

Curriculum Vita

Juan Zheng

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Assistant Professor
Department of Education & Human Services, College of Education
Lehigh University
Bethlehem, PA 18015, United States

EDUCATION

2016-2022	PhD candidate in Learning Sciences, Department of Educational and Counselling Psychology McGill University, Montreal, Canada Supervisor: Prof. Susanne P. Lajoie
2011-2014	Master of Science, Department of Educational Technology, Faculty of Education Beijing Normal University, Beijing, China Supervisor: Prof. Shengquan Yu, Prof. Feng-Kuang Chiang
2007-2011	Bachelor of Science, Educational Technology, Department of Education Hubei University, Hubei, China

AWARDS AND DISTINCTION

2021-2022	Jackie Kirk Fellowship <i>McGill University, Faculty of Education</i>	CAD 8000\$
2019	Outstanding Doctoral Research Award <i>China Scholarship Council</i>	USD 6000\$
2019-2020	The Dr. Gauri Shankar Guha Award in International Development Education <i>McGill University, Faculty of Education</i>	CAD 1100\$
2018	Graduate Research Enhancement and Travel Award <i>McGill University, Department of Educational and Counselling Psychology</i>	CAD 425\$
2018	Student Travel Award <i>Social Sciences and Humanities Research Council of Canada (SSHRC); LEADS Partnership Grant</i>	CAD 1490\$
2016-2019	Differential Fee Waivers Award to Doctoral International Students <i>Ministère de l'Éducation et de l'Enseignement Supérieur of Québec</i>	CAD 30000\$
2017	Graduate Research Enhancement and Travel Award <i>McGill University, Department of Educational and Counselling Psychology</i>	CAD 540\$
2016-2017	Graduate Excellent Fellowship (3) <i>McGill University, Department of Educational and Counselling Psychology</i>	CAD 8000\$
2016	Excellent Science and Technology Mentor	

	<i>Education Bureau of Shenzhen, China</i>	
2015	Gold Medal Mentor <i>Education Bureau of Shenzhen, China</i>	
2015	Excellent Instructional Design (Second Prize) <i>Education Bureau of China</i>	
2014	Excellent Research Paper (Third Prize) <i>Education Bureau of Longgang, Shenzhen, China</i>	
2014	Excellent Instructional Design (Third Prize) <i>Education Bureau of Longgang, Shenzhen, China</i>	
2013-2014	Academic Excellent Scholarship <i>Beijing Normal University</i>	RMB10000¥
2011-2014	Graduate Excellent fellowship <i>Beijing Normal University</i>	RMB15000¥
2011	Honor Graduates <i>Hubei University</i>	
2008-2011	Academic Excellent Scholarship (3) <i>Hubei University (Top 2%)</i>	RMB 4500¥
2008-2011	Outstanding Student Fellowship (3) <i>Hubei University (Top 2%)</i>	RMB 1500¥
2008-2009	National Scholarship of China <i>Education Ministry of China (Top 1%)</i>	RMB 8000¥

RESEARCH GRANTS

Recipient of Postdoctoral Research Fellowship: 2022-2024 (Funded but did not accept)

Agency: Fonds de recherche du Québec - Société et culture (FRQSC)

Title: Being a player or watcher in STEM learning: Students' real-time and continuous self-regulation and emotions in playing educational games

Amount: \$90,000

Recipient of Doctoral Research Fellowship: 2018-2022

Agency: Fonds de recherche du Québec - Société et culture (FRQSC)

Title: The role of adaptability in clinical reasoning: How can we help doctors make efficient and accurate diagnostic decisions?

Amount: \$80,500

PUBLICATIONS

JOURNAL ARTICLES

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.

Zheng, J. (last modified August, 2022)

- 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>
- Zheng, J.**, Li, S., Lajoie, S.P. (2021). Diagnosing virtual patients in a technology-rich learning environment: A sequential mining of students' efficiency and behavioral pattern. *Education and Information Technologies*. 1-17
- 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*. 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
- Zheng, J.**, Xing, W., Huang, X., Li, S., Chen, G., & Xie, C. (2020). The role of self-regulated learning on science and design knowledge gains in engineering projects. *Interactive Learning Environments*, 1-13
- Li, S., **Zheng, J.**, & Lajoie, S. P. (2020). The relationship between cognitive engagement and students' performance in a simulation-based training environment: An information-processing perspective. *Interactive Learning Environments*. 1-14.
- 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
- Lajoie, S.P., **Li, S.**, & Zheng, J. (2021). The functional roles of metacognitive judgement and emotion in predicting clinical reasoning performance with a computer simulated environment. *Interactive Learning Environments*. 1-12.
- 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*, 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)

MANUSCRIPT UNDER REVIEW

Zheng, J., Li, S., & Lajoie, S. P. (Under Review). 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.

Zheng, J., Lajoie, S. P., Wang, T., & Li, S. (Under Review). Examining the effectiveness of computer-supported scaffolding in clinical problem-solving. *Metacognition and Learning*.

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

Zheng, J., Lajoie, S.P., Li, S., & Wu, H. (Major revision). Temporal change of emotions: Identifying academic emotion trajectories and profiles in problem-solving. *Metacognition and Learning*.

Zheng, J., Li, S., & Lajoie, S.P. (Under Review). Using facial expressions and electrodermal activities to understand emotion dynamics in self-regulated learning. *British Journal of Educational Psychology*.

Li, S., Huang, X., Pan, Z., Wang, T., & Lajoie, S. P. (Accepted). Examining the interplay between self-regulated learning activities and types of knowledge within a computer-simulated environment. *Journal of Learning Analytics*.

BOOK CHAPTERS

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

CONFERENCE PROCEEDINGS

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.

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

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).

CONFERENCE PRESENTATIONS

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

- 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 interuniversity 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 EXPERIENCE

McGill University (2016-)

Undergraduate

Lecturer: EDPT 200 (Fall 2020 Integrating Educational Technology in the Classroom)

Teaching Assistant: EDEC 262 Media, Technology, Education (Winter 2017)

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

Graduate

Guest Lecturer: EDPE 663 Learning Environments (Fall 2018)

Beijing Normal University (2011-2014)

Undergraduate

Lecturer: Tools for Knowledge Management (Winter 2013)

Teaching Assistant: Multimedia Technology and Web Development (Summer 2012 & Summer 2013, Blended course, 120 students)

K-12 (2014-2016, 2008-2011)

Full-time Instructor of ShenZhen Junior Middle school of LongGang: Information, Communication & Technology (320 students); Science and Technology (10 students)

Part-time teacher of The education publishing group of China: Mathematics

One-to-one Student Tutor: 6 students

RESEARCH EXPERIENCE

PRINCIPAL INVESTIGATOR

2015-2016 The learning habits of students when using iPad

Research focus on motivation and competency of middle school students while using iPads for learning
FUNDED by the Education Bureau of Longgang, Shenzhen, China

2012-2013 Cultivating undergraduate student' critical thinking skills using PBL

Research focus on critical thinking skills of student teachers

FUNDED by the Beijing Normal University

RESEARCH ASSISTANTSHIPS

2016- Present Examining the interplay of affect and self-regulation in the context of clinical reasoning

Research focus on examining medical students' self-regulation process and emotions using think-aloud data, Electrodermal Activity, and Facial expressions

PI: Professor. Susanne P. Lajoie

FUNDED by Social Sciences and Humanities Research Council (SSHRC)

2016-2019 Helping Other with Augmentation and Reasoning Dashboard

Research includes designing an asynchronous online collaborative learning environment designed for medical students to learn how to deliver bad news to patients and a Learning Analytic Dashboard to help instructors facilitate asynchronous CSCL.

PI: Professor. Susanne Lajoie, Cindy Hmelo-Silver

FUNDED by the LEADS Partnership of SSHRC

2018- Present Large-Scale Research on Engineering Design Based on Big Data Logged by a CAD Tool

PI: Charles Xie, Wanli Xing

FUNDED by Concord Consortium

2018- Present Collaborative STEM education: Teaching Teamwork

PI: Charles Xie, Wanli Xing

FUNDED by Concord Consortium

2011-2014 The integration of information technology with curriculum in China rural areas
Research focus on improving 100 in-service teachers' ICT skills through an online learning community
(Learning Cell)

PI: Professor. Shengquan Yu

FUNDED by National Natural Science Foundation of China (NSFC)

2012-2014 One-to-one project at ShenZhen

Research focus on examining how student' motivation unfold in the process of using Tablet computers

PI: Professor. Shengquan Yu

FUNDED by National Natural Science Foundation of China (NSFC)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Division C, Learning and Instruction

Division D - Measurement and Research Methodologies

Data-driven Decision Making in Education

Canadian Psychological Association (CPA)

Graduate Student Member

LEADERSHIP & SERVICE

Ad Hoc Reviewer

Journal Review: Metacognition and Learning

Computers & Education

Education and Information Technologies

Learning and Individual Differences

Interactive Learning Environments

Medical Education

Proposal Review: American Educational Research Association (AERA) Annual Meeting

Abstract Review: Association for Educational Communications and Technology (AECT) Annual
Conference

Conference Volunteer

2018- The Intelligent Tutoring Systems (ITS) conference, Montreal, QC, Canada

2017- The Education Graduate Students' Society Annual Conference, McGill University, Montreal, QC,
Canada

2017- Youth 2 Tech, Montreal, QC, Canada

2013- E-learn 2013 (AACE), Las Vegas, NV, USA

2012- The 2nd International STEM in Education Conference, Beijing, China

2011- International Conference on Technology for Education and Learning (TEL2011), Beijing, China

International Service

2019- Division D Graduate Student Liaison, American Educational Researchers Association

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

University Service

2019- Graduate Student Search Committee for New Assistant Professor Recruitment, McGill University

2008- Vice Present of Students Union, Education Faculty, Hubei University

PROFESSIONAL SKILLS

Data Mining and Statistical Software: R, RapidMiner, Mplus, SPSS, AMOS,

Text Analysis Software: Atlas.ti, NVivo, Observer XT

Facial Expression Analysis: FaceReader, OpenFace

Physiological Data Analysis: Electrodermal Activity (Affectivia, Acknowledge)

Eye-tracking: SMI eye-tracking (iView, BeGaze)