

Shonn Sheng-Lun Cheng

Assistant Professor

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Academic Positions

Sam Houston State University

Assistant Professor of Instructional Systems Design and Technology 2020-present
Department of Library Science and Technology
College of Education

Virginia Commonwealth University

Postdoctoral Scholar 2019-2020
School of Education & Partnership for People with Disabilities

Education

The Ohio State University, USA

Ph.D. Learning Technologies 2019

The Ohio State University, USA

M.A. Quantitative Research, Evaluation and Measurement (QREM) 2018

New Mexico State University, USA

M.A. Curriculum & Instruction 2013

Wenzao Ursuline University of Languages, Taiwan

B.A. English 2006

Publications

(† student co-authors)

ONLINE NEWS ARTICLE

Xie, K., & Cheng, S. L. (2020, November 19). *4 tips for college students to avoid procrastinating with their online work*. The Conversation.

REFEREED JOURNAL ARTICLES

11 Cheng, S. L., & Xie, K. (2021). Why college students procrastinate in online courses: A self-regulated learning perspective. *The Internet and Higher Education*, 50, 100807. doi.org/10.1016/j.iheduc.2021.100807

(2019 Impact Factor: 6.566; JCR Rank: 3/263 in Education and Educational Research)

10 Xie, K., Vongkulluksn, V. W., Cheng, S. L., & Jiang, Z. (2021). Examining membership transitions in motivational profiles of high school students. *Journal of Educational Psychology*. doi.org/10.1037/edu0000507

(2019 Impact Factor: 5.028; JCR Rank: 2/60 in Psychology, Educational)

9 Cheng, S. L., Prohn, S. M., Dinora, P., Broda, D. M., & Bogenschütz, M. (2020). Measuring and tracking personal opportunity outcome measures over three years to guide policy and services

that promote inclusive community living. *Inclusion*, 8(4), 335–350. doi.org/10.1352/2326-6988-8.4.335

8 **Cheng, S. L.**, Chen, S. B., & Chang, J. C. (2020). Examining the multiplicative relationships between teachers' competence, value, and pedagogical beliefs about technology integration. *British Journal of Educational Technology*, 52(2), 734–750. doi.org/10.1111/bjet.13052
(2019 Impact Factor: 2.951; JCR Rank: 31/263 in Education and Educational Research)

7 Xie, K., Vongkulluksn, V. W., Lu, L., & **Cheng, S. L.** (2020). A person-centered approach to examining high-school students' motivation, engagement, and academic performance. *Contemporary Educational Psychology*, 101877. doi.org/10.1016/j.cedpsych.2020.101877
(2019 Impact Factor: 2.863; JCR Rank: 12/60 in Psychology, Educational)

6 **Cheng, S. L.**, Lu, Lin, Xie, K., & Vongkulluksn, V. W. (2020). Understanding teacher technology integration from expectancy-value perspectives. *Teaching and Teacher Education*, 103062. doi.org/10.1016/j.tate.2020.103062
(2019 Impact Factor: 2.686; JCR Rank: 38/263 in Education and Educational Research)

5 Nelson, J. M., Voithofer, R., **Cheng, S. L.** (2019). Mediating factors that influence the technology integration practices of teacher educators. *Computers & Education*, 128, 330–344. doi.org/10.1016/j.compedu.2018.09.023
(2019 Impact Factor: 5.296; JCR Rank: 4/263 in Education and Educational Research)

4 **Cheng, S. L.**, & Xie, K. (2018). The relations among teacher value beliefs, personal characteristics, and TPACK in intervention and non-intervention settings. *Teaching and Teacher Education*, 74, 98–113. doi.org/10.1016/j.tate.2018.04.014
(2019 Impact Factor: 2.686; JCR Rank: 38/263 in Education and Educational Research)

3 Xie, K., Kim, M., **Cheng, S. L.**, & Luthy, N. C. (2017). Teacher professional development through digital content evaluation. *Educational Technology Research & Development*, 65, 1067–1103. doi.org/10.1007/s11423-017-9519-0
(2019 Impact Factor: 2.303; JCR Rank: 58/263 in Education and Educational Research)

2 Kim, M., Xie, K., & **Cheng, S. L.** (2017). Teacher competency building in digital content evaluation. *Teaching and Teacher Education*, 66, 309–324. doi.org/10.1016/j.tate.2017.05.00
(2019 Impact Factor: 2.686; JCR Rank: 38/263 in Education and Educational Research)

1 Xie, K., Lu, L., **Cheng, S. L.**, & Izmirli, S. (2017). The interactions between facilitator identity, conflictual presence, and social presence in peer-moderated online collaborative learning. *Distance Education*, 38(2), 230–244. doi.org/10.1080/01587919.2017.1322458
(2019 Impact Factor: 1.702; JCR Rank: 122/263 in Education and Educational Research)

MANUSCRIPTS UNDER REVIEW

3 Chen, C.-C., **Cheng, S. L.**, Xu, Y., Spence, C., Zhang, F., & Adams, N. B. (Under Review). *Child developmental and special education service receipt: The intersection of health and poverty*.

2 **Cheng, S. L.**, Chang, J. C., & [†]Romero, K. (Under Review). *Are pedagogical beliefs an internal barrier for technology integration? The interdependent nature of teacher beliefs*.

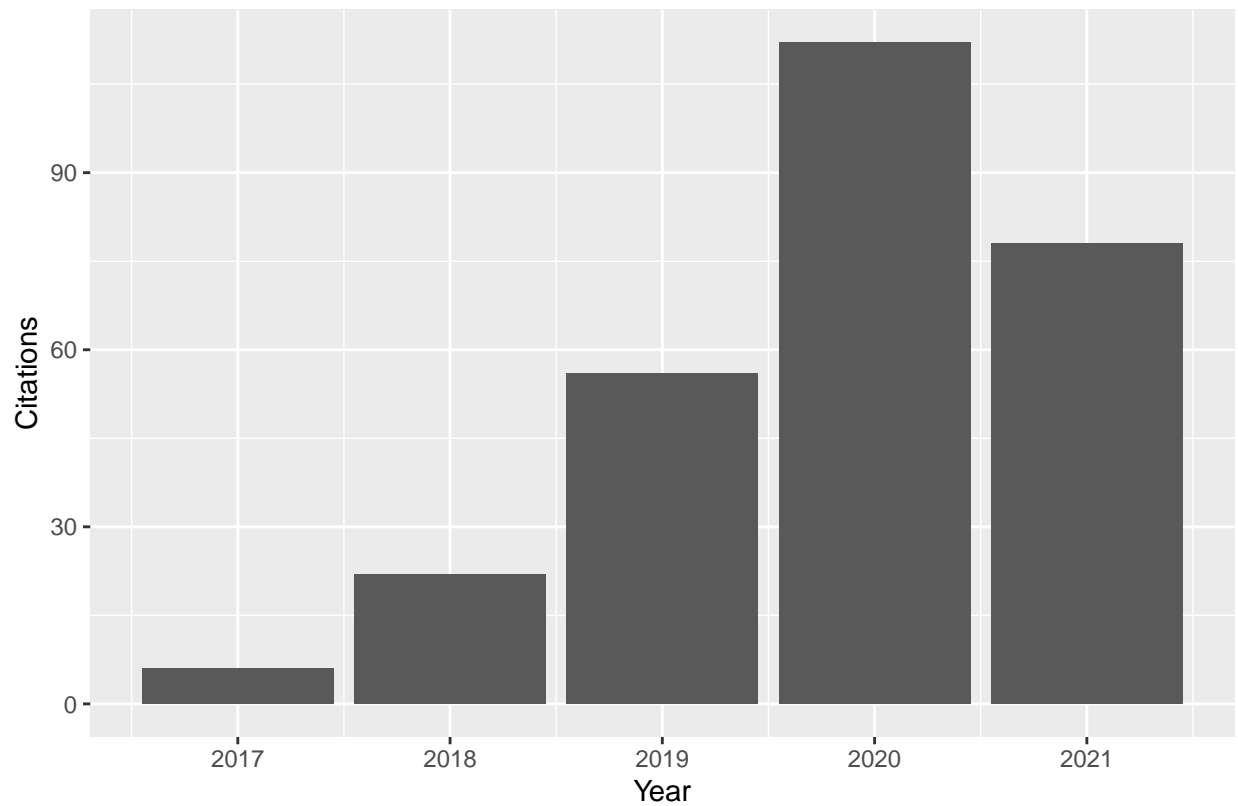
1 **Cheng, S. L.** (Under Review). *Contextualizing the barrier to technology integration model: The role of school socioeconomic status*.

THESIS/DISSERTATION

Cheng, S. L. (2019). *The relationships between perceived course structures, conscientiousness, motivational beliefs, and academic procrastination in online undergraduate courses*. [Unpublished doctoral dissertation]. The Ohio State University.

Cheng, S. L. (2013). *The design of online experiential financial literacy games*. [Unpublished master's thesis]. New Mexico State University.

CITATION HISTORY



Total Citations: 278

Research Grants & Contracts

Total Awarded: \$13,334

PENDING

The impact of personal student characteristics and online learning features on Algebra One achievement for academically nontraditional charter school students

Small Grant (\$50,000)

Spencer Foundation

Co-Principal Investigator. PI: Kui Xie. 2022-2023.

CURRENT

College students' self-regulated learning in online computer science courses

Interdisciplinary Collaborations Program (\$12,134)

Sam Houston State University

Principal Investigator. Co-PI: Li-Jen Lester. 2021-present.

A longitudinal assessment of students' motivational processes and products in an online doctoral program to increase student retention

Assessment Mini-Grant (\$700)

Sam Houston State University

Principal Investigator. Co-PI: Donggil Song & Marilyn Rice. 2020-present.

COMPLETED

The relationships between perceived course structures, conscientiousness, motivational beliefs, and academic procrastination in online undergraduate courses

Educational Studies Dissertation Research Grants for Graduate Students (\$500)

The Ohio State University

Co-Investigator. PI: Kui Xie. 2019.

NOT FUNDED

Creating equitable education opportunities through addressing social determinants of health and wellness of college students due to Covid-19

Special COVID-19 Related Research Grant Program (\$49,997)

Spencer Foundation

Methodologist & Evaluator. PI: Kaprea Johnson. 2020.

Racial-ethnic identity and personality to reduce intergroup bias in multi group context

Social Psychology (\$1,253,301)

National Science Foundation

Co-Principal Investigator. PI: Kaprea Johnson. 2019.

Conference & Other Presentations

(† student co-authors)

NATIONAL REFEREED CONFERENCE PRESENTATIONS

27 **Cheng, S. L.**, Chang, J. C., & †Romero, K. (2021, November). *Are pedagogical beliefs an internal barrier for technology integration? The interdependent nature of teacher beliefs*. Paper to be presented at the annual meeting of the Association for Education Communication and Technology, Chicago, IL.

26 **Cheng, S. L.**, & †Parker, M. (2021, November). *Contextualizing the barrier to technology integration model: The role of school socioeconomic status*. Paper to be presented at the annual meeting of the Association for Education Communication and Technology, Chicago, IL.

25 Chen, C.-C., Xu, Y., Spence, C., **Cheng, S. L.**, Senter, R., Zhang, F., & Adams, N. (2021, April). *Problem behaviors and academic achievement: A cross-lagged study in early childhood*. Paper presented at the 2021 SRCD virtual biennial meeting.

24 **Cheng, S. L.**, Chen, S. B., & Chang, J. C. (2021, April). *Examining the multiplicative relationships between teachers' competence, value, and pedagogical beliefs about technology integration*. Paper presented at the virtual annual meeting of the American Educational Research Association.

*** Nominated for the 2021 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG session**

- 23 Xie, K., Nelson, M. J., **Cheng, S. L.**, & Jiang, Z. (2021, April). *How do K-12 teachers' perceptions of external and internal barriers technology integration change over time? An examination with both variable-centered and person-centered approaches*. Paper presented at the virtual annual meeting of the American Educational Research Association.
- 22 **Cheng, S. L.**, Xie, K., Chen, S. B., & Shortt, M. (2020, April). *Understanding online academic procrastination from a self-regulated learning perspective*. Paper accepted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 21 Xie, K., Vongkulluksn, V. M., **Cheng, S. L.**, & Jiang, Z. (2020, April). *Examining high-school students' motivation change through a person-centered approach*. Paper accepted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 20 Li, X., Xie, K., **Cheng, S. L.**, Yan, H. (2020, April). *The role of learning skills with information and communication technology (ICT) in pre-service teachers' technology integration*. Paper accepted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- * Nominated for the 2020 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG session**
- 19 **Cheng, S. L.** (2019, October). *Reflection on the AECT 2018 Early Career Symposium*. Paper accepted at the annual meeting of the Association for Education Communication and Technology, Las Vegas, NV.
- 18 **Cheng, S. L.**, Jiang, Z., Cheng, S. B., & Xie, K. (2019, October). *Examining perceptions of course design in relation to student engagement and academic achievement in online learning environments*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Las Vegas, NV.
- 17 Vongkulluksn, V., Xie, K., & **Cheng, S. L.** (2019, October). *Factors of information literacy skills: Goal orientation, classroom tasks, and cognitive strategy use*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Las Vegas, NV.
- 16 Vongkulluksn, V., **Cheng, S. L.**, & Xie, K. (2019, August). *Motivation and classroom factors of high schoolers' information seeking self-regulation behaviors*. Paper presented at the annual convention of the American Psychological Association, Chicago, IL.
- 15 Vongkulluksn, V. W., **Cheng, S. L.**, Xie, K. (2019, August). *Classification of information searching tasks in science: Task characteristics and student behaviors*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- 14 **Cheng, S. L.**, Lu, L., Xie, K., & Vongkulluksn, V. W. (2019, April). *Revisiting teacher beliefs about technology integration: Expectancy-value perspectives*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- * Finalist for the Richard C. Anderson Graduate Student Research Award 2019 in National Consortium for Instruction and Cognition**
- * Nominated for the 2019 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG session**
- 13 Nelson, M. J., Voithofer, R. J., & **Cheng, S. L.** (2019, April). *Mediating factors that influence the technology integration practices of teacher educators*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- 12 **Cheng, S. L.**, Lu, L., & Xie, K. (2018, October). *Effects of ability and value beliefs on technology in-*

tegration: *A Multilevel mediation analysis*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Kansas City, MO.

11 **Cheng, S. L., & Xie, K.** (2018, April). *Teacher demographic characteristics, value beliefs, and TPACK perceptions*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

** Nominated for the 2018 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG session*

10 Xie, K., **Cheng, S. L., & Lu, L.** (2018, April). *The Adverse Power of Conflictual Presence in Social Learning*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

9 Xie, K., Vongkulluksn, V. W., Lu, Lin., & **Cheng, S. L.** (2018, April). *Profiles of academic motivation and school belongingness: Insights of motivational profiles on engagement and performance*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

8 Lu, L., Izmirli, S., **Cheng, S. L., & Xie, K.** (2017, April). *Investigating socially-situated identity in peer-moderated online collaborative learning: A discourse analysis study*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

7 Kim, M., **Cheng, S. L., & Xie, K.** (2017, April). *The validation of a systemic evaluation framework to investigate the multi-layered impacts of technology integration projects*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

6 Kim, M., **Cheng, S. L., & Xie, K.** (2016, October). *Building a systemic evaluation framework to track longitudinal impacts of a statewide technology integration project*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Las Vegas, NV.

5 **Cheng, S. L., & Xie, K.** (2016, October). *The effect of motivational and presage variables on teachers' TPACK in the context of technology professional development*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Las Vegas, NV.

4 Xie, K., **Cheng, S. L., Kim, M., & Luthy, N. C.** (2016, April). *How teachers learn and become competent via the evaluation of digital materials*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

** Nominated for the 2016 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG session*

3 Xie, K., Lu, L., **Cheng, S. L., & Kim, M.** (2016, April). *Technology professional development on catalyst teachers through a blended approach*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

2 Kim, M., **Cheng, S. L., Xie, K., Priebe, D., & Chen, S. B.** (2016, April). *A study on the teacher competency building for digital content evaluation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

1 Xie, K., & **Cheng, S. L.** (2015, November). *Improving teachers' technological pedagogical content knowledge through digital content evaluation*. Paper presented at the annual meeting of the Association for Education Communication and Technology, Indianapolis, IN.

REGIONAL REFEREED CONFERENCE PRESENTATIONS

4 Xie, K., Vongkulluksn, V. W., & **Cheng, S. L.** (2019, February). *Successful technology integration: Essential agents and resources*. Presented at the EHE Student Research Forum, The Ohio State University, Columbus, OH.

3 **Cheng, S. L.**, & Chen, S. B. (2016, February). *The effect of motivation on TPACK in technology professional development*. Presented at the EHE Student Research Forum, The Ohio State University, Columbus, OH.

2 **Cheng, S. L.** (2015, January). *Evaluating the impact of educational technology professional development on teachers' knowledge, motivation, and self-Efficacy*. Presented at the EHE Student Research Forum, The Ohio State University, Columbus, OH.

1 **Cheng, S. L.** (2013, April). *Moving beyond functional literacy pedagogy: Co-authorship of books as a transformative literacy practice*. Presented at the annual meeting of New Mexico Shared Knowledge Conference, Albuquerque, NM.

INVITED PRESENTATIONS

Research Roundtable Series in the Research Laboratory of Digital Learning: The series was designed to bring in open discussions to advance innovative research in digital learning and to extend the boundaries of knowledge construction to the College of Education and the Ohio State University.

Cheng, S. L. (2016, November). *Stimulating social processes with agent-based methodologies*. Presented at the Research Laboratory for Digital Learning, The Ohio State University, Columbus, OH.

Cheng, S. L. (2016, September). *Defining and redefining non-cognitive competencies*. Presented at the Research Laboratory for Digital Learning, The Ohio State University, Columbus, OH.

Cheng, S. L. (2015, October). *Technology professional development in K-12 schools and higher education*. Presented at the Research Laboratory for Digital Learning, The Ohio State University, Columbus, OH.

Teaching

SAM HOUSTON STATE UNIVERSITY

ISDT 7388: Doctoral Field Studies (doctoral; 100% online)

ISDT 7380: Instructional Technology Research Methods (doctoral; 100% online)

ISDT 7372: Statistical Methods (doctoral; 100% online)

ISDT 7355: Program Evaluation (doctoral; 100% online)

ISDT 7336: Instructional Design Assessment (doctoral; 100% online)

ISDT 7335: Management Application Analysis (doctoral; 100% online)

ISDT 7325: Technology Sustainability (doctoral; 100% online)

THE OHIO STATE UNIVERSITY

ESLTECH 8226: Methods of Inquiry in Learning Technologies (graduate; face to face; co-instructor with Dr. Kui Xie)

ESLTECH 2011: Keys to Academic Success for Online Learners (undergraduate; 100% online)

Program Evaluation & Assessment

VIRGINIA COMMONWEALTH UNIVERSITY

Special Olympics

Goal: The Special Olympics project intends to assess the effectiveness of an intervention program to reduce the weight and blood pressure of people with disabilities in the United States and other countries.

Leadership for Empowerment and Abuse Prevention (LEAP)

Goal: The LEAP project intends to assess the effectiveness of an intervention program to improve the sense of empowerment and the awareness of health relationships for people with disabilities.

Richmond Teacher Residency (RTR)

Goal: The RTR project intends to assess the effectiveness of a teacher residency program to improve pre-service teachers' instructional practice in line with the What Works Clearinghouse (WWC) standards of quasi-experimental designs.

THE OHIO STATE UNIVERSITY

Scaffolding Students' Information Literacy Development in Science

Goal: The Information Literacy project intends to assess the ways in which high school science teachers scaffold information literacy skills as part of science instruction, and how these scaffolding practices are linked to students' growth in information literacy skills.

College Ready Ohio (CRO)

Goal: The CRO project intends to assess the effectiveness of a technology integration initiative to improve in-service teachers' technological pedagogical content knowledge (TPACK), beliefs about using mobile technologies in classrooms, and students' cognitive and non-cognitive competencies.

Algebra Ready

Goal: The Algebra Ready project intends to assess the effectiveness of a technology professional development to improve technological pedagogical content knowledge (TPACK) and beliefs about using digital curriculum in classrooms.

Evaluating Digital Content for Instructional and Teaching Excellence (EDCITE)

Goal: The EDCITE project intends to assess the effectiveness of a technology integration initiative to improve in-service teachers' technological pedagogical content knowledge (TPACK) and beliefs about using digital curriculum in classrooms.

Professional Memberships

American Educational Research Association (2014–present)

Association for Educational Communication and Technology (2015–present)

National Consortium for Instruction and Cognition (2018–present)

Research Laboratory for Digital Learning (2014–present)

Honors & Awards

2020 Nominated for the 2021 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG, AERA

2019 Nominated for the 2020 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG, AERA

2019 Nominee for Teaching Associate Award hosted by the Department of Educational Studies, The Ohio State University

2019 Finalist for the Richard C. Anderson Graduate Student Research Award in National Consortium for Instruction and Cognition

2018 Nominated for the 2019 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG, AERA

2018 Selected attendee for AECT Early Career Research Symposium hosted by Research and Theory Division

2018 Winner of the Association for Educational Communications & Technology (AECT), Division of Distance Learning Journal Article Awards for Qualitative Research

2018 Recipient of the College of Education and Human Ecology: Donald G. Lux and Harriet H. Lux Scholarship Fund in Technology Education, The Ohio State University

2017 Nominated for the 2018 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG, AERA

2017 Recipient of the College of Education and Human Ecology: Charles Birkenshaw Mendenhall Memorial Fund, The Ohio State University

2016 Recipient of the College of Education and Human Ecology: Wilbur Hopkins Memorial Fund, The Ohio State University

2015 Nominated for the 2016 Best Paper Award in Technology as an Agent of Change in Teaching and Learning (TACTL) SIG, AERA

2015 Recipient of the College of Education and Human Ecology: Charles Birkenshaw Mendenhall Memorial Fund, The Ohio State University

2014 Recipient of the College of Education and Human Ecology: Donald G. Lux and Harriet H. Lux Scholarship Fund in Technology Education, The Ohio State University

2013 New Mexico State University Honor's Graduate

2012 New Mexico State University International Alumni Scholarship

Workshop

Cheng, S. L. (2020, January-April). *Data Analysis of National Survey of Children's Health (NSCH) Data*. Virginia Leadership Education in Neurodevelopmental Disabilities Seminar II. Virginia Commonwealth University, Richmond, VA.

Cheng, S. L. (2019, November). *Power Analysis for Structural Equation Modelling*. Stat+ User's Group. Virginia Commonwealth University, Richmond, VA.

National Service

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Secretary/Treasurer of SIG 151 Technology as an Agent of Change in Teaching and Learning (2021-present)

Communications Officer of SIG 52 Instructional Technology (2020-2021)

Graduate Student Representative of SIG 31 Design and Technology (2016-2017)

EDITORIAL BOARD

Frontiers in Education (2021-present)

AD HOC REVIEWER

Asia Pacific Education Review
Assessment for Effective Intervention
Computers & Education
Distance Education
Journal of Computer Assisted Learning
Journal of Computers in Education
Journal of Research on Technology in Education
Teaching and Teacher Education
The Internet and Higher Education

CONFERENCE PEER REVIEW

American Educational Research Association (2014-present)
Association for Educational Communication and Technology (2015-present)

Institutional Service

SAM HOUSTON STATE UNIVERSITY

Dissertation Chair/Committee

Joseph Guidry (co-chair; 2020-2021; pass)

THE OHIO STATE UNIVERSITY

Peer Reviewer, *Student Research Forum in College of Education and Human Ecology* (2016)

NEW MEXICO STATE UNIVERSITY

Media Coordinator, *International Club of New Mexico State University* (2013)

Broader Community Service

NEW MEXICO STATE UNIVERSITY

[Family Literacy Project](#): Work with a Chinese ESL girl and her family member to develop a bilingual alphabetic book. Las Cruces Public School District.
Participatory Action Researcher. (2012)

Technical Skills in Learning Technologies

TECHNOLOGY INTEGRATION

Google Certified Educator Level 1 (March, 2020)

Technical Skills in Research Methods

QUANTITATIVE METHODS

Software: R, Mplus, STATA, SPSS, SAS
Comfort with modern methods of data analysis including analysis of variance, conditional process analysis, multilevel modeling, longitudinal data analysis, factor analysis, structural equation modeling, latent profile analysis, and applications of the general linear model.

Professional Training in Research Methods

LASER INSTITUTE

[The LASER Institute](#) aims to increase the capacity of early and mid-career scholars to leverage new data sources and apply computational methods (e.g., network analysis, text mining and machine learning) to support their existing research and develop new lines of inquiry

Cohort 1 (June 14, 2021-present)

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

[Introduction to Qualitative Meta-Synthesis Methods: Achieving STEM Equity and Inclusion through Syntheses](#) (May 20, 2021)

[Advanced Meta-Analysis](#) (April, 14, 2021)

[Modern Meta-Analysis Research](#) (February 10, 2021)

[Introduction to Systematic Review and Meta-Analysis](#) (June 4, 2020)

EMDS WORKSHOPS

[Analysis of Complex Survey Data](#) (December 10-11, 2020)

THE OHIO STATE UNIVERSITY

Introduction to Educational Statistics

Sample Designs and Survey Research Methods

Categorical Data Analysis

Advanced Research Methods

Introduction to Educational Measurement

Regression Analysis

Applied Multilevel Data Analysis

Covariance Structure Models

Introduction to Educational Evaluation

Structural Equation Modeling

Statistical Mediation, Moderation, and Conditional Process Analysis

Seminars: Quantitative Research, Evaluation, and Measurement (Advanced Structural Equation Modeling)

Professional Training in Teaching

SAM HOUSTON STATE UNIVERSITY

Online Faculty Course Redesign & Faculty Certification

Cohort 2 (March 22-April 25, 2021)

References

[Dr. Kui Xie](#), Cyphert Distinguished Professor at The Ohio State University

[Dr. Kathleen M. Rudasill](#), Senior Associate Dean for Research and Faculty Development at Virginia Commonwealth University

[Dr. Rick Voithofer](#), Associate Professor at The Ohio State University

[Dr. Dorinda Gallant](#), Associate Professor at The Ohio State University

[Dr. Christopher Wolters](#), Professor at The Ohio State University

[Dr. MinJung Kim](#), Assistant Professor at The Ohio State University