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RESEARCH FOCI

Achievement motivation, adolescence, heterogeneity effects, higher education, learning analytics, psychological interventions, role models, STEM education, student engagement

ACADEMIC POSITIONS

Present	**National Science Foundation STEM Education Postdoctoral Research Fellow**, College of Education & Human Development University of Delaware Mentor: Teomara Rutherford
Present	**National Science Foundation S-STEM Program Research Consultant**, School of Education and Engineering University of California, Irvine
Spring 2023	**Visiting Researcher**, Institute for Positive Psychology & Education and School of Education and Social Work Australian Catholic University and The University of Sydney Mentors: Herbert W. Marsh, Jiesi Guo, Helen M.G. Watt
2021 - 2022	**Graduate Research Assistant for Investigating Virtual Learning Environments**, School of Education University of California, Irvine PI: Mark Warschauer and Co-PI: Di Xu, Padhraic Smyth, Teomara Rutherford, Sarah Eichhorn
2018 - 2022	**Graduate Research Assistant for The Next Generation Undergraduate Success Measurement Project**, School of Education University of California, Irvine PI: Richard Arum and Co-PI: Michael Dennin
Winter 2021	**Graduate Teaching Assistant for Introduction to Education Disciplinary Perspectives**, School of Education University of California, Irvine
Summer 2020	**Graduate Teaching Assistant for Media and Information Literacy**, School of Education University of California, Irvine

EDUCATION

2022	**Ph.D. in Education** University of California, Irvine

Program Specialization: Human Development in Context
Committee: Jacquelynne S. Eccles (chair),
    Drew H. Bailey, Nia M. M. Dowell, Paul Hanselman, Fernando Rodriguez
Dissertation: *Investigating engineering undergraduates through YouTube videos to promote choice and persistence*

2018   **B.A. in Psychology and Sociology**, *Maga Cum Laude with Honors*
Franklin and Marshall College
Mentors: Lauren H. Howard, Katherine E. McClelland

06/2016 - 08/2016   **Visiting Scholar at the Department of Psychology and Sociology**
Yonsei University

GRANTS & FELLOWSHIPS

2022 - 2024	National Science Foundation, *STEM Ed PRF: Understanding and Improving Undergraduate Computer Science Regulation, Performance, and Motivation Using Digital Traces and Technologies*, <u>PI</u> ($300,000, Grant No. 2222228)
2022 - 2024	National Science Foundation, Division of Undergraduate Education, *UC Irvine Pathways to Engineering Collaborative Project*, <u>Consultant</u> (PI: Lorenzo Valdevit, $4,999,450, Grant No. 1742627)
2022 - 2023	National Science Foundation, Directorate for Technology, Innovation and Partnerships, *Determining Community Needs for Accessibility Tools that Facilitate Programming Education and Workforce Readiness for Persons with Disabilities*, <u>Advisory Board</u> (PI: Maja Mataric, $698,161, Grant No. 2236320)
2021	Public Impact Fellowship, University of California, Irvine ($1,000)
2021	SEISMIC Measurement Fellowship, *A closer look at students' introductory STEM courses across universities*, University of Michigan ($5,000)
2021	Associated Graduate Students Travel Grant, University of California, Irvine ($250)
2020	Inclusive Excellence Ambassador Fellowship, University of California, Irvine ($5,000)
2019-2023	National Science Foundation Graduate Research Fellowship, STEM Education, *Leveraging YouTube to increase women's physics identity and motivation*, <u>PI</u> ($102,000, Grant No. DGE-1839285)
2018	Provost Ph.D. Fellowship, University of California, Irvine ($20,000)
2018	Eugene Cota-Robles Diversity Fellowship, University of California, Irvine ($70,000)
2018	Diversity Recruitment Fellowship, University of California, Irvine ($5,000)
2018	Competitive EDGE Fellowship, University of California, Irvine ($5,000) Declined due to other opportunities

2017	Nissley Undergraduate Student Research Grant, *Transporting into the past and future: How our perceptions of the past and future self influence current motivation*, Franklin and Marshall College ($802)
2017	Psychology Department Travel Grant, Franklin and Marshall College ($314)
2017	Undergraduate Students Travel Grant, Franklin and Marshall College ($200)
2017	C. Richard Puff Fellowship, Franklin and Marshall College ($5,000)
2016	Benjamin A. Gilman International Scholarship, The U.S. Department of State's Bureau of Educational and Cultural Affairs ($5,000)
2016	Kim Suk Hi and Do Sim Diversity Fellowship, Yonsei University ($1,000)
2016	Paul A. Mueller Jr. Summer Travel Grant, Franklin and Marshall College ($2,250)

PEER-REVIEWED JOURNAL ARTICLES

Articles are linked within brackets.
Student co-authors I mentored are underlined.
[a] Indicates equal authorship

J7	**Lee, H.**, [a]Tang, X., Alvarez-Vargas, D., Yang, J., Bailey, D.H., Simpkins, S., Safavian, N., Gaspard, H., Salmela-Aro, K., Moeller, J., Eccles, J.S., & Wigfield, A. (2023). Networks and directed acyclic graphs: Initial steps to efficiently examine causal relations between expectancies, values, and prior achievement. *Current Psychology*, 1–17. [Journal]
J6	von Keyserlingk, L., Rubach, C., **Lee, H.**, Heckhausen, J., & Eccles, J.S. (2022). College students' motivational beliefs and use of goal-oriented control strategies integrating two theories of motivated behavior. *Motivation and Emotion*, 1–20. [Journal]
J5	Tang, X., [a]**Lee, H.**, Wan, S., Gaspard, H., & Salmela-Aro, K. (2022). Situating expectancy and subjective task values across grades, domains, and countries: A network approach. *AERA Open*, *8*, 1–16. [Journal]
J4	Moeller, J., von Keyserlingk, L., Spengler, M., Gaspard, H., **Lee, H.**, Yamaguchi-Pedroza, K., Yu, R., Fischer, C., & Arum, R. (2022) Risk and protective factors of college students' psychological well-being during the COVID-19 pandemic: Emotional stability, mental health, and household resources. *AERA Open*, *8*, 1–26. [Journal]
J3	**Lee, H.**, Santana, L. M., McPartlan, P., & Eccles, J. S. (2022) Components of engagement in a saying-is-believing exercise. *Current Psychology*, 1–26. [Journal]
J2	**Lee, H.**, von Keyserlingk, L., Arum, R., & Eccles J.S. (2021) Why do they enroll in this course? Undergraduates' course choice from a motivational perspective. *Frontiers in Education*, *6*, 641254. [Journal]
J1	**Lee, H.**, McPartlan, P., Umarji, O., Li, Q., & Eccles, J. S. (2020). Just a methodological cautionary note: The jingle jangle of self-related beliefs in

motivational measures. *Journal of Educational and Psychological Research*, *2*, 72–95. [Journal]

PEER-REVIEWED PROCEEDINGS

Articles are linked within brackets.
Premiere conferences in computer science, engineering, and learning sciences (e.g., ASEE, LAK) are fully peer-reviewed, highly selective, and intended for full papers.
Student co-authors I mentored are underlined.

CP9   Copp, D.A., Dicke, A., Denaro, K., **Lee, H.**, Wolken, M., Rao, A., & Valdevit, L. (2023). Exploring the impact of a supportive scholarship program on engineering transfer students' learning strategies. In *Proceedings of IEEE Frontiers in Education*. College Station, Texas. [Short Paper]

CP8   **Lee, H.**, Veng, S., Cao, Y., Baer, J., Bart, A.C., & Rutherford, T. (2023). *Work-in-Progress: Exploring the computer science curriculum from undergraduate students' perspectives*. In *Proceedings of the American Society for Engineering Education - ASEE 2023*. Baltimore, Maryland. [Full Paper]

CP7   **Lee, H.**, Ramirez, K.F., Forde, N.Q., Cao, Z., Dicke, A., & Denaro, K. (2023). *Work-in progress: Guidelines on developing writing prompts and exploring how its quality predicts outcomes in a YouTube role model intervention*. In *Proceedings of the American Society for Engineering Education - ASEE 2023*. Baltimore, Maryland. [Full Paper]

CP6   Dicke, A., Copp, D.A., Denaro, K., Nikkhah, D., **Lee, H.**, & Valdevit, L. (2023). Work-in-progress: Exploring the use of faculty and peer mentoring as a tool to support engineering transfer students' transition. In *Proceedings of the American Society for Engineering Education - ASEE 2023*. Baltimore, Maryland. [Full Paper]

CP5   Dicke, A., Denaro, K., Copp, D., **Lee, H.**, Diggs-Yang, G., Artis, S. & Valdevit, L. (2023). Supporting low-income engineering transfer students' transition from community college to a 4-year university through a comprehensive scholarship program. In *Proceedings of the American Society for Engineering Education - ASEE 2023*. Baltimore, Maryland. [Short Paper]

CP4   **Lee, H.**, Rutherford, T., & Bart, A.C. (2023). Logs and surveys of reviewing behaviors in an introductory computer science course: Their motivational antecedents and relation to performance. In *Proceedings of the 7th Educational Data Mining for Computer Science Education (CSEDM) Workshop*. Arlington. Texas. [Full Paper]

CP3   Nikkhah, D., Copp, D.C., Denaro, K., Buswell, N.T., Diggs, G., **Lee, H.**, Valdevit, L., & Dicke, A. (2022). Experiences of Faculty Mentoring Engineering Transfer Students. In *Proceedings of the American Society for Engineering Education - ASEE 2022*. Minneapolis, Minnesota. [Full Paper]

CP2   Rodriguez, F., **Lee, H.**, Rutherford, T., Fischer, C., Potma, E., & Warschauer, M. (2021). Using clickstream data mining techniques to understand and support first-generation college students in an online chemistry course. In *Proceedings of the 11th International Conference on Learning Analytics and Knowledge*. [Full Paper]

CP1	Salgado, L., Artis, S., Valdevit, L., & **Lee, H.** (2020). Low-income community transfer students' motivation to pursue an engineering degree. In *Proceedings of the American Society for Engineering Education - ASEE 2020*. Montreal, Canada. [Full Paper]

MANUSCRIPTS IN PROGRESS

Under Review

R8	**Lee, H.**, Yang, K., Rutherford, T., Ramirez, K.F., & Eccles, J.S. (revision invited). Examining engineering students' perceived costs and benefits of online academic engagement during COVID-19. *Frontiers in Education.* [Journal]
R7	Rutherford, T., **Lee, H.**, Bart, A. C., Rodrigues, A., & Englert, B. (revision invited). *How self-beliefs, values, and belonging change and relate with performance during introductory computer science. Computer Science Education.* [Journal]
R6	Karamarkovich, S.M., **Lee, H.**, & Rutherford, T. (revision invited). It's not quite linear: Examining changes in mathematics expectancies and values across two years in elementary school. *The Elementary School Journal.* [Journal]
R5	**Lee, H.**, Rutherford, T., Hanselman, P., Rodriguez, F., Ramirez, K.F., & Eccles, J.S. (submitted). Role models in action through YouTube videos for engineering community college students. *Research in Higher Education.* [Journal]
R4	Fiorini, S., Tarchinski, N., Pearson, M., Valdivia Medinaceli, M., Matz, R.L., Lucien, J., **Lee, H.**, Koester, B., Denaro, K., Caporale, N., & Carson Byrd, W. (revision invited). Major curricula structures for disciplinary acculturation that result in student minoritization. *Frontiers in Education.* [Journal]
R3	Rutherford, T., **Lee, H.**, & Duck, K. (revision invited). Dynamic relations between motivation and performance in a mathematics learning technology. *Learning and Individual Differences.* [Journal]
R2	**Lee, H.**, Safavian, N., Dicke, A., & Eccles, J.S. (revision invited). Investigating engineering undergraduates' agentic and communal career values in writing responses. *The Journal of Engineering Education.* [Journal]
R1	Gaspard, H., von Keyserlingk, L., Parrisius, C., Rubach, C., Yamaguchi-Pedroza, K., **Lee, H.**, Spengler, M., Fischer, C., Heckhausen, J., & Eccles, J.S. (revision invited). Linking college students' perceived support by faculty and peers with their expectancies and subjective task values. *Learning and Individual Differences.* [Journal]

In Preparation

P11	**Lee, H.**, Ramirez, K.F., Rutherford, T., Yang, J., & Eccles, J.S. (in prep). Co-occurring motivational beliefs of expectancies, values, and self-regulated learning strategies. [Journal]
P10	**Lee, H.**, Rutherford, T., Collie, R.J., & Bart, A.C. (in prep). Exploring domain- and course-specific latent profiles of motivation in computer science. [Journal]
P9	Watt, H.M.G. & **Lee, H.** (in prep). Is perceiving mathematics as useful the way to all students' hearts? [Journal]

P8   **Lee, H.**, Rodrigues, A.M., Veng, S., & Rutherford, T. (in prep). Association between science motivation and STEM careers among a middle and high school sample. [Journal]

P7   Pumptow, M., Fischer, C., Orona, G., **Lee, H.**, Yu, R., Glandorf, D., Grad, J., & Irion, M. (in prep). Identifying risk factors for student dropout in higher education using large-scale administrative data. [Journal]

P6   Dicke, A., Denaro, K., **Lee, H.**, Noroozi, Z., Wolken, M., & Valdevit, L. (in prep). Promoting the transfer pathway in engineering through an institutional partnership: A multi-pronged approach to improve admission rates. [Journal]

P5   Denaro, K., Fiorini, S., Matz, R., Mead, C., Molinaro, M., Motika, M., Tarchinski, N., Valdivia, N., Caporale, N., Koester, B., Pearson, M., **Lee, H.**, Dennin, M., Sato, B.K., & McKay, T. (in prep). A multi-institutional analysis of equity. [Journal]

P4   **Lee, H.**, Gaspard, H., von Keyserlingk, L., Rubach, C., Fischer, C., Heckhausen, J., & Eccles, J.S. (in prep). Changes in college students' course specific expectancy and subjective task values related to first-term academic experiences. [Journal]

P3   **Lee, H.**, Wan, S., McPartlan, P., & Eccles, J.S. (in prep). Am I good at this? Undergraduates place trust in teacher feedback, but ability beliefs are tied to comparisons. [Journal]

P2   **Lee, H.**, von Keyserlingk, L., Yu, Renzhe, Cavazos, J., Fischer, C., Rodriguez, F., Dowell, N.M.M., & Eccles, J.S. (in prep). To engage or to not engage?: The role of perceived subjective task values on students' course engagement and performance. [Journal]

P1   **Lee, H.**, Rutherford, T., Guo, J., & Bart, A.C. (in prep). Uncovering the dynamic association between self-regulated, performance, and motivation using log data. [Journal]

REFEREED CONFERENCE PRESENTATIONS

C30   **Lee, H.**, Rodrigues, A.M., Veng, S., & Rutherford, T. (2023, August). *Association between science motivation and STEM careers among a middle and high school sample.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C29   **Lee, H.**, Rutherford, T., Hanselman, P., Rodriguez, F., & Eccles, J.S. (2023, August). *Role models in action through YouTube videos for engineering community college students.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C28   Rutherford, T., **Lee, H.**, & Duck, K. (2023, August). *Dynamic relations between motivation and performance in a mathematics learning technology.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C27   Veng, S., Cao, Y., Baer, J., **Lee, H.**, Bart, A.C., & Rutherford, T. (2023, August). *A student-centered perspective investigation of the computer science pathway.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C26   Ramirez, K.F., **Lee, H.**, Li, S., Dicke, A., & Denaro, K. (2023, August). *A latent profile analysis of community college engineering undergraduates' motivational beliefs.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C25   Cao, Z. & **Lee, H.** (2023, August). *A diary approach to understand engineering students' experiences in a saying-is-believing exercise.* Poster accepted at the 2023 American Psychological Association Conference, Washington, D.C.

C24   **Lee, H.**, [a]Ramirez, K.F., Yang, K., Rutherford, T., & Eccles, J.S. (2023, May). *Expectancies and values discussed by transfer engineering students when providing advice to peers.* Paper accepted at Division C - Learning and Instruction at the 2023 annual meeting of the American Educational Research Association, Online.

C23   Rodriguez, F., **Lee, H.**, Rutherford, T., Li, Q., & Holton, A. (2023, April). *Using Learning Management System data to uncover nuances in college students' planning and procrastination behaviors.* Paper accepted at the SIG-Studying and Self-Regulated Learning at the 2023 annual meeting of American Educational Research Association, Chicago, Illinois.

C22   Pumptow, M., Fischer, C., Orona, G., **Lee, H.**, Yu, R., Glandorf, D., Grad, J., & Irion, M. (2023, April). *Identifying risk factors for student dropout in higher education using large-scale administrative data.* Poster accepted at the SIG-Measurement and Assessment in Higher Education at the 2023 annual meeting of American Educational Research Association, Chicago, Illinois.

C21   **Lee, H.**, Wan, S., McPartlan, & Eccles, J.S. (2023, April). *Different contextual sources of ability information shaping biology undergraduates' feelings and beliefs about their ability.* Poster accepted at the 2023 Society for Research in Adolescence Biennial Meeting, San Diego, California.

C20   Zhang, Y., Zhang, M., & **Lee, H.** (2023, April). *The relationship between expectancies, subjective task values, and achievement: A systematic review.* Poster accepted at the 2023 Society for Research in Adolescence Biennial Meeting, San Diego, California.

C19   Ramirez, K.F., Zhang, Y., Cao, Z., Dicke, A., Denaro, K., & **Lee, H.** (2023, April). *An alternative approach using YouTube videos to explore students' motivational beliefs and validating these beliefs to survey measures.* Poster accepted at the 2023 Society for Research in Adolescence Biennial Meeting, San Diego, California.

C18   **Lee, H.**, Alvarez-Vargas, D., Tang, X., Yang, J., Bailey, D.H., Simpkins, S., Safavian, N., Gaspard, H., Salmela-Aro, K., Moeller, J., Eccles, J.S., & Wigfield, A. (2022, August). *Where do good hypotheses come from?: Creating formalized evidence-based hypotheses about expectancies and task values with network approaches.* Symposium presented at the International Conference on Motivation, Dresden, Germany.

C17   Gaspard, H., Parrisius, C., von Keyserlingk, L., Rubach, C., Yamaguchi-Pedroza, K., **Lee, H.**, Spengler, M., Fischer, C., Heckhausen, J., & Eccles, J.S. (2022, August). *Linking students' perceived support by faculty and peers with their expectancies and values.* Poster presented at the 2022 American Psychological Association Conference, Minneapolis, Minnesota.

C16   **Lee, H.**, von Keyserlingk, L., Cavazos, J.G., Yu, R., Fischer, C., Dowell, N.M.M., Rodriguez, F., & Eccles, J.S. (2022, August). *College student engagement: Associations between competing demands and subjective task values*. Poster presented at the 2022 American Psychological Association Conference, Minneapolis, Minnesota.

C15   Fiorini, S., Denaro, K., **Lee, H.**, & Matz, R. (2022, June). *Cross-institutional comparison of students' progression to a STEM degree*. Paper presented at the 2022 AIR Forum, Phoenix, Arizona.

C14   **Lee, H.**, Ramirez, K.F., Zeng, K., Yang, K., Thai, S., Forde, N.F., Rutherford, T., & Eccles, J.S. (2022, May). *How transfer engineering undergraduates talk about their expectancies and values to peers in YouTube videos*. Poster presented at the 2022 American Psychological Association Conference, Chicago, Illinois.

C13   **Lee, H.**, Yang, K., Rutherford, T., & Eccles, J.S. (2022, March). *Examining Engineering Students' Perceived Benefits and Costs of Online Learning During COVID-19*. Poster presented at the 2022 Society for Research in Adolescence Biennial Meeting, New Orleans, Louisiana.

C12   Rodriguez, F., **Lee, H.**, Rutherford, T., & Holton, A. (2022, January). *What can learning analytics reveal about how students engage with online course resources?* Paper accepted at the 2022 annual meeting of the Society for the Advancement of Biology Education Research, Irvine, California.

C11   **Lee, H.**, Alvarez-Vargas, D., Tang, X., Yang, J., Bailey, D.H., Simpkins, S., Safavian, N., Gaspard, H., Salmela-Aro, K., Moeller, J., Eccles, J.S., & Wigfield, A. (2021, August). *Examining students' expectancies and values with networks and directed acyclic graphs*. Symposium presented at the 2021 annual meeting of the European Association for Research on Learning and Instruction, Online due to COVID-19.

C10   **Lee, H.**, von Keyserlingk, L., Arum, R., & Eccles J.S. (2021, August). *Why do they enroll in this course? Undergraduates' course choice from a motivational perspective*. Poster presented at the 2021 annual meeting of the European Association for Research on Learning and Instruction, Online due to COVID-19.

C9   **Lee, H.**, Dicke, A., Safavian, N., & Eccles, J.S. (2021, August). *Examining the associations of students' career goals survey response to writing response*. Poster presented at the 2021 American Psychological Association Conference, Online due to COVID-19.

C8   **Lee, H.** & Eccles, J.S. (2021, July). *Leveraging YouTube to increase women's physics identity and motivation*. Poster presented at the 2021 Network Gender & STEM Conference, Online due to COVID-19.

C7   **Lee, H.**, Eccles, J.S., Forde, N.F., Thai, S., Choi, R., Zeng, K., & Ung, F. (2021, May). *Differential effects of the saying-is-believing effect*. Poster presented at the 2021 Association for Psychological Science Conference, Online due to COVID-19.

C6   Moeller, J., von Keyserlingk, L., Spengler, M., Gaspard, H., **Lee, H.**, Yamaguchi-Pedroza, K., Yu, R., Fischer, C., & Arum, R. (2021, April). *College students' emotions during the COVID-19 pandemic: The role of emotional stability, mental health, and household resources*. Symposium presented at the Corona and Education Conference, Online due to COVID-19.

C5	**Lee, H.** & Eccles, J.S. (2021, March). *Leveraging YouTube: A work in progress to increase students' physics identity and motivation.* Poster presented at the 2021 Society for Research in Adolescence Biennial Meeting, Online due to COVID-19.
C4	**Lee, H.**, McPartlan, P., Umarji, O., Li, Q., & Eccles, J.S. (2020, June). *Hey Mr. Tambourine Man: The jingle jangle of self-related beliefs in motivational measures.* Poster accepted at the Tenth SELF International Conference, Québec, Canada.
C3	Eccles, J.S., **Lee, H.**, McPartlan, P., Umarji, O., Wan, S., & Wigfield, A. (2020, April). *What are we talking about? The jingle jangle fallacy in motivation/interest theories and measurement.* Symposium accepted at the SIG-Motivation in Education at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA.
C2	Rodriguez, F., **Lee, H.**, Fischer, C., Rutherford, T., & Warschauer, M. (2020, April). *Can learning analytics help us understand differences in behaviors and achievement among diverse learners? Results from an online chemistry course.* Talk presented at the 2020 Educational Data Science Conference, Online due to COVID-19.
C1	**Lee, H.**, & Howard, L.H. (2018). *Transporting into the past and future: How our perceptions of the past and future self influence current motivation.* Poster presented at Franklin & Marshall Psychological Research Symposium. Lancaster, PA.

INVITED RESEARCH TALKS AND COLLOQUIA

I6	**Lee, H.** (2023, March). *Promoting equity in education through learning and motivation.* Invited talk at the MOVE[icp] Research Network, The University of Sydney, Sydney, Australia.
I5	**Lee, H.**, Santana, L. M., McPartlan, P., & Eccles, J. S. (2022, June). *Components of Engagement in Saying-is-Believing Exercises.* Invited talk at the Currently in Education Research Seminar Series, University of California, Irvine, Irvine, CA.
I4	**Lee, H.** (2021, December). *Achievement motivation research agenda.* Invited talk at the Center for Research on Education and School Development, Dortmund, Germany.
I3	McPartlan, P., **Lee, H.**, & Wan, S. (2021, September). *Am I good at this? Feedback and biology ability beliefs.* Invited talk at the Currently in Education Research Seminar Series, University of California, Irvine, Irvine, CA.
I2	**Lee, H.** (2019, May). *Leveraging YouTube to increase women's physics identity and motivation.* Invited talk at the Digital Learning Lab, University of California, Irvine, Irvine, CA.
I1	**Lee, H.**, & McClelland, K.E. (2018, April). *How are accommodations addressed in higher education?: A sociological examination.* Invited talk at the Office of Student Disability Services, Johns Hopkins University, Baltimore, MD.

BLOG POSTS

B2	**Lee, H.** (2021, February). *Another side to stereotypes.* Retrieved from https://drive.google.com/file/d/1gp-6GN0Yg0fEqEJhw3mSpUZwALWVAGpT/view

B1   **Lee, H.** (2020, November). *My voice: Advice for graduate students with disabilities and educators.* Retrieved from https://hyerinl.wordpress.com/2020/11/09/my-voice-advice-for-graduate-students-with-disabilities-and-educators/

NEWS COVERAGE

N4   University of California, Irvine press release on Public Impact Fellowship. *Doctoral student awarded Public Impact Fellowship*, January 2022. https://education.uci.edu/lee_hr_2022publicimpactfellowship.html

N3   University of California, Irvine press release on research about role modeling via YouTube. *STEM-Persistence project utilizes YouTube to encourage engineering students*, May 2020. http://education.uci.edu/ucisoe_news/lee_stem_persistence_may20

N2   University of California, Irvine press release on equity and inclusion research completion. *Doctoral student selected for 2020 AERA Division C "Shark Tank" competition*, February 2020. http://education.uci.edu/soe_news/lee_aera_feb19

N1   University of California, Irvine newsletter release on NSF Graduate Research Fellowship Program. *Leveraging YouTube to increase women's physics identity and motivation*, May 2019. http://education.uci.edu/ucisoe_news/nsfgrfp_2019_lee

AWARDS & HONORS

2023   **National Science Foundation Quantitative Research Methods for STEM Education Scholar**, *University of Maryland, College Park*
Selected early-career scholar to work with quantitative mentors to develop quantitative skills in design, measurement, and analysis

2022   **Tom Angell Fellowship Nominee**, *University of California, Irvine*
Nominated for mentoring for achievement and excellence

2022   **Most Promising Future Faculty Award Nominee**, *University of California, Irvine*
Nominated for great promise through effectiveness as an instructor, research, and service to the department, university, profession, or community

2022   **Certificate of Preparing for a Faculty Career**, *University of California, Irvine*
Awarded for advanced training in preparing for a faculty career

2020   **AERA Division C Equity and Inclusion "Shark Tank" Finalist**, *American Education Research Association*
Awarded to graduate student conducting excellence in research that addresses issues of equity and inclusion

2020   **Certificate of Teaching Excellence**, *University of California, Irvine*
Awarded for advanced training in evidence-based pedagogy

2019   **Grad Slam Semi-Finalist**, *University of California, Irvine*
Awarded to graduate student effectively communicating research to the wider public

2018   **The Paul L. Whitely Prize** ($500), *Franklin and Marshall College*
Awarded for outstanding scholarly excellence for 4 years in the Department of Psychology

2018	**The William M. Kephart Prize** ($500), *Franklin and Marshall College*
	Awarded to student who completed major work in the field of sociology with the highest distinction
2018	**The Major Dick Winters '41 Award**, *Franklin and Marshall College*
	Awarded for exhibiting great strength of character, perseverance, and skill in leadership
2014	**Finalist of Whitesell Campus-Wide Writing Competition**, *Franklin and Marshall College*
	Awarded to recognize excellence in student writing in the General Education curriculum

TEACHING EXPERIENCE

University Teaching

7/23	**EDUC 374: Learning and Child Development**
	Guest Lecture University of California, Irvine
	Master's course (60 students split into two sections) on how elementary school teachers can use theories of learning and development to practice
12/22	**EDUC 30: 21st Century Literacies**
	Guest Lecture University of California, Irvine
	Undergraduate course (120 students) on preparing students to be critical consumers, producers, and researchers of technology-enabled practices and artifacts, especially in the field of learning and media
Winter, 2021	**EDUC 25: Introduction to Education Disciplinary Perspectives**
	Teaching Assistant University of California, Irvine
	Undergraduate course (112 students) on understanding concepts used by four different disciplines (i.e., economics, history, psychology, and sociology) to analyze key issues and phenomena in the field of education that profoundly influence individual life course outcomes
Summer, 2020	**EDUC 358 Media and Information Literacy**
	Teaching Assistant University of California, Irvine
	Master's course (66 students split into two sections) on how teachers can help their students become critical, ethical, and effective users of technological resources in the secondary classroom
12/19	**EDUC 40: Theories of Development and Learning**
	Guest Lecture University of California, Irvine
	Undergraduate course (150 students) on central motivational theories of human development and learning in their application to contemporary educational settings
11/19	**EDUC 30: 21st Century Literacies**
	Guest Lecture University of California, Irvine
	Undergraduate discussion section (30 students) on growth mindset and grit in educational settings

10/19	**EDUC 130/IN4MATX 164: Children's Learning and Media** *Guest Lecture University of California, Irvine* Undergraduate course (45 students) on the impact and application of social media usage in educational settings for adolescence
2015 – 2016	**CNX 111: Living Sustainably** *Teaching Assistant Franklin and Marshall College* Undergraduate course (20 students) on creating connections between theory and practice on living sustainably and enhancing effective writing skills

K-12 Teaching

2009 - 2018	**KPCB Korean School**, Baltimore, MD *Teaching Assistant for KPCB* First- and second-grader course where students learn conversational Korean
2015 - 2017	**Middle School English and Language Arts Tutor**, Baltimore, MD *Co-founder of the tutoring program, Continuous Onward Meritorious Education (COME) and tutor* Designed an affordable tutoring program, conducted educational assessments to identify educational needs, and coached students to strengthen grammar, spelling, and essay writing skills
2010 - 2016	**Vacation Bible School**, Baltimore Presbyterian Church, MD *Selected Volunteer for Station Leader* Planned and led the day with different video lessons for Preschoolers to Middle School students
2015	**Johns Hopkins Center for Talented Youth**, Brooklandville, MD *Program Assistant for Inductive and Deductive Reasoning (6th and 7th graders)* Directed all recreational activities, conducted a lesson on countable infinity, recorded students' participation and performance in class, and supervised students during lunch, breaks, afternoon activities, and morning drop-off and afternoon pick-up

Workshops

W7	**Lee, H.** (2022, September). *Qualitatively Coding Open-Ended Responses.* Workshop led at the University of Delaware.
W6	Rodriguez, F. & **Lee, H.** (2022, March). *Processing and Visualizing Clickstream Data Using R.* Workshop led at the 12th International Learning Analytics and Knowledge Conference.
W5	**Lee, H.** (2021, July). *Creating and presenting an academic poster.* Workshop led at the University of California, Irvine and University of Michigan for SEISMIC Scholars.
W4	**Lee, H.** & Rodriguez, R. (2021, Winter Quarter). *Introduction to R-Studio.* Workshop led at the School of Education of the University of California, Irvine.

W3	**Lee, H.** (2020, September). *Navigating the landscape of academic writing*. Workshop led at the School of Education of the University of California, Irvine.
W2	**Lee, H.** (2020, February). *How to use R-Markdown effectively*. Workshop led at the School of Education of the University of California, Irvine.
W1	**Lee, H.** (2019, October). *Introduction to constructing measures*. Workshop led at the School of Education of the University of California, Irvine.

Mentoring

Graduate Research Mentorship	Andrew Rodrigues, Jingwei Yang, Siying (Belle) Li, Sotheara Veng, Yiqin (Emma) Cao, Kaidan Yang, Leo Salgado
Post-Baccalaureate Research Mentorship	Kevin Francisco Ramirez, Meile Li
Undergraduate Research Mentorship	Yanyan (Kaly) Li, Mingmei (Fern) Zhang, Yiqun Zhang, Zhong (Amy) Cao, Nathanael Quinn Forde, Juliana Baer, Kristina Zeng, Ruby Choi, Shirley Thai, Flora Ung, Frank Ramirez, Lisabeth Santana
High School Research Mentorship	Yeha (Elena) Kim

ACADEMIC SERVICE

Ad-hoc Journal Review
Journal of Engineering Education, Educational Psychology Review, Journal of Educational Psychology, International Journal of Gender, Science, and Technology

Selected National Service and Extension Activities

2023	**LEAP Challenge Reviewer** Leveraging Evidence for Action to Promote
2023	**NSF Reviewer** National Science Foundation
2022	**ASEE 2023 Conference Reviewer** American Society for Engineering Education
2021 - 2022	**AERA MOTSIG Graduate Student Committee Representative** American Educational Research Association
2021	**SEISMIC Graduate Student Panelist** Sloan Equity and Inclusion in STEM Introductory Courses
2021	**EARLI 2021 Poster Session Chair** European Association for Research on Learning and Instruction
2021	**5th Biennial Network Gender & STEM Conference Reviewer** University of Sydney
2019	**UCLA STEER Research Graduate Student Panelist** Summer Training for Excellence in Education Research (STEER)

| 2019 | **UC Adolescent Consortium Presentation Session Moderator** |
| | UC Adolescent Consortium |

| 2019 | **RiSE-UP Research Award Reviewer** |
| | Association for Psychological Science Student Caucus |

Selected University-Based Service and Extension Activities

| 2020 - 2021 | **Undergraduate Support Hub Mentor** |
| | University of California, Irvine |

| 2020 - 2021 | **Associated Graduate Students (AGS) Council Elected Representative** |
| | University of California, Irvine |

| 2019 - 2021 | **Faculty Meeting Representative for Associated Doctoral Students in Education (ADSE)** |
| | University of California, Irvine |

| 2019 - 2021 | **Diverse Educational Community and Doctoral Experience (DECADE) Mentor** |
| | University of California, Irvine |

| 03/2020 | **Moderator for Current Academia Job Market Panel** |
| | University of California, Irvine |

| 2018 - 2019 | **Student Cohort Representative for Associated Doctoral Students in Education (ADSE)** |
| | University of California, Irvine |

| 2015 - 2018 | **President and Founder of Students for Muscular Dystrophy Association (S.M.D.A)** |
| | Franklin and Marshall College |

| 2015 - 2018 | **Treasurer for Psi Chi, International Honor Society in Psychology** |
| | Franklin and Marshall College |

| 2017 - 2018 | **Representative for Buildings, Grounds & Sustainability Trustee Committee** |
| | Franklin and Marshall College |

| 2017 | **Intern for Student Disability Services** |
| | Johns Hopkins University |

PROFESSIONAL AFFILIATIONS

| 2021 - Present | Society for Learning Analytics Research |

| 2020 - Present | The American Association of University Women |

| 2018 - Present | European Association for Research on Learning and Instruction |
| | Motivation SIG |

2018 - Present	American Educational Research Association
	Division C: Learning and Instruction
	Motivation in Education SIG

2018 - Present	Association for Psychological Science
2018 - Present	American Psychological Association Division 15: Educational Psychology
2018 - Present	Society for Research on Adolescence
2018 - Present	Phi Beta Kappa (National Liberal Arts & Sciences Honor Society)
2017 - Present	Pi Gamma Mu (National Social Science Honor Society)
2017 - Present	Alpha Kappa Delta (International Honor Society in Sociology)
2016 - Present	Psi Chi (International Honor Society in Psychology)

REFERENCES

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