

Heeryung Choi

CONTACT INFORMATION	MIT Building E40, Massachusetts Institute of Technology, 1 Amherst St, Cambridge, MA US 02142	heeryung@mit.edu
CURRENT ACADEMIC APPOINTMENTS	Postdoctoral Researcher, Massachusetts Institute of Technology, Center for Transportation and Logistics Researching and supporting MicroMasters program	2022 - present
EDUCATION	University of Michigan, School of Information, Ann Arbor, MI, USA Ph.D. in Information Advisor: Christopher Brooks Dissertation title: SRLA: Self-Regulated Learning Analytics	2016 - 2022
	Seoul National University, Interdisciplinary Program in Cognitive Science, Seoul, South Korea M.S. in Cognitive Science Advisor: Joonhwan Lee	2014 - 2016
	Seoul National University, School of Education, Seoul, South Korea B.A. in English Education (Summa Cum Laude)	2009 - 2014
HONORS AND AWARDS	MIT Integrated Learning Initiative (ili) Learning Effectiveness Grant	June, 2022
	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. *International Journal of Artificial Intelligence in Education*, 1-22.

Peer-reviewed Archival Conference Proceedings

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-topicality 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).

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. (under review). The benefit of reflection prompts encouraging learning with hints in programming education. Submitted to *The Internet and Higher Education*.

INVITED TALKS

Choi, H. (2022). Interview by Prof. Rene Kizilcec for Cornell University course INFO 4100 Learning Analytics.

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)

2016-present

Artificial Intelligence in Education Conference (AIED)

2020-present

International Journal of Artificial Intelligence in Education (IJAIED)

2020-present

Journal of Learning Analytics (JLA)

2019-present

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
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Phil Winne, Ph.D.

Distinguished SFU Professor,
Faculty of Education,
Simon Fraser University
winne@sfu.ca

Stephanie Teasley, Ph.D.

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University of Michigan
steasley@umich.edu