

Curriculum Vitae

Saiying Steenbergen-Hu, Ph.D

CURRENT POSITION

Research associate professor School of Education & Social Policy
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CITIZENSHIP: U.S. Citizen

PROFESSIONAL EXPERIENCE

2019-present	Research associate professor, Northwestern University
2013–2019	<i>Research assistant professor</i> , Northwestern University
2009–2013	<i>Postdoctoral fellow</i> , Duke University
2004–2009	<i>Research assistant</i> , Purdue University
2000–2004	<i>Lecturer</i> , University of Science & Technology of China

EDUCATION

Ph.D. – 2009	<i>Educational psychology</i> , Purdue University
M.A. – 2000	<i>Political science</i> , University of Science and Technology of China
B.A. – 1997	<i>Curriculum and instruction</i> , Xiangtan Normal University

RESEARCH INTERESTS

- Evidence-based educational evaluation and assessment
- Academic achievement
- Social-emotional development
- Gifted education and talent development
- Research evidence and educational policy

METHODOLOGICAL SKILLS

- Meta-analysis and best-evidence synthesis
- Advanced statistical techniques including multilevel modeling and multivariate analysis
- Advanced research design methods including randomized controlled trials, propensity score matching, and regression discontinuity design
- Experienced with data analysis using Stata (Data analysis and statistical software)
- Experienced with Comprehensive Meta-Analysis (CMA) software

- Translating research for public audiences (e.g., publishing on the Washington Post)

FUNDED GRANTS (N = \$1.472 million)

Year	Project	Source	Amount	Role
2020	Online Curriculum Consortium for Accelerating Middle School (OCCAMS)	The Jack Kent Cooke Foundation	Approximately \$130,000	Investigator
2019	Online Curriculum Consortium for Accelerating Middle School (OCCAMS)	The Jack Kent Cooke Foundation	\$91,000	Investigator
2018(Completed)	How Ability Grouping Impacts K-12 Students' Academic Achievement and Psychosocial Development: A Meta-Analysis of Current Research	Spencer Foundation	\$50,000	Principle Investigator
2016	Online curriculum consortium for accelerating middle school (Project OCCAMS)	Department of Education	\$1.2 million	Co-PI
2015	School-based executive functioning interventions for improving executive functions, academic, social-emotional, and behavioral outcomes in school-age children and adolescents: A systematic review and meta-analysis	Jacobs Foundation	\$50,000	PI
2014	Do Academically Gifted Children and Adolescents Also Score Well in Executive Functions?	American Psychological Foundation	\$43,500	PI
2008	Comparing accelerated and nonaccelerated gifted development at secondary and college levels: Chinese experiences	Institute for Research and Policy on Acceleration	\$25,000	Investigator
2008	Brown Forman travel grant	Purdue University	\$500	Presenter
2007	Associate dean travel grant	Purdue University	\$150	Presenter

2007	Department travel grant	Purdue University	\$150	Presenter
2005	Cluster group research	Purdue Research Foundation	\$28,000	Investigator
2005	Science Bound Evaluation	Purdue University	\$12,000	Investigator
Total funded amount			\$1.302 million	

AWARDS & HONORS

Year	Awards & Honors	Source
2023	Award for Excellence in Research (2 nd time)	Mensa Foundation
2021	Paper of the Decade Award	<i>Gifted Child Quarterly</i>
2021	Paper of the Year Award (third time)	<i>Gifted Child Quarterly</i>
2018	Paper of the Year Award (second time)	<i>Gifted Child Quarterly</i>
2018	Award for Excellence in Research (1 st time)	Mensa Foundation
2018	Public Voices Thought Leadership Program Fellow (2018-2019)	Northwestern University
2012	Paper of the Year Award (first time)	<i>Gifted Child Quarterly</i>
2011	Two Most-Read Articles	<i>Gifted Child Quarterly</i>
2012	First Place	Toastmasters International Durham Area Speech Evaluation Contest
2008	First Place	Graduate Student Research Gala
2007	John Feldhusen Fellowship	Purdue University
2004	Ross Doctoral Fellowship	Purdue University
2002	Huawei Outstanding Teacher Awards	University of Science & Technology of China
2001	Huawei Outstanding Teacher Awards	University of Science & Technology of China
1998	Outstanding Student Leader	University of Science & Technology of China
1998	Di'ao Graduate Scholarship	University of Science & Technology of China

PUBLICATIONS**Peer-reviewed journal articles and publications on public press**

25. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2020). The effectiveness of current interventions to reverse the underachievement of gifted students: Findings of a meta-analysis and systematic review. *Gifted Child Quarterly*, 64 (2), 132-165. [Paper of the Year, 2021; Paper of the Decade (2011-2020)]
24. **Steenbergen-Hu, S.** (2019, July 5th). What Exactly is an 'Underachiever,' and Why are There so Many of Them in our Schools. *The Washington Post*. <https://beta.washingtonpost.com/education/2019/07/05/what-exactly-is-an-underachiever-why-are-there-so-many-them-our-schools/?noredirect=on>
23. **Steenbergen-Hu, S.** (2019, August 15th). Many teachers see social-emotional learning as the 'missing link in student success': Data support recent interest in the non-academic aspects of learning. *The Hechinger Report*. <https://hechingerreport.org/opinion-many-teachers-see-social-emotional-learning-as-the-missing-link-in-student-success/>.
22. **Steenbergen-Hu, S.** & Calvert, E. (2019). Book review of "Identify gifted students: A practical guide". *Teachers College Record*, March 25, 2019.
21. Almarode, J. T., Subotnik, R. F., **Steenbergen-Hu, S.**, & Lee, G. M. (2018). Perceptions of selective STEM high school graduates: Deep versus surface learning, college readiness, and persistence in STEM. *Research in the Schools* 25 (1), 72-84.
20. **Steenbergen-Hu, S.**, & Olszewski-Kubilius, P. (2017). Factors that contributed to gifted students' success on STEM pathways: The role of race, personal interests, and aspects of high school experience. *Journal for the Education of the Gifted*, 1-36. doi: 10.1177/0162353217701022
19. Olszewski-Kubilius, P., & **Steenbergen-Hu, S.** (2017). Blending research-based practices and practice-embedded research: Project Excite that closes achievement and excellence gaps for under-represented gifted minority students, *Gifted Child Quarterly*, 1-8. doi: 10.1177/0016986217701836
18. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2017). The Direct and Indirect Effects of School-Based Executive Function Interventions on Children and Adolescents' Executive Function, Academic, Social-Emotional, and Behavioral Outcomes: A Systematic Review. Review Protocol published at the Campbell Collaboration Library. Retrieved from https://www.campbellcollaboration.org/media/k2/attachments/ECG_SteenbergenHu_Protocol.pdf
17. **Steenbergen-Hu, S.**, Makel, M., & Olszewski-Kubilius, P. (2016). What one hundred years of research says about ability-grouping and acceleration: Findings of two second-order meta-analysis. *Review of Educational Research*, 86(4), 849-899.
16. Olszewski-Kubilius, P., **Steenbergen-Hu, S.**, Thomson, D., & Rosen, R. (2016). Minority achievement gaps in STEM: Findings of a longitudinal study of Project Excite. *Gifted Child Quarterly*, 1-20. doi: 10.1177/0016986216673449 [Paper of the Year, 2018]

15. **Steenbergen-Hu, S.**, & Olszewski-Kubilius, P. (2016). How to conduct a good metaanalysis in gifted education. *Gifted Child Quarterly*, 134-154. doi: 10.1177/0016986216629545
14. **Steenbergen-Hu, S.** & Olszewski-Kubilius, P. (2016). Gifted identification and the role of gifted education: A commentary on “Evaluating the gifted program of an urban school district using a modified regression discontinuity design”. *Journal of Advanced Academics*, 27, 99-108. doi: 10.1177/1932202X16643836
13. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2015). School-based executive functioning interventions for improving executive functions, academic, social-emotional, and behavioral outcomes in school-age children and adolescents: A systematic review and meta-analysis. Title published at the *Campbell Library*.
12. Dai, D.Y., **Steenbergen-Hu, S.**, & Zhou, Y. (2015). Cope and grow: A grounded theory approach to early college entrants’ lived experiences and changes in a STEM program. *Gifted Child Quarterly*, 59(2), 75-90. doi:10.1177/0016986214568719
11. Dai, Y. D., & **Steenbergen-Hu, S.** (2015). Special Class for the Gifted Young (SCGY): A 34-year experimentation with early college entrance programs in China. *Roeper Review*, 37(1), 9-18. Available online at: <http://www.tandfonline.com/doi/full/10.1080/02783193.2014.975882>.
10. **Steenbergen-Hu, S.**, & Cooper, H. (2014). A meta-analysis of the effectiveness of intelligent tutoring systems (ITS) on college students’ academic learning. *Journal of Educational Psychology*, 106(2), 331-347. doi: 10.1037/a0034752
9. **Steenbergen-Hu, S.**, & Cooper, H. (2013). A meta-analysis of the effectiveness of intelligent tutoring systems on K-12 students’ mathematical learning. *Journal of Educational Psychology*, 105(4), 970-987. doi: 10.1037/a0032447
8. **Steenbergen-Hu, S.** & Moon, S. (2011). The effects of acceleration on high-ability learners: A meta-analysis. *Gifted Child Quarterly*, 55, 39-53. (This paper won the *Gifted Child Quarterly* Paper of the year award in 2012).
7. Gentry, M., **Steenbergen-Hu, S.**, Chae, B. (2011). Student-identified exemplary teachers: Insights from talented teachers. *Gifted Child Quarterly*, 55, 111-125. (This paper was in first place among the 50 most read articles in the *Gifted Child Quarterly* in July 2011).
6. Gentry M., **Hu, S.**, Peters, S., & Rizza, M.G. (2008). Gifted students in an exemplary career and technical education school: A qualitative inquiry. *Gifted Child Quarterly*, 52, 183-198.
5. Gentry, M., Rizza, M.G., Peters, S., & **Hu, S.** (2005). Professionalism, sense of community and reason to learn: Lessons from an exemplary career and technical education center. *Career and Technical Education Research*, 30(1), 25-85.
4. **Hu, S.**, & Sun, X. (1999). Duxiu Chen’s instructions to the youth in the May 4th Movement Period. *Anhui Journal of History Research*, 1999(2).
3. Dong, Y., Chang, J., & **Hu, S.** (1999). Impacts of the ‘San Xia Xiang’ Program on college students. *Education and Modernization*, 1999(2).
2. Chang, J. & **Hu, S.** (1999). A complete system: Deng Xiaoping’s theory of socialism construction. *Debate Terrace of Hefei*, 1999(1).

1. **Hu, S.** & Xun, X. (1998). Exploration of Deng Xiaoping's strategic thoughts on Japan. *Theory and Practice of Mao Zedong Thoughts, 1998(4)*.

Book chapters and newsletter articles

7. **Steenbergen-Hu, S.** (In press). School tracking and ability grouping. Book chapter in the *International Handbook of Comparative Large-scale Assessment in Education*.
6. **Steenbergen-Hu, S.** (2017). *Rethink overexcitability in the context of gifted education*. Conceptual Foundations Newsletter, National Association for Gifted Children.
5. Dai, D. Y., **Steenbergen-Hu, S.**, & Yang, Y. (2016). Gifted education in mainland China: How it serves a national interest and where it falls short. In D. Y. Dai & C. C. Kuo, *Gifted education in Asia: A critical analysis*
4. **Steenbergen-Hu, S.**, & Yang, Y. (2015). Academic acceleration in the U.S. and its inspiration for Chinese gifted education. In D. Y. Dai & J. F. Cai, *Gifted Education in the U.S. and Chinese Education Strategies*.
3. Cooper, H., **Steenbergen-Hu, S.**, & Dent, A. (2012). Homework. In K. R. Harris, S. Graham, & T. Urden, *American Psychological Association Educational Psychology Handbook, Volume III*, 475-495.
2. Gentry, M., **Hu, S.**, & Thomas, A. (2007). Ethnically diverse gifted students: Research findings, implications, and future directions. In C. M. Callahan & J. A. Plucker (Eds.), *Critical issues and practices in gifted education: What research says* (pp.195-212). Waco, Texas: Prufrock Press.
1. Moon, S., & **Hu, S.** (2007). Personal talent research. In C. M. Callahan & J. A. Plucker (Eds.), *Critical issues and practices in gifted education: What research says* (pp.493-511). Waco, Texas: Prufrock Press.

PRESENTATIONS AT NATIONAL CONFERENCES

53. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Calvert, E., Corwith, S., & Bright, S. (2023, November). *How ability grouping impacts K-12 students' academic achievement: Evidence from a meta-analysis of 25 years of research*. Presentation at the 2023 annual meeting of National Association for Gifted Children, November.
52. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2022, November) *Underachievement interventions to better fulfill the potentials of brightest children*. Presentation accepted to present at the 2022 annual meeting of National Association for Gifted Children, November.
51. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Calvert, E., Corwith, S., & Bright, S. (2021, November). *How ability grouping impacts K-12 students' academic achievement and psychosocial development: Evidence from a meta-analysis of 25 years of research*. Presentation at the 2021 annual meeting of National Association for Gifted Children, November.
50. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2020, November). *Do some school-based executive functions interventions work better than other? If so,*

- how and why?* Presentation accepted for the 2020 annual meeting of National Association for Gifted Children, November.
49. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Calvert, E., & Corwith, S. (2020, November). *How ability grouping impacts K-12 students' academic achievement and psychosocial development: Evidence from a meta-analysis of 25 years of research*. Presentation accepted for the 2020 annual meeting of National Association for Gifted Children, November.
 48. Jill, Ann, Matt, Lisa, Paula, **Steenbergen-Hu, S.**, & Catherine (2020, November). Programs to Identify and Serve High-Achieving Students with Economic Need. Presentation accepted for the 2020 annual meeting of National Association for Gifted Children, November.
 47. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2019, April). *Effects of school-based executive function interventions on children and adolescents' academic, social-emotional, and behavioral outcomes*. Presentation at the 2019 Annual Meeting of American Educational Research Association, April, Toronto, Canada.
 46. Calvert, E., **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Cross, T. L., Robins, J., & Sanguras, L. (2019, April). *A design-based research on developing accelerated online ELA curriculum for underrepresented high ability students*. Presentation at the 2019 Annual Meeting of American Educational Research Association, April, Toronto, Canada.
 45. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Calvert, E., & Corwith, S. (2019, November). *Factors attributing to underachievement of gifted students and interventions to combat it*. Presentation at the 2019 annual meeting of National Association for Gifted Children, November 7-10, Albuquerque, NM.
 44. **Steenbergen-Hu, S.** (2019, November). *Outcomes of two online accelerated English language arts courses for rural 7th and 8th graders*. Presentation at the 2019 annual meeting of National Association for Gifted Children, November 7-10, Albuquerque, NM.
 43. **Steenbergen-Hu, S.** (2019, November). *An easy-to-follow guide on how to conduct a study using propensity score matching*. Presentation at the 2019 annual meeting of National Association for Gifted Children, November 7-10, Albuquerque, NM.
 42. **Steenbergen-Hu, S.**, Calvert, E., & Hinshaw, M. B. (2019, November). *Is it worth to allow your gifted children to take ACT or SAT tests repeatedly?* Presentation at the 2019 annual meeting of National Association for Gifted Children, November 7-10, Albuquerque, NM.
 41. Makel, M, Tay, J., Adelson, J. L., Dixon, D. D., Jolly, J. L., Plucker, J., **Steenbergen-Hu, S.**, & Wilson, H. E. (2019, November). *Lightning Talks: Programs and Services for Gifted Children*. Presentation at the 2019 annual meeting of National Association for Gifted Children, November 7-10, Albuquerque, NM.

40. Olszewski-Kubilius, P., Cross, T., & **Steenbergen-Hu, S.** (2018, November). *Outcomes of a federally-funded intervention assessed with propensity score matching*. Presentation accepted to present at the 2018 annual meeting of National Association for Gifted Children, November 15-18, Minneapolis, MN.
39. Olszewski-Kubilius, P., Corwith, S., Calver, E., & **Steenbergen-Hu, S.** (2018, November). *Insights from off-level test performance of young test-takers in a Talent Search program*. Presentation accepted to present at the 2018 annual meeting of National Association for Gifted Children, November 15-18, Minneapolis, MN.
38. Olszewski-Kubilius, P., Corwith, S., Calver, E., & **Steenbergen-Hu, S.** (2018, November). *Implications of supplemental programs for school-based learning: Insights from super users*. Presentation accepted to present at the 2018 annual meeting of National Association for Gifted Children, November 15-18, Minneapolis.
37. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2018, May). *Executive functions, giftedness, intelligence, achievement, and the whole gifted*. Presentation at the 2018 Wallace National Research Symposium on Talent Development, April 29 - May 2, 2018, Baltimore, MD.
36. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2018, May). *How ability grouping impacts K-12 students' academic achievement and psychosocial development: A meta-analysis of current research*. Presentation at the 2018 Wallace National Research Symposium on Talent Development, April 29 - May 2, 2018, Baltimore, MD.
35. David, Y. D., **Steenbergen-Hu, S.** & Li, S. (2018, May). *How early college entrants viewed their college experiences: Key features of successful early college entrance programs*. Presented at the 2018 Wallace National Research Symposium on Talent Development, April 29 - May 2, 2018, Baltimore, MD.
34. Gluck, S., Williams, F., **Steenbergen-Hu, S.**, & Makel, M. (2018, May). *Age and grade as factors in academic talent identification*. Presented at the 2018 Wallace National Research Symposium on Talent Development, April 29 - May 2, 2018, Baltimore, MD.
33. Olszewski-Kubilius, P., Calvert, E., **Steenbergen-Hu** et al. (2018, April). *A design-based study on an accelerated online English language arts curriculum for disadvantaged high-potential seventh–eighth graders*. Presented at the 2018 Annual Meeting of American Educational Research Association, April 13 –April 16, NYC, NY.
32. David, Y. D., **Steenbergen-Hu, S.** & Li, S. (2018, April). *How early college entrants viewed their college experiences: Lessons in hindsight*. Presented at the 2018 Annual Meeting of American Educational Research Association, April 13 – April 16, NYC, NY.
31. **Steenbergen-Hu, S.**, & Olszewski-Kubilius, P. (2017, November). *How much have we understood overexcitability: The status of research and findings of a meta-*

- analysis*. Presented at the 2017 annual meeting of National Association for Gifted Children, November 9-12, 2017, Charlotte, NC.
30. Olszewski-Kubilius, P., Corwith, S., Calver, E., & **Steenbergen-Hu, S.** (2017, November). *Growing within and outside of schools: Stories of “super users” of supplementary gifted programs*. Presented in a Concurrent Session at the 2017 annual meeting of National Association for Gifted Children, November 9-12, 2017, Charlotte, NC.
 29. Olszewski-Kubilius, P., Calvert, E., **Steenbergen-Hu** et al. (2017, April). *Talent development academies: Providing access and opportunity to advanced learning for Title I students* (Findings from Javits Project OCCAMS’ first year intervention). Poster presentation at 2017 Annual Meeting of American Educational Research Association, April 27 –May 1st, San Antonio, TX.
 28. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2016, April). *Growing within and outside of school: Voices of “super users” of supplemental gifted programs*. Presented at the 2016 Annual Meeting of American Educational Research Association, April 8 –April 12, Washington, DC.
 27. **Steenbergen-Hu, S.** & Olszewski-Kubilius, P. (2016, November). *How much have we understood overexcitability: The status of research and findings of a metaanalysis*. Presented in a Combined Concurrent Session at the 2016 annual meeting of National Association for Gifted Children, November 3-6, 2016, Orlando, FL.
 26. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2016, November). *Do academically gifted children and adolescents also score well in executive functions?* Present in a Poster Session at the 2016 annual meeting of National Association for Gifted Children, November 3-6, 2016, Orlando, FL.
 25. Olszewski-Kubilius, P. & **Steenbergen-Hu, S.** (2016, March). *Program models that develop talent: Findings from a longitudinal study designed to increase the achievement of historically under-represented gifted students*. Presentation at the Inaugural European-North American Summit on Talent Development, Washington, DC.
 24. **Steenbergen-Hu, S.**, Makel, M., & Olszewski-Kubilius, P. (2015, November). *What one hundred years of research says about the effects of ability grouping and acceleration on students’ academic achievement: Findings of a second-order metaanalysis of 35 meta-analyses*. Presented at the 2015 annual meeting of National Association for Gifted Children, November 12-15, Phoenix, Arizona.
 23. Olszewski-Kubilius, P., **Steenbergen-Hu, S.**, & Rosen, R. (2015, November). *Project Excite prepares underrepresented students for success in STEM fields: Findings of a 14-year longitudinal study of its impact on student achievement*. Paper presented at the 2015 annual meeting of National Association for Gifted Children, November 12-15, Phoenix, Arizona.

22. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2015, April). *Assessing executive functions: What educational researchers and practitioners are to know*. Presentation at 2015 Annual Meeting of American Educational Research Association, April 16 –April 20, Chicago, Illinois, USA.
21. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2015, April). *Are executive functions and intelligence the same thing? A systematic review of research on the relationships between executive functions and intelligence across multiple disciplines*. Presentation at 2015 Annual Meeting of American Educational Research Association, April 16 –April 20, Chicago, Illinois, USA.
20. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (2014, November). *Executive functions, intelligence, creativity, achievement, and the whole gifted*. Presented at the 2014 annual meeting of National Association for Gifted Children, Baltimore, Maryland.
19. **Steenbergen-Hu, S.**, & Olszewski-Kubilius, P. (2014, November). *How to conduct a good meta-analysis in gifted education?* Presented at the 2014 annual meeting of National Association for Gifted Children, Baltimore, Maryland.
18. Olszewski-Kubilius, P., & **Steenbergen-Hu, S.** (2014, November). *The role of high school experiences in STEM pathways towards college degrees*. Presented at the 2014 annual meeting of National Association for Gifted Children, Baltimore.
17. **Steenbergen-Hu, S.**, Makel, M., & Olszewski-Kubilius, P. (2014, March). *A comprehensive synthesis of quantitative research on the effects of ability grouping and acceleration on students' academic outcomes*. Presentation at the 2014 Wallace National Research Symposium on Talent Development, March 22-25, 2014, Washington, DC.
16. **Steenbergen-Hu, S.**, & Cooper, H. (2013, April). *A meta-analysis of the effectiveness of intelligent tutoring systems on college students' academic learning*. Paper presented at 2013 Annual Meeting of American Educational Research Association, April 26 –May 1, San Francisco, California, USA.
15. **Steenbergen-Hu, S.**, & Makel, M. C. (2013, April). *What one hundred years of research says about the effects of ability grouping and acceleration on students' academic achievement: A comprehensive synthesis of quantitative research*. Paper presented at a round table session at 2013 Annual Meeting of American Educational Research Association, April 26, San Francisco, CA, USA.
14. **Steenbergen-Hu, S.** & Yang, Y. (2013, April). *Gifted programs and reinvigoration of a nation: Gifted education in Mainland China*. Paper presented at a symposium session at the 21st Annual International Conference of Chinese American Educational Research and Development Association, April 26–27, 2013, San Francisco, California, USA.
13. Dai, D. Y., & **Steenbergen-Hu, S.** (2012, November). *Special Class for the Gifted Young: a math and science early college entrance program in China*. Paper presented at the symposium "Early college entrance programs: Practices, research,

and perspectives across nations” at the 2012 annual meeting of National Association for Gifted Children, Denver, Colorado.

12. **Steenbergen-Hu, S.**, & Cooper, H. (2012, April). *Do computer tutors work? A meta-analysis of the effectiveness of intelligent tutoring systems on K-12 students' mathematical learning*. Presented at 2012 Annual Meeting of American Educational Research Association, April 13 -17, Vancouver, British Columbia, Canada.
11. **Steenbergen-Hu, S.**, & Zhang, C. (2011, April). *Teacher classroom questioning: A systematic synthesis of research, 1990-2010*. Presentation at 2011 Annual Meeting of American Educational Research Association, April 8-12, New Orleans, LA.
10. David, Y. D., **Steenbergen-Hu, S.** & Zhou, Y. (2010, May). *A journey to find one's niche: Academic development and individuation in an early college entrance program*. Presentation at the Iowa International Symposium on Talent Development.
9. **Steenbergen-Hu, S.** (2008, October). *A meta-analysis of the effects of acceleration on high ability learners*. Presentation at the 2008 annual meeting of National Association for Gifted Children, Tampa, FL.
8. Yoon, S. Y., **Hu, S.**, & Gentry, M. (2007, November). *The role of Engineering in the K-12 Education: Implications for Gifted Education*. Proposal presented at the 2007 annual meeting of National Association for Gifted Children, Minneapolis TwinCities, MN.
7. **Hu, S.** (2007, November). *Does acceleration serve gifted learners well? A metaanalysis of the effects of acceleration*. Presentation at the 2007 annual meeting of National Association for Gifted Children, Minneapolis Twin-Cities, MN.[Graduate Student Research Gala].
6. Gentry, M. & **Hu, S.** (2006, November). *Gifted teachers: What makes them tick?* Presentation at the annual meeting of National Association for Gifted Children, Charlotte, NC.
5. Yoon, S. Y. & **Hu, S.** (2006, November). *Overrepresentation phenomena of Asian American students in gifted programs: A Search for statistical evidence and explanations*. Presentation at the annual meeting of National Association for Gifted Children, Charlotte, NC. [Graduate Student Research Gala].
4. Yoon, S.Y. & **Hu, S.** (2006, May). *Gifted East Asian Americans: A close look at the overrepresentation issue*. Poster session presented at The Eighth Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development, Iowa City, IA
3. Gentry M., **Hu, S.**, & Peters, S. (2006, April). *Gifted students in an exemplary career and technical education school: A qualitative inquiry*. Presentation at the annual meeting of American Educational Research Association, San Francisco, CA.
2. Gentry, M., Choi, B.Y., & **Hu, S.** (2005, November). *Exemplary teachers: Students' perspectives and teachers' practices*. Presentation at the annual meeting of National Association for Gifted Children, Louisville, Kentucky.

1. **Hu, S.**, & Yang, Y. (2002, December). *Educational tenet reorientation of the Special Class for the Gifted Young in the progress of mass higher education*. The Annual Convention of Special Education in China and Taiwan, Beijing, China.

RESEARCH PROJECTS IN PROGRESS

5. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (manuscript in preparation). The relationship between giftedness and overexcitability: A fine-grained meta-analysis on empirical studies.
4. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., & Calvert, E. (in progress). Do academically gifted children and adolescents also score well in executive functions?
3. **Steenbergen-Hu, S.**, Olszewski-Kubilius, P., Calvert, E., & Tracy, S. (in progress). Evaluation of the Javits project: *Online curriculum consortium for accelerating middle school (Project OCCAMS)* utilizing the method of propensity score matching.
2. **Steenbergen-Hu, S.**, & Olszewski-Kubilius, P., & Calvert, E. C. (in progress). Executive functions, intelligence, and the future of gifted education talent development.
1. Olszewski-Kubilius, P., Corwith, S., Calver, E., & **Steenbergen-Hu, S.** (in progress). *Insights from off-level test performance of young test-takers in a Talent Search program*.

INVITED TALKS & PROGRAM EVALUATION REPORTS

- Steenbergen-Hu, S.** (2014, January). *How to create a motivating and engaging STEM learning environment: Inspirations from Bill Clinton, research, and exemplary teachers*. The College of Education, Purdue University, Indiana.
- Steenbergen-Hu, S.** (2013, February). *Intelligent tutoring systems: How do they compare to other approaches to instruction*. Invited developmental psychology brown bag research talk at the Department of Psychology and Neuroscience, Duke University, Durham, North Carolina.
- Steenbergen-Hu, S.** (2011, December). *Student-identified exemplary teachers: Insights from talented teachers*. Invited brown-bag research talk at Duke University Talent Identification Program (Duke TIP), Durham, North Carolina.
- Hu, S.** (2007). Evaluation report of 2007 *Summer Residential and Super Summer* programs. Purdue University, West Lafayette, IN.
- Hu, S.**, & Moon, S. (2005). *Science bound summer camp evaluation report*. Purdue University, West Lafayette, IN.
- Hu, S.** (2005). Evaluation report of 2005 *Summer Residential and Super Summer* programs. Purdue University, West Lafayette, IN.

TEACHING EXPERIENCE

1. Undergraduate teaching

- 2001-2004 *Political Theory and Social Change* (Instructor), University of Science & Technology of China
- Teaching evaluations ranked in the top 10% in the university three times, among all classes with 60 students or more.
- 2001-2004 *The Study of Famous Scientists* (Instructor), University of Science & Technology of China
- In a survey conducted in 2005 among USTC graduates, some students referred to this class as one of the courses they benefited from most.

2. K-12 Teaching and Tutoring

- 1997 *Eighth Grade Political Science* (Student teacher), Zhuzhou No. 4 Middle School, China
- 1995-1997 *Middle School Math* (Tutor), Xiantan Middle School, China
- 1990 *First Grade* (substitute teacher), Hujia Villiage Elementary School, Hunan, China

OTHER WORK EXPERIENCE

- 2004-2008 *Program Coordinator*, Purdue University
- Designed program evaluation material
 - Recruited and assisted teaching staff
 - Conducted program evaluation
- 2000-2004 *Class Supervisor*, University of Science & Technology of China
- Mentored 50 early college entrants and 55 honors undergraduates
 - Classroom management and organization
 - Student performance evaluation
- 2000-2004 *Assistant to the Department Head*, University of Science & Technology of China
- Assisted curriculum and instructional design
 - Reported departmental news and affairs
 - Corresponded with alumni, visiting scholars and news media
 - Recruited undergraduates

SCHOLARLY SERVICES

Editorial board member

Gifted Child Quarterly
Journal of the Education for Gifted

Ad hoc reviewer

Review of Educational Research

Journal of Educational Psychology

AERA Open

Journal of Research on Educational Effectiveness

Gifted Child Quarterly

Learning and Individual Differences Interactive Learning Environments

Journal of the Education for Gifted

Journal of Advanced Academics

Child Development

Methodological referee

Campbell Collaboration (2010-present)

Advisory board member

Gifted Education Resource Institute (GERI), College of Education, Purdue University

Award committee member

Research and Evaluation Network of the National Association for Gifted Children

1. Research Citations and Impact

Saiying steenbergen-hu FOLLOWING

Northwestern University
Verified email at northwestern.edu - [Homepage](#)

TITLE	CITED BY	YEAR
What one hundred years of research says about the effects of ability grouping and acceleration on K–12 students’ academic achievement: Findings of two second-order meta-analyses S Steenbergen-Hu, MC Makel, P Olszewski-Kubilius Review of Educational Research 86 (4), 849-899	549	2016
The effects of acceleration on high-ability learners: A meta-analysis S Steenbergen-Hu, SM Moon Gifted Child Quarterly 55 (1), 39-53	340	2011
A meta-analysis of the effectiveness of intelligent tutoring systems on college students’ academic learning. S Steenbergen-Hu, H Cooper Journal of educational psychology 106 (2), 331	332	2014
A meta-analysis of the effectiveness of intelligent tutoring systems on K–12	270	2013

Cited by [VIEW ALL](#)

	All	Since 2019
Citations	2165	1494
h-index	14	14
i10-index	14	14

Public access [VIEW ALL](#)

Public access	Count
0 articles not available	0
1 article available	1

Data retrieved from **Google Scholar**, 2/14/2024

2. Attention Received Online Indicated by Altmetric Attention Scores

Attention to Publications Received Online	Publication		
	Steenbergen-Hu, Makel, & Olszewski-Kubilius, 2016	Steenbergen-Hu, Olszewski-Kubilius, & Calvert, 2020	Steenbergen-Hu & Moon, 2011
Altmetric Attention Score	195	34	31
Percentile ranking (among all research outputs across all sources tracked)	99th (of 24,077,652)	95th (of 23,952,301)	95th (of 23,390,392)
Score ranking (out of all outputs from the particular journal)	#34 of 759	#31 of 339	#31 of 323
Percentile ranking (compared that of the same age output)	99th	96th	92nd

Source: <https://sage.altmetric.com>, retrieved on July 20th, 2023.



sage.altmetric.com/details/13890890#score

What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students' Academic Achievement

Overview of attention for article published in Review of Educational Research, November 2016



- SUMMARY
- News
- Blogs
- Policy documents
- Twitter
- Facebook
- Reddit
- Dimensions citations

Title What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students' Academic Achievement

Published in Review of Educational Research, November 2016

DOI 10.3102/0034654316675417

Authors Saijing Steenberg-Hu, Matthew C. Makel, Paula Olszewski-Kubilius

[View on publisher site](#)

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TWITTER DEMOGRAPHICS

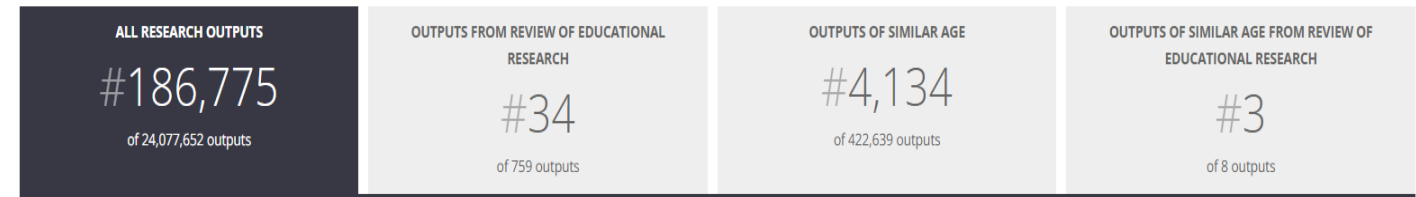
MENDELEY READERS

ATTENTION SCORE IN CONTEXT

About this Attention Score

- In the top 5% of all research outputs scored by Altmetric
- Among the highest-scoring outputs from this source (#34 of 759)
- High Attention Score compared to outputs of the same age (99th percentile)
- Good Attention Score compared to outputs of the same age and source (75th percentile)

This research output has an **Altmetric Attention Score** of 195. This is our high-level measure of the quality and quantity of online attention that it has received. This Attention Score, as well as the ranking and number of research outputs shown below, was calculated when the research output was last mentioned on **31 March 2023**.



Altmetric has tracked 24,077,652 research outputs across all sources so far. Compared to these this one has done particularly well and is in the 99th percentile: it's **in the top 5% of all research outputs ever tracked** by Altmetric.

Mentioned by

- 12 news outlets
- 3 blogs



5:25 PM 7/20/2023

The Effectiveness of Current Interventions to Reverse the Underachievement of Gifted Students: Findings of a Meta-Analysis and Systematic Review

Overview of attention for article published in Gifted Child Quarterly, March 2020



- SUMMARY**
- Blogs
- Twitter
- Facebook
- Dimensions citations

Title The Effectiveness of Current Interventions to Reverse the Underachievement of Gifted Students: Findings of a Meta-Analysis and Systematic Review

Published in Gifted Child Quarterly, March 2020

DOI 10.1177/0016986220908601

Authors Saiying Steenberg-Hu, Paula Olszewski-Kubilius, Eric Calvert

[View on publisher site](#)

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- TWITTER DEMOGRAPHICS
- MENDELEY READERS
- ATTENTION SCORE IN CONTEXT**

- About this Attention Score**
- In the top 5% of all research outputs scored by Altmetric
 - Among the highest-scoring outputs from this source (#31 of 339)
 - High Attention Score compared to outputs of the same age (92nd percentile)

This research output has an **Altmetric Attention Score of 34**. This is our high-level measure of the quality and quantity of online attention that it has received. This Attention Score, as well as the ranking and number of research outputs shown below, was calculated when the research output was last mentioned on **14 March 2023**.

ALL RESEARCH OUTPUTS	OUTPUTS FROM GIFTED CHILD QUARTERLY	OUTPUTS OF SIMILAR AGE	OUTPUTS OF SIMILAR AGE FROM GIFTED CHILD QUARTERLY
#1,091,264	#31	#29,562	#2
of 23,952,301 outputs	of 339 outputs	of 397,331 outputs	of 3 outputs

Altmetric has tracked 23,952,301 research outputs across all sources so far. Compared to these this one has done particularly well and is in the 95th percentile: it's **in the top 5% of all research outputs ever tracked** by Altmetric.

- Mentioned by**
- 1 blog
 - 32 tweeters
 - 1 Facebook page
- Citations**
- 33 Dimensions

The Effects of Acceleration on High-Ability Learners: A Meta-Analysis

Overview of attention for article published in Gifted Child Quarterly, October 2010



About this Attention Score

In the top 5% of all research outputs scored by Altmetric

Among the highest-scoring outputs from this source (#31 of 323)

High Attention Score compared to outputs of the same age (96th percentile)

LESS...

Mentioned by

- 1 news outlet
- 1 blog
- 2 policy sources
- 12 tweeters
- 1 Redditor

Citations

■ 117 Dimensions

SUMMARY News Blogs Policy documents Twitter Reddit Dimensions citations

Title The Effects of Acceleration on High-Ability Learners: A Meta-Analysis

Published in Gifted Child Quarterly, October 2010

DOI 10.1177/0016986210383155

Authors Saying Steenberg-Hu, Sidney M. Moon

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TWITTER DEMOGRAPHICS

MENDELEY READERS

ATTENTION SCORE IN CONTEXT

This research output has an **Altmetric Attention Score of 31**. This is our high-level measure of the quality and quantity of online attention that it has received. This Attention Score, as well as the ranking and number of research outputs shown below, was calculated when the research output was last mentioned on **22 September 2022**.

ALL RESEARCH OUTPUTS	OUTPUTS FROM GIFTED CHILD QUARTERLY	OUTPUTS OF SIMILAR AGE	OUTPUTS OF SIMILAR AGE FROM GIFTED CHILD QUARTERLY
#1,126,475 <small>of 23,390,392 outputs</small>	#31 <small>of 323 outputs</small>	#3,648 <small>of 100,698 outputs</small>	#2 <small>of 2 outputs</small>

Altmetric has tracked 23,390,392 research outputs across all sources so far. Compared to these this one has done particularly well and is in the 95th percentile: it's **in the top 5% of all research outputs ever tracked** by Altmetric.