

# 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](mailto: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

2025/11-present	<b>Editorial Board Member</b> , Section for Meta-Analysis, <i>Journal of Research on Educational Effectiveness</i>
2023/10-present	<b>Method Editor</b> in <i>Campbell Systematic Reviews</i>
2022/5-2023/9	<b>Associated Method Editor</b> in <i>Campbell Systematic Reviews</i>

## FUNDING AND GRANTS

2025/09	“Explaining fade-out of intervention effects.”, <b>CI, PI</b> : Jens Dietrichson, <b>The Independent Research Fund Denmark (DFF1)</b> . 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, <b>Open Call for PhD scholarships at the Faculty of Arts</b> . (Application no. 22606592) DKK 1,300,000 [~205,000 US\$].

## ARTICLES

Dietrichson, J., Bhatnagar, R., Filges, T., & **Vembye, M. H.** (accepted). On the mechanisms of intervention effect fade-out: A meta-analytic review of interventions targeting at-risk students' achievement. *Psychological Bulletin*

Dietrichson, J., Seerup, J. K., Mølgaard, A. B., Kildemoes, M. W., Schytt, F. L. W., **Vembye, M. H.**, Bengtsen, E., Viinholt, B. C. A., & Thomsen, M. (forthcoming). Testing frequency and student achievement: A systematic review. *Campbell Systematic Reviews*.

**Protocol:** <https://doi.org/10.1002/cl2.1212>

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/](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](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 introduction to 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 effektfuldhed i pædagogisk forskning og praksis*. Aarhus Universitetsforlag.

## 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 Kvernbecks 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>

**Vembye, M. H.**, Kildemoes, M.W., Mølgaard, A. B., 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, 29<sup>th</sup> 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, March 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

- 2025                   The Danish Library network for systematic reviews. Online. January 30. Title: The Use of GPT API models for title and abstract screening in systematic reviews. <https://github.com/MikkelVembye/SR->

### Network-Presentation.

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. <a href="https://www.srmasing.org/seminar/2024-25-seminars/">https://www.srmasing.org/seminar/2024-25-seminars/</a>
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*

- AI perspective & Advances
- 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