

Tomohiro Nagashima

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ACADEMIC APPOINTMENTS

2022/11 – present	Junior Professor (tenure-track) on Technology-Enhanced Learning Faculty of Mathematics and Computer Science, Saarland University Saarbrücken, Germany
2022/09 – present	Faculty Associate Harvard University Berkman Klein Center for Internet and Society Cambridge, MA
2022/09 – 2022/10	Researcher German Research Center for Artificial Intelligence (DFKI) Saarbrücken, Germany

EDUCATION

2017/08 – 2022/08	Ph.D. in Human-Computer Interaction Carnegie Mellon University Human-Computer Interaction Institute, Pittsburgh, PA Advisor: Vincent Aleven Thesis: <i>Promoting Students' Self-Regulated Choices in Learning with Visual Representations</i> Committee: Geoff Kaufman, Amy Ogan, Martha W. Alibali (UWMadison), & Timothy Nokes-Malach (Pitt)
2017/08 – 2020/12	M.S. in Human-Computer Interaction Carnegie Mellon University Human-Computer Interaction Institute, Pittsburgh, PA Advisor: Vincent Aleven
2016/09 – 2017/08	M.A. in Education (Learning, Design, and Technology) Stanford Graduate School of Education, Stanford, CA Advisor: Candace Thille
2010/04 – 2014/03	B.A. in Education International Christian University, Tokyo, Japan Advisor: Insung Jung

FELLOWSHIPS & AWARDS

2021	Presidential Fellowship , Carnegie Mellon University School of Computer Science
2021	Best Design Paper Nomination , International Society of the Learning Sciences (ISLS2021) for [C17]
2020	Fred Mulder Best Open Education Practice Award (€1.250) , Global OER Graduate Network (GOGN) for [C13] & [C14]
2020	Nova Southeastern Award for Outstanding Practice in Instructional Design (€72) , Association for Educational Communications and Technology (AECT) for [C13] & [C14]
2019	Doctoral Consortium Fellowship (€960) (Travel fellowship for LAK19), Society for Learning Analytics Research
2018	Virtually Connecting Scholarship (€480) (Travel scholarship for OpenEd18), Virtually Connecting
2018	Open Education Award of Excellence (Category: Open Courses), Open Education Consortium
2018	Open Education Award of Excellence Honorable Mention (Category: Open Policy), Open Education Consortium
2018	Creative Commons Summit 2018 Travel Scholarship (€670) , Creative Commons
2017	Creative Commons Summit 2017 Travel Scholarship (€670) , Creative Commons
2016	OER Research Fellowship (€3.840) Open Education Group
2016	Study Abroad Scholarship (€28.810) , Rotary International

- 2016 **Merit-based Tuition Fellowship (€9.600)**, Stanford Graduate School of Education
 2013 **Study Abroad Scholarship (€86.430)**, Japan Business Federation
 2011-12 **Dean's List**, International Christian University

GRANTS AWARDED

- 2023 - 2026 **Japan Society for the Promotion of Science** (Grant-in-Aid for Scientific Research: B)
 Title: Data-driven pedagogical improvement for hybrid teaching
 Co-PI (PI: Katsusuke Shigeta)
 Award Amount: JPY 14,200,000 (€98.079)
- 2020 - 2023 **Japan Society for the Promotion of Science** (Grant-in-Aid for Scientific Research: B)
 Title: Developing data-informed OER improvement system
 Collaborating Researcher (PI: Katsusuke Shigeta)
 Award Amount: JPY 15,990,000 (€136.100)
- 2015 – 2019 **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 (PI: Katsusuke Shigeta)
 Award Amount: JPY 13,260,000 (€122.900)

PUBLICATIONS (an asterisk (*) denotes a mentored student)

Journal Articles

- J5. Sha, H., Sugiura, M., **Nagashima, T.**, & Shigeta, K. (major revision). Relations between participation in collaborative learning and learning outcomes in online learning.
- J4. **Nagashima, T.** & Hrach, S. (2021). Motivating factors among university faculty for adopting Open Educational Resources: Incentives matter. *Journal of Interactive Media in Education*, 1(19), 1-10. [[paper](#)]
- J3. Yang, K., **Nagashima, T.**, *Yao, J., Williams, J. J., Holstein, K., & Aleven, V. (2021). Can crowds customize instructional materials with minimal expert guidance?: Exploring teacher-guided crowdsourcing for improving hints in an AI-based tutor. *ACM Conference on Computer-Supported Collaborative Work and Social Computing (CSCW2021)*. [[paper](#)]
- J2. Shigeta, K., Yagi, H., **Nagashima, T.**, Hamada, M., Miyazaki, T., Kobayashi, K., & Shima, M. (2015). Cooperative liberal arts education and flipped classroom implementation with MOOC. *Journal of Digital Practices* 6(2), 89-96. (in Japanese)
- J1. **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. [[paper](#)]

Conference Proceedings

- C30. Karumbaiah, S., Borchers, C., Shou, T., Falhs, A., Liu, C., **Nagashima, T.**, Rummel, N., & Aleven, V. (under review). A spatiotemporal analysis of teacher practices in supporting student learning and engagement in an AI-enabled classroom.
- C29. **Nagashima, T.**, *Zheng, B., *Tseng, S., *Ling, E., & Aleven, V. (2023, to appear). Promoting students' self-regulated choices in learning with visual representations in intelligent tutoring software. In *Proceedings of the Annual Meeting for the International Society of the Learning Sciences (ISLS2023)*, Montreal, Canada.
- C28. **Nagashima, T.**, *Yadav, G., & Aleven, V. (2023, to appear). Remote classroom research toward equity during COVID-19. In K. Stamatis & J. Polman (Co-Chairs), *Designing to disrupt and encountering disruption: Engaging with the unexpected in educational research* [Symposium]. In *Proceedings of the Annual Meeting for the International Society of the Learning Sciences (ISLS2023)*, Montreal, Canada.

- C27. Shigeta, K., Takeda, T., Kaneko, D., Yagi, H., & **Nagashima, T.** (2022). Development of a Moodle plugin to track OER improvements. In *Proceedings of the Annual Conference for Japan Society for Educational Technology*, Kanagawa (in Japanese).
- C26. Aleven, V., Blankestijn, J., Lawrence, L., **Nagashima, T.**, & Taatgen, N. (2022). A dashboard to support teachers during students' self-paced AI-supported problem-solving practice. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)* [acceptance rate: 27.5%]. [[paper](#)]
- C25. *Hou, X., **Nagashima, T.**, & Aleven, V. (2022). Design a dashboard for secondary-school learners to support mastery learning in a gamified learning environment. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)*. [[paper](#)]
- C24. **Nagashima, T.**, *Britti, J., *Wang, X., *Zheng, B., Turri, V., *Tseng, S., & Aleven, V. (2022). Designing playful intelligent tutoring software to support engaging and effective algebra learning. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)* [acceptance rate: 27.5%]. [[paper](#)]
- C23. **Nagashima, T.**, *Ling, E., *Zheng, B., Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Aleven, V. (2022). How does sustaining and interleaving visual scaffolding help learners? A classroom study with an Intelligent Tutoring System. In *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*. Cognitive Science Society (pp. 1751-1758). [[paper](#)]
- C22. Vest, N. A., Silla, E. M., Bartel, A. N., **Nagashima, T.**, Aleven, V., & Alibali, M. W. (2022). Self-explanation of worked examples integrated in an Intelligent Tutoring System enhances problem solving and efficiency in algebra. In *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*. Cognitive Science Society (pp. 3466-3472). [[paper](#)]
- C21. **Nagashima, T.**, *Tseng, S., *Ling, E., Bartel, A. N., Vest, N. A., Silla, E. M., Alibali, M. W., & Aleven, V. (2022). Students' self-regulated use of diagrams in a choice-based Intelligent Tutoring System. In *Proceedings of the Annual Meeting for the International Society of the Learning Sciences (ISLS2022)*, Hiroshima, Japan.
- C20. **Nagashima, T.** (2021). Towards fostering strategic choices in using diagrams in early algebra. [Doctoral Consortium]. In *Proceedings of the 12th International Conference on the Theory and Application of Diagrams (Diagrams 2021)*. [[paper](#)]
- C19. **Nagashima, T.**, *Yadav, G., & Aleven, V. (2021). A framework to guide technology-based educational studies in the evolving classroom environment. In T. De Laet, R. Klemke, C. Alario-Hoyos, I. Hilliger I, & A. Ortega-Arranz. (Eds.), *Proceedings of the 16th European Conference on Technology Enhanced Learning (EC-TEL2021)* (pp. 207-220). [acceptance rate: 21%]. [[paper](#)]
- C18. **Nagashima, T.**, Bartel, A. N., *Tseng, S., Vest, N.A., Silla, E. M., Alibali, M. W., & Aleven, 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.), *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society* (pp. 1858-1864). Cognitive Science Society. [[paper](#)]
- C17. **Nagashima, T.**, Bartel, A. N., *Yadav, G., *Tseng, S., Vest, N. A., Silla, E. M., Alibali, M. W., & Aleven, 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.** [[paper](#)]
- C16. **Nagashima, T.**, *Yadav, G., & Aleven, 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. [[paper](#)]
- C15. Bartel, A. N., Silla, E. M., Vest, N.A., **Nagashima, T.**, Aleven, 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 [acceptance rate: 30%]. [[paper](#)]

- C14. **Nagashima, T.**, Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Alevan, V. (2020). Enhancing conceptual knowledge in early algebra through scaffolding diagrammatic self-explanation. In M. Gresalfi & I. S. Horn (Eds.), *14th International Conference of the Learning Sciences* (pp. 35-43). Nashville, TN: International Society of the Learning Sciences. [acceptance rate: 38%]. [[paper](#)]
- C13. **Nagashima, T.**, *Yang, K., Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Alevan, V. (2020). Pedagogical Affordance Analysis: Leveraging teachers' pedagogical knowledge for eliciting pedagogical affordances and constraints of instructional tools. In M. Gresalfi & I. S. Horn (Eds.), *14th International Conference of the Learning Sciences* (pp. 1561-1564). Nashville, TN: International Society of the Learning Sciences. [[paper](#)]
- C12. 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? [Conference Abstract] In *Proceedings of the 42nd Annual Meeting of the Cognitive Science Society*, Toronto, Canada.
- C11. **Nagashima, T.** (2019). Towards enhancing conceptual knowledge in algebra through diagrammatic self-explanation. [Doctoral Consortium]. In *Companion Proceedings of the 9th International Learning Analytics and Knowledge Conference (LAK19)*. Tempe, AZ. [[paper](#)]
- C10. 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).
- C9. **Nagashima, T.** (2018). Contextualized instruction in data science and its effect on transfer of learning. [Doctoral Consortium]. In *Proceedings of the 13th European Conference on Technology Enhanced Learning (EC-TEL)*. Leeds, UK
- C8. 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).
- C7. 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)
- C6. 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.
- C5. **Nagashima, T.**, Yagi, H., & Shigeta, K. (2015). The core value of delivering MOOC as OER. In *Proceedings of the Annual Conference for Japan Association for Educational Media*, Tokyo. (in Japanese)
- C4. 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)
- C3. 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)
- C2. 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)
- C1. **Nagashima, T.** (2013). Open educational resources in higher education: A global perspective. In *Proceedings of the International Conference for Media in Education*, Aichi.

Other Publications

- O8. Shigeta, K., Takeda, T., Kaneko, D., Yagi, H., & **Nagashima, T.** (2021). Development of a Moodle plugin for structuring and versioning OER. *Seminar on Collaboration and Learning Environments*. Information Processing Society of Japan.
- O7. Farrow, R., Iniesto, F., Weller, M., Pitt, R., Algers, A., Bass, M., Bozkurt, A., Cox, G., Czerwonogóra, A., Elias, T., Essmiller, K., Funk, J., Lambert, S., Mittelmeier, J., **Nagashima, T.**, Rabin, E., Rets, I., Spica, E., Vladimirschi, V. & Witthaus, G (2021). The GO-GN guide to conceptual frameworks. *Open Education Research Hub. The Open University, UK*. CC-BY 4.0. [[paper](#)]
- O6. **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)
- O5. 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*. [[report](#)]
- O4. Shigeta, K. & **Nagashima, T.** (2016). Envisioning the future of open education: a perspective from the non-English-speaking world. *FutuOER*.
- O3. **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)
- O2. **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)
- O1. 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)

CONFERENCE PRESENTATIONS

- T41. Aleven, V., Blankestijn, J., Lawrence, L., **Nagashima, T.**, & Taatgen, N. (2022). A dashboard to support teachers during students' self-paced AI-supported problem-solving practice. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)*.
- T40. *Hou, X., **Nagashima, T.**, & Aleven, V. (2022). Design a dashboard for secondary-school learners to support mastery learning in a gamified learning environment. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)*
- T39. **Nagashima, T.**, *Britti, J., *Wang, X., *Zheng, B., Turri, V., *Tseng, S., & Aleven, V. (2022). Designing playful intelligent tutoring software to support engaging and effective algebra learning. In *Proceedings of the 17th European Conference on Technology Enhanced Learning (EC-TEL2022)*.
- T38. **Nagashima, T.**, *Ling, E., *Zheng, B., Bartel, A. N., Silla, E. M., Vest, N. A., Alibali, M. W., & Aleven, V. (2022). How does sustaining and interleaving visual scaffolding help learners? A classroom study with an Intelligent Tutoring System. In *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*. Cognitive Science Society.
- T37. Vest, N. A., Silla, E. M., Bartel, A. N., **Nagashima, T.**, Aleven, V., & Alibali, M. W. (2022). Self-explanation of worked examples integrated in an Intelligent Tutoring System enhances problem solving and efficiency in algebra. In *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*. Cognitive Science Society.
- T36. **Nagashima, T.**, *Tseng, S., *Ling, E., Bartel, A. N., Vest, N. A., Silla, E. M., Alibali, M. W., & Aleven, V. (2022). Students' self-regulated use of diagrams in a choice-based Intelligent Tutoring System. In *Proceedings of the Annual Meeting for the International Society of the Learning Sciences (ISLS2022), Hiroshima, Japan*.

- T35. Takeda, T., Shigeta, K., Kaneko, D., Yagi, H., & **Nagashima, T.** (2022). Design and implementation of a system to improve the findability of OER. *Study Workshop by Japan Society for Information and Systems in Education*. (in Japanese)
- T34. Bartel, A. N., Vest, N. A., Silla, E. M., **Nagashima, T.**, Alevén, V., & Alibali, M. W. (2022). Do tape diagrams in explanations of worked examples foster conceptual understanding? Evidence from early algebra. Poster accepted at the Annual Meeting of the Mathematical Cognition and Learning Society.
- T33. Silla, E. M., Vest, N. A., Bartel, A. N., **Nagashima, T.**, Alevén, V., & Alibali, M. W. (2022). Middle-school students' preferences for visual features of tape diagrams and their relation to symbolizing equations. Poster accepted at the Annual Meeting of the Mathematical Cognition and Learning Society.
- T32. Silla, E. M., Vest, N. A., **Nagashima, T.**, Bartel, A. N., Anthony, L. E., Alevén, V., & Alibali, M. W. (2022). Efficacy of tape diagrams: Evidence from an Intelligent Tutoring System. Lightning talk presented at the Annual Meeting of the Mathematical Cognition and Learning Society.
- T31. **Nagashima, T.**, *Yadav, G., & Alevén, V. (2021). A framework for conducting remote classroom research. Presented at the CIRCLS'21 Convening. Center for Integrative Research in Computing and Learning Sciences.
- T30. 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*.
- T29. **Nagashima, T.**, *Yadav, G., & Alevén, V. (2021). A framework to guide technology-based educational studies in the evolving classroom environment. In T. De Laet T, R. Klemke, C. Alario-Hoyos, I. Hilliger I, & A. Ortega-Arranz. (Eds.), *Proceedings of the 16th European Conference on Technology Enhanced Learning (EC-TEL2021)* (pp. 207-220).
- T28. **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.), *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society* (pp. 1858-1864). Cognitive Science Society.
- T27. **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.
- T26. **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.
- T25. 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.
- T24. 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. [[Recording](#)]
- T23. **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. [[link to the webpage](#)]
- T22. 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).

- T21. **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.
- T20. **Nagashima, T.** & Stamper, J. (2018). Contextualized instruction with OER: Examining the Remix Hypothesis. Open Education Conference, NY.
- T19. 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
- T18. 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)
- T17. 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).
- T16. 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)
- T15. 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.
- T14. **Nagashima, T.**, Yagi, H., & Shigeta, K. (2015). The core value of delivering MOOC as OER. In *Proceedings of the Annual Conference for Japan Association for Educational Media*, Tokyo. (in Japanese)
- T13. 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)
- T12. 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)
- T11. 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)
- T10. Hrach, S., Gallant, J., & **Nagashima, T.** (2017). Motivating factors among faculty for adopting OER. Open Education Conference, Anaheim.
- T9. 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)
- T8. 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)
- T7. 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.

- T6. 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)
- T5. 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)
- T4. **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.
- T3. **Nagashima, T.** (2015). What do we really mean by “open”? SIG Session, Annual Conference for Japan Society for Educational Technology, Tokyo. (in Japanese)
- T2. **Nagashima, T.** (2015). Running open MOOC: Experience from Hokkaido University. Academic Exchange for Information Environment and Strategy Seminar, Sapporo. (in Japanese)
- T1. **Nagashima, T.** (2013). Open educational resources in higher education: A global perspective. In *Proceedings of the International Conference for Media in Education*, Aichi.

INVITED TALKS

- IT14. **Nagashima, T.** (2023). Promoting students’ strategic learning choices in AI-based math tutoring software. Center for Advanced Internet Studies (CAIS), Bochum.
- IT13. **Nagashima, T.** (2023). Choose wisely: Promoting strategic learner choices in intelligent tutoring software for early algebra. Future Learning Initiative, ETH Zürich.
- IT12. **Nagashima, T.** (2022). Fostering learners of the future through human-centered design of advanced technologies. Hokkaido University, Sapporo. (in Japanese).
- IT11. **Nagashima, T.** (2021). Supporting learners of the future through human-centered learning analytics research. TU Delft, Delft.
- IT10. **Nagashima, T.** (2021). Pedagogical Affordance Analysis: Leveraging learning sciences approaches in designing technology. Tilburg University, Tilburg.
- IT9. **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).
- IT8. **Nagashima, T.** (2021). Open Educational Resources and the COVID-19 pandemic: Opportunities and challenges. Hokkaido University, Sapporo (in Japanese).
- IT7. **Nagashima, T.** (2021). Co-design in open education practices. International Christian University, Tokyo.
- IT6. **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).
- IT4. **Nagashima, T.** (2020). Designing instruction by leveraging pedagogical affordances and constraints. International Christian University, Tokyo.
- IT3. **Nagashima, T.** (2019). Recent trends in learning analytics research. Hokkaido University, Sapporo. (in Japanese).
- IT2. **Nagashima, T.** (2016). Effective use of ICT in higher education: lessons learned at Hokkaido University. Academic Link Seminar. Chiba University, Chiba. (in Japanese)

- IT1. Allen, N., Beckett, M., Lesko, I., Wiens, K., Jacob, M., & Nagashima, T. (2015). Open Education: Policy and Practice [Invited panel]. OpenCon 2015, Brussels.

RESEARCH & PROFESSIONAL EXPERIENCES

2018 – 2022	Human-Computer Interaction Institute , Carnegie Mellon University, Pittsburgh, PA <i>Graduate Student Researcher</i> with Vincent Alevan and Martha Alibali
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>
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 Student Researcher</i> with John Stamper
2018	LearnLab Summer School , Carnegie Mellon University, Pittsburgh, PA <i>Participant, Educational Data Mining track</i>
2016 - 2018	Open Education Group , Brigham Young University, Provo, UT <i>OER Research Fellow</i>
2015 - 2018	Center for Open Education , Hokkaido University, Sapporo, Japan <i>Research Collaborator</i>
2017	Open Learning Initiative , Stanford University, Stanford, CA <i>Learning Engineer Intern</i> with Candace Thille
2015 - 2016	Fujitsu/Hokkaido University , Sapporo, Japan <i>Research Fellow</i>
2014 - 2016	Center for Open Education , Hokkaido University, Sapporo, Japan <i>Instructional Designer / Project Manager</i>
2014 - 2015	Innovation Nippon , Tokyo, Japan <i>Research Assistant</i> with Tomoaki Watanabe
2013 - 2014	International Christian University , Tokyo, Japan <i>Undergraduate Research Assistant</i> with Masako Miyahara & Atsuko Watanabe
2013 - 2014	International Christian University , Tokyo, Japan <i>Undergraduate Research Assistant</i> with Insung Jung

TEACHING & MENTORING

Teaching

2023	Saarland Informatics Campus , Saarbrücken, GERMANY <i>Instructor</i> Course Title: Intelligent Systems for Supporting Human Learning (Seminar)
2021	Carnegie Mellon University , Pittsburgh, PA <i>Teaching Assistant</i> with Raelin Musuraca and Motahhare Eslami Course Title: User-Centered Research and Evaluation (99 graduate and undergraduate students) - Gave lectures in 80-min lab sessions every week (15 weeks, 24 students)

- Graded weekly assignments and course projects on user research
- Helped design course materials including lecture slides, quizzes, and assignments
- Held weekly office hours to support student learning
- Teaching evaluation score: 4.83/5.00

2018

Carnegie Mellon University, Pittsburgh, PA

Teaching Assistant with John Stamper and Adam Perer

Course Title: Interactive Data Science (70 graduate and undergraduate students)

- Taught four 70-min lectures on experimental design and data analysis
- Graded students' weekly assignments and course projects on data science
- Designed course materials including lecture slides and assignments
- Helped student groups with their course 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 course assignments and quizzes
- Managed online discussions daily
- Provided instructional support for learners
- Offered "in-person" sessions with about 30 learners in the course to promote deeper understanding of the topics covered in the course

2015

Hokkaido University, Sapporo, Japan

Teaching Assistant with lead instructors Tamotsu Kozaki and Naoko Watanabe

Course Title: Effects of Radiation: An Introduction to Radiation and Radioactivity (offered on edX; approx. 5,000 participants)

- Co-developed lecture materials and assignments with instructors
- Facilitated online discussions
- Helped with technical and content-related issues
- Provided online support for learners

2014 - 2016

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 (OER)

2014 - 2016

Hokkaido University, Sapporo, Japan

Teaching Assistant with Katsusuke Shigeta

Course Title: Introduction to Information Science (30 undergraduate students)

- Co-developed course materials (lectures and assignments)
- Taught two 60-min lectures on the topics of cybersecurity and copyright
- Facilitated classroom discussions
- Graded assignments

Guest Lectures

2022

Understanding and Supporting Human Learning with Advanced Technology, in *Perspectives of Computer Science* (lecture), Saarland University

2022

Understanding and Supporting Human Learning with Advanced Technology, in *EduTech 1* (lecture), Saarland University

Student Mentoring

2023 - present

Justin Gole (Master's student in Educational Technology at Saarland)

2023 - present

Helena Kilger (Master's student in Educational Technology at Saarland)

2023 - present

Niklas Scholz (Undergraduate student in Computer Science at Saarland)

2023 - present	Narek Shamamyan (Master's student in Educational Technology at Saarland)
2023 - present	Martina Vincoli (Master's student in HCI at Trento University, Erasmus student at Saarland)
2021 - present	Bin Zheng (Undergraduate student at CMU) <i>Research Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2022 - 2023	Cindy Liu (Undergraduate student at CMU, currently Research Associate at CMU HCII) <i>Research Intern for "Gamification for ITSs"</i>
2022	Hwayoung Jeong (Undergraduate student at CMU) <i>REU¹ Intern for "Gamification for ITSs"</i>
2022	Yuling Sun (Undergraduate student at Wellesley College) <i>REU Intern for "Gamification for ITSs"</i>
2022	Dreami Chambers (Undergraduate student at CMU) <i>Research Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2021-2022	Elizabeth Ling (Undergraduate student at Harvard) <i>Research Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2020-2022	Xiaoying Meng (Undergraduate student at CMU, currently master's student at CMU) <i>Research Assistant for "Gamification for ITSs"</i>
2020-2022	Stephanie Tseng (Undergraduate student at CMU) <i>Research Assistant for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2019-2022	John Britti (Undergraduate student from Georgia Tech, currently master's student at GT) <i>REU Intern & Research Assistant for "Gamification for ITSs"</i>
2021	Marcus Artigue (Undergraduate student at Hope College) <i>REU Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2021	Michelle Ma (Undergraduate student at UCLA, currently at CNN) <i>REU Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2019-2022	Xiran Wang (Undergraduate student at CMU, currently at Apple) <i>Research Assistant for "Gamification for ITSs"</i>
2020-2021	Jeff Chen (Undergraduate student at CMU) <i>REU Intern & Research Assistant for "Gamification for ITSs"</i>
2020-2021	Sihan Wu (Undergraduate student at CMU) <i>Independent Study for "Gamification for ITSs"</i>
2020-2021	Xinying Hou (Graduate student at CMU, currently PhD student at the UMich) <i>Independent Study and Extern Research Assistant 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>

¹ The REU (Research Experiences for Undergraduates) program is a program by National Science Foundation in US that provides an opportunity for undergraduate students to work on a research project for the duration of 10 weeks.

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, currently 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, currently at Boston Consulting Group) <i>REU Intern for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>
2019	Kexin Yang (Graduate student at CMU, currently PhD student at CMU HCII) <i>Research Assistant for "Promoting Conceptual and Procedural Knowledge with ITSs"</i>

Other Mentoring

2020, 2021	LearnLab Summer School , Carnegie Mellon University, Pittsburgh, PA <i>Mentor, Intelligent Tutoring System track</i> - Mentored two participant groups (five students in total) on their design and implementation of an intelligent tutoring system
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PRACTITIONER RESOURCES

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

SERVICE

Editorial Board

2021 - present	CIRCLS/ISLS Rapid Community Reports
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Conference Chair

2023	Workshop Co-Chair, European Conference on Technology Enhanced Learning (EC-TEL)
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Conference Program Committee

2023 - present	International Conference on Artificial Intelligence in Education (AIED)
2023 - present	International Conference on Computer Supported Education (CSEDU)

Reviewer for Peer-reviewed Conferences and Journals

2023 - present	International Conference on Artificial Intelligence in Education (AIED)
2022 - present	ACM Transactions on Computer-Human Interaction (TOCHI)
2021 - present	Journal of Interactive Media in Education (JIME)
2021 - present	ACM Interaction Design and Children Conference (IDC)
2020 - present	Annual Meeting of the International Society of the Learning Sciences (ISLS)
2019 - present	Mathematical Cognition and Learning Society Conference (MCLS)
2018 - present	ACM Conference on Human Factors in Computing Systems (CHI)

2018 - present European Conference on Technology Enhanced Learning (EC-TEL)
 2017 - present International Learning Analytics and Knowledge Conference (LAK)
 2016 - present International Review of Research in Open and Distributed Learning (IRRODL)
 2019 - 2021 Open Education Conference (OpenEd)
 2017 - 2020 International Conference of the Learning Sciences (ICLS)

Other Service

2022 - present **Berkman Klein Center for Internet and Society, Harvard University**
Co-Organizer, Future+Learning Working Group

2021 - present **Creative Commons Copyright Platform**
Member, Artificial Intelligence, Copyright, & Open Sharing Working Group

2021 - present **Creative Commons Copyright Platform**
Member, Beyond Copyright: The Ethics of Open Sharing Working Group

2012 - present **Creative Commons Japan, Tokyo, Japan**
Member

2017 - 2022 **Global OER Graduate Network, The Open University, Milton Keynes, UK**
Ph.D. Student Member

2014 - 2022 **OER World Map, Köln, GERMANY**
Country Champion of Japan

2018 - 2021 **Japan Society for Educational Technology, Tokyo, Japan**
Organizing Committee, Game Learning and Open Education Special Interest Group

2016 - 2017 **The Rotary Club of Los Altos, Los Altos, CA**
Honorary Member

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

MEMBERSHIP

2019 - present Cognitive Science Society
 2017 - present International Society of the Learning Sciences
 2014 - 2022 Japanese Society for Educational Technology