

Curriculum Vitae



Dr LIN Feng

Senior Lecturer

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Education Qualifications

2015	PhD (Learning Sciences), The University of Hong Kong, HK
2008	MSc (Educational Leadership), Pittsburg State University, USA
2008	M.Ed (Higher Education), South China University of Technology, China
2005	BLit (English), South China University of Technology, China

Academic and Professional Experience

2023 – pre	Senior Lecturer, Singapore University of Social Sciences
2019 – 2022	Lecturer, Singapore University of Social Sciences
2015 - 2018	Postdoc, University of Wisconsin-Madison, USA
2015	Research Assistant, Institute of medical and health science education, The University of Hong Kong, HK
2009-2010	Assistant Lecturer, Institute of Higher Education, South China University of Technology, China
2007-2008	Graduate Teaching Assistant, Curriculum and Instruction Department, Pittsburg State University, USA

Service to Academic Profession

2024	Chair of Doctoral Students Consortium, International Conference on Computers in Education (ICCE) 2024
2018-pre	Communication Committee, International Society of the Learning Sciences (ISLS)

2021-pre	Program committee, International Society of the Learning Sciences (ISLS) annual meeting
2022	Working committee and program committee, SUSS SoTL Symposium
2022-pre	Program committee, International Conference on Computers in Education (ICCE)
2022	Primary consultant, Knowledge building summer institute (KBSI) 2022
2022	Program committee, ICAIE (International Conference on Artificial Intelligence and Education)
2022	Program committee, Computer-supported Collaborative Learning and Learning Sciences, Asia-Pacific Society for Computers in Education (APSCE)
2022-pre	Technical Committee, 2022 6th International Conference on Education and E-Learning (ICEEL 2022)
2020	Program committee, eLearning Forum Asia 2020 ("eLFA2020")
2019	Academic committee & Track chair & Program committee member & Session chair, 36 th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education (ASCILITE)
2017-pre	Program committee, International Conference on Advanced Learning Technologies and Technology enhanced learning (ICALT)
2017-pre	Program committee, The Global Chinese Conference on Computers in Education (GCCCE)
2023	Chair for round table sessions, AERA
2017	Session Chair of the Conference on Computer Supported Collaborative Learning (CSCL)
2023	Springer book proposal reviewer
2019-pre	Reviewer, Journal of the Learning Sciences
2022	Reviewer, Learning and instruction
2023	Reviewer, International Journal of Computer Supported Collaborative Learning
2014-pre	Reviewer, Computer and Education
2018-pre	Reviewer, British Journal of Educational Technology
2018	Reviewer, Research and Practice in Technology Enhanced Learning
2019	Reviewer, Educational Psychology
2021-pre	Reviewer, Learning: Research and Practice

2016-18	Reviewer, International conference of the learning sciences
2015-19	Reviewer, Conference on computer supported collaborative learning
2015-pre	Reviewer, Annual meeting of American Education Research association (AERA)
2014-pre	Reviewer, Journal of Educational Technology & Society
2022-pre	Reviewer, International Conference on Computers in Education (ICCE)

Research Interests

- Learning sciences; Computer-supported collaborative learning (CSCL); Instructional design; Epistemic cognition/Epistemology of Science; Collaborative discourse; Knowledge building; Scaffolding; Science education; Learning analytics; Adult learning

Selected Publications

- Lin, F. & Lim, W. Y.** (accepted). Instructors' perceptions and use of feedback dashboard. *Proceedings of the 32nd International Conference on Computers in Education*.
- Lin, F., Li, C. C., Lim, W. Y., Lee, Y. H.** (accepted). Developing a feedback analytic tool to support instructor reflection. *Proceedings of the 32nd International Conference on Computers in Education*.
- Lin, F., & Puntambekar, S.** (2024). Epistemic scaffolding: Support epistemic growth in technology-supported learning. *International Journal in Science Education*, 1-25.
- Lin, F., & Sun, J.J.** (2024). Lessons learned from the COVID-19 pandemic: A practical guide for designing synchronous online teaching in higher education. *Information and Learning Sciences*.
- Lin, F., Low, W. Y., & Zhu, G.X.** (2024). Teacher sensemaking in Knowledge Building professional development. *Proceedings of annual meeting of the International Society of the Learning Sciences*.
- Lin, F.** (2024). Integrating Knowledge Forum to support knowledge building among adult learners. *Proceedings of annual meeting of the International Society of the Learning Sciences*.
- Lin, F., Zhu, G.X., & Chan, C. K. K.** (2023). Do epistemically more sophisticated students always learn better than epistemically less sophisticated students in a constructivist learning context? *Educational Psychology*. 583-603.
- Lin, F., Lim, L., Lim, W. Y., Ho, Y.Y., & Tan, B. Z.** (2023). Validating and applying an adapted OSLQ to examine adult learners' online self-regulation. *Higher Education Research and Development*. 42(7). 1684-1699.
- Zhu, G.X. & Lin, F.** (2023). Teachers scaffold student discourse and emotions in Knowledge Building classrooms. *Interactive learning environment*, 1-18.

- Lin, F.,** Low, W. Y., Zhu, G.X., & Teo, C.L. (2023). Examining university instructors' conceptions and perceived changes in Knowledge Building professional development. *Proceedings of annual meeting of the International Society of the Learning Sciences*. P.1058-1061
- Lin F.** (2022). Knowledge building approach to teacher professional development. *Proceedings of International Conference on Computers in Education (ICCE)*. P. 678-680.
- Lin, F.** (2020). Synergizing the epistemic roles of scaffolds for epistemic practices. *Proceedings of the 14th International Conference of the Learning Sciences*. P.1803-1804
- Chen, B., & **Lin, F.** (2020). Representational affordances for computer-supported collaborative learning. In P. Kendeou, P. Van Meter, A. List, & D. Lombardi (Ed.), *Handbook of Learning from Multiple Representations and Perspectives*. New York, NY: Routledge.
- Lin, F.,** & Puntambekar, S. (2019). Designing epistemic scaffolding in CSCL. *Proceedings of the 13th International Conference on Computer Supported Collaborative Learning*. P.597-600. Lyon.
- Lin, F.,** & Chan, C. K. K. (2018). Examining the role of computer supported knowledge-building discourse for epistemic and conceptual understanding. *Journal of Computer Assisted Learning*. 34(5), 567-579.
- Lin, F.,** & Chan, C. K. K. (2018). Promoting elementary-school students' epistemology of science through computer supported knowledge building discourse and epistemic reflection. *International Journal of Science Education*. 40(6), 668-687.
- Lin, F.** (2018). Characterizing elementary-school students' epistemology of science: Science as collective theory building process. *The Asia-Pacific Education Researcher*. 27(6),487-498
- Lin, F.,** Gnesdilow, D., Martin, N. D., Tissenbaum, C. L. D., & Puntambekar, S. (2018). Examining the role of explicit epistemic reflection in promoting students' learning from digital text. *Proceedings of the 13th International Conference of the Learning Sciences*. p.240-247. UK.
- Chan, C. K. K., Xu, C., & **Lin, F.** (2018). Knowledge building inquiry and reflection in developing children's epistemology of science. *Proceedings of the 13th International Conference of the Learning Sciences*. p.895-902. UK.
- Lin, F.** (2017). Fostering epistemic growth in CSCL environment. *Proceedings of the 12th International Conference on Computer Supported Collaborative Learning*. p. 940-941. Philadelphia, Pennsylvania, USA.
- Lin, F.,** & Chan, C. K. K. (2017). Bridging students' practical and formal epistemology of science through epistemic reflection in a computer-supported knowledge-building environment. *Proceedings of the 12th International Conference on Computer Supported Collaborative Learning*. p.867-868. Philadelphia, Pennsylvania, USA.

- Gnesdilow, D., Fathema, N., **Lin, F.**, Kang, S., Dornfeld, C., & Puntambekar, S. (2016). Exploring Middle school students' science learning and discourse in physical and virtual labs. *Proceedings of the 12th international Conference of the Learning Sciences*. p.950-953. Singapore.
- Lin, F.**, & Chan, C. K. K. (2015). Scaffolding scientific epistemologies through knowledge-building discourse and epistemic reflection. *Proceedings of the 11th International Conference on Computer Supported Collaborative Learning*. p.475-482. Gothenburg, Sweden.
- Lin, F.**, Chan, C. K. K., & van Aalst, J. (2014). Promoting 5th graders' views of science and scientific inquiry in an epistemic-enriched knowledge-building environment. *Proceedings of the 11th International Conference of the Learning Sciences*. p.126-133. Boulder, Colorado, USA.
- Lin, F.**, & Chan, C. K. K. (2014). Improving 10-12 year olds' epistemic and conceptual understanding in a computer-supported knowledge-building environment. *Proceedings of the 22nd International Conference on Computers in Education*. p.151-160. Japan: Asia-Pacific Society for Computers in Education.

Conference presentations

- 2024 Poster presentation, Teacher sensemaking in Knowledge Building professional development. *Proceedings of annual meeting of the International Society of the Learning Sciences. Buffalo, US*
- Poster presentation, Integrating Knowledge Forum to support knowledge building among adult learners. *Proceedings of annual meeting of the International Society of the Learning Sciences. Buffalo, US*
- 2023 Short paper presentation, Examining university instructors' conceptions and perceived changes in Knowledge Building professional development. *The 3rd annual meeting of the International Society of the Learning Sciences. Montréal, QC, Canada*
- 2023 Poster presentation, *Teachers Support Elementary Students' Knowledge Building Discourse: Patterns and Correlations*, Annual meeting of American Education Research association (AERA), Chicago, USA
- 2023 Poster presentation, *How do students with different epistemic sophistications engage in epistemic practices in knowledge building?* Annual meeting of American Education Research association (AERA), Chicago, USA
- 2023 Full paper presentation, *Text mining for personalized feedback on teaching*, 6th IEEE Eurasian conference on education innovation 2023, Singapore
- 2022 Poster presentation, *Knowledge building approach to teacher professional development*. International Conference on Computers in Education (ICCE), Malaysia
- 2021 Poster presentation, *Examining the role of epistemic cognition and learning contexts in influencing students' conceptual learning gains*, Annual meeting of American Education Research association (AERA)

- 2020 Poster presentation, *Epistemic cognition and lifelong learning*, Applied Learning Conferences 2020, Singapore
- 2019 Short paper presentation, *Designing epistemic scaffolding in CSCL*, International Conference on Computer Supported Collaborative Learning (CSCL), Lyon
- 2018 Full paper presentation, *Examining the role of explicit epistemic reflection in promoting students' learning from digital text*, 13th International Conference of the Learning Sciences (ICLS), UK
- 2018 Poster presentation, *Developing Students' Scientific Epistemology through Knowledge Building Discourse and Reflection*, 2018 Annual meeting of American Education Research association (AERA), New York, USA
- 2017 Poster presentation, *Bridging students' practical and formal epistemology of science through epistemic reflection in a computer-supported knowledge-building environment*, International Conference on Computer Supported Collaborative learning (CSCL), Philadelphia, USA
- 2016 Poster presentation, *Characterizing 10-12 year olds' epistemic view of science—science as collective theory building process*, Annual meeting of American Education Research association (AERA), Washington, DC, USA
- 2016 Poster presentation, *Examining middle school students' collaborative science learning with digital text resources*, University of Wisconsin–Madison Education Research Poster Fair
- 2015 Full paper presentation, *Scaffolding scientific epistemologies through knowledge-building discourse and epistemic reflection*, International Conference on Computer Supported Collaborative learning (CSCL), Gothenburg, Sweden
- 2015 Poster presentation, *Exploring knowledge building process and its relation with epistemic and conceptual understanding*, 2015 Annual meeting of American Education Research association (AERA), Chicago, Illinois, USA
- 2014 Full paper presentation, *Improving 10-12 year olds' epistemic and conceptual understanding in a computer-supported knowledge-building environment*, 22nd International Conference on Computers in Education (ICCE), Japan
- 2014 Full paper presentation, *Promoting 5th graders' views of science and scientific inquiry in an epistemic-enriched knowledge-building environment*, 11th international conference of the learning sciences (ICLS), Boulder, Colorado, USA
- 2012 Poster paper presentation, *Students' understandings of collaborative discourse: A knowledge building approach*, 20th International Conference on Computers in Education (ICCE), Singapore

Academic Awards and Honors

- 2023 Best conference paper award, 6th IEEE Eurasian conference on education innovation

2021	The Journal of the Learning Sciences (JLS) Reviewer Award for 2020
2017	CSCL (Computer supported collaborative learning) Early Career Researcher
2015	Nominated for Li Ka Shing Prizes and the Awards for Outstanding Research Postgraduate Student 2014-15 at the University of Hong Kong
2015	AERA International Travel Award, Chicago, Illinois, USA
2014	Merit Scholarship Award, Asia-Pacific Society for Computers in Education, Japan
2014	Reaching Out Award, under the HKSAR Government Scholarship Fund 2013-2014, The University of Hong Kong
2010	University Postgraduate Fellowship (UPF), The University of Hong Kong

Research Grant and Projects

2024-2026: PI, Examining instructors' use of feedback dashboards for enhancing teaching and learning. MOE Tertiary Education Research Fund (TRF) (162,863.60 SG dollar)

2024-2027: Collaborator, PromptTutor – Generative AI-enabled Personalised Tutor for Reflection Learning in Programming Courses. MOE Tertiary Education Research Fund (TRF) (286,610.20 SG dollar)

222-2023: PI, A knowledge building approach to teacher professional development—Impact on university teachers' epistemologies, conceptions, and practices. MOE Start-up Grant (\$63,160 SG dollar)