

## **Qiuzhi Xie (Claire)**

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## **EDUCATION**

**PhD in Educational Psychology**, The University of Hong Kong (HKU, 09/2009 - 12/2013) (The degree was awarded in 12/2014 at the graduation ceremony)

- *Obtained the Certificate of Teaching and Learning in Higher Education*
- *Awarded Postgraduate Scholarship (2009-2013) (HK\$14,070 per month)*
- *Thesis title: Intellectual styles: Their malleability, their associations, and their relationships to ability and personality traits*

**BSc in Applied Psychology**, Shanghai Normal University (SHNU, 09/2004 - 07/2008)

- *My academic grade equals to the First-Class Honour Degree in the British system, so that I can directly pursue PhD in Hong Kong after obtaining the Bachelor's Degree.*
- *Awarded Second Prize Scholarship for academic achievement (2005, 2006, 2007) (RMB 1,200)*

## **EMPLOYMENT**

**Senior Lecturer** (09/2024-Present)

Australian Centre for the Advancement of Literacy, Australian Catholic University

**Assistant Professor** (08/2020-07/2024)

Department of Curriculum and Instruction, United Arab Emirates University

**Postdoctoral Fellow** (09/2018-08/2020)

Department of Psychology, The University of Hong Kong

**Adjunct Assistant Professor** (09/2017-07/2018)

School of Education, University of Saint Joseph, Macau

**Lecturer (Teaching Fellow)** (12/2015-08/2017), **Senior Research Assistant** (06-11/2015)

The Education University of Hong Kong

**Postdoctoral fellow** (03/2014-03/2015)

Department of Applied Social Sciences, The Hong Kong Polytechnic University

## **RESEARCH INTERESTS**

**Educational Psychology:** Language and literacy learning and development; reading; memory; enjoyment of learning; individual differences in learning; parenting

## **PUBLICATIONS**

**Articles in international peer-reviewed journals (\*corresponding author)**

1. **Xie, Q.** & Yeung, S. S.-s. (2024). Specifying the contribution of morphological awareness to decoding, syntactic awareness, and reading comprehension in a second language. *Reading and Writing*, 37, 1663-1680. <https://doi.org/10.1007/s11145-023-10412-8>

2. **Xie, Q.** & Yeung, S. S.-s. (2024). Examining the dimensionality of vocabulary in English as a second language in Chinese children. *Journal of Child Language*, 1-10. <https://doi.org/10.1017/S0305000924000096>
3. Hemdan, A., Opoku, M. P., Safi, M., & **Xie, Q.** (2024). Fatherhood in disability rehabilitation in the United Arab Emirates: Exploring fathers' involvement in raising children with disabilities. *Research in Developmental Disabilities*, 152, 104809. <https://doi.org/10.1016/j.ridd.2024.104809>
4. Mohamed, A., Opoku, M. P., Safi, M., Belbase, S., Al Mughairbi, F., **Xie, Q.**, et al. (2024). Fathers' involvement in raising children with intellectual disabilities: Mothers' ratings of the contribution of their spouses. *PLoS ONE*, 19(5): e0294077. <https://doi.org/10.1371/journal.pone.0294077>
5. Opoku, M. P., Mohamed, A., Safi, M., Belbase, S., Al Mughairbi, F., **Xie, Q.**, & Al Shatheli, M. (2024). Mothers' evaluations of fathers' contributions to raising children with autism spectrum disorder in the United Arab Emirates. *BMC Psychology*, 12: 253, <https://doi.org/10.1186/s40359-024-01717-6>
6. **Xie, Q.**, Cai, Y., & Yeung, S. S.-s. (2024). How does word knowledge facilitate reading comprehension in a second language? A longitudinal study in Chinese primary school children learning English. *Reading and Writing*, 37, 921-941. <https://doi.org/10.1007/s11145-022-10360-9>
7. **Xie, Q.**, King, R. B., & Cai, Y. (2023). Emotional contagion: A cross-cultural exploration of how teachers' enjoyment facilitates achievement via students' enjoyment. *Current Psychology*, 42, 15907–15910. <https://doi.org/10.1007/s12144-022-02878-6>
8. **Xie, Q.** & Yeung, S. S.-s. (2022). Do vocabulary, syntactic awareness, and reading comprehension in second language facilitate the development of each other in young children? *Learning and Instruction*, 82, 101682. <https://doi.org/10.1016/j.learninstruc.2022.101682>
9. **Xie, Q.**, Zheng, M., Ho, C.S.-H., McBride, C., Fong, F.L.W., Wong, S. & Chow, B. (2022). Exploring the genetic and environmental etiologies of phonological awareness, morphological awareness, and vocabulary among Chinese-English bilingual children: The moderating role of second language instruction. *Behavior Genetics*, 52(2), 108-122. <https://doi.org/10.1007/s10519-021-10096-2>
10. **Xie, Q.\***, Zhang, L. F., & King, R. B. (2022). Why do students change their learning approaches? A mixed-methods study. *Educational Psychology*, 42(9), 1089-1108. <https://doi.org/10.1080/01443410.2022.2049708>
11. Shek, D. T. L., Ma, C. M. S., & **Xie, Q.** (2017). Evaluation of a community-based positive youth development programme based on Chinese junior school students in Hong Kong. *International Journal of Adolescent Medicine and Health*, 29(1), 5-13. <http://dx.doi.org/10.1515/ijamh-2017-3002>
12. Shek, D. T. L., Yu, L., & **Xie, Q.Z.** (2017). Student feedback on a pioneer subject on leadership and intrapersonal development in Hong Kong. *International Journal of Adolescent Medicine and Health*, 29(1), 83-89. <http://dx.doi.org/10.1515/ijamh-2017-3011>
13. **Xie, Q.**, Fan, W., Wong, Y. H. P., & Cheung, F. M. (2016). Personality and parenting style as predictors of life satisfaction among Chinese adolescents. *Asia-Pacific Education Researcher*, 25(3), 423-432. <http://dx.doi.org/10.1007/s40299-015-0271-0>

14. Shek, D. T. L. & Lin, L., & **Xie Q.** (2016). Service leadership education for university students in Hong Kong: A qualitative evaluation study. *International Journal of Child and Adolescent Health*, 9(2), 235-243. <https://www.proquest.com/scholarly-journals/service-leadership-education-university-students/docview/2410492654/se-2?accountid=14548>
15. **Xie, Q.\*** (2015). Intellectual styles: Their associations and their relationships to ability and personality. *Journal of Cognitive Education and Psychology*, 14(1), 63-76. <http://dx.doi.org/10.1891/1945-8959.14.1.63>
16. **Xie, Q.\*** & Zhang, L. F. (2015). Demographic factors, personality and ability as predictors of learning approaches. *Asia-Pacific Education Researcher*, 24(4), 569-577. <http://dx.doi.org/10.1007/s40299-014-0202-5>
17. Shek, D. T. L., **Xie, Q.**, & Lin, L. (2015). The impact of family intactness on family functioning, parental control and parent-child relational qualities in a Chinese context. *Frontiers in Pediatrics*, 2(149). <http://dx.doi.org/10.3389/fped.2014.00149>
18. **Xie, Q.\*** (2014). Validating the Revised Two-Factor Study Process Questionnaire among Chinese University Students. *The International Journal of Educational and Psychological Assessment*, 16(1), 4-20. <https://sites.google.com/site/tijepa2012/articles/Vol-16-1>
19. **Xie, Q.\***, Gao, X., & King, R. B. (2013). Thinking styles in implicit and explicit learning. *Learning and Individual Differences*, 23, 267-271. <http://dx.doi.org/10.1016/j.lindif.2012.10.014>

#### Articles in a local journal (The University of Hong Kong)

1. **Xie, Q.\*** (2013). Gender and age differences in intellectual styles. *Research Studies in Education*, 11, 240-248.

#### Research monographs, chapters, and conference proceedings

1. **Xie, Q.\*** (2016). The predictive power of psychological types for learning approaches among Chinese university students. In R. B. King & A. B. I. Bernardo (Eds.). *The psychology of Asian learners: A festschrift in honor of David Watkins* (pp. 189-201). Singapore: Springer Asia.
2. Shek, D. T. L., **Xie, Q.**, & Ma, C. M. S. (2015). Adolescent consumption of pornographic materials: Prevalence and psychological correlates. In T. Y. Lee & D. T. L. Shek (Eds.). *Student well-being in Chinese adolescents in Hong Kong: Theory, intervention and research* (pp. 309-324). Singapore: Springer Asia.
3. Shek, D. T. L., Lin, L., & **Xie, Q.** (2015). Service leadership education evaluation by university students in Hong Kong. In D. T. L. Shek, F. K. Y. Wu, & J. Merrick (Eds.). *Leadership and Service Learning Education: Holistic Development for Chinese University Students* (pp. 95-110). Nova Science Publishers, Inc.
4. **Xie, Q.\*** (2015). The malleability of intellectual styles. *Proceeding of the Research Abstract for the 9<sup>th</sup> Global Conference for Chinese Psychologists*, 423.

**Papers under review or in preparation (\*Corresponding author; #Student or research assistant under my supervision)**

1. **Xie, Q.** & Yeung, S. S.-s. (under review). Does word knowledge show cross-linguistic transfer and predict bilingual reading? *International Journal of Bilingual Education and Bilingualism*.
2. **Xie, Q.** & Cai, Y. (in revision). For better or worse? The roles of students' enjoyment of learning and teachers' enjoyment of teaching in the achievement gap of socio-economic inequality. *Social Psychology of Education*.
3. Hemdan, A., Safi, M., **Xie, Q.**, & Opoku, M. P. (under review). Fathers and children with disabilities: Exploring paternal involvement in the raising of children with disabilities in the United Arab Emirates. *Population Health*.
4. **Xie, Q.** & Yeung, S. S.-s. (under review). How is vocabulary involved in second language reading comprehension? A study in Chinese-English bilingual children. *Applied Psycholinguistics*.
5. Liu, Y., **Xie, Q.\***, & Boudelaa, S. (under review). The roles of vocabulary in reading comprehension in a second language: Testing theoretical hypotheses. *Current Psychology*. (Co-first and corresponding author).
6. **Xie, Q.**, Oakhill, J., Elbro, C., Wong, A. M.-Y., Zheng, M., & Fong, C. Y.-c. (in preparation). How does working memory impact reading comprehension? Implications from its influence on decoding, syntactic skill, text structure, and topic knowledge.
7. Liu, Y., **Xie, Q.\***, <sup>#</sup>Elkhoul, R., & <sup>#</sup>Almansoori, B. (in preparation). English proficiency affects student academic achievement through self-efficacy in an English-taught university
8. Morshedi, G., <sup>#</sup>Yusuf, R., <sup>#</sup>Arabi, H., & **Xie, Q.\*** (in preparation). The perceived effects of using digital storytelling in teaching among pre-service teachers.
9. Mohamed, A., **Xie, Q.\***, & Opoku, M. P. (in preparation). Exploring the impact of family socio-economic status on children's bilingual abilities among Arab families
10. **Xie, Q.\***, Majerus, S., & Boudelaa, S. (in preparation). Bilingual vocabulary and word reading are predicted differently by phonological and serial order short-term memory.
11. **Xie, Q.\***, Majerus, S., & Boudelaa, S. (in preparation). The roles of phonological and serial order short-term memory in novel word learning in a second language

#### **INTERNATIONAL CONFERENCE PAPERS & PRESENTATIONS**

1. **Xie, Q.** & Liu, Y. (Abstract accepted). *Predicting bilingual word reading: The impacts of phonological memory, vocabulary, and cross-linguistic transfer*. Paper may be presented at the 9<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Cebu, Philippine.
2. **Xie, Q.**, Liu, Y. & Boudelaa, S. (2024). *The roles of vocabulary in reading comprehension in a second language: Testing theoretical hypotheses*. Paper presented at the 8<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Jeju Island, South Korea.
3. **Xie, Q.**, Majerus, S., & Boudelaa, S. (2023). *Phonological and serial order short-term memory in English vocabulary learning in Arabic-English bilingual children*. Poster presented at the 23<sup>rd</sup> Conference of the European Society for Cognitive Psychology. Porto, Portugal.

4. **Xie, Q.**, Majerus, S., & Boudelaa, S. (2023). *Phonological and serial order short-term memory in bilingual vocabulary and word reading*. Paper presented at the 30<sup>th</sup> Annual Meeting of Society of Scientific Study of Reading. Port Douglas, Queensland, Australia.
5. **Xie, Q.**, Majerus, S., & Boudelaa, S. (2023). *Word reading accuracy and fluency are predicted differently by short-term memory and vocabulary*. Paper presented (virtue) at the 7<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Hong Kong.
6. **Xie, Q.** & Yeung, S. S.-s. (2022). *Cross language transfer of word-level skills in predicting bilingual reading*. Poster presented at the 22<sup>nd</sup> Conference of the European Society for Cognitive Psychology. Lille, France.
7. **Xie, Q.** & Yeung, S. S.-s. (2022). *Specifying the contribution of morphological awareness to decoding, syntactic awareness, and reading comprehension in second language*. Paper presented (virtue) at the 6<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Hong Kong.
8. **Xie, Q.** & Yeung, S. S.-s. (2021). *How does word knowledge facilitate reading comprehension development in second language? A longitudinal study in Chinese primary school children*. Paper presented (virtue) at the 5<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Taiwan.
9. Yeung, S.S.-s. & **Xie, Q.** (2021). *Exploring bilingual cross language transfer of word-level skills in reading: A study in Chinese children learning English*. Poster presented (virtue) at the 5<sup>th</sup> Annual Conference for the Association for Reading and Writing in Asia. Taiwan.
10. **Xie, Q.** (2021). *Testing simple view of reading in Chinese preschool children*. Paper presented (virtue) at The IX Conference on Childhood Studies. Tampere, Finland.
11. **Xie, Q.**, Zheng, M., Ho, C.S-H., & McBride, C. (2019). *Genetic and Environmental foundations of phonological awareness, morphological awareness, first and second language vocabulary abilities*. Paper presented at the 26<sup>th</sup> Annual Meeting of Society of Scientific Study of Reading. Toronto, Canada.
12. **Xie, Q.** (2018). *The predictive power of personality and parenting style for life satisfaction in Chinese adolescents*. Paper presented at the European Conference on Psychology & the Behavioural Sciences. Brighton, the United Kingdom.
13. **Xie, Q.** (2013). *Investigating students' learning approaches in a Chinese university context*. Paper presented at the 10<sup>th</sup> Biennial Conference of Asian Association of Social Psychology. Yogyakarta, Indonesia.
14. **Xie, Q.** & Zhang, L. F. (2012). *Learning Approaches: Their malleability and their associations with personality traits*. Poster presented at the 2012 American Psychological Association Annual Convention. Orlando, FL, the United States.

### RESEARCH GRANTS

Year	Project	Funding sources	Amount	Role
2023-2024	Abu Dhabi Fathers' Parenting Styles: Their predictors and their impact on child learning engagement, executive functioning, and literacy achievement	ECA Research Grant (21D038) – <i>Early Childhood Authority of Abu Dhabi, UAE</i>	AED 243,750	Primary investigator

2023-2024	Fathering children with disabilities in the United Arab Emirates	ECA Research Grant (21D037) – <i>Early Childhood Authority of Abu Dhabi, UAE</i>	AED 399,360	Co-primary investigator
2023	Learning in English as a second language among university students: How does English proficiency affect students' academic achievement?	SDGs Research Programme Grant (G00004085) – <i>United Arab Emirates University</i>	AED 40,000	Primary investigator
2021-2023	Cognitive determinants of English word learning in Arabic primary school children: The importance of short-term memory for serial order	Start-up grant (31D140 & 12D003) – <i>United Arab Emirates University</i>	AED 297,000	Primary investigator
2018-2021	Vocabulary and reading comprehension: Examining the role of vocabulary depth and cross-language transfer	RGC General Research Fund (18603717) -- <i>University Grants Committee, Hong Kong</i>	HK\$ 620,844	Co-investigator
2017-2020	In search of early predictors of reading comprehension difficulties in Chinese	RGC General Research Fund (106170222) -- <i>University Grants Committee, Hong Kong</i>	HK\$ 912,510	Postdoc researcher, Co-investigator
2013-2015	Project P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programmes)	The Hong Kong Jockey Club Charities Trust -- <i>the Hong Kong Jockey Club</i>	HK\$ 9 million	Postdoc researcher, Co-investigator
2011	Intellectual styles: their malleability, their associations, and their relationships to ability and personality traits (Phase I)	Faculty Research Fund -- <i>The University of Hong Kong</i>	HK\$3,000	Primary investigator
2010	Intellectual styles: their malleability, their associations, and their relationships to ability and personality traits (Phase II)	Faculty Research Fund -- <i>The University of Hong Kong</i>	HK\$3,000	Primary investigator

### **WORKSHOPS PROVIDED AND INVITED TALKS**

- Workshop (2024): *The roles of vocabulary in reading comprehension in a second language: Testing theoretical hypotheses*. College of Education, UAE University.
- Workshop (2023): *Learning approaches and instructional strategies*. Al Adwha School, UAE.
- Workshop (2022): *Let's play chess*. Department of Curriculum and Instruction, UAE University.
- Workshop (2021): *Using twin studies to explore the genetic and environmental ecology of traits*. College of Education, UAE University.
- Invited seminar (2011): *An introduction to intellectual styles*. Department of Psychology, Shanghai Normal University.
- Invited seminar (2011): *How to apply for postgraduate programmes in a university in Hong Kong*. Department of Psychology, Shanghai Normal University

### **PROFESSIONAL SERVICES AND MEMBERSHIP**

- Participated in the government round-table discussion of early childhood research in Abu Dhabi (Nov. 2023)
- Member, Editorial Board: *International Journal for Research in Education* (2020-present)
- Organizer, the International Mother Language Day (2024)
- Member, Society of Scientific Studies of Reading (2023-present)
- Member, European Society for Cognitive Psychology (2022-present)
- Member, Association for Reading and Writing in Asia (2021-2023)

- Ad-hoc reviewer of the following journals, proceedings, and books:  
*British Journal of Educational Psychology, Educational Psychology, Reading and Writing, Frontiers in Psychology, Asia-Pacific Education Researcher, Learning: Research and Practice, The International Journal of Educational and Psychological Assessment, Research Studies in Education, Proceeding of the 10<sup>th</sup> Conference of Asian Association of Social Psychology, The European Conference on Psychology & the Behavioural Sciences, Springer Education & Language (book proposal)*

### **UNIVERSITY SERVICES**

In UAE University:

- Chair (2022-2023), Member (2020-2022, 2023-2024), Book Committee
- Coordinator (2022-2024), Course CURR211 & CURR317
- Member (2020-2024), Early Childhood Education Committee
- Member (2021-2024), Department Publicity and Marketing Committee
- Member (2023-2024), Student Affairs Committee
- Member (2023-2024), Student Recruitment Committee
- Member (2020-2022), Professional Development Committee
- Member (2021-2022), Research & Conference Activities Committee

In the Education University of Hong Kong

- Staff Consultative Committee Representative (2016-2017)
- Board of Examiner (2016-2017), the Bachelor of Social Sciences Programme (Honours),
- Board of Examiner (2015-2016), the Bachelor of Arts Programme (Honours)

### **WORKSHOPS & TRAINING ATTENDED**

- Technical workshop: Portable EEG & Frequency domain analysis, The Education University of Hong Kong (08/2015)
- Technical workshop: fMRI data analysis with FSL, The University of Hong Kong (HKU) (03/2015)
- “SPM & Bilingualism” workshop—introduction to brain imaging, HKU (06/2013)
- Workshops on using “R” for data analysis, HKU (05/2013)
- Leadership training programme, HKU (07/2011)
- Workshops on using “NVivo” for qualitative data analysis, HKU (12/2009)

### **LANGUAGES**

English (Near-native proficiency)	Cantonese (Near-native proficiency)
Mandarin Chinese (Native proficiency)	Shanghainese (Native proficiency)
French (Elementary proficiency)	Arabic (Elementary proficiency)

### **COMPUTER SKILLS**

**Office Applications:** Microsoft Word, Excel, PowerPoint, Access

**Data Analysis Software:** SPSS, R, MPlus, Amos, Lisrel, NVivo

**Computer Programming:** Visual Basic, Matlab

**Web Design:** Microsoft FrontPage, Dreamweaver

**Media Design and Production:** Microsoft Flash, Adobe Premiere

**Technical Drawing:** Photoshop