

FAN OUYANG

欧阳璠

CURRICULUM VITAE

简历

2018-11-29

教育技术专业
课程与学习科学系, 教育学院, 浙江大学
浙江大学西溪校区田家炳书院

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EDUCATION 教育背景

2018	Ph.D.	Learning Technologies Department of Curriculum and Instruction University of Minnesota
	博士	明尼苏达大学, 课程与指导系, 学习技术 博士论文: Investigating Teaching and Learning Processes of an Online Course from Multiple Perspectives 从多种角度调查一门在线课程的教学过程 导师: Dr. Cassandra Scharber, Dr. Bodong Chen (陈伯 栋)
2007	M.A.	Computer Software and Theory College of Computer and Communication Engineering Changsha University of Science and Technology
	硕士	长沙理工大学, 计算机与通信工程学院, 计算机软件理 论
2004	B.A.	Computer Science and Technology College of Computer and Communication Engineering Changsha University of Science and Technology
	学士	长沙理工大学, 计算机与通信工程学院, 计算机科学与 技术

PROFESSIONAL EMPLOYMENTS 工作经历

2018-至今	百人计划研究员	浙江大学, 教育学院
2007-2013	Lecturer	Central South University of Forestry and Technology, College of Computer Science and Information Engineering
	讲师	中南林业科技大学, 计算机与信息工程学院

RESEARCH INTERESTS 研究兴趣

Computer-supported collaborative learning 计算机支持的协作学习; Learning analytics 学习分析; Educational data mining 教育数据挖掘; Online & blended teaching and learning 在线与混合教学; Learning sciences 学习科学; Instructional science 指导科学

PUBLICATIONS

Refereed Journal Articles (Selected) 期刊论文

- Ouyang, F.** & Chang, Y. H. (2018). The relationship between social participatory role and cognitive engagement level in online discussions. *British Journal of Educational Technology*. doi: [10.1111/bjet.12647](https://doi.org/10.1111/bjet.12647). [SSCI 检索] 影响因子: 2.41
- Chen, B., Chang, Y. H., **Ouyang, F.**, & Zhou, W. Y. (2018). Fostering discussion engagement through social learning analytics. *The Internet and Higher Education*, 37, 21-30. doi: <https://doi.org/10.1016/j.iheduc.2017.12.002>. [SSCI 检索] 影响因子: 5.13
- Ouyang, F.** & Scharber, C. (2018). Adapting the TPACK framework for online teaching within higher education. *International Journal of Online Pedagogy and Course Design*, 8(1), 42-59. doi: [10.4018/IJOPCD.2018010104](https://doi.org/10.4018/IJOPCD.2018010104). 影响因子: 0.40
- Ouyang, F.** & Scharber, C. (2017). The influences of an experienced instructor's discussion design and facilitation on an online learning community development: A social network analysis study. *The Internet and Higher Education*, 35, 33-47. doi: <https://doi.org/10.1016/j.iheduc.2017.07.002>. [SSCI 检索] 影响因子: 5.13
- Scharber, C., Pazurek, A., & **Ouyang, F.** (2017). Illuminating the (in) visibility of female scholars: A gendered analysis of publishing rates within educational technology journals from 2004 to 2015. *Gender and Education*, 1-29. doi: [10.1080/09540253.2017.1290219](https://doi.org/10.1080/09540253.2017.1290219). [SSCI 检索] 影响因子: 0.84
- Ouyang, F.** (2016). Applying the polysynchronous learning to foster the student-centered learning in the higher education context: A blended course design. *International Journal*

of Online Pedagogy and Course Design, 6(3), 52-68. doi: [10.4018/IJOPCD.2016070105](https://doi.org/10.4018/IJOPCD.2016070105).

影响因子: 0.40

欧阳璠 (2012). 浅谈高校班级无人监考的实践过程和教育意义. *考试: 教研版*, 9(1), 10.

欧阳璠 (2012). 高校基于微博的网络辅助教学模式探讨. *中国科教创新导刊*, 3(2), 181.

影响因子: 0.054

欧阳璠 (2012). 基于现代教育技术的C语言教学研究. *教育技术研究*, 2(1), 223.

欧阳璠 (2012). 混合教学模式在高校计算机基础课程的研究和应用. *教育研究 (导刊)*, 5(1), 180.

Conference Proceedings 会议论文

Ouyang, F. (2015). Explore the potentials of applying social learning analytics to understand and students' learning experiences in a Ning-based online learning community.

EDULEARN15 Proceedings, 6832-6838. 教育与新学习技术国际会议论文集

Ouyang, F. (2015). The design of a completely online undergraduate-level course and the application of technological pedagogical content knowledge in the online course.

EDULEARN15 Proceedings, 6839-6846. 教育与新学习技术国际会议论文集

Ouyang, F. (2015). Exploring an experienced online instructor's applications of TPACK in a graduate-level online course through the online students' perspectives: Design of a qualitative case study. In S. Carliner, C. Fulford & N. Ostashewski (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2015* (pp. 504-512).

Association for the Advancement of Computing in Education. 教育媒体与技术全球会议论文集

Ouyang, F. (2014). Design of a mixed-methods case study to analyze students' online social learning in a Ning-based online learning community. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, 2014(1)*, 1187-1196.

电子学习全球会议论文集

Scharber, C., Pazurek, A., & **Ouyang, F.** (2014). A gendered analysis of publishing rates within educational technology journals from 2004-2013. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, 2014(1)*, 1210-1215.

电子学习全球会议论文集

CONFERENCE PRESENTATIONS

Presentations at International & National Professional Meetings

Ouyang, F., Chang, Y. H., Huang T. H & Scharber, C. (2018). Reconceptualizing the online community of inquiry: A shared responsibility between the instructor and students. 2018 Association for Educational Communications & Technology International Convention.

Kansas City, Missouri. 美国教育通信与技术协会国际会议

Ouyang, F. & Chang, Y. H. (2018). Relationships between students' social participatory role and cognitive engagement level within asynchronous online discussions. 2018

- Association for Educational Communications & Technology International Convention. Kansas City, Missouri. 美国教育通信与技术协会国际会议
- Chen, B, **Ouyang, F.**, Shoberg, J., & Reen, D. (2018). IdeaMagnet: Bridging web annotations with knowledge-building discourse in classrooms, I Annotate 2018 Conference. San Francisco, CA.
- Scharber, C., Pazurek, A., & **Ouyang, F.** (2017). Women's publication rates as an indicator of leadership in the field of Educational Technology. Association for Educational Communications & Technology International Convention. Jacksonville, FL. 美国教育通信与技术协会国际会议
- Ingram, D., Crampton, A., Majors, Y., **Ouyang, F.**, Scharber, C., & Lewis, C. (2017). Facets of engagement in quality youth programming. Annual Meeting of the Jean Piaget Society. San Francisco, CA. 美国 Jean Piaget Society 年会
- Chen, B, Chang, Y. H., **Ouyang, F.**, & Zhou, W. Y. (2017). Fostering online discussions through social learning analytics. Annual Meeting of the American Educational Research Association. San Antonio, Texas. 美国教育研究协会年会
- Ouyang, F** & Scharber, C. (2016). Examining an instructor's online interaction and participation in a Ning-based online discussion forum. Association for Educational Communications & Technology International Convention. Las Vegas, NV. 美国教育通信与技术协会国际会议
- Ouyang, F.** (2015). Reconceptualizing TPACK in the online education. Online keynote presentation. The 3rd Annual eLearning Innovations eConference. Kenya. 电子学习创新年会
- Scharber, C., Pazurek, A., & **Ouyang, F.** (2015). How visible are women scholars in ed tech? An analysis of journal publication rates. Association for Educational Communications & Technology International Convention. Indianapolis, IN. 美国教育通信与技术协会国际会议
- Ouyang, F.** (2015). Explore the potentials of applying social learning analytics to understand and students' learning experiences in a Ning-based online learning community. 7th International Conference on Education and New Learning Technologies. Barcelona, Spain. 教育与新学习技术国际会议
- Ouyang, F.** (2015). The design of a completely online undergraduate-level course and the application of technological pedagogical content knowledge in the online course. 7th International Conference on Education and New Learning Technologies. Barcelona, Spain. 教育与新学习技术国际会议
- Ouyang, F.** (2015). Exploring an experienced online instructor's applications of TPACK in a graduate-level online course through the online students' perspectives: Design of a qualitative case study. World Conference on Educational Media and Technology, Association for the Advancement of Computing in Education. Montreal, Canada. 教育媒体与技术全球会议
- Scharber, C., Pazurek, A., & **Ouyang, F.** (2015). Exploring gender differences in publication rates within educational technology journals: 2004-2013. Annual Meeting of the American Educational Research Association. Chicago, IL. 美国教育研究协会年会
- Ouyang, F.** (2014). Design of a mixed-method case study to analyze students' online social learning in Ning-based online learning community. World Conference on E-Learning,

Association for the Advancement of Computing in Education. New Orleans, LA. 电子学习全球会议

Scharber, C., Pazurek, A., & **Ouyang, F.** (2014). A gendered analysis of publishing rates within educational technology journals from 2004-2013. World Conference on E-Learning, Association for the Advancement of Computing in Education. New Orleans, LA. 电子学习全球会议

Presentations at State and Local Professional Meetings

欧阳璠. (2018). 利用学习分析技术检查并促进在线协作式学习. 浙江大学.

Scharber, C., Pazurek, A., & **Ouyang, F.** (2017). A publication story: From concept to journal article. University of Minnesota. 明尼苏达大学

Chen, B, **Ouyang, F.**, Chang, Y. H., & Zhou, W. Y. (2016). Fostering engagement and reflection through social learning analytics: A design-based research study. Minnesota eLearning Summit. MN. 明尼苏达电子学习峰会

Ouyang, F. & Scharber, C. (2016). Is it possible to facilitate an online learning community in a higher education online course? Minnesota eLearning Summit. MN. 明尼苏达电子学习峰会

Ouyang, F. & Scharber, C. (2016). An experienced online instructor's design and facilitation of an online learning community in a graduate-level online course. 2016 International Graduate Student Research Showcase. University of Minnesota. 明尼苏达大学

Ouyang, F. & Scharber, C. (2016). Using network analysis and content analysis to analyze online participants' interaction structures and inquiry patterns in an online course. 2016 Research Day, College of Education and Human Development, University of Minnesota. 明尼苏达大学

Lewis, C., Scharber, C., Crampton, A., **Ouyang, F.**, Ross, N., & Struck, M. (2016). Unruly data: Living with research questions and instruments. Research presentation, Department of Curriculum and Instruction, University of Minnesota. 明尼苏达大学

Ouyang, F. (2015). Design of a qualitative case study to explore an experienced online instructor's TPACK application in a Ning-based online course. 2015 Research Day, Department of Curriculum and Instruction, University of Minnesota. 明尼苏达大学

Ouyang, F. (2014). Design of a mixed method study to analyze online social learning. 2014 Research Day, Department of Curriculum and Instruction, University of Minnesota. 明尼苏达大学

RESEARCH EXPERIENCE 研究经验

(2015-2018) SciGirls Code: A national connected learning model to integrate computing in STEM learning with middle school girls. American National Science Foundation, \$1,239,048.00. Joan Freese (PI), Cassie Scharber (Co-PI), Rita Karl (Co-PI), Karen Peterson (Co-PI). 该项目以连接学习(Connected Learning)理论为基础, 调查中学女学生的计算思维和编程技术在科技学习过程中的提高。我(Research Assistant 研究助理)在该项目中负责分析学生们在在线平台 Flipgrid 上的交互过程。

- (2017-2018) Cyberlearning: Connecting web annotations and progressive online discourse in science classrooms (Principal Investigator: Bodong Chen; funded by National Science Foundation \$169,041). 该项目设计、开发以及评估一个网络注释工具在高中科学学习知识构建过程中的应用. 我 (Research Assistant 研究助理) 在该项目中负责(1)设计并主持参与设计研讨会 (participatory design workshops)。研讨会目的为收集高中科学老师对于开发工具的反馈意见；老师们的反馈意见应用于工具的重设计与完善过程中；(2)设计并开发学生实时社交网络响应系统；学生们可以通过该工具获得实时社交网络信息，以及自己以及同伴在网络中的位置。
- (2014-2018) Dissertation research project. Principal investigator 主持人. Investigating teaching and learning processes of an online course from multiple perspectives. 以协作学习为驱动力来提高在线及远程学习. 该论文应用了混合研究方法 (包括 social network analysis 社交网络分析、content analysis 内容分析、temporal analysis 时间序列分析、以及 statistical analysis 统计分析方法) 分析了教师与学生的在线教学过程。该论文主要分为三个部分，第一部分主要研究教师社交参与度(反映为教师参与角色)对学生交互和参与度的影响。第二部分主要研究学生社交参与度(反映为学生参与角色)的变化以及拥有不同角色的学生的认知学习过程，并着重分析了社交角色对个体和集体认知学习的影响。第三部分以探究社区理论为分析框架，调查了教学过程中教师与学生合作关系的发展。
- (2016-2017) A study on promoting reflective and equitable practice through science teacher induction (Principal Investigator: Gillian Roehrig; funded by National Science Foundation \$800,000). 该项目研究了教育平等及文化响应型科学教育改革的过程。我(Research Method Consultant 研究方法咨询) 在该项目中提供社交网络分析法咨询，具体提供关于如何应用社交网络分析调查老师们在在线平台和面对面环境中的交流、合作及交互关系的咨询。
- (2016-2017) Student discussion engagement with social learning analytics (主持人: 陈伯栋). 该项目设计开发了一款面对学生的社交学习分析工具 (a student-facing social learning analytics tool)，并分析了该工具对于提高学生参与度 (student engagement) 的效果。我(Research Assistant 研究助理) 在该项目中负责分析了学生在论坛中的社交参与度。
- (2015-2017) Youth engagement in technology-integrated settings. (Principal Investigators: Cynthia Lewis; Co-Principal Investigator: Cassandra Scharber; funded by the WT Grant Foundation grant \$599,905). 该项目调查了城市低收入家庭青少年在技术整合环境—高中课堂、公共图书馆、社区活动—中知识生产、意义创造的过程. 我 (Research Assistant 研究助理) 在该项目中负责现场观察, 项目质量评估 (Youth Program Quality Assessment), 调查问卷设计及分析 (Youth Tech Use Survey and Project Engagement Survey)。
- (2008-2016) 高校计算机科学课程设计及开发应用. Principal Investigator 主持人. 我设计并开发了多门高校本科生和研究生计算机科学课程。

(2005-2006) USB Key Research Project. 湖南华翔腾数码科技有限公司资助项目.
Principal Investigator 主持人. 椭圆曲线密码算法在 USB 密码钥匙中的研究和应用.
中国湖南.

TEACHING EXPERIENCE 教学经验

University of Minnesota 明尼苏达大学

Introduction to Technology & Ethics in Society (2017 Summer & Fall)

Sole instructor 任课教师[非助教]; 3-credit online course; overall evaluation: 5.6/6.

Foundations of Computer Applications for Business and Education (2014 Spring - 2016 Fall, 2018 Spring)

Sole instructor 任课教师[非助教]; 3-credit online course; overall evaluation: 5.4/6.

Central South University of Forestry and Technology 中南林业科技大学

计算机基础与实验 (2007 Fall - 2013 Spring)

Visual Basic 编程与实验 (2011 Fall - 2012 Spring)

C 语言编程与实验 (2009 Fall - 2012 Spring)

Visual FoxPro 编程与实验 (2010 Fall - 2011 Spring)

数据库技术与应用(2010 Fall - 2012 Spring)

软件工程 (2007 Fall)

网页设计与赏析 (2007 Spring)

SERVICE TO PROFESSION

Review of Papers for Journals & Conferences 期刊会议论文审稿

(2018) Computers & Education 期刊论文审稿

(2016-2017) International Journal of Online Pedagogy and Course Design 期刊论文审稿

(2016-2017) International Conference of Association for Educational Communications & Technology 美国教育通信与技术协会国际会议论文审稿

(2016) 6th International Learning Analytics and Knowledge Annual Conference 国际学习分析与知识年会论文审稿

(2015-2016) American Educational Research Association Annual Meeting 美国教育研究协会年会论文审稿

Conference Panels Presented 座谈会主讲

(2016) AECT Panel sessions on academic career development 美国教育通信与技术协会座谈会主讲

Conference Volunteer Work 志愿工作

- (2015-2016) Association for Educational Communications & Technology International Convention 美国教育通信与技术协会国际会议
- (2015) World Conference on Educational Media and Technology (Association for the Advancement of Computing in Education) 教育媒体与技术全球会议
- (2015) Annual Meeting of the American Educational Research Association 美国教育研究协会年会
- (2014) World Conference on E-Learning (Association for the Advancement of Computing in Education) E-Learning 电子学习全球会议

Review of Textbooks 教程审核

- (2011) *大学计算机基础*, 中国铁道出版社
- (2011) *大学计算机基础实验指导*, 中国铁道出版社
- (2011) *Visual FoxPro 程序设计教程*, *Visual FoxPro 程序设计实验教程*, 湖南教育出版社

PROFESSIONAL MEMBERSHIPS 国际学术组织会员

- (2015-2017) Association for Educational Communications & Technology 美国教育通信与技术协会
- (2015-2017) American Educational Research Association 美国教育研究协会
- (2014-2016) Association for the Advancement of Computing in Education 美国计算教育发展协会

COMPUTATIONAL & ANALYTICAL TECHNIQUES 计算与分析技术

Analytical Techniques 分析技术

Social network analysis 社交网络分析, Content analysis 内容分析, Temporal analysis 时间序列分析, Text mining 文本挖掘, Machine learning 机器学习, Predictive modeling 预测建模, Natural language processing 自然语言处理

Computational Programming 计算编程

- (2018) [IntvisRep](#) tool (a [video](#) introduction)
- (2017) R package (selected) R 包 [Network Analytics](#)
- (2016-2017) Shiny Apps (selected) Shiny 应用程序 [Social & Cognitive Engagement](#), [Social Network Analysis](#), [Time Series Analysis](#)

Learning Analytics Specializations 数据分析专业证书

- (2017) Mastering Software Development in R Specialization 精通 R 软件开发, Johns Hopkins University 约翰霍普金斯大学
(2017) Data Science Specialization 数据科学, Johns Hopkins University 约翰霍普金斯大学

AWARDS & HONORS 重要获奖情况

University of Minnesota 明尼苏达大学

- (2017) Featured Student, Department of Curriculum and Instruction 课程与指导系优秀学生
(2017) Three-Minute Thesis [3MT](#) Award 三分钟讲论文奖
(2016) Featured Student, Learning Technologies 学习技术专业优秀学生
(2016) Outstanding Graduate Student Scholars 优秀研究生学者
(2016) International Graduate Student Research Showcase Award 国际研究生研究奖
(2014-2016) Conference Travel Grant 国际会议旅行津贴

Professional Conferences 专业会议

- (2015) Outstanding Paper Award, World Conference on Educational Media and Technology
教育媒体与技术全球会议优秀会议论文

Central South University of Forestry and Technology 中南林业科技大学

- (2007) 青年教师教学竞赛二等奖

PUBLIC SERVICE 公共服务

Service to University/College/Department 明尼苏达大学/学院/系服务

- (2015-2016) Vice President, Curriculum and Instruction Graduate Student Association,
University of Minnesota 课程与指导系
(2015-2016) Co-founder & Vice President, Learning Technologies Student Association,
University of Minnesota 学习技术专业
(2015-2016) Co-founder & Co-President, Council of Graduate Students Mental Health
Committee, University of Minnesota 明尼苏达大学
(2015-2016) Vice President, The Council of Graduate Students, University of Minnesota 明
尼苏达大学
(2014-2016) Organizer, Curriculum and Instruction Graduate Research Day, University of
Minnesota 课程与指导系
(2014-2016) Member, Curriculum and Instruction Research Committee, University of
Minnesota 课程与指导系

(2014-2016) Member, Curriculum and Instruction Graduate Studies Committee, University of Minnesota 课程与指导系

Extracurricular University Service 明尼苏达大学课外服务

- (2016) Organizer & Presenter, Graduate student wellness presentation and panel
- (2015-2016) Organizer & Presenter, Graduate student welcome & appreciation week
- (2015) Presenter, Graduate & professional student orientation panel
- (2015) Presenter, International PhD student orientation panel
- (2015) Organizer & Presenter, Graduate students public speaking workshop

Community Involvement/Outreach 社区参与与扩展

- (2016) Organizer, Computational thinking workshop for pre-service and in-service teachers 明尼苏达州
- (2016) Organizer, SciGirls: Gender equitable teaching practice workshop 明尼苏达州
- (2014-2016) Vice President of Education, Toastmaster 明尼苏达州
- (2013) Organizer, Twin Cities Public Broadcasting Service, Is School Enough? Roundtable discussion 明尼苏达州