

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 2016
Advisors: Barry Fishman & Stuart Karabenick
- M.S., Psychology**, University of Michigan 2014
- M.A., Humanities (Philosophy)**, University of Chicago 2008
Advisor: Martha Nussbaum
- B.A., Philosophy & Psychology**, Georgetown University 2005

Academic Positions

- Assistant Professor of Education** 2018-pres.
Rossier School of Education
University of Southern California
- Provost Postdoctoral Scholar** 2016-2018
Rossier School of Education
University of Southern California








Publications










 Citations: 774 **h-index: 15** **i10-index: 20**

Student co-authors are *italicized*







 PDF  Data  Media Coverage








Refereed Journal Articles

- 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: 8.5)
- Aguilar, S.J.** (2020). Guidelines and tools for bridging the digital divide. *Information and Learning Sciences*. DOI: 10.1108/ILS-04-2020-0084   (CiteScore: 1.8)
- 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: 1.8)
- 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: 3.2) *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: 4.85)
- 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: 2.3)
- 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: 2.05) 
- 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: 1.90) 
- Lonn, 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: 6.83) 

Refereed Proceedings Papers

- 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., Lonn, 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% 
- Lonn, 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/qfjvs 
- 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

- Aguilar, S.J.**, Silver, D., Polikoff, M.S. (revise & resubmit). Using data science techniques to collect and analyze over 500,000 lessons on teacherspayteachers.com. *Computers & Educaiton*

- Aguilar, S.J.**, Galperin, H., Baek, C., & Gonzalez, E. (revise & resubmit). Live instruction predicts engagement in K-12 remote learning. *Educational Researcher*
- Aguilar, S.J.**, Rosenberg, J., Greenhalgh, S.P., Lishinski, A., Fütterer, T., & Fischer C., (revise & resubmit). A different experience in a different moment? Teachers' social media use before and during the COVID-19 pandemic. *AERA Open*
- Aguilar, S.J.**, Baek, C., Galperin, H., Gonzalez, 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). Past, present, and future directions of learning analytics research for students with disabilities.
- Baek, C. & **Aguilar, S.J.** (under review). Experimental evidence showing the effectiveness of a text over video online intervention for improving teachers' attitudes towards children with autism.
- Baek, C. & **Aguilar, S.J.** (under review). The use and evaluation of educational technologies in special education from 2009-2019.
- Salgado, A. & **Aguilar, S.J.** (under review). Information framing effects on students' support towards equitable financial aid for undocumented students.

Research Grants & Contracts

Total awarded: \$174,020

Current

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. 2019-2021

Completed

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 (\$3,200,000)
 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

Competitive Fellowships & Other Funding

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	2013

University of Michigan, Ann Arbor, MI

Learning Analytics Summer Institute at Stanford 2013
Society for Learning Analytics Research
Stanford University, Palo Alto, CA

Poster Prize (\$500) 2013
Michigan State University Graduate Student Conference
Michigan State University, MI

Student Scholarship 2013
Second Biennial APA Division 45 Conference
University of Michigan, Ann Arbor, MI

Rackham Conference Travel Grant Award (\$4,750) 2012-16
Rackham Graduate School
University of Michigan, Ann Arbor, MI

Rackham Merit Fellowship 2011-18
Rackham Graduate School
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

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

Los Angeles Times — No place to study, hunger and inadequate computers hurt Eastside and South L.A. students [↗](#) [📄](#)

Television

NBC4 — Going the Distance: The Digital Equity Gap [↗](#) [📄](#)

Noticiero Univision — 6pm Evening News

Radio/Podcast

Korea Factual — Innovation of online education platform (0421 News Focus 1) [↗](#)

Research

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

When Think Tank Opinion on Policy Is Driven by Advocacy, Refute Them: A Reader *National Education Policy Center* [↗](#)

Refuting common Common Core misconceptions *Thomas B. Fordham Institute* [↗](#)

Here's One Way to Dispel Misconceptions About the Common Core *Education Week* [↗](#)

USC

Provost Postdoctoral Scholar Aguilar finds groove at Rossier *USC Rossier News* [↗](#)

Rossier faculty expands with hiring of postdoctoral scholar *USC Rossier News* [↗](#)

Conference & Other Presentations

Refereed Conference Presentations

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.**, (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.

Teaching

USC Rossier School of Educaiton

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

Undergraduate seminar

Rossier School of Education, University of Southern California

Performance Problems: Role of Learning

Graduate Seminar

Rossier School of Education, University of Southern California

Inquiry III

Graduate Seminar

Rossier School of Education, University of Southern California

Controversies in Learning and Instruction

PhD Seminar

Rossier School of Education, University of Southern California

UC Irvine

Multi-Level Analysis of Survey Data (HLM)

Graduate level workshop

University of California, Irvine School of Education

University of Michigan, Ann Arbor

Educational Psychology & Human Development

Undergraduate

University of Michigan Ann Arbor, MI

Multi-Level Analysis of Survey Data (HLM)

Graduate level seminar

Institute for Social Research, Ann Arbor, MI

Research Methods in Psychology

Graduate Student Instructor, Undergraduate Lecture Psychology Department

University of Michigan, Ann Arbor

Psychology of Adolescence

Graduate Instructor, Undergraduate Lecture Psychology Department

University of Michigan, Ann Arbor, MI

National Service

American Educational Research Association (AERA)

Secretary (2016-2018); Studying and Self-Regulated Learning (SSRL) Special Interest Group

Junior Program Chair (2018-2019); SSRL Special Interest Group

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

Program Co-Chair (2019)

Society for Learning Analytics Research (SoLAR)

Program Committee; member (2018-2020)

Ad-hoc Peer Reviewer

Editorial Board Memberships

AERA Open (2020-)

Journal of Educational Psychology (2020-)

Contemporary Educational Psychology (2021-)

Ad-hoc Peer Review

British Journal of Educational Psychology

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

Teachers College Record

Conference Peer Review


European Association for Research on Learning and Instruction (2015-pres.)

Learning Analytics and Knowledge (LAK) Conference (2012 – pres.)

American Educational Research Association (AERA) Conference (2014 – pres.)

Institutional Service

University of Southern California

Human Protection Council (HPC), Committee Member (2021 - present)
Faculty Online Advisory Group (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 - present)
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 14, HLM7, R
Qualitative: MAXQDA, NVivo
Programming: R, Python, LaTeX
Design: Photoshop, Illustrator