

ZILU JIANG Ph.D.

2800 N Charles St, Baltimore, MD, 21218 | 5175809868 | zjiang72@jh.edu | Johns Hopkins University

Dr. Zilu Jiang is an Assistant Research Scientist at the Johns Hopkins University School of Education. Her research bridges educational psychology and learning technologies to examine how motivation, engagement, and achievement develop over time and across learning contexts. She specializes in longitudinal and situational approaches, using advanced quantitative methods to model learning as a dynamic, context-sensitive process. She also leads the design and development of educational applications that translate psychological theory into practical tools for educators and learners. A central focus of this work is to translate analytic data into actionable next steps for educators and learner. The applications she designed support practice in K–12 and higher education settings, helping to strengthen cognitive and non-cognitive development, personalize learning supports, and advance data-informed decision-making. This line of work extends the impact of research through the design of real-world educational technology applications that foster motivation, engagement, and personalized support aligned with learners’ needs. Through both empirical inquiry and applied design, her work advances a more connected and responsive vision of educational research and practice.

EDUCATION

Ph.D. in Learning Technologies, Educational Studies The Ohio State University, Columbus, OH	2023
Master of Teaching Chinese to Speakers of Other Languages Lanzhou University, Lanzhou, China	2012
B.A. in English Language and Literature Minnan Normal University, Zhangzhou, China	2010

ACADEMIC APPOINTMENTS

Assistant Research Scientist Center of Social Organization of Schools, School of Education, Johns Hopkins University	2026 - Present
AI-Supported Learning and Decision Systems Lead the research, design, and evaluation of AI-supported educational systems that support student success and educator decision-making. School Intervention and Program Evaluation Design and evaluate school-based interventions focused on early warning system, student engagement, school connectedness, and academic success across multi-site initiatives. Conduct randomized controlled trials, quasi-experimental studies, and longitudinal analyses to assess intervention effectiveness and student outcomes. Translational and Applied Educational Research Conduct translational research that connects empirical evidence with educational policy, program design, and practice to inform decision-making in school system design.	
Postdoc Fellow Center of Social Organization of Schools, School of Education, Johns Hopkins University	2023 - 2026
Graduate Research Associate College of Education and Human Ecology, The Ohio State University	2017 - 2023
Supporting Academically At-Risk Learners in Digital Environments - Using Learning Analytics to Examine Students’ Learning Habits in Online Classes - Mobile Experience Sampling Methodology: The Influence of Contextual Features on Learning Engagement in Out-of-Classroom Settings for Academically At-Risk College Students Motivation and Engagement in Digital Learning - Assessment of Students’ Social Emotional Skills in Academic Settings - Examine Barriers to Technology Integration in Classrooms Online Learning Engagement and Instructional Contexts Examining the Impact of Basic Psychological Needs on K–12 Students’ Online Learning Readiness through Experience Sampling Methodologies Translational and Applied Educational Research	

Conducted school-based research through surveys, classroom observations, and collaboration with school partners to examine student learning and engagement in authentic educational settings.

Graduate Teaching Associate

College of Education and Human Ecology, The Ohio State University

2018 - 2022

Online Program Instructor and Curriculum Designer (Visiting Scholar)

College of Education, Michigan State University

2013 - 2016

Instructor and Curriculum Designer

Center of Language Teaching, The Open University of China

2012 - 2017

GRANTS

Edvise: An AI-Empowered Early Warning and Intervention System for K–12 Student Success

Overdeck Family Foundation

PI: Robert Balfanz

\$150,000

2025 - 2026

Co-PI

HONORS AND AWARDS

Best Paper Nomination

Instructional Technology SIG, AERA Annual Meeting

Jiang, Z., He, J., Lo, M.-T., Pan, Z., & Xie, K. "Are You Studying?": Investigating College Students' Self-Regulated Learning Process Across Scheduled Study Events with Mobile Nudges.

2026

Catalyst Award (Finalist)

Tool Competition

Recognized as one of the top five finalists in the "Engaging Adult Learners in Higher Education" track: TimeWise Chatbot - (Time Management Coaching Chatbot to Engage Adult Learners in Online Learning)

2023

AERA Graduate Student Assistance Fund

American Educational Research Association (AERA)

2023

Graduate Teaching Award

The Ohio State University

2022

Presidential Fellowship

The Ohio State University

Graduate School's highest honor, awarded for the project Examining the Impact of Basic Psychological Needs on K–12 Students' Online Learning Readiness through Experience Sampling Methodologies

2021 - 2022

Martin W. and Blanche D. Essex Endowed Fund Scholarship

The Ohio State University

2022

Richard C. Anderson Graduate Student Research Award - Honorable Mentions

National Consortium for Instruction and Cognition (NCIC)

2020

Wilbur Hopkins Memorial Fund Scholarship

The Ohio State University

2019

Donald G. Lux and Harriet H. Lux Fund Scholarship

The Ohio State University

2018

First Place Academic Scholarship

Lanzhou University

2010 - 2012

First Place Academic Scholarship

Minnan Normal University

2006 - 2010

Graduate with Honors

Minnan Normal University, China

2010

CREATIVE ACTIVITIES

Personalized conversational AI tools supporting motivation and self-regulation

- TimeWise: Supporting College Students' Time Management Skills in Online Learning
Team: Jiang, Z., Li, Q., Xu, Z., & Xu, D.

2023

Project & Design Lead

AI-Integrated Platforms for Students' Cognitive Skills Development

- StatPal: A personalized AI tool designed to support statistics learning 2025
Team: Pan, Z., Jiang, Z., Wu, Y., & Xu, D. Design Co-Lead
- MathPal: A personalized AI tool designed to support math learning 2024
Team: Pan, Z., Li, C., Wu, Y., & Jiang, Z. Design Co-Lead

AI-Integrated Platforms for Teachers' Strategic Planning at K-12 Schools

- EdVise: An AI-Empowered Early Warning and Intervention System for K–12 Student Success 2024
Team: Jiang, Z., & Balfanz, R. Project & Design Lead
- EdConnect: AI-Supported Strategic Planning for K-12 School Connectedness 2025
Team: Jiang, Z., Karnam, M., & Balfanz, R. Project & Design Lead

PUBLICATIONS

Peer-reviewed Publications

- Pan, Z., **Jiang, Z.**, Ba, S., & Xie, K. (2026). A Community of Inquiry Perspective on Human–AI Co-Facilitation within Micro-Blended Learning. *Computers & Education*, 105707.
- Han, S., Castellanos-Reyes, D., **Jiang, Z.**, & Liu, M. (2026). Profiling students who thrive in MOOCs: Voluntary evaluators within a high-engagement cluster prioritize practical tools and structured content. *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-026-09495-3>
- Pan, Z., **Jiang, Z.**, Li, A., Li, Q., & Xu, D. (2026). Tool, Tutor, or TBD? Examining learners' perception trajectories and interaction patterns through the lens of metacognitive support. In B. Litts, D. Deliema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences:ICLS 2026* (pp. 879–887). <https://2026.isls.org/proceedings/>
- Jiang, Z.**, Li, Q., Xu, D., & Xu, Z. (2026). From thought to action: Designing AI coaching support for time management with cognitive behavioral and self-regulated learning strategies. In K. Peppler & M. Dahn (Eds.), General proceedings of the 6th annual meeting of the International Society of the Learning Sciences 2026 (pp. 99–103). International Society of the Learning Sciences. <https://2026.isls.org/proceedings/>
- He, J., **Jiang, Z.**, & Sun, Z. (2026). Linguistic cues in instructor and AI feedback: Linking language to student motivation. In B. K. Litts, D. DeLiema, C. Lee, S. Krist, A. Mawasi, L. Martin, & K. Kumpulainen (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences: ICLS 2026* (pp. 1977-1980). <https://2026.isls.org/proceedings/>
- Jiang, Z.** & Balfanz, R. (2026). EdVise: Designing an AI-empowered early warning and intervention system for K–12 student success. Proceedings of the Annual AECT Convention, 2025, *The Journal of Applied Instructional Design*, 15(2). <https://doi.org/10.59668/2579.27075>
- Jiang, Z.**, Karnam, M., & Balfanz, R. (2026). A multi-agent AI data-to-action workflow for supporting school connectedness improvement. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 3529-3536). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/2129475/>.
- Jiang, Z.**, Li, Q., Rismanchian, S., Kim, J., Xu, Z., & Xu, D. (2026). TimeWise: Integrating cognitive behavioral therapy and self-regulated learning approaches in an LLM-based time management coaching system to support college students in online learning. In *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 3537-3547). Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved April 14, 2026 from <https://www.learntechlib.org/primary/p/2129476/>.
- Jiang, Z.**, Xie, K., & Stein, D. (2025). Examining the role of basic psychological need satisfaction in communication in online language learning: A comparison of synchronous and asynchronous modes. *Online Learning*, 29(4), 133-161.
- Xie, K., **Jiang, Z.**, Men, Q., Pan, Z., & He, J. (2025). Profiles of students' behavioral engagement and their associations to academic motivation in online learning. *Journal of Computing in Higher Education*, 1-40. <https://doi.org/10.1007/s12528-025-09465-1>
- He, J., **Jiang, Z.**, Pan, Z., Men, Q., & Xie, K. (2025). The transition patterns of learners' behavior and the association with motivation and cognitive engagement in online learning. *Research and Practice in Technology Enhanced Learning*, 20, 026-026.

12. Pan, Z., Ba, S., **Jiang, Z.**, & Li, C. (2025). Patterns of inquiry, scaffolding, and interaction profiles in learner–AI collaborative math problem-solving. In J. Wilson, C. Ormerod, & M. Beiting Parrish (Eds.). *Proceedings of the Artificial Intelligence in Measurement and Education Conference (AIME-Con)* (pp. 297–305). National Council on Measurement in Education (NCME). <https://aclanthology.org/2025.aimecon-main.32/>
13. Kim, J., Li, Q., **Jiang, Z.**, & Xu, D. (2025, March). Not all delay is procrastination: Analyzing subpatterns of academic delayers in online learning. In *Proceedings of the 15th International Learning Analytics and Knowledge Conference* (pp. 977-983).
14. Chen, X., Pan, Z., & **Jiang, Z.** (2024, March). Exploring artificial intelligence (AI) literacy and prompt literacy: what do we know about artificial intelligence competency for educators? In *Society for Information Technology & Teacher Education International Conference* (pp. 713-718). Association for the Advancement of Computing in Education (AACE). Retrieved June 18, 2024 from <https://www.learntechlib.org/p/224027>.
15. **Jiang, Z.**, Xu, Z., Pan, Z., He, J., & Xie, K. (2023). Exploring the role of artificial intelligence in facilitating assessment of writing Performance in second language learning. *Languages*, 8(4), 247.
16. Han, S., Ji, H., **Jiang, Z.**, West, M., & Liu, M. (2023, March). What do students want to know while taking massive open online courses? Examining massive open online course students’ needs based on online forum discussions from the Universal Design for Learning approach. In *LAK23: 13th International Learning Analytics and Knowledge Conference* (pp. 572-578). <https://dl.acm.org/doi/abs/10.1145/3576050.3576072>
17. Xie, K., Vongkulluskn, V.W., Heddy, B. C., **Jiang, Z.** (2023) Experience sampling methodology and technology: an approach for examining situational, longitudinal, and multi-dimensional characteristics of engagement. *Educational Technology Research and Development*, DOI: <https://doi.org/10.1007/s11423-023-10259-4>
18. **Jiang, Z.**, Akinkuolie, B., Huang, L., & Xie, K. (2022). Designing group tasks in online task-based language teaching environments: A systematic review. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 12(1), 1-23. <http://doi.org/10.4018/IJCALLT.315305>
19. **Jiang, Z.** & Xie, K. (2022). Motivating online language learners: From theory to design strategies. *Journal of Technology and Chinese Language Teaching*, 13(1), 1-25. <http://www.tclt.us/journal/2022v13n1/jiangxie.pdf>
20. Bowman, M., Vongkulluksn, V.W., **Jiang, Z.**, & Xie, K. (2022). Teachers’ exposure to professional development and the quality of their instructional technology use: The mediating role of teachers’ value and ability beliefs, *Journal of Research on Technology in Education*, DOI: 10.1080/15391523.2020.1830895
21. Xie, K., Vongkulluskn, V.W., Cheng, S.L., & **Jiang, Z.** (2022). Examining high-school students’ motivation change through a person-centered approach. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000507>
22. Xie, K., Nelson, M.J., Cheng, S.L., & **Jiang, Z.** (2021). Examining changes in teachers’ perceptions of external and internal barriers in their integration of educational digital resources in K-12 classrooms, *Journal of Research on Technology in Education*, DOI:10.1080/15391523.2021.1951404
23. Li, J.& **Jiang, Z.** (2017). Students’ perceptions about a flipped online Chinese language course. *Journal of Technology and Chinese Language Teaching*, 8(2), 25-38. <http://www.tclt.us/journal/2017v8n2/lijiang.pdf>

Report

1. Balfanz, B., Byrnes, V., Herelle, T.I., **Jiang, Z.**, Kim, J., (2026) *Beating the Odds: An Analysis of School Districts Serving Predominantly Black and Brown Students Excelling in Math*
2. Herelle, T.I., Kim, J. & **Jiang, Z.**, (2025). *XQ Institute 2025 Pilot Study Summative Report*
3. Herelle, T.I., **Jiang, Z.**, & Kim, J., (2025). *XQ Institute 2025 Pilot Study Formative Report*
4. Herelle, T.I. & **Jiang, Z.** (2025). *Understanding Community Connections: A qualitative analysis examining school community experiences with school closures and combinations*. Everyone Graduates Center, Johns Hopkins University.
5. Balfanz, B., Byrnes, V., Herelle, T., Jerabek, A., **Jiang, Z.**, McCabe-Juhnke, T., Nguyen, A., Princiotta, D., Pristoop, E., Ramirez, I., Reder-Schopp, M., Rodrigo, S., Scala, J., & Slater, M. (2024). *Educating America: Progress and challenges in providing all youth with the education they need for adult success*. GRAD Partnership. https://www.gradpartnership.org/wp-content/uploads/2024/11/2024_GRAD_EducatingAmerica.pdf

Book

1. Palalas, A., & Ally, M.(2018).*The international handbook of mobile-assisted language learning*.(Wang,Y., Hou, S, **Jiang, Z.** & Wang,Y., Trans.).Beijing, China: The Open University of China. (Original work published 2016) <https://book.douban.com/subject/32575444/>

Selected Work in Progress and Under Review

1. Jiang, Z., Xie, K., & Stein, D. The cross-lagged relationships between need satisfaction, willingness to communicate, and communication behaviors in online classes
2. Jiang, Z., Vongkulluskn, V. W., Li, J., & Xie, K. Investigating the instructional scaffolding design and its impact on students' learning strategies
3. Jiang, Z. Luo, M., He, J. Pan., Z., & Xie, K. "Are you studying?": Investigating college students' self-regulated learning process across scheduled study events with mobile nudges
4. He, J., Jiang, Z., & Xie, K. Exploring the mediating role of relatedness support in autonomy support, structural support and motivation: Satisfaction with student-teacher relationships
5. He, J., Jiang, Z., & Xie, K. Understanding study time in college: The role of motivation and time management using experience sampling method

INVITED TALKS & GUEST LECTURES

AI-Supported Learning and Educational Design

Retreat with National Advisory Council and Guests [Panel discussion]. 2026
Johns Hopkins University, Baltimore, MD.

The Role of Artificial Intelligence in Professional Practice [Panel discussion]. 2026
Johns Hopkins University, Baltimore, MD.

Artificial Intelligence, Machine Learning, and Learning Technologies [Guest lecture]. 2025
Johns Hopkins University, Baltimore, MD.

Motivation and Engagement

Bridging the Research-Practice Gap: Translational Research from Classroom Practice to School Improvement [Guest lecture]. 2026
The Education University of Hong Kong, Virtual.

Motivation Theories in the Classroom [Guest lecture]. 2025
Johns Hopkins University, Baltimore, MD.

Contextualizing Online Learning Research: Using Experience Sampling Methodology to Investigate the Dynamic Nature of Engagement [Guest lecture]. 2024
Virginia Commonwealth University, Virtual.

Conducting Longitudinal Research to Examine Dynamic Engagements in Online Language Learning: The Perspective of Self-Determination Theory [Guest Lecture]. 2023
Lanzhou University, Virtual

Researching Learning in Digital Contexts: Theories and Methods [Invited talk]. 2019
Central Normal University, Wuhan, China.

Technology Integration in Classroom

Language Teaching in the Digital Age: Principles, Strategies, and Applications [Invited talk]. 2023
The Open University of China, Virtual.

Technology-Enhanced Active Learning in Chinese Language Classrooms: Principles and Strategies [Invited workshop]. 2018
10th Technology and Chinese Language Teaching Conference, Taipei, Taiwan.

Effective Use of Technologies in Promoting Active Language Learning Processes [Invited workshop]. 2017
3rd Online Chinese Teaching Forum & Workshop, East Lansing, MI.

Best Practices in Online Teaching [Invited workshop]. 2016
2nd Online Chinese Teaching Forum & Workshop, East Lansing, MI.

CONFERENCE PRESENTATIONS

1. Princiotta, D., Li, L, **Jiang, Z.**, Nguyen, A., & Ramirez, I. (2026, Sep 23 – 26). *Four-Year Impacts of Diplomas Now on High School Student Attendance, Behavior, Course Performance, and Graduation* [Paper presentation]. Society for Research on Educational Effectiveness, Baltimore, MD, United States.

2. Pan, Z., **Jiang, Z.**, Li, A., Li, Q., & Xu, D. (2026, June 15–19). *Tool, tutor, or TBD? Examining learners' perception trajectories and interaction patterns through the lens of metacognitive support* [Paper presentation]. International Society of the Learning Sciences Annual Meeting, Irvine, CA, United States.
3. **Jiang, Z.**, Li, Q., Xu, D., & Xu, Z. (2026, June 15–19). *From thought to action: Designing AI coaching support for time management with cognitive behavioral and self-regulated learning strategies* [Demo presentation]. International Society of the Learning Sciences Annual Meeting, Irvine, CA, United States.
4. He, J., **Jiang, Z.**, & Sun, Z. (2026, June 15–19). *Linguistic cues in instructor and AI feedback: Linking language to student motivation* [Paper presentation]. International Society of the Learning Sciences Annual Meeting, Irvine, CA, United States.
5. Pan, Z., **Jiang, Z.**, Ba, S., & Li, C. (2026, April 8–12). *Triadic collaborative intelligence in high school algebra: A case study of student-teacher-AI interaction* [Poster presentation]. American Educational Research Association Annual Meeting, Los Angeles, CA, United States.
6. Han, S., Castellanos-Reyes, D., & **Jiang, Z.** (2026, April 8–12). *Shifting the narrative in MOOC research: Insights from volunteer evaluators using a learning analytics approach* [Poster presentation]. American Educational Research Association Annual Meeting, Los Angeles, CA, United States.
7. **Jiang, Z.**, Lo, M.-T., He, J., Pan, Z., & Xie, K. (2026, April 8–12). *"Are you studying?": Investigating college students' self-regulated learning process across scheduled study events with mobile nudges* [Paper presentation]. American Educational Research Association Annual Meeting, Los Angeles, CA, United States.
8. **Jiang, Z.**, Karnam, M., & Balfanz, R. (2026, March 23–27). *A multi-agent AI data-to-action workflow for supporting school connectedness improvement* [Roundtable presentation]. Society for Information Technology & Teacher Education International Conference, Philadelphia, PA, United States.
9. **Jiang, Z.**, Li, Q., Rismanchian, S., Kim, J., Xu, Z., & Xu, D. (2026, March 23–27). *TimeWise: Integrating cognitive behavioral therapy and self-regulated learning approaches in an LLM-based time management coaching system to support college students in online learning* [Paper presentation]. Society for Information Technology & Teacher Education International Conference, Philadelphia, PA, United States.
10. **Jiang, Z.**, & Balfanz, R. (2025, October). *Edvise: An AI-Empowered Early Warning and Intervention System for K–12 Student Success* [Design and Development Showcase]. Annual Convention of the Association for Educational Communications and Technology (AECT). Las Vegas, NV.
11. Pan, Z., Ba, S., **Jiang, Z.**, & Li, C. (2025, October). *Patterns of inquiry, scaffolding, and interaction profiles in learner–AI collaborative math problem-solving* [Poster presentation]. Artificial Intelligence in Measurement and Education Conference (AIME-Con). Pittsburgh, PA.
12. Pan, Z., Wu, Y., Wax, A., Rainey, B., Kalam, F., Goldstein, J., **Jiang, Z.**, & Li, C. (2025, October). *Exploring human-centered design and usability testing of MathPal, a generative AI agent for math learning* [Poster presentation]. Annual Convention of the Association for Educational Communications and Technology (AECT). Las Vegas, NV.
13. Pan, Z., Men, Q., *Zhu, J., & **Jiang, Z.** (2025, October). *An exploration of changepoint detection in understanding students' math game-play behavioral patterns* [Poster presentation]. Annual Convention of the Association for Educational Communications and Technology (AECT). Las Vegas, NV.
14. **Jiang, Z.** & Xie, K. (2025, April). *The roles of basic psychological needs satisfaction and willingness to communicate in communication across different learning modes* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO, United States.
15. Pan, Z., Li, C., & **Jiang, Z.** (2025, April). *The development and evaluation of a generative artificial intelligence agent: MathPal* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO, United States.
16. Chen, X., Pan, Z., & **Jiang, Z.** (2025, April). *Exploring the impact of AI tools on preservice teachers' AI literacy and prompt literacy* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO, United States.
17. He, J. **Jiang, Z.** & Xie, K. (2025, April). *Understanding study time in college: the role of motivation and time management using Experience Sampling Method* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Denver, CO, United States.
18. **Jiang, Z.** & Xie, K. (2024, April 11-13). *The cross-lagged relationships between need satisfaction, willingness to communicate, and communication behaviors in online classes* [Paper presentation]. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA, United States.

19. He, J. **Jiang, Z.** & Xie, K. (2024, April). *Exploring the mediating role of relatedness support in autonomy support, structural support, and motivation: satisfaction and instrumental help of student-teacher relationships* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA, United States.
20. Vongkulluksn, V., **Jiang, Z.**, Xie, K., & Cheng, S. (2023, August). *Meeting student needs during COVID-19 and beyond: How Maslow's needs relate to learning engagement*. Annual Convention of the American Psychological Association (APA), Washington, DC.
21. He, J., Jiang, Z., & Xie, K. (2023, August). *How Do Teacher Autonomy Support and Structural Support Influence Student-Teacher Relationships?* [Poster Presentation]. Annual Convention of American Psychological Association (APA), Washington, DC
22. Xie, K., **Jiang, Z.**, Pan, Z., Men, Q., & He, J. (2023, April). *Examining Learning Engagement Through Sequential Pattern Mining* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, United States.
23. He, J. **Jiang, Z.**, Vongkullusk, V.W., & Xie, K. (2023, April). *Examining motivation development during adolescence using a combination of variable-centered and person-centered approaches* [Poster presentation]. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, United States.
24. Pan, Z., **Jiang, Z.**, Men, Q.W., He, J., & Xie, K. (2022, October). *A two-level cluster analysis that integrates fine-grained event-based sequences with learner-based behavioral patterns* [Paper presentation]. Annual Meeting of the Association for Educational Communication and Technologies (AECT), Las Vegas, NV, United States.
25. Akinkuolie, B., **Jiang, Z.**, Shortt, M., Xie, K., & Lu, G. (2022, April). *A mobile App intervention to facilitate study effort for college students through nudging* [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA, United States.
26. Xie, K., Vongkullusk, V.W., Cheng, S., Bowman, M., Nelson, M., **Jiang, Z.**, Hawk, N. & Lu, L. (2021, November). *Teacher Value Beliefs in Technology Integration: What do we learn from research and where do we go from here?* [Panel discussion]. Annual Convention of the Association for Educational Communication and Technologies (AECT), Chicago, IL, United States.
27. **Jiang, Z.**, Vongkullusk, V. W., Li, J., & Xie, K. (2021, November). *Investigating the design of online foreign language courses and its impact on students' learning strategies* [Roundtable Presentation]. Annual Convention of the Association for Educational Communication and Technologies (AECT), Chicago, IL, United States.
28. **Jiang, Z.**, Akinkuolie, B., Huang, L., & Xie, K. (2021, June). *A systematic review of task-based language teaching in online learning. Manuscript submitted for review* [Paper Presentation]. 37th annual conference of Computer Assisted Language Instruction (CALICO), Virtual.
29. Akinkuolie, B., **Jiang, Z.**, Shortt, M., & Xie, K. (2021, April). *A mobile app intervention to support time management skills for college students* [Roundtable Presentation]. Annual Meeting of the American Educational Research Association (AERA), Virtual.
30. **Jiang, Z.**, Vongkullusk, V. W., Xie, K., & Li, J. (2021, April). *The role of motivation in predicting the growth of vocabulary learning strategies in online language course* [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA), Virtual.
31. **Jiang, Z.**, Vongkullusk, V. W., Xie, K., & Li, J. (2020, April). *A longitudinal study of motivation and cognitive engagement in second language learning* [Poster Presentation]. Annual Meeting of the American Educational Research Association (AERA). (Conference cancelled).
32. Lu, L., **Jiang, Z.** & Xie, K. (2019, April). *Preparing college students for online learning: design to improve motivation and self-regulation* [Roundtable Presentation]. Annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
33. Bowman, M., Vongkulluksn, V.W., **Jiang, Z.**, & Xie, K. (2019, April). *Teachers' Exposure to Professional Development and the Quality of Their Instructional Technology Use: The Mediating Role of Teachers' Value and Ability Beliefs* [Poster Presentation]. Annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
34. **Jiang, Z.** (2018, February 22). *Keys to effective feedback in online language class: what the research tells us* [Poster Presentation]. 2018 Education and Human Ecology Student Research Forum. Columbus, OH, United States.

35. **Jiang, Z.** Xie, K. & Li, J. (2018, October). *A design-based research study to develop an online flipped language classroom model* [Design and Development showcase]. Annual meeting of Association for Educational Communication and Technologies (AECT), Kansas City, MO, United States.
36. Li, J., & **Jiang, Z.** (2018, March). *Teachers' perceptions about a flipped online Chinese language course* [Roundtable Presentation]. 2018 Society for Information Technology and Teacher Education (SITE) Conference, Washington, D.C. United States.
37. **Jiang, Z.**, Zheng, B., & Li, J. (2016, May). *How to best implement the flipped classroom model in an online Chinese course?* [Paper Presentation]. 9th Technology and Chinese Language Teaching (TCLT) Conference. Macau, China.

ACADEMIC SERVICES

Editorial Service

Editorial Board Member, The Internet and Higher Education	2026 - Present
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Program Committee

Research Program Co-chair, Board Member, National Consortium for Instruction and Cognition	2026 - Present
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Association Leadership

President, Graduate Student Association for Learning Technologies, The Ohio State University	2022 - 2023
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President, Student Association for College of Foreign Languages, Minnan Normal University	2008 - 2010
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Reviewer

Computer & Education
 The Internet and Higher Education
 Journal of Computing in Higher Education
 Computers in Human Behaviors Reports
 Australasian Journal of Educational Technology
 Cogent Education
 Journal of Technology and Chinese Language Teaching
 Online Learning Journal
 System
 Association for Educational Communications and Technology (AECT)
 American Educational Research Association (AERA)
 International Conference of the Learning Sciences (ISLS)

TEACHING EXPERIENCE

Graduate Level

ESLTECH 8226: Methods of Inquiry in Learning Technologies, The Ohio State University	2019 – 2022
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ESLTECH 7277: Computer-supported Collaborative Learning, The Ohio State University	2019 – 2022
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Learning Theories in Education Technologies, Central China Normal University	2018
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Undergraduate Level

ESLTECH 2011: Keys to Academic Success for Online Learners, The Ohio State University	2018 – 2022
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Minds in the Digital Age: Designing for Blended Learning Classes, Central China Normal University	2019
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K-12 Level

High School Online World Language Classes, Michigan State University	2013 – 2016
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High School Online World Language STARTALK Program, University of Virginia	2016
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English Instructor (K1-K6), YingWei Foreign Language Training School	2006-2010
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SELECTED MEDIA MENTIONS

- What We've Learned About Technology and Learning in the Last 3 Years. Education Week. Mar. 27, 2023
<https://www.edweek.org/technology/what-weve-learned-about-technology-and-learning-in-the-last-3-years/2023/03>
- Do high school students' motivations change over time? Ohio Gadfly Daily. Mar.10, 2021
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