

SEONGMI LIM

Assistant Professor, Department of Early Childhood, Youth, and Family Studies
Teachers College
Ball State University
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Comprehensive Vita

EDUCATION

- 2016 *Ph.D. in Curriculum & Instruction*, Kent State University, Kent, OH.
Dissertation: *Documenting the Process of Documentation: Making Teachers' Thinking Visible*, Chair: Dr. Janice Kroeger.
- 2004 *MA in Early Childhood Education*, Pusan National University, South Korea.
Thesis: *A fundamental study to develop an evaluation instrument of the musical ability in early childhood*, Chair: Hae I. Hwang.
- 2002 *BA in Early Childhood Education*, Pusan National University, South Korea.

PROFESSIONAL EXPERIENCES

- 2017–Present *Assistant Professor of Elementary Education*, Ball State University, Muncie, IN. Teach undergraduate course in creative experiences for young children, and maintain an active scholarly research agenda.
- 2014–2017 *Adjunct faculty of Early Childhood Education*, Kent State University, Kent, OH. Teach Undergraduate courses in introductory course, child development, field related seminar courses, supervised MAT students.
- 2008–2010 *Research Assistant*, Kent State University, Kent, OH.
Assisted early childhood education faculties and Child Development Center with compiled literature reviews, reviewed documents for manuscripts and grant writing.
- 2002–2007 *PreK Classroom Lead Teacher*, Yangji Kindergartn (Reggio Inspired school), S. 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

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)

Spring 2021

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)

SCHOLARSHIP

A. Professional Publications

*Refereed journal

*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. (Impact Factor: 1.702)

*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 (Acceptance rate: 8-10%)

***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. (Impact Factor: 1.135)

***Lim, S.** (2017). Mobile documentation with smartphone and cloud in an emergent curriculum. *Computers in the Schools*, 34(4), 304–317. (Impact factor: 0.79)

*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. (Impact factor: 1.171)

- *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. (Impact factor: 1.106)
- ***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. Professional Presentations

*Refereed presentation

National

- ***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.

Regional/local

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.

SERVICE

A. Ball State Committees

1. University:

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

2. College

Member, TC Environment & Sustainability (Fall 2018 – Present)

Member, TC Outstanding Awards Committee (Spring 2020)

1. Department

Member, Curriculum Committee (Fall 2017 – Spring 2019)

Secretary, Curriculum Committee (Fall 2019 – Present)

Member, Recognition Committee (Fall 2018)

Interim Chair, Recognition Committee (Spring 2019)

Member, Recognition Committee (Fall 2019 – Present)

Member, TL Salary Committee (Fall 2021)

2. Doctoral committee

Doctoral committee member – Jared Totsch

B. Professional Service

1. National

Reviewer (2021). Early Childhood Education Journal

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

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

2. State/regional: None

3. Local

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 Yangki 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)

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

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).