

JI Y. HONG

Department of Educational Psychology University of Arizona Education Building, Room 635B 1430 E. Second Street Tucson, Arizona, 85721, USA Phone: +1- 520-621-1906 Email: jihong@arizona.edu

I. ACADEMIC TRAINING

- | | | |
|------|-------|---|
| 2007 | Ph.D. | University of Georgia, Athens, GA. <ul style="list-style-type: none">Major: Educational PsychologyConcentration: Applied Cognition and DevelopmentDissertation: Why do beginning teachers leave school? Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. |
| 2004 | M.A. | Arizona State University, Tempe, AZ. <ul style="list-style-type: none">Major: Educational PsychologyConcentration: Learning and MotivationThesis: The relationship between self-discrepancy and career commitment |
| 2001 | B.A. | Seoul National University, Seoul, Korea. <ul style="list-style-type: none">Major: Korean Language EducationConcentration: Modern Literature EducationThesis: Instructional strategies for emotional experience in literary education |

II. APPOINTMENTS

- | | |
|-----------------|--|
| 2022 to current | <i>Professor</i> , Department of Educational Psychology, University of Arizona |
| 2020 to 2022 | <i>Professor</i> , Department of Educational Psychology, University of Oklahoma |
| 2013 to 2020 | <i>Associate Professor</i> , Department of Educational Psychology, University of Oklahoma. |
| 2007 to 2013 | <i>Assistant Professor</i> , Department of Educational Psychology, University of Oklahoma. |

2006 to 2007	<i>Instructor of Record</i> , Learning and Development in Education (Undergraduate Level), Department of Educational Psychology, University of Georgia.
2005 to 2006	<i>Guest Lecturer</i> , Designing Qualitative Research (Graduate Level), Department of Lifelong Education, Administration, and Policy; Educational Measurement Theory (Graduate Level), Department of Educational Psychology, University of Georgia.
2004 to 2006	<i>Research Assistant</i> , Department of Educational Psychology, University of Georgia.
2004 to 2005	<i>Academic Tutor</i> , Study of Language (Undergraduate Level), Department of Linguistics, University of Georgia.
2003 to 2004	<i>Co-Instructor</i> , Motivation in Education (Undergraduate Level), Department of Educational Psychology, Arizona State University,
2002 to 2004	<i>Research Assistant</i> , Department of Educational Psychology, Arizona State University.
2002	<i>Instructor</i> , Berlitz Languages, Seoul, Korea.
2001 to 2002	<i>High School Teacher</i> , Bukwang High School, Incheon, Korea.

III. RESEARCH

A. Publications

Note: † identifies publications with student(s) and/or junior faculty

1. Books

Schutz, P. A., Hong, J., & Cross Francis, D. (2020). *Teachers', goals, emotions, and developing professional identities*. Routledge.

Schutz, P. A., Hong, J., & Cross Francis, D. (Eds.) (2018). *Research on teacher identity and motivation: Mapping challenges and innovations*. New York, NY: Springer.

2. Chapters in Books

Cross Francis, D., Kaur Bharaj, P., Yu, B., Hong, J. & Gustaveson, A. (in press). Holistic Individualized Coaching: A Personalized Learning Approach to

- Support Teacher Learning. In M. Bernacki, C. Walkington, A. Emery & L. Zhang (Eds.), *Handbook on Personalized Learning*. Routledge.
- Hong, J. & Perez, T., (2024). Identity and learning: Student and teacher identity development. In P. A. Schutz & K. R. Muis (Eds.), *Handbook of educational psychology (4th ed.)* (pp. 269-290). New York, NY: Routledge.
- †Hong, J., Cross Francis, D., Chong, K., Lewis, L., Parsons, A., Recknagel, C., & Wang, Q. (2023). Agency, resilience, and attribution: Examining the disparate challenges of two schools interfacing with neoliberal-based policies. In G. Zhu (Ed.), *Understanding the dynamics of teacher agency, resilience, and identity in the neoliberal age* (pp. 17-46). Rowman & Littlefield.
- †Hong, J., & Looney, K. (2019). Building and sustaining social capital: First year teachers' sense of agency. In C. R. Rinke & L. Mawhinney (Eds.), *Opportunities and challenges in teacher recruitment and retention* (pp. 3-23). Charlotte, NC: Information Age Publishing.
- Hong, J., Cross Francis, D., & Schutz, P. (2018). Research on teacher identity: Common themes, implications, and future directions. In P. A. Schutz, J. Hong, & D. Cross Francis (Eds.), *Research on teacher identity and motivation: Mapping challenges and innovations* (pp. 243-251). New York, NY: Springer.
- †Cross Francis, D., Hong, J., Liu, J. & Eker, A. (2018). "I'm not just a math teacher": Understanding the development of elementary teachers' mathematics teacher identity. In P. A. Schutz, J. Hong, & D. Cross Francis (Eds.), *Research on teacher identity and motivation: Mapping challenges and innovations* (pp. 133-143). New York, NY: Springer.
- Schutz, P., Cross Francis, D., & Hong, J. (2018). Research on teacher identity: Introduction to mapping challenges and innovations. In P. A. Schutz, J. Hong, & D. Cross Francis (Eds.), *Research on teacher identity and motivation: Mapping challenges and innovations* (pp. 3-9). New York, NY: Springer.
- Cross, D. I., & Hong, J. Y. (2009). Beliefs and professional identity: Critical constructs in examining the impact of reform on the emotional experiences of teachers. In P. A. Schutz, & M. Zembylas (Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp.273-296). New York, NY: Springer.
- Schutz, P. A., Cross, D. I., Hong, J. Y., & Osbon, J. N. (2007). Teacher identities, beliefs, and goals related to emotions in the classroom. In P. A. Schutz & R. Pekrun (Eds.), *Emotions in education* (pp.215-233). San Diego, CA: Elsevier Inc.

3. Refereed Journal Articles

- †Cross Francis, D., Kaur Bharaj, P., Habib, K., Hinden, A., Gustaveson, A. & Hong, J. (2025). Understanding the role of refutation texts on preservice teachers' mathematics-related beliefs, *The Journal of Mathematical Behavior*, 80. <https://doi.org/10.1016/j.jmathb.2025.101278>
- † Hong, J., Wescoup, S., Nahar, G., & Robbins, R. (2025). Native American elders' perspectives on death and dying. *Journal of Indigenous Research*, 13 (5). <https://digitalcommons.usu.edu/kicjir/vol13/iss2025/5>
- †Lee, S., Zhao, J., Chen, Y., Hong, J., Nie, Y., & Soleas, E., (2025). Development and validation of pre-service teachers' resilience (PTR) scale. *International Journal of Research Studies in Education*, 14 (12), 191-203. <https://doi.org/10.5861/ijrse.2025.25186>
- †Hong, J., Cross Francis, D., Wang, Q., Recknagel, C., Lewis, L., Parsons, A., & Jeon, M. (2025). Step into another's shoes: Unpacking teachers' empathy dispositions in culturally diverse classrooms. *Asia-Pacific Journal of Teacher Education*. <https://doi.org/10.1080/1359866X.2025.2506648>
- †Hong, J., Cross Francis, D., Ab Latif, F., Roloff, T., Zhao, J., & Schutz, P. (2025). Counterstories: Disrupting whiteness and heteronormativity in educational psychology research. *Contemporary Educational Psychology*, 80, 102343. <https://doi.org/10.1016/j.cedpsych.2025.102343>
- Hong, J., Cross Francis, D., & Schutz, P. (2024). Reconceptualizing teacher identity development. *Educational Psychologist*, 59 (3), 159-176. <https://doi.org/10.1080/00461520.2023.2292713>
- †Hong, J., Cross Francis, D., Haskins, C., Chong, K., Habib, K., Ataide Pinheiro, W., Noon, S. & Dickinson, J. (2024). Wellbeing under threat: Multiply marginalized and underrepresented teachers' intersecting identities. *Teachers and Teaching: Theory and Practice*, 30(6), 762-782. <https://doi.org/10.1080/13540602.2023.2263739>
- †Recknagel, C., Hong, J., Cross Francis, D., Wang, Q., Parsons, A., & Lewis, L. (2022). The Wrong Tools for the Job: Teachers' Voices on Cultural Capital Mismatch. *International Journal of Multicultural Education*, 24(2), 57–79. <https://doi.org/10.18251/ijme.v24i2.2533>

- Robbins, R., Hong, J., Chancey, J., & Robbins, S. (2020). Integrative Fourfold Teaching Approach for Multicultural Subjects. *Journal of Educational Foundations*, 33 (1-4), 1-16.
- Hong, J., & Cross Francis, D. (2020). Unpacking complex phenomena through qualitative inquiry: The case of teacher identity research. *Educational Psychologist*, 55 (4), 208-219.
<https://doi.org/10.1080/00461520.2020.1783265>
- †Cross Francis, D., Hong, J., Liu, J., Eker, A., Lloyd, K., Bharaj, P., & Jeon, M. (2020). The dominance of blended emotions in elementary mathematics teaching. *Frontiers in Psychology*, 11, 1-20.
<https://doi.org/10.3389/fpsyg.2020.01865>
- †Hong, J., Cross Francis, D., Wang, Q., Lewis, L., Parsons, A., Neill, C., & Meek, D. (2020). The role of trust: Teacher capacity during school leadership transition. *Frontiers in Education*, 5, 1-9. <https://doi.org/10.3389/feduc.2020.00108>
- †Soleas, T. & Hong, J. (2020). The school of hard knocks: Pre-service teachers' mindset and motivational changes during their practicum. *Foro de Educación (Education Forum)*, 18 (2), 237-257.
- †Chancey, J. B., Hong, J. & Heddy, B. C. (2019). Transformative experience in Buddhism. *Journal of Transformative Learning*, 6 (2), 27-38.
- †Hong, J. Y., Greene, B., Roberson, R., Cross Francis, D. I., & Rapacki, L. (2018). Variations in pre-service teachers' career exploration and commitment to teaching. *Teacher Development*, 22 (3), 408-426.
- Hong, J. Y., Day, C., & Greene, B. (2018). The construction of early career teachers' identities: Coping or managing? *Teacher Development*, 22 (2), 249-266.
- †Hong, J. Y., Greene, B., & Lowery, J. (2017). Multiple dimensions of teacher identity development from pre-service to early years of teaching: A longitudinal study, *Journal of Education for Teaching*, 43(1), 84-98.
- †Terrazas-Carrillo, E., Hong, J.Y., McWhirter, P.T., Robbins, R., & Pace, T.M. (2017). Place-making and its impact on international graduate student persistence. *Journal of College Student Retention: Theory, Research, and Practice*, 19(1), 59-80.
- Hong, J. Y., & Robbins, R. (2016). Needs of behavioral health providers working with American Indians within Indian mental health settings. *Native Studies Review*, 23 (1-2), 65-90.

- †Robbins, R., Hong, J., Engler, C. & King, C. (2016). A study of the effectiveness of the gifts of the seven directions alcohol prevention model for Native Americans: Culturally sustaining education for Native Americans adolescents. *Contemporary Educational Psychology*, 47, 24-31.
- Day, C., & Hong, J. Y. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. *Teaching and Teacher Education*, 59, 115-125.
- †Hong, J. Y., Youyan, N., Heddy, B., Monobe, G., Ruan, J., You, S., & Kambara, H. (2016). Revising and validating achievement emotions questionnaire – teachers (AEQ-T). *International Journal of Educational Psychology*, 5 (1), 80-108.
- Hong, J. Y. & Vargas, P. (2016). Science teachers’ perception and implementation of inquiry-based reform initiatives in relation to their beliefs and professional identity. *International Journal of Research Studies in Education*, 5 (1), 3-17.
- †Ruan, J., Youyan, N., Hong, J., Monobe, G., Zheng, G., Kambara, H., & You, S. (2015). Cross-cultural validation of teacher efficacy scale on three Asian countries; Test of measurement invariance. *Journal of Psychoeducational Assessment*, 33 (8), 769-779.
- †Terrazas-Carrillo, E., Hong, J. Y., & Pace, T. (2014). Adjusting to new places: International student adjustment and place attachment. *Journal of College Student Development*, 55 (7), 693-706.
- Robbins, R., & Hong, J. Y. (2013). Building bridges between spirituality and psychology: An indigenous healer’s teachings about befriending the self. *Journal of Transpersonal Psychology*, 45 (2), 172-197.
- Cross, D. I., & Hong, J. Y. (2012). An ecological examination of teachers’ emotions in the school context, *Teaching and Teacher Education*, 28 (7), 957-967.
- Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay?: Understanding teacher resilience through psychological lenses. *Teachers and Teaching: Theory and Practice*, 18 (4), 417-440.
- †Robbins, R., Hong, J. Y., & Jennings, A. (2012). In the pause and listening to the little-people: A folk healer’s journey. *The Counseling Psychologist*, 40 (1), 93-132.

- Hong, J. Y., & Greene, B. (2011). Hopes and fears for science teaching: The possible selves of preservice teachers in a science education program. *Journal of Science Teacher Education*, 22 (6), 491-512.
- Cross, D. I., Hong, J. Y., & Williams-Johnson, M. (2011). “It’s not better or worse, it’s just different”: Examining Jamaican teachers’ pedagogical and emotional experiences in the US. *Teacher Development*, 15(4), 499-515.
- Hong, J. Y. (2010). Pre-service and beginning teachers’ professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26, 1530-1543.
- Williams, M. W., Cross, D. I., Hong, J. Y., Aultman, L. P., Osbon, J. N., & Schutz, P. A. (2008). “There is no emotion in math”: How teachers approach emotions in the classroom. *Teachers College Record*, 110 (8), 1574-1612.
- Schutz, P. A., Hong, J. Y., Cross, D. I., & Osbon, J. N. (2006). Reflections on investigating emotions among educational contexts. *Educational Psychology Review*, 18 (4), 343-360.
- Hong, J. Y., Li, F., Cho, S.-J., Schutz, P. A., & Cohen, A. S. (2006). Why students do not respond to NAEP reading questions: The relationship between students' response patterns and reading motivation. *Korean Journal of Reading Education*, 34, 179-199.

4. Other Refereed Contributions

- Cohen, A. S., Cho, S.-J., Li, F., Schutz, P. A., & Hong, J. Y. (2005). A Mixture Item Response Theory Model Analysis of Grade 12 Examinee Motivation on the 2002 NAEP Reading Test, *Technical Report*, Georgia Assessment Center.

5. Refereed Conference Proceedings

- †Lee, S., Hong, J., Chen, Y., Zhao, J., & Cross Francis, D. (2025). The impact of Asian cultural norms on Asian female teachers’ emotional wellbeing and resilience. In proceedings of the *International Conference on Learning and Teaching*, Hong Kong.
- †Cross Francis, D., Bharaj, P., Yu, B., Hong, J., & Gustaveson, A. (2025). Holistic Individualized Coaching: Personalized learning to support mathematics teacher learning and wellbeing. In proceedings of the *International Conference on Learning and Teaching*, Hong Kong.
- †Hong, J., Lee, S., & Cross Francis, D. (2024). Thriving vs. Surviving: Marginalized

teachers' identity and wellbeing. In *Proceedings of the 24th International Conference of Education Research*, Seoul, Korea.

Cross Francis, D., Kaur Bharaj, P., Habib, K., Gustaveson, A., Hinden, A. & Hong, J. (July, 2023). Multidirectional shifts in elementary teachers' math teacher identity: Understanding the role of instructional coaching. In *Proceedings of the 46th Conference of the International Group for the Psychology of Mathematics Education*. Haifa, Israel.

†

In *Proceedings of the Fourteenth International Conference on Mathematics Education*.

†Cross Francis, D., Liu, J., Eker, A., Bharaj, P., Lloyd, K., Hong, J., & Mi Hyun, J. (2020). "I must be a glutton for punishment": Teachers' emotions related to videorecording of mathematics instruction. In *Proceedings of the 42nd Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA 42)* (pp.1741-1749). Mazatlán, Sinaloa, México. (postponed due to COVID19 pandemic)

Cross, D. I., & Hong, J. Y. (2012). "I'm not sitting here doing worksheets all day!": A longitudinal case study exploring perceived discrepancies between teachers' beliefs and practices. In *Proceedings of the twelfth International Congress on Mathematical Education (ICME-12)* (pp. 5695-5704). COEX, Seoul, Korea.

†Hong, J. Y., Oliver, J. S., & Vargas, P. M. (2009). Science teachers' professional identity and beliefs with relation to reform initiatives. *Proceedings of the eighty-second annual meeting of the National Association for Research in Science Teaching*. Garden Grove, GA.

B. Manuscripts Under Review

Madigan, D., Hong, J., & Kim, L. (under review). Burnout Literacy: A Novel Model and Measure to Aid the Recognition, Management, and Prevention of Student Burnout. Journal Article.

Madigan, D., Hong, J., & Kim, L. (under review). Recognition, Management, and Prevention of Teacher Burnout. Educational Practice Briefs, APA Division 15 Educational Psychology.

†Hong, J., Cross Francis, D., Roloff, T., Ab Latif, F., Chong, K., & Schutz, P. (under review). "Wrong to be Queer and Latino": Multiple marginalized and underrepresented teachers' identity negotiation. Journal Article.

- †Hong, J., Lee, S., Zhao, J., Cross Francis, D., & Schutz, P. (under review). Relationships among teacher beliefs and teacher identity. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (2nd ed.). Routledge.
- †Cross Francis, D., Hong, J., Roloff, T., Dean, T., Lee, S., Zhao, J., & Mehta, N. (under review). Black Women Teachers' Identity Negotiation. Journal Article.
- Wang, Q., & Hong, J. (under review). "I Have Invested in These Twenty-Eight Kids and They're Mine": How Teachers Practice Politicized Care in Building Relationships with Latinx Students. Journal Article.
- †Cross Francis, D., Hong, J., Bharaj, P. K., Schutz, P., & Yu, B. (under review). Enhancing Teacher Development Through Holistic Coaching: A Multiphase Mixed Methods Study. Journal Article.

C. Manuscript In Preparation

- †Hong, J., Liu, L., Chen, Y., Roloff, T., Lee, S., Cross Francis, D., Zhao, J., Dean, T., & Schutz, P. (in preparation). Reconceptualizing Resilience: Foregrounding Marginalized Teachers' Agentic Resistance. Journal Article.
- Hong, J., Wang, Q., & Cross Francis, D. (in preparation). Politicized Care: Marginalized Teachers' Justice-Oriented Relationship Building with Students. Journal Article.
- †Parsons, A., Lewis, L., Hong, J., Neill, C., Wang, Q., & Cross Francis, D. (in preparation). Island or village?: The impact of administrator turnover on vision formation and success. Journal Article.
- †Hong, J., Wang, Q., Lewis, L., Golding, K., & Kim, M. (in preparation). Teacher workforce crisis: Pre-service teacher recruitment and retention. Journal Article.
- Ruan, J., Hong, J., & Monobe, G. (in preparation). Impact of Self-Efficacy and Emotion on Job Satisfaction of Reading Teachers in Three Asian Countries. Journal Article.

D. Conference Presentations

1. International Conferences

- †Lee, S., Hong, J., Chen, Y., Zhao, J., & Cross Francis, D. (2025). The impact of

Asian cultural norms on Asian female teachers' emotional wellbeing and resilience. Paper presented at the International Conference on Learning and Teaching, Hong Kong.

- †Cross Francis, D., Bharaj, P., Yu, B., Hong, J., & Gustaveson, A. (2025). Holistic Individualized Coaching: Personalized learning to support mathematics teacher learning and wellbeing. Paper presented at the International Conference on Learning and Teaching, Hong Kong.
- †Hong, J., Lee, S., & Cross Francis, D. (2024). Thriving vs. surviving: Marginalized teachers' identity and wellbeing. Paper Presented at the 24th International Conference on Education Research, Seoul, Korea.
- †Hong, J., Cross Francis, D., Ab Latif, F., Roloff, T., Chong, K., & Schutz, P. (2023). Multiply marginalized and underrepresented teachers' intersecting identities. Paper presented at the European Association for Research on Learning and Instruction, Thessaloniki, Greece.
- †Hong, J., Cross Francis, D., Chong, K., Lewis, L., Parsons, A., Neill, C., & Wang, Q. (2023). Unpacking relationships among teacher agency, attribution, and resilience in an age of neoliberalism. Paper presented at the European Association for Research on Learning and Instruction, Thessaloniki, Greece.
- Cross Francis, D., Kaur Bharaj, P., Habib, K., Gustaveson, A., Hinden, A. & Hong, J. (2023). Multidirectional shifts in elementary teachers' math teacher identity: Understanding the role of instructional coaching. *Proceedings of the 46th Conference of the International Group for the Psychology of Mathematics Education*. Haifa, Israel.
- †Cross Francis, D., Liu, J., Eker, A., Bharaj, P., Lloyd, K., Hong, J., & Jeon, M. (October, 2020). "I must be a glutton for punishment": Teachers' emotions related to videorecording of mathematics instructions. Paper to be presented at the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Mazatlán, Sinaloa, Mexico. (conference cancelled)
- †Hong, J., Cross Francis, D., Neill, C., Lewis, L., Parsons, A., & Wang, Q. (August, 2019). Various dispositions of teacher empathy in culturally diverse classrooms. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.
- Cross Francis, D., & Hong, J. (August, 2019). Investigating the effectiveness of an individualized coaching approach for mathematics teachers. Paper presented

at the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.

†Ruan, J., Hong, J., & Hitomi, K. (August, 2019). A study of job satisfaction of reading teachers in three Asian countries. Paper presented at the 21st European Conference on Literacy, Copenhagen, Denmark.

†Soleas E. K. & Hong J. (July, 2017). The school of hard knocks: Pre-service teacher mindset and motivations change during practicum. International Study Association on Teachers and Teaching, Salamanca, Spain.

Hong, J. Greene, B. & Cross, D. (2016, August). Negative emotions and attributions: Understanding the actions and inaction of early career teachers. Poster presented at the International Conference on Motivation (ICM), Thessaloniki, Greece.

Cross, D., & Hong, J. (2016, August). “It’s not like I hate my job”: Insights into the deceptive nature of positive emotions. Paper presented at the International Conference on Motivation (ICM), Thessaloniki, Greece.

Hong, J. (2016, April). Topic 6: Educational Psychology and Counseling. Discussant. Korean American Educational Research Association. Washington DC.

Day, C., & Hong, J. (2015, September). Reconsidering the teacher resilience landscape in a school context. Paper presented at the European Conference on Educational Research (ECER), Budapest, Hungary.

Hong, J., & Greene, B. (2015, July). Sustaining impact of teacher education: What do first year teachers use the most from teacher education program? Poster presented at the 17th Biennial International Study Association of Teachers and Teaching Conference (ISATT), Auckland, New Zealand.

Cross, D. I., & Hong, J. Y. (2012, July). “I’m not sitting here doing worksheets all day!”: A longitudinal case study exploring perceived discrepancies between teachers’ beliefs and practices. Paper presented at the 12th International Congress on Mathematical Education (ICME-12), Seoul, Korea.

Cross, D. I., Hong, J. Y., & Williams-Johnson, M. (2009, October). “It’s not better, it’s not worse, it’s just different”: Examining foreign teachers’ first year emotional and pedagogical experiences in the United States. Paper presented at Qualitative Inquiry in the Caribbean 2009, University of the West Indies, Jamaica.

2. National Conferences

- †Hong, J., Cross Francis, D., Zhao, J., Lee, S., Dean, T. J. Schutz, P. A. (2025). “Being Unapologetically Myself” – Black Women Teachers’ Identity Negotiation Around their Psychological Needs Within White Spaces. Roundtable presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- †Lee, S., Hong, J., Cross Francis, D., Zhao, J., Chen Y., Shutz, P. A. (2025) “Racism is Uncomfortable Thing”: Women Teachers of Color’s Perspectives on Race During Teacher Identity Negotiation. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- †Hong, J., Lee, S., Zhao, J., Cross Francis, D., & Schutz, P. (2025). Relationships among Teacher Beliefs and Teacher Identity. Structured poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO
- † Cross Francis, D., Hong, J., Zhao, J., Lee, S., Chen, Y., & Schutz., P. (2024). Windows and mirrors: Black, women teacher identity manifested in decolonized education. Poster presented at the American Psychological Association, Division 15, Seattle, WA.
- †Hong, J., Cross Francis, D., Roloff, T., Latif, F., Zhao, J., Lee, S., Pradhan, H., & Schutz., P. (2024). Double-edged sword: Understanding the nature of agency for multiply marginalized and underrepresented teachers’ identity negotiation. Paper presented at the American Educational Research Association, Lives of Teachers SIG, Philadelphia, PA.
- Recknagel, C., & Hong, J. (2024). “I’m actually professionally developing”: Personalized, needs-based professional development for teachers of emergent bilinguals. Roundtable presented at the American Educational Research Association, Division K – Section 10: Inservice Teacher Education and Teacher Educator Development, Philadelphia, PA.
- †Cross Francis, D., Bharaj, P., Gustaveson, A., Habib, K., Hong, J., Yu, B., & Hinden, A. (2024). Examining Fluctuations in Elementary Teachers’ Mathematics Teacher Identities Through Participation in Instructional Coaching. Paper presented at the American Educational Research Association, Research in Mathematics Education SIG, Philadelphia, PA.
- †Roloff, T., Ab Latif, F., Hong, J., Cross Francis, D., Chong, K., & Schutz, P., (2023). Context matters: Multiply marginalized and underrepresented teachers' experiences of microaggressions. Poster presented at the annual meeting of the American Psychological Association, Washington DC.

- †Hong, J., Cross Francis, D., Ab Latif, F., & Roloff, T. (2023). How do we increase integrity and efficacy of intervention studies that aim to shift teachers' professional identity?. Poster presented at the annual meeting of the International Society for Research in Identity, Boston, MA.
- †Hong, J., Roloff, T., Cross Francis, D., Ab Latif, F., Chong, K., & Schutz, P. (2023). Multiply marginalized early career teachers' identity negotiation. Roundtable session presented at the annual meeting of the American Educational Research Association (Division C), Chicago, IL.
- †Cross Francis, D., Bharaj, P. K., Habib, K., Hinden, A., & Hong, J. (2023). "Library to Courtroom": Influence of Problem-Solving and Refutation Texts on Preservice Teachers' Math-Related Beliefs. Paper session presented at the annual meeting of the American Educational Research Association (Research in Mathematics Education SIG), Chicago, IL.
- †Hong, J., Cross Francis, D., Haskins, C., Chong, K., Dickinson, J., Ataide Pinheiro, W., & Aldrich, K. (2022). School as a battlefield: Unpacking minoritized teachers' intersecting identities. Paper virtually presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), San Diego, CA.
- †Hong, J., Neill, C., Cross Francis, D., Lewis, L., Parsons, A., Wang, Q., & Jeon, M. (2021, April). Step Into Another's Shoes: Unpacking Teachers' Empathy Dispositions in Culturally Diverse Classrooms. Paper virtually presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Orlando, FL.
- †Hong, J., Wang, Q., & Lewis, L. (2021, April). Preservice Teacher Retention and Commitment: Why Some Continue and Some Leave. Paper virtually presented at the annual meeting of the American Educational Research Association (Division K – Section 7), Orlando, FL.
- †Cross Francis, D., Liu, J., Eker, A., Llyod, K., Bharaj, P., Hong, J., & Jeon, M. (2021, April). Goals, Appraisals, and Emotions: The Prevalence of Blended Emotions in Elementary Mathematics Teaching. Paper virtually presented at the annual meeting of the American Educational Research Association (Division C – Section 2a), Orlando, FL.
- †Parsons, A., Lewis, L., Hong, J., Neill, C., Wang, Q., Cross Francis, D., & Jeon, M. (2021, April). Three School Visions, Three Different Outcomes: The Importance of Action in School Vision. Paper virtually presented at the annual meeting of the American Educational Research Association (School Community, Climate, and Culture SIG), Orlando, FL.

- Hong, J. & Cross Francis, D. (2020, June). Illustrating the Value and Legitimacy Qualitative Inquiry in Teacher Identity Research. Paper to be presented at the annual meeting of Society for Qualitative Inquiry in Psychology. Cambridge, MA. (conference cancelled)
- †Hong, J. & Wang, Q. (2020, June). Practical Strategies to Teach Reflexivity in Qualitative Research Methods Courses. Paper to be presented at the annual meeting of Society for Qualitative Inquiry in Psychology. Cambridge, MA. (conference cancelled)
- Hong, J. (2020, April). Qualitative methods for novice researchers. Invited Panelist for Division D Fireside Chat. Annual meeting of the American Educational Research Association (Division D), San Francisco, CA. (conference cancelled)
- †Hong, J., Wang, Q., & Cross Francis, D. (2020, April). Low Commitment to a Teaching Career: Hesitation, Doubt, and Discouragement. Paper to be presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), San Francisco, CA. (conference cancelled)
- †Hong, J., & Looney, K. (2020, April). Building and Sustaining Social Capital: Understanding First-Year Teachers' Sense of Agency and Retention. Paper to be presented at the annual meeting of the American Educational Research Association (Division K), San Francisco, CA. (conference cancelled)
- †Wang, Q., Hong, J., Neill, C., Cross Francis, D., Lewis, L., & Parsons, A. (2020, April). Elementary Teachers' Experiences in Building Positive Teacher-Student Relationships in High-Poverty and High-Diversity Schools. Round table session to be presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), San Francisco, CA. (conference cancelled)
- †Hong, J., Cross Francis, D., Wang, Q., Lewis, L., Parsons, A., & Neill, C. (2019, April). Building and sustaining trusting relationships during transition: A curious case of an urban elementary school, Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Toronto, Canada.
- †Parsons, A., Lewis, L., Hong, J., Neill, C., Wang, Q., & Cross Francis, D. (2019, April). Island or village: The impact of new administrators on communication, cohesion, and community, Poster presented at the annual meeting of the American Educational Research Association (Division A), Toronto, Canada.
- Schutz, P., Hong, J., & Cross Francis, D. (2019, April). Teacher identity development situated in dynamic social and cultural contexts. Charing a symposium at the

- annual meeting of the American Educational Research Association (Division C), Toronto, Canada.
- †Neill, C., Wang, Q., Cross Francis, D., Parsons, A., Lewis, L., & Hong, J. (2019, April). Managing mismatch: Bridging the gap or stubbornly standing still, Paper presented at the annual meeting of the American Educational Research Association (Critical Examination of Race, Ethnicity, Class and Gender in Education SIG), Toronto, Canada.
- †Lewis, L. & Hong, J. (2018, August). Veteran teachers' classroom management self-efficacy: A case study. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), San Francisco, CA.
- Hong, J. & Cross Francis, D. (2018, April). Taking an inductive approach to explore teacher identity development. Paper presented at the annual meeting of the American Educational Research Association (Motivation in Education SIG), New York City, NY.
- Roberson, R., & Hong, J. (2018, April). Teacher identity development in teacher authority through student-teacher relationships: A qualitative study. Paper presented at the annual meeting of the American Educational Research Association (Division C), New York City, NY.
- Hong, J., & Cross Francis, D. (2018, April). Challenges and opportunities: exploring the social, political, and cultural influences on teacher identity development. Chair of Symposium Session at the annual meeting of the American Educational Research Association (Division C), New York City, NY.
- Cross Francis, D., & Hong, J. (2017, August). Role of knowledge and teacher efficacy in professional noticing of students' mathematical thinking. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Washington D.C.
- †Hong, J., Nie, Y., Lewis, L., Looney, K., & Soleas, E. K. (2017, April). Development and validation of pre-service teachers' resilience –strategy (PTR-S) scale. Poster presented at the annual meeting of the American Educational Research Association (Division K), San Antonio, TX.
- Hong, J. Y., & Cross Francis, D. (2017, April). Research on teacher identity and motivation: Mapping challenges and innovations. Chair of Symposium Session at the annual meeting of the American Educational Research Association (Division C), San Antonio, TX.

- †Cross Francis, D., Hong, J. Y., Liu, J., & Eker, A. (2017, April). “I’m not just a math teacher”: Examining the role of professional development in elementary teachers identity tensions. Paper presented at the annual meeting of the American Educational Research Association (Division C), San Antonio, TX.
- †Cross Francis, D., Hong, J. Y., Liu, J., & Eker, A. (2017, April). Examining the role of professional development on elementary teachers’ emotional shifts. Paper presented at the annual meeting of the American Educational Research Association (Division C), San Antonio, TX.
- †Soleas, E. K., & Hong, J. (2017, April). Sticking to what works: Pre-service teachers’ mindset and motivation before and after student teaching. Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), San Antonio, TX.
- Cross Francis, D., & Hong, J. (2017, February). Emotions and MKT: Identifying emotions as a possible deterrent to teacher change. Paper presented at the Association of Mathematics Teacher Educators (AMTE), Orlando, FL.
- Hong, J. (2016, August). Scaffolding and differentiated instruction in teaching qualitative research methods. Invited Talk given at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Denver, CO.
- †Hong, J., Kim, M-Y., Ruan, J., & Yoon, Y-T. (2016, April). Beyond confidence: The combined impact of self-efficacy and emotions on Asian reading teachers’ job satisfaction. Poster presented at the annual meeting of the American Educational Research Association (Research in Reading and Literacy SIG), Washington DC.
- Day, C. & Hong, J. (2016, April). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. Paper presented at the annual meeting of the American Educational Research Association (Division K, Section 3: Focus on the Lives of Teachers), Washington DC.
- †Hong, J., Greene, B., & Looney, K. (2016, April). How are relational dynamics associated with first year teachers’ sense of agency? Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Washington DC.
- †Lambert, T. Farmer, K., Draugalis, J., Hong, J., Schaeffer, S., & Wilson, J. (2016, March). Health information seeking behavior and information sources of lay persons in geographically and economically diverse communities. Poster

- presented at the annual meeting of the American Pharmacist Association, Baltimore, MD.
- †Hong, J., Heddy, B., Youyan, N., Monobe, G., Ruan, J., You, S., & Kambara, H. (August, 2015). Revising and validating the achievement emotions questionnaire – teachers (AEQ-T). Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Toronto, CA.
- Hong, J., Day, C., & Greene, B. (April, 2015). Learning to swim in uncharted waters: Identity transitions in the early years of teaching. Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Chicago, IL.
- †Reyes, M. & Hong, J. (April, 2015). Overcoming career advancement barriers through education and mentorship: Hispanics in the construction industry. Paper presented at the annual meeting of the American Educational Research Association (Hispanic Research Issues SIG), Chicago, IL.
- †Hong, J., Ruan, J., You, S., & Kambara, H. (August, 2014). The relationship between self-Efficacy and emotions among Asian teachers: China, Korea, and Japan. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Washington DC.
- †Herron, J., Hennessey, M., & Hong, J. (August, 2014). Organizational processes of problem-solving groups with an informed minority. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Washington DC.
- †Terrazas-Carrillos, E., Hong, J., McWhirter, P., Robbins, R., & Pace, T. (August, 2014). Exploring the dimensionality of human relationships to places: The case of international student adjustment. Poster presented at the annual meeting of the American Psychological Association (Division 34: Population and Conservation Psychology), Washington DC.
- †Hong, J. Y., Greene, B., & Roberson, R., (April, 2014). Exploration of pre-service teachers' professional identity development and its relation to their resilience and teaching ability beliefs. Poster presented at the annual meeting of the American Educational Research Association (Division C – section 6a), Philadelphia, PA.
- Hong, J. Y. (August, 2013). Exploration of pre-service and beginning teachers' professional identity development and its relation to their resilience and teaching ability beliefs. Invited paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.

- †Phoenix, P-K., Hong, J. Y., & Roberson, R. (April, 2013). Beyond pushy parents: Understanding Asian students' motivation to learn classical music in early years. Poster presented at the annual meeting of the American Educational Research Association (Music Education SIG), San Francisco, CA.
- †Hong, J. Y., Greene, B., Roberson, R., Cross, D. I., & Rapacki, L. (2012, August). Understanding pre-service teachers' professional identity development. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Orlando, FL.
- †Hennessey, M., Hong, J. Y., Chesnut, S., Herron, J., Fredman, J., & Terrazas-Carrillo, E. (2012, August). The use of persuasive arguments in a gaming context. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Orlando, FL.
- †Robbins, R., Hong, J. Y., Cross, D. I., & Roberson, R. (2012, August). Multicultural classroom pedagogy. Poster presented at the annual meeting of the American Psychological Association (Division 32: Humanistic Psychology), Orlando, FL.
- †Hong, J. Y., Greene, B., Roberson, R., Cross, D. I., Rapacki, L., & Higgins, E. (2012, April). Teacher identity development: A psychological journey of career decision making. Poster presented at the annual meeting of the American Educational Research Association (Division C – Section 6a), Vancouver, Canada.
- Cross, D. I., & Hong, J. Y. (2012, April). "You have a calling and teaching's my call": Exploring teachers' vocation, identity and resilience strategies. Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Vancouver, Canada.
- Hong, J. Y., & Cross, D. I. (2012, April). Motivation and emotion in context: Exploring the influence of culture and context on teachers' lives. Session co-chair at the annual meeting of the American Educational Research Association (Division C – Section 6b), Vancouver, Canada.
- Cross, D. I., & Hong, J. Y. (2012, April). Examining emotional regulation during the act of teaching. Paper presented at the annual meeting of the American Educational Research Association (Division C – Section 6b), Vancouver, Canada.
- Cross, D. I., & Hong, J. Y. (2012, April). Dispelling the notion of inconsistencies in teachers' mathematics beliefs and practices: A three-year case study. Paper presented at the annual meeting of the American Educational Research Association (Research in Mathematics Education SIG), Vancouver, Canada.

- †Park-Kim, P., Yun, Y.-J., Hong, J. Y., & Boggess, A. (2011, October). Beyond pushy parents: Classical music training in Asian countries. Paper presented at the annual meeting of the College Music Society, Richmond, VA.
- Robbins, R., & Hong, J. Y. (2011, August). Spirituality and psychology: A Native American healer's views. Poster presented at the annual meeting of the American Psychological Association (Division 36: Psychology of Religion), Washington, DC.
- †Arcaroli, J.N., McWhirter, P.T., Hong, J.Y., Robbins, R., & Haring, K. (2011, August). Yalom's therapeutic factors in women's quilting groups: A qualitative study. Poster presented at the annual meeting of the American Psychological Association (Division 49: Group Psychology and Group Psychotherapy), Washington, DC.
- †McWhirter, P. T., Brandes, J., Williams-Diehm, K., Hong, J. Y., Hackett, S., & Bard, E. (2011, August). Interpersonal and relational orientation among preservice educators: Differential effects on classroom inclusion of students with exceptionalities. Poster presented at the annual meeting of the American Psychological Association (Division 15: Educational Psychology), Washington, DC.
- Hong, J.Y., Greene, B., & Cross, D. I. (2011, May). Understanding teacher identity development through narrative inquiry. Paper presented at the Narrative Research in Progress Conference, Anchorage, AK.
- Hong, J. Y., & Greene, B. (2011, April). A longitudinal study of teacher identity development: Understanding ongoing motivation to teach. Poster presented at the annual meeting of the American Educational Research Association (Motivation SIG), New Orleans, LA.
- Cross, D. I., & Hong, J. Y. (2011, April). An ecological examination of teachers' emotions in the school context. Paper presented at the annual meeting of the American Educational Research Association (Division C – Section 6), New Orleans, LA.
- Robbins, R., & Hong, J. Y. (2011, April). Dialogues between a Native American indigenous healer and Western psychology. Paper presented at the annual meeting of the American Educational Research Association (Spirituality and Education SIG), New Orleans, LA.
- Hong, J. Y., & Greene, B. (2010, April). Hopes and fears about teaching: The possible selves of pre-service teachers. Paper presented at the annual meeting of the American Educational Research Association (Motivation SIG), Denver, CO.

- Dionne, C., Hong, J.Y., & Williams-Johnson, M. (2010, April). Examining Jamaican teachers' pedagogical and emotional experiences during their first year of teaching in the US. Paper presented at the annual meeting of the American Educational Research Association (Lives of Teachers SIG), Denver, CO.
- Cross, D. I., & Hong, J. Y. (2009, August). Examining the impact of beliefs and professional identity on teachers' emotions. Poster presented at the annual meeting of American Psychological Association (Division 15: Educational Psychology). Toronto, Canada.
- †Hong, J. Y., Oliver, J. S., & Vargas, P. (2009, April). Science teachers' professional identity and beliefs with relation to reform initiatives. Paper presented at the annual meeting of National Association for Research in Science Teaching (Strand 8). Garden Grove, CA.
- Hong, J. Y. (2009, April). Why do some beginning teachers leave and others stay? Poster presented at the annual meeting of the American Educational Research Association (Division C – Section 6). San Diego, CA.
- Cross, D. I., & Hong, J. Y. (2009, April). Teachers' professional identity, beliefs, and emotions in the age of school reform. Paper presented at the annual meeting of the American Educational Research Association (Division K). San Diego, CA.
- †Hong, J. Y., & Vargas, P. M. (2008, March). Pre-service and beginning science teachers' perception of their professional identity with relation to reform initiatives. Paper presented at the annual meeting of the American Educational Research Association (Division K), New York, NY.
- Hong, J. Y. (2007, April). Pre-service teachers' career goal development. Poster presented at the annual meeting of the American Educational Research Association (Motivation SIG), Chicago, IL.
- Schutz, P.A., Hong, J. Y., & Cross, D. I. (2007, April). Pre-service teachers' organization of concepts related to their beliefs about emotions in the classroom. Paper presented at the annual meeting of the American Educational Research Association (Division C – Section 6), Chicago, IL.
- Harper, J. L., & Hong, J. Y. (2007, April). Anticipating the teacher self: Challenges, rewards, and efficacy. Poster presented at the annual meeting of the American Educational Research Association (Division K), Chicago, IL.
- Hong, J. Y., Li, F., Cho, S.-J., Schutz, P. A., & Cohen, A. S. (2006, April). Why students do not respond to NAEP reading questions?: The relationship between

- students' response patterns and reading motivation. Poster presented at the annual meeting of the American Educational Research Association (Using NAEP Data SIG), San Francisco, CA.
- Hong, J. Y., Cross, D. I., & Osbon, J. (2006, April). An eye-opening experience. AERA Publication Committee Open Meeting and Session on Peering into the Peer-Review Process: Mentoring Graduate Students and Junior Faculty in Reviewing and the Work of Editing Presentation. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Schutz, P.A., Williams, M. R., Hong, J. Y., Cross, D. I., & Osbon, J. N. (2006, April). Teachers' organization of concepts related to their beliefs about emotions in the classroom. Symposium conducted at the annual meeting of the American Educational Research Association (Division C – Section 6), San Francisco, CA.
- Triplett, C., Husman, J., & Hong, J. Y. (2005, June). Role conflict and engineering career choice. Poster presented at the annual meeting of the American Society for Engineering Education, Portland, OR.
- Triplett, C., & Hong, J. Y. (2005, April). Sex role stereotypes and career commitment: Comparing education and engineering students. Poster presented at the annual meeting of the American Educational Research Association (Motivation SIG), Montreal, Canada.
- Hong, J. Y., & Husman, J. (2005, April). Understanding college students' career goals: The relationship between endogenous instrumentality, self-discrepancy, and career commitment. Poster presented at the annual meeting of the American Educational Research Association (Division C – Section 6), Montreal, Canada.
- Schutz, P. A., Aultman, L., Williams, M., Garcia, R., Lewis, R., Osbon, J., Cross, D. I., & Hong, J. Y. (2005, April). Emotions in the classroom: The first week of school. Paper presented at the annual meeting of the American Educational Research Association (Division C – Section 6), Montreal, Canada.
- Schutz, P. A., Williams, M., Cross, D. I., Hong, J. Y., & Osbon, J. (2005, April). Challenges related to investigating emotions among social-historical contexts. Paper presented at the annual meeting of the American Educational Research Association (Division C – Section 6), Montreal, Canada.

3. Regional Conferences

- †Lewis, L., & Hong, J. (October, 2017). Understanding veteran teachers' classroom management self-efficacy: Supports and hindrances. Poster to be presented at the annual meeting of Rocky Mountain Educational Research Association, Lawton,

OK.

†Terrazas-Carrillo, E., & Hong, J.Y. (March, 2015). Addressing racial and ethnic differences between clients and counselors: Exploring counseling graduate students' experiences and struggles. Poster presented at the 2015 Great Lakes Regional Counseling Psychology Conference. Muncie, IN.

Robbins, R., & Hong, J. (2013, January), Working collaboratively with American Indian communities to meet their mental needs. 2nd Annual Chief Wilma Mankiller Symposium, Anne and Henry Zarrow School of Social Work, University of Oklahoma, Norman, OK.

Hong, J. Y. (2011, November). Foci 2: Emotions. Session organizer for the Southwest Consortium for Innovative Psychology in Education, Norman, Oklahoma.

Hong, J. Y. (2009, November). Possible selves, beliefs about knowledge and academic motivation. Featured participant at the Southwest Consortium for Innovative Psychology in Education. Las Vegas, NV.

Hong, J. Y. (2009, November). Teacher emotion research. Featured participant at the Southwest Consortium for Innovative Psychology in Education. Las Vegas, NV.

DeBacker, T., Crowson, M., Schommer-Aikins, M., & Hong, J. Y. (2009, November). Classroom epistemic culture: Model building. Session facilitator at the Southwest Consortium for Innovative Psychology in Education. Las Vegas, NV.

Hong, J. Y. (2007, November). Development and changes of teacher beliefs and practices in mathematics. Featured participant at the Southwest Consortium for Innovative Psychology in Education, Tempe, AZ.

Hong, J. Y. (2007, January). Pre-service teachers' professional identity development. Poster presented at the annual meeting of the Qualitative Interest Group Conference, Athens, GA.

Hong, J. Y. (2006, January). Pre-service teachers' perception of future self. Paper presented at the annual meeting of the Qualitative Interest Group Conference, Athens, GA.

E. Grants Research Projects

1. Funded Research Projects

Hong, J., Cross Francis, D. & Dean, T. (2025). Exploring Teacher Identity Development in Challenging Times: Marginalized Teachers' Identity Negotiation in An Anti-DEI Climate. American Psychological Association Division 15: Educational Psychology. \$10,000

Moon, M., Miller, F., Scordino T., Ijams, S. & Hong, J. (2024-2025). Physician assistant students' experiences during the transition to clinical rotations. University of Oklahoma Health Science Center (OUHSC) College of Medicine, Jerry Vannatta, MD Academy of Teaching Scholars Grant. \$4,857

Madigan, D., Hong, J., & Kim, L. (2023-2025). Introducing burnout literacy: A novel tool for a primary prevention of college student burnout. American Psychological Association Division 15: Educational Psychology. \$5,000

Hong, J. Y. (Principal Investigator). (2021-2022). *School as a battle ground: School as a Battle Ground: Navigating Minoritized Teachers' Identity Tension*. Social Sciences, Humanities and Arts (SSHA) seed grant program, University of Oklahoma, Norman, OK, \$9,998.21

Hong, J. Y. (Principal Investigator). (2020-2021). *Intersectionality of Teacher Identity in Challenging and Changing Times*. Jeannine Rainbolt College of Education Small Research Grant, University of Oklahoma, Norman, OK. \$1,800

Hong, J. Y. (Principal Investigator). (2016-2017). *How do high-performing and low-performing schools in disadvantaged communities differ in fostering characteristics of quality teachers?* Vice President for Research Faculty Investment Program, University of Oklahoma. \$15,000.

Hong, J. Y. & Soleas, T. (Principal Investigator). (2016-2017). *From teaching stumbles to pedagogical strides: The development of pre-service teachers' growth mindset across international contexts*. ISATT Collaborative Research Grant (International Study Association on Teachers and Teaching). £1,000.

Hong, J. Y. (Principal Investigator) (2015-2016). *Understanding changing orientations to teaching and resilience during the transition from pre-service to first year teaching*. Jeannine Rainbolt College of Education Summer Research Grant, University of Oklahoma, Norman, OK. \$6,000.

Hong, J. Y. (Principal Investigator). (2012–2014). *Exploration of teachers' vocation, identity, and resilience strategies*. Early Career Research Grant (American Psychological Association, Division 15: Educational Psychology). \$7,500.

Hong, J. Y. (Principal Investigator) (2012–2013). *Teacher identity development: A psychological journey of career decision making*. Jeannine Rainbolt College of Education Summer Research Grant, University of Oklahoma, Norman, OK. \$6,000.

Hong, J. Y. (Principal Investigator) (2008–2009). *Science teachers' professional identity, beliefs, and emotions in the age of school reform*. Jeannine Rainbolt College of Education Summer Research Grant, University of Oklahoma, Norman, OK. \$5,966.

IV. TEACHING

A. Courses Taught

University of Arizona

- EDP 560: Introduction to Educational Research
- EDP 502: Motivation and Development in Classroom Learning
- EDP 660: Mixed Methods Research
- EDP 696b: Application of Qualitative Research

University of Oklahoma

- EIPT 6043: Qualitative Research Methods 1
- EIPT 6083: Qualitative Research Methods 2
- EIPT 6713/6223: Mixed-Methods Research
- EIPT 5033: Introduction to Research and Evaluation in Education
- EIPT 6033: Research Methods in Education
- EIPT 5183: Motivation and Learning in Classroom
- EIPT 3483: Cognition, Motivation, and Classroom Management for Teachers

University of Georgia

- EPSY 2130: Exploring Teaching and Learning
- EPSY 2020: Learning and Development in Education

Arizona State University

- EDP 310: Motivation in Education

B. Supervision of Graduate Student Research at University of Arizona

Masters Advisees as a Chair

- Lijie Liu (Department of Educational Psychology)
- Yuma Nitta (Department of Educational Psychology)
- Yiwei Li (Department of Educational Psychology)

Masters Advisees as a Chair Completed

- Himanshi Pradhan (Department of Educational Psychology)

- Yijia Chen (Department of Educational Psychology)
- Xinjie Wang (Department of Educational Psychology)

Doctoral Advisees as a Chair

- Soojeong Lee (Department of Educational Psychology)
- Jing Zhao (Department of Educational Psychology)
- Mandy Matthew (Department of Educational Psychology)
- Travis Dean (Department of Educational Psychology)
- Yijia Chen (Department of Educational Psychology)

Thesis Committee Memberships

- Lori Lowry (Department of Educational Psychology)
- Tyler Serrano (Department of Educational Psychology)

Doctoral Committee Memberships

- Melinda Struyk (Department of Educational Psychology)
- Katrina Jean (Department of Educational Psychology)
- Maham Khalid (Department of Educational Psychology)
- Hannah Douglas (Department of Educational Psychology)
- Nathan Gallegos (Department of Educational Psychology)
- Taylor Roloff (Department of Educational Psychology)
- Andrew Shelton (Department of Educational Psychology)
- Pam Fick (Department of Educational Psychology)
- Nitika Mehta (Department of Educational Psychology)
- Brooke Moreno (Department of Educational Policy Studies and Practice)

C. Supervision of Graduate Student Research at University of Oklahoma

Doctoral Advisees as a Chair Completed

- Robin Roberson (Department of Educational Psychology)
- Janis Slater (Department of Educational Psychology)
- John Madden (Department of Educational Psychology)
- Qian Wang (Department of Educational Psychology)
- Laura Lewis (Department of Educational Psychology)
- Casey Haskins (Department of Educational Psychology)
- Sarah Noon (Department of Educational Psychology)
- Jessica Dickinson (Department of Educational Psychology)

Doctoral Committee Memberships Completed

- Vincent Harper (Department of Educational Psychology)
- John Houser (Department of Psychology; outsider member)
- Charity Gillman (Department of Educational Psychology)
- Holly Rice (Department of Educational Psychology)

- Melanie Vincent (Department of Instructional Leadership and Curriculum; outside member)
- Annie Baghdayan (Department of Educational Psychology)
- Elizabeth Terrazas-Carrillo (Department of Educational Psychology)
- Brad Stennerson (Department of Educational Psychology)
- Tony Lee (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Matthew McCoy (School of Music; outside member)
- Sherry Kollmann (Department of Educational Psychology)
- Shannon Beach (Department of Educational Psychology)
- Tammy Lambert (Department of Pharmacy; outside member)
- Hitomi Kambara (Department of Instructional Leadership and Academic Curriculum; outside member)
- Stephen Ballard (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Aaron Jennings (Department of Educational Psychology)
- Michael Smith (Department of Educational Psychology)
- Cliff Fitzmorris (College of Engineering; outside member)
- Alissa Crawford (Department of Educational Psychology)
- Jacqueline Goldman (Department of Educational Psychology)
- John Kim (Department of Instructional Leadership and Academic Curriculum; outside member)
- Lihui Liao (Department of Educational Psychology)
- Jennie Hanna (Department of Instructional Leadership and Academic Curriculum; outside member)
- Kristyna Looney (Department of Educational Psychology)
- Alana McAnally (Department of Instructional Leadership and Academic Curriculum; outside member)
- Lori Metcalf (Department of Educational Psychology)
- Hajar Almutlaq (Department of Educational Psychology)
- Joshua Pulos (Department of Educational Psychology)
- John Chancey (Department of Educational Psychology)
- Christiana Horn (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Alexandra Parsons (Department of Educational Psychology)
- Hyung Seok Seo (Department of Educational Psychology)
- LaVonya Bennett (Department of Educational Psychology)
- Cat Jackson (Department of Educational Psychology)
- Kelly Ross (Department of Educational Psychology)
- Shelley Hunter (Department of Instructional Leadership and Academic Curriculum; outside member)
- Sarah Miller (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Nyree Cunningham (Department of Educational Psychology)

- Morgan Thompson (Department of Instructional Leadership and Academic Curriculum; outside member)
- Ryan Meek (School of Music; outside member)
- Hsiu-Ting Chen (School of Music; outside member)
- Karen Coucke (Department of Instructional Leadership and Academic Curriculum; outside member)
- Jasmine Brown (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Spencer Brickell (Department of Educational Psychology)
- Andy Heuer (Department of Educational Psychology)
- Shelly Unsicker-Durham (Department of Instructional Leadership and Academic Curriculum; outside member)
- Jeonghyeon “Josephine” Kim (Department of Instructional Leadership and Academic Curriculum; outside member)
- Ahmet Basyigit (Department of Educational Psychology)
- Taylor Werthen (Department of Educational Psychology)
- Diana Meek (Department of Educational Psychology)
- Caitlin Porterfield (Department of Educational Psychology)
- Bianca Rose (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Rebecca Grimes (Department of Instructional Leadership and Academic Curriculum; outside member)
- Emily Spivey (Department of Instructional Leadership and Academic Curriculum; outside member)
- Mariah Warren (Department of Instructional Leadership and Academic Curriculum; outside member)
- Ayanna Wheeler (Department of Educational Administration, Curriculum, and Supervision; outside member)
- Paul “Skip” Harrison (Department of Educational Psychology)

Master’s Advisees as a Chair Completed

- Jennifer Lowery (Department of Educational Psychology)
- Charli Swyden (Department of Educational Psychology)
- Jessica Dickinson (Department of Educational Psychology)
- Amanda Shatwell (Department of Educational Psychology)
- Matt McDonald (Department of Educational Psychology)

Master’s Committee Memberships Completed

- Pennie Vargas (Department of Educational Psychology)
- Steven Chesnut (Department of Educational Psychology)
- Jason Herron (Department of Educational Psychology)
- Rebecca Peacock (Department of Instructional Leadership and Academic Curriculum; outside member)
- Jared Rixstine (Department of Educational Psychology)

V. INVITED TALK, COLLOQUIA, & PODCASTS

- Hong, J. (2025, May). Reconceptualizing Teacher Identity in Changing and Challenging Contexts. Keynote Speaker at the International Conference on Learning and Teaching, The Education University of Hong Kong, Hong Kong.
- Hong, J. & Dean, T. (2025, March). Method Refresher: Qualitative Data Analysis. Invited workshop by Dean's Graduate Advisory Board (DGAB), College of Education, University of Arizona.
- Hong, J., Cross Francis, D., & Schutz, P. (2024, October). Reconceptualizing Teacher Identity Development, American Psychological Association Division 15 Educational Psychology Podcasts.
<https://on.soundcloud.com/28DmmSjQT2R7hUS7iL>
- Hong, J. (2024, January). Navigating the Intricacies of Multiple Marginalized Teacher Identities. Inquiry Oasis, College of Education, University of Arizona.
<https://www.buzzsprout.com/2217797/episodes/14052294>
- Hong, J., Roloff, T., & Zhao, J. (2023, November). Why do we need critical research? Research colloquium presented at the Health, Effectiveness, and Retention of Teachers (HEART).
- Hong, J. Y. (2021, May). Stayers and Leavers: What can we learn from teacher identity development? Invited talk for Barrick Seminar at American Association for Agricultural Education (AAAE).
- Hong, J. Y. (2020, November). Getting published, Let's talk about: Professional praxis, Invited talk for the Jeannine Rainbolt College of Education Graduate Student Advising and Organizing Committee.
- Hong, J. Y. (2020, November). Teacher identity development. Invited guest lecture for Motivation and Self-Regulation course (EDPS769), College of Education, Ball State University, Muncie, Indiana.
- Hong, J. Y. (2020, November). Understanding and applying mixed methods research. Invited guest lecture for Theory and Research in Education course (ILAC 5143), College of Education, University of Oklahoma, Tulsa, OK.
- Hong, J. Y. & Cross Francis, D. (2020, November). Unpacking complex phenomena through qualitative inquiry: The case of teacher identity research. APA (American Psychological Association) Division 15: Educational Psychology Podcasts.
<https://on.soundcloud.com/vsjta0BWOZFzdi5rLEr>

- Hong, J. Y., & Molnar, R. A. (2017, November). Critically evaluating media content & Critically conducting media literacy research. Invited talk, Seoul National University, South Korea.
- Hong, J. Y. (2016, November). The application of mixed-methods designs in educational research. Invited guest lecture for Pro Seminar: Foundations of Research in Adult and higher education (EDAH 6013), College of Education, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2016, April). Basics of qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2015, December). The application of mixed-methods designs in educational research. Invited talk for Brain Korea 21 Plus Project, College of Education, Seoul National University, Seoul, Korea.
- Hong, J. Y. (2015, October). Basics of qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2014, May). Basics of qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2013, October). Understanding Korean culture and educational system. College of International Studies, University of Oklahoma, Norman, OK.
- Hong, J. Y. & Cross, D. I. (2013, March). A longitudinal case study exploring perceived discrepancies between math teachers' beliefs and practices. Department of Mathematics, College of Arts and Science, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2012, May). Basics of qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.
- Hong, J. Y. (2011, July). Teachers' emotions, beliefs, and identities in the cultural and social context. Invited guest lecture for the Overseas Practicum for English Teachers (OPET) Program, University of Oklahoma Outreach Public and Community Services Division EDUTAS, Norman, OK.

Hong, J. Y. (2011, June). Introduction of qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.

Hong, J. Y. (2010, September). APA style workshop. Invited workshop for EGO (EdPsych Graduate Organization), College of Education, University of Oklahoma, Norman, OK.

Hong, J. Y. (2010, July). Understanding qualitative research. Invited guest lecture for Research in Adult and Higher Education course (EDAH 5043), College of Education, University of Oklahoma, Norman, OK.

Hong, J. Y. (2009, November). Issues in classroom motivation for STEM-related subjects. Invited guest lecture for STEM education outreach course (ENGR 4/5113), College of Engineering, University of Oklahoma, Norman, OK.

Hong, J. Y. (2009, March). Science teachers' professional identity, beliefs, and emotions in the age of school reform. Jeannine Rainbolt College of Education Research Colloquium, University of Oklahoma, Norman, OK.

Hong, J. Y. (2008, November). Qualitative data analysis software use: Nvivo. Invited workshop for a research team in the Marketing & Supply Chain Management Program, Michael F. Price College of Business, University of Oklahoma, Norman, OK.

Hong, J. Y. (2008, February). Qualitative data analysis and ATLAS.ti. Invited workshop for a research team in the K20 research center, University of Oklahoma, Norman, OK.

VI. SERVICE

A. National Level

1. Service to Professional Organizations

2025 – present	APA Division 15 Early Career Research Grant Committee Chair
2023 – present	AERA Division C Early Career Research Award Committee
2023 – 2025	APA Division 15 Early Career Research Grant Committee
2023, 2025	APA Division 15 Graduate Student Seminar Mentor

2014 - 2017	Secretary, American Psychological Association (APA), Division 15 Educational Psychology.
2014 – 2017	APA Division 15 Graduate Student Seminar Mentor
2016	AERA Division C Graduate Student Seminar Mentor
2013–2015	President, Oklahoma Society of Korean Professors (OSKP)
2011–2013	Small Grant Award Committee, American Psychological Association (APA), Division 15 Educational Psychology.
2011–2013	Secretary, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
2010–2011	Member-at-large, Southwest Consortium for Innovative Psychology in Education (SCIPIE)
2009–2010	Program co-chair of 2010 American Psychological Association (APA) convention: Division 15 Educational Psychology

2. Editorial and Review Responsibilities

▪ Editorial Board Member

2023 – present	Editorial Board, <i>Journal of Experimental Education</i>
2016 – present	Associate Editor, <i>Teachers and Teaching: Theory and Practice</i>
2010– 2025	Editorial Board, <i>Contemporary Educational Psychology</i>
2013-2015	Consulting Editor, <i>Educational Technology Research & Development Journal</i>
2009–2010	Consulting Editor, <i>Journal of Educational Research</i>
2005–2006	Student Editorial Advisory Board, <i>Educational Researcher: Research News and Comment</i>

▪ Guest Editor

2024-present	Guest Editor for a Special Issue, “Centering Marginalized Teachers’ Multifaceted Experiences”. <i>Teachers and Teaching: Theory and Practice</i> .
--------------	--

▪ Ad-Hoc Reviewer

2016 – 2020	<i>Journal of Engineering Education</i>
2016 - 2020	<i>Rosa Bruno-Jofre Graduate Symposium Proceedings at the Faculty of Education, Queen's University</i>
2014 –2016	<i>Teachers and Teaching: Theory and Practice</i>
2013 – 2015	<i>British Journal of Educational Psychology</i>
2013	Book Proposal Review: <i>Foundations of Social Science Research: Paradigms, Meaning-Making, and Arguments</i> , Sage Publication.
2011	Textbook Review: <i>The Foundation of Social Research</i> , Sage Publication.
2011–present	<i>Journal of Educational Psychology</i>
2010–present	<i>Teaching and Teacher Education</i>
2010–present	<i>Teachers College Record</i>
2008–present	<i>Journal of Teacher Education</i>
2010–2011	<i>Research in Science Education</i>
2009–2010	<i>Journal of Postsecondary Education and Disability</i>
2008–2010	<i>Journal of Educational Research</i>
2008–2010	<i>Journal of Learning and Instruction</i>
2007–2010	<i>Journal of Research in Childhood Education</i>
2005	<i>Contemporary Educational Psychology</i> (Student Reviewer)

▪ Conference Proposal Reviewer

2010	SIG IT Best Paper Award, American Educational Research Association
2008–present	American Psychological Association - Division 15 Educational Psychology
2004–present	American Educational Research Association - Division C Learning and Instruction- Section 6: Cognitive, Social, and Motivational Process - Division K Teaching and Teacher Education- Section 5: Research on Teachers - Motivation SIG - Lives of Teachers SIG

▪ External Grant Committee/Reviewer

2021 – present	External Reviewer for tenure/promotion
2019 – 2020	Reviewer, Croatian Science Foundation, Croatia

- 2018 – present Advisory Committee, National Science Foundation Project on
*Networks for Computer Science Teacher Development: Building
robust location based models of teacher learning and community*
- 2017 Reviewer, National Institute of Education Academic Research
Fund, Singapore

B. University Service

1. Services at University of Arizona

a. University Level

2023 University Fellows Selection Committee

b. College Level

2025 – present College Council

2023 – 2025 Faculty Personnel and Salary Committee

2022 – 2023 College Council

c. Department Level

2023 – current Attainment Sub-Committee

2. University of Oklahoma

a. University Level

2020 – 2022 Grad College Academic Appeals Panel

2013 – 2015 International Perspective Curriculum Committee

2013 – 2015 Graduate Teaching Academy Mentor

2009 (Fall) Graduate College Academic Misconduct Committee

2009–2013 College of Arts and Sciences Second Language (Korean)
Proficiency Testing Evaluator

b. College Level

2020 – 2022 Expanded Ad Council

2020 – 2022 Graduate academic misconduct appeals committee

2016 – 2019 Undergraduate academic misconduct and appeals committee

2015 – 2018 Curriculum Committee

2015 – 2017 Chair, Increasing Our Influence Committee

2012–2017 Education Professions Division (EPD) Council

2011–2013 Climate Committee

2008–2022 Academic Appeal Committee for Undergraduate Students

2007–2010 Resident Teacher Committee

c. Department/Program Level

2020 – 2022 Committee A

2016 – 2019	IPT Program Area Coordinator
2015 – 2020	Graduate Studies Committee
2014 – 2017	Research Liaison
2015 – 2016	Undergrad Misconduct Committee
2013 – 2015	Election Committee
2013 – 2014	IPT Search Committee Co-Chair
2012 – 2014	Department Library Liaison
2011–present	IPT Program Admission Committee
2010–present	Coordinator for Undergraduate Research Participants Pool

VII. CERTIFICATE, AWARD, & TRAINING

2020	Recognized as a high-impact researcher, University of Oklahoma, Vice President for Research, OK. https://ou.edu/research-norman/news-events/2020/new-study-finds-ou-research-well-cited-impactful
2020	Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, University of Oklahoma, OK.
2020	MAXQDA Professional Trainer. VERBI Software.
2019	MAXQDA Qualitative Data Analysis Software Training: Essentials for Research Success.
2017	Research and Scholarship Award, College of Education, University of Oklahoma, OK.
2015	Presidential International Travel Fellowship, University of Oklahoma, Norman, OK.
2013	Teachers and Teaching: Theory and Practice Outstanding Article Award, International Study Association on Teachers and Teaching (ISATT)
2012	Nominated for Jon. E. Pedersen Excellence in Graduate Mentoring Award. University of Oklahoma, Norman, OK.
2012	KAERA (Korean Educational Research Association) Scholars Program Award.
2009	Early Career Seminar, American Psychological Association, Division 15: Educational Psychology, Toronto, Canada.

2008	ATLAS.ti Qualitative Data Analysis Software Training Workshop and Software Purchase, SdG Associates, Boston, MA. (\$6,200 was funded)
2007	Certification of Interdisciplinary Qualitative Studies, University of Georgia, Athens, GA.
2007	College of Education Research Conference, Qualitative Research 2 nd place, University of Georgia, Athens, GA.
2006	Selected to participate in the American Psychological Association: Division 15 – Educational Psychology Graduate Student Mentoring Seminar.
2006	Selected to participate in the American Educational Research Association: Division C – Learning and Instruction Graduate Student Mentoring Seminar.
2004 – 2006	University-Wide Scholarship for 2 years, University of Georgia, Athens, GA.
2001	Honored Graduation (Cuma Laude), Seoul National University, Seoul, Korea.
2000	Certificate of Qualified Secondary Teacher (Subject: Korean Language), Seoul, Korea.
1996 – 2000	Scholarship of Seoul National University, merit based award, Seoul National University, Seoul, Korea.

VIII. PROFESSIONAL ORGANIZATIONAL MEMBERSHIPS

- American Psychological Association (APA)
 - Division 15: Educational Psychology, 2006–present
- American Educational Research Association (AERA)
 - Division C: Learning and Instruction, 2002–present
 - Division K: Teaching and Teacher Education, 2005–present
 - Motivation SIG, 2002–present
 - Qualitative Research Methods SIG, 2007–present
 - Mixed-Methods SIG, 2007–present
 - Narrative Research SIG, 2009–present
 - Lives of Teachers SIG, 2013 – present

- Critical Educators for Social Justice SIG, 2023 – present
- European Association for Research on Learning and Instruction (EARLI), 2019-present.
- Member of Educational Psychology Interdisciplinary Research and Writing Development Group, 2009–2022.
- National Association of Research in Science Teaching (NARST), 2008–2011
- Scholarly Consortium for Innovative Psychology in Education (SCIPIE), 2007–present
- Arizona Education Research Organization (AERO), Tempe, AZ, 2002–2004
- Toastmaster International, University Toastmaster, Tempe, AZ, 2003–2004
- HEART (Health, Effectiveness, And Retention of Teachers) Research Network, UK, 2022-present