Hunkoog Jho

Personal Summary:
Science educator with interest in interdisciplinary education and with experiences about studies based on socio-cultural perspectives

Academic:
(Current) Assistant professor at the Department of General Education in Dankook University
Ph. D. Science Education at Seoul National University (2012)
B. A. Physics Education at Seoul National University (2006)

Areas of Expertise:
- Curriculum and Evaluation
- Physics Teaching and Learning
- History and Philosophy of Science
- Interdisciplinary Education (Science and Art)
- Socio-cultural approaches in Science Education

Career History:
March 2013 – present Assistant Professor at Dankook University
September 2012 – February 2013 Lecturer at Kangwon University
March 2012 – June 2012 Lecturer at Chuncheon National University of Education
March 2012 – February 2013 Postdoctoral fellow at Seoul National University
September 2010 – March 2013 Visiting academic at the Institue of Education, University of London
March 2010 – August 2010 Lecturer at Chuncheon National University of Education

Awards:
2012 Young Scholar Award in Biannual Conference of International History, Philosophy and Science Teaching Conference
2010 Young Scholar Award in Annual Conference of East-Asian Association for Science Education
2010, 2012 Outstanding Presentation in Summer School of East-Asian Association for Science Education

Publications:

Jho, H., Hong, O., & Song, J. (in print). An Analysis of STEM/STEAM Teacher Education in Korea with a Case Study of Two Schools from a Community of Practice Perspective. *Eurasia Journal of Mathematics, Science & Technology Education.*

Jho, H. (in print). Analysis of Electricity and Magnetism Presented in Middle School Textbooks from a Perspective of History of Science. *New Physics: Sae Mulli.*

Jho, H., Jo, K., & Yoon, H. (2015). Analysis of Visual Representations Related to Electromagnetism in Primary and Secondary Science Textbooks. *New Physics: Sae Mulli, 65*(4), 343-357.

Jho, H. (2014). Textbook Analysis of Visual Explanations about Science Concepts Related to Electric Circuits. *New Physics: Sae Mulli, 64*(12), 1162-1171.

Jho, H. (2014). Implications of Science Education as Interdisciplinary Education through the Cases of Scientists and Artists in the Modern Era: Focus on the Relationship Between Science and the Arts. *Journal of Korean Association for Science Education, 34*(8), 755-765.

Jho, H., Yoon, H., & Kim, M. (2014). The Relationship of Science Knowledge, Attitude and Decision Making on Socio-scientific Issues: The Case Study of Students' Debates on a Nuclear Power Plant in Korea. *Science & Education, 23*, 1131-1151.

Jho, H. (2014). Implications of the Relationship between Science and Art in the Twentieth Century for Science Education. *New Physics: Sae Mulli, 64*(5), 550-559.

Jho, H. (2014). Literature Review of Students' Difficulties in Learning the Theory of Relativity. *New Physics: Sae Mulli, 64*(3), 281-289.
Jho, H. (2014). A Literature Review of Studies on Socio-scientific Issues with a Focus on Decision Making. *Research in Curriculum and Instruction, 18*(1), 191-213.
Jho, H. (2013). Analysis of Undergraduate Physics Textbooks Related to the Concept of an Electric Field. *New Physics: Sae Mulli, 63*(12), 1346-1352.
Jho, H. (2013). Philosophical discourse on science education with a focus on socio-scientific issues. *Research in Human Sciences, 38*, 339-359.
Jho, H., Song, J., & Levinson, R. (2013). Views on the Orientation of Science in Decision-Making Revealed in Undergraduate Students' Discussion on Socio-Scientific Issues. *Journal of Korean Association for Science Education, 33*(3), 581-596.
Jho, H., & Song, J. (2012). Religious science teachers' views on the relationship between science and religion and their practices in the classroom. *The SNU Journal of Educational Research, 21*, 27-55.
Jho, H. (2012). A Review of the Literature on Primary Students' Science-Related Attitudes. *Journal of Korean Elementary Science Education, 31*(4), 436-449.
Jho, H. (2012). Perceptions of Pre-service Elementary Teachers about the Global Warming through Classroom Discussion. *Journal of Energy and Climate Change Education, 2*(1), 31-39.
Jho, H., & Song, J. (2011). The Observation Type of Primary Students and the Effect of Their Views of Science on Observation Activity in Anomalous Situation. *Journal of Korean Elementary Science Education, 30*(4), 405-414.
Jho, H., & Song, J. (2010). Educational implications about online debates on a socio-scientific issue from a postmodernist perspective: Focus on the mad cow disease. *Journal of Korean Association for Science Education, 30*(8), 933-952.