

Xiaoshan Huang

*Ph.D. student,
Educational Psychology,
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Research Interests

Emotion and Emotion Regulation · Socially-Shared Regulation · Computer-Supported Collaborative Learning · Social Presence · Multi-modal Analysis · Educational Data Mining

Education

- 2021-present **Ph.D. Learning Sciences, Educational Psychology, McGill University, Montreal, Canada, CGPA: 4.00 / 4.00.**
- 2019-2021 **M.Ed. Educational Psychology, McGill University, Montreal, Canada, CGPA: 3.98 / 4.00.**
- 2018.03-2018.06 **Certificate of Exchange Student. Cognitive Sciences & British Literature, University of California, San Diego, California, the United States, CGPA: 3.58 / 4.00.**
- 2015-2019 **B.E. English Language and Literature, Shenzhen University, Shenzhen, China, CGPA: 3.50 / 4.00.**

Research Experience

- Sep. 2019-Present **Advanced Technologies for Learning in Authentic Settings (ATLAS) Research Team, Research Assistant.**
- Worked under the supervision of Dr. Susanne Lajoie, McGill University.
 - Used InqScribe, VESTA and other technologies to transcribe, analyze and edit audio data.
 - Participated in coding SRL and TPACK elements in Teachers' Regulation and Technology Use Project.
 - Collaborated in literature searching, writing, and publishing research papers and posters in conference proceedings and proposed new research protocols.

Internship and Work Experience

- Sep. 2019-Dec. 2019 **Bronfman Jewish Education Centre, Montreal, Canada, Workshop Teacher.**
- A structured field work under the supervision of Dr. Carly, Rosenzweig.
 - Developed resources focused on executive function skills for students from elementary to high schools.
 - Identified, planned, and delivered subject-theme educational activities for students of varying age groups.
 - Received an element of training with a supportive and high-performing team.

- Aug. **Shenzhen Yifeng Global Education, Shenzhen, China, IELTS Teacher.**
- 2018-Sep. 2019
- Tutored students in English listening, reading, and writing to maximize their understanding and scores.
 - Developed academic strategies, reviewed worksheets and created mock tests to prepare students with IELTS exam.
 - Guided students to adopt effective strategies to learn English and helped them achieve better performance in the IELTS exam (10 percent higher than their original scores).
 - Led and motivated students to complete assignments and helped them improve efficiency and effectiveness in learning.
- Sep. **Blang Education Center Co., Ltd., Shenzhen, China, English Teacher.**
- 2017-Dec. 2017
- Attended teacher training sessions and learned about general teaching standards.
 - Assisted supervisors in preparing teaching materials, writing reports, and other academic affairs, improving quality of teaching and working efficiency.
 - Taught English to Grade 11 and Grade 12 students, and helped them improve their English grammar, reading, writing, and speaking, and prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE).
 - Collected feedbacks from students and improved teaching practices.

Awards & Honors

- 2022-2023 Graduate Excellent Award, 20,000 CAD
- 2022 Graduate Research Enhancement and Travel (GREAT) Award, 190 CAD
- 2022 Education Graduate Students' Society (EGSS) Professional and Research Development Award, 125 CAD
- 2021-2022 McGill University International Tuition Scholarship (DFWs), 10,000 CAD
- 2021-2022 Educational & Counselling Psychology (ECP) Graduate Excellence Fellowship, 11,800 CAD
- 2021 Educational & Counselling Psychology (ECP) Emerging Researcher Award, 8,200 CAD
- 2018 USIEA-IELTS Scholarship (awarded by U.S. International Education Association), 1,000 USD
- 2017 Foreign Language Exam Scholarship, 200 USD
- Mar. 2017 Excellent Leader in Winter Social Practice, *honorary award*
- 2016 & 2017 Excellent Student of Art and Sports, 400 USD
- 2016 4th Prize in Women's Single in Freshmen Badminton Competition at Shenzhen Univ, *honorary award*
- 2015 Annual Outstanding Host of the Student Union, *honorary award*

Peer-reviewed Publications

- 2022 **Huang, X.,** Huang, L., & Lajoie, S.P. Exploring Teachers' Emotional Experience in TPACK Development. *Educational Technology Research and Development.*

- 2022 **Huang, X.**, Li, S., Wang, T., Pan, Z., & Lajoie, S.P. (Submitted). Exploring the Co-occurrence of Students' Learning Behaviours and Medical Reasoning Processes: An Epistemic Network Analysis. *Australasian Journal of Educational Technology*.
- 2022 **Huang, X.**, Beck, S., Huang, L., & Lajoie, S. P. (In Preparation). How Do Teachers Experience and Regulate Emotions in Online Instruction? *Learning and Instruction*.
- 2022 Wang, T., **Huang, X.**, Li, S., Pan, Z., & Lajoie, S.P. (In Preparation). Mental Effort Matters in Predicting Medical Students' Metacognitive Judgments and Performance. *Educational Technology and Society*.
- 2022 Li, S., **Huang, X.**, Wang, T., Pan, Z., & Lajoie, S.P. Examining the Interplay between Self-regulated Learning Activities and Types of Knowledge within a Computer-simulated Environment. *Journal of Learning Analytics*.
- 2022 Wang, T., Li, S., **Huang, X.**, Pan, Z., & Lajoie, S. P. (Major Revision). Examining Students' Cognitive Load in the Context of Self-Regulated Learning with a Computer-Based Learning Environment. *Education and Information Technologies*.
- 2022 Wang, T., Li, S., **Huang, X.**, & Lajoie, S. P. (Under Review). How Task Complexity Affects Sequential Patterns of Self-Regulated Learning in a Computer-Simulated Learning Environment. *Interactive Learning Environment*.
- 2022 Jiang,Y., Lin,W., **Huang, X.**, Duan,L., Wu,Y., & Jiang,P. How to Prompt Training Effectiveness? An Investigation on Achievement Goal Setting Intervention in Workplace Learning. *Journal of Workplace Learning*.
- 2022 Wang, X., Xue, T., Green, A., Gu, L., He, Y., **Huang, X.**, Jin, Z., & Wu, Y. Workplace Learning in China: Transferring Training into Practice to Improve Performance. *International Journal for Research in Vocational Education and Training*.
- 2020 **Huang, X.**, Huang, L., & Lajoie, S.P. (2020). Relations between SRL and teachers' emotions in technology integration. *EDULEARN20 Proceedings*, pp. 2249-2256. DOI: 10.21125/edulearn.2020.0692

Conference Papers

- 2023 **Huang, X.**, Wang, T., Li, S., Ruiz-Segura, A., Tan, C., & Lajoie, S.P. (submitted). *Emotion Synchrony in Collaborative Learning: The Effects of Emotion Regulation and Students' Perceived Challenges*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US
- 2023 **Huang, X.**, Ruiz-Segura, A., Tan, C., Wang, T., Sharma, R., & Lajoie, S.P. (submitted). *A Systematic Review of Social Presence in Technology-Rich Learning Environments* Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.
- 2023 Tan, C., **Huang, X.**, Ruiz-Segura, A., Lajoie, S. P., & Wiseman, J. (submitted). *Co-occurrence of Self-Regulated Learning and Emotions: A Case Study on Learning to Manage Deteriorating Patients*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.

- 2023 Tan, C., Wang, T., **Huang, X.**, Lajoie, S. P., & Wiseman, J. (submitted). *Managing a Deteriorating Patient: How Medical Students' Self-Regulated Learning and Emotions Predict Cognitive Load*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.
- 2023 Ruiz-Segura, A., Wang, T., **Huang, X.**, Tan, C., Zhang, Y., Li, T., & Lajoie, S. P. (submitted). *Understanding The Relationship of Flying Performance and Emotions in an Aviation Training Task*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.
- 2023 Wang, T., Ruiz-Segura, A., Li, S., **Huang, X.**, Tan, C., & Lajoie, S. P. (submitted). *Temporal Characteristics of Self-Regulated Learning Behaviors Influences Students' Problem-Solving Efficiency in a Technology-Rich Learning Environment*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.
- 2023 Wang, T., Zheng, J., Tan, C., Ruiz-Segura, A., **Huang, X.**, & Lajoie, S. P. (submitted). *Computer-Based Scaffoldings Facilitate Students' Metacognitive Monitoring and Problem-Solving Efficiency in an Intelligent Tutoring System*. Paper submitted to the Annual Meeting of the American Educational Research Association, Chicago, US.
- 2022 **Huang, X.**, Li, S., Wang, T., Pan, Z., & Lajoie, S.P. (2022, April). *Using Epistemic Network to Explore the Co-occurrence of Self-regulated Learning Strategies and Medical Reasoning Processes*. Paper accepted to the Annual Meeting of the American Educational Research Association, San Diego, California, US.
- 2022 **Huang, X.**, Beck, S., Huang, L., & Lajoie, S.P. (2022, April). *Exploring Teachers' Emotions and Emotion Regulation in Online Contexts*. Paper accepted to the Annual Meeting of the American Educational Research Association, San Diego, California, US.
- 2022 Beck, S., **Huang, X.**, Huang, L., & Lajoie, S.P. (2022, April). *Teaching During COVID-19: A Grounded Theory of Instructors' Lived Experiences and Coping in Remote/Online Settings*. Paper accepted to the 2022 American Educational Research Association Annual Conference, San Diego, California, US.
- 2022 Ruiz Segura, A., Wang, T., Tan, C., **Huang, X.**, & Lajoie, S. (2022, April). *Feedback as a Moderator of the Relationship between Medical Students' Achievement Goal Orientations and Emotions*. Paper accepted to the American Educational Research Association Conference 2022, San Diego, US.
- 2022 Wang, T., Li, S., Ruiz-Segura, A., Tan, C., **Huang, X.**, & Lajoie, S.P. (2022, April). *How Task Complexity Affects Medical Students' Self-Regulated Learning: a Process Analysis*. Paper accepted to the American Educational Research Association Conference 2022, San Diego, US.
- 2021 **Huang, X.**, Huang, L., & Lajoie, S. P. (2021, April). *Examining Teaching Experience, Prior Knowledge and SRL's influence on Teachers' Epistemic Emotions in TPACK*. Paper accepted to the Annual Meeting of the American Educational Research Association, Orlando, FL.

- 2021 **Huang, X.** (2021, March). *How Can a Change Laboratory be Applied to Improve Learners' Learning Behavior?* Oral presentation at the McGill's Education Graduate Students' Society (EGSS) Annual Conference, Montreal, QC.

Teaching Experience

- 2022 Winter EDPT 204 **Creating and Using Media for Learning**, Teaching Assistant
- Facilitated discussions and responded to students' questions on Perusall, a discussion forum for collaborative learning and knowledge sharing.
 - Assisted the instructor with small group discussions and evaluated the lab activities.
 - Evaluated and marked students' media products on educational technologies such as Adobe Spark, FlipGrid, and Peardeck.
- 2021 Fall EDPT 200 **Integrating Educational Technologies in Classrooms**, Teaching Assistant
- Assisted the course instructor's instruction in class and facilitate students with reading materials on Launchpad.
 - Helped with the small group discussions, lab activities, and personal website building during the class.
 - Evaluated and marked students' weekly journal and critical reflections.

Assessment and Review Activities

- 2022 **Frontiers in Psychology**, the special issue on Methodological and Empirical Advancements in Emotions and their Regulation in Various Collaborative Learning Contexts, **Reviewer**
- 2022 **Knowledge Management & E-Learning: An International Journal (KM&EL)**, **Reviewer**
- 2021 **the Annual Meeting of the American Educational Research Association (AERA)**, Division C - Cognitive and Motivational Processes & Special Interest Group (SIG) - Technology, Instruction, Cognition, and Learning, **Graduate Reviewer**

Leadership and Community Activities

- 2022 Summer **Educational and Counselling Psychology (ECP) Programs Event**, *Speaker*.
- Discovered, prepared & presented information about the Learning Sciences concentrations for upcoming graduate students in Educational and Counselling Psychology.

- Sep.2021- **Department of Educational Psychology and Counselling Psychology, International**
 Sep.2022 **Student Group (ECP-ISG), Community Member.**
- Organized two social events (virtual due to COVID) for supporting international students' mental and social needs.
 - Coordinated with community members to hold academic workshops for students on formal writing and professional development.
 - Attended committee meetings to discuss potential actions to build up stronger connection in the ECP community and host supportive workshops and events.
 - Organized a video competition on the topic "How have you experienced multiculturalism at McGill?".
- Nov.2019- **Department of Educational Psychology and Counselling Psychology at McGill Uni-**
 Mar.2020 **versity, Hiring Committee – Co-Student Representative.**
- Attended a training on equitable recruitment practices.
 - Reviewed and ranked candidates' confidential application documents.
 - Attended committee meetings to determine the short list of applicants to be interviewed and organized the "Lunch with ECP Graduate Students."
- Mar.2017- **Shenzhen Lighten Entrepreneurship Promotion Association, Coordinator.**
 Mar.2018
- Participated in the formulation of the Chamber of Commerce to organize programs, committed to internal membership building, and coordinated communication.
 - Assisted the founder in publicizing affairs, issued invitation and created sign-up applet to ensure the smooth running of the normal operation and activities.
 - Structured meeting record, advanced the implement of proposal.

Workshops

- 2021 Summer ST Math (MIST) workshop, remote
- Participated in the daily ST Math (MIST) workshop host by Dr. Rutherford from University of Delaware.
 - Attended trainings to students in quantitative analytics methods such as R and STATA in the research areas of educational games.
 - Worked collaboratively on brainstorming for potential research questions and analyzing current data using methods learned.

Technical Skills

- Softwares & Tools** Quantitative analysis: R, SPSS, MPlus, RapidMiner, Epistemic Network Analysis, Smart-PLS
 Qualitative Analysis: MAXQDA, NVivo