

**Ta-yang (Diane) Hsieh**

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(Updated as of November 2020)

**Education**


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2016	<b>University of Wisconsin-Madison</b>	B.S. Psychology (Honors) and Human Development & Family Studies Certificate in Criminal Justice
Expected Spring, 2021	<b>University of California-Irvine</b>	Ph.D. Education Advanced to candidacy: November 13, 2019 Dissertation: <i>Three Studies on the Predictors and Outcomes of Adolescents' STEM Motivational Beliefs</i> (Advisor: Dr. Sandra Simpkins)

**Awards, Scholarships, and Honors**


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2020	Most Promising Future Faculty Award	University of California-Irvine
2020	Scholarship to attend the Cornell Translational Research Summer Institute (postponed from 2020 to 2021 due to COVID-19 pandemic)	Bronfenbrenner Center for Translational Research, Cornell College of Human Ecology
2018	Emerging Scholar Student Travel Award	Society of Research on Adolescence
2016	Graduation with highest distinction	University of Wisconsin-Madison
2016	University Book Store Academic Excellence Award	University of Wisconsin-Madison
2016	Undergraduate Research Scholar Award	Department of Psychology
2015	Hilldale Undergraduate Research Fellowship	University of Wisconsin-Madison
2015	Meyerhoff Excellence Award for Leadership, Service and Scholarship	University of Wisconsin-Madison, (nominated by the International Student Services)
2015	Mildred Murdoch Becker Scholarship	School of Human Ecology
2014	John W. Bolender Scholarship	School of Human Ecology

**Publications**

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- PB5 Yu, M. B. V., Liu, Y., **Hsieh, T.**, Lee, G., Simpkins, S. D., & Pantano, A. (2020). "Working together as a team really gets them fired up": Afterschool program mentoring strategies to promote collaborative learning among adolescent participants. *Applied Developmental Science*, *XX*, xx. [doi:10.1080/1088691.2020.1800467](https://doi.org/10.1080/1088691.2020.1800467)
- PB4 **Hsieh, T.**, & Liu, J. C. (2020). Lessons from the Taiwan Syllabus Project: Findings and new directions. *International Journal of Taiwan Studies*, *3*, 145-156. [doi:10.1163/24688800-00301010](https://doi.org/10.1163/24688800-00301010)
- PB3 Simpkins, S. D., Liu, Y., **Hsieh, T.**, & Estrella, G. (2019). Supporting Latino high school students' science motivation: Examining the unique and collective contributions of family, teachers, and friends. *Educational Psychology*, *40*, 409-429. [doi:10.1080/01443410.2019.1661974](https://doi.org/10.1080/01443410.2019.1661974)
- PB2 **Hsieh, T.**, Liu, Y., & Simpkins, S. D. (2019). Changes in United States Latino/a High School Students' Science Motivational Beliefs: Within Group Differences Across Science Subjects, Gender, Immigrant Status, and Perceived Support. *Frontiers in Psychology*, *10*, 1-12. [doi:10.3389/fpsyg.2019.00380](https://doi.org/10.3389/fpsyg.2019.00380)
- PB1 Fredricks, J., **Hsieh, T.**, Liu, Y., & Simpkins, S. D. (2019). Spilling over: How participating in after-school organized activities predicts students' engagement. In Fredricks, J. A., Reschly, A. L., & Christenson, S. L., *Handbook of student engagement interventions: Working with disengaged students* (pp. 231-243). [doi:10.1016/B978-0-12-813413-9.00016-4](https://doi.org/10.1016/B978-0-12-813413-9.00016-4)

## **Papers under Review**

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**Hsieh, T.,** & Simpkins, S. D. (under review). Longitudinal Associations between Parent Support, Parent Capital, and Adolescent Motivational Beliefs in STEM.

**Hsieh, T.,** Simpkins, S. D., & Eccles, J. S. (under review). A pattern-centered and intersectional approaches to the gender and racial differences in high school math motivation: Associations with math achievement and engagement.

Yu, M. B. V., **Hsieh, T.,** Lee, G, Jiang, S., Simpkins, S. D., & Pantano, A. (under review). Promoting Adolescents' Math Motivational Beliefs: Competence-Supportive Practices in an After-School Program.

## **Oral Presentations**

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OP6 **Hsieh, T.,** Kang, H., & Simpkins, S. D. (2021). Exploring Leverage Points to Increase Latinx High School Students' Identification with STEM: Differences Across Race/Ethnicity. Paper accepted to the American Educational Research Association Annual Meeting, Online Conference.

OP5 **Hsieh, T.,** & Simpkins, S. D. (2019, May). Profiles of high school students' perception of math teacher predicting math interest and achievement. In H-Y, Chan (Chair), Ecological factors of math/science motivational beliefs, resilience to challenges, and college aspiration for high school freshmen: A person-centered approach. Symposium conducted at the Association for Psychological Science Annual Convention, Washington D. C.

OP4 **Hsieh, T.,** & Soohoo, J. (2019, February). Possibilities and limitations of a summer camp to address summer learning loss: A mixed method study. Paper presented at the American Camp Association National Conference, Nashville, TN.

OP3 **Hsieh, T.,** & Simpkins, S. D. (2018, August). Pattern-centered approach to high school math motivation. Paper presented at the Gender & STEM Network Conference, Eugene, OR.

OP2 **Hsieh, T.,** & Wang, Y. (2018, May). How to teach Taiwan: Findings from the Taiwan Syllabus Project. Roundtable presentation at the North American Taiwan Studies Association Conference, Austin, TX.

OP1 **Hsieh, T.** (2016, April). The link between adolescents' peer sexual harassment victimization and math engagement. Paper presented at the Undergraduate Symposium, Madison, WI.

## **Poster Presentations**

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PP12 Yu, M. B. V., **Hsieh, T.,** Lee, G, Jiang, S., Simpkins, S. D., & Pantano, A. (2021) Promoting Adolescents' Math Motivational Beliefs: Competence Supportive Practices in Math Enrichment Program. Poster accepted to the American Educational Research Association Annual Meeting, Online Conference.

PP11 **Hsieh, T.,** Ramos Carranza, P., Yu, M. V., & Simpkins, S. D. (2021). STEM Extracurricular Activities and Adolescents' STEM Performance, Motivational Beliefs, and Aspirations in High School. Poster accepted to the American Educational Research Association Annual Meeting, Online Conference.

PP10 **Hsieh, T.,** & Simpkins, S. D. (2020, June). Patterns of and change in adolescents' math and science motivational beliefs. Poster accepted to the Tenth SELF International Conference, Québec City, Canada. (conference postponed to 2021 due to COVID-19 pandemic)

PP9 **Hsieh, T.,** Vandell, D. L., & Simpkins, S. D. (2020, March). After-school Time Use and Adolescent Substance Use as Precursors to Problematic Substance Use at Age 26. Poster accepted to the Society of Research on Adolescence Biennial Meeting, San Diego, CA. (conference canceled due to COVID-19 pandemic)

PP8 **Hsieh, T.,** & Simpkins, S. D. (2020, March). Longitudinal Associations between Parent Support, Parent Capital, and Adolescent Motivational Beliefs in STEM. Poster accepted to the Society of Research on Adolescence Biennial Meeting, San Diego, CA. (conference canceled due to COVID-19 pandemic)

- PP7 **Hsieh, T.**, & Soohoo, J. (2019, May). Mixed-method evidences for a summer camp in addressing summer learning loss. Poster presented at the Building Partnerships to Improve Education Symposium, Irvine, CA.
- PP6 Liu, Y., **Hsieh, T.**, Soto-Lara, S., Simpkins, S. D., Vandell, D. L., & Luo, H. (2018, October). Effects of After-School Programs in Promoting Performance Character: A Systematic Meta-Analysis. Poster presented at the Character Development Special Meeting of the Society for Research in Child Development, Philadelphia, PA.
- PP5 **Hsieh T.**, Liu, Y., & Simpkins, S. D. (2018, August). Trajectories of science and math motivation among Latino/a adolescents. Poster presented at the Gender & STEM Network Conference, Eugene, OR.
- PP4 **Hsieh T.**, & Simpkins, S. D. (2018, March). Pattern-centered Approach to High School Math Motivation. Poster presented at the Society of Research on Adolescence Biennial Meeting, Minneapolis, MN.
- PP3 Soto-Lara, S., **Hsieh, T.**, & Simpkins, S. D. (2018, March). Latina/o parents' positive and negative responsiveness and their adolescents' academic aspirations. Poster presented at the Society of Research on Adolescence Biennial Meeting, Minneapolis, MN.
- PP2 **Hsieh, T.**, Hyde, S. J., & Clarke, E. K. (2016, August). *The link between adolescents' peer sexual harassment victimization and math engagement*. Poster presented at the American Psychological Association Annual Convention, Denver, CO.
- PP1 **Hsieh, T.**, Schmidt, N. L., & Goldsmith, H. H. (2016, April). *Early temperament predicting adolescent callous/unemotional behavior*. Poster presented at the Undergraduate Symposium, Madison, WI.

## Grants

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**Hsieh, T.**, Jhang, J., & Wu, C-H. CS004-A-19 Keywording Taiwan (Conference hosted by the North American Taiwan Studies Association), Chiang Ching-kuo Foundation for International Scholarly Exchange (\$25,000), January 2020 - June, 2021.

## Teaching \*\* (U) = undergraduate level course, (G) = graduate level course \*\*

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- California Community College Internship Program (CCCIP) intern* 2019 Fall and 2020 Winter
- With Dr. Yemmy Taylor in **Irvine Valley College, Department of Psychology (U)**
    - Guest lectured "Motivation and Emotion" in Introductory Psychology
    - Guest lectured "Substance Use" in Abnormal Psychology
- Lab instructor/TA of Applied Regression (G)* 2018 Spring, 2019 Winter, 2020 Winter
- Under Dr. Rachel B. Baker at UC-Irvine
  - A required quantitative course for UC-Irvine School of Education Ph.D. students
- Co-instructor of Human Development in Education (U)* 2017 Spring
- With Dr. Brandi Schumacher at UC-Irvine
  - An introductory level 90-students class attended by mostly educational science majors
- Co-instructor of Family, School and Community in Early Childhood (U)* 2017 Spring
- With Dr. Brandi Schumacher at UC-Irvine
  - An introductory level 60-students class attended by mostly educational science majors
- Guest lectures*
- **Peer Relationships** (May 1<sup>st</sup>, 2018 for Dr. Janice Hansen's **Adolescent Development in Education (U)** at UC-Irvine)
  - **Out-of-school time education: Comparison between U.S. and Taiwan** (invited for December 17<sup>th</sup>, 2020 for Dr. Shu-Ling Huang's **Teacher Education Program (G)** at the National Chi Nan University)

## **Practitioner-Oriented Outputs**

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- PO4 Vandell, D. L., Simpkins, S. D., **Hsieh, T.**, Soto-Lara, S., & Ramos Carranza, P. (2020, July). A Portrait of the 21<sup>st</sup> CCLC Program (2005-2018): A Preview. Presentation to the 21<sup>st</sup> CCLC state education agency (SEA) coordinators meeting.
- PO3 **Hsieh, T.**, & Simpkins, S. D. (2019, February 13). Is There Correlation Between After-school Programs, Delinquency? It's Complicated [Blog Post at Youth Today]. Retrieved from <https://youthtoday.org/2019/02/is-there-correlation-between-after-school-programs-delinquency-its-complicated/>
- PO2 Camp Phoenix 2018 Program Evaluation Report. ([Link](#))
- PO1 Math Circle- Mentorship and Partnership Program Summary and Final Report- AY 2016-2017. Report prepared with the Mathematical Sciences Research Institute.

## **Academic Services**

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- Ad hoc reviewer for Journal of Youth and Adolescence  
Merrill-Palmer Quarterly: Journal of Developmental Psychology  
Child Development  
Developmental Psychology  
Journal of Research on Adolescence
- Conference proposal reviewer for American Educational Research Association 2021 Conference  
American Educational Research Association 2020 Conference  
Society for Research on Child Development 2017 Biennial Meeting
- President 2019-20 for UCI Associate Doctoral Students in Education
- Vice president 2018-19
- Cohort representative 2017-18
- President 2019-21 for North American Taiwan Studies Association (NATSA)
- Program Commissioner 2017-18
- Student coordinator for School of Education 2017 recruitment weekend
- Panel speaker for UCI Student Outreach and Retention Center 2017 Graduate School Fair

## **Education Related Work Experiences**

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- Math CEO (community educational outreach)** Irvine, CA  
Mentor, Research Assistant March 2017-Present
- Mentored middle school students from under-resourced communities through weekly math afterschool program
  - Created professional development materials for mentors of middle school students
  - Co-author mixed-method empirical studies on the effectiveness and promising practices of the afterschool program
- Camp Phoenix** San Gregorio, CA  
Evaluation Specialist July-August 2018
- Conducted both qualitative (observations and interview) and quantitative (pre-post questionnaires) to evaluate the effect of a 3-week summer camp on middle schooler's character development, academic aspiration, and socioemotional skills
  - Taught math to eighty (twelve at a time) middle schoolers in an outdoor setting; including creating, administering, and reviewing daily math assessments
- Mathematical Sciences Research Institute** USA  
Research Intern (Summer) June-September 2017
- Evaluated nation-wide afterschool program 'Math Circles' effectiveness with both quantitative and qualitative measures

- Wrote up literature review for grant proposal on the 1) theories on math motivation, 2) association between math motivation and later achievement, 3) ethnic and gender differences in math motivation, 4) role of afterschool programs in promoting math motivation

**Teach for Taiwan**

Taipei, Taiwan

Research Intern (Summer)

June-July 2016

- Developed culturally-relevant measurement of motivation for elementary students in Taiwan
- Transcribed qualitative interviews of in-training-teachers and elementary students for program assessment

**Adventure Learning Programs (ALPs)**

University of Wisconsin-Madison

Facilitator

January 2015-May 2016

- Applied experiential education through rope courses, problem-solving activities, and intentional debriefings to foster community building and personal growth
- Demonstrated flexibility to worked with groups ranging from 7 to 150 participants

**Participated Workshops and Trainings**

University of California System Workshop on Undocumented Students and Youth	UC Irvine	October 28, 2016
University of California Women's Caucus	UC Irvine	February 11, 2017
Undocumented Student Ally Training	UC Irvine	February 24, 2017
A Symposium on Asian American and Pacific Islander Undocumented Student Experiences	UC Irvine	April 21, 2017
Certificate in Mentoring Excellence Program	UC Irvine	April-May, 2017
Certificate in Teaching Excellence Program	UC Irvine	July, 2017
Asian Caucus Pre-conference	Society of Research on Adolescence	April 11, 2018
Post-conference workshop on meta-analysis	Society of Research on Adolescence	April 15, 2018
Camps on Campus Pre-Conference	American Camp Association	February 19, 2019
Latent Class Analysis	Stats Camp (summer)	June 3-7, 2019
UC Adolescent Consortium	University of California system	August 14-16, 2019
Certificate in Improv for Teaching	UC Irvine	May 8-29, 2020