

## CURRICULUM VITAE

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**Jeasik Cho, Ph.D.**

**Professor of School of Teacher Education/Curriculum & Instruction**

**University of Wyoming College of Education**

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### **EDUCATION**

- Jan - Dec 2001 UNIVERSITY OF SAN DIEGO, *Post-doc fellow*, San Diego, CA
- May 1995 - Mar 2001 THE OHIO STATE UNIVERSITY, *Ph.D., in Curriculum & Instruction*, Columbus, OH.  
Cognate areas: Curriculum Theory, Teacher Education, and Qualitative Research Methodology  
Dissertation: *Curriculum Implementation as Lived Teacher Experience: Two Cases of Teachers*
- Aug - Dec 1994 OKLAHOMA STATE UNIVERSITY, *non-degree, in Curriculum Theory*, Stillwater, OK
- Mar 1991 - Aug 1993 KYUNGPOOK NATIONAL UNIVERSITY, *MA., in Educational Methods/ Curriculum*, Daegu, Korea
- Mar 1987 - Feb 1991 DAEGU NATIONAL UNIVERSITY OF EDUCATION, *BA., Education*, Daegu, Korea

### **AWARDS AND HONORS**

- 2016 Everett D. & Elizabeth Lantz Outstanding Professorship, College of Education, \$50,000
- 2008 The Outstanding Research & Scholarship Award, College of Ed., Univ., of Wyoming, \$1,000
- 2000 Elsie Alberty Scholarship in Curriculum Studies, The Ohio State University, \$8,000
- 1998 Charles Birkenshaw Mendenhall Memorial Scholarship Award, The Ohio State Univ., \$1,200
- 1998 Emerson & Lucy J. Zuck Scholarship, The Ohio State University, \$900

## **AWARD NOMINATED**

The 2012/13 Jason Thompson Commitment to Diversity Award, nominated, University of Wyoming, 2013.

## **HIGHER EDUCATIONAL EXPERIENCES**

July 2015 - present	Professor, University of Wyoming
Fall 2017 - present	Program Coordinator in Educational Foundation
July 2009 - June 2015	Associate professor, University of Wyoming
August 2003 - June 2009	Assistant professor, University of Wyoming
Fall 2002	Lecturer, University of Wyoming
Summer/Fall 2001	Lecturer, University of San Diego
Fall 1999 - Spring 2000	Graduate Assistant, The Ohio State University

## **PUBLIC TEACHING, FIELD/COMMUNITY-ENGAGED, & RELATED EXPERIENCES**

June 2016 - May 2018	<u>Funded Action Research</u> : <i>Developing and Implementing an Embedded, Technology-Assisted, Culturally Sustaining Formative Assessment System to Continuously Improve Achievement Scores and Cultural Identities in Fremont School District # 6: A Collaborative Action Research Project</i>
Sept. 2010 - Dec. 2011	<u>Classroom Visit/Observation</u> : <i>When Pandora's Box is opened: Perceived problems and hopes for Standardized testing in Wyoming</i> (working with an elementary principal, five teachers; article published)
Sept. 1997 - May 1999	<u>Classroom Visit/Observation</u> : My dissertation research study on two teachers in an elementary school.
March 1991 to Aug 1994	<u>Teacher</u> at Soosung Elementary School, Daegu, Korea.
March 1988 to Dec 1990	<u>Sunday School Teacher/President</u> , Mountain Catholic Church, Daegu, Korea

## **RESEARCH INTERESTS**

1) Curriculum Theory as Educational Criticism, Phenomenological Text, & Institutional Text; 2) Embedded Formative Assessment, with emphasis on Teacher Effectiveness and Culturally Relevant Feedback; 3) Critical Multicultural Education on Critical Race Theory, Post-Colonial Reflection, and Disability Study; 4) Qualitative Research Methodology in areas of Validity/Evaluation and Cultural Studies

## **PUBLICATIONS**

### **Refereed Journal Articles**

- Jaime, A., & Cho, J. (2017). A postcolonial reflection on the audacity of hope: Toward a pedagogy with/for an understanding heart. *Multicultural Education Review*, 9(4), 215-230 [**Scopus Journal**]
- Roxas, K., Cho, J., Rios, F., Jaime, A., & Becker, K. (2015). Critical cosmopolitan multicultural education

- (CCME). *Multicultural Education Review* 7(4), 230–248 [**Scopus Journal, 2 cited**]
- Cho, J., & Eberhard\*, B.** (2013). When Pandora's Box is opened: Perceived problems and hopes for Standardized testing in Wyoming. *The Qualitative Report*, 18 (Art. 20), 1-22. Retrieved from <http://www.nova.edu/ssss/QR/QR18/cho20.pdf> [**Scopus Journal, 15 cited**]
- Cho, J.** (2012). On critical performance race theory: Principles, pedagogy, and loving community. *Multicultural Education Review*, 4(2), 1-37 [**Scopus Journal**]
- Cho, J., Rios, F., Trent, A., & Mayfield\*, K.** (2012, Acceptance Rate 11-20%). Integrating language diversity into teacher education curricula. *Teacher Education Quarterly*, 39(2), 63-85 (**13 cited**).
- Cho, J. Walker\*, J., Cardona\*, V., & Wasilik\*, O.** (2010). Ethics and politics of critical cultural studies in international contexts: Autoethnographic tales of growing qualitative researchers toward co-constructive social justices. *Asian Journal of Educational Research and Synergy*, 2(1), 1-22.
- Trent, A., **Cho, J.**, Rios, F., & Mayfield\*, K. (2010). Democracy in teacher education: Learning from preservice teachers' Understandings and Perspectives. *Education in a Democracy: A Journal of the NNER (National Network for Educational Renewal)*, 2, 183-210.
- Cho, J., & Trent, A.** (2009). Validity criteria for performance-related qualitative work: Toward a reflexive, evaluative, and co-constructive framework for performance in/as qualitative inquiry. *Qualitative Inquiry*, 15(6), 1013-1041 (**SSCI Journal; Acceptance Rate 0-10%, 25 cited**).
- Cho, J., & Trent, A.** (2006). Validity in qualitative research revisited. *Qualitative Research Journal*, 6(3), 319-340 (**SSCI Journal; 0-10%; 3<sup>rd</sup> most read article, 1055 cited**).
- Cho, J., & Trent, A.** (Fall-Winter 2005). "Backward" curriculum design and assessment: What goes around comes around, or haven't we seen this before. *TABOO: The Journal of Culture and Education*, 9(2), 105-122 (Acceptance Rate 0-10%, **16 cited**).
- Kim, Y. C., & **Cho, J.** (2005). Now and forever: Portraits of qualitative research in Korea. *QSE: International Journal of Qualitative Studies in Education*, 18(3), 355-377 (Acceptance Rate 15%, **17 cited**).
- Cho, J.** (2002). A review: Qualitative research in curriculum & instruction. *Journal of Curriculum Theorizing*, 18(4), 179-186 (Acceptance Rate 21-30%).
- Joo, W., & **Cho, J.** (2007). Understanding teachers' perceptions and their teaching practices for identifying possible curriculum applications. *The Korean Journal of Social Studies*, 14(1), 61-86 (**3 cited**).
- Lee, Y., & **Cho, J.** (2007). An ethnographic study of the management and organization of centers for teaching and learning (Faculty Development Centers) at U.S. universities. *The Korean Journal of Comparative Education*, 17(4), 49-88 (**8 cited**).
- Cho, J., Hur, C. S., & Kim, Y. C.** (2006). Validity Issues for qualitative researchers in educational/curriculum studies: Understanding different approaches. *The Korean Journal of Curriculum Studies*, 24(1), 61-95 (**25 cited**).
- Cho, J.** (2005). Thinking about backward curriculum design. *The Korean Journal of Curriculum Studies*, 23(1), 63-94 (**19 cited**).

- Cho, J.** (2003). Fieldwork in qualitative research: Theory, practice, and reflection. *The Korean Journal of Elementary Education Studies*, 10(2), 141-165.
- Cho, J.** (2002). Curriculum implementation and teachers' work: A phenomenological approach. *The Korean Journal of Curriculum Studies*, 20(1), 229-252 (**25 cited**).
- Cho, J.** (2002). Theoretical analysis of the concept of "teacher as researcher." *The Korean Anthropology of Education*, 5(2), 193-225.
- Cho, J.** (2002). Teacher induction and its tentative solutions. *The Korean Journal of Elementary Education Studies*, 9(1), 109-135.
- Kim, Y., & **Cho, J.** (2001). The qualitative research methodology in curriculum studies. *The Korean Anthropology of Education*, 4(3), 145-169.

Note: \* Indicates graduate students

### **Non-refereed Publication**

- Cho, J.** (1998). Rethinking curriculum implementation: Paradigms, models, and teachers' work. *ERIC Document Reproduction Service No. ED 421 767* (**52 cited**)
- Lee, W. H., & **Cho, J.** (2004). A study of teacher education program: A case of Han Hung Normal School. *Journal of Studies on Elementary Education*, 39, 493-515.
- Cho, J.** (1995). Development of a model for reflective teaching. *Journal of Studies on Elementary Education*, 7, 107-123.

### **Manuscripts Submitted**

- Cho, J.** & James, J. Pre-service Teachers as NCLB Generation: Their prior-experiences on standardized testing, current concerns about future classroom teaching, and hopes for becoming transformative teachers. Manuscript submitted to the *Journal of Teacher Education*.

### **In Progress**

- Cho, J.**, Crawford, S., Yocom, D.J., Scull, R., & O'Brien, A. "Access and Success": the concept of a double-edged sword? The search for a more respectful, equity-based classroom culture for ALL students, with or without disabilities. Targeted Journal: *Journal of Postsecondary Education and Disability*
- Sennett\*\*, R., **Cho, J.** & Garcia-Clapp\*\*, M. Deep Unlearning from Strangers through the Co-Construction of Poetic Texts and iMovies: A Collaborative Action Research in a Rural High School English Classroom. Targeted Journal: *Harvard Educational Review*
- Garcia-Clapp\*\*, M., Sennett, R\*\*, & **Cho, J.** Using a disciplinary lens to approach student discussions, improve content knowledge, and develop cultural competency. Targeted Journal: *A Journal of the National Network for Educational Renewal*

Lemley\*\*, C., & **Cho, J.** Culturally relevant formative assessment for meta-cognitive thinking skill in the context of 5<sup>th</sup> grade math: A collaborative action research. Targeted Journal: Action Research Journal.

**Cho, J.** Culturally relevant formative assessment: Principles and case examples: Targeted Journal: Educative Assessment

Note: \*\* indicates classroom teachers

### **Books and Chapters**

**Cho, J.** (2018). *Evaluating Qualitative Research*: New York: The Oxford University Press.

**Cho, J., & Trent, A.** (Expected 2018). Evaluating qualitative research 2.0. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (2<sup>nd</sup> ed.). New York: The Oxford University Press.

Trent, A., & **Cho, J.** (Expected 2018). Interpretation strategies. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (2<sup>nd</sup> ed.). New York: The Oxford University Press.

**Cho, J.** (2016). On critical performance race theory: Principles, pedagogy, and loving community. In K. Shin (Ed.), *Multicultural Education in Global Era* (pp. 37-72). New York: NOVA.

**Cho, J., & Trent, A.** (2014). Evaluating qualitative research. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 677-696). New York: The Oxford University Press.

Trent, A., & **Cho, J.** (2014). Interpretation strategies. In P. Leavy (Ed.), *The Oxford Handbook of Qualitative Research* (pp. 639-657). New York: The Oxford University Press.

**Cho, J., & Trent, A.** (2010). Lawrence Stenhouse. In C. Kridel (Ed), *Encyclopedia of Curriculum Studies* (pp. 814-815). SAGE Publications (**99 cited**).

Lee, W., Park, Y., Hur, S., Park, C., Han, S., Jang, S., ... Cho, Hwang, Park, Kim, **Cho**, Jang. (2010). *Curriculum and assessment for pre-service teachers* (3<sup>rd</sup>, Ed.). Seoul, Korea: Educational Science.

Lee, Y., Kim, Y., Lee, H., Cho, D. J., Kim, Y., & **Cho, J.** (2005). *Action research for educational improvement*. Seoul, Korea: Hakjisa.

**Cho, J.** (2006). On Ralph W. Tyler's curriculum studies: History and criticism. In Y. Kim (Ed.), *After Tyler: Curriculum Theorizing 1970-2000* (pp. 71-104). Seoul, Korea: Moonyumsa.

Kim, Y., & **Cho, J.** (Eds.). (2004). *Qualitative research in curriculum and instruction* (2<sup>nd</sup> Ed.). Seoul, Korea: Moonyumsa.

**Cho, J.** (2004). Fieldwork in qualitative research: Theory, practice, and reflection. In Y. C. Kim & J. Cho (Eds.), *Qualitative research in curriculum & instruction* (2<sup>nd</sup> Ed.) (pp. 547-576). Seoul, Korea: Moonyumsa.

**Cho, J.** (1998). Generalizability in qualitative research. In Y. S. Lee & Y. C. Kim (Eds.), *Ethnography in education: Methods & application* (pp. 187-208). Seoul, Korea: Education Science.

## **CONFERENCE PRESENTATIONS**

### **National/International (Referred)**

- Cho, J.** (2018). "What is play to you is death to us!": Demystifying Racial Microaggression as a Double-Edged Sword. *Paper presented at the 10<sup>th</sup> International KAME Conference*, May, Seoul, Korea.
- Cho, J. & Roxas, K.** (2018). Politics of Fear in Post-Racial America/Global Society: Developing "Critically Compassionate" Multicultural Education to Break "Hate Speech is Free Speech." *Paper presented at the 10<sup>th</sup> International KAME Conference*, May, Seoul, Korea.
- Cho, J.** (2017). Evaluating qualitative research: Theory, practice, and reflection, *Paper Presented at the Annual Meeting of the International Congress of Qualitative Inquiry*, May, Urbana-Champaign, IL.
- Cho, J., Yocom, D.J., O'Brien, A., Crawford, S., & Scull, R.** (2017). "Access and Success": The concept of a double-edged sword? The search for a more respectful, equity-based classroom culture for ALL students, with or without disabilities. *Paper Presented at the Shepard Social Justice Symposium*, April, Laramie, WY.
- Cho, J.** (2017). Pedagogy of fear-hope in post-racial America: Toward critical posthumanist multicultural and/or intercultural education. *Paper Presented at the 2017 ICME (International Conference on Multiculture and Education)*, June, Incheon, Korea.
- Cho, J.** (2015). "#BlackLivesMatter": Fear, Destiny, and Critical Multicultural Education. Keynote speech at the *2015 Multiculture and Education: Toward Human Development and Diversity*. Oct, Incheon, Korea.
- Cho,** (2015). Reaffirming Diversity and Audacious Hope: Beyond Deficit Model, Through Affirmation, Toward A Humble Conversation ("Let us talk about race/racism"). Invited to present at the *2015 Multiculture and Education: Toward Human Development and Diversity*. Incheon, Korea.
- Sellner\*, W., & Cho, J.** (2015). Coloring Hope Theory: An Auto-ethnographic Sketch of Pain, Silent Killers, and Dream Hope for Social Justice. *Paper Presented at the Annual Meeting of AERA (American Educational Research Association)*, April, Chicago, IL.
- Sellner\*, W., & Cho, J.** (2014). Angvils (Angles and Devils) at Risk: A Duo-ethnography of reawaking of hope over 'silent killers.' *Paper Presented at the Annual Meeting of the International Congress of Qualitative Inquiry*, May, Urbana-Champaign, IL.
- Sellner\*, W., & Cho, J.** (2014) Re/constructing Hope/Pain over 'Silent Killers': A Duo-Ethnography. *Paper Presented at the Shepard Social Justice Symposium*, April, Laramie, WY.
- Jaime, A., & Cho, J.** (2014). A Postcolonial Reflection on the Audacity of Hope: Toward A Pedagogy with/for An Understanding Heart. *Paper Presented at the 6<sup>th</sup> International KAME Conference*, May, Seoul, Korea.
- Rios, F., Becker, K., Jaime, A., Roxas, K., & Cho, J.** (2014). Critical Cosmopolitan Multicultural

- Education (CCME): 5 Tenets, Narratives, and Implications. *Paper Presented at the 6<sup>th</sup> International KAME Conference*, May, Seoul, Korea.
- Cho, J.** (2013). On critical performance race theory: Key principles, transformative pedagogy, and loving community. *Paper Presented at the Annual Meeting of AERA (the American Educational Research Association)*, April, San Francisco, CA.
- Cho, J., Cha, K., Choi, S., and Choe, B.** (2011). A Comparative Study of Korean and U.S. Preservice Teachers' Perceptions on Language Diversity and Instructional Competence in Multicultural Education. *Paper Presented at the Annual Meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice*, Oct., Dayton, OH.
- Cho, J.** (2011). On critical performance race theory: Principles, pedagogy, and loving community. *Paper Presented at the 3<sup>rd</sup> International KAME Conference*. Junjoo, Korea.
- Cho, J.** (2010). Searching for "good" data: A reflection on validity-in-practice with double-edged problems. Division D - Qualitative Inquiry Invited Symposium: Working validity: Transactional, transformational, and holistic approaches to qualitative inquiry. *Paper Presented at the Annual Meeting of AERA (American Educational Research Association)*, May, Denver, CO.
- Cho, J., & Trent, A.** (2008). Ethics and politics of critical cultural studies in international contexts: From "Getting Smart" to "Getting Lost": Problems and implications from Patti Lather's last 16 years' struggle/achievement - Performance Turn into Ethical Turn: Toward a new cross cultural communitarian turn. *Symposium Paper Presented at the Annual Meeting of AERA (the American Educational Research Association)*, March, New York, NY.
- Cho, J.** (2007). When Pandora's box is open: Perceived problems and hopes for Standardized testing in Wyoming. *Paper Presented at the Annual Meeting of the International Congress of Qualitative Inquiry*, May, Urbana-Champaign, IL.
- Cho, J.** (2007). Gender in the teacher education program: Exploring new social learning patterns and teacher identity. *Paper Presented at the Annual Meeting of the International Congress of Qualitative Inquiry*, May, Urbana-Champaign, IL.
- Trent, A., **Cho, J.**, Castaneada, R., Mayfield, K. (2007). Evolving teacher education curricula: Integrating democratic education and language acquisition concepts. *Paper Presented at the Annual Meeting of AERA (the American Educational Research Association)*, April, Chicago, IL.
- Cho, J.** (2007). In search of a better accountability System: A personal reflection on PAWS tests and new culture of schooling in Wyoming. *Paper Presented at the Annual Meeting of AAACS (the American Association for the Advancement of Curriculum Studies)*, April, Chicago, IL.
- Cho, J., Trent, A., & Castaneda, R.** (2006). Validity criteria for performance-related qualitative work. *Paper Presented at the Annul Meeting of AERA (the American Educational Research Association)*, April, 2006, San Francisco, CA.
- Cho, J., Trent, A., & Swanson, P.** (2006). A typology of performance curriculum theory: Mimesis, poiesis, and kinesis. *Paper Presented at the Annual Meeting of AAACS (the American Association for the Advancement of Curriculum Studies)*, April, San Francisco, CA.

- Cho, J.** (2005). Curriculum theory as performance: Toward transformative classroom dialogue. *Paper Presented at the Annual Meeting of the Bergamo Curriculum Theorizing and Classroom Practice*, Oct., 2005, Dayton, OH.
- Cho, J., & Trent, A.** (2005). Process-based validity for performance-related qualitative work: Imaginative, artistic, and co-reflexive criteria. *Paper presented at the annual of the First International Congress of Qualitative Inquiry*, May, Urbana-Champaign, Illinois.
- Cho, J., & Trent, A.** (2004). Validity in qualitative research revisited. *Paper Presented at the Annual Meeting of AERA (the American Educational Research Association)*, April, San Diego, CA.
- Cho, J.** (2004). Thinking about a blurred genre of curriculum/standards/assessment. *Paper Presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies*. April, San Diego, CA.
- Cho, J., & Trent, A.** (2003). Curriculum theory as “Backward”: Promises and problems. *Paper Presented at the Annual Meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice*, Oct., Dayton, OH.
- Cho, J.** (2000). Triangulating curriculum theory and practice: A double-edged discourse. *Paper Presented at the Annual Meeting of the Bergamo Conference on Curriculum Theory and Classroom*, Oct., Dayton, OH.
- Cho, J.** (1999). Curriculum implementation as lived teacher experience: A theoretical framework. *Paper Presented at the Annual Meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice*, Oct., Dayton, OH.
- Cho, J.** (1998). Rethinking curriculum implementation: Paradigms, models, and teachers’ work. *Paper Presented at the Annual Meeting of the American Educational Research Association*. April, San Diego, CA. (ERIC Document Reproduction Service No. ED 421 767)

### **Regional/Invited/Non-refereed**

- Cho, J.** (2018). Compassion-based Multicultural Curriculum Theory and Praxis. *Keynote speaker at the Annual Integrative Curriculum Association Conference*, June, Chungju, Korea.
- Cho, J.** (2018). Compassion-based Multicultural Education. *Special guest speaker in the Multicultural Education Graduate Seminar at Inha University*, June, Incheon, Korea.
- Garcia-Clapp\*\*, M., **Cho, J.**, & Sennett\*\*, R. (2017). Using a Disciplinary Lens to Formatively Improve Student Discussions, Content Knowledge, and Cultural Competency: A Collaborative Action Research Project. *Paper presented at the 2017 Spring AdvancED Conference*, Feb., Casper, WY.
- Cho, J.** (2017). Formative Assessment 2.0: Google Translate, Lighthouse, or GPS. *Paper presented at the 2017 Spring AdvancED Conference*, Feb., Casper, WY.
- Skovgard\*\*, S., & **Cho, J.** (2014). Has the Pendulum Swung Too Far?: Impacts of Common Core State Standards on Special Educational Students. *Paper presented at NRMERA conference*, Oct, Rapid City, SD.
- Sellner\*, W., & **Cho, J.** (2014). Hope searching for HOPE over ‘Silent Killers’: A Duo-Ethnography.



*Poster presented the CoEd Research Symposium in the College of Education at the University of Wyoming. March, Laramie, WY.*

- Cho, J.** (2013). On CPRT (Critical Performance Race Theory): Key principles, transformative pedagogy, and loving community. *Paper presented the CoEd Research Symposium in the College of Education at the University of Wyoming. March, Laramie, WY.*
- Cho, J.** (2010). Dangerous vs. ambitious educational reform initiatives in the US. *Keynote speech at the annual meeting of the National Association for Elementary Education. Aug., Daegu, Korea.*
- Cho, J.** (2010). Diversity in education: A case of COE at UW. *A faculty seminar at Daegu National University of Education, October, Daegu, Korea.*
- Cho, J.** (2010). Validity in qualitative inquiry: Then and now. *A graduate summer seminar at Daegu National University of Education, July, Daegu, Korea.*
- Cho, J.** (2010). Current US reform initiatives: Things we need to learn and things we don't have to learn. *A special lecture for in-service teachers in the summer institute (80 teachers), August, Daegu, Korea.*
- Cho, J.** (2005). On American education reform and backward design. *Paper presented at the special symposium of the Daegu National University of Education. June, Daegu, Korea.*
- Cho, J.** (2005). Understanding rubrics. *Paper presented at the special seminar of the Daegu National University of Education, May, Daegu, Korea.*
- Cho, J.** (2005). Data analysis methods for action research. *Paper presented at the special seminar of the Daegu National University of Education. May, Daegu, Korea.*
- Cho, J., & Joo, W.** (2004). Practices and issues of Korean social studies. *Paper presented at the annual meeting of the National Council for Social Studies. November, Baltimore, MA.*
- Cho, J.** (2004). Social justice in educational assessment. *Paper presented at the annual meeting of National Network for Educational Renewal. October, St. Louis, MI.*
- Cho, J.** (2003). A phenomenological perspective on elementary teachers' everyday curriculum and instructional activities. *Paper presented at the Spring Academic Conference of Busan National University of Education. May, Busan. South Korea.*
- Cho, J.** (2003). My qualitative research journey: From alpha to omega. *Paper presented at the Spring Faculty Seminar of Daegu National University of Education. May, Daegu, South Korea.*

### **GRANT ACTIVITY (Funded)**

- Cho, J.** (2016-18). *Developing and Implementing an Embedded, Technology-Assisted, Culturally Sustaining Formative Assessment System to Continuously Improve Achievement Scores and Cultural Identities in an Exemplary High School English Department: A Collaborative Action Research Project.* UW College of Education Everett D. and Elizabeth Lantz Distinguished Professorship in Education. **PI**, \$50,000

- Cho, J., Yocom, D.J., O'Brien, A., Crawford, S., & Scull, R. (2017).** *“Access and Success”: the concept of a double-edged sword? The search for a more respectful, equity-based classroom culture for ALL students, with or without disabilities.* Academic Affairs at University of Wyoming, **PI**, \$3,000
- Cho, J., & Trent, A.** Ethics and politics of critical cultural studies in international contexts. The Social Justice Research Center, University of Wyoming, May 2008 - December 2008. **Co-PI**: \$800
- Cho, J.** *Fostering student learning through the computer-based formative assessments: Teachers' narratives on their instructional change. Case Study Researcher*; PI: Alan Moore and Robin Dexter  
Funded by the Wyoming State Department of Education, March 2006 - February 2007. **Co-PI**, \$1,000
- Cho, J.** *An international comparative study on structures and organizations of national curriculum in Korea, USA, UK, French, & Australia.* Role: Co-researcher, March - November 2009. **Co-PI**, \$3,000
- Cho, J.** *An ethnographic study of organization and operation at teaching-learning centers of American Universities.* PI: Y. S. Lee; Funded by the Korea Research Foundation, Seoul, Korea, January 2005 - December 2005. **Co-PI**, \$3,000.
- Cho, J.** *Enhancing a relationship between theory and practice by utilizing action research in the master's program.* PI: Y. S. Lee; The Korea Research Foundation, Korea, November 2003 - September 2004. **Co-PI**, \$3,000

#### **GRANT ACTIVITY [In Progress or Not Accepted]**

Porter, C., Gigley, J., Keith, J., **Cho, J.** (2018). NIH R25 grant proposal to improve health sciences/biomedical pathways, especially education and student or community-led research pathways, between UW, CWC and WRIR (the “Healthy Nations Dream Makers” project) [Preparing to Submit]

**Cho, J., Crawford, S., O'Brien, A., Yocom, D.J., Scull, R., & Baalen-Wood, M. V. (Oct 2017).** “The Land of the Lost: In Search of EBL (Equity-based Learning) for Students with Disabilities on University campuses. **PI**, *The Lyle Spencer Research Award*, \$750,000~1,000,000 for 3 years [Not Accepted]

Gigley, J., **Cho, J.**, Jaime, A., Burrows, A., & Spicer, B. (Sep 2017). Wyoming Summer Institute for Biomedical Research Experiences for High School Teachers, Students and Undergraduate Students. **Co-PI**, *NIH-PAR-15-184 (R25)*. \$1,000,000.00 for 5 years [Not Accepted]

#### **TEACHING EXPERIENCES (University of Wyoming)**

##### **Assessment Courses**

Fall 2003 - present	EDST 3550 <i>Educational Assessment</i> (on campus & online)
Fall 2005 to Spring 2013	EDCI 5870 <i>Seminar in Assessment</i> (on campus & online 2005-2013)
Fall 2003 - present	EDCI 5500 <i>Classroom Assessment</i> (compressed video, online, MA)
Fall 2003	EDST 3500 <i>Quantitative Reasoning</i> (on campus, 2003)

### **Qualitative Research Courses**

Fall 2018	EDRE 5660 <i>Dissertation/Prospectus Writing</i>
Fall 2003 to 2015 Fall	EDRE 5640 <i>Introduction to Qualitative Research</i> (on campus, online, Doctoral)
	EDRE 5650 <i>Advanced Qualitative Research Method</i> (on campus, compressed video, Doctoral)
Spring 2013	MBAM 5130 <i>Qualitative Methods</i> (on campus, MBA)
Summer 2004, Fall 2013 to Spring 2014	EDRE 5530 <i>Intro to Educational Research</i> (on campus & online, MA)

### **TEACHING EXPERIENCES (Other Universities)**

Fall 2001	<i>Curriculum Design &amp; Evaluation</i> (University of San Diego, Master)
Summer 2001	<i>Internship Program</i> (University of San Diego, Master & Doctoral)
Spring 2001	<i>Qualitative Research in Cultural Context, Dissertation Seminar</i> (Co-teaching)
Spring 2002 (Korea)	<i>Curriculum &amp; Instruction</i> <i>Qualitative Research on Media Education</i> (Master) <i>Curriculum &amp; Instruction</i> <i>Extra-Curriculum</i>
Spring 2003 (Korea)	<i>Curriculum &amp; Instruction</i> <i>Educational Research Methodology</i> (Master) <i>Educational Evaluation</i> (Master)

### **PROFESSIONAL AFFILIATIONS**

*American Educational Research Association*  
*AERA SIGs: Qualitative Research and Classroom Assessment*  
*International Association for the Advancement of Curriculum Studies*  
*Korean Association for Multicultural Education*  
*Korean Curriculum Studies Association*

### **SERVICE (National/International Level)**

#### **Editorial Board Member:**

August 2016 to present	<i>Journal of Multiculture and Education</i>
January 2014 - present	<i>Multicultural Studies in Education</i>
March 2012 - present	<i>Korean Integrative Curriculum Association</i>
June 2011 - Dec 2013	<i>Multicultural Education Review, the official Journal of the KAME</i> (Korean Association for Multicultural Education)
2008 - 2013	<i>Asian Journal of Educational Research and Synergy</i>

**Guest Reviewer:**

Summer 2017	<i>Multicultural Studies in Education</i>
Spring 2016	<i>International Review of Qualitative Research</i>
March 2014	<i>International Sociology</i>
January & March 2014	<i>Linguistics &amp; Education</i>
January 2014	<i>Equity &amp; Excellence in Education</i>
March 2008 - Present	<i>Multicultural Perspectives</i>
April 2013	<i>International Journal of Multicultural Education</i>
2005, 2008, 2000	<i>QSE: International Journal of Qualitative Studies in Education</i>
July 2008	<i>Qualitative Inquiry</i>
2005, 2007	<i>Journal of Qualitative Research (UK)</i>

**National Conference Proposal Reviewer:** *American Educational Research Association:*

2014	Division G, Section 2: Education in Multicultural Contexts Within and Across Subject Areas
2012-2013	Teacher Education
2010	SIG Indigenous Culture: SIG Qualitative Research
2008	Curriculum Theory, Research Methodology, and Classroom Assessment (10 proposals)
2007	Curriculum Theory, Research Methodology, Classroom Assessment, and Teaching and Teacher Education (17 proposals)
2006	Curriculum Theory, Research Methodology, Classroom Assessment, & Teaching, and Teacher Education

**Regional/Others**

February 2017	Annals of Wyoming: The Wyoming History Journal
Fall 2014	NRMERA Conference Proposal Reviewer
Nov 2006	Book reviewer, <i>Assessment is Essential</i> , by the McGraw-Hill

**University/Community Level**

March 2018 - present	College Representative, Advisor Assessment Working Group
November 2017	Reviewer, URDM (Under-Represented Domestic Minority) GA Applications by Academic Affairs, Graduate School VP.
Fall 2017 - present	Advisor, Taekwondo at UW
Spring 2015 - present	World Language Center: Teaching Korean I & II. Non-credit
Fall 2014 - Spring 2019	Faculty Academic Standards, Rights, & Responsibilities Committee
Spring 2009 - present	Faculty Senate, alternate
Fall 2013 - Spring 2016	UW Faculty Dispute Resolution Panel
Fall 2012	Guest Speaker for International Students-Family Group at University of Wyoming
December 2008	The Social Justice Research Center, reviewer, University of Wyoming

Fall 2007 - Spring 2010      Advisor, UW Korean Student Association

**College Level**

2015/2016 and 2016-2019      College Tenure and Promotion Committee  
 Fall 2014 - 2016      College Diversity Committee  
 2009/2010, 2013/2014      College Tenure and Promotion (Alternate)  
 2008/2009      Chair, Advisory Council on Graduate Education  
 Fall 2004 - Spring 2014      Advisory Council on Graduate Education  
 Spring 2011 - Spring 2015      Research Faculty Task Force  
 Fall 2013 - Spring 2014      College Centennial Celebration Committee  
 Fall 2011 - Spring 2013      Curriculum and Instruction Admission Committee  
 2011/2012      Professional Development Task Force  
 Spring 2009      College Graduate Student Research Review committee  
 February - May 2006      C&I Task Force for Master's Degree Program Evaluation  
 April 2004      Faculty Research Retreat, organizer  
 2003/2004      Qualitative Research Task Force  
 1996-1997      Dean's Leadership Council, the School of Educational Policy & Leadership, COE, The Ohio State University

**Department Level**

May - Fall 2015      Educational Studies Department Faculty Search  
 April 2014 - April 2015      Chair, Educational Studies Department Faculty Search  
 Sept 2012 - April 2013      Professional Studies Department Faculty Search  
 Sept 2011 - April 2012      Educational Studies Department Faculty Search  
 January - April 2011      Professional Studies Department Faculty Search  
 Dec 2008 - April 2009      Chair, Educational Studies Department Faculty Search  
 Sept 2009 - Feb 2010      Elementary Ed./Ed. Studies Departments Faculty Search  
 Sept 2009 - Feb 2010      Counselor Education Department Faculty Search  
 Sept 2008 - April 2009      Educational Leadership Department Search  
 Oct 2007 - April 2008      Educational Studies Department Search

**Professional Development**

June 5, 2017      Provided a Professional Development Workshop for 16 elementary and secondary teachers and a district superintendent in Math, Literacy, and Science, Pavillion, Wyoming.

May 22-25, 2017      *University of Wyoming John P. Ellbogen ECTL Summer Institute* (Selected, \$500 stipend; helping teaching faculty/AP's reconnect with the excitement of

teaching at the college level; for those who have taught 12 or more years of teaching)

- May 18, 2017 *Coding Qualitative Data: Beyond Indexing and Toward Insight* by Jonny Saldana's workshop (8:30-11:30) at the Annual Meeting of the International Congress of Qualitative Inquiry, May, Urbana-Champaign, IL.
- May 18, 2017 *Qualitatively-Driven Mixed-Method* by Janice Morse's team workshop (1:00-4:00) at the Annual Meeting of the International Congress of Qualitative Inquiry, May, Urbana-Champaign, IL.
- June 15-17, 2016 *Charting the Future: Building Expertise 2016* by The Marzano Center, Learning Sciences, Orlando, FL.,
- April 27, May 4-6 2016 *Wyoming Department of Education Workshops on Assessment literacy/formative assessments*, Gillette and Casper, WY.
- April 13-14, 2015 *Wyoming Department of Education Workshops on Assessment literacy/formative assessments*, Gillette, WY.

### **Graduate Advising: Graduate Chair/Co-Chair**

<b>Student Name</b>	<b>Degree</b>	<b>Graduated</b>	<b>Title</b>	<b>Employment</b>
Katy Brock	Ed.D.	Spring 2018	Communication and Foundational Literacy Skills: Women's Prison Tutor's Guide and Workbook	University of Jamestown, North Dakota
Michael Brose	Ed.D.		In progress	Classroom Teacher
Casie Dimsey	Ph.D.		In progress	Classroom Teacher
Kayla Syvertson	MA	(Summer 2018)	In progress	Rawlins Elementary
Donna Mascarenas	MA	(Fall 2018)	In progress	Classroom Teacher
Sadie Wilson	MA	(Fall 2018)	In progress	Classroom Teacher
Tracee Coleman	MA	Fall 2017	Teaching with Balanced Literacy in the Primary Classroom: Implementing Effective Literacy Practices and Providing Inclusive Accommodations.	Classroom Teacher
Jannel Scheuerman	MA	Fall 2017	Teacher Effectiveness Using the Spalding Phonics Program	Worland Elementary
Anne R Schroeder	MA	Summer 2015	Enhancing Digital Citizenship through the Exploration of Effective Instruction and Assessment in a Title 1 Elementary School	Cheyenne Afflerbach
Pam Gosman	MA	Spring 2015	A Workshop Approach to Training New RTI Teachers/Tutors in the Natrona County School District	Casper Elementary

Amy Fagan	MA	Spring 2015	Multimodal Literacy Development: Exploring Critical Connections Between Elementary Art Education and 21st Century Literacy	Cheyenne Elementary
Dilnoza Khasilova	MA	Fall 2014	Program Development of World Language Center at the University of Wyoming: A Pilot Study	Full time
Kelly DeBruyn	MA	Summer 2014	Exploring the Use of the RTI Model in Elementary School Settings: Utilizing a Strengths-Based Approach in the Social-Emotional-Behavioral Domains	Cheyenne Elementary
Sara Skovgard	MA	Summer 2014	Has the Pendulum Swung Too Far?: Impacts of Common Core State Standards on Special Educational Students	Casper Middle School
Kari Ward	MA	Spring 2014	Investigating the Perceptions and Impacts of iPads on Cognitive Development of 2nd Graders in Mathematics: A Mixed Methods Approach	International School in Guatemala
Kaelee Saner	MA	Summer 2013	Roles and Functions of Vocabulary Instruction	Sheridan Elementary
Brian Eberhard	MA	Spring 09	Characteristics and strategies of students using hypertext graphic organizers for decoding and analyzing high school social studies expository hypertexts	Faculty, Black Hill University
Robbie Sanborn	MA	Spring 2010	An investigation of the role of personal goal setting, self-regulated learning, and motivation on adolescent student achievement	Public School Teacher, Glendo
Anna Nowak	MA	Summer 2008	Co-constructing understanding of death from multiple perspectives: Building a meaningful unit design for middle/high school students	Public School Teacher, CO.
Wasserburger, L	MA	Spring 2005	Building a foundation: Fluency, key to successful reading achievement	School Teacher
Atnip, M	MA	Spring 2005	Communicating student achievement in standards-based education	Public School Teacher

### **Graduate Committee-Member**

#### **Doctoral Degree (Completed)**

Mary Jacinta Nekesa (Spring 2018). Counseling

Mathew B. Lunde (Spring 2018). Marketing, College of Business

Dr. Debalina Maitra (Fall 2017). Literacy Education

Dr. Courtney Baker (Spring 2016). Marketing, College of Business

Dr. Adil Bentahar (Summer 2015). Curriculum & Instruction

Dr. Maria Medina (Spring 2015). Adult Learning & Technology

Dr. Roberta Marvel (Spring 2015). Adult Learning & Technology  
Dr. Kristin Douglas (Spring 2014). Counseling  
Dr. Erin Marie Nitschke (Spring 2014). Adult Learning & Technology  
Dr. Tracie Pollard (Spring 2014). Adult Learning & Technology  
Dr. Peter Swanson (Spring 2007). Curriculum & Instruction  
Dr. Wonda Wells (Spring 2008). Curriculum & Instruction  
Dr. Lay-nah Morris (Spring 2011). Counseling  
Dr. Aimee Callahan (Spring 2011). Adult Learning & Technology  
Dr. Oksana Wilski (Spring 2012). Adult Learning & Technology

**Doctoral Degree (in progress)**

Jeffrey Palmquist (Adult Learning & Technology, ABD)  
Shawn Bunning (Higher Education, currently taking the preliminary Exam)  
Kathrine Zeleski (SMTC)  
Marcia Guilliams (Adult Learning & Technology)  
Anna Miarka-Grzelak (Adult Learning & Technology)  
Scott Carrigan (Adult Learning & Technology)

**Master's Degree (Completed)**

Hanson Jordan (Spring 2018). Curriculum & Instruction  
CLAD Higher Education Capstones: Lorilyn Beck, Brienne Jewkes, & Blaine Limpus (Spring 2018).  
Andrew Samuelson (Fall 2017). Curriculum & Instruction  
Levi Jensen (Spring 2017). Curriculum & Instruction  
Christopher Padesky (Fall 2015). Literacy Education  
Master of Music Education Capstones (Summer 2015):  
    Tonya Severson, Amber Pollock, Myron Cowell, Erin Knuston, Dustin Olsen, & Audrey Ortberg  
Elizabeth Hetland (Spring 2015). Curriculum & Instruction  
Amanda Margrave (Fall 2014). Curriculum & Instruction  
Adult Learning Capstones (Spring 2015): Kasey Straube, Vincent Thompson, Joshua Keeney, Christina Everett  
Gordon Volk (Spring 2014). Curriculum & Instruction  
Cathleen Bates (Summer 2014). Curriculum & Instruction  
Yvonne Thornly (Summer 2014). Curriculum & Instruction  
Katherine Kruse (Summer 2014). Curriculum & Instruction  
Jeremiah Attebury (Summer 2014). Curriculum & Instruction  
Sam King (Spring 2014). Kinesiology  
Lorrie Bartow (Spring 2014). Curriculum & Instruction  
Elizabeth Edington (Spring 2014). Curriculum & Instruction  
Julie Schriener (Spring 2014). Curriculum & Instruction  
Quinn Stanton (Spring 2014). Curriculum & Instruction



Adult Learning Capstones (Spring 2014):

Laura C'Hair, Michael Carver, Jennifer Harshman, Jessica Bank

Matt Perkins (Spring 2013). English

Adult Learning Capstones (Spring 2013): Rex Hammer, Ross Millard, Erica Fullerton, Craig Roberts

Nancy Pelosi (Spring 2009). Curriculum & Instruction

Wendy Hultman (Spring 2009). Curriculum & Instruction

Troy Thompson (Spring 2007). Music

David Hampton (Spring 2005). English

**Undergraduate Advising:** Number of active undergraduate advisees (2017/2018): 15

**References (See next page)**

**References**

**1. Francisco Rios, Ph.D.**

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Woodring College of Education  
Western Washington University  
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**2. Angela M. Jaime, Ph.D.**

Associate Professor  
Chair, American Indian Studies  
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Coordinator, Teachers of American Indian Studies  
College of A&S, University of Wyoming  
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**3. Peter W. Moran, Ph.D.**

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