

Amos Jeng

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EDUCATION

University of Illinois Urbana-Champaign

Ph.D., Educational Psychology	2025
M.S., Educational Psychology	2022

Johns Hopkins University

B.A., Cognitive Science, Philosophy	2018
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PROFESSIONAL APPOINTMENTS

University of Michigan

NICHD T32 Postdoctoral Research Fellow, Department of Psychology	2025–present
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FELLOWSHIPS

NICHD T32 Training Grant Fellowship, University of Michigan

2025

Awarded by the National Institute of Child Health and Human Development (NICHD) to support postdoctoral training in developmental science.

National Science Foundation Graduate Research Fellowship, University of Illinois

2022–2025

Awarded to graduate students pursuing research in STEM/STEM education. Provides three years of financial support, including an annual stipend and tuition/fee coverage.

Illinois Distinguished Fellowship, University of Illinois

2020–2022

Awarded to recruit exceptional applicants into doctoral programs. Provides three years of financial support, including an annual stipend and tuition/fee coverage.

PUBLICATIONS

Peer-Reviewed Journal Articles

7. **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>
6. **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>
5. **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>

4. **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>
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>
2. **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*, 72(7), 2250–2258. <https://doi.org/10.1080/07448481.2022.2109033>
1. 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

6. Rayford, T., **Jeng, A.**, Ruedas-Gracia, N., & Song, D. (2025). Discrepancies in college belonging: How demographics may shape the fulfillment of belonging expectations. In Rajala, A., Cortez, A., Hofmann, H., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences (ICLS) 2025* (pp. 1270–1274). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2025.666689>
5. **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). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2024.181233>
4. **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>
2. **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 16th International Conference of the Learning Sciences (ICLS) 2022* (pp. 937–940). International Society of the Learning Sciences. <https://repository.isls.org/handle/1/8899>
1. 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>

Jeng, A. (under review). *Cultural values intersect to predict help-seeking avoidance in college statistics.*

Jeng, A. (under review). *Examining the associations between individualism, collectivism, and undergraduate students' engagement in academic help-seeking and help-giving.*

Jeng, A. (in prep). *A cultural perspective on academic help-seeking and help-giving among undergraduate students of East Asian and European descent.*

Jeng, A. & Cortina, K.S. (in prep). *Linking emotionally supportive interactions to growth in academic help-seeking: Evidence from classroom observations and student self-reports*

Jeng, A., Lee, H., Reyes-Denis, T., Kearfott, H., Burns, S., Moran, C., Vythoukas, G., Cimpian, J. R., Bates, M., Bosch, N., & Perry, M. (in prep). *Teachers' perceived usefulness of online professional learning: The role of personal and environmental characteristics*

Rao, V.N.V., Jeng, A., Drew, J., Kala, B., Gongati, S. (under review). *How generative AI supports students doing statistics: A multiple descriptive case study.*

Sewell, M. & Jeng, A. (in prep). *The developmental relevance of academic help-giving during adolescence.*

CONFERENCE PRESENTATIONS

18. **Jeng, A.** (2025, August 7–9). *Cultural influences on help-seeking and help-giving for students of European and East Asian descent* [Poster session]. American Psychological Association (APA) Convention, Denver, Colorado.
17. **Drew, J., Jeng, A., Reyes Denis, T., & Rao, V.N.V.** (2025, July 17–19). *Rtutor.AI data homeworks – incorporating AI into introductory statistics* [Beyond session]. 2025 US Conference on Teaching Statistics (USCOTS), Ames, Iowa.
16. **Gongati, S., Drew, J., Kala, B., Jeng, A., & Rao, V.N.V.** (2025, July 17–19). *Students' statistical thinking when using generative AI* [Poster session]. 2025 US Conference on Teaching Statistics (USCOTS), Ames, Iowa.
15. **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.
14. **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.
13. **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.
12. **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.

11. **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.
10. **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.
9. **Jeng, A.** (2024, March 1). *Examining academic help-seeking and help-giving behaviors in individualist and collectivist contexts: An integrative review* [Paper presentation]. 15th 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.
7. 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.
6. **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.
5. **Jeng, A.** (2023, March 3). *Social comments and perceived helpfulness in online peer help-giving interactions* [Poster session]. 14th Annual College of Education Graduate Student Conference, Champaign, Illinois.
4. **Jeng, A.** (2022, May 18–21). *Academic help-seeking among Asian American college students* [Conference presentation]. 18th International Congress of Qualitative Inquiry (ICQI), Champaign, Illinois.
3. **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.
2. Rayford, T. & **Jeng, A.** (2022, March 4). *(Un)fulfilled belonging among college students* [Poster session]. 13th Annual College of Education Graduate Student Conference, Champaign, Illinois.
1. **Jeng, A.** (2021, March 5). *Student perceptions of helpfulness in online course discussion forums* [Poster session]. 12th Annual College of Education Graduate Student Conference, Champaign, Illinois.

INVITED TALKS AND PRESENTATIONS

(2025, April 24). *Division C fireside chat: From proposal to defense: Navigating the Ph.D. dissertation journey*. Invited panelist at the 2025 American Educational Research Association (AERA) Annual Meeting, Denver, Colorado.

(2025, April 22). *Navigating the academic job market in the U.S.* Invited panelist at the Asian American Cultural Center, University of Illinois Urbana-Champaign, Urbana, Illinois.

HONORS, AWARDS, AND TEACHING RECOGNITION

William C. Bagley Doctoral Scholarship, <i>University of Illinois</i>	2023, 2024
Awarded to College of Education doctoral students based on academic merit, professional experience, public service, and commitment to the field of education.	
College of Education Dissertation Award, <i>University of Illinois</i>	2024
Awarded to doctoral students based on research significance, methodological soundness, and feasibility of their dissertation work plan.	
Diversity Leadership Award, <i>University of Illinois</i>	2024
Awarded to students who have made significant contributions towards the advancement of diversity, equity, and inclusion in engineering education.	
Teaching and Mentoring Recognition	
Graduate College Teaching Certificate, <i>University of Illinois</i>	2024
List of Teachers Ranked as Excellent by Their Students, <i>University of Illinois</i>	2023–2024
Graduate College Mentoring Certificate, <i>University of Illinois</i>	2022
Conference Support Awards	
University Block Grant Travel Award, <i>University of Illinois</i>	2023–2025
Bureau of Educational Research Conference Participation Support Awards, <i>University of Illinois</i>	2023–2025
Graduate College Conference Presentation Award, <i>University of Illinois</i>	2023
AERA Division C Pre-Conference Graduate Student Seminar Travel Award	2023

UNIVERSITY TEACHING AND MENTORING EXPERIENCE

Teaching Assistant

Educational Psychology (EPSY201, 6–27 students per semester), *University of Illinois* 2022–2024

Research Mentor

Independent Study (EPSY395, 1 student per semester), *University of Illinois* 2022–2024

Undergraduate Research Apprenticeship Program (URAP, 1 student per semester), *University of Illinois* 2022–2024

Undergraduate Students Mentored

Preetha Manjunath (Spring 2025)
 Jasmin Zepeda (Spring 2025)
 Sanju Gongati (Fall 2024–Spring 2025)
 Julianna Drew (Fall 2024)
 Bhuvan Kala (Fall 2024)
 Aparajita Vemuri (Fall 2021–Spring 2024)

GRANTS

“In League with STEM,” Grainger College of Engineering Institute for Inclusion, Diversity, Equity & Access (IDEA), University of Illinois, 2023–2025. Co-PI (PI: C. Bruhn). \$11,629.

PROFESSIONAL SERVICE

University of Illinois Urbana-Champaign

Student Advising on Graduate Education (SAGE) Advisory Board	2023–2024
College of Education Graduate Student Conference (GSC) Planning Committee	2022–2023
STEM For All Video Showcase Presenter	2022

Ad Hoc Journal Reviews

Advances in Mental Health, Cogent Education, Humanities and Social Sciences Communications, 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), 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), International Society of the Learning Sciences (ISLS)