Tianshi Hao
Higashi-Hiroshima, Hiroshima, Japan 739-0044
+1 (626) 701-6089// +81 80 8762 0253 // 0000-0003-2456-0953
tianshihao@hiroshima-u.ac.jp// haots2308@gmail.com
https://www.linkedin.com/in/tianshihao/

Education

- Ph.D. in Global Leadership and Change (2024) Pepperdine University
  - Digital learning environments, AI-supported learning, and higher education, with earlier work spanning leadership development and game-based learning.
- MAT in TESOL (2020) University of Southern California
  - Education technology, education psychology, second language acquisition
- BA in Business English (2019) Beijing Institute of Fashion Technology

Experience

Assistant Profesor – Hiroshima University (April 2026 –)

- Observed tenure-track faculty classes to gain insights into Japanese university students and English education practices, while providing feedback on management skills
- Delivered training programs as extracurricular courses targeting all students and staff
- Collaborated with subject instructors to develop new curricula, create teaching materials, and design assessments for online “Communication Basics” and “Communication Exercises” courses
- Developed guidelines for the use of generative AI and related technologies in English subjects, in partnership with the center's English department faculty
- Organized faculty development workshops on the digitization of university English education and AI literacy training

Knowledge Engineer (in Behavioral Evidence Synthesis) – Hyperthesis LLC
(Jan 2025 –)

- Prompt engineering, to guide the automatic, AI-based extraction of key information from meta-analytical, observation-based, and experiment-based research papers in the behavioral and health sciences (methodological details, interventions, outcomes, relationships between interventions and outcomes, subgroup analyses, etc.)
- Review and correction of the automatically extracted information from research papers, to ensure accurate extractions
- Ontological classification of the extracted key information, to help develop a novel ontology (i.e., knowledge classification system) in the behavioral science domain
- Data categorization, synthesis, and statistical analysis

Dissertation Support/APA Reviewer, Graduate Assistant – Pepperdine Student Services
(March 2023 – Dec 2024)

- Successfully reviewed and cleared over 15-20 dissertations across diverse programs, including Ed.D.OL; Ed.D. LT/ET; Ed.D.LAP; Psy.D, and Ph.D.
- Collaborated proactively with students, guiding their APA7 format revisions, providing support with technology-related challenges, ensuring methodological soundness, and enhancing communication for a streamlined review process.
- Optimized the review process by facilitate adding technology tools to the review process.

Graduate Assistant - GSEP Educ Desig Hamilton
(June 2024 – Dec 2024)

- Developed and maintained the department's website for the NSF-funded "Asset-Based Learning Communities (ABLE)" project, utilizing self-taught HTML coding skills, which saved the department costs by avoiding the purchase of premium software or hiring external developers.
- Ensured the website's functionality and user-friendly design, supporting the dissemination of research and resources related to asset-based learning methodologies.

Part-Time Instructor – Beijing Institute of Fashion Technology, University English Teaching and Research Department (April 2021 - July 2021) – Left for Ph.D. Program

- Led Reading and Writing Comprehension and College English Listening and Speaking courses for freshman and sophomore cohorts, incorporating gamification principles into lesson designs. Tailored materials and lesson plans to meet specific session objectives, ensuring alignment with core course goals.
- Developed and implemented formative and summative evaluations across both courses, leading to significant improvements in student performance and comprehension.
- Provided detailed grading for assignments, presentations, and projects using structured rubrics, while offering ongoing support and feedback, often outside of standard hours. Maintained open communication with students via WeChat, fostering a responsive and supportive learning environment.

Student Teacher – El Monte Rosemead Adult School (March 2020 – December 2020)

- Engaged ESL-4 adult students (age range from 20 to 55), addressing diverse cognitive, knowledge, and technology gaps through tailored lesson plans and differentiated instruction.
- Collaborated with the host teacher to enhance course delivery, supporting classroom activities and ensuring pedagogical soundness.
- Evaluated student assignments rigorously, providing feedback that promoted measurable academic growth and improved performance.

Teacher Assistant – EIC Group (July 2016 - July 2018)

- Developed strategic study plans, provided personalized feedback during office hours, and collaborated with TOEFL/IELTS educators on lesson planning and assessments, resulting in enhanced student outcomes.
- Facilitated communication among students, parents, teachers, and supervisors, ensuring a smooth exchange of information and support.

China Social Assistance Foundation Online Voluntary Teaching (November 2017- June 2019)

- Designed and delivered customized English lessons aligned with curriculum standards to enhance student comprehension and engagement.
- Provided dedicated, one-on-one instruction to a junior high school student, resulting in academic improvement and successful admission to a high school.
- Fostered a supportive and interactive online learning environment, adapting teaching methods to meet the student's individual needs and learning style.

Professional Affiliations

- CATESOL (July 2020 – Present)
- American Educational Research Association (July 2023 – Present)
    - Peer Reviewer for Division C - Learning and Instruction/
    - Peer Reviewer for Division E - Counseling and Human Development

    - Peer Reviewer for Division K - Teaching and Teacher Education
    - Peer Reviewer for Division H - Research, Evaluation and Assessment in Schools
- International Leadership Association (March 2023 – Present)
- Western Academy of Management (December 2024 – Present)
- IEEE Games, Entertainment, and Media (2023 – Present)

Honors, Awards and Grants

- Provost Grant, Pepperdine University, 2022 for proposal *Gamification of Leadership Studies Curriculum: A Systematic Review (2012-2022)*
- Provost Grant, Pepperdine University, 2022 for proposal *Adapted Media Communication Strategies: A Comparison between Men and Women Police Chiefs and Sheriffs*
- Provost Grant, Pepperdine University, 2023 for proposal *Assessing the Role of AI Tools in Enhancing Learning and Motivation: An Experimental Study*
- National Institute of Health Grant: Meta-analysis/Systematic Review Software Development. Total of $3,949,796 for Phases I + II (Participant).
- Michael Y. F. Chau Sch Scholarship
- Merit Scholarship-PhD CCF
- Pathway to Purpose Scholarship

Committees and Service

- Session Chair, CATESOL 2021
- Planning Committee member, Games and Learning Alliance 2026

Teaching Experience

- TOEFL Reading, Listening, Oral, and Writing (Adult Students) **(July 2016 - July 2018)**
- University English Writing (Sophomore) **(Apr 2021 - July 2021)**
- University English Oral (Freshman) **(Apr 2021 - July 2021)**
- ESL4/6 English Reading and Writing **(Mar 2020 - Dec 2020)**
- MML 598 (Guest Lecture, graduate student) **(May 2024 - Dec 2024)**
  University of Southern California, Management master library information science (MMLS) program
  Lecture on: Ethical use of AI in education
  Scheduled for Spring, Summer, and Fall 2024
- EDLT 728 Learning Technology (Guest Lecture; doctoral students) **(Sep 2024 - Sep 2024)**
  Pepperdine University. Lecture on: Education technology, generative AI in learning and teaching, serious games, video games, simulations, and gamification
- PGLC 763 Global Leadership (Guest Lecture; Ph.D. students) **(Sep 2024 – Sep 2024)**
  Pepperdine university. Lecture on: How online video games (MMORPG) and simulation be a platform for leadership development, presented quantitative ethnography case studies.
- 880 Capstone: Current Leadership Issues **(Sep 2024 – Dec 2024)**
  Johns Hopkins University. Advisor & Guest Lecturer.

Publication

1. **Hao, T**., & Bing, L. (2019). A study on the practice of online English newspaper reading based on WeChat platform. *Youth and Society, 731*(4), 256
2. **Hao, T.** (2020). *Play to learn: Use video games to learn a new language*. New Degree Press.
3. Llamas, M., Roma, A., **Hao, T.**, Perkinson, W., Axtell, K., Lal, A., & Llamas, J. (2023). The pathway forward: Uncovering the barriers faced by women police chiefs. *The Scholarship Without Borders Journal, 1*(2).

4. **Hao, T**., Winn, J. G., & Qiang, Q. (2023). Unlocking potential: Systematic review of the use of gamification in leadership curriculum. *Education and Information Technologies, 1*-42.
5. Fadel, M., Yin, Z., Chen, S., Zhang, A., **Hao, T.,** Llamas, J., & Llamas, M. (2024). Female leadership development: From a non-western perspective. *The Scholarship Without Borders Journal, 2*(1).
6. Chen, S., Yin, Z., **Hao, T**., Lal, A., Llamas, J., & Llamas, M. (2024). Cultural influences on leadership curriculum: A literature analysis between western and eastern leadership curricula. *The Scholarship Without Borders Journal, 2*(1).
7. **Hao, T.,** Llamas, J., Axtell, K., Lal, A., Llamas, M., Fadel, M., & Roma, A. (2024). Women police chiefs: A self-perception of women officers in law enforcement. *The Scholarship Without Borders Journal, 2*(2), 3.
8. Fadel, M., Bao, H., Zhang, A., **Hao, T**., Llamas, J., & Llamas, M. (2024). Building pathways for female leaders' economic empowerment. *The Scholarship Without Borders Journal, 2*(1).
9. Fadel, M., Yin, A., Chen, D., Zhang, K., **Hao, T**., Llamas, J., & Llamas, M. (2024). Lingering effects of the class ceiling on leadership development. *The Scholarship Without Borders Journal, 2*(1).
10. **Hao, T.,** Yin, Z., Chen, S., Lal, A., Llamas, J., & Llamas, M. (2024). Video games as a way to facilitate leadership skills and competency development. *The Scholarship Without Borders Journal, 2*(1).
11. **Hao, T.,** Liu, Z., Bao, H., Chen, S., Llamas, J., & Llamas, M. (2024). Gamification as an effective method in developing leadership skills and competencies. *The Scholarship Without Borders Journal, 2*(1).
12. Winn, J. G., **Hao, T**., Hardaway, J. W., & Oh, H. (2024). Redefining searching in non-medical sciences systematic reviews: The ascendance of Google Scholar as the primary database. *Journal of Librarianship and Information Science*, 09610006241256393.
13. **Hao, T.** (2024). *From virtual gaming to virtual teams: best practices for leading diverse virtual teams in a global organization*. Pepperdine University.
14. **Hao, T.,** & Wang, Y. (2026). "We are always the last to get a bit of it": Generative AI insights from Mississippi undergraduates. *Educational Technology & Society*, *29*(2), 136–153.
15. **Hao, T**., Guo, Z., Winn, J., & Sparks, P. (2025). Use of generative AI in academia: An autoethnographic perspectives from NNES and NES scholars. *The Qualitative Report, 30*(12).
16. **Hao, T.,** Zhao, X., & Lu, Z. (2025). Spontaneous use of generative AI in preparing for college English test: GenAI adopting factors, learner motivation, and self-efficacy. *Technology in Language Teaching & Learning, 7*(3). https://doi.org/10.29140/tltl.v7n3.102640
17. Zhao, X., Wang, J., **Hao, T.,** & Watamura, E. (2026). Moral Disappointment Without Harsher Punishment: Lay Judgments of Inconsistent Offenders in Japan. *Japanese Journal of Law and Psychology, 252*, 106–139
18. Zhao, X., **Hao, T.,** Ma, J., Wu, C. & Watamura, E. (in press). Perceived Effectiveness of Cigarette Warning Labels in Reducing Household Smoking: A Mixed Method Study with Japanese Smokers. Public Health

Conference Presentations

1. Pol, G., Eisend, M., Niewiadomska, D., Riley, J., **Hao, T.**, Orlov, M., & Burt, H. A. (2025, August 9). *An innovative, user-friendly AI-based data extraction tool for higher-quality evidence synthesis* (A25) [Poster presentation]. American Psychological Association Annual Convention, Denver, CO.
2. Pol, G., Winn, J., Niewiadomska, D., Riley, J., Bosco, F., Eisend, M., & **Hao, T.** (2025, August 22–24). *Best practices and LLM-based approaches for conducting more efficient and higher quality meta-analyses in marketing*. 2025 American Marketing Association.

3. **Hao, T**., & Wang, Y. (2025). "We are always the last to get a bit of it": Generative AI insights from a quantitative ethnography study of Mississippi undergraduates. *2025 American Educational Research Association Annual Meeting*, Denver, CO.
4. **Hao, T.,** & Ashtari, N. (2024) Video Games: Bridging Digital and Linguistic Communities in SLA. CATESOL, November 2024, Los Angeles, CA.
5. **Hao T.,** Espino, D. (2024, November). Strategies for Doctoral Students to Publish Articles in Social Sciences and STEM: A Comparison Between China and the U.S. *International Society for Quantitative Ethnography*, November 2024, Philadelphia, PA.
6. **Hao, T.,** Wu, S. F., Kenton, J., & Quon, E. (2024, November). Examining sustainability in business education: A systematic review (2013-2023). *26th International Leadership Association Global Conference*, November 2024, Chicago, Illinois.
7. **Hao, T**. (2024). Systematic review on leadership styles in virtual teams: Effectiveness, challenges, and mediating factors in the globalized era. *Western Academy of Management Conference*, March 14-16, Long Beach Hilton, Long Beach, California.
8. **Hao, T.,** Guo, Z., Winn, J. G., & Sparks, P. (2024, April). Collaborative autoethnography on scholars' AI use in academia: Insights from linguistic justice and actor-network theories. *American Education Research Association Annual Meeting*, Philadelphia, PA.
9. **Hao, T**., Chen, Y., & Winn, J. G. (2024, January 3). Unpacking success in MOOCs: A systematic investigation of key determinants. *The 2024 Hawaii International Conference on Education*, Waikoloa, HI.
10. Xu, A., & **Hao, T.** (2024, January 3). Developing global leadership skills through esports: A study on teamwork and competitive strategy in business education (Work-in-progress paper). *The 2024 Hawaii International Conference on Education*, Waikoloa, HI.
11. Shui, X., & **Hao, T.** (2024, January 3). Influencing factors of Chinese international students' academic performance in the U.S. universities and colleges: A literature review. *The 2024 Hawaii International Conference on Education*, Waikoloa, HI.
12. **Hao, T**., Winn, J. G., & Qiang, Q. (2023, October). Gamification of Leadership Studies Curriculum: A Systematic Review (2012-2022). *International Leadership Association Conference*, Online.
13. **Hao, T**., Haniya, S. (2023, May 18-20). The Metaverse Campus: Transforming Learning for International Students. *9th International Conference of the Immersive Learning Research Network*, San Luis Obispo, CA.
14. **Hao, T**. (2023, April 29). Adventures Together: Enhancing Online TESOL Instruction Through Video Games. *CATESOL Bay Area Chapter Spring Virtual Conference 2023*, Online.
15. **Hao, T.** (2023, March). Video Games as a Way to Facilitate Leadership Skills and Competency Development. *International Organization of Social Sciences and Behavioral Research*, Online.
16. **Hao, T.** (2023, March). Gamification as an Effective Method in Developing Leadership Skills and Competencies. *International Organization of Social Sciences and Behavioral Research*, Online.
17. **Hao, T.** (2023, February 27). Implement Video Games in Blended Learning to Achieve Better Learning Outcome. *2023 Critical Questions in Education Conference*, San Diego, CA.
18. **Hao, T.** (2022, October). Press Start to Play: The Leadership Styles of Video Game Alliance Leaders. *International Organization of Social Sciences and Behavioral Research*, Online.
19. **Hao, T.,** & Vega Lopez, J. (2021, October). Play to Learn: Video Games as an Effective Tool for Language Learning [Poster presentation*]. CATESOL Conference 2020*. Online.
20. **Hao, T.** (2020, May-July). The Effectiveness of Using Scaffolding in Online Adult ESL Classes: Conversation Analysis of Three Class Recordings. *International Conference on Education and eLearning*. Kyoto, Japan.

Peer Review Experience

Humanities & Social Sciences Communications

- "A Study on Business Coaching for the Competency Development of High-Potential Talents", reviewed on 2025-06-09; Revision reviewed on 2025-10-27

International Journal of Serious Games

- "The Effect of Procedural Rhetoric and Narrative Content on Health-Persuasion in Serious Games", reviewed on 2025-02-21
- "Crystal Dispatch: A Serious Game for Team Building Training on a Fortnite-Based Platform", reviewed on 2026-06-11

Discover Medicine

- "Co-Creation and -Implementation of a Train-the-Trainer Program to Support Inclusive Language Use and Leadership in Health Professions Education", reviewed on 2025-02-18.

International Journal of Human-Computer Interaction (Journal)

- "Exploring the impact of gamification on behavioral change: The role of grade incentives and free-choice behavior", reviewed on 2025-02-19

ICQE 2024 Conference

- Submission 9430 – "Addressing Shared Reflective Persistence Through Three Different Lenses", reviewed on 2024-06-28

Research on Preschool and Primary Education **(Journal)**

- "Pedagogical Practices and Collaborative Relationships Between Teachers in Greek Primary Schools with Intercultural Reception Classes", reviewed on 2024-07-7

***Education and Information Technologies* (Journal)**

- “Exploring Socially Shared Metacognitive Regulation (SSMR) Strategies in a Simulation Game Environment”, reviewed on 2025-06-22
- “Measuring Teacher Digital Literacy in China: Development and Preliminary Validation of a Multidimensional Scale”, reviewed on 2025-05-23
- “Ethical Use of ChatGPT in AI-mediated Informal Digital Learning of English (AI-IDLE): A Structural Equation Model Method Study”, reviewed on 2025-03-11
- “Assessing ChatGPT Acceptance and Use in Education: A Comparative Study Among German-Speaking Students and Teachers”, reviewed on 2025-02-10
- “Assessing ChatGPT Adoption in Education: A Comparative Study Among German- Speaking Students and Teachers”, reviewed on 2024-11-12
- “Revisiting Factors Influencing Strategies for Enhancing Pre-service Teachers Digital Competencies”, reviewed on 2024-08-07/ 2024-09-22
- "JEDi – A Digital Educational Game to Support Student Training in Identifying Portuguese-Written Fake News: Case Studies in High School, Undergraduate and Graduate Scenarios", reviewed on 2023-10-16.
- "Improving the Effectiveness of Video-based Flipped Classrooms with Question-embedding", reviewed on 2023-08-23.
- "Effects of Digitalization in Preschool Education on the Creative and Cognitive Development of Children", reviewed on 2024-01-01.

International Journal of Information and Education Technology

- "Impact of Immersive Learning Environments on the Development of Technological Competencies in Students", reviewed on 2024-11-18
- “Can Serious Games Reduce the Related Misconceptions of Electric Current Concept for 10th Grade Moroccan Sciences Pupils?” reviewed on 2024-10-18
- “The Effectiveness of the Development of Blended Learning by using Design Thinking Method to Enhance Information, Media, and Technology Skills for Computer Education Students at Rajabhat University”, reviewed on 2024-10-17
- “Students’ Perception and Acceptance of Google Classroom as a Blended Learning Platform in the Wake of Covid 19”, reviewed on 2024-09-22
- "Exploring the Potential of Metaverse-Based Platforms for Enhancing English as a Foreign Language (EFL) Learning: A Comprehensive Systematic Review", reviewed on 2023-10-06.
- “The Effectiveness of the Development of Blended Learning by using Design Thinking Method to Enhance Information, Media, and Technology Skills for Computer Education Students at Rajabhat University”, reviewed on 2024-08-15/ reviewed again on 2024-10-31

The Scholarship Without Borders Journal

- "Black Standown on Hispanic Deportation Efforts", reviewed on 2025-04-07
- "Educational Policies Impacted by the Utilization of AI", reviewed on 2024-10-13
- "Artificial Intelligence Common Good in Research and Academics", reviewed on 2024-08-21
- "Addressing Organizational Challenges in the Accounting Industry through Academic-Industry Collaboration: A Literature Review", reviewed on 2024-08-14

- "Why was there a Growth of African American leadership in Fortune 500 Companies between 2010 -2022?", reviewed on 2023-06-12.
- "How Does Cultural Diversity Improve Foreign Policy", reviewed on 2023-04-21.
- "Conquering the Impact of Impostorism and Feelings of Inadequacy in Women Engineers in STEM", reviewed on 2022-12-20.
- "The New Workplace: Creating Belonging and Psychological Safety", reviewed on 2023-05-24.
- "Creating an Equitable Economy: Pay Equity for Women Globally", reviewed on 2023-11-29.
- "African Union's Youth Education Challenge: A Critical Review of Agenda 2063", reviewed on 2024-01-19
- "Addressing Organizational Challenges in the Accounting Industry through Academic-Industry Collaboration: A Literature Review", reviewed on 2024-08-15
- "Artificial Intelligence Common Good in Research and Academics", reviewed on 2024-08-20

AERA 2024

Division C - Section 2b: Learning and Motivation in Social and Cultural Contexts

- "Online Social Achievement Goals, FoMO, and Cost of Social Media Use Among College Students", Session: Learning and Motivation in Social and Cultural Contexts 1, Academic Code: 2101008.
- "Reimagining Youth Agency and Social Media Platforms with Middle School Girls and Non-binary Youth", Session: Learning and Motivation in Social and Cultural Contexts 3, Academic Code: 2108433.

Division C - Section 3a: Learning Environments

- "Examining the Prison Literacy and Incarceration Connection: Narratives of Reading and Writing Opportunities in Confinement", Academic Code: 2105191.
- "The Culturally Relevant Museum Exhibit: A VR Museum Exhibit on Culturally Relevant Pedagogy", Academic Code: 2111960.
- "The Effects of Mindset and Inclusivity on Longitudinal Trajectories of Math Motivation in Informal STEM Youth Programs", Academic Code: 2111919.
- "The Impact of a Project-Based Learning Environment on the Development of Undergraduate Students' Digital Literacy Skills", Academic Code: 2107845.

Division E - Section 2: Human Development

- "Relationship between parental aggravation and child flourishing: The mediating role of recreational screen time", Academic Code: 2106857.

Western Academic of Management 2024

- Towards A Holistic Theory of Hype: Classifications, Components, and a Temporal Cycle.
- Fostering Work and Well-Being: Empowering Hispanic Managers in the US through Authentic Leadership, Emotional Intelligence, Resilience, and Mindfulness.
- Conserving Resources for Employee Engagement: Considerate Leaders and Innovative Followers.

IEEE GEM 2024

- "Programming Games as Learning Tools: Using Empathic Design Principles for Engaging Experiences"

IEEE GEM 2025

- "Explore the gamification design of intangible cultural heritage scenic spots", reviewed on 2025-04-08
- "Research on the Impact of ARPG Social Mechanisms on Game User Loyalty", reviewed on 2025-04-07

Leadership Experience

Student Photography Club – Founder **(2015.10 – 2019.6)**

- Led 350 numbers, arrange and teach photography courses to undergraduate students, reaching out to external experts for guest lectures, host campus wide yearly photography competition.

University Journalist Group – Leader **(2015.11 – 2019.6)**

- Led 50 numbers, in charge of all new media platform of university, arrange student employees to cover news events happened on campus, including important conferences and exhibit, edits and proofread the final news articles that published on new media platforms.

Skills

- **Research Methods**
  - Experimental design, survey research, interview-based inquiry, systematic review, thematic analysis, and quantitative ethnography (including epistemic network analysis)

- **Data Analysis & Research Tools**
  - SPSS, STATA, Excel, Intellectus, and qualitative/quantitative data organization and analysis workflows

- **Evidence Synthesis & Review Workflows**
  - Literature screening, data extraction, coding, evidence synthesis, and use of review platforms such as Covidence and Cognetto

- **Digital Learning & Generative AI**
  - Research and applied use of generative AI in education, AI-supported learning design, prompt development, and evaluation of AI-mediated academic workflows

- **Reference Management and Academic Productivity Tools**
  - Zotero, EndNote, Mendeley, and Microsoft Office Suite

- **Media and Digital Production**
  - Adobe Photoshop, Lightroom, Premiere Pro, After Effects, and Audition; basic HTML-based web content development

Reference Contact

Reference 1
Relation: Research partner
Name: Dr. Jade G Winn
Position: Associate University Librarian
Affiliation: University of Southern California Libraries
Email: jadewinn@usc.edu
Office: 213.740.1777
Cell: 760.415.4048

Reference 2
Relation: Research partner
Name: Dr. Ying Wang
Position: Professor of Literacy Education
Affiliation: Education Department, Mississippi Valley State University
Email: ywang@mvsu.edu
Address: P.O. Box 243, Itta Bena, MS 38941, U.S.A.
Cell: +1 (662) 254-3621

Reference 3
Relation: Dissertation chair
Name: Dr. Paul Sparks
Position: Associate Professor
Affiliation: Education Division, Graduate School of Education and Psychology, Pepperdine University
Email: paul.sparks@pepperdine.edu
Office: 949.223.2592
Cell: 949.235.7357

Reference 4
Relation: Research partner and supervisor
Name: Dr. Shuang Frances Wu
Position: Director, M.S. in Organizational Leadership
Affiliation: Johns Hopkins University, Krieger School of Arts and Sciences, Advanced Academic Programs
Email: swubaro1@jh.edu
Cell: 909.908.5800

Reference 5
Relation: Supervisor
Name: Carlos Jimenez
Position: Manager, Writing Support Services// Adjunct Professor
Affiliation: Student Services Department, Education Division, Graduate School of Education and Psychology, Pepperdine University
Email: carlos.jimenez@pepperdine.edu
Office: 310.506.5658