

Kyong Mi Choi
Associate Professor of Mathematics Education
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Education

PhD, Teachers College, Columbia University, 2009.
Major: Mathematics Education

MA, Teachers College, Columbia University, 2005.
Major: Mathematics Education

BS, Seoul National University, 2002.
Major: Mathematics Education

Professional Positions

Associate Professor, Curry School of Education, University of Virginia (August 2017 – now)

Visiting Scholar, Eastern China Normal University, Shanghai, China (January 2019)

Associate Professor, College of Education, The University of Iowa (July 2015 – June 2017).

Program Coordinator, Mathematics Education Program, Teaching and Learning, College of Education, The University of Iowa (July 2015 – June 2017).

Assistant Professor, College of Education, The University of Iowa, Iowa City, IA (July 2009 – June 2015)

Teaching Assistant, Teachers College, Columbia University, New York, NY. (January 2007– July 2009).

Mathematics Teacher, Salem County Vocational Technical Schools, Woodstown, NJ. (September 2005–June 2006).

Licensures and Certifications

Secondary Mathematics Teacher Certificate, Korean Department of Education. (February 2002–Present).

New Jersey Provisional Certificate, Secondary Mathematics, New Jersey Department of Education. (August 2005–July 2010).

New Jersey Certificate of Eligibility with Advance Standing, Secondary Mathematics, New Jersey Department of Education. (August 2005–July 2006).

Research

Published Intellectual Contributions

Book Chapters

*Choi, K. M., & Hong, D. S. (2017). When knowing basic skills and procedures is not enough. In J-W Son, T. Watanabe, & J-J. Lo. (Eds.) *What matters? Research trends in international comparative studies in mathematics education* (pp.315-331). Springer, NY.

Choi, K. M., & Hwang, J. (2014). Qualifications of Teachers in Specialized Secondary STEM Schools in Korea. In J. Kim, I. Han, M. Park, & J. Lee (Eds.), *Mathematics Education in Korea: Volume 2: Curricular and Teaching and Learning Practices* (vol. 2). Hackensack, NJ: World Scientific Publishing.

Choi, K. M. (2013). WFNMC Report. In H. Y. Shin (Eds.), *ICME-12 Report*. Seoul, Korea: Department of Education.

* Refereed

Journal Articles - Refereed

Hwang, J., & Choi, K. (2019). Relationships between Emotional Dispositions and Mathematics Achievement Moderated by Instructional Practices: Analysis of TIMSS 2015. *International Journal of Mathematical Education in Science and Technology*. DOI: 10.1080/0020739X.2019.1644680

Hong, D. S., Choi, K., Runnalls, C. & Hwang, J. (2019). How well aligned are common core textbooks to students' development in area measurement? *School Science and Mathematics, 119*, 240-254.

Hong, D. S., & Choi, K. (2019) Challenges of maintaining cognitive demand during the limit lessons: understanding one mathematician's class practices, *International Journal of Mathematical Education in Science and Technology*, 50:6, 856-882, DOI: [10.1080/0020739X.2018.1543811](https://doi.org/10.1080/0020739X.2018.1543811)

Hwang, J., Choi, K., Bae, Y., & Shin, D. (2018). Do Teachers' Instructional Practices Moderate Equity in Mathematical and Scientific Literacy?: An Investigation of the PISA 2012 and 2015. *International Journal of Science and Mathematics Education, 1-21*.
<https://doi.org/10.1007/s10763-018-9909-8>

- Hwang, J., Runnalls, C., Bhansali, S., Navaandamba, K., & Choi, K. (2018). "Can I do well in mathematics reasoning?" Comparing US and Finnish students' attitude and reasoning via TIMSS 2011. *Educational Research and Evaluation*. DOI: [10.1080/13803611.2018.1500293](https://doi.org/10.1080/13803611.2018.1500293)
- Hong, D. S., & Choi, K. (2018). A Comparative Analysis of Linear Functions in Korean and American Standards-Based Secondary Textbooks. *International Journal of Mathematical Education in Science and Technology*, 49(7), 1-27.
- Hong, D. S., Choi, K., Runnalls, C. & Hwang, J. (2018). Do textbooks address known learning challenges in area measurement?: a comparative analysis. *Mathematics Education Research Journal*, 1-30.
- Hong, D. S., & Choi, K. (2018). Reasoning and Proving Opportunities in Textbooks: A Comparative Analysis. *International Journal of Research in Education and Science*, 4(1), 82-97.
- Hong, D. S., Choi, K., Hwang, J. & Runnalls, C. (2017). Integral student's experiences: Measuring instructional quality and instructors' challenges in Calculus 1 lessons. *International Journal of Research in Education and Science*, 3(2), 424-437.
- Winn, K., Choi, K., & Hand, B. (2016). Cognitive language and content standards: Language inventory of the Common Core State Standards in Mathematics and the Next Generation Science Standards. *International Journal of Education in Mathematics, Science and Technology*, 4, 319-339. DOI: [10.18404/ijemst.26330](https://doi.org/10.18404/ijemst.26330).
- Choi, K., Lee, Y., & Park, Y. S. (2015). What CDM can tell about what students have learned: An analysis of TIMSS eighth grade mathematics. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(6), 1563-1577.
- Hong, D. S., & Choi, K. (2014). A Comparison of Korean and American Secondary School Textbooks: The Case of Quadratic Equations. *Educational Studies in Mathematics*, 85(2), 241-263. <http://link.springer.com/article/10.1007/s10649-013-9512-4>
- Choi, K. (2014). Opportunities to explore for gifted STEM students in Korea: From admissions criteria to curriculum. *Theory into Practice*, 53(1), 25-32. DOI: [10.1080/00405841.2014.862117](https://doi.org/10.1080/00405841.2014.862117).
- Choi, K., & Park, H. (2013). A comparative analysis of geometry education on curriculum standards, textbook structure, and textbook items between the U.S. and Korea. *Eurasia Journal of Mathematics, Science & Technology Education*, 9(4), 273-284. DOI: [10.12973/eurasia.2013.947a](https://doi.org/10.12973/eurasia.2013.947a).
- Choi, K. (2013). Influences of Formal Schooling on International Mathematical Olympiad Winners. *Roeper Review*, 35(3), 187-196. DOI: [10.1080/02783193.2013.794890](https://doi.org/10.1080/02783193.2013.794890).

Lee, J. K., Choi, K., & McAninch, M. (2012). An exce-L-ent algorithm for factors and multiples. *Mathematics Teaching in the Middle School*, 18, 236-243.

Choi, K., Choi, T., & McAninch, M. (2012). A comparative investigation of presence of psychological conditions in high achieving eighth graders from TIMSS 2007 Mathematics. *ZDM*, 44(2), 189-199. DOI: 10.1007/s11858-012-0401-6.

Hong, D. S., & Choi, K. M. (2011). Korean College Entrance Exams – An inside look. *Mathematics Teacher*, 105(3), 208-213.
<http://www.nctm.org/publications/article.aspx?id=30916>

Choi, K. M., & Hong, D. S. (2009). Gifted Education in Korea: Three Korean High Schools for Mathematically Gifted. *Gifted Child Today*, 32(2), 42-49.
<http://gct.sagepub.com/content/32/2.toc>

Journal Articles - Non-Refereed

Choi, K. M., & Jang, J. (2012). A recent history of Korean public institutions for the mathematically and scientifically gifted: From specialized science high schools to science academies. *Newsletter of the International Group for Mathematical Creativity and Giftedness*, 3, 15-18.

Choi, K. M. (2011). Two issues in US mathematics teacher education program. *Newsletter of the Korean Mathematical Society*.

Journal Articles – Submitted (Under Review or Revision)

Choi, K. M., Seo, K., & Hand, B. (2017). A theoretical model for transfer intellectual resources between science and mathematics: An empirical study. A Revision submitted for publication to Educational Researcher.

Hwang, J., Choi, K. M., & Hand, B. (2017). Can students reason in mathematics when they can in science? A Revision submitted to Journal for Research in Mathematics Education.

Hong, D. S., Choi, K. M., Hwang, J., Runnalls, C. (2017). How Well Aligned Are Common Core Textbooks to Students' Development in Area Measurement? A Revision submitted to School Science and Mathematics.

Hand, B., Choi, K. M., & Hwang, J. (2017). Effects of the science writing heuristic approach: A growth of inductive and deductive inferences in mathematics and science. Manuscript submitted to American Educational Research Journal.

Choi, K. M., & Hwang, J. (2017). Teachers' uses of standardized assessment data for instructional decision-making. Manuscript submitted to Mathematics Teacher.

Conference Proceedings

- McAninch, M., Park, S., & Choi, K. (2017). Teacher noticing: A qualitative study of novice and experienced secondary mathematics teachers. A paper presented at the 39th North American Chapter of the International Group for the Psychology of Mathematics Education. Indianapolis, IN: Hoosier Association of Mathematics Teacher Educators.
- Hong, D. S., Choi, K. M., Hwang, J., Runnalls, C., Payne, A., & Meiners, A. (2016). How well aligned re common core textbooks to learning trajectories in geometry? In M. B. Wood, E. E. Turner, M. Civil, J. A. Eli (Eds.). Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (p. 119) Tucson, AZ: The University of Arizona.
- Hwang, J., Choi, K. M., & Hand, B. (2016). Relationships among mathematics and science reasoning practices. In M. B. Wood, E. E. Turner, M. Civil, J. A. Eli (Eds.). Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (p. 702) Tucson, AZ: The University of Arizona.
- Hong, D. S., & Choi, K. M. (2016). Challenges of maintaining cognitive demand during limit lessons. In M. B. Wood, E. E. Turner, M. Civil, J. A. Eli (Eds.). Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (p. 1408) Tucson, AZ: The University of Arizona.
- Hong, D. S., Choi, K. M., Hwang, J., Runnalls, C., & Bhansali, S. (2016). Integral students' experiences: Measuring instructional quality in Calculus 1 lessons. In M. B. Wood, E. E. Turner, M. Civil, J. A. Eli (Eds.). Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (p. 1409) Tucson, AZ: The University of Arizona.
- Hong, D. S., & Choi, K. M. (2015). What is happening in Calculus 1 Classes?: The story of two mathematicians. In T. G. Bartell, K. N. Bieda, R. T. Putnam, K. Bradfield, & H. Dominguez (Eds.), Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 1114-1117). East Lansing, MI: Michigan State University.
- Hong, D. S., & Choi, K. M. (2014). How is the function concept introduced in textbooks?: A comparative analysis. In S. Oesterle, P. Liljedahl, C. Nicol, & D. Allan (Eds.), Proceedings of the Joint Meeting of PME 38 and PME-NA 36. (vol. 3, pp. 329-336). Vancouver, Canada:
- McAninch, M. J., Choi, K. M., & Choi, T. (2012). *Meeting a new standard: Using Saxon mathematics for grade 8*. In L. R. Van Zoest, J. Lo, & J. Kratky (Eds.), Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (pp. 100-103). Kalamazoo, MI: Western Michigan University.

Choi, K. M. (2010). *Characteristic of Five International Mathematical Olympiad Winners Based on Krutetskii's Framework*. In P. Brosnan, D. B. Erchick, & L. Flevaris (Eds.), *Proceedings of the 32nd Annual Meeting of the North American Chapter of Psychology of Mathematics Education*. Columbus, OH: The Ohio State University.

Lee, Y., Park, Y., & Choi, K. M. (2010). *An International Comparison of Multidimensional Clustering of 8th Grade Mathematics Skills in TIMSS 2003*. *Proceedings of the Hawaii International Conference on Education*. Honolulu, HI: University of Hawai'i - Manoa.

Park, Y. S., Lee, Y., & Choi, K. M. (2010). *An International Comparison of Multidimensional Clustering of 8th Grade Mathematics Skills in TIMSS 2003*. *Proceedings of the Hawaii International Conference on Education*. Honolulu, HI: University of Hawai'i - Manoa.

Other Research Reports

Su, Y., Lee, W., & Choi, K. M. (2013). *Hierarchical cognitive diagnostic analysis: Simulation study* (vol. 38). Iowa City, IA: CASMA Research Report.

Su, Y., Choi, K. M., Lee, W., Choi, T., & McAninch, M. (2013). *Hierarchical cognitive diagnostic analysis for TIMSS 2003 mathematics* (vol. 35). Iowa City, IA: CASMA Research Report. Retrieved from <http://www.education.uiowa.edu/docs/default-source/casma---research/cognitive-diagnostic-analysis-for-timss.pdf?sfvrsn=4>

Contracts, Grants and Sponsored Research

Funded

Park, Hye Jin (Principal Investigator), Takahashi, Kiriko (Co-Investigator), Kelly, Roberts (Co-Investigator), & Choi, Kyong Mi (Iowa PI), "Twice Exceptional Students Achieving & Matriculating in STEM", Sponsored by the U.S. Department of Education, Jacob K. Javits Gifted and Talented Students Education Program, Federal, \$2,400,000.00. (October 2014–October 2019)

Choi, Kyong Mi (Principal Investigator), & Hong, Dae S (Co-Investigator), "Iowa Mathematics Performance Project," Sponsored by Iowa Mathematics and Science Partnership Program, State & Local, \$440,387. (April 15, 2014–August 2017).", Sponsored by Iowa Department of Education,

Choi, Kyong Mi (Principal Investigator), "Assessment of Preservice Teachers Content Knowledge", Sponsored by College of Education, The University of Iowa, \$9,220.00. (December 2016–June 2017)

Choi, Kyong Mi (Principal Investigator), "Continuous Assessment of Preservice Teachers' Mathematical Content Knowledge", Sponsored by College of Education, The University of Iowa, \$3,200.00. (April 2012–December 2012)

Choi, Kyong Mi (Principal Investigator), "Development and Assessment of Technology-Integrated Professional Development Programs in Secondary Mathematics Education", Sponsored by College of Education, The University of Iowa, \$10,075.00. (December 2010–June 2011)

Choi, Kyong Mi (Principal Investigator), "One List of Mathematical Attributes for the Fourth and Eighth Grades", Sponsored by Iowa Measurement Research Foundation, The University of Iowa, \$30,415.00. (September 2010–June 2011)

Choi, Kyong Mi (Principal Investigator), "Do We Need Mathematics to be Successful in Science?", Sponsored by University of Iowa, The University of Iowa, \$6,000.00. (June 2010–August 2010)

Pending Decision and Not Funded

Choi NSF 2017

Choi IES 2017 EPIC-STEM

Son Choi IES 2017 scored

Choi, Kyong Mi (Principal Investigator), & Hua, Youjia (Co-Investigator), "Improving Mathematics Self-Efficacy through Mathematical Modeling", submitted to Iowa Mathematics and Science Partnership Program, State & Local, \$236,817. (April 15, 2017–August 2018). Not Funded.

Hua, Youjia (PI), Choi, Kyong Mi (co-PI), Woods-Groves, Suzanne (co-PI), Hendrickson, Jo (co-PI) & Lensch, Ellen Kabat (co-PI), "STEM PRoMISE (Promoting Reasoning and Modeling Improving Self-Efficacy), submitted to National Science Foundation, \$1,664,559. (July 1, 2017 – June 30, 2020). Not Funded.

Son, Jiwon (PI), Choi, Kyong Mi (co-PI), & Hong, Dae (co-PI), "Storytelling-Based Elementary Mathematics: Adapting Korean Curriculum Resources for Use in the United States", submitted to the Institute of Education Sciences, \$ 662,206. (July 1, 2017 – June 30, 2021). Not Funded and scored 2.6.

Son, Jiwon (PI), Choi, Kyong Mi (co-PI), & Hong, Dae (co-PI), "Secondary School Students' Quality Algebraic Learning Opportunities in Three Textbook Series", submitted to CPM Educational Research Program Grant, \$ 50,000. (September 1, 2017 – August 31, 2018). *Pending*.

Hand, Brian (PI), Choi, Kyong Mi (co-PI), & Sonka, Milan (co-PI). “Connecting Process and Product: Examining Student’s Brain Process while Completing Science and Mathematics Tasks” submitted to Carver Foundation, \$1,200,000. Not Funded.

Hua, Youjia (PI), Woods-Groves, Suzanne (co-PI), Choi, Kyong Mi (co-PI), Hendrickson, Jo (co-PI) & Lensch, Ellen Kabat (co-PI), “Improving Developmental Education in Algebra (IDEA): An Intervention to Develop Conceptual Understanding and Self-Regulated Learners”, submitted to the Institute of Education Sciences, \$1,396,125. (July 1, 2017 – June 30, 2020). Not Funded.

Choi, Kyong Mi (PI), Hand, Brian (co-PI), French, Brian (co-PI), Dunbar, Steve (co-PI), & Welch, Catherine (co-PI), “An exploration of Cognitive Resources Development and Transfer between Mathematics and Science” submitted to the Institute of Education Sciences, \$ 1,395,611. (July 1, 2017 – June 2020). Not Funded.

Choi, Kyong Mi (PI). “Empowering Teachers as Proactive Research Partners: An Extension of I-MaP²”, submitted to the Spencer Foundation, \$399,610. (January 1, 2017 – December 31, 2019). Not Funded.

Selected Presentations

Choi, K., Kauffman, K., & Schnitker, L. (2017, April). Reasoning in Mathematics Classrooms: Small Steps That Lead to Big Change. A paper presented at National Council of Teachers of Mathematics 2017 Annual Conferences, San Antonio, TX.

Hwang, J., Choi, K., & Jensen, J. (2017, April). Effects of reasoning and modeling approach on mathematics achievement. Paper presented at the 2017 NCTM Research Conference, San Antonio, TX.

Hong, D. S., Choi, K. & Hwang, J. (2017, April) *Integral students’ experiences: Measuring Instructional Quality in Calculus I Lessons.* Conference Presentation presented at the annual meeting of American Educational Research Association, San Antonio, Texas.

Hong, D. S., Choi, K. (2017, April) *How Well Aligned Are Common Core Textbooks to Learning Trajectories in Geometry?*. Conference Presentation presented at the annual meeting of American Educational Research Association, San Antonio, Texas.

Hong, D. S., & Choi, K. M. *Challenges of Maintaining Cognitive Demand during Limit Lessons.* Poster presented at the 38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016), Tucson, Arizona. (November 3, 2016).

Hong, D. S., Choi, K. M., Hwang, J., Runnalls, C., Payne, A., & Meiners, A. *How Well Aligned are Common Core Textbooks to Learning Trajectories in Geometry?* Poster

presented at the 38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016), Tucson, Arizona. (November 3, 2016).

Hong, D. S., Choi, K. M., Bhansali, S., Hwang, J., & Runnalls, C. *Integral students' experience: Measuring Instructional Quality in Calculus 1 Lesson*. Poster presented at the 38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016), Tucson, Arizona. (November 3, 2016).

Hwang, J., Choi, K. M., & Hand, B. (2016). Relationships among Mathematics and Science Reasoning Practices. Poster presented at the 38th Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2016), Tucson, Arizona. (November 3, 2016).

Hwang, J., Hong, D. S., & Choi, K. M., *Use of Instructional Examples in Calculus Classrooms*. Paper presented at the 13th Meeting of International Congress on Mathematics Education, Hamburg Germany. (July 2016).

Hong, D. S., & Choi, K. M., *What is the Current State of Calculus 1 Classes?: The Results from Two Calculus 1 Classes*. Paper presented at the 13th Meeting of International Congress on Mathematics Education, Hamburg Germany. (July 2016).

Runnalls, C., Choi, K. M., & Hong, D. S., *When Knowing Basic Skills and Procedures is Not Enough*. Poster presented at the 13th Meeting of International Congress on Mathematics Education, Hamburg Germany. (July 2016).

Hwang, J., Runnalls, C., Bhansali, S., & Choi, K. M., *Relationship between Students' Attitude and Reasoning via TIMSS 2011*. Poster presented at the National Council of Teachers of Mathematics 2016 Research Conference, NCTM, San Francisco, California. (April 2016).

Jensen, J. L., Kye, A., Sherry, M., & Choi, K. M., *Maintaining High Level of Cognitive Demand through Student Silence*. Paper presented at the National Council of Teachers of Mathematics 2016 Research Conference, NCTM, San Francisco, California. (April 2016).

Choi, K. M., Hong, D. S., Hwang, J., Hua, Y., & Woods-Groves, S., *When Knowing Basic Skills and Procedures is Not Enough*. Poster presented at the Annual Meeting of American Educational Research Association, Washington, District of Columbia. (April 2016).

Choi, K. M., Winn, K., & Hand, B., *Cognitive language and content standards: Language inventory of the Common Core State Standards and the Next Generation Science Standards*. Roundtable presented at the American Educational Research Association Annual Meeting, Washington, District of Columbia. (April 2016).

Hong, D. S., & Choi, K. M., *What is happening in Calculus 1 classes? : the story of two mathematicians*. Paper presented at the 37th Annual Conference of the North American

Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 2015), East Lansing, Michigan. (November 2015).

Hong, D. S., & Choi, K. M., *Reasoning and Proving Opportunities in Textbooks: A Comparative Analysis*. Poster presented at the annual Meeting of American Educational Research Association, Chicago, Illinois. (May 2015).

Choi, K. M., *Iowa Mathematics Proficiency Project (I-MaP2): An effectiveness of the first year professional development - Number and operations & Algebra*. Poster presented at the 2014 Mathematics and Science Partnership Conference, US Department of Education, Washington, District of Columbia. (September 30, 2014).

Hong, D. S., & Choi, K. M., *How is the function concept introduced in textbooks?: A comparative analysis*. Paper presented at the 38th Psychology of Mathematics Education, The International Group for the Psychology of Mathematics Education, Vancouver, British Columbia Canada. (July 2014).

Hwang, J., Choi, K. M., & Hand, B., *A model of cognitive domains in mathematics and science based on conditional probabilities*. Poster presented at the 38th Psychology of Mathematics Education, The International Group for the Psychology of Mathematics Education, Vancouver, British Columbia Canada. (July 2014).

Choi, K. M., Choi, T., Jensen, J., & Eko, S., *Mastery-Level trends of number-and-operations and algebra for the US and Korean 8th graders*. Poster presented at the 38th Psychology of Mathematics Education, The International Group for the Psychology of Mathematics Education, Vancouver, British Columbia Canada. (July 2014).

Choi, K. M., Hwang, J., & Jensen, J. L., *How Teacher Use Cognitive Diagnosis Model Data for Instructional Decision Making*. Paper presented at the 38th Psychology of Mathematics Education, The International Group for the Psychology of Mathematics Education, Vancouver, British Columbia Canada. (July 19, 2014).

Jensen, J. L., & Choi, K. M., *Temporal Patterns in Cognitive Demand of Teacher Questioning*. Paper presented at the 38th Psychology of Mathematics Education, The International Group for the Psychology of Mathematics Education, Vancouver, BC Canada. (July 17, 2014).

Choi, K. M., Jensen, J. L., & Hand, B., *A Linkage among Cognitive Skills in School Mathematics and Science*. Poster presented at the 2014 NCTM Research Conference, New Orleans, LA. (April 7, 2014).

Choi, K. M., McAninch, M. L., & Choi, T., *Out-of-school influences of Korean IMO winners*. Poster presented at the Psychology in Mathematics Education, North American Chapter, Chicago, Illinois. (November 15, 2013).

Ramillard, J., Staley, J., & Choi, K. M., *Learning from each other: Reflections on a joint U.S.-Korea Workshop*. Lecture presented at the 45th National Council of Supervisors of Mathematics, NCSM, Denver, Colorado. (April 17, 2013).

McAninch, M. J., Choi, K. M., & Choi, T., *Meeting a new standard: Using Saxon mathematics for grade 8*. Paper presented at the North American Chapter of the International Group for the Psychology of Mathematics Education, PME-NA, Kalamazoo, Michigan. (November 2012).

Choi, K. M., Choi, T., & McAninch, M., *A Comparative Investigation of Presence of Psychological Conditions in High Achieving Eighth Graders from TIMSS 2007 Mathematics*. Lecture presented at the 12th International Congress on Mathematical Education, ICME, Seoul Korea. (July 2012).

Choi, K. M., & Hong, D. S., *Assessments for College-Bound Students - A Comparative analysis*. Lecture presented at the 12th International Congress on Mathematical Education, ICME, Seoul Korea. (July 2012).

Hong, D. S., & Choi, K. M., *Assessments for College-Bound Students - A Comparative analysis*. Paper presented at the 12th Meeting of International Congress on Mathematics Education, Seoul Korea. (July 2012).

Choi, K. M., & Susadya, L., *IMPACTS OF COMPETITION EXPERIENCES ON FIVE IMO WINNERS FROM KOREA*. Paper presented at the 12th International Congress on Mathematical Education, (ICME) Seoul Korea. (July 2012).

Current Professional Memberships

ICME (International Congress on Mathematical Education)

AERA (American Educational Research Association)

NAGC (National Association for Gifted Children)

NCTM (National Council of Teachers of Mathematics)

PME-NA (North American Chapter of the International Group for the Psychology of Mathematics Education)

Editorial and Review Activities

Educational Assessment.

Journal for Research in Mathematics Education.

Mathematical Thinking and Learning,

Educational Researcher.

American Educational Research Journal.

Roeper Review.

Canadian Journal for Science, Mathematics, and Technology Education

Journal of Mathematics Education at Teachers College

Workshops

K-12

Mt. Pleasant Elementary Schools, Local, K-12. (May 2014–Present).

Organize and Provide Professional Development for Elementary Teachers

Mt. Pleasant Middle School, Local, K-12. (May 2014–Present).

Organize and Provide Professional Development