

Newsletter

Vol. 6, No. 1, Oct 2024

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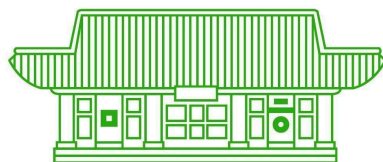
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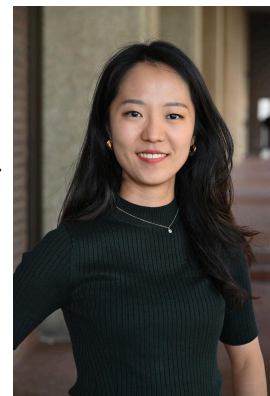


K A A L E
KOREAN AMERICAN ACADEMY OF LIFELONG EDUCATION
재미한인평생교육학회

Letter from the president

Dear KAALE members,

Recognizing how the time has flown by this year reflected in the autumn hues, we look forward to our hybrid format annual meeting on October 30th at 6pm PDT. In continuation from last year, we are hosting the in-person annual meeting at the American Association for Adult and Continuing Education (AAACE). Along with in-person participation, we are opening doors for those who wish to join us online. We hope this new format provides more access to those who wish to join us for the annual meeting.



This year, we introduced two new initiatives in an attempt to broaden the reach of KAALE beyond academia. Heeding to the rich experiences of professionals in the field of adult education, we launched the KAALE Coffee & Chat series hosting Dr. Hyewon Park, a digital literacy educator working at Community Tech Network in the US. Recognizing that there are many career paths in the field of adult education, we hope KAALE will serve as a platform where such expertise could be shared and fostered. We also launched the KAALE mentorship initiative to promote networking opportunities within KAALE. Such internal growth is strengthened by the new partnership with the Korean-American Education Researchers Association through the establishment of the C. Rhee Scholarship. Two members of KAALE, Dr. Seong Ji Jeong and Dr. Jaeung Kim received the honor this year. We also welcome four new board of directors this year - Dr. Wonsup Chang, Dr. Seong Ji Jeong, Dr. Mee Joo Kim and Dr. Ahreum Lim. Such growths are examples of the multiple connections that are being nurtured through KAALE.

I express my deepest gratitude to our executive officers - Dr. Jieun You, Dr. Jihee Hwang, Dr. Sumi Lee, Jeongsan Hwang and Junghyun Kim - for their dedication. Jeongsan in particular has been crucial to fostering a sense of community by managing the bi-weekly bulletin and the LinkedIn pages. I also thank Dr. Junghwan Kim for always looking out for KAALE. I appreciate the support of all KAALE members and board of directors, and will strive to build stronger connections.

Warm regards,
Hye-Su Kuk, President of KAALE

2024 Annual Meeting

KAALE Members

Our annual meeting will take place at AAACE this year!

Where: Reno, Nevada,
When: October 29 – November 1



KAALE's 2024 Annual Meeting will be held in a hybrid format at the conference of the American Association for Adult and Continuing Education ([visit AAACE](#)).

Even if you're not registered for AAACE, you are welcome to attend via Zoom. No registration fee or commitment is required for the KAALE Annual Meeting. We encourage first-time attendees interested in exploring and learning more about KAALE to join us.

When October 30 Wed 6-9 PM (CST)/ October 31 Thu 10AM-1PM (KST)

Where

[in-person] Suite 208, Reno Hive Co-Working, 255 W Moana Ln, Reno, Nevada

[online] Zoom link:

<https://us02web.zoom.us/j/84995523725?pwd=aIRPbnVJei96cnlycIoIMTdBa2xOQT09>

Agenda

- KAALE's 2024 Annual Meeting
- Research Collaboration Workshop:
We will facilitate a workshop on the following topics to seek opportunities for collaboration, culminating into mentorship initiatives or informal writing groups after the KAALE annual meeting.
 - On writing routines
 - Research agendas and past, current, future research

Partnership

Korean-American Education Researchers Association (KAERA) C. Rhee Scholarship

C. Rhee Scholarship for Adult Education and Lifelong Learning has been established with the generous support of the family of Drs. Jihee Hwang and Junghwan Kim at Texas A&M University. This scholarship recognizes the outstanding research, teaching, and service provided by early career scholars and practitioners in the field of adult education and lifelong learning, as well as their growth, achievements, and potential. This scholarship offered not only financial assistance to cover travel costs for attending the KAERA annual meeting to provide early career professionals in KAALE but also the opportunity of valuable mentoring and networking opportunities to catalyze professional and academic advancement in KAERA/AERA. We appreciate the family of Drs. Junghwan Kim and Jihee Hwang to give this opportunity. Congratulations to Dr. Seong Ji Jeong and Dr. Jaeung Kim!



KAALE OGRA Awards

KAALE Outstanding Graduate Research Award

The KAALE Outstanding Graduate Research Award (OGRA) is designed to encourage, support, and recognize Korean American and Korean students' research contributions in the field of Lifelong Education (see further information at

<https://kaalehome.wixsite.com/kaale/outstanding-graduate-research-award>).

The KAALE OGRA recipient for 2024 will be announced during the **2024 Annual Meeting**.

In 2024, KAALE decided to expand the scope of the KAALE OGRA to full papers related to adult education that have been accepted for academic conferences, even for conferences other than AAACE.

In 2022, KAALE decided not to select a paper for OGRA because both the Research Committee and all the reviewers unanimously agreed that none of the submissions met the award criteria.

In 2021, KAALE did not issue a call for papers for OGRA because the Adult Education in Global Times (AEGT) 2021 conference proceeded with proposals originally intended for the 2020 conference, which had been postponed to 2021.

Past OGRA Award Recipients

2023 Chang Sung Jang, University of Oklahoma

Title: Latent Class Analysis of Adult Education Participation in the United States (*co-Authors:* Dr. Doo Hun Lim & Sumi Lee)

2020 Jinhee Choi, Pennsylvania State University

Title: North Korean women entrepreneurs learning from failure (*Advisor & co-Author:* Dr. Esther Prins)

2019 Mirim Kim, Texas A&M University

Title: Effects of three dimensions of shared leadership on team members' perceptions on trust and team performance (*co-Author:* Dr. Soo Jeoung Han)

2018 Bora Jin, Texas A&M University

Title: Older adults' informal learning using mobile devices: A review of literature (*Advisor & co-Author:* Dr. Lisa Baumgartner)

KAALE Coffee & Chat

Learning and Challenges as an Adult Education Practitioner in the United States

KAALE initiated Coffee Chat in 2024. The purpose of Coffee Chat is to provide an open place to share experiences and insights as working in adult education fields, ranging from academics to practitioners.

■ KAALE COFFEE & CHAT #1 ■

Learning and Challenges as an Adult Education Practitioner in the United States



SPEAKER
Dr. Hyewon Park

- Ph.D. in Lifelong Learning and Adult Education
- Digital literacy instructor & Researcher at Community Tech Network
- Educational equity, underrepresented learners, lifelong learning

JUNE 20 THU

EST 9PM
CST8 PM, KST 10AM(JUNE 21)

PLEASE COME ON TIME!

REGISTER HERE !!
<https://forms.gle/82AXPfHpo9XpYRI6c>

After registration,
the Zoom link will be sent



K A A L E
KOREAN AMERICAN ACADEMY
OF LIFELONG EDUCATION

On **June 20, 2024**, we had the honor of hosting our first coffee chat featuring Dr. Hyewon Park, a digital literacy instructor and researcher at Community Tech Network. Attendees tuned in from all over Korea and the US, with a total of about 14 participants. Dr. Park discussed her journey of becoming an adult education practitioner in the US and her experiences of working in a nonprofit. Beginning as a digital literacy instructor, she continues to build her research and establish new positions as a researcher. We thank her for sharing valuable insights into diverse ways of navigating a career in the field of lifelong education after obtaining a doctoral degree. KAALE is planning more educational events, so stay tuned into our newsletter and bulletin!

KAALE Mentorship

Call for the KAALE Communications Manager (2024-2025)

In 2024, KAALE proudly introduced a pilot mentorship program designed to connect our student members with experienced KAALE Board Members who are leaders in academia and professional practice. This initiative is an integral part of our commitment to fostering a vibrant research community within the field of adult education. The mentorship program is structured to facilitate the exchange of research ideas and provide valuable guidance on career development in adult education. After a careful application process in the spring, four mentor-mentee pairs were thoughtfully matched based on their specific interests and career goals. The pilot program commenced this summer and will continue through December 2024, offering participants ample time to build meaningful connections and achieve their professional aspirations.

We are delighted to open the call for the **KAALE Communications Manager**, who will work as part of the executive committee for one year.

- duration: 1 year (since appointment)
- eligibility: a member of KAALE who is currently a doctoral student in a field related to adult education and related areas
- type of work:
 - attend regular executive officer meetings (once every 1-2 months)
 - managing and updating the KAALE homepage (Homepage management is through [wix.com](https://www.wix.com) and does not require prior expert knowledge)
 - managing and updating the LinkedIn KAALE Group Page
 - producing and sending the Biweekly Bulletin
 - making announcements to KAALE members and board of directors

The president of KAALE will decide the KAALE Communications Manager based on the applications, according to the by-laws of KAALE. KAALE is operated through contributions by the board of directors and through members' participation. The communications manager will receive a scholarship of \$500.

The communications manager, as part of the executive officers, will be in charge of a crucial role in promoting networking in the field of adult education and lifelong learning among scholars and practitioners in North America and South Korea.

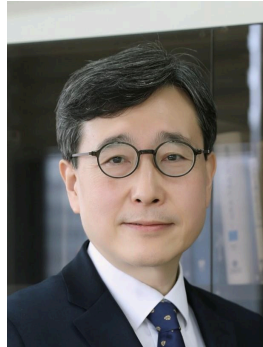
For those who are interested, apply by sending an email to kaale2018@gmail.com by November 8th. For the title, write "Application for the KAALE Communications Manager - Name". In the body of the email, write your name, your current position in your studies and your university, and a brief explanation of why you are interested in the position.

We look forward to welcoming a new member to the executive officer team!

New Board of Directors

Please join us in welcoming the newly joined board of directors in 2024!

Wonsup Chang, Ph.D.



Wonsup Chang, Ph.D., is a professor of human resource development and education of work program at the Department of Education, Yonsei University. He received his Ph.D. in Education at The University of Iowa in 1996 and Master's in Education and Bachelor's in Education from Yonsei University. He worked at Korea Research Institute of Vocational Education and Training from 1997 to 2001, and has been a professor of Education at Yonsei University since 2001. He served as the president of the Korean Society for Human Resource Development and the Adult and Continuing Education of Korea, and is currently a board member of the CJ Sharing Foundation. He has written numerous publications on the learning and development of workers. His recent research focuses on masterity, which refers to materialistic and formative aspects of contemporary master worker's learning.

Seong Ji Jeong, Ph.D.



Seong Ji Jeong, Ph.D., is an Assistant Professor of [Workforce Education and Development \(WFED\)](#) in the [Department of Learning and Performance Systems](#) in the [College of Education](#) at the Pennsylvania State University. Her research interests include workforce development program evaluations, career transitions and trajectories, and the aging workforce, with an emphasis on labor market outcomes. Particularly, she is interested in investigating organizational and institutional measures to support individuals' smooth career transition from school-to-work, work-to-work, and work-to-retirement. In her research and teaching, she employs a variety of quantitative methods using large-scale survey datasets and state-wide administrative datasets.

Her academic excellence can be found in high-impact peer-reviewed journals such as Longitudinal and Life Course Studies, the Journal of Agricultural Education and Extension, and Korean scholarly journals such as the Quarterly Journal of Labor Policy, Social Welfare Studies, and Career Education Research. Dr. Jeong holds an M.Ed. and a Ph.D. with a major in vocational education and workforce development from [Seoul National University](#), South Korea. Prior to joining the Penn State College of Education faculty, she was a postdoctoral scholar in the [Ohio Education Research Center](#) at the John Glenn College of Public Affairs and a lecturer in the [Quantitative Research, Evaluation and Measurement Program](#) at the [College of Education and Human Ecology](#) at the [Ohio State University](#).

Mee Joo Kim, Ph.D.



Mee Joo (MJ) Kim, Ph.D., is a data analyst at the Southern Regional Education Board (SREB) in the Office of Postsecondary Education. Dr. Kim earned her Ph.D. in Educational Policy and Leadership Studies, with a concentration in Higher Education, from the University of Washington in Seattle. She also holds a Master's degree in Educational Psychology from the University of Virginia and a Bachelor's degree in International Relations from Ewha Womans University.

In her current role, Dr. Kim is responsible for managing and collecting large-scale data from 16 southern states. She provides policy analysis and insights to state agencies, helping them develop evidence-based education policies. Her research interests center on state longitudinal data systems, with a focus on enhancing the accessibility and utilization of publicly available data. Dr. Kim is particularly passionate about ensuring that all stakeholders, including policymakers, educators, and the general public, can make data-driven decisions that improve the overall postsecondary education landscape.

Prior to joining SREB, Dr. Kim contributed to numerous research projects on topics ranging from the identity formation of immigrant youth to undergraduate engineering education and the experiences of parenting students in graduate programs.

Ahreum Lim, Ph.D.



Ahreum Lim is a postdoctoral research scholar affiliated with both School for the Future of Innovation in Society (SFIS) and School of Biological and Health System Engineering (SBHSE) at Arizona State University. She holds a Ph.D. in Learning, Leadership and Organization Development from the University of Georgia, Master's in Workforce Development and Vocational Education and Bachelor's in English Education at Seoul National University.

She is interested in innovating socio-material intervention within and beyond formal academic settings, particularly using feminist-speculative approach and inquiry for cultivating sociotechnical orientation of learners. She is now involved in the NSF Career Award-funded project called "Cultivating Care," where she co-designs and organizes a community of practice with Dr. Emma Frow for bioengineering and biomedical engineering lab leaders. Also, as a research fellow at the Generative Learning and Complexity Laboratory (GLCL) at University of Georgia, she has led and involved in several works that aim to create a generative space of inquiry for speculative reflection into sociotechnical complexity for both engineering and education students. Her work has been published in Reflective Practice, Journal

of Applied Higher Education, and New Horizons in Adult Education and Human Resource Development, with additional manuscripts currently under revision for peer-reviewed journals. Her recent book publication includes contributions to the following works “Reimagining Adult Education as Worldbuilding: Creating Learning Ecologies for Transformation,” (co-editor & chapter author), “Rethinking Workplace Learning and Development” (vignette contributor), “Generative knowing: A Nomadic Theory of Adult Learning” (chapter author), and “The Palgrave Handbook of Learning for Transformation” (Preface contributor). Her dissertation project in collaboration with mechanical engineers was presented in International Design Engineering Technical Conference and Computers and Information in Engineering Conference (IDETC/CIE) as well as European Society for Research on the Education of Adults (ESREA) triennial conference. She is an active member in American Education Research Association, American Society of Engineering Education, International Transformative Learning Association and European Society for Research on Education of Adults.

Hyewon Park, Ph.D.



Hyewon Park, Ph.D., is a digital literacy instructor and digital equity researcher at Community Tech Network (CTN) and a Senior Research and Evaluation Specialist at the Social Services Agency of Santa Clara County. She earned her Ph.D. in Lifelong Learning and Adult Education from Pennsylvania State University.

At CTN, Dr. Park leads digital literacy classes, develops curricula, and conducts research and evaluation projects focused on digital learning. In her role at the Social Services Agency of Santa Clara County, she specializes in policy analysis and program evaluations aimed at improving public services.

Dr. Park’s overarching research interest lies in using lifelong learning as a means to drive social change. Her areas of expertise include adult learning, digital equity, workforce development, and career development for underrepresented groups. She has presented her work at numerous educational conferences, and her research has been published in leading journals such as *Adult Learning*, the *International Review of Education*, and the *KEDI Journal of Educational Policy*. Dr. Park also serves as a reviewer for *Adult Learning*, the *Journal of Lifelong Education*, the *Human Resource Development Review*, and so on.

School News



Pennsylvania State University

The [Lifelong Learning and Adult Education](#) program at Penn State (University Park), one of the earliest adult education programs in the United States, fosters adult educators who help learners build on their existing knowledge and continue to learn purposefully. The program includes six professors whose research interests include, but are not limited to, indigenous knowledge systems, family literacy, social movement learning, community development, and distance education. Recently, Dr. Heh Youn Shin and Dr. Jaeung Kim graduated. As of Fall 2024, there are two doctoral students from Korea enrolled in the program – Junghyun Kim and Hyeon Kang, a new student!



Welcome! Hyeon Kang joined the program at Pennsylvania State University in 2024. He earned both his undergraduate and master's degrees in Lifelong Education. Before joining the program, he managed the HiVE project, which aimed to enhance the professional competencies of local adult learners through collaboration with local communities. He also served as a Public/Troop Information & Education Officer in the Republic of Korea Army for three years. His research interests include lifelong learning policy, education for middle-aged and older adult learners, community-based education, and national human resource development.



Texas A&M University

Howdy! [Workforce, Adult, & Lifelong Education \(WALE; formerly Adult Education\)](#) and [Human Resource Development \(HRD\)](#) are two critical components of the [Educational HRD program \(EHRD\)](#) at Texas A&M University (TAMU). Our program has long established a culture of developing WALE and HRD researchers and practitioners who critically reflect and commit to social/workplace justice beyond the continuous growth of individuals and organizations. In Spring 2023, the Adult Education concentration formally changed its name to **WALE** with curriculum updates. As of Fall 2023, EHRD has five Korean faculty (Drs. Junghwan Kim, Jihee Hwang, Seung Won Yoon, Dae Seok Chai, and Jieun Yi) and four doctoral students (Kyungnam Kim, Yob Ha, Heesun Kim, and Simon Shin). Dr. Seung Won Yoon joined as an



Associate Professor in Fall 2022. This Fall, Dr. Dae Seok Chai was employed as an Associate Professor, and a recent graduate, Dr. Jieun Yi, was hired as a Visiting Assistant Professor in EHRD.



Welcome! Seongeun Kim is a first year Ph.D. student in the Educational Administration Human Resource Development program. After 10+ years of work experience in HR practices, she returned to school to pursue her passion for research. With her field experiences and a master's background in Industrial and Organizational psychology, she's excited and eager to continue her academic journey with a PhD in Human Resources Development (HRD) at Texas A&M University. While her current research

interests focus on leadership and organizational culture, she remains open to expanding into other areas as she continues to learn. Her goal is to contribute to the advancement and development of HRD through meaningful research grounded in strong theory and practical interventions.

Welcome! Hayley Dohyun Kim is a first-year doctoral student in the Human Resource Development program at Texas A&M University. At first, her main interests were in leadership and organizational culture, but after gaining practical experience in a corporate training center, she shifted my focus to training and development. Since then, she has developed a strong focus on structuring educational systems and designing employee training programs. My goal is to bridge the gap between academic research and practical HRD solutions, ensuring that the theoretical insights from my studies are applicable in real-world corporate settings. She look forward to contributing to the field of HRD by developing innovative strategies to help organizations grow more efficiently and effectively.



The University of British Columbia

Welcome to the University of British Columbia (UBC), situated on ancestral lands of the Musqueam Nation in Vancouver, Canada. [The Adult Learning and Education \(ALE\)](#) program at UBC, the oldest graduate adult education program in Canada, is located in the Department of Educational Studies(EDST). The ALE program offers three main programs: Diploma Programs (undergraduate), Graduate Certificate Programs, and MA/MEd Programs. PhD students focusing on the field of Adult Learning and Education work with its prestigious faculty members, such as André Mazawi, Alison Taylor, Hongxia Shan, Michelle Stack, Robert Van Wynsberghe, and Jude Walker. As of Summer 2024, there are two Korean PhD students in the EDST: Yeonjoo Kim, and Jiin Yoo. Yeonjoo is currently working on completing her doctoral dissertation, focusing on learning practices of Korean “millennials” in

career transitions. After successfully completing her doctoral comprehensive examinations, Jiin is currently working on a doctoral proposal, which examines the learning trajectories of immigrant parents in the Canadian context. Both have been selected as Fellows of the Institute of Asian Research (IAR) Program for 2023-2024.



University of Georgia

The Ph.D. program in [Learning, Leadership, and Organization Development](#) (LLOD) at the UGA is to help future scholars and scholar-practitioners develop the knowledge and skills to foster learning and change in adults and systems during complex times. The unique framework of the program emphasizes both the mindsets and skillsets required for research and scholarship focused on leading adult learning and change that can students investigate real-world problems and advance the knowledge base related to learning, leadership, and organization development. As of Fall 2024, we have four Korean doctoral students enrolled in the program – Younghyun Kim, Eunbi Sim, Shin Hee Park, and Sung-Eun Yang. In terms of the transitions, we don't have a new Korean student this academic year and Dr. Sumi Lee has successfully passed her dissertation defense and has graduated from the program this Summer.



University of Wisconsin-Madison

The [Center for Research on College-Workforce Transitions](#) (CCWT) is a research institution based in the Division of Continuing Studies at the University of Wisconsin-Madison. CCWT aims to conduct and support research, critical policy analysis, and public dialogue on student experiences with the transition from college to the workforce in order to inform policies, programs, and practices that promote academic and career success for all learners.

University of Illinois Urbana-Champaign

Established in 1989, the [Office of Community College Research and Leadership \(OCCRL\)](#) is the oldest research institution of community colleges nationwide. OCCRL is a research institution based in the Department of Education Policy, Organization, & Leadership (EPOL) at the University of Illinois Urbana-Champaign. OCCRL uses research and evaluation at Illinois to improve policies, programs, and practices that enhance community college education and equity for all learners. With an intense focus on how community colleges impact education and employment outcomes, OCCRL enhances results for diverse youth and adults who want to transition to and through college to further their education and/or their gainful employment.

Publications

Representative or adult education-related publications (peer-reviewed, up to three), June 2023 – August 2024

Jang-Tucci, Kyoungjin, Ph.D. Candidate, University of Wisconsin-Madison

Jang-Tucci, K. (2023). Gatekeeping at work: a multi-dimensional analysis of student, institutional, and employer characteristics associated with unpaid internships. Higher Education, Advanced Online Publication.

<https://doi.org/10.1007/s10734-024-01254-6>

Hora, M. T., Fischer, J. J., Jang-Tucci, K., & Song, H. (2024). An integrative review of the employability literature (2005-2020): How a simplistic and individualistic view of job acquisition inhibits theory, research, and practice in higher education. Center for Research on College-Workforce Transitions, University of Wisconsin-Madison.

<https://ccwt.wisc.edu/wp-content/uploads/2024/04/202404-RESEARCH-REPORT-Integrative-Review-Employability-Literature-Hora-et-al.pdf>

Dr. Kim, Jaeung, Pennsylvania State University

Kim, J. & Park, J. (2024). Teachers' union revitalisation through business unionism: A case study of the South Korean teachers' union movement. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2024.2314599> [Currently online published]

Kim, J. & Tarlau, R. (2024). Mapping, reflecting and exploring education for the labor movement: A thematic literature review. *International Journal of Lifelong Education*. 43(2-3), 295-314.

<https://doi.org/10.1080/02601370.2024.2347339>

Dr. Kim, Junghwan, Associate Professor, Texas A&M University

Kim, J., Livingston, M. A., Jin, B., Watts, M., & Hwang, J. (2024). Fundamentals of digital health literacy: A scoping review of identifying core competencies to use in practice. *Adult Learning*, 35(3), 131-142.

<https://doi.org/10.1177/10451595231178298>

Kim, J. (2023). Toward a lifelong learning society for working learners across boundaries. In E. A. Roumell & J. Kim (Eds.). Supporting adult working learners: A lifelong learning imperative. *New Directions for Adult and Continuing Education*, 179, 105-112. <https://doi.org/10.1002/ace.20506>

Baumgartner, L. M., Jin, B., & Kim, J. (2023). Older adults in *Adult Learning* 1989-2020: A literature review. *Adult Learning*, 34(3), 199-208.

<https://doi.org/10.1177/10451595221077464>

Dr. Kim, Mee Joo, Ph.D., University of Washington-Seattle

Zheng, G., Kim, M.J., Qi, J., Aarnikoivu, M., Bekova, S., Meki-Kombe, C., Shabdan, B. and Tsephe, L. (2024), "Uncovering the Journey of Building a Community: A Story of a Global Network for Early- and Mid-Career Women Researchers", Aarnikoivu, M. and Le, A.T. (Ed.) *Building Communities in Academia (Surviving and Thriving in Academia)*, Emerald Publishing Limited, Leeds, pp. 59-72.

<https://doi.org/10.1108/978-1-83797-500-620241005>

Honors, Fellowship, Grants

Dr. Kuk, Hye-Su, Assistant Professor, University of Toronto

Kuk, H.-S. (2024). In search of "Asian perspectives" in the field of adult education: From Asian perspectives to deimperialization. *New Directions for Adult and Continuing Education*, 2024, , 27–38. <https://doi.org/10.1002/ace.20531>

Kuk, H.-S. (2024). Navigating Ruling Relations in Institutional Ethnographic Fieldwork: Reflections on the Ontological Shift and Activists' Work. *Canadian Journal for the Study of Adult Education*, 36(01). <https://doi.org/10.56105/cjsae.v36i01.5767>

Yoo, Jiin, Ph.D. Student, University of British Columbia

Klimkina, E., Rotsching, S-M., Yoo, J., Breitschwerdt, L., Cordie, L., & Guimarães, P. (2023). Academic professionalisation and hybrid professionalism in adult education. *Andragoške Studije*, 2, 9–37. <https://doi.org/10.5937/AndStud2302009K>

Shan, H., Yoo, J. Ho, S. (2024) Changing Practices and Politics: Immigrants Navigating Professional Pathways to the Healthcare Sectors in Canada. Proceedings of the Researching Work and Learning (RWL) 13, Linköping, Sweden.

Dr. Hwang, Jihee (Texas A&M University) has been selected as a fellow for the Data Science Methods for Digital Learning Platforms program provided by the University of Pennsylvania. In addition, Dr. Hwang received a Teaching Excellence Grant from the College of Education and Human Development at Texas A&M with a study focusing on innovative data literacy training for emerging scholar-practitioners in education, and received the Scholarship for Teaching Yield Learning Excellence (STYLE) award that advances evidence-based teaching practices.

Dr. Jang, Chang Sung (Hanyang University) has been awarded the '2024 Doctoral Dissertation Award' by the Korean Society for the Study of Lifelong Education (한국평생교육학회) for his doctoral dissertation entitled "*What Drives Working Adults to be Lifelong Learners? Determinants and Patterns of Adult Education Participation in the United States.*" In addition, he has been awarded the 'Best Paper Award' at the 2024 KIRD Data-based Idea Contest by the Korea Institute of Human Resources Development in Science and Technology (국가과학기술인력개발원) for his study entitled "*Types of Informal Learning and Knowledge Sharing by Perceived Skill Mismatch Among Researchers in Science and Technology: A Latent Profile Analysis.* (in Korean)".

Dr. Kim, Jaeung (Pennsylvania State University) has been awarded the 2024 C. Rhee Scholarship for Adult Education and Lifelong Learning from Korean-American Educational Researchers Associations (KAERA).

Kim, Yeonjoo (University of British Columbia) has been selected as a Fellow of the Institute of Asian Research (IAR) Program for 2023-2024.

Dr. Kuk, Hye-su (University of Toronto) has been awarded SSHRC (Social Science and Humanities Research Council of Canada) Partnership Engage Grant (CAD 25,000, 1 year). The title of the project is "Grassroots democracy from the margins of food security: Participatory Action Research at the Parkdale Community Food Bank," and Dr. Kuk is the Principal Investigator (PI). In

Employment & Transition

addition, Dr. Kuk has been awarded INEI (International Network of Education Institutes) Seed Fund (USD 20,000, 2 year). The title of the project is "Decolonizing knowledge production: Building bridges across geographical and disciplinary fragmentations." Dr. Kuk will be the principal investigator and will collaborate with Dr. SoongHee Han from Seoul National University.

Shin, Sang Hoon (Texas A&M University) has been awarded 'Dean's Graduate Award', Texas A&M University, 2024.

Yoo, Jiin (University of British Columbia) has been selected as a Fellow of the Institute of Asian Research (IAR) Program for 2023-2024.

Employment & Transition

Dr. Jeong, Seong Ji has been employed as an Assistant Professor of Workforce Education and Development (WFED) in the Department of Learning and Performance Systems in the College of Education at the Pennsylvania State University.

Dr. Kim, Mee Joo has been employed as an analyst in Postsecondary Education at the Southern Regional Education Board.

Dr. Kim, Junghwan was elected as the 16th president of the Korean-American Educational Researchers Association ([KAERA](#)), having over 800 members and an annual conference at the AERA meeting, and as a Member-at-Large of the National Commission for Professors of Adult Education ([CPAE](#)). He was also invited to the International Advisory Committee of Researching Work & Learning ([RWL](#)) International Conference Series as the first U.S. scholar.

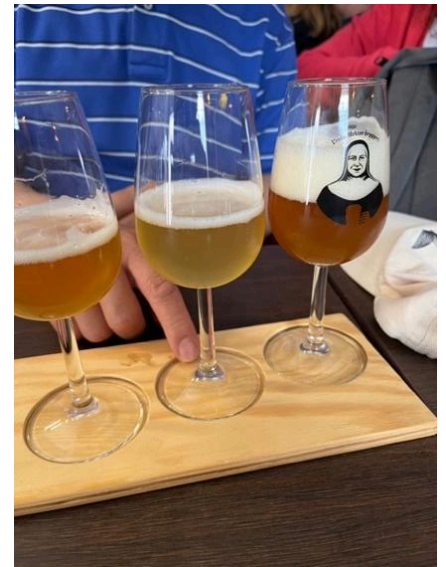
Dr. Lim, Ahreum has been employed as a postdoctoral research scholar affiliated with both School for the Future of Innovation in Society (SFIS) and School of Biological and Health System Engineering (SBHSE) at Arizona State University.

Member Reflection

The 13th Researching Work & Learning (RWL) International Conference in Linköping, Sweden: My First Dive into International Conferences

Right after wrapping up my three papers for the Doctoral Comprehensive Examinations—a three-month mental marathon—I had to somehow squeeze the last drops of energy to whip up presentation slides for a conference just five days away. June 2024 was turning out to be the busiest and most daunting month of my budding academic life. With barely any time to rest, I finished the slides, packed, and headed to Linköping, Sweden, for my first international conference. I was set to co-present a research project I'd worked on with my supervisor, Dr. Hongxia Shan, from UBC. Our journey was also exhausting, with a five-hour flight from Vancouver to Toronto, followed by an eight-hour flight to Copenhagen, Denmark, and concluding with a four-hour train ride to our quaint and charming final destination, Linköping.

However, the sense of fatigue dissipated the moment I participated in the social activity organized the day before the conference by Linköping University. Divided into two groups, we explored the picturesque village of Berg, known for its remarkable lock staircase and the boats running through the canal, as well as Vreta Kloster, a beautiful 12th-century Cistercian nunnery. Such event is rarely offered in international conference, according to my supervisor. The peak of the experience was a visit to a local brewery that featured Belgian-style beer, especially when I discovered that the brewery was founded and the beer brewed by the renowned scholar in adult education, Dr. Andreas Fejes—who knew academics could brew such fantastic beer?



The [Researching Work & Learning \(RWL\) International Conference Series](#) is the world's longest, continuously running international research conference series serving the field of workplace learning, initiated in 1999 by researchers at the University of Leeds (UK). As of 2024, it has visited eleven countries in five continents. Our presentation, which took place on the first day of the three-day conference, was nerve-racking but ultimately a success, thanks to the meticulous preparation guided by my supervisor. This instilled in me the invaluable lesson of what it means to be 'perfectly prepared.' It was also incredibly rewarding to receive feedback, exchange new ideas, and discuss research experiences with others in the field. Meeting esteemed scholars in adult education, whose work I had long admired and which had shaped my academic passion and identity, was thrilling. I was struck by their humility and friendliness, their keen interest in my research, and their offers to send me their latest papers. I

should also mention the pleasure of meeting Dr. Jang (Chang Sung) and attending his presentation.

Over the course of the conference, I gained immense knowledge from the sessions, built a valuable network with numerous scholars and PhD



students through both casual and academic conversations. I must also highlight the conference dinner on the last day at a nearby Swedish restaurant, which beautifully combined great food, scenic views, and a musical performance by a local community group, along with the chance to collectively learn Swedish

dance with endless bumping and laughter. The enjoyable and insightful conversations continued late into the night, blending personal stories with academic discussions. Although this was my first international conference, I honestly wonder if any future conference could surpass this experience. The RWL conference is biennial, and I eagerly anticipate meeting our KAALE members next time!

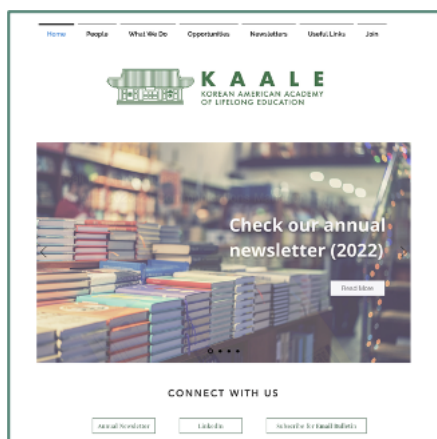
Jiin Yoo, University of British Columbia, Canada

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If you have any questions or news to share with the members of the KAALE, please feel free to contact us at kaale2018@gmail.com

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