Curriculum Vitae – Bodong Chen

IDENTIFYING INFORMATION

Academic Rank

Associate Professor & Bonnie Westby Huebner Endowed Chair in Education and Technology
Department of Curriculum and Instruction
Graduate Faculty Appointment: Program of Learning Technologies
University of Minnesota–Twin Cities

Office: 1954 Buford Avenue, 210 LES Building, St. Paul, MN 55108
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Education History

- **B.S.** (Honors), Beijing Normal University, 2006
- **M.Ed.**, Peking University, 2009
- **Ph.D.**, University of Toronto, 2014

Employment History

- 2019/09 – , *Co-Director* of the Learning Informatics Lab, University of Minnesota
- 2019/08 – , *Associate Professor*, University of Minnesota
- 2019/07 – , *Bonnie Westby Huebner Chair in Education and Technology*, University of Minnesota
- 2015/01 – 2019/08, *Assistant Professor*, University of Minnesota

Leadership in Professional Organizations

Committee or board memberships

- *Member-at-large* (*elected*), **Executive Committee of the Society for Learning Analytics Research (SoLAR)**, 2020-2022
- *Member* (*elected*), **CSCL Committee of the International Society of the Learning Sciences (ISLS)**, 2018-2022
- *Co-Chair*, **Membership Committee of the International Society of the Learning Sciences (ISLS)**, 2017–2020

Editorships / Editorial Board

- *Co-editor*, Special Section on Networks in Learning Analytics, *Journal of Learning Analytics*, 2020–2021

- *Member*, Scientific Committee, *Qwerty–Open and Interdisciplinary Journal of Technology, Culture and Education*, 2019–
- *Member*, Editorial Board, *Journal of Learning Analytics*, 2018–
- *Member*, Editorial Board, *The Internet and Higher Education*, 2018–
- *Member*, Editorial Advisory Board, *Information and Learning Science*, 2018–
- *Co-editor*, Special Section on Temporal Analyses of Learning Data, *Journal of Learning Analytics*, 2016–2017

HONORS AND AWARDS (SELECTED)

- 2018, *NAEd/Spencer Postdoctoral Fellowship Semifinalist*, National Academy of Education of the United States
- 2017, *NSF CRII Award*, National Science Foundation, Directorate for Computer & Information Science & Engineering
- 2016, *Excellence Award–Innovation*, Minnesota eLearning Summit
- 2015, *Dissertation Award*, Chinese American Educational Research and Development Association
- 2015, *Distinguished Alumnus*, Graduate School of Education, Peking University
- 2015, *Best Paper Award Nominee*, 11th International Conference on Computer Supported Collaborative Learning (CSCL)
- 2014, *SSHRC Postdoctoral Fellowship* (declined), Social Sciences and Humanities Research Council (SSHRC) of Canada, $82,000 (for 2 years)
- 2013, *Mitacs-Accelerate Fellowship*, Mitacs, $15,000
- 2013–2014, *Ontario Graduate Scholarship*, Province of Ontario, $15,000
- 2013, *Best Student Paper Award Nominee*, 10th International Conference on Computer Supported Collaborative Learning (CSCL)
- 2010, *Chinese Government Award for Outstanding Self-financed Students Abroad*, Chinese Scholarship Council, $5,000
- 2008, *Best Conference Paper Award*, Educational Technology International Forum

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Investigator status: PI
External Agency: The Eric and Wendy Schmidt Fund for Strategic Innovation
Project title and Dates: *Learning engineering: Instrumenting a large-scale Student Information System for research*, 03/2020-03/2022
Total costs: $799,995

Investigator status: PI (sole)
External Agency: National Science Foundation
Program: CISE Research Initiation Initiative (CRII)
Project title and Dates: *CRII: Cyberlearning: Connecting Web Annotations and Progressive Online Discourse in Science Classrooms*, 07/01/17–03/31/2020
Award Number: 1657009
Total costs: $169,041

Investigator status: Co-PI
Name of PI: Stephanie Teasley, University of Michigan
External Agency: National Science Foundation
Program: Cyberlearn & Future Learn Tech
Project title and Dates: *Doctoral Consortium for the 2016 Learning Analytics and Knowledge Conference*, 6/1/2016–5/31/2017
Award Number: 1622831
Total costs: $24,930

Investigator status: Co-investigator
Name of PI: Qiong Wang, Peking University, China
External Agency: Digital Learning for Development (DL4D)
Project title and Dates: *MOOCs for teacher professional development in underserved regions: Examining persistent teacher-learners in a Chinese MOOC*, 2016
Total costs: C$64,375.67

University Sources

- 2019, *International Travel Grant Award*, $1,500, Global Programs and Strategy Alliance, University of Minnesota
- 2019–2020, *DataExpedition: Supporting Youth Computational Thinking with Open Geoscience Data*, $23,943, Grant-in-Aid Program, the Office of the Vice President for Research, University of Minnesota
- 2018, *Enriching an Online Course with Interactive Web Content and Learning Analytics*, $1,000, Center for Educational Innovation, University of Minnesota
- 2018, *Discover open geoscience data to support Data Expedition in high school science*, University Libraries Research Sprints, University of Minnesota
- 2016, *International Travel Grant Award*, $2,000, Global Programs and Strategy Alliance, University of Minnesota
- 2016, *"Stats Carpentry"*, PI, $1,500, Partnership for Affordable Content Program, University of Minnesota Libraries
- 2015, *Supporting Metadiscourse in Ideational Writing*, PI (Co-PI: Cassie Scharber), $3,123.71, Center for Writing, University of Minnesota
- 2013, *OISE Graduate Students Conference Travel Grant*, $330, University of Toronto
- 2012, *School of Graduate Studies Research Travel Grant*, $3,000, University of Toronto
- 2012, *OISE Graduate Students Conference Travel Grant*, $725, University of Toronto
- 2011, *School of Graduate Studies Conference Travel Grant*, $666, University of Toronto
- 2011, *OISE Graduate Students Conference Travel Grant*, $705, University of Toronto

Publications

ˆ Invited
[G] Graduate student author
[U] Undergraduate student author
[T] Classroom teacher

Journal Articles

1. **Chen, B.**, Fan, Y.,[G] Zhang, G.,[G] Luo, S.,[G] Jiang, J.[G] & Wang, Q. (2020). Networked professional learning with MOOCs: The case of a teacher professional development MOOC in China. *PLOS ONE*.

2. Zhu, X., **Chen, B.**, Avadhanam, R., Shui, H., & Zhang, R. (2020). Reading and connecting: Using social annotation in online classes. *Information and Learning Sciences*. https://doi.org/10.1108/ILS-04-2020-0117

3. Rosenberg, J.M., Edwards, A., & **Chen, B.** (2020). Tools and strategies for engaging students in analyzing and interpreting complex data sources. *The Science Teacher, 87*(5), 30-34. https://doi.org/10.2505/4/tst20_087_05_30

4. **Chen, B.**, & Huang, T. (2019). It is about timing: Network prestige in asynchronous online discussions. *Journal of Computer Assisted Learning*, 34, 503–515. https://doi.org/10.1111/jcal.12355

5. **Chen, B.** (2019). Designing for Networked Collaborative Discourse: An UnLMS Approach. *TechTrends, 63*(2), 194–201. https://doi.org/10.1007/s11528-018-0284-7

6. Hong, H.-Y., Lin, P.-Y., **Chen, B.**, & Chen, N. (2019). Integrated STEM learning in an idea-centered knowledge-building environment. *The Asia-Pacific Education Researcher, 28*(1), 63–76. https://doi.org/10.1007/s40299-018-0409-y

7. **Chen, B.**, Chang, Y.-H.[G], Ouyang, F.[G], & Zhou, W.[U] (2018). Fostering student engagement in online discussion through social learning analytics. *The Internet and Higher Education, 37*, 21–30. https://doi.org/10.1016/j.iheduc.2017.12.002
   (*Impact Factor 2017: 5.847*)

8. Cai, Q., **Chen, B.**, Wu, H., & Trussell, G. (2018). Using differentiated feedback to improve performance in introductory statistics. *Innovations in Education and Teaching International*. https://doi.org/10.1080/14703297.2018.1508362
   (*Author order reflects writing contributions. Impact Factor 2017: 1.106*)

9. **Chen, B.**, Knight, S., & Wise, A. F. (2018). Critical issues in designing and implementing temporal analytics. *Journal of Learning Analytics, 5*(1), 1-9. http://dx.doi.org/10.18608/jla.2018.53.1

10. Fan, Y.,[G] Zhang, G.,[G] **Chen, B.**, & Wang, Q. (2018). Why did they come back?: Analyzing motivations for repeated enrollment in MOOCs [in Chinese]. *Journal Open Education Research, 24*(2), 89-96.
    (*JOER is ranked the 6th among 37 educational science journals in the Chinese Social Sciences Citation Index (CSSCI). Author order reflects writing contributions. Role: project Co-PI, research design, and draft revisions.*)

11. Li, C., **Chen, B.**, & Gobert, J. (2018). Innovations in scaling and enhancing learning: Review on the Fifth Annual ACM Conference on Learning at Scale [in Chinese]. *Journal of Open Learning, 23*(5), 1-7. doi:10.19605/j.cnki.kfxxyj.2018.05.001

12. **Chen, B.** (2017). Fostering scientific understanding and epistemic beliefs through judgments of promisingness. *Educational Technology Research and Development, 65*(2), 255–277. doi:10.1007/s11423-016-9467-0
    (*Impact Factor 2017: 1.728*)

13. **Chen, B.**, Resendes, M., Chai, C.S., & Hong, H.-Y. (2017). Two tales of time: Uncovering the significance of sequential patterns among contribution types in knowledge-building discourse. *Interactive Learning Environments, 25*(2), 162–175. doi:10.1080/10494820.2016.1276081
    (*Impact Factor 2016: 1.674*)

14. Knight, S., Wise, A. F., & **Chen, B.** (2017). Time for change: Why learning analytics needs temporal analysis. *Journal of Learning Analytics, 4*(3), 7–17. https://doi.org/10.18608/jla.2017.43.2

15. **Chen, B.**^ & Huang, T.^G (2017). Unpacking Learning Analytics: An attempt to tilt the iceberg [in Chinese]. *Journal of Open Learning, 22*(4), 1-9. doi:10.19605/j.cnki.kfxxyj.2017.04.001

16. **Chen, B.**, & Zhang, J. (2016). Analytics for knowledge creation: Towards epistemic agency and design-mode thinking. *Journal of Learning Analytics, 3*(2), 139–163. doi:10.18608/jla.2016.32.7

17. **Chen, B.**, & Hong, H.-Y. (2016). Schools as knowledge-building organizations: Thirty years of design research. *Educational Psychologist, 51*(2), 266-288. doi:10.1080/00461520.2016.1175306 (*Impact Factor 2015: 5.688*)

18. Hong, H.-Y., **Chen, B.**, & Chai, C. S. (2016). Exploring the development of college students' epistemic views during their knowledge building activities. *Computers & Education, 98*, 1–13. doi:10.1016/j.compedu.2016.03.005
(*Author order reflects writing contributions. Role: Drafting and revising the manuscript. Impact Factor 2015: 2.881*)

19. **Chen, B.**, Scardamalia, M., & Bereiter, C. (2015). Advancing knowledge building discourse through judgments of promising ideas. *International Journal of Computer-Supported Collaborative Learning, 10*(4), 345-366. http://dx.doi.org/10.1007/s11412-015-9225-z
(*Impact Factor 2016: 3.469.* ***Recognized in June 2017 by Springer as one of the Highly Cited Articles in Education & Language.***)

20. **Chen, B.** (2015). Exploring the digital divide: The use of digital technologies in Ontario public schools. *Canadian Journal of Learning and Technology / La revue canadienne de l'apprentissage et de la technologie, 41*(3), 1-23.

21. Resendes, M., Scardamalia, M., Bereiter, C., **Chen, B.**, & Halewood, C.^T (2015). Group-level formative feedback and metadiscourse. *International Journal of Computer-Supported Collaborative Learning, 10*(3), 309–336. http://dx.doi.org/10.1007/s11412-015-9219-x
(*Author order reflects writing contributions. Role: Designing and developing the feedback tool; analyzing data; and drafting the manuscript. Impact Factor 2016: 3.469*)

22. Goggins, S., Xing, W., Chen, X., **Chen, B.**, & Wadholm, B. (2015). Learning analytics at "small" scale: Exploring a complexity-grounded model for assessment automation. *Journal of Universal Computer Science, 21*(1), 66–92.
(*Author order reflects research contributions. Role: Conceptual discussion and manuscript revision. Impact Factor 2017: 1.066*)

23. **Chen, B.**^ (2015). From theory use to theory building in learning analytics: A commentary on "Learning analytics to support teachers during synchronous CSCL". *Journal of Learning Analytics, 2*(2), 163–168. doi:10.18608/jla.2015.22.12

24. Zhang, Y., **Chen, B.**, Scardamalia, M., & Bereier, C. (2012). From shallow to deep constructivism: Development of Knowledge Building theory and its application in China [in Chinese]. *E-education Research, 9*, 5-12.
(*Contribution: 40%; the 1st and 2nd author contributed equally to writing. Role: Conceptual design; drafting the manuscript; and addressing review comments.*)

25. **Chen, B.**, Resendes, M., Chuy, M., Tarchi, C. & Bereiter, C. (2011). Identifying promising ideas in a knowledge-building discourse [in Italian: Identificare, selezionare e sviluppare le idee promettenti nel Knowledge Building]. *QWERTY - Interdisciplinary Journal of Technology, Culture and Education, 6*(2), 224-241.

26. Chuy, M., Resendes, M., Tarchi, C., **Chen, B.**, & Scardamalia, M. (2011). Ways of contributing to an explanation-seeking dialogue in science and history [in Italian: Modi di contribuire ad un dialogo per la ricerca di spiegazioni]. *QWERTY - Interdisciplinary Journal of Technology, Culture and Education, 6*(2), 242-260.
(*Author order reflects writing contributions. Role: Analyzing data; and drafting the manuscript.*)

27. **Chen, B.**, Jia, J., & Wang, A. (2007). An application framework of educational resources repository based on ontology and semantic web technologies [in Chinese]. *China Educational Technology* (251), 105-109.

28. Li, Q., Tang, H., **Chen, B.**, Yang, S., & Huang, R. (2006). Development and application of an LMS SCORM 2004 engine [in Chinese]. *Journal of Open Education Research*, 12(6), 85-87. (*Author order reflects research and writing contributions. Role: Technology design & development; and drafting the manuscript.*)

Book Chapters

1. **Chen, B.**, & Teasley, S. (under review). Collaboration Analytics. In *Handbook of Learning Analytics* (*2nd Edition*). Society for Learning Analytics Research (SoLAR).

2. Chen, G., Chan, C. K. K., & **Chen, B.** (in preparation). Designing CSCL environments for productive collaborative discourse. In *Handbook of Educational Psychology*. Oxford University Press.

3. **Chen, B.**, Haklev, S. & Rosé, C.P. (2020, forthcoming). Massive-scale collaborative learning. In *International Handbook of Computer-Supported Collaborative Learning*. Springer.

4. Romero-Hall, E., Correia, A.P., Branch, R.M., Cevik, Y.D., Dickson-Deane, C., **Chen, B.**, Liu, J.C., Tang, H., Vasconcelos, L., Pallitt, N., & Thankachan, B. (2020, forthcoming). Futurama: Learning, Design and Technology Research Methods. In *Research Methods in Learning Design and Technology*. Routledge.

5. **Chen, B.**, & Lin, F. (2020, forthcoming). Representational affordances for collaborative learning in technology-enhanced environments. In P. Kendeou, P.V. Meter, A List, & D. Lombardi (Eds.), *Handbook of Learning from Multiple Representations and Perspectives*. Routledge.

6. Hong, H.-Y., **Chen, B.**, Zhang, J., & Messina, R. (in press). Moving from belief mode to design mode of teaching practices: A knowledge building approach. In J. Zhang, & S. Yu (Eds.), *Educational Innovations for Sustained Knowledge Building: Pedagogical and Technological Innovations*. Singapore: Springer.

7. Gutiérrez Braojos, C., Montejo-Gámez, J., Ma, L., & **Chen, B.** (2019). Exploring collective responsibility within a knowledge building community: Analysis of online peer feedback. In L. Daniela (Ed.), *Didactics of Smart Pedagogy: Smart Pedagogy for Technology Enhanced Learning*. Springer.

8. **Chen, B.**, Chen, C.-M., Hong, H.-Y., & Chai, C. S. (2018). Learning analytics: Approaches and cases from Asia. In K. J. Kennedy & J. C.-K. Lee (Eds.), *Routledge International Handbook of Schools and Schooling in Asia* (pp. 419–432). New York, NY: Routledge.

9. **Chen, B.**, & Fan, Y.[G] (2018). Learning analytics: Perspectives from Mainland China. In C. P. Lim & V. L. Tinio (Eds.), *Learning analytics for the Global South* (*pp. 36–43*). Quezon City, Philippines: Foundation for Information Technology Education and Development.

Full Papers in Refereed Conference Proceedings

1. **Chen, B.**, & Zhu, H. (2019). Towards Value-Sensitive Learning Analytics Design. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 343–352). ACM. https://doi.org/10.1145/3303772.3303798

2. Lund, K., **Chen, B.**, Gaudwin, S. (2018). The potential of interdisciplinarity in MOOC research: How do researchers in education and computer science compare?. In *Proceedings of the 2018 Learning @ Scale Conference*. London, UK: ACM Press. https://doi.org/10.1145/3231644.3231661 (*Overall Acceptance Rate: 22%*)

3. Ma, L.[G], Matsuzawa, Y., **Chen, B.**, & Scardamalia, M. (2016). Community knowledge, collective Responsibility: The emergence of rotating leadership in three knowledge building communities. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann. (Eds.), *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences* (*ICLS*) *2016, Volume 1* (pp. 615-622). Singapore: The International Society of the Learning Sciences.

4. **Chen, B.**, Ma, L.[G], Matsuzawa, Y., & Scardamalia, M. (2015). The development of productive vocabulary in knowledge building: A longitudinal study. In O. Lindwall, P. Hakkinen, T. Koschman, P. Tchounikine, & S. Ludvigsen. (Eds.), *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning* (*CSCL*) *Conference 2015, Volume 1* (pp. 443-450). Gothenburg, Sweden: The International Society of the Learning Sciences. (*Note: Best Paper Award Nominee. Paper Acceptance Rate: 36%*)

5. **Chen, B.**, Chen, X., & Xing, W. (2015). "Twitter archeology" of Learning Analytics and Knowledge conferences. In *Proceedings of the Fifth International Conference on Learning Analytics and Knowledge - LAK '15* (pp. 340–349). New York, NY, USA: ACM. doi:10.1145/2723576.2723584 (*Full Paper Acceptance Rate: 27%*)

6. Resendes, M., **Chen, B.**, Acosta, A., & Scardamalia, M. (2013). The effect of formative feedback on vocabulary use and distribution of vocabulary knowledge in a grade two Knowledge Building class. 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 – Full Papers & Symposia* (*pp. 391-398*). International Society of the Learning Sciences. (*Note: Best Student Paper Award Nominee*)

7. **Chen, B.**, Scardamalia, M, Resendes, M., Chuy, M., & Bereiter, C. (2012). Students' intuitive understanding of promisingness and promisingness judgments to facilitate knowledge advancement. In J. van Aalst, K. Thompson, M. J. Jacobson & P. Reimann (Eds.), *The future of learning: Proceedings of the 10th international conference of the learning sciences* (*ICLS 2012*) – *Volume 1, Full Papers* (*pp. 111-118*). Sydney, Australia: ISLS.

8. **Chen, B.** & Wang, Q. (2010). Pursuing effective facilitating strategies: The effect of facilitator's leadership behaviors on online learning. *In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010* (*pp. 2192-2199*). Chesapeake, VA: AACE.

Evaluation, Project, and Technical Reports

1. Wang, Q., **Chen, B.**, Fan, Y., & Zhang, G. (2018). *MOOCs as an alternative for teacher professional development: Examining learner persistence in one Chinese MOOC*. Final project report. Manila, The Philippines: Digital Learning for Development (DL4D).

2. **Chen, B.**, Gallagher-Mackay, K., Kidder, A., & Proulx, K. (2014). *Public education: Our best investment* (*Annual report on Ontario's publicly funded schools 2014*). Technical report, People for Education, Toronto, ON, Canada.

3. **Chen, B.**, Gallagher-Mackay, K., & Kidder, A. (2014). *Digital learning in Ontario schools: The 'new normal'*. Technical report, People for Education, Toronto, ON, Canada.

4. Rolheiser, C., **Chen, B.**, Håklev, S., Harrison, L., Najafi, H., & Teplovs, C. (2014). *Hatch, match, and dispatch: Examining the relationship between student intent, expectations, behaviours and outcomes in six Coursera MOOCs at the University of Toronto*. MOOC Research Initiative. Retrieved from http://www.moocresearch.com/reports

Software Development

1. Batu, W., Chen, W., & **Chen, B.** (2019). DataX [computer software]. Minneapolis, MN.
2. Chen, W., Batu, W., & **Chen, B.** (2019). IdeaMagnets for Knowledge Forum 6 [computer software]. Minneapolis, MN.
3. Chen, W., & **Chen, B.** (2019). Personal Learning Compass [computer software]. Minneapolis, MN.
4. Liu, X., & **Chen, B.** (2015). WordWhispers for Knowledge Forum 6 [computer software]. Minneapolis, MN.
5. **Chen, B.** (2015). CanvasNet [Social learning analytics for Canvas]. Minneapolis, MN.
6. **Chen, B.** (2015). LexFreq [R-based computer software for computing Lexical Frequency Profiles]. Minneapolis, MN.
7. **Chen, B.** (2015). LagSeq [R-based computer software for Lag-sequential Analysis]. Minneapolis, MN.
8. **Chen, B.** (2011). Promising Ideas Tool of Knowledge Forum [computer software]. Toronto, ON: Institute for Knowledge Innovation and Technology.
9. **Chen, B.** (2011). Metadiscourse Tool of Knowledge Forum [computer software]. Toronto, ON: Institute for Knowledge Innovation and Technology.

Other Papers in Refereed Conference Proceedings

1. **Chen, B.** & Poquet, O. (2020, forthcoming). Socio-Temporal Dynamics in Peer Interaction Events. In *Proceedings of the 10th International Conference on Learning Analytics & Knowledge*. ACM. https://doi.org/10.1145/3375462.3375535
2. Peri, S.S.S., **Chen, B.**, Dougall, A.L., & Siemens, G. (2020, forthcoming). Towards Understanding the Lifespan and Spread of Ideas: Epidemiological Modeling of Participation on Twitter. In *Proceedings of the 10th International Conference on Learning Analytics & Knowledge*. ACM. https://doi.org/10.1145/3375462.3375515
3. Poquet, O., Hecking, T., & **Chen, B.** (2020, forthcoming). The Modeling of Digital Learning Networks. In *Companion Proceedings 10th International Conference on Learning Analytics & Knowledge* (*LAK20*).
4. Huang, T.[G], & **Chen, B.** (2018). Uncovering the rich club phenomenon in an online class. In *Proceedings of the 2018 ICLS Conference*. London, UK: ISLS.
5. 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.**, . . . Wise, A. (2017). Making a Difference: Analytics for Quality Knowledge-Building Conversations. In B. K. Smith, M. Borge, E. Mercier, & K. Y. Lim (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning* (*CSCL*) *2017* (Vol. 2, pp. 711–718). Philadelphia, PA: International Society of the Learning Sciences. https://doi.org/10.22318/cscl2017.114
6. Scardamalia, M., Bereiter, C., Laferrière, T., Bielaczyc, K., Chai, S., Chan, C. K. K., **Chen, B.**, . . . Zhang, J. (2017). Toward a multi-level knowledge building innovation network. In B. K. Smith, M. Borge, E. Mercier, & K. Y. Lim (Eds.), *Making a Difference: Prioritizing Equity and Access in CSCL, 12th International Conference on Computer Supported Collaborative Learning* (*CSCL*) *2017* (Vol. 2, pp. 703–710). Philadelphia, PA: International Society of the Learning Sciences. https://doi.org/10.22318/cscl2017.113
7. **Chen, B.**, Fan, Y.[G], Zhang, G.[G], & Wang, Q. (2017). Examining motivations and self-regulated learning strategies of returning MOOCs learners. In *Proceedings of the Seventh*

International Learning Analytics & Knowledge Conference (pp. 542–543). New York, NY: ACM. https://doi.org/10.1145/3027385.3029448

8. Hong, H., **Chen, B.**, Tsai, C.-C., Lin, C.P., & Wu, Y.-T. (2016). Fostering more informed epistemic views among students through knowledge building. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann. (Eds.), *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 787-790). Singapore: The International Society of the Learning Sciences.

9. Cai, Q., Wu, H., & **Chen, B.** (2016). Using differentiated feedback messages to promote student learning in an introductory statistics course. In C. K. Looi, J. L. Polman, U. Cress, & P. Reimann. (Eds.), *Transforming Learning, Empowering Learners: The International Conference of the Learning Sciences (ICLS) 2016, Volume 2* (pp. 795-798). Singapore: The International Society of the Learning Sciences.

10. **Chen, B.**, Wise, A. F., Knight, S., & Cheng, B. H. (2016). Putting temporal analytics into practice. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge - LAK '16* (pp. 488–489). New York, New York, USA: ACM Press. doi:10.1145/2883851.2883865

11. **Chen, B.** (2015). Devising technological and pedagogical supports for metadiscourse in knowledge building. In O. Lindwall, P. Hakkinen, T. Koschman, P. Tchounikine, & S. Ludvigsen. (Eds.), *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference 2015, Volume 2* (pp. 908-909). Gothenburg, Sweden: The International Society of the Learning Sciences.
    (*Note: Research summary for Early Career Workshop*)

12. Knight, S., Wise, A. F., **Chen, B.**, & Cheng, B. H. (2015). It's about time: 4th international workshop on temporal analyses of learning data. In *Proceedings of the Fifth International Conference on Learning Analytics and Knowledge - LAK '15* (pp. 388–389). New York, NY, USA: ACM Press. doi:10.1145/2723576.2723638 (*Note: Workshop paper*)

13. **Chen, B.** (2014). Visualizing semantic space of online discourse: The Knowledge Forum case. In *Proceedings of the Fourth International Conference on Learning Analytics and Knowledge - LAK '14 (pp. 271–272)*. New York, New York, USA: ACM Press. doi:10.1145/2567574.2567595 (*Paper Acceptance Rate: 30%*)

14. **Chen, B.**, & Resendes, M. (2014). Uncovering what matters: Analyzing transitional relations among contribution types in knowledge-building discourse. In *Proceedings of the Fourth International Conference on Learning Analytics And Knowledge - LAK '14 (pp. 226–230)*. New York, New York, USA: ACM Press. doi:10.1145/2567574.2567606 (*Paper Acceptance Rate: 30%*)

15. Xu, Z., Woodruff, E., & **Chen, B.** (2013). Efficacy of reward allotment on children's motivation and learning. In *Proceedings of the European Conference on Games Based Learning (pp. 748–755)*. Porto, Portugal: Academic Publishing.

16. **Chen, B.**, Scardamalia, M., Acosta, A., Resendes, M., & Kici, D. (2013). Promisingness judgments as facilitators of 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 2 – Short papers, Panels, Posters, Demos & Community Events (pp. 231-232)*. International Society of the Learning Sciences.

17. **Chen, B.**, Chuy, M., Resendes, M., Scardamalia, M., & Bereiter, C. (2011). Evaluation by grade 5 and 6 students of the promisingness of ideas in knowledge-building discourse. In H. Spada, G. Stahl, N. Miyake & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume II - Short Papers & Posters (pp. 571-575)*. Hong Kong: International Society of the Learning Sciences.

18. Resendes, M., Chuy, M., **Chen, B.**, & Scardamalia, M. (2011). Ways of contributing to a

knowledge building dialogue in history. In H. Spada, G. Stahl, N. Miyake & N. Law (Eds.), *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume II - Short Papers & Posters* (*pp. 998-999*). Hong Kong: International Society of the Learning Sciences.

Media Appearances and Interviews

1. Burger, Kevyn. (Reporter), & Chen, B. (Interviewee). (2020, May). Twin Cities homeowners turn to YouTube videos to learn repair skills. *CEHD Connect*. Retrieved from https://www.startribune.com/using-youtube-videos-to-repair-maintain-and-upgrade-your-home/569352942/
2. Frisch, Suzy. (Reporter), & Chen, B. (Interviewee). (2020, April). Understanding learning through data: A fresh way of developing new educational tools. *CEHD Connect*. Retrieved from https://connect.cehd.umn.edu/understanding-learning-through-data/
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Presentations, Posters, and Exhibits

Keynotes and Invited Speeches

1. Chen, B. (2019, December). *Creating conditions for knowledge building for the public good*. Theme-based Invited Speech at the 27th International Conference on Computers in Education (ICCE 2019), Kenting, Taiwan.
2. Chen, B. (2016, November). *Promoting epistemic cognition in knowledge building: Discourse, tools, and analytics*. Invited Speech at the 3rd International Conference for Personal Epistemology and Learning in Digital Age, Taipei, Taiwan.
3. Chen, B. (2016, October). *Mapping the Terrain of MOOC Research*. Keynote speech at the MOOC Doctoral Forum, Beijing, China.

Invited Talks

1. Poquet, O., (2020, April). *Analyzing Learning and Teaching through the Lens of Networks*. Invited webinar organized by the Society for Learning Analytics Research (SoLAR).

2. Chen, B. (2019, November). *Designing technology and analytics for knowledge building classrooms.* Invited talk at the Center for Cognitive Sciences Symposium on Learning at the University of Minnesota, Minneapolis, MN.
3. Chen, B. (2018, November). *Truly Social or Just Timely: Modeling Peer Interactions in a Social Media Environment.* Invited Brownbag Lecture at the UC Irvine School of Education, Irvine, CA.
4. Chen, B. (2018, March). *The Development of Productive Vocabulary and Rotating Leadership in Knowledge Building.* Invited Presentation at the Graduate School of Education, Peking University, Beijing, China.
5. Chen, B. (2018, March). *Teachers' Perpetual Learning in and with MOOCs.* Invited Presentation at the Research Centre of Distance Education, Beijing Normal University, Beijing, China.
6. Chen, B. (2018, March). *Fostering Online Discussion Through Social Learning Analytics.* Invited Presentation at the School of Educational Technology, Beijing Normal University, Beijing, China.
7. Chen, B. (2017, October). *MOOCs for Teacher Professional Development in China.* Invited Presentation at "Leveraging Digital Learnings for 2020", 2017 mEducation Alliance Symposium, Washington D.C.
8. Chen, B. (2017, October). *Learning Analytics for the Global South: A Chinese Perspective.* Invited Presentation at "Include Us All! Directions for Adoption of Learning Analytics in the Global South", 2017 mEducation Alliance Symposium, Washington D.C.
9. Chen, B. (2017, April). *Dynamic Network Analysis of Knowledge-Building Discourse.* Invited Presentation of the AIM Analytics Lecture Series, University of Michigan, Ann Arbor.
10. Chen, B. (2016, October). *Learning analytics in higher education: Promising practices and lessons learned.* Invited presentation at the 30th Annual Conference of the Asian Association of Open University, Manila, Philippines.
11. Chen, B., & Wang, Q. (2016, October). *Learning analytics: An introduction.* Invited pre-conference seminar at the 30th Annual Conference of the Asian Association of Open University, Manila, Philippines.
12. Chen, B. (2013, May). *Knowledge Building: Theory, pedagogy, technology, and its recent development.* Invited Presentation, E-learning Forum Online Seminar (http://www.elearningforum.net/).
13. Chen, B. (2013, February). *Promisingness judgments in knowledge building classrooms.* Invited Presentation, Gimnasio La Montaña, Bogotá, Colombia.
14. Chen, B. (2012, August). *Introduction to knowledge building principles.* Invited Presentation, Baiyunyuan Elementary School, Nanjing, China.