

# YUE YIN

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## EDUCATION

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- 2005            **Ph.D. in Science Education**, School of Education, Stanford University, California
- 2003            **M.A. in Psychology**, Department of Psychology, Stanford University, California
- 2000            **M.A. in Education** (with Honors), Institute of Higher Education, Peking University, Beijing, P. R. China
- 1997            **B.S. in Applied Chemistry** (with Honors), Department of Technical Physics, Peking University, Beijing, P. R. China

## PROFESSIONAL EXPERIENCE

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- 2005 ~ Present    **Assistant Professor**, Department of Educational Psychology, College of Education, University of Hawaii

## AWARDS & GRANTS

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- 2007            **Nominated as a College of Education Distinguished Teacher**, University of Hawaii
- 2007            **The Effects of Formative Assessment in a Networked Classroom on Student Learning of Algebraic Concepts**. Funded by NSF. \$998,250. (As a senior personnel and one of the major proposal writers)
- 2006            **Interdisciplinary Proposal Funding from CIBER** at the University of Hawaii. \$6,000 (As one of the two Principal Investigators)
- 2006            **Grant from Spencer Foundation** for Attending Workshop on Quasi-Experimental Design and Analysis in Education
- 2005            **First Year Faculty Research Grant** from College of Education, University of Hawaii. \$5,000
- 2004            **Grant from AERA** for Institute on Statistical Analysis for Education Policy
- 2001 ~ 2005    **Graduate Scholarship**, Stanford University
- 2000 ~ 2001    **Alice F. Moore Memorial Fellowship**, Stanford University

## RESEARCH INTERESTS

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Assessment, Research Methodology, Applied Educational Statistics and Measurement, Science Education

PUBLICATIONS

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- Yin, Y.**, & Shavelson, R.J. (in press). Application of generalizability theory to concept map assessment research. *Applied Measurement in Education*.
- Yin, Y.**, Tomita, K.M., & Shavelson, R.J. (in press). Diagnosing and dealing with student misconceptions about "Sinking and Floating." *Science Scope*.
- Shavelson, R. J., **Yin, Y.**, Furtak, E. M., Ruiz-Primo, M. A., Ayala, C. C., Young, D. B., Tomita, M. K., Brandon, & P. R., Pottenger, F. (in press). On the Role and Impact of Formative Assessment on Science Inquiry Teaching and Learning. In J. Coffey, R. Douglas & C. Sterns (Eds.), *Science Assessment: Research and Practical Approaches*. Arlington VA: National Science Teachers Association Press.
- Yin, Y.**, Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2005). A Comparison of two construct-a-concept-map science assessments: Created linking phrases and selected linking phrases. *Journal of Research in Science Teaching*, 42(2), 166-184.
- Vanides, J., **Yin, Y.**, Tomita, M. T., & Ruiz-Primo, M. A. (2005). Using concept maps in the science classroom. *Science Scope*, 28(8), 27-31.
- Ayala, C. A., Shavelson, R. J., **Yin, Y.**, & Schultz, S.E. (2002). Reasoning dimensions underlying science achievement: The case of performance assessment. *Educational Assessment*, 8(2), 101-122.

PAPERS UNDER REVIEW

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- Yin, Y.**, Ayala, C. C., Shavelson, R. J., Ruiz-Primo, M. A., Tomita, M., Furtak, E. M., Brandon, P. R., & Young, D. B. (submitted). On the measurement and impact of formative assessment on students' motivation, achievement, and conceptual change. *Applied Measurement in Education*.
- Ayala, C. C., Shavelson, R. J., Brandon, P. R., **Yin, Y.**, Furtak, E. M., Ruiz Primo, M. A., Young, D. B., & Tomita, M. (submitted). From formal embedded assessments to reflective lessons: The development of formative assessment suites. *Applied Measurement in Education*.
- Brandon, P. R., Young, D. B., Shavelson, R. J., Jones, R., Ayala, C. C., Ruiz-Primo, M. A., **Yin, Y.**, Tomita, M., & Furtak, E. (submitted). Embedding formative assessments: Lessons learned and recommendations for future "romances" between curriculum and assessment developers. *Applied Measurement in Education*.
- Furtak, E. M., Ruiz-Primo, M. A., Shemwell, J. T., Ayala, CC., Brandon, P. R., Shavelson, R. J., Tomita, M., & **Yin, Y.** (submitted). On the fidelity of implementing embedded formative assessments and its relation to student learning. *Applied Measurement in Education*.
- Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., Tomita, M., & **Yin, Y.** (submitted). On the impact of curriculum-embedded formative assessment on learning: A collaboration between curriculum and assessment developers. *Applied Measurement in Education*.

WORK IN PROGRESS

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- Yin, Y.** *Using graphical organizer as an assessment tool in statistics education.* (paper available)
- Yin, Y.** *Diagnosing students' misconception about phase changes in chemistry.*
- Yin, Y.**, Tomita, M., & Shavelson, R. J. *Promoting conceptual change in science through formative assessments.*

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 CONFERENCE PRESENTATIONS
 

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- Yin, Y.** (2007, April). *Using concept mapping in statistics education*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Yin, Y.** (2007, April). *A case study comparing middle school physics curricula in the US and China*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- Yin, Y.** (2007, March). *Knowledge Structure and Problem Solving in Statistics*. Paper presented at the annual meeting of the Hawaii Educational Research Association (HERA), Honolulu, HI.
- Tomita, K. M., & **Yin, Y.** (2007, March). *Promoting Conceptual Change through Formative Assessment in the Science Classroom*. Paper presented at the annual meeting of the Hawaii Educational Research Association (HERA), Honolulu, HI.
- Yin, Y.**, Ruiz-Primo, M. A., Ayala, C. C., Furtak, E. M., & Shavelson, R. J. (2006, April). *Formal and informal formative assessment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
- Lopez, E., Furtak, E., **Yin, Y.**, Ruiz-Primo, M. A., & Shavelson, R. J. (2006, April). *Students' conceptual change on relative density as measured by embedded formative assessments*. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
- Yin, Y.**, & Ericson, D. (2006, March). *What made the difference? A review of studies exploring reasons for the TIMSS score gap between the United States and the East Asian countries*. Paper presented at the annual meeting of the Comparative and International Education Society (CIES), Honolulu, HI.
- Yin, Y.**, Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2004, April). *A comparison of two construct-a-concept-map science assessments: Created linking phrases and selected linking phrases*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Yin, Y.**, & Shavelson, R. J. (2004, April). *Generalizability analysis for concept mapping assessment of students' science achievement*. Paper presented at the annual meeting of the AERA, San Diego, CA.
- Yin, Y.**, Ayala, C. C., & Shavelson, R. J. (2002, April). *Students' problem solving strategies in performance assessment: Hands on and minds on*. Paper presented at the annual meeting of the AERA, New Orleans, LA.
- Ayala, C. C., **Yin, Y.**, Vanides, J. & Shavelson, R. J. (2002, April). *Investigating the cognitive validity of performance assessment with think alouds: Technical aspects*. Paper presented at the annual meeting of the AERA, New Orleans, LA.
- Ayala, C. C., **Yin, Y.**, & Shavelson, R. J. (2002, April). *Cognitive interpretation of performance assessment task types*. Paper presented at the annual meeting of the AERA, New Orleans, LA.
- Ayala, C. C., **Yin, Y.**, Schultz, S., & Shavelson, R. J. (2001, April). *Examining high school students' science achievement with different types of science assessments: A perspective from reasoning*. Paper presented at the annual meeting of the AERA, Seattle, WA.

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 TECHNICAL REPORTS
 

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- Yin, Y.**, & Shavelson, R. J. (2004, November). *Application of Generalizability Theory to Concept-Map Assessment Research* (No. 640). Los Angeles: National Center for Research on

Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education & Information Studies, University of California.

**Yin, Y.**, Vanides, J., Ruiz-Primo, M. A., Ayala, C. C., & Shavelson, R. J. (2004, March). *Construct-a-Concept-Map Science Assessments: Created Linking Phrases and Selected Linking Phrases* (No. 624): National Center for Research on Evaluation, Standards, and Student Testing (CRESST)/Stanford University.

#### PROFESSIONAL MEMBERSHIPS

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- American Educational Research Association (AERA)
- National Council on Measurement in Education (NCME)
- National Association for Research in Science Teaching (NARST)
- Hawaii Educational Research Association (HERA)
- Overseas Young Chinese Forum

#### GRADUATE STUDENT ADVISING

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Ph.D. (5 Students)

- Dissertation Chair for *Linda Venenciano* and *Christina Tydeman*
- Dissertation Committee Member for *Mary Kim*, *Jon Yoshioka*, and *Jeff Judd*

Masters (7 Students)

- Thesis Chair for *Catherine Uyeda (Graduated)*, *Katharine O'Neil*, *Kristen Swope*, *Michelle Conklin*, *Chastity Moran*, *Daniel Fong*, and *Tiffany Vu*

#### PROFESSIONAL SERVICE

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- 2002~2007 AERA Proposal Reviewer
- 2006 AERA Discussant
- 2006 Educational Assessment Journal Reviewer
- 2004 ~ 2007 Overseas Young Chinese Forum "Teaching Programs in China" Reviewer

#### COMMUNITY SERVICE

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- 2007 Hawaii State Assessment Fairness Data Review Committee
- 2007 College of Education Scholarship committee, University of Hawaii
- 2005 ~ 2007 College of Education Faculty Senate, University of Hawaii
- 2005 ~ 2006 Evaluating Formative Mathematics Assessments for *Kapolei/Waianae/Campbell Complex*
- 2005 ~ 2006 Helping *Teachers Without Border*, a non-profit organization, with planning a summer program of Teaching Chinese Science Teachers to Use Science Inquiry
- 2006 Evaluating Library Literacy Assessment Batteries for the *Leeward Community College*