

Tomohiro Nagashima

5000 Forbes Ave, Pittsburgh, PA 15213
 Email: t nagashi[at]cs.cmu.edu | Web: http://tomonag.org

EDUCATION

- 2017 – present **Ph.D. in Human-Computer Interaction**
 Carnegie Mellon University, Pittsburgh, PA
 Advisor: Vincent Aleven
- 2017 – 2020 **M.S. in Human-Computer Interaction**
 Carnegie Mellon University, Pittsburgh, PA
 Advisor: Vincent Aleven
- 2016 – 2017 **M.A. in Education (Learning, Design, and Technology)**
 Stanford Graduate School of Education, Stanford, CA
 Advisor: Candace Thille
- 2010 – 2014 **B.A. in Education**
 International Christian University, Tokyo, JAPAN
 Advisor: Insung Jung

FELLOWSHIPS & AWARDS

- 2021 **Presidential Fellowship**, Carnegie Mellon University
- 2021 **Best Design Paper Nomination**, International Society of the Learning Sciences (ISLS2021)
- 2020 **Fred Mulder Best Open Education Practice Award (\$1,300)**, Global OER Graduate Network (GOGN)
- 2020 **Nova Southeastern Award for Outstanding Practice in Instructional Design (\$75)**, Association for Educational Communications and Technology (AECT)
- 2019 **Doctoral Consortium Fellowship (\$1,000)** (Travel fellowship for LAK19), Society for Learning Analytics Research
- 2018 **Virtually Connecting Scholarship (\$500)** (Travel scholarship for OpenEd18), Virtually Connecting
- 2018 **Open Education Awards of Excellence Honorable Mention**, Open Education Consortium
- 2018 **Creative Commons Summit 2018 Travel Scholarship (\$700)**, Creative Commons
- 2017 **Creative Commons Summit 2017 Travel Scholarship (\$700)**, Creative Commons
- 2016 **OER Research Fellowship (\$4,000)**, Open Education Group
- 2016 **Study Abroad Scholarship (\$30,000)**, Rotary International
- 2016 **Merit-based Tuition Fellowship (\$10,000)**, Stanford Graduate School of Education
- 2013 **Study Abroad Scholarship (\$90,000)**, Japan Business Federation
- 2011-12 **Dean's List**, International Christian University

GRANTS RECEIVED

- 2020-2022 **Japan Society for the Promotion of Science** (Grant-in-Aid for Scientific Research: B)
 Title: Developing data-informed OER improvement system
Co-PI with Katsusuke Shigeta, Toshiyuki Takeda, Daisuke Kaneko, and Hidefumi Yagi
Award Amount: \$145,327
- 2015-2018 **Japan Society for the Promotion of Science** (Grant-in-Aid for Scientific Research: B)
 Title: Leveraging learning analytics to improve teaching and learning with MOOC
Co-PI with Katsusuke Shigeta, Toshiyuki Takeda, Hideki Mori, Daisuke Kaneko, Yasuhiro Hayashi, and Hidefumi Yagi
Award Amount: \$120,518

PEER-REVIEWED PUBLICATIONS (an asterisk (*) denotes a mentored student)**Journal Papers**

- J1. **Nagashima, T.**, Bartel, A. N., Silla, E. M., Vest, N. A., *Yang, K., Alibali, M. W., & Alevén, V. (in preparation). Redesigning instructional tools through Pedagogical Affordance Analysis.
- J2. **Nagashima, T.** & Hrach, S. (revise and resubmit). Motivating factors among university faculty for adopting Open Educational Resources: Incentives matter.
- J3. Shigeta, K., Yagi, H., **Nagashima, T.**, Hamada, M., Miyazaki, T., Kobayashi, K., and Shima, M. (2015). Cooperative liberal arts education and flipped classroom implementation using MOOC. *Journal of Digital Practices* 6(2), 89-96. (in Japanese)
- J4. **Nagashima, T.** (2014). What makes open education thrive? Examination of factors contributing to the success of open education initiatives. *International Journal for Innovation and Quality in Learning* 2(3), 10-21.

Papers in Conference Proceedings

- C1. **Nagashima, T.**, *Yadav, G., & Alevén, V. (2021). A framework to guide technology-based educational studies in the evolving classroom environment. In *Proceedings of the Sixteenth European Conference on Technology Enhanced Learning (EC-TEL2021)*.
- C2. **Nagashima, T.**, Bartel, A. N., *Tseng, S., Vest, N.A., Silla, E. M., Alibali, M. W., & Alevén, V. (2021). Scaffolded self-explanation with visual representations promotes efficient learning in early algebra. In T. Fitch, C. Lamm, H. Leder, & K. Teßmar-Raible (Eds.), *43rd Annual Meeting of the Cognitive Science Society* (pp. 1858-1864). Cognitive Science Society.
- C3. **Nagashima, T.**, Bartel, A. N., *Yadav, G., *Tseng, S., Vest, N. A., Silla, E. M., Alibali, M. W., & Alevén, V. (2021). Using anticipatory diagrammatic self-explanation to support learning and performance in early algebra. In E. de Vries, J. Ahn, & Y. Hod (Eds.), *15th International Conference of the Learning Sciences – ICLS 2021* (pp. 474–481). International Society of the Learning Sciences [acceptance rate: 33%]. **Best Design Paper Nominee.**
- C4. **Nagashima, T.**, *Yadav, G., & Alevén, V. (2021). Rethinking technology-based educational studies in the evolving classroom environment: An interview study with US teachers. In E. de Vries, J. Ahn, & Y. Hod (Eds.), *15th International Conference of the Learning Sciences – ICLS 2021* (pp. 933–934). International Society of the Learning Sciences.
- C5. Bartel, A. N., Silla, E. M., Vest, N.A., **Nagashima, T.**, Alevén, V., & Alibali, M. W. (2021). Reasoning about equations with tape diagrams: insights from math teachers and college students. In E. de Vries, J. Ahn, & Y. Hod (Eds.), *15th International Conference of the Learning Sciences – ICLS 2021* (pp. 685–688). International Society of the Learning Sciences, 2021 [acceptance rate: 30%].
- C6. Yang, K., **Nagashima, T.**, Yao, J., Williams, J.J., Holstein, K., & Alevén, V. (2021). Can crowds make a good thing better, with minimal expert guidance? A step-by-step analysis of a teacher-guided crowd revision pipeline. *ACM Conference on Computer-Supported Collaborative Work and Social Computing (CSCW2021)*.
- C7. **Nagashima, T.**, Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Alevén, V. (2020). Enhancing conceptual knowledge in early algebra through scaffolding diagrammatic self-explanation. In M. Gresalfi & I. S. Horn (Eds.), *Proceedings of International Conference of the Learning Sciences* (pp. 35-43). Nashville, TN: International Society of the Learning Sciences. [acceptance rate: 38%].
- C8. **Nagashima, T.**, *Yang, K., Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Alevén, V. (2020). Pedagogical Affordance Analysis: Leveraging teachers' pedagogical knowledge for eliciting pedagogical affordances and constraints of instructional tools. (pp. 1561-1564). In M. Gresalfi & I. S. Horn (Eds.),

Proceedings of International Conference of the Learning Sciences (pp. 1561-1564). Nashville, TN: International Society of the Learning Sciences.

- C9. Shigeta, K., Takeda, T., Mori, H., Yagi, H., **Nagashima, T.**, Kaneko, D., & Hayashi, Y. (2019). A practice of group-based learning support in online learning based on learner motivation and goal setting. *Workshop paper, Information Processing Society of Japan* (in Japanese).
- C10. Takeda, T., Hayashi, Y., Shigeta, K., Mori, H., Kaneko, D., Yagi, H., & **Nagashima, T.** (2018). Visualizing relationships among content topics and learning activities of online courses. In *Proceedings of EdMedia: World Conference on Educational Media and Technology*. Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).
- C11. Shigeta, K., Yagi, H., Takeda, T., Mori, H., Hayashi, Y., Kaneko, D., & **Nagashima, T.** (2017). A study on improving learning materials utilizing comments on MOOC discussion boards. In *Proceedings of the Annual Conference for Japan Society for Educational Technology*, Shimane. (in Japanese)
- C12. Hayashi, Y., Takeda, T., **Nagashima, T.**, Yagi, H., Mori, H., Kaneko, D., & Shigeta, K. (2016). Development of the dashboard system for teachers to perform effective indication of the learning data analysis. In *Proceedings of the 5th International Conference on Knowledge Creation and Intelligent Computing*. Manado, Indonesia.
- C13. **Nagashima, T.**, Yagi, H., & Shigeta, K. (2015). The value of delivering MOOC as OER. In *Proceedings of the Annual Conference for Japan Association for Educational Media*, Tokyo. (in Japanese)
- C14. Yagi, H. **Nagashima, T.**, & Shigeta, K. (2015). Improvement model of lectures and teaching materials developed by OER and MOOC. In *Proceedings of the Annual Conference for Japan Association for Educational Media*, Tokyo. (in Japanese)
- C15. Yagi, H., **Nagashima, T.** Hamada, M., Shima, M., Kobayashi, K., & Shigeta K. (2015). Flipped classroom using interactive distance learning system: An experimental class in liberal arts education among national universities in Hokkaido. In *Proceedings of the Annual Conference for Japan Society for Educational Technology*, Tokyo. (in Japanese)
- C16. Yagi, H., **Nagashima, T.**, Hamada, M., Shima, M., Kobayashi, K., & Shigeta K. (2015). Development of educational videos for liberal arts education among national universities in Hokkaido: How instructional designers and video content specialists can develop a collaborative workflow in a small team. In *Proceedings of the Annual Conference for Japan Society for Information and Systems in Education*, Tokyo. (in Japanese)
- C17. **Nagashima, T.** (2013). Open educational resources in higher education: A global perspective. In *Proceedings of the International Conference for Media in Education*, Aichi.

Conference Abstracts

- A1. Bartel, A. N., Silla, E. M., Vest, N. A., **Nagashima, T.**, Alevan, V., & Alibali, M. W. (2020). Reasoning about equations with tape diagrams: Do visual features matter? In *Proceedings of the 42nd Annual Meeting of the Cognitive Science Society*, Toronto, Canada.

Doctoral Consortia

- D1. **Nagashima, T.** (2021). Towards fostering metacognitive use of diagrams through diagrammatic self-explanation. In *Proceedings of the 12th International Conference on the Theory and Application of Diagrams (Diagrams 2021)*.
- D2. **Nagashima, T.** (2019). Towards enhancing conceptual knowledge in algebra through diagrammatic self-explanation. In *Companion Proceedings of the 9th International Learning Analytics and Knowledge Conference (LAK19)*. Tempe, AZ.

- D3. **Nagashima, T.** (2018). Contextualized instruction in data science and its effect on transfer of learning. In *Proceedings of the 13th European Conference on Technology Enhanced Learning (EC-TEL)*. Leeds, UK.

OTHER PUBLICATIONS

- O1. **Nagashima, T.** (2018). Recent trends in open textbook adoption and research. *SIG Report. Game Learning and Open Education Special Interest Group*. Japan Society for Educational Technology. (in Japanese)
- O2. Wiens, K., Tarkowski, A., Watanabe, T., **Nagashima, T.**, Allen, N., Appleyard, B., Botero, C., Juliana, M., Mora, L., Smith, J., Salem, N., & Browne, D. (2016). Global Open Policy Report 2016. *Open Policy Network*.
- O3. Shigeta, K. & **Nagashima, T.** (2016). Envisioning the future of open education: a perspective from the non-English-speaking world. *FutuOER*.
- O4. **Nagashima, T.** (2016). OER research initiatives around the world. *SIG Report. Game Learning and Open Education Special Interest Group*. Japan Society for Educational Technology. (in Japanese)
- O5. **Nagashima, T.** (2015). How should we approach openness in MOOC? *SIG Report. Game Learning and Open Education Special Interest Group*. Japan Society for Educational Technology. (in Japanese)
- O6. Watanabe, T., Shigeta, K., **Nagashima, T.**, & Tanaka, K. (2014). Implication of EU's open education policy on educational system in Japan: Global competitiveness, employment, and digital divide. *Report by Innovation Nippon*. (in Japanese)

PEER-REVIEWED CONFERENCE PRESENTATIONS

- T1. Silla, E. M., Vest, N. A., **Nagashima, T.**, Bartel, A. N., Anthony, L. E., Alevén, V., & Alibali, M. W. (2021). Efficacy of tape diagrams: Evidence from an Intelligent Tutoring System. Lightning talk presented at the Annual Meeting of the Mathematical Cognition and Learning Society.
- T2. Silla, E. M., Tommasi, T., Vest, N. A., Bartel, A. N., Buehler, Z., Manhart, H., Petersdorff, M., **Nagashima, T.**, Alevén, V. & Alibali, M. W. (2021). Fostering conceptual understanding of equation solving via an Intelligent Tutoring System. Wisconsin Center for Education Research.
- T3. Vest, N. A., Silla, E. M., Bartel, A. N., **Nagashima, T.**, Alevén, V. & Alibali, M. W. (2021). Learning from worked examples: Conceptually rich explanations predict conceptual gains. The Society for Research in Child Development Biennial Meeting.
- T4. Bartel, A. N., Silla, E. M., Vest, N. A., **Nagashima, T.**, Tang, Y., Alevén, V. & Alibali, M. W. (2021). Do tape diagrams promote a focus on conceptual principles? Evidence from equation solving with an Intelligent Tutoring System. In Wong, T. (Chair), *Principle knowledge in mathematics: Its development, cognitive predictors, and potential interventions*, Symposium at the Annual Meeting of the Mathematical Cognition and Learning Society, Dublin, Ireland.
- T5. **Nagashima, T.**, Bartel, A., Silla, E., Vest, N., Alibali, M., & Alevén, V. (2020). Collaborative open educational practices: sharing evidence-based Open Educational Resources to facilitate meaningful adaptation. Open Education Conference.
- T6. **Nagashima, T.**, Xiong, Y., Bodily, R., & Stamper, J. (2018). Student engagement and learning in an OER-based course: a longitudinal study. Open Education Conference, NY.
- T7. **Nagashima, T.** & Stamper, J. (2018). Contextualized instruction with OER: Examining the Remix Hypothesis. Open Education Conference, NY.
- T8. Cannanure, V., **Nagashima, T.**, Gordon, G., & Brown, T. (2018). QnA: a low-cost system for developing

- interactive OER in computer science. Open Education Conference, NY
- T9. Mori, H., **Nagashima, T.**, Takeda, T., Hayashi, Y., Kaneko, D., Kojima, K., Yagi, H., & Shigeta, K. (2018). Persistence decision model for learning in MOOC. Study Workshop by Japan Society of Educational Technology, Tokyo. (in Japanese)
- T10. Hrach, S., Gallant, J., & **Nagashima, T.** (2017). Motivating factors among faculty for adopting OER. Open Education Conference, Anaheim.
- T11. Kaneko, D., Kojima, K., Shigeta, K., Takeda, T., Mori, H., Hayashi, Y., Yagi, H., & **Nagashima, T.** (2017). Evaluation criteria for pedagogical practices in MOOC. Study Workshop by Japan Society for Information and Systems in Education. (in Japanese)
- T12. Kaneko, D., Kojima, K., Shigeta, K., Takeda, T., Mori, H., Hayashi, Y., Yagi, H., & **Nagashima, T.** (2017). Applicable evaluation criteria for MOOC. Study Workshop by Japanese Society for Information and Systems in Education. (in Japanese)
- T13. Shigeta, K., Fujita, Y., Yagi, H., **Nagashima, T.**, Hamada, M., Sata, M., Matsumoto, T., Tanaka, H., Kobayashi, K., & Shima, M. (2016). Open education strategy at universities in Hokkaido region utilizing OER. Open Education Global 2016, Kraków.
- T14. Takeda, T., Hayashi, Y., Shigeta, K., Mori, H., Kaneko, D., Yagi, H., & **Nagashima, T.** (2016). Dashboard development for improving instruction on MOOC. Study Workshop by Japan Society of Educational Technology, Chiba. (in Japanese)
- T15. Shigeta, K., Matsukawa, H., Matsuda, T., Watanabe, Y., Kato, H., Yagi, H., & **Nagashima, T.** (2016). Developing classifying methods of course types through the analysis of syllabi. Study Workshop by Japan Society for Educational Technology, Kagawa. (in Japanese)
- T16. **Nagashima, T.**, Shigeta, K., & Bier, N. (2015). Tackling a lack of local OER: How international OER adoption enhanced the quality of learning on campus. Open Education Conference, Vancouver.
- T17. **Nagashima, T.** (2015). What do we really mean by “open”? SIG Session, Annual Conference for Japan Society for Educational Technology, Tokyo. (in Japanese)
- T18. **Nagashima, T.** (2015). Running open MOOC: Experience from Hokkaido University. Academic Exchange for Information Environment and Strategy Seminar, Sapporo. (in Japanese)

INVITED TALKS

- IT1. **Nagashima, T.** (2021). Learning analytics and gamification. Presented at the Symposium on Digital Transformation in Higher Education. National Institute of Informatics, Tokyo, Japan. (in Japanese).
- IT2. **Nagashima, T.** (2021). Open Educational Resources and the COVID-19 pandemic: Opportunities and challenges. Hokkaido University, Sapporo (in Japanese).
- IT3. **Nagashima, T.** (2021). Co-design in open education practices. International Christian University, Tokyo.
- IT4. **Nagashima, T.** (2020). Pedagogical Affordance Analysis. AECT Annual Convention (as part of AECT awardees' presentations).
- IT5. **Nagashima, T.** (2020). Connecting education research with classroom practices through co-design. Keio University, Tokyo (in Japanese).
- IT6. **Nagashima, T.** (2020). Designing instruction by leveraging pedagogical affordances and constraints. International Christian University, Tokyo.
- IT7. **Nagashima, T.** (2019). Recent trends in learning analytics research. Hokkaido University, Sapporo. (in Japanese).

- IT8. **Nagashima, T.** (2016). Effective use of ICT in higher education: lessons learned at Hokkaido University. Academic Link Seminar. Chiba University, Chiba. (in Japanese)
- IT9. Allen, N., Beckett, M., Lesko, I., Wiens, K., Jacob, M., & **Nagashima, T.** (2015). Open Education: Policy and Practice [Panel discussion]. OpenCon 2015, Brussels.

RESEARCH & PROFESSIONAL EXPERIENCES

2021	Institute for Policy Research , Northwestern University, Evanston, IL <i>Participant, Summer Research Training Institute on Improving Evaluations of R&D in STEM Education</i>
2019-present	Cabinet Office, the Japanese Government , Tokyo, JAPAN <i>Data Science Consultant</i>
2018-present	Human-Computer Interaction Institute , Carnegie Mellon University, Pittsburgh, PA <i>Graduate Researcher</i> with Vincent Alevan and Martha Alibali (University of Wisconsin-Madison)
2017-2019	Program in Interdisciplinary Education Research , Carnegie Mellon University, Pittsburgh, PA <i>Associate</i>
2017-2018	Human-Computer Interaction Institute , Carnegie Mellon University, Pittsburgh, PA <i>Graduate Researcher</i> with John Stamper
2018	LearnLab Summer School , Carnegie Mellon University, Pittsburgh, PA <i>Participant, Educational Data Mining track</i>
2016-18	Open Education Group , Provo, UT <i>OER Research Fellow</i>
2015-19	Center for Open Education , Hokkaido University, Sapporo, JAPAN <i>Research Collaborator</i>
2016-17	Open Learning Initiative , Stanford University, Stanford, CA <i>Learning Engineer Intern</i> with Candace Thille
2015-16	Fujitsu/Hokkaido University , Sapporo, Japan <i>Research Fellow</i>
2015-16	Open Policy Network , Creative Commons, Mountain View, CA <i>Researcher</i>
2014-16	Center for Open Education , Hokkaido University, Sapporo, JAPAN <i>Instructional Designer / Project Manager</i>
2014-15	Innovation Nippon , Tokyo, JAPAN <i>Research Assistant</i> with Tomoaki Watanabe
2013-14	International Christian University , Tokyo, JAPAN <i>Research Assistant</i> with Masako Miyahara & Atsuko Watanabe
2013-14	International Christian University , Tokyo, JAPAN <i>Research Assistant</i> with Insung Jung

TEACHING & MENTORING EXPERIENCES

Teaching

- 2018 **Carnegie Mellon University**, Pittsburgh, PA
Teaching Assistant with John Stamper and Adam Perer
 Course Title: Interactive Data Science (Fall 2018, 70 graduate and undergraduate students)
 - Taught 4 lectures on experimental design and data analysis, graded assignments, and helped students with data science projects
- 2014, 2018 **Open Education Lab**, Sapporo, JAPAN
Teaching Assistant with Katsusuke Shigeta, Toshiyuki Takeda, and Hideki Mori
 Course Title: Open Education and the Future of Learning (offered on Japanese MOOC; approx. 8,000 participants)
 - Designed assignments and quizzes, managed online discussions, helped learners with assignments
- 2014-16 **Center for Open Education**, Hokkaido University, Sapporo, JAPAN
Instructional Designer & Project Manager
 - Co-designed with university faculty over 200 educational materials (modules) in various domains, which were shared as Open Educational Resources and MOOC materials and helped with their classroom use
- 2014-16 **Center for Open Education**, Hokkaido University, Sapporo, JAPAN
Teaching Assistant with Katsusuke Shigeta
 Course Title: Introduction to Information Science (30 undergraduate students)
 - Designed course materials (lectures and assignments), facilitated classroom discussions, graded assignments

Student Mentoring Experiences

Student mentoring includes: regular communications to support their work, providing feedback on design and research, collaboratively writing papers and conducting user research. In all mentoring activities, I ensure that students learn valuable knowledge and skills in research and/or design (e.g., through setting goals and offering opportunities for students to take a lead and explore new aspects of the assigned task).

- 2021-present **Marcus Artigue** (Undergraduate student at Hope College)
REU Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”
- 2021-present **Elizabeth Ling** (Undergraduate student at Harvard)
Research Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”
- 2021-present **Michelle Ma** (Undergraduate student at UCLA)
REU Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”
- 2021-present **Bin Zheng** (Undergraduate student at CMU)
Research Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”
- 2020-present **Jeff Chen** (Undergraduate student at CMU)
REU Intern & Research Assistant for “Gamification for ITSs”
- 2020-present **Xinying Hou** (Graduate student at CMU, currently a PhD student at the UMich)
Independent Study and Extern Research Assistant for “Gamification for ITSs”
- 2020-present **Xiaoying Meng** (Undergraduate student at CMU, currently a master’s student at CMU)
Research Assistant for “Gamification for ITSs”
- 2020-present **Stephanie Tseng** (Undergraduate student at CMU)
Research Assistant for “Promoting Conceptual and Procedural Knowledge with ITSs”
- 2019-present **John Britti** (Undergraduate student from Georgia Tech, now Master’s student at GT)
REU Intern & Research Assistant for “Gamification for ITSs”

2019-present	Xiran Wang (Undergraduate student at CMU) <i>Research Assistant for “Gamification for ITSs”</i>
2020-2021	Sihan Wu (Undergraduate student at CMU) <i>Independent Study for “Gamification for ITSs”</i>
2020	Ruitao Li (Undergraduate student at CMU) <i>Research Assistant for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2020	Jordan Love (Undergraduate student at University of Kansas) <i>REU Intern for “Gamification for ITSs”</i>
2020	Gautam Yadav (Graduate student at CMU, currently Learning Engineer at CMU HCII) <i>Research Collaborator for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2020	Junhui Yao (Graduate student at CMU, now Software Engineer at Huawei) <i>Research Assistant for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2020	Alan Zhao (Undergraduate student at Pomona College) <i>REU Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2019	Evan Fang (Undergraduate student at CMU) <i>Research Assistant for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2019	Emilie Guermeur (Undergraduate student at CMU) <i>Independent Study for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2019	Trula Rael (Undergraduate student at Harvard University) <i>REU Intern for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>
2019	Kexin Yang (Graduate student at CMU, currently a PhD student at CMU HCII) <i>Research Assistant for “Promoting Conceptual and Procedural Knowledge with ITSs”</i>

Other Mentoring Experiences

2020, 2021	LearnLab Summer School , Carnegie Mellon University, Pittsburgh, PA <i>Mentor, Intelligent Tutoring System track</i>
------------	--

PRACTITIONER RESOURCES & OPEN EDUCATIONAL RESOURCES (OER)

2020	Tape Diagram Template for Equations <i>Tape diagram representation template made in Google slides, provided under CC-BY-NC</i> https://tinyurl.com/tapetemplate
2020	Tape Diagram Generation Tool <i>Automatic tape diagram generation tool available on MathTutor</i> https://preview.ctat.cs.cmu.edu/home

ACADEMIC SERVICE

2021-present	Creative Commons Copyright Platform <i>Member, Artificial Intelligence, Copyright, & Open Sharing Working Group</i>
2021-present	Creative Commons Copyright Platform <i>Member, Beyond Copyright: The Ethics of Open Sharing Working Group</i>
2018-present	Japan Society for Educational Technology , Tokyo, JAPAN

Organizing Member, Game Learning and Open Education Special Interest Group (JSET SIG-05)

2017-present **Global OER Graduate Network**, The Open University, Milton Keynes, UK
Ph.D. Student Member

2016-17 **The Rotary Club of Los Altos**, Los Altos, CA
Honorary Member

2014-present **OER World Map**, Köln, GERMANY
Country Champion of Japan

2013 **International Christian University**, Tokyo, JAPAN
Organizer, Senior Thesis Poster Session Program

2012-present **Creative Commons Japan (CommonSphere)**, Tokyo, JAPAN
Member (Education)

Journal and Conference Reviewing

ACM Conference on Human Factors in Computing Systems (CHI)
ACM Interaction Design and Children Conference (IDC)
Annual Meeting of the International Society of the Learning Sciences (ISLS)
European Conference on Technology Enhanced Learning (EC-TEL)
International Conference of the Learning Sciences (ICLS)
International Learning Analytics and Knowledge Conference (LAK)
International Review of Research in Open and Distributed Learning (IRRODL)
Journal of Interactive Media in Education (JIME)
Mathematical Cognition and Learning Society Conference (MCLS)
Open Education Conference (OpenEd)

Conference Organizing

Session Chair, Annual Meeting of the International Society of the Learning Sciences (ISLS)

MEMBERSHIP

Cognitive Science Society
International Society of the Learning Sciences
Japanese Society for Educational Technology