

# Amos Jeng

University of Illinois Urbana-Champaign

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## EDUCATION

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| Ph.D., expected May 2025 | <p><b>University of Illinois Urbana-Champaign (UIUC)</b><br/>         Champaign, IL<br/>         Educational Psychology<br/> <i>Advisor:</i> Michelle Perry<br/> <i>Thesis:</i> An exploration of academic help-seeking and help-giving in a cultural context</p> <ul style="list-style-type: none"> <li>• Graduate College Mentoring Certificate, 2022</li> <li>• Graduate College Teaching Certificate, 2024</li> </ul> |
| M.S., 2022               | <p><b>University of Illinois Urbana-Champaign (UIUC)</b><br/>         Champaign, IL<br/>         Educational Psychology<br/> <i>Advisor:</i> Michelle Perry<br/> <i>Thesis:</i> An exploration of help-giving in online college course discussion forums</p>  |
| B.A., 2018               | <p><b>Johns Hopkins University</b><br/>         Baltimore, MD<br/>         Cognitive Science, Philosophy<br/> <i>Advisor:</i> Barbara Landau</p> <ul style="list-style-type: none"> <li>• <i>Phi Beta Kappa</i></li> <li>• General Honors, Honors in Cognitive Science</li> </ul>   |

## AWARDS, HONORS, FELLOWSHIPS, AND SCHOLARSHIPS

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| 2024 | <p>William C. Bagley Doctoral Scholarship, UIUC</p> <ul style="list-style-type: none"> <li>• Awarded to College of Education doctoral students based on academic merit, professional experience, public service, and commitment to the field of education (award amount: \$2,000)</li> </ul>  |
| 2024 | <p>College of Education Dissertation Award, UIUC</p> <ul style="list-style-type: none"> <li>• Awarded to advanced doctoral students to assist with dissertation completion based on research significance, methodological soundness, and feasibility of their work plan (award amount: \$1,886)</li> </ul>  |
| 2024 | <p>Diversity Leadership Award, Grainger College of Engineering Institute for Inclusion, Diversity, Equity, &amp; Access (IDEA), UIUC</p> <ul style="list-style-type: none"> <li>• Awarded to students who have made significant contributions towards the advancement of diversity, equity, and inclusion through the IDEA Institute (award amount: \$500)</li> </ul> |
| 2023 | <p>William C. Bagley Doctoral Scholarship, UIUC</p>   |

- Awarded to College of Education doctoral students based on academic merit, professional experience, public service, and commitment to the field of education (award amount: \$2,000)
- 2022 National Science Foundation (NSF) Graduate Research Fellowship
- Awarded to support outstanding graduate students pursuing research in STEM/STEM education. Provides three years of financial support, including an annual stipend (\$34,000-\$37,000/year) and tuition/fee coverage (~\$30,000/year)
- 2020 Illinois Distinguished Fellowship, UIUC
- Awarded by the Graduate College to recruit exceptional applicants into its doctoral programs. Provides three years of financial support, including an annual stipend (\$25,000/year) and tuition/fee coverage (~\$30,000/year)

### Conference Support Awards

- 2023 Bureau of Educational Research Spring 2023 and Fall 2023 Conference Participation Support Awards, UIUC
- 2023 Graduate College Fall 2023 Conference Presentation Award, UIUC
- 2023 Block Grant Fellowship, UIUC
- 2023 AERA Division C Pre-Conference Graduate Student Seminar Travel Award

### Teaching Excellence Recognition

- 2024 Fall 2023 List of Teachers Ranked as Excellent by Their Students, UIUC
- 2023 Fall 2022 List of Teachers Ranked as Excellent by Their Students, UIUC

## PUBLICATIONS

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### Peer-Reviewed Journal Articles

1. **Jeng, A.** (2024). Individualism and collectivism's impact on students' academic helping interactions: An integrative review. *Social Psychology of Education, 27*, 2771–2807. <https://doi.org/10.1007/s11218-024-09920-4>
2. **Jeng, A., Bosch, N., & Perry, M.** (2024). Phatic expressions influence perceived helpfulness in online peer help-giving: A mixed methods study. *Learning and Instruction, 91*, 101893. <https://doi.org/10.1016/j.learninstruc.2024.101893>
3. **Chen, D., Jeng, A., Sun, S., & Kaptur, B.** (2023). Use of technology-based assessments: A systematic review covering over 30 countries. *Assessment in Education: Principles, Policy & Practice, 30*(5–6), 396–428. <https://doi.org/10.1080/0969594X.2023.2270181>
4. **Jeng, A., Williams-Dobosz, D., Bosch, N., & Perry, M.** (2023). Direct and indirect ways of being helpful in online peer help-giving interactions. *Computers & Education, 205*, 104894. <https://doi.org/10.1016/j.compedu.2023.104894>
5. **Jeng, A., Bosch, N., & Perry, M.** (2023). Sense of belonging predicts perceived helpfulness in online peer help-giving interactions. *The Internet and Higher Education, 57*, 100901. <https://doi.org/10.1016/j.iheduc.2022.100901>

6. **Jeng, A.**, McCarren, E.M., & Suñé, A.J. (2022). Food security and part-time work for students: Do race and region play a role? *Journal of American College Health*, 1–9. <https://doi.org/10.1080/07448481.2022.2109033>
7. Williams-Dobosz, D., **Jeng, A.**, Azevedo, R. F. L., Bosch, N., Ray, C., & Perry, M. (2021). Ask for help: Online help-seeking and help-giving as indicators of cognitive and social presence for students underrepresented in chemistry. *Journal of Chemical Education*, acs.jchemed.1c00839. <https://doi.org/10.1021/acs.jchemed.1c00839>

### Peer-Reviewed Published Conference Proceedings

1. **Jeng, A.** & Perry, M. (2024). Contextualizing academic help-seeking and help-giving within a system view of culture. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences (ICLS) 2024* (pp. 186–193). <https://doi.org/10.22318/icls2024.181233>
2. **Jeng, A.**, Bosch, N., & Perry, M. (2023). Perceived helpfulness of phatic expressions in online help-giving interactions. In P. Blikstein, J. V. Aalst, R. Kizito, & K. Brennan (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences (ICLS) 2023* (pp. 1779–1780). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2023.314349>
3. **Jeng, A.**, Vemuri, A., & Perry, M. (2023). Predictors of sense of belonging to one’s course community for online and in-person learners. In P. Blikstein, J. V. Aalst, R. Kizito, & K. Brennan (Eds.), *Proceedings of the 17th International Conference of the Learning Sciences (ICLS) 2023* (pp. 1781–1782). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2023.440607>
4. **Jeng, A.**, Valdiviejas, H., & Perry, M. (2022). A path analysis of gender differences in social presence in online course discussion forums. In C. Chinn, E. Tan, C. Chan, & Y. Kali (Eds.), *Proceedings of the 16<sup>th</sup> International Conference of the Learning Sciences (ICLS) 2022* (pp. 937–940). International Society of the Learning Sciences. <https://repository.isls.org/handle/1/8899>
5. Williams-Dobosz, D., Azevedo, R. F. L., **Jeng, A.**, Thakkar, V., Bhat, S., Bosch, N., & Perry, M. (2021). A social network analysis of online engagement for college students traditionally underrepresented in STEM. *LAK21: 11th International Learning Analytics and Knowledge Conference*, 207–215. <https://doi.org/10.1145/3448139.3448159>

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### MANUSCRIPTS UNDER REVIEW

1. **Jeng, A.** *Examining the associations between individualism, collectivism, and undergraduate students’ engagement in academic help-seeking and help-giving.*

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### MANUSCRIPTS IN PREPARATION

1. **Jeng, A.** *A cultural perspective on academic help-seeking and help-giving among undergraduate students of European and East Asian descent.*
2. Rayford, T., **Jeng, A.**, Ruedas-Gracia, N., & Song, D. “*What did you expect?*”: *The extent to which universities fulfill college students’ expectations about belonging.*

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### CONFERENCE PRESENTATIONS

1. **Jeng, A.** (2025, April 23–27). *Academic help-seeking in a cultural context: The roles of individualism and collectivism* [Symposium presentation]. In C. J. Fong & A. Kennedy (Co-

- chairs), *Toward a contextually grounded and sociocultural understanding of academic help-seeking: New directions and perspectives*. 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.
2. Vemuri, A., **Jeng, A.**, & Perry, M. (2025, April 23–27). *Intrinsic motivation of women in STEM: A self-determination theory perspective* [Poster session]. 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.
  3. Sewell, M. & **Jeng, A.** (2025, April 23–27). *The developmental relevance of academic help-giving during adolescence* [Paper session]. 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.
  4. Perry, M., Bosch, N., **Jeng, A.**, & Williams-Dobosz, D. (2024, November 8). *Documenting success among students who are underrepresented in STEM in online STEM college courses* [Panel discussion]. Illinois Online Higher Education Symposium, Online.
  5. **Jeng, A.** (2024, August 8–10). *Individualism and collectivism's impact on students' willingness to seek and give academic help* [Virtual poster]. American Psychological Association (APA) Convention, Seattle, Washington.
  6. **Jeng, A.**, Williams-Dobosz, D., Bosch, N., & Perry, M. (2024, August 8–10). *Understanding where undergraduate students go when they need academic help* [Poster session]. American Psychological Association (APA) Convention, Seattle, Washington.
  7. **Jeng, A.** (2024, March 1). *Examining academic help-seeking and help-giving behaviors in individualist and collectivist contexts: An integrative review* [Paper presentation]. 15<sup>th</sup> Annual College of Education Graduate Student Conference, Champaign, Illinois.
  8. **Jeng, A.** (2023, October 13–15) *College students' experiences with academic help-seeking in a cultural context* [Research presentation]. 2023 Learning Sciences Graduate Student Conference (LSGSC), Iowa City, Iowa.
  9. Rayford, T., **Jeng, A.**, Ruedas-Gracia, N., & Song, D. (2023, April 13–16). *Belonging fulfillment: Are universities fulfilling college students' expectations about belonging?* [Paper session]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois.
  10. **Jeng, A.**, Bosch, N., Vemuri, A., & Perry, M. (2023, April 13–16). *Sense of belonging and social support in online peer help-giving interactions* [Poster session]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, Illinois.
  11. **Jeng, A.** (2023, March 3). *Social comments and perceived helpfulness in online peer help-giving interactions* [Poster session]. 14<sup>th</sup> Annual College of Education Graduate Student Conference, Champaign, Illinois.
  12. **Jeng, A.** (2022, May 18–21). *Academic help-seeking among Asian American college students* [Conference presentation]. 18<sup>th</sup> International Congress of Qualitative Inquiry (ICQI), Champaign, Illinois.
  13. **Jeng, A.** (2022, April 21–23). *Sense of belonging as a predictor of perceived helpfulness in a college statistics course discussion forum* [Poster session]. 2022 Cognitive Development Society Bi-Ennial Conference, Madison, Wisconsin.
  14. Rayford, T. & **Jeng, A.** (2022, March 4). *(Un)fulfilled belonging among college students* [Poster session]. 13<sup>th</sup> Annual College of Education Graduate Student Conference, Champaign, Illinois.
  15. **Jeng, A.** (2021, March 5). *Student perceptions of helpfulness in online course discussion forums* [Poster session]. 12<sup>th</sup> Annual College of Education Graduate Student Conference, Champaign, Illinois.

## UNIVERSITY TEACHING AND MENTORING EXPERIENCE

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### University of Illinois Urbana-Champaign, Champaign, IL

Graduate Assistant, Department of Statistics

- Fall 2024
- *Responsibilities:* Mentored three undergraduate students in a research project examining the computational thinking skills necessary to use generative AI applications to complete statistical tasks; led mentees in training sessions focused on interview data collection, transcription, project management, and collaborative qualitative data analysis

Teaching Assistant, *Educational Psychology* (EPSY 201)

- Fall 2022, Fall 2023, Spring 2024
- *Responsibilities:* Led weekly discussion sections to review and expand on key lecture concepts through in-class activities; held office hours; graded assignments and projects

Graduate Student Mentor, *Independent Study* (EPSY 395)

- Fall 2022, Spring 2023, Fall 2023, Spring 2024
- *Responsibilities:* Mentored an undergraduate student assisting with my research projects on online help-seeking and help-giving, involving them in data coding, analysis, and manuscript preparation; guided mentee in designing and implementing an independent research project that culminated in a Bachelor's thesis

Graduate Student Mentor, *Undergraduate Research Apprenticeship Program (URAP)*

- Fall 2021, Spring 2022
- *Description:* A year-long program coordinated by the Graduate College at UIUC to support graduate students to become mentors to undergraduate students who are new to research
- *Responsibilities:* Completed formal mentorship training; introduced an undergraduate mentee to the research process through weekly meetings and involvement in various projects; guided mentee in creating a research poster presented at the Undergraduate Research Symposium

### Undergraduate Students Mentored

- Julianna Drew (Statistics Research Assistant, Fall 2024)
- Sanju Gongati (Statistics Research Assistant, Fall 2024)
- Bhuvan Kala (Statistics Research Assistant, Fall 2024)
- Aparajita Vemuri (URAP Mentee, Independent Study Student, 2021–2024)

## GRANTS

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| 2023 | <p>“In League with STEM,” Grainger College of Engineering Institute for Inclusion, Diversity, Equity &amp; Access (IDEA), University of Illinois, \$11,629, 2023–2024.<br/>PI: C. Bruhn.</p> <ul style="list-style-type: none"> <li>• <i>Role:</i> Co-Investigator</li> </ul> |
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- *Objective:* To implement and investigate outcomes associated with a culturally responsive STEM mentorship program aimed at fostering STEM motivation among Black adolescent males in Central Illinois

## **PROFESSIONAL SERVICE**

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### **University of Illinois Urbana-Champaign, Champaign, IL**

Student Advising on Graduate Education (SAGE) Advisory Board

- Fall 2023, Spring 2024
- *Responsibilities:* Served on a graduate student advisory board providing input to the campus-wide Graduate College on their programs, resources, and services.

College of Education Graduate Student Conference (GSC) Planning Committee

- Fall 2022, Spring 2023
- *Responsibilities:* Served on the planning committee for the annual Graduate Student Conference, attending monthly meetings, reviewing abstract submissions, and coordinating conference activities.

STEM For All Video Showcase Presenter

- Spring 2022
- *Responsibilities:* Contributed to a video showcase highlighting federally funded projects to improve STEM education, presenting findings on effective online help-giving in college course discussion forums.

### **Ad Hoc Journal Reviews**

Instructional Science

Journal of Cross-Cultural Psychology

npj Science of Learning

### **Conference Reviews**

American Educational Research Association (AERA) Annual Meeting

American Psychological Association (APA) Annual Convention

College of Education Graduate Student Conference (GSC), University of Illinois Urbana-Champaign

International Society of the Learning Sciences (ISLS) Annual Meeting

Learning Sciences Graduate Student Conference (LSGSC)

### **Professional Affiliations**

American Educational Research Association (AERA)

American Psychological Association (APA)

Cognitive Development Society (CDS)

International Society of the Learning Sciences (ISLS)

## **OTHER PROFESSIONAL EXPERIENCE**

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**iLearn Group, Champaign, IL**

Graduate Research Assistant

2020 – 2022

- Collaborated with an interdisciplinary team of researchers to understand and improve students' learning experiences in online STEM courses, focusing on how students learn through interactions on course discussion forums
- *Responsibilities:* Collaborated with team members to gather and interpret data from online STEM courses; contributed to academic presentations and publications based on research findings

**Center for Neurodevelopmental and Imaging Research, Baltimore, MD** 2019 – 2020  
Research Coordinator

- Assisted with the implementation of various ongoing pediatric studies for the Center for Neurodevelopmental and Imaging Research at Kennedy Krieger Institute
- *Responsibilities:* Maintained study protocol and IRB documentation; recruited subjects and implemented all aspects of the study protocol; collected and organized data for analysis

**Johns Hopkins Carey Business School, Baltimore, MD** 2018 – 2019  
Research Coordinator

- Worked with the Principal Investigator to develop and implement an eye-tracking study investigating decision-making in hiring practices within the labor market
- *Responsibilities:* Assisted in the design and implementation of the eye-tracking study; recruited subjects and managed all aspects of the study protocol

**Village Learning Place, Baltimore, MD** 2016 – 2019  
Classroom Assistant

- Supported elementary school students in a local academic program throughout the summer and school year
- *Responsibilities:* Assisted students with lessons, reading, and mathematics homework; collaborated with teachers to implement effective teaching strategies and provide individualized support to students

**Johns Hopkins Lab for Child Development, Baltimore, MD** 2017  
Research Assistant

- Assisted in daily lab operations and supported various research activities in the Lab for Child Development.
- *Responsibilities:* Scheduled subjects and implemented aspects of the study protocol; participated in weekly meetings to discuss research progress; assisted in maintaining lab equipment and organizing research materials

**Educational Testing Service, Princeton, NJ** 2017  
Intern

- Collaborated with a test development team to create a standardized assessment for evaluating listening skills in students from grades 3-10
- *Responsibilities:* Developed listening stimuli and test questions for future standardized assessments; worked closely with team members to ensure the accuracy and relevance of test materials