

Jingwen He

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EDUCATION

PhD student of Learning Technology 08/2021-present

Education Studies, **The Ohio State University**

Research interest: student-teacher relationship, motivation, engagement, self-regulated learning

Selected courses: Structural Equation Modeling, Advanced Structural Equation Modeling, Applied Multilevel Data Analysis, R for Data Science, Instruction Design, Classroom Research Motivation, Theories of Learning with Technologies

Master of Educational Assessment and Evaluation 09/2018-06/2021

Collaborative Innovation Center of Assessment toward Basic Education Quality (CICABEQ), **Beijing Normal University**

GPA: 3.80/4.0 Rank: 3/24

Selected courses: Regression Analysis, Multivariate Statistics, Hierarchical Linear Modeling, Advanced Item Response Theory, Advances in International Education Quality Assessment, Information Technology in Education Assessment

Thesis topic: The impact of affective support feedback on students' autonomous inquiry learning

Bachelor of Educational Management 09/2014-06/2018

Faculty of Education, **Beijing Normal University**

GPA: 3.81/4.0 Rank: 2/34

Selected courses: Research Methods in Education, Introduction to Psychology, Developmental Psychology, Theory of School Management, Curriculum Theory, Education Management and Evaluation

Thesis topic: An empirical study on teaching autonomy support of elementary school teachers in Beijing

PUBLICATIONS

Journal Paper

- He, J., Jin, B., Xu, Z., & Zhang, D. (2022). Measuring Elementary Students' Behavioral Engagement in Web-based Science Inquiry Learning. *Journal of Online Learning Research*, 8(3), 289-313.
- He, J., Simon, S., & Chiang, F. K. (2022). A comparative study of pre-service teachers' perceptions on STEAM education in UK and China. *STEM Education*, 2(4), 318-344.
- He, J., Liu, Y., Ran, T., & Zhang, D. (2022). How students' perception of feedback influences self-regulated learning: the mediating role of self-efficacy and goal orientation. *European Journal of Psychology of Education*, 1-19. (SSCI, Impact Factor: 2.821)
- Zhang, D., He, J., & Fu, D. (2021). How Can We Improve Teacher's Work Engagement? Based on Chinese Experiences. *Frontiers in psychology*, 12, 721450-721450. (SSCI, Impact Factor: 4.232)
- Hackman, S. T., Zhang, D., & He, J. (2021). Secondary school science teachers' attitudes towards STEM education in Liberia. *International Journal of Science Education*, 43(2), 223-246. (SSCI, Impact Factor: 2.518)
- Wei, D., Zhang, D., He, J., & Bobis, J. (2020). The impact of perceived teachers' autonomy support on students' mathematics achievement: evidences based on latent growth curve modelling. *European Journal of Psychology of Education*, 35(3), 703-725. (SSCI, Impact Factor: 2.821)

Book Chapter

- Hawk, N., He, J., & Xie, K. (2023). A Comprehensive Framework of Engagement in K-12 Virtual

Learning: Examining Communities of Support. In Zimmerman, A. (eds.), *Research, Practice, and Innovations in Teacher Education During a Virtual Age*, IGI Global. DOI: 10.4018/978-1-6684-5316-2.ch014

Conference Paper

- **He, J.**, Xie, K., Jiang, Z., & Vongkulluksn, V.W. (2023, April). Examining motivation development during adolescence using a combination of variable-centered and person-centered approaches. Poster session in SIG – Motivation in Education at the Annual Meeting of the *American Educational Research Association* (AERA), Chicago, IL.
- Xie, K., Huang, L., Shortt, M., **He, J.**, & Jiang, Z. (2023, April). The Role of Students' Motivation on Engagement and Performance in Online Learning in Higher Education Settings: A Systematic Analytical Review. Paper session in SIG – Online Teaching and Learning at the Annual Meeting of the *American Educational Research Association* (AERA), Chicago, IL.
- Xie, K., Jiang, Z., Pan, Z., Men, Q., & **He, J.** (2023, April). Examining Learning Engagement through Sequential Pattern Mining. Poster session in Division C – Learning and instruction at the Annual Meeting of the *American Educational Research Association* (AERA), Chicago, IL.
- Hawk, N.A., **He, J.**, & Xie, K. (2022, October). Communities of Support: Development of a Comprehensive Framework of Student Engagement in K-12 Virtual Learning. Presented at the annual conference of the *Association for Educational Communications and Technology* (AECT). Las Vegas, NV.
- Pan, Z., Jiang, Z., Men, Q., **He, J.**, & Xie, K. (2022, October). A Two-Level Cluster Analysis that Integrates Fine-Grained Event-Based Sequences with Learner-Based Behavioral Patterns. Presented at the annual conference of *Association for Educational Communications and Technology* (AECT). Las Vegas, NV.
- **He, J.**, Jin, B., & Zhang, D.* (2021, April). Using Affection Supportive Feedback to Promote Students Engagement in Web-based Science Learning Environment. Roundtable at the Annual Meeting of the *American Educational Research Association* (AERA), Virtual.
- Jin, B., **He, J.**, & Zhang, D.* (2021, April). The role of feedback perception on students' motivation and self-regulated learning in web-based learning environment. Paper presented at the Annual Meeting of the *American Educational Research Association* (AERA), Virtual.
- Hou Y., **He, J.**, & Zhang, D.* (2019, April). The Effects of Social Support and Achievement Motivation on Collaboration Problem Solving---Comparative study between China and the U.S., presented at the Annual Meeting of the *American Educational Research Association* (AERA), Toronto, Canada.
- Cui Y., Wang, X., **He, J.**, & Zhang, D.* (2018). The Empirical Study of Students' Opportunity to Express Opinions Freely in Web-based Science Inquiry Learning. GCCCE Conference 2018. pp: 87-95.

RESEARCH PROJECTS

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| Motivational Development during Adolescence Stage, <i>Research Assistant</i> | 10/2021-present |
| <ul style="list-style-type: none">• Collaborated with Prof. Kui Xie (Learning Technology, The Ohio State University).• Conducted literature review, longitudinal data cleaning, missing data processing and data visualizing.• Used Latent Growth Modeling to explore middle and high school students' motivational development. | |
| Using Learning Analytics to Diagnose Students' Motivation in Online Learning, <i>Research Assistant</i> | 10/2021-present |
| <ul style="list-style-type: none">• Collaborated with Prof. Kui Xie (Learning Technology, The Ohio State University) and assistant professor Zilong Pan (Instructional Technology, Lehigh University).• Conducted literature review on behavioral engagement in online learning, sequential pattern analysis, cluster analysis.• Used K-means cluster to explore page view frequency and duration. | |

- Web-based Science Inquiry Environment (WISE) Research Project, *Research Assistant*** 10/2017-10/2020
- Designed five project-based curriculums on web-based learning environment, wrote instructional guide for science teachers. Implemented project in five provinces in China and taught more than 2000 students.
 - Designed a series of studies concerning the impact of teachers' feedback on students' basic psychological needs satisfaction, feedback engagement, knowledge integration skills and self-regulated learning skills and simultaneously explored how teacher's feedback may assist students with low intrinsic motivation.
 - Collected and analyzed data. SPSS and MPLUS software were used for the analysis of the reliability and validity of questionnaires, descriptive statistics, independent sample t-test, repeated measurement analysis of variance, and Structural Equation Modeling. Log-file data was also included.
- 21st Century Skills for Student Teachers in China and Finland, *Research Assistant*** 12/2017-07/2018
- Collaborated with Prof. Jun Teng (Institute of International and Comparative Education, Beijing Normal University) and Prof. Hannele Niemi (Institute of Behavioral Sciences, University of Helsinki).
 - Adapted the questionnaire and collected data of student teachers from six universities in China.
 - Analyzed quantitative data of China (N=1011) and Finland (N=228). Explored the differences of 8 key competencies scores between country, gender, grade, and teaching practice experiences. Conducted regression analysis to explore whether student teachers' teaching practice can predict their key competencies score.

PRACTICE EXPERIENCE

- Graduate Research Assistant, Quantitative Methodology Center, U.S.** 08/2022-present
- Provided quantitative methodology consultation to faculty and students in EHE department.
 - Provided series workshops on group mean comparison methods.
- FOX LEADERSHIP INTERNATIONAL, University of Pennsylvania, U.S.** 07/2017-08/2017
- Participated in a two-week summer leadership training and cultural exchange program.
- TEAM LEADER in PEER 2018 Summer Camp, Guangxi, China** 07/2018-08/2018
- Planned the three-week summer camp and built up the team. Actively cooperated with school leaders and solved problems of course, propagation, finance, and logistics.
- Intern in Education Ecosystem Evolution Academy, Beijing, China** 01/2020-07/2020
- Participated in the research work of building standards for future teachers in China, including literature review, teacher interview, writing the content of the standard and translation work, for the purpose of developing competency-based education in Chinese schools.
- Intern in Collaborative Innovation Center of Assessment toward Basic Education Quality (Data Analysis Department), Beijing, China** 08/2019-09/2019
- Big data processing. Data cleaning and analysis of the National Basic Education Quality Assessment in 2019.
- Intern in Teacher of China Program, Beijing, China** 08/2017-10/2020
- Collected and sorted out teaching cases of Chinese teachers.
 - Analyzed online lecture data to summarize the effect of teacher training program and wrote technical report of the program.
- Teaching Assistant in Beijing Normal University, Beijing, China**
- Educational Statistics (in English) 03/2019-06/2019
 - Multivariate Statistics (in Chinese) 03/2020-06/2020
 - Hierarchical Linear Model (in Chinese) 09/2020-10/2020
- Teaching Practice in Experimental Primary School of Niulanshan No.1 middle school, Shunyi District, Beijing, China** 10/2017-11/2017
- Taught 4th grade and 6th grade science courses and conducted a two-week project-based learning course.

AWARDS

Honors

- Outstanding Graduates in Beijing, Beijing Normal University (BNU), 2018
- Youth Entrepreneurship Competition in China, Silver award, 2017
- Youth Entrepreneurship Competition in Beijing, Gold award, 2016
- Three-Year Straight-A-Student, Faculty of Education, Beijing Normal University (BNU), 2015-2017

Scholarship

- University Fellowship, The Ohio State University, 2021
- Jingshi Second-rank Scholarship, CICABEQ, Beijing Normal University (BNU), 2020
- Jingshi First-rank Scholarship, CICABEQ, Beijing Normal University (BNU), 2019
- Three-Year Jingshi First-rank Scholarship, Faculty of Education, BNU, 2015-2017
- Two-Year Competition Second-rank Scholarship, Faculty of Education, BNU, 2016-2017

SPECIALIZED SKILLS AND CERTIFICATIONS

Quantitative Research:

SPSS, MPLUS, R
Survey Design
Regression Modeling
Structural Equation Modeling
Hierarchical Linear Modeling

Qualitative Research:

Semi-structured Interview
Participatory Observation

Technical:

Microsoft Office
Video editing
Basic Photography and Picture Processing

Languages: English (IELTS 7.0); Mandarin

REFERENCES

Kui Xie
Ted and Lois Cyphert Distinguished Professor
The Ohio State University
Columbus, Ohio
xie.359@osu.edu

Danhui Zhang
Professor of Educational Assessment and Evaluation
The Beijing Normal University
Beijing, China
09022@bnu.edu.cn