

# Curriculum Vitae

## Yi-Jhen Wu

- ORCID: <https://orcid.org/0000-0002-0038-9234>
- Google scholar:  
<https://scholar.google.com/citations?user=3qUsB0oAAAAJ&hl=en&oi=ao>
- ResearchGate: <https://www.researchgate.net/profile/Yi-Jhen-Wu>
- Date of the CV: November 2, 2023

## Research Interests

Predictors and development of well-being for adolescents  
 Social-emotional skills  
 International large-scale assessments  
 Test and survey construction

## Work Experiences

2021.01-present	Postdoctoral researcher, The Center for Research on Education and School Development (IFS), TU Dortmund, Germany
2019.05-2020.12	Postdoctoral researcher, Department of Medical Psychology and Medical Sociology, University Medical Center Göttingen, Germany
2018.05-2018.10	Researcher, Department of Social Sciences, City University of Hong Kong, Hong Kong
2017.11-2018.04	Research assistant, Department of Psychological Methods of Educational Research, University of Bamberg, Germany

## Education

2014.11-2019.12	Ph.D. in Educational Research, University of Bamberg, Germany Dissertation: <i>Is there a self-regulated learning model in East Asian educational systems? A cross-sectional study based on PISA 2012.</i>
2014.11-2017.11	Ph.D. Candidate, Bamberg Graduate School of Social Sciences, University of Bamberg
2012.08-2014.12	M.S. in Measurement and Statistics, Program of Educational Psychology and Learning Systems, College of Education, Florida State University, Tallahassee, U.S.A.
2006.09-2010.07	B.A. in Financial Engineering and Actuarial Mathematics, Soochow University, Taiwan

## Awards

2021-2023	Global Young Faculty, Mercator Research Center Ruhr, Germany
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2014-2017	German Excellence Initiative, German Science Foundation (DFG), Germany
2014	Dr. John Ho-Lucy Ho Student Scholarship, Taoist Tai Chi Society, U.S.A.
2013	William J. and Jane G. Montford Excellence in Academics SS, College of Education, Florida State University, U.S.A.
2009	Academic Excellence Scholarship, The Bank of Fifth Credit Corporation of Taipei, Taiwan

## Grants

2023.10 (Accepted)	Rethinking the Relationship between Age and Well-Being from Adolescence to Late Adulthood: Systematic Review and Meta-Analyses (Age-Well project) Agency: German Research Foundation (DFG)
2023.04	Travel grant, the 10 <sup>th</sup> European Congress of Methodology Agency: German Academic Exchange Service, Germany
2022.09	Travel grant, Research visit at the National Changhua University of Education Agency: Mercator Research Center Ruhr, Germany
2021.10-2023.03	Interdisciplinary research grant: <a href="#">Glocal linkages in the Ruhr region</a> Agency: Mercator Research Center Ruhr, Germany

## Publications

### Peer-Review Journal

1. Hsu, C.-H., Chen Y.-H., & **Wu, Y. -J.** (2023) Using a Bayesian estimation to examine attribute hierarchies of the mathematics test in TIMSS 2007: A demonstration using R packages. *Practical Assessment, Research, and Evaluation*.  
<https://scholarworks.umass.edu/pare/vol28/iss1/11>
2. **Wu, Y. J.**, & Becker, M. (2023). Association between school contexts and the development of subjective well-being during adolescence: a context-sensitive longitudinal study of life satisfaction and school satisfaction. *Journal of Youth and Adolescence*, 52, 1039-1057  
<https://doi.org/10.1007/s10964-022-01727-w>
3. Chronister, J., Chou, C. C., Chen, Y. I., & **Wu, Y. J.** (2022). Received social support scale for persons with serious mental illness: Preliminary scale development and validation study. *Rehabilitation Psychology*, 67(2), 139-151. <https://doi.org/10.1037/rep0000429>
4. Jin, K.-Y., **Wu, Y.-J.**, & Chen, H.-F. (2022). A new multiprocess IRT model with ideal points for Likert-Type Items. *Journal of Educational and Behavioral Statistics*, 47(3), 297-321. <https://doi.org/10.3102/10769986211057160>
5. **Wu, Y. -J.**, & Lee, J. (2022). The most salient global predictors of adolescents' subjective well-Being: parental support, peer support, and anxiety. *Child Indicators Research*, 1-29.  
<https://doi.org/10.1007/s12187-022-09937-1>
6. von Steinbuechel, N., Rauen, K., Krenz, U., **Wu, Y. -J.**, Covic, A., Plass, A. M., Cunitz, K., Mueller, I., Bockhop, F., Polinder, S., Wilson, L., Steyerberg, E. W., Maas, A., Menon, D., Zeldovich, M. (2021). Translation and linguistic validation of outcome instruments for

- traumatic brain injury research and clinical practice: A step-by-step approach within the observational CENTER-TBI study. *Journal of Clinical Medicine*, 10(13), 2863. <https://doi.org/10.3390/jcm10132863>
7. von Steinbüchel, N., Rauen, K., Bockhop, F., Covic, A., Krenz, U., Plass, A. M., Cunitz, K., Polinder, S., Wilson, L., Steyerberg, E. W., Mass, A. I., Menon, D., **Wu, Y.-J.**, & Zeldovich, M. (2021). Psychometric characteristics of the patient-reported outcome measures applied in the CENTER-TBI study. *Journal of Clinical Medicine*, 10(11), 2396. <https://doi.org/10.3390/jcm10112396>
  8. Wang, B., Zeldovich, M., Rauen, K., **Wu, Y. -J.**, Covic, A., Muller, I., ... & Center TBI Participants and Investigators. (2021). Longitudinal analyses of the reciprocity of depression and anxiety after traumatic brain injury and its clinical implications. *Journal of Clinical Medicine*, 10(23), 5597. <https://doi.org/10.3390/jcm10235597>
  9. **Wu, Y.-J.**, Chen, Y.-H., Kiefer, S. M., & Carstensen, C. H. (2021). Learning strategies as moderators between motivation and mathematics performance in East Asian students: Latent class analysis. *SAGE Open*. 11(4). <https://doi.org/10.1177/21582440211061382>
  10. **Wu, Y.-J.**, Rauen, K., Zeldovich, M., Voormolen, D., Covic, A., Cunitz, K., Plass, A. M., Polinder, S., Haagsma, J., Zeldovich, M., & von Steinbüchel, N. (2021). Reference values and psychometric properties of the quality of life after traumatic brain injury overall scores (QOLIBRI-OS) in Italy, the Netherlands, and the United Kingdom. *Value in Health*, 24(9), 1319-1327. <https://doi.org/10.1016/j.jval.2021.04.1282>
  11. Teymoori, A., Gorbunova, A.\*, Haghish, F. E., Real, R., Zeldovich, M., **Wu, Y.- J.**, Polinder, S., Asendorf, T., Menon, D., & von Steinbüchel, N. (2020). Factorial structure and validity of depression (PHQ-9) and anxiety (GAD-7) scales after traumatic brain injury. *Journal of Clinical Medicine*, 9(3), 873. <https://doi.org/10.3390/jcm9030873>
  12. Voormolen, D. C., Zeldovich, M., Haagsma, J. A., Polinder, S., Friedrich, S., Maas, A., Wilson, L., Steyerberg, E. W., Covic, A., Andelic, N., Plass, A. M., **Wu, Y.-J.**, Asendorf, T., & von Steinbüchel, N. (2020). Outcomes after complicated and uncomplicated mild traumatic brain injury at three-and six-months post-injury: Results from the CENTER-TBI study. *Journal of Clinical Medicine*, 9(5), 1525. <https://doi.org/10.3390/jcm9051525>
  13. **Wu, Y. -J.**, Carstensen, C. H., & Lee, J. (2020). A new perspective on memorization practices among East Asian students based on PISA 2012, *Educational Psychology*, 40, 1-20. <https://doi.org/10.1080/01443410.2019.1648766>
  14. **Wu, Y. -J.**, Kiefer, S. M., & Chen, Y.-H. (2020). The relationship between learning strategies and self-efficacy: A cross-cultural comparison between Taiwan and USA using latent class analysis, *International Journal of School & Educational Psychology*, <https://doi.org/10.1080/21683603.2019.1566104>
  15. **Wu, Y. -J.**, & Paek, I. (2018). Agreement on the classification of latent class membership between different identification constraint approaches in the mixture Rasch Model, *Methodology-European Journal of Research Methods for the Behavioral and Social Sciences*, 14, 82-93. <https://doi.org/10.1027/1614-2241/a000148>

### **Book Chapter**

1. **Wu, Y. -J.**, & Jin, K.-Y. (2020). An extended multi-process model for wording effects in mixed-format scales. In Wiberg M., Molenaar D., González J., Böckenholt U., Kim J-S. (Eds.) *Quantitative Psychology 84<sup>th</sup> Annual Meeting of the Psychometric Society* (pp. 45-54). Springer, Cham.

- Jin, K.-Y., **Wu, Y.-J.**, & Chen, H.-F. (2019). Adopting the multi-process approach to detect differential item functioning in Likert Scales. In Wiberg M., Culpepper S., Janssen R., González J., Molenaar D. (Eds.) *Quantitative Psychology 83<sup>rd</sup> Annual Meeting of the Psychometric Society* (pp. 307-317). Springer, Cham.

### **Report**

- Eisewicht, P., Wolf-Farré, P., **Wu, Y.-J.**, Röhm, A., Carvalho e Silva, J., Parteli, E. J. R. & Herold-Blasius, R. (Hrsg.) (in press). Kaffee und Kratzeis Dortmund. Dortmund Kioske im Kontext der Glocalisierung. [Coffee and kratzeis Dortmund. Dortmund kiosks in the context of glocalization] \* All authors contributed equally
- Chen, Y.-H., Hsu, C.-L., **Wu, Y.-J.**, Yi, Z., Wang, Y., & Thompson, D. R. (2023). Exploring attribute hierarchies of the van Hiele theory using diagnostic classification modeling and structural equation modeling. University of Chicago School Mathematics Project.  
<https://ucsmmp.uchicago.edu/resources/van-hiele/>

### **Presentations**

- Wu, Y.-J.**, Jin, K.-Y., Hsu, C.-L., Chen, Y.-H. (2023). Controlling carry-over effects across different scales in moderation analyses. Poster presented at the 10<sup>th</sup> European Congress of Methodology, Ghent, Belgium
- Deutschmann, G., Becker, M., & **Wu, Y.-J.** (2022). Geschlechtsspezifische Disparitäten in Bildung und Beruf. Untersuchung zu differenziellen Entwicklungsverläufen über die Lebensspanne [Gender disparities in education and occupation. Investigating differential developmental trajectories across the lifespan]. Paper presented at the Society for Empirical Educational Research Meeting (GEBF) 2023, Essen, Germany
- Zhou, Y., & **Wu, Y.-J.** (2022). The influence of formal, non-formal and informal training on secondary school teachers' self-efficacy in Shanghai: TALIS 2018. Paper presented at the 2022 European Conference on Educational Research, Virtual
- Jin, K.-Y., & **Wu, Y.-J.** (2022). Influences of carryover effects across scales on mediation analyses. Paper presented at the 2022 American Educational Research Association Annual Meeting, Virtual
- Deutschmann, G., Becker, M., & **Wu, Y.-J.** (2022). Effekte des sozioökonomischen Hintergrunds, kognitiver Fähigkeiten und Bildung auf späteren sozioökonomischen Erfolg: Eine Untersuchung schulzeitlicher Prädiktoren auf die berufliche Entwicklung [Effects of socioeconomic background, cognitive ability, and education on later socioeconomic success: An examination of school-related predictors of career development]. Paper presented at the Society for Empirical Educational Research Meeting (GEBF) 2022, Virtual
- Setinhaeuser, F., Becker, M., & **Wu, Y.-J.** (2022). Schulische Kontexteffekte und politische Sozialisation von Kindern und Jugendlichen [School context effects and political socialization among children and adolescents]. Paper presented at the Society for Empirical Educational Research Meeting (GEBF)2022, Virtual

7. **Wu, Y.-J.**, & Becker, M. (2022). The impact of tracking on the development of well-being during secondary education. Symposium at the Society for Empirical Educational Research Meeting (GEBF) 2022, Virtual
8. **Wu, Y.-J.**, & Lee, J. (2021). Adolescents' subjective well-being with respect to school-related factors across 48 countries. Paper presented at the 19<sup>th</sup> European Association for Research on Learning and Instruction, Virtual
9. Zeldovich, M, **Wu, Y.-J.**, Gorbunova, A, Mikolic, A., Polinder, S., Plass, A.M., Covic, A., Asendorf, A., Andelic, N., Voormolen, D. C., Steinbüchel, N, Gorbunova, A. & on Behalf of the Outcome Group, All Participants, and Study Coordinators. (2021). Influence of sociodemographic, premorbid, and injury-related factors on post-concussion symptoms after TBI, The 38<sup>th</sup> Annual National Neurotrauma Symposium, Virtual
10. **Wu, Y.-J.**, Wu, Y.-J., Chen, C.-W., & Sun, R. (2021). Social support and social connectedness to well-being during the COVID-19 pandemic across cultures. Paper presented at the 32<sup>nd</sup> International Congress of Psychology, Virtual
11. Lee, J. & **Wu, Y.-J.** (2020). Students' well-being: cross-national examination based on PISA 2015 data. Paper presented at the Australian Conference on Personality and Individual Differences, Brisbane, Australia
12. von Steinbüchel, N, Gorbunova, A., **Wu, Y.-J.**, Zeldovich, M, & on Behalf of the Outcome Group, All Participants, and Study Coordinators. (2019). Patient-reported and performance-based outcomes after TBI – European experiences from CENTER-TBI. Poster presented at the Annual Meeting of International Society for Quality of Life Research, San Diego, USA
13. **Wu, Y.-J.**, Hsu, C.-H., Chen, Y.-H., & Thompson, D. (2019). Exploring the hierarchical relationships of van Hiele geometry learning skills using diagnostic classification modeling. Paper presented at the Section of Educational Psychology and Developmental Psychology Meeting 2019, Leipzig, Germany
14. **Wu, Y.-J.**, Li, B. Y., & Wu, Y.-J. (2019). Explore how school and student-level factors influence students' mathematics performance: using the 2012 PISA Hong Kong sample. Poster presented at the Annual Meeting of European Educational Research Association, Hamburg, Germany.
15. **Wu, Y.-J.**, & Jin, K.-Y. (2019). An extended multi-process model for wording effects in mixed-format scales. Poster presented at the 84<sup>th</sup> International Meeting of the Psychometric Society, Santiago, Chile
16. Jin, K.-Y., Chen, H.-F., & **Wu, Y.-J.** (2019). A two-decision unfolding tree model for Likert - scale items. Paper presented at the National Council on Measurement in Education, Toronto, Canada
17. Chen, H.-F., **Wu, Y.-J.**, Gan, T., & Jin, K.-Y. (2018). Using a cognitive interview to validate a multiprocess IRT Model: A think-aloud approach. Paper presented at the Taiwanese Psychological Association, Tainan, Taiwan
18. **Wu, Y.-J.** (2018). Testing measurement invariance of mathematics learning strategies between Taiwan and USA by using the multiple latent class analysis. Paper presented at the European Conferences on Educational Research Season School on Mixed Methods in Mathematics and Science Education Research, Barcelona, Spain

19. **Wu, Y.-J.** (2017). The pattern of motivation and learning strategies in the East Asian countries from PISA 2012. Paper presented at the 17<sup>th</sup> European Association for Research on Learning and Instruction, Tampere, Finland
20. **Wu, Y.-J.** (2017). The relationships between motivation and learning strategies on the 2012 PISA Math in the East Asian countries: latent class analysis Approach. Paper presented at the 27 European Conferences on Educational Research, Copenhagen, Denmark
21. **Wu, Y.-J. & Wu, Y.-J.** (2017). Gender differences in affective characteristics and mathematics performance between Taiwanese students and American students. Poster presented at the 2017 European Conferences on Educational Research, Copenhagen, Denmark
22. **Wu, Y.-J., & Paek, I.** (2016). Accuracy of person latent classification in the mixture Rasch model under the maximum likelihood estimation. Poster presented at the 6th Modern Modeling Methods Conference, Connecticut, USA
23. **Wu, Y.-J., & Paek, I.** (2015). Is the recovery of latent class membership highly consistent by applying two types of constraints in the mixture Rasch modeling? Poster presented at the 80th International Meeting of the Psychometric Society, Beijing, China

## Academic Services

- **Editorial Board:** Journal of Youth and Adolescence (2023-)
- **Ad Hoc Reviewer for Journals:** Frontiers in Psychology, Journal of Educational and Psychological Measurement, Journal of Cross-Cultural Psychology, BMC Psychiatry, Frontiers in Public Health, Journal of Adolescence, BMC Public Health, Journal of Youth and Adolescence, Learning and Individual Differences, Humanities and Social Sciences Communications, Zeitschrift für Erziehungswissenschaft, Psychology in the Schools
- **Ad Hoc Reviewer for National/International Conferences:**
  - The 4<sup>th</sup> Annual Bamberg Graduate School of Social Sciences Conference—the session of “Educational Inequalities” (2017)
  - European Association for Research on Learning and Instruction (2017, 2019, 2021)
  - Junior Researchers of the European Association for Research on Learning and Instruction (2020)
  - Comparative and International Education Society (2018)
  - National Council on Measurement in Education (2018)
- **Ad Hoc Reviewer for Ethics Applications:** TU Dortmund (2022-2023)
- **Expert task force:** LLLP position paper “The changing nature of evaluation in education and its impact on learners’ wellbeing”  
<https://lllplatform.eu/lll/wp-content/uploads/2021/12/PP21.pdf>
- **Co-Organizer for an International Conference:**
  - International Organizing Committee for the 2019 Junior Researchers of the European Association for Research on Learning and Instruction
- **Elected PhD student representative**
  - Bamberg Graduate School of Social Sciences, University of Bamberg (2016-2017)
- **Membership:**
  - Society for Research on Educational Effectiveness (2023)
  - European Congress of Methodology (2023)

- Gesellschaft für Empirische Bildungsforschung [Society for Empirical Educational Research] (2021)
- European Association for Research on Learning and Instruction (2017, 2021)
- European Educational Research Association (2017, 2019)

## **Media Coverage**

Data on Mental Health Diseases and Conditions Discussed by Researchers at San Francisco State University (Received Social Support Scale for Persons With Serious Mental Illness: Preliminary Scale Development and Validation Study). (2022, February 21). *Mental Health Weekly Digest*, 140. <https://link.gale.com/apps/doc/A694342826/AONE?u=tamp44898&sid=bookmark-AONE&xid=ec7b4585>