

Harry (Youkang) Xiao

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EDUCATION

2025–Present	Ph.D. Student in Education, School Psychology School Psychology Program (APA-Accredited, NASP-Approved) School of Education University of California, Berkeley Advisor: Dr. Frank C. Worrell Berkeley Way West Building (BWW) 2121 Berkeley Way Berkeley, CA 94720-1670
2022–2025	B.A. in Psychology, B.A. in Economics (<i>Phi Beta Kappa</i>) Minor in Women's, Gender, and Sexuality Studies School of Arts and Sciences Brandeis University 415 South St Waltham, MA 02453 GPA: 3.96 /4.0

RESEARCH INTERESTS

Identity Development, Risk and Resilience, Multiculturalism, Social and Emotional Learning, Evidence-Based & Culturally Responsive Interventions and Practices, Scale Development and Validation

SCHOLARSHIPS/AWARDS/HONORS

2025-2026	Berkeley Fellowship for Graduate Study (\$36,000) Graduate Division, University of California, Berkeley, Berkeley, CA
2025	Phi Beta Kappa Brandeis University, Waltham, MA
2024-2025	Provost's Undergraduate Research Fund (\$250) Brandeis University, Waltham, MA
2024	Council for Global Health Scholars Fellowship Brandeis University, Waltham, MA
2024	International Student Welcome Committee Representative (\$225) Brandeis University, Waltham, MA
2024	Psi Chi Brandeis University, Waltham, MA
2024	UBS Pitch Competition (Top 5) UBS Group AG, Zürich, Switzerland
2022-2025	Dean's List Brandeis University, Waltham, MA
2022-2023	William Randolph Hearst Foundation (\$6000) Brandeis University, Waltham, MA

PUBLICATIONS

2. **Xiao, H.** (2024, October). "The True Cost of Standardized Testing". *Association for Supervision and Curriculum Development, Educational Leader*. Available at <https://ascd.org/blogs/the-true-cost-of-standardized-testing>.
1. **Xiao, H., Wang, I., & Zhao, N.** (accepted 06/14/24). An Analysis of the Educational Economics Dynamics of Chinese Immigrant Community in San Francisco in the Late 19th Century. *The 2024 International Symposium on Digital Economy and International Trade*, ISDEIT 358.

CONFERENCE PRESENTATIONS

6. **Xiao, H. & Hassenfeld, Z. R.** (Scheduled 2025, October 25). *Interpretative Questioning as a Culturally Responsive Pedagogy for Identity Development in Heritage Language Education* [Poster presentation]. 2025 Biennial Conference of the Society for the Study of Human Development, Lexington, KY, United States.
5. **Xiao, H.** (Scheduled 2025, September 9). *From Stereotypes to Solidarity: Exploring Gender Equity in Musical Identity and Belonging* [Poster presentation]. 2025 British Psychological Society Social Psychology Section Annual Conference, Oxford, United Kingdom.
4. **Xiao, H.** (Scheduled 2025, July 8). *Listening Beyond the Binary: Gendered Musical Perceptions and the Dismantling of Patriarchal Norms* [Paper presentation]. 2025 Broken Silence: Women's Voices, Autonomy, and Well-being, Edinburgh, United Kingdom.
3. **Xiao, H., & Williams, T.L.** (2025, May 1). *Beyond the scores: Exploring the mediating roles of identity and resilience in standardized testing contexts* [Poster presentation]. 2025 Brandeis University Undergraduate Research Symposium, Waltham, MA, United States.
2. **Xiao, H., & Williams, T.L.** (2024, August 8). *Beyond the scores: Mental health and academic engagement in standardized testing for students of color* [Poster presentation]. 2024 SciFest XIII, Division of Science, Waltham, MA, United States.
1. **Xiao, H., & Kim, D.** (2023, May 4). *Racism on social media: A case study analysis of Tik Tok cultures in the U.S.* [Poster presentation]. 2023 Brandeis University Undergraduate Research Symposium, Waltham, MA, United States.

RESEARCH EXPERIENCES

2024-2025 Student-Centered Religious Learning and Literacy (SCRoLL) Lab
 Jack, Joseph and Morton Mandel Center for Studies in Jewish
 Education, Brandeis University
 PI: Ziva R. Hassenfeld, Ph.D.

Undergraduate Research Assistant

Project: The Science of Reading - Tanakh (Hebrew Bible)

- Investigated curricular interventions, specifically on interpretative conversations, to engage Jewish day school students in reading, enhance their engagement with Biblical Hebrew, and design assessment tools to measure their comprehension of biblical texts.
- Transcribed 15 class recordings conducted at Jewish day schools.
- Coded qualitative data on curricular interventions on Atlas.ti analyzing biblical Hebrew, focusing on language distinctions, form-content meaning, translator empowerment, and student discourse.
- Conducted 30 naturalistic observation and 16 semi-structured interviewing sessions at 2 Jewish day schools to monitor elementary school students' comprehension of Biblical Hebrew and acquisition of biblical texts.

Lead Student Researcher

Project: Translating Self - Interpretative Questioning as a Culturally Responsive Pedagogy for Identity Development in Heritage Language Education

- Investigated how interpretative question functions as a culturally responsive pedagogy that fosters identity development in a second-grade Jewish day school classroom.
- Coded qualitative data on curricular interventions on Excel analyzing interpretative questions and cultural identity categories.
- Conducted thematic analysis to identify patterns of identity expression and contexts that prompted cultural reflections.

2024-2025

Independent Projects: Beyond the Scores

Brandeis university

Advisor: Tanishia Lavette Williams, Ph.D.

Lead Student Researcher

Project: Beyond the Scores 2.0 - Exploring the Mediating Roles of Identity and Resilience in Standardized Testing Contexts

- Investigated how socioeconomic status (SES) shapes minoritized college students' access to standardized test preparation and examined how resilience and ethnic-racial identity mediate the negative effects of SES on psychological distress and academic engagement.
- Wrote an IRB-approved protocol.
- Implemented 5 validated psychological and educational instruments to a sample of 200 college students, gathering high-quality quantitative data for statistical analysis.
- Conduct semi-structured interviews targeting 50 college students.
- Applied R to deploy regression analysis and structural equation modeling.

Lead Student Researcher

Project: Beyond the Scores 1.0 - Mental Health and Academic Engagement in Standardized Testing for Students of Color

- Examined the influence of standardized testing on mental health and academic engagement of students of color in high schools and universities and explored the fairness of standardized testing.
- Wrote a protocol and obtained external IRB approval.
- Administered 2 standardized website questionnaires targeting 150 students to collect quantitative data.
- Conducted semi-structured interviews targeting 50 students.
- Applied SPSS and R to interpret data on students' experiences with standardized testing.

2024

Project: Color of Achievement

Brandeis Educational Justice Initiative (BEJI), Racial Justice, Education, and the Carceral State, Education Program & Legal Studies, Brandeis University & The New School

PI: Tanishia Lavette Williams, Ph.D.

Undergraduate Research Assistant

- Interpreted the academic achievement gap resulting from the disparities of race instructional framework, curriculum, and standardized assessments of Boston and New York City's public schools specialized in the U.S. History standardized tests.
- Performed data scraping, sorting, and cleaning using Excel to compare framework, textbook images, and curriculum used in Boston and New York City's public high schools.
- Created 3 logic statements for cross-referencing races and genders quantitative data using Python.
- Programmed 2 scripts and checked for discrepancies corresponding to gender and race variables using R.

2024-2025

Social Interaction and Motivation (SIM) Lab
Department of Psychology, Brandeis University
PI: Jennifer Gutsell, Ph.D.

Undergraduate Research Assistant

Project: Delayed Synchrony

- Analyzed time-based changes of mu suppression in the premotor cortex's mirror neuron processes, examining empathy and social sensitivity in youth viewing emotional clips of out-group individuals.
- Led EEG experiments on 15 participants to collect neural process data on mu suppression indices.
- Designed 2 surveys on PsychoPy to collect data on participants' responses to dehumanization.
- Coded manuals for visual stimulation using SPSS.

Undergraduate Research Assistant

Project: Actors Acting Authentically (AAA)

- Identified the relationship between youth actors' emotional engagement with their roles and their general empathetic tendencies when engaged in emotional plots.
- Drafted 2 experimental protocols and gained external IRB approval.
- Conducted 9 sessions of video-ethnography data edited on Adobe Premiere and experimental survey tasks with recruited actors using PsychoPy.
- Performed data cleaning through Excel VBA to understand how empathy affects acting performances.

Undergraduate Research Assistant

Project: Empathy - Machine-readable Publications for Analysis, Teaching, Hypothesizing, and Synthesis (EMPATHS)

- Advanced empathy research by creating a publicly assessable database through systematic reviews, clarifying definitions, and assessments to support accessible and actionable empathy interventions.

- Evaluated 2 Interpersonal Reactivity Indices and mu suppression manipulation techniques for inclusion in the empathy research repository through extensive literature reviews on the latest measures and methods.

2024

Project: Chinese Immigrants in San Francisco
International Business School, Brandeis University
PI: Geoff Clarke, Ph.D.

Undergraduate Research Assistant

- Investigated the Chinese immigrants' markets in the 1800s, specializing in education, labor, and merchants, to obtain insights into the educational and economic dynamics of 19th-century Chinese immigrants in San Francisco.
- Translated and extracted different goods and services prices from 26 newspapers from 1874-75.
- Conducted the analytic hierarchy process (AHP) using Excel to thoroughly review the education, economic, and living conditions of Chinese immigrants in the 19th century.
- Utilized R to analyze indices associated with education levels, occupational status, housing, trade, labor, and import and export conditions.
- Created graphs and visualized quantitative data illustrating the price variations and indices on Tableau.

2023-2024

Cohen Center for Modern Jewish Studies (CMJS)
Brandeis University
PI: Leonard Saxe, Ph.D.

Paid Research Assistant

Project: Birthright Israel

- Reviewed the short- and long-term impact of the Birthright trip on Jewish young adults' social-emotional development and cultural identity involvement, using community-engaged surveys and a 20-year longitudinal study, tracking participants from early adolescence into their 40s.
- Conducted over 360 phone interviews with Jewish teen participants about their experience and engagement with the Birthright Israel trips using Accurint and Computer-Assisted Telephone Interviewing (CATI).
- Designed 3 surveys and contacted over 500 Jewish families to collect feedback after the trips.
- Collected qualitative data on verbal and survey responses, achieving a 55.05% response rate, adding 2,221 new responses to the project.
- Analyzed 7 waves of data (2009-2020) after stratified random sampling and conducted data cleaning and visualization using Excel.
- Wrote over 30,000 words of memos for the publication of Hecht, S., Wright, G., Volodarsky, S., & Saxe, L. (2024). *Evaluating the Program Impact of Birthright Israel Onward: Findings from the Summer 2023 Cohort*.

2022-2023

Independent Project: Racism on Social Media - A Case Study Analysis of TikTok Cultures in the U.S.

Brandeis University

Advisor: Dorothy Kim, Ph.D.

Lead Student Researcher

- Analyzed racist content on TikTok, examining video content, user comments, and the platform's algorithm; explored the coping strategies employed by racial and gender minority students in response to cyber-attacks.
- Investigated 1,000 TikTok videos posted in 2022 to uncover online harassment content, specifically among LGBTQ+ teenagers and youth of color in colleges.
- Developed a Python model to identify positive and negative comments, distinguishing prevalent types of racist content, including slurs, microaggressions, and hate speech.
- Interviewed 50 students of color and LGBTQ+ youth on their TikTok experiences and perceptions of the platform's algorithms, highlighting the intersections of social identities and coping mechanisms.
- Created framework matrices and visualized quantitative data using Excel.

2022-2023

Project: Race Before Race

Department of English, Brandeis University & Arizona State University

PI: Dorothy Kim, Ph.D.

Undergraduate Research Assistant

- Organized the "RaceB4Race" conferences at Arizona State University's Center for Medieval and Renaissance Studies, fostering public engagement in premodern critical race studies; equipped scholars with strategies to safely conduct antiracist work in digital spaces in the face of rising online harassment.
- Completed literature reviews of TikTok Cultures in the United States by Boffone (2022) and Race and Digital Media: An Introduction by Lopez (2022) to provide reading assignments to participating fellows.
- Transcribed 6 conferences and 10 workshops and kept track of participation for 15 fellows on REDCap.
- Conducted a bibliographic search on surviving online violence, specifically for BIPOC and LGBTQ+ justice, to support future social media campaigns using Zotero.
- Designated a website for workshops and scholarly resources on Scalar.

CLINICAL EXPERIENCES

2024

Registered Behavior Technician (ABA Therapist)

Applied ABC, Cambridge, MA
Supervisor: Danielle Hoffman, M.Ed., BCBA

- Delivered 40 sessions of individualized in-home verbal and behavioral interventions for a 6-year-old with autism spectrum disorder (ASD) who struggles with non-verbalization and developmental delays, using ABA and discrete trial teaching techniques, and effectively managed maladaptive behaviors under BCBA supervision.
- Documented and interpreted behavioral observations to foster a clear understanding and enhance collaboration on the client's communication and behavior across domains with the family.

2024-2025

Teaching Assistant

Lemberg Children's Center, Waltham, MA
Supervisor: Karen Eichenlaub

- Taught under the supervision of Head Teachers for 30 children from 2 months to 6 years old, supporting their social-emotional, physical, cognitive, and language development.
- Served over 500 hours in a classroom setting.

2024

College Application Counselor

Undergraduation.com, Boston, MA

- Served as a mentor for 5 high school students transitioning to college through one-on-one counseling sessions.
- Helped finalize all aspects of college application processes, including college lists, essays, and interviews.

TEACHING EXPERIENCES

2024-2025

SSSP Peer Tutor

Federal TRIO Student Support Services Program (SSSP), Brandeis University, Waltham, MA

- Tutored 3 matched tutees from first-generation and low-income backgrounds on upper-level psychology courses, including Research Methods and Laboratory, Statistics, Biological Bases of Motivation, Adolescence and Transition to Maturity, and Social Psychology.
- Provided one-on-one individualized study plans for tutees to help them achieve their academic goals.

2023-2025

Brandeis Undergraduate Group Study (BUGS) Tutor

Department of Academic Services, Brandeis University, Waltham, MA

- Tutored over 100 students taking Micro- and Macroeconomics, The Global Economy, and Economics Principle and Globalization,

supporting class materials reviews and assignments by planning individualized strategies.

- Received positive reviews from over 97% of peers and professors, with recommendations from 93% of students.

2023-2024

Undergraduate Peer Research Mentor

Undergraduate Research and Creative Collaborations (URCC),
Brandeis University, Waltham, MA

- Led bi-weekly meetings with 5 undergraduate mentee groups (50 students in total) about research opportunities and startups, successfully engaging over 300 undergraduate mentees and over 20 first-year students.
- Coordinated workshops and facilitated funding events, including URCC Summer 2023 and Spring 2024 Research Symposium, raising a \$5,000 stipend for Provost's Undergraduate Research Fund for summer 2024.

SERVICE

2024

Peer Mentor

Valedictorian Project, Boston, MA

- Provided weekly meetings to a matched mentee with academic and social-emotional advice as they enter college.

2024

Joyful Connections Volunteer

2Life Communities, Brighton, MA

- Assisted with arts, crafts, and exercises for 10 senior residents experiencing memory loss.

2024

English Tutor

Newton Free Library, Newton, MA

- Designed and conducted 6 one-on-one English language lessons for a 16-year-old Brazilian immigrant.

2023-2025

Events Coordinator

Mood Psychology Counseling Group (Brandeis Chapter), Brandeis University, Waltham, MA

- Supported 4 mental health awareness events on campus.
- Provided 5 one-on-one counseling sessions to international students.

CERTIFICATIONS

2024	Tutor Essentials – CRLA-aligned Tutor Training Course
2024	Registered Behavior Technician (RBT) 40-Hour Training
2024	Research in Elementary and Secondary Schools
2024	Research Involving Gender and Sexuality Diversity
2024	Research Involving Children
2024	Training for New ELL Tutors
2023	Responsible Conduct of Research
2023	Social and Behavioral Research

LANGUAGE AND OTHER SKILLS

Language: Cantonese (Native), Mandarin (Native), English (TOEFL 2023: 111), Korean (Fluent)

Quantitative Research Methodologies: Meta-Analysis, Structural Equation Modeling, Panel Data Analysis, Quasi-Experimental Analysis, Big Data Prediction, Correlation and Regression Analysis

Qualitative Research Methodologies: In-depth Interviewing, Thematic Analysis

Neuroimaging Research Methodologies: EEG, Bayesian Models

Software: SPSS, R, LaTeX, Python, Atlas.ti, PsychoPy, Tableau, Excel, REDCap, Adobe Premiere