Ziqian WEI

Email: ziqian.wei@outlook.com

ORCID: https://orcid.org/0009-0005-1352-887X

Research interests

- Cognitive mechanisms of reading comprehension and their impact on educational practices
- Language and literacy development and related difficulties in children and adolescents
- Reading behaviour in broader contexts (e.g., how social media reading relates to mental health)

Education

South China Normal University   *Sep 2019 - Jun 2022*
- Master of Education in Basic Psychology
- GPA: 3.54/4.00

Jiangxi Normal University   *Sep 2015 - Jun 2019*
- Bachelor of Science in Psychology
- GPA: 3.33/4.00

Work experience

Education University of Hong Kong   *Jan 2023 - Present*
- Research Assistant (Full-Time), Dr. Phil Duo Liu's Lab

Tsinghua University   *Jul - Nov 2022*
- Research Assistant (Full-Time), Dr. Runshen Chen's lab

South China Normal University   *Mar - Jun 2021*
- Teaching Assistant (Part-Time)

Research experience

Fragmentary reading and short video browsing on social media

Research collaborator, Guangzhou University   *Aug 2024 - Present*
- Developing a research concept to investigate how social media reading and video browsing relate to mental health and academic achievement in Chinese secondary and high school students

Literacy Difficulties in Primary School Children: A Transdiagnostic Perspective

Research Assistant, Education University of Hong Kong   *Feb 2023 - Present*
- Conducted an empirical study using psychological network modelling to explore the interconnected pattern between reading-related cognitive and ecological factors in Chinese first-grade children
- Coordinated data collection at local primary schools

Adolescent Health Enhancing Long-term Plan (A-HELP)

Research assistant, Tsinghua University   *Sep 2022 - Nov 2022*

- Prepared materials for a mini app and assisted with data collection and follow-up interviews to investigate how online interventions support emotional regulation during the pandemic
- Prepared questionnaires and coordinated data collection for a cohert study in southern China, for which I was responsible for thirteen schools with over 4,500 students
- Collaborated with postdocs on research by contributing to data analysis and drafting

The Effects of External Supports on Multiple Text Comprehension

Master's thesis, South China Normal University   *Jun 2021 - Jun 2022*

- Conducted three behavioural experiments with over 300 participants to explore how external supports, such as reading goal instructions, concept mapping, and summary writing, affect college students' knowledge integration when learning from multiple texts
- Found that the quantity of integration can be enhanced by external supports, but not the quality

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Publications

*: contributed equally; #: corresponding author

Manuscripts under review or in preparation

[1]   Li, Q*, **Wei, Z*#**., Xu, Z., Zhang, S., & Liu, D#. (Under review). Psychological and ecological factors predict subsequent reading interest in Chinese primary children: A two-year investigation.

[2]   **Wei, Z**., Yin, S., Clariana, R. B#., & Chen, X#. (Under review). The influence of pre-reading purpose and extra-textual networks with summary writing on multiple document concept network integration: A replication of Wei et al. (2023).

[3]   **Wei, Z**., Chen, X#., & Clariana, R., B. (Under review). The cognitive mechanism of multiple document comprehension: Current trends in theories (in Chinese).

[4]   Jia, L*., **Wei, Z***., Yu, M., Zhang, X., He, X., Xi, Y., Chen, R#., & Zhang, X#. (Revised and Resubmitted). The developmental and dynamic relationship between psychopathology and psychotic-like experiences trajectories in children and adolescents.

[5]   Wang, J., He, Y., Li, X., Du, X., **Wei, Z**., Wang, Y., Lei, T., Zhu, D., Chen, R., & Zhou, X#. (Revised and Resubmitted). Stay in loveless marriage relates to children's psychopathology: a large-scale cross-sectional study.

Published articles

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

[7]   **Wei, Z**., Zhang, Y., Clariana, R. B#., & Chen, X#. (2024). The effects of reading prompts and of post-reading generative learning tasks on multiple document integration: Evidence from concept network analysis. *Educational Technology Research and Development*, *72*, 661–685. https://doi.org/10.1007/s11423-023-10326-w

[8]   Jia, L*., **Wei, Z***., Zhang, X., Wen, X., Wang, J., Zhang, X#., & Chen, R#. (2024). The associations between baseline characteristics and different developmental trajectories of psychotic-like experiences in children and adolescents. *Brain Research*, *1832*, 148853. https://doi.org/10.1016/j.brainres.2024.148853

[9] Wang, J*., **Wei, Z***., Jia, L*., Yu, J., Wang, Y., Meng, Y., Feng, Y#., & Chen, R#. (2024). Can digital self-harm beyond traditional non-suicidal self-injuries predict suicide risk? *Acta Psychiatrica Scandinavica*, *149(3)*, 256-266. http://doi.org/10.1111/acps.13658

[10] 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*. https://doi.org/10.1177/20552076231187476

[11] 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. https://doi.org/10.1007/s11423-022-10176-y

[12] **Wei, Z**., Chen, X#., & Clariana, R., B. (2022). Measures of knowledge structure in reading comprehension. *Journal of Psychological Science (in Chinese)*, *45*(2), 306-315. https://doi.org/10.16719/j.cnki.1671-6981.20220206

Skills

- Software: R, Python, MATLAB, SPSS, JASP, Mplus, E-Prime, EndNote
- Statistics: Linear (Mixed) Models, ANOVA, Latent Models, Network Analysis
- Language: English (IELTS: 6.5 overall), Mandarin (native), Cantonese (beginner)

Honours & Awards

- Second-Class Merit Scholarship (South China Normal University, Sep 2020)
- Funding for Innovative Research Projects for Graduates, School of Psychology (General Project, No. hsxly2019025) (South China Normal University, Dec 2019)