

Mohan Yang, Ph.D.

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EDUCATION

Ph.D. in Learning Design and Technology (2021)

Purdue University, West Lafayette, IN

MS.ED in Learning Design and Technology (2018)

Purdue University, West Lafayette, IN

M.A. in Secondary Education and Teaching (2016)

Oakland University, Rochester Hills, MI

B.A. Teaching Chinese as a Foreign Language (2014)

Guangdong University of Foreign Studies, Guangzhou, China

PROFESSIONAL APPOINTMENTS

Assistant Professor (2024 - Present)

Human Resource Development

Department of Educational Administrations and Human Resource Development

Texas A&M University

Assistant Professor (2021 – 2024)

Training Specialist/Human Resource Development Program

Department of Educational Leadership and Workforce Development

Old Dominion University, Norfolk, VA

PUBLICATIONS

1. Sankaranarayanan, R. **Yang, M.**, Kwon, K. (2024). Influence of microlearning instructional approach on students and instructor in an introductory database programming course: An exploratory case study. *Journal of Computing in Higher Education*. (Q1 journal. IF=5.6)
2. **Yang., M.** Lowell, V. Exter. M, Richardson, J., & Olenchak, F. R. (2024). Transfer of Training and Learner Attitude: A Mixed-Methods Study on Learner Experience in an

- Authentic Learning Training Program. *Human Resource Development International*. (Q1 journal; IF: 6.3; Acceptance rate: 19%)
3. Tomovic, C., Tomovic, M., **Yang, M.**, & Bawab, S. (2024). National Science Foundation – Experiential Learning For Emerging And Novel Technologies (Exlent): A Response To Emtech Workforce Shortages. *International Technology, Education and Development (INTED) Proceedings*. DOI: 10.21125/inted.2024.0469.
 4. Glaser, N., **Yang, M.**, & Li, S. (2024). The Museum of Instructional Design: An Examination of Learner Experiences and Usability in a Collaborative 3D Virtual Learning Environment. *TechTrends*. 10.1007/s11528-024-00933-6 (Q1 journal. IF: 2.5)
 5. **Yang, M.** Duha, M. S., Kirsch, B., Glaser, N., Crompton, H., Luo, T. (2024). Universal Design in online education: A systematic review. *Distance Education*. <https://doi.org/10.1080/01587919.2024.2303494> (Q1 journal. Impact Factor: 7.3. Acceptance rate: 11%)
 6. **Yang, M.**, Miller, C., Crompton, H., Pan, Z., & Glaser, N. (2023). The Implementation of Virtual Reality in Organizational Learning: Attitudes, challenges, side effects, and affordances. *TechTrends*. <https://doi.org/10.1007/s11528-023-00917-y> (Q1 journal. IF: 2.5)
 7. **Yang, M.** & Harbor, J. (2023). Authentic Learning Design Failures: The Need for Learner and Contextual Analysis and Participatory Design. *International Journal of Designs for Learning*, 14(1), 88–105. <https://doi.org/10.14434/ijdl.v14i1.35246>
 8. **Yang., M.**, Lowell, V., Farmer, T., Long, Y. (2023). Designing for Accessibility in Online Learning: A Design Case. *Journal of Postsecondary Education and Disability*, 36(1), 75-87.
 9. Ashby, I., Cuesta*, C., Duan*, S., McCord*, B., Ramoutar*, S., Wynkoop*, R., **Yang*, M.** Huang, W., & Exeter, M. (2023). Emotional pathway of becoming a professional: Stories of Graduate students and Recommendations for academic. In B., Hokanson, & M., Exter, M.M., Schmidt, & A.A., Tawfik (Eds). *Towards inclusive learning design: Social justice, equity, and community*. Springer. https://doi.org/10.1007/978-3-031-37697-9_4
 10. Glaser, N., Earnshaw, Y., AlZoubi, D., **Yang, M.**, & Shaffer, E. (2023). Designing the Museum of Instructional Design, a 3D Learning Environment: A Learning Experience Design Case. In B. Hokanson, M.M., Schmidt, M., Exter, A.A., Tawfik, & Y. Earnshaw (Ed). *Formative Design in Learning: Design thinking, growth mindset, and community*. Springer. https://doi.org/10.1007/978-3-031-41950-8_5
 11. Lowell, V., & **Yang, M.** (2022) Authentic Learning Experiences to Improve Online Instructor’s Performance and Self-Efficacy: The Design of an Online Mentoring Program. *TechTrends*. <https://doi.org/10.1007/s11528-022-00770-5> (Q1 journal. IF: 2.5)
 12. Glaser, N., Zoubi, D. A., Earnshaw, Y., Shaffer, E., **Yang, M.** (2022). Formative Design and Development of a Three-Dimensional Collaborative Virtual Learning. *Journal of Formative Design in Learning*, 6, 63-76. <https://doi.org/10.1007/s41686-022-00072-2> (Q3 journal; IF: 1.5)
 13. Fiock, H., Meech, S., **Yang., M.** Long, Y., Farmer, T., Hilliard, N., Koehler, A., & Cheng, Z. (2022). Instructional Design Learners Make Sense of Theory: A Collaborative

Autoethnography. *Educational Technology Research & Development*. 70, 31–57.

<https://doi.org/10.1007/s11423-021-10075-8> (Q1 journal; IF: 5.0)

14. **Yang, M.**, & Watson, S.L. (2021). Attitudinal influences on transfer of training: A systematic literature review. *Performance Improvement Quarterly*, 34(4), 327-365. (Q2 journal)
15. **Yang, M.**, Ashby, I., McCord, B., Farmer, T., Sarwar, U., & Exter, M. (2021). Educational Software Design in Practice: Understanding the power of intersecting disciplines on design process. In B., Hokanson, M., Exter, A., Grincewicz, M.M., Schmidt., & A.A., Tawfik, (Eds). *Intersections across disciplines: Interdisciplinarity and learning*. Springer. https://doi.org/10.1007/978-3-030-53875-0_9
16. Caskurlu, S., Richardson, J.C., Alamri, H., Chartier, K., Farmer, T., Janakiraman, S., Strait, M., & **Yang, M.** (2021). Cognitive load and online course quality: Insights from instructional designers in a higher education context. *British Journal of Educational Technology*, 52(2), 584-605. (Q1 journal); IF: 6.4
17. **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. (Q1. IF: 2.5)

Non-refereed Publications

1. **Yang, M.** & Castellanos-Reyes, D. (2020). Authentic learning in your online course. *Purdue Repository for online Teaching and Learning*. (Though this is not a peer-reviewed journal publication, this resource went through multiple rounds of expert review before being published online).
2. Fiock, H., Lee, G. & **Yang, M.** (2021). Getting Students Ready for Peer Reviews. *Purdue Repository for online Teaching and Learning*.

Manuscripts Under Review

1. Herman*, K., **Yang***, M., Shifflett, J., & Glaser, N. (Revision submitted). Impacts of segmenting principle on learner performance and attitude in a 3D environment: A mixed-method multiple case study. *Journal of Computing in Higher Education* (* Equal first authors).
2. **Yang***, M. Luo*, T., Li, B., Jiang, S. Herman, K., Glaser, N., Kim, J., & Chappell Moots, S. (Under review). Examining Non-traditional Online Learners' Ownership of Learning in the Context of ChatGPT-facilitated Design. *Journal of Computing in Higher Education* (* Equal first authors).
3. Mendoza, R., Glaser, N., Krueger, J., Yang, M., & Moeller, K. N. (under review). A systematic literature review on the impact of XR technologies in fostering pro-environmental knowledge, attitudes, and behaviors. *The Journal of Environmental Education*.

TEACHING EXPERIENCE

Old Dominion University

1. **STEM 251: *Computer Literacy***. This course helps students develop skills in computer applications, information retrieval, filtering and analyzing data, and formatting and presenting information
2. **STEM 351: *Communication Technology***. This course prepares students for effective e-learning and training design. Students learn to use different tools to produce information-based products based on multimedia principles.
3. **SEPS 402: *Instructional Methods in Occupational Studies***. This course develops student's ability to use basic instructional techniques and methods applicable to career and technical education, and adults in business, government, and industrial organizations.
4. **SEPS 789/889: *Instructional Technology in Education and Training***. This course provides students with insights into trends, issues, and the applications of instructional technologies in education and training environments.

Purdue University

1. **GRAD 590: *Graduate Students Engagement in K-12***. The course prepares graduate students for their professional careers. I ran and co-taught the course with a faculty instructor. I mentored students on their weekly K-12 engagement.
2. **EDCI 270: *Introduction to Educational Technology and Computing***. My responsibilities included giving lectures in face-to-face sessions, monitoring students' progress, mentoring undergraduate students remotely and in person, grading students' projects, providing feedback, etc.
3. **EDCI 569: *Introduction to E-learning***. I co-taught this online graduate course and participated in every teaching phase, such as monitoring and participating in online discussions, grading, and providing feedback on assignments.

West Bloomfield School District

1. ***Introduction to Chinese***. I taught 6-8th graders in two public middle schools in MI. I designed and delivered different levels of inquiry-based lessons daily. Technology integration was a highlight of my teaching to promote active learning.

GRANTS

Grants Awarded

1. NSF: Collaborative Research: T³-CIDERS: A Train-the-Trainer Approach to Fostering CI- and Data-Enabled Research in CyberSecurity (2023-2027)
 - a. Wu, H., Sosonkina, M., **Yang, M.**, Purwanto, W., & Jiang, P. (Co-PI)

- b. Amount: \$ 1 million
- 2. Ford-Purdue Alliance: Workforce of the Future: Competencies & Data Visualization (2020-2022)
 - a. Hartman, N., Strimel, G., Greenan, J., **Yang, M.** (Co-PI)
 - b. Total amount: \$234,687.
- 3. Annual Campus Theme at ODU: Virtual reality education for advancing awareness on the intersection of sustainable engineering practices and the blue economy (2023)
 - a. Ismael, D. & **Yang, M.** (Co-PI)
 - b. Total amount: \$10,000
- 4. DCEPS Summer Seeds: Examining the impacts of segmenting principle on learner performance and attitude in a 3D environment (2023)
 - a. Yang, M. (PI)
 - b. Total amount: \$5,000
- 5. ODU Summer Research Fellowship: Creating Engaging and Inclusive Online Courses: Opportunities and Challenges with Universal Design for Learning (2022)
 - a. **Yang, M.** (PI)
 - b. Total amount: \$7,000.
- 6. DCEPS Summer Seeds: Investigate the Impacts of Digital Transformation on Training Through a Descriptive Phenomenological Study (2022)
 - a. **Yang, M.** (PI)
 - b. Total amount: \$5,000.
- 7. ODU Faculty Innovator Grant: Exploring Online Learning Experiences in Collaborative 3D Virtual Learning Environments (2022)
 - a. Glaser, N. & **Yang, M.** (Co-PI)
 - b. Total amount: \$1,400.
- 8. Purdue University Community Service-Learning Grant (2017 - 2019)
 - a. **Yang, M.** (PI)
 - b. Multiple service-learning grants award. Total amount: \$3,500

PRESENTATIONS

Invited Presentations

1. **Yang, M. (2022).** *Transfer of Learning and Learner Attitude: Implications for Training and Learning Design.* Research Seminar. Purdue University.
2. **Yang, M. (2022).** *Transfer of training: A pathway to performance improvement.* Purdue University.
3. **Yang, M. (2022).** *Transfer of Learning and Learner Attitude: Implications for Training and Learning Design.* Curriculum and Instruction Research seminar. Purdue University
4. **Yang, M. (2021).** *Digital Transformation² and Learning Landscape.* CACI.
5. 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.

6. 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.
7. **Yang, M.** (2018). *Attitude and Transfer of Training*. Discipline-based Education Research Seminar. Purdue University: West Lafayette.

Conference Presentations

1. Glaser, N., Calyam, P., Duan, Y., Li, S., Nuguri, S., Ousely, C., Kambhampati, A., Parishani, Z., Joshi, A., & Yang, M. (2024). Preliminary Analysis of Empathy-Driven Design and Inclusive Cybersecurity Education: The Initial Phase of the uSucceed Project's Virtual Reality Curriculum for Neurodiverse Adults in STEM. iLRN.
2. Harbor, J., **Yang, M.**, Nikiema, J. (2024). Grad Student Service Learning in Middle Schools: Longitudinal Impacts of Authentic Experiences on Participants' Professional Skills [Paper Presentation]. American Association of Geographers, Annual Conference, Honolulu, Hawaii, USA.
3. Miller, C, & **Yang, M.** (2023). *Digital transformation and organization training: Insights from L&D leaders*. AECT annual international convention. Orlando, FL.
4. Glaser, N. Li, S., & **Yang, M.** (2023). *Learner and User Experience Evaluation of the Museum of Instructional Design, a 3D Collaborative Learning Environment*. AECT annual international convention. Orlando, FL.
5. **Yang, M.** (2023). *Impacts of authentic learning experiences in an educational outreach program on graduate students' careers: A longitudinal study*. The 8th IAFOR International Conference on Education in Hawaii.
6. Urena-Rodriguez, L., Lowell, V., & **Yang, M.** (2023). *Examining learner culture, country, and gender with English public speaking and peer feedback self-efficacy*. Americal Educational Research Association (AERA) annual conference. Chicago, IL.
7. **Yang, M.**, Duha, M. S. U., Glaser, N., (2022). *A systematic review on the integration of universal design in online learning*. AECT annual international convention. Las Vegas, NV
8. Glaser, N., AlZoubi, D., **Yang, M.**, Herman, K., & Knowles-Davis, M. (2022). *The museum of instructional design: A prototype 3D virtual learning environment*. AECT annual international convention. Las Vegas, NV.
9. **Yang, M.**, & Lowell, V. (2021). *The perceived importance of trainee attitude for transfer of training: What it says about training design*. AECT annual convention. Chicago, IL.
10. Fiock, H., **Yang, M.**, Long, Y., & Koehler, A. (2021). *Instructional design learners make sense of theory*. AECT annual international convention. Chicago, IL.
11. Rodriguez, L. U., Lowell, V., **Yang, M.**, Duha, M. S. (2021). *Conducting Multi-country research on context and peer-feedback authenticity for language self-efficacy in SMAs: An autoethnography*. AECT annual international convention. Chicago, IL.
12. Lowell, V. & **Yang, M.** (2020). *Authentic Learning for Improved Online Teaching Skills and Self-Efficacy for Transfer: Online Instructor Mentoring Program*. AECT annual convention. Virtual Online.

13. **Yang, M.** (2020). *Designing for transfer: Leveraging context in an authentic learning-based program*. AECT annual international convention. Virtual Online.
14. **Yang, M.** & Lowell, V. (2020). *Authentic learning in online learning for learning transfer*. AECT Summer Research Symposium. Virtual Online.
15. Lowell, V., Farmer, T., **Yang, M.**, Long, Y. (2019). *Designing for Online Learning Accessibility: An Instructional Design Project*. AECT annual international convention. Las Vegas.
16. Lowell, V., Farmer, T., **Yang, M.**, Long, Y. (2019). *Creating and evaluating accessibility modules for instructional designers*. AECT annual international convention. Las Vegas, NV.
17. 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*. AECT annual international convention. Las Vegas.
18. Richardson, J., Caskurlu, C., Janakiraman, S., Strait, M., **Yang, M.** (2019). *Developing quality online courses in light of cognitive load theory*. AECT annual international convention. Las Vegas, NV.
19. 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.
20. **Yang, M.**, Randolph, A., Duran, L., & Duha, M. S. (2019). *Redefining Learning and Development: A case study of Metro National Banking Corporation*. International Society for Performance Improvement (ISPI). New Orleans, LA.
21. **Yang, M.** (2018). *Attitudinal Influences on Transfer of Training: A Systematic Review*. AECT annual international convention. Kansas City, MO.
22. **Yang, M.** (2018). *Attitudinal Influences on Transfer of Training: A Mixed Methods Approach*. AECT annual international convention. Kansas City, MO.
23. Lowell, V. & **Yang, M.** (2017). *Purposeful formation of online learning culture: impact on learner self-identity and social presence, for the development of community*. AECT annual international convention. Jacksonville, FL.
24. **Yang, M.** (2017). *A hypothesized path model on the influences of attitudinal factors on training transfer*. AECT annual international convention. Jacksonville, FL.
25. **Yang, M.** (2015). *The logistics of teaching*. Eighth Annual Conference of Chinese Language Association of Michigan. Detroit, MI.

SERVICE EXPERIENCES

International/National

1. Editor-in-Chief: Journal of Applied Instructional Design (2023-Present)
2. Assistant Editor: Journal of Applied Instructional Design (2021-2023)
3. Past president: AECT Division of Organizational Training and Performance (2022-2023)
4. President: AECT Division of Organizational Training and Performance (2021-2022)

5. President-elect: AECT Division of Organizational Training and Performance (2020-2021)
6. Journal reviewer (e.g., TechTrends, Distance Education, Performance Improvement Quarterly, etc.)
7. Invited reviewer for Towson University SET grant (2023)

Institutional

1. Darden College of Education FGO - Policy Committee Member (2021-2022)
2. Instructional Design and Technology Faculty Search Committee (2022 & 2023)
3. Darden College of Education FGO - Technology Committee Member (2022-Present)
4. Darden College of Education - Graduate curriculum committee member (2023-Present)
5. DCEPS Research Task Force Member (2023-Present)

PROFESSIONAL AWARDS

1. AERA SIG Design & Technology Outstanding Design Case Award (2023)
2. AECT Division of Distance Learning Crystal Award (2022)
3. AECT Outstanding Research and Theory Division Student Proposal Award (2021)
4. UPCEA Central Regional Award: Excellence in Instructional Design Award (2021)
5. AECT Early Career Symposium Award (2020)
6. AECT Division of Distance Learning Best Practice Award (2019)
7. AECT Organization Training and Performance Convention Scholarship (2019)
8. ISPI Case Competition: 2nd place (2019)
9. AECT Organizational Training and Performance Outstanding Poster Award (2017)