Heeryung Choi

Contact 4429, School of Information, heeryung@umich.edu Information University of Michigan, 105 S State St, Ann Arbor, MI, US 48019 **EDUCATION** University of Michigan, 2016 - 2022 (expected) School of Information, Ann Arbor, MI, USA Ph.D. candidate in Information Advisor: Christopher Brooks Dissertation title: SRLA: Self-Regulated Learning Analytics 2014 - 2016 Seoul National University, 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) Honors and Outstanding graduate student instructor of the year 2020 - 2021 Awards Samsung Scholarship for PhD program 2016 - 2020 Korean National Research Scholarship 2015 Graduated with honors (Summa Cum Laude) 2014 2011 - 2013 Seoul National University Merit Scholarship Teaching Instructor 2021 EXPERIENCE 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 **PUBLICATIONS** 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*

Peer-reviewed Archival Conference Proceedings

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-topicness 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). Talking Cane: 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). 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

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)

Artificial Intelligence in Education Conference (AIED)

International Journal of Artificial Intelligence in Education (IJAIED)

Journal of Learning Analytics (JLA)

2016-present
2020-present
2020-2021
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 Ch

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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