



KAERA

Korean - American Educational Researchers Association

재미한인교육연구자협회

2026 KAERA Conference

*Bridging Past, Present, and Future:
Envisioning Futures in Education by
(Re)membering Our Histories*



April 8, 2026
Los Angeles, California, USA

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Conference Program At-A-Glance

12:30 pm - 12:50 pm

Opening Address

Dr. Chansoon (Danielle) Lee (KAERA President)

12:50 pm - 12:55 pm

Awards Ceremony

KAERA Research Grant

“Legacies of Resilience: A Case Study of Long-Term Korean Heritage Language Maintenance in Hawaii”

Hyejin Yoon (Lecturer, Kapi’olani Community College)

“Exploring Intersectional Identities in Mobility Across Chronotopes: A Narrative Inquiry into Korean Immigrant Teachers in the U.S.”

Seungwoo Hwang (Ph.D. Candidate, Michigan State University)

12:55 pm - 1:20 pm

Awards Ceremony & Presentations

KAERA Outstanding Research Paper

“Asian American Youth Co-designing Heritage Language Workshops for Immigrant Families: A Community-Based Participatory Research Study”

Jungmin Kwon (Associate Professor, Michigan State University)

“Admissions Officers as Street-Level Bureaucrats: Exercising Discretion to Enact Competing Conceptions of Equity in Selective College Admissions”

BK Byun (Doctoral Candidate, University of Michigan)

Michael Bastedo (Professor, University of Michigan)

“Does Shadow Education Affect Behavioral (Dis) Engagement? Evidence from South Korean Elementary School Students”

Soo-yong Byun (Penn State University)

Suyoung Park (Penn State University)

Hee Jin Chung (Korea National University of Education)

Jilli Jung (Stanford University)

Tae Seob Shin (Ewha Womans University)

Jieon Kim (Ewha Womans University)

“Exploration of Mindset Meaning System in an Elite Competitive Schooling Context Using a Mixed-Methods Approach”

Wonjoon Cha (Ph.D. Candidate, The Ohio State University)

1:20 pm - 1:30 pm

Voices of Impact: Research Awardee Presentations

Research Grant Presentations: 2024 - 2025 recipients

“Both Are Part of Me: Korean/Korean-American Children’s Transnational Diasporic Identity”

Seongryeong Yu (Assistant Professor, Old Dominion University)

“Bilingual Design and Translanguaging Affordances in Contemporary Korean-American Picturebooks: A Content Analysis and Book Club Study”

Kyungjin Hwang (Independent Scholar)

1:30 pm - 3:00 pm

Mentoring Sessions

- Table 1: Job Market 1: Teacher Education & Literacy (Dr. Hakeoung Hannah Lee, University of Virginia)
- Table 2: Job Market 2: Educational Technology (Dr. Jewoong Moon, University of Alabama)

- Table 3: Conference, Networking & Collaboration (Dr. So Yeon Lee, The University of Alabama at Birmingham)
- Table 4: Publication 1 (Dr. Jongyeon Joy Ee, Loyola Marymount University)
- Table 5: Publication 2 (Dr. Su Jeong Wee, California State University, Los Angeles)
- Table 6: Managing Professional Portfolio, Enhancing CV (Dr. Yong Ju Jung, The University of Oklahoma)
- Table 7: Leadership & Professional Growth (Dr. Sohyun "Soh" Meacham, University of Northern Iowa)
- Table 8: Teaching & Mentoring (Dr. EunJung Kim, University of Iowa)
- Table 9: Job Market in Korea (Dr. Kejin Lee, Pusan National University)
- Table 10: AI Education & Working in Korea (Dr. Nam Ju Kim, Yonsei University)
- Table 11: KRIVET and Government-funded Policy Research (Dr. HwaChoon Park, KRIVET)

3:00 pm - 3:15 pm

Great Stone Face Award (KAERA Leadership Award)

Kyung (Chris) T. Han (Graduate Management Admission Council®)

3:15 pm - 4:00 pm

Panel Discussion

“Bridging Past, Present, and Future:
Envisioning Futures in Education by (Re)membering Our Histories”

Dr. HwaChoon Park, Research Fellow, KRIVET
Dr. Nam Ju Kim, Director, Center for AI EdTech, Institute for AI and
Social Innovation, Yonsei University
Dr. Okhee Lee, New York University
Dr. Kyung (Chris) T. Han, GMAC®

Moderator: KAERA President Chansoon (Danielle) Lee, ABIM

4:10 pm - 4:20 pm

Awards Ceremony

Michael B. Salwen Scholars Program

- Yeonji Jung (Texas A&M University)
- Chaeyeon Kim (University of Wisconsin-Madison)
- Juyoung Jung (University of Iowa)
- Hyelin Kim (The University of Georgia)
- Minhye Son (California State University, Dominguez Hills)
- Seunghoon Han (University of Northern Iowa)
- Sora Kim (University of Maryland, College Park)
- Youngsun Moon (Stanford University)

C. Rhee Scholarship

- Woohee Kim (Harvard University)
- Jeongsan Hwang (University of Illinois at Urbana-Champaign)

Best Conference Paper Award

- Eunah Jo (Doctoral Student, Washington State University)
“Remembering Nature in the City: Place-Based Learning in an Elementary School in Seoul”
- Yehyang Lee (Assistant Professor, Syracuse University)
Dosun Ko (Assistant Professor, Santa Clara University)
Jane Jeong (Doctoral Candidate, The University of Texas at Austin)
Byul Yim (Independent Scholar)
“Cutting Difference: A Sociomaterial Analysis of Disability Identification in South Korea”

4:20 pm - 6:00 pm

Research Paper Round Table Sessions 1

- Group 1: Activism and Advocacy
- Group 2: Adult, Continuing & Higher Education
- Group 3: Educational Technology and Learning Sciences
- Group 4: Artificial Intelligence 1
- Group 5: Artificial Intelligence 2
- Group 6: Literacy in Third Space 1
- Group 7: STEM 1
- Group 8: International Student Experiences
- Group 9: Relationality with Self and Others
- Group 10: Heritage (Language) Education 1
- Group 11: Language and Literacy
- Group 12: Quantitative Research 1
- Group 13: Race 1

Research Paper Round Table Sessions 2

- Group 1: Well-being
- Group 2: Transnational Korean Diaspora
- Group 3: Literacy in Third Space 2
- Group 4: Teacher Professionalism
- Group 5: Artificial Intelligence 2
- Group 6: Heritage (Language) Education 2
- Group 7: STEM 2
- Group 8: Korean Culture
- Group 9: Special Education/Disability Studies
- Group 10: Quantitative Research
- Group 11: Race 2
- Group 12: Korean Immigrant Family Experiences

6:10 pm - 7:00 pm

Photo time
Dinner
Business Meeting

7:00 pm - 7:30 pm

Introduction & Q/A with KAERA Major Sponsors

- Korea Research Institute for Vocational Education & Training (KRIVET)
- Center for AI EdTech, Institute for AI and Social Innovation, Yonsei University



Michael B.
Salwen
Scholarship



AI 혁신연구원
INSTITUTE FOR AI AND SOCIAL INNOVATION



American Board
of Internal Medicine®



TEXAS A&M UNIVERSITY
Educational Administration &
Human Resource Development

About KAERA

Founded in 2009, **the Korean American Educational Researchers Association (KAERA)** supports Korean and Korean American scholars, researchers, practitioners, educators, and postsecondary students in advancing educational research, promoting scholarly inquiry, and improving educational conditions for the public good. Today, KAERA serves over 1,000 members and remains the only U.S.-based organization dedicated to elevating the status and impact of Korean and Korean American educational professionals. It has become a central hub for scholarly connection and collaboration both in the U.S. and globally.

Key Activities:

- Annual Conference
A central event for scholarly exchange, dialogue, and networking.
- Bulletins & Newsletters
Regular updates featuring messages from leadership, member highlights, and announcements.
- Social Media Engagement
Sharing updates and connecting members via LinkedIn and Facebook.
- Mentoring Sessions
Support for postsecondary students, postdocs, and early-career professionals.
- Virtual Coffee Chats
Informal gatherings that introduce KAERA, build community, and foster connection.
- Workshops for PK-12 Teachers
Practical, research-informed sessions offering tools and strategies for educators.
- Awards & Grants
Honoring excellence through the Great Stone Award (KAERA Leadership Award), Outstanding Research Paper Award, Research Grant, Best Conference Paper Award, Michael B. Salwen Scholarship, and C. Rhee Scholarship.
- (Inter-)National Collaboration
Partnering across borders to advance educational research and joint initiatives.

As a registered nonprofit (501[c]3), KAERA is committed to:

1. Advancing educational equity and social impact for Korean and Korean American communities.
2. Fostering scholarly dialogue and collaboration across roles, disciplines, and borders.
3. Supporting professional growth through mentoring, networking, and knowledge exchange.
4. Empowering future generations of Korean American educational leaders.
5. Promoting global knowledge exchange to improve education for all.

Presidential Welcome Message

Welcome to the 2026 KAERA Annual Conference in Los Angeles, CA. It is a great honor to bring together Korean and Korean American scholars, educators, practitioners, and leaders across generations and borders to share research, exchange ideas, and strengthen our scholarly community.

This year's conference theme is "Bridging Past, Present, and Future: Envisioning Futures in Education by (Re)membering Our Histories." Meaningful and transformative futures in education require not only attention to current advancements but also critical and intentional engagement with the histories that shape and inform our present challenges.

In line with this theme, we are honored to host a panel discussion featuring Okhee Lee, a long-time supporter and donor of the Michael B. Salwen Scholarship since 2012, and Kyung (Chris) Han, an active leader who has served in multiple leadership roles and led the establishment of KAERA as a U.S. 501(c)(3) nonprofit organization. Through this conversation, we hope to reflect on KAERA's past and present while exploring the directions the association may pursue in the future.

We are also pleased to welcome panelists from our partner organizations, including the Korea Research Institute for Vocational Education and Training (KRIVET) and the Institute for AI and Social Innovation at Yonsei University. Together, we will discuss opportunities for collaborative research and explore how KAERA can work with these institutions to navigate the evolving landscape of AI while promoting human-centered education and supporting lifelong learning.

We are proud to offer a dynamic program at this year's conference, including:

- Voices of Impact: Presentations by recipients of the Research Grant and Outstanding Paper Awards (6 presentations)
- Mentoring Sessions: 11 groups supporting post-secondary students and early-career scholars
- Great Stone Face Award Ceremony honoring Kyung (Chris) Han
- Panel Discussion featuring Okhee Lee (NYU), Kyung (Chris) Han (GMAC), HwaChoon Park (KRIVET), and Namju Kim (AI EduTech Center, Yonsei University)
- Awards Ceremony: Michael B. Salwen Scholars Program, C. Rhee Scholarship, and Best Conference Paper Award
- Research Paper Presentations: 25 groups showcasing diverse and cutting-edge research
- Business Meeting: Celebrating our achievements and looking ahead together

- Introduction of KAERA's Major Sponsors and Q&A: KRIVET and the Institute for AI and Social Innovation at Yonsei University

I extend my sincere appreciation to the KAERA Executive Team, the Board of Directors, the Mentoring, Award, and Search Committees, as well as the presenters and volunteers whose dedication and hard work made this conference possible.

We hope this conference provides a meaningful space for reflection, learning, and connection. Thank you for being part of the 2026 KAERA Annual Conference. We look forward to the insightful conversations, new collaborations, and shared inspiration that will emerge throughout the conference.

Warmest regards,

Chansoon (Danielle) Lee, Ph.D.
President of KAERA
American Board of Internal Medicine

Voices of Impact: KAERA Outstanding Research Paper Award Presentations 1:00 - 1:20 pm (PST), April 8

Outstanding Research Paper Presentation 1 (2025-2026 Recipient)

Asian American Youth Co-designing Heritage Language Workshops for Immigrant Families: A Community-based Participatory Research Study

This paper is part of a larger community-based participatory research (CBPR) project in which teacher educators and researchers collaborated with Asian American youth to co-design and co-lead workshops for immigrant children and families in Michigan to foster heritage language (HL) learning. Drawing on their experience cultivating bilingual assets, the youth participants designed interactive activities, co-led the workshops at local public libraries, and shared their expertise. Key findings include: 1) shared beliefs and diverse paths in maintaining HL, 2) HL workshops as spaces to leverage knowledge and expertise, and 3) building a community of HL support to sustain HLs in a predominantly monolingual society. By positioning Asian American youth as educators and knowledge producers, and by co-authoring this article with them, we demonstrate the agentic roles they can play in countering monolingual ideologies.

Presenter



Jungmin Kwon is an associate professor of language and literacy in the Department of Teacher Education at Michigan State University. Her research centers on immigrant children and families, bilingualism and biliteracy and transnational migration. She is the author of "Understanding the Transnational Lives and Literacies of Immigrant Children" (Teachers College Press, 2022). Her scholarly work has appeared in journals, including *Journal of Literacy Research*, *Bilingual Research Journal*, *International Journal of Bilingual Education and Bilingualism* and others.

Outstanding Research Paper Presentation 2

(2025-2026 Recipient)

Admissions Officers as Street-Level Bureaucrats: Exercising Discretion to Enact Competing Conceptions of Equity in Selective College Admissions

Selective higher education institutions around the world are increasingly adopting holistic admissions practices—making it crucial to understand how admissions personnel make decisions, with what consequences for access and equity. Based on 51 interviews with admissions officers and faculty at Korea’s most selective universities, we examine competing definitions of who is worthy of admission and how these in turn influence evaluations. We demonstrate that admissions decisions are profoundly shaped not only by formal policy but also by values and interests stemming from evaluator’s own personal and professional backgrounds, as well as power dynamics among evaluators. Our findings suggest that microprocesses of discretion among admissions officers and faculty undermine government policy efforts to increase equity in admissions outcomes.

Presenter



BK Byun is a Ph.D. Candidate in Higher Education at the University of Michigan. Her research examines how policies and organizational processes can be redesigned to support more equitable decision-making, with a focus on selective college admissions. In ongoing work, she studies how recruitment and evaluation are shaped not only by policies and institutional priorities, but also by the people who enact them (admissions officers). Methodologically, she uses mixed methods—combining experiments, qualitative interviews, and computational social science methods.

Outstanding Research Paper Presentation 3

(2025-2026 Recipient)

Does Shadow Education Affect Behavioral (Dis) Engagement? Evidence from South Korean Elementary School Students

Shadow education, or private supplementary tutoring aimed at enhancing academic performance and examination preparation, has become a global phenomenon and a significant focus in international and comparative education research. Although much of the literature examines its determinants and effects on academic outcomes, its impact on students' engagement in mainstream classrooms remains underexamined. Using longitudinal data from a nationally representative sample of fifth graders in South Korea, this study aimed to fill this research gap by investigating the effect of shadow education on behavioral engagement. Regression analyses showed that students who participated in shadow education during both the fifth and sixth grades exhibited 0.114 standard deviations greater behavioral disengagement in the sixth grade than their nonparticipating peers, after controlling for family, student, and school characteristics. This empirical evidence validates concerns among policy makers and educators in countries with expanding shadow education systems about its potential to undermine student engagement in mainstream education.

Presenters



Soo-yong Byun is a Professor of Education, Demography, and Asian Studies at the Pennsylvania State University. His research focuses on the sociology of education, international and comparative education, and education policy analysis.



Suyoung Park is a doctoral candidate in Educational Theory and Policy, with a dual title in Comparative and International Education at Pennsylvania State University. Her research focuses on educational inequality, cross-national comparisons, and the impact of education policy on students' outcomes.



Hee Jin Chung is a lecturer at Korea National University of Education. Her research focuses on educational inequality in K-12 education in South Korea and across different cultures.



Jilli Jung is a postdoctoral fellow at Stanford University. Her research focuses on the causal effects of K-12 education policies on adolescents' educational and health outcomes using experimental and quasi-experimental methods.



Tae Seob Shin is a Professor of Educational Psychology at Ewha Womans University. His research focuses on social and emotional aspects of learning.



Jeon Kim is a research professor at Center for Future Education Research, Ewha Womans University. Her research focuses on social emotional learning and AI-based future education competencies.

Outstanding Research Paper Presentation 4

(2025-2026 Recipient)

Exploration of Mindset Meaning System in an Elite Competitive Schooling Context Using a Mixed-Methods Approach

Responding to the controversy surrounding the heterogeneous effects of growth mindset, this mixed-method study investigates the mindset meaning system in a competitive elite Korean high school. Quantitative results indicate that growth mindset predicted mastery goals and positive effort beliefs, which in turn predicted effort-based strategies and lower helpless attributions, respectively. However, neither growth mindset nor its associated motivational outcomes, predicted academic achievement. This lack of association was explained with qualitative findings. Regardless of their mindsets and attributions, students devoted increased effort and used strategies they deemed effective to overcome academic difficulties. Effort and strategies were also strongly emphasized in home and school contexts. Integrated findings suggest that although growth mindset may not directly impact academic achievement in competitive settings, it can still foster adaptive motivation.

Presenter



Wonjoon Cha (MLT) is a doctoral candidate in Educational Psychology at The Ohio State University. As a classroom-based researcher and teacher educator, he aspires to bring positive changes to education by pursuing three research interests: (1) how motivational constructs/systems operate across heterogeneous contexts, (2) how learning technologies—particularly generative AI chatbots—can be incorporated to enhance teachers’ competencies and student engagement, and 3) developing effective teacher education programs that translate research into impactful classroom practices.

Voices of Impact: Research Grant Presentations

1:20 - 1:30 pm (PST), April 8

Research Grant Presentation 1
(2024-2025 Recipients)

Both Are Part of Me:

Korean/Korean-American Children's Transnational Diasporic Identity

This qualitative case study explores how Korean/Korean-American children in the United States negotiate transnational diasporic identities through multimodal literacy practices. Grounded in poststructural perspectives, the study challenges static notions of *Koreanness* by framing identity as fluid, relational, and shaped within power-laden educational contexts. Drawing on classroom observations, semi-structured interviews, and a child-centered mapping activity, the research attends to mapping as an emergent encounter produced through intra-actions among children, materials, space, and affect. Mapping foregrounds how children spatialize belonging, tension, and becoming across home, school, and transnational communities. Findings offer implications for culturally sustaining pedagogy, multilingual literacy frameworks, and inclusive educational policy supporting Korean diasporic learners.

Presenter



Seongryeong Yu is an Assistant Professor in the Early Childhood and Elementary Education Program and Director of the Literacy Research and Development Center in the Department of Teaching and Learning at Old Dominion University. Her research reconceptualizes literacy as a relational and spatial practice through which identity and belonging are continuously negotiated across spaces.

Research Grant Presentation 2 (2024-2025 Recipients)

Bilingual Design and Translanguaging Affordances in Contemporary Korean-American Picturebooks: A Content Analysis and Book Club Study

This study examines bilingual design and translanguaging affordances in contemporary Korean-American picturebooks. A qualitative content analysis of 30 titles published between 2001 and 2025 investigates how Korean and English are integrated across narrative text, dialogue, illustrations, and paratext. Findings show that bilingual representation is common but uneven, appearing primarily through transliteration and illustrated Hangeul, with varying interpretive demands placed on readers. Three multilingual design patterns demonstrate how picturebooks position bilingual children as meaning-makers, either reinforcing English dominance or creating translanguaging spaces. Three focal books were selected for book club sessions with Korean-American children to explore reader engagement through read-aloud discussions and multimodal responses. The study highlights implications and offers recommendations for authors, educators, and publishers seeking to support bilingual literacy and culturally sustaining practices.

Presenter



Kyungjin Hwang earned her Ph.D. in Language and Literacy Education from the University of South Carolina. Her research focuses on bilingual literacy, translanguaging, and multimodal practices in heritage language education, particularly within Korean-American communities. Drawing on translanguaging theory and culturally sustaining pedagogy, she examines how bilingual children mobilize their linguistic repertoires across home, school, and community contexts. Her work has been published in *Talking Points*, *Bilingual Research Journal*, and *Journal of Adolescent & Adult Literacy*.

Mentoring Session

1:30 - 3:00 pm (PST), April 8

Navigating Academic Challenges Together

The mentoring networking roundtable session provides a supportive space for doctoral students, postdocs, and early- to mid-career scholars to connect with peers and facilitators and discuss topics related to academic and professional development. Participants will take part in two 40-minute rounds of small-group discussions, with the opportunity to join a different topic group in each round.

- 1:30–1:35: Introduction
- 1:35–2:10: Roundtable Session 1
- 2:10–2:20: Break/Transition
- 2:20–2:55: Roundtable Session 2
- 2:55–3:00: Closing

| Roundtable Topic | Facilitator |
|---|---|
| Table 1: Job Market 1 (Teacher Education, Literacy) | Dr. Hakeoung Hannah Lee University of Virginia |
| Table 2: Job Market 2 (Educational Technology) | Dr. Jewoong Moon University of Alabama |
| Table 3: Conference, Networking, & Collaboration | Dr. So Yeon Lee The University of Alabama at Birmingham |
| Table 4: Publication: 1 | Dr. Jongyeon Joy Ee Loyola Marymount University |
| Table 5: Publication: 2 | Dr. Su Jeong Wee California State University, Los Angeles |
| Table 6: Managing Professional Portfolio & Enhancing CV | Dr. Yong Ju Jung The University of Oklahoma |
| Table 7: Leadership & Professional Growth | Dr. Sohyun "Soh" Meacham University of Northern Iowa |

| | |
|---|---|
| Table 8: Teaching & Mentoring | Dr. EunJung Kim University of Iowa |
| Table 9: Job Market in Korea | Dr. Kejin Lee Pusan National University |
| Table 10: AI Education & Working in Korea | Dr. Nam Ju Kim Yonsei University |
| Table 11: KRIVET and Government-funded Policy Research | Dr. HwaChoon Park Korea Research Institute for Vocational Education & Training (KRIVET) |

Panel Discussion Session

3:15 - 4:00 pm (PST), April 8



Dr. HwaChoon Park is a Research Fellow at the Korea Research Institute for Vocational Education & Training (KRIVET). Dr. Park served KRIVET as the Director of the Center for International Cooperation in 2021, 2024, and 2025, promoting global network with UNESCO-UNEVOC, WB, BIBB, ILO, ADB, and many other TVET institutes. Dr. Park conducts policy research projects on CTE and develops curriculum materials for TVET and Career Education. Dr. Park has also published about 40 peer-reviewed journals. Dr. Park earned her Ph.D. degree in Workforce Education from the University of Georgia in the United States.



Dr. Nam Ju Kim is a Professor of Educational Technology and AI-based EdTech at Yonsei University, where he directs the AI EdTech Center and chairs the Educational Technology Graduate Program. He also serves as Deputy Director of Yonsei's Educational Research Institute and advisor to the U.S. Department of Education's Online Learning Platform initiative. Dr. Kim is Vice President of the Korean Association for Educational Information and Media and a board member of the Korean Society for Educational Technology. Previously, he was an Associate Professor (Tenured) at the University of Miami, where he directed the Applied Learning Sciences program. His research focuses on AI in education, educational technology evaluation, digital transformation, and immersive learning environments. His recent projects include AI-enabled digital textbooks, AI-based scaffolding for academic writing, and student career exploration and pathway systems.



Dr. Okhee Lee is Peter L. Agnew Professor of Education in the Steinhardt School of Culture, Education, and Human Development at New York University. She is committed to advancing research, policy, and practice that promote STEM and language learning for all students, particularly multilingual learners. Lee was a member of the Next Generation Science Standards (NGSS) writing team and served as leader for the NGSS Diversity and Equity Team. She was also a member of the Steering Committee for the Understanding Language Initiative at Stanford University. Her work involves integrating science, language, and computational thinking with a focus on multilingual learners. Her latest work addresses justice-centered STEM education with multilingual learners by integrating multiple STEM subjects, including data science and computer science, to address societal challenges using the case of the COVID-19 pandemic. Lee is the recipient of many honors, awards, and fellowships. She is a member of the National Academy of Education and fellow of the American Association for the Advancement of Science and American Educational Research Association. Lee provides leadership for major organizations and institutions across multiple fields.



Dr. Kyung (Chris) T. Han is Senior Director and Head of Test Development and Psychometrics at the Graduate Management Admission Council (GMAC), where he leads psychometric research and test development for large-scale assessments. He earned his doctorate in Research and Evaluation Methods from the University of Massachusetts Amherst and has received multiple awards from the National Council on Measurement in Education (NCME).

Dr. Han has been an active member of KAERA since its inaugural year and has been deeply engaged in advancing the association's mission and infrastructure. Over the years, he has served in a range of executive leadership roles, including Treasurer, President, and Chair of the Board, contributing to both strategic direction and day-to-day organizational stewardship. He also serves as Co-Chair of the KAERA Foundation, supporting efforts to strengthen the association's long-term capacity, sustainability, and service to members.

Award Recognition

Great Stone Award (KAERA Leadership Award)

- Kyung (Chris) T. Han (Graduate Management Admission Council®)

Michael B. Salwen Scholars Program

- Yeonji Jung (Texas A&M University)
- Chaeyeon Kim (University of Wisconsin-Madison)
- Juyoung Jung (University of Iowa)
- Hyelin Kim (The University of Georgia)
- Minhye Son (California State University, Dominguez Hills)
- Seunghoon Han (University of Northern Iowa)
- Sora Kim (University of Maryland, College Park)
- Youngsun Moon (Stanford University)

C. Rhee Scholarship

- Woohee Kim (Harvard University)
- Jeongsan Hwang (University of Illinois at Urbana-Champaign)

Outstanding Research Paper Award

- Jungmin Kwon (Michigan State University)
- Soo-young Byun (The Pennsylvania State University)
- Suyoung Park (The Pennsylvania State University)
- Hee Jin Chung (Korea National University of Education)
- Jilli Jung (Stanford University)
- Tae Seob Shin (Ewha Womans University)
- Jieon Kim (Ewha Womans University)
- Seungwoo Hwang (Michigan State University)
- BK Byun (University of Michigan)
- Michael N. Bastedo (University of Michigan)

Best Conference Paper Award

- Eunah Jo (Washington State University)
- Yehyang Lee (Syracuse University), Dosun Ko (Santa Clara University), Jane Jeong (The University of Texas at Austin), and Byul Yim (Independent Scholar)

Research Paper Presentation Session 1

4:20 - 5:05pm (PST), April 8

Group 1: Activism and Advocacy

We've Been Here Before: The Cycles of Activism and Institutional Responses

Katherine S. Cho (Loyola University Chicago)

(Re)membering Silence Through Our Teaching Histories in Early Childhood Education

Junghye Lee (The Pennsylvania State University)

Ozgee Ergin (The Pennsylvania State University)

Gyu Lim Choi (University of Georgia)

Remembering Diasporic Memories as Grassroots Educational Practice: Korean Diasporic Youth Activism on the Japanese Military Sexual Slavery Issue

Woohee Kim (Harvard University)

Group 2: Adult, Continuing & Higher Education

Training Gaps for Frontline Telehealth Workers: A Scoping Review

Junghwan Kim (Texas A&M University)

Jihee Hwang (University of Arkansas)

Sarah Kim (Texas A&M University)

Meytty Pattikawa (Texas A&M University)

Gokcenay Baser (Texas A&M University)

Matthew Sorenson (Texas A&M University)

Career Trajectories Across Time: Intergenerational Learning and Overlooked Experiences in Nursing Career Development

Heesun Kim, Dae Seok Chai, Jia Wang (Texas A&M University)

What's Educational Research and What Does It Have to Do with Me?

Sohee Kim (University of South Alabama)

Seoyeon Park (University of Nevada, Las Vegas)

Group 3: Educational Technology and Learning Sciences

(Re)envisioning Pedagogical Knowledge and Practice in an AI Era

So Lim Kim (SUNY New Paltz)

Navigating the Digital Turn: A Qualitative Inquiry into Teachers' Data-Driven Decision-Making Practices and Structural Hindrances

Hyorim Ha, Chanhui Kim, Yeono Son, and Younghoan Cho (Seoul National University)

Understanding How EdTech Companies in South Korea Conceptualize and Implement Personalized Learning

Chanhui Kim, Jiyong Park, and Younghoan Cho (Seoul National University)

Group 4: Artificial Intelligence 1

Past Influences and Future Possibilities: Institutional Memory and Equitable AI Adoption Among STEM Faculty

Anna Kye (University of California Irvine)

(Re)membering Data Literacy: Designing AI-Supported Educational Data Science for Non-STEM Undergraduates

Yeonji Jung (Texas A&M University)

Group 5: Artificial Intelligence 2

Analyzing teachers' perceptions after AI Digital Textbooks were downgraded to supplemental resources: An activity theory approach

Minsun Cho (Seoul National University)

Yeonwoo Jo (Seoul National University)

Se-won Park (Chung-Ang University Elementary School)

Suyeon Choe (Seoul Nowon Elementary School)

Younghoan Cho (Seoul National University)

Design in Motion: Using AI-Generated Personas and SAM to Develop a Case Study Methodology Course for EdD Students

Younglong (Rachel) Kim (Southern Nazarene University)

Jae Hoon Lim (University of North Carolina at Charlotte)

Group 6: Literacy in Third Space 1

Bridging Two Worlds, Refusing Deficit: Collective Counter-Storytelling of Korean Transnational Literacy: Teacher Educators Across Past, Present, and Future

Seongryeong Yu (Old Dominion University)

Hyoju Ahn (Northern Illinois University)

Min-Young Kim (University of Kansas)

Bong Gee Jang (Syracuse University)

Kewman Lee (Missouri State University)

Young Children's Multimodal Literacy and Play-Based Meaning-Making Within Third Spaces

Minhye Son (California State University, Dominguez Hills)

Su Jeong Wee (California State University, Los Angeles)

Group 7: STEM

Re-envisioning Science Talk: Refining an Equitable Classroom Discussion Observation Protocol in Elementary Science

Lin Yan (Arizona State University)
Jeremy Bernier (Clemson University)
Brian Nelson (Arizona State University)
Rezwana Islam (Arizona State University)
Jesse Ha (Montclair State University)

A Comparison of Physical and Mixed Reality Manipulatives on Geometric Reasoning

Chaeyeon Kim, Doy Kim, and Mitchell Nathan (University of Wisconsin-Madison)

Group 8: International Student Experiences

Envisioning Critically Conscious International Teaching Programs: Insights from a Teacher Candidate's Internship Experience

Hoe Kyeong Kim (Binghamton University)
Melanie Piacente (Great Oaks Charter School)

Lost in Transition: The Impact of Political Climate on International Students' Experiences in the U.S.

Katie Koo (University of Georgia)
Seyoung Hong (Michigan State University)
Hanna Kim (University of Illinois at Urbana-Champaign)
Eunjung Paik (The Pennsylvania State University)
Seonmi Jin (University of Redlands)
Sarang Kim (University of Oklahoma)

Group 9: Relationality with Self and Others

Reframing Culturally Sustaining Pedagogy: Duoethnography of Korean and Korean American Educators

Yejun Bae and Irene Park (Appalachian State University)

From Deficit to Agency: Autoethnography of an International Doctoral Student's Language Barrier

Youngseo Kim (Temple University)

Envisioning Suda [수다] as an Authentic Professional Development Approach among Korean/Korean American Early Childhood Educators

Su Jeong Wee (California State University, Los Angeles)
Sophia Han (University of South Florida)
Jinhee Kim (Kennesaw State University)
Sohyun Meacham (University of Northern Iowa)

Group 10: Heritage (Language) Education 1

Remembering Koryo-saram: A Critical and Decolonial Lens on Heritage Language Education

Haewon Kim (University of California, Santa Barbara)

Reimagining Colonial History Through Dramatic Inquiry: A Narrative Inquiry of Korean Heritage Learners

Myung-Jin Kim (University of Nebraska at Kearney)

Group 11: Language and Literacy

“That’s Not How We Speak”: Korean-American Youth Reposition Hybrid Speech as Evidence of Multilingual Fluency

Hala Sun and Hye In Yang (Michigan State University)

Examining the Spelling Development of Korean-English Bilinguals: A Focus on Emergent Literacy Skills and Item Characteristics

Youngsun Moon (Stanford University)

Young-Suk Kim (University of California Irvine)

Joongwon Lee (Hankuk University of Foreign Studies)

Translanguaging Futures for Korean EB Students: Recovering Exploratory Talk in Read Alouds

Mihyun Han (Hope College)

Beomkyu Choi (Grand Valley State University)

Group 12: Quantitative Research 1

Does Response Language Matter? Investigating Korean vs. English Response Options in the CSAT English Exam Using Bifactor Generalizability Theory Design

Junhee Park (University of Iowa)

Beyond Measures: A Sociocultural Reframing of TIMSS Data in South Korea

Kyunghoon Son (The University of Alabama)

Multilevel Modeling Analysis of Teacher-Rating Scale Exploring Individual and Classroom Characteristics on Students’ Outcomes

Hyeseong Lee (Lewis University)

Group 13: Race 1

Globalized Anti-Blackness and Racial Hierarchy: Narratives of Black Children, Families, and Educators in South Korea

Ahyeon Shin (The Pennsylvania State University)

Korean Immigrant Mothers’ Raciolinguistic Labor: Language, Race, and Identity in Transnational Contexts

Eunjin Cho (University of Massachusetts Amherst)

Research Paper Presentation Session 2

5:15 - 6:00 pm (PST) April 8

Group 1: Well-being

Social-Emotional Competency Profiles, Contextual Predictors, and Well-Being among Korean Adolescents: Insights from PISA 2022

Hyewon Chung (Chungnam National University)

Jung-In Kim (University of Colorado Denver)

Soyoung Park (Chungnam National University)

Beyond the Books: Extracurricular Participation and Emotional Well-Being Among South Korean Adolescents

Izabella Gonzalez (Texas State University)

So Yeon Lee (The University of Alabama at Birmingham)

Madelyn Molina (Texas A&M University)

Eunjin Seo (Texas State University)

The Unintended Consequences of Teacher Autonomy: The Challenges of Teacher-Parent Communication and Teacher Well-Being in South Korea

Soobin Choi (The Education University of Hong Kong)

Sangmin Park (University of Missouri, Columbia)

Group 2: Transnational Korean Diaspora Research

Rememorying Korean Transnational Researcher Selves: Suda 수다 as Decolonial Feminist Method

Jeong-eun Rhee (Long Island University)

Exploring Korean American Teachers' Transnational Positionality in Suda

MinSoo Kim-Bossard (The College of New Jersey)

Rememory Beyond Inclusion: Transpacific Feminist Curricular Becoming

Sohyun An (Kennesaw State University)

Transpacific Liminality as Method: Rethinking Education from Transnational Feminist Locations

Soo Bin Jang (University of Delaware)

Group 3: Literacy in Third Space 2

Integrating Drawing into Critical Media Literacy: A Case Study in a Kindergarten Classroom in South Korea

So Jung Kim (The University of Hawaii at Manoa)

A Third Space Reading of the Freedom School: Bridging U.S. and Korean Educational Histories

Hyelin Kim (The University of Georgia)

Group 4: Teacher Professionalism

Does Pathway Matter? Comparing Preparedness of Traditionally and Alternatively Certified Teachers in the United States

Soyeon Park (University of Nevada, Las Vegas)

Sohee Kim (University of South Alabama)

Being and Becoming a Teacher as Chamgyosa in Post-Colonial South Korea: Developing a Counterdiscourse to Teacher Professionalism

Woomok Jeong (University of Wisconsin-Madison)

Kyungjoo Lee (Onsan Elementary School)

Group 5: Artificial Intelligence 3

Hacking AI Grading: Can Prompt Engineering Improve Human–AI Scoring Agreement?

Elliot Hu-Au, Siva Chandra Kakarlapudi, Jesse Ha, Shaied Uddin, and Asja Alic (Montclair State University)

Designing a Human-AI Collaborative Problem-Solving Program Using a Generative AI-Enhanced Speaker in Elementary Education

Junseo Kim, Dohee Han, Aeyoung Cho, Gyumin Lee, Eunseo Lee (Seoul National University)

Group 6: Heritage (Language) Education 2

Learning to Teach in Diaspora: Out-of-Field Educators in Korean Heritage Schools in the U.S.

Seunghoon Han (University of Northern Iowa)

Suyoung Park (The Pennsylvania State University)

Seongryeong Yu (Old Dominion University)

Emotional and Moral Socialization in Korean Textbook Folktales: Rethinking Narrative Structure as Cultural Practice

Minjeong Kim (University of Massachusetts Lowell)

Seong Ok Won (Hankyong National University)

Group 7: STEM

Two Decades of 8th Grade Mathematics: Achievement Trends and Demographic Influences from TIMSS Data 2003-2023

Shakeena King (University of Maryland, College Park)

Yejun Bae (Appalachian State University)

From Prediction to Reflection: Understanding Student Performance Judgment in Korean Engineering Education through an Explanatory Sequential Mixed-Methods Design

Hee Jung Gong (The University of Alabama)

Kitae Ryu (The University of Suwon)

Group 8: Korean Culture

Remembering Nature in the City: Place-Based Learning in an Elementary School in Seoul

Eunah Jo (Washington State University)

More Than a Meal: Korean Food, Emotional Hunger, and Belonging Among Korean American College Students

Damhee Hong (University of California, Santa Barbara)

K-pop Popularity and Ethnic Pride Among Korean American Youth: A Mixed-Methods Study of Students and Teachers

Sunghye Shin (Queens College, City University of New York)

Jung Yeom Park (George Mason University)

Eun Kyeong Cho (University of New Hampshire)

Group 9: Special Education/Disability Studies

Centering Lived Experience and Right to Science: A Social-Ecological Approach to Inclusive Research

Geonhwa Kim (University of Kansas)

A Contemporary Systematic Review and Meta-Analysis of the Language Skills of Children with ADHD

Andrew Chang (Vanderbilt University)

Yang Fu (Wichita State University)

Jason Chow (Vanderbilt University)

Cutting Difference: A Sociomaterial Analysis of Disability Identification in South Korea

Yehyang Lee (Syracuse University)

Dosun Ko (Syracuse University)

Jane Jeong (The University of Texas at Austin)

Byul Yim (Independent Scholar)

Group 10: Quantitative Research

Psychometric Evaluation of the Teacher Attribution Measure for Early Elementary (TAM-EE)

Phoebe Ahn (Vanderbilt University)

Strategies and Difficulties in Elementary Students' Data Visualization Construction

Bung-Woo Jun and Secil Caskurlu (Florida State University)

Semi-Automated Keyword Prioritization Leveraging Co-occurrence Network for Evidence Synthesis

Juyoung Jung (University of Iowa)

Group 11: Race

**School Practitioner-Researchers' Contesting Cultural Orientations:
Mapping Identity Constellations at the Crossroads of Normative and
Analytic Views of Educational
Research**

Sora Kim (University of Maryland, College Park)

Jae Hoon Lim (University of North Carolina at Charlotte)

**From Bloodlines to Visibility: Mixed-Heritage Koreans Across Past,
Present, and Future**

Kwangjong Park (New Mexico Highlands University)

**"You Are People Who Feel Like Rest": Creating a Holding Space in a
Predominantly White Institution through Suda**

Min A Lee, Seunghoon Han, and Sohyun Meacham (University of Northern Iowa)

Group 12: Korean Immigrant Family Experiences

**From Misremembered to (Re)claimed: Korean Immigrant Parental
Engagement and the Disruptions of the Model Minority Myth**

Seonggyeong Park (University of Texas at Austin)

**Examining the Experiences of Korean Immigrant Families Raising Children
with Disabilities: (Re)Claiming Voices of the Korean Diaspora and
(Re)Visioning Equitable and Inclusive Early Childhood Education Systems
using FCPAR**

Jihyae Choe (George Mason University)

Photo Time, Dinner & Business Meeting

6:10 - 7:00 pm (PST) April 8

Business Meeting Agenda

Report on the KAERA 2025-2026 Business
Introduction to the KAERA Leadership Team

Introduction and Q &A with KAERA Major Sponsors

7:00 - 7:30 pm (PST) April 8

Introduction & Q/A with KRIVET

Dr. HwaChoon Park, Research Fellow, Korea Research Institute for
Vocational Education & Training (KRIVET)

Introduction & Q/A with the Center for AI EdTech

Dr. Nam Ju Kim, Director, Center for AI EdTech, Institute for AI and
Social Innovation, Yonsei University

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We extend our sincere gratitude to the following members for their diligent review of conference proposals.

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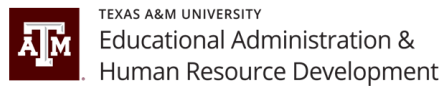
We would like to thank the following student volunteers for their contribution to the conference.

- Hannah Hayeon Ziegler (Vanderbilt University)
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