
CURRICULUM VITAE

Name: **Guan, Qun (Connie)**
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Website: <http://ilab.intelligentlearn.cn>

ACADEMIC BACKGROUND

2007-2010 Postdoc Fellow, Learning Research Development Center & Pittsburgh Science of Learning Center, University of Pittsburgh
NSF funded Project: *ERP indicator of Word-Text Integration & Cognitive Tutoring System*

2004-2007 Ph. D., Educational Psychology, Minor in Measurement and Statistics
in Learning and Cognition Dept. of Educational Psychology and Learning Systems.
Florida Center for Reading Research, Florida State University, Tallahassee, FL.
Dissertation Title: *Online and Offline Assessment of Inference Activation and Long-term Text Memory: Reader-Text Interaction Effects of Elaboration and Working Memory Capacity.*

2001-2004 M. A., Applied Psycholinguistics.
Language Education Department/Beihang University, Beijing
Thesis Title: *Online and Offline Assessment of Effective Vocabulary Learning Mnemonics and its Aptitudes*

1997-2001 B. A., English (Cum Laude). Language Education Department, Beihang University, Beijing, China.

EMPLOYMENT SUMMARY

Dates	Position	Employers
7/2015 - present	<ul style="list-style-type: none">Full Professor, Language SciencesAssociate Director, Center for the Advances of Language SciencesDirector, ilab (ilab.intelligentlearn.cn)	University of Science and Technology (UST), Beijing China
2/2012–6/2015	Associate Professor, Language Education	UST
9/2010 –12/2011	Assistant Professor, School of Education	Beijing Normal University
9/2007 – 8/2010	Postdoc Researcher, Learning Research Development Center	University of Pittsburgh
8/2004 – 1/2007	Instructor & Researcher, Department of Educational Psychology and Learning Systems, College of Education	Florida State University

Awards

2019	Tin Ka Pin Senior Research Fellow by Hong Kong University
2017-2018	Fulbright Scholarship & Sino-US "Cultural Ambassador", U.S. Department of State
2017	Distinguished Researcher of the Year, University of Science & Technology, China
2016	Excellent Teaching Award of the Year, University of Science & Technology, China
2015	China Yangtz River Young Research Scholar by Chinese Ministry of Education (Nominated) (50 persons in the whole nation)
2014	China's Young Elite Award by Chinese Organization Committee of CPC Central Government (Nominated) (30 person in the whole nation)
2011	Tin Ka Pin Junior Research Fellow by Hong Kong University
2011	985 Young Researcher Award by China Normal University, China
2007-2010	Postdoc Research Fellow at University of Pittsburgh & Pittsburgh Science of Learning Center of Carnegie Mellon University
2004-2007	Excellent Teaching Award, Beijing Foreign Studies University, Beijing, China
2004	Tin Ka Pin Junior Research Fellow by Hong Kong University (Declined)
2003	Excellent Teaching Award of the Year, Beijing Foreign Studies University
2001	Excellent Graduate of the Year Beijing (Top1 graduate out of the whole Class of 1998) Beihang University (Merit Based)
1997-2001	Univesity Scholarship, Beihang University (Merit Based)
1997	IET (Institute of Engineering Technology) University Fellowship Award, Beihang University, China (Merit Based)

SCHOLARLY ACCOMPLISHMENTS

Top-tier Journal Publications in English – SCI/SSCI (student author)*

1. **Guan, Q. C.**, Kwok, R., & Wang, Y. (2018). How Does Morphosyntactic Skill Contribute to Different Genres of Chinese Writing from Grades 3 to 6? *Journal of Reading Research*. 10.1111/1467-9817.12239.
2. Li, C., Wang, M., ***Davis, J. A.** & **Guan, Q. C.** (2018) The Role of Segmental and Tonal Information in Visual Word Recognition with Learners of Chinese. *Journal of Research in Reading*. 10.1111/1467-9817.12137.
3. **Guan, Q. C.**, & Wang, A. Y. (2017) The Effect of Handwriting Training on Language Learning Among Deaf Children and Their Matched Hearing Peers in China. *American Annals of the Deaf*, **162**(3), 265-276.
4. ***Zhou, H.**, Li, Y., Liang, M. **Guan, Q. C.**, Zhang, L. Shu H., & Zhang, Y. (2017) Mandarin-speaking Children's Speech Recognition: Developmental Changes in the Influences of Semantic Context and F0 Contours, *Frontiers in Psychology: Language Sciences*, 8: 1090. 10.3389/fpsyg.2017.01090
5. **Guan, Q. C.**, Perfetti, C. A. & Meng, W. J. (2015) Writing Quality Predicts Chinese Learning. *Reading and Writing: An International Journal*, 28(6): 763-695. (cited 11 times)
6. **Guan, Q. C.**, Ye, F., Wagner, R. K., Meng, W.J., & Leong, C. K. (2014). Text Comprehension Mediates Morphological Awareness, Syntactic Processing, and Working Memory in Predicting Written Composition Performance. *Journal of Educational Psychology*, 106(3),779-798. (cited 14 times)
7. **Guan, Q. C.**, Meng, W. J., ***Yao, R.**, & Glenberg, A. (2013). Motor system contributes to the comprehension of abstract language. *PloS ONE*. 8(9):e75183DOI: 10.1371/journal.pone.0075183 (cited 35 times)
8. **Guan, Q. C.**, Ye, F., Meng, W.J., Leong, C. K. (2013). Are Poor Chinese Text Comprehenders Also Poor in Written Composition. *Annals of Dyslexia*, 63,217-238. (cited 10 times)
9. **Guan, Q. C.**, Ye, F., Wagner, R. K., Meng, W. J. (2012). Developmental and Individual Differences in Chinese Writing. *Reading and Writing: An International Journal*, 26, 1031-1056. (cited 24 times)
10. Cao, F., **Guan, Q. C.**, Perfetti, C., A., (2012). Writing affects the brain network of reading in Chinese: An fMRI study. *Human Brain Mapping*, 34 (7): 1670-84. (cited 64 times)
11. **Guan, Q. C.**, Liu, Y., & Perfetti, C. A. (2011) Writing Strengthens Orthography and

- Alphabetic-Coding Strengthens Phonology in Learning to Read Chinese. *Journal of Educational Psychology*. 103 (3), 509-522. (cited 88 times)
12. **Guan, Q. C.**, Roehrig, A., & Meng, W. (2011). Psychometric Properties of Metacognitive Awareness of Reading Strategy Inventory. *Journal of Educational and Developmental Psychology*, 1(1), 1-17.
 13. Roehrig, A.D., Guidry, L.O., Bodur, Y., **Guan, Q.**, Guo, Y., & Pop, M. (2008). Guided field observations: Variables related to preservice teachers' knowledge about effective primary reading instruction. *Literacy Research and Instruction*, 47(2), 76-98.
 14. **Guan, Q. C.** (2007) Online and Offline Assessment of Predictive Inference Activation and Longterm Text Memory: Effects of Text Elaboration and Working Memory Capacity. Doctoral Dissertation, Florida State University
 15. **Guan, Q.** & Meng, W-J. (2007). China's New National Curriculum Reform: Innovation, Challenges, and Strategies. *Frontiers of Education in China*, 2 (4), 579-604.
 16. **Guan, Q.** & Meng, W. (2005) An Experiment on Creative Mnemonics System on Word Learning, *Teaching English in China*, 12, 15-23.

Manuscript Written Under Preparation & Under Review:

#16-24 Funded by Fulbright Scholarship (2017-2019) of United State Department of State

17. **Guan, Q. C.**, & Wang, Y. (submitted). Embodied Statistical Learning of Deaf Kids, *Journal of Educational Psychology*
18. **Guan, Q. C.**, & Fraundort, S. (submitted). Mapping between Pitch Accent to Memory Representation in a Contrastive L2 Discourse—Effect of Proficiency and Working Memory, *Bilingualism: Language and Cognition*.
19. **Guan, Q. C.**, **Zhao, J. ***, & Wang, Y. (submitted). Perceptual-Motor Integration on Language Impairments. *American Annal of Deafness*.
20. **Zhao, J. ***, **Guan, Q. C.**, & Perfetti, C. A. (submitted). Effect of Handwriting Characters on Early Visual Perceptual Mechanism-----Empirical Evidence from Chinese 9-10 Year-old Kids and Adults. *Fontiers of Psychology: Language Sciences*
21. **Guan. Q. C.**, & Xu, F. (under prep). Embodied Statistical Discourse Learning. *Developmental Science*
22. **Guan, Q. C.**, & Weekes, B. (under prep) Character- and Child-factors Contribute to Character Recognition Development among Chinese Children with and without Dyslexia, Special Issue on *Advancements in Characterizing Variations in Word Recognition Development in Annals of Dyslexia*

23. **Guan, Q. C.**, & McWhinney, B. (under prep). Perspective-Taking Discourse Processing Model.
24. **Guan, Q. C.**, Girard, S., & Thiessen, E., (undre prep). Bilingual Advantages of Statistical Learning towards Understanding Language Acquisition.
25. **Guan, Q. C.**, & Fraundort, Scott, (under prep). Attention Competition and Semantic Integration in Low and High-Span Readers.
26. **Guan, Q. C.**, & McKeown, M (under prep). The Effects of Embodied Morphological Training on Chinese ESL Kids' Vocabulary Learning,

Other Projects with Data Collections Completed:

27. **Guan, C. Q.**, & Perfetti, C. A. (under prep). Word-Text Integration of Reading in Chinese: Evidence from Eye-movements
28. **Zhang, B.A. ***, **Guan, C. Q.**, & Alevin, V. (under prep). Using Computer Games to Enhance Eye-movement in Text Reading
29. **LI, Y., * Guan, C. Q.***, & Ulman, M.* (under prep). Review on the Native-Like L2 mechanism and Synergistics with L1Acquisition.
30. **Pan, M, * Guan, C. Q., *** & McWhinney, B. (under prep). Syntactic priming study and Native-Like L2 oral production.
31. **Liu, M.,* Guan, C. Q.** & Xu, F. (under prep). Orthography vs. Phonology Facilitation Effect on Embodied Statistical Word Learning.
32. **Guan, C. Q.**, Ye, F., Wagner, K. R., Meng, W-J. (under prep). Morph-syntax ability predicts text comprehend and written composition: Latent Change Score Analysis.
33. **Guan, C. Q.**, & Leong, C. K., & (under prep). When Words Meet Syntax: Which Accounts More for Writing Development?
34. **Guan, C. Q.**, Leong, C. K., & Weekes, B. (under prep). Semantic Radical Matters: behavioral and ERP evidence of Semantic Radical Processing in children & adults.

Publications in Chinese Top-tier CSSCI Journals:

1. **Guan, Q.**, Zhao, J., Yao, R. (2018) Crosslinguistic Effect on Early Visual Perception on Chinese and English, *Liberation Army Journal of Foreign Language Research*, 89(1),1-13. (IF = 1.171)
2. **Guan, Q.**, Wagner, R. K., Meng, W. (2018) R & D Report on Learning and Deve lopment Guidelines for 0-3yr-old Children in China. *Educational Research*, 178(1) 1-13. (IF = 2.57)

3. **Guan, Q.**, Zhao, J. & Yao, R.(2018) The universality and specificity of language acquisition from a statistical learning perspective ---- evidence from the normal and special populations, *Journal of Special Education*, 184: 77-83. (IF = 1.13)
4. **Guan, Q.**, Zhao, J. & Liu, M. (2017). Orthographic facilitation of Statistical Word Learning: Evidence from 5-yr old kids and adults. *Journal of Special Education*, 181: 70-76. (IF = 1.13)
5. **Guan, Q.**, (2017) New advances of neurolinguistic research: From pathology to physiology -- Practical Implications on optimizing foreign language education. *Foreign Language Teaching Theory and Practice*, 38 (3): 5-15. (IF = 1.98)
6. **Guan, Q.** (2017) Embodied Learning of Infant. *Journal of Special Education* (IF = 1.13)
7. **Guan, Q.**, Zhao, J. & Liu, M. (2017). Orthographic Facilitation of Statistical Word Learning: Evidence from 50yr old kids and adults. *Chinese Journal of Special Education* 205:74-80. (IF = 1.13)
8. **Guan, Q.** (2017) Syntactic Structural Priming Effect. *Journal of Xi'an International Studies University*, 25(2) 75-80. (IF = 0.75)
9. **Guan, Q.** (2017) Cognitive Neuroscience: Opening the Brain Black Box for Education *Chinese Journal of Special Education* 200:59-64. (IF = 1.13)
10. **Guan, Q.** (2017) . Early Well-being Education Initiative: The Inception and Foundation of Children's Lifelong Happiness *Early Childhood Education* 264: 1-14. (IF=1.46)
11. **Guan, Q.** (2017) Animated Learning by Gesture vs. Audio-visual Approaches. *Journal of Behavioral and Psychological Research* 178:45-60. (IF=0.833)
12. **Guan, Q.** (2017) New advances in neurolinguistics and their practical implications on foreign language education. *Foreign Language Teaching Theory and Practice*, Vol. 1: 57-64. (IF = 1.98)
13. **Guan, Q.** (2016) Early Well-being Education Initiative. *Early Childhood Education Research*. 264(12): 3-13. (IF=1.46)
14. **Guan, Q.**, Yao, R., Zhang, C. (2016) The Effect of Enjoy-Learning System -Human-Machine Dialogue System on Optimizing Brain Mechanism of Students with Language Learning Disabilities: P300 ERP Evidence *Journal of Special Education*, 4:70-79. (IF=1.13)
15. **Guan, Q.** (2016) Early Childhood Language Development: Evidence from Neuroscience Research. *Child Development Research*, 8 :65-80. (IF=1.46)
16. **Guan, Q.** (2015) Modeling of Foreign Language Learning Disabilities. *Journal of Special Education*, 3:70-79. (IF=1.13)
17. **Guan, Q.**, & Ma, J. (2014) Acquisition and Preference of Tense-Aspect in Foreign Language Learning among Chinese Students. *Modern Language Journal*, 14(5):80-89. (IF=1.28)
18. **Guan, Q.** (2014). Action-based Language Theory and its Implication on Foreign Language Learning, *Shandong Foreign Language Teaching Journal*. 159: 39-46.(IF=1.05)
19. **Guan, Q.**, Yao, R., & Meng, W-J. (2014). Mechanism, function and Application of μ -rhythm suppression. *Journal of Behavioral and Psychological Research*. 12(3): 72-78. (IF=0.833)
20. **Guan, Q.** (2014). Foreign Language Learning Disabilities and Countermeasures. *Modern Education Sciences*. 378: 55-60. (IF=1.141)
21. **Guan, Q.** (2014). Modeling Foreign Language Learning Disability. *Chinese Special Education*. (IF=1.13)
22. **Yao, R.***, & **Guan, Q.** (2014). The developments of the psychology of learning among students with learning difficulties in Primary and Secondary Schools: Evidence from Academic Adaptability Test. *Chinese Special Education*. 163, 90-96. (IF=1.13)

23. **Zhang, C.* & Guan, Q.** (2014). On Chinese Learning Disabilities. *Chinese Moral Education*, 23: 6-10. (IF=1.141)
24. **Guan, Q.,** Ru. Y., & Liu, J. (2013). Action Research by Promoting the Progress of Students with Learning Disabilities, 159(9): 71-77. (IF=1.13)
25. **Guan, Q.,** & Meng, W.-J. (2013). School Principle: to Prioritize the Happiness at Schools. *Elementary & Secondary School Principle*. 185: 67-71. (IF=1.08)
26. **Guan, Q.** (2013). Language and Action Association: Empirical Evidence, Mechanism and Model. *Psychological Science*, 9:71-77. (IF=2.544)
27. **Guan, Q.** (2013). Comprehending Chinese Sentences Involving Quantity Information: "More is Up" Space-Action Compatibility Effect. *Journal of Behavioral and Psychological Research*, 11(5):589-594. (IF=0.833)
28. **Guan, Q.** (2013). Define Writing Disabilities and Evaluate Writing Quality. *Chinese Special Education*, 152: 51-56. (IF=1.13)
29. **Guan, Q.** (2013). A Crosslinguistic comparison in language learning assessment: evidence from reading motivation and performance in both Chinese and English. *Foreign Language Teaching Theory and Practice*, 141: 8-14. (IF=1.98)
30. Meng. W-J., **Guan, Q.,** Wagner, R. K., (2012). Blueprint and evaluation indicators of happy classroom. *Chinese Special Education*. Vol 2: 94-97. (IF=1.13)
31. Meng, W-J., **Guan, Q.,** Wagner, R. K., (2012). Blueprint and Evaluation indicators of happy class. *Study Frontier in Chinese Education*. Vol 3: 39-42. (IF=2.01)
32. **Guan, Q.** (2012). New advances in psycholinguistics and their practical implications on foreign language education. *Foreign Language Teaching Theory and Practice*, Vol. 3: 57-64. (IF=1.98)
33. **Guan, Q.** (2011). NUMAP Training Model for China's English Professional Development. *Educational Research*. 378. 83-87. (IF=2.57)
34. **Guan, Q.** (2011). MILD Program: Multidisciplinary Intervention Learning Difficulties Program. *Chinese Special Education*, 135, 26-30. (IF=1.13)
35. **Guan, Q.** (2010). On Foreign Language Teaching Reform: Basic Issues, Countermeasures, and Systematic Transformation. *Educational Research*. 103, 3-7. (IF=2.57)
36. **Guan, Q.** (2010). How can second language learners achieve their optimal learning outcomes: neuro-scientific evidence. *Chinese Special Education*. 121, 37-42. (IF=1.13)
37. **Guan, Q.**(2010). When should second language learning begin? Evidence from cognitive neuroscience. *Chinese Special Education*. 119, 32-38. (IF=1.13)
38. **Guan, Q.** (2010). Event-related brain potentials and second language learning: Whether or not L2 learners can process an L2 in a native-like way? *Chinese Special Education*. 115, 36-41. (IF=1.13)
39. **Guan, Q.** (2009). Self-regulated Learning: Research background, Methodological development and Future Perspective. *Psychological Science*, 178, 393-399. (IF=1.12)
40. **Guan, Q.,** Meng, W-J, & Keller, J. (2009). Development of the Positive Mental Characters Scale for Chinese School Students. *Chinese Special Education*, 106, 70-76. (IF=1.13)
41. Meng, W-J, & **Guan, Q.** (2009). Development of the Positive Mental Characters Scale for Chinese University Students. *Chinese Special Education*, 110, 97-103. (IF=1.13)
42. **Guan, Q.** (2009). International Current Status of School Psychology Development, *Psychological Exploration*. 29, 23-28. (IF=0.57)
43. **Guan, Q.** (2009). A Scientific Development View of "Double-Supernormal Education". *Chinese Special Education*. 103, 3-7. (IF=1.13)
44. **Guan, Q.** (2009). A Primary Exploration on "Double-Supernormal Education". *Educational*

- Research*, 349, 58-61. (IF=2.13)
45. **Guan, Q.** (2009). Special Attention on Special Rural Education in China. *Chinese Special Education*. 104, 3-7. (IF=1.13)
 46. **Guan, Q.** (2009). Systematic Analyses on School Psychology in the U.S. *Educational Research and Experiment*, 2, 58-62. (IF=1.13)
 47. **Guan, Q.** (2009). The Focused Development of Special Rural Education in China. *Chinese Special Education*, 105, 3-7. (IF=1.13)
 48. Zhang, J., & **Guan, Q.** (2008). Mental Health Survey on Primary and Middle School Students in Sichuan. *Chinese Special Education*. (IF=1.13)
 49. **Guan, Q.** (2007). New Annotation to Language Comprehension by Embodied Cognition View---Mental Simulation: A Means of Language Comprehension. *Psychological Science*, 30, 1252-1256. (IF=2.544)
 50. **Guan, Q.** (2003). Teaching English through Multiple Intelligence. *Guang Ming Daily*, July, 1.
 51. **Guan, Q.** (2003). The Creative English Mnemonics, *China Youth Daily*, Feb, 1.
 52. **Guan, Q.** (2000). Primary probe into the phenomenon of the 'China English' vocabulary, *College English*, 25 (11), 56-59.
 53. **Guan, Q.** & Meng, W. J. (2000). Recognizing the phenomena of the English word usage in China and representing the Chinese characteristics and nationality. *Curriculum, Textbook and Methodology*. 33(11). 31-35.
 54. **Guan, Q.**, (2000). New vision of foreign language instruction and curriculum reform, *China Education Daily*, Feb.1.

Books in Chinese

1. **Guan, Q.** (2018) *Language Embodiment, Language Science in the Era of Artificial Intelligence*, Chinese Commercial Printing House
2. Meng, W-J., & **Guan, Q.** (2012). *Practical Guidance of Neuropsychology Education* (Monograph). Chinese Educational Sciences Press
3. **Guan, Q.** (2012). *Handbooks of Student Education Programs* (Monograph). China Light Industry Press
4. **Guan, Q.** (2010). *Multiple Intelligences in Language Teaching and Learning*. ShangDong Educational Publishing House, JiNan, ShangDong, P. R. China. A series consisting of 9 separate publications
 - a. *Linguistic Intelligence Application*
 - b. *Musical Intelligence Application*
 - c. *Logic-Mathematical Intelligence Application*
 - d. *Spatial Intelligence Application*
 - e. *Bodily-Kinesthetic Intelligence Application*
 - f. *Interpersonal Intelligence Application*
 - g. *Intrapersonal Intelligence Application*
 - h. *Naturalistic Intelligence Application*
 - i. *Existential Intelligence Application*
 - j. *Moral and Emotional Intelligence Application*
5. Meng, W-J., & **Guan, Q.** (2006). *Elementary English Teaching Curriculum Standard and Materials Design Guide*, Northeast Normal University Publishing House.
6. Meng, W-J., & **Guan, Q.** (2004). *Educational Research Methods for Teacher Professional Development*, East China Normal University Publishing House. (Award for the National Best Publication of the Year).

7. **Guan, Q.**, Meng, W-J., & Shang, X. (2004). *English Teaching Methodology for Secondary School Teachers*, China Educational Publishing House.
8. Meng, W-J., & **Guan, Q.** (2001). *New English-Teaching Methods Based on the Neuro-cognitive Science*, NanHai Publishing House.
9. Meng, W-J., & **Guan, Q.** (2001). *New English-Learning Strategies Based on the Neuro-cognitive Science*, NanHai Publishing House.

GRANTS ACTIVITIES [Total of over ¥4 million≈\$0.6million]

2018 – Present:

- Title of Grant: Bilingual Advantages of Statistical Learning in Artificial Language
- Source of grant: Beijing Municipality Funds of Social Science (Major Grant)
- Project ID:[18YYA001]
- Begin Date: October 2018
- End Date: Sept, 2021
- Amount of grant: ¥500,000 yuan (=\$80,000)
- Role: PI

2018 – Present:

- Title of Grant: ERP indicators of Text Comprehension among Adolescence
- Source of grant: China Social Science Foundation
- Project ID: [BBA180075]
- Begin Date: September 2018
- End Date: December 2021
- Amount of grant: ¥200,000 yuan (=\$40,000)
- Role: Co-PI, PI: Dr. Ru YAO (former doctoral student)

2018 – Present:

- Title of Grant: Human Efficiency Networking towards Native-like L2.
- Source of grant: National-Level Grant
- Project ID: [17-163-12-ZT-002-019-01]
- Begin Date: January 2017
- End Date: December 2018
- Amount of grant: ¥1million (=\$150,000).
- Role: PI

2018 – Present:

- Title of Grant: Embodied Reading Program and Bilingual Statistical Learning Indicator Corpus Construction.
- Source of grant: Humanities Social Science Funds of Ministry of Education
- Project ID: [18YJCAH210]
- Begin Date: June 2018
- End Date: December 2019
- Amount of grant: ¥80,000 (=\$13,000).
- Role: Co-PI, PI: Ms. Chao LU (current Doctoral Student)

2017 – Present:

- Title of Grant: Computational Discourse Analysis in Medicine
- Source of grant: Humanities Social Science Funds of Ministry of Education
- Project ID: [17YJCZH224]
- Begin Date: June 2017
- End Date: December 2019
- Amount of grant: ¥80,000 (=\$13,000).
- Role: Co-PI, PI: Ms. Zi YANG (colleague)

2015 –2018:

- Title of Grant: The Neural Mechanism underlying Auditory Phonological Processing deficit of Chinese dyslexic children and Their Intervention.
- Project ID: [31571155]
- Source of grant: China National Science Foundation
- Begin Date: January 2015
- End Date: December 2018
- Amount of grant: ¥800,000(=\$100,000).
- Role: Co-PI, PI: Li LIU (Colleague at Beijing Normal University)

2015 – 2018:

- Title of Grant: Cognitive and Neural Mechanism of the Embodiment Movement on Visual Perception of Characters and English words among School-aged Children.
- Project ID: [31500915]
- Source of grant: China National Science Foundation
- Begin Date: January 2015
- End Date: December 2018
- Amount of grant: ¥240,000(=\$40,000).
- Role: PI

2015 – Present:

- Title of Grant: Foreign Experts Recruitment Plan & Talent Recruitment (inviting 10-15 international scholars to visit China for about 2-week per year per scholar)
- Project ID: [X2015/18-023]
- Source of grant: Chinese Ministry of Education & China Foreign Affairs Bureau
- Begin Date: January 2015
- End Date: December 2018
- Amount of grant: ¥355,000(=\$50,000)
- Role: PI

2015 – 2017

- Title of grant: Statistical Learning of Second Language Learning of Chinese Children
- Source of grant: Beijing Municipality Funds of Social Science (Young Researcher Level)
- Project ID: [15WYC063]
- Begin Date: August 2015
- End Date: July 2017
- Amount of grant: ¥50,000 (=\$9,000)
- Role: PI

2014 – 2015:

- Title of Grant: Neuroscience Mechanism of Language Learning Disabilities in Chinese Adolescents
- Project ID: [frf-br-b4028]
- Source of grant: Fundamental Research Funds for the Central Universities
- Begin Date: August 2014
- End Date: July 2015
- Amount of grant: ¥20,000(=\$3,000)
- Role: PI

2014 – 2018

- Title of grant: Intervention on Foreign Language Learning Disabilities
- Source of grant: China Social Science Foundation
- Project ID: [CBA130122]
- Begin Date: August 2015
- End Date: July 2017
- Amount of grant: ¥120,000(=\$20,000)
- Role: Co-PI, PI: Dr. Chong ZHANG (colleague)

2014 – 2017

- Title of grant: Positive Mental Health Education of Chinese Adolescents
- Source of grant: China Social Science Foundation
- Project ID: [14FJK002]
- Begin Date: August 2014
- End Date: September 2017
- Amount of grant: ¥180,000(=\$30,000)
- Role: Co-PI, PI: Dr. Wanjin MENG (colleague)

2014 – 2017

- Title of grant: Multimodality Analysis and Training Studies on Chinese and US Kids Reading Enlightenment Stories
- Source of grant: Humanities Social Science Funds of Ministry of Education
- Project ID: [14YJC740047]
- Begin Date: August 2014
- End Date: July 2017
- Amount of grant: ¥50,000(=\$9,000)
- Role: Co-PI, PI: Dr. Yameng LIANG (colleague)

2013 – 2016

- Title of grant: Cognitive Neuroscience Mechanism of Tense-Aspect-Modality Processing in Chinese
- Source of grant: China Social Science Foundation
- Project ID: [13BYY070]
- Begin Date: August 2013
- End Date: July 2016
- Amount of grant: ¥60,000(=\$10,000)
- Role: Co-PI, PI: Dr. Zhenhai Qi (colleague)

2013 – 2015

- Title of grant: Assessment and Intervention on Chinese Learning Disabled Kids
- Source of grant: China Social Science Foundation – Ministry Level
- Project ID: [DBA120179]
- Begin Date: August 2013
- End Date: July 2016
- Amount of grant: ¥30,000(=\$5,000)
- Role: PI

Pending Grant 1 (Submitted)

- Title of Grant: Embodied Discourse Analysis & Neural Networking Research
- Source of grant: Beijing National Science Foundation – International Collaboration
- Amount of grant: ¥0.5million (\$80,000USD)
- Role: PI (Co-PI: Carolyn Rose, CMU)

Pending Grant 2 (Submitted)

- Title of Grant: Cognitive Automated Tutoring & Diagnosing Systems for Reading Disabilities
- Source of grant: Beijing Science Bureau – International Research Platform
- Amount of grant: ¥3 million (\$500,000USD)
- Role: PI (Co-PI: Brian MacWhinney, CMU)

Pending Grant 3 (not funded this year but will submit again next year)

- Title of Grant: Enhancing Worldwide STEM Reading Comprehension
- Source of grant: U.S. National Science Foundation-Partnership for International Educational Research(PIER)
- Amount of grant: \$5million USD
- Role: Co-PI with other international colleagues (PI- Arthur Glenberg, ASU)

RPATENTS

- **Guan, Q.**, & Meng, W. J. (2014). *Enjoy-Learning Systems- An Effective Tool for Conquering Reading Difficulties*. Chinese Patent Number ZL2014 2 0181187.4
-
- Enjoy-Learning System (ZL2014 2 0181187.4)
 - Brain-Body Coordination
 - Eye-Movement Online and Offline Synergistics
 - Computer Games Applying Cognitive Principles in Reading

EDITORSHIP & ACADEMIC AFFILIATION

- **Edaitorial Board**
 - Journal of Educational and Developmental Psychology (2011 – 2015)

- **Ad hoc Reviewer**
 - Journal of Research in Reading (2015 – now)
 - Applied Psycholinguistics (2015 – now)
 - Scientific Studies of Reading (2014 – now)
 - American Annals of Deafness (2015 – now)
 - Psychology of Reding (2012 – 2015)
 - Reading and Writing: An Interdisciplinary Journal (2012 – 2015)
 - Journal of Educational Psychology (2011 – 2014)
 - Annal of Dyslexia (2014 – 2016)
 - Written Communications (2015 – 2016)
 - Discourse Processes (2014 – 2015)
 - Educationa Review (Harvard) (2011 – 2014)

- **Affiliations**
 - Society of Scientific Studies of Reading (2007 – now)
 - American Educational Research Association (2006 – now)
 - Society for Text & Discourse (2006 – 2015)
 - International Psychonomic Society (2006 – 2013)
 - Cognitive Science Society (2007 – 2013)
 - American Applied Linguistics Society (Columbia University) (2004 – 2010)

PEER-REVIEWED PAPER PRESENTATIONS IN THE PAST FIVE YEARS

1. **Guan, C. Q.**, & Kovelman, L. (to appear 2019, April). Phonological & Morphological Training Evidence among Children and Adults: Bilingual Approach to and Empirical Evidence from Behavioral, Developmental and Neurophysiological Studies. Symposium chaired by **Guan, C. Q.** at American Educational Research Association Annual Conference. Toronto, Canada.
2. **Guan, C. Q.**, & Fiez, J. (to appear 2019, April) N-back working memory task in Chinese-English bilinguals Engages Different Subregions of Broca's area: An fMRI study, Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
3. **Guan, C. Q.**, Wang, Y., Wang, Y. & Booth, J. (to appear 2019, April). Phonological Combined rTMS training on Aphasia: an MRI case study, Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
4. Zhao, J. Yao, R., MacWhinney, B. & **Guan, C. Q.** (to appear 2019, April). Embodied Handwriting Training Effect on Phonological and Morphological Processing: ERP Developmental Indicators. Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
5. **Guan, C. Q.**, He, L, Lu, C, Zhao, J., Qin, K., Crosson, A., McKeown, M. (to appear 2019, April). Embodied Morphological Training on Chinese ELS kids's vocabulary acquisition. Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
6. Li, Y., **Guan, C. Q.**, Girard, S., & Thiessen, E., (to appear 2019, April). Mapping between Embodied statistical learning and experience- Effects of Intra and Inter Individual Differences. Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
7. **Guan, C. Q.** & Zhang, B. (to appear 2019, April) What accounts for Native-Like L2 optimization among Chinese-English Bilinguals. Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
8. **Guan, C., Q.**, & Fraundorf, S. (to appear 2019, April) Robust Learning and Memory Mechanism in Mapping between Pitch Accent Representation in a Contrastive L2 Discourse Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
9. Li, Y. & **Guan, C. Q.** (to appear 2019, April). Bilingual Advantages of Statistical Learning towards Understanding Language Acquisition. Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
10. Zhao, J., **Guan, C. Q.** & Yao, R. (to appear 2019, April). Can orthographic facilitation improve the statistical learning of second language word: An evidence-based study of 5-year-old children and adults? Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
11. **Guan, C. Q.** (to appear 2019) Phonological & Morphological Training Evidence among children with learning/reading/language difficulties: A cross-linguistic perspective and empirical evidence from EEG, fNIRS and rTMS, Symposium chaired by **Guan, C. Q.** at AERA. Toronto, Canada
12. **Guan, C. Q.** & Wang, A. Y. (2018, April). Multimodality and Multi-Perspectives of Language/Reading Difficulties: from Pathological Intervention to Neurophysiological Optimization, Symposium chaired by **Guan, C. Q.** at American Educational Research Association Annual Conference. New York, U.S. A.
13. **Guan, C. Q.** & Wang, A. Y. & Ye, F. (2018, April) Higher-level Cognitive Skills Predicting Children's Written Performance: A Four-Year Longitudinal Study, Symposium chaired by **Guan, C. Q.** at AERA. New York, U.S. A.
14. Pan, M. MacWhinney, B., & **Guan, C. Q.** (2018, April). Syntactic Priming in Second Language

- Processing: Evidence from Oral Sentences Production of Chinese College Students. Symposium chaired by **Guan, C. Q.** at AERA. New York, U.S. A.
15. **Guan, C. Q.**, Xue, J., Hu, X., Yan, R. Wang. H., Li, M., Chen, X., Geva, E. (2018, June). "Age of Onset in Native Language Modulates Bilingual Cognitive," IWALS conference, Pittsburgh, U.S. A.
 16. Zhao, J. & **Guan, C. Q.** (2018, June). "Empirical Evidence of Embodied Handwriting Movement Effect, IWALS conference, Pittsburgh, U.S. A.
 17. Xue, J., **Guan, C. Q.**, & Liu, T. (2018, April). The Development of English as Foreign Language Learners' Syntactic Reading Skill: An ERP Study, Symposium chaired by **Guan, C. Q.** at AERA. New York, U.S. A.
 18. **Guan, C. Q.**, Yao, R., & Meng, W. J. (2018, April). Neurophysiological Training on Students with Learning Disabilities: Evidence from an Event-related Potential Study. Symposium chaired by **Guan, C. Q.** at AERA. New York, U.S. A.
 19. **Guan, C. Q.** (2013, July). What accounts for high lexical quality in written Chinese? Symposium chaired by Guan, C. Q. at Society for Scientific Studies of Reading Annual Conference. Hong Kong.
 20. **Guan, C. Q.**, Zhang, J., Meng, W-J., & Perfetti, C. A. (2013, July). Writing quality matters: training evidence from Chinese character learning. Symposium chaired by Guan, C. Q. at Society for Scientific Studies of Reading Annual Conference. Hong Kong.
 21. Weekes, B., Zhou, L., & **Guan, C. Q.** (2013, July). Radical matters: behavioral and ERP evidence of Semantic Radical Processing in children & adults. Symposium chaired by **Guan, C. Q.** at Society for Scientific Studies of Reading Annual Conference. Hong Kong.
 22. **Guan, C. Q.**, Ye, F. Wagner, R. K. Meng, W. J. (2012, April) Cross-linguistic Validity of Developmental Written Language, Written Language Studies Across Culture. Symposium chaired by Guan, C. Q. at American Educational Research Association Annual Conference.
 23. McNamara, D., Graesser, A. **Guan, C. Q.**, (2012, April). Writing Quality: Word-based Fluency and Text-based Complexity Matter. Written Language Studies Across Culture. Symposium chaired by Guan, C. Q. at American Educational Research Association Annual Conference.
 24. Perfetti, C. A., **Guan, C. Q.**, Cao, F., Wu, S. (2012, April). The Matthew Effect of Repeated Writing Practice, Written Language Studies Across Culture. Symposium chaired by Guan, C. Q. at American Educational Research Association Annual Conference. Canada

Conference /Symposium Chair

- ❖ 2018: International Symposium on Embodiment Linguistics: Language Sciences in the Era of Artificial Intelligence, May 24-26, Beijing, China. Conference Chair
- ❖ 2017: Multimodality and Multi-Perspectives of Language/Reading Difficulties: from Pathological Intervention to Neurophysiological, April 14-17, New York, AERA, Symposium Chair.
- ❖ 2016: International Symposium on Embodied Linguistics: Language Sciences in the Era of Artificial Intelligence, May 25 to 26, Beijing, China. Conference Chair
- ❖ 2013: What accounts for high lexical quality in written Chinese? Symposium Chair at Society for Scientific Studies of Reading Annual Conference. Hong Kong
- ❖ 2011. Attentional Competition and Semantic Integration, Symposium Chair, Society for Text and Discourse, Poitiers, France.

Invited Talks:

- ❖ Guan, C. Q. (2018) Embodiment Linguistics, Tucson, Arizona State University, Feb 18.
- ❖ Guan, C. Q. (2017) Multimodality Approaches to Language Learning Sciences, University of Science and Technology, Beijing, China, May 25.
- ❖ Guan, C. Q. (2013) ERP Indicators of Long Term Text Memory,. University of Science and Technology, Beijing, China, June 25.
- ❖ Guan, C. Q. (2012) Reading Across Cultures: What accounts for high lexical quality. Oct. 3, University of Hong Kong, October 3.
- ❖ Guan, C. Q. (2010) Applying Cognitive Tutor to Inform Text-based learning. Northeastern University, January 30.
- ❖ Guan, C. Q. (2007) Online and Offline Assessment of Inference Activation and Long-term Text Memory: Reader-Text Interaction Effects. University of Memphis, Dec 15.
- ❖ Guan, C. Q. (2007) Online and Offline Assessment of Inference Activation and Long-term Text Memory: Reader-Text Interaction Effects. University of Pittsburgh, August 24.
- ❖ Guan, C. Q. (2007) Structural Equation Modeling. Florida State University. April 5th.
- ❖ Guan, C. Q. (1998) The Knowledge Framework of Multiple Intelligence in Education. Chinese Language Education Conference, Hong Kong, November 11.

TEACHING

University of Science and Technology, China: (2011-2016)

Taught to Graduates: (Averaged Evaluation Scores all above 96 out of 100)

- Language Learning Sciences: Cutting Edge for the Era of Artificial Intelligence
- Discourse Processes: Psycholinguistic and Neurobiological Approaches
- Embodiment Linguistics: Philosophical Mind-Body-Language Perspectives
- Applied Psycholinguistic &
- Language Teaching & Learning
- Advanced Research Methodology
- Psychological Measurement
- Statistics in Language Research (ANOVA, Regression, Mixed Linear Modeling)
- Structural Equation Modeling
- Research Method and Design
- Research on Language Classroom Teaching Practices in School-aged Children

Taught to Undergraduates: (Averaged Evaluation Scores all above 95 out of 100)

- Language Learning Sciences
- Language Developmental Sciences
- Language Aptitude and Learning Potentials
- Text & Discourse Comprehension
- Applied Psycholinguistics
- Intro to Psychology in Language
- Language & Thoughts
- Bilingual Training on Creative Thinking
- Advanced Academic Writing
- Argumentative Writing Strategies
- Scientific Reading & Writing
- English-Chinese Comparison and Language Teaching Strategies
- Introduction to Language Teaching Theories
- Oral American English and Application
- Conquering International Tests
- Comprehensive English

Florida State University, FL: (2004-2005)

Taught to Undergraduates (Averaged Evaluation Scores all above 3.5 out of 5)

- Educational Psychology
- Intro to Educational Research Method

SERVICES

Committee work

Doctoral Committee Chair

- LU, Chao (2018)
- ZHAO, Jianrong (2017)

Doctoral Committee (External Reviewer)

- ZHANG, dandan, linguistics, University of Science and Technoogy, Beijing
- JIANG, jiaxing: Applied Psychology, Tianjin Normal University, Beijing
- TAO, sha: Developmental Psychology, Beijing Normal University, Beijing
- HE, Jiong, Developmental Psychology, Beijing Normal University
- LIU, Yujuan, Cognitive Psychology, China Academy of Sciences: Institute of Psychology, Beijing

Sponsored Postdoc Researchers:

- FENG, chen, 2017 – 2018, Assistant Professor at Beijing Normal University
- WANG, Yao, 2017 – 2018, Assistant Professor at Beijing Language University
- HE, Ling, 2016 – 2017, Assistant Professor at Shanghai Technology Institute

Doctoral-Level Students Advisee:

- WANG, Fenqi, 2017 – Present, Currently Enrolled as Ph.D student at Colorado
- ZHAO, Jianrong, 2017 – Present, Currently Ph.D. Visiting Student at CMU
- LU, Chao, 2018 – Present

Master-Level Thesis Advisees:

- LI, Yifei, 2011-2014, East China Normal University, Shanghai, China
- SU, Chen, 2011-2014, East China Normal University, Shanghai, China
- ZHAO, Chen, 2012-2013, University of Science and Technology, Beijing
- LIU, Jingjing, 2013-2014, University of Science and Technology, Beijing
- MENG, Pan, 2014-2015, University of Science and Technology, Beijing
- GAO, Shuo, 2015-2016, University of Science and Technology, Beijing
- ZHAO, Jianrong: 2016-2017, University of Science and Technology, Beijing
- LI, Yifei: 2017 – Present, University of Science and Technology, Beijing

Master-Thesis Committee:

- 6-8 students per year from 2011 – Present

Other Educational Experiences in U.S. and China

American Schools at primary, secondary and tertiary-levels:

- Visited Universities and high schools in U.S. to establish relations as the foundation for participants-recruitment effort, and collaborative projects: 2011 - 2018

University visited in the U.S.A include: Arizona State University, Memphis University, Georgetown University, Washington, D.C., University of Maryland College Park, Maryland; Vanderbilt University, Vanderbilt, Tennessee; Penn State University; Florida State University; Columbia University; Princeton University; John Hopkins University; Harvard University; Massachusetts Institute of Technology; University of California, Berkeley; University of Michigan, Ann Arbor; University of Pittsburgh Medical Center; University of California, Los Angeles; University of California, Berkeley

Primary Schools visited in Pittsburgh, PA included: ShadyLane Academy; Fox Chapel; Washing Primary School; Jeffery Primary School; Edgewood Primary School; Reserve Primary School; Marzolf Primary School

High Schools visited in Pittsburgh, PA included: Taylor Alderdice High School; Central Catholic High School; Winchester Thurston School; The Ellis School; Pittsburgh Science & Technology Academy; Westinghouse Academy

Preschool Schools visited: Brightlight; Brightside; Shadylane; Carnegie Mellon University School; YWCA

Chinese Schools:

- Visited Universities and high schools in China to establish relations as the foundation for Cross-Cultural Experimental School Solicitation effort: 2010 - 2017

University visited: Capital Normal University, Beijing; Beijing Normal University, Beijing; North China Electric Power University, Beijing; University of Science and Technology Beijing, Beijing; Qufu Normal University, Shandong; Ocean University of China, Shandong; Shandong Normal University, Shandong; Sun Yat-Sen University, Guangdong; South China Normal University, Guangdong; Shanxi Normal University, Shanxi; Qinghai Normal University, Qinghai; South-Central University for Nationalities, Wuhan; Chongqing Telecommunication University, Sichuan

High Schools visited: Experimental High School affiliated with Beijing Normal University, Beijing; Beijing No. 4 High School, Beijing; Beijing No. 2 Railway High School, Beijing; Jinghua College Preparation School, Beijing; Bachuang International School, Sichuan; Qufu School affiliated with QNU, Shandong;

Community Services

- 2017-2018: Volunteer at ShadyLane Preschool, fundraising, teaching, curriculum design
- 2004-2007: offering workshops to teachers in local public schools and weekend Chinese schools at Tallahassee, Florida;
- 2002- 2007: Volunteer at Chinese Adopted Children Association at Pennsylvania and Florida, offering Chinese language and culture course for adopted Chinese children at their American families

REFERENCES

- (#1) Charles Perfetti
 - Distinguished University Professor of Psychology
 - Learning Research & Development Center, Department of Psychology
 - University of Pittsburgh
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 - (412) 624-7071

- (#2) Richard K. Wagner
 - Robert O. Lawton Distinguished Professor of Psychology
 - W. Russell and Eugenia Morcom Chair
 - Associate Director, Florida Center for Reading Research
 - Department of Psychology, Florida State University
 - rkwagner@psy.fsu.edu
 - (850) 644-1033 (phone); (850) 644-7739 (fax)

- (#3) Brian MacWhinney
 - Teresa Heinz Professor of Cognitive Psychology, Professor of Psychology
 - Carnegie Mellon University
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 - 412-268-3793

- (#4) Kan Zhang
 - Former Director of Institute of Psychology, Chinese Academy of Sciences
 - zhangk@psych.ac.cn
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- James R. Booth
 - Patricia and Rodes Hart Professor
 - Department of Psychology and Human Development
 - Vanderbilt University
 - james.booth@vanderbilt.edu
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- Angel Ye Wang
 - Angel (Ye) Wang, Ph. D
 - Professor of Education and Psychology
 - Department of Health and Behavior Studies
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