

# Xue Wang

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## EDUCATION

### Johns Hopkins University

Baltimore, USA

*PhD in Educational Evaluation and Research*

Aug 2021 – Present

- Committee members: Marcia Davis, Amanda Neitzel, Doug Mac Iver, Alexandra Shelton, Kenneth Feder
- Research center affiliation: Center for Research and Reform in Education; Center for Social Organization of Schools
- Research interests: Meta-analysis; Learner autonomy; Program evaluation; Tutoring

### The University of Hong Kong

Hong Kong, China

*MA in Teaching English to Speakers of Other Languages (Distinction)*

Sep 2019

- Thesis: “Effectiveness of Learner Development in Tertiary English Education: A Meta-analysis”

### Shantou University

Shantou, China

*BA in English Language and Literature* GPA: 3.94/5 (Ranked 1<sup>st</sup> out of 74)

Jul 2018

- Thesis: “Investigating EFL and ESL Learners' Attitudes towards Accent and Identity in ELF Communication Encounters” (Awarded 2018 Shantou University Outstanding Thesis)

### Dublin City University

Dublin, Ireland

*Exchange Program with a China Scholarship Council scholarship*

Dec 2017 – Feb 2018

- Major: *Applied Language and Intercultural Studies* (Average Grade: A)

## WORK EXPERIENCE

### R Programming Analyst

Baltimore, United States

*Vision for Baltimore Project*

Nov 2022 – Present

- Playing a pivotal role as a data analyst in the Vision for Baltimore project, a school-based vision program offering vision services to pre-K to 8<sup>th</sup>-grade students in Baltimore City public schools.
- Leading the development and execution of R coding scripts to generate weekly summary reports, streamlining the analysis and presentation of data for stakeholders.

### Research Assistant

Hong Kong, China

*Asia Pacific Centre for Leadership and Change*

Aug 2020 – Aug 2021

- Conducted literature reviews; transcribed, translated and analyzed interview data for research on effective educational leadership
- Assisted with the implementation and evaluation of a school improvement program for an elementary school in Shenzhen, China

### Research Assistant

Hong Kong, China

*The Education University of Hong Kong, Department of Education Policy*

Oct 2019 – Jun 2020

- Conducted extensive literature search and proofread manuscripts on instructional leadership, system leadership and professional learning community for publication
- Commented on the coursework of undergraduates and master's students including school leaders

## SELECTED PUBLICATIONS

Wang, X., & Luo, G. (2024). MetaMate: Large Language Model to the rescue of automated data extraction for educational systematic reviews and meta-analyses. EdArXiv. <https://doi.org/10.35542/osf.io/wn3cd>

**Wang, X.** (2022). Segmental versus suprasegmental: Which one is more important to teach? *RELC Journal*, 53(1), 194–202. <https://doi.org/10.1177/0033688220925926>

**Wang, X.** (2022). Hedging in academic writing: Cross-disciplinary comparisons in the Michigan Corpus of Upper-Level Student Papers (MICUSP). In T. D. Cooper & J. York (Eds.), *JALTCALL 2021 Conference Proceedings* (pp. 125–142). <https://doi.org/10.37546/JALTSIG.CALL.PCP2021-09>

Kung, F. W., & **Wang, X.** (2019). Exploring EFL learners' accent preferences for effective ELF communication. *RELC Journal*, 50(3), 394–407. <https://doi.org/10.1177/0033688218765306>

**Wang, X.**, & Fang, F. (2018). Awakening to Global Englishes. *EFL Magazine* (December 2018). <https://doi.org/10.13140/RG.2.2.21945.11364>

## SELECTED CONFERENCE PRESENTATIONS

**Wang, X.**, Bao, H., Hao, Y., & Davis, M. (2024, April 11–14). A systematic review of learner autonomy scales: Mapping the landscape of measurement tools in autonomy interventions [Poster session]. 2024 American Educational Research Association Annual Meeting, Philadelphia PA, United States.

Zhang, Q., **Wang, X.**, Tian, X., & Gehlbach, H. (2024, April 11–14). Social support at your fingertips: Exploring the correlation between students' social media usage and social support through meta-Analysis [Paper session]. 2024 American Educational Research Association Annual Meeting, Philadelphia PA, United States.

**Wang, X.** (2023, September 21–24). The effects of positive teacher feedback on student self-efficacy: A causal analysis [Paper session]. Society for Research on Educational Effectiveness 2023 Conference, Washington DC, United States.

Wang, J., **Wang, X.**, Zhang, Q., Bao, H., Zhao, Z., Neitzel, A. (2023, September 27–30). Risk of bias tools in systematic reviews of interventions PK-12 education: A critical analysis of studies in review of educational research [Paper session]. Society for Research on Educational Effectiveness 2023 Conference, Washington DC, United States.

**Wang, X.** (2023, April 13–16). Critical pedagogy as a pathway to learner autonomy [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

**Wang, X.**, & Wang, J. (2023, April 13–16). The effects of additional instruction on students' achievement in Greece and South Korea: Evidence from PISA 2018 [Paper session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

**Wang, X.** (2023, April 13–16). The effects of private tutoring on Korean students' math achievement based on PISA 2018 data [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

Nehring, L. D., Mu, N., **Wang, X.**, Zhang, Q., Cornwall, K., Gehlbach, H. (2023, April 13–16). Outcomes of an outdoor, residential learning experience in the context of pandemic and learning loss [Roundtable session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

**Wang, X.**, Ochoa, A., Wang, J., Zhang, Q., Wang, F., & Neitzel, A. (2023, April 13–16). Effects of school-based autonomy-supportive interventions on academic outcomes and learning autonomy: A meta-analysis [Poster Session]. 2023 American Educational Research Association Annual Meeting, Chicago IL, United States.

**Wang, X.**, & Davis, M. (2023, Feb 18–22). The relationship between additional instruction and math achievement in South Korea: Evidence from PISA 2018 [Paper session]. Comparative and International Education Society 2023 Annual Conference, Washington, D. C., United States.

**Wang, X.** (2022, September 21–24). Inequality in the shadow? Cross-national comparisons of the effects of additional instruction on math and science performance based on PISA 2018 data [Paper session]. Society for Research on Educational Effectiveness 2022 Conference, Washington DC, United States.

**Wang, X.,** Neitzel, A., Ross, S. Laurenzano, M., Madden, N. (2022, September 21–24). Lightning Squad: Evaluating the efficacy of computer-assisted tutoring with cooperative learning for struggling readers [Poster session]. Society for Research on Educational Effectiveness 2022 Conference, Washington DC, United States.

**Wang, X.,** Chen, H., Zhang, Q., & Neitzel, A. (2022, August 4–6). Teach a man to fish: A meta-analysis on the effectiveness of strategy training on learning autonomy [Poster session]. American Psychological Association 2022 Annual Convention, Minneapolis, MN, United States.

**Wang, X.** (2021, June 4–6). Hedging in academic writing: Cross-disciplinary comparisons in the Michigan Corpus of Upper-Level Student Papers (MICUSP) [Paper session]. JALTCALL 2021 Conference, Japan.

## WORK IN PROGRESS

**Wang, X.,** Zhang, Q., Chen, H., Neitzel, A., Davis, M. Teach a man to fish: A meta-analysis on the effects of strategy instruction on Chinese college students' English achievement and learner autonomy. (Under review)

**Wang, X.,** Neitzel, A., & Madden, N. Lightning Squad: Evaluating the efficacy of computer-assisted tutoring with cooperative learning for struggling readers. (Under review)

Zhang, Q., **Wang, X.,** Tian, X., Gelbach, H. Social support at your fingertips: A meta-analysis on the correlation between social media usage and social support. (Under review)

Wang, J., **Wang, X.,** Zhao, Z., Zhang, Q., Neitzel, A. Risk of bias tools in systematic reviews/meta-analyses of interventions in PK-12 education: A scoping review. (Manuscript in preparation)

**Wang, X.,** Zhang, Q., Davis, M. Boosting student self-efficacy: The potent influence of positive teacher feedback. (Manuscript in preparation)

## SERVICE

**Co-chair** of the American Educational Research Association 2024 Annual Meeting Division H Exhibit Booth Committee

**Representative** of School of Education in the 2023-2024 PhD Student Advisory Committee to the Vice Provost for Graduate and Professional Education at Johns Hopkins University

**Reviewer** for American Educational Research Association 2024 Annual Meeting SIG-Studying and Self-Regulated Learning (reviewed 1 paper)

**Reviewer** for American Educational Research Association 2023 Annual Meeting Division C-Learning and Instruction (reviewed 4 papers)

**Reviewer** for American Educational Research Association 2023 Annual Meeting SIG-Studying and Self-Regulated Learning (reviewed 2 papers)

**Reviewer** for [The Asia-Pacific Education Researcher](#) (reviewed 1 paper in 2023), the [Language Teaching Research](#) journal (reviewed 1 paper in 2020)

**Contributor** for [Best Evidence in Brief Live](#), a webcast produced by The National College in collaboration with the Center for Research and Reform in Education at Johns Hopkins University, from 2022 to 2023

**Writer** for [Best Evidence in Brief](#), a free bi-weekly e-newsletter that offers a round-up of current education research, from 2021 to 2022

## AWARDS

China Scholarship Council Scholarship 2017-2018

The American Educational Research Association Division H 2022-2023 Graduate Student Research Grant

Johns Hopkins University School of Education 2021-2025 Research Fellowship

## TEACHING & MENTORING

**Instructor, Advanced Instructional Strategies****Baltimore, United States***MS in International Teaching and Global Leadership, Johns Hopkins University*

Jan 2014 – May 2024

- Deliver weekly lessons to a group of 20 students, focusing on identifying, explaining, developing, and applying effective instructional strategies tailored to diverse learner populations.
- Collaborate regularly with a team of instructors in weekly meetings to prepare and optimize lesson plans.

**Teaching Assistant, Data Workflow****Baltimore, United States***PhD in Education, Johns Hopkins University*

Jan 2024 – May 2024

- Assist students in resolving R coding issues during class sessions.
- Conduct weekly office hours to offer additional support and guidance to students.

**Teaching Assistant, Evaluation of Education Policies and Programs****Baltimore, United States***Doctor of Education, Johns Hopkins University*

Jan 2024 – May 2024

- Track student participation on online discussion forums.
- Respond to student inquiries pertaining to educational research design.

**Teaching Assistant, Diversity in American Education****Baltimore, United States***MS in Education Policy, Johns Hopkins University*

Aug 2023 – Dec 2023

- Initiated and coordinated a writing group, focusing on enhancing students' proficiency in APA formatting and fostering best practices in academic writing.
- Addressed questions related to students' weekly assignments, provided feedback on writing assignments.

**Teacher Mentor, Extended Learning****Baltimore, United States***MS in International Teaching and Global Leadership, Johns Hopkins University*

Oct 2022 – Present

- Conducted weekly workshops and mentoring sessions for 13 graduate students on the screening and full-text reviewing processes in meta-analyses.
- Conducted bi-weekly workshops on introductory data analysis using Stata.
- Some of the mentored students:  
**Weiyin Chen** (2023-2024): Collaborated on a systematic review of learner autonomy scales; Weiyin is now a Masters' student at Johns Hopkins University.  
**Yinran Hao** (2023-2024): Collaborated on a systematic review of learner autonomy scales; Yinran is now a Masters' student at Johns Hopkins University.  
**Hanhui Bao** (2022-2023): Collaborated on a meta-analysis of learner autonomy interventions and a systematic review of learner autonomy scales; Hanhui is now a PhD student at University of Tennessee.  
**Fan Ping** (2022-2023): Collaborated on a meta-analysis of learner autonomy interventions; Fan Ping is now a research assistant at Johns Hopkins University.

**PROFESSIONAL DEVELOPMENT****Meta-analysis Training Institute (MATI) Workshop 2023****Chicago, United States**

- Attended an intensive one-week workshop funded by the Institute of Education Sciences on advanced methods for conducting large-scale research synthesis and meta-analysis.
- Trained to execute research consistent with IES Exploration grants and SREE principles, ensuring adherence to the highest standards for rigorous educational research.