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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-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).

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). 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 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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