

## Curriculum Vitae

### Jianwei Zhang

Jianwei Zhang  
Department of Educational Theory and Practice  
School of Education  
University at Albany, State University of New York  
1400 Washington Ave, Albany, NY, 12222  
Phone: (518) 442-4007  
Email: [jzhang1@albany.edu](mailto:jzhang1@albany.edu)

### Education & Training

- 2004-2007 Post-doctoral fellow, Ontario Institute for Studies in Education (OISE) of the University of Toronto (working with Dr. Marlene Scardamalia and Dr. Carl Bereiter)
- 1995-2000 PhD (Educational Psychology), Beijing Normal University, China (Doctoral thesis: *Scientific Discovery Learning Based on Computer Simulations*. Doctoral supervisor: Professor Qi Chen)
- 1991-1995 BA (Educational Administration), Beijing Normal University, China

### Academic Positions

- 2011- **Associate Professor** (tenured), Department of Educational Theory and Practice, School of Education, University at Albany, State University of New York
- 2015-2018 **Chair**, Department of Educational Theory and Practice, School of Education, University at Albany, State University of New York
- 2007-2011 **Assistant Professor**, Department of Educational Theory and Practice, School of Education, University at Albany, State University of New York
- 2004-2007 **Post-doctoral fellow**, Ontario Institute for Studies in Education (OISE) of the University of Toronto (working with Dr. Marlene Scardamalia and Dr. Carl Bereiter)
- 2003-2005 **Associate Professor**, Educational Technology Institute/Center, Tsinghua

- University, Beijing
- 2001-2003 **Associate Director**, Educational Technology Institute, Tsinghua University, Beijing
- 2000-2003 **Lecturer** (i.e. assistant professor), Educational Technology Institute/Center, Tsinghua University, Beijing
- 1999 **Visiting Scholar**, School of Education, the University of Manchester, UK.

## Awards and Honors

- 2017 **Best Paper Nomination**, International Conference on Computer Supported Collaborative Learning (CSCL 2017), Philadelphia, PA, for paper: Cross-Community Interaction for Knowledge Building in Two Grade 5/6 Classrooms.
- 2016 **Open SUNY Online Teaching Ambassador**, from the State University of New York recognizing exemplary online educators.
- 2014-2016 **Guest Research Fellow**, Faculty of Education, Beijing Normal University, China.
- 2013 **Best Design Paper Nomination**, International Conference on Computer Supported Collaborative Learning (CSCL 2013), Madison, WI, for paper: Making Collective Progress Visible for Sustained Knowledge Building.
- 2010 **2010 Award for Outstanding Journal Article in *Educational Technology Research and Development (ETR&D)***, from the International Division of Association for Educational Communications and Technology (AECT), for the paper: Technology-supported learning innovation in cultural contexts. *ETR&D (Educational Technology Research and Development)*, 58 (2), 229-243. (single authorship)
- 2008 Listed in **Academic Keys Who's Who in Education: Higher Education (WWEHE)**.
- 2007 **Outstanding Journal Article of the Year in the Field of Instructional Design**, Association for Educational Communications and Technology (AECT), for the paper: Sociocognitive dynamics of knowledge building in the work of nine- and ten-year-olds, *Educational Technology Research and Development*, 55(2), 117–145. (First author)
- 2005 Semi-finalist, NAED/Spencer Postdoctoral Fellowship
- 2006-2007 Listed in **Marquis Who's Who in the World**.
- 2003 **Outstanding Paper Award**, The E-Learn 2003 International Conference of American Association for Advancement of Computing in Education (AACE), Phoenix, November 7-11, 2003. (Paper title: An analysis of learners' interactions with course package and learning support services in distance learning.) (First author)
- 2003 **International Travel Support Award**, Annual Meeting of American Educational

- Research Association, Chicago, IL, April 2003.
- 2003 **Outstanding Paper Award**, Annual Conference of Chinese Society of Educational Technology in Higher Education, Peking University. (Paper title: Quality Features of Online Courses) (First author)
- 2002 **Outstanding Service Award**, Tsinghua University, Beijing.
- 2002 **Outstanding Paper Award**, National Conference on Web-Based Inquiry and Educational Website Design in K-12, hosted by National Research Center for Computers in K-12 Education. (Paper title: Online collaborative inquiry learning and its related factors: A quantitative study) (First author)
- 2002 **Outstanding Paper Award**, Annual Conference of China Educational Technology Association: Educational Technology in an Information Era. Kunming, Yunan 2002. (Paper title: A systematic framework for integrating information technology in education) (Single authorship)
- 2000 **Educational and Social Science Research Award** of Beijing Normal University & Hong Kong Chinese University, for doctoral thesis: Scientific Discovery Learning Based on Computer Simulations.
- 2000 **Outstanding Doctoral Graduate**, Beijing Normal University.
- 1999 **Visiting Scholar**, School of Education, the University of Manchester, UK.
- 1999 **Top 10 Stars of Research and Academics Award**, Graduate School of Beijing Normal University.
- 1999 **Outstanding Youth Paper Award**, Annual Conference of China Psychological Society (Educational Psychology Division), Wuhan, Hubei, 1999. (Paper title: The effects of experimental and interpretative support on simulation-based scientific discovery learning) (Single authorship)
- 1994 **National Baogang Scholarship** (1<sup>st</sup> Rank), China.

## Funded Grants/Sponsored Research

- 2014-2020 **Principal Investigator**, DIP: Connecting Idea Threads across Communities for Sustained Knowledge Building. Sponsored by National Science Foundation (NSF Award IIS- 1441479) through its Cyberlearning and Future Learning Technologies program and Discovery Research K-12 program. (\$1,342,537.00)
- 2019-2020 **Supervising Investigator**, The Development of Students' Identities as Knowledge Builders. European Commission's Marie Skłodowska-Curie Individual Fellowships grant awarded to post-doctoral fellow Dr. Yotam Hod. (Euro 177,319.80)
- 2018-2023 **Collaborator**, Growing Mind: Educational transformations for facilitating sustainable personal, social, and institutional renewal at the digital age. The Strategic

Research Program of the Academy of Finland (Keys to Sustainable Growth) (PI: Dr. Kai Hakkarainen, University of Helsinki)

- 2018-2019 **Principal Investigator**, University at Albany Online Teaching and Learning (OTL) funding awards: ETAP 687 Learning Communities; ETAP 687 Curriculum, Teaching, and Learning in the Digital Age (PIs: Drs. Yotam Hod & Jianwei Zhang \$6,000)
- 2017-2019 **Co- Principal Investigator**, Developing Online Environments for Knowledge Building. Sponsored by Knowledge Building International. (Co- Principal Investigator: Mei-Hwa Chen) (\$300,000)
- 2014-2015 **Principal Investigator**, CAP: CSCL 2015 Doctoral Consortium and Early Career Workshop. Sponsored by National Science Foundation (NSF Award IIS-1441128) through its Cyberlearning and Future Learning Technologies program (\$26,310)
- 2011-2014 **Principal Investigator**, Fostering Collective Progress in Online Discourse for Sustained Knowledge Building. Sponsored by National Science Foundation (NSF Award IIS-1122573) through its Cyberlearning program (\$549,459)
- 2012-2014 **Investigator**, SUNY Co-laboratory on Immersive Virtual Environments for STEM (I & II). Sponsored by Innovative Instruction Technology Grants (IITG) (\$11,280) (Principal Investigator: Peter Shea)
- 2009-2012 **Co-Investigator**, Developing a Teacher Community for Classroom Innovation through Knowledge Building. Funded by the General Research Fund of Hong Kong Research Grants Council (Principal Investigator: Carol Chan. HK\$ 1,156,762). Personal role: research design, analyzing student online discourse to look at patterns of knowledge building and trajectories of classroom change, co-writing papers.
- 2009-2015 **Research Staff**, Building Learning Communities to Improve Student Achievement. Teacher Leader Quality Partnerships Program of the New York State Education Department. (Principal Investigator: Ruth L. Pagerey/Cheryl Dozier, \$200,000 each two years) Personal role: Developing conceptual framework and design strategies, facilitating teacher learning at a school site, conducting research and evaluating effectiveness.
- 2009-2010 **Collaborator**, Can schools operate as Knowledge-Creating Communities? A Multi-Nation Investigation. Social Sciences and Humanities Research Council of Canada- International Opportunities Fund. (Principal Investigator: Marlene Scardamalia.)
- 2009-2012 **Collaborator**, Ways of Contributing to Dialogue in Elementary School Science and History. Social Sciences and Humanities Research Council of Canada- Standard Research Grants program. (Principal Investigator: Marlene Scardamalia. Cnd\$249,928) Personal role: Research design, developing research measures, analyzing student discourse and knowledge growth, co-writing papers.

- 2009-2010 **Working Group Member**, Cisco/Intel/Microsoft Assessing and Teaching 21st Century Skills Project. Sub-theme: Classroom Learning Environments and Formative Evaluation, funded by Cisco, Intel, and Microsoft (led by John Bransford and Marlene Scardamalia). Personal role: contributing to the development of a White Paper, collecting/analyzing classroom cases and design experiments internationally, focusing on innovative learning environments and assessments.
- 2008-2009 **Principal Investigator**, Collective Responsibility for Deepening Inquiry: A Focus on Progressive Questioning in a Communal Space. Funded by the Faculty Research Award Program (FRAP-A) of the University at Albany (\$9,615).
- 2008 **Principal Investigator**, Proposal Development: Cross Boundaries in a Communal Knowledge Space. United University Professions (UUP) Individual Development Awards Program. (\$681)
- 2007-2008 **Collaborator** (Research design and analysis), Understanding the Nature of Science and Scientific Progress: A Theory-Building Approach. Funded by Canadian Council on Learning (Principal Investigator: Marlene Scardamalia, Cdn\$50,000). Personal role: contributing to conceptual framing and research design, developing research measures and analysis framework.
- 2002-2004 **Subproject Principal Investigator**, Learning Tracking and Evaluation Module in Online Learning Management System. A subproject of a National 10<sup>th</sup> Five-Year Sci&Tech Project on Web-Based Education, the Ministry of Science and Technology of China (2001BA101A08). (RMB ¥ 200,000).
- 2001-2004 **Co-Principal Investigator**, with Gengsheng Wu and Xingfu Ding, A Multidisciplinary Research of Web-based Learning Models. Funded by the Humanity and Social Science Plan of the Ministry of Education of China (01JA880027) (RMB¥ 50,000).
- 2001-2003 **Principal Investigator**, Problem-Centered Collaborative Learning on the Internet. An honorary project sponsored the National “10<sup>th</sup> Five-Year Plan” Educational Science Program of the Ministry of Education, China (EMB 010888).
- 2001-2003 **Co-Principal Investigator**, with Xia Teng, The CELTS (China E-Learning Technology Standards) Evaluation Standards of e-Learning Courseware. Funded by the Ministry of Education of China (RMB¥ 100,000).
- 2000-2001 **Collaborator**, The New National Curriculum Reform Project: Teacher Development (Principal investigator: Xiangming Chen); Technology Integration (Principal investigators: Shuen Shi and Fengchun Miao). Funded by the Ministry of Education of China (RMB¥ 10,000). Personal role: Conducting research on classroom use of technology and developing a set of performance-based competency standards for K-12 teachers.

## Scholarly Publications

### Refereed Journals

- Yuan, G., & **Zhang, J.** (2019). Connecting Knowledge Spaces: Enabling Cross-Community Knowledge Building through Boundary Objects. *British Journal of Educational Technology*, 50 (5), 2144–2161.
- Tao, D., & **Zhang, J.** (2018). Forming shared inquiry structures to support knowledge building in a Grade 5 community. *Instructional Science*, 46(4), 563-592. (Special Issue: Revisiting Learning Communities: Innovations in Theory and Practice).
- Zhang, J.**, Tao, D., Chen, M.-H., Sun, Y., Judson, D., & Naqvi, S. (2018). Co-organizing the collective journey of inquiry with Idea Thread Mapper. *Journal of the Learning Sciences*, 27(3), 390-430.
- A Journal of Learning Sciences (JLS) Webinar was organized on August 15, 2018 to discuss this article: <https://youtu.be/VDajiY9U2lk>
- Chen, B., & **Zhang, J.** (2016). Analytics for knowledge creation: Towards Agency and Design-Mode Thinking. *Journal of Learning Analytics*, 3(2) 139-164. (Special Section: Learning Analytics for 21st Century Competencies).
- Vokatis, B., & **Zhang, J.** (2016). The professional identity of three innovative teachers engaging in sustained knowledge building using technology. *Frontline Learning Research: An Official Journal of EARLI*, 4 (1), 58-77.
- Jin, H., **Zhang, J.**, & Sun, Y. (2014). Web-based knowledge building community: A study of the interaction between collective knowledge building and individual knowledge growth. *China Educational Technology*, (4), 56-62. (\*)
- Zhang, J.** (2013). A reflection on the advances and challenges of educational technology research in the US: A design science perspective. *Peking University Education Review*, 11(3), 32-48. (\*)
- Zhang, J.**, & Sun, Y. (2011). Reading for idea advancement in a grade 4 knowledge building community. *Instructional Science*, 39 (4), 429-452.
- Zhang, J.**, Hong, H.-Y., Scardamalia, M., Teo, C., & Morley, E. (2011). Sustaining knowledge building as a principle-based innovation at an elementary school. *Journal of the Learning Sciences*, 20 (2), 262–307.
- Sun, Y., **Zhang, J.**, & Scardamalia, M. (2010). Developing deep understanding and literacy while addressing a gender-based literacy gap. *Canadian Journal of Learning and Technology*, 36(1). Online available at: <http://www.cjlt.ca>
- Hong, H-Y., Scardamalia, M., **Zhang, J.** (2010). Knowledge Society Network: Toward a dynamic, sustained network for building knowledge. *Canadian Journal of Learning and Technology*,

36(1). Online available at: <http://www.cjlt.ca>

Gan, Y., Scardamalia, M., Hong, H-Y., & **Zhang, J.** (2010). Early development of graphical literacy through knowledge building. *Canadian Journal of Learning and Technology*, 36(1). Online available at: <http://www.cjlt.ca>

**Zhang, J.** (2010). Technology-supported learning innovation in cultural contexts. *ETR&D (Educational Technology Research and Development)*, 58 (2), 229-243.

2010 Outstanding Journal Article published in ETR&D, awarded by the International Division of the Association for Educational Communications and Technology (AECT)

Sun, Y., **Zhang, J.**, & Scardamalia, M. (2010). Knowledge building and vocabulary growth over two years, Grades 3 and 4. *Instructional Science*, 38 (2), 147-171.

**Zhang, J.** (2009). Toward a creative social Web for learners and teachers. *Educational Researcher*, 38, 274-279.

**Zhang, J.**, Scardamalia, M., Reeve, R., & Messina, R. (2009). Designs for collective cognitive responsibility in knowledge building communities. *Journal of the Learning Sciences*, 18(1), 7-44.

This paper was included in the web-based research resource for informal science educators developed by the Exploratorium ([www.research2practice.net](http://www.research2practice.net)). Bevan, B. (2011). Structuring emergent, collaborative learning through inquiry: An ISE research brief discussing Zhang et al.'s Designs for collective cognitive responsibility in knowledge-building communities. Exploratorium. CA: San Francisco.

A shortened Chinese version of this article was included in the following book as an exemplary case of design-based research: Wenjing Wang (Ed.) (2011), *Design-based research*. Shanghai: East China Normal University Press.

Zhao, Y., Zhang, G., Yang, W., Kirkland, D.E., Han, X., **Zhang, J.** (2008). A comparative study of educational research in China and the United States. *Asia Pacific Journal of Education*. 28 (1), 1 – 17.

**Zhang, J.** (2007). A cultural look at information and communication technologies in Eastern education. *ETR&D (Educational Technology Research and Development)*, 55(3), 301-314.

**Zhang, J.**, Scardamalia, M., Lamon, M., Messina, R., & Reeve, R. (2007). Socio-cognitive dynamics of knowledge building in the work of nine- and ten-year-olds. *ETR&D (Educational Technology Research and Development)* 55(2), 117-145.

Outstanding Journal Article of the Year in the Field of Instructional Design awarded by the Association for Educational Communications and Technology (AECT)

**Zhang, J.** & Sun, Y. (2006). From Deweyan “learning by doing” to constructivism: The theoretical journey of inquiry-based learning. *Theory and Practice of Education (Jiao Yu Li Lun Yu Shi Jian)*, 26(4), 35-39. (\*)

- Scardamalia, M., **Zhang, J.**, & Sun, Y. (2005). Fostering knowledge building communities with technologies. *Modern Educational Technology (Xian Dai Jiao Yu Ji Shu)*, 15(3), 5-15. (Feature article) (\*)
- Zhang, J.**, Chen, Q., Sun, Y., & Reid, D. J. (2004). A triple scheme of learning support design for scientific discovery learning based on computer simulation: Experimental research. *Journal of Computer Assisted Learning*, 20 (4), 269-282.
- Liu, J., Du, J., **Zhang, J.**, Li, B., Ni, R., Wu., G., Li, Z., Song, S. (2004). The design and development of an online learning monitoring and regulation system. *E-Education Research (Dian Hua Jiao Yu Yan Jiu)*, Issue 7, 53-58. (corresponding author) (\*)
- Zhang, J.**, & Sun, Y. (2004). Psychological issues in multimedia and Web-based learning. *Educational Technology for Foreign Language Teaching (Wai Yu Dian Hua Jiao Xue)*. Issue 4, 3-7. (\*)
- Reid, D., **Zhang, J.**, & Chen, Q. (2003). Supporting scientific discovery learning in a simulation environment. *Journal of Computer Assisted Learning*, 19(1), 9-20. (corresponding author)
- An earlier version of this paper received the Outstanding Youth Paper Award at the Annual Conference of China Psychological Society (Educational Psychology Division), Wuhan, Hubei, 1999.
- Zhang, J.**, Sun, Y., Wang, X., & Wu, G. (2003). How do learners utilize the course package and learning support services in distance learning? A survey on the learning processes. *International Journal on E-Learning*, 2(4), 17-23. (formerly the *International Journal of Educational Telecommunications*)
- Teng, X., Duan, C. **Zhang, J.**, & Wang, X. (2003) The development of the CELTS standards for evaluating Web-based courses. *Modern Educational Technology (Xian Dai Jiao Yu Ji Shu)*, 13, (1). (feature article) (\*)
- Zhang, J.** (2003). Designs for online collaborative inquiry learning. *China Educational Technology*, Issue 9, 88-92. (\*)
- Chen, Q. & **Zhang, J.** (2003). A model of integrated learning in the information era. *Peking University Education Review*, 1(3), 90-96. (\*)
- Zhang, J.**, & Sun, Y. (2003). The role of self-efficacy in online and distance learning: A preliminary study. *Journal of Beijing Normal University (Social Science Edition)*, Issue 4, 68-74. (\*)
- Zhang, J.** (2003). A systematic framework for integrating information technology in education. *E-Education Research (Dian Hua Jiao Yu Yan Jiu)*, Issue 1, 9-13. (\*)
- An earlier version of this paper received the Outstanding Paper Award at the Annual Conference of China Educational Technology Association: Educational Technology in an Information Era, Kunming, Yunnan, 2002.

Sun, Y. & **Zhang, J.** (2003). Learners' view of science and its relation to scientific discovery learning. *Psychological Development and Education (Xin Li Fa Zhan Yu Jiao Yu)*, 19(2), 47-52. (\*)

**Zhang, J.**, Wu, G., & Li, F. (2003). The current status of online learning in implementation: A survey of distance learners. *Open Education Research (Kai Fang Jiao Yu Yan Jiu)*, 9 (4), 5-12. (Feature article) (\*)

Reprinted in: *A Selective Collection of Distance Education Research by Chinese Scholars*. Shanghai: Shanghai Higher Education Press, 2010.

**Zhang, J.** (2002). Incorporating ICT into K-12 schools: China's perspective in the global backgrounds. *TechTrends*, 46(4), 51-57.

**Zhang, J.** & Lu, D. (2002). A quantitative study of online collaborative inquiry learning and related factors. *E-Education Research (Dian Hua Jiao Yu Yan Jiu)*, Issue 8, 38-43. (\*)

An earlier version of this paper received the Outstanding Paper Award at the National Conference on Web-Based Inquiry and Educational Website Design in K-12, hosted by National Research Center for Computers in K-12 Education, 2002.

**Zhang, J.** & Chen, Q. (2002). Simulation-based scientific discovery learning: the conditions and learning support. *Journal of Beijing Normal University (Social Science Edition)*, Issue 3, 92-98. (\*)

**Zhang, J.** (2002). The landscape of educational technology research. *Educational Research (Jiao Yu Yan Jiu)*, Issue 4, 44-48. (\*)

**Zhang, J.** & Sun, Y. (2001). Constructing knowledge based on problem solving activities: The inner conditions. *Theory and Practice of Education (Jiao Yu Li Lun Yu Shi Jian)*, 21(11), 43-45. (\*)

**Zhang, J.** (2001). From traditional to constructive teaching: Redefine the role of educational technology. *Theory and Practice of Education (Jiao Yu Li Lun Yu Shi Jian)*, 21(9), 32-36. (\*)

**Zhang, J.** (2001). An updated review of research on scientific discovery learning. *Advances in Psychological Science (Xin Li Ke Xue Jin Zhan)*, 9(4), 289-294. (\*)

**Zhang, J.** (2001). Learning support design in simulation-based discovery learning environment. *Tsinghua University Educational Research Journal*, Issue 2, 43-48. (\*)

**Zhang, J.** (2001). Online learning communities. *Distance Education in China (Zhong Guo Yuan Cheng Jiao Yu)*, Supplemental Special Issue, 52-54. (\*)

**Zhang, J.** & Chen, Q. (2000). Methods for examining learners' knowledge structures. *Psychological Science (Xin Li Ke Xue)*, 23 (6), 750-751. (\*)

**Zhang, J.** (2000). Knowledge construction based on problem solving activities. *Educational Research (Jiao Yu Yan Jiu)*, Issue 10, 58-62. (\*)

**Zhang, J.** (2000). Problem-based learning: A review. *Educational Research and Experiment (Jiao Yu Yan Jiu Yu Shi Yan)*, Issue 3, 55-60. (\*)

Chen, Q., & **Zhang, J.** (2000). Methodological improvement in educational psychology. *Educational Research and Experiment (Jiao Yu Yan Jiu Yu Shi Yan)*. Issue 1, 45-49. (\*)

**Zhang, J.** & Chen, Q. (1999). The design of a constructive learning environment based on multimedia. *Journal of Beijing Normal University (Social Science Edition)*, Issue 6, 47-52. (\*)

**Zhang, J.** & Chen, Q. (1999). What characterizes constructive learning and teaching? *Educational Research (Jiao Yu Yan Jiu)*, Issue 5, 56-60. (\*)

**Zhang, J.** (1999). The construction of knowledge. *Theory and Practice of Education (Jiao Yu Li Lun Yu Shi Jian)*, 19(7), 48-53. (\*)

**Zhang, J.** (1998). Conceptual change model and its development. *Advances in Psychological Science (Xin Li Xue Dong Tai)*, 6(3), 33-37. (\*)

**Zhang, J.**, Chen, Q. & Chang, Y. (1998). Constructing combined variables through problem solving in physics: A preliminary study. *Subject Education (The Education Journal)*, Issue 3, 32-35. (\*)

Chen, Q. & **Zhang, J.** (1998). Constructivism and educational reform. *Educational Research and Experiment (Jiao Yu Yan Jiu Yu Shi Yan)*, Issue 3, 46-50. (\*)

Chen, Q. & **Zhang, J.** (1998). Constructivism as a learning theory: Essence and critics. *Journal of East China Normal University (Educational Sciences Edition)*, Issue 1, 61-68.

This article was identified as one of the top ten most influential articles in the field of education research in China by Gong, F., & Bai, Y. (2006). A research report on education science in China, 2000-2004 (continuing): An analysis of the impact of articles and books based on the CSSCI database. *Research on Education Development*, October, 83-86.

**Zhang, J.** & Sun, Y. (1997). Learners' views of knowledge and learning in junior secondary schools: A preliminary study. *Psychological Development and Education (Xin Li Fa Zhan Yu Jiao Yu)*, 13 (4), 11-16. (\*)

**Zhang, J.** (1997). Teacher reflection: a way to transform teaching practice. *Journal of Beijing Normal University (Social Science Edition)*, Issue 4, 56-62. (\*)

Chen, Q., Li, M., & **Zhang, J.** (1996). Integrating information technology into teacher education: A survey of teacher educators. *Psychological Development and Education*, issue 4, 35-40.

**Zhang, J.** & Chen, Q (1996). From cognitivism to constructivism. *Journal of Beijing Normal University (Social Science Edition)*, Issue 4, 75-82. (\*)

This article was identified as one of the top ten most influential articles in the field of education research in China by Gong, F., & Bai, Y. (2006). A research report on education science in China, 2000-2004 (continuing): An analysis of the impact of articles and books based on the

\* **Publications in Chinese.**

Refereed Conference Proceedings

- Pesaresi, S., & **Zhang, J.** (2019). Negotiating Uncertainty to Develop a Joint Deepening Focus in Knowledge Building Discourse. In C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *Proceedings of the International Conference of Computer-Supported Collaborative Learning (CSCL 2019)*. Lyon, France: International Society of the Learning Sciences.
- Zhang, J.**, & Chen, M.-H. (2019). Idea Thread Mapper: Designs for Sustaining Student-Driven Knowledge Building Across Classrooms. In C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *Proceedings of the International Conference of Computer-Supported Collaborative Learning (CSCL 2019)*. Lyon, France: International Society of the Learning Sciences.
- Yuan, G., **Zhang, J.**, & Chen, M.-H. (2019). Cross-boundary Interaction for Sustaining Idea Development and Knowledge Building with Idea Thread Mapper. In C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *Proceedings of the International Conference of Computer-Supported Collaborative Learning (CSCL 2019)*. Lyon, France: International Society of the Learning Sciences.
- Park, H., & **Zhang, J.** (2019). Reflective Assessment for Idea Improvement through Collective Concept Mapping. In C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *Proceedings of the International Conference of Computer-Supported Collaborative Learning (CSCL 2019)*. Lyon, France: International Society of the Learning Sciences.
- Zhang, J.**, & Lee, J. (2019). Building on Collective Prior Knowledge for Knowledge Building Across School Years: a paper in the symposium “The Role of Knowledge in Knowledge Building.” In C. Hmelo-Silver, G. Gweon, & M. Baker (Eds.), *Proceedings of the International Conference of Computer-Supported Collaborative Learning (CSCL 2019)*. Lyon, France: International Society of the Learning Sciences.
- Hod, Y., **Zhang, J.**, Yuan, G., & Zhou, H. (2018). Taking on the challenges of learning in the digital age: Grade 5 students’ mindsets and strategies in knowledge building communities. In J. Kay and R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS)* (Vol. 2, pp. 1033-1036). London, UK: International Society of the Learning Sciences.
- Tao, D., **Zhang, J.**, & Gao, D. (2018). Co-framing shared epistemic objects of inquiry to support knowledge building over a whole school year. In J. Kay & R. Luckin (Eds.), *Rethinking learning in the digital age: Making the learning sciences count, 13th International Conference of the Learning Sciences (ICLS)* (Vol. 2, pp.784-791). London, United Kingdom: International Society of the Learning Sciences.
- Zhou, H., & **Zhang, J.** (2018). Dealing with Changes and Challenges: Grade 5 Students’ Experience with Knowledge Building Pedagogy in a Yearlong Science Inquiry. In J. Kay and R. Luckin (Eds.), *Rethinking Learning in the Digital Age: Making the Learning Sciences*

*Count, 13th International Conference of the Learning Sciences (ICLS) (Vol. 2, pp. 1133-1136)*. London, UK: International Society of the Learning Sciences.

- Zhang, J., & Yuan, G.** (2018). Cross-Classroom Interaction for Knowledge Building: A Design Experiment in Four Grade 5 Science Classrooms. In J. Kay and R. Luckin (Eds.). *Rethinking Learning in the Digital Age: Making the Learning Sciences Count, 13th International Conference of the Learning Sciences (ICLS)*. London, UK: International Society of the Learning Sciences.
- Zhang, J., Bogouslavsky, M., & Yuan, G.** (2017). Cross-Community Interaction for Knowledge Building in Two Grade 5/6 Classrooms. In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 1*. Philadelphia, PA: International Society of the Learning Sciences. **(Best Paper Nomination)**
- Tao, D., **Zhang, J.**, & Gao, D. (2017). Reflective Structuration of Knowledge Building Practices in Grade 5 Science: A Two-Year Design-Based Research In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 2*. Philadelphia, PA: International Society of the Learning Sciences.
- Tao, D. & **Zhang, J.** (2017). How Did a Grade 5 Science Community Co-Construct Collective Structures of Inquiry? In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 2*. Philadelphia, PA: International Society of the Learning Sciences.
- de Jong, F., van den Ende, J., van Heijst, H., Matsuzawa, Y., Kirschner, P., **Zhang, J.**, Chen, M., Chen, F., Rosé, C., Godinez, E. V., Ratté, S., Chen, B., Chan, C., van Aalst, J., Yang, C., Oshima, J., Hmelo-Silver, C., & Wise, A. (2017). Making a Difference: Analytics for Quality Knowledge-Building Conversations (A symposium). In Smith, B. K., Borge, M., Mercier, E., and Lim, K. Y. (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning (CSCL) 2017, Volume 2*. Philadelphia, PA: International Society of the Learning Sciences.
- Tao, D., & **Zhang, J.** (2016). If you don't tell us, how can we know what we are supposed to do? - A case study of a Grade 5 science community co-constructing collective structures to support sustained inquiry over a school year. In M. Wang, P. Kirschner, and S. Bridges (Eds.), *Proceedings of the Workshop on Computer-Based Learning Environments for Deep Learning in Inquiry and Problem-Solving Contexts – The Pre-Conference Workshop at ICLS 2016 (pp. 31-36)*. Singapore.
- Hod, Y., Ben-Zvi, D., Charles, E., Kali, Y., McDonald, S. P., Rook, M. M., Slotta, J. D., Weiss, P. T., Whittaker, C., **Zhang, J.** (2016). Challenges and Opportunities for Research and Design of Future Learning Spaces. In Y. Eshet-Alkalai, I. Blau, A. Caspi, N. Geri, Y.

- Kalman, V. Silber-Varod, (Eds.), *Proceedings of the Eleventh Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era* (pp. 117-122). Ra'anana, Israel: The Open University.
- Hod, Y., Charles, E. S., Acosta, A., Ben-Zvi, D., Chen, M., Choi, K., Dugdale, M., Kali, Y., Lenton, K., McDonald, S. P., Moher, T., Quintana, R. M., Rook, M. M., Slotta, J. D., Tietjen, P., Weiss, P. L., Whittaker, C., Zhang, J., Bielaczyc, K., & Kapur, M. (2016). Future Learning Spaces for Learning Communities: New Directions and Conceptual Frameworks (A symposium). In C.-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the International Conference of the Learning Sciences (Vol. 2)* (pp.1061-1070). International Society of the Learning Sciences.
- Chen, J., & **Zhang, J.** (2016). Design Collaborative Formative Assessment for Sustained Knowledge Building. In C.-K. Looi, J. Polman, U. Cress, & P. Reimann (Eds.), *Transforming Learning, Empowering Learners: Proceedings of the International Conference of the Learning Sciences (Vol. 1)* (pp.647-654). International Society of the Learning Sciences.
- Tao, D., **Zhang, J.**, & Huang, Y. (2015). How did a grade 5 community formulate progressive, collective goals to sustain knowledge building over a whole school year? In O. Lindwall & S. Ludvigsen (Eds.), *Exploring the material conditions of learning: Proceedings of the 11th International Conference on Computer Supported Collaborative Learning* (Vol. 1, pp. 419-426). Gothenburg, Sweden: International Society of the Learning Sciences.
- Zhang, J.**, Chen, M.-H., Tao, D., Lee, J. Sun, Y., & Judson, D. (2015). Fostering sustained knowledge building through metadiscourse aided by the Idea Thread Mapper. In O. Lindwall & S. Ludvigsen (Eds.), *Exploring the material conditions of learning: Proceedings of the 11th International Conference on Computer Supported Collaborative Learning* (Vol. 1, pp. 166-173). Gothenburg, Sweden: International Society of the Learning Sciences.
- Vokatis, B., & **Zhang, J.** (2015). Characterizing the professional identity of three teachers engaging in sustained knowledge building. In O. Lindwall & S. Ludvigsen (Eds.), *Exploring the material conditions of learning: Proceedings of the 11th International Conference on Computer Supported Collaborative Learning*. Gothenburg, Sweden: International Society of the Learning Sciences.
- Sun, W., **Zhang, J.**, Jin, H., & Lyu, S. (2014). Analyzing Online Knowledge Building Discourse Using Probabilistic Topic Models. In Joseph Polman, Elena Kyza, Kevin O'Neill, and Iris Tabak (Eds.), *Proceedings of the International Conference of the Learning Sciences (ICLS 2014)*. International Society of the Learning Sciences.
- Zhang, J.**, Chen, M.-H., Chen, J., & Mico, T.F. (2013). Computer-Supported Metadiscourse to Foster Collective Progress in Knowledge-Building Communities. In N. Rummel, M., Kapur, M. Nathan, & S. Puntambekar (Eds.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 2*

(pp.197-200). International Society of the Learning Sciences.

Chen, M.-H., **Zhang, J.** & Lee, J. (2013). Making Collective Progress Visible for Sustained Knowledge Building. In N. Rummel, M., Kapur, M. Nathan, & S. Puntambekar (Eds.), *To See the World and a Grain of Sand: Learning across Levels of Space, Time, and Scale: CSCL 2013 Conference Proceedings Volume 1* (pp.81-88). International Society of the Learning Sciences. **(Best Design Paper Nomination)**

**Zhang, J.**, Lee, J., & Wilde, J. (2012). Metadiscourse to foster collective responsibility for deepening inquiry. In Jan van Aalst, Kate Thompson, Michael J. Jacobson, and Peter Reimann (Eds.), *Proceedings of the International Conference of the Learning Sciences* (pp.395-402). International Society of the Learning Sciences (ISLS).

**Zhang, J.** (Chair), Scardamalia, M., Chan, C., van Aalst, J., Fung, Y. H., Tse, H. Morley, E., Messina, R., & Kolodner, J. (discussant) (2011, July). A Principle-Based Approach to Knowledge Building: Processes, Challenges, and Implications. In: H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings* (pp. 1053-1058). International Society of the Learning Sciences (ISLS).

**Zhang, J.**, & Sun, Y. (2011, July). Quantified measures of online discourse as knowledge building indicators. In: H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings* (pp. 72-79). International Society of the Learning Sciences (ISLS).

Chuy, M., **Zhang, J.**, Resendes, M., Scardamalia, M., & Bereiter, C. (2011, July). Does Contributing to a Knowledge Building Dialogue Lead to Individual Advancement of Knowledge? In: H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings* (pp. 57-63). International Society of the Learning Sciences (ISLS).

Chuy, M., Scardamalia, M., Resendes, M., Chen, B., Tarchi, C., Messina, R., Morley, E., Hamel, C., Bielaczyc, K., & **Zhang, J.** (symposium discussant). (2011, July). Getting started and sustaining Knowledge Building. In: H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings* (CSCL 2011) (pp. 1123-1125). International Society of the Learning Sciences (ISLS).

Laferriere, T., Viilo, M., Seitamaa-Hakkarainen, P., Hakkarainen, K., Oshima, J., Scardamalia, M., Bereiter, C., Chen, B., Chuy, M., Resendes, M., van Aalst, J., Chan, C., Bielaczyc, K., Hong, H.-Y., & **Zhang, J.** (symposium discussant) (2011, July). Enhancing the Social and Cognitive Benefits of Digital Tools and Media. In: H. Spada, G. Stahl, N. Miyake, & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings* (pp. 1111-1118). International Society of the Learning Sciences (ISLS).

- Zhang, J.**, & Messina, R. (2010). Collaborative productivity as self-sustaining processes in a Grade 4 knowledge building community. In K. Gomez, J. Radinsky, & L. Lyons (Eds.), *Proceedings of the 9th International Conference of the Learning Sciences* (pp. 49-56). Chicago, IL: International Society of the Learning Sciences.
- Hong, H.-Y., **Zhang, J.**, Teo, C. L., Scardamalia, M. (2009). Towards design-based knowledge-building practices in teaching. In: *Proceedings of the 9th international conference on computer supported collaborative learning (CSCL 2009) - Volume 1* (pp.257-261). International Society of the Learning Sciences. Rhodes, Greece.
- Zhang, J.**, & Chan, C.K.K. (2008). Examining the growth of community knowledge in an online space. In: *Workshop Proceedings of the International Conference on Computers in Education (ICCE 2008)* (pp. 60-69). The Asia-Pacific Society for Computers in Education. Taipei, Taiwan.
- Gan, Y. C., Scardamalia, M., Hong, H. Y., & **Zhang, J.** (2007). Making thinking visible: Growth in graphical literacy, Grades 3 and 4. In C. Chinn, G. Erkens, & S. Puntambekar (Eds.), *Proceedings of the International Conference on Computer Supported Collaborative Learning 2007* (pp. 206-208). Rutgers, The State University of New Jersey, NJ.
- Teo, C. L., **Zhang, J.**, Hong, H.-Y., Gan, Y., & Scardamalia, M. (2006). A longitude analysis of inquiry threads in the Knowledge Society Network (KSN). In R. Sun & N. Miyake (Eds.), *Proceeding of the 5th International Conference of the Cognitive Science*. Cognitive Science Society. Vancouver, BC, Canada.
- Teng, X., Muramatsu, B., **Zhang, J.**, Tront, J.G., McMartin, F., & Agogino, A. (2004). Implementation issues on the quality evaluation of Web-based courses and digital learning resources. In W. Liu et al. (Eds.), *Proceeding of the International Conference of Web-based Learning (ICWL 2004)* (pp. 379–385) Berlin: Springer-Verlag.
- Zhang, J.**, Sun, Y., Wang, X. & Wu, G. (2003). An analysis of learners' interactions with course package and learning support services in distance learning. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 361-368). Chesapeake, VA: AACE. (**Outstanding Paper Award**)
- Zhang, J.**, Li, F., Duan, C., & Wu, G. (2001). Research on self-efficacy of distance learning and its influence to learners' attainments. In: C. H. Lee (Eds.), *Proceedings of the International Conference on Computers in Education (ICCE)/ SchoolNet 2001* (pp. 1510-1517). Incheon, South Korea: Incheon National University of Education.
- Zhang, J.**, Chen, Q., & Reid, D. J. (2000). Simulation-based scientific discovery learning: A research on the effect of experimental support and learners' reasoning ability. In: D. Benzie & D. Passey (Eds.), *Proceedings of Conference on Educational Use of Information and Communication Technology (IFIP World Computer Congress)* (pp. 344-351). Beijing:

Publishing House of Electronic Industry.

Chen, Q. & **Zhang, J.** (1999). Use ICT to support constructive learning. In: D. M. Watson & T. Downes (Eds.), *Communications and networking in education: Proceedings of IFIP WG 3.1, 3.2, 3.5 Joint Conference* (pp. 231-241). Boston, MA: Kluwer Academic Publishers.

Chen, Q., Liu, R. & **Zhang, J.** (1998). Creating a constructive environment for learners to explore word problem solving. In: Tak-Wai Chan et al.(Eds.), *Proceedings of the International Conference on Computers in Education (ICCE'98): Global Education on the Net* (Vol. 1.1 pp.498-503). China Higher Education Press and Springer-Verlag. Beijing, China.

### Scholarly Books

**Zhang, J.**, & Yu, S. (Eds. In progress). *Educational Innovations for Sustained Knowledge Building: Pedagogical and Technological Advances*. New York: Springer.

**Zhang, J.**, & Sun, Y. (2005). *Constructive Learning: An Integrated View from the Learning Sciences*. Shanghai: Shanghai Education Publishing House. \*

Khan, B. (author), **Zhang, J.** et. al. (localizers). (2005). *E-Learning: Design Delivery, and Evaluation*. Beijing: Beijing Normal University Press.\*

**Zhang, J.**, & Sun, Y. (Eds. and Trans.), (2003). *Psychological Research of Educational Technology*. Beijing: Beijing Normal University Press.\*

Wang, L., **Zhang, J.**, & Hu, J. (2003). *Psychology of Science Teaching and Learning*. Xi'An, China: Shanxi Education Publishing House.\*

\* **Publications in Chinese.**

### Proceedings Editorship

Chen-Chung LIU, Hiroaki OGATA, Siu Cheung KONG, Akihiro KASHIHARA, **Zhang, J.** et al. (Eds.) (2014). Proceedings of the 22nd International Conference on Computers in Education (ICCE 2014, Nara, Japan). Asia-Pacific Society for Computers in Education.

Kapur, M., Yu, F.-Y., & **Zhang, J.** (Eds.) (2012). *Proceedings of the International Conference of Computers in Education: CSCL and the Learning Sciences* (ICCE 2012, Singapore). Asia-Pacific Society for Computers in Education.

### Handbook Chapters

**Zhang, J.**, Law, N., & Peppler, K. (in press). Sustainability and Scalability of CSCL. In A. Wise et al. (Eds.), *International Handbook of Computer-Supported Collaborative Learning*. New York, NY: Springer.

**Zhang, J.** (2013). Collaboration, technology, and culture. In Cindy Hmelo-Silver, Angela

O'Donnell, Carol Chan, & Clark Chinn (Eds.), *International Handbook of Collaborative Learning* (pp.495-508). Philadelphia, PA: Taylor & Francis. (I, R)

Lei, J., & **Zhang, J.** (2010). Challenges and future directions in Sinic Education. In: Y. Zhao (Ed.), *Handbook of Asian education: A cultural approach* (pp.134-156). New York: Routledge. (I, R)

### Book Chapters

**Zhang, J.** (2020 in press). Creativity as Sustained Social Practices: Four Pillars for Creative Learning Design. In N. Holbert, M. Berland, & Y. Kafai (Eds.), *Designing Constructionist Futures: The Art, Theory, and Practice of Learning Designs*. Cambridge, MA: MIT Press. (I, R)

**Zhang, J.,** & Chen, J. (2012). Building knowledge through the cyber space. In: Z. Yan (Ed.), *Encyclopedia of Cyber Behavior* (pp. 383-393). Hershey PA: IGI Global. (I, R)

**Zhang, J.** (2012). Designing Adaptive Collaboration Structures for Advancing the Community's Knowledge. In: D.Y. Dai (Ed.), *Design research on learning and thinking in educational settings: Enhancing intellectual growth and functioning* (pp. 201-224). Philadelphia, PA: Taylor & Francis. (I, R)

Dai, D., **Zhang, J.,** & Yan, Z. (2012). Epilogue: Where are we and where are we going? In D.Y. Dai (Ed.), *Design research on learning and thinking in educational settings: Enhancing intellectual growth and functioning* (pp. 268-282). Philadelphia, PA: Taylor & Francis. (I, R)

Chen, Q. & **Zhang, J.** (2006). Collaborative discovery learning based on computer simulation. In: A. M. O'Donnell, C. E. Hmelo-Silver, & J. van der Linden (Eds.), *Collaborative learning, reasoning, and technology*. Mahwah NJ: Lawrence Erlbaum Associates. (I, R)

**Zhang, J.** (2006). Empirical studies of online learning. In X. Ding & G. Wu (Eds.), *Online and distance education research*. Beijing, China: Tsinghua University Press. (I, R, \*)

**Zhang, J.** (2006). Design and evaluation of online learning. In X. Ding & G. Wu (eds.), *Online and distance education research*. Beijing, China: Tsinghua University Press. (I, R, \*)

An earlier version of this paper received the Outstanding Paper Award at the Annual Conference of Chinese Society of Educational Technology in Higher Education, Peking University, 2003.

I – Invited; R – Referred; \*- in Chinese

### Textbooks (all in Chinese)

**Zhang, J.** (2005). Cognitive Learning Theories (Chapter 5); Constructivist learning theories (Chapter 6). In Chen, Q. & Liu, R. (Eds.), *Educational Psychology*. Beijing: China Higher

Education Press. (An undergraduate textbook)

Liang, P., Wu, X., & **Zhang, J.** (Eds.) (2002). *Teaching and Learning of the New National Curriculum*. Beijing: Beijing Normal University Press. (An activity book for teacher training)

Yu, S., & **Zhang, J.** (2001). *Fundamentals of Educational Technology*. Beijing: China Higher Education Press. (A textbook for teacher training)

Chen, Q., Liu, R., & **Zhang, J.** (Eds.) (1999). *Educational Psychology*. Beijing: China Higher Education Press. (An undergraduate textbook)

### Invited Keynotes and Speeches

**Zhang, J.** (April 2019). Idea Thread Mapper (ITM): Support long-term collaborative knowledge building across classrooms. An invited presentation at the NSF-Sponsored Workshop: Digitally Mediated Team-Based Learning. Central Florida University. **(Invited Panelist)**

**Zhang, J.** (May 2018). It Takes a Social System to Nurture Creative Knowledge Work. Global Chinese Conference on Computers in Education (GCCCE 2018), Guangzhou, China. **(Invited Keynote Speaker)**

This keynote was reviewed and highlighted in the following review article: Chen, Zexun., Wang, Charles X., & Zhang, Jingshun (2018). From “Innovation for Education” to “Education for Innovation”: The 22nd Global Chinese Conference on Computers in Education. *TechTrends*, 62, 548–551.

**Zhang, J.** (May 2018). Try to Be Smart about Smart Education. An invited panelist presentation in the Symposium on Smart Education at the Global Chinese Conference on Computers in Education (GCCCE 2018), Guangzhou, China. **(Invited Panelist)**

**Zhang, J.** (June 2017). Presidential Session: Quo vadis CSCL? Considering Directions for the Future of CSCL Research. International Conference on Computer Supported Collaborative Learning (CSCL 2017). Philadelphia, PA. **(Invited Panelist)**

**Zhang, J.** (February 2016). Interconnecting the Knowledge Spaces of Different Communities for Sustained Knowledge Building. A presentation given in the Invited Closing Keynote Panel “Challenges and Opportunities for Research and Design of Future Learning Spaces,” The 11th Chais Conference for the Study of Innovation and Learning Technologies. Open University of Israel. **(Invited Keynote Panelist)**

**Zhang, J.** (November 2013). Cultivate Creative Knowledge Practices through Principle-Based Design. Invited speech at International Conference of Computers in Education (ICCE), Bali, Indonesia, November 2013. **(Invited Keynote Speaker)**

**Zhang, J.** (July 2013). Using inquiry threads analysis to examine and support unfolding activity

structures of knowledge building. Invited panel presentation at the Canada-US Regional Meeting of the International Society for Cultural and Activity Research (ISCAR), July 2013, Quebec City. **(Invited Panelist)**

**Zhang, J.** (July 2011). A complex systems approach to collaborative knowledge building for sustained innovation. Keynote speech at the International Forum Summit on E-Learning and the 9th International Conference on Computer Supported Collaborative Learning (CSCL 2011) Post-Conference Event, Shanghai. **(Keynote Speaker)**

**Zhang, J.** (December 2009). Can a classroom operate as a dynamic creative system? Theme-based invited speech at the 17th International Conference on Computers in Education (ICCE 2009, Theme 2: CSCL/Learning Sciences), November 30 to December 4, 2009, Hong Kong. **(Invited Speaker)**

**Zhang, J.** (December 2009). Supporting collaborative knowledge building in cultural contexts. Interactive Event: CSCL Practices in Schools in Asia. The 17th International Conference on Computers in Education (ICCE 2009), November 30 to December 4, 2009, Hong Kong. **(Invited Panelist)**

**Zhang, J.** (August 2008). Discourse into the "intellectual heart" of a domain. In Open Learning: Increasing Participation in the Authentic Discourse of Domain, a Plenary Panel at the Knowledge Building/Knowledge Forum Summer Institute. Ontario Institute for Studies in Education, University of Toronto, August 4-8, 2008. **(Invited Panelist)**

**Zhang, J., Scardamalia, M., Lamon, M., Messina, R., & Reeve, R.** (October 2007). Sociocognitive dynamics of knowledge building in the work of nine- and ten-year-olds. An invited presentation in the Design & Development Award-Winners' Session at the International Convention of the Association for Educational Communications and Technology, October 23- 27, Anaheim, CA. **(Invited presentation)**

**Zhang, J.** (April 2006). Multiple approaches to educational research: The West vs. the East. Keynote speech at The International Conference of the American Chinese Educational Research and Development Association, April 6-7, San Francisco, CA. **(Keynote speaker)**

**Zhang, J.** (2004). Using ICT to prepare learners for the 21st century: The perspectives of Eastern APEC economies. Invited Address at The APEC (Asia Pacific Economies Cooperation) Summit on Educational Innovation: "Striking Balance: Sharing Practice from East and West", January, Beijing. **(Invited Speaker)**

Key points of this paper were adopted by the 3rd APEC Education Ministerial Meeting (2004, Santiago, Chile) as reflected in its ICT sub-theme paper prepared for the educational ministers.

#### Refereed Conference Presentations

Tao, D., & **Zhang, J.** (2019). Reflective Structuration of Knowledge Building Practices in Grade 5 Science Classrooms. Paper presented at the International Knowledge Building Summer

Institute (KBSI 2019). Beijing, China.

Yuan, G., **Zhang, J.**, & Chen, M-H., Gagnon, P., & Kirk, S. (April 2019). Supporting Cross-Classroom Interaction for Knowledge Building with Idea Thread Mapper. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2019), Toronto, ON.

Yuan, G., **Zhang, J.** (2019). Learning from crossing boundaries in knowledge building community: a social network perspective for learning. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2019), Toronto, ON.

Vokatis, B., & **Zhang, J.** (2019). Dialogic Literacy Enabled by Cross-community Interactions in Scientific Knowledge Building. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2019), Toronto, ON.

Kici, D., Demjanenko, T., & **Zhang, J.** (2019). Designing Interdisciplinary Knowledge Building in a Grade-Five Community. Poster to be presented at the Annual Meeting of American Educational Research Association (AERA 2019), Toronto, ON.

**Zhang, J.**, Chaleshtori, M. D., Park, H., Yuan, G., Harris, C., Zhou, H., Zhao, R. (2019). Improvisational Structuring of Knowledge Building Discourse in a Grade 5 Science Classroom. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2019), Toronto, ON.

**Zhang, J.**, Chen, M-H., & the ITM Team. (Aug 2018). The Idea Thread Mapper Project: Sustaining Knowledge Building across Classrooms. An innovation session presentation at the International Knowledge Building Summer Institute, August 2018, Toronto, Canada.

Yuan, G., **Zhang, J.**, & Chen, M-H., Gagnon, P., & Kirk, S. (2018). Cross-Boundaries in Knowledge Building Communities with the Support of Idea Thread Mapper. Paper presented at the International Knowledge Building Summer Institute, August 2018, Toronto, Canada.

Kici, D., & **Zhang, J.** (2018). An integrated inquiry about energy and environmental issues in a grade 5 classroom. Paper presented at the International Knowledge Building Summer Institute, August 2018, Toronto, Canada.

Park, H., & **Zhang, J.** (2018). How are Ideas Advanced? A Multifaceted Investigation of Discourse in Knowledge Building. Paper presented at the International Knowledge Building Summer Institute, August 2018, Toronto, Canada.

Yuan, G., **Zhang, J.**, & Luo, C. (April 2018). Cross-Classroom Interaction Among Four Grade 5 Knowledge-Building Communities. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2018), New York, NY, April 2018.

Park, H., & **Zhang, J.** (April 2018). Lexical and Communicative Features of Knowledge-Building Discourse in a Grade 5 Science Classroom. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2018), New York, NY, April 2018.

- Vokatis, B., & **Zhang, J.** (March 2018). Building Knowledge through Literacy and Technology in Cross-community Interaction. Paper presented at the Fourteenth International Conference on Technology, Knowledge & Society, St John's University, New York, USA.
- Tian, Y., & **Zhang, J.** (2017). Tracing the Inquiry of an Opportunistic Group in a Grade 5 Knowledge Building Community. A paper presentation at the International Knowledge Building Summer Institute: "Making a Difference-Knowledge Building Communities." Philadelphia, PA: Knowledge Building International.
- Zhou, H., & **Zhang, J.** (2017). How Did a Grade 5 Community Co-Structure Driving Questions for Knowledge Building about Ecosystems? A poster paper at the International Knowledge Building Summer Institute: "Making a Difference-Knowledge Building Communities." Philadelphia, PA: Knowledge Building International.
- Yuan, G., & **Zhang, J.** (2017). Connecting the "Science Bubbles" of Four Grade 5 Knowledge Building Communities. A poster paper at the International Knowledge Building Summer Institute: "Making a Difference-Knowledge Building Communities." Philadelphia, PA: Knowledge Building International.
- Zhang, J.**, & Yuan, G. (2017). Cross-Classroom Interaction for Sustained Inquiry. 2017 NSF video showcase "Advancing STEM Learning For All: Research and Design for Impact," May 2017. <http://videohall.com/p/990>
- Tian, Y., & **Zhang, J.** (2017). Student-Directed Sustained Inquiry in a Grade 5 Community Featuring Opportunistic Collaboration. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2017), April 27 –May 1, 2017, San Antonio, TX.
- Tao, D., **Zhang, J.** (2017). Reflective Structuration of Sustained Deep Inquiry in a Grade 5 Classroom. Paper to be presented at the Annual Meeting of American Educational Research Association (AERA 2017), April 27 –May 1, 2017, San Antonio, TX.
- Tao, D., **Zhang, J.**, Chen, X. (2017). Multilevel Reflections to Co-Frame Epistemic Objects of Inquiry for Sustained Knowledge Building Over a School Year. Poster to be presented at the Annual Meeting of American Educational Research Association (AERA 2017), April 27 –May 1, 2017, San Antonio, TX.
- Zhang, J.** (2017) Cross-Community Interaction for Sustained Knowledge Building. A round table presentation at NSF Cyberlearning Summit 2017, April 18-19, 2017, Washington, DC.
- Zhang, J.** (2016). Connecting Idea Threads for Sustained Inquiry and Discourse. 2016 NSF video showcase "Advancing STEM Learning For All: Sharing Cutting Edge Work and Community Discourse," May 17-23, 2016, <http://videohall.com/p/770>
- Tao, D. & **Zhang, J.** (2016). "If you don't tell us, how can we know what we are supposed to do?" Paper presented at the Knowledge Building Summer Institute: Multi-Level Knowledge Innovation Networks. Singapore.

- Tao, D., **Zhang, J.**, & Gao, D. (2016). Co-generation of Pragmatic Structure to Support Sustained Inquiry over a School Year. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2016), Washington, DC.
- Zhang, J.**, Tao, D., Sun, Y., Chen, M-H., Peebles, B., & Naqvi, S. (2015). Metadiscourse on Collective Knowledge Progress to Inform Sustained Knowledge-Building Discourse. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2015), Chicago, IL.
- Chen, M-H., Sun, Y., **Zhang, J.**, Morley, E., & Messina, R. (August 2014). Idea Thread Mapper: Visualizing and Assessing Collective Knowledge Progress in Knowledge Building Communities. A workshop at the Knowledge Building Summer Institute, August 2014, Quebec City.
- Chen, B., Teplovs, C., **Zhang, J.**, Matsuzawa, Y., Hong, H-Y., Perreault, C., Philip, D., Scardamalia, M., & Bereiter, C. (2014). Knowledge building analytics: Where we were, where we are, and where we are headed. A workshop at the Knowledge Building Summer Institute, August 2014, Quebec City.
- Zhang, J.**, Tao, D., Sun, Y., Chen, M-H., Peebles, B., & Naqvi, S. (August 2014). Ongoing Metadiscourse and Reflection on Collective Knowledge Progress Fosters Sustained Knowledge Building. Paper Presented at the Knowledge Building Summer Institute, August 2014, Quebec City.
- Zhang, J.**, Lee, J., & Chen, J. (2014). Deepening Inquiry about Human Body Systems through Computer-Supported Metadiscourse. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2014), Philadelphia, PA.
- Zhang, J.**, Chen, M.-H., Tao, D. Naqvi, S., & Peebles, B. (2014). Using Idea Thread Mapper to Support Collaborative Reflection for Sustained Knowledge Building. Poster presented at the Annual Meeting of American Educational Research Association (AERA 2014), Philadelphia, PA.
- Sun, W., Lyu, S., Jin, H., **Zhang, J.** (2013). Analyzing Online Learning Discourse using Probabilistic Topic Models. The Neural Information Processing Systems Foundation (NIPS) Workshop on Data Driven Education. Tahoe, Nevada, December 2013.
- Zhang, J.**, & Chen, M.-H. (2013). Foster Sustained, Collaborative Knowledge Building with Idea Thread Mapper. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2013), San Francisco, CA.
- Zhang, J.** (2013). Foster a Self-Sustained, Collective Trajectory of Inquiry through Adaptive Collaboration. Paper presented at the Annual Meeting of American Educational Research Association (AERA 2013, San Francisco, CA) in a symposium “Researching classrooms as knowledge communities: New models for 21st century learning.”
- Zhang, J.**, Chen, M. -C., Li, H., Zhao, Y., Chen, J., Rajbhandari, B. L., Sun, Y., Ferrer-Mico, T.,

- Shaw, R., Peebles, B., J., & Naqvi, S. (2012). Making Collective Progress Visible: The Design and Application of Idea Thread Mapper (ITM) for Sustained Knowledge Building. Knowledge Building Summer Institute: Building Cultural Capacity for Innovation. Institute for Knowledge Innovation and Technology, August 7-10, 2012, Toronto, Ontario, Canada.
- Vokatis, B., & **Zhang, J.** (April 2012). Characterizing the identity of three knowledge building teachers. Poster presentation at the Annual Meeting of American Educational Research Association (AERA 2012, Vancouver, BC).
- Zhang, J.** (2011, April). Reading for idea advancement in a Grade 4 knowledge building community. Paper presentation at the Annual Meeting of American Educational Research Association (AERA 2011, New Orleans).
- Zhang, J.**, Teo, C. L., Caswell, B., Bogert, C., Messina, R., Morley, E., Peebles, B. (2010). Sustaining Knowledge Building: A Longitudinal Look at an Elementary School Experience. Knowledge Building/Knowledge Forum Summer Institute. Ontario Institute for Studies in Education, University of Toronto, August 3-6, 2010. (**Plenary Session**).
- Zhang, J.**, (2010). Scaffolding a knowledge building community as a dynamic creative system. Annual Meeting of American Educational Research Association (AERA 2010), Denver, CO.
- Zhang, J.** (2010). Enhancing creative knowledge work with collaborative technologies. Presented in a symposium: "Complex Ecologies: A Panel Discussion on Educational Research and Web 2.0 Technologies." The Annual Meeting of American Educational Research Association (AERA 2010), Denver, CO.
- Zhang, J.**, & Sun, Y. (2008). Knowledge building measures that matter. Paper presented at the Knowledge Building/Knowledge Forum Summer Institute. Ontario Institute for Studies in Education, University of Toronto, August 4-8, 2008.
- Zhang, J.** (2008). Technology-supported learning innovation in cultural contexts. Paper presented at the Knowledge Building/Knowledge Forum Summer Institute. Ontario Institute for Studies in Education, University of Toronto, August 4-8, 2008.
- Zhang, J.**, Hong, H.-Y., Teo, C., Scardamalia, M., & Morley, E. (2008). "Constantly going deeper:" Knowledge building innovation in an elementary professional community. Annual Meeting of American Educational Research Association, New York, NY.
- Sun, Y., **Zhang, J.**, & Scardamalia, M. (2008). Addressing gender gap in literacy through knowledge building: A follow-up analysis of different content areas. Annual Meeting of American Educational Research Association, New York, NY.
- Zhang, J.** (2007). What makes an elementary professional community innovative? The Knowledge Building/Knowledge Forum Summer Institute, Ontario Institute for Studies in Education, University of Toronto.
- Zhang, J.** & Chen, Q. (2007). Harnessing technology during the transition of learning cultures in the West and East. A paper presentation at the Working Joint IFIP (International Federation

of Information Processing) Conference: Education Informatics, Mathematics, and ICT: A 'Golden Triangle.' Boston, MA, June 2007.

**Zhang, J.** & Scardamalia, M. (2007). Sustaining principle-based knowledge building innovation at an elementary school. A paper presentation at the Annual Meeting of American Educational Research Association, 2007, Chicago, IL.

Sun, Y., **Zhang, J.**, & Scardamalia, M. (2007). Closing the gender gap in literacy through knowledge building: An analysis of vocabulary growth. A paper presentation at the Annual Meeting of American Educational Research Association, 2007, Chicago, IL.

**Zhang, J.** (2007). Culture-technology interaction and learning innovations in Asia. In a symposium: "Global Perspectives on Technology as a Change Agent in Teaching and Learning Identified by Educational Researchers in the International Federation of Information Processing" (Co-participants: Margaret Cox, Niki Davis, Andrea Kárpáti). The Annual Meeting of American Educational Research Association, 2007, Chicago, IL.

Hong, H. Y., Scardamalia, M. & **Zhang, J.** (2007). Knowledge Society Network: Toward a dynamic, sustained network for building knowledge. A paper presentation at the Annual Meeting of American Educational Research Association, 2007, Chicago, IL.

**Zhang, J.** & Scardamalia, M. (2006). Sustained improvement of knowledge building practice at an elementary school. The Knowledge Building/Knowledge Forum Summer Institute, Ontario Institute for Studies in Education, University of Toronto.

Sun, Y., **Zhang, J.**, & Scardamalia, M. (2006). Gender differences in vocabulary use in knowledge building discourse. The Knowledge Building/Knowledge Forum Summer Institute, Ontario Institute for Studies in Education, University of Toronto.

**Zhang, J.**, Scardamalia, M., Reeve, R., & Messina, R. (2006). Collective cognitive responsibility in knowledge building communities. A paper presented at the Annual Meeting of American Educational Research Association, 2006, San Francisco, CA.

Sun, Y., **Zhang, J.**, & Scardamalia, M. (2006). Literacy as a by-product of knowledge building: An analysis of vocabulary growth. An interactive discussion presentation at the Annual Meeting of American Educational Research Association, 2006, San Francisco, CA.

Scardamalia, M., Hong, H. Y., & **Zhang, J.** (2006). Knowledge Society Network and knowledge innovation. Paper presented at the Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE), Toronto, Canada.

**Zhang, J.**, Scardamalia, M., Reeve, R., & Messina, R. (2005). Collective cognitive responsibility in knowledge building classes: A focus on social network structures. Knowledge Building/Knowledge Forum Summer Institute, Ontario Institute for Studies in Education, University of Toronto.

**Zhang, J.**, Scardamalia, M., Lamon, M., Messina, R., Reeve, R., & Teplov, C. (2005). The growing networks of inquiry threads in online knowledge building environment. American

Educational Research Association Annual Meeting, 2005, Montreal, QC.

**Zhang, J.**, Chen, Q., Sun, Y., & Reid, D. J. (2003). A triple scheme of learning support design for scientific discovery learning based on computer simulation. Annual Meeting of American Educational Research Association, Chicago, IL. (**International Travel Award**)

Research Seminars and Lectures

**Zhang, J.** (2018). Reflective Structuration of Collaborative Knowledge Building Practices Supported by Visualizations. An invited seminar in the Department of Educational Technology, Beijing Normal University. Beijing, China, May 2018.

**Zhang, J.** (2018). Dynamic Support for Collaborative Knowledge Building. An invited seminar in the Department of Educational Information Technology at East China Normal University. Shanghai, China, May 2018.

**Zhang, J.** (2015). Research in the Learning Sciences: Theories, Research Methods, and Research Themes. An invited seminar given at the Learning Sciences/Educational Technology Summer School of Peking University, July 2015.

**Zhang, J.** (2014). Tracing and Connecting Threads of Ideas in Extended Knowledge-Building Discourse. Presentation at the Knowledge Building Advanced Learning Analytics Study Colloquium and Design Jam, December, 2014, Wageningen, The Netherlands.

**Zhang, J.** (2013). How can technology foster deep change in education: A learning sciences perspective. An invited seminar given at Peking University's Graduate School of Education, November 2013.

**Zhang, J.** (2013). Inquiry Threads Analysis: A Tool to Examine Activity Structures Unfolding in Online Knowledge Building Discourse. C-US ISCAR Regional Meeting: Building the Canada-United States Regional Section in Cultural-Historical Activity Theory (CHAT) Research. Université Laval.

**Zhang, J.** (2012). Supporting Knowledge-Creating Communities Using Technology. An invited online presentation given to the Faculty of Education of YILDIZ TECHNICAL UNIVERSITY, Turkey.

**Zhang, J.** (2012). Foster a Self-Sustaining, Collective Trajectory of Knowledge Building. Invited seminar, Rutgers Graduate School of Education Learning Science Brown Bag, April 10, Rutgers University, New Jersey.

**Zhang, J.** (2012). Advancing and Assessing Collective Knowledge. Invited seminar, Educational Psychology Brown Bag of the University at Albany.

**Zhang, J.** (2011, July). Integrating multiple methods to study learning in new technological environments. An invited seminar at Peking University.

**Zhang, J.** (2011, September). Preparing Online/Blended Teachers as Change Agents. New York

**Zhang, J.** (2011, May). Developing Innovative Teacher Communities for 21st Century Learning. The Eleventh Rensselaer Colloquium on Teaching and Learning: Social Networking- The Power of Many. Rensselaer Polytechnic Institute (RPI).

## Software Products and Tools

**Zhang, J.,** Chen, M.-H. and team. (2018-2019). Idea Thread Mapper (ITM 3.0) (<https://idea-thread.net/>): ITM 3.0, as a redesigned version of ITM, is a research-based collaborative learning platform that supports student-driven inquiry and knowledge building across classrooms. This cyber-enabled learning innovation has grown out of the NSF-funded interdisciplinary research that involves learning scientists, computer scientists, and data analytics experts. ITM is used by an international network of classrooms to support students' creative learning and collaboration across traditional boundaries.

**Zhang, J.,** Chen, M.-H. and team. (2016). CITIC v1.0 (Connecting Idea Threads across Innovative Communities): a Cross-Community Knowledge Building Platform. <http://tccl.rit.albany.edu:8080/CITIC>

**Zhang, J. & Chen, F. (2016).** Topic Modeling Toolkit in Idea Thread Mapper. <http://tccl.rit.albany.edu:8080/ITM2>

**Zhang, J.,** Chen, M.-H. and team. (2012-2018). Idea Thread Mapper (ITM1.0-2.0). <http://tccl.rit.albany.edu:8080/ITM> (a knowledge mapping tool to help students review, organize, and advance their collective knowledge-building discourse in online spaces (e.g. in Knowledge Forum).

**Zhang, J.** (2007-2016). The Knowledge Network for Innovations in Learning and Teaching (KNILT). A wiki-based open resource and environment for supporting teacher learning and innovation. <http://tccl.rit.albany.edu/knilt>

**Zhang, J.** Li, B., Liu, J., Du., J., Li, Z., Song, S. (2003). A Web-Based Learning Monitoring and Feedback System. Tracing student participation and interaction in online learning based on a nationally adopted learning management system.

Teng, X., & **Zhang, J.** (2003). China E-Learning Technology Standards (CELTS-22): Evaluation Standards for Web-Based Courses. <http://www.celtsc.edu.cn>

**Zhang, J.,** Shi, S., Miao, F., & Yang, W. (2003). Performance Standards of Primary and Secondary Teachers in Using Information Technology across the Curriculum. A proposal and primary study report produced for the National New Curriculum Reform Project of the Ministry of Education of China. (also published in *China Educational Technology* (ZHONG GUO DIAN HUA JIAO YU), 2003, Issue 2 pp.17-20 and Issue 3 pp.13-16)

**Zhang, J.** (2000). Buoyancy Simulation. A discovery-based learning tool.

Chen, Q., Liu, R., & **Zhang, J.** (1998). Word Problem Solving in Primary Mathematics. Two multimedia CD-ROMs for mathematics problem solving.

## **Research Consultancy**

2016-present Member of Advisory Board, Beijing Advanced Innovation Center for Future Education, Beijing Normal University, China.

2013- present Member of Advisory Council, Center for Game and Simulation-Based Learning. Excelsior College, Albany, NY.

2011 Scientific Advisor, Knowledge Building Exchange Project of the University of Hong Kong (directed by Dr. Jan van Aalst).

2010 Advisory Board Member, Self-Directed Learning (SDL) and Collaborative Learning (COL) in Primary and Secondary Schools, the Education Technology Division (Ministry of Education) and the Learning Sciences Lab (National Institute of Education), Singapore.

2009-2010 Advisory Board Member, Building a Communication, Dissemination and Knowledge Building Network for Sustainability of Change in Education. Center for Elementary Mathematics and Science Education of the University of Chicago.

2008 – 2009 Consultant, The Knowledge Building Teacher Network project, directed by Dr. Carol Chan, Faculty of Education, the University of Hong Kong.

2003 Consultant, The Modern Distance Education for Rural Regions Project of the Ministry of Education, China.

## **Media Presence and Highlights**

University at Albany Annual Research Report 2014-2015 (in print and online): Threading Knowledge. <http://www.albany.edu/research/threading-knowledge.php> .

Times Union local news: [Science field day](#). September 12, 2014. Photos and report about our collaborative work with teachers at Guilderland Elementary School to engage 5th-graders in year-long knowledge building about human body systems.

[UAlbany's news release](#): Cyberlearning Experts Awarded \$1.34 Million to Create Sustained Knowledge-Building Networks. September 2, 2014

[Times Union news](#): UAlbany research team gets \$1.34 million to fund work on cyber classroom links. By Brittany Horn. September 2, 2014.

[abc News10](#): Cyberlearning experts at UAlbany awarded 1.34M. Sep 02, 2014.

University professor uses Wiki to create open learning network. *In Focus*, November 2010,

Capital Area School Development Association (CASDA).

The field and themes of educational technology research. *China Educational Technology*, 2003, Issue 4. (in Chinese, interviewed by Deliang Liu)

How to integrate new technology in education? *China Education Daily (Zhong Guo Jiao Yu Bao)*, September 18, 2003. (in Chinese, interviewed by Xiao Hu). Online version available at: <http://www.jyb.com.cn/gb/jybz/2002zt/jysw/283.htm>

Online distance learning needs more social interactions. *Guangming Daily (Guangming Ri Bao)*, October 14, 2003. (in Chinese, reported by Xianru Lu). Online version available at: [http://news.xinhuanet.com/comments/2003-10/14/content\\_1122317.htm](http://news.xinhuanet.com/comments/2003-10/14/content_1122317.htm)

## Teaching and Advising

### Courses Taught at the University at Albany

- ETAP 620 Cooperative Learning and Instructional Technology (Fall 2013)
- ETAP 623 Systematic Design of Instruction (graduate course, Fall 2007, Spring, 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010; Fall 2010; Spring 2011, Fall 2011, Spring, 2012; Spring 2013, Fall 2013, Fall 2014, Spring 2015, Spring 2017, Spring 2019, Fall 2019)
- ETAP 681 Research Seminar: Research in Practice (graduate course, Fall 2009)
- ETAP 780 ETAP Research Practicum (Fall 2017, Fall 2018)
- ETAP 887 Advanced Methods for Researching Learning in Technology-Enriched Contexts (new doctoral course, Fall 2010)
- ETAP 825 Creativity, Learning, and Knowledge Media (new doctoral course, Spring 2010, Spring 2011, Spring 2013, Spring 2015), previously offered as ETAP 887/687 Institute of Education (Spring 2009, Fall 2008, Spring 2019)
- ETAP 826 Advanced Methods for Studying Learning in Technology-Enriched Contexts (doctoral course, Fall 2011, Fall 2012, Fall 2014, Fall 2018, Fall 2019)
- Doctoral students' Independent Studies (ETAP 890)
- Mater's student internship (ETAP 695)
- Mater's Independent Study (ETAP 697)

### Supervision of Post-Doctoral Researcher

- Dr. Serhat Bahadır KERT, 2011-2012 (Funded by the government of Turkey)
- Dr. Yotam Hod, 2018-2019 (funded by European Commission's Marie Skłodowska-Curie Individual Fellowships grant)

### Advisement of Doctoral Dissertations

- Chairing doctoral dissertation committees at the University at Albany:
  - Guangji Yuan: Defended in May 2019, dissertation title: Cross-Community Collaboration Among Knowledge Building Communities.
  - Dan Tao: Defended in April 2019, dissertation title: Reflective Structuration Of Knowledge Building Practices In Grade 5 Science Classrooms.
  - Jingping Chen: Defended in May 2015, dissertation title: Formative Assessment for Collaborative Knowledge Building in a Chinese Elementary Science Classroom.
- Serving as a member of doctoral dissertation committees at the University at Albany:
  - Marc Nachowitz (Department of Educational Theory and Practice, defended in Spring 2012)
  - Barbara M. Vokatis (Department of Literacy Learning and Teaching, defended in Spring 2014)
  - Julie Smit (Department of Literacy Learning and Teaching, defended in Fall 2014)
  - Shuyi Guan (Department of Educational and Counseling Psychology, Defended in Fall 2015)
  - Fang (Lisa) Yu (Department of Educational Theory and Practice, Defended in Spring 2018)
  - Rose Tati (Department of Educational Theory and Practice, in progress)
- Served as external dissertation committee member/evaluator for doctoral students at other universities:
  - Julianne Doto (Rutgers University, defended in Fall 2014);
  - Yotam Hod (University of Haifa, Israel, defended in Spring 2015)
  - Alwyn Lee (National Institute of Education, Nanyang Technological University, Singapore, 2018)
  - Haipeng Zhao (Beijing Normal University, China, defended in May 2018)
  - Jingjing Cui (Beijing Normal University, China, defended in May 2018)
- Advised 20-30 master's students each year in the Curriculum Development and Instructional Technology program
- Supervised 12 graduate research assistants
- Hosted international visiting scholars: Xiangjun Su (2008), Qiong Li (2010-2011),

Xiaochun Xing (2011), Jiaai Liu (2011-2012), Ying Wang (2012), Hui Jin (2012), Fan Wang (2013-2014), Juxing Jiang (2014-2015), Dandan Gao (2014-2015), Fei Wei (2014-2015), Jie Ding (2014-2015), Wenhong Zheng (2014-2015), Xiaoli Xu (2015-2016), Xiangdong Chen (2015-2016), Wenyang Yang (2016), Chun Luo (2016-2017), Yue Wan (2016-2017), Li Guo (2018-2019), Huifu Xu (2019), Li Liao (2019)

- Advising Fulbright international scholar/student: Wesam Saleh (2011-2012)

#### Teaching and Advisement at Tsinghua University, Beijing

- Cognition and Educational Technology (Graduate course, w\ Xueyou Wang, Fall 2003)
- Psychology of Learning and Instruction (Graduate course, Fall 2001, Fall, 2002)
- ICT-based Instruction (Graduate course, Spring, 2002, Spring, 2003)
- Information Technology and Educational Reform (Undergraduate course, Spring, 2001)
- Advised 1 master's thesis
- Supervised 5 graduate assistants

#### Courses Taught at Beijing Normal University

- Educational Psychology (undergraduate course, Fall 1997, Summer 1998)

## **Service & Public Engagement**

### Department

- |           |   |
|-----------|---|
| 2019      | Member, Ad hoc Committee for 2019 Department Faculty Retreat Planning.  |
| 2018-2020 | Member, Faculty Committee of the Department of Educational Theory and Practice, University at Albany.   |
| 2015-2018 | Department Chair, Department of Educational Theory and Practice, University at Albany.  |
| 2014-2015 | Chair, Faculty Search Committee in learning & technology (NYSUNY 2020 Challenge Grant). Department of Educational Theory and Practice, University at Albany.  |
| 2013-2014 | Member, Faculty Search Committee for two faculty openings in learning & technology and teacher education. Department of Educational Theory and Practice, University at Albany.  |
| 2012      | Co-author and co-leader, NYSUNY 2020 Challenge Grant: <i>Transforming STEM Learning and Teaching through New Technology</i> (with Peter Shea and Arthur Applebee). This proposal was funded by the NYSUNY 2020 plan to hire two tenured/tenure-track faculty and one teaching-intensive faculty to expand the |

Department's research and graduate program in the area of STEM learning with technology.

- 2018-2019 Chair, Ad hoc Committee for the Reappointment Review; Ad hoc Committee for Continual Appointment (tenure) Review of Dr. Alex Kumi-Yeboah, Department of Educational Theory and Practice, University at Albany.
- 2012-2013 Chair, Ad hoc Committee for the Reappointment Review; Ad hoc Committee for Continual Appointment (tenure) Review of Dr. Alan Oliveira. Department of Educational Theory and Practice, University at Albany.
- 2011-2015 Member, Student Committee of the Department of Educational Theory and Practice, University at Albany.
- 2007-2011 Member, Program Committee of the Department of Educational Theory and Practice, University at Albany.
- 2011 Member, Ad hoc Committee for Discretionary Salary Increase, Department of Educational Theory and Practice, University at Albany.
- 2008-2009 Member, Ad hoc Committee for Student Enrollment and Research Competencies. Department of Educational Theory and Practice, University at Albany.

#### School

- 2019 Presenter/mentor, Grant Reviewer Panel Discussion: An event for pre-tenure faculty mentoring (September 23, 2019).
- 2018- Convener/facilitator, the Learning Sciences Research Rapport, a cross-department faculty group in the School of Education, University at Albany.
- 2018- Member, Appointments and Promotions Council, School of Education, University at Albany.
- 2016-2018 Liaison/point of contact, support and advise school districts' efforts to implement the Smart Schools program funded by New York State Department of Education.
- 2011-2015 Member, Academic Council, School of Education, University at Albany.
- 2009 Organizer a university-wide academic event, featuring Dr. Allan Collins speaking about educational change in the age of technology, sponsored by the School of Education and its Department of Educational Theory and Practice.
- 2001-2003 Associate Director, Educational Technology Institute, Tsinghua University.

#### University/SUNY

- 2016- present Open SUNY Online Teaching Ambassador, The State University of New York.

- 2016-2017 Reviewer, Presidential Innovation Fund for Research and Scholarship (PIFRS) program of the University at Albany.
- 2014-2015 Member, University at Albany's Council on Research (COR)'s Subcommittee for Faculty Research Award Program (FRAP-A) review.
- 2013 "Distinguished Candlelighter," the Candlelighting ceremony for the graduates of 2013 of the University at Albany, May 18, 2013.
- 2012 "Distinguished Candlelighter," the Candlelighting ceremony for the graduates of 2012 of the University at Albany, May 19, 2012.
- 2011 "Distinguished Candlelighter," the Candlelighting ceremony for the class of 2015 of the University at Albany, August 25, 2011.
- 2010 Member, Fulbright Campus Evaluation Committee, Office of International Education of the University at Albany.
- 2009 Judge, the 18<sup>th</sup> Annual Speech Contest, East Asian Studies Department at the University at Albany, April 9, 2010.
- 2009 Presenter, the "Meet UAlbany Faculty" Session on the UAlbany Community Day, October 10, 2009.
- 2008 Participant, faculty group meetings to formulate the Going Forward Plan of the University of Albany.
- 2001-2002 Co-leader, ongoing evaluation of the online and distance learning programs at Tsinghua University, Beijing.

Profession

Standing Committees and Working Groups

- 2018-present Member (invited), Best Student Paper Award Committee, American Educational Research Association (AERA) - SIG Advanced Technologies for Learning/Learning Sciences.
- 2016-2020 Member (elected), CSCL Community Committee, International Society of the Learning Sciences (ISLS).
- 2009-present Member (invited), Membership Committee, International Society of the Learning Sciences (ISLS).
- 2006-present Member, Working Group 3.3 (Research on Education Applications of Information Technologies), International Federation for Information Processing (IFIP).
- 2007-present Member, Working Group 3.1 (ICT in Secondary Education), International Federation for Information Processing (IFIP).

2004-present Member (invited), Executive Committee, Global Chinese Society for Computers in Education (GCSCE).

#### Editorial Boards

2012- present Associate Editor, *The Journal of the Learning Sciences*.

2011- present Editorial Board Member, *International Journal of Computer-Supported Collaborative Learning (ijCSCL)*.

2010-present Editorial Board Member, *The Journal of the Learning Sciences*.

2008- present Associate Editor, *Knowledge Management & E-Learning: An International Journal*.

2014- present Editorial Board Member, *International Journal of Smart Technology and Learning*

2008- 2011 Editorial Board Member, *The Open Information Science Journal*.

2001-2003 Editorial Board member, *Modern Educational Technology* (a Chinese journal).

2000-2003 Editorial Board member, *Contemporary Education and Technology Book Series*, Beijing Normal University Press.

#### Journal Reviewer

2016-present *American Educational Research Journal*

2008-present *Instructional Science: An International Journal of the Learning Sciences*.

2008-present *Journal of the Learning Sciences*.

2011 *Frontiers of Education in China*

2010 *Behavior & Information Technology*

2009- present *Cognition and Instruction*

2009-present *Educational Researcher*

2009-2012 *Teaching and Teacher Education*.

2009-2012 *Research and Practice in Technology Enhanced Learning*.

2009 *Educational Technology and Society* (special issue: Creative design: Scaffolding creative reasoning).

2008 *ETR&D (Educational Technology Research and Development)*.

2001-2004 *Acta Psychologica Sinica* (the top Chinese journal in psychology).

2000-2004 *Advances in Psychological Science* (a Chinese journal).

#### Grant Reviewer

- 2015      Advisory Panel member for the Science of Learning Collaborative Network (SL-CN) program of National Science Foundation (NSF)
- 2014      Reviewer of the EduLab grant program of National Institute of Education, Singapore
- 2013-2018      Education Research Grants of the National Institute of Education, Singapore
- 2012-2013      Review Panel of the Cyberlearning: Transforming Education program of National Science Foundation (NSF)
- 2009      The Innovation and Technology Support Program of Hong Kong SAR Government
- 2008-2013      The Research Grants Council (RGC) of Hong Kong

*Book Proposal Reviewer*

- 2010-present      Sage Publications (Research Methods, Statistics, and Evaluation)
- 2008      Bentham Science Publishers.

*Conference Committees*

- Mentor, Early Career Workshop, International Conference on Computer Supported Collaborative Learning (CSCL 2018, Lyon, France)
- Workshop Co-Chair, Workshop on Knowledge Building Pedagogy and Technology. Beijing Normal University, July 2015.
- Mentor, Early Career Symposium, Association of Educational Communication and Technology (AECT) Convention, Indianapolis, IN, November 2015.
- Co-Chair, Early Career Workshop, International Conference on Computer Supported Collaborative Learning (CSCL 2015, GÖTEBORG, Sweden)
- Program Co-Chair, the International Conference on Computers in Education (ICCE 2014, Nara, Japan) for Conference 7: Technology, Pedagogy and Professional Development.
- Expert Advisor, Doctoral Student Consortium, International Conference on Computers in Education (ICCE 2013, Bali, Indonesia)
- Mentor for the Doctoral Consortium, International Conference of the Learning Sciences (ICLS 2012, Sydney).
- Program Co-Chair, the International Conference on Computers in Education (ICCE 2012, Singapore, for Conference 2: CSCL and Learning Sciences, with Co-Chairs Manu Kapur and Fu-Yun Yu).
- Program Committee Member, International Conference on Computer Supported Collaborative Learning (CSCL 2011, Hong Kong; CSCL 2013 Madison, Wisconsin;

CSCL 2018 Lyon, France).

- Program Committee Member: “Research in digital technologies and learning, an IFIP Workshop” Organized by IFIP Working groups 3.3 (Research) in association with SITE (Society for Information Technology in Teacher Education) (SITE 2011, Nashville, Tennessee, USA)
- Program Committee Member, International Conference on Web Based Communities 2010, organized by International Association for Development of the Information Society (IADIS), Freiburg, Germany.
- Program Committee Member, The 21<sup>st</sup> World Computer Congress (WCC 2010): TC 3 (Education) Conference “Key Competences in the Knowledge Society,” organized by IFIP (International Federation of Information Processing), Brisbane, Australia.
- Program Committee Member, the International Conference on Computers in Education (ICCE 2001 Seoul; ICCE 2008, Taipei, Knowledge Building Research in Asia Pacific Workshop mini-conference; ICCE 2009, Hong Kong, assisting Co-Chairs making final decisions; ICCE 2010, Malaysia).
- Research Committee Member, the APEC (Asia Pacific Economies Cooperation) Education Reform Summit, 2004, Beijing
- Program Committee Member of the 2<sup>nd</sup> and 3<sup>rd</sup> International Conference of Web-Based Learning (ICWL 2003, Melbourne; ICWL 2004, Beijing)
- Program Committee Member of the Global Chinese Conference on Computers in Education (GCCCE 2004, Hong Kong; GCCCE 2005, Hawaii; GCCCE 2011, Hangzhou; GCCCE 2012, Tainan, Taiwan; GCCCE 2013, Beijing; GCCCE 2017, Beijing; GCCCE 2018, Guangzhou)
- Session creator and leader, the Analyses, Reflections, and Tools (ART) Sessions at the Knowledge Building/Knowledge Forum Summer Institute (Toronto, 2005, 2006, 2007)
- Organizer, International Workshop on Online and Distance Learning, Tsinghua University, Beijing, September 2001.

### Conference Reviewer

- International Conference of the Learning Sciences (ICLS 2006, Bloomington, IN; ICLS 2008, Utrecht, the Netherlands; ICLS 2010, Chicago, IL; ICLS 2012, Sydney, as senior/meta reviewer; ICLS 2016 Singapore, as senior/meta reviewer)
- IFIP WG3.1, 3.3, 3.5, 3.8 Joint International Conference: Addressing Educational Challenges: the role of ICT (AECRICT 2012, July 2012, Manchester Metropolitan University)
- IFIP TC3 Conference on ICT and Informatics in a Globalized World of Education

(IIGWE2011, Mombasa)

- Annual Meeting of American Educational Research Association (Division C: Learning and Instruction, Section 5: Learning Environments; Problem-Based Learning SIG) (AERA 2006, San Francisco, CA; AERA 2007, Chicago, IL, AERA 2009, San Diego, CA)
- Knowledge Building/Knowledge Forum Summer Institute (Toronto, 2004, 2005, 2006, 2007, 2008)
- Global Chinese Conference on Computers in Education (GCCCE 2002, Beijing; GCCCE 2009, Taipei; GCCCE 2011, Hangzhou)
- IFIP World Computer Congress (WCC 2000, Beijing)

## Community Engagement, Dissemination, and Teacher Training

- 2019        **Zhang, J.**, Chen, M.-H., & Yuan, G. (2019). Connecting Student-Driven Inquiry with Idea Thread Mapper. A video created for NSF Stem For All Video Showcase: Innovations in STEM Education. May 13-20.  
<https://stemforall2019.videohall.com/presentations/1623>
- 2018        **Zhang, J.**, Yuan, G., & Chen, M.-H. (2018). Idea Thread Mapper. A video created for NSF Stem For All Video Showcase: Transforming the Educational Landscape, May 14-21. <http://stemforall2018.videohall.com/presentations/1256>
- 2017        **Zhang, J.**, & Yuan, G. (2017). Cross-Classroom Interaction for Sustained Inquiry. 2017 NSF video showcase “Advancing STEM Learning For All: Research and Design for Impact,” May 2017. <http://videohall.com/p/990>
- 2017        Idea Thread Mapper: Technology and Educational Innovations for Sustaining Collaborative Inquiry across Classrooms (with Mei-Hwa Chen, Feng Chen, and research team). A demonstration at the School of Education Day Event. University at Albany, August 2017.
- 2016        Idea Thread Mapper (ITM): Connecting Idea Threads Across Communities for Sustained Knowledge Building (with Mei-Hwa Chen, Feng Chen, Marlene Scardamalia, and Caroline Rosé). A poster presented at the School of Education Day Event. University at Albany, September 2016.
- 2016        Connecting Idea Threads for Sustained Inquiry and Discourse. 2016 NSF video showcase “Advancing STEM Learning For All: Sharing Cutting Edge Work and Community Discourse,” May 17-23, 2016, <http://videohall.com/p/770>
- 2016        Inquiry-Based Science in Grade 5: Students as Knowledge Builders. Presentation given at the Board Meeting of Guilderland Central School District, February 2016 (with Gagnon, P., Kirk, S., and their student representatives).

- 2015 Sustaining Knowledge Building Over Time, Across Classrooms. Invited presentation at the Research Night of Dr. Eric Jackman Institute of Child Study of the University of Toronto, January 2015.
- 2013-2016 Summer Teacher Co-Design Workshops for teachers from Guilderland Elementary School: Fostering Sustained Knowledge Building.
- 2010 Creating Productive Learning Communities to Address the 21st Century Demands, Thomas O'Brien Academy of Science and Technology, Albany, NY.
- 2010 Collective Responsibility for Knowledge Creation as a Community. Teacher Professional Development Day of Tech Valley High School, Albany, NY.
- 2005-2007 The Analyses, Reflections, and Tools (ART) Teacher-Researcher Partnership Initiative, as a part of the annual Knowledge Building/Knowledge Forum Summer Institute, OISE, University of Toronto
- 2003 Technology for Constructive Learning teacher workshops. The Elementary School Affiliated to Tsinghua University, Beijing.
- 2003 Integrating Information Technology into the Classroom. Educational Technology Center of Shanxi Province, Taiyuan, China.
- 2002 Technology for Constructive Learning. Basic Education Research Center, Beijing Educational Academy.
- 2001-2003 Constructive Learning Design and Technology Integration. Zhengzhou Teacher's College, Henan Province, China.

## **Professional Affiliations**

- 2008-present American Educational Research Association (AERA, <http://www.aera.net>).
- 2008-present International Society of the Learning Sciences (ISLS, <http://www.isls.org>).
- 2009-present Asia-Pacific Society for Computers in Education (APSCE, <http://www.apsce.org> )
- 2016 European Association of Research on Learning and Instruction
- 2017-present Knowledge Building International