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工作与教育经历

2024 - 今, 长聘教轨副教授, 上海交通大学教育学院
2020 - 2023, 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
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

课题项目

复杂同伴互动情境下青少年合竞观的发展研究, 国家自然科学基金青年项目, 主持	2025 - 2027
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, 教育部人文社会学科青年基金项目, 主持	2023 - 2026
高水平科技自立自强背景下科研人员战略领导力自我发展机制的多层次研究, 国家自然科学基金项目面上项目, 参与 (主持人: 孔茗)	2024 - 2027
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	2016 - 2019

Sciences Grant (R324A080037). PI: Laura Justice.

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

学术期刊论文发表

Chen, J., Lin, T.-J., Wilkinson, I., Ha, S. -Y., & Paul, N. (2023). Linkages between 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>
- Chen, J.**, Justice, L., Rhoad-Drogalis, A., Lin, T. -J., & Sawyer, B. (2020). 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>
- 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.**, 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>

著作、章节

- 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.

学术会议 (指导学生由下划线表示)

- 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.
- 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
- 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.
- 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

青少年心理发展与教育, 上海交通大学, 教育硕士, 专业基础课

学习动机理论与实践, 上海交通大学, 教育硕士, 专业选修课

Psychological Perspectives on Education, 俄亥俄州立大学, 本科, 专业基础课

荣誉与奖励

上海交通大学研究生精品课程（课程名称：青少年心理发展与教育）	2024
上海交通大学第七届青年教师教学竞赛三等奖	2023
上海交通大学教育学院青年教师教学竞赛一等奖	2022
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)
Frontiers in Psychology (特邀副主编)
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

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

学术会议主持:

<i>Learning and Education</i> , 美国教育研究协会(AERA) 线上圆桌会议	2023
<i>Lunch and Learn Colloquia</i> , 美国俄亥俄州立大学 Crane 儿童研究与政策中心	2017
The College of Education and Human Economy Research Forum, 美国俄亥俄州立大学	2014