Cody Austun Coleman

cody.coleman@cs.stanford.edu • Last Updated: 2016/10/09

Education

Stanford University — **Stanford, CA**
Doctor of Philosophy in Computer Science — *Present*

Massachusetts Institute of Technology (MIT) — **Cambridge, MA**
Master of Engineering in Electrical Engineering and Computer Science, 5.0/5.0 — *Feburary 2015*
Supervisor: Isaac Chuang

Massachusetts Institute of Technology (MIT) — **Cambridge, MA**
Bachelor of Science in Electrical Engineering and Computer Science, 4.9/5.0 — *June 2013*

University of Cambridge — **Cambridge, UK**
Cambridge-MIT Exchange (CME) in Electrical Engineering — *June 2012*

Experience

Professional & Research

Jump Trading, Vendor Data Group — **Chicago, IL**
Junior Data Scientist — *June 2015–August 2016*
- Communicated internally and externally to understand needs, identify opportunities, diagnose problems, and maintain reliability
- Constructed frameworks and pipelines to analyze data from a variety of vendors to automatically create and update security master, corporate actions, pricing and entity master data

Davidson College, DavidsonX and DavidsonNext — **Davidson, NC**
Educational Technology Consultant — *March 2015–June 2015*
- Automated data processing for 5 DavidsonX Massive Open Online Courses (MOOCs) and 64 DavidsonNext blended AP courses

MIT, Office of Digital Learning and MITx — **Cambridge, MA**
Research Assistant — *Feburary 2013–Feburary 2015*
- Investigated teacher enrollment in HarvardX and MITx courses in order to redefine the target audience of MOOCs
- Distilled tracking log information from the edX platform into informative features about student behavior and performance
- Adapted Latent Dirichlet Allocation (LDA) from natural language processing to uncover behavioral patterns in Massive Open Online Courses (MOOCs) and accurately predict student drop out

Harvard University, HarvardX — **Cambridge, MA**
Research Assistant — *November 2013–May 2014*
- Explored the impact of spaced study session (inspired by spaced practice phenomenon) in HarvardX courses

Google, Associate Product Manager (APM) Internship — **Zurich, Switzerland**
YouTube Analytics Intern — *June 2012–August 2012*
- Managed a team of 12 to launch estimated time watched and metric comparisons across the world
- Designed initial draft of playlist analytics for YouTube's curators
- Collaborated with numerous teams in YouTube to deal with issues concerning publicity, privacy, accessibility and discovery

Google, Building Opportunity in Leader Development (BOLD) Internship — **Mountain View, CA**
Local Search Quality Intern — *June 2011–August 2011*
- Programmed tools for large-scale data manipulation and analysis to expedite and improve spam detection in Google Places
- Created and administered training documents, videos, exercises, and workshops globally for both R and Google BigQuery

MISTI Mexico, Iniciativa OCW — **Mexico City, Mexico**
Web Developer & Team Representative at el Tecnológico de Monterrey — *June 2010–August 2010*
- Provided extra resourses for students at Mexican universities by building a website to map MIT's online material to their courses

Teaching

MIT, EECS Department — **Cambridge, MA**
Founder's Journey (6.933) Teaching Assistant — *January 2013–May 2014*

- Founded and directed an initiative to help students offset early expenses in evaluating their ideas by awarding monetary grants
- Mentored students and provided feedback on their ideas in order to hone their entrepreneurial skills

MIT, Global Startup Labs formerly known as AITI — **Bangalore, India**
Technical Assistant — *June 2013–August 2013*
- Taught 32 India university students Ruby on Rails and the fundamentals of web development
- Guided 10 teams as they developed prototypes and pitched to local venture capitalists and accelerators

MIT, Physics Department & Experimental Study Group (ESG) — **Cambridge, MA**
Teaching Assistant — *September 2010–December 2010*
- Assisted students during class and office hours by working through problems and answering questions
- Taught math review sessions that went over many difficult math concepts in physics to help students who were struggling

Skills

Programming Languages: Python, C, C++, SQL, LaTeX
Web: HTML, CSS, JavaScript, SCSS, CoffeeScript
Applications: Vi/Vim, Git, tmux, MySQL
Operating Systems: Linux, Redhat, macOS, Windows

Leadership

MIT, Bernard M. Gordon MIT Engineering Leadership Program (GELP) — **Cambridge, MA**
GEL Year One (GEL1) — *September 2012–June 2013*
GEL supplements MIT's technical education with the leadership skills that prepare young engineers for effective careers in engineering

MIT, Eta Kapp Nu (HKN) Honor Society for EECS — **Cambridge, MA**
President — *May 2012–May 2014*
- Managed MIT's top academic EECS students to host several large events and services including tutoring and course reviews

MIT, Member of Undergraduate Student Advisory Group in EECS (USAGE) — **Cambridge, MA**
Member — *August 2011–May 2014*
- Led efforts to design and build a new student lounge for EECS undergraduate and masters students
- Worked with EECS students to represent student interests on issues including new degree requirements and research programs

Ameson Chinese Elite Program — **Beijing, China**
MIT Student Ambassador — *July 2011*
- Represented MIT in panel discussions about peacekeeping, terrorism, and new energy

MIT, 6.470 Web Programming Competition — **Cambridge, MA**
Team Leader — *January 2011*
- Built a resume editor and management system that won Utility, HTML5, and audience choice awards, totaling $2000 in prizes

Honors

Fellowships & Scholarships

- NSF Graduate Research Fellow 2015
- Stanford EDGE Doctoral Fellow 2015
- ACM Richard Tapia Scholarship 2015
- Google BOLD Immersion Scholar 2011
- Quest Scholar 2010
- MIT Club of Northern New Jersey Scholar 2010

Awards

- MIT Industrial Advisory Council for the Office of Minority Education (IACME) Student Prize 2015
- MIT EECS Paul Penfield Student Service Award 2014
- Google Patent Award 2012

Professional Memberships

- Tau Beta Pi (TBP) National Engineering Honor Society 2013
- IEEE Eta Kappa Nu (HKN) Honor Society 2012

Conference Activity/Participation

- MIT Learning International Networks Consortium (LINC) 2016
- Harvard-MIT Online Learning Summit 2015
- American Educational Research Association (AERA) Annual Meeting 2015
- ACM Conference on Learning at Scale 2015
- ACM Richard Tapia Celebration of Diversity in Computing Conference 2015
- MIT Learning International Networks Consortium (LINC) 2013

Publications

[1] **Cody A. Coleman**. Identifying and characterizing subpopulations in massive open online courses. Master's thesis, 77 Massachusetts Ave, Cambridge, MA 02139, 2015.

[2] **Cody A. Coleman**, Daniel T. Seaton, and Isaac Chuang. Probabilistic use cases: Discovering behavioral patterns for predicting certification. In *Proceedings of the Second ACM conference on Learning@Scale conference*. ACM, 4 2015.

[3] Andrew D. Ho, Isaac Chuang, Justin Reich, **Cody A. Coleman**, Jacob Whitehill, Curtis G. Northcutt, Joseph J. Williams, John D. Hansen, Glenn Lopez, and Rebecca Petersen. Harvardx and mitx: Two years of open online courses fall 2012-summer 2014. *Social Science Research Network*, 3 2015. `http://ssrn.com/abstract=2586847`.

[4] Yohsuke Miyamoto, **Cody A. Coleman**, Joseph Williams, Jacob Whitehill, Sergiy Nesterko, and Justin Reich. Beyond time-on-task: The relationship between spaced study and certification in moocs. *Journal of Learning Analytics*, 2(2):47–69, 2015.

[5] Daniel T Seaton, **Cody A. Coleman**, and Jon P. Daries. MIT institutional research report: Teacher enrollment in MITx open online courses, 1 2015. `http://web.mit.edu/ir/mitx/MOOC_teachers_supp_material.pdf`.

[6] Daniel T. Seaton, **Cody A. Coleman**, Jon P. Daries, and Isaac Chuang. Enrollment in mitx moocs: Are we educating educators. *Educause Review (February 2015)*. `http://er.educause.edu/articles/2015/2/enrollment-in-mitx-moocs-are-we-educating-educators`.

[7] Jacob Whitehill, Joseph J. Williams, Glenn Lopez, **Cody A. Coleman**, and Justin Reich. Beyond prediction: First steps toward automatic intervention in mooc student stopout. In *Proceedings of the 8th International Conference on Educational Data Mining*. International Educational Data Mining Society, 2015.