

SoonChun Lee, Ph.D.

Assistant Professor, STEM Education
Department of Curriculum & Instruction
College of Education
Wichita State University

ACADEMIC BACKGROUND

Ph.D. Education: Teaching and Learning, the Ohio State University, Columbus, OH, Aug 2012
M.A. Education: Teaching and Learning, the Ohio State University, Columbus, OH, Jun 2011
M.Ed. Science Education, Yonsei University, Seoul, Korea, Feb 2008
Secondary Teaching Certification, Seoul Ministry of Education, Seoul, Korea, Dec 1998
B.S. Physics, Kyung-Hee University, Seoul, Korea, Feb 1994

RESEARCH EXPERIENCE

2013 – 2014 Principal Investigator (PI), Coaching for Sustainability: Peer Coaching Science Inquiry in Rural Schools, Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), University of Nebraska-Lincoln
2012 – 2014 Post-Doctoral Research Associate, CSI: Coaching Science Inquiry in Rural Schools, National Center for Research on Rural Education (R2Ed), University of Nebraska-Lincoln
2011 – 2012 Graduate Research Associate, Woodrow Wilson Ohio Teaching Fellow, School of Education & Human Ecology, The Ohio State University
2010 – 2011 Graduate Research Associate, A Learning Progression for Quantitative Reasoning in Chemical Changes, The school of Teaching and Learning, The Ohio State University
2009 – 2011 Graduate Research Associate, Classroom Connectivity in Promoting Mathematics and Science Achievement (CCMS), School of Education & Human Ecology, the Ohio State University

TEACHING EXPERIENCE

Co-Instructor, Ed T&L 636.02, Advanced Methods in Teaching Secondary School Science, School of Education & Human Ecology, Ohio State University, Winter, 2011
Assistant Instructor, Ed T&L 748.01, Introduction to Teaching Mathematics, Science, and Technology, School of Education & Human Ecology, Ohio State University, Summer, 2011
Assistant Instructor, Ed T&L 751, Nature of Scientific Knowledge, School of Education & Human Ecology, Ohio State University, Autumn, 2010
Science Teacher, General Science, Physics, and Advanced Physics (grades 10-12), Soongsil High School, Seoul, Korea 1994-2008

PUBLICATIONS

Pape, S. J., Irving, K. E., Bell, C. V., Shirley, M., L., Owens, D. T., Owens, S., Bostic, J. D., & Lee, S. C. (2011). Principles of effective pedagogy within the context of connected classroom technology: Implications for teacher knowledge. In R. N. Ronau, C. R. Rakes, & M. L. Niess (Eds). Educational technology, teacher knowledge, and classroom impact: A research handbook on frameworks and approaches, Hershey, PA: IGI Global.

Under Review

- Lee, S. C., Irving, K. E., Pape, S. J., & Owens, D. T. (In review). Teachers' use of interactive technology to enhance students' metacognition: Awareness of student learning and feedback. Submitted to *Journal of Computers in Mathematics and Science Teaching*.
- Lee, S. C., & Irving, K. E. (In review). Development of a science classroom discourse analysis tool (CDAT).
- Lee, S. C., Nugent, N. C., Kunz, M. G., & Houston, J. A. (In review). Distance-Based Peer Coaching Science Inquiry in Rural Schools.
- Lee, S. C., Nugent, N. C., & Kunz, M. G. (In review). Case Study: Impact of Instructional Coaching on Science Teacher's Inquiry-Based Instruction in Rural Schools.

SELECT PRESENTATIONS

- Lee, S. C., Nugent, G., Kunz, G., and Houston, J. (2014, Mar). Case Study: Impact of Instructional Coaching on Science Teacher's Inquiry-Based Instruction in Rural Schools. Paper presented at the 2014 International Conference of the National Association for Research in Science Teaching, Pittsburgh, PA.
- Lee, S. C., Nugent, G., Kunz, G. (2014, Jan). Coaching for Sustainability: Distance-Based Peer Coaching Science Inquiry in Rural Schools. Paper presented at the 2014 International Conference of the Association for Science Teacher Educators, San Antonio, TX.
- Lee, S. C. (2013, April). Science Classroom Discourse Analysis on Teacher Feedback and Questioning with Reasoning Components. Presented at the 2013 Annual Conference of American Educational Research Association, San Francisco, CA.
- Lee, S. C., Irving, K. E. (2013, Jan). Development of Science Classroom Discourse Analytical Tool (CDAT). Paper presented at the 2013 International Conference of the Association for Science Teacher Educators, Charleston, SC.
- Lee, S. C., Irving, K. E. (2012, Jan). Teachers' feedback to foster scientific discourse in connected science classrooms. Paper presented at the 2012 International Conference of the Association for Science Teacher Educators, Clearwater Beach, FL.

GRANTS AND GRANT PROPOSALS (as PI)

- Lee, S. C., Nugent, G., Kunz, G., and Houston, J. (2013-2014). "Coaching for Sustainability: Peer Coaching Science Inquiry in Rural Schools," Nebraska's Coordinating Commission for Postsecondary Education, \$79,000. Funded.
- Lee, S. C. (2005-2008) "Development of E-Learning Program and Online Courses," Seoul Metropolitan Office of Education, Korea, \$80,000. Funded.
(https://www.soongsil.net/Edu/lessonlist.aspx?menu_code=29&imgCode=C)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA, since 2012)
- National Association for Research in Science Teaching (NARST, since 2010)
- American Science Teacher Education (ASTE, since 2009)
- OSU Science, Technology, Engineering, and Mathematics Educators and Researchers (STEMERS, 2008 -2012)
- Discipline-Based Education Research Group (DBER, since 2012), University of Nebraska-Lincoln