

Conrad Borchers

✉ cborcher@cs.cmu.edu | 🏠 www.cborchers.com

Education

Carnegie Mellon University

HUMAN-COMPUTER INTERACTION, PhD

Pittsburgh, PA

08/2022 - present

University of Oxford

SOCIAL DATA SCIENCE, MSc

Oxford, United Kingdom

10/2021 - 08/2022

University of Tübingen

PSYCHOLOGY, BSc

Tübingen, Germany

10/2018 - 07/2021

Professional Experience

- 08/2022 - **Graduate Research Assistant**, Human-Computer Interaction Institute, Carnegie Mellon University
- 02/2020 - **Research Affiliate**, Lab of Christian Fischer, University of Tübingen
- 11/2021 - 07/2022 **Student Researcher and Team Lead**, Oxford Artificial Intelligence Society
- 11/2021 - 07/2022 **Graduate Research Assistant**, Saïd Business School, University of Oxford
- 05/2021 - 09/2021 **Research Intern**, CAHL Lab (Zach Pardos), University of California, Berkeley
- 03/2021 - 06/2021 **Teaching Assistant (Cognitive Modeling)**, Department of Computer Science, University of Tübingen
- 08/2020 - 01/2021 **Undergraduate Research Assistant**, Tübingen School of Education
- 02/2019 - 07/2020 **Undergraduate Research Assistant**, Leibniz Knowledge Media Research Center (IWM)

Publications

JOURNAL ARTICLES

- J5 – Pardos, Z. A., **Borchers, C.**, & Yu, R. (in press). Credit hours is not enough: Explaining undergraduate perceptions of course workload using LMS records. *The Internet and Higher Education*.
- J4 – Rosenberg, J., **Borchers, C.**, Burchfield, M., Anderson, D., Stegenga, S., & Fischer, C. (accepted with minor revisions). When Sharing Isn't Caring: The Frequency and Predictors of School and District Sharing of Students' Personally Identifiable Information on Facebook. *Learning, Media and Technology*.
- J3 – Rosenberg, J., **Borchers, C.**, Burchfield, M., Anderson, D., Stegenga, S., & Fischer, C. (in press). Schools' Posts on Facebook Systematically Risk Students' Privacy. *Educational Researcher*.
- J2 – Rosenberg, J., Burchfield, M., **Borchers, C.**, Gibbons, B., Anderson, D., & Fischer, C. (2021). Social media and students' privacy: What schools and districts should know. *Phi Delta Kappan*, 103(2), 49-53. <https://doi.org/10.1177/00317217211051145>
- J1 – Rosenberg, J., **Borchers, C.**, Dyer, E., Anderson, D. & Fischer, C. (2021). Understanding Public Sentiment About Educational Reforms: The Next Generation Science Standards on Twitter. *AERA Open*, 7(1), 1-17. <https://doi.org/10.1177/23328584211024261>

CONFERENCE PROCEEDINGS [PEER-REVIEWED]

- C2 – **Borchers, C.**, Rosenberg, J., Gibbons, B., Burchfield, M., & Fischer, C. (2021). To Scale or Not to Scale: Comparing Popular Sentiment Analysis Dictionaries on Educational Twitter Data. *Proceedings of the 14th International Conference on Educational Data Mining (EDM)*. Paris, France.
- C1 – Burchfield, M., Rosenberg, J., **Borchers, C.**, Thomas, T., Gibbons, B., & Fischer, C. (2021). Are Violations of Student Privacy "Quick and Easy"? Investigating the Privacy of Students' Images and Names in the Context of K-12 Educational Institution's Posts on Facebook. *Proceedings of the 14th International Conference on Educational Data Mining (EDM)*. Paris, France.

WORKSHOP PUBLICATIONS [PEER-REVIEWED]

W1 – **Borchers, C.**, Gala, D. S., Gilbert, B., Oravkin, E., Bounsi, W., Asano, Y. M., & Kirk, H. R. (2022). Looking for a Handsome Carpenter! Debiasing GPT-3 Job Advertisements. arXiv preprint arXiv:2205.11374.

STUDENT-LED CONFERENCES, WHITE PAPERS, AND BLOG POSTS

M3 – **Borchers, C.** (2020). Die Replikationskrise in der Psychologie - Reflexionen und Implikationen für die Erziehungswissenschaft. [The Replication Crisis in Psychology - Reflections and Implications for Pedagogy]. Dynamiken des Pädagogischen Perspektiven auf Studium, Theorie und Praxis. Budrich.

M2 – **Borchers, C.**, Rosenberg, J., & Fischer, C. (2020). An Examination of the #NGSSchat Storify Database. <https://doi.org/10.31219/osf.io/4tafx>

M1 – **Borchers, C.**, Ferdinand, J., & Fischer, C. (2020). Inquiry-based Learning: Forschendes Lernen im Unterricht. [Inquiry-based learning in classroom instruction]. <https://lead.schule/blog/forschendes-lernen-im-unterricht/Presentations>

CONFERENCE PRESENTATIONS

P4 – Fischer, C., Morina, F., **Borchers, C.**, Klein, L., & Eich, M. (2022, April). Informal Professional Development in Online Communities of Practice at Scale: Mapping Nationwide Educational Twitterspheres. Paper to be presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.

P3 – **Borchers, C.**, Eder, T., & Scheiter, K. (2021, September). How Effective is Reflective search? A Time Slice Analysis of Dentistry Students' Visual Search Strategies and Pupil Dilation during Diagnosing Radiographs. 2nd Workshop on Mental Effort, Virtual Conference.

P2 – Rosenberg, J., **Borchers, C.**, Gibbons, B., Dyer, E., Anderson, D., & Fischer, C. (2021, April). Don't worry, be happy? A sentiment analysis of the #NGSSchat Twitter community. Paper at the 2021 annual meeting of the American Educational Research Association, Virtual Conference.

P1 – Fischer, C., Morina, F., **Borchers, C.**, & Klein, L. (2021, March). Using Big Data to Support Educational Change: Twitter as a Platform for Informal Professional Development. Paper presented at the 2021 annual meeting of the Leibniz Education Research Network, Hannover, Germany.

Awards, Fellowships, & Grants

2022 **Merck Innovation Cup '22 Participant**, Merck KGaA (Merck Group)

2021 **Best Poster Award**, 14th International Conference on Educational Data Mining

2021 **Learning Engineering Fellow**, EPIC@Berkeley - UC Berkeley GSE & Schmidt Futures

2019-2020 **Research Fellow**, European Federation of Psychology Students Associations (EFPSA)

2018-2022 **BSc and MSc Scholarship**, German Academic Scholarship Foundation (Studienstiftung)

Teaching Experience

Spring 2021 **Cognitive Modeling**, Teaching Assistant

Service to the Academic Community

PEER REVIEW

2021-2022 **AERA**, Annual Meeting