



華東師範大學
EAST CHINA NORMAL UNIVERSITY

心理与认知科学学院

THE SCHOOL OF PSYCHOLOGY AND COGNITIVE SCIENCE

中文 | English



姓名: 庞维国

联系电话: 021-62232910

电子邮箱: wgpan@psy.ecnu.edu.cn

通讯地址: 上海市中山北路3663号 华东师范大学心理与认知科学学院

研究方向: 自主学习, 创新学习, 学习拖延, 教学设计, 中国传统智力理论

个人简介

庞维国, 1970年10月生, 山东莒南人, 华东师范大学心理与认知科学学院副院长、教授、博士生导师, 校教学委员会委员, 上海市立德树人心理学重点研究基地主任。主要学术兼职有: 教育部中小学心理健康教育专家指导委员会委员, 中国心理学会理事, 上海市心理学会副理事长兼秘书长, 《心理科学》杂志编委, 《International Journal of Creativity and Problem Solving》杂志编委。

主要研究领域为学习心理学、教学心理学和教学设计, 先后承担教育部人文社会科学、上海市哲学社会科学、国家社科基金等多项课题研究项目, 曾获高等教育国家级优秀教学成果奖、上海市哲学社会科学优秀成果奖、上海市教育科学优秀成果奖、全国教育硕士优秀教师奖。2009年入选上海市“浦江人才计划”, 2012年入选教育部“新世纪优秀人才支持计划”。主讲课程包括《学习心理学》、《教育心理学》、《教学设计原理》、《教育心理学史》等, 其中视频课程《学习心理学》为“中国大学公开课”首批上线的20门课程之一。

Selected Publications

Wang, Q., Law, H. C., Li, Y., Xu, Z., & Pang, W. (2017). Awareness and Awakening: A Narrative-Oriented Inquiry of Undergraduate Students' Development of Mindful Agency in China. *Frontiers in Psychology*, vol.8, DOI: 10.3389/fpsyg.2017.02036

Han, J., Long, H. & Pang, W. * (2017). Putting Raters in Ratees' Shoes: Perspective Taking and Assessment of Creative Products. *Creativity Research Journal*, 29(3), 270-281.

Xu, X., Lou, L., Wang, L., & Pang, W. * (2017). Adolescents' perceived parental psychological control and test anxiety: Mediating role of academic self-efficacy. *Social Behavior and Personality: An International Journal*, 45(9), 1573-1584.

Liu, W., Pan, Y., Luo, X., Wang, L., & Pang, W. * (2017). Active procrastination and creative ideation: The mediating role of creative self-efficacy. *Personality and Individual Differences*, 119, 227-229.

Pang, W., Esping, A. & Plucker, J. A. (2017). Confucian conceptions of human intelligence. *Review of General Psychology*, 21(2), 1-9.

Wang, L., Xu, X., Wang, Q., Healey, G., Su, L. & Pang, W. * (2017). Are individuals with schizophrenia or schizotypy more creative? Evidence from multiple tests of creative potential. *Creativity Research Journal*, 29(2), 1-12.

Long, H. & Pang, W. * (2016). Family socioeconomic status, parental expectations, and adolescents' academic achievements: a case of China. *Educational Research and Evaluation*, 22(5-6), 283-304.

Wang, Q., Li, H. & Pang, W. (2016). From PBL tutoring to PBL coaching in undergraduate medical education: an interpretative phenomenological analysis study. *Medical Education Online*, 2016, 21: 31973 - <http://dx.doi.org/10.3402/meo.v21.31973>.

Wang, Q., Li, H., Pang, W., Shuo, L. & Su, Y. (2016). Developing an integrated framework of problem-based learning and coaching psychology in undergraduate medical education: A participatory research. *BMC Medical Education*, 16(2), 1-14.

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Long, H., & Pang, W. * (2015). Rater effects in creativity assessment: A mixed methods investigation. *Thinking Skills and Creativity*, 15, 13-25.

Long, H., Pang, W. *, & Ren, Y. (2015). Is China Shanghai? A picture of Chinese students' math studies and achievement. 2015 AERA Annual Meeting, Chicago.

Jiang, Y., Pang, W., & Bonner, P. J. (2014). Self-Regulated Learning Among Secondary School Students in China. 2014 AERA Annual Meeting, Philadelphia, Pennsylvania.

Pang, W. (2012). The Actiotope Model of Giftedness: A useful model for examining gifted education in China's universities. *High Ability Studies*, 23(1), 89-91.

Pang, W. & Plucker, J. A. (2012). Recent Transformations in China's Economic, Social, and Educational policies for promoting innovation and creativity. *The Journal of Creative Behavior*, 46(4), 247-273.

Pang, W., Sun, Y., & Zhu, H. (2012). Who Entered the Better Schools? The Socioeconomic Status of Chinese Families and the Impact on the Students' School Choice. 2012 AERA Annual Meeting, Vancouver.