Jialei Jiang, Ph.D.

Teaching Assistant Professor
Department of English
University of Pittsburgh, Pittsburgh, PA

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Education

Ph.D. in Composition and Applied Linguistics

Indiana University of Pennsylvania, Indiana, Pennsylvania, 2020

Dissertation: *From first-year writers to socially-responsible designers: Exploring the implications of posthuman ethics for multimodal composition and rhetoric*

Master of Arts in Teaching English as a Second Language

Pennsylvania State University, State College, Pennsylvania, 2014

Thesis: *Shift of identity and language learning: A case study of Chinese immigrants*

Bachelor of Arts in English; Double Degree in Clothing Design and Technology

Beijing Institute of Fashion Technology, Beijing, China, 2011

Academic Appointments

Teaching Assistant Professor

Department of English, University of Pittsburgh, 2023-present

Instructor of Record

Humanities Division, Penn State Altoona, 2022-2023

Department of English, Mount Aloysius College, 2022-2023

Graduate Teaching Associate

Department of English, Indiana University of Pennsylvania, 2017-2019

Graduate Teaching Assistant

Department of English, Indiana University of Pennsylvania, 2015-2017

ESL Instructor

Intensive English Communication Program (IECP), Penn State University, 2014-2015

Part-Time ESL and Chinese Instructor

Young Scholars Charter School, State College, 2014-2015

Publications

Book

Jiang, J. & Tham, J. (Under contract; Forthcoming 2025). *Designing for social justice: Community-engaged approaches in technical and professional communication*. ATTW Series on Technical and Professional Communication. Routledge.

Peer-Reviewed Journal Articles

Tham, J. & Jiang, J. (In press; forthcoming 2024). Understanding writing instructors' feelings toward the affordances of multimodal social advocacy projects: Implications for service-learning pedagogies. *College Composition and Communication*.

Jiang, J. (2024). Composing to enact affective agency: Enacting multimodal anti-racist pedagogy in the first-year writing classroom. *College Composition and Communication*. 75(3), 534-557. https://doi.org/10.58680/ccc2024753534

Jiang, J. Vetter, M. A., & Lucia, B. (2024). Toward a "more-than-digital" AI literacy: Reimagining agency and authorship in the postdigital era with ChatGPT. *Postdigital Science and Education*. https://doi.org/10.1007/s42438-024-00477-1

Jiang, J. & Tham, J. (2024). Race, affect, and marginalized communities: Navigating racialized emotions in community-engaged pedagogy. *Critical Studies in Education*. 1-19. https://doi.org/10.1080/17508487.2024.2343284

Vetter, M. A., Jiang, J., Othman, M., & Mugunimi, M. (2024). Navigating the emotional terrain of Wikipedia writing: A feminist affective analysis of student writers' engagement with the "be bold" guideline. *Computers and Composition*. 1-14. https://doi.org/10.1016/j.compcom.2024.102850

Vetter, M. A., Lucia, B., Jiang, J. & Othman, M. (2024). Towards a framework for local interrogation of AI ethics: A case study on text generators, academic integrity, and composing with ChatGPT. *Computers and Composition*. 1-12. https://doi.org/10.1016/j.compcom.2024.102831

Jiang, J. (2024). "Emotions are what will draw people in": A study of critical affective literacy through digital storytelling. *Journal of Adolescent & Adult Literacy*, *67*(4), 253-263. https://doi.org/10.1002/jaal.1322

Jiang, J. (2023). "Hidden in my lunch box": Chinese American heritage language learners' racialized and embodied identities. *Language and Education*. 1-18. https://doi.org/10.1080/09500782.2023.2288633

Jiang, J., & Tham, J. (2023). Rethinking community-engaged pedagogy through posthumanist theory. *Teaching in Higher Education*. 1-17. https://doi.org/10.1080/13562517.2023.2253758

- Nominated for the Editors' Choice Award for 2024 https://teachinginhighereducation.wordpress.com/2024/04/15/editors-choice-award-for-2024/

Tham, J. & Jiang, J. (2023). Examining multimodal community-engaged projects for technical and professional communication: Motivation, design, technology, and impact. *Journal of Technical Writing and Communication. 53*(2), 128-159. https://doi.org/10.1177/00472816221115141

Jiang, J. & Tham, J. (2022). The thing-power of *Ring Fit Adventure* as embodied play: Tracing new materialist rhetoric across physical and cultural borders. *Computers and Composition*, *65*, 1-14. https://doi.org/10.1016/j.compcom.2022.102726

Jiang, J. & Vetter, M. (2020). Addressing the challenges and opportunities of a feminist rhetorical approach for Wikipedia-based writing instruction in First-Year Composition. *Composition Forum*, *45*. Retrieved from https://www.compositionforum.com/issue/45/wikipedia.php

Jiang, J. (2020). "I never know what to expect": Aleatory identity play in *Fortnite* and its implications for multimodal composition. *Computers and Composition*, *55*, 1-14. https://doi.org/10.1016/j.compcom.2020.102550

Jiang, J. & Vetter, M. (2020). The good, the bot, and the ugly: Problematic information and critical media literacy in the postdigital era. *Postdigital Science and Education*, *2*(1), 78-94. https://doi.org/10.1007/s42438-019-00069-4

Jiang, J. (2019). What monkeys teach us about authorship: Towards a distributed agency in digital composing practices. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, *24*(1). Retrieved from http://kairos.technorhetoric.net/24.1/index.html

- Awarded the Computers and Composition Ellen Nold Best Article in Computers and Composition Studies, 2019

Vetter, M., Andelfinger, J., Asadolahi, S., Cui, W., Jiang, J., Jones, T., Siddique, Z., Tanasale, I., Xing, J., & Ylonfoun, E. (2018). Wikipedia's gender gap and disciplinary praxis: Representing women and minority scholars in digital rhetoric and writing fields. *Journal of Multimodal Rhetorics.* Retrieved from http://journalofmultimodalrhetorics.com/2-2-vetter-et-al

Jiang, J. (2016). Actor-network theory and digital literacy practices: An analysis on the "actant-pedagogy" for composition classrooms. *Journal of Global Literacies, Technologies, and Emerging Pedagogies, 3*(3), 516-532. Retrieved from https://jogltep.com/wp-content/uploads/2020/03/JOGLTEP27.pdf

Book Chapters

Jiang, J. (2024). Making transfer matter across digital media platforms: First-year writers' design of multimodal campaigns for social advocacy. In R. Shepherd, K. P. Alexander, M. Davis, & L. W. Mina. (Eds.) *Multimodality and writing transfer*. Utah State University Press.

Jiang, J. (2023). Composing, designing, and advocating: Toward an antiracist first-year composition pedagogy. In M. Reznicki, & D. T. Coad (Eds.) *Dynamic activities for first-year composition: 96 ways to immerse, inspire, and captivate students*. National Council of Teachers of English.

Jiang, J. & Vetter, M. A. (2021). Writing against the "epistemology of deceit" on Wikipedia: A feminist new materialist perspective towards critical media literacy and Wikipedia-based education. In A. MacKenzie, I. Bhatt, & J. Rose (Eds.), *Dupery by design: The epistemology of deceit in a postdigital era*. Springer.

Jiang, J. (2020). Activating multimodal public rhetoric in First-Year Composition: Exploring the potential of a social justice writing project. *Beyond the frontiers: Innovations in first year composition*. Newcastle: Cambridge Scholars Publishing.

Jiang, J. (2019). Image and learning: The story of my literacy. In S. Canagarajah (Ed.), *Transnational literacy autobiographies and translingual writing*. New York: Routledge.

Jiang, J. (2016). Translingual and digital ecologies: A cloud pedagogy for second language classrooms. In B. Gurung & M. Limbu (Eds.), *Integration of cloud technologies in digitally networked classrooms and learning communities*. Hershey, PA: IGI Global.

Book Reviews

Jiang, J. (2020). Ethics is not dead: A review of *rhetoric, technology, and the virtues*. *Enculturation*.

Jiang, J. (2017). Review: Thinking with Bruno Latour in rhetoric and composition. *Composition Studies, 45*(1), 221-224.

Online Publications

Jiang, J. & Tham, J. (2019). Multimodal design and social advocacy. *Sweetland Digital Rhetoric Collaborative.* Retrieved from http://www.digitalrhetoriccollaborative.org/2019/02/05/multimodal-design-social-advocacy/

Jiang, J. (2018). Teaching with Wikipedia: A webinar on critical approaches to Wikipedia-based writing pedagogy. *Sweetland Digital Rhetoric Collaborative.* Retrieved from http://www.digitalrhetoriccollaborative.org/2018/12/03/teaching-with-wikipedia-a-webinar-on-critical-approaches-to-wikipedia-based-writing-pedagogy/

Jiang, J. (2018). Introductions to Jialei Jiang. *Sweetland Digital Rhetoric Collaborative.* Retrieved from http://www.digitalrhetoriccollaborative.org/2018/09/29/introduction-to-jialei-jiang/

Jiang, J. (2018). SlutWalk on social media: A new materialist reworking of women's identity. *Sweetland Digital Rhetoric Collaborative.* Retrieved from http://www.digitalrhetoriccollaborative.org/2018/01/04/slutwalk-on-digital-media-a-new-materialist-reworking-of-womens-identity

Works in Progress

Jiang, J. (Under review). Emotional landscape of translingualism: Multilingual international students navigating shame through translingual digital stories. (Journal article).

Jiang, J. (Under review). Reimagining anti-racist translingual pedagogy through multilingual international students' digital counter-storytelling practices. (Journal article).

Jiang, J. (Under review). When generative artificial intelligence meets multimodal composition: Rethinking the composition process through an AI-assisted design project. *Computers and Composition.* (Journal article).

Jiang, J. (Proposal submitted). Decolonizing critique through non-Western onto-epistemology: multilingual international students' development of critical AI literacy. (Journal article).

Jiang, J. (Under review). Composing to engage in antiracist action: Embracing a feminist new materialist rhetoric of design in composition classrooms. (Book chapter).

Jiang, J. & Schwab, W. (Under review). Unleashing an artistic language of composition: Navigating racial trauma through digital art as counter-storytelling. (Book chapter).

Jiang, J. (Under review). Creating engaging digital stories with animated videos. (Book chapter).

Jiang, J. (Under review). Fostering writing transfer through multimodal advocacy posters. (Book chapter).

Grants, Fellowships, and Awards

Discretionary Fund, $1400, University of Pittsburgh, Travel to the Conference on College Composition and Communication, 2024

CCCC Emergent Researcher Award (with Jason Tham), $10,000, Conference on College Composition and Communication, 2019-2020

Computers and Composition Ellen Nold Award, Best Article in Computers and Composition Studies, 2019

CCCC Scholars for the Dream Travel Award, $1000, Conference on College Composition and Communication, 2019

Award for Exemplary Teaching of Literacy and Language, Graduate School, Indiana University of Pennsylvania, 2019

Graduate Student Research Grant, Graduate School, $1000, Indiana University of Pennsylvania, 2018

Sweetland Digital Rhetoric Collaborative Graduate Fellowship, $500, University of Michigan Center for Writing, 2018-2020

Professional Accomplishments in Research Award, Graduate School, Indiana University of Pennsylvania, 2018

Graduate Student Professional Development Award, $300, Graduate School, Indiana University of Pennsylvania, 2018

Graduate Student Travel to Present Papers, $750, Graduate School, Indiana University of Pennsylvania, 2018

Teaching Fair Faculty Choice Award, Graduate School, Indiana University of Pennsylvania, 2017

Graduate Student Travel to Present Papers, $750, Graduate School, Indiana University of Pennsylvania, 2017

Graduate Student Travel to Present Papers, $750, Graduate School, Indiana University of Pennsylvania, 2016

Graduate Assistant Fellowship, Graduate School, Indiana University of Pennsylvania, 2015-2017

Conferences

Jiang, J. & Tham, J. (2024, April) "Situating community-engaged pedagogy at the intersection of critical emotional awareness and anti-racist action." *Conference on College Composition and Communication*, Spokane, WA. (Refereed).

Jiang, J. & Tham, J. (2023, March) "Empathizing with the Community through Multimodal Social Advocacy Projects: An Inquiry into the What, Where, Why, and How of Community-Engaged Learning." *Conference on College Composition and Communication*, Chicago, IL. (Refereed).

Jiang, J. et al. (2022, March). "Multiperspectival approaches to researching multimodality and transfer." *Conference on College Composition and Communication*, Online. (Refereed).

Jiang, J., Tham, J., & Bahl, K. E. (2020, March). "Multimodal design for social advocacy: (Un)Common theories, practices, and rewards." *Conference on College Composition and Communication*, Milwaukee, WI. (Proposal accepted; conference cancelled).

Jiang, J. (2019, May). "Addressing the opportunities and challenges of a feminist rhetorical approach for Wikipedia-based writing instruction in first-year composition." *Computers and Writing Conference*, East Lansing, MI. (Refereed).

Jiang, J. (2019, March). "Critical approaches to Wikipedia-based education" (Roundtable). *Conference on College Composition and Communication*, Pittsburgh, PA. (Refereed).

Jiang, J. (2018, 30 March). "Raciolinguistics and ELL Identity: Narratives from Chinese immigrant students." *TESOL International Convention*, Chicago, Il. (Refereed).

Jiang, J. & Savova, L. (2018, 29 March). "Sustaining dialogues: Turn-taking in L2 conversations." *TESOL International Convention*, Chicago, Il. (Refereed).

Jiang, J. (2018, 17 March). "*Qi* rhetoric: A cross-cultural rethinking of 'vital things' in new materialism." *Conference on College Composition and Communication*, Kansas City, MO. (Refereed).

Jiang, J. (2018, 16 March). "Avatars, scripts, and voices: Teaching digital narratives with Plotagon." *CCCC Digital Praxis Poster Session*, Kansas City, MO. (Refereed).

Jiang, J. (2017, 19 November). "Raciolinguistic Ideologies and Language Learning: Asian American Students' Narratives of Their Heritage Language and Culture." *NCTE Annual Convention*. St. Louis, NO. (Refereed).

Jiang, J. & Elfana, R. (2017, 22 March). "Classroom management of floor: A case study on college ESL students." *TESOL International Convention*, Seattle, WA. (Refereed).

Jiang, J. (2017, 16 March). "Writing centers' support of multilingual writers: A survey on writing center administrators." *Conference on College Composition and Communication*, Portland, OR. (Refereed).

Jiang, J. (2016, 16 October). "Writing centers' support of multilingual writers: A survey on writing center administrators." *International Writing Center Associations Conference*, Denver, CO. (Refereed).

Jiang, J. (2015, 5 May). "Identity shift and language learning: A case study on Chinese immigrant students." *The Tenth International Symposium on Bilingualism*, New Brunswick, NJ. (Refereed).

Research Experience

Research Assistant

Wikipedia's Gender Gap, Indiana University of Pennsylvania, 2017-2018

> Assisted Dr. Matthew Vetter with his research examining the issue of gender gap on Wikipedia; conducted analysis on the gender gap; edited a Wikipedia article to enhance its representation of female scholars; wrote a reflection on the editing process; co-wrote a roundtable proposal for Conference on College Composition and Communication (2019).

ESL Textbook Authenticity, Indiana University of Pennsylvania, 2016-2017

> Assisted Dr. Lilia Savova with her research examining the issue of authenticity in ESL textbook conversations; conducted a review of literature on authenticity and a conversation analysis of conversations selected from four ESL textbooks; communicated results at TESOL International Convention (2018).

Migration Studies Project, Penn State University, 2013-2014

> Assisted Dr. Suresh Canagarajah with his research examining the knowledge, values, and skills that enable skilled migrants to negotiate their interactional dilemmas effectively; conducted interviews with five skilled migrants in the fields of science, technology, engineering, and mathematics; made transcriptions of and analyzed data collected from the interviews; communicated results at Migration and Language conference (2013) and during Migration Studies data sessions.

Teaching Experience

Composition Courses Designed and Taught

ENGCMP 0610 Composing Digital Media, University of Pittsburgh, 2023-present

ENGCMP 0600 Intro to Technical Writing, University of Pittsburgh, 2023-present

ENGCMP 0152 ESL: Workshop in Composition, University of Pittsburgh, 2023-present

ENGL 15 Rhetoric and Composition, Penn State Altoona, 2022-2023 ENGL 101 Rhetoric I, Mount Aloysius College, 2022-2023

ENGL 101 Composition and Public Advocacy public audiences, Indiana University of Pennsylvania, 2017-2019

ENGL 101 Composition and Digital Literacy, Indiana University of Pennsylvania, 2017-2019

ENGL 202 Research Writing, Indiana University of Pennsylvania, 2017-2019

Composition and Applied Linguistics Courses Co-Taught

ENGL 202 Research Writing (Online Course), Indiana University of Pennsylvania, 2015-2017
ENGL 203 Introduction to Language Studies, Indiana University of Pennsylvania, 2015-2017
ENGL 644 Teaching Methods, Indiana University of Pennsylvania, 2015-2017

ENGL 725 Second Language Literacy ENGL 742/842 Cross-cultural Communication (Online Course), Indiana University of Pennsylvania, 2015-2017

Oral Communication and Academic Writing, Intensive English Communication Program (IECP), Penn State University, 2014-2015

Chinese Courses Taught

Chinese Language, Young Scholars Charter School, State College, 2014-2015

Chinese Language and Culture, Happy Valley Chinese School, State College, 2014-2015

ESL Tutoring Experience

ENGL 015 Class and IECP, Penn State University, 2012-2013

Service

Assessment Committee Member

Department of English, University of Pittsburgh, 2023-Present

> Helped design the criteria for evaluating first-year writing students' writing samples and facilitated the assessment of course outcomes and learning achievement.

Mentoring Program Discussion Leader

Liberal Studies Mentoring Program, Indiana University of Pennsylvania 2017-2018

> Led discussions on "Enhancing Students' Participation" during mentoring meetings; Providing mentoring help for upcoming instructors in the mentoring program.

Wikipedia Edit-a-Thon Facilitator

Department of English, Indiana University of Pennsylvania, 2018

> Helped facilitate IUP's "Art + Feminism" Wikipedia Edit-a-Thon event; answered participants' questions, interviewed participants to gain feedback.

Curriculum Assessment Member

Department of English, Indiana University of Pennsylvania, 2016-2017

Helped design and carry out a research study that examined ENGL 101 and 202 students' writing samples to assess course outcomes and achievement.

Issue of Diversity Presenter

Douglas Institute for Intercultural Communication, Indiana University of Pennsylvania, 2017

Delivered a talk on the topic of "Raciolinguistic Stereotypes of Asian American Heritage Language Learners."

Workshop Leader

Department of English, Indiana University of Pennsylvania, 2015-2018

Held professional development workshops for first-year graduate students on "How to Publish Your First Journal Article" and "How to Write a Conference Proposal."

Safe Zone Training Participant

Safe Zone Program, Indiana University of Pennsylvania, 2018

Completed IUP's safe zone training tutorials; Developed ways to better support GLBT students and colleagues on college campus.

Professional Development

CCCC Roundtable Organizer, "Designing for social justice," Baltimore, MD, 2025

Graduate Fellow, *Sweetland Digital Rhetoric Collaborative*, University of Michigan Center for Writing, 2018-2019

Co-Editor-in-Chief, *Inspiring Pedagogical Connections: An Academic Journal*, Indiana University of Pennsylvania, 2017-2018

CCCC Panel Organizer, "Best of Both Worlds: Charting New Directions for Comparative Studies of Rhetoric and Pedagogy," Kansas City, MO, 2018

Research Article Editor, *Composition and Applied Linguistics Working Paper*, Indiana University of Pennsylvania, 2016-2017

Vice President and Conference Organizer, Three Rivers TESOL Organization, 2017-2018

Assistant Conference Organizer, English Graduate Organization Conference, Indiana University of Pennsylvania, 2017

Vice President, Composition and Applied Linguistics Graduate Association, Indiana University of Pennsylvania, 2016-2017

Editorial Experience

Assistant Editor

Kairos: A Journal of Rhetoric, Technology, and the Virtues, 2020-Present

Design Editor

Digital Book on Transfer of Learning, *WLN*: *A Journal of Writing Center Scholarship*, 2019-2020

> Worked on coding and designing the website for an open-access digital book on transfer of learning edited by Dr. Dana Driscoll and Dr. Bonnie Devet, published by the *WLN* journal in 2020.

Reviewer

Articles, *College Composition and Communication.*

Articles, *Language and Education*.

Articles, *Postdigital Science and Education*.

Articles, *Technical Communication Quarterly*.

Articles, *TESOL Quarterly*.

PraxisWiki section, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

Digital Humanities (DH) Conference, Ottawa, 2020.

Computer Skills

Microsoft Office: Word, Excel, and PowerPoint

Online course management systems: Canvas, D2L, Moodle, and Blackboard Collaborate

Film and sound editing software: Adobe Premiere Pro, Adobe Audition, and Audacity

Website design languages: HTML and CSS

Graphic design platforms: Adobe Photoshop, Adobe Illustrator, Canva, and Piktochart

Statistics and data analysis software: Nvivo, Qualtrics, and SPSS

Professional Memberships

Conference on College Composition and Communication

National Council of Teachers of English

TESOL International Association