

Cong Wang, PhD

EDUCATION

2019	Ph.D. Educational Psychology	Purdue University—West Lafayette, IN
2019	M.S. Applied Statistics	Purdue University—West Lafayette, IN
2013	M.Ed. Developmental and Educational Psychology	Beijing Normal University, Beijing, China
2010	B.S. Applied Psychology	Sun Yat-Sen University, Guangzhou, China

EMPLOYMENT

2023.2 - Present	Assistant Research Scientist, <u>Department of Psychology</u> , University of Michigan
2021.8 - 2023.1	Research Fellow, <u>Department of Psychology</u> , University of Michigan
2020.1 - 2020.8	Postdoctoral Associate, <u>STEM Program Evaluation & Research Lab</u> , Yale University
2019.8 - 2019.12	Postdoctoral Research Associate, <u>Center for Instructional Excellence</u> , Purdue University

EXPERIENCE

Born into a working-class family in China, I am the first in my family to attend college. Despite navigating numerous academic, social, language, and cultural challenges on my academic journey, the acquisition of a quality education has opened up numerous possibilities, reshaping not only my own destiny but also that of my family. Driven by the aspiration to extend this transformative influence to students who, like me, originate from less privileged backgrounds, I am dedicated to seeking improved teaching methods that can enhance students' learning experiences. My exploration, utilizing advanced statistical analysis, has revealed that many innovative teaching methods often inadvertently overlook marginalized groups. In response, I have channeled my efforts into delving into the intricate interplay between culture and the dynamics of teaching and learning. My endeavor aims to forge a more equitable educational landscape, ensuring that every student has an equal opportunity to succeed.

EXPERTISE

Motivation, advanced statistical analysis, evidence-based teaching, assessment and evaluation

SELECTED PROJECT EXPERIENCE

2023-present **The Role of Rationale Generation Orientation in Uninteresting Academic Activities**

- Funded by University of Michigan LSA Research Office (\$5,728)
- My Role: Principal Investigator

This ongoing project aims to assess the validity of the rationale generation orientation scale among Chinese college students. The self-report scale was crafted to evaluate a learner-related aspect known as rationale generation orientation, aiming to elucidate why students exhibit varying levels of motivation even within the same classroom setting. To investigate the generalizability of the scale, the project centers on validating the scale in an alternate cultural and educational environment. Within this initiative, I hold responsibilities spanning project development, budgeting, implementation, and assessment.

2023-present **COLLABORATIVE RESEARCH: Improving Engagement with Equity-Focused Professional Development Programs by Attending to Teachers' Psychosocial Experiences**

- Funded by National Science Foundation (\$345,457)
- My Role: Co-Principal Investigator

This NSF-funded project investigates how educators' psychosocial experiences in equity-focused professional learning programs affect their engagement and outcomes. Utilizing focus groups, surveys,

and randomized controlled experiments, the research aims to identify strategies for enhancing educators' engagement with equity-focused programs and integrating equity-enhanced practices into their classrooms. In my role as a Co-Principal Investigator, my responsibilities include overseeing project design, implementation, and assessment; providing mentorship to junior team members; managing a budget of \$345,457; and communicating findings to various stakeholders.

2021 - 2022 Creating change in education systems: Can leadership-level inclusion training reduce achievement gaps?

- Funded by National Science Foundation (#2013753; \$462,110)
- Principal Investigator: Stephanie Fryberg
- My Role: Postdoctoral Researcher

Funded by NSF, this project addresses problems of educational inequality by examining the immediate and longer-term impacts on students of having school leaders trained in culturally inclusive teaching practices. As a key investigator, my duties include data analysis, disseminating findings through presentations and publications, crafting grant proposals to extend the project's reach, and mentoring graduate and undergraduate research assistants.

2015 - 2019 Success through Transformative Education and Active Mentoring (STEAM).

- Funded by Department of Education (#P116F140459; \$2,300,000)
- Principal Investigator: Chantal Levesque-Bristol
- My Role: Graduate Research Assistant & Postdoctoral Research Associate

This course transformation program seeks to refocus the campus culture on students' needs and student success and to increase student engagement, competence, and learning gains. By 2019, a total of 348 faculty members engaged in the initiative had successfully transformed 301 distinct courses. Over the span of 2015 to 2019, I contributed to the program's assessment team, focusing on evaluating the program's impact on student outcomes. In this role, my responsibilities encompassed data analysis and the communication of findings through comprehensive reports, engaging conference presentations, and producing peer-reviewed publications.

SELECTED PUBLICATIONS

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- Wang, C., Cavanagh, A. J., Bauer, M., Reeves, P. M., Gill, J. C., Chen, X., ... & Graham, M. J. (2021). A Framework of College Student Buy-in to Evidence-Based Teaching Practices in STEM: The Roles of Trust and Growth Mindset. *CBE—Life Sciences Education*, 20(4), ar54.
- Cho, H. J., Wang, C., Bonem, E. M., & Levesque-Bristol, C. (2021). How can we support students' learning experiences in higher education? Campus wide course transformation program systematic review and meta-analysis *Innovative Higher Education*. <https://doi.org/10.1007/s10755-021-09571-9>
- Wang, C., Zhang, Y., Moss, J. D., Bonem, E. M., & Levesque-Bristol, C. (2020). Multilevel factors affecting college students' perceived knowledge transferability: From the perspective of self-determination theory. *Research in Higher Education*, 61, 1002-1026. <https://doi.org/10.1007/s11162-020-09592-x>
- Wang, C., Hsu, H. K., Bonem, E. M., Moss, J. D., Yu, S., Nelson, D. B., & Levesque-Bristol, C. (2019). Need satisfaction and need dissatisfaction: A comparative study of online and face-to-face learning contexts. *Computers in Human Behavior*, 95, 114-125. DOI: <https://doi.org/10.1016/j.chb.2019.01.034>
- Fedesco, H. N., Bonem, E. M., Wang, C., & Henares, R. (2019). Connections in the classroom: Separating the effects of instructor and peer relatedness in the Basic Needs Satisfaction scale. *Motivation and Emotion*, 43(5), 758-770. DOI: <https://doi.org/10.1007/s11031-019-09765-x>