

René F. Kizilcec
Curriculum Vitae

Department of Communication
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Education

Ph.D., Communication, Stanford University, Stanford, CA, Expected 2016.
Committee: Geoffrey Cohen, Jeremy Bailenson, John Mitchell, Candace Thille, Jeff Hancock.
Dissertation: *Towards Psychologically Welcoming Learning Environments*.

M.S., Statistics, Stanford University, Stanford, CA, 2015.

B.A., Philosophy and Economics, University College London, London, England, 2011.
Graduated with 1st class Honors.

Research Interests

My research concerns the challenges of scaling educational experiences to a global and diverse audience. I work at the intersection of social psychology, learning science, and human-computer interaction. I investigate cognitive, motivational, and psychological factors influencing academic achievement to generate theoretical and practical insights for the design of inclusive digital learning environments. I conduct longitudinal field experiments in online learning environments.

Publications

Under Review and In Preparation

Kizilcec, R. F., Saltarelli, A. J., Reich, J., & Cohen, G. L. (under review). Psychologically Welcoming Learning Environments: Closing the Global Achievement Gap in MOOCs.

Kizilcec, R. F. & Brooks, C. (under review). Advancing A More Inclusive Science of Learning Through Rapid Iterative Research With Massive Open Online Courses.

Kizilcec, R. F., Perez-Sanagustin, M., & Maldonado, J. J. (in preparation). Self-Regulated Learning in MOOCs: Behavioral Manifestations and Individual Differences.

Kizilcec, R. F. & Cohen, G. L. (in preparation). Promoting Goal Pursuit at a Global Scale: Cultural Context Matters for Mental Contrasting with Implementation Intentions.

Kizilcec, R. F., Bakshy, E., Eckles, D., & Burke, M. (in preparation). The Spread of Human Cooperation in a Social Network.

Refereed Journal Articles

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

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. (2016). How Much Information? Effects of Transparency on Trust in an Algorithmic Interface. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, CHI'16*.

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'16*.

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'15*.

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 Conference on Human Computation & Crowdsourcing, HCOMP'15*.

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 SIGCHI Conference on Human Factors in Computing Systems*, CHI'14.

Williams, J. J., **Kizilcec**, R. F., Klemmer, S., & Russell, D. (2014). Innovations for Learning at Scale Workshop. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, CHI'14.

Zhang, K. & **Kizilcec**, R. F. (2014). Anonymity in Social Media: Effects of Content Controversiality and Social Endorsement on Sharing Behavior. In *Proceedings of the 8th International Conference on Weblogs and Social Media*, ICWSM'14.

Kizilcec, R. F., Piech, C., & Schneider, E. (2013). Deconstructing Disengagement: Analyzing Learner Subpopulations in Massive Open Online Courses. In *Proceedings of the Third International Conference on Learning Analytics and Knowledge*, LAK'13.

Kizilcec, R. F. (2013). Collaborative Learning in Geographically Distributed and In-person Groups. In *Proceedings of the 16th International Conference on Artificial Intelligence in Education*, AIED'13.

Awards and Fellowships

- 2015 Stanford Computational Social Science Fellowship (\$10,000 in research funding)
- 2014 Stanford Interdisciplinary Graduate Fellowship (Ph.D. funding for 3 years)
- 2014 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
- 2013 Faculty Seed Grant for Innovation in Researching Online Courses (\$7,100), Stanford Vice Provost of Online Learning
- 2011 Department of Communication Fellowship, Stanford University
- 2011 UCL Alumni Scholarship, University College London

Invited Talks

- 2016 **EdTech Meetup RheinMain**, talk on online education research and design
- 2016 **MediaX/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

Research Positions

- 2014-15 **Part-time Employee**, Facebook, Core Data Science
Continued research on project started during the 2014 internship.
- 2014 **Internship**, Facebook, Core Data Science
Mentors: Eytan Bakshy, Dean Eckles.
Identified peer effects of social feedback with large-scale online experiments and econometric methods. Developed a new class of experiments to estimate peer effects in online experiments: peer encouragement designs.
- 2013 **Internship**, Facebook, Core Data Science
Mentor: Eytan Bakshy.
Traced the spread of human cooperation in a real social network by leveraging a natural experiment of gift giving behavior around people's birthdays.

Teaching and Mentoring

Instruction

- 2016 **Guest Lectures**, Stanford University.
I was invited to lead two sessions in Prof. Thille's Learning Analytics Seminar.
- 2014, 2015 **Teaching Assistant**, Stanford University.
Course title: Online Learning Research Methods.
Instructors: Prof. Candace Thille, Prof. John Mitchell.
- 2014 **Guest Lecture**, George Mason University.
I gave an invited lecture in Prof. Aditya Johri's Learning Analytics course.

- 2014 **Co-Instructor**, Stanford University.
I organized a two-day workshop on questionnaire design for survey research with fellow graduate student Dave Vannette.
- 2010, 2011 **Technology Camp Director**, TIC Summer Camp, McLean, VA. I held teacher-training workshops, designed and supervised programming classes (ages 7 to 16).
- 2009 **Technology Camp Counselor**, TIC Summer Camp, McLean, VA. I taught beginners and intermediate programming and web design to ages 7 to 16.

Research Mentoring

- 2013 Johnny Winston (B.S. student in Symbolic Systems, Stanford University), co-presence cues in online video lectures. Now at Patreon, San Francisco
- 2013 Kathryn Papadopoulos (M.S. student in Symbolic Systems, Stanford University), visual attention and social cues in video lectures. Now at Google, Mountain View.
- 2013 Lalida Sritanyaratana (community teaching assistant in Stanford HCI course), visual attention and social cues in video lectures. Now at Google, Mountain View.

Professional Services

- 2017 **Program Committee Member**, Learning with MOOCs Conference
- 2016 **Reviewer**, Psychological Science
- 2016 **Reviewer**, Oxford University Press
- 2016 **Reviewer**, Computers & Education
- 2016 **Reviewer**, IEEE Transactions on Learning Technologies
- 2015, 2017 **Program Committee Member**, ACM Learning @ Scale Conference
- 2015 **Reviewer**, Computers in Human Behavior
- 2015 **Reviewer**, IEEE Transactions on Signal Processing
- Since 2014 **Reviewer**, ACM Learning @ Scale Conference
- 2014 **Reviewer**, ACM TOCHI Transactions on Computer-Human Interaction
- 2014 **Reviewer**, Journal of Computer Assisted Learning
- Since 2013 **Reviewer**, ACM CHI Human Factors in Computing Systems Conference

Employment

I worked as an e-commerce web designer and web developer for 1.5 years in London, while I was completing my undergraduate degree. This work experience played an important role in my decision to study communication and conduct research in human-computer interaction.

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; www.QualTurk.com.

Media Coverage

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