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Assistant Professor, High-Incidence Special Education
Program Coordinator, Gifted Education
Department of Advanced Education Programs
College of Education
Fort Hays State University
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EDUCATION AND CERTIFICATION

- Ph.D.** University of Kansas, Department of Special Education.
2021 Specialization: Instructional Design, Technology, & Innovation
(Doctoral Dissertation: *Online Professional Development for K-12 Educators: Insights for the Future*)
- M.Ed.** Kongju National University, Department of Special Education.
2015 (Master's Thesis: *The Structure Analysis on Behavior Intention of Instructional Technology of Special Education Teachers*)
- B.A.** Kongju National University, Department of Special Education.
2013 (Secondary, Mathematics)
- Teaching Certification** Secondary Special Education (Mathematics), South Korea.
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UNIVERSITY TEACHING

Fort Hays State University

- SPED 810: Technology in Special Education (Summer 2021, Fall 2021, Summer 2022)
- SPED 867: Collaboration and Consultation in High Incidence Special Education (Summer 2021)
- SPED 822: Strategies in High Incidence Special Education/Practicum (Fall 2021, Fall 2022)
- SPED 860: Transition in Special Education: Early Childhood to Adulthood (Spring 2022, Fall 2022)
- SPED 805: Assessment and Lab in Special Education (Summer 2022)

University of Kansas

- SPED 507: Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom, Teaching Assistant (Fall 2018), Co-Instructor (Fall 2019, Fall 2020)
- SPED 854: Family and Interprofessional Collaboration in Special Education, Teaching Assistant (Spring 2019, Summer 2019, Fall 2019)
- NAC019-142: University of Kansas-Central China Normal University Future Educators,

September 2022

Universal Design for Learning, Guest Lecturer (Fall 2019)

- SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior, Social & Emotional Need, Teaching Assistant (Fall 2018)

Kongju National University

- Introduction to Special Education, Adjunct Instructor (Spring 2016, Fall 2016, Spring 2017)

PROFESSIONAL EXPERIENCE

- 2022-present **Investigator**, “Development of Guidelines for 2022 Special Education Textbooks” (Ordering Organization: Ministry of Education), South Korea.
- 2021 **Investigator**, “Building a Support System for Caregivers for People with Disabilities” (Ordering Organization: Ministry of Education), South Korea.
- 2020-2021 **Graduate Research Assistant**, “Project *DataWall*: A Decision Support System for MTSS (R324A190054),” IES Technology for Special Education.
- 2020 **Investigator**, “International Comparative Study of Special Education Statistics” (Ordering Organization: Ministry of Education), South Korea.
- 2019 **Investigator**, “International Comparison of Special Education Curriculum” (Ordering Organization: Ministry of Education), South Korea.
- 2017-2018 **Graduate Research Assistant**, Department of Special Education, School of Education, University of Kansas, Lawrence, KS.
- 2017 **Investigator**, “2017 Special Education Survey: International Trend of Lifelong Education for Individuals With Disabilities” (Ordering Organization: Ministry of Education), South Korea.
- 2017 **Investigator**, “Development of Career and Vocational Education for Students With Severe/Multiple Disabilities” (Ordering Organization: Ministry of Education), South Korea.
- 2013-2017 **Researcher**, “Training of Inclusive Education Consultant for Students With Disabilities (BK21+)” (Ordering Organization: National Research Foundation of Korea), South Korea.
- 2016-2017 **Graduate Research Assistant**, “Educational Cooperation on Training Teachers to Improve Competencies for Special Education and Inclusive Education in Cambodia” (Ordering Organization: Ministry of Education), South Korea.
- 2016 **Graduate Research Assistant**, “Office Assistant Job Curriculum for Students With Developmental Disabilities” (Ordering Organization: Chungcheongnamdo Office of Education), South Korea.
- 2016- 2017 **Graduate Research Assistant**, “Development of Government-made Textbook for Curriculum of Special Education (Subject Area: Utilizing Leisure)” (Ordering Organization: Ministry of Education), South Korea.
- 2015-2016 **Special Education Teacher**, Daejeon Dunwon High School, Daejeon, South Korea.

- 2015 **Graduate Research Assistant**, “Amendment of the Curriculum of Special Education (Subject: Utilizing Leisure)” (Ordering Organization: Ministry of Education), South Korea.
- 2014-2015 **Special Education Teacher**, Dodam Center for Development Support of Children, Gongju, South Korea.
- 2014-2015 **Graduate Research Assistant**, “Development and Management of Parent Education Program for Preliminary Special Education Teacher” (Ordering Organization: National Research Foundation of Korea), South Korea.
- 2013 **Graduate Research Assistant**, “Policy Research of Plan for Supporting Therapy Services for Students With Disabilities” (Ordering organization: Daejeon Metropolitan Office of Education), South Korea.
- 2013-2015 **Administrative Assistant**, The Korean Council of Physical, Multiple, & Health Disabilities, South Korea.
- 2013-2014 **Graduate Research Assistant**, Department of Special Education, College of Education, Kongju National University, Gongju, South Korea.

PUBLICATION

Peer-Reviewed Journal Article (English)

1. Zhang, L., Carter, R. A., Basham, J. D., & **Yang, S.** (2022). Integrating instructional designs of personalized learning through the lens of universal design for learning. *Journal of Computer Assisted Learning*, 1-18. <https://doi.org/10.1111/jcal.12725>
2. Zhang, L., Carter, R. A., Qian, X., **Yang, S.**, Rujimora, J., & Wen, S. (2022). Academia's responses to crisis: A bibliometric analysis of literature on online learning in higher education during COVID-19. *British Journal of Educational Technology*, 53(3), 620-646. <https://doi.org/10.1111/bjet.13191>

(Started Position at Fort Hays State University)

3. Zhang, L., Jackson, H. A., Hunt, T. L., Carter, R. A., Jr., **Yang, S.**, & Emerling, C. E. (2021). Maximizing learning management systems to support mathematical problem solving in online learning. *Teaching Exceptional Children*. <https://doi.org/10.1177/0040059921996730>
4. Zhang, L., Jackson, H. A., **Yang, S.**, & Hunt, C., & Basham, J. D. (2021). Codesigning learning environments guided by the framework of Universal Design for Learning: A case study. *Learning Environments Research*. <https://doi.org/10.1007/s10984-021-09364-z>
5. Zhang, L., Zhang, J., Carter, R. A., Jr., Emerling, C. E., Hunt, T. L., & **Yang, S.** (2021). Teacher perceptions of effective professional development: Insights for design. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2021.1879236>
6. **Yang, S.**, Carter, R. A., Jr., Zhang, L., Emerling, C. E., & Hunt, T. L. (2021). A path forward: Professional development as a means to support personalized learning. *Journal of Education for Teaching*, 47(2), 296-299. <https://doi.org/10.1080/02607476.2021.1885286>
7. **Yang, S.**, Carter, R. A. Jr., Zhang, L., & Hunt, L. T. (2021). Emanant themes of blended learning in K-12 educational environments: Lessons from the Every Student Succeeds Act. *Computers &*

- Education*, 163, 104116. <https://doi.org/10.1016/j.compedu.2020.104116>
8. Carter, R. A., Jr., Rice, M., **Yang, S.**, & Jackson, H. (2020). Self-regulated learning in online learning environments: Strategies for home-based learning. *Information and Learning Science*. <https://doi.org/10.1108/ILS-04-2020-0114>
 9. Emerling, C. E., **Yang, S.**, Carter, R. A., Jr., Zhang, L., & Hunt, T. L. (2020). Using Amazon Alexa as an instructional tool during remote teaching. *Teaching Exceptional Children*, 53(2), 164-167. <https://doi.org/10.1177/0040059920964719>
 10. Hunt, L. T., Carter, R. A. Jr., **Yang, S.**, & Zhang, L. (2020). Navigating the use of microcredentials. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643420933568>
 11. Zhang, L., Basham, J. D., & **Yang, S.** (2020). Understanding the implementation of personalized learning: A research synthesis. *Educational Research Review*. 31. <https://doi.org/10.1016/j.edurev.2020.100339>
 12. Zhang, L., **Yang, S.**, & Carter, A. R. Jr. (2020). Personalized learning and ESSA: What we know and where we go. *Journal of Research on Technology in Education*, 52(3), 253-274. <https://doi.org/10.1080/15391523.2020.1728448>
 13. Hunt, L. T., Carter, R. A. Jr., Zhang, L. & **Yang, S.** (2019), Micro-credentials: the potential of personalized professional development. *Development and Learning in Organizations*, 34(2), 33-35. <https://doi.org/10.1108/DLO-09-2019-0215>

Peer-Reviewed Journal Article (Korean)

14. Yoon, A., Lee, M., Han, M., Ra, I., & **Yang, S.** (2022). A review on current status and needs of support for guardians of people with disabilities. *Journal of Special Education and Rehabilitation*, 27(1), 75-100.
15. Han, M., Son, J., & **Yang, S.** (2022). A structure model on burnout of early childhood special education teachers/child care teachers for children with special needs based on the compassion satisfaction-compassion fatigue (CS-CF) model. *Journal of Special Education & Rehabilitation Science*, 61(2), 17-47.
16. Han, M., Lee, M., **Yang, S.**, Ra, I., & Yoon, A. (2022). An exploratory study to develop a support system for caregivers of the people with disabilities: Applying Delphi method. *Journal of Special Education & Rehabilitation Science*, 61(1), 103-148.
17. Jo, Y., Lee, M., & **Yang, S.** (2022). Perception comparison of special teachers and industry employees on the importance of basic vocational skills required for manufacturing industry field training of students with developmental disabilities. *Journal of Educational Community Research and Practice*, 4(1), 125- 148.
18. Lee, M., **Yang, S.**, Cho, S., Kang, O., Han, S., Lee, K., & Kim, B. (2021). Comparative analysis on educational statistics of special education: Focusing on South Korea, USA, Japan, Germany, and Australia. *Korean Journal of Teacher Education*, 37(4), 441-464.
19. Lee, M., & **Yang, S.** (2019). Improvements of career and vocational education for students with severe and multiple disabilities: Focusing on parents' perceptions and support needs. *Korean Journal of Physical, Multiple, & Health Disabilities*, 62(3), 31-53.
20. Kim, K., **Yang, S.**, & Lee, M. (2018). The concept and characteristics of career and vocational

- education for students with severe and multiple disabilities. *Journal of Intellectual Disabilities*, 20(1), 119-144.
21. Seo, N., **Yang, S.**, & Lee, M. (2018). An overseas literature review on full inclusion of students with physical disabilities. *Journal of Rehabilitation Psychology*, 25(3), 543-555.
 22. **Yang, S.**, & Lee, M. (2016). Awareness of parents on leisure of students with developmental disabilities. *Korean Journal of Special Education*, 51(2), 161-186.
 23. **Yang, S.**, & Lee, M. (2016). Literature review on parent involvement of parents of children with disabilities. *Journal of Parent Education*, 8(2), 71-90.
 24. Lee, M., & **Yang, S.** (2015). An analysis of attitudes of students in the college of education regarding social relationships with people with disabilities. *Teacher Education Research*, 54(1), 1-16.
 25. Lee, M., & **Yang, S.** (2015). Parents' perception on a parent involvement of parents in special schools. *Journal of Intellectual Disabilities*, 17(2), 349-369.
 26. Lee, M., & **Yang, S.** (2015). Perception of elementary inclusive classroom teachers on involvement of parents with children with disabilities. *The Journal of Special Children Education*, 17(1), 169-191.
 27. **Yang, S.**, & Lee, M. (2015). The structure analysis on behavior intention of instructional technology of special education teachers. *Korean Journal of Special Education*, 49(4), 91-114.
 28. Lee, M., Kim, K., **Yang, S.**, & Noh, J. (2014). Perception of special school teachers on parent involvement of parents with students with disabilities. *The Journal of the Korean Association on developmental Disabilities*, 18(2), 1-25.
 29. **Yang, S.**, & Lee, M. (2014). Research trends of instructional technology for students with disabilities. *The Journal of Special Children Education*, 16(1), 233-253.
 30. Jeon, B., Lim, H., Kim, Y., & **Yang, S.** (2013). A research review of AAC partner training program for individuals with disabilities. *AAC Research & Practice*, 1(1), 25-54.

Book Chapter

31. Basham, J. D., Han, K., Zhang, L., & **Yang, S.** (2020). Considering the fourth industrial revolution in the preparation of learners with and without disabilities. In M., Yuen, W., Beamish, & V.S., Solberg (Eds.), *Career Development and Transitions for Students with Special Educational Needs*. Springer.

Non-Refereed Publication

32. Ministry of Education, South Korea. (2021). Building a support system for caregivers for people with disabilities. Ministry of Education, South Korea.
http://www.nise.go.kr/ebook/site/20220225_100840/
33. SWIFT Education Center. (2020). Talking circles, research to practice brief.
<https://swiftschools.org/shelf>
34. Ministry of Education, South Korea. (2020). *International comparative study of special education statistics*. Ministry of Education, South Korea.
http://www.nise.go.kr/ebook/site/20201223_173255/
35. Ministry of Education, South Korea. (2019). *International comparison of special education*

curriculum. Ministry of Education, South Korea.

http://www.nise.go.kr/ebook/site/20200207_151522/

36. Ministry of Education, South Korea. (2019). *International comparison of special education curriculum: International cases*. Ministry of Education, South Korea.

http://www.nise.go.kr/ebook/site/20200207_163928/

37. Ministry of Education, South Korea. (2017). *2017 special education survey: International trend of lifelong education for individuals with disabilities*. Ministry of Education, South Korea.

PRESENTATION

National/International

1. **Yang, S., & Lim, S.** (2022, Jan). Identifying linguistic inequality in the digital divide: Group differences in linguistically diverse students' perception of ICT and ICT self-efficacy. Poster session at CEC 2022 Convention and Expo. Orland, FL.
2. Carter, R., Emerling, C., Hunt, T., **Yang, S.**, Zhang, L. (2022, Jan). Edcoded: findings from a standards-based library to inform collaboration amongst stakeholders. Poster session at CEC 2022 Convention and Expo. Orland, FL.

(Started Position at Fort Hays State University)

3. Zhang, L., Basham, J. D. & **Yang, S.** (2020, accepted) Personalizing Learning Through the Lenses of Complex Dynamic Systems Theory and Universal Design for Learning. 2020 AERA Annual Meeting.
4. Zhang, L., Carter, R. A., Jr., & **Yang, S.** (2020, accepted) Personalized Learning and ESSA: What We Know and Where We Go. 2020 AERA Annual Meeting.
5. **Yang, S.**, & Lee, M. (2020, accepted). A relationship between affect and self-efficacy in science education of high school students. 2020 UDL-IRN International Summit.
6. Kim, Y., Lee, M., & **Yang, S.** (2020, accepted). Class management of artwork appreciation utilizing virtual reality and augmented reality contents in a special class of middle school. 2020 UDL-IRN International Summit.
7. Jackson, H., **Yang, S.**, & Zhang, L. (2020, accepted). Codesign learning environments within the UDL Framework: A case study. 2020 UDL-IRN International Summit.
8. **Yang, S.**, & Min, K. (2019, Oct). What increases children's executive function? Poster session presented at 2019 Division for Early Childhood's 35th Annual International Conference on Young Children with Special Needs and Their Families. Dallas, TX.
9. **Yang, S.** (2019, April). What increases students' executive function? Focusing on experimental studies in South Korea. Poster session presented at 2019 UDL-IRN International Summit. Orlando, FL.
10. **Yang, S.**, & Basham, J. D. (2018, April). Exploring the relationship between universal design for learning and design-based research. Poster session presented at 2018 UDL-IRN International Summit. Orlando, FL.

11. Lee, M., & **Yang, S.** (2017, April). The voluntary experiences of Korean university freshmen majoring in special education in a special school. Poster session presented at CEC 2017 Convention and Expo. Boston, MA.
12. **Yang, S.**, & Lee, M., (2017, Jan). Research trends analysis on sexuality of individuals with developmental disabilities. Poster session presented at 2017 Kongju National University BK21+ International Conference 'Current Status and Perspectives of Inclusive Education Supports in East Asia.' Gongju, South Korea.
13. **Yang, S.**, & Lee, M. (2016, September). Literature review on parent involvement of parents of children with disabilities. Poster session presented at the 54th Conference of the Japanese Association of Special Education. Niigata, Japan.
14. **Yang, S.**, & Lee, M., (2016, August). Perception of parents and status on leisure of students with developmental disabilities. Poster session presented at Multidisciplinary Academic Conference on Education, Teaching and E-learning (MAC-ETeL 2016). Prague, Czech Republic.
15. **Yang, S.**, & Lee, M., (2015, August). Analysis on behavior intention model of instructional technology of special education teachers. Poster session presented at Multidisciplinary Academic Conference on Education, Teaching and E-learning (MAC-ETeL 2015). Prague, Czech Republic.
16. Lee, M., & **Yang, S.** (2015, January). Parents' perception on a parent involvement of parents in special schools. Poster session presented at The Korean Council of Physical, Multiple, & Health Disabilities 2015 International Conference, Asan, South Korea.
17. Lee, M., & **Yang, S.** (2014, August). The perception of elementary inclusive classroom teachers on parent involvement of children with disabilities. Poster session presented at 2014 International Symposium on assistive technology, Goyang, South Korea.
18. Lee, M., & **Yang, S.** (2014, August). The attitude regarding social relationships with people with disabilities of the students in college of education. Poster session presented at 2014 International Symposium on assistive technology, Goyang, South Korea.
19. **Yang, S.**, & Lee, M. (2014, March). Literature review on special education technology for students with disabilities. Poster session presented at the 3rd International Conference of 'Culture, Biography, & Lifelong Learning' (2014 ICCLB), Busan, South Korea.
20. **Yang, S.**, & Lee, M. (2014, January). Research trends on instructional technology for students with disabilities. Poster session presented at the Hawaii International Conference on Education 12th Annual Conference, Hawaii, US.

Regional/Local

21. Andersen, G., & **Yang, S.** (2022, April). Brief and preliminary results of the COE DEI climate survey. Presentation at FHSU COE DEI Virtual Mini Conference. Virtual.
22. **Yang, S.** (2018, Feb). Exploring the relationship between universal design for learning and design-based research. Poster session presented at 2018 ISJ Research Conference. Lawrence, KS.

Invited Presentation

23. **Yang, S.** (2022, July). Every Student Succeeds Act (ESSA, 2015) and its implications to special education in South Korea. Presentation at 2022 The Korean Association for Children With Special Needs Summer Conference. Virtual.

24. **Yang, S., & Lee, M.** (2019, July). A brief overview of special education curriculum in the U.S. Presented at the 11th Special Education Research Conference (Japan, Taiwan, South Korea, and the United States). Sapporo, Japan.

SERVICE

Peer-Reviewed Journal Reviewer

- *Computer & Education*
- *Computer & Education: Artificial Intelligence*
- *Journal of Educational Change*

State/Local

- **Classroom Volunteer**
Project Eagle, University of Kansas Medical Center, Kansas City, KS. (2019-2020)
- **UDL Instructional Coach**
Sunflower Elementary School (USD 497), Lawrence, KS. (2018-2019)

University

- **General Education Committee**
Fort Hays State University, Hays, KS. (2022- present)
- **CAEP Standard 5 – Initial & Advanced, Quality Assurance & Continued Improvement Committee**
College of Education, Fort Hays State University, Hays, KS. (2022- present)
- **CAEP Diversity – Initial and Advanced Committee**
College of Education, Fort Hays State University, Hays, KS. (2021- present)
- **CAEP Standards 1 & 2 – Advanced, Content & Clinical Committee**
College of Education, Fort Hays State University, Hays, KS. (2021- present)
- **College of Education DEI Research Institute Committee**
College of Education, Fort Hays State University, Hays, KS. (2021-present)
- **AEP IRB Recourse Committee**
Department of Advanced Education Programs, Fort Hays State University, Hays, KS. (2021-present)
- **Treasurer, KU Professionals for Inclusion and Social Justice (ISJ)**
University of Kansas, Lawrence, KS. (2019-2020)
- **Treasurer-Elect, KU Professionals for Inclusion and Social Justice (ISJ)**
University of Kansas, Lawrence, KS. (2018-2019)

AWARD AND HONOR

- **Grace M. Phinney Scholarship**, University of Kansas (2017-2020)
 - **University Graduate Fellowship**, University of Kansas (2017-2018)
 - **Graduate Scholarship**, Kongju National University (2013-2015)
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AFFILIATION

- American Educational Research Association (AERA)
- Council for Exceptional Children (CEC)
- Universal Design for Learning Implementation and Research Network (UDL-IRN)