

Heeryung (‘Hear’-‘Young’) Choi, Ph.D., Postdoctoral Research Associate

CONTACT INFORMATION	University of Minnesota, Dept. of Educational Psychology, 250 Educational Science, 56 East River Road, Minneapolis, MN 55455	heeryung@umn.edu http://heeryung.github.io/
EDUCATION	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
RESEARCH EXPERIENCE	University of Michigan, School of Information Research Fellow, Developing an AI hintbot and evaluating its impact on learning	Ann Arbor, MI, US May 2024 - August 2024
	Massachusetts Institute of Technology, Center for Transportation and Logistics Digital Learning Postdoctoral Associate, Leading a project to develop learning analytics dashboard for 10K+ students for online learners of MITx MicroMasters Program	Cambridge, MA, US 2022 - 2024
GRANTS AND AWARDS	Grants MIT Integrated Learning Initiative (ili) Learning Effectiveness Grant (50K USD)	June, 2022
	Awards 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
TEACHING EXPERIENCE	Instructor/Course Lead SC0x: Supply Chain Analytics (online, $\geq 10k$ students) SIADS 505: Data Manipulation (online, ≥ 20 students)	2022 - 2024 2021

Teaching Assistant

2018-2021

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

SIADS 505: Data Manipulation (online, \geq 270 graduate students)

SI 630: Natural Language Processing: Algorithms and People
(residential, \geq 70 graduate students)

SI 671: Data Mining (residential, \geq 50 graduate 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. (2024) 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-Topicity 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 Environ-*

ments, 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, Oct). Advancing Learning Analytics: Insights From Trace and Survey Data on Self-Regulated Learning, *Cornell University, Ann S. Bowers College of Computing and Information Science*.

Choi, H. (2023, Aug). Upskilling SCM Professionals Through Online Learning, *Massachusetts Institute of Technology, Center for Transportation and Logistics Monthly Research Briefing*.

Choi, H. (2023, Mar). Survey or Trace Data?: Steps to Understand Self-Regulated Learning Better, *Syracuse University, School of Education*.

Choi, H. (2023, Jan). Meta-LAD: A Dashboard Supporting Self-Regulated Learning, *Massachusetts Institute of Technology, Open Learning, MITx Digital Learning Lab*.

Choi, H. (2022, Oct). Interviewed for INFO 4100 Learning Analytics, *Cornell University, Department of Information Science*.

Choi, H. (2021, Oct). Using Data to Understand Self-Regulated Learning, *Massachusetts Institute of Technology, Center for Transportation and Logistics*.

Choi, H. (2021, May). Engineering Learning Analytics Technology Environments (ELATE), *University of Michigan, Center of Academic Innovation*.

SERVICE

Organizing Committee

International Conference on Educational Data Mining 2024 (EDM' 24) 2023 - 2024
Poster & Demo Track Chair

Program Committee

International Educational Data Mining Conference (EDM) 2024 - present
ACM Learning Analytics and Knowledge Conference (LAK) 2020 - present
Artificial Intelligence in Education Conference (AIED) 2020 - present

Peer-reviewing (Journals)

British Journal of Educational Technology (BJET)	2022 - present
International Journal of Artificial Intelligence in Education (IJAIED)	2020 - present
Journal of Learning Analytics (JLA)	2019 - present

Peer-reviewing (Conferences)

Technical Symposium on Computer Science Education (SIGCSE)	2024 - present
International Educational Data Mining Conference (EDM)	2024 - present
American Educational Research Association (AERA) Annual Meeting	2023 - present
Learning with MOOCs (LWMOOCs)	2023 - present
Artificial Intelligence in Education Conference (AIED)	2020 - present
ACM Learning Analytics and Knowledge Conference (LAK)	2016 - 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

MEDIA COVERAGE

MIT Open Learning, New dashboard supports online learners self-regulated learning and performance, Oct 2023	
---	--

REFERENCE

Christopher Brooks, Ph.D.

Associate Professor,
University of Michigan,
School of Information,
Ann Arbor, MI, USA
brooksch@umich.edu

Philip H. Winne, Ph.D.

Professor Emeritus & FRSC,
Simon Fraser University,
Faculty of Education,
Burnaby, BC, Canada
winne@sfu.ca

Stephanie Teasley, Ph.D.

Research Professor,
University of Michigan,
School of Information,
Ann Arbor, MI, USA
steasley@umich.edu

Oleksandra Poquet, Ph.D.
Professor in Learning Analytics,
Technical University of Munich,
School of Social Sciences and Technology,
Munich, Germany
sasha.poquet@tum.de