

Mikkel Holding Vembye

mihv@vive.dk

ORCID ID: [0000-0001-9071-0724](https://orcid.org/0000-0001-9071-0724)

Department of Governance and Economics
Danish Center for Social Science Research, VIVE
Søren Frichs Vej 36G, 8230 Åbyhøj.
Web: <https://mbye.netlify.app/>
VIVE site: <https://bit.ly/3HjAjXk>

EMPLOYMENT

(year/month[s])

2022/10-present

Researcher, Department of Governance and Economics [Previously: Department of Quantitative Research], The Danish Center for Social Science Research, VIVE

2022/5-9

Research Assistant, Department of Quantitative Research, The Danish Center for Social Science Research, VIVE

2018/2-2022/8

PhD Fellow, Department of Educational Sociology, Danish School of Education, Aarhus University

2017/3-2018/2

Research Assistant and Project Manager on the Danish share of Trends in International Mathematics and Science Study (TIMSS), Department of Educational Sociology, Aarhus University

EDUCATION

2022/8

PhD, Aarhus University, Department of Educational Sociology
Title: *Methodological Innovations in Systematic Reviewing and Statistical Meta-Analysis in Education and Beyond*
Main supervisor: Felix Weiss (mail: fewe@edu.au.dk)

2016/12

M.A. Education, Aarhus University
Title of thesis: *Evidence and Causality in Education*

2014/6

B.Sc. Sociology, Aalborg University

MEMBERSHIPS

2022/9-present

Member, Society for Research Synthesis Methodology (SRSM)

2021/12-2022/8

Elected Student Member, SRSM

APPOINTMENTS

2023/10-presented

Method Editor in the Campbell Collaboration

FUNDING AND GRANTS

2017/12

PhD project “Developing the Concept of Causation and Evidence in Evidence-based Research”, Graduate School of Arts, **Open Call for PhD scholarships at the Faculty of Arts.** (Application no. 22606592) DKK 1,300,000 [~205,000 US\$].

ARTICLES

Vembye, M. H., Christensen, J., Mølgaard, A. B., Schytt, F. L. W. (forthcoming). GPT API models can function as highly reliable second screeners of titles and abstracts in systematic reviews: A proof of concept and common guidelines. *Psychological Methods*.

Preprint: https://osf.io/preprints/osf/yrhzm_v1

Vembye, M. H., Pustejovsky, J. E., & Pigott, T. D. (2024). Conducting power analysis for meta-analysis of dependent effect sizes: Common guidelines and an introducing the POMADE R package. *Research Synthesis Methods*, 15: 1214-1230. <https://doi.org/10.1002/jrsm.1752>

Preprint: <https://osf.io/3x2en>

Vembye, M. H., Weiss, F., & Bhat, B. H. (2024). The effects of co-teaching and related collaborative models of instruction on student achievement: A systematic review and meta-analysis. *Review of Educational Research*, 94(3): 376-422.

<https://doi.org/10.3102/00346543231186588>

Protocol: <https://doi.org/10.17605/OSF.IO/UR2BS>

Preprint: <https://osf.io/preprints/metaarxiv/mq5v7/>

Vembye, M. H., Pustejovsky, J. E., & Pigott, T. D. (2023). Power approximations for overall average effects in meta-analysis with dependent effect sizes. *Journal of Educational and Behavioral Statistics*, 48(1): 70–102. <https://doi.org/10769986221127379>

Preprint: <https://osf.io/preprints/metaarxiv/6tp9y/>

Correction: Vembye, M. H., Pustejovsky, J. E., & Pigott, T. D. (2024). Corrigendum to Power Approximations for Overall Average Effects in Meta-Analysis With Dependent Effect Sizes. *Journal of Educational and Behavioral Statistics*, 49(1): 143–146.

<https://doi.org/10.3102/10769986231207878>

Vembye, M. H. & Korsgaard, M. T. (2018). Funktionalistisk pædagogik? Biesta og Arendt om ontologi og evidens. *Nordic Studies in Education*, 38(3): 215-231.

<https://www.idunn.no/doi/10.18261/issn.1891-5949-2018-03-03>

Korsgaard, M. T., Vembye, M. H., & Mortensen, S. S. (2019). Suspension og eksemplaritet – mod en genoplivning af undervisningsbegrebet. *Studier i Læreruddannelse og – Profession*.

<https://tidsskrift.dk/SLP/article/view/117984/166011>

BOOK CHAPTER

Vembye, M. H. & Jensen, H. S. (2022). Kausalitet og evidens i den danske, pædagogiske evidensbevægelse og et muligt bud på en forbedring. In Christensen, J. H. & Qvortrup, L. (red.). *Kausalitet og effektivitet i pædagogisk forskning og praksis*. Aarhus Universitetsforlag.

UNDER SUBMISSION/REVISION

Dietrichson, J., Roopali, B., Filges, T., & **Vembye, M. H.** On the mechanisms of fadeout: Meta-analytic evidence from school interventions.

SOFTWARE

Vembye, M. H. (2024). *AlscreenR: AI Screening Tools in R for Systematic Reviewing* (R package version 0.1.1). URL: <https://CRAN.R-project.org/package=AlscreenR>

Vembye, M. H. & Pustejovsky, J. E. (2022). *POMADE: Power for Meta-Analysis of Dependent Effects* (R package version 0.2.0). URL: <https://CRAN.R-project.org/package=POMADE>

BOOK REVIEWS

Vembye, M. H. (2018). Anmeldelse af Tone Kvernbekks Evidence-based practice and education. *Studier i Pædagogisk Filosofi*, 6 (1): 98-100. <https://doi.org/10.7146/spf.v6i1.104311>.

WORK IN PROGRESS

Dalgaard, N. T., Flensburg Jensen, M. C., Bengtsen, E., Krassel, K. F., & **Vembye, M. H.** (2022). PROTOCOL: Group-based community interventions to support the social reintegration of marginalised adults with mental illness. *Campbell Systematic Reviews*, 18(3), e1254. <https://doi.org/10.1002/cl2.1254>

Thuesen, F., Jakobsen, V., Bengtsen, E. & **Vembye, M. H.** Interventions to improve the economic self-sufficiency of unemployed immigrants from non-Western countries. *Campbell Systematic Reviews*. <https://doi.org/10.1002/cl2.1115>

Dietrichson, J., Seerup, J.K., Bondebjerg, A., Kildemoes, M. W., Bengtsen, E., & **Vembye, M. H.** Testing frequency and student achievement: A systematic review. *Campbell Systematic Reviews*. <https://doi.org/10.1002/cl2.1212>

Vembye, M. H., Kildemoes, M.W., Bondebjerg, A. Filges, T., Nandrup, A., & Bengtsen, E. The effects of extending the school day on student achievement, behavior, and well-being: A systematic review and meta-analysis. *Campbell Systematic Reviews*.

PRESENTATIONS

2024 INSIA meeting, Prague. Title: GPT API Models Can Function as Highly Reliable Second Screeners in Systematic Reviews

- 2021 Meeting on Quantitative Educational Research in Denmark, Vejle, November 25-26, Paper: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis
- 2018 IX SLMFCE, Spanish Society for Logic, Methodology and Philosophy of Science, the National Distance Education University (UNED), Madrid, November 13-16, Symposium on Nancy Cartwright's philosophy (head-to-head with Nancy Cartwright). Paper: "Reflecting on Nancy Cartwright's Conception of the External Validity of RCTs".
- 2018 NSA 2018, 29th Nordic Sociological Association Conference, Aalborg University, Aalborg, August 8-10. Paper: "The Impact of Social Background on Academic Achievement: Trends from 2007-2015 in the Nordic Countries" (w. Emil Smith).
- 2018 PESGB Annual Conference, New College, University of Oxford, Marts 23-25. Title: "How the Laws of Education Lie" (w. Hans Siggaard Jensen).
- 2017 TiSSA, The International Social Work & Society Academy Annual Conference, Olsztyn, Poland, August 25. Paper: "Causation and Evidence in Evidence-based Research".

INVITED TALKS

- 2024 SRMA SIG (Systematic Review and Meta-Analysis Special Interest Group), Online. November 15. Title: Using GPT API Models as Second Screeners in High-Quality Systematic Reviews.
<https://www.srmasig.org/seminar/2024-25-seminars/>
- 2021 Quant Lab presentation (University of Wisconsin-Madison), Madison, December 13, Paper: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis
- 2021 Seminar at VIVE (The Danish National Centre for Social Research), Copenhagen, December 10, Paper: The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis
- 2018 PESNA Annual Conference, University of St. Mary of the Lake, Chi-

cago. Panel Debate about Evidence-Based Practice (EBP): Dimensions of Reproducibility. Title: “Are RCTs the Golden Standard in Education?”, October 26-28. (w. Tone Kvernbekk & Kathryn Joyce).

2017 The Philosophy and History of Evidence-Based Policy-Making, The Royal Danish Library, “The Black Diamond”, Aalborg University, September 29. Title: “Causation and Evidence in Evidence-Based Research and Policy – The Case of Education” (w. Hans Siggaard Jensen).

2017 ”Kausalitet och evidens i pedagogikken” [English: Causality and Evidence in Education], Malmö University, October 4 (w. Hans Siggaard Jensen)

SERVICES

Referee service:

- Campbell Systematic Reviews

Ad hoc reviews for

- Research Synthesis Methods
- Nature Human Behaviour
- Educational Research Review
- Review of Educational Research
- Psychological Bulletin
- Psychological Methods
- Nordic Journal of Systematic Reviews in Education
- Trygfonden