# Jian Su, Ph.D.

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## EDUCATION

**University of Tennessee, Knoxville**                    *Knoxville, TN, U.S.A.*
   **Ph.D.** in Education                                      *May 2016*
   Concentration in Instructional Technology
  Certificate obtained:
- Graduate Certificate in Evaluation, Statistics, and Measurement

  Relevant coursework:
- Computer Applications in Education, Administering Instructional Media Programs, Instructional Systems Design, Design Thinking and Theory, Web Design

**University of Edinburgh**                    *Edinburgh, Scotland, U.K.*
   **M.Ed.** in Teaching English to Speakers of Other Languages          *November 2007*

**Huazhong University of Science and Technology**                    *Wuhan, Hubei, China*
   Certificate obtained:                    *November 2005*
- Completing Master Courses of Linguistics and Applied Linguistics
- Qualification Certificate for the Teachers in Colleges and Universities (Subject: Linguistics)

**Huazhong University of Science and Technology**                    *Wuhan, Hubei, China*
   **B.A.** in English                                      *June 2002*
   **LL.B.** in Economic Law

## EXPERIENCE

**University of Tennessee, Knoxville**                    *Knoxville, TN, U.S.A.*
   Instructional Design Specialist / Manager          *September 2017 – Present*
- I lead the design, development, and delivery of high-quality online courses and instructional materials. I collaborate with faculty, subject matter experts, and cross-functional teams to create accessible, engaging, and pedagogically sound learning experiences.
- I manage complex instructional design and technical writing projects, while also mentoring junior designers and student staff. I facilitate training sessions and workshops on course development, instructional strategies, and educational technologies for faculty, staff, and teaching assistants in both face-to-face and online formats.
- Additionally, I lead initiatives to explore and implement emerging technologies aligned with institutional goals. My work strengthens faculty readiness, promotes innovation in teaching, and supports the university's commitment to high-impact, student-centered digital education.

**Fort Lewis College** *Durango, CO, U.S.A.*
 Instructional Designer *January 2017 – August 2017*
- As an Instructional Designer, I have conducted a series of faculty training and development workshops.
- I have designed and developed online courses and have advised on the design and delivery of hybrid courses. Also, I have designed and developed an ADA Compliance and UDL training program for FLC employees.
- I have drafted the FLC Online Course Design Planning Guide. I have also revised and updated the FLC Distance Education Course Development Handbook.
- I have worked on subscriptions and incorporated various technology tools to FLC campus, such as 3Play Media.

**Bath Spa University** *Bath, England, U.K.*
 Intern Learning Technologist *May – July 2016*
- As a Learning Technologist, I worked with a faculty member in Technical Theater Production in the College of Liberal Arts and designed a module in Blackboard for distance learning for undergraduate students in stage lighting planning using Vectorworks Spotlight tools.

**University of Tennessee, Knoxville** *Knoxville, TN, U.S.A.*
 Graduate Research Assistant *August 2010 – May 2016*
 Graduate Teaching Assistant
- As a Graduate Research Assistant, I have conducted in-depth attrition and persistence research in distance education. During 2010 and 2016, I collected and analyzed data regarding online program design and implementation at the University of Tennessee.
- Between 2011 and 2014, I have collected and analyzed data regarding major components of the regional teacher assessment system in East Tennessee. My other duties as a graduate assistant included collecting the Southern Association of Colleges and Schools data, revising unit goals, drafting a Graduate Certificate proposal for the Grief Outreach Initiative program, improving our department website, planning the EPC newsletter, updating a book website for a newly published Statistics textbook, and creating a book page for it on Facebook.
- In 2013, I served as a Graduate Teaching Assistant in the *Integrating Technology into the Curriculum* course to undergraduate students in the Department of Theory and Practice in Teacher Education. In 2015, I taught the undergraduate courses *Elementary Chinese* and *Intermediate Chinese*.

**Zhongnan University of Economics and Law** *Wuhan, Hubei, China*
 Tenured Faculty *July 2002 – August 2006, July 2008 – July 2010*
- I have taught undergraduate and graduate level courses in English in the Department of Foreign Language. Example courses I have taught included *English Speaking*, *Reading*, *Writing*, *Listening*, *Translation*, and *Training for College English Test Band Four and Six*.
- I have conducted learner analysis, designed, and developed related online courses, and learning materials.

- I was awarded "**Outstanding Faculty**" by the university from 2003 to 2004.

**East Tennessee Chinese School** *Knoxville, TN, U.S.A.*
   Part-time Instructor *September 2010 – November 2015*
- I have taught Mandarin Chinese for K-12 students from local high schools.
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**Branch College of Central China Normal University** *Wuhan, Hubei, China*
   Adjunct Faculty *July 2002 – August 2006, July 2008 – July 2010*
- I have taught undergraduate level *New Concept English* courses.

**The Language Room Ltd.** *Linlithgow, Scotland, U.K.*
   Part-time Instructor *April 2007 – June 2008*
- I have designed and developed Chinese learning content using e-learning tools, taught Mandarin Chinese to non-Chinese speakers with different-levels of Chinese, evaluated learning outcomes.
- I have facilitated a Chinese club to help students explore Chinese culture and expand their horizons.

**West Lothian Council, James Young High School** *West Lothian, Scotland, U.K.*
   Part-time Instructor *April 2007 – June 2008*
- I have taught Mandarin Chinese for K-12 students and faculty in high schools. The audience was from elementary schools, middle schools, and colleges in the West Lothian region.

## PUBLICATIONS

Karabatak, S., Alanoglu, M., Yang, H., & **Su, J**. (2025). Validating the Turkish Version of the Self-Directed Online Learning Scale (SDOLS-T): An Empirical Psychometric Study. *Technology, Knowledge and Learning, 30*(1), 327-351. https://doi.org/10.1007/s10758-024-09791-w

Alam, M. I., **Su, J.**, Yang, H., & Benner, J. (2024). Investigating Students' Perception with an Online Dynamic Earth Course during COVID-19: A Quantitative Inquiry. *Geosciences, 14*(6), 145. https://doi.org/10.3390/geosciences14060145

Yang, H., & **Su, J.** (2021). A construct revalidation of the Community of Inquiry survey: Empirical evidence for a general factor under a bifactor structure. *International Review of Research in Open and Distributed Learning, 22*(4), 22-40. https://doi.org/10.19173/irrodl.v22i4.5587

Yang, H., **Su, J.**, & Bradley, K. D. (2020). Applying the Rasch model to evaluate the self-directed online learning scale (SDOLS) for graduate students. *International Review of Research in Open and Distributed Learning, 21*(3), 99-120. https://doi.org/10.19173/irrodl.v21i3.4654

**Su, J.**, & Waugh, M. (2018). Online student persistence or attrition: Observations related to expectations, preferences, and outcomes. *Journal of Interactive Online Learning, 16*(1), 63-79.

Waugh, M., & **Su, J.** (2016). Student perceptions of a successful online collaborative learning community. *Journal of Interactive Online Learning, 14*(1), 1-16.

Waugh, M., & **Su, J.** (2015). Online instructional program design: One size may not fit the needs of all. *Quarterly Review of Distance Education, 16*(1), 1-10.

Waugh, M., & **Su, J.** (2014). Student Persistence and Attrition in an Online M. S. Program: Implications for Program Design. *International Journal on E-Learning, 13*(1), 101-121.

Waugh, M., **Su, J.**, Trovinger, D. & Morse, M. (2013). Preferences of M.S. in Instructional Technology Students for Selected Instructional Program Characteristics. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1120-1127). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/48269

Waugh, M., & **Su, J.** (2012). Successful online students' perceptions of the value of a collaborative learning community. In *Proceedings of the 35th Annual Meeting of the Association for Educational Communications and Technology* (pp. 416-424). Louisville, KY. Retrieved from:
http://aectorg.yourwebhosting.com/pdf/proceedings12/2012i/12_25.pdf

Waugh, M. & **Su, J.** (2012). Online Program Design: One Size May Not Fit The Needs of All. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 988-993). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/39703

Waugh, M., & **Su, J.** (2011a). A Comparison of Successful and Unsuccessful Online Students: Implications for Reducing Student Attrition. *Proceedings of the 33rd Annual Meeting of the Association for Educational Communications and Technology*, Anaheim, CA. Retrieved from:
http://aectorg.yourwebhosting.com/pdf/proceedings11/2011/11_31.pdf
Waugh, M. & **Su, J.** (2011b). Online Program Design and Student Attrition: Feedback from Students. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 808-815). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/36377

## PRESENTATIONS

Emberton, C. & **Su, J.** (2025, March). Enhancing Experiential Learning: The Journey of Implementing Simulation-Based Learning for Online Courses. Presentation at *The 2025 ACHE South Conference*

Yang, H., **Su, J.**, & Bradley, K. D. (2024, August). *A psychometric investigation of the Self-Directed Online Learning Scale (SDOLS) through Rasch rating scale modeling*. Paper presented at the 2024 Inaugural Conference of the Society for the Study of Measurement, Berkeley, California.

**Su, J.**, Emberton, C., Ross, R., & Adams, B. (2024, March). Virtual Simulations: A New Frontier in Social Work Education. Presentation at *The Innovative Teaching and Learning 2024 Conference*

**Su, J.** & Goode, C. (2023, April). *Building An Online Learning Community*. Presented at the OLC Innovate 2023 Conference, Nashville, TN.

**Su, J.** & Erlewine, M. (2020, November). *More Than Just Eye Candy: Visual Design for Online Content Presentation*. Presented at the OLC Accelerate 2020 Conference, Washington, DC.

Larson, M., **Su, J.** & Loboda, I. (2019, October). *Use CC-Hello! Inspiring faculty to create positive change through OER*. Presented at the 42th Annual Association for Educational Communications and Technology Conference, Las Vegas, NV.

**Su, J.**, & Yang, H. (2019, April). *Applying the Rasch model to evaluate the self-directed online learning scale for graduate students*. Presented at the AERA Annual Meeting 2019, Toronto, Canada.

**Su, J.**, Goode, C. & Loboda, I. (2019, March). *Use them or lose them: Digital devices for student engagement*. Presented at Encore! The 2019 ELI Annual Meeting, Online Event.

**Su, J.**, Goode, C. & Loboda, I. (2019, February). *Use them or lose them: Digital devices for student engagement*. Presented at the ELI Annual Meeting 2019, Anaheim, CA.

**Su, J.**, Yang, H., & Bradley, K. D. (2019, February). *Psychometric validation of the Self-Directed Learning Scale for online learning*. Presented at the ELI Annual Meeting 2019, Anaheim, CA.

**Su, J.**, Goode, C. & Loboda, I. (2018, April). *Better learning in the age of digital distraction*. Presented at the TN Higher Education IT Symposium 2018, Counce, TN.

**Su, J.** (2017, May). *Ethical Issues in Online Education*. Paper presented at the Teaching of Ethics Conference, Durango, CO.

**Su, J.**, & Waugh, M. (2013, November). *Assessing online learning readiness*. Paper presented at the 36th Annual Association for Educational Communications and Technology Conference, Anaheim, CA.

Waugh, M., **Su, J.**, Trovinger, D. & Morse, M. (2013, March). *Preferences of M.S. in*

*Instructional Technology students for selected instructional program characteristics*. Paper presented at the 24th Annual Society for Information Technology & Teacher Education International Conference, New Orleans, LA.

Waugh, M., & **Su, J.** (2012, November). *Successful online students' perceptions of the value of a collaborative learning community*. Paper presented at the 35th Annual Association for Educational Communications and Technology Conference, Louisville, KY. **\***One of the 10 finalists for the 2012 Division of Distance Learning (DDL) Burmeister Outstanding DDL-sponsored Association for Educational Communications and Technology (AECT) Presentation Award.

Waugh, M., & **Su, J.** (2012, March). *Online program design: One size may not fit the needs of all*. Paper presented at the 23rd Annual Society for Information Technology & Teacher Education International Conference, Austin, TX.

Waugh, M., & **Su, J.** (2011, November). *A comparison of successful and unsuccessful online students: Implications for reducing student attrition*. Paper presented at the 34th Annual Association for Educational Communications and Technology Conference, Jacksonville, FL.

Waugh, M., & **Su, J.** (2011, March). Online program design and student attrition: Feedback from students. Paper presented at the 22nd Annual Society for Information Technology & Teacher Education International Conference, Nashville, TN.

**Su, J.**, & Lee, D. S. (2010, December). *Movie-making: "Like learning on steroids"*. Presented at the 28th Annual Tennessee Educational Technology Conference, Nashville, TN.

## AWARDS

**Travis Hawk Fellowship**                                             *August 2011 – July 2012*
Department of Educational Psychology and Counseling, College of Education, University of Tennessee, Knoxville                                          *Knoxville, TN, U.S.A.*

## PROFESSIONAL DEVELOPMENT
*\*A selected list of PD achievements from the past 18 months*

**Coursera Specializations: Professional Certificate**                          [Credentials](#)
Google Project Management                                              *7 course series*
Google Gemini for Google Workspace                                     *8 course series*
IBM Generative AI for Data Engineers                                   *3 course series*
IBM AI Project Manager                                                 *8 course series*
IBM Generative AI for Cybersecurity Professionals                      *3 course series*
IBM Generative AI for Data Scientists                                  *3 course series*

**LinkedIn Learning**                                                           [Credentials](#)
Managing Projects with Microsoft 365
Project Management Foundations: Communication

Microsoft 365 Copilot: The Art of Prompt Writing
CSS: Advanced Layouts with Grid
Data Visualization: Storytelling
Public Speaking Foundations

**Asana Academy** [Credentials](#)
Workflow Specialist Certificate
Asana Ambassador Orientation
Asana Foundation Skill Badge
AI for Work Skill Badge