

## EDUCATION

### **Ph.D. Student in Human Computer Interaction**

Human-Computer Interaction Institute  
Carnegie Mellon University, Pittsburgh, PA  
Advisor: Kenneth Koedinger. PhD expected June 2015.

### **Fellow, Program in Interdisciplinary Education Research**

5-year competitive fellowship funded by the Institute of Education Sciences

### **Bachelor of Arts, Computer Science Major, Cum Laude May 2009**

Columbia University, New York

## HONORS AND AWARDS

- 2014 Nominated for Carnegie Mellon University Graduate Student Teaching Award
- 2013 Conference Travel Grant, Robert J. Glushko & Pamela Samuelson Foundation
- 2013 Conference Travel Grant, National Science Foundation
- 2013 Inaugural Excellence in Teaching Award, Human-Computer Interaction Institute
- 2013 Nominated for Carnegie Mellon University Graduate Student Teaching Award
- 2010 Program for Interdisciplinary Education Research Fellowship
- 2009 Russell C. Mills Award for Excellence in Computer Science

## REFEREED JOURNAL PAPER - SUBMITTED

- J1 Wiese, E.S.** & Koedinger, K.R. (submitted for peer review) Grounded feedback: a contrastive review of instructional approaches to support sense making

## REFEREED PAPERS IN CONFERENCE PROCEEDINGS

- P7 Wiese, E.S.** & Koedinger, K.R. (July 2014) Investigating scaffolds for sense making in fraction addition and comparison. To appear in P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society*. Paper to be presented at CogSci, Quebec City, Canada.
- P6 Wiese, E.S.** & Koedinger, K.R. (June 2014) Toward sense making with grounded feedback. To appear in *Proceedings of the 12th International Conference on Intelligent Tutoring Systems (ITS)*. Young Researcher Paper to be presented in Honolulu, Hawaii.
- P5 Roll, I., Wiese, E.S., Long, Y., Alevan, V., & Koedinger, K.R.** (June 2014) Supporting self- and co-regulation in intelligent tutoring systems to help students acquire better learning skills. Submitted as part of symposium Enhancing Self-Regulated Learning through Metacognitively-Aware Intelligent Tutoring Systems. To appear in *Proceedings of the 11<sup>th</sup> International Conference of the Learning Sciences (ICLS)* Paper to be presented in Boulder, Colorado.

- P4 Stampfer, E.** & Koedinger, K.R. (August 2013) When seeing isn't believing: Influences of prior conceptions and misconceptions. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (1384-1389). Paper presented at CogSci, Berlin, Germany. (28% acceptance rate)
- P3 Li, N., Stampfer, E.,** Cohen, W.W., & Koedinger, K.R. (August 2013) General and efficient cognitive model discovery using a simulated student. M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (894-899). Paper presented at CogSci, Berlin, Germany. (28% acceptance rate)
- P2 Stampfer, E.,** & Koedinger, K.R. (July 2013) Conceptual scaffolding to check one's procedures. In H.C. Lane, K. Yacef, J. Mostow, & P. Pavlik (Eds.), *Proceedings of the 16th International Conference on Artificial Intelligence in Education* (916-919). Young Researcher Paper presented at AIED, Memphis TN.
- P1 Stampfer, E.,** Long, Y., Alevan, V., & Koedinger, K.R. (July 2011) Eliciting intelligent novice behavior with grounded feedback in a fraction addition tutor. In G. Biswas, S. Bull, J. Kay, & A. Mitrovic (Eds.), *Proceedings of the 15th International Conference on Artificial Intelligence in Education* (560-562). Poster presented at AIED, Auckland, New Zealand.

#### REFEREED CONFERENCE PAPERS

- C4 Wiese, E.S.** & Koedinger, K.R. (March 2014) How useful are fraction bars for understanding fraction equivalence and addition? Paper presented at the Spring 2014 conference of the Society for Research on Educational Effectiveness (SREE). Washington, D.C.
- C3 Stampfer, E.** & Koedinger, K.R. (September 2012) Tradeoffs between immediate and future learning. Paper presented at the European Association for Research on Learning and Instruction Conference (EARLI, Special interest groups 6 & 7, Learning and Instruction with Computers and Instructional Design). Bari, Italy.
- C2 Lomas, D.,** Ching, D., **Stampfer, E.,** & Koedinger, K.R. (April 2012) Battleship Numberline: a digital game for improving estimation accuracy on fraction number lines. Paper presented at the 2012 meeting of the American Educational Research Association (AERA). Vancouver, Canada.
- C1 Lomas, D.,** Ching, D., **Stampfer, E.,** Sandoval, M., & Koedinger, K.R. (September 2011) Battleship Numberline: a digital game for improving estimation accuracy on fraction number lines. Poster presented at the Fall 2011 conference of the Society for Research on Educational Effectiveness (SREE). Washington, D.C.

#### BOOK CHAPTER & INVITED TALKS

Koedinger, K.R. & **Stampfer, E.** (in press) Accounting for Socializing Intelligence with the Knowledge-Learning-Instruction Framework. In Resnick, L.B., Asterhan, C. and Clarke, S.N. (Eds.), *Socializing Intelligence through Academic Talk and Dialogue*. Washington, DC: American Educational Research Association

**Invited Speaker**, October 2012. Columbia University, Earth Institute.  
*An Introduction to Contextual Design*

**Seminar Series**, July 2013. Pittsburgh Science of Learning Center Summer School.  
*Creating Effective Posters and Presentations*

## TEACHING

**Teaching Assistant and Co-creator, Tools for Online Learning.** Fall 2013. Co-taught inaugural class of 5 students. Helped select and create course content including demos, assignments, and rubrics focused on the Moodle Learner Management System.

**Teaching Assistant, User-Centered Research and Evaluation.** Fall 2012. Led a weekly section of 19 students, created course content on Contextual Interviews and Think-Aloud methods; assisted with other topics. Held well-attended office hours.

**Workshop presenter**, Feb 2013. Conference of the inter-Science of Learning Centers.  
*How to apply principles of learning to scientific communication.*

**Participant, Eberly Center Future Faculty Program.** Includes two observations and feedback on my teaching (completed), seminars on techniques (9 of 10 completed), and a teaching portfolio and syllabus project (in progress).

## OTHER PROFESSIONAL EXPERIENCES

Millennium Villages Project Volunteer, Ghana, 8/09 – 3/10

Barnard Education Program Student Teacher, New York 1/09 – 5/09

## SERVICE

**Reviewer** Educational Data Mining 2014, Cognitive Science Society 2014, Artificial Intelligence in Education 2013, Association of Computing Machinery Special Interest Group in Computer-Human Interaction (CHI) Works in Progress 2011.

**Sub-Reviewer** Intelligent Tutoring Systems 2014, Educational Data Mining 2013, Learning and Instruction 2013, Artificial Intelligence in Education 2011

### **Human-Computer Interaction Institute (HCII) Service**

HCII Student Representative to the Happiness Committee 2013-Present

HCII Student Ombudsperson 2013-Present

HCII Student Representative to faculty meetings 2011-2012

HCII Celebration Coordinator for PhD defenses 2012

HCII Mentor 2011-2013

### **Program in Interdisciplinary Education Research (PIER) Service**

PIER Steering Committee Student Representative 2012-Present

PIER Speaker Series coordinator 2012-2013

PIER Mentor 2011-2012

PIER Student Lunch Coordinator 2011-2012