
SENLIN CHEN, PH.D.
HELEN "BESSIE" SILVERBERG PLINER PROFESSOR
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SCHOOL OF KINESIOLOGY, LOUISIANA STATE UNIVERSITY

EDUCATION

2011	Ph.D, University of North Carolina at Greensboro	Kinesiology
2007	M.Ed, Beijing Normal University, Beijing, China	Physical Education
2005	B.Ed, Beijing Normal University, Beijing, China	Physical Education

RESEARCH EXPERTISE AND INTEREST

Physical education curriculum intervention; youth physical activity and fitness promotion; motivation and learning in physical activity;

PROFESSIONAL APPOINTMENT/EMPLOYMENT

2022-	Professor, Helen "Bessie" Silverberg Pliner Professorship, School of Kinesiology, Louisiana State University
2017-2022	Associate Professor, Helen "Bessie" Silverberg Pliner Professorship, School of Kinesiology, Louisiana State University
2011-2017	Assistant Professor, Department of Kinesiology, Iowa State University
2012-2017	Faculty of the Diet and Exercise program, Iowa State University
2009-2011	Lab Manager, Pedagogical Kinesiology Lab, UNC-Greensboro
2008-2011	Teaching & Research Assistant, Department of Kinesiology, UNC-Greensboro
2007-2008	Research Assistant, Department of Kinesiology, University of Maryland
2005-2007	Assistant to the Head Coach, Beijing Normal University Varsity Track & Field
2004-2004	Intern Physical Education Teacher, Beijing Normal University No. 3 Affiliated Middle School (Former Beijing No. 123 Middle School)

EDITOR OR EDITORIAL BOARD MEMBERSHIP IN PEER-REVIEW JOURNALS

2018-2022	Associate Editor	Journal of Teaching in Physical Education
2018-2024	Section Editor	Measurement in Phys Education & Exercise Science
2018-2020	Guest Editor	Journal of Sport and Health Science (Special Issue)
2017-2018	Guest Editor	Biomedical Research International
2016-2019	Editorial Board Member	Journal of Teaching in Physical Education

LEADERSHIP IN NATIONAL AND INTERNATIONAL ORGANIZATIONS

2020-2021	Past Chair	SHAPE America, CSPAP Research SIG
2020-2021	Chair	SHAPE America, CSPAP Research SIG
2019-2020	Chair-Elect	SHAPE America, CSPAP Research SIG
2020-2021	Past Chair	American Educational Research Association, SIG 93
2019-2020	Chair	American Educational Research Association, SIG 93

AWARDS AND RECOGNITIONS

AWARDS

- 2022 SEC Emerging Scholar Award (Stacy Imagbe – Mentee)
- 2022 American Kinesiology Association (AKA) Writing Award (Baofu Wang – Mentee)
- 2021 Distinguished Research Award, LSU CHSE
- 2021 The Joy of Effort Award, SHAPE America
- 2021 Excellent Teaching Award, ICSPAH
- 2020 LSU TAF Undergraduate Scholarship (Karli Sassone – Mentee; \$750)
- 2016 Young Scholar Award, WSKW
- 2016 Early Career Research Excellence Award, ICSPAH
- 2016 Graduate Student Research Award, SHAPE America (Yoon Ho Nam - Mentee)
- 2016 Leadership Service Award, ICSPAH
- 2011 Outstanding Dissertation Award, UNCG
- 2009-2010 Susan Stout Graduate Research Fellowship, UNCG
- 2008-2010 Professional Development Award, UNCG
- 2016-2017 ISU Honors Program Research Grant (Katie Shepherd – Mentee; \$250)

RECOGNITIONS

- 2022 June NIH *Ad Hoc* Reviewer, Lifestyle Change and Behavioral Health (LCBH) Panel
- 2016 The CDC/USC Physical Activity and Public Health Research Course Fellow
- 2014 Research Fellow of SHAPE America

PUBLICATIONS

Peer-Reviewed Publications

Peer-Reviewed Research Journal Articles (in English)

1. Wang, B., & **Chen, S.** (2022). Physical education curriculum interventions: A review of research patterns and intervention efficacy. *Quest, 74(2), 205-220*.
<https://doi.org/10.1080/00336297.2022.2032774>
2. Rosenkranz, R. R., Dixon, P. M., McLoughlin, G. M., Lee, J., A., **Chen, S.**, Vazou, S., Lanningham-Foster, L. M., Gentile, D. A., & Welk, G. (in press, 2022). A cluster-randomized trial comparing two SWITCH implementation support approaches for school wellness intervention effectiveness. *Journal of Sport and Health Science*.
<https://doi.org/10.1016/j.jshs.2021.12.001>
3. Hwang, Y., Manninen, M., Waller, S., Deng, Y., Schmidt, M., Evans, E.M., **Chen, S.**, & Yli-Piipari, S. (in press, 2022). Short- and longer-term psychological and behavioral effects of exergaming and traditional aerobic training: A randomized controlled trial. *International Journal of Sport & Exercise Psychology*. <https://doi.org/10.1080/1612197X.2021.2025135>.
4. **Chen, S.**, Wang, B., Imagbe, S., Gu, X., Androzzi, J., Liu, Y., Yli-Piipari, S. R., Hu, G., & Staiano, A. E. (2022). Adolescents' behaviors, fitness, and knowledge related to active living before and during the COVID-19 pandemic: A repeated cross-sectional analysis.

- International Journal of Environmental Research and Public Health*. 19, 2560.
<https://doi.org/10.3390/ijerph19052560>.
5. Liu, Y., & **Chen, S.** (2022). Characterizing middle school students' physical literacy development: A self-determination theory-based pilot intervention in physical education. *Frontiers in Sports and Active Living*. 3:809447. doi: 10.3389/fspor.2021.809447
 6. Imagbe, S., Wang, B., Liu, Y., Androzzi, J., Gu, X., & **Chen, S.*** (2022). Active Living Education: Leveling the Playing Field for Black or African American Students. *Journal of Teaching in Physical Education*, 41(2), 204-211. <https://doi.org/10.1123/jtpe.2020-0314> [*senior author]
 7. **Chen, S.**, Liu, Y., Androzzi, J. N., Wang, B., & Gu, X. (2021). High intensity interval training-based fitness education in middle school physical education: A limited-efficacy study. *Journal of Teaching in Physical Education*, 40(4), 566-576. doi: 10.1123/jtpe.2019-0277
 8. **Chen, S.**, Sun, H., Zhu, X., Chen, A., & Ennis, C. D. (2021). Learners' motivational response to the Science, PE, & Me! Curriculum: A situational interest perspective. *Journal of Sport and Health Science*, 10, 243-251. doi: 10.1016/j.jshs.2019.11.001.
 9. Liu, Y., **Chen, S.** (2021). Physical literacy: Definitions, assessments, and interventions. *European Physical Education Review*. 27(1), 96-112. doi: 10.1177/1356336X20925502
 10. Liu, Y., **Chen, S.**, & Gu, X. (2021). Comparing learners' attitude, knowledge, and behaviors for active living in physical education between two middle schools. *Journal of Teaching in Physical Education*, 40(2), 276-283. <https://doi.org/10.1123/jtpe.2019-0253>
 11. Wang, B., & **Chen, S.** (2021). Sport Education for Social Competence in K-12 Physical Education. *Quest*, 73(4), 391-409. doi: 10.1080/00336297.2021.1986410
 12. Tong, J., Qi, X., He, Z., **Chen, S.**, Pedersen, S. J., Cooley, D. P., Spencer-Rodgers, J., He, S., & Zhu, X. (2021). The immediate and durable effects of yoga and physical fitness exercises on stress. *Journal of American College Health*, 69(6), 675-683. doi: 10.1080/07448481.2019.1705840
 13. Rasberry, J. E., Zhang, X., Moss, S., **Chen, S.**, & Gu, X. (2021). Movement behaviors and health-related fitness among pubertal adolescents: 2012 NHANES national youth fitness survey data. *The Journal of Sports Medicine and Physical Fitness*, 61(7), 983-990. doi: 10.23736/S0022-4707.20.11527-5.
 14. Zhang, X., Gu, X., **Chen, S.**, Keller, J., Lee, J. (2021). The roles of sex and minority status in children's psychomotor learning. *Perceptual and Motor Skills*, 128(6), 2849-2866. doi: 10.1177/00315125211046446.
 15. **Chen, S.**, & Rosenkranz, R. R. (2020). The pulse of recent research on school-based physical activity and wellness. *Journal of Sport and Health Science*, 9(1), 1-2. doi: 10.1016/j.jshs.2019.09.001
 16. **Chen, S.**, Rosenkranz, R. R., McLoughlin, G. M., Vazou, S., Lanningham-Foster, L., Gentile, D. A., & Dziewaltowski, D. A. (2020). Evaluating the implementation and effectiveness of the SWITCH-MS: An ecological, multi-component adolescent obesity prevention intervention. *International Journal of Environmental Research and Public Health*, 17, 5401; doi:10.3390/ijerph17155401.
 17. Gu, X., Zhang, T., **Chen, S.**, Keller, J. & Zhang, X. (2020). School-based Sedentary

- Behavior, Physical Activity, and Health-Related Outcomes among Hispanic Children in the United States: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, 17, 1197; doi:10.3390/ijerph17041197.
18. Liu, Y., & **Chen, S.** (2020). Students' knowledge and behaviors for active living: A cross-sectional survey study. *Journal of Teaching in Physical Education*, 39(2), 206-215. doi: 10.1123/jtpe.2018-0352.
 19. McLoughlin, G. M., Candal, P., Vazou, S., Lee, J. A., Dzewaltowski, D. A., Rosenkranz, R., Lanningham-Foster, L., Gentile, D., Liechty, L., **Chen, S.**, & Welk, G. J. (2020). Evaluating the implementation of the SWITCH® school wellness intervention and capacity-building process through multiple methods. *International Journal of Behavioral Nutrition and Physical Activity*, 17:162. doi: 10.1186/s12966-020-01070-y
 20. Qi, X., Tong, J., **Chen, S.**, He, Z., & Zhu, X. (2020). Comparing the psychological effects of meditation- and breathing-focused yoga practice in undergraduate students. *Frontiers in Psychology*, 11. Article 560152. doi: 10.3389/fpsyg.2020.560152
 21. Zhang, X., Gu, X., & **Chen, S.** (2020). Ethnic disparities in mental health and movement behaviors during childhood: Examining the longitudinal developmental patterns. *Journal of Racial and Ethnic Health Disparities*, 7, 1249-1257. doi: 10.1007/s40615-020-00750-6.
 22. Zhang, P., Liu, Y., Gu, X., **Chen, S.*** (2020). Toward active living: SES- and race-based disparities in knowledge and behaviors. *Journal of Racial and Ethnic Health Disparities*, 7(2), 374-382. doi: 10.1007/s40615-019-00666-w [*senior author]
 23. **Chen, S.**, Gu, X., & Liu, Y. (2019). To move more but sit less: The roles of students' attitude and knowledge. *European Physical Education Review*, 25(3), 731-744. doi: 10.1177/1356336X18767309
 24. **Chen, S.**, Liu, Y., & Welk, G. (2019). Using a hybrid design to analyze effectiveness and implementation of a refined energy-balance education module for upper elementary physical education. *e Journal de la Recherche sur l'Intervention en Education Physique et en Sport (eJRIEPS)*, 3, 108-124.
 25. Gu, X., **Chen, S.**, & Zhang, X. (2019). Young Hispanic and non-Hispanic children's fundamental motor competence and physical activity behaviors. *Journal of Motor Learning and Development*, 7(2), 180-193. doi: 10.1123/jmld.2018-0003
 26. Gu, X., **Chen, S.**, & Zhang, X. (2019). Physical literacy at the *start line*: Young children's motor competence, fitness, physical activity, and fitness knowledge. *Journal of Teaching in Physical Education*, 38(2), 146-154. doi: 10.1123/jtpe.2018-0069
 27. Sympas, I., **Chen, S.**, Pasco, D., & Digelidis, N. (2019). Greek preservice physical education teachers' mental models of production and reproduction teaching approaches. *European Physical Education Review*, 25(2), 544-564. doi: 10.1177/1356336X17752627
 28. McLoughlin, G. M., Rosenkranz, R. R., Lee, J. A., Wolff, M. M., **Chen, S.**, Dzewaltowski, D. A., Vazou, S., Lanningham-Foster, L., Gentile, D. A., Rosen, M. S. & Welk, G. (2019). The importance of self-monitoring for behavior change in youth: Findings from the SWITCH school wellness feasibility study. *International Journal of Environmental Research and Public Health*, 16, 3806; doi:10.3390/ijerph16203806.
 29. **Chen, S.**, Dzewaltowski, D. A., Rosenkranz, R.R., Lanningham-Foster, L., Vazou, S., Gentile, D. A., Lee, J. A., Braun, K. J., Wolff, M. M., & Welk, G. J. (2018). Feasibility study

- of the SWITCH implementation process for enhancing school wellness. *BMC Public Health*, 18:1119. doi: 10.1186/s12889-018-6024-2.
30. **Chen, S.**, & Garn, A. (2018). Student learning in physical education through the lens of a “curriculum specialist”. *Kinesiology Review*, 7(3), 226-232. doi: 10.1123/kr.2018-0017
 31. **Chen, S.**, & Gu, X. (2018). Toward active living: Comprehensive school physical activity program research and implications. *Quest*, 70(2), 191-212. doi: 10.1080/00336297.2017.1365002
 32. **Chen, S.**, & Gu, X. (2018). Effects of cardiorespiratory fitness and weight status on knowledge of physical activity and fitness, attitude toward physical education, and physical activity. *BMC Public Health*, 18: 273. DOI: 10.1186/s12889-018-5176-4
 33. **Chen, S.**, Zhu, X., Androzzi, J., & Nam, Y. (2018). Evaluation of a concept-based physical education unit for energy balance education. *Journal of Sport and Health Sciences*, 7(3), 353-362. doi: 10.1016/j.jshs.2016.06.011.
 34. Gao, Z., **Chen, S.**, Sun, H., Wen, X., & Xiang, P. (2018). Physical activity in children’s health and cognition. *Biomedical Research International*, Volume 2018, Article ID 8542403, doi: 10.1155/2018/8542403.
 35. Zhu, X., & **Chen, S.** (2018). Willingness to engage predicts physical activity participation in physical education among students. *International Journal of Learning and Teaching*, 4(3), 209-215. doi: 10.18178/ijlt.4.3.209-215.
 36. **Chen, S.**, Liu, Y., & Schaben, J. (2017). To move more and sit less: Does physical activity/fitness knowledge matter? *Journal of Teaching in Physical Education*, 36, 142-151.
 37. **Chen, S.**, & Nam, Y. (2017). Energy balance education in schools: The role of student knowledge. *European Physical Education Review*, 23(2), 157-170.
 38. **Chen, S.**, Zhu, X., & Kang, M. (2017). Development and validation of an energy-balance knowledge test for fourth and fifth grade students. *Journal of Sports Sciences*, 35(10), 1004-1011.
 39. Gao, Z., **Chen, S.**, Huang, C., Stodden, D., & Xiang, P. (2017). Investigating elementary school children's daily physical activity and sedentary behaviors during weekdays. *Journal of Sports Sciences*, 35(1), 99-104.
 40. Hastie, P., **Chen, S.** (2017). Health-related fitness knowledge development through project-based learning. *Journal of Teaching in Physical Education*, 36, 119-125.
 41. Leonetti, M, Zhu, X., & **Chen, S.** (2017). Improving students’ knowledge and values through physical best lessons. *European Physical Education Review*, 23(2), 223-236.
 42. Zhu, X., & **Chen, S.** (2017). Effect of cognitive demand on situational interest and running task performances in physical education. *Educational Psychology*, 37(7), 907-920.
 43. **Chen, S.**, Zhu, X., Kim, Y., Welk, G., & Lanningham-Foster, L. (2016). Enhancing energy balance through physical education and self-monitoring technology. *European Physical Education Review*, 22(2), 137-149.
 44. Bai, Y., **Chen, S.**, Laurson, K. R., Kim, Y., Saint-Maurice, P. F., & Welk, G. J. (2016). The Associations of Youth Physical Activity and Screen Time with Fatness and Fitness: The 2012 NHANES National Youth Fitness Survey. *Plos One*. 11(1): e0148038. doi:10.1371/journal.pone.0148038.
 45. Chang, Y-K, **Chen, S.**, Chi, K-K, & Tu, K-W. (2016). Effect of autonomy support on self-

- determined motivation in elementary physical education. *Journal of Sports Science and Medicine*, 15, 460-466.
46. Pope, Z., **Chen, S.**, Pasco, D., & Gao, Z. (2016). Effects of body mass index on children's physical activity levels in Dance Dance Revolution. *Games for Health Journal*, 5(3), 183-188.
 47. Peyer, K., Welk, G. J., Bailey-Davis, L. D., **Chen, S.** (2016). Relationships between County Health Rankings and child overweight and obesity prevalence. *BMC Public Health*, 16: 404. doi: 10.1186/s12889-016-3091-0.
 48. **Chen, S.**, Bai, Y., Welk, G., Vazou, S., & Schaben, J. (2015). Measurement and invariance characteristics of psychosocial correlates of youth physical activity. *Journal of Science and Medicine in Sport*, 18, 172-177.
 49. **Chen, S.**, Zhu, X., Welk, G. J. & Kim, Y. (2015). Tracking energy balance in adolescents: Levels of compliance, energy flux, and learning. *Journal of Exercise Science and Fitness*, 13, 35-41.
 50. Bai, Y., **Chen, S.**, Welk, G., Vazou, S., & Schaben, J. (2015). Mediated effects of perceived competence on youth physical activity and sedentary behavior. *Research Quarterly for Exercise and Sport*, 86(4), 406-413.
 51. Gao, Z., **Chen, S.**, Pasco, D., & Pope, Z. (2015). A meta-analysis of active video games on health outcomes among children and adolescents. *Obesity Reviews*, 16(9), 783-794.
 52. Gao, Z., **Chen, S.**, & Stodden, D. (2015). A comparison of young children's physical activity levels in physical education, recess and school-based exergaming. *Journal of Physical Activity and Health*, 12(3), 349-354.
 53. Welk, G., **Chen, S.**, Nam, Y., & Webber, T. (2015). A formative evaluation of the SWITCH program: The print versus online versions. *BMC Obesity*, 2, 20. doi:10.1186/s40608-015-0049-1.
 54. Zhu, X., & **Chen, S.** (2015). The impacts of adolescents' beliefs in performing a cardiorespiratory fitness test. *International Journal of Sport and Exercise Psychology*, 13(2), 182-192.
 55. **Chen, S.**, & Chen, A. (2014). Ninth graders' learning differences in a healthful-living curriculum. *Learning and Individual Differences*, 30, 170-176.
 56. **Chen, S.**, Kim, Y., & Gao, Z. (2014). The contributing role of physical education in youth's daily physical activity and sedentary behavior. *BMC Public Health*, 14, 110. doi:10.1186/1471.2458.14.110.
 57. **Chen, S.**, Sun, H., Zhu, X., & Chen, A. (2014). Relationship between motivation and learning in physical education and after-school physical activity. *Research Quarterly for Exercise and Sport*, 85(4), 468-477.
 58. **Chen, S.**, Welk, G.J., & Joens-Matre, R.R. (2014). Testing the youth physical activity promotion model: Fatness and fitness as enabling factors? *Measurement in Physical Education and Exercise Sciences*, 18(4), 227-241.
 59. **Chen, S.**, Zhu, X., Welk, G.J., Kim, Y., Lee, J., & Meier, N.F. (2014). Using Sensewear armband and diet journal to promote adolescents' energy balance knowledge and motivation. *Journal of Sport and Health Science*, 3(4), 326-332.
 60. Gao, Z., & **Chen, S.** (2014). Are field-based exergames useful in preventing childhood

obesity? A systematic review. *Obesity Reviews*, 15, 676-691.

61. Gao, Z., & **Chen, S.** (2014). Response to letter: No clear evidence that exergames can prevent obesity. *Obesity Reviews*, 15, 694-695.
62. Zhang, T., Chen, A., **Chen, S.**, Hong, D., Loflin, J., & Ennis, C. D. (2014). Constructing cardiovascular fitness knowledge in physical education. *European Physical Education Review*, 20(4), 425-443.
63. Zhu, X., **Chen, S.**, & Parrott, J. (2014). Adolescents' interest and performances in aerobic fitness testing. *Journal of Teaching in Physical Education*, 33, 53-67.
64. **Chen, S.**, Chen, A., Sun, H., & Zhu, X. (2013). Physical activity and fitness knowledge learning in physical education: Seeking a common ground. *European Physical Education Review*, 19(2), 269-283.
65. Gao, Z., Xiang, P., **Chen, S.**, & McBride, R. (2013). The influence of student teaching on physical education student teachers' self-efficacy and outcome expectancy beliefs. *Teaching, Research, and Media in Kinesiology*, 2, 1-15.
66. **Chen, S.** & Chen, A. (2012). Youth physical activity behavior and energy-balance knowledge: An expectancy-value perspective. *Journal of Teaching in Physical Education*, 31(4), 329-343.
67. **Chen, S.**, Chen, A., & Zhu, X. (2012). Are k-12 students motivated in physical education? A meta-analysis. *Research Quarterly for Exercise and Sport*, 83(1), 36-48.

Peer-Reviewed Non-Research Scholarly Journal Articles

68. Androzzi, J., & **Chen, S.** (2022). HIIT PE: A theme-based framework for multiple learning environments. *Journal of Physical Education, Recreation and Dance*, 93(6) 59-64.
69. Imagbe, S., Wang, B., Androzzi, J., **Chen, S.*** (2022). Optimizing physical activity opportunities in and beyond schools amid COVID-19. *Journal of Physical Education, Recreation and Dance*, 93(7), 12-16. *Senior corresponding author.
70. Androzzi, J. N., **Chen, S.**, & Hovatter, R. (2019). Deck tennis: A prerequisite to net sports. *Journal of Physical Education, Recreation and Dance*, 90(7), 51-55.
71. Zhang, X., Gu, X., Zhang, T., Keller, J., & **Chen, S.** (2018). Comprehensive school physical activity programs: Recommendations for physical education teacher preparation. *Journal of Physical Education, Recreation, & Dance*, 89(5), 11-18.

Peer-Reviewed Book Chapters

- Chen, S.**, & Solmon, M. (in preparation). Achievement motivation in physical education: Addressing the "so what" question. In K. A. Richards, K. Graber, & A. Woods (Eds.). *Envisioning a favorable future for physical education: Janus Conference 2.0*. Publisher TBD.
72. **Chen, S.**, Gu, X., & Liu, Y. (2021). Funding before and after-school physical activity programs. In R. Martinnen, E. E. Centeio, & T. Quarmby. *Before and after school physical activity programs: Frameworks, critical issues and underserved populations* (pp. 203-215). Routledge Publications: New York.
73. Ennis, C. D., & **Chen, S.** (2012). Chapter 16: Interviews and focus groups. In K. Armour & D. Macdonald (Eds.), *Research methods in physical education and youth sport* (pp. 217-236). New York: Routledge.

Peer-Reviewed Journal Articles (in Chinese)

74. Jing, H., **Chen, S.**, Wang, L., Zhang, L., Ai, J., & Huang, L. (2021). The necessity and feasibility of anaerobic threshold speed instead of current endurance test. *The Journal of Xi'an Physical Education University*, 38(2), 245-251.
75. Fang, Q., **Chen, S.**, & Fang, Q-H. (2019). Research process and implications of the United States comprehensive school physical activity program (CSPAP). *The Journal of Beijing Sport University*, 42(11), 80-89.
76. Mohr, D., Townsend, S., Bulger, S., & **Chen, S.** (2010). The sport education model for secondary school physical education in China. *Journal of Southwest China Normal University*, 35(6), 247-252.
77. Zheng, Y., Pu, S., **Chen, S.**, & Zhang, N. (2006). Problems and strategies associated with track and field instruction in colleges and universities. *Journal of Shenyang Sport University*, 25(3), 85-87.
78. Pu, S., & **Chen, S.** (2005). Current PE situation in pre-baccalaureate schools and track and field course for PE majors. *Journal of Shenyang Sport University*, 24(4), 92-94.

Books

79. Lee, A., Xiang, P., Pan, S., & **Chen, S.** (2015, ed.). *Moving and learning: Elementary physical education for the future*. Education Science Publisher, Beijing, China.

Manuscripts in Progress

1. Wang, B., & Chen, S. (under review). Middle School Students' Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation. *European Physical Education Review*.
2. Lee, J. A., McLoughlin, G., Dzewaltowski, D. A., Rosenkranz, R. R., Lanningham-Foster, L., Vazou, S., **Chen, S.**, Gentile, D. A., Liechty, L., & Welk, G. J. (R&R). Evaluation of the Implementation Process and Outcomes in the School Wellness Integration Targeting Child Health (SWITCH®) Project. *BMC Public Health*.

RESEARCH GRANTS

External Grants (Funded)

1. LA Board of Regents Research Competitiveness Subprogram 2022-2024
Disseminating an evidence-based adolescent obesity prevention intervention to Louisiana schools
Role: PI \$83,843 (\$70,998 direct cost) + \$26,555 LSU match = \$110,398 in total
This project features an interdisciplinary collaboration aimed at testing the preliminary effectiveness and implementation outcomes of a modified obesity prevention intervention called **ProudMe** in four Louisiana middle schools. Dr. Chen will work with Dr. Xin Li (Computer Sciences and Electrical Engineering) and multiple students to execute the proposed research project within two years.
2. The Fundacion Bulwerk 2021-2023

Forging Under-Privileged Ecuador Children Life Skills through a Jiu Jitsu-based Martial Arts Program: The Bulwark Project

Role: PI \$20,000 direct cost

This project aims to test the implementation and impact of a tailored Jiu Jitsu-based martial arts program in a small, economically disadvantaged Ecuador community.

3. NIH R21PA-16-161 (21 priority score/3%); Grant No: R21HD090513 2017-2020
Evaluating a Systems-Based Health Intervention for Middle School Wellness
Role: PI \$427,440 (\$275,000 direct)
The project develops and refines the SWITCH PE, Lunchroom, Health, and their implementation in middle schools. We also evaluate the feasibility and effectiveness of the program in making systems changes to wellness policies at schools.
4. USDA Agriculture and Food Research Initiative 2015-2020
Dissemination of the Evidence-Based SWITCH Program for Childhood Obesity Prevention
Role: Co-I (2014-17) and PI of sub (2017-20; \$21,904), PI: Gregory Welk \$2,851,196
This project evaluated the dissemination of the enhanced *Switch* program in Iowan schools and families. My primary responsibilities between 2015 and 2017 were to develop the SWITCH PE curriculum unit, train teachers on how to implement the SWITCH PE lessons, and disseminate the SWITCH PE to Iowa schools. Between 2017 and 2019, my role transitioned to PI of the sub award who was in charge of SWITCH PE refinement, implementation and evaluation, contributed to numerous SWITCH committees (training, implementation, and evaluation) and to preparation of papers and presentations resulting from the project.
5. AAHPERD/SHAPE Research Grant for Early Career Investigators 2014-2015
The "SWITCH® PE" Curriculum: Acceptability and Effectiveness in Upper Elementary Schools
Role: PI \$5,000
This grant was funded to evaluate the acceptability and effectiveness of the SWITCH PE supplement in four elementary schools in Iowa.
6. Wellmark Foundation MATCH Grant Program 2013-2015
A Comprehensive Approach to Promoting a Healthy Lifestyle in Adolescents: the SWITCH
Role: Co-PI, PI: Greg Welk \$50,000 & \$50,000
This grant was funded to evaluate and disseminate the SWITCH program in Cedar Rapids schools. The Wellmark funded \$50,000, and the other \$50,000 match originated from a private donor, ISU internal funds, and the PI's (GW) working in-kind.
7. United States Department of Agriculture Grant (2012-04169)
USDA/NIFA Food and Agricultural Sciences National Needs Graduate and Postgraduate Fellowship (NNF) Grants Program 2013-2018
Trandisciplinary Graduate Training in Childhood Obesity Using a Socio-ecological Model

Role: Co-I, PI: K. Schalinske (ISU) \$238,500
 Grant funds were used to support 3 Doctoral-level Fellows whose research projects were focused on childhood obesity. One doctoral student funded by this grant participated in a research rotation under my mentorship.

8. NIH Science Education Partnership Awards (R25RR015674-2) 2006-2008
Perfect Partnership: Science Enriched Physical Education - Phase II

Role: Doctoral Research Assistant, PI: C.D. Ennis \$500,000
 This project designed, implemented, evaluated, and disseminated a PE curriculum that promoted 3rd, 4th, and 5th graders' fitness knowledge and related behavior.

9. U. S. Department of Education PEP Grant (Q215F050101) 2005-2008
 Subcontract Project: *Project Learn for Life*

Role: Doctoral Research Assistant, PI: A. Chen \$343,312
 The project evaluated a randomized K-8 curriculum intervention project designed to develop children's knowledge, skillfulness, and motivation for life-long physical activity.

Internal Grants (Funded)

10. LSU CHSE Dean's Research & Faculty Travel Grant 2021
 Disseminating research at virtual conferences of two prominent scholarly organizations

Role: PI \$460
 This grant is awarded to support my attendance to the 2021 AERA annual meeting virtual conference and 2021 SHAPE America national convention virtual conference. These funded dollars cover the conferences registrations.

11. LSU CHSE Dean's Research & Faculty Travel Grant 2020-2020
Feasibility of a HIIT-based Fitness Education Unit in Middle School Physical Education

Role: PI \$1,500 (retracted for COVID)
 This grant is awarded to support travel to 2020 AERA annual conference in San Francisco, Ca. I will be delivering a presentation listed above and providing leadership service to the special interest group (SIG93) that I am the chair.

12. LSU CHSE 2019 Peabody Society Dean's Circle Grant Program 2018-2019
Middle School Students' Physical Literacy: An Exploratory Study

Role: PI \$2,640
 The grant was awarded to collect first hand data from one Louisiana middle school to characterize middle school students' physical literacy using a sequential mixed-method research design.

13. LSU ORED Faculty Travel Grant 2018-2019
Travel to 2019 AERA Annual Meeting in Toronto, Canada

Role: PI \$750
 This travel grant was received to support Dr. Chen's attendance to 2019 AERA conference.

14. LSU CHSE Dean's Auxiliary Faculty Research and Travel Grant 2018-2019
Travel to Hong Kong to deliver two presentations at the 2018 ISBNPA conference
Role: Funding Recipient \$2,000
15. The Freshman Research Initiative at ISU 2016-2018
Youth Physical Activity Promotion: Involving ISU Freshmen in CSPAP Research and Practice
Role: PI \$6,000
16. ISU CHS Intramural Collaborative Grant 2013-2015
Promoting energy balance knowledge and motivation among middle school students
Role: PI \$24,531
 This project examined the effects of the Sensewear armband, diet journal, and a short PE unit on 6th grader students' motivation, knowledge and behavior related to energy balance.
17. ISU CHS Seed Grant for Untenured Faculty 2011-2012
Examining the Utility of the SenseWear Weight Management Solution among Adolescents
Role: PI \$9,998
 This project examined the utility of the Sensewear armband and diet journal, as well as their impact on 6th graders' motivation, knowledge and behavior related to energy balance.

External Grants (Pending)

18. NIH R15 PAR-21-154 (resubmission) 2022-2025
Dissemination of an adolescent obesity prevention intervention to Louisiana schools
Role: PI \$451,182 (Impact Score = 34)
 This project aims to test the hybrid effectiveness-implementation outcomes of an adapted obesity prevention intervention in eight Louisiana middle schools. The project will involve multiple undergraduate and graduate students in various aspects of research.

Internal Grants (Pending)

External Grants (Not funded)

19. NIH R21 PAR-20-150 2022-2024
BRAVO!: A Novel mHealth Lifestyle Intervention to Improve Healthy Physical Activity and Dietary Behaviors in Hispanic Adolescents
Role: CoI (Site PI) \$362,395 (not funded; ND)
 This proposed project aims to test the efficacy of a childhood obesity prevention intervention designed for at risk Hispanic adolescents.
20. NIH R15 PAR-21-154 2022-2025
Dissemination of an adolescent obesity prevention intervention to Louisiana schools
Role: PI \$442,131 (impact score = 50)

This project aims to test the hybrid effectiveness-implementation outcomes of a modified obesity prevention intervention in 12 Louisiana middle schools. The project will involve multiple undergraduate and graduate students in various aspects of research, if funded.

21. NIH R01 PA-20-185 2022-2026
COVID 19 Disruptions Impact on Children's Mental Health and Health Behaviors across Louisiana Communities
Role: PI \$2,805,192 (not funded; ND)
This project aims to examine the longitudinal disruptions and impacts of the COVID-19 pandemic on children's mental health and health behaviors between disadvantaged and non-disadvantaged communities.
22. NIH R21/R33 PAR-18-307 Developing Interventions for Health-Enhancing Physical Activity 2021-2025
Feasibility and Optimization of the Active in Virtual and Real-World Communities (AvarCom) System
Role: PI \$1,065,746 (not funded; ND)
This project will be focused on testing the feasibility and optimization of the AvarCom system, a virtual avatar based intervention aimed to improve adolescents' physical activity and screen-time based sedentary behaviors.
23. NIH PA-18-720 Exploratory/Developmental Clinical Research Grants in Obesity 2021-23
Bracing up Research on Adolescents' prevention of Obesity: BRAVO! Hispanic Boys
Role: CoI; Sami Yli-Piipari \$425,000 (LSU \$65,035; not funded; ND)
This project will design and evaluate an obesity prevention intervention called BRAVO! Hispanic Boys. I will contribute to the fine-tuning of the BRAVO! Hispanic Boys intervention program, process and outcome evaluations of the intervention, and disseminate research findings coming from this project.
24. NIH PAR-19-159 Data Science Research: Personal Health Libraries for Consumers and Patients 2021-2025
Smart-Fit: Toward Constructing a Personalized Intelligent Health Library for Tackling Obesity
Role: CoI; Dr. Jin Tao as PI \$1,446,380 (not funded; ND)
This project will be focused on (a) studying the information behaviors of users and experts, (b) designing and developing a user-centered personal health information management tool called SMART-FIT, and (c) evaluating the utility (usability, acceptability, and impactfulness) of the SMART-FIT. I will contribute to the evaluation of the impactfulness of the SMART-FIT system on users' knowledge and behaviors related to obesity/energy balance, as well as their weight status (body mass index). My other contribution will be to provide expertly guidance on compiling a relevant, authoritative list of Frequently Asked Questions (FAQ) for the project that will feed and support the machine learning functionality of the SMART-FIT system.

25. NIH PAR-19-274 Dissemination and Implementation Research in Health 2020-2025
Adaptation, Implementation, and Sustained Impact of an Evidence-based Adolescent Obesity Prevention Intervention in Rural Louisiana Schools
Role: PI \$3,022,640 (not funded; ND)
 This proposed project will test the adaptation, implementation, and sustained effectiveness of an obesity prevention intervention in 6-30 Louisiana rural schools.
26. NIH R15 PA 19-135 Research Enhancement Award 2020-2022
Recess Programming and Classroom Change (RePACC) for Movement and Academic Behavior Promotion in Young Children
Role: Co-I (PI of subcontract; Xiangli Gu as PI) \$483,219 (not funded; ND)
 This proposal will develop, implement, and evaluate the RePACC intervention. RePACC is a multi-level, multi-component longitudinal intervention program designed to improve young children's movement and academic behaviors.
27. America Walks 2019 Community Challenge Grant 2020-2021
Brusly Geaux Walk
Role: PI \$1,500 (not funded)
 This proposed project will design, implement, and evaluate a set of strategies to promote walkable environment and walking behavior at the Brusly middle school and in the broader community of Brusly, LA.
28. NIH R15 PA 19-135 Research Enhancement Award 2020-22
Recess Programming and Classroom Change (RePACC) for Movement and Academic Behavior Promotion in Young Children
Role: Co-I (PI of subcontract; Xiangli Gu as PI) \$483,013 (not funded; impact score =39)
 This proposal will develop, implement, and evaluate the RePACC intervention. RePACC is a multi-level, multi-setting longitudinal intervention program designed to improve young children's movement behaviors and academic behaviors.
29. Louisiana Council and Translational Science Center (LA CaTS) 2019 Multi-Institutional Grant Funding Opportunity (Invited for Phase II competition – Full Application) 2019-2020
Feasibility of the modifying energy-balance behaviors (ME2B) program: An obesity disparity intervention for African American adolescents.
Role: PI \$200,000 (not funded)
 This project will test the feasibility of the ME2B intervention in 2 public middle schools in the Baton Rouge (LA) area.
30. NIH R01 PA-18-252 Reducing Health Disparities Among Minority and Underserved Children 2019-2024
Effectiveness and Implementation of an Obesity Disparity Intervention for African American Adolescents: Modifying Energy-Balance Behaviors (ME2B)

- Role:** PI \$3,593,334 (not funded; ND)
This project will evaluate the effectiveness and implementation of an obesity disparity intervention called ME2B. Led by Dr. Chen and his interdisciplinary research team (LSU, Pennington, and UTA), in partnership with LSU AgCenter, this project will be unfolded from year 1 preparation to four effectiveness-implementation studies to address energy-balance behaviors and weight status among predominantly African American students in 6-8th grades enrolled in Baton Rouge school.
31. NIH R15 PA 18-343 Academic Research Enhancement Award 2019-2021
Recess Programming and Classroom Change (RePACC) for Movement and Academic Behavior Promotion in Young Children
Role: Co-I (PI of subcontract; Xiangli Gu as PI) \$458,460 (not funded; impact score = 48)
This proposal will develop, implement, and evaluate the RePACC intervention. RePACC is a multi-level, multi-setting longitudinal intervention program designed to improve young children's movement behaviors and academic behaviors.
32. William T. Grant Foundation Research Grant (Letter of Intent) 2018-2020
The Mindful Afterschool Program (MAP): Building Resilience to Reduce Inequality in Obesity Risk among Youth
Role: Co-PI (Youn K. Kim as **PI**) \$142,212 (not funded)
This project will develop and evaluate the MAP intervention in two Baton Rouge schools. The purpose of MAP is to reduce inequality in obesity risk among youth through mindfulness practice, physical activity, and nutrition education during after school.
33. NIH R21PA-13-098 2016-2018
Adaptation of the Switch TM Program for Middle School Wellness Programming
Role: PI \$397,021 (not funded; impact score 39)
The proposal will examine the utility of the Switch Physical Education, Switch Lunchroom, and Switch Content Management System in middle schools.
34. Robert Wood Johnson Foundation County Health Rankings Research Grants 2015-2016
Evaluation of County Health Rankings for Explaining Changes in Youth Fitness and Fatness
Role: Co-PI, PI: Greg Welk \$89,153 (not funded)
35. General Mills Champions for Kids 2014-2015
Evaluation of Nutrition and Physical Education Supplements to the SWITCH Obesity Prevention Program
Role: Co-I/Partner, PI: Gregory Welk \$20,000 (not funded)
36. USDA Agriculture and Food Research Initiative 2013-2018
Childhood Obesity Prevention: Moving School Zones to Wellness Zones
Role: Co- I, PI: Ruth Lietchfield \$4,330,563 (not funded)
37. The Obesity Society Early Career Investigator Grant (LOI) 2013-2015

SWITCH PE: An Energy Balance Curriculum to Accompany the SWITCH program
Role: PI \$15,000 (not funded)

38. AAHPERD RC Grant for Early Career Investigators (*Phase II Competition*) 2013-2014
Energy Balance in Adolescence: An Intervention Trial of Innovative Curriculum and Technology
Role: PI \$5,000 (not funded)

39. AAHPERD RC Research Grant for Early Career Investigators (*Phase II*) 2012-2013
Promoting Weight Management in Middle School Students Using the SenseWear Weight Management Solution
Role: PI \$7,500 (not funded)

Internal Grants (Not Funded)

40. LSU Student Sustainability Fund 2021-2022
Sustaining LSU Lakes Recreational Resources for a More Active Campus Community
Role: PI \$4,561
This project aims to (1) conduct a policy and environmental audit of the recreational resources around the LSU lakes and (2) to apply and evaluate several evidence-based strategies to improve the use of these resources and physical activity participation on campus.

41. LSU ORED Grand Challenge Research Grants 2017-2019
Making System Changes for Obesity Prevention (MASCOP) in East Baton Rouge Parish Schools
Role: PI \$150,000 (not funded)

42. ISU CHS Innovative Teaching Initiative Grant 2015-2017
Pre-service and in-service training for comprehensive school physical activity programming
Role: PI \$29,856 (not funded)
This project proposed to develop a new course to train both preservice and inservice teachers to establish, coordinate, and promote CSPAP programs in schools.

43. ISU CHS Intramural Collaborative Grant 2014-2016
Developing and evaluating the SWITCH PE Middle School curriculum
Role: PI \$20,810 (not funded)

44. ISU CHS Innovative Teaching Initiative Grant 2014-2015
Expanding the CHS International Reach: An Innovative Application of Bloom's Taxonomy
Role: Co-PI \$29,989 (not funded)

45. 2013 Cyclone Research Partnership Grants 2013-2015
Youth Physical Activity and Health Promotion Initiative: The Research Collaboration between ISU and UNT Scholars

Role: PI

\$12,177 (not funded)

46. ISU CHS Intramural Collaborative Grant

2012-2014

Energy Balance in Adolescence: An Intervention Trial of Innovative Curriculum and Technology

Role: PI

\$25,000 (not funded)

PRESENTATIONS

National / International Conference Research Presentations

1. Imagbe, S., & **Chen, S.** (2023, pending). *Culturally Relevant Physical Education for Optimizing Physical Activity Opportunities*. Abstract submitted to SHAPE America National Convention at Seattle, WA.
2. Wang, B., & **Chen, S.** (2023, pending). *Middle School Students' Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation*. Abstract submitted to SHAPE America National Convention at Seattle, WA.
3. **Chen, S.**, Stroop, J., Holston, D., Hulteen, R., Wang, F., Guo, B., Hu, G., & Staiano, A. (2022). *Disruptive Impact of the COVID-19 Pandemic on Children's Mental Health and Health Behaviors: Insights from Extension Agents*. Abstract to be presented (oral) at the SHAPE America National Convention at New Orleans, LA.
4. Wang, B., Imagbe, S., Androzzi, J., Liu, Y., Gu, X., Staiano, A. E., Hu, G., & **Chen, S.** (2022). *Middle School Students' Behaviors, Fitness, and Knowledge Related to Active Living before and during the COVID-19 Pandemic*. Abstract to be presented (poster) to SHAPE America National Convention at New Orleans, LA.
5. Rosenkranz, R. R., Dixon, P., Dzewaltowski, D., McLoughlin, G., Lee, L., **Chen, S.**, Vazou, S., Lanningham-Foster, L., Gentile, D., & Welk, G. (2021). *A cluster-randomized trial assessing comparative effectiveness of two SWITCH implementation processes for school wellness programming*. Abstract (oral) presented at the 2021 ISBNPA annual conference, virtual conference.
6. Wang, B., Liu, Y., Imagbe, S., **Chen, S.** (2021). Gender and grade differences in knowledge and behaviors related to active living for adolescents. Abstract presented at 2021 ICSPAH symposium, Baltimore, MD. (virtual conference)
7. Imagbe, S., Liu, Y., Wang, B., & **Chen, S.** (2021). *Knowledge and behaviors of active living: A comparison between White and Black adolescents*. Abstract (poster) presented at 2021 SHAPE America National Convention, Baltimore, MD. (virtual conference)
8. Liu, Y., **Chen, S.**, Wang, B., & Imagbe, S. (2021). *Middle school students' physical literacy: Characterization by six demographic factors*. Abstract (oral) presented at 2021 SHAPE America National Convention, Baltimore, MD. (virtual conference)
9. Liu, Y., **Chen, S.**, Wang, B., & Imagbe, S. (2021). *Fostering physically literate students through a SDT-guided pedagogical workshop*. Abstract (roundtable) presented at 2021 SHAPE America National Convention, Baltimore, MD. (virtual conference)
10. **Chen, S.**, Liu, Y., Androzzi, J., Wang, B., & Gu, X. (2020). *Feasibility of a HIIT-based Fitness Education Unit in Middle School Physical Education*. Proposal accepted for presentation at the 2020 AERA annual meeting at San Francisco, CA (roundtable)

- presentation; conference cancelled for COVID)
11. Androzzi, J., Liu, Y., Wang, B., Gu, X., & **Chen, S.** (2020). *The feasibility of implementing a high intensity interval training based fitness education unit in middle school physical education*. Abstract accepted for presentation at the 2020 SHAPE National Convention at Salt Lake City, UT (poster presentation; conference cancelled for COVID)
 12. Liu, Y., Androzzi, J., Wang, B., Gu, X., & **Chen, S.** (2020). *Teaching Students PAF Knowledge through HIIT-based Physical Education*. Abstract accepted for presentation at the 2020 SHAPE National Convention at Salt Lake City, UT (oral presentation; conference cancelled for COVID).
 13. Liu, Y., & **Chen, S.** (2020). *Physical Literacy: Definition, Assessment, and Intervention*. Abstract presented at the Health & Physical Literacy Summit 2020 at Birmingham, AL.
 14. Liu, Y., Wang, B., Androzzi, J., Gu, X., & **Chen, S.** (2020). *Examining the Effects of a HIIT-based Fitness Education Curriculum*. Abstract accepted for presentation at the 2020 SHAPE National Convention at Salt Lake City, UT (roundtable; conference cancelled for COVID)
 15. McLoughlin, G. M., Priscila, C., Vazou, S., Lee, J. A., Rosenkranz, R. R., Dzewaltowski, D. A., Lanningham-Foster, L., Gentile, D., Dixon, P., **Chen, S.**, & Welk, G. J. (2020). *Evaluation of school wellness integration targeting child health (SWITCH) program dissemination and implementation through a mixed methods approach*. Abstract accepted for presentation the 2020 ISBNPA conference at Auckland, New Zealand (Conference cancelled for COVID).
 16. Rasberry, J. E., Zhang, X., Gu, X., & **Chen, S.** (2020). *Association between Movement Behaviors and Health-related Fitness among Pubertal Adolescents*. Abstract accepted for presentation the 2020 SHAPE National Convention at Salt Lake City, UT. (Conference cancelled for COVID)
 17. Wang, B., Liu, Y., & **Chen, S.** (2020). *A scoping review of physical education curriculum interventions*. Abstract accepted for presentation at the 2020 SHAPE National Convention at Salt Lake City, UT. (Conference cancelled for COVID)
 18. Welk, G. J., McLoughlin, G. M., Lanningham-Foster, L., Vazou, S., Dixon, P., Gentile, D. A., Lee, J. A., Dzewaltowski, D. A., Rosenkranz, R. R., & **Chen, S.** (2020). *Implementation and scaling of SWITCH (School Wellness Integration Targeting Child Health): Insights from a 10 year journey from efficacy to dissemination*. Abstract accepted for presentation at the 2020 ISBNPA annual meeting at Auckland, New Zealand. (Conference cancelled for COVID).
 19. **Chen, S.**, Liu, Y., Androzzi, J., Wang, B., & Gu, X. (2019). *Integrating High Intensity Interval Training (HIIT) for Fitness Education: A Pilot Intervention*. Paper presented at the Integrated Public Health-Aligned Physical Education (IPHPE) Conference at Columbia, South Carolina.
 20. **Chen, S.**, & Gu, X. (2019). *Effect of socioeconomic status on knowledge and behaviors of active-living in youth*. Paper presented at the 2019 ISBNPA annual meeting at Prague, Czech Republic.
 21. **Chen, S.**, & Liu, Y. (2019). *Middle school students' profiles of physical activity and fitness (PAF) knowledge*. Paper presented at the 2019 ICSPAH annual symposium at Tampa, FL.
*Won the "Outstanding Oral Presentation Award".

22. Liu, Y., & **Chen, S.** (2019). *Describing adolescents' profiles of physical activity and sedentary behaviors*. Paper presented at the 2019 ICSPAH annual symposium at Tampa, FL. *Won the "Outstanding Oral Presentation Award".
23. Tao, C., Zou, J., Liu, Y., & **Chen, S.** (2019). *Square dance participation behaviors: Does motive matter?* Paper presented at the 2019 ICSPAH annual symposium at Tampa, FL.
24. Zhou, J., Tao, C., Liu, Y., & **Chen, S.** (2019). *The participation and motives for square dance in Chinese cities: A descriptive study*. Paper presented at the 2019 ICSPAH annual symposium at Tampa, FL.
25. He, Z., **Chen, S.**, Chen, W., & Kong, L. (2019). *Effects of four types of physical activity courses on college students' perceived stress, well-being, and social support*. Paper presented at the 2019 ACSM annual meeting at Florida, FL.
26. Liu, Y., **Chen, S.**, & Gu, X. (2019). *Students' Attitude, Physical Activity, and Knowledge: The Effects of Gender, Grade, and Ethnicity*. Paper presented at the 2019 SHAPE America national convention and exposition at Tampa, FL.
27. Liu, Y., **Chen, S.**, & Gu, X. (2019). *The Relationships between Attitude Toward Physical Education, Physical Activity and Sedentary Behavior, and Knowledge among Middle School Students*. Paper presented at the 2019 SHAPE America national convention and exposition at Tampa, FL.
28. Liu, Y., **Chen, S.**, & Gu., X. (2019). *The Importance of Learners' Attitude Toward Physical Education and Knowledge for Active-Living: Evidence from Two Middle Schools in Two Different States*. Paper presented at the 2019 AERA Annual Meeting at Toronto, Canada.
29. Lou, Y., Wu, H., Welk, G., Vazou, S., **Chen, S.**, Gentile, D., Rosenkranz, R., Dzewaltowski, D., & Lanningham-Foster, L. (2019). *Changes in energy and nutrient selection in school lunches: Findings from the SWITCH intervention*. Paper presented at the 2019 ISBNPA annual meeting at Prague, Czech Republic.
30. McLoughlin, G. M., Lee, J. A., Lanningham-Foster, L., Gentile, D. A., **Chen, S.**, Vazou, S., Wolff, M. M., Dzewaltowski, D. A., Rosenkranz, R. R., Liechty, L., Torbert, A., & Welk, G. J. (2019). *School Wellness Integration Targeting Child Health (SWITCH): Process evaluation of implementation using mixed methods*. Paper presented at the 2019 ISBNPA annual meeting at Prague, Czech Republic.
31. Rosenkranz, R., McLoughlin, G. M., Dzewaltowski, D., Lee, J., Wolff, M., Rosen, M., **Chen, S.**, Vazou, S., Lanningham-Foster, L., Gentile, D., & Welk, G. (2019). *Self-monitoring of physical activity and sedentary behavior within a whole-of-school intervention: Findings from the SWITCH Feasibility Study*. Paper presented at the 2019 ISBNPA annual meeting at Prague, Czech Republic.
32. Zhang, X., Gu, X., & **Chen, S.** (2019). *Longitudinal changes of mental health and movement behaviors: A comparison between Hispanic and non-Hispanic children*. Paper presented at the 2019 NASPSPA annual conference, Baltimore, MD.
33. McLoughlin, G. M., Lee, J. A., Lanningham-Foster, L., Gentile, D. A., **Chen, S.**, Vazou, S., Wolff, M. M., Dzewaltowski, D. A., Rosenkranz, R. R., Liechty, L., Torbert, A., & Welk, G. J. (2019). *School Wellness Integration Targeting Child Health (SWITCH): An implementation model*. Paper accepted for presentation at the 2019 SHAPE America national convention and exposition at Tampa, FL.

34. Lou, Y., Wu, H., Welk, G., Vazou, S., **Chen, S.**, Gentile, D. A., Rosenkranz, R., Dziewaltowski, D., & Lanningham-Foster, L. (2018). *The SWITCH® Implementation Process on School Lunch Consumption Patterns and Plate Waste*. Paper presented at the 2018 Society for Nutrition Education and Behavior (SNEB) 51st Annual Conference, Minneapolis, MN. **Abstract published in *Journal of Nutrition Education and Behavior*, 50 (7), S167-S168, 2018
35. Welk, G. J., Lanningham-Foster, L., Vazou, S., Gentile, D., **Chen, S.**, Dziewaltowski, D. A., Rosenkranz, R. R., Lee, J., Wolff, M., Braun, K. J. (2018). Feasibility of the SWITCH Implementation Framework for Enhancing School Wellness. Paper presented at the 2018 Society for Nutrition Education and Behavior (SNEB) 51st Annual Conference, Minneapolis, MN. Abstract published in *Journal of Nutrition Education and Behavior*, 50 (7), S115-S116, 2018
36. Gu, X., Zhang, T., **Chen, S.**, & Keller, M. J. (2018). *Accelerometer-measured sedentary behavior and physical activity in relation to health-related outcomes among Hispanic children*. Paper presented at the 2018 International Society for Behavioral Nutrition and Physical Activity Annual Meeting, Hong Kong, China.
37. **Chen, S.**, & Gu, X., (2018). *Pursuit of Knowledge, Attitude, and Behaviors for Active-Living: Group Differences*. Paper presented at the 2018 AERA Annual Meeting, New York.
38. **Chen, S.**, & Gu, X. (2018). *Needed Competencies for Active-Living: Application to Middle School Students*. Paper presented at the 2018 SHAPE America national convention, Nashville, TN.
39. **Chen, S.**, Welk, G. J., Dziewaltowski, D. A., Gentile, D. A., Lanningham-Foster, L., Rosenkranz, R. R., Vazou, S., Lee, J. A., Wolff, M., & Lukowski, R. (2018). *Process Evaluation of the SWITCHTM Training Model for Enhancing School Wellness*. Paper presented at the 2018 International Society for Behavioral Nutrition and Physical Activity Annual Meeting, Hong Kong, China.
40. Gu, X., & **Chen, S.** (2018). *Young Hispanic and Non-Hispanic Children's Fundamental Motor Competency and Physical Activity*. Paper presented at the 2018 AERA Annual Meeting, New York.
41. Gu, X., **Chen, S.**, Zhang, X. (2018). *Physical Literacy at the "Start Line": 8-9 Year Olds' Competencies*. Paper presented at the 2018 SHAPE America national convention, Nashville, TN.
42. Liu, Y., & **Chen, S.** (2018). *Establishing Classification Criteria for an Energy Balance Knowledge Test for Fourth and Fifth Grade Children*. Paper presented at the 2018 SHAPE America national convention, Nashville, TN.
43. He, Z., Qi, X., Tong, J, **Chen, S.**, & He, S. (2018). *The Acute Effect of a Single Yoga Lesson on Mood and Stress among College Students*. Paper presented at the 2018 ACSM national convention, Minneapolis, MN.
44. **Chen, S.** (2017). *School-based physical activity promotion: A borrowed lens*. Invited keynote presentation delivered at the 6th Peking University Advanced Forum of Physical Education and Humanities. Beijing, China.
45. **Chen, S.**, Welk, G., Lee, J., Wolff, M., & Liu, Y. (2017). *Learning energy balance knowledge in Switch Physical Education lessons*. Paper presented at the 2017 SHAPE

- America national convention, Boston, MA.
46. **Chen, S.**, Welk, G., Vazou, S., Lanningham-Foster, L., Gentile, D. A., Lee, J., Wolff, M., Dziewaltowski, D., & Rosenkranz, R. (2017). *Description and evaluation of CSPAP training modules in the Switch*. Paper presented at the 2017 SHAPE America national convention, Boston, MA.
 47. Liu, Y., **Chen, S.**, & Schaben, J. (2017). *Identifying knowledge for adolescents to move more and sit less*. Paper presented at the 2017 SHAPE America national convention, Boston, MA.
 48. Welk, G., Vazou, S., **Chen, S.**, & Bai, Y. (2017). Influence of teacher motivation and school engagement on CSPAP outcomes. Paper presented at the 2017 SHAPE America national convention, Boston, MA.
 49. **Chen, S.** (2016). *The effects of a concept-based physical education unit for energy balance education*. Paper presented at the 2016 61st Western Society for Kinesiology and Wellness annual conference, Reno, Nevada.
 50. **Chen, S.** (2016). *The process and outcome of learning energy balance knowledge in a physical education unit*. Paper presented at the 2016 AERA Annual Meeting, Washington, DC.
 51. **Chen, S.**, Bai, Y., Liu, Y., Schaben, J., Vazou, S., Welk, G., & Hong, D. (2016). *Trend analysis of youth physical activity, sedentary behavior, and motivation*. Paper presented at the 2016 ICSPAH annual forum, Minneapolis, MN.
 52. **Chen, S.**, Nam, Y., Lukowski, R., & Androzzi, J. (2016). *Energy balance education in physical education: The Switch PE*. Paper presented at the 2016 SHAPE America National Convention, Minneapolis, MN.
 53. Androzzi, A., **Chen, S.**, Lukowski, R. (2016). Implementing Concept-Based PE: Teachers' Fidelity and Perceptions. Paper presented at the 2016 SHAPE America National Convention, Minneapolis, MN.
 54. Liu, Y., **Chen, S.**, Schaben, J. (2016). *The association between fitness/physical Activity knowledge and physical activity among eighth grade students*. Paper presented at the 2016 ICSPAH annual forum, Minneapolis, MN.
 55. Nam, Y., & **Chen, S.** (2016). *Teaching students to be physically active via purposeful physical education*. Paper presented at the 2016 SHAPE America National Convention, Minneapolis, MN.
 56. Schaben, J., **Chen, S.**, Welk, G., Vazou, S., Liu, Y., & Bai, Y. (2016). *Physical activity and fitness knowledge: What do they know and does it impact behavior?* Paper presented at the 2016 ACSM national convention, Boston, MA.
 57. Welk, G., **Chen, S.**, Vazou, S., Lanningham-Foster, L., Gentile, D., Rosenkranz, R., & Dziewaltowski, D. (2016). *Process evaluation of school modules designed to enhance the evidence-based SWITCH obesity prevention program*. Paper presented at the Society for Nutrition Education and Behavior. Washington, DC. **Abstract published in *Journal of Nutrition Education and Behavior*, 48(7), S133.
 58. **Chen, S.**, & Ellingson, L. (2015). *Children's active and sedentary time in concept- vs. activity-based physical education curricula*. Paper presented at the 2015 Sedentary Behavior and Health Conference, Urbana/Champaign, IL.
 59. **Chen, S.**, Nam, Y., Gao, Z., & Welk, G. J. (2015). *Intervening in adolescents' knowledge*

- and motivation about energy balance.* Paper presented at the 2015 ACSM national convention, San Diego, CA. **Abstract published in *Medicine & Science in Sports & Exercise*, 47(5), 523.
60. **Chen, S.,** & Zhu, X. (2015). *Harnessing the energy balance: Exploring ways to enhance students' knowledge.* Paper presented at the 2015 SHAPE national convention, Seattle, WA. **Abstract published in *Research Quarterly for Exercise and Sport*, 86 (supp2), A48-A49.
 61. Hastie, P., **Chen, S.** (2015). The development of fitness knowledge through project-based learning. Paper presented at the 2015 AERA Annual Meeting, Chicago, IL.
 62. Zhu, X., & **Chen, S.** (2015). *Adolescents' cognitive processes and physical engagement in physical education.* Paper presented at the 2015 SHAPE national convention, Seattle, WA. **Abstract published in *Research Quarterly for Exercise and Sport*, 86 (supp2), A154-A154.
 63. **Chen, S.,** Bai, Y., Welk, G., Vazou, S., & Schaben, J. (2014). *Measurement and invariance characteristics of youth physical activity correlates.* Paper presented at the 2014 ACSM national convention, Orlando, FL. **Abstract published in *Medicine & Science in Sports & Exercise*, 46(5), S360.
 64. **Chen, S.,** Zhu, X., & Fleming, N.R. (2014). *Curriculum effects on adolescents' knowledge, physical activity, and situational interest.* Paper presented at the 2014 AAHPERD national convention, Saint Louis, MO. **Abstract published in *Research Quarterly for Exercise and Sport*, 85 (supplement), A8-9.
 65. Gao, Z., **Chen, S.,** & Pasco, D. (2014). *Effects of exergaming on children's health outcomes: A meta-analysis.* Paper presented at the 2014 ACSM national convention, Orlando, FL. **Abstract published in *Medicine & Science in Sports & Exercise*, 46(5), S48.
 66. Gao, Z., Huang, C., Stodden, D., **Chen, S.,** & Feng, D. (2014). *Children's physical activity levels during school-based programs and after-school time.* Paper presented at the 2014 ACSM national convention, Orlando, FL. **Abstract published in *Medicine & Science in Sports & Exercise*, 46(5), S368.
 67. Nam, Y.H., Weber, T., Chen, S., & Welk, G.J. (2014). Formative evaluation of an online youth obesity prevention program: SWITCH. Paper presented at the 2014 ACSM national convention, Orlando, FL. **Abstract published in *Medicine & Science in Sports & Exercise*, 46(5), S394.
 68. Zhu, X., **Chen, S.,** & Leonetti, M. (2014). *The association between health-related fitness and after-school physical activity participation.* Paper presented at the 2014 AAHPERD national convention, Saint Louis, MO. **Abstract published in *Research Quarterly for Exercise and Sport*, 85 (supplement), A93-94.
 69. Su, R., Sun, P., & **Chen, S.** (2014). *Development and validation of the Chinese collegiate athletes' training satisfaction scale.* Paper presented at the 2014 AAHPERD national convention, Saint Louis, MO. **Abstract published in *Research Quarterly for Exercise and Sport*, 85 (supplement), A124-125.
 70. **Chen, S.,** Kim, Y., Lee, J., & Welk, G. (2013). *Living an energy-balanced life: A physical education based intervention attempt.* Paper presented at the 2013 AERA annual meeting, San Francisco, CA.
 71. **Chen, S.,** Lee, J., Kim, Y., & Welk, G. (2013). *Learning to live an energy-balanced life through technology.* Paper presented at the 2013 AAHPERD national convention, Charlotte,

- NC. **Abstract published in *Research Quarterly for Exercise and Sport*, 84 (supplement), A36.
72. Zhu, X., **Chen, S.** & Parrott, J.A. (2013). Sex differences in student interest and performances in fitness testing. Paper presented at the 2013 AAHPERD national convention, Charlotte, NC. **Abstract published in *Research Quarterly for Exercise and Sport*, 84 (supplement), A65
73. Pasco, D., Talbert, C., Sympas, I., **Chen, S.**, Hong, D., Loflin, J.W., Zhang, T., Androzzi, J.N., Chen, A., & Ennis, C.D. (2013). *Third grade students' naïve theory of heart function during exercise*. Paper presented at the 2013 AAHPERD national convention, Charlotte, NC. **Abstract published in *Research Quarterly for Exercise and Sport*, 84 (supplement), A53.
74. **Chen, S.**, & Chen, A. (2012). *Ninth graders' motivation for physical activity participation and knowledge learning*. Paper presented at the 2012 AAHPERD national convention, Boston, MA. **Abstract published in *Research Quarterly for Exercise and Sport*, 83 (supplement), A40.
75. Zhang, T., Ennis, C.D., Loflin, J., **Chen, S.**, Hong, D., Pasco, D., Talbert, C., Androzzi, J.N., Sympas, I., & Chen, A. (2012). *Students' understanding of energy: An investigation of prior knowledge*. Paper presented at the 2012 AAHPERD national convention, Boston, MA. **Abstract published in *Research Quarterly for Exercise and Sport*, 83 (supplement), A68.
76. Talbert, C., Pasco, D., Sympas, I., **Chen, S.**, Hong, D., Loflin, J., Zhang, T., Chen, A., & Ennis, C.D. (2012). Third–fifth grade students' understanding of blood circulation related to exercise. Paper presented at the 2012 AAHPERD national convention, Boston, MA. **Abstract published in *Research Quarterly for Exercise and Sport*, 83 (supplement), A65.
77. **Chen, S.**, Chen, A., Sun, H., & Zhu, X. (2011). *Learners' motivation change in concept-based physical education*. Paper presented at the 2011 AAHPERD national convention, San Diego, CA. **Abstract published in *Research Quarterly for Exercise and Sport*, 82 (supplement), A36.
78. Hong, D., Chen, A., **Chen, S.**, Zhang, T., Loflin, J., & Ennis, C. D. (2011). *Conceptual learning in a muscular fitness unit*. Paper presented at the 2011 AAHPERD national convention, San Diego, CA. **Abstract published in *Research Quarterly for Exercise and Sport*, 81 (supplement), A42.
79. Loflin, J., Chen, A., Hong, D., **Chen, S.**, Zhang, T., & Ennis, C. D. (2011). *Contribution of cognitive tasks to learning flexibility and nutrition Concepts*. Paper presented at the 2011 AAHPERD national convention, San Diego, CA. **Abstract published in *Research Quarterly for Exercise and Sport*, 81 (supplement), A46.
80. Zhang, T., **Chen, S.**, Chen, A., Ennis, C. D. (2011). *Constructing Cardiovascular Fitness Knowledge in a Constructivist Physical Education Curriculum*. Paper presented at 2011 AERA annual meeting, New Orleans, LA.
81. **Chen, S.**, & Chen, A. (2010). *A hierarchical linear modeling of expectancy-value motivation and learning in physical education*. Paper presented at the 2010 AAHPERD national convention, Indianapolis, Indiana. **Abstract published in *Research Quarterly for Exercise and Sport*, 81 (supplement), A44-A45.
82. **Chen, S.**, Chen, A., & Zhu, X. (2009). *A meta-analytical study: Are K-12 students motivated in physical education?* Paper presented at the 2009 AERA annual meeting, San Diego,

California.

Non-Research Scholarly Presentations

83. Domingue, E., Cummings, C., Wang, B., Imagbe, S., Liu, Y., **Chen, S.** (2021). HIIT PE 2.0 implementation despite the COVID-19: Lessons learned. Presentation delivered at the 2020/2021 LAHPERD State Convention, Baton Rouge, LA.
84. Domingue, E., Cummings, C., Liu, Y., & **Chen, S.** (2019). HIIT Fitness Education: A University and School Partnership. Presentation delivered at the 2019 LAHPERD State Convention, Baton Rouge, LA.
85. Lukowski, R., Velthoff, J., Liu, Y., & **Chen, S.** (2017). *Adopting SWITCH PE to Focus on Energy Balance Education*. Workshop presented at 2017 SHAPE America Central District annual convention, Cedar Falls, IA.
86. Velthoff, J., Lukowski, R., Liu, Y., & **Chen, S.** (2017). *Incorporating Strength Training into PE Curriculum*. Workshop presented at 2017 SHAPE America Central District annual convention, Cedar Falls, IA.
87. Lukowski, R., & **Chen, S.** (2015). *Switch PE*. Workshop presented at 2015 Iowa Alliance for Health, Physical Education, Recreation, and Dance annual convention, Oskaloosa, IA.
88. **Chen, S.** and students. (2014) *Teaching students to “think as they move” in physical education*. Workshop presented at 2014 Iowa Alliance for Health, Physical Education, Recreation, and Dance annual convention, Ames, IA.
89. Lindsay, E., Bonello, M., Bae, M., **Chen, S.**, Sun, H., & Schweighardt, R. (2014). *PE and science, the perfect partnership! Science, PE, & Me!*. Workshop presented at the 2014 AAHPERD national convention, Saint Louis, MO.
90. **Chen, S.**, & Fleming, N.R. (2013). *Promoting students’ knowledge of energy balance in physical education*. Workshop presented at 2013 Iowa Alliance for Health, Physical Education, Recreation, and Dance annual convention, Storm Lake, IA.
91. **Chen, S.**, & Fleming, N.R. (2013). *Teaching students to think as they move: Concept-based physical education*. Workshop presented at 2013 Iowa Alliance for Health, Physical Education, Recreation, and Dance annual convention, Storm Lake, IA.
92. Chen, A., Sun, H., **Chen, S.**, Zhu, X., Loflin, J., Zhang, T., Hong, D., & Ennis, C. D. (2011). *Effective motivation strategies for learning! A workshop for PE teachers*. Symposium session presented at the 2011 Southern District AAHPERD Convention, Greensboro, NC.
93. Ennis, C. D., Chen, A., **Chen, S.**, Loflin, J., Hong, D., Zhang, T., Lindsay, E., Sun, H., & Zhu, X. (2011). *Evidence-based practice: Teaching fitness with the Science, PE, & Me! Curriculum - A hands-on workshop for PE teachers*. Symposium session presented at the 2011 Southern District AAHPERD Convention, Greensboro, NC.
94. Ennis, C.D., **Chen, S.**, Hong, D. Loflin, J. Pasco, D., Sympas, I., Yli-Piipari, S., & Zhang, T. (2010). *Science, P.E., & Me!*. Workshop presented at the annual meeting of the North Carolina AAHPERD, Winston-Salem, NC, U.S.A.

International/National Scholarly Presentations

95. **Chen, S.** (2019). *CSPAP and school physical education in the USA*. Invited lecture delivered at Hengyang Normal College at Hengyang, Hunan.

96. **Chen, S.** (2019). How to publish in SCI and SSCI journals. Invited lecture delivered at Hunan University of Engineering and Technology (Xiangtan, Hunan).
97. **Chen, S.** (2019). HIIT fitness education: Feasibility of research and practice. Invited presentation delivered at Hunan Polytechnic University (Zhuzhou, Hunan), Wuhan Sport University (Wuhan, Hubei), Wuhan Polytechnic University (Wuhan, Hubei), Jishou University (Jishou, Hunan), and Shandong Sport University (Jinan, Shandong).
98. **Chen, S.** (2018, July). *CSPAP and K-16 Physical Education: Opportunities and Challenges*. 3-hour presentation delivered at Shanghai University of Sport, Shanghai, China.
99. **Chen, S.** (2018, July). *Collegiate Sports, Exercise and Physical Education in the U.S.* Invited presentation delivered at An Hui Normal University, Wuhu, An Hui, China.
100. **Chen, S.** (2018, July). *To Move More but Sit Less: Physical Education as the School Hub for Physical Activity Promotion*. Keynote speech delivered at the ICSPAH conference, Rizhao, Shandong, China.
101. **Chen, S.** (2018, June). *Sports, Exercise, and Physical Education in U.S. Universities and Colleges*. One-Hour lecture delivered at Jiangsu University of Technology, Zhenjiang, Jiangsu, China.
102. **Chen, S.** (2018, June). *Introduction to CrossFit as a Sport, Exercise, and Education*. One-Hour lecture delivered at Huaihua University, Huaihua, Hunan, China.
103. **Chen, S.** (2018, June). *Physical Activity and Exercise in College Students 101*. One-Hour lecture delivered at Northwestern Polytechnical University, Xi'an, Shan'xi, China.
104. **Chen, S.** (2018, June). *The Implementation Science in School-Based Physical Activity Intervention Experiments*. One-Hour lecture delivered at Hunan Normal University, Changsha, Hunan, China.
105. **Chen, S.** (2017, May-June). *Cutting-Edge Research on Youth Physical Activity Promotion in the U.S.* One-Hour lecture delivered at Beijing Normal University (Beijing, China), & Northwestern Normal University (Lanzhou, Gansu, China).
106. **Chen, S.** (2017, May-June). *The dream of gold medal and campus culture: Collegiate sports in the U.S.* One-Hour lecture delivered at Xiang Tan University (Xiangtan, Hunan, China), Hunan University of Engineering (Xiangtan, Hunan, China), Yichun University (Yichun, Jiangxi, China).
107. **Chen, S.** (2017, April). *Transitioning from graduate student to assistant professor*. Themed presentation delivered at the 2017 AERA Annual Meeting Special Interest Group (SIG 93 – Physical Education) “Invisible College” (50 minutes). San Antonio, TX.
108. **Chen, S., & Fang, Q.** (2016, December). *Strategies for youth physical activity promotion in the US: A possible model for physical activity opportunities in Chinese schools*. Keynote presentation delivered at the 2016 Chinese Society of Sports Science Fitness Promotion Conference. Shanghai, China.
109. **Chen, S.** (2016, September). *The first five years as a junior professor*. Invited lecture presented to the Pedagogical Kinesiology Lab at the University of North Carolina. Greensboro, NC.
110. **Chen, S.** (2016, July). *CSPAP: Promoting youth physical activity and fitness promotion*. Invited lecture presented to the “Chinese Sports and Health Scholars” Wechat group.
111. **Chen, S.** (2015, Summer). *Harnessing the energy balance: Science and practice*. 2-hour

invited lecture presented at Shenyang University of Chemical Technology (Shenyang), Beijing Normal University (Shenyang), and Central China Normal University (Wuhan), respectively.

112. **Chen, S.** (2012, June). *An introduction to research methodology in kinesiology*. 3-hour invited lecture presented at Eastern China Normal University, Shanghai, China.
113. **Chen, S.** (2012, June). *Motivation to learn in physical education*. 2-hour invited lecture presented at Eastern China Normal University, Shanghai, China.
114. **Chen, S.** (2012, June). *The structure and practice of physical education in the U.S.* 2-hour invited lecture presented at Shenyang University of Chemical Technology, Shenyang, China.

Invited Regional/Local/Campus Scholarly Presentations

115. Webster, E. K., & **Chen, S.** (2018). *Grant writing*. Seminar presentation delivered at the LSU School of Kinesiology Division of Pedagogy and Psychological Sciences Seminar, Baton Rouge, LA.
116. Matthews, H. T., & **Chen, S.** (2018). *Discovering the nature and impact of the Girls on the Run club in Baton Rouge*. Poster presented at the LSU Discover Day 2018, Baton Rouge, LA.
117. Shepherd, K., **Chen, S.**, & Liu, Y. (2017, April). *How physically fit are middle school students? Status of fitness and group differences*. Research Poster Presented at 2017 ISU Honors Poster Presentation, Ames, IA; funded by the Iowa State Honors Program.
118. **Chen, S.** (2012, February). “*Motivation to learn*” in *K-12 physical education*. 50-min invited lecture presented at the Department of Kinesiology monthly research seminar, ISU, Ames, Iowa.

Other Presentations

119. **Chen, S.** (2019). *Who steers your future?*. Invited lecture delivered at the Phoenix High School at Xiangtan, Hunan.

TEACHING

Courses Taught at LSU

- | | | |
|---------------|---------------------------------------------|-----------------------|
| • 2021 Fall | HNRS3025 Active and Healthy Living | LSU 6 US (3 credit) |
| • 2021 Spring | HNRS4000 Honors College Thesis | LSU 1 US (1 credit) |
| • 2020 Fall | HNRS4000 Honors College Thesis | LSU 1 US (1 credit) |
| • 2020 Fall | KIN7602 Social Ecological Models of PA | LSU 8 GS (3 credits) |
| • 2021 Fall | KIN7502 Curriculum Construction in Pedagogy | LSU 6 GS (3 credits) |
| • 2019 Fall | KIN7502 Curriculum Construction in Pedagogy | LSU 6 GS (3 credits) |
| • 2019 Fall | KIN4516 Curriculum Construction in PE | LSU 5 US (3 credits) |
| • 2022 Spring | KIN9000 Dissertation | LSU 2 GS (12 credits) |
| • 2021 Fall | KIN9000 Dissertation | LSU 1 GS (6 credits) |
| • 2020 Spring | KIN9000 Dissertation | LSU 1 GS (1 credit) |

- 2019 Fall KIN9000 Dissertation LSU 1 GS (6 credits)
- 2019 Spring KIN9000 Dissertation LSU 1 GS (6 credits)
- 2018 Fall KIN9000 Dissertation LSU 1 GS (3 credits)

- 2021 Spring KIN8900 Independent Research LSU 2 GS (2 credits)
- 2020 Fall KIN8900 Independent Research LSU 2 GS (2 credits)
- 2020 Spring KIN8900 Independent Research LSU 2 GS (2 credits)
- 2019 Fall KIN8900 Independent Research LSU 2 GS (4 credits)
- 2019 Spring KIN8900 Independent Research LSU 2 GS (4 credits)
- 2018 Spring KIN4900 Independent Research LSU 1 US (1 credit)
- 2018 Spring KIN8900 Independent Research LSU 1 GS (1 credit)

- 2022 Spring KIN7900 Introduction to Research Methods LSU 13 GS (3 credits)
- 2021 Spring KIN7900 Introduction to Research Methods LSU 11 GS (3 credits)
- 2020 Spring KIN7900 Introduction to Research Methods LSU 9 GS (3 credits)
- 2019 Spring KIN7900 Introduction to Research Methods LSU 18 GS (3 credits)
- 2018 Spring KIN7900 Introduction to Research Methods LSU 19 GS (3 credits)

- 2022 Summer KIN4520 Psychosocial Aspects of Physical Activity LSU 40 US (3 credits)
- 2022 Spring KIN4520 Psychosocial Aspects of Physical Activity LSU 39 US (3 credits)
- 2021 Fall KIN4520 Psychosocial Aspects of Physical Activity LSU 40 US (3 credits)
- 2021 Summer KIN4520 Psychosocial Aspects of Physical Activity LSU 29 US (3 credits)
- 2021 Spring KIN4520 Psychosocial Aspects of Physical Activity LSU 39 US (3 credits)
- 2020 Fall KIN4520 Psychosocial Aspects of Physical Activity LSU 21 US (3 credits)
- 2020 Summer KIN4520 Psychosocial Aspects of Physical Activity LSU 25 US (3 credits)
- 2020 Spring KIN4520 Psychosocial Aspects of Physical Activity LSU 35 US (3 credits)
- 2019 Spring KIN4520 Psychosocial Aspects of Physical Activity LSU 28 US (3 credits)
- 2018 Fall KIN4520 Psychosocial Aspects of Physical Activity LSU 26 US (3 credits)
- 2017 Fall KIN4520 Psychosocial Aspects of Physical Activity LSU 16 US (3 credits)

Courses Taught before LSU

- 2017 Spring HOHOR290 Independent Study ISU 1 US (1 credit)
- 2017 Spring KIN590 Special Topics (Independent Study) ISU 1 GS (2 credit)
- 2016 Summer KIN590 Special Topics (Independent Study) ISU 1 GS (2 credits)
- 2016 Spring KIN590 Special Topics (Independent Study) ISU 1 GS (1 credit)
- 2014 Fall KIN590 Special Topics (Independent Study) ISU 1 GS (1 credits)
- 2014 Summer KIN590 Special Topics (Independent Study) ISU 2 GS (2 credits)
- 2013 Fall KIN590 Special Topics (Independent Study) ISU 1 GS (1 credit)
- 2013 Summer KIN590 Special Topics (Independent Study) ISU 1 GS (1 credit)
- 2012 Spring KIN590 Special Topics (Independent Study) ISU 1 GS (1 credit)
- 2017 Spring KIN471/571 Measurement in Physical Education ISU 3 GS; 21 UGS
- 2016 Spring KIN471/571 Measurement in Physical Education ISU 3 GS; 21 UGS
- 2015 Spring KIN471/571 Measurement in Physical Education ISU 0 GS; 12 UGS

- 2013 Spring KIN471/571 Measurement in Physical Education ISU 2 GS; 16 UGS
- 2012 Spring KIN471/571 Measurement in Physical Education ISU 4 GS; 17 UGS
- 2017 Spring KIN313/590 Secondary Physical Education ISU 1 GS; 21 UGS
- 2016 Spring KIN313/590 Secondary Physical Education ISU 1 GS; 21 UGS
- 2015 Spring KIN313 Secondary Physical Education ISU 12 UGS
- 2014 Spring KIN313 Teaching Physical Education ISU 7 UGS
- 2013 Spring KIN375/590 Teaching Physical Education ISU 1GS; 18 UGS
- 2012 Spring KIN375 Teaching Physical Education ISU 15 UGS
- 2016 Fall KIN475/575 PE Curriculum Design and Organization ISU 2 GS; 12 UGS
- 2015 Fall KIN475/575 PE Curriculum Design and Organization ISU 0 GS; 17 UGS
- 2014 Fall KIN475/575 PE Curriculum Design and Organization ISU 2 GS; 13 UGS
- 2013 Fall KIN475/575 PE Curriculum Design and Organization ISU 1 GS; 7 UGS
- 2012 Fall KIN475/575 PE Curriculum Design and Organization ISU 17 UGS
- 2011 Fall KIN475/575 PE Curriculum Design and Organization ISU 16 UGS
- 2011 Spring KIN155 Instructional Methods I UNCG 25 UGS
- 2008-2011 ESS/KIN130 Weight Training UNCG 20/Term
- 2008-2011 ESS/KIN208 Selected Activities II Core UNCG 50 UGS

Courses Co-Taught before LSU

- 2008-2011 KIN455 Teaching Children and Adolescents Healthful Living, UNCG

Guest Lectures before LSU

- 2014 Fall KIN252 Disciplines and Professions in Kinesiology, ISU, n = 430, 1 lesson
- 2013 Fall KIN252 Disciplines and Professions in Kinesiology, ISU, n = 350, 1 lesson
- 2012 Fall KIN252 Disciplines and Professions in Kinesiology, ISU, n = 360, 1 lesson

Other Teaching Experiences before LSU

- 2009 Supervising student teachers majored in Physical Education

SERVICE/OUTREACH

University Committee Service & Outreach

University Level

- 2019-2022 LSU Faculty Senate Senator (CHSE At-Large)
- 2019-2022 LSU Faculty Senate Library Committee (committee member)
- 2019 LSU ORED reviewer of 2 NIH R01 grant proposals (internal competition)

College Level

- 2019 May LSU CHSE Commencement Faculty Marshall
- 2018 May LSU CHSE Commencement Faculty Marshall
- 2011-2013 ISU CHS International Program Committee
- 2012 ISU Commencement Ceremony Marshall

Departmental Level

- 2017-present SOK Tenured Faculty Committee
- 2021-2022 SOK Search Committee Member (Exercise Physiology)
- 2019-2020 SOK Search Committee Member (Div. Pedagogy/Psychological Science)
- 2016-2018 Outcome Assessment Committee
- 2014 KIN253 Faculty/Students Interactions
- 2014-2016 Graduate Executive Committee
- 2013-2014 Physical Activity and Health Positions Search Committee
- 2012-2013 Exercise and Sport Psychology Position Search Committee
- 2011-2012 Forker Endowed Professor Search Committee
- 2011-2013 Physical Education Teacher Education Committee
- 2011-2013 Undergraduate Curriculum and Standards Committee
- 2011-2012 Kinesiology Lab Night
- 2012 Computer Advisory and Fee Committee

Community-Based Service/Outreach

- 2020-2021 Advisor Advised a Captain Shreve High School student to conduct a research project on athletes' mental health
- 2019 August Referee Louisiana Weightlifting Championships
- 2018 January Referee Caboose Cup Weightlifting (referee)
- 2017 December Loader The 50th Hatch Christmas Meet (loader)
- 2016 Volunteer 79th Annual Iowa Masters Golf Tournament
- 2013 Advisor Advised an 8th grade student of Central Lee Middle School (Iowa) on a research project to attend the Iowa State Science Fair competition
- 2013 Consultant Facilitated Boone MS' *NASPE/ING Run for Something Better School Awards* grant submission

POS Committee for Ph.D Degree Seeking Students

- 2019-2023 Stacy Imagbe (LSU) Committee Chair (major professor)
- 2018-2022 Baofu Wang (LSU) Committee Chair (major professor)
- 2015-2020 Yang Liu (ISU & LSU) Committee Chair (major professor)
- 2017-2020 Kelly Simonton (LSU) Committee Member
- 2017-2018 Nan Zeng (UMN) Committee Member
- 2013-2016 Youngwon Kim (ISU) Committee Member
- 2013-2016 Yang Bai (ISU) Committee Member

POS Committee for Master's Degree Seeking Students

- 2021-2022 Esmeralda Gonzalez (LSU) Committee Chair (Advisor)
- 2021-2023 Elizabeth Bankhead (LSU) Committee Member
- 2019-2022 Caitlin Waters (LSU) Committee Member
- 2019-2022 Thayne Bukowski (LSU) Committee Member
- 2018-2020 Wenting Zhang (LSU) Committee Member
- 2018-2020 Neil Murren (LSU) Committee Chair (major professor)

- 2016-2017 Stephen Reed (ISU) Committee Chair (major professor)
- 2016-2017 Jessica Velthoff (ISU) Committee Chair (major professor)
- 2014-2017 Rachel Lukowski (ISU) Committee Chair (major professor)
- 2014-2015 Yoonho Nam (ISU) Committee Chair (major professor)
- 2012-2014 Nathan Fleming (ISU) Committee Chair (major professor)
- 2015-2016 Andrew Callaghan (ISU) Committee Member
- 2013-2015 Bradley Peters (ISU) Committee Member
- 2013-2015 Hannah Gibbs (ISU) Committee Member
- 2012-2013 Miriam Skrade (ISU) Committee Member
- 2011-2012 Yang Bai (ISU) Committee Member

ISU Undergraduate Student(s) Mentorship

- 2021-2021 Makayla Barber (LSU) Honors College Thesis (Member)
- 2020-2021 Karli Sassone (LSU) Honors College Thesis (Director)
- 2018-2018 Haley Matthews (LSU) Independent Study
- 2016-2017 Katie Shepherd (ISU) Independent Study
- 2013-2014 Cody Fountain (ISU) Mentor of a McNair Program Fellow

Professional Service & Outreach Outside of ISU

Professional Services

- 2021 Reviewer SHAPE RC conference abstract reviewer
- 2021 Discussant AERA SIG93 Conference Paper Session
- 2020 Reviewer SHAPE RC conference abstract reviewer
- 2019 Review Panel Co-Chair ICSPAH conference research program
- 2019 Review Panel Chair SHAPE Research Council
- 2018 Committee member AERA PE SIG Paper Award Committee
- 2018 External Evaluator Evaluated a dissertation (N. Illinois U)
- 2017 Scientific Reviewer NIH R01 Review Panel (4 proposals)
- 2015 Committee member AERA PE SIG Paper Award Committee
- 2015-2017 Secretary ICSPAH Executive Council
- 2014-2015 Member at Large ICSPAH Executive Committee
- 2010-2011 Doctoral Student Rep AAHPERD RC Executive Board

Professional Organization Affiliation

- 2007-present Member American Educational Research Association
- 2008-present Member Society of Health and Physical Educators
- 2013-present Member American College of Sports Medicine (ACSM)
- 2013-present Member ACSM - Midwest Chapter
- 2012-present Member Intl. Chinese Society of Physical Activities and Health
- 2019-present Member LAHPERD
- 2010-2011 Member North Carolina AHPERD
- 2011-present Member Iowa AHPERD

- 2016-present Member United States of America Weightlifting (USAW)
- 2013-2014 Member The Obesity Society

Professional Training Received

- 2022-2022 LSU Summer 2022 Service-Learning Faculty Scholar Training
- 2014-2014 ISU CELT Team-Based Learning Workshop
- 2013-2013 ISU New Faculty Scholars Training
- 2011-2014 ISU CHS New Faculty Circle Training
- 2011-2014 ISU VP for Research and Economic Development Training

Ad Hoc Review Service to Journals, Books, and Conferences

Journal reviewer:

- Research Quarterly for Exercise and Sport
- Journal of Teaching in Physical Education
- European Physical Education Review
- Measurement in Physical Education and Exercise Science
- Journal of Physical Activity and Health
- Journal of Sport and Health Sciences
- Journal of Science and Medicine in Sport
- Quest
- International Journal of Sport and Exercise Psychology
- Journal of Physical Education, Recreation, and Dance
- Journal of Sport Medicine and Physical Fitness
- Journal of Health Communication
- Health Education and Behavior
- Quality of Life Research

Books/Book Chapter Reviewer

- Peer-reviewed a book proposal titled “Habit-based behavior change support systems (HBCSS): Theories, methods, and data analytics approach” (Elsevier INC). 2020.
- Peer-reviewed a book proposal titled “Exercise Made Easy in A Digital World” (Routledge). 2016.
- Peer-reviewed chapters 2, 7, & 16 of the edited book: T.G. Reeve & L. Dornier (Eds), *Introduction to physical education, exercise science, and recreation*. Beijing, China: Educational Science Press. 2014.

Conference abstract reviewer:

- Society of Health and Physical Educators (Former AAHPERD)
- American Educational Research Association (PE SIG, Division C. 2a, Mot Ed SIG)
- International Chinese Society of Physical Activities and Health

Other Credentials or Experiences

- 2022 CCELL Service-Learning Summer Workshop (5 weeks training; 1.5hrs per week)
- USAW (USA Weightlifting) Certified Advanced Sports Performance Coach
- USAW Certified Local Referee