

Xue Wang

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EDUCATION

Johns Hopkins University

PhD in Educational Evaluation and Research

Baltimore, USA

Aug 2021 – Present

- Committee members: Marcia Davis, Amanda Neitzel, Doug Mac Iver, Alexandra Shelton, Kenneth Feder
- Research center affiliation: Center for Research and Reform in Education; Center for Social Organization of Schools
- Research interests: Meta-analysis; Learner autonomy; Program evaluation; AI in education

The University of Hong Kong

MA in Teaching English to Speakers of Other Languages (Distinction)

Hong Kong, China

Sep 2019

- Thesis: “Effectiveness of Learner Development in Tertiary English Education: A Meta-analysis”

Shantou University

BA in English Language and Literature GPA: 3.94/5 (Ranked 1st out of 74)

Shantou, China

Jul 2018

- Thesis: “Investigating EFL and ESL Learners’ Attitudes towards Accent and Identity in ELF Communication Encounters” (Awarded 2018 Shantou University Outstanding Thesis)

Dublin City University

Exchange Program with a China Scholarship Council scholarship

Dublin, Ireland

Dec 2017 – Feb 2018

- Major: *Applied Language and Intercultural Studies* (Average Grade: A)

PUBLICATIONS

Peer-Reviewed Publications

Wang, X., Zhang, Q. & Davis, M. H. (2025). Positive teacher feedback and adolescents’ reading self-efficacy: A quasi-experimental analysis using PISA 2018. *Large-scale Assessments in Education*, 13.

<https://doi.org/10.1186/s40536-025-00253-y>

Wang, X., Zhang, Q., Chen, H., Neitzel, A., & Davis, M. (2024). The effects of language learning strategy instruction on college students’ English achievement and learner autonomy in mainland China: A meta-analysis. *International Journal of Educational Research*, 127. <https://doi.org/10.1016/j.ijer.2024.102442>

Wang, X., Neitzel, A., & Madden, N. (2024). Lightning Squad: Assessing the dosage effect of computer-assisted tutoring with cooperative learning for struggling readers. *Journal of Education for Students Placed at Risk*. Advance Online Publication <https://doi.org/10.1080/10824669.2024.2388242>

Wang, X. (2022). Segmental versus suprasegmental: Which one is more important to teach? *RELC Journal*, 53(1), 194–202. <https://doi.org/10.1177/0033688220925926>

Wang, X. (2022). Hedging in academic writing: Cross-disciplinary comparisons in the Michigan Corpus of Upper-Level Student Papers (MICUSP). In T. D. Cooper & J. York (Eds.), *Japanese Association for Language Teaching Computer-Assisted Language Learning 2021 Conference Proceedings* (pp. 125–142). <https://doi.org/10.37546/JALTSIG.CALL.PCP2021-09>

Kung, F. W., & **Wang, X.** (2019). Exploring EFL learners’ accent preferences for effective ELF communication. *RELC Journal*, 50(3), 394–407. <https://doi.org/10.1177/0033688218765306>

Pre-Prints

Wang, X., & Luo, G. (2024). MetaMate: Large Language Model to the rescue of automated data extraction for educational systematic reviews and meta-analyses. EdArXiv. <https://doi.org/10.35542/osf.io/wn3cd>

Op-Eds

Wang, X., & Gehlbach, H. (August 2024). AI-created quizzes can save teachers time while boosting student achievement. *The 74*. <https://www.the74million.org/article/ai-created-quizzes-can-save-teachers-time-while-boosting-student-achievement/>

Wang, X., & Fang, F. (December 2018). Awakening to Global Englishes. *EFL Magazine*.
<https://eflmagazine.com/awakening-to-global-englishes/>

SELECTED CONFERENCE PRESENTATIONS

Wang, X., & Luo, G. (2025, April 23–27). MetaMate: Large Language Model to the rescue of automated data extraction for educational systematic reviews and meta-analyses [Paper session]. 2025 American Educational Research Association Annual Meeting, Denver CO, United States.

Xie, L., **Wang, X.**, Jiang, L., & Lai, C. (2025, April 23–27). The development and validation of a second language writing autonomy scale. [Roundtable session]. 2025 American Educational Research Association Annual Meeting, Denver CO, United States.

Wang, X., & Luo, G. (2024, September 18–21). MetaMate: Large Language Model to the rescue of automated data extraction for educational systematic reviews and meta-analyses [Paper session]. Society for Research on Educational Effectiveness 2023 Conference, Baltimore MD, United States.

Wang, X., Bao, H., Hao, Y., & Davis, M. (2024, April 11–14). A systematic review of learner autonomy scales: Mapping the landscape of measurement tools in autonomy interventions [Poster session]. 2024 American Educational Research Association Annual Meeting, Philadelphia PA, United States.

Zhang, Q., **Wang, X.**, Tian, X., & Gehlbach, H. (2024, April 11–14). Social support at your fingertips: Exploring the correlation between students' social media usage and social support through meta-analysis [Paper session]. 2024 American Educational Research Association Annual Meeting, Philadelphia PA, United States.

Wang, X. (2023, September 21–24). The effects of positive teacher feedback on student self-efficacy: A causal analysis [Paper session]. Society for Research on Educational Effectiveness 2023 Conference, Washington DC, United States.

Wang, J., **Wang, X.**, Zhang, Q., Bao, H., Zhao, Z., Neitzel, A. (2023, September 27–30). Risk of bias tools in systematic reviews of interventions PK-12 education: A critical analysis of studies in Review of Educational Research [Paper session]. Society for Research on Educational Effectiveness 2023 Conference, Washington DC, United States.

Wang, X. (2023, April 13–16). Critical pedagogy as a pathway to learner autonomy [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Wang, X., & Wang, J. (2023, April 13–16). The effects of additional instruction on students' achievement in Greece and South Korea: Evidence from PISA 2018 [Paper session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Wang, X. (2023, April 13–16). The effects of private tutoring on Korean students' math achievement based on PISA 2018 data [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Nehring, L. D., Mu, N., **Wang, X.**, Zhang, Q., Cornwall, K., Gehlbach, H. (2023, April 13–16). Outcomes of an outdoor, residential learning experience in the context of pandemic and learning loss [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Wang, X., Ochoa, A., Wang, J., Zhang, Q., Wang, F., & Neitzel, A. (2023, April 13–16). Effects of school-based autonomy-supportive interventions on academic outcomes and learning autonomy: A meta-analysis [Poster Session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Wang, X., & Davis, M. (2023, Feb 18–22). The relationship between additional instruction and math achievement in South Korea: Evidence from PISA 2018 [Paper session]. Comparative and International Education Society 2023 Annual Conference, Washington, D. C., United States.

Wang, X. (2022, September 21–24). Inequality in the shadow? Cross-national comparisons of the effects of additional instruction on math and science performance based on PISA 2018 data [Paper session]. Society for Research on Educational Effectiveness 2022 Conference, Washington DC, United States.

Wang, X., Neitzel, A., Ross, S. Laurenzano, M., Madden, N. (2022, September 21–24). Lightning Squad: Evaluating the efficacy of computer-assisted tutoring with cooperative learning for struggling readers [Poster session]. Society for Research on Educational Effectiveness 2022 Conference, Washington DC, United States.

Wang, X., Chen, H., Zhang, Q., & Neitzel, A. (2022, August 4–6). Teach a man to fish: A meta-analysis on the effectiveness of strategy training on learning autonomy [Poster session]. American Psychological Association 2022 Annual Convention, Minneapolis, MN, United States.

Wang, X. (2021, June 4–6). Hedging in academic writing: Cross-disciplinary comparisons in the Michigan Corpus of Upper-Level Student Papers (MICUSP) [Paper session]. Japanese Association for Language Teaching Computer-Assisted Language Learning 2021 Conference, Japan.

WORK IN PROGRESS

Zhang, Q., **Wang, X.,** Tian, X., Gelbach, H. Social support at your fingertips: A meta-analysis on the correlation between social media usage and social support. (Revise & Resubmit at *Review of Educational Research*)

Xie, L., **Wang, X.,** Jiang, L., & Lai, C. The development and validation of a second language writing autonomy scale. (Revise & Resubmit at *International Journal of Applied Linguistics*)

Wang, X., Smith, G., Watson, A. Self-regulated learning and self-efficacy among homeschooled students: A systematic review. (Under review at *Learning and Individual Differences*)

Xie, L., **Wang, X.,** & Jiang, L. Effects of GenAI-assisted digital multimodal composing on students' L2 writing performance: A quasi-experimental study. (Under review at *TESOL Quarterly*)

Wang, F., **Wang, X.,** & Wang, J. Artificial intelligence for automated feedback in education: A meta-analysis. (Manuscript in preparation)

Xie, L., & **Wang, X.** Scaffolding second language writing autonomy: A meta-analysis of types and effects of pedagogical support. (Manuscript in preparation)

Liu, J., **Wang, X.,** & Wang, H. Pediatric Symptom Checklist-17: A systematic review of validation evidence. (Manuscript in preparation)

Wang, J., **Wang, X.,** Zhao, Z., Zhang, Q., Neitzel, A. Risk of bias tools in systematic reviews/meta-analyses of interventions in PK-12 education: A scoping review. (Manuscript in preparation)

SERVICE

Graduate Student Representative-at-Large of the 2025-2026 American Educational Research Association SIG-Systematic Review and Meta-analysis

Co-chair of the American Educational Research Association 2023-2025 Annual Meeting Division H Exhibit Booth Committee

Division Representative of School of Education in the 2023-2024 PhD Student Advisory Committee to the Vice Provost for Graduate and Professional Education at Johns Hopkins University

Reviewer for [Metacognition and Learning](#), [The Asia-Pacific Education Researcher](#), [Language Teaching Research](#)

Reviewer for Society for Research on Educational Effectiveness 2025 Conference, Chicago IL, United States.

Reviewer for American Educational Research Association 2024 Annual Meeting SIG-Studying and Self-Regulated Learning

Reviewer for American Educational Research Association 2023 Annual Meeting Division C-Learning and Instruction

Reviewer for American Educational Research Association 2023 Annual Meeting SIG-Studying and Self-Regulated Learning

Contributor for [Best Evidence in Brief Live](#), a webcast produced by The National College in collaboration with the Center for Research and Reform in Education at Johns Hopkins University, from 2022 to 2023

Writer for [Best Evidence in Brief](#), a free bi-weekly e-newsletter that offers a round-up of current education research, from 2021 to 2022

GRANTS & HONORS

Johns Hopkins University School of Education 2021-2025 Quantitative Research Fellowship

- Awarded \$138,800 to support doctorate study, research, and professional development.

NYU Steinhardt Faculty First-Look Fellow (2025)

OpenAI Researcher Access Program (2024)

- Awarded \$5,000 in API credits to support the development and validation of MetaMate, an AI application designed to assist with automated data extraction in educational research syntheses. This award facilitates advanced research in natural language processing and AI applications.

Urban Institute Student Upward Mobility Initiative Grant (2024, 2nd Round)

- Entered the second round of consideration for the Urban Institute's Student Upward Mobility Initiative. The initiative supports innovative research projects aimed at promoting educational equity and socioeconomic mobility.

NAEd/Spencer Dissertation Fellowship Semi-finalist (2024)

The American Educational Research Association Division H 2022-2023 Graduate Student Research Grant

- Awarded \$1,500 to support data collection for a meta-analysis on school-based autonomy-supportive interventions.

China Scholarship Council Scholarship 2017-2018

TEACHING & MENTORING

Teaching Assistant, Intermediate Statistics

Baltimore, USA

MS in Education Policy, Johns Hopkins University

Jan 2025 – May 2025

- Facilitated weekly office hours to address student questions on data handling and interpretation.
- Provided point-by-point feedback to student data analysis projects.

Adjunct Faculty, Advanced Instructional Strategies

Baltimore, USA

MS in International Teaching and Global Leadership, Johns Hopkins University

Jan 2024 – May 2024

- Instructed 20 students on identifying, explaining, developing, and applying effective instructional strategies tailored to diverse learner populations.
- Collaborated with a team of instructors in weekly meetings to prepare and optimize lesson plans.

Teaching Assistant, Data Workflow

Baltimore, USA

PhD in Education, Johns Hopkins University

Jan 2024 – May 2024

- Designed and delivered a methodology workshop on missing data analysis, covering missing data mechanisms and imputation techniques such as multiple imputation and maximum likelihood.
- Led weekly office hours to provide hands-on support for students' R coding projects.

Teaching Assistant, Evaluation of Education Policies and Programs

Baltimore, USA

Doctor of Education, Johns Hopkins University

Jan 2024 – May 2024

- Designed and delivered a methodology workshop on power analysis and effect size calculation.
- Addressed student inquiries on research design and statistical analyses on online discussion forums

Teaching Assistant, Diversity in American Education

Baltimore, USA

MS in Education Policy, Johns Hopkins University

Aug 2023 – Dec 2023

- Designed and delivered two academic writing workshops.
- Facilitated student group discussions on an online learning management system.

Teacher Mentor, Extended Learning

Baltimore, USA

MS in International Teaching and Global Leadership, Johns Hopkins University

Oct 2022 – May 2024

- Led weekly mentoring sessions for 13 graduate students on conducting educational meta-analyses.
- Conducted bi-weekly workshops on introductory statistical analysis using R.

WORK EXPERIENCE

R Programming Analyst

Baltimore, USA

Vision for Baltimore Project

Nov 2022 – Present

- Playing a pivotal role as a data analyst in the Vision for Baltimore project, a school-based vision program offering vision services to pre-K to 8th-grade students in Baltimore City public schools.
- Leading the development and execution of R coding scripts to generate weekly summary reports, streamlining the analysis and presentation of data for stakeholders.

Research Assistant

Hong Kong, China

The Education University of Hong Kong, Department of Education Policy

Oct 2019 – Aug 2021

- Conducted extensive literature reviews and analyzed qualitative data on educational leadership
- Implemented and evaluated a school improvement program for an elementary school in Shenzhen, China

PROFESSIONAL DEVELOPMENT

2024 National Assessment of Educational Progress (NAEP) Training Workshop

Arlington, USA

- Selected to attend an intensive three-day workshop funded by the National Center for Education Statistics (NCES) on data analysis strategies using large-scale assessment data such as NAEP data.
- Conducted and shared statistical analysis projects using Monthly School Survey Linking Study (MSSLs) and COVID Data Hub data collections.

2024 NSF-funded Network for Invivo Research (NIER) Graduate Student Workshop **Philadelphia, USA**

- Selected to attend one half-day workshop to contribute to the NIER initiative, which develops infrastructure within a learning platform to support researchers in carrying out studies with teachers and students.

2023 Meta-analysis Training Institute (MATI) Workshop

Chicago, USA

- Selected to attend an intensive one-week workshop funded by the Institute of Education Sciences (IES) on advanced methods for conducting large-scale research synthesis and meta-analysis.
- Trained to execute research consistent with IES Exploration grants and SREE principles, ensuring adherence to the highest standards for rigorous educational research.