

Nigel Bosch

Curriculum Vitae

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School of Information Sciences and Department of Educational Psychology
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Appointments

- 2025–present Associate Professor, School of Information Sciences (75%)
Associate Professor, Department of Educational Psychology (25%)
University of Illinois Urbana–Champaign
- 2019–2025 Assistant Professor, School of Information Sciences (75%)
Assistant Professor, Department of Educational Psychology (25%)
University of Illinois Urbana–Champaign
- 2020–present Discovery Partners Institute (DPI) Affiliate
- 2019–present Faculty Affiliate, National Center for Supercomputing Applications
Faculty Affiliate, Illinois Informatics
University of Illinois Urbana–Champaign
- 2017–2019 Postdoctoral Researcher, National Center for Supercomputing Applications
University of Illinois Urbana–Champaign

Education

- 2017 PhD, Computer Science
University of Notre Dame, Notre Dame, IN 46556

Awards

Publication Awards

- EDM 2025 Best Paper Award (International Conference on Educational Data Mining)
- APA Editor’s Choice selection (Journal of Psychopathology and Clinical Science, 2025)
- CHI 2025 Honorable Mention (ACM CHI Conference on Human Factors in Computing Systems, 2025)
- LAK 2022 Finalist for Best Short Paper Award (International Conference on Learning Analytics & Knowledge)
- EDM 2020 Finalist for Best Paper Award (International Conference on Educational Data Mining)
- AIED 2018 Best Student Paper Award (International Conference on Artificial Intelligence in Education)

- UMAP 2017 Best Student Paper Award (Conference on User Modeling, Adaptation, and Personalization)
- EDM 2017 Best Student Paper Award (International Conference on Educational Data Mining)
- AIED 2015 Best Paper Award (International Conference on Artificial Intelligence in Education)
- EDM 2015 Best Student Paper Award (International Conference on Educational Data Mining)
- IUI 2015 Finalist for Best Paper Award (International Conference on Intelligent User Interfaces)
- ICSE 2014 ACM Distinguished Paper Award (International Conference on Software Engineering)

Other Awards

- Jeanneret Award for Excellence in the Study of Individual or Group Assessment (Society for Industrial and Organizational Psychology), 2024
- College of Education Distinguished Scholar, 2023
- Outstanding SPIN (Students Pushing INnovation) mentor, summer 2018, academic year 2019–2020
- Outstanding reviewer, IEEE Face & Gesture (FG) conference, 2019
- Teachers Ranked as Excellent (University of Illinois teaching award) – fall 2018, fall 2019, spring 2020, fall 2020, fall 2021, spring 2023, spring 2024, spring 2025

Grants

Grants as Principal Investigator (PI)

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| 2025–2027 | EASE: Educational AI Stakeholder Ethics (\$19,944). University of Illinois Campus Research Board (RB26029). PI. |
| 2020–2025 | Collaborative Research: Exploring Algorithmic Fairness and Potential Bias in K-12 Mathematics Adaptive Learning (\$987,015; collaborative total: \$1,500,000). National Science Foundation (NSF DUE #2000638). PI. |
| 2020–2021 | Supporting Self-regulated Learning in Online Education via Automatically Personalized Interventions (\$14,997). Technology Innovation in Educational Research and Design (TIER-ED, a University of Illinois initiative). PI. |

Grants as Co-PI

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| 2023–2026 | Collaborative Research: Examining Elementary Mathematics Teachers' Behaviors and Learning with an Online Professional Development Platform (\$1,499,999). National Science Foundation (NSF ECR #2301272). Co-PI. |
| 2022–2026 | FairFL-MC: A Metacognitive Calibration Intervention Powered by Fair and Private Machine Learning (\$850,000). National Science Foundation (NSF IIS #2202481). Co-PI. |
| 2021–2026 | Towards a Wearable Alcohol Biosensor: Examining the Accuracy of BAC Estimates from New-Generation Transdermal Technology using Large-Scale Human Testing and Machine Learning Algorithms (\$2,222,481). National Institutes of Health (NIH #R01AA028488). Co-I. |
| 2020–2022 | Assessing Eye Movement Scanpaths in Source Code Comprehension (\$151,998). Sandia National Laboratories. Co-PI. |

- 2019–2024 Advancing Computational Grounded Theory for Audiovisual Data from STEM Classrooms (\$1,313,855). National Science Foundation (NSF DRL #1920796). Co-PI.
- 2018–2022 Underrepresented Student Learning in Online Introductory STEM College Courses (\$1,399,194). Institute of Education Sciences (IES #R305A180211). Co-PI.

Other Grants

- 2018–2019 National Study of Learning Mindsets Early Career Fellowship (\$8000 + travel). Mindset Scholars Network and University of Texas at Austin Population Research Center.
- 2016 National Science Foundation Travel Award (\$1449). 24th ACM Conference on User Modeling, Adaptation and Personalization (UMAP).
- 2015 National Science Foundation Travel Award (\$2398). 17th ACM International Conference on Multimodal Interaction (ICMI).
- 2015 National Science Foundation Travel Award (\$1250). 20th ACM Conference on Intelligent User Interfaces (IUI 2015).
- 2015 National Science Foundation Travel Award (\$1000). 8th International Conference on Educational Data Mining (EDM 2015) and 17th International Conference on Artificial Intelligence in Education (AIED 2015).
- 2015 University of Notre Dame Professional Development and Graduate Student Union Conference Presentation Grant (\$2600). 8th International Conference on Educational Data Mining (EDM 2015) and 17th International Conference on Artificial Intelligence in Education (AIED 2015).
- 2013 National Science Foundation Travel Award (\$1300). Doctoral Consortium at 16th International Conference on Artificial Intelligence in Education (AIED 2013).

Publications

Peer-reviewed Journal Publications

- Fairbairn, C. E. & **Bosch, N.** (in press). Applying artificial intelligence to expand the measurement toolkit in clinical psychological science: Moving beyond self-reports. *Clinical Psychological Science*. DOI: [10.1177/21677026251379441](https://doi.org/10.1177/21677026251379441)
- Lee, H. & **Bosch, N.** (in press). Calibration discrepancy predicts students' subsequent metacognitive strategy use in computer-based learning environments. *International Journal of Artificial Intelligence in Education*. DOI: [10.1007/s40593-025-00514-5](https://doi.org/10.1007/s40593-025-00514-5)
- Lu, Y., Fairbairn, C. E., Han, J., & **Bosch, N.** (in press). Mobile health for alcohol use assessment: Longitudinal effects of breathalyzer self-monitoring in everyday contexts. *American Journal of Psychiatry*. DOI: [10.1176/appi.ajp.20241170](https://doi.org/10.1176/appi.ajp.20241170)
- Murgia, S., Fairbairn, C. E., Barnett, N. P., Flanagan, J., & **Bosch, N.** (in press). Acceptability and feasibility of a new-generation alcohol biosensor: A mixed-methods evaluation in a large community sample. *Experimental and Clinical Psychopharmacology*. DOI: [10.1037/pha0000799](https://doi.org/10.1037/pha0000799)

- Ariss, T., Caumiant, E. P., Fairbairn, C. E., Kang, D., **Bosch, N.**, & Morris, J. K. (2025). Exploring associations between drinking contexts and alcohol consumption: An analysis of photographs. *Journal of Psychopathology and Clinical Science*, 134(3), 284-297. DOI: [10.1037/abn0000977](https://doi.org/10.1037/abn0000977)
- Dempsey, J., Tsiola, A., **Bosch, N.**, Christianson, K., & Stites, M. (2025). Eye-movement indices of reading while debugging Python source code. *Journal of Cognitive Psychology*, 37(2), 89-107. DOI: [10.1080/20445911.2024.2447117](https://doi.org/10.1080/20445911.2024.2447117)
- Fairbairn, C. E., Han, J., Caumiant, E. P., Benjamin, A. S., & **Bosch, N.** (2025). A wearable alcohol biosensor: Exploring the accuracy of transdermal drinking detection. *Drug and Alcohol Dependence*, 266, 112519:1-10. DOI: [10.1016/j.drugalcdep.2024.112519](https://doi.org/10.1016/j.drugalcdep.2024.112519)
- Salvi, R. & **Bosch, N.** (2025). Investigating perception of gender stereotypes in large language models: A computational grounded theory approach. *ACM Journal on Responsible Computing*, 2(2), 1-29. DOI: [10.1145/3737882](https://doi.org/10.1145/3737882)
- Zhang, Y., Paquette, L., & **Bosch, N.** (2025). Conditional and marginal strengths of affect transitions during computer-based learning. *International Journal of Artificial Intelligence in Education*, 35, 1317–1345. DOI: [10.1007/s40593-024-00430-0](https://doi.org/10.1007/s40593-024-00430-0)
- Hickman, L., Saef, R., Ng, V., Woo, S. E., Tay, L., & **Bosch, N.** (2024). Developing and evaluating language-based machine learning algorithms for inferring applicant personality in video interviews. *Human Resource Management Journal*, 34(2), 255-274. DOI: [10.1111/1748-8583.12356](https://doi.org/10.1111/1748-8583.12356)
- Jeng, A., **Bosch, N.**, & Perry, M. (2024). Phatic expressions influence perceived helpfulness in online peer help-giving: A mixed methods study. *Learning and Instruction*, 91, 101893:1-11. DOI: [10.1016/j.learninstruc.2024.101893](https://doi.org/10.1016/j.learninstruc.2024.101893)
- Lawrence, L., Mercier, E., Tucker Parks, T., **Bosch, N.**, & Paquette, L. (2024). Accuracy and effectiveness of an orchestration tool on instructors' interventions and groups' collaboration. *Computers and Education Open*, 7, 14 pages. DOI: [10.1016/j.caeo.2024.100203](https://doi.org/10.1016/j.caeo.2024.100203)
- Lee, H. & **Bosch, N.** (2024). Subtopic-specific heterogeneity in computer-based learning behaviors. *International Journal of STEM Education*, 11(61), 1-31. DOI: [10.1186/s40594-024-00519-x](https://doi.org/10.1186/s40594-024-00519-x)
- Loui, M. C., **Bosch, N.**, Chan, A. S., Davis, J. L., Gutiérrez, R., He, J., Karahalios, K., Koyejo, S., Mendenhall, R., Sanfilippo, M. R., Tong, H., Varshney, L. R., & Wang, Y. (2024). Artificial intelligence, social responsibility, and the roles of the university. *Communications of the ACM*, 67(8), 22-25. DOI: [10.1145/3640541](https://doi.org/10.1145/3640541)
- Stinar, F., Xiong, Z., & **Bosch, N.** (2024). An approach to improve k-anonymization practices in educational data mining. *Journal of Educational Data Mining*, 16(1), 61-83. DOI: [10.5281/zenodo.11056083](https://doi.org/10.5281/zenodo.11056083)
- Valdiviejas, H., Azevedo, R. F. L., **Bosch, N.**, & Perry, M. (2024). Automatic detection of metacognitive language and student achievement in an online STEM college course. *Online Learning*, 28(3), 524-563.
- Zhang, Y., Paquette, L., & **Bosch, N.** (2024). Using permutation tests to identify statistically sound and nonredundant sequential patterns in educational event sequences. *Journal of Educational and Behavioral Statistics*, 33 pages. DOI: [10.3102/10769986241248772](https://doi.org/10.3102/10769986241248772)

- Ariss, T., Fairbairn, C. E., & **Bosch, N.** (2023). Examining new-generation transdermal alcohol biosensor performance across laboratory and field contexts. *Alcoholism: Clinical & Experimental Research*, 47(1), 50-59. DOI: [10.1111/acer.14977](https://doi.org/10.1111/acer.14977)
- Baker, R. S., Hutt, S., **Bosch, N.**, Ocumpaugh, J., Biswas, G., Paquette, L., Andres, J. M. A., Nasiar, N., & Munshi, A. (2023). Detector-driven classroom interviewing: Focusing qualitative researcher time by selecting cases in situ. *Educational Technology Research and Development*, 23 pages. DOI: [10.1007/s11423-023-10324-y](https://doi.org/10.1007/s11423-023-10324-y)
- Belitz, C., Ocumpaugh, J., Ritter, S., Baker, R. S., Fancsali, S. E., & **Bosch, N.** (2023). Constructing categories: Moving beyond protected classes in algorithmic fairness. *Journal of the Association for Information Science and Technology*, 74(6), 663-668. DOI: [10.1002/asi.24643](https://doi.org/10.1002/asi.24643)
- Booth, B. M., **Bosch, N.**, & D'Mello, S. K. (2023). Engagement detection and its applications in learning: A tutorial & selective review. *Proceedings of the IEEE*, 111(10), 1398-1422. DOI: [10.1109/JPROC.2023.3309560](https://doi.org/10.1109/JPROC.2023.3309560)
- Jeng, A., Williams-Dobosz, D., **Bosch, N.**, & Perry, M. (2023). Direct and indirect ways of being helpful in online peer help-giving interactions. *Computers & Education*, 205, 104894:1-15. DOI: [10.1016/j.compedu.2023.104894](https://doi.org/10.1016/j.compedu.2023.104894)
- Jeng, A., **Bosch, N.**, & Perry, M. (2023). Sense of belonging predicts perceived helpfulness in online peer help-giving interactions. *The Internet and Higher Education*, 57, 100901:1-14. DOI: [10.1016/j.iheduc.2022.100901](https://doi.org/10.1016/j.iheduc.2022.100901)
- Zhang, Y., Paquette, L., Baker, R. S., **Bosch, N.**, Ocumpaugh, J., & Biswas, G. (2023). How are feelings of difficulty and familiarity linked to learning behaviors and gains in a complex science learning task? *European Journal of Psychology of Education*, 38, 777-800. DOI: [10.1007/s10212-022-00616-x](https://doi.org/10.1007/s10212-022-00616-x)
- Bosch, N.** & D'Mello, S. K. (2022). Can computers outperform humans in detecting user zone-outs? Implications for intelligent interfaces. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 29(2), 1-33. DOI: [10.1145/3481889](https://doi.org/10.1145/3481889)
- Hickman, L., **Bosch, N.**, Ng, V., Saef, R., Tay, L., & Woo, S. E. (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology*, 107(8), 1323-1351. DOI: [10.1037/apl0000695](https://doi.org/10.1037/apl0000695)
- Zhang, Y., Paquette, L., **Bosch, N.**, Ocumpaugh, J., Biswas, G., Hutt, S., & Baker, R. S. (2022). The evolution of metacognitive strategy use in an open-ended learning environment: Do prior domain knowledge and motivation play a role? *Contemporary Educational Psychology*, 69, 102064:1-14. DOI: [10.1016/j.cedpsych.2022.102064](https://doi.org/10.1016/j.cedpsych.2022.102064)
- Bosch, N.** & Paquette, L. (2021). What's next? Sequence length and impossible loops in state transition measurement. *Journal of Educational Data Mining*, 13(1), 1-23. DOI: [10.5281/zenodo.5048423](https://doi.org/10.5281/zenodo.5048423)
- Bosch, N.** & D'Mello, S. K. (2021). Automatic detection of mind wandering from video in the lab and in the classroom. *IEEE Transactions on Affective Computing*, 12(4), 974-988. DOI: [10.1109/TAFFC.2019.2908837](https://doi.org/10.1109/TAFFC.2019.2908837)
- Bosch, N.** (2021). Identifying supportive student factors for mindset interventions: A two-model machine learning approach. *Computers & Education*, 167, 104190:1-15. DOI: [10.1016/j.compedu.2021.104190](https://doi.org/10.1016/j.compedu.2021.104190)

- Bosch, N.** (2021). AutoML feature engineering for student modeling yields high accuracy, but limited interpretability. *Journal of Educational Data Mining*, 13(2), 55-79. DOI: [10.5281/zenodo.5275314](https://doi.org/10.5281/zenodo.5275314)
- Fairbairn, C. E. & **Bosch, N.** (2021). A new generation of transdermal alcohol biosensing technology: Practical applications, machine learning analytics, and questions for future research. *Addiction*, 116(10), 2912-2920. DOI: [10.1111/add.15523](https://doi.org/10.1111/add.15523)
- Gurrieri, L., Fairbairn, C. E., Sayette, M. A., & **Bosch, N.** (2021). Alcohol narrows physical distance between strangers. *Proceedings of the National Academy of Sciences*, 118(20), e2101937118:1-3. DOI: [10.1073/pnas.2101937118](https://doi.org/10.1073/pnas.2101937118)
- Williams-Dobosz, D., Jeng, A., Azevedo, R. F. L., **Bosch, N.**, Ray, C., & Perry, M. (2021). Ask for help: Online help-seeking and help-giving as indicators of cognitive and social presence for students underrepresented in chemistry. *Journal of Chemical Education*, 98(12), 3693-3703. DOI: [10.1021/acs.jchemed.1c00839](https://doi.org/10.1021/acs.jchemed.1c00839)
- Zhang, Y., Paquette, L., Baker, R. S., Ocumpaugh, J., **Bosch, N.**, Biswas, G., & Munshi, A. (2021). Can strategic behavior facilitate confusion resolution? The interplay between confusion and metacognitive strategies in Betty's Brain. *Journal of Learning Analytics*, 8(3), 28-44. DOI: [10.18608/jla.2021.7161](https://doi.org/10.18608/jla.2021.7161)
- Fairbairn, C. E., Kang, D., & **Bosch, N.** (2020). Using machine learning for real-time BAC estimation from a new-generation transdermal biosensor in the laboratory. *Drug and Alcohol Dependence*, 216, 108205:1-108205:8. DOI: [10.1016/j.drugalcdep.2020.108205](https://doi.org/10.1016/j.drugalcdep.2020.108205)
- Hutt, S., Krasich, K., Mills, C., **Bosch, N.**, White, S., Brockmole, J. R., & D'Mello, S. K. (2019). Automated gaze-based mind wandering detection during computerized learning in classrooms. *User Modeling and User-Adapted Interaction*, 29(4), 821-867. DOI: [10.1007/s11257-019-09228-5](https://doi.org/10.1007/s11257-019-09228-5)
- Wammes, J. D., Ralph, B. C. W., Mills, C., **Bosch, N.**, Duncan, T. L., & Smilek, D. (2019). Disengagement during lectures: Media multitasking and mind wandering in university classrooms. *Computers & Education*, 132, 76-89. DOI: [10.1016/j.compedu.2018.12.007](https://doi.org/10.1016/j.compedu.2018.12.007)
- Bosch, N.** & Paquette, L. (2018). Metrics for discrete student models: Chance levels, comparisons, and use cases. *Journal of Learning Analytics*, 5(2), 86-104. DOI: [10.18608/jla.2018.52.6](https://doi.org/10.18608/jla.2018.52.6)
- Bosch, N.** & D'Mello, S. K. (2017). The affective experience of novice computer programmers. *International Journal of Artificial Intelligence in Education*, 27(1), 181-206. DOI: [10.1007/s40593-015-0069-5](https://doi.org/10.1007/s40593-015-0069-5)
- Monkaresi, H., **Bosch, N.**, Calvo, R. A., & D'Mello, S. K. (2017). Automated detection of engagement using video-based estimation of facial expressions and heart rate. *IEEE Transactions on Affective Computing*, 8(1), 15-28. DOI: [10.1109/TAFFC.2016.2515084](https://doi.org/10.1109/TAFFC.2016.2515084)
- Bosch, N.**, D'Mello, S. K., Ocumpaugh, J., Baker, R. S., & Shute, V. (2016). Using video to automatically detect learner affect in computer-enabled classrooms. *ACM Transactions on Interactive Intelligent Systems (TiiS)*, 6(2), 17:1-17:26. DOI: [10.1145/2946837](https://doi.org/10.1145/2946837)
- Shute, V. J., D'Mello, S. K., Baker, R., Cho, K., **Bosch, N.**, Ocumpaugh, J., Ventura, M., & Almeda, V. (2015). Modeling how incoming knowledge, persistence, affective states, and in-game progress influence student learning from an educational game. *Computers & Education*, 86, 224-235. DOI: [10.1016/j.compedu.2015.08.001](https://doi.org/10.1016/j.compedu.2015.08.001)

Peer-reviewed Published Conference Proceedings

- Lee, H., Jeng, A., Burns, S., Bates, M., Moran, C., Kearfott, H., Reyes-Denis, T., Cimpian, J. R., Vythoulikas, G., **Bosch, N.**, & Perry, M. (in press). Teacher characteristics shape engagement and outcomes in online professional learning environments. *Proceedings of the 16th Learning Analytics and Knowledge Conference (LAK '26)*. DOI: [10.1145/3785022.3785069](https://doi.org/10.1145/3785022.3785069)
- Miller, S. R. & **Bosch, N.** (in press). Prompting for teachability: Designing novice personas in LLMs for learning by teaching contexts. *Proceedings of the 16th Learning Analytics and Knowledge Conference (LAK '26)*. DOI: [10.1145/3785022.3785067](https://doi.org/10.1145/3785022.3785067)
- Belitz, C., Lee, H., Nasiar, N., Fancsali, S. E., Stinar, F., Almoubayyed, H., Ritter, S., Baker, R., Ocumpaugh, J., & **Bosch, N.** (2025). Exploring student identity in adaptive learning systems through qualitative data. In A. I. Cristea, E. Walker, Y. Lu, O. C. Santos, & S. Isotani (Eds.), *Proceedings of the 26th International Conference on Artificial Intelligence in Education (AIED 2025)*, 356-363. DOI: [10.1007/978-3-031-98462-4_45](https://doi.org/10.1007/978-3-031-98462-4_45)
- Hur, P., Twidale, M., & **Bosch, N.** (2025). “Like driving in a storm at night”: How students use metaphors to describe confusion during learning. In A. Rajala, A. Cortez, R. Hofmann, A. Jornet, H. Lotz-Sisitka, & L. Markauskaite (Eds.), *Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025*, pp. 2973-2975. DOI: [10.22318/icls2025.443156](https://doi.org/10.22318/icls2025.443156)
- Lee, H., Stinar, F., Zong, R., Valdiviejas, H., Wang, D., & **Bosch, N.** (2025). Learning behaviors mediate the effect of AI-powered support for metacognitive calibration on learning outcomes. *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*, pp. 17:1-18. DOI: [10.1145/3706598.3713960](https://doi.org/10.1145/3706598.3713960)
- Lee, H., Belitz, C., Nasiar, N., & **Bosch, N.** (2025). XAI reveals the causes of attention deficit hyperactivity disorder (ADHD) bias in student performance prediction. *Proceedings of the 15th Learning Analytics and Knowledge Conference (LAK '25)*, pp. 418-428. DOI: [10.1145/3706468.3706521](https://doi.org/10.1145/3706468.3706521)
- Stinar, F., Lee, H., Belitz, C., Nasiar, N., Fancsali, S. E., Ritter, S., Almoubayyed, H., Baker, R. S., Ocumpaugh, J., & **Bosch, N.** (2025). Fairness of Bayesian knowledge tracing for math learners of different reading ability. In C. Mills, G. Alexandron, D. Taibi, G. Lo Bosco, & L. Paquette (Eds.), *Proceedings of the 18th International Conference on Educational Data Mining (EDM 2025)*, pp. 170-181. DOI: [10.5281/zenodo.15870165](https://doi.org/10.5281/zenodo.15870165)
- Stinar, F. & **Bosch, N.** (2025). Surveying contextualized student data sharing preferences for educational AI. In A. I. Cristea, E. Walker, Y. Lu, O. C. Santos, & S. Isotani (Eds.), *Proceedings of the 26th International Conference on Artificial Intelligence in Education (AIED 2025)*, 349-363. DOI: [10.1007/978-3-031-98462-4_45](https://doi.org/10.1007/978-3-031-98462-4_45)
- Tang, L. & **Bosch, N.** (2025). Human-crafted features in machine learning increase trust but risk over-reliance. In C. Mills, G. Alexandron, D. Taibi, G. Lo Bosco, & L. Paquette (Eds.), *Proceedings of the 18th International Conference on Educational Data Mining (EDM 2025)*, pp. 192-204. DOI: [10.5281/zenodo.15870199](https://doi.org/10.5281/zenodo.15870199)
- Zong, R., Zhang, Y., Shang, L., Stinar, F., **Bosch, N.**, & Wang, D. (2025). Bidirectional human–AI collaboration for equitable student performance prediction via deep uncertainty learning. *Proceedings of the 34th International Joint Conference on Artificial Intelligence (IJCAI 2025)*, pp. 10026-10034. DOI: [10.24963/ijcai.2025/1114](https://doi.org/10.24963/ijcai.2025/1114)

- Belitz, C., Lee, H., Nasiar, N., Fancsali, S. E., Ritter, S., Almoubayyed, H., Baker, R. S., Ocumpaugh, J., & **Bosch, N.** (2024). Hierarchical dependencies in classroom settings influence algorithmic bias metrics. *Proceedings of the 14th International Conference on Learning Analytics & Knowledge (LAK '24)*, pp. 210-218. DOI: [10.1145/3636555.3636869](https://doi.org/10.1145/3636555.3636869)
- Bosch, N.**, Williams-Dobosz, D., & Perry, M. (2024). Measuring help-seeking in online course discussion forums with privacy-preserving large language models. In J. Clarke-Midura, I. Kollar, X. Gu, & C. D'Angelo (Eds.), *Proceedings of the 16th International Conference of the Learning Sciences - CSCS 2024*, pp. 189-192. DOI: [10.22318/cscs2024.507823](https://doi.org/10.22318/cscs2024.507823)
- Bosch, N.**, Reyes Denis, T., & Perry, M. (2024). Teacher learning online: Detecting patterns of engagement. In R. Lindgren, T. Asino, E. A. Kyza, C. K. Looi, D. T. Keifert, & E. Suárez (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024*, pp. 1047-1050. DOI: [10.22318/icls2024.106829](https://doi.org/10.22318/icls2024.106829)
- Jiang, X., **Bosch, N.**, & Torvik, V. I. (2024). Training a geographic entity recognizer on biomedical abstracts with the aid of embeddings, metadata, and linked data. *Proceedings of the 2024 IEEE/ACM Joint Conference on Digital Libraries (JCDL)*, pp. 12:1-5. DOI: [10.1145/3677389.3702515](https://doi.org/10.1145/3677389.3702515)
- Jiang, L. & **Bosch, N.** (2024). Short answer scoring with GPT-4. *Proceedings of the 11th ACM Conference on Learning@Scale (L@S '24)*, pp. 438-442. DOI: [10.1145/3657604.3664685](https://doi.org/10.1145/3657604.3664685)
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Peer-reviewed Workshop Papers

Belitz, C., **Bosch, N.**, Jiang, L., Jivet, I., Kirouchenassamy, B., Lee, H., Leporini, B., Mallocci, F. M., Marras, M., Rotelli, D., & Stinar, F. (2025). Fair4AIED 2025: First international workshop on fairness in algorithmic decision-making for education. In A. I. Cristea, E. Walker, Y. Lu, O. C. Santos, & S. Isotani (Eds.), *Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium, Blue Sky, and WideAIED*, pp. 308-314. DOI: [10.1007/978-3-031-99267-4_40](https://doi.org/10.1007/978-3-031-99267-4_40)

Lee, H., Hur, P., Bhat, S., & **Bosch, N.** (2021). Promoting self-regulated learning in online learning by triggering tailored interventions. In R. S. Baker, C. Mills, & U. Boser (Eds.), *CEUR Workshop Proceedings: Joint Workshops at the International Conference on Educational Data Mining*, 1-8.

Bosch, N. & Paquette, L. (2017). Unsupervised deep autoencoders for feature extraction with educational data. *Deep Learning with Educational Data Workshop at the 10th International Conference on Educational Data Mining*.

Bosch, N. & D'Mello, S. K. (2014). Co-occurring affective states in automated computer programming education. In E. Walker & C. K. Looi (Eds.), *Proceedings of the Workshop on AI-supported Education for Computer Science (AIEDCS) at the 12th International Conference on Intelligent Tutoring Systems*, pp. 21-30.

Bosch, N. & D’Mello, S. K. (2013). Sequential patterns of affective states of novice programmers. In E. Walker & C. K. Looi (Eds.), *Proceedings of the First Workshop on AI-supported Education for Computer Science (AIEDCS 2013)*, pp. 1-10.

Invited Talks/Seminars

- *AI-powered Measurement and Assessment for Short Student-written Texts*. Speaker Series for the Targeted Infusion Project “Innovating Writing-To-Learning Pedagogy”, Jackson State University. July 11, 2024.
- *Privacy and Big Data in Postsecondary Education*. Building a Multidimensional Future: A Conversation on Big Data and Educational Measurement, National Council on Measurement in Education Annual Meeting. June 1, 2021.
- *Learning about Learning from Unstructured Classroom Data*. AAAI Spring Symposium on Artificial Intelligence for K–12 Education. March 22, 2021.
- *Hyperparameter Tuning in Machine Learning for Student Models*. Learning Analytics Learning Network. October 20, 2020.

Teaching and Mentorship

Teaching Activities

- Instructor, *Causal Inference with Machine Learning* (EPSY 590ML) – fall 2023, spring 2025
 - **Newly developed course**
- Instructor, *Concepts of Machine Learning* (IS 390CML/327) – spring 2022, fall 2022, spring 2023, fall 2024
 - **Newly developed course**
- Instructor, *Data, Statistical Models, and Information* (IS 542/507) – fall 2019, spring 2020, fall 2020, fall 2021
- Instructor, *Applied Machine Learning: Team Projects* (IS 590ML/557) – spring 2019, fall 2019, spring 2021, spring 2024, fall 2025
 - **Newly developed course**
- Instructor, *Foundations of Information Processing* (IS 452) – spring 2019
- Instructor, *Data Mining* (IS 590DT2/577) – fall 2018, fall 2020
- Co-instructor, *Machine Learning Team Projects* (IS 590ML) – fall 2018
- Information Sciences independent study advisor (IS 592/589) – fall 2019 (1), spring 2020 (3), fall 2020 (1), spring 2021 (2), summer 2021 (1), spring 2022 (2), summer 2022 (4)
- Information Sciences undergraduate independent study advisor (IS 389) – spring 2022 (1)
- Educational Psychology independent study advisor (EPSY 595) – fall 2020 (1), summer 2021 (1), spring 2022 (1), fall 2022 (1)
- Informatics independent study advisor (INFO 597) – fall 2020 (1)
- Informatics individual undergraduate research (INFO 199/399) – fall 2020 (1), spring 2021 (1), spring 2022 (1)
- Guest Lecturer, *AI Applications in Education* (CS 498)
- Guest Lecturer, *Research Design for Information Sciences* (IS 204)
- Guest Lecturer, *Advanced Topics: Machine Learning & Social Computing* (IS 590MSC)

- Guest Lecturer, *Introduction to Educational Data Mining* (CI 507EDM)
- Guest Lecturer, *Qualitative Analysis of Video Data* (CI 507AVD)

Doctoral Advising

- Clara Belitz – Information Sciences
- Lan Jiang – Information Sciences
- HaeJin Lee – Information Sciences
- Sydney Miller – Information Sciences
- Frank Stinar – Information Sciences
- Liang Tang – Information Sciences (secondary co-advisor with Masooda Bashir)
- Destiny Williams-Dobosz – Educational Psychology (secondary co-advisor with Michelle Perry)
 - Graduated 2025 → Postdoc at Boston College
- Paul Hur – Information Sciences (secondary co-advisor with Michael Twidale)
 - Graduated 2024 → Postdoc at Freie Universität Berlin
- Hannah Valdiviejas – Educational Psychology (secondary co-advisor with Michelle Perry)
 - Graduated 2023 → SRCD Federal Executive Branch Policy Fellow

Master's Students Mentored

- Shuyi Guo (2024–2025), MS in Information Management
 - Graduated 2025 → Machine learning engineer at TikTok San Jose
- Sree Balasubramanian (2022–2023), MS in Information Management → Analytics Rotation Program Manager at Genentech
- Rohan Salvi (2022–2023), MS in Information Management → PhD student at University of Illinois Chicago
- Vel Wu (2020), MS in Information Management → Data engineer at Groundhog Technologies
- Aditya Kadrekar (2020), MS in Information Management → Data scientist at Cargill, Inc.
- Lan Jiang (2019–2020), MS in Information Management → PhD student at UIUC
- Tre Tomaszewski (2019–2020), MS in Bioinformatics → PhD student at UIUC
- Jinlin Zeng (2018–2019), MS in Information Management

Undergraduate Students Mentored

- Molly Babczak (2025)
- Raphael Chen (2025)
- Hanning Lin (2024–2025) → Grad student at UC Berkeley
- Stefan Chu (2023–2024) → Grad student at Harvard University
- Ziwei Wang (2023–2024) → Grad student at University of Pennsylvania
- Ved Shah (2021, SPIN—*Students Pushing INnovation* intern) → Grad student at Northwestern University
- HaeJin Lee (2021) → Grad student at UIUC
- Alistair Nunn (2020–2021)
- Zihan (Crescent) Xiong (2020–2022) → Grad student at University of Pennsylvania
- Debopam Sanyal (2019–2020, SPIN—*Students Pushing INnovation* intern) → Grad student at UIUC

- Lauren Gregory (2019)
- Dean Lin (2018–2019, SPIN—*Students Pushing INnovation* intern)
- Eddie Huang (2018–2019) → Grad student at UIUC
- Zhuoyue Wang (2018–2019) → Grad student at UC Berkeley
- Yuxuan Chen (Notre Dame; 2013–2016) → Grad student at Columbia University
- Huili Chen (Notre Dame; 2015–2016) → Grad student at Massachusetts Institute of Technology
- Jianan Wang (Notre Dame; 2016)
- Jacob Beiter (Notre Dame; 2016)
- Timothy Pusateri (Notre Dame; 2015)

Professional Activities

Journal and Proceedings Editing

- Accessibility Production Editor, *Journal of Educational Data Mining* (2023–present)
- Co-editor, special issue of the *APA Technology, Mind, and Behavior* journal on “Understanding Involuntary Thought and Affect through Big Data and AI” (2023–2024)
- Co-editor, special issue of the *Journal of Educational Data Mining* on extended follow-ups to the best papers from EDM 2022 (December 2022)
- Co-editor, *Proceedings of the 15th International Conference on Educational Data Mining (EDM 2022)*

Journal Reviews

- ACM Transactions on Computer–Human Interaction (TOCHI)
- ACM Transactions on Human–Robot Interaction (THRI)
- ACM Transactions on Knowledge Discovery from Data (TKDD)
- Addiction
- American Educational Research Association Open (AERA Open)
- American Educational Research Journal (AERJ)
- Behavior Research Methods (BRM)
- British Journal of Educational Technology (BJET)
- Computers & Education
- Contemporary Educational Psychology
- IEEE Transactions on Affective Computing (TAFEC)
- IEEE Transactions on Learning Technologies (TLT)
- Image and Vision Computing (IMAVIS)
- International Journal of Artificial Intelligence in Education (IJAIED)
- International Journal of Human–Computer Interaction (IJHCI)
- International Journal of STEM Education
- Journal of Educational Data Mining (JEDM)
- Journal of Educational Psychology
- Journal of Learning Analytics (JLA)
- Learning and Individual Differences
- Proceedings of the ACM on Interactive, Mobile, Wearable and Ubiquitous Technologies (IMWUT)

- Psychometrika
- Technology, Mind, and Behavior
- The Internet and Higher Education

Conference Reviews (Program Committee)

- AAAI Conference on Artificial Intelligence
- ACM CHI Conference on Human Factors in Computing Systems
- ACM Conference on Computer-Supported Cooperative Work and Social Computing
- ACM Conference on Fairness, Accountability, and Transparency (FAccT)
- ACM/IEEE Joint Conference on Digital Libraries (JCDL)
- Conference on Neural Information Processing Systems (NeurIPS)
- IEEE Conference on Automatic Face and Gesture Recognition (FG)
- IEEE Winter Conference on Applications of Computer Vision (WACV)
- International Conference on Affective Computing and Intelligent Interaction (ACII)
- International Learning Analytics and Knowledge (LAK) Conference
- International Society of the Learning Sciences (ISLS; ICLS/CSCL conferences)

Conference Associate Chair/Senior Program Committee

- ACM CHI Conference on Human Factors in Computing Systems
- ACM International Conference on Multimodal Interaction (ICMI)
- International Conference on Artificial Intelligence in Education (AIED)
- International Conference on Educational Data Mining (EDM)

Conference Chairing

- Late-breaking Results (LBR) and Demos track Co-chair, User Modeling, Adaptation, and Personalization (UMAP) Conference, 2025
- Equity, Diversity, Inclusion, and Accessibility Co-chair, Educational Data Mining (EDM) Conference, 2025
- Accessibility Chair, Educational Data Mining (EDM) Conference, 2024
- Program Committee Co-chair, Educational Data Mining (EDM) Conference, 2022
- Industry Track Co-chair, Educational Data Mining (EDM) Conference, 2020

Workshop Organization

- Co-chair/organizer, *Fair4AIED 2025: First International Workshop on Fairness in Algorithmic Decision-Making for Education* held at the Artificial Intelligence in Education (AIED) 2025 conference (<https://fair4aied.github.io/2025/>)
- Co-chair/organizer, *Fairness, Accountability, and Transparency in Educational Data* workshop held at the Educational Data Mining 2020 conference (<https://fatedm.inria.fr/>)

Workshop and Symposium Reviews

- AAAI Workshop on AI Education
- APA Technology, Mind, and Society (TMS)
- EDMGAMES Workshop at the Educational Data Mining Conference
- EuroCSS Workshop on Biases in Social Computing Data and Technology
- HEXED (Human-Centric eXplainable AI in Education) Workshop
- IJCAI Workshop on Artificial Intelligence in Affective Computing
- International Workshop on Empathetic Computing
- NeurIPS Workshop on Generative AI for Education (GAIED)
- Society of Research on Educational Effectiveness Spring Conference (SREE)

Grant/Fellowship Proposals Reviews and Panels

- Computer Science Evaluation Group Member, Natural Sciences and Engineering Research Council of Canada (NSERC), 2025–2028
- Panelist, National Science Foundation (NSF) Directorate for Social, Behavioral and Economic Sciences (SBE), 2025
- Ad-hoc reviewer, UIUC Andrew T. Yang Research and Entrepreneurship Award, 2024
- Ad-hoc reviewer, UIUC Chancellor's Call to Action Research Projects, 2024
- Ad-hoc reviewer, UIUC / University Academic Alliance of Taiwan seed grant proposals, 2024
- Ad-hoc reviewer, Tools Competition (The Learning Agency), 2023–2024
- Panel chair, Institute of Education Sciences (IES), 2024
- Panelist, Institute of Education Sciences (IES), 2021, 2023
- Ad-hoc reviewer, Natural Sciences and Engineering Research Council of Canada (NSERC), 2021–2022, 2024
- Ad-hoc reviewer, National Institutes of Health (NIH), 2021
- Panelist, National Science Foundation (NSF) Directorate for STEM Education, 2021–2023
- Ad-hoc reviewer, UIUC Technology Innovation in Educational Research and Design (TIER-ED) Pilot Projects, 2021
- Ad-hoc reviewer, UIUC Technology Innovation in Educational Research and Design (TIER-ED) Student Fellows, 2020
- Panelist, National Science Foundation (NSF) Directorate for Computer and Information Science and Engineering (CISE), 2020
- Ad-hoc reviewer, UIUC Campus Research Board, 2020–2022, 2025
- Ad-hoc reviewer, National Center for Supercomputing Applications (NCSA) Faculty Fellows, 2017

Professional Memberships (Past and Current)

- American Educational Research Association (AERA) Division C
- Association for the Advancement of Affective Computing (AAAC)
- Association for Computing Machinery (ACM)
- International Artificial Intelligence in Education Society
- International Educational Data Mining Society
- International Society of the Learning Sciences (ISLS)

Campus Committees

- Technology Governance Teaching and Learning Subcommittee (campus-level), UIUC, 2026-2029
- Executive Committee, School of Information Sciences, UIUC, 2025–2026
- Specialized Faculty Promotion Committee, College of Education, UIUC, 2025–2026
- Third-year Review Committee, School of Information Sciences, UIUC, 2025
- Space Policy Taskforce, College of Education, UIUC, 2023–2024
- AI Curriculum Committee, School of Information Sciences, UIUC, 2023–2024
- Doctoral Studies Committee, School of Information Sciences, UIUC, 2022–2025
- MS/IM Program Committee, School of Information Sciences, UIUC, 2019–2022
- Research Advisory Committee, School of Information Sciences, UIUC, 2019–2023
- Admissions Committee, School of Information Sciences, UIUC, 2019
- University of Notre Dame Computer Science Graduate Student Board, 2014–2015, 2015–2016

Search Committees

- Specialized Faculty, School of Information Sciences, UIUC, 2019–2020, Spring 2021, 2021–2022
- Tenure-track Faculty, School of Information Sciences, UIUC, 2023–2024, 2024–2025
- Tenure-track Faculty, Department of Curriculum and Instruction, UIUC, 2025–2026

Other Service and Outreach

- International Educational Data Mining Society Board of Directors, 2024–2030
- Illinois Online Higher Education Symposium Presenter, 2024
- HackIllinois Mentor, 2023
- STEM For All Video Showcase Presenter (TERC), 2020, 2021, 2022
- Illinois Science Olympiad State Tournament Judge, 2017–2019
- Northern Indiana Regional Science and Engineering Fair Judge, 2015, 2016
- Notre Dame National Robotics Week Presenter, 2013