# MOHAN YANG

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## EDUCATION

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|---|---|
| 09.2016 – PRESENT | **Purdue University**<br>Ph.D candidate in Learning Design and Technology |
| 09.2016 – 08. 2018 | **Purdue University**<br>MSEd. Learning Design and Technology<br>GPA: 3.97/4.0 |
| 09.2014 – 07. 2016 | **Oakland University**<br>M.A. Secondary Education and Teaching<br>GPA: 3.93/4.0 |
| 09.2010 – 06.2014 | **Guangdong University of Foreign Studies**<br>B.A. Teaching Chinese as a Foreign Language<br>GPA: 3.63/4.0 |

## TEACHING EXPERIENCE

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| 08. 2020 – PERSENT | **Teaching Assistant: Introduction to Educational Technology and Computing (Blended)**<br>I am working alongside the instructor in teaching and mentoring undergraduate students. My responsibilities included: giving lectures in face-to-face sessions, mentoring undergraduate students both f-2-f and remotely, grading students' projects, providing feedback, etc. |
| 08. 2017 – 05. 2020 | **Co-instructor: Graduate Students Engagement in K-12 (f-2-f)**<br>I designed and co-taught this course consisting of a series of training seminars and weekly K-12 classroom engagement. The goal of the course was to prepare the wide range of students including master and PhD students, post-doc researchers, and visiting scholars, for lesson planning, research communication, and teaching. I ran and co-taught the 4-hour seminars with a faculty instructor, beyond which I also mentored students on their weekly K-12 engagement and facilitated them from observing, co-teaching, to eventually teaching their own lessons. At the end of each semester, I visited each student's class to observe their teaching performance and provided feedback. |
| 05. 2017 – 08. 2017 | **Graduate teaching assistant: Introduction to E-learning (online)**<br>I acted as a TA in co-teaching the online course-*Introduction to E-learning* in LDT program. I participated in every phase of teaching including greeting students, monitoring and being involved in online discussions, grading and providing feedback on assignments. |
| 08. 2014 – 06. 2016 | **K-12 teaching – West Bloomfield School District, MI**<br>I taught 6-8th graders in Abbott Middle School and Orchard Lake Middle School for two years. I designed and delivered inquiry-based lessons by integrating technology for students' collaboration, engagement, and evaluation. The technological integration showed me both the power and limitation in using technology tools in K-12 classrooms, which motivated me to pursue my PhD degree in LDT. My implementation of authentic learning strategies such as evaluating students' learning in authentic contexts provided students with new and unforgettable experience compared with traditional classroom learning. One group of my students participated in Michigan Chinese competition and got the second place. |
| 01. 2015 – 07. 2016 | **Ballroom dance instructor: Sunshine Ballroom Dance Group** |

I taught ballroom dance lessons to the dance team on a weekly basis. Feedback from students were very positive with their techniques improved greatly.

08. 2015 – 07. 2016     **AP Chinese teacher: Troy Chinese Church, MI**
I taught AP level Chinese to a group of high school students in the church at weekends, mainly on Speaking, Reading, and Writing. I created simulated environment for students to practice and brought authentic contexts for students to evaluate their learning. Students' interests and confidence in the targeted areas were improved tremendously.

## DESIGN/MANAGE EXPERIENCE

08. 2019 – PRESENT     **Project manager/Developer: PoRTAL Project**
Purdue Repository for online Teaching and Learning (PoRTAL) is a university-level collaborative project involving LDT, Purdue Online, Center for Instructional Excellence, and Teaching Learning and Technology department. I served as the project manager as well as the designer/developer. My main responsibility is to manage the design and development process through constant communication with the involved individuals and teams. I created the Articulate Storyline template for the team while designing one of the main modules on my own.

06. 2019 – 08. 2019     **Instructional design intern: SAP Concur**
I worked as an instructional Design intern on the Global Enablement Team. My main responsibilities included rebranding and updating e-learning courses in aligning with updated business needs, and assisting the content strategy team with content update needs using a variety of design tools such as Articulate Rise and Storyline, Vyond, Piktochart, etc.

01. 2019 – 04. 2019     **ISPI case competition team leader and designer**
I founded a team for the University Case Competition in the International Society of Performance Improvement (ISPI) annual conference. The goal of the case was to redesign Learning & Development organization to meet the company needs. My team met with the client on a weekly basis, narrowed down the scope, finalized the problem, designed a proposed solution, and presented our solution to the client and audiences during the conference for expert critique. My team got the second place.

11. 2018 – 01. 2019     **Designer for MOOC: Desertification**
I worked with the subject matter expert and client in designing a MOOC initiated by Gifted Education program. The course was published on FutureLearn, targeting at young learners who were interested in the topic of desertification.

08. 2018 – 10. 2019     **Designer: Designing for Accessibility**
I applied a grant with a team of designers and a faculty advisor in designing e-learning modules to train instructional designers on accessible design. We used rapid prototyping on these modules with limited sources and delivered the project on time.

08. 2018 – 12.2018     **Designer: Autism interpersonal design and exploration**
In this class-based design project with a real client, I partnered up with a graphic designer in designing a high-fidelity digital software prototype to prepare adults with autism spectrum disorder for interviews. We conducted needs analysis in finalizing the scope of the project, met with the client throughout the course in designing solutions for the identified problems. Usability test was conducted with the target users for iterative design.

08. 2019 – 12. 2019     **UX designer: Class-based projects**
I was actively involved as a designer/researcher in four class-based UX design projects within different teams. My skills that were greatly strengthend included user research, persona creation,

usability testing, storyboard/wireframe development, co-design, contextual inquiry, etc.

## P U B L I C A T I O N S

**Yang, M.,** Lowell, V., Talafha, A., & Harbor, J. (2020). Transfer of Training, Trainee Attitudes and Best Practices in Training Design: A Multiple-Case Study. *TechTrends, 64,* 280–301.

**Yang, M.,** Ashby, I., McCord, B., Farmer, T., Sarwar, U., & Exter., M. (in press). Educational Software Design in Practice: Understanding the power of intersecting disciplines on design process. In Hokanson, B. (Eds). *Intersections across disciplines: Interdisciplinarity and learning design.* Springer.

**Yang, M.** & Lowell, V. (Accepted). Authentic learning for transfer of learning: A framework for online educators. In Hokanson, B. (Eds). *Learning: Design, Engagement and Definition.* Springer.

**Yang, M.,** & Watson, S.L. (under revision). Attitudinal influences on transfer of training: A systematic literature review. Performance Improvement Quarterly.

**Yang, M.** (under review). Universal design in online education: A systematic literature review. Journal of Applied Instructional Design.

**Yang, M.** & Castellanos-Reyes, D. (2020). Authentic learning in your online course. Purdue Repository for online Teaching and Learning. [https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/24_Authentic_Learning.pdf](https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/24_Authentic_Learning.pdf)

Caskurlu, S., Richardson, J.C., Alamri, H., Chartier, K., Farmer, T., Janakiraman, S., Strait, M., & **Yang, M.** (under review). Instructional designers' perceptions of the use of cognitive load for developing quality online courses. Educational Technology Research & Development.

Lowell, V., **& Yang, M.,** (under review). Authentic Learning Experiences in an Online Instructor Mentoring Program: Improving Instructor Performance, Skills, and Self-Efficacy. International Review of Research in Open and Distributed Learning.

## S E L E C T E D   P R E S E N T A T I O N S

### Invited Presentations

Lowell, V., Farmer, T., **Yang, M.,** & Long, Y., (2019). *Creating Accessibility Modules for Instructional Designers and Instructors: An Instructional Design Project*. Curriculum and Instruction seminar, Purdue University: West Lafayette.

Richardson, J., Caskurlu, S., Alamri, H., Chartier, K., Farmer, T., Janakiraman, S., Strait, M. & **Yang, M.** (2019). *Developing Quality Online Courses in Light of Cognitive Load Theory*. Curriculum and Instruction seminar, Purdue University: West Lafayette.

**Yang, M.** (2018). *Attitude and Transfer of Training.* Discipline-based Education Research Seminar. Purdue University: West Lafayette.

### Conference Presentations

**Yang, M.** & Lowell, V. (2020). Authentic learning in online learning for learning transfer. AECT Summer Research Symposium.

Lowell, V., Farmer, T., **Yang, M.,** Long, Y. (2019). Designing for Online Learning Accessibility: An Instructional Design Project. Association for Educational Communications and Technology. Las Vegas, NV.

Lowell, V., Farmer, T., **Yang, M.,** Long, Y. (2019). Creating and evaluating accessibility modules for instructional designers. Association for Educational Communications and Technology. Las Vegas, NV.

Richardson, J., Castellanos-Reyes, D., Janakiraman, S., Duha, M. S., Caskurlu, S., Ashby, I., Huang, W., & **Yang, M.** (2019). Developing a digital repository for online teaching and learning using design-based research. Association for Educational Communications and Technology. Las Vegas, NV.

Richardson, J., Caskurlu, C., Janakiraman, S., Strait, M., **Yang, M.** (2019). Developing quality online courses in light of cognitive load theory. Association for Educational Communications and Technology. Las Vegas, NV.

Exter. M., Ashby, I., **Yang, M.,** Farmer, T., McCord, B., & Sarwar, U. (2019). Developing process models for an interdisciplinary project-based class. Clive L. Dym Mudd Design Workshop. Claremont, CA.

**Yang, M.,** Randolph, A.E, Duran, L., & Duha, M. S. (2019). *Redefining Learning and Development: A case study of Metro National Banking Corporation.* International Society for Performance Improvement. New Orleans, LA.

**Yang, M.** (2018). *Attitudinal Influences on Transfer of Training: A Systematic Review.* Association for Educational Communications and Technology. Kansas City, MO.

**Yang, M.** (2018). *Attitudinal Influences on Transfer of Training: A Mixed Methods Approach.* the Association for Educational Communications and Technology. Kansas City, MO.

Lowell, V. & **Yang, M.** (2017). *Purposeful formation of online learning culture: impact on learner self-identity and social presence, for the development of community.* Association for Educational Communications and Technology. Jacksonville, FL.

**Yang, M.** (2017). *A hypothesized path model on the influences of attitudinal factors on training transfer.* Association for Educational Communications and Technology. Jacksonville, FL.

**Yang, M.** (2015). *The logistics of teaching.* Eighth Annual Conference of Chinese Language Association of Michigan. Detroit, MI.

## DESIGN SKILLS

### Instructional Design

- Project management
- Needs analysis
- Communication
- Iterative design
- Evaluation
- Flexibility
- Visualization
- Presentation
- Instructional theories

- Learning technologies
  - LMS: Blackboard, Moodle, Canvas, Schoology, Coursera
  - Authoring tools: Articulate Storyline, Apple Final cult, Camtasia, Adobe premiere, Adobe audition, Audacity, Vyond, PawToon, Figma, Muvizu, Piktochart
  - Web-based: Articulate Rise/Review, Wix, Weebly, Wordpress
  - Project management: Slack, Trello, Smartsheet

### UX Design

- User research
- Persona creation
- Storyboard/Wireframe
- Contextual inquiry

- Contextual inquiry
- Usability testing
- Co-design
- Product evaluation

## AWARDS/HONORS

**Professional**

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| 2020 | AECT Early Career Symposium Award |
| 2019 | AECT Division of Distance Learning Best Practice Award |
| 2019 | AECT Organizational Training and Performance Convention Scholarship |
| 2019 | 2nd Place of the university case competition in ISPI annual conference |
| 2017 | AECT Organizational Training and Performance Outstanding Poster Award |

**Other**

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| 2019 | 2nd place in Ohio Star Ball Collegiate Challenge (ballroom dance competition) |
| 2019 | 1st place in Purdue Classic Ballroom Competition |
| 2014 | "Outstanding Graduate of GDUFS" |
| 2014 | 1st Place – Guangzhou DanceSport Championship (barroom dance) |
| 2013 | 2nd Place – GuangDong Province DanceSport Championship (ballroom dance) |

## SERVICE/LEADERSHIP EXPERIENCE

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| 2020-2021 | President-elect: Organizational Training & Performance Division of Association for Educational Communications and Technology (AECT) |
| 2019-2020 | Representative to board: Division of Organizational Training & Performance |
| 2017-2020 | Coodinator of GK-12 Program |
| 2019-2020 | Project manager of PoRTAL |
| 2020 | Reviwer of Performance improvement quarterly (PIQ) |
| 2019 | Reviewer of TechTrends |
| 2019 | Member of College of Education Awards Committee |
| 2017 | Student teacher in Tecumseh Junior High Middle School |

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Mohan yang CV*: this CV has been made accessible. Ask me if you need more information.*

## GRANTS EXPERIENCE

**Grants awarded**
Teach Access: Instructional Designers and Accessible Design (06/2018 – 01/2019)
          Total amount of Award: $5,000
Community Service-Learning Grant (01/2019 – 12/2019)
          Total amount of Award: $2,000
Community Service-Learning Grant (02/2017 – 05/2017)
          Total amount of Award: $1,500
**Grants writing experience**
Spencer foundation: COVID-19 related special grant
     Proposal title: "Supporting Speaking Proficiency in Formal English Language Learning
     Through Authentic Interactive Feedback in Social Media Applications"
Spencer foundation: Research Grants on Education
     Proposal title: "English Speaking Proficiency: Social Media Applications for Context
     Authenticity, Peer Feedback, and Language Self-Efficacy"

## CERTIFICATION

Quality Matters: 2018
State of Michigan K-12 Chinese Teaching Certificate: 2016

## E-PORTFOLIO

[mohanyang.com](mohanyang.com)

*Mohan yang CV: this CV has been made accessible. Ask me if you need more information.*