



Korean-American Educational Researchers Association

Newsletter

Fall 2020 vol. 12, No.1

Presidential Greetings

Jung Won Hur , Auburn University

Dear Colleagues:

I feel honored and privileged to serve as the President of the Korean American Educational Association (KAERA) for the year 2020-2021. I also feel a great responsibility to provide necessary research, learning, and mentoring support to KAERA members during these uncertain times. Unfortunately, COVID 19 and an increase in racism and xenophobia have made many KAERA members feel isolated, frustrated, and anxious about their personal safety, career advancement, and emotional well-being. While we are facing unprecedented difficulties, I believe we can turn this crisis into an opportunity as long as we are willing to find solutions to renew and grow together.

With appreciation for the engagement of many members, the KAERA Executive Group and Board of Directors have been working diligently to explore the best ways to support KAERA members. We have identified the following activities as major tasks to be accomplished during the academic year of 2020-2021:

- Providing a virtual conference in April, 2021
- Making the KAERA website mobile friendly
- Increasing participation of new graduate students and Korean-American scholars
- Offering a research grant opportunity
- Providing continuous support through mentorship

As of October 2020, we have already achieved several goals. On September 18, the KAERA Mentoring Committee (Drs. Katie Koo (chair), Sohyun An, Kyunghwa Lee, and Ms. Jiyoung Kang) successfully offered a virtual session called, "Winning the job amid the pandemic." The goal of the virtual meeting was to support doctoral students (and early career scholars) with an academic job search in the

coming academic year. On October 17, Dr. Okhee Lee, Michael Salwen scholarship donor, provided a special mentoring session to the past Michael Salwen scholarship recipients, and participants had an opportunity to discuss Korean American identity in the academia. Dr. Kyungbin Kwon, Chair of KAERA grant review committee, successfully initiated the KAERA grant program, and proposals are currently being reviewed. Dr. Sungwoong Lee (KAERA webmaster) has been working on KAERA website, and you can now check out the mobile friendly website. Please visit <http://www.k-aera.org/> using your phone! The 2020-2021 Executive Officers (Drs. Gilbert Park, Chansoon Lee, Hwanggyu Lim, Kewman Lee, Sungwoong Lee, Minsung Kim, Min-Young Kim, Jung Won Hur, and Ms. Seongeun Kim) have been working on the details of the 2021 virtual conference diligently, and our plans will be shared shortly.

Without the support of dedicated KAERA members, accomplishing these activities would not have been possible. I sincerely appreciate KAERA members' time and effort. I believe that flexible goals, proactive leadership, and clear communication are critical in these rapidly changing circumstances, and I will continue to look for various ways to meet the needs of members. I will communicate our progress and detailed plans via email and our Facebook group as soon as they are available. As an organization deeply dedicated to improving education for all students in the national, international, and global communities, I affirm the commitment of KAERA leadership teams to support members' scholarship and practice as well as to promote education across the world. I am excited to learn and grow with you, and I wish that each of you have a safe, healthy, and successful year.

Sincerely,
Jung Won Hur
2020-2021 KAERA President

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2021 KAERA 12th Annual Meeting

MARK YOUR CALENDAR!

The 2021 KAERA Virtual Conference will be held on the following dates :

April 8th—10th, 2021

Newly Elected Leadership

Introduction to the Board of Directors (2020-2021)



Shin Ji Kang (Chair)

Affiliation: James Madison University
AERA Division

- G: Social Context of Education
- SIGs: Critical Educators for Social Justice & School/University Collaborative Research

Shin Ji Kang serves as an Associate Professor of the Department of Early, Elementary, and Reading Education at James Madison University. She is a critical praxis researcher attempting to bridge the divide between practitioners and researchers in education. Her scholarship includes refugee issues and teacher education, which emerged from the critical and spiritual consciousness of her identity.



Ji Hoon Ryoo (Member)

Affiliation: Yonsei University
AERA Division

- D: Measurement and Research Methodology

Ji Hoon Ryoo is an Associate professor of Yonsei University in South Korea. He is primarily interested in improving current quantitative methods and implementing new applications to facilitate the answering of substantive research questions in social and behavior sciences. Specifically, his main area of expertise lies in statistical modeling in longitudinal and multilevel data analyses and latent variable modeling.



Jung Won Hur (Member)

Affiliation: Auburn University
AERA Division

- K: Teaching & Teacher Education
- SIG: Instructional Technology

Jung Won Hur is an Associate Professor in the department of Educational Foundations, Leadership, and Technology at Auburn University. Her research interest focus on technology integration in K-12 classrooms, teacher study abroad, global education, and computer science education. For the past seven years, she has been coordinating an Auburn University Outreach Program called Global Studies in Education-South Korea, where she provides local K-12 school educators with an opportunity to visit South Korea to learn Korean culture and education systems.



Jae Hoon Lim (Member)

Affiliation: University of North Carolina at Charlotte

AERA Division

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

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

Introduction to the Board of Director (2020-2021) continued



Kyunghwa Lee (Member)

Affiliation: University of Georgia
AERA Division

- G: Social Context of Education
- SIGs: Critical Perspectives on Early Childhood Education; Early Education and Child Development

Kyunghwa Lee is a Professor in the Department of Educational Theory and Practice at the University of Georgia. Her areas of research include ethnographic studies of teaching and learning, critical disability studies, childhood studies, and project/inquiry-based pedagogy in early childhood education. She served on KAERA's Board of Directors, Mentoring Committee, and Nomination Committee in 2011-2014.



Gilbert Park (Member)

Affiliation: Ball State University
AERA Division

- SIG: Social Context of Education

Gilbert Park is an Associate Professor of Social Foundations and Multicultural Education at the Ball State University. His research focuses on school experiences of Asian immigrants and the potential for multicultural education to be used as a tool for advancing social justice. Specifically, he has been interested in the process of segmented assimilation for immigrants from Korea and Myanmar in American public schools. Recently, his research looked at the limitations and possibilities of Korean multicultural education for the children of immigrant mothers and North Korean refugees in rural Korean schools as a U.S. Fulbright Scholar to Korea.



Young-Sun Lee (Member)

Affiliation: Columbia University
AERA Division

- D: Measurement & Research Methodology

Young-Sun Lee is an Associate Professor of Measurement, Statistics & Evaluation at Teachers College, Columbia University. Her research focuses on educational and psychological measurement, with specific emphasis on test construction/scale development, item response theory, and cognitive diagnostic models. She served as treasurer in 2010-2011.



Kyungbin Kwon (Member)

Affiliation: Indiana University, Bloomington
AERA Division

- C: Learning and Instruction
- SIGs: Instructional Technology; Learning Sciences

Kyungbin Kwon is an Associate Professor of Instructional Systems Technology at Indiana University, Bloomington. He has served the Korean American Educational Research Association (KAERA) in various ways, including a conference co-chair for two years (2016 – 2018), a committee of KAERA Outstanding Research Paper Award (2018-2020), and a discussant of roundtable presentations. His scholarship focuses on facilitating positive interactions among students in contexts of Computer-Supported Collaborative Learning (CSCL) and designing effective instructions for computational thinking (CT).



Hyunsoo Hur (Member)

Affiliation: Defense Language Institute
Foreign Language Center

Hyunsoo Hur is currently an Associate Professor at the Defense Language Institute Foreign Language Center, Monterey, CA. She has taught foreign languages, trained foreign language teachers at the government agency, and has worked on language project with MIT Lincoln Lab. Her area of interest includes applied linguistics, linguistic anthropology, language acquisition, teacher education, instructional technology, and intercultural communication. She presented at numerous conferences and published in various journals. She is actively involved in foreign language education research and practice.

Newly Elected Leadership

Introduction to Executive Officers (2020-2021)

President

Jung Won Hur

Affiliation: Auburn University
AERA Division

- K: Teaching & Teacher Education
- SIG: Instructional Technology

Jung Won Hur is an Associate Professor in the department of Educational Foundations, Leadership, and Technology at Auburn University. Her research interest focus on technology integration in K-12 classrooms, teacher study abroad, global education, and computer science education. For the past seven years, she has been coordinating an Auburn University Outreach Program called Global Studies in Education-South Korea, where she provides local K-12 school educators with an opportunity to visit South Korea to learn Korean culture and education systems.

Vice President

Gilbert Park

Affiliation: Ball State University
AERA Division

- SIG: Social Context of Education

Gilbert Park is an Associate Professor of Social Foundations and Multicultural Education at the Ball State University. His research focuses on school experiences of Asian immigrants and the potential for multicultural education to be used as a tool for advancing social justice. Specifically, he has been interested in the process of segmented assimilation for immigrants from Korea and Myanmar in American public schools. Recently, his research looked at the limitations and possibilities of Korean multicultural education for the children of immigrant mothers and North Korean refugees in rural Korean schools as a U.S. Fulbright Scholar to Korea.

General Administrator

Chansoon (Danielle) Lee

Affiliation: Liberty University
AERA Division

- D: Measurement and Research Methodology

Chansoon (Danielle) Lee is an Assistant Professor of the Liberty University College of Osteopathic Medicine (LUCOM) at Liberty University. Her major research interest is predictive modeling using Bayesian model averaging and decision tree models. Also, her research focuses on psychometric approaches for test development, item security, and computerized adaptive testing. Moreover, she is interested in psychometric and statistical consulting as well as applying statistical models to various fields.

Treasurer

Hwanggyu Lim

Affiliation: Graduate Management
Admission Council

AERA Division

- D: Measurement and Research Methodology

Hwanggyu Lim an Associate Psychometrician, Graduate Management Admission Council. His primary research interests include computerized adaptive testing, IRT model fit, IRT calibration, test equating, and psychometric R software package development.

Introduction to Executive Officers (2020-2021) continued

Communication Director **Kewman Lee**

Affiliation: Missouri State University
AERA Division

- G: Social Context of Education

Kewman Lee is an assistant professor of literacy in the Department of Reading, Foundations, and Technology at Missouri State University. He was previously a teacher at middle and high schools and an instructor at after-school programs for elementary grade levels' students. His research focuses on digital literacies in transnational online spaces, Border-Crossing Discourse, literacies and learning in out-of-school contexts, pop culture and literacies, the New Literacies Study, multimodality, and Discourse analysis. He teaches various literacies courses for undergraduate and graduate students.

Webmaster **Sungwoong Lee**

Affiliation: University of West Georgia
AERA Division

- C: Learning and Instruction

Sungwoong Lee is an Assistant Professor in the Department of Educational Technology and Foundations at University of West Georgia. His research interests include learning support design in game-based learning, technology use in the classroom, and design of virtual learning environments for students with special needs.

Conference Co-Chair **Min-Young Kim**

Affiliation: Grand Valley State University
AERA Division

- G: Social Context of Education
- SIGs: Language and Social Processes & Writing and Literacies

Min-Young Kim is an Assistant Professor of Literacy Studies in the Department of Literacy and Technology at Grand Valley State University. Her research focuses on literacy and language practices in diverse classroom contexts, with special interests in classroom dialogues, argument literacy, and dialogic pedagogy.

Conference Co-Chair **Minsung Kim**

Affiliation: Defense Language Institute
Foreign Language Center
AERA Division

- D: Measurement and Research Methodology
- SIG: Large Scale Assessment

Minsung Kim is an Assistant Professor in the Defense Language Institute Foreign Language Center. He audited and consulted multiple program components based on applied measurement theories and research-based articles that were qualitative and quantitative. His psychometric consulting was provided to the Florida Department of Education, the Michigan Department of Education, the Society of Human Resource Management, Federation of State Boards of Physical Therapy, the Saudi Arabia National Center for Assessment, and the ELS Educational Services. His research interests include developing innovative educational measurement models, especially for large scale assessments.

Student Representative **Seongeun Kim**

Affiliation: University North Carolina at Greensboro
AERA Division

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

Seongeun Kim is a doctoral student in Educational Research Methodology at the University of North Carolina at Greensboro. Her research interest lies predominantly in the areas of Item Response Theory, test equating and component based structural equation modeling.

2020 KAERA Awardees

KAERA Distinguished Researcher Award



Jaekyung Lee (Ph.D.)
University at Buffalo,
SUNY

Jaekyung Lee is a Professor of education at the University at Buffalo, SUNY. A fellow of the American Educational Research Association (AERA), Lee specializes in educational policy evaluation and comparative education, particularly addressing the issues of closing the achievement gaps among racial and social groups for educational equity and accountability. He has a Ph.D. from the University of Chicago. Lee is a 2020-21 Fulbright Global Scholar. He is also a fellow of the Rockefeller Institute of Government and a former fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford University. He is the recipient of 2007 AERA Raymond B. Cattell Early Career Award. Lee is the author of *The Testing Gap* (Information Age Publishing, 2007) and *The Anatomy of Achievement Gaps* (Oxford University Press, 2016). A founding member of the Korean-American Educational Researchers Association (KAERA), Lee served on its administration and board of directors. Lee says to KAERA members: "As an international or immigrant scholar here in the U.S., we all experience hardships. Hardships make or break people. I could not have made it so far without innumerable support in my life. This KAERA award reminds me of the duty to pay it forward. Thank you."

KAERA Outstanding Research Paper Award



Shin Ji Kang (Ph.D.)
James Madison University

Shin Ji Kang is an Associate Professor of the Department of Early, Elementary, and Reading Education at James Madison University in Harrisonburg, VA. She currently coordinates elementary education graduate and undergraduate programs. She has taught a number of courses including early childhood methods, teaching for social justice courses, and practicums both at graduate and undergraduate levels.

Shin Ji has been a KAERA member since 2011 and served on the KAERA Mentoring Committee and the Board of Directors. She published research on North Korean refugee youth education in South Korean schools in KAERA Research Forum in 2014.

Shin Ji strives to become a critical praxis researcher attempting to bridge the divide between field and research especially in the area of refugee education. In addition to publishing chapters and journal articles, she has been pursuing engaged scholarship by directly working with the shareholders including North Korean students, South Korean teachers, policy makers, and civic organizations. Her scholarship was also shared in forms of art exhibitions, videos, interviews, study abroad special programs, and youth summer camps.

Eun-Young Jang is an Associate Professor in the Graduate School of Multicultural Education at Seoul National University of Education, South Korea. She has received a Ph.D. in Language, Literacy, and Culture program from Vanderbilt University, USA. Her academic interests include critical pedagogy, multiculturalism and multilingualism, and critical media literacy. Topics covered in her recent scholarly work include media literacy for North Korean refugee adolescents, multilingualism and translanguaging for CLD students in Korea.



Eun-Young Jang (Ph.D.)
Seoul National University of Education

We are deeply honored to receive the KAERA Outstanding Research Paper Award for our humble research article entitled 'Becoming Me in Third Space: Media Education for North Korean Refugee Youths in South Korea.' The study was one of the several collaborative projects that Professor Kang, Shin Ji and I have been working together since 2014. As we both believe that our academic work should not be separated from the realities of education, we tried hard to highlight the hidden spots of our society, where minority students, particularly North Korean refugee children, were struggling to survive. We have also presented our studies of North Korean refugee education as a panel presentation at the Annual Conference of the Comparative and International Education Society (CIES) to raise international awareness of the educational realities facing these students. We hope this article can be a small step for scholars and educators to collaborate in drawing future implications in educational policies and praxis for North Korean refugee children, wherever they are.

2020 KAERA Awardees

Young Scholar Award



Hyonsuk Cho (Ph.D.)
University of North Dakota

Hyonsuk Cho (Ph.D. State University of New York at Buffalo) is Assistant Professor of TESOL (Teaching English to Speakers of Other Languages) at the University of North Dakota. Her research interests include language and social development of English language learners or bilingual students of all ages. The paper entitled “Engagement of nondominant families of dual language learners at Head Start” was submitted for 2020 KAERA conference. This study explored the experiences and perceptions of family engagement of parents of dual language learners at Head Start. From an equitable collaboration perspective, the study identified specific areas of family engagement that were particularly challenging to establish equitably collaborative relationships between Head Start teachers and parents with refugee backgrounds. Hyonsuk joined KAERA as a doctoral student in 2014. She attended the KAERA conferences in Philadelphia, Chicago, San Antonio, New York, and Toronto. As a KAERA member, she received Michael B. Salwen Scholarship in 2015 and the Best Young Scholar Paper Award in 2017. Hyonsuk is grateful to KAERA for the support and generosity.

Graduate Student Award

I am a doctoral candidate in foreign and second language education at the State University of New York at Buffalo. My research interests are language and identity, language ideology, multilingualism, and EAL (English as an Additional Language) education. My research focuses on the identity of international students in an EAL first-year academic writing curriculum in higher education. I have been awarded the Mark Diamond Research Fund from the UB Graduate Student Association to support my dissertation research. Currently, I am also teaching an undergraduate academic writing course at UB. My passion for research and teaching has led me to contribute to building more positive language learning experiences for EAL speakers. I am honored to receive the 2020 KAERA Graduate Student Award, and look forward to continuing my research and education with KAERA's support.



Jae Youn Son
University of New York at Buffalo



Min-Seok Choi
Ohio State University

Min-Seok Choi is a doctoral candidate in Teaching and Learning at The Ohio State University. He is interested in multilingual students' learning and use of literacy practices, identity construction, and academic literacy development in and out of school contexts. His research aims to advance the discussion of multilingual students' communicative competence in literacy practices with a focus on the multimodal resources complexly configured. In the paper that has been chosen as the 2020 KAERA Graduate Student Research Paper Award, Min-Seok worked with a child's mother to examine how the Korean bilingual child uses his multimodal bilingual journal writing to create space for exploring his multiple identities and expanding his communicative repertoire. Min-Seok's dissertation, “Collaborative Imagining: Academic Language Socialization for International Students through Disciplinary Language and Practices,” examines how multilingual college students learn and use discipline-specific discursive practices and involvement strategies in communicating imagined design works. Using ethnographic and discourse analytic methods, Min-Seok analyzes instructional conversations in a sophomore architectural design studio where people use heterogeneous resources to make visible design ideas they are imagining. Min-Seok hopes that from his works, educators will learn to retheorize language and literacy practices, observe their multilingual students' communicative competence, and develop more ways in which to promote the students' competence.

2020 KAERA Awardees

Michael Salwen Scholarship



Seohee Park
University of Iowa

I am Seohee Park, a Ph.D. candidate in the Educational Measurement and Statistics program at the University of Iowa. I served as the student representative in KAERA last year.

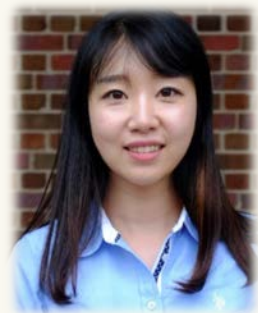
I am deeply honored to receive Michael Salwen Scholarship this year. Engaging KAERA conference is always meaningful to me because it provides me professional opportunities to share my research idea and collaborate studies with other Korean researchers. I am looking forward to participating the next KAERA meeting.

My research focuses mainly on the development, programming, and testing of latent variable models and related statistical methods, spanning across classical test theory, item response theory, and structural equation modeling. The awarded research introduces how to implement latent cluster analysis by using fuzzy cluster-wise-generalized structured component analysis (FC-GSCA) when covariates are added. The procedures consist of three steps: 1) estimating parameters of latent cluster analysis based on FC-GSCA, 2) assigning memberships for each subjects either using hard partitioning or soft partitioning, and 3) Fitting binomial or multinomial logistic regressions with covariates. The proposed procedure is expected to be more applicable because it involves simple and easy computation.



Sun Young Lee (Ph.D.)
Weber State University

Sun Young Lee, Ph.D. is an Assistant Professor of Teacher Education at Weber State University, U.S.A. Her interdisciplinary research examines the temporal dimensions of observation in teacher education, to question the future-oriented, algorithmic, and cybernetic systems of reasoning and its relation to evidence-based education policy and reform today. In the awarded paper, Sun Young conducts a post-structural analysis on visual politics of technology-mediated observation in teacher education, with an exemplar case of Educative Teacher Performance Assessment (edTPA). After the outbreak of the COVID-19 pandemic, her study has expanded to examine how the color became the dominant ways to think about human difference, diversity, and social justice. In this line of research, she problematizes the taken-for-granted conditions that have made Asian Americans an outlier in the colored discourse. Sun Young has earned a Ph.D. degree in Curriculum and Instruction (Curriculum Studies) and a Ph.D. minor degree in Transdisciplinary Studies in Visual Cultures from the University of Wisconsin-Madison in 2019. Sun Young's work has appeared in *Qualitative Inquiry*, *International Journal of Educational Development*, and an edited volume *The Post-World War Two International Educational Science: Quantification, visualization, and making kinds of people* (Routledge). Sun Young is currently co-chair of the Post-foundational Approaches (PFA) Special Interest Group in Comparative and International Education Society (CIES).



Danbi Choe
University of North Carolina at Chapel Hill

Hello, My name is Danbi Choe. I am honored to receive the Michael Salwen Scholarship Award.

I am a Ph.D. candidate in School Psychology at the University of North Carolina at Chapel Hill. I received my master's degree in Educational Psychology with a specialization in Quantitative Research Methods from Seoul National University of Education. Before joining the doctoral program, I was an elementary school teacher in Seoul, South Korea for five years. My program of research focuses on risk and protective factors related to academic and social-emotional development of children and adolescents, with my dissertation on developing and evaluating an intervention designed to support social-emotional learning among Korean immigrant children.

As part of my research trajectories, the awarded paper examined the longitudinal relationship between immigrant mothers' language proficiency, parenting efficacy, and parental involvement in South Korea. This study supported the idea that enhancing parental self-efficacy will reduce the negative effect of a language barrier and lead to improving parental involvement.

By awarding me the Michael Salwen Scholarship Award, KAERA has lightened my financial burden which allows me to focus more on the most important aspect of my roles, research. KAERA's generosity has inspired me to help others and give back to the community. I hope one day I will be able to help Korean heritage students achieve their goals just as KAERA has helped me.

KAERA Virtual Meeting: “Winning the Job Amid the Pandemic”

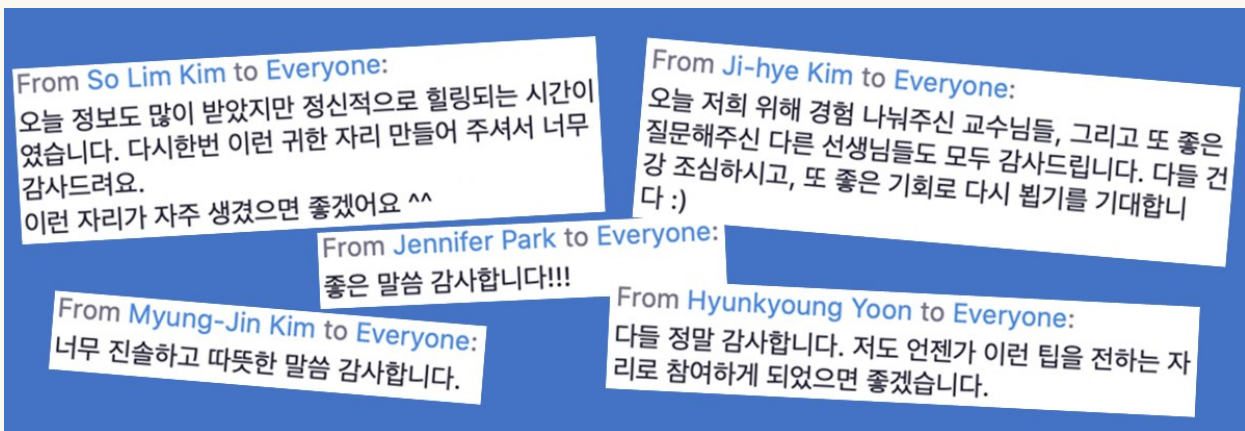
Dr. Gilbert Park, Ball State University



On September 18th of 2020, the KAERA Mentoring Committee successfully presented a virtual session called, “Winning the job amid the pandemic.” The event was hosted by Ms. Jiyoung Kang (Ph.D. Candidate, Indiana University), and the panelists were Dr. Shinhea Lee (Assistant Professor, Clair University of Fraser Valley), Dr. Dabae Lee (Assistant Professor, Kennesaw State University), Dr. Joonho Lee (Assistant Professor, University of Alabama), Dr. Kyunghwa Lee (Professor, University of Georgia) and Dr. Sheunghyun Yeo (Assistant Professor, University of Alabama). The mentoring session started with a welcome statement by Dr. Katie Koo of Texas A&M University, Chair of the KAERA Mentoring Committee, who shared the mission of the committee that seeks to support KAERA members through mentoring sessions like this and managing a mentee and mentor network system. After the welcoming, Ms. Jiyoung Kang explained that the session sought to meet the needs of job seekers by organizing the topics around the questions received from KAERA members.

The topic discussed were in five general areas: prospects for the upcoming job market, strengthening one’s portfolio, strategies regarding writing a Teaching Philosophy and Diversity Statement, and suggestions for phone interview and campus visits. Dr. Joonho Lee shared that the current pandemic has led many institutions to institute hiring freezes, in addition to lay-offs or pay reduction of current employees. Dr. Dabae Lee added that more institutions are choosing not to sponsor international candidates. Their advice to job seekers was to apply to as many positions as possible and consider postponing graduation as a strategy.

To strengthen one’s candidacy, Dr. Joonho Lee suggested going to conferences to learn where the demands are and to work with faculty advisors to strategically position the self in the job market. Adding to this, Dr. Kyunghwa Lee underscored the importance of quality publications to strengthen one’s candidacy. She also stressed that one’s CV and cover letter should correspond with where the items listed on CV should be explained in the cover letter. Dr. Dabae Lee reminded the audience to include good teaching evaluations by students in the cover letter.



The panelists agreed that a Teaching Philosophy and Diversity Statement could help make KAERA members' applications stronger. Dr. Kyunghwa Lee said that her status as an international student helped her application to stand out. She said she was advised by her Doctoral Chair to bring her strength in dual cultural perspectives as a Korean looking at American schools to the forefront. Dr. Sheunghyun Yeo shared that approaching teacher education as a researcher helped him in his job search. To those with teaching experiences in the U.S., he also suggested seeking opportunities to interact with preservice teachers in undergraduate programs, teaching at Sunday schools to become familiar with school age children and volunteering as translators for public schools. Regarding a Diversity Statement, Dr. Yeo reminded the audience that, "You are the diversity! Bring it to the forefront."

Dr. Dabae Lee encouraged the job seekers to research the institution, the department, and the potential colleagues in preparation for a phone interview. This helped her to visualize the desirable qualities sought by the search committee. Dr. Kyunghwa Lee pointed out that the interviewees should have keywords ready but discouraged using scripts in response to a questions. Dr. Sheunghyun Yeo stressed the need to present the self professionally.

Regarding the campus visit, Dr. Sheunghyun Yeo highlighted to the audience that the evaluation starts as soon as one gets picked up at the airport. He has also prepared a set of questions for the dean, the department chair, the faculty and the students prior to the campus visit. He further suggested practicing these questions with faculty and other students. Dr. Dabea Lee added that doing the research mentioned earlier helped her to identify possible future collaborations. In doing so, the interviewers were encouraged to visualize her as their future colleague. Dr. Shinhea Lee shared her recent experience of a virtual campus visit to a potential employer due to the pandemic.

Panelists shared their final thoughts before formally ending the session. Dr. Shinhea Lee said, "Hang In and Persist!" Dr. Dabea Lee reminded the audience that teaching opportunities away from public schools can be helpful. Dr. Joonho Lee encouraged pursuing grant opportunities. Dr. Sheunghyun Yeo said to, "carry yourself as a doctor!" Finally, Dr. Kyunghwa Lee stressed the need to interview the institution while on the campus visit.

This was an interactive mentoring session that included questions from participants. Over 60 members participated and informal conversations followed the official session. Participants shared great appreciation to the panelists and KAERA mentoring committee members.

Thank you for your participation!

Toward the Community of Giving:

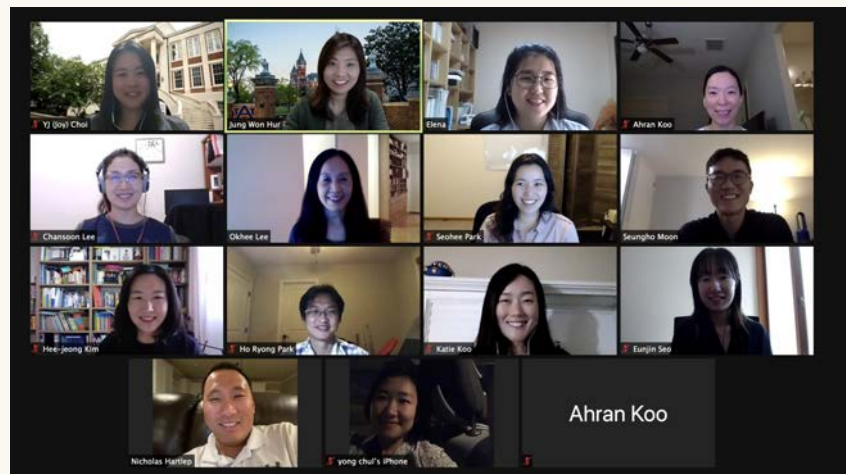
Cross-generational Conversations on "Korean" Identity, Imposter Syndrome, and "We-ness" living in the U.S.

Dr. Seungho Moon, Loyola University Chicago

More than ever, I am interested in the notion of "we-ness." Identity politics uses this phrase of "we" to advocate particular political interests and to pursue fairness, including we as immigrants, we as people of color, we as women. I am concerned that a collective identity of "we" generates intentional and/or unintentional consequences of excluding someone. As Judith Butler (2015) highlights, "'we'...is always missing some group of people it claims to represent" (p. 166). Given my epistemological and ontological standpoint, I ponder about the very definition of "we" as Koreans in the U.S. context. How do "we," as Korean educators/researchers, create a community out of cultural experience as "Koreans"? How shall "we" create a sense of community, not exclusive yet welcoming one, drawing from multiplicities of "us-ness" among Koreans, particularly with this larger umbrella term such as Korean-American Educational Researchers? In reality, "we" are comprised of individuals who are from different upbringings and multiple, different versions of immigration history. These are tough and unanswerable questions. Amid these cultural, philosophical questions, the cross-generational conversation among the founder of *The Michael B. Salwen Scholarship*, Dr. Okhee Lee, and the recipients of this award inspired me to be hopeful with one possibility: that is, creating a community of *giving* that I envision from generosity, warm heart, and open-mindedness. I imagine this community of giving becomes a crucial value in the provisional construction of "we-ness" among Korean-American Educational Researchers.

During this informal virtual gathering on October 17th (October 18th in Korea) 2020, I enjoyed hearing multifaceted lived experiences among 15 participants. Of course, we cannot even possibly share our lived experience as a unified version of "Korean" due to Korea's drastic contemporary history and complicated South Korea-U.S. relationship. Dr. Okhee Lee's life history actually is never familiar with most of the participants. Honestly, I cannot believe how she could be adjusted to U.S. in the early 1980s when the mainstream Americans had limited knowledge about Korea. As Dr. Lee mentioned, East Asian-ness was represented via Japan or China at best. Korea is a

lexicon that people remember from the Korean War. I cannot imagine how Dr. Lee built up in her academic identity out of her "mismatches" between her conservative upbringing in Korea and biased expectations for Korean immigrants in the U.S. Dr. Lee was "predetermined" to be an educator due to her gendered expectations as a good girl. She grew up in a patriarchal Korean society in the 1960s and 1970s. Ironically, stereotypical images about East Asians in the U.S. proceeded her choice during her Ph.D. program. She was first assigned to observe science classrooms as a graduate research assistant and then her research experience was the stepping stone her to be the leading scholar in STEM education for bilingual students. Dr. Lee also shared her sense of agency to live as *Okhee*. She lived about 25 years with the use of designator of a daughter. She lived another 25 years as the wife of someone (which is *Michael B. Salwen*). Dr. Lee's life history as Korean immigrant makes a good distinction from mine. I came to the U.S. in 2005 to start a doctoral program in my early 30s. This juxtaposition sets a different layer of understanding "we-ness" as Korean. I am the generation of learning English starting in middle school in Korea. I was exposed to odd expressions like "I am a boy; you are a girl" when I first learned English. No one says one's gender identity as greetings in a real context (except the signifier should be recognized).



My generation is different from other young scholars who studied English from prekindergarten or who were born in the U.S. Indeed, any attempt to define us-ness, such as Korean or Korean-American identity, with the use of monolithic version fails due to our intersectionality of identities and different sociopolitical standpoints in living. The stereotypical cultural understanding about Korean-ness would not work although people make efforts to find a common grounds such as Confucianism, collectivism, or other stable labels. This approach is even dangerous in that it ostracizes Koreans who do not follow a set of social norms that is often normalized with the use of middle-class, patriarchal values as well as Korean language competency in the U.S. Yet, the community of *giving* that Dr. Lee embodied via the creation of Scholarship and her mentoring provides some hopes. The notion of "us-ness," of course a troublesome term due to its exclusive operation, entails some encouraging messages of giving and sharing with open-mindedness and inclusiveness.

During the gathering, I imagined a rhizomic aspect of this community of giving. Truly this community is growing, yet we cannot predict the directions of its giving and growth. I also asked myself another question like what entails a sense of giving in the creation of "us-ness." Several years ago, I wrote a book chapter about belonging (Moon, 2019). My main thesis was the difficulty of finding a space in a U.S. academia as "international" faculty. My efforts to "work harder" does not seem to be sufficient. Student endlessly complained although I provided more office hours than other colleagues. Students did not seem to appreciate my additional commitment to give feedback on their earlier drafts of final project or extended deadlines. Double standards seem to be applied in course evaluations between my courses and those of White colleagues although we teach the same contents with the same syllabi. I spent far much more time and documented more for my tenure and promotion portfolios than the university actually required. There was a point of being exhausted by this "over"-documentation. That was the time that I learned the term of imposter syndrome---namely, feeling of inadequacy about success. Even after receiving a big award like an AERA early career award, negative feeling was immediately followed and asked myself, "do I deserve to receive this recognition?" This negative feeling pushes me to work more for the next task while asking questions to myself if I truly deserve, if other people made a mistake, or if there were only few applicants.

I imagine what would be different if I had met Dr. Okhee Lee (or other KAERA members) much earlier in my career path. Dr. Lee expressed her version of imposter syndrome in her career and expressed a "simple" solution. She constantly works and "fakes it until she makes it." Ironically, imposter syndrome was a motivator for Dr. Lee to be a leading, legendary scholar in educational research. Dr. Lee also shared a story of [Jocelyn Bell Burnell](#) whose discovery in physics was not recognized due to her gender in the 1970s. Now Burnell won a \$3 million prize and she donates the prize for scholarships for women, refugees, and historically marginalized community members. Within a community of giving and sharing talents, I would have reduced my times of self-doubt with proper mentoring, peer support, and encouragement. I would have converted any negative energy into that of positive within this supportive community, which I suggest as a community of giving. A social support is eagerly needed in academia when particularly novice scholars need mentorship to handle many challenging issues not only to "survive" but also to thrive in the academia.

As Butler mentions, we-ness is always problematic. Some urgent issues exists "other than the particular group that has formed and appeared and seems to be speaking of what all the people might want" (Butler, 2015, p. 167). Reducing Korean-ness in the U.S. to an imposter syndrome or other labels has potential problems not highlighting other major concerns among Koreans during this unprecedented times due to the pandemic and educational-health disparities among students. Amid these challenges, however, I appreciate Dr. Lee and other award recipients who showed this value of giving and sharing and let us imagine a provisional space of "we" drawing from this welcoming community. A community of giving, which is a mode of inclusion not exclusion, provides an important message that I contemplate on and take actions. Dr. Lee showed the beauty and joy of giving for younger generations. Owing to her, I ponder about what I can do *here* and *now* for the community and KAERA. Thank again, Dr. Lee, for being a great role model and mentor to show the importance of persistence and sharing any version of supports for emerging and mid-career scholars. You inspired us to have a self-pride about what we did, where we are now, and what is expecting ahead of me.

References

- Butler, J. (2015). *Notes toward a performative theory of assembly*. Harvard University Press.
- Moon, S. (2019). Belonging to the U.S. academia without belonging to it: The journey of "international" faculty. In A. Kemp (Ed.), *Dignity of the calling: Educators share the beginning of their journeys* (pp. 101-105). Information Age Publishing.

KAERA Distinguished Researcher Award

Deadline: December 15

Purpose

KAERA (<http://www.k-aera.org/>) was established in 2009 with the aim of assisting Korean-American and Korean researchers and students to advance knowledge and practices in education, to encourage scholarly inquiry related to education, and to promote the use of research to improve educational conditions and serve the public good.

The KAERA Distinguished Researcher Award recognizes and honors an individual whose professional contributions over a career have had a widespread positive impact in educational research. These contributions may include important theoretical or methodological developments, applications of educational theory that have influenced substantive research in education or related fields, or innovative ideas that have significantly affected educational theory and practice. This award is given annually to a researcher who has demonstrated exceptional promises and achievements in the creation of new knowledge in education.

Eligibility

The candidate must be a member in good standing of KAERA. Previous awardees are ineligible. Eligible nominees must have demonstrated excellence in educational research and professional service over a career (at least 10 years since completing their doctoral degree). Prior nomination does not exclude a candidate from consideration in subsequent years.

The nomination will be assessed by the following criteria:

1. Scholarship and Research Accomplishments:
 - Impact of discovery and significant effect on practices and research in education
 - Advancing the educational training for various professionals
 - Creating a break-through solution to long-standing problems in education
 - Providing noble and critical insights to address important social issues
2. Professional Services & Leadership
 - Significant contributions to professional organizations through leadership and services (with particular emphasis on KAERA service)
 - Leading consulting work, speaking, advocacy, and/or recruitment initiatives
 - Recognized services to regional, national or international organizations
3. Overall Impact
 - Theoretical contribution to educational research and influence on others' work

Nomination Process

Self-nominations are encouraged.

Candidates can be nominated by any KAERA member.

Nominations should include the following:

- A completed nomination form;
- A brief statement explaining why the researcher should be considered for the award;
- Curriculum vitae of the nominee; and
- One letter of support (optional)

These materials should be submitted electronically to Dr. Jae Hoon Lim at [<jhlim@uncc.edu>](mailto:jhlim@uncc.edu).

Any questions to be sent to the Committee chair, Dr. Jae Hoon Lim, at jhlim@uncc.edu.

Announcement and Presentation of Award

The KAERA Distinguished Researcher Award committee will make the final selection from the list of nominees and the winner will be announced through KAERA listserv and KAERA Newsletter. The award recipient will be announced no later than **January 20**. The award recipient will be required to present highlights of his/her key research activities during the 2021 KAERA Conference in April. A cash award of \$1,000 and an award certificate will be presented at the conference. (The award recipient will serve as a one-year member on the 2021-2022 award committee.)

KAERA Distinguished Researcher Award Committee:

Jae Hoon Lim (Chair), Kyung T. (Chris) Han, Stella Kim, Jaekyung Lee, Minhye Son

KAERA Outstanding Research Award

Deadline: December 15

Purpose:

The KAERA (<http://www.k-aera.org/>) was established in 2009 with the aim of assisting Korean and Korean-American researchers and students to advance knowledge and practices in education, to encourage scholarly inquiry related to education, and to promote the use of research to improve educational conditions and serve the public good.

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

Eligibility:

- A paper accepted for publication in any peer-reviewed journal between 2019 and 2020 are eligible.
- At least one author of the nominated paper has to be a current member of the KAERA.

Nomination Process:

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

Any questions to be sent to the committee chair, Dr. Saahoon Hong, at saahong@iu.edu.

Announcement and Presentation of Award:

The winning paper(s) will be selected by the KAERA Outstanding Research Paper Award Committee. Awardees are expected to be announced no later than February 14, 2021. The author(s) of the winning paper(s) will be required to present their research paper during the 2021 KAERA Conference in April, 2020. A cash award and the award certificate will be presented at the conference.

KAERA Outstanding Research Paper Award Committee:

Saahoon Hong, Hyunsoo Hur, Jongpil Cheon, Eun-Young Jang, Gilbert Park

Call for Proposal 2021 Virtual Conference

Deadline: December 31, 2020

You are cordially invited to submit a proposal for the 2021 Korean-American Educational Researchers Association (KAERA; <http://www.k-aera.org>) Virtual Conference, which takes place **from April 8 -10, 2021**. The mission of the KAERA is to promote intellectual dialogues among scholars in broadly defined education disciplines through research that examines critical issues of the field and offers implications for education practice and policies.

The theme for 2021 KAERA virtual conference is ***“Time to Act for Social Justice by Accepting Educational Responsibility.”*** The conference will consist of keynote speeches, mentoring sessions, and small group research presentations. We want to highlight that the 2021 virtual conference will feature the small group research presentations where two or three research papers are presented in a 1 to 1.5-hour session and detailed feedback from a discussant will be provided. We welcome proposals for **both individual papers and work-in-progress research**. While most presentations will be held from **8:00 pm to 10:00 pm (EST) on April 8-10**, flexible scheduling will also be available to accommodate and facilitate participation.

All proposals will be reviewed by at least two reviewers of the KAERA Program Planning Committee. In addition, the discussants with expertise in topics for each proposal will provide constructive and detailed feedback on each paper. We highly encourage graduate students, along with other researchers, to consider submitting their scholarly work for the insightful feedback from the discussants. Presentation can be delivered in languages (English and/or Korean) chosen by presenters.

The conference is open to all educational researchers regardless of nationality, country of origin, or specific fields of education. Therefore, KAERA welcomes research proposals that cover an array of topics that meet the broad needs and research interests of KAERA members and other education researchers.

A proposal between 750 and 1,000 words (excluding abstract and references) in length will be considered for the small group research presentations. It should include (1) an abstract (less than 100 words) and keywords, (2) objectives or purposes, (3) perspective(s) or theoretical framework, (4) methods, (5) results, and (6) implications or significance.

A proposal must be submitted through this link ([Click to submit](#)) by December 31, 2020, 11:59pm (EST). Please note that you need a Google account to submit your proposal. Result notification will be sent out by January 31, 2021. If your proposal is accepted, you will be asked to submit a full paper by April 1, 2021.

Once a proposal is accepted and its full paper is submitted, it may be considered for KAERA Awards:

- Two awards for graduate students (\$500 per award).
- One award for a young researcher(s) who earned a doctorate within six years at the moment of presentation.

The 2021 KAERA virtual conference will feature various sessions for graduate students, junior faculty members, and other researchers to engage in intellectual and professional dialogues with outstanding discussants and mentors. Please do not miss out on a great opportunity to meet with them at the KAERA virtual conference.

For more information about the call for proposals, please contact the 2021 KAERA Conference Co-Chairs, Drs. Minsung Kim (mskim0707@gmail.com) and Min-Young Kim (kimmi@gvsu.edu).

Best regards,

Drs. Minsung Kim and Min-Young Kim

Financial Report

Hwanggyu Lim, Graduate Management Admission Council

Balance (10/1/2019-9/30/2020)

Previous balance in September 30, 2019			
Balance (Checking)*	Balance (Saving)	Scholarship Fund Account	Actual Gross Balance
\$17,065.72	\$4,006.71	\$16,841.41	\$37,913.84
Current balance in September 30, 2020			
Balance (Checking)*	Balance (Saving)	Scholarship Fund Account	Actual Gross Balance
\$15,506.99	\$4,007.41	\$19,090.89	\$38,605.29
Difference (Current balance - Previous balance)			
- \$1,558.73	\$0.70	\$2,249.48	\$691.45

*This includes balance associated with Paypal account.

Incomes and Expenses (10/1/2019-9/30/2020)

Checking/Saving/Scholarship Fund Accounts			
Description (Incomes)	Amount	Description (Expenses)	Amount
Annual Meeting Registration Fee*	\$134.74	Annual Meeting Registration Refund	\$140.00
KAERA Operating/Scholarship Donation	\$4,241.38	Scholarship/Paper Awards	\$4,500.00
Interest earned (from Saving and Scholarship Account)	\$2,250.18	CPA Tax Service Fee (2018-2019)**	\$800.00
		KAERA Webpage Update	\$483.16
		Miscellany	\$11.69
Total Incomes	\$6,626.30		\$5,934.85
Difference (Incomes - Expenses)			\$691.45

* The total amount of the 2020 KAERA Conference registration fee was \$140.00. Due to PayPay's fee (\$5.26), however, the net amount was \$134.74.

** CPA Tax service fee of \$800.00 was for 2 years (2018-2019)

Member Kudos

- **Dr. Jae Hoon Lim** has been promoted to Professor at the University of North Carolina at Charlotte.
- **Dr. Taeyeon Kim** joined in the Department of Educational Administration at the University of Nebraska-Lincoln as an Assistant Professor (Tenure Track) from Aug 2020. She earned her PhD at Michigan State University this summer.
- **Dr. Jungmin Kwon** (Teachers college, Columbia University, Ed.D) started a tenure-track assistant professor in the Department of Teacher Education at Michigan State University. She can be reached at jkwon@msu.edu
- **Dr. Junghwan Kim** has joined Texas A&M University as an Associate Professor in the Department of Educational Administration and Human Resource Development, effective Fall 2020. Before joining Texas A&M, he served for six years as an Assistant Professor of Adult and Higher Education at the University of Oklahoma and was promoted with tenure to Associate Professor.
- **Dr. Kyungbin Kwon**, Associate Professor at Indiana University—Bloomington, had been tenured and promoted in July 2020.
- **Dr. Jin Lee** was appointed as an assistant professor of adult education in Adult, Professional, and Community Education (APCE) program at Texas State University. His appointment started from September 1st, 2020.



Member Announcements

- 조지워싱턴 대학교 최재화 교수는 "SPSS를 활용한 중급 통계분석: 베이지안 추론" 온라인 워크숍을 2021 6월 12일 (약 5시간)과 6월 19일 (약 5시간) 진행합니다. 지도교수님 승인을 받은 한국인 재학생을 대상으로 하며, 참가비는 없습니다. 자세한 내용은 jae Choi@gwu.edu로 문의하시길 바랍니다.

Leadership Opportunities

The Korean-American Educational Researchers Association (KAERA) is pleased to announce the leadership opportunity for Vice President/President-Elect (2021-2024) starting fall 2021. Roles and responsibilities of this position include but not limited to assisting the President's executive and administrative tasks; participating Executive Group and Board of Director meetings; serving as the Chair of the Nominating Committee; and serving as President in 2022-2023 and Immediate Past President in 2023-2024.

All KAERA members are invited to nominate individuals for the leadership opportunities by sending an email to Gilbert Park (gcpark@bsu.edu), Chair of the Nominating Committee, with the individual's name and a short explanation for his/her nominations. Individuals seeking to self-nominate should send a letter of interest to the Chair, indicating their interest and expertise in serving on these leadership roles. Please submit letters by **December 31, 2020**.

Thank you, in advance, for your commitment to serve Korean-American and Korean educators.

Join the Fundraising Campaign for KAERA

Dear KAERA members:

Thank you so much for your continued support of our organization. KAERA aims to help Korean-American and Korean researchers advance knowledge in education by providing opportunities for professional growth, scholarly discourse, mentoring, and networking. On behalf of KAERA, we cordially invite you to join our fundraising event where our goal is to raise funds for supporting scholarly activities of graduate students, junior scholars, and mid-career scholars. The cancellation of the 2020 conference caused a significant decline in the KAERA scholarship fund. We need your support to provide KAERA members with the following award and grant opportunities in 2020-2021:

- * Outstanding Research Paper Award
- * Young Researcher Award
- * Graduate Student Best Paper Award
- * KAERA Research Grant

With KAERA being a 501(C)3 organization, all donation to KAERA is now tax deductible when donors report their income taxes in the US. Donating takes only a few clicks. Please visit <http://www.k-aera.org/kaera-donation/> and share your support with us. If you or your group want(s) to become our corporate sponsors, feel free to contact KAERA treasurer, Hwanggyu Lim (hglim83@gmail.com), or KAERA president, Jung Won Hur (jwhur@auburn.edu). We would like to thank you in advance for your generosity.

Sincerely,
Jung Won Hur
President
Korean American Educational Association (KAERA)

Stay Connected with KAERA!

