

YAN YANG

CURRICULUM VITAE

Address

Address: 1601 Maple St., Ed Annex Room 149, Carrollton, GA 30118
Phone: (678) 839-6133 **Email:** yyang@westga.edu

Academic Achievement

Degree	School	Years
B.A.	Sichuan University, China	1995 - 1999
M.A.	Southwest Jiaotong University	2001 - 2004
Ph.D.	Oklahoma State University	2005 - 2009

M.A. Thesis: *Textual Analysis of English for Science and Technology*

Ph.D Dissertation: *The Relationship between Attributional Styles of Cultural Awareness and Cultural Competence for Preservice Teachers*

Honors:

1. Preparing Future Faculty in Psychology Fellowship, Oklahoma State University
2. Research Travel Award, Oklahoma State University
3. Research Assistantship, Oklahoma State University
4. Teaching Assistantship, Oklahoma State University
5. Graduation with Distinction Award, Sichuan University
6. Education Scholarship of the United Laboratories, Sichuan University
7. Advanced Student Award of Athletics, Sichuan University
8. Prominent Three-Good Student Award, Sichuan University
9. Outstanding Leadership of the Students' Union, Sichuan University

Employment History

- 8/1/2020-Present *Professor*
Department of Educational Technology and Foundations,
University of West Georgia, Carrollton GA
- 8/1/2015-7/31/2020 *Associate Professor*
Department of Educational Technology and Foundations,
University of West Georgia, Carrollton GA
- 8/1/2011-7/31/2015 *Assistant Professor*
Department of Educational Technology and Foundations,
University of West Georgia, Carrollton GA
- 9/1/2009-7/30/2011 *Assistant Professor*
Department of Educational Psychology and Leadership Studies,
University of Texas at Brownsville, Brownsville TX

8/15/2005-5/30/2009 *Instructor & Research Assistant*
School of Applied Health and Educational Psychology,
Oklahoma State University, Stillwater OK

6/1/1999-6/30/2005 *Assistant Professor*
School of Teaching English to Speakers of Other Languages (TESOL),
Southwest Jiaotong University, Chengdu, Sichuan, China

Refereed Publications

1. Yang, Y., & Mindrila, D. (2020). [Probing the Underlying Structure of Modern Expectancy-Value Theory in Multicultural Education: A Bayesian Exploratory Factor Analysis](#). *International Journal of Educational Psychology*, 9(1), 22-81. doi: 10.17583/ijep.2020.4261
2. Yang, Y. (2019). [An Exploratory Value-Cost Approach in Predicting College Students' Achievement Goals in Multicultural Education](#). *International Journal of School & Educational Psychology*. doi: 10.1080/21683603.2019.1650859
3. Yang, Y. (2019). [Examining the Underlying Structure of Expectancy-Value Theory in Diversity Education: A Comparative Exploratory Factor Analysis Study](#). *Journal of Interdisciplinary Education*, 15, 43-68.
4. Yang, Y., Cox, C., & Cho, Y. (2019). [Development and Initial Validation of Cultural Competence Inventory - Preservice Teachers](#). *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282919848890
5. Yang, Y. (2018). [Knowledge or Praxis? An Attributional Perspective in Multicultural Teacher Education](#). Hauppauge, NY: NOVA.
6. Yang, Y., & Mindrila, D. (2018). [Examining the Patterns of Responses to the Value and Struggle of Multiculturalism among College Students](#). In L. G. Chova., A. L. Martinez., & I. C. Torres. (Eds.), *EDULEARN18: 10th International Conference on Education and New Learning Technologies* (pp. 6973-6978). Palma, Spain: IATED. doi: 10.21125/edulearn.2018.1650
7. Yang, Y., & Mindrila, D. (2018). [Value or Struggle in Multicultural Education? An Exploratory Factor Analysis Study](#). In L. G. Chova., A. L. Martinez., & I. C. Torres. (Eds.), *EDULEARN18: 10th International Conference on Education and New Learning Technologies* (pp. 7045-7049). Palma, Spain: IATED. doi: 10.21125/edulearn.2018.1663
8. Yang, Y., & Cao, L. (2018). [The role of learner self-efficacy in online test anxiety and help-seeking among college students](#). In Hodges, C. *Self-efficacy in instructional technology contexts* (pp. 35-56). New York: Springer.
9. Yang, Y., Taylor, J., & Cao, L. (2016). [The 3x2 Achievement Goal Model in Online Test Anxiety and Help-Seeking](#). *International Journal of E-Learning & Distance Education*.
10. Yang, Y., Cho, Y., & Watson, A. (2015). [Online versus face-to-face classroom motivational climate: interplay of gender and course format in undergraduate courses](#). *International Journal of E-Learning & Distance Education*.

11. Cox, C & **Yang, Y.**, & Dicke-Bohmann, A. (2014). [What Do Hispanic Students Want in a Mentor? A Model of Protégé Culture, Mentorship Expectations, and Performance.](#) *Journal of Hispanic Higher Education*, 13(4), 359-376. doi: 10.1177/1538192714546747
12. **Yang, Y.**, & Taylor, J. (2013). [The role of achievement goals in online test anxiety and help-seeking.](#) *Educational Research and Evaluation: An International Journal on Theory and Practice*, 19(8), 651-664. doi: 10.1080/13803611.2013.811086
13. **Yang, Y.**, & Cao, L. (2013). [Differential influences of achievement approach goals and intrinsic/extrinsic motivation on help-seeking in e-learning.](#) *Knowledge Management & E-Learning: An International Journal*, 5(2), 153-169.
14. **Yang, Y.**, & Montgomery, D. (2013). [Gaps or Bridges in Multicultural Teacher Education: A Q Study of Attitudes toward Student Diversity.](#) *Teaching and Teacher Education*, 30, 27-37. doi: 10.1016/j.tate.2012.10.003.
15. Cox, C., & **Yang, Y.** (2012). [Getting Off On the Wrong Foot: Longitudinal Effects of Hispanic Students' Stability Attributions Following Poor Initial Test Performance.](#) *Learning and Individual Differences: Journal of Education and Psychology*, 22, 123-127. doi: 10.1016/j.lindif.2011.09.008.
16. **Yang, Y.**, & Cho, Y. (2011). [Student Motivation for Cultural Competence.](#) *Academic Exchange Quarterly*, 15 (3).
17. **Yang, Y.**, & Montgomery, D. (2011). [Behind Cultural Competence: The Role of Causal Attribution in Multicultural Teacher Education.](#) *Australian Journal of Teacher Education*, 36 (9). doi:10.14221/ajte.2011v36n9.1
18. **Yang, Y.**, Cho, Y., Mathew, S., & Worth, S. (2011). [College Student Effort Expenditure in Online versus Face-to-Face Courses: Gender difference, Team Learning Orientation, and Sense of Classroom Community.](#) *Journal of Advanced Academics*, 22 (4), 619-638. doi: 10.1177/1932202X11415003.
19. **Yang, Y.**, & Sanders, J. (2011). [The Cognitive Role of Cross-Cultural Learning in Cultural Competence: A Phenomenological Study.](#) *National Society of Experiential Education Perspectives*, 40 (1), 49-61.
20. **Yang, Y.**, & Montgomery, D. (2011). [Exploratory and Confirmatory Factor Analysis of Multicultural Teaching Scale.](#) *Journal of Psychoeducational Assessment*, 29 (3), 261-272. doi: 10.1177/0734282910378983.
21. Cho, Y., **Yang, Y.** Mathew, S., Bang, H., & Kim, S. (2009). [Goal structure, emotion, and course satisfaction.](#) *Academic Exchange Quarterly*, 13 (4), 76-82.
22. **Yang, Y.** (2008). Opening up intellectual and emotional gates. In Wang, H.Y & Olson, N. *An upward journey in multicultural education: The courage to unlearn and learn.* New York: Peter Lang.
23. Ray, C., Thorman, J., Montgomery, D., **Yang, Y.**, & Dew, J. (2006). Using q-method as a pilot strategy to explore cultural opinions toward health care. *Operant Subjectivity*, 29(3/4), 182-205.

24. **Yang, Y.** (2004). A statistical approach to EST grammatical study with a pragmatic perspective. *Journal of Southwest Jiaotong University (Social Sciences)*, 5(4), 76-81.
25. **Yang, Y.** (2003). Statistics: binary feature analysis in EST grammatical study. *Journal of Southwest Jiaotong University (Social Sciences)*, 4(5), 80-86

Manuscripts under Review or in Progress

1. **Yang, Y., & Lovvorn, E.G., Ellis, C., & Harvey, C.** (Under Review). Acts of Motivation: An Individualized Design Approach to Project-Based Learning in Distance Education. *Journal on Excellence in College Teaching*.
2. **Yang, Y.** (Under Review). Influence of Achievement Goals on Multicultural Teaching Competence: The Mastery-Approach Goal Advantage Effect. *The European Journal of Psychology of Education*.
3. **Yang, Y.** (In Progress). *Motivation in Action: Individualized Project-Based Learning*. New York: Springer.

Refereed Professional Presentations

International/National

1. **Yang, Y.** (2020, April 17-21). *The Roles of College Students' Value-cost Beliefs in Diversity Education in Predicting their Achievement Goals* (Poster Session). Annual Meeting of American Educational Research Association: San Francisco, CA. <http://tinyurl.com/syloj7z> (Conference Canceled)
2. **Yang, Y.** (2020, April 17-21). *What Matters in Motivation? Probing the Dimensionality of Expectancy-Value Theory in Diversity Education Goals* (Paper Session). Annual Meeting of American Educational Research Association: San Francisco, CA. https://convention2.allacademic.com/one/aera/aera20/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1647051&PHPSESSID=tvciargm40l7jih2a39h3oo069 (Conference Canceled)
3. **Yang, Y.** (2019, August). *The Role of Achievement Goals in Multicultural Teaching Competence*. Poster to be presented at the Annual Conference of American Psychological Association: Chicago, IL.
4. **Yang, Y.** (2019, August). *Value and Cost Beliefs in Multicultural Education: A Comparative Exploratory Factory Analysis Study*. Poster to be presented at the Annual Conference of American Psychological Association: Chicago, IL.
5. **Yang, Y., & Mindrila, D.** (2018, August). *Exploring the Factors of Modern Expectancy-Value Theory in Multicultural Education: A Bayesian Model*. Poster presented at the Annual Conference of American Psychological Association: San Francisco, CA.
6. **Yang, Y., Cox, C., Cho, Y., & Cox, L.** (2017, April). *An ABC (Affect-Behavior-Cognition) Model of Multicultural Teaching Competence: Scale Development & Validation*. Paper presented at the Annual Conference of American Educational Research Association: San Antonio, TX.
7. **Yang, Y., Cox, C., & Cox, L.** (2016, August). *An ABC (Affect-Behavior-Cognition) Model of Multicultural Teaching Competence*. Poster presented at the Annual Conference of American Psychological Association: Denver, CO.

8. Cao, L., & Yang, Y. (2016, April). *Exploring the relationships of achievement goals, help-seeking types, and academic performance in online learning?* Poster presented at the Annual Conference of American Educational Research Association: Washington, DC.
9. Yang, Y., & Cao, L. (2015, August). *Achievement Goals and Types of Help-Seeking among Online Graduate Students*. Paper presented at the Annual Conference of American Psychological Association: Toronto, Canada.
10. Yang, Y. (2015, July). *Motivation and Attribution in K-12 Teaching and Learning*. Paper presented at the Annual Conference of Sino-American Educational Research Association: Shanghai, China.
11. Yang, Y., Taylor, J., & Cao, L. (2015, April). *The 3×2 Achievement Goal Model in Online Test Anxiety and Help-Seeking*. Distinguished paper presented at the Annual Conference of American Educational Research Association: Chicago, IL.
12. Yang, Y. (2014, June). *Who Seek Help, and What Types of Help in Online Learning?* Paper presented at the Annual Conference of Academic and Business Research Institute: HI, Honolulu.
13. Yang, Y., & Cao, L. (2014, April). *Achievement Goals, Intrinsic/Extrinsic Motivation, and Help-Seeking among Online Students: Comparing the 3 × 2 and 2 × 2 Models*. Paper presented at the Annual Conference of American Educational Research Association: Philadelphia, PA.
14. Cao, L., & Yang, Y. (2013, August). *What Predicts Online Help-Seeking among Undergraduate and Graduate Students?* Poster presented at the Annual Conference of American Psychological Association: Honolulu, HI.
15. Yang, Y., & Cao, L. (2013, April). *The Roles of Achievement Approach Goals in Help-Seeking in Online Learning*. Paper presented at the Annual Conference of American Educational Research Association: Los Angeles, CA.
16. Yang, Y., Cho, Y., & Cox, C. (2013, April). *A 3-Dimension Model of Multicultural Teaching Competence*. Paper presented at the Annual Conference of American Educational Research Association: Los Angeles, CA.
17. Yang, Y., & Cox, C. (2012, April). *Longitudinal Effects of Hispanic Students' Stability Attributions Following Initial Failure*. Poster presented at the Annual Conference of American Educational Research Association: Vancouver, Canada.
18. Yang, Y., Cho, Y., Watson, A., & Bridges, S. (2012, April). *Mediating Role of Sense of Classroom Community in the Relationship between Achievement Goals and Learning*. Paper presented at the Annual Conference of American Educational Research Association: Vancouver, Canada.
19. Yang, Y. (2011, August). *Using Q Methodology to Study Teachers' Views of Working with Students from Diverse Cultures*. Poster presented at the Annual Conference of American Psychological Association: Washington, DC.

20. **Yang, Y.**, Cho, Y., & Cox, C. (2011, August). *Development and Initial Validation of Multicultural Teaching Inventory*. Paper presented at the Annual Conference of American Psychological Association: Washington, DC.
21. **Yang, Y.** (2011, April). *The Relationship between Attributions of Cultural Awareness and Cultural Competence among Preservice Teachers*. Poster presented at the Annual Conference of American Educational Research Association: New Orleans, LA.
22. Cox, C., & **Yang, Y.** (2011, April). *Exploring Attributional and Cultural Predictors of Collegiate Success*. Poster presented at the Annual Conference of American Educational Research Association: New Orleans, LA.
23. **Yang, Y.**, Cho, Y., Watson, A., & Bridges, S. (2011, April). *Achievement Goal Orientation Influences on Course Satisfaction and Effort: Mediating Effects of Sense of Classroom Community*. Paper presented at the International Conference of Chinese American Educational Research and Development Association: New Orleans, LA.
24. **Yang, Y.**, & Cox, C. (2011, January). *Exploring the role of cultural factors on mentorship*. Paper presented at the annual meeting of the Society for Personality and Social Psychology: San Antonio, TX.
25. **Yang, Y.**, & Cox, C. (2010, August). *Predicting academic achievement: Collectivism, incremental beliefs, and attribution*. Poster presented at the annual meeting of the American Psychological Association: San Diego, CA.
26. Cho, Y., **Yang, Y.**, Watson, A., Kim, S., & Kim, H. (2010, August). *Interplay of gender and course format in perceived learning environment*. Poster presented at the annual meeting of the American Psychological Association: San Diego, CA.
27. Cox, C., & **Yang, Y.** (2010, August). *From cultural beliefs to causal attributions: Linking collectivism, IPT, attribution and performance*. Paper presented at the Academy of Management 2010 Annual Meeting: Montreal, Canada
28. **Yang, Y.**, & Montgomery, D. (2010, May). *Understanding cultural competence among preservice teachers*. Paper presented at the Annual Conference of American Educational Research Association: Denver, CO.
29. Cho, Y., **Yang, Y.**, Worth, S., Kim, S., & Duran, J. (2010, May). *The role of personal goal orientation and classroom goal structure in students' classroom sense of community*. Paper presented at the Annual Conference of American Educational Research Association: Denver, CO.
30. **Yang, Y.**, & Sanders, J. (2009, November). *Mapping the experiential stages of cultural competence through cross-cultural experience*. Paper presented at the Annual Conference of American Educational Studies Association: Pittsburg, P.A.
31. **Yang, Y.** (2008, March). *Why do teachers hesitate to teach for diversity: Uncovering and alleviating institutional barriers in both China and the United States*. Paper presented at the 52nd Annual Conference of the Comparative and International Education Society: Teachers College, Columbia University, New York City, NY.

32. **Yang, Y.** (2007, October). *Teachers' opinions on working with students from diverse cultures*. Study progress presented at the International Society for the Scientific Study of Subjectivity annual conference: Bethesda, MD.
33. Ray, C. M., **Yang, Y.**, Dew, J., Thorman, J., & Montgomery, D. (2006, September). *Cultural opinions of Oklabomans toward health care*. Paper presented at the International Society for the Scientific Study of Subjectivity annual conference: Trondheim, Norway.

State/Regional

1. **Yang, Y.** (2019, October). *What matters in motivation? Probing the dimensionality of expectancy-value theory in diversity education*. Paper presented at the annual meeting of the Georgian Educational Research Association: Macon, GA.
2. **Yang, Y.**, Lovvorn, E., Harvey, C., & Ellis, C. (2019, April). *Acts of motivation: Student perspectives*. Paper session presented at the annual meeting of the University System of Georgia Teaching & Learning Conference: Athens, GA.
3. **Yang, Y.** (2018, April). *Motivation theories in action: Project based learning*. Poster presented at the annual meeting of the University System of Georgia Teaching & Learning Conference: Athens, GA.
4. **Yang, Y.** (2018, February). *Age differences in causal attributions for cultural competence among college students: A mixed-method approach*. Paper presented at the annual meeting of the Eastern Educational Research Association: Clearwater, FL.
5. **Yang, Y.**, & Taylor, J., Harper, S., & Cao, L. (2015, February). *Influence of achievement goals and self-efficacy on online study strategies*. Paper presented at the annual meeting of the Eastern Educational Research Association: Sarasota, FL.
6. **Yang, Y.**, & Taylor, J. (2014, February). *The 3×2 achievement goal model in online test anxiety and help-seeking*. Paper presented at the annual meeting of the Eastern Educational Research Association: Jacksonville, FL.
7. Taylor, J., & **Yang, Y.** (2013, February). *The Role of Achievement Goals in Online Test Anxiety and Help-Seeking*. Paper presented at the annual meeting of the Eastern Educational Research Association: Sarasota, FL.
8. **Yang, Y.**, & Cox, C. (2012, February). *Exploring the role of cultural factors in mentorship*. Paper presented at the annual meeting of the Eastern Educational Research Association: Hilton Head, SC.
9. **Yang, Y.** (2012, February). *The role of self-determination theory in multicultural teacher education*. Paper presented at the annual meeting of the Eastern Educational Research Association: Hilton Head, SC.
10. **Yang, Y.**, Cho, Y., Mathew, S., & Worth, S. (2010, February). *Sense of community and team learning style predicting student effort*. Paper presented at the Southwest Educational Research Association annual meeting: New Orleans, LA.
11. **Yang, Y.** & Hill, B. (2008, October). *Perspective transformation: The role of cross-cultural experience in promoting cultural competence*. Paper presented at the Rocky Mountain Educational Research Association (RMERA) annual conference. Edmond, OK.

12. Hill, B. & Yang, Y. (2008, October). *Demonstration of a method for circumventing a limitation of the SPSS matrix processor*. Paper presented at the Rocky Mountain Educational Research Association (RMERA) annual conference. Edmond, OK.
13. Yang, Y. (2008, September). *What's wrong with these Asian American youths?-A multicultural perspective of Asian American adolescent development*. Poster presented at the Oklahoma Network for Teaching of Psychology annual conference. Oklahoma City, OK.
14. Yang, Y. (2006, November). *Art infusion in elementary school classroom activities*. Poster accepted at the annual conference of Oklahoma Educational Studies Association: Norman, OK.

Local

1. Kelley, L., & Yang, Y. (2016, March). *A Journey to the Home of Understanding: Walking the Footsteps of the Homeless*. Paper presented at the annual COE Research Day, Carrollton, GA.
2. Harris, A., & Yang, Y. (2016, March). *We Can Do Better in American School Systems: The Transitional Hardships of Four Immigrant Students*. Paper presented at the annual COE Research Day, Carrollton, GA.
3. Taylor, J., Harper, S., & Yang, Y. (2015, March). *The Roles of Self-Efficacy in Self-Regulated Online Learning Strategies*. Paper presented at the annual COE Research Day, Carrollton, GA.
4. Taylor, J., & Yang, Y. (2014, March). *The 3x2 Achievement Goal Model in Online Test Anxiety and Help-Seeking*. Paper presented at the annual COE Research Day, Carrollton, GA.
5. Yang, Y. (2010, March). *Student effort expenditure in online and face-to-face courses: Gender, team learning orientation, and sense of classroom community*. Paper presented at the 12th annual UTB/TSC Research Symposium, Brownsville, TX.
6. Yang, Y. (2009, March). *Teachers' opinions of working with students from diverse cultures*. Poster presented at the OSU 2009 Q Research Symposium: Stillwater, OK.
7. Yang, Y., Ray, C. M., Mulenburg-Trevino, E., & Thorman, J. (2007, February). *Teachers' opinions on art infusion in classroom activities*. Poster presented at the Annual OSU Research Symposium: Stillwater, OK.

Grants & Awards

Grants

External Funding

1. Open Educational Resources (OER) Grant (\$10,730, funded), Georgia Affordable Learning, Fall 2018-2019. Colleagues on the grant include CJ Ivory and Anne Barnhart.
2. Constructing Assessment Instruments and Implementing Statistical Analysis of Assessment Data to Improve Student Achievement in Mathematics, Teacher Quality Grant, Spencer Foundation (2014-2015, \$69,679.52, not funded). Colleagues on the grant include Jill Drake, Mohammad Yazdani, Veena Paliwal, and Diana Mindrila.

3. Intervention to Data Use in 4th-5th Grade Math Classrooms (\$180,000; not funded), Evidence for the Classroom Grant, Spencer Foundation, June-July 2013.
4. Research Grant using Large-Scale National Databases (\$35,000; not funded), American Education Research Association, January 2011
5. International Database Training Seminar (\$2,000, funded), the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), and U.S. Department of Education, August 23-25, 2010.
6. ECLS-K Database Training Seminar (\$1,500, funded), the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), and U.S. Department of Education, July 14-16, 2010.

Internal Funding

7. Simon M., & Yang, Y. (Sept 23, 2019). *Pathways to college student success and retention: Demystifying the imposter syndrome of first-year and minority students through motivational interventions*. COE Seed Grant (\$4595, not funded), University of West Georgia.
8. Simon M., & Yang, Y. (May 24, 2019). *Pathways to college student success and retention: Demystifying the imposter syndrome of minority students through motivational interventions*. CDI Resident Scholar Grant (\$5000, not funded), University of West Georgia.
9. CDI Resident Scholar Grant (5000, not funded), University of West Georgia, Summer 2018.
10. FY2019 UWG Faculty Research Grant (\$4975, not funded), University of West Georgia, Spring 2018.
11. Innovation Grant (\$1,565, funded), College of Education, University of West Georgia, Spring 2017.
12. Student Research Assistant Program Grant (\$2,000, funded), University of West Georgia, August 2015-June 2016.
13. Student Research Assistant Program Grant (\$2,000, funded), University of West Georgia, August 2014-June 2015.
14. Improving Instruction and Enhancing Student Success in STEM Disciplines, UWISE (University of West Georgia Institutional STEM Excellence) Mini-grant Program (2013-2014, \$6500, not funded). Colleagues on the grant include Diana Mindrila (Co-PI).
15. Student Research Assistant Program Grant (\$2,000, funded), University of West Georgia, August 2013-June 2014.
16. Internal Development Grant (\$6,151, funded), University of West Georgia, January-June, 2013.
17. Student Research Assistant Program Grant (\$2,000, funded), University of West Georgia, August 2012-June 2013.
18. President's Circle Research Grant (\$1,500, funded), University of Texas at Brownsville (Summer 2010)

Certificates

1. 2017 Quality Matters Certified Course, CEPD4101 *Educational Psychology*, MarylandOnline, Inc. (MOL), the Improvement of Postsecondary Education (FIPSE) grant, U.S. Department of Education.
2. Certified Quality Matters (QM) Higher Education Peer Reviewer (February 19, 2015-Jan 2019)

3. Certified Quality Matters (QM) Online Instructor (February 19, 2015-present)
4. UWG | Online 5 Star Course, CEPD4101 *Educational Psychology*, University of West Georgia (May 2014-2019)

Awards

1. *Distinguished Paper Award*, Georgia Educational Research Association (October 4, 2019)
2. *2019-2020 OER Research Fellowship*, Open Education Group, The William and Flora Hewlett Foundation (May 30, 2019)
3. 2019 School Improvement *Dissertation of the Year Award*, Committee Chair, College of Education, UWG (February 2019)
4. *CollegeSTAR*, “Motivation theories in action: Project based learning,” Oak Foundation (July 2018)
5. *First and third places*, undergraduate student research presentations, faculty sponsor, College of Education Research Day & UWG Big Night (March & April 2016)
6. *First place*, undergraduate student research presentation, faculty sponsor, College of Education Big Night, UWG (February 2015)
7. *Distinguished Regional Educational Research Paper Award*, American Educational Research Association (AERA) (April 2015)
8. *Best Professional Paper Award*, Eastern Educational Research Association (EERA) (February 2015)
9. *First place*, undergraduate student research presentation, faculty sponsor, College of Education Big Night, UWG (March 2014)
10. *Student Best Paper Award*, Eastern Educational Research Association (EERA) (February 2013)
11. *Outstanding Faculty Research Award*, College of Education, UWG (Spring 2013)
12. *First place*, undergraduate research presentation, faculty sponsor, College of Education Big Night, UWG (March 2013)
13. *Featured faculty representative of University of Texas at Brownsville*, Annual UTB/TSC Research Symposium Highlights, the Brownsville Herald, Brownsville regional newspaper, Brownsville, TX (March 26, 2010)
14. *Featured student representative of College of Education*, Graduate Student Research Spotlights, The Daily O’Collegian, Oklahoma State University newspaper, Stillwater, OK (December 5, 2008)
15. *Induction into the Honor Society of Phi Kappa Phi* (Spring 2007)
16. *Preparing Future Faculty in Psychology Fellowship*, Oklahoma State University (2006-2008)
17. *Outstanding Young Instructor*, College of Foreign Languages, Southwest Jiaotong University, Chengdu, Sichuan, China (2004)

Research Interests & Agenda
--

- Motivation in Multicultural Education (2016-present)
 - Psychometric studies of motivation and cultural competence for teachers
 - Exploratory and confirmatory factor analyses
 - Multivariate statistics exploring the roles of motivation in multicultural education
 - Multivariate regression

- Canonical correlation
- Motivation in Distance Learning (2011-2016)
 - Hierarchical regression analyses
 - Path analyses
 - Structural equation modeling
- Diversity Issues in Teacher Education, Instructional Psychology (2005-2013)
 - Qualitative studies
 - Mixed-method studies using Q-methodology
 - Experiential learning

Post-doc Professional Development Workshops/Seminars

1. Small Teaching Online: applying Learning science in Online Classes, Faculty Reading Group, Center for Teaching and Learning, UWG, Feb-May, 2020
2. MLK Interfaith, discussions with Dr. Robert Michael Franklin, Center for Diversity and Inclusion, University of West Georgia, Jan 21, 2020.
3. Interfaith Leadership: Diversity is not Just the Differences You Like, Roundtable discussions with Eboo Patel & COE colleagues, October 15, 2019
4. Transparency in Learning & Teaching (*TILT*) workshop, First-Year Academic Programs & Center for Teaching and Learning, UWG, November 20, 2019
5. Innovation in Pedagogy (IIP) conference, UWG, May 16, 2017
 - a. Attended several workshops on innovative pedagogy
 - b. Revised all my project guidelines based on the knowledge I gained from the workshops and presentations, particularly on “Transparency in Learning & Teaching” to improve the clarity and transparency of my course projects.
6. Class Observations (Jan 2016-2019)
 - a. Luzhou Tianli International Elementary School, Sichuan, China, May 11, 2016
 - b. Luzhou Tianli International Kindergarten, Sichuan, China May 10 2016
 - c. 10th Grade Biology Class, Carrollton High School, Feb 2016
 - d. Youth Engagement in Transformative School/Community Problem-Solving: Challenges & Opportunities in Washington DC and Atlanta, GA, Ballou High School, Professional Development (PD) course, American Educational Research Association, April 2016
 - e. Carrollton Middle School, November 20, 2015
 - i. STEMS elective class: Building roller coasters
 - ii. IEP class: building tallest free standing tower with marshmallow and spaghetti noodles
7. Ethical Issues in Collaborative Research, Professional Development (PD) course, American Educational Research Association, April 2016.
8. COE Technology Visits on Innovative Technology, (Dec 2016, November 2017).
9. IPEDS Workshop, The Association for Institutional Research (AIR) and the Eastern Education Research Association (EERA), Hilton Head, South Carolina, 8:30 am-12:15 pm, February 20, 2016

- a. *IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness* is designed for participants in the area of conducting benchmarking studies or with the IPEDS Data Center.
 - b. This workshop introduces the fundamentals of creating benchmarks to measure institutional effectiveness: an overview of the types of comparison groups that can be constructed using IPEDS data, with examples of appropriate use.
 - c. Participants will use actual data from the IPEDS Surveys, Data Feedback Reports, and the Data Center. Exercises and resources will demonstrate processes to establish key performance indicators and identify variables to refine comparison groups.
10. Pedagogy Workshop on Online Discussion Boards, Center for Teaching and Learning, University of West Georgia, Jan 20, 2016
 11. BYOT Tours observing innovative practices in Title 1 K-12 schools, Forsyth County, November 10, 2016
 12. Quality Matters Regional Conference on Quality Assurance in Education 2015, QM Works in the Great Pacific Northwest: Designing for Impact (April 9-10), Seattle, Washington.
 - a. Improving Your Online Course workshop
 - b. Concurrent Sessions on online teaching strategies that promote learning, cultural competency and online faculty, and addressing “dark side” behaviors in learners, etc.
 13. Quality Matters Professional Training Courses for Distance Education (December 2014-February 2015)
 - a. Design your online course (DYOC)
 - b. Applying the Quality Matters Rubric (APPQMR)
 - c. Peer Review Course
 14. *Building the NSF Grant Proposal*, Dr. Robert Porter, sponsored by University of West Georgia, June 25, 2013
 15. Online teaching and learning certificate, UWG | Online’s Spring 2013 cohort training, University of West Georgia, Feb 8-May 13, 2013
 16. Professional Development and Training Courses during 2010 Annual Meeting of American Educational Research Association, April 29-May 3, 2010
 - a. PDC20. QuickStats and PowerStats: An Introduction to NCES’s New Online Data Tools.
 - b. PDC23. How to Get Published: Guidance from Emerging and Senior Scholars
 - c. PDC29. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis.
 17. Summer Institute, Texas A & M University, May 24-28, 2010
 - a. Structural Equation Modeling
 - b. Hierarchical Linear Regression/Multi-level Modeling
 18. *Writing winning grants*, sponsored by The Federation of American Societies for Experimental Biology (FASEB) and University of Texas at Brownsville, August 19, 2010

19. New Faculty Mentoring Program, Division C-Learning and Instruction, American Educational Research Association, April 7-8, 2011.
 - a. Seminar on new faculty roles, collaborations, and the major activities leading to tenure.
 - b. Individual mentoring opportunity with senior scholars.
 - c. Networking with distinguished scholars and colleagues.

20. Speed Mentoring, American Psychological Association, August 13, 2010.
 - a. Meeting with four mentors on research and teaching.
 - b. Networking with other emerging scholars.

21. *Issues in Research Methodology for New Generations of Scholars*, Mentoring Luncheon for New Professionals, Division D-Measurement and Research Methodology, American Educational Research Association, May 3, 2010.
 - a. Discussions on issues in test and scale development.

Teaching Experience

Professor, Educational Psychology, College of Education, University of West Georgia 2020-present
Courses Taught

- **CEPD 6101 Psychology of Classroom Learning**, purely online (SU2020).
 - A master-level course on the major cognitive, behavioral, and motivational theories of classroom learning.
 - Students learn to apply educational psychology theory and research to educational practice and become master teachers, school librarians, and principals.

- **CEPD 4101 Educational Psychology**, purely online (FA 2020)
 - An upper division college-level course on the major educational psychology theories.
 - Students learn to grasp the theories and apply them in their pedagogy.
 - Students also develop higher order thinking skills in critiquing current teaching and parenting practices.

- **EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts**, purely online (FA 2020)
 - A sophomore-junior level undergraduate course on the fundamental knowledge of understanding culture and teaching children from diverse backgrounds.
 - Students as future educators learn to explore history and culture shape world views, examine the development of their own cultural identity and learning styles, develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture, articulate strategies for teaching culturally diverse students in the classroom, identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination, and identify assets and values of diverse populations to bring student learning to higher levels, etc.

Associate Professor, Educational Psychology, College of Education, University of West Georgia
 2015-2020

Courses Taught

- **EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts**, hybrid and purely online (FA 2019; SP, SU, &FA 2018; SP, SU, &FA 2017; SP& FA 2016, FA2015)
- **CEPD 6101 Psychology of Classroom Learning**, purely online (SP, SU, &FA 2018; SP, SU, &FA 2017; SP, SU, &FA 2016, FA2015).
- **CEPD 4101 Educational Psychology**, hybrid & purely online (SU & FA 2019; SP 2018; FA 2017, SP2017, SP&FA 2016, FA2015)
- **EDSI 9998 Research for Doc Dissertation**, purely online (FA2015-SP2019)
 - A doctoral mentoring course from Education and School Improvement Program at College of Education, University of West Georgia.
 - Mentoring doctoral students on every step of doctoral dissertation from literature review to research design to dissertation writeup and defense.
- **Chinese Language and Culture** (Summer 2017-Fall 2018)
 - A weekly volunteer class on Chinese language and culture that involved systematic lesson planning
 - Students learned beginner or intermediate mandarin Chinese depending on their individual levels
 - Student also learned Chinese culture including educational systems, customs, and food etc.
 - Students ranged in age from seven to sixty-seven years old
 - Students were mostly faculty and staff at UWG and/or their family members/friends

Assistant Professor, Educational Psychology, College of Education, University of West Georgia

2011-2015

Courses Taught

- **EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts**, hybrid (Spring & Fall 2015)
- **CEPD 6101 Psychology of Classroom Learning**, hybrid & purely online (Fall 2012, Spring 2013, Fall 2015).
- **CEPD 6101 Educational Psychology**, hybrid, face-to-face, and purely online (Fall 2011, 2012, Spring & Fall 2013, Spring-Fall 2014, Spring-Summer, & Fall 2015)

Assistant Professor, Educational Psychology, College of Education, University of Texas at Brownsville

2009-2011

Courses Taught

- **Single Case Design**, hybrid (Spring 2011)
 - A master-level course focusing on Response-to-Intervention (RTI) research methods.
 - Major single case experimental designs are covered.
 - Students learn to analyze single case designs and construct and carry out single case designs in applied setting.
- **Introduction to Research** (Fall 2010)
 - A master-level course in research methods and evaluation.

- Major research designs, statistics, and literature review methods are covered.
- **Human Development and Instruction** (Fall 2009, Spring, Summer & Fall 2010)
 - A senior-level undergraduate course in teacher preparation program.
 - Major human development and learning theories are covered.
 - Instructional implications are stressed to prepare preservice teachers for their future classrooms.
- **Learning and Cognition**, online & face-to-face (Fall 2009, Spring & Fall 2010, Spring 2011)
 - A master level class in educational psychology.
 - Major learning and human development theories and their instructional implications are covered.
 - Students were taught to be critical thinkers and reflective teachers and understand the importance of research in guiding their teaching practice.

Courses Developed

- **Educational Measurement**
 - A master level class in educational psychology.
 - This course explores the role of measurement, testing, and evaluation in education.
 - Students will learn how to construct well designed tests, judge the advantages and limitations of tests and test scores, and beware of the current abuse of test results.
- **Advanced Human Learning and Motivational Development**
 - A doctoral-level course in Higher Education Teaching program.
 - Major learning and motivation theories and current research are covered.
- **Motivation in Teaching and Learning**, hybrid
 - A master level class in educational psychology.
 - Students are predominantly school teachers in Brownsville.
 - Motivation theories and research that inform learning and instruction are introduced.
- **Advanced Educational Psychology**
 - A master level class in educational psychology.
 - Students are predominantly school teachers in Brownsville.
 - It provides a detailed analysis of modern psychological and developmental theories and practices as they relate to education.

Instructor, Educational Psychology, College of Education, Oklahoma State University 2005-2007

Courses Taught

- **Child and Adolescent Development**, online (Summer 2007)
 - A junior-level distance learning class covering a wide range of topics from major theories to important research in the field of child and adolescent developmental psychology
- **Psychological Foundations of Children**, (Fall 2006, Spring 2007)
 - A junior-level class covering theories and history of child development, biological processes of child development, cognitive, emotional, and social development of children, as well as current issues and innovation in child development

- **Learning to Learn**, online (Summer 2006)
 - An introductory distance learning class assisting students in self-exploration via in-and-out-of-class activities that aid in individualized assessment, positive attitude development, habit change, and development of self-efficacy and self-regulation skills
- **Human Learning in Psychology**, online (Fall 2005, Spring & Fall, 2006, Spring 2007)
 - A senior-level distance learning class focusing on instructional psychology and teaching and learning theory as part of an instructional program to deal with the individual, cultural, and environmental differences; it involves case studies and group discussions that emphasize issues surrounding motivation, planning, evaluation, classroom problems, and management

Instructor, Stillwater Chinese Language School, Stillwater, Oklahoma

2006

Course Taught

- **Intermediate Chinese** (October 2006)
 - An intermediate-level Mandarin course teaching students to grasp Mandarin and exposing them to cultural aspects such as Chinese art, legends, games, and calligraphy, etc.
 - Students were elementary school aged kids in a small group setting

Assistant Professor, Teaching English to Speakers of Other Languages (TESOL), College of Foreign Languages, Southwest Jiaotong University, Chengdu, Sichuan, China

1999-2005

Courses Taught

- **College English-Active Learning** (Fall 2003, Spring & Fall 2004, Spring 2005)
 - A 2-year progressive course in TESOL
 - The course included reading, writing, and conversing in English
 - Taught four sections of class with a total of 200 students enrolled each semester
 - Students had to pass the National College English Test Band IV upon completion of the course
- **College English-New Horizon** (Fall 1999 to Spring 2003)
 - A 2-year progressive course in TESOL
 - Taught a comprehensive English literacy class covering English vocabulary, grammar, reading, and composition
 - Taught three sections of the class with a total of 150 students enrolled each semester for four consecutive years
 - Students had to pass the National College English Test Band IV upon completion of the course
- **Spoken English in Various Settings** (Fall 2002 to Spring 2004)
 - A senior-level elective course in TESOL, focusing on oral English skills in settings such as conferences, coffee shops, grocery stores, restaurants, etc.
 - Taught a class of 300 students ranging from freshmen to graduate students for three academic years
- **Chinese-English Translation** (Fall 2002, Fall 2003)
 - A senior-level course in TESOL covering a wide range of topics from Chinese-to-English translation theory to practical translation skills in various genres
 - Taught a class of 100 students who were mostly seniors and graduate students for two semesters

- **English-Chinese Translation** (Spring 2002, Spring 2003)
 - A senior-level course in TESOL covering a wide range of topics from English-to-Chinese translation theory to practical translation skills in various genres
 - Taught a class of 100 students who were mostly seniors and graduate students for two semesters

After-school Teacher, Longchang & Chengdu, Sichuan, China

1993-1999

Course Taught

- **English, Mathematics, Physics, Chemistry**
 - After-school instruction that involved systematic lesson planning and grading.
 - The subjects ranged in level from 9th grade to 12th grades.
 - Groups of students ranged in size from 1 to 12.

Selected Leadership & Service Experience

Journal/Conference Involvement

National/International

1. American Educational Research Association (AERA) 2019 (April 5-9)
 - Discussant, “Understanding assessment in preservice teacher preparation”, roundtable session, Division K-Teaching and Teacher Education/Section 05: Preservice teacher education coursework
 - Chair, “International perspectives on math and literacy achievement”, paper session, Division C-Learning and Instruction/Section 2b: Learning and Motivation in social and cultural contexts.
 - Chair, “Whose Truth Matters? Centering the Voices and Experiences of Preservice and In-Service Teachers of Color”, paper session, Division K-Teaching and Teacher Education/Section 05: Preservice teacher education coursework
2. Atlanta Division Chair, *Sino-American Educational Research Association* (Sept 2018-2022)
3. Invited journal manuscript reviewer, *Journal of Interdisciplinary Education* (Sept 2019-present)
4. Invited journal manuscript reviewer, *Studies in Educational Evaluation* (May 2018 – May 2019)
5. Invited journal manuscript reviewer, *British Journal of Educational Psychology* (March 2018 - 2019)
6. Invited journal manuscript reviewer, *Learning and Individual Differences* (October 2016 – present)
7. Invited journal manuscript reviewer, *SAGE Open* (September 2015 – September 2017)
8. Invited journal manuscript reviewer, *Educational Psychology* (November 2014 – June 2015)
9. Editorial board, *International Education Research* (IER) (Fall 2013-present)
10. Editorial board, *Frontiers in Educational Psychology* (Fall 2010-2018)
11. Journal manuscript reviewer, *Cultural Diversity & Ethnic Minority Psychology* (Fall 2010-Fall 2017)
12. Proposal reviewer, annual meetings of American Educational Research Association (AERA) (2007-present)
 - Division C-Learning and Instruction
 - Division D-Measurement and Methodology
 - Division E-Human Development (2019)
 - Division K-Teacher Education
 - Sig-Taoism, Confucianism
 - Sig-Teaching of Educational Psychology
13. Invited journal manuscript reviewer, *Journal of Latinos and Education* (Summer 2013 - 2014)

14. Invited journal manuscript reviewer, *Teaching and Teacher Education* (Fall 2012)
15. Invited journal manuscript reviewer, *Journal of Research in Education* (Fall 2012)
16. Member, Richard E. Snow Award for Early Contributions Committee, Division 15 Educational Psychology, American Psychological Association (APA), August 2011-August 2014
17. Co-chair, Classroom Management SIG Retention Committee, American Educational Research Association (AERA) (2014)
18. Co-chair, Classroom Management Membership and Proposal Committee, SIG Classroom Management, American Educational Research Association (AERA) (2013)
19. Proposal Reviewer, International Society for the Scientific Study of Subjectivity (ISSSS) (Summer 2007)

Regional/Local

20. Conference presentation session moderator, “Measurement and Statistics”, *Georgia Educational Research Association (GERA)* annual meeting (Oct 4, 2019)
21. Conference session chair, *Eastern Educational Research Association (EERA)* annual meeting (Feb 9, 2018)
22. Conference Proposal Reviewer, Rocky Mountain Educational Research Association (RMERA) (Fall 2005)
23. Coordinator and co-organizer, bi-annual Teaching, Learning, and Service conference. (2009-2010)
24. Conference session chair, Southwest Educational Research Association (SERA) annual meeting (Spring 2010)
25. Conference session chair, Rocky Mountain Educational Research Association (RMERA) (Fall 2008)
26. Paper Presentation Moderator and Judge, Research Symposium, Oklahoma State University (Spring 2008)
27. Research Presentation Interpreter, *Social Equity of Education in China* by Dr. Shanmai Wang, Oklahoma State University (Fall 2007)

Consultation & Technical Assistance

28. External reviewer, promotion & tenure at College of Education and Human Development (CEHD), University of North Dakota, May 31-Aug 26, 2020
29. Technical Committee Member, *International Conference on Future Learning (ICFL 2019)*, Barcelona, Spain, December 18-20, 2019
30. Visiting professor, Southwest Jiaotong University, Chengdu, China (April 2019-2021)
31. Online Course Review Member, International Quality Matters (iQM) (March 2018-present)
32. Motivation Consultant, *Sino-American Educational Research Association*, Chengdu, China (May-July 2017)
33. Technical Committee Member, *8th International Conference on Distance Learning and Education (ICDLE 2017)*, Barcelona, Spain, December 20-22, 2017.
34. Motivation Consultant, Luzhou Tianli International Elementary, Chengdu, China (May 2016)
35. Motivation Consultant, Luzhou Tianli International Kindergarten, Chengdu, China (May 2016)
36. Professional identity mentor, Division 15 Educational Psychology, American Psychological Association (January-December 2016)
37. Peer reviewer, Quality Matters (QM) (March 2015-Jan 2019)
38. Reviewer, Teacher Quality Grant, State of Georgia (Fall 2013)

Student Advising & Teaching Supervision

39. Undergraduate student research advising, SRAP, University of West Georgia (August 2012-June 2016)
40. Doctoral dissertation advising and chairing, School Improvement, University of West Georgia (Fall 2012-Spring 2019)

41. Graduate student research advising, IDG, University of West Georgia (January – June 2013)
42. Undergraduate advising, research in MBRS RISE program, University of Texas at Brownville (Fall 2010)
43. Master's degree comprehensive exam question designer, Curriculum and Instruction, University of Texas at Brownville (Fall 2010)
44. Research team advising, dropout issues among Hispanic students at UTB (Fall 2010)
45. Teaching team leader, instructions of undergraduate Educational Psychology courses at junior and senior levels, Oklahoma State University (Fall 2006)
46. Educational psychology textbook prospectus peer-review, *Thomson Higher Education* (Fall 2006)
47. Student peer advisor, International Student & Scholar's Office, Oklahoma State University (Fall 2006)

Committees Served

1. *Promotion & Tenure Committee*, Department of Early Childhood through Secondary Education, University of West Georgia (UWG) (Fall 2020)
2. *Search committee for instructional technology & school library media instructors*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Spring 2020)
3. *Personnel Committee*, College of Education, University of West Georgia (UWG) (Fall 2019-present)
4. *Promotion & Tenure Committee*, Department of Leadership, Research, and School Improvement, University of West Georgia (UWG) (Fall 2018)
5. *Search committee for instructional technology faculty*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Spring 2018)
6. *Promotion & Tenure Committee*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Fall 2017)
7. *Comprehensive Final Exam Committee*, Master of Arts (Cynthia Taylor). Department of Music (UWG) (Fall 2017-Spring 2018)
8. *Comprehensive Final Exam Committee*, Master of Arts (Michelle Green). Department of Music (UWG) (Spring 2017)
9. *Asian Studies Program Committee*, University of West Georgia (UWG) (Fall 2015-present)
10. *COE International Initiatives Workgroup*, College of Education, University of West Georgia (UWG) (Fall 2016-Spring 2017)
11. *Undergraduate Research Committee*, University of West Georgia (UWG) (Fall 2015-Spring 2018)
12. *Multicultural conversation series committee*, Center for Diversity and Inclusion, University of West Georgia (Fall 2012-present)
13. *Post-tenure Review Committee*, College of Education, University of West Georgia (UWG) (Fall 2016)
14. *Promotion & Tenure Committee*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Fall 2016)
15. *EDSI Dissertation of the Year Award Committee*, College of Education, University of West Georgia (UWG) (February 2016)
16. *Chair, Pre-tenure Review Committee*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Spring 2016)
17. *Promotion & Tenure Committee*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Fall 2015)
18. *AAUP Executive Committee*, University of West Georgia (UWG) (Fall 2012-Spring 2016)
19. *Research Task Force*, College of Education, University of West Georgia (UWG) (May-July 2014)
 - *Review and revise COE Seed Grant application and selection procedures*
 - *Resourcing for ways to increase COE research productivity*
20. *Diversity committee*, College of Education, University of West Georgia (UWG) (Fall 2013-Fall 2014)

21. *Doctoral dissertation committee*, School Improvement, University of West Georgia (Fall 2012-present)
22. *Faculty governance council*, College of Education, University of West Georgia (UWG) (Fall 2012-Fall 2014)
23. *Distance learning committee*, College of Education, University of West Georgia (UWG) (Fall 2012-pFall 2014)
24. *Search committee for research faculty*, Department of Educational Technology and Foundations, University of West Georgia (UWG) (Summer 2012)
25. *Search committee for department chair*, Department of Educational Innovation, University of West Georgia (UWG) (Spring 2012)
26. *Social committee*, College of Education, University of West Georgia (UWG) (Fall 2011-Spring 2012)
27. *Master thesis committee*, “Increasing Effective Inter-professional Communication” by Charlotte Johnson Smith (March 31, 2010)
28. *University assessment committee*, “Student Success and Retention”, University of Texas at Brownsville (Fall 2010)
29. *Search committee for educational leadership faculty*, Department of Educational Psychology and Leadership Studies, University of Texas at Brownsville (UTB) (Spring 2010)
30. *Undergraduate curriculum committee*, Department of Educational Psychology and Leadership Studies, University of Texas at Brownsville (UTB) (Fall 2009-Spring 2011)
31. *Research methods course alignment committee*, College of Education, University of Texas at Brownsville (UTB) (Fall, 2009)

Dissertation/Thesis Committees I served or chaired (in bold)

32. Doctoral Level:

Sharon Synan, Valerie Bryan, Emily Leak, LaRhonda Ware, Marian Rosenberg, Daniel Lane, Jill Olson, Lena Hamilton, Donna Elder, Mathew Lawrence, Eulonda Washington, Joe Rodgers, Pammy Darden, Chantries Holliman, **Alana Marshal**, Kelly O'Donnell, **Rebecca Owen**.

33. Master's Level:

Charlotte Johnson Smith, James Williams, Michelle Green, Cynthia Taylor

Invited Speeches/Presentations

34. Panelist, *Diversity, equity, and connections: Demystifying Asian Pacific Islander bias during COVID-19*. Center for Diversity and Inclusion, University of West Georgia (Spring 2020)
35. Guest Speaker, *Education and Business in China*, marketing class, School of Business, University of West Georgia (Nov 14, 2017)
36. Invited Speech, Motivation in multiculturalism. *Tianli Educational Speaker Series, Chapter Twelve*, Tianli Educational Research Institute, Chengdu, China (Fall 2017)
37. Guest speaker, *Undergraduate Research at College of Education*, Department of Sport Management, Wellness, & Physical Education, University of West Georgia (Fall 2016)
38. Keynote Speaker, *How to cultivate kids' interest in learning*, Luzhou Tianli International Elementary School, May 11, 2016.
39. Keynote Speaker, *How to cultivate kids' interest in learning*, Luzhou Tianli International Kindergarten, May 10, 2016.
40. Panel Discussion Organizer, *Multicultural conversation series committee*, Center for Diversity and Inclusion, University of West Georgia (Spring 2016)
41. Panel Discussion Organizer on a variety of diversity issues, *Exploring Sociocultural Perspectives on Diversity Education*, Undergraduate Course, University of West Georgia (Spring & Fall 2015)

42. Guest speaker, *Careers in Educational Psychology*, Undergraduate Course, University of West Georgia (Fall 2014)
43. Guest speaker, *A Pictorial View of Women in the 21st China and US*, Fourth Conversation Series Program, Center for Diversity & Inclusion, University of West Georgia (Spring 2013)
44. Guest speaker, *Multicultural Counseling*, Graduate Course, University of West Georgia (Fall 2012)
45. Keynote speaker, *The power of confidence, perseverance, and positivism in achieving success*, No. 7 Middle School (around 5,000 audience), Longchang, China (January 2010)
46. Guest speaker, *I was one of you-my personal experience of schooling and adapting*, a 9th-grade class (around 80 students), No. 1 Middle School, Longchang, China (December 2009)
47. Guest Presenter, *Cultural Connections-China*, Cultural Exchange Program, Human Environmental Science,
48. Oklahoma State University (Fall 2006, Fall 2007)
49. Guest speaker, *Adaptation and Learning*, Hispanic exchange student program orientation, Oklahoma State University (Summer 2006)

Community & Leadership Service

50. Mandarin Chinese Assessment and Interpreter, Special Education, West Haralson Elementary School (Spring 2020)
51. Volunteer Chinese language teacher and culture ambassador, Carrollton GA (June 2017-December 2018)
52. Council Member, Chinese Qipao Society-Atlanta Chapter, Atlanta GA (Oct 2016-Oct 2017)
53. Board Member, Sichuan-Chongqing Fellowship Association, Georgia (February 2014-present)
54. Undergraduate Research Coordinator representing COE, University of West Georgia (Fall 2013-Spring 2018)
55. Reviewer, EDSI Cohort 17 Application Packages, College of Education, University of West Georgia (Feb 2016)
 - Reviewed 10 application packages including the entrance essays, resume, transcript, and reference information, etc.
56. Faculty judge, *Outstanding Dissertation Award*, College of Education, University of West Georgia (Jan-Feb 2016)
57. *COE Research Day and Big Night coordinator*, University of West Georgia (UWG) (Fall 2013-Spring 2017)
58. Initiator on Sino-US university collaborations in Chengdu, Shenzhen, Zhanjiang, & Shanghai, China (June-July 2015)
59. Interpreter, Presentation of “Learn from Who” by Su Wei at the Annual Conference of Sino-American Educational Research Association: Shanghai, China (July 2015)
60. Interpreter, Presentation of “How to Be a Home Educator: My Dream & My Story” by Ming Zhang at the Annual Conference of Sino-American Educational Research Association: Shanghai, China (July 2015)
61. Hostess of Chinese New Year Celebration Show, Atlanta-Shanghai Friendship Association, Atlanta (Jan 31, 2015)
62. Executive Board Member, American Association for University Professors (AAUP), UWG Chapter (Spring 2013-2016).
63. Hostess of Chinese New Year Celebration Show, Shanghai Friendship Association, Atlanta (Jan 18, 2014)
64. FGC Sub-committee on COE committee charges and updates, College of Education, University of West Georgia (Fall 2013-Fall 2014)

65. The Inaugural Leadership Development Program, College of Education, University of West Georgia (Fall 2013-Fall 2017)
66. Meeting facilitator, Close the Loop Day, College of Education, University of West Georgia (August 12, 2013)
67. Faculty judge, student research poster presentation, Big Night, University of West Georgia (April 2, 2013)
68. Prospective trip leader, Atlanta Outdoor Club (Fall 2012-present)
69. Board member, Atlanta Jiao Tong University Alumni Association (Winter 2011-present)
70. Coordinator, Atlanta Chinese American Single's Club, Atlanta Shanghai Friendship Association (ASFA) (Fall 2012-Spring 2017)
71. Member, Atlanta Outdoor Club (Fall 2011-present)
72. Member, University Faculty Advisory Council, University of Texas at Brownsville (Spring 2011)
73. Panelist, International Women's Day Panel Discussion, University of Texas at Brownsville (March 8, 2010)
74. Faculty judge, student essay contest "Why I think nations go to war", University of Texas at Brownsville (UTB) (October 2009)
75. Research instrument translator, cross-cultural validity study of an instrument *Learning Motivation Inventory*, a dissertation project involving mainland China, (Spring 2008)
76. Member, Rotary International-Sunrise Club (Spring 2010)
77. Co-President, Educational Psychology Student Society, Oklahoma State University (2007-2008)
78. Secretary, Educational Psychology Student Society, Oklahoma State University (2006-2007)
79. Student representative, fund-raising campaign, Oklahoma State University Foundation (Summer 2008)
80. Student Representative, the Graduate and Professional Student Government Association, Oklahoma State University (Spring 2008)
81. Graduate Student Representative, College of Education Student Technology Fee Committee, Oklahoma State University (2007-2008)
82. Graduate Student Representative, The School of Applied Health and Educational Psychology, Student Affairs Committee (2007-2008)

Other Selected Professional Experience

Translator & Interpreter, Foreign Affairs Office, Southwest Jiaotong University, Chengdu, Sichuan, China (1999-2005)

- Translated brochures for joint ventures & served as an interpreter in Foreign Affairs Office.

National Oral English Test Examiner, China (2003-2005)

- Assessed the oral English proficiency levels of Chinese English speakers.

Research Associate, College English Teaching: theory and practice, Southwest Jiaotong University, Chengdu, Sichuan, China (2000)

Tutor, Grades 9-12 Mathematics & English, Chengdu, Sichuan, China (1995-1999)

Tutor, Chinese, Chengdu, Sichuan, China (1999-2000)

- Tutored Chinese to English speakers.

President, Student Security Association, Sichuan University, Chengdu, Sichuan, China (1996-1998)

Professional Affiliations

American Educational Research Association (AERA) 2007-present

American Psychological Association (APA) 2007-present

East Educational Research Association (EERA) 2011-2018

Sino-American Educational Research Association (S-AERA) 2015-present

Languages

English & Chinese (proficient), *Japanese* (Basic), *Spanish* (learning in progress)

Computer & Software skills

Microsoft Office, Endnote, SPSS, AMOS