

**Hosun Kang, Ph. D.**  
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### EDUCATION

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- 2011 Ph.D. Michigan State University, Curriculum, Instruction and Educational Policy program, specialized in Teacher Education and Science Education  
Dissertation: “Understanding How Secondary Science Teacher Candidates Learn to Teach: Analyzing the Role of Knowledge, Practice, and Professional Identity”
- 2003 M.A. Seoul National University, Republic of Korea, Science Education
- 1998 B.A. Seoul National University, Republic of Korea, Biology Education

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### EMPLOYMENT

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- 2019 Spring Director, Educational Center for Teacher Development and Professional Practice, School of Education, University of California Irvine
- 2018-present Faculty Director, Teacher Education, School of Education, University of California Irvine
- 2017-2018 Director, Educational Center for Teacher Development and Professional Practice, School of Education, University of California Irvine
- 2013-present Assistant Professor, School of Education, University of California Irvine
- 2011-2013 Postdoctoral Research Associate, College of Education, University of Washington
- 2006-2011 Research and Teaching Assistant, Department of Teacher Education, College of Education, Michigan State University
- 2003-2006 High School Biology and Chemistry Teacher, Seong-nam Womens High School, Republic of Korea
- 1998-2003 Middle School General Science and Biology Teacher, Geum-gok Middle School, Republic of Korea

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### AWARDS & HONORS

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- 2019 NSF CAREER Award (\$1,510,375)
- 2019 Early Career Research Award, National Association of Research in Science Teaching (NARST)
- 2018 A finalist, 2019-20 the William T. Grant Scholars Program
- 2017 Distinguished Assistant Professor Award for Teaching, University of California Irvine Academic Senate (\$3,000)
- 2017 UC Hellman Fellow (\$50,000)

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|-----------|---|
| 2017      | NSTA's 2017 Research Worth Reading initiative (2017), NARST Publication Advisory Committee                              |
| 2014-2017 | CORCL, UCI Academic Special Research Grant Award  |
| 2012      | AERA Division K Outstanding Dissertation Award  |
| 2012      | NARST Outstanding Dissertation Award: 1st Runner up   |
| 2010      | Dissertation Completion Fellowship (\$6,000), Michigan State University   |
| 2010      | The Anderson-Schwille Fellowship in International Education (\$2,850), Michigan State University                        |
| 2010      | Teacher Education Endowed Fellowship (\$5,000), Michigan State University   |
| 2009      | Research Enhancement Fellowship (\$2,852), Michigan State University  |
| 2008      | Selected participant, Sandra K. Graduate Summer Institute   |
| 2003      | Honorary Award, Graduated first on the list of the National Teaching Certificate Program in Secondary Science Education |
| 2002      | Fellowship for Summer Study Abroad Program, Seoul National University   |
| 1994-1997 | Recipient, Scholarship, the Department of Biology Education, Seoul National University                                  |

## PUBLICATIONS

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### PEER-REVIEWED JOURNAL ARTICLES

\* indicates graduate student

- J16** Kang, H. & Zinger, D.\* (2019). What do core practices offer in preparing novice teachers for equity? *Science Education*.
- J15** Kang, H., Calabrese-Barton, A., Tan, E., Simpkins, S., Rhee, H. & Chandler, T. (2019). How do middle school students become STEM-minded persons? Middle school students' participation in science activities and identification with STEM careers. *Science Education*, 103(2), 418-439.
- J14** Kang, H. & van Es, E. (2018) Articulating design principles for productive use of videos to facilitate professional learning toward ambitious teaching. *Journal of Teacher Education*, 70(3), 237-250.
- J13** Kang, H. & Windschitl, M. (2018). How does practice-based teacher preparation influence novices' first year instruction? *Teachers College Record*, 120, 080307.
- J12** Kang, H. (2017). Preservice teachers' learning to plan intellectually challenging tasks. *Journal of Teacher Education*, 68(1), 55-68.
- J11** Kang, H., Windschitl, M., Stroupe, D. & Thompson, J. (2016). Designing learning opportunities for students that advance scientific thinking. *Journal of Research in Science Teaching*, 59(9), 1316-1340.
- J10** Thompson, J., Hagenah, S., Kang, H., Colley, C., Windschitl, M., Stroupe, D., & Braaten, M. (2016). Rigor and responsiveness in classroom activity. *Teachers College Record*, 118 (7).
- J9** Kang, H. and Anderson, C. (2015). Supporting preservice science teachers' ability to attend and respond to student thinking by design. *Science Education*, 99 (5), 863-895.
- J8** Kang, H., Thompson, J., and Windschitl, M. (2014). Creating opportunities for students to show what they know: The roles of scaffolding in assessment tasks. *Science Education*, 98(4), p. 674-704.

- J7** Tan, E., Calabrese-Barton, A., Kang, H., and O’Neil, T. (2013). Desiring a career in STEM-related fields: How middle school girls articulate and negotiate between their narrated and embodied identities in considering a STEM trajectory. *Journal of Research in Science Teaching*, 50(10), p.1143-1179.
- J6** Calabrese Barton, A., Kang, H., Tan, E., O’Neil, T., Guerra, J.B., & Brecklin, C. (2013). Crafting a future in science. *American Educational Research Journal*, 50(1), 37-75.
- J5** Kang, H., Lundeberg, M. A., Wolter, B., DelMas, R., Armstrong, N., Borsari, B., et al. (2011). Gender differences in student performance in large lecture classrooms using personal response systems (“clickers”) with case studies. *Learning, Media, and Technology*, 37(1).
- J4** Lundeberg, M. A., Kang, H., Wolter, B., DelMas, R., Armstrong, N., Borsari, B., et al. (2011). Context matters: Increasing understanding with interactive clicker case studies. *Education, Technology, Research and Development*, 59(5), 645-671.
- J3** Wolter, B., Lundeberg, M. A., Kang, H., and Herreid, C. F. (2011). Students' perceptions of using personal response systems ("clickers") with cases in science. *Journal of College Science Teaching*, March-April (14).
- J2** Kang, H., & Lundeberg, M. A. (2010). Participation in science practices while working in a multimedia case-based environment. *Journal of Research in Science Teaching*, 47(9), 1116-1136.
- J1** Kang, H. & Kim, Y. (2003). A study on improvement of student teachers’ teaching skills through self-reflection. *Journal of the Korean Biological Education Society*, 31(1), 72-86.

#### MANUSCRIPTS UNDER REVIEW

- Kang, H. (Under review). How do mentor teacher-mediated experiences contribute to preservice teachers’ progress toward the vision of teaching advocated by the program? Submitted to *Journal of Teacher Education*.
- Liu, D.\* & Kang, H. (R&R). Leveraged and recognized identity resources: Supporting young Latina’s development of STEM identities. Submitted to *Gender and Education*.
- Kimball, S., Long, J.J., Ludovise, S., Ta, P., Schmidt, K., Halsch, C., Magliano, K., Kang, H., Santagata R. & Huxman, T. (2018). Impacts of Competition and Herbivory in a Three-Year, Community-Engaged, Adaptive Management Restoration Experiment. *Conservation Biology*.

#### MANUSCRIPTS IN PREPARATION

Kang, H., Calabrese-Barton, A., & Gillispe, S. NGSS, Climate change, and the role of science educators: What does NGSS afford science educators to educate future citizens?

Kang, H. (in preparation). Re-defining responsive teaching that promotes equity in secondary science classroom.

Kang, H. (in preparation). Unpacking the complexity of equitable disciplinary teaching in mathematics and science classrooms.

Zinger, D.\* & Kang, H. (in preparation). Teaching and learning in a practice-oriented summer preparation program: Implications for alternative teacher preparation for urban schools.

Zinger, D.\* & Kang, H. (in preparation). Linking practice-based teacher preparation to first teachers' instruction in high-need urban schools.

Long, J.J.\*, Ludovise, S., Kang, H., Kimball, S., Lee, J., & Santagata, R. (2018). The development of systems thinking through participation in community science.

#### BOOK CHAPTERS

**BC4** Conley, M., & Kang, H. (2015). What beginning teachers' narratives about video-based instruction tell us about learning to teach science and literacy. In *Video research in disciplinary literacies*, Evan Ortlieb, Lynn Shanahan, Mary McVee, Eds. London: Emerald Group Publishing.

**BC3** Bautista-Guerra, J., Calabrese Barton, A., Tan, E., Kang, H., & Brecklin, C. (2012). Identity construction and science education research: *Learning, teaching, and being in multiple contexts*. Maria Varelas (Ed.). Sense Publishers; Rotterdam, The Netherlands.

**BC2** Kwak, Y., Kang, H., Nam, K., Paik, J. & Bang, S. (2007). *The consultation on teaching practice*. Seoul: Wonmisa

**BC1** Kwak, Y., & Kang, H. (2005). *Teacher evaluation and teaching evaluation*. Seoul: Wonmisa.

#### REFREED PRESENTATIONS

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**CP42** Kang, H. & Lee, J. (April 2019) Exploring a video-embedded pedagogy for preparing novice science teachers for equity. *Presented at the 2019 AERA conference*, Toronto, Canada.

**CP41** Kang, H. (April 2019) Understanding affordances and constraints of using core practices to prepare science teachers for equity. *Presented at the 2019 AERA conference*, Toronto, Canada.

**CP40** Dupaya, K. & Kang, H. (April 2019) Latinx students' experiences in inclusive science curriculum: an exploratory study on students' opportunity to learn. *Presented at the 2019 AERA conference*, Toronto, Canada.

- CP39** Ravuri, M. D., Panish, V., van Es, E., Zinger, D., Kang, H., & Lee, J. (June 2019) Understanding perspectives of mentor teachers and pre-service teachers for teacher preparation improvement. *The 2019 Hawaii University International Conferences on Science, Technology & Engineering, Arts, Mathematics and Education (STEM/STEAM & Education)*, Honolulu, Hawaii.
- CP38** Ravuri, M., D. Campos, N., Lee, J., Santagata, R., Kang, H., Long, J.J., & Ludovise, S. (July 2018) Teachers' Instructional Practices and Young Female Students' Participation in Community Science. *4th Network Gender and STEM Conference*, Portland, Oregon.
- CP37** Kang, H. & Zhu, Y. (2018, April). Where is the best field placement? *Presented at the AERA conference*, New York, NY.
- CP36** Kang, H. (2018, April). Re-defining responsive teaching that promotes equity in secondary science classrooms. *Presented at the NARST conference*, Atlanta, GA.
- CP35** Kang, H. (2018, April). Crafting trajectories as critical equity-minded educators. *Presented at the NARST conference*, Atlanta, GA.
- CP34** Long, J. J., Kang, H., Santagata, R., Ludovise, S., Stillwell, C., Kimball, S. (May 2017). Project CRYSTAL: How do we restore out State Park? *Biennial meeting of the Citizen Science Association*, Twin Cities, Minnesota.
- CP33** Long, J. J., Kimball, S., Ludovise, S., Nguyen, L., Santagata, R., Kang, H. (May 2017). Restoration and Herbivore Exclusion 5th grade citizen science: Influence of nurse plants on native shrubs. Presented at the Biennial meeting of the Citizen Science Association, Twin Cities, Minnesota.
- CP32** Santagata, R., Long, J., Ludovise, S., Kang, H., Kimball, S. H., Rasic, J., Nguyen, L. (May 2017). Creating Learning Ecosystems. Integrating Formal and Informal Spaces. *STEM INCLUDES conference*. Anaheim, CA.
- CP31** Kang, H. (2017, April). Does teaching core practices prepare novice teachers to help the youth from non-dominant backgrounds to learn science? In D. Stroupe & H. Kang (Eds.), *Proceedings of the Science Education at the Crossroads Conference* (pp. 18-19). San Antonio, TX. Available online at [www.sciedxroads.org/proceedings2017.html](http://www.sciedxroads.org/proceedings2017.html).
- CP30** Santagata, R., Long, J., Ludovise, S., Kang, H., Kimball, S. H., Stillwell, C., & Liu, D. (March 2017). Citizen Science Goes to School. *Citizen Science for Conservation in Southern California Symposium*. Aquarium of the Pacific, Long Beach, CA.
- CP29** Kang, H. & Zinger, D. (2017, April). Promoting rigorous and responsive science teaching with well-prepared beginners. *Presented at the AERA conference*, San Antonio, TX.

- CP28** Zinger, D., & Kang, H. (2017, April). Restoring opportunities to learn in urban science classrooms with well-prepared beginners. *Presented at the AERA conference*, San Antonio, TX.
- CP27** Liu, D. & Kang, H. (2017, April). I can express myself with computer games! Identity resources leveraged for elementary latin@s' science self-authoring. *Presented at the AERA conference*, San Antonio, TX.
- CP26** Kang, H. (2016, April). Designing opportunities for preservice science teachers to learn formative assessment. *Presented at the NARST conference*, Baltimore, MD.
- CP25** Kang, H. & van Es, B. (2015, April). Articulating design principles for productive use of videos to facilitate professional learning toward ambitious teaching. *Presented at the AERA conference*, Chicago, IL.
- CP24** Kang, H. (2015, April). Supporting preservice science teachers' ability to attend and respond to student thinking by design. *Presented at the NARST conference*, Chicago, IL.
- CP23** Kang, H., Windschitl, M., and Thompson, J. (2014, April). Linking new science teachers use of resources to student learning opportunities mediated by instructional tasks. *Presented at the AERA conference*, Philadelphia, MA.
- CP22** Kang, H., Windschitl, M., and Thompson, J. (2014, April). Instructional tasks and students' participation in scientific practices and discourses in first year science dteachers' classroom. *Presented at the NARST conference*, Pittsburgh.
- CP21** Kang, H., Thompson, J., and Windschitl, M. (2013, April). Creating Opportunities for Students to Show What They Know: The Role of Scaffolding in Formative Assessments. *Presented at the AERA conference*, San Franscisco.
- CP20** Kang, H., Calabrese Barton, A., Tan, E., Bautista-Guerra, J., and Brecklin, C. (2012, April). Recognizing multiple identity trajectories in science that urban middle school girls author and its role in science learning. *Presented at the AERA conference*, Vancouver, BC, Canada.
- CP19** Kang, H., and Anderson, C. W. (2012, April). The mechanisms of secondary science teachers' learning to teach. *Presented at the NARST conference*, Indianapolis, IN.
- CP18** Kang, H., and Anderson, C. W. (2011, April). Beginning teachers' development of classroom practice and their narratives of practices toward reform-oriented instruction. *Presented at the NARST conference*, Orlando, FL.
- CP17** Kang, H., Calabrese Barton, A., Tan, E., Guerra, J.B., Brecklin, C. (2011, April). Urban girls' identity trajectories through the participation between figured worlds. *Presented at the AERA conference*, New Orleans, LA.
- CP16** Bautista-Guerra, J, Calabrese Barton, A., Tan, E., Kang, H., and Brecklin, C. (2011, April). A Coat of Many Colors: Out of school figured worlds and urban girls' engagement with science. *Presented at the AERA conference*, New Orleans, LA.
- CP15** Kang, H., Gotwals, A. G., and Anderson, C. W. (2010, March). Secondary science teacher candidates' learning of formative assessment: How do they respond to students and why? *Presented at the NARST conference*, Philadelphia

- CP14** Kang, H. (2010, March). A beginning researcher's narratives on learning how to do research through the NARST Summer Research Institute. *Presented at the NARST conference*, Philadelphia, PA
- CP13** Richmond, G., Parker, J.M., Kang, H., Sato, T., Gotwals, A.W., Lark, A., and Anderson, C. W. (2010, March). Improving science teacher preparation by studying how knowledge and identity affect teaching practices. *Presented at the NARST conference*, Philadelphia, PA.
- CP12** Kang, H., Lundeberg, M., Wolter, B., DelMas, R., Armstrong, N., Borsari, B., Boury, N., Brickman, P., Hannam, K., Heinz, C., Horvath, T., Knabb, M., Platt, T., Rice, N., Rogers, B., Sharp, J., Ribbens, E., and Herreid, C. (2009, September). Giving women a voice and making science relevant: Using personal response systems ("clickers") with case studies in large lecture classrooms. *Presented at the ESERA conference*, Istanbul, Turkey.
- CP11** Wolter, B., Lundeberg, M., Kang, H., Zhang, T., DelMas, R., Armstrong, N., Borsari, B., Boury, N., Brickman, P., Hannam, K., Heinz, C., Horvath, T., Knabb, M., Platt, T., Rice, N., Rogers, B., Sharp, J., Ribbens, E., and Herreid, C. (2009, September). Students' perceptions of using personal systems ("clickers") with cases in science. *Presented at the ESERA conference*, Istanbul, Turkey.
- CP10** Kang, H. and Anderson, C. W. (2009, April). Challenges of connecting science learners with science content for secondary science teacher candidates. *Presented at the annual NARST conference*, Garden Grove, CA.
- CP9** Conley, M. W., Anderson, C. W., and Kang, H. (2009, April). What beginning teachers' narratives tell us about learning to teach science and literacy. *Presented at the annual AERA*, San Diego, CA
- CP8** Wolter, B., Kang, H., and Lundeberg, M. (2009, April). Using personal response systems ("Clickers") with case studies in large lecture classes to impact student assessment performance. *Presented at the annual AERA conference*, San Diego, CA.
- CP7** Kang, H. and Anderson, C. W. (2009, April). Secondary science teacher candidates' narratives about responding to students as science learners. *Presented at the annual AERA conference*, San Diego, CA.
- CP6** Conley, M. W., and Kang, H. (2008, December). Prospective science teachers and the invisibility of adolescents and their literacies. *Presented at the 58th annual National Reading conference*, Orlando, FD
- CP5** Kang, H., Anderson, C. W., Tuckey, S. F., Merritt, K., and Conley, M. (2008). Science teacher candidates' interpretations of problems of practice in science teaching. *Presented at the annual AERA conference*, New York, NY.

- CP4** Tuckey, S. F., Anderson, C. W., Kang, H., Merritt, K. and Conley, M. (2008). Framing future discussions and research on science literacy. *Presented at the annual conference in NARST conference*, Baltimore, MD.
- CP3** Lundeberg, M., Kang, H., Wolter, B., and Deschryver, M. (2007, October). Growth in student understanding using interactive technology (clickers) with case studies in large lecture classes. *Presented at the annual conference in case study teaching in science at Buffalo*, New York, NY.
- CP2** Manokore, V., Kang, H., Lundeberg, M., Foster, A., Wolter, B., Bergland, M., & Klyczek, K. (2007, March). Cross-cultural interaction about HIV/AIDS issues within a case-based multimedia learning environment. *Presented at the 51th annual Comparative and International Educational Society conference in Baltimore*, MD.
- CP1** Kang, H. (2003, August). A study on improvement of student teachers' teaching skills through self-reflection. *Presented at the 58th annual Biology Education Research Symposium* at Chung-Nam University. Daejeon, Republic of Korea.

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### GRANTS & FUNDING

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- 2019-2024 Principal Investigator. ***CAREER: Expanding Latinxs' opportunities to learn in secondary science classrooms through a research-practice partnership (RPP)***. National Science Foundation, \$1,510,375.
- 2017-2018 Principal Investigator. ***Promoting complex thinking for under-represented youths in science classrooms by improving a local STEM instruction system***. The Hellman Foundation, \$50,000.
- 2018-2021 Co-Researcher (PI: K. Lohwasser, co-PI: M. Windschitl). ***Effective Novice Teachers: How Systems of Support Can Transform the Clinical Experience During Teacher Preparation*** NSF Noyce Research Track 4 Program, \$800,000
- 2017-2018 Co-Principal Investigator (PI: Santagata Santagata, co-PI: Jennifer Long, UCI Center for Environmental Biology) ***"Where Does the Water Go?" Scaling up and Building Sustainability to Bring Authentic Science Learning Experiences to Underserved Learners***. Nicholas Endowment; \$75,000.
- 2016-2017 Co-Researcher (PI: Rossella Santagata, Travis Huxman). ***"Where Does the Water Go?" Developing Life-Long Science Learners through a University-State Park Partnership***. Nicolas Endowment, \$50,000.
- 2015-2018 Co-Researcher (PI: Mark Windschitl, University of Washington, co-PI: Karin Lohwasser, University of Washington). ***The clinical experience for pre-service science educators: An exploratory study of their collegial networks and "opportunity to learn" trajectories***. NSF Noyce Research Track 4 Program, \$799,003.

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### CONFERENCE ORGANIZER

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- Program Co-Chair, AERA Division K, Section 5 (Pre-service Teacher Education), New York, NY, April-May, 2017.
- Co-organizer, Crossroads in Science Education conference, 2016



## INVITED PRESENTATION

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Invited presenter, Boston University, March 21, 2019

Invited facilitator, California science subject matter leadership conference, March 14, 2019

Invited presenter, 3<sup>rd</sup> annual NGSS leadership conference, Ventura County Office of Education, March 13, 2019

Invited Panelist, *Climate change & the Role of Science Educators*, Special Event: Climate Change, education, and action in the era of Trump, University of California Irvine, May 8, 2017

Invited speaker, *Why so few women and URM in STEM?* Diversity in mathematics festival, University of California Irvine, April 15, 2017

Invited speaker, *Science Education & Ecology?* UCI Ecology Group, University of California Irvine, October, 2017

Invited Speaker, *Promoting Rigorous and Responsive teaching with well-prepared beginners*, Teacher Education Summit, University of California Irvine, July, 2015

Invited Speaker, *Studying practices of teaching*, Educational Center for Teacher Development & Professional Practice, University of California Irvine, January, 2015

Invited speaker, *How do U.S. and Korean teacher education programs prepare beginning science teachers?* Seoul National University, South Korea, September, 2014

Invited speaker, Ewha Womans University, South Korea, September, 2014

Invited Speaker, *NGSS & A New Vision of Learning*, UCI MAT Alumni event, April, 2014

## PROFESSIONAL DEVELOPMENT WORKSHOPS AND CURRICULUM DESIGN ACTIVITIES

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|                 |   |
|-----------------|---|
| 2018, June      | Facilitator, Equity and Teacher Preparation, Ambitious Science Teaching conference at Michigan State university |
| 2018, February  | Facilitator, Teacher Professional Development, Tustin High School   |
| 2017, September | Facilitator, Teacher Professional Development, Tustin High School   |
| 2017, March     | Facilitator, Teacher Professional Development, Orange County School of Arts                                     |
| 2016, December  | Facilitator, Designing curriculum for NGSS, Orange County School of Arts  |
| 2016, September | Facilitator, Teacher Professional Development, Orange County School of Arts                                     |

## SERVICE

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### EDITORIAL BOARD

Journal of Research in Science Teaching (JRST), 2016-2019

## **REVIEWER**

American Educational Research Journal  
Cognition & Instruction  
Science Education  
Journal of Teacher Education  
AERJ Open  
SAGE Open

## **EXTERNAL REVIEWER**

National Science Foundation DRK, 2018  
National Science Foundation DRK, 2017  
Korean American Educational Research Association outstanding paper selection committee, 2017  
The Sandra K. Abel Summer Research Institute Advisory Committee, 2012  
JRST Award Selection Committee, 2013-2015

## **UNIVERSITY LEVEL**

Spring 2018 Member, The Council on Teaching, Learning, and Student Experience (CTLSE)  
2015-2016 Member, School of Education Dean Search Committee  
2014-2017 Member, Subcommittee on International Education  
2014-2017 Member, Sustainability Education Committee

## **SCHOOL/DEPARTMENT LEVEL**

2018-Present Faculty Director, MAT & Teacher Credential Programs  
2017-Present Co-Leader, Equity Workgroup in UCI Teacher Education  
2017-2018 Director, Educational Center for Teacher Development & Professional Practice  
2014-2017 Member, Teacher Education Steering Committee  
2017-2018 Member, UCI Teacher Education Program Coordinator Search Committee  
2017-2018 Member, UCI CalTeach Program Director Search Committee  
2017-2018 Member, Faculty Search Committee, Research-Practice Partnership Faculty  
2016 Member, Assessment of Teaching Committee

## **ADVISORY BOARD**

2018-Present Member, Steering Group of the CTERIN project (California Teacher Education Research and Improvement Network, Aim 4—Educating Teacher Educators)  
2018-Present Member, UCI Teacher Academy Advisory Board  
2018-2021 Member, NSF Project (PI: Sandra Simpkins, Co-PI: Jaquelynne Eccles)

## **GRADUATE STUDENT ADVISOR**

Doron Zinger, UCI Ph.D., completed in August 2018, appointed as the Director of UCI CalTeach program  
David Liu, UCI Ph.D., expect to complete in August 2019

## **DISSERTATION COMMITTEE MEMBER**

Priyanka Agarwal, UCI Ph.D., expect to complete in August 2019  
Jason Buell, University of Colorado Boulder, expect to complete in August 2019  
Tara Barnhart, UCI Ph.D., completed June 2016

## **UNDERGRADUATE STUDENTS MENTORING**

Tamara Spike, Fellow, UC-HBCU Summer Education Research Internship program, accepted to the Master's of Science program in Geoscience at the Georgia State University.

Yongyin Zhu, the presenter of the symposium, the 2018 UCI Undergraduate Research Opportunities Program

Cristina Alvarez 2018 Summer Undergraduate Research Program, award the fellowship (\$1,200)

Miranda Lopez, 2018 Summer Undergraduate Research Program, award the fellowship (\$1,200)

Lani Matsumura, 2017-2018, Research Assistant, accepted to the Masters of Art in Teaching at Stanford University

Joshua Visperas, Fall 2017-present, Research Assistant in Hellman Project

Brooke Koren, Spring 2018-present, Research Assistant in Hellman Project

Shelly Meirovitch, Spring 2018-present, Research Assistant in Hellman Project

Joshua Scruggs, Winter-Spring 2018, Research Assistant in Hellman Project

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## **TEACHING**

### **UNIVERSITY OF CALIFORNIA IRVINE (UC IRVINE)**

#### Masters of Art in Teaching (MAT) program

ED 341: Teaching Science in Secondary Schools (Secondary science methods in teaching credential program, UC Irvine (2013 - Present)

ED 342: Applied Instructional Strategies in Secondary Schools, UC Irvine (Fall 2013 - Present)

ED 202: Outcomes of school and assessments, UC Irvine (Summer 2014, 2015 & 2017)

#### PhD program

ED238: Teaching and Learning in STEM education, UC Irvine (doctoral seminar, Spring 2016 & Spring 2018)

#### Undergraduate Program

ED161: Discovering science at the out-of-school time, UC Irvine (undergraduate course in after school certificate program; winter 2016)

### **MICHIGAN STATE UNIVERSITY (MSU)**

#### Co-instructor

TE407: Teaching subject matter to diverse learners (secondary science methods sequence I), Michigan State University (MSU) (Fall 2009), co-instructor

TE408: Crafting teaching practice (secondary science methods sequence II), MSU (spring 2010)

TE802: Reflection and inquiry in teaching practice I (secondary science methods sequence III), MSU (fall 2010)

TE804: Reflection and inquiry in teaching practice II (secondary science methods sequence IV), MSU (spring 2011)

#### Field supervisor

TE501 & 502: Internship in teaching diverse learners I/II, MSU (2008-09, 2010-11)

### **SEOUL NATIONAL UNIVERSITY (SNU) IN SOUTH KOREA**

#### Teaching assistant

Introductory biology lab, Seoul National University (spring 2001)

Molecular cellular biology lab, Seoul National University (Fall 2001)

**K-12 LEVEL**

Seong-nam woman's high school, Gyeonggi-do, Republic of Korea (2003-2006); taught Biology, Advanced Biology, Earth Science, Integrated Science

Geum-gok Middle School, Gyeonggi-do, Republic of Korea (1998-2000); taught *physical and biological sciences*