

Ye, Yangzhen (Michael)

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Education

2024 – present	UNIVERSITY OF MICHIGAN, ANN ARBOR M.A. Student in Higher Education Marsal Family School of Education Direction: Diversity and Social Justice in Higher Education	ANN ARBOR, MI
2020 - 2024	SOOCHOW UNIVERSITY B.A. Logistic Management Dept. of Management Sciences GPA: 3.8/4.0, 92/100	SUZHOU, JS
2021 - 2024	SOOCHOW UNIVERSITY B.A. Education Dept. of Education GPA: 3.8/4.0, 91/100	SUZHOU, JS
2023 - 2024	UNIVERSITY OF TAIPEI Exchange in Dept. of Education	TAIPEI, TW

Experience

2024 - present	UNIVERSITY OF MICHIGAN, ANN ARBOR Public-facing Programming Assistant <i>Digital Studies Institute* LSA</i> Contribute to the development of community-focused initiatives designed to illuminate the social inequities underpinnings of the digital age. <u>*DSI is a research department that focuses on and studies the inequalities behind the digital society and strives to promote the harmonious development of the digital and the social.</u>	ANN ARBOR, MI
2023	SUZHOU HIGH SCHOOL AFFILIATED TO XI'AN JIAOTONG UNIVERSITY Course Instructor <i>Debating Society Extracurricular Societies</i> Design and implement a curricular unit centered on debate, with the primary objective of fostering student engagement in discussions of societal issues and cultivating their critical thinking skills.	SUZHOU, JS
2022 Summer	XVJI WUWEI PRIMARY SCHOOL Volunteer Supporting Teacher <i>English Office Academic Affairs Division</i> Conducted English language courses for underprivileged rural students, facilitating the application of their linguistic knowledge to practical contexts.	PUYANG, HN
2020-2021	E-BLOCKS CHINA, SUZHOU POSITIVE CAMPUS Intern. Lecturer <i>English Office TC Department</i> Developed a curriculum in conjunction with the e-blocks instructional system to facilitate student acquisition of proficient English reading, listening, writing, and speaking skills.	SUZHOU, JS

Research

2023	A STUDY ON THE INFLUENCE OF SUBJECTIVE FAMILY BACKGROUND ON COLLEGE STUDENTS' ENGAGEMENT TO LEARNING - A CASE STUDY OF UNIVERSITY S <i>This independent quantitative study examines the correlation between family factors and college students' learning commitment. Based on learning commitment theory, it uses questionnaires to collect data from diverse college students, aiming to contribute to educational psychology discourse and inform related policies and interventions.</i>	SUZHOU, JS
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