

Currivulum Vitae
Insoo Oh

Personal Information

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Education

Degrees:

- Ph.D. The Pennsylvania State University (2007)
Counselor Education (Minor: School Counseling)
- M.Ed. West Chester University of Pennsylvania (1999)
Elementary School Counseling
- B.Ed. Seoul National University of Education, Korea (1994)
Elementary Education

Work Experience

- (2019–Present) Professor, Department of Education, College of Education, Ewha Womans University
- (2013–2015, 2023–2025) Program Director, Counseling Psychology, Graduate School of Education, Ewha Womans University
- (2018–2021, 2023–2025) Member, University Faculty Council, Ewha Womans University
- (2022–2022) Visiting Professor, Center for Korean Studies, University of Hawai‘i at Mānoa, USA (Fulbright Scholar)
- (2017–2019) Associate Dean, College of Education, Ewha Womans University
- (2014–2019) Associate Professor, Department of Education, College of Education, Ewha Womans University
- (2013–2015) Chair, Department of Education, College of Education, Ewha Womans University
- (2010–2014) Assistant Professor, Department of Education, College of Education, Ewha Womans University
- (2012–2013) Visiting Assistant Professor, College of Education, University of South Carolina–Columbia, USA
- (2009–2010) Full-time Lecturer, Department of Education, College of Education, Ewha Womans University
- (2007–2009) Assistant Professor, College of Education, University of South Carolina–

Columbia, USA

- (2006–2007) Counselor / Behavior Specialist & Mobile Therapist, Northwestern Human Services, Pennsylvania, USA
- (2004–2007) Research & Teaching Assistant, The Pennsylvania State University, USA
- (1999–2004) Teacher, Seoul Ahyeon Elementary School, Korea
- (1997–1999) Research Assistant, West Chester University, Pennsylvania, USA
- (1995–1997) Teacher, Seoul Hanseo Elementary School, Korea
- (1994–1995) Teacher, Seoul Mukdong Elementary School, Korea

Honors & Awards

- (2024) Selected for the Ewha Womans University Special Research Grant for Outstanding Faculty (Excellent)
- (2021, 2022, 2023) Selected for the Ewha Womans University Special Research Grant for Outstanding Faculty (Highest Distinction)
- (2022) Fulbright Visiting Scholarship Award, Fulbright Korea
- (2020) Selected as Outstanding Faculty in Research Performance, Ewha Womans University
- (2020) Encouragement Award (Poster Presentation), Annual Conference of the Korean Educational Research Association
- (2020) Selected as Excellent Teaching Faculty, Ewha Womans University
- (2018, 2019, 2020) Selected for the Ewha Womans University Special Research Grant for Outstanding Faculty (Highest Distinction)
- (2017, 2019) Selected as Outstanding Faculty in Research Performance, Ewha Womans University
- (2017) Excellence Award (Poster Presentation), Annual Conference of the Korean Educational Research Association
- (2016) Commendation from the Deputy Prime Minister and Minister of Education, Award for Contribution to School Violence Prevention
- (2016) Selected as an Excellent Academic Book by the National Academy of Sciences, Republic of Korea: Oh, In-Soo (Trans.) (2015). *Multicultural Counseling*. Seoul: PakHaksA.
- (2015) Selected as Best e-Class (Course: Counseling and Student Guidance), Ewha Womans University
- (2013, 2014) Outstanding Paper Award, Annual Conference of the Korean Counseling Association
- (2013) Encouragement Award (Poster Presentation), Spring Conference of the Korean Educational Research Association
- (2012) Excellence Award (Poster Presentation), Spring Conference of the Korean Educational Research Association
- (2011) Selected as Excellent Teaching Faculty, Ewha Womans University
- (2010) Selected as Best e-Class (Course: Adolescent Development and Learning), Ewha Womans University

- (2010) Grand Prize, Teaching and Learning Materials Contest, Center for Teaching & Learning, Ewha Womans University
- (2010) Excellent Teaching Faculty, Graduate School of Education, Ewha Womans University
- (2010) Grand Prize (Poster Presentation), Spring Conference of the Korean Educational Research Association
- (2010) Excellence Award (Poster Presentation), Spring Conference of the Korean Educational Research Association
- (2009) Excellence Award (Poster Presentation), Fall Conference of the Korean Educational Research Association
- (2007) Selected as an Emerging Leader in Counselor Education, Association for Counselor Education and Supervision (ACES), USA
- (2006) Second Place Award, 2006 Graduate Exhibition, The Pennsylvania State University
- (2003) Minister of Culture Award, Character Education for Youth, Korea Youth Counseling & Welfare Institute
- (2002) Best Leader Award in Youth Character Development, Korea Youth Counseling & Welfare Institute
- (1993) Best Paper Award, Student Paper Competition, Seoul National University of Education
- (1993) Outstanding Paper Award, National Student Paper Competition, Colleges of Education

Publications

Peer-reviewed articles at the SSCI or KCI journals:

1. Park, H. & Oh, I. (Under review). The impact of bullying victimization during adolescence on non-suicidal self-injury: Focusing on the mediating effects of rumination and PTSD symptoms.
2. Li, M., Yang, G., Xu, X., Oh, I., & Xu, S. (Under review) Effects of perceived stress and anxiety on well-being among Chinese hospital staff: A moderated mediation model of self-efficacy and empathy.
3. Li, Y., Chan, N. N., & Oh, I. (Under review) Empathy and cyber aggression among vocational college student: A moderated mediation model of moral disengagement and gender.
4. Jang, M., & Oh, I. (in press). A narrative inquiry into the overlapping experiences of school bullying perpetration and victimization among middle school students with borderline intelligence. *Teacher Education*.
5. Han, A., Han, Y., Ryu, S., & Oh, I. (2025). An FGI (focus group interview) study on school counselors' experiences of multiple roles and coping strategies. *Journal of Educational Culture Studies*, 31(6), 245–270.
6. Hong, S., Ryu, J., & Oh, I. (2025). Mediating effect of life satisfaction and moderating effect of grit on the relationship between socially prescribed perfectionism and test anxiety among students in science high schools and science gifted schools admitted through social integration tracks. *Journal of Gifted Education Research*, 35(4), 505–520.

7. Choi, A., Oh, I. & Kim, M. (2025). A Delphi study to develop a group counseling program for high-risk adolescents visiting hospital-based Wee Centers. *Educational Development, 45*(2), 905–935.
8. Park, S. & Oh, I. (2025). A qualitative multiple case study on animal-assisted therapy experiences of children, adolescents, and their parents. *Educational Development, 45*(2), 489–515.
9. Lee, H. & Oh, I. (2025). Teaching beyond retirement: A qualitative study of the voluntary early retirement decision process among experienced elementary school teachers. *Journal of Educational Research, 46*(3), 295–318.
10. Ko, N. & Oh, I. (2025). The mediating effect of psychological capital on the relationship between perceived parental and teacher autonomy support and school adjustment among middle school students. *Journal of Educational Sciences, 56*(2), 33–60.
11. Kim, M. & Oh, I. (2025). Latent profile analysis of college students' career decision and career maturity, and the effects of self-esteem and self-efficacy. *Journal of Future Education Studies, 38*(2), 61–90.
12. Oh, I., Ban, J. & Kim, Y. (2025). Reflective journal analysis of the course "Understanding Biblical School Education." *ACTS Theological Journal, 63*, 115–159.
13. Han, Y. & Oh, I. (2025). A concept mapping study on recovery from burnout as perceived by novice elementary school counseling teachers. *Journal of Educational Culture, 31*(2), 475–496.
14. Oh, I., Ban, J. & Choi, A. (2025). Trajectories and longitudinal relationships of academic helplessness and depression in adolescence. *Educational Development, 45*(1), 217–244.
15. Lee, J. & Oh, I. (2024). The mediating effect of positive job attitudes moderated by social support in the relationship between organizational conflict and turnover intention among Wee Center staff. *Korean Journal of Educational Issues, 42*(4), 135–163.
16. Kwak, S. & Oh, I. (2024). School counselors' perceptions of noncompliance during the implementation of school violence case procedures. *Journal of Educational Sciences, 55*(4), 221–247.
17. Kim, M., Choi, A. & Oh, I. (2024). Research trends in school violence using topic modeling: Comparison with the Five-Year Basic Plans. *Studies on Korean Youth, 31*(12), 85–114.
18. Oh, I., Son, J. & Choi, A. (2024). Exploring effective online counseling skills for school counselors in the post-COVID era. *Teacher Education, 40*(6), 87–115.
19. Hong, S., Ryu, J. & Oh, I. (2024). The mediating effect of academic stress moderated by basic psychological needs in the relationship between teachers' autonomy support and life satisfaction. *Korean Journal of Gifted Education, 34*(4), 461–477.
20. Jang, M. & Oh, I. (2024). Social-emotional support for school adjustment among middle school students with borderline intellectual functioning as perceived by professional school counselors. *Journal of Educational Sciences, 55*(3), 31–59.
21. Kim, I., Oh, I. & Ban, J. (2024). Research trends in acculturative stress among people with migration backgrounds using text mining. *Educational Development, 44*(2), 295–327.
22. Jin, D. & Oh, I. (2024). The mediating effect of differentiation of self, moderated by social support, in the relationship between family functioning and interpersonal problems. *Journal of Humanities and Social Sciences, 6*(3), 901–920.

23. Hong, S. & Oh, I. (2024). The moderating effect of grit on the relationship between perfectionism and self-regulated learning among gifted students. *Journal of Educational Sciences*, 55(1), 225–241.
24. Kim, S., Oh, I. & Noh, E. (2023). Cultural typology of married immigrant women based on latent profile analysis and differences in their children's psychological and interpersonal characteristics. *Journal of Educational Culture*, 29(6), 613–640.
25. Oh, I., Ban, J. & Kim, H. (2023). A concept mapping study of school adjustment tasks for first-grade elementary school students at school entry. *Teacher Education*, 39(6), 57–85.
26. Oh, I., Ban, J. & Son, J. (2023). Network analysis of GOLDEN personality types using social network analysis. *Educational Development*, 43(2), 371–400.
27. Yang, S. & Oh, I. (2023). Effects of grit, academic engagement, and parenting styles on the trajectories of adolescents' happiness. *Global Creative Leader: Education & Learning*, 13(3), 23–52.
28. Oh, I., Kim, H. & Ban, J. (2023). A concept mapping study of characteristics of first-grade elementary school students that facilitate early school adjustment. *Journal of Educational Culture*, 29(4), 443–463.
29. Kim, H., Ban, J. & Oh, I. (2023). A concept mapping study of homeroom teachers' competencies that facilitate early school adjustment in first-grade elementary students. *Journal of Teacher Education Research*, 62(3), 213–226.
30. Kim, S. & Oh, I. (2023). The mediating effect of self-esteem in the relationship between multicultural adolescents' acculturation attitudes and school violence victimization: A multivariate latent growth model. *Journal of Educational Sciences*, 54(2), 21–49.
31. Choi, S. & Oh, I. (2023). A qualitative study on professional elementary school counselors' experiences in implementing special education programs for student perpetrators of school violence. *Journal of Educational Sciences*, 54(1), 103–133.
32. Oh, I., Kim, H., Ban, J., Park, Y., Lee, E., Kim, J. & Song, A. (2023). A concept mapping analysis of counselors' competencies for counseling adolescents with migration backgrounds. *Educational Development*, 43(1), 67–96.
33. Oh, I., Kim, H., Ban, J., Park, Y., Lee, E., Kim, J. & Song, A. (2023). Exploring the specific characteristics of counseling adolescents with migration backgrounds. *Journal of Youth Counseling*, 31(1), 1–22.
34. Han, Y. & Oh, I. (2023). A concept mapping study on burnout experiences and contributing factors among novice elementary school counselors. *Teacher Education*, 39(2), 117–146.
35. Oh, I., Son, J., Lee, B., Sung, T., Song, H. & Kim, R. (2022). Validation of the Korean version of the GOLDEN Personality Profiler. *Journal of Educational Innovation Research*, 32(4), 88–110.
36. Oh, I., Kim, H., Ban, J., Yang, S. & An, H. (2022). Development of a competency-based humanitarian leadership curriculum. *Educational Research*, 84, 81–107.
37. Jeon, E. & Oh, I. (2022). Differences in perceived needs for school counseling competencies between elementary and secondary professional school counselors. *Teacher Education*, 38(5), 281–307.
38. Lee, S., Jung, J., Oh, I. & Shin, T. (2022). Teachers' experiences of violence, self-confidence, and burnout: Moderated mediating effects of coping strategies and social support. *Studies on Korean Youth*, 29(7), 281–306.

39. Han, Y. & Oh, I. (2022). A phenomenological study on professional elementary school counselors' adjustment to their teaching role. *Teacher Education, 38*(1), 153–182.
40. Lee, S., Oh, I. & Choi, K. (2022). Korean Cross-Culture Kids' acculturation types and cultural adaptation. *International Journal of Intercultural Relations, 87*, 131–141.
41. Park, S., Oh, I., Lee, S. & Jung, J. (2022). A qualitative study on the current status and influencing factors of relational group violence. *Journal of Educational Research, 43*(2), 29–64.
42. Jang, J., Oh, I. & Ban, J. (2022). The mediating effects of emotional clarity and self-concept clarity on the relationship between anxious adult attachment and SNS addiction tendencies among Chinese college students. *Journal of Educational Culture, 28*(2), 217–242.
43. Choi, K. M. & Oh, I. (2021). A phenomenological approach to understanding sexual minority college students in South Korea. *Journal of Multicultural Counseling and Development, 49*(4), 225–238.
44. Hwang, H., Shin, T., Oh, I., Lee, S. & Noh, E. (2021). The effect of perceived social support on psychological burnout among secondary school teachers: The mediating role of teacher efficacy. *Korean Journal of Youth Studies, 28*(5), 27–59.
45. Wang, Y., Oh, I. & Ryu, S. (2021). The effects of COVID-19 stress on mental health and covitality among Chinese international students: The mediating role of acculturative stress. *Journal of Educational Sciences, 52*(3), 169–194.
46. Koong, S., Oh, I., Ban, J. & Yang, S. (2021). A grounded theory analysis of multifaceted influencing factors in humanitarian leadership practice experiences. *Journal of Educational Innovation Research, 31*(3), 347–384.
47. Oh, I., Koong, S., Ban, J. & Yang, S. (2021). Concept analysis of humanitarian leadership using concept mapping. *Journal of Future Education Studies, 34*(2), 83–117.
48. Oh, I., Cho, G. & Ban, J. (2021). Students' perceptions of curriculum-linked cyberbullying prevention lessons: A topic modeling analysis. *Journal of Educational Innovation Research, 31*(2), 77–114.
49. Yoo, S. & Oh, I. (2021). A narrative inquiry into posttraumatic growth among mothers of children with rare diseases through self-compassion. *Journal of Educational Sciences, 52*(2), 55–81.
50. Oh, I., Lee, S., Koong, S., Eom, S. & Ban, J. (2021). A qualitative study on the status and multifaceted influencing factors of school sexual violence. *The SNU Journal of Education Research, 30*(1), 59–98.
51. Kwak, S. & Oh, I. (2021). Psychological characteristics of elementary school students with school maladjustment from an Adlerian perspective. *Journal of Educational Sciences, 52*(1), 59–90.
52. Lee, S., Lee, J. & Oh, I. (2021). Sequential mediating effects of social withdrawal and mobile phone dependency in the relationship between parents' negative parenting attitudes and adolescents' cyber delinquent behavior. *Journal of Future Education Studies, 34*(1), 177–200.
53. Kim, H. & Oh, I. (2020). Exploring resilience among musically gifted students who experience growth within major-lesson stress. *Journal of Educational Sciences, 51*(3), 29–52.

54. Hong, S. & Oh, I. (2020). The mediating effect of mindset in the relationship between perfectionism and self-regulated learning among gifted students. *Journal of Gifted Education Research*, 30(2), 203–218.
55. Oh, I. & Noh, E. (2020). Contextual understanding and intervention strategies for emotional and behavioral problems among third-country-born children of North Korean defectors. *Korean Journal of Educational Research*, 58(1), 1–32.
56. Oh, I. & Lee, S. (2020). Contextual understanding of protective factors for Cross-Culture Kids' acculturative stress and effective counseling strategies. *Learner-Centered Curriculum and Instruction*, 20(5), 167–192.
57. Kim, H. & Oh, I. (2020). Facilitating factors for collaboration to promote effective school counseling for students with mild disabilities in inclusive secondary school settings. *Special Education*, 19(1), 29–59.
58. Kim, H. & Oh, I. (2020). Teachers' perceptions of barriers to collaboration for effective school counseling of students with mild disabilities in secondary schools. *Journal of Educational Innovation Research*, 30(1), 145–173.
59. Ban, J. & Oh, I. (2020). The effect of perceived negative parenting on cyberbullying perpetration via aggression among middle school students: A multi-group analysis by gender. *Korean Journal of Youth Studies*, 31(1), 131–160.
60. Li, Z., Oh, I. & Song, J. (2020). The mediating effects of self-esteem and narcissism in the relationship between parental parenting styles and acceptance of younger siblings among Chinese elementary school students. *Journal of Future Education Studies*, 33(1), 25–45.
61. Wright, A., Pyun, L., Ha, E., Kim, J., Kim, H. S., Kim, S. H., Oh, I. & Kim, E. M. (2019). Critical review of North Korean women and children's health, 2000–2019: Physical and mental health challenges with a focus on gender. *Asian International Studies Review*, 20(2), 95–128.
62. Oh, I., Lim, Y. & Kim, S. (2019). The moderating effect of collective efficacy on the relationship between coping strategies and defending/bystander behaviors in bullying situations. *Asian Journal of Education*, 20(4), 943–960.
63. Kim, Y., Oh, I. & Song, J. (2019). Factors influencing bystanders' defensive behaviors in traditional and cyberbullying contexts. *Journal of Educational Sciences*, 50(4), 31–55.
64. Kim, K. & Oh, I. (2019). Teachers' perceptions of difficulties in handling school cyberbullying incidents. *Teacher Education*, 35(4), 331–358.
65. Han, H. & Oh, I. (2019). The effects of a positive psychology program on covitality, subjective well-being, depression, and anxiety among elementary students: Focusing on the Bounce Back program. *Journal of Educational Sciences*, 50(2), 61–91.
66. Oh, I. & Ban, J. (2019). The mediating role of daily stress in the relationship between perceived parenting attitudes and happiness among elementary school students: Differences by student–teacher attachment. *Journal of Educational Innovation Research*, 29(2), 69–93.
67. Wu, L., Oh, I. & Li, M. (2019). The effects of parenting styles on children's subjective well-being in China and Korea: Moderated mediation by stress and student–teacher relationships. *Asian Journal of Education*, 20(2), 349–376.
68. Lim, Y. & Oh, I. (2019). A qualitative study on relational bullying among middle school girls. *Journal of Educational Issues*, 32(2), 89–116.

69. Cho, Y. & Oh, I. (2019). Relationships among perceived parenting style typology, life goals, and life satisfaction among college students. *Learner-Centered Curriculum and Instruction, 19*(11), 1327–1346.
70. Oh, I., Kim, S. & Lim, Y. (2019). The moderating effect of perceived teacher intervention in the relationship between anti-bullying attitudes and bystander behaviors among elementary school students. *Korean Journal of Elementary Education, 30*(1), 195–209.
71. Kim, H., Oh, I. & Song, J. (2019). Sequential mediating effects of ego-identity and anxiety in the relationship between parental overprotection and adolescents' resilience. *Journal of Educational Sciences, 50*(1), 91–110.
72. Kim, M. & Oh, I. (2019). The mediating effect of ego-resiliency and the moderating effect of friendship quality in the relationship between parental overprotection and academic burnout among college students. *Journal of Educational Innovation Research, 29*(1), 207–227.
73. Lee, H., Oh, I. & Song, J. (2019). The mediating role of perceived classroom norms in the relationship between bystander roles and character strengths. *Korean Journal of Educational Research, 25*(1), 79–101.
74. Oh, I. & Park, M. (2019). Sequential mediating effects of peer relationships and self-efficacy in the relationship between empathy and school adjustment among adolescents. *Journal of Secondary Education Research, 67*(1), 35–65.
75. Oh, I. & Song, J. (2018). Mediating effect of emotional/behavioral problems and academic competence between parental abuse/neglect and school adjustment. *Child Abuse & Neglect, 86*, 393–402.
76. Chen, T. & Oh, I. (2018). Psychological predictors of bystander behaviors in cyber rumor-spreading situations: Gender differences in protective factors. *Asian Journal of Education, 19*(4), 995–1019.
77. Noh, E. & Oh, I. (2018). Counseling and educational interventions for third-country-born children of North Korean defectors: Focusing on school-based mental health programs. *Unification Studies, 30*(2), 227–264.
78. Oh, S. & Oh, I. (2018). The effects of individual, peer, teacher, and classroom variables on bullying participation behaviors among elementary students. *Journal of Educational Sciences, 49*(4), 1–26.
79. Oh, I., Lim, Y. & Lee, S. (2018). Development and validation of a risk and protective factor assessment for school violence perpetrators. *Journal of Educational Issues, 31*(3), 1–33.
80. Heo, S. & Oh, I. (2018). Concept mapping analysis of facilitating and challenging factors of restorative discipline in schools as perceived by elementary teachers. *Asian Journal of Education, 19*(3), 767–793.
81. Moon, M. & Oh, I. (2018). The mediating role of character strengths in the relationship between perceived parenting attitudes and bystander behaviors among middle school students. *Journal of Educational Sciences, 49*(3), 1–29.
82. Kim, S. & Oh, I. (2018). Factors influencing teachers' posttraumatic growth following experiences of school violence victimization: Mediating effects of self-disclosure and deliberate rumination, and moderating effects of social support. *Journal of Teacher Education Research, 57*(3), 383–398.

83. Park, K. & Oh, I. (2018). Comparison of students' and teachers' perceptions of help-seeking factors among cyberbullying victims. *Korean Journal of Educational Research*, 24(2), 77–101.
84. Choi, Y. & Oh, I. (2018). Victims' coping strategies according to bystander behavior types in bullying situations: Roles of control perception and coping styles. *Korean Journal of Educational Research*, 24(2), 5–23.
85. Kim, H. & Oh, I. (2018). Exploring the content and methods of guidance counseling as perceived by middle school teachers. *Asian Journal of Education*, 19(2), 375–402.
86. Jung, J. & Oh, I. (2018). Sequential mediating effects of peer relationship quality and peer conformity in the relationship between empathy and bystander behaviors in peer bullying. *Journal of Secondary Education Research*, 66(2), 575–605.
87. Oh, I., Son, J. & Cho, Y. (2018). A grounded theory analysis of Korean college students' "Second-Year Crisis" experiences. *Journal of Educational Sciences*, 49(3), 27–58.
88. Park, Y. & Oh, I. (2018). The moderating roles of peer conformity and classroom norms in the relationship between bullying experiences and bystander behaviors. *Asian Journal of Education*, 19(1), 1–27.
89. Kim, H. & Oh, I. (2018). Core concepts of school guidance as perceived by middle school teachers: A language network analysis. *The SNU Journal of Education Research*, 27(1), 1–25.
90. Song, J. & Oh, I. (2018). Factors influencing bystanders' behavioral reactions in cyberbullying situations. *Computers in Human Behavior*, 78, 273–282.
91. Noh, E. & Oh, I. (2017). Intervention strategies to improve the school adjustment of North Korean refugee students in South Korea. *Unification Studies*, 29(2), 113–151.
92. Kwak, M. & Oh, I. (2017). Comparison of psychological and social characteristics among traditional, cyber, and combined bullying. *School Psychology International*, 38(6), 608–627.
93. Kim, N. & Oh, I. (2017). Analysis of stakeholders' perceptions of the zero-tolerance policy for school violence in South Korea. *KEDI Journal of Educational Policy*, 14(1), 59–76.
94. Song, J. & Oh, I. (2017). Investigation of the bystander effect in school bullying: Comparison of experiential, psychological, and situational factors. *School Psychology International*, 38(3), 319–336.
95. Yang, S., Oh, I. & Son, J. (2017). A comparative study of psychological predictors of bullying perpetration and victimization among Korean and Chinese middle school students. *Asian Journal of Education*, 18(3), 413–440.
96. Li, M. & Oh, I. (2017). Moderated mediation effects of ego-resilience in the relationship between exposure to domestic violence, aggression, and school violence perpetration among elementary students. *Journal of Educational Sciences*, 48(3), 23–46.
97. Oh, I., Hong, H., Kang, Y. & Lim, I. (2017). Effectiveness of school-based mental-health professional support services. *Journal of Educational Issues*, 30(3), 227–258.
98. Jin, A. & Oh, I. (2017). The effects of social support and career barriers on college adjustment among Chinese international students by acculturation type. *Korean Journal of Counseling*, 18(4), 209–224.
99. Lin, Y. & Oh, I. (2017). The mediating role of covert narcissism in the relationship between parental overprotection and social anxiety among adolescents in Korea and China. *Journal of Educational Sciences*, 48(2), 75–93.

100. Park, J. & Oh, I. (2017). A narrative inquiry into recovery and growth among adults who experienced bullying in adolescence. *Korean Journal of Educational Issues*, 35(2), 1–33.
101. Kim, S. & Oh, I. (2017). Longitudinal mediating effects of peer relations on life satisfaction among bullying victims. *Journal of Secondary Education Research*, 65(2), 325–356.
102. Shin, J. & Oh, I. (2017). Moderating effects of ego-resilience and coping strategies in the relationship between teacher-targeted violence and mental-health problems. *Journal of Educational Sciences*, 48(1), 1–27.
103. Oh, I., Lee, S., Koong, S., Eom, S. & Ban, J. (2016). A qualitative study on school violence among lower-grade elementary school students based on grounded theory. *Journal of Educational Sciences*, 47(4), 73–93.
104. Kim, H. & Oh, I. (2016). Development and effectiveness of a group counseling program to improve school adjustment among at-risk adolescents. *Journal of Secondary Education Research*, 64(4), 951–977.
105. Lim, I. & Oh, I. (2016). Psychological, learning, and environmental/support factors influencing college students' academic achievement. *Asian Journal of Education*, 17(4), 285–309.
106. Noh, E. & Oh, I. (2016). A qualitative study on employment success factors among North Korean college graduates in South Korea. *Journal of Educational Issues*, 34(4), 235–264.
107. Jung, H. & Oh, I. (2016). The mediating effect of emotion regulation styles in the relationship between parentification/overprotection and interpersonal problems among adolescents. *Journal of Youth Counseling*, 24(2), 259–277.
108. Ban, J. & Oh, I. (2016). Mediating effects of teacher and peer relationships between parental abuse/neglect and emotional/behavioral problems. *Child Abuse & Neglect*, 61, 35–42.
109. Kim, H. & Oh, I. (2016). Structural analysis of expert counselors' experiences of frustration and recovery. *Korean Journal of Counseling*, 17(5), 1–22.
110. Lee, J. & Oh, I. (2016). A phenomenological study on professional development among school counselors. *Korean Journal of Counseling*, 17(4), 1–22.
111. Park, K. & Oh, I. (2016). The mediating effect of English subject interest in the relationship between self-determination motivation, self-efficacy, and learning engagement. *Journal of Curriculum & Instruction*, 20(4), 295–305.
112. Lee, H., Lee, S., Shim, H. & Oh, I. (2016). A qualitative study on bullying among adolescents who stutter. *Journal of Secondary Education Research*, 64(2), 419–452.
113. Kim, H. & Oh, I. (2016). Relationships among cognitive emotion regulation, interpersonal problems, and psychological well-being among adolescents. *Journal of Youth Counseling*, 24(1), 1–21.
114. Oh, I. & Lim, Y. (2016). Differences in bullying perpetration and problem-solving strategies by aggression and social competence levels. *Korean Journal of Educational Issues*, 29(2), 23–46.
115. Song, J. & Oh, I. (2016). Experiential, psychological, and situational predictors of defending tendencies in bullying situations. *Korean Journal of Youth Studies*, 23(5), 461–482.
116. Oh, I., Kim, H., Lee, S. & Lee, M. (2016). Counseling strategies for school violence based on contextual understanding. *Korean Journal of Counseling*, 17(2), 257–279.

117. Song, S. & Oh, I. (2016). Facilitating and inhibiting factors in professional school counseling services as perceived by high school teachers. *Teacher Education, 32*(2), 23–47.
118. Li, C., Oh, I. & Lee, S. (2016). Relationships among acculturation types, acculturative stress, basic psychological needs, and college adjustment among Chinese international students. *Asian Journal of Education, 17*(1), 101–120.
119. Hong, S. & Oh, I. (2016). Effects of evaluative perfectionism and parental achievement pressure on mental health problems among gifted students. *Journal of Educational Sciences, 47*(1), 73–94.
120. Song, J. & Oh, I. (2015). Comparison of self-report and peer nomination methods in measuring school bullying experiences. *Korean Journal of Counseling, 16*(4), 1–18.
121. Lee, S. & Oh, I. (2015). Mediating effects of fear of negative evaluation and social self-efficacy in the relationship between evaluative perfectionism, covert narcissism, and presentation anxiety among college students. *Korean Journal of Youth Studies, 22*(8), 53–75.
122. Yoo, J. & Oh, I. (2015). Relationships among maternal parenting attitudes, children's temperament, self-esteem, and self-regulation. *Journal of Educational Sciences, 46*(2), 79–103.
123. Lee, S., Oh, I. & Choi, K. (2015). Structural relationships among departure timing, social support, acculturative stress, and acculturation among overseas Cross-Culture Kids. *Journal of Secondary Education Research, 63*(2), 253–281.
124. Kim, J. & Oh, I. (2015). Mediating effect of counseling stigma in the relationship between adolescents' social achievement goals and attitudes toward school counseling. *Korean Journal of Counseling, 16*(3), 1–17.
125. Lee, S. & Oh, I. (2015). Acculturation types and acculturative stress among Korean Cross-Culture Kids in Asia. *Asian Journal of Education, 16*(1), 193–219.
126. Kwon, M. & Oh, I. (2015). Mediating effects of covert narcissism and optimism in the relationship between irrational beliefs and career maturity. *Korean Journal of Educational Issues, 28*(1), 29–52.
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4. Oh, I., Song, H., Sung, T., Son, J., Lee, B., & Kim, R. (2022). *GOLDEN Personality Profiler: Professional manual*. Seoul: Insight.
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Research Reports:

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Presentations

1. Oh, I. (2025, November 19). *Preventing youth violence: What should society do?* 2025 Forum for the Prevention of Youth Violence. Ministry of Education; Ministry of Gender Equality and Family; Korea Youth Counseling & Welfare Institute.
2. Oh, I. (2025, November 15). *Personality temperament, type, and profile differences between gifted and non-gifted students: Focusing on the GOLDEN Personality Type Profiler.* 2025 KAIST Science-Gifted Education Forum II. KAIST Center for Gifted Education.
3. Oh, I. (2025, June 12). *Effective responses to the ever-evolving challenges of cyberbullying in Korea.* 2025 World Anti-Bullying Forum, Stavanger, Norway.
4. Lee, H., Choi, S., & Oh, I. (2025, June 28). *An exploratory study on the personality-differentiation function of the Tense–Calm (T/C) scale in the GOLDEN Personality Type Profiler.* 2025 Annual Conference of the Korean Educational Research Association, Seoul National University of Education.
5. Kim, Y., Han, A., Oh, I., & Kang, D. (2025, June 28). *Development and application of an AI-based customized parenting report using the GOLDEN Personality Type Profiler.* 2025 Annual Conference of the Korean Educational Research Association, Seoul National University of Education.
6. Cho, J., Kim, E., & Oh, I. (2025, June 28). *A qualitative study for client exploration using atypical response patterns in the Golden Personality Type Profiler (GPTP).* 2025 Annual Conference of the Korean Educational Research Association, Seoul National University of Education.
7. Keijiro, K., Sakane, K., Chika, A., & Oh, I. (2024, September 15). *School violence prevention: Collaborating with media in South Korea.* 66th Annual Meeting of the Japanese Association of Educational Psychology, Hamamatsu, Japan.
8. Oh, I., Kim, H., Ban, J., Choi, A., Kim, I., & Chun, E. (2024, June 29). *Development and validation of the Cyber-Eoullim curriculum for cyberbullying prevention.* 2024 Annual Conference of the Korean Educational Research Association, Chonnam National University.
9. Kim, I., Oh, I., & Ban, J. (2024, June 29). *A text-mining analysis of research trends on acculturative stress.* 2024 Annual Conference of the Korean Educational Research Association, Chonnam National University.
10. Han, A., Ryu, S., Kang, D., Kim, Y., Son, J., & Oh, I. (2024, June 29). *Exploring personalized teaching strategies using the GOLDEN Personality Type Profiler.* 2024 Annual Conference of the Korean Educational Research Association, Chonnam National University.
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12. Oh, I., & Son, J. (2024, August 17). *Understanding and application of the GOLDEN Personality Type Profiler.* 78th Annual Conference of the Korean Psychological Association, HICO, Gyeongju.
13. Ban, J., & Oh, I. (2024, March 6). *The effect of parental neglect on multicultural adolescents' school adjustment: Multiple mediating effects of self-esteem and resilience.*

- 2024 Annual Conference of the Comparative & International Education Society (CIES), Miami, FL, USA.
14. Oh, I., Toda, Y., & Ban, J. (2024, March 6). *An in-depth comparative analysis of bullying phenomena between Korean “Wang-ta” and Japanese “Ijime.”* 2024 Annual Conference of the Comparative & International Education Society (CIES), Miami, FL, USA.
 15. Oh, I. (2023, December 19). *Understanding the GOLDEN Personality Type Profiler.* National Association of University Counseling Centers, Maison Glad Jeju.
 16. Oh, I. (2023, June 30). *Outcomes and future directions of counseling interventions for school violence.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 17. Oh, I., Ban, J., & Son, J. (2023, June 30). *A network analysis of GOLDEN personality types using social network analysis.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 18. Kim, M., Kim, I., Kim, J., & Oh, I. (2023, June 30). *Personality-type-based strategies for effective learning counseling: Linking the GOLDEN Personality Type Profiler and MLST-II.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 19. Son, J., Jung, J., & Oh, I. (2023, June 30). *Effective counseling strategies using the GOLDEN Personality Type Profiler and the TCI temperament and character inventory.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 20. Ryu, S., Cho, Y., Park, J., Jin, D., & Oh, I. (2023, June 30). *Client-centered counseling strategies based on personality type: Focusing on subscales of the GOLDEN Personality Type Profiler.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 21. Jung, Y., Kim, S., Son, J., & Oh, I. (2023, June 30). *Counseling strategies using the Tense (T)/Calm (C) scale of the GOLDEN Personality Type Profiler based on Big Five theory.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 22. Choi, A., Son, J., Lee, B., & Oh, I. (2023, June 30). *Exploring the Child–Adolescent GOLDEN Personality Type Profiler based on Jungian typology and the Big Five.* 2023 Annual Conference of the Korean Educational Research Association, Korea University.
 23. Oh, I., & Kim, S. J. (2023, February 16). *Exploring acculturation among adolescents in multicultural families in South Korea.* 2023 Annual Conference of the Comparative & International Education Society, Washington, DC, USA.
 24. Oh, I., Lee, H., Ryu, S., Yang, S., Choi, A., & Hong, S. (2023, February 16). *A strength-based approach to increasing resilience among Korean cross-cultural kids (CCKs) who immigrated to the U.S.* 2023 Annual Conference of the Comparative & International Education Society, Washington, DC, USA.
 25. Oh, I., Ban, J. (2022, June 29). *Evaluating the effectiveness of a humanitarian-based character education program.* 2022 Annual Conference of the Korean Educational Research Association.
 26. Oh, I., Ban, J. (2022, June 29). *Comparing the psychosocial characteristics of provocative victims and incompetent bullies in school violence situations: A short-term*

- longitudinal approach*. 2022 Annual Conference of the Korean Educational Research Association.
27. Oh, I., Son, J., & Lee, B. (2022, June 29). *Development and validation of the GOLDEN Personality Type Profiler (GPTP)*. 2022 Annual Conference of the Korean Educational Research Association.
 28. Oh, I., Lee, H., Yang, S., Ryu, S., & Choi, A. (2022, June 29). *Risk and protective factors of acculturative stress among Korean cross-cultural kids (CCKs) who immigrated to the United States*. 2022 Annual Conference of the Korean Educational Research Association.
 29. Jung, J., Lee, S., Oh, I., & Shin, T. (2021, August 19). *Teacher-targeted violence, self-confidence, and burnout: Moderated–moderated mediation effects of coping styles and social support*. 75th Annual Conference of the Korean Psychological Association.
 30. Oh, I., Ban, J., & Cho, G. (2021, October 21). *Topic modeling analysis of students’ perceptions of the subject-based Cyber-Eoullim program*. The 21st International Conference on Education Research.
 31. Oh, I., Ban, J., Jung, J., & Jin, D. (2021, October 21). *Analysis of “cancel culture” as a form of cyberbullying*. The 21st International Conference on Education Research.
 32. Oh, I., Koong, S., Ban, J., & Yang, S. (2021, October 21). *Concept-mapping analysis of humanitarian leadership*. The 21st International Conference on Education Research.
 33. Oh, I., Kim, D., Do, G., Ban, J., & Lee, S. (2021, February 26). *Usability evaluation of the PANAS mobile application using the Experience Sampling Method (ESM): Focusing on DLC children*. 3rd SSK-Networking Joint Symposium.
 34. Oh, I., Kim, D., Do, G., Ban, J., & Lee, S. (2021, February 26). *Usability evaluation of a chatbot-based Strengths & Difficulties Questionnaire (SDQ) application: Focusing on DLC children*. 3rd SSK-Networking Joint Symposium.
 35. Oh, I., & Ban, J. (2020, November 27). *Effects of parental academic support on academic stress via career maturity: A longitudinal mediation analysis using a multivariate latent growth model*. 14th Korea Education Longitudinal Study Conference, KEDI, Chungbuk, Korea.
 36. Oh, I., & Ban, J. (2020, November 20). *Effects of physical abuse on cyber-delinquency via externalizing and internalizing problem behaviors: A longitudinal mediation model using multivariate latent growth modeling*. 9th Korean Children & Youth Panel Survey Conference, National Youth Policy Institute, Sejong.
 37. Oh, I., & Ban, J. (2020, September 25). *Developmental trajectories of self-esteem among lower-grade elementary school students and their associations with peer attachment and school violence victimization*. 11th Panel Study on Korean Children Conference, Korea Chamber of Commerce and Industry.
 38. Oh, I., & Ban, J. (2020, June 19). *Research trend analysis of “Educational Research” using text-network analysis — Poster Award (Honorable Mention)*. Annual Conference of the Korean Educational Research Association, Sungkyunkwan University.
 39. Kim, D., & Oh, I. (2020, June 19). *An integrative conceptual model and preventive counseling strategies for the psychological difficulties of bystanders in school violence*. Annual Conference of the Korean Educational Research Association, Sungkyunkwan University.
 40. Ban, J., & Oh, I. (2019, November 15). *Effects of perceived negative parenting attitudes on cyberbullying perpetration among middle school students: The mediating role of*

- aggression and multi-group analysis by gender*. 8th Korean Children & Youth Panel Survey Conference, National Youth Policy Institute, Sejong.
41. Lee, S., Lee, J., & Oh, I. (2019, November 15). *Relationships among negative parenting attitudes, social withdrawal, smartphone dependency, and cyber-delinquency*. 8th Korean Children & Youth Panel Survey Conference, Sejong.
 42. Oh, I., & Son, J. (2019, October 26). *Measures of Psychosocial Development (MPD) assessment*. 2019 Conference of the Korean Counseling Psychology Association.
 43. Oh, I., Lee, S., Hwang, H., & Lim, Y. (2019, June 29). *School violence experiences among multicultural students*. Annual Conference of the Korean Educational Research Association.
 44. Oh, I., Sung, T., Lee, B., & Son, J. (2019, June 29). *Development and validation of the Korean version of Erikson's Measures of Psychosocial Development (MPD)*. Annual Conference of the Korean Educational Research Association.
 45. Oh, I., Lee, S., Shin, T., & Noh, E. (2019, June 29). *Counseling interventions for recovery and growth among teachers victimized by teacher-targeted violence*. Annual Conference of the Korean Educational Research Association.
 46. Oh, I., & Noh, E. (2019, June 29). *Contextual understanding and counseling strategies for emotional-behavioral problems among third-country-born children of North Korean defectors*. Annual Conference of the Korean Educational Research Association.
 47. Oh, I., & Ban, J. (2019, June 29). *Effects of perceived parenting attitudes on happiness through daily stress: Differences by student-teacher attachment level*. Annual Conference of the Korean Educational Research Association.
 48. Oh, I., Li, M. (2019, June 29). *Relationships among emotional regulation, negative affect, anger, and aggression in provocative victims of cyberbullying*. Annual Conference of the Korean Educational Research Association.
 49. Oh, I., & Lee, S. (2019, June 29). *Contextual understanding and counseling strategies for acculturative stress among cross-cultural kids (CCKs)*. Annual Conference of the Korean Educational Research Association.
 50. Jung, K., Oh, I., & Hong, S. (2018, December 8). *Effects of stress on academic burnout among gifted students: Moderating effects of academic resilience and creative disposition*. Korean Society for the Gifted — Fall Conference.
 51. Kim, S., & Oh, I. (2018, October 17). *Protective factors for teacher-targeted violence as post-traumatic stress: Focusing on post-traumatic growth and related psychological factors*. The 19th International Conference on Education Research, Seoul, Korea.
 52. Oh, I., Lee, S., Hwang, H., & Lim, Y. (2018, June 23). *School violence experiences among students with disabilities*. Annual Conference of the Korean Educational Research Association.
 53. Oh, I., & Noh, E. (2018, June 23). *Effectiveness of school-based mental health programs: Focusing on on-site consultation services by mental-health professionals*. Annual Conference of the Korean Educational Research Association.
 54. Lee, S., Lim, Y., & Oh, I. (2018, June 23). *Development and validation of risk and protective factor assessment items for school violence perpetration*. Annual Conference of the Korean Educational Research Association.
 55. Jung, J., & Oh, I. (2018, June 23). *Sequential mediating effects of peer relationship quality and peer conformity in the relationship between empathy and bystander behavior in peer bullying*. Annual Conference of the Korean Educational Research Association.

56. Cho, Y., Son, J., & Oh, I. (2018, June 23). *A study on changes in college students' mental health from the perspective of "Second-Year Syndrome."* Annual Conference of the Korean Educational Research Association.
57. Oh, I., & Cho, Y. (2018, July 6). *Investigation of Korean college students' "Sophomore Syndrome" and counseling interventions.* 2018 International KALCI Conference, Seoul, Korea.
58. Oh, I., & Noh, E. (2017, June 23). *Intervention strategies to improve school adjustment among North Korean refugee students by subtypes of social support.* 2017 Annual Conference of the Korean Educational Research Association.
59. Oh, I., & Noh, E. (2017, June 23). *A narrative inquiry into successful employment experiences of North Korean defector college students — Poster Award (Excellence).* 2017 Annual Conference of the Korean Educational Research Association.
60. Oh, I. (2016, July 28). *Developing PC game and app content to prevent traditional and cyberbullying: Focusing on effective coping strategies and interventions for bystanders.* 31st International Congress of Psychology, Yokohama, Japan.
61. Oh, I., Lee, S., Kim, H., & Kim, H. (2016, June). *Exploring characteristics of school violence among lower-grade elementary school students.* 2016 Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
62. Oh, I., & Lim, Y. (2016, June). *Differences in bullying perpetration experiences and problem-solving styles by levels of aggression and social competence.* 2016 Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
63. Oh, I., & Kim, S. (2016, June). *Differences in coping strategies among pure victims, bully-victims, and non-involved adolescents in cyberbullying.* 2016 Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
64. Hong, S., & Oh, I. (2016, June). *Effects of evaluative concern perfectionism and parental academic pressure on mental health: A comparison between gifted and general students.* 2016 Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
65. Park, J., & Oh, I. (2016, June). *A narrative inquiry into bullying victims' experiences of victimization: Focusing on post-traumatic growth.* 2016 Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
66. Park, Y., & Oh, I. (2016, June). *Moderating effects of peer conformity and perceived classroom norms on the relationship between bullying perpetration/victimization and bystander behavior among elementary school students.* Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.
67. Lim, Y., & Oh, I. (2016, June). *Exploring school counselors' perceived difficulties in counseling for school violence: Focusing on comparisons between perpetrators and victims.* Annual Conference of the Korean Educational Research Association, Daegu Teachers Training Institute, Daegu, Korea.

68. Oh, I. (2015, September). *New trends in school bullying in Korea: Emerging issues and research on cyberbullying*. 79th Annual Convention of the Japanese Psychological Association.
69. Oh, I., Lee, S., Lee, M., & Kim, M. (2015, August). *Development of counseling programs for victims and perpetrators of school violence*. 2015 Annual Conference of the Korean Educational Research Association.
70. Jung, J., Kang, T., Park, J., & Oh, I. (2015, August). *Development of a school violence prevention program for 1st–2nd grade elementary school students*. 2015 Annual Conference of the Korean Educational Research Association.
71. Oh, I. (2015, August). *Understanding cyberbullying and counseling interventions*. 2015 Annual Conference of the Korean Counseling Association.
72. Oh, I., Song, J., Kim, S., & Yoon, S. (2015, August). *Counseling strategies to strengthen coping competencies among cyberbullying victims: Focusing on effective responses by cyberbullying type*. 2015 Annual Conference of the Korean Counseling Association.
73. Lee, S., & Oh, I. (2015, August). *Acculturation patterns and counseling strategies for acculturative stress among Korean cross-culture kids (CCKs) residing in Asia*. 2015 Annual Conference of the Korean Counseling Association.
74. Song, J., & Oh, I. (2015, August). *A comparative analysis of measurement methods of school violence experiences: Self-report versus peer nomination*. 2015 Annual Conference of the Korean Counseling Association.
75. Lee, S., & Oh, I. (2015, August). *Development of a group counseling program to enhance self-regulated learning skills among underachieving college students*. 2015 Annual Conference of the Korean Counseling Association.
76. Kim, H., & Oh, I. (2015, August). *Effective counseling strategies for school violence based on a contextual understanding of bullying*. 2015 Annual Conference of the Korean Counseling Association.
77. Kim, S., & Oh, I. (2015, August). *Development of a positive-psychology-based integrative arts counseling program to promote psychological well-being among multicultural adolescents*. 2015 Annual Conference of the Korean Counseling Association.
78. Jung, S., & Oh, I. (2014, August). *Effects of overprotective parenting by mothers with physical disabilities on ego-resilience among their non-disabled children: Mediating effects of covert narcissism and parentification — Excellent Paper Award*. 2014 Annual Conference of the Korean Counseling Association.
79. Oh, I., & Lee, S. (2014, August). *Effectiveness and applications of the “Mask-Chat” mobile application for school violence prevention*. 2014 Annual Conference of the Korean Counseling Association.
80. Oh, I., Song, J., Kwon, M., & Kwak, M. (2014, August). *Differences in psychophysiological responses and coping strategies according to observed types of school violence*. 2014 Annual Conference of the Korean Counseling Association.
81. Oh, I., Lee, S., & Lee, J. (2014, July). *Psychological characteristics of perpetrators, victims, and bystanders in school violence*. 2014 Annual Conference of the Korean Educational Research Association, Korea University.
82. Jung, J., Kang, T., Kim, D., Ryu, S., Oh, I., & Lee, S. (2014, July). *Development of a middle school school-violence prevention program: The “Tree of Happiness” program*.

- 2014 Annual Conference of the Korean Educational Research Association, Korea University.
83. Oh, I. (2013, July). *Children's bullying in Korea: A focus on children's empathy*. 14th Annual Conference of the Pacific Early Childhood Education Research Association, Seoul, Korea.
 84. Oh, I. (2013, June). *Counseling strategies for chronic bullying perpetrators*. Spring Conference of the Korean Educational Research Association, Korea National University of Education.
 85. Oh, I., Song, J., Kim, J., & Suk, M. (2013, June). *Personal and psychological variables influencing cyberbullying: Poster Award (Honorable Mention)*. Spring Conference of the Korean Educational Research Association, Korea National University of Education.
 86. Oh, I. (2013, May). *Characteristics of cyberbullying and effective intervention strategies*. Spring Conference of the Korean School Psychology Association, Chonnam National University.
 87. Oh, I., & Lee, S. (2012, June). *School violence in South Korea: An overview of school violence and intervention efforts*. 36th Annual Conference of the Pacific Circle Consortium, Seoul, Korea.
 88. Lee, S., & Oh, I. (2012, June). *Mediating effects of guilt in the relationship between direct/relational bullying perpetration and impulsivity/aggression*. Spring Conference of the Korean Educational Research Association, Seoul National University.
 89. Kim, H., & Oh, I. (2012, June). *Protective factors of school adjustment resilience among low-income middle school students: Focusing on academic, social, and emotional adjustment — Poster Award (Excellence)*. Spring Conference of the Korean Educational Research Association, Seoul National University.
 90. Oh, I. (2012, May). *Enhancing bystanders' competencies for effective bullying intervention*. Spring Conference of the Korean School Psychology Association, Korea University.
 91. Oh, I. (2011, July). *School counseling based on a preventive model: Focusing on school bullying*. Annual Conference of the Korean Counseling Association, Chung-Ang University.
 92. Oh, I., Lee, J., & Choi, I. (2011, April). *A comparative analysis of school counselor training programs in Korea and the United States*. Spring Conference of the Korean Educational Research Association, Chungnam National University.
 93. Jeon, S., & Oh, I. (2011, April). *Relationship between emotional processing styles and psychological well-being*. Spring Conference of the Korean Educational Research Association, Chungnam National University.
 94. Park, J., Mo, J., Kim, H., & Oh, I. (2011, April). *Factors influencing academic resilience among low-income students*. Spring Conference of the Korean Educational Research Association, Chungnam National University.
 95. Lee, S., Ban, J., Lim, I., & Oh, I. (2011, April). *Facilitating factors of learning through mutual feedback on online discussion boards*. Spring Conference of the Korean Educational Research Association, Chungnam National University.
 96. Lee, J., Baek, I., Han, H., & Oh, I. (2011, April). *Facilitators of change among participants in a character-development group counseling program*. Spring Conference of the Korean Educational Research Association, Chungnam National University.

97. Oh, I. (2010, November). *Formation and promotion of adolescents' psychological independence*. Fall Conference of the Korean Association of Youth Welfare, Ewha Womans University.
98. Oh, I. (2010, November). *An interdisciplinary approach to understanding and counseling maladjusted students*. Conference of the Korean Society for Convergence in Education and Culture, Korea Education & Research Information Service.
99. Oh, I. (2010, April). *Current status of online bullying among elementary school students and a comparative analysis with offline bullying*. 2010 Spring Conference of the Korean Elementary Education Association (pp. 67–82), Korea National University of Education.
100. Oh, I., & Jeon, S. (2010, April). *Exploring influential teacher professionalism characteristics as perceived by female students in a college of education — Best Poster Award*. 2010 Spring Conference of the Korean Educational Research Association, Korea National University of Education.
101. Oh, I., Sun, M. (2010, April). *Systemic school counseling strategies for withdrawn and maladjusted students: Focusing on a comprehensive school counseling model*. Spring Conference of the Korean Educational Research Association, Korea National University of Education.
102. Oh, I., Jeon, S., Park, S., Park, S., & Sun, M. (2010, April). *Current status of professional school counselors' counseling activities: Implementation of a comprehensive school counseling program — Outstanding Poster Award*. Spring Conference of the Korean Educational Research Association, Korea National University of Education.
103. Oh, I. (2009, October). *Psychological factors influencing bystanders' behavioral responses to bullying: Focusing on empathy and aggression by gender*. Fall Conference of the Korean Elementary Education Association (pp. 99–114), Ewha Womans University.
104. Oh, I., Jeon, S., Park, S., Park, S., & Park, J. (2009, October). *Psychological factors related to cyberbullying behavior: Focusing on self-esteem, empathy, aggression, and psychological well-being — Outstanding Poster Award*. 2009 Fall Conference of the Korean Educational Research Association, Ewha Womans University.
105. Oh, I. (2009, October). *Future changes in schooling and the tasks for counseling psychology*. Fall Conference of the Korean Counseling Psychology Association (pp. 1–12), Yonsei University.
106. Oh, I. (2009, June). *School counseling for the prevention and intervention of peer bullying*. Academic Seminar of the Child Counseling Research Center, Institute of Elementary Education (pp. 1–8), Seoul National University of Education.

Grants

1. 2024–2028 — Co-Investigator. *Mobile-platform support for language, emotional, and behavioral development to promote social integration among children in diverse linguistic and cultural environments*. National Research Foundation of Korea (SSK Program). KRW 760,000,000 (≈ USD 526,900).
2. 2023–2026 — Principal Investigator. *Analysis and application of adolescents' digital social-emotional competencies*. NRF General Joint Research. KRW 60,000,000 (≈ USD

- 41,600).
3. 2023–2025 — Principal Investigator. *A comparative study of traditional and cyberbullying in Korean “Wang-tta” and Japanese “Ijime.”* Korea–Japan Collaborative Research, NRF. KRW 30,000,000 (≈ USD 20,800).
 4. 2023–2024 — Principal Investigator. *Advancement of the GOLDEN Personality Type Profiler.* Ewha Womans University Research Grant. KRW 10,000,000 (≈ USD 6,900).
 5. 2022–2023 — Principal Investigator. *Development of online counseling competencies for school counselors in the post-COVID era.* NRF Mid-Career Researcher Program. KRW 25,000,000 (≈ USD 17,300).
 6. 2022 — Principal Investigator. *Design and development of mobile humanitarian character-education content.* Korean Red Cross. KRW 11,000,000 (≈ USD 7,600).
2022 — Principal Investigator. *Development of counseling manuals for adolescents with migrant backgrounds.* Foundation for Supporting Youth from Multicultural Backgrounds.
 7. 2021–2022 — Principal Investigator. *School violence: Psychological understanding and counseling intervention.* NRF Humanities & Social Sciences Book Publication Support. KRW 10,000,000 (≈ USD 6,900).
 8. 2021 — Principal Investigator. *Evaluation of the “HEY! We Change the World” program.* Korean Red Cross. KRW 4,000,000 (≈ USD 2,800).
 9. 2020–2021 — Principal Investigator. *Status and risk factors of school violence (III): Relational group violence.* Policy Research for the Eradication of School Violence (Core Task 3). KRW 290,000,000 (≈ USD 201,000).
 10. 2020–2021 — Principal Investigator. *Development of mobile humanitarian education programs.* Korean Red Cross. KRW 20,000,000 (≈ USD 13,900).
 11. 2020–2021 — Principal Investigator. *School violence: Psychological understanding and counseling intervention.* NRF Book Publication Support. KRW 10,000,000 (≈ USD 6,900).
 12. 2020–2021 — Principal Investigator. *Development of counseling intervention models for maladjusted student types.* Ewha Research Grant. KRW 17,000,000 (≈ USD 11,800).
 13. 2020–2021 — Co-Investigator. *Mobile-platform support for language, emotional, and behavioral development among children in multicultural environments.* NRF SSK Program. KRW 120,000,000 (≈ USD 83,200).
 14. 2020–2021 — Co-Investigator. *Development of Cyber-Eoullim curriculum for middle and high schools.* KERIS / AI Competency Division. KRW 10,000,000 (≈ USD 6,900).
 15. 2020–2021 — Co-Investigator. *Development of a peer-counseling program for cyberbullying prevention.* Korea Youth Counseling & Welfare Institute. (Amount not specified).
 16. 2020 — Co-Investigator. *Operation of the Ewha–Seodaemun Gifted Education Center.* Seodaemun District Office, Seoul. KRW 180,000,000 (≈ USD 124,800).
 17. 2019–2021 — Principal Investigator. *Ecological factors influencing teachers’ happiness and well-being.* Ewha Research Grant. KRW 25,000,000 (≈ USD 17,300).
 18. 2019–2020 — Principal Investigator. *Status and risk factors of school violence (II): Sexual violence.* Policy Research for the Eradication of School Violence (Core Task 3). KRW 290,000,000 (≈ USD 201,000).
 19. 2019–2020 — Principal Investigator. *Development of a relationship-restoration program for school violence.* Ewha Research Grant. KRW 7,000,000 (≈ USD 4,900).

20. 2019–2020 — Co-Investigator. *Understanding Education — Development of instructional materials*. Ewha University Press. KRW 5,000,000 (≈ USD 3,500).
21. 2018–2020 — Co-Investigator. *Mobile-platform support for language, emotional, and behavioral development for social integration of children in multicultural environments*. NRF SSK Program. KRW 120,000,000 (≈ USD 83,200).
22. 2018–2019 — Principal Investigator. *Status and risk factors of school violence (I): Cyberbullying*. Policy Research for the Eradication of School Violence (Core Task 3). KRW 210,000,000 (≈ USD 145,600).
23. 2018–2019 — Principal Investigator. *Psychological adaptation among teachers victimized by teacher-targeted violence*. Ewha Interdisciplinary Convergence Grant. KRW 15,000,000 (≈ USD 10,400).
24. 2018–2019 — Principal Investigator. *Factors influencing the mental health of teachers exposed to violence*. Ewha Research Grant. KRW 7,000,000 (≈ USD 4,900).
25. 2018–2019 — Principal Investigator. *Improvement of the “Dodam-Dodam” counseling program for victims and perpetrators of school violence*. Ewha Special Policy Research Grant. KRW 52,500,000 (≈ USD 36,400).
26. 2017–2019 — Principal Investigator. *Development of effective counseling strategies for victims and perpetrators of school violence*. Ewha Research Grant. KRW 10,000,000 (≈ USD 6,900).
27. 2017–2018 — Principal Investigator. *Development of educational guidelines for effective prevention of cyberbullying*. Ewha Research Grant. KRW 7,000,000 (≈ USD 4,900).
28. 2017–2018 — Principal Investigator. *Status analysis and alternative strategies for school violence (III): School violence among multicultural students*. Policy Research for the Eradication of School Violence (Core Task 3). KRW 270,000,000 (≈ USD 187,200).
29. 2017–2018 — Principal Investigator. *Evaluation of the School-Based Mental-Health Outreach Program*. Hallym University Industry-Academic Foundation. KRW 20,000,000 (≈ USD 13,900).
30. 2016–2019 — Co-Investigator. *A longitudinal study of ecological risk factors and developmental trajectories of school violence among elementary students*. NRF General Joint Research. KRW 130,000,000 (≈ USD 90,100).
31. 2016–2017 — Principal Investigator. *Development and validation of risk-protective factor assessment tools for school violence*. NRF Mid-Career Researcher Program. KRW 26,000,000 (≈ USD 18,000).
32. 2016–2017 — Principal Investigator. *Status analysis and alternative strategies for school violence (II): Students with disabilities and effective intervention strategies*. Policy Research for the Eradication of School Violence (Core Task 3). KRW 230,000,000 (≈ USD 159,400).
33. 2016–2017 — Principal Investigator. *Post-bullying growth characteristics among students*. Ewha Excellent Faculty Grant. KRW 3,000,000 (≈ USD 2,100).
34. 2015–2016 — Principal Investigator. *Evaluation of the School-Visit Mental-Health Support Program*. Hallym University Suicide & Student Mental Health Institute. KRW 20,000,000 (≈ USD 13,900).
35. 2015–2016 — Principal Investigator. *Factors influencing cyberbullying*. Ewha Excellent Faculty Grant. KRW 7,000,000 (≈ USD 4,900).
36. 2015–2016 — Principal Investigator. *Status analysis and alternative strategies for*

- school violence (I): Early-grade elementary school violence and perception analysis.* Policy Research for the Eradication of School Violence (Core Task 3). KRW 230,000,000 (≈ USD 159,400).
37. 2014–2015 — Principal Investigator. *Educational interventions for victims and perpetrators of school violence (III): Evaluation of the Dodam-Dodam Program.* Policy Research for the Eradication of School Violence (Core Task 3). KRW 240,000,000 (≈ USD 166,400).
 38. 2014–2015 — Principal Investigator. *Forward-looking articulation assessment model between high schools and universities (follow-up study).* Ewha Office of Admissions. KRW 15,000,000 (≈ USD 10,400).
 39. 2013–2014 — Principal Investigator. *Educational interventions for victims and perpetrators of school violence (II).* Policy Research for the Eradication of School Violence (Core Task 3). KRW 230,000,000 (≈ USD 159,400).
 40. 2013–2014 — Principal Investigator. *Effectiveness evaluation of the Mask-Chat mobile application for school violence prevention.* RedQueen Co., Ltd. KRW 23,000,000 (≈ USD 15,900).
 41. 2013–2014 — Co-Investigator. *The Female Brain — Global Top 5 Project.* Ewha Womans University. KRW 600,000,000 (≈ USD 416,000).
 42. 2013–2014 — Co-Investigator. *Leadership program to enhance pre-service teachers' competence in school-violence prevention and intervention.* Ministry of Education, Science & Technology. KRW 200,000,000 (≈ USD 138,700).
 43. 2013–2014 — Co-Investigator. *"Tree of Happiness" bystander-intervention program (middle-school version).* Ministry of Justice. (Amount not specified).
 44. 2013 — Co-Investigator. *Mid- to long-term development plan for the Student Mental-Health Research Center.* Korean Foundation for Mental Health. (Amount not specified).
 45. 2013 — Co-Investigator. *Psychophysiological research on cyberbullying.* National Information Society Agency. (Amount not specified).
 46. 2012–2015 — Co-Investigator. *Policy Research for the Eradication of School Violence.* National Research Foundation of Korea. KRW 690,000,000 (≈ USD 479,200).
 47. 2012–2013 — Principal Investigator. *Educational interventions for victims and perpetrators of school violence (I).* Policy Research for the Eradication of School Violence (Core Task 3). KRW 240,000,000 (≈ USD 166,400).
 48. 2012–2013 — Principal Investigator. *Psychological and individual factors influencing cyberbullying.* National Research Foundation of Korea. KRW 26,000,000 (≈ USD 18,000).
 49. 2012 — Co-Investigator. *Development of school-violence prevention programs.* Ministry of Justice. KRW 40,000,000 (≈ USD 27,800).
 50. 2012 — Co-Investigator. *Diagnosis and educational support for students at risk.* Ministry of Education, Science & Technology. KRW 25,000,000 (≈ USD 17,300).
 51. 2011–2012 — Principal Investigator. *School bullying experiences and mental health among children from multicultural families.* National Research Foundation of Korea. KRW 32,000,000 (≈ USD 22,200).
 52. 2011–2012 — Principal Investigator. *Forward-looking articulation assessment model between high schools and universities (follow-up study).* Ewha Womans University. KRW 64,000,000 (≈ USD 44,400).
 53. 2011 — Principal Investigator. *Development of a comprehensive diagnostic tool for*

- causes of learning difficulties among elementary students*. Korea Institute for Curriculum and Evaluation. KRW 30,000,000 (≈ USD 20,800).
54. 2011 — Co-Investigator. *Development of multidimensional assessment tools to support student growth*. Seoul Metropolitan Office of Education. KRW 48,000,000 (≈ USD 33,300).
 55. 2010–2011 — Co-Investigator. *Enhancing learning resilience among low-income students*. Seoul Metropolitan Office of Education. KRW 20,000,000 (≈ USD 13,900).
 56. 2010–2011 — Principal Investigator. *Psychological factors influencing bystanders' responses to bullying*. Asan Foundation for Social Welfare. KRW 20,000,000 (≈ USD 13,900).
 57. 2010–2011 — Principal Investigator. *Forward-looking articulation assessment model between high schools and universities (follow-up study)*. Ewha Womans University. KRW 64,000,000 (≈ USD 44,400).
 58. 2009–2010 — Principal Investigator. *Forward-looking articulation assessment model between high schools and universities*. Ewha Womans University. KRW 100,000,000 (≈ USD 69,400).
 59. 2009–2010 — Principal Investigator. *Ecological-systems-based study on variables related to peer bullying*. Ewha Womans University. KRW 10,000,000 (≈ USD 6,900).
 60. 2009–2010 — Co-Investigator. *Development of customized intensive teacher-training programs*. Korea Institute for Advancement of Teachers' Education. KRW 29,000,000 (≈ USD 20,100).
 61. 2009–2010 — Co-Investigator. *Advancement of education-assessment systems for creative-talent development*. Korea Foundation for the Advancement of Science & Creativity. KRW 80,000,000 (≈ USD 55,500).
 62. 2007–2009 — Co-Investigator. *Developing a tool to assess the quality of Individualized Education Programs (IEPs) for students with disabilities*. U.S. Department of Education. KRW 330,000,000 (≈ USD 229,200).

Professional Experiences

Professional Associations:

- Korean Counseling Association
- Korean Counseling Psychological Association
- Korean Educational Research Association
- Korean School Psychology Association
- The Korean Society for the Gifted
- American Counseling Association
- American School Counselor Association

Supervisor of Ph.D student:

Current

1. Jo, Ju-young

2. Jang, Hyo-jung
3. Jang, Eeu-ji
4. Jo, Ji-young
5. Kim, Eun-jeong
6. Choi, Su-yeon
7. Lee, Hyun-ah
8. Moon, Mi-young
9. Han, Yu-na
10. Kang, Da-hyun
11. Kim, Yeon-soo

Coursework Completed

12. Han, A-reum
13. Jang, Moon-sun
14. Jeon, Hyo-sun
15. Ko, Na-rae
16. Kwak, So-young
17. Kim, Shin-young
18. Choi, A-rin
19. Jung, Yoo-sun
20. Lee, Hye-ran
21. Jin, Dal-rae
22. Jung, Ji-yeon
23. Choi, Yu-jin
24. Park, Ji-hye
25. Park, Mi-jeong
26. Ji, Young-jin
27. Jung, Ji-hye
28. Lee, Myoung-hee
29. Kwon, Mi-so
30. Park, Ji-sun
31. Lee, So-yeon

Graduated

32. Kim, Min-hye
33. Ryu, Shin-hye
34. Han, Hye-won
35. Ban, Ji-yoon
36. Kim, Ji-hye
37. Park, Hyun-ji
38. Jo, Yoo-kyoung
39. Son, Ji-hyang
40. Roh, Eun-hee
41. Lim, Young-eun
42. Park, Ye-ra
43. Lee, Seung-eun

44. Kim, Seo-jeong
45. Kim, Hye-mi
46. Lee, Sun-ah
47. Lee, Ji-won
48. Kim, Hyun-soo
49. Lim, I-rang
50. Song, Ji-yeon
51. Park, Kyoung-min
52. Lim, Hyo-sun
53. Kim, Nam-i
54. Jeon, Seon-mi
55. Choi, Im-soon
56. Mo, Jeong-eun
57. Lee, Ji-eun
58. Park, Jeong-hee
59. Lee, Soo-kyoung