

XIHUI WANG

Department of Educational and Counselling Psychology, Learning Sciences
McGill University

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PERSONAL PROFILE

Doctor of Philosophy-Learning Sciences

Thesis Full-time; Year 4

Overall GPA: 4.0

Citizenship: Chinese

EDUCATION

- | | |
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| 2008-Present | Ph.D. in Educational Psychology--<i>Learning Sciences Stream</i>
Department of Educational and Counseling Psychology, McGill University, Canada |
| 2000-2003 | MA in Applied Linguistics
Foreign Language Department, Wuhan University, China |
| 1996-2000 | BA in English Language and Literature
Foreign Language Department, Wuhan University, China |

WORK EXPERIENCE

TEACHING EXPERIENCE

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|-------------|--|
| 2012 Winter | Teaching Assistant for <i>EAST 330D2 Second Level Chinese</i>
McGill University, Montreal, Canada |
| 2011 Fall | Teaching Assistant for <i>EAST 330D1 Second Level Chinese</i>
McGill University, Montreal, Canada |
| 2011 Fall | Teaching Assistant for <i>EDPE 304 Measurement and Evaluation</i>
McGill University, Montreal, Canada |
| 2011 Winter | Teaching Assistant for <i>EDPE 575 Educational Measurement</i>
McGill University, Montreal, Canada. |
| 2010 Fall | Teaching Assistant for <i>EDPE 575 Educational Measurement</i>
McGill University, Montreal, Canada. |
| 2003-2008 | Full-time Instructor--<i>Teaching English as a Second Language at university level</i>
North China University of Technology, Beijing, China. |

RESEARCH EXPERIENCE

- 2009-Present **Graduate Research Assistant** for Dr. Krista Muis.
Project1: The development of epistemic beliefs and their relations to self-regulated learning and achievement.
- Project2:* TIDE's in, dirt's out: Empirical scrutiny of Muis, Bendixen, and Haerle's (2006) Theory of Integrated Domains in Epistemology (TIDE) Framework.
- Project 3:* Epistemic beliefs and emotions: Examining their roles in self-regulated learning and epistemic change
- 2010-Present **Graduate Research Assistant** for Dr. Calvin Kalman.
Project: Personal epistemologies as barriers and facilitators to learning by Science and Engineering undergraduate students.
- 2009 **Graduate Research Assistant** for Dr. Mark Aulls.
Project: How does WebCT make a contribution to students' engagement in rich academic conversation in a graduate course on qualitative research?

EDITORIAL EXPERIENCE

- 2007 **Editor-in-Chief** for *Insights into CET6—Analysis of CET6 Authentic Tests*.
 Beijing, China: Aviation Industry Press.
- 2005 **Associate Editor** for *College English for Adult Education*.
 Beijing, China: Capital Normal University Press.
- 2003 **Associate Editor** for *Updated 160 Pieces of English Reading Materials for Postgraduate Admission Test*.
 Beijing, China: Zhigong Press.
- 2002 **Associate Editor** for *New Handbook of College English*.
 Xi'an, China: Northwestern University Press.
- 2001 **Associate Editor** for *Analysis of the Recent TEM-8 Authentic Tests*.
 Beijing, China: Zhigong Press.

PUBLICATIONS AND PRESENTATIONS**PUBLISHED ARTICLES**

- Franco, G. M., Muis, K. R., Kendeou, P., Ranellucci, J., Sampasivam, L., & **Wang, X.** (in press). Examining the influences of epistemic beliefs and knowledge representations on cognitive processing and conceptual change when learning physics. *Learning and Instruction*. doi: 10.1016/j.learninstruc.2011.06.003
- Aulls, M. W., Ibrahim, A., Pelaez, S., **Wang, X.**, & Orjuela-Laverde, M. (2011). What happens as learning during asynchronous text-based discussions in an online learning system? *Proceedings of the Fifth*

International Conference of Learning International Networks Consortium (LINC). Cambridge, MA: Massachusetts Institute of Technology (MIT).

<http://linc.mit.edu/linc2010/proceedings/session11Ibrahim.pdf>

ARTICLES UNDER REVIEW

Wang, X. (under review). Epistemic Change and the Role of Emotion: An Integrative Review. *Educational Psychology Review*.

Wang, X., Zhang, X., Hou, D., & Muis, K. (under review). Translation and Validation of the Epistemic Beliefs Inventory (EBI) Using a Chinese Sample: A Confirmatory Factor Analysis. *Asia-Pacific Education Researcher*.

Ranellucci, J., Muis, K. R., **Wang, X.**, Duffy, M. Sampasivam, L., & Franco, G. M. (under review). To Master or Perform? Exploring Relations between Achievement Goals and Conceptual Change Learning. *British Journal of Educational Psychology*.

Franco, G., Muis, K., Ranellucci, J., Sampasivam, L., & **Wang, X.** (under review). A tale of two texts: Exploring dynamic interactions that foster self-regulated learning. *Journal of Educational Psychology*.

CONFERENCE PRESENTATIONS

Sampasivam, L. & **Wang, X.** (2012, August). *The Emotional and Motivational Effects of Feedback on High/Low Anxiety Groups*. Paper to be presented at the 2012 APA National Convention, Orlando, Florida.

Muis, K. R., Foy, M., Duffy, M., Trevors, G., Ranellucci, J., **Wang, X.**, & Gierus, B. (2012, April). *Relations between Teachers' and Students' Epistemic Beliefs across High school, College and University*. Paper to be presented at the annual conference of the American Educational Research Association, Vancouver, Canada.

Muis, K. R., Duffy, M., Trevors, G., Foy, M., Ranellucci, J., Gierus, B., & **Wang, X.** (2012, April). *Examining the Nature and Validity of Epistemic Beliefs Using Cognitive Interviewing*. Symposium to be presented at the annual conference of the American Educational Research Association, Vancouver, Canada.

Calvin, K., Milner-Bolotin, M., Antimirova, T., Huang, X., Ibrahim, A., & **Wang, X.** (2012, March). *Understanding the Nature of Science and Nonscientific Modes of Thinking in Gateway Science Courses*. Paper to be presented at the 2012 annual conference of the National Association for Research in Science Teaching (NARST), Indianapolis, IN, USA.

Muis, K., Franco, G., Ranellucci, J., Sampasivam, L., & **Wang, X.** (2011, April). *Challenging Muis' Consistency Hypothesis: The role of knowledge representations*. Poster presented at the annual conference of American Educational Research Association, New Orleans, Louisiana.

Ranellucci, J., Muis, K., Duffy, M., **Wang, X.**, Sampasivam, L., & Franco, G. (2011, April). *To master or perform? Exploring relations between achievement goals and conceptual change learning*. Paper presented at the annual conference of American Educational Research Association, New Orleans, Louisiana.

Ranellucci, J., Muis, K., Duffy, M., **Wang, X.**, Sampasivam, L., & Franco, G. (2011, August). *To master or perform? Exploring relations between achievement goals and conceptual change learning*. Paper presented at the symposium of the EARLI 2011 Conference, Exeter, United Kingdom.

Wang, X., Hou, D., Aulls, M. W., & Muis, K. (2011, June). *Profile analysis of epistemic beliefs: An examination of students from different domains and students of different levels of self-efficacy for learning*. Roundtable presented at the Canadian Psychological Association Convention, Toronto, Canada.

Aulls, M. W., Ibrahim, A., Pelaez, S., **Wang, X.**, & Orjuela-Laverde, M. (2010, May). *What happens as learning during asynchronous text-based discussions in an online learning system?* Paper presented at the Fifth International Conference of Learning International Networks Consortium (LINC). Cambridge, MA.

Wang, X., Hou, D., & Aulls, M. W. (2010, April). *The epistemological beliefs and self-efficacy of Chinese graduate and undergraduate students*. Poster presented at the annual conference of American Educational Research Association (AERA), Denver, Colorado.

OTHER PUBLICATIONS

Wang, X. (2007). On the positive backwash of the new CET-4 test models on college English vocabulary teaching. *Jilin University Journal of Social Science*.

Wang, X. (2002). Corpus and the study of English-Chinese pragmatics differences. *Journal of Wuhan University*.

PHD COURSEWORK

- EDPE 555 Applied Cognitive Science
- EDPE 635 Theories of Learning and Instruction
- EDPE 666 Foundation of Learning Science
- EDPH 689 Teaching and Learning in Higher Education
- EDPE 636 Social Classroom Processes
- EDPE 655 Learning Science Research Seminar
- EDPE 664 Expertise Reasoning & Problem Solving
- EDPE 687 Qualitative Methods in Educational Psychology
- EDPE 575 Educational Measurement
- EDPE 676 Intermediate Statistics
- EDPE 682 Univariate/Multivariate Statistics
- EDPE 605 Research Methods
- EDPE 684 Applied Multivariate Statistics
- EDPE 704/5/6/7 Advanced Learning Science Research Seminar

FURTHER EDUCATION & TRAINING

WORKSHOPS

Learning to Teach Professional Development Workshop
McGill University, November, 2009.

Learning to Teach Professional Development Workshop
McGill University, November, 2008.

Curriculum Design and Teaching Methodology of Selective English Courses
Foreign Language Teaching and Research Press, 2007, Beijing, China.

Training Courses for Teachers in Higher Education Institutions
Capital Normal University, 2003, Beijing, China.

CERTIFICATES

Qualifications for Teaching Chinese as Foreign Language (TCFL)
Chinese Language Council International, 2007, Beijing, China.

Teacher Qualification in Higher Education Institutions
Capital Normal University, 2003, Beijing, China.

Educational Technology in Higher Education
Capital Normal University, 2003, Beijing, China.

AWARDS AND SCHOLARSHIPS

2012	Graduate Research Enhancement and Travel Awards (GREAT Awards)
2011	Chinese Government award for Outstanding Self-financed Students Abroad
2011	W yng Trust Fellowship
2011	Graduate Research Enhancement and Travel Awards (GREAT Awards)
2010	Graduate Research Enhancement and Travel Awards (GREAT Awards)
2008	McGill International Doctoral Awards (MIDAs)
2008	Provost's Graduate Fellowship
2005	Annual Award for Teaching Excellence in NCUT
2003	Excellent Graduate of Wuhan University
2001-2002	Excellent Post-graduate Student of Wuhan University
2001-2002	People's Scholarship of Wuhan University, Second Prize
1998-1999	Triple-A Student of Wuhan University
1998-1999	People's Scholarship of Wuhan University, Second Prize
1996-1997	Third Prize Scholarship of Wuhan University for First-year Students

AFFILIATIONS

Canadian Psychological Association (CPA)

American Educational Research Association (AERA)

High Ability and Inquiry Research Group (HAIR)

Social Equity and Diversity Education (SEDE)

Dream Corps for Harmonious Development International (DREAM CORPS)

SKILLS

LANGUAGES

Mandarin (Native Speaker)

English (Fluent)

French (Intermediate)

SOFTWARE

MS Office

SPSS

EQS 6.1

MAXQDA 2010

EndNote X4

SurveyGizmo