

Ying Wang

([Pronunciation](#))

Pronouns: She/her/hers

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APPOINTMENT

Postdoctoral Fellow

2021 – Present

CREATE-X

The Studio for Transforming Engineering Learning and Research (STELAR)

College of Engineering

Georgia Institute of Technology

EDUCATION

Ph.D. in Educational Psychology

2021

The Pennsylvania State University, University Park, PA, USA

Dissertation Title: *Supporting College Students' Metacognitive Monitoring in a Biology Course Through Practice and Timely Monitoring Feedback*

Advisor/Dissertation Chair: Dr. Rayne A. Sperling

Committee Members: Drs. Simon Hooper, Alexandra List, and Matthew McCrudden

M.Ed. in Educational Psychology

2016

Temple University, Philadelphia, PA, USA

Advisor: Dr. Avi Kaplan

LL.B. in Social Work

2014

China Women's University, Beijing, China

B.A. in Psychology

2013

Mississippi University for Women, Columbus, MS, USA

PUBLICATIONS

Refereed Journal Articles

Wang, Y., & Sperling, R. A. (2021). Understanding and supporting Chinese middle schoolers' monitoring accuracy in mathematics. *Metacognition and Learning*, 16(1), 57–88.

<https://doi.org/10.1007/s11409-020-09238-4>

Wang, Y., & Sperling, R. A. (2020). Characteristics of effective self-regulated learning interventions in mathematics classrooms: A systematic review. *Frontiers in Education*, 5, Article 58. <https://doi.org/10.3389/feduc.2020.00058>

Wang, Y., & List, A. (2019). Calibration in multiple text use. *Metacognition and Learning*, 14(2), 131–166. <https://doi.org/10.1007/s11409-019-09201-y>

List, A., Du, H., & **Wang, Y.** (2019). Understanding students' conceptions of task assignments. *Contemporary Educational Psychology*, 59, 1–16. <https://doi.org/10.1016/j.cedpsych.2019.101801>

List, A., Du, H., **Wang, Y.**, & Lee, H. Y. (2019). Toward a typology of integration: Examining the documents model framework. *Contemporary Educational Psychology*, 58, 228–242. <https://doi.org/10.1016/j.cedpsych.2019.03.003>

Manuscripts Under Review

Wang, Y., Sperling, R. A., & Malcos, J. L. *Supporting college students' metacognitive monitoring in a biology course through practice and timely monitoring feedback.*

Gutierrez de Blume, A. P., **Wang, Y.**, & Du, H. (2022). *An investigation of subjective metacognitive awareness and objective absolute monitoring accuracy among undergraduate students from China, Colombia, Spain, and the U.S.: The role of culture.*

Wang, Y., Sperling, R. A., & Reeves, P. M. (2022). *A validation study of the self-efficacy for strategic learning in biology scales (SESLBS).*

Manuscripts in Preparation

Wang, Y., Sperling, R. A., & Wang, J. *Examining the relation between students' academic procrastination rationalization and self-regulated learning.*

Malcos, J., Tise, J. C., **Wang, Y.**, & Sperling, R. A. *Metacognition and self-regulated learning in undergraduate biology education: A systematic review.*

Dai, T., Kaplan, A., **Wang, Y.**, Davidson, Y., Balsai, M., Cromley, J. G., Mara, K., & Perez, T. *Understanding differential engagement in a relevance writing intervention: A mixed-methods investigation.*

Conference Proceedings

Wang, Y. & Harris, J. J. (2022, October 8–11). *Self-regulated learning instructions in engineering education: A systematic scoping review.* Frontiers in Education (FIE), Uppsala, Sweden.

Wang, Y., Harris, J. J., & Shaffer, J. (2022, June 26–29). *Work-In-Progress: Facilitating*

engineering students' entrepreneurship through self-regulated learning instructions. Annual Meeting of the American Society for Engineering Education (ASEE), Minneapolis, MN, United States.

National/International Conference Presentations

Wang, Y., & Sperling, R. A. (2022, August 4–6). *The relation between academic procrastination rationalization and self-regulated learning* [Poster session]. American Psychological Association Annual Convention, Minneapolis, MN, United States.

Hong., H. T., **Wang, Y.**, Capps, D. K., & Hodges, G. W. (2022, August 4–6). *Understanding preservice science teachers' self-regulatory processes based on their goals* [Poster session]. American Psychological Association Annual Meeting, Minneapolis, MN, United States.

Young, T. M., DiFrancesca, D., **Wang, Y.**, & Sperling, R. A. (2022, August 4–6). *The effects of a monitoring intervention on learning from multiple resources* [Poster session]. American Psychological Association Annual Convention, Minneapolis, MN, United States.

McKinnon-Crowley, S., Morgan, K., & **Wang, Y.** (2022, May 18–21). Three non-engineers walk into a lab: Educational researchers in engineering education. In S. McKinnon-Crowley (Chair), *Epistemological and methodological considerations in social science research: Insider and outsider perspectives*. The 18th International Congress of Qualitative Inquiry, Online.

Wang, Y., & Sperling, R. A. (2022, April 21–26). *Supporting college students' metacognitive monitoring in a biology course through practice and timely monitoring feedback* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Wang, Y., DiFrancesca, D., Sperling, R. A., Young, T. M., & Syal, S. (2022, April 21–26). *Investigating fifth graders' multiple-text comprehension about ecosystems within a game-based learning environment* [Poster session]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Gutierrez de Blume, A. P., **Wang, Y.**, & Du, H. (2022, April 21–26). *Inter-cultural investigation of metacognitive awareness among undergraduate students from China, Colombia, Spain, and the U.S.* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Brandenburg, J., **Wang, Y.**, Sperling, R. A., Young, T. M., Malcos, J. L., & Albohn, D. N. (2022, April 21–26). *Scaffolding students' self-regulated learning through event sampling strategies* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Wang, Y., Sperling, R. A., Tise, J. C., & Malcos, J. L. (2021, August 12–14). *Examining students' self-regulated learning through self-report data and behavioral logs* [Poster session]. American Psychological Association Annual Convention, Online. **(Finalist of the Outstanding**

Graduate Student Poster Award)

Wang, Y., Sperling, R. A., & Reeves, P. M. (2021, August 12–14). *A validation study of the self-efficacy for strategic learning in biology scales* [Poster session]. American Psychological Association Annual Convention, Online. **(Selected into the Presidential Poster Session)**

Tise, J. C., Sperling, R. A., **Wang, Y.**, Buchanan, P. (2021, August 12–14). *Response latency to SRL scaffolding prompts predicts course performance* [Poster session]. American Psychological Association Annual Convention, Online.

Wang, Y. & Mullins, C. A. (2021, April 8–12). Understanding the metacognitive and motivational aspects of self-regulated learning from college students: An explanatory sequential study. In B. D. Choiseul-Praslin, C. C. Esiaka, & J. Deng (Chairs), *Division D graduate student in progress research gala* [Poster session]. American Educational Research Association Annual Meeting, Online.

Tise, J. C., Sperling, R. A., **Wang, Y.**, Malcos, J. L. (2021, April 8–12). *Response latency to SRL scaffolds relates to metacognition and course performance*. American Educational Research Association Annual Meeting, Online.

Malcos, J. L., Tise, J. C., Sperling, R. A., **Wang, Y.** (2021, April 8–12). *Supporting students' use and value of deep-processing cognitive strategies with real-time prompts* [Roundtable presentation]. American Educational Research Association Annual Meeting, Online.

Wang, Y., Lee, H., Sperling, R. A., Tise, J. C., & Buchanan, P. (2020, August 6–9). *Supporting students' metacognition in statistics through real-time self-regulatory prompts* [Poster session]. American Psychological Association Annual Convention, Washington, DC, United States.

Wang, Y., Sperling, R. A., Tise, J. C., Syal, S., DiFrancesca, D., & Young, T. M. (2020, August 6–9). *Understanding children's monitoring in science text comprehension* [Poster session]. American Psychological Association Annual Convention, Washington, DC, United States. **(Selected into the Presidential Poster Session)**

Syal, S., **Wang, Y.**, Tise, J. C., Sperling, R. A. (2020, August 6–9). *Examining the psychometric properties of the 2×2 achievement goal questionnaire among children* [Poster session]. American Psychological Association Annual Convention, Washington, DC, United States.

Tise, J. C., Sperling, R. A., Buchanan, P., & **Wang, Y.** (2020, August 6–9). *User data from a self-regulated learning tool predicts metacognition and course performance* [Poster session]. American Psychological Association Annual Convention, Washington, DC, United States.

Wang, Y., & Sperling, R. A. (2020, April 17–21) *Facilitation or interference? The role of pictures in learners' calibration of comprehension* [Poster Session]. American Educational Research Association Annual Meeting San Francisco, CA, United States. <http://tinyurl.com/se7jb34> (Conference Canceled).

Tise, J. C., **Wang, Y.**, Sperling, R. A., Syal, S., DiFrancesca, D. & Young, T. M. (2020, April 17–21) *How Self-reported metacognition, calibration indices, and self-efficacy relate and moderate* [Poster session]. American Educational Research Association Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/w5mubpp> (Conference Canceled).

Wang, Y., Sperling, R. A., & Hu, H. (2019, August 8–11). *Improving Chinese middle schoolers' monitoring accuracy in mathematics* [Poster session]. American Psychological Association Annual Convention, Chicago, IL, United States.

Wang, Y., & Sperling, R. A. (2019, August 8–11). *Self-regulated learning in mathematics: A systematic review* [Poster session]. American Psychological Association Annual Convention, Chicago, IL, United States.

Wang, Y., & List, A. (2019, April 5–9). Calibration in multiple text use. In H. Du (Chair), *21st century calibration: Judging performance in digital and classroom contexts* [Symposium presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

Dai, T., Kaplan, A., **Wang, Y.**, Perez, T., Cromley, J. G., Davidson, Y., Balsai, M. J., Mara, K., and Chew, E. (2017, April 27 – May 1). *Pursuing the “half empty question”: Biology undergraduates' differential engagement in a brief relevance writing intervention* [Paper presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.

State/Regional/Invited Presentations

Sperling, R. A., **Wang, Y.**, & Tise, J. C. (2021, February 18). *Metacognition: Self-regulated learning and memory strategies* [Webinar presentation]. Spring 2021 Academic Resilience Speaker Series at Millersville University, Millersville, PA, United States.

Sperling, R. A., Tise, J. C., Malcos, J., **Wang, Y.**, & Buchanan, P. (2020, May 13 – July 8). *Harnessing technology to support students' self-regulated learning* [Conference presentation]. Teaching and Learning with Technology Symposium, University Park, PA, United States.

RESEARCH GRANT

Principal Investigator: *The Effect of Metacognitive Feedback on Postsecondary Engineering Students' Metacognitive Monitoring and Academic Achievement*. (\$6,000). Early Career Research Grant 2022, Division 15 Educational Psychology, American Psychological Association (awarded).

AWARDS AND HONORS

Awardee, Early Career Psychologists/National Register of Health Service Psychologists Convention Travel Grant

August 2022

<i>Awardee</i> , Graduate Student Research Award Study and Self-Regulated Learning (SSRL) SIG American Educational Research Association	April 2022
<i>Finalist</i> , Division 15 Outstanding Graduate Student Poster Award American Psychological Association	August 2021
<i>Finalist</i> , Division D In-Progress Research Gala Multiple and Mixed Methodologies Category American Educational Research Association	April 2021
Division C Graduate Student Seminar American Educational Research Association	April 2021
Division 15 Claire Ellen Weinstein Doctoral Student Seminar American Psychological Association	August 2020
Division C Graduate Student Seminar (conference canceled) American Educational Research Association	April 2020
Graduate Student Mentoring Program Mentee Study and Self-Regulated Learning (SSRL) SIG American Educational Research Association	April 2018

EDITORIAL AND REVIEW WORK

Reviewer, *Metacognition and Learning*

Reviewer, *Learning and Instruction*

Review Editor, *Frontiers in Psychology: Educational Psychology*

Ad Hoc Reviewer, *Review of Educational Research*

Conference Paper Reviewer, *American Educational Research Association, Division C: Learning and Instruction/Section 2a: Cognitive and Motivational Processes; SIG: Studying and Self-Regulated Learning*

Conference Paper Reviewer, *American Psychological Association, Division 15: Educational Psychology*

Conference Paper Reviewer, *Frontiers in Education*

PROFESSIONAL WORK EXPERIENCE

Postdoctoral Researcher	September 2021 – Present
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College of Engineering, Georgia Institute of Technology

Project: *Transforming Engineering Education Through Story-Driven Learning: Helping Students See Themselves as Engineers Who Take Action to Create Value*

(The Kern Entrepreneurial Engineering Network funded)

PI: Dr. Joe Le Doux

Co-PI: Dr. Joyelle J. Harris

Graduate Research Assistant

August 2019 – August 2021

Department of Educational Psychology, Counseling, and Special

Education, College of Education, Pennsylvania State University

Project: *Supporting Success Through Educational Technology Innovations: Prompting Students' Self-Regulated Learning* (Penn State COIL funded)

PI: Dr. Rayne A. Sperling

Graduate Research Assistant

August 2018 – August 2021

Department of Educational Psychology, Counseling, and Special

Education, College of Education, Pennsylvania State University

Project: *A Learning Environment to Support Comprehension Monitoring With Informational Science Text (Missions With Monty: A Game-Based Approach)* (NSF funded)

PI: Drs. Rayne A. Sperling and John Nietfeld

Graduate Research Assistant

August 2017 – May 2018

Department of Educational Psychology, Counseling, and Special

Education, College of Education, Pennsylvania State University

Project: *Multiple-Text Integration and Comprehension*

PI: Dr. Alexandra List

Graduate Research Assistant

August 2017 – May 2018

Department of Educational Psychology, Counseling, and Special

Education, College of Education, Pennsylvania State University

Project: *Quality Talk, Promoting High-Level Comprehension* (NSF, IES funded)

PI: Dr. Karen Murphy

Graduate Research Assistant

March 2016 – June 2017

Department of Psychological Studies in Education,

College of Education, Temple University

Project: *Bootstrapping Achievement and Motivation in STEM: An Integrated Cognitive-Motivational Intervention to Improve Biology Grades* (IES funded)

PI: Dr. Avi Kaplan

Research Assistant/Project Coordinator

February 2017 – June 2017

College of Public Health, Temple University

Project: *Promoting Family Community Inclusion, Participation and Engagement for English Language Learners* (Pennsylvania Department of Education funded)

PI: Dr. Roger Ideishi

TEACHING EXPERIENCE

Teaching Assistant

Spring 2021

The Pennsylvania State University, Erie, PA
Introduction to Psychology of Learning (PSYCH 261)

Teaching Assistant

Fall 2020

The Pennsylvania State University, University Park, PA
Introduction to Educational Research (EDPSY 475)

Teaching Assistant

Fall 2019

The Pennsylvania State University, University Park, PA
First Year Seminar (EDUC 100)

PROFESSIONAL ASSOCIATION MEMBERSHIP

Teaching Educational Psychology SIG, American Educational Research Association

Division C: Learning & Instruction, American Educational Research Association

Studying and Self-Regulated Learning (SSRL) SIG, American Educational Research Association

Division 15: Educational Psychology, American Psychological Association

American Society for Engineering Education

PROFESSIONAL SERVICE

Junior Treasurer/ Membership Chair

2022 – 2023

Studying and Self-Regulated Learning (SSRL) SIG
American Educational Research Association

Graduate Student Committee Member

2020 – 2021

Studying and Self-Regulated Learning (SSRL) SIG
American Educational Research Association

Graduate Student Ambassador

2019 – 2021

Division 15: Educational Psychology
American Psychological Association

MEDIA COVERAGE

Wang, Y. (2022, August 15). Learning how to maintain academic productivity as an early career researcher. *Studying and Self-Regulated Learning Times Magazine*, 5(6), 6.

Wang, Y. (2022, July 15). SSRL SIG Graduate student award: Supporting college students'

metacognitive monitoring in a biology course through practice and timely monitoring feedback. *Studying and Self-Regulated Learning Times Magazine*, 5(5), 7.

Wang, Y. (2022, April 11). Reflection on Marchand et al. (2022): Lessons from co-design team on supporting student motivation in middle school science classrooms. *Studying and Self-Regulated Learning Times Magazine*, 5(3), 4.

Wang, Y. (2020, July 22). Self-regulated learning at graduate school. *Studying and Self-Regulated Learning Times Magazine*, 3(7), 12.

PROFESSIONAL DEVELOPMENT

Enhancing Diversity, Equity, and Inclusion Through Entrepreneurial Minded Learning **2022**
 Provided by the Kern Family Foundation.

Integrating Curriculum with Entrepreneurial Mindset (ICE) 2.0 Workshop **2022**
 Provided by the Kern Family Foundation.

The Engineering Education National Science Foundation Grant Proposal Reviewer Training Program **2022**
 Provided by the Journal of Engineering Education. Certificate earned.

Fundamentals in Teaching and Learning for Postdocs **2022**
 Provided by the Center for Teaching and Learning at Georgia Tech. Certificate earned.

Graduate Students Online Teaching Certificate Program. **2019**
 Provided by Penn State World Campus. Certificate earned.

Introduction to Multilevel Modeling. University Park, PA. **2019**
 Sponsored by the Department of Educational Psychology, Counseling, and Special Education, College of Education, The Pennsylvania State University.

REFERENCES

Dr. Rayne A. Sperling

Professor of Education, Associate Dean of
Undergraduate & Graduate Studies
The Pennsylvania State University
Email address: rsd7@psu.edu
Phone: 814-865-2524

Dr. Alexandra List

Associate Professor of Education
The Pennsylvania State University
Email address: azl261@psu.edu
Phone: 814-863-5727

Dr. Joe Le Doux

Professor of Biomedical Engineering,
Director of Training and Learning
Georgia Institute of Technology
Email address: joe.ledoux@bme.gatech.edu
Phone: 404-385-0632

Dr. Joyelle Harris

Director of Diversity, Equity, and Inclusion
Initiatives in Undergraduate Education
Georgia Institute of Technology
Email address: joyelle.harris@ece.gatech.edu
Phone: 609-273-4385

Dr. Jennelle Malcos

Teaching Professor of Biology
The Pennsylvania State University
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Phone: 814-867-3338