

September 2026

ALBERT WENTAO LI, Ph.D.

Assistant Professor

College of Education, University of Houston

Faculty Affiliate, Texas Institute for Measurement, Evaluation, and Statistics

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EDUCATION

Ph.D. Education, University of California, Irvine, CA, 2026
M.A. Education, University of California, Irvine, CA, 2025
M.A. Literacy Education, University of British Columbia, Vancouver, BC, 2022
B.A. English and Education, Northeast Normal University, China, 2020

PROFESSIONAL AND RESEARCH EXPERIENCE

2026–Present Assistant Professor, College of Education, University of Houston, TX
2026–Present Faculty Affiliate, Texas Institute for Measurement, Evaluation and Statistics, Houston, TX
2023–2026 Graduate Research Assistant, School of Education, University of California, Irvine, CA
2022–2023 English Teacher (Grade 11), Affiliated High School of Peking University, China
2022–2023 Special Education Teacher (Grades 10-12), Affiliated High School of Peking University, China
2020–2022 Disability Service Coordinator, University of British Columbia, Vancouver, BC

HONORS AND AWARDS

2026 Student Research Award, Division for Research, Council for Exceptional Children (CEC)
2026 Researchers of Color Travel Award, Society for Research on Educational Effectiveness (SREE)
2025 Deborah Lowe Vandell Research Excellence Award, University of California, Irvine, CA
2024 Certificate of Teaching Excellence, University of California, Irvine, CA
2022 RITS Outstanding Research Award, University of British Columbia, Vancouver, BC
2019 National Scholarship, Ministry of Education, China

WORKING LIFE ESSAY

E1. Li, A. W. (2024). Opening up – How I learned to embrace open science. *Science* (IF = 47.3), 385(6705), 226.

SELECTED JOURNAL ARTICLES

- J14. Li, A. W., & Hebert, M. (2026). Effects of peer feedback on adolescent writing: A meta-analysis. *Scientific Studies of Reading* (IF = 2.7).
- J13. Li, A. W., & Collins, P. (2026). Formative feedback across sources: Student perceptions and writing outcomes with instructor, peer, and AI-generated feedback. *Reading and Writing* (IF = 2.3).
- J12. Li, A. W., & Graham, S. (2026). How reliable and valid is peer evaluation in adolescents' L2 argumentative writing? *Assessing Writing* (IF = 7.6), 67, 100992.
- J11. Wu, C., Li, A. W., & Moorehouse, B. L. (2026). Using *DeepSeek*'s reasoning-based AI model to support written feedback practices. *Assessing Writing* (IF = 7.6), 69, 101077.
- J10. Li, A. W. (2025). Self-regulated strategy development with and without peer interaction: Improving high school students' L2 persuasive essay revisions. *Written Communication* (IF = 2.5), 42(1), 9–46.
- J9. Li, A. W. (2025). Epistemic (in)justice and the search for ways to language research: A letter to the editor. *Research in the Teaching of English* (IF = 1.6), 59(4), 542–543.

- J8. Li, A. W. (2024). Bilingual returnee scholars' identity in academic writing. *Journal of Second Language Writing* (IF = 7.7), 64, 101112.
- J7. Li, A. W., & Hebert, M. (2024). Unpacking an online peer-mediated and self-reflective revision process in second-language persuasive writing. *Reading and Writing* (IF = 2.3), 37, 1545–1573.
- J6. Li, A. W. (2023). Using *Peerceptiv* to support AI-based online writing assessment across the disciplines. *Assessing Writing* (IF = 7.6), 57, 100746.
- J5. Wu, C., Zhang, Y.-W., & Li, A. W. (2023). Peer feedback and Chinese medical students' English academic writing development: A longitudinal intervention study. *BMC Medical Education* (IF = 4.2), 23, 578.
- J4. Zhang, F., Schunn, C., Chen, S., Li, W., & Li, R. (2023). EFL student engagement with peer feedback in academic writing: A longitudinal study. *Journal of English for Academic Purposes* (IF = 3.7), 64, 101255.
- J3. Li, W. (2022). Scoring rubric reliability and internal validity in peer-mediated EFL writing assessment: Insights from many-facet Rasch measurement. *Reading and Writing* (IF = 2.3), 35, 2409–2431.
- J2. Li, W., & Zhang, F. (2021). Tracing the path toward self-regulated revision: An interplay of instructor feedback, peer feedback, and revision goals. *Frontiers in Psychology* (IF = 3.8), 11, 612088.
- J1. Zhang, F., Schunn, C., Li, W., & Long, M. (2020). Changes in the reliability and validity of peer assessment across the college years. *Assessment & Evaluation in Higher Education* (IF = 6.9), 45(8), 1073–1087.

SELECTED CONFERENCE PRESENTATIONS

- C7. Li, A. W., & Graham, S. (2026, December). *A meta-meta-analysis of feedback and writing*. Presentation at Literacy Research Association Annual Conference. Honolulu, Hawaii.
- C6. Li, A. W., & Graham, S. (2026, September). *Feedback and writing: A second-order meta-analytic review*. Presentation at the Society for Research on Educational Effectiveness Conference. Baltimore, Maryland.
- C5. Li, A. W., & Graham, S. (2026, August). *A meta-analysis of writing interventions for emotionally disturbed students*. Presentation at the American Psychological Association Convention, Washington, DC.
- C4. Li, A. W., & Collins, P. (2026, April). *Unpacking online feedback uptake: How students use instructor, peer, and AI-generated feedback for writing revisions*. Presentation at the American Educational Research Association Annual Meeting, Los Angeles, CA.
- C3. Li, A. W., Hines, H., Bedi-Wood, E., Hebert, M., Rodgers, D., & Graham, S. (2026, February). *Writing instruction for college students with writing difficulties/disabilities: A scoping review*. Presentation at the Pacific Coast Research Conference, Long Beach, CA.
- C2. Li, A. W., & Hebert, M. (2025, April). *Effects of perspective-taking strategy instruction on peer feedback quality of adolescent writers with learning disabilities*. Presentation at the UC Center for Research on Special Education, Disabilities, and Developmental Risk (UC SPEDDR) Conference, Sacramento, CA.
- C1. Li, A. W., & Hebert, M. (2025, February). *Effects of peer feedback on adolescent students' writing: A meta-analysis*. Presentation at the Pacific Coast Research Conference, Coronado, CA.

TEACHING EXPERIENCE

1. College of Education, University of Houston, TX

Graduate

- * CUIN 8370: *Introduction to Educational Research* (Ph.D. students; guest lecture)
- * CUIN 7387: *Theory and Process of Teaching Writing* (M.Ed. and Ph.D. students)
- * SPEC 6361/6362: *Behavior Interventions and Evidence-Based Decisions* (M.Ed. students)

Undergraduate

- * CUIN 4332: *Assessment for Reading and Writing* (guest lecture)
- * CUIN 3345: *Writing and Grammar for Teaching English* (guest lecture)

2. School of Education, University of California, Irvine, CA

Graduate

- * EDUC 348: *Educational Equity and the Exceptional Learner* (M.A. students)
- * EDUC 326: *Curriculum and Methods for Elementary School Reading* (M.A. students; guest lecture)

- * EDUC 288A: *Educational, Social, and Behavioral Statistics* (Ph.D. students)
- * EDUC 202: *Outcomes of Schooling and Student Assessment* (M.A. and Ph.D. students)

Undergraduate

- * EDUC 151: *Language and Literacy*
- * EDUC 146: *Education, Learning, and Culture*
- * EDUC 15: *Statistics for Education Research*

SERVICE

What Works Clearinghouse (WWC), U.S. Department of Education

- * *WWC Certified Reviewer in Advanced Group Design*, 2026–present
- * *WWC Certified Reviewer in Group Design*, 2025–present
- * *WWC Certified Reviewer in Single Case Design*, 2025–present

Editorial Board Member

- * *Metacognition and Learning* (IF = 3.5), 2026–present
- * *Instructional Science* (IF = 2.7), 2023–present
- * *Journal of Second Language Writing* (IF = 7.7), 2024–present
- * *Reading and Writing Quarterly* (IF = 1.5), 2025–present

Ad-Hoc Reviewer

- * *Remedial and Special Education* (IF = 1.8), 2026–present
- * *Contemporary Educational Psychology* (IF = 6.7), 2025–present
- * *Assessing Writing* (IF = 7.6), 2025–present
- * *Written Communication* (IF = 2.5), 2024–present
- * *Reading and Writing* (IF = 2.3), 2023–present
- * *TESOL Quarterly* (IF = 5.1), 2026–present
- * *The Modern Language Journal* (IF = 4.5), 2026–present

Professional Affiliations

- * *Council for Exceptional Children* (CEC), 2024–present
 - *Division for Research* (DR)
 - *Division for Learning Disabilities* (DLD)
 - *Division for Emotional and Behavioral Health* (DEBH)
- * *Society for the Scientific Study of Reading* (SSSR), 2023–present
- * *American Educational Research Association* (AERA), 2023–present
- * *American Psychological Association* (APA) *Division 15: Educational Psychology*, 2025–present

University of California, Irvine

- * *Ph.D. Admissions Committee Member*, School of Education, 2024–2025
- * *Diverse Educational Community and Doctoral Experience Mentor*, School of Education, 2024–2026
- * *Next Generation Pathway Mentor*, Graduate Division, 2025–2026
- * *Executive Committee Member*, UC Irvine National Writing Project Literacy Conference, 2024–2026