

Ye, Yangzhen (Michael)

yeyz@umich.edu

(1) 734-548-4498

<https://yangzhen-yeh.github.io/>

LinkedIn: www.linkedin.com/in/yangzhen-michael-ye-6977a92ba



EDUCATION

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|----------------|---|----------------------|
| 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

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| 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. | 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

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| 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.</i> <i>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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