Qin Zhao
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Department of Psychology
College of Education and Behavioral Sciences
Western Kentucky University

EDUCATION

Ph. D. (2005-2008)
  Educational Psychology, University of Florida, Gainesville, Florida
M. A. (2002-2005)
  Educational Psychology, University of Florida, Gainesville, Florida
B. A. (1997-2001)
  English, North China Electric Power University, China

POSITIONS

2020-present   Full Professor of Psychology, Western Kentucky University
2014-2020   Associate Professor of Psychology, Western Kentucky University
2008-2014   Assistant Professor of Psychology, Western Kentucky University
2004-2008   Graduate Instructor/Teaching & Research Assistant, University of Florida

TEACHING EXPERIENCE SUMMARY

❖ Department of Psychology, Western Kentucky University
  - PSY 210 *Research Methods & lab* (Spring 2015 - present)
  - PSY 290 & 490 *Supervised Research in Psychology* (Fall 2010 - present)
  - PSY 310 *Educational Psychology* (Fall 2008 - present)
  - PSY 331/410 *Psychology of Learning* (Fall 2010 - present)
  - PSY 443 *Behavior Modification* (Fall 2015)
  - PSY 481 *History of Psychology* (Fall 2018 - present)
  - PSY 510 *Advanced Educational Psychology* (Fall 2009 - Fall 2012)
  - PSY 599 *Thesis Research and Writing/ Practicum in Psychology* (Spring 2013)
❖ Department of Educational Psychology, University of Florida
  - EDF 3210 *Educational Psychology* (Fall 2004 - Fall 2007)
  - EDF 3110 *Human Growth and Development* (Fall 2007; Spring 2008)

PUBLICATIONS

Zhao, Q. (2023). The superior psychological impact of absolute (versus relative) standing feedback does not depend on the reward criterion. *Social Psychology of Education.* https://doi.org/10.1007/s11218-023-09758-2

Zhao, Q., & Chang, S. (2022). Could directly shifting self-doubt mindset reduce the negative effects of chronic self-doubt? *Journal of Social Psychology.* http://dx.doi.org/10.1080/00224545.2022.2086842

Zhao, Q. (2022). Absolute standing feedback is more influential than relative standing feedback. *Journal of Educational Psychology, 114(4),* 701–715. https://doi.org/10.1037/edu0000676

Zhao, Q., Wininger, S., & Hendrick, J. (2022). The interactive effects of gender and implicit theories of ability on math and science achievements. *The Australian Educational Researcher, 49,* 115-133*.* http://doi.org/10.1007/s13384-021-00430-2

Zhao, Q., Gong, L. & Chen, T. (2021). Impacts of growth mindset and concern with performance on resilience to self-doubt in American and Chinese students. *Social Psychology of Education, 24,* 1585-1606*.* https://doi.org/10.1007/s11218-021-09671-6

Redifer, J., Lee, C., & **Zhao, Q.** (2021). Self-efficacy and performance feedback: Impacts on cognitive load during creative thinking. *Learning and Instruction, 71, Article ID* 101395. https://doi.org/10.1016/j.learninstruc.2020.101395.

Zhao, Q., & Huang, X. (2020). Individual differences in response to attributional praise in an online learning environment. *Educational Technology Research and Development, 68 (3),* 1069-1087. http://doi.org/10.1007/s11423-019-09720-0

Zhao, Q., Wichman, A., & Frishberg, E. (2019). Self-doubt effects depend on beliefs about ability: Experimental evidence. *Journal of General Psychology, 146 (3),* 299-324*.* http://doi.org/10.1080/00221309.2019.1585320

Zhao, Q., & Gong, L. M. (2018). Cultural differences in attitude toward and effects of self-doubt. *International Journal of Psychology, 54 (6),* 750-758*.* http://doi.org/10.1002/ijop.12525

Zhao, Q., & Redifer, J. (2016). Expecting immediate grades: Impacts on motivation, effort, and performance. *SAGE Open, 6 (2),* 1-9*.* http://doi.org/10.1177/2158244016646413

Zhao, Q., & Wichman, A. (2015). Incremental beliefs about ability ameliorate self-doubt effects. *SAGE Open*, *5 (4),* 1–10. http://doi.org/10.1177/2158244015622539

Zhao, Q., Zhang, J., & Vance, K. (2013). Motivated or paralyzed? Individuals' beliefs about intelligence influence performance outcome of expecting rapid feedback. *Learning and Individual Differences, 23,* 168-171. http://doi.org/10.1016/j.lindif.2012.07.019

Chen, Y., & **Zhao, Q.** (2013). Gender differences in business faculty's research motivation. *Journal of Education for Business, 88*, 1–11. http://doi.org/10.1080/08832323.2012.717121

Zhao, Q. (2012). Effects of accuracy motivation and anchor on metacomprehension judgment and accuracy. *Journal of General Psychology*, *139 (3),* 155–174. http://doi.org/10.1080/00221309.2012.680523

Linderholm, T., Wang, S., Therriault, D., **Zhao, Q.,** & Jakiel, L. (2012). The accuracy of metacomprehension judgments: The biasing effect of text order. *Electronic Journal of Research in Educational Psychology, 10 (1),* 111-128*.*

Chen, Y., Little, H., Ross, M., & **Zhao, Q.** (2012). Factors motivating the adoption of e-learning technologies. *Journal of e-Learning and Higher Education. Article ID 777468.* http://doi.org/10.5171/2012.777468

Zhao, Q. & Linderholm, T. (2011). Anchoring effects on prospective and retrospective metacomprehension judgments as a function of peer performance information. *Metacognition and Learning, 6 (1),* 25-43. http://doi.org/10.1007/s11409-010-9065-1

Zhao, Q. & Linderholm, T. (2008). Adult metacomprehension: Judgment processes and accuracy constraints. *Educational Psychology Review, 20 (2)*, 191-206. http://doi.org/10.1007/s10648-008-9073-8

Linderholm, T., **Zhao, Q**., Therriault, D., & Cordell-McNulty, K. (2008). Metacomprehension effects situated within an anchoring and adjustment framework. *Metacognition and Learning*, *3*, 175-188. http://doi.org/10.1007/s11409-008-9025-1

Linderholm, T. & **Zhao, Q.** (2008). The impact of strategy instruction and timing of estimates on low and high working-memory capacity readers' absolute monitoring accuracy. *Learning and Individual Differences, 18 (2)*, 135-143. http://doi.org/10.1016/j.lindif.2005.09.002

Linderholm, T., Cong, X., & **Zhao, Q.** (2008). Differences in low and high working-memory capacity readers' cognitive and metacognitive processing patterns as a function of reading for different purposes. *Reading Psychology, 29(1)*, 61-85. http://doi.org/10.1080/02702710701568587

Linderholm, T., **Zhao, Q.**, Cong, X., & Virtue, S. (2006). Factors external and internal to the adult reader that affect the inferential process. In A.V. Mittel (Ed.), *Focus on educational psychology* (pp. 147-171)*.* Hauppauge, NY: Nova Science Publishers, Inc.

THESES/DISSERTATION

Zhao, Q. (2008). *Judgmental anchoring and adjustment in metacomprehension (dissertation)* (dissertation). Gainesville, FL: University of Florida Electronic Thesis and Dissertation Collection (http://purl.fcla.edu/fcla/etd/UFE0022325).

Zhao, Q. (2005). *Absolute Metacomprehension Accuracy: The Effects of Cue-Utilization Instruction and Working-Memory Capacity* (M.A. thesis). Gainesville, FL: University of Florida Electronic Thesis and Dissertation Collection (http://purl.fcla.edu/fcla/etd/UFE0012170).

PEER-REVIEWED CONFERENCE PRESENTATIONS (* denotes student co-author)

Zhao, Q., & Wichman, A. (2023; May). *The mediating roles of perceived behavioral stability and controllability in the associations between incremental mindset of personality and forgiveness of singular versus repeated transgressions*. Poster submitted to the Association for Psychological Science (APS) 2023 annual convention in Washington D.C.

Huang, X., & **Zhao, Q.** (2023; May). *Learning in an immersive VR environment: Impact of learner characteristics on learning and motivational outcomes*. Paper to be presented in a Virtual Paper Session titled, "Contextually Embedded Learning Environments", at the 2023 American Educational Research Association (AERA) annual meeting.

Zhao, Q., Glass, P., & Chen, T. (2023; February). *Economic locus of control moderates the psychological impact of absolute and relative economic status.* Virtual Research Spotlight presented at the 2023 Society for Personality and Social Psychology (SPSP) annual convention.

Zhao, Q., Redifer, J., Wininger, S., & Gross, T. (2022; December). *Online and face-to-face: Teaching students to adapt research proposal presentations across mediums.* A roundtable session presented at PsychTERMS Conference (Teaching to Enhance Research Methods and Statistics in Psychology), a two-day virtual conference.

Zhao, Q. (2022; August). *Does reward context matter in the effects of absolute vs. relative standing feedback on motivational and affective outcomes?* Virtual poster presented at the American Psychological Association (APA) annual convention.

Zhao, Q., & Chang, S. (2022; May). *Priming either positive or negative mindset about self-doubt diminishes the negative effects of self-doubt.* Poster presented at the Association for Psychological Science (APS) annual convention in Chicago, IL.

Zhao, Q. (2021; 5/26-9/1). *Absolute standing feedback is more influential than relative standing feedback.* Poster presented at the 2021 Association for Psychological Science (APS) Virtual Convention and Poster Showcase.

Chang, S., * & **Zhao, Q.** (2021; February). *Could directly shifting mindset about self-doubt reduce the negative effects of self-doubt?* Poster presented at the Self & Identity Virtual Preconference at the 2021 Society for Personality and Social Psychology (SPSP) annual convention.

Henneberg, L.* & **Zhao, Q**. (2020; July). Does *competition change the relative importance of absolute and relative standing feedback*? Poster presented at the Association for Psychological Science (APS) Virtual Poster Showcase. The in-person annual convention in Chicago, IL. was canceled due to COVID-19.

Zhao, Q., & Grey, C. * (2020). The effects of *objective and comparative performance feedback on satisfaction with performance and affect.* Poster accepted for presentation at the 2020 Association for Psychological Science (APS) annual convention in Chicago, IL. The convention was canceled due to COVID-19.

Zhao, Q., & Wininger, S. (2019; August). *The effects of gender and implicit theories of ability on math and science Achievements.* Poster presented at the 2019 American Psychological Association (APA) annual convention in Chicago, IL.

Buscaglia, A.*, Kuhlenschmidt, S., **Zhao, Q.,** Clayton, K., Fiore, C., & Pepper, A. (2018; April). *The effects of gender and communication style in dating interactions.* Poster presented at the 2018 Western Psychological Association (WPA) annual convention in Portland, Oregon.

Trader, E.*, Paquin, A. R., & **Zhao, Q.** (2018; May). *Decreasing stigma against depression in Chinese international students.* Poster presented at the Mid-America Psychology Undergraduate Conference, Charleston, IL.

Zhao, Q., & Gong, L.M. (2017; May). *Cultural differences in response to self-doubt.* Poster presented at the 2017 Association for Psychological Science (APS) Annual Meeting in Boston, M.A.

Zhao, Q., & Huang, X. (2017; April). *Individual differences in response to attributional praise in an online learning environment.* Poster presented at the 2017 American Educational Research Association (AERA) Annual Meeting in San Antonio, Texas.

Frishberg E.*, & **Zhao, Q.** (2017; January). *Self-doubt effects depend on beliefs about ability: Experimental evidence.* Poster presented at the Society for Personality and Social Psychology (SPSP) annual convention in San Antonio, Texas.

Zhao, Q., & Wichman, A. (2016; November). *Incremental beliefs about ability ameliorate self-doubt effects: Correlational and experimental evidence.* Oral presentation at the 8th Bi-annual meeting of International Association for Metacognition (IAM), Boston, MA.

Chang, J., * & **Zhao, Q.** (2016; August). *Evaluate me: The effects of anticipated rapid feedback and beliefs about ability on performance.* Poster presented at the American Psychological Association (APA) annual convention, Denver, CO.

Kuhlenschmidt, S., Wininger, S., Derryberry, P., Duffin, L., Redifer, J., & **Zhao, Q.** (2016;

August). *Prevalence of neuromyths in preservice teachers.* Poster presented at the American Psychological Association (APA) annual convention, Denver, CO.

Zhao, Q., & Redifer, J. (2015; May). *The demotivating effects of expecting immediate feedback for individuals with other-avoidance goal.* Poster presented at the 27th Association for Psychological Science (APS) annual convention, New York, NY.

Xu, X. Y., * & **Zhao, Q.** (2015; May). *The effects of anticipated feedback proximity on performance: Exploring the moderating role of self-efficacy and task type*. Poster presented at the 27th Association for Psychological Science (APS) annual convention, New York, NY.

Corley, W., * & **Zhao, Q.** (2015; May). *The impact of forewarning on suggestibility: Does it depend on working-memory capacity?* Poster presented at the 27th Association for Psychological Science (APS) annual convention, New York, NY.

Xu, X. Y.*, Corley, W.*, **Zhao, Q**., & Wichman, A. (2014; May). *Incremental beliefs about ability ameliorate self-doubt effects.* Poster presented at the 26th Association for Psychological Science (APS) annual convention, San Francisco, CA.

Corley, W.*, Xu, X. Y.*, **Zhao, Q.,** & Redifer, J. (2014; May). *The "motivation by anticipation" effects: Do they depend on achievement goal orientation?* Poster presented at the 26th Association for Psychological Science (APS) annual convention, San Francisco, CA.

Zhao, Q., Wichman, A., & Raap, E.* (2013; May). *Beliefs about ability moderate the impact of self-doubt on test anxiety*. Poster presented at the 25th Association for Psychological Science (APS) annual convention, Washington, D.C.

Zhao, Q., & Schelble, J. (2013; May). *The impact of achievement motivation and anticipated feedback proximity on performance prediction.* Poster presented at the 25th Association for Psychological Science (APS) annual convention, Washington, D.C.

Zhao, Q., Raap, E.*, & Steen, A.* (2012; May). *Standard anchoring: Thoughtful or non-Thoughtful?* Poster presented at the 24th Association for Psychological Science (APS) annual convention, Chicago, IL.

Zhao, Q., & Vance, K.* (2012; May). *Individuals' beliefs about intelligence influence performance outcome of expecting rapid feedback*. Poster presented at the 24th Association for Psychological Science (APS) annual convention, Chicago, IL.

Zhao, Q., Moosmann, B., *& Vance, K.* (2011; August). *Self-affirmation and self-threat influence anchoring and adjustment*. Poster presented at the 2011 American Psychological Association (APA) convention, Washington, DC.

Moosmann, B.*, Vance, K.*, **Zhao, Q.** (2011; May). *The role of self in anchoring effects on metacomprehension judgment*. Poster presented at the 23rd Association for Psychological Science (APS) annual convention, Washington, DC.

Zhao, Q. (2010; April). *Tenacity of anchoring in metacomprehension judgment under high accuracy motivation.* Oral presentation at the 6th Bi-annual meeting of International Association for Metacognition (IAM), St. Louis, Missouri.

Zhao, Q., & Lee, B*. (2010; May). *Accuracy motivation eliminates anchoring effects on retrospective but not prospective metacomprehension judgment.* Poster presented at the Association for Psychological Science (APS) 22nd Annual Convention, Boston, MA.

Zhao, Q., & Linderholm, T. (2009; August). *Judgmental anchoring and adjustment in metacomprehension.* Poster presented at the American Psychological Association (APA)

117th Annual Convention, Toronto, CA.

Wang, S. X., Jakiel, L., Linderholm, T., **Zhao, Q.,** & Therriault, D. (2008; May). *Anchoring and adjustment processes in metacomprehension.* Poster presented at the Association for Psychological Science (APS) 20th Annual Convention, Chicago.

Zhao, Q., Linderholm, T., & Therriault, D. (2006; August). *Absolute monitoring accuracy: The effects of cue-utilization instruction and working memory capacity.* Poster presented at the American Psychological Association (APA) Annual Convention, New Orleans, LA.

Zhao, Q. & Linderholm, T. (2005; August). *The impacts of strategy instruction, working memory capacity, and estimation timing on absolute monitoring accuracy of comprehension.* Poster presented at the Florida Reading Research Conference, Tallahassee, FL.

INVITED RESEARCH TALKS & OTHER PRESENTATIONS (* denotes student co-author)

Brock, S.*, & **Zhao, Q.** (2023; March 29th & April 1st). The impact of beliefs about emotions on emotion regulation and psychological well-being. Poster presented at the College of Education and Behavioral Sciences (CEBS) Poster Showcase & at the Western Kentucky University (WKU) Student Scholar Showcase.

Hocklander, R.*, Compton, K. *, Gordan, A. *, & **Zhao, Q.** (2023; April 1st). Reducing pre-presentation memory deficits by increasing metacognitive awareness and utilizing placebo effects. Poster presented at the Western Kentucky University (WKU) Student Scholar Showcase.

Glass, P.*, & **Zhao, Q.** (2022; March). *Comparison is the thief of joy? The effects of absolute versus relative economic status on mental health outcomes.* Poster presented at the College of Education and Behavioral Sciences (CEBS) Poster Session & at the Western Kentucky University (WKU) Student Research Conference.

Young, D.*, & **Zhao, Q.** (2022; March). *Believing that "I can change" predicts resilience whereas believing that "they can change" predicts forgiveness.* Poster presented at the College of Education and Behavioral Sciences (CEBS) Poster Session & at the Western Kentucky University (WKU) Student Research Conference.

Chang, S.*, & **Zhao, Q.** (2021; April). *Could directly shifting mindset about self-doubt reduce the negative effects of self-doubt?* Poster presented at the College of Education and Behavioral Sciences (CEBS) Twitter Poster Session & at the Western Kentucky University (WKU) Virtual Student Research Conference.

Henneberg, L., * & **Zhao, Q.** (2020; April & May). Does *competition change the relative importance of absolute and relative standing feedback*? Poster (as a YouTube Video) presented at the College of Education and Behavioral Sciences (CEBS) Virtual Poster Presentation & at the Western Kentucky University (WKU) Virtual Student Research Conference.

Grey, C., * & **Zhao, Q.** (2020). *Objective performance feedback is more influential than comparative performance feedback.* Poster accepted for presentation at the 50th Annual Western Kentucky University (WKU) Student Research Conference. The conference was canceled due to COVID-19.

Zhao. Q. (2020; April). *Writing a methodology section.* Guest speaker in PSY 799 Dissertation in Psychology.

Zhao, Q. (2020; February). *Observations on U. S.– China differences in education*. Guest speaker in PSY 355 Cross-Cultural Psychology.

Zhao, Q. (2019; June). *Cultural differences in the self-doubt phenomenon.* Research talk at the Department of Psychology at Shaanxi Normal University, P. R. China.

Zhao, Q. (2019; February). *Cultural differences in attitude toward and effects of self-doubt.* Research talk at the Department of Psychology Colloquium at Eastern Kentucky University (EKU), Richmond, KY.

Trader, E.*, Paquin, A. R., & **Zhao, Q**. (2018). *Decreasing stigma against depression in Chinese international students.* Poster presented at the Western Kentucky University (WKU) Student Research Conference.

Zhao, Q. (2017; July). *Cultural differences in the perception and effects of self-doubt.* Brown Bag Presentation at the Summer 2017 REU (Research Experience for Undergraduates) Program, Western Kentucky University (WKU).

Trader, E.*, Gong, L. M., & **Zhao, Q**. (2017; March). *Cultural differences in response to self-doubt.* Poster presented at the WKU Student Research Conference.

Zhao, Q., & Huang, X. (2017; March). *Individual differences in response to attributional praise in an online learning environment.* Poster presented at the 2017 CEBS research showcase, Western Kentucky University (WKU).

Frishberg, E., * & **Zhao, Q.** (2016; August). *Self-Doubt Effects Depend on Beliefs about Ability.* Poster presented at the Student Research Conference, Summer 2016 REU (Research Experience for Undergraduates) Program, Western Kentucky University.

Zhao, Q. (2016; July). *Incremental beliefs about ability ameliorate self-doubt effects.* Brown Bag Presentation at the Summer 2016 REU (Research Experience for Undergraduates) Program, Western Kentucky University (WKU).

Chang, J., * & **Zhao, Q.** (2015; March). *Evaluate me. The effects of anticipated rapid feedback and beliefs about ability on performance.* Poster presented at the WKU Student Research Conference.

Zhao, Q. (2011; June) *Anchoring and adjustment in metacomprehension judgments under high accuracy motivation: The role of adjustment-direction certainty.* Research talk at the Department of Psychology at Beijing Normal University, P. R. China.

Zhao, Q. (2011; June). *Anchoring and adjustment in metacomprehension judgments under high accuracy motivation: The role of adjustment-direction certainty.* Research talk at the Department of Psychology at Shaanxi Normal University, P. R. China.

Raap, E, R.*, Steen, A.*, & **Zhao, Q.** (2011, March). *Standard anchoring: Thoughtful or non-thoughtful?* Poster presented at the Student Research Conference at Western Kentucky University (WKU).

Zhao, Q. (2011). *Effects of anticipated feedback proximity on performance: Do they depend on naïve theories of intelligence?* Research talk at the Department of Psychology colloquium (PSY 590), Western Kentucky University (WKU).

Zhao, Q. (2010). *Metacognition for text.* Research talk at the Department of Psychology colloquium (PSY 599), Western Kentucky University (WKU).

Zhao, Q., Linderholm, T., & Therriault, D. (2005). *Absolute monitoring accuracy: The effects of cue-utilization instruction and working memory capacity*. Research talk at the Cognitive Forum of Department of Psychology, University of Florida.

GRANT/FUNDING ACTIVITIES

Quick-Turn-Around Grant (QTAG) (May 18th-June 30th, 2023). $1,050 awarded to support the project on reducing pre-presentation memory deficits by increasing metacognition and utilizing placebo effects. **Role: Faculty mentor** for Katie Compton.

Quick-Turn-Around Grant (QTAG) (November 15th-February 12th, 2022). $2,496 awarded to support the project on the role of attributional beliefs in the effects of relative status on psychological well-being. **Role: PI.**

Research and Creative Activities Program (RCAP-II) grant (May 2022-August 2023). $7,293 awarded (Award #: 23-8001). Supported the project on the effects of incremental mindsets of personality on forgiveness of singular and continual transgressions. **Role: PI.**

NSF S-STEM grant (submitted in February 2022). $ 1,497,229 requested (unfunded). Would provide scholarships for two cohorts of psychology majors (a total of 24 students) who will be paired with research mentors. **Role:** Helped write "approach to research mentoring" and put together the outcome-measure materials for program evaluation. Would also serve as Research mentor.

Quick-Turn-Around Grant (QTAG) (Oct. 2021 – Jan. 2022). $3,000 awarded to support a project on the role of attributional beliefs in the effects of absolute vs. relative status on psychological well-being. **Role: PI.**

U.S. National Security Agency: STARTALK grant (21-0175) (August 1, 2021- July 31, 2023): $575,000 requested (unfunded). Would support the WKU Chinese STARTALK Program – "Speak Your Vision" (Two components: Workforce Development Media & Year-round Immersion Program). **Role: Program Evaluator**

Faculty-Undergraduate Student Engagement (FUSE) grant (May 2019-December 2020). Awarded by WKU office of research: $3,000. The study investigated gender differences in response to objective and comparative performance feedback in STEM fields. **Role: Faculty mentor** for Callie Grey.

Faculty-Undergraduate Student Engagement (FUSE) grant (May 2019-December 2020). Awarded by WKU office of research: $3,000. The project investigated how competition affects the relative importance of absolute and relative standing feedback. **Role: Faculty mentor** for Licia Henneberg.

Quick-Turn-Around Grant (QTAG) (February 2018~May 2018). Funded by WKU Office of the Provost: $3,000. The project aimed to provide experimental evidence on the moderating effects of beliefs about Ability on the effects of self-doubt. **Role: PI**. Co-PI: Aaron Wichman

NSF Research Experiences for Undergraduates (REU) grant (August 2016; August 2014). Funded by National Science Foundation. *"Using Technology to Advance Psychological Research."* **Role: Summer Research mentor**.

APS Fund for Teaching and Public Understanding of Psychological Science (December 2015-March 2016). *"Applying the science of misinformation correction as a teaching intervention: Increasing the accuracy of student beliefs about learning styles".* $15,000 requested (unfunded). **Role: Co-PI.** PI: Jenni Redifer. Other Co-PIs: Sally Kuhlenschmidt, Steve Wininger, Lisa Duffin, & Pitt Derryberry.

Quick-Turn-Around Grant (QTAG) (December 2015~March 2016). Funded by WKU Office of the Provost: $2,625. The project investigated how gender and beliefs about ability

moderate the impacts of attributional praise on students' motivation and performance. **Role: PI.** Co-PI: Xiaoxia (Silvia) Huang

Faculty-Undergraduate Student Engagement (FUSE) grant (May 2014-December 2015). Awarded by WKU office of research: $3,000. The project examined the effects of anticipated feedback proximity and beliefs about ability on predicted and actual task performance. **Role: Faculty mentor** for Joanna Chang.

Global Encounters Support (GES) Grant (April 2013). Funded by WKU Office of International Programs (OIP): $3,000. Invited Dr. Hong Li, a faculty of psychology at Beijing Normal University, for an academic visit. Dr. Li held a practitioner-oriented workshop targeting Chinese language Learners and instructors in the WKU community and gave a research talk targeting psychology faculty and graduate students. **Role: Co-PI.** PI: Jie Zhang.

Teaching Resource Faculty grant (January 2011). Awarded by WKU Faculty Center for Excellence in Teaching (FaCET): $1,500. Supported travel to the 33rd annual National Institute on the Teaching of Psychology (NITOP). **Role: PI**

Research and Creative Activities Program (RCAP-II) grant (December 2010 – December 2012). Awarded by WKU Office of Sponsored Programs: $6000 (Award # 11-8006). The project investigated how naïve theories of intelligence affect students' motivation and performance in anticipation of rapid feedback. **Role: PI.**

U.S. Department of Education Undergraduate Studies Foreign Language (UISFL) grant (2009-2011): $3500. Supported travel to China to develop collaborative relationships with Chinese scholars in teaching and research; to explore course offerings for WKU Chinese Language and Asian Studies. **Role: Participant.**

New Faculty Scholarship (April 2009 - April 2010). Awarded by WKU Office of Sponsored Programs: $4000.00. The project investigated whether accuracy motivation attenuates the influence of peer performance information on metacognitive judgments of performance. **Role: PI**

STUDENT RESEARCH SUPERVISION
Theses & Dissertations
- ❖ Chair, Master's Thesis Committee for Abby McGinnis (Summer 2023 -)
- ❖ First Reader, Honors Capstone Thesis of Yasmina Muradova (Spring 2023-)
- ❖ Member, thesis committee for Kelsey Bugg (Spring 2023 -)
- ❖ Member, PsyD Dissertation Committee for Virginia, I. Underwood (Spring 2020 -)
- ❖ Chair, PsyD Dissertation Committee for Kristen, E. Schwindt (Spring 2020 -)
- ❖ Chair, Master's Thesis Committee for Sarah Brock (Spring 2021-Spring 2023)
- ❖ Member, Master's Thesis Committee for Crystal Ewens (Spring 2020)
- ❖ Member, Specialist Project Committee for Brandi Glass (Fall 2020 - Spring 2022)
- ❖ Chair, PsyD Dissertation Committee for James Bender (Spring 2018-Summer 2021)
- ❖ Member, PsyD Dissertation Committee for Elizabeth Cravero (Spring 2018-Spring 2019)
- ❖ Member, Specialist Project Committee for Lanie Rudisill (Spring 2018-Summer 2018)
- ❖ Chair, Master's Thesis Committee for Joanna Chang (Fall 2017- Summer 2018)
- ❖ Member, Master's Thesis Committee for Michael David Soward (Fall 2017-Summer 2018)
- ❖ Member, PsyD Dissertation Committee for Anissa Pugh (Spring 2016-Summer 2018)
- ❖ Second Reader, Honors Capstone Thesis of Elizabeth Trader (Spring 2017-Spring 2018)

- ❖ Member, EdD Dissertation Committee for Kanglei Meng (Fall 2016-Fall 2017)
- ❖ Chair, Master's Thesis Committee for Alexandra Buscaglia (Fall 2016-Summer 2017)
- ❖ Member, Master's Thesis Committee for Elizabeth Cravero (Fall 2015-Spring 2017)
- ❖ Second Reader, Honors Capstone Thesis of McKenzie Perdew (Fall 2015-Spring 2016)
- ❖ Consultant, Honors Capstone Thesis of Susan Breidenich (Spring 2015)
- ❖ Member, Master's Thesis Committee for Anisha Thomas (Fall 2014-Spring 2015)
- ❖ Advisor, Honors Capstone Thesis of Joanna Chang (Spring 2014-Spring 2015)
- ❖ Second Reader, Honors Capstone Thesis of Hannah Wilson (Spring 2014-Spring 2015)
- ❖ Chair, Master's Thesis Committee for William Corley (Fall 2013-Spring 2015)
- ❖ Chair, Master's Thesis Committee for Xingya Xu (Fall 2012-Spring 2015)
- ❖ Member, EdD Dissertation Committee for Lisa Owen (Spring 2014-Fall 2014)
- ❖ Member, Master's Thesis Committee for Savannah Benningfield (Spring 2012-Spring 2013)
- ❖ Chair, Master's Thesis Committee for Eric Raap (Fall 2011-Spring 2013)

PSY290s & PSY490s (Supervised Research in Psychology/Independent Study)
- ❖ PSY290, Olivia First (Fall 2023)
- ❖ PSY 290s, Katie Compton, Faith Williams, Jacob Smith, & Ryan Hocklander (Spring 2023)
- ❖ PSY 490, Nidhi Patel (Spring 2022)
- ❖ PSY 290, Kallie Smith (Spring 2022)
- ❖ PSY 290, Dawson Young (Fall 2021-Spring 2022)
- ❖ PSY 290, Paige Glass (Spring 2021-Spring 2022)
- ❖ PSY 490, Callie Grey (Spring 2019; Spring 2020)
- ❖ PSY 290, Evelin Sanz (Fall 2018)
- ❖ PSY 490, Elizabeth Trader (Spring 2018)
- ❖ PSY 290s, Lauren Satterley, Elizabeth Trader, Madeline Scherba (Fall 2016)
- ❖ PSY 290, Kathyrn Norris (Fall 2015-Spring 2016)
- ❖ PSY 490, Ashley Merritt (Fall 2015)
- ❖ PSY 290, Glendon Nantz (Fall 2015)
- ❖ PSY 490, Kathyrn Norris (Spring 2015)
- ❖ PSY 490, Joanna Chang (Fall 2013-Spring 2015)
- ❖ PSY 490s, Amanda Young and Cecia Reyes (Spring 2014)
- ❖ PSY 290, Courtney George (Fall 2013)
- ❖ PSY 490, Susan Zhou (Spring 2013)
- ❖ PSY 290, Allison Steen (Fall 2011-Fall 2012)
- ❖ PSY 490, Kaleigh Vance (Fall 2010-Spring 2012)
- ❖ PSY 290 & 490, Brittney Moosmann (Spring 2010-Fall 2010; Spring 2011-Fall 2011)

Gatton Academy Students, Honors Augmentation Projects & Other Research Projects
- ❖ Honors Augmentation Project, Piper Poteet (Spring 2023; PSY 481)
- ❖ Honors Augmentation Project, Nicholas Ralphy Gardner (Fall 2022; PSY 331)
- ❖ Honors Augmentation Project, Alex Smith (Fall 2021; PSY 331)
- ❖ Research mentor to James Han (Bowling Green High School; Summer 2021)
- ❖ Research mentor to Samuel Chang (Gatton Academy student; Spring 2020 – Fall 2020)
- ❖ Research mentor to Jada Hunter-Hays (Gatton Academy student; Fall 2020)

- ❖ Research mentor to Licia Henneberg (Gatton Academy student; Fall 2018-Spring 2020)
- ❖ Research mentor to Uria Park (Gatton Academy student; Fall 2018-Fall 2019)
- ❖ Honors Augmentation Project, Kaylar Wood (Fall 2018; PSY 481)
- ❖ Honors Augmentation Project, Sydney R. Garrison (Spring 2018; PSY 331)
- ❖ Honors Augmentation Project, Eleanor Smith (Fall 2016; PSY 331)
- ❖ Research mentor to Eva Frishberg from Bard College (Summer Research Experience for Undergraduates (REU) project; Summer 2016)
- ❖ Honors Augmentation Project, Jennifer Folsom (Fall 2015)
- ❖ Honors Augmentation Projects, Erin Bennett and Susan Breidenich (Fall 2014)
- ❖ Honors Augmentation Project, Ashley Harmon (Spring 2014)
- ❖ Honors Augmentation Project, Karly Kasten (Spring 2013)
- ❖ Honors Augmentation Project, Natalie West (Fall 2012)
- ❖ Research Supervisor to Stephanie Menser (Fall 2011-Spring 2012)
- ❖ Honors Augmentation Project, Melissa Miles (Fall 2011)
- ❖ Research mentor to Perri Grabow (undergraduate intern from Grinnell College; Summer 2010)
- ❖ Research Supervisor to Brian Lee (Fall 2009~Spring 2011)
- ❖ Research Supervisor to Hayley Reddington, Nicole Nason, Elisabeth Knauer (Fall 2009)

SERVICE ACTIVITIES
University/College Service
- Continuing or Long-Term Service

- ❖ Reviewer for Fall 2023 Faculty-Undergraduate Student Engagement (FUSE) grant applications (Reviewed them in Spring 2023)
- ❖ Research Methods Consultant for the CITL Innovative Teaching Grant applicants (Spring 2022 -)
- ❖ Member, Advisory Committee on Faculty Continuance, Promotion, and Tenure (Senate Charter IV.F.) (September 2021 -)
- ❖ Member, University Faculty Senate (August 2021 to July 2023)
- ❖ Member, Academic Quality standing committee (August 2021 to July 2023)
- ❖ Mentor, PSY 210 Tutoring Program (Fall 2021)
- ❖ CEBS representative on the University Institutional Review Board (IRB) (August 2020 -)
- ❖ Research Mentor for CHHS Junior Faculty – Dr. Qingfang Song (May 2020 -)
- ❖ Member, CEBS Sabbatical Leave Committee (Fall 2019 -)
- ❖ Member, Teacher Education Core Curriculum - Educational Psychology subcommittee (December 2018 -January 2019)
- ❖ Member, CEBS Comprehensive Academic Program Evaluation (CAPE) Committee (November 2018)
- ❖ Member, Academic Innovation and Excellence Strategic Planning Workgroup (September 2017 - February 2018)
- ❖ Chair, CEBS REACH Week Committee (Spring 2017; Spring 2016)
- ❖ Host of a visiting scholar (Gong, Liming) from Department of Applied Psychology at Anhui University of Traditional Chinese Medicine in P. R. China (June 2016 - June 2017)

❖ Member, Academic Complaint Committee (March 2017 -)
❖ Member, FUSE Mentoring Award Committee (November 2016)
❖ Member, Advisory Council on Faculty Grievance (September 2016 -)
❖ Member, WKU CAEP Key Assessment Development Team (Other Content Assessment Team) (April 2016)
❖ Member, Advisory Committee for the WKU Confucius Institute (Spring 2015 - 2016)
❖ Member, CEBS Curriculum Committee (Fall 2013-Fall 2015)
❖ Member, CEBS International Committee (Fall 2014 -)
❖ Event coordinator: Brought in a speaker (Dr. Hong Li, Beijing Normal University) with expertise in psycholinguistics and Chinese language learning (April 2013)
❖ Assisted (along with Dr. Betsy Shoenfelt) the Assistant Director of the Confucius Institute with retranslation of the Cultural Intelligence Scales and the Socio-Cultural Adjustment Scale (March 2013)
❖ Committee Member, RCAP (Research and Creative Activities Program) (August 2010 - December 2011)
❖ Author, FaCET newsletter article "Teaching as a Form of Communication" (March 2011)
❖ Interpreter for a member of the Xiamen University Student Art Group who visited WKU Confucius Institute (February 2011)

-- **One-Time Service**
❖ Presenter/participant, CEBS Research Fair (March 3, 2023)
❖ Guest speaker, A Zoom discussion on the importance of interdisciplinary collaborations in developing and delivering evidence-based practices that support life skills development in adults with autism (February 21, 2023; Host: Garry Lin – Graduate student in Social Work; Other speakers: David Wheeler & Hendrix Brakefield – Staff at LifeWorks at WKU)
❖ Presenter for the Gatton Academy and Mahurin Honors College Research Fair (August 2022)
❖ Member, Promotion Committee for Full Professorship for a CEBS faculty – Dr. Janet Applin (October 2020)
❖ Judge, 2016 WKU/Alumni Fall Forensic Tournament (September 16th-18th, 2016)
❖ Co-Author (with Dr. Jenni Redifer), Effective Study Strategies Presentation for the Academic Advantage Series: Workshops for Success (AAS) (November 7th, 2013)
❖ Presenter, FaCET seminar "Active Teaching with Micro-Activities" (April 3rd, 2013)
❖ Judge for the graduate posters in Social Sciences at the 43th WKU Student Research Conference (March 23rd, 2013)
❖ Guest speaker at the WKU-Chinese Students and Scholars Association (CSSA) Welcome Gathering (September 14th, 2012)
❖ Guest speaker at the WKU-Chinese Students and Scholars Association (CSSA) Welcome Gathering (September 12th, 2011)
❖ Faculty Representative, Freshman Pinning Ceremony (September 6th, 2011)
❖ Panel Discussant, Newcomer Welcome Meeting organized by WKU Chinese Students and Scholar Association (CSSA) (September 2nd, 2011)
❖ Presenter, Gatton Academy Research Fair (August 22nd, 2011)
❖ Judge for an undergraduate paper session in Natural Sciences at the 41th WKU Student Research Conference (March 26th, 2011)

- ❖ Presenter, FaCET seminar "Active Teaching with Micro-Activities" (March 23rd, 2011)
- ❖ Guest Lecturer, The Chinese Lecture Series for Flagship students in CHNF 301 (September 24th, 2010)
- ❖ Judge for the graduate posters in Social Sciences at the 40th WKU Student Research Conference (February 27th, 2010)

Departmental Service
- Continuing or Long-Term Service

- ❖ Chair, Pedagogical Psychology Faculty Search Committee (July 2023-)
- ❖ Mentor for Psychology junior faculty – Dr. Sarah Myers (Fall 2023 – Fall 2024)
- ❖ Mentor for Psychology junior faculty - Dr. Cassie Whitt (Fall 2022 – Fall 2023)
- ❖ Member, School Psychology faculty search committee (August 2022-October 2022)
- ❖ Research Advisor for clinical MA students (Fall 2022 -): Track and facilitate thesis/non-thesis capstone progress of clinical MA students.
- ❖ Member, PsyD content assistant professor & PsyD clinical assistant professor Search Committee (August 2021- January 2022)
- ❖ Member, Undergraduate Program Faculty Search Committee (November 2020-March 2021)
- ❖ Mentor for Psychology Junior Faculty - Dr. Christopher Peters (Fall 2020 – Fall 2021)
- ❖ Mentor for Psychology Junior Faculty - Dr. Timothy Thornberry (Fall 2018 – Fall 2019)
- ❖ Faculty Mentor, Research Experience for Undergraduates (REU) program (June - August 2016)
- ❖ Member, PsyD program Search Committee (November 2014 - April 2015)
- ❖ Member, Promotion and Tenure Committee (Fall 2014 -)
- ❖ Member, Psychology Continuance Review Committee (Fall 2014 -)
- ❖ Member, Exploratory Committee for future B. A. programs in the department of psychology (October - November 2013)
- ❖ Member, Clinical Psychology Search Committee (October - December 2012)
- ❖ Member, Department Scholarship Committee (March 2012)
- ❖ Chair, Educational Psychology Search Committee (October 2011-March 2012)
- ❖ Member, Organizational Psychology Search Committee (September - December 2011)
- ❖ Reviewer & Teacher, Peer Review of Teaching Program (September - November 2010)
- ❖ Member, Owensboro Instructor Search Committee (January - April 2010)
- ❖ Member, Departmental Faculty Awards Committee (2009-2010)
- ❖ Director, Metacognition Lab (2008-present)

- One-Time Service

- ❖ Participant, Master Plan Psychology breakout session (August 16, 2023)
- ❖ Departmental representative, Herstory@WKU 2023 at the KY Museum (March 25, 2023); prepared and presented materials regarding famous women in history of psychology and hands-on activities relating to psychology
- ❖ Departmental volunteer, CEBS "Head for the Hill" recruitment event (November 11, 2022)
- ❖ Guest speaker for PSY 175 (University Experience, Psychology Majors) – Topic: Establishing a career in Psychology (October 18, 2022)
- ❖ Departmental volunteer, CEBS MASTER Plan kick-off event (August 16, 2022)

- Departmental volunteer, CEBS "Head for the Hill" recruitment event (November 12, 2021)
- Departmental volunteer, CEBS "Head for the Hill" Open Houses event (October 29, 2020)
- Departmental volunteer, CEBS Preview Day (February 22, 2020)
- Member, Research Methods course working group (October 2019)
- Participant, APA Accreditation Site Visit meeting (October 21, 2019)
- Mentor, Psi Chi meeting – helped students review graduate application materials such as CVs and personal statements (October 8, 2019)
- Member, Review Committee for James Bender's Oral Qualifying Examination (May 22nd, 2019)
- Member, Review Committee for Sara Wilson's Oral Qualifying Examination (May 15th, 2019)
- Departmental volunteer, Head for the Hill event (February 18th, 2019)
- Departmental volunteer, CEBS Preview Day (February 16th, 2019)
- Majors & Minors fair (September 19th, 2018)
- Advisor, TOP (Topper Orientation Program) (August 19th, 2016)
- On-call advising (November 13th, 2015; 8am-12:30pm)
- Advisor, ATP (Academic Transition Program) (August 14th & 20th, 2015)
- On-call advising (November 19th, 2014; 9:30am - 1pm)
- Advisor, ATP (Academic Transition Program) (July 8th, 2014)
- Advisor, ATP (Academic Transition Program) (August 16th, 2013)
- Advisor, ATP (Academic Transition Program) (August 2nd, 2012)
- Departmental Representative, Focus on Western Recruitment Event (September 17th, 2011)
- Departmental Representative, Focus on Western Recruitment Event (September 18th, 2010)
- Guest Speaker, Psi Chi/Psych Club (March 30th, 2010)
- Psi Chi, Graduate School Information Panel Discussant (November 11th, 2009)
- Departmental Representative, Focus on Western Recruitment Event (October 17th, 2009)
- Departmental Representative, Minority Recruitment Fair (October 18th, 2008)

Professional/Editorial Service
- Grant proposal reviewer for the Education Research Funding Programme (ERFP), supported by the Ministry of Education in Singapore (June 2023)
- Grant proposal reviewer for Kentucky Academy of Science (KAS): Reviewed a total of 7 Special Research Grants from November 2022 to January 2023
- Reviewer Board member of *Journal of Intelligence* (Nov. 2022 -): Review a minimum of 6 manuscripts per year (https://www.mdpi.com/journal/jintelligence/submission_reviewers) - Reviewed for *Journal of Intelligence* (February, March, & May 2023; December 2022; December 2020 – February 2021)
- Reviewed for *Learning and Individual Differences* (Dec. 2021-Jan. 2022; March-April 2021; October-November 2016; February 2015; July-September 2014)
- Reviewed for *Social Psychology of Education* (Nov. - Dec. 2021)
- Reviewed for *Learning and Instruction* (Oct. 2021)
- External reviewer for Dr. Erika Fulton's tenure and promotion materials (July – August 2021); *Dr. Fulton is a faculty in the Department of Psychology at Idaho State University
- Reviewed for *Journal of Cross-Cultural Psychology* (July 2021)
- Reviewed submissions for the 2021 APA convention, Division 15 (January 2021)

- ❖ Reviewer & Article Editor for *SAGE Open* (August - September 2020; May 2020; April - May 2019; May - July 2017; September 2014)
- ❖ Reviewed for *Metacognition and Learning* (March 2020; October - December 2013; January 2010; July 2009)
- ❖ Reviewed for *PLOS ONE* (October 2019)
- ❖ Reviewed for *Journal of Gerontology: Psychological Sciences* (September 2019; May - June 2019)
- ❖ Reviewed for *Journal of Educational Psychology* (June 2019; January 2019; January 2017; May - June 2015; February - March 2012)
- ❖ Reviewed for *Quarterly Journal of Experimental Psychology* (September 2018; October - November 2017)
- ❖ Reviewed for *Interactive Learning Environment* (September 2016)
- ❖ Reviewed for *Learning and Motivation* (September 2015)
- ❖ Reviewed and edited Dr. Guoyu Hua's Chinese translation of an article authored by Dr. Sam McFarland - "Architects of the Universal Declaration: Eleanor Roosevelt, Charles Malik, Peng-chun Chang, John Humphrey, and Rene Cassin" (October ~ November 2014)
- ❖ Grant Proposal Reviewer for The Netherlands Organization for Scientific Research (NWO, the Dutch Research Council) (September 2012)
- ❖ Reviewed for *Educational Psychology Review* (July 2009)
- ❖ Reviewed for *Discourse Processes* (September 2006)

HONORS AND AWARDS

- ❖ Nominated for the CITL (Center for Innovative Teaching & Learning) Teaching Honors (Spring 2021; Fall 2020)
- ❖ Nominated for the College of Education and Behavioral Sciences (CEBS) Faculty Award for Research/Creativity (2020 & 2011)
- ❖ Nominated for the College of Education and Behavioral Sciences (CEBS) Faculty Award for Student Advisement (2011)
- ❖ Interviewed by a freelance science journalist, Sofia Quaglia, on the science of doubt (2021)
- ❖ Interviewed by a German science journalist, Dr. Stefanie Uhrig, on my work on self-doubt (2019)
- ❖ Alumni Fellowship (2003-2007) awarded by University of Florida
- ❖ Outstanding Academic Accomplishment recognized and honored by University of Florida International Center (2003-2007)
- ❖ Phi Kappa Phi Honor Society Membership (since November 2005)

PROFESSIONAL AFFILIATIONS

- ❖ American Psychological Association (APA)
  Division 15 – Educational Psychology
  Division 5 – Quantitative and Qualitative Methods
- ❖ Association for Psychological Science (APS)
- ❖ International Association for Metacognition (IAM)
- ❖ International Society for Self and Identity (ISSI)
- ❖ Kentucky Academy of Science (KAS)