

Mikkel Helding Vembye

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EMPLOYMENT

(year/month[s])

2022/10-present

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

2022/5-9

Research Assistant, Department of Quantitative Methods, 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

2021/12-2022/8

Member, Society for Research Synthesis Methodology (SRSM)
Elected Student Member, SRSM

APPOINTMENTS

2025/11-present

Editorial Board Member, Section for Meta-Analysis, *Journal of Research on Educational Effectiveness*

2023/10-present

Method Editor in *Campbell Systematic Reviews*

2022/5-2023/9

Associated Method Editor in *Campbell Systematic Reviews*

FUNDING AND GRANTS

2025/09

“Explaining fade-out of intervention effects.”, **CI, PI**: Jens Dietrichson, **The Independent Research Fund Denmark (DFF1)**.
DKK 3,166,013 [~492,974.52 US\$]

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

Dalgaard, N. T., Jensen, J. K., Adada, J. S., Jensen, M. C. F., Bengtsen, E., & **Vembye, M. H.** (forthcoming). Group-based community interventions to support the social reintegration of marginalized adults with mental illness: A systematic review and meta-analysis. *Campbell Systematic Reviews*.

Protocol: <https://doi.org/10.1002/cl2.1254>

Preprint: https://osf.io/preprints/psyarxiv/kpvam_v1/

Vembye, M. H., Christensen, J., Mølgaard, A. B., Schytt, F. L. W. (2025). Generative pretrained transformer models can function as highly reliable second screeners of titles and abstracts in systematic reviews: A proof of concept and common guidelines. *Psychological Methods*. 1-20.
<https://doi.org/10.1037/met0000769>

Preprint: https://osf.io/preprints/osf/yrhzm_v3

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/10.3102/10769986221127379>

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 effektfuldhed 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. & Olsen, T. (2025). *AIscreenR: AI Screening Tools in R for Systematic Reviewing* (R package version 0.2.0). URL: <https://CRAN.R-project.org/package=AIscreenR>

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

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

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| 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, 29 th 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

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| 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.srmasing.org/seminar/2024-25-seminars/ |
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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, Chicago. 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

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