

Stephen J. Aguilar

Rossier School of Education · University of Southern California · Los Angeles, CA

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Education

Ph.D., Education and Psychology , University of Michigan <i>Advisers: Barry Fishman & Stuart Karabenick</i>	2016
M.S., Psychology , University of Michigan	2014
M.A., Humanities (Philosophy) , University of Chicago <i>Adviser: Martha Nussbaum</i>	2008
B.A., Philosophy & Psychology , Georgetown University	2005

Academic Positions

Assistant Professor of Education Rossier School of Education University of Southern California	2018-pres.
Associate Director Center for Generative AI and Society University of Southern California	2023-pres.

Past Academic Positions

Provost Postdoctoral Scholar Rossier School of Education University of Southern California	2016-2018
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Impact Metrics

Google Scholar: Citations: 1,516 h-index: 20 i10-index: 28

Peer Reviewed Publications (31): Journals (17); Conference Proceedings (14)

Other Scholarly Outputs (77): Book Chapters/Reports (5); Conference Presentations (35); Invited Talks (19); General Audience Op-Eds (18)

Research Grants & Contracts [\$8,949,785] (16): Federal (6); Non-Profit (2); Contracts (2); Internal Competitive (6)

Media Coverage (15): Newspaper (3); Television (2); Radio (2); News Blog (5); Institutional (3)

Awards (4): Early Career (2); Excellence in Research (1); Outstanding Reviewer (1)

Publications

 Citations: 1,516 h-index: 20 i10-index: 28

Student co-authors are *italicized*

 PDF  Data  Media Coverage

Refereed Journal Articles

Ocumpaugh, J., Roscoe, R., Baker, R., Hutt, S., **Aguilar, S.J.** (accepted). Toward Asset-based Instruction and Assessment in Artificial Intelligence in Education. *Journal of Artificial Intelligence in Education*.

Aguilar, S.J. (2023). Using Motivation Theory to Design Equity-focused Learning Analytics Dashboards. *Trends in Higher Education*. DOI: 10.3390/higheredu2020015 

Salgado, A. & Aguilar, S.J. (2022). Information framing effects on students' support towards equitable financial aid for undocumented students. *Contemporary Educational Psychology*. DOI: 10.1016/j.cedpsych.2022.102090 (Impact Factor: 6.99) 

Baek, C. & Aguilar, S.J. (2022). Past, present, and future directions of learning analytics research for students with disabilities. *Journal of Research on Technology in Education*. DOI: 10.1080/15391523.2022.2067796 (Impact Factor: 2.04) 

Aguilar, S.J., *Silver, D.*, & Polikoff, M.S. (2022). Analyzing 500,000 TeachersPayTeachers.com Lesson Descriptions Shows Focus on K-5 and Lack of Common Core Alignment. *Computers & Education Open*. DOI: 10.1016/j.caeo.2022.100081 

Aguilar, S.J., Rosenberg, J., Greenhalgh, S.P., Lishinski, A., Fütterer, T., & Fischer C. (2021). A different experience in a different moment? Teachers' social media use before and during the COVID-19 pandemic. *AERA Open* DOI: 10.1177/23328584211063898 (Impact Factor: 2.29) 

Aguilar, S.J., Galperin, H., *Baek, C.*, & *Gonzalez, E.* (2021). Live instruction predicts engagement in K-12 remote learning. *Educational Researcher*. DOI: 10.3102/0013189X211056884 (Impact Factor: 6.39) *Informed CA Assembly Bill No. 1176 (Feb 18th, 2021)* 

Aguilar, S.J., Karabenick, S., Teasley, S., *Baek, C.* (2021). Associations between learning analytics dashboard exposure and motivation and self-regulated learning. *Computers & Education*. DOI: 10.1016/j.compedu.2020.104085 (Impact Factor: 11.28) 

Aguilar, S.J. (2020). Guidelines and tools for bridging the digital divide. *Information and Learning Sciences*. DOI: 10.1108/ILS-04-2020-0084 (CiteScore: 3.9)  

Aguilar, S.J. (2020). A research-based approach for evaluating resources for transitioning to teaching Online. *Information and Learning Sciences*. DOI: 10.1108/ILS-04-2020-0072 (CiteScore: 3.9) 

Aguilar, S.J., *Baek, C.* (2020). Sexual harassment in academe is underreported, especially by students in the physical sciences. *PLoS ONE*. DOI: 10.1371/journal.pone.0230312 (Impact Factor: 3.75) *Cited in U.S. Supreme Court No. 20-216*  

Carpenter, T., Pogacar, R., Pullig, C., Kouril, M., **Aguilar, S.**, LaBouff, J., Isenberg, N., Chakroff, A. (2019). Survey-software implicit association tests: A methodological and empirical analysis. *Behavior Research Methods*. (Impact Factor: 6.42) 

Aguilar, S.J., Polikoff, M., Sinatra, G. (2019). Refutation texts: A new approach to changing public misconceptions about education policy. *Educational Researcher*. DOI: 10.3102/0013189X19849416   (Impact Factor: 6.39)  

- Aguilar, S.J., Kim, A.Y.** (2019). Hispanic students' sense of control in relation to post-secondary enrollment outcomes. *Social Sciences*, 8, 67. DOI: 10.3390/socsci8020067 (CiteScore: 3.4) 
- Aguilar, S.J.** (2018). Examining the relationship between comparative vs. self-focused academic data visualizations in at-risk college students' academic motivation. *Journal of Research on Technology in Education*, 50, 1, 84-103. DOI: 10.1080/15391523.2017.1401498 (Impact Factor: 2.04) 
- Aguilar, S.J.** (2018). Learning analytics: At the nexus of big data, digital innovation, and social justice in education. *TechTrends*, 62:37-45. DOI: 10.1007/s11528-017-0226-9 (Impact Factor: 1.10) 
- Aguilar, S.J., Holman, C., Fishman, B.** (2018). Game-inspired design: Empirical evidence in support of gameful learning environments. *Games and Culture*, (13)1 DOI: 10.1177/1555412015600305 (Impact Factor: 2.18) 
- Lonon, S., **Aguilar, S.J.**, & Teasley, S. D. (2015). 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 (Impact Factor: 8.96) 

Refereed Proceedings Papers

- Aguilar, S.J.** (2022). Experimental Evidence of Performance Feedback vs. Mastery Feedback on Students' Academic Motivation. *Proceedings of the 12th International Conference on Learning Analytics & Knowledge (LAK'22)*. ACM, New York, NY. Irvine, CA. 
- Aguilar, S.J., Baek, C.** (2019). Motivated information seeking and graph comprehension among college students. *Proceedings of the 9th International Conference on Learning Analytics & Knowledge (LAK'19)*. ACM, New York, NY. Tempe, AZ. DOI: 10.1145/3303772.3303805 
- Gordon, J., **Aguilar, S.J.**, Sheng E., Burns, G. (2017). Structured generation of technical reading lists. *Proceedings of the 12th Workshop on Innovative Use of NLP for Building Educational Applications*. Copenhagen, Denmark. 
- Brown, M.G., DeMonbrun, R.M., Lonon, S., **Aguilar, S.J.**, Teasley, S., (2016). What and when: the role of course type and timing in students' academic performance. *Proceedings of the Sixth International Conference on Learning Analytics And Knowledge (LAK '16)*. ACM, New York, NY. DOI: 10.1145/2883851.2883907 
- Holeman, C., **Aguilar, S.J.**, Levick, A., Stern, J., Plummer, B., & Fishman, B., (2015). Planning success: How students use a grade prediction tool to win their classes. *Proceedings of the Fifth International Conference on Learning Analytics And Knowledge (LAK '15)*. ACM, New York, NY. DOI: 10.1145/2723576.2723632 Acceptance rate: 27% 
- Lonon, S., **Aguilar, S.**, & Teasley, S. (2014). Demystifying success in a summer bridge program: Investigating students' intrinsic motivation and mastery goals in the context of a learning analytics intervention. *Proc. International Society of the Learning Sciences*. Boulder, CO. DOI: 10.22318/icls2014.1665 
- Aguilar, S.**, Holman, C., & Fishman B. (2014). Multiple paths, same goal: Exploring the motivational pathways of two distinct game-inspired university course designs. In Ochsner, J. Dietmeier, C. Williams, A., & C. Steinkuehler (Eds.), *Proc. GLS 10.0* (pp. 26-33). Madison, WI. DOI: 10.13140/RG.2.1.2685.6488 

- Holman, C., **Aguilar, S.**, Fishman, B., Carr, M., Fiesta, M. Levick, A., Molnar, S., & Rocco, L. (2014). Gradecraft: A working example. In Ochsner, J. Dietmeier, C. Williams, A., & C. Steinkuehler (Eds.), *Proc. GLS 10.0* (pp. 347-352). Madison, WI. DOI: 10.13140/RG.2.1.3734.2242 
- Aguilar, S.**, Lonn, S. Teasley, S. (2014). Perceptions and use of an early warning system during a higher education transition program. *Proceedings of the Fourth International Conference on Learning Analytics And Knowledge (LAK '14)*. ACM, New York, NY, USA, 113-117. DOI: 10.1145/2567574.2567625 Acceptance rate: 30% 
- Aguilar, S.**, Fishman, B., Holman, C. (2013). Leveling-up: Evolving game-inspired university course design. In Williams, C.C., A. Ochsner, Dietmeier, J., & C. Steinkuehler (Eds.), *Proc. GLS 9.0* (pp. 46-52). Pittsburgh, PA: ETC Press. DOI: 10.13140/2.1.4154.0805 
- Holman, C., **Aguilar, S.**, Fishman, B., (2013). Designing a game-inspired learning management system. In Williams, C.C., A. Ochsner, Dietmeier, J., & C. Steinkuehler (Eds.), *Proc. GLS 9.0* (pp. 189-194). Pittsburgh, PA: ETC Press. DOI: 10.13140/RG.2.1.5044.9447 
- Holman, C., **Aguilar, S.**, Fishman, B. (2013). Gradecraft: What can we learn from a game-inspired learning management system? *Proceedings of the Third International Conference on Learning Analytics and Knowledge (LAK '13)*, Dan Suthers, Katrien Verbert, Erik Duval, and Xavier Ochoa (Eds.). ACM, New York, NY, 260-264. DOI: 10.1145/2460296.2460350 Acceptance rate: 28% 
- Lonn, S., **Aguilar, S.**, Teasley, S. (2013). Issues, challenges, and lessons learned when scaling up a learning analytics intervention. *Proceedings of the Third International Conference on Learning Analytics and Knowledge (LAK '13)*, Dan Suthers, Katrien Verbert, Erik Duval, and Xavier Ochoa (Eds.). ACM, New York, NY, 235-239. DOI: 10.1145/2460296.2460343 Acceptance rate: 28% 
- Fishman, B., **Aguilar, S.** (2012). Gaming the class: Using a game-based grading system to get students to work harder... and like it. In C. Martin, A. Ochsner, & K. Squire (Eds.), *Proc. GLS 8.0* (pp. 111-118). Pittsburgh, PA: ETC Press. DOI: 10.13140/RG.2.1.2423.5047 

Book Chapters, Preprints, Reports, and White Papers

- Aguilar, S.J.**, Galperin, H., & Le, T.V. (2021, April 28). Closing the homework gap in California: Promoting broadband for K-12 families beyond the pandemic. DOI: 10.35542/osf.io/qfjsv 
- Aguilar, S.J.**, Galperin, H., Baek, C., & Gonzalez, E. (2020, October 14). When school comes home: How low-income families are adapting to distance learning. DOI: 10.35542/osf.io/su8wk 

- Stafford, C., Galperin, H., & **Aguilar, S. J.** (2020). What Los Angeles families say they need during distance learning. *Equity and Justice Alert* 
- Aguilar, S.J.**, Polikoff, M. S., & Sinatra, G. M. (2018). When public opinion on policy is driven by misconceptions, refute them. *Brookings Evidence Speaks Reports*, 2(36), 1-11. 
- Aguilar, S.** (2013). Being and learning. In Wittkower, D., & Rush, L. (Eds.). *Ender's Game and Philosophy: Genocide is Child's Play* (Vol. 80). Open Court Publishing Co. Chicago, IL.

Manuscripts Under Review

- Baek, C. & **Aguilar, S.J.** (revise and resubmit). Improving Teachers' Attitudes Towards Students with Autism. *Teaching and Teacher Education*

Aguilar, S.J., Baek, C., Galperin, H., Gonzales, E. (under review). Examining the relationship between help-seeking and reported engagement during remote instruction for low-income students.

Salgado, A. & Aguilar, S.J. (under review). Using a refutation text to address misconceptions about undocumented students' college access.

Baek, C. & Aguilar, S.J. (under review). The use and evaluation of educational technologies in special education from 2009-2019.

Research Grants & Contracts

Total awarded: \$8,949,785

Current

AIRCOEE - AI Research Center of Excellence for Education

Research Contract (\$4,540,000)

Army Research Office (Contract #W911NF-14-D-0005)

Co-Principal Investigator. PI: Benjamin Nye. 2023-2025

Supporting Student Agency in Undergraduate Biomedical Education

Research Grant (\$3,263,404)

National Institutes of Health

Co-Principal Investigator. PI: Erika Patall. 2024-2028

Fostering Critical Thinking in the Age of Artificial Intelligence

Seedling Grant (\$250,000)

USC Center for Generative AI and Society

Co-Principal Investigator. PI: William Swartout. 2023-2025

NSF Convergence Accelerator Track H: Determining Community Needs for Accessibility Tools that Facilitate Programming Education and Workforce Readiness for Persons with Disabilities

Research Grant (\$698,161)

National Science Foundation (Award #: 2236320) 

Co-Principal Investigator. PI: Maja Mataric. 2023-2024

Education Technology use by Teachers Serving Low-Income Students: An Experience Sampling Approach

Research Grant (\$23,700)

James H. Zumberge Faculty Research and Innovation Fund Diversity and Inclusion Grant

Principal Investigator. 2022-2023

Completed

Propensity of Beliefs in Learning Styles Among Elementary School Math Teachers

Research Grant (\$18,760)

Herman & Rasiej K-5 Mathematics Initiative

Principal Investigator. Co-PI: Gale Sinatra. 2019-2023

Distance Learning and Educational Equity in the Wake of COVID-19

Research Grant (\$30,000)

Great Public Schools Now

Co-Principal Investigator. PI: Hernan Galerpin. 2020

Using Learning Analytics and Natural Language Processing to Explore the Role of Synchronous Chat in Knowledge Construction During Online Course Sessions

Research Grant (\$25,000)

2U, Incorporated

Principal Investigator. Co-PI: Brendesha Tynes. 2017-2020

Assessing the Role of Asynchronous Materials in Supporting Learning

Research Grant (\$25,000)

2U, Incorporated

Principal Investigator. Co-PI: John Pascarella. 2017-2020

Exploring How Beginning Elementary Mathematics Teachers Seek Out Resources Through Social Media

Research Grant (\$8,820)

Herman & Rasiej K-5 Mathematics Initiative

Principal Investigator. Co-PIs: Christian Fischer, Spencer Greenhalgh, Joshua Rosenberg, Michael Lawson. 2019-2020

Masters of their Destinies? Hispanic Students' Sense of Control in Relation to Post-Secondary Outcomes, a Generalized Structural Equation Modeling Approach AERA Fellowship Program on the Study of Deeper Learning (\$20,000)

American Educational Research Association & The William and Flora Hewlett Foundation

Principal Investigator. November 1, 2016 – June 31, 2018

Using a Refutation Text to Address Misconceptions about Common Core Policy Internal Research Funds Award (\$1,440)

USC Rossier School of Education

Principal Investigator. 2018

Improving Access to College Through Game, Technology, and Social Media

Fund for the Improvement of Postsecondary Education, First in The World Grant (\$3,2000,000)

U.S. Department of Education (#P116F140097)

Researcher. Principal Investigator: William G. Tierney. 2014-2018.

Provost Postdoctoral Research Grant

Office of the Provost (\$10,000)

University of Southern California

Principal Investigator. 2016-2018

Educational Evaluation of Technical Knowledge Acquisition (TechKnAcq) Project

Seedling Grant Evaluation (\$30,000)

Intelligence Advanced Research Projects Activity (IARPA); FA8650-15-C-9102

Principal Investigator. Co-PI: Gully Burns. January 1, 2017 – April 30, 2017

Understanding Gameful Design through the Lenses of Incentive Regimes and Videogame Genres

National Science Foundation: Division of Information & Intelligent Systems (\$2,000)

Fellow. PI: Matthew Berland. April 2016 – November 2016

Capturing and Measuring Students' Sense-Making of Visualizations Depicting Academic Achievement

Research Grant (\$3,000)

Rackham Graduate School, University of Michigan

Principal Investigator. January 2015 – July 2016

Awards & Honors

Excelence in Research Award USC Rossier School of Education <i>Awarded for outstanding research contributions based on the quality, originality, and impact</i>	2023
AERA Division C Early Career Award AERA Division C - Learning and Instruction <i>Awarded for research program that contributes significantly to knowledge & practice in education</i>	2023
AERA Open Outstanding Reviewer Award AERA Open (Impact Factor = 3.4)	2023
Wilbert J. McKeachie Early Career Award for Motivation in Education Research AERA Motivation in Education Special Interest Group <i>Awarded for important early career contributions to advancing research in motivation</i>	2022
AERA Division C (Cognitive & Motivation) Program Co-Chair AERA Division C - Learning and Instruction <i>Led and organized program for AERA Div 2a (4,000 member division)</i>	2022-24
Division 15 Program Chair American Psychological Association Educational Psychology Division	2019
Provost's Postdoctoral Scholarship USC Rossier School of Education University of Southern California, Los Angeles, CA	2016
Harold and Vivian Shapiro Award (\$1,000) Rackham Graduate School University of Michigan, Ann Arbor, MI	2015
Learning Analytics Fellow (\$2,000) Learning Analytics Fellows Program University of Michigan, Ann Arbor, MI	2013
Learning Analytics Summer Institute at Stanford Society for Learning Analytics Research Stanford University, Palo Alto, CA	2013
Poster Prize (\$500) Michigan State University Graduate Student Conference Michigan State University, MI	2013
Student Scholarship Second Biennial APA Division 45 Conference University of Michigan, Ann Arbor, MI	2013
Rackham Conference Travel Grant Award (\$4,750) Rackham Graduate School University of Michigan, Ann Arbor, MI	2012-16
Rackham Merit Fellowship Rackham Graduate School	2011-18

University of Michigan, Ann Arbor, MI

Master of Arts Program in the Humanities Fellowship (\$61,000)

2007

Division of the Humanities

University of Chicago, Chicago, IL

General Audience & Popular Press Publications

Research Focus

Aguilar, S.J. (Sep. 2023). ChatGPT is about as exciting as a Twinkie. *EDSCOOP*. [↗](#)

Aguilar, S.J., Galperin, H. (Dec. 2020). How remote learning is making educational inequities worse. *The Conversation*. [↗](#)

Aguilar, S.J. (Mar. 2020). Students less likely to report sexual harassment when the perpetrator is a professor. *The Conversation*. [↗](#)

Professional Development

Aguilar, S.J. (Jul. 2019). Managing microaggressions. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (May 2019). Managing isolation in academe. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Apr. 2019). Creating serendipity. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Mar. 2019). Yes, you should negotiate. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Jan. 2019). Navigating misunderstandings and conflict. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Nov. 2018). How to run a meeting. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Oct. 2018). What the job market is – and isn't. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Sep. 2018). Building relationships at home. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Aug. 2018). On belonging in the academy. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Jul. 2018). Establishing your scholarly identity. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Jun. 2018). Networking: Just do it. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (May 2018). Transitioning from a postdoc to a tenure-track. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Jan. 2018). Tips for a successful job talk. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Nov. 2016). The language of "privilege" doesn't work. *Inside Higher ED*. [↗](#)

Aguilar, S.J. (Apr. 2015). We are not imposters. *Inside Higher ED*. [↗](#)

Media Coverage

Newspaper

The Washington Post. (2023). Say hello to your new tutor: It's ChatGPT [↗](#) [📄](#)

USA Today. (2020). Students are falling behind in online school. Where's the COVID-19 'disaster plan' to catch them up? [↗](#) [📄](#)

Los Angeles Times. (2020). No place to study, hunger and inadequate computers hurt Eastside and South L.A. students [!\[\]\(a3ea015cc5581cad732d1eb81613fe7b_img.jpg\)](#) [!\[\]\(b4746ffbe3ffe6750d2dbafa2ea7d9e5_img.jpg\)](#)

Television

NBC4. (2020). Going the Distance: The Digital Equity Gap [!\[\]\(919a2cb85b99741a73c0c31a427236a8_img.jpg\)](#) [!\[\]\(c9cd5a1c35167a83f09a35036fe5dcbd_img.jpg\)](#)

Noticiero Univision. (2020). 6pm Evening News

Radio

LAist 89.3FM AirTalk with Larry Mantle (2023). How Is AI Technology Being Implemented In K-12 Classrooms? [!\[\]\(d66ff64371a51729ac8c1cdaa685ba6f_img.jpg\)](#)

Korea Factual. (2020). Innovation of online education platform (0421 News Focus 1) [!\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\)](#)

Other News Outlets

The Mirage. (2023). NSF grant to make coding more accessible for persons with physical disabilities. [!\[\]\(17413706fd4997a1a4bdf85c6864eee1_img.jpg\)](#)

AAAS EurekAlert! (2023). Team Works to Make Coding More Accessible for Disabled. [!\[\]\(faf942dc3e59ce8eb64b4ac481eca7e0_img.jpg\)](#)

National Education Policy Center. (2018) When Think Tank Opinion on Policy Is Driven by Advocacy, Refute Them: A Reader. [!\[\]\(cf531ed27e91483460120fcc057b3901_img.jpg\)](#)

Thomas B. Fordham Institute. (2018). Refuting common Common Core misconceptions. [!\[\]\(d3102649f02e825ddb76dc3de0190154_img.jpg\)](#)

Education Week. (2018). Here's One Way to Dispel Misconceptions About the Common Core. [!\[\]\(4b7a79268f6ba26c1471d4232fffa85a_img.jpg\)](#)

USC

USC Viterbi News. (2023). A USC-led multidisciplinary team aims to create inclusive coding technology for persons with physical disabilities. (2023). [!\[\]\(b4eeff342f60cc7bcd67d869b4fedca2_img.jpg\)](#)

USC Rossier News. (2017) Provost Postdoctoral Scholar Aguilar finds groove at Rossier. [!\[\]\(4f6bf54ae7e4144a72d78316053e412d_img.jpg\)](#)

USC Rossier News. (2017). Rossier faculty expands with hiring of postdoctoral scholar. (2017). [!\[\]\(3342c215b2a8b663596a81468d5dc314_img.jpg\)](#)

Conference & Other Presentations

Refereed Conference Presentations

Aguilar, S.J. (2023). Studying Educational Technology Uptake by and Using Experience Sampling Techniques [poster]. APA 2023 Impact Session: Looking forward: The Intersection of Psychology and Technology. Washington, D.C.

Salgado, A. & Aguilar, S.J. (2023). College Students' Social Justice Intentions and Behaviors: An Expectancy-Value Perspective [paper session]. AERA Annual Meeting. Chicago, IL.

Baek, C. & Aguilar, S.J. (2023). Educational Technologies as Tools for Self-Regulated Learning for Students With Autism in Postsecondary Settings [paper session]. AERA Annual Meeting. Chicago, IL.

Baek, C. & Aguilar, S.J. (2022). Special Education Community's Discussions on Twitter: Sentiment Analysis and Topic Modeling Approach [paper session]. AERA Annual Meeting. San Diego, CA.

- Salgado, A. & **Aguilar, S.J.** (2022). Information Framing Effects on Students' Support of Equitable Financial Aid for Undocumented Students [paper session]. AERA Annual Meeting. San Diego, CA.
- Aguilar, S.J.** (2022). Experimental Evidence of Performance Feedback vs. Mastery Feedback on Students' Academic Motivation. Proceedings of the 12th International Conference on Learning Analytics & Knowledge (LAK'22). Irvine, CA.
- Aguilar, S.J.** (2021). Commemorating the life and legacy of Dr. Stuart A. Karabenick [invited speaker session]. AERA Annual Meeting. Online.
- Baek, C. & **Aguilar, S.J.** (2021). Training and supporting teachers to improve their attitude toward students with autism [paper session]. AERA Annual Meeting. Online.
- Kennedy, A., Sinatra, G.M., & **Aguilar, S.J.** (2021). The effects of prompting self-regulated learning strategies to facilitate conceptual change in an online learning environment [paper session]. AERA Annual Meeting. Online.
- Baek, C., **Aguilar, S.J.**, & Gray, A. (2021). The use and evaluation of educational technology in special education from 2009 to 2019 [poster session]. AERA Annual Meeting. Online.
- Baek, C. & **Aguilar, S.J.** (2020). Sexual harassment in academe is underreported, especially by students in the physical sciences [roundtable session]. AERA Annual Meeting San Francisco, CA (Conference Canceled) 
- Aguilar, S.J.**, Baek, C. (2019). Motivated information seeking and graph comprehension. Paper presented at the *Learning Analytics and Knowledge Conference (LAK' 19)*. Phoenix, AZ.
- Aguilar, S.**, (2019). Hispanic students' sense of control in relation to postsecondary enrollment outcomes. Poster presented at the *American Educational Research Association*. Toronto, Canada.
- Aguilar, S.** (2018). *From dissertation to research agenda* American Psychological Association Division 15 (Educational Psychology). Chicago, IL.
- Aguilar, S.J.** (2018). Examining players' sense-making of representation, gender, and race(ism) in Overwatch. Poster presented at the *UCI Esports Conference*. Irvine, CA.
- Sinatra, G., **Aguilar, S.J.** (2018). Using refutation text to shift policy misconceptions. Paper presented at the *Society for Text & Discourse*. Brighton, England.
- Tilson, J., Landel, R., Andersen, M.A., Dominguez, J., Kirages, D., Robertson E., Sebelski, C.A., Simpson, M.S., t Stevenson, J., Teglia A., **Aguilar, S.J.**, Gordon, J. (2018). Expanding a DPT program to include a hybrid online/on-campus cohort: a case study of shared governance. *American Council of Academic Physical Therapy ELC*. Jacksonville, FL.
- Aguilar, S.J.**, (2018). Hispanic students' sense of control in relation to post-secondary outcomes, a generalized structural equation modeling approach. Poster presented at the *American Educational Research Association*. New York, NY.
- Aguilar, S.J.**, (2018). Measuring implicit bias in graph types; And studying the relationship between information-seeking preferences and graph comprehension. Poster presented at the *American Educational Research Association*. New York, NY.
- Corwin, Z.B., Ochsner, A., Maruco, T.J., McClelland, A., Reichhardt, R., **Aguilar, S.J.**, (2018). Evaluating the effects of a game-based intervention on fafsa completion: Mixed methods and

- multiple metrics. Paper presented at the *American Educational Research Association*. New York, NY.
- Tilson, J.K., Gordon J., **Aguilar, S.J.**, Andersen, M.A., Dominguez, J., Havens, K.L., Hershberg, J., Kirages, D., Landel, R., Robertson, E., Sebelski, C., Stevenson, J., Simpson M. (2018). Implementing a hybrid online/on-campus DPT program at a research-intensive institution: A protocol for comparing learning outcomes with an existing residential program. Poster presented at the *American Physical Therapy Association CSM (Combined Sessions Meeting)*. New Orleans, LA.
- Gordon, J., **Aguilar, S.J.**, Burns, G. (2017). Structured generation of technical reading lists. *12th Workshop on Innovative Use of NLP for Building Educational Applications*. Copenhagen, Denmark.
- Corwin, Z.B., Ochsner, A., Maruco, T.J., **Aguilar, S.J.**, (2017). Implementing a digital college access initiative: Four profiles of engagement. Paper presented at the *Digital Media and Learning Conference*. Irvine, CA.
- Aguilar, S.J.**, Sinatra, G. (2017). Using a refutation text to change misconceptions about U.S. Immigration. Poster presented at the *American Psychological Association*. Washington, D.C.
- Aguilar, S.J.**, (2017). Studying the role depictions of academic information play in at-risk students' motivation to succeed. Paper presented at the *European Association for Research on Learning and Instruction*. Tampere, Finland.
- Aguilar, S.J.**, (2017). Masters of their destinies? Hispanic students' sense of control in relation to post-secondary outcomes, a generalized structural equation modeling approach. Poster presented at the *American Educational Research Association*. San Antonio, TX.
- Aguilar, S.J.**, (2017). Measuring students' affinities toward representations of their academic achievement: The motivated information-seeking questionnaire (MISQ). Poster presented at the *American Educational Research Association*. San Antonio, TX.
- Aguilar, S.**, Karabenick, S., Lonn, S., Teasley, S., Cho, L. (2015). Examining the motivational implications of a learning analytics intervention designed for advisors. Paper presented at the *European Association for Research on Learning and Instruction*. Limassol, Cyprus.
- Aguilar, S.**, (2015). Exploring and measuring students' sense-making practices around representations of their academic information. Poster presented at the *Learning Analytics and Knowledge Conference (LAK' 15)*. Poughkeepsie, NY.
- Aguilar, S.**, Karabenick, S., Gehring, W., Lonn, S., (2015). Better than predicted? Modeling college math students' predictions of future exam performance. Paper presented at the *Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Aguilar, S.**, Karabenick, S., Fishman, B., Holman, C. (2014). Supporting students' autonomy through gameful course design. Poster presented at the *International Conference on Motivation*. Helsinki, Finland.
- Lonn, S., **Aguilar, S.**, Teasley, S. (2014). Demystifying success in a summer bridge program: Investigating students' intrinsic motivation and mastery goals in a design-based research and learning analytics intervention. Poster presented at the *International Conference of the Learning Sciences*. Boulder, CO.

- Aguilar, S.,** Fishman, B., Holman, C. (2014). Empirical evidence in support of gameful learning environments. Paper presented at the Annual Meeting of the *American Educational Research Association*, Philadelphia, PA.
- Deterding, S., Fanelli, K., Vattel, L., Higgen, T., Schenke, K., Sheldon, L., Ewing, C., Fishman, B., **Aguilar, S.,** Holman, C. (2013). Beyond badges & points: Gameful assessment systems for engagement in formal education. Symposium given at *Games+Learning+Society Conference 9.0*. Madison, WI.
- Aguilar, S.,** Banerjee, M., & Rowley, S. (2012). The role of ethnicity and gender in academic outcomes in ethnic minority families. Poster presented at the *American Psychological Association's Division 45 Conference*. Ann Arbor, MI.

Invited Talks

- Aguilar, S.,** (2023). *Becoming Tempered Optimist in the Age of Generative AI and Education*. Keynote given at *Pens & Pixels*. Online/Los Angeles, CA
- Aguilar, S.,** (2023). *Generative AI and Education*. Panel. *The Artificial Conference*. Los Angeles, CA
- Aguilar, S.,** (2022). *The Impact of Technology on Student Learning and Motivation*. Talk given at California Emerging Technology Fund Digital Equity Roundtable. Los Angeles, CA
- Aguilar, S.,** (2022). *Using Motivation Science to Study, Reimagine, and Design Learning Analytics Technologies*. Talk given for Penn GSE's Learning Sciences program. University of Pennsylvania Graduate School of Education.
- Aguilar, S.,** (2022). *Using Data Science to Study, Reimagine, and Engage with (Digital) Educational Contexts*. Talk given for Stanford GSE's Educational Data Science program. Stanford Graduate School of Education.
- Aguilar, S.,** (2021). *What motivation science can teach us about learning analytics dashboard designs*. Talk given for the Psychology and Learning Analytics Series. University of Texas, Arlington. [🔗](#)
- Aguilar, S.,** (2021). *Succeeding as an early career researcher*. Panel discussion. American Psychological Association Division 15: Educational Psychology Conference.
- Aguilar, S.,** (2021). *Infrastructure & digital equity*. Talk given at California Emerging Technology Fund. Los Angeles, CA.
- Aguilar, S.,** (2021). *Career Opportunities in the field of Educational Data Mining (EDM)*. Panel discussion. Educational Data Mining Conference.
- Aguilar, S.,** (2021). *Digital equity*. Talk given during California Parent teacher association (CAPTA).
- Aguilar, S.,** (2021). *The importance of digital equity*. Keynote for the Silicon Valley Education Foundation (SVEF) leadership academy. San Jose, CA.
- Aguilar, S.,** (2018). *How can learning analytics contribute to educational equity?* Talk given at UCI School of Education's Brownbag Series. University of California, Irvine, CA.
- Aguilar, S.,** (2016). *Learning Analytics*. Talk given at "Predicting Future Events Using Social Media Data". University of California, University of California's Institute for Prediction Technology. Irvine, CA.

- Aguilar, S.**, (2015). *Introduction to HLM*. Talk given to Ph.D. students in labs in Developmental, Educational, and Community Psychologists (Eccles, Simpkins, Reich, Conley). University of California, Irvine School of Education. Irvine, CA.
- Aguilar, S.**, (2015). *Studying Representations of Academic Achievement and their Relationship to Student Motivation*. Talk given at the Combined Program in Education and Psychology Colloquium Series. University of Michigan School of Education. Ann Arbor, MI.
- Karabenick, S., **Aguilar, S.**, (2014). *Student-Teachers' Beliefs and Self-Regulation*. Talk given at TeachingWorks Journal Club. University of Michigan School of Education. Ann Arbor, MI.
- Aguilar, S.**, (2014). *Building a Within-Group Model in HLM7*. Guest lecture given for Multi-Level Analysis of Survey Data (HLM) course. Institute for Social Research, University of Michigan. Ann Arbor, MI.
- Aguilar, S.**, Lonn, S., Teasley, S. (2014). *Perceptions and Use of Early Warning System During a Higher Education Transition Program*. Talk given at the Student Learning and Analytics at Michigan (SLAM). University of Michigan. Ann Arbor, MI.
- Fishman, B., **Aguilar, S.** (2012). *Get Students to Work Harder...and Like It*. Talk given at the University of Michigan's School of Education Brown Bag Series. University of Michigan School of Education. Ann Arbor, MI.

Student Advisement

Doctoral Students

- Anamely Salgado (2023, expected). Dissertation Advisor and Chair. USC Rossier School of Education. *College Students' Activism Motivation for Engagement: An Expectancy-Value Approach*.
- Thomas Groechel (2023). Dissertation Adviser. *On Virtual, Augmented, and Mixed Reality for Socially Assistive Robotics*. USC Viterbi School of Engineering (Computer Science). Placement: Software Engineer. iRobot
- Clare Baek (2022). Dissertation Adviser and Chair. *Educational Technologies as Tools for Self-Regulated Learning for Students with Autism in Post-Secondary Settings*. USC Rossier School of Education. Placement: Postdoctoral Scholar. UC Irvine Digital Learning Lab. PI: Mark Warschauer
- Alana Kennedy (2022). Dissertation Adviser. *Help, I Need Somebody: An Examination of the Role of Model Minority Myth and Goal Orientations in Asian American College Students' Academic Help-Seeking Practices*. USC Rossier School of Education. Placement: Assistant Professor of Educational Psychology. Northern Arizona University (Dep. of Educational Psychology).
- Dan Silver (2022). Dissertation Adviser. *Teacher Curriculum Supplementation as Phenomenon and Process*. USC Rossier School of Education. Placement: Postdoctoral Scholar. USC Center for Applied Research in Education (CARE). PI: Anna Saavedra.

Undergraduate Students

- Aidan Grey (2019-21). Placement: Software Design Engineer. Microsoft.
- Yiming Sheng (2022-23). Placement: M.S in Information Systems. Cornell.

Teaching

Students taught (N) in parentheses

USC Rossier School of Education

EDUC-210: Self-Regulated Learning and Motivation (Breaking the Code of College Success)

Undergraduate seminar

Summer 2017 (4)

EDUC-627: Performance Problems: Role of Learning

Doctoral Graduate Seminar

Fall 2018 (20), Spring 2019 (17), Fall 2019 (23), Spring 2020 (44)

EDUC-683: Proseminar in Urban Education Policy

Doctoral Graduate Seminar

Fall 2022 (6), Spring 2022 (6), Summer 2022 (6)

EDUC-652: Inquiry III

Doctoral Graduate Seminar

Fall 2020 (42), Spring 2020 (16), Fall 2021 (41), Spring 2022 (19)

EDUC-642: Controversies in Learning and Instruction

Doctoral Graduate Seminar

Spring 2020 (11), Spring 2021 (5), Spring 2022 (6)

UC Irvine

Multi-Level Analysis of Survey Data (HLM)

Graduate level workshop

Fall 2015 (6)

University of Michigan, Ann Arbor

Educational Psychology & Human Development

Undergraduate Seminar

Fall 2014 (8)

Multi-Level Analysis of Survey Data (HLM)

Graduate level seminar

Summer 2014 (12)

Research Methods in Psychology

Graduate Student Instructor, Undergraduate Lecture

Psychology Department

Fall 2013 (90)

Psychology of Adolescence

Graduate Instructor, Undergraduate Lecture

Psychology Department

Spring 2014 (90)

National Service

American Educational Research Association (AERA)

Program Co-Chair (2023-2024). *Division C 2a: Cognitive and Motivational Processes*
Junior Program Chair (2018-2019). *SSRL Special Interest Group*
Secretary (2016-2018). *Studying and Self-Regulated Learning (SSRL) Special Interest Group*

American Psychological Association – Educational Psychology (APA-Div 15)

Policy liaison for the state of California
Program Co-Chair (2019)

EF+Math Pprogram — Advanced Education Fund

Equity Research Advisory Board Member (2018-pres)

Society for Learning Analytics Research (SoLAR)

Program Committee Member (2018-2023)

Editorial Board Memberships

AERA Open (2020 - present)
Contemporary Educational Psychology (2021 - present)
Frontiers in Psychology (2022 - present)
Frontiers in Education (2022 - present)
Journal of Educational Psychology (2020 - present)
Learning and Individual Differences (2022 - present)
Spark Magazine: National Center for Institutional Diversity (2021-2023) 

Ad-hoc Reviewer

British Journal of Educational Psychology
British Journal of Educational Technology
Computers & Education
Computers in Human Behavior
Educational Evaluation and Policy Analysis
Educational Researcher
Evaluation and Program Planning
Games and Culture
IEEE Transactions on Learning Technologies
Journal of Learning Analytics
Journal of Systems and Information Technology
Learning and Instruction
Plos One
Review of Educational Research
Teachers College Record

Conference Peer Review

European Association for Research on Learning and Instruction (2015-2020)
Learning Analytics and Knowledge (LAK) Conference (2012 –)
American Psychological Association, Division 15 Conference (2018 – 2022)
American Educational Research Association (AERA) Conference (2014 –)

Institutional Service

University of Southern California

Joint Provost/Academic Senate Committee on Teaching and Learning, Co-Chair (2023-2024)
Generative Artificial Intelligence (GenAI) Research Program, Reviewer (2023-2026)
Human Protection Council (HPC), Committee Member (2021 - present)
Faculty Online Advisory Group, Committee Member (2019 – 2020)
Diversity, Equity, and Inclusion Committee Member (elected position) (2020 – 2021)
Joan Herman and Richard Rasiej Mathematics Initiative (2016 – 2021)

University of Michigan (Combined Program in Education and Psychology)

Admissions Committee (2014 – 2015)
Executive Committee (2014 – 2015)
Colloquium Committee (2013 – 2014)
Postdoc Application Reviewer, *National Center for Institutional Diversity* (2015)

Professional Memberships

American Educational Research Association (2011 - present)
American Psychological Association, Division 15, Educational Psychology (2011 - present)
European Association for Research on Learning and Instruction (2014 - 2022)
International Society of the Learning Sciences (2011 - present)
Society for Learning Analytics Research (2012 - present)

Broader Community Service

City of Signal Hill, California

Diversity Coalition Committee - Education Sub-committee (2021 - 2022)

Skills & Competencies

Languages

English (fluent: reading, writing, and speaking)
Spanish (native/fluent: reading, writing, and speaking)

Methods

Quantitative: Regression (OLS, logistic, multinomial logistic), Hierarchical Linear Modeling, Structural Equation Modeling, Social Network Analysis, Survey Design, Natural Language Processing

Qualitative: Design-Based Research, Semi-Structured Interviews

Software

Statistics: SPSS, Stata 16, HLM7, R
Qualitative: MAXQDA, NVivo
Programming: R, Python, LaTeX
Design: Adobe Photoshop, Adobe Illustrator