

Proposal

I am an associate professor at Nanjing University in the School of Social and Behavioral Sciences, and I am currently working as a scholar-in-residence in the Institute for Advanced Studies in Humanities and Social Sciences at Nanjing University. My research interests concentrate on psychology. I am especially interested in investigating how time influences adolescents' academic-related outcomes. Over the past decade, researchers have become interested in studying students' academic-related emotions. Some researchers have suggested that emotions in educational settings are very important because they are significantly related to students' cognitions such as activation of cognitive resources, academic motivation, and the pursuit of their career in future. Over the past six years, I have investigated the trajectories of Chinese adolescents' academic-related emotions such as academic-related anxiety and academic-related boredom. The findings of these studies showed how time influences adolescents' academic-related emotions.

Furthermore, adolescents are usually faced with mild stressors in their everyday lives and stressors from interpersonal relationships form the majority of their everyday stressors. Students' poor academic performance, school and leisure conflict, and school attendance are suggested to be some of the causes of their stressful experience as well. Moreover, some other stressors during adolescence may possibly stem from home life, concerns about future, financial pressure, emerging adult responsibility and romantic relationships. Among the stressors, some are caused by time. In previous research, stress was widely linked to several facets of psychological

functioning of human beings. A few studies have found that stress was a trigger of emotions. During the past six years, I have collected a longitudinal data in China. Using the data, I have examined the dynamic relationship between students' stress and their academic-related emotions over time. Recently, advance in biological techniques has offered me a good opportunity to study the effects of gene on adolescents' development. In the past three years, I have examined the moderating effects of some gene polymorphism such as MAOA gene polymorphism and 5-HTTLPR gene polymorphism on the dynamic relationship between stress and academic-related emotions. Some papers about these topics have been published in some international journals. I have also received some national research funding to support my current research.

I am very interested in the UBIAS Intercontinental Academia program, for the topic of the program "Time" is closely related to my current research which investigates how time contributes to adolescents' academic-related emotions. The intercontinental academia will provide me an excellent opportunity to discuss with famous experts from both social sciences and biology about how time influences adolescents' academic-related emotions. I also would like to contribute to the intercontinental academia by sharing my current findings in China to other researchers. Moreover, the intercontinental academia will bring experts and researchers from different cultures and disciplines together. The intercontinental academia will give me an excellent opportunity to learn a lot of new ideas and knowledge from experts in other disciplines. I believe the different points of view will

significantly improve my current research and establish some possible cooperation. In addition, I am also interested in exploring the culture differences in the trajectories of students' academic-related emotions. The participants of intercontinental academia come from all over the world. Hence, it is a good chance to discuss the cultural difference of the development of academic-related emotions with experts and researchers from other cultures as well.