

JIESI GUO

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Education

2014.1 – 2016.10	Educational Psychology (Ph.D.) Supervisor: Prof. Herbert W. Marsh	Australian Catholic University Institute for Positive Psychology and Education
2012.12 – 2013.12	Educational Psychology (Ph.D.) Supervisor: Prof. Herbert W. Marsh	Australian Catholic University Centre for Positive Psychology and Education
2008.2 – 2010.3	Education in Mathematics and Science (M.A.)	University of Monash, Australia Faculty of Education
2003.9 – 2007.7	Educational Technology (B.A.)	Shenzhen University, China Faculty of Education

Research Experience

2022.1 –	Associated Professor	Australian Catholic University, Institute for Positive Psychology and Education
2018.10 – 2021.12	Senior Research Fellow	Australian Catholic University, Institute for Positive Psychology and Education
2016.9 – 2018.10	Research Fellow	Australian Catholic University, Institute for Positive Psychology and Education
2014.5 – 2016.6	Research assistant	Australian Catholic University, Institute for Positive Psychology and Education
2013.7 – 2014.12	Research assistant	University of Western Sydney, Centre for Positive Psychology and Education

Awards

- **2020 Association of Psychological Science (APS) Rising Star**
- **2021 Society for Social Work and Research Excellence in Research Award**
- **2017 American Educational Research Association (AERA) Outstanding Dissertation Award**
- **2017 International Self-Concept Outstanding Dissertation Award**

Grants

- Chief investigator, Student Feedback to Their Teachers - An Impactful Intervention to Improve Teachers' Effectiveness and Students' Educational Outcomes (\$360,923)
- Chief investigator, School Principals' Diminishing Wellbeing: What Makes A Positive Difference? (\$520,000)
- Chief investigator, Transforming Lives and Communities: Impact of Quality Indigenous Education (\$270,000)
- Chief investigator, Enabling Thriving Futures: Forging and Capitalising Upon An Innovative Positive Psychology Multi-Dimensional Well-Being Framework for Positive Education Schooling (\$365,027)
- Chief investigator, Boosting High School Students' Interest and Course Taking in STEM Fields (\$50,000)
- Chief investigator, Driven to Distraction: A Pilot Study of The Mental Health Effects of Compulsive Smartphone Use Among Managers at Work (\$50,000)

- Chief investigator, Australian Principal Health and Wellbeing - Combined (CSNSW, APPA, ASPA, AHISA, NSWSPC) (\$61,333)

Main Publications

2022

- **Guo, J.**, Hu, X., Elliot, A., Marsh, H., Murayama, K., Basarkod, G., Parker, P., & Dicke, T. (2022) Mastery-Approach goals: A large-scale cross-cultural analysis of antecedents and consequences. *Journal of Personality and Social Psychology*. Pre-print: <https://psyarxiv.com/zph2a>
- **Guo, J.**, Tang, X., Marsh, H. W., Parker, P., Basarkod, G., Sahdra, B., Ranta, M., & Salmela-Aro, K. (2022). The roles of social-emotional skills in students' academic and life success: A multi-informant and multicohort perspective. *Journal of Personality and Social Psychology*. Advance online publication. <https://doi.org/10.1037/pspp0000426>
- Dicke, T., Parker, P., **Guo, J.**, Basarkod, G., Marsh, H. W., Deady, M., Harvey, S. & Riley, P. (2022), Ubiquitous emotional exhaustion in school principals: Stable trait, enduring autoregressive trend, or occasion specific state?, *Journal of Educational Psychology*, 114(2), 426–441. <https://doi.org/10.1037/edu0000582>
- Parker, P., Allen, K.-A., Parker, R., **Guo, J.**, Marsh, H. W., Basarkod, G., & Dicke, T. (2022). School belonging predicts whether an emerging adult will be not in education, employment, or training (NEET) after school. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000733>
- Dillon, A., Craven, R. G., **Guo, J.**, Yeung, A. S., Mooney, J., Franklin, A., & Brockman, R. (2022). Boarding schools: A longitudinal examination of Australian Indigenous and non-Indigenous boarders' and non-boarders' wellbeing. *British Educational Research Journal*, March, 1–20. <https://doi.org/10.1002/berj.3792>
- Fleischmann, M., Hübner, N., Marsh, H. W., **Guo, J.**, Trautwein, U., & Nagengast, B. (2022). Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation. *Journal of Educational Psychology*, 114(1), 127–143. <https://doi.org/10.1037/edu0000491>
- Basarkod, G., Marsh, H. W., Sahdra, B. K., Parker, P. D., **Guo, J.**, Dicke, T., & Lüdtke, O. (2022). The Dimensionality of Reading Self-Concept: Examining Its Stability Using Local Structural Equation Models. *Assessment*. <https://doi.org/10.1177/10731911211069675>
- Sahdra, B. K., Ciarrochi, J., Basarkod, G., Dicke, T., **Guo, J.**, Parker, P. D., & Marsh, H. W. (2022). High school students' tenacity and flexibility in goal pursuit linked to life satisfaction and achievement on competencies tests. *Journal of Educational Psychology*, 114(3), 622–636. <https://doi.org/10.1037/edu0000667>

2021

- **Guo, J.**, Hu, X., Marsh, H. W., & Pekrun, R. (2021). Relations of epistemic beliefs with motivation, achievement, and aspirations in science: Generalizability across 72 societies. *Journal of Educational Psychology*, 114(4), 734–751. <https://doi.org/10.1037/edu0000660>
- Marsh, H. W., Parker, P. D., **Guo, J.**, Basarkod, G., Niepel, C., & Van Zanden, B. (2021). Illusory gender-equality paradox, math self-concept, and frame-of-reference effects: New integrative explanations for multiple paradoxes. *Journal of Personality and Social Psychology*, 121(1), 168–183. <https://doi.org/10.1037/pspp0000306>
- Parker P, Dicke T, **Guo J**, Basarkod G, Marsh H. Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect. *Educational Researcher*. 2021;50(6):334-344. doi:10.3102/0013189X20986176
- Niepel, C., Marsh, H. W., **Guo, J.**, Pekrun, R., & Möller, J. (2021). Revealing dynamic relations between mathematics self-concept and perceived achievement from lesson to lesson: An experience-sampling study. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000716>
- Basarkod, G., Marsh, H. W., Parker, P. D., Dicke, T., & **Guo, J.** (2021). The immigrant paradox and math self-concept: An SES-of-origin-country hypothesis. *Learning and Instruction*, 101539.
- Marsh, H. W., Xu, K. M., Parker, P. D., Hau, K.-T., Pekrun, R., Elliot, A., **Guo, J.**, Dicke, T., & Basarkod, G. (2021). Moderation of the big-fish-little-pond effect: Juxtaposition of evolutionary (Darwinian-economic) and achievement

motivation theory predictions based on a Delphi approach. *Educational Psychology Review*, 33(4), 1353–1378. <https://doi.org/10.1007/s10648-020-09583-5>

- Horwood, M., Marsh, H. W., Parker, P. D., Riley, P., **Guo, J.**, & Dicke, T. (2021). Burning passion, burning out: The passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion. *Journal of Educational Psychology*, 113(8), 1668–1688. <https://doi.org/10.1037/edu0000664>

2020

- **Guo, J.**, Wang, M.-T., Degol, J. L. (2020). The role of sociocultural factors in student achievement motivation: A Cross-Cultural review. *Adolescent Research Review*, 5(4), 435–450.
- Marsh, H. W., **Guo, J.**, Dicke, T., Parker, P. D., Craven, R. G. (2020). Confirmatory factor analysis (CFA), exploratory structural equation modeling (ESEM) & Set-ESEM: Optimal balance between goodness of fit and parsimony. *Multivariate Behavioral Research*. 55(1), 102-119.
- Wang, M.-T., Henry, D. A., Smith, L. V., Huguley, J. P., & **Guo, J.** (2020). Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*. doi:10.1037/amp0000464
- Wang, M., Degol, J. L., Amemiya, J., Parr, A., & **Guo, J.** (2020). Classroom climate and children ' s academic and psychological wellbeing : A systematic review and meta-analysis. *Developmental Review*, 57, 100912.
- Marsh, H. W., Parker, P. D., **Guo, J.**, Pekrun, R., & Basarkod, G. (2020). Psychological comparison processes and self-concept in relation to five distinct frame-of-reference effects: Pan-human cross-cultural generalizability over 68 countries. *European Journal of Personality*, 34(2), 180–202. doi:10.1002/per.2232
- Dicke, T., Marsh, H. W., Parker, P. D., **Guo, J.**, Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. *Journal of Educational Psychology*, 112(5), 1061–1073.
- Koivuhovi, S., Marsh, H. W., Dicke, T., Sahdra, B., **Guo, J.**, Parker, P. D., & Vainikainen, M. (2020). Academic self-concept formation and peer-group contagion: Development of the big-fish-little-pond effect in primary-school classrooms and peer groups. *Journal of Educational Psychology*. doi: 10.1037/edu0000554
- Donald, J. N., Bradshaw, E. L., Ryan, R. M., Basarkod, G., Ciarrochi, J., **Guo, J.**, ... Sahdra, B. K. (2019). Mindfulness and its association with varied types of motivation: a systematic review and meta-analysis using self-determination theory. *Personality and Social Psychology Bulletin*, 46(7), 1121–1138.

2019

- **Guo, J.**, Marsh, H. W., Parker, P. D., Dicke, T., & Zanden, B. Van. (2019). Countries, parental occupation, and girls' interest in science. *The Lancet*, 393(10171), e6–e8. doi:10.1016/S0140-6736(19)30210-7
- **Guo, J.**, Tang, X., & Xu, K. M. Capturing the multiplicative effect of perseverance and passion: measurement issues of combining two grit facets (2019). *Proceedings of the National Academy of Sciences of the United States of America*. doi: 10.1073/pnas.1820125116
- **Guo, J.**, Marsh, H. W., Parker, P. D., Dicke, T., Lüdtke, O., & Diallo, T. M. O. (2019). A systematic evaluation and comparison between exploratory structural equation modeling and bayesian structural equation modeling. *Structural Equation Modeling*, 26(4), 529–556.
- Huguley, J. P., Wang, M.-T., Vasquez, A. C., & **Guo, J.** (2019). Parental ethnic-racial socialization practices and the construction of children of color's ethnic-racial identity: A research synthesis and meta-analysis. *Psychological Bulletin*, 145(5), 437–458.

- Tang, X., Wang, M. Te, **Guo, J.**, & Salmela-Aro, K. (2019). Building Grit: The Longitudinal Pathways between Mindset, Commitment, Grit, and Academic Outcomes. *Journal of Youth and Adolescence*, 48(5), 850–863.
- Marsh, H. W., Van Zanden, B., Parker, P. D., **Guo, J.**, Conigrave, J., & Seaton, M. (2019). Young women face disadvantage to enrollment in university stem coursework regardless of prior achievement and attitudes. *American Educational Research Journal*, 56(5), 1629–1680.
- Ivanova, M. Y., Achenbach, T. M., Rescorla, L. A., **Guo, J.**, Althoff, R. R., Kan, K.-J., ... Verhulst, F. C. (2019). Testing syndromes of psychopathology in parent and youth ratings across societies. *Journal of Clinical Child & Adolescent Psychology*, 48(4), 596–609.
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., **Guo, J.**, Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111(2), 331–353.
- Vinni-Laakso, J., **Guo, J.**, Juuti, K., Loukomies, A., Lavonen, J., & Salmela-Aro, K. (2019). The relations of science task values, self-concept of ability, and stem aspirations among finnish students from first to second grade. *Frontiers in Psychology*, 10(July), 1–15.
- Dietrich, J., Moeller, J., **Guo, J.**, Viljaranta, J., & Kracke, B. (2019). In-the-moment profiles of expectancies, task values, and costs. *Frontiers in Psychology*, 10(july), 1–12.

2018

- **Guo, J.**, Wang, M.-T., Ketonen, E. E., Eccles, J. S., & Salmela-Aro, K. (2018). Joint trajectories of task value in multiple subject domains: From both variable- and pattern-centered perspectives. *Contemporary Educational Psychology*, 55(October), 139–154.
- **Guo, J.**, Marsh, H. W., Parker, P. D., & Dicke, T. (2018). Cross-cultural generalizability of social and dimensional comparison effects on reading, math, and science self-concepts for primary school students using the combined PIRLS and TIMSS data. *Learning and Instruction*, 58, 210–219.
- **Guo, J.**, Eccles, J. S., Sortheix, F. M., & Salmela-Aro, K. (2018). Gendered pathways toward STEM careers: The incremental roles of work value profiles above academic task values. *Frontiers in Psychology*, 9(July), 1–15.
- Marsh, H. W., **Guo, J.**, Parker, P. D., Nagengast, B., Asparouhov, T., Muthén, B., & Dicke, T. (2018). What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups. *Psychological Methods*, 23(3), 524–545.
- Marsh, H. W., Pekrun, R., Murayama, K., Arens, A. K., Parker, P. D., **Guo, J.**, & Dicke, T. (2018). An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years. *Developmental Psychology*, 54(2), 263–280.
- Dicke, T., Marsh, H. W., Parker, P. D., Pekrun, R., **Guo, J.**, & Televantou, I. (2018). Effects of school-average achievement on individual self-concept and achievement: Unmasking phantom effects masquerading as true compositional effects. *Journal of Educational Psychology*, 110(8), 1112–1126.
- Parker, P. D., Marsh, H. W., Jerrim, J. P., **Guo, J.**, & Dicke, T. (2018). Inequity and excellence in academic performance: evidence from 27 countries. *American Educational Research Journal*, 55(4), 836–858.
- Donald, J. N., Ciarrochi, J., Parker, P. D., Sahdra, B. K., Marshall, S. L., & **Guo, J.** (2018). A worthy self is a caring self: Examining the developmental relations between self-esteem and self-compassion in adolescents. *Journal of Personality*, 86(4), 619–630.

- Parker, P. D., Marsh, H. W., **Guo, J.**, Anders, J., Shure, N., & Dicke, T. (2018). An information distortion model of social class differences in math self-concept, intrinsic value, and utility value. *Journal of Educational Psychology*, 110(3), 445–463.
- Dicke, T., Marsh, H. W., Riley, P., Parker, P. D., **Guo, J.**, & Horwood, M. (2018). Validating the Copenhagen Psychosocial Questionnaire (COPSOQ-II) Using Set-ESEM: Identifying Psychosocial Risk Factors in a Sample of School Principals. *Frontiers in Psychology*, 9(APR), 1–17.

2015-2017

- **Guo, J.**, Marsh, H. W., Parker, P. D., Morin, A. J. S., & Dicke, T. (2017). Extending Expectancy-Value Theory Predictions of Achievement and Aspirations in Science: Dimensional Comparison Processes and Expectancy-by-Value Interactions. *Learning and Instruction*. 49, 81-91.
- **Guo, J.**, Parker, P. D., Marsh, H. W., & Morin, A. J. S. (2015). Achievement, motivation, and educational choices: A longitudinal study of expectancy and value using a multiplicative perspective. *Developmental Psychology*, 51(8), 1163-1176.
- **Guo, J.**, Marsh, H. W., Morin, A. J. S., Parker, P. D., & Kaur, G. (2015). Directionality of the associations of high school expectancy-value, aspirations and attainment over eight years: A Longitudinal study. *American Educational Research Journal*, 52(2), 371–402.
- **Guo, J.**, Marsh, H. W., Parker, P. D., Morin, A. J. S., & Yeung, A. S. (2015). Expectancy-value, gender and socioeconomic background as predictors of achievement and aspiration: A multi-cohort study. *Learning and Individual Differences*, 37, 1–8.
- **Guo, J.**, Nagengast, B., Marsh, H. W., Kelava, A., Gaspard, H., Brandt, H., ... Trautwein, U. (2016). Probing the unique contributions of self-concept, task values, and their interactions using multiple value facets and multiple academic outcomes. *AERA Open*, 2(1), 1–20.
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., **Guo, J.**, Dicke, T., & Lichtenfeld, S. (2017). Long-term Positive Effects of Repeating a Year in School: Six-Year Longitudinal Study of Self-beliefs, Anxiety, Social Relations, School Grades, and Test Scores. *Journal of Educational Psychology*. 109(3), 425–438.
- Van Zanden, B., Marsh, H. W., Seaton, M., Parker, P. D., **Guo, J.**, & Duineveld, J. J. (2017). How well do parents know their adolescent children? Parent inferences of student self-concepts reflect dimensional comparison processes. *Learning and Instruction*, 47, 25–32.
- Donald, J. N., Atkins, P. W. B., Parker, P. D., Christie, A. M., & **Guo, J.** (2017). Cognitive defusion predicts more approach and less avoidance coping with stress, independent of threat and self-efficacy appraisals. *Journal of Personality*, 85(5), 716–729.
- Marsh, H. W., Pekrun, R., Lichtenfeld, S. **Guo, J.**, Arens, A. Katrin., & Murayama, Kou. (2016). Breaking the double-edged sword of effort/trying hard: Longitudinal relations between effort, achievement, and academic self-concept. *Developmental Psychology*, 52, 1273-1290.
- Marsh, H. W., Craven, R. G., Parker, P. D., Parada, R. H., **Guo, J.**, Dicke, T., & Abduljabbar, A. S. (2016). Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models. *Developmental Psychology*, 52(12), 1994–2009.

Book Chapters

- Basarkod, G., Marsh, H. W., Dicke, T., **Guo, J.**, & Parker, P. D. (2022). A Key Construct for Positive Psychology. In K. Allen, M. J. Furlong, D. Vella-Brodrick, & S. M. Suldo (Eds.), *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (pp. 202-216). Routledge. <https://doi.org/10.4324/9781003013778-15>
- Marsh, H. W., Basarkod, G., Pekrun, R., Dicke, T., Parker, P., & **Guo, J.** (in press). Academic self-concept formation: A three-faceted model of psychological comparison (3FPC) Processes. In A. O. Donnell, J. Reeve, & N. Barnes (Eds.) *Oxford Handbook of Educational Psychology*. Oxford University Press.

- Wang, M., Degol, J. L., & Guo, J. (2019). The meaning of motivation to learn in cross-national comparisons: a review of recent international research on ability, self-concept, and interest. In L. E. Suter, S. Emma, & B. D. Denman (Eds.), *The SAGE Handbook of Comparative Studies in Education* (p. 224-244). SAGE.
- Parker, P., Guo, J., & Sanders, T. (2019). Socioeconomic inequality and student outcomes in Australia. In L. Volante, S. V. Schnepf, J. Jerrim & B. D. Denman (Eds.), *Socioeconomic Inequality and Student Outcomes* (pp. 189-204). Springer, Singapore.

Research Interests

- Achievement motivational factors (e.g., task value, self-concept) and choice behaviours
- How multiple ecological systems on the cultural, social, motivational, and behavioural development of youth shape their major and career choices particularly in STEM (Science, Technology, Engineering, and Mathematics)
- Gender and cross-cultural differences in motivation beliefs and choice behaviours
- Methodological issues in multi-group modeling, multi-level modeling, Bayesian, latent mixture modeling.

Teaching Experience

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|------------------|---|--------------------------------|
| • 2017-present | Supervisor of seven PhD students | Australian Catholic University |
| • 2020 – present | Evidence-Based Practice for Psychologists | Australian Catholic University |
| • 2020 – present | Statistical Methods | Australian Catholic University |
| • 2017-present | Lecturer (research workshops/seminars) | Australian Catholic University |