



Korean American Educational Researchers Association  
(KAERA)

## 9<sup>th</sup> Annual Conference Program

*New Directions for Public Education in  
the Era of Educational Inequality:  
International Perspectives*

12:00-6:30 PM | April 13, 2018  
Sheraton New York Times Square, 3rd Floor,  
New York Ballroom West

# KAERA 2018

*Co-hosted and sponsored by*  
Seoul Education Research and Information Institute



# About KAERA

**The Korean American Educational Researchers Association (KAERA)** was founded in 2009 to assist Korean American and Korean researchers and students to advance knowledge and practices in education, to encourage scholarly inquiry related to education, and to promote the use of research to improve educational conditions and serve the public good. Since then, KAERA not only has grown into an organization that serves more than 700 members, but it also stands as the only association in the United States dedicated to supporting and improving social status and conditions of Korean and Korean American educational researchers. KAERA is now the central hub for Korean and Korean American educational scholars inside and outside the United States.

The principal KAERA vehicles for member activities are:

- **The KAERA Annual Meeting**

A gathering of KAERA members is devoted to scholarly exchange, debate, and networking

- **The KAERA Newsletter**

An information document published once or twice a year by KAERA containing presidential greetings, news updates, and reports from KAERA.

- **The KAERA Research Forum**

A professional, referred journal published periodically by KAERA.

As a registered non-profit (501[c]3) organization in the United States, KAERA supports the activities of its members to:

1. To contribute to the improvement of social status and educational conditions of Korean- Americans and Korean communities through scholarly inquiries and innovative applications of knowledge in education.
2. To create opportunities for and nurture the environment of scholarly discourse, production, and collaboration among Korean American and Korean researchers to facilitate new scientific research and discovery in education.
3. To support professional development and equitable status of Korean American educational researchers through professional mentoring, knowledge sharing, and networking opportunities among members.
4. To support nurturing experiences for future generations of Korean American educational researchers.
5. To promote the global exchange of creative knowledge, wisdom, and skills to advance conditions of all students and educational institutions in the global community.

## Past KAERA Presidents

2016 – 2017	Kyung (Chris) T. Han
2015 – 2016	Dongbin Kim
2014 – 2015	Simon Kim
2013 – 2014	Jae Hoon Lim
2012 – 2013	Won-Chan Lee
2011 – 2012	Minsun Kim
2010 – 2011	Seock-Ho Kim
2009 – 2010	Kwang Suk Yoon

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<https://www.facebook.com/groups/kaera2000/>

Also visit the KAERA website

<https://www.k-aera.org>

# Welcome Message from KAERA President



Welcome to the 9<sup>th</sup> KAERA Conference!

On behalf of the KAERA Board of Directors and Executive Officers of 2017-18, I would like to extend a special welcome to all the attendees joining us.

The KAERA Conference is the most important event of KAERA, offering a unique opportunity to learn about research conducted by KAERA members and to build and leverage your network. This year's theme, *New Directions for Public Education in the Era of Educational Inequality: International Perspectives*, is designed to help you understand the role of public education in (in)equality and gain insights and strategies to address this issue from international comparative perspectives. Towards this end, the conference consists of a special session, a research roundtable session, a presidential session, and a business meeting.

It is a great honor to welcome Hee-Yeon Cho (Superintendent, Seoul Metropolitan Office of Education), Ki-Sun Sung (President, Korea Institute for Curriculum and Evaluation [KICE]), and Moonkyoo Shin (Minister Counsellor for Education, Embassy of the Republic of Korea in the USA) to deliver opening remarks, as well as Jaekeun Lee (President, Seoul Education Research and Information Institute [SERII]) who has supported us to organize the conference. I am grateful for additional support we have received from the Graduate Management Admission Council (GMAC) and KICE.

I would especially like to extend my appreciation to the KAERA Executive Officers of 2017-18 (Eun-Ok Baek, Do-Hong Kim, Ji Hoon Ryoo, Youn-Jeng Choi, Insook Han, and YoungJun Lee) and the Conference Program Co-Chairs (Sang Joon Lee and Kyungbin Kwon) for their dedication, hard work, and support throughout the planning of this conference. I would also like to thank Drs. Hyejin Shin and Byungsoo Min for their support and coordination on behalf of the SERII and KICE, respectively. And a special thanks to award committees, panelists, and roundtable chairs and discussants.

Finally, I would like to thank all of you for being in attendance here to take part in our conference. I hope you will take full advantage of KAERA 2018.

Soo-yong Byun  
KAERA President  
*The Pennsylvania State University*



**PennState**



# KAERA 2018 Opening Plenary

12:30 - 01:00 pm | April 13

Sheraton New York Times Square, 3rd Floor, New York Ballroom West

*We are delighted to highlight the opening plenary where Hee-Yeon Cho (Superintendent, Seoul Metropolitan Office of Education), Ki-Sun Sung (President, Korea Institute for Curriculum and Evaluation), and Moonkyoo Shin (Minister Counsellor for Education, Embassy of the Republic of Korea to USA) will deliver their opening remarks.*

## Invited Speakers



**Hee-Yeon Cho** is the 20th Superintendent of the Seoul Metropolitan Office of Education, South Korea (July 2014-Present). Also serving as the co-chairman of Professor for Democracy and the director of the Democracy and Social Movements Institute in Sungkonghoe University, he has diverse experience in both academic field and civil society field.



**Ki-Sun Sung** is the President of Korea Institute for Curriculum and Evaluation (KICE). He has taught at the Catholic University of Korea as a professor and has served for the National Language Deliberation Council as a Committee Member. He was the Director for Gyeonggi-do Province Yulgok Education Training Institute in 2015 and the Director for Korean Educational Research Network between 2011 and 2014.



**Moonkyoo Shin** is the Minister Counselor for Education in the Embassy of the Republic of Korea to U.S.A. Previously, he worked as the Executive Director of the Seoul Metropolitan Office of Education in 2016. He served as governmental official in the Ministry of Education over 20 years.

# KAERA 2018 Presidential Session

3:10 - 4:10 pm | April 13

Sheraton New York Times Square, 3rd Floor, New York Ballroom West

*We are pleased to highlight the presidential session, which recognizes three outstanding Korean scholars whose leadership and extraordinary achievements in teaching, research, and service have made a major impact on the field. The invited speakers will share their stories and experiences about what is like teaching, researching, and serving in higher education institutions in the United States.*

## Invited Speakers



**Sohyun An** is an associate professor of social studies education at Kennesaw State University. An's teaching and research center on k-12 education and teacher education for social justice, critical race theory, Asian critical race theory, Asian American education. She received Teaching Excellence Award from College of Education at Kennesaw State University in 2015 as well as the Outstanding Early Career Faculty Award from the Kennesaw State University Foundation in 2016.



**Hyunjoon Park** is Korea Foundation Professor of Sociology at the University of Pennsylvania. Park is interested in educational stratification and family in cross-national comparative perspective, focusing on South Korea and other East Asian societies. In recent years, he has studied causal effects of single-sex schools on educational outcomes in Korea as well as consequences of demographic and economic trends for education, well-being, and socioeconomic outcomes of children, adolescents, and young adults.



**Kihyun "Kelly" Ryoo** is an Assistant Professor of Learning Sciences at the University of North Carolina at Chapel Hill. Her research focuses on promoting equity for linguistically diverse students, particularly English learners (ELs) in science education through the design and use of technology. She was a recipient of a National Academy of Education/Spencer Postdoctoral Fellowship and an NSF CAREER award.

# KAERA 2018 Program

**12:00 PM – 12:30 PM Registration**

**12:30 PM – 01:00 PM Opening Plenary**

**Soo-yong Byun** (President, KAERA)

**Hee-Yeon Cho** (Superintendent, Seoul Metropolitan Office of Education)

**Jaekeun Lee** (President, Seoul Education Research and Information Institute)

**Ki-Sun Sung** (President, Korea Institute for Curriculum and Evaluation)

**Moonkyoo Shin** (Minister Counsellor for Education, Embassy of the Republic of Korea in the USA)

**01:00 PM – 01:30 PM Special Session: *Innovative Education towards the Future for the Happiness of All***

*Panelists:* **Hee-Yeon Cho** (Superintendent, Seoul Metropolitan Office of Education);

**Jeongheum Paek** (Director, Seoul Educational Policy Institute)

*Moderator:* **Do-hong Kim** (General Administrator, KAERA)

**01:40 PM – 03:00 PM Roundtable Session**

**01. Higher Education & Adult Education**

*Chair & Discussant:* **Sunyoung Park** (Louisiana State University)

*Participants:*

1. The role of Korean immigrant churches in the identity development and heritage language learning among biracial Korean American university students. **Hyein Amber Kim** (University of Washington)
2. Community empowerment and learning of activists: An ethnographic study of a Korean-American community organization. **Junghwan Kim** (The University of Oklahoma)
3. Language ideologies in an online English learning community. **Rayoung Song** (University of Massachusetts Amherst)
4. Delayed graduation in Korean college students. **Heeyun Kim & Aimee Kim** (University of Michigan)
5. Constructing possible selves: Korean American students in community colleges. **Hye Jung Choi** (University of Delaware)

### 02.1. Curriculum & Instruction I

*Chair & Discussant:* [Bong Gee Jang](#) (Syracuse University)

*Participants:*

1. The social construction of struggling readers in high school classrooms. [Soojin Lee](#) (University of North Carolina at Chapel Hill)
2. \*The transnational funds of knowledge and literacy practices of young Korean immigrant children. [Jungmin Kwon](#) (Columbia University)
3. The enrichment program for the young scientists and engineers. [Jiyeon Yoon](#), [Kyoung Jin Kim](#), & [Su Min Yoon](#) (University of Texas Arlington)
4. What do Korean students learn in high school knowledge education? [Jieun Lee](#) (Kyungpook National University)

### 02.2. Curriculum & Instruction II

*Chair & Discussant:* [Young Suk Hwang](#) (California State University, San Bernardino)

*Participants:*

1. Transnational bilinguals and challenges for heritage language maintenance. [Taejung Ma & Patricia Morita-Mullaney](#) (Purdue University)
2. The kitchen is the learning lab!: The magic of cooking on children's scientific exploration. [Kyoung Jin Kim](#), [Min-Kyung Han](#), & [Jiyeon Yoon](#) (Wheelock College)
3. Global citizenship education: A case of lesson about United Nations Sustainable Development Goals in elementary classroom. [Jiwon Kim](#) (Monmouth University) & [Christine Grabowski](#) (Middle Road School)
4. †Victims or competitors: Korean students' competing understandings of migrants. [Jiyoung Kang](#) (Indiana University)

### 02.3. Curriculum & Instruction III

*Chair & Discussant:* [Jackie Eunjung Relyea](#) (University of Houston)

*Participants:*

1. Constructing writing culture in the classroom: Insights from an ethnographic exploration of a high school language arts classroom. [Subeom Kwak](#) (Ohio State University)
2. How (do) school experiences contribute to students' sense of belonging? Findings from five non-Western countries. [Chanwoong Baek](#) (Columbia University)
3. Turning teacher's normative inquiry to analytical inquiry: A case study of teaching action research. [Jung-ah Choi](#) (St. Peter's university)
4. From being a deficient learner to becoming a global citizen. [Se Jeong Yang](#) (Bradley University)

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\* 2018 KAERA Graduate Student Best Paper

† 2018 KAERA Graduate Student Best Paper

## 02.4 Curriculum & Instruction IV

Chair & Discussant: [Mi-Hwa Park](#) (Murray State University)

Participants:

1. K-12 teachers' views on multicultural education in Korea: The case of a multicultural center school in Gyeonggi Province. [Yeonghwi Ryu](#) (Columbia University)
2. Examining an active learning instruction for students in an undergraduate engineering classroom: Perspectives from an engineer who left engineering. [Yonghee Lee & Kwangjong Park](#) (University at Buffalo)
3. Towards critical multicultural teacher education: Korean pre-service teachers' cross-cultural experiences in the United States. [Yeji Kim](#) (Columbia University)
4. Intersectional analysis of low-achieving students: A comparative study of the U.S. and South Korea. [Dongsook Han & Soo Bin Jang](#) (Michigan State University)

## 02.5 Curriculum & Instruction V

Chair & Discussant: [Seonsook Park](#) (New Mexico Highlands University)

Participants:

1. The theoretical landscape of qualitative research on multimodal composition in K-12 settings. [Sohee Park](#) (University of Delaware)
2. Can collegial work improve teachers' self-efficacy? The relationship between teacher co-operation and self-efficacy in South Korea and the United States. [Hansol Woo](#) (Penn State University)
3. Korean English learners' reading comprehension and strategies through a culturally responsive text. [Sung-ae Kim](#) (Purdue University)
4. How teachers' beliefs impact curriculum implementation and equity in mathematics classroom? [Sunghwan Hwang & Min Jung Kim](#) (Boston College)

## 03.1 Education Policy I

Chair & Discussant: [Eunyoung Kim](#) (Seton Hall University)

Participants:

1. A successful model for recruiting quality K-12 Asian bilingual teachers. [Grace Cho & Fay Shin](#) (CSUF)
2. Mediating effects of school-based resources in the relationship between chronic violence victimization and educational outcomes among middle school students in South Korea: Implications for reducing educational inequality. [Saahoon Hong, Jihoon Ryoo, Jong-Kyun Kwon, Dong-Yup Lee, & Su Jung Kim](#) (University of Minnesota)
3. Inequality in early childhood care and education in South Korea: Evidence from the Gyeonggi Education Panel Study of 2012. [Jee Bin Ahn & Ji-hye Kim](#) (The Pennsylvania State University)
4. The effects of school organizational characteristics on learner-centered instruction: Focusing on school reform in Gyeonggi province. [Dajung Sohn, Hosoo Kang, & Bomi Choi](#) (Gyeonggi Institute of Education)
5. Unspoken stories by North Korean and Korean-American educators: A trioethnography on South Korean education. [Shin Ji Kang, Seoyoon Chung, & Kyungwha Lee](#) (James Madison University)

### 03.2 Education Policy II

*Chair & Discussant:* [Mikyong Minsun Kim](#) (George Washington University)

*Participants:*

1. Female researchers' influence on the Times Higher Education World University Rankings 2018. [Wan Yu](#) (Pennsylvania State University)
2. The new managerialism: Strategic enrollment management in higher education. [Sooji Kim](#) (University of Michigan)
3. Social inequality awareness matters in multicultural education: A study of attitudes toward cultural diversity among students in South Korea. [Hye Won Ahn & Hyunju Lee](#) (University of Iowa)
4. Expectation vs. reality: Five years of school choice policy implementation in Seoul. [Daekwon Park](#) (Myongji University)

### 04.1 Educational Psychology & Counseling I

*Chair & Discussant:* [Sangbeak Ye](#) (University of Missouri at Kansas City)

*Participants:*

1. Causal effects of achievement goals on self-control. [Minhye Lee, Mimi Bong, & Sung-il Kim](#) (Korea University)
2. Try to learn or not? Children's and teachers' understanding of learning based on a learner's knowledge state. [Jeein Jeong & Douglas Frye](#) (University of Pennsylvania)
3. \*Am I welcomed here?: Campus climate and psychological well-being among ethnic minority students on campus. [Katie Koo & Kibum Kwon](#) (Texas A and M University, Commerce)
4. §It was kind of a given that we were all multilingual”: Transnational youth identity work in digital translanguaging. [Sujin Kim](#) (University of Missouri-St. Louis)

### 04.2 Educational Psychology & Counseling II

*Chair & Discussant:* [You-Kyung Lee](#) (Michigan State University)

*Participants:*

1. The difference of parents and children perception of parental support on South Korean students' self-regulated learning strategies and academic achievement. [Danbi Choe](#) (University of North Carolina at Chapel Hill)
2. Autonomy-supportive learning environment for international undergraduate students in higher education. [Hyun Jin Cho](#) (Purdue University)
3. What do history teachers say for their classes based on disciplinary literacy approach? Focus on teachers' conversations. [YongJun Lee](#) (University of Minnesota)
4. Investigating the development of youths' situational interest at a science museum through qualitative interaction analysis. [Yong Ju Jung](#) (Penn State University)

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‡ 2018 KAERA Young Scholar Best Paper

§ 2018 KAERA Best Research Paper

## 05. Educational Technology/Instructional Design

*Chair & Discussant:* **Eun-Ok Baek** (California State University, San Bernardino)

*Participants:*

1. Integrating a hybrid reflective project into preservice teacher education: Experiences and learning. **Ho Ryong Park** (Murray State University)
2. The impact of interaction in virtual reality language learning as active learning. **Yeonhee Cho** (University of Pennsylvania)
3. Interaction and engagement in online learning environment. **JaeHwan Byun, Kyung H. Lee, & Brien L. Bolin** (Wichita State University)

## 06. Research Methodology

*Chair & Discussant:* **Jaehwa Choi** (George Washington University)

*Participants:*

1. Differential item functioning using Mixture Rating Scale Model on Defining Issues Test-2. **Youn-Jeng Choi & Stephen Thoma** (University of Alabama)
2. Early grade retention effect on high school graduation mediated by motivation for educational attainment: A retrospective study. **Hanjoe Kim** (University of Houston)
3. Exploring factors improving teachers' professional development in South Korea: Evidence from TALIS 2013. **Youngjun Lee & Taeyeon Kim** (Michigan State University)
4. An analysis of directive interactions of Korean American families through a language socialization framework. **Sora Suh** (Rowan University)

### 3:10 PM – 04:10 PM Presidential Panel

*Panelists:* **Sohyun An** (Kennesaw State University); **Hyunjoon Park** (University of Pennsylvania); **Kihyun “Kelly” Ryoo** (University of North Carolina at Chapel Hill)

*Moderator:* **Soo-yong Byun** (President, KAERA)

### 04:20 PM – 05:00 PM Business Meeting

### 05:10 PM – 06:30 PM Reception & Networking

*An electronic copy of the Conference Program is available at the KAERA website ([www.k-aera.org](http://www.k-aera.org)).*

# KAERA - SERII Joint Symposium at 2018 AERA Annual Meeting

2:45 - 4:15 pm | April 15  
New York Hilton Midtown, Fourth Floor, Lincoln Suite

We are pleased to highlight the KAERA-SERII Joint Symposium, which presents an opportunity to learn how South Korea and Taiwan reshape public education to better address educational (in)equality, compared to the United States. Please see below for information about our participants.

**Chair:** [Adam Gamoran](#), *William T. Foundation*

## Participants:

1. Teaching about Inequality as a Strategy for Promoting Social Equality. [John Rogers](#), *University of California at Los Angeles*
2. Between Public Good and Private Interests: Exploring the Values of Public Education in Taiwan. [Chin-Ju Mao](#), *National Taiwan Normal University*
3. Innovative Policy Actions against Educational Inequality: The Equitable Difference Policy of the Seoul Metropolitan Office of Education. [Hee-Yeon Cho](#), *Seoul Metropolitan Office of Education*; [Hyejin Shin](#), *Seoul Education Research & Information Institute*
4. Expanding Access to High Quality Early Childhood Education (ECE): A Promising Lever for Reducing Korea's Socioeconomic Inequalities in Education. [Soojin Oh Park](#), *University of Washington*

**Discussants:** [Grace Kao](#), *Yale University*; [Soo-yong Byun](#), *The Pennsylvania State University*

For more information about the participants, please see the attached bios.



## Bios



**Adam Gamoran** is President of the William T. Grant Foundation. From 1984 to 2013, Gamoran served on the faculty of the University of Wisconsin-Madison, where he held the John D. MacArthur Chair in Sociology and Educational Policy Studies. From 2001-2004, he chaired the Department of Sociology, and from 2004-2013 he directed the Wisconsin Center for Education Research. Gamoran's research focused on educational inequality and school reform.



**John Rogers** is a Professor at UCLA's Graduate School of Education and Information Studies and Director of UCLA's Institute for Democracy, Education, and Access (IDEA). He also serves as the Faculty Director of Center X, which houses UCLA's Teacher Education Program, Principal Leadership Program, and professional development initiatives. Rogers studies the role of civic engagement in equity-focused school reform and civic renewal and the relationship between education and different forms of inequality.



**Chin-Ju Mao** is professor at the Department of Education and Graduate Institute of Curriculum and Instruction, National Taiwan Normal University. She also serves as the editor-in-chief of Bulletin of Educational Research, Director of Center for Teaching and Learning Development, and Associate Vice President for Academic Affairs at NTNU. Her research interests revolve around educational/curricular reform as identity politics and its effect of/on social change, locally and globally.



**Hee-Yeon Cho** is the 20th Superintendent of the Seoul Metropolitan Office of Education, South Korea (July 2014-Present). Also serving as the co-chairman of Professor for Democracy and the director of the Democracy and Social Movements Institute in Sungkonghoe University, he has diverse experience in both academic field and civil society field. Previously, he worked as the director of the Graduate School of Civil Society and Welfare of Sungkonghoe University (January 2001-February 2002) and the deputy secretary general of People's Solidarity for Participatory Democracy (September 1997-September 2000).



**Hyejin Shin** is a research fellow of Seoul Education Research & Information Institute. Her research mainly addresses public educational policy analysis, investigating how an educational policy is implemented for the educational practice variously. She emphasizes a policy study on the gap between policy-making and policy-implementation. She has conducted a study of Multicultural Education Policy of Seoul Metropolitan Office of Education and currently leads to research on Global Citizenship Education in Public Schooling.



**Soojin Oh Park** is an assistant professor in Early Childhood and Family Studies at the University of Washington (UW) College of Education. Her research is centered on examining socioeconomic, cultural, and policy influences on parenting and early childhood development among low-income children and Dual Language Learners (DLLs). Park is currently co-leading a multi-year study, supported by a grant from the Bill and Melinda Gates Foundation, to identify key processes and contextual factors that facilitate research-policy-practice partnership for improving preschool quality in Oregon, Tennessee, and Washington.



**Grace Kao** is Professor of Sociology and Faculty Director of Education Studies at Yale University. Formerly, she was Professor of Sociology, Education, and Asian American Studies at the University of Pennsylvania, where she taught for 20 years. At Penn, she directed the Asian American Studies Program at Penn and served as Associate Chair of the Sociology Department. She is the Co-Editor (with Hyunjoon Park) of *Research in the Sociology of Education*. She has served on the Boards of the Population Association of American and the Association for Asian American Studies.



**Soo-yong Byun** is an Associate Professor of Educational Theory and Policy in the Department of Education Policy Studies at the Pennsylvania State University. His research investigates variations in mechanisms and processes of social stratification across different countries and geographic contexts using large-scale national and international data. His work also focuses on the rigorous assessment and evaluation of educational policies and school interventions especially relating to unique populations and contexts (e.g., socioeconomically disadvantaged students, special education students, and rural students).

*We would like to thank the following sponsors for their generous support*



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