

# Daekyun Oh

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## EDUCATION

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- 2021      **Ph.D., The Ohio State University**, Columbus, Ohio  
Major: Kinesiology, Physical Education Teacher Education  
Dissertation Title: Exploring the feasibility of teacher professional development for positive youth development
- 2014      **M.S., Seoul National University**, Seoul, South Korea  
Major: Physical Education and Sport Pedagogy  
Thesis: Qualitative analysis of middle school extra-curricular sports clubs: A focus on improvement of educational value
- 2007      **B.S., Kyunggi University**, Suwon, South Korea  
Major: Physical Education  
Minor: Education  
Honor: Graduated Summa Cum Laude.

## PROFESSIONAL POSITIONS

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- 2017-2021      **Graduate Teaching Assistant**, Physical Education Teacher Education Program, Department of Human Sciences, College of Education and Human Ecology, The Ohio State University, Columbus, Ohio
- 2014-2016      **Physical Education Teacher**, Gwang-Gyo Middle School, Suwon, South Korea
- 2010-2014      **Physical Education Teacher**, Hyo-Won High School, Suwon, South Korea
- 2008-2010      **Physical Education Teacher**, Su-il Middle School, Suwon, South Korea

## SCHOLARLY ACTIVITIES

### RESEARCH STATEMENT

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My research is motivated by what I have seen as a physical education teacher in K-12 schools. The experience working as a physical education teacher ultimately led to me becoming a strong proponent for holistic education through physical education. This motivation has led to numerous questions that the physical education community may need to consider as we attempt to facilitate young people's holistic development: What

are the fundamental goals of school physical education? How can physical education teachers help children and adolescents achieve the goals? What roles should teacher educators and teacher education programs play in youth development?

In order to answer these questions, I have engaged in studies in two specific directions: focus on student learning and teacher professional development. I am currently conducting my dissertation research. The primary goal of this study is to consider the role of continuous professional development on student learning. The main focus is to design a series of in-service teacher professional development activities using the adventure-based learning pedagogical model and explore the feasibility of the professional development for fostering positive youth development.

My past and current research has opened many interesting possibilities to delving into a wide range of research areas in the field of physical education. My passion lies with providing physical education teachers with opportunities to learn how to facilitate students' positive development, thereby providing young people with meaningful educational opportunities within school physical education settings. To do this, as a long-term research direction, I would like to delve into the ecology of three stakeholders (students, teachers, and teacher educators) in physical education environments and their interactions for positive youth development.

## **PUBLICATIONS**

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### **Peer Reviewed Journal Articles**

1. **Oh, D.**, & Sutherland, S. (Forthcoming). Humanities-oriented physical education for social and emotional learning. *Strategies: A Journal for Physical and Sport Educators*.
2. Xie, X., Ward, P., **Oh, D.**, Li, Y., Atkinson, O., Cho, K., Higginson, K., & Kim, M. (2020). Pre-service physical education teacher's development of adaptive competence. *Journal of Teaching in Physical Education*, 39(4), 1-9.
3. Kim, I., **Oh, D.**, Kim, M., & Cho, K. (2020). Teaching pickleball with in-depth content knowledge in middle school physical education. *Journal of Physical Education, Recreation & Dance*, 91(8), 29-38.
4. **Oh, D.**, & Choi, E., & Sutherland, S. (2019). Exploring influence of extra-curricular sport activity on positive youth development. *Future Focus: The Ohio Journal of Health, Physical Education, Recreation, and Dance*, 39(1), 41-51.
5. **Oh, D.**, & Lee, K. D. (2014). Examination of educational operation characteristics, effects, and factors: Focused on excellent cases of extra-curricular school sports club. *Journal of Korea Sport Pedagogy*, 21(4), 279-285.
6. Jo, K. H., Park, S. H., **Oh, D.**, & Kang, J. W. (2013). Exploring practical strategies of humanities-oriented physical education as psychological skills training of athletes for peak sport performance. *Sports Science Review*, 7(1), 1-12.

## Book Chapter

7. Sutherland, S., Stuhr, P. T., Ressler, J. D., & **Oh, D.** (2021). Adventure-based learning. In P. M. Wright & K. A. R. Richards (Eds.), *Teaching Social and Emotional Learning in Physical Education* (1st ed.; pp. 111-139). Jones & Bartlett Learning, MA: Sudbury.

## PRESENTATIONS

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### International

1. Xie, X., Li, W., & **Oh, D.** (2018 July). *Effects of situated game teaching through set plays on secondary students' tactical knowledge and situational interest in physical education*. Poster session presented at International Association for Physical Education in Higher Education (AIESEP) World Congress. Edinburgh, UK.
2. **Oh, D.**, & Choi, E. (2014 February). *Exploring educational values of extra-curricular school sports club in South Korea*. Oral session presented at International Association for Physical Education in Higher Education (AIESEP) World Congress. Auckland, New Zealand.

### National

3. **Oh, D.** (2020, April). *Beyond a teacher learning community: Exploring a physical education teacher learning community and its influence on positive youth development*. Poster session presented at the Society of Health and Physical Educators (SHAPE America) National Convention & Expo, Salt Lake City, UT. (Conference canceled)
4. **Oh, D.** & Sutherland, S. (2019, April). *Fostering positive youth development through adventure-based learning in physical education*. Oral session presented at the Society of Health and Physical Educators (SHAPE America) National Convention & Expo, Tampa, FL.
5. Sutherland, S., Wiggin, A., **Oh, D.**, Smith, C., Alfriend, C., Stuhr, P., & Ressler, J. (2019, April). *Fostering social and emotional learning through adventure-based learning*. Oral session presented at the Society of Health and Physical Educators (SHAPE America) National Convention & Expo, Tampa, FL.
6. Park, S., Goodway, J., Ward, P., **Oh, D.**, & Cho, K. (2018, October). *The influence of a developmental kicking intervention for young children with autism*. North America Federation of Adapted Physical Activity (NAFAPA), Corvallis, OR.
7. **Oh, D.** (2018, March). *Exploring influence of extra-curricular sport activity on positive youth development*. Poster session presented at the Society of Health and Physical Educators (SHAPE America) National Convention & Expo, Nashville, TN.

8. Sutherland, S., Walton-Fisette, J. L., Lynch, S., & **Oh, D.** (2018, October). *Accessing self-identity in PETE and HETE*. Oral session presented at the Society of Health and Physical Educators (SHAPE America) PETE & HETE Conference, Salt Lake City, UT.
9. Tsuda, E., Ward, P., Goodway, J., Erhan, E. Cho, K., Li, Y., Park, S., & **Oh, D.** (2018, March). *Examining the impact of a content development workshop and a knowledge packet on a teacher's instruction and student learning in an upper elementary tennis unit*. Oral session presented at the Society of Health and Physical Educators (SHAPE America) National Convention & Expo, Nashville, TN.

### **State**

10. Kim, I., **Oh, D.**, & Cho, K. (2020, December). *What is progressed: Working models of performance*. A virtual mini convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH. (Conference canceled)
11. **Oh, D.**, & Sutherland, S. (2019, December). *How can physical education teachers promote positive youth development?* Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
12. **Oh, D.**, Sutherland, S. & OSU Majors (2019, December). *Fostering communication and cooperation through physical education*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
13. Kim, I., **Oh, D.**, & Cho, K. (2019, December). *Instructional task progressions for teaching pickle-ball*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
14. **Oh, D.**, & Sutherland, S. (2018, December). *Positive youth development through adventure-based learning*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
15. **Oh, D.**, Kim, I., Kim, M., & Cho, K. (2018, December). *Using music to promote physical activity*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
16. Kim, I., **Oh, D.**, Kim, M., & Cho, K. (2018, December). *Developing specialized content knowledge for teaching pickle-ball*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.

17. **Oh, D.**, & Park, S. (2017, December). *Diversity in physical education: Research findings and case study*. Oral session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.
18. Kim, I., **Oh, D.**, Cho, K., Kim, M. (2017, December). *Teaching diversity through Korean game day*. Activity session presented at annual convention of The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Sandusky, OH.

### **Local**

19. Choi, W., Cho, K., **Oh, D.**, Atkinson, O., & Ward, P. (2020, February). *Relationships among common and specialized content knowledge, error detection, and performance in physical education major's badminton class*. Poster session presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
20. **Oh, D.**, & Sutherland, S. (2018, February). *In-service teacher's knowledge and implementation of adventure-based learning in physical education*. Oral session presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
21. Xie, X., **Oh, D.**, Cho, K., Higginson, K., He, L., Li, Y., Atkinson, O., & Ward, P. (2018, February). *Pre-service physical education teachers' perceptions of their analytic skills following peer teaching rehearsals*. Poster session presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
22. Higginson, K., Cho, K., **Oh, D.**, Xie, X., Atkinson, O., Li, Y., He, Y., & Ward, P. (2018, February). *Changes in pre-service physical education majors' thinking about teaching*. Poster session presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
23. Li, Y., Atkinson, O., Xie, X., **Oh, D.**, Cho, K., Higginson, K., He, Y., & Ward, P. (2018, February). *Pedagogical reasoning by pre-service physical education teachers following repeated teaching*. Poster session presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.

## **RESEARCH PROJECTS**

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### **Co-Researcher**

- 2020-present    Research Title: National policies, supportive practices, and challenges for developing specialized content knowledge of physical education teachers in the United States  
 Principal Investigator: Dr. Insook Kim, Kent State University

- Literature review
- Data collection (developing interview questions and conducting interviews with physical educators in higher education)
- Data analysis (conducted coding and assessed national physical education development programs)

**Research Assistant**

- 2019-present    Research Title: Relationships among common and specialized content knowledge in teacher education  
Principal Investigator: Dr. Phillip Ward, The Ohio State University
- Data collection (badminton and volleyball content maps from pre-service physical education teachers)
  - Data analysis (conducted coding and assessed content maps)
- 2018             Dissertation Title: Situated game teaching through set plays: A proposed curricular model to teaching sports in physical education  
Ph.D. Candidate: Xiuye Xie, The Ohio State University
- Data collection (recorded and assessed soccer skills within game like situation)
- 2017-2018      Research Title: Problems in teaching study  
Principal Investigator: Dr. Phillip Ward, The Ohio State University
- Data collection (conducted interviews with pre-service physical education teachers)
  - Data analysis (transcribed and interpreted interview data, and developed themes)
- 2017             Dissertation Title: Mediating relationship among situational perceived motor competence, successful practice trials, and skill improvement in 1<sup>st</sup> graders in elementary school physical education  
Ph.D. Candidate: Junyoung Kim, The Ohio State University
- Data collection (measured motor skill (throwing) test and recorded test results)
- 2017             Dissertation Title: Examining the impact of a content knowledge professional development workshop using a knowledge packet on a teacher's pedagogical content knowledge and student learning in an upper elementary tennis unit  
Ph.D. Candidate: Emi Tsuda, The Ohio State University
- Data collection (measured tennis skill test and recorded test results)
- 2016             Dissertation Title: Fundamental motor skill development for children with autism spectrum disorder  
Ph.D. Candidate: Seungyeon Park, The Ohio State University
- Data collection (measured motor skill (kicking) test and recorded test results)

- 2013            Project Title: The effects of school sport club participation on positive youth development  
Principal Investigator: Dr. Euichang Choi, Seoul National University
- Data collection (conducted interviews with high school students)
  - Data analysis (transcribed and interpreted interview data, and developed themes)
- 2012-2013      Project Title: Curriculum development of Ulsan Sports Science Middle and High school  
Principal Investigator: Dr. Euichang Choi, Seoul National University
- Data collection (conducted survey, interviews with middle and high school athletes and teachers)
  - Data analysis (transcribed and interpreted interview data)

## **TEACHING EXPERIENCES**

### **PPHILOSOPHY OF TEACHING**

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Over the course of my 13 years as a K-12 physical education teacher and teacher educator in higher education, my philosophical stance towards teaching and learning has shifted its focus from a teacher-centered orientation to a student-centered, socially just perspective. I wholeheartedly believe that teacher educators should develop and use pedagogical practices that foster a student-centered and inclusive learning environment where every learner feels welcome, respected, and emotionally and physically safe. In order to align my philosophy with my teaching, I always keep in mind five things: (a) using diverse teaching styles to facilitate an inclusive and interactive class atmosphere, (b) scaffolding to improve critical thinking skills instead of giving students answers directly—my role is to facilitate and help them to find appropriate ways rather than giving them answers directly, (c) providing opportunities for ownership to allow students to be emotionally and physically comfortable in learning activities, (d) making efforts to understand students both academically and personally for building a strong rapport, and (e) fostering appreciation for social and cultural diversity. I believe these five strategies continuously help me create a student-centered and inclusive learning environment in my classroom, as well as grow in my love for teaching and learning. Moreover, my teaching philosophy helps students participate in my class as active learners, thereby giving each student opportunities to experience positive development regardless of their different backgrounds and/or perspectives.

### **HIGHER EDUCATION (The Ohio State University)**

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#### **Instructor of Record**

- 2018-2020      **Teaching Racquet Sports (KNPE 3302)**
- Taught three times (2018-2020 autumn semesters)
  - In charge of teaching an average of 16 undergraduate students and six international visiting students

- Taught content knowledge (common content knowledge and specialized content knowledge) and pedagogical content knowledge about tennis, badminton, and table tennis in the lecture
- Taught how to play and teach tennis and badminton, observed peer teaching, and gave feedback to undergraduate students in the lab

Autumn 2020 **Sports Coaching and Recreation Internship (KNPE 4191)**

- In charge of orientation, paper works, and supervision of 12 undergraduate students' internships in various professional sites
- Developed weekly assignments for a non-traditional internship
- Communicated with students and site supervisors
- Graded professionalism, weekly assignments, and reflection papers

**Graduate Teaching Assistant**

2019-2021 **Student Teaching in Physical Education (KNPE 4191.01)**

- Have assisted three times (2019-2021 spring semesters)
- Have supervised an average of five undergraduate students' field experience in public elementary and middle schools
- Have approved unit and lesson plans before implementation
- Have observed undergraduate students' teaching and provided feedback
- Have communicated with in-service physical education teachers for organizing the field experience
- Have led mid-point and final evaluations with students and mentor teachers at each placement

2018-2021 **Teaching Physical Education in Elementary School (KNPE 3740) / Field Experience in Elementary Physical Education (KNPE 3189)**

- Have assisted four times (2018-2021 spring semesters)
- Have supervised an average of four undergraduate students' field experience in public elementary schools
- Have observed undergraduate students' teaching and provided feedback
- Have graded professionalism, performance on weekly pedagogical tasks, unit plans, lesson plans, instruction of lesson plans, bulletin board, and reflection papers
- Have communicated with in-service physical education teachers for organizing the field experience

Autumn 2019 **Teaching Physical Education in middle and high School (KNPE 4741) / Field Experience in Secondary Physical Education (KNPE 4189.02)**

- Supervised a group of four undergraduate students' field experience in a public middle school
- Helped the undergraduate students develop flag football and team handball unit and lesson plans
- Observed the undergraduate students' teaching and provided feedback



- Communicated with in-service physical education teachers for organizing the field experience
- Graded professionalism, in-class quizzes, and final grades for the course

2016-2019 **Adventure-Based Learning (KNPE 2307)**

- Assisted three times (2016, 2017, and 2019 autumn semesters)
- In charge of an average of 25 undergraduate students
- Observed lecture-based sessions and helped students participate in learning activities
- Led a part of activity-based sessions and graded students' facilitated activities

2017-2018 **Teaching Sport, Leisure, and Exercise (KNPE 2601)**

- Assisted twice (2017-2018 autumn semesters)
- In charge of an average of 17 undergraduate students
- Taught 2-hour lectures (twice) about disability, social justice, and inclusion
- Observed peer teaching and gave feedback to undergraduate students in the lab
- Supervised an average of eight undergraduate students' field experience in a public middle school
- Communicated with in-service physical education teachers for organizing the field experience
- Graded quizzes, reflection papers, lesson plans, and final exams

Spring 2018 **Lifespan Motor Development (KNPE 2542)**

- Led lab sessions in Schoenbaum Family Center
- Supervised six undergraduate students' field experience
- Observed undergraduate students' teaching and provided feedback
- Graded professionalism, individual and group activity plans, child study, and practicum reflection paper

Autumn 2017 **Introduction to Adapted Physical Activity (KNPE 5544)**

- Supervised a group of six undergraduate students' field experience in Adapted Physical Activity Practicum
- Observed undergraduate students' teaching and provided feedback
- Graded professionalism, journals, case study instruction, and presentation
- Attended lectures and supported students in learning content knowledge

**K-12 SCHOOLS (Nine Years in Total)**

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2014-2016 **Physical Education Teacher, Gwang-Gyo Middle School, Suwon, South Korea**

- **Taught physical education classes**
  - In charge of 20 hours per week, 8th and 9th grades including students with disabilities (an average of 25 students in a class)
  - Taught a wide range of physical activities and sports, knowledge of health, fitness, safety, and character development
- **Coached extra-curricular school sports clubs**
  - In charge of coaching badminton, soccer, baseball, basketball, and fitness club
  - Coached 4 hours per week, male and female (single gender) clubs
  - Organized and supported intramural and intermural school sports clubs
- **Worked as a homeroom teacher**
  - In charge of managing 7th grade classrooms (an average of 26 students in a classroom)
  - Counseled and Communicated with students and their guardians

2010-2014 **Physical Education Teacher, Hyo-Won High School, Suwon, South Korea**

- **Taught physical education classes**
  - In charge of 18 hours per week, 10th and 11th grades including students with disabilities (an average of 38 students in a class)
  - Taught a wide range of physical activities and sports, knowledge of health, fitness, safety, and character development
- **Coached extra-curricular school sports clubs**
  - In charge of coaching archery, fencing, volleyball, badminton, soccer, baseball, and basketball
  - Coached 4 hours per week, male and female (single gender) clubs
  - Organized and supported intramural and intermural school sports clubs
- **Worked as a homeroom teacher**
  - In charge of managing 10th and 11th grade classrooms (an average of 41 students in a classroom)
  - Counseled and communicated with students and their guardians

2008-2010 **Physical Education Teacher, Su-il Middle School, Suwon, South Korea**

- **Taught physical education classes**
  - In charge of 22 hours per week, 7th, 8th, and 9th grades including students with disabilities (an average of 35 students in a class)
  - Taught a wide range of physical activities and sports, knowledge of health, fitness, safety, and character development
- **Coached extra-curricular school sports clubs**
  - In charge of coaching tennis, boxing, table tennis, swimming, badminton, soccer, and baseball
  - Coached 4 hours per week, male (single gender) clubs
  - Organized and supported intramural and intermural school sports clubs

- **Worked as a homeroom teacher**
  - In charge of managing 7th and 8th grade classes (an average of 40 students)
  - Counseled and communicated with students and their guardians

## **SERVICE AND PROFESSIONAL DEVELOPMENT**

### **SERVICE**

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- 2021      **Targeted Faculty Search Committee for a Position of Tenure-Track Assistant Professor**, Department of Human Sciences, The Ohio State University, Columbus, Ohio
- 2021      **Session Facilitator, Virtual Conference Entitled, Interdisciplinary & International Perspective on Diversity and Inclusion**, February 11, The Ohio State University and University of Tsukuba, A virtual platform.
- 2020      **Session Leader in a Graduate and Profession Student (GPS) Virtual Visit Event**, October 26, Department of Human Sciences Sponsored by the Office of Diversity and Inclusion, The Ohio State University, Columbus, Ohio
- 2017-2020      **PETE Admission Interviewer**, April in each academic year, Department of Human Sciences, The Ohio State University, Columbus, Ohio
- 2019      **Guest Lecturer**, November 20, Department of Education, Otterbein University, Columbus, Ohio
- PHED 2200 (Health and Movement Education for the Early Childhood Classroom)
  - Instructor: Dr. Patience Bowman
  - Gave a lecture on the topic of strategies for integration of physical education into core content areas
- 2019      **Volunteer for Adapted Physical Education Teacher Professional Development Workshop**, May 17, Department of Human Sciences, The Ohio State University, Columbus, Ohio
- Instructors: Drs. Samuel Hodge and Beth Hersman
  - Attended meetings and suggested ideas for the workshop
  - Assisted with equipment and material preparation
  - Conducted survey for evaluation of the workshop
- 2018      **Volunteer for the LiFE (Learning in Fitness and Education) Sports Summer Camp**, June 6-July 6, Department of Social Work, The Ohio State University, Columbus, Ohio

- Attended staff training, observed camp activities, and helped learners and staff members
- 2018      **Volunteer for The Ohio State School for Blind Track and Field Event**, September 28-29, The Ohio State School for Blind, Columbus, Ohio
- Assisted with equipment and material preparation
  - Guided students with disabilities
  - Measured and recorded their field events (long jump, high jump, and 1-mile run)
- 2018      **Volunteer for Parents' Education Night**, April 19, Schoenbaum Family Center, Columbus, Ohio
- Designed fundamental motor skill activities for preschool children
  - Demonstrated learning activities for fundamental motor skills to children and their guardians
- 2018      **Volunteer for Adapted Physical Activity Practicum**, Autumn semester, Department of Human Sciences, the Ohio State University, Columbus, Ohio
- Supervised 6 undergraduate students' field experience in Adapted Physical Activity Practicum
  - Observed undergraduate students' teaching and provided feedback
  - Graded professionalism, journals, case study instruction, and presentation
- 2017      **Volunteer for Candidate Fitness Assessment (CFA) Test**, November 29, the Ohio State University Army ROTC, Columbus, Ohio
- Organized the test and measured 6 fitness assessments (basketball throwing, pull-ups, shuttle run, modified sit-ups, push-ups, and 1-mile run)
- 2017      **Volunteer for the Summer Success SKIP Program**, June 5-30, Shoenbaum Family Center, Columbus, Ohio
- Instructor: Dr. Jacqueline Goodway
  - Assisted with equipment and material preparation
  - Taught preschoolers fundamental motor skills in small groups
  - Collected TGMD data

## TEACHING LICENSES AND CERTIFICATES

- 2020      **Adult, Child, and Baby First Aid/CPR/AED Certificate**. American Red Cross Online Training Services
- 2013      **Level 3 Tennis Umpire Certificate**. Korea Tennis Association, South Korea

- 2011      **Level 1 Secondary Physical Education Teaching Certificate.** Gyeonggi Provincial Office of Education, South Korea
- 2007      **Level 2 Secondary Physical Education Teaching Certificate.** Gyeonggi Provincial Office of Education, South Korea
- 2007      **Level 1 Tennis Teaching Certificate.** Korea Tennis Association, South Korea
- 2003      **Level 3 Orienteering Teaching Certificate.** Korea Orienteering Federation, South Korea
- 2002      **Level 3 Judo Teaching Certificate.** Korea Judo Association, South Korea

### **COMPLETED PROFESSIONAL DEVELOPMENT WORKSHOPS**

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- 2021      **QualLab Lunches Professional Development, Self-Care for Qualitative Scholars Working with Traumatized Populations,** January 27, The College of Education and Human Ecology, The Ohio State University, Columbus, Ohio
- 2020      **OASPERD Virtual Summer Institute,** July 27-August 3, The Ohio Association for Health, Physical Education, Recreation, and Dance
- 2019      **Human Subjects Research Submission and Review Process,** September 11, Research Commons, The Ohio State University, Columbus, Ohio
- 2019      **Finding Funding: The Funding Opportunities Guide,** February 19, Research Commons, The Ohio State University, Columbus, Ohio
- 2018      **Supporting LGBTQ Students in the Classroom,** November 28, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio
- 2018      **Supporting International Diversity in the Classroom,** November 7, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio
- 2018      **Did They Really Just Say That? Responding to Bias in the Classroom,** September 12, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio
- 2017      **Writing and Critical Thinking,** November 9, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio

- 2017      **Tsukuba Summer Institute for Physical Education and Sport.** July 11-18, University of Tsukuba, Japan
- 2016      **Designing Service-Learning into Your Course,** November 8, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio
- 2016      **Developing Teaching and Research Statements,** September 26, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio
- 2016      **Suicide Prevention Training Program (REACH),** September 7, University Center for the Advancement of Teaching, The Ohio State University, Columbus, Ohio

## **HONORS AND AWARDS**

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### **Grants**

- 2020      **OAPERD 2020 Research Grant,** The Ohio Association for Health, Physical Education, Recreation, and Dance
- 2018-2020      **Physical Education Teacher Education Group Fund** (three times), Department of Human Sciences, The Ohio State University
- 2017-2020      **HS Graduate Student Travel Grant** (four times), Department of Human Sciences, The Ohio State University
- 2017-2020      **EHE Graduate Student Travel Grant** (four times), College of Education and Human Ecology, The Ohio State University
- 2017      **Daryl and Bobbie Sientop Graduate Student Travel Fund,** Department of Human Sciences, The Ohio State University

### **Scholarships & Awards**

- 2018-2021      **Cooper and Sientop Scholarship** (three times), Department of Human Sciences, The Ohio State University
- 2017-2021      **Oberteuffer Scholarship** (four times), College of Education and Human Ecology, The Ohio State University
- 2020      **AKA Graduate Student Writing Award,** American Kinesiology Association.
- 2020      **Preparing Future Faculty Scholarship,** College of Education and Human Ecology, The Ohio State University

- 2020      **Siedentop Scholarship**, Department of Human Sciences, The Ohio State University
- 2017      **Kubota Fellowship for the Tsukuba Summer Institute**, Department of Human Sciences, The Ohio State University
- 2012      **Department Fellowship for the Tsukuba Summer Institute**, Department of Physical Education, Seoul National University
- 2011      **Physical Education Teacher of the Year**, Gyeonggi Provincial Office of Education, South Korea

### **PROFESSIONAL AFFILIATIONS**

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- 2017-present    The Society of Health and Physical Educators (SHAPE) America
- 2016-present    The Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD)
- 2013-2018      The International Association for Physical Education in Higher Education (AIESEP)
- 2012-2016      Korean Association for Sport Pedagogy (KASP)

### **SKILLS**

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#### **Technology Skills**

- Microsoft Office: Working knowledge of Word, Power Point, and Excel
- Statistical Software: Working knowledge of SPSS and Nvivo
- Online Learning System: Knowledge of a Course Management System, Instructure Canvas

#### **Language Skills**

- Korean (Native)
- English (Fluent)