Heeryung Choi

CONTACT INFORMATION	4429, School of Information, heeryung@umich.edu University of Michigan, 105 S State St, Ann Arbor, MI, US 48019	
EDUCATION	University of Michigan, School of Information, Ann Arbor, MI Ph.D. candidate in Information Advisor: Christopher Brooks	2016 - 2022 (expected)
	Seoul National University, Interdisciplinary Program in Cognitive Science, Seoul, South Kor M.S. in Cognitive Science Advisor: Joonhwan Lee	2014 - 2016 ea
	Seoul National University, School of Education, Seoul, South Korea B.A. in English Education (Summa Cum Laude)	2009 - 2014
Honors and Awards	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
TEACHING EXPERIENCE	Instructor SIADS 505: Data Manipulation	2021
	Teaching Assistant for Data Science Graduate Courses SIADS 521: Visual Exploration of Data SIADS 505: Data Manipulation SI 630: Natural Language Processing: Algorithms and People SI 671: Data Mining	2018-2021
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. <i>International</i>	

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., 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) Artificial Intelligence in Education Conference (AIED)

2020-present 2020-2021

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
2020-2021
2020-2021

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

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