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RENE F. KIZILCEC

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EMPLOYMENT

2024 – present	Associate Professor, Department of Information Science, Cornell University
	Member, Graduate Field of Communication (since 2021)
	Member, Graduate Field of Physics (since 2021)
	Member, Graduate Minor Field of Data Science (since 2020)
2018 – 2024	Assistant Professor, Department of Information Science, Cornell University
2017 – 2018	Assistant Research Professor, School of Computing, Informatics, and Decision Systems Engineering, Arizona State University

EDUCATION

Ph.D., Communication, Stanford University, 2017

M.S., Statistics, Stanford University, 2015

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

SELECTED AWARDS

2026	CIFAR Horizon Network Co-Lead: “Learning through Conversation” (3 years)
2026	Friedrich Wilhelm Bessel Research Award, Alexander von Humboldt Foundation
2026	The Academy of Medical Educators Cooke Award for the Scholarship of Teaching and Learning
2026	Best Paper Nomination (150 submissions, 35 accepted, 4 nominated), ACM Learning at Scale
2026	Honorable Mention Award (top 3%), ACM CSCW
2025	Best Paper Award, ACM CHI
2025	Best Paper Award, ACM FAccT
2025	LEAP Fellow, MIT Solve
2024	Alfred P. Sloan Research Fellow (Computer Science)
2024	Ann S. Bowers Research Excellence Award, Bowers College, Cornell University
2023	Best Paper Award (83 submissions, 23 accepted, 2 awards), ACM Learning at Scale
2023	Community-Engaged Practice and Innovation Award, Einhorn Center, Cornell University
2023	Best Short Paper Honorable Mention, Conference on Learning Analytics & Knowledge
2023	LEAP Fellow, MIT Solve
2022	Best UG Paper Award (72 submissions, 22 accepted, 1 award), ACM Learning at Scale
2021	Jacobs Foundation Research Fellow
2021	Best Paper Honorable Mention (63 subm., 19 accepted, 3 nominated), ACM Learning at Scale

2021	Best UG Paper Award (24 submissions, 10 accepted, 1 award), ACM Learning at Scale
2021	Outstanding Reviewer 2020, American Education Research Association (AERA)
2019	Best Paper Award (70 submissions, 24 accepted, 2 awards), ACM Learning at Scale
2018	Best Paper Award (58 submissions, 24 accepted, 1 award), ACM Learning at Scale
2017	Best Paper Award (105 submissions, 14 accepted, 1 award), ACM Learning at Scale
2017	Nathan Maccoby Outstanding Dissertation Award, Stanford University
2015	Computational Social Science Fellowship, Stanford University ($10,000 research funding)
2014	Stanford Interdisciplinary Graduate Fellowship (Ph.D. funding for 3 years)

SELECTED GRANTS

Gates Foundation, “Annotating Educational Public Resources for Assessment Developers” (1 year, $393,000; PI Rene Kizilcec), 2026

Gates Foundation, “Learning Engineering High-Dosage AI Math Tutoring” (2 years, $430,000 to Cornell; PI Susannah Loeb (Stanford), Co-PIs Rene Kizilcec, Third Space Learning), 2026

Friedrich Wilhelm Bessel Research Award (60,000 Euro; PI Rene Kizilcec), Alexander von Humboldt Foundation, 2026

Cornell Center for Social Sciences, “Building an AI-Ready Workforce: Integrating K–12, Postsecondary, and Workforce Systems for the Age of AI” (1 year, $95,499; PI Rene Kizilcec; Co-PIs Steve Jackson (CIS), JR Keller (ILR), Rachel Slama (CIS), 2026

Empire AI/Cornell AI Initiative, “Powering the National Tutoring Observatory to Advance the Science of Teaching and Learning” (1 year, 10,000 Service Units (SU) in compute, PI Rene Kizilcec, Co-PI Kirk Vanacore), 2026

ILR Center for Applied Research on Work (CAROW), “The Role of Creativity Biases in Shaping Human-AI Collaboration and Creativity at Work.” (1 year, $30,000; Co-PIs Brian Lucas, Rene Kizilcec)

Chan Zuckerberg Initiative, “National Tutoring Observatory” (2 years; $1,000,000; PI Rene Kizilcec, Co-PIs Justin Reich, Ken Koedinger, Rachel Slama), 2025

Gates Foundation, “National Tutoring Observatory” (2 years; $3,921,000; PI Rene Kizilcec, Co-PIs Justin Reich, Ken Koedinger, Rachel Slama), 2024

Alfred P. Sloan Research Fellowship Program 2024-26 (2 years; $75,000), 2024

NSF, “CAREER: Improving educators trust in and effective uses of predictive learning analytics to support students” (5 years; $807,582; PI Rene Kizilcec), 2023

Schmidt Futures Foundation, “Fairness Analysis & Transfer Learning Hub” (2 years; $475,000; PI Kizilcec; Co-PIs Chris Brooks, Renzhe Yu), 2022

CIFAR and Jacobs Foundation, “Developing a Universal Framework for Teachers’ Adoption of Best Practices” (2 years; Canadian $50,000; PI Rene Kizilcec, Co-PIs Allyson Mckey, Lisa Bardach, Jamie Jirout, Dana McCoy, Luca Maria Pesando, David Yeager), 2022

Cornell-UCL Global Strategic Collaboration Award, “The Role of Transparency Frames in Human-AI Interaction and Trust” (1 year; $5,000 + £4,000; Co-PIs Rene Kizilcec, Mutlu Cukurova), 2022

USyd-Cornell Partnership Collaboration Award, “Testing a Framework for designing and evaluating scalable online assessment in a global higher education context”, (1 year; $7,500 + AUD 10,000; Co-PIs Rene Kizilcec, Elaine Huber), 2022

Jacobs Foundation Research Fellowship Program 2022-24 (3 years; CHF 165,000), 2021

Schmidt Futures Foundation, “Instrumenting the Realizeit Platform” (2 years; $500,000; PI Rene Kizilcec; Co-PI Ryan Baker), 2021

Google Award for Inclusion Research Program, “Investigating How to Mitigate Bias in Predictive Models of Student Success Across Diverse Institutions” (1 year, $60,000; Co-PIs Chris Brooks, Rene Kizilcec), 2021

Cornell Center for Social Science Small Grant, “How University Status Impacts the Stigma Attached to Online Degrees” (1 year; $10,000; Co-PIs Heeyon Kim, Rene Kizilcec), 2021

Cornell Center for Social Science Conference Grant, “Learning at Scale Conference at Cornell Tech” (1 year; $3,000), 2021

NSF, “Medium: Deterring objectionable behavior and fostering emergent norms in social media conversations” (4 years; $1,197,740; PI Drew Margolin; Co-PIs Rene Kizilcec, Natalie Bazarova, Vanessa Bohns, Dominic DiFranzo), 2021

Northeastern Center for Inclusive Computing Data Grant (2 years; $60,000; PI Hakim Weatherspoon; Co-PI Kizilcec), 2021

Cornell Center for Social Science Small Grant, “Content & Impact of Diversity Statements in Course Syllabi” (1 year; $12,000; PI Rene Kizilcec), 2020

Cornell Engaged Development Grant, “Plant-rich Diet” (2 year; $60,000; PI Marianne Krasny; Co-PI Rene Kizilcec), 2020

Mindset Scholars Network/Gates, “Learning Environments and the Mindsets and Performance of Students Within Them” (1.5 years; $75,000; PI Neil Lewis Jr.; Co-PI Rene Kizilcec), 2019

Cornell Active Learning Initiative, “Promoting Active Learning in Large Information Science Courses” (3 years; $950,000; PI Steven Jackson; Co-PI Rene Kizilcec), 2019

Cornell China Center Innovation Grant, “Environment and Education SDGs: Building capacity for local environmental practice through online learning in China” (2 years; $60,000; PIs Marianne Krasny and Rene Kizilcec), 2019

Cornell Engaged Planning Grant, “Teaching Programming through Semantic Gamification” (1 year; $30,000; PI Francois Guimbretiere; Co-PIs Rene Kizilcec and Andrew Myers), 2019

Cornell Institute for the Social Sciences Collaborative Project, “Prosocial Behavior in the Digital Age” (3 years; PIs Natalie Bazarova, Drew Margolin; Co-PIs Vanessa Bohns, Rene Kizilcec, Janis Whitlock), 2018

PUBLICATIONS

General Science Journals (Science, Nature, PNAS, etc.)

Chirikov, I., Smirnov, I., & Kizilcec, R. F. (2026). Generative AI use and misuse call for assessment reform in higher education. Science, 392(6800), 818–820.

Zhao, P., Bazarova, N. N., Bae, I., Hui, W., Kizilcec, R. F., & Margolin, D. (2025). Restorative justice appeals trump retributive vigilance on social media. *PNAS Nexus, 4*(9), pgaf255.

Shea, A. L., Omapang, A. K. B., Cho, J. Y., Ginsparg, M. Y., Bazarova, N. N., Hui, W., Kizilcec, R. F., Tong, C., & Margolin, D. B. (2025). Beyond ad hominem attacks: A typology of the discursive tactics used when objecting to news commentary on social media. *PLoS ONE, 20*(8), e0328550.

Tao, Y., Viberg, O., Baker, R. S., & Kizilcec, R. F. (2024). Cultural bias and cultural alignment of large language models. *PNAS nexus, 3*(9), p. 346.

Kizilcec, R. F., Baker, R. B., Bruch, E., Cortes, K. E., Hamilton, L. T., Lang, D. N., Pardos, Z. A., Thompson, M. E., & Stevens, M. L. (2023). From pipelines to pathways in the study of academic progress. *Science, 380*(6643).

Hohenstein, J., Kizilcec, R. F., DiFranzo, D., Aghajari, Z., Mieczkowski, H., Levy, K., Naaman, M., Hancock, J., & Jung, M. F. (2023). Artificial intelligence in communication impacts language and social relationships. *Scientific Reports, 13*(1), 5487.

Kizilcec, R. F., Makridis, C. A., & Sadowski, K. C. (2021). Pandemic Response Policies' Democratizing Effects on Online Learning. *Proceedings of the National Academy of Sciences (PNAS), 118*(11).

Kizilcec, R. F. & Kambhampaty, A. (2020). Identifying course characteristics associated with sociodemographic variation in enrollments across 159 online courses from 20 institutions. *PloS One 15*(10), e0239766.

Kizilcec, R. F., Reich, J., Yeomans, M., Dann, C., Brunskill, E., Lopez, D., Turkay, S., Williams, J., & Tingley, D. (2020). Scaling Up Behavioral Science Interventions in Online Education. *Proceedings of the National Academy of Sciences (PNAS), 117*(26), 14900-14905.

Chirikov, I., Semenova, T. Maloshonok, N., Bettinger, E., Kizilcec, R. F. (2020). Online Education Platforms Scale College STEM Instruction with Equivalent Learning Outcomes at Lower Cost. *Science Advances, 6*(15).

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.

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.

Disciplinary Journals

Kizilcec, R. F., Saltarelli, A., Bick, N., Bonfert-Taylor, P., Goudzwaard, M., Hamonic, E., & Sharrock, R. (2026). Evaluating social cues and role model interventions to raise women's persistence in computer science education. *ACM Transactions on Computing Education*. In press.

Wong, F., Schindler, Z., Hicke, Y., Sewell, J. L., Chyan, A., Preston, M., Jack, A. G., Boscardin, C., Cardie, C., Kizilcec, R. F., & Cornes, S. (2026). Implementing MedSimAI: An AI-driven tool for flexible, low-stakes clinical skills training in medical school. *JMIR Formative Research*. In press.

Allen, S. E., Bardach, L., Jirout, J., Mackey, A., McCoy, D., Pesando, L. M., & Kizilcec, R. F. (2026). A practical implementation science framework for education. *npj Science of Learning*. Advance online publication.

Yan, W., Jiang, L., Wang, Y., Chen, Y., Wu, Y., & Kizilcec, R. F.. (2026). Purpose-Affirmation: A Novel Intervention for Cultivating Adolescents' Purpose in Life. *Journal of Happiness Studies, 27*(7), 114.

Wang, M., Kizilcec, R. F., & Baiocchi, M. (2026). Inspection-guided randomization: A flexible and transparent restricted randomization framework for better experimental design. *Journal of Educational and Behavioral Statistics, 51*(3), 667–695.

Dennison, D. V., Ahtisham, B., Chourasia, K., Arora, N., Singh, R., Kizilcec, R. F., Nambi, A., Ganu, T., & Vashistha, A. (2026). Teacher-AI collaboration for curating and customizing lesson plans in low-resource schools. *Computer Supported Cooperative Work (CSCW).* **Honorable Mention Award**

Li, Y., Kizilcec, R. F., Cho, J. Y., & Krasny, M. E. (2025). Effects of accountability interventions on environmental educators' engagement in MOOCs. *Online Learning, 29*(4), 25–51.

Chung, S., Giuffrè, M., Rajashekar, N., Pu, Y., Shin, Y. E., Kresevic, S., Chan, C., Nakamura-Sakai, S., You, K., Saarinen, T., et al. (2025). Usability and adoption in a randomized trial of GutGPT: A GenAI tool for gastrointestinal bleeding. *npj Digital Medicine, 8*(1), 527.

Chen, Y., Wang, Y., Wüstenberg, T., Kizilcec, R. F., Fan, Y., Li, Y., Lu, B., Yuan, M., Zhang, J., Zhang, Z., et al. (2025). Effects of generative artificial intelligence on cognitive effort and task performance: Study protocol for a randomized controlled experiment among college students. Trials, 26(1), 244.

Chung, S., Rajashekar, N., Pu, Y., Shin, Y. E., Giuffrè, M., Chan, C., You, K., Saarinen, T., Hsiao, A., Sekhon, J., et al. (2025). Randomized controlled trial evaluating the efficacy of human–generative artificial intelligence teaming on technology acceptance, usability, and trust: The Gut-GPT simulation study. *Gastroenterology, 169*(1), S173.

Kizilcec, R. F., Huber, E., Papanastasiou, E. C., Cram, A., Makridis, C. A., Smolansky, A., Zeivots, S., & Raduescu, C. (2024). Perceived impact of generative AI on assessments: Comparing educator and student perspectives in Australia, Cyprus, and the United States. *Computers and Education: Artificial Intelligence, 7*, 100269.

Zhao, P., Bazarova, N. N., DiFranzo, D., Hui, W., Kizilcec, R. F., & Margolin, D. (2024). Standing up to problematic content on social media: which objection strategies draw the audience's approval? *Journal of Computer-Mediated Communication, 29*(1).

Chen, Y., & Kizilcec, R. F. (2024). Showing authentic examples of academic and career trajectories to influence college students' career exploration. *Journal of Vocational Behavior, 153*, 104026.

Viberg, O., Kizilcec, R. F., Wise, A. F., Jivet, I., & Nixon, N. (2024). Advancing equity and inclusion in educational practices with AI-powered educational decision support systems (AI-EDSS). *British Journal of Educational Technology, 55*(5), 1974-1981.

Viberg, O., Cukurova, M., Feldman-Maggor, Y., Alexandron, G., Shirai, S., Kanemune, S., Wasson, B., Tømte, C., Spikol, D., Milrad, M. Coelho, R., Kizilcec, R. F. (2024). What Explains Teachers' Trust of AI in Education across Six Countries? *International Journal of Artificial Intelligence in Education.*

Lee, J., Hicke, Y., Yu, R., Brooks, C., & Kizilcec, R. F. (2024). The life cycle of large language models in education: A framework for understanding sources of bias. *British Journal of Educational Technology, 55*(5), 1982-2002.

Viberg, O., Kizilcec, R. F., Jivet, I., Monés, A. M., Oh, A., Mutimukwe, C., Hrastinski, S., & Scheffel, M. (2024). Cultural differences in students' privacy concerns in learning analytics across Germany, South Korea, Spain, Sweden, and the United States. *Computers in Human Behavior Reports, 14*, 100416.

Alvero, AJ., Lee, J., Regla-Vargas, A., Kizilec, R., Joachims, T., & Antonio, A. L. (2024) Large language models, social demography, and hegemony: comparing authorship in human and synthetic text. *Journal of Big Data 11*, 138.

Muñoz-Najar Galvez, S., Lee, J., Alvero, AJ., Stewart, S., Kizilcec, R. F., & Desiderio, A. (2024). Artificial Communication and Media Realism in College Admissions. *The Digitized Campus: Artificial Intelligence and Big Data in Higher Education.*

Allen, S. E. & Kizilcec, R. F. (2024). A systemic model of academic (mis)conduct to curb cheating in higher education. *Higher Education,* 1-21.

Kizilcec, R. F. & Mitchell, J. C. (2024). Remote Learning and Work. *IEEE Internet Computing, 28*(1), 7–9.

Rizvi, S., Rienties, B., Rogaten, J., & Kizilcec, R. F. (2023). Are MOOC learning designs culturally inclusive (enough)? *Journal of Computer-Assisted Learning.*

Alon, L., Sung, S., Cho, J., & Kizilcec, R. F. (2023). From emergency to sustainable online learning: Changes and disparities in undergraduate course grades and experiences in the context of COVID-19. *Computers & Education, 203,* 104870.

Misevic, D., Atal, I., Bedard, D., Cherel, E., Escamilla, J., Evans, L., Hannon, V., Huron, C., Irrmann, O., Kizilcec, R. and Lazega, E. (2023). Harnessing collective intelligence for the future of learning – a co-constructed research and development agenda. *Human Computation, 10*(1), 1-30.

Claure, H., Kim, S., Kizilcec, R., & Jung, M. (2023). The social consequences of machine allocation behavior: Fairness, interpersonal perceptions and performance. *Computers in Human Behavior, 146,* 107628.

McCarthy, K. S., Crossley, S. A., Meyers, K., Boser, U., Allen, L. K., Chaudhri, V. K., Collins-Thompson, K., D'Mello, S., De Choudhury, M., Garg, K., Goel, A., Gosha, K., Heffernan, N., Hooper, M. A., Hyman, E., Jarratt, D. C., Khalil, D., Kizilcec, R. F., Litman, D., Malatinszky, A., Marks, K., McNamara, D. S., Menko, R., Palermo, C., Porcaro, D., Roscoe, R., Shapiro, S., Khanh-Phoung, T., Trumbore, A. M., White, C., Wong, W., Yang, D., & Zampieri, M. (2022). Toward more effective and equitable learning: Identifying barriers and solutions for the future of online education. *Technology, Mind, & Behavior*.

Rizvi, S., Rienties, B., Rogaten, J., & Kizilcec, R. F. (2022). Beyond one-size-fits-all in MOOCs: Variation in learning design and persistence of learners in different cultural and socioeconomic contexts. *Computers in Human Behavior*, *126*, 106973.

Williams-Ceci, S., Grose, G. E., Pinch, A. C., Kizilcec, R. F., & Lewis Jr, N. A. (2021). Combating sharenting: Interventions to alter parents' attitudes toward posting about their children online. *Computers in Human Behavior, 125*, 106939.

Kizilcec, R. F., Chen, M., Jasinska, K., Madaio, M., & Ogan, A. (2021). Mobile Learning During School Disruptions in Sub-Saharan Africa. *AERA Open, 7*.

Varanasi, R. A., Vashistha, A., Kizilcec, R. F., & Dell, N. (2021) Investigating Technostress Among Teachers in Low-IncomeIndian Schools. In *Proceedings of the ACM on Human Computer Interaction.*

Cho, J., Li, Y., Krasny, M. E., Russ, A., & Kizilcec, R. F. (2021). Online Learning and Social Norms: Evidence from a Cross-Cultural Field Experiment in a Course for a Cause. *Computer-based Learning in Context, 3*(1), 18-36.

Chaturapruek, S., Dalberg, T., Thompson, M. E., Giebel, S., Harrison, M., Johari, R., Stevens, M. L., & Kizilcec, R. F. (2021). Studying Undergraduate Course Consideration at Scale. *AERA Open,* 7.

Rizvi, S., Rienties, B., Rogaten, J., Kizilcec, R. F. (2019). Investigating Variation in Learning Processes in a FutureLearn MOOC. *Journal of Computing in Higher Education, 32,* 162-181.

Davis, D., Kizilcec, R. F., Hauff, C., & Houben, G.-J. (2018). Scaling Effective Learning Strategies: Retrieval Practice and Long-Term Knowledge Retention in MOOCs. *Journal of Learning Analytics, 5*(3), 21-41.

Maldonado-Mahauad, J., Pérez-Sanagustín, M., Kizilcec, R. F., Morales, N., & Munoz-Gama, J. (2018). Mining theory-based patterns from Big data: Identifying self-regulated learning strategies in Massive Open Online Courses. *Computers in Human Behavior, 80*, 179-196.

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.

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).

Peer-Reviewed and Published Conference Papers

Luca Focsan, C., Abijuru Kamikazi, M. C., Thompson, T., St. John, J., Vanacore, K. P., Thomas, D. R., Koedinger, K. R., & Kizilcec, R. F. (2026). Does the TalkMoves codebook generalize to one-on-one tutoring and multimodal interaction? In E. G. Blanchard, G. Chen, M. Chi, & S. Isotani (Eds.), *Artificial intelligence in education (pp. 162–171).* Springer.

Harvey, E., Koenecke, A., & Kizilcec, R. F. (2026). Data Annotation as Measurement. In *Proceedings of the 9th AAAI/ACM Conference on AI, Ethics, and Society (AIES '26).*

Lee, J., Vanacore, K., Zhou, Z., Ahtisham, B., & Kizilcec, R. F. (2026). Domain-adapted retrieval for in-context annotation of pedagogical dialogue acts. In *Proceedings of the 3rd Conference on Language Modeling (COLM '26)*.

Ahtisham, B., Vanacore, K., Lee, J., Zhou, Z., Pietrzak, D., & Kizilcec, R. F. (2026). AI annotation orchestration: Evaluating LLM verifiers to improve the quality of LLM annotations in learning analytics. In *Proceedings of the 16th International Conference on Learning Analytics & Knowledge (LAK '26).*

Lee, J., Borchers, C., Alvero, A. J., Joachims, T., & Kizilcec, R. F. (2026). The digital divide in generative AI: Evidence from large language model use in college admissions essays. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26).*

Borchers, C., Viberg, O., & Kizilcec, R. F. (2026). Who decides in AI-mediated learning? The agency allocation framework. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26).*

Lee, H., Alvero, A. J., Kizilcec, R. F., & Joachims, T. (2026). Does algorithmic uncertainty sway human experts? Evidence from a field experiment in selective college admissions. In *Proceedings of the 2026 ACM Conference on Fairness, Accountability, and Transparency (FAccT '26)*.

Liu, C., Hoang, L., Kizilcec, R. F., & Wu, B. (2026). A large-scale analysis of student behavior with pedagogically constrained LLM tutors. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26)* (pp. 242–253).

Meyer, J., Steinbach, M., Schiller, R., Mertens, U., Schaller, N.-J., Horbach, A., Fleckenstein, J., Köller, O., Kizilcec, R. F., & Jansen, T. (2026). Comparing Teacher and AI-Generated Feedback in the Writing Classroom: Experimental Results from Secondary School Classrooms. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26)*. **Best Paper Award Nomination**

Thomas, D. R., Borchers, C., Vanacore, K. P., Koedinger, K. R., & Kizilcec, R. F. (2026). Modernizing ground truth: Four shifts toward improving reliability and validity in AI in education. In *Proceedings of the 20th International Conference on Artificial Intelligence in Education (AIED 2026)* (pp. 117–131).

Vanacore, K., & Kizilcec, R. F. (2026). How well do large language models recognize instructional moves? Establishing baselines for foundation models in educational discourse. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26)*.

Vanacore, K., Lee, J., Ahtisham, B., Shaw, S., Reich, J., & Kizilcec, R. F. (2026). From tutor moves to tutoring states: Modeling the timing and sequencing of pedagogical strategies for student engagement. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26)* (pp. 339–349).

Zhang, H., Zhou, Z., Vanacore, K., Ahtisham, B., & Kizilcec, R. F. (2026). Redact or keep? A fully local AI cascade for educational dialogue de-identification. In *Proceedings of the Special Day on AI for Education at the 30th ACM SIGKDD Conference on Knowledge Discovery and Data Mining (KDD 2026).*

Tao, Y., Viberg, O., Dennison, D. V., Wu, Z., & Kizilcec, R. F. (2026). Teachers' perceived benefits and risks of AI across fifty-five countries: An audit of LLM alignment and steerability. In *Proceedings of the 13th ACM Conference on Learning@ Scale (L@S '26)*

Harvey, E., Kizilcec, R. F., & Koenecke, A. (2025). A framework for auditing chatbots for dialect-based quality-of-service harms. In *Proceedings of the 2025 ACM Conference on Fairness, Accountability, and Transparency* (pp. 2025–2039). **Best Paper Award**

Yao, C., Tang, Y., Brooks, C., Kizilcec, R. F., & Yu, R. (2025). When the past misleads: Rethinking training data expansion under temporal distribution shifts. In *Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society* (pp. 2760–2771).

Tao, Y., Maidi, N., Yu, R., & Kizilcec, R. F. (2025). Investigating systematic variation in academic procrastination behavior by course, assignment, and student characteristics. In *Proceedings of the 12th ACM Conference on Learning@ Scale* (pp. 186–196).

Geathers, J., Hicke, Y., Kongsonthana, N., Sewell, J., Jack, A. G., Shung, D., Preston, M., Cornes, S., & Kizilcec, R. F. (2025). What medical students need from simulation: Insights to guide scalable learning design. In *Proceedings of the 12th ACM Conference on Learning@ Scale* (pp. 351–355).

Blazkova, T., Kizilcec, R. F., Nielsen, M. L., Lassen, D. D., & Bjerre-Nielsen, A. (2025). Fairness over time: A nationwide study of evolving bias in dropout prediction. In *Proceedings of the 12th ACM Conference on Learning@ Scale* (pp. 246–250).

Liu, C., Hoang, L., Stolman, A., Kizilcec, R. F., & Wu, B. (2025). Understanding student engagement with large language model-powered course assistants. In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 3–10). Springer.

Tang, Y., Harvey, E., Yao, C., Yu, R., Kizilcec, R. F., & Brooks, C. (2025). Understanding predictive models of student success with a multiverse analysis. *Proceedings of the International Educational Data Mining Society*.

Vinodh, A., Harvey, E., Almoubayyed, H., Yu, R., Brooks, C., Koenecke, A., & Kizilcec, R. F. (2025). Evaluating an AI tutor for bias across different foundation models. In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 341–348). Springer.

Cock, J., Stinar, F., Kizilcec, R. F., & Kaser, T. (2025). Applying DebiasEd: A package for mitigating unfairness in educational data. In *Proceedings of the 18th International Conference on Educational Data Mining* (pp. 695–698).

Hicke, Y., Geathers, J., Vu, K., Sewell, J., Cardie, C., Talwalkar, J., Shung, D., Jack, A. G., Cornes, S., Preston, M., & Kizilcec, R. F. (2026). MedSimAI: Simulation and formative feedback generation to enhance deliberate practice in medical education. In *Proceedings of the ACM Conference on Learning Analytics and Knowledge (LAK).*

Geathers, J., Alvero, A. J., & Kizilcec, R. F. (2025). ChitterChatter: Curriculum-aligned AI speaking partners for language learning classrooms. In *Proceedings of the 12th ACM Conference on Learning@ Scale* (pp. 346–350).

Geathers, J., Hicke, Y., Chan, C., Rajashekar, N., Young, S., Sewell, J., Cornes, S., Kizilcec, R. F., & Shung, D. (2025). Benchmarking generative AI for scoring medical student interviews in objective structured clinical examinations (OSCEs). In *Proceedings of the International Conference on Artificial Intelligence in Education* (pp. 231–245). Springer.

Harvey, E. H., Koenecke, A., & Kizilcec, R. F. (2025). “Don't Forget the Teachers”: Towards an Educator-Centered Understanding of Harms from Large Language Models in Education. In *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*. ACM. **Best Paper Award**

Williamson, K. H., Kizilcec, R. F., Fath, S., & Heffernan, N. (2025). Algorithm Appreciation in Education: Educators Prefer Complex over Simple Algorithms. In *Proceedings of the ACM Conference on Learning Analytics and Knowledge (LAK).*

Lee, J., Harvey, E., Zhou, J., Garg, N., Joachims, T., & Kizilcec, R. F. 2024. Ending Affirmative Action Harms Diversity Without Improving Academic Merit. In *Equity and Access in Algorithms, Mechanisms, and Optimization* (EAAMO ’24), ACM.

Harvey, E., Koenecke, A., & Kizilcec, R. (2024) Towards an Educator-Centered Method for Measuring Bias in Large Language Models. *AAAI 2024 Workshop on AI for Education.* Spotlight Presentation.

Rajashekar, N.C., Shin, Y.E., Pu, Y., Chung, S., You, K., Giuffre, M., Chan, C.E., Saarinen, T., Hsiao, A., Sekhon, J., Wong, A.H., Evans, L.V., Kizilcec, R.F. Laine, L., Mccall, T., & Shung, D. (2024) Human-Algorithmic Interaction Using a Large Language Model-Augmented Artificial Intelligence Clinical Decision Support System. In *Proceedings of the 2024 CHI Conference on Human Factors in Computing Systems.* ACM.

Cho, J., Tao, Y., Yeomans, M., Tingley, D., Kizilcec, R. F. (2024). Which Planning Tactics Predict Online Course Completion? In *Proceedings of the ACM Conference on Learning Analytics and Knowledge (LAK)*.

Lee, H., Kizilcec, R. F., & Joachims, T. (2023). Evaluating a Learned Admission-Prediction Model as a Replacement for Standardized Tests in College Admissions. In *Proceedings of the ACM Conference on Learning at Scale* (L@S). **Best Paper Award**

Lee, J. Thymes, B., Zhou, J., Joachims, T., & Kizilcec, R. F. (2023). Augmenting Holistic Review in University Admission using Natural Language Processing for Essays and Recommendation Letters. In Workshop Proceedings of *Intl. Conference on Artificial Intelligence in Education (AIED)*.

Cram, A., Raduescu, C., Zeivots, S., Smolansky, A., Kizilcec, R. F., & Huber, E. (2023). Developing a Prototype to Scale up Digital Support for Online Assessment Design. In *Proceedings of the ACM Conference on Learning at Scale (L@S)*.

Smolansky, A., Cram, A., Raduescu, C., Zeivots, S., Huber, E., & Kizilcec, R. F. (2023). Educator and Student Perspectives on the Impact of Generative AI on Assessments in Higher Education. In *Proceedings of the ACM Conference on Learning@ Scale (L@S)*.

Kizilcec, R.F., Viberg, O., Jivet, I., Martínez-Monés, A., Oh, A., Hrastinski, S., Mutimukwe, C., & Scheffel, M. (2023). The Role of Gender in Students' Privacy Concerns about Learning Analytics: Evidence from five countries. In *Proceedings of the ACM Conference on Learning Analytics and Knowledge (LAK)*. **Best Short Paper Honorable Mention**

Gardner, J., Yu, R., Nguyen, Q., Brooks, C., & Kizilcec, R. F. (2023). Cross-Institutional Transfer Learning for Educational Models: Implications for Model Performance, Fairness, and Equity. In *Proceedings of the ACM Conference on Fairness, Accountability, and Transparency (FAccT).*

Williamson, K. H., & Kizilcec, R. F. (2023). Structures in Online Discussion Forums: Promoting Inclusion or Exclusion? In *Proceedings of the Intl. Conference on Artificial Intelligence in Education (AIED), 115-120*

Alon, L., Sung, S. Y., & Kizilcec, R. F. (2023). "It's Nice to Mix Up the Rhythm": Undergraduates' Experiences in a Large Blended Learning Course in Information Science in the Context of COVID-19. In *Proceedings of the Intl. Conference on Information*, 445-460.

Sung, S., Alon, L., Cho, J., & Kizilcec, R. F. (2022). How to Assess Student Learning in Information Science: Exploratory Evidence from Large College Courses. In *Proceedings of the 85th Annual Meeting of the Association for Information Science & Technology (ASIS&T)*.

Chen, Y., Fu, A., Lee, J., Wilkie Tomaski, I., & Kizilcec, R. F. (2022). Pathways: Exploring Academic Interests with Historical Course Enrollment Records. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Sabnis, S., Yu, R., & Kizilcec, R. F. (2022). Large-Scale Student Data Reveal Sociodemographic Gaps in Procrastination Behavior. In *Proceedings of the ACM Conference on Learning at Scale* (L@S). **Best UG Paper Award**

Williamson, K. & Kizilcec, R. F. (2022). Using Social Network Analysis to Explore Discussion Board Networks in Higher Education Classrooms. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Cho, J., Li, Y., Krasny, M. E., & Kizilcec, R. F. (2022). Measuring Cultural Dimensions of Learning in Online Courses. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Kizilcec, R. F., Mimno, J. A., & Karhan, A. J. (2022). Effects of Framing Professional Development as a Career Growth Opportunity on Course Completion. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Williamson, K. & Kizilcec, R. F. (2022). A Review of Learning Analytics Dashboard Research in Higher Education: Implications for Justice, Equity, Diversity, and Inclusion. In *Proceedings of the Intl. Conference on Learning Analytics and Knowledge (LAK)*.

Allen, S. E., Phillips, A. M., & Kizilcec, R. F. (2021). Student perceptions of pre-assessments: "It's basically just guessing anyways." In *Proceedings of the Physics Education Research Conference.*

Alon, L., Sung, S. & Kizilcec, R.F. (2021). How Does Active Learning Change Undergraduate Learning Experiences? A Case of a Large Technology Design Course. In T. Bastiaens (Ed.), In *Proceedings of Innovate Learning Summit,* 201-208.

Yu, R., Lee, H., & Kizilcec, R. F. (2021). Should College Dropout Prediction Models Include Protected Attributes? In *Proceedings of the ACM Conference on Learning at Scale* (L@S). **Best Paper Honorable Mention**

Williamson, K. & Kizilcec, R. F. (2021). Effects of Algorithmic Transparency in Bayesian Knowledge Tracing on Trust and Perceived Accuracy. In *Proceedings of the Conference on Educational Data Mining (EDM).*

Williamson, K. & Kizilcec, R. F. (2021). Learning Analytics Dashboard Research Has Neglected Diversity, Equity, and Inclusion. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Cho, J. & Kizilcec, R. F. (2021). Applying the Behavior Change Taxonomy from Public Health Interventions to Education Research. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Cho, J., Li, Y., Krasny, M. E., Armstrong, A., Russ, A., & Kizilcec, R. F. (2021). Using Social Norms to Promote Actions Beyond the Course. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Cho, J., Tomasik, I., Yang, H., & Kizilcec, R. F. (2021). Student Perceptions of Social Support in the Transition to Emergency Remote Instruction. In *Proceedings of the ACM Conference on Learning at Scale* (L@S). **Best UG Paper Award**

Cho, J. & Kizilcec, R. F. (2021). Delivery Ghost: Effects of Language Immersion and Interactivity in a Language Learning Game. In *Proceedings of the ACM Conference on Human Factors in Computing Systems* (CHI).

Kizilcec, R. F. & Chen, M. (2020). Student Engagement in Mobile Learning via Text Message. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Chen, Y. & Kizilcec, R. F. (2020). Examining Sources of Variation in Student Confusion in College Classes. In *Proceedings of the ACM Conference on Learning at Scale* (L@S).

Kizilcec, R. F., Saltarelli, A. J., Bonfert-Taylor, P., Goudzwaard, M., Hamonic, E., & Sharrock, R. (2020). Welcome to the Course: Early Social Cues Influence Women's Persistence in Computer Science. In *Proceedings of the ACM Conference on Human Factors in Computing Systems* (CHI).

Varanasi, R. A., Kizilcec, R. F., & Dell, N. (2019). How Teachers in India Reconfigure their Work Practices around a Teacher-Oriented Technology Intervention. In *Proceedings of the ACM Conference on Computer-Supported Cooperative Work* (CSCW).

Kizilcec, R. F. & Saltarelli, A. (2019). Can a diversity statement increase diversity in MOOCs? In Pro*ceedings of the ACM Conference on Learning at Scale* (L@S). **Best Paper Award**

Kizilcec, R. F. & Goldfarb, D. (2019). Growth Mindset Predicts Student Achievement and Behavior in Mobile Learning. In Pro*ceedings of the ACM Conference on Learning at Scale* (L@S).

Kizilcec, R. F. & Saltarelli, A. (2019). Psychologically Inclusive Design. In Proc*eedings of the ACM Conference on Human Factors in Computing Systems* (CHI).

Kizilcec, R. F., Bakshy, E., Eckles, D., & Burke, M. (2018). Social Influence and Reciprocity in Online Gift Giving. In *Proceedings of the ACM Conference on Human Factors in Computing Systems* (CHI).

Chaturapruek, S., Dee, T. S., Johari, R., Kizilcec, R. F., & Stevens, M. L. (2018). How a data-driven course planning tool affects college students' GPA: Evidence from two field experiments. In *Proceedings of the Fifth ACM Conference on Learning at Scale* (L@S). **Best Paper Award**

Davis, D., Kizilcec, R. F., Hauff, C., & Houben, G.-J. (2018). The Half-Life of MOOC Knowledge: A Randomized Trial Evaluating the Testing Effect in MOOCs. In *Proceedings of the Intl. Conference on Learning Analytics and Knowledge* (LAK).

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 ACM Conference on Learning at Scale* (L@S). **Best Paper Award**

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 Proc*eedings 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 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 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 Proc*eedings 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 Intl. 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 Intl. 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. (forthcoming). Higher Education. In Tara Behrend (Ed.), *Human-Technology Partnerships at Work.* Cambridge Press.

Kizilcec, R. F., Shung, D. L., & Sung, J. J. (2024). Human-machine interaction: AI-assisted medicine, instead of AI-driven medicine. In *Artificial Intelligence in Medicine* (pp. 131-140). Academic Press.

Alvero, A. J., Kizilcec, R. F., Lee, J., & Munoz-Najar Galvez. (forthcoming). Perspectives on NLP in College Admissions. In Frank Fernandez (Ed.), *The Digitized Campus: Artificial Intelligence and Big Data in Higher Education.* SUNY Press.

Kizilcec, R. F. & Davis, D. (2023). Learning Analytics Education: A case study, review of current programs, and recommendations for instructors. In Olga Viberg and Åke Grönlund (Eds.), *Practicable Learning Analytics*. Springer Nature.

Kizilcec, R. F. & Lee, H. (2022). Algorithmic Fairness in Education. In W. Holmes & K. Porayska-Pomsta (Eds.), *The Ethics of Artificial Intelligence in Education*, Routledge.

Rizvi, S., Rienties, B., Rogaten, J., & Kizilcec, R. F. (2022). Culturally-Adaptive Learning Design: A Mixed-method Study of Cross-Cultural Learning Design Preferences in MOOCs. In B. Rienties, R. Hampel, E. Scanlon, D. Whitelock (Eds.), Open World Learning: What Works?, Routledge.

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.

Edited Special Issues

Kizilcec, R. F. & Mitchell, J. C. (2024). Remote Learning and Work. *IEEE Internet Computing*, *28*(1).

Viberg, O., Kizilcec, R. F., Wise, A. F., Jivet, I., & Nixon, N. (Sep 2024) "Special Issue: Advancing Equity and Inclusion in Educational Practices with AI-Powered Educational Decision Support Systems (AI-EDSS)" *British Journal of Educational Technology.* CFP: https://bera-journals.onlinelibrary.wiley.com/hub/journal/14678535/cfp-advancing-equity-and-inclusion

Peer-Reviewed Commentaries and Policy Briefs

Williamson, K. H., Guerrero, V., & Kizilcec, R. F. (2024). Improving Social Justice should be an Objective of Learning Analytics Research. *Journal of Learning Analytics.*

Kizilcec, R. F. (2023). To Advance AI Use in Education, Focus on Understanding Educators. *International Journal of Artificial Intelligence in Education*, 1-8.

Kizilcec, R. F., Mason, J., McCarthy, K. S., Rodrigo, M. M. T., Rose, C. P. (2023). Using Technology to Foster Equitable Access and Diverse Learning Communities. *Digital Promise and the International Society of the Learning Sciences.*

INVITED TALKS/PANELS

2026	**ASCILITE 2026**, Brisbane, opening keynote, "Worth Showing Up For"
2026	**ASCILITE 2026**, Brisbane, workshop, "Analyzing Educational Discourse at Scale with AI: A Hands-On Workshop Using Sandpiper"
2026	**Global HR Forum 2026**, KRIVET, Seoul, Special Session 1, invited speaker
2026	**University of Sydney Business School**, invited talk, "Show, Don't Tell: Behavioral Measurement of AI-Ready Work"
2026	**School of Computer Science, University of Sydney**, Basser Seminar, invited talk
2026	**University of Technology Sydney**, Sandpiper workshop
2026	National Tutoring Observatory and AI Tutors, Learning Lab, OpenAI
2026	National Tutoring Observatory/AI in Education, EdTech Insiders Podcast
2026	Centre for Software & IT Management, Indian Institute of Management Bangalore, Invited Panel

2025 Open Data Sets for Improving AI-Driven Edtech, ASU-GSV, Invited Panel

2025 **Responsible AI in Education**, Nokia Bell Labs, Responsible AI seminar

2025 **Introducing the National Tutoring Observatory**, AI-ALOE, webinar

2024 **Congress on AI in Higher Education**, University of Puerto Rico, keynote

2023 **IPN - Leibniz Institute for Science and Mathematics Education**, Kiel, Germany, invited talk

2022 **Educational Data Mining (EDM) Conference**, Durham University, keynote

2022 **Center for Biomedical Data Science Digital Health Seminar**, Yale University, invited talk

2022 **MARS AI Seminar Series**, Korea Advanced Institute of Science & Technology, invited talk

2022 **Culturally Aware Learning Analytics workshop**, LAK, workshop keynote

2022 **Motivation, self-regulation, and personality symposium**, Tübingen University, invited guest

2022 **Learning and Collective Intelligence workshop**, Learning Planet Institute, Paris, guest speaker

2021 **Summer Institute in Computational Social Science**, HSE University, guest lecture

2021 **Culturally Aware Human-Centered Learning Analytics Workshop**, EC-TEL, keynote

2021 **Positive Education Conference**, Tsinghua University, keynote

2021 **eMadrid Research Days**, Online, invited talk on Self-regulated Learning

2021 **AAAI Panel on Advancing Learning in the Digital Era**, panelist

2020 **Aspen Forum for the Future of Higher Education**, co-organizing session

2020 **AERA Educational Data Science Mini-conference**, Stanford University, invited talk

2020 **Society for Personality and Social Psychology** (SPSP) conference, talk (2% acceptance rate)

2019 **Singapore Management University**, "Communication, Data, and Design" colloquium talk

2019 **National University of Singapore**, ALSET seminar, invited talk

2019 **China Positive Education Conference**, Tsinghua University, keynote

2018 **Northeast Big Data in Education Conference**, CMU, invited keynote

2018 **University of Michigan**, Academic Innovation speaker series, talk on inclusive learning

2017 **Higher School of Economics**, Russia, invited keynote at higher education conference

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**, Holland, 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)

2022 **Unizin Summit**, "Cross-Institutional Transfer Learning for Educational Models: Implications for Model Performance, Fairness, and Equity"

2020 **IC2S2**, "The Limits of Scalable Interventions: Evidence from 248 Online Courses"

2019 **CODE@MIT**, "Broadening Participation with Diversity Statements"

2019 **CODE@MIT**, "The Limits of Scalable Interventions"

2019 **AI100 Prediction in Practice**, "On the Psychology of AI in Practice"

2018 **IC2S2**, "Heterogenous Effects of Incentives in Mobile Learning in Africa"

2018 **CODE@MIT**, "Criteria-based Randomization"

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

AI in Organizations (INFO 1170/5170), Cornell
Offered in Fall 2025

Learning Analytics (INFO 4100/5101), Cornell
Offered in Fall 2019, Spring 2019, Fall 2020, Fall 2021, Fall 2022, Spring 2024, Spring 2025, Spring 2026

Behavioral Science Interventions (COMM/INFO 4800), Cornell
Offered in Spring 2020 (with Neil Lewis Jr.) and Spring 2022

PhD Seminar on Learning and Technology (INFO 6940), Cornell
Offered in Spring 2023

Causal Inference and Design of Experiments (INFO 6750), Cornell
Offered in Fall 2018

Freshman Team Projects Course (INFO 1998), Cornell
Offered in Spring 2022, Fall 2022, Spring 2023, Fall 2023

Invited and ad-hoc teaching

2026	**Guest Lecture**, Empowering Teachers with Technology, Stanford GSE
2022, 2024	**Guest Lecture**, 6.882 Ethical Machine Learning in Human Deployments, MIT
2021	**Guest Lecture**, CS 4660: Foundations in Educational Technology, Georgia Tech
2021	**Guest Lecture**, EDUC 131: Educational Technology, UC Irvine
2016	**Guest Lecture**, Learning Analytics Seminar, Stanford University
2014, 2015	**Teaching Assistant**, "Online Learning Research Methods", Stanford University
2014	**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.

ADVISING

Primary Advisor (Postdoc)

- Lilach Alon (co-advised with Steven Jackson; now faculty at Tel-Hai Academic College)
- SeoYoon Sung (co-advised with Steven Jackson; now faculty at USC)
- Hui Yang (co-advised with Steven Jackson; now at SRI)
- Zhuqian Zhou (co-advised with Kirk Vanacore)
- Clayton Cohen (co-advised with Kirk Vanacore)
- Satwik Dutta (co-advised with Kirk Vanacore)

Primary Advisor (PhD at Cornell)

- Scott Allen (graduated, now at MIT)
- Bakhtawar Ahtisham
- Youjie Mina Chen (graduated, now at Hong Kong University)
- JiYong Cho (graduated, now at LG Research)
- Jadon Geathers
- Emma Harvey (co-advised with Allison Koenecke)
- Yann Hicke (co-advised with Claire Cardie)
- Jinsook Lee (co-advised with Thorsten Joachims)
- Yan Tao
- Deepak Varuvel Dennison (co-advised with Aditya Vashistha)
- Kimberly Williamson (graduated, now at Lehigh University)

Committee Member (PhD at Cornell)

- Chang Cheng (primary: Brad Bell; graduated)
- Xinyue Jiang (primary: Sang-won Leigh; Environmental Design and Analysis)
- Julia Proft (primary: Haym Hirsh; now at KickUp)
- Amanda Purington (primary: Natalie Bazarova; graduated)
- Katharine Sadowski (primary: Maria Fitzpatrick; now at Stanford GSE)
- Martin Stein (primary: Natasha Holmes)
- Rama Varanasi (primary: Nicola Dell; now at MSR)
- Zikai Alex Wen (primary: Shiri Azenkot; now postdoc at HKUST)

Committee Member (PhD at other institution)

- Du Jiahui (primary: Timothy Hew, The University of Hong Kong)

- Shamya Karumbaiah (primary: Ryan Baker, UPenn; now Assistant Professor at University of Wisconsin-Madison)
- Alice Kathmandu (primary: Geoffrey Cohen, Stanford University)
- Mohi Reza (primary: Joseph Jay Williams, University of Toronto)
- Saman Rizvi (primary: Bart Rienties, Open University; now postdoc at University of Cambridge)
- Avi Segal (primary: Kobi Gal, Ben-Gurion University of the Negev; now faculty at BGU)
- Renzhe Yu (primary: Mark Warschauer, UC Irvine; now Assistant Professor at Columbia Teachers College)

Thesis Committee Member (UG and MS/MPS/MEng)

- Anna Kambhampaty (now at The New York Times)
- Hansol Lee (now in PhD program at Stanford University)
- Sunil Sabnis (now at Bloomberg)

Informal Research Advisor (UG and MS/MPS/MEng)

- Souleiman Benhida
- Martha Brandt
- Max Chen (now in PhD program at Columbia University)
- Thomas Chen
- Daniel Goldfarb (now in PhD program at Northeastern University)
- Wentao Guo
- Yann Hicke
- Camille Lee
- Adele Smolansky (now in PhD program at Stanford University)
- Jancey Taveras
- Ian Wilkie Tomasik (now at Google)

Visiting PhD Students

- Hendrik Steinbeck (primary: Christoph Meinel, Hasso Plattner Institute, Germany)
- Nathalie Bick (primary: Laura Froehlich, FernUniversitaet Hagen, Germany)
- Jade Mai Cock (primary: Tanja Käser, EPFL, Switzerland)
- Tereza Blazkova (primary: Andreas Bjerre-Nielsen, University of Copenhagen, Denmark)

PROFESSIONAL SERVICE

Institutional: Cornell University

2025	**Member**, Generative AI Education Committee
2025	**Member**, IT Governance: Education & Pedagogy Domain Committee
2024 SP	**Director**, Broadening Participation Committee, Department of Information Science
2022-23	**Member**, Presidential Task Force on Undergraduate Admissions
2022-23	**Co-Director**, Broadening Participation Committee, Department of Information Science
2022-23	**Member**, Committee on Learning Outcomes, Bowers CIS College
2022-23	**Member**, Bowers CIS DEI Council
2021-22	**Interim Co-Chair**, Vice Provost's Committee on Course Feedback/Teaching Evaluations
2021-22	**Member**, Hopper Dean Fellowship Selection Committee, Bowers CIS College
	Since 2020 **Faculty Advisor Board Member**, McCormick Teaching Excellence Institute
2020-21	**Member**, Vice Provost's Committee on Course Feedback/Teaching Evaluations

2020-22 **Member**, Broadening Participation Committee, Department of Information Science

2019-23 **Co-Lead**, Active Learning Initiative, Department of Information Science

2019-20 **Member**, Undergraduate Committee, Department of Information Science

2018-19 **Member**, PhD Admissions Committee, Department of Information Science

2018-20 **Member**, Vice Provost's Committee on Learning Analytics

Scientific Community: Organizational/Leadership

2026 **General Co-Chair**, Festival of Learning 2026

2024-25 **Steering Committee Chair**, Festival of Learning 2026

2019-2025 **Associate Editor**, *Computer-Based Learning in Context*

2023-2025 **Steering Committee Chair**, ACM Learning at Scale

2023 **Subcommittee Co-Chair (SC)**, Learning, Education, and Families, ACM CHI

2022 **General Conference Chair**, ACM Learning at Scale

2023 **Steering Committee Vice Chair**, ACM Learning at Scale

2022 **Subcommittee Awards Representative**, ACM CHI

2020-21 **Steering Committee Member**, ACM Learning at Scale

2022 **Program Committee Member**, ACM Learning at Scale; Learning Analytics & Knowledge; Educational Data Mining; Higher Education Advances

2021 **Program Committee Member**, ACM CHI, ACM Learning at Scale, ACM FAccT

2020 **Program Co-Chair**, ACM Learning at Scale

2019 **Program Committee Member**, ACM CSCW, ACM CHI, ACM Learning at Scale

2018 **Program Committee Member**, ACM Learning at Scale

2017 **Program Committee Member**, ACM Learning at Scale, eMOOCs, Coursera Partners Conference

2016 **Program Committee Member**, Learning with MOOCs Conference

2015 **Program Committee Member**, ACM Learning at Scale

Scientific Community: Grant Application/Manuscript Reviewing

2026 **Grant Reviewer**, Urban Institute, Tools Competition, MIT Solve

2026 **Journal Reviewer**, Nature, Science Advances

2026 **Conference Reviewer**, ACM CHI 2027

2023 **Grant Reviewer**, Marsden Fund, Schmidt Futures Foundation (reviewer and finalist judge for LEVI), MIT Solve LEAP Challenge

2023 **Journal Reviewer**, Management Science, Applied Psychology, Journal of Learning Analytics, British Journal of Educational Technology, Journal of Computer Assisted Learning, Routledge (book proposal)

2022 **Journal Reviewer**, Scientific Reports, Journal of Computational Social Science, Frontiers in Psychology, British Journal of Educational Technology, Transactions on Learning Technologies, Journal of Computer-Assisted Learning, Computers & Education

2022 **Ad-hoc Foundation Grant Reviewer**, National Science Foundation (NSF), Israel Science Foundation (ISF), Schmidt Futures Foundation

2022 **Journal Reviewer**, Scientific Reports, Journal of Computational Social Science, Frontiers in Psychology, British Journal of Educational Technology, Transactions on Learning Technologies, Journal of Computer-Assisted Learning, Computers & Education

2021 **Journal Reviewer**, Computers & Education, Computers in Human Behavior, Journal of Computer-Assisted Learning

2021 **Journal Reviewer**, Educational Psychology, International Journal of Artificial Intelligence in Education, Transactions on Computer-Human Interaction (TOCHI), Education Research Review, IEEE Transactions on Learning Technologies, Computers & Education, Educational Researcher, Journal of Computer-Assisted Learning

2021 **Grant Reviewer**, IES Higher Education Panel

2020 **Journal Reviewer**: Science, AERA Open, Journal of Business Ethics, Computers & Education

2020 **Grant Reviewer**, Spencer Foundation Large Grants

2014-19 **Reviewer**, Psychological Science, Oxford University Press, Computers in Human Behavior, Journal of Learning Analytics, International Journal of Artificial Intelligence in Education, International Conference on Learning Analytics & Knowledge, ACM CSCW Conference, IEEE Transactions on Signal Processing, Journal of Computer Assisted Learning, ACM TOCHI Transactions on Computer-Human Interaction, Computers & Education, IEEE Transactions on Learning Technologies, ACM CHI Human Factors in Computing Systems Conference

Workshop Organization

2026 Vanacore, K., Thomas, D. R., Ribeiro, A., Bernado, J., Chandler, C., Crawford, C., Pietrzak, D., Whitmer, J., Godfrey, J., Loeb, S., Koedinger, K. R., Reich, J., Slama, R., & Kizilcec, R. F. (2026). Advancing the science of human and AI tutoring through shared infrastructure: A collaborative workshop. In E. G. Blanchard, G. Chen, M. Chi, & S. Isotani (Eds.), *Artificial intelligence in education: Late breaking results, WideAIED, practitioners, industry and policies, blue sky, doctoral consortium, FoL workshops and tutorials, FoL invited papers* (pp. 102–110). Springer.

2026 Vanacore, K., Kizilcec, R. F., Slama, R., Marland, J., Ahtisham, B., Zhou, Z., Thomas, D. R., Koedinger, K. R., Pietrzak, D., & Reich, J. (2026). National Tutoring Observatory's interactive workshop on AI annotation and teacher analytics. *In Proceedings of the 16th International Learning Analytics & Knowledge Conference.*

2025 Thomas, D. R., Demszky, D., Koedinger, K. R., Marland, J., Pietrzak, D., Reich, J., Slama, R., Toutziaridi, A., & Kizilcec, R. F. (2025). Advancing the science of teaching with tutoring data: A collaborative workshop with the National Tutoring Observatory. *In Proceedings of the 12th ACM Conference on Learning@ Scale (pp. 404–406).*

2025 Kizilcec, R. F., Baker, R. S., Brooks, C., Geathers, J., Hicke, Y., Moore, S., & Wu, B. (2025, July). Applications of Generative AI to Support Teaching and Learning in Higher Education: A Half-Day Workshop. *In International Conference on Artificial Intelligence in Education (pp. 267-274). Cham: Springer Nature Switzerland.*

2025 Cock, J., Stinar, F., Kizilcec, R., & Kaser, T. (2025). Applying DebiasEd: A Package for Mitigating Unfairness in Educational Data. In Proceedings of the 18th International Conference on Educational Data Mining (pp. 695-698).

2023 Viberg, O., Jivet, I., Kizilcec, R. F., & Scheffel, M. (2023). Fifth Workshop on Culturally-Aware Learning Analytics (CARLA). At the *European Conference on Technology Enhanced Learning (ECTEL)*.

2023 Ritter, S., Heffernan, N., Williams, J.J., Lomas, D., Bicknell, K., Roschelle, J., Motz, B., McNamara, D., Baraniuk, R., Basu Mallick, D. and Kizilcec, R. (2023). Fourth Annual Workshop on A/B Testing and Platform-Enabled Learning Research. At the *ACM Conference on Learning@ Scale (L@S)*.

2023 Smolansky, A., Nguyen, H. A., Kizilcec, R. F., McLaren, B. M. (2023). Equity, Diversity, and Inclusion in Educational Technology Research and Development. At the *International Conference on Artificial Intelligence in Education (AIED)*.

2022 Ritter, S., Heffernan, N., Williams, J.J., Lomas, D., Motz, B., Basu Mallick, D., Bicknell, K., McNamara, D., Kizilcec, R.F., Roschelle, J. and Baraniuk, R., (2022). At the Third Annual Workshop on A/B Testing and Platform-Enabled Learning Research. At the ACM Conference on Learning@ Scale (L@S).

2014 Williams, J. J., Kizilcec, R. F., Russell, D. M., & Klemmer, S. R. (2014). Learning innovation at scale. At the *ACM Conference on Human Factors in Computing Systems (CHI)*.

SELECTED MEDIA COVERAGE

EdTech Insider Podcast, Dec 2025 [link]

Fast Company, Can AI transform adult online education?, June 2023

EdSurge, The Future Belongs to Online Learners–But Only If Programs Can Help Them Succeed, June 2023

EdSource, Colleges can blunt economic impact of pandemic by sharing online courses, September 2020 (oped with Igor Chirikov)

Forbes, The “Depressing” And “Disheartening” News About MOOCs, June 2020

EdSurge, Massive Study of Online Teaching Ends With Surprising - and ‘Deflating’ – result, June 2020

WIRED, People Want to Know About Algorithms—but Not *Too* Much, March 2019

Harvard Business Review, We Need Transparency in Algorithms, But Too Much Can Backfire, July 2018

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