

# Ha Nguyen

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## SUMMARY

My research integrates learning sciences, learning analytics, and human-centered design to promote deeper learning in Science, Technology, Engineering, and Math (STEM) contexts for diverse learners. To this end, I examine how to apply learning analytics methods to understand learning processes in digital settings, and how to design technologies to foster productive discussion in human-human and human-AI collaboration.

## EDUCATION

- 2022 University of California-Irvine, Ph.D., Education,  
Concentration: Digital Learning & Media; STEM Teaching & Learning.  
Dissertation Study: *Designing Conversational Agents to Promote Collaboration and Systems Thinking in High School Science Discussion*
- 2020 University of California-Irvine, M.A., Education.
- 2018 Duke University, B.A., Public Policy, Japanese, Minor in Education.

## PROFESSIONAL APPOINTMENTS

- 2022-present Assistant Professor, Instructional Technology & Learning Sciences,  
Utah State University

## PUBLICATIONS

(\* indicates publications with graduate students, and \*\* indicates undergraduate students that I mentored)

### Peer-reviewed Journals

(All are Q1 – top 25% in respective fields of Education, Computer Science, and Information Sciences)

- 2023 Campos, F., **Nguyen, H.**, Ahn, J., & Jackson, K. (2023). Leveraging cultural forms in human-centered learning analytics design. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13384>
- Nguyen, H.**, & Diederich, M.\* (2023). Facilitating knowledge construction in informal learning: A study of TikTok scientific, educational videos. *Computers & Education*, 205. <https://doi.org/10.1016/j.compedu.2023.104896>
- Nguyen, H.** & Parameswaran, P.\* (2023). Meaning making and relatedness: Exploring critical data literacies on social media. *Information & Learning Sciences*, 124 (5/6), 149-167. <https://doi.org/10.1108/ILS-02-2023-0016>.
- Nguyen, H.**, Lopez, J., Homer, B., Ali, A., & Ahn, J. (2023). Reminders, reflections, and relationships: Insights from the design of a chatbot for college advising. *Information & Learning Sciences*, 124(3/4), 128-146. <https://doi.org/10.1108/ILS-10-2022-0116>
- Nguyen, H.** (2023). Role design considerations of conversational agents to facilitate discussion and systems thinking. *Computers & Education*, 192. <https://doi.org/10.1016/j.compedu.2022.104661>

- Fischer, C., Witherspoon, E., **Nguyen, H.**, Feng, Y., Fiorini, S., Vincent-Ruz, P., Mead, C., Rodriguez, W., Matz, B., & Schunn, C. (2023). Advanced Placement course credit and undergraduate student success in STEM gateway courses. *Journal of Research in Science Teaching*. <https://doi.org/10.1002/tea.21799>
- 2022 **Nguyen, H.** (2022). Let's Teach Kibot: Discovering discussion patterns between student groups and two conversational agent designs. *British Journal of Educational Technology*, 53(6), 1864-1884. <http://doi.org/10.1111/bjet.13219>
- Jacob, S., Montoya, J., **Nguyen, H.**, Richardson, D., & Warschauer, M. (2022). Examining the what, why, and how of multilingual student identity development in computer science. *ACM Transactions on Computing Education*, 22(3), 1-33. <https://dl.acm.org/doi/abs/10.1145/3500918>
- Fischer, C., **Nguyen, H.**, Estrella, G., & Collins, P. (2022). Examining benefits of lectures and inquiry-based laboratories for language minority students in science gateway courses. *Plos One*. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0267188>
- 2021 **Nguyen, H.**, Lim, K.Y., Fischer, C., Wu, L., Washington, G., & Warschauer, M. (2021). "We're looking good": Social exchange and regulation temporality in collaborative design. *Learning & Instruction*, 74. <https://doi.org/10.1016/j.learninstruc.2021.101443>
- Ahn, J., **Nguyen, H.**, & Campos, F. From visible to understandable: Designing for teacher agency in education data visualizations. (2021). *Contemporary Issues in Technology & Teacher Education (CITE)*. <https://citejournal.org/volume-21/issue-1-21/general/from-visible-to-understandable-designing-for-teacher-agency-in-education-data-visualizations/>
- Campos, F., Ahn, J., Digiacomo, D., **Nguyen, H.**, & Hays, M. Making sense of sensemaking: Understanding how K-12 teachers and coaches react to visual analytics. (2021). *Journal of Learning Analytics*, 8(3). <https://www.learning-analytics.info/index.php/JLA/article/view/7113>
- Santagata, R., König, J., Scheiner, T., **Nguyen, H.**, Adleff, A.-K., Yang, X., & Kaiser, G. Mathematics teacher learning to notice: A systematic review of studies of video-supported teacher education. (2021). *ZDM, International Journal of Mathematics Education*, 53, 119-134. <https://doi.org/10.1007/s11858-020-01216-z>
- 2020 **Nguyen, H.**, & Santagata, R. Impact of computer modeling on learning and teaching systems thinking. (2021). *Journal of Research in Science Teaching*, 58(5), 661-688. <https://onlinelibrary.wiley.com/doi/10.1002/tea.21674>
- Nguyen, H.**, Wu, L., Fischer, C., Washington, G., & Warschauer, M. (2020). Increasing success in college: Examining the impact of a project-based introductory engineering course. *Journal of Engineering Education*, 109(3), 384-401. <https://doi.org/10.1002/jee.20319>

**Nguyen, H.** & Jenkins, J. (2020). In or out of sync: Federal funding and research in early childhood. *AERA Open*, 6(4). <https://doi.org/10.1177/2332858420979568>

Zhou, N., **Nguyen, H.**, Fischer, C., Richardson, D., & Warschauer, M. (2020) Hybrid professional development program to promote high school teachers' self-efficacy in computer science classroom. *ACM Transactions on Computing Education*, 20(3), 1-18. <https://dl.acm.org/doi/abs/10.1145/3410631>

2018 Jacob, S., **Nguyen, H.**, Tofel-Grehl, C., Richardson, D., & Warschauer, M. (2018). Teaching computational thinking to English learners. *NYS TESOL Journal*, 5(2), 12-24.

#### **ACM Conference Proceedings (Full & Short Papers)**

(Equivalent to peer-reviewed journals in my fields of learning analytics and human-centered interaction)

2024 [Full] **Nguyen, H.**, & Allan, V. (2024). Using GPT-4 to provide tiered, formative code feedback. In *Proceedings of the 55<sup>th</sup> ACM Technical Symposium on Computer Science Education (SIGCSE 2024)*.

2023 [Full] **Nguyen, H.** (2023). TikTok as learning analytics data: Framing climate change and data practices. In *LAK23: 13<sup>th</sup> International Conference on Learning Analytics and Knowledge* (pp. 33-43). <https://doi.org/10.1145/3576050.3576055>

[Short] **Nguyen, H.**, & Diederich, M.\* (2023). How civil are comments on TikTok's educational videos? Insights for learning at scale. In *Proceedings of the Tenth ACM Conference on Learning @ Scale (L@S '23)*. <https://doi.org/10.1145/3573051.3596174>

2022 [Full] **Nguyen, H.** & Young, W. (2022). Knowledge construction and uncertainty in real world argumentation: A text analysis approach. In *LAK22: The 12<sup>th</sup> International Conference on Learning Analytics and Knowledge* (pp. 34-44). <https://doi.org/10.1145/3506860.3506864>

[Short] **Nguyen, H.** (2022). Examining teenagers' perceptions of conversational agents in learning settings. In *IDC'22: Interaction Design & Children* (pp. 374-381). <https://doi.org/10.1145/3501712.3529740>.

2021 [Full] Ahn, J., **Nguyen, H.**, Campos, F., & Young, W. (2021). Transforming everyday information into practical analytics with crowdsourced assessment tasks. In *LAK21: The 11<sup>th</sup> International Conference on Learning Analytics and Knowledge* (pp. 66-76). <https://doi.org/10.1145/3448139.3448146>

[Full] Ahn, J., Campos, F., **Nguyen, H.**, Hays, M., & Morrison, J. (2021). Co-designing for privacy, transparency, and trust in K-12 learning analytics. In *LAK21: The 11<sup>th</sup> International Conference on Learning Analytics and Knowledge* (pp. 55-65). <https://doi.org/10.1145/3448139.3448145>

2020 [Short] **Nguyen, H.**, Ahn, J., Young, W., & Campos, F. (2020). Where's the learning in education crowdsourcing? In *Proceedings of the Seventh (2020) Annual ACM Conference on Learning@ Scale* (pp. 305-308). <https://doi.org/10.1145/3386527.3406734>

## Peer-reviewed Conference Proceedings

- 2023 [Short] **Nguyen, H.** & Parameswaran, P.\* Get loud on TikTok: Climate action & critical data practices. (2023, June). In *3<sup>rd</sup> Annual Meeting of the International Society of the Learning Sciences*. International Society of the Learning Sciences.
- [Short] Jones, B.\*, Swanson, H., & **Nguyen, H.** Signals conveying teachers' readiness for change in the Next Generation Science professional development. (2023, June). In *3<sup>rd</sup> Annual Meeting of the International Society of the Learning Sciences*. International Society of the Learning Sciences.
- [Poster] Parameswaran, P.\* & **Nguyen, H.** Angry but hopeful: Emotions about climate change on TikTok. (2023, June). In *3<sup>rd</sup> Annual Meeting of the International Society of the Learning Sciences*. International Society of the Learning Sciences.
- 2022 [Short] **Nguyen, H.** (2022, June). Learners' reactions to chatbot communication breakdowns: Insights into fostering learning. In *2<sup>nd</sup> Annual Meeting of the International Society of the Learning Sciences* (pp. 291-295). International Society of the Learning Sciences.
- 2021 [Full] **Nguyen, H.** (2021, November). Exploring group discussion with conversational agents using epistemic network analysis. In *International Conference on Quantitative Ethnography* (pp. 378-394). Springer, Cham.  
[https://doi.org/10.1007/978-3-030-93859-8\\_25](https://doi.org/10.1007/978-3-030-93859-8_25)
- [Full] **Nguyen, H.**, Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H. E., ... & Villavicencio, A. (2021, February). Establishing trustworthiness through algorithmic approaches to qualitative research. In *International Conference on Quantitative Ethnography* (pp. 47-61). Springer, Cham.  
[https://doi.org/10.1007/978-3-030-67788-6\\_4](https://doi.org/10.1007/978-3-030-67788-6_4)
- 2020 [Full] **Nguyen, H.**, Wu, L., Washington, G., Lim, K.Y., & Fischer, C. (2020, June). Collaboration patterns and design practices in first-year project-based engineering. In *Proceedings of the 2020 American Society for Engineering Education Annual Conference & Exposition*.
- [Short] **Nguyen, H.**, Lim, K.Y., Wu, L. Fischer, C., & Warschauer, M. (2020, June). "I thought we said": Perceived peer support, discourse cohesion, and regulation in engineering design. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 521-524). Nashville, Tennessee: International Society of the Learning Sciences.
- [Short] **Nguyen, H.**, Garcia, L., Jacob, S., Richardson, D., & Warschauer, M. (2020, June). Reflection as formative assessment of computational thinking in elementary grades. In Gresalfi, M. and Horn, I. S. (Eds.), *The Interdisciplinarity of the Learning Sciences, 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1* (pp. 525-528). Nashville, Tennessee: International Society of the Learning Sciences.

[Full] **Nguyen, H.**, Garcia, L., Jacob, S., Richardson, D., & Warschauer, M. (2020, March). Elementary teachers' use of video reflections to reinforce computer science language and concepts. In *2020 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. IEEE Computer Society. <https://doi.org/10.1109/RESPECT49803.2020.9272438>.

[Full] Jacob, S., **Nguyen, H.**, Garcia, L., Richardson, D., & Warschauer, M. (2020, March). Teaching computational thinking to multilingual students through inquiry-based learning. In *2020 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. IEEE Computer Society. <https://doi.org/10.1109/RESPECT49803.2020.9272487>.

## Book Chapters

- 2023 Ahn, J., Van Doren, S., Cai, J., **Nguyen, H.**, Rodriguez, F., Martinez, C., & Han, J. (in press). The utility of designing data science education programs from a framework of identity. In Tofel-Grehl, C., & Schanzer, E. (Eds), *Improving equity in data science: Re-imagining the teaching and learning of data in K-16 classrooms*. Routledge.
- 2021 **Nguyen, H.**, Campos, F., & Ahn, J. (2021). Designing for generative uncertainty in learning dashboards. In Ifenthaler, D., & Muhittin, S. (Eds), *Visualizations and dashboards for learning analytics* (pp. 457-475). Springer, Cham.
- Nguyen, H.**, Campos, F., & Ahn, J. (2021). Expanding the design space of data and action in education: What co-designing with educators reveal about current possibilities and limitations. In Bowers, A. (Ed), *Data visualization, dashboards, and evidence use in schools: Data collaborative workshop perspectives of educators, researchers, and data scientists*. Teachers College, Columbia University. New York, NY. <https://doi.org/10.7916/d8-jj2g-e225>

## CONFERENCE PRESENTATIONS

- 2023 **Nguyen, H.** (2023, April). Promoting discussion and systems thinking with different role designs of a conversational agent. Paper presented at *AERA Annual Meeting 2023*. Chicago, IL.
- Nguyen, H.** (2023, April). Exploring natural language models' responses to intersectional identities in climate change education. Poster presented at *AERA Annual Meeting 2023*. Chicago, IL.
- Matthews, J.\*, **Nguyen, H.**, & Swanson, H., (2023, March). Uncovering the features of discourse that increase interactions. Poster presented at *LAK23: The 13<sup>th</sup> International Conference on Learning Analytics and Knowledge*.
- 2022 **Nguyen, H.** (2022, April). "Looks like robots, sounds like humans": Surveying students' conceptualizations of learning agents. Paper presented at *AERA Annual Meeting 2022*. San Diego, CA.
- 2021 **Nguyen, H.**, Lim, K.Y., Fischer, C., & Wu, L. (2021, June). Using relational event modeling to capture shared regulation interactions in collaborative learning. Poster presented at *The 1<sup>st</sup> Annual Meeting of the International Society of the Learning Sciences (Online)*. International Society of the Learning Sciences.

- Nguyen, H.**, Ludovise, S., Wang, J.\*\*\*, Huse, J.\*\*\*, & Santagata, R. (2021, April). Modeling tools and systems thinking patterns in middle school. Paper presented at *AERA Annual Meeting 2021*.
- Nguyen, H.**, Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H.E., Prado, Y., Santagata, R., & Villavicencio, A. (2021, April). Combining algorithmic approaches and human insights to establish trustworthiness in qualitative research. Paper presented at *AERA Annual Meeting 2021*.
- Rosenberg, J., & **Nguyen, H.** (2021, April). How K-12 school districts communicated during the COVID-19 pandemic: A study using Facebook data. Poster presented at *LAK21: 11<sup>th</sup> International Conference on Learning Analytics and Knowledge*.
- 2020 **Nguyen, H.**, Schmidt, D.\*\*\*, Santagata, R. (2020, November). Crystal Code: Examining the impact of computational modeling on scientific systems thinking. Poster presented at *International Society for Technology in Education (ISTE)*. Anaheim, CA.
- Nguyen, H.** (2020, September). In or out of sync: Funding in early childhood through text analytics. Paper presented at *Conference on Educational Data Science*, Stanford, CA. [**Honorable Mention for Best Paper**]
- Nguyen, H.**, Santagata, R., & Warschauer, M. (2020, April). Co-design dynamics in community science education: Teachers, researchers, and community partners. Paper presented at *AERA Annual Meeting 2020*. San Francisco, CA. (Conference canceled)
- Fischer, C., **Nguyen, H.**, Feng, Y., Fiorini, S., Kalender, Y., McKay, T., ..., & Warschauer, M. (2020, April). Advanced placement course credit and undergraduate student success in STEM gateway courses. Paper presented at *AERA Annual Meeting 2020*. San Francisco, CA. (Conference canceled)
- Wegemer, C., Clark, H., Gyles, S., Kochmanski, N., Lee, U., **Nguyen, H.**, ..., & Steiss, J. (2020, April). Advancing research-practice partnerships: Leveraging the positionality of graduate student researchers. Poster presented at *AERA Annual Meeting 2020*. San Francisco, CA. (Conference canceled)
- 2019 Jacob, S., **Nguyen, H.**, Garcia, L., Richardson, D., & Warschauer, M. (2019, October). Design of computational thinking curriculum for multilingual learners. Paper presented at *Connected Learning Summit*. Irvine, CA.
- Nguyen, H.** (2019, September). Social discourse to promote computational thinking. Paper presented at the *Learning Sciences Graduate Student Conference*. Evanston, IL.
- Nguyen, H.** (2019, April). Autonomous, but together: Elementary teachers' self-efficacy and autonomy. Paper presented at *AERA Annual Meeting 2019*. Toronto, Canada.

Jacob, S., **Nguyen, H.**, Richardson, D., & Warschauer, M. (2019, February). Developing a computational thinking curriculum for multilingual students: An experience report. Poster presented at *Research on Equity and Sustained Participation in Computing, Engineering, & Technology (RESPECT)*. Minneapolis, MN.

## INVITED PRESENTATIONS

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| 2021 | Routines in Education Data Visualizations. Presentation at National Network of Education Research data club. April 2021. Remote.                                      |
| 2020 | Equitable Practices in Cross-Institutional Research Projects. Presentation at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting. June 2020. Remote. |
| 2019 | Educational Dashboard Expo. NSF Education Data Analytics Collaborative Workshop. December 2019. New York, NY.   |
- Advanced Placement Course Credit and Student Success in STEM Gateway Courses. Presentation at the Sloan Equity and Inclusion in STEM Introductory Courses Meeting. June 2019. Ann Arbor, MI.

## GRANTS

### External Grants: Funded

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| 2023-2026 | National Science Foundation. ITEST: Innovative Technology Experiences for Students and Teachers (\$499,801)<br>Project: Equity-Centered Design of Conversational Agents for Inclusive Science Communication Education in High Schools<br>Principal Investigator: Rossella Santagata (University of California, Irvine)<br>Co-Principal Investigators: <b>Ha Nguyen</b> , Sara Ludovise (Orange County Department of Education) |
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### External Grants: In Review

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| 2024-2027 | National Science Foundation. IUSE: Improving Undergraduate STEM Education (USU's portion: \$430,076)<br>Project: Collaborative Research: ASPIRE AI: Advancing Science Practices and Identity Roles in Educational Artificial Intelligence<br>Principal Investigator: <b>Ha Nguyen</b><br>Co-Principal Investigators: Vicki Allan (Utah State University)<br>Collaborating site's Principal Investigator: June Ahn (University of California, Irvine) |
| 2024-2025 | International Society of the Learning Sciences (ISLS)'s Emerging Scholars Program (\$10,000)   |

### Internal Grants

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|-----------|--|
| 2023-2024 | USU Research Catalyst Seed Grant (\$19,998)<br>Project: Datascape: Developing Data Literacy in Upper Elementary Grades<br>Principal Investigator: <b>Ha Nguyen</b> . Co-Principal Investigator: Anna Miller (USU, Environment & Society) |
| 2023-2024 | Emma Eccles Jones College of Education & Human Services. Rapid Fund (\$9,500).<br>Project: Designing Instructional Technology for Collaboration with Generative AI<br>Principal Investigator: <b>Ha Nguyen</b> .                         |
| 2022-2023 | USU Center for Intersectional Gender Studies & Research. Faculty Research Fellowship (\$1,500).  |

2021 Project: Datascape: Integrating Intersectionality into Data Visualizations  
Principal Investigator: **Ha Nguyen**  
University of California-Irvine  
Center for Teacher Development and Professional Practice (\$2,000)  
Project: Designing a Conversational Agent in Collaborative Discussion for Systems Thinking.  
Principal Investigator: **Ha Nguyen**

## HONORS & AWARDS

2021 **Recipient**, Michael E. Martinez Prize for Outstanding Educational Research and Service  
2021 **Best Paper Nominee**, The 2<sup>nd</sup> International Conference of Quantitative Ethnography.  
2020 **Best Poster Nominee**, The 1<sup>st</sup> International Conference of Quantitative Ethnography  
2020 **Honorable Mention for Best Paper**, Conference on Educational Data Science.  
2018-2023 **Provost Fellowship**, UC Irvine.  
2014-2018 **University Scholars Program**, full merit scholarship at Duke University for students demonstrating interest in interdisciplinary fields of study (selection of ~10 students/1700 matriculating undergraduates).

## TEACHING

### Courses taught at Utah State University, Logan, Utah (2022-Present)

Department of Instructional Technology & Learning Sciences (ITLS)

Undergraduate **ITLS3120: Design Perspectives and Processes II** (Instructor, Online Asynchronous; S23, S24). Undergraduate course that introduces advanced issues in design. Students develop design philosophy and portfolio projects by applying course materials.  
Graduate **ITLS6730: Games & Learning** (Instructor, Online Asynchronous; F22, F23). Graduate course (>90% Master's students) that introduces students to game design principles and theories underlying game design. The course applies project-based learning for students to design a learning unit or game in their professional contexts.  
**ITLS6870/7870: Introduction to Learning Analytics** (Instructor, Face-to-Face; S24). Graduate course (>90% PhD students) that introduces students to fundamental areas in learning analytics. The course combines theories with applications of learning analytics in R and Python. Students design a research proposal in their contexts.

### Invited Workshops and Presentations at Other Institutions

Undergraduate **Headway Program** (Lead Mentor). 12-week program that guides high school and undergraduate students from Vietnamese universities through conducting independent research. 2021. Enrollment: 40 students.  
**Computational Thinking Research from a Design-Based Approach**. (Facilitator). Google ExploreCSR, Long Beach, CA. 2019. Enrollment: 20 students.  
Graduate **Early Career Discussion**. Panel for PhD students in Learning Sciences at University of Wisconsin-Madison about transitioning for post-graduation careers.  
**Quantitative Ethnography Accelerator Program** (Facilitator). 4-week research program for researchers interested in applying quantitative ethnography methodologies to integrate analytics into analyses of large-scale qualitative data. Summer-Fall 2021. Enrollment: 28 researchers (mix of professors & PhD students).  
**R for Data Science** (Facilitator). 8-week workshop series at University of California, Irvine that introduces undergraduate and graduate students to data processing, visualization, and analyses in R. 2019-2021. Enrollment: 25-30 students per session.

## RESEARCH SUPERVISION



**Utah State University, Logan, Utah (2022-Present)**

Co-chair, PhD (1)	Morgan Diederich (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Passed Comprehensive Exam, working on Proposal.
Advisees, PhD (1)	Sariáh Lopez Fierro (PhD, Instructional Technology & Learning Sciences, TBD).
Committee member, PhD (6)	Mengying Jiang (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Comprehensive Exam Jenna Matthews (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Comprehensive Exam Bonni Jones (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Comprehensive Exam Reagan Siggard (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Comprehensive Exam Nathan Justis (PhD, Instructional Technology & Learning Sciences, TBD). Current stage: Passed Proposal (Fall 2022), working on Dissertation. Ryan Rarick (PhD, Teacher Education & Leadership, TBD). Current stage: Passed Comprehensive Exam (Fall 2022)
Committee member, MS (3)	Man Zhang (MS, Instructional Technology & Learning Sciences) David Bobo (MS, Instructional Technology & Learning Sciences) Victoria Terry (MA, Instructional Technology & Learning Sciences; committee member for the MS track in 2022-2023)
Research Assistants, PhD (2)	Prasina Parameswaran (PhD, Instructional Technology & Learning Sciences, TBD) Morgan Diederich (PhD, Instructional Technology & Learning Sciences, TBD)
Research Assistants, Undergraduate (2)	Jake Hayward (Undergraduate, Instructional Technology & Learning Sciences, TBD) Lily Roth (Undergraduate, Mathematics & Statistics, TBD)

**University of California-Irvine (2018-2023)**

Research Assistants, Undergraduate (23)	Supervised 23 undergraduate students on different projects funded by the NSF and IES. 4 students went on to attend Master's programs in Education and Psychology.
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**SERVICE****Institute of Education Sciences (IES) Proposal Reviewer**

2023	1 Review Panel
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**National Science Foundation Proposal Reviewer**

2023	2 Review Panels for NSF's EDU division
2023	Review Panel for NSF's CISE division

**William T. Grant Foundation**

2023	1 Proposal Review
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**Journal Reviewer**

2023	Science Education (Reviewer, 2 papers) Information & Learning Sciences (Reviewer, 1 paper) Journal of Educational Computing Research (Reviewer, 1 paper)
2022	Teaching and Teacher Education (Reviewer, 1 paper) AERA Open (Reviewer, 1 paper)

2021            AERA Open (Reviewer, 1 paper)  
                  Educational Researcher (Reviewer, 1 paper)  
                  Journal of Engineering Education (Reviewer, 1 paper)

### **Conference Reviewer**

2023            FabLearn/Constructionism (Reviewer; 3 papers)  
                  Annual Symposium on Human-Computer Interactions in Play (CHI PLAY; Reviewer, 1 paper)  
                  Conference on Interaction Design & Children (IDC; Reviewer, 1 paper)

2022            Conference on Human Factors in Computing Systems (CHI; Reviewer, 2 papers)  
                  International Conference of Quantitative Ethnography (Meta-reviewer, compile and evaluate the reviews of 4 papers)

Annually  
since 2019      International Conference on Learning Analytics & Knowledge Conference (LAK) (Program committee, 2-4 papers annually)  
                  International Society of the Learning Sciences (Reviewer, 2-4 papers annually)

2019-2022      Annual Meeting of the American Educational Research Association (Reviewer, 5-8 papers)  
                  International Conference of Quantitative Ethnography (Reviewer, 2 papers annually)

2018-2019      ACM Special Interest Group on Computer Science Education (Reviewer, 2 papers annually)

### **University Service**

#### **Utah State University**

University      Learning Analytics Working Group (2022-present)  
 Department    Master's Students Admissions Committee (2022-present)

### **Professional Affiliations**

Society for Learning Analytics Research (SOLAR)  
 American Educational Research Association (AERA)  
 International Society of the Learning Sciences (ISLS)