

# LEE, JI EUN

## Contact Information

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## Education

PhD, Educational Psychology, Expected May, 2012

The University of Texas at Austin

Major Concentration: Learning, Cognition, Motivation, Language Acquisition,  
and Instruction

Minor Concentration: Quantitative Methods, Qualitative Methods, Psychometrics

MA, English Language and Literature, February, 2002

The Dongguk University, Seoul, Korea.

Concentration: Language & Non-verbal Communication in Plays and Psychology

B.A. English Language and Literature, February, 1999

The Dongguk University, Seoul, Korea.

Concentration: Literature and Psychology

## Research Interest

My research interests are both theoretical and practical issues in the field of motivation, emotion, cognition, and the relationship between these factors and learning in secondary and post-secondary educational settings. More specifically, I am intrigued by the interplay between contextual factors such as teachers' autonomy support and goal structures and individual variables including student interest, interest development, and emotions.

My current research focuses on a study of the relationship between different types of autonomy support and interest, focusing on cognitive facets of student interest. For the purpose of this study, I am developing Cognitive Autonomy Support (CAS) scale. In addition, I'm studying what occurs when discourse environment meets students' goals in online classroom discussions.

I plan to keep working on these research areas and intend to develop motivation-related interventions to help students develop interest in academic settings.

## **Research Skills**

Statistical Software: SPSS

Statistical Analyses: Descriptive statistics, analysis of variance, repeated measures analysis of variance, exploratory factor analysis, correlation and regression, discourse analysis and qualitative research analyses

Research Methods: Experimental research design, survey development, and qualitative research design

## **Research Experiences**

02/11- present Principal investigator: Cognitive Autonomy Support (CAS) scale development

The purpose of this study is to develop CAS scale to measure how students perceive teachers' cognitive autonomy support, differentiated from other types of autonomy support.

01/11- present Principal investigator: Discourse research team called D-team, Department of Educational Psychology, The University of Texas at Austin  
This project is to investigate how graduate students set their goals right before each online discussion activity. The purpose of this study is to examine closely the phenomena occurring in the zone between the goals that graduate students set and their actual learning practices during the discussion activities.

- 09/09-present Research Assistant, On-line Discussion Research,  
Department of Educational Psychology, The University of Texas at Austin  
Principal Investigator: Diane Schallert, PhD  
This project is focused on computer-mediated discussion activities such as synchronous and asynchronous on-line discussion. The purpose of this study is to examine students' cognitive, metacognitive, motivational, and affective aspects in computer-mediated communication settings. It also studies students' transformation of identities in the course of the discussion activities.  
I help generate the research questions and helped design the methodology we used to investigate how college students acquire knowledge through written language based on computer-mediated communication.
- 03/09-08/09 Associate Principal Investigator, Pre-service Teacher Education  
Department of Educational Psychology, The University of Texas at Austin  
Faculty Supervisor: Diane Schallert, PhD  
This qualitative research is designed to explore pre-service teachers' developmental processes of professional identity. Our research targets questions about influences of preconception of teaching of pre-service teachers, their conception of teaching, and their identities of "self-as-a teacher."  
-Transcribed interview data, conducted coding with the data, and analyzed the result.
- 03/04-10/04 Principal Investigator, Research on English Language education  
Seoul Dongbu District Office of Education (grant: financial assistance)  
This research was conducted in a middle school affiliated with the College of Education in Dongguk University, Seoul, Korea  
This research focused on how to facilitate the English reading and writing of middle-school students and also examine cognitive learning strategies

used in English classes. This project was supported by the Seoul Dongbu District Office of Education.

My role was to design, implement, and analyze the data from this study. I also presented the results at a conference of educators in Donbu District in Seoul.

03/01-06/01   Principal Investigator, Literature and Criticism  
Department of Liberal Arts in Dongguk University  
Faculty supervisor: Hoon-sung, Whang  
-Subject: ‘modern literature and critical theories: novels and plays’

## **Teaching Philosophy**

My approach to teaching includes my teaching philosophy, teaching methods, teaching materials, strategies, my ability to motivate students, assessment, and feedback. Each of these elements is crucial in teaching and they are all based on my teaching philosophy. Reflecting back on my various teaching experiences, coursework, and research, my fundamental teaching philosophy is based on enjoyment and interest in both teaching and learning.

Most of all, I believe that my role as teacher is to help and lead students to develop their own learning strategy and interests based on the experience they obtain through my instruction and various classroom activities. Most importantly, students’ motivational and affective aspects toward learning must be considered. To make this possible, I will create reciprocal classroom setting for communication.

According to this teaching philosophy, my goal in teaching is to provide students with understanding about challenging constructs and domain knowledge in the field of education and psychology and to help them enjoy those things. This will be performed by helping learners encounter new ideas with elaborate explanation , providing the opportunity for in-depth processing and reflection on them by using optimally challenging questions, leading them to create their own knowledge and letting them enjoy and use their evolving interests.

In order to foster students' learning, I believe it is important to use various proper ways to teach such as discussion, presentation, portfolio, and direct lecture. And these will often be combined with technology, such as Powerpoint presentations, video data, and classroom feedback systems. Also, I think it is important to create a course curriculum that is appropriately demanding and corresponds to the lecture objectives. Students' achievement will be evaluated through periodic quizzes, a portfolio, presentations, and a final paper.

The last step in teaching is to evaluate both the degree of students' achievement and quality of my teaching. The results of these assessments and my reflection on them will inform my future teaching.

## **Teaching Interests**

I'm interested in teaching courses related to motivation, emotion, learning, learning strategies; educational psychology applied to language and literature learning; introduction to statistics, experimental design, and correlation and regression; discourse analysis, qualitative research methods.

## **Teaching Experience**

08/11 ~ present	EDP 310, Individual Learning Skills, Assistant Instructor The University of Texas at Austin
03/04 ~ present	English teacher Middle School affiliated to the college of education in Dongguk University
03/03 ~ 02/04	English teacher with one-year contract Dongbuk High School
07/02 ~ 08/02	English lecturer for summer crash course Sungkyunkwan University in Suwon campus
03/01 ~ 02/02	English grammar and reading teacher Seoyeun English institute in Abgujeong-dong
07/99 ~ 10/00	English grammar and reading teacher

## Seoul private English institute

### Certificates

1. 02/99      Teacher's Certificate: Secondary School Teacher of English  
                    From Ministry of Education & Human Resources Development,  
                    Republic of Korea
2. 0201      Korean Language Instructor's certificate (to foreigners)  
                    From Institute for Training Korean Language Instructors in Yonsei  
                    University

### Honors and Grants

- 09/08-08/09    Joseph L. Henderson and Katherine D. Henderson Foundation Student  
Scholarship, \$1,000  
-Institution: College of Education, The University of Texas at Austin
- 05/04      Research on English education, \$1,000  
Seoul Dongbu District Office of Education (grant: financial assistance)  
Research Project: How to facilitate the English reading and writing of  
middle-school students
- 08/98      Academic Scholarship, \$2,700  
Dongguk University in Seoul, Korea

### Conference Presentation

Song, K. & the D-team<sup>1</sup>, (April 2011). Traversing Emic/Etic Perspectives When  
Investigating Identity Issues in Computer-Mediated Discussion Paper presented at

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<sup>1</sup> The D-Team led by Dr. Diane Schallert is a research group with an interest in research on the discourse of computer-mediated classroom discussions. The members (listed in alphabetical order) of the group who contributed to this project are: Yueh-Hui (Vanessa) Chiang, An-Chih (Janne) Cheng, Hsiang-Ning (Rebecca) Chu, Michelle Jordan, TaeHee Kim, SoonAh Lee, Junbin Park, Yangjoo Park, Diane Schallert, Kwangok Song, Jane Vogler, and JI EUN LEE.

- the 2011 American Educational Research Association Annual Conference, New Orleans, LA.
- Lee, S. & the D-team, (April 2011). Deriving Resistance From Online Discourse: A Grounded Theory Approach to Analyzing Students' Meaning Making. Paper presented at the 2011 American Educational Research Association Annual Conference, New Orleans, LA.
- Vogler, J. & the D-team. (April 2011). Capturing Process: A Microgenetic Analysis of Online Discussions as Opportunities for Meaning Construction. Paper presented at the 2011 American Educational Research Association Annual Conference, New Orleans, LA.
- Lee, S. & the D-Team, (Dec. 2010). Resistance Phenomena in Collaborative Online Discussions. Paper presented at the 2010 Annual meeting of National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Vogler, J. & the D-Team. (Dec. 2010). Construction Zone Ahead: Where Reading, Thinking, and Writing Intermingle in a Classroom Discussion Taking Place Online. Paper presented at the 2010 Annual meeting of National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Lee, J. E. (Oct. 2010). A Catalyst for CMD Interaction: the Characteristics and the Dynamics of Feedback Messages as a Motivational Factor. Paper presented at the 2010 E-Learning Conference, Orlando, Florida.

10/04 Research on English education

-Institution: Seoul Dongbu District Office of Education

-Place:

- 1) Middle School affiliated with the College of Education in Dongguk University
- 2) Joongrang Middle School

-Subject: 'how to facilitate the English reading and writing of middle-school students'

06/01 Liberal Arts Conference

-Institution: the Department of Liberal Arts in Dongguk University

-Subject: 'modern literature and critical theories: novels and plays: Feminism in modern plays'

### **Publication**

Lee, S., Schallert, D. L., Song, K., & the D-Team, (In Press). Resistance Phenomena in Collaborative Online Discussions. 59th YearBook of the Literacy Research Association Conference.

Lee, J. E. (Oct. 2010). A Catalyst for CMD Interaction: the Characteristics and the Dynamics of Feedback Messages as a Motivational Factor. In J. Sanchez & K. Zhang (Eds.), Proceedings of World conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2010 (pp. 1090-1095). Chesapeake, VA: AACE.

05/05 *The Myth Makers : How Advertisers Apply the Power of Classic Myths and Symbols to Create Modern Day Legends*, 2005

-the first translation English into Korean in 2002

-cooperation with Prof. Kim, Bong Hyun in the Department of Advertisement, Dongguk University

03/02 *A study of body languages in Sam Shepard's family trilogy*, 2002

-Master's thesis, Dongguk University

-study of modern plays and criticism