

# RENÉ F. KIZILCEC

---

Updated: August 2017

Graduate School of Education  
Barnum Center, 505 Lasuen Mall  
Stanford University  
Stanford, CA 94305  
kizilcec@stanford.edu  
<http://rene.kizilcec.com>

## EDUCATION

Ph.D., Communication, Stanford University, 2017

M.S., Statistics, Stanford University, 2015

B.A. (1<sup>st</sup> class honors), Philosophy and Economics, University College London, 2011

## ACADEMIC AND PROFESSIONAL POSITIONS

Director of Digital Learning Research, Stanford Graduate School of Education, Stanford University, 2017 - Present

Assistant Research Professor, School of Computing, Informatics, and Decision Systems Engineering, Arizona State University, 2017 - Present

Data Scientist (part-time), Facebook, Core Data Science, 2014 - 2015

Core Data Science Summer Intern, Facebook, 2014 (Mentors: Eytan Bakshy, Dean Eckles)

Core Data Science Summer Intern, Facebook, 2013 (Mentor: Eytan Bakshy)

## AWARDS, GANTS, AND FELLOWSHIPS

Nathan Maccoby Outstanding Dissertation Award, Stanford University, 2017

Best Paper Award, ACM Learning at Scale Conference, 2017

Computational Social Science Fellowship, Stanford University (\$10,000 research funding), 2015

Stanford Interdisciplinary Graduate Fellowship (Ph.D. funding for 3 years), 2014-17

SPICE (Student Project for Intellectual Enhancement) grant (\$1,500) for the Stanford Workshop on Questionnaire Design, Stanford Office of the Vice Provost for Graduate Education, 2014

Faculty Seed Grant for Innovation in Researching Online Courses (\$7,100), Stanford Office of the Vice Provost for Online Learning, 2013

Department of Communication Fellowship, Stanford University, 2011

UCL Alumni Scholarship, University College London, 2011

## **PUBLICATIONS**

### **Refereed Journal Articles**

Kizilcec, R. F., Saltarelli, A., Reich, J., & Cohen, G. L. (2017). Closing global achievement gaps in MOOCs. *Science*, 355(6322), 249.

Kizilcec, R. F. & Cohen, G. L. (2017). Eight-minute self-regulation intervention raises educational attainment at scale in individualist but not collectivist cultures. *Proceedings of the National Academy of Sciences (PNAS)*, 114(17), 4348–4353.

Kizilcec, R. F., Perez-Sanagustin, M., & Maldonado, J. J. (2017). Self-Regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses. *Computers & Education*, 104, 18-33.

Eckles, D., Kizilcec, R. F., & Bakshy, E. (2016). Estimating peer effects in networks with peer encouragement designs. *Proceedings of the National Academy of Sciences (PNAS)*, 113(27), 7316-7322.

Li, J., Kizilcec, R. F., Bailenson, J. N., & Ju, W. (2016). Social Robots and Virtual Agents as Lecturers for Video Instruction. *Computers in Human Behavior*, 55(B), 1222-1230.

Kizilcec, R. F. & Schneider, E. (2015). Motivation as a Lens to Understand Online Learners. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 22(2).

Kizilcec, R. F., Bailenson, J. N., & Gomez, C. J. (2015). The Instructor's Face in Video Instruction: Evidence from Two Large-Scale Field Studies. *Journal of Educational Psychology*, 107(3), 724-739.

Kizilcec, R. F., Schneider, E., Cohen, G. L., & McFarland, D. A. (2014). Encouraging Forum Participation in Online Courses with Collectivist, Individualist, and Neutral Motivational Framings. *eLearning Papers*, 37, 13-22.

Thille, C., Schneider, D. E., Kizilcec, R. F., Piech, C., Halawa, S. A., & Greene, D. K. (2014). The Future of Data-Enriched Assessment. *Research & Practice in Assessment*, 9(2), 5-16.

Aymerich-Franch, L., Kizilcec, R. F., & Bailenson, J. N. (2014). The Relationship between Virtual Self Similarity and Social Anxiety. *Frontiers in Human Neuroscience*, 8(944).

### **Refereed and Published Proceedings**

Kizilcec, R. F., Davis, G. M., & Cohen, G. L. (2017). Towards equal opportunities in MOOCs: Affirmation reduces gender & social-class achievement gaps in China. In *Proceedings of the Fourth ACM Conference on Learning at Scale (L@S)*.

Davis, D., Jivet, I., Kizilcec, R. F., Chen, G., Hauff, C., & Houben, G.-J. (2017). Follow the Successful Crowd: Facilitating Social Comparison Raises MOOC Completion Rates. In *Proceedings of the International Conference on Learning Analytics and Knowledge (LAK)*.

Kizilcec, R. F. (2016). How Much Information? Effects of Transparency on Trust in an Algorithmic Interface. In *Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI)*.

Kizilcec, R. F., Perez-Sanagustin, M., & Maldonado, J. J. (2016). Recommending Self-Regulated Learning Strategies Does Not Improve Performance in a MOOC. In *Proceedings of the Third ACM Conference on Learning at Scale (L@S)*.

Kizilcec, R. F., & Halawa, S. A. (2015). Attrition and Achievement Gaps in Online Learning. In *Proceedings of the Second ACM Conference on Learning at Scale (L@S)*.

Krause, M., & Kizilcec, R. F. (2015). To Play or not to Play: Response Quality and Task Complexity in Games and Paid Crowdsourcing. In *Proceedings of the AAAI Conference on Human Computation & Crowdsourcing (HCOMP)*.

Kizilcec, R. F., Papadopoulos, K., & Sritanyaratana, L. (2014). Showing Face in Video Instruction: Effects on Information Retention, Visual Attention, and Affect. In *Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI)*.

Williams, J. J., Kizilcec, R. F., Klemmer, S., & Russell, D. (2014). Innovations for Learning at Scale Workshop. In *Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI)*.

Zhang, K. & Kizilcec, R. F. (2014). Anonymity in Social Media: Effects of Content Controversiality and Social Endorsement on Sharing Behavior. In *Proceedings of the AAAI International Conference on Weblogs and Social Media (ICWSM)*.

Kizilcec, R. F., Piech, C., & Schneider, E. (2013). Deconstructing Disengagement: Analyzing Learner Subpopulations in Massive Open Online Courses. In *Proceedings of the International Conference on Learning Analytics and Knowledge (LAK)*.

Kizilcec, R. F. (2013). Collaborative Learning in Geographically Distributed and In-person Groups. In *Proceedings of the Conference on Artificial Intelligence in Education (AIED)*.

## **Book Chapters**

Kizilcec, R. F. & Brooks, C. (2017). Diverse Big Data and Randomized Field Experiments in MOOCs. In C. Lang, G. Siemens, A. Wise, D. Gašević (Eds.), *Handbook of Learning Analytics* (pp. 211-222). Society for Learning Analytics Research.

## INVITED TALKS

- 2017 **Udemy, Inc.**, talk on supporting continued engagement with online learning at scale
- 2017 **Kahn Academy**, talk on supporting continued engagement with online learning at scale
- 2016 **Pontifical Catholic U. of Chile**, talk on social psychological barriers in higher education
- 2016 **Rosetta Stone**, talk on psychological factors in online courses
- 2016 **EdTech Meetup RheinMain**, Germany, talk on online education research
- 2016 **Pratham Symposium**, Stanford, panel on worldwide challenges in education
- 2016 **MediaX Conference**, Stanford, panel on digital augmentation in education
- 2016 **Learning Summit**, Stanford, panel discussion on inclusive learning environments
- 2016 **TU Delft**, the Netherlands, talk on psychological interventions in online learning
- 2016 **Coursera Partners Conference**, the Netherlands, talk on strategies to support active learning in MOOCs
- 2015 **UC Berkeley**, Institute of Design, talk on psychological interventions in online learning
- 2015 **MIT**, xTalk series, talk on psychological interventions in online learning
- 2015 **University of Michigan**, MOOC research summit, talk on psychological causes of achievement gaps in online learning
- 2015 **Coursera, Inc.**, talk on learner motivation, social cues, and achievement gaps in online learning
- 2015 **Digital October Center**, Moscow, Russia, talk on instructional design in MOOCs
- 2014 **MediaX Conference**, Stanford, talk on market segmentation of online interactions based on motivation

## SELECTED CONFERENCE PRESENTATIONS (NON-ARCHIVAL)

- 2016 **BayLearn Conference**, “Psychologically Welcoming Learning Environments”
- 2016 **SPSP**, “Closing the Global Achievement Gap in Online Learning”
- 2015 **CODE@MIT**, “Peer encouragement designs: Estimating peer effects of social feedback”
- 2014 **eMOOCs**, “Encouraging Forum Participation [...] with Motivational Framings”
- 2014 **Learning with MOOCs**, “The Promise of Social Learning & Annotation”

## TEACHING AND MENTORING

### Teaching

- 2016           **Invited Guest Lecture**, Learning Analytics Seminar, Stanford University
- 2014, 2015   **Teaching Assistant**, “Online Learning Research Methods”, Stanford University
- 2014           **Invited Guest Lecture**, Learning Analytics Seminar, George Mason University
- 2014           **Co-Instructor**, Workshop on questionnaire design, Stanford University
- 2010, 2011   **Technology Camp Director**, TIC Summer Camp, McLean, VA.  
Held teacher-training workshops, designed and supervised programming classes.
- 2009           **Technology Camp Counselor**, TIC Summer Camp, McLean, VA.  
Taught programming and web design to kids (ages 7 to 16).

### **Research Mentoring**

- Johnny Winston (B.S. student in Symbolic Systems, Stanford University)
- Kathryn Papadopoulos (M.S. student in Symbolic Systems, Stanford University)
- Lalida Sritanyaratana (community teaching assistant in Stanford HCI course)

### **PROFESSIONAL SERVICES**

- 2017, 2015   **Program Committee Member**, ACM Learning at Scale Conference
- 2017           **Program Committee Member**, eMOOCs Conference
- 2017           **Program Committee Member**, Coursera Partners Conference
- 2016           **Program Committee Member**, Learning with MOOCs Conference
- Since 2016   **Reviewer**, Computers & Education
- Since 2014   **Reviewer**, ACM Learning @ Scale Conference
- Since 2013   **Reviewer**, ACM CHI Human Factors in Computing Systems Conference
- 2017           **Reviewer**, International Journal of Artificial Intelligence in Education
- 2017           **Reviewer**, International Conference on Learning Analytics & Knowledge
- 2016           **Reviewer**, ACM CSCW Conference
- 2016           **Reviewer**, Psychological Science
- 2016           **Reviewer**, Oxford University Press
- 2016           **Reviewer**, IEEE Transactions on Learning Technologies

2016, 2014    **Reviewer**, Journal of Computer Assisted Learning  
2015            **Reviewer**, Computers in Human Behavior  
2015            **Reviewer**, IEEE Transactions on Signal Processing  
2014            **Reviewer**, ACM TOCHI Transactions on Computer-Human Interaction  
2014            **Workshop Co-Organizer**, ACM CHI Human Factors in Computing Systems  
                    Conference

## **SOFTWARE**

QualTurk, a free open source web application to reduce low-quality survey data by dynamically flagging work on Amazon's Mechanical Turk that does not pass screening and timing criteria. The system is available for development and free use: [www.github.com/whynotyet/QualTurk](http://www.github.com/whynotyet/QualTurk); [www.QualTurk.com](http://www.QualTurk.com).

## **MEDIA COVERAGE**

Xinhua News, Exercise devised to boost completion rates of some online learning courses, April 2017

The Australian, Online Primer Fails in Collectivist Cultures, April 2017

EdSurge, Study Finds Tactics to Help Close Global MOOC Achievement Gap, February 2017

The Australian, Welcome effort boosts MOOCs, February 2017

PBS Rewire, 'Taking an Online Course? Writing Out Your Reasons Why Might Help You Finish', January 2017

Inside Higher Ed, A Sense of Belonging on Inside Higher Ed, January 2017

Education Week, Practical Guidance from MOOC Research: Student Diversity, July 2015

BBC, Moocs data offers promise of perfect teaching, October 2013

ACM Tech News, Learning analytics at Stanford takes huge leap forward with MOOCs, April 2013