



Understanding Chinese Engineering Doctoral Students in U.S. Institutions: A Personal Epistemology Perspective

Jiabin Zhu
Graduate School of Education
Shanghai Jiao Tong University, Shanghai

April 19, 2017 (Wednesday)
Room 550, Meng Wah Complex, HKU
15:30 – 16:30

Chair: Professor Li-fang Zhang

Abstract:

The U.S. has experienced a large surge of foreign talent, as evidenced by the large number of international students enrolled each year in science and engineering fields. Among the foreign countries and economies, China ranks top in the number of doctorate degree recipients from U.S. institutions in science and engineering fields. This work focuses on studying the epistemological development of Chinese engineering doctoral students who are pursuing degrees in U.S. institutions. An explanatory mixed methods research design was adopted to collect both quantitative and qualitative data from among Chinese engineering doctoral students at various stages of study from top research universities in the U.S.. This research adds to the current body of knowledge in personal epistemology by providing a picture of the epistemological development of Chinese engineering doctoral students in U.S. institutions. In addition, the focus on doctoral students allows for an exploration of factors that are associated with students' epistemological development.

About the speaker:

Jiabin Zhu, Ph.D., is an associate professor in the Graduate School of Education, Shanghai Jiao Tong University. Her primary research interests relate to the development of engineering students' professional skills, the assessment of teaching and learning in engineering, and the cognitive development of engineering students. Dr. Zhu has chaired multiple projects from the Humanities and Social Science Program, Chinese Ministry of Education, and Shanghai Philosophy and Social Science Program. She published peer-reviewed articles in domestic and international journals in the field of engineering education. For her work on the cognitive development of Chinese engineering doctoral students in U.S. institutions, she received the 2013 Doctoral Thesis Award from the School of Engineering Education, Purdue University. She also received the "Best Paper Award" from the Graduate Studies Division, American Society for Engineering Education (2012) and the "Shanghai Pujiang Talent Award" (2014) from Science and Technology Commission, Shanghai Municipality.



Jiabin Zhu obtained a Ph.D. in Engineering Education and a M.S. in Biomedical Engineering from Purdue University. She received another M.S. in Optics from Chinese Academy of Sciences and a B.S. in Physics from East China Normal University.

** This seminar is sponsored by the Tin Ka Ping Visiting Fellowship Scheme**

~ ALL ARE WELCOME ~

Please register at: https://hkuems1.hku.hk/hkuems/ec_regform.aspx?guest=Y&ueid=48863

For enquiries, please contact the Office of Research, Faculty of Education, HKU at 3917 8254.