

4429, School of Information, heeryung@umich.edu
University of Michigan,
105 S State St, Ann Arbor, MI,
US 48019

University of Michigan, 2016 - 2022 (expected)
 School of Information, Ann Arbor, MI
 Ph.D. candidate in Information
 Advisor: Christopher Brooks

Seoul National University, 2014 - 2016
Interdisciplinary Program in Cognitive Science, Seoul, South Korea
 M.S. in Cognitive Science
 Advisor: Joonhwan Lee

Seoul National University, 2009 - 2014
School of Education, Seoul, South Korea
 B.A. in English Education (Summa Cum Laude)

Outstanding graduate student instructor of the year	2020 - 2021
Samsung Scholarship for PhD program	2016 - 2020
Korean National Research Scholarship	2015
Graduated with honors (Summa Cum Laude)	2014
Seoul National University Merit Scholarship	2011 - 2013

Instructor	2021
SIADS 505: Data Manipulation	
Teaching Assistant for Data Science Graduate Courses	2018-2021
SIADS 521: Visual Exploration of Data	
SIADS 505: Data Manipulation	
SI 630: Natural Language Processing: Algorithms and People	
SI 671: Data Mining	

Peer-reviewed Journal Papers

Brooks, C., Quintana, R. M., **Choi, H.**, Quintana, C., NeCamp, T., Gardner, J. (2021). Towards culturally relevant personalization at scale: Experiments with data science learners. *International Journal of Artificial Intelligence in Education*. 1-22.

Choi, H., Mills, C., Brooks, C., Doherty, S., Singh, A. (2021). Design recommendations for using textual aids in data-science programming courses. In *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education*.

Choi, H., Dowell, N., Brooks, C., Teasley, S. (2019). Social comparison in MOOCs: Perceived SES, opinion, and message formality. In *Proceedings of the 9th international conference on learning analytics & knowledge* (pp. 160-169).

Yan, W., Dowell, N., Holman, C., Welsh, S. S., **Choi, H.**, Brooks, C. (2019). Exploring learner engagement patterns in teach-outs using topic, sentiment and on-topicity to reflect on pedagogy. In *Proceedings of the 9th international conference on learning analytics & knowledge* (pp. 180-184).

Lin, Y., Dowell, N., Godfrey, A., **Choi, H.**, Brooks, C. (2019). Modeling gender dynamics in intra and interpersonal interactions during online collaborative learning. In *Proceedings of the 9th international conference on learning analytics & knowledge* (pp. 431-435).

Workshops and Posters

Choi, H., Brooks, C., Hayward, C., Kitto, K., Gasevic, D., Pardo, A., Winne, W., Heffernan, N. (2021). Engineering Learning Analytics Technology Environments (ELATE): Understanding iteration between data and theory, and design and deployment, *Proceedings of the 11th international conference on learning analytics & knowledge*

Choi, H., Dowell, N., Brooks, C., Teasley, S. (2019). Social comparison in MOOCs: Perceived SES, opinion, and message formality. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 160-169).

Choi, H., Wang, Z., Brooks, C., Collins-Thompson, K., Reed, B. G., Fitch, D. (2017). Social work in the classroom? A tool to evaluate topical relevance in student writing. In *Proceedings of the 10th International Conference on Educational Data Mining* (p. 386).

Choi, H., Brooks, C., Collins-Thompson, K. (2017). What does student writing tell us about their thinking on social justice?. In *Proceedings of the Seventh International Learning Analytics & Knowledge Conference* (pp. 594-595).

Lee, J. S., **Choi, H.**, Lee, J. (2015). TalkingCane: Designing interactive white cane for visually impaired people's bus usage. In *Proceedings of the 17th International Conference on Human-Computer Interaction with Mobile Devices and Services Adjunct* (pp. 668-673).

Manuscripts Under Review

Choi, H., Jovanovic, J., Poquet, S., Williams, J. J., Brooks, C., Joksimovic, S. (2021). The benefit of reflection prompts encouraging learning with hints in programming education. Submitted to *Learning and Instruction*.

INVITED TALKS

Choi, H. (2021). Engineering Learning Analytics Technology Environments (ELATE), *University of Michigan, Center of Academic Innovation*.

SERVICE

Program Committee

ACM Learning Analytics and Knowledge Conference (LAK)

2020-present

Artificial Intelligence in Education Conference (AIED)

2020-present

Peer-reviewing

ACM Learning Analytics and Knowledge Conference (LAK)	2016-present
Artificial Intelligence in Education Conference (AIED)	2020-present
International Journal of Artificial Intelligence in Education (IJAIED)	2020-2021
Journal of Learning Analytics (JLA)	2019

Member of Society for Learning Analytics Research (SoLAR)	
Diversity and inclusion working group	2019-present

Member of Doctoral Executive Committee (DEC) of	
University of Michigan, School of Information	2017

REFERENCES

Christopher Brooks, Ph.D.
 Assistant Professor,
 School of Information,
 University of Michigan
 brooksch@umich.edu

Phil Winne, Ph.D.
 Distinguished SFU Professor,
 Faculty of Education,
 Simon Fraser University
 winne@sfu.ca

Stephanie Teasley, Ph.D.
 Research Professor,
 School of Information,
 University of Michigan
 steasley@umich.edu