

**Feiyan Chen**  
**Literacy, Early Childhood, Bilingual, and Special Education**  
**Fresno State**  
**Assistant Professor**  
**Appointed Fall 2015**

## **Academic Degrees**

PhD, Monash University, Australia  
MEd, Early Childhood, Monash University, Australia  
Graduate Diploma of Education, Early Childhood, RMIT University, Australia  
BA, Zhejiang University, China  
Diploma of Early Childhood Education, China

## **Other Professional Experiences**

- 2012-2015, Teaching Associate, Monash University, Australia
- 2012-2015, Field Research Co-Leader & Research Assistant, Monash University, Australia
- 2010-2011, Kindergarten Teacher, Royal Melbourne Institute of Technology (RMIT) City Campus Children's Center, Australia
- 2006-2007, English Language Teacher, Zhejiang Children's Palace, China
- 2002-2006, Kindergarten Teacher, Zhejiang University Kindergarten, China

## **Teaching Experience at Fresno State**

- CI 285 Seminar in Advanced Educational Psychology
- CI 171 Understanding Learners, Instructional Design, and Assessment
- CI 171ECE Psychological Contexts of Teaching and Learning
- EHD 170 Field Study
- EHD 170 ECE Field Study

## **Other Collegiate Work**

- 2015-2016 – International Education Committee

## **Professional Association Memberships**

- National Association for Education of Young Children (NAEYC)
- International Society for Cultural and Activity Research (ISCAR)
- Cultural-Historical Research Community, Australia

## **Professional Assignments and Activities (selected)**

- 2016 Spring – DISCOVERe Program
- 2016 Spring – eScholar
- 2015-2016 – Student Meetings/Supervision
- 2015 Fall & 2016 spring -- CLPP Proctoring & Scoring, Proctor & examiner
- 2015-2016 -- Early Childhood Education Online Group for Parents, Founder & consultant (volunteer)

## Selected Publications

- Chen, F. (in press). Everyday routine formation: A source of the development of emotion regulation in young children. In M. Fleer, F. Gonzalez Rey, & N. Veresov. (Eds.), *Cultural-historical perspectives on emotions: Advancing the concepts of perezhivanie and subjectivity* (Chapter 4). New York: Springer.
- Fleer, M., Chen, F., & van Oers, B. (in press). New directions in early childhood education practice: International developments and practice gaps. In M. Fleer & B. van Oers (Eds.), *International handbook on early childhood education* (Vol. 2, Chapter 1). New York: Springer.
- Chen, F., & Fleer, M. (2016). A cultural-historical reading of how play is used in families as a tool for supporting children's emotional development in everyday life. *European Early Childhood Education Research Journal*. Doi: 10.1080/1350293X.2016.1143268
- Chen, F., & Fleer, M. (2015). Re-signing: A cultural-historical study of signs for supporting young children's development of emotion regulation. *Mind, Culture, and Activity: An International Journal*, 22(3), 233-250. doi:10.1080/10749039.2015.1048370
- Chen, F. (2015). Parents' and children's emotion regulation strategies in emotionally situated zones: A cultural-historical perspective. *Australasian Journal of Early Childhood*. 40(2), 107-116.
- Chen, F. (2014). Parents' *perezhivanie* supports children's development of emotion regulation: A holistic view. *Early Child Development and Care*, 185(6), 851-867. doi: 10.1080/03004430.2014.961445

## Selected Grant Writing Submittals

- Chen, F. (2016, March 29). Social-emotional and self-regulation development in children. The Fansler Foundation. Result pending.

## Selected Refereed Presentations

- Chen, F. (2014, September 30). *How does perezhivanie support children's emotion regulation in everyday family life?* Presented at the 4<sup>th</sup> Congress of ISCAR, Sydney, Australia.
- Chen, F. (2014, October 1). *Signs in supporting children's emotion regulation*. Presented at the 4<sup>th</sup> Congress of ISCAR, Sydney, Australia.