

# Jiling Liu, Ph.D.

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Department of Kinesiology and Sport Management

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## EDUCATION

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**2016      Ph.D.      Kinesiology (Sport Pedagogy)**

Department of Kinesiology and Sport Management

Texas A&M University, College Station, Texas

Dissertation: *Self-Regulated Learning Strategies and Achievement Goals among Physical Education Preservice Teachers*

Certificate in Education & Social Sciences Advanced Research Methods

**2004      M.Ed.      Physical Education & Athletic Training**

Graduate School

Shanghai University of Sport, Shanghai, China

Thesis: *Degree Plan for Master Students of Physical Education at SUS*

**2001      B.Ed.      Physical Education**

School of Physical Education

Shandong Normal University, Shandong, China

## PROFESSIONAL EXPERIENCE

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***Department of Kinesiology and Sport Management, Texas A&M University, College Station, TX***

2023–Present      Clinical Associate Professor  
Associate Department Head for Graduate Studies

2019–2024      Program Coordinator, Physical Education Teacher Certification

2017–2023      Clinical Assistant Professor

2017      Instructional Assistant Professor

2011–2016      Graduate Teaching Assistant

***Shanghai University of Sport, China***

2007–2008      Associate Coordinator, *Contemporary Physical Education Instructional Technology System*

2006–2008      Director, Annual Basketball Tournament of Shanghai University of Sport

2004–2008      Assistant Professor

2004–2008 Evaluator, Basketball Officials Certification (China National Level II)

***Other Appointments***

2020 Online Instructional Resources Developer for the 8<sup>th</sup> edition of *Lifelong Motor Development* (authored by Carl Gabbard), Wolters Kluwer

2018 Adjunct Faculty, Department of Kinesiology, Texas A&M University-Texarkana

**AWARDS & RECOGNITIONS**

2023 Provost Academic Professional Track Faculty Teaching Excellence Award, Texas A&M University

2021 Excellent Teaching Award, International Chinese Society for Physical Activities and Health

2019 Excellent Early Career Research Award, International Chinese Society for Physical Activities and Health

2019 Research Fellow, SHAPE America

2018 Gold Recognition for 3 Years of Service, CIRTL Associate – Senior Fellow of the Academy for Future Faculty, Center for Teaching Excellence & Office of Graduate and Professional Studies, Texas A&M University

2017 Appreciation and Recognition of Leadership Service, Student Representative and Executive Council Member for Year 2015–2017, International Chinese Society for Physical Activities and Health

**GRANTS**

2024 Regulating Critical Period Plasticity in Chronic Human Spinal Cord Injury (**Co-Principal Investigator**). KNSM Faculty Research Seed Grant, Texas A&M University. \$25,000.00.

2023 Novel Noninvasive Brain Stimulation for Promoting Neuroplasticity and Rehabilitation (**Co-Principal Investigator**). SEHD Catapult Seed Grant, Texas A&M University. \$45,000.00.

2022 Application of Teaching Styles and Skills for Standards-Based Instruction (**Principal Investigator**). HLKN Climate & Diversity Peer Collaboration Grants, Texas A&M University. \$1,000.00

2021 Health Literacy Page by Page: Incorporating Graphic Novelettes into STEM Inquiry Lessons (**Co-Principal Investigator**). Presidential Transformational Teaching Grant, Texas A&M University. \$60,000.00

2021 Age-Related Declines in Sensorimotor Interaction (**Co-Principal Investigator**). SEHD Catapult Seed Grant, Texas A&M University. \$13,500.00

2015 Indicators and Application of Self-Regulated Learning among Preservice

Physical Educators (**Principal Investigator**). SHAPE America Graduate Research Grant Program. \$2,500.00

2015 Physical Education Preservice Teachers' Self-Regulated Learning (**Principal Investigator**). School of Education and Human Development Graduate Research Grant, Texas A&M University. \$500.00

## SCHOLARSHIPS

2018 New Faculty Research Initiative. STaR Catapult Program. School of Education and Human Development, Texas A&M University. \$1,350.00

2016 School of Education and Human Development Research Scholars Award. Texas A&M University. \$1,500.00

2015 The Effectiveness of Peer Review in An Online Course. Teaching-As-Research Fellows (TAR) Program Research Initiative, Center for the Integration of Research, Teaching and Learning, Texas A&M University. \$400.00

## UNDERGRADUATE TEACHING.

*Special Notes:* *C* = cross-listed course with Health Division, *F* = face-to-face, *FB* = field-based course, *O* = online course, *W* = writing-intensive course, *H* = hybrid teaching during COVID-19

Course Title	Semesters Taught	Average Enrollment	Special Notes
<b>2017–2022 Texas A&amp;M University, Department of Kinesiology, College Station, TX</b>			
HLTH/KINE 214 Health and Physical Activity for Children	8	40	<i>C, O</i>
KNFB 222 Teaching School Physical Activity in Modern Society	2	20	<i>F, H</i>
HEFB/KNFB 324 Technology and Teaching Skills for the 21st Century Learners	7	25	<i>C, F, FB, H</i>
HEFB/KNFB 325 Introduction to Secondary School Teaching	1	25	<i>C, F, FB, W</i>
KNFB 416 Teaching Middle and Secondary School Physical Education	10	15	<i>F, FB, W, H</i>
KINE 307 Lifespan Motor Development	10	40	<i>F &amp; O</i>
KINE 404 Coaching Psychology	2	40	<i>O</i>
KINE 482 Research in Kinesiology	6	20	<i>F &amp; O</i>
KINE 491 Research	1	5	<i>F</i>
<b>2018 Texas A&amp;M University-Texarkana, Department of Kinesiology, Texarkana, TX</b>			
KINE 325 Exercise and Sport Psychology	1	20	<i>O</i>

## GRADUATE TEACHING.

*Special Notes:* F = face-to-face, FB = field-based course

Course Title	Semesters Taught	Average Enrollment	Special Notes
2017–2022 Texas A&M University, Department of Kinesiology, College Station, TX			
HLTH 685 Directed Studies	3	5	F, FB

## QUALITY MATTERS RECOGNIZED ONLINE COURSES

- KINE 482 *Research in Kinesiology*, certified July 26, 2019
- KINE 307 *Lifespan Motor Development*, certified May 24, 2019
- HLTH/KINE 214 *Health & Physical Activity among Children*, certified November 2, 2018; recertified May 15, 2019
- KINE 404 *Coaching Psychology*, certified October 25, 2018
- KINE 325 *Exercise and Sport Psychology* (Texas A&M University-Texarkana), certified August 13, 2018

## PUBLISHED INSTRUCTIONAL MATERIALS

- 2) **Liu, J.**, & Gabbard, C. (2022). *Lifelong motor development (8th ed.): Instructor's manual*. Walters Kluwer.
- 1) **Liu, J.**, & Gabbard, C. (2022). *Lifelong motor development (8th ed.): Instructor's presentation package* (Chapter 1–14) [PowerPoint slides]. Walters Kluwer.

## TEACHING & COACHING PUBLICATIONS

*Special Note:* \*\*indicates current or former undergraduate student, \*indicates current or former graduate student. #indicates senior author.

- 23) \*\*Thompson, H., & #Liu, J. (in press). Integrating ClassDojo in elementary physical education. *Strategies*.
- 22) \*\*Whitley, R., & #Liu, J. (in press). Defensive back footwork training among secondary school football players. *Strategies*.
- 21) \*\*Caleb, W., & #Liu, J. (2024). Drills for improving shooting accuracy in middle school basketball players. *Strategies*, 37(2), 25–28.  
<https://doi.org/10.1080/08924562.2024.2302776>
- 20) \*\*Kelley, J., & #Liu, J. (2024). Homework in physical education – Benefits, challenges, and strategies. *Journal of Physical Education, Recreation and Dance*, 95(1), 5–6. <https://doi.org/10.1080/07303084.2023.2273222>
- 19) \*\*Anderson, J., & #Liu, J. (2024). Physical activity in the classroom for students with ADHD. *Strategies*, 37(1), 30–32.  
<https://doi.org/10.1080/08924562.2023.2277110>

- 18) \*\*Neu, S., & #Liu, J. (2023). Utilizing teaching styles to enhance student learning. *Strategies*, 36(6), 30–33. <https://doi.org/10.1080/08924562.2023.2260287>
- 17) \*\*Carter, B., & #Liu, J. (2023). Implementing small-sided games into youth basketball practice. *Strategies*, 36(3), 35–37. <https://doi.org/10.1080/08924562.2023.2196920>
- 16) \*\*Shields, R., & #Liu, J. (2023). Teaching football players fundamental tackle techniques. *Strategies*, 36(2), 44–45. <https://doi.org/10.1080/08924562.2023.2174729>
- 15) \*\*Gilliland, W., & #Liu, J. (2023). Lockdown defense in basketball training. *Strategies*, 34(6), 41–43. <https://doi.org/10.1080/08924562.2022.2147373>
- 14) \*\*Piedra, N., & #Liu, J. (2022). Effective icebreakers for secondary physical education classes. *Strategies*, 35(6), 41–43. <https://doi.org/10.1080/08924562.2022.2120351>
- 13) \*\*Hoffmann, M., & #Liu, J. (2022). Teach triple jump to middle and high school student athletes. *Strategies*, 35(5), 35–37. <https://doi.org/10.1080/08924562.2022.2100158>
- 12) \*\*Riggins, C., & #Liu, J. (2022). Fostering emotional regulation of elementary school children through games in physical education. *Strategies*, 35(5), 31–34. <https://doi.org/10.1080/08924562.2022.2100151>
- 11) \*\*Pepito, M., & #Liu, J. (2022). Integrating cross training in dance education. *Strategies*, 35(3), 42–45. <https://doi.org/10.1080/08924562.2022.2052546>
- 10) \*\*Dykes, J., & #Liu, J. (2021). Increasing effectiveness in teaching secondary school dance classes on Zoom. *Strategies*, 34(6), 41–47. <https://doi.org/10.1080/08924562.2021.1980302>
- 9) **Liu, J.** (2007). Clyde Hart: An American legendary track & field coach. *China Sports Coaches*, 1, 32.
- 8) **Liu, J.** (2007). James Counsilman: A famous American swimming coach. *China Sports Coaches*, 2, 32.
- 7) **Liu, J.** (2007). Maestro Ed. Korfanty: A famous saber coach in the world. *China Sports Coaches*, 4, 19.
- 6) **Liu, J.**, Ma, M., & Fu, Q. (2006). Spot instructions in basketball games. *China Sports Coaches*, 2, 53–54.
- 5) **Liu, J.**, \*Wang, Y., & Fu, Q. (2006). Swiss ball and its implementation in enhancing core strength. *China Sports Coaches*, 3, 40–41.
- 4) Liset, G. (2006). A kinesiatric model for developing hammer throwers (**J. Liu & J. Zheng**, Trans.). *China Sports Coaches*, 4, 44–45. (Original work published 2004)
- 3) Calhoun, J. (2006). Rebounding: The big east champion way (**J. Liu & X. Tan**, Trans.). *China Sports Coaches*, 2, 36–37. (Original work published 2004)

- 2) Boxahll, J. (2006). Water training for young and developing athletes (J. Liu, Trans.). *China Sports Coaches, 1*, 59–60. (Original work published 2002)
- 1) Suslov, F. (2006). About the sensitive age periods in the development of physical capacities (J. Liu, Trans.). *China Sports Coaches, 1*, 60. (Original work published 2002)

### **Book**

- 1) Karl, G. M., Stotts, T., & Johnson, P. (2003). *101 basketball out of bounds drills* (Q. Fu, J. Liu, C. Yin, K. Wang, Q. Zhang, & W. Yuan, Trans.). China People's Publishing House. (Original work published 1997)

## **INVITED PRESENTATIONS**

- 6) Liu, J. (2024, April 15). *Self-regulated learning: The key to success* [Keynote Speech]. CIRTl Awards Banquet, Center for Teaching Excellence and Graduate and Professional School, Texas A&M University.
- 5) Liu, J. (2024, March 21). 1 of 4 Panelists for *STaR Mentoring Program Best Teaching Practices Workshop*, College of Education and Human Development, Texas A&M University.
- 4) Liu, J. (2024, February 15). 1 of 3 Panelist for *STaR Mentoring Program Promotion and Tenure Lunch and Learn Event*, College of Education and Human Development, Texas A&M University.
- 3) Liu, J. (2018, May 14). *K-12 physical education curriculum models* [Presentation]. College of Physical Education, Shanghai Normal University, Shanghai, China.
- 2) Liu, J. (2018, May 14). *Learning, research, social, and self-regulated learning among graduate students* [Presentation]. College of Physical Education, Shanghai Normal University, Shanghai, China.
- 1) Liu, J. (2018, May 11). *K-12 physical education curriculum models* [Presentation]. Physical Education College, Shanghai University, Shanghai, China.

## **TEACHING PRESENTATIONS**

- 3) Liu, J., & Gabbard, C. (2023, November 10). *Self-regulated learning and critical thinking in motor development class* [Presentation]. The 1<sup>st</sup> I-MDRC National Conference on Teaching Motor Development.
- 2) Liu, J., & Acosta, S. (2022, May 4). *Health literacy page by page: Incorporating graphic novelettes into STEM inquiry lessons – Year 1* [Presentation]. 2022 Transformational Teaching and Learning Conference, Texas A&M University, College Station, Texas.
- 1) Liu, J., & Acosta, S. (2021, April 30). *Health literacy page by page: Incorporating graphic novelettes into STEM inquiry lessons* [Presentation]. 2021 Transformational Teaching and Learning Conference, Texas A&M

**PEER-REVIEWED RESEARCH ARTICLES**

*Special Note: \*indicates current or former graduate student. Journal impact factor by 2020.*

- 22) Chen, H., **Liu, J.**, & Bai, Y. (2023). Global accelerometer-derived physical activity levels from preschoolers to adolescents: A systematic review, subgroup analysis, and meta-analysis. *Annals of Behavioral Medicine*, 57(7), 511–529. <https://doi.org/10.1093/abm/kaac030> (Impact Factor: 4.908)
- 21) **Liu, J.**, & Xiang, P. (2023). Expectancy-value motivation and physical activity- and health-related outcomes among at-risk children and adolescents. *International Journal of Environmental Research and Public Health*, 20(13), 6273. <https://doi.org/10.3390/ijerph20136273> (Impact Factor: 4.614)
- 20) Acosta, S., **Liu, J.**, Goodson, P., Goltz, H., & Chen, T. (2023). A collaborative and poetic self-study of transformative learning, professional identity, and teaching in academe. *Studying Teacher Education*, 19(2), 225–245. <https://doi.org/10.1080/17425964.2022.2158456>
- 19) Lee, J., Xiang, P., **Liu, J.**, & McBride, R. E. (2022). The 3 × 2 achievement goal model and its relation to students' persistence/effort in college physical activity classes. *Journal of American College Health*. Advance online publication. <https://doi.org/10.1080/07448481.2022.2123709> (Impact Factor: 2.394)
- 18) Chen, H., & **Liu, J.** (2022). A multi-level analysis of the effects of epoch length on the estimates of children's moderate to vigorous physical activity. *Journal of Science in Sport and Exercise*, 4(1), 21–27. <https://doi.org/10.1007/s42978-021-00125-1>
- 17) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2022). Longitudinal stability and change in young students' mastery-approach goals for running. *Perceptual and Motor Skills*, 129(5), 1581–1598. <https://doi.org/10.1177/00315125221118469> (Impact Factor: 2.212)
- 16) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2021). Students' ability beliefs about running in physical education: Qualitative findings from longitudinal data. *European Physical Education Review*, 27(2), 348–365. <https://doi.org/10.1177/1356336X20949902> (Impact Factor: 3.790)
- 15) **Liu, J.**, Xiang, P., McBride, R. E., & Chen, H. (2020). Self-regulated learning strategies and achievement goals among preservice physical education teachers. *European Physical Education Review*, 26(2), 375–391. <https://doi.org/10.1177/1356336X19859602> (Impact Factor: 3.790)
- 14) **Liu, J.**, Xiang, P., McBride, R. E., & \*Juzaily, N. (2020). Perceived coach supports and at-risk boys' motivation at a summer sports camp: A commonality analysis. *International Journal of Sports Science & Coaching*, 15(2), 146–156. <https://doi.org/10.1177/1747954119897521> (Impact Factor: 2.051)



- 13) Dai, J., Chen, H., & Liu, J. (2019). Cross-cultural invariance and validation comparison of the self-efficacy and enjoyment scales across China and the U.S. *International Journal of Sport Psychology*, 50(2), 132–147. <https://doi.org/10.7352/IJSP.2019.50.132> (Impact Factor: 1.15)
- 12) Liu, J., Xiang, P., McBride, R. E., & Chen, H. (2019). Psychometric properties of the Cognitive and Metacognitive Learning Strategies Scales among preservice physical education teachers: A bifactor analysis. *European Physical Education Review*, 25(3), 616–639. <https://doi.org/10.1177/1356336X18755087> (Impact Factor: 3.790)
- 11) Chen, H., Dai, J., & Liu, J. (2018). An integrative perspective of validating a simplified Chinese version Behavioral Regulation in Exercise Questionnaire-2. *Measurement in Physical Education and Exercise Science*, 22(3), 213–223. <https://doi.org/10.1080/1091367X.2017.1417127> (Impact Factor: 2.17)
- 10) Liu, J., Xiang, P., & McBride, R. E. (2018). The mediating role of mastery-approach goals between coach supports and intrinsic motivation toward physical activity among underserved boys. *The International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research*, 9(2), 3–8.
- 9) Liu, J., McBride, R. E., Xiang, P., & Scarmardo-Rhodes, M. (2018). Physical education preservice teachers' understanding, application, and development of critical thinking. *QUEST*, 70(1), 12–27. <https://doi.org/10.1080/00336297.2017.1330218> (Impact Factor: 2.81)
- 8) Liu, J., Xiang, P., Lee, J., & Li, W. (2017). Developing physical literacy in K-12 physical education through achievement goal theory. *Journal of Teaching in Physical Education*, 36(3), 292–302. <https://doi.org/10.1123/jtpe.2017-0030> (Impact Factor: 4.155)
- 7) Xiang, P., Aǧbuǧa, B., Liu, J., & McBride, R. E. (2017). Relatedness need satisfaction, intrinsic motivation and engagement in secondary school physical education. *Journal of Teaching in Physical Education*, 36(3), 340–352. <https://doi.org/10.1123/jtpe.2017-0034> (Impact Factor: 4.155)
- 6) Su, X., Xiang, P., McBride, R. E., Liu, J., & Thornton, M. (2016). At-risk boys' physical activity self-efficacy and social self-efficacy in a summer sports camp. *Journal of Teaching in Physical Education*, 35(2), 159–168. <https://doi.org/10.1123/jtpe.2014-0176> (Impact Factor: 4.155)
- 5) Liu, J., Xiang, P., McBride, R. E., Su, X., & Juzaily, N. (2015). Changes in at-risk boy's intrinsic motivation toward physical activity: A three-year longitudinal study. *Measurement in Physical Education and Exercise Science*, 19(4), 200–207. <https://doi.org/10.1080/1091367X.2015.1074578> (Impact Factor: 2.17)
- 4) Fu, Q., Zhao, C., & Liu, J. (2007). Discussion on rationality of enhancing the arrangement of round robin. *China Sport Science and Technology*, 43(2), 136–139. <https://doi.org/10.16470/j.csst.2007.02.032>



- 3) Wei, L., & **Liu, J.** (2007). Comparative analysis of famous sports brands at home and abroad. *Journal of Guangzhou Physical Education Institute*, 27(1), 95–98. <https://doi.org/10.13830/j.cnki.cn44-1129/g8.2007.01.027>
- 2) Li, J., & **Liu, J.** (2006). An overview of studies on soccer physical fitness training theories in China and abroad. *Sports Sciences Researches*, 10(1), 28–32. <https://doi.org/10.19715/j.tiyukexueyanjiu.2006.01.009>
- 1) **Liu, J.**, & Zhang, Y. (2006). The current status of and future directions for promoting ball games in Shanghai. *Journal of Shanghai Physical Education Institute*, 60, 176–177.

## PEER-REVIEWED RESEARCH ABSTRACTS

*Special Note: \*\*indicates current or former undergraduate student, \*indicates current or former graduate student. #indicates senior author.*

- 54) Chen, H., Dai, J., **Liu, J.**, & Sun, H. (2024). The relationship between health-related fitness and academic performance among Chinese middle and high school students. *Research Quarterly for Exercise and Sport*, 95(S1), A-73.
- 53) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2024). Perceived competence and achievement goals in a summer sports camp. *Research Quarterly for Exercise and Sport*, 95(S1), A-42.
- 52) Chen, H., **Liu, J.**, Sun, H., & Zhang, P. (2023). The effect of school-based multilevel interventions on physical activity: A systematic review. *Research Quarterly for Exercise and Sport*, 94(S1), A-59.
- 51) Lee, J., Xiang, P., McBride, R. & **Liu, J.** (2023). The effect of school-based multilevel interventions on physical activity: A systematic review. *Research Quarterly for Exercise and Sport*, 94(S1), A-25.
- 50) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2023). Understanding work-avoidance goals in physical education. *Research Quarterly for Exercise and Sport*, 94(S1), A-25–26.
- 49) Chen, H., & **Liu, J.** (2022). The effects of active video games on adolescent's cardiovascular fitness and in-school physical activity. *Research Quarterly for Exercise and Sport*, 93(S1), A-63–64.
- 48) **Liu, J.**, Acosta, S., & \*Shu, L. (2022). Health literacy using STEM-themed graphic novelettes: An action research study. American Educational Research Association (AERA) 2022 Annual Conference, San Diego, CA.
- 47) \*\*Shao, Y., #**Liu, J.**, Xiang, P., & Chen, H. (2022). Achievement goals and behavioral outcomes among at-risk youth. 2022 North American Society for The Psychology of Sport and Physical Activity Conference. Waikoloa Village, HI.
- 46) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2022). Long-term predictions of mastery- and performance-approach goals in physical education/athletics. *Research*

*Quarterly for Exercise and Sport*, 93(S1), A-26–27.

- 45) **Liu, J.**, Xiang, P., McBride, R. E., & Chen, H. (2021). Validation of the Resource Management Strategies Scales among preservice physical education teachers. *Research Quarterly for Exercise and Sport*, 92(S1), A-128–129.
- 44) Xiang, P., **Liu, J.**, Li, W., & Guan, J. (2021). Stability and change in mastery-approach goals in physical education/athletics classes. *Research Quarterly for Exercise and Sport*, 92(S1), A-43–44.
- 43) **Liu, J.**, Xiang, P., McBride, R. E., Chen, H., & Chen, J. (2020). Physical education preservice teachers' self-regulated learning in field-based practices. *Research Quarterly for Exercise and Sport*, 91(S1), A-128.
- 42) **Liu, J.**, Xiang, P., McBride, R. E., & Chen, H. (2019). Self-regulated learning strategies and achievement goals among preservice PE teachers. *Research Quarterly for Exercise and Sport*, 90(S1), A-89.
- 41) **Liu, J.**, Scarmardo-Rhodes, M., & Wagner, S. (2015). Integrating technology in self-check teaching style. Abstract accepted by the 92<sup>nd</sup> TAHPERD Annual Convention, Dallas, TX.
- 40) **Liu, J.**, McBride, R. E., Xiang, P., Su, X., & Wagner, S. (2014). An examination of physical education preservice teachers' cognitive and metacognitive learning strategies. *TAHPERD Journal*, 82(S3), 11.
- 39) **Liu, J.**, Xiang, P., Wagner, S., & McBride, R. E. (2014). Understanding effective teaching in physical education: From preservice teachers' perspective. *Research Quarterly for Exercise and Sport*, 85(S1), A-148.
- 38) **Liu, J.**, Wagner, S., Xiang, P., & McBride, R. E. (2014). Physical education preservice teachers' understanding of critical thinking. *Research Quarterly for Exercise and Sport*, 85(S1), A-147–148.
- 37) **Liu, J.**, Wagner, S., Xiang, P., & McBride, R. E. (2013). Technology use in physical education: Preservice teachers' perspectives. *TAHPERD Journal*, 81(S4), 11.
- 36) Chen, H., **Liu, J.**, & Bai, Y. (2020). Global accelerometer-derived physical activity levels from preschoolers to adolescents: A meta-analysis and meta-regression. *Medicine and Science in Sports and Exercise*, 52(7S), 577.
- 35) Xiang, P., **Liu, J.**, Guan, J., & Su, X. (2020). Understanding at-risk boys' behaviors in a summer sports camp. *Research Quarterly for Exercise and Sport*, 91(S1), A-43.
- 34) Chen, H., **Liu, J.**, & Sun, H. (2019). Validation and invariance of two shortened physical activity enjoyment scale. *Research Quarterly for Exercise and Sport*, 90(S1), A-20.
- 33) Chen, H., Sun, H., **Liu, J.**, & Zhang, P. (2019). The effects of active video games and SPARK PE on children's in-school physical activity. *Medicine and Science in Sports and Exercise*, 51(6), 513.

- 32) Chen, J., **Liu, J.**, & Wright, D. L. (2019). Exercise-induced upregulation of M1 excitability following motor practice does not predict procedural consolidation. *Medicine and Science in Sports and Exercise*, 51(Supplement), 723.
- 31) \*Lee, J., Xiang, P., McBride, R. E., **Liu, J.**, & \*Nasnoor, J. (2019). Psychometric properties of the BREQ-3 in college PA classes. *Research Quarterly for Exercise and Sport*, 90(S1), A-16.
- 30) Xiang, P., **Liu, J.**, McBride, R. E., & Su, X. (2019). Contributions of self-efficacy in a summer sports camp: Boys' perspectives. *Research Quarterly for Exercise and Sport*, 90(S1), A-8.
- 29) Chen, H., Dai, J., & **Liu, J.** (2018). Cross-cultural validation of the Physical Activity Self-Efficacy Scale. *Research Quarterly for Exercise and Sport*, 89(S1), A-53–54.
- 28) \*Juzaily, N., Xiang, P., McBride, R. E., **Liu, J.**, \*Lee, J., & \*Wang, Y. (2018). The Self-Regulated Questionnaire-Exercise: Gender measurement invariance. *Research Quarterly for Exercise and Sport*, 89(S1), A-45–46.
- 27) \*Latterman, L., McBride, R. E., Xiang, P., **Liu, J.**, \*Juzaily, N., & \*Lee, J. (2018). Learning transfer of a summer sports camp: Qualitative evidence. *Research Quarterly for Exercise and Sport*, 89(S1), A-83–84.
- 26) \*Lee, J., Xiang, P., McBride, R. E., **Liu, J.**, \*Juzaily, N., & \*Wang, Y. (2018). The 3×2 goal model in college physical activity classes: Psychometric properties. *Research Quarterly for Exercise and Sport*, 89(S), A-49–50.
- 25) **Liu, J.**, Xiang, P., McBride, R. E., \*Lee, J., \*Juzaily, N., & \*Wang, Y. (2018). Construct validity and stability of the IBS among at-risk boys. *Research Quarterly for Exercise and Sport*, 89(S1), A-22–23.
- 24) \*Wang, Y., Xiang, P., **Liu, J.**, McBride, R. E., \*Juzaily, N., \*Larry, L., & \*Lee, J. (2018). Self-efficacy and expectancy beliefs in a summer sports camp. *Research Quarterly for Exercise and Sport*, 89(S1), A-50.
- 23) \*Juzaily, N., Xiang, P., McBride, R. E., \*Lee, J., **Liu, J.**, & \*Scarmardo-Rhodes, M. (2017). The Achievement Goal Questionnaire-Physical Education psychometric properties: Gender measurement invariance. *Research Quarterly for Exercise and Sport*, 88(S1), A-49.
- 22) \*Latterman, L., **Liu, J.**, Xiang, P., McBride, R. E., \*Juzaily, N., \*Lee, J. & \*Scarmardo-Rhodes, M. (2017). Expectancy-value motivation among at-risk boys: A one-year prospective study. *Research Quarterly for Exercise and Sport*, 88(S1), A-36–37.
- 21) \*Lee, J., Xiang, P., McBride, R. E., **Liu, J.**, \*Juzaily, N., \*Scarmardo-Rhodes, M., & \*Latterman, L. (2017). Achievement goals in a summer sports camp: A longitudinal study. *Research Quarterly for Exercise and Sport*, 88(S1), A-29–30.

- 20) **Liu, J.**, Xiang, P., & McBride, R. E. (2017). Psychometric properties of the CMLSS: A bifactor analysis. *Research Quarterly for Exercise and Sport*, 88(S1), A-165–166.
- 19) **Liu, J.**, Xiang, P., McBride, R. E., \*Lee, J., \*Juzaily, N., \*Latterman, L., & \*Scarmardo-Rhodes, M. (2017). Psychometric properties of the BREQ-2 among at-risk boys. *Research Quarterly for Exercise and Sport*, 88(S1), A-47–48.
- 18) Xiang, P., McBride, R. E., **Liu, J.**, \*Scarmardo-Rhodes, M., \*Juzaily, N., \*Lee, J., & \*Latterman, L. (2017). Temporal stability of perceived competence in a summer sports camp. *Research Quarterly for Exercise and Sport*, 88(S1), A-48–49.
- 17) \*Wang, Y., **Liu, J.**, Xiang, P., & McBride, R. E. (2017). Underserved boys' self-efficacy, pacer performance, and ethnicity in a summer sports camp. *Medicine and Science in Sports and Exercise*, 49(5S), 716.
- 16) Latterman, L., **Liu, J.**, Xiang, P., McBride, R. E., Juzaily, N., Scarmardo-Rhodes, M., & Lee, J. (2016). Expectancy-value motivation in a summer sports camp: A prospective study. *Research Quarterly for Exercise and Sport*, 87(S2), A-18.
- 15) Lee, J., Xiang, P., McBride, R. E., **Liu, J.**, Juzaily, N., Scarmardo-Rhodes, M., & Latterman, L. (2016). The 2×2 achievement goal model in a summer sports camp. *Research Quarterly for Exercise and Sport*, 87(S2), A-21.
- 14) **Liu, J.**, Scarmardo-Rhodes, M., Xiang, P., & McBride, R. E., Juzaily, N., Latterman, L., & Lee, J. (2016). Achievement approach goals in predicting at-risk boys' behaviors. *Research Quarterly for Exercise and Sport*, 87(S2), A-74.
- 13) **Liu, J.**, Xiang, P., McBride, R. E., Juzaily, N., Scarmardo-Rhodes, M., Latterman, L., & Lee, J. (2016). Antecedents, consequence, and mediating role of mastery approach goals. *Research Quarterly for Exercise and Sport*, 87(S2), A-17.
- 12) **Liu, J.**, Xiang, P., McBride, R. E., Scarmardo-Rhodes, M., Latterman, L., Juzaily, N., & Lee, J. (2016). Trajectory of intrinsic motivation changes in at-risk boys. *Research Quarterly for Exercise and Sport*, 87(S2), A-15–16.
- 11) Nasiruddin, N., McBride, R. E., Xiang, P., **Liu, J.**, Scarmardo-Rhodes, M., & Lee, J. (2016). Rasch model analysis: The achievement goal questionnaire-physical education psychometric properties. *Research Quarterly for Exercise and Sport*, 87(S2), A-19.
- 10) Xiang, P., Ağbuğa, B., McBride, R. E., & **Liu, J.** (2016). Students' perceived relatedness in middle school physical education. *Research Quarterly for Exercise and Sport*, 87(S2), A-15.
- 9) Juzaily, N., Yang, J. Y., **Liu, J.**, Xiang, P., McBride, R. E., & Su, X. (2015). Changes of perceived instructor support in a summer camp. *Research Quarterly for*

*Exercise and Sport, 86(S2), A-2.*

- 8) Latterman, L., Su, X., Xiang, P., McBride, R. E., **Liu, J.**, & Otsuka, M. (2015). Adolescent at-risk boys' perceptions in a summer sports camp. *Research Quarterly for Exercise and Sport, 86(S2), A-1.*
- 7) **Liu, J.**, McBride, R. E., Xiang, P., Su, X., Scarmardo-Rhodes, M., & Otsuka, M. (2015). Perceived instructor support and student motivation in a summer camp. *Research Quarterly for Exercise and Sport, 86(S2), A-3.*
- 6) **Liu, J.**, Xiang, P., McBride, R. E., Su, X., Scarmardo-Rhodes, M., & Otsuka, M. (2015). Achievement goals and motivational regulations in a summer sports camp. *Research Quarterly for Exercise and Sport, 86(S2), A-32.*
- 5) Otsuka, M., Su, X., McBride, R. E., Xiang, P., **Liu, J.**, & Scarmardo-Rhodes, M. (2015). Changes of adolescent boys' motivational regulations in a summer camp. *Research Quarterly for Exercise and Sport, 86(S2), A-1–2.*
- 4) Su, X., Xiang, P., **Liu, J.**, & McBride, R. E. (2015). Relationships between three types of perceived competence and motivational outcomes. *Research Quarterly for Exercise and Sport, 86(S2), A-151.*
- 3) Xiang, P., Su, X., McBride, R. E., **Liu, J.**, & Scarmardo-Rhodes, M. (2015). Three types of perceived competence in a summer sports camp. *Research Quarterly for Exercise and Sport, 86(S2), A-39.*
- 2) **Liu, J.**, Xiang, P., McBride, R. E., Su, X., & Scarmardo-Rhodes, M. (2014). The mediating role of mastery approach goal between instructor support and student intrinsic motivation. *TAHPERD Journal, 82(S3), 12.*
- 1) Yang, J. Y., McBride, R. E., Xiang, P., Su, X., **Liu, J.**, & Langford, H. (2014). The effects of initiative game participation in a summer camp. *Research Quarterly for Exercise and Sport, 85(S1), A-39–40.*

#### NON-REFEREED PUBLICATIONS

- 3) **Liu, J.** (2016, October 31). Does time decrease enthusiasm for play? *The Eagle*. <https://t.ly/HCK7>
- 2) **Liu, J.** (2016, April 18). At-risk boys' intrinsic motivation toward physical activity declines over time. *Huffines Institute for Sports Medicine & Human Performance*. <https://t.ly/OIic>
- 1) **Liu, J.** (2014, June 25). How do preservice teachers understand effective teaching in physical education? *Huffines Institute for Sports Medicine & Human Performance*. <https://t.ly/0bYF>

#### GRADUATE STUDENT COMMITTEES at Texas A&M University

#	Role	Student	Class	Major	Status
1	Co-Chair	Nasnoor Juzaily	PhD	Sport Pedagogy	Completed, 2020

2	Co-Chair	Jihye Lee	PhD	Sport Pedagogy	Completed, 2019
3	Member	Larry Latterman	PhD	Sport Pedagogy	In Process
4	Member	Abby Frizzell	MS	Health Education	Completed, 2023
5	Member	Arianna Sidwell	MS	Health Education	Completed, 2023
6	Member	Courtlandt Arrants	MS	Health Education	Completed, 2023
7	Member	Madeleine Walther	MS	Health Education	Completed, 2023
8	Member	Sarah Flora	MS	Health Education	Completed, 2023
9	Member	Cynthia Garcia	MS	Bilingual	Completed, 2023
10	Member	Amandy Carranza	MS	Bilingual	Completed, 2023
11	Member	Mayra Tuner	MS	Bilingual	Completed, 2022
12	Member	Rigoberto Rodriguez	MS	Bilingual	In Process
13	Co-Chair	Megan Hoffmann	MS	Sport Management	In Process
14	Member	Michelle Wager	MS	Sport Management	In Process
15	Member	Bryanna Graham	MS	Sport Management	In Process
16	Member	Matthew Custodio	MS	Sport Management	In Process

## PROFESSIONAL MEMBERSHIPS

2023–Present	International Motor Development Research Consortium
2020–Present	Quality Matters (QM) Instructional Designers Association
2019–Present	iQM Association
2017–Present	American College of Sports Medicine
2017–Present	National Center for Faculty Development and Diversity
2016–Present	Text and Academic Authors Association
2015–Present	International Chinese Society for Physical Activities and Health
2014–Present	SHAPE America – Society of Health and Physical Educators
2014–Present	Sydney and J.L. Huffines Institute of Sports Medicine and Human Performance
2017–2018	International Council for Health, Physical Education, Recreation, Sport and Dance Journal of Research
2014–2017	Texas Association for Health, Physical Education, Recreation & Dance

## PEER-REVIEWING EXPERIENCES

*For Journals (Numbers of review by 2022; impact factor by 2020)*

*Contemporary Education Psychology (×2; Impact Factor: 4.277)*



*European Physical Education Review* (×7; Impact Factor: 3.790)  
*ICHPER-SD Journal of Research* (×5)  
*International Journal of Educational Development* (×1; Impact Factor: 1.80)  
*International Journal of Sport and Exercise Psychology* (×1; Impact Factor: 2.92)  
*Journal of Clinical Medicine* (×1; Impact Factor: 4.241)  
*Journal of Teaching in Physical Education* (×15; Impact Factor: 4.155)  
*Journal of Teaching, Research, and Media in Kinesiology* (×1)  
*Learning and Individual Differences* (×1; Impact Factor: 3.139)  
*Measurement in Physical Education and Exercise Science* (×4; Impact Factor: 2.17)  
*QUEST* (×3; Impact Factor: 2.81)  
*Research Quarterly for Exercise and Sport* (×10; Impact Factor: 2.500)  
*Sport, Exercise, and Performance Psychology* (×1; Impact Factor: 3.62)

***For Conferences***

Research Abstracts Session Review for the SHAPE America National Convention & Exposition (×2)  
 Research Consortium of the International Chinese Society for Physical Activities and Health (×3)

**SERVICE**

***Service to Professional Organizations***

2022–Present Member, The *JOPERD (Journal of Physical Education, Recreation and Dance)* Editorial Board of SHAPE America  
 2021–Present Secretary, International Chinese Society for Physical Activities and Health  
 2023–Present Quality Matters Master Reviewer  
 2019–Present Quality Matters Peer Reviewer  
 2017–2018 Public Affairs Committee Member, International Chinese Society for Physical Activities and Health  
 2015–2017 Membership Committee Co-Chair and Student Representative, International Chinese Society for Physical Activities and Health

***Service to University***

2023–Present Academic Professional Track Faculty Committee Member  
 2021–Present Hullabaloo U (First-Year Experience Course) Instructor  
 2018–Present Graduate Faculty Member

- 2017–2018 Faculty Representative, Executive Committee, Academy for Future Faculty, Center for Teaching Excellence
- 2015–2017 Executive Committee Member, Academy for Future Faculty, Center for Teaching Excellence

***Service to School***

- 2023–Present Member and Representative for the Department of Kinesiology and Sport Management, Graduate Instruction Committee
- 2017–2023 Committee Member and Representative for the Physical Education Teacher Certification program, Council for Educator Preparation Programs

***Service to Department***

- 2023–Present Associate Department Head for Graduate Studies  
Chair of Graduate Scholarship Committee
- 2023–Present KNSM APT Faculty Promotion Committee Member
- 2023–Present KNSM APT Faculty A1 Evaluation Committee Member
- 2022 HLKN New Department Naming Committee Member
- 2021–2022 HLKN APT Faculty Search Committee Member
- 2021–2023 HLKN Climate and Diversity Committee Member
- 2020–2022 Representative for the Kinesiology Division, Undergraduate Scholarship Committee
- 2019–2024 Program Coordinator, Physical Education Teacher Certification

***Service to Community***

- 2021–2022 Coach, Chinese Students and Scholars Association Basketball Team
- 2016–2024 Faculty Consultant, POWER (Promoting Outstanding Writing for Excellence in Research) Writing Support Services

**PROFESSIONAL DEVELOPMENT & CONTINUING EDUCATION**

***Instructional Effectiveness & Technology***

- 2024 ACUE Microcredential in Promoting Active Learning, Association of College and University Educators
- 2023 ACUE Microcredential in Creating an Inclusive and Supportive Online Learning Environment, Association of College and University Educators
- 2023 ACUE Microcredential in Inspiring Inquiry and Preparing Lifelong Learners, Association of College and University Educators
- 2021 Designing for Transformative Learning, Center for Teaching Excellence, Texas A&M University

- 2019 Humanizing Education, Learning, and Leadership Online/Offline (HELLO<sup>2</sup>) Teaching Certificate, Center for Teaching Excellence, Texas A&M University
- 2018 Instructional Technology Certificate, Instructional Technology Services, Texas A&M University
- 2018 Camtasia 9 for Windows Essential Training. LinkedIn Learning  
Cert #: AXg4pc7-URE46Dribu28WY\_vtozM
- 2018 Camtasia 9 for Windows: Advanced Techniques. LinkedIn Learning  
Cert #: Afvg1xi5C8hEbmz90jJw\_6fgMj3L

***Quality Matters***

- 2023 Master Reviewer Certificate (MRC)
- 2023 QM Rubric Update Seventh Edition (RU)
- 2020 Accelerated K-12 Reviewer Course for Higher Education (5<sup>th</sup> ed.)
- 2019 Peer Reviewer Course (PRC)
- 2019 Independent Applying the QM Rubric (APPQMR)
- 2017 Independent Improving Your Online Course (IYOC)

***Integration of Research, Teaching and Learning***

- 2016 CIRTl Practitioner of the Teaching-as-Research Fellows Program, Office of Graduate and Professional Studies, Texas A&M University
- 2016 CIRTl Associate – Senior Fellow of the Academy for Future Faculty, Center for Teaching Excellence & Office of Graduate and Professional Studies, Texas A&M University
- 2015 CIRTl Practitioner – Fellow of the Academy for Future Faculty, Center for Teaching Excellence & Office of Graduate and Professional Studies, Texas A&M University

***Advocacy & Outreach***

- 2021 Green Dot Bystander Intervention Training, Offices of the Dean of Student Life, Division of Student Affairs, Texas A&M University
- 2021 Step-In Stand-Up Training, Sexual Assault Survivor Services, Division of Student Affairs, Texas A&M University
- 2019 Question, Persuade, Refer (QPR) Gatekeeper Training for Suicide Prevention. Student Counseling Services, Texas A&M University