
HIGHLIGHTS OF ACHIEVEMENT

Research & Scholarship

- **Prolific Researcher:** Developed a research portfolio comprising 38 peer-reviewed journal articles at various stages (24 published, 8 under review, 6 in preparation) targeting leading venues like *Educational Technology Research and Development*, *Computers & Education*, *Education and Information Technologies*, and *International Journal of Educational Technology in Higher Education*.
- **Active Dissemination:** Presented research at 28 national and international conferences, including AECT, AERA, ASEE, LAK, EDUCAUSE, and OLC.
- **Focused Expertise:** Advances Learning Analytics, Artificial Intelligence in Education, and technology-enhanced learning through research that drives instructional innovation, strengthens community and industry partnerships, supports societal impact, and foster interdisciplinary collaboration.

Grant Activity

- **Active Grant Seeker:** Since joining UNT in 2023, submitted 10 competitive grant proposals to major funders such as the NSF and Spencer Foundation, and secured internal funding as Principal Investigator through the UNT OER Grant Program (\$4,000; funded 2025).
- **Leadership Roles:** Served as Principal Investigator (PI) on 4 proposals and Co-Principal Investigator (Co-PI) on 6 proposals.
- **Significant Pending Portfolio:** Currently have 7 proposals pending, requesting a total of \$1,384,940 in external collaborations (\$670,395 as PI, \$714,545 as Co-PI).
- **Prior Grant Experience:** Contributed as Research Assistant on a funded NSF project (\$55,098) during doctoral studies.

Teaching & Mentoring

- **Dedicated Educator:** Taught 15 distinct courses across three institutions (UNT, Purdue, Virginia Tech) covering foundational and advanced topics in Learning Technologies, Learning Analytics, Research Methods, and Instructional Design.
- **Excellent Instructor:** Consistently received high student evaluations (e.g., 4.8-4.9/5.0 at UNT; 4.5-4.9/5.0 at Purdue; 5.6-5.7/6.0 at Virginia Tech).
- **Developing Future Scholars:** Currently mentoring 11 Ph.D. students (2 as Major Professor, 9 as Committee Member) at UNT and Purdue.

Leadership, Innovation & Recognition

- **Curriculum Innovation:** Leading the creation of the new AI + Learning Analytics Specialization within the UNT LTEC Master's Program.
- **Advanced Expertise Development:** Selected for competitive fellowships and advanced training, including the Quantitative Ethnography Institute Fellow (2023), LASER Fellow (2023), MIT Applied Data Science Program (2022), UPenn Data Science Certificate (2025), and Ewha Global Fellow (2025–2026).

- **Award-Winning Scholar:** Recipient of multiple research and teaching honors, including the AERA 2025 Best Paper Award, KSET 2025 Best Paper Award, UNT COI Rising Star Faculty Award (2024, 2025), James T. Neubacher Award (2021) for disability advocacy, FTTC IDEA Award (2021) for inclusive design, and the AECT/NSF Early Career Symposium Award (2013).
- **Prior Leadership Experience:** Served as Learning Experience Design Lead at the University of Michigan (2016-2023), managing large-scale design initiatives for the School of Social Work and advancing accessibility and innovation in online learning.

Academic Service

- **University & Departmental Service:** Actively contributing to UNT through service on the LTEC Master Program AI + LA Specialization Task Force, LTEC Undergraduate Curriculum Committee, and College of Information Scholarship Committee.
- **Field Contribution:** Extensive peer review service for leading associations (AECT, AERA, SOLAR) and conferences since 2008.

EDUCATION

Purdue University Ph.D. in Learning Design and Technology Dissertation: Development and Validation of Pre-service Teacher Personal Epistemologies Scale Advisor: Dr. Peggy A. Ertmer, Dr. Timothy Newby, Dr. Johannes Strobel, Dr. Aman Yadav	West Lafayette, IN December 2013
Ewha Womans University M.A. Educational Technology Thesis: Effects of Cognitive Styles on Argumentation Skills in Online Discussion	Seoul, Korea July 2003
Ewha Womans University B.A. Education, Educational Technology, Multimedia	Seoul, Korea February 2000

EMPLOYMENT

College of Information, University of North Texas Assistant Professor of Learning Technologies	Denton, TX 2023-present
Center for Academic Innovation, University of Michigan Learning Experience Design Lead, School of Social Work	Ann Arbor, MI 2016-2023
School of Education, Virginia Tech Visiting Assistant Professor of Instructional Design and Technology	Blacksburg, VA 2014-2016
Human Resources Development Consulting, Samsung Multicampus Training Development, HR Consulting, R&D Management	Seoul, Korea 2003-2008

NON-DEGREE EDUCATION & TRAINING

University of Pennsylvania Data Science Methods for Digital Learning Platforms	Philadelphia, PA December 2025
University of Wisconsin	Madison, WI

Quantitative Ethnography Institute Fellowship	July 2023-present
North Carolina State University Learning Analytics in STEM Education Research (LASER) Fellowship	Raleigh, NC July 2023
Massachusetts Institute of Technology Applied Data Science Program (hybrid)	Cambridge, MA December 2022

AWARDS & HONORS

EWHA Global Fellow 2025-2026 (Honor/Fellowship): Awarded the EWHA Global Fellow 2025–2026 by Ewha Womans University in Seoul, South Korea. This prestigious fellowship recognizes distinguished international scholars and supports collaborative research and educational exchange with Ewha faculty.

UNT COI 2025 Rising Star Faculty (Award): Recipient of the 2025 Rising Star Faculty Award from the UNT College of Information, an honor recognizing an early-career faculty member who demonstrates exceptional promise and notable contributions to the college.

AERA 2025 Online Teaching Learning SIG Best Paper (Award): Recipient of the 2025 Best Paper Award from the AERA Online Teaching and Learning SIG, which recognizes methodological innovation in research. The paper was honored for using epistemic network analysis to reveal how social and cognitive presence co-develop in online discussions.

KSET 2025 Educational Technology International SIG Best Paper (Award): Recipient of the 2025 Educational Technology International SIG Best Paper Award from the Korean Society for Educational Technology (KSET). This award recognizes excellence in advancing learning analytics through the use of clustering and predictive modeling to uncover learner profiles.

UNT 2025 Faculty Success Conference Support (Honor): Recipient of the UNT 2025 Faculty Success Conference Support, a competitive honor providing funding for faculty to present high-impact research at national and international conferences.

UNT COI 2025 Supplemental Professional Travel (Honor): Recipient of the UNT College of Information 2025 Supplemental Professional Travel support, a competitive honor of up to \$1,500 awarded in recognition of notable contributions to the field.

UNT COI 2024 Rising Star Faculty (Award): Recipient of the 2024 Rising Star Faculty Award from the UNT College of Information, recognizing an early-career faculty member demonstrating exceptional promise and notable contributions within the College.

LASER 2024 Travel Grant (Honor): Awarded the LASER 2024 Travel Grant of \$2,500 for travel expenses in recognition of significant contributions to the field of learning analytics.

UNT COI 2024 Supplemental Professional Travel (Honor): Awarded competitive supplemental funding of \$1,500 from the UNT College of Information in recognition of significant scholarly contributions and to support the presentation of high-impact research.

UNT Department of Learning Technologies Supplemental Travel Support (Honor): Awarded competitive supplemental funding of \$500 from the UNT Department of Learning Technologies to support professional travel in recognition of notable contributions to the field.

James T. Neubacher Award 2021 (Award): Awarded to the Learning Experience Design team at the University of Michigan for significant achievements in promoting equal access and opportunity for people with disabilities.

FTTC IDEA Recognition for Instructional Design Award 2021 (Award): Awarded to the Learning Experience Design team for efforts in advancing equitable and inclusive approaches to design for online learning environments.

AECT/NSF Early Career Symposium recipient 2013: A merit-based award (\$1,400) given for excellence in research to early-career faculty and advanced doctoral students.

Research Assistantship for NSF GSE Project 2012-2013 (Position/Honor): Served as a Research Assistant examining engineering perceptions and identity among young girls.

Frank B. DeBruicker Graduate Award 2012 (Award): A merit-based award (\$1,000) given to one graduate student at Purdue University for excellence in research.

ISPI University HPT Case Study Competition 2011 (Award): Received a "Top 3" award in the competition sponsored by the International Society of Performance Improvement.

Research Assistantship in NSF VOSS Project 2010-2012 (Position/Award): Research role focused on transforming loose networks into sustainable interdisciplinary virtual organizations.

AECT Design and Development Showcase Certificate 2009 (Award): Awarded by the Design and Development Division of the Association for Educational Communications and Technology.

Ross Graduate Fellowship at Purdue University 2008-2012 (Fellowship): Awarded to outstanding Ph.D. students in the Learning Design and Technology program.

Samsung Multicampus Best Employee Award 2005, 2006, 2007 (Award): Recognized for outstanding job performance within Samsung's corporate HR development division.

National College Student Thesis Competition Winner 2000 (Award): Awarded by the Ministry of Education, South Korea, for research on student-centered learning practices.

PEER-REVIEWED JOURNAL ARTICLES

[*Student co-author; IF = Impact Factor (2-year citation average); 5YR IF = 5-year Impact Factor (long-term influence), CiteScore = Scopus 4-year citation metric; h-index = Citation Impact and Productivity; h5-index = Google Scholar 5-year impact; Only available metrics are listed].

In Preparation

1. **Yu, J. H.** (in preparation). Integrating AI ethics in K-12 classrooms: A scoping review of resources, activities, and pedagogical approaches (2020-2025). *International Journal of STEM Education*. [IF = 10.35; h-index = 63].
2. **Yu, J. H.** & Tu, F.* (in preparation). Early engagement promotes success in a professional MOOC: A propensity score weighting analysis. *Technology, Knowledge and Learning*. [IF = 3.5; 5YR IF = 4.2]
3. **Yu, J. H.**, Tu, F., & Cheng, L. (in preparation). Metacognitive laziness or cognitive liberation? A systematic review of Generative AI's impact on student metacognition and self-regulation. *Online Learning Journal*. [IF = 3.04; h-index = 75].

4. Miller, C., Tu, F., Dang, K., Hester, J., & **Yu., J. H.** (in preparation). Scaffolding, not shortcutting: A systematic review and conceptual framework for rethinking cognitive offloading in the age of intelligent tools. *Technology, Knowledge and Learning*. [IF = 3.5; 5YR IF = 4.2].
5. Schnacker, J.*, Ge, X., & **Yu, J. H.** (in preparation). The K-12 AI competence-to-practice gap: An analysis of enablers and barriers in teacher integration. *Journal of Digital Learning in Teacher Education*. [CiteScore = 5.3; h-index = 34]
6. Kaplan-Rakowski, R. & **Yu, J. H.** (in preparation). Language learning in every direction: From pronunciation to immersion with 360° Video. *Computers & Education: X Reality*. [CiteScore = 4.5].

Under Review/In Revision

1. **Yu, J. H.** (under review). When conversations rise and fall: A multi-course latent growth model of MOOC discussion engagement. *Distance Education*. [IF = 3.0; 5YR IF = 4.7]
2. **Yu, J. H.**, Tu, F.*, & Yelamar, K. S. (In revision). From strong start to strong finish: A temporal analysis of self-regulation and achievement in a MOOC microcredential program. *Computers & Education* [IF = 10.5; CiteScore = 23.7]
3. **Yu, J. H.**, Romero, P.*, Dunlap, M.*, & Warren, S. (In revision). Why educators use but do not endorse artificial intelligence in higher education. *Journal of Computing in Higher Education*. [IF = 4.9; 5YR IF = 5.2].
4. **Yu, J. H.**, Wilhoit, H. Y.*, & Tu, F.* (In revision). Rethinking engagement: How active lurkers and strategic consumers validate new pathways to professional MOOC success. *Smart Learning Environments*. [IF = 12.1; 5YR IF = 10.2; h5-index = 60].
5. **Yu, J. H.**, Tu, F.*, Chen, H., Ding, J., Hsieh, C-J.*, Dong, L. *, Kim, H., & Watson, S. L. (In revision). Measuring cognitive presence in online discussions: Automated detection and instructional insights from a MOOC context. *Educational Technology Research and Development*. [IF = 4.2; 5YR IF = 5.3; h5-index = 83].
6. Tu, F.*, **Yu, J. H.**, Hsieh., C-J.*, Kim, H., Dong, L.*, Chen, H., Kinshuk, Watson, S. L., & (In revision). A systematic review of methodological tensions in automated Community of Inquiry analysis. *Review of Educational Research*. [IF = 8.3; 5YR IF = 16.4]
7. Karumbaiah, S., Choi, J., **Yu, J. H.**, Saravanan, V., & Agarwal, S. (In revision). Contextualizing intersectional algorithmic fairness in educational decision-making: A learning design perspective. *International Journal of Educational Technology in Higher Education* [IF = 16.7; h5-index = 95]
8. Hsieh, C-J.*, Dong, L*., Duan, S., McNary, S.W., Watson, S.L., Jiang, S., Xu, F., & **Yu., J.H.** (In revision). Sustaining subjective well-being in online graduate programs: Insights from repeated implementations of the Best Possible self-intervention. *Journal of American College Health*. [IF = 1.5; 5YR IF = 2.4; CiteScore = 5.6].

Published (Tenure Period)

1. **Yu, J. H.**, Kim, H., Dong, L.*, Hsieh, C-J.*, Duan, S., & Watson, S. (accepted). Linguistic patterns in reflective writing: Analyzing graduate students' professional aspirations. *Educational Technology Research and Development* [IF = 4.2; 5YR IF = 5.3; h5-index = 83].
2. **Yu, J. H.** & Rho, J. (2025). Just seeing can be deceiving: GenAI-supported design case for critical visual literacy. *International Journal of Design for Learning*, 16(2). [h5-index = 12].
3. **Yu, J. H.**, Park, Y., Kye, B. (2025). Identifying learner profiles and predicting performance in a digital textbook: A case study of K-8 schools in South Korea. *Educational Media International*. [5YR IF = 2.1; CiteScore = 5.4] **Recipient of the Best Paper Award at the 40th Anniversary

Korean Educational Technology Society.

4. Dong, L.*, Watson, S., **Yu, J. H.**, & Lowell, V. (2025). Revisiting the interrelationships between social presence and cognitive presence in asynchronous online courses: Insights from epistemic network analysis. *Online Learning Journal*, 29(3), 417-448. <https://doi.org/10.24059/olj.v29i3.4672> [CiteScore = 7.5 h-index = 75]. **Recipient of the Best Paper Award of Online Teaching and Learning SIG at the 2025 American Educational Research Association.
5. Olesova, L., **Yu, J. H.**, & Garcia, B. (2025). Integrating care ethics in GenAI-enhanced instructional design: A framework for inclusive and equitable higher education practices. *Journal of Applied Instructional Design*. 14(3). https://jaid.edtechbooks.org/jaid_14_3/pzggghjfkqi [IF = N/A]
6. An, Y., **Yu, J. H.**, & James, S.* (2025). Investigating the higher education institutions' guidelines and policies regarding the use of Generative AI in teaching, learning, research, and administration. *International Journal of Educational Technology in Higher Education*, 22(1), 10. <https://doi.org/10.1186/s41239-025-00507-3> [IF = 16.7; h5-index = 95]
7. **Yu, J. H.** (2024). Integrating actionable analytics into learning design for MOOCs: A design-based research. *Journal of Computing in Higher Education*, 1-39. <https://doi.org/10.1007/s12528-024-09413-5> [IF = 4.9; 5YR IF = 5.2]
8. **Yu, J. H.**, & Chauhan, D.* (2024). Trends in NLP for personalized learning: LDA and sentiment analysis insights. *Education and Information Technologies*, 1-42. <https://doi.org/10.1007/s10639-024-12988-2> [IF = 5.4; h5-index = 143]
9. **Yu, J. H.**, Chauhan, D.*, Iqbal, R. A.*, & Yeoh, E.* (2024). Mapping academic perspectives on AI in education: trends, challenges, and sentiments in educational research (2018–2024). *Educational Technology Research and Development*, 1-29. <https://doi.org/10.1007/s11423-024-10425-2> [IF = 4.2; 5YR IF = 5.3; h5-index = 83].
10. **Yu, J. H.**, Dong, L.*, Hsieh, C-J.*, Tan, Y., Duan, S., & Watson, S. (2024). Instructional designers' professional futures: Insights from Best Possible Self and epistemic network analysis. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-024-10441-2> [IF = 4.2; 5YR IF = 5.3; h5-index = 83].
11. Duan, S., Hsieh, C-J.*, Dong, L.*, Jiang, S., Xu, F., Watson, S., & **Yu, J. H.** (2024). Unveiling novice instructional designers' professional identity: Exploring dispositions through future-oriented reflections. *Higher Education*. <https://doi.org/10.1007/s10734-024-01366-z> [IF = 4.6; 5YR IF = 5.5].
12. **Yu, J. H.** (2023). Learning experience design as collective praxis: Two design cases from higher education. *Journal of Applied Instructional Design*, 12(3), 59-83. <https://doi.org/10.59668/515.12902> [IF = N/A]

Published (Pre-tenure Period)

1. Nawaz, S., Srivastava, N., **Yu, J. H.**, Baker, R., Kennedy, G., Bailey, J. (2022). How difficult is the task for you? Modeling and analysis of students' task difficulty sequences in a simulation-based POE environment. *International Journal of Artificial Intelligence in Education*. 1-30. <https://doi.org/10.1007/s40593-021-a00242-6> [IF = 8.5; 5YR IF = 8.8; h5-index = 49].
2. **Yu, J. H.** & Watson, S. L (2020). Identifying subtypes of attitudinal learning among MOOCs learners: A latent profile analysis. *Open Learning: The Journal of Open and Distance Learning*. <https://doi.org/10.1080/02680513.2020.1755836> [IF = 3.1].
3. Watson, W. R., Watson, S. L., Fehrman, S. E., **Yu, J. H.**, & Janakiraman, S. (2020). Examining international students' attitudinal learning in a higher education course on cultural and language learning. *Journal of International Students*, 10(3). <https://doi.org/10.32674/jis.v10i3.1083> [IF = 1.5;]

h5-index = 37]

4. Watson, S. L., **Yu, J. H.**, Alamri, H., & Watson, W. R. (2020). Preservice teachers' technology integration attitude change in a course implementing digital badges. *Journal of Technology and Teacher Education*, 28(1), 89-116. <https://www.learntechlib.org/primary/p/211054> [h5-index = 31]
5. Watson, W. R., **Yu, J. H.**, & Watson, S. L. (2018). Perceived attitudinal learning in a self-paced versus fixed-schedule MOOC. *Educational Media International*, 55(2), 170-181. [5YR IF = 2.1; CiteScore = 5.4].
6. Watson, S. L., Watson, W. R., **Yu, J. H.**, Caskurlu, S., Janakiraman, S., & Fiock, H. (2018). Attitudinal learning and its relation to gender, age, ethnicity, enrolment purpose, and most impactful learning activity in the science of happiness MOOC. *International Journal of Learning Technology*, 13(4), 306-326. <https://doi.org/10.1504/IJLT.2018.098501> [CiteScore = 1.2]
9. Watson, S. L., Watson, W. R., **Yu, J. H.**, Almari, H., & Mueller, C. (2017). Learner profiles of attitudinal learning in a MOOC: An explanatory sequential mixed-methods study. *Computers & Education*, 114, 274-285. <https://doi.org/10.1016/j.compedu.2017.07.005> [IF = 10.5; CiteScore = 23.7].
7. **Yu, J. H.**, Jo, I., & Park, Y. (2016). Clustering blended learning courses by online behavior data: A case study in a Korean higher education institute. *The Internet and Higher Education*, 29, 1-11. <https://doi.org/10.1016/j.iheduc.2015.11.001> [IF = 6.8; CiteScore = 19.1]
8. Capobianco, B. M., **Yu, J. H.**, & French, B. (2015). Effects of engineering design-based science on elementary school science students' engineering identity development across gender and grade. *Research in Science Education*, 45, 275-292. <https://doi.org/10.1007/s11165-014-9422-1> [IF = 2.3; 5YR IF = 2.8]
9. Capobianco, B. M., & **Yu, J. H.** (2014). Using the construct of care to frame engineering as a caring profession toward promoting young girls' participation. *Journal of Women and Minorities in Science and Engineering*, 20(1), 21-33. [10.1615/JWomenMinorScienEng.2014006834](https://doi.org/10.1615/JWomenMinorScienEng.2014006834) [h5-index = 29]
10. **Yu, J. H.**, Luo, Y., Sun, Y., & Strobel, J. (2012). A conceptual K-6 teacher competency model for teaching engineering. *Procedia-Social and Behavioral Sciences*, 56(8), 243-252. <https://doi.org/10.1016/j.sbspro.2012.09.651> [IF = 0,6]
11. Ertmer, P., Newby, T.J., **Yu, J. H.**, Liu, W., Tomory, A., Lee, Y., Sendurur, E., & Sendurur, P. (2011). Facilitating students' global perspectives: Collaborating with international partners using Web 2.0 technologies. *The Internet and Higher Education*, 14(4), 256-261. <https://doi.org/10.1016/j.iheduc.2011.05.005> [IF = 6.8; CiteScore = 19.1]
12. Ertmer, P., Newby, T.J., Liu, W., Tomorry, A. & **Yu, J. H.** (2011). Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations. *Educational Technology Research and Development*, 59(2), 213-228. <https://doi.org/10.1007/s11423-011-9187-4> [IF = 4.2; 5YR IF = 5.3; h5-index = 83].

CONFERENCE PRESENTATIONS

Tenure Period

1. **Yu, J. H.**, Kim, H., Hsieh, C.-J.*, Dong, L. *, Duan, S., & Watson, S. (2025, October 20-24). *Exploring professional identity development through BPS-based reflective writing in instructional design graduate course*. 2025 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.
2. An, Y., **Yu, J. H.**, & James, S.* (2025, October 20-24). *Investigating the higher education*

- institutions' guidelines and policies regarding the use of generative AI in teaching, learning, research, and administration.* 2025 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.
3. Duan, S., McNary, S., Hsieh, C.-J.*, Dong, L*., Watson, S., Jiang, S., Xu, F., & **Yu, J. H.** (2025, October 20-24). *Enhancing online graduate student well-being: A five-year study of the Best Possible Self intervention.* 2025 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.
 4. Hong, J*., Tan, Y*., & **Yu, J. H.** (2025, October 12-16). Understanding learner preferences: An epistemic network analysis of MOOC participation intentions. In *Proceedings of the International Conference on Quantitative Ethnography 2025* (p. 100).
 5. Dong, L*., Hsieh, C*., Watson, S. L., **Yu, J. H.**, Lowell, V. (2025, April 23–27). *The interrelationships between students' social presence and cognitive presence in asynchronous online courses: An epistemic network analysis.* Annual Conference of the American Educational Research Association (AERA), Denver, CO, United States. ***Best Paper Award from the Online Teaching and Learning SIG.**
 6. **Yu, J. H.** (2025, March 3–7). *The rise and fall of conversations: Tracing discussion engagement across MOOCs with Latent Growth Modeling* [Conference poster]. 15th International Conference on Learning Analytics and Knowledge (LAK25), Dublin Royal Convention Centre, Dublin, Ireland.
 7. **Yu, J. H.** (2025, March 3–7). *The stayers, stragglers, and slippers: Tracking student journeys in MOOC certification programs* [Conference poster]. 15th International Conference on Learning Analytics and Knowledge (LAK25), Dublin Royal Convention Centre, Dublin, Ireland.
 8. Duan, S., Watson, S. L., Dong, L*., Hsieh, C*., Jiang, S., Xu, F., **Yu, J. H.** (2024, October 19-23). *Unveiling novice instructional designers' professional identity: Exploring dispositions through future-oriented reflections.* 2024 Annual Conference of the Association for Educational Communications & Technology (AECT), Kansas City, MO, United States.
 9. **Yu, J. H.** (2023). *A systematic review of natural language processing applications in personalized learning.* 2023 Annual Conference of the Association for Educational Communications & Technology (AECT), Orlando, FL.
 10. **Yu, J. H.** (2023). *Learning experience design as collective praxis: Two design cases from higher education.* 2023 Annual Conference of the Association for Educational Communications & Technology (AECT), Orlando, FL.
 11. **Yu, J. H.**, Park, Y., Kye, B. (2023). *Identifying learner profiles and predicting performance in a Digital Textbook: A case study of K-8 schools in South Korea.* Annual Conference of the Association for Educational Communications & Technology (AECT), Orlando, FL.

Pre-tenure Period

1. Stone, D., **Yu, J. H.**, & Hiltz, B. (2022). *Establishing external non-credit pathways into academic programs: Key success factors, for presentation.* 2022 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.
2. **Yu, J. H.** & Watson, S. (2016). *Profiles of attitudinal change among MOOC learners: A latent profile analysis.* 2016 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.
3. **Yu, J. H.** & Newby, T. (2016). *Learning with social media: Information evaluation and content creation.* 2016 Annual Conference of the Association for Educational Communications & Technology (AECT), Las Vegas, NV.

4. **Yu, J. H.** (2015). *Epistemic match and mismatch between teacher educators and pre-service teachers: Effects on learning engagement and intention of technology integration*. 2015 Annual Conference of the Association for Educational Communications & Technology (AECT), Indianapolis, IN.
5. Wu, D. **Yu, J. H.**, & Ma, X. (2015). "Touch" to learn: A systematic literature review of touch user interface (TUI) design in educational practices from 2004 to 2014. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Indianapolis, IN.
6. Earnshaw, Y., Engerman, J., Gentry, W., Hale, P., Maddrell, J., Rysavy, M., & **Yu, J. H.** (2015). Design of online learning modules for a non-profit organization: A collaborative service-learning initiative. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Indianapolis, IN.
7. **Yu, J. H.**, Park, Y., & Jo, I. (2015). A data-driven typology of blended learning models in higher education: Insights from ethnographic evidence. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Indianapolis, IN.
8. **Yu, J. H.**, Ertmer, P., & Newby, T. (2014). The relationship between pre-service teachers' personal epistemologies and perceptions of knowledge construction in online communities: A structural equation modeling. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Jacksonville, FL.
9. **Yu, J. H.**, Park, Y., & Jo, I. (2014). Clustering instructional design models based on student learning behaviors in blended learning: Big data analytics in higher education. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Jacksonville, FL.
10. **Yu, J. H.**, & Newby, T. (2014). Flipping the teacher education classroom to enhance engagement and learning transfer: A path analysis. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Jacksonville, FL.
11. Newby, T. J., **Yu, J. H.**, Koehler, A., & Besser, E.D. (2013). Enhancing pre-service teachers' engagement in a technology-supported flipped classroom. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Anaheim, CA.
12. **Yu, J. H.** & Strobel, J. (2012). A model of engineering-related beliefs system: Epistemic, epistemological, and ontological beliefs. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Louisville, KY.
13. **Yu, J. H.**, Luo, Y., Choi, J., Rajan, P., Nawaz, S., Strobel, J. & Radcliffe, D.F. (2011). A framework of virtual collaboration building interdisciplinary research. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Jacksonville, FL.
14. **Yu, J. H.**, Kim, W., Yu, T., & Richardson, J. (2011). Community of Inquiry in an education-based social network site. *Presented at the AACE World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (E-Learn)*, Honolulu, HI.
15. **Yu, J. H.**, Kim, W., Yu, T., & Richardson, J. (2011). Effective strategies of social network sites (SNSs): Examining Mixable through the Community of Inquiry framework. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Jacksonville, FL.
16. Rajan, P., Nawaz, S., **Yu, J. H.**, Luo, Y., Choi, J., Radcliffe, D.F., & Strobel, J. (2011). Defining teams in team science: The case of engineering education research teams. *Presented at the Annual Conference of the Science of Team Science Conference*, Chicago, IL.

17. Ertmer, P., Newby, T.J., **Yu, J. H.**, Liu, W., Tomory, A., Lee, Y., Sendurur, E., & Sendurur, P. (2010). Facilitating students' global perspectives: Collaborating with international partners using Web 2.0 technologies. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Anaheim, CA.
18. Ertmer, P., Newby, T.J., **Yu, J. H.**, Liu, W., Tomory, A., Lee, Y., Sendurur, E., & Sendurur, P. (2010). Transforming students' international experiences through the use of Web 2.0 tools. *Presented at the Annual Conference of the American Educational Research Association (AERA)*, Denver, CO.
19. Ertmer, P., Newby, T. J., Liu, W., Tomory, A., & **Yu, J. H.** (2009). Using Web 2.0 applications to engage students in international experiences. *Presented at the Annual Conference of the Association for Educational Communications & Technology (AECT)*, Louisville, KY.
20. **Yu, J. H.** (2006). Development of Augmented Reality (AR) application system in e-learning environments. *Presented at the Annual Conference of the ACE World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (E-Learn)*, Honolulu, Hawaii.
21. Park, B.H., **Yu, J. H.** (2006). An exploration of the educational value of the Augmented Reality (AR) technology, *Presented at the Annual Conference of the Korean Association for Educational Information & Media (KSET)*. Seoul, South Korea.

BOOK CHAPTERS

Tenure Period

1. Lachheb, A., Quintana, R. M., **Yu, J. H.**, & Zamora, A. N. (2023). Diversity, Equity, Inclusion, and Justice in Action: A Study of Learning Experience Designers' Practices. In *Toward Inclusive Learning Design: Social Justice, Equity, and Community* (pp. 197-215). Cham: Springer Nature Switzerland.
2. Olesova, L., Garcia, B., & **Yu, J. H.** (2023). Careers in higher education for non-faculty. *Becoming an LIDT Professional*. EdTech Books.

Pre-tenure Period

1. **Yu, J. H.**, Ertmer, P., & Newby, T.J. (2014). Enhancing faculty readiness for teaching in flipped classrooms. In B. Hokanson, A. Gibbons, M. Tracey, & G. Clinton (Eds.), *AECT 2014 Summer Research Symposium Book*. New York: Springer.
2. Chen, X., Choi, J. H. & **Yu, J. H.** (2012). Applying social network analysis and social capital in personal learning environments of informal learning. In V. Dennen and J. Myers (Eds.) *Virtual Professional Development and Informal Learning via Social Networks*. New York, NY: IGI Global.
3. Chen, X., Choi, J.H., **Yu, J. H.**, & Newby, T. (2012). Teaching assistants' community of practice in facilitating pre-service teachers' online learning in a blended course. In H. Yang and W. Shuyan (Eds.) *Cases on Formal, Non-Formal, and Informal Online Learning: Opportunities and Practices*. New York: IGI Global.

UNPUBLISHED MANUSCRIPTS AND TECH REPORTS

Park, Y. & **Yu, J. H.** (2024). Usability test results of the AI digital textbook prototype. (Research Material No. RM 2024-12). Korea Education and Research Information Service.

Yu, J. H. & Kye, B. (2016, in Korean). New schools for 21st-century learners: open learning spaces. Seoul, Korea: Korean Education Research Information Services.

Kye, B., **Yu, J. H.**, & Park Y. (2016, in Korean). Preparing 21st-century competencies: A case study of digital textbook in Korean elementary school. Seoul, Korea: Korean Education Research Information Services.

Kye, B., & **Yu, J. H.** (2015, in Korean). Digital textbook and OER policies in the United States. Seoul, Korea: Korean Education Research Information Services.

INVITED TALKS

Yu, J. H. (2024). *Artificial intelligence in education*. Invited address delivered at the doctoral seminar. Department of Educational Technology. Ewha Womans University. Seoul, Korea.

Yu, J. H. (2015, December). *Cultivating digital educators: How learning analytics can empower teachers*. Invited address delivered at the international academic conference of 100th-anniversary commemoration of Ewha Teacher Education. Ewha Womans University. Seoul, Korea.

Yu, J. H. (2015, December). *Learner profile analysis to enhance adaptive learning experiences*. Invited address delivered at the international academic conference of 100th-anniversary commemoration of Ewha Teacher Education. Ewha Womans University. Seoul, Korea.

Yu, J. H. (2015, December). *Digital citizenship: Becoming a critical consumer, a constructive producer, and a social advocate*. Invited address delivered at the international academic conference of 100th-anniversary commemoration of Ewha Teacher Education. Ewha Womans University. Seoul, Korea.

GRANTS AND FUNDING

Funded & Awarded

UNT Learning Institute Pilot Project

Title: Partner, Not Crutch: Designing a Metacognitive Nudge to Promote AI Co-Regulation

Institution: University of North Texas (Role: PI, \$5,000)

Project Period: January 1, 2026-August 31, 2026

Status: Awarded

NSF S-STEM Supplemental Funding

Title: Supplement Funding: Attracting and Cultivating AI Scholars through Multi-faceted Mentoring, Research Experiences, and Cohort Building

Institution: University of North Texas (Role: Senior Personnel, \$25,000)

Project Period: January 1, 2026 – June 30, 2027

Status: Awarded

University of North Texas: OER Grant Program

Title: Instructional Material Development for LTEC 5601: Introduction to Learning Analytics

Institution: University of North Texas (Role: PI; \$4,000)

Project Period: May 15, 2025 – August 1, 2025

Status: Funded

NSF Research in Engineering Education

Title: Investigation of EPICS as a High School Pathway into Engineering

Institution: Purdue University (Role: Research Assistant; \$55,098)

Project Period: September 1, 2012 – December, 2013

Status: Funded

Pending (Under Review)

NSF Research on Innovative Technologies for Enhanced Learning (RITEL)

Title: SPARK-SFI: Scaffolding Pathways with Affect-aware Research and Knowledge—A Human-Centered Sparse-Fusion Inference Framework for Adaptive Learning

Institution: Northeastern University & University of North Texas (Role: Co-PI, \$900,000)

Project Period: September 1, 2026 – August 30, 2029

Status: Pending

NSF EDU Core Research (ECR)

Title: Teachable Agents for Learning, Identity, and Self-Regulation (TALIS)

Institution: University of North Texas (Role: PI, \$499,544)

Project Period: August 1, 2026 – July 31, 2029

Status: Pending

Selected Declined Proposals

Tinker Teaching Grant

Title: Tinker Teaching Grant: Designing AI Learning Agents for Predictive Modeling in Learning Analytics (LTEC 5602)

Institution: University of North Texas (Role: PI, \$6,250)

Project Period: January 1, 2026 – August 31, 2026

Status: Declined

Spencer Foundation: Small Research

Title: BEAR-AI: Investigating Culturally Responsive Ethical Reasoning in High School AI Literacy

Institution: University of North Texas (Role: PI, \$49,385)

Project Period: March 1, 2026 – February 28, 2027

Status: Declined

NSF Translation and Diffusion (TD)

Title: Collaborative Research: Transforming Research and New Strategies for Learning and Teaching in Statistics (TRANSLATE-STATS)

Institution: University of North Texas (Role: Co-PI, \$110,480)

Project Period: October 1, 2025 – September 30, 2028

Status: Declined

NSF Improving Undergraduate STEM Education (IUSE:EDU)

Title: IUSE:EDU: Building an Engaged Learning Environment for Monitoring, Guiding, and Accessing in STEM

Institution: University of North Texas (Role: Co-PI, \$399,950)

Project Period: September 1, 2025 – August 30, 2028

Status: Declined

NSF Strengthen American Infrastructure (SAI)

Title: Collaborative Research: SAI: Infrastructure for User-designed Statistics Education with AI (INFUSE-AI)

Institution: University of North Texas (Role: PI, \$121,466)

Project Period: September 2025 – August 2028

Status: Declined

NSF Innovations in Graduate Education (IGE)

Title: IGE: Track 2: ETHIC Framework for AI: Empowering Teaching, Harnessing Innovative Computing

Institution: University of North Texas (Role: Co-PI, \$996,181)

Project Period: September 15, 2024 – August 31, 2027

Status: Declined

NSF Improving Undergraduate STEM Education (IUSE)

Title: ETSE DDTT: Transforming Undergraduate STEM Education: Enhancing Engagement and Building Faculty Capacity through Experiential Learning

Institution: University of North Texas (Role: Co-PI, \$999,999)

Project Period: September 1, 2025 – August 31, 2028

Status: Declined

NSF Artificial Intelligence (AI) Research Institutes

Title: AI Institute for Combining Machine Learning and Automated Reasoning Technologies (ReaLAI)

Institution: University of Texas-Arlington & University of North Texas (Role: Co-PI, \$899,900)

Project Period: September 1, 2025 – August 31, 2028

Status: Declined

TEACHING

Department of Learning Technologies, University of North Texas

2023-current

[LTEC 5300] Learning and Cognition (Evaluation: 4.9/5.0)

[LTEC 5601] Introduction to Learning Analytics (Evaluation: 4.7/5.0)

[LTEC 5602] Predictive Modeling in Learning Analytics

[LTEC 5610] Analysis of Research in Learning Technologies (Evaluation: 4.9/5.0)

[LTEC 6500] Introduction to Research in Learning Technologies (Evaluation: 4.8/5.0)

[LTEC 6510] Introduction to Quantitative Research in Learning Technologies (Evaluation: 4.9/5.0)

[LTEC 6900] Cognitive Apprenticeship

Learning Design and Technology Program, Purdue University

2008-2023

[EDCI 531] Learning Theories and Instructional Design (Evaluation: 4.8/5.0)

[EDCI 568] Educational Applications of Web 2.0 Tools (Evaluation: 4.7/5.0)

[EDCI 569] E-Learning by Design (Evaluation: 4.6/5.0)

[EDCI 577] Strategic Assessment and Program Evaluation (Evaluation: 4.8/5.0)

[EDCI 660] Learning Design and Technology Seminar I (Evaluation: 4.9/5.0)

[EDCI 270] Introduction to Educational Technology and Computing (Evaluation: 4.5/5.0)

Department of Learning Sciences and Technologies, Virginia Tech

2014-2015

[EDIT 5614] Digitally Mediated Learning (Evaluation: 5.7/6.0)

[EDIT 6664] Trends & Issues in Instructional Technology (Evaluation: 5.6/6.0)

[EDIT 6944] Professional Seminar (Evaluation: 5.6/6.0)

ADVISING & MENTORING

As Major Professor (Ph.D.)

Paulina Romero (UNT Learning Technologies, Distributed/Cohort 2026)

Fengjiao Tu (UNT Data Science, Residential/Cohort 2027)

As Committee Member (Ph.D.)

- Julie Cummings (UNT Learning Technologies, Distributed/Cohort 2027)
- Gloria Avalos (UNT Learning Technologies, Distributed/Cohort 2027)
- Shadarra James (UNT Learning Technologies, Distributed/Cohort 2027)
- Cassandra Buffington-Bates (UNT Learning Technologies, Distributed/Cohort 2027)
- Menuka Gurung (UNT Learning Technologies, Distributed/Cohort 2028)
- Nancy Hill (UNT Learning Technologies, Distributed/Cohort 2028)
- Janelle Schnacker (UNT Learning Technologies, Distributed/Cohort 2028)
- Keith Hankins (UNT Learning Technologies, Distributed/Cohort 2028)
- Abbie Teel (UNT Learning Technologies, Residential/Cohort 2028)
- Ebrahim Haghighi (UNT Learning Technologies, Residential/Cohort 2028)
- Liu Dong (Purdue Learning Design and Technology, Residential/Cohort 2026)

As Faculty Mentor (MA)

- Julian Jones (UNT Learning Technologies, Cohort 2027)
- Reginald Thomas (UNT Learning Technologies, Cohort 2027)

ACADEMIC SERVICES

Departmental/University Committees

- UNT LTEC Scholarship and Awards Committee 2025-present
- UNT LTEC Master Program AI + Learning Analytics Specialization Task Force 2024-present
- UNT LTEC Undergraduate Curriculum Committee 2024-present
- UNT College of Information Scholarship Committee 2023-present
- Michigan Social Work Online Degree Program Curriculum Committee 2018-2023
- Michigan Diversity, Equity, Inclusion for Online Degree Program Committee 2020-2023

Program Committee/Reviewer

- Association for Educational Communications and Technology (AECT) 2008-present
- American Educational Research Association (AERA) 2008-present
- Society for Learning Analytics Research (SOLAR) 2008-present
- American Society for Engineering Education (ASEE) 2008-2013
- Online Learning Consortium (OLC) 2016-2023

Editorial Board Memberships

- Editorial Board Member, Educational Technology & Society (ET&S) 2025-present
- Editorial Board Member, Smart Learning Environments (SLE) 2025-present
- Editorial Board Member, Educational Technology Research and Development (ETR&D) 2025-present