ZHONGZHOU CHEN

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PROFESSIONAL PREPARATION

BS   Fudan University, Light Source and Illumination Engineering   May 2005

PhD   University of Illinois at Urbana Champaign, Physics   July 2012

Postdoctoral Research Associate University of Illinois at Urbana Champaign, Champaign, IL   2012 to 2013

Postdoctoral Fellow/Assistant
Massachusetts Institute of Technology, Cambridge, MA Online learning, Massive Open Online Courses and physics education

2013 to 2016

EMPLOYMENT HISTORY

Assistant Professor of Physics
Online learning, learning analytics and physics education
University of Central Florida, Orlando, FL   2016-present

PUBLICATIONS

Felker, Z., & Chen, Z. (2023). Reducing procrastination on introductory physics online homework for college students using a planning prompt intervention. Physical Review Physics Education Research, 19(1), 010123. https://doi.org/10.1103/PhysRevPhysEducRes.19.010123

Chen, Z. (2022). Measuring the level of homework answer copying during COVID-19 induced remote instruction. Physical Review Physics Education Research, 18. https://doi.org/10.1103/PhysRevPhysEducRes.18.010126

Taub, M., Banzon, A. M., Zhang, T., & Chen, Z. (2022). Tracking Changes in Students' Online Self-Regulated Learning Behaviors and Achievement Goals Using Trace Clustering and Process Mining. Frontiers in Psychology, 13(March). https://doi.org/10.3389/fpsyg.2022.813514

Zhang, T., Taub, M., & Chen, Z. (2022). A Multi-Level Trace Clustering Analysis Scheme for Measuring Students' Self-Regulated Learning Behavior in a Mastery-Based Online Learning Environment. LAK22: 12th International Learning Analytics and Knowledge Conference, 197–207. https://doi.org/10.1145/3506860.3506887

Zhang, T., Taub, M., & Chen, Z. (2021). Measuring the Impact of COVID-19 Induced Campus Closure on Student Self-Regulated Learning in Physics Online Learning Modules. LAK21: 11th International Learning Analytics and Knowledge Conference, 110–120. https://doi.org/10.1145/3448139.3448150

Other significant publications

Chen, Z., Chudzicki, C., Palumbo, D., Alexandron, G., Choi, Y.-J., Zhou, Q., & Pritchard, D. E. (2016). Researching for better instructional methods using AB experiments in MOOCs: results and challenges. *Research and Practice in Technology Enhanced Learning*, *11*(9). http://doi.org/10.1186/s41039-016-0034-4

Lee, S., Chen, Z., Pritchard, D., Kimn, A., & Paul, A. (2017). Factor Analysis Reveals Student Thinking using the Mechanics Reasoning Inventory. In *Proceedings of the Fourth (2017) ACM Conference on Learning @ Scale - L@S '17* (pp. 197–200). New York, New York, USA: ACM Press. http://doi.org/10.1145/3051457.3053984

Alexandron, G., Antonio Ruiperez Valiente, J., Chen, Z., & Pritchard, D. E. (2016). Using Multiple Accounts for Harvesting Solutions in MOOCs. In *Proceedings of the Third ACM Conference on Learning @ Scale* (pp. 63–70). Edinburg, Scotland UK. http://doi.org/10.1145/2876034.2876037

Chudzicki, C., Chen, Z., Zhou, Q., Alexandron, G., & Pritchard, D. E. (2015). Validating the pre/post-test in a MOOC environment. *2015 Physics Education Research Conference Proceedings*, 83–86. http://doi.org/10.1119/perc.2015.pr.016

Chen, Z., & Gladding, G. (2014). How to make a good animation: A grounded cognition model of how visual representation design affects the construction of abstract physics knowledge. *Physical Review Special Topics - Physics Education Research*, *10*(1), 10111. http://doi.org/10.1103/PhysRevSTPER.10.010111

GRADUATE TEACHING EXPERIENCE

- ISC 5404/4932 Fundamentals of Discipline Based Education Research (DBER) in STEM Disciplines. (Spring 2021)

GRADUATE TEACHING EXPERIENCE

Chair of Thesis/Dissertation committeee
> Zachary Felker (2018 – 2023), Ph.D. Physics

Member of Thesis/Dissertation committee
> Shahab Boumi, PhD, Civil Engineering, 2022
> Brian Zamarippa Roman, PhD, Physics, 2021
> Constance Doty, PhD, Physics, 2021
> Westley James, PhD, Phyics, 2020