

## **Eun Ha Kim, Ph.D.**

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Homepage: <https://gloriaeunha.com>

### **EDUCATION**

- Ph.D., 2025                      Educational Psychology and Educational Technology  
(*Major: Educational Psychology;*  
*Area of Concentration: Literacy, Quantitative Methodology*)  
Michigan State University, USA
- Doctoral Dissertation:        *Understanding Reading Motivation Among Students With and Without Reading Difficulties: A Two-Study Dissertation*
- Dissertation Committee:     Dr. Jennifer A. Schmidt (Chair), Drs. Lisa Linnenbrink-Garcia, Adrea Truckenmiller, & Eunsoo Cho
- M.A., 2014                      Education (*Major: Educational Psychology*), Department of Education, Seoul National University, Seoul, South Korea
- Master's Dissertation:        *The Effect of Goal Orientation and Feedback Type on Academic Failure Tolerance* (Advisor: Dr. Jongho Shin)
- B.A., 2009                      English Education, College of Education, Hankuk University of Foreign Studies, Seoul, South Korea (graduated magna cum laude in the Department of English Education)
- \*Fall, 2007                      Exchange Student at the University of Arkansas, USA

### **RESEARCH INTERESTS**

motivation, self-regulated learning; engagement, academic emotions, social and emotional development; educational interventions; reading and writing; at-risk students; English language learners

## ACADEMIC POSITIONS

- October 29, 2025 – Present
- **Position:** Staff Research Associate (10/29/2025 – 3/31/2026); Assistant Specialist (4/1/2026 – Present) at the University of California, Riverside
  - **Supervisor:** Dr. Eunsoo Cho
  - **Responsibilities:**
    - Research Project Management: Organize and apply techniques for school-based research studies, including recruitment of teachers and schools and preparation for classroom materials
    - Supervision and Training: Supervise and advise undergraduate research assistants
    - Data Management and Analysis: Manage and maintain research databases, conduct data analyses using statistical software to support project reporting, manuscripts, and presentations
    - Instructional Support for EDUC 132 (The Exceptional Child), SS 2026

## PUBLICATIONS: Peer-Reviewed Articles

\*denotes a corresponding author

- 8 Hicks, E. A., **Kim, E. H.**, Reiley, S., Cho, E., & Louick, R. A. (2026). Reading motivation and academic emotions of struggling readers: A mixed methods study. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 1-20. <https://doi.org/10.1080/10573569.2026.2614442>
- 7 Cho, E., Son, M., Reiley, S., & **Kim, E. H.** (2025). Development and validation of kindergarten dynamic assessments of early reading and language. *Language, Speech, and Hearing Services in School*, 1-16. [https://doi.org/10.1044/2025\\_LSHSS-24-00078](https://doi.org/10.1044/2025_LSHSS-24-00078)
- 6 Cho, E., Ju, U., **Kim, E. H.**, & Compton, D. L. (2025). Achievement goal profiles and reading-related outcomes in elementary students with and without reading difficulties. *Learning and Individual Differences*, 119, 102661. <https://doi.org/10.1016/j.lindif.2025.102661>
- 5 Cho, E., Ju, U., **Kim, E. H.**, Lee, M., Lee, G., & Compton, D. L. (2023). Relations among motivation, executive functions, and reading comprehension: Do they differ for students with and without reading difficulties? *Scientific Studies of Reading*, 27(4), 289-310. <http://doi.org/10.1080/10888438.2022.2127357>

- 4 Lee, Y., Cho, E., **Kim, E. H.**, Lee, G., Capin, P., & Swanson, E. (2022). Profiles of reading mindset and self-efficacy: How are they related to achievement goals, engagement, and reading achievement? *Educational Psychology, 42*(8), 934-951. <http://doi.org/10.1080/01443410.2022.2117277>
- 3 Lee, Y., \***Kim, E. H.**, & Seo, E. (2022). Co-development of adolescents' cooperative and competitive attitudes: How it predicts mental health and academic achievement. *Journal of Research on Adolescence, 32*(2), 681-695. <http://doi.org/10.1111/jora.12765>
- 2 Cho, E., **Kim, E. H.**, Ju, U., & Lee, G. A. (2021). Motivational predictors of reading comprehension in middle school: Role of self-efficacy and growth mindsets. *Reading and Writing: An Interdisciplinary Journal, 34*(9), 2337-2355. <https://doi.org/10.1007/s11145-021-10146-5>
- 1 \***Kim, E. H.**, & Shin, J. (2018). Difference in academic failure tolerance according to classroom goal structures and feedback types. *The Korean Journal of Educational Psychology, 32*(2), 207-228. <https://doi.org/10.17286/KJEP.2018.32.2.01>

#### **MANUSCRIPTS UNDER REVIEW**

- 1 **Kim, E. H.**, & Cho, E. [Manuscript under review]. A systematic review and meta analysis of the relation between student engagement and high school dropout.
- 2 **Kim, E. H.**, Cho, E., & Schmidt, J. A. [Manuscript under review]. Do students with reading difficulties have motivational challenges? Examining integrative motivational profiles and their outcomes

#### **MANUSCRIPTS IN PREPARATION**

- 6 **Kim, E. H.**, Cho, E., & Schmidt, J. A. [Manuscript in preparation]. A systematic review and meta-analysis of motivational differences between students with and without reading difficulties.
- 5 Hennenfent, L., & **Kim, E. H.** [Manuscript in preparation]. Predictive relationship of component skills and writing quality in late elementary students.
- 4 Linnenbrink-Garcia, L., **Kim, E. H.**, Cabrera, L., McKinney, D., Schmidt, J. A., Harris, C., & Marchand, G. C. [Manuscript in preparation]. Student perceptions of teacher motivational support: A mixed methods study.

- 3 Cabrera, L., Mouzaour, S., Schmidt, J. A., Shin, S., Conklin, K., **Kim, E. H.**, Van Luven, W., Marchand, G. C., Harris, C., & Linnenbrink-Garcia, L. [Manuscript in preparation]. Unpacking students' perceptions of relevance-supportive instruction in middle school science classrooms: A mixed methods study.
- 2 Cabrera, L., Schmidt, J. A., Mouzaour, S., Harris-Thomas, B., Conklin, K., Van Luven, W., **Kim, E. H.**, Marchand, G. C., Harris, C., & Linnenbrink-Garcia, L. [Manuscript in preparation]. Describing teachers' instructional supports for middle school students' motivation in science: A qualitative approach.
- 1 **Kim, E. H.**, Lee, Y., & Schmidt, J. A. [Manuscript in preparation]. Relationships matter: The role of teacher-student relationships in predicting engagement, achievement, and high school dropout.

### CONFERENCE PRESENTATIONS

- 15 **Kim, E. H.**, Cho, E., & Schmidt, J. A. (2026, February). *Motivational profiles and reading-related outcomes among students with and without reading difficulties* [Poster Session]. Pacific Coast Research Conference (PCRC), Long Beach, CA.
- 14 Cho, E., **Kim, E. H.**, Capin, P., & Reiley, S. (2026, February). *Who benefits from growth mindset reading interventions? Evidence from i-SMART and reader profiles* [Poster Session]. Pacific Coast Research Conference (PCRC), Long Beach, CA.
- 13 **Kim, E. H.**, Cho, E., Truckenmiller, A., Linnenbrink-Garcia, L., & Schmidt, J. A. (2025, February). *A meta-analysis of motivational differences between students with and without reading difficulties* [Poster Session]. Pacific Coast Research Conference (PCRC), San Diego, CA.
- 12 Hennenfent, L., & **Kim, E. H.** (2025, February). *Predictive relationships of component skills and writing quality in late elementary students* [Poster Session]. Pacific Coast Research Conference (PCRC), San Diego, CA.
- 11 **Kim, E. H.**, Cabrera, L., McKinney, D., Linnenbrink-Garcia, L., Schmidt, J. A., & Marchand, G. C. (2024, April). Student perceptions of teacher motivational support: A latent profile analysis. In L. Linnenbrink-Garcia & L. Cabrera (Chairs), *Multi-theoretical perspectives on instructional supports for student motivation* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- 10 Cabrera, L., Mouzaour, S., Harris-Thomas, B., **Kim, E. H.**, Conklin, K., Manyweather, B., McKinney, D., Liu, P. P., Linnenbrink-Garcia, L., Marchand, G. C., Harris, C.,

- & Schmidt, J. A. (2024, April). Describing teachers' instructional supports for students' motivation: A qualitative approach. In L. Linnenbrink-Garcia & L. Cabrera (Chairs), *Multi-theoretical perspectives on instructional supports for student motivation* [Symposium presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- 9 Cabrera, L., Turner, N., Mouzaour, S., Shin, S., **Kim, E. H.**, Schmidt, J. A., Marchand, G. C., & Harris, C. (2024, April). *Unpacking students' perceptions of relevance-supportive instruction in middle school science classrooms: A mixed methods study* [Roundtable Session]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- 8 Hicks, E., **Kim, E. H.**, Reiley, S., Louick, R., & Cho, E. (2024, February). *Reading motivation and emotions of struggling readers: A mixed methods study* [Poster Session]. Pacific Coast Research Conference (PCRC), San Diego, CA.
- 7 Harris-Thomas, B., Lee, A., **Kim, E. H.**, Roseth, C. J., & Van Ryzin, M. J. (2023, April). *The longitudinal effects of cooperative learning on engagement and relatedness in rural middle school classrooms* [Paper Session]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- 6 **Kim, E. H.**, Lee, Y., & Schmidt, J. A. (2023, April). *Relationships matter: The role of teacher-student relationships in predicting engagement, achievement, and high school dropout* [Poster Session]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- 5 **Kim, E. H.**, & Cho, E. (2022, April). *A meta-analysis on the relation between student engagement and high school dropout* [Paper Session]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- 4 Lee, Y., **Kim, E. H.**, & Seo, E. (2022, April). *Co-development of adolescents' cooperative and competitive attitudes: How it predicts mental health and academic achievement* [Poster Session]. American Educational Research Association (AERA) Annual Meeting, San Diego, CA.
- 3 Cho, E., **Kim, E. H.**, & Josol, C. K. (2021, July). *Dynamic assessments of decoding and vocabulary: Preliminary exploration of their reliability and validity* [Paper Session]. Society for the Scientific Study of Reading (SSSR), Virtual.
- 2 Cho, E., Ju, U., **Kim, E. H.**, & Compton, D. L. (2021, April). *Achievement goal profiles and their reading-related outcomes among students with and without learning disabilities* [Roundtable Session]. American Educational Research Association (AERA) Annual Meeting, Virtual.

- 1 Lee, Y., Cho, E., **Kim, E. H.**, Capin, P., & Swanson, E. A. (2020, April). *Profiles of reading self-efficacy and mindset: How are they related to engagement and reading achievement?* [Paper Session]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA  
<http://tinyurl.com/rs2nqko> (Conference Canceled)

### **WHITE PAPERS (published in Korean)**

\* denotes a research report written as a part of the commissioned research project by Ministry of Education, South Korea, and the original file cannot be provided as the copyright does not belong to the institute.

- 6 Park, S. C., Lee, Y. S., Lee, S. M., Yoo, Y. H., Hwang, J., Kim, J. W., & **Kim, E. H.** (2018). A study on educational facilities responding to future educational environment (I): A plan for reconstructing learner-centered school facilities. Korean Educational Development Institute. RR 2018-17.  
<https://www.kedi.re.kr/eng/kedi/bbs/B0000006/view.do?nttId=1653&menuNo=200014&divisionCd=2018&pageIndex=1>  
*Note. This report was awarded the Outstanding Research Award from the Economics, Humanities, and Social Research Council, South Korea.*
- 5\* Chung, K., Hwang, J., **Kim, E. H.**, Jeong, M., Park, J., & Kim, H. (2018). 2018 report on satisfaction survey of relieving the administrative affairs burden of the teachers. Korean Educational Development Institute. TR 2018-13.
- 4\* Hwang, J., Chung, K., **Kim, E. H.**, Jeong, M., Yoo, J., Yoo, H., & Lee, Y. (2017). 2017 report on evaluation of metropolitan and provincial offices of education. Korean Educational Development Institute. TR 2017-73.
- 3\* Kim, J., Chung, K., Chung, K., **Kim, E. H.**, Jeon, B., Yoon, J., & Nam, Y. (2017). 2017 report on satisfaction survey of relieving the administrative affairs burden of the teachers. Korean Educational Development Institute. TR 2017-30.
- 2\* Chung, K., Chung, K., Kim, E. J., **Kim, E. H.**, Park, J., Yoo, H., & Byeon, J. (2016). 2016 report on evaluation of metropolitan and provincial offices of education. Korean Educational Development Institute. TR 2016-63.
- 1 Choi, S., Seo, Y., Hwang, E., Choi Y., Jang, S., Kim, Y., Kim, K., & **Kim, E. H.** (2013). Promoting core competency education and building innovative learning ecosystems for fostering talent for the future (I). Korean Educational Development Institute. RR 2013-20.  
<https://www.kedi.re.kr/eng/kedi/bbs/B0000006/view.do?nttId=2319&menuNo=200014&divisionCd=2013&pageIndex=2>

**PROFESSIONAL EXPERIENCE: RESEARCH**

- Sep. 2022–May 2024 Graduate Research Assistant for a National Science Foundation (NSF)-funded Project *M-PLANS: Motivation-Planning Lessons to Activate eNgagement in Sciecne* (PIs: Drs. Lisa Linnenbrink-Garcia, Gwen C. Marchand, & Christopher J. Harris; Co-PI: Dr. Jennifer A. Schmidt), Michigan State University, USA
- Developed a codebook for interview analysis
  - Conducted teachers' interview analysis
  - Conducted classroom video analysis
  - Conducted latent profile analysis
- Sep. 2021–Dec. 2024 Graduate Research Assistant for an Institute of Education Sciences (IES)-funded Project *i-SMART: Intervention to Support Mindset And Reading Together* (PI: Dr. Eunsoo Cho; Co-PIs: Drs. Philip Capin, Sharon Vaughn, & Greg Roberts), Michigan State University, USA
- Assisted in developing intervention materials
  - Assisted in data collection (e.g., administered reading assessments and surveys, conducted students' interviews)
  - Conducted data curation (e.g., developed a data dictionary, conducted data cleaning, data merging, and preliminary analysis)
  - Conducted students' interview analysis
  - Conducted survey data analysis
- May 2021–Dec. 2021 Graduate Research Assistant for Project *Development of an Online Growth Mindset Intervention for Students With Reading Difficulties*, funded by College of Education, MSU (PI: Dr. Eunsoo Cho), Michigan State University, USA
- Assisted in developing intervention materials
- Aug. 2019–Aug. 2022 Graduate Research Assistant for Project *Development and Validation of Dynamic Vocabulary Assessment for Early Screening of Reading Comprehension Difficulties*, funded by the Dunn Family Foundation (PI: Dr. Eunsoo Cho), Michigan State University, USA
- Conducted data curation (e.g., coding, data cleaning, data merging)
  - Conducted double-scoring, fidelity-checking, and inter-rater reliability checking
- Feb. 2018–Apr. 2019 Associate Project Officer, National Education Policy Support Division, Korean Educational Development Institute (KEDI),

- South Korea
- Assisted in data collection, data cleaning, data analysis, and writing white papers, and administration work
- Sep. 2016–Feb. 2018      Research Assistant, Primary and Secondary Education Research Division, Korean Educational Development Institute (KEDI), South Korea
- Assisted in organizing teachers’ professional development workshops, writing white papers, and administration work
- Sep. 2013–Aug. 2016      Research Assistant for the Research Project of Empathy, funded by National Research Foundation of Korea (PI: Dr. June Lee), Hankuk University of Foreign Studies, South Korea
- Conducted data coding
  - Assisted in writing manuscripts
- Jul. 2013–Nov. 2013      Research Assistant, Global and Future Education Research Division, Korean Educational Development Institute (KEDI), South Korea
- Assisted in data analysis and writing white papers
- Mar. 2011–Jun. 2011      Research Assistant for the Project of Social Science Korea (SSK) (PI: Dr. Jongho Shin), Seoul National University, South Korea
- Assisted in data collection
- Sep. 2010–Feb. 2011      Research Assistant for the Project of Brain Korea 21 (BK) (PI: Dr. Jongho Shin), Seoul National University, South Korea
- Assisted in data collection
- Jan. 2010–Dec. 2010      Research Assistant for Developing Learning Style Test for College Students, Center for Teaching and Learning (CTL) (PI: Dr. Jongho Shin), Seoul National University, South Korea
- Assisted in developing a learning style test for college students

### **PROFESSIONAL EXPERIENCE: TEACHING AT UNIVERSITY LEVEL**

- Sep. 2022–Dec. 2024      • Role: Independent instructor
- Aug. 2019–May 2021      • Course: TE 150 (Reflections on Learning), Department of Teacher Education, Michigan State University, USA
- Sections: Teaching-Focused, Educational Psychology-Focused

- Modalities: Face-to-face, hybrid (combining face-to-face with online asynchronous), occasional online synchronous (combining online synchronous with online asynchronous), fully online synchronous, fully online asynchronous
- Mentoring Honors Option Research Project: I provided undergraduate students with additional one-on-one mentoring for writing a systematic review paper on a topic of their interests (guidance on developing a research topic, conducting a systematic review, synthesizing literature, and writing a full paper)
  - Mentees
    - SS 2023: Brayden M. Atwell, Jade Miller
    - FS 2020: Abbie Lemek, Anika Lundeen
    - SS 2021: Abbi Clark, Alexandra Robinson, Bria Campbell
- Mentoring a junior instructor: As a senior instructor, I provided a junior instructor with class observations (all sessions of teaching for a semester) and additional one-on-one mentoring for writing a syllabus, preparing for lectures, designing in-class activities and discussions, and grading students' papers
  - Mentee, FS 2022: Dr. Tingting Li

### **OTHER TEACHING EXPERINECES IN K-12 SETTING**

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|-----------|--|
| Apr. 2008 | Student teacher (10 <sup>th</sup> grade), Anyang High School, Gyeonggi-do, South Korea <ul style="list-style-type: none"> <li>• Teaching English as a second language</li> </ul>   |
| Jan. 2008 | Assistant English teacher (5 <sup>th</sup> grade), i-HUFS English Camp (English language immersion program), South Korea <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Providing one-on-one support for students</li> <li>• Assisting in preparing materials for lessons</li> </ul> |
| Jul. 2005 | TESOL trainee (lower elementary grades), Maryknoll School, Hawaii, USA <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• One session of teaching Korean culture</li> </ul>  |

**GRADUATE COURSES TAKEN & ADDITIONAL TRAINING IN RESEARCH METHODOLOGY**

**QUANTITATIVE METHODOLOGY: GRADUATE COURSES TAKEN**

Spring, 2025	CEP 942 Single Case Experimental Design for Intervention Research (Instructor: Dr. Tiffany Joy), Michigan State University, USA
Spring, 2023	CEP 935 Advanced Topics in Multivariate Data Analysis II: Hierarchical Linear Modeling (Instructor: Dr. Kimberly Kelly), Michigan State University, USA
Fall, 2020	CEP 934 Multivariate Data Analysis I (Instructor: Dr. Spyros Konstantopoulos), Michigan State University, USA
Spring, 2020	CEP 933 Quantitative Methods in Educational Research II: Multiple Regression (Instructor: Dr. Kenneth Frank), Michigan State University, USA
Fall, 2019	CEP 932 Quantitative Methods in Educational Research I (Instructor: Dr. Kimberly Kelly), Michigan State University, USA

**QUANTITATIVE METHODOLOGY: ADDITIONAL TRAINING**

Feb. 2025	Dynamic Structural Equation Modeling (DSEM) (Instructor: Dr. Daniel M. McNeish), Statistical Horizons, USA
Jan. 2025	Latent Growth Curve Modeling (LGCM) (Instructor: Dr. Daniel M. McNeish), Statistical Horizons, USA
Sep. 2024	Latent Transition Analysis (LTA) (Instructors: Drs. Stephanie Lanza & Bethany Bray), Statistical Horizons, USA
Jun. 2024	Intensive Meta-Analysis (Instructor: Dr. Michael Borenstein), Department of Epidemiology, Columbia University, USA
Apr. 2024	Advanced Meta-Analysis (Instructors: Drs. Terri D. Pigott, Ryan Williams, Tasha Beretvas, & Wim Van den Noortgate), Professional Development Course in American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA
Apr. 2024	Introduction to Systematic Review and Meta-Analysis

(Instructors: Drs. Amy L. Dent, Terri D. Pigott, Joshua R. Polanin, & Joseph Taylor), Professional Development Course in American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA

- Mar. 2024                      Methods for Meta-Analysis: 40 Years of Progress (Instructor: Dr. Larry V. Hedges), Statistical Horizons.
- Summer, 2022                Mediation and Moderation Workshop (Instructor: Dr. Amy K. Nutall), Michigan State University, USA
- Summer, 2021                Longitudinal Structural Equation Modeling (LSEM) Workshop (Instructor: Dr. Amy K. Nutall), Michigan State University, USA
- Summer, 2020                Structural Equation Modeling (SEM) Workshop (Instructor: Dr. Amy K. Nutall), Michigan State University, USA

**QUALITATIVE METHODOLOGY: GRAUDATE COURSE TAKEN**

- Spring, 2022                TE 931 Introduction to Qualitative Methods in Educational Research (Instructor: Dr. Jennifer VanDerHeide), Michigan State University, USA

**ADDITIONAL PROFESSIONAL DEVELOPMENT TRAINING IN LITERACY**

- Apr. 2025                    Developing Decoding Skills in All Learners (Speaker: Dr. Julia B. Lindsey), International Literacy Association (ILA)
- Feb. 2025                    Why Teaching Reading With Instructional Level Texts Isn't Such a Good Idea After All (Speaker: Dr. Timothy Shanahan), International Literacy Association (ILA)
- Mar. 2024                    Four Actions to Design Tailored Reading Instruction (Speakers: Drs. Diane Lapp, Kelly Johnson, Hilda Martinez, & Aida Allen-Rotell), International Literacy Association (ILA)
- Feb. 2024                    Literacy and Content Instruction That Supports Language Development (Hosted by Dr. Sonia Cabell, Speakers: Drs. Susan B. Neuman, Hyejin Hwang, Jackie Relyea, & Tanya S. Wright), International Literacy Association (ILA)

**EXPERIENCES OF SOFTWARE PROGRAMS FOR DATA ANALYSIS**

Quantitative Data	SPSS, Mplus, R, CMA, PROCESS macro for SPSS
Qualitative Data	Dedoose

**PROFESSIONAL SERVICE: AD HOC REVIEWER**

Fall 2023–Present	<ul style="list-style-type: none"> <li>• <i>Contemporary Educational Psychology</i> (5 manuscripts)</li> <li>• <i>British Journal of Educational Psychology</i> (1 manuscript)</li> <li>• <i>Reading and Writing: An Interdisciplinary Journal</i> (4 manuscripts)</li> <li>• <i>Reading &amp; Writing Quarterly: Overcoming Learning Difficulties</i> (1 manuscript)</li> <li>• <i>The Elementary School Journal</i> (3 manuscripts)</li> </ul>
2021	Graduate Student Reviewer, <i>British Journal of Educational Psychology</i> (1 manuscript)

**PROFESSIONAL SERVICE: OTHER**

Feb. 2024–May. 2025	Student Committee Member in Practicum Committee at Doctoral Level, Mentee: Sarah Reiley, Michigan State University, USA
Fall 2022	Mentor Instructor for TE 150 (Reflections on Learning), Mentee: Dr. Tingting Li, Michigan State University, USA
Aug. 18, 2021	International TA panel for graduate teaching assistants (GTAs) orientation, Michigan State University, USA

**AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS****AWARDS**

Dec. 2017	Commendation Award by Deputy Prime Minister and the Minister of Education for carrying out the work of relieving the administrative affairs burden of the teachers, Ministry of Education, South Korea
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**FELLOWSHIPS**

Jan.-Aug. 2025	Marianne Amarel Fellowship (\$23,400), College of Education, Michigan State University
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Apr. 2025	EPET Ph.D. Student Research Conference Funding (\$700), Counseling, Educational Psychology, and Special Education (CEPSE) Department & Educational Psychology and Educational Technology (EPET) Program, Michigan State University
May 2024	Dissertation Completion Fellowship (\$7,000), College of Education, Michigan State University
Apr. 2024	Graduate School Travel Fellowship for Conference Presentation (\$600), The Graduate School, Michigan State University
Apr. 2024	EPET Ph.D. Student Research Conference Funding (\$700), Counseling, Educational Psychology, and Special Education (CEPSE) Department & Educational Psychology and Educational Technology (EPET) Program, Michigan State University
Mar. 2024	Episummer Scholarship for Advanced Meta-Analysis Course (\$1,000), Department of Epidemiology, Columbia University
Dec. 2023	Dissertation Fellowship for Hard Cost (\$3,520), College of Education, Michigan State University
May 2023	Summer Research Fellowship (\$7,000), College of Education, Michigan State University
Apr. 2023	EPET Ph.D. Student Research Conference Funding (\$600), Counseling, Educational Psychology, and Special Education (CEPSE) Department & Educational Psychology and Educational Technology (EPET) Program, Michigan State University
May 2022	Summer Research Fellowship (\$6,000), College of Education, Michigan State University
Apr. 2022	EPET Ph.D. Student Research Conference Funding (\$600), Counseling, Educational Psychology, and Special Education (CEPSE) Department & Educational Psychology and Educational Technology (EPET) Program, Michigan State University
May 2021	Summer Research Fellowship (\$6,000), College of Education, Michigan State University
Jan. 2021	Practicum Fellowship for Hard Cost (\$2,295), College of Education, Michigan State University

May 2020 Summer Research Development Fellowship (\$5,000), College of Education, Michigan State University

### **SCHOLARSHIPS**

*Note.* The scholarships below were awarded from the Department of English Education, Hankuk University of Foreign Studies, Seoul, South Korea.

Fall, 2008 Second Distinction Scholarship

Fall, 2007 Study Abroad Scholarship

Spring, 2006 First Distinction Scholarship

Spring, 2005 First Distinction Scholarship

Fall, 2004 Second Distinction Scholarship

### **PROFESSIONAL AFFILIATIONS**

2024–Present Society for the Scientific Study of Reading (SSSR)

2023–Present International Literacy Association (ILA)

2021–Present American Psychology Association (APA), Division 15 (Educational Psychology)

2019–Present American Educational Research Association (AERA)

### **LICENSED TEACHER**

Apr. 28, 2014–present Licensed Korean Language Teacher (Grade III), qualified for Teaching Korean to Speakers of Other Languages (License No. 14-31-042, South Korea)

Feb. 27, 2009–present Licensed English Teacher (Grade II) of Secondary School (License No. 8081, South Korea)

### **LICENSED PSYCHOTHERAPIST**

Aug. 22, 2021–present Licensed Logotherapist Level 2 (Korean Logotherapy Association, Ministry of Health and Welfare of Korea) (License No. 2020-005549, South Korea)

**CERTIFICATE**

- Training Period: On-Line Training Program for Korean Language Teachers  
May 2012–Aug. 2012 (Teaching Korean to Speakers of Other Languages), Seoul National University.
- Training Period: Intensive English Language Course (Advanced Level), Emerald  
Jul. 2006–Feb. 2007 Cultural Institute, Dublin, Ireland.
- Training Period: TESOL (Teaching English to Speakers of Other Languages),  
Jul. 4–Jul. 21, 2005 International CAPE (The Center for Asia-Pacific Exchange) Program for College Students, University of Hawaii, USA.

**VOLUNTEER ACTIVITIES**

- Mar. 2026 Guest Reader for Read Across America, Creekside Elementary School, Moreno Valley, CA.
- Feb. 2014–Jul. 2014 Typing to Produce Electronic Books for the Blind, Siloam Center for the Blind, South Korea.
- Jan. 2013–Nov. 2014 Translating Children’s Letters (English → Korean), Compassion Korea, a Nongovernmental Christian Organization Working for Child Advocacy and Ministry in Poverty Stricken Places of the World, South Korea.
- Sep. 2008–Mar. 2009 Teaching English Language to Middle School Students in an Orphanage, Anyang Children’s Home, South Korea.

**OTHER EXTRACURRICULAR TRAINING**

- Mar. 2014–Jul. 2015 Translation from English to Korean (Baruntranslation Co., Seoul, South Korea)

**REFERENCES**

**Jennifer A. Schmidt, Ph.D.**, Interim Chairperson and Professor, Department of Counseling, Educational Psychology and Special Education, College of Education, Michigan State University, [jaschmid@msu.edu](mailto:jaschmid@msu.edu)

**Lisa Linnenbrink-Garcia, Ph.D.**, Professor, Department of Counseling, Educational Psychology and Special Education, College of Education, Michigan State University, [llgarcia@msu.edu](mailto:llgarcia@msu.edu)

**Eunsoo Cho, Ph.D.**, Associate Professor, Eady/Hendrick Chair of Learning Disabilities, School of Education, University of California-Riverside, [eunsooc@ucr.edu](mailto:eunsooc@ucr.edu)