

## 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), Immigrant Family, Bilingual Education, and Mixed Methods

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

### EDUCATION

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- Ph.D. 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  
Doctoral advisor: Professor Lillie R. Albert
- M.A. Seoul National University, Seoul, South Korea.  
Major: Foundations of Education
- B.A. Daegu National University of Education, Daegu, South Korea  
Major: Elementary Education  
Teaching Certification: Elementary School Teacher
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### PROFESSIONAL APPOINTMENTS

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- 2021-Present Assistant Professor of STEM Education (tenured-track), Stonehill College, Easton, MA.  
- Department of Graduate Teacher Education (2023- present)  
- Faculty Coordinator for Graduate Mathematics/Science Teacher Education (2023-Present)  
- Department of Education Studies, 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.
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## Eunhye (Cho) Flavin, Ph.D.

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2017-2021	Teaching Fellow (2020-2021), Graduate Assistant (2017-2021) Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA.
2016-2017	Associate/Instructional Designer (for online programs) 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.

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## FUNDED RESEARCH and RESEARCH EXPERIENCE

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Final stage of under review	<b>Fostering mathematical modeling competencies via collaborative learning in large language model-simulated virtual classrooms</b> Sponsor: National Science Foundation (NSF) – Research on Innovative Technologies for Enhanced Learning (RITEL) Amount: \$900,000,000 Role: Co-PI ( <b>E. Flavin</b> )
Under review	<b>Children as urban planners: Integrating youth research into an urban mathematics program</b> Sponsor: American Educational Research Association. Education Research Service Projects Grant Role: PI ( <b>E. Flavin</b> )
2024	<b>Haitian im/migrant caregiver and community engagement in mathematics education</b> Sponsor: Stonehill College, Research, Writing, & Artistic Production Grant Amount: \$4,350 Role: PI ( <b>E. Flavin</b> )
2023	<b>An international comparative study on elementary preservice teachers' noticing of mathematics groupwork: Focusing on communication, collaboration, and problem-solving competencies</b> ( <i>translated to Korean:</i>

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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: Avanade Tech Grant

Amount: 15 laptops (January 2023)

Role: PI (**E. Flavin**)

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  
(*submitted*)

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	ETS Harold Gulliksen Psychometric Research Fellowship ( <i>submitted</i> )
2019-2020	<b>Catholic immigrant networks</b> Sponsor: Boston College Warmenhoven Fellowship Amount: \$45,000 Role: Survey team lead & Research assistant, including Field work ( <b>E. Flavin</b> ) PI: G. Oliveira, Boston College (currently at Harvard)
2019-2020	<b>The Hyukshin school innovation movement in Seoul</b> Sponsor: Seoul Metropolitan Office of Education Amount: \$236,000 Role: Graduate Student Team Leader & Research Assistant ( <b>E. Flavin</b> ) PI: Dr. Yoonmi Lee, Dennis Shirley, Deoksoon Kim, & Stanton Wortham.
2018-2019	<b>Warmenhoven Fellowship</b> Sponsor: Boston College Rocche Center for Education Amount: \$30,000 Role: Research assistant ( <b>E. Flavin</b> ) PI: G. Oliveira, Boston College (currently at Harvard)
2018	<b>The Lemelson-Massachusetts Institute of Technology junior varsity InventTeams program (Chill Out!)</b> Role: Research assistant of D. Kim, Boston College ( <b>E. Flavin</b> )
2016-2018	<b>A longitudinal study on middle school free-semester program</b> Sponsor: Korean Educational Development Institute Role: Research Assistant ( <b>E. Flavin</b> )
2015-2016	<b>Measurement of educational effectiveness of the Bahrom character education program</b> Sponsor: Seoul Women's University Role: Associate Researcher ( <b>E. Flavin</b> )
2014-2015	<b>A study on job development and employment support for immigrant youth</b> Sponsor: Rainbow Youth Center in South Korea Amount: ₩30,000,000 Role: Research Assistant ( <b>E. Flavin</b> ) PI: D. Seo, Chosun University
2014-2015	<b>A study on curriculum and educational contents development for training instructors for multicultural education</b> Sponsor: Korean Healthy Family Support Center Role: Research Assistant ( <b>E. Flavin</b> ) PI: M. Jung, Korea National Open University

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- 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
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#### REFREED JOURNAL PUBLICATIONS

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- Flavin, E., & Flavin, M.** (2024, *accepted*). Black feminist thought as a guide for ethical integration of artificial intelligence in mathematics classroom. *Connections*.
- Flavin, E. & Suh, J.** (2024). Centering empathy in a mathematics classroom. *Mathematics Teacher: Learning and Teaching PK–12*, 117(5), 361-370.  
<https://doi.org/10.5951/MTLT.2023.0246>
- Flavin, E.,** Lima Becker, M., Hubacz, H., Barbieri, O., & Oliveira, G. (2024). “(Not) the same as it was”: Parents’ and teachers’ perception of the impact of COVID-19 on a bilingual elementary program. *Language and Education*, 1–19.  
<https://doi.org/10.1080/09500782.2024.2343479>
- Segel, M., **Flavin, E.,** Hubacz, H. & Oliveira, G. (2024). A currency of love: Illuminating motherhood across immigrant, cultural, and socioeconomic lines during Covid–19. *Urban Education*, 00420859241244769, <https://doi.org/10.1177/00420859241244769>
- Flavin, E. & \* Hwang, S.** (2024). 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*, 27(1), 25–47.  
<https://doi.org/10.7468/jksmed.2024.27.1.25> (\*equal contribution)
- 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 white 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](https://doi.org/10.24159/joec.2017.23.1.217)

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#### **JOURNAL ARTICLES UNDER REVIEW / IN PREPARATION**

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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, Bioelastic state recovery for haptic sensory substitution, under first revision in *Nature*, 2023. (\*equal contribution)

**Flavin, E.** & Lee, J. H. Artificial intelligence image processing. under first revision in *Mathematics Teachers: Learning and Teaching PK-12*, 2024

**Flavin, E.**, Hwang, S., & Flavin, M. Lekòl, Legliz, Lakay: Haitian immigrant parental engagement in mathematics education, completed internal round review in *Educational Studies in Mathematics*, 2024. (Special Issue: Parents, caregivers, and community in mathematics education)

**Flavin, E.**, \* Hwang, S & Flavin, M.T. The effects of augmented reality use on mathematics achievement of K–12 students: A meta-analysis, under first revision in *International Journal of Science and Mathematics Education*, 2024. (\*equal contribution)

**Flavin, E.** Chung, M. Hwang, S., & Flavin, M. Augmented reality for area measurement reasoning of elementary students, under review in *Educational Technology Research and Development*.

Lee, J., **Flavin, E.**, & Hwang, S. Conception, design, and reflection on open mathematical tasks by pre-service elementary teachers, under review in *Journal of Mathematics Teacher Education*.

Lee, J., **Flavin, E.**, Kim, S, & Hwang, S. Recording and representing student mathematical thinking: A comparison of preservice teachers in the U.S. and Korea, under review in *Journal of the Korean Society of Mathematical Education Series D: Research in Mathematical Education*.

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

Lee, J. H. & **Flavin, E.** (Will submit July 2024) AI algorithm and mathematics modeling. In preparation.

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## REFREED CONFERENCE PROCEEDINGS

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- Flavin, E.**, & Flavin, M. (2024, accepted). Developing augmented reality system for embodied mathematics learning. *Proceedings of the 46th Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (PME-NA). Ohio, United States: PME
- Witt, N., Chandler, K., **Flavin, E.**, Suh, J., Panorkou, N., McCulloch, A., Hollebrands, K., & Joseph, M. (2024, accepted). Working group proposal (Year 2): Conceptualizing the role of technology in equitable mathematics classrooms (Math TechQuity). *Proceedings of the 46th Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (PME-NA). Ohio, United States: PME
- Chandler, K., Witt, N., Suh, J., Hollebrands, K., McCulloch, A., **Flavin, E.**, Panorkou, N., Joseph, M., Yao, X. (2024, accepted). Working group report (Year 1): Conceptualizing the role of technology in equitable mathematics classrooms (Math TechQuity). *Proceedings of the 46th Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education* (PME-NA). Ohio, United States: PME
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## SCHOLARLY CONFERENCE PRESENTATION (\*Research with a mentoring student)

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- 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, *accepted*). *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). *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.



**Eunhye (Cho) Flavin, Ph.D.**

- 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 75<sup>th</sup> 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.

**Eunhye (Cho) Flavin, Ph.D.**

- 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) 70<sup>th</sup> 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

## Eunhye (Cho) Flavin, Ph.D.

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 1<sup>st</sup> 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

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### RESEARCH REPORT

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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>

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### OTHER ARTICLES

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**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.

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## INVITED TALKS

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*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.

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## TEACHING EXPERIENCE

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### Stonehill College

#### *Assistant Professor*

##### Graduate Courses

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

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

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**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 624: Mathematics Teaching & Learning in the Elementary Grades

EDU 625: Number and Operations

EDU 626: Functions and Algebra

EDU 627: Geometry and Measurement

EDU 628: 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)

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**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

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## MENTORING and ADVISING

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### Mentoring Recognition

2024	Mentor nominee, 2024 Tri-Alpha inaugural induction ceremony and reception at Stonehill (Inductee, Marissa Solari)
2023	Supporting a mentee (RA) for the NCTM scholarship <a href="#">Link</a> Selected mentor honoree, 2023 Senior class gift honoree at Stonehill <a href="#">Link</a> Mentor nominee, 2023 Tri-Alpha inaugural induction ceremony and reception at Stonehill (Inductee, Gina Herosian)

### Academic Advisor

2023 Fall – 2024	4 graduate advisees (Graduate Math/Science program) & all graduate students in grad teacher education program at Stonehill
Spring	
2022 Fall – 2023	36 undergraduate advisees, Stonehill College
Spring	
2021 Fall – 2022	19 undergraduate advisees, Stonehill College
Spring	

### Research Mentoring

2022-2023	2 research assistants and 2 teaching assistants, Stonehill College
2021-2022	2 research assistants, Stonehill College
2020-2021	Doctoral student mentor (1 doctoral student), Boston College
2019-2020	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

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## UNIVERSITY SERVICE

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### 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)

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## **SERVICE TO THE PROFESSION**

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### **Committee**

2024-2027                      Research Committee, The Association of Mathematics Teacher Educators

### **Ad-Hoc Journal**

#### **Reviewer**

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

### **Ad-Hoc Conference**

#### **Proposal Reviewer**

2022                                  The Association of Mathematics Teacher Educators

### **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

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## **HONOR, AWARD, & SCHOLARSHIP**

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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

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## **Eunhye (Cho) Flavin, Ph.D.**

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2011-2012	Lecture & Research Scholarship, Seoul National University
2009-2010	Superior Academic Performance Scholarship, Daegu National University of Education

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### **CERTIFICATES**

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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

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### **PROFESSIONAL AFFILIATIONS**

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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

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