Heeryung Choi

CONTACT INFORMATION	MIT Building E40-369, Massachusetts Institute of Technology, 1 Amherst St, Cambridge, MA US 02142	heeryung@mit.edu

EDUCATION

Ph.D. in information, University of Michigan,   **2016 - 2022**
School of Information, Ann Arbor, MI, USA
    Ph.D. in Information with Data Science certificate
    Dissertation title: SRLA: Self-Regulated Learning Analytics
    Dissertation committee: Prof. Christopher Brooks (advisor), Prof. Phil Winne,
    Prof. Stephanie Teasley, Prof. Andy Krumm

M.S. in Cognitive Science, 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)

PROFESSIONAL WORK EXPERIENCE

Digital Learning Postdoctoral Associate,   **2022 - present**
Massachusetts Institute of Technology,
Center for Transportation and Logistics
    Researching and supporting MITx MicroMasters program

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   **2021**
    SIADS 505: Data Manipulation (online, $\geq$ 20 students)

Teaching Assistant for Data Science Graduate Courses   **2018-2021**
    SIADS 521: Visual Exploration of Data (online, $\geq$ 240 students)
    SIADS 505: Data Manipulation (online, $\geq$ 270 students)
    SI 630: Natural Language Processing: Algorithms and People (residential, $\geq$ 70 students)
    SI 671: Data Mining (residential, $\geq$ 50 students)

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).*

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-topicness 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, 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).

INVITED TALKS

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 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**
Learning with MOOCs (LWMOOCs)	**2023-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**
ACM Learning Analytics and Knowledge Conference (LAK)	**2016-present**
Artificial Intelligence in Education Conference (AIED)	**2020-present**
Learning with MOOCs (LWMOOCs)	**2023-present**

Reviewing (Grant)

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

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Phil Winne, Ph.D.
Distinguished SFU Professor,
Faculty of Education,
Simon Fraser University
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Stephanie Teasley, Ph.D.
Research Professor,
School of Information,
University of Michigan
steasley@umich.edu