TZU-JUNG LIN

145A Ramseyer Hall
29 W Woodruff Ave
Columbus, OH 43210

Office Tel: 614-292-6124
E-mail: lin.1653@osu.edu

EMPLOYMENT HISTORY

Assistant Professor, Educational Psychology, January 2013 – Summer 2018
(Hired as an instructor in Fall 2012 due to delayed arrival of the diploma)
Department of Educational Studies, The Ohio State University
Associate Professor, Educational Psychology, Fall 2018 - Current
Department of Educational Studies, The Ohio State University

Faculty Fellow, Crane Center for Early Childhood Research and Policy, Fall 2020-Current
The Ohio State University
Faculty Associate, Crane Center for Early Childhood Research and Policy, Spring 2013-Summer 2020
The Ohio State University
Affiliated Faculty, Biomedical Education, Fall 2017-Current
Department of Educational Studies, The Ohio State University

EDUCATIONAL HISTORY

Ph.D. in Educational Psychology, Cognitive Science of Teaching and Learning program, 2007 – 2012
University of Illinois at Urbana-Champaign
M.S. in Applied Statistics, 2010 – 2012
University of Illinois at Urbana-Champaign
M.S. in Industrial Engineering and Management, Human Factors Engineering program, 2004 - 2006
National Chiao Tung University, Hsinchu, Taiwan
B.B.A. in Management Science, 2000 – 2004
National Chiao Tung University, Hsinchu, Taiwan

RESEARCH INTERESTS

Dialogic Instruction and Argumentation, Collaborative Learning, Peer Relationships and Social Networks, Social Emotional Learning and Development

TEACHING

Cooperative Learning: Research and Practice
Educational Psychology: Cognition, Learning, and Instruction

Classroom Learning and Instruction
Socialization of Cognition
Proseminar for New Students in the Applied Developmental Science in Education Specialization

GRANTS

External Funding

- Leveraging sensing systems in early education: Transforming understanding of critical features of young children's classroom experiences. PI: Laura Justice. Co-I/PI: Hugo Gonzalez Villasanti, Kelly Purtell, Tzu-Jung Lin, Daniel Messinger, Lynn Perry, Chaoming Song, Batya Elbaum, Dwight Irvin, Bryan Boyd, Jay Buzhardt. Lyle Spencer Research Award. $1,000,000, 4/1/2021-9/30/2024.
- School-level characteristics, classroom process quality, and PK-3 learning and development. PI: Mary Bratsch-Hines (UNC), Co-PI: Arya Ansari (OSU), Co-I: Ximena Franco (UNC), Laura Kuhn (UNC), Tzu-Jung Lin (OSU), Meghan McCormick (MDRC), Kelly Purtell (OSU), Amanda Witte (UNL). Institution of Education Sciences, Exploration Grant, $210,000 (sub-contract), 07/01/2021-06/30/2024.
- Developing seamless blended learning through collaborative in-class and online dialogue about critical civic issues to improve elementary students' interpersonal competencies and academic achievement. PI: Tzu-Jung Lin, Co-PI: Michael Glassman, Eric Anderman. Institution of Education Sciences, Development and Innovation Grant, $1,399,999, 07/01/2020-06/30/2024.
- Focusing on Learning, Interaction, and Play (FLIP) at Recess. PI: Matthew Brock, Co-Is: Laura Justice, Tzu-Jung Lin, Ann O'Connell. Institution of Education Sciences, Initial Efficacy Grant, $3,299,997, 07/01/2020 – 06/30/2025.
- Examining Group Processes within a Discussion-based Approach for Promoting Youths' Interpersonal Competencies. PI: Tzu-Jung Lin, Co-PI: Michael Glassman. Spencer Small Research Grant, $50,000, 9/1/2018-8/31/2020.
- Early learning network: Critical contributions of classroom ecology to children's learning. PI: Laura M. Justice. Co-I: Kelly M. Purtell, Tzu-Jung Lin, Jessica Logan, Richard Lomax, Mileidis Gort. Institute of Education Sciences, Goal I (Exploratory), $4,493,683, 06/01/2016 – 05/31/2021.
- Promoting interpersonal competencies and academic achievement through collaborative social reasoning. PI: Tzu-Jung Lin. Spencer Postdoctoral Fellowship, National Academy of Education and Spencer Foundation, $70,000, 09/01/2016 – 08/31/2018.
- Buffering against peer rejection through collaborative social reasoning: A study with early adolescents in Taiwan. PI: Tzu-Jung Lin, Co-PI: Chin-Chung Tsai. Junior Scholar Grant, Chiang Ching-kuo Foundation. $29,998, 08/01/2015 – 07/31/2017.
- Teaching and learning literature-related argumentative writing in high school English Language Arts classrooms. PI: Dr. George E. Newell, Co-PI: David M. Bloome, Alan Hirvela, Tzu-Jung Lin, Jerome

D'Agostino. Institute of Education Sciences, Goal Two (Development and Innovation), $1,499,279, 07/01/2014 – 06/30/2018.

Internal Funding

- Outreach and engagement of project-based learning in schools. Dean's Small Research Grant, College of Education and Human Ecology, $1,000, 1/6/2020-5/20/2020.
- Evaluating the social and emotional well-being of gifted students receiving different levels of gifted services. PI: Tzu-Jung Lin. Co-I: Trent Cash. Small Research Grant, Department of Educational Studies, The Ohio State University, $4,000, 2/27/2019-12/31/2019.
- Promoting the social and cognitive competence of early adolescents. PI: Tzu-Jung Lin. Small Research Grant, Department of Educational Studies, The Ohio State University, $2,000, 04/08/2015 – 05/30/2016.
- Promoting the social and cognitive competence of early adolescents rejected by peers. PI: Tzu-Jung Lin, Co-PI: Eric M. Anderman. Office of Research Faculty Seed Grant, College of Education and Human Ecology, The Ohio State University, $20,000, 12/1/2014 – 05/30/2016.
- Assessing morphological awareness and working memory in learning to read Chinese. PI: Tzu-Jung Lin, Co-PI: Yu-Min Ku, Jie Zhang. Small Research Grant, Department of Educational Studies, The Ohio State University, $2,000, 04/08/2013 – 12/31/2013.

SCHOLARLY PUBLICATIONS AND ACTIVITIES (* = graduate student; IF = Impact Factor)

Journal Articles (by topics)

1. Dialogic Teaching and Learning

*Chen, J., **Lin, T. -J.**, Anderman, L., *Paul, N., & *Ha, S. Y. (in press). The role of friendship in shy students' dialogue patterns during small group discussion. *Contemporary Educational Psychology.* ISSN: 0361-476X [SSCI] H-Index: 99 IF: 4.277 Psychology-Educational: 12 of 61

Lin, T. -J., *Kraatz, E., *Ha, S. Y., Glassman, M., *Hsieh, M. -Y., *Nagpal, M., *Sallade, R., & *Shin, S. (2021). Shaping classroom social experience through collaborative small-group discussions. *British Journal of Educational Psychology.* doi: 10.1080/10409289.2021.1946762 ISSN: 0007-0998 [SSCI] H-Index: 95 IF: 3.241 Psychology-Educational: 15 of 61

*Hsieh, M. -Y., **Lin, T. -J.**, *Sallade, R. *Ha, S. Y., *Kraatz, E., & *Shin, S. (2021). A collaborative small-group discussion approach to improving early adolescents' use of academic, relational, social, and emotional vocabulary. *International Journal of Educational Research.* doi: 10.1016/j.ijer.2021.101744 ISSN: 0883-0355 [SSCI] H-Index: 58 IF: 1.976 Education & Educational Research: 165 of 264

*Kraatz, E. A., *Nagpal, M., **Lin, T. -J.**, *Hsieh, M. -Y., *Ha, S. Y., & *Kim, S. (2020). Teacher scaffolding of social and intellectual collaboration in small groups: A comparative case study.

Frontiers in Psychology-Educational Psychology. doi: 10.3389/fpsyg.2020.587058 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Psychology, Multidisciplinary: 42 of 140

*Ha, S. Y., **Lin, T. -J.**, *Li, W. -T., *Kraatz, E., *Chiu, Y. -J., *Hong, Y.-R., Tsai, C. -C., & Glassman, M. (2020). Peer exclusion: A social convention or moral decision? Cross-cultural insights into students' social reasoning. *Journal of Cognition and Culture, 20,* 127-154. doi: 10.1163/15685373-12340078 H-Index: 37

Lin, T. -J., *Nagpal, M., VanDerHeide, J. L., *Ha, S. Y., & Newell, G. E. (2020). Instructional patterns for the teaching and learning of argumentative writing in high school English language arts classrooms. *Reading and Writing, 33,* 2549–2575. doi: 10.1007/s11145-020-10056-y ISSN: 0922-4777 [SSCI] H-Index: 69 IF: 1.87 Education & Educational Research: 90 of 264

Lin, T. -J., *Ha, S. Y., *Li, W. -T., *Chiu, Y. -J., *Hong, Y. -R., & Tsai, C. -C. (2019). Effects of collaborative small-group discussions on early adolescents' social reasoning. *Reading and Writing, 32,* 2223–2249. doi: 10.1007/s11145-019-09946-7 ISSN: 0922-4777 [SSCI] H-Index: 69 IF: 1.87 Education & Educational Research: 90 of 264

Morris, J. A., Miller, B. W., Anderson, R. C., Nguyen-Jahiel, K., **Lin, T. -J.**, Scott, T., Zhang, J., Sun, J., & Ma, S. (2018). Instructional discourse and argumentative writing. *International Journal of Educational Research, 90,* 234-247. doi: 10.1016/j.ijer.2018.03.001 ISSN: 0883-0355 [SSCI] H-Index: 58 IF: 1.976 Education & Educational Research: 165 of 264

*Baker, A. R., **Lin, T. -J.**, *Chen, J., *Paul, N., Anderson, R. C., & Nguyen-Jahiel, K. (2017). Effects of teacher framing on student engagement during Collaborative Reasoning discussions. *Contemporary Educational Psychology, 51,* 253-266. doi: 10.1016/j.cedpsych.2017.08.007 ISSN: 0361-476X [SSCI] H-Index: 99 IF: 4.277 Psychology-Educational: 12 of 61

Ma, S., Zhang, J., Anderson, R. C., Morris, J. A., Nguyen-Jahiel, K., Miller, B. W., Jadallah, M., Sun, J., **Lin, T. -J.**, Scott, T., Hsu, Y.-L., Zhang, X., Latawiec, B., & Grabow, K. (2017). Children's productive use of academic vocabulary. *Discourse Processes, 54,* 40-61. doi:10.1080/0163853X.2016.1166889 ISSN: 0163-853X [SSCI] H-Index: 54 IF: 1.82 Psychology-Educational: 43 of 61

Ma, S., Anderson, R. C., **Lin, T.-J.**, Zhang, J., Morris, J. A., Nguyen-Jahiel, K., Miller, B. W., Jadallah, M., Scott, T., Sun, J., Grabow, K., Latawiec, B. M., & Yi, S. (2017). Instructional influences on English language learners' storytelling. *Learning and Instruction, 49,* 64-80. doi: 10.1016/j.learninstruc.2016.12.004 ISSN: 0959-4752 [SSCI] H-Index: 108 IF: 5.146 Psychology-Educational: 6 of 61

Zhang, X., Anderson, R. C., Morris, J. A., Miller, B. W., Nguyen-Jahiel, K., **Lin, T. -J.**, Zhang, J., Jadallah, M., Scott, T., Sun, J. Latawiec, B., Ma, S., Grabow, K., & Hsu, J. Y. -L. (2016). Improving children's competence as decision makers: Contrasting effects of collaborative interaction and direct instruction. *American Educational Research Journal, 53,* 194–223. doi: 10.3102/0002831215618663

ISSN: 0002-8312 [SSCI] H-Index: 112 IF: 4.811 Education & Educational Research: 22 of 264

Lin, T. -J., Anderson, R. C., Jadallah, M., Nguyen-Jahiel, K., Kim, I. -H., Kuo, L. -J., Miller, B. W., Logis, H. A., Wu, X., & Li, Y. (2015). Social influences on children's development of relational thinking during small-group discussions. *Contemporary Educational Psychology, 41,* 83-97. doi:10.1016/j.cedpsych.2014.12.004 ISSN: 0361-476X [SSCI] H-Index: 99 IF: 4.277 Psychology-Educational: 12 of 61

Lin, T. -J., Jadallah, M., Anderson, R. C., *Baker, A. R., Nguyen-Jahiel, K., Kim, I.-H., Kuo, L. -J., Miller, B. W., Dong, T., & Wu, X. (2015). Less is more: Teacher's influence during peer collaboration. *Journal of Educational Psychology, 107,* 609-629. doi: 10.1037/a0037758 ISSN: 0022-0663 [SSCI] H-Index: 196 IF: 5.805 Psychology-Educational: 4 of 61

Miller, B. W., Anderson, R. C., Morris, J. A., **Lin, T. -J.,** Jadallah, M., & Sun, J. (2014). The effects of reading to prepare for argumentative discussion on cognitive engagement and conceptual growth. *Learning and Instruction, 33,* 67-80. doi: 10.1016/j.learninstruc.2014.04.003 ISSN: 0959-4752 [SSCI] H-Index: 108 IF: 5.146 Psychology-Educational: 6 of 61

Zhang, X., Anderson, R. C., Dong, T., Nguyen-Jahiel, K., Li, Y., **Lin, T. -J.**, & Miller, B. W. (2013). Children's moral reasoning: Influence of culture and collaborative discussion. *Journal of Cognition and Culture, 13*, 497-516. doi: 10.1163/15685373-12342106 H-Index: 37

Lin, T. -J., Anderson, R. C., Hummel, J. E., Jadallah, M., Miller, B. W., Nguyen-Jahiel, K., Morris, J. A., Kuo, L. -J., Kim, I. -H., Wu, X., & Dong, T. (2012). Children's use of analogy during Collaborative Reasoning. *Child Development*, *83*, 1429-1443. doi: 10.1111/j.1467-8624.2012.01784.x ISSN: 0009-3920 [SSCI] H-Index: 243 IF: 5.899 Psychology-Educational: 3 of 61

Dong, T., Anderson, R. C., **Lin, T. -J.**, & Wu, X. (2009). Concurrent student-managed discussions in a large class. *International Journal of Educational Research, 48,* 352-367. doi: http://dx.doi.org/10.1016/j.ijer.2010.03.005 ISSN: 0883-0355 [SSCI] H-Index: 58 IF: 1.976 Education & Educational Research: 165 of 264

Lin, T. -J., & Anderson, R. C. (2008). Reflections on collaborative discourse, argumentation, and learning. *Contemporary Educational Psychology, 33*, 443-448. doi: http://dx.doi.org/10.1016/j.cedpsych.2008.06.002 ISSN: 0361-476X [SSCI] H-Index: 99 IF: 4.277 Psychology-Educational: 12 of 61

Horng, R. -Y., & **Lin, T. -J.** (2008). 論辯: 變革的一個理性機制. [Argumentation: A rational mechanism of reformation]. *Forum on Training and Development, 89,* 12-20.

2. Social Experiences in the Classroom

*Cash, T., & **Lin, T.-J.** (2021). Differential effects of self-contained and pull-out gifted programs on intellectually and academically gifted students' psychological well-being. *Gifted Child Quarterly.* doi: 10.1177/00169862211032987 ISSN: 0016-9862 [SSCI] H-Index: 49 IF: 3.564 Psychology-

Educational: 13 of 61

*Myrtil, M., **Lin, T. -J.**, Chen, J., Justice, L., Purtell, K., Logan, J., & Hamilton, A. (2021). Pros and (con)flict: Using head-mounted camera to examine teacher's role in intervening conflict among preschool children. *Early Childhood Research Quarterly, 55,* 230-241. doi: 10.1016/j.ecresq.2020.11.011 ISSN: 0885-2006 [SSCI] H-Index: 91 IF: 3.719 Education & Educational Research: 51 of 264

*Kim, S., **Lin, T. -J.,** Chen, J., Logan, J., Purtell, K., & Justice, L. (2020). Influence of teachers' grouping strategies on children's peer social experiences in early elementary classrooms. *Frontiers in Psychology-Educational Psychology.* doi: 10.3389/fpsyg.2020.587170 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Psychology-Multidisciplinary: 42 of 140

Glassman, M., *Kuznetcova, I., **Lin, T. -J.**, *Tilak, S., *Wang, Q., & *Walling, A. (2020). Spaces of rebellion: The use of multi-user virtual environments in the development of learner epistemic identity. *Journal of Experimental Education.* doi: 10.1080/00220973.2020.1712311 ISSN: 0022-0973 [SSCI] H-Index: 54 IF: 2.623 Psychology-Educational: 29 of 61

Gonzalez Villasanti, H., Justice, L., *Chaparro-Moreno, L. J., **Lin, T. -J.**, & Purtell, K. (2020). Automatized analysis of children's exposure to child-directed speech in preschool settings: Validation and application. *Plos One*. doi: 10.1371/journal.pone.0242511 ISSN: 1932-6203 [SCIE] H-Index: 300 IF: 3.24 Multidisciplinary Sciences: 26 of 73

Chen, J., Jiang, H., Justice, L. M., **Lin, T. -J.**, Purtell, K. M., & Ansari, A. (2020). Influences of teacher-child relationships and classroom social management on child-perceived peer social experiences during early school years. *Frontiers in Psychology-Educational Psychology*. doi: 10.3389/fpsyg.2020.586991 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Psychology-Multidisciplinary: 42 of 140

Chen, J., **Lin, T. -J.**, Justice, L., Logan, J., Purtell, K., & Jiang, H. (2020). Triple alignment: Congruence of perceived preschool social networks between teacher, students, and researchers. *Frontiers in Psychology-Quantitative Psychology and Measurement,* 11, 1341. doi: 10.3389/fpsyg.2020.01341 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Pschology-Multidisciplinary: 42 of 140

*Kuznetcova, I., **Lin, T. -J.**, & Glassman, M. (2020) Teacher presence in a different light: Authority shift in multi-user virtual environments. Technology, Knowledge, and Learning. https://doi.org/10.1007/s10758-020-09438-6 H-Index: 17

*Chaparro-Moreno, L. J., Justice, L. M., Logan, J. A. R., Purtell, K. M., & **Lin, T. -J.** (2019). The preschool classroom linguistic environment: Children's first-person experiences. *Plos One.* doi: doi.org/10.1371/journal.pone.0220227 ISSN: 1932-6203 [SCI] H-Index: 300 IF: 3.24 Multidisciplinary Sciences: 26 of 73

Lin, T. -J., *Chen, J., Justice, L. M., & Sawyer, B. (2019). Peer interactions in preschool inclusion classrooms: The roles of pragmatic language and self-regulation. *Exceptional Children.* doi:

10.1177/0014402919828364 ISSN: 0014-4029 [SSCI] H-Index: 85 IF: 5.042 Education-Special: 2 of 44

*Kuznetcova, I., Glassman, M., & **Lin, T. -J.** (2019). Multi-user environments as a pathway to distributed social networks in the classrooms. *Computer & Education, 130,* 26-39. doi: 10.1016/j.compedu.2018.11.004 ISSN: 0360-1315 [SCI] H-Index: 164 IF: 8.538 Education & Educational Research: 3 of 264

*Chen, J., Justice, L. M., Rhoad-Drogalis, A., **Lin, T. -J.**, & Sawyer, B. (2019). Social networks of children with developmental language disorder in inclusive preschool programs. *Child Development.* doi: 10.1111/cdev.13183 ISSN: 0009-3920 [SSCI] H-Index: 243 IF: 5.899 Psychology-Educational: 3 of 61

*Chen, J., **Lin, T. -J.**, Justice, L. M., & Sawyer, B. (2019). The Social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders, 49, 2779-2794.* doi: 10.1007/s10803-017-3272-4 ISSN: 0162-3257 [SSCI] H-Index: 164 IF: 4.291 Psychology-Developmental: 15 of 78

Sun, J., Anderson, R. C., Perry, M., & **Lin, T. -J.** (2017). Emergent leadership in children's cooperative problem solving groups. *Cognition & Instruction, 35,* 212-235. doi: 10.1080/07370008.2017.1313615 ISSN: 0737-0008 [SSCI] H-Index: 76 IF: 3.216 Psychology-Educational: 17 of 61

Lin, T. -J., Justice, L. M., *Emery, A. A., Mashburn, A., & Pentimonti, J. M. (2017). Impacts of teacher-child managed whole-group language and literacy instruction on the depth of preschoolers' social interaction. *Early Education and Development, 28,* 457-474. doi: 10.1080/10409289.2016.1246287 ISSN: 1040-9289 [SSCI] H-Index: 57 IF: 2.175 Psychology-Educational: 38 of 61

Lin, T. -J., Justice, L. M., *Paul, N., & Mashburn, A. (2016). Peer interaction in rural preschool classrooms: Contributions of children's learning-related behaviors, language and literacy skills, and problem behaviors. *Early Childhood Research Quarterly, 37,* 106-117. doi: 10.1016/j.ecresq.2016.04.001 ISSN: 0885-2006 [SSCI] H-Index: 91 IF: 3.719 Education & Educational Research: 51 of 264

Justice, L. M., Logan, J., **Lin, T. -J.**, & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science, 25,* 1722-1729. doi: 10.1177/0956797614538978 ISSN: 0956-7976 [SSCI] H-Index: 245 IF: 7.029 Psychology-Multidisciplinary: 9 of 140

3. Reading and Writing

*Paul, N., **Lin, T. -J.**, *Ha, S. Y., *Chen, J., & Newell, G. (2021). The role of achievement goal orientations in the relationships between high school students' anxiety, self-efficacy, and perceived use of revision strategies in argumentative writing. *Journal of Writing Research, 12*(3), 657-684. doi: 10.17239/jowr-2021.12.03.05 H-Index: 18

Zhang, J., **Lin, T. -J.**, Liu, Y., & Nagy, W. (2020). Morphological awareness and reading comprehension: Differential mediation mechanisms in native English speakers, fluent and limited English learners. *Journal of Experimental Child Psychology, 199,* 104915. doi: 10.1016/j.jecp.2020.104915 ISSN: 0022-0965 [SSCI] H-Index: 110 IF: 2.61 Psychology-Experimental: 41 of 90

*Chen, J., **Lin, T. -J.**, Ku, Y. -M., Zhang, J., & O'Connell, A. (2018). Reader, word, and character attributes contributing to Chinese children's concept of word in print: Cross-classified multilevel logistic models. *Scientific Studies of Reading, 22,* 209-224. doi: 10.1080/10888438.2017.1414220 ISSN: 1088-8438 [SSCI] H-Index: 58 IF: 4.662 Education & Educational Research: 28 of 264

Lin, T. -J., Horng, R. -Y., & Anderson, R. C. (2014). Effects of argument scaffolding and source credibility on science text comprehension. *Journal of Experimental Education, 82,* 264-282. doi: 10.1080/00220973.2013.769423 ISSN: 0022-0973 [SSCI] H-Index: 54 IF: 2.623 Psychology-Educational: 29 of 61

Lin, T. -J., Anderson, R. C., Ku, Y. -M., Christianson, K, & Packard, J. (2011). Chinese children's concept of word. *Writing Systems Research*, *3,* 41-57. doi: 10.1093/wsr/wsr007 H-Index: 12

4. Early Childhood Learning and Development

Brittney, S., Kammi, S., Purtell, K., Sayers, R., Justice, L., **Lin, T. -J.**, & Jiang, H. (conditional accept). Understanding family life during the COVID-19 shutdown. *Family Relations.* IF: 3.082 Family Studies: 11 of 47

Justice, L., Jiang, H., Purtell, K. M., **Lin, T.-J.**, & Ansari, A. (2021). Academics of the early primary grades: Investigating the alignment of instructional practices from pre-K to third grade. *Early Education and Development*. doi: 10.1080/10409289.2021.1946762 ISSN: 1040-9289 [SSCI] H-Index: 57 IF: 2.175 Psychology-Educational: 38 of 61

Jiang, H., Justice, L., Purtell, K. M., **Lin, T. -J.**, & Logan, J. (2021). Prevalence and prediction of kindergarten-transition difficulties. *Early Childhood Research Quarterly, 55*, 15-23. doi: 10.1016/j.ecresq.2020.10.006 ISSN: 0885-2006 [SSCI] H-Index: 91 IF: 3.719 Education & Educational Research: 51 of 264

Helsabeck, N., Logan, J. A. R., Justice, L. M., Purtell, K. M., & **Lin, T. -J.** (2020). Pathways to kindergarten: A laten class analysis of children's time in early education and care. *Early Education and Development.* doi: 10.1080/10409289.2020.1808427 ISSN: 1040-9289 [SSCI] H-Index: 57 IF: 2.175 Psychology-Educational: 38 of 61

Dore, R. A., Logan, J. A. R., **Lin, T. -J.**, Purtell, K. M., & Justice, L. M. (2020). Children's media use, joint media engagement, and gains in language and literacy skills. *Frontiers in Psychology-Developmental Psychology.* doi: 10.3389/fpsyg.2020.02224 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Psychology-Multidisciplinary: 42 of 140

Rhoad-Drogalis, Justice, L. A., **Lin, T. -J.**, Logan, J., & Purtell, K. (2020). Profiles of preschool

attendance and children's kindergarten readiness. *Early Education and Development.* doi: 10.1080/10409289.2020.1799618 ISSN: 1040-9289 [SSCI] H-Index: 57 IF: 2.175 Psychology-Educational: 38 of 61

Dore, R.A., Logan, J., **Lin, T.-J.**, Purtell, K.M. & Justice, L.M. (2020). Associations between children's media use and language and literacy skills. *Frontiers in Psychology-Educational Psychology*. doi: 10.3389/fpsyg.2020.01734 ISSN: 1664-1078 [SSCI] H-Index: 95 IF: 2.99 Psychology-Multidisciplinary: 42 of 140

Purtell, K., Valauri, A., Rhoad-Drogalis, A., Jiang, H., Justice, L. M., **Lin, T. -J.**, & Logan, J. (2020). Understanding policies and practices that support successful transitions to kindergarten. *Early Childhood Research Quarterly.* doi: 10.1016/j.ecresq.2019.09.003 ISSN: 0885-2006 [SSCI] H-Index: 91 IF: 3.719 Education & Educational Research: 51 of 264

Books or Book Chapters

Lin, T. -J., Chen, J., & Cheung, C. (invited, under revision). Peer influence on classroom learning and development. *Handbook of Educational Psychology, 4th Edition.*

Newell, G., Bloome, D., Hirvela, A., **Lin, T. -J.**, Shanahan, E., VanDerHeide, J., Wynhoff-Olsen, A., Brady, J., Goff, B., Ha, S. Y., Kim, M-Y., Seymour, M. (2019). *Teaching and Learning Dialogic Literary Argumentation in High School English Language Arts Classrooms*. New York, NY: Routledge.

Lin, T. -J., Ma, S., Anderson, R. C., Jadallah, M., Sun, J., J., Morris, J. A., Miller, B. W., & Sallade, R. (2019). Promoting academic talk through Collaborative Reasoning. In R Gillies (Ed.), *Promoting academic talk in schools: Global practices and perspectives.* Abingdon, OX: Taylor and Francis.

Newell, G., Bloome, D., Hirvela, A., **Lin, T. -J**., Kim, M.-Y., Goff, B., Ryu, S., Weyand, L., Buescher, E., & Ha, S. Y. (2017). Teaching and learning literary argumentation in high school English Language Arts classrooms. In K. A. Hinchman, & D. A. Appleman (Eds.), *Adolescent Literacies: A Handbook of Practice-Based Research* (pp. 379-397). New York, NY: Guilford Press.

Newell, G. E., Bloome, D., Hirvela, A., **Lin, T. -J.**, VanDerHeide, J., Olsen, A. W., Buescher, E., Goff, B., Kim, M. Y., Ryu, S. H., & Weyand, L. (2015). *Teaching and learning argumentative writing in high school English Language Arts classrooms.* New York: Routledge.

Sun, J., Anderson, R. C., **Lin, T. -J.**, & Morris, J. A. (2015). Social and cognitive development during Collaborative Reasoning. In L. B. Resnick, C. Asterhan, & S. N. Clarke (Eds.), *Socializing intelligence through academic talk and dialogue* (pp. 63-76). Washington, DC: American Educational Research Association.

Zhang, J., **Lin, T. -J.**, Wei, J., & Anderson, R. C. (2014). Morphological awareness and learning to read Chinese and English. In X. Chen, Q. Wang, Y. C. Luo (Eds.), *Reading development and difficulties in monolingual and bilingual Chinese children* (pp. 3-22). Dordrecht, NL: Springer Science.

Manuscripts under Review

*Chaparro-Moreno, **Lin, T. -J.**, Justice, L., *Mills, A., & *Uanhoro, J. (under review). Examining the influence of context on the abstraction Level of children's conversations in the preschool classroom.

Justice, L., Jiang, H., **Lin, T. -J.**, Purtell, K. (under review). Peer experiences in the preschool classroom: Contribution to children's academic development.

Allen, E., Black, A. L., **Lin, T. -J.,** Purtell, K. M., & Justice, L. M. (under review). Predicting extracurricular activity participation in kindergarten children: Who participates, and why does it matter?

Paul, N., **Lin, T. -J.**, & Glassman, M. (under review). Developing the ability to integrate arguments and counterarguments using need-supportive blended instruction in social-constructivist classrooms.

*Nagpal, M., **Lin, T. -J.**, *Kraatz, E., *Kim, S., *Ha, S. Y., & Glassman, M. (under review). Reciprocal influences between teachers' scaffolding moves and students' social reasoning in collaborative small-group discussions.

Glassman, M., Ha, S. Y., & **Lin, T. -J.** (under review). Concepts, collaboration, and a company of actors: A Vygotskian model for development of advanced thinking in the 21th century.

Zhang, J., Lo, M. -J., & **Lin, T. -J.** (under review). Word and child characteristics in vocabulary learning of native English speakers and emergent bilinguals.

*Chaparro-Moreno, L. J., Justice, L. M., & **Lin, T -J.** (under review). Examining the real-time influence of the context in children's decontextualized language use in conversation in the preschool classroom.

Chen, J., Jiang, H., Justice, L. M., **Lin, T, -J.,** Purtell, K. M., & Logan, J. (under review). One size doesn't fit all: Profiles of isolated children in early childhood.

*Ha, S. Y., **Lin, T. -J.**, Glassman, M., *Kim, S. & *Cash, T. (under review). Epistemic cognition about social knowledge: The role of collaborative small-group discussions.

Rhoad-Drogalis, A., Sayers, R. C., Justice, L. M., **Lin, T. -J.**, Logan, J., & Purtell, K. M. (under review). Early teacher-child relationships of multilingual children.

Sun, J., Anderson, R. C., Morris, J. A., **Lin, T. -J.**, Miller, B., Ma, S., Nguyen-Jahiel, K., & Scott, T. (under review). Children's engagement during collaborative learning and direct instruction.

Manuscript in Preparation

*Kim, S., **Lin, T. -J.**, *Wen, Z., Glassman, M., *Ha, S. Y., Nagpal, M., Kraatz, E. (in preparation). Co-construction of social knowledge as a mechanism for social perspective taking.

*Wen, Z., **Lin, T. -J.**, Glassman, M., *Kim, S., Ha, S. Y., *Tilak, S., *Nagpal, M., & *Kraatz, E. (in preparation). The influence of small group discussions on students' social perspective taking.

Lin, T. -J., Chen, J., Justice, L. A., Purtell, K., & Logan, J. (in preparation). Peer influence on dual language learners' language and literacy development: A social network perspective.

*Lu, M., Lin, T. -J., Justice, L., Purtell, K., Ansari, A., & Logan, J. (in preparation). Teachers' roles in shaping classroom social hierarchy and student outcomes in early childhood classrooms.

White Paper

Schmeer, K. K., Justice, L. M., Singletary, B., Purtell, K., & **Lin, T. -J.** (2020). *Ohio families struggling during COVID-19 pandemic: Preliminary findings from the Crane Center COVID & Families Study* [White paper]. Crane Center for Early Childhood Research and Policy. https://crane.osu.edu/files/2020/08/2020_08-COVID-web.pdf

Justice, L. M., Jiang, H., Purtell, K., **Lin, T. -J.**, & Logan, J. (2020). *Is pre-kindergarten too much work and not enough play? Examining instructional practices in pre-K, kindergarten, and first grade* [White paper]. Crane Center for Early Childhood Research and Policy. https://crane.osu.edu/files/2020/06/2020_05-CSNAP-web.pdf

Conference Proceedings

Ha, S. Y., & **Lin, T. -J.** (2019). [Conference Proceeding] Development of epistemic cognition about social knowledge through collaborative small-group discussions. In Eagan, B., Misfeldt, M., & Siebert-Evenstone, A. (Eds.). *First International Conference on Quantitative Ethnography: Conference Proceedings Supplement*. (pp. 12–13). The Society for Quantitative Ethnography.

Conference Presentations

1. Dialogic Teaching and Learning

*Tilak, S., *Wen, Z., *Kuznetcova, I., **Lin, T. -J.**, Anderman, E., *Lu, M., & *Kim, S. (2021, August). *Elementary school students' experiences with distributed communication platforms during COVID-19.* [Division 15 Presidential Poster Session] Poster presented at the annual meeting of the American Psychological Association. (Virtual)

*Nagpal, M., **Lin, T. -J.**, *Gans, N., & Anderman, E. (2021, August). Dynamic teacher-student interactions in collaborative small group discussions. Poster presented at the annual meeting of the American Psychological Association. (Virtual)

*Lu, M., *Kim, S., *Sheng, Y., **Lin, T. -J.**, & Anderman, E. (2021, August). *A mixed methods approach: Impacts of a digital civic learning curriculum on elementary students' collective efficacy.* Poster presented at the annual meeting of the American Psychological Association. (Virtual)

*Wen, Z., **Lin, T. -J.**, Glassman, M., Kim, S., Ha, S. Y., Tilak, S., Nagpal, M. N. (2021, April). *The influence of small group discussions on students' social perspective taking*. [Division C Outstanding Graduate Student Research Posters] presented at the annual meeting of the American Educational Research Association. (Virtual)

*Nagpal, M. N., **Lin, T. -J.**, *Kraatz, E., *Kim, S., *Ha, S. Y., & Glassman, M. (2021, April). *Reciprocal*

influences on teachers and students in the process of Collaborative Social Reasoning. Roundtable presented at the annual meeting of the American Educational Research Association. (Virtual)

*Nagpal, M. N., **Lin, T. -J.**, *Wen, Z. (2020, August) *Bridging the gap between social reasoning and action: Impacts of collaborative discussions.* Poster presented at the annual meeting of the American Psychological Association. (Virtual)

*Kraatz, E., *Nagpal, M., & **Lin, T. -J.** (2020, August). *Teacher scaffolding in collaborative small-group discussion: A comparative case study*. Poster presented at the annual meeting of the American Psychological Association. (Virtual)

*Ha, S. Y., **Lin, T. -J.**, *Kim, S., Glassman, M. & *Cash, T. (2020, April). *Developing epistemic cognition about social knowledge through small-group discussions*. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA http://tinyurl.com/rswh6mz (Conference Canceled)

Lin, T. -J., Glassman, M., *Ha, S., *Kraatz, E., Paul, N., Hsieh, M., *Sallade, R., *Nagpal, M. N., *Kim, S., *Cash, T. & *Tonissen, A. (2020, April) *The Role of Text in Collaborative Social Reasoning Discussions.* Structured Poster Session presented at the Annual Meeting of American Educational Research Association, San Francisco, CA http://tinyurl.com/y2nh4w43 (Conference Canceled)

*Nagpal, M., & **Lin, T. -J.** (2019, August). *Instructional patterns for the teaching and learning of argumentative writing in high school.* Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

*Kraatz, E., *Ha, S. Y., **Lin, T. -J.**, *Paul, N., & *Tonissen, A. (2019, April). Students' goal setting as predictors of growth in social reasoning in small-group discussions. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Hsieh, M. -Y., **Lin, T. -J.**, & *Sallade, R. (2019, April). A collaborative dialogic inquiry approach to improving students' academic and social-emotional language. Roundtable presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Chen, J., & **Lin, T. -J.** (2019, April). Cognitive and social dialogue patterns during collaborative small group discussions. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Paul, N., **Lin, T. -J.**, & Glassman, M. (2019, April). Developing elementary students' motivation for online discussions and argument-counterargument integration: An intervention study. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Lin, T. -J., *Ha, S. Y., & Newell, G. (2019, April). How dialogic approaches effect literature-related argumentative writing in high school English language arts classrooms. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Ha, S. Y., & **Lin, T. -J.** (2018, October). *Epistemic cognition on social knowledge in small-group*

discussions. Paper presented at the 2018 Meeting of the European Association for Research on Learning and Instruction (EARLI) Special Interest Groups 20 and 26, Jerusalem, Israel.

*Paul, N., **Lin, T. -J.**, Glassman, M. (2018, October). *Developing elementary students' motivation for online discussions and argumentation skills in blended classrooms*. Paper presented at the 2018 Meeting of the European Association for Research on Learning and Instruction (EARLI) Special Interest Groups 20 and 26, Jerusalem, Israel.

*Shin, S., *Lee, H., & **Lin, T. -J.** (2018, April). *Can peer support mediate the effect of social withdrawal on loneliness? Social self-efficacy as a moderator and gender difference*. Poster presented at biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.

*Kraatz, E., & **Lin, T. -J.** (2018, April). *Goal setting and self-reflection in collaborative small-group discussions.* Roundtable presented at the annual meeting of the American Educational Research Association, New York.

Lin, T. -J., *Li, W. -T., *Chiu, Y. -J., *Hong, Y. -R., Tsai, C. -C., & *Ha, S. Y. (2018, April). *Effects of collaborative small-group discussions on early adolescents' social reasoning.* Poster presented at the annual meeting of the American Educational Research Association, New York.

Lin, T. -J., Newell, G. E., *Buescher, E., *Ha, S. Y., & *Hsieh, M. -Y. (2018, April). *Adaptive expertise for teaching argumentative writing in high school English Language Arts classrooms.* Symposium paper presented at the annual meeting of the American Educational Research Association, New York.

Lin, T. -J. (2018, April). Symposium organizer. *Adaptive expertise for teaching argumentative writing, literature, collaborative problem-solving, and technology-based inquiry.* Annual meeting of the American Educational Research Association, New York.

Lin, T. -J., *Buescher, E., *Ha, S. Y., Newell, G., & *Hsieh, M.-Y. (2017, December). *Teaching literary argumentation as adaptive problem solving.* Symposium paper presented at the annual meeting of Literacy Research Association, Tampa, FL.

*Kuznetcova, I., **Lin, T. -J.**, *Ha, S. Y., *Chen, J., & *Paul, N. (2017, April). *Socializing interpersonal immediacy in collaborative small-group discussions*. Roundtable presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Lin, T. -J., *Chen, J., *Ha, S. Y., *Kuznetcova, I., *Paul, N., *Won, S., Anderman, E. M., & *Kraatz, E. (2017, April). *The influence of collaborative small-group discussion on social self-efficacy and class relationships.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Lin, T. -J. (2017, April). *Promoting interpersonal competencies through collaborative social reasoning.* Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX. [Invited]

Lin, T. -J. (2016, December). Chair and Discussant. *On the evolution of teaching argumentative writing across an academic year in high school English Language Arts classrooms*. Symposium presented at

the Literacy Research Association Annual Conference, Nashville, TN. [Invited]

Newell, G., **Lin, T. -J.**, *Ha, S.Y., & *Kwak, S. (2016, November). *Assessing learning to argue and arguing to learn in high school English Language Arts classrooms*. In M. Sheehy (Chair), I. Symposium presented at the Literacy Research Association Annual Conference, Nashville, TN.

*Ha, S. Y., & **Lin, T. -J.** (2016, December). *The case of Mr. Watson: Adaptive teaching and responsiveness in teaching argumentative writing*. In T.-J. Lin (Chair and Discussant), On the evolution of teaching argumentative writing across an academic year in high school English Language Arts classrooms. Symposium presented at the Literacy Research Association Annual Conference, Nashville, TN.

*Ha, S. Y., Newell, G. E., & **Lin, T. -J.** (2016, August). *Constructing multiple perspectives for literary argumentation: A case of a high school ELA classroom.* Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

*Paul, N. & **Lin, T. -J.** (2016, August*). Designing online discussion for enhancing satisfaction of students' psychological needs*. Paper presented at the American Psychological Association's annual conference, Denver, CO.

*Kuznetcova, I., **Lin, T.-J.**, *Ha, S. Y., *Paul, N., *Chen, J., *Won, S., *Zhan, X., & *Huang, Y. (2016, August). *Teacher strategies for constructing prosocial and argumentative small-group discussions*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.

Newell, G., **Lin, T. -J.**, *Buescher, E., *Goff, B., *Ha, S. Y., Hirvela, A., & *Weyand, L. (2016, April). *Adaptive expertise in the teaching of argumentative writing in high school English language arts classrooms: A prototype analysis.* Roundtable presented at the annual meeting of the American Educational Research Association, Washington DC.

VanDerHeide, J., Newell, G. E., **Lin, T. -J.**, & Bradley, A. (2014, April). *How instructional patterns for teaching argumentative writing predict students' writing achievement*. Paper presented at the American Educational Research Association, Philadelphia, PA.

*Baker, A. R., **Lin, T. -J.**, *Chen, J., *Paul, N., *Murtha, S., & Anderson, R. C. (2014, April). *The effects of teacher framing on student engagement during Collaborative Reasoning*. Paper presented at the American Educational Research Association, Philadelphia, PA.

Lin, T. -J., Jadallah, M., & Anderson, R. C. (2013, April). *Less is more: Teacher's influence on peer collaboration*. Paper presented at the American Educational Research Association, San Francisco, CA.

Ma, S., Anderson, R. C., **Lin, T. -J.**, Hsu, Y. -L., Zhang, X., & Ouyang, W. (2012, July). *Influence of collaborative group work on English language learners' oral narrative*. Paper presented at the 22nd annual meeting of the Society for Text & Discourse, Montréal, Canada.

Anderson, R. C., Sun, J., **Lin, T. -J.**, Morris, J. A., & Ma, S. (2011, September). *Extended participation in*

Collaborative Reasoning discussions in elementary school produces changes in several dimensions of social and cognitive competence. Paper presented at the Invitational Research Conference of the American Educational Research Association, Pittsburgh, PA.

Jadallah, M., **Lin, T. -J.**, & Miller, B. W. (2011, September). *Lag sequential analysis: A statistical approach to examine classroom discourse*. Interactive presentation and ICT demonstration presented at the Invitational Research Conference of the American Educational Research Association, Pittsburgh, PA.

Sun, J. J., Anderson, R. C., Perry, M., & **Lin, T. -J**. (2011, August). *Transfer of emergent leadership from children's Collaborative Reasoning discussions to math problem-solving activities*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Lin, T. -J., Ma, S., Zhang, J., Nguyen-Jahiel, K., Anderson, R. C., Morris, J. A., Miller, B. W., Sun, J. J., Wu, X., Ma'rof, A. M., & Jadallah, M. (2011, April). *Nurturing conceptual understanding and systems thinking*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Zhang, J., **Lin, T. -J.**, Anderson, R. C., Nguyen-Jahiel, K., & Ma, S. (2011, April). *Leveraging instructional practices to promote academic vocabulary use*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Morris, J. A., Miller, B. W., Anderson, R. C., & **Lin, T. -J.** (2011, April). *Instructional discourse and argumentative writing.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Jadallah, M., Anderson, R. C., Miller, B. M., **Lin, T. -J.,** Nguyen-Jahiel, K., & Grabow, K. (2010, December). *The impact of teacher scaffolding on children: A study using lag sequential analysis and bidirectional dependence*. Paper presented at the 60th annual meeting of the Literacy Research Association Conference, Chicago, IL.

Lin, T. -J., Anderson, R. C., Hummel, J. E., Jadallah, M., & Miller, B. W. (2010, April). *Children's use of analogy in Collaborative Reasoning*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Lin, T. -J., Horng, R. -Y., & Anderson, R. C. (2009, April). *Effects of argument scaffolding and source credibility on science text comprehension*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

2. Social Experiences in the Classroom

*Tonissen, A., *Cash, T., **Lin, T. -J.**, & Anderman, E. M. (2021, April). *Math anxiety and cheating in classrooms serving gifted and non-identified students: Expectancy and value mediations*. Paper presented at the Annual meeting of the American Educational Research Association. (Virtual)

*Elise, A. C., *Black, A., Logan, J., **Lin, T. -J.**, Purtell, K., & Justice, L. (2021, April). *Associations between extracurricular activity participation and language skills in kindergarten children*. Paper

presented at the Annual meeting of the American Educational Research Association. (Virtual)

Chen, J., Jiang, H., Justice, L. M., **Lin, T. -J.**, Purtell, K., & Ansari, A. (2021, April). *Influence of teacher-child relationships and classroom social management on child-perceived peer social experiences in classrooms*. Poster presented at the Annual meeting of the American Educational Research Association. (Virtual)

*Sayers, R., Logan, J., *von Spiegel, J., Justice, L. M., Purtell, K., & **Lin, T. -J.** (2021, April). *Understanding elementary children's classroom relationships: A profile analysis*. Paper presented at the Annual meeting of the American Educational Research Association. (Virtual)

Lin, T. -J. (Chair; 2021, April). *The consequences of teacher-student relationships across academic contexts.* [Paper Session] Annual meeting of the American Educational Research Association. (Virtual)

*Cash, T., **Lin, T. -J.**, *Tonissen, A., & Anderman, E.M. (2020, November). *Differential effects of self-contained and cluster programs on gifted students' well-being*. Paper presented at the annual meeting of the National Association for Gifted Children, Lake Beuna Vista, FL.

Chen, J., **Lin, T. -J.**, Purtell, K., Justice, L. M. & Logan, J. (2020, April). *Triple alignment: Congruence of perceived preschool social networks between teacher, students, and researchers* [Roundtable Session]. Annual meeting of the American Educational Research Association, San Francisco, CA. http://tinyurl.com/yxxelhbm (Conference Canceled)

*Cash, T., & **Lin, T. -J.** (2019, November). *Evaluating the well-being of gifted students receiving different levels of gifted services*. Poster presented at the 66th Annual Convention of the National Association for Gifted Children, Albuquerque, NM

*Kim, S., & **Lin, T. -J.** (2019, August). *The influence of social relationships on aggressive behavior: The moderation of dialogic inquiry.* Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.

*Cash, T., & **Lin, T. -J.** (2019, April). *Evaluating the social and emotional well-being of gifted students receiving different levels of gifted services.* Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

*Chaparro-Moreno, L. J., Justice, L. M., Logan, J. A. R., Purtell, K. M., & **Lin, T -J.** (2019, March). *The preschool classroom linguistic environment: Children's first-person experiences*. Poster presented at *SRCD Biennial Meeting*, Baltimore, MD.

Cheung, C., & **Lin, T. -J.** (2019, March). Co-Chair. *The role of peers in learning across distinct life stages*. Symposium to be presented at biennial meeting of the Society for Research for Child Development, Baltimore, MD.

Justice, L., Chen, J., Rhoad-Drogalis, A., **Lin, T. -J.**, & Sawyer, B. (2019, March). *Social networks of children with developmental language disorder in inclusive preschool programs.* Symposium paper to be presented at biennial meeting of the Society for Research for Child Development, Baltimore,

MD.

Chen, J., **Lin, T. -J.**, & Anderman, L. (2019, March). *Friendship effects on socially anxious students' dialogue patterns during collaborative small group discussions.* Symposium paper to be presented at biennial meeting of the Society for Research for Child Development, Baltimore, MD.

Lin, T. -J., Chen, J., Justice, L., Logan, J., & Purtell, K. (2019, March). *Peer influence on dual language learners' language and literacy development*. Symposium paper to be presented at biennial meeting of the Society for Research for Child Development, Baltimore, MD.

*Myrtil, M., **Lin, T. -J.**, Chen, J., Purtell, K., Logan, J., & Justice, L. (2019, March). *The sequence of preschoolers' insistent behavior, teachers' intervention strategies, and conflict outcome during peer conflicts.* Poster to be presented at biennial meeting of the Society for Research for Child Development, Baltimore, MD.

*Shin, S., **Lin, T. -J.**, *Ha, S. Y., *Kraatz, E., *Hsieh, M. -Y., & *Sallade, R. (2018, August). *Discrepancy between normative beliefs about aggression and aggressive behavior in early adolescence*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA. (canceled due to the decease of the first author)

Logan, J., *Chen, J., **Lin, T. -J.**, Justice, L. M., & Purtell, K. (2018, June*). Classroom quality and classroom network structure predicting student outcomes*. Paper presented at the National Research Conference on Early Childhood, DC.

Lin. T. -J., *Chen, J., Purtell, K. M., Justice, L., Logan, J., Jiang, H., Rhoad-Drogalis, A., Bostic, J. (2018, June). *The contribution of classroom friendships to children's early academic and social behavioral development*. Paper presented at the National Research Conference on Early Childhood, DC.

*Ha, S. Y., *Li, W. -T., **Lin, T. -J.**, *Kraatz, E., & *Shin, S. (2018, April). *Cultural influence on early adolescents' social reasoning: U.S and Taiwanese students' reasoning about social exclusion.* Paper presented at the annual meeting of the American Educational Research Association, New York.

*Shin, S., & **Lin, T. -J.** (2018, April). *Cultural differences in interpersonal competencies and sense of belonging: A multi-group path analysis.* Poster presented at the annual meeting of the American Educational Research Association, New York.

*Shin, S., **Lin, T. -J.**, & *Kraatz, E. (2017, August). *Cross-cultural differences in interpersonal competence: A person-centered approach.* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Lin, T. -J., *Li, W. -T., *Chiu, Y. -J., *Hong, Y. -R., Tsai, C. -C., *Kraatz, E., & *Shin, S. (2017, April). *Differential effects of social talk on children's social-emotional development*. Strategic Plan Poster presented at the bi-annual meeting of the Society for Research on Child Development, Austin, TX.

*Chen, J., **Lin, T. -J.**, & *Shin, S. (2017, April). *The moderating effects of ability grouping on shy children's peer relationships*. Poster presented at the bi-annual meeting of the Society for Research

on Child Development, Austin, TX.

*Chen, J., **Lin, T. -J.**, Scott, A., *Zhan, X., *Ha, S. Y., *Paul, N., … Anderman, E. (2016, August). *The influence of ability grouping on high-achieving early adolescents' social interaction with peers*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.

Jadallah, M., **Lin, T. -J.**, & Anderson, R. C. (2015, August). *Teacher scaffolding of reasoning and argumentation*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Limassol, Cyprus.

Lin, T. -J., Justice, L. M., Mashburn, A., & Pentimonti, J. (2015, March). *Peer influence in preschool classrooms: Examining literacy, language, gender, and age homophily.* Poster presented at the bi-annual meeting of the Society for Research on Child Development, Philadelphia, PA.

Lin, T. -J., Justice, L. M., *Emery, A. A., Mashburn, A., & Pentimonti, J. (2014, July). *The social mechanism of language and literacy development in Read it Again!* Paper presented at the Twenty-first annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Ma, S., **Lin, T. -J.**, & Anderson, R. C. (2013, July). *Nurturing English language learners' multi-link causal reasoning*. Paper presented at the Twenty-first annual meeting of the Society for the Scientific Study of Reading, Hong Kong.

Lin, T. -J., & Anderson, R. C. (2013, April). *Friendship and social status as mediators of relational thinking during Collaborative Reasoning*. Poster presented at the bi-annual meeting of the Society for Research on Child Development, Seattle, WA.

Lin, T. -J., & Anderson, R. C. (2012, April). *Peer relationship, social interaction, and relational thinking during small-group discussions.* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

3. Reading and Writing

Zhang, J., *Lo, M. -T., & **Lin, T. -J.** (2020, December). *Word and child predictors of semantic aspects of vocabulary learning in native English speakers and subgroups of English language learners*. Paper presented at the 70th annual meeting of Literacy Research Association. (Virtual)

*Paul, N., **Lin, T. -J.**, *Ha, S. Y., *Chen, J., & Newell, G. (2016, April). *Modeling relationships between writing anxiety, self-efficacy, and self-regulation in argumentative writing: A goal theory perspective.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

*Ha, S. Y., **Lin, T. -J.**, *Paul, N., *Chen, J., & Newell, G. E. (2015, August). *Examining factors affecting adolescents' tendency to engage in argumentative reading and writing.* Poster presented at the annual meeting of the American Psychological Association, Toronto, CA.

*Chen, J., **Lin, T. -J.**, & Ku, Y. -M. (2015, April). *Character, word, and reader attributes contributing to concept of word in Chinese: Mixed-effects logit models.* Poster presented at the American

Educational Research Conference, Chicago, IL.

Zhang, J., **Lin, T. -J.**, & Nagy, W. (2015, August). *Morphological awareness and decontextualized word learning in first and second language.* Paper presented at the Twenty-second Annual Meeting of the Society for the Scientific Study of Reading, The Big Island, Hawaii.

Lin, T. -J., Ku, Y. -M., Zhang, J., *Chen, J., *Kuo, W. -C., & Han, P. -L. (2014, July). *Contributions of concept of word and morphological awareness in learning to read Chinese.* Paper presented at the Twenty-first annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Zhang, J., **Lin, T. -J.**, Nagy, W., Suzuki, W., Ejike, C., Anne, L., & Green, K. (2014, July). *Morphological awareness and incidental word learning in first and second language.* Paper presented at the Twenty-first annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Zhang, J., **Lin, T. -J.**, Nagy, W., Suzuki, K., & Ejike, C. (2014, July). *Morphological awareness and incidental word learning in first and second language*. Poster presented at the American Educational Research Association Spencer Poster Session, Philadelphia, PA.

Logan, J., Justice, L. M., & **Lin, T. -J.** (2014, May). *The importance of peer effects for language growth in childhood special education.* Poster presented at the 26th Annual Convention of the Association for Psychological Science, San Francisco, CA.

Lin, T. -J., Anderson, R. C., Ku, Y. -M., & Christianson, K. (2010, July). *Chinese children's concept of word.* Paper presented at the Seventh International Conference on the Mental Lexicon, Windsor, ON, CA.

4. Others

Purtell, K. M., Valauri, A., Rhoad-Drogalis, A., Justice, L., **Lin, T. -J.**, & Logan, J. (2018, June). *Understanding policies and practices that support successful transitions to kindergarten.* Poster presented at the National Research Conference on Early Childhood, DC.

Jadallah, M., **Lin, T. -J.**, Studebaker, J., Thayn, J., Mullins, S., Hund, A., & Kirby, E. (2015, April*). Digital mapping technology in elementary grades: Effects on spatial reasoning and higher-level thinking processes.* Poster presented at the annual meeting of National Association for Research in Science Teaching, Chicago, IL.

*Emery, A. A., **Lin, T. -J.**, Justice, L. M., & Mashburn, A. (2014, July). *Examining teachers' self-efficacy in Read it Again-PreK*. Paper presented at the Annual Meeting American Psychological Association, Washington, DC.

Horng, R. -Y., **Lin, T. -J.**, Hou, S. -H., Liao, C. -N., & Lu, P. -H. (2007, July). *Characteristics of R&D worker's inductive reasoning on rule discovery task.* Paper presented at the Xth European Congress of Psychology, Prague, Czech Republic.

Chen, Y. -S., Cheng, C. -Y., **Lin, T. -J.**, Hsieh, J. -C., Chen, L. -F. (2007, February). *Stabilized linear model (SLIM) for neuromagnetic source localization.* Paper presented at the Fifth IASTED International Conference on Biomedical Engineering, Innsbruck, Austria.

Horng, R. -Y., Huang, F. -Y., **Lin, T. -J.**, Hou, S. -H., & Yeh, C. -R. (2006, July). *Effects of practice and feedback on scientific reasoning and rule discovery.* Paper presented at the 26th International Congress of Applied Psychology, Athens, Greece.

Yeh, C. -R., Wang, Y. -T., Horng, R. -Y., **Lin, T. -J.** (2006, July). *The effects of task structure and gender on centipede decision making.* Paper presented at the 26th International Congress of Applied Psychology, Athens, Greece.

Lin, T. -J., & Horng, R. -Y. (2008, July). *Argumentation and knowledge inquiry.* Paper presented at the XXIXth International Congress of Psychology, Berlin, Germany.

Regional, Local, or Campus-wise Conference

**Lin, T. -J., ***Chen, J., *Ha, S. Y., & *Kraatz, E. (2019, Feb). Collaborative Social Reasoning discussions: Efficacy and mechanisms for promoting academic and social development. Symposium to be presented at the EHE Research Forum, The Ohio State University.

Lin, T. -J. (2016, May). *An exploration of teachers' and students' self-disclosure in collaborative small-group discussions.* Working paper presented at the Working Conference on Discourse Analysis in Educational Research, The Ohio State University.

Lin, T. -J., Anderson, R. C., Ku, Y. -M., & Christianson, K. (2010, July). *Chinese children's concept of word.* Paper presented at the Research in Reading Chinese Conference, Toronto, CA.

Lin, T. -J., Horng, R. -Y. (2006, October). *The effects of argumentation and authority on knowledge inquiry.* Paper presented at the Annual Convention of Taiwanese Psychological Association, Taipei, Taiwan.

Lin, T. -J., Chen, I. -P. (2004, September). *An investigation of factors contributing to the auditory flash-lag effect* Paper presented at the Annual Convention of Taiwanese Psychological Association, Taipei, Taiwan.

Media Coverage

"Inside summer reading: Tools to expand young minds - Teachers, professors collaborate on a vision for meaningful writing about literature" *OSU EHE News,* June 6, 2019 (https://ehe.osu.edu/news/listing/inside-summer-reading-tools-expand-young-minds/)

"Acting the back-to-school test – 5 strategies for getting your family ready" *Ohio State Insights,* August 2017 (https://insights.osu.edu/life/back-school)

"Children must be taught to collaborate, studies say" *Education Week,* May 16, 2017

Invited Colloquia/Workshop

February 2021	ELSTECH 7277 Computer-Assisted Collaborative Learning Course Presentation Topic: Collaborative Social Reasoning Project
November 2020	CCEC Research Forum (postponed due to COVID-19) Presentation Topic: Classroom Social Networks in Early Childhood Education.
June 2019	National Taiwan University of Science and Technology Presentation Topic: The Social-cognitive Impacts of Collaborative Social Reasoning Discussions in Upper Elementary English Language Arts Classrooms
June 2019	Institute of Education, National Chiao Tung University Quantitative Research Methods in Learning Science Workshop Topic: Quantitative Discourse and Text Analysis
March 2019	Educational Psychology Brown Bag Meeting, OSU Presentation Topic: Peer Influence on Dual Language Learners' Language and Literacy Development
October 2017	EDUCST 6890 Proseminar, Department of Educational Studies, OSU Panel discussant on research methods
January 2017	CCEC Lunch & Learn Colloquia Presentation Topic: Early Adolescents' Reasoning about Peer Interaction: A Social-Cognitive Perspective
April 2016	Applied Developmental Science Proseminar Presentation Topic: Collaborative Reasoning about Peer Rejection
November 2015	Family Science and Human Development Proseminar Presentation Topic: Enhancing students' cognitive and social development through peer learning
January 2015	National Central University, Graduate Institute of Learning and Education Presentation Topic: The Roles of Teacher and Peers in Collaborative Small-group Discussions
December 2014	Methodological Colloquium, Department of Educational Studies, OSU Presentation Topic: Modeling Dynamic Small-Group Networks: An Introduction to Stochastic Actor-based Models
December 2014	National Chiao Tung University, Institute of Education Presentation Topic: Peer Influences on Classroom Learning and Cognitive Development
November 2013	EDUCST 6890 Proseminar, Department of Educational Studies, OSU Presentation Topic: The Joys and Perils of "Mixed-Methods" and Interdisciplinary Work

HONORS AND AWARDS

2015 **Winner of "DivE In" Seed Grant Competition**
American Educational Research Association Division E (Counseling and Human Development) and Dedoose, $1,250

2013 **Faculty International Travel Grant**
EHE Office of Research, $1,000

2013 **Graduate Student Research Excellence Award**
American Educational Research Association Division C (Learning and Instruction), $500

2012 **Hardie Conference Travel Award**
College of Education at the University of Illinois at Urbana-Champaign, $400

2011 **Hardie Dissertation Award**
College of Education at the University of Illinois at Urbana-Champaign, $2,000

2010 **Graduate Scholarship**
Phi Tau Phi Scholastic Honor Society, Mid-America Chapter, $1,000

2010 **First Annual Raymond W. Kulhavy Prize for Student Research in the Cognitive Science of Learning**
University of Illinois at Urbana-Champaign, $500

2004 **Research Creativity Award**
National Science Council, Taiwan, NT$10,000 (US $300)

2004 **Honorary Member of the Phi Tau Phi Scholastic Honor Society**

2002 **Shuen-Yi Ju ZyXEL Scholarship**
ZyXEL Communications Corporation, Taiwan, NT $100,000 (US$3,000)

SERVICE

Services as Reviewer for Grant Agencies, Journals, or Professional Organizations

Federal Grant Proposal Reviewer

2020-2025 Principal member of the Institute of Education Sciences' Social and Behavioral Education Research Peer Review Panel

2019-2020 Institute of Education Sciences, Social and Behavioral Context for Academic Learning Panel

Award Reviewer

2019 American Educational Research Association Division C (Learning and Instruction) Graduate Student Research Excellence Award

2016 American Educational Research Association Division C (Learning and Instruction) Graduate Student Research Excellence Award

Editorial Board

2021-Pres. Early Childhood Research Quarterly

2020-Pres. Reading & Writing

Ad Hoc Peer Reviewer

Journal of Educational Psychology**,** British Journal of Educational Psychology, International Journal of Science Education, Contemporary Educational Psychology, Applied Psycholinguistics, Learning and Individual Differences, Journal of Research on Technology in Education, Journal of Education for Studies Placed at Risk, Child Development, Journal of Experimental Education**,** Review of Educational Research**,** American Educational Research Journal – Teaching, Learning and Human Development, Journal of Research in Science Teaching

Conference Paper Reviewer

2021 Society for Research on Adolescence Biennial Meeting

2013-2021 American Educational Association Research, Division C Learning and Instruction

2014 American Psychological Association – Division 15 Educational Psychology

2014 Society for Research in Child Development, Cognitive Processes

Other Professional Services

2019-pres. Membership Committee, American Psychological Association, Division 15 Educational Psychology

2018 Judge, Graduate student poster competition, AERA Division E Counseling and Human Development

2017-2018 International Committee, Point person for Division 15/APA Steering Group to work on a series of videos representing a number of APA Divisions
American Psychological Association, Division 15 Educational Psychology

2015 Research Mentor**,** American Educational Research Association, Division C Learning and Instruction, Doctoral Student Seminar

2013-2014 Book chapter reviewer, Handbook of Educational Psychology (3rd Vol.)

2011 Book chapter reviewer, X. Chen, Q. Wang, & Y. C. Luo (Eds.) *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children*. Dordrecht, NL: Springer Science

2010-2012 Campus liaison, American Educational Research Association, Division C - Learning and Cognition

Service to University, College, or Department

2021-Pres. Graduate Studies Committee Chair
Department of Educational Studies

2021 Panel Discussant, "Insider Tips from EHE Colleagues about How to Win an IES Grant"
EHE Office of Research

2021 EHE Research Forum Facilitator

College of Education and Human Ecology

2019-Pres. Award Committee
Department of Educational Studies

2018-2021 Graduate Studies Committee
Department of Educational Studies

2016-2021 Monthly Brown-bag Meeting Organizer
Educational Psychology Program, Department of Educational Studies

2018-2019 Hayes Research Forum abstract judge

2016 Departmental Committee in support of the nomination of a colleague for a University Distinguished Scholar Award

2016 Graduate Faculty Representative
Rachel Neo, School of Communication.
Thesis title: The Limits of Peer Influence: A Social (Dis)Affirmation Explanation of How Online Ratings Influence Trust in Factual Corrections

2014-2015 Self-study committee
Department of Educational Studies

Service to Local Communities

2017 Presented and participated in a teacher professional development workshop for high school teachers in the Bexley High School, Bexley, Ohio.

PROFESSIONAL ORGANIZATIONS

American Psychological Association, Division 15 – Educational Psychology
American Educational Research Association, Division E – Education and Human Development
American Educational Research Association, Division C – Learning and Instruction
Society for Research in Child Development