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工作经历

2020 – 今, 助理教授, 上海交通大学教育学院
2018 – 2020, 博士后研究员, 俄亥俄州立大学 Crane 儿童研究与政策中心
2016 – 2018, 研究助理, 俄亥俄州立大学教育学院
2015 – 2016, 助教 (独立授课), 俄亥俄州立大学教育学院
2013 – 2015, 研究助理, 俄亥俄州立大学教育学院

教育经历

2013 – 2018, 博士, 俄亥俄州立大学, 教育心理学专业
2014 – 2015, 硕士, 俄亥俄州立大学, 量化研究评估与测量专业
2009 – 2013, 学士, 北京师范大学, 教育学专业、心理学专业 (辅修)

研究兴趣

- 合作学习促进高阶认知与社会性发展
- 学习动机与课堂参与
- 班级同伴关系与社交网络

学术期刊论文发表

- Chen, J.**, Jiang, H., Justice, L., Lin, T.-J., Logan, J., & Purtell, K. (2022). One size doesn't fit all: Heterogeneous profiles of isolated children in classrooms. *Journal of Applied Developmental Psychology*, 80, 101397.
- Chen, J.**, Lin, T. J., Anderman, L. H., Paul, N., & Ha, S. Y. (2021). The role of friendships in shy students' dialogue patterns during small group discussions. *Contemporary Educational Psychology*, 67, 102021.
- Paul, N., Lin, T. -J., Ha, S. -Y., **Chen, J.**, & Newell, G. (2021). The role of achievement goal orientation profiles in the learning of argumentative writing. *Journal of Writing Research*, 12(3), 657-684.
- Myrttil, M., Lin, T.-J., **Chen, J.**, Justice, L., Purtell, K., Logan, J., & Hamilton, A. (2021). Pros and con(flict): Using head-mounted camera to examine teacher's role in intervening in conflict among preschool children. *Early Childhood Research Quarterly*, 22, 230-241.

- <https://doi.org/10.1016/j.ecresq.2020.11.011>
- Chen, J.**, Jiang, H., Justice, L.M., Lin, T.-J., Purtell., M. K., & Ansari, A. (2020). Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences during early school years. *Frontiers in Psychology*, *11*, 2746. <https://doi.org/10.3389/fpsyg.2020.586991>
- Chen, J.**, Lin, T. J., Jiang, H., Justice, L., Purtell, K., & Logan, J. (2020). Triple alignment: Congruency of perceived preschool classroom social networks among teachers, children, and researchers. *Frontiers in Psychology*, *11*, 1341. <https://doi.org/10.3389/fpsyg.2020.01341>
- Chen, J.**, Justice, L. M., Tambyraja, S., & Sawyer, B. (2020). Exploring the mechanism through which peer effects operate in preschool classrooms to influence language growth. *Early Childhood Research Quarterly*, *53*, 1-10. <https://doi.org/10.1016/j.ecresq.2020.02.002>
- Kim, S., Lin, T.-J., **Chen, J.**, Logan, J., Purtell, K. M., & Justice, L. M. (2020). Influence of teachers' grouping strategies on children's peer social experience in early elementary classrooms. *Frontiers in Psychology*, *11*, 3583. <https://doi.org/10.3389/fpsyg.2020.587170>
- Justice, L.M., **Chen, J.**, Jiang, H., Tambyraja, S., & Logan, J. (2019). Early-literacy intervention conducted by caregivers of children with language impairment: Implementation patterns using survival analysis. *Journal of Autism and Developmental Disorders*. *50*(5), 1668-1682. <https://doi.org/10.1007/s10803-019-03925-1>
- Lin, T.-J., **Chen, J.**, Justice, L. M., & Sawyer, B. (2019). Peer interactions in preschool inclusive classrooms: The roles of pragmatic language and self-regulation. *Exceptional Children*. *85*(4), 432–452. <https://doi.org/10.1177/0014402919828364>
- Chen, J.**, Justice, L., Rhoad-Drogalis, A., Lin, T. -J., & Sawyer, B. (2018). Social networks of children with developmental language disorder in inclusive preschool programs. *Child Development*. *91*(2), 471-487. <https://doi.org/10.1111/cdev.13183>
- Chen, J.**, Lin, T. -J., Ku, Y. - M., Zhang, J., & O'Connell, A. (2018). Reader, word, and character characteristics contributing to Chinese children's concept of word. *Scientific Studies of Reading*, *22*(3), 209-224. <http://doi.org/10.1080/10888438.2017.1414220>
- Justice, L.M., **Chen, J.**, & Logan, J. (2018). Increasing caregivers' adherence to an early-literacy intervention improves the literacy skills of children with language impairment. *Journal of Autism and Developmental Disorders*, *48*(12), 4179-4192. <https://doi.org/10.1007/s10803-018-3646-2>
- Chen, J.**, Lin, T. -J., Justice, L., & Sawyer, B. (2017). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders*, 1-16. <https://doi.org/10.1007/s10803-017-3272-4>
- Baker, A. R., Lin, T. -J., **Chen, J.**, Paul, N., Anderson, R. C., & Nguyen-Jahiel, K. (2017). Effects of teacher framing on student engagement during Collaborative Reasoning discussions. *Contemporary Educational Psychology*, *51*, 253–266. <https://doi.org/10.1016/j.cedpsych.2017.08.007>

课题项目

- 青少年认知与社会情感能力发展研究，上海交通大学青年教师启动基金项目，主持。 2021 - 2023
- Early Learning Network: Critical Contributions of Classroom Ecology to Children's Learning. Institute of Education Sciences Grant (R305N160024). PI: Laura Justice. Role: Postdoctoral Researcher 2015 - 2020
- Read It Again! In Early Childhood Special Education. Institute of Education Sciences Grant (R324A130066). PI: Laura Justice. Role: Postdoctoral Researcher 2014 - 2020
- Sit Together and Read: Early Childhood Special Education. Institute of Education Sciences Grant (R324A080037). PI: Laura Justice. Role: Postdoctoral Researcher 2016 - 2019
- Promoting interpersonal competencies and academic achievement through collaborative social reasoning. National Academy of Education and Spencer Foundation. PI: Tzu-Jung Lin. Role: Graduate Research Associate 2015 - 2018
- Teaching and learning literature-related argumentative writing in high school English Language Arts classrooms. Institute of Education Sciences (R305A100786). PI: George Newell. Role: Graduate Research Associate 2013
- Improving Comprehension and Writing Through Reasoned Argumentation. Institute of Education Sciences (R305G030070). PI: Richard Anderson. Role: Graduate Research Associate 2013 - 2016

学术会议

- 陈晶. (2021.10). 同伴对话中认知水平和社交策略的交互影响. 全国心理学会学术会议, 线上会议.
- 陈晶. (2021.10). 教师与儿童视角下班级社会网络的拟合度研究. 全国教育实证研究论坛, 线上会议.
- Chen, J.,** Jiang, H., Justice, L. M., Lin, T.-J., Purtell, K. M., & Ansari, A. (2021, April). *Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences in classrooms*. Paper was presented at the annual meeting of the American Educational Research Association, virtual.
- Chen, J.,** Lin, T. -J., Purtell, K. M, Justice, L., & Logan, J. (2020, April). *Triple Alignment: Congruence of Perceived Preschool Social Networks between Teacher, Students, and*

- Researchers*. Paper was accepted by the annual meeting of the American Educational Research Association, San Francisco, CA, USA.
- Chen, J.**, Lin, T. -J., & Wilkinson, I. (2019, April). *Cognitive and social dialogue patterns during collaborative small group discussions*. Paper was presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Chen, J.**, Lin, T. -J., & Anderman, L. H. (2019, March). *Friendship effects on socially anxious students' dialogue patterns during collaborative small group discussions*. Paper was presented at the Society for Research in Child Development, Baltimore, MD, USA.
- Lin, T. -J., **Chen, J.**, Justice, L., Logan, J., & Purtell, K. M. (2019, March). *Peer influence on dual language learners' language and literacy development*. Paper was presented at the Society for Research in Child Development, Baltimore, MD, USA.
- Justice, L., **Chen, J.**, Logan, J., & Tambyraja, S. (2019, March). *Can a home-based intervention program support parents' engagement in book-sharing practices with their children?* Paper was presented at the Society for Research in Child Development, Baltimore, MD, USA.
- Myrttil, M., Lin, T. -J., **Chen, J.**, Logan, J., Purtell, K. M., & Justice, L. (2019, March). *The sequence of preschoolers' insistent behavior, teachers' intervention strategies, and conflict outcome during peer conflicts*. Poster was presented at the Society for Research in Child Development, Baltimore, MD, USA.
- Lin, T. -J., **Chen, J.**, Purtell, K. M., Justice, L., Logan, J., Jiang, H., Rhoad-Drogalis, A., & Bostic, J. (2018, June). *The contribution of classroom friendships to children's early academic and social behavioral development*. Paper was presented at the National Research Conference on Early Childhood, Arlington, VA, USA.
- Chen, J.**, Lin, T.-J., & Shin, S. (2017, April). *The moderating effects of ability grouping on shy children's peer relationships*. Paper was presented at the Society for Research in Child Development, Austin, TX, USA.
- Lin, T.-J., **Chen, J.**, Ha, S. Y., Kuznetcova, I. V., Paul, N., Won, S., Anderman, E. M., & Kraatz, E. (2017, April). *The influence of collaborative small-group discussion on social self-efficacy and class relationships*. Paper was presented at the annual meeting of the American Educational Research Association, San Antonio, TX, USA.
- Kuznetcova, I. V., Lin, T.-J., Ha, S. Y., **Chen, J.**, & Paul, N. (2017, April). *Socializing interpersonal immediacy in collaborative small-group discussions*. Paper was presented at the annual meeting of the American Educational Research Association, San Antonio, TX, USA.
- Chen, J.**, Lin, T.-J., Scott, A., Zhan, X., Ha, S. Y., Paul, N., ... Anderman, E. (2016, August). *The influence of ability grouping on early adolescents' social interaction with peers*. Paper was presented at the annual meeting of the American Psychological Association, Denver, CO, USA.
- Chen, J.**, Lin, T.-J., Justice, L, Piasta, S., & Sawyer, B. (2016, August). *Examining children's interaction in preschool inclusive classrooms: A social network approach*. Poster was presented at the annual meeting of the American Psychological Association, Denver, CO, USA.
- Kuznetcova, I., Lin, T.-J., Ha, S.-Y., Paul, N., **Chen, J.**, Won, S., Zhan, X., & Huang, Y. (2016,

- August). *Teacher strategies for constructing prosocial and argumentative small-group discussions*. Paper was presented at the annual meeting of the American Psychological Association, Denver, CO, USA.
- Paul, N., Lin, T. -J., Ha, S. Y., **Chen, J.**, & Newell, G. (2016, April). *Modeling relationships between writing anxiety, self-efficacy, and self-regulation in argumentative writing: A goal theory perspective*. Paper was presented at the annual meeting of the American Educational Research Association, Washington DC, USA.
- Ha, S. Y., Lin, T. -J., Paul, N., **Chen, J.**, & Newell, G. (2015, August). *Examining factors affecting adolescents' tendency to engage in argumentative reading and writing*. Paper was presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Chen, J.**, Lin, T. -J., & Ku, Y. - M. (2015, April). *Character, word, and student characteristics contribute to students' concept of word in Chinese: Cross-classified multilevel logistic models*. Paper was presented at the annual meeting of the American Educational Research Association, Chicago, IL, USA.
- Chen, J.**, Lin, T.-J., & Justice, L. (2015, April). *Exploring the play and fight networks of young children in preschool inclusive classrooms*. Paper was presented at the annual conference of Multiple Perspectives on Access, Inclusion, and Disability, Columbus, OH, USA.
- Lin, T. -J., Ku, Y. -M., Zhang, J., **Chen, J.**, Kuo, W. -C., & Han, P. -L. (2014, July). *Contributions of concept of word and morphological awareness in learning to read Chinese*. Paper was presented at the Society for the Scientific Study of Reading, Santa Fe, New Mexico, USA.
- Baker, A., Lin, T. -J., **Chen, J.**, Paul, N., Paul, N., Anderson, R. C. (2014, April). *The effects of teacher framing on student engagement during collaborative reasoning discussions*. Paper was presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, USA.
- Chen, J.**, Lin, T. -J., Paul, N., Baker, A., & Murtha, S. (2014, Feb). *The moderating effect of peer status on students' motivational process toward relational thinking in collaborative small-group discussions*. Paper was presented at the Edward F. Hayes Research Forum, Columbus, OH, USA.

教学经历

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| 青少年心理发展与教育, 上海交通大学教育学院, 专业硕士基础课 | 2021 – 2022 Fall |
| <i>Psychological Perspectives on Education</i> , 俄亥俄州立大学本科生基础理论课 | 2015 - 2016 |

荣誉与奖励

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|---|-------------|
| 入选上海市海外高层次人才计划 | 2021 |
| 杰出博士论文奖, 美国教育研究协会 (AERA, Division E: Human Development) | 2020 |
| 青年学者旅行奖, 国际儿童发展协会 (SRCD) | 2019 |
| Richard C. Anderson 学术奖, 美国教学与认知联盟 (NCIC) | 2015 |
| 学术奖学金, 俄亥俄州立大学 | 2014 - 2017 |
| 学术奖学金, 北京师范大学 | 2010 - 2012 |

学术服务

期刊论文审稿:

Journal of Applied Developmental Psychology (编委)
Child Development
Contemporary Educational Psychology
Journal of Applied Developmental Disorder
International Journal of Intercultural Relations
Teachers College Record

会议论文审稿:

American Educational Research Association
American Psychological Association
Society for Research in Child Development Biennial Meeting

书籍审稿:

Routledge, Taylor & Francis Group

学术委员会

American Educational Research Association
 American Psychology Association
 Society for Research in Child Development