

Sohyun Yang, Ph.D.
Assistant Professor, Special Education
Department of Advanced Education Programs
College of Education
Fort Hays State University

EDUCATION

- 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 Specialization: Secondary, Mathematics
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AREAS OF EXPERTISE

- Designing Technology-Based Learning Environments
 - Self-Regulation in Online Learning
 - Online Teacher Preparation and Professional Learning
 - Technology in Special Education
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FHSU COURSES

- 2024-2025 **SPED 810:** Technology in Special Education (F2024, U2025)
SPED 849: Practicum in Low Incidence Special Education (S2025)
SPED 860: Transition in Special Education: Early Childhood to Adulthood (F2024, S2025)
SPED 867: Collaboration and Consultation in High Incidence Special Education (U2025)
- 2023-2024 **SPED 810:** Technology in Special Education (F2023, S2024, U2024)
SPED 822: Strategies in High Incidence Special Education/Practicum (F2023)
SPED 842: Educational Strategies in Low Incidence Special Education (S2024)
SPED 860: Transition in Special Education: Early Childhood to Adulthood (S2024)
SPED 867: Collaboration and Consultation in High Incidence Special Education (U2024)

2022-2023	<p>SPED 810: Technology in Special Education (S2023, U2023)</p> <p>SPED 822: Strategies in High Incidence Special Education/Practicum (F2022, S2023)</p> <p>SPED 860: Transition in Special Education: Early Childhood to Adulthood (F2022, S2023)</p> <p>SPED 867: Collaboration and Consultation in High Incidence Special Education (U2023)</p>
2021-2022	<p>SPED 805: Assessment and Lab in Special Education (U2022)</p> <p>SPED 810: Technology in Special Education (F2021, U2022)</p> <p>SPED 822: Strategies in High Incidence Special Education/Practicum (F2021)</p> <p>SPED 860: Transition in Special Education: Early Childhood to Adulthood (S2022)</p>
2020-2021	<p>SPED 810: Technology in Special Education (U2021). Adjunct Instructor.</p> <p>SPED 867: Collaboration and Consultation in High Incidence Special Education (U2021). Adjunct Instructor.</p>

COURSES TAUGHT AT OTHER UNIVERSITIES

2020-2021	<p>SPED 507: Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom (F2020). Instructor, University of Kansas, Lawrence, KS.</p>
2019-2020	<p>NAC 019-142: University of Kansas-Central China Normal University Future Educators, Universal Design for Learning (F2019). Guest Lecturer, University of Kansas, Lawrence, KS.</p> <p>SPED 507: Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom (F2019). Instructor, University of Kansas, Lawrence, KS.</p> <p>SPED 854: Family and Interprofessional Collaboration in Special Education (S2019, F2019). Teaching Assistant, University of Kansas, Lawrence, KS.</p>
2018-2019	<p>SPED 507: Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom (F2018). Teaching Assistant, University of Kansas, Lawrence, KS.</p> <p>SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior, Social & Emotional Need (F2018). Teaching Assistant, University of Kansas, Lawrence, KS.</p> <p>SPED 854: Family and Interprofessional Collaboration in Special Education (S2019, U2019). Teaching Assistant, University of Kansas, Lawrence, KS.</p>
2016-2017	<p>Introduction to Special Education (F2016, S2017). Adjunct Instructor, Kongju National University, Gongju, South Korea.</p>
2015-2016	<p>Introduction to Special Education (S2016). Adjunct Instructor, Kongju National University, Gongju, South Korea.</p>

SCHOLARLY PUBLICATIONS

Peer-Reviewed Published

Peer-Reviewed Journal Article (English)

- Jackson, H. A., **Yang, S.**, & Zhang, L. (2024). Advancing ethical pedagogy for artificial intelligence adoption with instructional design. *Journal of Special Education Leadership*, 37(2).
- Williams, M. K., Zhang, L., Patterson, M., Hunt, T., **Yang, S.**, Brewer, J., & Carter, R. A., Jr. (2024). Purposeful integration of assistive technology for diverse learner needs in educator preparation programs. *Computers in the Schools*, 41(2), 235-255.
<https://doi.org/10.1080/07380569.2024.2322165>
- Jackson, H. A., & **Yang, S.** (2024). Community of inquiry: Designing quality online instruction for special educator preparation. *Journal of Special Education Preparation*.
<https://doi.org/10.33043/c3u6rswr>
- Carter, R. A., Jr., Zhang, L., Hunt, T. L., Emerling, C. R., **Yang, S.**, & Rujimora, J. (2023). Conversational agents to support remote personalized instruction for diverse learners. *TechTrends*, 67, 626–636. <https://doi.org/10.1007/s11528-023-00877-3>
- Carter, R. A., Jr., Zhang, L., Hunt, T. L., Bloom, L., Wilder, T. L., **Yang, S.**, & Parsons, C. (2023). Educator preparation: A multi-discipline analysis of standards to promote critical thinking. *Teachers and Teaching*, 29(4), 422-438. <https://doi.org/10.1111/jcal.12725>
- Zhang, L., Carter, R. A., Jr., 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*, 38(6), 1639-1656. <https://doi.org/10.1111/jcal.12725>
- Zhang, L., Carter, R. A., Jr., 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>
- Zhang, L., Jackson, H. A., Hunt, T. L., Carter, R. A., Jr., **Yang, S.**, & Emerling, C. E. (2022). Maximizing learning management systems to support mathematical problem solving in online learning. *Teaching Exceptional Children*, 54(3), 192-201. <https://doi.org/10.1177/0040059921996730>
- Zhang, L., Jackson, H. A., **Yang, S.**, & Hunt, C., & Basham, J. D. (2022). Codesigning learning environments guided by the framework of Universal Design for Learning: A case study. *Learning Environments Research*, 25, 379-397. <https://doi.org/10.1007/s10984-021-09364-z>
- Hunt, L. T., Carter, R. A. Jr., **Yang, S.**, & Zhang, L. (2022). Navigating the use of microcredentials. *Journal of Special Education Technology*, 37(1), 3-10.
<https://doi.org/10.1177/0162643420933568>
- 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*, 54(3). <https://doi.org/10.1177/0040059921996730>
- 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*, 25, 379-397. <https://doi.org/10.1007/s10984-021-09364-z>
- 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>
- 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>
- 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>
- 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*, *121*(5/6), 321-329. <https://doi.org/10.1108/ILS-04-2020-0114>
- 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>
- Hunt, L. T., Carter, R. A. Jr., **Yang, S.**, & Zhang, L. (2020). Navigating the use of microcredentials. *Journal of Special Education Technology*, *37*(1), 3-10. <https://doi.org/10.1177/0162643420933568>
- 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>
- 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>
- 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)

- Yang, S.**, & Lee, M. (2024). Development of publication guidelines for digital content of 2022 Special Education Textbooks using Delphi technique. *Special Education Research*, *23*(1), 151-173. <https://doi.org/10.18541/ser.2024.02.23.1.151>
- Yang, S.**, & Lee, M. (2023). Current practices and improvement ways of supports for caregivers: from the perspective of caregivers of persons with disabilities. *Korean Journal of Special Education*, *57*(4), 319-337.
- 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.
- Han, M., Son, J., & **Yang, S.** (2022). A structure model on burnout of early childhood special education teachers/childcare 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Yang, S.**, & Lee, M. (2016). Awareness of parents on leisure of students with developmental disabilities. *Korean Journal of Special Education*, 51(2), 161-186.
- Yang, S.**, & Lee, M. (2016). Literature review on parent involvement of parents of children with disabilities. *Journal of Parent Education*, 8(2), 71-90.
- 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.
- Lee, M., & **Yang, S.** (2015). Parents' perception on parent involvement of parents in special schools. *Journal of Intellectual Disabilities*, 17(2), 349-369.
- 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.
- 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.
- 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.
- Yang, S.**, & Lee, M. (2014). Research trends of instructional technology for students with disabilities. *The Journal of Special Children Education*, 16(1), 233-253.
- 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.

SCHOLARLY PRESENTATIONS (SINCE APPOINTMENT TO FHSU)

Peer-Reviewed Presented

- Zhang, L., Jackson, H. A., & **Yang, S.** (2025, April 23-27). Prototyping a multi-agent system to enhance AI-human collaboration in IEP development. Presentation at 2025 AERA Annual Meeting. Denver, CO.
- Zhang, L., Carter, R. A., Jr., Jackson, H. A., & **Yang, S.** (2025, March 12-15). AI-human collaboration for constructing IEP goals and specially designed instruction: Developing a multi-agent system. Presentation at CEC 2025 Convention & Expo. Baltimore, MD.
- Jackson, H. A., & **Yang, S.** (2025, March 12-15). Exploring perspectives of AI adoption amongst educators teaching students with disabilities. Presentation at CEC 2025 Convention & Expo. Baltimore, MD.
- Yang, S., & Brooks, J. (2025, February 25). AI bot serving as parent of child with special needs. Presentation at FHSU AI Institute & Fair 2025. Virtual.
- Jackson, H. A., **Yang, S.**, & Kang, J. (2024, November 5-8). Forge ahead! Special education teachers' AI use for students with disabilities and ethical considerations. Presentation at 2024 TED Conference. Pittsburgh, PA.
- Clay, M., **Yang, S.**, Awesome, C., Shapland, E., & Krouch, O. (2024, April 5). 360 video as a tool to explore natural areas in the classroom. Presentation at 2024 ICRSME Virtual Conference. Virtual.
- Jackson, H. A., & **Yang, S.** (2023, October 30-November 2). Seas the day! Designing online community based special educator preparation. Presentation at TED 2023. Long Beach, CA.
- Carter, R. A., Jr., Hunt, T., & **Yang, S.** (2023, June 25-28). Using Amazon Alexa skills to personalize your professional development. Presentation at ISTE Live 23. Philadelphia, PA.
- Yang, S.**, & Lim, S. (2023, April 13-16). A study of group differences in linguistically diverse students' ICT achievement, self-efficacy, and perception. Poster session at 2023 AERA Annual Meeting. Chicago, IL.
- Carter, R. A., Jr., & **Yang, S.** (2023, March 1-4). Technology standards and examples of use in teacher preparation. Presentation at CEC 2023 Convention and Expo. Louisville, KY.
- Yang, S.**, & Lim, S. (2022, January 16-19). 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. Orlando, FL.
- Carter, R., Emerling, C., Hunt, T., **Yang, S.**, Zhang, L. (2022, January 16-19). Edcoded: Findings from a standards-based library to inform collaboration amongst stakeholders. Poster session at CEC 2022 Convention and Expo. Orlando, FL.

Invited

- Yang, S.** (2022, July 23). 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.

Non-Peer Reviewed

- Yang, S.**, & Brooks, J. (2025, March 31). Empowering special education teacher candidates with artificial intelligence (AI): A chatbot for transition planning interviews. Presentation at 2025 John

- Heinrichs Scholarly and Creative Activity Days (SACAD). Virtual.
- Andersen, G., & Yang, S. (2022, April 28). Brief and preliminary results of the COE DEI climate. Presentation at 2022 DEI Mini-Conference. Virtual.
- Yang, S. (2022, April 20). Identifying linguistic inequality in the digital divide: group differences in linguistically diverse students ICT achievement, self-efficacy, and perception. Presentation at 2022 John Heinrichs Scholarly and Creative Activity Days (SACAD). Hays, KS.
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GRANT

- Yang, S. (2025-2026). Developing Individualized Education Programs for Students with Disabilities Using Artificial Intelligence. FY26 Faculty Research Experience Grant (FRE), Fort Hays State University, Hays, KS. (\$4,939)
- Clay, M. & Yang, S. (2023-2024). Using 360-Video to Explore the Ecological Diversity of Kansas in PK-12 Classrooms. Undergraduate Research Support (URS) FY24, Fort Hays State University, Hays, KS. (\$6,344)
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OTHER SCHOLARLY ACTIVITIES (SINCE APPOINTMENT TO FHSU; FOR PAY)

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| 2025-PRES | Consultant , “2026 Special Education Survey (VII) Longitudinal Study” (Ordering Organization: National Youth Policy Institute), South Korea. |
| 2024-2024 | Peer Review Panel , “2025 Institute of Education Sciences (IES) Project Peer Review” (Ordering Organization: Institute of Education Sciences) Washington, D.C. |
| 2023-2024 | Consultant , “Development of 2022 Special Education ‘Utilization of Information, Communication, and Technology’ Textbook” (Ordering Organization: Ministry of Education), South Korea. |
| 2023-2024 | Investigator , “Future Directions of the Survey on Human Rights for Students With Disabilities” (Ordering Organization: National Youth Policy Institute), South Korea. |
| 2022-2022 | Investigator , “Development of Guidelines for 2022 Special Education Textbooks” (Ordering Organization: Ministry of Education), South Korea. |
| 2022-2022 | Consultant , “Development of an Equity Transparency Tool” (Ordering Organization: SWIFT Education Center, University of Kansas), Lawrence, KS. |
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SERVICE

Department

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| 2024-2025 | AEP Scholarship Awards Committee Chair
Department of Advanced Education Programs, Fort Hays State University, Hays, KS. |
| 2024-2025 | AEP Instructional Support Committee
Department of Advanced Education Programs, Fort Hays State University, Hays, KS. |

- 2024-2025 **AEP Education Specialist Program Faculty Search Committee Chair**
Department of Advanced Education Programs, Fort Hays State University, Hays, KS.
- 2023-2024 **AEP Scholarship Committee**
Department of Advanced Education Programs, Fort Hays State University, Hays, KS.
- 2021-2024 **AEP IRB Resource Committee**
Department of Advanced Education Programs, Fort Hays State University, Hays, KS.
- 2023-2023 **Department Representative**
ISTELive 23 Expo, Philadelphia, PA. (June 25-28, 2023)
- 2023-2023 **AEP Administrative Assistant Search Committee**
Department of Advanced Education Programs, Fort Hays State University, Hays, KS.
(March 2023)
- 2022-2022 **Department Representative**
Majors and Graduate Program Fair, Fort Hays State University, Hays, KS. (October 20, 2022)
- 2021-2021 **Department Representative**
Speech-Language Pathology Career Fair, Fort Hays State University, Hays, KS.
(November 12, 2021)

College

- 2021-PRES **CAEP Diversity – Initial and Advanced Committee**
College of Education, Fort Hays State University, Hays, KS.
- 2021-PRES **CAEP Standards 1 & 2 – Advanced, Content & Clinical Committee**
College of Education, Fort Hays State University, Hays, KS.
- 2021-PRES **College of Education DEI Research Institute Committee**
College of Education, Fort Hays State University, Hays, KS.
- 2022-2024 **CAEP Standard 5 – Initial & Advanced, Quality Assurance & Continued Improvement Committee**
College of Education, Fort Hays State University, Hays, KS.
- 2023-2023 **2023 DEI Research Institute Conference Committee Co-Chair**
College of Education, Fort Hays State University, Hays, KS.

University

- 2024-PRES **Institutional Review Board (IRB) Committee**
Fort Hays State University, Hays, KS.
- 2022-2025 **General Education Committee**
Fort Hays State University, Hays, KS.
- 2022-2022 **Reviewer**
Graduate Scholarly Experience (GSE) Grant application review, Fort Hays State University, Hays, KS. (October 2022)

Professional

- 2023-PRES **Reviewer**

	CAEP Accreditation Site Review
2025-2025	Reviewer KSDE Program Review
2025-2025	Peer Reviewer The Advocate
2025-2025	Peer Reviewer Computers
2025-2025	Peer Reviewer Journal of Cases in Educational Leadership
2024-2025	Reviewer KSDE Accreditation Site Review
2022-2023, 2025	Peer Reviewer Computer & Education: Artificial Intelligence
2024-2025	Peer Reviewer Journal of Special Education for Curriculum and Instruction
2024-2024	Peer Reviewer Journal of Educational Research
2024-2024	Peer Reviewer Discover
2024-2024	Peer Reviewer Applied Cognitive Psychology
2023-2024	Peer Reviewer Education Sciences
2022-2024	Peer Reviewer Computer & Education
2022-2024	Peer Reviewer Journal of Special Education and Rehabilitation
2023-2023	Peer Reviewer Educational Technology International
2023-2023	Peer Reviewer Learning: Research & Practice
2023-2023	Peer Reviewer Korean Journal of Physical, Multiple, & Health Disabilities
2022-2023	Peer Reviewer Journal of Special Education and Rehabilitation
2022-2022	Peer Reviewer Journal of Educational Change

HONORS AND DISTINCTIONS

- 2024-2024 **Nomination for Outstanding Graduate Advisor**
Fort Hays State University, Hays, KS. (May 3, 2024)
- 2023-2023 **College of Education Outstanding Scholarship Award**
College of Education, Fort Hays State University, Hays, KS. (Fall 2023)
- 2023-2023 **Nomination for Outstanding Graduate Advisor**
Fort Hays State University, Hays, KS. (May 5, 2023)
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PROFESSIONAL ORGANIZATIONS

- American Educational Research Association (AERA)
- Council for Exceptional Children (CEC)
- The Korean Association for Children With Special Needs