

Yi-Jhen Wu

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Research interest

Well-being

Large-scale international assessments

Survey and test construction

Item response theory

Awards

2021-2023, Global Young Faculty, Mercator Research Center Ruhr

2014-2017, German Excellence Initiative, German Science Foundation

2014, Dr. John Ho-Lucy Ho Student Scholarship, Taoist Tai Chi Society

2013, William J. and Jane G. Montford Excellence in Academics SS, Florida State University College of Education, 2013

2009, Academic Excellence Scholarship, The Bank of Fifth Credit Corporation of Taipei

Education

2014-2019, **Ph.D. in Educational Research**, University of Bamberg, Bamberg, Germany

Dissertation: Is there a self-regulated learning model in East Asian educational systems? A cross-sectional study based on PISA 2012.

2012-2014, **M.S. in Measurement and Statistics**, Florida State University, Tallahassee, Florida, U.S.A.

2006-2010, **B.A. in Financial Engineering and Actuarial Mathematics**, Soochow University, Taipei, Taiwan

Working Experiences

01/2021, **Postdoctoral researcher**, TU Dortmund University, Dortmund, Germany
The Center for Research on Education and School Development

05/2019-12/2020, **Postdoctoral researcher**, University Medical Center Göttingen, Göttingen, Germany, Department of Medical Psychology and Medical Sociology
Project: The Evaluation of Psychometric Properties Project for Patients-Reported Outcomes in the CENTER-TBI study

11/2017-04/2018, **Research Assistant**, University of Bamberg, Bamberg, Germany

Research Visit

- 09/2022, College of Education, National Changhua University of Education, Taiwan, invited by Professor Chih-Hung Wang
- 08/2019, Addenbrooke's Hospital, University of Cambridge, UK, invited by Professor David Menon
- 05/2018-10/208, Department of Social Sciences, City University of Hong Kong, Hong Kong, invited by Dr. Hui-Fang Chen

Journal Articles

+ Co-author, #First-author, *Senior researcher

Education and Psychology topic

1. 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.
2. **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.
3. **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.
4. **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*.
5. **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-An International Journal of Experimental Educational Psychology*, 40, 1-20.
6. **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*, 1-13.
7. Zeldovich, M., **Wu, Y.- J.** +, Gorbunova, A., Mikolic, A., Polinder, S., Plass, A. M., Covic, A., Asendorf, T., Andelic, N., Voormolen, D. C., & von Steinbüchel, N. (2020). Influence of sociodemographic, premorbid, and injury-related factors on post-concussion symptoms after traumatic brain injury. *Journal of Clinical Medicine*, 9(6), 1931.
8. 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.

9. **Wu, Y.-J.[#]**, Lan, C.-W., & Yeh, M.-C. (2018). The plumbing training in Germany and its implications for Taiwan [In Mandarin], *Journal of Education Research*, 286, 88-102.

Psychometric topic

1. 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
2. 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.
3. 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.
4. 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.
5. **Wu, Y. -J.[#]** & Paek, I. (2018). Agreement on the classification of latent class membership between different identification constraint approaches in the mixture Rasch Model, *European Journal of Research Methods for the Behavioral and Social Sciences*, 14, 82-93.

Book Chapters

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 84th Annual Meeting of the Psychometric Society* (pp. 45-54). Springer, Cham.
2. 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 83rd Annual Meeting of the Psychometric Society* (pp. 307-317). Springer, Cham.

Presentations

1. 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
2. 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
3. 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 back-to-school predictors of career development]. Paper presented at the Society for Empirical Educational Research Meeting 2022, Virtual

4. Setinhaeuser, F., Becker, M., & **Wu, Y.-J.** (2022). Schulische Kontexteffekte und politische Sozialisation von Kindern und Jugendlichen [School context effects and political socialization of children and adolescents]. Paper presented at the Society for Empirical Educational Research Meeting 2022, Virtual
5. **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 2022, Virtual
6. **Wu, Y.-J.**, & Lee, J. (2021). Adolescents' subjective well-being with respect to school-related factors across 48 countries. Paper presented at the 19th European Association for Research on Learning and Instruction, Virtual
7. 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 38th Annual National Neurotrauma Symposium, Virtual
8. **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 32nd International Congress of Psychology, Virtual
9. 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
10. 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
11. **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 (paEpsy) Meeting 2019, Leipzig, Germany
12. **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.
13. **Wu, Y.-J.** & Jin, K.-Y. (2019). An extended multi-process model for wording effects in mixed-format scales. Poster presented at the 84th International Meeting of the Psychometric Society, Santiago, Chile
14. 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

15. 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
16. **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
17. **Wu, Y.-J.** (2017). The pattern of motivation and learning strategies in the East Asian countries from PISA 2012. Paper presented at the 17th European Association for Research on Learning and Instruction, Tampere, Finland
18. **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
19. 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
20. **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
21. **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

Teaching Experiences

- 2022 Summer Semester, Instructor, The Center for Research on Education and School Development, Dortmund, Germany
Course: Survey Design and Test Construction I and II
- 2022 Summer Semester, Co-Instructor, The Center for Research on Education and School Development, Dortmund, Germany
Course: German Educational System and its Heterogeneity
- 2021/2022 Winter Semester, Co-Instructor, The Center for Research on Education and School Development, Dortmund, Germany
Course: German Educational System and its Heterogeneity (Online)
- 2021 Summer Semester, Instructor, The Center for Research on Education and School Development, Dortmund, Germany
Course: Quantitative Methods in School and Development Research (Online)
- 2021 Summer Semester, Co-Instructor, Summer semester, 2021, The Center for Research on Education and School Development, Dortmund, Germany
Course: German Educational System and its Heterogeneity Survey Design and Test Construction I (Online)
- 2019, Graduate Teaching Assistant, the European Consortium for Political Research Winter School in Methods and Techniques, Bamberg, Germany

Course: Structural Equation Modelling with R and Introduction to R

- 2018, Graduate Teaching Assistant, the European Consortium for Political Research Winter School in Methods and Techniques, Bamberg, Germany
Course: Introduction to R
- 2017, Graduate Teaching Assistant, the European Consortium for Political Research Winter School in Methods and Techniques, Bamberg, Germany
Course: Introduction to R and Time Series Analysis
- 2016, Graduate Teaching Assistant, the European Consortium for Political Research Winter School in Methods and Techniques, Bamberg, Germany
Course: Introduction to R
- 2014, Graduate Teaching Assistant, Florida State University, Department of Educational Psychology and Learning System, Tallahassee, Florida, U.S.A.
Course: Analysis of variance (ANOVA)

Supervision

Master student

Jiyoun Kim, Master student, Faculty of Educational Science, University of Oslo, 2021

Extracurricular Activity

- Expert task force: LLLP position paper “ The changing nature of evaluation in education and its impact on learners' wellbeing”
- The BAGSS Network: Former and Current BAGSS Fellows
- International Organizing Committee for the 2019 Junior Researchers of the European Association for Research on Learning and Instruction

Review Contributions

Journal:

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, Zeitschrift für Erziehungswissenschaft

Conference:

Reviewer of proposals for the 2021 and 2017 European Association for Research on Learning and Instruction

Reviewer of proposals for the 2020 Junior Researchers of the European Association for Research on Learning and Instruction

Reviewer of proposals for the 2018 Comparative and International Education Society

Reviewer of proposals for the 2018 National Council on Measurement in Education