



Jingjing Lin

Independent researcher | Entrepreneur

Contact

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Profile

I am passionate about technologies and their application in education. I have been engaged with educational technologies in both academic environment and entrepreneurship activities.



Employment History

Project director & Cofounder | Aha Education Sagl | Lugano, Switzerland
2017 – Present

Project manager | Università della Svizzera italiana | Lugano, Switzerland
2015 – 2017

Founder & Director | Gangie International Limited Company | Hong Kong
2014

Senior research assistant | Hong Kong Baptist University | Hong Kong
2013 – 2014

Technical assistant | Open University of Hong Kong | Hong Kong
2012 – 2013

Research assistant | University of Hong Kong | Hong Kong
2012

Project intern | Applied Science Technology Research Institute | Hong Kong
2011



Education

PhD in communication sciences (specialized in MOOCs) | Università della Svizzera italiana | Lugano, Switzerland
2015 – 2018

Master of Science in IT in Education | University of Hong Kong | Hong Kong
2009 – 2010

Bachelor of Science in Public Utilities Administration | Harbin Engineering University | Harbin, China
2005 – 2009



Publications

Lin, J. (2018). Exploring the experiences of instructors teaching massive open online courses in tourism and hospitality (Doctoral dissertation, Università della Svizzera italiana).

Lin, J., & Cantoni, L. (2018). Decision, implementation, and confirmation: experiences of instructors behind tourism and hospitality MOOCs. *The International Review of Research in Open and Distributed Learning*, 19(1).

Skills

Academic research and publication

Moodle development

Time management

Qualitative research

Course design and management

Project management

Website development

Languages

Chinese

English

Cantonese

Italian

IT Skills

Camtasia 9

Moodle

Wordpress

Documentation

Google analytics

Microsoft Office Suit

Wireframe

Graphic design

User experience design

Photoshop CS

Lin, J., Cantoni, L., & Murphy, J. (2018). MOOCs in tourism and hospitality: a review. *Journal of Teaching in Travel & Tourism*, 1-19.

Lin, J., & Cantoni, L. (2017). Assessing the Performance of a Tourism MOOC Using the Kirkpatrick Model: A Supplier's Point of View. In: Schegg R., Stangl B. (Eds.) *Information and Communication Technologies in Tourism 2017* (pp. 129–142). Springer, Cham. DOI 10.1007/978-3-319-51168-9_10.

Lin, J., Cantoni, L., & Kalbaska, N. (2016). How to Develop and Evaluate an eTourism MOOC: An Experience in Progress. *e-Review of Tourism Research (eRTR)*, 7:1-5.

Ng, M., & Lin, J. (2016). Testing for mediation effects under non-normality and heteroscedasticity: a comparison of classic and modern methods. *International Journal of Quantitative Research in Education*, 3(1-2), 24-40.

Lin, J., Kalbaska, N., Tardini, S., Decarli Frick, E., & Cantoni, L. (2015). A Journey to Select the Most Suitable MOOCs Platform: The Case of a Swiss University. In S. Carliner, C. Fulford & N. Ostashewski (Eds.), *Proceedings of EdMedia 2015-World Conference on Educational Media and Technology* (pp. 273-283). Montreal, Quebec, Canada: Association for the Advancement of Computing in Education (AACE).



Project Experiences

eTourism: Communication Perspectives MOOC

[Università della Svizzera italiana | Lugano, Switzerland](#)

Mobile Learning

[Center for Cyber Learning, HKUSPACE | Hong Kong](#)

Linguistic minority students go to college: Access, persistence, and success (2013–2014)

[Department of Education Studies, Hong Kong Baptist University | Hong Kong](#)

Effectiveness of blended learning in pilot business courses

[University Research Center, Open University of Hong Kong | Hong Kong](#)

Learning Management System

[Department of Mobile Multimedia Communications Technology, Hong Kong Applied Science and Technology Research Institute Company Limited \(ASTRI\) | Hong Kong](#)

Regression Analysis in Educational Research

Learning 2.0 - Based Infrastructure for Supporting Liberal Studies

Scaffolding collaborative problem solving with cognitive tools (OASIS)

Effects of video triggers on Problem-Based Learning (PBL) process

[Faculty of Education, University of Hong Kong | Hong Kong](#)