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XUANYU CHEN

Institute of Higher Education, Fudan University
220 Handan Road, Yangpu, Shanghai 200433, China
Contact: (+86) 138-6594-1925 / Email: xuanyuchen23@m.fudan.edu.cn
Website: lordgrimphantom.github.io/xuanyuchen.github.io/

Education

Fudan University 2023 – 2026 (Expected)
M.Phil in Education; Supervised by Dr. Peikang Zhang *GPA: 3.82/4.0*

Nanyang Technological University Aug 2024 – Dec 2024
Postgraduate Research Exchange; Supervised by Prof. Wenli Chen

Peking University Jul 2024
Summer School: Frontiers in Economics of Education and Practices in China *Distinguished Paper Award*

Peking University Jul 2023
Summer School: Frontiers in Educational Technology

Shanghai International Studies University 2019 – 2023
B.S. in Educational Technology *GPA: 3.93/4.0*

Shanghai International Studies University 2019 – 2023
B.A. in English Language and Literature *GPA: 3.94/4.0*

Research Interests

Human-AI Collaboration; Learning Sciences; Economics of Education

Publications & Conference Presentations

Book

Zhang, P., Liang, H., **Chen, X.**, & Qin, Y. (2025). *From Competition to Coexistence: The Evolution of the Labour Market for College Graduates in the Age of Automation* (1st ed.). Routledge.

Journal

Chen, W., **Chen, X.**, Zheng, L., Lyu, Q., Su, G., & Kong, X. (2025). Learners' Collaboration with AI in Enhancing Peer Feedback in Argumentative Writing: An Exploratory Study. Abstract accepted by the *International Journal of Computer-Supported Collaborative Learning*.

Chen, W., Zheng, L., **Chen, X.** (2025). Mental Effort and Task Performance in Collaborative Learning: The Impact of Group Awareness. Abstract accepted by the *Educational Technology Research and Development*.

Conference

Chen, W., Zheng, L., **Chen, X.** (2026). Exploring Epistemic Emotion Regulation in CSCL: Comparing the Epistemic Emotion Trajectories between High- and Low-Performing Groups. Submitted to International Society of the Learning Sciences Annual Meeting (ISLS 2026), Irvine, California, USA.

Chen, W., Lyu, Q., **Chen, X.**, & Zheng, L. (2025). Learners' Collaboration with AI in Enhancing Peer Feedback Literacy. In D. Hernández-Leo (Chair), *Collaborating with Generative AI for Learning?*. In *Proceedings of the 18th International Conference on Computer-Supported Collaborative Learning - CSCL 2025* (pp. 528-529). International Society of the Learning Sciences.

Chen, W., Zheng, L., **Chen, X.**, & Ho, M. (2025). How Individual Preparation Before Collaboration Shapes Learners' Verbal Communication Patterns: An Epistemic Network Analysis. In *Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025* (pp. 2855-2857). International Society of the Learning Sciences.

Chen, W., Peng, T. W., Caryn, N. E., Mavis, H. M., Zheng, L., & **Chen, X.** (2025). Mental Effort and Task Performance in Collaborative Learning: The Impact of Group Awareness. In *Proceedings of the 18th International Conference on Computer-Supported Collaborative Learning - CSCL 2025* (pp. 116-123). International Society of the Learning Sciences.

Chen, X. (2024). *Research on the Influence Mechanism of Self-Regulated Learning Behaviors on Second Language Learning.* Paper presented (as Session Chair) at the British Educational Research Association Annual Meeting (BERA 2024), Manchester, UK.

Chen, X. (2021). *The Effect of Study Duration and Learning Initiative on Student Completion of Online Courses.* Paper presented at the International Conference on Artificial Intelligence and Technology-Enhanced Language Learning (AITELL 2021), Shanghai, China.

Research Experience

Contributing Researcher | *Learning Sciences & Assessment, NIE, NTU* Aug 2024 – Present

- Multimodal Learning Analytics in Computer-Supported Collaborative Learning (CSCL): Exploring collaborative learning engagement and outcomes by integrating eye-tracking (fixation count/duration; AOI transitions), fNIRS (rTPJ activation indexing mental effort), EDA (signal level; peak intensity/frequency for emotional arousal), verbal discourse (transcription, coding, lag sequential analysis, epistemic network analysis), and artefact evaluation (design-task coding; argumentative-writing quality ratings); Co-authored work presented at the ISLS Annual Meeting 2025 (Helsinki, Finland).
- AI-Supported Peer Feedback System (*PeerFectIT*): Contributed to conceptualization, experimental design, IRB preparation/submission, and data collection/analysis; Built a Dify-based multi-agent system (prompt engineering; ZPD-aligned feedback and scaffolding in argumentative writing); Co-authored submissions to the AERA Annual Meeting 2026 (Los Angeles, California, USA).

Research Assistant | *Center for Digital Transformation, CKGSB* Apr 2024 – Present

- Motivating Consumer–AI Co-creation: Managed data collection for a large-scale randomized "nudge participation" field experiment (N=128,153); Estimated local average treatment effects (LATE) via two-stage least squares (2SLS) approach that indicated increased consumer engagement and purchase conversion by nudging intervention.
- Human–AI Co-creation in Product Ideation: Conducted and analyzed surveys (N=612) comparing human, AI, and human-AI co-created product ideas on quality and diversity, combining human ratings and deep-learning–based metrics
- GPT-Doctor and Customizing LLMs: Deployed and benchmarked diagnostic performance across six medical LLMs (i.e., BianQue, GPT-4o, DeepSeek, etc.) using 600 real consultations extracted from Chunyu Doctor.
- Multi-Agent Personalized Feedback: Built pipelines to extract and analyze behavioral indicators from online video-learning clickstreams; Developed multi-agent systems delivering personalized feedback to support self-regulated learning.

Research Assistant | *Fudan Development Institute, FDU* Sep 2023 – Mar 2024

Contributing Researcher | *Key Laboratory of Multilingual Education with AI, SISU* Mar 2022 – Jul 2023

Research Assistant | *Key Laboratory of Multilingual Education with AI, SISU* Nov 2021 – Jul 2023

Working Papers

Students' Verbal Interaction Patterns in Collaborative Learning: The Role of Group Awareness *(with Wenli Chen and Lishan Zheng)*
Summary: Using lag sequential analysis (LSA) and sequential pattern mining (SPM) to identify significant behavioral transitions and recurring interaction sequences, we identify that group awareness support streamlines task coordination and diversifies sequential structures of discourse, promoting richer patterns of knowledge-building dialogue.

Exploring Collaborative Behavior Differences Between High and Low Performing Groups with Group Awareness Support: Using Gaze and Interaction Behavior *(with Wenli Chen and Lishan Zheng)*
Summary: Combining verbal discourse with eye-tracking data, we reveal that high-performing groups with group awareness support, exhibit longer fixation durations on individual/partner contributions, efficient verbal interaction (e.g., idea offering → negotiation), and productive inquiry cycles, compared with low-performing groups.

Generative AI and Human Capital Investment: Evidence from College Major Choice in China *(with Peikang Zhang)*
Summary: Using administrative records on college admissions and applications (2020–2024) with a difference-in-differences (DID) approach, we provide the first large-scale evidence that Generative AI significantly reduces admission scores for AI-exposed majors, especially among students from non-poverty counties, which is further explained by two mechanisms: technological unemployment (significant reductions in job postings) and technological anxiety (fewer applications and lower preference rankings).

The Impact of Automation on the Demand for Specific Skill: A Retrospective Perspective Based on Real Interview Experience *(with Peikang Zhang)*
Summary: Drawing on 210,000 interview-experience posts covering 3,729 leading firms on Kanzhun.com (2009-2023), we explore how automation reshapes specific skill demand. Firms with greater automation intensity place greater emphasis on analytical capabilities, administering tougher written assessments and more socially-oriented interview activities.

Awards

First Prize Scholarship, FDU (2025)
Distinguished Paper, PKU (2024)
National Scholarship; Excellent Graduate of Shanghai; Excellent Dissertation, SISU (2023)
Special Prize Scholarship (Five Semesters, 2019 – 2023), SISU

Skills

Programming: Python, Stata, SPSS
Language: IELTS (8.0), TEM-8 (75), TEM-4 (84), CET-6 (687), CET-4 (632)