Curriculum Vitae

Chunru (Jerry) Dong

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EDUCATION

University of Maryland, College Park, MD — Anticipated 2028
Doctor of Philosophy in Education
Department: Teaching and Learning, Policy and Leadership (TLPL)
Specialization: Language, Literacy, and Social Inquiry (LLSI) Literacy Education
Advisor: Dr. Jennifer D. Turner

University of Massachusetts Amherst, Amherst, MA — May 2022
Master of Education
Department: Children, Families, and Schools (CFS)
Concentration: Child Study and Early Education

Gordon College, Wenham, MA — May 2019
Bachelor of Science, Early Childhood Education
Bachelor of Science, Psychology

RESEARCH INTERESTS

Early childhood literacy development, family literacy, digital literacy, children's play, and teacher-parent-child relationships.

RESEARCH METHODS TRAINING

Qualitative: Reflexive thematic analysis; discourse analysis; narrative analysis; multimodal analysis.
Quantitative: Regression and generalized linear models; causal inference and quasi-experimental design; multivariate and latent variable methods; educational measurement and psychometrics.
Mixed Methods: Convergent design; explanatory sequential design; exploratory sequential design.

PUBLICATIONS

Manuscripts in Progress

Dong, C. Building Mother–Child Relationships Through Interaction and Play: An Attachment Lens in Chinese Family Life. *Early Childhood Education Journal.* [Revise and Resubmit]

Dong, C., Kim, S., & Brantlinger, A. Teachers' Career Decisions and Advice Networks: A Mixed Methods Study of Urban Mathematics Teachers. *Teaching and Teacher Education.* [Under Review]

Dong, C. From Daughters to Mothers: A Positioning Theory Analysis of Maternal Identity in Urban China. *Women's Studies International Forum.* [Under Review]

Dong, C. Chinese Mothers' Perspectives on Parental Roles and Responsibilities in Early Childhood. *Family Relations.* [Under Review]

Dong, C., Dong, N., & Wu, Y. Family Literacy Ecologies in Kindergarten: Latent Profiles and Associations With First-Grade Literacy Outcomes. *Reading Research Quarterly.* [Under Review]

Dong, C. Family Literacy and Play in Chinese Homes: Young Children's Participation in Shared Activities. *Journal of Early Childhood Research.* [Submitted]

Dong, C. Early Literacy Through Play in Classrooms and Homes: Integrating Cognitive and Developmental with Sociocultural and Social-Practice Perspectives. *Journal of Early Childhood Literacy.* [Submitted]

Dong, C. "They Need Some Color": Young Children's Exploration Through Making and Remaking Play. *International Journal of Play.* [Submitted]

Dong, C. & Zhang, Y. From Formative Experience to Relational Practice: Chinese Elementary Teachers' Career Pathways and Student Relationship Building. *Teachers and Teaching: theory and practice.* [Submitted]

Manuscripts in Preparation

Alexander, K., **Dong, C.** & Song, S. Sociomaterial Perspectives on Early Childhood Literacy Pedagogy and Design.

Dong, C., Wu, Y., & Song, S. Preparing Early Childhood Educators to Support Multilingual Learners Through Culturally Responsive Digital and Multimodal Literacy Practices.

Dong, C. Building Bridges Between Classroom and Family Literacy: An Asset-Based Approach to Fostering Belonging in Diverse Early Childhood Classrooms. [Chapter Proposal Accepted]

Dong, C. Play as Communication and Meaning Making in Early Childhood Classrooms: Foundational Theories and a Multimodal Perspective.

REFEREED CONFERENCE PRESENTATIONS

Kim, S., Brantlinger, A. & **Dong, C.** (2027, April). *Teachers' Career Decision-Making and Career Advice Networks: An Exploratory Sequential Mixed Methods Study.* American Educational Research Association (AERA), Toronto, Canada. [Roundtable Presentation]

Dong, C., Dong, N., & Wu, Y. (2027, April). *Latent Profiles of Family Literacy Ecologies and Children's Early Literacy Outcomes* . American Educational Research Association (AERA), Toronto, Canada. [Poster Presentation]

Dong, C. (2027, Submitted). *Building Mother-Child Relationships Through Interaction and Play: An Attachment Lens in Chinese Family Life.* Society for Research in Child Development (SRCD), Atlanta, GA, USA. [Poster Presentation]

Dong, C. & Kim, S. (2027, Submitted). *When Teachers and Tests Disagree: Literacy Instruction and First-Grade Reading Achievement.* Society for Research in Child Development (SRCD), Atlanta, GA, USA. [Poster Presentation]

Wu, Y. & **Dong, C.** (2026, December). *Family Engagement in Children's Digital Literacy Practices Using AI in Urban Chinese Homes.* National Association for the Education of Young Children (NAEYC), Washington, D.C., USA. [Poster Presentation]

Alexander, K., **Dong, C.** & Song, S. (2026, December). *Sociomaterial Perspectives on Early Childhood Literacy Pedagogy and Design.* National Association for the Education of Young Children (NAEYC), Washington, D.C., USA. [Session Presentation]

Dong, C. & Turner, J. D. (2026, April). *Positioning the Past, Imagining the Future: Chinese Mothers' Discursive Constructions of Caregiving Identity.* American Educational Research Association (AERA), Los Angeles, CA, USA. [Roundtable Presentation]

Zhang, Y. & **Dong, C.** (2026, April). *From Formative Experience to Teaching Practice: Chinese Elementary Teachers' Career Choice and Student Relationship Building.* American Educational Research Association (AERA), Los Angeles, CA, USA. [Roundtable Presentation]

Dong, C., Kim, S. & Brantlinger, A. (2026, April). *Teachers' Career Advice Networks and Career Decisions: A Mixed-Methods Analysis.* American Educational Research Association (AERA), Los Angeles, CA,

USA. [Paper Presentation]

Dong, C. & Saracho, O. (2025, October). *Attachment Through Play: A Qualitative Study of Chinese Mothers and Young Children's Interactions.* Zero to Three LEARN Conference, Baltimore, MD, USA. [Poster Presentation]

Dong, C. (2025, April). *Exploring Parent-Child Relationships Through Interactive Communication and Quality Time in Modern Chinese Families.* American Educational Research Association (AERA), Denver, CO, USA. [Roundtable Presentation]

Dong, C. & Hu, X. (2024, April). *Exploring Multimodal Play: Children's Drawings as a Gateway to Cognitive Development in Chinese Early Childhood Settings.* Transdisciplinary Approaches to Language and Literacy in Educational Research (TALLER), College Park, MD, USA. [Roundtable Presentation]

Dong, C. & Hu, X. (2024, March). *Vygotsky's Play: Unveiling the Complexity of Early Childhood Development.* University of Maryland Graduate Student Research Symposium, College Park, MD, USA. [Poster Presentation]

Hu, X. & **Dong, C.** (2024, February). *Parenting Programs in Early Childhood Education for Disadvantaged Families in Rural China and Laos: A Comparative Case Study.* Washington Consortium for Comparative and International Education Graduate Research Conference, Washington, D.C., USA. [Panel Presentation]

Dong, C., Zhang, Y., & Li, B. (2019, May). *Experiences with Social Media and Cyber Bullying.* Gordon College Undergraduate Research Symposium, Wenham, MA, USA. [Poster Presentation]

INVITED TALKS

Dong, C. (2026, August). *Unlocking Children's Multiple Potentials Through Parent-Child Interactions and Play: From Multiple Intelligences to Multimodal Expression.* True Light Early Education, Beijing, China.

Dong, C. (2024, July). *Facilitating Child Development and Learning Through Free Play and Rule-Based Games.* True Light Early Education, Beijing, China.

UNIVERSITY TEACHING EXPERIENCE

University of Maryland, College Park, MD
Instructional Assistant for Dr. Reka Barton Fall 2025; Fall 2026

- Facilitated doctoral-level seminars and small-group discussions to deepen engagement with qualitative methodologies
- Assessed and provided detailed feedback on graduate student writing and research projects, strengthening scholarly communication
- Mentored students individually through office hours and consultations, guiding research design, analysis, and academic writing
- Collaborated with faculty on course planning, grading standards, and classroom management to ensure consistent, high-quality learning outcomes

University of Maryland, College Park, MD
Instructional Assistant for Dr. Ayanna Baccus Fall 2025; Fall 2026

- Supported undergraduate literacy methods instruction with a focus on evidence-based reading practices in diverse classrooms
- Provided feedback on lesson plans, co-teaching demonstrations, and literacy projects emphasizing differentiation and equity

- Facilitated small-group discussions and activities on literacy development and instructional strategies
- Assisted with course logistics and assessment preparation, including foundational skills exams and major assignments

University of Maryland, College Park, MD
Record of Instructor Spring 2026

- Taught a hybrid graduate course on digital learning and technology integration for secondary MCERT teacher candidates in mathematics, science, computer science, and physical education
- Led three master sessions emphasizing inquiry-based instruction, digital literacy, assessment, and student-centered learning
- Developed assignments that guide candidates in creating tech-enhanced assessments, lesson plans, and ISTE portfolio artifacts
- Evaluated all coursework and provide detailed feedback on discussion posts, reflections, assessments, lesson plans, and portfolio submissions
- Mentored preservice secondary teachers in examining equity, online credibility, student privacy, and the instructional uses of digital tools across content areas

University of Maryland, College Park, MD
Instructional Assistant for Dr. Kerry Alexander Spring 2026

- Supported instruction in a three-level undergraduate literacy methods course grounded in culturally and linguistically responsive writing pedagogy
- Led discussions on multilingual learners' writing development, feedback, conferencing, and multimodal composition
- Provided substantive feedback on writing labs, teaching videos, peer coaching, and digital portfolios
- Partnered with the instructor to support in-person and online learning while fostering an inclusive classroom community

University of Maryland, College Park, MD
Instructional Assistant for Dr. Sarah McGrew Spring 2025

- Worked with the professor to teach a three-level undergraduate course on educational technologies and digital tools
- Helped students design tech-integrated lesson plans that foster engagement, collaboration, and critical thinking
- Provided guidance on using digital platforms for assessment and tracking student progress
- Led discussions on digital literacy, teaching strategies for evaluating online information and responsible tech use

University of Maryland, College Park, MD
Instructional Assistant for Dr. Shannon Kane Fall 2023; Spring 2024; Fall 2024; Spring 2025

- Collaborate with the professor to teach three-level and four-level undergraduate courses on language, reading and literacy development
- Supervise pre-service teachers during their internships in diverse elementary classroom settings
- Take the initiative to lead discussions on specific topics and foster a constructive learning environment
- Assist in grading of assignments, exams, and projects, ensuring alignment with course objectives
- Monitor and facilitate discussion boards, offering insightful feedback to students
- Coordinate review sessions and office hours to provide support and guidance to students

University of Maryland, College Park, MD
Instructional Assistant for Dr. Wayne Slater Fall 2024

- Co-taught a two-level undergraduate course on adolescent literature and censorship with a professor, managing content delivery and classroom interaction
- Led discussion sessions for 60 students, using a self-developed framework to guide critical discussions on readings
- Created engaging discussion board questions and activities to enhance student learning and engagement
- Oversaw grading of assignments, quizzes, and papers; provide detailed feedback to support student improvement
- Conducted review sessions and writing workshops, offering focused guidance on essay writing, thesis development, and research skills

TLPL 792 - Qualitative Research II: Analysis and Interpretation of Data Fall 2026
– Instructional Assistant
TLPL 461 - Materials and Instruction for Creating Skilled and Motivated Readers Fall 2026
– Instructional Assistant
TLPL 300/618 - Digital Learning Tools and Communities Spring 2026
– Record of Instructor
TLPL 344 - Culturally Responsive Language and Literacy Instruction in Elementary Classrooms Spring 2026
– Instructional Assistant
TLPL 792 - Qualitative Research II: Analysis and Interpretation of Data Fall 2025
– Instructional Assistant
TLPL 343 - Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms Fall 2025
– Instructional Assistant
TLPL 300/618 - Digital Learning Tools and Communities Spring 2025
– Instructional Assistant
TLPL 344 - Culturally Responsive Language and Literacy Instruction in Elementary Classrooms Spring 2025
– Instructional Assistant
TLPL 206 - Forbidden Books - Censorship of Children's and Young Adult Literature Fall 2024
– Instructional Assistant
TLPL 341 - Assessing Language and Literacy Development in Elementary Classrooms Fall 2024
– Instructional Assistant
TLPL 342 - Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms Spring 2024
– Instructional Assistant
TLPL 341 - Assessing Language and Literacy Development in Elementary Classrooms Fall 2023
– Instructional Assistant

RESEARCH EXPERIENCE

Maryland KidWind, College Park, MD
Research Assistant for Dr. Angela Stoltz June – August 2025

- Applied statistical methods (factor analysis, multinomial and ordinal logistic regression, correlation modeling) to survey data from 157 K–12 participants
- Demonstrated quantitative research skills in R, including data cleaning, imputation, standardization, and the creation of statistical graphs and visualizations
- Conducted and analyzed interviews with teachers, students, and coaches, and examined KidWind's renewable energy curriculum and related artifacts to evaluate educational impact
- Integrated qualitative and quantitative findings into recommendations for teacher professional learning and the enhancement of students' STEM engagement, environmental awareness, and career aspirations

WORKING EXPERIENCE

Project Manager, **True Light,** Beijing, China January 2022 – Present

- Design a holistic child development curriculum and establish a novel parenting system
- Develop and manage a teaching platform on WeChat, creating a series of parenting and child accompaniment courses to educate parents on effective child-rearing methods and support
- Lead live streaming lectures weekly to approximately 500 young Chinese parents remotely in the U.S.
- Guide parents in small groups to effectively educate and support their children aged from 0 to 6 years old
- Analyze parents' feedback and then advise parents with recorded videos, articles and practical case studies
- Research and evaluate data to improve the quality of the courses and the curriculum

Master Teacher, **UMD Summer Reading Clinic,** College Park, MD July – August 2025 – 2026

- Delivered individualized literacy instruction in phonics, fluency, comprehension, vocabulary, and writing, guided by multiple diagnostic assessments (DSA, CORE Phonics, San Diego, MASI-R ORF, MAZE, Writing Sample)
- Led daily literacy circles and interactive activities that built early reading skills, motivation, and collaborative engagement among elementary students
- Collaborated with teaching teams and families to design instruction, monitor progress, and produce comprehensive reports on student growth and program outcomes
- Organized children's author and illustrator visits, literacy events, and book distributions to expand students' access to literature and enrich their summer reading experience

Lead Teacher, **Panda Bilingual Child Care LLC,** Cambridge, MA June 2022 – April 2023

- Led an infant-toddler class in English and Mandarin in a Montessori school setting
- Planed and implemented a developmentally appropriate, process-oriented, multi-cultural curriculum
- Provided a safe, responsive, stimulating environment by actively engaging in daily activities and routines
- Responsible for supervision and direction of assistant teachers and volunteers in the classroom
- Cultivated professional relationships with parents and families

Teaching Assistant, **Arlington Heights Nursery School,** Arlington, MA September – December 2021

- Delivered creative and interactive activities to 15 preschool students
- Assisted the Lead Teacher in enhancing the learning experience of students
- Maintained the discipline and decorum of the class in the absence of a teacher
- Supervised circle time, free play, outside play, learning and developmental activities
- Informed parents of students' daily well-being at pick-up time

Lead Teacher, **Next Generation Children's Centers,** Beverly, MA July 2019 – June 2020

- Designed lesson plans and learning activities for toddlers, preschoolers and PreK students
- Co-taught with lead teachers to create weekly curriculum and daily activities
- Provided classroom management and redirected problematic behaviors to positive outcomes
- Responsible for providing breakfast, lunch and snacks; oversaw nap time, recess and morning circle

Teaching Assistant, **Tian Cheng Jiao Yu,** Urumqi, China July 2016 – August 2017

- Assisted high school teachers with classroom management and tutoring of specific subjects
- Participated in teacher observations to improve implementation of curriculum and general teaching skills

INTERNSHIP EXPERIENCE

North Shore Christian School, Beverly, MA January – May 2019

- Taught at least one lesson per week, engaging learners, and reflecting on lesson effectiveness
- Read aloud daily to a class of preschoolers and a class of pre-kindergarteners with a variety of appropriate texts
- Led morning circles in two classes of preschool and one class of pre-kindergarten
- Assessed students on content and for learning progression

The Hill Elementary School, Revere, MA September – December 2018

- Worked an Extended Learning Time program for a 1st grade class
- Aided in the educational and behavioral safety of young children
- Provided learning opportunities for students in ELA, math and science content
- Kept students organized and maintained classroom discipline

Paul Revere School, Revere, MA February – May 2018

- Designed creative and imaginative materials for teaching reading
- Taught students to isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- Administered the DIBELS exam to 20 students to identify their phonological levels

Bessie Buker Elementary School, Wenham, MA January – May 2017

- Presented a number talk with a colleague and individually to a 2nd grade class of 23 students
- Performed a math diagnostic assessment for a student
- Observed another second-grade class at the same time and observed children's performance, behavior, and social development

PUBLIC SCHOLARSHIP

True Light Early Education, Beijing, China

Designed, developed, and delivered evidence-informed parent education programs for Chinese families through live online seminars and asynchronous course series. Public seminars are archived on the True Light Early Education WeChat Official Account, and online courses are available through the Jingdaka Learning Platform.

Parent Education Seminars and Workshops

Dong, C. (2026, July). Irreplaceable Human Capacities for Children in the Age of AI. True Light Early Education, Virtual.

Dong, C. (2026, March). Preparing Children for the Age of Artificial Intelligence, Part II: Practical Approaches to Developing Future-Ready Competencies. True Light Early Education, Virtual.

Dong, C. (2026, February). Preparing Children for the Age of Artificial Intelligence, Part I: A Multiple Intelligences Framework for Future-Ready Competencies. True Light Early Education, Virtual.

Dong, C. (2025, September). School Bullying: A Silent Cry for Help, Part II: Strengthening Family–School Partnerships for Bullying Prevention and Intervention. True Light Early Education, Virtual.

Dong, C. (2025, August). School Bullying: A Silent Cry for Help, Part I: Recognizing, Preventing, and Responding to Bullying. True Light Early Education, Virtual.

Dong, C. (2025, June). Digital Media Use in Early Childhood, Part II: Family Media Practices and Developmentally Appropriate Screen-Time Boundaries. True Light Early Education, Virtual.

Dong, C. (2025, June). Digital Media Use in Early Childhood, Part I: Developmentally Appropriate Practices for Positive Media Habits. True Light Early Education, Virtual.

Dong, C. (2025, March). Habits Shape the Future: Establishing Daily Routines for Lifelong Well-Being. True Light Early Education, Virtual.

Dong, C. (2025, January). Building Meaningful Routines During School Breaks: Supporting Self-Regulation, Family Engagement, and Meaningful Learning. True Light Early Education, Virtual.

Dong, C. (2025, January). Supporting Children's Social and Emotional Development: Navigating Aggression and Responding to Peer Conflict. True Light Early Education, Virtual.

Dong, C. (2024, August). Understanding Separation Anxiety: Fostering Emotional Security, Confidence, and Independence. True Light Early Education, Virtual.

Dong, C. (2024, June). Promoting Early Language Development and Positive Behavior Through Everyday Family Interactions. True Light Early Education, Virtual.

Dong, C. (2024, May). Developing Self-Regulation in Early Childhood: Executive Function, Daily Routines, and Self-Directed Learning. True Light Early Education, Virtual.

Dong, C. (2023, November). Positive Parenting in Early Childhood: Nurturing Children's Development Through Play, Responsive Care, and Daily Routines. True Light Early Education, Virtual.

Dong, C. (2023, October). Understanding Toddler Development: Encouraging Autonomy and Early Language Development. True Light Early Education, Virtual.

Dong, C. (2023, October). Learning Through Play: Strengthening Attention, Curiosity, and Parent-Child Relationships. True Light Early Education, Virtual.

Parent Education Online Course Series

Dong, C. Physical Development in Early Childhood: Promoting Motor Development, Self-Regulation, Healthy Sleep, and Independence. 11-module online parent education course, available through the Jingdaka Learning Platform.

Course Topics:

- Learning Through Play and Early Brain Development
- When Enrichment Becomes Overscheduling
- Healthy Digital Media Habits for Young Children
- Protecting Without Overprotecting: Raising Resilient Children
- Play Experiences That Support Healthy Development
- Motor Development: Coordination, Strength, and Control
- Movement, Exploration, and Independence
- Creating Predictable Routines During the Toddler Years
- Teaching Boundaries with Warmth and Consistency
- Learning to Fall Asleep Independently
- Healthy Sleep Habits for Growth and Well-Being

Dong, C. Sensory Development and Sensory Integration in Early Childhood: Supporting Healthy Development Through Sensory Experiences and Home-Based Practices. 12-module online parent education course, available through the Jingdaka Learning Platform.

Course Topics:

- Why Sensory Integration Matters
- Recognizing Sensory Processing Differences
- How Children's Sensory Systems Develop
- The Seven Sensory Systems
- Tactile Development and Early Exploration
- Play-Based Activities for Tactile Development

- Auditory Development and Listening Skills
- Visual Development and Perceptual Learning
- Taste Development and Feeding Experiences
- Smell Development and Sensory Awareness
- Vestibular Development and Balance
- Proprioception and Body Awareness

ACADEMIC AND VOLUNTEER SERVICE

CONFERENCE REVIEWER:

American Educational Research Association (AERA) 2026
Transdisciplinary Approaches to Language and Literacy in Educational Research Conference 2024–2025

UNIVERSITY SERVICES:

Student Planning Committee Members September 2024–April 2025
Logistics, Infrastructure, and Plenary Co-Chair, University of Maryland, Supervised by Dr. Sarah Moore
Transdisciplinary Approaches to Language and Literacy in Educational Research (TALLER) Conference

- Organized and managed logistics for academic conferences, including venue selection, catering coordination, and technology needs, ensuring a seamless experience for attendees and presenters.
- Led the platform-based review and scoring of submissions, coordinated invitations and scheduling of speakers, and facilitated their participation to align with conference objectives and academic standards.

ISTE Portfolio Pop-Up Evaluation Team April–May 2024–2026
ISTE Portfolio Assessment Evaluator, University of Maryland, Supervised by Dr. Sarah McGrew

- Mapped an efficient approach to assess teacher candidates' progress relative to ISTE Standards, evaluating the effectiveness of Digital Learning Tools and Communities courses in developing candidates' knowledge and performance.
- Directed teacher preparation programs to develop plans for integrating technology-related competencies represented in performance archetypes throughout the program experience, from admission to graduation.

Student Planning Committee Members October 2023–April 2024
Outreach and Marketing Co-Chair, University of Maryland, Supervised by Dr. Sarah Moore
Transdisciplinary Approaches to Language and Literacy in Educational Research (TALLER) Conference

- Led advertising, networking, and website development efforts for research conference, optimizing participant outreach and engagement.
- Designed flyers, posters, and programming materials while coordinating day-of timing logistics to streamline conference operations and enhance the overall attendee experience.

AWARDS/SCHOLARSHIPS

University of Maryland Jacob K. Goldhaber Travel Grant 2026
University of Maryland Naomi P. Hentz Memorial Fund 2025
University of Maryland Dean's Fellowship 2023 – 2026
University of Maryland the Honor Society of Phi Kappa Phi 2023 – 2025
University of Maryland COE Fellowship 2023 – 2026
University of Maryland College of Education COE Scholarship 2023 – 2025
University of Massachusetts Amherst Helen Eaton Timson Scholarship 2022
Gordon College Presidential Honors & Presidential Scholarship 2015 – 2019

CERTIFICATIONS

Adult and Pediatric First Aid/CPR/AED — June 2025 – 2027
The Department of Early Education and Care: Professional Qualifications Certification; Position(s) qualified for: TP; T I/T — May 2019

QUALIFICATIONS

Qualitative, quantitative, and mixed method research methodologies experience
Proficient in R, NVivo, Excel, Microsoft Word and PowerPoint
Exceptional writing and communication skills
Strong leadership and team management abilities
Experience in teaching and supporting in the classroom for ages between 6 weeks and 6 years old
Creative lesson planning and curriculum development
Classroom facilitation and student engagement
Standardized testing and learner assessment
Bilingual in English and Mandarin

REFERENCES

Dr. Jennifer D. Turner, Professor
Department of Teaching and Learning, Policy and Leadership, Literacy Education
University of Maryland, College Park
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571-331-2734

Dr. Kerry H. Alexander, Assistant Professor
Department of Teaching and Learning, Policy and Leadership, Literacy Education
University of Maryland, College Park
kha57@umd.edu
512-589-8360

Dr. Shannon M. Kane, Assistant Clinical Professor
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