

Hyun Jin Cho, Ph.D.

Assistant Professor of Educational Psychology
Department of Teacher Education, School of Education
Purdue University of Fort Wayne
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EDUCATION

Purdue University, West Lafayette, IN, USA

- PhD in Educational Psychology
- Dissertation: Promoting International College Students' Academic Adjustment from Self-Determination Theory

San Francisco State University, San Francisco, CA, USA

- MA in Teaching English to Speakers of Other Languages (TESOL)

Hankuk University of Foreign Studies, Korea

- BA in German Language
- Earned German and English teaching certificate

ACADEMIC APPOINTMENTS

- Assistant Professor of Educational Psychology, Purdue University Fort Wayne, 2024 – current
- Post-Doctoral Research Associate, Center for Instructional Excellence, Purdue University, 2018–2024
- Research Assistant, Center for Instructional Excellence, Purdue University, 2016–2017
- Research Assistant, Department of Educational Studies, Purdue University, 2015–2016
- Practicum Teaching Assistant, Department of Educational Studies, Purdue University, 2014–2015
- Teaching Assistant, Department of Educational Studies, Purdue University, 2012–2014

PUBLICATIONS

Cho, H. J., Davis, J. E., Hannigan, E. C., & Levesque-Bristol, C. (2023). Course transformation teaching strategies to enhance students' perceptions of learning and outcomes in undergraduate nursing course. *Nursing Education Prospective*, 44(3), 147-153.

Lee, C., Cho, H. J., Melloch, M., & Levesque-Bristol, C. (2022). What worked for the engineering students to learn? Students' learning experiences through Concept-Point-Recovery. *European Journal of Engineering Education*, 1-17.

Yough, M., Tan, D., Fedesco, H., & Cho, H. J. (2022). Learning of assessment in teacher education: The role of epistemic and implicit beliefs. *Educational and Developmental Psychologist*, 1-10.

Cho, H. J. *, Wang, C. *, Moss, J. D., Wiles, B. C., Li, Q., Lu, Y., J., Bonem, E. M., Lee, C., & Levesque-Bristol, C. (2022). Motivational predictors of college students' mathematics achievement: From the perspective of self-determination theory. *International Journal of STEM Education*, 9(1), 41. * Equally contributed to manuscript

- Kahn, T. M., Cho, H. J., & Bonem, E. (2022, June 26–29). Undergraduate students' motivation to learn, attitudes, and perceptions of assessments in the STEM course. Annual American Society for Engineering Education (ASEE), Minneapolis, USA.
- Cho, H. J., Levesque-Bristol, C., & Yough, M. (2022). How autonomy-supportive learning environments promote Asian international students' academic adjustment: A self-determination theory perspective. *Learning Environments Research*, 0123456789.
- Cho, H. J., Zhao, K., Lee, C. R., Runshe, D., Krousgrill, C. (2021). Active learning through flipped classroom in mechanical engineering: improving students' perception of learning and performance. *International Journal of STEM Education*, 8(1), 1–13.
- Cho, H. J., Wang, C., Bonem, E. M., & Levesque-Bristol, C. (2021). How can we support students' learning in higher education?: Campus wide course transformation program systematic review and meta-analysis. *Innovative Higher Education*, 1–30.
- Cho, H. J., Melloch, M., & Levesque-Bristol, C. (2021). Enhanced student perceptions of learning and performance using Concept-Point-Recovery teaching sessions: a mixed-method approach. *International Journal of STEM Education*, 8(1), 1–17.
- Cho, H. J., Levesque-Bristol, C., & Yough, M. (2020). International students' self-determined motivation, beliefs about classroom assessment, learning strategies and academic adjustment in higher education. *Higher Education*, 81(6), 1215–1235.
- Cho, H. J., Yough, M., & Levesque-Bristol, C. (2020). Relationships between beliefs about assessment and self-regulated learning in second language learning. *International Journal of Educational Research*, 99, 101505.
- Han, J. & Cho, H. J. (2018). Critical literacy and children's identity development. *American Language Journal*. <https://www.americanlanguagejournal.com/2018-vol-2-issue-3>
- Cho, H. J. & Han, J. (2018). Teaching to the high-stakes testing in second language learning. *INTESOL Journal*, 15(1), 49–65.
- Cho, H. J., Yough, M., & Lee, C. (2018). Secondary students' motivational beliefs in second language learning under high-stakes assessment. *American Language Journal* <https://www.americanlanguagejournal.com/2018-vol-2-issue-3>
- Yough, M., Merzdorf, H., Fedesco, H., & Cho, H. J. (2017). Flipping the classroom in teacher education: Implications for motivation and learning. *Journal of Teacher Education*, 70(5), 410–422.
- Yough, M., & Cho, H. J. (2015). Attribution theory. *Classroom Management: An A-to-Z Guide*. SAGE Reference Project.

ACADEMIC CONFERENCES

- Cho, H. J. (2025, November 22). Pre-service teachers' field project. 2025 INTESOL Conference, Indianapolis. USA.

- Smith, J., Cho, H. J., & Parnin, S. (2025, November 14). Growing Gardens Project: A faculty collaboration with Abbett Elementary School, 2025 Alliance Teaching Showcase, Purdue Fort Wayne.
- Cho, H. J. (2025, April 11). Classroom assessment as a meaningful learning opportunity. 2025 Midwest Conference on the Scholarship of Teaching and Learning, Indiana University, South Bend, USA.
- Alyami, H. & Cho, H. J. (2025, April, 4). Secondary mathematics teachers' perceptions and motivation to implement mathematics-focused integrated stem. Indiana Mathematics Education Research Symposium (IMERS). Indiana University Indianapolis. USA.
- Park, C-Y, Cho, H. J., Kim, M. & Han, J (2024, October 25–27). Strategies for heritage culture and language maintenance in teenagers [Poster presented]. The International Conference on Literacy, Culture, and Language Education (ICLCLE), West Lafayette, USA.
- Kahn, T. M., Cho, H. J., & Bonem. E. (2022, June 26–29). Undergraduate students' motivation to learn, attitudes, and perceptions of assessments in the STEM course [Paper presentation]. Annual American Society for Engineering Education (ASEE), Minneapolis, USA.
- Lee, C., Cho, H. J., Melloch, M., & Levesque-Bristol, C. (2021, April 8–12). What worked for the engineering students to learn? Students' learning experiences through Concept-Point- Recovery [Roundtable presentation]. American Educational Research Association (AERA) Virtual Annual Meeting, USA.
- Oh, J., Liw, L., Cho, H. J., & Ma, T. (2020, August 6–9). Content analysis of counseling psychology research for North Korean refugees [Poster presentation]. 128th Annual American Psychological Association Convention in Washington, D.C., USA.
- Wang, C., Moss, J. D., Wiles, B., Li, Q., Lu, Y., Cho, H. J., & Levesque-Bristol, C. (2019, August 8–11). Analyzing a short version of the calculus concept inventory with item response theory [Poster presentation]. American Psychological Association Annual Convention, Chicago, IL., USA.
- Cho, H. J., Wang, C., Bonen, E., & Levesque-Bristol, C. (2019, May 21–24). Instructional Matters: Purdue's Academic Course Transformation (IMPACT) [Poster presentation]. The 7th International Conference on Self-Determination Theory. Amsterdam, Holland.
- Cho, H. J. (2019, April 5). How international students perceive an autonomy-supportive environment in higher-education: A qualitative study [Roundtable presentation]. Korean-American Educational Research Association (KAERA) Annual Meeting, Toronto, ON, Canada.
- Davis, J. E., Hannigan, E. C., & Cho, H. J. (2019, February 28–March 1). Increasing student perceptions of learning in a baccalaureate pathopharmacology course [Poster presentation]. Transforming Education for Student Success (TESS) Summit, Purdue University, West Lafayette, IN, USA.
- Boudouris, B. W. & Cho, H. J. (2019, February 28–March 1). Transforming the lecture archetype in the introductory materials and energy balance chemical engineering course [Poster presentation]. Transforming Education for Student Success (TESS) Summit, Purdue University, West Lafayette, IN, USA.
- Cho, H. J., Levesque-Bristol, C., & Yough, M. (2018, April 13–17). Asian international college students'

- self-determined motivation, beliefs about classroom assessments and learning approach [Poster presentation]. American Educational Research Association Annual Meeting, New York City, NY, USA.
- Cho, H. J. (2017, November 11). A Review of validity and washback for English language learners [Paper presentation]. INTESOL Conference, Indianapolis, IN, USA.
- Cho, H. J. (2017, August 3–6). Promoting international students' academic adjustment: Perception of learning environment, classroom participation, and beliefs about classroom assessment from a self-determination perspective [Poster presentation]. American Psychological Association Annual Convention, Washington, D.C., USA.
- Cho, H. J., Levesque-Bristol, C., & Yough, M. (2017, April 27). Self-determined motivation, assessment beliefs, and learning strategies in high-stakes second language assessment [Roundtable presentation]. Korean-American Educational Research Association (KAERA) Annual Meeting, San Antonio, TX, USA.
- Yough, M., Merzdorf, H. E., Fedesco, H. N., Cho, H. J., & Tan, D. (2017, April 27–May 1). Flipping the classroom: Perceptions and reality [Poster presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, USA.
- Cho, H. J., Yough, M., & Lee, C. (2017, April 27–May 1). Korean secondary students' beliefs about high-stakes assessment and motivation in second language learning [Poster presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, USA.
- Cho, H. J., Holagte, H. A., Tan, D., Wang, C., Yu, S., & Levesque-Bristol, C. (2017, March 27). Examining college students' day-to day experiences inside and outside the classroom that impact motivation, engagement and peace of mind [Poster presentation]. The 11th Annual Graduate Student Educational Research Symposium (AGSERS), College of Education, Purdue University, IN, USA.
- Cho, H. J., Levesque-Bristol, C., & Yough, M. (2017, March 27). Secondary students' motivational beliefs and beliefs about assessment under high-stakes testing: A structural equation modeling approach [Poster presentation]. The 11th Annual Graduate Student Educational Research Symposium (AGSERS), College of Education, Purdue University. West Lafayette, IN, USA.
- Cho, H. J., & Han, J. (2016, November 12). The effectiveness of different teaching methods in second language class: Monolingual vs. bilingual approach [Paper presentation]. Indiana Teachers of English to Speakers of Other Languages (INTESOL) Conference, Indianapolis, IN, USA.
- Han, J., & Cho, H. J. (2016, October 1). Challenges of elementary school ELLs in mainstream classes and effective use of classroom-based assessments of ELLs [Poster presentation]. Midwest Association of Language Testers, Purdue University, IN, USA.
- Cho, H. J., Yough, M., & Maeda, Y. (2016, August 4–7). International students' beliefs about high-stakes English assessment and self-regulated learning [Poster presentation]. American Psychological Association Annual Convention, Denver, CO, USA.
- Cho, H. J., & Yough, M. (2016, June 2–5). Pre-service teacher's autonomous motivation, adaptive beliefs about assessment, and perceived knowledge transfer [Poster presentation]. The 6th International Conference on Self-Determination Theory. Victoria, BC, Canada.

- Cho H. J. (2016, March 24). Development of the inventory to examine students' beliefs about high-stakes assessment [Poster presentation]. The 10th Annual Graduate Student Educational Research Symposium (AGSERS), College of Education, Purdue University, West Lafayette, IN, USA.
- Cho H. J. (2015, August 6–9). Korean secondary school students' perception of assessment in the second language classroom [Poster presentation]. American Psychological Association Annual Convention, Toronto, ON, Canada.
- Yough, M., Cho, H. J., & Tan, D. (2015, August 6–9). Assessing the learning of assessment: Beliefs, motivation, and outcomes [Paper presentation]. American Psychological Association Annual Convention, Toronto, ON, Canada.
- Yough, M., Gray, D., Kohler, K., & Cho, H. J. (2015, April 16–20). "Sharing my individuality": The desire to stand out predicts choices to contribute during class discussion [Poster presentation]. American Educational Research Association Annual Meeting, Chicago, IL, USA.
- Cho H. J. (2015, March 3). Korean international students' beliefs about assessment in second language learning [Poster presentation]. The 9th Annual Graduate Student Educational Research Symposium (AGSERS), College of Education, Purdue University, West Lafayette, IN, USA.
- Cho H. J. (2014, November). Beliefs about second language assessment [Poster presentation]. Indiana Teachers of English to Speakers of Other Languages (INTESOL) Conference, Indianapolis.
- Cho, H. J. (2009, May). Teaching American idioms based on metaphor [Paper presentation]. Paper presented at the MATESOL Conference, San Francisco State University, CA, USA.

RESEARCH EXPERIENCE

Postdoctoral Research Associate, Center for Instructional Excellence, Purdue University, 2018–2024

- Instruction Matters: Purdue Academic Course Transformation (IMPACT) Program
 - *Keys to Learning* for first-year engineering students
 - Flipped classroom in mechanical engineering
 - Students' motivation in the cyber forensic course
- Success through Transformative Education and Active Mentoring (STEAM) Program (PI: Dr. Chantal Levesque-Bristol)
 - Concept-Point Recovery (CPR) project
 - Undergraduate nursing education project
 - International students in active learning project
 - Mathematics multi-level modeling project
 - Course transformation program systematic review and meta-analysis project
 - Faculty survey about emergency remote learning during COVID-19 pandemic

Research Assistant, Center for Instructional Excellence, Purdue University, 2016–2017

- Instruction Matters: Purdue Academic Course Transformation (IMPACT) Program
- Success through Transformative Education and Active Mentoring (STEAM) Program

Research Assistant, Department of Educational Studies, Purdue University, 2015–2016

- Pre-service teachers' implicit beliefs and epistemological beliefs

TEACHING EXPERIENCE

- Assistant Professor of Educational Psychology, Department of Teacher Education, Purdue University Fort Wayne, August 2024–Current
- Practicum Teaching Assistant, Department of Educational Studies, Purdue University, August 2014–May 2015
- Teaching Assistant, Department of Educational Studies, Purdue University, August 2012–May 2014
- Student Teacher, ESL Level 1/2, City College of San Francisco, Alemany Campus, January 2009–May 2009
- Teaching Assistant, ESL First Year Composition, San Francisco State University, January 2008–May 2008
- Teaching Assistant, ESL Levels 1 & 4, Project SHINE, City College of San Francisco, September 2007–May 2008
- Foreign language Teacher in K-12 schools, Korea
 - English, Myeongmoon High School, Gwangmyeong City, Korea, March 2010–August 2012
 - English, Gwangmyeong Middle School, Gwangmyeong City, Korea, August 2009–February 2010
 - English, Gyeonggi International Trade High School, Bucheon City, Korea, March 2007–August 2007
 - English, Soha High School, Gwangmyeong City, Korea, March 2005–August 2005
 - English, Sosa High School, Bucheon City, Korea, March 2003–December 2004
 - English, Simwon Middle School, Bucheon City, Korea, March 2002–February 2003
 - German, Wonmi High School, Bucheon City, Korea, March 2002–February 2003
 - German, Taeon High School, Taeon, Korea, March 2001–February 2002

SERVICE

- Peer Reviewer
 - Heliyon
 - Journal of International Students
 - International Journal of STEM Education
 - American Society for Engineering Education (ASEE), Educational Research and Methods Division
- Member, Student Travel Fund Committee, Purdue University Fort Wayne, 2025-2026
- Member, Faculty Affair Committee: Department of Teacher Education, Purdue University Fort Wayne, 2024-2026

HONORS AND AWARD

- Honors Faculty, Purdue University Fort Wayne Honors Program, August 21, 2025.
- Graduate Student Travel Award, College of Education, Purdue University, Fall 2016.
- American Psychological Association (APA) Division 15 Doctoral Graduate Student Research Seminar Honorarium, Fall 2016.

- APA Graduate Student Travel Award, American Psychological Association, Fall 2016.
- Honorable Mention, “Korean International Students’ Beliefs about Assessment in Second Language Learning”. The 9th Annual Graduate Student Educational Research Symposium (AGSERS), The College of Education, Purdue University, March 2015.
- Summer Research PRF (Purdue Research Foundation) Grant, College of Education, Purdue University, Summer 2015.
- Summer Research PRF (Purdue Research Foundation) Grant, College of Education, Purdue University, Summer 2014.
- Graduate Student Travel Award, College of Education, Purdue University, Fall 2015.
- Rotary Foundation Multi-Year Ambassadorial Scholarship, Rotary Club of Cheonan City (District 3620), Korea, 2007-2009.