

# QUAN NGUYEN

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## EDUCATION

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- 2016 – 2019 Ph.D., Learning Analytics, Institute of Educational Technology,  
The Open University UK. (Expected submission date: 31 Aug 2019)
- Title: “Unravelling the dynamics of learning design in a virtual learning  
environment using learning analytics”
- Supervisors: Prof. Bart Rienties, Prof. Denise Whitelock
- 2015-2016 M.Sc. (cum laude), Information & Network Economics, Maastricht University
- 2012-2015 B.Sc., Economics and Business Economics, Maastricht University

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## APPOINTMENTS & WORKING EXPERIENCE

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- 2019 - now **Data analyst**, EVOLVE (Evidence-Validated Online Learning through  
Virtual Exchange), Open University with EU partners institutions.
- 2018 - now **Associate Lecturer** in Applied Statistics, University of Arts London.
- 2018 **Data analyst**, Zambian Education School-based Training (ZEST) project,  
International Development Office, Open University, UK.
- 2017 **Data analyst**, Annual Quality Review Q3 2017 of Open University, UK.
- 2017 **Research Associate**. *Data-informed Learning Design for Future Schools* (PI:  
Dr. Wayne Holmes), funded by the Advanced Innovation Centre for Future  
Education of Beijing Normal University.
- 2017 **Research Associate**, Scholarly report Spring 2017, Open University UK.
- 2017 **Data analyst**, Massive Open Online Course on Managing Humanitarian Sector,  
organized by Humanitarian Leadership Academy & Open University UK.
- 2016 **Data analyst**, Malawi Access Into Teaching Scholarships (MATS), Open  
University UK, funded by the UK Government through DFID.

## AWARDS, GRANTS, AND FELLOWSHIPS

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**Best full paper award**, 8<sup>th</sup> International conference on Learning Analytics & Knowledge (LAK18), Sydney, Australia, 2018 (355 submissions, 30% acceptance rate)

**Best paper award**, 5<sup>th</sup> conference of Learning and Collaboration Technologies, organized as part of the 19<sup>th</sup> International conference in Human-Computer Interaction (HCII17), Vancouver, Canada, 2017 (4,340 submissions, 28% acceptance rate)

**Runner up**, Research Excellence Awards - Impact of Research on OU Teaching & Learning, Curriculum and Students

**Co-applicant** “Data-informed Learning Design for Future Schools” (\$20,000). PI: Dr. Wayne Holmes, Institute of Educational Technology, Open University UK

**Leverhulme Doctoral Scholarship** (Ph.D. funding for 3 years, £70,000), 2016-2019

**Invited presentation** to the Best paper International Alliance session, (\$2,000), London Festival of Learning, UK, 2018.

**Doctoral consortium** (\$1,000), the 7<sup>th</sup> International Conference of Learning Analytics & Knowledge (LAK17), 2017.

**Erik Duval SoLAR Travel scholarship LASI 2019** (\$1250), Vancouver, Canada

## PUBLICATIONS

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**Google Scholar:** <https://goo.gl/Uz21iH> (170 citations, h-index = 8)

### Referred Journal Articles

1. Wayne, H., **Nguyen, Q.**, Zhang, J., Mavrikis, M., Rienties, B. Learning Analytics for Learning Design in Online Distance Learning. *Distance Education* (in press).
2. Tempelaar, D., Rienties, B., Mittelmeier, J., **Nguyen, Q.** (2018). Student profiling in a dispositional learning analytics application using formative assessment. *Computers in Human Behavior*, 78, 408-420.
3. Tempelaar, D., Rienties, B., & **Nguyen, Q.** (2018). A multi-modal study into students' timing and learning regulation: time is ticking. *Interactive Technology and Smart Education*
4. **Nguyen, Q.**, Thorne, S., & Rienties, B. (2018). How do students engage with computer-based assessments: impact of study breaks on intertemporal engagement and pass rates. *Behaviormetrika*. 1-18.
5. **Nguyen, Q.**, Huptych, M., Rienties, B. (2018). Using temporal analytics to detect inconsistencies between learning design and students' behaviours. *Journal of Learning Analytics*, 5(3), 120-135.

6. Mittelmeier, J., Edwards, R. L., Davis, S. K., **Nguyen, Q.**, Murphy, V., Brummer, L., & Rienties, B. (2018) "A double-edged sword. This is powerful, but it could be used destructively": Perspectives of early career researchers on learning analytics. *Frontline Learning Research*, 6(2), 20-38.
7. **Nguyen, Q.**, Rienties, B., Toetenel, L., Ferguson, R., & Whitelock, D. (2017). Examining the designs of computer-based assessment and its impact on student engagement, satisfaction, and pass rates. *Computers in Human Behavior*, 76, 703-714.
8. Tempelaar, D., Rienties, B., & **Nguyen, Q.** (2017). Adding dispositions to create pedagogy-based Learning Analytics. *Zeitschrift für Hochschulentwicklung*, 12(1), 15-35.
9. Tempelaar, D. T., Rienties, B., & **Nguyen, Q.** (2017). Towards Actionable Learning Analytics Using Dispositions. *IEEE Transactions on Learning Technologies*, 10(1), 6-16.
10. Rienties, B., **Nguyen, Q.**, Holmes, W., Reedy, K. (2017). A review of ten years of implementation and research in aligning learning design with learning analytics at the Open University UK. *Interaction Design and Architecture(s)*. N.33, pp. 134-154.
11. Rienties, B., Lewis, T., McFarlane, R., **Nguyen, Q.**, & Toetenel, L. (2017). Analytics in online and offline language learning environments: the role of learning design to understand student online engagement. *Journal of Computer-Assisted Language Learning*. 1-21.
12. **Nguyen, Q.**, Tempelaar, D. T., Rienties, B., & Giesbers, B. (2016). What learning analytics based prediction models tell us about feedback preferences of students. *Quarterly Review of Distance Education*, 17(3), 13-33.

### Refereed and Published Conference Proceedings

1. Tempelaar, D., Rienties, B., & **Nguyen, Q.** (2019). Analysing the use of worked examples and tutored and untutored problem-solving in a dispositional learning analytics context. In: Proceedings of the 11th International Conference on Computer Supported Education, 02-04 May 2019, Heraklion, Crete, Greece, pp.
2. **Nguyen, Q.**, Huptych M., Rienties. B. (2018). Linking student's timing of engagement with learning design and academic performance (**best full paper award**). In *Proceedings of the 8th International Conference on Learning Analytics and Knowledge (LAK18)*, pp. 141-150, Sydney, Australia. ACM, NY, USA.
3. Tempelaar, D., Rienties, B., & **Nguyen, Q.** (2018). Investigating learning strategies in a dispositional learning analytics context: the case of worked examples. In *Proceedings of the 8th International Conference on Learning Analytics and Knowledge* (pp. 201-205). Sydney, Australia. ACM, NY, USA.
4. Tempelaar, D., Rienties, B., **Nguyen, Q.** (2018). Analysing the Use of Worked Examples and Tutored and Untutored Problem-Solving in a Dispositional Learning Analytics Context. In: Proceedings of the 10th International Conference on Computer Supported Education, 01-02 Feb 2018, Funchal, Madeira, pp. 294–301.
5. **Nguyen, Q.**, Rienties, B., & Toetenel, L. (2017). Mixing and matching learning design and learning analytics (**best paper award**). In P. Zaphiris & A. Ioannou (Eds.), *Learning and Collaboration Technologies: Forth International Conference, LCT 2017, Part II, Held as Part of HCI International 2017, Proceedings* (Vol. 10296, pp. 1-15). Cham: Springer International Publishing.

6. **Nguyen, Q.**, Rienties, B., & Toetenel, L. (2017). *Unravelling the dynamics of instructional practice: a longitudinal study on learning design and VLE activities*. In: Proceedings of the 7<sup>th</sup> International Learning Analytics & Knowledge Conference, LAK 17, ACM, New York, NY, USA, pp. 168–177.
7. Mittelmeier, J., Tempelaar, D., Rienties, B., & **Nguyen, Q.** (2016). *Learning analytics to understand cultural impacts on technology enhanced learning*. Paper presented at the 13<sup>th</sup> International Conference on Cognition and Exploratory Learning in Digital Age (CELDA 2016).

## Reports

1. Rienties, B., Rogaten, J., **Nguyen, Q.**, Edwards, C., Gaved, M., Holt, D., Herodotou, C., Clow, D., Cross, S., Coughlan, T., Jones, J., Ullmann, T. (2016). Scholarly Insight Spring 2017: A Data Wrangler Perspective. Open University: Milton Keynes.
2. Clow, D., Coughlan, T., Cross, S., Edwards, C., Gaved, M., Herodotou, C., **Nguyen, Q.**, Rienties, B., Thorne, S., Ullmann, T. (2019) Scholarly insight Winter 2019: a Data wrangler perspective. Open University, Milton Keynes.

## Book chapters

1. Tempelaar, D., **Nguyen, Q.**, Rienties, B. (in press). Learning Feedback Based on Dispositional Learning Analytics. In M. Virvou et al. (eds.), *Machine Learning Paradigms*, Intelligent Systems

## Under review

1. **Nguyen, Q.**, Rienties, B., Richardson, John T.E. Learning analytics to uncover inequality in behavioural engagement and academic attainment in a distance learning setting. Submitted to *Assessment and Evaluation in Higher Education* (02-11-2018)
2. **Nguyen, Q.**, Tempelaar, D., Rienties, B. Latent profile analysis of assessment of, for and as learning and its association with self-regulation strategies in a blended mathematics and statistics course. Submitted to *Educational Psychology* (01-10-2018)
3. Rienties, B., Tempelaar, D., **Nguyen, Q.**, Littlejohn, A. Unpacking the intertemporal impact of self-regulation in a blended mathematics environment. Re-submitted to *Computers and Human Behavior* (27-10-2018).
4. **Nguyen, Q.**, Herodotou, C., Thorne, S., Rienties, B. (2019). Student engagement with digital online courses at the Open University: what is the impact of learning design and study breaks on engagement? In Conole, G., Brown, M., Mhichil, M. (Eds.), *Taking the craic: tales of digital learning in Higher Education*. Springer.

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## TEACHING EXPERIENCE

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2018- now      **Associate Lecturer**, Applied Statistics, University of Arts London.  
Design syllabus, give lectures, supervise, and carry out assessments in Applied

Statistics for undergraduate and post-graduates in Psychology, and Cosmetic Science programmes

- 2016      **Academic Tutor.** Management of Information System (6.5 ECTS), Maastricht University, 800+ enrolled students. Facilitate PBL tutorial discussion of three PBL classes (12 students per class).
- 2013, 2015      **Academic Tutor.** Quantitative Methods I (6.5 ECTS), Maastricht University. 1000+ enrolled students. Facilitate computer lab sessions of 15 classes (30 students per class).

## INVITED TALKS & RESEARCH VISITS

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- 2018      **London Festival of Learning,** Best papers alliance. “Linking students’ timing of engagement to learning design and academic performance”. London, June 27<sup>th</sup>
- 2018      **Blackboard.** “Linking students’ timing of engagement to learning design and academic performance”. Webinar, June 14<sup>th</sup>
- 2017      **Research visit** at the University of Edinburgh, hosted by Prof. Dragan Gasevic and Prof. Yannis Dimiatri
- 2017      **OU Learning Design/TEL Special Interest Group.** “Informing learning design with learning analytics”. Open University UK, September 20<sup>th</sup>
- 2017      **OU Computer Science Department.** “Debunk bullshit in statistics – Misconceptions, misinterpretations, and misrepresentation of statistics in social science and beyond”, Open University, UK, December 7<sup>th</sup>
- 2016      **JISC Beyond Learning Analytics.** “Unravelling the dynamics of instructional practice. A longitudinal study on learning design and VLE activities”. Open University UK, October 26<sup>th</sup>

## CONFERENCE ACTIVITIES

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### 2018

1. “Linking student’s timing of engagement to learning design and academic performance”. *The 8th International Conference on Learning Analytics and Knowledge (LAK18)*, March 2018, Sydney, Australia.
2. “How do students engage with Computer-Based Assessments: Impact of study breaks on intertemporal engagement and pass rates”. *The 40<sup>th</sup> Annual CALRG conference*, 2018, June 18-19<sup>th</sup>
3. “Linking student’s timing of engagement with learning design and academic performance”. *London Festival of Learning*, Best paper alliance session.

## 2017

1. “Mixing and matching learning design and learning analytics”, *4th conference of Learning & Collaboration Technologies, as part of the 19<sup>th</sup> International Human-Computer Interaction (HCHI17)*, 2017, July 9-14
2. “Unravelling the dynamics of instructional practice: a longitudinal study on learning design and VLE activities”, *the 7<sup>th</sup> Learning Analytics & Knowledge (LAK17)*, 2017, March 13-17
3. “Are we driving blind-folded? A longitudinal study of learning design, engagement, and dropouts”, *the 38<sup>th</sup> Annual CALRG conference*, 2017, June 13-15
4. “A longitudinal study on 38 learning designs within and between disciplines”, *the 17<sup>th</sup> Biennial EARLI (EARLI17)*, 2017, Aug 29 – Sep 3
5. “Three perspectives on why you need learning analytics in educational research” (workshop co-organizer), *the 17<sup>th</sup> Biennial EARLI-JURE (JURE17)*, 2017, Aug 26 –28
6. “NCRM Autumn School – New Data Horizon”, Southampton, 2017.

## ACADEMIC SERVICES

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2018	<b>Reviewer</b> , the 9 <sup>th</sup> Learning Analytics & Knowledge conference (LAK19)
2017-2018	<b>Reviewer</b> , IEEE Transactions on Learning Technologies
2017	<b>Reviewer</b> , Journal of Computer Assisted Learning
2017-2018	<b>Reviewer</b> , Journal of Learning Analytics
2017	<b>Committee</b> , Computer & Learning Research Group (CALRG), Open University
2017	<b>Social media chair</b> , the 8 <sup>th</sup> Learning Analytics & Knowledge conference (LAK18)
2017	<b>Jury panel member</b> , best round table papers, EARLI-JURE 2017, Tampere, Finland

## PROFESSIONAL SKILLS

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### Computer skills

- Statistical analysis: R, SAS, Stata, SPSS
- Data visualizations: Tableau, R
- Data wrangling: SQL, Python (pandas)
- Others: HTML, VBA Excel

**Language skills:** Vietnamese (Native), English (Fluent)