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ABE SHIN

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All Lives: <https://alllives.minseye.kr> | DePolarization Lab: www.depolarization-lab.org

GAYA: <https://opuseducon.wixsite.com/gaya> | website: www.abe-shin.com

EDUCATION

The George Washington University, Washington, D.C., U.S.A, September 2023 - Expected May 2027

Cumulative GPA: 3.86, Autumn 2023

Major: Political Science

Politics & Values Honors Program (<https://politicalscience.columbian.gwu.edu/politics-values-program>)

Recipient of a 4-year Presidential Academic Scholarship valued at \$20,000 per year.

Asia Pacific International School (APIS), Seoul, Republic of Korea, August 2019 - June 2023

Cumulative GPA: 4.25; 12th Grade: 4.14; 11th Grade: 4.43; 10th Grade: 4.39; 9th Grade: 4.25

SAT: 1540/1600 (Math, 780/800; Verbal, 760/800)

Relevant Coursework: AP Psychology (5), AP World History (5), AP English Language and Composition (5), AP Human Geography (5), AP Calculus AB (5), AP Calculus BC (4), AP Scholar with Distinction (2023), AP Scholar with Honor (2022)

PUBLICATION

Peer Reviewed Academic Journal:

Shin, A. (2024). The Mediating Role of Interaction in the Relationship Between Engagement and Satisfaction in Synchronous Virtual Environments Among Korean Students. *International Journal of Recent Innovations in Academic Research*, 8(1), 86-97. <https://doi.org/10.5281/zenodo.10648670>

Shin, A. (2024). Effects of Simulated Gamification on Empathy in Middle School Students: A Mixed Methods Analysis. *IOSR Journal of Research & Method in Education*, 14(1), 60-68. <https://www.iosrjournals.org/iosr-jrme/pages/vol14-issue1-Series-2.html>

Shin, A. (2024). Investigating the Determinants and Consequences of Affective Polarization: Evidence from South Korea. *Social Science Research Network (SSRN)*. Available at SSRN: <https://ssrn.com/abstract=4742643>

Newspaper Article (The Herald Insight, <http://www.heraldinsight.co.kr/>):

Shin, A. (2023, February 24). President Yoon's approval rating dives amid high gas prices crisis. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1962>

Shin, A. (2023, January 6). President Yoon promises to strengthen defense system following North Korea drone infiltration. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1885>

Shin, A. (2022, December 18). Former Air Force General Jeon demoted for faulty investigation of sexual assault case. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1836>

Shin, A. (2022, November 18). Korean students' engagement during the COVID-19 pandemic. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1791>

Shin, A. (2022, October 11). Female teens have positive views on military service in South Korea. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1721>

Shin, A. (2022, September 18). Concerns increase over gender conflicts among South Korean teenagers. *Herald Insight*. <http://www.heraldinsight.co.kr/news/articleView.html?idxno=1676>

CONFERENCE PRESENTATION

Shin, A. (2024, Apr 11 - 14). *Fostering Empathy in Adolescents: A Simulated Online Game Approach*. Paper to be presented at the American Educational Research Association (AERA, <https://www.aera.net/>) Annual Meeting, Philadelphia, PA. <https://convention2.allacademic.com/one/aera/aera24/index.php>

Shin, A. (2023, Sept 7 - 8). *Leveraging Interaction for Higher Engagement and Satisfaction: An Examination of Virtual Classrooms*. Paper presented at the 10th International Conference on Social Sciences (ICOSS, <https://socialsciences.tiikm.com/icoss-2023/>), Bangkok, Thailand.

HONORS AND AWARDS

Columbian College of Arts and Sciences Dean's List, George Washington University, 2023

Silver Division, USA Computing Olympiad (USACO, <http://www.usaco.org/>), 2023

Best Speaker, 1st Place in GW Debate Tournament, George Washington Parliamentary Debate Society, 2023

Presidential Academic Scholarship, George Washington University, \$20,000 annually, 2023-2026

Ilju Scholarship, South Korea, 2023

Daewon Merit Scholarship, South Korea, 2023

AP Scholar with Distinction, College Board, 2023

AP Scholar with Honor, College Board, 2022

Asian Online Debate Championship (AODC), International Competition, April 2-4, 2021

- Round of 16, Three-member Team; 7th among 140 competitors, Individual Ranking

Hong Kong World Schools Debating Championship (WSDC), International Competition, August 7-8, 2021

- Quarterfinals, Three-member Team; 5th out of 16 teams

International Parliamentary Debate Competition (IPDC) International Competition, February 19-20, 2022

- Finalist (2nd Place), Two-member Team; 2nd Best Speaker, Individual Ranking
Korean-American Interscholastic Activities Conference (KAIAC) Speech & Debate National Tournament Online (Hosted by Seoul International School), Seoul, Korea
 - 2nd Place, Parliamentary Debate, October 15-16, 2021; 4th Place, Parliamentary Debate, January 14-15, 2022; 4th Place, Parliamentary Debate, November 18-19, 2022
- Korea Business Competition
- 1st Place, "Alcove," November 21, 2021, Online Competition; 2nd Place, "Mystery Boxes to Overcome Corona Blues," April 2021, Online Competition; Best Q&A Award, November 30, 2019, *Seoul Foreign School*, Seoul, Korea; Semifinalist, "Introducing Korean Cuisine to the Southeast Market," November 30, 2019, *Seoul Foreign School*, Seoul, Korea
- National History Day, Korea Competition, March 8, 2021
- 2nd Place, Documentary Group
- World Schools Debating Open, International, July 30-31, 2022
- Round of 16, Four-member Team

LEADERSHIP

- Global Alliance of Youth Advocates (GAYA), <https://opuseducon.wixsite.com/gaya>, *Founder*, 2024-present
- DePolarization Lab, www.depolarization-lab.org, *Founder and President*, 2022-present
- Student Representative Council (SRC), APIS, *Vice President of Student Voice*, 2022-2023; *Class Representative*, 2020-2021
- Varsity Debate, APIS, *Captain*, 2022-2023
- National History Day Club, APIS, *Vice President*, 2022-2023
- National Honor Society (NHS), APIS, *Member*, 2021-2023
- Stock Market Club, APIS, *Founder and President*, 2021-2023
- Korea Youth Investing Competition Executive Committee, *APIS Representative*, 2021-2012
- Korea Business Competition (KBC) Executive Committee Council, *APIS Executive Committee Representative*, 2022-2023
- Korea Business Competition (KBC), *APIS Team Leader*, 2021-2022
- Business Club, APIS, *Treasurer*, 2021-2022
- Key Club, APIS, *Secretary, Class Representative*, 2021-2023

EXPERIENCE

- Founder, All Lives (<https://alllives.minseye.kr>), District of Columbia, USA, 2023-present
- Development and fine-tuning of the online simulation game, All Lives, which is designed to increase empathy.
- Member, Education Policy Student Association, George Washington University, USA, 2023-present
- Exchange ideas, insights, and experiences to advocate for education policy initiatives and participate in workshops and seminars focused on education equity.
- Member, Upchieve, George Washington University, USA, 2023-present
- Tutor low-income students in a variety of subjects, including English, math, and coding.
- Co-founder, DataxLibrary, District of Columbia, USA, 2024-present
- Initiated a collective to democratize education.
- Internship, Dobrain, South Korea, 2023
- Contributed to the FDA approval process for the company's product - a digital health device focused on improving learning for neurodiverse children.
- Research Intern, Codeit.kr, South Korea, 2023
- Contributed by translating coding curriculum and conducting market research.
- Research Assistant, Chung-Ang University, South Korea 2023-2024
- Reviewed the literature on digital transformation to compile annotated bibliographies of academic papers and to support data collection efforts.
- Editor-in-Chief, The Onyx Review, 2023
- Lead the editorial team in shaping and directing the online publication.
- Student Reporter, The Herald Insight (<http://www.heraldinsight.co.kr/>), 2022-2023
- Wrote newspaper articles on political and social issues.
- Student Researcher, Coursera (<https://www.coursera.org/>), edX (<https://www.edx.org/>), 2022-2023
- Completed over 10 online courses, including Gender, Family, and Social Change in Contemporary South Korea, Advanced Writing, and Moral Foundations of Politics, to expand my knowledge of political science, history, and data analysis.
- Student Researcher, The Concord Review (TCR, <https://www.tcr.org/>), Online, 2020
- Completed a two-week summer program in history and engaged in research-oriented activities, including how to formulate research questions, review the literature, and propose research topics on various historical topics.

VOLUNTEER WORK

- Cambodia Fundraiser, 2021-2022
- Helped Christian ministries in Cambodia with food, clothing, and other necessities.
- Dream Love School Tutor, 2020-2021
- Taught English online to elementary school students who were ill and could not attend school regularly. Developed strong relationships with students.
- Guatemala Fundraiser, 2021-2023
- Sold snacks after school to raise money for children suffering from malnutrition.

Debate Judging, 2021-2023

- Volunteered as a judge at middle school debate tournaments. Provided constructive feedback to debaters after rounds.

ACTIVITIES & ATHLETICS

Debate Judge, 2021-2023; GW Debate, 2023-present; GW Intramural Soccer, 2023-present; Junior Varsity Basketball, 2019-2020; Key Club, 2020-2023, Korea Business Competition, 2019-2023; National Honor Society, 2021-2023; Varsity Basketball, 2021-2023; Varsity Debate, 2019-2023; Varsity Soccer, 2021-2023; Stock Market Club, 2021-2023; Student Representative Council (Executive), 2022-2023, (Class Representative), 2020-2021

SKILLS & INTERESTS

Computer: Programming (Python), Statistical Software (IBM SPSS Ver. 28; Orange Data Mining Ver. 3.36.2), Website Design (Wix)
Languages: English (Native), Korean (Native), Japanese (Intermediate); *Interests:* Soccer, Basketball, Baseball

ADDITIONAL INFORMATION

- (1) Shin, A. (2024). Effects of Simulated Gamification on Empathy in Middle School Students: A Mixed Methods Analysis. *IOSR Journal of Research & Method in Education*, 14(1), 60-68. <https://www.iosrjournals.org/iosr-irme/pages/vol14-issue1-Series-2.html>
Abstract
Current understanding of effective interventions for teaching empathy is limited. Therefore, this study investigates the use of a simulation game as an instructional tool for developing empathy in middle school students. Using a mixed-methods design, this study examines the influence of a simulation game on the development of empathy. In addition, the study examines students' perceptions of the simulated game through sentiment analysis using data mining techniques (Orange, Version 3.36.2; Demsar et al., 2013). Twenty-one students and their teacher from South Korea participated in an 8-week intervention. The game presented students with scenarios that required them to make life decisions in the face of adversity, and prompted them to reflect on their choices. Participants completed a 36-item questionnaire derived from Vachon and Lynam's (2016) Affective and Cognitive Measure of Empathy, and answered open-ended questions. Results indicated a significant increase in students' self-reported cognitive empathy, but not affective resonance and affective dissonance. Qualitative findings shed further light on students' sentiments toward different circumstances, in addition to their overwhelmingly positive feelings toward the simulated game.
- (2) Shin, A. (2024). The Mediating Role of Interaction in the Relationship Between Engagement and Satisfaction in Synchronous Virtual Environments Among Korean Students. *International Journal of Recent Innovations in Academic Research*, 8(1), 86-97. <https://doi.org/10.5281/zenodo.10648670>
Abstract
The importance of learner engagement and interaction in shaping satisfaction has emerged as a central theme in educational technology research. Central to the discourse on satisfaction in synchronous virtual learning is the premise that interaction serves as a driver of learner engagement. Despite its importance, little research has explored the underpinnings of this relationship. The purpose of this study was to examine the impact of engagement and interaction on student learning satisfaction in a synchronous virtual learning environment. The study included a sample of two hundred middle and high school students, consisting of 101 males (51%) and 99 females (49%), who completed measures of engagement, interaction, satisfaction, and open-ended questions. Hypotheses were tested using mediation analysis. Results revealed a number of positive correlations between student engagement, interaction, and satisfaction. In addition, mediation analysis indicated an indirect effect of student engagement on satisfaction in the virtual learning environment, mediated by student interaction ($ab = .33$, $SE = .04$, 95% bootstrap CI .25 to .41). Sentiment analysis also revealed that 23% of respondents expressed positive opinions, while 67% and 10% of responses were neutral and negative, respectively. These findings suggest that future educators of synchronous virtual learning environments should consider prioritizing student engagement and interaction as a strategic approach to increasing satisfaction.
- (3) Shin, A. (2024). Investigating the Determinants and Consequences of Affective Polarization: Evidence from South Korea. *Social Science Research Network (SSRN)*. Available at SSRN: <https://ssrn.com/abstract=4742643>
Abstract
The purpose of this study is to examine affective polarization and its underlying factors among South Koreans. The study sample consisted of 300 participants, with an equal gender distribution ($n = 150$ females, representing 50%) and evenly distributed across five age groups (10s, 20s, 30s, 40s, 50s). Participants were asked about their opinions of political, social, economic, and environmental issues, as well as their attitudes toward supporters of conservatives, moderates, and liberals. Data analysis was conducted in three stages. First, a series of t-tests were conducted to assess differences in opinions and attitudes between high- and low- affective polarization groups on a range of topics and issues. OLS regression analysis was then used to identify factors contributing to affective polarization, with a particular focus on feelings of anger toward and underestimation of people with different political beliefs. In addition, sentiment analysis was used to further investigate the sources of anger toward them. The empirical results show that it is perceptions, rather than their actual policy positions, that fuel negative feelings toward them, thereby increasing affective polarization. These findings contribute to a deeper understanding of the dynamics of political polarization in the South Korean context.