

JING CHEN, Ph.D.

Associate Professor
School of Education
Shanghai Jiao Tong University
chenj.chenjing@sjtu.edu.cn

Chen Rui-Qiu Bldg, Room 231
800 Dongchuan Road
Shanghai, China 200240

Academic Positions

Associate Professor School of Education Shanghai Jiao Tong University	01/2024 – Present
Assistant Professor School of Education Shanghai Jiao Tong University	11/2020 – 12/2023
Post-Doctoral Researcher Crane Center for Early Childhood Research and Policy The Ohio State University	09/2018 – 09/2020

Education Background

Ph.D. in Educational Psychology The Ohio State University, Columbus, OH, USA	2013 - 2018
M.A. in Quantitative Research, Evaluation and Measurement (QREM) The Ohio State University, Columbus, OH, USA	2014 - 2015
B.A. in Education (major) and Psychology (minor) Beijing Normal University, Beijing, China	2009 - 2013

Research Interests

- Collaborative learning promoting cognitive and social development
- Academic motivation and classroom engagement
- Classroom peer relationships and social networks

Peer-Reviewed Journal Publications

- Chen, J.**, Lin, T.-J., Wilkinson, I., Ha, S. -Y., & Paul, N. (2023). Cognitive and social dialogue patterns during collaborative small group discussions. *Learning and Instruction*. 87, 101795. <https://doi.org/10.1016/j.learninstruc.2023.101795>
- Lin, T.-J., **Chen, J.**, Lu, M., Sun, J., Purtell, K., Ansari, A., & Justice, L. (2023). The influence of classroom language contexts on dual language learners' language development. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000804>

- Xiao, N., **Chen, J.**, Justice, L. M., & Zhang, X. (2022). Children's learning experiences in rural boarding preschools: Classroom quality and associations with developmental outcomes. *Early Education and Development*, 1-19.
<https://doi.org/10.1080/10409289.2022.2139545>
- Dore, R., Purtell, K. M., **Chen, J.**, & Justice, L. M. (2022). The interplay among parents' stress, nonparental childcare, and child language development among low-income toddlers. *Early Education and Development*, 1-11.
<https://doi.org/10.1080/10409289.2022.2106767>
- 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>

Book & Chapter Publications

- Lin, T.-J., **Chen, J.**, Cheung, C. S. S. (2024). The role of peers in students' cognitive and academic development. In P. Schutz & K. R. Muis (Ed.). In *Handbook of Educational Psychology* (4th edition, pp. 359-382). Routledge.
- Kong, M. & **Chen, J.** (2023). Elementary education in China. In N. C. Liu, Z. L. Feng, & Q. Wang (Eds.) *Education in China and the world* (pp. 37-70). Shanghai: Shanghai Jiao Tong University Press.

Research Support

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|---|-------------|
| 青少年合作素养与班级合作生态的现状、影响机制与干预研究，教育部人文社会科学青年基金项目，主持。[Critical Contributions of Classroom Ecology on Adolescents' Collaborative Learning, Humanities and Social Science Program, Ministry of Education. PI: Jing Chen.] | 2023 - 2026 |
| 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。[Associations between Cognitive and Socioemotional Development in Adolescence. Startup fund at Shanghai Jiao Tong University. PI: Jing Chen.] | 2021 - 2024 |
| 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 | 2014 - 2020 |

Sciences Grant (R324A130066). PI: Laura Justice.

Role: Postdoctoral Researcher

Sit Together and Read: Early Childhood Special Education. Institute of Education Sciences Grant (R324A080037). PI: Laura Justice.

2016 - 2019

Role: Postdoctoral Researcher

Promoting interpersonal competencies and academic achievement through collaborative social reasoning. National Academy of Education and Spencer Foundation. PI: Tzu-Jung Lin.

2015 - 2018

Role: Graduate Research Associate

Teaching and learning literature-related argumentative writing in high school English Language Arts classrooms. Institute of Education Sciences (R305A100786). PI: George Newell.

2013

Role: Graduate Research Associate

Improving Comprehension and Writing Through Reasoned Argumentation. Institute of Education Sciences (R305G030070). PI: Richard Anderson.

2013 - 2016

Role: Graduate Research Associate

Conference Presentations (*Students' names are underlined*)

Liu, Y. & **Chen, J.** (2024, April). *The association between social avoidance and academic engagement: Roles of perceived friendship quality and sense of autonomy*. Poster was accepted at the annual meeting of the American Educational Research Association, Philadelphia, PA, USA.

刘妍, **陈晶**. (2023. 11). 校园中的负面同伴互动: 青少年的主观体验与影响. 中国心理学会校园欺凌与暴力防治专业委员会学术年会, 上海, 中国. [Liu, Y. & **Chen, J.** (2023, November). Adolescents' first-person perspectives on negative peer social interactions on campus. Paper was presented at the annual meeting of the Chinese Psychological Society (Division: Bullying and Violence Prevention), Shanghai, China]

刘妍, **陈晶**. (2023. 09). 社交回避对青少年学习投入的影响: 有调节的中介模型. 中国高等教育学会学习科学研究分会学术年会, 武汉, 中国. [Liu, Y. & **Chen, J.** (2023, September). *Social avoidance and academic engagement in adolescence: A moderated mediation analysis*. Paper was presented at the annual meeting of the China Association of Higher Education (Division: Learning Sciences), Wuhan, China]

Chen, J., Liu, Y., Pang, R. L., & Wang, J. F. (2023, April-May). *Congruency between adolescents and teachers in perceiving friendships between dyads in high-school classrooms*. Paper was presented at the annual meeting of the American Educational Research Association, Virtual & Chicago, IL, USA.

Liu, Y., **Chen, J.**, & Wang, J. F. (2023, April-May). *Peer relationships and school belonging in adolescence: The moderation effect of shyness*. Paper was presented at the annual meeting of the American Educational Research Association, Virtual & Chicago, IL, USA.

- Xiao, N., **Chen, J.**, Justice, L., & Zhang, X. (2023, April). Children's learning experiences in rural boarding preschools: classroom quality and associations with developmental outcomes. Paper was accepted at the annual meeting of the American Psychological Association, Virtual & Chicago, IL, USA.
- Xiao, N., Lin, T.-J., Lu, M., Sun, J., Ansari, A., **Chen, J.**, Purtell, K. M., & Justice, L. (2022, August). Cross-informant congruency of relational victimization for young children at school. Paper was presented at the annual meeting of the American Psychological Association, Minneapolis, MN, USA.
- 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. [**Chen, J.** (2021, October). *Interweaving relations between cognitive and social dialogue patterns during small group discussions*. Paper was presented at the National Academic Conference of Psychology, virtual.]
- 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.** (2021, October). *Congruency between teacher-and child-perceived classroom social networks*. Paper was presented at the Forum on Empirical Education Research, virtual.]
- 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*. Poster 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*. Poster 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*. Poster 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.

Teaching Experience

青少年心理发展与教育, 上海交通大学, 专业硕士, 专业基础课
[Adolescent Learning & Development,
School of Education, Shanghai Jiao Tong University]

学习动机理论与实践, 上海交通大学, 专业硕士, 专业选修课
[Motivation in Learning & Teaching,
School of Education, Shanghai Jiao Tong University]

Psychological Perspectives on Education,
Department of Educational Studies, The Ohio State University

Honors & Awards

上海交通大学第七届青年教师教学竞赛三等奖 [Early-Career Faculty Teaching Competition (Third Prize), Shanghai Jiao Tong University]	2023
上海交通大学教育学院青年教师教学竞赛一等奖 [Early-Career Faculty Teaching Competition (First Prize), School of Education, Shanghai Jiao Tong University]	2022
入选上海市海外高层次人才引进计划 [Shanghai High-level Introduced Oversea Talent Award]	2021
Outstanding Dissertation Award in Human Development, American Educational Research Association Division E	2020
Early Career Travel Award, Society for Research in Child Development	2019
Henrietta Fleck Houghton Scholarship, The Ohio State University	2017
Charles Birkenshaw Mendenhall Memorial Scholarship, The Ohio State University	2016
Antoinette Lowery Barr Scholarship, The Ohio State University	2015
Richard C. Anderson Graduate Student Research Award, National Consortium for Instruction and Cognition	2015
Wayne K. Hoy and Anita Woolfolk Hoy Scholarship, The Ohio State University	2014
北京师范大学, 学术奖学金 [Academic Scholarship, Beijing Normal University]	2010-2012

Professional Services

Journal Reviewer:

Journal of Applied Developmental Psychology (editorial board member)
Frontiers in Psychology (co-guest associate editor)
Child Development Perspectives
Learning and Instruction
Learning and Individual Differences
Journal of Autism and Developmental Disorders
Review Journal of Autism and Developmental Disorders
School Science and Mathematics
Social Development

Conference Reviewer:

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

Book Proposal Reviewer:

Routledge, Taylor & Francis Group

Conference Chair:

Learning and Education, American Educational Research Association Annual Conference (AERA), Division E Virtual Roundtable Session	2023
Lunch and Learn Colloquia, The Crane Center for Early Childhood Research and Policy, <i>The Ohio State University</i>	2017
The College of Education and Human Economy Research Forum, <i>The Ohio State University</i>	2014