Heeryung Choi

CONTACT INFORMATION	MIT Building E40-369, Massachusetts Institute of Technology, 1 Amherst St, Cambridge, MA US 02142	heeryung@mit.edu http://heeryung.github.io/	
EDUCATION	Ph.D. in information, University of Michigan, 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		2016 - 2022
	M.S. in Cognitive Science, Seoul Natio Interdisciplinary Program in Cognitive 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
Professional Work Experience	Digital Learning Postdoctoral Associate Massachusetts Institute of Technology, Center for Transportation and Logistic Researching and supporting MITx Microl	s	2022 - present
Honors and Awards	MIT Integrated Learning Initiative (ili) Lear	ning 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	e)	2014
	Seoul National University Merit Scholarship		2011 - 2013
TEACHING EXPERIENCE	Instructor SIADS 505: Data Manipulation (online, \geq	≥ 20 students)	2021
	Teaching Assistant for Data Science Graduat SIADS 521: Visual Exploration of Data (of SIADS 505: Data Manipulation (online, 2) SI 630: Natural Language Processing: Alg SI 671: Data Mining (residential, 2) 50 stu	poline, ≥ 240 students) ≥ 270 students) gorithms and People (residential, ≥ 7	2018-2021 0 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

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, 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

References

Christopher Brooks, Ph.D. Assistant Professor, School of Information, University of Michigan brooksch@umich.edu

Phil Winne, Ph.D. Distinguished SFU Professor, Faculty of Education, Simon Fraser University winne@sfu.ca

Stephanie Teasley, Ph.D. Research Professor, School of Information, University of Michigan steasley@umich.edu