

Eunhye Flavin, Ph.D.

Curriculum Vitae

Assistant Professor of STEM Education (tenure-track)
Faculty Coordinator of Graduate Math/Science Program
Division of Graduate and Professional Studies
eflavin@stonehill.edu
<https://flavineducationlab.com>

Stonehill College
320 Washington St
North Easton, MA 02357

RESEARCH EXPERTISE

Mathematics Education, Technology-mediated Learning (e.g., Augmented reality, Human-computer interaction), Learning Science, Immigrant Family, and Mixed Methods

OVERALL AIM: Developing and implementing technology and tools as pedagogical mediations for mathematics education to support historically marginalized populations

EDUCATION

PhD 2021	Boston College, Chestnut Hill, MA. Major: Curriculum and Instruction (Specialization: Mathematics and Technology Education) Dissertation Title: The effects of school mathematics resources on students' intention to study mathematics over other subjects: Multilevel mediation structural equation modeling
M.A. 2015	Seoul National University, Seoul, South Korea. Major: Foundations of Education
B.A. 2011	Daegu National University of Education, Daegu, South Korea Major: Elementary Education Teaching Certification: Elementary School Teacher

PROFESSIONAL APPOINTMENTS

2021-Present	Assistant Professor of STEM Education (tenured-track), Stonehill College, Easton, MA. <ul style="list-style-type: none">- Division of Graduate and Professional Studies (2023- present)- Faculty Coordinator for Graduate Mathematics/Science Teacher Education (2023-Present)- Education Studies Department, May School of Arts & Sciences (2021-2023)
2022 July	Instructor, Summer Program: Competition Math (Grades 5-6) Center for Talent Development, Northwestern University, Evanston, IL.
2017-2021	Teaching Fellow (2020-2021), Graduate Assistant (2017-2021)

Eunhye (Cho) Flavin, Ph.D.

Lynch School of Education and Human Development, Boston College,
Chestnut Hill, MA.

- 2016-2017 Associate/Instructional Designer
e-Learning Contents Development Division, Seoul National University,
Seoul, South Korea.
- 2015-2016 Associate Researcher
Center for Bahrom Character Education, Seoul Women's University, Seoul,
South Korea.
- 2013-2016 Teaching Assistant (2013-2014) & Lecturer (2015-2016)
College of Education, Korea National Open University, Seoul, South Korea.
- 2011-2015 Elementary School Teacher (Grades 1-6, Curriculum development, part-time)
The School of Global Sarang, Seoul, South Korea.
- 2011-2014 Assistant Administrator
The Korean Society for the Study of Anthropology of Education, Seoul,
South Korea.

FUNDED RESEARCH and RESEARCH EXPERIENCE

- 2024 **Haitian im/migrant caregiver and community engagement in mathematics education**
Sponsor: Stonehill College, Research, Writing, & Artistic Production Grant
Amount: \$4,350
Role: PI (**E. Flavin**)
- 2023-
Present **An international comparative study on elementary preservice teachers' noticing of mathematics groupwork: Focusing on communication, collaboration, and problem-solving competencies** (*translated to Korean: 수학 그룹 활동에 대한 초등 예비교사의 노티싱 분석: 의사소통, 협력, 문제해결 역량에 대한 국제 비교 연구*)
Sponsor: South Korea Ministry of Education, Network Utilizing IDEA Grant of Chuncheon National University of Education
Amount: ₩5,000,000
Role: Co-PI (**E. Flavin**)
PI: S. Hwang, Chuncheon National University of Education
- 2023 **ARGeometry: Urban informal mathematics education program for STEM for All Brockton**
Sponsor: Avande Tech Grant
Amount: 15 laptops (January 2023)
Role: PI (**E. Flavin**)
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2023	Augmented reality mathematics manipulatives for equity Sponsor: Stonehill College, Research, Writing, & Artistic Production Grant Amount: \$5,000 Role: PI (E. Flavin)
2022-2024	GeoComputation: Integrating computational thinking into elementary geometry lesson Sponsor: Stonehill College, College Start-up Funds Amount: \$5,000 Role: PI (E. Flavin)
2022	Four decades of research of the pedagogical content knowledge of mathematics teachers Sponsor: Stonehill College, Research, Writing, & Artistic Production Grant Amount: \$5,000 Role: PI (E. Flavin)
2021-2022	Social justice-oriented instructional practices grounded in real-world data Sponsor: Stonehill College, Research Expense Grant/Start-up Funds Amount: \$2,000 Role: PI (E. Flavin)
2018-2021	Collaborative fellow grant with Potter Rd elementary school in Framingham Sponsor: Boston College Amount: \$105,000 Role: Survey team lead & Research Assistant (E. Flavin) PI: G. Oliveira, Boston College (currently at Harvard)
2021	Dissertation Grant American Educational Research Association/National Science Foundation Grant (<i>submitted</i>) ETS Harold Gulliksen Psychometric Research Fellowship (<i>submitted</i>)
2019-2020	Catholic immigrant networks Sponsor: Boston College Warmenhoven Fellowship Amount: \$45,000 Role: Survey team lead & Research assistant, including Field work (E. Flavin) PI: G. Oliveira, Boston College (currently at Harvard)
2019-2020	The Hyukshin school innovation movement in Seoul Sponsor: Seoul Metropolitan Office of Education Amount: \$236,000 Role: Graduate Student Team Leader & Research Assistant (E. Flavin) PI: Dr. Yoonmi Lee, Dennis Shirley, Deoksoon Kim, & Stanton Wortham.

2018-2019	Warmenhoven Fellowship Sponsor: Boston College Rocche Center for Education Amount: \$30,000 Role: Research assistant (E. Flavin) PI: G. Oliveira, Boston College (currently at Harvard)
2018	The Lemelson-Massachusetts Institute of Technology junior varsity InventTeams program (Chill Out!) Role: Research assistant of D. Kim, Boston College (E. Flavin)
2016-2018	A longitudinal study on middle school free-semester program Sponsor: Korean Educational Development Institute Role: Research Assistant (E. Flavin)
2015-2016	Measurement of educational effectiveness of the Bahrom character education program Sponsor: Seoul Women's University Role: Associate Researcher (E. Flavin)
2014-2015	A study on job development and employment support for immigrant youth Sponsor: Rainbow Youth Center in South Korea Amount: ₩30,000,000 Role: Research Assistant (E. Flavin) PI: D. Seo, Chosun University
2014-2015	A study on curriculum and educational contents development for training instructors for multicultural education Sponsor: Korean Healthy Family Support Center Role: Research Assistant (E. Flavin) PI: M. Jung, Korea National Open University
2011-2012	A study on curriculum and manual for cultural diversity education (KACES-1240-R024) Sponsor: Korea Arts & Culture Education Service Role: Lesson plan developer (E. Flavin) PI: C. I., Lim, Seoul National University
2011-2012	A study on current issues in mathematics education in Korea (Policy Research 2-11-9) Sponsor: South Korean Ministry of Education Role: Interviewer (E. Flavin) PI: K. Park

FUNDED RESEARCH: UNDER REVIEW AND IN PREPARATION

Under review **Children as urban planners: Integrating youth research into an urban mathematics program**
Sponsor: American Educational Research Association. Education Research Service Projects Grant
Role: PI (**E. Flavin**)

PEER-REVIEWED JOURNAL PUBLICATIONS

- Flavin, E.** & Suh, J. (2024, *accepted*). Centering empathy in a social justice-oriented mathematics classroom. *Mathematics Teacher: Learning and Teaching PK-12*.
- Flavin, E.** & Hwang, S. (2024, *accepted*). U.S. and Korean teacher candidates' approaches to mathematics modeling on a social justice issue. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*.
- Segel, M., **Flavin, E.**, Hubacz, H. & Oliveira, G. (2024, *accepted*). A currency of love: Illuminating motherhood across immigrant, cultural, and socioeconomic lines during Covid-19. *Urban Education*.
- Hwang, S., **Flavin, E.**, & Lee, J. (2023). Exploring research trends of technology use in mathematics education: A scoping review using topic modeling. *Education and Information Technologies*, 1-28. <https://doi.org/10.1007/s10639-023-11603-0>
- Oliveira, G., **Flavin, E.**, & Hubacz, H. (2023). Teachers and parents at odds: Results from a survey on a dual language program implementation. *Education and Urban Society*. 00131245221141071. <https://doi.org/10.1177/00131245221141071>
- Hwang, S., **Flavin, E.**, Lee, J. (2023). The use of technology in Korean mathematics education: A systemic review. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*, 33(3), 537-557. <https://doi.org/10.29275/jerm.2023.33.3.537>
- Hwang, S. & **Flavin, E.** (2023). Understanding a mathematics teacher community through a computational text analysis: Review of *change in mathematics pedagogical lexicons* by Lee & Kim (2022). *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*, 26 (1), 31-38. <https://doi.org/10.7468/jksmed.2023.26.1.31>
- Flavin, E.**, & Hwang, S. (2022). Examining multicultural education research in Korean mathematics education. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*, 25 (1), 45-63. <https://doi.org/10.7468/jksmed.2022.25.1.45>

- Hwang, S., & **Cho, E.** (2021). Exploring latent topics and research trends in mathematics teachers' knowledge using topic modeling: A systematic review. *Mathematics*, 9, 2956. <https://doi.org/10.3390/math9222956>
- Oliveira, G., **Cho, E.**, & Barbieri, O. (2021). Latino family engagement in a network of Catholic bilingual schools. *Journal of Catholic Education*, 24(1), 183-203. <http://dx.doi.org/10.15365/joce.2401102021>
- Cho, E.**, Albert, L., & Hwang, S. (2021). Exploring preservice mathematic teachers' racial identity and culturally relevant teaching practices. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*, 24(1). 29-47. <http://doi.org/10.7468/jksmed.2021.24.1.29>
- Hwang, S., **Cho, E.**, & Albert, L. (2020). Examining mathematics teachers' perception toward multicultural education: Teachers' noticing of multicultural contents in mathematics textbooks. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*, 23 (2), 93-111. <https://doi.org/10.7468/jksmed.2020.23.2.93>
- Oliveira, G., Chang-Bacon, C. K., **Cho, E.**, & Baez-Cruz, M. (2020). Parent and teacher perceptions of a Brazilian Portuguese two-way immersion program. *Bilingual Research Journal*, 43(2), 212-231. <https://doi.org/10.1080/15235882.2020.1773961>
- Kim, D., **Cho, E.**, Stephanie, C., & Barnett, M. (2019). Culturally relevant science: Incorporating visualizations and home culture in an invention-oriented middle school science curriculum. *Technology & Innovation*, 20, 251-266. <https://doi.org/10.21300/20.3.2019.251>
- Cho, E.** & Hwang, S. (2019). Exploring changes in multi-ethnic students' mathematics achievement motivation: A longitudinal study using expectancy-value theory. *Journal of the Korean Society of Mathematical Education Series A: The Mathematical Education*, 58(1), 101-120. <https://doi.org/10.7468/mathedu.2019.58.1.101>
- Seo, D. & **Cho, E.** (2017). An exploratory research on career dispositions of immigrant youths and their ecological conditions. *Journal of Education and Culture*, 23(1), 217-247. <https://doi.org/10.24159/joec.2017.23.1.217>

REVISED & RESUBMITTED MANUSCRIPTS

M. Flavin,* K. Ha,* Z. Guo,* S. Li,* J. Kim,* T. Saxena, F. Al-Najjar, S. Bandapalli, C. Fan, D. Bai, Z. Zhang, **E. Flavin**, K. Madson, Y. Huang, J. Yoo, M. Park, J. Shin, A. Huang, H. Shin, Y. Huang, Z. Xie, H. Jiang, J. Rogers (*equal contribution), Bioelastic state recovery for haptic sensory substitution, under first revision in *Nature*, 2023.

Flavin, E., Becker, M., Hubacz, H., Barbieri, O., & Oliveira, G. “(Not) the same as it was”: Parents’ and teachers’ perception on the impact of COVID-19 on a bilingual elementary program, first revision submitted to *Language and Education*, 2023.

Flavin, E., Hwang, S., & Flavin, M. Multi-dimensional engagement of Haitian immigrant parents in mathematics education. completed internal round review in *Educational Studies in Mathematics*, 2024. (Special Issue: Parents, caregivers, and community in mathematics education)

MANUSCRIPTS UNDER REVIEW

Flavin, E., * Hwang, S & Flavin, M.T. The effects of augmented reality use on mathematics achievement of K–12 students: A meta-analysis. *International Journal of Science and Mathematics Education*. (* indicates that work is equally contributed.)

Flavin, E. Chung, M. Hwang, S., & Flavin, M. Augmented reality for area measurement reasoning of elementary students. *Education and Information Technologies*.

Flavin, E., & Flavin, M. Black feminist thought as a guide for ethical integration of artificial intelligence in mathematics classroom. *Connections*.

MANUSCRIPTS IN PREPARATION

Lee, J., **Flavin, E.,** & Hwang, S. (Will submit March 2024). Pre-service teachers’ conception of openness of tasks and reflection of their task design. *Journal of Mathematics Teacher Education*.

Flavin, E. & Lee, J. H. (Will submit April 2024). Teaching matrices in the context of AI image recognition for K-12 students. *Mathematics Teachers: Learning and Teaching PK-12*

Lee, J., Kwon, M., **Flavin, E.** & Hwang, S. (Will submit April, 2024). U.S. and Korean preservice teachers' recording and representing students' thinking. *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*.

Flavin, E., Chung, M., & Flavin, M. (Will submit May 2024) Augmented reality-based intervention package on children’s construction of a volume measurement.

Hwang, S., **Flavin, E.,** Lee, J. (Will submit May 2024). Artificial intelligence acceptance model of mathematics teacher candidates.

CONFERENCE PROCEEDING PAPER

Flavin, E., & Flavin, M. (under review). Developing augmented reality system for embodied mathematics learning. *Envisioning the Future of Mathematics Education in Uncertain Times*: 46th North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

Witt, W., Chandler, K., **Flavin, E.**, Suh, J., Panorkou, N., McCulloch, A., Hollebrands, K., & Joseph, M. (under review). Working group proposal (Year 2): Conceptualizing the role of technology in equitable mathematics classrooms (Math TechQuity). 46th North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

Chandler, K., Witt, W., Suh, J., Hollebrands, K., McCulloch, A., **Flavin, E.**, Panorkou, N., Joseph, M., Yao, X. (under review). Working group report (Year 1): Conceptualizing the role of technology in equitable mathematics classrooms (Math TechQuity). 46th North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)

CONFERENCE PRESENTATION (*Research with a mentoring student)

Flavin, E., & Flavin, M. (2024, November 7-10, under review). *Developing augmented reality system for embodied mathematics learning* [Brief report presentation]. North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) 2024 46th Annual Conference. Cleveland, Ohio, United States.

Flavin, E., Flavin, M., & Hwang, S. (2024, September 25-28, under review). *Augmented reality: Integrating real-world into math classroom*. National Council of Teachers of Mathematics [NCTM] 2024 Annual Meeting & Exposition. Chicago, IL, United States.

Hwang, S. & **Flavin, E.** (2024, April 5-6, under review). *International comparative study of mathematical modeling strategies* (수학적 모델링 전략 국제비교 연구). 2024 Spring conference for the Korean Society of Mathematical Education. Busan, South Korea.

Flavin, E., Flavin, M., Chung, M., Simeon, M., Marie, R.*, & Solari, M.* (2024, February 8-10). *Teaching mathematics at a Black immigrant church: Implications for mathematics teacher education* [Paper presentation]. Association of Mathematics Teacher Educators [AMTE] 2024 28th Annual Conference. Orlando, FL, United States.

Flavin, E., Lee, J., & Hwang, S. (2023, October 1-4). *Technology in mathematics education research: Analysis of the past four decades* [Poster presentation]. North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) 2023 45th Annual Conference. Reno, NV, United States.

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- Flavin, E.** & Hwang, S. (2023, April 13-16). *A systemic review on mathematics education and technology* [Paper presentation]. American Educational Research Association [AERA] Annual Meeting. Chicago, IL, United States.
- Flavin, E.** (2023, February 24-26). *Racialized identities and mathematics teacher education: White preservice teachers' teaching practices* [Paper presentation]. American Association of Colleges for Teacher Education (AACTE) 2023 75th Annual Conference. Indiana, MN, United States.
- Flavin, E.** & Hwang, S. (2022, November 17-20). *What knowledge is needed for teaching mathematics? Using topic modeling* [Poster presentation]. North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) 2022 44th Annual Conference. Nashville, TN, United States.
- Flavin, E.** (2022, September 28-October 1). *Rich mathematical and computational tasks for grade 4-6 geometry: Using a language, Scratch* [Paper presentation]. National Councils of Teachers of Mathematics [NCTM] 2022 Annual Meeting & Exposition. Los Angeles, CA, United States.
- Segel, M., **Cho, E.**, Hubacz, H., & Oliveira, G. (2022, April 21-26). *From gratitude to frustration: Two-way immersion parents' perceptions of school supports during COVID-19* [Paper presentation]. American Educational Research Association [AERA] Annual Meeting. San Diego, CA, United States.
- Cho, E.**, Hwang, S., & Herosian, G.* (2022, April 6-8). *Three decades of research in mathematics teacher knowledge: Using text network modeling* [Paper presentation]. New England Educational Research Organization [NEERO] Annual Meeting. Portsmouth, NH, United States.
- Cho, E.** (2022, February 10-12). *Multilevel mediation structural modeling to assess whether attending a mathematics school can predict students' intention to pursue a mathematics-related field* [Manuscript Review Group]. Association of Mathematics Teacher Educators [AMTE] Annual Meeting. Henderson, NV, United States.
- Cho, E.**, Hwang, S., & Herosian, G.* (2022, January 7). *Exploratory analysis on research in mathematics teacher knowledge* [Paper presentation]. National Councils of Teachers of Mathematics [NCTM] Research Conference. Virtual Meeting.
- Cho, E.**, Hubacz, H., Oliveira, G. (2021, Apr 8-12). *School community members at odds in dual language program implementation* [Paper presentation]. American Educational Research Association [AERA] Annual Meeting, Virtual Meeting.
- Oliveira, G., **Cho, E.**, et al. (2021, Feb 26-27). *Im/migrant children and families' experiences in dual language education in Massachusetts* [Paper presentation]. 2021 Ethnography in Education Research Forum, Virtual meeting.

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- Cho, E.** (2020, Dec 12) *Understanding the development of multi-ethnic students' mathematics achievement motivation* [Paper presentation]. 2020 International Conference of the Korean Society of Mathematical Education, Virtual meeting.
- Cho, E.,** Hwang, H., & Albert, L. (2020, Dec 12) *Understanding mathematics teachers' perception toward multicultural education* [Paper presentation]. 2020 International Conference of the Korean Society of Mathematical Education, Virtual meeting.
- Chang-Bacon, C., **Cho, E.,** & Oliveira, G. (2020, Dec 2) *Community consciousness: Parallel parent and teacher perceptions of a two-way dual language immersion program* [Paper presentation]. Literacy Research Association (LRA) 70th Annual Conference, Virtual meeting.
- Cho, E.,** Jeon, A. & Oliveira, G. (2020, Apr 17-21) *Promoting Latino family engagement in Catholic bilingual school* [Roundtable presentation]. AERA Annual Meeting. San Francisco, CA, United States. <http://tinyurl.com/vpcyu4f>
- Chang-Chris, B., **Cho, E.,** & Cruz, M., & Oliveira, G., (2020, Apr 17-21) *Parallel perceptions of two way immersion program implementation: How parents and teachers understand its merits* [Paper presentation]. AERA Annual Meeting San Francisco, CA, United States.
- Cho, E** & Hwang, S. (2019, April 25) *Why do multiethnic students in South Korea choose (not) to study mathematics over time?* [Paper presentation]. Lynch School of Education, Boston College, Chestnut Hill, MA, United States.
- Hwang, S & **Cho, E.** (2019, April 5) *Exploring changes in multi-ethnic students' achievement motivation: A longitudinal study using expectancy-value theory* [Conference presentation]. Korean-American Educational Researchers Associations Annual Conference. Toronto, Canada.
- Cho, E.,** & Hwang, S (2019, April 5) *Mathematics preservice teachers' culturally sustaining teaching strategies* [Conference presentation]. Korean-American Educational Researchers Associations Annual Conference. Toronto, Canada.
- Kim, D., **Cho, E.,** & Kim, S (2019, March 31-April) *Leveraging youth's diverse backgrounds to broaden participation in STEM through invention education* [Paper presentation]. NARST Annual International Conference. Baltimore, MD, United States.
- Barnett, M., Kim, D., **Cho, E.,** & Kim, S (2019, March 3) *Culturally relevant science: An invention program for middle school English Language Learners* [Paper presentation]. The American Association for Applied Linguistics [AAAL] Conference. Atlanta, GA, United States.
- Kim, D., **Cho, E.,** & Kim, S (2018, Oct 19) *Inventing the future: Leveraging cultural assets to create young STEM inventors (Culturally Relevant Science: English Language Learners' Experiences in a Modified Invention Science Curriculum)* [Paper presentation]. Diversity

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Challenge (The Institute for the Study and Promotion of Race and Culture), Chestnut Hill, MA, United States.

Kim, D., **Cho, E.**, Mannion, P., Long, Y., & Zhou, S. (2018, April 25) *Fostering English Language Learner's reflection through multimodal digital storytelling* [Paper presentation]. Graduate Research Symposium, Lynch School of Education, Boston College, Chestnut Hill, MA, United States. [**Awarded the 1st Best Student Presentation**]

Kim, D., Mannion, P., Long, Y., Zhou, S., & **Cho, E.** (2018, March 24). *Middle school English Language Learner's multimodal digital storytelling* [Paper presentation]. The American Association for Applied Linguistics Conference. Chicago, Illinois, United States.

Cho, E. & Won, M. (2015, December 23). *An Analysis on Bahrom Character Education III Learning outcomes related OECD key Competency*. [Paper presentation]. Seoul Women's University, Seoul, Korea

RESEARCH REPORT

Oliveira, G., Becker, M., **Cho, E.**, Segel, M., Haylea, H., Barbieri, O., and Alex, V. (2020). *Report on school climate survey – Potter Rd. Elementary School – Framingham Public Schools*. The Framingham multilingual education department. (Presented at Potter Rd. Elementary School teacher meeting Jan 27, 2020)

Shirley, D., Kim, D., Wortham, S., **Cho, E.**, Lee, J., Kang, Y., Agostinelli, A., Kim, H., Yang, S., & Pu, M. (2019). *Hyukshin schools in Seoul, South Korea: An interim report*. Seoul Metropolitan Office of Education.

Seo, D., Kim, E., **Cho, E.**, & Lim., K. (2016). A study on job development and employment support for immigrant youth. Rainbow Youth Center. Retrieved from <http://m.rainbowyouth.or.kr/bbs/board3/11024>

OTHER ARTICLES

Cho, E. (2015). A study on current status and feature of a multicultural alternative school in Korea (국내 다문화 대안학교 현황과 특징에 관한 소고). *Korean Journal of Education Review*, 35, 227-253.

Cho, E. (2015). Sadang Dong +25: Poverty, culture, and research. *Korean Anthropology of Education Newsletter*, 21(4), 1-4.

Cho, E. (2014). Niki de Saintpale: Creative healing of suffering. *Korean Anthropology of Education Newsletter*, 20(1), 3-9.

INVITED TALKS

Supporting immigrant students in schools and communities: Technology-integrated STEM Education. Johns Hopkins University, School of Education, December 4, 2023.

Korea's innovative (Hyukshin) School movement and curriculum. Deokseong women's university (Prof. So Yoon Kim), Oct 13 & Oct 15, 2020.

Current status of multiculturalism in Korea and understanding of multiculturalism. Seoul Women's University (Prof. Teresa Pyeon), May 11, 2017.

Research Project on Immigrant Education in South Korea. Seoul Women's University (Prof. Soo-Young Kim), May 17, 2016.

TEACHING EXPERIENCE

Stonehill College

Assistant Professor

Graduate Courses

EDU 609 (In-Person) – Educational Equity and Inclusivity (Graduate, Spring 2024)

EDU 610 (In-Person) – Contemporary Issues in Education (Graduate, Spring 2024)

EDU 621 (In-Person) – Teaching Math to Students with Disabilities (Graduate, Fall 2023)

EDU 623 (In-Person) – Teaching Content Math to Middle & High School Students with Disabilities (Graduate, Fall 2023)

EDU 655 (In-Person) – Mathematics Teaching and Learning in the Middle School

EDU 644 (In-person) – EDU 644: Graduate Practicum: GEMS (Math/Science 5-8) (Spring 2024) *Note: As a program supervisor

Undergraduate Courses

EDU 301 (In-Person) – Assessment and Analysis in Education (Undergraduate, Fall 2021, Spring/Fall 2022, Spring/Fall 2023)

MTH 143 (In-Person) – Mathematical Reasoning for Education (Undergraduate, Spring/Fall 2022, Spring 2023)

EDU 320 (In-Person) – Teaching Mathematics, Science, and Technology (Undergraduate, Fall 2021, Spring/Fall 2022)

EDU 315 (In-Person) – Curriculum and Instruction (Undergraduate, Fall 2021)

EDU 435 (In-person) – Practicum: Elementary Education 1-6 (Undergraduate, Spring 2021) *Note: As a program supervisor

Directed Study (In-person) – Data Science in Education (Undergraduate, Fall 2022)

Directed Study (In-person) – Teaching Mathematics, Science, and Technology [Secondary Education] (Undergraduate, Fall 2022)

Supervising

EDU 644 (In-person) – Graduate Practicum: GEMS (Math/Science 5-8)
EDU 435 (In-person) – Practicum: Elementary Education 1-6

Syllabus Development (* Course number is under review)

EDU *: Mathematics Teaching & Learning in the Elementary Grades
EDU *: Number and Operations
EDU *: Functions and Algebra
EDU *: Geometry and Measurement
EDU *: Probability, Statistics, and Data Analysis

Boston College

Instructor

EDUC 7520 (Hybrid) – Mathematics and Technology: Teaching, Learning,
Curriculum in the Elementary School (Graduate, Spring 2021)
EDUC 7301 (Online) – Teaching, Curriculum, and Learning Environments (Graduate,
Fall 2020)
EDUC 7305 (Online) – Globalization, Migration, and Education (Graduate, Summer
2021)

Teaching Assistant

EDUC 7301 (Online) – Teaching, Curriculum, and Learning Environments (Graduate,
2018)
EDUC 9819 (In-person) – Educational Change: Communication of Innovations
(Graduate, 2018)
Supervising Practicums (In-person) – Using a mixed-reality simulation program
(Graduate, Fall 2017)

Korea National Open University

Lecturer

Life Development and Education (Undergraduate, 2015, 2016 *Lecture per one
semester and mid-term exam evaluator)

PROFESSIONAL DEVELOPMENT

- 2019 Results from a survey on parental and teacher perception of Portuguese-English
bilingual program. Potter Road Elementary School, Framingham, Massachusetts
- 2017 Collaborative coaching and learning program. Epiphany Middle School, Dorchester,
Massachusetts

MENTORING and ADVISING

Eunhye (Cho) Flavin, Ph.D.

Mentoring

Recognition

2023

Supporting a mentee (RA) for the NCTM scholarship [Link](#)
Selected mentor honoree, 2023 Senior class gift honoree at Stonehill
[Link](#)
Selected mentor, 2023 Tri-Alfa inaugural induction ceremony and reception at Stonehill

Academic Advisor

2023 Fall – 2024

Spring

2022 Fall – 2023

Spring

2021 Fall – 2022

Spring

4 graduate advisees (Graduate Math/Science program) & all graduate students in grad teacher education program at Stonehill
36 undergraduate advisees, Stonehill College

19 undergraduate advisees, Stonehill College

Research Mentoring

2022-2023

2021-2022

2020-2021

2019-2020

2 research assistants and 2 teaching assistants, Stonehill College
2 research assistants, Stonehill College
Doctoral student mentor (1 doctoral student), Boston College
4 doctoral students and 3 undergraduate students for the Hyukshin school research project, Boston College
1 graduate student in the survey team of G. Oliveira's research project

UNIVERSITY SERVICE

Stonehill College

2023-Present

Led development of two new mathematics education programs for teacher licensure in Massachusetts (Mathematics 1 – 6, Mathematics 5 – 8)

2023-Present

Diversity, Equity, and Inclusion Com

2021-Present

Affiliated Faculty, Faculty of Color Association

2022-Present

Faculty Advisor, Stonehill College Dance Club

2022-2023

Assistant Director of Accreditation and Assessment Search Committee, Education Studies Department

2022

Affiliated Faculty, Book Talk (Whistling Vivaldi: How stereotypes affect us and what we can do)

SERVICE TO THE PROFESSION

Committee

2024-2027

Research Committee, The Association of Mathematics Teacher Educators

Ad-Hoc Journal

Reviewer

Eunhye (Cho) Flavin, Ph.D.

2022-Present	<i>Mathematics Teacher: Learning and Teaching PK-12</i>
2022- Present	<i>Education and Information Technologies</i>
2022	<i>Asia Pacific Journal of Education</i>
2022	<i>Research in Mathematical Education</i>
2021- Present	<i>Journal of Educational Research in Mathematics</i>

Ad-Hoc Conference Proposal Reviewer

2022	The Association of Mathematics Teacher Educators
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Others

2018-2019	Chairperson, Boston College Korean Graduate Student Association
2008-2009	Chairperson, Multicultural Education Club (Activity: Tutoring and mentoring immigrant children), Daegu National University of Education

HONOR, AWARD, & SCHOLARSHIP

2023-Present	Awarded as an Early Career BIPOC Faculty Mentee, The Association of Mathematics Teacher Educators
2022	Selected Mentee, Manuscript Review Group, The Association of Mathematics Teacher Educators
2022 (March)	The “Professor of the Month” Award, National Residence Hall Honorary, Stonehill College, Easton, MA.
2018	The Best Student Presentation Award, Graduate Research Symposium, Lynch School of Education, Boston College, Chestnut Hill, MA
2017-2021	Fully Funded Ph.D. Scholarship — Stipend and Tuition Waiver, Boston College.
2018-2020	Travel Grants at Boston College (a) Lynch Doctoral Student Travel Grant 2020 (\$500); 2019 (\$500); 2018 (\$400) (b) Boston College Graduate Student Association (GSA) 2021 (\$130); (c) Boston College Graduate Education Association (GEA) 2021 (\$125); 2018 (\$120)
2011-2012	Superior Academic Performance, Seoul National University
2011-2012	Lecture & Research Scholarship, Seoul National University
2009-2010	Superior Academic Performance Scholarship, Daegu National University of Education

Eunhye (Cho) Flavin, Ph.D.

CERTIFICATES

2021 (Jun 24-30)	Certificate of Achievement, Computer Science Crash Course 2021, Krause Center for Innovation at Foothill College
2020 (Feb 6-8)	Selected Attendee, 2020 National Assessment of Education Progress (NAEP) Data Training Workshop, American Institutes for Research (AIR)
2007	Teaching Certifications: Elementary School Teacher License, South Korea

PROFESSIONAL AFFILIATIONS

2022-Present	North American Chapter of the International Group for the Psychology of Mathematics Education [PME-NA] Note. Affiliated working group: Conceptualizing the role of technology in equitable mathematics classrooms (Math TechQuity)
2022-Present	American Association of Colleges for Teacher Education [AACTE]
2021-Present	The Association of Mathematics Teacher Educators [AMTE]
2021-Present	National Council of Teachers of Mathematics [NCTM]
2021-Present	Faculty of Color Association [FOCA], Stonehill College
2017-Present	American Educational Research Association [AERA], 2017- present
