

Heeryung Choi, Ph.D.

CONTACT INFORMATION	E40, Office 369, Massachusetts Institute of Technology, 1 Amherst St, Cambridge, MA, US 02142	heeryung@mit.edu http://heeryung.github.io/
EDUCATION	University of Michigan, School of Information, Ph.D. in Information with Data Science Certificate, Dissertation: SRLA: Self-Regulated Learning Analytics Advisor: Christopher Brooks Committee: Phil Winne, Stephanie Teasley, Andy Krumm Seoul National University, Program of Cognitive Science, M.S. in Cognitive Science, Advisor: Joonhwan Lee Seoul National University, School of Education, B.A. in English Education, Summa Cum Laude	Ann Arbor, MI, US 2016 - 2022 Seoul, South Korea 2014 - 2016 Seoul, South Korea 2009 - 2014
RESEARCH EXPERIENCE	Massachusetts Institute of Technology, Center for Transportation and Logistics Digital Learning Postdoctoral Associate, Leading a project to develop and assess learning analytics dashboard for online learners of MITx MicroMasters Program in Supply Chain Management	Cambridge, MA, US 2022 - present
GRANTS AND AWARDS	Grants MIT Integrated Learning Initiative (ili) Learning Effectiveness Grant Awards Outstanding Graduate Student Instructor of the Year Samsung PhD Scholarship Korean National Research Scholarship Graduated with Honors (Summa Cum Laude) Seoul National University Merit Scholarship	June, 2022 2020 - 2021 2016 - 2020 2015 2014 2011 - 2013
TEACHING EXPERIENCE	Instructor SIADS 505: Data Manipulation (online, ≥ 20 students) Teaching Assistant for Graduate Courses SIADS 521: Visual Exploration of Data (online, ≥ 240 students) SIADS 505: Data Manipulation (online, ≥ 270 students) SI 630: Natural Language Processing: Algorithms and People (residential, ≥ 70 students) SI 671: Data Mining (residential, ≥ 50 students)	2021 2018-2021

Peer-reviewed Journal Papers

Choi, H., Jovanovic, J., Poquet, S., Brooks, C., Joksimovic, S., Williams, J. J. (2023). The Benefit of Reflection Prompts Encouraging Learning with Hints in Programming Education. *The Internet and Higher Education*.

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*, pp. 1-22.

Peer-reviewed Archival Conference Proceedings

Choi, H., Borrella, I., Ponce, E. (2023). Meta-LAD: Developing a Learning Analytics Dashboard with Theoretically Grounded and Context-Specific Approaches. In *Proceedings of the 9th IEEE Learning with MOOCs (LwMOOCs)*. [in press]

Choi, H., Winne, P. H., Brooks, C., Li, W., Shedden, K. (2023). Logs or Self-Reports? Misalignment Between Behavioral Trace Data and Surveys When Modeling Learner Achievement Goal Orientation. In *Proceedings of the 13th International Conference on Learning Analytics & Knowledge (LAK)*.

Choi, H., Mills, C., Brooks, C., Doherty, S., Singh, A. (2022). 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 (LAK)* (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-Topiciness to Reflect on Pedagogy. In *Proceedings of the 9th International Conference on Learning Analytics & Knowledge (LAK)* (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 (LAK)* (pp. 431-435).

Book Chapter

Choi, H., Winne, P. H., Brooks, C. (2023). Reconfiguring Measures of Motivational Constructs Using State-Revealing Trace Data. In *Unobtrusive Observations of Learning in Digital Environments*, Springer (pp. 73-89).

Workshops and Posters

Choi, H., Brooks, C., Hayward, C., Kitto, K., Gasevic, D., Pardo, A., Winne, P., 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).

Manuscripts under Review

Choi, H. Exploring Impacts of Achievement Goals and Time Resources on Academic Performance

INVITED TALKS

Choi, H. (2023). Upskilling SCM Professionals Through Online Learning, Massachusetts Institute of Technology, Center for Transportation and Logistics Monthly Research Briefing.

Choi, H. (2023). Survey or Trace Data?: Steps to Understand Self-Regulated Learning Better, Syracuse University, School of Education.

Choi, H. (2023). Meta-LAD: A Dashboard Supporting Self-Regulated Learning, Massachusetts Institute of Technology, Open Learning, MITx Digital Learning Lab.

Choi, H. (2022). Interviewed for INFO 4100 Learning Analytics, Cornell University, Department of Information Science.

Choi, H. (2021). Using Data to Understand Self-Regulated Learning, Massachusetts Institute of Technology, Center for Transportation and Logistics.

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

SERVICE

Program Committee

International Conference on Educational Data Mining 2024 (EDM' 24)

Co-chair for the posters and demonstrations track

2023 - 2024

ACM Learning Analytics and Knowledge Conference (LAK)

2020 - present

Artificial Intelligence in Education Conference (AIED)

2020 - present

Peer-reviewing (Journals)

International Journal of Artificial Intelligence in Education (IJAIED)

2020 - present

Journal of Learning Analytics (JLA)

2019 - present

British Journal of Educational Technology (BJET)

2022 - present

Peer-reviewing (Conferences)

American Educational Research Association (AERA) Annual Meeting

2023 - present

Learning with MOOCs (LWMOOCs)

2023 - present

ACM Learning Analytics and Knowledge Conference (LAK)

2016 - present

Artificial Intelligence in Education Conference (AIED)

2020 - present

Learning with MOOCs (LWMOOCs)

2023 - present

Reviewing (Grants)

Society for Learning Analytics Research (SoLAR)
Early Career Research (ECR) Grant 2023 - present

Leadership

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

University of Michigan, School of Information,
Doctoral Executive Committee (DEC) 2017 - 2018

REFERENCE

Christopher Brooks, Ph.D.
Associate Professor,
University of Michigan
School of Information,
brookschr@umich.edu

Phil Winne, Ph.D.
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Simon Fraser University
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Stephanie Teasley, Ph.D.
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