

SEONGMI LIM

Assistant Professor, Department of Early Childhood, Youth, and Family Studies
Teachers College
Ball State University
slim@bsu.edu

Comprehensive Vita

EDUCATION

- 2016 *Ph.D. in Curriculum & Instruction*, Kent State University, Kent, OH.
- 2004 *MA in Early Childhood Education*, Pusan National University, South Korea.
- 2002 *BA in Early Childhood Education*, Pusan National University, South Korea.

PROFESSIONAL EXPERIENCES

- 2018–Present *Assistant Professor of Early Childhood, Youth, and Family Studies*, Ball State University, Muncie, IN.
- 2017–2018 *Assistant Professor of Elementary Education*, Ball State University, Muncie, IN.
- 2014–2017 *Adjunct faculty of Early Childhood Education*, Kent State University, Kent, OH.
- 2008–2011 *Research Assistant*, Kent State University, Kent, OH.
- 2002–2007 *PreK Classroom Lead Teacher*, Yangji Kindergartn (Reggio Inspired school), S. Korea.

SCHOLARSHIP

- A. Professional Publications
 *Refereed journal

* Cho, M.-H., Han, S., **Lim. S.**, & Hwang, S. (2023). Predicting Students' Negative Emotions in Remedial Mathematics Courses Delivered in ALEKS. *European Journal of Psychology of Education*. . <https://doi.org/10.1007/s10212-023-00697-2>

- * Kim, Y., Hwang, J., **Lim, S.**, Cho, M.-H., & Lee, S. (2023). Child-robot interaction: Designing robot mediation to facilitate friendship behaviors. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2023.2194936>
- *Cho, M.-H., **Lim, S.**, Lim, J., & Kim, O. (2022). Does gender matter in online courses? A view through the lens of the community of inquiry. *Australasian Journal of Educational Technology*, 38(6), 169-184. <https://doi.org/10.14742/ajet.7194>
- *Choi, K., & **Lim, S.** (2022). The influence of parental intelligence on emotional regulation and empathy among children. *Journal of Rehabilitation Psychology*, 29(3), 121–138.
- *Cho, M.-H., Cheon, J., & **Lim, S.** (2021). Preservice teachers' motivation profiles, self-regulation and affective outcomes in online. *Distance Education*, 42(1), 37–54.
- *Cho, M.-H., **Lim, S.**, & Hwang, H. (2021). Teacher professional development: Approaches and lessons from a pilot study in Ethiopia. *The Teacher Educator*, 56(1), 25–42
- ***Lim, S.** & Cho, M.-H. (2019). Parents' use of mobile documentation in a Reggio Emilia-Inspired school. *Early Childhood Education Journal*, 47(4), 367–379.
- ***Lim, S.** (2017). Mobile documentation with smartphone and cloud in an emergent curriculum. *Computers in the Schools*, 34(4), 304–317.
- *Cho, M.-H., **Lim, S.**, & Lee, K. (2017). Does documenting the regulation process on a blog enhance pre-service students' self- and coregulation in a collaborative project? *Australasian Journal of Educational Technology*, 33(4), 166-179.
- *Cho, M.-H., & **Lim, S.** (2017). Using regulation activities to improve undergraduate collaborative writing on wikis. *Innovations in Education and Teaching International*, 54(1), 53–61.
- ***Lim, S.** (2016). Curriculum disciplinarity in early childhood emergent curriculum. *International Journal of Early Childhood Education*, 22(2), 153-165.
- *Black, F., **Lim, S.**, Sprafka, J., & Lash, M. (2010). Book reviews: Critical issues in early childhood professional development. Baltimore, MD: Paul H. Brookes. *Contemporary Issue in Early Childhood*, 11(3), 319-325.

B. Manuscript Under Review

*Refereed journal

- ***Lim, S.** (revision & resubmitted). Preservice teachers' perspectives of play in early childhood education. *International Journal of Early Years Education*.

- ***Lim, S.**, Cho, M.-H., Niu, Z., & Lee, D. H. (Under Review). Teacher self-regulation and self-efficacy in Reggio Emilia-Inspired Schools in South Korea. *Early Years: An International Research Journal*.
- ***Lim, S.**, Cho, M.-H., Hwang, S. Wu, Q., & Kim, I.-H. (Under Review). Mobile documentation to enhance family engagement at a Reggio Emilia-inspired school. *International Journal of Early Years Education*.
- *Cho, M.-H., Zhang, L, **Lim, S.**, & Hwang, S. (Under Review). Observing Instructional Design Features in Self-Paced Massive Open Online Courses. *Journal of Computing in Higher Education*.

C. Professional Presentations

*Refereed presentation

International/National

- *Kim, J., Muhammad, E. A., **Lim, S.**, & Kim, N. (2023, October) A phenomenological analysis of private high school teachers' transition to emergency remote teaching. Association for Educational Communications and Technology (AECT), Orlando, FL.
- *Cho, M.-H., & **Lim, S.** (2023, October). Educational training deeds: Usability and acceptability of a suicide prevention app in S. Korea. Association for Educational Communications and Technology (AECT), Orlando, FL.
- ***Lim, S.**, Cho, M.-H., Wu, Q., & Kim, I.-H. (2023, April). Mobile documentation to enhance family engagement at a Reggio Emilia-inspired school. American Educational Research Association (AERA), Chicago, IL.
- ***Lim, S.**, Cho, M.-H., & Niu, Z. (2023, April). Teacher self-regulation and self-efficacy in Reggio Emilia-Inspired Schools in South Korea. American Educational Research Association (AERA), Chicago, IL.
- *Kim, Y., Hwang, J., **Lim, S.**, Cho, M.-H., & Lee, S. (2023, April). Child-robot interaction: Designing robot mediation to facilitate friendship behaviors. American Educational Research Association (AERA), Chicago, IL.
- *Kim, J., Muhammad, E. A., & **Lim, S.** (2022, October). How Can We Better Train Educators for Emergency Remote Teaching?: Hermeneutic Phenomenological Analysis. Association for Educational Communications and Technology (AECT), Las Vegas, NV.

- ***Lim, S.** (2021). Listening to early childhood teachers' experiences with pedagogical documentation. Korean American Educational Research Association (KAERA) Annual conference (virtual)
- ***Kim, J. H., Lim, S., & Cho. M.-H.** (2020, April). Comparing students' participation, evaluation, and perceived learning outcomes between print- and video-material-based flipped classrooms. American Educational Research Association (AERA), Washington, DC. (virtual)
- ***Cho, M.-H., Cheon, J., & Lim, S.** (2020, April). Preservice teachers' motivation levels, self-regulation, and affective learning outcomes in online learning. American Educational Research Association (AERA), Washington, DC. (virtual)
- * **Lim, S., & Cho, M.-H.** (2019, October). Different usages of mobile documentation between fathers and mothers in a Reggio Emilia-Inspired Kindergarten. Association for Educational Communications and Technology (AECT), Las Vegas, NV.
- ***Cho. M.-H., Lim, S., & Kim, J** (2018, October). Culture considered approaches to design and develop teacher professional development in Ethiopia. Association for Educational Communications and Technology (AECT), Kansas City, MO.
- ***Lim, S., Cho. M.-H., & Kim, T.** (2018, March). Patterns of parents' use of mobile documentation in a kindergarten. Society for Information Technology & Teacher Education (SITE), Washington, DC.
- ***Lim, S., & Kroeger, J.** (2017, April). Making early childhood teachers' thinking visible through documentation. American Educational Research Association (AERA), San Antonio, TX.
- ***Lim, S., & Cho. M.-H.** (2016, April). Mobile documentation with smartphones and the cloud in a Reggio Emilia-inspired kindergarten. American Educational Research Association (AERA), Washington, DC.
- ***Cho, M.-H., Kim, K., & Lim, S.** (2015, April). Impact of social media support on preservice kindergarten teachers' self-regulation and coregulation in a collaborative project. American Educational Research Association (AERA), Chicago, IL.

Invited

- Lim, S.** (2019, June). Understanding Reggio Emilia approach: introduction and teacher's roles at Reggio Emilia approach. Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea.

- Lim, S.** (2019, June). Documentation in the Reggio Emilia Approach. Pusan National University.
- Lim, S.** (2018, June). Reflecting on your ‘Image of the Child.’ Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea.
- Lim, S.** (2017, June). Reflective teaching with documentation and practices. Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea.
- Lim, S.** (2017, May). Documenting the process of documentation: making teachers’ thinking visible. Pusan National University.
- Lim, S.** (2016, June). Teachers’ documentation development and self-awareness. Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea.
- Lim, S.** (2015, August). Reflective teaching with documentation in Reggio Emilia inspired curriculum. Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea
- Lim, S.** (2014, August). Examining beginning kindergarten teachers’ documentation skills in an emergent curriculum. Korean Society for Early Childhood Education (KSECE). Seoul. South Korea.
- Lim, S.** (2012, August). Positive and negative aspects to Gyeong-Nam Reggio teacher professional development seminars. Gyeong-Nam Reggio Learning Community. Gyeong-Nam. South Korea.

TEACHING

A. Kent State University (2014– 2017)

ECED 10120 Introduction to Early Childhood Services (6 semesters)
 ECED 20163 Understanding Young Children: Typical and Atypical Pathways
 ECED 30164 Preschool Education (seminar)

B. Ball State University

Spring2024

ECYF 252 (3) Creative Experience for Young Children (section 1)
 ECYF 252 (3) Creative Experience for Young Children (section 2)
 ECYF 653 (3) Observation and Assessment in Early Childhood (online)

Fall 2023

ECYF 252 (3) Creative Experience for Young Children (section 1)
 ECYF 252 (3) Creative Experience for Young Children (section 2)

ECYF 648 (3) Play and Creativity in Early Childhood (online)

Summer 2023

ECYF 252 (3) Creative Experience for Young Children (online)

ECYF 648 (3) Play and Creativity in Early Childhood (online)

Spring2023

ECYF 252 (3) Creative Experience for Young Children (section 1)

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ECYF 653 (3) Observation and Assessment in Early Childhood (online)

Fall 2022

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Summer 2022

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ECYF 648 (3) Play and Creativity in Early Childhood (online)

Spring2022

ECYF 252 (3) Creative Experience for Young Children (section 1)

ECYF 252 (3) Creative Experience for Young Children (section 2)

ECYF 653 (3) Observation and Assessment in Early Childhood (online)

Fall 2021

ECYF 252 (3) Creative Experience for Young Children (section 1)

ECYF 252 (3) Creative Experience for Young Children (section 2)

ECYF 648 (3) Play and Creativity in Early Childhood (online)

Summer 2021

ECYF 252 (3) Creative Experience for Young Children (online)

ECYF 648 (3) Play and Creativity in Early Childhood (online)

Spring2021

ECYF 252 (3) Creative Experience for Young Children (section 1)

ECYF 252 (3) Creative Experience for Young Children (section 2)

ECYF 653 (3) Observation and Assessment in Early Childhood (online)

Fall 2020

ECYF 252 (3) Creative Experience for Young Children (section 1)

ECYF 252 (3) Creative Experience for Young Children (section 2)

ECYF 648 (3) Play and Creativity in Early Childhood (online)

Summer 2020

ECYF 252 (3) Creative Experience for Young Children (online)
ECYF 648 (3) Play and Creativity in Early Childhood (online)

Spring 2020

EDEL252 (3) Creative Experience for Young Children (section 1)
EDEL252 (3) Creative Experience for Young Children (section 2)

Fall 2019

ECYF 252 (3) Creative Experience for Young Children (section 1)
ECYF 252 (3) Creative Experience for Young Children (section 2)
ECYF 648 (3) Play and Creativity in Early Childhood (online)

Spring 2019

EDEL252 (3) Creative Experience for Young Children (section 1)
EDEL252 (3) Creative Experience for Young Children (section 2)

Fall 2018

EDEL252 (3) Creative Experience for Young Children (section 1)
EDEL252 (3) Creative Experience for Young Children (section 2)
EDEL260 (3) Early Childhood Curriculum and Instruction

Summer 2018

EDEL651 (3) Educational Programs for Young Children (online)

Spring 2018

EDEL252 (3) Creative Experience for Young Children (section 1)
EDEL252 (3) Creative Experience for Young Children (section 2)

Fall 2017

EDEL252 (3) Creative Experience for Young Children (section 1)
EDEL252 (3) Creative Experience for Young Children (section 2)

SERVICE

A. Ball State Committees

1. University:

Member, Academic Freedom and Ethics (Fall2023 – Present)
Mentor, Pathways Mentoring Program (Spring 2023 – Present)
Mentor, Teacher-Scholar Program (Spring 2023 – Present)

2. College

Representative, One Ball State Day (OBSD) Ad Hoc Committee (Fall 2021– Present)

Member, TC Environment & Sustainability (Fall 2018 – Spring 2022)

Member, TC Outstanding Awards Committee (2020, 2021, 2022)

1. Department

Chair, New Faculty Search Committee (Fall 2023 – Present)

Member, Diversity Committee (Fall 2023 – Present)

Member, Recognition Committee (Fall 2019 – Present)

Secretary, TL Salary Committee (Fall 2022 – Spring 2023)

Member, TL Salary Committee (Fall 2021– Spring 2022)

Secretary, Curriculum Committee (Fall 2019 – Spring 2020)

Member, Curriculum Committee (Fall 2017 – Spring 2019)

Interim Chair, Recognition Committee (Spring 2019)

Member, Recognition Committee (Fall 2018)

2. Doctoral committee

Doctoral committee member – Kylene Pepper

B. Professional Service

1. National

Editorial Board Member (2022– 2024), Korean Journal for Adult and Continuing Education

Reviewer (2021). Early Childhood Education Journal

Reviewer (2020). SIG-Critical Perspective in Early Childhood Conference Proposal, American Education Research Association

Reviewer (2019). Human Development (Division E – Section 2) Conference Proposal, American Education Research Association

2. Local

Member, Research Committee at Mitchell Early Childhood and Family Center (Fall 2019 – Present)

Workshop, “Play & Reggio Emilia Approach: curriculum, documentation, and environment” in Yangji kindergarten, South Korea (June 10, 13, 20, & 27, 2022).

Workshop, “Play & Reggio Emilia Approach: curriculum, documentation, and environment” in Jeonwon kindergarten, South Korea (June 21, 22, & 28, 2022).

Workshop, “Environment as a third teacher” in Jeonwon kindergarten, South Korea (July 22, 2021).

Workshop, “Play & Materials” in Yangji kindergarten, South Korea (July 2, 7 & 14, 2021).

Workshop, “Digital Atelier” in Yangji kindergarten, South Korea (December, 2020).

Workshop, “The process of documentation and practice” in Yangji kindergarten, South Korea (June & July, 2019).

Member, Mitchell Early Childhood and Family Center (Muncie, IN) Initial Operating Committee (Fall 2018 – Spring 2019)

Workshop, “The process of documentation and practice” in Yangji kindergarten, South Korea (June & July, 2018).

Workshop, “The process of documentation and practice” in Daeja kindergarten, South Korea (June & July, 2018).