
 - Urban Education Journal*
- 2008 Book proposal reviewer, *Statistical persuasion: How to develop and present principled statistical arguments and spot faulty ones*, Sage Publication

UNIVERSITY/COLLEGE/DEPARTMENT SERVICE***University of Illinois Chicago***

2023	Award of Excellence in Teaching Review Committee
2023	COVID-19 Faculty Research Relief Program Review Committee
2022~ present	University Oversight of Assessment of Teaching Strategies
2021 ~ 2022	University Teaching Evaluation Committee
2021	Teaching Recognition Program review committee
2021	Designing a survey to receive feedback from students about class mode preference, Department of Educational Psychology
2021	Peer teaching review for Assistant Professor Sarai Coba-Rodriguez
2021	Search Committee, Associate Director for Faculty Engagement in Action Research, Center for the Advancement of Teaching Excellence
2020	Peer teaching review for Assistant Professor Rebecca Teasdale
2020 ~ 2021	University Online Assessment Committee
2020 ~ 2021	Teaching Peer Support Program Committee, College of Education
2020 ~ 2021	Teaching Evaluations Joint Committee, UIC Faculty Senate
2019	Peer teaching review for Assistant Professor Ting Dai
2019 ~ present	Mentoring committee for Assistant Professor Rebecca Teasdale
2017 ~ present	Mentoring committee for Assistant Professor Ting Dai
2018	Designing a survey to receive feedback from students about class schedule, College of Education
2016~2017	Co-prepared documents for Illinois Board of Higher Education (IBHE), Review and response document for IBHE review recommendations
2016	Search Chair, Educational Assessment and Quantitative Methods, College of Education
2016	Search Chair, Educational Assessment, College of Education

- 2016 Search Co-Chair, Educational Assessment, College of Education
- 2015 Search Committee, Qualitative Research Methodologist, College of Education
- 2014~present Coordinator, Measurement Evaluation Statistics and Assessment (MESA) MEd on-campus program, Department of Educational Psychology
- Reviewing MESA MEd on-campus student applicants
 - Improving website for MESA MEd students
 - Improving Q&A list for MESA MEd students
 - Improving recruitment for MESA MEd program
 - Advising students (e.g., course taking, research, graduation)
 - Co-revising degree requirement as needed
 - Co-revising the course numbers and sequencing as needed
 - Co-revising the advising guides for MESA MEd students
- 2014 Drafted graduate student awards for teaching and research, Department of Educational Psychology
- 2014~2016 Member, Senate Committee on Educational Policy (SCEP)
- 2013~2018 Member, Educational Programs and Policies Committee (EPPC), College of Education
- 2012~2015 Member, Council for Excellence in Teaching and Learning (CETL) (Term: 3 years). Besides attending regular meetings and review process, I created an application guideline for future applicants.
- 2012~2015 Executive Committee, Department of Educational Psychology
2017~2020 (Term: 3 years)
- 2010 Faculty Judge, UIC Student Research Forum
- 2010 Compiled a file sampling the core courses and degree requirements of top schools of education to inform and guide the restructuring of the college PhD core courses
- 2008 ~ 2012 Contributed to the developing and publicizing of the online MESA MEd and Educational Research Methodology certificate programs

- Helped with improving flyer/newsletter, brochure, website, FAQ, student testimonials, and other marketing materials and strategies for the online MESA MEd program
- Helped with publicizing online MESA MEd in some Asian communities, including China, Hong Kong, and Singapore
 - Helped other instructors prepare their online course materials
 - Helped with designing the online teaching evaluation form
 - Helped with searching for instructors for the online Item Response Theory and Hierarchical Linear Model courses

2008 ~ present Participated in doctoral student admission

2008 ~ present Participated in doctoral student annual reviews

2008 ~ present Guest speaker in the proseminar for Educational Psychology every Fall

2008 Co-drafted faculty teaching load adjustment policy

University of Hawaii at Manoa

2008 Co-designed a new quantitative program

2007 College of Education Scholarship committee

2007 Improved department website (both content and format)

2006 ~ 2007 Co-reformed the requirements for doctoral students

2006 ~ 2007 Search Committee for a faculty with expertise in quantitative methods

2005 ~ 2008 Participated in MEd and doctoral student admission

2005 ~ 2008 Participated in MEd and doctoral student semester reviews

2005 ~ 2008 Co-developed and reviewed comprehensive exams for doctoral students

2005 ~ 2008 Reviewed doctoral students' prospectus

2005 ~ 2007 College of Education faculty senate

COMMUNITY SERVICE

2021 ~ now	Elected West Lafayette School Board member
	<ul style="list-style-type: none"> • Media coverage: https://www.jconline.com/story/news/2020/11/04/2-incumbents-2-newcomers-win-seats-crowded-west-lafayette-school-board-race/6130982002/
2020	<p data-bbox="500 499 1411 577">Surveyed parents and teachers about school reopen preferences and prepared a report for school district, West Lafayette, IN</p> <ul style="list-style-type: none"> • Developed parent and teacher surveys about their preference on school reopen, collected 520 parent responses and 22 teacher responses, analyzed data, and wrote the survey report • Media coverage: TV: https://www.wlfi.com/content/news/The-WLCSC-says-after-they-collect-the-data-they-need-they-will-offer-an-e-learning-instruction-option-for-all-who-want-it-571782951.html Newspaper: https://www.jconline.com/story/news/2020/07/15/west-lafayette-parents-call-broader-district-e-learning-plan/5441923002/
2020	<p data-bbox="500 1228 1411 1375">Co-organized donation among Chinese community to purchase personal protection equipment (masks and medical gowns) for local community workers during COVID-19 pandemic, West Lafayette, IN</p> <ul style="list-style-type: none"> • Raised \$16,509.05 among Greater Lafayette Chinese Community (GLCC). • Purchased 500 protective medical gowns and 17,600 disposal facial masks. • Organized a sewing campaign and eleven West Lafayette residents bought fabrics, materials, and sewed a total of 671 cloth masks. • Donated all the personal protective equipment (PPE) to more than 20 front-line organizations including hospitals, clinics, police departments, fire departments, transitional housing centers, the city of West Lafayette, the city of

Lafayette, hotels, post offices, libraries, and West Lafayette schools.

- Donated 173 lunches to the healthcare workers in IU Health Arnett Hospital in Lafayette.
- Media coverage:
<https://www.wlfi.com/content/news/Chinese-community-donates-essential-supplies-to-local-hospitals-569314831.html>

- 2019 Co-coach of a LEGO robotics team, West Lafayette, IN
- Guided students with a project on plastics pollution and solutions.
 - Our team was chosen as one of the finalists in Indiana.
- 2016-2017 Co-organized a summer camp
- 2016 Co-developed and co-provided professional training including formative assessments, cultural responsiveness, makerspace, computational thinking, and physics/engineering learning.
- Provided the professional training to 14 librarians from Chicago Public Library
 - Provided the professional training to 4 high school physics teachers
- 2011 Met with a researcher group from the Ukraine to discuss assessment and large-scale testing issues in the United States
- 2010 Panel discussant for NSF Cadre fellow's Webinar "Career Pathways: Opportunities at Universities"
- 2007 Hawaii State Assessment Fairness Data Review Committee
- 2006 Evaluated Library Literacy Assessment Batteries for the Leeward Community College
- 2005 ~ 2006 Evaluated Formative Mathematics Assessments for Kapolei/Waianae/Campbell Complex Area
- 2005 ~ 2006 Helped Teachers Without Borders, a non-profit organization, with planning a program of teaching Chinese science teachers to use science inquiry

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

National Council on Measurement in Education

National Association for Research in Science Teaching

COMPUTER EXPERTISE

SPSS, GENOVA, IRT-Pro, HLM, Mplus, AMOS, SAS