

August, 2023

Ziqian WEI

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EDUCATION

South China Normal University (SCNU) | Master of Education Sep 2019 - Jun 2022

- Majored in Basic Psychology
- GPA: 3.54/4.00

Jiangxi Normal University | Bachelor of Science Sep 2015 - Jun 2019

- Majored in Psychology
- GPA: 3.33/4.00 (four years), 3.48/4.00 (recent two years)

WORK EXPERIENCE

The Education University of Hong Kong (EdUHK) | Research assistant Jan 2023 - now

- Working in Prof. Liu Duo's lab at the Faculty of Education and Human Development

Tsinghua University (TU) | Research assistant Jul - Dec 2022

- Worked in the Youth Mental Health Lab at the Vanke School of Public Health

South China Normal University | Teaching assistant Mar - Jun 2022

- Worked as a TA for three undergraduate modules: *Psychological Statistics*, *Principles and Applications of Psychometrics*, and *Statistical Software Applications*

RESEARCH EXPERIENCE

NOTE: only projects relating to language and reading development are listed

Language Development and Physical Health

Research Assistant, EdUHK Jul 2023 - now

- This project aims to explore the associations among language, cognitive, and physical indicators in kindergarten children
- Programmed five behavioural experiments for data collection for a pilot study

A Transdiagnostic Project of Children's Learning Difficulties

Research Assistant, EdUHK Feb 2023 - now

- Led a subproject that aims to explore how reading-related factors are interconnected in Chinese first-grade children using psychological network analysis
- Worked in a team to coordinate a survey at a local primary school
- Preparing for the next study using the newly collected data and machine learning technique

Conceptual Interests and Reading Comprehension

Co-Researcher, SCNU

Mar 2023 - now

- This project aims to cluster students with different reading skills via a latent profile model
- Drafted a proposal and received funding from the School of Psychology, SCNU
- Leading the project, cooperating with a Master student to analyse data

The Effects of External cues on Multiple-Document Comprehension

Master's thesis, SCNU

Jun 2021 - Jun 2023

- Conducted three behavioural experiments to explore how the quantity and quality of multiple-source integration are influenced by external cues
- Analysed knowledge structure data via a self-made Python package [\[Link\]](#)
- Found that the quantity of integration can be enhanced by external cues, but not the quality

External Conceptual Representation Affects History Learning

Master's researcher, SCNU

Jun 2021 - Jun 2022

- Contributed to data collection and statistical analysis
- Found that concept maps lead to better reading comprehension than outlines in poor students when re-learning history knowledge

PUBLICATIONS

1. Peer-reviewed journal articles († Co-first author, * Corresponding author)

Wei, Z., Wang, L., Xu, Z., Luo, L., Zhang, X., Li, N., & Liu, D*. (submitted). The global and local pattern of reading-related cognitive and ecological factors in Chinese first-grade children: A cross-sectional network analysis.

Wei, Z., Zhang, Y., Yin, S., Clariana, R. B*, & Chen, X*. (not yet submitted). The effects of external reference and network-based feedback on multiple document integration.

Jia, L†., **Wei, Z†.**, Wen, X., Wang, J., Zhang*, X., & Chen*, R. (submitted). The associations between baseline characteristics and different developmental trajectories of psychotic-like experiences in children and adolescents.

Wang, J†., **Wei, Z†.**, Jia, L., Yu, J., Wang, Y., Meng, Y., Feng., Y*, & Chen, R*. (revised and re-submitted). Can digital self-harm beyond traditional non-suicidal self-injuries predict suicide risk?

Wang, J., He, Y., Du, X., **Wei, Z.**, Wang, Y., Chen R*, Zhou, X. (submitted). Loveless marriage and child psychopathology: do not reluctantly stay together for the sake of the children.

Qu, D†., Liu, D†., Cai, C†., Zhang, X., Yu, J., Zhang, Q., Liu, K., **Wei, Z.**, Tan, J., Cui, Z., Zhang, X*, & Chen, R*. (2023). Process model of emotion regulation-based digital intervention for emotional problems. *Digit Health*, 9. [\[PDF\]](#)

Wei, Z., Zhang, Y., Clariana, R. B*, & Chen, X*. (revised and resubmitted). The effects of pre-reading purposes and post-reading generative learning tasks on multiple document integration: Evidence from concept network analysis.

Chen, X., **Wei, Z.**, Li, Z., & Clariana, R. B*. (2023). The influence of the conceptual structure of external representations when relearning history content. *Educational Technology Research and Development*, 71, 415–439. [\[PDF\]](#)

Wei, Z., Chen, X*, & Clariana, R., B. (2022). Measures of knowledge structure in reading comprehension. *Journal of Psychological Science*, 45(2), 306-315. [in Chinese] [\[PDF\]](#)

2. Conferences

The 24th National Academic Conference of Psychology (Nov 2022, China). Oral presentation. [\[Link\]](#)

SKILLS

Software: R, Python, MATLAB, SPSS, JASP, Mplus, E-Prime, VS Code, LaTeX, EndNote, Microsoft Office

Statistics: linear and logistic regressions, ANOVA, (generalised) linear mixed models, latent models, psychological network analysis, machine learning

Language: English (IELTS: 6.5), Mandarin (native), Cantonese (beginner)

SELECTED HONOURS AND AWARDS

Scholarship for Graduates (Second-class), SCNU, 2020

The Innovative Research Foundation for Graduates, School of Psychology, SCNU, 2019

Scholarship for Undergraduates (Third-class), SCNU, 2019

REFEREES

Assoc. Prof. Xuqian Chen (Master's supervisor)

School of Psychology, South China Normal University

Email: chenxuqian@m.scnu.edu.cn

Research interest: language and cognition; language learning; concept structure in memory; reading and learning in adolescents

Prof. Aitao Lu

School of Psychology, South China Normal University

Email: atlupsy@gmail.com

Research interest: language and cognition; language learning; adolescent development