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**University of Michigan, School of Information,**  
Ph.D. in Information with Data Science Certificate,  
Dissertation: SRLA: Self-Regulated Learning Analytics  
Advisor: Christopher Brooks  
Committee: Phil Winne, Stephanie Teasley, Andrew Krumm

Ann Arbor, MI, US  
2016 - 2022

Seoul National University, Program of Cognitive Science,  
M.S. in Cognitive Science,  
Advisor: Joonhwan Lee

Seoul, South Korea  
2014 - 2016

**Seoul National University, School of Education,**  
B.A. in English Education,  
Summa Cum Laude

Seoul, South Korea  
2009 - 2014

Massachusetts Institute of Technology,  
Center for Transportation and Logistics  
Digital Learning Postdoctoral Associate,

Cambridge, MA, US  
2022 - present

Digital Learning Postdoctoral Associate,  
Leading a project to develop and assess learning analytics dashboard  
for online learners of MITx MicroMasters Program in Supply Chain  
Management

## Grants

MIT Integrated Learning Initiative (ili) Learning Effectiveness Grant

June, 2022

Outstanding Graduate Student Instructor of the Year  
Samsung PhD Scholarship  
Korean National Research Scholarship  
Graduated with Honors (Summa Cum Laude)  
Seoul National University Merit Scholarship

2020 - 2021  
2016 - 2020  
2015  
2014  
2011 - 2013

**Course Lead**

2022 - present

SC0x: Supply Chain Analytics (online,  $\geq 10k$  students)SIADS 505: Data Manipulation (online,  $> 20$  students)

2021

## Teaching Assistant for Graduate Courses

2018-2021

SIADS 521: Visual Exploration of Data (online,  $\geq 240$  students)

SIADS 505: Data Manipulation (online, &gt; 270 students)

SI 630: Natural Language Processing: Algorithms and People  
(residential,  $\geq 70$  students)  
SI 671: Data Mining (residential,  $\geq 50$  students)

## PUBLICATIONS

### 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

Singh, A., Fariha, A., Brooks, C., Soares, G., Henley, A., Tiwari, A., M, Chethan., **Choi, H.**, Gulwani, S. (in press) Investigating Student Mistakes in Introductory Data Science Programming. In *Proceedings of the 55th ACM Technical Symposium on Computer Science Education*.

**Choi, H.**, Borrella, I., Ponce-Cueto, 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)*. **Best paper nominated.**

**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).

## 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 for INFO 4100 Learning Analytics, Cornell University, Department of Information Science.

**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

International Conference on Educational Data Mining 2024 (EDM' 24)	2023 - 2024
Co-chair for the posters and demonstrations track	
ACM Learning Analytics and Knowledge Conference (LAK)	2020 - present
Artificial Intelligence in Education Conference (AIED)	2020 - 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
Learning with MOOCs (LWMOOCs)	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

**Peer-reviewing (Grants)**

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

**Leadership**

Society for Learning Analytics Research (SoLAR)	
Diversity and inclusion working group	2019 - present

University of Michigan, School of Information,	
Doctoral Executive Committee (DEC)	2017 - 2018

REFERENCE

Christopher Brooks, Ph.D.  
Associate Professor,  
University of Michigan,  
School of Information  
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Philip H. Winne, Ph.D.  
Professor Emeritus & FRSC,  
Simon Fraser University,  
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Stephanie Teasley, Ph.D.  
Research Professor,  
University of Michigan,  
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steasley@umich.edu