Xue Wang

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EDUCATION

Johns Hopkins University   **Baltimore, USA**
PhD in Educational Evaluation and Research   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; Tutoring

The University of Hong Kong   **Hong Kong, China**
MA in Teaching English to Speakers of Other Languages (Distinction)   Sep 2019
- Thesis: *"Effectiveness of Learner Development in Tertiary English Education: A Meta-analysis"*

Shantou University   **Shantou, China**
BA in English Language and Literature   GPA: 3.94/5 (Ranked 1st out of 74)   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   **Dublin, Ireland**
Exchange Program with a China Scholarship Council scholarship   Dec 2017 – Feb 2018
- Major: *Applied Language and Intercultural Studies* (Average Grade: A)

WORK EXPERIENCE

R Programming Analyst   **Baltimore, United States**
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**
Asia Pacific Centre for Leadership and Change   Aug 2020 – Aug 2021
- Conducted literature reviews; transcribed, translated and analyzed interview data for research on effective educational leadership
- Assisted with the implementation and evaluation of a school improvement program for an elementary school in Shenzhen, China

Research Assistant   **Hong Kong, China**
The Education University of Hong Kong, Department of Education Policy   Oct 2019 – Jun 2020
- Conducted extensive literature search and proofread manuscripts on instructional leadership, system leadership and professional learning community for publication
- Commented on the coursework of undergraduates and master's students including school leaders

SELECTED PUBLICATIONS

Wang, X., Zhang, Q., Chen, H., Neitzel, A., Davis, M. (2024). Teach a man to fish: A meta-analysis on the effects of strategy instruction on Chinese college students' English achievement and learner autonomy. *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., & 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

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.), *JALTCALL 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

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. (2024, September 18–21). MetaMate: Large Language Model to the rescue of automated data extraction for educational systematic reviews and meta-analyses. 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]. JALTCALL 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. (Under review)

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)

Wang, X., Zhang, Q., Davis, M. Boosting student self-efficacy: The potent influence of positive teacher feedback. (Manuscript in preparation)

SERVICE

Co-chair of the American Educational Research Association 2024 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 American Educational Research Association 2024 Annual Meeting SIG-Studying and Self-Regulated Learning (reviewed 1 paper)

Reviewer for American Educational Research Association 2023 Annual Meeting Division C-Learning and Instruction (reviewed 4 papers)

Reviewer for American Educational Research Association 2023 Annual Meeting SIG-Studying and Self-Regulated Learning (reviewed 2 papers)

Reviewer for The Asia-Pacific Education Researcher (reviewed 1 paper in 2023, 1 paper in 2024), the Language Teaching Research journal (reviewed 1 paper in 2020)

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 & AWARDS

OpenAI Researcher Access Program (2024)
- Awarded $5,000 in API credits to support research initiatives utilizing the GPT-4 model. This award facilitates advanced research in natural language processing and AI applications.

Johns Hopkins University School of Education 2021-2025 Research Fellowship

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

China Scholarship Council Scholarship 2017-2018

TEACHING & MENTORING

Adjunct Faculty, Advanced Instructional Strategies   **Baltimore, United States**

MS in International Teaching and Global Leadership, Johns Hopkins University   Jan 2024 – Jun 2024
- Deliver weekly lessons to a group of 20 students, focusing on identifying, explaining, developing, and applying effective instructional strategies tailored to diverse learner populations.
- Collaborate regularly with a team of instructors in weekly meetings to prepare and optimize lesson plans.

Teaching Assistant, Data Workflow   **Baltimore, United States**

PhD in Education, Johns Hopkins University   Jan 2024 – May 2024
- Assist students in resolving R coding issues during class sessions.
- Conduct weekly office hours to offer additional support and guidance to students.

Teaching Assistant, Evaluation of Education Policies and Programs   **Baltimore, United States**
Doctor of Education, Johns Hopkins University   Jan 2024 – May 2024
- Track student participation on online discussion forums.
- Respond to student inquiries pertaining to educational research design.

Teaching Assistant, Diversity in American Education   **Baltimore, United States**
MS in Education Policy, Johns Hopkins University   Aug 2023 – Dec 2023
- Initiated and coordinated a writing group, focusing on enhancing students' proficiency in APA formatting and fostering best practices in academic writing.
- Addressed questions related to students' weekly assignments, provided feedback on writing assignments.

Teacher Mentor, Extended Learning   **Baltimore, United States**
MS in International Teaching and Global Leadership, Johns Hopkins University   Oct 2022 – May 2024
- Conducted weekly workshops and mentoring sessions for 13 graduate students on the screening and full-text reviewing processes in meta-analyses.
- Conducted bi-weekly workshops on introductory data analysis using Stata.

- Some of the mentored students:
  Weiyin Chen (2023-2024): Collaborated on a systematic review of learner autonomy scales; Weiyin is now a Masters' student at Johns Hopkins University.
  Yinran Hao (2023-2024): Collaborated on a systematic review of learner autonomy scales; Yinran is now a Masters' student at Johns Hopkins University.
  Hanhui Bao (2022-2023): Collaborated on a meta-analysis of learner autonomy interventions and a systematic review of learner autonomy scales; Hanhui is now a PhD student at University of Tennessee.
  Fan Ping (2022-2023): Collaborated on a meta-analysis of learner autonomy interventions; Fan Ping is now a research assistant at Johns Hopkins University.

PROFESSIONAL DEVELOPMENT

National Assessment of Educational Progress (NAEP) Training Workshop **Arlington, United States**

- Attended 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.

Meta-analysis Training Institute (MATI) Workshop 2023 **Chicago, United States**

- Attended 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.