Stephanie Danell Teasley

School of Information   Phone: (734) 846-4679
University of Michigan   Email: steasley@umich.edu

Education

Ph.D.: 1992, Learning, Development, and Cognition; Department of Psychology, University of Pittsburgh, Pittsburgh, PA.

Dissertation title: *Communication and collaboration: The role of talk in children's peer collaborations*.

Committee: Lauren B. Resnick (Chair), Michelene Chi, David Klahr, & Leona Schauble

B.A.: 1981, Psychology, Kalamazoo College, Kalamazoo, MI.

Professional Experience

08/24 – present   *Research Professor Emeria*. ICPSR (Inter-university Consortium for Political and Social Research). University of Michigan, Ann Arbor, MI..

08/24 – present   *Expert*. Division of Research on Learning, Directorate for Education and Human Resources (DRL/EHR). National Science Foundation, Washington, D.C.

05/24 – present   *Research Professor Emeria*. School of Information. University of Michigan, Ann Arbor, MI

04/21 – 04/24   *Program Officer*. Division of Research on Learning, Directorate for Education and Human Resources (DRL/EHR). National Science Foundation, Washington, D.C.

09/11 – 04/24   *Research Professor*. School of Information. University of Michigan, Ann Arbor, MI.

12/02 – 04/24   *Director*. Learning, Education and Design (LED) Lab (formerly USE Lab). University of Michigan, Ann Arbor, MI.

06/11 – 01/12   *Visiting Scholar*. Department of Human Centered Design & Engineering. College of Engineering, University of Washington, Seattle, WA.

08/06 – 09/12   *Director*. Doctoral Program, School of Information. University of Michigan, Ann Arbor, MI.

11/03 – 08/11   *Research Associate Professor*. School of Information. University of Michigan, Ann Arbor, MI.

09/01 – 11/03   *Senior Associate Research Scientist.* School of Information. University of Michigan, Ann Arbor, MI.

03/96 - 09/01   *Senior Assistant Research Scientist.* Collaboratory for Research on Electronic Work. School of Information, University of Michigan, Ann Arbor, MI.

09/94 - 09/96   *Visiting Scholar*. Psychology Department. University of Michigan, Ann Arbor, MI.

06/92 - 09/94   *Postdoctoral Research Fellow*. Psychology Department. University of Michigan, Ann Arbor, MI.

06/86 - 08/90   *Research Associate*, Institute for Research on Learning. Palo Alto, CA.

09/85 - 08/91   *Graduate Student Research Fellow*, Learning Research & Development Center. University of Pittsburgh, Pittsburgh, PA.

Honors & Awards

ACM: Distinguished Member for outstanding scientific contributions to computing. October, 2019.

2019 IMS Global Learning Impact Award (Gold). Teasley, S. D. (Project Lead). My Learning Analytics (MyLA): A Student-Facing Performance Dashboard.

LAK 2018: Best Short Paper. Brown, M. R., DeMonbrun, M., & Teasley, S. D. (2018). Conceptualizing Co-enrollment: Accounting for student experiences across the curriculum. *Proceedings of the 8th International Conference on Learning Analytics & Knowledge* (pp. 305-309). Sydney, Australia: ACM.

LAK 2017: Best Short Paper Nominee. Brown, M. R., DeMonbrun, M., & Teasley, S. D. (2017). Don't Call it a Comeback: Academic Recovery and the Timing of Educational Technology Adoption. *Proceedings of the 7th International Conference on Learning Analytics & Knowledge* (pp. 489-493). Vancouver, Canada: ACM.

2014 Michael D. Cohen Outstanding Service Award. School of Information, University of Michigan.

Scholarship (since 2014)

Full Citation metrics: http://scholar.google.com/citations?user=2b3mJYcAAAAJ&hl=en

Note. *Early publications include those under former name, S. D. Behrend*

Refereed Journals

Teasley, S. D., Popov, V., Bae, J. S., & Elkins, S. (2023). Self-Regulated Learning Theory and Epistemic Network Analysis: Understanding University Students' Use of a Learning Analytics Dashboard. *Advances in Motivation and Achievement*, *22*, 215-240.

Aguilar, S., Karabenick, S., **Teasley**, S. D., & Baek, C. (2021) Associations Between Learning Analytics Dashboard Exposure and Motivation and Self-Regulated Learning. *Computers & Education*, *162*.

DeMonbrun, M., Brown, M. R., & **Teasley**, S. D. (2019). Enrollment patterns and students' risk of academic difficulty. *Journal of Applied Research in Education, 12* (1), 97-108.

Brown, M. R., DeMonbrun, M., & **Teasley**, S. D. (2018). Taken Together: Conceptualizing students' concurrent course enrollment across the post-secondary curriculum using temporal analytics. *Journal of Learning Analytics, 5* (3), 60-72.

doi: 10.18608/jla.2018.53.5

Teasley, S. D. (2018). Learning Analytics: Where Information and Learning Sciences Meet. *Information and Learning Science*, *120* (1/2), 59 - 73.

doi.org/10.1108/ILS-06-2018-0045

Teasley, S. D. (2017). Student Facing Dashboards: One Size Fits All? *Technology, Knowledge and Learning*, *22* (3), 377-384.

doi: 10.1007/s10758-017-9314-3

Lonn, S., McKay, T. A., & **Teasley**, S. D. (2017). Cultivating institutional capacities for learning analytics. *New Directions in Higher Education*, *176*, 53-63.

doi: 10.1002/he.20243

Lee, H. J., Lee, H., Makara, K. A., Fishman, B. J., & **Teasley**, S. D. (2017). A cross-cultural comparison of college students' learning strategies for academic achievement between South Korea and the US. *Studies in Higher Education*, *42* (1), 169-183.

doi: 10.1080/03075079.2015.1045473

Waddington, R. J., Nam, S. J., Lonn, S., & **Teasley**, S. D. (2016). Improving early warning systems with categorized course resource usage. *Journal of Learning Analytics, 3* (3), 263-290. doi.org/10.18608/jla.2016.33.13

Zhang, C., Lonn, S., & **Teasley**, S. D. (2016). Understanding the impact of lottery incentives on web survey participation and response quality –A Leverage-Salience Theory Perspective. *Field Methods*, *29* (1), 1-19.

doi: 10.1177/1525822X16647932

Pardo, A., & **Teasley**, S. D. (2015). Learning analytics research, theory and practice: Widening the discipline. *Journal of Learning Analytics*, *1* (3), 4-6.

Dillahunt, T., Wang, Z., & **Teasley**, S. D. (2014). Democratizing higher education: Exploring MOOC use among those who cannot afford a formal education. *International Review of Research on Open and Distance Learning*, *15* (5).

doi: doi.org/10.19173/irrodl.v15i5.1841

Auer, J. C., Kao, C-Y., Hemphill, L., Johnston, E. W., **Teasley**, S. D. (2014). The uncertainty challenge of contingent collaboration. *Human Resource Management Journal, 25* (4), 531-547.

doi: 10.1111/1748-8583.12045

Lonn, S., Aguilar, S., & **Teasley**, S. D. (2014). Investigating student motivation in the context of a learning analytics intervention during a summer bridge program. *Computers in Human Behavior*, *47*, 90-97.

doi: 10.1016/j.chb.2014.07.013

Popov, V., Noroozi, O., Barrett, J. B., Biemans, H. J. B., **Teasley**, S. D., Slof, B., & Mulder, M. (2014). Perceptions and experiences of, and outcomes for, university students in culturally diversified dyads in a computer-supported collaborative learning environment. *Computers in Human Behavior, 32*, 186-200. doi: 10.1016/j.chb.2013.12.008

Giannakos, M. N., Chorianopoulos, K., Ronchetti, M., Szegedi, P., & **Teasley**, S. D. (2014). Video-Based Learning and Open Online Courses. *International Journal of Emerging Technologies in Learning*, *9* (1), 4-7.

doi: 10.3991/ijet.v9i1.3354

Refereed Conference Proceedings

Yamada, M., Geng, X., Goda, Y., and **Teasley**, S.D. (2024). Investigating Metacognitive Behaviors with Online, Learning Support Tools. *Proceedings of The 24th IEEE International Conference on Advanced Learning Technologies* (pp. tbd). Nicosia, North Cyprus: IEEE.

Eickholt, J., Weible, J. L., & **Teasley**, S. D. (2022). Student-facing Learning Analytics Dashboard: Profiles of Student Use. Proceedings of *IEEE Frontiers in Education* Conference (pp. 1-9). Uppsala, Sweden: IEEE.

Salehian Kia, F., Hatala, M., Baker, R. S., & **Teasley**, S. D. (2021). Measuring Students' Self-Regulatory Phases in LMS with Behavior and Real-Time Self Report. *Proceedings of the 11th International Conference on Learning Analytics & Knowledge* (pp. 259-268). Irvine, CA: ACM.

Kabo, F., Bradley, D., **Teasley**, S. D., & Varnum, K. (2020). Associations between EZproxy Use and Undergraduate Student GPA, 2016-2019. *Proceedings of the 2020 Library Assessment* Conference (pp. 340-349), Washington, DC: Association of Research Libraries.

Kia, F. S., **Teasley**, S. D., Hatala, M., Karabenick, S., & Kay, M. (2020). How patterns of students' dashboard use are related to their achievement and self-regulatory engagement. *Proceedings of the 10th International Conference on Learning Analytics & Knowledge* (pp. 340-349). Frankfurt, Germany: ACM.

Wise, A., Rose, C. P., Molinari, G., McNarmara, D., Chen, W., **Teasley**, S. D. (2019). IAALDE Panel Discussion. *Proceedings of the International Conference on Computer Supported Collaborative Learning*, (p. 977). Lyon, France: ACM

Choi, H., Dowell, N., Brooks, C., & **Teasley**, S. D. (2019). Social Comparison in MOOCs: Perceived SES, Opinion, and Message Formality. *Proceedings of the 9th International Conference on Learning Analytics & Knowledge* (pp. 160-169). Tempe, Arizona: ACM.

Brown, M. R., DeMonbrun, M., & **Teasley**, S. D. (2018). Conceptualizing Co-enrollment: Accounting for student experiences across the curriculum. *Proceedings of the 8th International Conference on Learning Analytics & Knowledge* (pp. 305-309). Sydney, Australia: ACM. **Awarded Best Short Paper**.

Haynes, C. C., **Teasley**, S. D., Haley, S. & Whitmer, J. (2018). How am I Doing?: Student-Facing Performance Dashboards in Higher Education. *Companion Proceedings of the 8th International Conference on Learning Analytics & Knowledge*. Sydney, Australia: ACM.

Brooks, C., **Teasley**, S. D., & Siemens, G. (2017). Challenges and Opportunities Facing Educational Discourse Researchers. *Proceedings of the 7th International Conference on Learning Analytics & Knowledge* (pp. 600-601). Vancouver, Canada: ACM.

Brown, M. R., DeMonbrun, M., & **Teasley**, S. D. (2017). Don't Call it a Comeback: Academic Recovery and the Timing of Educational Technology Adoption. *Proceedings of the 7th International Conference on Learning Analytics & Knowledge* (pp. 489-493). Vancouver, Canada: ACM. **Best Short Paper Nominee**.

Brown, M. R., DeMonbrun, M., Lonn, S., Aguilar, S., & **Teasley**, S. D. (2016). What and When: The Role of Course Type and Timing in Students' Academic Performance. *Proceedings of the 6th International Conference on Learning Analytics & Knowledge* (pp. 459-468). Edinburgh, Scotland: ACM.

Brooks, C., Thompson, C., & **Teasley**, S. D. (2015a). A Time Series Interaction Analysis Method for Building Predictive Models of Learners using Log Data. *Proceedings of the 5th International Conference on Learning Analytics & Knowledge* (pp. 126-135). Poughkeepsie, NY: ACM.

Brooks, C., Chavez, O., Tritz, J., & **Teasley**, S. D. (2015). Reducing Selection Bias in Quasi-Experimental Educational Studies. *Proceedings of the 5th International Conference on Learning Analytics & Knowledge* (pp. 295-299). Poughkeepsie, NY: ACM.

Brooks, C., Thompson, C., & **Teasley**, S. D. (2015b). Who You Are or What You Do: Comparing the Predictive Power of Demographics versus Activity Patterns in Massive Open Online Courses (MOOCs). *Proceedings of the Learning @ Scale Conference* (pp. 245-248). Atlanta, GA: ACM.

Aguilar, S., Lonn, S., & **Teasley**, S. D. (2014). Demystifying Success in a Summer Bridge Program: Investigating Students' Intrinsic Motivation and Mastery Goals in a Design-Based Research and Learning Analytics Intervention. *Proceedings of the International Conference of the Learning Sciences* (pp. 1665-1666). Boulder, CO: ACM

Aguilar, S., Lonn, S, & **Teasley**, S. D. (2014). Perceptions and Use of an Early Warning System during a Higher Education Transition Program. *Proceedings of the 4th International Conference on Learning Analytics & Knowledge* (pp. 113-117). Indianapolis, IN: ACM.

Dillahunt, T., Chen, B., & **Teasley**, S. D. (2014). Model Thinking: Demographics and Performance of Students Unable to Afford a Formal Education. *Proceedings of the Learning @ Scale Conference* (pp. 145-146). Atlanta, GA: ACM.

Lonn, S. & **Teasley**, S. D. (2014). Student Explorer: A Tool for Supporting Academic Advising at Scale. *Proceedings of the Learning @ Scale Conference* (pp. 175-176). Atlanta, GA: ACM.

Edited Books

Resnick, L. B., Levine, J., & **Teasley**, S. D. (Eds.). (1991). *Perspectives on Socially Shared Cognition*. Washington, DC: APA.

Book Chapters

Wise, A., **Teasley**, S. D., & Van Leeuwen, A. (2022). Teacher and Student Facing Analytics. In C. Lang, A. Wise, G. Siemens, (Eds.), *Handbook of Learning Analytics (2nd Edition)* (pp. 130-140). Society for Learning Analytics and Knowledge.

Chen, B. & **Teasley**, S. D. (2022). Learning Analytics for Understanding and Supporting Collaboration. In C. Lang, A. Wise, G. Siemens, (Eds.), *Handbook of Learning Analytics (2nd Edition)* (pp. 86-95). Society for Learning Analytics and Knowledge.

Cederquist, S., Fishman, B., **Teasley**, S. D. (2022). What's Missing from the Transcript?: How Employers Make Sense of Student Skills. In Y. Huang (Ed.), *Handbook of Research on Credential Innovations for Inclusive Pathways to Professions* (pp. 234-253). IGI Global.

Teasley, S. D., Kay, M., Hammond, J., & Elkins, S. (2021). User-Centered Design for a Student-Facing Dashboard Grounded in Learning Theory. In M. Sahin & D. Infenthaler (Eds.), *Visualizations and Dashboards for Learning Analytics* (pp. 191-212). Berlin: Springer-Verlag.

Hod, Y. & **Teasley**, S. D. (2021). Communities and Participation. In U. Cress, C. Rosé, A. Wise, and J. Oshima (Eds.), *International Handbook of Computer Supported Collaborative Learning*. Berlin: Springer-Verlag.

Krumm, A. E., Waddington, R. J., **Teasley**, S. D., & Lonn, S. (2014). Using Data from a Learning Management System to Support Academic Advising in Undergraduate Engineering Education. In J. A. Larusson & B. White. (Eds.), *Learning Analytics from Research to Practice: Methods, Tools, and Approaches* (pp. 103-119). Berlin: Springer-Verlag.

Other Publications

Love, J., DeMoneer, S., & **Teasley**, S. D. (2021). Show students their data: Using dashboards to support self-regulated learning. *Educause Review*. Available at https://er.educause.edu/articles/2021/7/show-students-their-data-using-dashboards-to-support-self-regulated-learning/

Teasley, S. D., & Kelly, H. (2020). *How a New Focus for Learning Analytics Could Transform the Relationship between Learning and Employment*. NSF workshop report available as a Rapid Community Report: https://rapidcommunityreports.circlcenter.org/

Fishman, B., **Teasley**, S. D., Cederquist, S. (2018). *Micro-Credentials as Evidence for College Readiness*. NSF workshop report available at: http://hdl.handle.net/2027.42/143851 and as a Rapid Community Report: https://rapidcommunityreports.circlcenter.org/

Papers Presented at Professional Meetings (refereed, non-archival proceedings)

Kia, F. S., Baker, R. S., & **Teasley**, S. D. (April, 2022). *Beyond Questionnaires: Measuring Self-Regulated Learning in LMS Using Multi-Channel Trace Data*. Panel presentation at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Oakleaf, M., Kabo, F., Cawthorne, J., & **Teasley**, S. D. (April, 2021). *What Will You Do? Libraries and Learning Analytics*. Panel presentation at the Association of College and Research Libraries Conference (ACRL), virtual.

Fishman, B. J., **Teasley**, S. D. & Cederquist, S. (April, 2020). *Potential and Pitfalls of Digital Badges for Use in College Admissions*. Symposium accepted for presentation at the at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Canceled) http://tinyurl.com/rtsqo2e

Martin, W., et al. (April, 2020). *From Badges to Bridges: How Digital Micro-Credentials Support Collaboration, Partnership, and Learning across Contexts*. Panel presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Canceled)

Teasley, S. D., Karabenick, S., Kay, M., Salehian Kia, F., Elkins, S. (October, 2019). *MyLearning Analytics: A Student-Facing Dashboard*. Presentation at the Cyberlearning Summit, Washington, D.C.

Arnold, K., Pappas, R., & **Teasley**, S. D. (November, 2018). *Learning Analytics Dashboards for Teaching and Learning*. Presentation at the EDUCAUSE annual conference, Denver, CO.

DeMonbrun, R. M., Brown, M., & **Teasley**, S. D. (June, 2018). *The Snowball Effect: Exploring the Influence of Changes in Academic Performance on Student Success in Co-enrolled Courses*. Presentation at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Salt Lake City, UT.

Fishman, B. & **Teasley**, S. D. (June, 2017). *Using micro-credentials in higher education admissions: Badges as evidence for college success.* Presentation at the 2017 Badge Summit. San Antonio, TX.

Teasley, S. D. & Whitmer, J. (February, 2017). *Analytics research: Effective tool use patterns and student responses to data-driven interventions*. Presentation at the ELI Annual Meeting (EDUCAUSE), Houston, TX.

Makara, K. A., Fishman, B., Karabenick, S., & **Teasley**, S. D. (June, 2015). *Students' interpersonal connections with peers and staff at the start of higher education*. Paper presented at the QAA International Conference on Enhancement and Innovation in Higher Education, Glasgow, UK.

Invited Talks

Kia, F. S., Love, J., & **Teasley**, S. D., (March, 2024). *Making Learning Analytics Actionable and Scalable for Students*. Actionable Learning Analytics Workshop, 15th International Conference on Learning Analytics & Knowledge. Kyoto, Japan: ACM.

Teasley, S. D. (November, 2023). *Showing Students Their Data: My Learning Analytics Dashboard*. Keynote address for the symposium on Learning Environment Design in the Digital Society, Kyushu University, Fukuoka, Japan.

Teasley, S. D. (November, 2023). *Research Digital Learning - Overview from the NSF Directorate of STEM Education*. Graduate School of Instructional Systems seminar series, Kumamoto University, Kumamoto, Japan.

Teasley, S. D. (May, 2022). *Show Students Their Data: Making Learning Analytics Actionable*. Learning Informatics Lab seminar series, University of Minnesota, Minneapolis, MN.

Teasley, S. D., & Love, J. (December, 2021). My Learning Analytics (MyLA): *The Design & Development of Student-Facing Dashboards*. Seminar series, Northwest Commission on Colleges and Universities. (Virtual)

Teasley, S. D., & Love, J. (April, 2021). Innovations in Student-Facing Analytics. Unizin Summit. (Virtual)

Thille, C. (Moderator), Wagner, E., **Teasley**, S. D., D'Mello, S. (August, 2020). *Fireside Chat: Ethics in Learning at Scale*. Invited Panel at Learning @ Scale. Atlanta, Georgia.

Teasley, S. D., (February, 2020). *Learning Analytics Dashboards for Students: Supporting Motivation and Self-Regulated Learning*. Engineering Education Research Seminar Series, University of Michigan, Ann Arbor, MI.

Teasley, S. D., (September, 2019). *My Data Science Journey*. R Ladies, Michigan State University, East Lansing, MI.

Teasley, S. D., (August, 2019). *Learning Analytics for Student Success in Higher Education.* Keynote address for the Third Global Summit on Artificial Intelligence and Big Data in Education. Beijing, China.

Teasley, S. D., (July, 2019). *Learning Analytics for Higher Education.* Master class at The Island 10-22. Moscow, Russia.

Teasley, S. D., Chen, W., McNamara, D., Molinari, G., & Rose, C., (June, 2019). *Widening the Lens through Multiple Glasses: A Multi-Society Perspective on Studying CSCL*. Invited panel at the Computer Supported Collaborative Learning Conference, Lyon, France.

Teasley, S. D. (May, 2019). *Extending the Promise of Learning Analytics with Library Data.* Presentation for the Library Learning Analytics Project (LLAP) workshop at the University of Michigan Institute for Social Research, Ann Arbor, MI.

Teasley, S. D. (November, 2018). *Learning from Every Student: Leveraging Learning Analytics to Support Student Success in Higher Education.* Presentation for the NYU-LEARN speaker series at New York University, New York, NY.

Teasley, S. D., (October, 2018). *Learning from Every Student: Leveraging Learning Analytics to Support Student Success.* Keynote address for the Digital Universities track at the EdCrunch Conference 2018. Moscow, Russia.

Teasley, S. D., Thompson, J., Nekhaev, I., Kuptsov, A., Abbakumov, D. (October, 2018). *Learning Analytics for Student Success.* Invited Panel for the Digital Universities track at the EdCrunch Conference 2018. Moscow, Russia.

Rose, C., Baker, R., Kay, J., Jeong, H., McNamara, D., Pammer-Schindler, V., **Teasley**, S., & Woolf, B. (June, 2018). *A Look into the Future: Contributions from our Societies*. Invited Panel at the London Festival of Learning, London, England.

Teasley, S. D. (June, 2018). *Actionable Research through Learning Analytics.* Keynote address at the National Institute of Informatics (NII) Open Forum 2018. Tokyo, Japan.

Teasley, S. D. (June, 2018). *Delivering on the Promise of Learning Analytics through Actionable Research.* Presentation at the Graduate School of Informatics, Kyoto University. Kyoto, Japan.

Cejnar, M., Essa, A., Kennedy, G., Ridden, J., & **Teasley**, S. D. (March, 2018). *Establishing Successful Partnerships between Academics & Private Industry: Pro Tips & Lessons Learned*. Invited Panel at the Learning Analytics and Knowledge Conference, Sydney, Australia.

Teasley, S. D. (February, 2018). *Leveraging Learning Analytics in Higher Education: The Campus as a Laboratory for Learning*. Presentation at the Royal Melbourne Institute of Technology. Melbourne, Australia.

Teasley, S. D. (March, 2018). *The Role of Senior Leadership in Enabling Learning Analytics*. Panel Chair (Invited) at the Learning Analytics and Knowledge Conference, Sydney, Australia.

Teasley, S. D. (November, 2017). *Improving Results for Actionable Insights*. Panel Moderator (Invited) at the Learning Analytics Summit, held at the IMS Global Learning Consortium Quarterly Meeting, Redmond, WA.

Krumm, A. & **Teasley**, S. D. (November, 2017). *Using Analytics to Improve Schools and Learning Environments.* Presentation at the EdSurge Fusion Conference on Personalized Learning. San Francisco, CA.

Teasley, S. D. (October, 2017). *Focusing on Learning in Learning Analytics for Research and Practice*. Keynote address at the Summit for Learning Analytics in Medical Education, International Conference on Residency Education. Quebec City, Canada.

Teasley, S. D. (September, 2017). *Creating the Institutional Capacity to Leverage Learning Analytics in Higher Education*. Keynote address at the Twelfth European Conference on Technology Enabled Learning. Tallinn, Estonia.

Haythornthwaite, C., **Teasley**, S. D., Stromer-Galley, J., Erickson, I., Hemphill, L., & Wise, A. F. (July, 2017). *Women in Social Media: Safe and Unsafe Spaces*. Invited panel held at the International Conference on Social Media & Society. Toronto, Canada.

Teasley, S. D. (May, 2017). *Universities and Smart Learning in the 21st Century*. Invited panelist and 2 presentations, *Current Trends and the Future of Smart Learning* and *Smart Learning Technology,* at the Fourth Annual International Conference on Education and Global Cities: Smart Learning for World Universities. St. Petersburg, Russia.

Teasley, S. D. (February, 2017). *Learning Analytics: Data Science for Education*. Presentation at the Women in Data Science Conference, Ann Arbor, MI.

Teasley, S. D. (November, 2016). *Institutional Use Cases for Analytics*. Panel Moderator at the Creating an Educational Analytics Ecosystem Summit, held at the IMS Global Learning Consortium Quarterly Meeting, Phoenix, AZ.

Teasley, S. D. (October, 2016). *Internet-Scale Experimentation in Education*. Panel presentation at the White House Symposium on the Future of Education R&D and Digital Learning, Washington, D.C.

Teasley, S. D. (September, 2016). *Cyber-Social Learning Systems: Higher Education*. Presentation at the CCC Workshop on Cyber-Social Learning Systems, Seattle, WA.

Teasley, S. D. (March, 2016). *Using Learning Analytics to Design Data-Driven Pathways to Academic Success in Higher Education*. Presentation at the ReSTEM Institute Research Symposium, University of Missouri, Columbia. MO.

Haythornthwaite, C., Gasevic, D., Buckingham Shum, S., & **Teasley**, S. D. (March, 2015). *State of the Field*. Invited panel at the Learning Analytics and Knowledge Conference, Poughkeepsie, NY.

Teasley, S. D. (June, 2014). *What Can We Learn from Learning Analytics?* Presentation for the Donald Bren School of Information and Computer Science at the University of California-Irvine, Irvine, CA.

Teasley, S. D., Means, B., Porcello, D., & Fishman, B. (June, 2014). *Reflectors Panel.* Invited panel at the Cyberlearning Summit 2014, Madison, WI.

Invited Workshops

04/21   Technology to Improve Learning: A Public Engagement Workshop. AAAS & IAADLE, virtual.

10/19   Informal Ed to Higher Ed (IE2HE). Carnegie Mellon University, Pittsburgh, PA.

02/19   Next Generation Undergraduate Success Measurement Project. University of California-Irvine, Irvine, CA.

09/16   Innovating Pedagogy. Lyon, France.

06/16   Asilomar II: Student Data and Records in the Digital Era. Asilomar Conference Grounds, Pacific Grove, CA. See http:// sites.stanford.edu/asilomar/

05/15   Student Privacy Initiative Working Meeting: Emerging & Future Privacy Issues in K-12 Learning Environments. Harvard, Cambridge, MA.

12/14   Symposium on Student Privacy in Higher Education, Washington DC.

06/14   Asilomar Conference on Online Learning Data. Asilomar Conference Grounds, Pacific Grove, CA. See http://asilomar-highered.info/

Press & Blog Mentions

Scaling up: Using Student Data to Motivate Academic Achievement by Ashley Mowreader., March 27, 2024. https://www.insidehighered.com/news/student-success/academic-life/2024/03/27/u-michigan-grade-dashboard-promotes-student-learning#

2021 EDUCASE Horizon Report: Teaching and Learning Edition. MyLA featured technology in the Key Technologies and Practices section, p. 20. https://library.educause.edu/resources/2021/4/2021-educause-horizon-report-teaching-and-learning-edition

Corona Virus Thrusts Colleges into a Global Experiment–And It May Pay Off by Christine Nguyen, August 14, 2020. https://www.nbcnews.com/video/coronavirus-thrust-colleges-into-a-global-experiment-and-it-may-pay-off-90071621974

10-22 and All That by Martin Ince. July 26, 2019.

https://www.martinince.com/10-22-and-all-that/

Show What They Know by Mary Lord, March/April, 2019.
   http://www.asee-prism.org/teaching-toolbox-mar-apr/

When a Nudge Feels Like a Shove by Jeffrey R. Young, March 8, 2018.
   www.edsurge.com/news/2018-03-08-when-student-success-efforts-backfire

Micro-Credentials and College Admissions: Enhancing Access and Supporting Learning by James DeVaney. May
   24, 2017.
   https://www.insidehighered.com/blogs/technology-and-learning/micro-credentials-and-college-admissions-
   enhancing-access-and

Direct to Student Data by Carl Straumsheim. February 2, 2017.
   https://www.insidehighered.com/news/2017/02/02/study-explores-effect-data-dashboards-student-performance

How can Learning Analytics Improve the Educational Experience? by James DeVaney. August 31, 2016.
   https://www.edsurge.com/news/2016-08-31-how-can-learning-analytics-improve-the-student-experience

Professional Service

Leadership – Academic Societies

International Society of the Learning Sciences

   Executive Officer, 2023 to present

International Alliance to Advance Learning in the Digital Era (IAALDE)

   Chair, 2018-2020

   Board Member, 2017-2018

Society for Learning Analytics Research (SoLAR)

   President, 2017-2019

   Executive Committee, 2012-2016

Board of Directors

Michigan Virtual, November 2019 to present

   Mission statement: To leverage face-to-face, blended and online learning innovations that facilitate the

   advancement of education in the State of Michigan.

Professional Memberships

Association for Computing Machinery (ACM)

International Society of the Learning Sciences (ISLS)

Society for Learning Analytics Research (SoLAR)

Student Supervision

Thesis Advisor, School of Information

Libby Hemphill, 2009. Dissertation title: *Building Bridges: A Study of Coordination in Projects*. Current Position: Associate Professor, University of Michigan

Emilee Rader, 2009. Dissertation title: *Just Email it to Me! Why Things Get Lost in Shared File Repositories*. Current Position: Associate Professor, Michigan State University

Eric Cook, 2011. Dissertation title: *Biography, Well-Being and Personal Media: A Qualitative Study of Everyday Digital Photography*. Current Position: Digital Anthropologist: Menlo Innovations, Ann Arbor, MI

Jude Yew, 2011. Dissertation title: *Social Performance: A Socio-Technical Framework for Understanding Collective Prosocial Behavior in Online Communities.* Current Position: Assistant Professor, National University of Singapore

Pablo Quinones, 2013. Dissertation title: *Design, Appropriation, and Unanticipated Users: A Series of Studies to Address the Design, Implementation, and Use of Collaboration Technologies in Workplace Settings*. Current Position: Chase Bank, New York City.

Theodore Hanss, 2017 (ABD). Medical School Chief Information Officer, University of Michigan.

Caitlin Holman, 2018 (co-advised with Barry Fishman). Dissertation title: *Building a Better Game: A Theory of Gameful Learning & the Construction of Student Personas with Agency*. Current Position: Office of Academic Innovation, University of Michigan.

Carl Haynes, 2019 (ABD).

Steven Cederquist, in progress (co-advised with Barry Fishman).