



Korean-American Educational Research Association



**2014 Annual Conference
April 4, Friday, 6PM-9PM**

**2014 Business Meeting, Networking, & Reception
April 5, Saturday, 6PM**



KAERA 5th Annual Conference
Philadelphia Marriott Downtown, Grand Ballroom H, Fifth Level
Philadelphia, USA
April 4, 2014, 6:00-9:00 PM

The Korean-American Educational Researchers Association (KAERA) will host the 5th annual conference during the week of the 2014 AERA meeting in Philadelphia, Pennsylvania. The half-day conference on Friday, April 4th, from 6:00-9:00 PM will consist of one poster session, one research roundtable session and one special interest discussion session. On behalf of the KAERA Annual Conference Committee, we are inviting you to join us at the conference that aims to prepare Korean-American students and faculty in becoming leaders in the field of education. The conference will offer opportunities to engage in practical, open, and dynamic conversation about critical issues relevant to graduate students, researchers, and faculty members as we aspire to make significant contributions in the field. Please mark your calendar and be part of this wonderful opportunity!

Sincerely,

Dong Gi Seo and Jung-In Kim

Program Co-chairs
2014 Korean American Educational Researchers Association Conference

2014 KAERA Conference Schedule

- 5:30 – 6:00 PM Registration and Networking Social**
6:00 – 6:15 PM Opening Remarks (Jae Hoon Lim, 2013-2014 KAERA President)
6:20 – 7:00 PM Session A: Michael B. Salwen Scholars Awardee's Poster

A1: Grace Kim (University of California, Berkeley)

A2: Sungok Park (State University of New York, University at Buffalo)

Title: Multicultural Teacher Education: Developing Knowledge, Skills, and Sensitivity

Abstract: This research is a follow-up qualitative study from a previous quantitative study on Korean early childhood educators' status of multicultural teaching competence. In the previous study, it suggested that multicultural education; such as taking diversity related courses in teacher training college and/or attending workshops may play a role in the higher level of multicultural teaching competence. The study then left a future research suggestion

to investigate other than multicultural education what other variables can predict different levels of multicultural teaching competence. Therefore, this study is sought to explore what variables might have impacted on participants' level of multicultural teaching competence.

A3: Youn-Jeng Choi (University of Georgia)

Title: Exploratory Factor Analysis of State and Trait Anxiety for Korean Undergraduate Students

Abstract: The purpose of this study was to explore the factor structure of anxiety as measured by the translated State-Trait Anxiety Inventory for Adults (STAI) using exploratory factor analytic techniques. The STAI manual states that the STAI questionnaire has two factors, state and trait. However, these factors were hard for students to discriminate. The results show that there were four factors. These four constructs better reflect the nuances of anxiety, involving general anxiety, security & calm, relaxation & comfort, and satisfaction & happiness

A4: Woogul Lee (Korea University)

Title: Academic Self-Regulation as a Motivational Mediator to Explain Secondary Students' Achievement

Abstract: The purpose of the present paper was to illustrate how academic self-regulation functions as a motivational mediator to explain why students attain versus fail to attain their academic goals. Before testing the role of academic self-regulation as a motivational mediator, we developed and validated a new academic self-regulation scale that included core academic self-regulation processes but excluded any specific learning strategy use. We developed an 8-item academic self-regulation scale that is theoretically representative and is not confounded with learning strategy use. In addition, academic self-regulation fully mediated the relations between students' academic goals and their academic achievement.

A5: Yujeong Park (University of Tennessee)

7:00 – 7:15 PM Break and Networking Social

7:15 – 8:00 PM Session B: Roundtable Presentation

B1: Multicultural Education in Korea and US

Teachers of Next Generation in Rapid Globalization of Korea

Sungok Park (University at Buffalo) & Hyejin Shin (University at Buffalo)

Abstract: Recent research in the field of Teacher Education emphasizes the need for Korean teachers of next generation to better understand and support diversity in their classrooms. This study is to provide baseline study of developing strategies that would help current and future educators and scholars to make a smooth transition to next generation of diversity education. It also provides findings of promoting teachers to be competent supporting cultural minority students in rapid globalization.

Education for North Korean Defector Students in South Korea: Considerations from a Literature Review

Shin Ji Kang (James Madison University)

Abstract: While political tensions involved with North Korean nuclear weapon have been the major focus highlighted in mass media, it calls for international attention and action to defend the rights and well-beings of North Korean children who defected from their homes. The purpose of this paper is to better understand education for North Korean refugee children settled in South Korea. Empirical data on North Korean youths enrolled in a South Korean alternative school and on their teachers will be compared with the literature of refugee education of other countries. Implications for policy, research, and practice will be addressed.

Multicultural Literature for All?: Kindergarten Korean-origin Children's Response to African American Characters

So Jung Kim (University of Texas at EL Paso)

Abstract: This qualitative case study examines how Korean children respond to African American characters in multicultural literature during a reading-aloud. This study focuses on eight, kindergarten-aged Korean children's reading of multicultural books at Ms. Kim's classroom in a metropolitan city in Korea. The study found that the children exhibited their unfavorable feelings to black characters, and their resistance was shaped within their larger social and cultural surroundings. Results suggest that the goal of a literacy program in Korea has to be that children learn not only literacy skills but also about the value of the human experience in our pluralistic society.

B2: Issues in Higher Education

Are Asian Americans Really a Model Minority? A National Look at Endowed Professors of Education

Nicholas D. Hartlep (Illinois State University), Grant Morgan (Baylor University), Kendra Theodosopoulos, & Ryan Schmalz (Illinois State University)

Abstract: Using critical theory and the model minority stereotype literature we analyzed originally collected data of endowed professors of education in the United States (n = 371). We find that Whites are the most likely to hold endowed positions. Of the 371 endowed professors of education with data available, 307 (82.7%) were white, 56 (15.1%) were non-Asian minorities, and eight (2.2%) were Asian American. The average length of time between graduation and receiving an endowed position was 20.3 years (SD = 9.2). The shortest amount of time was one year, and the longest amount of time was 53 years.

Experiences and Challenges Among International Faculty in the U.S Higher Education
Katie Koo (University of Maryland at College Park)

Abstract: The present qualitative study explores the experiences and challenges of international faculty working at American universities. The author conducted semi-structured individual interviews with 12 full-time international faculty members who identified as non-resident aliens. Six main themes were developed: 1) difficulties with the legal status as

working visa holders, 2) challenges due to limited English proficiency (e.g., difficulties in teaching and leadership roles), 3) challenges with professional development due to limited access to resources, 4) limited interpersonal relationship both professionally and personally, 5) balance between professional life and family responsibilities, and 6) coping strategies.

B3: Teacher Education and Policy

Uplifting Professional Development: Elementary School Teachers' Participation in Professional Learning Community (PLC) and its Effect on Teacher Efficacy

Ji-Hye Kim (University of Wisconsin-Madison) & Ho Soo Kang (University of Wisconsin-Madison)

Abstract: This study investigates the effect of elementary school teachers' participation in professional learning communities (PLCs) on teacher efficacy. Employing a hierarchical linear modeling, we analyzed 5th grade reading teachers' response to U.S. national survey (ECLSK 2004). The result reveals that teachers' participation both in PLC and in-service training has statistically positive significant relation to teacher efficacy (p-value: .00 and .044). However, effect size of PLCs (.093) is much higher than the effect size of in-service training (.034). The study shed light on the possibility of PLCs as an innovative and alternative approach for teachers' professional development

To What Extent the Effects of On-the-job Learning on the Use of Reform-oriented, Student-centered Instructional Practices in First Grade Mathematics Depend on the Level of Teacher Experience?

So Jung Park (University Wisconsin-Madison) & Ho Soo Kang (University of Wisconsin-Madison)

Abstract: While several studies have explored the effects of on-the-job learning opportunities on teachers' instructional improvement, little is known about whether these effects differ by the years of teaching experience. Using hierarchical linear models, this study examines whether the effects of these opportunities (e.g., traditional professional development (PD), professional learning community (PLC)) on teachers' use of reform-based instructional practices vary with experience. Sample teachers come from the Early Childhood Longitudinal Study—Kindergarten cohort. This study found that while traditional PD has no interaction effects, the effects of PLC on the use of reform-based instruction were larger for experienced teachers.

B4: Teacher Knowledge and Teacher Education

A Prospective Mathematics Teacher's Understanding of "Abstract Algebra for Teaching"

Younhee Lee (Pennsylvania State University)

Abstract: The purpose of this study was to understand a prospective teacher's mathematical thinking, when he described several mathematical concepts in school algebra and abstract algebra, connected these concepts, and employed the connections for pedagogical purposes. In

two task-based interviews, the interviewee involved in, for example, explaining what well-definedness means, connecting equivalence classes to rational numbers, and interpreting a student's reasoning in hypothetical classroom scenarios. It was observable that his inappropriate ways of thinking related to his shaky ways of understanding some concepts, which is consistent with Harel's (2008) duality principle. Implication in mathematics teacher education will be also discussed.

Comparative Study on Teachers' Participation in Content-Focused Professional Development Between Elementary Schools and Middle Schools in Korea

Ho Soo Kang (University of Wisconsin-Madison) & Ji-Hye Kim (University of Wisconsin-Madison)

Abstract: This study examines the difference in teachers' participation in professional development between elementary and middle school teachers in Korea using 9th grade teacher samples in 2004 and 6th grade teacher samples in 2005 during the first cycle of The Study on the Actual Status and Quality in School Education. Using t-tests, we revealed that middle school teachers tend to participate more frequently in content-focused professional development conducted both inside and outside of school than elementary school teachers. Policy makers need to allocate funds and time to create elementary school systems so teachers can actively participate in content-focused professional development.

B5: Language and Literacy Development

Reconceptualizing Heritage Language Identity: Korean Teachers' Perspectives

Hyesun Cho (University of Kansas)

Abstract: This study discusses heritage language (HL) identity from the perspectives of Korean teachers who work with HL learners in community-based schools in Hawaii. With a working definition of HL identity, it offers teacher narratives which reveal the complex and contradictory issues of HL education. It calls for the reconceptualization of HL identity and offers suggestions for HL teacher education.

A Structural Relationship among Affective Aspects of Literacy, Class Engagement, and Literacy Achievement

Bong Gee Jang (Oakland University)

Abstract: The present study focused on three motivational constructs: self-efficacy, attitudes, and value and their relationship with class engagement and literacy achievement. Using structural equation modeling (SEM), the researchers analyzed the data from Korean National Literacy Achievement Test (2007) and reported that affective aspects of literacy predicted both class engagement and literacy achievement significantly. In addition, the class engagement served the role as a mediator of the effects of motivational components of literacy on literacy achievement in Korean middle school students.

Individual and Social Aspects of Language Learner Strategies: Considering Multiple Tensions in the ESL Classroom

Eun-Young Jang (Kyung Hee University)

Abstract: This year-long study on newly-immigrated Korean adolescents in the US investigates the question of why learners use different strategies in different contexts by linking the participants' individual features in terms of second language (L2) strategy use with multiple tensions prevalent in their situated ESL classroom. The study was conducted within my sustained research agenda of finding *a*, not *the*, way to reconcile the dichotomy of cognitive and sociocultural approaches in L2 field. The findings of this study reveal how the use of L2 strategies is mediated by such social factors as prescriptivism, power of English, and interracial conflicts in class.

B6: Instructional Technology

Emerging Trends in Mobile Learning

Sang Joon Lee (Mississippi State University), Chien Yu (Mississippi State University), & Carlos Ewing (Mississippi State University)

Abstract: The number of students who own a mobile device has been increasing rapidly. Along with the increasing number of ownership, the use of mobile devices for teaching and learning has been growing and it is expected to enhance student learning experiences, regardless of online, blended, informal, social, or situated learning environments. The purpose of this roundtable session is to provide an overview of the use of mobile devices in teaching and learning and discuss emerging trends and issues in mobile learning.

Evaluation of Smart Assignment Application for Korea High School System

Jaehwa Choi (George Washington University), HeeKyung Kim, Sungsook Kim, KwangSang Lee, SungLim Cho (Korean Institute for Curriculum and Evaluation), Daniel Lee, Shauna Sweet, JiSeung Yang (University of Maryland, College Park), SukWoo Kim (Pusan National University), HyunKyung Kim (Towson University), Sunhee Kim (Howard Community College), & Kyongil Yoon (College of Notre Dame of Maryland)

Abstract: Formative assessment is widely acknowledged as a key means of success in education, providing students and teachers with diagnostic feedback and critical instructional support. Unfortunately, resource and time constraints present formidable challenges to the full implementation of formative assessment and feedback systems in classroom instruction and learning. To assist in overcoming the challenges educators face in implementing formative assessment, an Information and Communication Technology (ICT)-based formative assessment system, the Computer Adaptive Formative Assessment (CAFATM; Choi, Kim, & Yoon, 2012) engine system has recently been developed. The CAFATM engine has the potential to shape teaching and learning processes beyond classroom level and even across the globe, providing teachers and students with specifically-tailored instructionally relevant feedback. The purpose of this study is to conduct a systematic evaluation of the Smart Assignment (SA) system which is a client application of the CAFATM Automatic Item Generation (AIG) system to determine the merits of such a system in three different aspects: practice (focus on the improvement of student's educational outcome and teacher's classroom instruction), research (focus on the role of

technological and/or statistical system), and policy (focus on accountability systems in the new formative assessment environment) using high school samples from South Korea.

Impact of Web 2.0 Technologies on the Digital Native's Writing Practice

Eunjyu Yu (State University of New York at Canton)

Abstract: The present study investigated what role Web 2.0 technologies play in first-year college students' writing practice and what challenges students confront while using computer technology for writing. Pedagogical suggestions will be made to empower students with the 21st century digital writing skills.

B7: Technology and Assessment

Evidence-Based Assistive Technology Implementation: Toward a Scale for Assessing Quality and Outcomes

Soonwha Seok (Korea University) & Boaventura DaCosta (Solers Research Group)

Abstract: There is a scarcity of research on the quality of assistive technology (AT), to include measurement, assessment, validation and reliability studies, standards, and guidelines. This research identified four underlying dimensions and 11 clusters of AT implementation from the perspectives of AT experts as being applicable to evidence-based AT implementation. The dimensions and clusters were found to contribute to evidence-based AT practice and AT quality if used in designing AT, planning AT implementation, practicing AT, and assessing the outcomes of AT. The dimensions and clusters identified here offer insights into ensuring quality AT implementation both now and in the future.

Estimating Correlation between Row and Column Categories and Category Contributions (%) to Total Variance in Cross-tabular Frequency Data: The Joint Profile Analysis (JOPA) Approach

Se-Kang Kim (Fordham University) & Joseph Grochowalski (Fordham University)

Abstract: The current study aims to introduce application of Joint Profile Analysis (simply JOPA) to analysis of a cross-tabular contingency table in a multidimensional space. Each space is constructed by two orthogonal dimensions identified by JOPA. In a given space, we want to measure: (1) correlations between row and column categories and (2) each (row and column) category contribution (%) to total variance. With these two results, researchers can easily gauge importance of relationships among categories and measure quality of categories by simple inspection of their contributions (%) in each latent space.

Comparing Tablet Personal Computer and Picture Cards as a Spelling Practice Intervention in Assisting Students with Developmental Disabilities

Soonhwa Seok (Korea University) & Boaventura DaCosta (Solers Research Group)

Abstract: This study compared a spelling practice intervention using a tablet personal computer and picture cards with three students diagnosed with developmental disabilities. The study aimed to determine if participants could independently practice the spelling of simple

words; compare participants' preference for one instructional delivery method over the other; and determine if preference influenced frequency of participant spelling practice. Findings revealed participants had distinct preferences with regard to instructional delivery method; participants improved their spelling and acquired vocabulary words independently over the course of the intervention; and participants acquired spelling skills faster when using their preferred instructional delivery method.

8:00 – 8:15 PM **Break**

8:15 – 9:00 PM **Session C: Special Interest Discussion**

C1: Graduate Students on Dissertation Writing, Job Searches, and Academic Life in General

Facilitator: *Simon Kim, California State University; Ji Seung Yang, University of Maryland*

C2: Job Searches and Academic Life in Korea

Facilitator: *Mimi Bong, Korea University*

C3: Faculty on Promotion & Tenure

Facilitator: *Deoksoon Kim, University of South Florida; Young-Jin Lee, University of Kansas*

C4: Grant Writing

Facilitator: *Youngsun Lee, Columbia University*

C5: Publications

Facilitator: *Mikyong Minsun Kim, George Washington University; Seock-Ho Kim (University of Georgia)*

C6: Mentor-Mentee Meeting

Facilitator: *Jongpil Kim, ACT*

9:00 – 9:10 PM **Closing Remarks (Dong Gi Seo, 2014 KAERA Conference Co-Chair)**