



Korean - American Educational Researchers Association

Newsletter

Fall 2017 vol. 9, No.1

Presidential Greetings

Soo-yong Byun, The Pennsylvania State University

Dear colleagues:

It is a great privilege and honor to serve as the president of the Korean American Educational Research Association (KAERA) for the year 2017-18. At the same time, I feel a great responsibility to successfully organize the 2018 Annual Meeting of KAERA in New York, as we will celebrate our ninth anniversary. I am amazed and proud with what we have accomplished together and excited to celebrate how far we have all come. As many of you might recall, no more than a decade ago, we were “disconnected and separated from each other” and “isolated and virtually invisible without a voice as a group” (Yoon, 2010, p.1, KAERA Newsletter 1[1]). However, the founding president, Dr. Kwang-Suk Yoon, took the lead and with a small group of Korean and Korean American educational scholars created KAERA in 2009. 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.

As such, past presidents have set high standards in leading KAERA and I aspire to live up to their excellence by following their footsteps. During my presidency, I plan to make substantial efforts in having KAERA serve as an ethnic resource by promoting networking and collaboration among KAERA members

and by strengthening partnerships with other major educational research institutions and agencies in South Korea and elsewhere.

As part of this effort, we will jointly host a symposium, entitled “International Perspectives on Innovation for Public Education in an Era of Educational Inequality,” at the 2018 Annual Meeting of American Educational Research Association. In addition, we now have a memorandum of understanding (MOU) with the Korean Educational Development Institute (KEDI) to foster and develop a cooperative relationship for a variety of scholarly activities. Furthermore, continuous efforts will be devoted to making KAERA a more sustainable organization by identifying potential sources of funding and by providing KAERA members with unique scholarly opportunities and experiences. In the hopes to support our mission, I am pleased to report that Mr. Moonkyoo Shin, Minister Counselor at the Embassy of the Republic of Korea, has helped us to establish the Best Research Paper Award to provide recognition and support to scholars whose research is focused on Korean education.

In this coming year, I hope that we all can work together to make KAERA more visible by accomplishing its mission. Thank you for your continued support and dedication to KAERA. See you next year in New York!

Soo-yong Byun, KAERA President
The Pennsylvania State University

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2018 KAERA 9th Annual Meeting

MARK YOUR CALENDAR!

The 2018 KAERA Conference will be held on the following date and location:

1pm - 8pm, April 13

TBA,

New York,

NY 78205

Newly Elected Leadership

Introduction to the Board of Director (2017-2020)

Eun Young Kim

Affiliation: Korean Educational Development Institute (KEDI)

Eun Young Kim (keykedi@kedi.re.kr) is a research fellow in KEDI. She has been involved in various higher and international education projects at both national and international levels, such as Evaluation of Korean National Universities; OECD's In-depth Analysis of Labor Market Outcomes of Higher Education, Implementation plans for Post-2015 Educational Development Cooperation agenda, and Developing ASEM Education Ministers' Meeting Agenda. She received her Ph.D. from the University of Illinois at Urbana-Champaign. She holds a directorial position of Office of Public Relations and International Affairs of KEDI, and she is an editorial board member for both *KEDI Journal of Educational Policy* and *Journal of Korean Education*.



Won-Chan Lee

Affiliation: University of Iowa
AERA Division

- D: Measurement and Research Methodology
- National Council on Measurement in Education (NCME)

Won-Chan Lee (won-chan-lee@uiowa.edu) is a professor of Psychological and Quantitative Foundations at the University of Iowa, and Director of the Center for Advanced Studies in Measurement and Assessment. He has served as General Administrator, Vice President, and President of KAERA. His research addresses measurement error and reliability, item response theory, generalizability theory, linking, equating, and scaling.

Jae Hoon Lim

Affiliation: University of North Carolina at Charlotte

AERA Division

- G: Social Context of Education
- SIG: Qualitative Research

Jae Hoon Lim is an associate professor of Educational Research at the University of North Carolina at Charlotte. Her research explores the intersection of gender, race, and class in STEM education through various qualitative research methods. She has served as a qualitative evaluator for multiple federal grants supporting STEM education initiatives. She was President of KAERA in 2013-2014.



Newly Elected Leadership

Introduction to Executive Officers (2017-2018)

President

Soo-yong Byun

Affiliation: The Pennsylvania State University

AERA Division

- G: Social Context of Education
- SIGs: Sociology of Education, Rural Education

Soo-yong Byun (szb14@psu.edu) is an associate professor of Educational Theory and Policy in the Department of Education Policy State at Penn State. 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, and rural students).

Vice President

Eun-ok Baek

Affiliation: California State University, San Bernardino

AERA Division

- C: Learning and Instruction
- SIGs: Instructional Technology

Eun-Ok Baek (EBaek@csusb.edu) is a professor of the College of Education at California State University, San Bernardino. She served as the Communication Director (2013 – 2015) and is serving as the Secretary of Board of Directors (2016 – present) for KAERA. Her research interests include exploring what technology can do for the support of learning and performance, and specifically, the designing of online learning communities, technology integration in education, and the exploration of social-cultural understandings of the adoption of technology.

General Administrator

Do-Hong Kim

Affiliation: Augusta University

AERA Division

- D: Measurement and Research Methodology

Do-Hong Kim (dkim3@augusta.edu) is a professor of Educational Research at Augusta University. Her research interests include the application of psychometric and quantitative methods to issues in educational and psychological assessment. One area of measurement in which she is especially interested is that of assessment of special populations.

Treasurer

Ji Hoon Ryoo

Affiliation: University of Virginia

AERA Division

- D: Measurement and Research Methodology

Ji Hoon Ryoo (jr3gv@virginia.edu) is an assistant professor of Research, Statistics, and Evaluation, University of Virginia. He is primarily interested in improving current quantitative methods and implementing new applications to facilitate the answering of substantive research questions in social and behavior sciences. Specifically, his main area of expertise lies in statistical modeling in longitudinal and multilevel data analyses and latent variable modeling. Content-specific areas he has worked on include mathematics/science education, school climate/partnerships, and school bullying/victimization in middle and high school settings.

Introduction to Executive Officers (2017-2018) continued...



Communication Director
Youn-Jeng Choi

Affiliation: The University of Alabama
AERA Division

- D: Measurement and Research Methodology
- National Council on Measurement in Education (NCME)

Youn-Jeng Choi (ychoi26@ua.edu) is an assistant professor of Measurement and Evaluation at the University of Alabama. Her research involves examining methodological issues in educational measurement primarily with respect to applications in test design and development. Specifically, her research topics include multilevel analysis, latent variable modeling, differential item functioning, equating/linking, and parameter estimation methods in item response theory.



Webmaster
Insook Han

Affiliation: Temple University
AERA Division

- C: Learning and Instruction
- SIGs: Learning Sciences

Insook Han (insook.han@temple.edu) is an assistant professor of Teaching and Learning and a program coordinator of Instructional Learning Technology at Temple University. Her primary research interest includes design, development, and implementation of emerging technologies with the theoretical framework of embodied cognition for improving students' learning in STEM areas. Her work specifically focuses on virtual reality and mobile applications for instructional embodiment and also investigates technology integration in classrooms.



Student Representative
Youngjun Lee

Affiliation: Michigan State University
AERA Division

- D: Measurement and Research Methodology

Youngjun Lee (leeyou59@msu.edu) is a Ph.D. student in Measurement and Quantitative Methods (MQM) at Michigan State University. His current research interests include various issues in large-scale assessment for group-scored comparative study, Bayesian psychometrics and computation, and multiple group (or multilevel) analysis for scaling, linking, and measurement invariance using item response theory and structural equation modeling.

MOU between KAERA and KEDI

KAERA has now an MOU with KEDI!

As a government-funded research institute in South Korea, KEDI (Korean Educational Development Institute) was established in 1972 to address educational issues and challenges facing the nation and develop relevant educational policy. Since then, KEDI has served as a key think tank in shaping education policies nationwide in Korea.

Dr. Soo-yong Byun, KAERA president, paid a visit to KEDI on **July 25th, 2017** and met with Dr. Chaechun Gim, KEDI president. They discussed possible collaborations between KAERA and KEDI and signed the MOU in order to better facilitate collaborations on such activities as (1) joint research activities and publications, (2) participation in seminars and academic meetings, (3) exchange of academic materials and other information, and (4) special short-term academic programs.



(Left: Dr. Soo-yong Byun, Right: Dr. Chae-Chun Gim)



2017 KAERA 8th Annual Meeting

St. Mark's Episcopal Church, San Antonio, Texas

Youngjun Lee, Michigan State University



About 120 participants participated in the 8th Annual Meeting at St. Mark's Episcopal Church in San Antonio, Texas on April 27. The conference on ***"Innovation in Education"*** consisted of five major elements: pre-conference workshops, an opening plenary session, a research roundtable session, a keynote speech, and a special interest group (SIG) session. In addition, business meeting and dinner reception were held.

Pre-conference workshops included (1) Basics of item response theory (Seock-ho Kim, University of Georgia) and (2) Overview of qualitative research and data analysis (Jae Hoon Lim, University North Carolina, Charlotte). The opening plenary session was about "The outcome and the challenge of Gyeonggi Hyukshin education" spoken by Dongjun Kim, Gysung Lee, & Junwon Lee (Gyeonggido Office of Education, Korea). The roundtable research presentation topics included (1) Adult & Workforce Education, (2) Curriculum & Instruction, (3) Education Policy, (4) Educational Educational Psychology & Counseling, (5) Educational Technology/Instructional Design, and (6) Research Methodology. Special interest group session consisted of (1) Job markets in U.S., (2) Job markets in Korea, and (3) Job promotion and tenure in U.S.

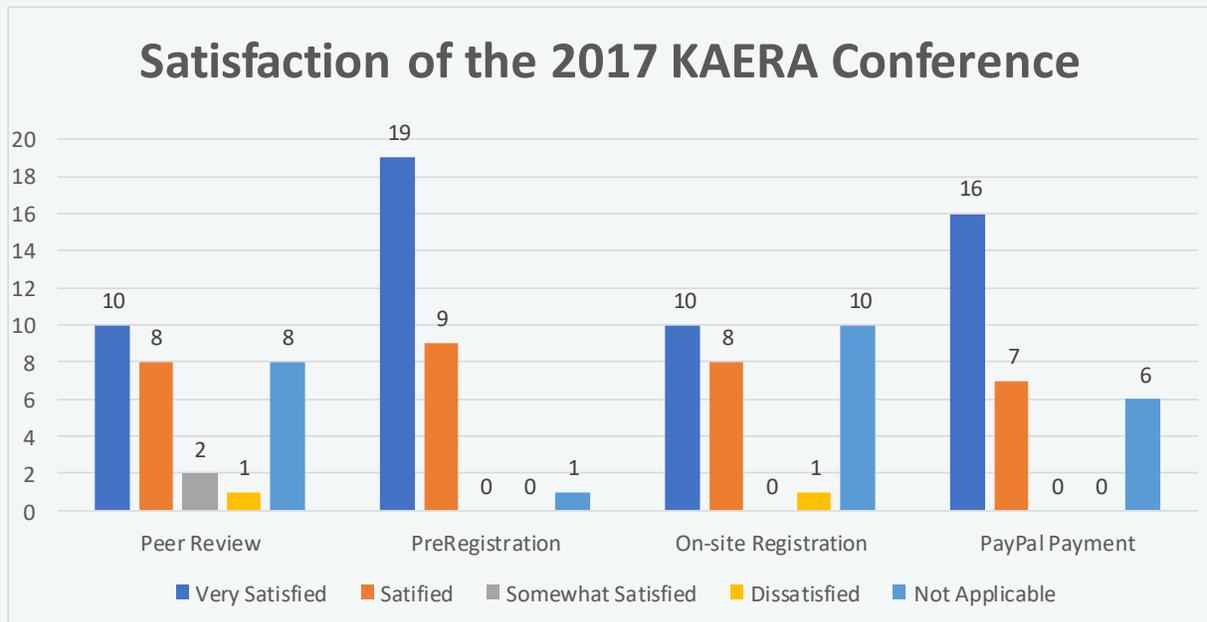
2017 KAERA 8th Annual Meeting

Post Survey Report

Eun-ok Baek, California State University, San Bernardino

The KAERA Annual Meeting Post Survey was administered from May 15, 2017 until June 19, 2017. An invitation email was sent to all KAERA members, and **29 members** participated in the survey. Nearly half of respondents (45%) worked at a university, one third of respondents (31%) were graduate students, and the rest of respondents (24%) work either at a government agency, a non-profit company or a research institute.

The results of the survey indicated that the 2017 conference attendants were highly satisfied with the way conferences were run. The majority of the respondents (96.1%) were either very much liked or liked the conference venue (i.e., St. Mark's Episcopal Church meeting rooms) and over 90% of the them were either very satisfied or satisfied about the paper review process, pre-registration, on-site registration, and PayPal payment.



One of the open-ended questions asked, "What did you find to be the strongest and/or most important aspect(s) of the 2017 KAERA Conference? Most of them expressed good comments such as:

- ◆ "SIG session was very informative and useful."
- ◆ "It is obvious that everyone on the site and those who worked behind the scene worked very hard. I am very grateful for the efforts. It was a great conference."
- ◆ "It was convenient to communicate with Korean professors working in the U.S. regarding research issues using a native language, Korean."

The post survey also asked members' opinions about the 2018 KAERA conference. Over 93% indicated that they planned to attend the 2018 KAERA meeting at New York.

The survey participants also shared suggestions for the future meetings. The responses included:

- ◆ A system to support continuous networking and mentoring in which SIG chairs work with SIG members year-round.
- ◆ Increase the number of workshops for KAERA members.
- ◆ Graduate student mentoring session
- ◆ Quality of paper presentation

2018 KAERA Conference Call for Proposal

Application deadline: December 15, 2017

You are cordially invited to submit a proposal to the annual meeting of the Korean-American Educational Researchers Association (KAERA; <http://www.k-aera.org>). The mission of the KAERA is to promote intellectual dialogues among scholars in broadly defined education disciplines through research that examines critical issues in the field and offers implications for educational practice and policies. KAERA is holding its 9th Annual Conference in New York on April 13 (Friday), 2018.

The theme for next year's conference is "New Directions for Public Education in the Era of Educational Inequality: International Perspectives." The KAERA conference will consist of a special plenary session, roundtable research presentations, and a SIG mentoring session. All proposals will be blind-reviewed by at least two reviewers of the KAERA Program Planning Committee. The conference is open to all educational researchers regardless of nationality, country of origin, or specific fields of education. Therefore, KAERA welcomes research proposals that cover an array of topics that meet the broad needs and research interests of KAERA members and other education researchers.

A proposal between 500 and 750 words in length will be considered for the roundtable research presentations. It should include an abstract (less than 100 words), a maximum of 5 keywords, objectives or purposes, perspective(s) or theoretical framework, methods, results, and implications/significance.

A proposal must be submitted through the link ([click here](#)) by December 15, 2017. Please note that you need a Google account to submit your proposal. Result notification will be sent out by January 15, 2018

Once a proposal is accepted and its full paper is submitted by March 15, 2018, it may be considered for the following awards:

- Up to two awards will be granted to graduate students (\$500). Please note that the first author must be a graduate student at the time of submission for the award, and all authors must have been graduate students when the paper was written.
- One award will be awarded to a young researcher who earned a doctorate within six years at the moment of presentation.

For more information about the call for proposals, please contact the 2018 KAERA Conference co-Chairs:

Kyungbin Kwon Ph.D.

Assistant Professor

Instructional Systems Technology

Indiana University

kwonkyu@indiana.edu

Sang Joon Lee, Ph.D.

Assistant Professor

Instructional Systems & Workforce Development

Mississippi State University

slee@colled.msstate.edu

In the research roundtable session and following meetings, *Outstanding Discussants and Mentors* will provide useful, practical advice aimed at enhancing in-depth discussions among graduate students, junior faculty members, and other researchers. Please do not miss out on a great opportunity to meet with them at the KAERA conference.

KAERA Best Research Paper Award

Call for Submissions

Purpose:

The KAERA (<http://www.k-aera.org/>) was established in 2009 with the aim of assisting 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.

The KAERA Best Research Paper Award has been established with support from the Embassy of the Republic of Korea in the United States and the Ministry of Education of the Republic of Korea to recognize an exceptional research paper that addresses critical educational issues facing Koreans or overseas Koreans (including Korean Americans). The Award aims to provide recognition of innovative scholarly work that advances the field of educational research and promotes educational experiences and opportunities as well as well-being of children and youth of Korean ancestry around the world.

Eligibility:

- ◆ A paper accepted for publication in any peer-reviewed journal between 2015 and 2017 are eligible.
- ◆ All authors of the nominated paper do not have to be a current member of the KAERA.

Nomination Process:

- ◆ Self-nominations are encouraged.
- ◆ Nominations should include the following:
 - * an electronic copy of the nominated paper,
 - * a nomination form (attached) and
 - * a brief statement explaining why the paper should be considered for the award. Specifically, describe which critical educational issue the paper is addressing, why this educational issue matters and for whom, how the paper contributes to the understanding of this issue, and what implications this paper offers for improving educational policy and/or practice.
- ◆ These materials should be submitted electronically to <kaera.award@gmail.com>.

Announcement and Presentation of Award:

The winning paper(s) will be selected by the KAERA Best Research Paper Award Committee. Awardees are expected to be announced no later than mid-March. The author(s) of the winning paper(s) will be required to present their research paper during the 2018 KAERA Conference on Friday, April 13, 2018. A cash award and the award certificate will be presented at the conference on that Friday evening.

Submission Deadline:

January 20, 2018

KAERA Best Research Paper Award Committee:

Grace Cho, Jeongeun Kim, Soojin Oh Park, Kwang Suk Yoon

2018 KAERA Conference: The Presidential Panel Session

April 13th, 2018 (Venue: TBA)

This presidential panel session will recognize four outstanding Korean and Korean American scholars whose leadership and extraordinary achievements in teaching, research, and service have made a major impact on the field. The invited speakers on this panel will share their stories and experiences about what is like teaching, researching, and serving in higher education institutions in the United States. They will also talk about things that they believe are helpful to build a successful career like what they are or things that they wished to know to do so when they were a graduate student or junior scholar. After the presentations, the floor will be open for a discussion of ways to build a successful career.

Soo-yong Byun, KAERA President

Invited Speakers*



Sohyun An is an associate professor of social studies education at Kennesaw State University. She received her Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison. 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. Before joining Kennesaw State University, she taught 2 years at Augustana College.



Jaekyung Lee is the former Dean and Professor of the Graduate School of Education at the University at Buffalo. He has a Ph.D. in education from the University of Chicago. He is a fellow of American Educational Research Association (AERA). Lee is also a fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford University and a fellow of the National Education Policy Center at the University of Colorado at Boulder. He is the recipient of the 2007 AERA Early Career Award. Lee served as an associate editor of the American Educational Research Journal, and currently serves as an editorial board member of academic journals including Education Policy Analysis Archives, KEDI Journal of Education Policy, and the Journal of Research in Rural Education. His research has been supported by grants from the AERA, the U.S. Department of Education, the National Science Foundation, Spencer Foundation and the National Academy of Education. Lee is the author of the book, *The Testing Gap: Scientific Trials of Test-Driven School Accountability Systems for Excellence and Equity*. His research focuses on educational policy evaluation and international comparative education.



Hyunjoon Park is Korea Foundation Professor of Sociology at the University of Pennsylvania. He received his Ph.D. in Sociology from the University of Wisconsin-Madison in 2005. 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. She received her Ph.D. in Learning Sciences and Technology Design with a specialization in Science Education from Stanford University, where she also earned her M.A. in Learning, Design and Technology. 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 is interested in the role of technology in supporting linguistically diverse students' science learning aligned with the Next Generation Science Standards (NGSS). Her most current research explores 1) how interactive visualization technologies can engage ELs in language-intensive science practices while making sense of science, 2) how interactive data from visualizations can be used to support ELs' science learning, and 3) how to help science teachers develop effective strategies to support ELs. Her research has been supported by the National Science Foundation, the National Academy of Education, and the Spencer Foundation. She was a recipient of a National Academy of Education/Spencer Postdoctoral Fellowship and an NSF CAREER award.

2018 AERA Annual Meeting

International Relations Committee; Symposium

*International Perspectives on Innovation for Public Education
in an Era of Educational Inequality*

Date & Place: TBA

Sponsors: Korean American Educational Researchers Association & Seoul Metropolitan Office of Education

Purpose:

A widening education gap between the rich and the poor is a growing concern not only for the United States but also for many countries including high-achieving countries, such as South Korea and Taiwan. Accordingly, policymakers and educators in these countries have made efforts to reduce educational inequality by reforming their mainstream educational systems. Yet, little is known about how these high-achieving countries reform public education in an era of educational inequality. To address this gap, this session presents an opportunity to learn how South Korea and Taiwan reshape public education to better address educational (in)equality, compared to the United States. The session will offer important insights into American educational researchers and policymakers as to new directions for public education.

Chair: Adam Gamoran, William T. Foundation

Presentation Titles & Participants:

Teaching about Inequality as a Strategy for Promoting Social Equality. *John Rogers, UCLA*

Between Public Good and Private Interests: Exploring the Values of Public Education in Taiwan. *Chin-Ju Mao, National Taiwan Normal University*

Innovative Policy Actions against Educational Inequality: The *Equitable Difference Policy* of the Seoul Metropolitan Office of Education. Heeyeon Cho, Seoul Metropolitan Office of Education; Hyejin Shin, Seoul Education Research & Information Institute

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*

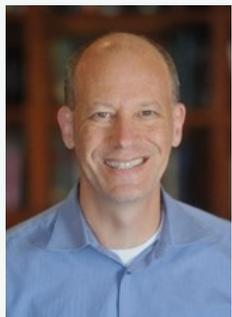
Discussants: Grace Kao, Yale University; Soo-yong Byun, The Pennsylvania State University

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

Bios of Speakers



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. Recent publications include "Does racial isolation in school lead to long-term disadvantages? Labor-market consequences of high school racial composition" (*American Journal of Sociology*, 2016) and "Effects of school segregation and school resources in a changing policy context" (*Educational Evaluation and Policy Analysis*, 2016). Earlier, he edited *Standards-based reform and the poverty gap: Lessons for No Child Left Behind* (Brookings Institution Press, 2007) and co-edited *Stratification in higher education: A comparative study* (Stanford University Press, 2007) and *Methodological advances in cross-national surveys of educational achievement* (National Academy Press, 2002). His research was funded by the National Science Foundation, the Institute of Education Sciences at the U.S. Department of Education, and the National Institute of Child Health and Human Development, as well as by the Spencer and William T. Grant Foundations.



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. He currently is the principal investigator of the "Keeping Time Project" which explores the ways that learning time is experienced differently across low-income and affluent communities. Rogers also co-leads the "Learning About Inequality" project that examines how high schools across North America engage students in lessons about economic, social, and racial inequality. John Rogers is the co-author of *Learning Power: Organizing for Education and Justice* and co-editor of *Public Engagement for Public Education: Joining Forces to Revitalize Democracy and Equalize Schools*. He received his Ph.D. in Education from Stanford University and his B.A. in Public Policy and African American Studies from Princeton University.



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. She received her PhD in Educational Policy Studies from University of Wisconsin-Madison, USA. Her research interests revolve around educational/curricular reform as identity politics and its effect of/on social change, locally and globally. She has published many articles and books in Chinese and English, and conducted many research projects supported by the National Science Council of Taiwan, such as “The Global and the Local: The Problematic of Cultural Identity in Taiwan’s Discourses of Curriculum Reform, 1987-2003”; “The Travel and Movement of Reform Ideas in the Global and the Discursive Practice of Curriculum Reform Policy in the Local.” Mao also joined an international collaborative project, “Fashioning national identity through curricular reform: a comparative analysis of Australian and Taiwanese national curricula as responses to global times,” with Prof. Catherine Ann Doherty at the University of Glasgow.



Heeyoen 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). As a scholar, he has had a wealth of international experience. His scholarly works were published in numerous books and articles.

Recent co-edited books include “Breaking the Barrier: Inter-Asia Reader on Democratization and Social Movement”, “States of Democracy: Oligarchic Democracies and Asian Democratization”, and “From Unity to Multiplicities: Social Movement Transformation and Democratization in Asia”. He was a visiting professor in University of Southern California (US), University of British Columbia (Canada), National Chiao Tung University (Taiwan) and Keisen University (Japan). He holds a B.A. in Sociology from the Seoul National University, a M.A. and a Ph.D. in Sociology from the Yonsei University.



Hyejin Shin is a research fellow of Seoul Education Research & Information Institute. She received her Ph.D. in Educational Administration from the University at Buffalo, The State University of New York, USA. Her research interests include K-12 public education policy, educational inequality, and international education. Her research mainly addressed 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. Her recent research has been published in peer-reviewed journals including

the *Korean Journal of Educational Administration*, the *Journal of Curriculum and Evaluation*, and the *Journal of Korean Education*, *Education Policy Analysis Archives*. She has organized various international events for scholars, which are hosted by Seoul Metropolitan office of Education. Along with several awards for her research, she continuously serves as a manuscript reviewer for various journals including *Educational Policy*.



Soojin Oh Park is an assistant professor in Early Childhood and Family Studies at the University of Washington (UW) College of Education. Her work seeks to advance educational policy and practice that address issues of racial and socioeconomic equity in early learning opportunities. 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. In collaboration with the Yale Child Study Center and UNICEF she studied how policy architecture and governance of early childhood systems in low- and middle-income countries improve access, equity, and quality of programs and services for their most vulnerable children. She holds a BA in psychology from the University of Pennsylvania and an Ed.M. in Education Policy and Management and an Ed.D. in Human Development and Education from Harvard University.



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. For the American Sociological Association, she has served as Council member for the Sections of Asia/Asian America and Education, and she has served as Chair of the Section of Children and Youth, and served on ASA's Nominations Committee. She has also served on the Editorial Boards of the *American Sociological Review*, *Social Science Quarterly*, *Social Science Research*, *Social Psychology Quarterly*, *Sociological Forum*, *Sociological Perspectives*, and *Social Problems*.



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 scholarly interests include sociology of education, international comparative education, rural education, and educational policy analysis and program evaluation. His articles have been published in leading peer-reviewed journals, including *American Educational Research Journal*, *American Journal of Education*, *Comparative Education Review*, and *Sociology of Education*. He has served on multiple editorial and advisory boards, including *American Journal of Education*, *Research in the Sociology of Education*, and *Sociology of Education*. I am currently serving as president on the Korean American Educational Researchers Association (KAERA).

Financial Report

Ji Hoon Ryoo, University of Virginia

Balance (01/01/2017 - 09/30/2017)

Previous balance in Jan 1, 2017		
Balance (Checking)	Balance (Saving)	Actual Gross Balance
\$ 5,404.03	\$ 4,004.43	\$ 9,408.46
Current balance in Sept 30, 2017		
Balance (Checking)	Balance (Saving)	Actual Gross Balance
\$ 20,693.69	\$ 4,004.98	\$ 24,698.67
Previous + Income - Expense	Previous + Income	Previous + Income - Expense
5,404.03 + 19,166.92 - 3877.26	4004.43 + 0.55	9,408.46 + 19,167.47 - 3877.26 = 24,698.67

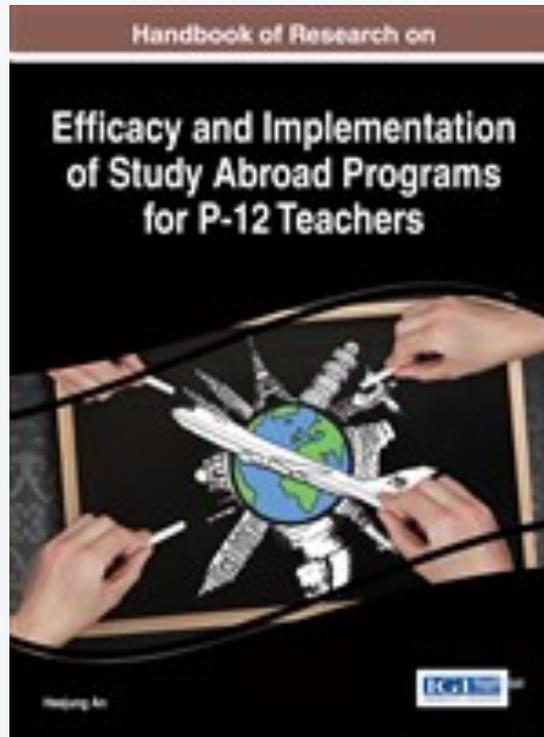
Incomes and Expenses (01/01/2017 - 09/30/2017)

Incomes and Expenses (01/01/2017 - 09/30/2017)			
Description	Amount	Description	Amount
Sponsorship (Pearson VUE)	\$ 2,000.00	Annual Meeting 2017	\$ (2,641.00)
Annual Meeting Registration + Donation	\$ 12,006.92	Annual Meeting 2017 preparation	\$ (228.11)
Sponsorship (Prof. Soo-yong Byun)	\$ 1,000.00	Travel Award	\$ (500.00)
Sponsorship (GMAC)	\$ 3,000.00	Web Service Related Fee	\$ (487.16)
Sponsorship (Moon-kyu Shin)	\$ 1,000.00	Checkbook order	\$ (21.00)
Sponsorship (Dr. Hongwook Suh)	\$ 160.00		
Interest earned	\$ 0.55		
Total	\$ 19,167.47	Total	\$ (3,877.27)

Introduction of Newly-published Books

Efficacy and Implementation of Study Abroad Programs for P-12 Teachers

Heejung An (William Paterson University of New Jersey)



Description: Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first-hand, in-service and pre-service educators are better prepared to address diversity issues within their classrooms. *The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers* highlights program developments geared towards pre-service and in-service teachers. Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs, this publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.

Editor: **Heejung An** is a professor of educational technology, science education, and the director of the M. Ed in Curriculum and Learning Program at the College of Education, William Paterson University. Her main areas of research involve exploring how technology impacts cognition and how K-12 teachers can use technology effectively for teaching and learning. She also focuses on bridging local and global experiences that can benefit teaching in diverse school settings. Dr. An received her Ed.D. from Teachers College, Columbia University.

Member Kudos and Scholars on the Job Market

Member Kudos

Dr. Seokhee Cho (St. John's University in New York), professor at the School of Education, has received a grant of \$1.9 million Javits Grant from the US DOE for "Developing Academic Proficiency of the Gifted Young English Learners with Advanced Mathematics and Language Scaffolding" for 2017-2022.

Dr. Insook Han (Temple University) was recognized as an outstanding reviewer for Educational Technology Research and Development, Cultural, and Regional Perspective Section. Also, the paper she co-authored with Won Sug Shin (adjunct assistant professor, Temple University), "The Use of a Mobile Learning Management System and Academic Achievement of Online Students" won the 1st Place in Application-Based Journal Article Award from the Division of Distance Learning of the Association for Educational Communication and Technology.

Dr. Jaehwa Choi (The George Washington University) will hold Automatic Item Generation (AIG) workshop during February 15-16, 2018 (Thursday - Friday) at University of Maryland. For more information, please visit <https://www.education.umd.edu/aig-2018>

KyungYong Kim (University of North Carolina, Greensboro), **Seohong Pak (National Board of Medical Examiner)**, and **Jinah Choi (Edmentum)** got a new job.

Members on the Job Market

Hye Jung Choi (Ph.D. Candidate, University of Delaware)

- Research interest: multicultural education, higher education, educational equity
- Dissertation title: Constructing Possible Selves: Korean American Students in Community Colleges (Advisor: Dr. Rosalie Rolon-Dow)
- Email: hjcchoi@udel.edu

Sohee Park (Ph.D. Candidate, University of Delaware)

- Research interest: Multimodal Composition, Digital Literacies, Integrating Technology into Literacy Instruction
- Dissertation title: Toward more valid and reliable classroom assessments of digital multimodal composition performances: Developing a scoring rubric for the assessment of fourth-grade students' digital multimodal book reviews (Advisor: Dr. Rachel Karchmer-Klein)
- Email: sohee@udel.edu

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The KAERA scholarship program supports graduate students' and junior scholars' scholarly activities by funding their conference travel expenses. To date, 37 KAERA graduate students and young scholars have benefitted from the KAERA scholarship program so that they can have various opportunities to present research papers, network with other scholars, and receive mentoring.

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We encourage professional scholars and faculty to generously contribute to the KAERA scholarship fund. Your donation will be exclusively used for supporting graduate students and junior scholars as part of the KAERA scholarship program; it will be not used for other KAERA operational/management costs. All contributors will be recognized (unless otherwise requested by the contributor) when the scholarships are given to recipients.



Contributors in 2017 as of 09/30

권경빈, 김동준, 김미경-민선, 김성준, 변수용, 백병부, 백은옥, 봉미미, 서홍욱, 성기선, 윤광석, 이규성, 이윤희, 이은민, 이재경, 이준원, 이찬순, 이한복, 임재훈, 장봉기, 정현주, 조석희, 조영범, 천종필, 한경택, 허정원, 김도홍, 조영미, 신문규, 신성원, 이상준, Grace Cho. 이상 32명.

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