Qi Zhou

qtnvqz3@ucl.ac.uk

EDUCATION

University College London 09/2020 – 2026

PhD in Educational Technology

Thesis Title: *Investigating Nonverbal Aspects of Face-to-face Collaborative Learning in Higher Education Using Multimodal Learning Analytics*

Main Focus: Learning Analytics, Collaborative Learning, Artificial Intelligence in Education

University College London 09/2018 – 09/2019

MA Education and Technology

Core Modules: Research Digital Research, Key Issues and Debate in Education and Technology, Digital Design Thinking and Making, Artificial Intelligence and Data Analytics in Education

Beijing Normal University 09/2013 – 07/2017

BSc Educational Technology

Core Modules: Psychology of Learning and Teaching, Educational Measurement and Evaluation, Research Method in Education, Instructional Media Design, Instructional Design

WORKING EXPERIENCE

IOE, UCL **London, UK**

Research Fellow in Center for Time Use Research 09/2020 - now

- Harmonising and quality-assured multinational time-use survey datasets for the Multinational Time Use Study (MTUS).
- Coordinated international microdata acquisition and collaboration with national statistical offices and research partners.
- Contributing to the design and delivery of training workshops on time-use data and MTUS resources.
- Conducting research on formal and informal learning activities using time-use datasets.

IOE, UCL **London, UK**

Post doctoral Research Fellow in EU Horizon Project TAICo 02/2025 – now

- Leading the development of an ethical teacher-facing AI taxonomy.
- Leading co-design sessions with over hundreds of Edtech sectors to explore the design, development, and deployment features of teacher-facing AI to foster teacher-AI complementarity.
- Conducting systematic literature review to understand the current landscape of teacher-facing AI used in teaching practice.
- Contribute to the development of evidence-based guidelines promoting productive and ethical AI adoption aligned with European Skills Agenda priorities.
- Leading and coordinating the writing of project deliverables.

Publications **Google Citation:** 300+**, H-index:** 10

Journal Papers

Zhou, Q., Suraworachet, W., & Cukurova, M. (2024). Detecting non-verbal speech and gaze behaviours with multimodal data and computer vision to interpret effective collaborative learning interactions. Education and Information Technologies, 29(1), 1071-1098.

Suraworachet, W., **Zhou, Q**., & Cukurova, M. (2023). Impact of combining human and analytics feedback on students' engagement with, and performance in, reflective writing tasks. International Journal of Educational Technology in Higher Education, 20(1), 1-24.

Uzun, Y., Suraworachet, W., **Zhou, Q**., Gauthier, A., & Cukurova, M. (2025). Engagement with analytics feedback and its relationship to self-regulated learning competence and course performance. International Journal of Educational Technology in Higher Education, 22(1), 17.

Conference Papers

Zhou, Q., Suraworachet, W., Pozdniakov, S., Martinez-Maldonado, R., Bartindale, T., Chen, P., ... & Cukurova, M. (2021). Investigating students' experiences with collaboration analytics for remote group meetings. In Artificial Intelligence in Education: 22nd International Conference, AIED 2021, Utrecht, The Netherlands, June 14–18, 2021, Proceedings, Part I 22 (pp. 472-485). Springer International Publishing.

Cukurova, M., **Zhou, Q**., Spikol, D., & Landolfi, L. (2020, March). Modelling collaborative problem-solving competence with transparent learning analytics: is video data enough?. In Proceedings of the tenth international conference on learning analytics & knowledge (pp. 270-275).

Zhou, Q., Suraworachet, W., Celiktutan, O., & Cukurova, M. (2022, July). What does shared understanding in students' face-to-face collaborative learning gaze behaviours "Look Like"?. In International Conference on Artificial Intelligence in Education (pp. 588-593). Cham: Springer International Publishing.

Zhou, Q., Suraworachet, W., & Cukurova, M. (2024, March). Harnessing Transparent Learning Analytics for Individualized Support through Auto-detection of Engagement in Face-to-Face Collaborative Learning. In Proceedings of the 14th Learning Analytics and Knowledge Conference (pp. 392-403).

Zhou, Q., Suraworachet, W., & Cukurova, M. (2021, June). Different modality, different design, different results: exploring self-regulated learner clusters' engagement behaviours at individual, group and cohort activities. In CEUR Workshop Proceedings (Vol. 2902, pp. 28-40). CEUR.

Zhou, Q., Bhattacharya, A., Suraworachet, W., Nagahara, H., & Cukurova, M. (2023, August). Automated Detection of Students' Gaze Interactions in Collaborative Learning Videos: A Novel Approach. In European Conference on Technology Enhanced Learning (pp. 504-517). Cham: Springer Nature Switzerland.

Academic Service

Journal Review

Computers & Education (SSCI, Q1)
British Journal of Educational Technology (SSCI, Q1)
International Journal of Child-Computer Interaction (SSCI, Q1)
International Journal of Computer-Supported Collaborative Learning (SSCI, Q1)

International Conference

European Conference on Technology Enhanced Learning	Track Chair
Annual ACM Conference on Learning at Scale (L@S)	PC member
International Conference on Artificial Intelligence in Education	Reviewer

Awards and Honor

UCL Education Awards Nomination (as a member of MA EdTech Team)	05/2024
AWS Doctoral Scholarship in Digital Innovation from UCL CDI	09/2022
Best Research Paper Nominated in EC-TEL 2023	07/2023
Best Short Paper Nominated in LAK10	03/2020

Certificates

Alan Turing Institute Data Science and AI Educator Certification
Microsoft Certified Educator
Senior Middle School Information Technology Teacher Qualification Certificated in China

Skills

Quantitative Methods:

- Survey & psychometrics: PCA, EFA, SEM
- Regression & prediction: Linear, Logistic, Multiple, Support vector regression (SVR)
- Inferential statistics: t-tests, ANOVA/ANCOVA, MANCOVA
- Temporal & sequential analysis: Time-series, Process mining, Sequence/pattern mining
- Computational methods: Machine learning, Naive Bayes classification, and NLP.

Qualitative Methods:
Interviews, Focus groups, Thematic analysis, Participatory/co-design, Diary studies.
Pedagogical Skills (In Both Higher Education and K12 Education):
Learning design, Assessment design, Facilitation of tutorials & workshops, Online learning environment management.
Programming Language: Python, C++, Java.
Data Analysis Techniques: SPSS, R, and MySQL.
Media Editing: Web design, Photo editing, Video editing.
Language: Chinese, English.