Curriculum Vita

Juan Zheng

Assistant Professor

Department of Education & Human Services, College of Education, Lehigh University

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Education

2016-2022 **Ph.D., Educational Psychology – Learning Sciences**
McGill University, Montreal, Quebec, Canada
Advisor: Dr. Susanne P. Lajoie
Dissertation: *The Temporal Changes of Emotions and Their Relationships to Self-Regulated Learning: A Multi-Study Examination*

2011-2014 **M.S., Educational Technology**
Beijing Normal University, Beijing, China
Advisor: Dr. Feng-Kuang Chiang, Dr. Sheng-Quan Yu

2007-2011 **B.S., Educational Technology**
Hubei University, Wuhan, Hubei, China

Professional Experience

08/22-present Assistant Professor (tenure track), Lehigh University

09/16-07/22 Graduate Research Assistant, Advanced Technology for Learning in Authentic Settings (ATLAS) lab, McGill University

09/20-12/20 Lecturer, Department of Educational and Counselling Psychology, McGill University

08/14- 08/16 Middle School Teacher, Information, Communication & Technology, Shenzhen, Guangdong, China

Additional Professional Training

2024 **Integrating Sustainability Across the Curriculum** – A one day workshop provided by Lehigh Sustainability Council Educational Experience

2024 **Introduction to Bayesian Analysis** – A half day workshop provided by American Psychological Association Office of Continuing Education

Publications and Creative Activities

Chapters in Book

Zheng, J., Li, S., & Lajoie, S. P. (2023). A review of measurements and techniques to study emotion dynamics in learning. In V. Kovanovic, R. Azevedo, D. Gibson & D. Ifenthaler (Eds*.). Unobtrusive Observations of Learning in Digital Environments.* Springer.

Lajoie, S. P., Bodnar, S. Hmelo-Silver, C., Chen, Y., **Zheng, J.**, Huang,L. & Kazemitabar, M. (2020). Towards quality online problem-based learning. In S. Bridges & R. Imafuku (Eds.). *Interactional research into problem-based learning.* Purdue University Press.

Articles in Refereed Journals

Wang, T**.**, **Zheng, J**., & Lajoie, S. P. (2025). Student engagement profiles in technology-rich environments: What they reveal about motivational beliefs, perceived task difficulty, and performance. *Educational Technology & Society. 28*(1)*. 213-229*

Pan, Z., Li, S., **Zheng, J**., & Biegley, L. (2024). Impacts of different gamified problem-solving integration approaches on elementary math: An engagement and metacognitive knowledge perspective. *Journal of Research on Technology in Education*. 1-28

Huang, X., **Zheng, J**., Li, S., Zhu, G., Du, H., Zhong, T, Hou, C., & Lajoie, S.P. (2024). Investigating the effect of emotional tone on learners' reading engagement and peer acknowledgment in social annotation. *Australasian Journal of Educational Technology. 40*(6)*, 92-107.*

Zheng, J., Li, S., Wang, T**.**, & Lajoie, S. P. (2024). Unveiling emotion dynamics in problem-solving: A comprehensive analysis with an intelligent tutoring system using facial expressions and electrodermal activities. *The International Journal of Educational Technology in Higher Education*. *21*(33).

Zheng, J., Pan, Z., Li. S., & Xie, C. (2024). Modeling temporal self-regulatory processes in STEM learning of engineering design. *Education Technology & Society, 27(4).20-33.*

Zhu, G., **Zheng, J**., Ratner, K., Li, Q., Estevez, M. & Burrow, A. L. (2024). How trait and state positive emotions, negative emotions, and self-regulation relate to adolescents' perceived daily learning progress. *Contemporary Educational Psychology*. 102275

Li, S., Huang, X., Zhu, G., Du, H., Zhong, T., Hou, C., & **Zheng, J**. (2024). Exploring behavioral patterns and their impact on social annotation outcomes. *Journal of Computer Assisted Learning. 4*(40)*. 1389-1399*

Sereiviene, E., Ding, X., Jiang, R., **Zheng, J**., Kashyrskyy, A., Bulseco, D., & Xie, C. (2024). Introducing Engineering Design to First-Year Students Through the Net Zero Energy Challenge. *Journal of College Science Teaching,* 1-9.

Huang, L., **Zheng, J.**, Lajoie, S. P., Chen, Y., Hmelo-Silver, C. E., & Wang, M. (2024). Examining university teachers' self-regulation in using a learning analytics dashboard for online collaboration. *Education and Information Technologies*, *29*(7), 8523-8547.

Li, S., Huang, X., Wang, T., **Zheng, J.**, & Lajoie, S. P. (2024). Using text mining and machine learning to predict reasoning activities from think-aloud transcripts in computer assisted learning. *Journal of Computing in Higher Education*, 1-20.

Li, S., **Zheng, J.**, Lajoie, S.P., Pu, D., Li, H., & Wu, H. (2024). The relationship between self-regulated learning competency and clinical reasoning tendency in medical students. *Medical Science Educator, 33(6),* 1335-1345.

Zheng, J., Lajoie, S. P., Wang, T., & Li, S. (2023). Supporting self-regulated learning in clinical problem-solving with a computer-based learning environment: The effectiveness of scaffolds. *Metacognition and Learning. 18*, 693-702.

Zheng, J., Lajoie, S., & Li, S. (2023). Emotions in self-regulated learning: A critical literature review and meta-analysis. *Frontiers in Psychology*, 14, 1137010.

Zheng, J., Xing, W., Huang, X., Li, S., Chen, G., & Xie, C. (2023). The role of self-regulated learning on science and design knowledge gains in engineering projects. *Interactive Learning Environments, 31*(1)*,* 87-99.

Wang, T., **Zheng, J.**, Tan., C., & Lajoie, S. P. (2023). Computer-based scaffoldings influence students' metacognitive monitoring and problem-solving efficiency in an intelligent tutoring system. *Journal of Computer Assisted Learning*. DOI: 10.1111/jcal.12824

Lajoie, S.P., Li, S., & **Zheng, J**. (2023). The functional roles of metacognitive judgement and emotion in predicting clinical reasoning performance with a computer-simulated environment. *Interactive Learning Environments*. *31*(6), 3464-3475.

Li, S., **Zheng, J.**, & Lajoie, S. P. (2023). The relationship between cognitive engagement and students' performance in a simulation-based training environment: An information-processing perspective. *Interactive Learning Environments*. *31*(6), 1532-1545.

Li, S., **Zheng, J.**, Lajoie, S.P., Li, H., Pu, D., & Wu, H. (2023). The relationship between self-regulated learning competency and clinical reasoning tendency in medical students. *Medical Science Educator*. *33*(6), 1335-1345.

Li, S., Duffy, M. C., Lajoie, S. P., **Zheng, J.**, & Lachapelle, K. (2023). Using eye tracking to examine expert-novice differences during simulated surgical training: A case study. *Computers in Human Behavior*, *144*, 107720.

Zheng, J., Lajoie, S.P., Li, S., & Wu, H. (2022). Temporal change of emotions: Identifying academic emotion trajectories and profiles in problem-solving. *Metacognition and Learning*. https://doi.org/10.1007/s11409-022-09330-x

Zheng, J., Li, S., Lajoie, S.P. (2022). Diagnosing virtual patients in a technology-rich learning environment: A sequential mining of students' efficiency and behavioral pattern. *Education and Information Technologies*. 27, 4258-4275.

Li, S., **Zheng, J.**, Huang, X., & Xie, C. (2022). Self-regulated learning as a complex dynamical system: Examining students' STEM learning in a simulation environment. *Learning and Individual Differences*. 95, 102144.

Li, S., **Zheng, J.**, & Lajoie, S. P. (2022). Temporal structures and sequential patterns of self-regulated learning behaviors in problem-solving with an intelligent tutoring system. *Journal of Educational Technology & Society*, *25* (4), 1-14.

Li, S., **Zheng, J.**, & Chiang, F. (2022). Using the eSchoolbag to assist English learning: A longitudinal analysis on students' academic performance and motivation. *Technology, Pedagogy and Education*. 30(*1*), 1-13.

Chen, Y., Hmelo-Silver, C. E., Lajoie, S. P., **Zheng J.**, Huang L., & Bodnar, S. (2021). Using teacher dashboards to access group collaboration in problem-based learning. *Interdisciplinary Journal of Problem-Based Learning.* 15(2). https://doi.org/10.14434/ijpbl.v15i2.28792

Li, S., **Zheng, J.**, & Lajoie, S. P. (2021). The frequency of emotions and emotion variability in self-regulated learning: What matters to task performance? *Frontline Learning Research*. *9* (4), 76-91

Zheng, J., Huang, L., Li, S., Lajoie, S.P., Chen Y., Hmelo-Silver, C (2021). Exploring instructors' self-regulation and emotions: A case study of instructor interactions with a learning analytics dashboard. *Computers & Education*, 161, 104061

Zheng, J., Xing, W., Zhu, G., Chen, G., Zhao, H., & Xie, C. (2020). Profiling self-regulation behaviors in STEM learning of engineering design. *Computers & Education*, 143, 103669

Zheng, J., Li, S**.** (2020). What drives students' intention to use tablet computers: An extended technology acceptance model. *International Journal of Educational Research*, *102*, 101612

Li, S., Lajoie. S.P., **Zheng, J.**, Wu, H., & Cheng, H. (2021). Automated detection of cognitive engagement to inform the art of staying engaged in problem-solving. *Computers and Education*. 163, 104114.

Li, S., **Zheng, J.**, Lajoie, S. P. & Wiseman, J. (2021). Students' performance and emotion variability in the context of clinical reasoning. *Educational Technology Research and Development*. 69 (*2*), 673-692.

Li, S**.**, Chen, G., Xing, W., **Zheng, J.**, & Xie, C (2020)*.* Longitudinal clustering of students' self-regulated learning behaviors in engineering design. *Computers and Education*. 103899

Li, S., Du, H., Xing, W., **Zheng, J.**, Chen, G., & Xie, C. (2020). Examining temporal dynamics of self-regulated learning behaviors in STEM learning: A network approach. *Computers & Education*, 103987.

Li, S**., Zheng, J**. & Lajoie, S. P. (2020). Efficient clinical reasoning: Knowing when to start and when to stop. *Education in The Health Professions*. 3(1), 1-7.

Wu, H., Li, S.*, **Zheng, J**., & Guo, J. (2020). Medical students' motivation and academic performance: The mediating roles of self-efficacy and learning engagement. *Medical Education Online*, 25 (1), 1-9.

Zheng, J., Xing, W., & Zhu, G. (2019). Examining sequential patterns of self-and socially shared regulation of STEM learning in a CSCL environment. *Computers & Education*, 136, 34-48

Lajoie, S. P., **Zheng, J**., Li, S., Jarrell, A., & Gube, M. (2019). Examining the interplay of affect and self-regulation in the context of clinical reasoning. *Learning and Instruction*, 72, 101219.

Zheng, J., Li, S., & Lajoie, S. P. (2019). The role of achievement goals and self-regulated learning behaviors in clinical reasoning. *Technology, Knowledge and Learning*, 25, 541–556

Wu, H., **Zheng, J**.*, Li, S., & Guo, J. (2019). Does academic interest play a more important role in medical sciences than in other disciplines? A nationwide cross-sectional study in China. *BMC Medical Education*, *19*(1), 1-8.

Li, S., **Zheng, J.**, & Zheng, Y. (2019). Towards a new approach to managing teacher online Learning: Learning communities as activity systems. *The Social Science Journal*. DOI: 10.1016/j.soscij.2019.04.008

Li, S. & **Zheng, J**. (2018). A latent profile analysis of students' motivation of engaging in one-to-one computing environment for English learning. *EAI Endorsed Transactions on e-Learning*, 5(17), 1-9.

Lajoie, S. P., **Zheng, J**., & Li, S. (2018). Examining the role of self-regulation and emotion in clinical reasoning: Implications for developing expertise. *Medical teacher*, 1-3.

Li, S. & **Zheng, J** (2018). The role of task values in the relationship between self-efficacy and self-regulated learning in one-to-one computing environment. *The Asia-Pacific Education Researcher*. 27(6), 455-463.

Zheng, J., Li, S., & Zheng, Y. (2017). Students' technology acceptance, motivation and self-efficacy towards the eSchoolbag: an exploratory study. *International Journal for Infonomics*, 10(3). 1350-1358

Li, S. &**Zheng, J**. (2017). The effect of academic motivation on students' English learning achievement in the eSchoolbag-based learning environment. *Smart Learning Environment*. 4(1), 1-14

Chiang, F., **Zheng, J**., & He, P. (2013). The survey of degree of satisfaction and requirements towards E-schoolbag. *Open Education Research*, 19(4), 68–73. (In Chinese)

He, P., **Zheng, J**., & Wang, J. (2013). The current practical situation and future research trend of E-schoolbag. *China Educational Technology*, 323, 52–56. (In Chinese)

Zheng, J. (2013). Interactive self-directed learning environment developed by integrated situation. *China Information Technology Education*, 3.70. (In Chinese)

Zheng, J., & Chiang, F. (2013a). The design and practice of teacher training during E-schoolbag project. *The Chinese Journal of ICT in Education*, 18, 8–11. (In Chinese)

Zheng, J., & Chiang, F. (2013b). The integration of computer graphics and course-New Case. *China Information Technology Education*, 1, 74–75. (In Chinese)

Zheng, J., & He, P. (2013). The analysis of instruction model and behavior of primary English under E-schoolbag environment. *China Educational Technology*, 323, 112–117. (In Chinese)

Conference Proceedings – Refereed

Li, S., Ding, G., & Zheng, J. (2025, July). *The impact of learner characteristics and AI utilization on learning experiences in a smart nutrition education platform*. Paper submitted to the 25th IEEE International Conference on Advanced Learning Technologies (ICALT), Taiwan.

Li, S., & Zheng, J. (2025, July). *EAGLE: An emotion-aware generative AI learning environment framework for supporting technology-enhanced learning*. Paper submitted to the 25th IEEE International Conference on Advanced Learning Technologies (ICALT), Taiwan.

Zheng, J., & Li, S. (2025, July). *How achievement goals are associated with metacognition in computer-simulated engineering design*. Paper submitted to the 25th IEEE International Conference on Advanced Learning Technologies (ICALT), Taiwan.

Zheng, J., Liu, S., Zhu, G., Li, S., Jiang, R., & Xie, C. (2024). Integrating socio-scientific reasoning into STEM project-based learning. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 1187-1190). International Society of the Learning Sciences.

McClure, J., **Zheng, J**., Bickel, F., Jiang, S., Rosé, C. P., & Chao, J. (2024). Modeling with Primary Sources: An approach to teach data bias for Artificial Intelligence and Machine Learning Education. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 514-521). International Society of the Learning Sciences. [Outstanding Design Paper Award]

Zhu, J., **Zheng, J**., Pan, Z., Biegley, L., Liu, S., Wang, T., Xie, C., & Li, M. (2024). Leveraging Large-Language Models to Understand Self-Regulated Learning Processes in STEM Education. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the*

Learning Sciences - ICLS 2024 (pp. 1470-1473). International Society of the Learning Sciences.

Wang, T., Liu, S., **Zheng, J**., Ruiz-Segura, A., & Lajoie, S. (2024). Electrodermal activities during self-regulated learning relate to learning performance within a technology-rich environment. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 1406-1409). International Society of the Learning Sciences.

Li, S**.**, Ding, G., & **Zheng, J**. (2024). Examining college students' psychological dynamics in ChatGPT assisted programming. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024* (pp. 963-966). International Society of the Learning Sciences. https://doi.org/10.22318/icls2024.805941

Zhu, G., Zhong, T., Du, H., **Zheng, J**., Huang, X., Li, S**.**, & Hou, C. (2024). Are your top social annotation friends also your offline group members?. In Clarke-Midura, J., Kollar, I., Gu, X., & D'Angelo, C. (Eds.), *Proceedings of the 17th International Conference on Computer-Supported Collaborative Learning - CSCL 2024* (pp. 381-382). International Society of the Learning Sciences. https://doi.org/10.22318/cscl2024.258566

Hou, C., Zhu, G., **Zheng, J**., Zhang, L., Huang, X., Zhong, T., ... & Ker, C. L. (2024, March). Prompt-based and Fine-tuned GPT Models for Context-Dependent and-Independent Deductive Coding in Social Annotation. In *Proceedings of the 14th Learning Analytics and Knowledge Conference* (pp. 518-528).

Zheng, J., Jiang, R., Li, S., Zhu, J., & Xie, C. (2023). The effects of AI feedback on students' epistemic emotion and performance in engineering design: An exploratory study. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), Proceedings of the 17th International Conference of the Learning Sciences - ICLS 2023 (pp. 1885-1886). International Society of the Learning Sciences.

Zheng, J., Li, S., Huang, X., Wang, T., & Lajoie, S. P. (2023). Do thinking styles change with task complexity in problem-solving?. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), Proceedings of the 17th International Conference of the Learning Sciences - ICLS 2023 (pp. 1887-1888). International Society of the Learning Sciences.

Li, S., **Zheng, J**., Huang, X., Wang, T., & Lajoie, S. P. (2023). Detection of goal setting and planning in self-regulated learning using machine learning and think-aloud protocols. In Blikstein, P., Van Aalst, J., Kizito, R., & Brennan, K. (Eds.), Proceedings of the 17th International Conference of the Learning Sciences - ICLS 2023 (pp. 982-985). International Society of the Learning Sciences.

Zheng, J., Xing, W**.,** Zhu, G., Chen, G., Zhao, H., & Huang, X. (2019). Person-oriented approach to profiling learnings' self-regulation in STEM learning. In *Proceedings of the 9th International Conference on Learning Analytics and Knowledge - LAK '19* (pp. 245-246). Tempe, Arizona.

Wu, H.B., **Zheng, J.**, & Li, S. (2019). Does academic interest have more effects on medical students? A nationwide cross-sectional study in China. *In Proceedings of the 10th Asian Medical Education Association (AMEA) Symposium*. Kuala Lumpur, Malaysia.

Li, S**., Zheng, J.**, Poitras, E. & Lajoie, S. P. (2018). The allocation of time matters to students' performance in clinical reasoning. In R. Nkambou et al.(eds.): Intelligent Tutoring System. *Lecture Notes in Computer Science*, Vol.10858, pp. 110-119. Springer, Cham.

Huang, L., Bodnar, S., **Zheng, J**. Lajoie, S., Chen Y., Birk, G., Hmelo-Silver, C (2018). The design of a learning analytics pedagogical dashboard to enhance instructors' facilitation in an online asynchronous problem-based learning environment. *Poster presentation in The Intelligent Tutoring Systems (ITS) 2018 conference, Montreal, Canada*

Huang, L., Bodnar, S., **Zheng, J**., Kazemitabar, M., Chen Y., Birk, G., Sarmiento, J.P., Lajoie, S., Hmelo-Silver, C., Wiseman, J., & Chan L.K. (2017) Visualizing dominant behaviours in problem-based learning environments: A case study analysis of the HOWARD platform. *In Proceeding of World Conference on E-Learning, Vancouver, Canada 2017*.

Zheng, J., Li, S., & Zheng, Y. (2017). The influence of academic performance on students' perceptions of the e-Schoolbag. In Proceedings of the Canada International Conference on Education (CICE-2017). Toronto, Canada.

Li, S., & **Zheng, J.** (2015). Knowledge Recommender: an application based on the Social Knowledge Network for knowledge recommendation. In *Proceedings of The 15th IEEE International Conference on Advanced Learning Technologies (ICALT)* (pp. 403–404).

Li, S., **Zheng, J.**, & Chiang, F.-K. (2015). How to assess and stimulate teachers from China's poor districts in their online professional development. In *Proceedings of the 23rd International Conference on Computers in Education (ICCE)* (pp. 691–696).

Zheng, J., & Chiang, F. (2014). Design and development of the e-schoolbag perception scale (EPS) for K-12 students. In *Proceedings of 3rd International STEM in Education Conference*. Vancouver, Canada. (pp.63-64)

Zheng, J., Chiang, F., & Cai, S. (2013). Project-based learning and problem-based learning in the multimedia design course for improving critical thinking performance. In *Proceedings of E-LEARN 2013*. Las Vegas, USA. *(AACE)* (pp. 1020–1025).

Working Papers

Liu, S., **Zheng, J**., Wang, T., Xu, Z., Chao, J., Jiang, S. (submitted). *Predicting student engagement levels in language-based AI curriculum: A Hybrid BERT-MLP model approach*. Journal of Educational Computing.

Li, S., Wang, T., **Zheng, J**., & Lajoie, S. P. (Submitted). Analyzing multimodal data about student engagement: The added value of a complex dynamical system approach. *Learning & Instruction*.

Zheng, J., Zhu, G., Liu, S., Jiang, R., & Xie, C. (under review). Socio-scientific reasoning in interdisciplinary STEM project-based Learning: Impacts on students' design knowledge, confidence, and experience. *Journal of Science Education and Technology*.

Zheng, J., Liu, S., Li, S**.**, & Xie, C. (under review). Exploring the integration of Artificial Intelligence in engineering design: Student perceptions and learning experiences. *Journal of Science Education and Technology*. Submitted on September 8/2024

Zheng, J., Zhu, J., Li, S**.**, Jiang, R., & Xie, C. (under review). Acceptance of Artificial Intelligence in engineering design: Refining and integrating self-efficacy in the Technology Acceptance Model. *Education and Information Technologies*.

Wang, T., Zhang, J., **Zheng, J**., & Lajoie, S. P. (under review). Cognitive load and epistemic emotions interact to determine students' performance in a technology-rich learning environment. *European Journal of Psychology of Education*.

Wang, T., **Zheng, J**., Zhang, J., & Lajoie, S. P. (submitted). Using multimodal data to indicate cognitive load assess students' cognitive load and task performance: Evidence from eletrodermal activities and heart rate variability. *Computers and Education*.

Li, S., Liu, Z., Qiu, M., Huang, J., **Zheng, J**., & Ding, G. (Submitted). Examining the effects of communication features of educational robots on students' cognitive load, attitudes, and learning performance. *International Journal of Human-Computer Interaction*.

Honors and Awards

2024	**Outstanding Early Career Research Award**
	American Education Research Association
	Technology, Instruction, Cognition & Learning Sig
2021-2022	**Jackie Kirk Fellowship**
	Faculty of Education, McGill University,
2020	**Best Poster Award**
	American Education Research Association
2019	**Outstanding Doctoral Research Award**
	China Scholarship Council
2019-2020	**Dr. Gauri Shankar Guha Award in International Development Education**
	Faculty of Education, McGill University
2018	**Student Travel Award**
	Social Sciences and Humanities Research Council of Canada (SSHRC), LEADS Partnership Grant
2018	**Graduate Research Enhancement and Travel (GREAT) Award**

Department of Educational and Counselling Psychology, McGill University

2019/02   **Graduate Student Travel Award in Education**
Faculty of Education, McGill University

2018/12   **Graduate Research Enhancement and Travel (GREAT) Award**
Department of Educational and Counselling Psychology, McGill University

2016-2019   **Differential Fee Waivers Award to Doctoral International Students**
McGill University

2017   **Graduate Research Enhancement and Travel (GREAT) Award**
Department of Educational and Counselling Psychology, McGill University

2016-2017   **Graduate Excellence Fellowship**
Department of Educational and Counselling Psychology, McGill University

2016   **Excellent Science and Technology Mentor**
Education Bureau of Shenzhen, China

2015   **Gold Medal Mentor**
Education Bureau of Shenzhen, China

2014- 2015   **Excellent Instructional Design**
Education Bureau of China

2014   **Excellent Research Paper**
Education Bureau of Longgang, Shenzhen, China

2013-2014   **Academic Excellence Fellowship**
Beijing Normal University

2011-2014   **Graduate Excellent fellowship**
Beijing Normal University

2011   **Honor Graduates**
Hubei University

2008-2011   **Academic Excellent Scholarship**
Hubei University

2008-2011   **Outstanding Student Fellowship**
Hubei University

2008-2009   **National Scholarship of China**
Education Ministry of China

Research Funding

Competitively Awarded Research Grants

Zheng, J. *Emotion matters in engineering design: Examining the role of emotions in STEM learning using a multimodal approach (2023).* Faculty Research Grant, Lehigh University. Awarded: $6,000.
Role: Principal Investigator

Recipient of Postdoctoral Research Fellowship: 2022-2024 (Funded but did not accept)
Agency: Fonds de recherche du Québec - Société et culture (FRQSC)
Title: Toward the acquisition of expert practice and performance in STEM learning: A cognitive and emotional apprenticeship approach
Amount: $90,000

Recipient of Doctoral Research Fellowship: 2018-2022
Agency: Fonds de recherche du Québec - Société et culture (FRQSC)
Title: Enhancing performance through self-regulated learning: How can we help students succeed in STEM (science, technology, engineering, mathematics) education?
Amount: $80,500

Pending and In-Progress Grant Applications

Zheng, J. (PI). *Tracking Emotional Dynamics in Self-regulated STEM Learning Processes.*
Proposed project period: 9/1/2025 to 8/31/2028. $50,000 requested
Role: Principal Investigator
Agency: Spencer Foundation

Zheng, J. (PI). *CRII: HCC: Meta-Partner: Hybrid Intelligence in Self-regulated Learning.*
Proposed project period: 9/1/2025 to 8/31/2027. $170,000 requested
Role: Principal Investigator
Agency: National Science Foundation

Past Grant Efforts

Zheng, J. (PI), Obeysekare, E (Co-PI), Ozis, F. (Co-PI), Xie, C(Co-PI). *Emotions in Engineering Design: A Path to Engaging Future Pennsylvania Engineers*. Proposed project period: 7/1/2025 to 6/30/2027. $625,579 requested (Not funded, Resubmission)
Role: Principal Investigator
Agency: National Science Foundation

Zheng, J. (PI), Jedlica, S (Co-PI), Ozis, F. (Co-PI), Xie, C(Co-PI). *Affective Learning in Engineering Design: Engaging Future Pennsylvania Engineers*. Proposed project period: 7/1/2024 to 6/30/2027. $621,429 requested (Not funded, marked as competitive)
Role: Principal Investigator
Agency: National Science Foundation

Zheng, J. Ideas Lab: PEL Preliminary Proposal: A learning scientist who employs multimodal sensing to examine student emotions in engineering design. (Not funded) Agency: National Science Foundation

Current and Pending Support

Zheng, J. *Emotion matters in engineering design: Examining the role of emotions in STEM learning using a multimodal approach (2023).* Faculty Research Grant, Lehigh University. Awarded: $6,000.
Role: Principal Investigator

Editorial Review Board Membership for Scholarly Publications

Editorial Board Member

European Journal of Education	2023 - present

Ad Hoc Journal Reviewer

Computers & Education	2020 - current
Educational Research Review	2022 - 2023
Metacognition and Learning	2020 - 2023
Education and Information Technologies	2022 - 2023
Learning and Individual Differences	2022 - 2023
BMC Medical Education	2021 - 2022
Interactive Learning Environments	2021 - 2022
Medical Education	2021 - 2022
PLOS One	2022 - 2023

Conference Presentations

Zheng, J., Liu, S., Li, S., & Xie, C.. (2025, April). *Exploring the integration of generative design in STEM classrooms: Student perceptions and learning experiences.* Poster to be presented at the Annual Meeting of the 2025 American Educational Research Association, Denver, USA.

Li, S., **Zheng, J**., & Lajoie, S.. (2025, April). *Exploring the integration of generative design in STEM classrooms: Student perceptions and learning experiences.* Symposium to be presented at the Annual Meeting of the 2025 American Educational Research Association, Denver, USA.

Li, S., **Zheng, J.**, & Lajoie, S. P. (2024, August). *Multimodal data about student engagement: The added value of a comply dynamic systems approach.* Poster to be presented at the American Psychological Association (APA) 2024 conference, Seattle, WA, USA.

Zheng, J., Liu S., Zhu, G., Li, S., Jiang, R., & Xie, C.(2024, June). *Integrating socio-scientific reasoning into STEM project-based learning.* Paper presented at the

International Society of the Learning Sciences Annual Meeting 2024, Buffalo, NY, USA.

Jiang, S., **Zheng, J**., McClure J., Bickel., F., Rose C., & Chao J.(2024, June). *Modeling with primary sources: An approach to teach data bias for artificial intelligence and machine learning education*. Paper presented at the International Society of the Learning Sciences Annual Meeting 2024, Buffalo, NY, USA. [Outstanding Design Paper Award]

Li, S., Ding, G., & **Zheng, J**. (2024, June). *Examining college students' psychological dynamics in ChatGPT assisted programming*. Paper presented at the International Society of the Learning Sciences Annual Meeting 2024, Buffalo, NY, USA.

Zheng, J., Zhu, J., Li, S., Jiang, R., & Xie, C. (2024, April). *Exploring student acceptance of artificial intelligence in engineering design.* Paper presented at the Annual Meeting of the 2024 American Educational Research Association, Philadelphia, USA.

Zheng, J., Pan, Z., Li, S., & Xie, C. (2024, April). *Modeling temporal self-regulatory processing in STEM learning of engineering design.* Paper presented at the Annual Meeting of the 2024 American Educational Research Association, Philadelphia, USA.

Liu, S., **Zheng, J**., Wang, T., Xu, Z., Chao, J., Jiang, S. (2024, April). *Predicting student engagement levels in language-based AI curriculum: A Hybrid BERT-MLP model approach*. Paper presented at the Annual Meeting of the 2024 American Educational Research Association, Philadelphia, USA.

Wang, T., **Zheng, J**., Li, S., Zhang, Y., & Lajoie, S. P. (2024, April). *Using multimodal data to assess students' cognitive load and task performance in technology-rich environments*. Paper presented at the Annual Meeting of the 2024 American Educational Research Association, Philadelphia, USA.

Wang, T., **Zheng, J**., Huang, X., Chen, M., Ruiz-Segura, A., & Lajoie, S. P. (2024, April). *Student engagement profiles in technology-rich environments: What they reveal about motivation, task difficulty, and performance*. Paper presented at the Annual Meeting of the 2024 American Educational Research Association, Philadelphia, USA.

Huang, X., **Zheng, J**., Li, S., & Lajoie, S. P. (2024, April). Investigating the effect of emotional tone on learners' engagement and peer acknowledgement in social annotation. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, US

Zhong, T., Zhu, G., Du, H., Huang, X., **Zheng, J**., Li, S., & Hou, C. (2024, April). Overlapping between offline and online group membership in a social annotation network. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, US

Li, S., Huang, X., Zhu, G., Du, H., Zhong, T., Chen, Y., & **Zheng, J**. (2024, April). *Behavioral patterns in social annotation and their effects on learning*

performance. Paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, US

Li, S., **Zheng, J**., & Lajoie, S. P. (2024, April). *Analyzing multimodal data about student engagement: The added value of a comply dynamic systems approach.* Symposium paper presented at the 2024 American Educational Research Association Annual Conference, Philadelphia, US

Zheng, J.*, Jiang, R., Li, S., Zhu, J., & Xie, C. (2023, June). *The effects of AI feedback on students' epistemic emotion and performance in engineering design: An exploratory study*. Paper presented at the 2023 International Conference of the Learning Sciences, Montreal, Canada

Zheng, J*., Li, S., Huang, X., Wang, T., & Lajoie, S. P. (2023, June). *Do thinking styles change with task complexity in problem-solving?*. Paper presented at the 2023 International Conference of the Learning Sciences, Montreal, Canada

Li, S.*, **Zheng, J**., Huang, X., Wang, T., & Lajoie, S. P. (2023, June). *Detection of goal setting and planning in self-regulated learning using machine learning and think-aloud protocols*. Paper presented at the 2023 International Conference of the Learning Sciences, Montreal, Canada

Zheng, J.*, Lajoie, S.P., Wang, T., & Li, S. (2023, April). *Examining the effectiveness of computer-based scaffolds in clinical problem-solving*. Paper presented at the 2023 American Educational Research Association Annual Conference, Chicago, Illinois, US

Wang, T.*, **Zheng, J**., Tan, C., Ruiz-Segura, A., Huang, X., & Lajoie, S. P. (2023, April). *Computer-Based Scaffoldings Facilitate Students' Metacognitive Monitoring and Problem-Solving Efficiency in an Intelligent Tutoring System*. Paper presented at the 2023 American Educational Research Association, Chicago, Illinois, US

Li, S., **Zheng, J**., Lajoie, S. P., & Wu, H. (2023, April). *The role of self-regulated learning competency in clinical reasoning with a computer-simulated environment*. Poster presented at the 2023 American Educational Research Association Annual Conference, Chicago, US

Zheng, J.*, Li, S., & Lajoie, S. P. (2022, April). *Using recurrence quantification analysis to understand emotion dynamics in self-regulated learning*. Paper presented at the 2022 American Educational Research Association Annual Conference. San Diego, California, US.

Zheng, J.*, Li, S., Lajoie, S. P., & Wu, H. (2022, April). *Identifying academic emotion trajectories in problem-solving*. Paper presented at the 2022 American Educational Research Association Annual Conference. San Diego, California, US.

Li, S.*, **Zheng, J**. & Lajoie, S. P. (2022, April). *The temporal structures and sequential patterns of self-regulated learning behaviors in clinical reasoning*. Poster presented at the 2022 American Educational Research Association Annual Conference. San Diego, California, US.

Lajoie, S. P.*, Li, S**.**, **Zheng, J**. & Ruiz-Segura, A. (2021, August). *Uses and applications of AI to investigate emotions and self-regulated learning in medicine*. Paper accepted by the 19th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Gothenburg, Sweden.

Li, S., *Lajoie, S. P., **Zheng, J**., Wu, H. B., & Cheng, H. Q. (2021, April). *Automated detection of cognitive engagement to inform the art of staying engaged in problem-solving*. Paper presented at the 2021 American Educational Research Association Annual Conference. Orlando, Florida, US.

Zheng, J., Li, S., & Lajoie, S. P. (2020, April). *Emotion or emotion variability: what matters to students' performance in clinical reasoning*. Poster accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Best Poster Award, Conference canceled)

Li, S., **Zheng, J**. & Lajoie, S. P. (2020, April). *Efficient clinical reasoning: knowing when to start and when to stop*. Paper accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Conference canceled)

Xing, W., **Zheng, J**. & Zhu, G., & Xie, C. (2020, April). *The interplay between self-regulation and students' engineering design*. Poster accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Conference canceled)

Lajoie, S. P., Li, S., **Zheng, J**., Li, T., Segura, A., & Nynych, K. (2020, April). *Examining the influence of cognitive load in cinical reasoning and its relationship to self-regulated learning*. Paper accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Conference canceled)

Lajoie, S. P., Li, S., **Zheng, J.,** Li, T., Segura, A., & Nynych, K. (2020, April). *The relative importance of self-regulated learning, emotions, and cognitive load in clinical reasoning*. Paper accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Conference canceled)

Xing, W., Zeng, Y., Huang, Xu., **Zheng, J**., Chen, Guanhua., & Xie, C. (2020, April). *Understanding the temporal dimension of students' engagement in engineering design learning*. Paper accepted by the 2020 American Educational Research Association Annual Conference. San Francisco, US. (Conference canceled)

Zeng, Y*, Xing, W, Xie, C, Huang, X., & **Zheng, J**, (2019, October). *Understanding temporal patterns of students' engagement in engineering design*. Paper presented at the 2019 Association for Educational Communications & Technology (AECT) International Convention, Las Vegas, Nevada.

Zheng.J., Li, S.*, Lajoie, S. P. (2019, August). *Efficiency matters: Revealing clinical reasoning patterns using sequential mining techniques*. Paper presented at the 18th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Aachen, Germany.

Li, S.*, **Zheng, J**., Lajoie, S. P. (2019, August*). The role of cognitive engagement on clinical reasoning performance*. Paper presented at the 18th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Aachen, Germany.

Huang, L., **Zheng, J**. Lajoie, S., Chen Y., Birk, G., Hmelo-Silver, C., & Li, S.* (2019, August). *Mining instructors' self-Regulated learning in the Context of Using a Learning Analytics Dashboard*. Roundtable presented at the 18th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Aachen, Germany.

Zheng, J., Xing., W*. Zhu., G., Chen, G., Zhao, H., & Huang, X. (2019, March). *Person-oriented approach to profiling learners' self-regulation in STEM learning*. Poster presented at the 9th International Conference on Learning Analytics and Knowledge (LAK19). Tempe, Arizona, USA.

Zheng, J.*, Li, S., Lajoie, S.P. & Wiseman, J. (2019, April). *Profiling control and value appraisals to predict medical emotions.* Poster presented at the American Educational Research Association Annual Conference. Toronto, Canada.

Zheng, J.*, Huang, L., Kazemitabar, M., Lajoie, S., Chen Y., Hmelo-Silver, C (2019, April). *Exploring instructors' emotions and metacognition: A case study of instructor interactions with a learning analytics dashboard.* Paper presented at the American Educational Research Association Annual Conference. Toronto, Canada.

Li, S.*, **Zheng, J.,** Lajoie, S.P. & Wiseman, J. (2019, April). *Students' performance and emotion entropy in the context of clinical reasoning*. Paper presented the American Educational Research Association Annual Conference. Toronto, Canada.

Beck, S.*, Li, S., & **Zheng, J.** (2019, April). *Mediating effects of epistemological beliefs and value of collaboration on inquiry-based teaching and science achievement*. Paper presented at the American Educational Research Association Annual Conference. Toronto, Canada.

Lajoie, S.P.*, Li, S., & **Zheng, J.** (2019, April). *The functional roles of cognition and emotion in predicting clinical reasoning performance*. Paper presented at the American Educational Research Association Annual Conference. Toronto, Canada

Chen Y.*, Phonethibsavads, A., Hmelo-Silver, C., **Zheng, J**., Huang, L., Lajoie, S. (2019, April). *Using learning analytics to support problem-based learning facilitation*. Paper presented at the American Educational Research Association Annual Conference. Toronto, Canada

Huang, L.*, Li, S., **Zheng, J**. (2018, June) *A mediation model of teachers' age, TPACK and acceptance of online teacher professional development.* Poster presented at 29th International Congress of Applied Psychology. Montreal, Canada

Zheng, J.*, Jarrell, A., Lajoie, S.P., Li, S. (2018, June) *What electrodermal activity can tell us in authentic learning context?* Poster presented at 29th International Congress of Applied Psychology. Montreal, Canada

Zheng, J.*, Li, S., Zheng, Y. (2018, May) *The role of technology in Chinese teaching and learning as a second language.* Paper presented at International Conference on Pattern Recognition and Artificial Intelligence, Montreal, Canada

Chen Y.*, Birk, G., Bodnar, S., Huang, L**., Zheng, J**., Hmelo-Silver, C., Lajoie, S. (2017, October) *Using learning analytics dashboard to support facilitation: From instructors perspective*. Poster presented at LSGS Conference 2017, Bloomington, U.S

Huang, L.*, **Zheng, J.,** Bodnar, S., Kazemitabar, M., Chen Y., Birk, G., Lajoie, S., Hmelo-Silver, C. (2018, March). *How does teacher dashboard support instructors' pedagogical decisions in online asynchronous problem-based learning environments?* Poster presented at 2018 REASON Interdisciplinary Spring School, Munich, Germany.

Zheng, J.*, Li, S., & Lajoie, S.P. (2018, April). *The effects of achievement goals and self-regulated learning behaviors on clinical reasoning in computer-based learning environments*. Paper presented at the American Educational Research Association Annual Conference. New York City, NY.

Lajoie, S. P.*, **Zheng, J**., Li, S., Jarrell, A., Gube, M. (2017, August). *Examining the interplay of affect and self-regulation in the context of clinical reasoning*. Symposium presented at the 17th Biennial conference of the European Association for Research on Learning and Instruction (EARLI). Tampere, Finland.

Zheng, J.*, Li, S., & Zheng, Y. (2017, June). *The influence of academic performance on students' perceptions of the e-Schoolbag*. Paper presented to The Canada International Conference on Education (CICE-2017). Toronto, Canada.

Chen Y.*, Kazemitabar, M., Bodnar, S., Birk, G., **Zheng, J**., Huang, L., Hmelo-Silver, C., Lajoie, S.P., Wiseman, J., & Chan L.K. (2017, May). *Visualizations to support facilitation: The instructor's' view*. Poster presented at the Learning Environments Across Disciplines (LEADS) Annual Conference, Montreal, QC

Zheng, J.*, Jarrell, A., Lajoie, S. P. (2017, May). *Exploring electrodermal activity features in clinical reasoning to model learner's performance*. Poster presented at the Learning Environments Across Disciplines (LEADS) Annual Conference, Montreal, QC

Li, S.*, Huang, L., **Zheng, J.** (2017, March). *Examining teachers' engagement in teaching reflection*. Poster presented to 16th McGill Education Graduate Student Society Conference, Montreal, QC

Huang, L.*, **Zheng, J**., Li, S. (2017, March). *Predicting student teachers' TPACK development through their beliefs and attitudes*. Paper presented to 16th McGill Education Graduate Student Society Conference, Montreal, QC

Zheng, J.*, Li, S., Huang, L. (2017, March). *Exploring the influence of academic achievement on the self-regulated learning tendency of students towards using tablet computers*. Paper presented to 16th McGill Education Graduate Student Society Conference, Montreal, QC

Huang, L.*, Li, S., **Zheng, J**. (2017, March). *The role of deliberate practice in expert performance of technology integration*. Poster presented to 2017 Graduate Symposium of Concordia University, Montreal, QC

Li, S.*, **Zheng, J**., Huang, L. (2017, March). *Predicting students' willingness in e-Schoolbag based learning*. Poster presented to 2017 Graduate Symposium of Concordia University, Montreal, QC

Zheng, J.*, Huang, L., Li, S**.** (2017, March). *Self-regulated learning with Video-Tutor: Improving efficiency and performance of language learning*. Paper presented at the 2017 Graduate Symposium of Concordia University, Montreal, QC

Li, S.*, & **Zheng, J**. (2016, July). *Gender differences among students' attitude toward STEM engineering learning: A case study, analysis and relevant Strategies*. Paper Presented at the 7th Global Chinese Conference on Innovation & Applications in Inquiry Learning (GCCIL2016), Shenzhen, China.

Zheng, J.*, & Chiang, F. (2014, July). *Design and development of the E-schoolbag Perception Scale (EPS) for K1-12 students*. Paper Presented at 3rd International STEM in Education Conference (STEM2014), Vancouver, Canada.

Zheng, J.*, Chiang, F., & Cai, S. (2013, October). *Project-based learning and problem-based learning in the multimedia design course for improving critical thinking performance*. Paper Presented at E-learn 2013. Las Vegas, USA.

Invited Address

Zheng, J & Gaudelli, W. (October, 2024). *Artificial Intelligence in Education*, Lehigh University School Study Council, Lehigh University, USA.

Zheng, J. (February 15, 2022). *Examining self-regulated learning and emotions of teachers*. Technology-Enabled Education & Self-Regulation Lab, University of Toronto, Canada.

Zheng, J. (September 14, 2017). *Integrating ICT into Chinese teaching and learning*. An inter-university conference on teaching Chinese as a foreign language. Montreal, Canada.

Zheng, J (November, 2016). *Scaffolding learners in video-based learning environments*. Foundations of Learning Sciences, McGill University, Montreal, Quebec.

Zheng, J. (July 22, 2013). *How to apply e-schoolbag in elementary school*? The 11th National Conference on Integrated Education. Hefei, China.

Teaching and Research Advising

Teaching

Assistant Professor at Lehigh University

TLT 403 Introduction to Instructional Design 010 and 011(Spring 2023, Spring 2024, Spring 2025)

TLT 458 Introduction to Multimedia Programming and Development (Fall 2023; Fall 2022; Fall 2024)

Lecturer at McGill University

EDPT 200 Integrating Educational Technology in the Classroom (98 graduate students; Fall 2020) - Online

Teaching Assistant at McGill University

EDPT 635 Theories of Learning and Instruction (30 students, graduate level; Winter 2020)

EDEC 262 Media, Technology, Education (40 students; graduate level; Winter 2017)

EAST 230D First Level Chinese (60 students, Fall 2018, Winter 2019)

Lecturer at Beijing Normal University

Tools for Knowledge Management (20 students; adult learners; Winter 2013)

Teaching Assistant at Beijing Normal University

Multimedia Technology and Web Development (120 students; undergraduate level; Winter 2012, Winter 2013)-Blended course

Guest Speaker

Emotion Recognition in Technology-Rich Learning Environments, EDPE 666 Foundations of Learning Sciences (Fall 2018)

Experimental Studies in Technology-Rich Learning Environments, EDPE 663 Learning Environments (Fall 2018)

Gradudate Student Advising

Academic advising to students pursuing Master of Science (M.S.) in instructional technology in College of Education:
4 students（Fall 2022-Spring 2023)
13 students（Fall 2023-Spring 2024)
12 students (Fall 2024-Spring 2025)

Dissertation Committee Membership

| Katrina Stenson-Ullon | Preparing Inservice High School Mathematics Teachers to Support English Learners: A Multiple Case Study (Dr. Sara E. N. Kangas, Chair, Spring 2024) |
| Kallie Ziltz | Painting Computer Science LILAC: Using Theories of Motivation and Learning to Inform Design & Application of an Instructional Intervention Aimed to Address Gender Gap in Computing (Dr. Tom Hammond, Chair, Fall 2023) |

Qualifying Doctoral Research Project Committee Membership

Andrea Bonnet	Effect of Advising in World Language Courses on Language Learning Anxiety, Motivation, and Learning Outcomes (Dr. Tom Hammond, Chair, Fall 2024)
Stephen Deduck	Social Validity of Project Based Learning to Develop Intercultural Competencies and Motivation of University Students in Uzbekistan (Dr. Brook Sawyer, Chair, Spring 2024)
Julian Snow	Text Generative AI in Higher Education: Exploring Instructor Thoughts and Beliefs (Dr. Alec Bodzin, Chair, Spring 2024)
Jessie O'Brien-Sheats	Examining Teachers' Perceptions of the Social Validity of StudySync (Dr. Brook Sawyer, Chair, Spring 2023)
Eric S. Schmidt	Digital Storytelling, Family Engagement, and Writing for Elementary Multilingual Learners (Dr. Brook Sawyer, Chair, Spring 2023)
Matthew D. Lewis	Effect of authentic story intervention on student's outcome expectations/self-efficacy/interest in STEM career decisions (Dr. Tom Hammond, Chair, Spring 2023)

Comprehensive Exam Committee Membership

Jiayan Zhu (Dr. Zilong Pan, Chair, Fall 2024)

Stephan Deduck (Dr. Brook Sawyer, Chair, Spring 2024)

Lisa Kiel (Dr. Shan Li, Chair, Spring 2023)

Sarah Johnson (Dr. Brook Sawyer, Chair, Fall 2022, Spring 2023)

Andrea Bonnet (Dr. Tom Hammond, Chair, 2022 Fall)

Service

External Service

2024 **Grant Proposal Reviewer and Panelist**, National Science Foundation

2024 **Conference Program Co-chair,** the International Conference on Computers in Education

2022 **Program Committee Member**, The 3rd Annual Meeting of the International Society of the Learning Sciences (ISLS) , Montreal, Canada

2021 **Conference Reviewer**, American Educational Research Association

- SIG- Advanced Technologies for Learning, and Division C - Section 2a: Cognitive and Motivational Processes, Division C - Section 3b: Technology-Based Environments for the 2020 Annual Meeting of the American Educational Research Association (AERA) held in San Francisco, April 17 - 21.

2020 **Conference Chair**, American Educational Research Association
- Chaired the Paper session on *Some Methodological Innovations for the Automated Analysis of Classroom Discourse* (Division D - Section 4: Multi-Method and Mixed Methods). (conference cancelled)

2019 Division D Graduate Student Liaison, American Educational Researchers Association

2020 Conference Reviewer, Association for Educational Communications and Technology(AECT)
- Serve as a reviewer to review abstract submission

2019 Conference Reviewer, American Educational Research Association
- Serve as a reviewer to review submissions for SIG- Computer and Internet Applications in Education, and Division C - Section 3b: Technology-Based Environments for the 2019 Annual Meeting of the American Educational Research Association (AERA) held in Toronto, April 5-9.

Internal Service

2024-2025	"Go Beyond Award" Committee
2024-2025	Disciplinary Appeals Committee
2023-2024	Representative from the College of Education to the College of Arts and Science
Fall 2023	Member of search committee for faculty member in Learning Sciences minor program
Spring 2023	Reviewer of the COE Graduate Student Leadership and Service Award
2022-2023	Representative from the College of Education to the Rossin College of Engineering

Professional Affiliations

American Psychology Association (APA)	2018, 2023
International Society of Learning Sciences (ISLS)	2022-present
American Educational Research Association (AERA)	2017-present
• Division C Member – Learning and Instruction	
Canadian Psychology Association (CPA)	2018