

CURRICULUM VITA

Seong Bock Hong
Professor of Education
College of Education, Health, and Human Services
19000 Hubbard Dr.
University of Michigan-Dearborn
(313) 593 3613
seong@umich.edu

Education

Ed D. Curriculum Studies and Teacher Education University of Massachusetts, Amherst Advisor: Dr. George Forman	1998
M.ED. Early Childhood Education and Development University of Massachusetts, Amherst	1991
B.S. Chemistry and Mathematics Sookmyung Women's University, Seoul, Korea	1982

Teaching and Research Interests

Cycle of Inquiry System (COI): Curriculum and Teacher Development
Reggio Emilia Early Childhood Education: Pedagogical Documentation Development
Interdisciplinary Collaboration: Art Inquiry among Art and Early Childhood Educators
Metacognition Study

Professional Registration /Licensure/Certification

Secondary Teaching Certification in Chemistry and Mathematics, South Korea
Early Childhood Teaching Certification, Massachusetts
Early Childhood Program Directorship, Office for Children, Massachusetts

Employment History

Professor	2016 to present
College of Education, Health, & Human Services, Department of Education University of Michigan-Dearborn	
Faculty Director, Early Childhood Education Center	2012-2017

University of Michigan-Dearborn
Early Childhood Program Coordinator 2006-2013

University of Michigan-Dearborn
Associate Professor 2004-2015

College of Education, Health, and Human Services

University of Michigan-Dearborn
Assistant Professor 1998-2003

University of Michigan-Dearborn
Interim Director 1997-1998

University of Massachusetts, Amherst
Early Childhood Laboratory School
Documentarian & Research Assistant 1990-1997

University of Massachusetts, Amherst
Early Childhood Laboratory School
Graduate Teaching Assistant 1991-1995

University of Massachusetts, Amherst
Chemistry Teacher 1982-1983

Jinsun Women's High School, Seoul, Korea
Research Assistant 1981-1982

Korea Energy Institute, Seoul, Korea

Honors and Awards

2021 Academics' Choice Book Award Winner: From Children's Interest to Children's Thinking: Using a cycle of Inquiry to plan curriculum book. Brings recognition to the best thinking-based (critical thinking, higher order thinking, creativity) product in the industry.
2021

Collegiate Professor Award, University of Michigan-Dearborn
Rosalyn Saltz Collegiate Professorship (School of Education) 2012-2017

Diversity Leadership Award, University of Michigan 2010

Best Graduate Research Award

Dissertation Award, University of Massachusetts, Amherst, 1997
 Graduate Fellowship, University of Massachusetts, Amherst, 1992-1998

Memberships in Professional Societies

Association for Constructivist Teaching Board member 2002-present
 Association for Constructivist Teaching Organization, President 2019-2021
 Association for Constructivist Teaching Organization, Present Elect 2017 to 2019
 Association for Constructivist Teaching Organization Board, Program Chair 2018 to 2019
 Association for Constructivist Teaching Organization Board Conference Chair 2019
 Association for Constructivist Teaching Board member, Treasurer 2004- 2017
 National Association of Early Childhood Teacher Educators 2000 - present
 National Association for the Education of Young Children 1998- present
 National Association of Early Childhood Teacher Educator 1998- present
 Michigan Association for the Education of Young Children 1998- present
 Michigan Association of Early Childhood Teacher Educators

Treasurer/Secretary 2004- 2014

Merrill Palmer Innovations on Early Education Reggio Seminar Series:
 Advisory Board 2002-2012

North American Reggio Emilia Alliance Member 2002-present

American Educational Research Association Member 2002-present

Brain and the Learning Society 2015-2023

Teaching Assignments since 2012

Term	Course no	Course title	Credit hours	No. of students
Winter 2012	EDD 406	Strategies in EC	3.0	28
	EDD 410	Strategies Practicum	1.0	28
	EDD 412	Seminar in EC	2.0	15
	EDD 411/418	Directed Teaching/Agency	4.0	15
Fall 2012		(Sabbatical leave)		
Winter 2013	EDD 406	Strategies in EC	3.0	17
	EDD 410	Strategies Practicum	1.0	17

	EDD 412	Seminar in EC	2.0	29
	EDD 411/418	Directed Teaching/Agency	4.0	29
	EDK 680	Independent Study	3.0	3
Summer 2013	EDC 431/531	Constructivist Education	3.0	28
Fall 2013	EDD 406	Strategies in EC	3.0	17
	EDD 410	Strategies Practicum	1.0	17
Winter 2014	EDD 406	Strategies in EC	3.0	20
	EDD 410	Strategies Practicum	1.0	20
	EDD 536	Graduate Seminar	3.0	10
Summer 2014	EDC 531/731	Constructivist Education	3.0	26
Fall 2014	EDD 406	Strategies in EC	3.0	14
	EDD 410	Strategies Practicum	1.0	14
Winter 15	EDD 406	Strategies in EC	3.0	14
	EDD 410	Strategies Practicum	1.0	14
	EDD 536	Graduate Seminar	3.0	10
Summer 15	EDC 431/531	Constructivist Education	3.0	29
Fall 2015	EDD 406	Strategies in EC	3.0	20
	EDD 410	Strategies Practicum	1.0	20
Winter 2016	EDD 406	Strategies in EC	3.0	18
	EDD 410	Strategies Practicum	1.0	18
Summer 2016	EDC 531/731	Constructivist Education	3.0	12
Fall 2016	EDD 406	Strategies in EC	3.0	17
	EDD 410	Strategies practicum	1.0	17
Winter 2017	EDD 406	Strategies in EC	3.0	7
	EDD 410	Strategies Practicum	1.0	7
	EDD 536	Graduate Seminar	3.0	11
Summer 2017	EDC 431/531	Constructivist Education	3.0	10
Fall 2017		Sabbatical leave		
Winter 2018	EDD 406	Strategies in EC	3.0	23
	EDD 410	Strategies Practicum	1.0	23
	EDD 412	Seminar in EC	2.0	12
	EDD 536	Graduate Seminar	3.0	7
Summer 2018	EDC 531/731	Constructivist Education	3.0	18
Fall 2018	EDD 406	Strategies in EC	3.0	22
	EDD 410	Strategies Practicum	1.0	22
	EDD 412	Seminar in EC	2.0	18
	EDC 431	Constructivist Education	3.0	24
Winter 2019	EDD 536	Graduate Seminar	3.0	15
	EDD 406	Strategies in EC	3.0	15
	EDD 410	Strategies Practicum	1.0	15
	EDD 412	Seminar In EC	3.0	25
Summer 2019	EDC 531/731	Constructivist Education	3.0	11
Fall 2019	EDD 406	Strategies in EC	3.0	12
	EDD 410	Strategies Practicum	1.0	12

	EDD 412	Seminar in EC	2.0	11
	EDC 431	Constructivist Education	3.0	24
Winter 2020	EDD 406	Strategies in EC	3.0	12
	EDD 410	Strategies Practicum	1.0	12
	EDD 412	Seminar in EC	2.0	15
	EDD 536	Graduate Seminar	3.0	18
Summer 2020	EDC 531/731	Constructivist Education	3.0	14
Fall 2020	EDD 406	Strategies in EC	3.0	9
	EDD 410	Strategies Practicum	1.0	9
	EDD 412	Seminar in EC	2.0	6
	EDC 431	Constructivist Education	3.0	25
Winter 2021	EDD 406	Strategies in EC	3.0	18
	EDD 410	Strategies Practicum	1.0	18
	EDD 412	Seminar in EC	2.0	10
	EDD 536	Graduate Seminar	3.0	9
Fall 2021	EDD 406	Strategies in EC	3.0	9
	EDD 410	Strategies Practicum	1.0	9
	EDD 412	Seminar in EC	2.0	20
	EDC 431	Constructivist Education	3.0	29
Summer 2021	EDC 531/731	Constructivist Education	3.0	12
	EDK 680	Graduate Independent Study	1.0	1
Winter 2022	EDD 406	Strategies in EC	3.0	16
	EDD 410	Strategies Practicum	1.0	16
	EDD 412	Seminar in EC	2.0	10
	EDD 536	Graduate Seminar	3.0	5
	EDK 992	Doctoral Independent Study	1.0	1
Summer 2022	EDC 531/731	Constructivist Education	3.0	9
Fall 2022	EDD 406	Strategies in EC	3.0	8
	EDD 410	Strategies Practicum	1.0	8
	EDD 412	Seminar in EC	2.0	9
	EDC 431	Constructivist Education	3.0	30
Winter 2023	EDD 422/406	Strategies in EC	3.0	11
	EDD 410	Strategies Practicum	1.0	7
	EDD 412	Seminar in EC	2.0	8
	ESDC 431	Constructivist Education.	3.0	30
Summer 2023	EDC 531/731	Constructivist Education	3.0	11

Fall 2023	EDD 406/EDD 422	Strategies in EC	3.0	30
	EDD 410	Strategies Practicum	1.0	10
	EDC 431	Constructivist Education	3.0	29
Winter 2024	Sabbatical leave			

Curriculum Development:

Developed a new course EDD 423 Cross-Disciplinary Emergent Inquiry: will be launched Fall 25 semester.

New Grade Band Program Development member: B-K, PK-3 2020-2021 Meet regularly throughout the year.

Developed a new course to meet new Grad Band requirement: Developed a new B-K, and PK-3 courses, EDD 422 Strategies in EC.

Developed a new Master of Arts in Early Childhood Education: Launched Fall 2012

As the coordinator of the Early Childhood program at UM-Dearborn from 2006-2013, I led the revision of the degree requirements, and I was the primary author of the program review applications to the Michigan Department of Education in 2010.

Developed Early Childhood Undergraduate Program as a Major: ZS MI State Approved, 2011.

Developed Graduate ZS endorsement: MI State Approved, 2011.

Children and Families Program Reviewed by the MI State Children and Families Cooperation: Approved in 2009.

Developed an On-line Post BA Early Childhood Program: 2010.

Established Articulation Agreement between Henry Ford Community College and UMD Children and Families Program: Established in 2010.

Worked on degree change from BGS to BA in Children and Families Studies: 2011-2013

In addition to engage in program reviews and applications, created five new courses:

PDED 418, Best Practices in Early Childhood Education: Environments and Curriculum Development: Fall 2010, online course.

EDD 416/516, Creative Development and Critical Thinking Skills in Young Children (new course).

EDD 537, Administration Internship in Early Childhood Programs (new course).

EDC 645, Transdisciplinary Approach: Assessment and Collaboration (new course).

EXPS 420 Inquiry-based Science and Mathematics (co-designed with a Science faculty and two Mathematics faculty members)

In 2016, Applications to include Strategies in Early Childhood Education (EDD 406) and Strategies in (EDD 410) in the university's Discovery Core were approved.

Graduate/Undergraduate Program Supervision

[1] Ed.D Candidate Hiba Khazaal. Serve as her advisor since 2022

[2] Ph.D Candidate Jessica Carter. East Tennessee State University. Serve as her dissertation committee since 2022.

[3] Ed.D Candidate Katherine Temple. Served as her committee chair during winter 2022 term Helped her successfully pass on her doctoral portfolio exam.

[3] Ed.D Student Christina Kozlowski. Dissertation Title: Professional Development for Teachers of English Learners (ELS): How Constructivist Thinking and Culturally Responsive Pedagogy Can Support Best Practice for ELS. Served as a Committee member 2019.

[4] Graduate advising: MA In Early Childhood Education Program 2003- present

[5] Oversaw MA in Early Childhood Education Program 2003-2015

[6] Oversaw Early Childhood Post BA Programs (ZS and ECSI) and the Online Post BA Program 2003-2015

[7] Oversaw Early Childhood/Elementary Program 2003-2015

[8] Oversee BGS Children and Families Program 2003-2015

[9] Organize Internship Placements for Early Childhood Undergraduate and Graduate Students EDD 411, EDD 418, EDD 508, EDD 537, EDD 594, and EDD 650. 2003- 2017.

[10] Organized yearly Transdisciplinary Conference between the UM-D Early Childhood Program and Oakwood Center for Exceptional Families program. (2010 to 2017).

[11] Designed the Early Childhood Education Center Webpage in 2011 and maintained the content until 2017.

Research Activities

A. Publications

a) Books

Broderick, J., & Hong, S. (2020). From children's interests to children's thinking: Using a cycle of inquiry to plan. *National Association for the Education of Young Children (NAEYC)* publication.

b) Papers Published or Accepted for Publication in Refereed Journals

Yu, G., Broderick, J., & Hong, S. (In review). The language of collaboration: Art inquiry among art and early childhood educators, *Arts Education Policy Review*.

Sales, C., Hong, S. & Uhlenberg, J. (In Press). Promoting spatial reasoning in the Early Years: Exploring pattern blocks and pattern block puzzles, *Young Children*, NAEYC.

Hong, S., & Han, J. (2023): Early childhood preservice teachers' learning about children's metacognitive thinking processes and constructivist pedagogy, *Early Years Journal: An International Research Journal* DOI: 10.1080/09575146.2023.2179960

Venier, A., Broderick, J., & Hong, S. (2022): What makes you powerful? *Innovations in Early Education: The international Reggio Emilia Exchange*, 19 (2), 12-25.

Hong, S., Broderick, J., & McAuliffe, C. (2020). Drawing to learn: A classroom case study. *Early Childhood Education Journal*, <https://doi.org/10.1007/s10643-020-01041-9>.

Broderick, J., Aslinger, R., & Hong, S. (2018). Baking cookies: Using emergent inquiry curriculum to explore physical science and measurement: The Reggio Emilia Approach, *Science and Children*, 56 (3), 34-44.

Hong, S., Shaffer, L., & Han, J. (2016). Reggio Emilia inspired learning groups: Relationships, communication, cognition, and play. *Early Childhood Education Journal*, 44(5), 409-544.

Hong, S., & Shaffer, L. (2015). Inter-professional collaboration: Early childhood educators and medical therapist working within a collaboration. *Journal of Education and Training Studies*, 3(1), 135-145.

Hong, S. & Reynolds-Keefer, L. (2013). Transdisciplinary team building: Strategies in creating early childhood educator and healthcare professional teams. *International Journal of Early Childhood Special Education (INT-JECSE)*, 5(1), 30-44.

Broderick, J., & Hong, S. (2011). Introducing the Cycle of Inquiry System: A reflective Inquiry practice for Early Childhood Education. *Early Childhood Research and Practice* [Online], V13 (2). <http://ecrp.illinois.edu/v13n2/Broderick.html>.

Trepanier-Street, M., Hong, S., Silverman, K, and Reynolds Keefer, L, and Morris, T. (2011). Young children with and without disabilities: Perceptions of peers with physical Disabilities. *International Journal of Early Childhood Special Education*. 3(2), 117-127.

Hong, S. (2010). Book Review: Preschools in Three Cultures Revisited: China, Japan, and the United States. *Journal of Asian Studies*, 69 (02) 540-542.

Silverman, K., S., Hong, S., & Trepanier-Street, M. (2010). Collaboration of Teacher Education and Child Disability Health Care: Transdisciplinary Approach to Inclusive Practice for Early Childhood Pre-Service Teachers. *Early Childhood Education Journal*, 37, 461-468.

Broderick, J., & Hong, S. (2005). Inquiry in early childhood teacher education: Reflections on practice. *The Constructivist*, 16 (1), 1-30.

Donegan, M., Hong, S., Trepanier-Street, M., & Finkelstein, C. (2005). Exploring how project work enhances student teacher's understanding of children with special needs. *Journal of Early Childhood Teacher Education*, 26, 37-46.

Hong, S., & Trepanier-Street, M. (2004). Technology: A tool for knowledge construction in a Reggio inspired teacher education program. *Early Childhood Education Journal*, 32(1) 87-94.

Hong, S., & McNair, S. (2003). Documentation of children's project work: A tool for fostering reflection and reconstruction in preservice and inservice teachers. *The Journal of Early Education and Family Review*, 11(1) 35-42.

Hong, S., & Broderick, J. (2003). Instant video revisiting for reflection: Extending the learning of children and teachers. *Early Childhood Research & Practice* [Online], V 5 (1).

Luera, G., & Hong, S. (2003). A collaborative long-term garden project: Integrating early childhood education, environmental education, and landscape architecture. *Canadian Children*, 28(1), 9-15.

Hong, S., & Douglas, N. (2002). Fostering Emergent literacy in the early childhood classroom: A project approach inspired by Reggio Emilia. *Michigan Reading Journal*, 34(3), 10-22.

Trepanier-Street, M., Hong, S., & Donegan, M. (2001). Constructing the image of Teacher in a Reggio-inspired teacher preparation program. *Journal of Early Childhood Teacher Education*, 22, 47-52.

Trepanier-Street, M., Hong, S., & Bauer, J. (2001). Using technology in Reggio inspired long-term projects. *Early Childhood Education Journal*, 28 (3), 181-188.

Hong, S., & Forman, G. (2000). What constitutes a good documentation panel and how to achieve it? *Canadian Children*, 25(2), 26-31.

c) Book Chapters

Hong, S. & Broderick, J. (2006). Instant video revisiting for reflection: Extending the learning of children and teachers. In R. Parker-Rees and J. William (Eds.). *Early Years Education: Major themes in education*. V 1, 98-115. Devon, England, Routledge Press.

Presentations

Hong, S. From Children's Interests to Children's Thinking: Using a Cycle of Inquiry system to plan curriculum. Keynote speaker at the New Jersey Educators Exploring the Practice of Reggio Emilia (NJEEPR), May 14, 2024.

Broderick, J., Hong, S., Moran, M., and Hatcher, A. Teachers as Researchers: Interpreting and questioning to plan for emergent inquiry curriculum centered on children's thinking. Paper presented at the National Association for the Education of Young children Annual conference, Nashville, TN, November 15-18, 2023.

Hong, S., and Broderick, J. Application of emergent inquiry and representation processes in current context. Paper presented at the National Association of Early Childhood Teacher Educators conference, Nashville, TN, November 15, 2023.

Hong, S., and Broderick, J. From children's interests to children's thinking: Using a cycle of inquiry to plan curriculum. Paper presented virtually for Bright Start International Conference: Early Years Excellence in Practice. Athens, Greece, November 4-6, 2023.

Broderick J., and Hong, S. Undergraduates use of materials explorations and documentation to study re-representation and multi-symbolic representation in learning process. Paper presented at 40th annual Association for Constructivist Teaching Conference at Appalachian State University, Boon, NC, October 21-22.

Broderick J., and Hong, S. Undergraduates use of materials explorations and documentation to study re-representation and multi-symbolic representation in learning process. Paper presented at the National Association of Early Childhood Educators Summer Virtual Conference, June 12, 2023.

Hong, S., Broderick, J., Streagle, J., Lopez, M., and Hu, Yi. Digging deeper into studying with and planning for inquiry with children: A focus on Friendship. Paper presented at 39th annual Association for Constructivist Teaching Conference at Cedar Falls, Iowa. October 21-22, 2022.

Hong, S. Educational Innovation Cycle of Inquiry (COI) System. Presented the education innovation research concept at the UM-Dearborn-UM-Flint Collaborative Research series: Educational Innovation, AI and Compute Science. Virtual presentation, March 11, 2022.

Broderick, J., & Hong, S., & Venier, A. What make you powerful? Paper presented at the National Association for the Education of Young Children Virtual Annual Conference, November 6-9, 2021.

Yu, G., & Broderick, J., & Hong, S. Art as Inquiry: Early childhood teachers and art educators constructing together. Paper presented at the 38th annual Association for Constructivist Teaching Conference at St. San Juan Capistrano, C. October 23-24, 2021.

Broderick, J., & Hong, S. Presented seven webinars from my co-authored book in 2020: From Children's Interest to Children's Thinking: Using a Cycle of Inquiry to Plan to early childhood

professionals across the United States on August 25, September 10, October 8, and November 5, 2020 and January 14, February 5 and 28, 2021.

Broderick, J., Hong, S., and Semana, S. Reconstructing an equitable learning community online with preschool children. Paper presented at National Association for Early Childhood Teacher Educator Virtual Fall Conference, November 4, 2020.

Broderick, J., Hong, S., Semana, S., and Bongco, T. Cycle of Inquiry online with preschool children: Reconstructing Equitable Learning Community from a Distance. Paper presented at the 37th annual, first virtual Association for Constructivist Teaching Conference, October 24, 2020.

Hong, S., & Han, J. Thinking about their thinking: Developing children's critical thinking skills through a metacognitive project approach. Poster presented at the National Association of Education of Young Children Conference, Nashville, TN, November 20-23, 2019.

Broderick, J., & Hong, S. Planning for emergent curriculum that aligns with the next generation science standards using the cycle of inquiry system. Paper presented at the National Association of Education of Young Children Conference, Nashville, TN. November 20-23, 2019.

Broderick, J., & Hong, S. Planning for emergent curriculum that aligns with the next generation science standards using the cycle of inquiry system. Paper presented at the Association for the Constructivist Teaching Conference, Ann Arbor, Michigan, October 17-19, 2019.

Broderick, J., Hong, S., & Narges, S. Cycle of Inquiry System training, Teachers productive conversations, and CLASS. Paper presented at the National Association of Early Childhood Teacher Educators Conference, Washington DC. November 14-18, 2018.

Broderick, J., & Hong, S. The Cycle of Inquiry System and CLASS, and their relationships to productive conversations. Paper presented at the Association for the Constructivist Teaching Conference, Columbia, South Carolina. October 25-27, 2018.

Broderick, J., & Hong, S. Overview of The Cycle of Inquiry System for planning and implementation of emergent curriculum and a related study. Paper presented at the National Association of Young Children Conference: Atlanta, GA. November 14-18, 2017.

Broderick, J., & Hong, S., & Wohlford G. Teaching teachers to converse productively with students. Paper presented at the Association for the Constructivist Teaching Conference: Fullerton, CA. October 19-October 22, 2017.

Broderick, J. & Hong, S. Discovering the properties, aesthetics, and concepts related to setting up materials for exploration. Paper presented at the National Association for the Education of Young Children, Los Angeles, CA, November 2016.

Hong, S., & Broderick, J. Constructivism Basics. Paper presented at the annual conference of Association for Constructivist Teaching, Houston, TX, October 2016

Broderick, J. & Hong, S. Discovering the properties, aesthetics, and concepts related to setting up materials for exploration. Paper presented at the annual conference of Association for Constructivist Teaching, Houston, TX, October 2016.

Hong, S., & Broderick, J. Discovering the properties, aesthetics, and concepts related to setting up materials for exploration. Paper presented at the Early Learning Institute, Knoxville, TN, June 2016.

Hong, S., McAuliffe, C., & Smith, A. Cultivating Meta -Cognitive Skills through Documenting with Children, Paper presented at the annual conference of Association for Constructivist Teaching, New Jersey, October 2015

Broderick, J., Hong, S. The Cycle of Inquiry Rubric for Facilitating Teacher Development with Emergent Curricular Planning. Paper presented at the annual conference of Association for Constructivist Teaching, New Jersey, October 2015

Broderick, J., Hong, S., & Garret, M. Emergent Curriculum Cycle of Inquiry (EC-COI): A Conceptual Model for Emergent Curriculum Operationalized through Planning Artifacts. Paper accepted at the American Educational Research Association. Chicago, IL, April 2015

Hong, S., & McAuliffe, M. The Role of Graphic Representation: A Drawing to Learn Classroom Study. Paper presented at the annual conference of Association for Constructivist Teaching Conference, Charleston, South Carolina, December 2014

Broderick, J., & Hong, S. The Cycle of Inquiry System: A Teacher Development System for Planning and Implementation of Emergent Curriculum for Pre-service and In-service Teachers. Paper presented at the annual conference of Association for Constructivist Conference, Charleston, South Carolina, December 2014.

Hong, S., & Shaffer, L. Reflections on Inter-Professional Collaboration: Early Childhood and Medical Therapists. Paper accepted at the Association for Childhood Education International 2014 Global Summit, Vancouver, British Columbia Canada, April 2014.

Samar, N., Hong, S., & Morris, T. Teacher support for Inclusive Education: A Cost-Effective Comparison and Recommendations from a Collaborative Prevention Model. Paper accepted at the Association for Childhood Education International 2014 Global Summit, Vancouver, British Columbia Canada, April, 2014.

Hong, S., & Broderick, J. The Cycle of Inquiry: A Teacher Development System for Planning Emergent Curriculum for Pre-and In-Service Teachers. Paper presented at the National Association of Education of Young Children Conference, Washington, DC, November 2013.

Broderick, J. & Hong, S. An Approach to Making Emergent Curriculum More Readily Researched, Taught, and Implemented in the United States. Presented as a research paper at the annual Conference of Association for Constructivist Teaching, Museum of Mathematics, New York, October 2013.

Hong, S., & Morris, T. Inter-professional Collaboration between Oakwood Healthcare Center Exceptional Families and University of Michigan-Dearborn Early Childhood Education Center. Community-University Partnerships Invested in Michigan's Future, Michigan State Capital, Rotunda Lansing, MI, April, 2013.

Hong, S. The Integrative Knowledge Portfolio Process: The Cycle of Meta Reflection. Presented as a research paper at the annual Conference of Association for Constructivist Teaching. Johnson City, TN, October 2012.

Hong, S., Reynolds Keefer, L., Silverman, K., & Trepanier-Street, M. Young Children's Perceptions of the Physical, Academic, and Social competence of Peers with and without Disabilities. Presented as a Research Poster Session. NAEYC 21st National Institute for Early Childhood Professional Development, Indianapolis, IN, June, 2012.

Hong, S., Shaffer, L., & Trepanier-Street, M. Preparing Teachers for Inclusive Classrooms: An Education and Medical Transdisciplinary Team Partnership. Paper Presented at NAEYC 21st National Institute for Early Childhood Professional Development, Indianapolis, IN, June, 2012

Broderick J., & Hong, S. The Cycle of Inquiry: A Teacher Development System for Planning and Implementing Emergent Curriculum. NAEYC 21st National Institute for Early Childhood Professional Development, Indianapolis, IN, June, 2012.

Hong, S., McAuliffe, C., Miller, M., & Mast, M. A Reggio-inspired Learning Group Approach to Inclusive Playgroups. Presented as a paper at the Michigan Association of Education of Young Children Conference, Grand Rapids, MI, March, 2012.

Hong, S. Transdisciplinary Research and Practice between the Oakwood Center for Exceptional Families Program and Early Childhood Education Center. Presented at the University of Michigan-Deaborn, School of Education Research Colloquium, March, 2012.

Hong, S. Strategies for On-Going Reflection between the Constructivist and Therapist in an Inclusive Practice. Paper presented at the Association for Constructivist Conference, Houston, TX October, 2011.

Hong, S. Intentional environment. Presented a workshop at the Michigan Association for the Education of Young Children, Grand Rapids, Michigan, April, 2011.

Hong, S. & Broderick, J. Weaving ideas and materials through threads of emergent inquiry. Paper presented at the National Association for the Education of Young Children, Anaheim, CA, November, 2010.

Hong, S. & Broderick, J. Emergent Inquiry Curriculum: Building Threads of Inquiry. Paper presented at the Association for Constructivist Teaching Conference, Chicago, IL, October, 2010.

Hong, S. & Reynold-Keefer, L. A Constructivist Perspectives: Constructing the Gap between the Constructivist and Therapist. Paper presented at the University of Michigan-Dearborn, Inclusion Conference: Making Inclusion Work with Trans-disciplinary Teaming Conference, April, 2010.

Hong, S. & Broderick, J. Introducing the cycle of Inquiry System: A Reflective Inquiry Practice for Early Childhood Teacher Development. Paper presented at the Association for Constructivist Teaching Conference, Monterey, Mexico, October, 2009.

Hong, S. In Turn with Children: Reflection on Documentation: Presented at Early Childhood Education Center and Exceptional Families Collaborative Colloquium. December, 2009.

Hong, S. & Jones, D. Parents and Educators as Intellectual Partners. Presented at the Michigan Association for the Education of Young children. Grand Rapids, MI, March, 2009.

Hong, S. Inclusion and Collaboration: Transdisciplinary Inspired Teacher Training for Early Childhood Teachers. Paper presented at the Association for Constructivist Teaching Conference. Johnson City, TN, October 2008

Hong, S. Innovative Model for Pre-service Training on Authentic Inclusion. Presented at the Michigan Association for the Education of Young Children. Grand Rapids, Michigan. April, 2008.

Hong, S. & Largman, J. Play Development Strategies in Pre-Kindergarten: Case Study. Presented at the Michigan Association for the Education of Young children. Grand Rapids, Michigan. April, 2008.

Hong, S. & Finkelstein, C. Preschool Children's Capacity for Self Expression, Representation & Problem Solving Using Wire as Medium. Paper presented at the National Association for the Education of Young Children Conference. Chicago, IL, November, 2007.

Hong, S. & Broderick, J. Using the Cycle of Inquiry System: Training and Measuring Levels of Representation and Inquiry among Pre-service and In-service Teachers. Paper presented at the Association for Constructivist Teaching Conference. University of California at Berkeley, CA, October 2007.

Hong, S. Teaching as Research: Becoming a Competent Teacher. Paper presented at the Association for Constructivist Teaching Conference. Naperville, IL. October 2007.

Hong, S. Constructivist Approach to Inclusion and Collaboration: Trans-disciplinary Inspired Teacher Training. Paper Presented at the Association for Constructivist Teaching Conference, Chicago, IL. October, 2006

Hong, S. Teachers as Researchers: Reflection and Reinvention. Presented at the Michigan Association for the Education of Young Children. Grand Rapids, Michigan. March, 2007.

Hong, S. & Finkelstein, C. Preschool Children's Capacity for Self-Expression, Representation & Problem Solving Using Wire as a Medium" Workshop presented at the NAEYC (National Association of Education of Young children), Annual Conference, Chicago, IL. November, 2007.

Hong, S. Teaching as Research: Becoming a Competent Teacher. Presented at the Association for Constructivist Teaching Conference. Chicago, IL. October, 2006.

Hong, S. & Broderick, J. Inquiry-Based Early Childhood Curriculum Development: Using Materials to Facilitate Representations. Paper presented at the NAEYC Conference, Washington D.C., Dec, 2005.

Hong, S. Inquiry-Based Early Childhood Teacher Education: Reflection on Practice. Paper presented at the Michigan Association for the Education of Young Children. Grand Rapids, MI, April, 2006.

Hong, S., & Broderick, J. Inquiry-based Early Childhood Curriculum Development: Transferring Personal Representation Experiences to working with Children. Paper Presented at the Association for Constructivist Teaching, Boston, MA. Nov, 2005.

Hong, S. Inquiry-Based Early Childhood Curriculum Development: Using Materials to Facilitate presentations. Paper presented at the Association for Constructivist Teaching Conference, St. Louise, MS, October, 2004.

Hong, S. Planning Inquiry-Based Early Childhood Curriculum. Paper Presented at the Association for Constructivist Teaching Conference in Portsmouth, VA. October, 2003.

Hong, S. Thinking about Children's Thinking: Having Meaningful Conversations with Children. Presented at the Documentation Conference at the University of Massachusetts, Amherst, MA, April 2003.

Hong, S. Revisiting as a Tool for Constructivist Learning. Paper Presented at the Michigan Association for the Education of Young Children, Grand Rapids, MI, March 2003.

Hong, S., & Broderick, J. Instant Video Revisiting with Children to Enhance their Learning: Video 'Frames' as Learning Tools. Paper Presented at the Association for Constructivist Teaching, Huston, TX, October, 2003.

Hong, S., & Trepanier-Street, M. Technology: A Tool for Knowledge Construction in Reggio Emilia Inspired Teacher Education Programs. Paper presented at the Reggio Inspired Teacher Educator Conference, Columbus, OH, October, 2003.

Hong, S. Reggio Emilia Early Childhood Program. Workshop for the Korean Early Childhood Administrators and Teachers at the Michigan State University, Lansing, Michigan, August, 2002.

Hong, S. Using Documentation to Capture the Concepts. Invited Presentation at the Northwest Ohio Conference. The University of Toledo, July, 2002.

Hong, S. Seeing the Voice of the Children: Revisiting Documentation." Presented at the Documentation Conference at the University of Massachusetts, Amherst, MA, April, 2002.

Hong, S. Revisiting Documentation with Children to Enhance Instruction Skills in Student Teachers. Poster Session at the Michigan Association for the Education of Young Children, Grand Rapids, MI, March, 2002.

Hong, S. Revisiting as a Tool to Teach Concept Learning. Paper Presented at the Michigan Collaborative Conference in Dearborn, MI, January, 2002.

Hong, S., & Windle, S. Revisiting Documentation of Children to Enhance Instruction Skills in Student Teachers. Poster Session at the National Early Childhood Teacher Educators Conference, Anaheim, CA, November, 2001.

Hong, S. From Documentation to Design: Using Documentation to Reveal and Extend Children's Thinking. Presenter and Discussion Leader at the Documentation Conference of the University of Massachusetts, Amherst, MA, April 2001.

Donegan, M., Hong, S., & Trepanier-Street, M. Enhancing University Students' Acceptance of Children with Special Needs through Project Work. Poster Session at the Michigan Association for the Education of Young Children in Grand Rapids, MI, March, 2001.

Hong, S., & McNair, S. Documentation of Children's Project Work: A Tool for Fostering Reflection and Reconstruction in Preservice and Inservice Teachers. Poster Session at the Michigan Association for the Education of Young Children in Grand Rapids, Michigan. March, 2001.

Hong, S., & McNair, S. Documentation of Children's Project Work: A Tool for Fostering Reflection and Reconstruction in Preservice and Inservice Teacher Education. Breakthroughs 2001, Ninth International Conference in Thinking. Auckland, New Zealand. January 2001.

Donegan, M., Hong, S., & Trepanier-Street, M. Enhancing University Students' Acceptance of Children with Special Needs through Project Work." Poster Session at the National Early Childhood Teacher Educators Conference. November 2000.

Hong, S., & McNair, S. Documentation of Children's Project Work: A Tool for Fostering Reflection and Reconstruction in Preservice and Inservice Teachers. Paper Presented at the Association for Constructivist Teaching. Atlanta, GA. October 2000.

Hong, S., & Donegan, M., & Trepanier-Street, M. Professional Development with Preservice and Inservice Teachers Using a Reggio Inspired Project. Poster Session at the Michigan Association for the Education of Young Children in Grand Rapids, MI, March, 2000.

Hong, S. Teachers as Reflective Practitioners: Strategies for Promoting Reflective Thinking in Students." Poster Session at the Michigan Association for the Education of Young Children in Grand Rapids, MI, March, 2000.

Hong, S., & Bauer, J. Implementing the Project Approach in a Mixed-Age Kindergarten Classroom. Paper presentation at the Michigan Association for the Education of Young Children in Grand Rapids, MI, March, 2000.

Hong, S. Using Documentation for Classroom Instruction. Paper presentation at the Michigan Early Childhood Collaborative Conference in Dearborn, MI, January 2000.

Hong, S., Trepanier-Street, M., & Bauer, J. Integrating Technology into the Reggio-Inspired Long-Term Project. Paper Presentation at the National Association for the Education of Young Children. New Orleans, LA, November, 1999.

Hong, S. Documentation and Its Support of the Reggio Project-based Curriculum. Paper Presentation at the Michigan Association for the Education of Young Children, Grand Rapids, Michigan, March, 1999.

Hong, S. The Role of Documentation in the Curriculum. Invited Presentation for 27 visitors from Lampton College, Canada. January, 1999.

Hong, S. & Forman, G. Revisiting Photographs with Children to Enhance Their Learning. Paper Presentation at the National Association for the Education of Young children. Anaheim, CA, November. 1997.

Hong, S. Documentation Panel-making, Revisiting, and Project-based Curricula. Paper Presented at the New England Association for the Education of Young Children, Hartford, CN,. May, 1997.

Hong, S. The Effect of a 35-mm Camera and a Video Printer on Student Teachers Revisiting Process. Paper Presented at the New England Educational Research Organization. Porthsmoth, NH, April, 1997.

Hong, S. The Role of Documentation in Early Childhood Classrooms. Conducted Five Day Workshop for a Korean Delegation (26 Korean Teachers and Graduate students) at the University of Massachusetts, Amherst, MA, January, 1997.

Hong, S. Creating Documentation Panels Using Technology to Enhance Observation and Instruction Skills in Student Teachers. Research in Progress Poster Session at the University of Massachusetts, Amherst, MA, May, 1996.

Hong, S. Documentation and Its Support of the Project-based Curriculum. Paper Presentation at the Research in Progress Fortnightly Lecture Series. University of Massachusetts, Amherst, April 1996.

Research Grants

a) Research Grants

Great Start Readiness Grants Awarded (PI): Early Childhood Education Center (\$160,000), 2016-2017 and 2017- 2018.

Alumnae Council Birthday Greeting Grant to host the “Wonder of Learning –Hundred Languages of Children” Exhibit from Reggio Emilia, Italy in 2017. Submitted March, 2015. \$50,000. Finalist and not awarded.

University of Michigan Bicentennial grant to host “Wonder of Learning –Hundred of Languages of Children” Exhibit from Reggio Emilia, Italy in 2017. Submitted January 2017. \$ 50,000. Awarded \$ 5,000.

Michigan Education of Young Children Art Grant to host the “Wonder of Learning –Hundred Languages of Children” Exhibit from Reggio Emilia, Italy, 2017. Submitted April 2017. \$ 1,000. Not awarded.

Preparing Early Education Practitioners in Early Intervention/Early Childhood Special Education (PEEP) Project. Department of Education. Submitted December, 2014. Shaffer (PI), Hong (PI), and Han (PI). Total: & 1.177.001.00. Not awarded.

Great Start Readiness Grants Award (PI): Early Childhood Education Center (\$113,680), 2015-2016

Great Start Readiness Grants Awarded (PI): Early Childhood Education Center (\$240,000), 2014-2015

Great Start Readiness Grants Awarded (PI): Early Childhood Education Center (\$ 177,625), 2013-2014

Great Start Readiness Grants Awarded: Early Childhood Education Center (\$81,600), 2012 - 2013

Detroit Head Start Grant Collaboration: Collaboration with Cloverleaf consulting firm. Hong, S. (PI). Shaffer, L (Co-PI). Total: \$2 million Submitted May 2, 2013. Six months effort. Not awarded.

UM-D Faculty Research and Initiation and Seed Grants. Amount \$6,000, 2013

Teaching Enhancement Grant (\$1,500), 2012

Educational Enhancement Grants, Collaboration with Mathematics and Science Education (\$1,500), 2009

Faculty Research Support and Maintenance Grant (\$6,000), 2009

Faculty Research Support and Maintenance Grant, 2008

OVRP Grant (\$ 6,000), 2005

Diversity Grant, University of Michigan-Dearborn (\$3,000), 2001, 2003

Faculty Research Grants (\$500 to \$5,000), 1998, 1999

Service Activities

A. University Service

a) University of Michigan-Dearborn Campus-Wide

Minors on Campus (2014- 2017)

Provost Evaluation Committee, Member (2013)

Member of the Distinguished Service Award Committee (2014-2018)

College of Education, Health, and Human Services (CEHHS) Community Health Program Development Committee, Member (2013)

College of Education, Health, and Human Services (CEHHS) Dean's Search Committee, Member (2013)

Steering Committee for Oakwood Healthcare and SOE Collaboration, Member (January 2013 to 2014)

Collaborative Committee between Beaumont Healthcare CEF and ECEC, Chair (January 2012 to 2017)

Collaborative Colloquium Planner and Leader (2012- 2017)

Faculty Senate Council (2011-2012, 2014-15)

Faculty Senate Council Alternate (2021-present)

Faculty Senate Member (2010- 2012, 2015-2017, 2019)

Faculty Senate Alternate (2019 to present)

Faculty Senate Promotion and Tenure Committee (2011 to 2014, 2016- 2018, 2019-present)

Research Support Committee (2006 to 2011)

International Office Faculty Advisory Committee (2004 to 2007)

LEO Professional Grants Committee (2008 to 2015)

Leadership Committee for University of Michigan's Committee for Children (2009 to 2020)

Pi Lambda Theta Faculty Advisor (2003 to 2007)

Alumni Survey Committee (2001-2002)

University Housing Committee (1999-2003)

Library and Media Service Committee (2000- 2004)

b) College of Education, Health, and Human Services

P20 EEC: Starfish and UM-Dearborn Birth to K Certification Committee (2022 to present)

B-K and Pre-K Grade Band Committee (2020-2021)

Doctoral Program Committee member (2017 to 2020)

CEHHS Public Health Faculty Search Committee, Member (2014)

UMD/ Oakwood Healthcare Collaboration Steering Committee: Member (2012- 2014)

UMD/Beaumont Healthcare Collaboration Committee (2006 to 2017): Chair from 2012-2017

Early Childhood Education Center Advisory Board (1998 to 2017): Chair from 2012 -2017

Early Childhood Education Center Program Committee (1998 to 2017): Chair from 2012-2017

Oakwood Healthcare/ SOE Collaboration Director of Research Professor Search Committee, Member, Summer 2012

Inclusion Conference Committee (2010 to present): Co-Chair from 2012-2015 and Chair 2015-2017

Research Partnership Committee (2013 to 2017)

Early Childhood and Special Education Faculty Search Committee, member (2013)

CEHHS Dean's Search Committee: (2013): Member

Early Childhood Education Faculty Search Committee (2011): Chair

Early Childhood Education Center Teacher Search Committee: Chair 2012-2017

Early Childhood Education Center Site Director/Staff Search Committee: Chair 2016

Early Childhood Education Center: Reggio Faculty Curriculum Advisor (1998 to 2017)

Undergraduate Research Committee (1999-2003)

Teacher Preparation Council (2009 to 2014)

Curriculum Committee (2006-2009)

CEHHS Tenure and Promotion Review Committee: Associate to Professor (2016- present): Reviewed and wrote Dr. DeFaw's teaching summary in 2022

CEHHS Tenure and Promotion Review Committee: Assistant to Associate Professor (2005 to present)

SOE Elementary Standards Committee (2008 to 2009)

M portfolio Committee (2009 to 2015)

EXPS 407/507, Inquiry Based Mathematics and Science for Young Children Course Development Committee (2009 to 2011)

Retirement Committee Meeting Chair: (August 2011 to December 2011).

b) Early Childhood Education Field in Michigan

Michigan Association for Education of Young Children Award Committee: 2020 to present

Michigan Association for Early Childhood Teacher Educators: Treasurer 2000-2015

Michigan Department of Education: Office of Children and Families Services: IHE Advisory Board Member (2006 to 2015)

Henry Ford Community College: EC Advisory Board Member (2006 to 2019)

School Craft College: EC Advisory Board Member (2012 to 2019)

Washtenaw Community College: EC Advisory Board Member (2006 to 2019)

Macomb Community College: EC Advisory Board member (2006 to 2018)

Wayne County Head Start Professional Development Taskforce (2001 to 2008)

Wayne State University: Merrill Palmer Reggio Inspired Innovations in Early Education Seminar Series: Advisory Board (1998 to 2012).

U School: Advisory Board Member (2015- present).

North Campus Children's Center in Ann Arbor PD Institute Development Committee (2017-2021).

B. Education Professional Activities in National Level Service

North American Reggio Emilia Alliance: Consulting editors board of Innovation, a Reggio Emilia peer-reviewed journal. 2023-present.

Association for Constructivist Teaching Organization: President, 2019 - 2021

Association for Constructivist Teaching Board Member: President elect: 2017 - 2019

Association for Constructivist Teaching Board Member: Conference chair: 2018-present

Association for Constructivist Teaching: Board Member/Treasurer (2004 - 2017).

Journal Reviewer: The Constructivist (2004 - 2009).

Journal Reviewer: Early Childhood Education Journal (2018 - present)

C. Book Review

Constructivism: Theory, Perspectives, and Practice: Edited by Catherine Twomay Fosnot, Teachers College Press (2005).

D. Other Services

a) Organized and provided welcome remark for the 38th annual ACT national conference, 2021. The conference theme was Constructivist Teaching IS Social Justice Teaching. Conduct monthly board meeting throughout the year.

b) Emergent Curriculum & the Cycle of Inquiry: Created a new online mini course modules and the course is offered through the NAEYC website.

c) Collaborative Teachers Institute (CTI) and Art as Inquiry group facilitator: 2022 to present

d) Organized and provided welcome remark for the 37th annual ACT nation conference, first virtual conference in 2020. The conference theme was The Meaning and Role of Peace, Justice, Equity, and Equality. Conduct monthly board meeting throughout the year.

e) Hosted 2019 Association for Constructivist Conference in Ann Arbor, Michigan from October 17-19, 2019. Conference chair and program chair for the 36th Annual ACT conference. The conference theme was Co-constructing Learning Opportunities with Communities.

f) Hosted “Wonder of Learning –Hundred Languages of Children” Exhibit from Reggio Emilia, Italy in partnership with Ann Arbor and Dearborn as part of University’s Bicentennial celebrations from June 15-August 27, 2017: Work began in January 2015 and secured the venue. The exhibit showcased decades of early childhood learning research from Reggio Emilia through photo documentation, video, and representational artwork as well as featuring future directions and concept in the field: Co-chair

g) ECEC Directorship: Leadership in all educational opportunities offered to UM-Dearborn students, successful operations of the ECEC, and continual collaboration activities between ECEC and Beaumont CEF

h) Organized the study tour to the Reggio Emilia, Italy (2013): I put tremendous effort to organize and plan this trip. This is the first international trip and no other program has organized this type of professional development activity. During the trip, I facilitated daily discussions and reflections for our group.

i) Early Childhood Education Center Website Design: During 2011 and 2012 academic year, I spent considerable time and attention toward designing a new ECEC website. The website re-design took over 10-month period. The new website was finally launched on September, 2012 and the site is more interactive and more useful and accessible to teachers, families, students and the campus community.

j) Early Childhood Program Exhibit: The EC annual program exhibit event was held on April since 2004 until 2017. This event provided visitors with an opportunity to learn about our Early Childhood Teacher Education program.

k) Organized and Hosted Annual Inclusion Conference: Making Inclusion Work with Trans-disciplinary Teaming Conference: (2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017).

l) Co-Constructing Community and University Relationship: Major effort to reach out community schools in Michigan and developed working relationship with following Schools (2017 to present)

1. World of Wonder Early Learning Program, Fenton Public Schools
2. M & M Academy, Dearborn, Michigan
3. Scuola Creativa. Reggio Emilia Inspired School, Royal Oak, Michigan
4. Summers-Knoll School in Ann Arbor
5. U School in Ann Arbor
6. Apple Play Schools in Ann Arbor
7. North Campus Children’s Center in Ann Arbor

8. University of Michigan Towsley Children's House

9. Building Blocks Preschool, Highland, MI.

Synergistic Activities

List and briefly describe research and /or consulting work.

Invited speaker on January 31st 2023: Project Outreach, the oldest and largest service-learning course offered at the University of Michigan Ann Arbor Campus. Presented to UM -Ann Arbor Psychology Undergraduate students who are interested in gaining a "real world" understanding of psychology. The presentation title: Emergent Inquiry Curriculum.

Art as Inquiry Research Project: This research project is an interdisciplinary collaboration among three university professors. We will be submitting at least four articles from this research data for publication and possibly another book proposal. The proposed title for this book is: *Art as Inquiry: Interdisciplinary Learning among Early Childhood Educators and Art Educators.*

Consulting work:

MiraCosta College Lab School in CA: meet biweekly to consult their curriculum planning and teacher education.

Beverly Hills Church Preschool in Alexandria, VA: Monthly curriculum planning consultation.

A preschool in Knoxville, TN: Monthly curriculum support.