

CURRICULUM VITAE

Byeong-Young Cho

Assistant Professor of Language, Literacy & Culture, Department of Instruction and Learning
 Research Scientist, Learning Research & Development Center
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**EDUCATION
BACKGROUND**

2011	Ph.D.	University of Maryland-College Park Curriculum and Instruction (Reading Education)
2002	M.Ed.	Korea University, 2002 Curriculum and Instruction (Literacy Education)
2000	B.A.	Korea University, 2000 Korean Language and Literature Education

**ACADEMIC
APPOINTMENTS**

Assistant Professor, Language, Literacy and Culture (2015-Present)
 Department of Instruction and Learning, University of Pittsburgh

Research Scientist, Learning Research and Development Center (2015-Present)
 University of Pittsburgh

Assistant Professor, Literacy Education (2011-2015)
 School of Education, Iowa State University

Co-Director of the Fred Duffelmeyer Reading Clinic (2011-2015)
 Iowa State University

Graduate Teaching & Research Assistant (2005-2010)
 Department of Curriculum and Instruction, University of Maryland-College Park

High-School Teacher of Language and Literature (2003-2005)
 Dong-Book, Young-Pa, and Jung-San High Schools, Seoul, Korea

Research Assistant, National Center for Subject Matter Education (2000-2005)
 Korea University, Seoul, Korea

**HONORS &
AWARDS**

Michael B. Salwen Early Career Scholar Award, 2015
 Korean-American Educational Researchers Association

Early Career Achievement in Research Award Nominee, 2015
 Iowa State University College of Human Sciences

Outstanding Dissertation of the Year Award Winner, 2013
 International Literacy Association (formerly International Reading Association)

Scholars of Color in Education Early Career Award, 2013
 American Educational Research Association

Adolescent Literacy Predoctoral Fellow, 2009-2011
 National Academy of Education & Carnegie Corporation of New York

Jacob K. Goldhaber Conference Award, 2010
University of Maryland Graduate School

Graduate School Summer Research Fellow, 2009-2010
University of Maryland Graduate School

Karla P. Miller Award for Excellence in Graduate Student Research, 2009
University of Maryland Department of Curriculum and Instruction

PUBLICATIONS

Google Scholar
<https://scholar.google.com/citations?user=9a7kDcQAAAAJ&hl=en>

* Indicates co-authors who were my students at the time of research.

Peer-Reviewed Journal Articles

2017

Cho, B-Y., Woodward, L.* , Barlow, W.* , & Li, D.* (2017). Examining adolescents' strategic processing during online reading with a question-generating task. Advance Online Publication, *American Educational Research Journal*, 1-34. DOI: 10.3102/0002831217701694. [JCR Impact Factor: 2.924]

Cho, B-Y., Woodward, L.* , & Li, D.* (2017). Epistemic processing when adolescents read online: A verbal protocol analysis of more and less successful online readers. Advance Online Publication, *Reading Research Quarterly*, 1-25. DOI: 10.1002/rrq.190. [JCR Impact Factor: 2.087]

2016

Seo, S., **Cho, B-Y.**, Kim, J., Kim, J. Y., Koh, G., Oh, E., & Ok, H. (2016). Korean elementary students' digital literacy attitude. *Korean Elementary Literacy Education*, 61, 153-188. UCI: G704-001287.2016..61.014. [KCI Impact Factor: 0.68]

Ok, H., **Cho, B-Y.**, & Seo, S. (2016). A study of developing and validating an assessment of digital literacy attitudes. *Korean Language Education*, 152, 251-283. UCI: G704-000315.2016.152.014. [KCI Impact Factor: 1.21]

2015

Afflerbach, P., **Cho, B-Y.**, & Kim, J.-Y. (2015). Conceptualizing and assessing higher order thinking in reading. *Theory Into Practice*, 54(3), 203-212. DOI: 10.1080/00405841.2015.1044367. [JCR Impact Factor: 0.936]

Cho, B-Y., & Afflerbach, P. (2015). Reading on the Internet: Realizing and constructing potential texts. *Journal of Adolescent and Adult Literacy*, 58(6), 504-517. DOI: 10.1002/jaal.387. [JCR Impact Factor: 0.716]

Cho, B-Y., & Kim, J-Y. (2015). A theoretical perspective on the problem of inaccuracy in reading situated within Internet contexts. *Korean Language Education*, 148. 367-397. UCI: G704-000315.2015.148.002. [KCI Impact Factor: 1.21]

2014

Cho, B-Y. (2014). Competent adolescent readers' use of Internet reading strategies: A think-aloud study. *Cognition and Instruction*, 32(3), 253-289. DOI: 10.1080/07370008.2014.918133. [JCR Impact Factor: 2.172]

Cho, B-Y., & Woodward, L.* (2014). An examination of two pre-service secondary English teachers identifying Internet sources as classroom texts. *Literacy Research Association Yearbook*, 63, 308-325. Available at <http://www.literacyresearchassociation.org>.

Cho, B-Y., & Seo, S. (2014). A critical review of the Common Core State Standards for English language arts: Focused on the Reading strand. *Korean Language Education Research*, 49(1), 625-656. UCI: G704-001205.2014.49.1.004. [KCI Impact Factor: 1.47]

2013

Cho, B-Y. (2013). Adolescents' constructively responsive reading strategy use in a critical Internet reading task. *Reading Research Quarterly*, 48(4), 329-332. DOI: 10.1002/rrq.49. [JCR Impact Factor: 2.697]

Afflerbach, P., **Cho, B-Y.**, Kim, J-Y., Crassas, M. E., & Doyle, B. (2013). Reading: What else matters besides strategies and skills? *The Reading Teacher*, 66(6), 440-448. DOI: 10.1002/TRTR.1146. [JCR Impact Factor: 0.697]

2012

Cho, B-Y. (2012). A review of research on adolescent readers' Internet reading strategy use. *Korean Language Education Research*, 44, 483-515. UCI: G704-001205.2012.44.002. [KCI Impact Factor: 1.47]

2011

Cho, B-Y. (2011). Implications of theory of construct validity and consequential validity for interpreting and using reading assessment. *Journal of Reading Research*, 25, 385-414. UCI: G704-001476.2011..25.009. [KCI Impact Factor: 1.07]

Manuscripts Under Review

Kucan, L., **Cho, B-Y.**, & Han, H.* (revise and resubmit). Introducing the historical thinking practice of contextualizing to middle school students.

Li, D.*, **Cho, B-Y.**, & Beecher, C. (revise and resubmit). Examining the reading of information text in 4th-grade classroom and its relationship with students' reading performance.

Song, K., & **Cho, B-Y.** (under review). Exploring bilingual readers' translanguaging for meaning making during online reading: A think-aloud study.

Han, H.*, & **Cho, B-Y.** (under review). An examination of children's multimodal designing practices in a classroom project.

Seo, S., & **Cho, B-Y.** (under review). The influence of literacy sponsors on elementary students' digital literacy engagement.

Peer-Reviewed & Invited Book Chapters

In press

Afflerbach, P., **Cho, B-Y.**, Kim, J., & Crassas, M. E. (in press). Best practices in literacy assessment. In L. Morrow (Ed.), *Best practices in literacy instruction* (6th ed.). New York, NY: Guilford.

Cho, B-Y., Afflerbach, P., & Han, H.* (in press). Strategic processing in accessing, comprehending, and using multiple sources. In J. Braasch, I. Bråten, & M. McCrudden (Eds.), *Handbook of multiple source use*. London, UK: Routledge.

2017

Cho, B-Y., & Afflerbach, P. (2017). An evolving perspective of constructively responsive reading comprehension strategies in multilayered digital text environments. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed., pp. 109-134). New York, NY: Guilford. Selected as the sample chapter by the Editor and Publisher (<http://www.guilford.com/excerpts/israel.pdf>)

2015

Reynolds, R., **Cho, B-Y.**, & Hutchison, A. (2015). Cognitive processing and reading comprehension: Issues of theory, causality, and individual differences. In P. Afflerbach (Ed.), *Handbook of individual differences in reading: Reader, text, and context*. (pp. 364-376). New York, NY: Routledge.

Afflerbach, P., **Cho, B-Y.**, Crassas, M. E. & Kim, J.-Y. (2015). Best practices in reading assessment: Working toward a balanced approach. In L. B. Gambrell & L. M. Morrow (Eds.), *Best practices in*

literacy instruction (5th ed., pp. 315-339). New York, NY: Guilford.

[2014](#)

Cho, B-Y., & Woodward, L.* (2014). New demands of reading in the mobile Internet age. In C. Penny, D. McConatha, J. Schugar, & D. Bolton (Eds.), *Mobile pedagogy and perspectives on teaching and learning* (pp. 187-204). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-4333-8.ch011.

Afflerbach, P., **Cho, B-Y.**, & Kim, J-Y. (2014). Inaccuracy and reading in multiple text and Internet/hypertext environments. In D. Rapp & J. Braasch (Eds.), *Processing inaccurate information: Theoretical and applied perspectives from cognitive science and the educational sciences* (pp. 403-424). Cambridge, MA: MIT Press.

[2011](#)

Afflerbach, P., **Cho, B-Y.**, & Kim, J-Y. (2011). The assessment of higher order thinking in reading. In G. Schraw & D. R. Robinson (Eds.), *Assessment of higher order thinking skills* (pp. 185-217). Charlotte, NC: Information Age Publishing.

Afflerbach, P., & **Cho, B-Y.** (2011). The classroom assessment of reading. In M. J. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research* (Vol. 4, pp. 487-514). New York, NY: Routledge.

Afflerbach, P., Kim, J-Y., Crassas, M. E., & **Cho, B-Y.** (2011). Best practices in literacy assessment. In L. M. Morrow & L. B. Gambrell (Eds.), *Best practices in literacy instruction* (4th ed., pp. 319-340). New York, NY: Guilford.

Cho, B-Y. (2011). Authentic reading assessment. In Noh, M. (Ed.), *Understanding reading education: The concept, teaching, and assessment of reading*. (pp. 289-320). Seoul, Korea: Hanuri Books.

[2010](#)

Afflerbach, P., **Cho, B-Y.**, Clark, S., & Kim, J-Y. (2010). Classroom assessment of literacy. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *The Routledge international handbook of English, language and literacy teaching* (pp. 401-412). London, UK: Routledge.

Afflerbach, P., & **Cho, B-Y.** (2010). Determining and describing reading strategies: Internet and traditional forms of reading. In W. Schneider & H. Waters (Eds.), *Metacognition, strategy use, and instruction* (pp. 201-225). New York, NY: Guilford.

[2009](#)

Afflerbach, P., & **Cho, B-Y.** (2009). Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 69-90). New York, NY: Routledge.

Other Publications

[2015](#)

Cho, B-Y. (2015). How a reader's mind works in online reading. *Proceedings of the first International conference of the Korea Reading Association* (pp. 125-133). Seoul, Korea: Korea Reading Association.

[2014](#)

Cho, B-Y. (2014, April). Twenty-first century literacy environments and Internet reading strategies: The problem of inaccuracy in Internet text environments and critical reading. *Proceedings of the 277th academic conference of the Society of Korean Language Education Research* (pp. 79-94). Seoul, Korea: The Society of Korean Language Education Research. UCI: I410-ECN-0102-2015-700-000230117

[2011](#)

Kim, Y.-R., & **Cho, B-Y.** (2011). *A review on NAEA Korea test based on CURR framework*. Korean Institute of Curriculum and Evaluation Technical Report RRE 2011-14. Seoul, Korea: KICE

PRESENTATIONS

2011-Present

Refereed National/International Conference Presentations**2017**

Cho, B-Y., Afflerbach, P., & Hah, H. (2017, July). *Strategic processing of multiple sources in online settings: A review of research*. Paper to be presented at the annual meeting of the Society of Text & Discourse, Philadelphia, PA.

Cho, B-Y. (2017, July). *Epistemic processing in the multisource text environment of the Internet*. Paper to be presented at the annual meeting of the Society of Text & Discourse, Philadelphia, PA.

Cho, B-Y., Ok, H., Kim, I., Seo, S., Kim, J., & Kim, J-Y. (2017, April). *Elementary students' attitudes toward digital literacy practices: A national survey in Korea*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Song, K., & Cho, B-Y. (2017, April). *Translanguaging as bilingual adolescents' online reading strategy*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Park, M., & Cho, B-Y. (2017, May). *Innovative assessment of aviation English: Retrospective verbal reporting integrated with virtual task environments*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Seo, S., & Cho, B-Y. (2017, April). *The influence of literacy sponsors on the digital literacy practices of Korean elementary-school students: A survey of student perception*. Paper presented at the conference of the Korea Reading Association, Kwang-Ju, Korea.

2016

Han, H.,* & Cho, B-Y. (2016, December). *Multimodal patterns as elementary school students engaged in to design creative display boards for classroom projects: A multimodal discourse analysis*. Paper presented at the annual meeting of the Literacy Research Association, San Antonio, TX.

Cho, B-Y., Ok, H., Kim, J. Y., Seo, S., Kim, J., Oh, E., & Koh, G. (2016, August). *Developing and validating a measure of children's attitudes toward digital literacy*. Paper presented at the International Conference on Motivation, Thessaloniki, Greece.

Cho, B-Y., Oh, H., Seo, S., & Kim, J.-Y. (2016, July). *Developing and validating an assessment tool for children's attitudes toward digital literacy practices*. Paper presented at the United Kingdom Literacy Association 52nd International Conference, Bristol, UK.

Cho, B-Y., Woodward, L.* & Li, D.* (2016, April). *Epistemic metacognition during reading online: A think-aloud study of more and less successful readers*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Cho, B-Y., Ok, H., Seo, S., Kim, J., Kim, J-Y., Oh, E., & Koh, G. (2016, April). *A self-report measure of Korean elementary school students' attitudes toward digital literacy practices: A validation study*. Paper presented at the annual meeting of the Korean-American Educational Researchers Association, Washington, DC.

2015

Cho, B-Y., Woodward, L.* Barlow, W.* & Li, D.* (2015, December). *Learning from Internet sources: Association of epistemic beliefs, strategic processing, and meaning construction*. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Cho, B-Y., Li, D., Woodward, L.* & Barlow, W.* (2015, July). *Identifying and processing Internet sources in a critical reading task*. Paper presented at the 25th annual meeting of the Society for Text & Discourse, Minneapolis, MN.

Kim, J., Cho, B-Y., Seo, S., Kim, J.-Y., Koh, J., Oh, E., & Ok, H. (2015, June). *A review of research on assessing digital literacy attitude*. Paper presented at the meeting of the Society of Korean Language Education, Seoul, Korea.

Cho, B-Y., Woodward, L.* & Barlow, W.* (2015, April). *High school readers' strategy use, learning from multiple sources, and critical questioning in an Internet reading task*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cho, B-Y., Park, M.* & Woodward, L.* (2015, April). *Rethinking verbal reports in reading: Windows into cognitive, affective, and social minds as readers think out loud*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

2014

Cho, B-Y. (2014, May). *Reading in the 21st-century literacy context: Inaccuracy and critical reading*. Paper presented at the 277th meeting of the Society of Korean Language Education, Seoul National University, Seoul, Korea.

Cho, B-Y., & Woodward, L.* (2014, April). *A think-aloud study of pre-service secondary English teachers' selection of web sources for their lesson planning*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Afflerbach, P., Cho, B-Y., & Kim, J.-Y. (2014, April). *Inaccuracy in reading multiple texts and Internet hypertext*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

2013

Cho, B-Y., & Woodward, L.* (2013, December). *How do pre-service secondary English teachers identify Web sources for their lesson planning? A think-aloud study*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Han, T.K., Cho, B-Y., & Park, M.* (2013, December). *The orthographic knowledge of Korean speakers learning English as a foreign language*. In the symposium: A qualitative analysis of the spelling in English of native Mandarin and Korean speaking elementary students: Grades 2-8 (Chair: Donald R Bear, Iowa State University). Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Afflerbach, P., Cho, B-Y., & Kim, J.-Y. (2013, December). *Inaccuracy and reading*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Cho, B-Y. (2013, November). *Examining ways pre-service secondary English teachers select Web sources for instructional use*. Paper presented at the annual meeting of the National Council of Teachers of English, Boston, MA.

Cho, B-Y. (2013, April). *The framework for teaching critical Internet reading strategies*. In the Technology in Literacy Education Special Interest Group Program (Chair: Julie Coiro, University of Rhode Island). Paper presented at the annual meeting of the International Reading Association. San Antonio, TX.

2012

Cho, B-Y. (2012, December). *Multimodality and literacy education*. Discussion in the symposium: Integrating multimodal and critical literacy research into the teaching of content area literacy - Investigating the uses of new literacies as embedded in research-based pedagogical practices (Session organizer: Darin Stockdill, University of Michigan), Annual meeting of the Literacy Research Association, San Diego, CA.

Afflerbach, P., Cho, B-Y., & Kim, J.-Y. (2012, December). *Assessment of motivation and engagement in reading*. In the symposium: Motivation and reading: Issues of instruction, assessment, and

Terminology (Chair: Kristine Conradi, North Carolina State University). Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Cho, B-Y. (2012, November). *Dynamic strategy interplay in Internet reading: A verbal protocol analysis*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

Afflerbach, P., Cho, B-Y., & Kim, J-Y. (2012, November). *Characterizing and assessing higher order thinking in reading*. In the symposium: Assessment of higher order thinking in mathematics, reading, science and history (Chair: Kadryie Ercikan, University of British Columbia). Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA.

2011

Cho, B-Y. (2011, December). *A profiling of adolescent Internet readers: Modes of reading, reader characteristics, and textual environments on the Internet*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Cho, B-Y. (2011, December). *Individual differences in reading: Engagement and motivation*. In the symposium: Towards a reconceptualization of individual differences in reading (Chair: Peter Afflerbach, University of Maryland). Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Cho, B-Y. (2011, December). *An examination of adolescent reader's constructive strategy use in a critical Internet reading task: Types and patterns of strategies*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Afflerbach, P., Cho, B.-Y., Kim, J-Y., & Crassas, M.E. (2011, April). *Toward a reconceptualization of individual differences in reading*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Invited Presentations, Discussions, Lectures & Talks

2017

Cho, B-Y. (2017, July). *What you believe about knowledge and knowing matters: A study of adolescents' epistemic processing in online reading*. Literacy Research Panel Poster Session: Meet the Researchers, at the annual meeting of the International Literacy Association, Orlando, FL.

2016

Cho, B-Y. (2016, June). *(Re)conceptualizing reading in a digital world: Implications from research on adolescents' online reading processes*. Center for Language Research Invited Seminar, University of Aizu, Japan.

2015

Cho, B-Y. (2015, October). *New literacies and classroom implications*. Global Scholar Invited Lecture, Deagu National University of Education, Deagu, Korea.

Cho, B-Y. (2015, October). *How does a reader's mind work in online reading?* Presentation at the International Conference of the Korea Reading Association, Seoul, Korea.

Cho, B-Y. (2015, October). *Reading on the Internet: Research and Practice*. Special lecture at the Ewha Womans University Graduate School and Korea Literacy Study Group.

Cho, B-Y. (2015, April). *Identifying and processing multiple sources in an Internet-based reading task*. Presentation at the annual meeting of the Korean-American Educational Researchers Association, Chicago, IL.

Cho, B-Y. (2015, November). *Learning from digital sources*. Presentation at the Small Group Research Session II: Technology and Learning, National Engineering Research Center for E-Learning Visit, Learning Research and Development Center, University of Pittsburgh.

Cho, B-Y. (2015, November). *Reading in a digital world: Adolescent readers' choosing, evaluating, and learning from online sources*. Presentation at the Reading and Literacy Group, Learning Research and Development Center, University of Pittsburgh.

Cho, B-Y. (2015, September). *A theoretical modeling of online reading strategies*. Presentation at the Cognitive Brown Bag, University of Pittsburgh Learning Research and Development Center.

2014

Cho, B-Y. (2014, June). *The Internet, inaccuracy, and critical reading*. Presentation at the 2nd International Conference of the Korean Language Education Research Association, Dalian Nationalities University, Dalian, China.

Cho, B-Y. (2014, April). *Situated understanding of digital literacy*. Discussion in the paper session: Understanding digital literacy practices in and out of school (Session organizer: Julie Coiro, University of Rhode Island), Annual meeting of the American Educational Research Association, Philadelphia, PA.

Cho, B-Y. (2014, December). *Comprehension of multiple sources in Internet settings*. 2014 Symposium: Advancing Literacy and STEM, Presentation at the Iowa Department of Education and Iowa Reading Research Center.

Cho, B.-Y. (2014, May). *Issues in reading education*. Special Lecture at Korea University.

Cho, B-Y. (2014, May). *Third space, hybridity, and the linkages between in- and out-of-school literacies: Theoretical and methodological approaches*. Research workshop for the Out-of-School Literacy Research Team (PI, Dr. Hyeseung Jung), Gyung-In National University of Education, In-Cheon, Korea.

Cho, B-Y. (2014, May). *Strategic reading in Internet environments: Methods and findings in reading research*. Special lecture at the Gyung-In National University of Education Graduate School Research Seminar, In-Cheon, Korea.

2013

Cho, B-Y. (2013, December). *Dissertation tips: How to get it done!* Panel talk in Academia 101: Navigating the Journey from Graduate Student to Professional (organized by the Literacy Research Association Doctoral Student Innovative Community Group), Literacy Research Association, Dallas, TX.

Cho, B-Y. (2013, September). *Issues and problems in reading and reading research*. Special lecture at the Department of Korean Language Education, Korea University, Seoul, Korea.

Cho, B-Y. (2013, September). *Reading comprehension research and the Common Core State Standards: A critical analysis of core reading competencies in the CCSS*. Presentation at the fall conference of the Korean Language Education Research Association, Seoul, Korea.

Cho, B-Y. (2013, April). *Reading strategy use in Internet settings: A verbal protocol analysis of Internet reading by seven accomplished adolescent readers*. 2013 IRA Outstanding Dissertation Award Research Poster Presentation at the annual meeting of the International Reading Association, San Antonio, TX.

Cho, B.-Y. (2013, October). *The nature of strategic reading situated within new literacy contexts*. Research talk at the meeting of the School of Education Doctoral Learning Community Seminar, School of Education, Iowa State University.

2011

Cho, B-Y. (2011, August). *Reflect on your mind: Understanding and tutoring reading comprehension*

strategies. Workshop at the America Reads and America Counts tutor workshop, Iowa State University

Cho, B-Y., & Afflerbach, P. (2011, November). *Identifying and describing comprehension strategies in traditional and new forms of reading*. Presentation at the faculty research colloquium series, Department of Curriculum and Instruction, University of Maryland-College Park.

GRANT ACTIVITIES

2011-Present

External Funding

Co-Principal Investigator. *Development of an assessment prototype for the cognitive domain of digital literacy* (with Dr. Hyonjin Ok, Ewha Womans University). Grant funded by the Ministry of Education of the Republic of Korea and National Research Foundation of Korea (NRF-2016S1A5A2A03926657, Approximately \$256,520), 2016 November-2019 October.

Co-Principal Investigator. *Bilingual adolescents' translanguaging and learning in the multilingual Internet* (with Dr. Kwangok Song, Arkansas State University). Elva Knight Research Grant, International Literacy Association (\$5,000 requested, pending review), 2017 January.

Co-Principal Investigator. *National Textbook Authorization Evaluation Standards Development* (with Dr. Hyounjin Ok, Ewha Womans University). Grant funded by Republic of Korea Ministry of Education (Approximately \$40,000), 2015 December-2016 May.

Co-Principal Investigator. *Digital Literacy Attitude Assessment for Elementary Students*, Funded by National Research Foundation of Korea (with Drs. Hyounjin Ok, Ewha Womans). Research Grant funded by National Research Foundation (NRF-2014S1A5A2A03065, approximately \$182,000), 2014 December-2016 November.

Co-Principal Investigator. *A critical analysis of the National Achievement Test in Korean reading and language arts* (with Dr. Young-Ran Kim, Korea Institute for Curriculum and Evaluation). Research Grant funded by the Korean Institute of Curriculum and Evaluation (\$5,000). 2011 December-2012 May.

Internal Funding

Co-Principal Investigator. (with Hyeju Han*)

Principal Investigator. *Epistemic beliefs and reading strategies when adolescents read on the Internet* (with Dr. Amy Hutchison, Iowa State University), Non-tenured Faculty Seed Grant funded by the College of Human Sciences, Iowa State University (\$10,000). 2013 December-2014 June.

Faculty Senate Committee on Recognition and Development Grant funded by Iowa State University (\$1,406). 2014 May.

TEACHING & MENTORING

2011-Present

University of Pittsburgh (September 2015-Present)

Courses Developed & Taught

IL 3248 Special Topics in Language and Literacy: Research Methodologies (PhD), New course

IL 3015 Theoretical Perspectives in Language, Literacy, and Culture II (EdD), New course

IL 2219 Disciplinary Literacy (Masters), Online, Remade course

IL 3298 Directed Study: Reading (PhD). New course

Graduate Student Advising

Doctoral Advisor. Hyeju Han (PhD), Midori Hasegawa (PhD), Lee Hedderman (EdD), Kalie Kyungbin Baik (EdD), Kayla Kolic (EdD)

Doctoral Committee Member. Karen Rissling (PhD), Christine Herring (EdD), Kelly Mankovich (EdD), Dominique Thornhill (EdD), Mellisa Fink (EdD)

Iowa State University (August 2011-August 2015)**Courses Developed & Taught**

CI 395/595 Content Area Reading and Literacy (Undergraduate/Masters), New course
 CI 552 Assessment for Literacy and Learning (Undergraduate/Masters), Remade
 CI 558 Perspectives on Reading Comprehension (Doctoral), New course
 CI 565 Literacy: Connecting Research, Policy and Practice (Masters), New course
 CI 588 Supervised Tutoring in Reading (Undergraduate/Masters), Remade
 CI 591 Fields-Based Experience in Literacy Coaching (Masters), New course
 CI 690M Doctoral Seminar in Special Topics (Offered in multiple terms; Topics include multiple text comprehension, learning theories, teacher education in literacy), New courses

Graduate Student Advising

Advisor & Chair. Kate Lerseth (PhD, Associate Professor, Simpson College), Dan Li (PhD, Education Research Consultant, Iowa Department of Education), Colleen Dermody (MEd, Iowa State University), Li-Chi Huang (MEd, Iowa State University)

Committee Member. Elizabeth Beschorner (PhD, Assistant Professor, Minnesota State University), Lindsay Woodward (PhD, Assistant Professor, Drake University), Jennifer Thoma (PhD, Assistant Professor, Drake University), Sam Von Gillern (MA, Iowa State University)

**PROFESSIONAL &
 INSTITUTIONAL
 SERVICE**

Publons identifier
<https://publons.com/a/1194954/>

Editorial Boards

Journal of Literacy Research, 2016-Present
Korean Journal of Reading Research, 2016-Present
Journal of Adolescent and Adult Literacy, 2015-Present
Reading Horizons: A Journal of Literacy and Language Arts, 2014-Present
Korean Language Education Research, 2013-Present
The Reading Teacher, 2012-Present
Mobile Pedagogy and Perspectives on Teaching and Learning, 2013
Literacy Research Association Yearbook, 2013

Manuscript, Grant & Conference Proposal Reviews

Reading Research Quarterly, Guest Reviewer, 2015-Present
Contemporary Educational Psychology, 2017
British Journal of Educational Technology, Ad Hoc Reviewer, 2016
Reading and Writing: An Interdisciplinary Journal, Special Issue Reviewer, 2015
Journal of Education, Ad Hoc Reviewer, 2013
European Journal of Psychology of Education, Ad Hoc Reviewer, 2012
 French National Research Agency, Grant Proposal Reviewer, 2016
 American Educational Research Association Conference Paper Reviewer, 2011-2015
 Literacy Research Association Conference Paper Reviewer, 2009-2016

Service to Professional Organizations

Korean-American Educational Researchers Association's Award Committee, 2017
 Korea Reading Association's Committee on International Collaboration (Chair), 2106-Present
 Literacy Research Association's International Innovative Consultative Group, 2014-Present
 Korea Writing Association's Committee on International Collaboration (Chair), 2013-2016
 International Literacy Association's *Journal of Adolescent & Adult Literacy* Editor Search Committee, 2014-2015

Service to the University of Pittsburgh

Chair, LLC PhD Program Committee, 2016-Present
 DIL Representative, School of Education PhD Committee, 2016-Present
 Member, Literacy Search Committee, 2016-2017

Member, DIL Doctoral Committee, 2015-Present

Reviewer, Reading Specialist Comprehensive Examination Committee, 2015-Present

**PROFESSIONAL
AFFILIATIONS**

American Educational Research Association

Literacy Research Association

International Literacy Association

Society for Text & Discourse

Korean-American Educational Researchers Association

Korean Language Education Research Association

Korea Reading Association, Korea Writing Association

Last updated April 12, 2017